

Outcomes at the Foundation Stage in Leeds 2008 Report Version No: 1a (Results for all Leeds settings including PVIs)

1. Background

This report provides a summary of key points highlighted by an initial analysis of the data returned by Leeds schools for the Foundation Stage Profile assessments undertaken during the 2007-2008 academic year. The analyses contained in this report are based on 100% of the expected returns from maintained schools; this is the first year that we have had a complete dataset prior to the summer break – thanks are due to all staff involved in schools and to the Data Management Team at Education Leeds. The DCSF are due to publish summary national data for the 2008 FSP assessments in October; 2007 data are included for comparative purposes the relevant sections of this report.

Schools undertook FSP assessments grouped into the following areas:

- Personal and Social Development (PSE) (3 Assessment Foci)
- Communication, language & learning (CLL) (4 Assessment Foci)
- Mathematical Development (MD) (3 Assessment Foci)
- Knowledge and Understanding of the World (KUW) (1 Assessment Focus)
- Physical Development (PHY) (1 Assessment Focus)
- Creative Development (CRE) (1 Assessment Focus)

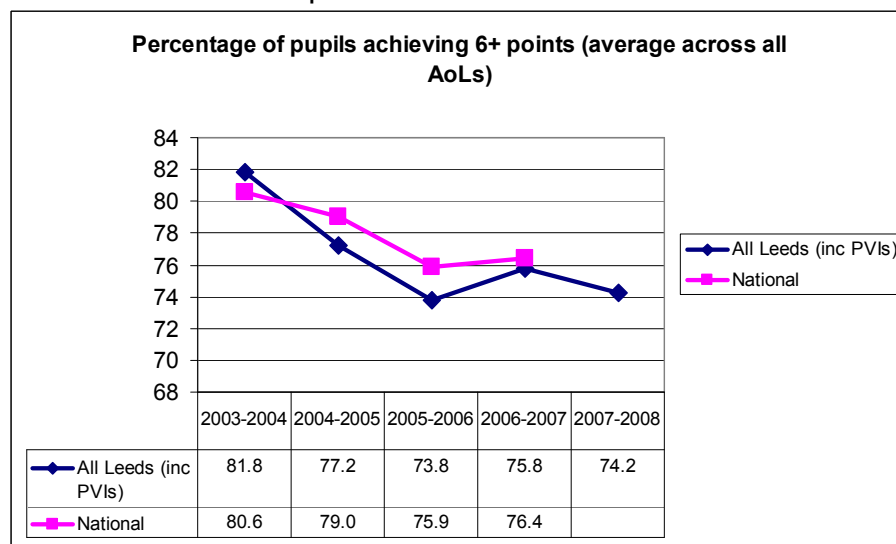
The assessment guidance gives specific and detailed advice on the appropriate scoring of pupils in each Area of Learning.

- The **first three points (1-3)**, the 'stepping stones', describe a child who is still progressing towards the achievements described in the Early Learning Goals, and are based mainly on the 'stepping stones' in the curriculum guidance. Most children will achieve all of these three points before they achieve any of the Early Learning Goals.
- The **next five points (4-8)** are drawn from the Early Learning Goals themselves. These are presented in approximate order of difficulty, according to evidence from trials. However, the points are not necessarily hierarchical.
- The **final point (9)** in each scale describes a child who has achieved all the points from 1-8 on that scale, has developed further both in breadth and depth, and is ***working consistently beyond*** the level of the Early Learning Goals.
- A score of **six points or more** may be classified as *working securely* within the Early Learning Goals. This indicates a good level of development by the end of the foundation stage.

Schools were provided with training and written guidance in order to moderate their assessments.

2. Overall Results

The returns from schools were aggregated to produce overall scores for Leeds. The table below summarises the aggregated results for Leeds over the last three years with national data for comparative purposes where available. The DCSF benchmark indicators for the measurement of outcomes at the Foundation Stage are included in this report in tables 2 and 3.



Leeds Historical Data Source: NCER – KEYPAS

National Data Source: DfES Statistical First Releases (SFR03/2006 & SFR03/2007 & SFR 32/2007)

Table 1: Percentage of Leeds pupils achieving 6+ points at the Foundation Stage 2005 to 2007, with national comparators

	2006		2007		2008	
	Leeds	Nat'l	Leeds	Nat'l	Leeds	Nat'l
Personal and Social Development:						
Dispositions and Attitudes	84	88	85	87	81	
Social Development	79	80	80	80	76	
Emotional Development	74	77	74	76	71	
Communication, language and literacy:						
Language for communication and thinking	76	78	77	78	74	
Linking sounds and letters	60	61	70	65	72	
Reading	67	68	71	69	69	
Writing	56	57	60	58	60	
Mathematical Development:						
Numbers as labels for Counting	83	87	86	87	85	
Calculating	66	69	67	70	67	
Shape, space and measures	78	80	78	80	77	
Knowledge & understanding of the world	74	77	73	77	74	
Physical development	86	88	89	88	85	
Creative Development	76	78	76	78	74	

Leeds Historical Data Source: NCER – KEYPAS

National Data Source: DfES Statistical First Releases (SFR03/2006 & SFR03/2007 & SFR 32/2007)

After the reversal of the long term downward trend in outcomes in 2007, results in 2008 have returned to 2006 levels. The 2 percentage point (%pt) average increase in 6+ scores across all strands in 2007 has been followed by an almost 2 %pt decrease in 2008. It is disappointing that the improvements seen in 2007 have not been repeated this year and it will be interesting to see how the national pattern is developing.

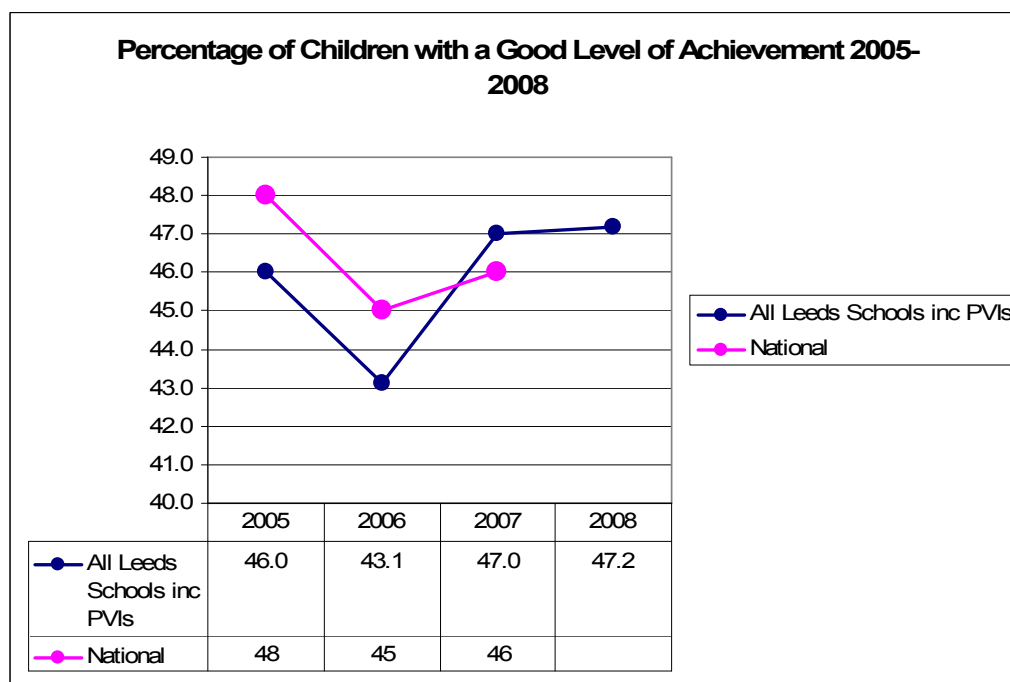
At a strand level, there are significant differences in both the overall outcomes and the trends over time. There is a 25 %pt gap between the strand with the lowest outcomes (Writing) and the strand with the highest outcomes (Physical Development). The average reduction in outcomes has not been seen consistently across all strands; Linking Sounds & Letters, which saw a 10 %pt increase last year has seen another improvement of 2 %pts this year, but two other CLLD strands have seen a decrease in outcomes of between 1 and 3 %pts. The most consistent and significant decreases have been observed in the PSED strand, where all strands have fallen by 3 to 4 %pts. Little change has been observed in the Mathematical Development strands, there has been a small increase in Knowledge & Understanding of the World and reductions of 4%pts in Physical Development and 3%pts in Creative Development.

Table 2: Percentage of pupils with a good level of overall achievement at the Foundation Stage 2005 to 2007.

	2005		2006		2007		2008	
	Leeds	Nat'l	Leeds	Nat'l	Leeds	Nat'l	Leeds	Nat'l
% of pupils with 78+ points and 6+ in all PSED and CLLD strands	46	48	43	45	47	46	47	

Leeds Historical Data Source: NCER – KEYPAS

National Data Source: DfES Statistical First Releases (SFR03/2006 & SFR03/2007 & SFR 32/2007)



The benchmark indicator displayed in Table 2 is used by DCSF as part of the statutory target setting and performance review process for LAs. For a child to reach “a good level of overall achievement” they need to have gained at least 78 points across all strands of the FSP, but also need to have at least 6 points in each of the PSED and CLLD strands. This indicator has shown a fractional decrease in outcomes in Leeds. The percentage of pupils who reached this level of achievement rose by over 4 %pts in 2007 and in contrast to the “average” 6+ percentage indicators, this level of achievement has seen a further small increase in 2008. This would indicate that while there has been a reduction in the percentage of children reaching 6+points in most individual strands, the proportion of children who are consistently performing well has remained stable.

The apparently conflicting trends described above may be an indication that practitioners are continuing to refine the accuracy of their assessments (hence the reduction in outcomes in strands which historically have had high results), but are successfully maintaining the consistency of children’s development in key areas. The key challenge for future years will be to improve further on the proportion of pupils with a consistently good level of achievement.

The LA target for this indicator in 2008 was 50% and the target for 2009 is 53%. In order to reach this target there needs to be a step-change in the rate of improvement on this indicator. It is however, interesting to note that that in 2008 there were 642 children in Leeds maintained schools who missed out on reaching a “good level of achievement” by just one point in one of the PSED/CLLD strands. If all of these pupils had achieved 6 points instead of 5 points in the relevant strand, then the percentage of the cohort reaching this benchmark of achievement would have risen to 55%, exceeding both the 2008 and 2009 targets. The Appendix to this report provides further analysis of the numbers of children missing out on a Good Level of Achievement.

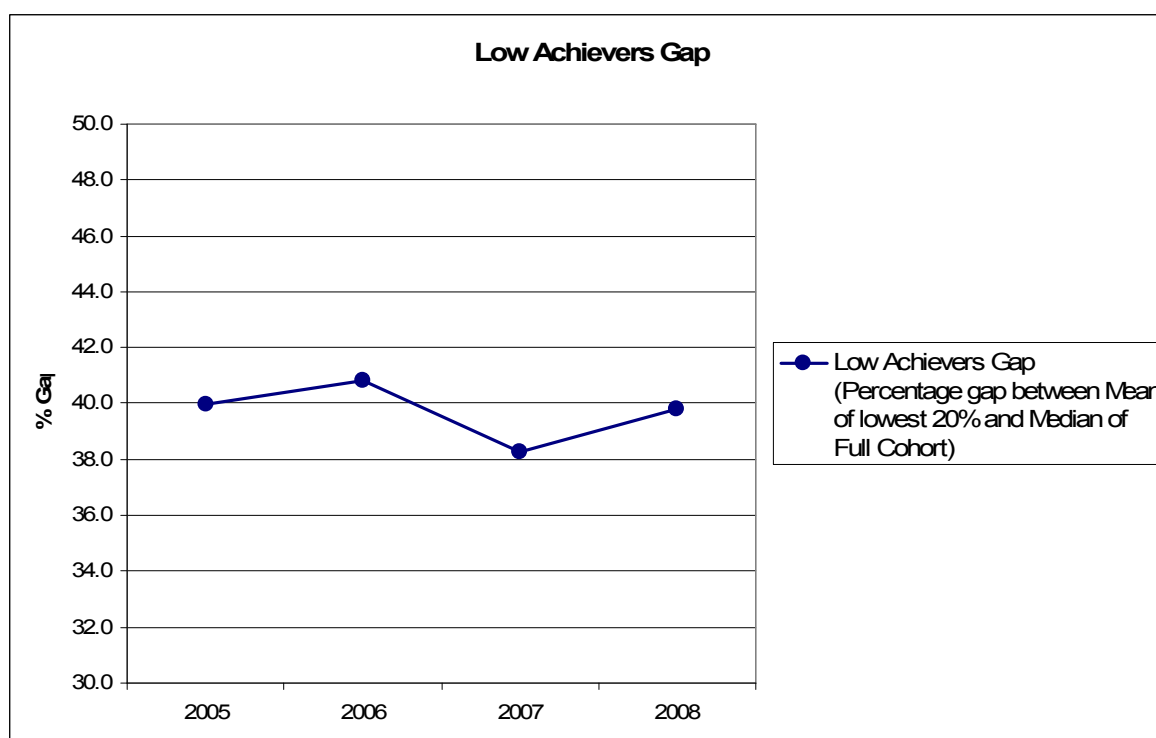
A second “target” indicator looks at the gap between the average overall performance of the full cohort and the overall performance of the “lowest 20% of achievers”. National figures for this indicator have only been published for 2007.

Table 3: The gap between outcomes for the lowest achievers and the average for all pupils, Leeds 2005-2007.

	2006	2007	2008
Low Achievers Gap (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)			
Leeds	40.8	38.3	39.8
National		37	

Leeds Historical Data Source: NCER – KEYPAS

National Data Source: DfES Statistical First Releases (SFR 32/2007)



The “Gap” indicator is derived by calculating the difference between the Median score of the full cohort and the Mean (average) score of the lowest achieving 20% percent of the cohort. The challenge to LAs is to improve outcomes for the lowest achieving children at a faster rate than the “average” child. Unfortunately in 2008 there has been a decrease in the Median score for the full cohort (-1pt) and a decrease in the mean score for the bottom 20% (-2pts), resulting in a widening of the gap by 1.5%pts. This means that some of the improvement seen in 2007 has been lost this year, although the gap is still smaller than that seen in 2006.

The 2008 LA target of 33% was missed by over 6 %pts, and the 2009 target of 30% presents an even greater challenge for next year. It should be noted however, that if the total FSP score of every child in the bottom 20% had been 3 points higher, we would have met the 2008 target, and if their scores had been improved by 5 points we would have met the 2009 target.

If the LA is to seriously pursue meeting these targets, the challenge will be around early identification of those pupils most likely to contribute to the benchmark indicator and effective intervention to maximise outcomes in key Areas of Learning.

The Appendix to this report contains further tables and analyses which help to identify the relevant cohorts.

3. Results from other Local Authorities

Table 4: The percentage of pupils with a good level of overall achievement

	2007	2008
Bolton	53	
Bury	46	

Calderdale	49	
Darlington	52	
Derby	46	
Kirklees	49	
North Tyneside	55	
Sheffield	40	
St. Helens	51	
Stockton-on-Tees	65	
Average of Stat Neighbours	50	
Leeds	47	
England	46	

LA Data Source: DfES Statistical First Releases (SFR 32/2007)

LA results are due to be published by DCSF in October.

4. Results from Leeds Maintained Schools

There remains a significant degree of variation in the level of achievement reported by individual schools in Leeds. The table below shows the range in the proportion of pupils assessed as having a good level of achievement. This analysis will be useful to individual schools in benchmarking their own outcomes against the distribution of results across Leeds.

Table 5: The distribution of school level outcomes

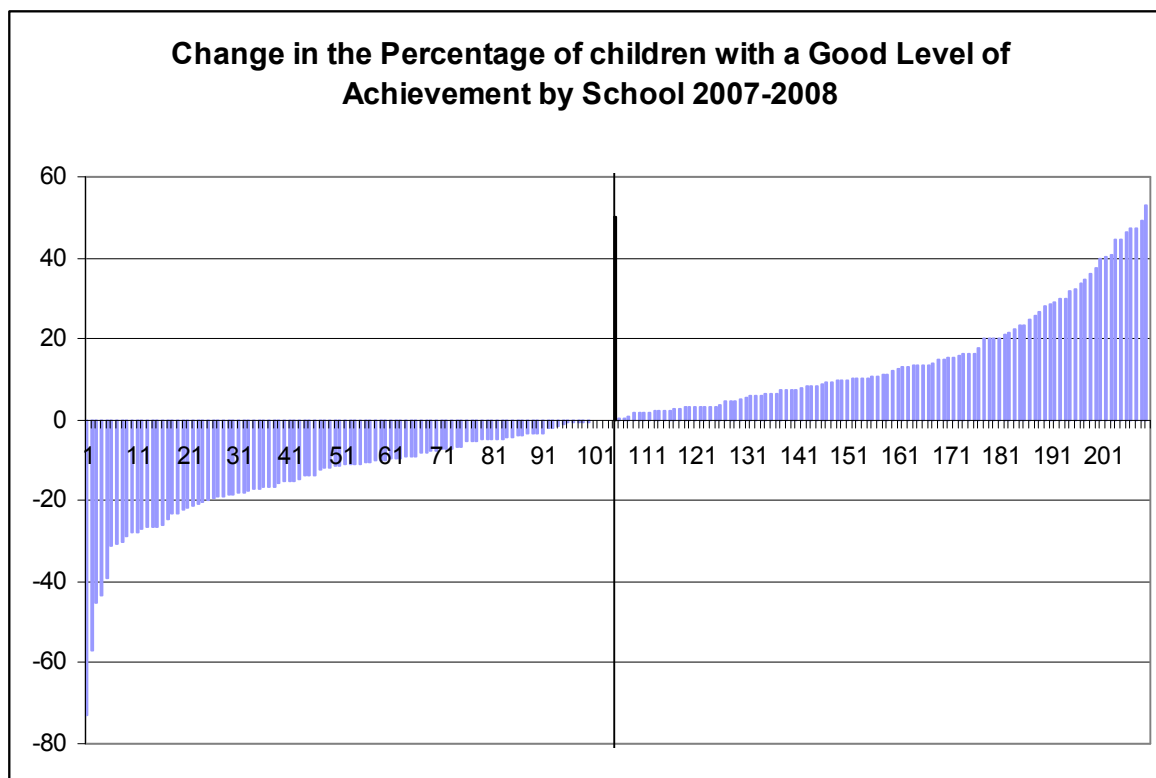
<i>The percentage of pupils with a good level of overall achievement in Leeds Schools</i>	
Highest	100
95th Percentile	80
Upper Quartile	64
Median	50
Lower Quartile	33
5th Percentile	4
Lowest	0

Data Source: KEYPAS - FSP assessment returns from Leeds schools)

There was one school in Leeds where every child in the cohort was assessed as reaching a good level of achievement, while at the same time there were 9 schools where no children were assessed as reaching this level. Interestingly, one of these 9 schools is only 1 ½ miles away from the highest achieving school and both have similar pupil intakes.

While the middle 50% of schools fall within the relatively small range of between 33% and 64% of children having a good level of development, those schools with relatively high or low attainment show a much greater spread of outcomes than are observed at other Key Stages. This variation in results does indicate that there is still an issue around the accuracy and reliability of assessments in Leeds.

The chart below shows that while there has been a small decrease in the percentage of pupils with a good level of achievement across Leeds as a whole, the pattern of change for individual schools is much more varied.



Roughly equal numbers of schools saw an increase/decrease in their annual outcomes. A quarter of schools saw an improvement of 10% or more, while another quarter of schools experienced a decline of 10% or more. Individual school results will always fluctuate from year to year due to the differences in successive cohorts; however, the year-on-year variation results is again far more extreme than at other Key Stages; providing further evidence of continuing issues around consistency, accuracy and moderation of assessments.

In order to effect an overall improvement in city-wide outcomes, we need to see a much greater proportion of Leeds schools showing year-on-year improvements.

5. Geography, Demography and Deprivation

Analysis of the aggregated assessments from Families of Schools representing distinct geographical areas within Leeds does show some variation.

Table 6: Outcomes for Families of Schools

Percentage of pupils achieving a good level of overall achievement*					
		2006	2007	2008	Change
Aireborough		53.0	66.3	66.8	+05
Elmet		59.1	63.6	65.3	+0.7
Inner East		21.3	26.7	20.1	-6.6
North East Leeds School Learning Partnership	prev. INE non SRB	55.5	58.9	37.4	
	prev. INE SRB	28.0	33.1		
Inner North West		45.4	51.7	46.1	-4.6
Inner South		25.4	28.1	27.2	-0.9
Inner West		36.9	31.6	36.8	+0.2
Meanwood / Moortown		52.9	68.1	61.4	-6.7
Morley		50.5	51.5	57.2	+5.7
North West		47.7	59.2	48.3	-10.9
Otley		43.5	57.9	62.7	+4.8
Outer East		46.4	45.8	51.2	+5.4
Pudsey		45.4	55.2	52.8	-2.4
Richmond Hill		13.9	24.7	41.8	+17.1
Rothwell		53.7	57.5	63.8	+6.3
Seacroft / Manston		41.9	37.8	45.3	+8.5
Templenewsam / Halton		39.8	44.7	39.0	-5.7
West		45.6	55.4	42.9	-12.5

Data Source: KEYPAS - FSP assessment returns from Leeds schools)

*defined as: 78+ points and 6+ points in all PSED and CCLD strands

As in previous years, the highest levels of attainment are observed in schools which are located in more affluent areas (e.g. Aireborough / Elmet), while the lowest levels of attainment are observed in the inner areas of Leeds (e.g. Inner East and Inner South). Significant changes have also been seen at this school group level; for example the Richmond Hill and Seacroft/Manston Families have improved results by 17%pts and 8%pts respectively, while the West and North West Families have seen outcomes fall by 12%pts and 11%pts respectively. LA officers should use this information to investigate whether these conflicting trends may have been influenced by interventions or support undertaken at a local level.

An additional analysis of outcomes aggregated to Extended School Cluster level is included in the Appendix to this report.

The LA is under a duty to monitor and target areas of high deprivation, as defined by National Census measures. The table below shows the differential outcomes for children living in the 30% most deprived Super Output Areas (SOAs). It corroborates the evidence of differential improvement shown in the Families of Schools analysis.

Table 7: Outcomes for Pupils in Deprived Areas

	2006 Actual Attainment		2007 Actual Attainment		2008 Actual Attainment	
	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs
(a) % scoring 6 or more in all PSED scales	59.0	76.6	58.0	77.7	53.6	73.7
(b) % scoring 6 or more in all CLL scales	35.8	56.2	39.8	62.9	39.1	60.3
% achieving both (a) and (b)	32.5	52.4	35.5	58.2	34.5	55.7

Data Source: KEYPAS - FSP assessment returns from Leeds schools)

Local Authorities are asked to prioritise the outcomes of children living in more deprived areas (as defined by the 30% of Super Output Areas with the highest scores on the Index of Multiple Deprivation). Table 7 above shows that, as in previous years, there is a considerable gap between the percentage of pupils achieving the benchmark level of performance in these “deprived” areas and the levels achieved in the more “affluent” areas. In line with, the overall trend, there has been a decrease in outcomes in both the “deprived” and “affluent” areas, but the decrease is more marked in the “affluent” areas, resulting a slightly smaller gap than in previous years.

Eligibility for Free School Meals, used as an indicator of deprivation, is also a strong determinant of attainment. As table 8 below shows, only half the proportion of children who were eligible for Free School Meals were assessed as having a good level of achievement, compared to those who were not eligible.

6. Pupil Characteristics

Pupil characteristics have been identified in previous years as playing a role in outcomes at the Foundation Stage. These factors have again provided evidence of differential attainment in 2008.

More detailed tables showing the differentials in attainment for pupil groups against each strand is included in the Appendix to this report. All analyses in this section relate to pupils attending Leeds Maintained schools

Table 8: Outcomes for Pupils Eligible for Free School Meals

Percentage of Children with a Good Level of Achievement	2007	2008	2008 Cohort
Not Eligible for FSM	52	51.7	6252
Eligible for FSM	27.9	26.1	1457

Data Source: KEYPAS - FSP assessment returns from Leeds schools)

Table 9: Outcomes by Gender

Percentage of Children with a Good Level of Achievement	2007	2008	2008 Cohort
Boys	38.6	37.7	1527
Girls	55.9	56.9	2090

Data Source: KEYPAS - FSP assessment returns from Leeds schools)

Table 10: Outcomes by Month of Birth

Percentage of Children with a Good Level of Achievement	2007	2008	2008 Cohort
September	58.8	61.7	668
October	58.2	60.3	707
November	55.5	55.5	643
December	51.3	57.0	604
January	52.6	50.1	649
February	52.3	47.0	576
March	43.8	44.2	627
April	46.5	45.7	602
May	41.5	38.4	645
June	40.2	37.6	636
July	32.4	35.3	669
August	32.3	29.6	700

Data Source: KEYPAS - FSP assessment returns from Leeds schools)

Table 11: Outcomes by Ethnicity

Percentage of Children with a Good Level of Achievement	2007	2008	2008 Cohort
ASIAN or ASIAN BRITISH			
Bangladeshi	18.0	33.6	110
Indian	54.1	52.7	165
Kashmiri Other	25.0	18.8	16
Kashmiri Pakistani	35.4	35.6	180
Other Pakistani	34.2	31.5	302
Other Asian background	42.9	37.3	83
BLACK OR BLACK BRITISH			
Black African	34.2	33.3	234
Black Caribbean	31.1	48.3	60
Other Black Background	26.2	29.8	47
MIXED			
Mixed Asian and White	52.6	48.6	74
Mixed Black African and White	40.6	45.9	37
Mixed Black Caribbean and White	41.5	41.6	101
Other Mixed Background	50.0	51.4	
CHINESE OR OTHER			
Chinese	44.8	41.2	34

Other Ethnic group	31.2	24.5	102
WHITE			
White British	49.9	50.1	5746
White Irish	55.6	56.5	23
Traveller Irish Heritage	0.0	14.3	7
Gypsy\Roma	12.5	0.0	22
White Eastern European		13.9	36
White Western European		52.6	19
White Other	52.9	35.9	78
UNKNOWN			
Information Not Obtained	61.5	42.9	14
Information Refused	47.8	32.4	37
No Categorisation	44.1	30.5	59

Data Source: KEYPAS - FSP assessment returns from Leeds schools)

7. Summary & Recommendations

- Outcomes at The Foundation Stage in 2008 have not continued the improvement seen in 2007 and have fallen back to a level similar to that observed in 2006.
- There continues to be significantly different outcomes at a strand level, but the overall decrease in outcomes has been most consistently reflected in the PSED Area of Learning where all strands have seen a decrease in outcomes.
- School results continue to vary more significantly than at other Key Stages and there are equal numbers of schools improving/declining overall.
- Geographic patterns of low achievement are similar to previous years and pupil characteristics such as Special Needs, FSM eligibility, gender, ethnic origin, mother tongue, and month of birth continue to have a significant impact on outcomes.
- In order to make progress towards targets, specific identification and intervention work will need to be undertaken on target groups.

Queries and comments concerning this report should be directed to Ian Stokes, email: educ.pmi@educationleeds.co.uk

Appendix 1

Good Level of Achievement By Extended School Cluster

extended schools cluster	Cohort	% GLA	extended schools cluster	Cohort	% GLA
Middleton	162	9.26%	Templenewsam Halton TN	160	51.25%
Inner East GH	374	14.71%	Horsforth	228	51.75%
Templenewsam Halton HO	104	20.19%	Inner NW 2	234	52.56%
Seacroft Manston CGS	131	22.14%	EPOS - Villages South	97	52.58%
Inner East LB	182	24.73%	Pudsey	536	52.80%
Beeston Hill and Holbeck	289	29.41%	Brigshaw	246	53.66%
Upper Beeston and Cottingley	151	29.80%	NETWORKS	227	54.63%
OPEN XS	123	30.89%	Ardsley & Tingley	208	57.21%
Inner Armley	218	33.49%	Alwoodley	211	58.77%
Space ²	198	36.36%	Otley/Pool/Bramhope	203	62.07%
LS10XS	170	38.24%	Rothwell	392	63.78%
Farnley	152	41.45%	EPOS - Wetherby	106	64.15%
Richmond Hill	122	41.80%	Morley North	249	65.86%
Bramley	343	42.86%	EPOS - Boston Spa	97	65.98%
Morley South	155	43.23%	Aireborough	334	66.77%
N.E.X.T.	341	47.21%	EPOS - Villages West	161	73.29%
ESNW	237	47.26%			
Garforth	190	47.89%			
Seacroft Manston SSM	208	49.04%			
Seacroft Manston WNS	158	59.49%			

Appendix 2

Pupil Group Analyses By Strand

Gender	Cohort	Dispos. & Att's	Social Dev	Emot'l Dev	Lang for Comm & Think'g	Link'g Sounds & Let's	Read- ing	Writ- ing	Num's as labels for Count'g	Calcu- lating	Shape, space and meas.	Knowl. & underst. of the world	Phys Dev	Creative Dev.
Girls	3676	85.5	81.4	77.7	79.9	77.1	74.6	69.6	86.9	70.1	80.6	76.0	89.5	81.6
Boys	4050	77.3	70.5	64.4	68.8	67.8	62.6	49.7	82.7	63.5	73.7	72.4	80.5	66.0

Month of Birth	Cohort	Dispos. & Att's	Social Dev	Emot'l Dev	Lang for Comm & Think'g	Link'g Sounds & Let's	Read- ing	Writ- ing	Num's as labels for Count'g	Calcu- lating	Shape, space and meas.	Knwldg & unders'g of the world	Phys dev	Creative Dev.
Jan	649	85.4	79.0	73.8	76.4	74.0	70.7	61.8	85.2	68.9	79.7	74.6	86.1	75.7
Feb	576	82.1	76.7	72.2	76.6	74.0	71.2	61.5	86.1	68.6	79.0	78.0	86.3	75.9
Mar	627	78.9	74.8	69.2	73.2	70.5	66.5	56.5	85.5	64.1	76.7	73.5	83.4	71.9
Apr	602	79.6	74.3	68.4	73.3	69.4	65.4	57.8	84.2	63.6	76.2	71.9	85.7	71.3
May	645	76.1	71.2	65.4	67.3	65.4	62.5	50.1	80.5	59.1	70.2	67.4	81.9	70.1
Jun	636	75.9	70.8	65.3	68.1	67.9	61.5	51.1	79.6	59.9	72.0	68.4	79.1	69.7
Jul	669	74.1	71.3	64.4	67.3	62.2	57.1	44.4	80.9	53.7	69.4	65.2	78.8	67.3
Aug	700	72.3	65.1	60.3	61.7	58.3	53.9	41.4	75.3	51.9	64.6	62.4	77.6	62.4
Sep	668	89.8	85.0	79.9	84.6	82.6	81.0	73.8	91.0	80.5	86.8	85.5	91.5	81.0
Oct	707	88.4	81.8	79.3	82.2	82.9	78.4	72.4	90.7	78.8	86.3	82.5	90.9	81.0
Nov	643	85.5	78.8	75.7	76.8	78.1	74.5	69.7	88.3	75.1	81.8	79.9	88.5	76.7
Dec	604	86.3	79.8	74.7	82.3	82.0	78.3	70.7	89.7	76.2	81.8	81.0	88.4	78.8

Free School Meals	Cohort	Dispos. & Att's	Social Dev	Emot'l Dev	Lang for Comm & Think'g	Link'g Sounds & Let's	Read-ing	Writ-ing	Num's as labels for Count'g	Calcu-lating	Shape, space and meas.	Knowl. & underst. of the world	Phys dev	Creative Dev.
Not Known	17	41.2	41.2	41.2	29.4	29.4	23.5	17.6	41.2	35.3	23.5	29.4	52.9	41.2
Not Eligible	6252	84.4	79.0	74.9	78.0	76.8	73.3	64.0	88.0	71.7	81.1	78.6	87.2	77.4
Eligible	1457	67.8	61.9	53.1	57.6	52.9	47.5	39.1	70.9	45.3	59.9	55.4	74.8	56.7

SEN	Cohort	Dispos. & Att's	Social Dev	Emot'l Dev	Lang for Comm & Think'g	Link'g Sounds & Let's	Read-ing	Writ-ing	Num's as labels for Count'g	Calcu-lating	Shape, space and meas.	Knowl. & underst. of the world	Phys dev	Creative Dev.
Not Recorded	17	41.2	41.2	41.2	29.4	29.4	23.5	17.6	41.2	35.3	23.5	29.4	52.9	41.2
No Identified SEN	6887	84.8	79.6	74.9	78.4	76.2	72.6	63.6	87.9	70.7	80.9	77.9	88.4	77.3
School Action	375	53.9	46.7	38.9	45.3	42.1	36.0	24.3	61.6	37.1	49.1	49.3	61.6	46.4
School Action Plus	423	51.3	41.6	35.7	35.0	38.5	32.6	22.7	57.2	31.2	43.3	39.7	52.5	38.8
Statemen ted	24	25.0	25.0	16.7	8.3	8.3	12.5	8.3	33.3	16.7	12.5	12.5	8.3	16.7

Ethnicity	Cohort	Dispos. & Att's	Soc'l Dev	Emot'l Dev	Lang for Comm & Think	Link'g Sounds & Let'rs	Read- ing	Writ- ing	Num's as labels for Coun	Calcu- lating	Shape, space and meas.	Knowl. & underst. of the world	Phys dev	Creative Dev.
Bangladeshi	110	81.8	73.6	70.0	58.2	64.5	48.2	53.6	82.7	61.8	67.3	59.1	90.0	43.6
Indian	165	86.7	79.4	75.2	72.7	76.4	75.8	67.3	89.1	70.3	75.2	80.0	87.3	79.4
Kashmiri Other	16	56.3	56.3	31.3	37.5	68.8	56.3	43.8	81.3	43.8	50.0	31.3	68.8	43.8
Kashmiri Pakistani	180	78.3	65.6	57.8	65.6	66.1	56.7	43.9	76.1	52.2	65.6	53.9	76.1	59.4
Other Pakistani	302	70.2	63.9	57.3	53.0	65.9	53.3	45.0	73.8	48.3	59.9	55.0	76.8	49.3
Other Asian background	83	80.7	69.9	68.7	62.7	63.9	53.0	51.8	85.5	56.6	57.8	66.3	89.2	72.3
Black African	234	72.2	62.4	57.7	58.1	59.0	50.9	52.6	76.9	47.4	59.0	60.3	78.6	63.7
Black Caribbean	60	76.7	71.7	70.0	71.7	75.0	70.0	58.3	81.7	60.0	76.7	76.7	86.7	78.3
Other Black Background	47	78.7	70.2	70.2	68.1	66.0	59.6	53.2	83.0	55.3	78.7	68.1	83.0	72.3
Chinese	34	73.5	58.8	55.9	55.9	58.8	50.0	58.8	82.4	50.0	55.9	58.8	82.4	58.8
Other Ethnic group	102	68.6	67.6	58.8	50.0	45.1	41.2	41.2	79.4	47.1	46.1	51.0	79.4	58.8
Mixed Asian and White	74	87.8	83.8	71.6	85.1	77.0	75.7	62.2	86.5	70.3	75.7	82.4	89.2	78.4
Mixed Black Afr. & White	37	70.3	75.7	73.0	75.7	67.6	59.5	62.2	83.8	59.5	75.7	73.0	86.5	70.3
Mixed Black Car. & White	101	77.2	72.3	70.3	76.2	69.3	70.3	56.4	81.2	67.3	75.2	74.3	83.2	73.3
Other Mixed Background	140	77.1	75.0	67.1	73.6	72.9	70.0	64.3	84.3	62.9	78.6	74.3	84.3	80.0
White British	5746	83.1	78.1	73.6	77.9	74.7	72.1	61.8	86.6	70.4	81.2	77.8	86.0	76.7
White Irish	23	82.6	87.0	78.3	82.6	87.0	91.3	65.2	95.7	91.3	87.0	82.6	87.0	82.6
Traveller Irish Heritage	7	14.3	14.3	14.3	14.3	14.3	14.3	14.3	28.6	28.6	42.9	42.9	57.1	14.3
Gypsy/Roma	22	22.7	13.6	13.6	13.6	27.3	0.0	4.5	36.4	18.2	9.1	9.1	50.0	9.1
White Eastern European	36	63.9	55.6	38.9	33.3	44.4	36.1	25.0	55.6	36.1	36.1	30.6	69.4	47.2
White Western European	19	84.2	78.9	63.2	68.4	78.9	63.2	57.9	78.9	63.2	63.2	73.7	84.2	73.7
White Other	78	80.8	70.5	57.7	61.5	59.0	50.0	48.7	74.4	47.4	57.7	61.5	79.5	64.1
Information Not Obtained	14	100.0	92.9	64.3	92.9	85.7	85.7	71.4	100.0	64.3	92.9	78.6	100.0	85.7
Information Refused	37	81.1	70.3	64.9	75.7	70.3	56.8	37.8	81.1	64.9	75.7	73.0	81.1	73.0
No Categorisation	59	66.1	67.8	61.0	61.0	52.5	54.2	42.4	72.9	62.7	66.1	69.5	78.0	72.9

Appendix 3

Pupil Group Analyses of the Bottom 20% of Achievers

Key:

No. in B20 = Number of children in the pupil group who are in Bottom 20% of achievers as measured by Total FSP score

%B20 = Percentage of the pupil group who are in Bottom 20% of achievers as measured by Total FSP score

%+/- = The over or under-representation of a pupil group in the bottom 20% of achievers as expressed as a percentage of the “normal” representation (i.e. 20%).

Gender	No. in B20	Total Cohort	% B20	% +/-
Girls	568	3676	15.5	-22.7
Boys	1002	4050	24.7	23.7

Free School Meal Eligibility	No. in B20	Total Cohort	% B20	% +/-
Not Known	11	17	64.7	223.5
Not Eligible	1047	6252	16.7	-16.3
Eligible	548	1457	37.6	88.1

Language	No. in B20	Total Cohort	% B20	% +/-
EAL	374	1173	31.9	59.4
ENG	1067	6087	17.5	-12.4

Ethnic Background	No. in B20	Total Cohort	% B20	% +/-
Not Known	20	59	33.9	69.5
Bangladeshi	31	110	28.2	40.9
Indian	29	165	17.6	-12.1
Kashmiri Other	7	16	43.8	118.8
Kashmiri Pakistani	56	180	31.1	55.6
Other Pakistani	108	302	35.8	78.8
Other Asian	24	83	28.9	44.6
Black African	80	234	34.2	70.9
Black Caribbean	14	60	23.3	16.7
Black Other	10	47	21.3	6.4
Chinese	14	34	41.2	105.9
Mixed Other	31	140	22.1	10.7
Mixed White Asian	10	74	13.5	-32.4
Mixed White Black African	8	37	21.6	8.1
Mixed White Black Caribbean	23	101	22.8	13.9
Other Ethnic Background	40	102	39.2	96.1
Refused	9	37	24.3	21.6
White British	984	5746	17.1	-14.4
White Eastern European	18	36	50.0	150.0
White Irish	1	23	4.3	-78.3
Traveller of Irish heritage	6	7	85.7	328.6
White Other	24	78	30.8	53.8
Roma/Gypsy	18	22	81.8	309.1
White Western European	5	19	26.3	31.6
Not Obtained	0	14	0.0	-100.0

SEN	No. in B20	Total Cohort	% B20	% +/-
Not Known	11	17	64.7	223.5
No SEN	1099	6887	16.0	-20.2
School Action	196	375	52.3	161.3
School Action +	243	423	57.4	187.2
Statemented	21	24	87.5	337.5

Month of Birth	No. in B20	Total Cohort	% B20	% +/-
Sep	65	668	9.7	-51.3
Oct	89	707	12.6	-37.1
Nov	97	643	15.1	-24.6
Dec	85	604	14.1	-29.6
Jan	119	649	18.3	-8.3
Feb	102	576	17.7	-11.5
Mar	129	627	20.6	2.9
Apr	137	602	22.8	13.8
May	164	645	25.4	27.1
Jun	162	636	25.5	27.4
Jul	197	669	29.4	47.2
Aug	224	700	32.0	60.0

In Care	No. in B20	Total Cohort	% B20	% +/-
False	1496	7589	19.7	-1.4
True	17	36	47.2	136.1

Appendix 4

Children Missing out on a Good Level of Achievement by 1 point.

A Good Level of Achievement is defined as attaining 78 or more points overall **AND** attaining at least 6 points in **ALL** PSED and CLLD strands.

The table below shows the number of children who missed out on reaching a Good Level of Achievement because they scored 5 points instead of 6 points in the relevant strand.

Personal, Social & Emotional Development			Communication, Language & Literacy Development				Total number of children missing GLA by 1 point
Dispositions and Attitudes	Social Development	Emotional Development	Language for communication and thinking	Linking sounds and letters	Reading	Writing	
18	52	111	53	46	79	290	649

Appendix 5

	FSP Targets submitted to DCSF by Leeds LA compared to actual attainment	2007 Actual			2008 Actual			2008 Targets			2009 Targets		
		All Pupils	All Pupils	Pupils in 30% most deprived SOAs	All Pupils	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs	All Pupils	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs
(a)	% scoring 6 or more in all PSED scales	68.2	74	67				74.5	81	68	74.5	81	68
(b)	% scoring 6 or more in all CLL scales	51.8	52	42				52.5	61	43	54	62	45
(c)	% achieving both (a) and (b)	47.3	48	38				48.5	57	39	53	60	43
(d)	% with total 78 points or more	69.7						76.5			78		
(e)	% all children achieving (c) & (d)	47.2						50.1			53		
(f)	median point score	88						94			89		
(g)	average score of lowest 20%	54.3						62.7			62.3		
(h)	% gap [(g) as % of (f)]	38.2						33.3			30.0		

The Education Leeds Performance Analysis CD contains school level analyses of FS outcomes using both the traditional “6+” indicators as well as the new “target” indicators. All schools will be receiving a copy of this CD in September 2007.

Queries and comments concerning this report should be directed to Ian Stokes, email: educ.pmi@educationleeds.co.uk