

Annual Standards Report 2021-22

The Annual Standards Report is written to provide elected members with an overview of educational outcomes for Leeds following assessments which took place in 2022. Due to the pandemic, external assessments were cancelled in 2020 and 2021 and no school headline measures were published.

What we have done since the last report for 2019

In the last Annual Standards Report based on outcomes from 2019, we saw some pleasing outcomes, but also identified the following key challenges for the city:

- Low numbers of children attaining a good level of development at the end of the Early Years Foundation Stage;
- The percentage of children achieving the required standard in the Phonics Screening Check;
- Attainment at the end of KS2;
- Attainment of pupils with SEND, who have English as a second language or who are in receipt of school meals or have been at some point during their schooling.

We used these findings and considered issues resulting from the pandemic and feedback gained from educational leaders in the city to inform the Refreshed 3As Plan which was produced in 2021.

The Refreshed 3As plan, which runs until August 2023, has five main priorities:

- All children in Leeds are supported to improve their fluency in reading taking into account their individual needs.
- All children, young people and families are supported to access and regularly attend early years education settings, schools, and post-16 education settings to benefit from learning opportunities, protective factors, and enrichment activities.
- Children and young people with Special Educational Needs and Disabilities (SEND) and their families receive timely and appropriate support to achieve their best possible outcomes and prepare for adult life.
- All children and staff working in learning settings are supported with their wellbeing.
- All children make the best start to each stage of their learning.

During the last two years, we have sought to align the work of the directorate around these priorities.

The difference between attainment and progress

Outcomes data can broadly be split into two main categories: attainment and progress.

Attainment data is based on raw exam results. Despite a return to external examination, attainment accountability measures at both an institution and city level need to be considered very carefully for 2022 because of the impact of the pandemic on schools and pupils. In addition, the methodology which was being used to calculate them at KS4 was markedly different in 2022. **In its documentation, the DfE has repeatedly cautioned against making comparisons using attainment data with previous years.** Even in year, local and national comparisons can be problematic as not all schools and local areas were affected in the same way by Covid-19.

Progress data is based on the progress children make from a previous assessment point, and their outcomes are compared to the progress made by children with the same starting point nationally. The way this is calculated has remained the same between 2019 and 2022 so there is greater validity in making comparisons between years than there is in comparing attainment data, which was calculated in a different way in 2019 compared to 2022.

Positive outcomes in Leeds

This report highlights many pleasing outcomes for children in Leeds. Broadly, children in the city come into the education system with low levels of development but make accelerated progress so that they leave with results broadly in line with their peers. Particular positive aspects to emphasise are that:

- Leeds is now in line with national for the phonics screening check taken at the end of Year 1;
- Children in Leeds who took the multiplication tables check in Year 4 achieved a mean average score which was higher than the national figure;
- The percentage of pupils meeting the expected standard in reading, writing and maths at the end of key stage 2 was only one percentage point below national. This gap has been steadily closing since 2017, when the gap to national was 6%.
- Despite the pandemic, the percentage of pupils achieving the expected standard in reading increased by three percentage points compared to a national increase of one per cent.
- The percentage of children in Leeds meeting the expected standard in maths at the end of key stage 2 is in line with national.
- The progress made by pupils in Leeds from the end of key stage 1, when they were last assessed, to the end of key stage 2 is considerable. The progress places Leeds in Band A for progress, the top of four quartiles.
- A higher percentage of pupils gained a grade 5 or better in GCSE English and maths than they did nationally.
- Pupils in Leeds made more progress from the end of Key Stage 2 to the end of Key Stage 4 than they did nationally. The progress places Leeds in Band A for progress, the top of four quartiles.

Inspection outcomes in Leeds remain strong. Currently, **88.3%** of primary schools in Leeds are good or outstanding and **86%** of secondary schools are good or outstanding. These figures are higher than when last reported on in 2020.

98% of early years setting providers received good or better outcomes at their last inspection, and this figure has remained stable over the last few years.

These positive outcomes have been achieved in the most testing of circumstances over the last three years. In presenting this report to you, we would like to commend the work of education leaders in the city and of their staff. They have shown resilience and worked tirelessly to provide the very best education they could to young people throughout lockdowns. They have supported them to return to school and overcome many challenges. They have shown them and their families compassion and provided them help when they needed it. We would like to thank them most sincerely for everything they have done.

About the data

For each measure, outcomes place the local authority in a quartile A-D indicating whether they are amongst the top 25% best performing authorities (A) or the bottom 25% worst performing authorities (D).

In the data below, there are comparisons to statistical neighbours. Statistical neighbours provide a method for benchmarking progress. For each local authority (LA), these models designate a number of other LAs deemed to have similar characteristics. The following LAs are classed as statistical neighbours of Leeds.

- Calderdale
- Sheffield
- Stockton-on-Tees
- Bury
- Derby
- Wirral
- Darlington
- North Tyneside
- Kirklees
- Bolton

Comparison is also made between the Leeds data set to that from other cities as part of a benchmarking process. The cities included in these measures are:

- Newcastle upon Tyne
- Liverpool
- Manchester
- Sheffield
- Nottingham
- Birmingham
- Bristol

Disadvantaged pupils include pupils known to be eligible for FSM in the last 6 years or are looked after children for at least one day or are adopted from care.

'At a Glance' Headline Data

Phase	Measure	Ranking	Band A-D	In short
ATTAINMENT MEASURES				
Early Years	Good Level of Development (GLD)	133/152	D	<i>Leeds is below national in all four Early Years Foundation Stage headline measures.</i>
	Average number of met Early Learning goals	112/152	D	
	Pupils eligible for FSM achieving GLD	142/152	D	
Primary	% of pupils meeting the expected standard in the phonics screening test in Year 1	78/150	C	<i>The percentage of pupils meeting the expected standard in phonics at the end of Year 1 has decreased but not as much as it has nationally.</i>
	% Pupils meeting the expected standard in reading at the end of KS1	127/150	D	<i>Attainment at Key Stage 1 has fallen in all subjects compared to 2019, although bigger falls were seen nationally than in Leeds. The subject with the largest gap in performance between 2019 and 2022 in Leeds and nationally is writing. The percentage of children eligible for free school meals have seen the greatest decrease in attainment in Leeds and nationally.</i>
	% Pupils meeting the expected standard in writing at the end of KS1	120/150	D	
	% Pupils meeting the expected standard in maths at the end of KS1	114/150	D	
	% Pupils achieving the higher standard in reading at KS1		C	
	% Pupils achieving the higher standard in writing at KS1		C	
	% Pupils achieving the higher standard in maths at KS1		C	
	Year 4 multiplication tables check mean score	69/150	B	
	Year 4 multiplication tables % Pupils achieving full marks	53/150	B	
	Year 4 multiplication tables Mean score pupils eligible for FSM	83/150	C	
	% Pupils meeting the expected standard in reading, writing and maths at KS2	81/150	C	<i>Attainment increased in reading and fell in all other subjects compared to 2019 at both the expected and higher standard, mirroring the national trend.</i>
	% Pupils achieving the higher standard in reading, writing and maths at KS2	40/150	B	
	% Pupils eligible for FSM meeting the expected standard in reading, writing and maths at KS2	111/150	D	<i>However, the fall in performance was lower in Leeds than in other Local Authority comparators</i>
	% Pupils meeting the expected standard in reading at KS2	105/150	D	
	% Pupils achieving the higher standard in reading at KS2	80/150	C	
	% Pupils meeting the expected standard in writing at KS2	117/150	D	
	% Pupils achieving the higher standard in writing at KS2	62/150	C	
	% Pupils meeting the expected standard in maths at KS2	78/150	C	
% Pupils achieving the higher standard in maths at KS2	64/150	C		

	% Pupils meeting the expected standard in grammar, spelling and punctuation at KS2	95/150	C	
	% Pupils achieving the higher standard in grammar, spelling and punctuation at KS2	76/150	C	
Secondary	Attainment 8	80/151	C	<i>Pupils in Leeds make accelerated progress in the secondary phase and leave with results broadly in line with national.</i>
	Attainment 8 for disadvantaged pupils	61/151	B	
	% Pupils achieving English and maths at grade 5+	55/151	B	
	% Pupils achieving English and maths at grade 4+	71/151	B	
	% Disadvantaged pupils achieving English and maths at grade 4+	50/151	B	
Post 16	A level Average Point Score Schools only	107/149	C	<i>Outcomes in Leeds are below national for A levels and Tech level qualifications but above for Applied General.</i>
	Tech level Average Point Score Schools and Colleges	84/146	C	
	Applied General Average Point Score Schools and Colleges	68/147	B	
PROGRESS MEASURES				
Prim	Reading KS1 to KS2	22/150	A	<i>Children and young people make greater progress between key stages than children and young people with the same starting points nationally.</i>
	Writing KS1 to KS2	24/150	A	
	Maths KS1 to KS2	20/150	A	
Sec	Progress 8 KS2 to KS4	33/151	A	
	Progress 8 KS2 to KS4 Disadvantaged pupils	28/151	A	

1 Early Years

1.1 Early Years Foundation Stage Profile Results

Key message: Leeds is below national for all four Early Years Foundation Stage headline measures.

Context

This is the first year since 2019 that assessments for reception age children have taken place as the 2019/20 and 2020/21 assessments were cancelled due to the pandemic.

Accountability measures need to be considered very carefully because of the uneven impact of the pandemic on settings and children. Consideration also needs to be given to the impact the lockdowns had on the reception age cohort who would have been accessing universal early years provision had the pandemic not happened. 'Lockdown' also limited children's access to opportunities for socialisation such as play and stay groups, children's playgrounds, visits to friends' houses. In addition, contact with services who would support with child development advice, such as health visitors, GPs, community nursery nurses, were also significantly restricted.

This is also the first-year that children have been assessed against a revised EYFSP (Early Years Foundation Stage Profile) framework which was updated in 2021. The requirement for the EYFSP teacher assessment judgements to be externally moderated was also removed as part of the EYFS revisions.

The EYFSP contains 17 goals covering seven areas of learning covering children's physical, intellectual, emotional and social development. The areas of learning are divided into prime areas and specific areas. The prime areas are: *communication and language; physical development and personal, social and emotional development*. The prime areas are considered to be particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving and are strengthened and applied through the following four specific areas: *literacy; mathematics; understanding the world and expressive arts and design*.

The EYFSP requires practitioners to indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). Due to the changes to the EYFSP, particularly the removal of the 'exceeding' criteria, time series data has not been provided as it is not appropriate compare with previous years.

61% of children in Leeds had a good level of development, compared to 65.2% nationally, representing a gap of just over four percentage points. A child is defined as having a good level of development if they are at the expected level for the 12 early learning goals within the 5 areas of learning relating to: communication and language; personal, social and emotional development; physical development; literacy; and mathematics. Leeds' performance is below all comparators except Core Cities where 60.8% of children achieved the benchmark. Out of 152 local authorities, Leeds has a ranking position of 133, and is in quartile band D for performance.

The average total point score across all 17 strands in Leeds was 30.7 points which is just 0.4 points below the national average of 31.1 points so broadly in line with the national figure. This gap has been steadily closing over the last few years.

Another headline measure is the average number of met early learning goals at the expected level. In Leeds this was 13.7 out of a maximum of 17 per child. This is below the national figure of 14.1

goals per child. Out of 152 local authorities, Leeds has a ranking position of 112, and is in quartile band D for performance.

62.7% of children in Leeds were at the expected level in communication and language, and literacy areas of learning compared to 67.1% nationally. Leeds is ranked 132nd out of 152 local authorities and is in band D for quartile performance. However, it is worth bearing in mind that in Leeds there are significant numbers of children with EAL who may not achieve a Good Level of Development because some of the early learning goals have to be assessed in English. They may however achieve in the other strands which is reflected in the average total points score (ATPS) which takes all strands into account and where Leeds is close to national.

58.9% of children in Leeds were at the expected level across all early learning goals (ELG); as well as being below the national figure of 63.4% by 4.5 percentage points, Leeds is also below Statistical Neighbours and Yorkshire and Humber, but in line with Core Cities performance.

Pupils with SEN had the lowest proportion of children achieving a good level of development; with 17.5% of those recorded as having SEN Support meeting the benchmark (22.9% nationally) and of the 83 who had an EHCP, none met the benchmark compared to 3.6% nationally.

42.1% of children eligible for FSM achieved a good level of development compared to 49.1% nationally; this represents a gap of seven percentage points. Out of 151 local authorities, Leeds has a ranking position of 142, and is in quartile band D for performance.

Almost seven out of 10 girls achieved a good level of development (69.1%) in Leeds, which is broadly comparable to the national figure and just over five out of 10 boys (53.3%), which is below the national where almost six out of 10 boys met the benchmark (58.7%).

71% of Leeds Autumn-born (September-December) children achieved a good level of development compared to 60.8% of Spring-born (January-March) and 50.9% of Summer-born (April-August) children. The gap between Leeds Autumn-born and Summer-born is just over 20 percentage points. The largest gap between Leeds and national is for Spring-born children (five percentage points) followed by Summer-born (4.8 percentage points).

64.7% of white British children Leeds achieved a good level of development; although this is below the national figure, it is the third highest performing ethnic group. The lowest performing groups are Black Caribbean where 45.6% of children met the benchmark, 'any other ethnic' group where 47.9%, and any other Asian background at 51.2%.

The table below provides a breakdown of the percentage of children at the 'emerging' and 'expected' stage for each ELG and the corresponding rank for the 'expected' stage.

Contributes to GLD

Areas of learning	Early Learning Goals	2022	Leeds	National	Stat. Neighbours	Core Cities	Yorkshire & Humber	Rank position
Communication & language	Listening, attention & understanding	% Emerging	19.2	17.8	19.1	20.7	17.9	
		% Expected	80.8	82.2	81	79.3	82.1	102/152
	Speaking	% Emerging	19.3	17.4	18.4	20.7	17.8	
		% Expected	80.7	82.6	81.6	79.3	82.2	104/152
Personal, social & emotional development	Self-regulation	% Emerging	17.7	14.9	15.5	17.1	15.2	
		% Expected	82.3	85.1	84.5	83	84.8	130/152
	Managing self	% Emerging	15.5	12.9	13.6	15.1	13.4	
		% Expected	84.5	87.1	86.4	84.9	86.6	124/152
	Building relationships	% Emerging	13.5	11.4	11.8	13.3	11.6	
		% Expected	86.5	88.6	88.2	86.7	88.4	120/152
Physical development	Gross motor skills	% Emerging	8.3	7.9	8.4	9.1	7.7	
		% Expected	91.7	92.1	91.6	91	92.3	Equal 92/152
	Fine motor skills	% Emerging	17.1	14.2	15	16.4	14.9	
		% Expected	82.9	85.8	85	83.6	85.1	124/152
Literacy	Comprehension	% Emerging	22.3	19.7	20.9	23.8	21	
		% Expected	77.7	80.3	79.1	76.2	79	113/152
	Word Reading	% Emerging	28.7	25.3	26.5	30.4	26.6	
		% Expected	71.3	74.7	73.5	69.6	73.4	125/152
	Writing	% Emerging	35.6	30.5	32	35.3	32.1	
		% Expected	64.4	69.5	68	64.7	67.9	137/152
Mathematics	Number	% Emerging	25.2	22.2	23.9	26.5	23.9	
		% Expected	74.8	77.8	76.1	73.6	76.1	119/152
	Numerical Patterns	% Emerging	25.7	22.8	24.6	27.3	24.3	
		% Expected	74.3	77.2	75.4	72.7	75.7	118/152
Understanding the world	Past & present	% Emerging	21.1	18.3	19.9	22.5	19.7	
		% Expected	78.9	81.7	80.1	77.5	80.3	112/152
	People, culture & communities	% Emerging	20.9	18.7	20	22.6	20.1	
		% Expected	79.1	81.3	80	77.4	79.9	108/152
	The natural world	% Emerging	16.6	14.7	15.9	18.6	16	
		% Expected	83.4	85.3	84.1	81.4	84	100/152
Expressive arts, designing & making	Creating with materials	% Emerging	13.8	12.8	14.5	15.4	13.8	
		% Expected	86.2	87.2	85.5	84.7	86.2	93/152
	Being imaginative & expressive	% Emerging	14.2	13.1	14.5	16.2	14	
		% Expected	85.8	86.9	85.5	83.8	86	94/152

What we have been doing this year to support settings in their work to raise outcomes

- We have developed a traded offer of training and support which is designed to meet the needs of early years settings and respond to the impact of the pandemic on our youngest children. This includes a strong focus on the prime areas of learning; communication and

language, personal, social and emotional development and physical development, which were all significantly impacted by the pandemic.

- We have developed a free training programme to support effective transitions in the early years in both schools and settings. The training covers a range of themes including parental engagement, attachment, sharing of data, and supports settings to reflect on how they can improve the process in their individual context. This package is available to all early years practitioners and settings across the city.
- We have significantly improved the early years gateway on the Leeds for Learning platform. This now gives easier access to a range of tools, documents, support and advice for early years settings, ensuring they have the up to date information they need to support children's learning and development.
- The Closing the Gap team continue to deliver school-to-school support by schools with good EYFS outcomes for EAL children, and the Talking Maths programme for EAL in EYFS and KS1.

What we are planning to do to further support settings in their work to improve outcomes

- We are planning to hold an early years festival in the summer to celebrate the great early years practice that there is across the city. This is an opportunity to reinspire and refocus early years practice after a difficult Covid period. As well as a keynote speaker, settings will share aspects of best early years practice with other colleagues and hear from a range of organisations who support early years work.
- Further develop work with the children's centre teacher team to bring together colleagues from PVI settings and Little Owls to facilitate best practice networks which will explore areas such as assessment, SEND, moderation.
- To support settings with early identification of children with additional needs, we plan to develop termly SEND networks to support early years SENCOs in PVI settings. We will work closely with the SENIT team to ensure SENCOs receive regular updates, have access to relevant documentation and signposting to appropriate teams.
- The Closing the Gap team will work with Early years teams to share data and best practice on working with EAL children and families and culturally responsive practice.
- The Closing the Gap team will also research, share information and develop innovative strategies alongside other teams and services that may support accelerated attainment and achievement of vulnerable and disadvantaged EAL and ethnically diverse Early Years children.

2 Primary Outcomes

When looking at this data it is important to understand the context of the pandemic and the impact it had on children's learning. During the spring and summer 2020 terms schools were closed for most pupils with teaching for primary age children varying from school to school. There was a greater onus on parents to support or facilitate learning, particularly for those of the youngest children. The learning support parents were able to provide also varied depending on individual circumstances such as whether the parents were working from home, access to devices as well as the home environment. Although schools reopened partway through the summer term, the phased return of children varied from school to school depending on size and unique circumstances, with priority given to those in Reception. An Ofsted report based on visiting 297 schools in November 2020 cited most primary school leaders saying pupils had learning losses in many subjects and pupils were at the same level as they were before March, indicating children had learned little during the first national lockdown and some had slipped back. Some leaders had a different view and said pupils had come back with less learning lost than they had expected.

Although by the second lockdown in January 2021 online learning was more established in primary schools, how it was deployed varied from school to school and even within schools depending on the age of the child. Another factor to consider is that the infection rates for Covid 19 were consistently higher in certain parts of the country than others, leading to more pupil and teacher absence and school closures; this was particularly the case for the academic year 2021-22. This unevenness was not restricted to regional variations. Some schools were hit hard by localised infections. As a result, a particular school may have closed for longer periods of time than a neighbouring school. For this reason, comparisons with local or national averages should be made with caution.

2.1 Phonics Screening Check

Key message: The percentage of pupils meeting the expected standard in phonics at the end of Year 1 has decreased, but not as much as the decrease seen nationally.

Context

Pupils take the phonics screening check at the end of year 1 (typically aged 6) and those who do not meet the standard take the check again at the end of year 2 (aged 7).

Outcomes

75% of pupils met the expected standard in the Phonics Check in Year 1, down from 79% in 2019. Performance is now in line with national where there was a seven percentage point fall since 2019. Out of 150 LAs, Leeds ranks in equal 78th position and is in Band C for performance.

Table 1:

	2016	2017	2018	2019	2022	Ranking
Leeds	77	77	79	79	75	78/150 BAND C
National	81	81	82	82	75	
Stat. Neighbours	81	81	82	82	76	
Core Cities	78	79	80	79	73	
Yorkshire and Humber	78	79	80	80	76	

85% of pupils met the expected standard in the Phonics Check by Year 2, this is down from 89% in 2019. As national performance has fallen by four percentage points, the gap between Leeds and national remains at two percentage points. Out of 148 LAs, Leeds ranks in equal 116th position and is in Band D for performance.

Table 2:

	2016	2017	2018	2019	2022	Ranking
Leeds	88	90	90	89	85	116/148 BAND D
National	89	92	92	91	87	
Stat. Neighbours	91	92	91	91	88	
Core Cities	89	90	90	89	84	
Yorkshire and Humber	87	91	91	90	87	

2.1.1 Phonics Screening Check for children with EAL

There is a 10% percentage point gap in the proportions of children meeting the expected standard in phonics after Year 1 between children who have English as a second language and those who do not. The percentage of pupils in Leeds with EAL meeting the standard fell by five percentage points compared to 2019 figures. This was greater than the 3% percentage point drop for those without EAL; however, the decrease for both groups was less marked than it was nationally.

There are pedagogical nuances to teaching phonics to EAL students, and EAL pupils may face greater challenges in learning the English phonetic depending on their first language, limited schooling or literacy, and the teaching and learning strategies employed. This year the LA teams aim to research and develop best practice guidance to share with schools and settings to support the acceleration of attainment in this area.

Table 3:

	2016	2017	2018	2019	2022
Leeds EAL	72	72	75	73	68
National EAL	80	81	82	82	75
Leeds Non-EAL	79	79	81	81	78
National Non-EAL	81	82	83	82	76

2.1.2 Phonics Screening Check for children eligible for free school meals

Only 60% of children eligible for free school meals (FSM) met the expected standard in the phonics check in 2022, compared to 80% of non-FSM children. This is a larger gap than in 2019, suggesting that this cohort may have been more negatively impacted by the pandemic. However, the decreases in Leeds of the percentages of children meeting the expected standard are less for both FSM and non-FSM children than they are nationally.

Table 4:

	2016	2017	2018	2019	2022
Leeds FSM	63	64	66	67	60
National FSM	69	68	70	70	62
Leeds Non-FSM	80	80	82	82	80
National Non-FSM	83	83	84	84	79

2.1.3 Phonics Screening Check for children with SEND

Children with no SEND in Leeds performed in line with non-SEND pupils nationally. Pupils in Leeds with SEND support performed one percentage point better than this cohort nationally. A larger disparity is in the proportions of pupils with an EHCP meeting the expected standard. In Leeds, this figure is 8% percentage points below the national figure, although there was no decrease compared to 2019.

Table 5:

	2016	2017	2018	2019	2022
Leeds Non SEN	83	83	86	86	82
National Non SEN	86	87	89	88	82
Leeds SEN Support	45	45	44	47	45
National SEN Support	46	47	48	48	44
Leeds State/EHCP	10	9	8	11	11
National State/EHCP	18	18	19	20	19

What has the LA done this year to support schools in their work to improve outcomes

The Learning Improvement team has developed universal and bespoke training packages for schools. These include:

- Universal training offered to all schools which focussed on delivering phonics teaching effectively and meeting the needs of all learners.
- An 'on-demand' training offer where individual schools can buy the central training for their staff team during staff meetings and INSET days
- Bespoke support to schools who are experiencing difficulty in improving outcomes in phonics and early reading.
- Assessment training for class teachers, which promotes responsive teaching in phonics at a year group level.
- Training offered to schools on learning from deep dives. This is aimed at phonics and reading leads.
- Adviser led early reading monitoring visits to schools with a further half day follow up visit to monitor progress against the recommendations.
- Offering training on phonological awareness with early years settings.

The consultant team have also worked in collaboration Learning Inclusion colleagues to carry out joint early reading reviews in schools.

The Improvement Team has worked in collaboration with the local English Hubs to ensure that all schools access high quality training and funding where data outcomes are below national.

What we are planning to do to further support schools in their work to improve outcomes

We are developing an eLearning package of support for schools which centres around reading across the whole school. The eLearning CPD programme consist of a series of pre-recorded courses and supporting downloadable materials.

Module 1 covers phonic subject knowledge. This will support staff to have an awareness of research and phonics expectations; understand the importance of correct enunciation; and highlight the explicit links between reading and spelling.

Module 2 covers a range of practical and creative resources for phonics across all primary year groups.

Module 5 covers key messages from Ofsted regarding phonics and early reading.

The videos are suitable for governors with responsibility for monitoring phonics.

We will continue to work with the English Hubs to target schools with low attainment outcomes.

We will review this year's data outcomes (22/23) to identify and target bespoke training packages in line with the school's chosen systematic synthetic phonics programme.

Where an Ofsted inspection has identified early reading as an area for development, the Learning Improvement Team will offer a review as part of the universal offer.

We also intend to work with Learning Inclusion to support updates to the Reading Continuum documentation.

2.2 Key Stage 1 Outcomes

Key message: Attainment at Key Stage 1 has fallen in all subjects compared to 2019 with bigger falls seen nationally than in Leeds. The subject with the largest gap in performance between 2019 and 2022 in Leeds and nationally is writing. The percentage of children eligible for free school meals group has seen the greatest decrease in attainment in Leeds and nationally.

Context:

Pupils undertake teacher assessment in reading, writing and mathematics at the end of KS1 (aged 7).

Outcomes: In Leeds 63% of pupils met the Expected Standard in reading; this is seven percentage points below the 2019 figure of 70%. Nationally, 67% of pupils met the Expected Standard, down from 75% in 2019. Out of 150 LAs, Leeds ranks in equal 127th position and is in quartile Band D for performance.

Table 6:

	2017	2018	2019	2022	Ranking
Leeds	68	69	70	63	127/150
National	76	75	75	67	

Stat. Neighbours	74	74	74	65	BAND D
Core Cities	72	72	72	63	
Yorkshire and Humber	72	72	73	65	

Just over half of all pupils in Leeds met the Expected Standard in writing (54%); this is nine percentage points below the figure in 2019. Nationally, 58% of pupils met the benchmark, down from 69% in 2019. Despite the fall in performance nationally, Leeds remains below most comparators with a ranking position of equal 120 out of 150 LAs and in quartile Band D for performance.

Table 7:

	2017	2018	2019	2022	Ranking
Leeds	59	63	63	54	120/150 BAND D
National	68	70	69	58	
Stat. Neighbours	67	69	68	56	
Core Cities	64	67	66	54	
Yorkshire and Humber	66	67	67	56	

65% of pupils met the Expected Standard in maths compared to 68% nationally. Maths saw the smallest drop in performance between 2019 and 2022 (six percentage points in Leeds to eight nationally). Leeds remains below most comparators with a ranking of equal 114 out of 150 LAs placing it in Band D for performance.

Table 8:

	2017	2018	2019	2022	Ranking
Leeds	68	71	71	65	114/150 BAND D
National	75	76	76	68	
Stat. Neighbours	74	75	75	67	
Core Cities	72	73	73	64	
Yorkshire and Humber	73	74	74	66	

16% of pupils in Leeds achieved the higher standard reading compared to 18% nationally with the drop in performance between 2019 and 2022 smaller in Leeds than nationally. This places Leeds in Band C for this measure.

Table 9:

	2017	2018	2019	2022	Ranking
Leeds	19	21	21	16	BAND C
National	25	26	25	18	
Stat. Neighbours	24	25	24	16	
Core Cities	20	22	22	15	
Yorkshire and Humber	22	23	23	16	

Seven per cent of pupils achieved the higher standard in writing compared to eight per cent nationally. Again, this is a decrease compared to 2019, but the drop was less in Leeds than in was nationally. This places Leeds in Band C for this measure.

Table 10:

	2017	2018	2019	2022	Ranking
Leeds	11	11	12	7	BAND C
National	16	16	15	8	
Stat. Neighbours	15	16	15	7	
Core Cities	12	14	13	6	
Yorkshire and Humber	14	14	13	7	

14% of pupils achieved the higher standard in maths compared to 15% nationally. The drop in performance across the three subjects at the Higher Standard was the lowest in maths at four percentage points compared to seven amongst comparators. Leeds is in Band C for this measure.

Table 11:

	2017	2018	2019	2022	Ranking
Leeds	16	17	18	14	BAND C
National	21	22	22	15	
Stat. Neighbours	19	21	21	14	
Core Cities	17	20	20	13	
Yorkshire and Humber	19	20	21	14	

2.2.1 Outcomes at Key Stage 1 Children with EAL

In Leeds, 55% of children with EAL reached the expected standard in reading, 48% in writing and 57% in maths. Gaps are larger in Leeds than they are nationally between pupils with EAL and those without. However, the decreases in attainment seen in 2022 compared to 2019 are less in Leeds than they are nationally. Despite this, the figures for all three subjects in Leeds remains below the national figures.

2.2.2 Outcomes at Key Stage 1 Children eligible for FSM

In Leeds, only 45% of children eligible for FSM reached the expected standard in reading, only 36% in writing and 47% in maths. The gap between those reaching the expected standard between children eligible for FSM and not eligible in Leeds is significant and greater than they are nationally. It is 25% in reading and writing, and 24% in maths. Proportions reaching the expected standard have fallen in all three areas, although the decrease is less than the decrease seen nationally. Despite this, the figures for all three subjects in Leeds remains below the national figures.

2.2.3 Outcomes at Key Stage 1 Children with SEND

In Leeds, contrary to national data, the attainment of pupils with SEND Support or an EHCP increased in both reading and mathematics compared to 2019. In writing, the figure remained unchanged for pupils with SEND support and decreased by 3% for those with an EHCP. The percentage of pupils with SEN support meeting the expected standard in reading and writing is in line with national figures, but below in maths. A smaller percentage of children with an EHCP attain the expected standard in all three subjects in Leeds.

2.3 Multiplication Tables Check

Key message: Pupils in Leeds performed better in this check than pupils nationally.

A multiplication tables check became statutory in the academic year 2021/22. It is an online, on-screen assessment given to pupils in Year 4 and checks their ability to fluently recall times tables up to 12x12.

Of pupils who took the check in Leeds, the mean average score was 19.9 out of 25. This is just above the national and statistical neighbour figures of 19.8 and above all other comparators. Out of 150 local authorities, Leeds has a ranking position of equal 69 and is in quartile band B for performance.

The most common score in the checks was 25 (full marks), with 28% of pupils achieving this score; this is above all comparators. Out of 150 local authorities, Leeds has a ranking position of equal 53 and is in quartile band B for performance.

Pupils who fall under 'any other group' (21.5), Black pupils (21.4), Asian pupils (21.4), Boys (20.2), Mixed pupils (20.4) and pupils with English as an additional language (20.5) all have scores above the city average of 19.9.

Pupils with an EHCP and those recorded as SEN Support had the lowest scores, 13.7 and 15.6 respectively. The score for pupils with an EHCP is below the national figure of 14.5, but for pupils recorded as SEN Support, the Leeds figure is just above the national.

The average score of pupils eligible for FSM is 17.6; this is just below the national figure of 17.8. Out of 150 local authorities, Leeds has a ranking position of equal 83 and is in quartile band C for performance.

2.4 Outcomes at Key Stage 2

Key message: Attainment increased in reading and fell in all other subjects compared to 2019 at both the expected and higher standard, mirroring the national trend. However, the fall in performance was greater amongst comparators than was seen in Leeds.

Context

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, reading and maths on end of key stage tests. A grammar, punctuation and spelling (GPS) test is also taken. No adaptations were made to these assessments to take into account the effects of the pandemic and. Consequently, results for 2021-22 have not been published as part of the school performance tables.

Tests are developed to the same specification each year. However, because the questions must be different, the difficulty of tests may vary. This means the total number of marks a pupil gets in a test (their 'raw' score) needs to be converted into a scaled score so that accurate comparisons of performance can be made over time.

Pupils scoring at least 100 will have met the expected standard on the test. Pupils achieving 110 or above are considered to have met the higher standard.

2.4.1 Combined Reading, Writing and Maths (RWM)

In Leeds, 58% of pupils met the expected standard in RWM compared to 62% in 2019, representing a reduction of four percentage points; performance in Leeds is broadly in line with the national figure of 59%. This decrease in attainment is due to a fall in attainment in writing and maths. Out of 150 local authorities, Leeds ranks in equal 81st position and is in quartile Band C for performance.

Table 12:

	2016	2017	2018	2019	2022	Ranking
Leeds	48	56	61	62	58	81/150 BAND C
National	53	62	65	65	59	
Stat. Neighbours	53	61	65	65	58	
Core Cities	51	59	63	63	57	
Yorkshire and Humber	50	58	62	64	57	

8% of pupils met the higher standard in RWM compared to 10% in 2019. Performance in Leeds is above all comparators. Out of 150 local authorities, Leeds ranks in equal 40th position and is in quartile Band B for performance. Obtaining the higher standard across all three subjects is very challenging; even in the highest performing local authority only 18 per cent of pupils achieved this standard across all three subjects.

Table 13:

	2016	2017	2018	2019	2022	Ranking
Leeds	4	7	9	10	8	40/150 BAND B
National	5	9	10	11	7	
Stat. Neighbours	5	8	9	10	6	
Core Cities	5	7	9	10	7	
Yorkshire and Humber	4	7	9	9	6	

2.4.2 Outcomes at Key Stage 2 for Children eligible for FSM

Outcomes for disadvantaged pupils remains a challenge in Leeds. 37% of pupils eligible for free school meals met the expected standard in RWM; this is three percentage points below the 2019 figure and five percentage points below the national figure of 42%. Out of 150 local authorities, Leeds ranks in equal 111th position and is in quartile Band D for performance. The gap between disadvantaged and non-disadvantaged pupils in Leeds is at its highest since 2017 suggesting that the pandemic has had a greater impact of this cohort of pupils.

Table 14:

	2016	2017	2018	2019	2022	Ranking
Leeds FSM	26	33	40	40	37	111/150 BAND D
National FSM	36	43	46	48	42	
Leeds Non-FSM	52	61	65	67	65	

National Non-FSM	57	65	68	69	64
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2.4.3 Outcomes at Key Stage 2 - Gender

62% of girls compared to 53% of boys met the expected standard in the combined measure.

Table 15:

	2016	2017	2018	2019	2022
Leeds Girls	52	61	66	67	62
National Girls	54	66	69	70	63
Leeds Boys	44	51	57	57	53
National Boys	50	58	61	61	55

2.4.4 Outcomes at Key Stage 2 for Children with EAL

In Leeds, the percentage of pupils with English as an additional language (EAL) meeting the expected standard fell by 2% from 2019 to 52%. This is less than the national fall of 4%. However, there still remains a 10% in outcomes for this measure between EAL pupils in Leeds and EAL pupils nationally.

Table 16:

	2016	2017	2018	2019	2022
Leeds EAL	36	48	53	54	52
National EAL	52	61	65	66	62
Leeds Non EAL	50	58	63	64	59
National Non EAL	54	62	65	65	58

There is national data for ethnicity enabling comparisons to be made with performance in Leeds. Although all ethnic groups saw a fall in performance except 'Any other ethnic group' this reduction in the percentages achieving the expected standard were less than those seen nationally.

Please note that the main White category, includes minority ethnic groups including Gypsy Roma, Traveller and EAL groups such as Turkish, Kosovan, Serbian, Bosnian, and Portuguese. These groups are not performing at the same level as the White British group. For example, while 52% of White pupils gained reading, writing and mathematics combined, only 15.5% of White Roma pupils achieved the same.

Table 17:

	2016	2017	2018	2019	2022
Leeds White	49	57	63	63	52
Leeds Mixed	51	53	59	60	62
Leeds Asian	46	53	59	60	59
Leeds Black	37	49	53	55	58
Leeds Any Other Ethnic	-	-	-	49	57
National White	54	61	64	65	58
National Mixed	56	63	66	67	61
National Asian	56	64	69	70	66

National Black	51	61	64	65	59
National Any Other Ethnic	-	-	--	61	55

2.4.5 Outcomes at Key Stage 2 for Children with SEND

5% of pupils with an EHCP achieved the expected standard. This is a 1% improvement on the 2019 figure. By contrast, nationally, the percentage of pupils with an EHCP achieving the expected standard fell by 2% from 2019 to 7%.

21% of pupils receiving SEND support achieved the expected standard, a 2% reduction from 2019. However, the fall was greater nationally, at 4%, which means that Leeds is now in line with national.

Table 18:

	2016	2017	2018	2019	2022
Leeds Non SEN	55	64	70	71	67
National Non SEN	62	71	74	75	69
Leeds SEN Support	11	16	21	23	21
National SEN Support	16	21	24	25	21
Leeds State/EHCP	4	7	3	4	5
National State/EHCP	7	8	9	9	7

2.4.6 Reading

73% of pupils met the expected standard in reading (an increase of three percentage points since 2019). This is below the national figure of 75%. Out of 150 local authorities, Leeds ranks in equal 105th position and is in quartile Band D for performance.

Table 19:

	2016	2017	2018	2019	2022	Ranking
Leeds	61	68	72	70	73	105/150 BAND D
National	66	72	76	74	75	
Stat. Neighbours	65	71	75	73	74	
Core Cities	63	69	73	71	72	
Yorkshire and Humber	62	68	73	71	73	

27% of pupils met the higher standard with performance remaining below national, but the gap has reduced to one percentage point. Leeds ranks in equal 80th position and is in quartile Band C for performance.

Table 20:

	2016	2017	2018	2019	2022	Ranking
Leeds	17	23	27	25	27	80/150 BAND C
National	19	25	28	27	28	
Stat. Neighbours	18	23	27	26	27	
Core Cities	17	22	26	25	27	

Yorkshire and Humber	16	22	26	25	26	
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2.4.7 Writing

67% of pupils met the expected standard in writing (teacher assessed); this is eight percentage points below the 2019 figure of 75% and three percentage points below national figure of 70%. Writing saw the greatest decrease in performance since 2019 in Leeds and amongst comparators; the decrease varying between eight and 11 percentage points. Out of 150 local authorities, Leeds ranks in equal 117th position and is in quartile Band D for performance.

Table 21:

	2016	2017	2018	2019	2022	Ranking
Leeds	67	70	74	75	67	117/150 BAND D
National	74	77	79	79	70	
Stat. Neighbours	73	76	79	79	68	
Core Cities	71	74	76	77	67	
Yorkshire and Humber	73	75	77	78	69	

13% of pupils were assessed as working at greater depth in writing (teacher assessed) compared to 18% in 2019 (a reduction of five percentage points). Performance is in line with national and above all other comparators. Leeds ranks in equal 62nd position and is in quartile Band C for performance.

Table 22:

	2016	2017	2018	2019	2022	Ranking
Leeds	10	13	17	18	13	62/150 BAND C
National	15	18	20	20	13	
Stat. Neighbours	14	17	19	20	11	
Core Cities	12	16	18	19	12	
Yorkshire and Humber	14	17	19	19	11	

2.4.8 Maths

71% of pupils met the expected standard in maths; this is six percentage points below the figure in 2019. As performance fell nationally by seven percentage points, the Leeds figure is now broadly in line with national figure of 72%. Out of 150 local authorities, Leeds ranks in equal 78th position and is in quartile Band C for performance.

Table 23:

	2016	2017	2018	2019	2022	Ranking
Leeds	66	71	73	77	71	78/150 BAND C
National	70	75	76	79	71	
Stat. Neighbours	70	76	76	80	71	
Core Cities	68	74	75	78	69	
Yorkshire and Humber	67	73	74	78	70	

22% of pupils met the higher standard, which is broadly in line with the national figure of 23%. Leeds ranks in equal 64th position and is in quartile Band C for performance.

Table 24:

	2016	2017	2018	2019	2022	Ranking
Leeds	15	21	22	26	22	64/150 BAND C
National	17	23	24	27	23	
Stat. Neighbours	16	22	23	26	21	
Core Cities	16	22	23	26	21	
Yorkshire and Humber	14	20	21	25	21	

2.4.9 Grammar, Punctuation and Spelling (GPS)

71% of pupils met the expected standard in GPS; this is five percentage points below the 2019 figure and two percentage points below national. Out of 150 local authorities, Leeds ranks in equal 95th position and is in Band C for performance.

Table 25:

	2016	2017	2018	2019	2022	Ranking
Leeds	70	75	75	76	71	95/150 BAND C
National	73	78	78	79	73	
Stat. Neighbours	73	77	78	78	72	
Core Cities	71	76	77	77	70	
Yorkshire and Humber	70	75	76	77	70	

27% of pupils met the higher standard compared to 35% in 2019 (a reduction of eight percentage points). Performance is broadly in line with the national figure of 28%. Leeds ranks in equal 76th position and is in Band C for performance.

Table 26:

	2016	2017	2018	2019	2022	Ranking
Leeds	20	28	33	35	27	76/150 BAND C
National	23	31	35	36	28	
Stat. Neighbours	22	30	34	35	27	
Core Cities	21	31	35	35	28	
Yorkshire and Humber	23	31	32	33	25	

2.4.10 Progress from Key Stage 1

The progress measures capture the progress that pupils make from the end of Key Stage 1 to the end of Key Stage 2. They are a type of value-added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment. Progress scores are presented as positive or negative numbers either side of zero. A score of zero means that pupils in a school or local authority made the same progress as those with similar prior

attainment nationally. A positive score means that they made more progress than those with similar prior attainment; a negative score means they made less progress than pupils with similar starting points nationally.

The positive progress scores show pupils in Leeds made significantly more progress in reading, writing and maths than similar pupils nationally. Out of 150 local authorities, Leeds has a ranking position of 24 or above and is quartile Band A for performance for each of the subjects.

Table 27:

	Reading	Writing	Maths
Leeds	0.82	0.81	1.16
National	0.04	0.05	0.04
Stat. Neighbours	0.02	-0.17	-0.04
Core Cities	0.26	0.15	0.22
Yorkshire and Humber	-0.11	0.07	0.03
Ranking	22/150	24/150	20/150
Band	BAND A	BAND A	BAND A

What actions has the LA taken to support schools in their work to improve outcomes?

- The Learning Improvement consultant team have developed the traded offer for schools which includes bespoke work, training, conferences, and networks. This offer has had an increased focus on the priorities from the Refreshed 3As plan to incorporate reading, transition and SEND in all work.
- The Reading Fluency project focuses on raising the achievement of Year 5 pupils in reading. It supports students who are currently below the expected standard in reading and/or who may have difficulty accessing the reading required in the wider KS2 curriculum.
- We have worked with 52 primaries in Leeds over two cohorts. The data illustrates that children make gains in reading age scores of around 1.5 to 2 years, with those starting with lower reading ages making the most progress; in a minority of cases, this has been 3 to 4 years progress.
- English and mathematics network meetings for subject leaders focus on developing subject knowledge, pedagogy and practice to meet the needs of all children including those with SEND. They draw on research and good practice across the city.
- Assessment and moderation training and networks focus on good assessment practice and standardisation. This training, networking and support, promotes responsive teaching and good transition.
- The consultants plan deliver and support cross-phase conferences. These have included a mathematics, English and curriculum conference. These have focussed on good teaching practice and have drawn on the expertise of local, regional and national experts.
- We have continued to increase the use of school-based staff in our training to add capacity and current classroom expertise.
- The advisory team has undertaken a number of reviews to support schools identify their next steps to improve outcomes
- The Closing the Gap team continue to support schools through termly free EAL networks for maintained primary schools, where up-to-date information on good practice, resources and

key training implications are shared, and EAL leads and co-ordinators are equipped to develop staff knowledge. Schools also access to a resource bank of resources that supports leadership and management of EAL, teaching and learning, EAL assessment and induction and engaging parents in learning.

- Pupils from 15 schools across Leeds attended the two-week summer school for newly arrived pupils. The aim was to provide a meaningful way for newly arrived pupils to settle, meet other refugees, provide initial EAL teaching and an introduction to learning in the UK.
- The Arooj strategy for the achievement of south Asian pupils creative writing competition ran for the 12th year in 2021-22. The school-led development area is focused on the inclusive, decolonised curriculum this year.
- We continue to offer support for the Young Interpreter programme to support schools to encourage their bilingual and English-only pupils to use their language skills to help new arrivals access English and feel part of the school. They learn strategies to clarify, explain and 'interpret' a range of school activities and procedures to new arrivals through the medium of pupil-friendly English, particularly where the first language is not shared by other pupils and adults.
- A New Arrivals Programme and support was developed to deliver online modules for schools in each half-term.

What further actions will the LA take to support schools in their work to improve outcomes?

- We are inviting a third cohort to the Reading Fluency Project. This cohort will be opened to teachers of Y7 pupils, to improve outcomes in KS3.
- The consultants are further developing practice on the creative use of virtual training and eLearning to engage school leaders and teachers, including the development of the Reading eLearning CPD Programme for primary schools. In addition to the phonics modules mentioned earlier further modules will focus on:
 - The components of reading fluency, why fluency is important to reading, what the building blocks of fluency are, and how to assess fluency.
 - An outline of the advice provided by Ofsted around preparing for reading inspection, including understanding the early reading evaluation criteria, early readers in secondary schools and what is a reading deep dive.
- The team are developing a wider range of resources and products to support schools including online tools, planning and subject guides.
- Additional developments includes a range of materials and team CPD to promote consistency in our work such as teaching and learning review audit templates.
- To further address the priorities in the Refreshed 3As strategy, there is a planned programme of CPD for consultants on the graduated approach for SEND and planned joint working with Learning Inclusion colleagues to develop resources for schools.
- The advisory team will continue to review the school and city-wide data picture at the end of 22/23 and identify schools to target bespoke training.
- We will provide EAL champions with the pedagogy and resources needed to develop excellent EAL provision within their own schools.

- We will focus on accelerating the progress and attainment of EAL and vulnerable BME learners, raise awareness of and reduce barriers to learning and promote culturally responsive practice by seeking out ways to improve access and engagement in reading, and improving pupil induction, assessment practice and readiness to learn and other targeted strategies such as transition and trauma informed teachers and classrooms and relevant research-led training. The variation in outcomes and the challenges for different ethnic group will be considered in the development of programmes and strategies of support.
- We aim to share EAL and ethnically diverse data and information with advisers, consultants, teams and schools widely and advise on policy development, practice and action plans to meet the needs of EAL pupils and vulnerable and disadvantaged ethnically diverse learners.

3 Secondary Outcomes

3.1 KS4

Key message: Pupils in Leeds made accelerated progress in the secondary phase and left with results broadly in line with national.

Context

It is important to stress that this data should be compared to previous years with extreme caution.

One of the most obvious reasons for this is the disproportionate effect the pandemic has had on pupils. We know that infection rates were consistently higher in certain parts of the country than others, leading to more pupil and teacher absence and school closures. This unevenness is not restricted to regional variations. We know that some schools were hit hard by localised infections, often stemming from an infection which was sourced to an event which took place out of school. As a result, one particular school may have closed for longer periods of time than the school down the road. For this reason, comparisons between schools and with local or national averages may not be valid.

For the last two years, grades have been generated by teachers based on work and assessments which pupils completed during their courses. On average, these grades were higher. This is not necessarily because there was “grade inflation” or because teachers were not vigilant in how they assessed pupils. It is simply because a different assessment approach was used. This removed the vagaries that are part of an exam system where a pupil may be ill on the day, or where their preferred questions don’t come up in the exam.

The DfE and Ofqual have been mindful that a return to an exam system would disadvantage the 2022 cohort, who have been affected by the pandemic. It seemed unfair that they should be marked in the same way in their exams as pupils were in 2019 and that their results would be considerably lower in comparison than those achieved by pupils in 2021. However, at some point, a return needed to be made to pre-pandemic grading. As a result, Ofqual decided that 2022 would be a midway point between 2021 and 2019. In 2023 there will be return to results that are in line with those in pre-pandemic years. Because of this, the results we report next year will most likely be lower than last year.

There are further reasons why results cannot be compared this year with those from previous years, and this concerns how headline measures are calculated. When calculating KS4 performance measures for 2021/22, it is only results from qualifications taken in academic year 2021/21 which will be considered. This seems logical but in actual fact lots of pupils take exams one or two years early. For example, many schools enter pupils for one English exam at the end of Year 10 and the

other at the end of Year 11. Normally both sets of results are counted in headline measures. This year, because the two qualifications have been graded using different systems, this was not be the case.

3.1.1 Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. Given a 'standard' pass is a grade 4 and a 'strong' pass is a grade 5, a school with an average attainment 8 score of 50 would be one where on average every result was a grade 5.

The average Attainment 8 score per pupil in Leeds was 47.8 which is just below the national score of 48.9 and represents the narrowest gap in the last five years. Leeds is ranked equal 80th out of 151 LAs and is in quartile Band C for performance.

Table: 28

	2022	Ranking
Leeds	47.7	80/151 BAND C
National	48.8	
Stat. Neighbours	47.3	
Core Cities	46.6	
Yorkshire and Humber	46.8	

3.1.1.1 Attainment 8 for disadvantaged pupils

The average Attainment 8 score for disadvantaged pupils in Leeds (eligible for FSM in the last 6 years or are looked after children for at least one day or are adopted from care) is 36.8; this is just below the national figure of 37.7. Out of 151 LAs, Leeds is ranked equal 61st and is Band B for quartile performance.

Table: 29

	2022	Ranking
Leeds	36.8	61/151 BAND B
National	37.7	
Leeds Non-disadvantaged	52.7	
National Non-disadvantaged	52.9	

3.1.1.2 Attainment 8 for pupils with English as an Additional Language

Pupils categorised as 'any other ethnic group' and Asian pupils had the highest average Attainment 8 score, 52.4 and 50.3 respectively. These two groups also made more progress than the same groups nationally. However, overall, the attainment 8 score was lower in Leeds than the national score, although higher than both the Leeds and national non-EAL score.

Although EAL pupils performed slightly higher than non-EAL pupils, they are performing below national EAL groups by 3 percentage points. There is an ongoing concern to ensure that Leeds EAL pupils are achieving at least at national levels of attainment. Over the last few years our EBACC figures for EAL pupils have increased. We promote and facilitate a system to support schools to enable students to take the GCSE's in heritage languages. 313 pupils across Leeds gained GCSEs in their heritage languages last year.

Table: 30

	2022
Leeds EAL	48.5
National EAL	51.4
Leeds Non EAL	48.3
National Non EAL	48.5

Table: 31

This identifies outcomes in terms of ethnicity, The main White group includes White British, but also includes a number of minority ethnic groups including Gypsy, Roma and Traveller pupils which remain the lowest performing groups in Leeds.

	2022
Leeds White	48
Leeds Mixed	46.7
Leeds Asian	50.3
Leeds Black	48.1
Leeds Any other Ethnic Group	52.4
National White	47.9
Naitonal Mixed	49.5
National Asian	55
National Black	48.9
National Any Other Ethnic Group	51

Table: 31A

This table looks at each group in greater detail. Our lowest attaining ethnic groups are Gypsy, Roma, Traveller, mixed Caribbean, Black Caribbean, and Black other. These groups, alongside Asian Pakistani are performing below Leeds All and national ethnicity outcomes. Our highest attaining groups, are Chinese, Indian, White Irish, Asian other and Other ethnicity. All of which are also performing better than national outcomes by ethnicity and above Leeds All.

	Leeds Att 8	National Att 8
Leeds ALL	47.7	48.8
Asian, Bangladeshi	47.8	54.8
Asian, Indian	61.4	61.3
Asian, Other	53.5	57.6

Asian, Pakistani	47.1	49.2
Black, African	49.9	51.3
Black, Caribbean	41.3	42.0
Black, Other	45.7	47.2
Chinese	69.1	67.0
Mixed, African	50.7	49.0
Mixed, Asian	48.9	54.7
Mixed, Caribbean	38.9	42.2
Mixed, Other	51.7	51.5
Other Ethnicity	52.4	51.0
White, British	48.5	47.6
White, Gypsy/Roma	18.3	22.4
White, Irish	56.7	54.5
White, Other	48.8	51.1
White, Traveller	3.0	28.8

3.1.1.3 Attainment 8 for pupils with SEND

The average Attainment 8 score for pupils categorised as SEN Support is 32.3 compared to the national figure of 34.9. For pupils with an EHCP the average Attainment 8 score is 11.2 compared to 14.3 nationally. Supporting pupils with SEND to reach their potential remains a key priority for us.

Table: 32

	2022
Leeds Non SEN	51.9
National Non SEN	52.9
Leeds SEN Support	32.3
National SEN Support	34.9
Leeds EHCP	11.2
National EHCP	14.3

3.1.2 Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero.

Whilst attainment 8 results are broadly in line with national, pupils in Leeds made accelerated progress, having begun secondary school at a lower starting point. In 2022, the average Progress 8 score in Leeds was 0.12. Leeds has moved up to quartile Band A for performance and is ranked equal 33rd out of 151 local authorities.

Table: 33

	2022	Ranking
Leeds	0.12	

National	-0.03	33/151 BAND A
Stat. Neighbours	-0.13	
Core Cities	-0.10	
Yorkshire and Humber	-0.07	

3.1.2.1 Progress 8 for disadvantaged pupils

The Progress 8 score for disadvantaged pupils is -0.32 compared to -0.55 nationally, meaning disadvantaged pupils in Leeds made more progress than disadvantaged pupils nationally who had similar prior attainment at Key Stage 2. Out of 150 LAs, Leeds is ranked equal 28th and is quartile Band A for performance. Whilst this is encouraging, especially when compared to the national picture, the priority is to ensure that pupils from disadvantaged backgrounds make progress that is in line with their non-disadvantaged peers.

Table: 34

	2022	Ranking 28/151 BAND A
Leeds Disadvantaged	-0.32	
National Disadvantaged	-0.55	
Leeds Non Disadvantaged	0.31	
National Non Disadvantaged	0.15	

3.1.2.2 Progress 8 for pupils with English as an Additional Language

Pupils who have English as an additional language and those categorised as ‘any other ethnic group’ made the most progress compared to all other pupil groups in Leeds, 0.76 and 0.83 respectively. These two groups also made more progress than the same groups nationally.

Table: 35

	2022
Leeds EAL	0.76
National EAL	0.55
Leeds Non EAL	0.05
National Non EAL	-0.12

Table: 36

	2022
Leeds White	0.04
Leeds Mixed	0.00
Leeds Asian	0.49
Leeds Black	0.74
Leeds Any other Ethnic Group	0.83
National White	-0.14
Naitonal Mixed	-0.04
National Asian	0.54
National Black	0.18

National Any Other Ethnic Group	0.54
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Table: 36A

At KS4 EAL pupils in Leeds have made greater progress than those nationally.

At KS4, the majority ethnicity groups made progress; however, there are three groups of pupils in Leeds that did not make progress. The Gypsy Roma and Irish Traveller groups are classified in the main White category, and they make the least progress of all pupils. The mixed Black and white heritage pupils are the only other group that did not make progress this year.

	Leeds P 8	National P 8
Leeds LA	0.12	-0.03
Asian, Bangladeshi	+0.53	+0.61
Asian, Indian	+1.11	+0.83
Asian, Other	+0.84	+0.70
Asian, Pakistani	+0.26	+0.29
Black, African	+0.85	+0.37
Black, Caribbean	+0.22	-0.32
Black, Other	+0.77	+0.13
Chinese	+1.29	+1.01
Mixed, African	+0.37	+0.01
Mixed, Asian	+0.09	+0.20
Mixed, Caribbean	-0.43	-0.45
Mixed, Other	+0.27	+0.10
Other Ethnicity	+0.83	+0.54
White, British	+0.02	-0.18
White, Gypsy/Roma	-0.49	-0.95
White, Irish	+0.15	+0.08
White, Other	+0.53	+0.49
White, Traveller	-1.25	-0.99

3.1.2.3 Progress 8 for pupils with SEND

Pupils in Leeds with SEN support made better progress than SEN Support pupils nationally with the same starting points, 0.05 compared to -0.12. However, pupils with an EHCP in Leeds made less progress than their peers nationally, with a 0.16 difference in progress.

Table: 37

	2022
Leeds Non SEN	0.30

National Non SEN	0.10
Leeds SEN Support	-0.45
National SEN Support	-0.47
Leeds EHCP	-1.49
National EHCP	-1.33

3.1.3 English and maths

51.3 per cent of pupils achieved a strong pass in English and maths. A strong pass is grade 5 or above. This is above the national figure of 50 per cent. Leeds has moved up to quartile Band B for performance and is ranked 55th out of 151 local authorities.

Table: 38

	2022	Ranking
Leeds	51.3	55/151 BAND B
National	50	
Stat. Neighbours	47.7	
Core Cities	46.9	
Yorkshire and Humber	47.7	

68.3 per cent of pupils achieved a standard pass (grades 9-4) in English and maths. The 0.7 percentage point gap between Leeds and national is the narrowest gap in five years. Leeds has moved up to quartile Band B and is ranked equal 71st out of 151 local authorities.

Table: 39

	2022	Ranking
Leeds	68.3	71/151 BAND B
National	69	
Stat. Neighbours	66.9	
Core Cities	64.8	
Yorkshire and Humber	66.6	

3.1.3.1 English and Maths Disadvantaged pupils

47.4 per cent of pupils eligible for FSM achieved a grade 4 or above in English and maths. This is just above the national figure of 47.1 per cent. Leeds is ranked 51st out of 150 LAs and is in Band B for quartile performance.

Table: 40

	2022	Ranking
Leeds Disadvantaged	48.6	50/151 BAND B
National Disadvantaged	48.6	
Leeds Non Disadvantaged	77	

National Non Disadvantaged	78.3	
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3.1.3.2 English and Maths Children with English as an Additional Language

Table: 41

A higher proportion of pupils categorised as being ‘any other ethnic group’ and Asian pupils achieved a grade 4 or above in English and maths, 73.9 per cent and 72.7 per cent respectively. Overall however, outcomes at grade 4 and above are lower for children with EAL than they are nationally and this remains a priority for us.

	2022
Leeds EAL	67.4
National EAL	71.7
Leeds Non EAL	69.4
National Non EAL	68.6

Table: 42

	2022
Leeds White	68.7
Leeds Mixed	66
Leeds Asian	72.7
Leeds Black	66.7
Leeds Any other Ethnic Group	73.9
National White	67.7
Naitonal Mixed	68.7
National Asian	77.8
National Black	69.4
National Any Other Ethnic Group	70.9

Table: 42A

Our highest performing groups gaining 9-5 in English and Mathematics are Chinese, Indian, Asian other, While Irish, and mixed other. These groups performed between 10-26 percentage points higher than the Leeds All group and National figures.

Our lowest performing groups are Gypsy, Roma, Traveller, Mixed Caribbean, Black Caribbean, Black other and Black African groups, who performed below local and national figures, while Asian Pakistani and Bangladeshi scored below local figures.

	Leeds 9-5 E & M
National All	50.0

Leeds All	51.3
Asian, Bangladeshi	50.9
Asian, Indian	76.4
Asian, Other	63.1
Asian, Pakistani	50.7
Black, African	49.2
Black, Caribbean	34.5
Black, Other	41.5
Chinese	86.8
Mixed, African	55.3
Mixed, Asian	54.7
Mixed, Caribbean	34.1
Mixed, Other	60.6
Other Ethnicity	56.7
White, British	52.7
White, Gypsy/Roma	5.3
White, Irish	61.5
White, Other	50.6
White, Traveller	0.0

3.1.3.3 English and maths for pupils with SEND

Table: 43

Fewer pupils in Leeds with SEN Support and with an EHCP were successful in attaining a grade 4 in maths and English than similar cohorts nationally.

	2022
Leeds Non SEN	75.4
National Non SEN	76.1
Leeds SEN Support	37.4
National SEN Support	39.2
Leeds EHCP	12.1
National EHCP	13.5

What actions has the LA taken this year to support schools in their work in raising outcomes?

- We have a traded offer which consists of 13 subject networks (the LLP) which meet termly. 30 secondary schools in Leeds subscribe to this. In the last year we have focused on improving the transition between primary and secondary in terms of curriculum so that pupils make accelerated progress when they reach secondary.
- We have also developed a reading traded offer for secondary schools so that they can seek advice and support for struggling readers. Secondary schools are finding that, as a result of the pandemic, many more pupils are coming into Year 7 with a reading age below their chronological age.
- We held a conference which focussed on formative assessment and adaptive teaching. This was to support teachers to be expert in the classroom at identifying gaps in learning, exacerbated due to Covid-19, and be able to change their planning quickly to respond.

- All LA maintained schools were offered 4 days of adviser support, most of which were used to undertake curriculum reviews in a range of subjects. This led to comprehensive feedback identifying strengths which could be shared with other schools in Leeds and areas for development to guide leaders.
- We have established a half termly bulletin which is a vehicle to share research, updates and discursive topical issues with leaders.
- To develop the expertise of all staff in EAL pedagogy and teaching and learning strategies that support EAL pupils and those with low literacy levels, an EAL CPD module outline has been developed for delivery to mainstream teachers.
- The Closing the Gap Team has delivered parental engagement sessions with community groups and supplementary schools to provide information to parents about the education system in the UK and strategies to help their children to learn. The workshops engage parents, newly arrived parents from Black and Minority Ethnic (BME), Refugee, Asylum-seeking and Traveller communities to support their children's learning more confidently and effectively and gain an understanding of the British school system, feel confident to support their children to learn, learn how to get the most out of parent's evenings and Top Tips for help their children in reading and other areas. These are also available to mainstream schools.
- We continue to run termly networks for schools and share resources, research and high impact support strategies. And continue to support and build collaborative practice between secondary schools that meets the needs of the staff and the pupils. We have continued to focus on strategic leadership of English as an Additional Language, accurate assessment of pupils, and high impact language development strategies.

What further actions does the LA plan to support schools in their work in improving outcomes?

- We are holding a conference this year to further look at reading at KS2 and KS3. This remains a pre-occupation for secondary leaders as pupils who cannot read fluently will struggle to access the subject curriculum.
- Our traded offer (the LLP) will focus in the coming year on whether each school's subject curriculum meets the needs of pupils with SEND.
- We have developed an audit tool with SENIT for schools to use to quality assure their SEN provision.
- All LA maintained schools are offered between 2-4 days of support, dependent of their proximity to an Ofsted inspection. The days will be used for reviews of curriculum, behaviour and attendance, personal development, Post 16, SEN, reading and careers provision.
- We are focussing on equality, diversity and inclusion and the implications for curriculum planning and delivery.
- Schools will be identified based on those with EAL and ethnically diverse populations where collective insight from across the service suggests that there is scope for improving EAL and Culturally responsive practice, and where there is sufficient leadership capacity to be able to support and implement this.
- We plan to develop and promote a trauma informed plan of support for refugee and asylum seeker pupils, vulnerable and disadvantaged groups that may be experiencing racial trauma and toxic stress.

- Changes to the Mathematics GCSE has created barriers for EAL pupils and those with low literacy levels who may have historically performed higher in Mathematics than in English language. In addition to the acquisition of English language for new to English pupils, our objectives to accelerate the progress and attainment of vulnerable EAL and ethnically diverse learners will include key areas of Mathematics and Science academic vocabulary development.
- Addressing the attainment and progress of Mixed heritage and Black Caribbean pupils will form part of a wider programme and strategy across Children and Families. We continue to share information and data across teams to support advisers in challenge and support schools on their data, academic and pastoral provision for EAL pupils including support for GRT, Refugee and Asylum Seeker pupils, African Caribbean and mixed heritage students, New to Schooling and New Arrivals and addressing themes such as racism and decolonising the curriculum.

4 Key Stage 5

Key message: Outcomes in Leeds are below national for A levels and Tech level qualifications but above for Applied General.

As with GCSE, comparisons cannot be made with previous years. This is because outcomes for 2020 and 2021 were based on centre and teacher assessed grades and were on average higher than those awarded in 2019. Grades in 2022 were set at a midpoint between 2019 and 2021.

In addition, there is no progress, or value added, data this year. This is this data is normally generated from what students achieved at the end of key stage 4 (GCSE or equivalent) and the outcomes of their A levels or equivalent, and comparisons are made with young people across the country with the same starting points. As students did not take formal exams in 2020, this measure cannot be calculated this year.

4.1 Average point score (APS) per A level in schools

A score of 30 equates to a C grade and 40 to a B grade. A large proportion of students taking A levels attend schools and sixth form colleges, so this is the data represented below. The average point score in Leeds was 36.14 which is below the national average and lower than all comparators. This drops further still if FE college data is included. The APS becomes 35.90 and the Leeds ranking falls to 113 out of 150 and places the authority in Band D.

Table: 44

	2022	Ranking
Leeds	36.14	107/149 BAND C
National	38.28	
Stat. Neighbours	37.28	
Core Cities	36.75	
Yorkshire and Humber	37.65	

4.2 Average point score per Tech Level in schools and colleges

Tech Levels are advanced 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.

Very few students take Tech levels at school, so the data below is for schools and colleges. The average point score in Leeds is below the national figure and all comparators.

Table: 45

	2022	Ranking
Leeds	30.04	84/146 BAND C
National	30.54	
Stat. Neighbours	32.25	
Core Cities	30.47	
Yorkshire and Humber	30.65	

4.3 Average Point Score for Applied General in schools and colleges

Applied General qualifications are vocational qualifications which are the equivalent to A levels and allow students to continue their education through applied learning. A large proportion of the students taking applied qualifications are in colleges so the figures below are the combined schools and college data.

The national average figure is 31.91 and the average point score in Leeds is above it at 32.22. This places Leeds in band B and ranks the authority in 68th position out of 149. If FE colleges are removed from the data set the average point score in Leeds is below the national figure and below all other comparators, placing the authority in band C and 87 out of 147 authorities.

Table: 46

	2022	Ranking
Leeds	32.22	68/147 BAND B
National	31.91	
Stat. Neighbours	33.53	
Core Cities	31.47	
Yorkshire and Humber	33.14	

What actions has the LA taken this year to support schools in their work in raising outcomes?

We have developed a set of key principles which govern the decisions made by the directorate with regard to Post 16.

We run a Post 16 network which showcases good practice.

The traded offer for secondary schools also considers curriculum design and delivery at Post 16.

LA maintained schools can opt to have a Post 16 review as part of their allocation of adviser support. This can be purchased by non-LA schools.

What further actions does will the LA take to support schools in their work to improve outcomes?

We have established an FE Forum which shares information with a view to ensuring Post 16 provision is available in the city which meets the growing numbers of students, enables them to pursue their ambitions and responds to the economic needs of the city.