



## The Annual Report on Academic Outcomes

Date: 18<sup>th</sup> July 2024

Report of: Director of Children and Families

Report to: Children and Families Scrutiny Board

Will the decision be open for call in?

Yes  No

Does the report contain confidential or exempt information?

Yes  No

### Brief summary

The Annual Standards Report presents externally validated outcomes data following the statutory assessments and examinations which took place in primary and secondary schools in 2023.

The Annual Standards Report relates to the fifth priority of The Children and Young People's Plan, which is to improve the achievement and attainment for all children in Leeds.

### Recommendations

- a) Note the performance against headline measures for pupils in Leeds in 2023 in comparison to national data.
- b) Note the actions taken by local authority services to support maintained schools and academies in their work to improve outcomes in Leeds.

### What is this report about?

- 1 The Annual Standards Report is written to provide elected members with an overview of educational outcomes for Leeds following assessments which took place in 2023.
- 2 The data reviews outcomes from early years to post-16. Outcomes in Leeds are compared with national figures. The report also considers the performance of pupils in Leeds settings by cohort.
- 3 The report details the actions taken by learning improvement services to improve outcomes.

### What impact will this proposal have?

- 4 This report is to provide an update and does not contain a proposal.

### How does this proposal impact the three pillars of the Best City Ambition?

- Health and Wellbeing       Inclusive Growth       Zero Carbon

- 5 This report describes educational outcomes for children and young people in state-funded schools in Leeds. Raising educational attainment gives young people a greater range of options for positive education, employment and training destinations after the end of statutory schooling. These can include further learning, as well as employment with training.

### What consultation and engagement has taken place?

Wards affected: All
Have ward members been consulted? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

- 6 This report presents information only and does not require any consultation.

### What are the resource implications?

- 7 Resource implications for Leeds City Council are the staffing costs of retaining the 0-19 learning improvement service in addition to other statutory and non-statutory learning services that have an impact on educational outcomes. The learning improvement service specifically includes a group of colleagues who deliver professional development to school-based staff, and who generate traded income for Leeds City Council.
- 8 Undertaking activity that raises educational attainment is also dependent on resources held within schools themselves. This includes schools being able to recruit and retain teaching and support staff, and having the resources to fund professional development for their workforce. Leeds City Council's Financial Services to Schools Team provides budget management support for many of the city's maintained schools, to support school leaders with managing their limited resources. However, in common with other parts of the public sector, many schools report facing very challenging budget positions and increasingly face difficult decisions about how they structure their workforce. The

implications of reduced resources in schools have the potential to impact negatively on learning outcomes.

### **What are the key risks and how are they being managed?**

- 9 The local authority previously received from the Department for Education (DfE) a School Improvement and Brokerage Grant, to enable it to undertake its statutory and core support, monitoring and intervention duties to maintained schools, as well as to broker additional support to schools requiring additional intervention. The grant supported the work of the learning improvement advisory service to undertake these roles. In the 2022/23 financial year the DfE reduced the amount of grant available to the local authority and Schools Forum agreed to fund the gap through de-delegation of Dedicated Schools Grant (DSG) funding in order to maintain the service for schools. The DfE removed the grant fully in the 2023/24 financial year. Since this point Leeds Schools Forum agreed to de-delegate DSG funding in order to continue to fund learning improvement services that are available to all **maintained** schools.
- 10 A risk is that if in future years Schools Forum did not support de-delegation to be able to fund learning improvement services, there will be a very significant reduction, and potential removal, of learning improvement services to schools. Maintained schools and their governing bodies would need to take the action necessary to source and fund external support required for school improvement activity, including headteacher recruitment, headteacher support and managing complex improvement situations in school.
- 11 This risk is being managed by evidencing the impact of de-delegated funding to support schools. Some of this funding is earmarked to award directly to schools to pay for centrally-brokered support from other school leaders, or to pay for improvement services provided by Leeds City Council teams.

### **What are the legal implications?**

- 12 This report does not contain any legal implications.

### **Options, timescales and measuring success**

#### **What other options were considered?**

- 13 This report does not include an options appraisal.

#### **How will success be measured?**

- 14 Educational attainment is measured annually, on the publication of outcomes of statutory assessment in the primary and secondary phases. The next report will look at outcomes from teacher assessment, checks, tests and examinations that will take place in summer 2024.

## **What is the timetable and who will be responsible for implementation?**

15 Learning improvement services to schools are delivered throughout the academic year. Statutory assessment takes place in the summer term 2024. The head of service for learning improvement is responsible for the implementation of the learning improvement service.

## **Appendices**

- 

## **Background papers**

- None.

## **Annual standards report 2022-23**

The annual standards report is written to provide elected members with an overview of educational outcomes for Leeds following assessments which took place in 2023. Due to the pandemic, external assessments were cancelled in 2020 and 2021 and no school headline measures were published.

The Annual Standards report covers outcomes for both the maintained and academy sectors.

### **1. Summary of outcomes in Leeds**

- 1.1. This report presents data for assessment from the early years foundation stage through to key stage 5. Outcomes for Leeds pupils are mixed across these indicators. The strongest performance tends to be observed in the secondary phase, where outcomes are broadly in line with national averages, and above on the Progress 8 measure. In the primary phase, average outcomes in Leeds tend to be in the bottom half of local authorities nationally, although rates are closer to national averages for indicators measuring outcomes at the higher standard at KS1 and at KS2 than at the expected standard. Outcomes are lowest at the early years foundation stage.
- 1.2. The biggest attainment gaps in Leeds tend to be for pupils who are disadvantaged, or who have SEND. Pupils who speak English as an additional language often have lower attainment in the primary phase, but typically by the end of key stage 4 these gaps have narrowed and these groups of pupils make very strong progress.
- 1.3. Inspection outcomes in Leeds remain strong. As at the end of March 2024, 92% of primary schools in Leeds are good or outstanding and 86% of secondary schools are good or outstanding. This figure for primary is higher than in last years report, and the figure for secondary is stable. <sup>1</sup>
- 1.4. 96% of early years setting providers received good or outstanding outcomes at their last inspection, and this figure has remained stable over the last few years. <sup>2</sup>
- 1.5. Outcomes have been achieved in the most testing of circumstances over recent years. As well as the impact of the pandemic on learning disruption, schools and early years settings in Leeds have experienced:
  - An increased prevalence of pupils with special educational needs, which has led to a steep rise in requests for education, health and care assessments and support from other learning inclusion services.
  - Budget pressures arising from reductions in central Government funding for schools, which in some cases are exacerbated by demographic changes in Leeds meaning some schools have falling rolls. The Reception cohort who started school in the 2023/24 academic year has around 1,100 fewer pupils than the number who left Leeds primary schools at the end of Year 6 in summer 2023.
  - Recruitment and retention concerns at all staffing levels, from headteachers and senior leaders, through to teaching assistants, including early years staff.

### **2. Who impacts on learning outcomes in Leeds?**

- 2.1 There are around 125,000 children and young people enrolled in state-funded schools in Leeds between Reception and Year 13, in more than 270 schools across both the maintained and special sector. For most of these pupils, the group within the children's workforce who

---

<sup>1</sup> Data source: Watchsted: <https://www.watchsted.com/tables>

<sup>2</sup> Data source: Ofsted official statistics - <https://www.gov.uk/government/statistics/childcare-providers-and-inspections-as-at-31-august-2023>

make the biggest difference to their learning outcomes are their teachers, and the leaders and support staff in the schools that they attend.

- 2.2 Where children attend early years settings (nurseries, pre-schools and childminders), the quality of education that children experience before starting school also makes a critical difference to their learning outcomes. There are around 900 early years settings operating in Leeds, and the sector covers a wide range of private, voluntary and independent settings, as well as school nurseries.
- 2.3 “School improvement” is the umbrella term for a broad range of activity delivered by stakeholders from multiple different agencies with the aim of improving attainment and progress outcomes for pupils. Sometimes the provider of school improvement activity depends on the governance status of a school.
- 2.4 Schools in multi-academy trusts (MATs) tend to have centralised school improvement functions located with their MATs. Maintained schools can access a school improvement adviser offer through the local authority, that is funded by de-delegated Dedicated Schools Grant (DSG). Details of the school improvement adviser service are included in the next section of this report.
- 2.5 Leeds City Council also offers a traded school improvement service delivered by a small team of consultants, who offer professional development and bespoke support, usually working with middle leaders. Schools pay for this support, as this service is required to operate on a full-cost recovery model. Catholic and Church of England schools can also access improvement services from their Dioceses, although these tend to focus on the distinct faith ethos of a school, collective worship and the provision of RE, rather than other curriculum areas.
- 2.6 There are also other providers operating in the school improvement market. Some of these include other commercial providers of professional development services to teachers and school leaders.
- 2.7 Schools can also access support that is free at the point of use because it is funded by central Government. This includes training for subject teachers available from [subject hubs](#) such as English and maths hubs; system leadership through the DfE’s [trust and school improvement offer](#); and from [teaching school hubs](#), who deliver professional development for early career teachers, and national professional qualifications for school leaders.
- 2.8 In Leeds there is a range of early years settings. These cover private and voluntary group settings, alongside some local authority children’s centres.
- 2.9 The next section describes information about what the local authority has done to make a difference to learning outcomes. **This work by LA officers needs to be understood in the context of being a subset of the total school improvement activity being undertaken in the city by the wide range of providers referenced above.**

### **3 What actions has the LA taken to support schools in their work in raising outcomes?**

#### **3.1 *Early years***

The early years team provides advisory and consultancy support to a range of early years settings (childminders, private day nurseries and early years in schools). Through collaborative efforts with educators, it provides a range of statutory, core and traded support and training. This work includes Ofsted registration support and pre-Ofsted support across all early years settings. The offer also provides targeted and bespoke support to early years

settings judged by Ofsted to require improvement or judged inadequate, and the team facilitates links with regional HMI inspectors.

- 3.2 The early years team adeptly balances their statutory obligations with their traded offers, ensuring a comprehensive approach to supporting all its stakeholders. While fulfilling regulatory requirements and statutory responsibilities, such as safeguarding and adherence to early years statutory framework, they also provide additional services through the traded offer. The traded offer includes specialised training for early years practitioners, bespoke consultancy services for nurseries, schools and child-minders, or access to tailored resources and curriculum support. By integrating statutory duties with traded offers, the early years team maximises their impact, offering a holistic support system that addresses both mandatory requirements and the unique needs of individual settings. This balanced approach not only ensures compliance with regulations but also enhances the quality and effectiveness of early years provision, ultimately aiming to improve outcomes for all children.
- 3.3 Effective transition from early years settings to school is vital to children making a good start in learning. The early years improvement team developed a training package for practitioners across the sector covering how to put in place strategies to support effective transition; for staff in private day nurseries, children's centres, schools and childminders. Following this training, a designated information area has been developed on Leeds for Learning supporting transition, and on-demand training can continue to be provided to settings.
- 3.4 Early years provider meetings have identified that early years settings across the city are noting increasing numbers of children with potential SEND. Long waiting times for services and external support mean that the help that childminders and nurseries can give to children becomes even more important. In response to this the service has developed a set of online meetings that are free for SENCOs working within private nursery settings. This is to help these staff understand referral pathways information in Leeds, support new SENCOs, and enable them to have access to expertise from SEND professionals.
- 3.5 Early years provider meetings have identified that early years settings across the city are noting increasing numbers of children with potential SEND. Long waiting times for services and external support mean that the help that childminders and nurseries can give to children becomes even more important. In response to this the service has developed a set of online meetings that are free for SENCOs working within private nursery settings. This is to help these staff understand referral pathways information in Leeds, support new SENCOs, and enable them to have access to expertise from SEND professionals.
- 3.6 The service has also improved access to information and training for the sector through the creation of an early years gateway on the Leeds for Learning website, and launched an improved newsletter. This has increased the volume of traffic to this site, up to more than 3000 views in May 2023, meaning that providers in Leeds are accessing reliable and up-to-date information and resources.
- 3.7 **Primary**  
The school improvement adviser service to maintained primary schools provides a tiered level of support. The universal offer for all maintained schools is two days of school improvement adviser time, with schools experiencing vulnerability receiving an allocation of enhanced support. This includes schools with an Ofsted judgement of "requires improvement," or schools entering an Ofsted inspection window. Adviser support in the 2022/23 academic year included pre-and post-inspection support for schools; carrying out deep dives in reading, maths, other curriculum subjects and in early years; support for new headteachers; advising governing boards during headteacher performance management; supporting governing boards through headteacher recruitment; and brokering school-to-school support from other

school leaders in Leeds. Advisers also sometimes lead a “team around the school” approach when a school needs additional support from services across the local authority.

- 3.8 In view of the fact that some of the biggest challenges around outcomes in Leeds are at the early years foundation stage, the primary school improvement adviser team appointed an additional school improvement adviser in autumn 2023 to focus on early years support. This adviser does not hold a standard caseload of schools, but instead works exclusively on supporting maintained schools with their early years provision, in schools where this need is greatest.
- 3.9 Alongside the adviser service, which is free for maintained schools as this is funded through de-delegated dedicated schools grant, the primary learning improvement service offers a traded service of training and bespoke consultancy support. This kind of support is where consultants work, often on a one-to-one basis, in a school supporting individual teachers and leaders to develop their practice, for example in subject leadership, curriculum design, meeting the needs of specific pupil groups, developing their early years provision, etc. This type of support is tailored to a school’s needs, and has the potential to be impactful in helping a school to bring about improvement. There are examples in 2022/23 where schools received consultancy support around their early years provision and saw sizeable increases in the proportion of pupils reaching the good level of development at the end of the early years foundation stage.
- 3.10 Bespoke consultancy support in primary schools can sometimes lead to improvements that are visible at school-level in the assessment outcomes included in this report. However the impact of learning improvement consultancy work cannot always be evidenced through outcomes data, because what is assessed and reported on is only ever a subset of the entire primary curriculum. During the 2022/23 academic year there was an increase in demand for support for subject leaders across foundation subjects, with support being provided in art, computing, design and technology, geography, history, modern foreign languages, RE and science. This type of support results in subject leaders who have improved subject knowledge, who are better able to design and sequence the curriculum in their subjects, ensure clear end points, design appropriate assessment, and support other teachers to be able to teach this subject well. This support is crucial, as primary school teachers are required to teach 11 national curriculum subjects, so are rarely subject specialists in the subject that they lead. Yet the impact of this support is not quantifiable in the published assessment data in this report, as only core subjects are assessed at the end of key stage 1 and key stage 2. An example is given below of how impactful subject-based training can be:

#### **Working with a multi-academy trust to develop the art curriculum**

*The Wellspring Academy Trust commissioned support from Leeds City Council’s ArtFoms arts development staff (part of the learning improvement service) to work on their art and design curriculum in two of their academies. This work took place over a 12 month period and began with subject leader training in art and design, covering the national curriculum programme of study, Ofsted framework, and the purpose and value of the subject. This work was designed to ‘level the playing field’ as some of the subject leaders were new to the role and were not subject specialists. Subject leaders then received training in the key processes included in the primary art and design curriculum (drawing, painting and sculpture), followed by development of that area of the curriculum. This enabled subject leaders to ensure specific progression in a process within their long-term curriculum planning. This also provided an opportunity for peer support, with subject leaders working together to create key resources for the class teachers, thereby reducing teacher workload. Arts development consultants also delivered whole staff training in art in three other academies in this trust.*

- 3.11 Where maintained schools might struggle to be able to afford learning improvement consultancy services, but where school improvement advisers recognise a need for curriculum

improvements, the local authority retains £100,000 of the DSG de-delegated funding to be able to award to schools to pay for this work. This funding has been used to enable schools to pay for support around curriculum development and early years support.

- 3.12 Consultancy work delivered over a medium-term timescale by learning improvement officers who have expertise in their subject or phase specialism tends to be impactful. This type of intervention is also supported by research-backed evidence from organisations such as the Education Endowment Foundation, as being likely to yield the strongest impact, compared to teachers attending training courses or doing online learning. However because this model is high-cost in terms of staff deployment (a consultant working one-on-one with a teacher over 5 to 10 days during an academic year), this model necessarily means that only a subset of the schools who might benefit from this kind of support can receive it at any one time. This situation is compounded by the diminishing capacity available within the learning improvement service, as staff have been released through the voluntary leavers scheme to contribute to Leeds City Council's financial challenge.
- 3.13 Traded consultancy work is highly regarded by schools that have used this, and the service is always fully booked. The learning improvement service fulfils the trading requirements of charging on a full-cost recovery basis for this type of work. However this does mean that access to this very valuable form of support is determined by a school being able to afford this. The awarding of grant funding described in 3.11 does go some way towards mitigating affordability issues for schools that are in deficit budget positions but still require support, but this is a limited source of funding.
- 3.14 **Secondary and Post-16**  
The school improvement adviser (SIA) offer to secondary schools was reviewed for the academic year 2022-23 to ensure it was fit for purpose and all maintained schools were offered either four, three or two days of support, depending on need. The adviser team support 17 settings: all maintained secondary schools, SILCs and the secure children's home. The learning improvement service also offers the traded Leading Learning Partnership (LLP) offer, which most secondary schools and academies and Leeds subscribe to, as well as the post-16 traded programme of training and support.
- 3.15 Schools and SIAs agree together how to make use of adviser time, and this included the following range of activity in the 2022-23 academic year:
- Curriculum reviews, across various curriculum areas;
  - SEN curriculum reviews;
  - Behaviour and attitudes reviews (this is one of the four key judgement areas during Ofsted inspection);
  - Personal development reviews (this is one of the four key judgement areas during Ofsted inspection);
  - Whole school reading reviews;
  - Careers provision;
  - Post-16 provision;
  - Whole school self-evaluation with leaders;
  - Development of whole school development planning with leaders;
  - Coaching of middle and senior leaders; and
  - CPD planning and delivery.
- 3.16 Both secondary school improvement advisers are also practising Ofsted inspectors, which means they are able to offer guidance beyond the curriculum, on behaviours and attitudes, and personal development.
- 3.17 Through the LLP, the service provided support and tools for middle leaders to evaluate the quality of provision for learners with SEND in their subject areas. This was shared with 29

secondary-phase schools and settings across the city, across 13 subject areas. Following on from this work SIAs have identified evidence of SEND priorities and practice in place in a number of Leeds schools, and one school has completed a whole school review, with positive impact. The 2024/25 LLP programme will continue to develop the focus on SEND. The LLP end points will remain the same, so that the SEND focus can become embedded across more schools, as well as introducing equality, diversity and inclusion as a leadership strand.

#### 4. Making sense of the data in this report

- 4.1 Producing a concise evaluation of learning outcomes from statutory assessment that takes place across seven separate points of assessment, each of which results in multiple performance indicators, is a challenge in itself. The established format for collating and presenting this data is calculating averages for whole cohorts or for pupils groups, and comparing these to an average for the equivalent pupil cohort nationally, regionally, or in comparator groups of local authorities. This approach can be helpful in that it consolidates large datasets down, but a significant trade-off of aggregation is that it masks variation.
- 4.2 There is frequently significantly more range in pupil outcomes **between schools in Leeds** than there is between aggregated datasets presented at local authority level. Local authority (LA) level data alone does not allow us to make inferences about the pupil outcomes that represent the entirety of the learning experience for a particular cohort.
- 4.3 For example, at key stage 2, on the headline measure of the percentage of pupils achieving the expected standard in reading, writing and maths, the Leeds average in 2023 was 58%. The highest performing LA on this measure (that has more than just one school) has a result of 74% on this indicator, and the lowest performing LA's result is 49%. This equates to a span of just 25 percentage points separating average outcomes on a measure that includes around 667,000 pupils nationally. In contrast, the highest performing school in Leeds on this measure saw 95% of pupils achieving this standard, and in the lowest performing (mainstream) school in Leeds in 2023, 18% of pupils achieved this threshold. A span of 77 percentage points separates the highest and lowest performing schools in Leeds on this measure – more than three times the variation when data is interrogated at an LA level. On this measure 116 Leeds schools had KS2 outcomes above the national average, seven schools were exactly in line with the national result, and 97 schools had outcomes on this measure below the national average.
- 4.4 It is helpful to bear in mind this extensive range of outcomes typically observed across Leeds schools for almost all performance indicators included in this report.
- 4.5 ***The differences between attainment and progress:*** Outcomes data can broadly be split into two main categories: attainment and progress. Attainment data is based on teacher assessment, tests or exam results.
- 4.6 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. In primary schools, progress is currently measured between outcomes at the end of KS1 and the end of KS2. In secondary schools, progress is measured from the end of KS2 to the end of KS4, and this indicator is called Progress 8 and forms a headline accountability measure for secondary schools.
- 4.7 ***Ranks and quartiles:*** For each measure, outcomes are ranked and used to 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).

- 4.8 Ranks and quartiles are used as they are deemed to be a straightforward way of interpreting a set of outcomes based on where Leeds falls within a national distribution of local authorities.
- 4.9 Most ranks are based on 153 local authorities (LAs). This is the total number of unitary LAs in England, but some indicators include fewer LAs. This is the case where data is suppressed for some LAs because of the number of pupils included in a certain measure being below DfE suppression rules. This is more commonly the case when disaggregating whole cohort data by pupil characteristics. There are two LAs in England that only have one school in the primary phase (City of London, and Isles of Scilly), so when data is broken down by characteristic data it can result in very few pupils being in scope for a measure. The Isles of Scilly also only have one secondary school and the City of London has no secondary schools, so the maximum number of LAs included for secondary ranks is 152.
- 4.10 Where more than one local authority has the same value for a particular performance measure, the rank is expressed using = before the rank value, and all LAs with the same value have the same rank measure. This is frequently the case for measures where the outcome is expressed to no decimal places, which is increasingly the most common DfE format for reporting threshold measures. For example, if the first 10 local authorities all have the same result, all ten would be described as =1/153. If the following 15 local authorities all had the same result, all 15 would be described as =11/153.
- 4.11 Ranks are a relative measure. This means that an LA's rank depends on the outcomes of all other LAs in the country. It can be the case that the rank for an LA can change, even if outcomes are unchanged. For example, this was the case in 2023 with the multiplication tables check. In 2022, an average score of 19.9 placed Leeds in quartile B for this indicator. A year later in 2023, the average score for Leeds pupils on this indicator remained at exactly the same value. But because average outcomes had increased, Leeds' rank in 2023 placed the city in quartile C.
- 4.12 Quartiles are determined using the median value of the entire dataset when sorted high to low, and then dividing the dataset in half at the median point. The median for the first group is the boundary between quartiles A and B, and the median for the lower group is the quartile boundary between C and D. Because of the nature of educational performance data – where several LAs can have the same value where outcomes are reported to no decimal places – there are not necessarily an equal number of LAs falling into each quartile. This is particularly the case where only a narrow span of values separate the highest and lowest quartile. For example, there is only a 15 percentage point span separating the band A and band D thresholds on the KS2 greater depth writing indicator.
- 4.13 **Comparator groups:** Each set of data includes comparisons to the national average, as well as comparison to statistical neighbours and core cities. Statistical neighbours provide a method for benchmarking that is produced by central Government, having been adapted from an original model produced by the National Foundation for Educational Research (NFER). For each LA, this model designates a number of other LAs deemed to have similar characteristics. The following LAs are classed as statistical neighbours of Leeds.
- Derby
  - Wirral
  - Darlington
  - North Tyneside
  - Kirklees
  - Bolton
  - Calderdale
  - Sheffield
  - Stockton-on-Tees

- Bury

4.14 The model is not solely based on similarities in the educational context of these LAs. The background variables included for determining similarity include a range of demographic data related to housing, average earnings, vehicle ownership, ethnicity, prevalence of higher qualifications among working age adults, health outcomes, etc.

4.15 Comparison is also made between outcomes in Leeds to those from other “core cities.” The cities included are:

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

4.16 The core cities are not selected for data comparison purposes in the same way as statistical neighbours. They are not used because they share demographic similarities with Leeds, rather the core cities are a research and policy development group who exist to work with central government and other public policy stakeholders to lobby on behalf of large cities on matters relating to the economy, infrastructure, urban health and wellbeing, climate change, and the global reach of cities.

4.17 ***Pupil characteristics:*** Disadvantaged pupils include pupils known to be eligible for free school meals (FSM) in the previous six years, or are looked after or previously looked after children.

4.18 Educational outcomes for looked after children are not covered as a separate group in this report, as this data is reported in the Virtual School’s annual report, which was received at Corporate Parenting Board in May 2024. In 2023 children who were in the care of Leeds achieved better outcomes in comparison to looked after children nationally across a number of measures including Early Years Foundation Stage (EYFS), progress measures for reading and writing in key stage 2 and GCSE attainment.

**'At a glance' headline data**

Phase	Measure	Rank	Band A-D	Summary
<b>ATTAINMENT MEASURES</b>				
Early Years	% pupils meeting good level of development (GLD)	140/153	D	<i>Leeds is below national in all Early Years Foundation Stage headline measures.</i>
	Average number of met early learning goals	=114/153	D	
	Pupils eligible for FSM achieving GLD	=132/152	D	
Primary	% of pupils meeting the expected standard in the phonics screening check in year 1	=94/151	C	<i>The percentage of pupils meeting the expected standard in phonics at the end of year 1 has increased, but remains below the national average.</i>
	% of pupils meeting the expected standard in reading at KS1	=125/151	D	
	% of pupils meeting the expected standard in writing at KS1	=114/151	D	
	% of pupils meeting the expected standard in maths at KS1	=115/151	D	
	% of pupils achieving the higher standard in reading at KS1	=94/151	C	
	% of pupils achieving the higher standard in writing at KS1	=67/151	C	
	% of pupils achieving the higher standard in maths at KS1	=62/151	C	
	Year 4 multiplication tables check mean score	=98/151	D	<i>Pupils in Leeds did not perform as well in this check as the national average</i>
	Year 4 multiplication tables % Pupils achieving full marks	=106/151	D	
	Year 4 multiplication tables Mean score pupils eligible for FSM	=98/151	D	
	% of pupils meeting the expected standard in reading, writing and maths at KS2	=95/153	C	<i>Attainment fell in reading, but slightly increased in writing and maths. On the combined reading, writing and maths attainment measure, outcomes were the same as in 2022. Gaps to national remain at the expected standard measures, but at the higher standard outcomes in Leeds are closer to national averages, or in some subjects above the national average.</i>
	% of pupils achieving the higher standard in reading, writing and maths at KS2	=46/153	B	
	% of pupils eligible for FSM meeting the expected standard in reading, writing and maths at KS2	=99/153	C	
	% of pupils meeting the expected standard in reading at KS2	=123/153	D	
	% of pupils achieving the higher standard in reading at KS2	=97/153	C	
	% of pupils meeting the expected standard in writing at KS2	=118/153	D	
	% of pupils achieving the higher standard in writing at KS2	=58/153	B	
	% of pupils meeting the expected standard in maths at KS2	=95/153	C	
	% of pupils achieving the higher standard in maths at KS2	=60/153	B	
	% of pupils meeting the expected standard in grammar, spelling and punctuation at KS2	=98/153	C	

	% of pupils achieving the higher standard in grammar, spelling and punctuation at KS2	=75/153	C	
Secondary	Attainment 8	=71/152	B	<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	=67/152	B	
	% of pupils achieving English and maths at grade 5+	=59/152	B	
	% of pupils achieving English and maths at grade 4+	=77/152	C	
	% disadvantaged pupils achieving English and maths at grade 4+	=55/152	B	
Post 16	A level average point score: schools only	102/152	C	<i>Outcomes in Leeds are below national for A levels, but above for Applied General and Tech level qualifications.</i>
	Tech level average point score: schools and colleges	=67/152	B	
	Applied General average point score: schools and colleges	=67/152	B	
<b>PROGRESS MEASURES</b>				
Prim	Reading KS1 to KS2	=51/153	B	<i>Young people in Leeds tend to make greater progress between key stages than young people with the same starting points nationally.</i>
	Writing KS1 to KS2	=38/153	B	
	Maths KS1 to KS2	=38/153	B	
Sec	Progress 8 KS2 to KS4	=37/152	A	
	Progress 8 KS2 to KS4 Disadvantaged pupils	=35/152	A	

## 5. Early Years Foundation Stage (EYFS)

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

- 5.1 The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment compiled at the end of the Reception year, and contains 17 goals covering seven areas of learning. 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*.
- 5.2 The EYFSP requires practitioners to indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels (‘emerging’). Time series data is only valid from 2022, as the framework changed in this year to remove the ‘exceeding’ standard.
- 5.3 In Leeds in 2023 63.2% of children achieved the good level of development standard, compared to 67.2% nationally, representing a gap of 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. Outcomes in Leeds are below all comparator groups and in quartile band D.

*Table 1: Percentage of pupils reaching the good level of development standard at EYFS*

	2022	2023	2023 rank
<b>Leeds</b>	61.0	63.2	<b>140/153 BAND D</b>
<b>National</b>	65.2	67.2	
<b>Stat. neighbours</b>	64.0	65.5	
<b>Core cities</b>	60.8	63.3	
<b>Yorkshire and Humber</b>	64.4	66.1	

- 5.4 In Leeds in 2023 pupils achieved slightly fewer early learning goals at the expected level than was the case nationally, which places Leeds in the bottom quartile on this measure.

*Table 2: Average number of early learning goals at the expected level per child*

	2022	2023	2023 rank
<b>Leeds</b>	13.7	13.7	<b>Equal 114/153 BAND D</b>
<b>National</b>	14.1	14.1	
<b>Stat. neighbours</b>	13.9	13.9	
<b>Core cities</b>	13.5	13.6	
<b>Yorkshire and Humber</b>	13.9	14.0	

### 5.5 EYFS outcomes for pupil groups

While some Leeds groups achieved above the national average on the good level of development measure (non-FSM eligible pupils, non-EAL pupils, girls, and pupils without SEN), others have rates of attainment on this measure below the national average, but also below groups with the same characteristics nationally.

- 5.6 **Free school meal (FSM) eligibility:** The percentage of FSM-eligible pupils reaching the good level of development increased in 2023 compared to the year before by more than four percentage points, whereas the national rate of increase was 2.5 percentage points.

However the gap in attainment between Leeds FSM-eligible pupils and outcomes for this group nationally is larger than the gap for the non-FSM cohort.

*Table 3: Percentage of pupils reaching the good level of development standard at EYFS by FSM eligibility*

	2022	2023	2023 rank
<b>Leeds FSM</b>	42.1	46.2	<b>Equal 132/153 BAND D</b>
<b>National FSM</b>	49.1	51.6	
<b>Leeds non-FSM</b>	66.9	68.0	
<b>National non-FSM</b>	69.5	71.5	

- 5.7 ***Pupils who speak English as an additional language (EAL):*** Most early learning goals can be assessed in the context of any language, including a child’s home language, but the communication and language and the literacy early learning goals must be assessed in relation to a child’s competency in English. Good level of development outcomes have increased for both Leeds EAL pupils and the national average for this group compared with 2022, but there are still proportionally fewer EAL pupils in Leeds reaching this level at the end of the Reception year.

*Table 4: Percentage of pupils reaching the good level of development standard at EYFS by EAL status*

	2022	2023	2023 rank
<b>Leeds EAL</b>	51.7	53.5	<b>Equal 135/153 BAND D</b>
<b>National EAL</b>	60.1	62.4	
<b>Leeds non-EAL</b>	63.8	66.6	
<b>National non-EAL</b>	67.1	69.3	

- 5.8 ***Pupils with a special education need or disability (SEND):*** The proportion of Leeds pupils with SEND who reach the good level of development increased in 2023 compared to the year before. Although the proportion of pupils with an EHCP who reach this level is very small, the overall cohort of Reception age pupils with an EHCP is small, and equates to a little over two classes across the entire city.

*Table 5: Percentage of pupils reaching the good level of development standard at EYFS by SEND status*

	2022	2023
<b>Leeds non-SEND</b>	67.7	71.3
<b>National non-SEND</b>	70.9	74.0
<b>Leeds SEN support</b>	17.5	22.0
<b>National SEN support</b>	22.9	24.3
<b>Leeds EHCP</b>	0.0	2.9
<b>National EHCP</b>	3.6	3.8

## 6. Phonics screening check

**Key message:** The percentage of pupils meeting the expected standard in phonics at the end of year 1 has increased, but remains below the national average.

- 6.1 Pupils take the phonics screening check at the end of year 1 and those who do not meet the standard take the check again at the end of year 2.
- 6.2 78% of pupils met the expected standard in the phonics screening check in year 1, up from 75% in 2019. Performance is one percentage point lower than the average for England. Out of 151 LAs, Leeds ranks in equal 94th position and is in Band C for performance.

*Table 6: Percentage of pupils reaching the Y2 phonics screening standard*

	2017	2018	2019	2022	2023	2023 rank
<b>Leeds</b>	77	79	79	75	78	<b>Equal 94/151 BAND C</b>
<b>National</b>	81	82	82	75	79	
<b>Stat. neighbours</b>	80	82	82	76	79	
<b>Core cities</b>	79	80	79	73	76	
<b>Yorkshire and Humber</b>	79	80	80	75	79	

- 6.3 88% of pupils met the expected standard in the phonics screening check by year 2, this is an increase of three percentage points from 2022. As national performance has increased by two percentage points, the gap between Leeds and national has narrowed slightly, but average outcomes in Leeds are below the national average. Out of 151 LAs, Leeds ranks in equal 91st position and is in Band D for performance.

*Table 7: Percentage of pupils reaching the Y2 phonics screening standard*

	2017	2018	2019	2022	2023	2023 rank
<b>Leeds</b>	90	90	89	85	88	<b>Equal 91/151 BAND D</b>
<b>National</b>	92	92	91	87	89	
<b>Stat. neighbours</b>	91	91	91	88	89	
<b>Core cities</b>	89	90	89	84	86	
<b>Yorkshire and Humber</b>	91	91	90	87	89	

### 6.4 Phonics outcomes for pupil groups

**EAL:** There is a six percentage point gap between the proportion of children meeting the expected standard in phonics at year 1 who have English as a second language, and those who do not. The percentage of pupils in Leeds with EAL meeting the standard increased by six percentage points compared to 2022, which is double the rate of improvement for EAL pupils nationally, although phonics outcomes for this group in Leeds remain below the national average for EAL pupils. 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.

*Table 8: Percentage of pupils reaching the Y1 phonics screening standard by EAL status*

	2017	2018	2019	2022	2023
<b>Leeds EAL</b>	72	75	73	68	74
<b>National EAL</b>	81	82	82	75	78
<b>Leeds non-EAL</b>	79	81	81	78	80
<b>National non-EAL</b>	82	83	82	76	80

- 6.5 **FSM:** Only 64% of children eligible for FSM met the expected standard in the phonics check in 2023, compared to 82% of non-FSM children in Leeds schools. The size of this gap has

narrowed slightly since 2022, when 20 percentage points separated outcomes for these groups in Leeds. FSM-eligible pupils comprised about a quarter of the year 1 cohort in Leeds schools in 2023.

*Table 9: Percentage of pupils reaching the Y1 phonics screening standard by FSM eligibility*

	2017	2018	2019	2022	2023
<b>Leeds FSM</b>	64	66	67	60	64
<b>National FSM</b>	68	70	70	62	66
<b>Leeds non-FSM</b>	80	82	82	80	82
<b>National non-FSM</b>	83	84	84	79	82

- 6.6 **SEND:** The trend of gaps in outcomes between SEND pupils and non-SEND pupils in Leeds largely mirrors that national gap, except for pupils with an EHCP. For this group in Leeds, proportionally far fewer of these pupils reach the expected standard in phonics than is the case for the equivalent pupil group nationally, however there are some differences between these groups. The EHCP group in Leeds is smaller than nationally, comprising 1.2% of the year 1 2023 cohort in Leeds, compared to 3.2% of the year 1 cohort in England in 2023. Among the Leeds EHCP group, there was a far greater prevalence of these pupils being disapplied from the phonics screening check (meaning that headteachers have decided that a pupil has no understanding of grapheme-phoneme correspondences and would not be able to access the check) than was the case with the national EHCP year 1 cohort. Nationally, more than half of Y1 pupils with an EHCP participated in the phonics screening check, whereas in Leeds almost 80% of pupils with an EHCP were disapplied from the check. This means that the result of 7% in the table below for EHCP pupils in 2023 only actually reflects outcomes for a group of fewer than 30 pupils with EHCPs who participated in the check, which is equivalent to less than one class. It is not possible therefore to use such a small dataset to make inferences about phonics teaching for this group of pupils.

*Table 10: Percentage of pupils reaching the Y1 phonics screening standard by SEND status*

	2017	2018	2019	2022	2023
<b>Leeds non SEND</b>	83	86	86	82	85
<b>National non SEND</b>	87	88	88	82	86
<b>Leeds SEN support</b>	45	44	47	45	47
<b>National SEN support</b>	47	48	48	44	48
<b>Leeds EHCP</b>	9	8	11	11	7
<b>National EHCP</b>	18	19	19	19	20

## 7. Key stage 1

**Key message:** Attainment at key stage 1 has increased in all subjects compared to 2022, although gaps to national attainment remain broadly the same. Outcomes tend to be much lower for pupils who are eligible for free school meals, speak English as an additional language, or who have SEND.

- 7.1 Pupils undertake teacher assessment in reading, writing and mathematics at the end of key stage 1 (KS1). Pupils also take tests, which are used as evidence to inform teacher assessment judgements, but test marks are not reported to the local authority or to the DfE. 2023 was the last year in which KS1 outcomes are reported, as teacher assessment and tests at this key stage are now non-statutory.
- 7.2 In Leeds 65% of pupils met the expected standard in reading; which remains below pre-pandemic attainment levels in this subject. The gap to the national reading attainment has narrowed by one percentage point compared to 2022, although outcomes in Leeds remain in the bottom quartile of local authorities.

*Table 11: Percentage of pupils achieving the expected standard in KS1 reading*

	2017	2018	2019	2022	2023	2023 rank
<b>Leeds</b>	68	69	70	63	65	<b>Equal 125/151 BAND D</b>
<b>National</b>	75	75	75	67	68	
<b>Stat. neighbours</b>	74	74	74	67	68	
<b>Core cities</b>	71	72	72	63	64	
<b>Yorkshire and Humber</b>	72	72	73	65	66	

- 7.3 57% of Leeds pupils met the expected standard in writing at the end of KS2, compared to 54% in 2022. This three percentage point rate of improvement from last year is higher than the increase seen nationally and among comparator groups, but outcomes in Leeds remain lower than the national average.

*Table 12: Percentage of pupils achieving the expected standard in KS1 writing*

	2017	2018	2019	2022	2023	Leeds rank
<b>Leeds</b>	59	63	63	54	57	<b>Equal 114/151 BAND D</b>
<b>National</b>	68	70	69	58	60	
<b>Stat. neighbours</b>	67	69	68	56	58	
<b>Core cities</b>	64	67	66	54	56	
<b>Yorkshire and Humber</b>	66	67	67	56	58	

- 7.4 68% of Leeds pupils met the expected standard in maths compared to 70% nationally. This is the subject with highest attainment levels in both Leeds and nationally, and the pattern of a higher rate of increase observed in Leeds than nationally is replicated in this subject.

*Table 13: Percentage of pupils achieving the expected standard in KS1 maths*

	2017	2018	2019	2022	2023	Leeds rank
<b>Leeds</b>	68	71	71	65	68	<b>Equal 115/151 BAND D</b>
<b>National</b>	75	76	76	68	70	
<b>Stat. neighbours</b>	74	75	75	67	70	
<b>Core cities</b>	72	73	73	64	67	
<b>Yorkshire and Humber</b>	73	74	74	66	69	

- 7.5 17% of pupils in Leeds achieved the greater depth standard reading compared to 19% nationally. This places Leeds in Band C for this measure. Outcomes on this measure are in line with or above comparator groups.

*Table 14: Percentage of pupils achieving the greater depth standard in KS1 reading*

	2017	2018	2019	2022	2023	Leeds rank
<b>Leeds</b>	19	21	21	16	17	Equal 94/151 <b>BAND C</b>
<b>National</b>	25	26	25	18	19	
<b>Stat. neighbours</b>	24	24	24	16	17	
<b>Core cities</b>	20	22	22	15	16	
<b>Yorkshire and Humber</b>	22	23	23	16	17	

- 7.6 Seven per cent of pupils achieved the greater depth standard in writing, which is in line with national performance on this measure, and above the average rate in comparator groups.

*Table 15: Percentage of pupils achieving the greater depth standard in KS1 writing*

	2017	2018	2019	2022	2023	Leeds rank
<b>Leeds</b>	11	11	12	7	8	Equal 67/151 <b>BAND C</b>
<b>National</b>	16	16	15	8	8	
<b>Stat. neighbours</b>	15	15	14	7	7	
<b>Core cities</b>	12	14	13	6	7	
<b>Yorkshire and Humber</b>	14	14	13	7	7	

- 7.7 16% of pupils achieved the greater depth standard in maths, which is in line with the national average and above comparator groups.

*Table 16: Percentage of pupils achieving the greater depth standard in KS1 maths*

	2017	2018	2019	2022	2023	Leeds rank
<b>Leeds</b>	16	17	18	14	16	Equal 62/151 <b>BAND C</b>
<b>National</b>	21	22	22	15	16	
<b>Stat. neighbours</b>	20	21	21	13	14	
<b>Core cities</b>	17	20	20	13	14	
<b>Yorkshire and Humber</b>	19	20	21	14	15	

- 7.8 **Key stage 1 outcomes for pupil groups:** Attainment at KS1 in reading has improved since 2022 for most pupil groups, but fallen for pupils who have English as an additional language and the EHCP cohort. In writing, performance has either improved or remained static (SEN Support and EHCP cohorts) and in maths it has improved for almost all groups and fallen for the EHCP cohort.
- 7.9 Across the three subjects, pupils eligible for FSM did not perform as well as the same pupils nationally with the largest gap in reading. The gap in performance between Leeds FSM eligible pupils and non-FSM eligible pupils is greater than that seen nationally.
- 7.10 **FSM:** In Leeds in 2023, both pupils eligible for FSM and the non-eligible cohort have attainment at KS1 that is below the national average for the equivalent groups. However the gaps to similar pupils nationally are greater for the FSM-eligible cohort. In all three subjects, the non-FSM cohort in Leeds attain on average one percentage point below the average outcome for non-FSM pupils nationally, whereas the gap between FSM eligible pupils in Leeds and FSM pupils nationally is between six and eight percentage points, which places Leeds in the bottom quartile of local authorities for all three subjects.

- 7.11 **EAL:** In Leeds in 2023, 54% of children with EAL reached the expected standard in reading, 49% in writing and 61% in maths. Gaps are larger in Leeds than they are nationally between pupils with EAL and those without. Attainment in 2023 for EAL pupils nationally was 11 percentage points higher in reading, nine percentage points higher in writing and eight percentage points higher in maths, although there is a trend over time of these gaps reducing.
- 7.12 **SEND:** Across the three subjects in 2023, SEND pupils in Leeds did not perform as well SEND pupils nationally, particularly the EHCP cohort. 30% of Leeds pupils with SEN Support met the expected standard for reading, up from 29% in 2022. Performance is the highest it has been in the previous five years where assessments have taken place. Nationally, 32% of pupils met the benchmark. Four per cent of pupils with an EHCP met the expected standard in reading, compared to 12% nationally. The figures for this cohort tend to fluctuate year by year due to the small number of pupils with an EHCP in this year group. In writing and in maths outcomes for the Leeds SEN Support cohort are one percentage point below the equivalent groups nationally, but gaps are greater for pupils with an EHCP: two per cent of Leeds EHCP pupils reached the expected standard in writing, eight per cent did so nationally; and 4 per cent of Leeds EHCP pupils met the expected standard in maths whereas 15% did so nationally.

## 8. Multiplication tables check

**Key message:** Outcomes for Leeds pupils in this check were below the national average.

- 8.1 The multiplication tables check became statutory in the 2021/22 academic year. It is an online, on-screen assessment given to pupils in year 4 and checks their ability to fluently recall times tables. There is no expected standard set as part of this check, so the performance indicators associated with this assessment are the average score and the percentage of pupils who scored full marks (25 marks).
- 8.2 Of pupils who took the check in Leeds, the mean average score was 19.9 out of 25. This is below the national and statistical neighbour results. Out of 151 local authorities, Leeds is ranked at equal 106 and is in quartile band D for performance.
- 8.3 27% of pupils in Leeds achieved full marks in the check; this is below all comparators, and represents a decrease of one percentage point from 2022. Out of 151 local authorities, Leeds has a ranking position of equal 106 and is in quartile band D.

*Table 17: Mean average score in the multiplication tables check*

	2022	2023	2023 rank
<b>Leeds</b>	19.9	19.9	<b>Equal 98/151 BAND C</b>
<b>National</b>	19.8	20.2	
<b>Stat. neighbours</b>	19.8	20.1	
<b>Core cities</b>	19.5	19.8	
<b>Yorkshire and Humber</b>	19.6	20.0	

- 8.4 Pupils with an EHCP and those recorded as SEN Support had the lowest scores: 13.7 and 15.8 respectively. For pupils with SEN Support, this is in line with the national average for this group, the score for Leeds EHCP pupils was one point below the average for this group nationally.

## 9. Key stage 2

**Key message:** Attainment fell in reading, but slightly increased in writing and maths. On the combined reading, writing and maths attainment measure, outcomes were the same as in 2022. Gaps to national remain at the expected standard measures, but at the higher standard outcomes in Leeds are closer to national averages, or in some subjects above the national average.

9.1 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, whereas reading and maths are assessed based on end of key stage tests, unless pupils are working below the standard of key stage 2, in which case a pre-key stage teacher assessment framework is used. A grammar, punctuation and spelling (GPS) test is also taken.

### 9.2 Combined reading, writing and maths (RWM)

In Leeds in 2023, 58% of pupils met the expected standard in RWM. This result is the same as in 2022, whereas national outcomes have increased slightly.

Table 18: Percentage of pupils achieving the expected standard in KS2 RWM

	2017	2018	2019	2022	2023	Leeds rank
<b>Leeds</b>	56	61	62	58	58	<b>Equal 95/153 BAND C</b>
<b>National</b>	62	65	65	59	60	
<b>Stat. neighbours</b>	60	64	65	58	59	
<b>Core cities</b>	59	63	63	57	57	
<b>Yorkshire and Humber</b>	58	62	64	57	58	

9.3 9% of Leeds pupils met the higher standard in RWM compared to 8% nationally. Performance in Leeds is above all comparators. Out of 150 local authorities, Leeds ranks in equal 46th 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 authorities only 18 per cent of pupils achieved this standard across all three subjects.

Table 19: Percentage of pupils achieving the higher standard in KS2 RWM

	2017	2018	2019	2022	2023	Leeds rank
<b>Leeds</b>	7	9	10	8	9	<b>Equal 46/153 BAND B</b>
<b>National</b>	9	10	11	7	8	
<b>Stat. neighbours</b>	8	9	10	6	7	
<b>Core cities</b>	7	9	10	7	7	
<b>Yorkshire and Humber</b>	7	9	9	6	7	

### 9.4 Outcomes by subject

**Reading:** 70% of pupils met the expected standard in reading (a decrease of three percentage points since 2022). However, this decrease was also reflected in a decline nationally at the expected standard reading attainment and among all comparator groups.

Table 20: Percentage of pupils achieving expected standard at KS2 reading

	2017	2018	2019	2022	2023	Leeds rank
<b>Leeds</b>	68	72	70	73	70	<b>Equal 123/151 BAND D</b>
<b>National</b>	72	76	74	75	73	
<b>Stat. neighbours</b>	70	75	72	74	72	
<b>Core cities</b>	69	73	71	72	70	
<b>Yorkshire and Humber</b>	68	73	71	73	71	

- 9.5 27% 27% of pupils met the higher standard in reading, with performance remaining below national, and the gap widening slightly by one percentage point. Leeds ranks in equal 97th position and is in quartile band C for performance.

*Table 21: Percentage of pupils achieving the higher standard at KS2 reading*

	2017	2018	2019	2022	2023	Leeds rank
<b>Leeds</b>	23	27	25	27	27	Equal 97/153 BAND C
<b>National</b>	25	28	27	28	29	
<b>Stat. neighbours</b>	23	26	26	27	27	
<b>Core cities</b>	22	26	25	27	27	
<b>Yorkshire and Humber</b>	22	26	25	26	26	

- 9.6 **Writing:** 69% of pupils met the expected standard in writing; the gap to the national average in this subject has remained at three percentage points. Writing outcomes at the expected standard remain well below pre-pandemic levels for all comparator groups.

*Table 22: Percentage of pupils achieving expected standard at KS2 writing*

	2017	2018	2019	2022	2023	Leeds rank
<b>Leeds</b>	70	74	75	67	69	Equal 118/151 BAND D
<b>National</b>	77	79	79	70	72	
<b>Stat. neighbours</b>	76	78	78	68	71	
<b>Core cities</b>	74	76	77	67	68	
<b>Yorkshire and Humber</b>	75	77	78	69	71	

- 9.7 14% of Leeds pupils were assessed as working at greater depth in writing compared to 13% nationally. Performance is above national and above all other comparators. Leeds ranks in equal 58th position and is in quartile band C for performance.

*Table 23: Percentage of pupils achieving the greater depth standard at KS2 writing*

	2017	2018	2019	2022	2023	Leeds rank
<b>Leeds</b>	13	17	18	13	14	Equal 58/153 BAND C
<b>National</b>	18	20	20	13	13	
<b>Stat. neighbours</b>	17	18	19	11	12	
<b>Core cities</b>	16	18	19	12	12	
<b>Yorkshire and Humber</b>	17	19	19	11	12	

- 9.8 **Maths:** 72% of pupils met the expected standard in maths. Although attainment has increased since 2022, outcomes at maths are below pre-pandemic levels, both in Leeds and nationally.

*Table 24: Percentage of pupils achieving the expected standard at KS2 maths*

	2017	2018	2019	2022	2023	Leeds rank
<b>Leeds</b>	71	73	77	71	72	Equal 95/153 BAND C
<b>National</b>	75	76	79	72	73	
<b>Stat. neighbours</b>	75	75	79	71	73	
<b>Core cities</b>	74	75	78	69	71	
<b>Yorkshire and Humber</b>	73	74	78	70	72	

- 9.9 24% of Leeds pupils met the higher standard in maths, which is in line with the national figure of 23%, and places Leeds in quartile band B.

Table 25: Percentage of pupils achieving the greater depth standard at KS2 maths

	2017	2018	2019	2022	2023	Leeds rank
<b>Leeds</b>	21	22	26	22	24	<b>Equal 60/153 BAND B</b>
<b>National</b>	23	24	27	23	24	
<b>Stat. neighbours</b>	22	23	26	21	22	
<b>Core cities</b>	22	23	26	21	23	
<b>Yorkshire and Humber</b>	20	21	25	21	22	

- 9.10 **Grammar, punctuation and spelling (GPS):** 71% of pupils met the expected standard in GPS. Average attainment in this assessment has not changed since 2022 in Leeds, or nationally.

Table 26: Percentage of pupils achieving the expected standard at KS2 GPS

	2017	2018	2019	2022	2023	Leeds rank
<b>Leeds</b>	75	75	76	71	71	<b>Equal 98/153 BAND C</b>
<b>National</b>	77	78	79	73	73	
<b>Stat. neighbours</b>	77	77	78	72	72	
<b>Core cities</b>	76	76	77	70	71	
<b>Yorkshire and Humber</b>	75	76	77	70	71	

- 9.11 This is the subject in which the greatest proportions of pupils attain the higher standard, both in Leeds and nationally. 29% of Leeds pupils met the higher standard, an increase of two percentage points compared to 2022. Performance is broadly in line with the national outcome and comparator groups.

Table 27: Percentage of pupils achieving the higher standard at KS2 GPS

	2017	2018	2019	2022	2023	Leeds rank
<b>Leeds</b>	28	33	35	27	29	<b>Equal 75/153 BAND C</b>
<b>National</b>	31	35	36	28	30	
<b>Stat. neighbours</b>	30	34	35	27	29	
<b>Core cities</b>	31	35	36	28	30	
<b>Yorkshire and Humber</b>	27	32	33	25	27	

9.12 **Progress from key stage 1**

The progress measures capture the progress that pupils make from the end of KS1 to the end of KS2. They are a value-added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with the same prior attainment at KS1. 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.

- 9.13 Progress measures will not be reported at the end of the 2023/24 and 2024/25 academic years. This is because pupils who reach the end of key stage 2 during these years do not have key stage 1 assessment data, as these cohorts were in year 2 in 2020 and 2021 when statutory assessment was cancelled due to the pandemic.
- 9.14 The positive progress scores show pupils in Leeds made on average more progress in reading, writing and maths than similar pupils nationally.

Table 28: Average progress scores between KS1 and KS2

	Reading	Writing	Maths
<b>Leeds</b>	0.31	0.62	0.73
<b>National</b>	0.04	0.04	0.04
<b>Stat. neighbours</b>	-0.08	-0.02	-0.03
<b>Core cities</b>	0.02	0.03	0.12
<b>Yorkshire and Humber</b>	-0.26	0.08	-0.01
<b>Ranking</b>	Equal 51/153	Equal 38/153	Equal 38/153
<b>Band</b>	BAND B	BAND B	BAND B

9.15 **Attainment at key stage 2 for pupil groups**

**Disadvantaged pupils:** Disadvantaged pupils are those who have had a period of free school meal eligibility during the previous six years, plus pupils who are looked after, or who left care to be adopted, or enter a kinship care or special guardianship arrangement.

9.16 Nationally, disadvantaged pupils performed better than disadvantaged pupils in Leeds, with 44% meeting the expected standard; the gap between disadvantaged and non disadvantaged is 22 percentage points and is smaller than the one in Leeds. The disadvantage gap index reduced between 2011 and 2018 indicating that the gap in attainment between disadvantaged pupils and other pupils was becoming smaller before remaining at a similar level between 2018 and 2019. The index had increased in 2022 to the highest level since 2012, suggesting that disruption to learning during the COVID 19 pandemic had a greater impact on disadvantaged pupils. In 2023, the gap has reduced slightly, but remains high.

Table 29: Percentage of pupils achieving the expected standard in KS2 RWM by disadvantage status

	2017	2018	2019	2022	2023	Leeds rank
<b>Leeds disadvantaged</b>	39	45	45	39	41	Equal 95/153 BAND C
<b>National disadvantaged</b>	48	51	51	43	44	
<b>Leeds non-disadvantaged</b>	66	70	71	67	67	
<b>National non-disadvantaged</b>	68	71	72	66	67	

9.17 **EAL:** In Leeds, the percentage of pupils with English as an additional language (EAL) meeting the expected standard at KS2 in all three subjects increased slightly, while the national average for this pupil group remained the same compared to 2022. However there is still a nine percentage point gap between outcomes for Leeds EAL pupils and national EAL pupils. Non-EAL pupils in Leeds achieve slightly higher in the combined RWM expected standard measure than non-EAL pupils nationally.

Table 30: Percentage of pupils achieving the expected standard in KS2 RWM by EAL status

	2017	2018	2019	2022	2023
<b>Leeds EAL</b>	48	53	54	52	53
<b>National EAL</b>	61	65	66	62	62
<b>Leeds non EAL</b>	58	63	64	59	60
<b>National non EAL</b>	62	65	65	58	59

9.18 **SEND:** Five per cent of Leeds pupils with an EHCP achieved the expected standard in all three subjects, whereas nationally eight per cent of pupils with an EHCP did so. The number

of pupils in the EHCP cohort is relatively small, so the gap between the Leeds EHCP outcome and the national one only equates to nine pupils.

- 9.19 22% of pupils receiving SEN support achieved the expected standard in RWM, which is a slight increase from 2022. However, the national rate increased by a greater proportion.

*Table 31: Percentage of pupils achieving the expected standard in KS2 RWM by SEND status*

	2017	2018	2019	2022	2023
<b>Leeds non-SEND</b>	64	70	71	67	69
<b>National non-SEND</b>	71	74	75	69	70
<b>Leeds SEN support</b>	16	21	23	21	22
<b>National SEN support</b>	21	24	25	21	24
<b>Leeds EHCP</b>	7	3	4	5	5
<b>National EHCP</b>	8	9	9	7	8

## 10. Key stage 4

**Key message:** As expected (see explanation below), national performance in 2023 across key measures for all pupils is below the previous year's. When compared with 2019, performance has improved for both the strong and standard pass for English and maths and fallen for Attainment 8, but is broadly in line for the EBACC Average Point Score.

- 10.1 In September 2021, Ofqual set out a two year plan to return to pre pandemic grading following two years of disruption when examinations did not take place as a result of COVID 19. During this time a combination of centre assessed and teacher assessed grades replaced external examinations. 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.
- 10.2 The DfE and Ofqual stated that a return to an exam system would disadvantage the 2022 and 2023 cohorts, who were affected by the pandemic. As a result, 2022 grade boundaries were set at a midway point between 2021 and 2019. In 2023 there was a return to results that are more in line with those seen in the pre pandemic years, with some protections in place in recognition that students have experienced disruption to their education. By adjusting the grade boundaries this protection means that, for example, a student who achieved a grade B in English before the pandemic is just as likely to receive the same grade during 2023, even if their performance in the examination is a little weaker than it was pre pandemic. The most appropriate comparison point therefore for 2023 outcomes is to refer to 2019 data.
- 10.3 **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.

- 10.4 The average Attainment 8 score per pupil in Leeds was 45.8 which is above the 2019 outcome on this measure, with the gap to national having narrowed slightly. Leeds is in quartile band B on this measure and above comparator groups.

Table 32: Average Attainment 8 score

	2019	2020	2021	2022	2023	Leeds rank
<b>Leeds</b>	45.1	47.6	49.2	47.8	45.8	<b>Equal 71/152 BAND B</b>
<b>National</b>	46.8	50.2	50.9	48.9	46.4	
<b>Stat. neighbours</b>	45.8	49.1	49.8	47.4	45.5	
<b>Core cities</b>	44.2	47.7	48.2	46.7	44.1	
<b>Yorkshire and Humber</b>	45.4	48.3	49.1	46.9	44.7	

10.5 **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 KS2 prior attainment. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero. An average Progress 8 score of 1.0 means that pupils in the group make on average a grade more progress than the national average; a score of -0.5 means they make on average half a grade less progress than average. During 2020 and 2021 the DfE only published attainment data, not Progress 8 data.

- 10.6 Progress 8 outcomes in Leeds have consistently been above national and comparator groups, and this was the case again in 2023. On average Leeds pupils achieve just over a grade higher per Attainment 8 GCSE compared to pupils nationally with the same KS2 prior attainment. At the July 2023 children and families scrutiny board, members requested a table of Progress 8 outcomes by school, this is included at Appendix 1.

Table 33: Average Progress 8 score

	2019	2020	2021	2022	2023	Leeds rank
<b>Leeds</b>	0.03	The DfE did not publish Progress 8 data in these years		0.12	0.12	<b>Equal 37/152 BAND A</b>
<b>National</b>	-0.03			-0.03	-0.03	
<b>Stat. neighbours</b>	-0.13			-0.13	-0.10	
<b>Core cities</b>	-0.10			-0.10	-0.13	
<b>Yorkshire and Humber</b>	-0.02			-0.07	-0.06	

10.7 **Strong pass in English and maths**

Proportionally more pupils in Leeds achieved a strong pass in English and maths than did so nationally or in comparator groups. Outcomes on this measure have increased since 2019.

Table 34: Percentage of pupils achieving a strong pass (grades 9-5) in English and mathematics

	2019	2020	2021	2022	2023	Leeds rank
<b>Leeds</b>	41.6	46.7	50.5	51.3	45.9	<b>Equal 59/152 BAND B</b>
<b>National</b>	43.4	49.9	51.9	50.0	45.5	
<b>Stat. neighbours</b>	41.9	48.3	50.3	47.7	44.1	
<b>Core cities</b>	38.1	44.9	46.8	46.9	41.3	
<b>Yorkshire and Humber</b>	41.1	47.5	49.4	47.7	42.6	

10.8 **Standard pass in English and maths**

Slightly fewer pupils in Leeds achieved a standard pass in English and maths GCSEs in 2023 than did so nationally, although the pass rate has increased since 2019. Outcomes were higher on this measure in Leeds than in statistical neighbour, core city and other Yorkshire and Humber LAs.

Table 35: Percentage of pupils achieving a standard pass (grades 9-4) in English and mathematics

	2019	2020	2021	2022	2023	Leeds rank
<b>Leeds</b>	62.1	67.7	69.9	68.3	64.6	<b>Equal 77/152 BAND C</b>
<b>National</b>	64.9	71.2	72.2	69.0	65.4	
<b>Stat. neighbours</b>	63.8	69.9	70.8	66.9	64.2	
<b>Core cities</b>	58.5	65.9	66.9	64.9	60.7	
<b>Yorkshire and Humber</b>	62.6	68.8	70.0	66.6	62.8	

10.9 **Attainment at key stage 4 for pupil groups**

**Disadvantaged pupils:** Disadvantaged pupils made less progress on average than non-disadvantaged pupils with similar prior attainment at KS2. A Progress 8 score of -0.33 means on average a third of a grade less than pupils with similar prior attainment. However, disadvantaged pupils in Leeds have made more progress than disadvantaged pupils nationally and out of 152 local authorities, Leeds ranks 35th and is in quartile band A for performance.

10.10 English and maths outcomes for disadvantaged pupils in Leeds are similar to disadvantaged pupils nationally, but both groups attain well below non-disadvantaged pupils.

10.11 Non-disadvantaged pupils achieved average Attainment 8 scores roughly in line with 2019 levels, but for the disadvantaged group, Attainment 8 scores remain slightly lower than pre-pandemic, which means the gap has widened on this indicator, for both Leeds disadvantaged pupils and the same group nationally.

Table 36: Outcomes for disadvantaged pupils in 2023

	Attainment 8	Progress 8	% 9-5 Eng/Maths	% 9-4 Eng/Maths
<b>Leeds disadvantaged</b>	34.4	-0.39	25.7	43.9
<b>National disadvantaged</b>	35.1	-0.57	25.4	43.7
<b>Leeds non-disadvantaged</b>	50.7	0.33	54.7	73.6
<b>National non-disadvantaged</b>	50.4	0.17	52.6	73.1

10.12 **EAL:** Pupils who speak English as an additional language are one of the groups with the highest Progress 8 scores. Although in earlier key stages there are often attainment gaps for EAL pupils, on average by the end of KS4 these pupils have attainment in line with English native speaker pupils in Leeds. Although attainment rates are slightly below the national EAL group, there have been significant increases in attainment since 2019 for the Leeds EAL group, with an increase of 11 percentage points on the 9-5 pass measure and just over seven percentage points on the 9-4 pass measure.

Table 37: Outcomes for EAL pupils in 2023

	Attainment 8	Progress 8	% 9-5 Eng/Maths	% 9-4 Eng/Maths
<b>Leeds EAL</b>	47.1	0.71	46.2	64.2
<b>National EAL</b>	49.4	0.51	50.2	68.3
<b>Leeds non-EAL</b>	46.0	0.03	46.6	65.5
<b>National non-EAL</b>	45.9	-0.12	44.6	64.9

10.13 **SEND:** Pupils in Leeds without SEND achieve in line with non-SEND pupils nationally. Pupils with SEND support have lower attainment and progress than non-SEND pupils both in Leeds

and nationally, but attainment rates are slightly lower for the Leeds SEN support cohort, except on the 9-5 pass measure. Attainment rates in 2023 were in line with pre-pandemic trends on all measures for pupils with SEND.

Table 38: Outcomes for SEND pupils in 2023

	Attainment 8	Progress 8	% 9-5 Eng/Maths	% 9-4 Eng/Maths
<b>Leeds non-SEND</b>	50.0	0.29	52.2	72.2
<b>National non-SEND</b>	50.2	0.10	51.3	72.4
<b>Leeds SEN Support</b>	31.0	-0.45	21.0	34.9
<b>National SEN Support</b>	33.3	-0.45	20.7	36.9
<b>Leeds EHCP</b>	11.4	-1.20	7.0	12.1
<b>National EHCP</b>	14.0	-1.12	6.9	13.0

## 11. Outcomes at key stage 5

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

- 11.1 As with GCSE, comparisons cannot be made with data from 2020, 2021 or 2022. 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.
- 11.2 In addition, there is no progress, or value added, data for 2022 and 2023. 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 or 2021, this measure cannot be calculated for the years when these cohorts of students completed key stage 5.
- 11.3 **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 32.77 which is below the national average and lower than all comparators. This drops very slightly if FE college data is included; the APS becomes 32.09.

Table 39: Average point score per A level entry: Schools

	2019	2020	2021	2022	2023	Leeds rank
<b>Leeds</b>	31.78	37.20	39.98	36.14	32.77	<b>102/152 BAND C</b>
<b>National</b>	33.09	39.07	40.97	38.28	34.63	
<b>Stat. neighbours</b>	32.63	38.71	41.07	37.28	32.82	
<b>Core cities</b>	32.41	38.34	40.23	36.75	33.29	
<b>Yorkshire and Humber</b>	32.57	38.21	40.33	37.65	34.10	

## 11.4 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 in line with the national outcome on this measure.

*Table 40: Average point score per Tech level entry: Schools and colleges*

	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>Leeds rank</b>  <b>Equal 67/152 BAND B</b>
<b>Leeds</b>	31.32	30.95	31.98	30.04	28.80	
<b>National</b>	28.64	29.92	31.65	30.54	28.50	
<b>Stat. neighbours</b>	29.73	32.26	32.71	32.25	29.61	
<b>Core cities</b>	29.03	30.39	31.19	30.47	28.96	
<b>Yorkshire and Humber</b>	29.37	29.35	31.41	30.65	29.11	

#### 11.5 Average point score per entry for Applied General qualifications 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. Outcomes on this measure are above the national average and in quartile band B.

*Table 41: Average point score per Applied General entry: Schools and colleges*

	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>Leeds rank</b>  <b>Equal 67/152 BAND B</b>
<b>Leeds</b>	26.56	28.54	32.30	32.22	29.82	
<b>National</b>	28.89	31.22	32.63	31.91	29.52	
<b>Stat. neighbours</b>	29.38	32.92	34.60	33.53	30.60	
<b>Core cities</b>	28.67	30.83	32.10	31.47	29.44	
<b>Yorkshire and Humber</b>	29.03	31.55	33.73	33.14	30.95	

## Appendix 1: Key stage 4 outcomes by school in 2023

School name	% disadvantaged at end of KS4	A8 Score	P8	E&M 9-4	E&M 9-5
Abbey Grange CofE Academy	16%	55.6	0.49	81%	66%
Allerton Grange School	28%	43.9	-0.03	63%	43%
Allerton High School	24%	57.1	0.64	86%	75%
Benton Park School	19%	45.4	-0.25	66%	46%
Bishop Young CofE Academy	54%	35	-0.35	41%	21%
Boston Spa Academy	22%	54.8	0.5	82%	67%
Brigshaw High School	19%	45.6	0.14	66%	43%
Bruntcliffe Academy	32%	50	0.66	72%	48%
Cardinal Heenan Catholic High School	19%	55.2	0.55	87%	65%
Carr Manor Community School	35%	47.6	0.47	69%	50%
Cockburn John Charles Academy	59%	44.8	0.72	53%	38%
Cockburn School	37%	48.1	0.61	68%	49%
Co-op Academy Leeds	62%	27.9	-0.33	30%	10%
Co-op Academy Priesthorpe	29%	46.3	0	67%	48%
Corpus Christi Catholic College	29%	38.5	-0.99	47%	28%
Crawshaw Academy	22%	43.5	-0.48	64%	43%
Dixons Trinity Chapeltown	42%	48.6	0.73	66%	50%
Dixons Unity Academy	56%	30.9	-0.82	35%	20%
Garforth Academy	14%	50.7	0.26	77%	59%
Guisseley School	8%	52	0.2	76%	60%
Horsforth School	14%	57.6	0.74	82%	64%
John Smeaton Academy	44%	34.9	-0.85	46%	23%
Lawnswood School	43%	42.7	-0.26	58%	36%
Leeds City Academy	56%	35.7	0.32	41%	20%
Leeds East Academy	67%	37.3	-0.59	49%	29%
Leeds Jewish Free School	24%	42.1	-0.3	64%	44%
Leeds West Academy	44%	39	-0.25	53%	35%
Mount St Mary's Catholic High School	39%	49	0.81	64%	42%
Otley Prince Henry's Grammar School	9%	54.4	0.36	78%	62%
Oulton Academy	38%	51	0.52	72%	56%
Pudsey Grammar School	20%	46.7	0.02	62%	41%
Ralph Thoresby School	24%	43	-0.48	57%	41%
Rodillian Academy	28%	45.8	0	66%	40%
Roundhay School	20%	51.8	0.33	79%	63%
St. Mary's Menston	7%	57.2	0.56	85%	67%
Temple Learning Academy	61%	27.7	-0.63	27%	16%
Temple Moor High School	23%	47.3	0.24	68%	45%
The Farnley Academy	31%	50.5	0.72	77%	56%
The Morley Academy	19%	58.2	0.83	83%	65%
The Ruth Gorse Academy	51%	48.8	0.92	69%	47%
University Technical College Leeds	33%	42.6	-0.72	64%	32%
Wetherby High School	26%	48.7	0.19	72%	52%
Woodkirk Academy	21%	48.7	0.19	69%	51%
	<b>30%</b>	<b>45.8</b>	<b>0.12</b>	<b>65%</b>	<b>46%</b>

Data Source: DfE school performance tables