



## **APPENDIX 2 NOT FOR PUBLICATION**

**Exempt/Confidential under Rule 10.4(1) and (2)**

### **REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS**

**EXECUTIVE BOARD: 13 February 2009**

**SUBJECT: Annual Standards Report: Primary**

#### **EXECUTIVE SUMMARY**

##### **1.0 PURPOSE**

- 1.1 The report provides an overview of the performance of primary schools at the end of 2007-8 as demonstrated through statutory national testing and teacher assessment. It also outlines the action taken by Education Leeds to fulfil its responsibilities to the Board and schools. Evidence is drawn from national and local performance data, monitoring activities undertaken by school improvement advisers and Ofsted reports on schools inspected since September 2007. This report also summarises some of the current key challenges and priorities for primary schools.
- 1.2 The public interest in maintaining the exemption of Appendix 2 on this subject outweighs the public interest in disclosing information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned. This would be adversely affected by disclosure of the information.

##### **2.0 BACKGROUND**

###### **2008 Performance at Foundation Stage, Key Stage 1 and Key Stage 2**

- 2.1 Two new targets were introduced in 2007 for end of Early Years Foundation Stage. The first target is to achieve a 'good level of achievement' which equates to 78 points across all strands of the Foundation Stage Profile, but also 6 points in each of the Personal Social and Emotional Development strands, and Communication Language and Literacy. The target set for Leeds was 50% and the outcome was 47%.
- 2.2 The second targets looks at the gap in attainment between the average overall performance and the overall performance of the lowest 20%. The target set for Leeds was 33% which was missed by 6%. There is therefore significant challenge

to continue to raise standards at EYFS while at the same time closing the gap.

- 2.3 Education Leeds is continuing to develop the relationship with the Leeds City Council Early Years Service through the 'hosting' agreement established in 2007. The joint appointment of an early years adviser has significantly increased the level of partnership working. A coordinated approach to moderation of outcomes and provision of targeted support is being developed.
- 2.4 Key Stage 1 results have dropped in all subjects while the performance of statistical neighbours has remained static. This key stage is a priority for Education Leeds. All schools are undergoing training and development while targeted support is focused on those schools which need to make significant progress.
- 2.5 Key Stage 2 performance is in line with previous years. The new indicators for performance are combined L4 in English and mathematics, and two levels of progress in English or mathematics from the end of key stage 1. Against the combined L4 indicator Leeds has remained at previous levels and is in line with national and statistical neighbours. Performance in mathematics is a key area for development in order to achieve the aspirational targets set for this subject.

### **Ofsted Inspections**

- 2.6 Between September 2007 and July 2008, 75 primary schools were inspected. Of these 11% were judged to be outstanding, 52% good, 33% satisfactory and 4% inadequate. This performance is broadly in line with national outcomes with Education Leeds having slightly less schools in the inadequate category.

### **School Improvement Policy**

- 2.7 Education Leeds School Improvement Policy makes provision for schools to be supported through a range of partnerships. The strategy for identifying concerns at an early stage is highly effective. During the last academic year 54 schools were considered to have an emerging concern. When these schools were subsequently inspected they all received a favourable outcome with only one exception.

## **3.0 RECOMMENDATIONS**

- 3.1 Executive Board is asked to:

- Consider the progress that has been made in recent years
- Note the key issues and challenges that are currently being addressed.

## APPENDIX 2 NOT FOR PUBLICATION

Exempt/Confidential under Rule 10.4(1) and (2)

### REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 13 February 2009

SUBJECT: Annual Standards Report - Primary

#### Electoral Wards Affected:

Ward Members consulted  
(referred to in report)

#### Specific Implications For:

Equality & Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call-in

Not Eligible for Call-in  
(Details contained in the Report)

## 1.0 PURPOSE OF THIS REPORT

1.1 The report provides an overview of the performance of primary schools at the end of 2007-8 as demonstrated through statutory national testing and teacher assessment. It also outlines the action taken by Education Leeds to fulfil its responsibilities to the Board and schools. Evidence is drawn from national and local performance data, monitoring activities undertaken by school improvement advisers and Ofsted reports on schools inspected since September 2007. This report also summarises some of the successful schools improvement strategies used, as well as an indication of current key challenges and priorities for primary schools. Annexes include summaries of the outcome of recent Ofsted inspections, progress in schools in extended partnerships, and details of trends of improvement against key indicators.

## 2.0 BACKGROUND INFORMATION

2.1 Although Key Stage 2 performance is in line with previous years, there are significant issues emerging at Key Stage 1 and in the Early Years Foundation Stage where

performance is not yet high enough or even in decline. This paper summarises some of the key improvement strategies and the challenges ahead.

### **3.0 MAIN ISSUES**

#### **3.1 Standards and Achievement**

##### **Early Years Foundation Stage**

- 3.1.1 There are two new statutory targets for benchmarking performance at the end of Early Years Foundation Stage. For a child to reach 'a good level of achievement' they need to have gained at least 78 points across all strands of the Foundation Stage Profile, but also need to have at least 6 points in each of the Personal, Social and Emotional Development (PSED), and Communication, Language and Literacy (CLL) strands. The 2008 outcome for children against this target was 47% in Leeds and 49% nationally. The target for Leeds was 50%. The results for Leeds are also below statistical neighbours.
- 3.1.2 The other indicator looks at the gap between the average overall performance of the full cohort and the overall performance of the lowest 20% of achievers'. National figures for this have only been published for 2007. However in Leeds the target for this gap was 33% which was missed by over 6%.

##### **Key Stage 1**

- 3.1.3 Key Stage 1 results have shown a drop in 2008 in all subjects. National and statistical neighbour performance has remained at 2007 levels for L2+. In relation to L3 performance in Leeds dropped for a second successive year while national result remained constant. Statistical neighbours fell by 2%.

##### **Key Stage 2**

- 3.1.4 Key Stage 2 performance has remained broadly in line with previous years. There are two new indicators for performance; combined level 4 for both English and mathematics, and two levels of progress in English or mathematics. Against the combined level 4 indicator, has remained at previous levels and is in line with national and statistical neighbours.
- 3.1.5 Schools have set ambitious targets for 2009 which are significantly above the top quartile estimate
- 3.1.6 Floor targets are now set at 55% for pupils achieving level 4 in both English and mathematics. This has been changed from the previous floor target of 65% English and/or mathematics. There are currently 31 schools below the new 55% floor target.

#### **3.2 OFSTED INSPECTIONS**

- 3.2.1 Seventy five primary schools were inspected between September 2007 and July 2008. 11% were judged as outstanding, 52% as good, 33% as satisfactory and 4% unsatisfactory. There is no national data available for this period. However in 2006-7 nationally there were 12.5% outstanding, 48.2% good, 34.3% satisfactory and 5% unsatisfactory.

	outstanding	good	satisfactory	inadequate
Leeds	11%	52%	33%	4%
National 2006 -7	12.5%	48.2%	34.3%	5%

3.2.2 Three schools entered an Ofsted category; one in special measures and two with a notice to improve. These schools have all received favourable reports following HMI monitoring visits and are judged to be making good progress. One school was removed from special measures following an HMI monitoring visit. These schools are supported through an extended partnership.

### 3.3 **SCHOOLS CAUSING CONCERN**

3.3.1 There are twelve schools causing concern supported by an extended partnership. Each of these schools is supported by a school improvement adviser as well as a school improvement partner. The school improvement adviser develops and coordinates the support plan for the school. This is carried out through a task group consisting of key officers from the local authority and key personnel from the school. The school improvement partner acts as an 'evaluation officer' who supports the governing body in the evaluation of the impact of the support strategy. This is carried out through termly or half termly meetings of the Joint Review Group which consists of the head teacher and key staff plus the school improvement partner the school improvement adviser and key personnel from Education Leeds, and the chair of governors.

3.3.2 A further 54 schools were discussed during the year as experiencing 'emerging concerns' as defined in the school improvement policy. None of these schools received a subsequent unfavourable Ofsted report. This was due to swift and timely action being taken. A school improvement adviser was allocated to each school for a short period to address the specific concerns, resulting in rapid improvement.

### 4.0 **SCHOOL IMPROVEMENT PARTNERSHIPS**

4.1 Following the school improvement partner visits to all schools in the summer term, each school entered into a partnership with Education Leeds. There are currently 49 schools in a Leading Partnership, 113 in a Learning Partnership, 45 in a Focused Partnership and 13 in an Extended Partnership. These partnerships were agreed with headteachers and chairs of governors following a scrutiny of the school's self evaluation strategies. This compares well with last year's results

	Leading	Learning	Focussed	Extended
2007-8	49 (22%)	113 (51%)	45 (22%)	13 (6%)
2006-7	21 (9%)	112 (51%)	72 (33%)	15 (7%)

### 5.0 **SUMMARY OF AREAS FOR DEVELOPMENT**

5.1 From the analysis outlined above, the following areas for development have been identified in order to address the dual challenge of raising attainment and narrowing the gap, with particular emphasis on children in underachieving groups:

- 5.2
- Improve the accuracy of assessment at Early Years Foundation Stage and Key Stage 1 through a revised moderation strategy and improved training for head teachers and coordinators.
  - Improve liaison between schools and children's centres.
  - Ensure support is targeted at schools and settings most in need, and particularly

those which recorded no children achieving a good level of progress in EYFS.

- Work with schools to improve the provision for more able children in Key Stage 1
- Improve the quality of mathematics teaching and subject knowledge in all key stages
- Ensure all schools are familiar with the strategies for Assessing Pupil Progress and accelerating learning
- Continue to improve the quality of leadership at all levels and to build capacity of leadership throughout the city.

## **6.0 SCHOOL IMPROVEMENT STRATEGIES**

### **6.1 School Improvement Partners and School Improvement Advisers**

6.1.1 As a universal offer every primary school is allocated five days of support from a school improvement partner, involving termly meetings on key aspects of school improvement. This is a relatively new initiative which is entering the second year. Headteachers' and governors' evaluations of the programme have been overwhelmingly positive in general, and in particular about the role the school improvement partner plays as adviser to the governing body performance management committee.

6.1.2 School improvement advisers are allocated to schools causing concern and provide leadership support on a regular basis. They develop the school support plan and lead the support team working in the school.

### **6.2 National Strategy (Leeds) Support for Schools**

6.2.1 The main focus of support this year is on Assessing Pupil Progress (APP) in Mathematics, Reading and Writing. There are national materials for each of these subjects and these have been supplemented with additional support materials developed in Leeds. In addition, there is a focus on developing pedagogy, especially for Quality First Teaching and on using more interactive approaches to staff professional development. In previous years, much of the core training offered has been for Subject Leaders, but in 2008-09, the greater part of training is for teachers in Years 2-6. There is a recognition that Year 1 teachers will benefit from additional training and support next year. This will include offering training for Key Stage 1 SATs to Year 1 as well as Year 2 teachers.

6.2.2 In recognition of the changes being made in the assessment regime, a new appointment to the post of assessment adviser has been made. This adviser took up post full time from September 2008.

6.2.3 All schools can apply to work with an Advanced Skills Teacher and/or Leading Teacher. From January 2009, new funding is available for 1-1 tuition for a small number of pupils in each primary school.

#### **6.2.4 Mathematics Wave 1 (Universal Provision)**

Training for class teachers is taking place throughout the year. As well as focussing on assessment, including standardisation and moderation, schools have been supported in using 'Overcoming Barriers' materials. This is key development work for the city as mathematics has been an issue for some years. Plans are in place for the implementation of the Williams report where every school should have a mathematics 'champion'. Some schools have already begun a detailed audit of

teachers' mathematical subject knowledge.

**6.2.5 Wave 2 (Lighter Touch Interventions and Support)**

There are several programmes in place which are designed to meet the additional learning needs of pupils. These include national programmes such as Catch-up Maths and Talking Maths. In addition, there is a very exciting new programme, devised in Leeds, called Multi-sensory Maths (MSM). Around 40 schools will be involved in this programme which is for Early Years Foundation Stage and Key Stage 1. Around 20 more schools are involved in a Maths and EAL project and another 10 schools are working together on an Improving Schools programme to close their achievement gap between mathematics and English.

**6.2.6 Wave 3 (More intensive support)**

Twenty schools are receiving intensive support as part of the Improving Schools Programme, through support from a mathematics consultant. The other additional programme for young children experiencing real difficulty with mathematics is Every Child Counts which this year is a national pilot. Ten schools are involved and our own Teacher Leader is being trained. The programme will be expanded next year.

**6.2.7 English**

**Wave 1 (Universal Provision)**

Training for class teachers is taking place throughout the year. As well as focussing on assessment, including standardisation and moderation, schools are being supported in developing 'Talk for Writing' and in using 'shared and guided approaches' to teaching reading and writing more effectively. The phonics development work, CLLD is now in its third year. There has already been a very positive impact in terms of pupils' phonological awareness but limited impact on overall outcomes for Reading and Writing. This is a focus for schools this year. A small number of schools will be involved in a project with the Royal Shakespeare Company this year.

**6.2.8 Wave 2 (Lighter Touch Interventions and Support)**

There are several programmes and projects in place which are designed to meet the additional learning needs of pupils. There is a Reading Comprehension research project with 12 schools and training on Talk Partners and Catch-up Literacy.

**6.2.9 Wave 3 (More intensive support)**

Twenty schools are receiving intensive support as part of the Improving Schools Programme, through support from a Literacy consultant. The other additional programme for young children experiencing real difficulty with Reading is Every Child a Reader (Reading Recovery). Around thirty schools are involved and we now have our own Teacher Leader. Thirty schools this year have already been trained in the use of Fischer Family Trust Literacy (delivered by Teaching Assistants) and, because of high demand, we have secured additional funding to train another thirty schools.

**6.3 Early Years Foundation Stage**

**6.3.1** Early Years Foundation Stage (EYFS) became statutory from September 2008. Education Leeds entered into a 'hosting agreement' with Leeds City Council, for the Early Years Outcomes Duty thus taking on responsibility for the outcomes for children at the end of the Early Years Foundation Stage.

**6.3.2** This key stage has become an area of some concern for the local authority. A new

joint appointment to the post of Early Years Adviser has been made with LCC Early Years Service. A range of support strategies are in place centred on more focussed targeting of schools for specific intervention. This is particularly recognising schools in which no children were recorded as having a good level of achievement. School improvement partners and headteachers have received additional training and the EYFS was highlighted as part of the school improvement partner agenda with headteachers during the autumn term. A series of briefings have been held for EYFS coordinators to ensure they are familiar with the requirements of the Early Years Outcomes Duty.

#### **6.4 Raising the Achievement of Black and Ethnic Minority Pupils**

6.4.1 In order to achieve the challenge targets set by the DCSF, fourteen schools with high numbers of Pakistani heritage children are being targeted for a new project which will consider the causes of underachievement in each school. Good practice is being identified in order for schools to learn from each other. A key focus will be to secure excellent teaching in every classroom, and establish or build upon good links with parents. This project is being developed collaboratively with heads of service across Education Leeds.

#### **6.5 School Leadership**

6.5.1 In September 2008, 20 schools began the school year with a new headteacher. Many of these were new to headship while some were filled by experienced headteachers seeking larger schools or different challenges. Many posts were advertised more than once before a shortlist could be secured.

6.5.2 An induction programme, consisting of a residential conference and half termly networks and seminars, runs throughout the year. The focus for these sessions is based on a needs analysis of the new headteachers. This is well attended by heads in both their first and second year of headship. An experienced headteacher is assigned to act as a mentor. This is a voluntary role. A consultancy team is brokered to undertake a baseline assessment of the school during the first term of headship (Partnership Evaluation). This is highly valued by newly appointed headteachers as it provides an objective view of the school. This is particularly useful in cases where the evaluation identifies aspects for improvement that had not been previously acknowledged.

6.5.3 To improve the quality and quantity of headteacher applicants, following the successful pilot of the 'Trainee urban headteacher' programme, the Associate headteacher programme will run this year with 4 candidates. This programme prepares suitable candidates for headship in schools in challenging circumstances. This involves aspiring headteachers being placed, one day a week for the school year, in an urban school in which there is an outstanding leader. The participant also attends a programme of study with the NCSL.

6.5.4 Termly seminars are held for all primary headteachers. All headteachers come together to receive briefings on key issues, to share good practice and to network between families. The autumn term seminar this year was focused on narrowing the gap for children in Foundation Stage. This area had been identified as a key focus for the local authority through monitoring meetings with the national strategies regional advisers.

6.5.5 The Education Leeds Leadership and Governance Strategy is developing a



programme of support and experiences for leaders at all levels, including a programme specifically designed to increase the number of leaders from Black and minority ethnic backgrounds. There is a plan in place to address succession planning and to identify emerging leaders.

## **7.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE**

7.1 Members should note the progress that has been made in recent years but also be aware of continuing areas of underachievement. The coordination of effort from across Children Leeds will continue to be necessary to improve outcomes for underachieving groups and to close the gap between the most and least successful.

## **8.0 LEGAL AND RESOURCE IMPLICATIONS**

8.1 Many schools continue to experience high levels of challenge and struggle to meet floor targets. The achievement of identified groups of pupils remains a concern. These schools must remain a high priority when allocating resources.

## **9.0 RECOMMENDATIONS**

9.1 Executive Board is asked to:

- Consider the progress that has been made in recent years
- Note the key issues and challenges that are currently being addressed

### **Background Papers**

Education Leeds School Improvement Policy 2006

Ofsted Framework for the Inspection of Schools 2005

Primary National Strategy Improving Schools Programme and related support programmes

Ofsted Guidance on Schools Causing Concern 2008