

## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 13 February 2009

**SUBJECT: Annex 1: Overview of 2008 Performance at Foundation Stage, Key Stage 1 and Key Stage 2**

### 1 2008 Provisional school outcomes and benchmarks at Foundation Stage

- 1.1 The returns from schools were aggregated to produce overall scores for Leeds. The table below summarises the aggregated results for Leeds over the last three years with national data for comparative purposes where available.

**Table 1: Percentage of Leeds pupils achieving 6+ points at the Foundation Stage 2005 to 2008, with national comparators**

	2006		2007		2008	
	Leeds	National	Leeds	National	Leeds	National
<b>Personal and Social Development:</b>						
Dispositions and Attitudes	84	88	85	87	81	88
Social Development	79	80	80	80	76	82
Emotional Development	74	77	74	76	71	77
<b>Communication, language and literacy:</b>						
Language for communication and thinking	76	78	77	78	74	79
Linking sounds and letters	60	61	70	65	72	71
Reading	67	68	71	69	69	70
Writing	56	57	60	58	60	61
<b>Mathematical Development:</b>						
Numbers as labels for Counting	83	87	86	87	85	88
Calculating	66	69	67	70	67	72
Shape, space and measures	78	80	78	80	77	81
<b>Knowledge &amp; understanding of the world</b>	74	77	73	77	74	79
<b>Physical development</b>	86	88	89	88	85	89
<b>Creative Development</b>	76	78	76	78	74	79

Leeds Historical Data Source: NCEP – KEYPAS

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

- 1.2 After the reversal of the long term downward trend in outcomes in 2007, results in 2008 have returned to 2006 levels. The 2% average increase in 6+ scores across all strands in 2007 has been followed by an almost 2% decrease in 2008.
- 1.3 At a strand level, there are significant differences in both the overall outcomes and the trends over time. There is a 25% gap between the strand with the lowest outcomes (Writing) and the strand with the highest outcomes (Physical Development). The average reduction in outcomes has not been seen consistently across all strands; Linking Sounds and Letters, which saw a 10% increase last year

has seen another improvement of 2% this year, but two other CLLD strands have seen a decrease in outcomes of between 1 and 3%. The most consistent and significant decreases have been observed in the PSED strand, where all strands have fallen by 3 to 4%. Little change has been observed in the Mathematical Development strands, there has been a small increase in Knowledge and Understanding of the World and reductions of 4% in Physical Development and 3% in Creative Development.

- 1.4 The benchmark indicator displayed above is used by DCSF as part of the statutory target setting and performance review process for LAs. For a child to reach “a good level of overall achievement” they need to have gained at least 78 points across all strands of the FSP, but also need to have at least 6 points in each of the PSED and CLLD strands.

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

	2005		2006		2007			2008		
	Leeds	Nat'l	Leeds	Nat'l	Leeds	Stat Neigh	Nat'l	Leeds	Stat Neigh	Nat'l
% of pupils with 78+ points and 6+ in all PSED and CLLD strands	46	48	43	45	47	50	46	47	52	49

Leeds Historical Data Source: NCER – KEYPAS National Data Source: DfES Statistical First Releases (SFR 32/2007)

- 1.5 This indicator has shown a fractional decrease in outcomes in Leeds. The percentage of pupils who reached this level of achievement rose by over 4% in 2007 and in contrast to the “average” 6+ percentage indicators, this level of achievement has seen a further small increase in 2008. Performance is below that seen in similar authorities and the national average. This trend would indicate that while there has been a reduction in the percentage of children reaching 6+ points in most individual strands, the proportion of children who are consistently performing well has remained stable.
- 1.6 The LA target for this indicator in 2008 was 50% and the target for 2009 is 53%. In order to reach this target there needs to be a step-change in the rate of improvement on this indicator. It is however, interesting to note that that in 2008 there were 642 children in Leeds maintained schools who missed out on reaching a “good level of achievement” by just one point in one of the PSED/CLLD strands. If all of these pupils had achieved 6 points instead of 5 points in the relevant strand, then the percentage of the cohort reaching this benchmark of achievement would have risen to 55%, exceeding both the 2008 and 2009 targets.
- 1.7 A second “target” indicator looks at the gap between the average overall performance of the full cohort and the overall performance of the “lowest 20% of achievers”. National figures for this indicator have only been published for 2007.

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

	2006	2007	2008
Low Achievers Gap (Difference between Median score of full cohort and Mean Score of lowest achieving 20%, expressed as a percentage of the Median score of the full cohort )			
Leeds	40.8	38.3	39.8
National		37	36

Leeds Historical Data Source: NCER – KEYPAS National Data Source: DfES Statistical First Releases (SFR 32/2007)

- 1.8 The “Gap” indicator is derived by calculating the difference between the Median score of the full cohort and the Mean (average) score of the lowest achieving 20% percent of the cohort. In 2008 there has been a decrease in the Median score for the full cohort (-1%) and a decrease in the mean score for the bottom 20% (-2%), resulting in a widening of the gap by 1.5%, although the gap is still smaller than that seen in 2006. The 2008 LA target of 33% was missed by over 6%, and the 2009 target of 30% presents an even greater challenge for next year.

### Performance for priority groups

- 1.9 Pupil characteristics have been identified in previous years as playing a role in outcomes at the Foundation Stage. All analyses in this section relate to pupils attending Leeds Maintained schools only.

**Table 4: Percentage of Children with a Good Level of Achievement by Gender**

	2007	2008	2008 Cohort
Boys	38.6	37.7	4050
Girls	55.9	56.9	3673

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

- 1.10 Performance for boys in the Foundation Stage is significantly below that of girls in all areas and this shows in the percentage of pupils with a Good Level of Achievement. With boys performance falling in 2008 whilst the performance of girls improved, the gap increased by almost 2% from 2007.

**Table 5: Percentage of Children with a Good Level of Achievement for FSM eligibility**

	2007	2008	2008 Cohort
Not Eligible for FSM	52.0	51.7	6252
Eligible for FSM	27.9	26.1	1457

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

- 1.11 Pupils eligible for Free School Meals (FSM) account for 18.9% of the total cohort and perform at a significantly lower level than non eligible pupils, and the gap between groups widened in 2008.

**Table 6: Percentage of Children with a Good Level of Achievement by Month of Birth**

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

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

- 1.12 Performance for pupils born earlier in the academic year is significantly better than

their younger peers. The gap between those born in September and August is 26.5%, with less than half of pupils born in the second half of the year working at a Good Level of Achievement.

**Table 7: Percentage of Children with a Good Level of Achievement by Ethnicity**

		2007	2008	2008 Cohort
<b>ASIAN or ASIAN BRITISH</b>	Bangladeshi	18.0	33.6	110
	Indian	54.1	52.7	165
	Kashmiri Other	25.0	18.8	16
	Kashmiri Pakistani	35.4	35.6	180
	Other Pakistani	34.2	31.5	302
	Other Asian background	42.9	37.3	83
<b>BLACK or BLACK BRITISH</b>	Black African	34.2	33.3	234
	Black Caribbean	31.1	48.3	60
	Other Black Background	26.2	29.8	47
<b>MIXED</b>	Mixed Asian and White	52.6	48.6	74
	Mixed Black African and White	40.6	45.9	37
	Mixed Black Caribbean and White	41.5	41.6	101
	Other Mixed Background	50.0	51.4	
<b>CHINESE or OTHER</b>	Chinese	44.8	41.2	34
	Other Ethnic group	31.2	24.5	102
<b>WHITE</b>	White British	49.9	50.1	5746
	White Irish	55.6	56.5	23
	Traveller Irish Heritage	0.0	14.3	7
	Gypsy/Roma	12.5	0.0	22
	White Eastern European		13.9	36
	White Western European		52.6	19
	White Other	52.9	35.9	78
<b>UNKNOWN</b>	Information Not Obtained	61.5	42.9	14
	Information Refused	47.8	32.4	37
	No Categorisation	44.1	30.5	59

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

- 1.13 The performance of many of the ethnic minority groups is below that seen for all pupils. For Asian heritage pupils, only Indian pupils achieve above 40%, whilst for Black heritage pupils, only Black Caribbean pupils perform near city wide standards. The performance of Mixed heritage groups is in line with city averages, and within White heritage groups, the performance of both traveller groups and Easter European pupils is extremely low, albeit with low pupil numbers.

## 2 Key Stage 1

**2006-2008 Percentage of pupils achieving Level 2 + at Key Stage 1**

% pupils achieving level 2+	2006			2007			2008		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
<b>Reading</b>	83	84	84	82	84	84	81	84	84
<b>Writing</b>	80	81	81	77	80	80	75	80	79
<b>Mathematics</b>	88	90	90	87	90	89	85	90	89
<b>Science</b>	87	89	89	85	89	88	84	89	88

Data Source: DCSF Statistical First Release, Leeds school submissions

- 2.1 Key Stage 1 results have shown a drop in 2008 in all subjects. There was a 1% fall in reading and science, and a 2% drop in writing and mathematics. Nationally, performance has remained at 2007 levels. Statistical neighbour authorities have remained at 2007 levels apart for writing, where a 1% drop was recorded.

### 2006-2008 Percentage of pupils achieving Level 3 + at Key Stage 1

% pupils achieving level 3+	2006			2007			2008		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
<b>Reading</b>	19	25	25	15	26	25	14	25	23
<b>Writing</b>	9	14	14	6	13	12	5	12	12
<b>Mathematics</b>	13	21	22	11	22	22	10	21	20
<b>Science</b>	13	24	24	12	23	23	11	22	21

Data Source: DCSF Statistical First Release, Leeds school submissions

- 2.2 In relation to level 3 standards, performance in Leeds dropped significantly for a second successive year. Reading dropped 4% following a 3% fall the previous year. Writing fell 3%, repeating the drop of the previous year. Performance in mathematics fell 2% following a reduction of 3% in 2006, and science fell 1%, after a 4% fall previously. Guidance regarding the awarding of a level 3 has been changed in recent times and disseminated heavily across schools and this will have had an impact in this years figures again.

### Attainment of Pupil Groups

#### Percentage attaining level 2 or above in Key Stage 1: Gender

% Level 2+		2006		2007		2008	
		Leeds	Nat	Leeds	Nat	Leeds	Nat
Reading	Girls	87	89	86	88	85	88
	Boys	80	80	78	80	77	80
Writing	Girls	85	87	83	86	80	86
	Boys	74	76	72	75	70	75
Maths	Girls	89	92	89	91	86	91
	Boys	86	89	85	87	84	88

2007 data is provisional

- 2.3 The drop in performance overall is mirrored for boys and girls. The gap in reading has maintained the gap seen in 2007 and is line with national differences, whilst in writing, performance fell more for girls than for boys. The gap is now 10%, 1% less than the national difference. The issue is similar in mathematics, as girls' performance fell 3% in 2008, compared to the 1% fall seen for boys, closing the gap to 2% locally, with the national gap closing to 3%

#### Percentage attaining level 2 or above in Key Stage 1: Looked After Children

	2006		2007		2008
	Leeds	National	Leeds	National	Leeds
Reading	68	57	49	55	51
Writing	54	52	51	51	45
Maths	62	65	49	64	67

Source: DCSF statistical first release

Notes: 2008 data is provisional

- 2.4 The percentage of pupils attaining level 2 or above in Key Stage 1 has improved in reading and, significantly, mathematics. There has been a significant fall in writing performance. In 2007 outcomes were below national levels for reading and

mathematics, and in line with national performance in writing.

*Percentage of pupils attaining level 2+: Free School Meal Eligibility*

		2006		2007		2008	
		Leeds	Leeds	Leeds	National	Leeds	National
Reading	Non eligible	88	88	87	87	85	87
	Eligible	67	67	65	69	63	69
Writing	Non eligible	85	85	83	84	80	84
	Eligible	62	62	57	63	57	64
Maths	Non eligible	91	91	91	92	89	92
	Eligible	75	75	73	80	72	79

*Note: 2008 data is provisional*

- 2.5 The attainment of pupils eligible for free school meals is significantly below that of pupils who are not eligible with the largest gap in attainment for writing. The gap has closed in 2008 between the two groups, due to the lower performance of non eligible pupils. The gaps in attainment are wider in Leeds than those seen nationally.

*Percentage of pupils attaining level 2+ in Key Stage 1: Special Education Needs*

		2006		2007		2008	
		Leeds	National	Leeds	National	Leeds	National
Reading	Action	45	56	42	55	46	57
	Action +	45	40	44	40	44	42
	Statement	26	26	19	24	13	23
Writing	Action	38	49	36	48	37	48
	Action +	39	34	36	33	35	34
	Statement	15	20	8	18	8	17
Maths	Action	59	74	51	74	56	74
	Action +	53	56	52	56	51	56
	Statement	19	30	25	28	22	27

*Source: NCER KeyPAS; DCSF statistical first release*

*Notes: 2008 data is provisional*

- 2.6 There is a mixed picture of performance for different areas of the special educational needs spectrum. For School Action pupils performance improved in all three subjects, closing the gap to national performance in all cases. For School Action plus pupils, performance fell 1% in writing and mathematics and remained unchanged in reading. These changes widened the gap to national performance in all subjects. Finally, for statemented pupils, there were significant falls in reading and mathematics, with writing performance remaining at the 8% seen in 2007. There are now significant differences between local and national performance for statemented pupils.

Percentage of pupils attaining level 2 or above in Key Stage 1 Reading: Ethnicity

	Pupils 08	Leeds			National		
		2006	2007	2008	2006	2007	2008
<i>Asian Or Asian British</i>							
Bangladeshi	123	79	80	70.7	78	79	81
Indian	156	88	86	89.1	89	88	89
Kashmiri Pakistani	105	79	81	71.4	77	77	77
Other Pakistani	407	72	72	70.3			
Kashmiri Other	17	75	61	82.4	80	84	84
Other Asian background	81	80	73	74.1			
<i>Black Or Black British</i>							
Black Caribbean	70	82	81	72.9	80	81	80
Black African	198	63	67	70.7	78	79	81
Other Black Background	43	87	75	81.4	80	79	80
<i>Mixed Heritage</i>							
Mixed Black African & White	31	100	89	74.2	84	83	81
Mixed Black Caribbean & White	117	77	86	77.8	82	81	80
Mixed Asian & White	63	93	85	90.5	88	88	88
Other Mixed Background	110	83	77	82.7	85	84	85
<i>Chinese Or Other</i>							
Chinese	42	94	88	85.7	90	88	89
Other Ethnic group	104	73	64	67.3	74	75	76
<i>White</i>							
White British	5534	85	84	82.8	86	85	85
White Irish	18	85	76	94.4	85	84	86
Other White Background	101	80	64	69.3	78	75	75
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	33	25	11.1	30	33	32
Gypsy Roma	19	13	35	10.5	40	38	37

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes: 2008 Data is provisional

- 2.7 Following the drop in performance across the city, there has been some significant falls in some priority ethnic groups. Performance for Bangladeshi, and Pakistani pupils fell significantly, whilst national performance remained stable or improved slightly. The performance for Black Caribbean, Mixed Black African & White and Mixed Black Caribbean & White pupils have also seen sharp falls in performance, these groups also showing national falls but at a lesser extent to that seen locally.

*Percentage of pupils attaining level 2 or above in Key Stage 1 Writing: Ethnicity*

	Pupils 08	Leeds			National		
		2006	2007	2008	2006	2007	2008
<i>Asian Or Asian British</i>							
Bangladeshi	123	76	74	65.0	75	77	77
Indian	156	87	86	85.3	86	86	86
Kashmiri Pakistani	105	75	70	63.8	73	72	72
Other Pakistani	407	68	67	62.9			
Kashmiri Other	17	63	54	70.6			
Other Asian background	81	75	69	66.7	81	81	80
<i>Black Or Black British</i>							
Black Caribbean	70	74	67	67.1	76	75	74
Black African	198	61	60	67.2	74	74	75
Other Black Background	43	79	68	74.4	75	74	74
<i>Mixed Heritage</i>							
Mixed Black African & White	31	96	86	67.7	81	80	79
Mixed Black Caribbean & White	117	67	80	72.6	79	78	77
Mixed Asian & White	63	86	77	85.7	86	86	85
Other Mixed Background	110	72	72	78.2	82	81	81
<i>Chinese Or Other</i>							
Chinese	42	94	84	83.3	87	86	87
Other Ethnic group	104	64	66	57.7	71	71	72
<i>White</i>							
White British	5534	82	80	77.6	83	82	81
White Irish	18	78	76	88.9	82	81	81
Other White Background	101	76	58	68.3	75	72	71
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	33	25	11.1	30	30	28
Gypsy Roma	19	13	30	10.5	36	36	34

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes: 2008 Data is provisional

- 2.8 Overall standards in writing have been falling for several years, both locally and nationally. This pattern is reflected for most BME groups, but patterns do vary. Outcomes have fallen significantly for all priority Asian heritage groups. Whilst nationally performance remains stable. Outcomes for all Black groups have improved in opposition to national stability or falls. Mixed Black African & White and Mixed Black Caribbean & White pupils have seen falls in performance whilst other Mixed heritage groups improved in 2008.
- 2.9 It should be recognised that the small cohorts under examination are likely to cause natural fluctuation in outcomes and clear trends may be difficult to identify. What can be said with some certainty is that levels of attainment in Writing at Key Stage 1 are significantly lower for some of the larger BME groups, especially those for whom English is often an additional language.



*Percentage of pupils attaining level 2 or above in Key Stage 1 Maths: Ethnicity*

	Pupils 08	Leeds			National		
		2006	2007	2008	2006	2007	2008
<i>Asian Or Asian British</i>							
Bangladeshi	123	87	79	74	84	86	86
Indian	156	89	89	91	92	92	92
Kashmiri Pakistani	105	86	83	79	83	83	82
Other Pakistani	407	78	77	76			
Kashmiri Other	17	75	69	82	90	90	90
Other Asian background	81	89	82	88			
<i>Black Or Black British</i>							
Black Caribbean	70	82	83	74	86	85	85
Black African	198	72	74	74	84	84	85
Other Black Background	43	85	71	86	85	85	85
<i>Mixed Heritage</i>							
Mixed Black African & White	31	100	89	90	90	89	89
Mixed Black Caribbean & White	117	79	89	83	88	89	88
Mixed Asian & White	63	95	88	97	93	93	92
Other Mixed Background	110	84	81	81	90	90	90
<i>Chinese Or Other</i>							
Chinese	42	100	92	88	96	95	95
Other Ethnic group	104	75	74	80	84	84	84
<i>White</i>							
White British	5534	89	89	87	91	91	91
White Irish	18	78	86	100	91	90	91
Other White Background	101	89	78	82	88	86	86
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	56	50	33	50	52	52
Gypsy Roma	19	13	65	32	60	56	57

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Note: 2008 Data is provisional

- 2.10 As in reading and writing, performance in mathematics fell for priority Asian groups, whilst national performance for these groups remained broadly in line with previous performance. Black African heritage pupils remained at 2007 levels but Black Caribbean pupil performance fell significantly, and are now in line Black African pupils. Mixed Black Caribbean & White pupils also recorded a significant fall in performance and are now below national standards for their peers, although the remaining Mixed heritage pupils remained at or improved on 2007 performance.
- 2.11 It should be recognised that the small cohorts under examination are likely to cause natural fluctuation in outcomes and clear trends may be difficult to identify. What can be said with some certainty is that levels of attainment in Writing at Key Stage 1 are significantly lower for some of the larger BME groups, especially those who have English an additional language (EAL) and in fact, there has been a significant increase in the number of EAL pupils in Key Stage 1 in the past three years and it stands at 16% in 2008.

### 3 Key Stage 2

#### Key Stage 2 Trends and Comparisons

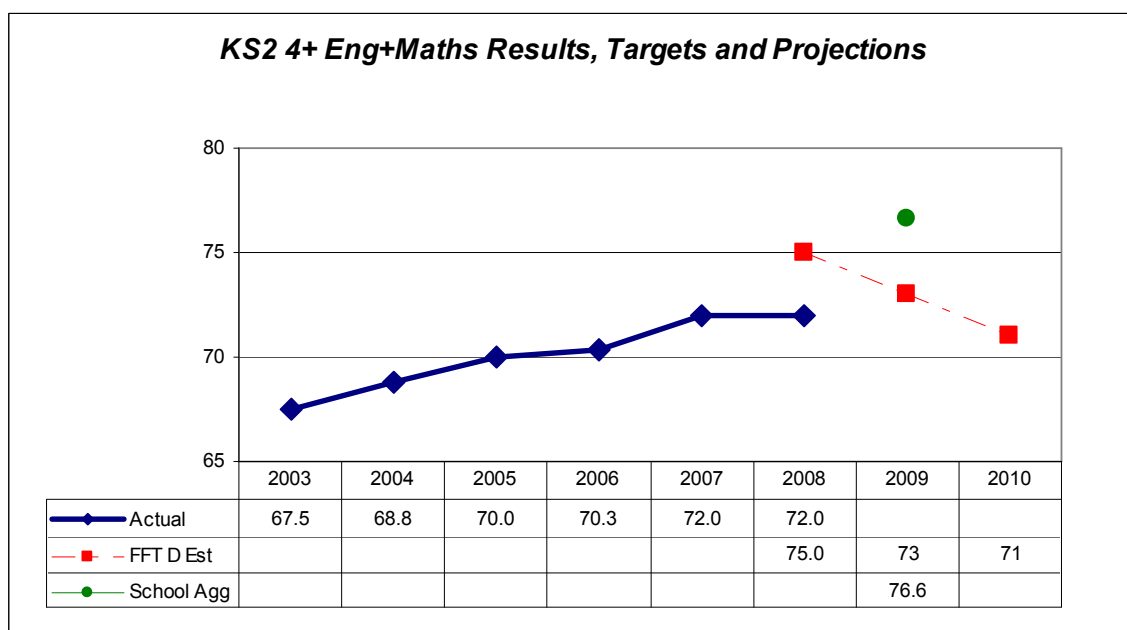
2006-2008 Percentage of pupils achieving Level 4 + at Key Stage 2

% pupils achieving level 4+	2006			2007			2008		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
English	79	79	78	81	80	80	80	80	80
Maths	76	76	76	77	77	78	77	78	79
English & maths	70	70	71	72	71	72	72	72	72
Science	85	87	85	87	87	88	86	88	88

Note: 2008 data is provisional

- 3.1 Key Stage 2 performance has remained broadly in line with previous levels. There was a 1% fall in English and science locally, with mathematics performance remaining at 2007 levels. However, the new indicator relating to performance in English and mathematics together has remained at previous levels and is in line with national and benchmark authority averages.

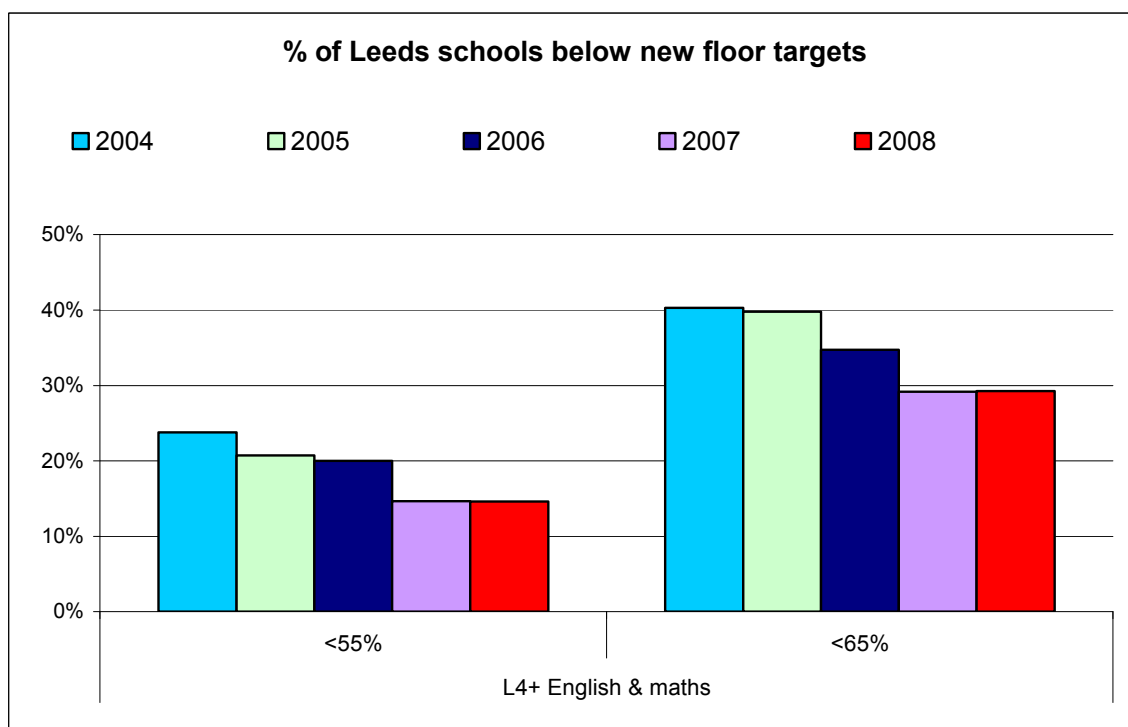
#### Key Stage 2 Trajectories



- 3.2 Performance in terms of level 4+ in English and mathematics has shown a broadly improving trend for several years. However, performance in 2008 was below that by the top quartile of similar pupils, as indicated by FFT D estimates. The indicator is a new one, and so estimates have not been available prior to 2008. Schools have set ambitious targets for 2009 that are significantly above the top quartile estimate for 2009, despite FFT estimates being lower than the 2008 estimate. This is because FFT take account of prior attainment and therefore reflect the recent downturn in overall Key Stage 1 performance.

## Floor Targets

The definition of the floor targets has changed with the floor being lowered from 65% of pupils achieving L4+ in English and mathematics to 55%.



- 3.3 There has been a steady fall in the number of schools below the DCSF floor targets at Key Stage 2. There are currently 31 schools below the new 55% floor target, with twice that number below the old 65% floor. There is no benchmark information for national levels or for similar authorities currently available for this indicator.

## Attainment of Pupil Groups

*(National data on the attainment of pupil groups is unavailable)*

- 3.4 Following issues surrounding the marking of scripts at Key Stage 2, there is no national pupil group data available for 2008 at the current time.

*Percentage of pupils attaining level 4+: Looked After Children*

	2006		2007		2008	
	Leeds	National	Leeds	National	Leeds	National
Cohort size	66		67		69	
English	35	43	40	46	43	
Maths	35	41	30	43	42	
Science	45	57	48	59	58	

*Note: 2008 data is provisional*

- 3.5 The performance of LAC rose at Key Stage 2 in 2008 in all three subjects. This puts performance in line with that seen nationally in 2007.

*Percentage of pupils attaining level 4+: Free School Meal Eligibility*

		2006		2007		2008	
		Leeds	National	Leeds	National	Leeds	National
English	Non eligible	83.8	83	85	83	84.4	
	Eligible	59.9	61	62.5	62	63.2	
Maths	Non eligible	80.9	79	80.9	80	81.2	
	Eligible	56.2	58	60.1	60	60.0	
Science	Non eligible	88.9	89	89.9	90	89.1	
	Eligible	70	73	72.5	75	73.1	

*Note: 2008 data is provisional*

- 3.6 The performance of FSM eligible pupils in 2008 in all three subjects broadly maintained the performance seen in 2007. In conjunction with falls for the non eligible cohort, the gap in performance narrowed in 2008. In 2007, Free School Meal eligible pupils performed in line with their peers nationally.

*Percentage of pupils attaining level 4+: Special Education Needs*

		2006		2007		2008	
		Leeds	National	Leeds	National	Leeds	National
English	Action	42.2	48	44.8	48	50.0	
	Action +	33.9	30	36.5	30	39.9	
	Statement	15.5	17	18.7	17	23.1	
Maths	Action	42.1	47	44.0	47	47.1	
	Action +	39.3	35	39.2	35	42.2	
	Statement	13.5	19	21.2	17	23.4	
Science	Action	61.9	70	63.8	70	67.0	
	Action +	55.3	59	57.0	59	58.0	
	Statement	24.8	34	28.5	33	31.0	

*Note: 2008 data is provisional*

- 3.7 The performance of all three groups of pupils on the special educational needs register has improved in 2008 in all three subjects. School Action pupils improved by at least 3% in all three subjects, with the largest improvement being seen in English.
- 3.8 School Action plus pupils improved 1% in Science and 3% in English and mathematics. These improvements were also seen for stated pupils, where improvements were all over 2%. Standards in English and in mathematics are now above the national levels seen in 2007.

Percentage of pupils attaining level 4 or above in Key Stage 2 English

	Cohort 08	Leeds			National		
		2006	2007	2008	2006	2007	2008
<i>Asian Or Asian British</i>							
Bangladeshi	73	78	77	74	75	75	
Indian	165	80	83	89	85	85	
Kashmiri Pakistani	128	73	65	78	70	70	
Other Pakistani	284	66	68	73			
Kashmiri Other	10	86	67	70	77	77	
Other Asian background	59	70	74	56			
<i>Black Or Black British</i>							
Black Caribbean	105	71	82	78	73	73	
Black African	165	66	74	65	72	72	
Other Black Background	56	63	75	64	73	73	
<i>Mixed Heritage</i>							
Mixed Black African and White	20	88	88	75	81	81	
Mixed Black Caribbean and White	133	70	76	80		77	
Mixed Asian and White	68	74	79	86	77	85	
Other Mixed Background	92	81	75	86	83	83	
<i>Chinese Or Other</i>							
Chinese	40	86	89	88	86	86	
Other Ethnic group	79	59	61	69	69	69	
<i>White</i>							
White British	6179	81	82	82	80	80	
White Irish	34	90	93	94	82	82	
Other White Background	109	81	79	68	75	75	
<i>Traveller Groups</i>							
Traveller Irish Heritage	10	10	67	30	27	27	
Gypsy/Roma	17	31	31	41	35	35	

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes: 2008 data is provisional

- 3.9 There have been some mixed results for priority ethnic minority groups in 2008. Bangladeshi pupils recorded a fall in English performance in 2008, whilst Pakistani pupils saw significant improvements, as did Indian pupils. Black heritage pupils performance dropped significantly, with Black African pupils falling 9%. Mixed Black African & White pupils have also seen a significant drop in performance, but Mixed Black Caribbean & White and Mixed Asian & White pupils recorded improvements in 2008. White British pupil's performance remained at 2007 levels and there was a drop in performance of Other White pupils, of 11%. This may be due to the performance of Eastern European pupils who make up 10% of this group and whose performance is significantly lower than the other White Other pupils at 54%.

Percentage of pupils attaining level 4 or above in Key Stage 2 maths

	Cohort 08	Leeds			National		
		2006	2007	2008	2006	2007	2008
<i>Asian Or Asian British</i>							
Bangladeshi	73	72	64	70	70	70	
Indian	165	76	78	84	81	81	
Kashmiri Pakistani	128	70	68	65	64	64	
Other Pakistani	284	62	64	65			
Kashmiri Other	10	86	33	70	76	76	
Other Asian background	59	75	71	66			
<i>Black Or Black British</i>							
Black Caribbean	105	62	70	71	62	62	
Black African	165	55	65	66	63	63	
Other Black Background	56	65	54	71	66	66	
<i>Mixed Heritage</i>							
Mixed Black African and White	20	94	92	65	75	75	
Mixed Black Caribbean and White	133	58	72	77	71	71	
Mixed Asian and White	68	80	77	87	83	83	
Other Mixed Background	92	81	70	75	77	77	
<i>Chinese Or Other</i>							
Chinese	40	97	95	93	92	92	
Other Ethnic group	79	63	63	73	70	70	
<i>White</i>							
White British	6179	77	79	79	77	77	
White Irish	34	93	85	79	80	80	
Other White Background	109	81	72	73	74	74	
<i>Traveller Groups</i>							
Traveller Irish Heritage	10	10	33	30	29	29	
Gypsy/Roma	17	31	25	47	32	32	

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes: 2008 Data is provisional

- 3.10 Priority groups have seen small improvements in performance in mathematics in 2008. The Bangladeshi cohort saw the largest improvement, with 6%, whilst Pakistani pupils remained broadly in line with 2007 levels, and all Black heritage groups saw increases on previous levels. A more variable picture was seen for Mixed heritage pupils with Mixed Black African & White showing a significant fall of 27% although the cohort is small, but other Mixed heritage groups improved by at least 5%. White British pupil performance remained at 2007 levels.

Percentage of pupils attaining level 4 or above in Key Stage 2 science

	Cohort 08	Leeds			National		
		2006	2007	2008	2006	2007	2008
<i>Asian Or Asian British</i>							
Bangladeshi	73	78	81	82	79	79	
Indian	165	86	87	88	88	88	
Kashmiri Pakistani	128	70	68	83	73	73	
Other Pakistani	284	61	64	77			
Kashmiri Other	10	86	33	90		82	
Other Asian background	59	74	71	71	82		
<i>Black Or Black British</i>							
Black Caribbean	105	75	83	79	80	80	
Black African	165	70	74	75	76	76	
Other Black Background	56	74	84	73	79	79	
<i>Mixed Heritage</i>							
Mixed Black African and White	20	81	92	75	86	86	
Mixed Black Caribbean and White	133	77	88	87	85	85	
Mixed Asian and White	68	80	85	93	90	90	
Other Mixed Background	92	88	84	93	89	89	
<i>Chinese Or Other</i>							
Chinese	40	94	92	95	91	91	
Other Ethnic group	79	69	75	77	76	76	
<i>White</i>							
White British	6179	87	88	87	88	88	
White Irish	34	98	93	91	89	89	
Other White Background	109	86	85	76	82	82	
<i>Traveller Groups</i>							
Traveller Irish Heritage	10	30	50	50	41	41	
Gypsy/Roma	17	62	44	59	51	51	

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes: 2008 Data is provisional

- 3.11 Priority Asian heritage groups showed improvements in 2008, with Bangladeshi and Pakistani groups all above national levels seen the previous year. Black African pupils improved slightly in 2008, but Black Caribbean and Black Other pupils fell back after improvements in 2007. As in mathematics, Mixed Black African & White showing a significant fall, the remaining Mixed heritage groups remaining broadly at 2007 levels or showed a modest improvement, given the size of the cohorts involved. White British pupils recorded a slight fall in performance.

### Analysis of progress

(National data for two levels of progress from key stage 1 to key stage 2 is unavailable).

- 3.12 Analysis of performance in terms of value added at primary schools is not available as issues surrounding the marking of scripts in the summer has impacted severely on the provision of such information and at the current time, no analysis has been provided either by DCSF on RAISEonline or by Fischer Family Trust. Therefore analysis of progress with contextual adjustments cannot be done at this time. However, some analysis can be done on raw progress between Key Stage 1 and Key Stage 2.
- 3.13 Performance is now measured in terms of the percentage of pupils making two levels progress from Key Stage 1-2. This can be done separately for English and for mathematics, the only requirement being is that the child has a result for both key

stages.

*Percentage of pupils making two levels progress from KS1 in English*

	Leeds			National		
	2006	2007	2008	2006	2007	2008
L1	75.8	80.2	84.3	77.9	83.3	
L2c	66.9	73.5	77.1	65.4	70.0	
L2b	87.8	91.2	89.7	87.7	88.1	
L2a	97.6	97.5	98.6	97.4	97.3	
L3+	74.6	74.7	71.3	73.9	76.0	
Total	81.5	83.9	84.4	81.0	83.5	

*Source: Erooms 2004-7; 2008: NCER KEYPAS (Leeds)*

*Notes: 2008 national data currently unavailable*

- 3.14 There has been a steadily increasing percentage of pupils making two levels of progress in Leeds, and has consistently been higher than national levels. Progress in English has been consistently higher than mathematics, both locally and nationally.

*Percentage of pupils making two levels progress from KS1 in mathematics*

Maths	Leeds			National		
	2006	2007	2008	2006	2007	2008
L1	61.6	63.3	67.8	64.1	67.0	
L2c	43.2	46.4	49.4	44.1	48.6	
L2b	76.1	80.7	80.4	74.8	79.3	
L2a	93.3	95.1	96.1	92.2	94.4	
L3+	73.4	75.3	75.2	73.8	75.2	
Total	73.6	76.4	78.2	73.5	75.7	

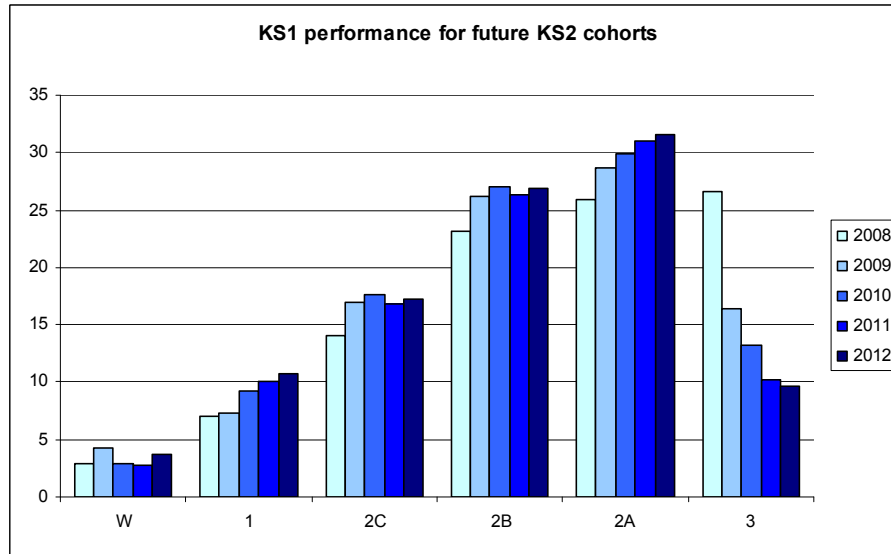
*Source: Erooms 2004-7; 2008: NCER KEYPAS (Leeds)*

*Notes: 2008 national data currently unavailable*

- 3.15 There is a significant difference in the pupils making two levels of progress from differing Key Stage 1 levels. In both subjects, fewest pupils make 2 levels progress from level 2c, which is understandable as these pupils have the furthest to 'travel' to make two levels progress, whilst most pupils make two levels progress from level 2a, as they have the shortest distance to progress. However, Leeds performance is higher than national levels in nearly all cases, the exceptions being pupils at level 3 in English which is 6% below 2007 national standards, and level 3 in mathematics that is in line with 2007 national standards.



3.16 It should be noted that in recent times, the decline in Key Stage 1 performance has resulted in a significant increase in the number of pupils awarded level 2c at Key Stage 1.



3.17 This analysis highlights the possibility of performance falling at Key Stage 2 in the next four years as the proportion of pupils historically less likely to reach level 4 increases.