

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 13 February 2009

SUBJECT: Annex 3: Overview of 2008 performance at KS3 & KS4

1.0 Key Stage 3

- 1.1 The issues regarding the national data collection cycle has affected KS3 more than KS2 for Leeds' schools. Anecdotal evidence suggests that many schools are awaiting for remarked scripts to be returned, particularly in English. However, Education Leeds is not in a position to quantify exactly how many schools are affected. There is also a significant delay in the data cycle between schools receiving updates marks and Education Leeds being able to access this information.

Table 7: 2006-2008 Percentage of pupils achieving Level 5 + at Key Stage 3

% pupils achieving level 5+	2006			2007			2008		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
English	70	72	71	71	74	72	69	73	
Mathematics	75	77	75	73	76	75	75	77	
Science	69	72	72	69	73	72	69	71	

Data Source: DCSF Statistical First Release

*Statistical Neighbours as defined by OfSTED Bolton, Bury, Calderdale, Darlington, Derby, Kirklees, North Tyneside, Sheffield, St Helens, Stockton-on-Tees

- 1.1.2 In light of the uncertainty, performance at Key Stage 3 has again fluctuated both in Leeds and nationally. English performance has fallen 2% compared to 2007, with national performance falling 1%, the gap widening to 4%. Following a fall in 2007, maths performance has improved by 2% back to the 75% level achieved in 2006, while national standards improved 1%, the gap closing to 2%. Performance in Science has now remained at 69% for the past three years. Nationally, performance dipped by 2%, the gap to Leeds performance now standing at 2%.
- 1.1.3 Due to the much publicised issues with the data capture and checking this year, no local authority data has been published on a national scale, and so no statistical neighbour information is available as yet.

2.0 Key Stage 4

2.1. Key Stage 4 Trends and Comparisons

Performance at KS4 has shown improvement across all headline indicators.

2006-2008 Percentage Benchmark indicators for GCSE

% pupils achieving:	2006			2007			2008		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
5+A*-C	52.2	59.0	53.5	55.9	61.4	57.8	61.9	62.9	64.2
5+A*-C (inc Eng & maths)	40.4	45.6	39.9	42.1	46.3	43.6	46.5	47.3	46.6
5+A*-G	86.5	90.1	89.3	88.1	90.9	90.9	90.6	91.3	92.5
No Passes	4.4	2.7	3.4	4.4	2.0	2.3	2.8	1.5	1.7

Note: 2008 data is provisional

National figures are for all maintained schools only

*Statistical Neighbours as defined by OfSTED Bolton, Bury, Calderdale, Darlington, Derby, Kirklees, North Tyneside, Sheffield, St Helens, Stockton-on-Tees

2.1.1 The headline percentage at 5+ grades A*-C has increased again, this year by 5.5. The 5+A*-C including English and maths indicator shows that Leeds performance has improved by 4.2%. The gap between the percentage of pupils getting 5 good GCSEs and those getting 5 good GCSEs including English and maths has been smaller in Leeds compared to the national and statistical neighbour averages in previous years and this remains the case in 2008. The gap has widened in Leeds in 2008, but at a slower rate to that seen nationally and for similar authorities

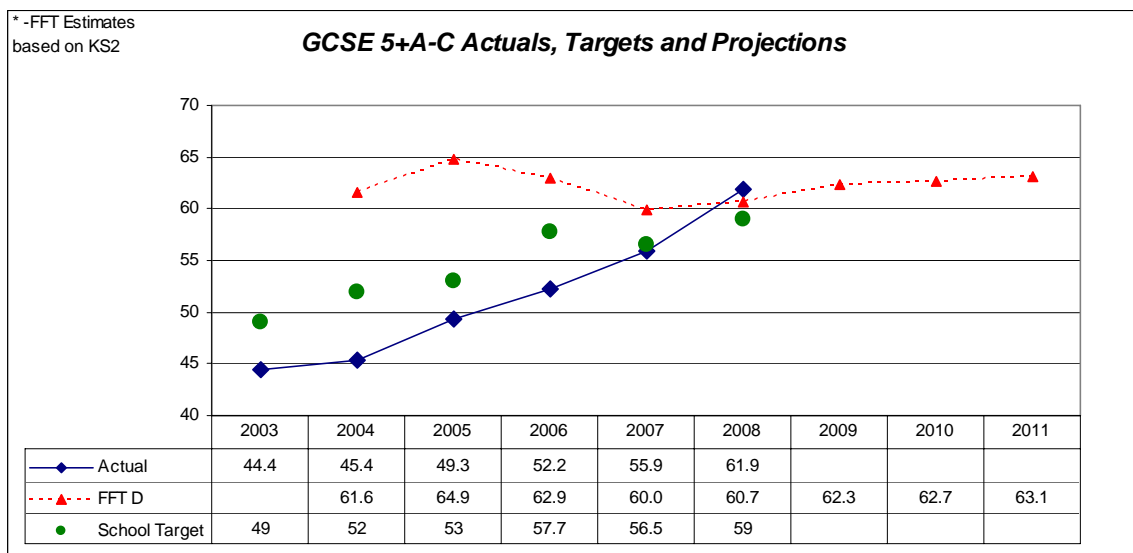
2.1.2 There has also been a significant improvement on 5+A*-G performance in Leeds with an increase of 2.5%, building on the 1.6% increase in 2007. Finally, the number of pupils leaving without any qualifications has fallen 1.6% to 2.8%, after remaining at 4.4% for the previous two years.

Key Stage 4		2006		2007		2008	
	gender	Leeds	Nat	Leeds	Nat	Leeds	Nat
5 or more A*-C	Girls	55.9	63.9	59.0	64.0	64.9	67.7
	Boys	47.5	54.3	53.3	54.8	59.4	58.3
5 or more A*-C (inc Eng & Maths)	Girls	43.8	50.2	45.9	49.7	50.0	51.6
	Boys	36.6	41.5	39.0	41.4	43.1	43.2
5 or more A*-G	Girls	88.6	92.9	89.6	93.2	92.2	93.4
	Boys	83.9	88.3	86.7	89.4	89.0	89.3
No Passes	Girls	4.3	1.4	3.6	1.9	2.0	1.0
	Boys	6.1	2.5	5.2	2.8	2.6	2.1

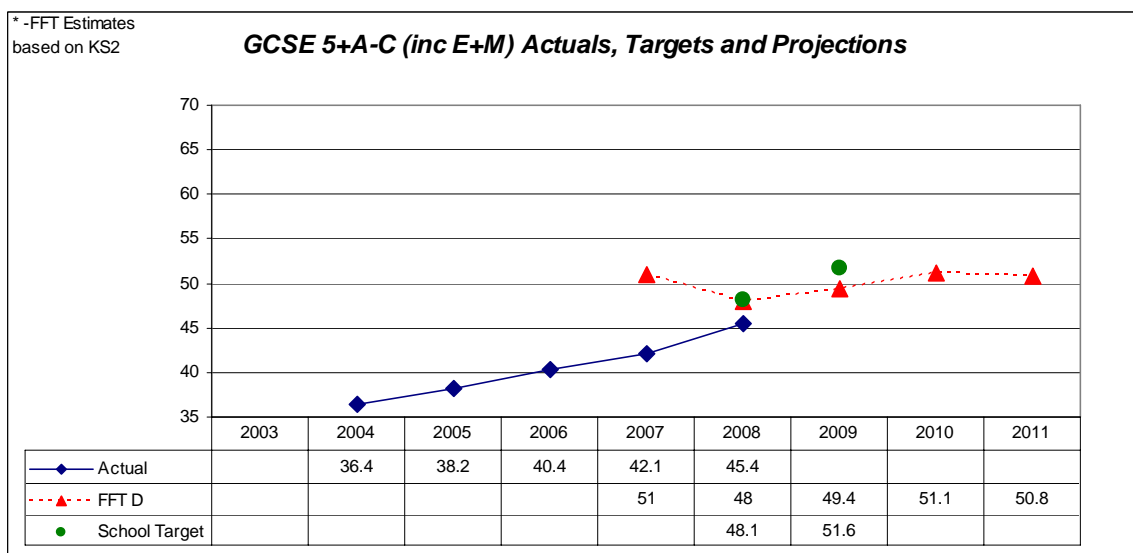
Note: 2008 data is provisional

2.1.3 The gap in attainment between boys and girls has maintained the levels of 2007 with both boys and girls improving by broadly the same amount. The only exception is for No passes, where the rate for boys halved. The gender gap is smaller in Leeds than the national levels in 2008 for all indicators, due in the main to boys' performance being closer to or in fact above their peers nationally.

2.2 Key Stage 4 Trajectories



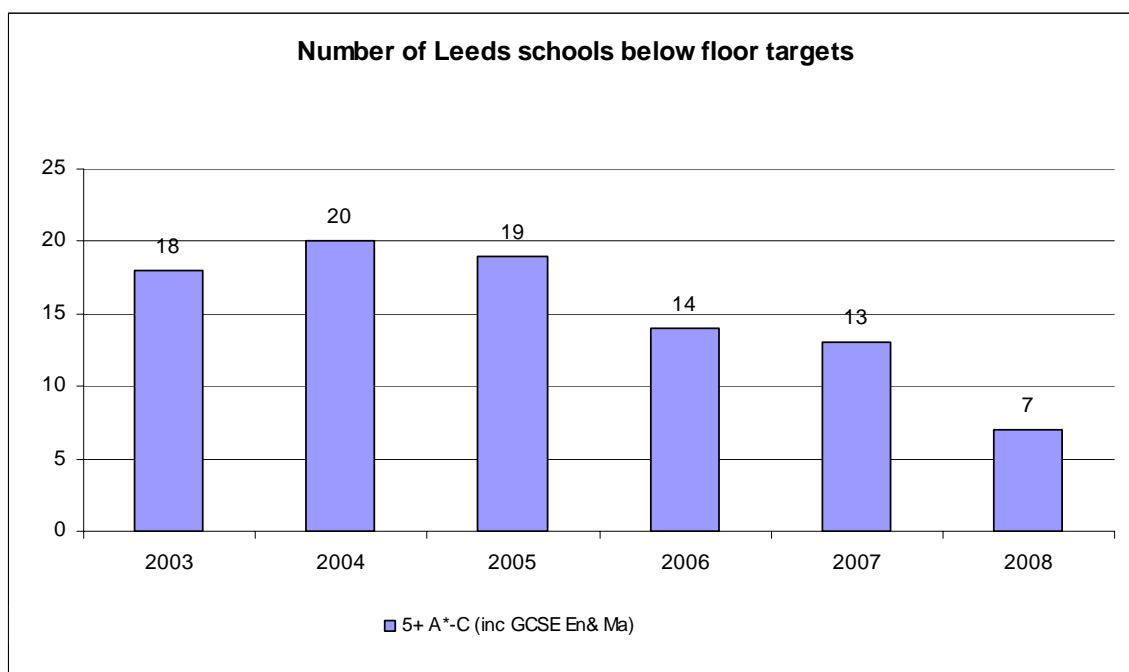
2.2.1 The target for 2008, set in January 2006 set has been exceeded and, for the first time, performance is above that estimated by FFT 'D' estimates at the time that targets were set.



2.2.2 Although the target was achieved for the 5+A*-C including English and maths standard, the gap was less than 3%. Schools have set ambitious targets for 2009 that reflect a 3% increase in performance from their previous target and above the FFT D estimate that was available to them

2.3 Key Stage 4 Floor Targets

Numbers and percentages of schools below Key Stage 4 floor targets



2.3.1 Performance in relation to KS4 floor targets shows significant improvement. 13 schools (34.2%) were below the new floor target of 30% of pupils achieving 5 or more A*-C including English and maths in 2007, and this has been reduced to seven in 2008.

2.4 Attainment of Pupil Groups

Percentage of pupils attaining Key Stage 4 benchmarks: Looked After Children

	2006		2007		2008
	Leeds	National	Leeds	National	Leeds
Cohort size	104				
not entered	31	36	34	32	38
5+ A*-C	6	11	8	13	13
5+ A*-G	49	41	39	43	40
1+ A*-G	67	60	62	64	65

Note: 2008 data is provisional

National data for 2008 is currently unavailable

2.4.1 The percentage of Looked After Children in Key stage 4 that sat exams, fell slightly in 2007. The percentage achieving 1 or more A*-G and 5 or more A*-G also fell. The percentage achieving 5 or more A*-C increased slightly to 8%. In 2006 the percentage achieving 1 or more A*-G and 5 or more A*-G was above national performance, but below for 5 or more A*-C. In 2007, 4% of LAC achieved the new gold standard measure of 5 or more GCSEs including English and maths.

Percentage of pupils attaining Key Stage 4 benchmarks: Free School Meal Eligibility

		2006		2007		2008	
		Leeds	National	Leeds	National	Leeds	National
5+ A*-C	Non eligible	58.8	60.7	62	61	67.4	67.0
	Eligible	22.3	32.6	26.9	33	34.6	40.0
5+ A*-G	Non eligible	90.9		91.5		94.3	
	Eligible	69.5		71.7		78.5	
No passes	Non eligible	3	2.2	3.1	2.1	1.1	1.5
	Eligible	11.2	6.3	10.3	6.2	5.5	4.2

Note: 2008 data is provisional

2.4.2 Performance of FSM eligible pupils improved significantly for all indicators in 2008 closing the gap to performance of pupils not eligible for Free School Meals. National data is not available for 2008, but performance locally in 2008 was better than that seen nationally in 2007.

Percentage of pupils attaining Key Stage 4 benchmarks: Special Education Needs

		2006		2007		2008	
		Leeds	National	Leeds	National	Leeds	National
5+ A*-C	Action	17.8	21.6	23.6	21.9	31.0	33.6
	Action +	8.6	14.9	14.1	15.3	17.6	21.6
	Statement	4.3	8.5	9.8	8.7	11.9	10.7
5+ A*-G	Action	66.4		71.0		82.8	
	Action +	47.2		54.4		63.4	
	Statement	28.8		32.8		48.7	
No passes	Action	8.6	4.6	8.4	4.5	2.9	2.2
	Action +	23.4	12.8	18.4	12.0	8.8	7.0
	Statement	42.8	18.6	37.3	18.4	19.9	17.2

Note: 2008 data is provisional No National data for 5+A*-G or for 2008

2.4.3 Pupils on the SEN register have made significant improvements in KS4 performance in 2008. School Action pupils recorded an above local average improvement in all three indicators, whilst School Action + pupils recorded improvements in all three indicators, but the 5+A*-C improvement was below the Leeds average. Finally, statemented pupils also made significant improvements, particularly the proportion leaving with no qualifications, which fell by 17.4% in 2008, which is a significant success.

Percentage of pupils attaining 5 or more A-C: Ethnicity*

		Pupils 2008	5+A*-C					
			Leeds			National		
			2006	2007	2008	2006	2007	2008
ASIAN	Bangladeshi	50	59.0	39.6	40.0	56.6	58.4	62.3
	Indian	155	66.9	67.4	73.5	71.7	74.7	78.3
	Kashmiri Pakistani	106	36.8	36.4	45.3	48.4	53.0	58.2
	Other Pakistani	220	41.0	50.8	47.3			
	Kashmiri Other	6	40.0	33.3	66.7			
	Other Asian background	60	55.6	63.9	58.3	63.8	64.1	66.1
BLACK	Black Caribbean	92	28.0	48.4	54.3	41.7	49.1	54.0
	Black African	118	49.6	50.9	54.2	48.3	55.6	60.3
	Other Black Background	25	26.2	41.5	64.0	41.7	49.7	56.2
MIXED	Mixed Black African and White	36	33.3	50.0	55.6	56.8	57.6	63.4
	Mixed Black Caribbean and White	112	32.3	39.0	51.8	47.3	48.8	55.3
	Mixed Asian and White	35	63.8	52.2	68.6	68.9	69.5	72.1
	Other Mixed Background	50	40.0	37.9	50.0	58.7	61.1	65.8
OTHER GROUPS	Chinese	41	75.8	85.3	87.8	80	83.3	84.3
	Other Ethnic group	36	56.6	51.1	66.7	56.3	57.2	60.6
WHITE	White British	7113	53.1	57.4	62.2	57.5	59.5	63.8
	White Irish	39	51.4	55.9	59.0	61.3	63.1	69.0
	Traveller Irish Heritage	6	20.0	12.5	16.7	19	15.6	17.4
	Gypsy/Roma	19	11.1	0.0	26.3	10.4	14	15.7
	Other White Background	66	60.9	60.2	77.3	60.1	58.8	60.8
Total	Leeds	8449	52.0	56.1	61.9		59.3	63.5

Source: University of Bath EPAS (Leeds), DCSF Statistical First Release (National)

Notes: ¹ 2008 Data is provisional

² National 2008 data for BME groups not available at time of writing

- 2.4.4 Standards against this headline indicator in Leeds have improved by 10% in three years, compared to a national improvement of 3.9 percentage points in the same timeframe. This encouraging overall improvement has been exceeded by the improvement in outcomes for the Black heritage cohorts; the percentage of Black Caribbean heritage pupils achieving this level of attainment has risen by 26% and Other Black heritage pupils improved by 38%, although the cohort size here is small.
- 2.4.5 Of the Asian heritage pupils, most improved since 2006 at a rate broadly in line with the Leeds increase. Bangladeshi pupil performance has fallen, due to a significant drop in 2007 and 2008 performance remained at the 2007 level. General levels of attainment for Asian heritage pupils do remain well below average, with the exception of Indian pupils.
- 2.4.6 The performance of Mixed heritage pupils has also increased at or above the overall rate seen locally, with Mixed Black Caribbean & White and Mixed Black African & White showing significant improvements.
- 2.4.7 As at other Key Stages, very few pupils from Gypsy/Roma and Traveller heritage backgrounds achieve the “expected” level of attainment.

Percentage of pupils attaining 5 or more A-C (inc English & maths): Ethnicity*

		Pupils 2008	5+A*-C (EM)					
			Leeds			National		
			2006	2007	2008	2006	2007	2008
ASIAN	Bangladeshi	50	41.0	30.2	32.0	39.0	41.0	44.5
	Indian	155	50.9	52.0	54.8	59.1	61.6	64.9
	Kashmiri Pakistani	106	29.9	26.5	23.6	34.6	36.8	39.7
	Other Pakistani	220	27.0	33.0	32.7			
	Kashmiri Other	6	40.0	33.3	50.0	51.6	50.4	52.1
	Other Asian background	60	44.4	47.2	46.7			
BLACK	Black Caribbean	92	21.6	30.2	35.9	29.5	32.7	35.9
	Black African	118	41.9	40.2	33.1	37.5	40.2	43.3
	Other Black Background	25	14.3	36.6	48.0	31.2	33.1	39.0
MIXED	Mixed Black African and White	36	28.6	42.3	33.3	43.1	42.2	46.4
	Mixed Black Caribbean and White	112	27.1	30.5	30.4	32.6	33.7	37.8
	Mixed Asian and White	35	46.8	47.8	51.4	59.4	58.4	58.2
	Other Mixed Background	50	34.0	27.6	26.0	45.2	48.2	50.6
OTHER GROUPS	Chinese	41	60.6	55.9	73.2	65.8	70.2	69.5
	Other Ethnic group	36	49.1	40.0	47.2	41.7	42.2	44.3
WHITE	White British	7113	41.3	43.3	47.8	44.3	45.8	48.0
	White Irish	39	37.8	47.1	35.9	50.1	51.9	56.6
	Traveller Irish Heritage	6	0.0	0.0	0.0	11.1	8.4	7.3
	Gypsy/Roma	19	11.1	0.0	5.3	3.9	7.0	6.8
	Other White Background	66	52.9	49.4	56.1	46.8	45.8	45.7
Total	Leeds	8449	40.4	44.0	46.3	48.2	45.4	47.8

Source: University of Bath EPAS (Leeds), DCSF Statistical First Release (National)

Notes: ¹ 2008 data is provisional

² National 2008 data for BME groups not available at time of writing

- 2.4.8 Local performance has improved by nearly 6% in the past two years, but with a mixed picture for different ethnic groups. Bangladeshi and Kashmiri Pakistani pupils have fallen back in the past two years. Other Pakistani and Other Asian pupils have seen improvements over the same time period although by a lesser amount than the local

average.

2.4.9 Black Caribbean and Black Other heritage pupils have made significant improvements since 2006 with increases of 14% and 34% respectively, but Black African pupils have fallen back 8.8% . Of the Mixed heritage groups only Mixed Other pupils have seen performance fall since 2006, with the largest increase seen for Mixed Black African & White with 4.7%, although there was a drop in performance, in 2008. Mixed Asian & White pupils have improved each year. The overall increase was largely due to improvements for White British pupils.

Percentage of pupils attaining 1 or more A-G: Ethnicity*

		Pupils 2008	1+A*-G					
			Leeds			National		
			2006	2007	2008	2006	2007	2008
ASIAN	Bangladeshi	50	97.4	100.0	98.0	98.6	98.3	98.6
	Indian	155	98.9	99.4	100.0	99.1	99.2	99.2
	Kashmiri Pakistani	106	95.7	95.5	98.1	97.9	98.2	98.5
	Other Pakistani	220	97.0	99.0	98.6			
	Kashmiri Other	6	100.0	100.0	83.3	97.4	97.4	97.7
	Other Asian background	60	88.9	91.7	98.3			
BLACK	Black Caribbean	92	93.6	98.4	97.8	97.4	98.0	98.1
	Black African	118	96.6	97.3	99.2	97.8	98.1	98.3
	Other Black Background	25	97.6	100.0	96.0	96.4	97.6	97.3
MIXED	Mixed Black African and White	36	100.0	100.0	97.2	96.9	97.0	97.2
	Mixed Black Caribbean and White	112	92.7	92.4	93.8	96.3	96.5	97.6
	Mixed Asian and White	35	95.7	93.5	97.1	97.8	97.7	98.4
	Other Mixed Background	50	90.0	89.7	96.0	97.2	97.3	97.8
OTHER GROUPS	Chinese	41	100.0	100.0	97.6	99.1	99.2	98.8
	Other Ethnic group	36	90.6	95.6	94.4	96.7	96.9	97.0
WHITE	White British	7113	95.3	95.7	96.8	97.3	97.7	98.2
	White Irish	39	97.3	97.1	100.0	96.6	97.1	97.7
	Traveller Irish Heritage	6	80.0	62.5	66.7	77.0	67.5	71.6
	Gypsy/Roma	19	77.8	36.4	89.5	78.6	79.6	84.8
	Other White Background	66	97.7	95.2	97.0	97.5	97.2	97.4
Total	Leeds	8449	95.3	95.7	96.9	97.9	97.6	98.2

Source: University of Bath EPAS (Leeds), DCSF Statistical First Release (National)

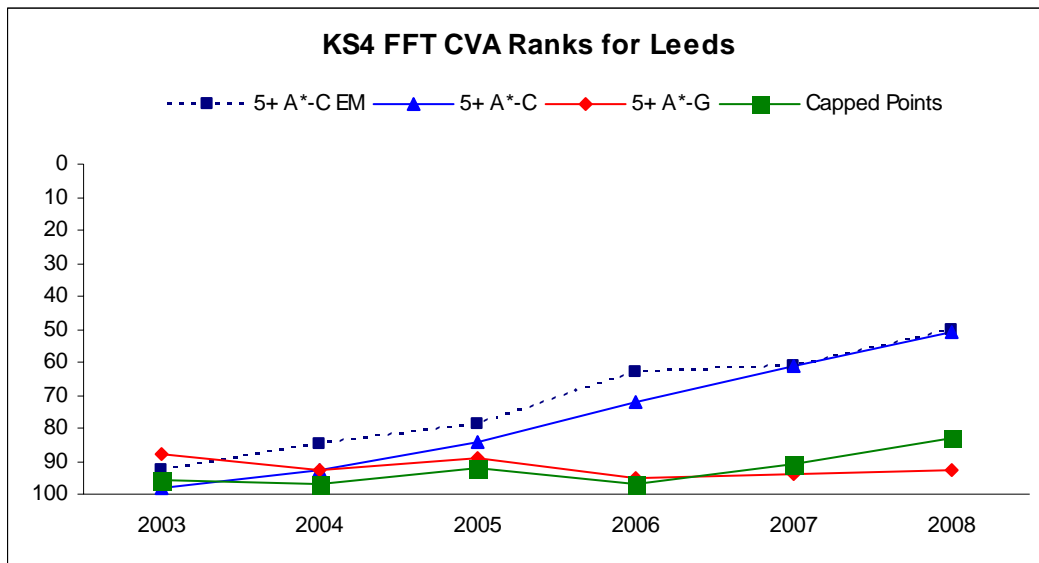
Notes: ¹ 2008 Data is provisional

² National 2008 data for BME groups not available at time of writing

2.4.10 Most minority ethnic groups recorded increases in the numbers of pupils leaving with a qualification in the past two years. Pakistani heritage pupils have seen significant improvements, as have Black Caribbean and Black African pupils. Mixed heritage pupils have also recorded improvements – apart from Mixed Black African & White, but the cohort is a size that some changes are almost inevitable.

3.0 Contextual Value Added

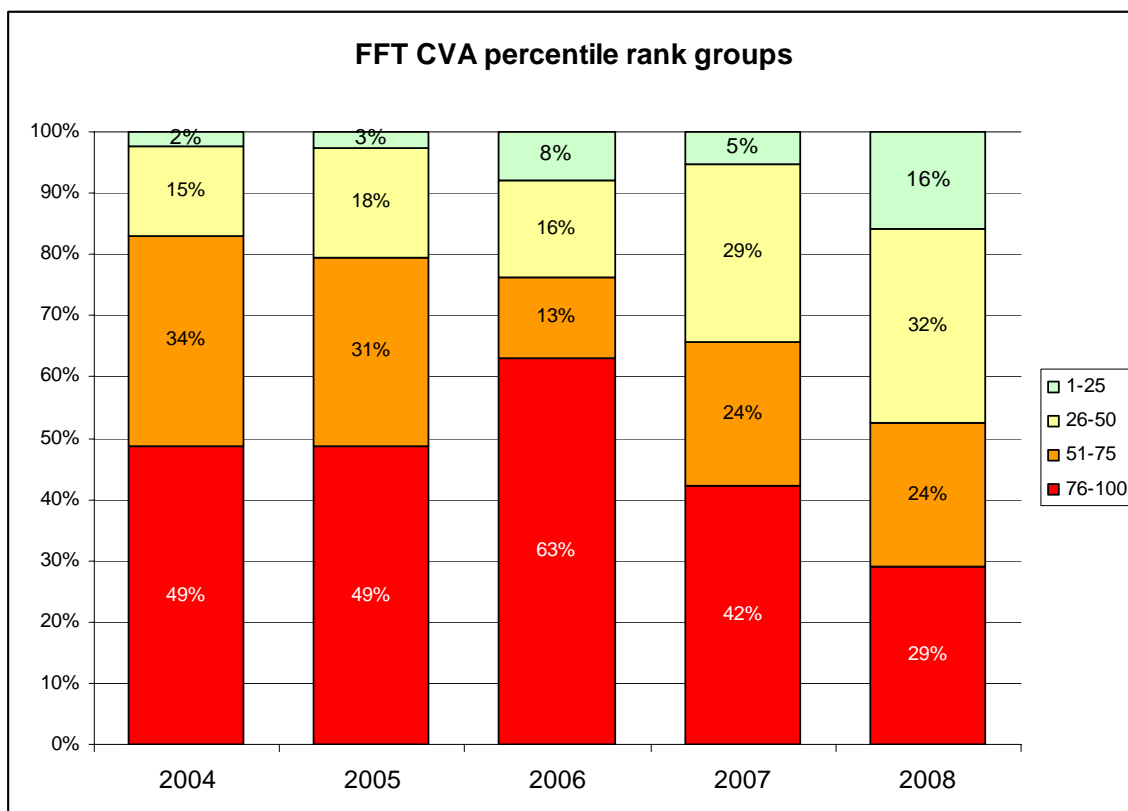
Analyses generated through the Fischer Family Trust (FFT) 'Value Added Project' model show that progress in secondary schools is still a significant issue in Leeds. Students in a large proportion of the schools in Leeds do not make the progress expected compared with national expectations. However, the improvement in 5+ A*-C progress shown last year has quickened in 2008 and the position of being within the bottom 10% for capped points, has improved in 2008.



3.1. Overall, the performance of Leeds as a whole measured by value added between Key Stages two and four is still low. Key judgements show that city wide performance, once the context of the pupils and the school attended is taken into account, is in the bottom 15% for the indicator closest to DCSF.

3.1.1 Performance at 5+ A*-C has improved and is now at the 50th percentile, with the 5+A*-C(EM) indicator at the 51st percentile. however it may be that this continues to some extent to the detriment of 5+ A*-G and overall points score.

4.0 Number of Schools in each Fischer Family Trust Quartile



4.1. There has been a significant improvement in the performance of schools in comparison to FFT estimates based on KS2 results. In 2006, two-thirds of schools were in the bottom 25% of schools in the country in terms of Capped Points scores in comparison to FFT estimates. And only one-quarter were in the top 50%. In 2008, 48% of schools are in the top 50%, which is broadly in line with expectations and 29% in the bottom quarter, representing a significant improvement at school level.

4.1.1 FFT data allows a detailed analysis of the performance of the major pupils groups in Leeds to be produced. In this analysis, performance is compared to estimate, and the difference is shown below. Three year trends are also shown, with significant differences and changes over the three years highlighted.

Pupil group	5+ A*-C (EM)			5+ A*-G			Capped Points score			Trend		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	5+A*-C (EM)	5+ A*-G	Capped Points
ALL PUPILS	-0.7	-0.6	0.4	-2.8	-2.2	-1.8	-11.9	-8.7	-5.7	↑	↑	↑↑
Boys	-0.8	-0.6	0.5	-2.9	-1.8	-2.0	-12.4	-7.3	-5.3		↑	↑
Boys – Lower	-1.7	-2.1	-1.2	-3.6	-1.7	-1.8	-20.5	-11.7	-10.7			↑
Boys – Middle	-1.3	-1.0	2.3	-3.6	-3.0	-2.4	-12.2	-9.7	-2.4	↑		↑
Boys – Upper	1.0	1.9	0.5	-1.4	-0.7	-1.7	-2.7	1.2	-2.0		↓	
Girls	-0.6	-0.7	0.3	-2.7	-2.5	-1.6	-11.4	-10.3	-6.2		↑	↑
Girls – Lower	-2.2	-2.0	-2.5	-4.2	-3.2	-1.3	-24.9	-19.0	-15.6		↑	↑
Girls – Middle	0.4	-1.0	1.4	-2.6	-3.3	-2.3	-7.6	-11.1	-4.7			↑
Girls – Upper	-0.3	1.2	1.7	-1.1	-0.5	-0.9	-1.7	0.7	2.1			

↑	Significantly increase over 3 years	↓	Significant fall over three years
█	Significantly above 3 year estimate	█	Significantly below 3 year estimate

4.1.2 For most indicators by gender groups, performance is significantly below FFT estimates.

However, significant improvements have been recorded for 5+A*-C (including English and Maths) and for Capped Points score. Upper ability boys performance is significantly above estimate, and all groups have made significant improvements in terms of Capped Points score, which is the closest equivalent to the DCSF/OfSTED Contextual Value Added methodology.

Pupil group	5+ A*-C (EM)			5+ A*-G			Capped Points score			Trend		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	5+A*-C (EM)	5+ A*-G	Capped Points
ALL PUPILS	-0.7	-0.6	0.4	-2.8	-2.2	-1.8	-11.9	-8.7	-5.7	↑	↑	↑↑
Bangladeshi	4.6	-2.7	-13.5	4.1	0.3	-1.9	-6.5	-27.2	-38.5	↓		↓
Indian	-8.7	-8.8	-8.0	0.4	0.5	0.3	-9.5	-7.6	-4.6			
Pakistani	-10.0	-8.2	-10.3	-2.3	-0.1	0.3	-27.6	-18.4	-20.8			
Other Asian	-2.9	-6.3	-4.0	-2.4	-3.3	-0.9	-14.5	-28.1	-3.9			↑
Black African	-6.5	6.9	-1.2	-0.2	-2.1	-5.9	-19.2	-1.7	-13.7	↑		
Black Caribbean	-0.2	1.5	-1.6	-8.2	-9.4	-2.4	-30.5	-20.6	-9.9		↑	↑
Chinese	-10.9	-12.8	-6.0	-1.8	-1.2	1.6	-7.2	11.6	6.1			
Any Other	-1.9	-1.8	-5.1	-5.0	-7.4	-7.3	-14.9	-16.8	-14.1			
White	0.0	-0.1	1.3	-2.3	-1.7	-1.7	-10.1	-7.3	-4.6	↑		↑↑
No Information	-4.7	-1.4	5.7	-18.2	-8.3	-3.8	-45.0	-14.1	-1.8		↑	↑

4.1.3 The data is not available at as detailed a level as would be preferred, but there has been some significant improvements in performance for several priority groups. Several groups are now in line with FFT estimates in terms of 5+ A*-C. All Asian groups are now in line with estimates in terms of 5+ A*-G. However, the improvement in terms of capped points scores for all pupils is not reflected in improvements for minority ethnic groups, with only White pupils showing a similar level of improvement. Black Caribbean and Other Asian pupils made significant improvements, but the performance of Bangladeshi pupils showed a significant fall from 2006 onwards.

Pupil group	5+ A*-C (EM)			5+ A*-G			Capped Points score			Trend		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	5+A*-C (EM)	5+ A*-G	Capped Points
ALL PUPILS	-0.7	-0.6	0.4	-2.8	-2.2	-1.8	-11.9	-8.7	-5.7	↑	↑	↑↑
Looked After Children	-5.7	-0.9	-6.6	20.3	18.5	16.4	60.4	33.0	44.6			
With FSM	-0.9	-0.5	-1.1	-8.0	-7.1	-6.1	29.7	23.3	20.2			↑
Without FSM	-0.7	-0.7	0.7	-1.7	-1.2	-1.0	-8.1	-5.8	-3.0	↑		↑↑
No SEN	-0.8	-0.9	1.1	-0.9	-0.3	-0.3	-8.5	-5.2	-1.4	↑	↑	↑↑
SEN Action	0.1	0.7	-2.9	-8.6	-6.7	-3.6	30.7	25.3	19.6	↓	↑	↑
SEN Action Plus	-0.6	0.8	0.1	18.1	13.6	12.4	39.1	29.1	26.6			
SEN Statement	-0.7	-0.1	-0.2	14.2	15.9	10.1	16.2	12.6	10.2			

4.1.4 Performance for other priority groups is not encouraging although there has been an improvement at 5+A*-C (inc English and maths), where FSM eligible and SEN pupils all in line with estimates. In almost all other areas, performance was below estimate, although there has been some significant improvement in the points score for SEN Action and FSM eligible pupils.

5.0 Attendance in secondary schools

5.1 Overall attendance and absence

5.1.1 Attendance in Leeds secondary schools increased by 0.71 percentage points in the

2007/08 academic year and is now at the highest level since attendance monitoring began and this is the largest one year increase in attendance achieved in Leeds. Despite this significant improvement, the challenging Local Public Service Agreement target of 92.3% was not achieved. The improvements in attendance were larger than achieved nationally and by statistical neighbour authorities, thereby narrowing the gap, although secondary attendance remains over one percentage point lower than nationally and similar authorities..

Percentage attendance in secondary schools

	Leeds target	Leeds	National	Statistical Neighbour Average
2003/04	90.8	91.03	91.95	91.89
2004/05	91.1	91.33	92.19	92.14
2005/06	91.9	90.85	92.08	91.92
2006/07*	92.2	90.93	92.24	92.28
2007/08*	92.3	91.64	92.73	92.85

Source: Forvus returns; * half-term 1-4 from School Census

- 5.1.2 The tables below indicate that the improvement in attendance has been achieved through reductions in both authorised and unauthorised absence. Authorised absence reduced by almost half a percent, in line with improvements achieved nationally and in similar authorities. Unauthorised absence reduced by almost a quarter of a percent, almost five times higher than the national and statistical neighbour reduction.

Percentage authorised absence in secondary schools

	Leeds	National	Statistical Neighbour Average
2003/04	6.94	6.92	6.96
2004/05	6.75	6.58	6.51
2005/06	7.29	6.70	6.72
2006/07*	6.51	6.30	6.16
2007/08*	6.04	5.86	5.65

Source: Forvus returns; * half-term 1-4 from School Census

Percentage unauthorised absence in secondary schools

	Leeds	National	Statistical Neighbour Average
2003/04	2.03	1.13	1.16
2004/05	1.91	1.23	1.35
2005/06	1.85	1.22	1.37
2006/07*	2.56	1.46	1.56
2007/08*	2.32	1.41	1.51

Source: Forvus returns; * half-term 1-4 from School Census

5.2 Persistent absence in secondary schools

- 5.2.1 The DCSF have now been targeting persistent absence in secondary schools for two years.

5.2.2 Persistent absence is now the DCSF criteria for identifying target secondary schools and local authorities for attendance. The criteria are based around the number and percentage of pupils that are persistent absentees in a school. Each year, the criteria for being a target school becomes more stringent as the DCSF work towards their target of reducing persistent absence by a third and having no Local Authority with persistent absence above 5% by the end of the 2010/11 academic year.

5.2.3 2005/06 criteria

- at least 80 or more persistent absentee pupils
- these pupils formed 10% or more of each school's population

5.2.4 2006/07 criteria

- at least 70 or more persistent absentee pupils
- these pupils formed 9% or more of each school's population

5.2.5 2007/08 criteria

- persistent absentees formed 7% or more of each school's population

5.2.6

In the 2005/06 academic year, 15 Leeds secondary schools were identified as target schools, this rose to 18 in 2006/07, with 2 of the 2005/06 cohort of schools no longer target schools, but an additional five schools were added to the target schools list. Despite improvements achieved in 2007/08, the two percentage point drop in the threshold level of persistent absence means that in 2008/09 there are 22 secondary schools that are target schools for persistent absence. Having over half of secondary schools as target schools poses challenges to the Attendance Strategy Team and National Strategies in terms of resources to provide additional support to these schools.

5.2.7 Significant improvements have been seen in persistent absence in Leeds, with the number of PA students falling by 22% between 2005/06 and 2007/08. However, the level of persistent absence remains 2.5% higher than national, although the gap has narrowed. The level of persistent absence in Leeds means that the authority is classified by the DCSF as an intensive support authority. A reduction of 1.2 percentage points is required in the 2008/09 academic year for the authority to achieve it's target of 7.7%.

Persistent absence in secondary schools: autumn and spring terms

	Leeds		National	Statistical Neighbours
	Number PA	% PA	% PA	% PA
2005/06	4625	10.7	7.8	NA
2006/07	4055	9.8	6.9	7.2
2007/08	3629	8.9	6.4	6.5

Source: DCSF Statistical first release

5.2.8 Levels of persistent absence have fallen in Leeds as the authority and schools have focused on this issue. However, due to the complicated nature of the issue of persistent absence, a more co-ordinated response across Children's Services is required to tackle some issues. A research project undertaken by Education Leeds in 2007/08 to look at reasons for persistent absence, found that there are a wide range of social and family issue that can lead to a pupil becoming persistently absent and that improved partnership working is required to address the wide range of factors

that can lie behind persistent absence. An outcome of the research project is a Children's Service's Attendance Strategy, setting out the contribution each agency can make to tackling persistent absence.

6.0 School performance

6.1 Target schools

6.1.2 Targeted support has been effective in reducing levels of persistent absence in target schools. In addition to the target schools, six schools were identified as potential target schools and were also given additional support during 2007/08. It should be noted that these potential target schools were identified on the basis that the threshold for becoming a target school would continue to fall by 1% each year, however the threshold was dropped by 2 percentage points this year, therefore incorporating schools that were not supported as potential target schools.

Persistent absence in target schools

	2006/07 % PA	2007/08 % PA	change
Target schools	14.8	13.2	-1.6
Potential target schools	7.8	7.1	-0.7
Other schools	4.7	4.8	0.1
All schools	9.8	8.9	-0.8

6.1.3 The table above shows that levels of persistent absence in target schools fell by double the amount of reduction seen in Leeds overall. Of the 18 target secondary schools, 11 saw reductions in PA in 2007/08. Of these 18 target schools, since the reduction in the target school threshold, one school (Allerton Grange) has been removed from target status. The six potential target schools achieved reductions in line with the overall for Leeds, four of these schools did not become target schools in 2008/09. Persistent absence increased slightly in other secondary schools and three of these schools became target schools in 2008/09.

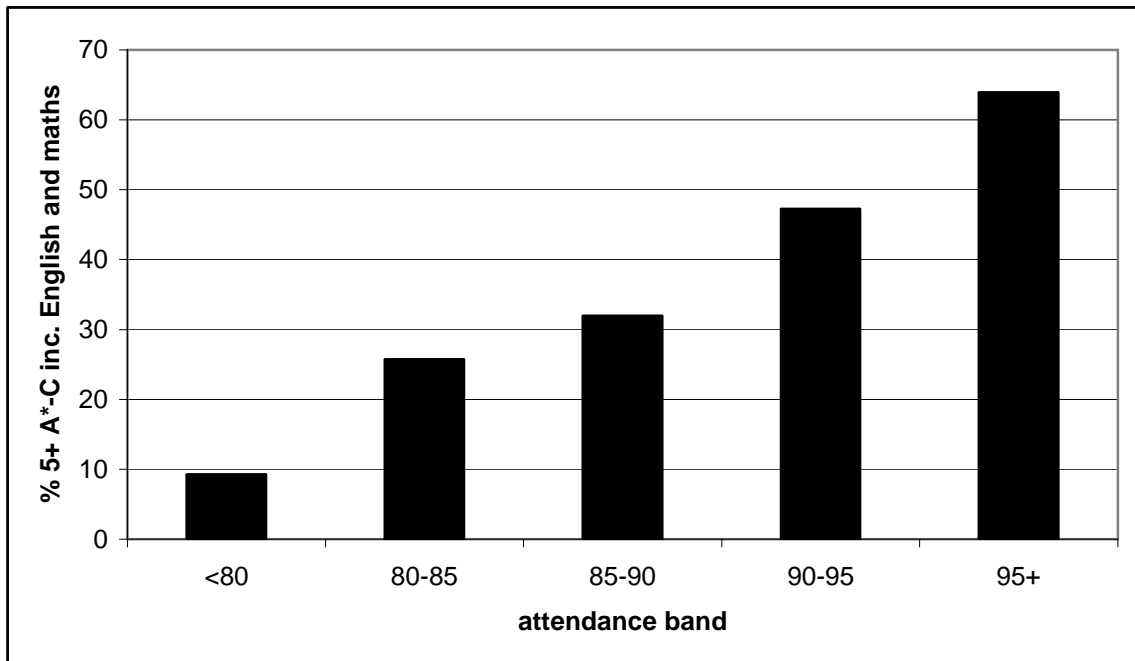
6.2 School performance against targets

6.2.1 In the 2007/08 academic year, 12 schools met their absence targets. However, in this year, school targets were challenging to account for the level of improvement required to achieve the Local Public Service Agreement target for the authority. This year, schools are setting targets with their School Improvement Partner based on guidance from the DCSF stating that schools should target to be at or below the median level of absence for schools with the same level of free school meal eligibility.

7.0 Attendance and attainment

7.1 The importance of tackling poor school attendance can be seen by considering the link between attendance and levels of attainment and other outcomes. The chart below shows that very few pupils with low levels of attendance achieve 5 or more GCSEs at grades A*-C including English and maths. In 2008, less than 10% of pupils with below 80% attendance achieved this standard, compared to over 60% of those with attendance above 95%. Over 20% of those pupils with less than 50% attendance and 10% of those with below 80% attendance achieved no GCSEs at the end of school.

Percentage of pupils achieving five or more GCSEs grades A-C including English and maths by attendance band*



7.1.1 Pupils with lower levels of attendance are also more likely to be Not in education, Employment or Training (NEET) after leaving school, with over a third of those with less than 50% attendance and over a quarter of those with below 80% attendance being NEET after leaving school in 2007 (compared to 7% for all pupils). There are also links between poor attendance and other poor outcomes, for example recent research undertaken in Education Leeds has shown that a third of secondary age pupils that were persistently absent in 2005/06 or 2006/07 were also young offenders.

7.1.2 The links between attendance and attainment has implications for raising levels of attainment, particularly in those schools in the National Challenge that also have high proportions of pupils that are PA. The table below shows that, overall, half of pupils have a good level of attendance (above 95%), however, almost a quarter of pupils had attendance less than 90% in 2007/08.

Percentage of pupils in each attendance band; autumn and spring terms

Attendance Band	2006/07	2007/08
<80%	9.8	9.4
80-85%	5.1	5.4
85-90%	10.8	10.7
90-95%	25.0	24.5
95%+	49.2	50.0

Source: School Census

Note: the below 80% attendance band is not the same as the persistent absence figure because it is based on % attendance instead of a threshold number of absence sessions

8.0 Permanent exclusions

8.1 Permanent exclusion trends

- 8.1.1 The number of permanent exclusions in Leeds schools has fallen significantly in recent years, with a 69% reduction since 2003/04. This pattern of reducing exclusions is not matched nationally, where the percentage of pupils permanently excluded has been stable in recent years. The percentage of pupils permanently excluded in Leeds has been below national levels since 2004/05, the percentage of pupils excluded in Leeds in 2007/08 is less than half the national rate for 2006/07.
- 8.1.2 Despite the continued reduction in the number of pupils permanently excluded from school, the challenging Local Public Service Agreement target of 40 or less exclusions in 2007/08 was not achieved.

Comparative permanent exclusion data

	Leeds			National
	Target	Number of Exclusions	Percentage of pupils excluded	
2003/04		166	0.15	0.13
2004/05		120	0.11	0.12
2005/06	100	85	0.08	0.12
2006/07	70	65	0.06	0.12
2007/08	40	51	0.05	

Source: Leeds data: Education Data Management System; National Data: Statistical First Release

- 8.1.3 In 2007/08 there was one permanent exclusion from a Leeds primary school, this is the first primary permanent exclusions since 2003/04. The trend of no permanent exclusions from SILCs was continued. Therefore there were 50 permanent exclusions from maintained secondary schools in Leeds. The rate of exclusion from secondary schools in Leeds fell to 0.11% of pupils in 2007/08, this is half the national rate of exclusions for 2006/07.

Permanent exclusions by school type

	Primary		Secondary		Special	
	Leeds	National	Leeds	National	Leeds	National
2003/04	0.01	0.03	0.33	0.25	0.00	0.33
2004/05	0.00	0.03	0.25	0.24	0.00	0.31
2005/06	0.00	0.02	0.17	0.24	0.00	0.23
2006/07	0.00	0.02	0.14	0.22	0.00	0.12
2007/08	0.02		0.11		0.00	

Source: DfES statistical first release

- 8.1.4 One significant factor contributing to the reduction in the number of permanent exclusions has been the number of exclusions that have been successfully challenged and overturned by the Pupil Planning Team. A total of 42 permanent exclusions were avoided through partnership working between the Pupil Planning Team, schools, Behaviour Partnerships and families. A further 14 permanent exclusions were withdrawn by head teachers before governors as alternative solutions had been found through working in partnership with the exclusions team. 20 primary permanent exclusions were avoided by collaborative working with Pupil Support Centre at Oakwood and 3 exclusions were overturned by governors of Independent Appeal Panel.

8.3 School performance

School analysis of permanent exclusions

Number of exclusions	Number of schools			% of exclusions		
	2005/06	2006/07	2007/08	2005/06	2006/07	2007/08
5+	6	4	2	45	45	22
2-4	12	10	11	41	40	61
0-1	24	25	25	13	15	18

Data Source: Education Data Management System

- 8.3.1 The number of schools permanently excluding 5 or more pupils decreased to two in 2007/08 (Cockburn College of Arts, Intake High School), these two schools accounted for 22% of exclusions in 2007/08.

8.4 Fixed Term exclusions

8.4.1 Fixed term exclusion trends

- 8.4.2 The number of fixed term exclusions continued to decrease in 2007/08, falling by 21% from the figure in 2006/07. The number of fixed term exclusions has now decreased by 38% since 2003/04. Despite this significant reduction, the challenging Local Public Service Agreement target of 25 exclusions per thousand pupils was not achieved. The rate of exclusion in Leeds in 2006/07 was below that seen nationally and the continued fall indicates it is likely that rates of exclusion in Leeds will remain below national levels when the national data is published in June 2009.

Comparative fixed term exclusion data: rate of exclusion per 1000 pupils

	Leeds			National ²
	Number of exclusions	Target (rate of exclusion)	Rate of exclusion per 1000 pupils	
2003/04	8310		73.74	44.9
2004/05	7612		68.26	51.2
2005/06	7513		68.09	na
2006/07	6527	39	60.15	56.6
2007/08	5175	25	48.20	

Source: Leeds data: Education Data Management System; National Data: Statistical First Release

Notes: 1: not including exclusions from Pupil Referral Units; 2: national data is not available for 2005/06 or 2007/08

- 8.4.3 The decrease in the number of exclusions has been achieved through reductions in levels of exclusion in secondary schools, where the rate of exclusion fell by 26% in 2007/08. This trend of reducing exclusions from secondary schools has not been replicated nationally and the rate of exclusion in 2007/08 was below the national rate for secondary schools in 2006/07. The rate of exclusion rose slightly in primary schools, with the number of exclusions rising from 338 in 2006/07 to 398 in 2007/08, the rate of exclusions for primary schools still remains significantly lower than the national rate in 2006/07. The rate of exclusion from SILCs more than doubled again in 2007/08, with the number of exclusions rising from 146 in 2006/07 to 374 in 2007/08. The majority of this increase is due to the increase in exclusions from Elmete Central BESD SILC, where exclusions rose from 130 in 2006/07 to 293 in 2007/08.

Comparative fixed term exclusions by school type: rate of exclusion per 1000 pupils

	Primary		Secondary		Special (SILCs)	
	Leeds	National	Leeds	National	Leeds	National
2003/04	12.0	9.7	153.7	86.6	164.9	174.5
2004/05	9.4	10.4	145.3	99.4	43.2	189.1
2005/06	6.0	na	144.8	104.0	79.9	na
2006/07	5.5	11.1	129.6	108.3	162.2	185.6
2007/08	6.6		95.8		406.1	

Source: Leeds data: Education Data Management System; National Data: Statistical First Release

- 8.4.4 The number of pupils receiving fixed term exclusions also continued to fall in 2007/08, falling by 23% to 2.4% of pupils.

Number of pupils with fixed term exclusions

	Number of pupils	% of pupils
2003/04	4052	3.6
2004/05	3666	3.3
2005/06	3603	3.3
2006/07	3336	3.1
2007/08	2575	2.4

Source: Education Data Management System