

**Improvement Priority – LN-1b. Improve learning outcomes and skill levels for all 16 year olds, with a focus on narrowing the achievement gap.**

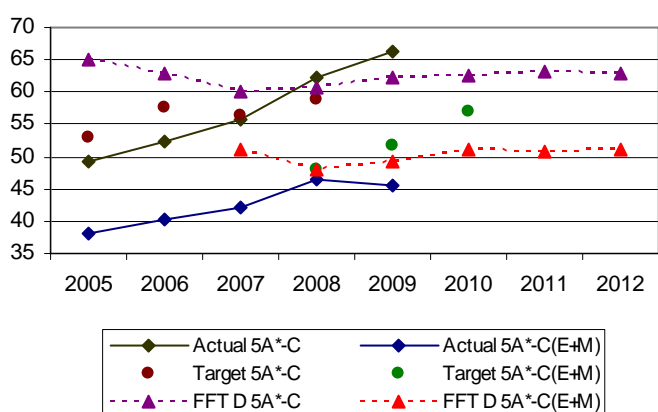
**Accountable Officer – Chris Edwards**

Overall Progress

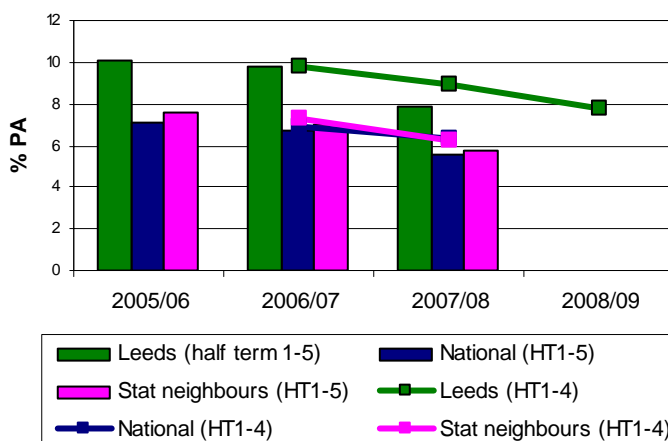

**Why is this a priority**

Learning outcomes at 16 highlight young people's success through primary and secondary education and offer a basis for ongoing formal learning that will support both learning into adulthood and entry into the workforce. Through our collective efforts in recent years we have made significant progress in raising attainment at the end of Key Stage 4. This priority acknowledges the need for ongoing improvement, and to address those areas where our impact has been less. In secondary schools, we will keep increasing the number of outstanding schools, meet the National Challenge, continue to close the gaps with national Key Stage 4 averages, and through a clear focus on each young person ensure good progress for all and a sustained improvement in value added scores, which remain too low for too many secondary schools.

**GCSE 5+ A\*-C and 5+ A\*-C including English and maths: % actuals, targets and projections**



**Percentage of persistent absentees in secondary schools**



**Overall Progress to date and outcomes achieved**

**Overall Summary**

All results are provisional at this point. The rate of increase in Key Stage 4 measures that was achieved in 2008 has not been replicated in 2009, with smaller improvements against most indicators. An exception was the headline measure of 5+ A\*-C GCSEs including English and maths where performance fell by 0.8 % points from 2008. As the graph above shows this represents a return to a more moderate longer term improvement trend; from 2005-2009 Leeds results have improved by 7.1 % points compared to 4.8 % points for all schools in England and 7.8 % points for maintained schools nationally. The performance of individual schools was inconsistent but did include some very good improvements. Where this improvement wasn't evident, school improvement partners (SIPs) complemented by subject advisers will raise questions about the effectiveness of teaching in core subjects and the accuracy of assessment, especially in maths where schools reported a particular concern over outcomes not matching predictions. More positive is the ongoing improvements in Level 2 achievement (5+ A\*-C GCSEs or equivalent) with two thirds of young people now achieving this level. Leeds is within 2.2% points of the national average having closed the gap by 2.8% points since 2005. Measures of low and no achievement are showing small improvements building upon the stronger improvements made in previous years, accepting that comparative performance remains weak. Pleasingly there were no secondary schools in Ofsted categories at the start of the 2009-10 academic year, however the new Ofsted framework operating from September presents a renewed level of challenge; our school improvement support will be focused on reducing areas of risk for schools. Six schools remained below the National Challenge floor target at the end of 2008/09 academic year; although only 3 open schools are now below this benchmark. Revised National Challenge improvement plans are now being agreed with the Secretary of State. The establishment of two new academies and the opening of Swallow Hill at the beginning of September represent the structural changes being undertaken; agreeing the future of provision in the inner north east is now the priority for the next 6 months. Some key partnerships have been negotiated to support schools with the leadership capacity to drive improvement. While there have been reductions in persistent absence in secondary schools and some targeted successes, secondary attendance remains a priority area.

A rating of amber has been given, reflecting progress made with Level 2 achievement, but also the scale of

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the challenges described below. Please note that more comprehensive analysis work is currently ongoing. This includes priority groups, progress measures and value added measures and will be contained in Executive Board reports in coming months. Key points will be contained in the Quarter 4 action tracker.

**Achievements since the last report**

- Provisional data is available on outcomes in 2009 at Key Stage 4. Confirmed results will not be available until January 2010, but initial indications are that there has been a strong improvement on the Level 2 measure, with 66.3% of young people achieving five A\*-C GCSEs or equivalent. Performance on this indicator has outstripped value added estimates, of the progress required to be in the top quartile of local authorities for pupil progress, by four percentage points.
- Excellent improvement in the proportion of young people achieving 5+ A\*-C GCSEs including English and maths were made in a number of schools including Parklands, Bruntcliffe, John Smeaton, Cockburn, Intake (now Leeds West Academy) Crawshaw, Allerton Grange, and Pudsey Grangefield.
- During the 2008/09 academic year, 9 secondary schools, two SILCs and one PRU were inspected. Highlights of this period include the judgements of 'outstanding' at Morley High and the East SILC. Both are proving to be strong partners in Leeds, contributing to other schools and to city-wide improvement. Other highlights were the recognition of the pace of improvement at Parklands and at Rodillian, and the continued progress at the BESD SILC. All these schools were judged satisfactory and removed from Ofsted categories. Leeds began the new term in September without any secondary schools in an Ofsted category, although this progress needs to be set against the significantly harder challenge of the revised Ofsted inspection framework it is a substantial achievement that demonstrate the effectiveness of school improvement activity in Leeds.
- Based on data from half-terms 1 to 4, overall attendance levels have declined slightly in Leeds secondary schools, but there has been a reduction in levels of authorised absence. In particular there has been a reduction in levels of absence due to agreed family holidays, as schools have adopted a more consistent and stricter policy about leave during term-time. A consequence has been an increase in unauthorised absence (see below).
- A clear strategy for narrowing the gap which engages priority schools has been drawn up. This includes the targeted groups of BME, SEN/LDD pupils and looked after children. School Improvement Partners will review evaluation and target setting procedures with schools in the autumn term visit.

**Challenges/Risks**

Risks which relate to outcomes at 16 and that have already been identified and are monitored on a quarterly basis in the Education Leeds risk register include:

- The BSF project does not deliver outcomes required. (LCC corporate risk)
- A risk that schools named as not achieving floor targets fail to sufficiently improve. . (LCC corporate risk)
- Failure to identify potential problems and react appropriately to a serious failure in the effectiveness of a Leeds school.
- New schools fail to become established as good and improving schools that are sustainable in the long term.
- Failure to maximise IT investment in schools to improve outcomes for pupils.

A range of other challenges include:

- The indicator on the percentage of pupils achieving five A\*-C grades at GCSE or equivalent including English and maths has declined by 0.8% points from the large increase seen in 2008, this represents a return to a more moderate longer term improvement trend; from 2005-2009 Leeds results have improved by 7.1% points. School Improvement Partners and subject consultants will continue to ensure appropriate challenge and support to schools where there are apparent issues with the effectiveness of teaching in core subjects, and the accuracy of assessment and predictions.
- Good outcomes for pupils are delivered through good and improving schools. The new Ofsted framework is based on a significant increase in expectations, and schools will need to improve in order to retain or improve their current Ofsted judgment. Whereas the previous challenge was around getting

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schools out of Ofsted categories to be rated 'Satisfactory' or better, the focus now is on supporting schools to achieve 'Good' judgements. Increased expectations for the attainment and attendance of all students will require greater effort to achieve this judgement.

- The 21st century schools White Paper sets out a new relationship with schools where there is now greater delegation to schools, with the School Improvement Partner acting as the main contact for school improvement activity. This will require revisions to existing models of engaging and managing support for schools causing concern from 2011. Work on scoping some of these changes begins this term.
- Although there were six schools below the 2011 floor target in summer 2009, three of these schools have now closed. West Leeds and Wortley have merged to become the new Swallow Hill Community College and South Leeds High school has closed and become an academy. Schools below the floor target have to be on a trajectory to be above as soon as possible but up to 2011. The Secretary of State has asked for a plan showing actions required for those schools still below the floor target. Partnerships with strong schools have been negotiated to support schools in the short term and Leeds has a strong record of implementing the changes necessary to reach these targets.
- Significant improvements have been seen in persistent absence in Leeds with the number of PA students in half-terms 1-4 falling by 28% from 4625 in 2005/06 to 3322 in 2008/09. In 2008/09 the percentage of pupils that were PA fell by 0.5%, the same fall achieved in statistical neighbour, but the national level of PA fell by 0.8%, the gap to national is now 2.8%. Leeds is classified by the DCSF as an intensive support authority for persistent absence (PA). Provisional data based on half-terms 1 to 4 from 2008/09 indicates that there are 22 targeted local authority secondary schools. In addition the three academies, the BESD SILC and the secondary PRUs all meet the target school criteria. Targeted support has been effective in reducing levels of persistent absence in target schools, with the drop in PA in target schools being twice the drop for all schools. We have received positive external feedback on our attendance practice, including National Strategies evaluations. Overall attendance in Leeds secondary schools decreased slightly in 2008/09, mainly due to an increase in unauthorised absence. With unauthorised absence and persistent absence we will further develop cross service approaches that both respond to the absence and address the underlying causes recognising the non-attendance as a symptom of a range of needs. A Children's Service's Attendance Strategy with accompanying programme group will help drive a multi-agency response to these needs. This includes continuing to ensure attendance is a central school improvement issue, embedded in our school improvement policy and in the work of School Improvement Partners. Improving attendance must continue to be a leadership issue within all schools with improvements increasingly driven through partnerships of schools at cluster level and through area inclusion partnerships. (Note national indicator performance is based on half terms 1-5, this information is not yet available).

<b><u>Council / Partnership Groups</u></b>	14-19 Strategy Group		
<b><u>Approved by (Accountable Officer)</u></b>	Chris Edwards	<b><u>Date</u></b>	4 November 2009
<b><u>Approved by (Accountable Director)</u></b>	Rosemary Archer	<b><u>Date</u></b>	11/11/09

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**Key actions for the next 6 months**

	<b>Action (Desired Achievements)</b>	<b>Contributory Officer / Partner</b>	<b>Milestone / Actions</b>	<b>Timescale</b>
1	School Improvement Partners and School Improvement Advisors challenge schools to improve KS4 standards and progress. Including: improved CVA; support for schools facing the greatest challenges; schools in the Gaining Ground Initiative; strategies to track achievement and progress; improved use of data; English, maths and science initiatives; leadership programmes; post-16 provision; 14 to 19 curriculum.	Head of Secondary School Improvement	Support to schools and settings takes place on an ongoing basis throughout the academic year. Key milestones in the school improvement cycle include: reviewing the previous academic year's performance, identifying improvement actions, statutory target-setting for the 2010/11 academic year and formative and summative assessment.	2009/10 academic year
2	Use the National Challenge programme to ensure all schools are above the floor target of 30% 5 A*-C including English and maths by 2011, including updating the school Raising Attainment Plans and supporting schools with the impact of structural change.	Head of Secondary School Improvement,	All schools meet floor target by 2011; those above maintain standards and improve further	2009/10 academic year
3	Agree solutions for secondary provision in terms of the three National Challenge schools in the inner North East area of Leeds	Education Leeds Deputy Chief Executive	<ul style="list-style-type: none"> <li>Improvement strategy agreed with the DCSF November 2009</li> <li>Basis for consultation agreed December 2009</li> <li>Consultation early 2010</li> <li>Executive Board approval for recommendations April 2010 for implementation by September 2011</li> </ul>	April 2010
4	Secure commitment and engagement of services in implementation of a citywide Children's Services Attendance Strategy and develop related action plans.	Head of Attendance	<ul style="list-style-type: none"> <li>Partnership commitment is reflected in action plans</li> <li>A project board operating with a strong representation of partners.</li> </ul>	April 2010
5	Provide support and challenge to targeted schools with high levels of persistent absence. Target support, monitoring, challenge and intervention to groups of vulnerable pupils who are over-represented in the persistent absence cohorts or at risk of becoming Children Missing Education (CME).	Head of Attendance	<ul style="list-style-type: none"> <li>Individual target school action plans produced and operational</li> <li>Evaluation of impact by use of pupil-level data</li> </ul>	<ul style="list-style-type: none"> <li>2009/10 academic year, with half-termly reviews ongoing</li> <li>2009/10 academic year, with pupils monitored on 3 monthly reviews</li> </ul>
6	Develop a robust quality assurance process; including policies and procedures for the assessment and standardisation of the Diplomas.	Diploma Lead Assessor	<ul style="list-style-type: none"> <li>Diploma Lead Assessor in place as of 2 November 2009</li> <li>Strategies developed and in place (linking with existing quality assurance systems)</li> </ul>	

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											<p>for supporting Diploma delivery by September 2010</p> <ul style="list-style-type: none"> <li>Ongoing developments of systems for data analysis, tracking learner progress, mapping the success rate and progression of Diploma learners.</li> <li>A Domain Assessor (DA) network will be established whereby all DAs will have completed the Domain Assessor CEIA training to support high quality Diploma delivery.</li> </ul>
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**Performance Indicators**

Performance indicators aligned to the Improvement Priority

Reference	Title	Owner	Frequency & Measure	Rise or Fall	Baseline	2008/09 Result	2009/10 Target	2009/10 Quarter 2	Current Predicted Full Year Result	Data Quality
NI 75	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths	Children and Younger People	Annually %	Rise	42.1% (2006/07 academic year)	46.4% (2007/08 academic year)	51.6%	45.6% (2008/09 academic year PROVISIONAL)	Confirmed result due Jan 2010	No concerns
NI 78	Reduction in number of schools where fewer than 30% of pupils achieve 5 or more A* - C grades at GCSE and equivalent including GCSEs in English and Maths	Children and Younger People	Annually Number	Fall	13 Schools (2006/07 academic year)	6 schools (2007/08 academic year)	2 schools	6 schools (2008/09 academic year PROVISIONAL)	Confirmed result due Jan 2010	No concerns
NI 87	Secondary school persistent absence rate	Children and Younger People	Annually %	Fall	9.8% (2006/07 academic year)	7.9% (2007/08 academic year)	7.7%	Indicator measures attendance from half-terms 1 to 5, only HT 1 to 4 data is currently available	Confirmed result due Feb 2010	No concerns
NI 101	Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)	Children and Younger People	Annually %	Rise	4.0% (2007/08 academic year)	4.0% (2007/08 academic year)	17.0%	Provisional data not yet available	Confirmed result due April 2010	No concerns