


Improvement Priority – LN-1e. Improve participation and early learning outcomes for all children, with a focus on families in deprived areas.

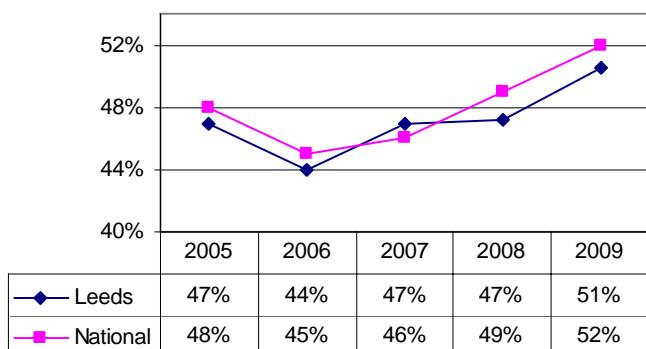
Accountable Officer – Chris Edwards

Overall Progress


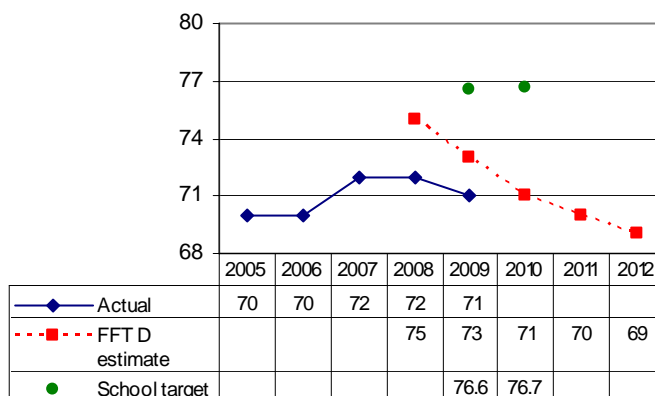
Why is this a priority

A good start in learning provides a necessary foundation for later success. This priority is about ensuring that investment in the foundation stage translates into improved early learning and that all children are making good progress. All children will be accessing learning that is appropriate, enriching and enjoyable; that builds their confidence, and imparts the learning skills that will lead to ongoing progress and later success. We will work to strengthen provision and to ensure that by the end of primary school Leeds children are prepared for the learning challenges ahead. This priority is about addressing the twin challenges of raising standards for all, while narrowing the gaps that exist for some groups of children, especially from deprived backgrounds.

Percentage of children with a good level of achievement in the Early Years Foundation Stage (NI 72)



Key Stage 2 Level 4+ English and maths: Results, projections and targets (NI 73)



Overall Progress to date and outcomes achieved

Overall Summary

Provisional outcomes for 2008/09 academic year highlight improvement in both the Early Years Foundation Stage Profile (EYFSP) and at Key Stage 1. Improvement in the EYFSP is evident in the two national indicators where the gap with national has narrowed and 2008 performance has been corrected. Key Stage 1 saw an improvement in average point scores, which demonstrates the previous decline in standards at this Key Stage is being addressed. Provisional results at Key Stage 2, shows that the percentage of pupils achieving a Level 4 in both English and maths while falling marginally remains only 1% point below national levels. Of more concern are the 2% point drops in English and maths as individual subjects and that the number of schools below the 2011 floor target (55% of pupils achieving a Level 4 in both English and maths) has risen. Mitigating these trends and reflective of the cohorts now coming through primary school are provisional increases in the percentage of pupils making two levels of progress between Key Stage 1 and Key Stage 2, marginally in English and substantially in maths.

A judgement of amber is given for overall progress to take into account the variation in outcomes between these three stages. This update focuses on whole-cohort outcomes, rather than the latter element of the improvement priority about vulnerable groups. This will be covered in the quarter 4 update when validated pupil-level data is available.

Achievements since the last report

- There has been almost a 4 percentage point improvement in the percentage of children reaching a good level of achievement; 78 points overall and at least 6 points in the Communication, Language and Literacy (CLL) and Personal, Social and Emotional Development (PSED) scales of learning. This rate of improvement is higher than the national one and the gap to national performance has closed to 1 percentage point, effectively in line. The gap between the achievement of the bottom 20% of children and the median for Leeds has closed by just over 4 percentage points to 35.6%, which is a rate of reduction more than twice as much as that seen nationally; bringing the Leeds result more in line with comparators. Actions which have contributed to this improvement include a robust moderation strategy which has meant more consistent assessment across schools and the support provided by an Early Years school improvement adviser who was in place for the first time this academic year. Schools and school improvement partners have given very positive feedback about this support.
- After four years of falling performance, standards are now improving at Key Stage 1. In 2009 there was an increase in the proportion of pupils reaching good levels of achievement and a significant rise in

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performance across all subjects. The rate of improvement seen in Leeds is greater than that for statistical neighbours and that recorded nationally; narrowing the gaps that exist. Key Stage 1 is based on teacher assessment.

- A team of Early Years consultants is now in place, allocated to specific wedges, who are a point of contact for Early Years practitioners. The consultants offer a training programme for early years staff in primary schools, children’s centres and private and voluntary settings. Training programmes are informed by analysis of EYFSP data to ensure that they are targeted to need. Other successful strategies that will continue this year are: ongoing progress monitoring by the children’s centre review board; children’s centre self-evaluation audits; an increased focus on parents as learners; and specific programmes such as multi-sensory maths and focused support on PSED and CLL outcomes.

Challenges/Risks

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

- 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.

Other challenges include:

- Nationally at Key Stage 2 2009 English results fell by a percentage point from 2008 and maths results were static. The proportion of children reaching a good level in both English and maths combined also fell by 1 percentage point. While this national context does not prevent improvement in Leeds it does increase the challenge.
- The impact of previous falling standards at Key Stage 1 is now being felt at Key Stage 2, as the cohorts who entered Year 3 with lower prior attainment are now progressing through Key Stage 2, and will continue to reach the end of Key Stage 2 over the next three years. This has also led to an increase in the provisional number of schools who are below floor target. Value added measures are indicating some improvement in last year’s year 6 cohort performance between Key Stages 1 to 2.
- 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.
- Improving rates of progression in coasting schools. Interventions in schools causing concern tend to be effective and there are a number of instances in the 2008/09 academic year where intervention pre-Ofsted resulted in a school not going into a category, but resources for intensive involvement are not in place to support schools who do not have the highest levels of need but nonetheless are at risk of making insufficient progress. This challenge is accentuated by the new Ofsted inspection framework, which places even higher expectations on schools around standards and progress.
- In 2008/09 there continued to be significant positive activity around attendance including initiatives like Attendance Champions and Reach for the Stars; and very positive external feedback on our attendance practice. However provisional data for 2008/09 based on half-terms 1 to 4 indicates that attendance in primary schools fell by over half a percent, to 94.1%. Two reasons for absence increased in 2008/09, other authorised and other unauthorised absence, these are most likely the codes schools used for absence on snow days for schools that stayed open. Provisional data also indicates that levels of persistent absence (PA) rose in the 2008/09 academic year. The criteria for target primary schools for the 2009/10 academic year is those schools that have 10 or more pupils PA, where this accounts for 2.5% or more of pupils in the school. Fifty schools in Leeds meet these criteria. An ongoing challenge in addressing primary attendance issues is the focus needed on the issue at secondary level.

Council / Partnership Groups	Early Years Outcomes Duty Board		
Approved by (Accountable Officer)	Chris Edwards	Date	4 November 2009
Approved by (Accountable Director)	Rosemary Archer	Date	11/11/09

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Key actions for the next 6 months

	Action (Desired Achievements)	Contributory Officer / Partner	Milestone / Actions	Timescale
1	Support EYFS schools and settings in developing their assessment of pupils to enhance learning and improve the rate of progress; including, the identification of underachieving pupils; the provision of appropriate support to schools; the completion and launch of primary pupil progress tracking application; and, project to develop good practice and strategies for measuring pupil progress in the EYFS.	Director – School Improvement, Interim Head of Early Years	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	Primary school improvement partners and advisors challenge schools to improve outcomes for vulnerable groups and children at risk of underachievement through enhanced target setting and systems for tracking and accelerating pupil progress.	Head of Primary School Improvement	As above	2009/10 academic year
3	Develop packages of personalised support for looked after children to improve attainment, engagement, attendance and progression.	Head of Virtual School for Looked After Children	As above	2009/10 academic year
4	Deliver targeted monitoring, support, challenge and intervention for primary pupils and schools with high levels of persistent absence. Reinforce good practice in early years settings, reflecting early intervention by age and stage.	Head of Attendance	Individual priority school action plans produced and operational	2009/10 academic year

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 72	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in	Children and Younger People	Annually %	Rise	47.1% (2006/07 academic year)	47.2% (2007/08 academic year)	53.0%	51% (2008/09 academic year)	51% (2008/09 academic year)	No concerns

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	Personal Social and Emotional Development and Communication, Language and Literacy									
NI 73	Achievement at level 4 or above in both English and Maths at Key Stage 2	Children and Younger People	Annually %	Rise	72.0% (2006/07 academic year)	72.0% (2007/08 academic year)	77.0%	71% (2008/09 academic year PROVISIONAL)	Confirmed result due March 2010	No concerns
NI 76	Reduction in number of schools where fewer than 55% of pupils achieve level 4 or above in both English and Maths at KS2	Children and Younger People	Annually Number	Fall	32 schools (2006/07 academic year)	28 schools (2007/08 academic year)	11 schools	38 schools (2008/09 academic year PROVISIONAL)	Confirmed result due March 2010	No concerns
NI 92	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	School Improvement	Annually %	Fall	38.2% (2006/07 academic year)	39.7%	30.0%	35.6% (2008/09 academic year)	35.6% (2008/09 academic year)	No concerns
NI 93	Progression by 2 levels in English between Key Stage 1 and Key Stage 2	Children and Younger People	Annually %	Rise	84.0% (2006/07 academic year)	83.6%	87.0%	83.8% (2008/09 academic year PROVISIONAL)	Confirmed result due March 2010	No concerns
NI 94	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2	Children and Younger People	Annually %	Rise	76.5% (2006/07 academic year)	78.8%	85.0%	83.0% (2008/09 academic year PROVISIONAL)	Confirmed result due March 2010	No concerns
NI 99	Looked after children reaching level 4 in English at Key Stage 2	Children and Younger People	Annually %	Rise	40.0% (2006/07 academic year)	43.0%	56.0%	Provisional data not yet available	Confirmed result due April 2010	No concerns
NI 100	Looked after children reaching level 4 in Maths at Key Stage 2	Children and Younger People	Annually %	Rise	30.0% (2006/07 academic year)	41.0%	56.0%	Provisional data not yet available	Confirmed result due April 2010	No concerns