



REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 6 January 2010

SUBJECT: Annual Standards Report: Primary

EXECUTIVE SUMMARY

1.0 PURPOSE

- 1.1 The report provides an overview of the performance of primary schools at the end of 2008-9 as demonstrated through statutory national testing and teacher assessment. It also outlines the action taken by Education Leeds to fulfil its responsibilities to the Board and schools. Evidence is drawn from national and local performance data, monitoring activities undertaken by school improvement advisers and Ofsted reports on schools inspected. This report also summarises some of the current key challenges and priorities for primary schools.

2.0 BACKGROUND

- 2.1 New targets were introduced for Key Stage 2, two years ago, with the added challenge being the combined level 4 in English and mathematics. This has proved difficult for schools. Standards in English and mathematics separately remain broadly in line with previous years but too many schools fail to reach the combined level 4 target with the result that 34 schools are now below the floor target of 55% against this indicator.
- 2.2 Two new targets were introduced last year for Early Years Foundation Stage: to increase the number of children who achieve a Good Level of Achievement (GLA) (ie at least 78 points across all 13 scales of the Early Years Foundation Stage with at least 6 points in each of the Personal Social Emotional Development and Communication Language and Literacy scales), and to narrow the gap between the average score of children in the lowest 20% and the median. This year more children gained a GLA and the gap has closed to

some extent. This paper summarises some of the key improvements made over the past few years, and the challenges that remain.

3.0 RECOMMENDATIONS

The Board is asked to consider:

- 3.1
 1. the progress that has been made and be aware of the implications of the new Ofsted framework;
 2. the future provision of support, challenge and intervention in Leeds as stated in the Government white paper on 21st Century Schools..

Agenda Item:

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Electoral Wards Affected:

Ward Members consulted
(referred to in report)

Specific Implications For:

Equality & Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call-in

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

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2.0 BACKGROUND INFORMATION

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3.0 MAIN ISSUES

3.1 Standards and Achievement

Early Years Foundation Stage

- 3.1.1 In 2008 there was an average decrease of around 2 percentage points in the proportion of children scoring 6 or more points on each assessment scale. This pattern has been reversed in 2009 with improvements seen for every assessment scale.
- 3.1.2 The percentage of children in Leeds who reached a good level of achievement (GLA) by the end of the foundation stage is over 50% for the first time since this indicator has been monitored. The 2009 Leeds figure is above the national figure for 2008 and is likely to be close to the 2009 national figure.
- 3.1.3 A second target indicator looks at the gap between the “average” performance of the full cohort and the “average” performance of the “lowest 20% of achievers”. In 2008 the gap actually widened, but in 2009 there has been a very encouraging reduction of 3 percentage points in the gap. The gap indicator in Leeds for 2009 is at the same level as the national gap figure for 2008.

Key Stage 1

- 3.1.4 Overall performance, as measured by Average Points Score (APS) in Leeds has improved in 2009, following four consecutive years of falls. National performance has remained at consistent levels over the same time period, resulting in an ever widening gap in performance for Leeds.
- 3.1.5 The performance of similar authorities has also maintained previous levels and has been relatively static since 2005, with average level just over a level ‘2b’. The performance in Leeds schools had dropped significantly below that level, but in 2009 has risen back to that seen in 2007. National and comparator authority performance are not currently available for 2009.
- 3.1.6 The proportion of pupils achieving a level 2As and 2Bs both increased up to 2007, but fell back in 2008, which, when coupled with the fall in level 3s resulted in a significant fall in overall performance, but this has recovered in 2009. In 2009, the proportion of pupils achieving a level 3, 2b and 2c all increased, with falls seen in those achieving a 2a, a level 1 and below level 1. This combination is likely to

improve the APS and this has duly happened in 2009.

3.1.7 There was a 2% increase in reading, a 3% rise in writing and a 1% increase in mathematics in terms of level 2+ performance. This reverses the trend of the previous three years. Performance is broadly in line with levels seen in 2007.

3.1.8 In relation to level 3 standards, performance rose in all three subjects; in reading by 2%, and by 1% in writing and mathematics. This is a significant reversal of the trend in recent years following changes in the assessment methodology. The assessment method used in Leeds was embraced by DCSF National Strategies as an example of good practice. This practice has now embedded and the increase in performance in 2009 can be viewed as an accurate indication of real improvement, not changing assessment methodology.

Key Stage 2

3.1.9 Performance at Key Stage 2 remains a relative strength. However, Key Stage 2 performance dropped in 2009, in English, where a fall of 2% was recorded, 1% larger than the fall seen nationally and for similar authorities. Performance locally and nationally in mathematics remained at 2008 levels whilst similar authorities recorded a rise of 1%, with the resulting gap from Leeds' performance standing at 3%. In science, performance locally, nationally and for similar authorities, remained stable. The fall locally in English performance is not reflected in the performance in the new indicator for primary schools relating to performance in English and mathematics. Locally, performance remained the same, as that seen nationally at 72% whilst the performance of similar authorities fell back 1% closing the gap to Leeds performance to 1%.

3.1.10 Performance in terms of level 4+ in English and mathematics has shown a broadly improving trend for several years but in 2009 was at 2008 levels.

The rate of progress made by the cohort in 2009 from key stage 1 was greater than that seen previously and this is borne out by FFT analysis that shows that the percentile rank for Leeds schools has improved in 2008.

3.1.11 Schools have set ambitious targets for 2010 that are significantly above the top quartile estimate for 2010. These higher targets reflect the commitment of primary schools to maintain high standards for their pupils. This will be even more challenging in 2010-12 as the Key Stage 1 results achieved by these cohorts dropped year on year. The definition of the floor targets specifies that 55% of pupils achieve a level 4 or higher in English and mathematics. There has been a steady fall in the number of schools below the DCSF floor targets at Key Stage 2 until 2009. There are now 34 schools below the 55% floor target, six more than in 2008. This increase of 2.7% is the same as that seen in similar authorities, who have risen from 11.3% to 14% of schools below floor target in 2009, whilst nationally it has risen 0.8% to 10.9%

3.2 Attainment of pupil groups

3.2.1 In the early years foundation stage, outcomes for pupils living in the more deprived areas of the city have improved, but the gap between their attainment and that of their peers remains larger than the equivalent national gap. There have been encouraging improvements for summer born pupils, Pakistani heritage pupils and Black heritage groups.

- 3.2.2 At Key Stage 1, the wider improvement in performance across the city has been reflected for several pupil groups including: pupils on the SEN register; those eligible for Free School Meals; Looked After Children; and Black and minority heritage children.
- 3.2.3 Following issues surrounding the marking of scripts, national data for Key Stage 2 was not yet available for this report. The proportion of Looked After Children achieving a level 4 for both English and mathematics improved by 13%. However, the performance of children eligible for Free School Meals, those on the SEN register, and those with English as an additional language all fell in 2009. Similarly, several ethnic groups fell in performance on the English and mathematics indicator with only Black African and Gypsy Roma groups improving attainment. Overall, the progress of most ethnic groups is in line with predictions from Key Stage 1 attainment with the exception of Indian, Bangladeshi and Pakistani heritage children.
- 3.2.4 A more detailed analysis can be found in the appendix. This analysis will inform a range of strategies focusing on the performance of groups of children who are underachieving (see paragraphs 4.7.1 to 4.8.9)

3.3 Ofsted Inspections

- 3.3.1 The Ofsted Framework for the inspection of schools has been revised with a new framework implemented from September 2009. The outcomes for primary schools inspected throughout the previous four year framework is as follows:

	Outstanding	Good	Satisfactory	Inadequate
Leeds	35 15.5%	115 51%	74 33%	1 0.4%

- 3.3.2 Fifty four primary schools were inspected in the academic year 2008 – 9. Of these 15 (28%) were judged to be outstanding, 25 (46%) good, 13 (24%) satisfactory and one (2%) notice to improve. No schools were deemed to require special measures.
- 3.3.3 The effectiveness of the school improvement policy for schools in Ofsted categories was again confirmed this year.
- 3.3.4 A school which had been subject to special measures was inspected in the summer term and was judged to no longer require special measures. This demonstrated very good progress by the school, having been placed in this category in summer 2008. One school previously given a notice to improve, was inspected in the summer term and was judged to no longer require significant improvement and is now judged to be good. This represents very good progress having been placed in this category in summer 2008. One school previously given a notice to improve was inspected in the summer term and was judged to no longer require significant improvement and judged to be satisfactory. This represents good progress having been placed in this category in spring 2008. There was only school in an Ofsted category by the end of the last academic year which was given a Notice to Improve in May 2009. This school is making very good progress.
- 3.3.5 A revised Framework for the Inspection of Schools has been in place since September 2009. This framework brings with it increased challenge for schools and

many will find it difficult to maintain the grades received under the previous framework. Schools receiving a satisfactory grade will be subject to an annual 'no notice' monitoring visit. All schools inspected under the new Framework so far have been successful.

3.4 Education Leeds School Improvement Partnerships

3.4.1 School improvement partners (SIPs) annually engage schools in a thorough self evaluation process to evaluate progress and agree priorities. As part of this process each school agrees a partnership with Education Leeds (School Improvement Policy 2006) which will ensure the school either receives the most appropriate support, or offers support based on identified good practice. At the end of the last academic year the partnerships agreed were as follows:

Leading	Learning	Focussed	Extended
57	111	37	14
26%	51%	17%	6%

3.5 Schools Causing Concern and Schools Below Floor Target

3.5.1 There are 34 schools which this year performed below floor target against the combined level 4 in English and mathematics indicator. Twenty five of these schools receive additional support through a school improvement adviser (SIA) allocated to the school. This adviser works closely with the headteacher, often on a weekly basis, to ensure the school has the most effective school improvement systems in place. The SIA builds capacity in the school leadership team by modelling good practice, mentoring the headteacher, and coaching the leadership team. The SIA also works closely with the SIP to ensure that the school is focused on the most appropriate priorities. In many of these schools the SIA and the SIP hold regular monitoring meetings with a group of governors. The SIA usually supports the school in building a partnership with a more successful school in the locality. Of these schools:

- Twenty eight of these schools are being supported through the Improving Schools Programme. They receive regular support from National Strategies consultants for a range of programmes including English and/or mathematics with the aim of increasing the number of children who become successful in both subjects.
- Ten schools are making very good progress and are supported through a range of programmes with additional support from their SIP. Eight schools are being supported by a National Strategies Regional Adviser who has been allocated to Leeds to provide additional capacity.
- Thirty four of the schools in this group have been successful in their Ofsted inspections with ten schools being judged as good, with good leadership capacity.
- Fourteen of these schools are judged by Education Leeds to lack capacity to improve quickly and are being given maximum support through an Extended Partnership.
- A further four schools remain a cause for concern having been recently removed from an Ofsted category. These schools are being monitored closely by a SIA as new strategies become embedded.

3.6 School Leadership

3.6.1 During this academic year twenty one new headteachers and 8 deputy headteachers

were appointed. The governors were supported in all cases by a school improvement adviser. A comprehensive induction programme has been established and is well attended by new headteachers. Each headteacher is also offered a headteacher mentor.

- 3.6.2 As part of the Education Leeds headteacher retention strategy, experienced and successful heads are encouraged to take on a range of system leadership roles. These include becoming an executive headteacher to two schools, or becoming accredited as a SIP and taking on this role with three-four schools. In addition this year we have recruited six headteachers to become National Leaders of Education and a further eight who have become Local Leaders of Education. These heads will be deployed by Education Leeds to provide support beyond their school.

4.0 THE PRIMARY SCHOOL IMPROVEMENT STRATEGY

4.1 School Improvement Partners

- 4.1.1 Each school is allocated a school improvement partner (SIP) who works with the school leadership and governors to ensure good progress. Where a school identifies a short term need for support the SIP can offer up to three additional days support throughout the year. Fifteen schools have drawn on this offer this year. All schools receive short term additional support from the SIP prior to an Ofsted inspection, checking through the pre- inspection briefing and supporting the leadership team to gather evidence. The SIP also meets the inspection team where possible and attends the Ofsted feedback meeting.

4.2 School Improvement Advisers

- 4.2.1 Where a school has agreed to enter into an Extended Partnership with Education Leeds or requires significant support in a Focussed Partnership, a SIP working in another school, will take on the role of School improvement adviser working sometimes on a weekly basis to support the leadership team, engaging in monitoring activities with the leadership team and providing reports for governors. The SIA devises the support plan coordinates the support team, and with the SIP evaluates progress.

4.3 National and Local Leaders of Education

- 4.3.1 The team of headteachers who have taken on these system leadership roles are being deployed to support identified needs in schools experiencing difficulties.

4.4 National Strategies in Leeds Primary schools

- 4.4.1 The core offer to all schools included significant continuing professional development (CPD) for class teachers in Years 2-6 using key materials which focussed on overcoming barriers to learning and supporting colleagues in using a wider range of pedagogical styles including guided group work. In addition, there was training and two conferences for Subject Leaders in Mathematics and Literacy. Training for Statutory Assessment at end of Key Stage 1 included an opportunity for Year 3 teachers to attend, to support progression and continuity.

- 4.4.2 A new and successful element of the core offer was the programme of 'Taster Twilights' for headteachers and senior leaders. Around 20 sessions took place over the year covering a wide range of school improvement strategies such as use of

Assessing Pupil Progress (APP) materials, Making Effective Use of Data, Learning Walks, Pupil Progress Meetings etc. Sessions took place in Leeds Primary Schools and included a case study contribution from the host school.

- 4.4.3 The core offer was further strengthened by ensuring that all Heads and SIPs received a summary of each core CPD opportunity which included an outline of any implications for leadership. In addition, the Collaboration Zones on Leeds Learning Net, containing all key materials and case studies, are now accessed by the vast majority of schools.
- 4.4.4 The main programme offering focussed support was the Improving Schools Programme (ISP). This was offered to 40 schools on a differentiated basis according to need. To maximise the capacity across as many schools as possible, some support was offered through networks and group projects such as the Wave 1 Mathematics Projects, Mathematics and EAL, reading comprehension, Learning Conversations and the Mathematics Conversion Rate Project.
- 4.4.5 Additional large scale programmes included Multi-sensory Mathematics (MSM) which supported 41 schools across Early Years Foundation Stage and Key Stage 1. The phonics support programme CLLD continued to support 43 experienced schools and 11 new schools. In our second year as part of the Every Child a Reader programme (ECAR) 24 new schools joined the existing 11 schools. Eleven schools piloted the Every Child Counts programme (ECC). ECAR and ECC both focus on the lowest 5% of children in either Reading or Mathematics. 1-1 Tuition was piloted across 90% of Key Stage 2 schools.
- 4.4.6 Training in a substantial programme of interventions has continued to be offered including Fischer Family Trust Wave 3 Literacy, Catch up Literacy and Catch up Mathematics, Talking Partners and Talking Maths. A final year of training for Intervention Managers has ensured that all but three primary schools in Leeds have had support in maximising the potential strategic impact of this role.
- 4.4.7 There is a lot to celebrate at individual school level and some positive outcomes for the Local Authority as a whole. However, there are significant variations in the impact of this work from school to school.
- 4.4.8 The 20 fully funded ISP schools made gains of 4-6% at end of Key Stage 2. This is greater than the national gains for ISP schools. Between 73-80% of children made accelerated progress within the 1-1 Tuition pilot. The overall gains for MSM schools in Mathematics at end of Key Stage 1 were L2+ 3%, L2B+ 4% and in Calculations and Numbers as Labels and for Counting in the Foundation Stage Profile were 7% and 4% respectively. The gains in ECAR were 3.3% at L2b+ in reading and for ECC L2+ 7%, L2B+ 2%. Both these are in line / ahead of national gains. In CLLD, the data outcomes for Leeds are once again ahead of those nationally. End of Key Stage 1 outcomes are above LA figures at all levels for reading and writing.
- 4.4.9 For the smaller scale projects and interventions, many schools can evidence good progress although there is greater variation from school to school. However, the factors in common where there are successful outcomes include high levels of commitment from the school, especially the school leaders. An example would be in ECC, where the headteacher ensures that teaching sessions are not missed and that key messages about learning and progress are shared and used across the whole school. Similarly in ISP, better progress is made where senior leaders ensure that they are the main 'Leader of Learning' and model a 'can do' culture of high

expectations and shared accountability for pupil progress.

4.5 Assessment Strategy

4.5.1 At the Assessment Conference in 2008, headteachers in Leeds requested support in various areas including training for Assessment Coordinators, practical help on pupil tracking, easy access to assessment information, support for standardisation and moderation and further support in embedding Assessment for Learning (AfL) and extending Assessment Networks. The Assessment Team supported schools in various ways including Coordinators being invited to a one day conference on the AfL strategy and its role in the progression agenda. The Assessment Collaboration Zone was populated to offer easy access to a wealth of materials and the team continued to support schools by publishing a fortnightly Assessment Newsletter. Headteachers were also invited to a 'Taster Twilight' to explore the assessment and progression agenda in Leeds. School colleagues who wished to join voluntary assessment networks were given support from Leading teachers and the Assessment Team supported Strategy colleagues in introducing all schools to Education Leeds Assessing Pupil Progress materials.

4.5.2 In addition, Education Leeds designed and trialled a tracking system, Analysing Pupil Progress Leeds (APPL), which has been warmly welcomed by schools.

4.6 Early Years Foundation Stage Strategy

4.6.1 The Early Years Outcomes Duty (EYOD) Board, which has representatives from Education Leeds and the Leeds City Council Early Years Service, has conducted an evaluation of the EYOD action plan and identified a range of factors which have contributed to improved outcomes. These fall under two broad headings i.e. improved communication and improved training and guidance at all levels of leadership and management.

4.6.2 Improved communication was achieved through a range of actions including a highly successful conference for headteachers at the start of the year, regular briefings with Early Years Co-ordinators in schools, improved partnership working between Education Leeds and Early Years Service, briefings for headteachers on Children's Centre development, the introduction of a new Early Years Newsletter for schools each half term which reinforced key messages, an emphasis on identifying and developing high quality provision for children in the bottom 20% at all key events and finally a clear commitment to improved knowledge about the Early Years Outcomes Duty including the publication and distribution of 2,000 leaflets.

4.6.3 Improved training and guidance included wider implementation of "Stepping into the EYFS" – Local Authority guidance on tracking across the Early Years, School Improvement Partner training, Headteacher twilights, setting up of Early Years Collaboration Zone, Local Authority exemplification materials for moderation of Personal Social and Emotional Development judgements and training programme, focussed / funded programmes e.g. Communication Language and Literacy Development (CLLD), Communicating Matters, Multi Sensory Maths plus the introduction of referral form for consultant support made available to SIPs and schools.

4.7 The Black and Minority Ethnic (BME) Pupil Achievement Strategy

Partnerships

- 4.7.1 The Equality and Entitlement Team (EET) has used a partnership approach to develop co-ordinated intervention programmes working with other Education Leeds teams particularly, school improvement advisers, school improvement partners, National Strategies consultants and the admissions team. Partners in the third sector and community groups particularly the Children's Society, LCC teams, particularly the Harmonious Communities team and NHS Leeds also work with the team to ensure programmes adopt an holistic approach and that all stakeholders in raising attainment and achievement are engaged and co-ordinated.

Intervention Programmes

- 4.7.2 Data is analysed to make evidence based judgements of where gaps need to be narrowed and evaluated to identify specific priorities. Intervention programmes with clear objectives and focussed actions have been implemented to raise the attainment and achievement of key BME groups. Specific programmes are designed to meet specific needs in which the progress of targeted pupils is carefully tracked and final impact measured. A schools network is to be further developed utilising the expertise of our outstanding schools and their leadership teams. Good practice is shared at network meetings and more widely on Leeds Learning Net and on our national website so that all schools can access materials produced.

Primary African Caribbean Excellence and the Black Children's Achievement Programme

- 4.7.3 This programme worked with the leadership teams in nine schools with the largest numbers of black pupils in the city to improve the relevance of the curriculum, pupil engagement, parental and community involvement and tracking and monitoring systems. A positive evaluation for the programme identified that from 2006 to 2009 for programme pupils "English and mathematics performance at Key Stage 2 has risen significantly and shows an improvement rate above that for the schools as a whole, above pupils of similar origin in the city and although is below the performance for Leeds as a whole, has risen at a sharper rate. Performance in Science has also risen sharply and is in line with performance for all Leeds schools. It is above that of their peers in the schools as a whole and above that for pupils of BCAP heritage across the Leeds". A celebration of the "gap closing" for these schools was held at the Civic Hall.

Pakistani heritage pupil's attainment and achievement – RAISE project

- 4.7.4 This programme established a network of leadership teams from the fourteen schools with the largest numbers of Pakistani heritage pupils in the city. This new network approach has utilised Directors, Heads of Service and advisers to work with schools to identify barriers to improvement. This evaluation informed an Education Leeds training and support programme for schools to support them to deliver school action plans in 2009-10.

International New Arrivals

- 4.7.5 Leeds is a major dispersal centre for refugees and asylum seekers. The work done by the EET team to support schools to create effective induction, assessment and personalised teaching and learning programmes for all international new arrivals was recognised as a national example of good practice in 2008 and the work was presented to Baroness Estelle Morris at the House of Lords. A successful bid has

been made to the Migration Impacts Fund to continue and develop this work in 2009-10. Data identified Early Years as a key area for development and there has already been some improvement in results for key groups. This will continue next year with more co-ordinated work with Children's Centres. The extension of school based English classes for new parents will inform them how they can support their children to succeed in our education system.

The Stephen Lawrence Education Standard

- 4.7.6 Forty four schools have engaged with the standard this year to develop their work in the promotion of race equality and community cohesion.

A Schools Linking Programme

- 4.7.7 This was piloted in twenty schools to promote community cohesion using funding from the National Schools Linking Network. This work will continue and extend in 2009-10.

4.8 School Improvement Strategy 2009-10

- 4.8.1 The support programmes central to the School Improvement Strategy will continue this year as outlined above. SIPs will continue to engage headteachers in a discussion about how they will ensure maximum impact from the national strategies core offer and additional support. Recommendations from the SIP are at the heart of the development work for each school. Within the Improving Schools Programme, the role of SIA will continue to ensure maximum impact at leadership level.

- 4.8.2 The Early Years Outcomes Duty board is currently in the process reviewing its action plan and key priorities for the coming year, these are to include, coordination of strategy and support for schools and settings in their work with parents, publication of leadership and management guidance "Are we there yet – leading together in the Early Years", and a clear policy on a 'Level of support strategy'. Many of the successful strategies from 2008 -09 will continue.

- 4.8.3 In 2009-10, most existing elements of support will continue although the differentiation within key programmes will increase (eg within ISP and CLLD.) The core offer will include additional CPD opportunities for all headteachers on aspects of pedagogy. Training for the schools involved in ISP will include increased emphasis on Leadership and Management, including system management. The programme of Taster Twilights will continue, encompassing a wide range of School Improvement focus areas such as Exemplary Practice in Early Years, Progression in Science, Making Maths Exciting and Assessment for Learning.

- 4.8.4 All ISP schools are being encouraged to use the Leeds Pupil Tracking system APPL. The schools below floor targets which have not been part of ISP or which are not in ISP this year are being targeted for other support including funded Assessment Networks and two new Leading Teacher programmes focussing on Writing and Mathematics. Around 80 schools will be involved in the Leading Teacher programmes and by the end of the year it is hoped that 120+ schools will be in funded Assessment Networks.

- 4.8.5 Programmes for EAL pupils will be maintained including Mathematics and EAL, Talking Partners and Talking Maths. There will be a day per week of additional EAL support for the most vulnerable schools.

- 4.8.6 MSM has been taken up by 51 new schools and an additional intervention using Numicon is being offered to schools. 24 new schools are involved in ECC and an additional 12 schools in ECAR. Intervention Managers and Headteachers are being offered the opportunity to attend joint training on Value for Money Provision Mapping
- 4.8.7 1-1 Tuition has been expanded with 2125 places being offered across Key Stage 2. This number will double in 2010-11. The DCSF has high regard for the plans which Leeds has put in place which take into account each school's performance trends. Extensive training and support has been put in place within a very short timescale, but this remains very challenging for some schools to manage.
- 4.8.8 The two new Leading Teacher programmes use collaborative learning in the form of 'Lesson Study': i.e. a skilled practitioner working with a colleague from another school in their classroom. Leading Teachers will sharpen their skills in their own school first, before working with another school. They will focus on a group of children who have made limited progress. Three of these children in each school will also receive 1-1 Tuition.
- 4.8.9 Closer liaison with the Parenting Strategy and the Extended Schools strategy will ensure that the School Improvement Strategy will address some of the broader issues facing children in their communities.

5.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

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

6.0 LEGAL AND RESOURCE IMPLICATIONS

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

7.0 RECOMMENDATIONS

- 7.1 The Board is asked to consider:
1. the progress that has been made and be aware of the potential risk posed by the new Ofsted framework;
 2. the future provision of support, challenge and intervention in Leeds to minimise this risk in the light of the implications of the Government white paper on 21st Century Schools.

Background Papers

Appendix Primary Standards and Achievement - attached

A summary of Ofsted reports is available on request.

Detailed information in relation to progress in schools with focused and extended partnerships, designated as exempt under Access to Information Procedure Rule 10.4(1) and (2), is available to members of the Board upon request.

