

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: January 2010

SUBJECT: Appendix - Primary Standards and Achievement

1.0 Early Years Foundation Stage

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

Table 1: Percentage of Leeds pupils achieving 6+ points at the Foundation Stage 2006 to 2009, with national comparators

	2007		2008		2009	
	Leeds	Nat'l	Leeds	Nat'l	Leeds	Nat'l
Personal and Social Development:						
Dispositions and Attitudes	85	87	81	88	83	89
Social Development	80	80	76	82	79	83
Emotional Development	74	76	71	77	75	79
Communication, language and literacy:						
Language for communication and thinking	77	78	74	79	77	82
Linking sounds and letters	70	65	72	71	73	74
Reading	71	69	69	70	71	72
Writing	60	58	60	61	62	62
Problem Solving, Reasoning & Numeracy						
Numbers as labels for Counting	86	87	85	88	86	88
Calculating	67	70	67	72	69	73
Shape, space and measures	78	80	77	81	79	82
Knowledge & understanding of the world	73	77	74	79	77	81
Physical development	89	88	85	89	87	90
Creative Development	76	78	74	79	77	80

Leeds Historical Data Source: NCER – KEYPAS

National Data Source: DfES Statistical First Releases (SFR03/2006, SFR03/2007 & SFR 32/2007, SFR26/2009)

1.2 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.

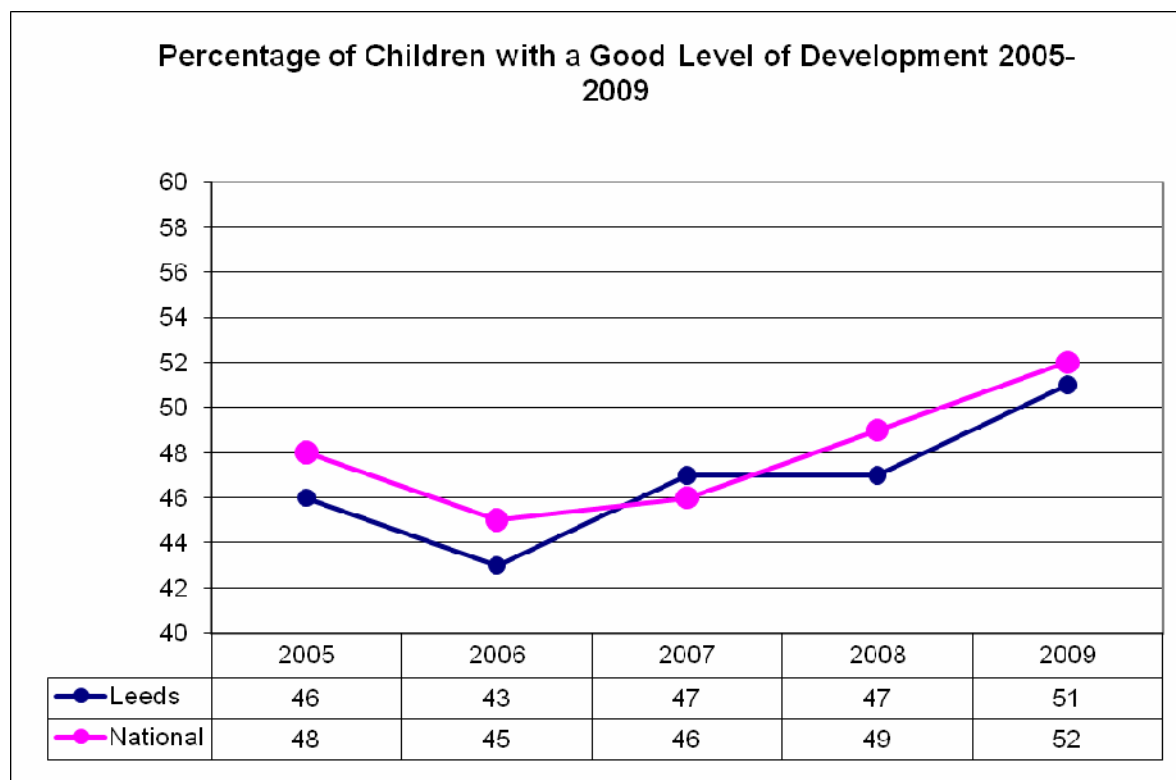
- 1.3 The most consistent improvements have occurred in the *PSED* scales, with 2-4 percentage point increases in the proportion of children scoring 6 or more in all three strands. More modest improvements have been observed in the *CLLD* scales, however, the 2 percentage point improvement on the *Writing Scale* and the 3 percentage point improvement on the *Language for Communication and Thinking* scale are very encouraging. Consistent improvements have also been observed in the mathematical development scales and in the three single-scale assessment areas.
- 1.4 The 6+ scores in 2009 have returned to similar levels to the 2007 scores, after the dips in outcomes which were seen for most scales in 2008. Three scales have enjoyed consistent improvement over the three year period; these are *Linking Sounds and Letters*, *Writing* and *Knowledge and Understanding of the World*.
- 1.5 Nationally, improvements of around 1-2 percentage points have been observed on most assessment scales. This means that outcomes in Leeds remain around 1-4 percentage points below the national figure on most assessment scales. The exception to this is in *Writing* where outcomes are in line with the national figure.

Table 2: Percentage of pupils with a good level of development at the Foundation Stage 2006 to 2009.

	2006		2007		2008		2009	
	Leeds	Nat	Leeds	Nat	Leeds	Nat	Leeds	Nat
% of pupils with 78+ points and 6+ in all PSED and CLLD strands	43	45	47	46	47	49	51	52

Leeds Historical Data Source: NCER – KEYPAS

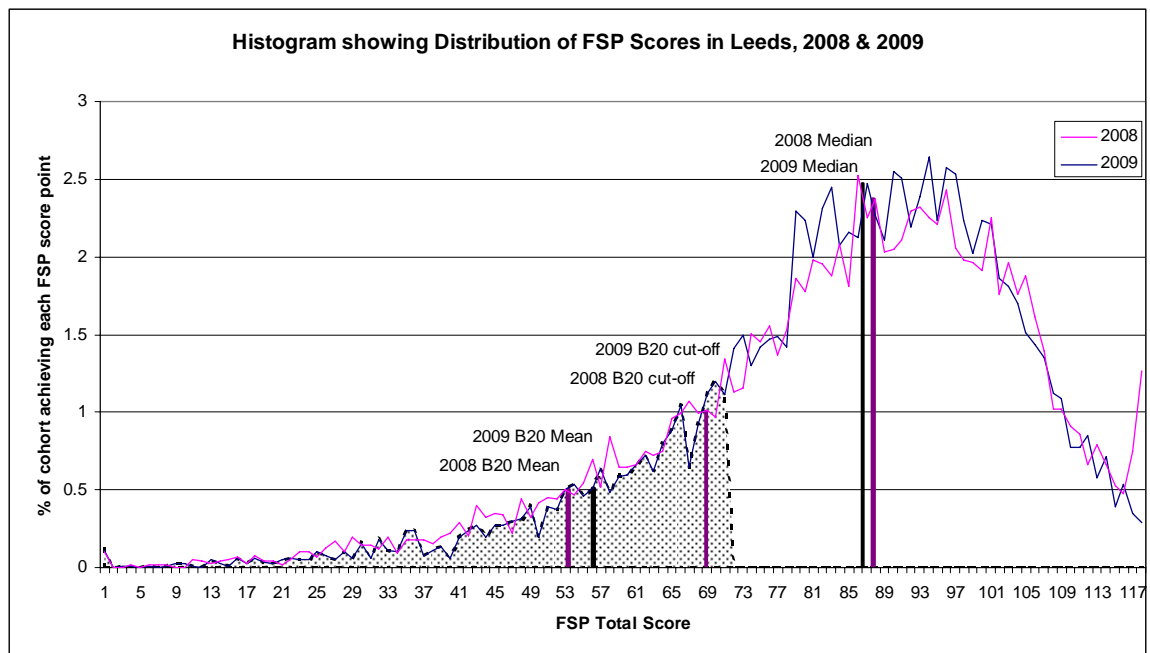
National Data Source: DfES Statistical First Releases (SFR03/2006, SFR03/2007 & SFR 32/2007, SFR26/2009)



- 1.6 The benchmark indicator displayed in Table 2 is used by DCSF as part of the statutory target setting and performance review process for LAs. For a child to reach “a good level of development” they need to have gained at least 78 points across all

strands of the FSP, but also need to have at least 6 points in each of the PSED and CLLD strands. After remaining stable in 2008, this indicator has improved by an encouraging 4 percentage points in 2009. This rate of improvement is similar to that observed in 2007 and has probably been helped by the strong performance observed in the PSED and CLLD strands; which are key to this indicator.

- 1.7 The percentage of children in Leeds who reached a good level of development (GLD) 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.
- 1.8 This improvement appears to have been achieved by a marked increase in the number of children who just reached the required level of development. The histogram below illustrates this well; there is a clear “bulge” in the proportion of children scoring just over 78 points. In 2009 almost 2% more children scored 78 points than in 2008, while the difference in the percentage of children scoring 88 points is negligible. Moreover, in 2008 only 17% of the children whose total FSP score was between 78 and 83 points achieved a GLD; in 2009 27% of these “borderline” children achieved a GLD. It would appear that more children who are scoring “mostly 6s” are now scoring 6s in the indicators which are crucial to achieving a GLD. This may be evidence of the impact of a growing awareness amongst practitioners for the need to monitor children’s development in relation to achieving the GLD indicator and of the importance of encouraging children’s secure and appropriate development in the key areas of PSED and CLLD.



Leeds Historical Data Source: NCER – KEYPAS

- 1.9 In 2008 we identified that a large number of children were missing a good level of development by 1 point on one of the PSED or CLLD assessment scales. This has happened again in 2009 (see Table 3), despite the improvement in the GLD indicator. However, it is interesting to note that there have been reductions in the proportions of children missing GLD because of scoring 5s in the PSED area – especially Emotional Development. This reduction will have been achieved through well focussed support within school, but may have also been supported by the following external influences: greater moderated assessments for PSED made able to settings, training around the LAs PSED document, effective implementation of the key person role as required by the EYFS framework, greater investigation and

challenge on this issue from SIPS. If these improvements can be mirrored in the CLLD areas in 2010, this could help to further improve the GLD figure in 2010. Further stand level analysis will help to identify the individual scale points within CLLD, particularly writing and reading strands, which children have not attained. This will be explored through the work of the CLLD Team; work has already begun on the development of a CLL moderation document similar to the PSED document produced earlier this year.

Table 3: Number and percentage of pupils missing a Good Level of Development by 1 point, 2008 and 2009.

	Personal, Social & Emotional Development			Communication, Language & Literacy Development				Total number of children missing GLD by 1 point
	Dispositions and Attitudes	Social Development	Emotional Development	Language for comm. & thinking	Linking sounds & letters	Reading	Writing	
2008	20 0.3%	53 0.7%	112 1.4%	52 0.7%	46 0.6%	78 1.0%	293 3.7%	654 8.3%
2009	17 0.2%	49 0.6%	74 0.9%	55 0.7%	71 0.9%	85 1.1%	307 3.8%	658 8.2%

Leeds Historical Data Source: NCER – KEYPAS

1.10 Following challenge from National Strategies, Leeds was set an aspirational target of 53% for performance against this indicator in 2009. Despite the accelerated progress observed in Leeds this year, the target was missed by over 1 percentage point.

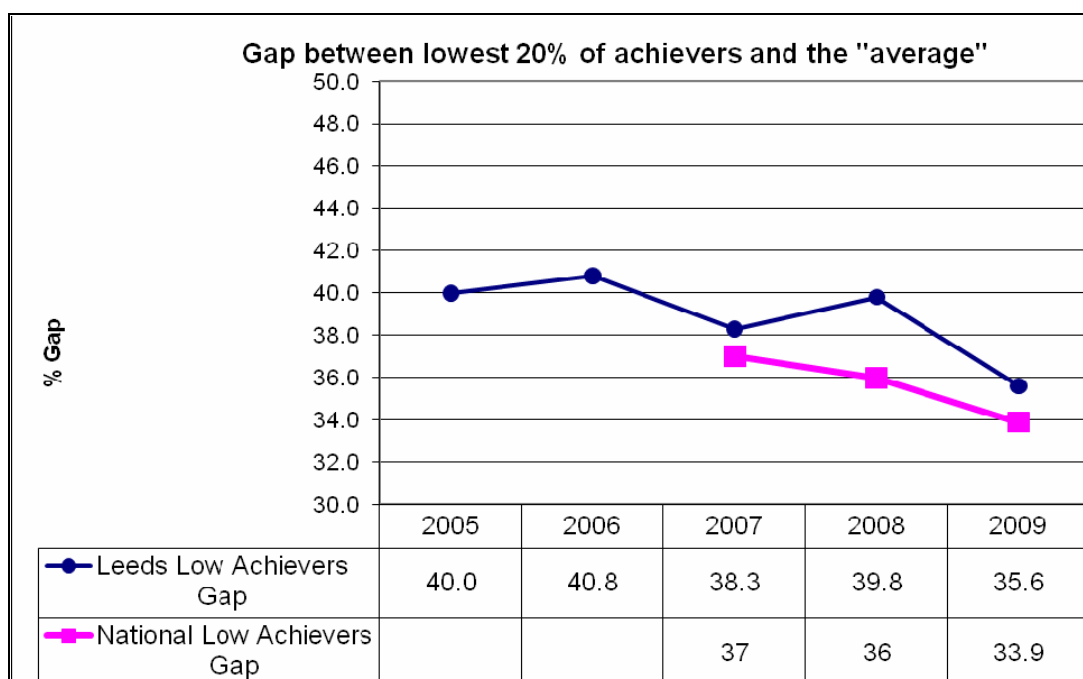
1.11 A second target indicator looks at the gap between the “average” performance of the full cohort and the “average” performance of the “lowest 20% of achievers”.

Table 4: The gap between outcomes for the lowest achievers and the average for all pupils, Leeds 2007-2009.

	2007	2008	2009
Low Achievers Gap (Difference between Median score of full cohort and Mean Score of lowest achieving 20%, expressed as a percentage of the Median score of the full cohort)			
Leeds	38.3	39.8	35.6
National	37	36	33.9

Leeds Historical Data Source: NCER – KEYPAS

National Data Source: DfES Statistical First Releases (SFR03/2006, SFR03/2007 & SFR 32/2007, SFR26/2009)



- 1.12 The “Gap” indicator is derived by calculating the difference between the median score of the full cohort and the mean score of the lowest achieving 20% percent of the cohort. The challenge to LAs is to improve outcomes for the lowest achieving children at a faster rate than the “average” child; thus “closing the gap”.
- 1.13 In 2008 the gap actually widened, but in 2009 there has been a very encouraging reduction of over 4 percentage points in the gap. The gap indicator in Leeds for 2009 is at a similar level to the national gap figure for 2008.
- 1.14 It is worth considering how this reduction has been achieved. As stated, the two key measurements in the gap indicator are the median score of the full cohort and the mean score of the lowest 20% of achievers. In order to close the gap, there needs to be a bigger increase in the mean of the lowest 20% than the increase in the median score of the full cohort. As the histogram on page 4 shows, there has been a 3 point increase in the mean score of the lowest 20%, but there has also been a decrease of 1 point in the median score of the full cohort; thereby accentuating the closure of the gap. The outcomes of the 2009 cohort have therefore been “squeezed” at both the lower and upper ends of the achievement spectrum.
- 1.15 The biggest changes in the profile of the lowest 20% appear to be amongst those pupils who are working at the lower levels of the Early Learning Goals (points 4-6). In 2009 2.6% fewer pupils scored 67 points or less (average of 5 points across all scales) than in 2008. Obviously there are much larger numbers of pupils at the higher ability end of the lowest 20% of achievers; therefore widespread improvements in the outcomes for this group of children will have a much more significant overall impact than improvements for those children who are at the very lowest end of the development spectrum. Further investigation will be undertaken to identify if there have been significant changes to outcomes on specific assessment scales for the lowest 20%.
- 1.16 The apparent lowering of outcomes at the top end of the spectrum has mainly been brought about by the marked reduction of children being awarded 9s in most, or all, of the assessment scales. In 2008 4.5% of children were awarded 114+ points. In 2009 this number dropped to 2.9%. There has also been a more general, but less distinct, depression in outcomes throughout the higher range of scores. In 2008, 19.3% of the cohort achieved a score of 100+ points, but in 2009 only 17.1%

achieved 100+ points.

- 1.17 While it is reasonable to hope that further improvements can be made in the outcomes for the lowest 20%, it would be dangerous to hope to further depress outcomes of the higher achievers. While this year's reduction could be seen positively as further evidence of more accurate assessments; significant further reductions in outcomes for higher achievers may impact negatively on the potential of these children to achieve at a high level later in their school careers.
- 1.18 Taking the above into account, it will be more challenging to close the gap at the same rate in future years. While it may still be possible to improve the performance of the lower achievers, it should not be seen as desirable to further reduce "average" outcomes through continued depression of high achievers' outcomes.
- 1.19 Despite the encouraging reduction in the gap indicator, the aspirational target of 30% was not achieved. Both the GLD target and the gap target were set following significant challenge from DCSF National Strategies; while the improvements achieved in Leeds this year are likely to be above the national average, they still fall short of the expectations of government.

Results from other Local Authorities

Table 5: The percentage of pupils with a good level of overall achievement

	Good Level of Development		Gap Indicator	
	2008	2009	2008	2009
Bolton	55	51	38	34.0
Bury	49	45	31	32.6
Calderdale	49	50	35	34.4
Darlington	48	51	37	38.1
Derby	45	54	34	35.6
Kirklees	55	54	36	35.0
North Tyneside	58	54	28	32.9
Sheffield	45	49	35	35.5
St. Helens	55	57	33	31.6
Stockton-on-Tees	64	63	32	33.3
Average of Stat Neighbours	52	53	34	34.3
Leeds	47	51	39	35.6
England	49	52	36	33.9

LA Data Source: DfES Statistical First Releases (SFR03/2006, SFR03/2007 & SFR 32/2007, SFR26/2009)

- 1.20 In 2008 our statistical neighbour LAs generally reported better outcomes on both the Good Level of Development and Gap indicators. This is again true in 2009, but the improvements in Leeds have closed the gap considerably. Leeds was 5 percentage points behind the average of its statistical neighbour LAs for the GLD indicator in 2008; this has closed to 2 percentage points in 2009. On the Gap indicator Leeds was also 5 percentage points behind its statistical neighbour LAs; this has closed to just over 1 percentage point in 2009.

Results from Leeds Maintained Schools

- 1.21 Although there remains a significant degree of variation in the level of development reported by individual schools in Leeds, this variation does appear to have reduced somewhat this year. The table below shows the range in the proportion of pupils

assessed as having a good level of development. This analysis will be useful to individual schools in benchmarking their own outcomes against the distribution of results across Leeds.

Table 6: The distribution of school level outcomes

<i>The percentage of pupils with a good level of overall development in Leeds Schools</i>		
	2008	2009
Highest	100	96
95th Percentile	80	80
Upper Quartile	64	66
Median	50	51
Lower Quartile	33	38
5th Percentile	4	16
Lowest	0	0

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

1.2.2 The number of schools reporting 0% GLD fell from 9 in 2008 to 2 in 2009. Moreover, this year we didn't have any schools reporting 100% GLD. These reductions in the extremities of the reporting patterns of schools mirror a more general move towards uniformity. In 2008, schools at the 5th percentile were reporting that 4% or fewer pupils had reached GLD; in 2009 the lowest 5% of schools were reporting 16% or fewer pupils with GLD.

Geography, Demography and Deprivation

1.2.3 Analysis of the assessments from Extended Services Clusters of schools does show some variation. This analysis is of the scores from schools in each cluster and is intended to illustrate variation across areas in Leeds. An analysis of the scores of children living in Children Centre reach areas will be undertaken at a later date.

Table 7: Outcomes for Families of Schools

2009 extended schools cluster	2008 extended schools cluster (if different)	% GLD 2008	% GLD 2009	Cohort 2009
Aireborough		66.8	64.6	356
Alwoodley		58.8	54.7	236
Ardsley & Tingley		57.2	65.7	207
Armley		33.5	47.0	281
Beeston Hill and Holbeck		29.4	24.3	267
Bramley		42.9	42.3	324
Brigshaw		53.7	56.8	229
C.H.E.S.S.	Prev Space ²	36.4	39.0	344
EPOS - Boston Spa and Villages South	EPOS - Boston Spa	66.0	62.9	197
	EPOS - Villages South	52.6		
EPOS - Villages West and Wetherby	EPOS - Villages West	73.3	59.3	270
	EPOS - Wetherby	64.2		
ESNW		47.3	54.7	247
Farnley		41.5	59.6	178
Garforth		47.9	44.7	237
Horsforth		51.8	73.5	238
Inner East GH		14.7	32.4	238
Inner East LB		24.7	37.3	166
Inner East RH		41.8	43.1	137
Inner NW Hub	Inner NW 2	52.6	54.7	276
LS10XS		38.2	40.3	201
Middleton		9.3	27.2	169
Morley	Morley North	65.9	58.8	422
	Morley South	43.2		

N.E.X.T.		47.2	57.7	345
NEtWORKS		54.6	65.6	244
OPEN XS		30.9	26.0	154
Otley/Pool/Bramhope		62.1	65.5	197
Pudsey (Inner)	Pudsey	52.8	53.4	292
Pudsey (Outer)			57.2	257
Rothwell		63.8	56.9	357
Seacroft Manston CGS		22.1	35.9	153
Seacroft Manston SSM		49.0	48.2	191
Seacroft Manston WNS		59.5	48.3	143
Temple Newsam Halton		20.2	19.2	104
Temple Newsam Halton TN		51.3	46.5	157
Upper Beeston and Cottingley		29.8	39.4	193

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

1.2.4 As in previous years, the highest levels of attainment are observed in schools which are located in more affluent areas (e.g. Aireborough), while the lowest levels of attainment are observed in the inner areas of Leeds (e.g. Inner South). However there have been some interesting changes compared to 2008. A number of inner areas have seen significant improvements, for example Middleton, Armley, Farnley, Inner East and Upper Beeston and Cottingley. However, there have also been reductions in outcomes in other areas, both in inner and outer Leeds.

1.2.5 The LA has been under a duty to monitor and target areas of high deprivation, as defined by National Census measures. The table below shows the differential outcomes for children living in the 30% most deprived Super Output Areas (SOAs).

Table 8: Outcomes for Pupils in Deprived Areas

	2007 Actual Attainment		2008 Actual Attainment		2009 Actual Attainment	
	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs
(a) % scoring 6 or more in all PSED scales	58	78	59	77	58	79
(b) % scoring 6 or more in all CLL scales	40	63	36	56	44	64
% achieving both (a) and (b)	36	58	33	53	40	61

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

1.2.6 This analysis demonstrates that outcomes have improved in 2009 for children living in the more deprived areas, but only at a similar level to that of children living in the less deprived areas. This issue remains a significant challenge for Leeds since the gap between the outcomes of our poorer children compared to our more affluent children is 6 percentage points wider than the national gap.

Pupil Characteristics

1.2.7 Pupil characteristics have been identified in previous years as playing a role in outcomes at the end of the EYFS. These factors have again provided evidence of differential attainment in 2009. All analyses in this section relate to pupils attending Leeds maintained schools. Cohort sizes may differ for these analyses due to the availability or otherwise of pupil characteristic data.

1.2.8 While there is still an outcome “gap” for many groups of children, there has been some encouraging developments this year. Results for Free School Meal eligible pupils, summer born pupils, Pakistani heritage pupils and some Black heritage groups have all improved by more than the average for the cohort.

Table 9: Outcomes for Pupils Eligible for Free School Meals

Percentage of Children with a Good Level of Development	2007	2008	2009	2009 Cohort
Not Eligible for FSM	52	51.7	55.9	6205
Eligible for FSM	27.9	26.1	31.1	1618

Data Source: KEYPAS - FSP assessment returns from Leeds schools and School Census 2009)

Table 10: Outcomes by Gender

Percentage of Children with a Good Level of Development	2007	2008	2009	2009 Cohort
Boys	38.6	37.7	41.0	4093
Girls	55.9	56.9	60.5	3924

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

Table 11: Outcomes by Month of Birth

Percentage of Children with a Good Level of Development	2007	2008	2009	2009 Cohort
September	58.8	61.7	66.0	712
October	58.2	60.3	61.9	612
November	55.5	55.5	59.5	610
December	51.3	57.0	56.9	713
January	52.6	50.1	51.7	700
February	52.3	47.0	50.7	631
March	43.8	44.2	52.5	608
April	46.5	45.7	48.7	680
May	41.5	38.4	43.2	688
June	40.2	37.6	43.7	686
July	32.4	35.3	35.3	674
August	32.3	29.6	37.8	703

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

Table 12: Outcomes by Ethnicity

Percentage of Children with a Good Level of Development	2007	2008	2009	2009 Cohort
ASIAN or ASIAN BRITISH				
Bangladeshi	18	33.6	32.7	101
Indian	54.1	52.7	62.7	169
Kashmiri Other	25	18.8	-	0
Kashmiri Pakistani	35.4	35.6	30.0	160
Other Pakistani	34.2	31.5	39.5	347
Other Asian background	42.9	37.3	39.0	136
BLACK OR BLACK BRITISH				
Black African	34.2	33.3	42.2	256
Black Caribbean	31.1	48.3	52.9	68
Other Black Background	26.2	29.8	41.0	61
MIXED				
Mixed Asian and White	52.6	48.6	49.4	79
Mixed Black African and White	40.6	45.9	41.2	34
Mixed Black Caribbean and White	41.5	41.6	48.0	123

Other Mixed Background	50	51.4	45.6	158
CHINESE OR OTHER				
Chinese	44.8	41.2	30.6	36
Other Ethnic group	31.2	24.5	36.3	146
WHITE				
White British	49.9	50.1	54.0	5512
White Irish	55.6	56.5	64.3	14
Traveller Irish Heritage	0	14.3	-	0
Gypsy\Roma	12.5	0	21.1	19
White Eastern European		13.9	30.6	36
White Western European		52.6	68.8	16
White Other	52.9	35.9	45.7	175
UNKNOWN				
Information Not Obtained	61.5	42.9	73.7	19
Information Refused	47.8	32.4	58.5	41
No Categorisation	44.1	30.5	42.3	300

Data Source: KEYPAS - FSP assessment returns from Leeds schools and School Census 2009)

Table 13: Outcomes by Special Educational Needs

Percentage of Children with a Good Level of Development	2007	2008	2009	2009 Cohort
No SEN	N/A	50.9	55.1	7000
School Action	N/A	13.6	16.2	364
School Action+	N/A	13.9	13.3	429
Statemented	N/A	4.2	3.3	30

Data Source: KEYPAS - FSP assessment returns from Leeds schools and School Census 2009)

Table 14: Outcomes by Mother Tongue

1.2.9

This analysis has been included for the first time this year and contains 2009 data only. It shows that while results for children with English as an additional language are generally lower, there is some significant variation for individual mother tongues spoken. The table shows outcomes for the 20 most commonly spoken languages in Leeds. There were 76 different languages recorded as being spoken by children in the Reception Year in Leeds in the 2009 school census.

Percentage of Children with a Good Level of Development	GLD%	Cohort 2009
English	53.9	6068
Urdu	28.8	222
Punjabi	47.6	147
Bengali	31.3	96
Arabic	32.4	71
French	44.6	56
Punjabi Mirpuri	23.6	55
Polish	22.2	54
Shona	34.8	23
Hindi	68.8	16
Kurdish	25.0	16
Filipino	50.0	16
Pakhtu	35.7	14
Portugese	21.4	14
Persian / Farsi	35.7	14
Somali	28.6	14
Czech	8.3	12
Malay	66.7	12

Chinese	9.1	11
Russian	70.0	10
EAL	39.2	1280

Data Source: KEYPAS - FSP assessment returns from Leeds schools and School Census 2009)

Table 15: Outcomes for Looked After Children

1.2.10 This analysis has been included for the first time this year and contains 2009 data only. It shows that children recorded as being Looked After by the LA in the school census had significantly lower than average outcomes.

Percentage of Children with a Good Level of Development	GLD%	Cohort 2009
Looked After	19.6	46
Not Looked After	50.7	7971

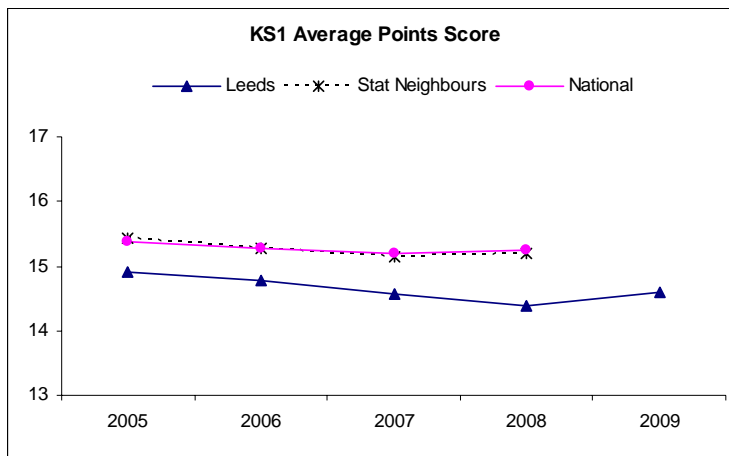
Data Source: KEYPAS - FSP assessment returns from Leeds schools and School Census 2009)

Summary and Recommendations

- 1.2.11
- There have been very encouraging improvements in the headline indicators for outcomes at the end of the EYFSP in 2009.
 - Despite these improvements, the aspirational targets which were set for 2009 have not been met.
 - Analysis of outcomes in individual assessment scales shows that the most consistent improvements have occurred in the PSED Area of Learning.
 - A much higher proportion of children who score “mostly 6s” on the assessment scales have reached a Good Level of Development than in previous years.
 - Large numbers of children are still missing out on a Good Level of Development by 1 point on one assessment scale.
 - The reduction in the gap between the lowest 20% of achievers and the “average” has been mainly been achieved by improving the outcomes of children working within the Early Learning Goals (4-6) and by a reduction in the number of children who were assessed as working consistently beyond the Early Learning Goals on most of the assessment scales.
 - Outcomes in Leeds continue to be lower than the average outcomes for our statistical neighbour LAs. However the gap between Leeds and its statistical neighbours has closed considerably in 2009.
 - Fewer schools are reporting that none of their pupils have reached a Good Level of Development and no schools have reported that all of their children have reached this level. Variation between schools’ results is still significant, but less than in previous years.
 - Outcomes for pupils living in the more deprived areas of the city have improved, but the gap between their outcomes and those of their less deprived peers has not been closed and remains larger than the equivalent national gap.
 - Variations in outcomes by area and by pupil characteristic are still significant, but some encouraging improvements for historically low performing groups have been observed.

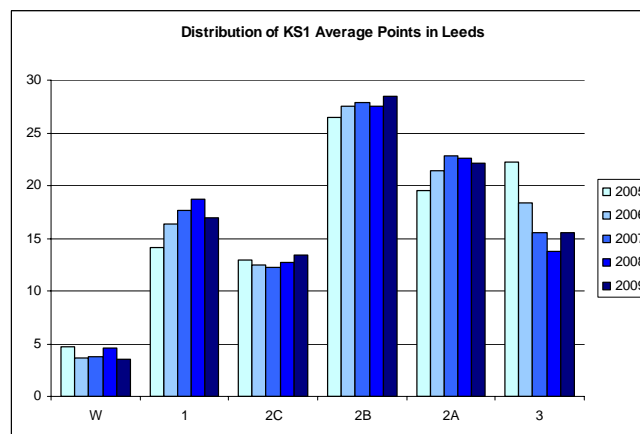
2.0 Key Stage 1

2.1 The chart below show that 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 with Leeds.



Source: DCSF statistical releases and KeyPAS
 Stat. Neighbour: Bolton, Calderdale, Darlington, Derby, Kirklees, Leeds, Milton Keynes, North Tyneside, Sheffield, St Helens, Stockton-on-Tees

- 2.2 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, but remains below that seen prior to 2007. National and comparator authority performance are not currently available for 2009.
- 2.3 The falls seen from 2005 coincided with a change in the assessment methodology used at Key Stage 1, which was implemented in Leeds the same year. Tests and teacher assessments were replaced by solely a teacher assessment being submitted, though a test should be used to help inform the teacher assessment. The changes in the requirements of what is required for a pupil to achieve a Level 3 have also had a significant impact on the city's average points score as there has been a significant decline in the number of pupils being awarded a Level 3.
- 2.4 The level of decline at the higher ability levels can be seen in the chart overleaf. The distribution of APS shows that there had been a significant fall in the percentage of pupils awarded a level 3, while at the same time a year on year increase in pupil awarded a level 1.
- 2.5 The proportion of pupils achieving a level 2A's and 2B's 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.



- 2.6 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.

Subject performance

2.7 Key Stage 1 results have shown an increase in 2009 across all subjects.

Table 1: 2007-2009 Percentage of pupils achieving Level 2 + at Key Stage 1

	2007			2008			2009		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
Reading	82	84	84	80	84	84	82	84	84
Writing	77	80	80	75	80	79	78	81	81
Mathematics	87	90	89	85	90	89	86	89	89

2.8 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 previous three years where falls were recorded across all three subjects. Performance is broadly in line with levels seen in 2007.

Table 2: 2007-2009 Percentage of pupils achieving Level 3 + at Key Stage 1

	2007			2008			2009		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
Reading	15	26	25	14	25	23	16	26	25
Writing	6	13	12	5	12	12	6	12	12
Mathematics	11	22	22	10	21	20	11	21	20

Data Source: DCSF Statistical First Release, Leeds school submissions

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

2.9 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 change in trend as performance has fallen significantly in recent years following changes in the assessment methodology. The assessment method used in Leeds was embraced by DCSF National Strategies as a good practice example. This has now embedded and the increase in performance in 2009 can be viewed as an accurate indication of real improvement, not changing assessment methodology.

Priority pupil groups

2.10 The improvement in performance across the city has been replicated for several pupil groups, some of which are regarded as a priority group for the city. These are currently, pupils on the SEN register, those eligible for Free School Meals, Looked After children and children of any Black and Ethnic Minority heritage whose performance has below city averages.

Ethnic groups

Level 2+ results by ethnicity & language	2007			2008			2009			
	Reading	Writing	Maths	Reading	Writing	Maths	Pupils	Reading	Writing	Maths
Leeds	81.7	77.2	86.5	80.5	75.3	85.3	7570	82	78	86
Bangladeshi	80.2	74.4	79.1	70.7	65.0	74.0	117	65.0	53.0	71.8
Indian	86.5	85.8	89.4	89.1	85.3	91.0	150	87.3	84.0	88.7
Kashmiri Other	61.5	53.8	69.2	82.4	70.6	82.4	7	42.9	57.1	57.1
Kashmiri	80.7	69.7	82.8	71.4	63.8	79.0	126	69.0	61.1	73.8
Pakistani	72.1	67.2	77.0	70.3	62.9	75.9	393	78.9	71.2	79.9

Other Asian	73.4	68.8	81.5	74.1	66.7	87.7	103	75.7	75.7	84.5
Black African	66.7	60.1	73.9	70.7	67.2	73.7	197	72.1	69.0	75.6
Black Caribbean	80.8	66.7	83.3	72.9	67.1	74.3	77	79.2	74.0	77.9
Black Other	75.0	68.2	70.5	81.4	74.4	86.0	43	72.1	69.8	76.7
Mixed Asian & White	84.8	77.3	87.9	90.5	85.7	96.8	75	76.0	69.3	82.7
Mixed Black African & White	88.9	86.1	88.9	74.2	67.7	90.3	35	77.1	74.3	74.3
Mixed Black Caribbean & White	86.2	79.8	89.0	77.8	72.6	82.9	126	81.0	77.0	83.3
Other Mixed heritage	76.7	72.2	81.1	82.7	78.2	80.9	120	83.3	74.2	83.3
Chinese	88.0	84.0	92.0	85.7	83.3	88.1	31	83.9	83.9	90.3
White British	83.8	79.6	88.5	82.8	77.6	87.1	5524	85.3	81.5	89.3
White Eastern European				43.8	43.8	68.8	36	63.9	63.9	77.8
White Irish	76.2	76.2	85.7	94.4	88.9	100.0	21	85.7	85.7	90.5
White Other	64.4	58.4	78.2	69.3	68.3	82.2	81	67.9	63.0	79.0
White Western European				62.5	50.0	87.5	19	84.2	84.2	89.5
Gypsy Roma	35.0	30.0	65.0	10.5	10.5	31.6	21	23.8	19.0	33.3
Traveller of Irish heritage	25.0	25.0	50.0	11.1	11.1	33.3	11	36.4	36.4	54.5
Other heritage	64.0	66.3	74.2	67.3	57.7	79.8	94	73.4	66.0	77.7
Not Obtained	56.5	56.5	72.7	71.8	69.2	82.1	128	53.9	46.9	56.3
Refused	82.8	75.9	89.7	84.6	84.6	88.5	37	81.1	81.1	86.5

English as an additional Language	72.3	67.2	78.2	69.2	64.0	77.0	1263	69.4	64.1	74.0
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Source: KEYPas database; School census

- 2.11 In 2009, there has been significant increase in performance, in all three subjects, of Black African, Black Caribbean, Other Pakistani and Mixed Black Caribbean and White heritage pupils. Both traveller groups also made improvements on last year, although the numbers in these cohorts should be borne in mind. White British pupils improved in all areas, as expected given the increase at authority level. The performance of Bangladeshi and Kashmiri Pakistani pupils fell in all three subjects, a drop of note given their status as priority groups.

English as an additional language

- 2.12 Performance is below that seen across the city, which is to be expected. Following significant falls in 2008 in all three subjects, performance has recovered and is now above that seen in 2007 and 2008. It should also be noted that the proportion of pupils in this category has risen to 16.6% of the total cohort, from 955 pupils in 2007, to 1263 in 2009

Pupils with Special Educational Needs

- 2.13 Pupils in the SEN register have shown significant improvements in performance in comparison to 2008 levels.

Level 2+ results for SEN register pupils	2007			2008			2009			
	Reading	Writing	Maths	Reading	Writing	Maths	Pupils	Reading	Writing	Maths
Leeds	81.7	77.2	86.5	80.5	75.3	85.3	7570	82	78	86
No SEN	90.9	87.0	94.0	89.7	85.3	93.4	6010	91.6	88.4	94.4
School Action	42.3	35.6	57.2	46.2	36.9	56.2	839	46.2	37.9	56.9
School Action +	43.8	35.7	51.6	43.6	34.5	50.6	553	47.9	40.7	55.0
Statement	19.4	8.3	25.0	12.7	7.9	22.2	61	26.2	19.7	24.6

Source: KEYPas database; School census

2.14 School Action pupils have improved in writing and mathematics, with reading remaining at 2008 levels, which increased significantly in 2008. The performance of School Action Plus pupils fell in all three subjects in 2008, but has improved in 2009 and is significantly above performance in 2007, with increases of over 4% in each subject. Pupils with statement of special educational need have seen highly significant increases in performance in reading and writing, with one-quarter achieving a level 2 in reading and one-fifth in writing. Maths performance rose 2% in 2009 and is broadly similar to performance in reading.

Pupils eligible for Free School Meals

2.15 Pupils from more deprived backgrounds do not perform as well as their peers. However, the gap between the two groups has closed in recent years, largely due to significant improvement in performance of those eligible for Free School Meals (FSM).

Level 2+ results by FSM eligibility	2007			2008			2009			
	Reading	Writing	Maths	Reading	Writing	Maths	Pupils	Reading	Writing	Maths
Leeds	81.7	77.2	86.5	81.7	77.2	86.5	7570	81.7	77.2	86.5
Eligible	64.6	57.3	72.9	63.2	57.1	72.2	1553	67.0	60.6	73.8
Non Eligible	87.0	83.2	90.8	84.9	79.8	88.5	5910	86.9	83.3	90.1
Unknown	69.8	64.2	75.5				107	49.5	41.3	51.4

Source: KEYPas database; School census

2.16 This was again the case in 2009, where performance for those pupils eligible for Free School Meals rose 3.8% in reading, 3.5% in writing and 1.6% in mathematics., closing the gap from the levels seen in 2007 by 2.4%, 3.2% and 1.5% respectively.

Looked After Children

2.17 Pupils who are in care have not performed as well as their peers in previous years and this remains the case in 2009. Care should be taken as the true Looked After Children cohort as comparable to previous years is not currently available

Group	2007			2008			2009			
	Reading	Writing	Maths	Reading	Writing	Maths	Pupils	Reading	Writing	Maths
Leeds	81.7	77.2	86.5	80.5	75.3	85.3	7570	82	78	86
LAC	82.1	77.6	87.0	51.0	45.1	66.7	40	52.5	47.5	52.5
Non LAC	57.3	52.0	54.7	80.7	75.5	85.4	7423	82.9	78.8	86.9

2.18 There has been slight improvements in performance in Reading and writing, but these could be down to the cohort size. Performance in mathematics fell significantly, with half of pupils achieving a level 2, compared to two-thirds of Looked After Children in 2008.

3.0 Key Stage 2

2007-2009 Percentage of pupils achieving Level 4 + at Key Stage 2

% pupils achieving level 4+	2007			2008			2009		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
English	81	80	80	81	81	81	79	80	80
Maths	77	77	78	77	79	79	77	79	80

English & maths	72	71	72	72	73	74	71	72	73
Science	87	87	88	86	88	89	86	88	88

Source: DCSF Achievement and Attainment tables

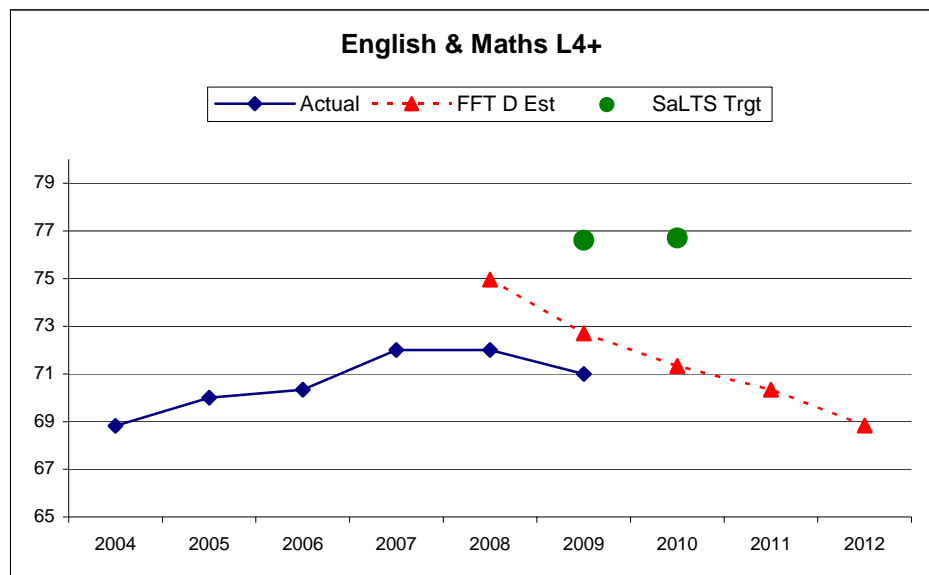
Note: 2009 data is provisional

3.1 Key Stage 2 performance dropped in 2009, particularly 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 and national remained stable, while similar authorities fell back 1%.

3.2 These falls in English and mathematics are reflected in the performance in the new indicator for primary schools relating to performance in English and mathematics. Locally, performance fell 1% in 2009, the same as that seen nationally and for similar authorities, the gap remaining at 1% and 2% respectively.

Key Stage 2 Trajectories

3.3 Performance in terms of level 4+ in English and mathematics has shown a broadly improving trend for several years.



3.4 However, performance in 2009 fell 1% and remained below that by the top quartile of similar pupils in previous years, as indicated by FFT D estimates.

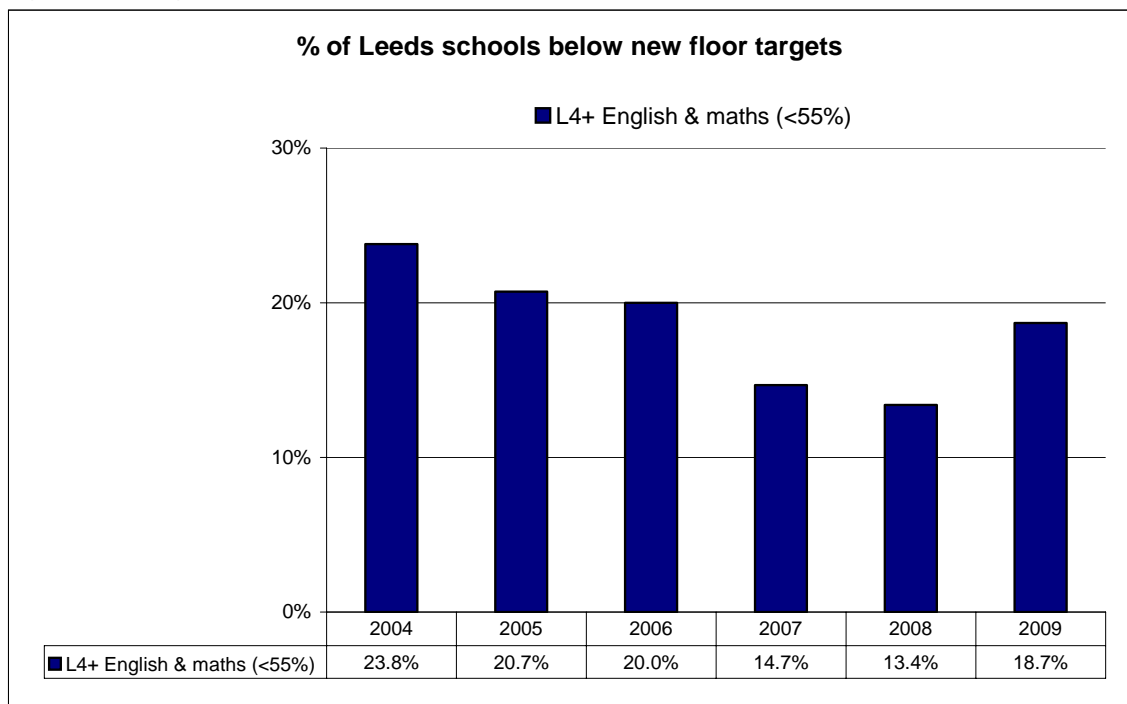
3.5 However, the gap to these estimates has closed significantly, as the expected drop in performance was greater than that actually recorded. This suggest that the rate of progress made by the cohort in 2009 was greater than that seen previously and this is borne out by FFT analysis that shows that the percentile rank for Leeds schools has improved in 2008, if not significantly.

3.6 Schools have set ambitious targets for 2010 that are significantly above the top quartile estimate for 2010, despite FFT estimates being lower than the 2009 estimate. These higher targets reflect the commitment primary schools have in maintaining high standards for their pupils, which will be even more challenging in 2010-12 as the Key Stage 1 results achieved by these cohorts dropped year on year.

Floor Targets

3.7 The definition of the floor targets specifies that 55% of pupils to achieve a level 4 or

higher in English and mathematics.



3.8 There has been a steady fall in the number of schools below the DCSF floor targets at Key Stage 2 until 2009. However, there has been a rise in this number in 2009. There are now 40 schools below the 55% floor target, nine more than in 2008. There is no benchmark information for national levels or for similar authorities currently available for this indicator.

Attainment of Pupil Groups

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

Percentage of pupils attaining level 4+: Looked After Children

	2007		2008		2009	
	Leeds	National	Leeds	National	Leeds	National
Cohort size	67	2700	69	2700		
English	40	46	43	46	59	
Maths	30	43	42	44	55	
English & Maths	27		34		47	
Science	48	59	57	60	55	

Note: 2009 data is provisional and only relates to Looked After Children educated in Leeds schools

3.10 The proportion of Looked After Children achieving a level 4 or above in Key Stage 2 increased by over 10% for both English and mathematics. The proportion achieving the expected level in both of these subjects continued to improve, increasing by 13 percentage points in 2008/09.

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

		2007		2008		2009	
		Leeds	National	Leeds	National	Leeds	National
English	Non eligible	85	83	84.5	84	82.8	
	Eligible	62.5	62	63.2	65	61.2	
Maths	Non eligible	80.9	80	81.2	81	81.4	
	Eligible	60.1	60	60.0	63	58.4	

English & Maths	Non Eligible	76.4	74.8	77.0	76.4	76.1	
	Eligible	52.5	51.0	52.1	54.1	50.3	
Science	Non eligible	89.9	90	89.1	90	89.1	
	Eligible	72.5	75	73.1	77	72.5	

Note: 2009 data is provisional

- 3.11 The performance of FSM eligible pupils in 2009 in all three subjects fell, by 2% in English, 1.6% in mathematics and 0.6% in science. These falls were greater than that seen for pupils not eligible for free meals, thus widening the gap between the two groups. National performance is not currently available, but performance for FSM pupils in Leeds is lower than that seen nationally in 2008.

Percentage of pupils attaining level 4+: Special Education Needs

		2007		2008		2009	
		Leeds	National	Leeds	National	Leeds	National
English	Action	44.8	48	50.0	55	47.9	
	Action +	36.5	30	40.0	36	35.8	
	Statement	18.7	17	24.0	19	10.1	
Maths	Action	44.0	47	47.0	53	48.5	
	Action +	39.2	35	43.0	41	39.4	
	Statement	21.2	17	24.0	21	13.8	
English & Maths	Action	31.3	37	34.2	40	35.8	
	Action +	24.7	24	32.6	27	28.7	
	Statement	14.4	15	17.8	16	6.5	
Science	Action	63.8	70	67.0	75	68.9	
	Action +	57.0	59	59.0	64	55.9	
	Statement	28.5	33	30.0	34	20.3	

Note: 2009 data is provisional

- 3.12 The performance of all three groups of pupils on the SEN register has fallen in 2009 in all three subjects bar School Action pupils in mathematics and in the overall English and mathematics indicator. Statemented pupils have seen the largest drops, with the proportion of pupils achieving a level 4 almost halving in all subjects.
- 3.13 The proportion of Looked After Children achieving a level 4 or above in Key Stage 2 increased by over 10% for both English and mathematics. The proportion achieving the expected level in both of these subjects continued to improve, increasing by 13 percentage points in 2008/09.
- 3.14 National performance is not yet available, but performance is generally below the benchmark seen in 2008.

Percentage of pupils attaining level 4+: English as an additional language

		2007		2008		2009	
		Leeds	National	Leeds	National	Leeds	National
English	Non EAL	82.1	81	82.0	82	80.7	
	EAL	72	73	71.0	74	65.9	
Maths	Non EAL	78.1	78	79.0	79	78.7	
	EAL	69.3	71	67.0	74	66.3	
English & Maths	Non EAL	72.9		73.5		73.4	
	EAL	62.5		58.6		57.2	
Science	Non EAL	87.9	89	87.0	89	87.7	
	EAL	79.0	80	76.0	81	74.7	

Note: 2009 data is provisional

3.15 The performance of pupils where English is an additional language also fell in 2009. English performance fell 5%, but mathematics and the English and mathematics indicator saw more modest falls, of 0.7% and 1.4% respectively. Science performance also fell 1.3%.

3.16 The gap in performance in English has widened by approximately 4% to almost 15%; in mathematics it closed slightly to approximately 12%; and the gap in performance in English and mathematics has widened by 1.3% to over 16%.

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

	Cohort 09	Leeds			National		
		2007	2008	2009	2007	2008	2009
<i>Asian Or Asian British</i>							
Bangladeshi	70	77	74	64.3	75	78	
Indian	139	83	89	87.8	85	86	
Kashmiri Pakistani	117	65	78	64.1	70	74	
Other Pakistani	324	68	73	70.7			
Kashmiri Other	5	67	70	100.0	77	78	
Other Asian background	61	74	56	55.7			
<i>Black Or Black British</i>							
Black Caribbean	99	82	78	70.7	73	76	
Black African	193	74	65	65.3	72	75	
Other Black Background	44	75	64	70.5	73	74	
<i>Mixed Heritage</i>							
Mixed Black African and White	24	88	75	70.8	81	82	
Mixed Black Caribbean and White	123	76	80	75.6	77	80	
Mixed Asian and White	63	79	86	88.9	85	86	
Other Mixed Background	97	75	86	72.2	83	83	
<i>Chinese Or Other</i>							
Chinese	28	89	88	92.9	86	85	
Other Ethnic group	68	61	69	66.2	69	70	
<i>White</i>							
White British	6038	82	82	81.0	80	82	
White Irish	25	93	94	84.0	82	87	
White Eastern European	29		53.8	58.6			
White Western European	13		100.0	84.6			
Other White Background	71	79	68	69.0	75	72	
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	67	30	11.1	27	33	
Gypsy/Roma	20	31	41	35.0	35	40	

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

Notes: 2009 Data is provisional

* - White Other includes White Eastern European and White Western European in 2007

3.17 Performance in English at Key Stage 2 has fallen for several ethnic groups, with Black Caribbean, Kashmiri Pakistani and Bangladeshi being amongst the largest groups with significant falls, although White British were also a group with a significant fall in performance. Almost all Asian groups recorded falls, but of the Black groups, Black African and Other Black back heritage pupils saw increase in performance. Gypsy Roma pupils also saw a rise in performance.

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

	Cohort 2009	Leeds			National		
		2007	2008	2009	2007	2008	2009
<i>Asian Or Asian British</i>							
Bangladeshi	70	64	70	61.4	70	75	
Indian	139	78	84	79.9	81	84	

Kashmiri Pakistani	117	68	65	64.1	64	71	
Other Pakistani	324	64	65	67.0			
Kashmiri Other	5	33	70	100.0	76	81	
Other Asian background	61	71	66	68.9			
<i>Black Or Black British</i>							
Black Caribbean	99	70	71	62.6	62	69	
Black African	193	65	66	62.2	63	70	
Other Black Background	44	54	71	63.6	66	69	
<i>Mixed Heritage</i>							
Mixed Black African and White	24	92	65	62.5	75	77	
Mixed Black Caribbean and White	123	72	77	69.9	71	75	
Mixed Asian and White	63	77	87	84.1	83	82	
Other Mixed Background	97	70	75	73.2	77	79	
<i>Chinese Or Other</i>							
Chinese	28	95	93	100.0	92	92	
Other Ethnic group	68	63	73	73.5	70	74	
<i>White</i>							
White British	6038	79	79	79.3	77	79	
White Irish	25	85	79	80.0	80	83	
White Eastern European	29		61.5	69.0			
White Western European	13		100.0	84.6			
Other White Background	71	72	73	76.1	74	76	
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	33	30	22.2	29	30	
Gypsy/Roma	20	25	47	45.0	32	39	

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

Notes: 2009 Data is provisional

* - White Other includes White Eastern European and White Western European in 2007

3.18 Performance in mathematics has fallen for several ethnic groups, noticeable for Bangladeshi and Black Caribbean pupils, where performance fell by over 8%. Mixed Black Caribbean and White and Other Black heritage pupils, with falls of over 7% also recorded significant drops in performance in 2009, and Black African, Mixed Black African and White and Mixed Asian and White pupils also saw falls from levels seen in 2008.

3.19 However, there were some groups that recorded rises in 2009; Other Pakistani heritage pupils improved by 2%, and Other Asian and Other White pupils also saw rises of around 3%.

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

	Cohort 2009	Leeds			National		
		2007	2008	2009	2007	2008	2009
<i>Asian Or Asian British</i>							
Bangladeshi	70	55.3	61.1	51.4	65.5	68.8	
Indian	139	75.0	80.9	77.7	77.2	80.1	
Kashmiri Pakistani	117	59.7	59.4	54.7	60.5	64.2	
Other Pakistani	324	57.8	57.2	60.2			
Kashmiri Other	5	33.3	60.0	100.0	70.7	72.5	
Other Asian background	61	72.1	47.3	54.1			
<i>Black Or Black British</i>							
Black Caribbean	99	65.8	62.7	51.5	59.1	63.0	
Black African	193	64.3	55.9	56.5	59.9	63.9	
Other Black Background	44	46.9	53.6	54.5	559.3	61.8	
<i>Mixed Heritage</i>							
Mixed Black African and White	24	84.0	65.0	58.3	70.2	73.0	
Mixed Black Caribbean and White	123	62.3	75.8	65.0	67.5	69.5	
Mixed Asian and White	63	72.9	80.3	82.5	78.5	78.8	

Other Mixed Background	97	61.6	71.4	66.0	72.9	74.3	
<i>Chinese Or Other</i>							
Chinese	28	91.7	87.5	92.9	82.7	83.5	
Other Ethnic group	68	62.0	62.3	60.3	61.6	64.2	
<i>White</i>							
White British	6038	73.6	73.7	73.9	72.3	74.0	
White Irish	25	85.2	75.8	80.0	77.3	79.6	
White Eastern European	29		46.2	55.2			
White Western European	13		100.0	84.6			
Other White Background*	71	67.4	63.3	66.2	64.4	66.2	
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	28.6	30.0	11.1	24.7	22.3	
Gypsy\Roma	20	20.0	35.3	30.0	24.8	29.0	

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

Notes:2009 Data is provisional

* - White Other includes White Eastern European and White Western European in 2007

3.20

Performance in the new English and mathematics indicator dropped in 2009 for several groups particularly for Black Caribbean, Mixed Black Caribbean and White, Bangladeshi, Other Mixed heritage, Kashmiri Pakistani and Indian pupils, with all groups falling by more than 2% from 2008. There were however, improvements for Other Asian, Other Pakistani, Other White and Mixed Asian and White heritage pupils. Whose improvements were all above 2% on the previous year, whilst White British pupils showed a slight increase of 0.2%. There are no national figures for 2009 at this stage for comparison.

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

	Cohort 09	Leeds			National		
		2007	2008	2009	2007	2008	2009
<i>Asian Or Asian British</i>							
Bangladeshi	70	81	82	72.9	79	84	
Indian	139	87	88	87.8	88	90	
Kashmiri Pakistani	117	68	83	72.6	73	80	
Other Pakistani	324	64	77	76.5			
Kashmiri Other	5	33	90	100.0	82	84	
Other Asian background	61	71	71	73.8			
<i>Black Or Black British</i>							
Black Caribbean	99	83	79	77.8	80	84	
Black African	193	74	75	71.0	76	81	
Other Black Background	44	84	73	88.6	79	81	
<i>Mixed Heritage</i>							
Mixed Black African and White	24	92	75	79.2	86	88	
Mixed Black Caribbean and White	123	88	87	82.1	85	88	
Mixed Asian and White	63	85	93	92.1	90	90	
Other Mixed Background	97	84	93	82.5	89	89	
<i>Chinese Or Other</i>							
Chinese	28	92	95	92.9	91	91	
Other Ethnic group	68	75	77	83.8	76	79	
<i>White</i>							
White British	6038	88	87	88.0	88	89	
White Irish	25	93	91	88.0	89	91	
White Eastern European	29		69.2	65.5			
White Western European	13		100.0	92.3			
Other White Background	71	85	76	80.3	82	81	
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	50	50	22.2	41	43	
Gypsy\Roma	20	44	59	60.0	51	56	

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

Notes:2009 Data is provisional

* - White Other includes White Eastern European and White Western European in 2007

3.21 There were some significant falls in performance in Science for several ethnic groups including Kashmiri Pakistani, Bangladeshi, Mixed Black Caribbean and White and Black African pupils, with these groups falling by 4% or more. White British pupils improved by 1%, with significant improvements seen for Other Asian, Mixed Black African and White, Other White, Any Other heritage, Kashmiri Other, and Other Black pupils with all these groups achieving increases of 3% or more.

4.0 Analysis of progress

4.1 Performance in terms of raw progress is now measured in terms of the percentage of pupils making two levels progress from Key Stage 1-2. This can be done separately for English and for mathematics, the only requirement being is that the child has a result for both key stages.

Percentage of pupils making two levels progress from KS1 in English

	Leeds			National		
	2007	2008	2009	2007	2008	2009
W	97.0	78.2	97.1	85.2	85.4	
L1	80.2	83.3	84.1	83.3	83.5	
L2c	73.5	77.7	73.3	70.0	71.5	
L2b	91.2	89.1	87.6	88.1	88.9	
L2a	97.5	98.3	97.9	97.3	97.6	
L3+	74.7	71.2	72.7	76.0	69.3	
Total	83.9	84.4	85.2	83.5	82.2	

Source: 2007; 2008 Erooms; 2009 NCER KEYPAS (Leeds)

Notes: 2009 national data currently unavailable

4.2 There has been a steadily increasing percentage of pupils making two levels of progress in Leeds. In 2009, the proportion of pupils who have made two levels progress for a level 2c has dropped almost 4% and there is a increasing number of pupils with a level 2c in the following year groups still in Key Stage 2.

Percentage of pupils making two levels progress from KS1 in mathematics

Maths	Leeds			National		
	2007	2008	2009	2007	2008	2009
W	99.4	82.2	97.7	84.8	86.6	
L1	63.3	66.9	69.4	67.0	69.3	
L2c	46.4	49.2	53.1	48.6	52.0	
L2b	80.7	79.4	85.5	79.3	81.2	
L2a	95.1	95.5	97.5	94.4	95.2	
L3+	75.3	75.2	88.7	75.2	74.9	
Total	76.4	78.2	83.3	75.7	77.8	

Source: Erooms 2007; 2008: NCER KEYPAS (Leeds)

Notes: 2009 national data currently unavailable

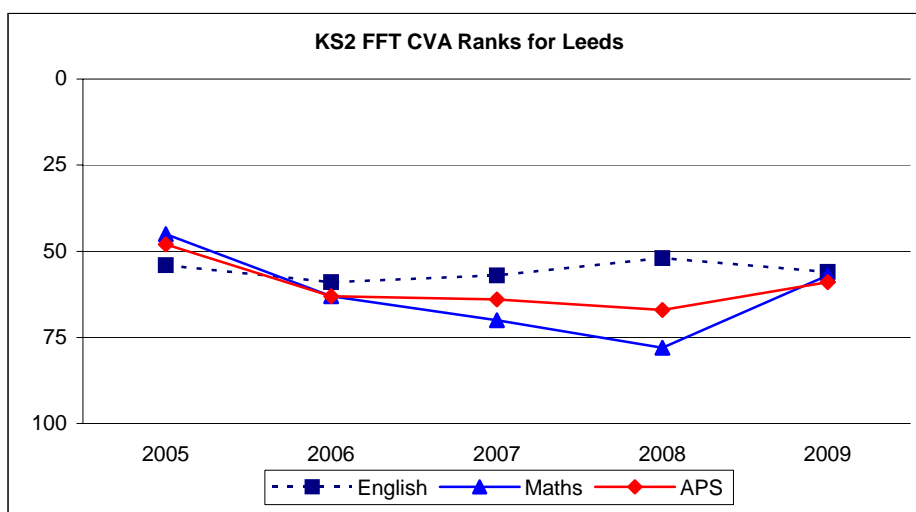
4.3 There has been a significant increase in the rate of pupils making two levels progress in mathematics, from 78% in 2008, to 83% in 2009. There remains a significant difference in the pupils making two levels of progress from differing Key Stage 1 levels. In both subjects, fewest pupils make 2 levels progress from level 2c, which is understandable as these pupils have the furthest to 'travel' to make two levels progress, whilst most pupils make two levels progress from level 2a, as they have the shortest distance to progress. There has been an improvement in the percentage of pupils making two levels progress in mathematics from a level 2c at Key Stage 1, but it is still significantly lower than from other Key Stage 1 performance levels.

4.4 It should be noted that in recent times, the decline in Key Stage 1 performance has

resulted in a significant increase in the number of pupils awarded level 2c at Key Stage 1.

5.0 Contextual Value Added

5.1 Analysis of performance in terms of contextual value added (CVA) in primary schools is currently limited to Fischer Family Trust (FFT) analysis as the DCSF CVA measure is not yet available. For FFT analysis, the lower the percentile rank, the greater the progress that pupils make through the key stage. A number of 10 or smaller, places an authority in the highest 10% of all authorities; a number of 75 or greater, puts an authority in the lower quartile.



Source: FFT v 12.18

5.2 In recent years, performance has fallen in terms of overall average points score (APS) and in mathematics, but in English performance had improved slightly. However, this has been reversed in 2009, with English CVA ranking dropping slightly to 56, whilst mathematics – up 21 to 57 – and average points score – up 8 to 57 – have shown improvements in terms of progress made. This reflects that while raw standards have dropped, the starting point from Key Stage 1 was significantly lower than in previous years and so the progress made was relatively better.

Contextual Value Added for groups of pupils

5.3 Contextual Value Added can also be used to evaluate the progress of priority pupil groups.

	English & Maths			English			Maths			3 Year Trend		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	Eng & Ma	Eng	Maths
All Pupils	0.4	-0.7	0.0	0.2	-0.5	-0.5	-0.5	-1.7	-0.7	↓		
Girls	1.6	-0.5	0.4	0.7	-0.6	-0.7	-0.5	-1.8	-1.0	↓	↓	
Girls - Lower	-0.3	-3.4	-2.7	-1.9	-3.9	-4.7	-3.2	-5.5	-4.9			
Girls - Middle	2.5	0.2	1.9	2.4	0.9	1.3	0.0	-1.1	0.5		↓	
Girls - Upper	2.1	1.5	1.9	0.8	0.8	0.9	1.5	0.9	1.4			
Boys	-0.7	-0.9	-0.4	-0.3	-0.5	-0.4	-0.5	-1.5	-0.5			
Boys - Lower	-3.2	-4.2	-2.2	-2.9	-2.9	-2.0	-2.4	-4.7	-2.9			
Boys - Middle	0.4	1.0	0.2	1.5	1.2	0.3	0.4	0.7	1.1			
Boys - Upper	1.1	1.7	1.7	0.8	1.2	1.3	0.7	0.8	0.8			

Source: FFT v 12.18

5.4 FFT analysis shows that performance for all pupils is in line with expectations for

English and for English and mathematics together, but is significantly below expectations in mathematics alone. What is also worth noting is that, when analysis is split by prior ability, both boys and girls of higher prior ability progress significantly more than expected, but those in the lower third of national performance progress significantly slower than expected. They may not be expected to achieve national standards or age related expectations, but they are not achieving the lower progress related expectations either.

	English & Maths			English			Maths			3 Year Trend		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	Eng & Ma	Eng	Maths
All Pupils	0.4	-0.7	0.0	0.2	-0.5	-0.5	-0.5	-1.7	-0.7	↓		
White	1.0	-0.2	0.9	0.7	-0.2	0.0	0.0	-1.3	0.1	↑ ↓		
Black Caribbean	-0.7	2.8	-4.1	-0.8	-0.8	-2.5	0.3	1.0	-3.3	↓		
Black African	-1.5	0.3	0.7	1.2	-4.3	0.9	-3.8	3.2	-0.9			
Indian	-3.5	-1.9	-4.8	-2.0	-0.9	-1.1	-4.8	-3.7	-5.3			
Pakistani	-3.6	-7.5	-6.2	-6.5	-1.2	-5.6	-3.0	-8.4	-6.1		↑ ↓	
Bangladeshi	-18.1	-11.6	-19.3	-4.0	-6.8	-15.6	-15.9	-11.1	-14.6		↓	
Other Asian	0.6	-1.1	-2.1	3.8	-2.7	-1.6	-1.9	0.0	-4.8			
Chinese	0.2	-1.1	9.6	-1.5	-3.2	8.1	-0.8	0.7	5.4			
Any Other	-1.0	-1.5	-2.5	-2.3	-0.2	-3.5	-3.6	-2.7	-2.1			
No Information	4.2	-9.6	2.8	-1.6	-1.1	-0.5	2.8	-6.4	-1.1	↓		

Source: FFT v 12.18

5.5

The performance of most ethnic groups is in line with expectations. However, Groups of Asian origin are performing significantly below expectations over the past three years in English and mathematics and therefore the English and Maths indicator overall. Other groups are broadly in line with expectations, with White pupils significantly above expectations, although the underlying trend for this is shown to be variable.

	English & Maths			English			Maths			3 Year Trend		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	Eng & Ma	Eng	Maths
All Pupils	0.4	-0.7	0.0	0.2	-0.5	-0.5	-0.5	-1.7	-0.7	↓		
Looked After - Yes	-0.6	0.4	-0.3	3.2	1.8	2.3	-5.0	-1.1	-2.9			
SEN Action	-0.8	-4.2	-0.1	-2.2	-3.1	-1.3	-1.5	-5.2	-1.4	↑		
SEN Action Plus	1.3	2.7	1.7	4.8	3.0	2.3	2.9	0.3	0.7			
SEN Statement	3.2	2.8	-3.3	3.5	4.8	-1.1	4.1	2.3	-0.6	↓		
Without FSM	0.5	-0.4	0.3	0.4	-0.2	-0.4	-0.5	-1.3	-0.3			
With FSM	0.1	-2.0	-1.3	-0.9	-1.8	-1.0	-0.6	-3.3	-2.6			

Source: FFT v 12.18

5.6

The performance of Looked After Children, although below expectations, is not significantly so. Those with School Action on the SEN register are significantly below expectations across all three areas, but those with School Action Plus are above expectations, whilst statemented pupils are in line with expectations. Finally, those eligible for Free School meals are significantly below expectations in English and in mathematics, but across the two subjects overall.

KEY STAGE 2 – Addendum

Following the publication of the 2009 Primary Attainment and Achievement tables the following additional analysis has become available and updates initial figures provided in the main report.

Key Stage 2 Trends and Comparisons

2007-2009 Percentage of pupils achieving Level 4+ at Key Stage 2

% pupils achieving level 4+	2007			2008			2009		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
English	81	80	80	81	81	81	79	80	80
Maths	77	77	78	77	79	79	77	79	80
English & maths	72	71	72	72	73	74	72	72	73
Science	87	87	88	86	88	89	86	88	89

Source: DCSF Achievement and Attainment tables

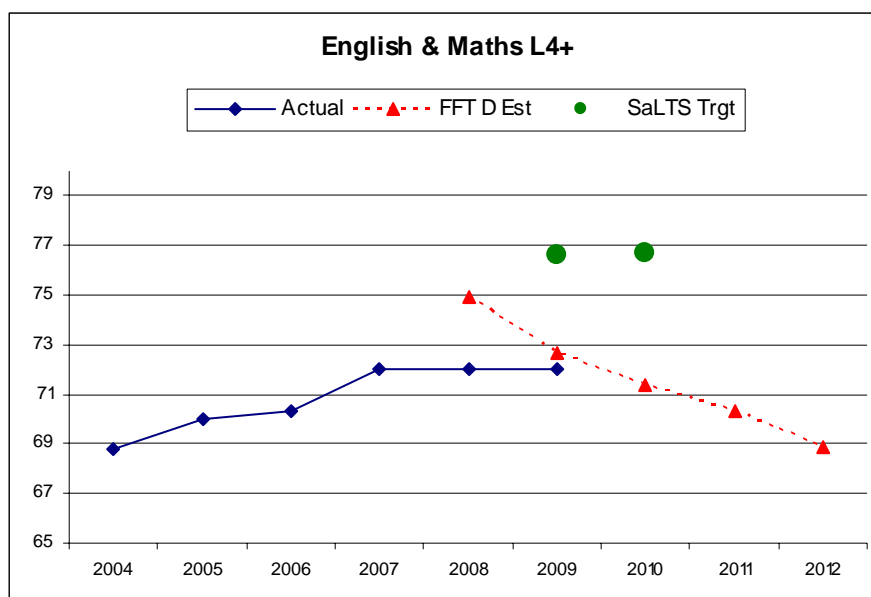
Note: 2009 data is provisional

KS2 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 maths. 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%.

Key Stage 2 Trajectories

Performance in terms of level 4+ in English and maths has shown a broadly improving trend for several years. Performance in 2009 was unchanged and remained below that seen by the top quartile of similar pupils in previous years, as indicated by FFT D estimates.



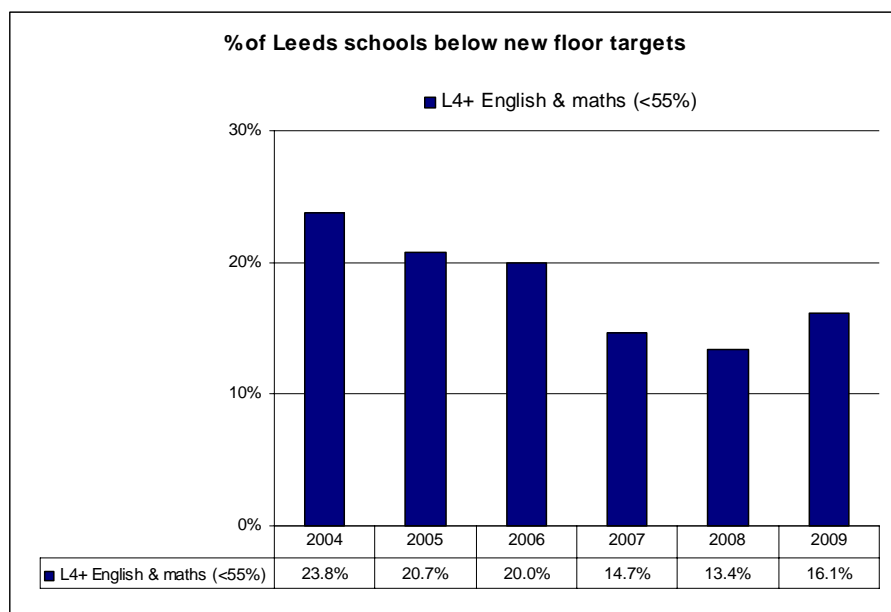
However, the gap to these estimates has closed significantly, as the expected drop in performance was greater than that actually recorded.

This suggests that the rate of progress made by the cohort in 2009 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, if not significantly.

Schools have set ambitious targets for 2010 that are significantly above the top quartile estimate for 2010, despite FFT estimates being lower than the 2009 estimate. These higher targets reflect the commitment primary schools have in maintaining high standards for their pupils, which will be even more challenging in 2010-12 as the KS1 results achieved by these cohorts dropped year on year.

Floor Targets

The definition of the floor targets specifies that 55% of pupils to achieve a level 4 or higher in English and maths.



There has been a steady fall in the number of schools below the DCSF floor targets at KS2 until 2009. However, there has been a rise in this number in 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 targets in 2009, whilst nationally, it has risen 0.8% to 10.9% .