

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: January 2010

SUBJECT: Annex 2: Overview of 2008 performance at KS3 & KS4

1.0 Key Stage 4

1.1. Key Stage 4 Trends and Comparisons

1.1.2 Performance at KS4 has shown improvement across all headline indicators, with the 5+ A*-C rate continuing a strong upward trend, with a rise of 4.2% in 2009, broadly in line with that seen nationally.

2006-2008 Percentage Benchmark indicators for GCSE

% pupils achieving:	2007			2008			2009		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
5+A*- C	55.9	61.4	57.3	62.5	63.9	64.7	66.7	69.2	69.3
5+A*-C (inc Eng & maths)	42.1	46.3	42.6	46.4	47.6	46.2	45.6	50.4	48.1
5+A*-G	88.1	90.9	90.8	90.6	91.5	92.2	90.9	93.4	93.4
No Passes	4.4	2.0	2.3	2.3	1.5	1.6	1.9	0.5	1.2

Note: 2009 data is provisional

National figures are for all maintained schools only

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

1.1.3 The performance of similar authorities has improved at a slightly quicker rate, widening the gap from Leeds performance. In terms of the gold standard, Leeds' performance fell back 1% in 2009, whereas performance nationally and in similar authorities has improved by around 2%, again widening the gap.

1.1.4 In terms of 5+ A*-G, Leeds' improvement of 0.3% was smaller than that recorded in similar authorities (1.2%) and nationally (1.9%). Locally the number of pupils achieving at least one pass locally increased by 0.4% to 98.1%, whilst similar authorities rose by 0.4% to 98.8% and nationally, performance rose by 1% to 99.5%.

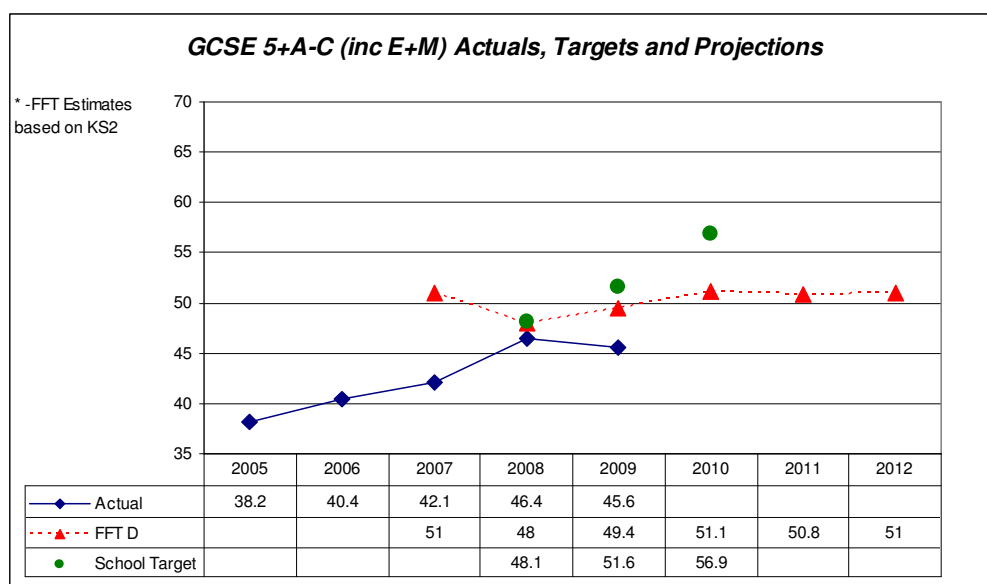
	gender	2007		2008		2009	
		Leeds	Nat	Leeds	Nat	Leeds	Nat
5 or more A*-C	Girls	59.0	64.0	64.8	68.3	71.0	73.4
	Boys	53.3	54.8	59.9	59.1	62.7	65.2
5 or more A*-C (inc Eng & Maths)	Girls	45.9	49.7	49.9	51.9	48.9	54.2
	Boys	39.0	41.4	42.8	43.5	42.5	46.8
5 or more A*-G	Girls	89.6	93.2	92.1	93.6	92.6	95.0
	Boys	86.7	89.4	89.0	89.5	89.4	91.9
No Passes	Girls	3.6	1.9	2.0	1.0	1.5	0.2
	Boys	5.2	2.8	2.5	2.0	2.3	0.8

Note: 2008 data is provisional

- 1.1.5 The gap in attainment between boys and girls has widened significantly in terms of 5+ A*-C in Leeds and is now in line with the national gap. This is due in the main to a significant improvement in the performance of girls in Leeds in 2009, who rose by 6.2%, whilst boys improved by 2.8%. The gap in 5+ A*-C (EM) maintained previous levels, with falls seen for both genders, but for 5+ A*-G the gap was closed by national performance, meaning the Leeds gap is now in line with national levels having been 1% smaller previously. Finally, the gap for No passes reversed with national improvements much larger than that seen locally.

1.2 Key Stage 4 trajectories

- 1.2.1 Schools and local authorities are no longer required to set targets for 5+ A*-C, but for 5+ A*-C (including English and maths) only. There were targets set for progress from KS3, but following the abandonment of testing at KS3, these have also been removed. In their place, from this autumn term, schools are required to set targets for progress from KS2 to KS4.

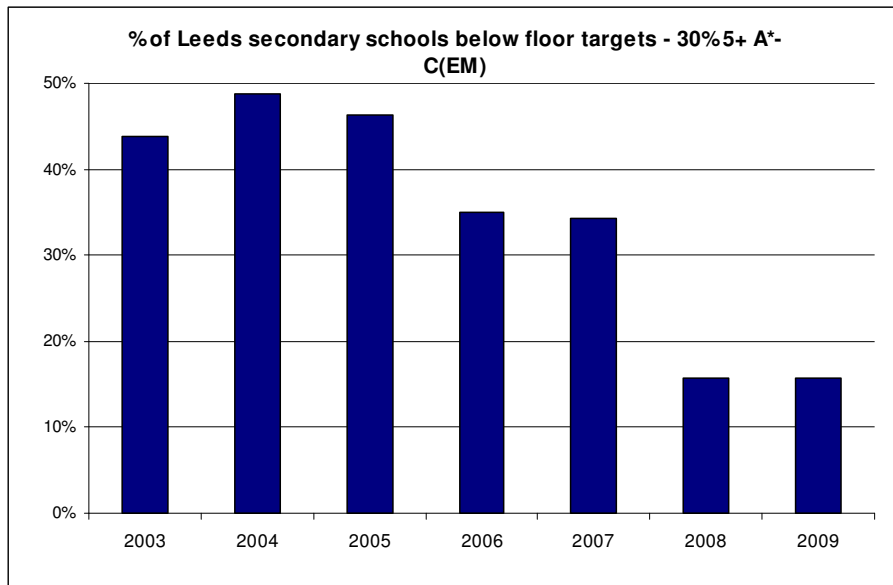


- 1.2.2 The drop in performance in 2009 for KS4 5+ A*-C including English and maths widens the gap to the target set by schools, which was agreed in January 2008. The target set in January 2009 maintains an aspirational trajectory and is well above the estimate shown by FFT top quartile estimates.

1.3 Performance of individual schools

- 1.3.1 Within the local authority improvements, there has been a more mixed picture at school level.

Key Stage 4 Floor Targets



- 1.3.2 Of the original 14 schools that were part of the National Challenge, only six remained in this category at the end of the 2008/09 academic year. Three of these schools have now closed: West Leeds and Wortley have merged to become the new Swallow Hill Community College (which remains a school in the National Challenge) and South Leeds High has closed and become an academy. Leeds has a strong record of implementing the changes necessary to reach these targets and approved improvement plans are in place for all schools that remain in the National Challenge. Proposals are being presented to Executive Board for consultation to take place on structural changes for three schools that are designed to raise standards and secure rates of improvement that are above the floor target.

1.4 Attainment of Pupil Groups

- 1.4.1 Information is available to allow the monitoring of performance of several priority groups of pupils. However, this information is not currently available at a national level and so benchmarking can only be done against national data from the previous year..

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

	2007		2008		2009
	Leeds	National	Leeds	National	Leeds
Cohort size					115
5+ A*-C (inc Eng & maths)					4.4
5+ A*-C	8	13	9		16.5
5+ A*-G	39	43	34		58.3
1+ A*-G	62	64	64		84.4

Note: 2009 data is provisional

National data for 2009 is currently unavailable

- 1.4.2 The percentage of pupils in care achieving 5+ A*-C has risen significantly in 2009, with almost 17% of pupils achieving this standard, nearly double that seen in 2008. The 5+ A*-G performance also rose significantly, as did the 1+ A*-G figure with 84% of pupils achieving at least one qualification.

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

		2007		2008		2009	
		Leeds	National	Leeds	National	Leeds	National
5+ A*-C (inc Eng & maths)	Non eligible	47.7		52.3		52.0	
	Eligible	15.9		19.5		16.0	
5+ A*-C	Non eligible	62	61	67.4	67.0	73.0	
	Eligible	26.9	33	34.6	40.0	38.0	
5+ A*-G	Non eligible	91.5		94.3		94.0	
	Eligible	71.7		78.5		75.0	
No passes	Non eligible	3.1	2.1	1.1	1.5	1.0	
	Eligible	10.3	6.2	5.5	4.2	5.0	

Note: 2009 data is provisional

- 1.4.3 Performance of FSM eligible pupils improved for 5+ A*-C and for 'No passes' although the gap for 5+ A*-C widened to 35% in 2009, significantly larger than the national gap in 2008.
- 1.4.4 Performance fell back with regards to the gold standard measure, where 16% of FSM eligible pupils now achieve the level required, down from almost 20% in 2008. The gap to non eligible pupils has widened 3% to 36%. Performance of FSM eligible pupils at 5+ A*-G also fell 3.5% to 75%, widening the gap to 19% in 2009.

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

		2007		2008		2009	
		Leeds	National	Leeds	National	Leeds	National
5+ A*-C (inc Eng & maths)	Action	12.9		16.1	16.7	19.0	
	Action +	6.4		10.8	10.9	12.0	
	Statement	4.5		5.5	5.2	7.0	
5+ A*-C	Action	23.6	21.9	31.0	33.6	45.0	
	Action +	14.1	15.3	17.6	21.6	25.0	
	Statement	9.8	8.7	11.9	10.7	12.0	
5+ A*-G	Action	71.0		82.8		88.0	
	Action +	54.4		63.4		66.0	
	Statement	32.8		48.7		42.0	
No passes	Action	8.4	4.5	2.9	2.2	2.0	
	Action +	18.4	12.0	8.8	7.0	6.0	
	Statement	37.3	18.4	19.9	17.2	19.0	

Note: 2009 data is provisional

No National data is available for 2009

- 1.4.5 The performance of pupils on the SEN register improved again in 2009. The performance in terms of the gold standard improved for all groups, as it did for 5+ A*-C. Performance at 5+ A*-G improved for School Action and School Action Plus pupils, but fell almost 7% for statemented pupils. Finally, the percentage of pupils leaving without any qualifications fell for all groups., although it remained high for statemented pupils at 19%.

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

		Pupils 2009	5+ A*-C					
			Leeds			National		
			2007	2008	2009	2007	2008	2009
ASIAN	Bangladeshi	66	39.6	40.0	62.1	58.4	62.3	
	Indian	175	67.4	73.5	61.7	74.7	78.3	
	Kashmiri Pakistani	149	36.4	45.3	53.7	53.0	58.2	
	Other Pakistani	222	50.8	47.3	63.5			
	Kashmiri Other	9	33.3	66.7	66.7	64.1	66.1	
	Other Asian background	55	63.9	58.3	61.8			
BLACK	Black Caribbean	88	48.4	54.3	43.2	49.1	54.0	
	Black African	160	50.9	54.2	68.1	55.6	60.3	
	Other Black Background	48	41.5	64.0	52.1	49.7	56.2	
MIXED	Mixed Black African and White	32	50.0	55.6	56.3	57.6	63.4	
	Mixed Black Caribbean and White	128	39.0	51.8	58.6	48.8	55.3	
	Mixed Asian and White	58	52.2	68.6	60.3	69.5	72.1	
	Other Mixed Background	75	37.9	50.0	61.3	61.1	65.8	
OTHER GROUPS	Chinese	38	85.3	87.8	86.8	83.3	84.3	
	Other Ethnic group	59	51.1	66.7	67.8	57.2	60.6	
WHITE	White British	6695	57.4	62.2	67.6	59.5	63.8	
	White Irish	30	55.9	59.0	70.0	63.1	69.0	
	Traveller Irish Heritage	11	12.5	16.7	18.2	15.6	17.4	
	Gypsy/Roma	20	0.0	26.3	30.0	14	15.7	
	White Eastern European	38		33.3	71.1			
	White Western European	10		50.0	90.0	58.8	60.8	
	Other White Background	36	60.2	77.3	63.9			
Total	Leeds		56.1	61.9	66.7	59.3	63.5	

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

Notes: ¹ 2009 Data is provisional

- 1.4.6 Standards against this headline indicator in Leeds have improved by over 10% in three years. This encouraging overall improvement has been exceeded by the improvement in outcomes for the Black heritage cohorts, despite a fall in performance for Black Caribbean pupils in 2009 of 11%.
- 1.4.7 Of the Asian heritage pupils, most improved since 2007 are Bangladeshi pupils, whose performance has improved by 23% over the time period, the majority of this increase occurred in 2009. General levels of attainment for Asian heritage pupils do remain below average, including Indian pupils in 2009 having previously been well above the Leeds average.
- 1.4.8 The performance of Mixed heritage pupils is less encouraging, with all groups performing below the city average with falls in performance for Mixed Asian & White pupils or modest increases, as seen for other Mixed heritage pupils.
- 1.4.9 As at other Key Stages, very few pupils from Gypsy/Roma and Traveller heritage backgrounds achieve the “expected” level of attainment.

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

		Pupils 2009	5+A*-C (EM)					
			Leeds			National		
			2007	2008	2009	2007	2008	2009
ASIAN	Bangladeshi	66	30.2	32.0	28.8	41.0	44.5	
	Indian	175	52.0	54.8	61.7	61.6	64.9	
	Kashmiri Pakistani	149	26.5	23.6	31.5	36.8	39.7	
	Other Pakistani	222	33.0	32.7	36.5			
	Kashmiri Other	9	33.3	50.0	44.4	50.4	52.1	
	Other Asian background	55	47.2	46.7	40.0			
BLACK	Black Caribbean	88	30.2	35.9	27.3	32.7	35.9	
	Black African	160	40.2	33.1	38.8	40.2	43.3	
	Other Black Background	48	36.6	48.0	18.8	33.1	39.0	
MIXED	Mixed Black African and White	32	42.3	33.3	31.3	42.2	46.4	
	Mixed Black Caribbean and White	128	30.5	30.4	33.6	33.7	37.8	
	Mixed Asian and White	58	47.8	51.4	48.3	58.4	58.2	
	Other Mixed Background	75	27.6	26.0	45.3	48.2	50.6	
OTHER GROUPS	Chinese	38	55.9	73.2	52.6	70.2	69.5	
	Other Ethnic group	59	40.0	47.2	47.5	42.2	44.3	
WHITE	White British	6695	43.3	47.8	47.2	45.8	48	
	White Irish	30	47.1	35.9	53.3	51.9	56.6	
	Traveller Irish Heritage	11	0.0	0.0	9.1	8.4	7.3	
	Gypsy/Roma	20	0.0	5.3	5.0	7.0	6.8	
	White Eastern European	38		25.0	21.1			
	White Western European	10		50.0	60.0	45.8	45.7	
	Other White Background	36	49.4	56.1	55.6			
Total	Leeds		44.0	46.3	45.6	45.4	46.2	

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

Notes: ¹ 2009 data is provisional

- 1.4.10 Local performance has improved by 1.6% in the past two years, but with a mixed picture for different ethnic groups. Bangladeshi pupils have fallen back this year, despite the significant improvements in 5+ A*-C performance. The reverse is true for Indian pupils whose performance in the gold standard has improved, despite a fall in 5+ A*-C performance. Pakistani pupils have improved in 2008, but performance is below local averages and the national level of performance in 2008.
- 1.4.11 The performance of Black heritage pupils has fallen back since 2007, particularly that of Black Other pupils. The majority of Mixed heritage groups have not improved significantly in the past three years, with only Other Mixed groups improving. Mixed Black African & White pupils continued the fall seen in 2008, and although Black Caribbean & White and Mixed Asian & White groups improved in 2008, these rises were not significant ones.

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

		Pupils 2009	1+A*-G					
			Leeds			National		
			2007	2008	2009	2007	2008	2009
ASIAN	Bangladeshi	66	100.0	98.0	97.0	98.3	98.6	
	Indian	175	99.4	100.0	99.4	99.2	99.2	
	Kashmiri Pakistani	149	95.5	98.1	98.7	98.2	98.5	
	Other Pakistani	222	99.0	98.6	96.8			
	Kashmiri Other	9	100.0	83.3	100.0	97.4	97.7	
	Other Asian background	55	91.7	98.3	100.0			
BLACK	Black Caribbean	88	98.4	97.8	97.7	98.0	98.1	
	Black African	160	97.3	99.2	98.8	98.1	98.3	
	Other Black Background	48	100.0	96.0	91.7	97.6	97.3	
MIXED	Mixed Black African and White	32	100.0	97.2	100.0	97.0	97.2	
	Mixed Black Caribbean and White	128	92.4	93.8	93.8	96.5	97.6	
	Mixed Asian and White	58	93.5	97.1	96.6	97.7	98.4	
	Other Mixed Background	75	89.7	96.0	97.3	97.3	97.8	
OTHER GROUPS	Chinese	38	100.0	97.6	100.0	99.2	98.8	
	Other Ethnic group	59	95.6	94.4	100.0	96.9	97.0	
WHITE	White British	6695	95.7	96.8	97.8	97.7	98.2	
	White Irish	30	97.1	100.0	96.7	97.1	97.7	
	Traveller Irish Heritage	11	62.5	66.7	90.9	67.5	71.6	
	Gypsy/Roma	20	36.4	89.5	75.0	79.6	84.8	
	White Eastern European	38			100.0			
	White Western European	10			100.0			
	Other White Background	36	95.2	97.0	97.2	97.2	97.4	
Total	Leeds		95.7	96.9	97.3	97.6		

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

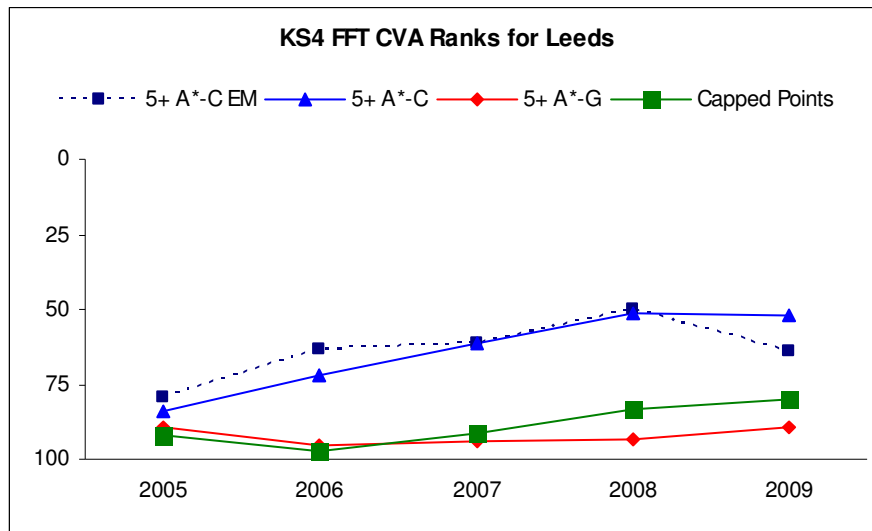
Notes: ¹ 2009 Data is provisional

1.4.12 Most minority ethnic groups recorded increases in the numbers of pupils leaving with a qualification in the past three years. Other Pakistani heritage pupils have fallen back, as have Black Caribbean and Other Black heritage pupils.

1.4.13 Mixed heritage pupils have also recorded improvements over the past three years, although there was a drop seen for Mixed Asian and White pupils in 2009. Both traveller groups have seen improvements on this measure since 2007, although there was a slight drop for Gypsy/Roma pupils in 2009.

2.0 Contextual Value Added

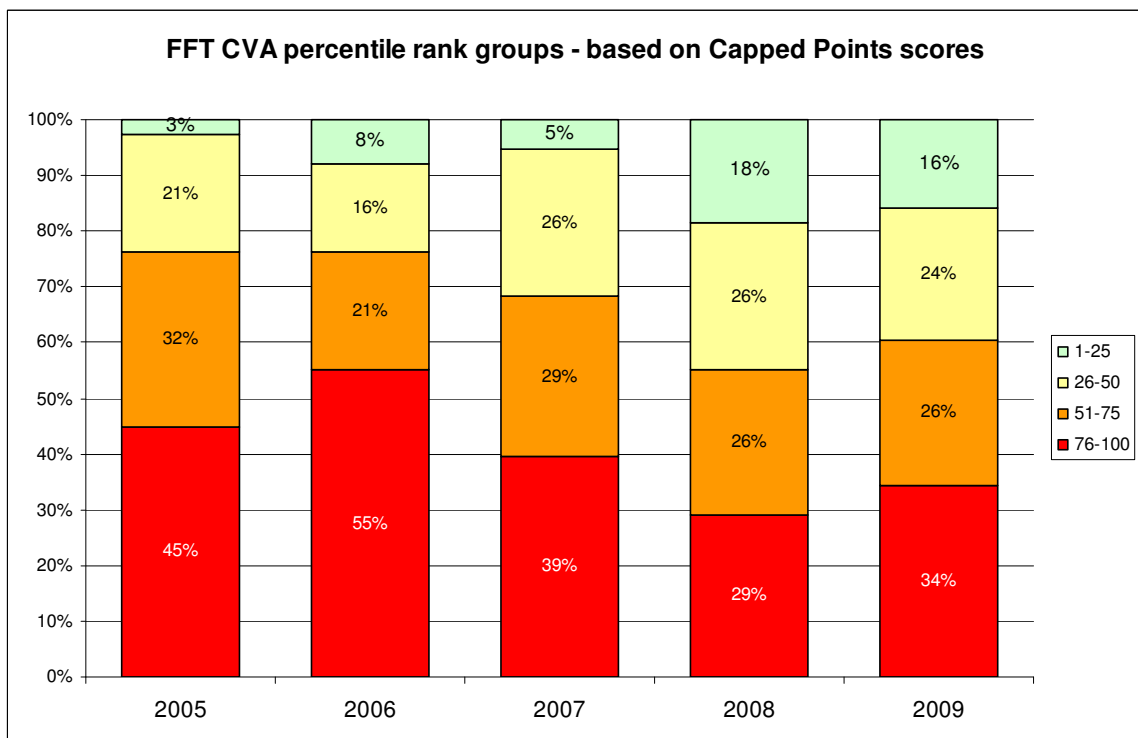
2.1 Analyses generated through the Fischer Family Trust (FFT) 'Value Added Project' model show that progress in secondary schools is still a significant issue in Leeds. Students in a large proportion of the schools in Leeds do not make the progress expected compared with national expectations. The improvement in 5+ A*-C progress shown last year has remained approximately at the 50th percentile.



2.1.2 Overall, the performance of Leeds as a whole measured by value added between Key Stages two and four is still below expectations. Key judgements show that city wide performance, once the context of the pupils and the school attended is taken into account, is in the bottom 20% for the indicator closest to DCSF methodology, but the improvement has been consistent since 2006 when performance was within the bottom 3%.

2.2 Number of Schools in each Fischer Family Trust Quartile

2.2.1 There had been a significant improvement in the performance of schools in comparison to FFT estimates based on KS2 results up to 2008, but there has been a slight fall back in performance in 2009.



Source: FFT Database v12.18

2.2.2 In 2005, nearly half of Leeds schools were in the bottom quarter of schools nationally in terms of Capped Points scores in comparison to FFT estimates. In 2009, although

better, over a 5 year trend, the proportion of schools in the bottom quarter rose to one-third. The proportion in the second and third quartiles is in line with expectations, but only one-sixth of schools are in the top quartile.

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

Pupil Groups	5+ A*-C EM			5+ A*-C			5+ A*-G			Capped Points			3 year trend			
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	5+ A*-C (em)	5+ A*-C	5+ A*-G	Points
All Pupils	-0.55	0.93	-0.72	-1.04	0.63	0.30	-2.36	-0.82	-0.97	-8.9	-3.9	-4.3	↑ ↓	↑	↑	↑
Boys	-0.50	1.17	-0.46	0.13	2.30	0.20	-2.07	-0.54	-0.60	-7.5	-2.4	-4.5	↑ ↓	↑ ↓	↑	↑
Boys - Lower	-1.96	-1.04	-0.77	-0.88	1.29	-0.12	-1.88	-0.76	0.18	-11.8	-8.3	-10.8	↑ ↓	↑ ↓	↑	↑ ↓
Boys - Middle	-0.99	2.87	-0.88	-1.30	3.19	-0.24	-3.35	-0.39	-1.59	-10.1	1.3	-3.3	↑ ↓	↑ ↓	↑	↑ ↓
Boys - Upper	1.93	1.87	0.44	3.11	2.51	1.12	-0.75	-0.45	-0.34	1.1	0.4	1.8	↑ ↓	↓	↑	↑
Girls	-0.60	0.68	-1.00	-2.29	-1.09	0.41	-2.68	-1.09	-1.37	-10.4	-5.3	-4.1	↓	↑	↑	↑
Girls - Lower	-2.27	-2.33	-2.10	-4.39	-2.49	-0.05	-3.55	-0.74	-0.36	-19.7	-14.7	-7.7	↓	↑	↑	↑
Girls - Middle	-0.65	2.02	-1.34	-3.37	-2.42	0.63	-3.47	-1.79	-3.12	-10.9	-3.7	-5.1	↓	↑	↑ ↓	↑
Girls - Upper	1.37	2.14	0.47	1.61	2.20	0.63	-0.60	-0.56	-0.45	0.8	2.6	0.7	↑ ↓	↓	↑	↑

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

2.2.4 For most indicators by gender groups, performance for 5+ A*-C and the gold standard have varied over the past three years. The performance of lower ability girls is significantly below expectations, whilst upper ability pupils have performed significantly above expectations. However, significant improvements have been recorded by many groups for 5+A*-G and for Capped Points score, but overall performance remains below expectation.

Pupil Groups	5+ A*-C EM			5+ A*-C			5+ A*-G			Capped Points			3 year trend			
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	5+ A*-C (em)	5+ A*-C	5+ A*-G	Points
All Pupils	-0.55	0.93	-0.72	-1.04	0.63	0.30	-2.36	-0.82	-0.97	-8.9	-3.9	-4.3	↑ ↓	↑	↑	↑
Bangladeshi	-2.70	-12.56	-13.66	-14.63	-24.32	-8.54	0.18	-2.11	-1.28	-27.2	-36.5	-14.4	↑ ↓	↑	↑	↑
Indian	-8.89	-7.93	-4.64	-6.75	-3.39	1.72	0.30	0.20	0.49	-8.2	-5.1	-0.4	↑ ↓	↑	↑	↑
Pakistani	-8.45	-10.33	-6.65	-9.48	-10.27	-3.69	-0.59	1.00	1.38	-19.9	-20.1	-10.5	↑ ↓	↑	↑	↑
Other Asian	-6.51	-3.37	-1.12	-10.47	-1.99	-3.76	-3.66	-1.72	-4.63	-29.8	-6.4	-7.0	↑ ↓	↑	↑	↑
Black African	6.91	0.37	-2.15	-1.84	2.69	1.69	-2.16	-1.51	-0.42	-2.0	-3.9	-3.6	↑ ↓	↑	↑	↑
Black Caribbean	1.20	-2.68	-4.37	0.53	-0.18	-6.33	-9.87	-1.72	-1.82	-21.9	-11.2	-11.7	↑ ↓	↑	↑	↑
White	-0.03	1.83	-0.04	-0.32	1.33	0.81	-1.91	-0.73	-0.85	-7.4	-2.7	-3.4	↑ ↓	↑	↑	↑
Chinese	-14.24	-1.03	-13.57	6.29	4.65	3.21	-1.59	1.51	-2.27	9.0	7.7	15.0	↑ ↓	↑	↑	↑
Any Other	-1.90	-1.49	-0.80	-5.55	1.36	-2.02	-7.87	-5.93	-8.17	-18.6	-9.7	-19.7	↑ ↓	↑	↑	↑
No Information	-1.01	5.69	7.02	-4.34	5.72	4.96	-8.09	-3.98	-2.77	-12.6	-2.4	-0.9	↑ ↓	↑	↑	↑

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

2.2.5 The data is not available at as detailed a level, but there has been some significant improvements in performance for several priority groups. Several groups are now in line with FFT estimates in terms of 5+ A*-C, including Black African and Black Caribbean pupils. All Asian groups are now in line with estimates in terms of 5+ A*-G and despite remaining below expectations, these pupils have shown significant improvement for 5+ A*-C.

2.2.6 Performance in terms of capped points scores for several groups is improving significantly, notably Asian heritage pupils but, significantly, Black Caribbean pupils performance is consistently below expectations in terms of Capped points.

Pupil Groups	5+ A*-C EM			5+ A*-C			5+ A*-G			Capped Points			3 year trend			
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	5+ A*-C (em)	5+ A*-C	5+ A*-G	Points
All Pupils	-0.55	0.93	-0.72	-1.04	0.63	0.30	-2.36	-0.82	-0.97	-8.9	-3.9	-4.3	↑ ↓	↑	↑	↑
Looked After - Yes	-0.98	-6.84	-5.59	-2.50	-8.81	-12.41	-18.84	-14.37	-10.79	-33.8	-41.0	-37.5	↓	↓	↑	↑
SEN Action	0.73	-2.66	-3.85	-1.79	-3.15	-3.30	-6.89	-2.48	-0.69	-25.5	-17.4	-13.4	↓	↓	↑	↑
SEN Action Plus	0.83	0.40	0.53	-0.95	-5.64	-5.47	-13.99	-12.29	-11.51	-29.6	-25.5	-24.9		↓	↑	↑
SEN Statement	-0.48	0.11	0.80	-0.93	-0.58	-2.44	-16.65	-10.06	-7.45	-16.3	-9.5	-6.1			↑	↑
With FSM	-0.42	-0.25	-1.84	-2.81	-0.43	-2.53	-7.34	-4.47	-6.74	-23.7	-16.6	-23.7			↑	↑

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

2.2.7 Performance for other priority groups is not encouraging, with several groups remaining significantly below expectations. Most groups show improvements at 5+ A*-G, but remain below expectations and all groups except SEN stated pupils are below expectations for 5+ A*-C (EM). Points scores have improved for School Action pupils, but remain below expectation, and those eligible for Free School meals have been inconsistent over the three year period.

2.2.8 School level results

	Pupils	5+ A*-C inc E&M	5+ A*-C	5+ A*-G	1+ A*-G	Any Qual
Leeds	8309	45.6	66.7	90.9	97.3	98.1
National		50.4	69.2	93.4		99.5
Abbey Grange C of E High	204	62.7	77.0	98.0	100.0	100.0
Allerton Grange High	298	44.3	57.0	89.9	97.3	98.3
Allerton High	185	51.4	75.1	96.2	100.0	100.0
Benton Park	235	62.1	75.3	98.7	99.1	99.1
Boston Spa Comprehensive	299	45.5	78.9	95.7	98.7	99.0
Brigshaw High	248	49.2	67.3	93.1	99.2	99.2
Bruntcliffe High	273	41.8	70.3	92.7	98.5	98.9
Cardinal Heenan Catholic High	182	50.5	78.6	96.2	97.8	99.5
Carr Manor High	133	25.6	54.9	90.2	97.7	97.7
City of Leeds	139	11.5	23.0	72.7	93.5	93.5
Cockburn High	191	37.7	68.1	93.2	100.0	100.0
Corpus Christi Catholic College	186	47.3	60.2	93.0	97.8	97.8
Crawshaw	212	59.0	69.3	93.9	100.5	100.5
Farnley Park High	151	32.5	45.7	86.8	96.7	96.7
Garforth Community College	298	75.2	94.3	98.3	99.3	99.3
Guiseley	207	71.5	82.6	95.2	100.0	100.0
Horsforth	217	59.4	81.1	99.1	100.0	100.0
Intake High Arts College	204	29.9	52.9	83.3	95.6	96.6
John Smeaton Community High	171	45.0	77.2	87.1	97.1	97.1
Lawnswood	266	38.3	56.4	86.5	97.0	97.4
Morley High	252	59.5	75.8	93.3	97.6	98.4
Mount St Mary's Catholic High	223	39.5	67.7	96.4	99.1	99.6
Otley Prince Henry's Grammar	228	62.3	82.9	96.9	99.6	99.6
Parklands Girls' High	138	32.6	42.0	86.2	94.9	95.7
Priesthorpe	209	42.6	78.9	95.2	100.0	100.0
Primrose High	144	15.3	38.2	75.7	88.9	91.0
Pudsey Grangefield High	199	51.8	71.4	97.0	99.0	99.5
Ralph Thoresby High	173	39.9	66.5	87.9	98.3	99.4
Rodillian Performing Arts College	232	33.2	44.8	89.7	97.4	98.7
Roundhay	238	55.5	78.6	92.0	97.5	99.2
Royds	225	45.3	64.4	91.6	98.7	99.1
South Leeds High	232	15.5	57.3	78.4	97.8	98.7

St Mary's Catholic Comprehensive	176	74.4	84.7	98.3	98.9	99.4
Temple Moor High	219	42.0	58.4	95.0	97.3	98.2
West Leeds High	197	24.4	46.2	88.3	96.4	97.0
Wetherby High	181	62.4	69.6	96.7	98.9	99.4
Woodkirk High	299	62.9	69.2	98.7	100.0	100.0
Wortley High	182	15.4	73.1	86.3	98.9	98.9
David Young Community Academy	149	28.2	72.5	86.6	98.0	98.0
BESD SILC - Elmete Central	37	2.7	2.7	21.6	62.2	81.1
East SILC - John Jamieson	21	0.0	0.0	0.0	19.0	42.9
North East SILC - West Oaks	6	0.0	0.0	0.0	0.0	0.0
North West SILC	14	0.0	0.0	0.0	28.6	35.7
South SILC - Broomfield	13	0.0	0.0	0.0	7.7	7.7
West SILC	23	0.0	0.0	0.0	21.7	87.0

Source:EPASonline 11/11/09

3.0 Key Stage 5

3.1 There has been a significant increase in the data available at KS5. Data has been made available for colleges in Leeds, as well as for schools, allowing a more accurate picture of performance across the city, post-16. However, this does not extend to information regarding the performance of groups of priority pupils as this data has not previously been available and remains so for students in the college sector as colleges are not required to submit a termly census to the authority in the same way that schools are.

3.1.2 Data is still provisional at this stage and subject to amendments as further qualifications are included.

Table 8: 2007-2009 KS5 performance

	2007		2008		2009	
	Leeds	National	Leeds	National	Leeds	National
Points per student	281.6	284.5	273.4	287.4	271.8	
Points per entry	75.2	78.3	74.9	79.0	76.5	

Data Source: EPASonline, DCSF Statistical First Release Leeds figures are for maintained schools only and still provisional

3.1.3 In comparison to the performance of the same schools last year, the average points scores per pupil has dropped this year, whilst points per entry has improved on 2008 levels. This would suggest that students are studying fewer subjects, but are benefiting by getting better results in these fewer subjects. Initial figures suggest that the average number of entries per student has dropped below three entries in 2009.

3.2 Attainment of Pupil Groups

3.2.1 Performance of priority pupil groups can only be measured for pupils in Leeds schools, and colleges are not required to complete a termly census.

	Pupils	Points per pupil	Points per entry
All Leeds school pupils	2421	273.9	76.6
FSM Non eligible	2306	276.3	76.8
FSM Eligible	115	221.4	71.9
No SEN	2325	275.7	76.9
School Action	65	250.5	74.1

School Action + Stated	8 23	183.8 162.2	57.6 55.4
Looked After Pupils	<5	223.3	67.0

Data Source: EPASonline, DCSF Statistical First Release Leeds figures are for maintained schools only and still provisional

3.2.2 Pupils eligible for Free School Meals obtain significantly fewer points per pupil, but their points per entry is closer to the Leeds school average, indicating fewer subjects studied, while those on the SEN register to perform significantly below the local average. The Looked After Children cohort is very small but performance is below that of the cohort as a whole.

2009 KS5 Performance for ethnic groups

	Pupils	Points per pupil	Points per entry
All Leeds school pupils	2421	273.9	76.6
Bangladeshi	9	222.2	70.2
Indian	97	254.6	71.4
Kashmiri Pakistani	35	201.4	69.8
Other Pakistani	84	225.5	68.0
Other Asian	20	240.0	71.1
Black African	35	246.3	67.1
Black Caribbean	21	192.4	58.6
Black Other	9	271.1	77.5
Mixed Asian & White	13	357.7	87.7
Mixed Black African & White	<5	282.5	80.7
Mixed Black Caribbean & White	21	259.0	75.6
Mixed Other	15	314.7	82.1
Chinese	18	365.6	89.5
Other heritage	7	382.9	94.0
White British	1992	278.4	77.5
White East European	<5	386.7	94.3
White Irish	<5	272.5	72.7
White Other	13	244.6	69.9
Gypsy Roma	<5	120.0	40.0
White West European	<5	345.0	92.0
Not Obtained	8	177.5	50.7
Refused	8	226.3	67.0

Data Source: EPASonline, DCSF Statistical First Release Leeds figures are for maintained schools only and still provisional

3.2.3 Performance of all Asian groups is below Leeds school averages in terms of both points per pupil and points per entry and this is repeated for Black African and Black Caribbean pupils. Mixed Asian & White and Mixed other heritage pupils perform well above the Leeds average, as do Chinese pupils.