

APPENDIX 1

ANNUAL ATTENDANCE AND EXCLUSIONS REPORT:

AUTUMN AND SPRING TERM 2009/2010

Full Data Set and Commentary

1. ATTENDANCE IN PRIMARY SCHOOLS

1.1 Overall attendance and absence

1.1.1 In 2009/10, attendance in primary schools rose by 0.17 percentage points to 94.26% as shown in Table 1.1.1 below. This increase is despite the impact of snow days during the severe weather last year, where schools that remained open would have had their attendance impacted on by children who could not get to school. Attendance increased by a larger amount in Leeds than nationally and by comparison to statistical neighbours, thereby narrowing the gap.

Table 1.1.1 Percentage attendance in primary schools

	Leeds target	Leeds	National	Statistical Neighbour Average
2005/06	94.8	94.30	94.24	94.36
2006/07	95.3	94.79	94.82	94.98
2007/08	95.4	94.67	94.74	94.88
2008/09		94.09	94.54	94.60
2009/10		94.26	94.66	94.72

Source: DfE statistical first release

1.1.2 Tables 1.1.2 and 1.1.3 below show a decrease in authorised absence and an increase in unauthorised absence. The increase in unauthorised absence means that schools are taking positive action to challenge regular absence. This includes challenging requests for holidays in term time, not authorising absence when schools remained open during the severe weather. By taking such a stance, schools are tackling the root causes of absenteeism. Ultimately, the only way to sustain significant improvements in attendance is by schools setting clear expectations to parents.

Table 1.1.2 Percentage authorised absence in primary schools

	Leeds	National	Statistical Neighbour Average
2005/06	5.26	5.30	5.22
2006/07	4.71	4.66	4.55
2007/08	4.76	4.69	4.62
2008/09	5.15	4.81	4.82
2009/10	4.88	4.67	4.66

Source: DfE statistical first release

Table 1.1.3 Percentage unauthorised absence in primary schools

	Leeds	National	Statistical Neighbour Average
2005/06	0.44	0.46	0.43
2006/07	0.50	0.52	0.47
2007/08	0.57	0.57	0.50
2008/09	0.75	0.65	0.58
2009/10	0.85	0.68	0.62

Source: DfE statistical first release

1.2 Reasons for absence

1.2.1 Table 1.2.1 below shows that there are some changes in the pattern of reasons for absence between 2008/09 and 2009/10 in Leeds primary schools.

Table 1.2.1 Reasons for absence in primary schools: autumn and spring term 2008/09 and 2009/10

Reason for absence	% of absences		% of all possible sessions	
	2008/09	2009/10	2008/09	2009/10
Authorised absence				
Illness	56.40	55.58	3.31	3.19
Medical/Dental appointments	4.37	4.53	0.26	0.26
Religious observance	3.51	2.44	0.21	0.14
Study leave	0.00	0.00	0.00	0.00
Traveller absence	0.50	0.21	0.03	0.01
Agreed family holiday	11.94	9.96	0.70	0.57
Agreed extended family holiday	0.77	0.58	0.05	0.03
Excluded	0.19	0.18	0.01	0.01
Other authorised reason	9.53	11.49	0.56	0.66
Unauthorised absence				
Not agreed family holiday	1.90	2.10	0.11	0.12
Arrived after registers closed	1.53	1.38	0.09	0.08
Other unauthorised reason	7.51	8.62	0.44	0.49
No reason yet provided	1.85	2.79	0.11	0.16

Source: School Census

1.2.2 The majority of absence recorded remains due to "illness". However, as a percentage of all types of absence and as proportion of all sessions, illness has continued to reduce in 2009/10 which is positive as fewer children are being kept out of school for health related issues. In addition, the Positive Health Initiatives between School Nursing and the Attendance Strategy Team have delivered significant and sustained improvements in schools and clusters where they have been operating.

1.2.3 There has been a continued decrease in the total number of days' holiday authorised in 2009/10 because schools are challenging requests by parents to take their children out of school during term time. The evidence that this strategy is

effective is the resulting additional 9,000 extra days' attendance. Overall primary attendance would have been 0.13 percentage points lower in 2009/10 if this improvement had not been achieved. This trend confirms that the policy of not agreeing holidays in term time is having an impact on reducing absence. There are now many examples of cluster-wide holiday policies across the city, which is supporting a consistent message being communicated to parents and carers about the importance of regular attendance.

- 1.2.4. There was an increase in absence due to "*other authorised*" and "*other unauthorised absence*" in 2009/10. Reasons for this include not only the 'snow' days, where some schools remained open despite severe disruption to road transport, other school closures etc but also when volcanic ash prevented air travel, preventing many staff and pupils from being able to return to school. Education Leeds encouraged schools, wherever possible, to keep schools open to maintain continuity in opportunities for learning. The impact of these extreme events was a national phenomenon which prompted the Department for Education (DfE) to make emergency amendments to the Pupil Registration regulations so that schools will not be adversely affected should they remain open, as is desirable, during such occurrences.
- 1.2.5 The proportion of total sessions lost due to "*religious observance*" fell in 2009/10. This measure has been impacted upon by the lower number of religious holidays that fell within the school year in 2009/10. Some schools try to mitigate against absence for religious observance by allocating training days at specific religious festivals and by making expectations clear to parents about the number of days' absence permitted.
- 1.2.6 The occurrence of the code "*no reason yet provided*" increased in 2009/10 after having reduced in 2008/09.
- 1.2.7 The increase in the occurrence of "*other unauthorised reason*" is an indicator that schools are challenging reasons for absence which is critical to tackle the root causes of persistent absence. Accurate marking of registers and the use of unauthorised absence enables the Attendance Strategy Team to make use of parental responsibility measures including parent contracts, penalty notices, parenting orders and other legal measures such as prosecution in the Magistrates Court and Education Supervision Orders. These interventions cannot be used when the absence is authorised.
- 1.2.8 Table 1.2.2 shows the comparison of reasons for absence between Leeds and the national picture. Despite the reduction in agreed family holidays in Leeds, the proportion of sessions missed due to this reason remains higher in Leeds than nationally. Leeds also has a higher number of absences due to "*religious observance*". "*other authorised reason*", "*other unauthorised reason*" and "*no reason yet provided*". The proportion of absence due to "*illness*" remains lower in Leeds than nationally.

Table 1.2.2 Comparison of Leeds and national reasons for absence in primary schools, autumn and spring term 2009/10

Reason for absence	% of absences		% of all possible sessions	
	Leeds	National	Leeds	National
<i>Authorised absence</i>				
Illness	55.58	62.91	3.19	3.35
Medical/Dental appointments	4.53	4.80	0.26	0.26
Religious observance	2.44	1.70	0.14	0.09
Study leave	0.00	0.01	0.00	0.00
Traveller absence	0.21	0.33	0.01	0.02
Agreed family holiday	9.96	9.40	0.57	0.50
Agreed extended family holiday	0.58	0.31	0.03	0.02
Excluded	0.18	0.30	0.01	0.02
Other authorised reason	11.49	7.60	0.66	0.40
<i>Unauthorised absence</i>				
Not agreed family holiday	2.10	2.34	0.12	0.12
Arrived after registers closed	1.38	1.13	0.08	0.06
Other unauthorised reason	8.62	7.00	0.49	0.37
No reason yet provided	2.79	2.18	0.16	0.12

Source: Leeds - School Census; National – DfE Statistical First Release

1.3 Persistent absence in primary schools

1.3.1 The criteria for target primary schools set at the end of 2008/09 for the 2009/10 academic year was those schools that have 10 or more PA pupils, where this accounts for 2.5% or more of pupils in the school. Fifty schools in Leeds met these criteria. The DfE have stated that priority schools for reducing persistent absence will no longer be identified.

1.3.2 Levels of PA in primary schools for the last three years are shown on Table 1.3.1. The recent trend of rising persistent absence in primary schools has been reversed in 2009/10 and PA has fallen by 0.6 percentage points. This reduction in PA is greater than that seen nationally and in similar authorities, but levels of PA in Leeds remain higher than national and statistical neighbour benchmarks. The number of PA pupils in primary has decreased by 199, from 1,424 in 2008/09 to 1225 in 2009/10.

Table 1.3.1 Percentage of persistent absentees in primary schools

	Half term 1-4				Half term 1-5		
	2006/07	2007/08	2008/09	2009/10	2006/07	2007/08	2008/09
Leeds	2.3	2.8	3.1	2.5	2.0	2.0	2.2
National	2.2	2.4	2.2	1.8	1.8	1.7	1.5
Statistical neighbours	2.2	2.3	2.2	1.8	1.7	1.6	1.5

Source: DfE statistical first release

1.4 School performance against Targets

1.4.1 53 primary schools (24%) met or exceeded their statutory absence targets in 2009/10. In the statutory target setting exercise, schools are provided with national benchmarking information to inform their own target setting. These targets are then agreed with their School Improvement Partner, giving schools more control over their absence targets, based on analysis of individual patterns of attendance and progress over time.

1.5 Targeted support to primary schools

1.5.1 Since 2007 the Attendance Strategy Team have targeted their support to schools through allocation to clusters using the total number of persistent absentees in the cluster as a measure of need. In addition, primary schools are banded so that schools with the highest need receive the highest degree of support for improving whole-school attendance and PA.

1.5.2 This focus has been effective and is evidenced by the greater reduction in PA by priority schools in 2009/10: between 2008/09 and 2009/10 PA in those priority schools fell by three times as much as in non-priority schools, falling by 1.4 percentage points, compared to 0.4 percentage points for non-target schools.

1.5.3 In addition to the support of the Attendance Advisers and Attendance Improvement Officers, the Attendance Strategy Team target the Attendance Champions resource to schools with highest levels of PA. The team have delivered the “Reach for the Stars” (RFTS) programme which is a group work based programme around attendance and punctuality for KS2 pupils with strong links to primary SEAL.

1.5.4 26 schools ran the RFTS course in 2009/10 with 278 children completing the course. As seen in table 1.5.5 below, 50% of the children who completed the course were prevented from becoming PA and 52 children who were PA at the start of the programme were no longer PA at the end of their course. The average improvement for the attendance of the children on the programme was 5.57%, with the West achieving a higher average of 7.63%.

Table 1.5.5 Reach for the Stars Impact on PA Data

	Av Improvement	Prevented from PA	No Lifted out of PA	No of children completed course	no schools running	Nil data school	Still in PA
All Schools	5.57%	134	52	278	26	5	92
NW Wedge	2.19%	17	1	32	4	1	14
East Wedge	5.42%	60	11	105	10	2	34
West Wedge	7.63%	15	7	26	3	0	4
NE Wedge	2.85%	10	4	30	3	1	16
South Wedge	7.70%	32	29	94	6	1	33

1.5.6. National Strategies, the primary SEAL consultants and Attendance Strategy Team have delivered a primary Attendance and SEAL programme in 2009/10 to target specific groups of pupils in schools with high levels of PA. 14 schools were identified in the first cohort in 2009/10. The positive and significant impact on attendance is captured in table 1.5.7 below which shows that the SEAL pilot schools had greater improvements in overall attendance than non-SEAL schools. Overall attendance in the pilot schools increased by 2.9%, compared to 1.4% for all other primary schools. A second phase of schools has been recruited and the work now underway. This is innovative work with a regional and national profile, the launch event having been attended by the National SEAL Programme Lead.

Table 1.5.7 Impact of Attendance and SEAL pilot on overall school attendance

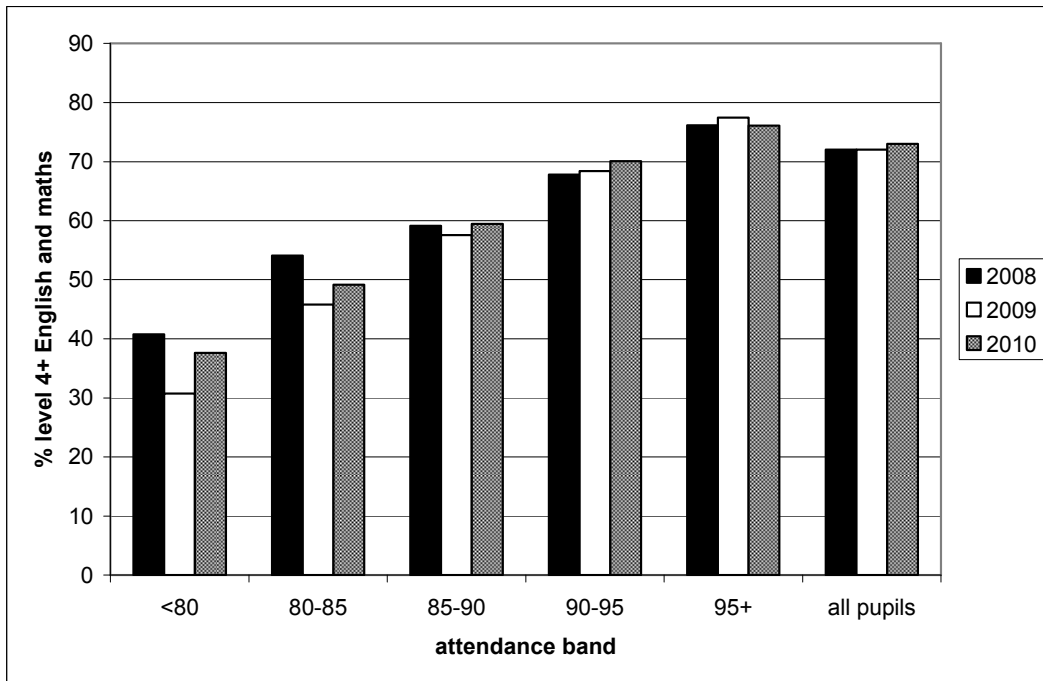
Half Term	OVERALL ATTENDANCE				DIFFERENCE
	HT3 %	HT4 %	HT5 %	HT6 %	HT3-6 %
All Primary Schools (inc. SEAL pilot)	92.8	95.2	95.0	94.4	1.6
All Primary Schools (exc. SEAL pilot)	93.1	95.3	95.1	94.5	1.4
SEAL Primary Schools	89.9	93.6	93.7	92.8	2.9

1.5.8 In addition, there was a significant impact on persistent absentees – the SEAL schools had a total of 80 fewer PA pupils between March and July.

1.6 Attendance and attainment

1.6.1 The link between attendance and attainment is evident from Figure 1.6.1 below. The chart demonstrates that the proportion of pupils achieving level 4 or above in Key Stage 2 English and maths increases as attendance increases.

Figure 1.6.1 Key Stage 2 attainment and attendance



1.6.2 In 2010, only 38% of children in year 6 with attendance below 80% achieved the expected level in both subjects, compared to 76% of those with attendance above 95%. In addition, Figure 1.6.1 indicates that the attainment of those with lower attendance increased in 2010, compared to 2009 which is evidence of closing the gap. It is important that this message is communicated to parents, particularly as a means to address the issue of primary holidays in term time.

1.6.3 Table 1.6.2 below, shows that although this proportion has fallen since 2007/08, almost two thirds of all primary pupils have attendance over 95%. The proportion of pupils with less than 80% attendance has fallen slightly in 2009/10.

Table 1.6.2 Percentage of pupils in attendance bands; autumn and spring terms

Attendance Band	2007/08	2008/09	2009/10
<80%	3.2	3.3	3.1
80-85%	3.4	3.9	3.8
85-90%	8.7	9.8	9.8
90-95%	23.8	25.9	25.4
95%+	60.9	57.2	57.9

Source: School Census

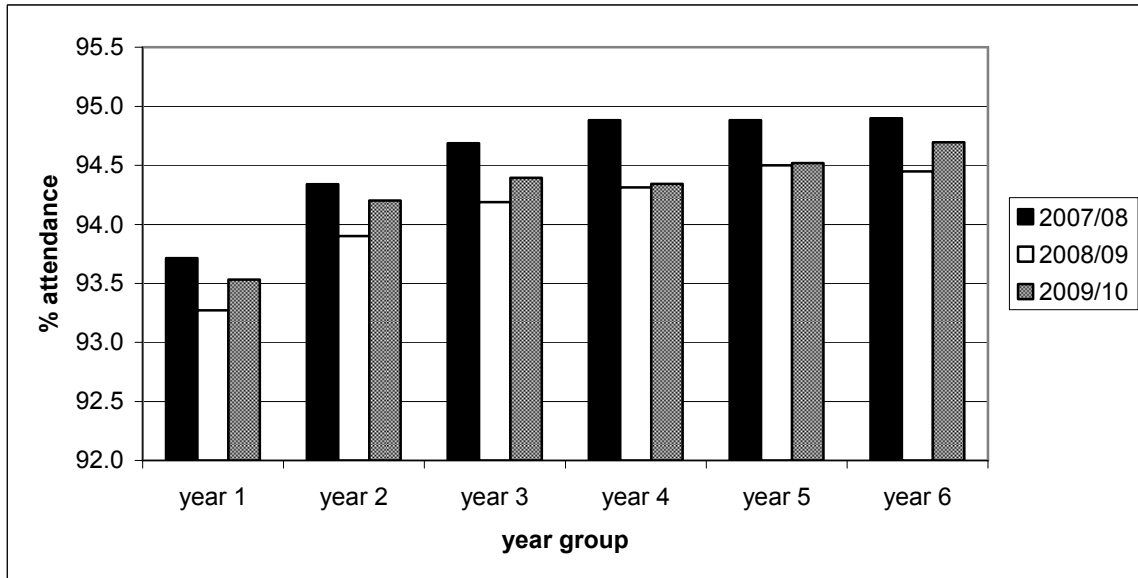
Note: the below 80% attendance band is not the same as the persistent absence figure because it is based on % attendance instead of a threshold number of absence sessions.

1.7 Attendance and persistent absence by pupil group

1.7.1 In a contrast to the pattern of attendance seen in secondary schools, attendance in year 1 tends to be poorest but then improves moving up through the key stages to year 6 having the best attendance. There is also much less variation when comparing attendance across year groups in the primary phase, showing greater

consistency. The phenomenon of poorest attendance in year 1 is reflected nationally and is therefore not just a Leeds issue. However, it is positive trend that attendance in all year groups increased in primary schools in 2009/10 as is seen in table 1.7.1 below.

Figure 1.7.1 Primary attendance by year group



Source: School Census

1.7.2 When comparing the attendance of primary year groups in Leeds to national data, year 6 attendance is closely aligned to national statistics. There is, as noted previously, the greatest difference between attendance in year 1 and year 6. Although pupils clearly make up the ground between those key stages, it is worthy of further investigation as lifting attendance in key stage 1 may deliver even better performance at key stage 2.

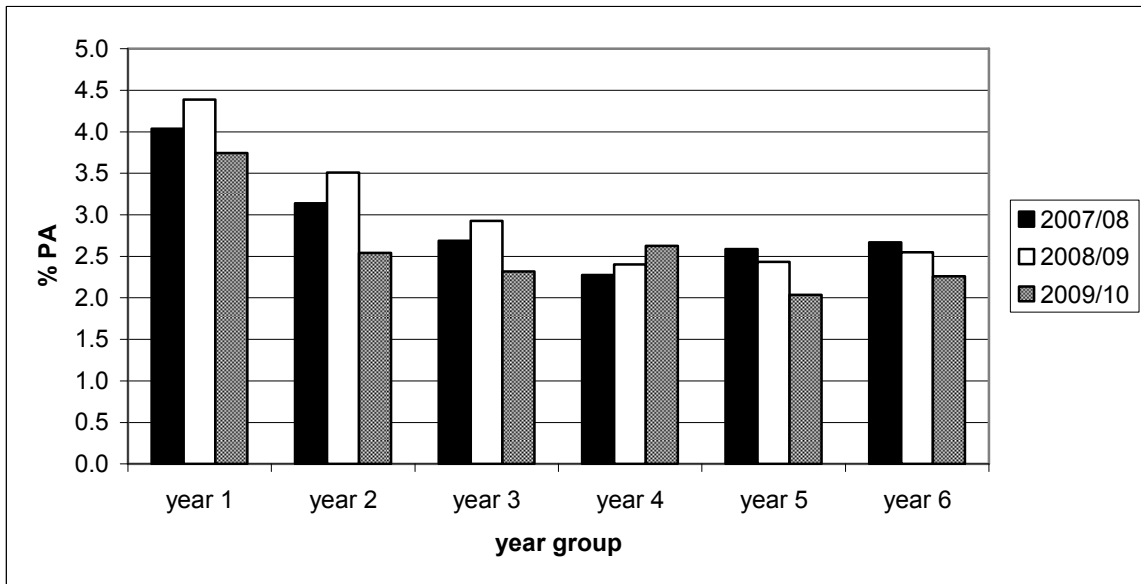
Table 1.7.2 Primary attendance by year group – 2009/10

Year Group	Leeds	National	Difference
Year 1	93.5	94.1	-0.5
Year 2	94.2	94.6	-0.4
Year 3	94.4	94.9	-0.5
Year 4	94.3	94.9	-0.6
Year 5	94.5	94.9	-0.4
Year 6	94.7	94.9	-0.2

Source: Leeds - School Census; National – DfE Statistical First Release

1.7.3 Persistent absence is highest in year 1. Again, the level of PA decreases moving up the key stages in the primary phase. There is a positive trend in levels of persistent absence falling for all year groups, except year 4, in 2009/10 that can be seen in table 1.7.3 below.

Figure 1.7.3 Primary persistent absence by year group

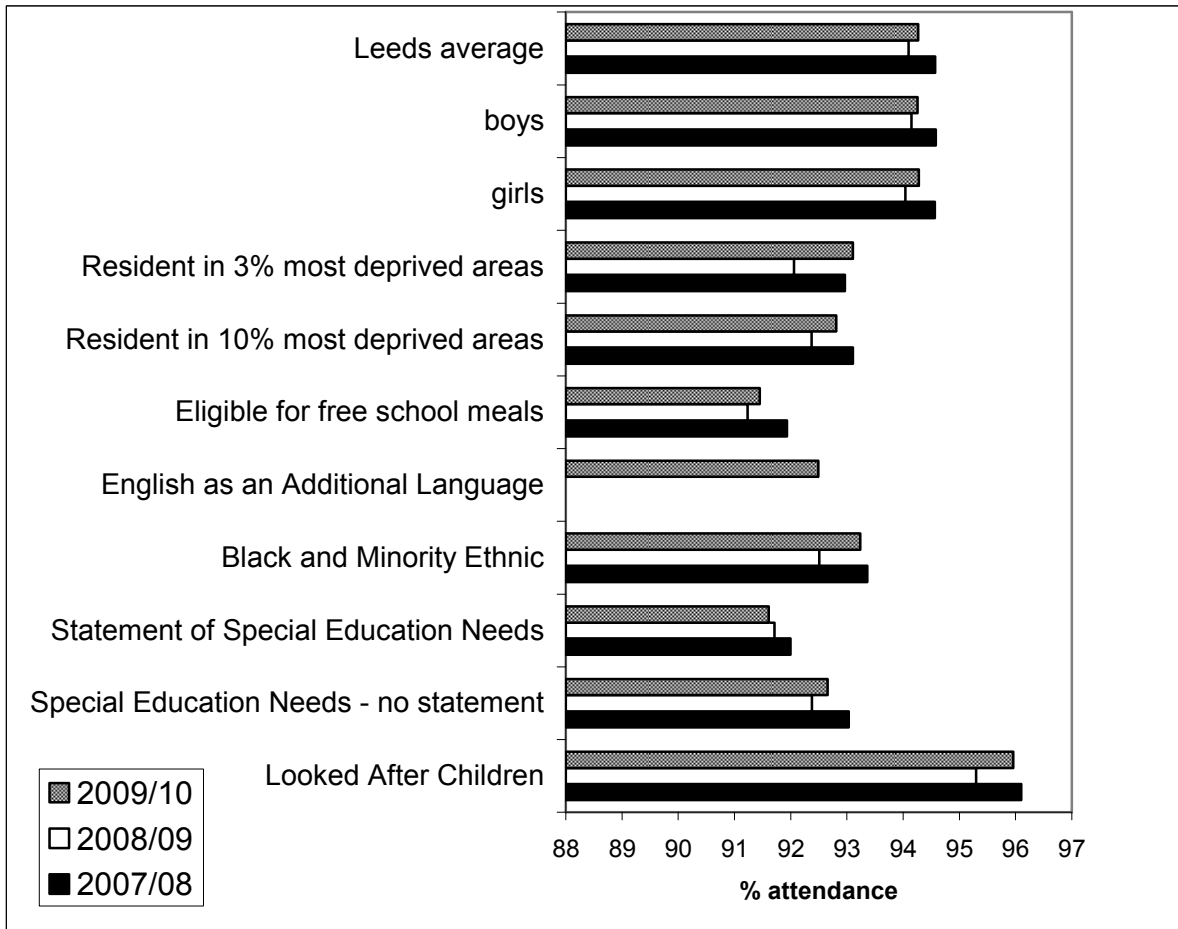


Source: School Census

1.7.4 Figure 1.7.4 below shows no gender bias in the level and trend of attendance between boys and girls in primary schools in the last three years. The lowest levels of attendance were observed for pupils eligible for free schools meals and pupils with statements of Special Education Needs (SEN). Attendance has increased for all pupil groups, with the exception of those with a statement of SEN.

1.7.5 The overall attendance of pupils of Black and Minority Ethnic heritage rose by more than the Leeds average in 2009/10, closing the gap. Detailed analysis of attendance by ethnic group (including comparison to national levels of attendance) is shown in Table 1.7.3 below. Given that outcomes for children and young people that are Looked After are often poor, it is positive to note that again as in 2008/09, attendance for primary children who were Looked After for more than a year was higher than the Leeds average and almost 96%.

Figure 1.7.4 Primary overall attendance by pupil group



Source: School Census

1.7.6 Table 1.7.5 below compares Leeds and national attendance for pupil groups. The difference between Leeds and national is greater for those groups with lower levels of attendance, *i.e.* the difference for those not eligible for free schools meals is smaller than the gap for those that are eligible, the same pattern can be seen for pupils with English as an Additional Language (EAL). This indicates that these factors have a more negative influence on attendance in Leeds.

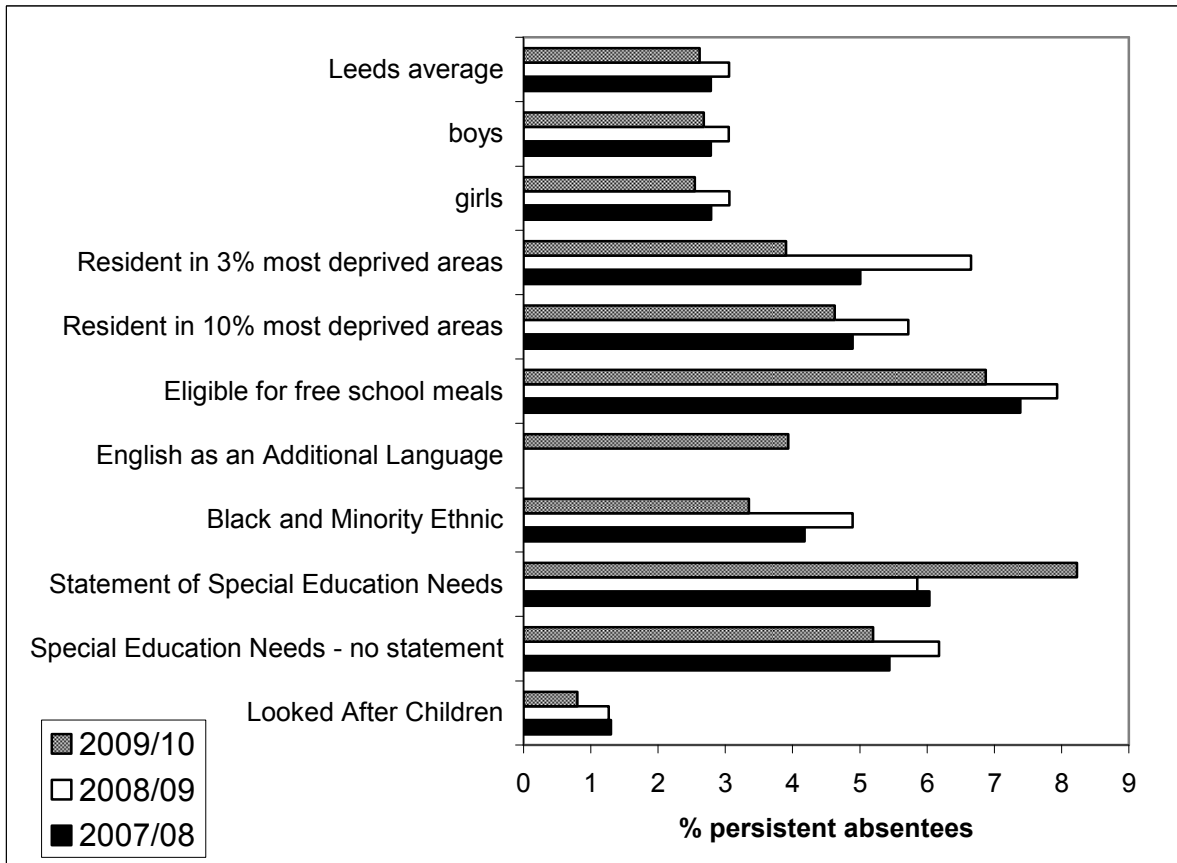
Table 1.7.5 Attendance by pupil group – 2009/10

	Leeds	National	Difference
<i>Gender</i>			
Girls	94.3	94.7	-0.4
Boys	94.3	94.7	-0.4
<i>Ethnicity</i>			
Black and Minority Ethnic heritage	93.2	93.9	-0.7
<i>Language</i>			
First language English	94.6	94.8	-0.2
English as an Additional Language	92.5	93.8	-1.3
<i>Free School Meal eligibility</i>			
Not eligible for free school meals	95.0	95.1	-0.1
Eligible for free school meals	91.5	92.6	-1.1
<i>Special Education Needs</i>			
No SEN	94.7	95.1	-0.4
School Action	92.7	93.5	-0.8
School Action plus	92.5	93.0	-0.4
Statement of SEN	91.6	92.4	-0.8

Source: Leeds - School Census; National – DfE Statistical First Release

- 1.7.7 For PA pupils, patterns mirror those seen for attendance in 2009/10 as in table 1.7.6 below. There was little difference in levels of primary PA between boys and girls. The highest levels of PA were seen for pupils with statements of SEN, who were over 3 times more likely to be PA and levels of PA for these pupils increased by 2.4 percentage points in 2009/10. Pupils eligible for free schools meals remain 2.5 times more likely to be PA despite a reduction in PA in 2009/10. Those with SEN, and pupils resident in deprived areas were around twice as likely to be PA.
- 1.7.8 PA has been positively impacted on for all pupil groups except those with a statement of SEN. The reduction in PA for pupils of Black and Minority Ethnic heritage reduced by a greater amount than the Leeds average and PA for these pupils is now 0.7 percentage points above the Leeds average. Young people that had been Looked After for a year or more had levels of PA below the Leeds average.

Figure 1.7.6 Primary persistent absence by pupil group



Source: School Census

Table 1.7.7 Persistent Absence by pupil group – 2009/10

	Leeds
Gender	
Girls	2.5
Boys	2.7
Ethnicity	
Black and Minority Ethnic heritage	3.3
Language	
First language English	2.4
English as an Additional Language	3.9
Free School Meal eligibility	
Not eligible for free school meals	1.4
Eligible for free school meals	6.9
Special Education Needs	
No SEN	1.9
School Action	5.0
School Action plus	5.5
Statement of SEN	8.2

Source: School Census

- 1.7.9 For individual ethnic groups, PA is highest and attendance lowest for Gypsy/Roma pupils and Travellers of Irish heritage as demonstrated in Table 1.7.8 below. High levels of PA were also seen for White Eastern European, Other White heritage, Asian heritage groups (with the exception of pupils of Indian heritage), most Mixed heritage groups and pupils of Other ethnic heritage. However, levels of PA have fallen for all groups of Asian heritage (with the exception of Other Kashmiri heritage). Rates of PA have also fallen for pupils of Black Caribbean, Black African and most mixed heritage groups. Pupils of Black Caribbean heritage now have levels of PA in line with Leeds average and other black heritage groups have low levels of PA.
- 1.7.10 It is positive to note that when comparing Leeds with national levels of attendance by ethnicity in 2009/10, pupils of Black Caribbean, White Irish and Gypsy/Roma heritage have higher levels of attendance, and those of Mixed Black Caribbean and White heritage have the same attendance in Leeds as nationally. Pupils of Bangladeshi heritage, White Irish Travellers and those of Other ethnic group and other Asian heritage have attendance around 2 percentage points lower in Leeds than nationally. Indian, Black African and Mixed Black African and White pupils have attendance lower in Leeds than nationally, but the gap in attendance is smaller than the gap between attendance for all pupils in Leeds and the national average level of attendance.

Table 1.7.8 Primary attendance and persistent absence by ethnicity

	% attendance			% persistent absence	
	Leeds 2008/09	Leeds 2009/10	National 2009/10	Leeds 2008/09	Leeds 2009/10
<i>Asian or Asian British</i>					
Bangladeshi	89.6	90.6	92.7	7.8	5.2
Indian	93.8	94.3	94.6	2.9	2.1
Kashmiri Other	89.9	91.7	93.0	8.1	8.2
Kashmiri Pakistani	91.3	92.5		5.5	4.2
Other Pakistani	91.4	92.2		4.5	3.0
Other Asian	92.1	92.5	94.4	5.7	3.1
<i>Black or Black British</i>					
Black African	95.4	95.6	95.7	1.7	1.3
Black Caribbean	94.9	95.0	94.5	3.2	2.5
Other Black Background	94.3	94.1	94.9	2.2	2.5
<i>Mixed Heritage</i>					
Mixed Asian and White	93.1	93.4	94.4	5.8	3.2
Mixed Black African and White	94.4	94.3	94.6	1.1	3.2
Mixed Black Caribbean and White	93.5	93.8	93.8	4.2	3.0
Other Mixed Background	93.3	93.7	94.1	5.0	3.0
<i>Chinese or other</i>					
Chinese	96.2	96.0	96.0	1.0	1.5
Other Ethnic group	91.4	91.8	93.7	7.9	6.4
<i>White</i>					
White British	94.6	94.7	94.9	2.4	2.2
White Irish	94.1	94.3	94.2	4.9	3.7
Other White Background	92.9	92.2	93.5	4.2	6.4
White Western European	94.8	94.1		2.7	4.1
White Eastern European	89.7	90.5		10.7	6.2
<i>Traveller Groups</i>					
Traveller Irish Heritage	70.2	75.7	78.1	42.9	42.4
Gypsy Roma	84.4	84.1	83.0	17.8	21.5

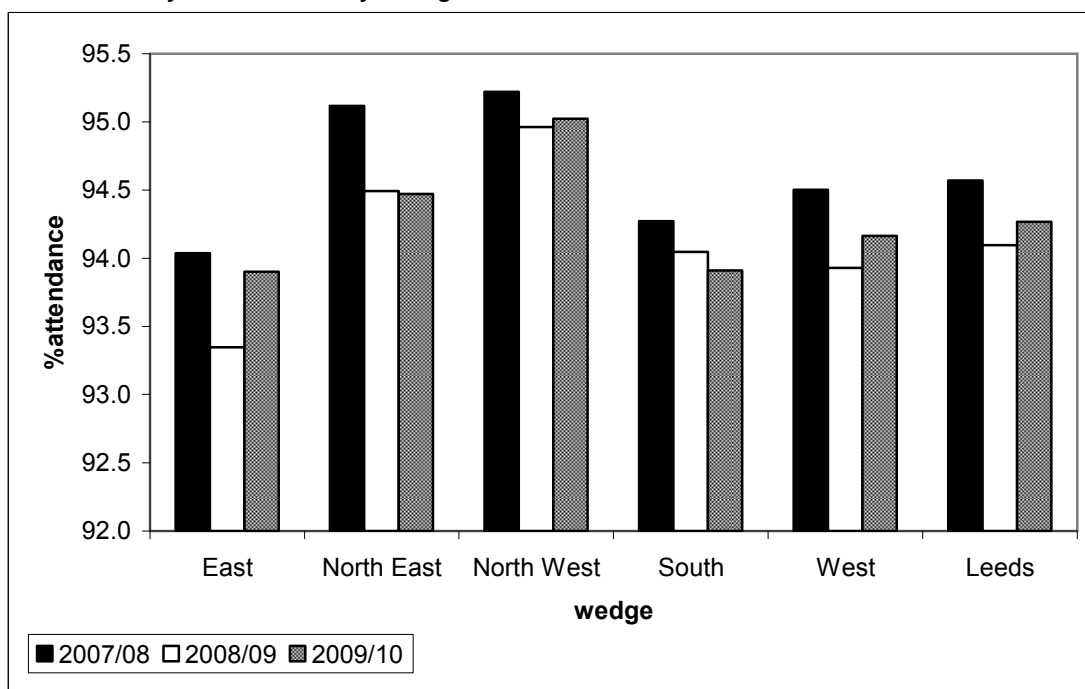
Source: Leeds - School Census; National – DfE Statistical First Release

1.7.11 As has previously been described, the timing of significant religious festivals, such as whether Eid al-Fitr falls during term-time, will impact on the attendance of several ethnic groups.

1.8 Wedge based attendance and persistent absence

1.8.1 Attendance in primary schools increased in the East and West wedges, where attendance has often been poorest as seen in Figure 1.8.1 below. Attendance remains highest in the North West of the city and is now lowest in the South.

Figure 1.8.1 Primary attendance by wedge



Source: School Census

1.8.2 Levels of persistent absence fell in all wedges in 2009/10. PA in the West wedge is now below the Leeds average PA as in the North East and North West where PA is at the lowest levels. PA is highest in the East, although there has been a 0.6% decrease in PA from 2008/09 to 2009/10 which is encouraging.

Table 1.8.2 Primary persistent absence by wedge

wedge	Number of persistent absentees			% persistent absentees		
	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10
East	415	449	394	3.5	3.9	3.3
North East	157	172	148	1.9	2.0	1.8
North West	191	169	139	2.2	2.0	1.6
South	360	345	319	3.3	3.2	3.0
West	200	242	189	2.5	3.1	2.4
Leeds	415	449	394	2.8	3.1	2.5

Source: School Census

2. ATTENDANCE IN SECONDARY SCHOOLS

2.1 Overall attendance and absence

2.1.1. Table 2.1.1 below shows a comparison of levels of attendance between Leeds, national and statistical neighbours. Figures have been presented both excluding and including academies, with the figure excluding academies (maintained schools) in brackets. Attendance in Leeds secondary schools improved in 2009/10 for all state funded and LA maintained schools. However, the impact of two schools with attendance significantly lower than the Leeds average becoming academies has meant that data is no longer comparing like for like across years. As academy data is not reported in the overall figure for the city, the removal of these schools from the LA maintained figure lifts the overall attendance for those schools. Attendance for all secondary schools still improved by 0.17 percentage points in 2009/10. This improvement is smaller than that seen nationally and in statistical neighbours and therefore the gaps in performance to these comparators has widened, attendance being 1.6 percentage points below national.

Table 2.1.1 Percentage attendance in secondary schools (half term 1-4)

	Leeds target	Leeds	National	Statistical Neighbour Average
2005/06	91.9	90.58	91.76	91.67
2006/07	92.2	90.83	92.14	92.23
2007/08	92.3	91.51 (91.64)	92.70 (92.73)	92.87 (92.85)
2008/09		91.43 (91.53)	92.70 (92.76)	92.80 (92.84)
2009/10		91.60 (91.88)	93.16 (93.24)	93.18 (93.29)

Source: DfE statistical first release; LA maintained schools in brackets

2.1.2 The tables below indicate that both authorised and unauthorised absence reduced in 2009/10, although the reduction in authorised absence is larger. Authorised absence decreased by 0.15 percentage points in 2009/10, compared to a 0.02 percentage point decrease in unauthorised absence. Unauthorised absence remains significantly higher in Leeds than nationally and in statistical neighbours. However, 36% of the total unauthorised absence is found in only 6 schools, showing that this is a localised issue in a small number of schools. This figure is also indicative that Leeds' schools are challenging requests for holidays in term time and spurious reasons for absence in order to address the root causes of absenteeism.

Table 2.1.2 Percentage authorised absence in secondary schools

	Leeds	National	Statistical Neighbour Average
2005/06	7.09	6.82	6.73
2006/07	6.55	6.36	6.14
2007/08	6.10 (6.04)	5.86 (5.86)	5.69 (5.65)
2008/09	5.93 (5.88)	5.81 (5.79)	5.69 (5.67)
2009/10	5.78 (5.67)	5.44 (5.42)	5.34 (5.31)

Source: DfE statistical first release; LA maintained schools in brackets

Table 2.1.3 Percentage unauthorised absence in secondary schools

	Leeds	National	Statistical Neighbour Average
2005/06	2.33	1.42	1.60
2006/07	2.63	1.50	1.62
2007/08	2.39 (2.32)	1.43 (1.41)	1.44 (1.51)
2008/09	2.64 (2.59)	1.47 (1.44)	1.51 (1.49)
2009/10	2.62 (2.45)	1.40 (1.34)	1.48 (1.40)

Source: DfE statistical first release; LA maintained schools in brackets

- 2.1.3 It should also be noted that although the gap between performance in Leeds and national data appears to be significant, 17 of 34 schools improved their attendance in 2009/10. It is evident that the problem irregular attendance is not endemic across all schools in Leeds, but key issues are located within a smaller number of schools that are making slower progress than others.
- 2.1.4 In order to address this, the AST target their support to high schools depending on the level of need and whole-school attendance reviews have been conducted in all schools making little or slow progress.

2.2 Reasons for absence

- 2.2.1 Analysis of the reasons for absence in Table 2.2.1 below shows that the patterns of absence are generally in line with the previous year. As in primary schools, there has been a decrease in absence due to “*agreed family holidays*” and a decrease in “*non-agreed family holidays*” which means that fewer days are being lost to holidays, demonstrating the impact of consistent school, cluster and area policies. The reduction in holidays in term time amounts to an extra 6,500 school days attended in 2009/10, the equivalent of a 0.12 percentage point increase in attendance.
- 2.2.2 Levels of “*religious observance*” have reduced slightly in 2009/10 in secondary schools due to the timing of specific religious festivals. The impact of ‘snow days’ can also be seen in secondary schools, with an increase in absence coded as “*other authorised reason*” and “*other unauthorised reason*”. Absence coded as “no reason yet provided” continues to fall and has now reduced from 10% of absences

in 2006/07 to 4% in 2009/10 which demonstrates that schools are improving their systems of following up absences and becoming more robust in this area.

Table 2.2.1 Reasons for absence in secondary schools: autumn and spring term 2008/09 and 2009/10

Reason for absence	% of absences		% of all possible sessions	
	2008/09	2009/10	2008/09	2009/10
<i>Authorised absence</i>				
Illness	47.41	47.12	4.01	3.97
Medical/Dental appointments	5.02	4.93	0.42	0.42
Religious observance	1.70	1.20	0.14	0.10
Study leave	0.16	0.24	0.01	0.02
Traveller absence	0.06	0.08	0.00	0.01
Agreed family holiday	4.20	2.89	0.36	0.24
Agreed extended family holiday	0.06	0.02	0.01	0.00
Excluded	2.25	2.58	0.19	0.22
Other authorised reason	8.57	9.72	0.73	0.82
<i>Unauthorised absence</i>				
Not agreed family holiday	2.17	2.14	0.18	0.18
Arrived after registers closed	1.11	1.39	0.09	0.12
Other unauthorised reason	21.14	23.67	1.79	1.99
No reason yet provided	6.16	4.00	0.52	0.34

Source: School Census

- 2.2.3 A comparison of reasons for absence in Leeds with national patterns of absence is shown in Table 2.2.2 below. The proportion of absences in Leeds that are due to “illness” remains lower in Leeds than nationally. This could be as a result of under-reporting, higher degree of challenge by schools or a lesser impact seen in Leeds of winter vomiting, swine flu etc.
- 2.2.4 As in 2008/09 the proportion of sessions that are lost to religious observance in Leeds in 2009/10 was 0.4% higher than nationally. This reflects the diverse nature of the population in the city of Leeds and poses a challenge to schools in seeking solutions to reduce this impact.
- 2.2.5 The level of “agreed family holidays” is lower in Leeds secondary schools than nationally, whereas “not agreed family holidays” are higher. This further evidences Leeds’ schools willingness to challenge requests by parents to remove their children from school for holidays.
- 2.2.6 Levels of all types of unauthorised absence are higher in Leeds than nationally, particularly “other unauthorised reason”, which accounted for 24.7% of absence from Leeds secondary schools in 2009/10, compared to 14.0% nationally. It should be noted that it is a school’s decision to authorise an absence and to refuse to authorise some absences represents a necessary challenge by the school in order to address persistent absence. The Attendance Strategy Team may only utilise legal tools and parental responsibility measures tools if the absence is

unauthorised. They work closely with schools in developing appropriate policies and procedures to enable enforcement where this is deemed appropriate.

Table 2.2.2 Comparison of Leeds and national reasons for absence in secondary schools in 2009/10

Reason for absence	% of absences		% of all possible sessions	
	Leeds	National	Leeds	National
<i>Authorised absence</i>				
Illness	47.12	58.73	3.97	4.00
Medical/Dental appointments	4.93	6.07	0.42	0.41
Religious observance	1.20	0.88	0.10	0.06
Study leave	0.24	0.45	0.02	0.03
Traveller absence	0.08	0.10	0.01	0.01
Agreed family holiday	2.89	3.52	0.24	0.24
Agreed extended family holiday	0.02	0.07	0.00	0.00
Excluded	2.58	2.22	0.22	0.15
Other authorised reason	9.72	7.48	0.82	0.51
<i>Unauthorised absence</i>				
Not agreed family holiday	2.14	1.78	0.18	0.12
Arrived after registers closed	1.39	1.11	0.12	0.08
Other unauthorised reason	23.67	14.00	1.99	0.95
No reason yet provided	4.00	3.58	0.34	0.24

Source: Leeds - School Census; National – DfE Statistical First Release

2.3 Persistent absence in secondary schools

2.3.1 A persistent absentee is a pupil that misses 20% or more sessions during the school year, regardless of whether the absence is authorised or not. PA was previously the criteria for identifying target schools. The DfE has stated that target schools for reducing persistent absence will no longer be identified. However, due to the impact that lower levels of attendance has on other outcomes for children and young people, reducing persistent absence remains a priority in Leeds and the Attendance Strategy Team continues to target their monitoring, support and challenge role.

2.3.2 The trend of reducing persistent absence continued in 2009/10. As with overall attendance, data both including and excluding academies are shown in Table 2.3.1 below, with figure for LA maintained schools (excluding academies) shown in brackets. The percentage of persistent absentees in all Leeds secondary schools fell by 1.1 percentage point in Leeds in 2009/10, this is in line with improvements seen nationally and in statistical neighbours. Leeds has higher levels of PA, 2.9 percentage points above national and 2.7 percentage points above statistical neighbours. However, this is not a city-wide issue: 3 high schools are responsible for 21% of all the secondary PA in the city. This evidence supports the assertion that the majority of schools are being successful and impacting on attendance and PA, again as evidenced by 23 of 35 schools reducing their PA in 2009/10.

2.3.3 The number of persistent absentees fell to 3000 in 2009/10 down 10% from 3322 in 2008/09. Overall the number of secondary persistent absentees has fallen by over a third (35%) since 2005/06, from 4625 to 3000.

Table 2.3.1 Percentage of persistent absentees in secondary schools

	Half term 1-4				Half term 1-5		
	2006/07	2007/08	2008/09	2009/10	2006/07	2007/08	2008/09
Leeds	9.8	9.2 (8.9)	8.5 (8.3)	7.4 (6.9)	(9.8)	(7.9)	(7.4)
National	6.9	6.4 (6.4)	5.7 (5.6)	4.5 (4.3)	(6.7)	(5.6)	(4.9)
Statistical neighbours	7.3	6.4 (6.5)	5.9 (5.8)	4.7 (4.5)	(7.0)	(5.8)	(5.0)

Source: DfE statistical first release; Notes: data not available for all state-funded schools for ht1-5

2.4 School performance - Target schools

2.4.1 Targeted support has been effective in reducing levels of persistent absence in target schools, with the drop in PA in target schools being greater than the drop for all schools.

Table 2.4.1 Persistent absence in secondary target schools

	2008/09 % PA	2009/10 % PA	change
Target schools	9.9	8.2	-1.7
Non-target schools	6.4	5.0	-1.4
All schools	8.4	6.9	-1.5

*Source: School Census
Note: excludes academies*

2.4.2 Of the 22 target secondary schools, 18 saw reductions in PA in 2009/10. The number of schools with below 5% PA has increased from 9 in 2008/09 to 13 in 2009/10.

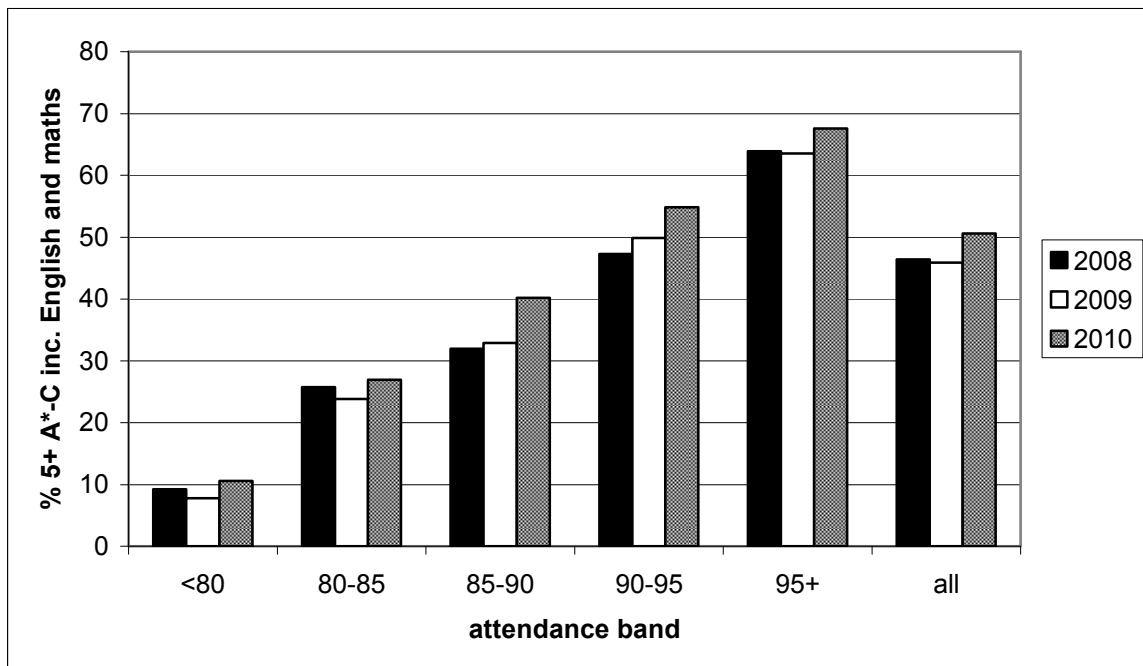
2.5 School performance against targets

2.5.1 In the 2008/09 academic year, 2 secondary schools met their absence targets. Schools set their statutory targets with their School Improvement Partner based on guidance from the DCSF stating that schools should target to be at or below the median level of absence for schools with the same level of free school meal eligibility. 2010/11 is the last year in which these targets have been a statutory requirement as this has been removed by the government.

Attendance and attainment

- 2.6.1 The need to tackle poor school attendance is critical if overall standards and levels of attainment are to improve and every child is to achieve their potential. The direct link between attendance and levels of attainment is graphically illustrated in figure 2.6.1 below. The impact on later life outcomes for young people who leave school with few or no qualifications is well documented.
- 2.6.2 The chart below shows that very few pupils with low levels of attendance achieved 5 or more GCSEs at grades A*-C including English and maths. In 2010, less than 11% of pupils with below 80% attendance achieved this standard, compared to 68% of those with attendance above 95%.
- 2.6.3 It is encouraging that the improvements in attainment that occurred in 2010 have been reflected in all attendance bands. The greatest increase in achievement occurred for pupils with attendance between 85% and 95%.
- 2.6.4 Over one fifth of those pupils with less than 50% attendance and one tenth of those with below 80% attendance achieved no GCSEs at the end of school.

Figure 2.6.1 Percentage of pupils achieving five or more GCSEs grades A*-C including English and maths by attendance band: 2008-2010



- 2.6.5 There is also a high correlation between school leavers who are Not in Education, Employment or Training (NEET) who were persistently absent before leaving school - over a quarter of pupils with below 80% attendance in year 11 being NEET after leaving school in 2007 (compared to 7% for all pupils).
- 2.6.6 Positively, Table 2.6.2 below shows that nearly half of all secondary pupils have good attendance above 95%. However, the proportion of pupils with attendance

above 95% has reduced slightly in each of the last two academic years. Schools are responsible for the attendance of pupils in this band.

Table 2.6.2 Percentage of secondary pupils in each attendance band; autumn and spring terms

Attendance Band	2007/08	2008/09	2009/10
<80%	9.4	8.8	8.5
80-85%	5.4	5.0	5.4
85-90%	10.7	11.6	11.1
90-95%	24.5	24.9	25.5
95%+	50.0	49.7	49.4

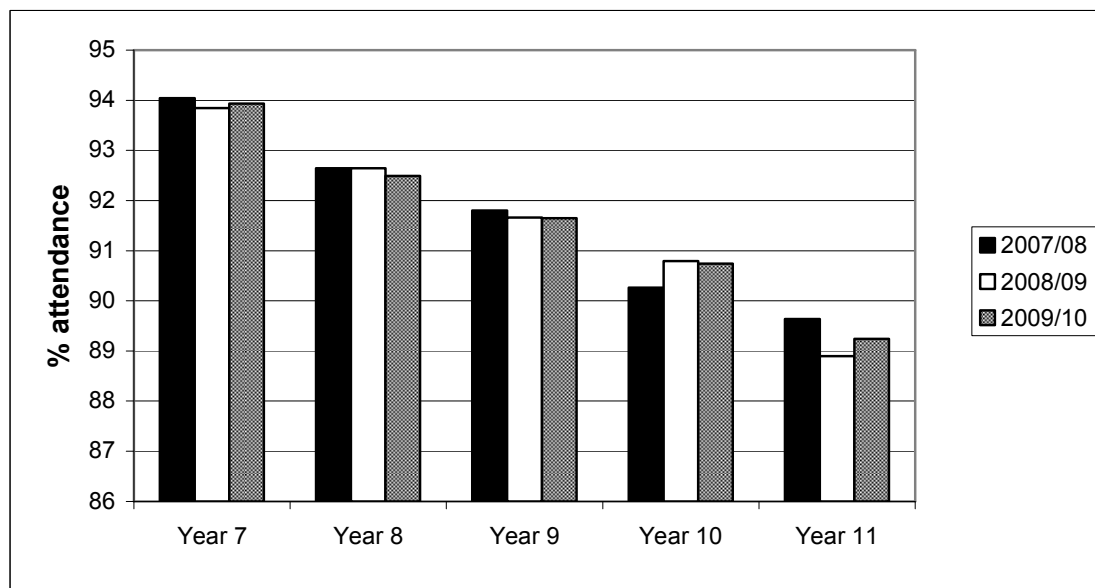
Source: School Census

Note: the below 80% attendance band is not the same as the persistent absence figure because it is based on % attendance instead of a threshold number of absence sessions

2.7 Attendance and persistent absence by pupil group

2.7.1 The trend for attendance to decrease with age continues, with attendance in year 7 being almost 5% higher than in year 11 as seen in Figure 2.8.1 below.

Figure 2.7.1 Secondary attendance by year group



Source: School Census

2.7.2 As seen in Table 2.7.2, this is a national trend. However, the difference in attendance between Leeds and national data increases with age, with the difference in year 7 being 0.7 percentage points, rising to 2.7 percentage points in year 11.

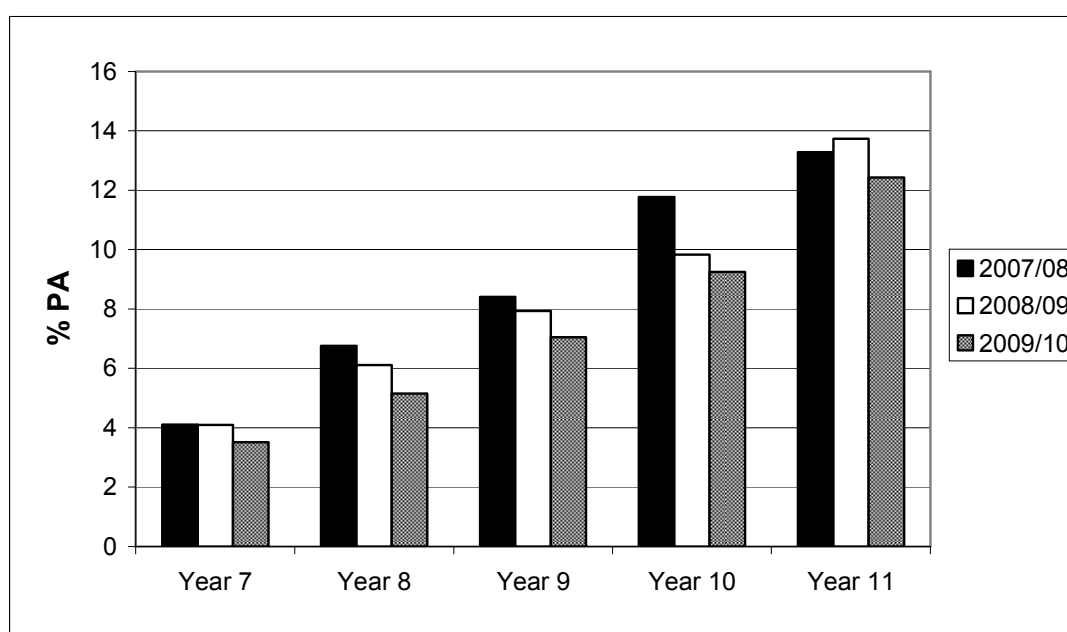
Table 2.7.2 Attendance by year group - 2009-10

Year Group	Leeds	National	Difference
Year 7	93.9	94.6	-0.7
Year 8	92.5	93.7	-1.2
Year 9	91.6	93.1	-1.5
Year 10	90.7	92.7	-2.0
Year 11	89.2	91.9	-2.7

Source: Leeds - School Census; National – DfE Statistical First Release

2.7.3 A key achievement is that once again, levels of PA fell for all year groups in 2009/10 with the greatest reduction achieved in year 11. This is important as levels of persistent absence increase moving up the secondary phase where 7% of year 7 pupils being persistently absent compared to 12% of year 11 pupils.

Figure 2.7.3 Secondary persistent absence by year group



Source: School Census

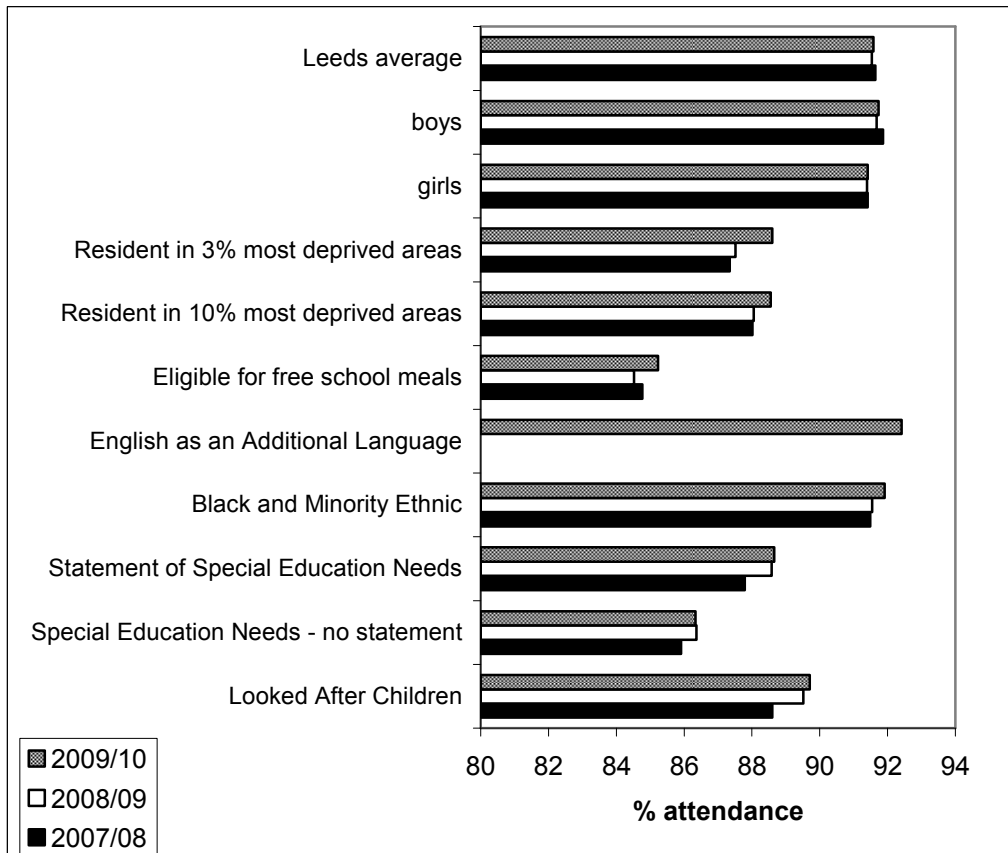
2.7.4 It is positive to note that levels of attendance improved for all pupil groups, as seen in Figure 2.8.3 below.

2.7.5 Overall attendance of Looked After Children has improved again in 2009/10, although still below the Leeds average.

2.7.6 The pupil groups with the lowest level of attendance are those eligible for free school meals, those that are resident in deprived areas (which correlates closely) and those with SEN but no statement. Pupils with EAL have attendance above the Leeds average. An increase in attendance for pupils of Black and Minority Ethnic heritage means that they now have attendance above the Leeds average. Detailed analysis of attendance by ethnic group (including comparison to national levels of attendance) is shown in Table 2.7.4 below.

2.7.7

Figure 2.7.4 Secondary attendance by pupil group



2.7.8 Table 2.7.5 below compares Leeds and national attendance for pupil groups. As with overall attendance, all pupil groups have lower levels of attendance in Leeds than nationally. The difference between Leeds and national is greater for those groups with lower levels of attendance, i.e. the difference for those not eligible for free schools meals is smaller than the gap for those that are eligible, however, the same pattern is not seen for pupils with EAL, where attendance in Leeds is higher for those with EAL than those with English as a first language, whereas the opposite is true nationally. The gap between Leeds and national attendance is greatest for pupils eligible for free school meals and pupils on School Action plus.

Table 2.7.5 Attendance by pupil group – 2009/10

	Leeds	National	Difference
<i>Gender</i>			
Girls	91.4	93.0	-1.6
Boys	91.7	93.3	-1.6
<i>Ethnicity</i>			
Black and Minority Ethnic heritage	91.9	93.7	-1.8
<i>Language</i>			
First language English	91.5	93.9	-2.5
English as an Additional Language	92.4	93.1	-0.6
<i>Free School Meal eligibility</i>			
Not eligible for free school meals	93.1	93.8	-0.7
Eligible for free school meals	85.2	89.7	-4.5
<i>Special Education Needs</i>			
No SEN	93.2	94.0	-0.8
School Action	88.5	91.5	-3.0
School Action plus	80.6	88.2	-7.5
Statement of SEN	88.7	90.8	-2.1

Source: Leeds - School Census; National – DfE Statistical First Release

2.7.9 A positive trend of a reduction in persistent absence continued for all pupil cohorts in 2009/10 as is shown in Figure 2.7.6 below. PA is highest for those eligible for free school meals, pupils with SEN and those that are resident in deprived areas. Young people eligible for free school meals remain 2.5 times more likely to be PA than the Leeds average.

2.7.10 PA has reduced for Looked After Children, although this group is still over-represented in the PA cohort.

2.7.11 Positively, PA for Black and Minority Ethnic heritage pupils remains lower than the Leeds average in 2009/10 although table 2.7.8 below indicates that there are some key differences between ethnic groups and some ethnic groups do have levels of PA above the Leeds average.

Figure 2.7.6 Secondary persistent absence by pupil group

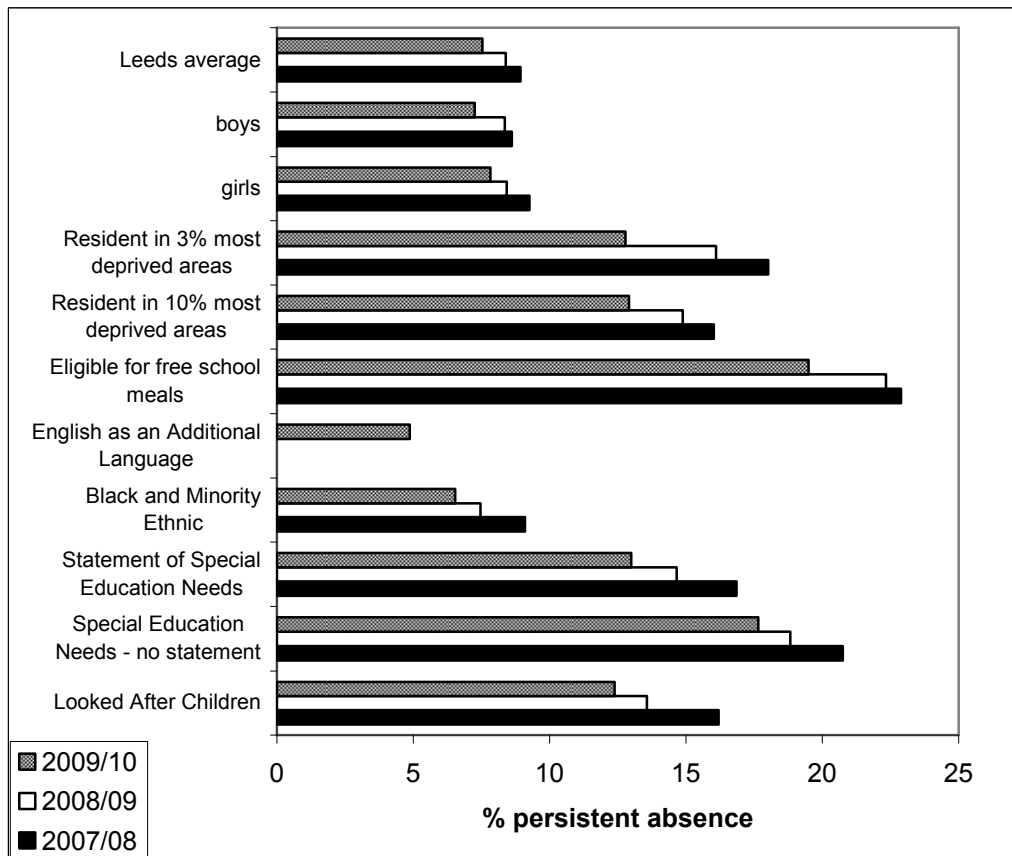


Table 2.7.7 Persistent Absence by pupil group – 2009/10

	Leeds
Gender	
Girls	7.8
Boys	7.3
Ethnicity	
Black and Minority Ethnic heritage	6.5
Language	
First language English	7.9
English as an Additional Language	4.9
Free School Meal eligibility	
Not eligible for free school meals	4.7
Eligible for free school meals	19.5
Special Education Needs	
No SEN	4.4
School Action	12.8
School Action plus	30.4
Statement of SEN	13.0

Source: School Census

- 2.7.12 Traveller groups still have the lowest levels of attendance and highest PA. Attendance improved and levels of PA fell for all Asian heritage groups in 2009/10 and PA is lower than the Leeds average for all Asian groups. Attendance improved for pupils of Black Caribbean and pupils of Other Black heritage, but fell slightly for Black African pupils.
- 2.7.13 PA fell for all Black heritage groups and is now lower than the Leeds average for all of these groups. PA did increase for those of Other Black heritage. All Mixed heritage groups (with the exception of Mixed Black African and White) have attendance lower than the Leeds average and higher levels of PA.
- 2.7.14 Significant improvements in attendance and PA were seen for pupils of Mixed Black African and White heritage in 2009/10. Improvements were also seen for pupils of Other ethnic heritage. Pupils of White Eastern European and Other White background still have lower levels of attendance and higher levels of PA than the Leeds average.
- 2.7.15 A comparison of attendance of ethnic groups between Leeds and national figures shows that no ethnic group has a higher level of attendance in Leeds than nationally, although pupils of White Irish heritage have the same level of attendance. The greatest differences in attendance are seen for Traveller groups, in addition, the attendance of Bangladeshi pupils in Leeds is 3.7 percentage points lower in Leeds than nationally.

Table 2.7.8 Secondary attendance and persistent absence by ethnicity

	% attendance			% persistent absence	
	Leeds 2008/09	Leeds 2009/10	National 2009/10	Leeds 2008/09	Leeds 2009/10
<i>Asian or Asian British</i>					
Bangladeshi	89.2	89.9	93.6	8.6	7.0
Indian	94.2	94.6	95.2	2.6	1.8
Kashmiri Other	89.5	91.2	93.0	9.7	3.2
Kashmiri Pakistani	90.9	91.9		6.1	4.9
Other Pakistani	91.0	91.5		6.0	5.3
Other Asian	92.1	92.9	94.9	5.0	4.7
<i>Black or Black British</i>					
Black African	95.9	95.7	95.8	2.4	2.1
Black Caribbean	92.5	92.6	93.8	6.8	6.1
Other Black Background	91.0	91.7	94.1	11.0	7.4
<i>Mixed Heritage</i>					
Mixed Asian and White	90.8	91.1	93.3	10.6	7.9
Mixed Black African and White	91.7	92.7	93.3	11.2	2.8
Mixed Black Caribbean and White	89.2	89.1	91.8	12.4	12.2
Other Mixed Background	89.9	90.7	93.0	11.8	11.0
<i>Chinese or other</i>					
Chinese	96.8	96.7	96.8	1.1	1.7
Other Ethnic group	91.2	92.2	93.9	8.0	3.7
<i>White</i>					
White British	91.6	91.5	93.0	8.6	7.7
White Irish	92.6	92.4	92.4	6.8	5.9
Other White Background	91.5	89.9	92.7	8.5	8.8
White Western European	92.7	93.5		3.4	2.6
White Eastern European	89.1	89.1		11.7	10.3
<i>Traveller Groups</i>					
Traveller Irish Heritage	69.4	59.4	73.3	51.4	66.7
Gypsy Roma	70.7	67.9	80.4	47.4	49.2

Source: Leeds - School Census; National – DfE Statistical First Release

2.7.15 It has been seen that pupils eligible for free school meals and certain ethnic minority groups have higher levels of PA. Previous analysis of levels of PA for combinations of these characteristics has shown that there are groups that can be identified as having higher levels of PA. For example, pupils of Traveller heritage have high levels of PA regardless of whether they are eligible for free schools meals or not. For all other combinations of ethnic group and gender, those eligible for free school meals have higher levels of PA than those who are not eligible and all of the groups identified as having high levels of PA were eligible for free school meals. For girls, those of Mixed Asian and White, Mixed Black African and White, White British, White Irish and White Other heritage have high levels of PA. For boys those of Bangladeshi, Black Caribbean, Black other, Mixed other and White British have the highest levels of PA.

2.8 Wedge based attendance and persistent absence

- 2.8.1 Attendance in secondary schools increased in the East and North East wedges, remained stable in the North West and fell in the South and West. Attendance in the South wedge has now fallen in the last two academic years. Attendance remains highest in the North West and lowest in the West.
- 2.8.2 The number and percentage of persistent absentees fell in all wedges in 2009/10. The greatest reductions were seen in the East and North West of the city. Although levels of PA are highest in the West, South and East of the city the trajectory is positive in all areas.

Table 2.8.2 Secondary persistent absence by wedge

wedge	Number of persistent absentees			% persistent absentees		
	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10
East	821	773	720	10.0	9.6	8.1
North East	445	469	423	5.9	6.3	5.8
North West	711	623	519	7.6	6.7	5.7
South	884	791	747	10.1	9.3	8.8
West	768	654	579	11.5	10.1	9.4
Leeds				9.2	8.5	7.4

Source: School Census

3 Attendance in Specialist Inclusive Learning Centres

3.1 Overall attendance and absence

- 3.1.1 Attendance in SILCs rose in 2009/10 by over three quarters of a percentage point. Authorised absence has fallen, but unauthorised absence has increased.
- 3.1.2 Attendance continues to be between 85 and 91% for all SILCs, with the exception of Elmete Central BESD SILC, where attendance was 57% in 2009/10, down from 61% in 2008/09. It should be noted that many children at the SILCs are those with complex medical and health needs which are contributory factors to absence.

Table 3.1.1 Attendance and absence in SILCs

	% Attendance	% Authorised Absence	% Unauthorised Absence
2004/05 ¹	88.39	9.39	2.22
2005/06 ¹	88.76	9.02	2.22
2006/07 ²	87.90	8.97	3.13
2007/08 ¹	82.60	13.01	4.39
2008/09 ²	83.97	11.40	4.63
2009/10 ²	84.73	9.97	5.31

Source: 1: half-termly attendance data collections, 2: School Census

3.2 Reasons for absence

- 3.2.1 Reasons for absence in SILCs in Leeds are shown in the table below, the analysis separates out the wedge based SILCs from the BESD SILC due to the significant variations in reasons for absence between the two types of SILC. The majority of absence from the wedge based SILCs is due to illness and other authorised reason, whereas for the BESD SILC, over a quarter of all possible sessions were missed due to other unauthorised reason. Again, the rate of absence due to medical appointments in the wedge based SILCS is more than twice that seen in mainstream primary and secondary phases which is a reflection of the medical needs of the children who attend these provisions.

Table 3.2.1 Reasons for absence in SILCs: 2009/10

Reason for absence	% of absences		% of all possible sessions	
	Wedge based SILCs	BESD SILC	Wedge based SILCs	BESD SILC
<i>Authorised absence</i>				
Illness	47.6	8.2	5.2	3.5
Medical/Dental appointments	11.5	1.1	1.3	0.5
Religious observance	1.0	0.0	0.1	0.0
Study leave	0.0	0.0	0.0	0.0
Traveller absence	0.0	0.0	0.0	0.0
Agreed family holiday	4.7	0.4	0.5	0.2
Agreed extended family holiday	0.0	0.0	0.0	0.0
Excluded	0.7	10.8	0.1	4.6
Other authorised reason	18.1	14.2	2.0	6.1
<i>Unauthorised absence</i>				
Not agreed family holiday	0.5	0.0	0.1	0.0
Arrived after registers closed	0.1	0.0	0.0	0.0
Other unauthorised reason	15.6	65.3	1.7	27.9
No reason yet provided	0.0	0.0	0.0	0.0

Source: School Census

4 Permanent Exclusions

4.1 Permanent exclusion trends

4.1.1 The table below (4.1.1) shows the number and rate of permanent exclusions in Leeds. The figures in brackets include permanent exclusions from academies. After a long term trend of falling numbers of permanent exclusions in Leeds, the number rose slightly in 2009/10 – for all state funded secondary schools and for Local Authority maintained schools. There was a slight rise in exclusions from Local Authority maintained schools despite two schools becoming academies in 2009/10 and their exclusions not being included in the Local Authority maintained figure. The rate of permanent exclusion still remains below the national level in 2008/09 (national 2009/10 data is not yet available).

4.1.2 There were 10 permanent exclusions from academies in 2009/10.

Table 4.1.1 Comparative permanent exclusion data

	Leeds			National
	Target	Number of Exclusions	Percentage of pupils excluded	
2004/05		120	0.11	0.12
2005/06	100	85	0.08	0.12
2006/07	70	65 (80)	0.06	0.12
2007/08	40	51 (61)	0.05	0.11
2008/09	40	46 (54)	0.05	0.09
2009/10		49 (59)		

Source: Leeds data: Synergy Education Case Management System; National Data: Statistical First Release

4.1.3 As in 2008/09 there were two permanent exclusions from Leeds primary schools in 2009/10. This indicates a small rise in exclusions at primary level. Between 2004/05 and 2006/07 there were no primary permanent exclusions. In 2007/08, one primary age pupil was permanently excluded from school. The trend of zero permanent exclusion from Specialist Inclusive Learning Centres has continued.

Table 4.1.2 Permanent exclusions by school type – percentage of pupils excluded

	Primary		Secondary		Special	
	Leeds	National	Leeds	National	Leeds	National
2005/06	0.00	0.02	0.17	0.24	0.00	0.23
2006/07	0.00	0.02	0.14	0.22	0.00	0.20
2007/08	0.01	0.02	0.11	0.21	0.00	0.19
2008/09	0.03	0.02	0.11	0.17	0.00	0.09
2009/10	0.03		0.11		0.00	

Source: DfE statistical first release

- 4.1.4 The commitment of the Area Inclusion Partnerships to work collaboratively with schools and the Local Authority has had a significant impact on maintaining the low number of permanent exclusions. The ongoing development and use of a Common Assessment Framework and an integrated multi agency approach to supporting children at risk of exclusion and their families has also made a valuable contribution. Children’s Panels developed at local level and supporting the early identification of children at risk and the subsequent interventions around the child and their family will continue to contribute in the reduction of both permanent and multiple fixed term exclusions.
- 4.1.5 One significant factor contributing to the reduction in the number of permanent exclusions has been the number of exclusions that have been successfully challenged and overturned by the Pupil Planning Team. A total of 11 permanent exclusions were withdrawn by head teachers before governor’s hearings as alternative solutions had been found through working in partnership with the Exclusions Team. One exclusion was overturned by governors at the Independent Appeal Panel (this will read two as the data adjusts).

4.2 Reasons for permanent exclusion

- 4.2.1 Successfully the proportion of exclusions due to physical assault (of both pupils and staff) decreased in 2009/10; however, numbers of exclusions remained in line with the previous year. There were no exclusions for bullying in Leeds in 2009/10 and the trend of no exclusions for racial abuse in Leeds continued. The number of permanent exclusions for verbal abuse of staff halved in 2009/10 (from 10 to 5).
- 4.2.2 After a trend of decreasing exclusions the proportion of permanent exclusions for persistent disruptive behaviour increased in 2009/10 in Leeds. The number of exclusions for persistent disruptive behaviour doubled. The proportion excluded for this reason is now in line with national proportions.

Table 4.2.1 Reasons for permanent exclusions

Reason for Exclusion	% of Permanent Exclusions			
	Leeds			National
	2007/08	2008/09	2009/10	2008/09
Physical Assault – Pupil	20	13	10	17
Physical Assault – Staff	22	22	18	11
Bullying	4	4	0	1
Dangerous Behaviour*	14	7	4	
Persistent Disruptive Behaviour	12	9	27	30
Damage to Property	0	4	0	2
Drug and Alcohol Related	6	0	4	6
Other	2	17	12	15
Racial Abuse	0	0	0	0
Sexual Misconduct	0	0	0	2
Theft	0	2	8	2
Verbal Abuse – Pupil	4	2	6	4
Verbal Abuse – Staff	18	20	10	11

Source: DfE statistical first release

Notes: * Leeds local reason for exclusion

4.3 School performance

- 4.3.1 Over 50% of schools now have 0-1 exclusions. In 2009/10, only one secondary school excluded 5 or more pupils, this equates to 20% of the total number of exclusions from Leeds maintained schools.

Table 4.3.1 School analysis of permanent exclusions

Number of exclusions	Number of schools			% of exclusions		
	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10
5+	2	2	1	22	9	20
2-4	11	7	11	61	32	57
0-1	25	13	23	18	59	22

Source Synergy Education Case Management System

- 4.3.2 The development of a Readiness for Learning framework (behaviour challenge) in line with National Strategies initiatives have evidenced some success in the positive monitoring of behaviour management in schools. School documentation is showing that through Pupil Voice they believe behaviour is improving in their schools and Ofsted reports are showing improvements across the city in behaviour grades. School Improvement Partners and Advisers report improvements in the leadership of behaviour for learning in schools. There is dedicated time from Education Leeds teams and Children's Services to support Readiness for Learning. Since 2005, 123 primary schools have engaged in the primary SEAL programme. Each year an independent externally administered evaluation has shown the programmes positive impact on the learning behaviours and attendance of the tracked cohort of pupils. Similarly, positive impact on attainment, especially in reading and mathematics, has been shown. The primary consultants have built upon these successes and developed more focused work on improving whole attendance and reducing persistent absence, now being implemented in 26 schools. Initial data is showing the programme to have a significant impact. Schools are further supported by a network of leading practice schools and leading teachers.

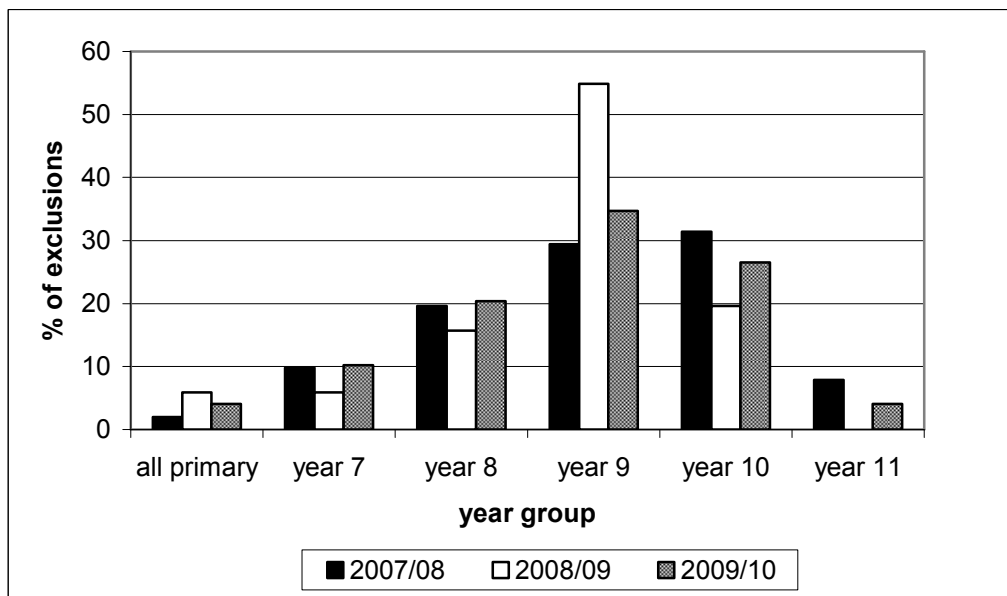
There has been positive engagement with the year-long National Programme for Specialist Leaders of Behaviour and Attendance (NPSLBA), delivered by a team drawn from the Pupil Development Centres and co-ordinated by the National Strategies. Since January 2009, eighty one staff in the behaviour and attendance field have either completed or are actively engaged in the programme. This consists of thirty two secondary staff; thirty primary staff; ten Local Authority officers and nine staff working with alternative providers and support services. The programme will continue with a further group of staff in January 2011. The positive impact of the programme is shown through testimonies from senior leaders on the development of participants' leadership skills and the impact on children and young people (part of final accreditation processes); reports from individual schools and headteachers on the impact on whole school practice; participants gaining promotion during and after the course and the popularity and reputation of the course within the city as high quality CPD for staff specialising in behaviour and attendance.

4.3.3 A credible network of expertise for headteachers and other senior leaders in schools to assist them in finding solutions for behavioural barriers has been established through the ongoing development of the Area Inclusion Partnerships. This allows opportunities for sharing good practice and developing solution focussed approaches to meeting the needs of individual young people in schools.

4.4 Permanent exclusions of pupil groups

4.4.1 The table below (4.4.1) below shows the peak year group for permanent exclusions remains year 9, however, the share of exclusions for this year group has fallen in 2009/10, with increases for all other secondary year groups. It is acknowledged that the curriculum tends to get much tighter due to exam preparation, often teaching intensifies and there may be a perception that the curriculum offer becomes less personalised. Pupils with learning difficulties are inclined to struggle more. Greater levels of monitoring are in place around this cohort of pupils. In addition a Framework Contract is now in place, between the Local Authority, schools and alternative learning providers that encompasses learners from age 13. This allows access to quality assured off site placements, providing courses leading to qualifications which can be accredited from the learner's 14th birthday. This enables the Area Inclusion Partnerships to make appropriate referrals to support pupils who are facing challenges in the mainstream settings which may have previously led to an exclusion based sanction.

Figure 4.4.1 Permanent exclusions by year group

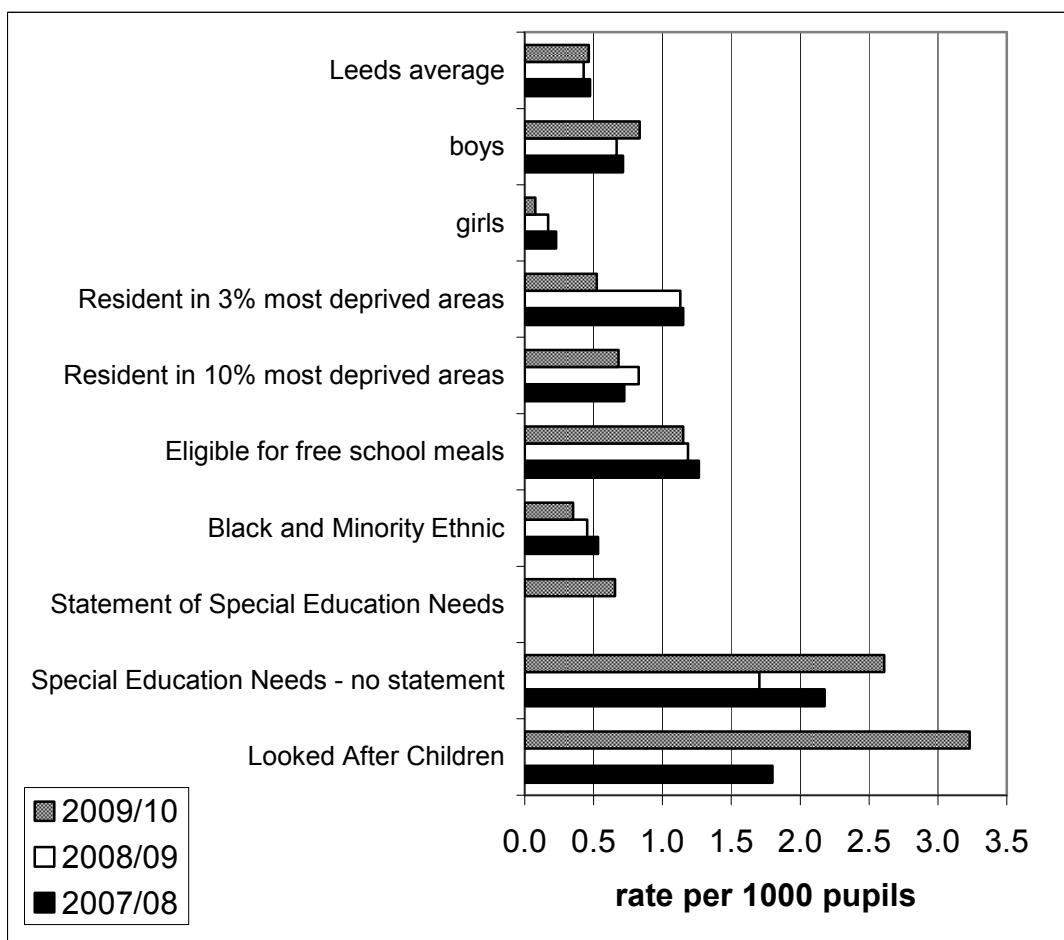


Source: Synergy Education Case Management System

4.4.2 The ongoing development of the KS3 & 4 panel meeting 2 Pupil Support Centre Admissions Panel has facilitated timely entry into and exit out of the centre. This has both safeguarded the education of vulnerable primary aged pupils, reduced the rates of fixed term exclusions and avoided the permanent exclusion of a further 5 primary pupils.

- 4.4.3 The number of permanent exclusions for girls continued to fall in 2009/10 and only 4 of the 49 exclusions were girls. A further 6 permanent exclusions of girls were avoided.
- 4.4.4 After two years where there were no permanent exclusions for pupils with statements of SEN, there were 3 in 2009/10. A further 8 permanent exclusions of pupils with a statement of SEN were avoided. There was also an increase in exclusions of pupils with SEN but no statement. This reflects the move within Leeds to separate Funding For Inclusion from the statementing process. As a result, the number of statements of SEN written has fallen. Overall, almost three quarters of all permanent exclusions were for pupils with SEN.
- 4.4.5 After no exclusions of Looked After Children in 2008/09, 3 were excluded in 2009/10. A further 3 permanent exclusions of LAC pupils were avoided. Of these three, after a period of assessment, two transferred into specialist provision and one has been successfully reintegrated into a mainstream school.
- 4.4.6 The rate of permanent exclusion of pupils eligible for free school meals continued to fall in 2009/10. These pupils remain 2.5 times more likely to be permanently excluded than the Leeds average.
- 4.4.7 Pupils of Black and Minority Ethnic heritage now have a rate of exclusion below the Leeds average, for the first time. The permanent exclusion of a further 6 BME pupils were avoided. This trend is mirrored by an upward trajectory for this group in terms of attendance. No one ethnic group has been consistently over-represented in permanent exclusions. In 2009/10 there were no exclusions of pupils of Black Caribbean heritage, the group with the largest number of exclusions was Other Pakistani with three. No other group had more than one permanent exclusion. We are committed to continue to support this upward trend via the Black Minority Ethnic Raising Achievement Group and in partnership with Race Equality Education Partnership Board. This cohort of vulnerable pupils remain a priority for the Local Authority.

Figure 4.4.2 Permanent Exclusions of Pupil Groups



Source Synergy Education Case Management System

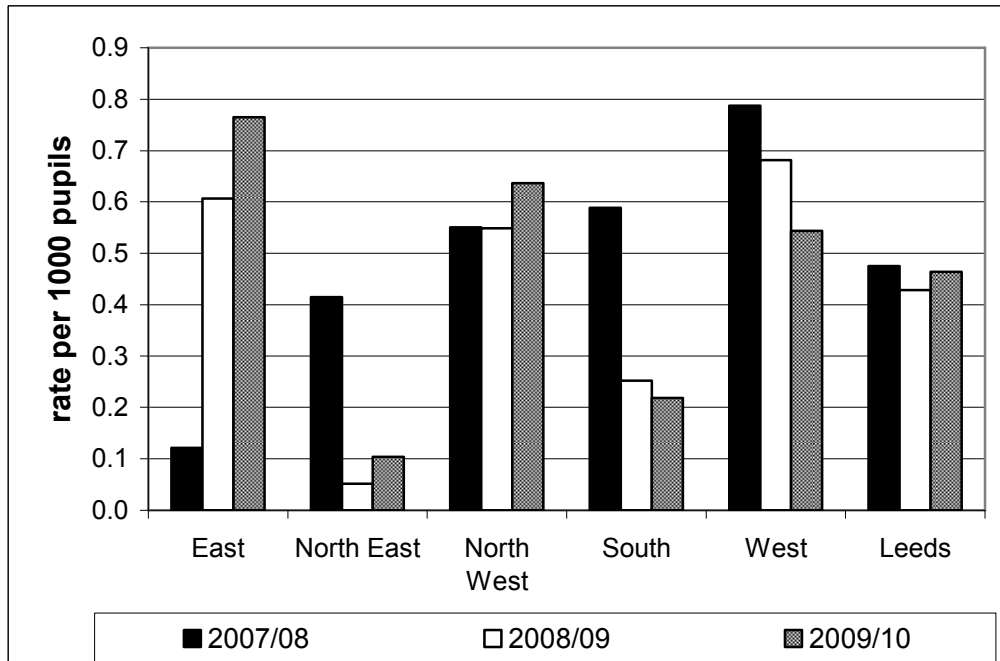
4.5 Permanent exclusions by wedge

4.5.1 As can be seen in Figure 4.5.1 below, the rate of permanent exclusion has fallen in the South and West wedges, however, these are the two wedges where the two schools who became academies in 2009/10 are located and their removal from the figures may impact on this. The rate of permanent exclusion continued to increase in the East wedge. However, much of this rise can be accounted for by one secondary school. Permanent exclusions are often a response to individual events which happen within schools and thus cannot be related to the wide variety of indicators of social deprivation with any degree of validity. It should be noted that fixed term exclusions are lowest in the East wedge, where the rate of exclusion is two thirds that of the city as a whole.

4.5.2 Thirty one permanent exclusions were avoided across the city following the intervention of Education Leeds teams. In terms of outcomes for these pupils, 48% of the pupils were supported to successfully return to their original school setting, 36% of the pupils had a successful managed move to another mainstream school and 16% moved, with support, to a SILC. See appendix 1 for a break down of outcome by wedge. It should be noted that a number of pupils avoided permanent exclusion as the result of work carried

out at wedge level and in some cases following proactive support from the Day 6 cover put in place locally.

Figure 4.5.1 Permanent exclusions by wedge



Source Synergy Education Case Management System

4.5.3 Permanent Exclusions were avoided by the multi-agency working of the Pupil Planning Team. The details of these pupils are as follows:

4.5.4 *Avoided Permanent Exclusions by Wedge*

Wedge	Percentage	Managed moves	Returned to original school	Statement – move to SILC
East	16%	3	1	1
North East	26%	1	5	2
North West	29%	3	5	1
South	10%	2	1	0
West	19%	2	3	0
Totals City Wide	100%	11	15	4

4.5.5 *Avoided Permanent Exclusions by Year Group*

Year Group	Percentage
5	3%
6	13%
7	16%
8	13%
9	19%
10	23%
11	13%

4.5.6 *Avoided Permanent Exclusions by LAC and SEN*

Of the 31 Avoided Permanent Exclusions

- 10% had LAC status.
- 26% had SEN status.
- 3% had both LAC and SEN status (1 child)

4.5.7 *Avoided Permanent Exclusions – Outcomes for LAC*

Managed move to another school - 1 pupil

Out of Authority – specialist provision – 1 pupil

Remained on roll at named school (off site provision – phased re-integration back to school) – 1 pupil

4.5.8 *Avoided Permanent Exclusions by Ethnicity*

Ethnicity	Percentage
AOPK	3%
BBRI	3%
BC	3%
BCRB	6%
WBRI	82%
WIRT	3%

4.5.9 *Avoided Permanent Exclusions by Gender*

Of the 31 Avoided Permanent Exclusions, 19% were Female and 81% were Male.

4.5.10 Avoided Permanent Exclusions- Outcomes for all Pupils

Dual registered with the Pupil Referral Unit and then returned to school	10%
Individualised Programme put in place utilising off-site provision	3%
Managed Move to another school	35%
Out of Authority - specialist provision	3%
Remained on roll at their named school	39%
Change of placement on statement (SILC)	10%

Schools have been supported to reduce exclusions by the Pupil Planning Team making 46 referrals to other agencies, raising awareness of and supporting the establishment of 38 parenting contracts, attending 163 multi agency meetings and 41 review meetings, carrying out 113 home visits and writing / disseminating 64 detailed re-inclusion plans. Of the pupils worked with, 25 had a pre-existing Common Assessment Framework (CAF). A further 52 families were advised of the role of the CAF in supporting their child, but only 9 families took up the support offered. The Pupil Planning Team Re-Inclusion Officers had active involvement in 40 CAFs. This work is in addition to (and often in partnership with) that done by the Area Inclusion Partnerships.

5 Fixed Term Exclusions

- 5.1 The data collected regarding fixed term exclusions is reliant on the maintenance of school submissions. Ongoing support for schools is continuing to ensure that data relating to fixed term exclusions are submitted as soon as is possible by schools, although their statutory responsibility is not until the end of the specific term. The data for 2009/10 is the latest picture held, but is provisional data and is subject to change as further exclusions are submitted by schools. Academies are not required to submit exclusions information to the Local Authority, therefore fixed term exclusions from academies are not included in the analysis for this report.

5.1 Fixed term exclusion trends

- 5.1.1 As illustrated in the Table 5.1.1 below the number of fixed term exclusions has reduced in 2009/10. However, the decrease in the number of exclusions is misleading due to two schools becoming academies in 2009/10 and therefore their exclusions are not included in 2009/10 figures. The rate of fixed term exclusions has reduced marginally in 2009/10. Therefore, the trend of significant reductions in fixed term exclusions seen in recent years has not occurred in 2009/10. The rate of exclusion in Leeds in 2009/10 remains below the national rate of exclusion in 2008/09, although if the national trend of reducing exclusions continues, when national figures for 2009/10 are published in June 2011 the rate in Leeds could be higher than that seen nationally.
- 5.1.2 Education Leeds remains committed to the continuing reduction of fixed term exclusions. The collection and dissemination of data has improved and is more rigorous. The challenge to schools, governors and stakeholders continues to improve practice and seeks to find alternative strategies to exclusion.
- 5.1.3 The use of Parental measures of engagement / support continue to be rolled out across the city by the Behaviour Improvement Officer (BIO). Delivering training for school staff has begun, the evaluation of which have been extremely positive and has lead to an increased number of schools implementing contracts with families. In conjunction with the Parenting Unit, the BIO has consulted with parents who have taken up a Parenting Contract, to seek their views as to the benefits for them and their child. The results of this exercise have fed into an action plan for further improvement. There has been an increase in the number of returns to the DfE in respect of Parenting Contracts for behaviour across both mainstream settings and within the Pupil Referral Units.
- 5.1.4 A new service delivery model was implemented over 2009/10 realigning Educational Psychology, SEN support, Early Years support and Inclusion Support into one Integrated Support and Psychology Service (ISPS). All practitioners within ISPS are deployed within a wedge of the city but centrally managed to allow flexibility in meeting specialised needs. All service delivery is based upon a model of consultation with front-line workers in relation to early intervention and problem solving techniques

Table 5.1.1 Comparative fixed term exclusion data: rate of exclusion per 1000 pupils

	Leeds			National ²
	Number of exclusions	Target (rate of exclusion)	Rate of exclusion per 1000 pupils	
2005/06	7513		68.1	na
2006/07	6527	39	60.2	56.6
2007/08	5837	25	54.4	51.4
2008/09	5018	25	46.8	48.9
2009/10	4923		46.6	

Source: Leeds data: Synergy Education Case Management System; National Data: Statistical First Release
 Notes: 1: not including exclusions from Pupil Referral Units or academies; 2: national data is not available for 2005/06 or 2009/10

5.1.4 Table 5.1.2 shows that the rate of fixed term exclusion in 2009/10 has increased slightly in secondary schools, fallen slightly in primary schools and increased in Specialist Inclusive Learning Centres.

5.1.5 The number of exclusions from primary schools fell from 392 in 2008/09 to 357 in 2009/10. The rate of exclusions for primary schools remains lower than the national rate in 2008/09.

5.1.6 The number of exclusions from SILCS increased by over a third in 2009/10, from 386 to 523 and the rate of exclusion remains significantly above national levels of exclusions from special schools. 89% of exclusions from Specialist Inclusive Learning Centres are from Elmete Central BESD SILC and the number of exclusions from this school increased from 279 in 2008/09 to 463 in 2009/10. The Local Authority has recognised this as a significant challenge. An intervention strategy is in place and an action plan is in place. This will enable the Local Authority and the BESD SILC to work in partnership to address some of the issues around the most vulnerable and challenging young people. The ongoing development of the Behaviour Strategy and continuum will also seek to concentrate on overcoming the placement of young people who require specialist behaviour support in a central provision. The level of exclusions is low in the other SILCs.

Table 5.1.2 Comparative fixed term exclusions by school type: rate of exclusion per 1000 pupils

	Primary		Secondary		Special (SILCs)	
	Leeds	National	Leeds	National	Leeds	National
2005/06	6.0	na	144.8	104.0	79.9	na
2006/07	5.5	11.1	129.6	108.3	162.2	185.6
2007/08	7.3	10.6	109.2	97.8	409.3	183.1
2008/09	6.4	9.7	93.1	92.6	428.9	177.1
2009/10	5.8		93.8		574.7	

Source: Leeds data: Synergy Education Case Management System; National Data: Statistical First Release

5.1.7 In 2009/10 the number of pupils receiving fixed term exclusions continued to fall, although the impact of this is lower than might be expected given that there are two fewer schools in the dataset. However, the percentage of pupils with exclusions also reduced.

Table 5.1.3 Number of pupils with fixed term exclusions

	Number of pupils	% of pupils
2004/05	3666	3.3
2005/06	3603	3.3
2006/07	3336	3.1
2007/08	2631	2.5
2008/09	2557	2.4
2009/10	2241	2.1

Source: Synergy Education Case Management System

5.1.8 A comparison between local and national lengths of exclusion is shown in Table 5.1.4 below. For primary schools the distribution of exclusions by duration is similar in Leeds to the national pattern, with almost half of exclusions lasting for one day or less and 84% of exclusions being for three days or less. The average length of exclusion in primary school is marginally lower in Leeds than nationally. For secondary schools, there is a slightly lower proportion of shorter exclusions in Leeds than nationally and a higher proportion of longer exclusions, the average length of exclusion from secondary schools in Leeds is half a day longer than the national average length of exclusion. In SILCs, the proportion of short exclusions is higher than seen nationally and therefore the average length of exclusion from this type of school is almost a day shorter than the national average.

Table 5.1.4: Percentage of exclusions by duration

Days	Leeds – 2009/10				National – 2008/09			
	primary	secondary	SILC	total	primary	secondary	SILC	total
1	46.8	32.9	70.0	37.9	42.2	34.9	47.3	36.2
2	24.9	20.3	18.2	20.4	25.8	25.6	23.7	25.6
3	12.0	19.6	7.1	17.8	14.6	17.7	12.7	17.2
4	3.9	3.9	2.1	3.7	5.1	4.1	4.8	4.2
5	9.0	17.0	1.7	14.8	8.9	14.5	8.2	13.6
6	0.6	0.4	0.4	0.4	1.1	0.5	0.7	0.6
7	0.0	0.3	0.0	0.2	0.4	0.3	0.3	0.3
8	0.3	0.2	0.2	0.2	0.3	0.2	0.2	0.2
9	0.3	0.2	0.0	0.2	0.2	0.2	0.2	0.2
10	1.7	2.9	0.0	2.5	0.4	1.0	0.6	0.9
10+	0.6	2.3	0.4	2.0	1.0	1.1	1.1	1.1
Average length of exclusion	2.1	3.1	1.3	2.8	2.2	2.6	2.2	2.6

Source: Leeds - Synergy Education Case Management System; National – DfE Statistical First Release

5.2 Reasons for fixed term exclusion

5.2.1 The table below (Table 5.2.1) shows that in 2009/10 the distribution of reasons for fixed term exclusion has remained relatively static compared to the previous year, with a slight increase in exclusions due to persistent disruptive behaviour. Over a

quarter of exclusions are due to persistent disruptive behaviour, a higher proportion than the national picture. There has been a fall in 2009/10 in the percentage of exclusions for verbal abuse of staff. Reasons for exclusion in Leeds are generally in line with those seen nationally.

Table 5.2.1 Reasons for fixed term exclusions

Reason for Exclusion	% of Fixed Term Exclusions			
	Leeds			National
	2007/08	2008/09	2009/10	2008/09
Physical Assault – Pupil	15	15	16	19
Physical Assault – Staff	7	8	8	5
Bullying	2	1	1	1
Dangerous Behaviour*	5	2	2	
Persistent Disruptive Behaviour	23	21	27	23
Damage to Property	2	3	3	2
Drug and Alcohol Related	3	2	2	2
Other	13	14	9	17
Racial Abuse	2	1	1	1
Sexual Misconduct	1	1	1	1
Theft	1	2	2	2
Verbal Abuse – Pupil	3	3	3	4
Verbal Abuse – Staff	23	29	25	22

Source: DfE statistical first release

*Notes: * Leeds local reason for exclusion*

5.3 School performance

- 5.3.1 For the first time, there were no primary schools with more than 30 exclusions in 2009/10. There were only two schools with more than 20 exclusions.
- 5.3.2 The proportion of schools with zero fixed term exclusions remains at two thirds of primary schools.

Table 5.3.1 Primary school analysis of fixed term exclusions

Number of exclusions	% of schools			% of exclusions		
	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10
30+	0.5	0.5	0.0	8	8.9	0
<30	35.0	35.6	36.1	92	91.1	100
0	64.5	63.9	63.9	0	0	0

Source: Synergy Education Case Management System

- 5.3.3 The number of secondary schools with a rate of exclusion in excess of 150 per 1000 pupils remains at nine in 2009/10. These schools accounted for over half of exclusions (see Table 5.3.2).

5.3.4 Over a third of secondary schools had a rate of exclusion less than 50 per thousand pupils.

Table 5.3.2 Secondary school analysis of fixed term exclusions

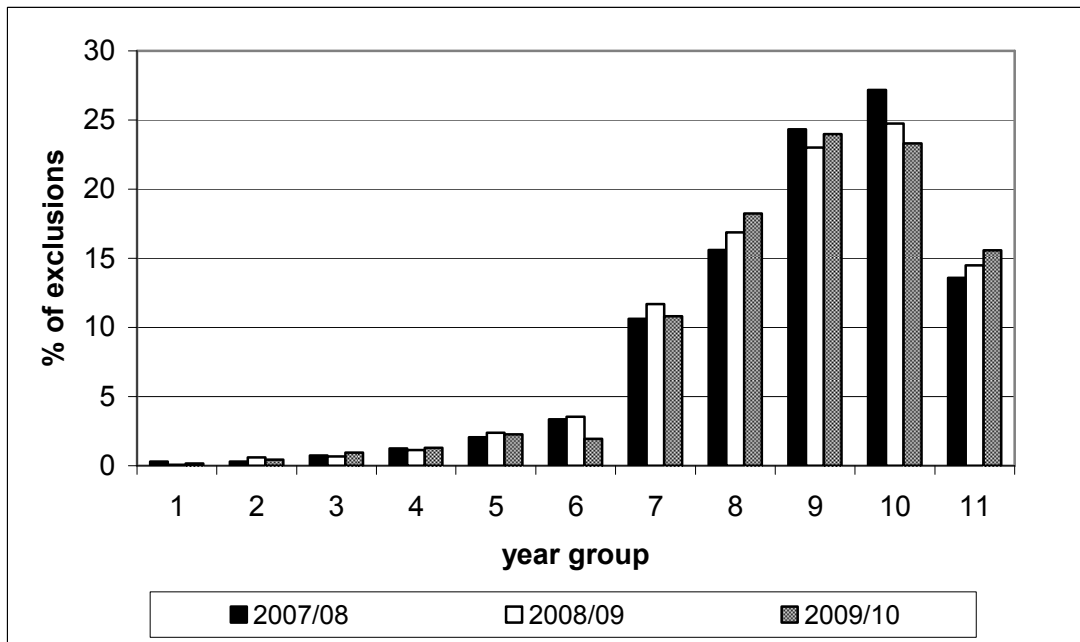
Number of exclusions	Number of schools			% of exclusions		
	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10
150+	12	9	9	64	52.1	56.8
50-150	13	16	13	28	39.0	33.0
<50	13	12	13	8	8.8	10.2

Source: Synergy Education Case Management System

5.4 Fixed term exclusions of pupil groups

5.4.1 As seen in Figure 5.4.1 the year groups with the highest levels of fixed term exclusions are years 9 and 10. The level of exclusions tends to increase with age, other than a decrease in year 11. Years 9 and 10 account for almost half of all fixed term exclusions in Leeds. Increases in the proportion of exclusions were seen for years 8, 9 and 11 in 2009/10, with exclusions in year 10 continuing to decrease. This is in part the result of the ongoing work done to decrease permanent exclusions within the city. In order to avoid a permanent exclusion, young people will be given fixed term exclusion, followed up with a comprehensive re-inclusion package. Schools are working to extend the day 6 provision for pupils with fixed term exclusions.

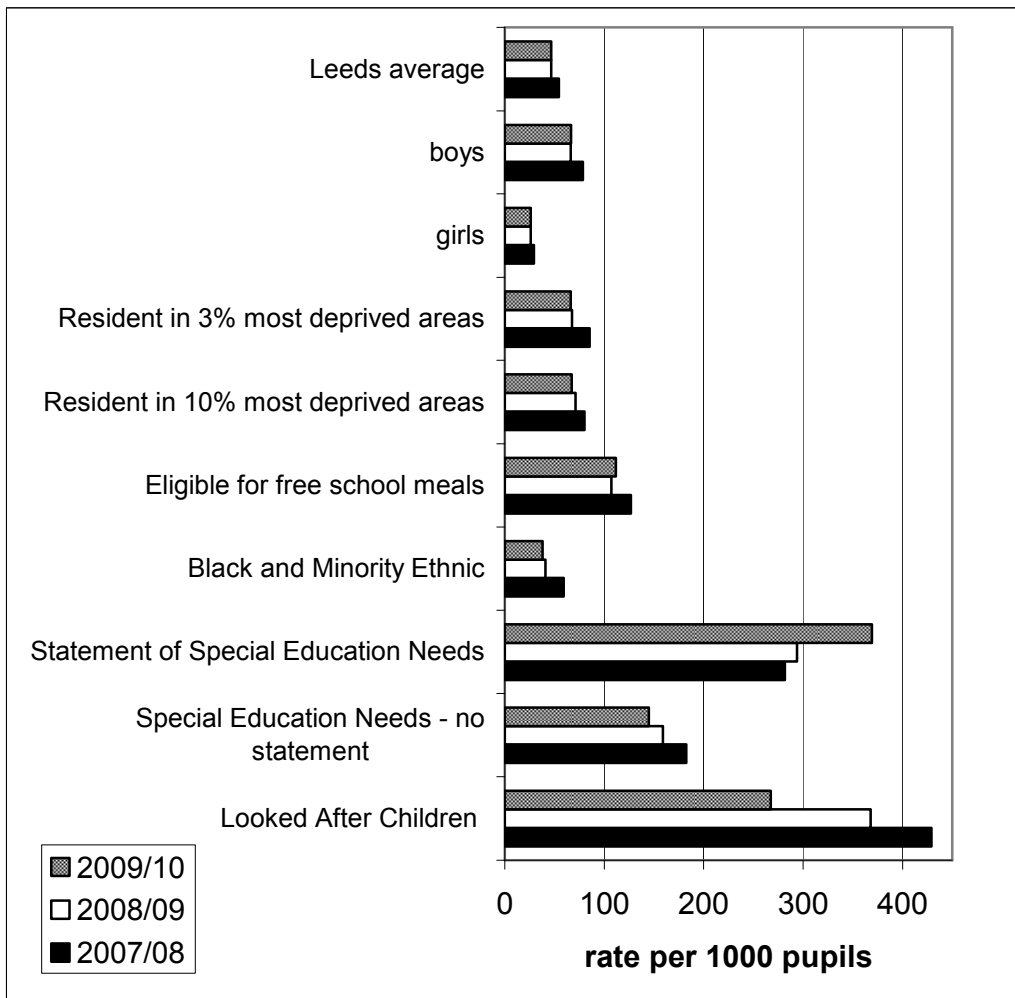
Figure 5.4.1 Fixed term exclusions by year group



Source Synergy Education Case Management System

- 5.4.2 The rates of fixed term exclusion by pupil group are shown in Figure 5.4.2 below, with national comparisons in Table 5.4.1. The rate of exclusion has remained the same for girls and increased for boys, boys are still more than twice as likely to be excluded than girls. The rate of exclusion in Leeds is higher than national for girls, and lower for boys.
- 5.4.3 The rate of exclusion for pupils with a statement of SEN continues to rise and these pupils were 8 times more likely to be excluded than the Leeds average. This is impacted on by the high level of exclusions from the BESD SILC. The rate of exclusion for pupils with SEN but no statement continues to reduce, but these pupils still have a rate of exclusion three times higher than the Leeds average. The rates of exclusion for pupils with no SEN and those with SEN but no statement are lower than the national average in Leeds. However, the rate of exclusion for pupils with statements in 2009/10 is almost double the national rate in 2008/09.
- 5.4.4 For pupils eligible for free school meals, the rate of exclusion increased slightly in 2009/10, following a recent trend of reducing exclusions for this group of pupils. Pupils eligible for free school meals have a rate of exclusion 2.5 times the Leeds average. The rate of exclusion for pupils eligible for free school meals is in line with national rates of exclusion for this group. Interestingly the rate of uptake of free school meals is below the national average in Leeds. The reasons for this form a piece of research undertaken as part of the Leeds School Meals Strategy. Programmes of work are currently being implemented through the strategy to address the issues identified.
- 5.4.5 The rate of fixed term exclusion for pupils of BME heritage continues to fall and remains below the Leeds average. However, there are significant variations between groups as seen in Table 5.4.2 below. The rate of exclusion of pupils of BME heritage in Leeds is in line with national levels of exclusion for BME pupils.

Figure 5.4.2 Fixed term exclusions by pupil group



Source Synergy Education Case Management System

Table 5.4.3 Rate of fixed term exclusion per 1000 pupils

	Leeds		National
	2008/09	2009/10	2008/09
Gender			
Girls	26.2	26.0	25.3
Boys	66.5	66.5	71.5
Ethnicity			
Black and Minority Ethnic heritage*		48.2	48.8
Free School Meal eligibility			
Not eligible for free school meals	33.5	32.3	37.7
Eligible for free school meals	107.3	111.6	111.0
Special Education Needs			
No SEN	17.2	17.4	21.9
SEN no statement	158.9	144.9	191.1
Statement of SEN	293.9	369.1	142.4

Source: Leeds - Synergy Education Case Management System; National - DfE Statistical First Release
 Note *: rate of exclusion for BME pupils in this table is based on pupils of compulsory school age to enable national comparison

- 5.4.6 The published national rate of fixed term exclusions for individual ethnic groups are not directly comparable to local figures as they are based only on an analysis of pupils of compulsory school age, whereas local analysis and all other national analyses are based on all year groups. Therefore the national ratio of the rate of exclusion for an individual group to the total rate of exclusion is presented below to allow a comparison of the extent to which different ethnic groups are over-represented in fixed term exclusions.
- 5.4.7 Although the rate of exclusion for all pupils of BME heritage is lower than the Leeds average there are some groups that are over-represented in fixed term exclusions. The groups with rates of exclusion higher than the Leeds average are: White Irish Travellers, Gypsy/Roma, pupils of Black Caribbean, Other Black, Mixed Black Caribbean and White and Mixed Asian and White heritage.
- 5.4.8 Although the rate of exclusion has reduced for all black heritage groups in 2009/10, pupils of Black Caribbean heritage are still twice as likely to be excluded; this over-representation is also seen nationally as is the over-representation of pupils of Other Black heritage who are 1.4 times more likely to be excluded. However, the rate of exclusion has reduced for pupils of Black African heritage in 2009/10. Viewed against the increase in attendance for pupils of Black and Minority Ethnic heritage, this indicates a positive trend.
- 5.4.9 All Asian groups are under-represented in fixed term exclusions and this picture is also seen nationally. White Irish Travellers, Gypsy/Roma, pupils of Black Caribbean, Other Black, Mixed Black Caribbean and White and Mixed Asian and White heritage but reduced for Mixed Black African and White pupils.

Table 5.4.4 Fixed term exclusions by ethnicity

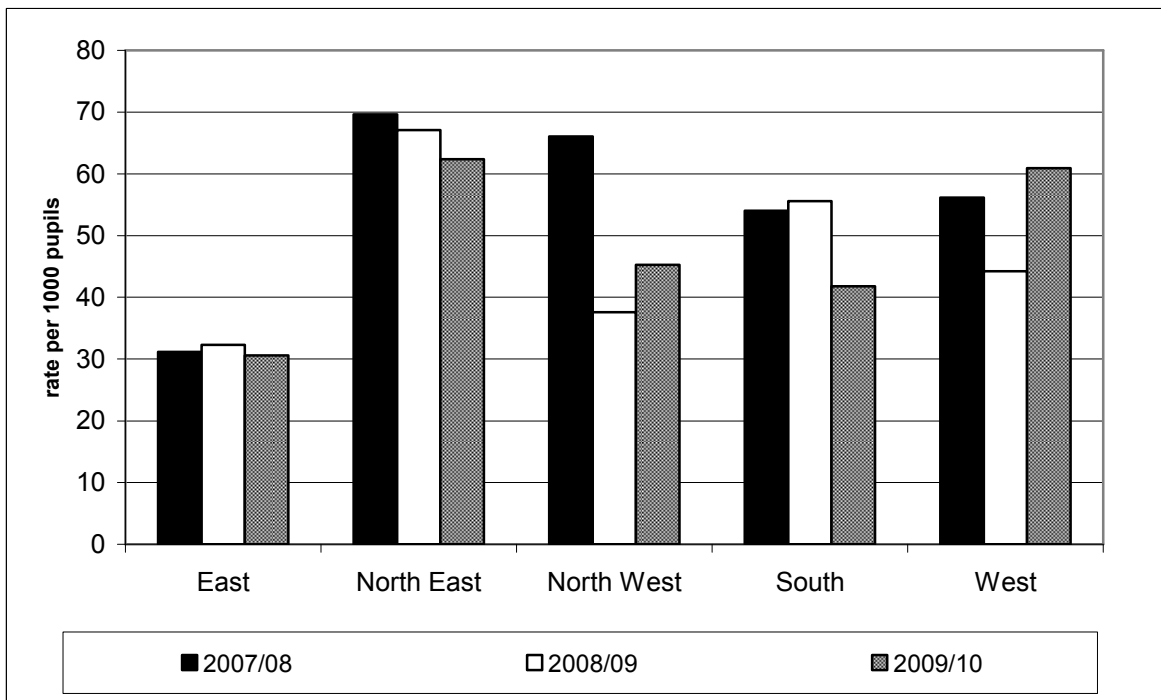
	rate per 1000 pupils			National ratio to average rate of exclusion	Ratio to Leeds average rate of exclusion	
	2007/08	2008/09	2009/10	2008/09	2008/09	2009/10
<i>Asian or Asian British</i>						
Bangladeshi	31.3	38.6	17.0	0.6	0.8	0.4
Indian	13.8	10.6	6.6	0.2	0.2	0.1
Other Kashmiri	75.6	66.7	45.8	0.6	1.4	1.0
Kashmiri Pakistani	37.3	19.3	20.7		0.4	0.4
Other Pakistani	37.1	16.6	21.6		0.4	0.5
Other Asian	33.6	28.2	30.5	0.4	0.6	0.7
<i>Black or Black British</i>						
Black African	33.1	29.8	25.6	1.0	0.7	0.5
Black Caribbean	176.2	113.2	100.7	2.0	2.4	2.2
Black Other	148.6	100.3	67.2	1.7	2.2	1.4
<i>Mixed heritage</i>						
Mixed Asian & White	51.7	59.3	67.8	0.7	1.2	1.5
Mixed Black African & White	65.3	73.1	26.0	1.2	1.6	0.6
Mixed Black Caribbean & White	152.2	106.8	117.6	2.1	2.3	2.5
Mixed Other	81.3	51.1	48.8	1.1	1.1	1.0
<i>Other groups</i>						
Chinese	3.9	0.0	9.5	0.2	0.0	0.2
Other Ethnic Group	22.4	7.4	8.9	0.7	0.2	0.2
<i>White</i>						
White British	54.2	49.1	50.2	1.0	1.1	1.1
White Irish	8.4	40.2	42.2	1.1	0.9	0.9
White Other	18.0	1.7	17.9	0.7	0.0	0.4
White Eastern European	30.4	12.4	14.9		0.3	0.3
White Western European	13.5	15.2	7.7		0.3	0.2
<i>Traveller groups</i>						
Traveller of Irish heritage	312.0	142.9	309.3	3.1	4.5	6.6
Gypsy/Roma	162.3	108.9	68.3	2.9	2.4	1.5

Source: Leeds - Synergy Education Case Management System; National – DfE Statistical First release

5.5 Fixed term exclusions by wedge

5.5.1 Fixed term exclusions are lowest in the East wedge, where the rate of exclusion is two thirds of that of the city as a whole. The rate of fixed term exclusion is highest in the North East and West after an increase in exclusion from schools in the West. The North East wedge includes information relating to the BESD Specialist Inclusive Learning Centre and the children with behavioural needs educated at the North East SILC. Plans are under development to support the North East SILC in terms of their fixed term exclusions as part of the devolvement of central resources to the localities. The rate of exclusions has fallen in the South, although this will have been impacted on by South Leeds High School becoming an academy. The sharing of good practice across the city, via the Area Inclusion Partnerships, to reduce rates of fixed term exclusion continues and is supported by the Local Authority.

Figure 5.5.1 Fixed term exclusion by wedge



Source Synergy Education Case Management System