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## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD: 11 February 2011**

**SUBJECT: Annual Standards Report – Primary Schools**

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### EXECUTIVE SUMMARY

#### 1.0 PURPOSE

- 1.1 The report provides an overview of the performance of primary schools at the end of 2009-10 as demonstrated through statutory national testing and teacher assessment. It also outlines the action taken by Education Leeds to fulfil its responsibilities to the Board and schools. Evidence is drawn from national and local performance data, monitoring activities undertaken by school improvement advisers and Ofsted reports on schools inspected. This report also summarises some of the current key challenges and priorities for primary schools.
- 1.2 Detailed information in relation to progress in schools in extended partnerships, designated as exempt under Access to Information Procedure Rule 10.4(1) and (2), is available to members of the Board upon request. The public interest in maintaining this exemption outweighs the public interest in disclosing information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned. This would be adversely affected by disclosure of the information. The appendices are available to Executive Board members on request.

#### 2.0 BACKGROUND

- 2.1 There are two targets for Key Stage 2: the combined level 4 in English and mathematics, and the percentage of pupils making two levels of progress from key stage 1 to Key Stage 2. The combined English and mathematics target continues to provide challenge to many schools. There are two targets for Early Years Foundation Stage: to increase the number of children who achieve a Good Level of Development (GLD) (ie at least 78 points across all 13 scales of the Early Years Foundation Stage with at least six points in each of the Personal Social Emotional Development and Communication Language and Literacy scales), and to narrow the gap between the average score of children in the lowest 20% and the median.
- 2.2 The revised Framework for the Inspection of Schools ensures that all schools are regularly inspected. For schools receiving a judgement of 'satisfactory' a monitoring inspection will usually take place approximately one year later to assess progress. Schools judged to be good or outstanding are inspected less frequently. Schools

that cannot demonstrate a good capacity to improve and that also have low pupil performance, may be given a 'Notice to Improve' or made subject to Special Measures

### **3.0 MAIN ISSUES**

3.1 Two major challenges for raising standards are identified. One is concerned with increasing the number of children achieving well in Early Years Foundation Stage, Key Stage 1 and Key Stage 2. The other is about improving the achievement of children from disadvantaged backgrounds, while acknowledging some recent improvements.

3.2 There remain too many schools performing below floor standards and this will increase when the floor standard is raised. School-to-school support will need to be developed as a matter of urgency to comply with the proposals in the recent white paper 'The importance of teaching'. This will provide a challenge for the local authority in view of the high turnover of headteachers in recent years.

### **4.0 RECOMMENDATIONS**

4.1 The board are asked to note:

1. The progress that has been made, the challenges that remain and to be aware of the implications of the revised Ofsted framework and the proposed raised floor standards.
2. The future proposals for support, challenge, monitoring and intervention in Leeds as outlined in the government white paper 'The importance of teaching'.

#### **4.2 Background Papers**

Education Leeds Policy for School Improvement 2010  
Framework for the inspection of schools 2009 (Ofsted)  
Guidance on Schools Causing Concern 2006 (Ofsted)  
'The Importance of Teaching' – government white paper November 2010  
Annex 1 Overview of 2010 performance at Early Years Foundation Stage, Key Stage 1 and Key Stage 2 - attached

A summary of Ofsted reports is available on request

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**Electoral wards Affected:**

ALL

Ward Members Consulted  
(referred to in report)

**Specific Implications For:**

Equality & Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call-in

Not Eligible for Call-in

(Details contained in the Report)

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### 1.0 PURPOSE OF THE REPORT

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- 2.1 There are two targets for Key Stage 2: the combined level 4 in English and mathematics, and the percentage of pupils making two levels of progress from Key Stage 1 to Key Stage 2. The combined English and mathematics target continues to provide challenge to many schools.
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## 3.0 **MAIN ISSUES**

### 3.1 **Standards and Achievement**

#### **Early Years Foundation stage**

- 3.1.1 Following a very encouraging four percentage points improvement in the percentage of pupils reaching a good level of development (GLD) in 2009, outcomes have again risen in 2010, this time by two percentage points. This continued improvement has been driven by the strong performance observed in the Personal, Social and Emotional Development (PSED) and Communication, Language and Literacy Development (CLLD) strands; which are key to this indicator. National and statistical neighbour performance have improved by a greater amount than in Leeds and the percentage of children achieving a good level of development is now three percentage points lower than national and four percentage points below statistical neighbours
- 3.1.2 The "Gap" indicator, is derived by calculating the difference between the median score of the full cohort and the mean score of the lowest achieving 20% percent of the cohort. The challenge to local authorities is to improve outcomes for the lowest achieving children at a faster rate than the "average" child; thus "closing the gap". The 2010 gap figure for Leeds shows a slight increase on the previous year. The gap has narrowed both nationally and in statistical neighbours in 2010, the gap in Leeds is now three percentage points wider than the national gap.
- 3.1.3 The outcome "gap" for many groups of children is significant, but there have been some encouraging developments this year. Results for boys, pupils eligible for free school meals, and Looked After Children have all improved more than the overall figure. However, outcomes for some key ethnic minority groups

and for children with English as an additional language (EAL) have fallen.

- 3.1.4 Despite improvements in outcomes for boys, there is still a significant gap of 18 percentage points between boys and girls in the percentage achieving a good level of development. The gap between those eligible for free school meals and those who are not eligible is 24 percentage points and the gap is 18 percentage points between those with EAL and those with English as a first language.
- 3.1.5 Trends in outcomes for individual ethnic groups are inconsistent. Outcomes for Bangladeshi and Pakistani/Kashmiri groups are well below Leeds average; achievement of Pakistani heritage pupils is in line with national achievement, whereas attainment of Bangladeshi pupils is lower than national. Attainment for Black African and Other Black heritage children has improved over the last three years and was in line with national attainment in 2009. There has been a significant decline in outcomes for the Black Caribbean cohort in 2010 and attainment is now below 2009 national attainment for this group. The lowest outcomes are observed for Traveller groups.
- 3.1.6 In order to improve the accuracy of teacher assessment Statutory Cluster meetings were held across city in the autumn term, followed by briefings for headteachers and bespoke support for targeted schools.

### **Key Stage 1**

- 3.1.7 The percentage of pupils achieving level 2 or above in Key Stage 1 is unchanged in Leeds in 2010, for each subject. National performance has increased by one percentage point in reading and remained static in writing and mathematics. Leeds performance is three percentage points below national for each subject. Following a drop in performance in writing and mathematics for statistical neighbours, the percentage of pupils achieving level 2 or above in Leeds is two percentage points lower than for statistical neighbours in reading and writing and three percentage points lower in mathematics.
- 3.1.8 The percentage of pupils achieving level 3 or above is also unchanged in Leeds in 2010. Performance remains below national and statistical neighbours, reflecting the strict implementation of the assessment methodology in Leeds which has historically led to lower performance in Leeds on this measure. The underperformance at level 3 could also be attributed to insufficient challenge in curriculum provision for more able pupils and possible lack of confidence in assessing at level 3 of teachers new to this year group.
- 3.1.9 Levels of attainment are higher for girls than boys in all subjects in Key Stage 1, but particularly in reading and writing. The gaps in attainment between girls and boys in Leeds are consistent with the gaps seen nationally for each subject. The proportion of girls achieving level 2 or above stayed the same for all subjects in 2010, for boys attainment stayed the same for writing and mathematics, but fell by one percentage point in reading.
- 3.1.10 Key Stage 1 attainment is significantly lower for pupils eligible for free school meals than for those who are not eligible. The gaps in attainment are 21, 22 and 16 percentage points respectively for reading, writing and mathematics. Children eligible for free school meals in Leeds do less well than children eligible for free school meals nationally.

- 3.1.11 Levels of attainment for pupils with EAL are lower than for those with English as a first language in Key Stage 1. The gaps in attainment are significantly larger in Leeds than is seen nationally, with gaps in Leeds being 14, 15 and 12 percentage point respectively for reading, writing and mathematics compared to 5, 5 and 4 percentage point gaps nationally.
- 3.1.12 Attainment for Bangladeshi pupils improved for all subjects in 2010, but particularly reading and writing, attainment remains significantly lower than the Leeds average and national levels of attainment for this group. Outcomes for Other Pakistani heritage pupils have dropped in all subjects and remains below national levels of attainment for Pakistani heritage pupils.
- 3.1.13 Improvements in outcomes for the Black Caribbean cohorts across all three subjects have resulted in this group's attainment being above both the Leeds and national average in 2010. Outcomes for Black African cohorts have declined in 2010 and are well below the Leeds average and more than 10 percentage points below the national average in all subjects.
- 3.1.14 Attainment is lowest for Gypsy/Roma and Traveller groups and the attainment of these groups in Leeds is lower than seen nationally.
- 3.1.15 In order to improve the accuracy of assessment a range of assessment training courses take place through the year to support head teachers, Year 2 teachers and classroom assistants. Over 25% of schools receive a moderation visit every year. Evidence over the last few years has shown increased commitment and skill development with schools demonstrating accurate knowledge of children's performance and implications for teaching and learning.

## **Key Stage 2**

- 3.1.16 Due to the boycott of Key Stage 2 tests, test data is available for 58% of Key Stage 2 pupils in Leeds. The percentage of schools taking part in the tests was lower in Leeds (57%) than nationally (73%). The DfE considers Leeds participation in the tests to be representative of the authority. Our own analysis shows minor under-representation of black and ethnic minority, free school meal entitled and SEN children amongst the group who took the test. Due to the gaps in test results for some schools, this report presents both test and teacher assessment results. In addition, Key Stage 2 tests for science were discontinued in 2010 and are therefore not reported here.
- 3.1.17 The headline figures for Key Stage 2 tests show improvement in all subjects when compared to all schools in 2009. The percentage achieving level 4 or above increased by one percentage point for English and three percentage points for mathematics. Performance is now level with national levels of achievement for mathematics and one percentage point below for English and for the combined English and mathematics indicator. After three years of maintaining performance at 72%, the percentage of pupils achieving level 4 or above in English and mathematics increased by one percentage point, compared to a two percentage point increase nationally and in statistical neighbours. Despite this improvement, the challenging target of 77% has not been achieved.
- 3.1.18 The percentage of pupils achieving a level 5 or above increased by one percentage point in English and decreased two percentage points in

mathematics. Level 5 performance remains below national and statistical neighbours.

- 3.1.19 The percentage of pupils with EAL achieving level 4 or above has increased in 2010 after falling in 2009. However, despite this improvement, the gaps in attainment between pupils with EAL and those with English as a first language remain. The gaps in attainment in Leeds for 2010 are wider than the national gaps in 2009, particularly in mathematics.
- 3.1.20 The percentage of Bangladeshi pupils achieving level 4 or above in English and in mathematics has increased significantly in 2010 and attainment for this group is in line with the Leeds average for mathematics and above the levels of attainment seen for Bangladeshi pupils nationally in 2009. Attainment for Kashmiri Pakistani pupils increased in both subjects and the combined indicator in 2010.
- 3.1.21 Attainment remained static for pupils of Other Pakistani heritage and attainment remains significantly below the Leeds average for this group. Despite slight falls in attainment for Indian pupils, this group remains above the Leeds average. Attainment of the combined English and mathematics indicator improved for all Black heritage groups, although these groups remain below the Leeds average, the gap has narrowed.
- 3.1.22 In order to improve the accuracy of assessment a range of training courses take place to ensure headteachers and Year 6 teachers carry out Year 6 tests according to statutory requirements.

## 3.2 Ofsted Inspections

- 3.2.1 Seventy primary schools were inspected during the academic year 2009-10 with the following outcomes:

*NB % refers to the % of the schools inspected not the percentage of schools overall.*

Leeds	Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness	9 13%	28 40.0%	29 41%	4 6%
Capacity to improve	8 11%	34 48%	26 37%	2 3%
Quality of teaching	5 7%	34 48%	29 41%	2 3%
Effectiveness of leadership	9 13%	32 45%	27 38%	2 3%

National	Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness	9%	44%	39%	7%
Capacity to improve	9%	52%	35%	4%
Quality of teaching	5%	52%	39%	4%
Effectiveness of leadership	12%	50%	34%	4%

- 3.2.2 Three schools were given a Notice to Improve and one was deemed to require Special Measures. One school previously given a Notice to Improve was

inspected and judged to be satisfactory. All of these schools have received monitoring inspections and have been judged to be making good progress.

3.2.3 The Ofsted outcomes for the last academic year suggest that, although the percentage of outstanding schools is higher than the national figure, there remains a priority to continue to work on the ‘good to great ‘ schools and an urgent need to increase the number of good schools. Given the issues arising from the performance data there is also an urgent need to improve the quality of teaching overall from satisfactory to good in order to accelerate learning for the lowest performing children.

### 3.3 **Schools causing concern or below floor target**

3.3.1 The number of schools below floor target has been calculated using test data where available and teacher assessment where tests were not undertaken. Provisional data for 2010 indicates that the number of schools below the floor target of 55% of pupils achieving level 4 or above in English and mathematics combined, has fallen from 34 in 2009 to 25 in 2010. This is the lowest ever number of schools below floor target in Leeds. Pupil performance is only one indicator of a school’s success and several schools performing below floor have been judged by Ofsted to be good schools. Similarly there are schools with relatively high performance that are causing concern to the Local Authority. A detailed report on each of the 15 schools causing concern can be found in the annex.

3.3.2 There are 34 primary schools below the proposed new ‘floor standard’ of 60% level 4 or above in English and mathematics, with a further 20 below 65%.

### 3.4 **Education Leeds School Improvement Partnerships**

3.4.1 Through an annual cycle of visits, School Improvement Partners (SIPs) engage schools in a thorough self evaluation process to evaluate progress and agree priorities. As part of this process each school agrees a partnership with Education Leeds (School Improvement Policy 2010) which will ensure the school either receives the most appropriate support, or offers support based on identified good practice. The percentage of schools in each partnership has shifted slightly with more schools in Learning and Focussed Partnerships. This may be due to the high number of recently appointed head teachers who are cautious in their evaluation of their school.

	Leading	Learning	Focussed	Extended
2009	57 26%	111 51%	37 47%	14 6%
2010	53 %	106 %	47 %	13 %

### 3.5 **School Leadership recruitment**

3.5.1 During this academic year 22 new headteachers were appointed. Many of these required two or even three attempts to recruit to ensure sufficient candidates for a viable selection process. The governors were supported in all cases by a school improvement adviser. A comprehensive induction programme has been established and is well attended by new headteachers. Each headteacher is also offered a headteacher mentor either from Education Leeds or through the National College’s ‘Professional Partner’ programme. Twenty primary



headteachers from Leeds have applied to the National College to be trained as Professional Partners

- 3.5.2 Over the last five years, around one hundred and forty primary schools have appointed a new head teacher. A further 12 schools have a recruitment process underway, this academic year. Although many of these posts have been filled with head teachers in their second headship, this nevertheless represents significant turbulence in the school leadership body. Inevitably where the vacancy has been filled by a deputy head teacher from Leeds, this has resulted in further recruitment challenges. There are many schools in which both head and deputy have been recently appointed. There are considerable strengths in a headship body new to leadership but also disadvantages in terms of the potential lack of capacity to accelerate progress and to lead beyond the school. A further challenge is the age profile of the longer serving headteachers which could result in a further 90 schools seeking new headteachers in the next three years.

## **4.0 THE PRIMARY SCHOOL IMPROVEMENT STRATEGY**

### **4.1 School Improvement Partners and School Improvement Advisers**

- 4.1.1 All schools receive five days support and challenge from the School Improvement Partner (SIP). Twenty five schools receive additional support through a School Improvement Adviser (SIA). All of these schools are involved in the Improving Schools Programme and are offered appropriate consultant support. This adviser works closely with the headteacher, often on a weekly basis, to ensure the school has robust self evaluation and the most effective school improvement systems in place. The SIA builds capacity in the school leadership team by modelling good practice, mentoring the headteacher, and coaching the leadership team. The SIA also works closely with the SIP to ensure that the school is focused on the most appropriate priorities. In many of these schools the SIA and the SIP hold regular monitoring meetings with a group of governors. The SIA usually supports the school in building a partnership with a more successful school in the locality. This partner school is usually led by a National or Local Leader of Education which is a nationally accredited recognition of good or outstanding leadership. (National College). The SIA also coordinates the support package allocated to the school while the SIP evaluates its impact.

### **4.2 Building leadership capacity**

- 4.2.1 Three priorities were identified as being critical to our strategy for developing school leadership. The first was to retain and stimulate our longer serving headteachers to ensure that they remain in the system and contribute to the development of new headteachers and of the system as a whole. The second was to ensure that headteachers are well supported in and beyond their first year and the third was to succession plan particularly for groups underrepresented at senior leadership level.
- 4.2.2 In addition to the induction programme for new heads there were three ambitious and innovative programmes offered. The first was for experienced headteachers who were successful in their role, focussing on their personal and professional development and their role as a system leader. The second was for headteachers in their third and second year of headship and focused on the

development of the craft of headship. These programmes were designed to meet a number of the needs of these groups and to develop a cadre of highly effective and experienced leaders with the knowledge, skills and confidence to contribute readily to the ever changing school improvement and transformation agenda. The programmes were designed to support, refresh and develop by sharing and building on strengths and successful experience. Both programmes were developed in partnership with Professor John West Burnham and ran over four and six days respectively throughout the academic year and were highly rated by the participants.

4.2.3 The third programme, 'Investing in Diversity' was aimed at Black and Minority Ethnic aspiring leaders. A series of workshops, seminars and a residential took place over the year focused on a range of themes including creating innovative places of learning, finance, distributed leadership, data analysis and ethnic monitoring, leading effective teams and performance management. 80% of the participants have since moved to promoted posts in their own school or elsewhere. This programme was developed in partnership with the London Institute of Education.

### 4.3 **Leading beyond the school – National and Local leaders of Education.**

4.3.1 National Leaders and Local Leaders in Education (NLLEs) are successful headteachers who work with a partner school to build capacity and raise attainment through a coaching and facilitative relationship. As a result of this work, both schools benefit from sharing good practice and time to focus on strategic issues. They address specific issues and build capacity in order to bring about sustained improvement. There are currently ten Local Leaders (7 primary, 2 SILC and 1 Secondary) and six primary National Leaders who are playing a leading role in making a difference to children across the city. The precise role is flexible, based on the identified needs of each particular school.

4.3.2 The NLLEs work primarily with schools classed as inconsistent in terms of standards, or vulnerable in terms of inspection. Regular reports and feedback suggest that clear progress is being made in leadership and management and teaching and learning and, with the exception of one school, all have had successful inspections. Ofsted clearly recognises the impact of school to school support and the strength of partnerships which are personalised to meet the needs of the individual settings. Although partnership working is in its emergent stages, feedback from schools is overwhelmingly positive. The work in Leeds has also been recognised by the National College as good practice. The next step for Leeds is to recruit an increasing number of NLLEs in line with the recommendations in the recent Government "White Paper." This work enhances school to school support already well established through the Advanced Skills and Leading teachers projects.

### 4.4 **Improving English and Mathematics**

4.4.1 In order to address the continuing underperformance in mathematics and English a range of courses, conferences and training programmes have been delivered often to targeted groups of schools. Among these are: EAL and mathematics' **Talking Partners and Talking Maths**, EAL and writing, 'multi sensory mathematics' 'Stimulating Writing through ICT', the mathematics specialist teacher programme, Write on' and 'Countability'. The latter programmes are designed to build capacity in schools through leading teachers

working with partners. Most of the partner schools achieved their targets this year.

#### **4.5 Every Child a Reader**

4.5.1 There are 50 schools involved with ECaR/Reading Recovery working with 400 children, helping them to catch up and keep up with their peers in literacy. The results from last year's cohorts of children show that yet again the Reading Recovery teachers are maintaining a high success rate with 80% of children on the programme making four times average progress. This is in line with the national picture of ECaR. One of our priorities this year is helping children to continue making progress when their lesson series ends and supporting teachers and schools to enable this to happen.

#### **4.6 Every Child Counts**

4.6.1 There are 12 new Leeds schools involved in ECC this year. The average number age gain is above national average at 14.6 months and follow up tests show further gains on average of five months. The Teacher Leaders for ECC take part in intensive CPD provided by Edge Hill and Professional Development for Numbers Count Teachers is currently in progress. Key areas for development this year are lighter-touch intervention in Key Stage 1 and transition from Year 2/3.

#### **4.7 1-1 Tuition**

4.7.1 Every school engaged and delivered the programme across the city. The target for delivering places was exceeded by 63 (2187). In Key Stage 2, the average points progress across 10 hours (or closest assessment points to this) was 3.0pts. There were also significant gains in confidence, self esteem, participation, independence and behaviour. Many schools reported that pupils made accelerated progress not only during the 10 sessions but the term after tuition had been completed.

#### **4.8 Early Years Foundation Stage**

4.8.1 Narrowing the Gap in the Early Years (NtG in EY) was a pilot project run jointly by Education Leeds and the Early Years Service from January 2010 to July 2010. Over 40 schools and some Children's Centres were targeted to join the project. These were schools who had less than 30% Good Level of Development (GLD) and greater than 40% of pupils within the bottom 20% based on 2009 Foundation Stage Profile data. Over 30 schools and two Children's centres took part in the training, and attendance was excellent on all three days. The schools' FSP results were analysed at the end of July 2010 and 87% of the 30 schools taking part in the project increased their GLD, some substantially. Four schools gained results higher than the national average. 75% of schools had fewer pupils in the bottom 20%. Due to the success of NtG in the EYs a second cohort of schools have been targeted to attend the programme this year.

#### **4.9 The Black and Minority Ethnic (BME) Pupil Achievement Strategy**

4.9.1 The overall attainment for various ethnic minority groups is still too variable and too wide a gap remains. Over the years particular intervention programmes

have demonstrated that they can positively impact on improved attainment but the real difficulty has been in showing that these improvements can be sustained over time.

- 4.9.2 Increasingly, a more coherent approach is being used to tackle some of the more complex issues surrounding ethnic minority achievement whereby there has been an increased understanding of the interplay of issues such as ethnicity, levels of deprivation, gender and in some cases special educational needs coming together to impact on standards of attainment of groups of young people. This is particularly evident when reviewing the number of schools below floor target, as a high number of these schools are concentrated in areas of the city where there are higher levels of deprivation than the average for the city and have much higher proportion of pupils from ethnic minority backgrounds and for whom English is an additional language.
- 4.9.3 A radical overhaul of our strategy is currently taking place to ensure that these schools reach above floor standards with a sense of urgency in light of the proposed raising of the bar nationally. We are developing a more joined up understanding of the complex factors that interplay on individuals and groups of pupils. As a result we are looking at two very important strands which are interrelated.
- 4.9.4 Improving the quality of teaching in these schools and hence learning as this is proven by research to be the most significant factor in raising standards of attainment. This means ensuring that all teachers consistently deliver high quality teaching and that in school variation is minimalised if not eradicated across teachers and subjects.
- 4.9.5 Developing school leadership capacity in schools below floor targets so that that we have the highest quality of leaders in these schools. This is because we recognise the importance of research evidence which demonstrates that school leadership is second only to classroom teaching as an influence on pupil learning. This is backed up by evidence from Ofsted which suggests that the overall performance of a school almost never exceeds the quality of its leadership and management.
- 4.9.6 A major focus of this area of work will be in ensuring that leadership drives forward consistently high standards of teaching across all teachers and subjects and that the specific needs of our ethnic minority, EAL pupils and free school meal pupils (and the combination of needs) are met to maximise impact on learning. We are currently in the early stages of working with the national College to develop a bespoke programme in Leeds to build leadership capacity in our most challenging schools, building on proven best practice from City Challenges and both national and international research.
- 4.9.7 In addition, a number of other new strategies are also being deployed this year to address ethnic minority achievement:
- 4.9.8 Teams across Education Leeds meet at least half termly to discuss every school with high numbers of minority ethnic pupils and share intelligence on attainment, progress and other holistic issues affecting achievement and identifying specific strategies to follow up on where there is a need. These strategies may include whole school reviews, aspect reviews around a subject or Key Stage with a focus on the ensuring that the specific needs of the cohorts of pupils who attend

these schools are being met. The reviews will then inform further strategies to be used to address the issues that arise from the reviews.

4.9.9 Arooj is our LA strategy to raise the attainment of our Pakistani and Bangladeshi heritage pupils across all phases of schooling. Together they form the largest number amongst the various ethnic minority groups that consistently under perform. Arooj is a three year strategy and it has been developed in response to our LA disaggregated figures showing that attainment for these pupils is well below our Leeds average and their peers nationally across all key stages. Arooj is a cross phase project with clear aims to improve and accelerate outcomes for Pakistani and Bangladeshi heritage pupils and communities accompanied by a detailed action plan which outlines the actions needed to be undertaken under the three broad themes of:

- Education
- Community Engagement and Development
- Language, Arts and Culture

4.9.10 Five teachers from four primary schools with the highest number of Pakistani and Bangladeshi pupils took part in the Teacher's International Professional Development Programme (TIPD) to Mississauga, Canada to look at best practice in meeting the educational needs of Muslim students. In addition, a weekly Radio programme called "Educational Matters" has been delivered on Radio Asian Fever covering a wide range of educational issues aimed at parents and community members.

4.9.11 Our strategy is evolving further in light of the new DfE White Paper "The importance of teaching" and locally as a result of the formation of an integrated Children's Service and the recognition of the need to work more closely with multi-agencies on a locality level to address the wider and holistic needs of communities and their children so that their specific needs are met and barriers to access, engagement and learning are eradicated.

#### 4.10 **International New Arrivals**

4.10.1 Leeds is a major dispersal centre for refugees and asylum seekers. We are continuing to develop support for schools to create effective induction, assessment and personalised teaching and learning programmes for all international new arrivals. The largest of the new arrival groups, Black African heritage pupils continue to show improved results in all key stages even though many are in the early stages of acquiring English. Advice and guidance resources have been produced to support best practice in all areas of provision in school. The development of Parents as Partners in Children's Learning Programme has been a major initiative this year. This has been introduced in 24 schools and the sustainability of the programme was built in from the start as school staff were trained to deliver the programme when programme funded ceases. The programme informs parents about the English education system and how they can support their children to succeed in it.

#### 4.11 **Improving attendance and reducing persistent absence through SEAL (Social and Emotional Aspects of Learning)**

4.11.1 A targeted programme was delivered to schools with high levels of persistent absence. SEAL schools had greater improvements in overall attendance than

non-SEAL schools. Overall attendance in the targeted 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.

#### 4.11.2 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

## 5.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

5.1 Following publication of the recent white paper 'The importance of teaching' many of the funding streams that allow significant support to schools have been cut. Support to schools from the centre will be minimal with a high focus on schools supporting each other. School Improvement Partners are no longer statutory. The academies programme is gaining momentum and many underperforming schools may be considered for academy status in the future.

## 6.0 LEGAL AND RESOURCE IMPLICATIONS

6.1 Many schools continue to experience high level of challenge and struggle to meet existing floor standards. The achievement of identified groups of children remains a concern. These schools must remain a high priority what allocating resources.

## 7.0 RECOMMENDATIONS

7.1 The board are asked to note:

1. The progress that has been made, the challenges that remain and to be aware of the implications of the revised Ofsted framework and the proposed raised floor standards.
2. The future proposals for support, challenge, monitoring and intervention in Leeds as outlined in the government white paper 'The importance of teaching'.

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ITEM No:

Originator: Christine Halsall

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## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: February 2011

SUBJECT: ANNEX 1: OVERVIEW OF 2010 PERFORMANCE AT EARLY YEARS FOUNDATION STAGE, KEY STAGE 1 AND KEY STAGE 2

### 1.0 Early Years Foundation Stage

#### Overall Attainment

- 1.1 There are 7793 children in this cohort. Following a very encouraging 4 percentage points improvement in the percentage of pupils reaching a good level of development (GLD) in 2009, outcomes have again risen in 2010; this time by 2 percentage points. This continued improvement has been driven by the strong performance observed in the Personal, Social and Emotional Development (PSED) and Communication, Language and Literacy Development (CLLD) strands; which are key to this indicator. National and statistical neighbour performance have improved by a greater amount than in Leeds and the percentage of children achieving a good level of development is now 3 percentage points lower than national and 4 percentage points below statistical neighbours.

Table 1: 2008-2010 Early Years Foundation Stage performance

	2008			2009			2010		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
<b>% Good Level of</b>	47	49	52	51	52	53	53	56	57
<b>Low Achievers gap** (NI 92)</b>	39.7	35.6	34.2	35.6	33.9	34.4	35.7	32.7	33.2

Source: DfE statistical first release

Notes: \* % of pupils with 78+ points and 6+ in all PSED and CLLD strands; \*\* Difference between Median score of full cohort and Mean Score of lowest achieving 20%, expressed as a percentage of the Median score of the full cohort

- 1.2 The “Gap” indicator, is derived by calculating the difference between the median score of the full cohort and the mean score of the lowest achieving 20% percent of the cohort. The challenge to local authorities is to improve outcomes for the lowest achieving children at a faster rate than the “average” child; thus “closing the gap”. The 2010 gap figure for Leeds shows a slight increase on the previous year. The gap has narrowed both nationally and in statistical neighbours in 2010, the gap in Leeds is now 3 percentage points wider than the national gap.
- 1.3 Changes in the percentages of children achieving 6 or more points on each



assessment scale in 2010 (see Table 2) reveal a trend towards the national picture. Historically, outcomes in Leeds have been well below the national average in CLLD and PSED, but above average in PSRN, KUW, PD and CD.

- 1.4 In 2010 however, there have been improvements on most of the PSED and CLLD scales, but there have been falls in the percentage of children achieving 6 or more points in all the other scales. This makes the pattern of outcomes more aligned to the national pattern, with all the 6+ scores between 0 and 3 percentage points below the national average. The improvements in the PSED and CLLD scales are welcome, especially since these strands are integral to the Good Level of Development indicator. The lack of improvement in the reading and writing strands however is less encouraging, but it should be recognised that outcomes on these scales are already in line with national results. While the fall in outcomes in PSRN, KUW, PD and CD cannot be seen as a cause for celebration, they are however probably a sign that assessments in Leeds are becoming increasingly robust and that the continued improvements in moderation and support are resulting in more accurate assessments of children's development.

Table 2: Percentage of Leeds pupils achieving 6+ points at the Foundation Stage 2008 to 2010, with national comparators

	2008		2009		2010	
	Leeds	Nat'l	Leeds	Nat'l	Leeds	Nat'l
<b>Personal and Social Development (PSED):</b>						
Dispositions and Attitudes	81	88	83	89	85	91
Social Development	76	82	79	83	80	86
Emotional Development	71	77	75	79	76	81
<b>Communication, language and literacy (CLL):</b>						
Language for communication and thinking	74	79	77	82	79	84
Linking sounds and letters	72	71	73	74	75	77
Reading	69	70	71	72	71	74
Writing	60	61	62	62	62	65
<b>Problem Solving, Reasoning &amp; Numeracy (PSRN)</b>						
Numbers as labels for Counting	88	86	88	88	86	89
Calculating	72	69	73	72	70	76
Shape, space and measures	81	79	82	81	79	84
<b>Knowledge &amp; understanding of the world (KUW)</b>	79	77	81	79	77	83
<b>Physical development (PD)</b>	89	87	90	89	87	91
<b>Creative Development (CD)</b>	79	77	80	79	78	82

Source: Leeds - NCER – KeyPAS; National: DfE Statistical First Release

### **Attainment in the Early Years Foundation Stage for Pupil Groups**

- 1.5 Pupil characteristics have been identified in previous years as playing a role in outcomes at the end of the Early Years Foundation Stage (EYFS). These factors have again provided evidence of differential attainment in 2010. All analyses in this section relate to pupils attending Leeds maintained schools (with the exception of the Looked After Children (LAC) OC2 cohort that will include LAC where Leeds is their care authority but they are educated outside Leeds). Cohort sizes are also affected for these analyses due to the availability or otherwise of pupil characteristic data.

1.6 The outcome “gap” for many groups of children is significant, but there have been some encouraging developments this year. Results for boys, pupils eligible for free school meals, and Looked After Children have all improved more than the overall figure. However, outcomes for some key ethnic minority groups and for children with English as an additional language (EAL) have fallen.

1.7 Despite improvements in outcomes for boys, there is still a significant gap of 18 percentage points between boys and girls in the percentage achieving a good level of development. The gap between those eligible for free school meals and those who are not eligible is 24 percentage points and the gap is 18 percentage points between those with EAL and those with English as a first language.

Table 3: Percentage achieving a Good Level of Development: pupil groups

	2008	2009	2010
<i>Gender</i>			
Girls	57	61	62
Boys	38	41	44
<i>Free school meal eligibility</i>			
Eligible	26	31	34
Not eligible	52	56	58
<i>First language</i>			
EAL		39	38
Non EAL		54	56
<i>Special Education Needs</i>			
No SEN	51	55	57
School Action	14	16	19
School Action +	14	13	19
Statement	4	3	3
<i>Looked After Children</i>			
LAC*		20	32
LAC OC2**	11	21	30
All pupils	47	51	53

Source: KEYPAS - FSP assessment returns from Leeds schools)

Notes: \* all LAC on roll of a Leeds school; \*\* all children looked after for a year or more to end September, where Leeds is their care authority

1.8 The impact of age on EYFS outcomes is seen in the table below. Unsurprisingly, the percentage achieving a good level of development decreases as pupils get young.

Table 4: Outcomes by Month of Birth

<b>Percentage of Children with a Good Level of Development</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2010 Cohort</b>
September	61.7	66.0	66.3	700
October	60.3	61.9	64.6	726
November	55.5	59.5	60.6	729
December	57.0	56.9	59.9	686
January	50.1	51.7	56.0	648
February	47.0	50.7	55.7	639
March	44.2	52.5	54.8	712
April	45.7	48.7	50.9	703
May	38.4	43.2	47.6	736
June	37.6	43.7	42.7	675
July	35.3	35.3	40.6	798
August	29.6	37.8	37.5	699

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

1.9

Trends in outcomes for individual ethnic groups are inconsistent. Outcomes for Bangladeshi and Pakistani / Kashmiri groups are well below Leeds average; achievement of Pakistani heritage pupils is in line with national achievement, whereas attainment of Bangladeshi pupils is lower than national. Attainment for Black African and Other Black heritage children has improved over the last three years and was in line with national attainment in 2009. There has been a significant decline in outcomes for the Black Caribbean cohort in 2010 and attainment is now below 2009 national attainment for this group. Attainment of mixed heritage cohorts is closer to Leeds average, but attainment is below national for all mixed groups. Outcomes have declined for the Chinese cohort over 3 years and the lowest outcomes are observed for Traveller groups.

Table 5: Outcomes by Ethnicity

% achieving a Good Level of Development	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<i>Asian or Asian British</i>							
Bangladeshi	93	34	33	27	33	38	
Indian	201	53	63	63	52	56	
Kashmiri Pakistani	182	35	30	33	36	39	
Kashmiri Other	8	19	-	63			
Other Pakistani	335	31	40	40			
Other Asian background	157	38	39	47	45	49	
<i>Black Or Black British</i>							
Black Caribbean	69	48	53	39	40	43	
Black African	336	33	42	44	38	44	
Other Black Background	82	30	41	39	37	42	
<i>Mixed Heritage</i>							
Mixed Black African and White	57	46	41	49	50	48	
Mixed Black Caribbean and White	123	42	48	46	46	51	
Mixed Asian and White	94	49	49	56	56	58	
Other Mixed Background	143	51	46	55	49	52	
<i>Chinese Or Other</i>							
Chinese	47	44	31	30	51	52	
Other Ethnic group	133	25	36	41	37	40	
<i>White</i>							
White British	5709	50	54	57	52	54	
White Irish	15	57	64	47	53	58	
Other White Background	212	36	46	51	42	45	
White Eastern European	85	14	31	29			
White Western European	27	53	69	52			
<i>Traveller Groups</i>							
Traveller Irish Heritage	7	14	-	0	19	16	
Gypsy/Roma	29	0	21	14	16	17	
All pupils	8330	47	51	53	49	52	56

Source: KeyPAS (Leeds), DfE Statistical First Release (National)

## 2.0 Key Stage 1

### Overall Attainment

- 2.1 The percentage of pupils achieving level 2 or above in Key Stage 1 is unchanged in Leeds in 2010, for each subject. National performance has increased by 1 percentage point in reading and remained static in writing and maths. Leeds performance is 3 percentage points below national for each subject. Following a drop in performance in writing and maths for statistical neighbours, the percentage of pupils achieving level 2 or above in Leeds is 2 percentage points lower than for statistical neighbours in reading and writing and 3 percentage points below in maths.
- 2.2 There are 7791 children in this cohort

Table 6: 2008-2010 Percentage of pupils achieving Level 2 or above at Key Stage 1

% pupils achieving level 2+	2008			2009			2010		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
<b>Reading</b>	80	84	84	82	84	84	82	85	84
<b>Writing</b>	75	80	79	78	81	81	78	81	80
<b>Maths</b>	85	90	90	86	89	90	86	89	89

Source: DfE statistical first release

- 2.3 The percentage of pupils achieving level 3 or above is also unchanged in Leeds in 2010. Performance remains below national and statistical neighbours, reflecting the strict implementation of the assessment methodology in Leeds which has historically led to lower performance in Leeds on this measure.

Table 7: 2008-2010 Percentage of pupils achieving Level 3 or above at Key Stage 1

% pupils achieving level 3+	2008			2009			2010		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
<b>Reading</b>	14	25	24	16	26	24	16	26	24
<b>Writing</b>	5	12	12	6	12	12	6	12	11
<b>Maths</b>	10	21	20	11	21	20	11	20	18

Source: DfE statistical first release

### Key Stage 1 attainment of pupil groups

#### 2.4 Gender

Levels of attainment are higher for girls than boys in all subjects in Key Stage 1, but particularly in reading and writing. The gaps in attainment between girls and boys in Leeds are consistent with the gaps seen nationally for each subject. The proportion of girls achieving level 2 or above stayed the same for all subjects in 2010, for boys attainment stayed the same for writing and maths, but fell by one percentage point in writing.

Table 8: Percentage of pupils attaining level 2+: Gender

	Gender	2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
Reading	Girls	85	88	86	89	86	89
	Boys	77	80	79	81	78	81
Writing	Girls	80	86	83	87	83	87
	Boys	70	75	73	75	73	76
Maths	Girls	86	91	88	91	88	91
	Boys	84	88	85	88	85	88

Source: DfE statistical first release

## Free School Meal Eligibility

- 2.5 There are 1654 children in this cohort eligible for FSM, representing 21.2% of the cohort.
- 2.6 Key Stage 1 attainment is significantly lower for pupils eligible for free school meals than for those who are not eligible. The gaps in attainment are 21, 22 and 16 percentage points respectively for reading, writing and maths. Children eligible for free school meals in Leeds do less well than children eligible for free school meals nationally. The gaps between eligible and non eligible pupils are greater than those seen nationally because the gap in attainment between Leeds and national is greater for those that are eligible for free school meals. The gap between attainment between Leeds and national for those not eligible for free school meals is 2 percentage points in each subject whereas the gaps are 5 percentage points or more for those that are eligible for free school meals.
- 2.7 Attainment for those not eligible for free school meals fell by one percentage point in reading and stayed the same for writing and maths. Attainment for those eligible for free school meals fell by 2 percentage points in reading, but rose by 1 percentage point in writing and maths.

Table 9: Percentage of pupils attaining level 2+: Free School Meal Eligibility

	FSM eligibility	2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
Reading	Non eligible	85	87	87	87	86	88
	Eligible	63	69	67	71	65	72
Writing	Non eligible	80	84	83	84	83	85
	Eligible	57	64	60	66	61	66
Maths	Non Eligible	89	92	90	92	90	92
	Eligible	73	79	73	80	74	80

Source: DfE statistical first release

## Special Education Needs

- 2.8 There are 1546 children in this cohort with SEN representing 19.8% of the cohort. Of these 895 (11.5%) are School Action, 592 (7.6%) are School Action+, and 59 (0.8%) have a statement.
- 2.9 The attainment of pupils with no Special Education Needs (SEN) has remained relatively stable in 2010, the percentage achieving level 2 or above increased for each subject for those on School Action, but fell in each subject for those on School Action plus and those with statements of SEN. The gaps to national levels of attainment are largest for those on School Action in all subjects and for pupils with statements for reading and maths.

Table 10: Percentage of pupils attaining level 2+: Special Education Needs

		2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
Reading	No SEN	90	94	92	94	91	94
	Action	46	57	46	58	49	59
	Action +	43	42	47	44	43	45
	Statement	13	23	26	23	13	23
Writing	No SEN	86	91	88	92	88	92
	Action	37	48	38	50	42	50
	Action +	34	34	40	36	37	34
	Statement	8	17	19	17	15	17
Maths	No SEN	94	97	94	97	94	97
	Action	56	74	57	73	61	73
	Action +	51	56	54	57	53	57
	Statement	22	27	24	27	16	26

Source: DfE statistical first release

### English as an Additional Language

- 2.10 There are 1186 children in this cohort who speak English as an Additional language, representing 15.2% of the cohort.
- 2.11 Levels of attainment for pupils with EAL are lower than for those with English as a first language in Key Stage 1. The gaps in attainment are significantly larger in Leeds than is seen nationally, with gaps in Leeds being 14, 15 and 12 percentage point respectively for reading, writing and maths compared to 5, 5 and 4 percentage point gaps nationally.
- 2.12 The percentage achieving level 2 or above stayed the same for both EAL and non EAL pupils for writing and maths and fell by 1 percentage point for both groups in reading. Therefore the gaps in attainment between EAL and non EAL pupils have remained static in 2010.

Table 11: Percentage of pupils attaining level 2+: First language

	First language	2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
Reading	EAL	70	78	71	79	70	81
	Non EAL	83	85	85	86	84	86
Writing	EAL	65	74	66	76	66	77
	Non EAL	77	81	81	82	81	82
Maths	EAL	78	85	76	85	76	86
	Non EAL	87	91	88	90	88	90

Source: DfE statistical first release

### Looked After Children

- 2.13 There are 53 children in this cohort who are LAC representing 0.7% of the cohort.
- 2.14 In 2010, the percentage of LAC who have been looked after for a year or more (OC2 cohort) attaining level 2 or above in Key Stage 1 rose slightly for reading and maths, but fell slightly for writing.

Table 12: Percentage of pupils attaining level 2+: Looked After Children

		2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
Reading	LAC*	51	-	53	-	55	-
	LAC OC2**	55	57	59	58	61	
Writing	LAC*	45	-	48	-	49	-
	LAC OC2**	43	50	56	52	54	
Maths	LAC*	67	-	53	-	55	-
	LAC OC2**	66	62	62	65	63	

Source:

Notes: \* all LAC on roll of a Leeds school; \*\* all children looked after for a year or more to end September, where Leeds is their care authority

## Ethnicity

- 2.15 There are 1553 children in this cohort from BME groups representing 19.9% of the cohort.
- 2.16 Key Stage 1 attainment by ethnicity is shown in Tables 13 to 15 below.
- 2.17 Attainment for Bangladeshi pupils improved for all subjects in 2010, but particularly reading and writing, attainment remains significantly lower than the Leeds average and national levels of attainment for this group. Outcomes for Other Pakistani heritage pupils have dropped in all subjects and remains below national levels of attainment for Pakistani heritage pupils.
- 2.18 Improvements in outcomes over three years for the Black Caribbean cohorts across all 3 subject areas in Key Stage 1 have resulted in this group's attainment being above both the Leeds and national average in 2010. Outcomes for Black African cohorts have declined in 2010 and are well below the Leeds average and more than 10 percentage points below the national average in all subjects.
- 2.19 The attainment of pupils of Mixed Black Caribbean and White heritage is in line with national attainment for this group in reading and writing, but below in maths (although attainment improved in maths in 2010). Attainment for other Mixed groups is below national levels of attainment, except for Mixed Asian and White pupils in maths.
- 2.20 Attainment is lowest for Gypsy/Roma and Traveller groups and the attainment of these groups in Leeds is lower than seen nationally. The percentage of pupils achieving level 2 or above fell for White Eastern European pupils in reading and writing in 2010, but increased for maths.



Table 13: Key Stage 1 outcomes by ethnicity: Reading

% achieving level 2 or above in reading	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<b><i>Asian Or Asian British</i></b>							
Bangladeshi	110	71	65	70	81	81	82
Indian	166	90	87	93	89	90	91
Kashmiri Pakistani	180	71	69	69	77	79	81
Kashmiri Other	17	82	43	53			
Other Pakistani	302	70	79	74			
Other Asian background	96	74	76	76	85	86	87
<b><i>Black Or Black British</i></b>							
Black Caribbean	68	74	79	87	80	80	81
Black African	236	71	72	70	81	83	83
Other Black Background	61	81	72	72	80	81	82
<b><i>Mixed Heritage</i></b>							
Mixed Black African and White	38	74	77	82	83	83	86
Mixed Black Caribbean and White	113	78	81	80	82	83	82
Mixed Asian and White	76	90	76	84	88	88	89
Other Mixed Background	143	83	83	80	85	86	86
<b><i>Chinese Or Other</i></b>							
Chinese	32	86	84	81	89	89	89
Other Ethnic group	114	64	73	71	76	75	78
<b><i>White</i></b>							
White British	5714	83	85	84	85	86	86
White Irish	23	94	86	100	86	86	86
Other White Background	62	100	68	71	75	76	77
White Eastern European	87	44	64	55			
White Western European	23	62	84	74			
<b><i>Traveller Groups</i></b>							
Traveller Irish Heritage	7	13	36	14	32	36	36
Gypsy/Roma	24	13	24	17	37	35	37
<b>All pupils</b>	7789	81	82	82	84	84	85

Source: KeyPAS (Leeds), DfE Statistical First Release (National)

Table 14: Key Stage 1 outcomes by ethnicity: Writing

% achieving level 2 or above in writing	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<b><i>Asian Or Asian British</i></b>							
Bangladeshi	110	65	53	66	77	77	79
Indian	166	86	84	92	86	88	88
Kashmiri Pakistani	180	64	61	64	72	75	76
Kashmiri Other	17	71	57	59			
Other Pakistani	302	63	71	69			
Other Asian background	96	67	76	74	80	83	84
<b><i>Black Or Black British</i></b>							
Black Caribbean	68	68	74	79	74	75	75
Black African	236	68	69	65	75	78	78
Other Black Background	61	74	70	66	74	75	78
<b><i>Mixed Heritage</i></b>							
Mixed Black African and White	38	68	74	76	79	80	82
Mixed Black Caribbean and White	113	73	77	77	77	78	77
Mixed Asian and White	76	86	69	79	85	85	85
Other Mixed Background	143	79	74	80	78	82	82
<b><i>Chinese Or Other</i></b>							
Chinese	32	83	84	84	87	86	87
Other Ethnic group	114	58	66	66	74	72	74
<b><i>White</i></b>							82
White British	5714	78	81	81	81	82	82
White Irish	23	89	86	96	81	82	81
Other White Background	62	100	63	69	71	73	74
White Eastern European	87	44	64	55			
White Western European	23	50	84	65			
<b><i>Traveller Groups</i></b>							
Traveller Irish Heritage	7	13	36	14	28	32	31
Gypsy/Roma	24	13	19	13	34	32	32
<b>All pupils</b>	7789	75	78	78	80	81	81

Source: KeyPAS (Leeds), DfE Statistical First Release (National)

Table 15: Key Stage 1 outcomes by ethnicity: Maths

% achieving level 2 or above in maths	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<b>Asian Or Asian British</b>							
Bangladeshi	110	79	72	73	86	85	86
Indian	166	89	89	96	92	93	93
Kashmiri Pakistani	180	83	74	76	82	83	84
Kashmiri Other	17	69	57	71			
Other Pakistani	302	77	80	75			
Other Asian background	96	82	84	83	90	91	91
<b>Black Or Black British</b>							
Black Caribbean	68	83	78	87	85	84	84
Black African	236	74	76	74	85	85	85
Other Black Background	61	70	77	79	85	83	85
<b>Mixed Heritage</b>							
Mixed Black African and White	38	89	74	87	89	88	90
Mixed Black Caribbean and White	113	89	77	81	88	88	87
Mixed Asian and White	76	88	69	91	92	92	91
Other Mixed Background	143	81	74	86	90	89	90
<b>Chinese Or Other</b>							
Chinese	32	92	84	97	95	95	95
Other Ethnic group	114	74	66	79	84	84	84
<b>White</b>							
White British	5714	89	81	89	91	91	90
White Irish	23	86	86	100	91	90	90
Other White Background	62	78	63	81	86	86	86
White Eastern European	87	69	64	69			
White Western European	23	87	84	83			
<b>Traveller Groups</b>							
Traveller Irish Heritage	7	33	55	29	52	53	51
Gypsy/Roma	24	32	33	29	57	52	53
All pupils	7789	87	86	86	90	89	89

Source: KeyPAS (Leeds), DfE Statistical First Release (National)

### 3.0 Key Stage 2

#### Overall attainment

- 3.1 Due to the boycott of Key Stage 2 tests, test data is available for 58% of Key Stage 2 pupils in Leeds. The percentage of schools taking part in the tests was lower in Leeds (57%) than nationally (73%). The DfE considers Leeds participation in the tests to be representative of the authority. Our own analysis shows minor under-representation of black and ethnic minority, free school meal entitled and SEN children amongst the group who took the test.
- 3.2 Therefore, caution needs to be taken when interpreting test results for 2010, the DfE have stated that because not all schools undertook tests in 2010, national results may be overstated by one percentage point. Due to the gaps in test results for some schools, this report presents both test and teacher assessment results. In addition, Key Stage 2 tests for science were discontinued in 2010 and are therefore not reported here.

3.3 There are 7877 children in this cohort. The headline figures for Key Stage 2 tests show improvement in all subjects when compared to all schools in 2009. The percentage achieving level 4 or above increased by 1 percentage point for English and 3 percentage points for maths, performance is now level with national levels of achievement for maths and one percentage point below for English and the for the combined English and maths indicator . After three years of maintaining performance at 72%, the percentage of pupils achieving level 4 or above in English and maths increased by 1 percentage point, compared to a 2 percentage point increase nationally and in statistical neighbours. Despite this improvement, the challenging target of 77% has not been achieved.

Table 16: 2008-2010 Percentage of pupils achieving Level 4 or above in Key Stage 2 tests

% pupils achieving level 4+	2008*			2009*			2010**		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
<b>English</b>	81	81	81	79	80	80	80	81	81
<b>Maths</b>	77	79	79	77	79	80	80	80	82
<b>English &amp; maths (NI 73)</b>	72	73	74	72	72	73	73	74	75

Source: \* DfE Achievement and Attainment tables; \*\* DfE statistical first release

Note: 2010 data is provisional; 2010 statistical neighbour average excludes North Tyneside and Calderdale as an insufficient number of schools in these authorities participated in KS2 tests

3.4 As not all schools took the tests the results could be distorted, when the test results are compared to the performance of the same schools in 2009 it shows that the proportion of pupils achieving level 4 or above in English and in the combined English and maths indicator, dropped by 1 percentage point. There was an increase of 1 percentage point for maths.

3.5 Analysis of teacher assessments (Table 17) shows that there has been an increase in the proportion of pupils assessed at level 4 or above in Leeds, in all three subjects, with the percentage achieving level 4 or above in English, maths and science increasing by 4, 3 and 3 percentage points respectively. These increases are greater than seen nationally and in statistical neighbours.

Table 17: 2008-2010 Percentage of pupils achieving Level 4 or above in Key Stage 2 teacher assessments

% pupils achieving level 4+	2008*			2009*			2010**		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
<b>English</b>	76	79	78	76	79	79	80	81	81
<b>Maths</b>	77	79	79	77	80	80	80	81	82
<b>Science</b>	82	85	85	81	86	86	84	85	86

Source: DfE statistical first release

3.6 The percentage of pupils achieving a level 5 or above increased by 1 percentage point in English and decreased 2 percentage points in maths. Level 5 performance remains below national and statistical neighbours.

Table 18: 2008-2010 Percentage of pupils achieving Level 5 or above in Key Stage 2 tests

% pupils achieving level 5+	2008*			2009*			2010**		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
<b>English</b>	30	30	29	28	29	29	29	32	33
<b>Maths</b>	30	31	32	33	35	35	31	35	36

Source: \* DfE Achievement and Attainment tables; \*\* DfE statistical first release

Note: 2010 data is provisional; 2010 statistical neighbour average excludes North Tyneside and Calderdale as an insufficient number of schools in these authorities participated in KS2 tests

3.7

The percentage of pupils making two levels of progress between Key Stage 1 and Key Stage 2 are shown in Table 19. The percentage making the expected amount of progress in Leeds increased for both English and maths. The percentage of pupils making two levels of progress is higher in Leeds than nationally for both subjects.

Table 19: 2008-2010 Percentage of pupils making 2 levels of progress between Key Stage 1 and Key Stage 2

% 2 levels progress	2008			2009			2010		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
<b>English</b>	84	83	82	86	82	82	86	84	84
<b>Maths</b>	78	78	78	83	81	81	84	83	84

Source: DfE statistical first release

Note: 2010 data is provisional; 2010 statistical neighbour average excludes North Tyneside and Calderdale as an insufficient number of schools in these authorities participated in KS2 tests

### Floor Targets

3.8

The number of schools below floor target has been calculated using test data where available and teacher assessment where tests were not undertaken. Provisional data for 2010 indicates that the number of schools below the floor target of 55% of pupils achieving level 4 or above in English and maths, has fallen from 34 in 2009 to 25 in 2010. This is the lowest ever number of schools below floor target in Leeds. There are seventeen schools which were previously below the floor target and are now above it, of these 10 boycotted the tests and several of these schools showed a significant increase in the percentage of pupils teacher assessed at level 4 or above for English and maths compared to 2009. There are 34 primary schools below the proposed new floor target of 60% level 4 or above in English and maths.

Table 20: Schools below the floor target of 55% achieving level 4 or above in Key Stage 2 (NI 76)

	2008*	2009*	2010**
<b>Leeds – number of schools</b>	28	34	25
<b>Leeds - % of schools</b>	13.4	16.1	11.9
<b>National - % of schools</b>	10.1	10.9	

Source: \* DfE statistical first release; \*\* local data

## Contextual Value Added

3.9 Care must be taken when considering Fischer Family Trust (FFT) contextual value-added (CVA) analysis for 2010. Fischer Family Trust use teacher assessments to calculate value added when no test data are available for a pupil. Nearly half of Leeds primary schools did not undertake the end of Key Stage 2 statutory tests and for these pupils FFT have used teacher assessment data. The teacher assessment data used is only for full levels and does not include sub-levels, this could lead to either over-estimations or under-estimations of their contextual value added score. At a Leeds level, it is likely that the overall judgements of Key Stage 1-2 contextual value added produced by FFT for 2010 give an over-inflated, overly favourable picture of pupil progress. This is because a greater proportion of pupils had statutory assessments which were higher than their local more detailed, sub-level assessments than vice versa.

3.10 Contextual value-added analysis for Leeds, comparing actual and estimated levels of attainment is shown in the Table 21 below. The percentage achieving level 4 or above in English and in maths was significantly below expectations in 2010 and the authority was in the bottom third of authorities for maths and the bottom 20% of authorities for English. Attainment was significantly above expectations in 2010 for English and maths level 5 or above. CVA is generally higher for attainment of level 5 or above than for level 4 or above.

Table 21: Fischer Family Trust contextual value-added: Difference between estimate and actual % achieving each benchmark

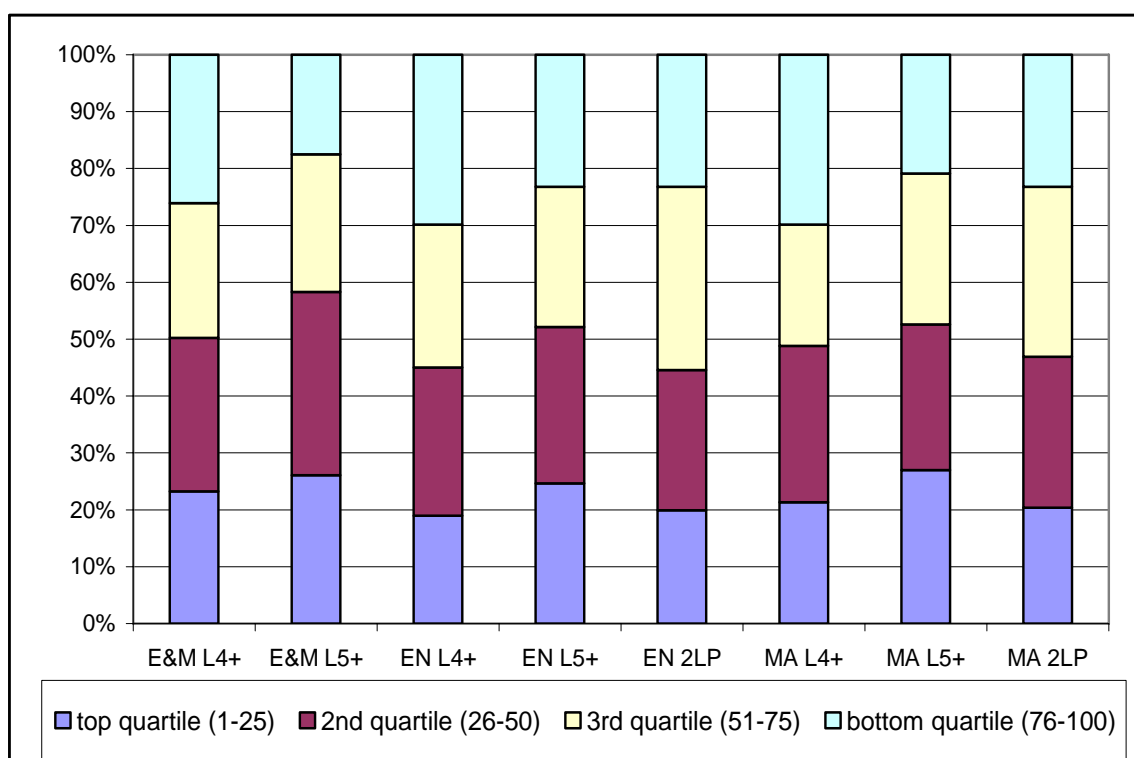
Difference between estimate and actual % achieving each benchmark	2008	2009	2010	3 yr trend	2010 percentile rank
English & maths - level 4+	-0.7	0.1	-0.3		62
English & maths - level 5+	0.9	1.4	1.6		42
English - level 4+	-0.5	-0.5	-1.2		81
English - level 5+	1.8	1.5	0.7	↓	45
English – 2 levels progress	0.7	1.0	0.2		61
Maths – level 4+	-1.7	-0.8	-0.8		66
Maths – level 5+	0.3	1.2	0.7		48
Maths – 2 levels progress	-1.5	0.2	0.1	↑	55

Source: FFT database version 12.26

Notes: green – actual attainment significantly higher than estimated; blue = actual attainment significantly lower than estimated

3.11 The distribution of Leeds primary schools across national quartiles for progress is shown in Figure 1 below. There is a fairly even distribution of schools across quartiles, although there are a higher proportion of schools in the top quartile for the level 5 or above indicators and a higher proportion of schools in the bottom quartile for the level 4 or above indicators.

Figure 1: Fischer Family Trust contextual value-added percentile rank groups: 2010



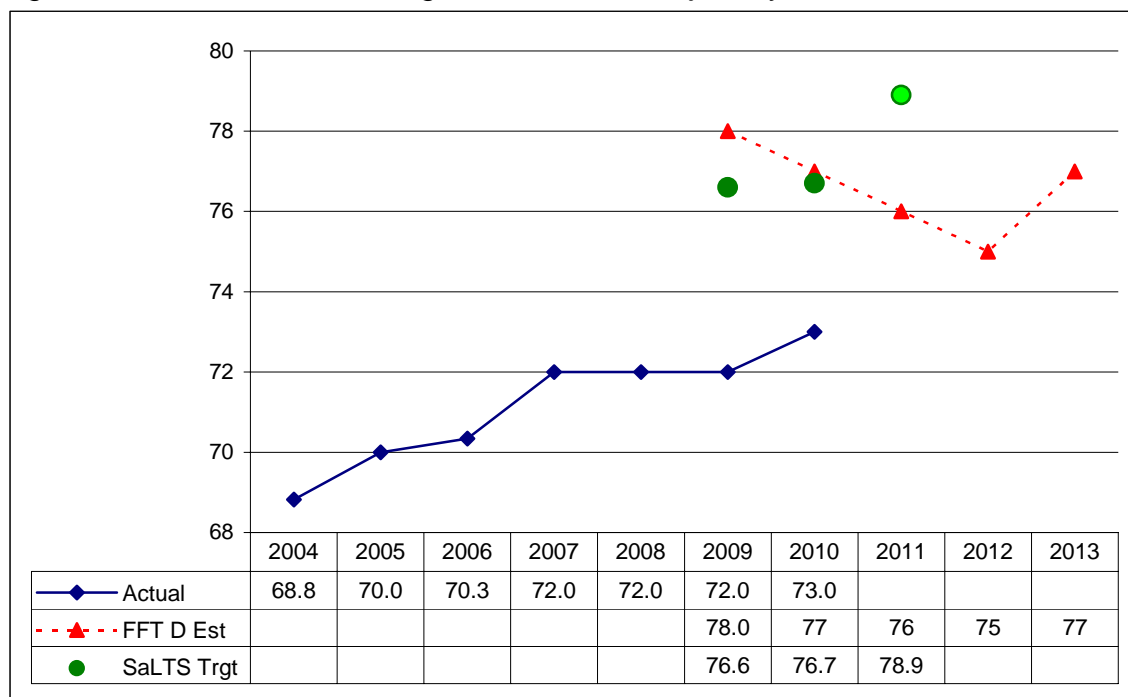
Source: FFT database version 12.26

### Key Stage 2 Trajectories

3.12

Figure 2 below shows that attainment of level 4 or above in English and maths was 4 percentage points below the FFT D (top quartile progress) estimate and the statutory targets set by schools in 2010. Schools have been aspirational in target setting for 2011, with the aggregate school target 3 percentage points higher than the FFT D estimate for 2011. The FFT D estimate for 2013 is 77%, a rise of two percentage points on 2012.

Figure 2: Level 4 or above English and maths trajectory



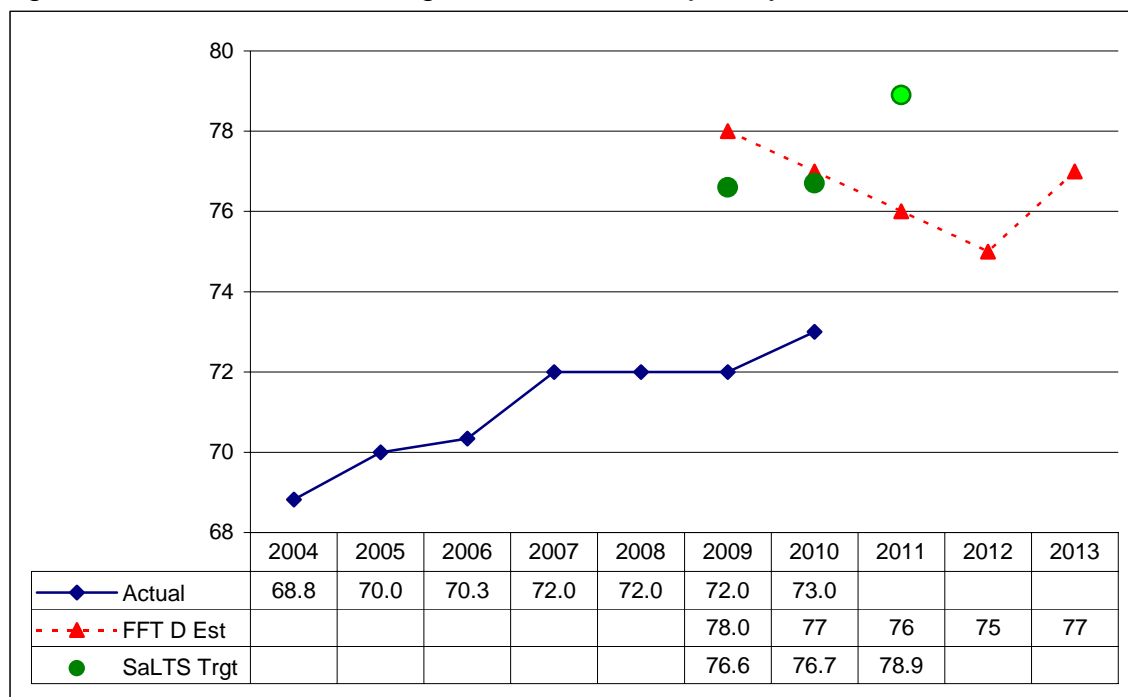
3.13 For two levels of progress in English (Figure 3), the gap has increased to FFT estimates, with actual attainment 5 percentage points below the estimate in 2010. Schools have set targets on a trajectory to reach the FFT D estimate of 91% making two levels of progress in English in 2011. The FFT D estimate for 2013 is 91%.

### Key Stage 2 Trajectories

3.14 Figure 2 below shows that attainment of level 4 or above in English and maths was 4 percentage points below the FFT D (top quartile progress) estimate and the statutory targets set by schools in 2010. Schools have been aspirational in target setting for 2011, with the aggregate school target 3 percentage points higher than the FFT D estimate for 2011. The FFT D estimate for 2013 is 77%, a rise of two percentage points on 2012.



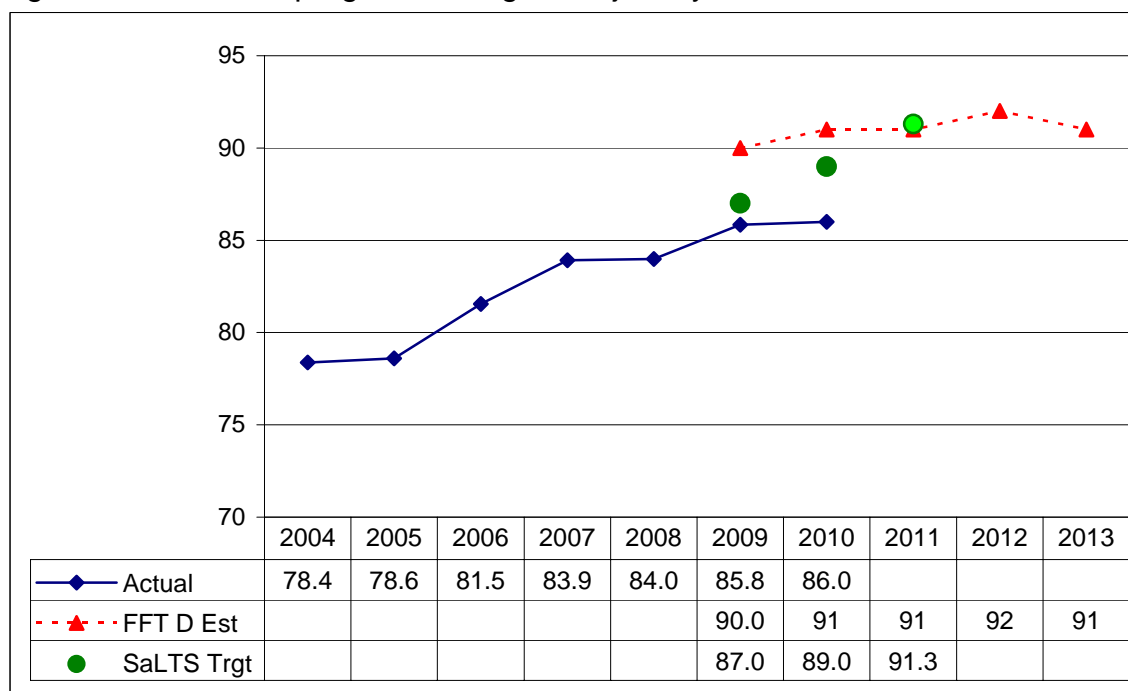
Figure 2: Level 4 or above English and maths trajectory



3.15

For two levels of progress in English (Figure 3), the gap has increased to FFT estimates, with actual attainment 5 percentage points below the estimate in 2010. Schools have set targets on a trajectory to reach the FFT D estimate of 91% making two levels of progress in English in 2011. The FFT D estimate for 2013 is 91%.

Figure 3: Two levels progress in English trajectory

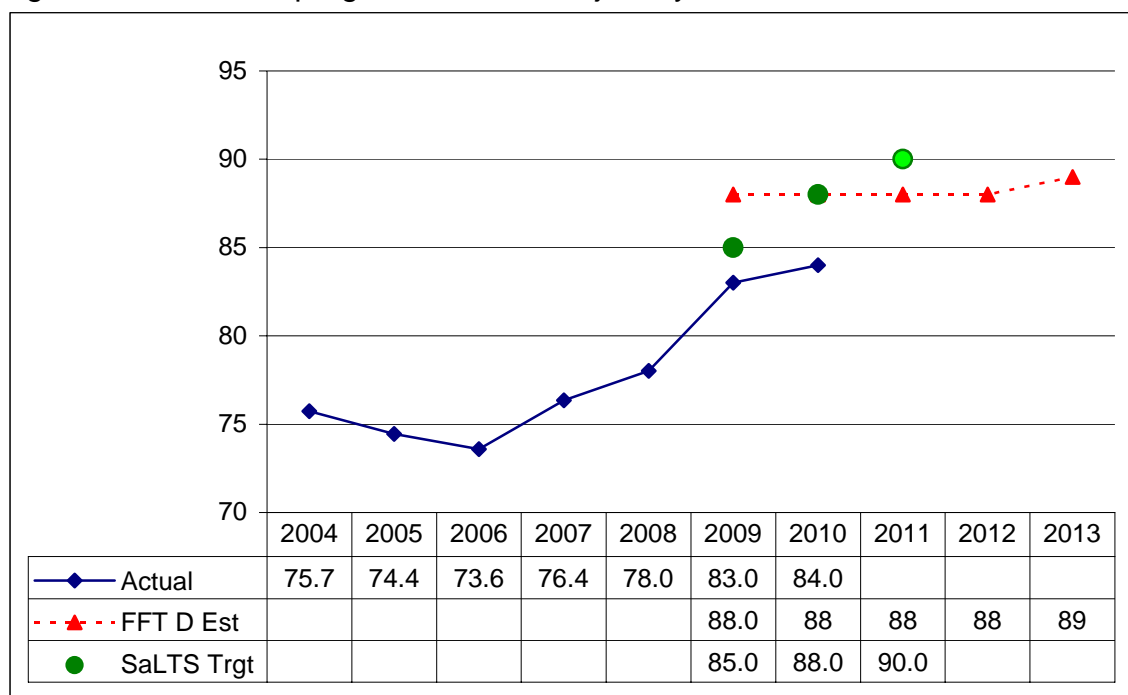


3.16

The gap between the percentage of pupils achieving two levels of progress in maths and the FFT D estimate was 4 percentage points in 2010 (Figure 5). Schools have set targets amounting to 90% of the cohort making two levels in

progress in maths for 2011, two percentage points higher than the FFT D estimate. The FFT D estimate for 2013 is 89%, one percentage point higher than in 2012.

Figure 5: Two levels progress in maths trajectory



### Key Stage 2 attainment and contextual value-added for pupil groups

3.17 The analyses in this section are based on those pupils that undertook the statutory Key Stage 2 tests in 2010.

#### Gender

3.18 Both girls and boys saw improvements in attainment in 2010 in English, maths and the combined English and maths indicator. In Key Stage 2 attainment is higher for girls than boys for English and the combined English and maths indicator, attainment is marginally higher for boys in maths in Leeds. The gaps in attainment between boys and girls in Leeds are consistent with national gaps, with the exception that the attainment of girls in the combined English and maths indicator is 2 percentage points lower than national, therefore the gap between girls and boys for this indicator is narrower in Leeds than nationally.

Table 22: Percentage of pupils attaining level 4+: Gender

	Gender	2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
English	Girls	85	86	83	85	85	85
	Boys	77	77	75	75	76	76
Maths	Girls	77	78	76	78	79	80
	Boys	78	79	78	79	80	80
English & Maths	Girls	74	75	73	75	75	77
	Boys	71	71	70	70	71	71

Source: DfE statistical first release

3.19 FFT CVA analysis by gender and prior attainment is shown in Table 23. The level of achievement of all girls in Leeds was not significantly above or below expected for the combined level 4+ English and maths and for maths in 2010. In maths over the past three years the attainment of girls has moved gradually closer to expected levels after being significantly below in 2008. Attainment for girls was significantly below expected for English. The attainment of boys is significantly below expected levels for English and maths, but not the combined English and maths indicator.

3.20 When the level of prior attainment is taken into account, the table below shows that, for both girls and boys, attainment is significantly above expectations for those that entered the key stage with higher levels of attainment, whereas those with lower levels of attainment achieved significantly below expectations.

Table 23: Fischer Family Trust contextual value-added: difference between estimate and actual percentage achieving level 4 or above – gender and prior attainment

	English & maths			English			Maths			3 year trend		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	E&M	Eng	Ma
All pupils	-0.7	0.1	-0.3	-0.5	-0.5	-1.2	-1.7	-0.8	-0.8			
Girls	-0.5	0.5	0.3	-0.6	-0.7	-1.2	-1.8	-1.0	-0.5			
Girls – lower	-3.4	-2.6	-4.9	-3.9	-4.7	-6.5	-5.5	-4.9	-6.0			
Girls – middle	-0.2	2.0	3.4	0.9	1.4	1.4	-1.1	0.5	2.5	↑		↑
Girls – upper	1.5	1.8	1.8	0.8	0.8	0.9	0.9	1.4	1.2			
Boys	-0.9	-0.3	-1.0	-0.5	-0.3	-1.2	-1.5	-0.6	-1.1			
Boys – lower	-4.2	-2.0	-4.6	-2.9	-1.8	-5.0	-4.7	-2.9	-4.2		↓	
Boys – middle	1.0	0.1	1.5	1.2	0.2	1.5	0.7	1.0	1.2			
Boys - upper	1.7	1.7	1.4	1.2	1.3	1.0	0.8	0.8	0.8			

Source: FFT database version 12.26

Notes: green – actual attainment significantly higher than estimated; blue = actual attainment

### Free School Meal Eligibility

3.21 There are 1624 children in this cohort eligible for FSM representing 20.6% of the cohort.

3.22 There are significant gaps in attainment between those eligible for free school meals and those that are not eligible. The percentage of pupils attaining level 4 or above is over 20 percentage points lower for those that are eligible compared to those that are not, with the largest gap (26 percentage points) for the combined English and maths indicator. Between 2009 and 2010 the percentage achieving level 4 or above in English and maths increased by 2 percentage points for both those eligible for free school meals and those that are not eligible, therefore the gap in attainment has not narrowed in 2010. National data is not yet available for 2010, however in 2009, levels of attainment for pupils not eligible for free school meals in Leeds was in line with national levels of attainment, attainment of pupils eligible for free school meals was lower in Leeds, therefore the gaps in attainment have historically been wider in Leeds than nationally.

Table 24: Percentage of pupils attaining level 4+: Free School Meal Eligibility

	FSM eligibility	2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
English	Non eligible	85	84	82	83	84	
	Eligible	63	65	60	63	63	
Maths	Non eligible	81	81	81	82	83	
	Eligible	60	63	58	64	62	
English & Maths	Non Eligible	77	76	76	75	78	
	Eligible	52	54	50	53	52	

Source: 2008-2009 DfE statistical first release; 2010 NCER KeyPAS

3.23

The Fischer Family Trust comparison between estimated and actual attainment in Table 25 below shows that the differences are greater for those eligible for free school meals where attainment is significantly below expected for English and for maths. For those not eligible for free school meals, attainment was significantly below expected for English in 2010.

Table 23: Fischer Family Trust contextual value-added: difference between estimate and actual percentage achieving level 4 or above – gender and prior attainment

	English & maths			English			Maths			3 year trend		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	E&M	Eng	Ma
All pupils	-0.7	0.1	-0.3	-0.5	-0.5	-1.2	-1.7	-0.8	-0.8			
Girls	-0.5	0.5	0.3	-0.6	-0.7	-1.2	-1.8	-1.0	-0.5			
Girls – lower	-3.4	-2.6	-4.9	-3.9	-4.7	-6.5	-5.5	-4.9	-6.0			
Girls – middle	-0.2	2.0	3.4	0.9	1.4	1.4	-1.1	0.5	2.5	↑		↑
Girls – upper	1.5	1.8	1.8	0.8	0.8	0.9	0.9	1.4	1.2			
Boys	-0.9	-0.3	-1.0	-0.5	-0.3	-1.2	-1.5	-0.6	-1.1			
Boys – lower	-4.2	-2.0	-4.6	-2.9	-1.8	-5.0	-4.7	-2.9	-4.2		↓	
Boys – middle	1.0	0.1	1.5	1.2	0.2	1.5	0.7	1.0	1.2			
Boys - upper	1.7	1.7	1.4	1.2	1.3	1.0	0.8	0.8	0.8			

Source: FFT database version 12.26

Notes: green – actual attainment significantly higher than estimated; blue = actual attainment

### Free School Meal Eligibility

3.24

There are 1624 children in this cohort eligible for FSM representing 20.6% of the cohort.

3.25

There are significant gaps in attainment between those eligible for free school meals and those that are not eligible. The percentage of pupils attaining level 4 or above is over 20 percentage points lower for those that are eligible compared to those that are not, with the largest gap (26 percentage points) for the combined English and maths indicator. Between 2009 and 2010 the percentage achieving level 4 or above in English and maths increased by 2 percentage points for both those eligible for free school meals and those that are not eligible, therefore the gap in attainment has not narrowed in 2010. National data is not yet available for 2010, however in 2009, levels of attainment for pupils not eligible for free school meals in Leeds was in line with national levels of attainment, attainment of pupils eligible for free school meals was lower in Leeds, therefore the gaps in attainment have historically been wider in Leeds than nationally.

Table 24: Percentage of pupils attaining level 4+: Free School Meal Eligibility

	FSM eligibility	2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
English	Non eligible	85	84	82	83	84	
	Eligible	63	65	60	63	63	
Maths	Non eligible	81	81	81	82	83	
	Eligible	60	63	58	64	62	
English & Maths	Non Eligible	77	76	76	75	78	
	Eligible	52	54	50	53	52	

Source: 2008-2009 DfE statistical first release; 2010 NCER KeyPAS

3.26

The Fischer Family Trust comparison between estimated and actual attainment in Table 25 below shows that the differences are greater for those eligible for free school meals where attainment is significantly below expected for English and for maths. For those not eligible for free school meals, attainment was significantly below expected for English in 2010.

Table 25: Fischer Family Trust contextual value-added: difference between estimate and actual percentage achieving level 4 or above – free school meal eligibility

	English & maths			English			Maths			3 year trend		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	E&M	Eng	Ma
Non Eligible	-0.4	0.3	0.0	-0.2	-0.4	-1.0	-1.3	-0.4	-0.5			
Eligible	-2.0	-1.3	-1.6	-1.8	-1.1	-2.1	-3.3	-2.7	-2.0			

Source: FFT database version 12.26

Notes: green – actual attainment significantly higher than estimated; blue = actual attainment

### Special Education Needs

3.27

There are 1731 children in this cohort with SEN representing 22% of the cohort. Of these 1052 (13.4%) are School Action; 547 (6.9%) are School Action+ and 132 (1.7%) have a statement.

3.28

Attainment for pupils with no SEN increased slightly for all subjects in 2010. The trend in attainment is mixed for other levels of SEN, with attainment improving in maths for pupils on School Action, in maths and combined English and maths for pupils on School Action plus and in English and combined English and maths for pupils with statements.

Table 26: Percentage of pupils attaining level 4+: Special Education Needs

		2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
English	No SEN	92	93	90	92	91	
	Action	50	55	47	53	46	
	Action +	40	36	35	35	37	
	Statement	24	19	10	17	14	
Maths	No SEN	88	90	87	90	88	
	Action	47	53	48	54	50	
	Action +	43	41	39	42	43	
	Statement	24	21	13	21	11	
English & Maths	No SEN	84	86	83	86	84	
	Action	34	40	35	38	35	
	Action +	33	27	28	26	29	
	Statement	18	16	6	13	10	

Source: 2008-2009 DfE statistical first release; 2010 NCER KeyPAS

3.29

There is a mixed picture for contextual value –added for pupils with different levels of SEN, pupils with no SEN and those on School Action have the worst CVA, both being significantly below expectations in English and maths. Attainment was above expectations for those on School Action plus or with a statement, but not by enough to be statistically significant.

Table 29: Percentage of pupils attaining level 4+: Looked After Children

		2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
English	LAC*	39	-	39	-	50	-
	LAC OC2**	43	46	54	46	48	
Maths	LAC*	39	-	42	-	48	-
	LAC OC2**	41	44	53	46	42	
English & Maths	LAC*	32	-	34	-	36	-
	LAC OC2**	34	-	44	-	34	-

Source:

Notes: \* all LAC on roll of a Leeds school; \*\* all children looked after for a year or more to end September, where Leeds is their care authority

3.30

The FFT CVA analysis for LAC (Table 30) shows that although attainment was above expectations in English in 2010 and below in maths, due to the small size of the cohort none of the differences are statistically significant.

Table 30: Fischer Family Trust contextual value-added: difference between estimate and actual percentage achieving level 4 or above – Looked After Children

	English & maths			English			Maths			3 year trend		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	E&M	Eng	Ma
LAC	0.4	-0.5	-3.5	1.8	2.0	1.2	-1.2	-3.0	-5.5			

Source: FFT database version 12.26

Notes: green – actual attainment significantly higher than estimated; blue = actual attainment significantly lower than estimated

## Ethnicity

3.31

There are 1737 children in this cohort fro, BME groups representing 22.1% of the cohort.

- 3.32 The percentage of pupils from each ethnic group achieving level 4 or above in English, maths and in both subjects are shown in Tables 31-33 below.
- 3.33 The percentage of Bangladeshi pupils achieving level 4 or above in English and in maths has increased significantly in 2010 and attainment for this group is in line with the Leeds average for maths and above the levels of attainment seen for Bangladeshi pupils nationally in 2009. The percentage of this group achieving level 4 or above in both English and maths increased by 19 percentage points in 2010 and is now only 3 percentage points below the Leeds average. Attainment for Kashmiri Pakistani pupils increased in both subjects and the combined indicator in 2010, attainment remained static for pupils of Other Pakistani heritage and attainment remains significantly below the Leeds average for this group. Despite slight falls in attainment for Indian pupils, this group remains above the Leeds average.
- 3.34 Attainment of the combined English and maths indicator improved for all Black heritage groups, although these groups remain below the Leeds average, the gap has narrowed. Attainment in 2010 was above 2009 national levels of attainment for Black Caribbean pupils, in line for Other Black heritage, but remains below for Black African pupils.
- 3.35 For mixed heritage groups, attainment in the combined English and maths indicator increased for pupils of Mixed White and Black Caribbean heritage pupils, following an increase in the percentage of these pupils achieving level 4 or above in maths. Attainment improved in both subjects for pupils of other mixed heritage, but fell in both subjects for pupils of Mixed Asian and White heritage. Attainment is in line with 2009 national attainment for Mixed Black Caribbean and White and Other Mixed heritage, but below for other mixed groups.
- 3.36 The percentage of Chinese pupils achieving level 4 or above remains above the national average for this group in all subjects. Attainment for White Eastern European pupils remains significantly below the Leeds average, although attainment for this group did increase in maths in 2010.

Table 31: Key Stage 2 outcomes by ethnicity: English

% achieving level 4 or above in English	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<b>Asian Or Asian British</b>							
Bangladeshi	30	73	64	77	78	77	
Indian	70	87	88	86	86	84	
Kashmiri Pakistani	63	78	64	79	74	72	
Kashmiri Other	7	70	100	29			
Other Pakistani	169	70	71	71			
Other Asian background	41	53	56	71	78	77	
<b>Black Or Black British</b>							
Black Caribbean	45	76	71	78	76	75	
Black African	82	63	65	65	75	74	
Other Black Background	22	64	71	77	74	75	
<b>Mixed Heritage</b>							
Mixed Black African and White	10	70	71	70	82	82	
Mixed Black Caribbean and White	75	80	76	76	80	78	
Mixed Asian and White	35	84	89	80	86	87	
Other Mixed Background	56	85	72	79	83	82	
<b>Chinese Or Other</b>							
Chinese	18	88	93	89	85	84	
Other Ethnic group	23	66	66	74	70	70	
<b>White</b>							
White British	3611	81	81	82	82	81	
White Irish	21	91	84	90	87	85	
Other White Background	17	65	69	59	72	72	
White Eastern European	31	54	59	58			
White Western European	11	100	85	100			
<b>Traveller Groups</b>							
Traveller Irish Heritage	2	30	11	0	33	29	
Gypsy/Roma	8	41	35	50	40	33	
All pupils	4471	81	79	80	81	80	81

Source: KeyPAS (Leeds), DfE Statistical First Release (National)



Table 32: Key Stage 2 outcomes by ethnicity: maths

% achieving level 4 or above in maths	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<b>Asian Or Asian British</b>							
Bangladeshi	30	70	61	80	76	76	
Indian	70	84	80	77	84	85	
Kashmiri Pakistani	63	65	64	79	73	72	
Kashmiri Other	7	70	100	14			
Other Pakistani	169	65	67	66			
Other Asian background	41	64	69	78	81	80	
<b>Black Or Black British</b>							
Black Caribbean	45	71	63	73	67	70	
Black African	82	65	62	67	70	72	
Other Black Background	22	71	64	68	67	69	
<b>Mixed Heritage</b>							
Mixed Black African and White	10	65	63	90	76	77	
Mixed Black Caribbean and White	75	79	70	75	76	75	
Mixed Asian and White	35	87	84	80	82	85	
Other Mixed Background	56	74	73	86	79	80	
<b>Chinese Or Other</b>							
Chinese	18	93	100	100	92	92	
Other Ethnic group	23	73	73	74	76	75	
<b>White</b>							
White British	3611	79	79	81	80	79	
White Irish	21	79	80	86	84	84	
Other White Background	17	72	76	76	77	76	
White Eastern European	31	61	69	81			
White Western European	11	100	85	91			
<b>Traveller Groups</b>							
Traveller Irish Heritage	2	27	22	0	34	34	
Gypsy/Roma	8	47	45	50	39	36	
<b>All pupils</b>	4471	77	77	80	79	79	80

Source: KeyPAS (Leeds), DfE Statistical First Release (National)

Table 33: Key Stage 2 outcomes by ethnicity: English and maths

% achieving level 4 or above in English and maths	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<b>Asian Or Asian British</b>							
Bangladeshi	30	70	51	70	69	69	
Indian	70	84	78	76	80	79	
Kashmiri Pakistani	63	65	56	75	64	64	
Kashmiri Other	7	70	100	14			
Other Pakistani	169	65	60	59			
Other Asian background	41	66	55	66	73	71	
<b>Black Or Black British</b>							
Black Caribbean	45	71	51	69	63	63	
Black African	82	66	56	60	64	65	
Other Black Background	22	71	53	64	62	63	
<b>Mixed Heritage</b>							
Mixed Black African and White	10	65	60	60	73	71	
Mixed Black Caribbean and White	75	77	65	68	70	68	
Mixed Asian and White	35	87	83	71	79	80	
Other Mixed Background	56	75	66	73	74	74	
<b>Chinese Or Other</b>							
Chinese	18	93	90	89	84	82	
Other Ethnic group	23	73	60	65	64	64	
<b>White</b>							
White British	3611	79	74	75	74	73	
White Irish	21	79	77	81	80	79	
Other White Background	17	73	64	59	66	66	
White Eastern European	31	62	53	55			
White Western European	11	100	85	91			
<b>Traveller Groups</b>							
Traveller Irish Heritage	2	30	10	0	22	22	
Gypsy/Roma	8	47	30	50	29	25	
<b>All pupils</b>	<b>4471</b>	<b>72</b>	<b>72</b>	<b>73</b>	<b>73</b>	<b>72</b>	<b>74</b>

Source: KeyPAS (Leeds), DfE Statistical First Release (National)

3.37

FFT CVA analysis for ethnic groups is in the table below, FFT only produce analyses for the larger ethnic groups. For all groups, attainment was below expectations in English, significantly so for pupils of Black Caribbean, Pakistani, Bangladeshi and Other Asian heritage pupils. In maths attainment was significantly below expectations for pupils of Indian, Pakistani, Bangladeshi and Other Asian heritage. The group furthest below expectations across all subjects are pupils of Bangladeshi heritage.

Table 34: Fischer Family Trust contextual value-added: difference between estimate and actual percentage achieving level 4 or above – ethnicity

	English & maths			English			Maths			3 year trend		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	E&M	E	M
Black Caribbean	2.8	-3.9	-1.0	-0.8	-2.4	-4.0	1.0	-2.9	-1.5	↓		
Black African	0.3	1.0	0.8	-4.3	1.1	-3.8	3.2	-1.0	0.7			
Indian	-1.9	-3.5	-4.6	-0.9	0.2	-3.5	-3.7	-5.3	-5.1			
Pakistani	-7.5	-6.3	-1.7	-1.2	-5.4	-3.2	-8.4	-6.2	-4.0	↑		
Bangladeshi	-11.6	-16.6	-12.2	-6.8	-11.5	-8.3	-11.1	-14.7	-10.8			
Other Asian	-1.1	-2.3	-5.0	-2.7	-1.8	-4.5	0.0	-4.8	-4.8			
Chinese	-1.1	9.4	0.2	-3.2	7.9	-0.8	0.7	5.4	1.1			
Other ethnic group	-1.5	-2.8	0.8	-0.2	-3.8	-1.4	-2.7	-2.1	4.1			
White	-0.2	0.9	0.1	-0.2	0.0	-0.7	-1.3	0.0	-0.4	↑		↑

Source: FFT database version 12.26

Notes: green – actual attainment significantly higher than estimated; blue = actual attainment significantly lower than estimated