

**Report of the Director of Children's Services**

**Report to Executive Board**

**Date: 15 February 2013**

**Subject: Annual Standards Report (Early Years Foundation Stage, Primary & Secondary Schools)**

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Is the decision eligible for Call-In?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

**1. Summary of main issues**

- 1.1 This report summarises the achievement of learners at all Key Stages in 2012 and the good progress in Early Years Foundation Stage and primary and secondary education in Leeds. It also outlines the action taken by the Council to fulfil its responsibilities to support, monitor, challenge and intervene as necessary. Evidence is drawn from national and local performance data, monitoring activities undertaken by council officers and Ofsted inspection reports.
- 1.2 Across all key stages of learning, standards are the highest ever recorded in the city but they are not as high as we would like them to be. However, the rate of improvement in the city is now faster and stronger than that seen nationally.
- 1.3 The key challenge for schools, academies, early years settings and colleges in Leeds is to raise standards and tackle under performance at all key stages with increased pace with a special focus on narrowing the gap in outcomes for the most vulnerable groups of learners. There are now many more good and outstanding schools and early years settings in the city, but there are still some that fall below the floor standards or are vulnerable in terms of inconsistent results, where this is the case the council is taking strong action to provide the appropriate support and challenge.
- 1.4 The percentage of children reaching a Good Level of Development in **Early Years Foundation Stage** is in line with national levels and improved at the same rate of

increase as seen nationally but above the increase for statistical neighbours.

- 1.5 At **Key Stage 1**, the percentage of children meeting the required standard of phonic decoding in Leeds was above both the national figure and the average for statistical neighbour LAs, it places Leeds in the top quartile of schools nationally. The percentage of children achieving a Level 2 or better at the end of Key Stage 1 in Leeds increased by one percentage point for reading, two percentage points for writing, but has stayed static in maths. Leeds outcomes are now between one and three percentage points below the national.
- 1.6 Results at the end of **Key Stage 2** for 2012 show that there has been a three percentage point improvement in the proportion of children achieving a Level 4 or better in English, a four percentage point improvement in maths and a four percentage point improvement on the combined English and maths indicator. Whilst the rise nationally was larger than this, the progress that this group of children made places Leeds in the top quartile of local authorities nationally. However, some schools are not making the rapid improvement that they are required to do in order to meet national floor standards, these schools are identified by DFE as 'below floor standard'. However, this number is decreasing in Leeds. In 2012, 16 schools in Leeds were below the current floor standard of 60% combined level 4 English and Maths and two levels of progress for both English and maths compared to 32 schools in 2011. Where appropriate these schools are currently receiving substantial support and challenge from a range of partners such as other schools which is coordinated, monitored and evaluated by the LA.
- 1.7 In terms of overall attainment and progress at **Key Stage 4** there have been a number of improvements in Leeds against most benchmarks in 2011-12 for example the number of students gaining 5+ A\*- C grade GCSEs including English and maths rose by 1.1% to 55% which is greater than that seen nationally. Also, the proportion of students gaining five good passes in any GCSE or equivalent subject rose by 2.1% to 83.7% in 2012. Leeds therefore remains above the national figure and above the average for statistical neighbours. However, in Leeds a significant and disproportionately higher number of schools were severely affected by the English grade boundary changes than nationally. This has been the source of much debate and a legal challenge. As a result the expected rise in overall standards across Leeds schools at Key Stage 4 (based on accurate school predictions) did not materialise. Significant improvements in some schools were cancelled out by unexpected falls in others. In 2012, seven schools in Leeds were below the current KS4 floor standard of 40% or more pupils achieving 5 or more GCSEs at grades A\*- C including English and maths, compared to four schools in 2010 (when the floor standard was 35%). Where appropriate these schools are currently receiving substantial support coordinated by the LA from external partners such as teaching schools, national leaders of education or academy sponsors.
- 1.8 The overall picture at **Key Stage 5** in 2012 is now largely positive. Building on the improvements reported in 2011 following several years of being below the national average, Year 13 students in Leeds in 2012 achieved a higher average points per student than seen nationally. The 2012 average points per student figure for Leeds was 737.8, up 28 points on last year – this equates to students improving by almost one whole grade.

- 1.9 **Attendance** in Leeds primary schools improved by 1.1 percentage points in 2011/12, over double the improvement seen in 2010/11. Attendance in Leeds primary schools is now above national and statistical neighbours. Leeds is now ranked in the top quartile for primary attendance. Attendance in Leeds secondary schools increased by 1.4% to 93.8% in 2011/12 and continues to be at its highest level since recording began. However, Leeds is still performing relatively poorly at secondary level in comparison to the national average and the statistical neighbours' average.
- 1.10 There was one **permanent exclusion** from a Leeds primary school in the 2011/12 academic year. The overall number of permanent and fixed term exclusions from Leeds secondary schools (including academies) decreased significantly in 2011/12.
- 1.11 Although a new, more rigorous framework from **Ofsted** was introduced in January 2012, with further revisions in September 2012, the proportion of good or better schools has increased in Leeds since the time of the 2011 Standards Report. While there are significantly fewer schools now in an Ofsted category, the focus is to further reduce the number judged as satisfactory or requiring improvement and improve the number judged as good or better.
- 1.12 The key strategy that has driven the improvements to date and which will address the areas of underperformance is the **Leeds Education Challenge** (LEC). This is an ambitious city wide campaign to accelerate improvement in learning outcomes for children and young people by realigning finances, developing a sector led improvement strategy, requiring equity across the city and promoting challenge, partnership and innovation. This report will show how the Leeds Education Challenge, with its five strands covering; teaching and learning, leadership and management, schools facing challenging circumstances, support for vulnerable learners, and parents and the community, will coordinate and further energise efforts to raise standards in Leeds schools. In both the primary and secondary sectors the role of 8 seconded Leeds headteachers and other systems leaders such as national leaders of education, the school improvement service and teaching schools are crucial elements in the delivery of the aims of the Leeds Education Challenge.
- 1.13 Outcomes for Children Looked After in Leeds have improved dramatically in 2012.

## 2. Recommendations

The Board is asked to endorse and support:

- 2.1
- The progress that has been made and the areas that need further improvement;
  - The future provision of support, challenge and intervention in Leeds to ensure that progress continues to be made;
  - The further development of the Leeds Education Challenge in securing improvement.

## **1. Purpose of this report**

- 1.1 This report summarises the achievement of learners at all Key Stages in 2012 and the good progress in Early Years Foundation Stage and primary and secondary education in Leeds. It also outlines the action taken by the Council to fulfill its responsibilities to support, monitor, challenge and intervene as necessary. Evidence is drawn from national and local performance data, monitoring activities undertaken by council officers and Ofsted inspection reports.

## **2. Background information**

- 2.1 As reported last year, there have been significant changes within the field of education both nationally and locally with a shift from large centralised systems and teams to a much smaller and, by necessity, a more effective and streamlined central LA improvement function. The challenge for the LA is twofold:

Firstly, to retain its core roles of; monitoring, challenging, and intervening in schools where necessary. Whilst this applies to all LA maintained schools, there is an emphasis on weaker schools where standards are too low. In addition, Her Majesty's Chief Inspector of Schools (HMCI) has made it explicit that Local Authorities must evaluate, monitor and challenge the effectiveness of Academies. The Council will therefore continue to challenge all schools including academies about outcomes, particularly those concerned with the success of students from poorer backgrounds, ethnic minorities or with special needs.

Secondly, to act as a key broker in developing support to schools to improve by the promotion of school led improvement systems. School to school support is a key element of government policy and one which the LA is actively promoting and developing in Leeds.

- 2.2 To successfully achieve the above within the context of increasing corporate budget pressures, has led to a much more creative approach to school improvement in Leeds. The umbrella organisation is the Leeds Education Challenge which itself reports directly to the Children's Trust Board, of which the key elements are:

The decision by Leeds City Council following extensive consultation with schools to ensure that it has sufficient school improvement resource to continue to provide a robust model of challenge and support to all LA maintained schools. This comprises an annual review cycle for all schools (differentiated according to need) and additional support for schools causing concern;

An increasing number of systems leaders (providing school to school support) notably:

- A small team of Leeds headteachers seconded to work with the Local Authority on a part-time basis to help accelerate the rate of improvement across the city. There are currently eight such secondments: four primary headteachers (working within the 0-11 phase), two secondary headteachers (working within the 11-19 phase) and two SILC principals (cross-phase).
- A team of National and Local Leaders of Education (NLEs and LLEs),

recruited by the National College yet largely deployed by Leeds LA according to specific needs identified by the school improvement team.

- Developing partnerships with teaching schools. The main areas of partnership working here include: the deployment of NLEs and LLEs and, more recently, Specialist Leaders of Education (SLEs); leadership development programmes; and bespoke programmes to improve the quality of teaching and learning;
- The Primary Traded Service – the traded aspect of the primary school improvement service.
- The Leeds Learning Partnership – the traded aspect of the secondary school improvement service.

## **2.3 The Leeds Education Challenge**

2.3.1 As outlined in the 2011 report, the Leeds Education Challenge (LEC) is the overarching strategy through which the Local Authority has been able to respond strategically to the very different educational landscape and to ensure the progress made in recent years is accelerated. The LEC is an ambitious city-wide commitment to achieving a child friendly city that drives school improvement and reflects the new relationship with schools, the newly integrated children's service and the changes to national policy and funding. A full governance structure has now been established and a board now meets half termly. Reports on the five key strands of its work are included for each meeting. The Leeds Education Challenge will itself, however, need to change to reflect the rapidly changing educational national and local policy and funding landscape. For example, two significant brands have developed under itsegis. Firstly, '4Heads' which supports primary schools and has deliberately targeted the improvement of relationships between the LA and schools and secondly 'Leeds Learning Partnership' which has provided an invaluable support infrastructure to secondary schools.

2.3.2 The Leeds Education Challenge has five pledges that sit at the heart of its vision. These are:

- Every child and young person of school age will be in school or in learning
- Every school will have an achievable plan to being recognised as an outstanding school
- We will improve achievement for every young person year on year
- Every school will benefit from a fully qualified, skilled, committed and well-led staff team
- Every child and young person will move confidently through their education

2.3.3 The Leeds Education Challenge is developing five key strands of activity: Leadership, management and governance

- Teaching and learning
- Schools facing challenging circumstances
- Family and community engagement
- Vulnerable learners
- The Leeds Education Challenge will ensure that the main issues (detailed below) are effectively addressed.

## **2.3.4 Leeds as a Child Friendly City**

2.3.4.1 A key element of the work of the Leeds Education Challenge is to drive up standards of achievement to ensure that the city is the best place for children to grow up. It seeks to support those children that have barriers to learning which sit outside the school gates by working in the context of increasingly effective cluster collaboration. Central to this work is the drive to ensure that learning in schools and settings is engaging, dynamic and inclusive, leading to accelerated rates of progress of all learners. Learner voice is a central component of the best monitoring and evaluation practice. Restorative practice is being led and developed from within the school system to ensure that schools, learners and their families all feel that they are worked with and have a high degree of control.

### 3. Main issue

3.1 These can be grouped under eight main headings

- Early Years Foundation Stage (EYFS)
- Attainment and progress at Key Stage 1
- Attainment and progress at Key Stage 2
- Attainment and progress at Key Stage 4
- Attainment and progress at Key Stage 5
- Attendance in primary and secondary schools
- Exclusions from primary and secondary schools
- The Ofsted framework

### 3.2 Early Years Foundation Stage (EYFS) Summary

3.2.1 The percentage of children reaching a **Good Level of Development (GLD)** once again increased by five percentage points in 2012 to 63%. In 2012 this is the same rate of increase as seen nationally but above the increase for statistical neighbours. Therefore, the gap in achievement has remained at one percentage point to national and achievement is now in line with statistical neighbours. In 2012, Leeds is ranked equal 68th of 152 local authorities for the percentage achieving a good level of development, an improvement from equal 77th in 2011.

3.2.2 The **low achievers gap** has also improved in Leeds in 2012, decreasing by 1.3 percentage points. For the first time since the assessments were introduced this is in line with the national decrease and greater than some statistical neighbours. Despite this improvement the gap in Leeds remains significantly wide with Leeds ranked 142nd, the same rank as in 2011.

### 3.3 Attainment and progress at Key Stage 1

3.3.1 The percentage of children meeting the required standard of phonic decoding in Leeds was above both the national figure and the average for statistical neighbour LAs. Leeds is ranked 33<sup>rd</sup> on this indicator.

3.3.2 The percentage of children achieving a **Level 2** or better at the end of Key Stage 1 in Leeds increased by one percentage point for reading, two percentage points for writing, but has stayed static in maths. Leeds outcomes are between one and three percentage points below the national and statistical neighbour average figures for all three core subjects. There has been an encouraging three percentage point improvement in the proportion of children achieving a Level 3 or

better in reading and maths in Leeds this year, with a one percentage point improvement in writing. However, outcomes at this higher level remain well below those observed nationally and amongst our statistical neighbours.

- 3.3.3 Levels of attainment are higher for girls than boys in all subjects in Key Stage 1, but particularly in reading and writing. Detailed analyses indicate that the gap now between **boys' and girls'** outcomes in Leeds are wider than seen nationally.
- 3.3.4 Key Stage 1 attainment is still significantly lower for pupils eligible for **free school meals** than for those who are not eligible. These gaps have narrowed slightly in 2012 for all areas. Detailed analyses indicate that the gaps in Leeds are wider than seen nationally.
- 3.3.5 Children eligible for free school meals in Leeds do less well than children eligible for free school meals nationally.
- 3.3.6 The attainment of pupils with no **Special Education Needs (SEN)** saw little change from 2011 outcomes and is 3 percentage points below national for maths and writing and 2 percentage points below for reading. Detailed analyses indicate that the gaps in Leeds across all SEN groups are wider than seen nationally.
- 3.3.7 Levels of attainment for pupils with **English as an Additional Language (EAL)** are lower than for those with English as a first language in Key Stage 1. The gaps in attainment are larger in Leeds than are seen nationally, with gaps in Leeds being 11, 8 and 8 percentage points respectively for reading, writing and maths compared to on average 4 percentage points for each subject nationally. However, the gap between EAL and non EAL has narrowed in Leeds in 2012.
- 3.3.8 In 2012, the percentage of **Children Looked After (LAC)** achieving a level 2 or above has risen dramatically for reading, maths and writing. Key Stage 1 attainment for LAC is now either above or in line with national.
- 3.3.9 In 2012, there were some successes for children from **ethnic minority** groups. There have been some significant improvements amongst some historically low achieving groups, especially those which often have English as an additional language, but outcomes remain well below the Leeds average and that of their national peers for groups such as Bangladeshi, Black African, Eastern European and Gypsy / Roma / Traveller.

#### 3.4 **Attainment and progress at Key Stage 2**

- 3.4.1 Primary schools are considered to be below the current **floor standard**, if they have below 60 percent of pupils achieving a level 4 or above in English and maths and the percentage of pupils making two levels of progress is below the national median for both English and maths. The national medians for progress in 2012 have increased to 92 percent for English and 90 percent for maths.

There has been a significant reduction in the number of primary schools below the floor standard in Leeds, despite the increase in the thresholds for the progression measures. There are 16 schools below the floor standard in 2012 – half the number that were below last year. The percentage of schools below floor standard now stands at seven percent, which remains higher than the national

figure (four percent) and the average for our statistical neighbours (five percent).

- 3.4.2 There has been a three percentage point improvement in the proportion of children achieving a **Level 4** or better in English, a four percentage point improvement in maths and a four percentage point improvement on the combined English and maths indicator. However, there have been similar improvements observed nationally, meaning that Leeds is two percentage points below national and three percentage points below statistical neighbour LAs on the combined indicator. Leeds is ranked 107<sup>th</sup> on this indicator.

The proportion of pupils achieving the higher threshold of a **Level 5** or better has also improved, both in Leeds and nationally. The percentage of children achieving a Level 5 or better in English has risen by six percentage points in Leeds, while the national figure has gone up by nine percentage points. The percentage of children achieving a Level 5 or better in maths has risen by four percentage points in Leeds, and the national figure has also gone up by four percentage points. This means that the gap between outcomes in Leeds compared to national is now three percentage points for both subjects.

- 3.4.3 Pupils are expected to make **two levels of progress** between Key Stage 1 and Key Stage 2. The percentage of children making expected progress has seen an encouraging improvement again for both English and maths and Leeds remains well above the national figures. 92 percent of children in Leeds made expected progress in English, compared to 89 percent nationally. 89 percent of children in Leeds made expected progress in maths, compared to 87 percent nationally. Leeds is ranked 23<sup>rd</sup> in English and 41<sup>st</sup> in maths. This means that there is good capacity for sustained improvement once the baseline of achievement is raised. Other detailed analyses are significance tested and they indicate that the progress achieved by pupils in Leeds between Key Stage 1 and Key Stage 2 is significantly above the national rate of progress on all key measures. The DfE also produce an overall Value Added score for the LA. Leeds' value added score is 100.3, above the national mean of 100.0.

- 3.4.4 Gender outcomes for both boys and girls show an improvement from 2011 figures. Boys' outcomes have particularly improved. The percentage of girls achieving level 4 or above increased by 2 percentage point for English and maths, and 1 percentage point for the combined English and maths indicator. For boys, attainment improved by 5 percentage points for English and maths, and 6 percentage points for the combined English and maths indicator. The gaps in attainment between boys and girls are reducing when compared with national figures, with improvements in outcomes for boys being the key reason.

- 3.4.5 There are significant gaps in attainment between those eligible for **free school meals** and those that are not eligible. This, on the whole reflects the national picture. Results for pupils eligible for Free School Meals have improved, but the gap between these children and those who are not eligible is wider in Leeds than national on the attainment measures. The percentage of pupils eligible for free school meals making two levels progress is higher in Leeds than nationally.

- 3.4.6 Attainment gaps for **SEN** children are generally wider in Leeds than the national equivalents, but again their progress is better in Leeds than national.



- 3.4.7 The percentage of pupils with **EAL** achieving level 4 increased in English and maths in 2012. The gaps in attainment between pupils with EAL and those with English as a first language remain, but did narrow with the percentage achieving level 4 or above now at 7 percentage points lower for English, 5 percentage points lower for maths and 7 percentage points lower for the combined English and maths indicator. The gaps in attainment in Leeds were wider than the national gaps in 2012, particularly in English. Both attainment and progress are generally poorer for EAL children in Leeds compared to national.
- 3.4.8 The percentage of **Children Looked After** (LAC) achieving a level 4 in English increased 6 percentage points in 2012. Attainment also improved for maths by 16 percentage points. These improvements lead to a 15 percentage point improvement in the proportion of LAC achieving level 4 or above in both English and maths at the end of Key Stage 2. Outcomes for Children Looked After in Leeds have improved dramatically in 2012 and are now above or in line with national.
- 3.4.9 In 2012, there was significant variation between groups, with some **ethnic minority** groups (such as Indian, Chinese, White Irish, Mixed Asian and White) achieving well above the Leeds average, but most achieving well below average. The general picture is that many groups have shown above average improvement, but remain below the Leeds average and below the national figures for their peer groups. This is true for the Bangladeshi, Pakistani, Black African, Mixed Black Caribbean and White, and Gypsy/Roma/Traveller heritage groups. However, the White Eastern European group has not seen consistent improvement and the Black Caribbean cohort has seen a decline in outcomes compared to previous cohorts. The percentage of children making expected progress in each group also vary, but tend to be much closer to the Leeds and national averages, with no consistent pattern of over/under achievement.

### 3.5 **Attainment and progress at Key Stage 4**

- 3.5.1 There have been improvements against most headline indicators at KS4 in 2011-12. However, the rate of improvement was less than anticipated due to the much publicised decision to change GCSE grade boundaries for the summer round of examination entries. Many schools reported significant differences between the grades that students were expecting to receive based on the grades awarded to students for similar (identical) marks in the June 2011 and January 2012 round of examinations, and the grades they actually received in the summer session.
- 3.5.2 In 2012, 55% of year 11 pupils gained **five good GCSEs including English and maths** – 1.1% higher than in 2011. Nationally results improved by just 0.1% so the gap between Leeds and national figures has closed.
- 3.5.3 The proportion of students gaining **five good passes in any GCSE or equivalent subject** rose by 2.1% to 83.7% in 2012. Leeds therefore remains above the national figure and above the average for statistical neighbours.
- 3.5.4 The number achieving **five passes (5A\* - G)** has risen in Leeds by 0.3% to 94.8%. This more or less in line with the national rate of improvement although Leeds remains 0.7 percentage points below the national and statistical neighbour

figures.

This continues to be a good indicator of how much improvement has spread to all pupils and of their prospects for future pathways to success at level two at nineteen. The percentage of students leaving school with no qualifications has seen an encouraging decrease, reducing by almost half, to 0.8%.

- 3.5.5 The proportion of students achieving all of the components of the English Baccalaureate (EBacc) has increased by almost 1 percentage point to 14%; well above the average for our statistical neighbours, but still below the national figure of 16%.
- 3.5.6 There has been a fall in the percentage of students making the expected **three levels of progress between Key Stage 2 and Key Stage 4** in English - down almost 4% to 61.9%, although the fall nationally was slightly greater. This is likely to have been contributed to by the GCSE English regrading issue. In contrast there has been a very encouraging increase in the percentage of students making expected progress in maths – up over 6% to 65.6% and a bigger increase than nationally. Whilst Leeds is still below national levels, the gap has closed in both subjects with the improvement seen in the maths indicator being is the 31<sup>st</sup> highest in the country this year (out of 151 LAs). This performance measure is now a key indicator used during Ofsted inspections.
- 3.5.7 The key area for further development highlighted in the above paragraphs is the need for accelerated improvement in English and maths, both in terms of attainment and progress. More generally, there is a clearly identified need for improvement in levels of pupil literacy and numeracy across the curriculum. These aspects are both key themes within the strands of the Leeds Education Challenge affecting all Key stages and are key elements of Leeds Learning Partnership (which affects secondary schools) and its support for professional development.
- 3.5.8 **Schools below floor standards:** In 2012, six schools in Leeds were below the current floor standard of 40% or more pupils achieving 5 or more GCSEs at grades A\*-C including English and maths, compared to four schools in 2010 (when the floor standard was only 35%). These are City of Leeds (20%), The Co-op Academy (25%), Swallow Hill Community College (29%), Carr Manor High School (32%), South Leeds Academy (32%) and Leeds East Academy (39%). In addition, two other schools just achieved the floor standard of 40%: Mount St. Mary's Catholic High School and John Smeaton Community College. Some of these schools (such as Carr Manor, Mount St. Mary's and Leeds East) were predicting significantly higher outcomes in 2012 but were badly affected by the English grade boundary changes. These 7 schools all have different circumstances: some are already academies, some are due to become academies in the near future and some are successful LA maintained schools. Where appropriate these schools are currently receiving substantial support from partners such as other schools and the Local Authority co-ordinated by the Local Authority.

### 3.5.9 Individual school success and concerns

- 3.5.9.1 Schools that recorded significant improvements in 2012 against one or more of these measures include Cockburn College of Arts, Farnley Park Academy, Lawnswood School, Leeds West Academy, Priesthorpe School, Rodillian, Temple Moor and Wetherby. A number of normally high achieving schools recorded a significant dip in 2012 due to the English re-grading issue – Cardinal Heenan Catholic High and Horsforth School were both badly affected with unprecedented differences between outcomes in maths and English.
- 3.5.9.2 Attainment and progress of pupil groups at Key Stage 4 (Narrowing the gap): **Gender** gaps in Leeds are similar to those observed nationally (i.e. girls perform better against most of the main attainment benchmarks, but boys make more progress than girls between KS2 and KS4). The gap for pupils eligible for **Free School Meals** is somewhat wider than average in Leeds.

Compared to national data. Fewer pupils with **SEN** in Leeds made expected progress although there were significant improvements in attainment outcomes for School Action and Statemented pupils. The data here indicates that the gap with national data has reduced.

The data available for **children who are Looked After** suggests that outcomes are in line with or above national averages. A notable improvement is the percentage of Looked After Children achieving 5+A\*- C grades – 10% in 2011 rising to 15% in 2012 (and now in line with national figures).

Pupils with **English as an Additional language (EAL)** appear to perform in-line with their peers nationally on 5+A\*- C, 5+A\*- G indicators, but under-perform to a more extreme extent than both the Leeds average and the national average for their peers on 5+A\*- C inc E&M and English Baccalaureate indicators. The progress of EAL pupils in maths has improved since 2011  
Ethnic Minority achievement:

With some exceptions, on the five or more A\*- C including equivalents measure, most of the priority groups that in previous years have under-performed have now improved.

On the %5+A\*- C including English and maths GCSE measure, outcomes for most BME groups reflect the overall Leeds trend of minimal improvement. The expected progress measures indicate poor progress for groups such as Bangladeshi, White Other and Black Caribbean, but better than average progress for Black African heritage students. Again, some of the poorest results are for pupils from Gypsy, Roma and Traveller backgrounds.

### 3.6 Attainment and progress at Key Stage 5 (Post-16)

- 3.6.1 The overall picture at Key Stage 5 in 2012 is now largely positive. Building on the improvements reported in 2011 following several years of being below the national average, Year 13 students in Leeds in 2012 achieved a higher **average points per student** than seen nationally. The 2012 average points per student figure for Leeds was 737.8, up 28 points on last year – this equates to students improving by almost one whole grade.

- 3.6.2 The **average points per entry** for Leeds fell by 2.7 in 2012 to 205.9 – this is the equivalent of averaging just below a C grade at A level. However, nationally the points per entry figure fell by a wider margin than in Leeds meaning that Leeds has therefore slightly closed the gap to the national figure.
- 3.6.3 The percentage of students achieving **2 or more passes** in Leeds continues to rise, In 2012, 96.2% of students achieved this benchmark, up 1.6% on 2011 and now significantly higher than the national average (91.7%). However, in contrast only 5.7% of pupils achieved **3 or more A\*- A grades**, a 2.6% fall on 2011. This figure fell nationally by a greater margin than in Leeds, but Leeds remains well below the national average for high-achieving pupils.
- 3.6.4 In spite of the positive picture described above when comparing to national data, Leeds performed below statistical neighbours in 2012 against all indicators.
- 3.6.5 In terms of the performance of **different groups of pupils at KS5**, there is a detailed breakdown and commentary in Annex 1. It should be noted though that cohort sizes can be very small and the identification of trends therefore becomes more unreliable. It is worth noting here, however, some of the main gender differences, notably that girls continue to record higher average points per student and average points per entry, than boys, both in Leeds and nationally.
- 3.6.6 **Value Added judgements for post 16 outcomes** are generated by Learning UK Plus. Aggregated analyses for providers from Leeds indicate that fail rates at A and AS level in Leeds were in line with national rates and that the progress made by students at A and AS Level was also in line with national rates of progress. Better than average progress was made by students taking BTEC National Awards and BTEC Level 3 Sub Diplomas, but students taking BTEC National Certificates, National Diplomas and Level 3 Certificates made progress which was lower overall than that seen nationally.
- 3.6.7 Fischer Family Trust produce detailed analyses of **A Level value added at a subject level**. Table 85 in Annex 1 provides summary judgements of outcomes over the last three years for the most popular A Level subjects taken in Leeds. The analyses indicate that the progress in two of the most commonly taken subjects, General Studies and maths, is well below the average seen nationally, but that students taking other popular subjects such as English Language and Chemistry have achieved significantly better than average progress overall. On the A\*-C value added measure the best performing subject is Religious Studies, while the worst performing subject is Sport/P.E. Studies.

### 3.7 **School Attendance**

#### 3.7.1 **Overall attendance and absence in primary schools**

Attendance in Leeds primary schools improved by 1.1 percentage points in 2011/12, over double the improvement seen in 2010/11. Attendance in Leeds primary schools is now above national and statistical neighbours. Leeds is now ranked in the top quartile for primary attendance.

Authorised absence fell by one percentage point in 2011/12 and this improvement was greater than seen nationally and in statistical neighbours. Levels of authorised absence in Leeds primary schools are now lower than nationally and

in statistical neighbours. Leeds has now moved into the top quartile of local authorities for primary authorised absence.

Unauthorised absence also fell in 2011/12. Unauthorised absence also fell nationally and in statistical neighbours and levels of unauthorised absence remain marginally higher in Leeds. The LA rank for Leeds was equal 81<sup>st</sup> in 2011/12.

### 3.7.2 **Overall attendance and absence in secondary schools**

Attendance in Leeds secondary schools increased by 1.4% to 93.8% in 2011/12 and continues to be at its highest level since recording began. This improvement is greater than nationally and in statistical neighbour authorities which has resulted in a narrowing of the gap against these statistics. Both authorised and unauthorised absence data improved in 2011/12. The former reduced by 1% which is now lower than nationally and statistical neighbours. The latter fell by 0.5%. However, in spite of the fact that this represents a greater improvement than seen nationally and in statistical neighbours. Leeds is still performing poorly in comparison to the national average and the statistical neighbours' average.

### 3.7.3 **Persistent Absence (primary and secondary)**

For the past two years, the DfE have set the threshold for a pupil to be judged as persistently absent (PA) as 15% of absence over the school year (previously it was 20%). The percentage of pupils that met this threshold in 2012 in Leeds primary schools was 3.3%, over two percentage points lower than in 2010/11. Levels of persistent absence in primary schools in Leeds are now marginally lower than levels of persistent absence nationally and in statistical neighbours. Leeds is ranked equal 79<sup>th</sup> among local authorities for this measure.

In Leeds secondary schools, the PA figure was 7.9%, which equates to just over three thousand pupils. This is a significant reduction from levels of persistent absence in 2010/11 (when there were also 4,500 PA pupils) and the rate of improvement was much greater in Leeds than nationally and in statistical neighbours. However, although the gap has narrowed significantly in 2011/12, levels of persistent absence remain higher in Leeds secondary schools.

## 3.8 **Exclusions**

3.8.1 There was one **permanent exclusion** from a Leeds primary school in the 2011/12 academic year, compared to two exclusions in each of the last three academic years. This equates to a rate of permanent exclusion lower than the national rate.

The overall number of **permanent exclusions** from Leeds secondary schools (including academies) decreased by 41% to 26 in 2011/12 with a particularly significant fall in LA maintained secondary schools. The trend of no permanent exclusions from SILCs continued in 2011/12.

3.8.2 Local analysis of **fixed term exclusions** from primary and secondary schools is not yet available.

## 3.9 **The Ofsted Framework**

3.9.1 At the end of the 2011/12 academic year, Leeds had two primary schools judged "Inadequate" in their most recent inspection, placing them in an Ofsted category.

Iveson Primary School and Cottingley Primary School both have a Notice to Improve. During 2011/12 two primary schools (Hugh Gaitskell and Middleton St Mary's) were removed from a category and judged to be satisfactory. Cottingley Primary has since moved to an academy conversion.

During this period as a whole, under the two frameworks:

23 schools moved up a grade - the majority from satisfactory to good ; 34 stayed the same; 22 maintained a 'good' grade which, under the new framework where there has been a significant raising of the bar, was a positive outcome; 8 went down a grade (including 2 schools into an Ofsted category).

Overall therefore the proportion of good or better schools has increased.

- 3.9.2 In the 2011/12 academic year, 12 secondary schools in Leeds were inspected (2 under the old framework and 10 under the Jan 2012 framework). During the autumn term 2012, 4 secondary schools were inspected.

During this period as a whole:

7 schools moved up a grade (Swallow Hill came out of a notice to improve and 6 schools moved from Grade 3 to Grade 2); 4 stayed the same; 5 went down a grade (including 2 schools and one academy into an Ofsted category).

There have also been 4 inspections of special schools (SILCs) during 2012: two outstanding judgements, one 'good' judgement and one 'inadequate' judgement.

Overall therefore the proportion of good or better schools has increased.

## **4. Corporate Considerations**

### **4.1 Consultation and Engagement**

- 4.1.1 None specifically for this report

### **4.2 Equality and Diversity / Cohesion and Integration**

- 4.2.1 The improvements in the attainment of black and minority ethnic students, and the issues that persist are described in the report. The large gap in attainment between those eligible for free school meals and other students remains a key area for improvement.

### **4.3 Council policies and City Priorities**

- 4.3.1 The improvement in school performance will continue to be a priority for the council using the new models of school support outlined in this report and delivered through the Leeds Education Challenge. The impact on many minority and vulnerable groups will be an area of particular focus and has strong links with other areas of council responsibility.

**4.3.2** The Children and Young Peoples Plan identifies Attendance, Looked after Children and reducing the number of young people not in education, employment or training (NEET) as the three priority 'Obsessions'. The Leeds Education Challenge monitors and challenges progress in these priorities particularly through the annual cycle of school reviews.

#### **4.4 Resources and value for money**

4.4.1 The need to continue to improve primary and secondary education, and the Council's need to be informed about strategy and progress, means that this must remain a high priority when allocating resources.

#### **4.5 Legal Implications, Access to Information and Call In**

4.5.1 This report is subject to Call In.

#### **4.6 Risk Management**

4.6.1 None identified

### **5. Conclusions**

5.1 While recognising improvement in many more of our schools this year, we do recognise that overall standards are not still yet high enough in some schools in Leeds. However, Ofsted is beginning to identify sufficient quality in more schools resulting in more good judgements at inspection. During 2012, 65 primary schools were inspected. 9% of Leeds primary schools were judged outstanding in their most recent inspection. This is in line with national figures. 62% of Leeds primary schools were judged good in their most recent inspection. This is better than national figures. 24% of Leeds primary schools were judged as satisfactory in their most recent inspection. This is lower than national figures. At secondary level the picture is improving too with six schools moving from satisfactory to good since September 2011. Two SILCs have also been judged at outstanding during 2012, including one from Grade 2. Overall, this is a stronger and improving picture. It should also be stressed that the rate of progress of pupils between Key Stages 1 and 2 was high and continues to improve for children in Leeds schools. Detailed external analyses indicate that the progress achieved by pupils in Leeds between Key Stage 1 and Key Stage 2 is significantly above the national rate of progress on all key measures. At secondary level, progress levels in English were affected by the regrading issues (although slightly less than nationally). In contrast there has been a very encouraging increase in the percentage of students making expected progress in maths – a bigger increase than nationally. These are excellent indicators of further potential progress for the future.

5.2 There have been significant improvements in attendance in Leeds during 2011/12. Leeds is now ranked in the top quartile for primary attendance due to an improvement of 1.1% in 2011/12, over double the improvement seen in 2010/11. Attendance in Leeds primary schools is now above national and statistical neighbours. Attendance in Leeds secondary schools increased by 1.4% to 93.8% in 2011/12 and continues to be at its highest level since recording began. This improvement is greater than nationally and in statistical neighbour authorities which has resulted in a narrowing of the gap against these statistics.

- 5.3 The past year has been especially turbulent. The loss of School support, as provided by the national strategies and the significant funding through Standards Fund is still a reality that some stakeholders do not yet fully understand. This, coupled with an increase in challenge to schools in Leeds and the need to embed the Leeds Education Challenge into the newly formed Directorate caused some relationships with some primary schools to deteriorate. This has been a key focus for work through the seconded headteachers and there are now much more positive relationships with schools.
- There is much work to do but the commitment shown by the Council to support and challenge schools and settings in Leeds is clearly having an impact in terms of the acceleration of improvement by comparison with national rates of improvement.

## **6. Recommendations**

- 6.1 The Board is asked to endorse and support:
- The progress that has been made at all key stages and the areas that need further improvement
  - The future provision of support, challenge and intervention in Leeds to ensure that progress continues to be made.
  - The further development of the Leeds Education Challenge in securing improvement

## **7. Background documents<sup>1</sup>**

- 7.1 There are no background papers to this report.

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<sup>1</sup> The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.