

2012 Annual Standards Report Data Annex

This annex provides data tables and commentary to support the 2012 Annual Standards report.

Demographics

Table 1: Numbers on roll

	Jan 2009	Jan 2010	Jan 2011	Jan 2012	Oct 2012
Reception	8096	8440	8642	8899	9204
Key Stage 1	15409	15904	16509	17068	17594
Key Stage 2	30692	30410	30360	30969	31751
Key Stage 3	23976	23614	23363	22940	22597
Key Stage 4	16577	16322	16138	15995	15648

Source: School Census

The number of pupils starting school in Leeds has risen significantly in recent years, with the number in reception increasing by over 1,100 (13.7 percent) between January 2009 and October 2012. This is mainly due to a significant increase in the birth rate in Leeds, but has also been impacted by inward migration. The birth rate is continuing to rise, which will lead to a continued increase in demand for school places, between September 2011 and September 2012 (the Reception cohort for September 2016), there were 10,350 births in Leeds.

The increasing numbers have now fed through to Key Stage 1 and Key Stage 2, with numbers in Key Stage 2 showing an increase in the January 2012 School Census.

Numbers in Key Stage 3 and 4 have been falling in recent years, but the increases seen in primary schools will start to feed through to secondary over the next few years.

Table 2: Percentage eligible for Free School Meals (FSM)

	Jan 2009	Jan 2010	Jan 2011	Jan 2012	Oct 2012
Key Stage 1	20.7	22.3	23.1	23.2	23.2
Key Stage 2	19.6	21.3	21.7	21.4	21.7
Key Stage 3	18.5	19.8	20.2	20.1	20.7
Key Stage 4	17.8	18.3	18.6	19.1	19.6

Source: School Census

The percentage of pupils eligible for free school meals has increased for all key stages in recent years. Eligibility is higher in lower year groups. In Key Stage 1 the percentage eligible for free school meals has increased by 2.5 percentage points between January 2009 and October 2012, this is greater than the increases seen in other key stages.

Table 3: Percentage with English as an Additional Language (EAL)

	Jan 2009	Jan 2010	Jan 2011	Jan 2012	Oct 2012
Key Stage 1	15.5	16.2	17.4	17.4	17.9
Key Stage 2	13.8	14.8	16.4	16.4	16.5
Key Stage 3	10.2	10.6	11.6	11.6	12.7
Key Stage 4	9.2	9.9	11.0	11.0	11.3

Source: School Census

The proportion of pupils in Leeds schools that have English as an Additional Language (EAL) has also increased in recent years, by between two and three percentage points for

each key stage. Levels of EAL are significantly higher in younger age groups, and the expectation is that these higher levels of EAL will feed through to later key stages. The languages that have the largest numbers of pupils recorded as their first language are Urdu, Punjabi, Bengali and Polish.

Table 4: Percentage of Black and Minority Ethnic heritage

	Jan 2009	Jan 2010	Jan 2011	Jan 2012	Oct 2012*
Key Stage 1	23.1	24.1	25.8	26.9	
Key Stage 2	21.1	22.2	23.4	24.4	
Key Stage 3	18.4	19.6	19.8	20.9	
Key Stage 4	16.9	17.6	19.0	20.2	

Source: School Census

Notes: *ethnicity is not collected in the October Census

The percentage of pupils that are of Black and Minority Ethnic (BME) heritage has increased in recent years. The percentage of BME heritage in each key stage has increased by over three percentage points. The proportion of pupils that are of BME heritage is higher in lower age groups, with over a quarter of pupils in Key Stage 1 being of BME heritage.

As well as an overall increase in the proportion of pupils that are of BME heritage, there has been changes in numbers for particular ethnic groups. Pupils of Pakistani heritage remain the largest ethnic group in Leeds schools, making up six percent of the school population, numbers in this group continue to increase. The ethnic groups that have seen the largest increase in numbers are pupils of Black African and White Eastern European heritage. Black African is now the second largest BME group in Leeds schools. The number of pupils of mixed heritage has also increased by 25 percent between January 2009 and January 2012.

Ethnic groups that have seen a decrease in pupil numbers between January 2009 and January 2012 are White British, Black Caribbean, White Irish and White Irish Traveller.

Table 5: Number and percentage of pupils by ethnic group

	January 2009		January 2012		Change	
	Number	%	Number	%	Number	%
Asian or Asian British						
Bangladeshi	958	1.1	1051	1.2	93	0.1
Indian	1683	1.9	1763	2.0	80	0.1
Kashmiri Pakistani	1533	1.8	1654	1.9	121	0.1
Kashmiri Other	107	0.1	111	0.1	4	0.0
Other Pakistani	3246	3.7	3756	4.3	510	0.6
Other Asian background	899	1.0	1242	1.4	343	0.4
Black Or Black British						
Black Caribbean	963	1.1	912	1.0	-51	-0.1
Black African	2146	2.5	2819	3.2	673	0.8
Other Black Background	527	0.6	820	0.9	293	0.3
Mixed Heritage						
Mixed Black African and White	298	0.3	401	0.5	103	0.1
Mixed Black Caribbean and White	1410	1.6	1471	1.7	61	0.1
Mixed Asian and White	726	0.8	849	1.0	123	0.1
Other Mixed Background	1107	1.3	1367	1.6	260	0.3
Chinese or Other						
Chinese	377	0.4	403	0.5	26	0.0
Other Ethnic group	893	1.0	1068	1.2	175	0.2
White						
White British	67193	77.5	63903	73.5	-3290	-4.1
White Irish	290	0.3	242	0.3	-48	-0.1
Other White Background	744	0.9	765	0.9	21	0.0
White Eastern European	468	0.5	1110	1.3	642	0.7
White Western European	161	0.2	301	0.3	140	0.2
Traveller Irish Heritage	106	0.1	87	0.1	-19	0.0
Gypsy\Roma	263	0.3	406	0.5	143	0.2

Source: School Census

Early Years Foundation Stage

Overall Attainment

The trend of improving outcomes at the Foundation Stage has continued in 2012. There has again been a five percentage point increase in the proportion of children achieving the key threshold indicator of a Good Level of Development this year, mirroring the improvement seen nationally. Leeds remains one percentage point behind national, but is now level with statistical neighbour local authorities (LAs). Leeds is ranked 68th out of 151 LAs on this indicator.

The other key measure of outcomes at this key stage is the 'low achievers gap'. This 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 2012 gap figure for Leeds has improved, showing a decrease of 0.7 points on the previous year. However, the national figure has decreased by 1.3 points, meaning that Leeds has fallen further behind the average. Leeds is ranked 142nd out of 151 LAs on this indicator.

The reception cohort of 2012 was the last cohort of children to undertake the Foundation Stage Profile in its current form. From 2013 a new assessment will be undertaken and results obtained in this assessment will not be comparable with previous years.

Table 6: 2010/2012 Early Years Foundation Stage performance

	2010			2011			2012		
	Leeds	National	Stat Neigh*	Leeds	National	Stat Neigh*	Leeds	National	Stat Neigh*
Percentage of Good Level of Development*	53	56	51	58	59	60	63	64	63
Low Achievers gap**	35.7	32.7	35.6	34.9	31.4	32.7	33.6	30.1	31.9

Source: DfE Statistical First Release, SFR23/2012

Notes: * statistical neighbour

** percentage of pupils with 78 plus points and six plus in all Personal, Social and Emotional Development (PSED) and Communication, Language and Literacy Development (CLLD) strands;

*** difference between Median score of full cohort and Mean Score of lowest achieving 20 percent, expressed as a percentage of the Median score of the full cohort

Changes in the percentages of children achieving six or more points on each assessment scale in 2012 indicate continued improvement. In 2010, the gap between Leeds and national was up to six percentage points on each scale. In 2012, the gap has been consistently reduced, but Leeds still remains two to four percentage points below national on all scales. The data indicates that the biggest improvements in Leeds have been secured by supporting more children to achieve the required level of development consistently across the core Communication, Language and Literacy and Personal and Social Development strands, which are key to achieving the overall Good Level of Development.

Table 7: Percentage of Leeds pupils achieving six plus points at the Foundation Stage 2010 to 2012

Percentage achieving six plus	2010		2011		2012	
	Leeds	Nat*	Leeds	Nat	Leeds	Nat
Personal and Social Development (PSED)						
Dispositions and Attitudes	85	91	87	91	89	92
Social Development	80	86	82	87	85	88
Emotional Development	76	81	79	83	81	85
Communication, Language and Literacy (CLL)						
Language for Communication and Thinking	79	84	81	86	84	87
Linking Sounds and Letters	75	77	76	79	80	83
Reading	71	74	74	76	76	79
Writing	62	65	65	67	69	71
Problem Solving, Reasoning and Numeracy (PSRN)						
Numbers as labels for Counting	86	89	86	90	89	91
Calculating	70	76	72	78	76	80
Shape, Space and Measures	79	84	81	85	83	86
Knowledge and Understanding of the World (KUW)	77	83	80	84	82	86
Physical Development (PD)	87	91	88	91	90	92
Creative Development (CD)	78	82	78	83	81	85

Source: DfE Statistical First Release, SFR23/2012

Notes: * national

Attainment in the Early Years Foundation Stage for Pupil Groups

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 2012.

Table 8: Percentage achieving a Good Level of Development: pupil groups

	Cohort 2012	2010		2011		2012	
	Leeds	Leeds	National	Leeds	National	Leeds	National
Gender							
Girls	4379	62	65	67	68	72	73
Boys	4593	44	47	49	50	55	55
Free School Meal (FSM) eligibility							
Eligible	1993	34	40	40	44	46	48
Not eligible	6979	58	59	64	62	67	67
First language – English as an additional language (EAL)							
EAL	1482	38	47	44	52	48	56
Non EAL	6612	56	58	61	60	66	65
Special Education Needs (SEN)							
No SEN	7852	57	60	63	63	67	68
School Action	321	19	22	25	24	29	27
School Action plus	605	19	18	24	21	29	23
Statement	34	3	5	2	5	0	5
Children Looked After (CLA)							
CLA	60	25		23		38	
All pupils	8878	53		58		63	

Source: National data DfE Statistical First Release, SFR30/2012, local data NCER KEYPAS

Note: cells have been left blank where data is unavailable from any source.

2011 and 2012 FSM figures are not directly comparable due to national changes to the identification of the FSM eligible cohort. From 2012, any child who has been identified as being eligible for FSM at any point in the preceding six years is included in the FSM eligible cohort.

Despite consistent and encouraging improvements for all groups shown in Table 8 above, gaps continue to exist in the outcomes achieved between different groups. For the large part, these gaps are in line with those seen nationally, but the significant exception to this is the group of children for whom English is an additional language. In Leeds, only 48 percent of this group achieved a Good Level of Development, whereas nationally the figure was 56 percent.

Another factor affecting outcomes significantly at this key stage is the month of birth of the child. Table 9 below shows that the proportion of September born children achieving a Good Level of Development is significantly higher than that seen for children born in August. Whilst unsurprising, given the rate at which children naturally develop at this early age, this differential can be a significant factor at a school level, if there is a disproportionate representation of summer born children within the cohort.

Table 9: Outcomes by month of birth

Percentage children with a Good Level of Development	2012 Cohort	2010	2011	2012
September	757	66.3	72.3	72.7
October	794	64.6	69.0	74.7
November	742	60.6	70.0	72.6
December	756	59.9	65.5	69.2
January	698	56	62.2	67.6
February	658	55.7	62.3	63.8
March	734	54.8	58.6	59.7
April	742	50.9	55.2	58.2
May	751	47.6	50.8	57.3
June	694	42.7	50.6	57.1
July	804	40.6	45.1	51.9
August	748	37.5	44.2	48.9

Source: KEYPAS / FSP assessment returns from Leeds schools

Table 10: Foundation Stage outcomes by ethnicity

Percentage pupils with a Good Level of Development at Foundation Stage	Leeds				National		
	2012 Cohort	2010	2011	2012	2010	2011	2012
Asian or Asian British							
Bangladeshi	108	27	39	36	43	51	56
Indian	226	63	66	74	60	65	70
Kashmiri Pakistani	191	33	43	45	44	49	53
Kashmiri Other	5	63	50	20			
Other Pakistani	371	40	42	52			
Other Asian background	166	47	56	54	53	58	64
Black or Black British							
Black Caribbean	57	39	43	67	49	54	60
Black African	382	44	46	54	49	56	61
Other Black Background	167	39	49	66	47	55	59
Mixed Heritage							
Mixed Black African and White	68	49	44	62	53	59	63
Mixed Black Caribbean and White	136	46	49	45	53	57	61
Mixed Asian and White	124	56	60	62	63	64	68
Other Mixed Background	170	55	60	65	57	60	65
Chinese or Other							
Chinese	64	30	63	58	54	58	62
Other Ethnic group	173	41	44	53	47	51	57
White							
White British	5970	57	62	67	58	61	66
White Irish	11	47	67	55	64	66	69
Other White Background	106	51	59	61	49	51	55
White Eastern European	145	29	30	31			
White Western European	39	52	54	67			
Traveller Irish Heritage	14	0	22	36	20	21	28
Gypsy\Roma	29	14	11	14	21	22	26
All pupils	8874	53	58	63	56	59	64

Source: Local data KEYPAS (Leeds), national data DfE Statistical First Release, SFR30/2012

Table 10 above, indicates that children from Asian backgrounds, especially those groups for whom English is often not the first language spoken at home, achieve at a significantly lower level than both the Leeds average and their peers nationally. Indian heritage pupils, however, perform well above the Leeds average and that of their peers nationally. A significant improvement in the outcomes of Black Caribbean heritage children has been achieved this year, improvements have also been seen for the Black African cohort and for children from other Black backgrounds. Most mixed heritage groups in Leeds have outcomes in line with their peers nationally, but this is not the case for the mixed Black Caribbean and White group, who have not seen an improvement and whose outcomes are well below their peers nationally and well below the Leeds average. The growing numbers of children from White Eastern European backgrounds have very low outcomes, but there are no national figures available for this sub group of the Other White Background group. Outcomes for Gypsy, Roma and Traveller groups are amongst the lowest observed for any group.

Key Stage 1

Overall Attainment in the phonics screening check

The DfE introduced a new statutory assessment in 2012. The phonics screening check is conducted with children at the end of Year 1. This assessment is designed to confirm whether children have learnt phonic decoding to an appropriate standard. It aims to identify the children who need extra help to improve their decoding skills. The phonics screening check comprises a list of 40 words that a child reads aloud to their teacher on a one/to/one basis. The list includes real and pseudo-words. Pseudo-words allow the assessment to focus purely on decoding using phonics.

As this is a new assessment, it is likely that the results are less robust than the more established statutory assessments; and that there will be greater variation at a school level and between LAs. 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 33rd on this indicator.

Table 11: Percentage of pupils meeting the required standard of phonic decoding

2012		
Leeds	National	Statistical Neighbours
61	58	59

Source: DfE Statistical First Release, SFR21/2012 ptv2 (provisional data)

Attainment of pupil groups in the phonics screening check

The tables below show that while there are differences in the outcomes observed for pupil groups, they are generally in line with the gaps observed nationally and outcomes in Leeds are generally higher for all groups, compared to their peers nationally. The exceptions to this pattern are the group of children who have a statement of special educational needs and the group of children with English as an additional language (EAL); both of these groups have lower outcomes in Leeds than seen nationally.

Table 12: Percentage of pupils meeting the required standard of phonic decoding: Gender

Percentage of pupils meeting the required standard of phonic decoding	2012	
	Leeds	National
Girls	65	62
Boys	57	54

Source: DfE Statistical First Release, SFR21/2012 ptv2 (provisional data)

Table 13: Percentage of pupils meeting the required standard of phonic decoding: Free School Meal Eligibility (FSM)

Percentage of pupils meeting the required standard of phonic decoding	2012	
	Leeds	National
Eligible	47	44
Non/eligible	65	61

Source: DfE Statistical First Release, SFR21/2012 ptv2 (provisional data)

Table 14: Percentage of pupils meeting the required standard of phonic decoding: Special Educational Needs (SEN)

Percentage of pupils meeting the required standard of phonic decoding	2012	
	Leeds	National
No SEN	68	65
School Action	30	25
School Action plus	31	25
Statemented	7	12

Source: DfE Statistical First Release, SFR21/2012 ptv2 (provisional data)

Table 15: Percentage of pupils meeting the required standard of phonic decoding: First Language

Percentage of pupils meeting the required standard of phonic decoding	2012	
	Leeds	National
EAL	56	58
Non EAL	62	58

Source: DfE Statistical First Release, SFR21/2012 ptv2 (provisional data)

Table 16: Percentage of pupils meeting the required standard of phonic decoding: ethnicity

Percentage of pupils meeting the required standard of phonic decoding	2012	
	Leeds	National
Asian or Asian British		
Bangladeshi	44	59
Indian	72	70
Kashmiri Pakistani	57	57
Kashmiri Other		
Other Pakistani		
Other Asian background	70	66
Black or Black British		
Black Caribbean	55	54
Black African	64	62
Other Black Background	54	58
Mixed Heritage		
Mixed Black African and White	57	58
Mixed Black Caribbean and White	53	54
Mixed Asian and White	61	65
Other Mixed Background	64	61
Chinese or Other		
Chinese	74	69
Other Ethnic group	54	57
White		
White British	62	58
White Irish	52	61
Other White Background	57	53
White Eastern European		
White Western European		
Traveller Irish Heritage	0	16
Gypsy/Roma	7	17
All pupils	61	58

Source: DfE , Statistical First Release, SFR21/2012 ptv2 (provisional data)

Table 16 above illustrates that there is considerable variation in the overall outcomes for children from different ethnic minority groups. Most groups are above or close to their national peer group, but the Bangladeshi group and children from Gypsy, Roma and traveller backgrounds had very low outcomes.

End of Key Stage 1 attainment

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.

Table 17: 2010/2012 Percentage of pupils achieving Level 2 or above at Key Stage 1

Percentage of pupils achieving level 2 plus	2010			2011			2012		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
Reading	82	85	84	83	85	85	84	87	86
Writing	78	81	80	79	81	80	81	83	82
Maths	86	89	89	87	90	89	87	91	89

Source: DfE Statistical First Release, SFR21/2012 lav2 (provisional data)

Table 18: 2010/2012 Percentage of pupils achieving Level 3 or above at Key Stage 1

Percentage of pupils achieving level 3 plus	2010			2011			2012		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
Reading	16	26	24	16	26	23	19	27	24
Writing	6	12	11	7	13	11	8	14	12
Maths	11	20	18	11	20	18	14	22	19

Source: DfE Statistical First Release, SFR21/2012 lav2 (provisional data)

Attainment of pupil groups at the end of Key Stage 1

The tables below show the outcomes at Key Stage 1 for pupil groups. These analyses indicate that the gap between boys' and girls' outcomes in Leeds are wider than seen nationally. The same is true for the difference between Free School Meals (FSM) eligible and non/FSM eligible children, children with SEN and children with EAL. However, outcomes for children who are Looked After in Leeds have improved dramatically in 2012 and are now either above or in line with national.

Table 19: Percentage of pupils attaining level 2 plus: gender

	Gender	2010		2011		2012	
		Leeds	National	Leeds	National	Leeds	National
Reading	Girls	86	89	86	89	89	90
	Boys	78	81	79	82	80	84
Writing	Girls	83	87	84	87	87	88
	Boys	73	76	74	76	74	78
Maths	Girls	88	91	88	91	90	92
	Boys	85	88	86	88	85	89

Source: DfE Statistical First Release, SFR21/2012 lav 2 (provisional data)

Table 20: Percentage of pupils attaining level 2 plus: Free School Meal Eligibility (FSM)

	FSM eligibility	2010		2011		2012	
		Leeds	National	Leeds	National	Leeds	National
Reading	Non eligible	86	88	87	88	88	90
	Eligible	65	72	68	73	71	76
Writing	Non eligible	83	85	84	85	85	86
	Eligible	61	66	62	67	66	70
Maths	Non Eligible	90	92	91	92	91	93
	Eligible	74	80	75	81	76	82

Source: DfE Statistical First Release, SFR21/2012 lav 2

Note: 2011 and 2012 FSM figures are not directly comparable due to national changes to the identification of the FSM eligible cohort. From 2012, any child who has been identified as being eligible for FSM at any point in the preceding six years is included in the FSM eligible cohort.

Table 21: Percentage of pupils attaining level 2 plus: Special Education Needs (SEN)

		2010		2011		2012	
		Leeds	National	Leeds	National	Leeds	National
Reading	No SEN	91	94	92	95	93	95
	Action	49	59	52	59	54	63
	Action plus	43	45	46	46	48	50
	Statement	13	23	15	23	19	23
Writing	No SEN	88	92	89	92	90	93
	Action	42	50	42	50	48	53
	Action plus	37	34	41	37	40	41
	Statement	15	17	11	16	13	17
Maths	No SEN	94	97	95	97	94	97
	Action	61	73	62	73	64	74
	Action plus	53	57	54	58	57	61
	Statement	16	26	19	26	23	26

Source: DfE Statistical First Release, SFR 21/2012 lav2 (provisional data)

Table 22: Percentage of pupils attaining level 2 plus: English as an additional language (EAL)

	First language	2010		2011		2012	
		Leeds	National	Leeds	National	Leeds	National
Reading	EAL	70	81	74	82	77	84
	Non EAL	84	86	85	86	86	88
Writing	EAL	66	77	70	78	74	80
	Non EAL	81	82	81	82	82	84
Maths	EAL	76	86	79	86	81	88
	Non EAL	88	90	89	90	89	91

Source: DfE Statistical First Release, SFR21/2012 lav2 (provisional data)

Table 23: Percentage of pupils attaining level 2 plus: Children Looked After (CLA)

		2010		2011		2012	
		Leeds	National	Leeds	National	Leeds	National
Reading	CLA	52	59	54	59	70	61
Writing	CLA	45	52	41	52	59	57
Maths	CLA	55	63	56	63	70	71

Source: DfE Statistical First Release, SFR30/2011; SFR32/2012

The tables below provide analysis of outcomes at Key Stage 1 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.

Table 24: Key Stage 1 outcomes by ethnicity: reading

Percentage achieving level 2 or above in reading	Leeds				National		
	2012 cohort	2010	2011	2012	2010	2011	2012
Asian or Asian British		76	79	85	85	86	88
Bangladeshi	97	70	73	75	82	84	87
Indian	199	93	93	93	91	92	93
Kashmiri Pakistani	183	69	73	82	81	83	85
Kashmiri Other	9	53	38	100			
Other Pakistani	370	74	80	84			
Other Asian background	150	76	75	83	87	88	89
Black or Black British		75	80	80	82	84	87
Black Caribbean	74	87	81	85	81	82	84
Black African	348	70	79	80	83	85	88
Other Black Background	100	72	76	75	82	84	85
Mixed Heritage		81	82	85	85	86	88
Mixed Black African and White	57	82	76	79	86	87	88
Mixed Black Caribbean and White	131	80	77	83	82	84	86
Mixed Asian and White	96	84	78	86	89	88	90
Other Mixed Background	172	80	88	87	86	86	88
Chinese or Other							
Chinese	47	81	89	81	89	87	90
Other Ethnic group	136	71	72	78	78	79	83
White		83	84	85	85	85	87
White British	5754	84	85	86	86	86	88
White Irish	19	100	88	68	86	87	90
Other White Background	135	71	77	83	77	77	79
White Eastern European	139	55	49	58			
White Western European	29	74	84	86			
Traveller Irish Heritage	9	14	33	11	36	40	39
Gypsy\Roma	32	17	30	31	37	35	38
All pupils	8286	82	83	84	85	85	87

Source: Local data KEYPAS (Leeds), national data RAISEonline (provisional data)

Table 25: Key Stage 1 outcomes by ethnicity: writing

Percentage achieving level 2 or above in writing	Leeds				National		
	2012 cohort	2010	2011	2012	2010	2011	2012
Asian or Asian British		73	75	83	81	82	88
Bangladeshi	97	66	66	74	79	81	83
Indian	199	92	90	92	88	89	91
Kashmiri Pakistani	183	64	67	78	76	78	80
Kashmiri Other	9	59	38	89			
Other Pakistani	370	69	76	84			
Other Asian background	150	74	68	79	84	85	86
Black or Black British		69	73	77	77	79	87
Black Caribbean	74	79	71	74	75	77	86
Black African	348	65	73	80	78	80	83
Other Black Background	100	66	72	71	78	79	80
Mixed Heritage		79	80	82	81	82	88
Mixed Black African and White	57	76	79	79	82	83	83
Mixed Black Caribbean and White	131	77	72	81	77	78	81
Mixed Asian and White	96	79	78	83	85	85	88
Other Mixed Background	172	80	87	84	82	82	85
Chinese or Other							
Chinese	47	84	91	77	87	85	87
Other Ethnic group	136	66	74	74	74	76	79
White		80	81	81	81	82	87
White British	5754	81	81	82	82	82	84
White Irish	19	96	75	63	81	84	86
Other White Background	135	69	77	78	74	73	75
White Eastern European	139	55	48	52			
White Western European	29	65	78	86			
Traveller Irish Heritage	9	14	22	11	31	32	32
Gypsy\Roma	32	13	30	25	32	30	34
All pupils	8286	78	79	81	81	81	83

Source: Local data KEYPAS (Leeds), national data RAISEonline (provisional data)

Table 26: Key Stage 1 outcomes by ethnicity: maths

Percentage achieving level 2 or above in maths	Leeds				National		
	2012 cohort	2010	2011	2012	2010	2011	2012
Asian or Asian British		80	82	86	88	89	84
Bangladeshi	97	73	74	82	86	87	89
Indian	199	96	94	94	93	94	94
Kashmiri Pakistani	183	76	75	81	84	85	87
Kashmiri Other	9	71	75	89			
Other Pakistani	370	75	81	86			
Other Asian background	150	83	83	87	91	91	91
Black or Black British		77	83	81	85	86	82
Black Caribbean	74	87	86	81	84	85	86
Black African	348	74	81	82	85	87	88
Other Black Background	100	79	85	75	85	86	86
Mixed Heritage		86	87	87	89	90	84
Mixed Black African and White	57	87	79	77	90	90	90
Mixed Black Caribbean and White	131	81	84	84	87	88	89
Mixed Asian and White	96	91	85	89	91	91	92
Other Mixed Background	172	86	90	91	90	90	91
Chinese or Other							
Chinese	47	97	94	85	95	94	96
Other Ethnic group	136	79	82	80	84	85	88
White		88	88	88	90	90	83
White British	5754	89	89	89	90	91	91
White Irish	19	100	88	84	90	92	93
Other White Background	135	81	86	84	86	86	87
White Eastern European	139	69	67	67			
White Western European	29	83	88	90			
Traveller Irish Heritage	9	29	56	11	51	55	55
Gypsy\Roma	32	29	43	38	53	50	50
All pupils	8286	86	87	87	89	90	91

Source: Local data KEYPAS (Leeds), national data RAISEonline (provisional data)

Key Stage 2

Overall attainment at KS2

The statutory assessment arrangements at the end of Key Stage 2 were amended in 2012 with the writing test being replaced with a writing assessment. This change, along with the partial boycott of tests in 2010, means that the outcomes observed across the last three years are not directly comparable. With these caveats in mind, 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 107th 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.

Table 27: 2010/2012 Percentage of pupils achieving Level 4 or above in Key Stage 2 tests

Percentage of pupils achieving level 4 plus	2010			2011			2012		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
English	81	80	81	81	82	82	84	85	85
Maths	80	79	82	78	80	82	82	84	84
English and maths	74	73	75	73	74	76	77	79	80

Source: National and local data DfE Statistical First Release, SFR33/2012 1a final

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

Table 28: 2010/2012 Percentage of pupils achieving Level 5 or above in Key Stage 2 tests

Percentage pupils achieving level 5 plus	2010			2011			2012		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
English	33	33	33	29	29	29	35	38	36
Maths	33	34	36	32	35	36	36	39	39

Source: National and local data DfE Statistical First Release, SFR33/2012 1a final

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

Table 29: Primary schools below the floor standards

	Number below floor standard			Percentage below floor standard		
	2010	2011	2012	2010	2011	2012
Below 60 percent	21	34	16	10	16	7
Below 65 percent	26	34	23	12	16	11

Source: DfE Performance Tables

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. The government has committed to raising the floor standard in future years, therefore data is provided using both the 60 percent and 65 percent threshold of level 4 or above in English and 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).

Table 30: 2010/2012 Percentage of pupils making 2 levels of progress between Key Stage 1 and Key Stage 2

Percentage making 2 levels progress	2010			2011			2012		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
English	86	83	84	88	84	85	92	89	90
Maths	84	82	83	85	83	85	89	87	89

Source: DfE Statistical First Release, SFR33/2012 la final

Note: 2010 statistical neighbour average excludes North Tyneside as an insufficient number of schools in these authorities participated in KS2 tests

The percentage of children making expected progress has seen an encouraging improvement 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 23rd in English and 41st in maths.

Table 31 below shows the value added judgements provided by Fischer Family Trust. These provide a more sophisticated measure of pupil progress than the DfE 'expected progress' measure. These 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. The LA score is not significance tested within RAISEonline.

Table 31: Fischer Family Trust value/added: Percentage difference between estimated and actual

Percentage difference between estimate and actual	2010	2011	2012	3 year trend
English & maths / level 4 plus	+2.3	+2.1	+1.8	+2.1
English & maths / level 5 plus	+2.8	+3.8	+4.3	+3.6
English / level 4 plus	+1.0	+1.5	+0.9	+1.1
English / level 5 plus	+2.6	+5.3	+3.9	+3.9
English – 2 levels progress	+2.1	+2.9	+1.7	+2.2
Maths – level 4 plus	+1.7	+1.4	+1.4	+1.5
Maths – level 5 plus	+2.7	+3.6	+4.0	+3.4
Maths – 2 levels progress	+2.6	+2.2	+2.1	+2.3

Source: FFT live database

Attainment at KS2 by pupil groups

The tables below show the outcomes at Key Stage 2 for identified pupil groups. They indicate that there is significant variation in outcomes, but patterns are not entirely consistent. Boy's outcomes have improved. Results for pupils eligible for Free School Meals have also improved, but the gap between these children and those who are not eligible is wider in Leeds than national on the attainment and progress measures. The percentage of pupils eligible for free school meals making two levels progress is higher in Leeds than nationally. Attainment gaps for SEN children are generally wider in Leeds than the national equivalents, but again their progress is better in Leeds than national. Both attainment and progress are generally poorer for EAL children in Leeds compared to national. Outcomes for Children Looked After in Leeds have improved dramatically in 2012 and are now above or in line with national.

Table 32: Percentage of pupils attaining level 4 plus: gender

	Gender	2010		2011		2012	
		Leeds	National	Leeds	National	Leeds	National
English	Girls	85	85	86	86	88	89
	Boys	76	76	75	77	80	82
Maths	Girls	79	80	79	80	81	84
	Boys	80	80	78	80	83	84
English and Maths	Girls	75	77	77	77	78	82
	Boys	71	71	70	72	76	77

Source: DfE Statistical First Release, SFR33/2012 la final

Table 33: Percentage of pupils making 2 levels progress in 2012: gender

	English		Maths	
	Leeds	National	Leeds	National
Girls	93	92	87	87
Boys	90	89	90	89

Source: Local data KEYPAS (Leeds), national data DfE Statistical First Release, SFR 33/2012nt

Table 34: Percentage of pupils attaining level 4 plus: Free School Meal Eligibility (FSM)

	FSM eligibility	2010		2011		2012	
		Leeds	National	Leeds	National	Leeds	National
English	Non eligible	84	84	85	85	87	88
	Eligible	63	65	65	67	71	74
Maths	Non eligible	83	83	83	84	86	87
	Eligible	62	66	63	67	69	73
English and Maths	Non Eligible	78	77	78	78	82	83
	Eligible	52	56	54	58	61	66

Source: National and local data DfE Statistical First Release, SFR33/2012 1a

Notes: Definition change so data not comparable with previous years - 2012 English was calculated from reading test results and writing teacher assessment rather than from reading and writing tests as in previous years.

2011 and 2012 FSM figures are not directly comparable due to national changes to the identification of the FSM eligible cohort. From 2012, any child who has been identified as being eligible for FSM at any point in the preceding six years is included in the FSM eligible cohort.

Table 35: Percentage of pupils making two levels progress in 2012: FSM

	English		Maths	
	Leeds	National	Leeds	National
Non eligible	93	90	90	88
Eligible	87	86	83	81

Source: National data DfE Statistical First Release, SFR33/2012nt, local data KEYPAS (Leeds)

Table 36: Percentage of pupils attaining level 4 plus: Special Education Needs (SEN)

		2010		2011		2012	
		Leeds	National	Leeds	National	Leeds	National
English	No SEN	91	93	92	93	94	96
	Action	46	55	50	57	54	65
	Action plus	37	37	41	41	47	48
	Statement	14	17	13	20	13	22
Maths	No SEN	88	91	89	91	91	94
	Action	50	57	51	58	55	64
	Action plus	43	45	41	46	51	52
	Statement	11	20	15	21	13	23
English and Maths	No SEN	84	87	85	88	88	92
	Action	35	41	37	43	42	52
	Action plus	29	29	30	31	40	38
	Statement	10	13	12	15	10	17

Source: DfE Statistical First Release, SFR33/2012 1a

Note: Definition change, data not comparable with previous years. In 2012, English was calculated from reading test results and writing teacher assessment rather than from reading and writing tests as in previous years.

Table 37: Percentage of pupils making 2 levels progress in 2012: SEN

	English		Maths	
	Leeds	National	Leeds	National
No SEN	95	93	93	92
Action	84	87	77	77
Action plus	83	79	78	71
Statement	37	46	45	45

Source: National data DfE Statistical First Release, SFR33/2012nt, local data KEYPAS (Leeds)

Table 38: Percentage of pupils attaining level 4 plus: first language – English as an additional language

	First language	2010		2011		2012	
		Leeds	National	Leeds	National	Leeds	National
English	EAL	72	75	73	79	78	83
	Non EAL	82	81	82	82	85	86
Maths	EAL	71	77	72	79	78	83
	Non EAL	81	81	80	81	83	84
English * & Maths	EAL	63	69	65	72	71	78
	Non EAL	75	74	74	75	78	80

Source: DfE Statistical First Release, SFR33/2012 la

*Note: Definition change - data not comparable with previous years. In 2012, English was calculated from reading test results and writing teacher assessment rather than from reading and writing tests as in previous years.

Table 39: Percentage of pupils making 2 levels progress in 2012: first language

	English		Maths	
	Leeds	National	Leeds	National
EAL	90	91	87	90
Non EAL	92	89	89	87

Source: National data DfE Statistical First Release, SFR33/2012 nt, local data KEYPAS (Leeds)

Table 40: Percentage of pupils attaining level 4 plus: Children Looked After (CLA)

	2010		2011		2012	
	Leeds	National	Leeds	National	Leeds	National
English	41	45	54	50	60	60
Maths	36	44	39	48	55	56
English and Maths	26	36	36	40	51	50

Source: DfE Statistical First Release, SFR32/2012

Note: all Children Looked After for the 6 months to 31 May 2012, where Leeds is their care authority

Table 41: Percentage of pupils making 2 levels progress in 2012: Children Looked After (CLA)

	English	Maths
CLA	77	72

Source: Local data KEYPAS (Leeds)

Note: all children looked after for the six months to 31 May 2012, where Leeds is their care authority

The tables below show the outcomes at Key Stage 2 for pupils from different ethnic backgrounds. These analyses indicate that there is 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.

Table 42: Key Stage 2 outcomes by ethnicity: English

Percentage achieving level 4 or above in English	Leeds				National		
	2012 cohort	2010	2011	2012	2010	2011	2012
Asian or Asian British	912	75	77	80	80	81	86
Bangladeshi	121	77	79	83	80	82	88
Indian	155	86	89	91	87	88	90
Kashmiri Pakistani	120	79	81	78			
Kashmiri Other	18	29	82	67			
Other Pakistani	405	71	72	76			
Other Asian background	93	71	73	80	81	82	85
Black or Black British	365	71	70	79	77	79	85
Black Caribbean	72	78	72	72	78	79	85
Black African	233	65	72	76	78	79	83
Other Black Background	60	77	68	82	75	77	86
Mixed Heritage	355	77	79	85	83	83	87
Mixed Black African and White	31	70	75	87	83	83	86
Mixed Black Caribbean and White	132	76	77	81	79	79	84
Mixed Asian and White	75	80	85	89	87	86	89
Other Mixed Background	117	79	79	85	83	84	87
Chinese or Other							
Chinese	44	89	73	84	87	88	88
Other Ethnic group	108	74	72	69	74	73	79
White	5644	82	82	85	80	82	86
White British	5406	82	82	85	81	82	86
White Irish	16	90	93	100	85	87	91
Other White Background	56	59	79	86			
White Eastern European	91	58	62	60			
White Western European	36	100	71	78			
Traveller Irish Heritage	4	0	67	50	33	38	44
Gypsy/Roma	35	50	40	37	31	30	37
All pupils	7428	81	81	84	80	81	85

Source: Local data KEYPAS (Leeds), national data DfE Statistical First Release, SFR33/2012 la final

Table 43: Key Stage 2 outcomes by ethnicity: maths

Percentage achieving level 4 or above in maths	Leeds				National		
	2012 cohort	2010	2011	2012	2010	2011	2012
Asian or Asian British	912	72	74	79	80	80	85
Bangladeshi	121	80	77	77	78	80	85
Indian	155	77	83	89	87	86	90
Kashmiri Pakistani	120	79	71	74			
Kashmiri Other	18	14	73	72			
Other Pakistani	405	66	70	75	74	75	80
Other Asian background	93	78	82	86	83	84	87
Black or Black British	365	70	65	77	75	75	81
Black Caribbean	72	73	69	71	73	73	78
Black African	233	67	68	73	76	76	82
Other Black Background	60	68	58	80	71	73	79
Mixed Heritage	355	80	76	79	81	80	84
Mixed Black African and White	31	90	72	71	81	79	83
Mixed Black Caribbean and White	132	75	75	76	78	77	80
Mixed Asian and White	75	80	74	88	85	85	88
Other Mixed Background	117	86	81	80	81	81	85
Chinese or Other							
Chinese	44	100	81	91	92	94	94
Other Ethnic group	108	74	82	74	78	78	81
White	5644	81	80	83	80	81	84
White British	5406	81	80	83	81	81	85
White Irish	16	86	86	88	84	85	88
Other White Background	56	76	85	82			
White Eastern European	91	81	70	69			
White Western European	36	91	76	83	78	78	82
Traveller Irish Heritage	4	0	50	75	38	39	47
Gypsy\Roma	35	50	32	43	31	33	39
All pupils	7428	80	78	84	79	80	84

Source: Local data KEYPAS (Leeds), national data DfE Statistical First Release, SFR33/2012 la final

Table 44: Key Stage 2 outcomes by ethnicity: English and maths

Percentage achieving level 4 or above in English and maths	Leeds				National		
	2012 cohort	2010	2011	2012	2010	2011	2012
Asian or Asian British	912	66	69	74	74	74	80
Bangladeshi	121	70	70	74	72	74	81
Indian	155	76	80	87	82	82	86
Kashmiri Pakistani	120	75	66	71			
Kashmiri Other	18	14	73	61			
Other Pakistani	405	59	64	69	68	68	74
Other Asian background	93	66	72	75	76	78	81
Black Or Black British	365	64	60	70	68	69	77
Black Caribbean	72	69	63	61	66	67	74
Black African	233	60	63	68	70	70	78
Other Black Background	60	64	55	73	65	67	74
Mixed Heritage	355	70	72	74	75	75	80
Mixed Black African and White	31	60	69	68	75	74	79
Mixed Black Caribbean and White	132	68	68	72	71	70	76
Mixed Asian and White	75	71	71	84	81	81	84
Other Mixed Background	117	73	77	73	76	76	81
Chinese Or Other							
Chinese	44	89	69	84	85	86	87
Other Ethnic group	108	65	69	67	69	68	74
White	5644	75	74	78	74	75	80
White British	5406	75	75	79	74	75	80
White Irish	16	81	86	88	79	81	86
Other White Background	56	59	75	75			
White Eastern European	91	55	60	59			
White Western European	36	91	67	72	68	68	74
Traveller Irish Heritage	4	0	33	50	26	30	36
Gypsy\Roma	35	50	20	31	23	23	30
All pupils	7428	74	73	77	73	74	79

Source: Local data KEYPAS (Leeds), national data DfE Statistical First Release, SFR33/2012 la final

Table 45: Percentage of pupils making 2 levels progress in 2012: ethnicity

	English		Maths	
	Leeds	National	Leeds	National
Asian or Asian British				
Bangladeshi	93	94	88	91
Indian	97	92	92	92
Kashmiri Pakistani	92	91	85	87
Kashmiri Other	88		88	
Other Pakistani	92		86	
Other Asian background	89	91	87	91
Black or Black British				
Black Caribbean	88	90	84	83
Black African	93	91	92	89
Other Black Background	88	90	89	86
Mixed Heritage				
Mixed Black African and White	100	90	74	87
Mixed Black Caribbean and White	93	89	84	84
Mixed Asian and White	93	92	88	90
Other Mixed Background	90	91	87	88
Chinese or Other				
Chinese	95	94	97	96
Other Ethnic group	92	91	97	90
White				
White British	92	89	89	87
White Irish	100	89	93	88
Other White Background	93	91	89	90
White Eastern European	89		89	
White Western European	88		92	
Traveller Irish Heritage	75	77	100	68
Gypsy/Roma	50	71	54	66
All pupils	92	89	89	87

Source: Local data KEYPAS (Leeds), national data DfE Statistical First Release, SFR33/2012nt

Attendance and Persistent Absence

Attendance

Table 46: Percentage attendance in primary schools (half-terms 1-4)

	2009/10	2010/11	2011/12
Leeds	94.3	94.7	95.8
National	94.7	94.9	95.6
Statistical Neighbour average	94.7	94.9	95.7

Source: DfE Statistical First Release, SFR22/2012

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.

Table 47: Percentage authorised absence in primary schools (half-terms 1-4)

	2009/10	2010/11	2011/12
Leeds	4.9	4.5	3.5
National	4.7	4.5	3.7
Statistical Neighbour average	4.7	4.5	3.7

Source: DfE Statistical First Release, SFR22/2012

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 is in the top quartile of local authorities for primary authorised absence.

Table 48: Percentage unauthorised absence in primary schools (half-terms 1-4)

	2009/10	2010/11	2011/12
Leeds	0.9	0.8	0.7
National	0.7	0.7	0.6
Statistical Neighbour average	0.6	0.7	0.6

Source: DfE Statistical First Release, SFR22/2012

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 81st in 2011/12.

Absence reduced for all reasons in 2011/12. There was a significant decrease in absence due to illness, and this was also seen nationally, there is anecdotal evidence from across the country that there were lower levels of seasonal flu during the last academic year. There was also a reduction in absence due to religious observance due to less religious holidays falling during term time, also many schools schedule their statutory training days to coincide with religious holidays to minimise the impact on school attendance. Absence due to agreed family holidays also fell, with only a marginal increase in non-agreed family holidays, therefore there has been an overall decrease in absence due to holidays. In previous years the reduction in authorised holidays has been matched by an increase in unauthorised holidays. This is an indication that the increased consistency of the message around holidays in term-time linked to the increased number of cluster based attendance policies is having an impact on attendance. Absence due to holidays is now in-line with national levels of absence for this reason. Absence due to other authorised reason and other unauthorised reason also reduced in 2011/12.

Table 49: Reasons for absence from primary schools (half-terms 1-4)

Reason for absence	Leeds		National	
	2010/11	2011/12	2010/11	2011/12
Authorised absence				
Illness	3.12	2.57	3.29	2.8
Medical/Dental appointments	0.25	0.25	0.25	0.2
Religious observance	0.19	0.07	0.12	0.0
Study leave	0.00	0.00	0.00	0.0
Traveller absence	0.02	0.01	0.02	0.0
Agreed family holiday	0.54	0.41	0.45	0.4
Agreed extended family holiday	0.03	0.02	0.01	0.0
Excluded	0.01	0.01	0.02	0.0
Other authorised reason	0.32	0.17	0.27	0.2
Unauthorised absence				
Not agreed family holiday	0.19	0.20	0.15	0.2
Arrived after registers closed	0.08	0.07	0.06	0.1
Other unauthorised reason	0.42	0.37	0.37	0.3
No reason yet provided	0.13	0.09	0.10	0.1

Source: National data DfE Statistical First Release, SFR22/2012, local data Leeds School Census

Persistent Absence

The DfE definition of persistent absence is a pupil with 15 percent of absence over the school year. The percentage of pupils that met this threshold in 2012 in Leeds primary schools was 3.3 percent, 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 79th among local authorities for this measure.

Table 50: Percentage persistent absentees – 15 percent absence threshold (half-terms 1-4)

	2009/10	2010/11	2011/12
Leeds	6.6*	5.5	3.3
National	5.0	5.2	3.4
Statistical Neighbour average		5.5	3.4

Source: DfE Statistical First Release, SFR22/2012; * locally calculated

Table 51: Attendance and persistent absence by year group (half-terms 1-4)

	Percentage of attendance				Percentage of persistent absence		
	Leeds		National		Leeds		National
	2010/11	2011/12	2010/11	2011/12	2010/11	2011/12	2011/12
Year 1	94.0	95.1	94.2	94.9	7.2	4.5	4.7
Year 2	94.6	95.5	94.8	95.5	5.4	3.7	3.4
Year 3	94.9	96.0	95.1	95.9	4.9	2.8	3.0
Year 4	94.9	96.1	95.1	95.9	5.0	2.5	2.9
Year 5	94.8	96.0	95.2	95.8	5.3	3.1	3.0
Year 6	95.1	96.0	95.2	95.8	4.5	2.9	3.1

Source: National data DfE Statistical First Release, SFR22/2012, local data Leeds School Census

Attendance is lower and persistent absence higher, in Key Stage 1 than in Key Stage 2. This is the same pattern as seen nationally. Attendance is higher or in-line with national attendance for all year groups.

Table 52: Attendance and persistent absence: gender (half-terms 1-4)

	Gender	2009/10		2010/11		2011/12	
		Leeds	National	Leeds	National	Leeds	National
Percentage of attendance	Girls	94.3	94.7	94.7	94.9	95.7	95.6
	Boys	94.3	94.7	94.7	94.9	95.8	95.6
Percentage of persistent absence	Girls	6.2		5.6		3.3	3.3
	Boys	6.6		5.3		3.3	3.4

Source: National data DfE Statistical First Release, SFR22/2012, local data Leeds School Census

There are no significant differences in attendance between girls and boys in primary schools, both in Leeds and nationally. Levels of persistent absence were also the same for boys and girls in 2011/12.

Table 53: Attendance and persistent absence: Free School Meal (FSM) eligibility (half-terms 1-4)

	FSM eligibility	2009/10		2010/11		2011/12	
		Leeds	National	Leeds	National	Leeds	National
Percentage of attendance	Not Eligible	95.0	95.1	95.3	95.3	96.3	96.0
	Eligible	91.4	92.6	92.4	92.8	93.9	93.9
Percentage of persistent absence	Not Eligible	4.2		3.6		2.1	2.5
	Eligible	14.2		11.6		7.5	7.3

Source: National data DfE Statistical First Release, SFR22/2012, local data Leeds School Census

Note: 2011 and 2012 FSM figures are not directly comparable due to national changes to the identification of the FSM eligible cohort. From 2012, any child who has been identified as being eligible for FSM at any point in the preceding six years is included in the FSM eligible cohort.

Attendance for pupils eligible for free school meals is lower than for pupils who are not eligible. Improvement in attendance has been greater for pupils eligible for free school meals and therefore the gap has closed, however attendance remains 2.4 percentage points lower than for non-eligible pupils. Attendance for pupils not eligible for free school meals has always been in-line with national whereas attendance for pupils eligible for free school meals in Leeds has been lower than national levels of attendance for free school meal eligible pupils. In 2011/12 attendance for eligible pupils was in-line with national. Levels of persistent absence are also higher for pupils eligible for free school meals, being over three times higher than for pupils who aren't eligible for free school meals. Levels of persistent absence for free school meals eligible pupils in Leeds has almost halved since 2009/10 and is now only marginally higher than persistent absence for free school meal eligible pupils nationally.

Table 54: Attendance and persistent absence: Special Education Needs (SEN) (half-terms 1-4)

	SEN	2009/10		2010/11		2011/12	
		Leeds	National	Leeds	National	Leeds	National
Percentage of attendance	No SEN	94.7	95.1	95.1	95.3	96.0	95.9
	Action	92.7	93.5	93.3	93.8	94.7	94.7
	Action plus	92.5	93.0	93.3	93.3	94.7	94.2
	Statement	91.6	92.4	92.1	92.6	93.4	93.3
Percentage of persistent absence	No SEN	5.0		4.2		2.5	2.7
	Action	11.0		10.0		6.1	5.5
	Action plus	11.8		9.9		6.4	6.8
	Statement	15.0		12.8		8.7	8.9

Source: National data DfE Statistical First Release, SFR22/2012, local data Leeds School Census

Pupils with SEN have lower levels of attendance and higher levels of persistent absence than those with no SEN. Attendance falls and persistent absence rises as the severity of SEN increases, with pupils with statements of SEN having levels of persistent absence over three times higher than pupils with no SEN. Improvements in attendance and persistent absence have been seen for all levels of SEN. Attendance is above national for all SEN groups and levels of persistent absence are lower than national for all SEN groups except School Action.

Table 55: Attendance and persistent absence: Children Looked After (CLA) (half-terms 1-4)

	2009/10		2010/11		2011/12	
	Leeds	National	Leeds	National	Leeds	National
Percentage of attendance	95.9	96.4	96.4		97.1	
Percentage of persistent absence	1.7		2.0		2.0	

Source: National data – attendance – 2009/10, 2010/11 half term 1-5 from DfE Statistical First Release, SFR22/2012; persistent absence and 2012 from School Census, 2011/12 data for half terms 1-4 (provisional)

Attendance of children looked after in Leeds primary schools improved in 2011/2012 and remains higher than levels of attendance for all Leeds primary pupils. Levels of persistent absence are also low for children looked after in primary schools.

Table 56: Attendance and persistent absence: English as an additional language (EAL) (half-terms 1-4)

	First Language	2009/10		2010/11		2011/12	
		Leeds	National	Leeds	National	Leeds	National
Percentage of attendance	EAL	92.5	93.8	93.2	94.0	94.9	95.2
	Non EAL	94.6	94.8	95.0	95.0	95.9	95.7
Percentage of persistent absence	EAL	10.3		8.0		5.1	4.0
	Non EAL	5.6		4.9		2.9	3.2

Source: National data DfE Statistical First Release, SFR22/2012, local data Leeds School Census

Pupils in primary schools that have EAL have lower levels of attendance and higher levels of persistent absence than pupils with English as their first language. Attendance for pupils with EAL in Leeds is lower than for the same group nationally and levels of persistent absence are higher.

Table 57: Attendance by ethnicity (half-terms 1-4)

Percentage of attendance	Leeds			National		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
Asian or Asian British	92.5	93.0	95.0	93.6	93.8	95.2
Bangladeshi	90.6	91.8	93.8	92.7	93	94.7
Indian	94.3	94.4	95.6	94.6	94.7	95.7
Kashmiri Other	91.7	92.0	94.7	93.0	93.2	94.9
Kashmiri Pakistani	92.5	92.7	95.1			
Other Pakistani	92.2	92.8	95.0			
Other Asian background	92.5	93.0	95.2	94.4	94.7	95.6
Black or Black British	95.2	95.8	96.7	95.3	95.6	96.4
Black Caribbean	95.0	95.4	96.2	94.5	94.8	95.6
Black African	95.6	96.0	97.1	95.7	96.0	96.9
Other Black Background	94.0	95.0	95.9	94.9	95.3	96.0
Mixed Heritage	93.8	94.3	95.4	94.1	94.4	95.2
Mixed Black African and White	94.5	93.7	95.6	94.6	94.7	95.5
Mixed Black Caribbean and White	93.8	94.1	95.2	93.8	94.1	94.8
Mixed Asian and White	93.4	93.8	95.2	94.4	94.5	95.4
Other Mixed Background	93.8	94.8	95.7	94.1	94.4	95.2
Chinese or Other						
Chinese	96.0	96.7	97.3	96.0	96.2	96.7
Other Ethnic group	91.8	92.8	94.1	93.7	93.9	95.1
White	94.5	95.0	95.9	94.8	95.0	95.6
White British	94.7	95.1	96.0	94.9	95.1	95.8
White Irish	94.3	94.9	96.1	94.2	94.5	95.2
Other White Background	92.4	94.3	95.1	93.5	93.8	94.6
White Eastern European	90.5	91.3	92.3			
White Western European	94.2	94.0	95.3			
Traveller Irish Heritage	75.7	83.5	83.9	78.1	78.8	79.9
Gypsy/Roma	84.1	83.9	87.4	83.0	83.9	86.0
All pupils	94.3	94.7	95.8	94.7	94.9	95.6

Source: National data DfE Statistical First Release, SFR 22/2012, local data Leeds School Census

Attendance improved for all Asian heritage groups in 2011/12. Improvements for pupils of Bangladeshi, Pakistani and Other Asian heritage improved by greater than the Leeds average and therefore closed the gap. Attendance for Bangladeshi pupils in Leeds remains lower than for this group nationally, attendance of pupils of Pakistani heritage is now in-line with national levels of attendance for this group.

Attendance for all Black heritage groups remains above the Leeds average and attendance for these groups is above or in-line with national levels of attendance. Mixed heritage groups also closed the gap, to both the average primary school attendance in Leeds and to national levels of attendance for these groups.

The improvement in attendance seen for pupils of White Eastern European heritage was less than the overall improvement in Leeds, therefore the gap has widened for these pupils and their attendance is 3.5 percentage points lower than the Leeds average. Attendance for pupils of Gypsy/Roma and White Irish Traveller heritage remain significantly lower than the Leeds average, but attendance for these groups in Leeds is higher than nationally.

Table 58: Persistent absence by ethnicity (half-terms 1-4)

Percentage of attendance	Leeds			National		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
Asian or Asian British	9.9	8.2	4.2			4.1
Bangladeshi	12.8	10.4	5.6			4.9
Indian	5.1	5.2	3.2			3.1
Kashmiri Other	17.6	12.0	2.8			
Kashmiri Pakistani	10.2	9.1	4.1			
Other Pakistani	10.7	8.0	4.6			4.7
Other Asian background	10.1	9.4	3.7			3.3
Black or Black British	4.0	3.6	2.0			2.4
Black Caribbean	4.9	6.1	2.9			4.0
Black African	2.6	2.6	1.4			1.6
Other Black Background	9.2	5.0	3.0			3.1
Mixed Heritage	8.2	6.9	4.5			4.5
Mixed Black African and White	6.2	8.5	3.2			4.0
Mixed Black Caribbean and White	7.6	7.8	4.9			5.5
Mixed Asian and White	11.5	7.9	4.2			3.7
Other Mixed Background	7.5	5.1	4.7			4.3
Chinese or Other						
Chinese	1.4	1.3	0.8			2.1
Other Ethnic group	14.2	9.0	7.0			3.9
White	5.7	5.0	3.1			3.3
White British	5.3	4.6	2.7			3.0
White Irish	5.8	7.5	5.0			4.5
Other White Background	11.2	5.3	4.2			5.0
White Eastern European	15.3	13.0	11.2			
White Western European	6.0	5.0	3.0			
Traveller Irish Heritage	55.9	32.8	36.2			41.6
Gypsy/Roma	37.6	30.3	25.6			29.7
All pupils	6.6*	5.5	3.3		5.2	3.4

Source: National data DfE Statistical First Release, SFR 22/2012, local data Leeds School Census

Levels of persistent absence fell for all ethnic groups except pupils of White Irish Traveller heritage. Some of the biggest improvements were achieved for groups that previously had the highest levels of persistent absence, such as pupils of Bangladeshi, Pakistani and mixed heritage.

There was no significant decrease in levels of persistent absence for pupils of White Eastern European heritage and this group has levels of persistent absence over three times higher than the Leeds average. Persistent absence is highest for pupils of Gypsy/Roma and White Irish Traveller heritage.

Table 59: Ofsted Grades January 2012 – December 2012

DfES	School	Previous Inspection Grade	Date	New Inspection Grade	Date
3030	Aberford CofE Voluntary Controlled Primary School	3	28/09/2010	3	02/10/2012
2416	Adel Primary School	2	17/07/2007	2	06/03/2012
3909	All Saint's Richmond Hill CofE Primary School	2	22/05/2007	3	28/02/2012
3931	Allerton CofE Primary School	3	29/04/2009	2	28/02/2012
2484	Armley Primary School	3	13/05/2010	3	20/11/2012
2401	Ashfield Primary School	3	28/01/2010	2	07/11/2012
2470	Beeston Primary School	3	03/11/2010	2	27/09/2012
2408	Blenheim Primary School	2	10/06/2009	2	20/06/2012
2433	Bracken Edge Primary School	3	14/12/2010	2	04/12/2012
2369	Birchfield Primary School	3	19/10/2010	3	05/12/2012
2445	Brownhill Primary School	3	17/10/2012	3	03/02/2011
2409	Brudenell Primary School	3	6/05/2009	2	09/01/2012
2301	Calverley Parkside Primary School	3	25/11/2009	2	22/11/2012
2308	Carlton Primary School	2	05/03/2008	2	20/11/2012
2486	Castleton Primary School	2	12/03/2007	2	06/02/2012
2427	Chapel Allerton Primary School	3	21/10/2008	3	16/01/2012
2453	Colton Primary School	2	06/06/2008	1	26/09/2012
2472	Cottingley Primary School	3	10/12/2008	4	30/04/2012
2400	Deighton Gates Primary School	3	31/01/2005	2	16/10/2012
2395	East Garforth Primary School	3	02/02/2010		December
2447	Grange Farm Primary School	2	01/11/2007	2	10/05/2012
2303	Greenside Primary	2	15/09/2008	2	10/07/2012
2448	Grimes Dyke Primary School	3	22/09/2010	2	13/12/2012
3922	Hollybush Primary School	3	21/01/2010	2	24/10/2012
3372	Holy Family Catholic Primary School	3	17/05/2010	2	20/11/2012
2450	Hovingham Primary School	3	29/03/2010	3	11/09/2012
2483	Hugh Gaitskell Primary School	4	24/11/2010	3	29/02/2012
2474	Hunslet Carr Primary School	3	15/03/2010	2	17/10/2012
2475	Hunslet Moor Primary School	3	05/07/2010	3	03/10/2012
2410	Iveson Primary School	3	18/11/2008	4	30/01/2012
2434	Kerr Mackie Primary School	3	14/02/2011	2	03/10/2012
2801	Kippax Ash Tree Primary School	3	15/10/2008	2	30/05/2012
2399	Kippax North Junior and Infant School	2	06/11/2006	2	03/07/2012
2497	Lawns Park Primary School	2	18/10/2006	3	06/02/2012
2365	Lowtown Primary School	3	25/02/2010	2	05/12/2012
3930	Mill Field Primary School	2	05/05/2009	2	21/03/2012
2439	Moor Allerton Hall Primary School	3	16/02/2011	2	16/10/2012
2321	Morley Newlands Primary School	3	25/01/2010	2	07/11/2012
2397	Ninlands Primary School	1	14/03/2007	2	13/12/2012
2459	Oakwood Primary School	3	27/01/2011	3	13/12/2012
2513	Otley All Saints CofE Primary School	2	28/04/2008	2	10/10/2012
2405	Otley The Whartons Primary School	1	12/10/2005	3	25/06/2012
2327	Oulton Primary School	3	22/09/2010	3	05/12/2012
2467	Parklands Primary School	3	05/05/2010	2	11/12/2012
2356	Queensway Primary School	2	24/11/2008	2	26/06/2012
2489	Raynville Primary School	3	07/02/2011	2	10/10/2012
2451	Richmond Hill Primary School	2	30/06/2003	2	09/05/2012
2002	Rufford Park Primary School	3	18/05/2009	2	09/01/2012
3377	Sacred Heart Catholic Primary School	3	11/05/2010	3	03/10/2012
2275	Scholes (Elmet) Primary School	1	20/09/2006	2	30/05/2012
2293	Seven Hills Primary School	2	09/01/2008	3	18/04/2012
2510	Sharp Lane Primary School	2	09/02/2004	2	10/05/2012
3045	St James' CofE Voluntary Controlled Primary School	2	30/06/2009	2	22/03/2012
3047	St Mary's CofE Controlled Primary School Boston Spa	2	20/09/2006	2	10/05/2012
3379	St Philip's Catholic Primary and Nursery School	2	02/07/2009	2	25/06/2012
3385	St Theresa's Catholic Primary School	2	10/11/2008	2	09/01/2012

DfES	School	Previous Inspection Grade	Date	New Inspection Grade	Date
2465	Templenewsam Halton Primary School	2	18/09/2008	2	05/03/2012
2421	Weetwood Primary School	2	20/11/2006	2	20/03/2012
2403	Westgate Primary School	2	23/04/2008	2	11/09/2012
2466	Whitkirk Primary School	2	12/11/2008	2	25/01/2012
2471	Windmill Primary School	2	25/09/2008	2	23/04/2012
2461	Woodlands Primary School	3	24/02/2010	2	07/11/2012
2457	Wykebeck Primary School	3	15/03/2010	3	07/11/2012
2324	Yeadon Westfield Junior School	2	26/11/2007	2	20/06/2012

Primary Exclusions

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.

Due to discrepancies between exclusions recorded on Synergy Education Case Management System and recorded on the school census, analysis of fixed-term exclusions is not yet available.

Inspections

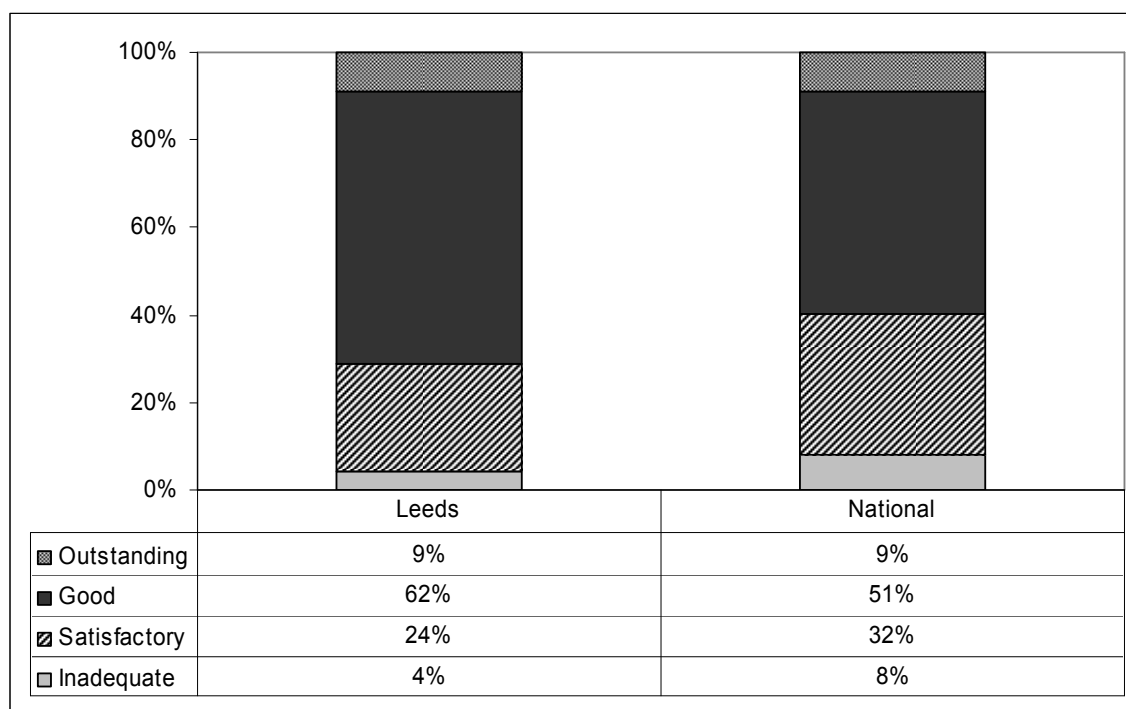
When looking at Ofsted inspections, it should be remembered that not every school is inspected every year. Schools judged in their last inspection as 'good' have less frequent inspections than schools judged as 'requires Improvement' (or 'satisfactory' under the previous framework) or 'inadequate.' Schools judged to be 'outstanding' at their last inspection are now exempt from routine inspection, unless Ofsted have reason to believe that the school's performance has declined, e.g., a marked fall in attainment, falling attendance, parental complaints, etc. As such, in order to give a full view of schools' Ofsted inspections, this report will consider the most recent inspection for each school in addition to looking at all of the inspections that took place in the last academic year.

The framework for school inspection changed at the start of January 2012. The main change was to reduce the number of inspection judgements to just five: overall effectiveness; achievement; quality of teaching; behaviour and safety of pupils; and quality of leadership and management. This framework also established the precedent that schools can only be judged outstanding overall if they have an outstanding judgement for the quality of teaching.

Sixteen primary schools were inspected in the autumn term of 2011/12 under the framework that applied at the time (dating from September 2009), and 29 primary schools were inspected in the spring and summer terms of 2011/12 under the January 2012 framework. The school inspection framework changed again in September 2012. Under the current framework the 'satisfactory' judgement has been replaced with 'requires improvement.'

Chart 1 below shows the breakdown of the overall effectiveness judgements of Leeds school inspections in 2011/12, compared to the breakdown of primary schools nationally, and of primary schools in Leeds' statistical neighbour authorities.

Chart 1: Breakdown of overall effectiveness judgements for all primary school inspections in 2011/12 academic year.

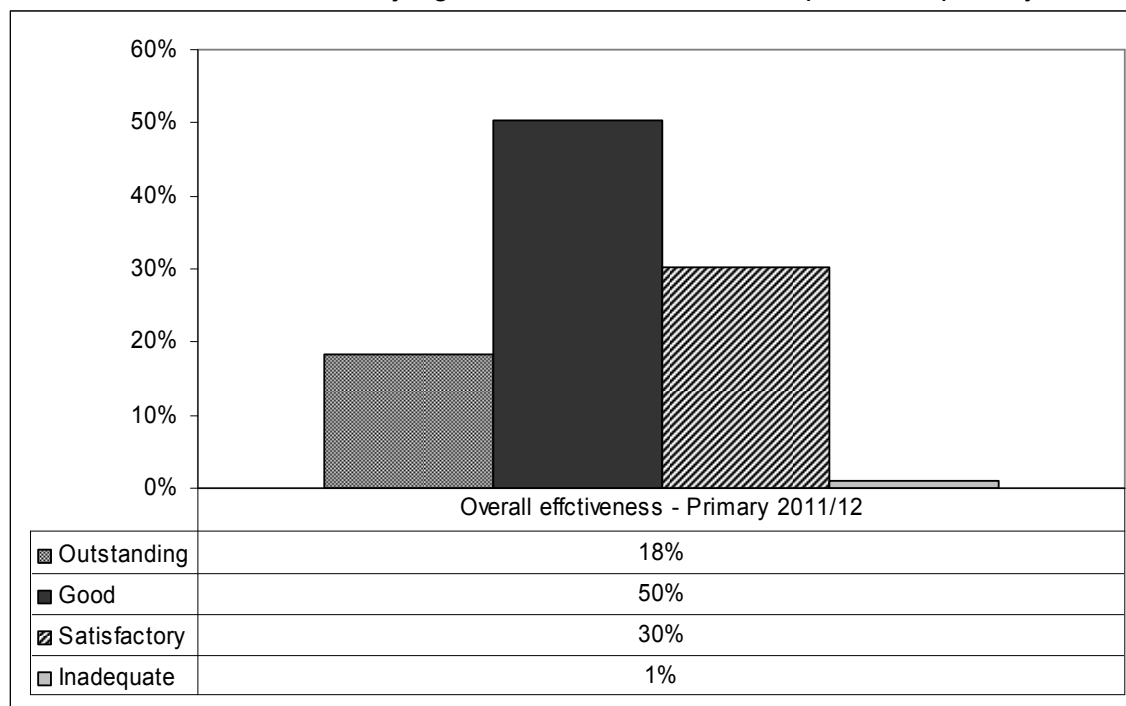


Source: Ofsted statistical release ref 20110020: maintained schools inspections and outcomes – Annual report 2011/12

Leeds schools performed well in their inspections in 2011/12, with a greater proportion of Leeds schools being judged good than was the case nationally, and a smaller proportion being judged satisfactory or inadequate. The proportion judged to be inadequate was half the equivalent percentage nationally.

Chart 2 below shows the breakdown of the overall effectiveness judgement for the most recent inspection of each Leeds primary school, as at the end of the 2011/12 academic year. At the end of 2011/12 there were two primary schools judged to be inadequate. Cottingley Primary School and Iveson Primary School were both given 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.

Chart 2: Overall effectiveness judgement from most recent inspection of primary schools



Source: Inspection reports published on the Ofsted website

Key issues arising from the data

For both the primary and secondary schools that were judged 'inadequate' under the January 2012 inspection framework, in every case it is the grade for achievement that has been 'inadequate' and has led to this grade being awarded for overall effectiveness. The grades for teaching, behaviour, and leadership and management have all been satisfactory (and at Iveson behaviour was judged to be 'good'). This indicates the strong focus in the Ofsted inspection framework on raising attainment and progress consistently over time for all pupil groups.

At the end of 2011/12 there were 66 primary schools judged to be satisfactory. Under the September 2012 inspection framework, there is increased pressure for these schools to improve their overall effectiveness grade. A principle of the September 2012 framework is that only schools judged to be 'outstanding' or 'good' are proving an acceptable standard of education. If a school is judged as 'requires improvement' at two consecutive inspections and is still not 'good' at a third inspection, it is likely to be judged 'inadequate' and to require special measures.

At the time of writing this report (November 2012) five primary schools inspected in autumn 2012 had improved their overall effectiveness grade from satisfactory to good.

The requirement for teaching to be 'outstanding' in order for a school to be judged 'outstanding' overall raises the bar for schools currently judged 'good' and aspiring to be 'outstanding.' To date at the time of writing one primary school inspected in autumn 2012 has improved from 'good' to 'outstanding'. In Leeds at the end of 2011/12 there were 10 outstanding schools that were judged to have 'good' teaching at their last inspection. This represents 25 percent of all outstanding schools in Leeds at the end of 2011/12. Ofsted have not yet, at the time of writing this report, set out a policy position on whether or not the rule about outstanding teaching will be applied retrospectively and will affect these schools' status of being exempt from routine inspection.

Key Stage 4

Overall Attainment at Key Stage 4

The percentage of pupils in Leeds achieving the headline measure of five or more GCSEs (or equivalent) at grades A*-C, including GCSEs in English and maths, has improved 1.3 percentage points in 2012, to 55.0 percent. Leeds remains below the national figure, though national results improved by only half a percentage point to 59.4 percent, meaning Leeds has slightly narrowed the gap to the national average. Leeds is ranked 123 out of 151 local authorities on this indicator, putting Leeds in the bottom quartile in 2012. The improvement achieved in statistical neighbour authorities (2.4 percentage points) was higher than the improvement in Leeds; attainment in Leeds is now 3.8 percentage points lower than in statistical neighbour authorities.

The proportion of Leeds pupils achieving five or more GCSEs at grades A*-C has improved, up 2.5 percentage points on 2011 to 84.1 percent. Improvement nationally on this indicator was 2.3 percentage points year on year, meaning Leeds is still above the national average. Statistical neighbour authorities, however, improved at a greater rate than that seen in Leeds or nationally; up 4.5 percentage points to 85.5 percent. Leeds is now 1.4 percentage points lower below the statistical neighbour average.

The proportion of Leeds pupils achieving five GCSE passes in rose again, up 0.6 percentage points to 95.1 percent. Nationally this indicator rose by a similar proportion, up 0.5 percentage points to 94.0 percent. Statistical neighbour authorities also saw a similar improvement, up 0.6 percent to 95.9 percent; Leeds is therefore above the national average for GCSE passes, but below statistical neighbour authorities.

In 2012, only 0.5 percent of pupils achieved no passes at the end of KS4 nationally, with statistical neighbours only seeing 0.6 percent of their pupils fail to achieve a GCSE pass or equivalent. In Leeds this figure was 0.8 percent, a fall of 0.6 percentage points on the previous year, but still above statistical neighbours and the national average.

Table 60: KS4 GCSE Performance 2010 – 2012

percent of pupils achieving	2010			2011			2012		
	<i>Leeds</i>	<i>Nat</i>	<i>Stat Neigh</i>	<i>Leeds</i>	<i>Nat</i>	<i>Stat Neigh</i>	<i>Leeds</i>	<i>Nat</i>	<i>Stat Neigh</i>
5+A*-C	76.5	75.4	76.8	81.6	79.5	81.0	84.1	81.8	85.5
5+A*-C inc. Eng and maths	50.6	53.4	53.0	53.7	58.9	56.4	55.0	59.4	58.8
5+A*-G	93.7	92.8	94.9	94.5	93.5	95.3	95.1	94.0	95.9
No Passes	1.5	1.0	0.9	1.4	0.8	0.7	0.8	0.5	0.6

Source: DFE Statistical First Release, ref: SFR02/2013

The English Baccalaureate (EBacc) is not a qualification in itself, but rather a measure that recognises students' achievements across a core of selected academic subjects. The EBacc covers achievement in English, mathematics, sciences, a language and a humanities subject.

In 2012, one pupil in five in Leeds were entered for all elements of the EBacc, as 20.3 percent of pupils at the end of KS4 were entered for EBacc components. This was an

improvement on 2011, up 2.2 percentage points year-on-year. Nationally, one in four pupils (25.1 percent) were entered for all elements of the EBacc, whilst across Leeds' statistical neighbour authorities, 18.1 percent of pupils were entered for all elements of the EBacc. The rate of improvement in terms of entry to all elements of the EBacc was greater in Leeds (up 2.2 percentage points on 2011) than that seen both nationally (up 1.4 percentage points) or across statistical neighbours (up 0.4 percentage points).

Table 61: KS4 English Bacculaureate performance 2011 – 2012

	2011		2012	
	Percentage entered for all components	Percentage achieving EBacc	Percentage entered for all components	Percentage achieving EBacc
Leeds	18.1	13.1	20.3	14.3
National	23.7	17.6	25.1	18.3
Statistical neighbour	17.7	12.4	18.1	12.6

Source: DFE Statistical First Release, ref: SFR02/2013

In 2012, the proportion of pupils in Leeds entered for the English component of the EBacc was broadly static on the previous year, as was the case both nationally and for statistical neighbours. The proportion of pupils achieving the English component fell by 2.4 percentage points in Leeds to 61.7 percent; nationally there was a 2.1 percentage point fall for this measure, though the statistical neighbour figure was the same as in 2011 at 66.9 percent.

In maths, the proportion of pupils entered for the maths component of the EBacc rose by 0.8 percentage points in Leeds, and the proportion passing the maths component rose significantly; up 6.5 percentage points to 66.4 percent. The proportion of pupils entered for maths nationally, and across statistical neighbours, increased year-on-year, but to a lesser degree than that seen in Leeds. Similarly, the pass rate for the maths component of the EBacc rose year on year nationally (up 3.9 percentage points) and across statistical neighbours (up 5.7 percentage points), but to a lesser degree than seen in Leeds.

Table 62: KS4 2012 English Bacculaureate entry and achievement by individual component – English and Maths

	Percentage entered for each English Bacculaureate component			
	2011		2012	
	English	Maths	English	Maths
Leeds	97.0	96.9	97.2	97.7
National	94.9	96.1	94.8	96.6
Statistical neighbour	96.7	97.4	96.8	97.7
	Percentage achieving each English Bacculaureate component A* - C			
	2011		2012	
	English	Maths	English	Maths
Leeds	64.1	59.9	61.7	66.4
National	69.0	65.8	66.9	69.7
Statistical neighbour	66.9	63.1	66.9	68.8

Source: DFE Statistical First Release, ref: SFR02/2013

Notes: The figures for pupils achieving the English and mathematics subject areas are calculated as a percentage of all pupils at the end of Key Stage 4.

The proportion of pupils entered for the sciences, history and geography, and languages elements of the EBacc remains lower in Leeds than nationally, though broadly in line with statistical neighbours.

Leeds is below the national average for the proportion of pupils entered for the sciences, history and geography, and languages elements of the EBacc that passed each element; the comparison against statistical neighbours is more mixed.

Table 63: KS4 2012 English Baccalaureate entry and achievement by individual component – Humanities, Science, Modern Foreign Language

	Percentage entered for each English Baccalaureate component					
	2011			2012		
	Sciences	History or Geography	Languages	Sciences	History or Geography	Languages
Leeds	60.3	44.4	31.2	60.2	44.8	32.9
National	61.8	48.9	40.9	64.1	50.4	41.1
Statistical neighbour	58.3	44.0	34.2	59.0	45.9	33.1
	Percentage achieving each English Baccalaureate component A* - C					
	2011			2012		
	Sciences	History or Geography	Languages	Sciences	History or Geography	Languages
Leeds	70.8	68.9	71.6	73.6	67.4	72.8
National	76.9	70.5	73.6	76.9	70.7	73.6
Statistical neighbour	75.5	66.9	68.7	77.3	67.6	70.2

Source: DFE Statistical First Release, ref: SFR02/2013

Notes: The figures for sciences, history or geography and languages achievements are calculated as a percentage of those pupils who were entered in that subject area.

There has been a drop in the percentage of students making expected (three levels) of progress between Key Stage 2 and Key Stage 4. This drop 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. Leeds is ranked 132nd for expected progress in English and 105th for expected progress in maths, however the improvement seen in the maths indicator is the 31st highest in the country this year.

Table 64: FFT VA: Difference between estimate and actual attainment/progress

Difference between estimate and actual attainment/progress	2010	2011	2012	3 year trend
5+ A*-C	1.5 %	2.6 %	2.1 %	2.1
5+ A*-C inc. E. and m.	-3.2 %	-3.1 %	-2.4 %	-2.9
5+ A*-G	-0.5 %	0.1 %	0.0 %	-0.1
Total points score	16.57	20.50	20.46	19.16
Capped points score	-0.85	0.96	1.59	0
English 3 Levels Progress	-5.9 %	-5.6 %	-5.4 %	-5.7 %
Maths 3 Levels Progress	-4.9 %	-5.0 %	-3.1 %	-4.3 %

Source: FFT Live 3.2, FFT Database Notes: green = actual attainment/progress significantly higher than estimated; blue = actual attainment/progress significantly lower than estimated

Value Added analyses produced by the Fischer Family Trust indicate strongly contrasting patterns in the progress of students towards the various key indicators. Overall, students in Leeds have made significantly better than average progress towards achieving 5 or more A*-C grades including equivalents, but when the benchmark is raised to include English and maths GCSEs, the judgement of progress is significantly below average. Value Added in terms of total point score is significantly better than average and improving, and value added for capped point score has also now improved to be significantly above average. The Value Added judgement for students achieving 3 levels of progress is significantly below average for both English and maths, but maths has seen a very encouraging improvement in 2012.

Value Added analyses from RAISEonline which are produced using a slightly different methodology and against different indicators suggest that student progress is consistently below the national average, except in humanities where it is in line. RAISEonline do not undertake significance testing for these indicators so it is not possible to state whether the differences observed between Leeds and national are statistically significant for these judgements.

Table 65: RAISEonline Value Added Judgements

Value Added Score	2010	2011	2012
Capped Point Score		995.1	995.3
English		998.7	998.5
Maths		998.3	998.4
Science		998.9	999.3
Languages		999.4	999.8
Humanities		1,000.3	1,000.0

Source: RAISEonline LA populated (provisional data)

Table 66 shows performance by school for seven of the performance indicators. The complete tables are available at: <http://www.education.gov.uk/schools/performance/>

In Leeds 18 out of 38 schools showed improvement against the headline 5+ A*-C including English and maths measure, compared with results in 2011; 18 schools saw a year on year fall.

Six schools saw an improvement of over ten percentage points on the headline 5+ A*-C including English and maths measure. These were Wetherby (19 percentage points), Rodillian (16 percentage points), Cockburn (14 percentage points), Temple Moor (13 percentage points), Leeds West Academy (13 percentage points), and Priesthorpe (11 percentage points).

Six schools in Leeds fall below the floor standard, two fewer than was anticipated following the provisional publication of KS4 data in October 2012. A school is considered below the floor standard if fewer than 40% of pupils achieve 5+ A*_C GCSEs including English and maths, and fewer pupils make expected progress than the national median for both English and maths; the medians for expected progress for both in 2012 were 70%.

The schools below floor were; Carr Manor, City of Leeds, EACT East Leeds Academy, Primrose High School (now The Cooperative Academy), South Leeds Academy, and Swallow Hill. John Smeaton and Mount St Mary's both achieved 40% for the headline 5+ A*-C GCSEs including English & Maths figure.

16 schools in Leeds had fewer than 10% of their pupils achieve the EBacc, of which 10 had fewer than 5 percent of pupils achieving this measure. Two schools, South Leeds Academy and John Smeaton, had 0 percent of their pupils entered for all elements of the EBacc.

School performance on the progress aspect of the floor standard is judged by whether a school is above or below the national median for pupils making expected progress. In 2011/12 the national median for pupils making expected progress in English was 70% and in maths was 70%. In Leeds 12 schools were above the national median for pupils making expected progress in English and 16 schools were above with the national median for pupils making expected progress in maths. Please note that this is different to the mean result of pupils making expected progress that is shown in the performance tables.

The percentage of disadvantaged children in Leeds achieving five or more A*-C GCSEs including English and maths is 31.7 percent; the national rate for disadvantaged children is 38.5 percent. Disadvantaged children (which includes both children looked after and children eligible for free school meals) make up 30.3 percent of the KS4 cohort in Leeds, compared to 25.5 percent of the KS4 cohort nationally.

Table 66: Key Stage 4 school-level attainment trend

Schools	NOR 12	5+ A*-C			5+ A*-C inc E and M			5+ A* - G			Any Qualifications			EBACC		
		2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Abbey Grange CE Academy	197	81	92	87	72	71	64	98	99	98	99	100	100	24	26	28
Allerton Grange School	250	70	90	83	45	43	47	93	96	93	99	100	99	8	10	11
Allerton High School	182	91	94	96	62	58	62	98	98	100	100	100	100	18	16	23
Benton Park School	236	70	79	82	56	63	61	95	96	98	99	99	100	19	21	25
Boston Spa School	271	92	96	97	51	51	48	97	98	98	99	100	100	14	13	11
Brigshaw High School and Language College	243	80	80	84	56	54	59	96	96	96	100	100	99	22	15	19
Bruntcliffe School	272	81	91	84	42	55	45	93	97	92	98	100	99	3	5	8
Cardinal Heenan Catholic High	182	89	88	91	64	66	56	100	99	97	100	100	99	42	35	35
Carr Manor Community School, Specialist Sports College	167	66	70	72	34	44	33	93	94	96	99	99	98	2	4	8
City of Leeds School	103	54	40	45	32	21	25	83	83	84	97	98	83	0	2	0
Cockburn College of Arts	207	78	89	94	36	43	57	94	96	97	100	100	99	0	1	1
Corpus Christi Catholic College	184	67	75	72	42	53	49	91	93	93	94	99	98	8	8	14
Crawshaw School	192	84	82	88	62	54	61	98	97	98	100	100	99	20	8	10
David Young Community Academy	174	94	97	93	31	48	50	96	98	97	98	100	100	0	0	6
E-ACT Leeds East Academy	119	52	72	75	32	38	39	91	93	96	99	98	99	8	4	3
The Farnley Academy	147	78	77	80	45	48	57	95	95	95	99	99	100	3	9	3
Garforth Academy	306	99	98	98	74	78	74	100	98	99	100	100	100	17	18	16
Guiseley School	220	85	89	83	72	66	64	98	99	99	100	100	100	38	33	31
Horsforth School	224	82	90	87	67	75	63	99	99	98	100	99	100	24	27	18
John Smeaton Community High	130	83	81	94	32	40	40	94	93	98	98	96	99	0	0	0
Lawnswood School	256	66	68	85	45	47	54	90	94	97	98	98	100	7	17	13
Leeds West Academy	171	68	81	95	37	44	57	93	96	97	99	99	99	0	2	3
The Morley Academy	263	83	83	84	60	63	62	98	98	98	100	100	100	8	10	13
Mount St.Mary's Catholic High	192	75	83	84	46	43	40	99	94	91	100	99	100	4	1	1
Priesthorpe	201	75	88	90	56	52	63	98	96	97	100	99	100	17	19	18
The Co-operative Academy	181	52	55	66	25	30	28	84	85	91	99	99	93	1	0	1
Prince Henry's Grammar	226	85	89	93	62	71	73	97	99	100	100	100	100	38	39	44
Pudsey Grangefield	200	87	91	93	40	62	61	95	97	99	99	100	100	4	6	6
Ralph Thoresby High	177	72	80	68	49	56	47	92	98	93	98	99	100	14	15	15
Rodillian	213	76	86	90	48	47	63	95	93	95	97	98	99	1	2	2
Roundhay	240	86	82	89	65	64	70	99	97	97	100	99	100	27	27	33

Royds	235	75	84	75	51	52	45	95	97	94	100	99	99	4	8	8
South Leeds Academy	209	69	72	86	29	26	33	83	91	94	99	96	97	0	1	0
St. Marys' Catholic Comprehensive	173	92	92	96	84	85	89	97	98	99	100	100	99	40	41	40
Swallow Hill Community College	340	51	63	71	24	31	28	86	88	90	97	99	99	3	3	6
Temple Moor High	209	74	82	88	47	54	67	95	93	97	99	99	100	19	20	25
Wetherby High	163	78	75	85	64	61	80	99	99	98	99	100	100	19	12	13
Woodkirk High	315	84	84	82	70	70	68	99	98	98	100	99	100	7	7	14

Source: DfE Performance Tables

Table 67: School Key Stage 4 results, 2010-2012

Schools	NOR12	Expected Progress - English			Expected Progress - Maths		
		2010	2011	2012	2010	2011	2012
Abbey Grange CE High	197	78	68	73	66	68	69
Allerton Grange	249	62	62	54	49	50	65
Allerton High	183	78	77	71	63	62	62
Benton Park	236	64	68	68	59	63	61
Boston Spa	271	68	70	47	47	48	61
Brigshaw High	241	72	75	66	54	57	64
Bruntcliffe High	272	52	65	57	50	56	59
Cardinal Heenan Catholic High	180	82	78	53	65	69	77
Carr Manor High	165	45	62	47	48	59	60
City of Leeds	85	37	33	36	49	26	33
Cockburn College of Arts	204	46	53	74	57	66	73
Corpus Christi Catholic College	184	50	50	50	57	63	64
Crawshaw	191	73	59	66	68	60	75
David Young Community Academy	174	47	47	58	53	44	48
E-ACT Leeds East Academy	119	44	63	52	44	44	58
The Farnley Academy	147	53	57	66	49	61	74
Garforth Academy	306	85	85	74	86	87	86
Guiseley	220	69	71	66	81	74	75
Horsforth	224	77	85	59	70	78	81
John Smeaton Community High	130	41	45	50	41	49	50
Lawnswood	255	57	53	67	52	57	70
Leeds West Academy	171	73	80	83	39	55	59
The Morley Academy	263	74	86	64	67	65	87
Mount St. Mary's Catholic High	192	66	63	40	47	46	56
Priesthorpe	201	75	79	74	56	53	69
The Co-operative Academy	171	57	51	44	41	35	55
Prince Henry's Grammar	224	67	81	77	68	73	79
Pudsey Grangefield	200	73	71	68	47	58	63
Ralph Thoresby High	178	66	68	61	64	65	55
Rodillian	212	58	66	75	56	49	71
Roundhay	240	76	83	77	75	76	81
Royds	234	77	73	58	63	61	59
South Leeds Academy	204		38	43		28	42
St. Marys' Catholic Comprehensive	173	85	80	80	87	91	91
Swallow Hill Community College	339	36	42	43	27	36	33
Temple Moor High	209	53	60	80	54	57	73
Wetherby High	163	64	64	80	78	77	81
Woodkirk High	316	79	73	66	75	74	82

Source: DfE Performance Tables, EPAS for 2012 (provisional data)

Key Stage 4 by pupil characteristics

The tables below show outcomes at the end of Key Stage 4 by pupil characteristics. At the time of writing the DfE SFR which provides confirmed 2012 GCSE results by pupil characteristics has not been published. Provisional 2012 figures have been obtained from RAISEonline and from provisional SFRs where available. Where figures are unavailable, updates will be made when confirmed data is published.

The analyses indicate that gender gaps in Leeds are similar to those observed nationally, but that the gap for FSM students is somewhat wider than average in Leeds. Much fewer students with SEN in Leeds appear to be making expected progress than nationally, but the data available for children who are Looked After suggests that outcomes are in line with or above national averages. EAL students appear to perform in line with their peers nationally on the indicators where Leeds performs well overall (e.g. 5 or more A*-C, 5 or more A*-G), but under-perform to a more extreme extent than both the Leeds average and the national average for their peers on the indicators where Leeds does not perform well as a whole (e.g. five or more A*-C including English and maths and English Baccalaureate).

Table 68: Key Stage 4 by gender

Percentage of pupils achieving	Gender	2010		2011		2012	
		Leeds	National	Leeds	National	Leeds	National
5A*-C	Girls	79.4	79.0	84.9	83.2	86.7	84.8
	Boys	72.3	70.8	78.5	75.8	80.8	77.6
5A*-C inc. E. and M.	Girls	53.3	57.5	57.2	62.8	59.0	63.6
	Boys	47.3	48.9	50.2	55.2	49.2	53.9
5A*-G	Girls	94.3	94.4	95.7	95.0	95.9	95.1
	Boys	92.7	90.8	93.3	92.1	93.9	92.2
No passes	Girls	1.4	0.6	0.9	0.6	0.7	0.3
	Boys	1.7	1.5	1.2	1.0	1.0	0.9
EBacc	Girls			16.5	18.2	17.1	19.0
	Boys			9.9	12.7	11.1	13.2
Exp. Prog. English	Girls	56		60	66	55	61
	Boys	68		71	76	68	74
Exp. Prog. Maths	Girls	55		58	62	63	66
	Boys	57		61	66	68	70

Source: National data DfE Statistical First Release, SFR25-2012 atv 2 (1) (provisional data), LA Populated RAISEonline for Expected Progress measures

Table 69: Key Stage 4 by Free School Meal eligibility

Percentage of pupils achieving	FSM eligibility	2010		2011		2012	
		Leeds	National	Leeds	National	Leeds	National
5A*-C	Non eligible	81.3	79.0	86.1	83.2	89	86
	Eligible	54.9	58.7	61.3	64.8	70	70
5A*-C inc. E. and M.	Non eligible	56.8	59.0	60.0	62.2	63	64
	Eligible	22.9	31.4	24.7	34.7	31	38
5A*-G	Non eligible	96.1	95.9	96.7	96.4	97	96
	Eligible	83.0	87.5	84.5	88.3	88	90
EBacc	Non eligible			15	17	18	19
	Eligible			3	4	4	5
Exp. Prog. English	Non eligible	67		70	74	69	71
	Eligible	38		43	55	44	54
Exp. Prog. Maths	Non eligible	61		65	67	74	73
	Eligible	31		32	45	45	51

Source: DfE Statistical First Release, SFR 25-2012 atv 2 (1) (provisional data): LA Populated RAISEonline, LA Populated RAISEonline for Expected Progress measures

Table 70: Key Stage 4 attainment by SEN

Percentage of pupils achieving		2010		2011		2012	
		Leeds	National	Leeds	National	Leeds	National
5A*-C	No SEN	86.3	86.0	90.9	89.1	90	89
	Action	60.5	57.3	62.9	64.8	69	68
	Action plus	42.7	41.3	44.3	48.7	53	54
	Statement	17.4	20.2	18.8	24.9	25	27
5A*-C inc. E. and M.	No SEN	61.8	66.8	65.0	69.8	64	68
	Action	26.6	25.9	20.8	27.6	19	27
	Action plus	16.6	17.1	14.7	19.3	17	20
	Statement	3.8	7.3	5.9	8.5	7	8
5A*-G	No SEN	98.3	98.6	98.9	98.7	98	98
	Action	92.0	93.8	90.2	94.7	92	95
	Action plus	75.6	80.6	78.4	82.8	77	85
	Statement	40.3	49.4	37.7	51.3	44	50
EBacc	No SEN			16.5	19.5	17	20
	Action			2.8	3.2	2	4
	Action plus			1.6	2.2	2	3
	Statement			1.3	1.1	2	1
Exp. Prog. English	No SEN	72		74	78	68	73
	Action	47		42	56	38	52
	Action plus	28		31	43	32	41
	Statement	19		13	26	15	24
Exp. Prog. Maths	No SEN	67		69	73	73	76
	Action	35		32	43	40	48
	Action plus	22		21	31	27	36
	Statement	13		12	20	16	21

Source: DfE Statistical First Release, SFR 25/2012 atv 2 (1), 2012 provisional data: LA Populated RAISEonline, LA Populated RAISEonline for Expected Progress measures

Table 71: Key Stage 4 attainment by Children Looked After (CLA)

Percentage of pupils achieving	CLA	2010		2011		2012	
		Leeds	National	Leeds	National	Leeds	National
5A*-C	CLA	39	29	36	33	40	37
	All	77	76	82	81	84	83
5A*-C inc. E. and M.	CLA	16	12	10	14	15	15
	All	51	55	54	58	54	58
5A*-G	CLA	55	51	59		74	72
	All	94	95	95	95	95	96
EBacc	CLA					5	
	All			13	15	14	16
Exp. Prog. English	CLA						
	All	62	70	66	72	62	68
Exp. Prog. Maths	CLA						
	All	56	63	60	65	66	68

Source: DfE Statistical First Release, SFR32-2012, 2012, data for 5 A*-G and any passes is only for CLA in Leeds schools is from EPAS (provisional data)

Table 72: Key Stage 4 attainment by first language – English as an additional language

Percentage of pupils achieving	First language	2010		2011		2012	
		Leeds	National	Leeds	National	Leeds	National
5A*-C	Non EAL	76.9	76.1	81.9	80.4	84	83
	EAL	72.8	77.7	77.3	82.5	82	82
5A*-C inc. E. and M.	Non EAL	51.3	55.5	54.1	58.5	55	59
	EAL	43.7	54.1	44.7	57.5	44	55
5A*-G	Non EAL	93.5	94.7	94.3	95.2	95	95
	EAL	95.2	95.8	95.4	96.4	96	95
EBacc	Non EAL			13.2	15.5	14	16
	EAL			9.6	14.8	12	16
Exp. Prog. English	Non EAL	62		65	71	61	67
	EAL	66		69	77	66	75
Exp. Prog. Maths	Non EAL	55		59	63	65	67
	EAL	63		65	75	69	77

Source: National data DfE Statistical First Release, SFR25-2012 atv 2 (1) (provisional data)
LA Populated RAISEonline, LA Populated RAISEonline for Expected Progress measures

The tables below provide Key Stage 4 outcomes for students from different ethnic minority backgrounds. The only nationally verified data source currently available for 2012 outcomes is RAISEonline, which does not provide analyses of the 'sub groups' used in Leeds; these will be updated from the confirmed data sets when they become available.

On the five or more A*-C including equivalents measure, most of the priority groups that in previous years have underperformed have now improved and are either in line with or above both the Leeds average and the national figures for their peer groups. The major exception to this pattern is for the White Other group (which includes the White Eastern European sub group in Leeds), for whom outcomes remain well below average.

On the five or more A*-C including equivalents, including English and maths GCSE measure, outcomes for most BME groups reflect the overall Leeds trend of minimal improvement. The gap between the outcomes of our BME groups on this measure compared to the same groups nationally, are larger than the gap observed between the Leeds and national overall figures.

On the five or more A*-G including equivalents measure, outcomes for ethnic minority groups are generally more in line with both the Leeds overall figure and for the national equivalent group figures. However students from Gypsy, Roma and Traveller backgrounds have very poor results which are significantly lower than their peers nationally.

There is considerable variation in the success rates for achieving the English Baccalaureate threshold amongst the various BME groups. The Bangladeshi heritage group have very low success rates (three percent), while the Black Caribbean group (ten percent) exceeds the equivalent national figure by two percentage points.

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 students from Gypsy, Roma and Traveller backgrounds.

Table 73: The percentage achieving five or more A*-C including equivalents by ethnic group

	Leeds				National		
	2012 cohort	2010	2011	2012	2010	2011	2012
Asian or Asian British							
Bangladeshi	71	69.5	72.7	82	75.9	82.8	85
Indian	169	87.2	92.9	92	87.3	90.1	91
Kashmiri Pakistani	443	69.9	78.1	82	74	80.5	82
Kashmiri Other		100	66.7				
Other Pakistani		71.8	79.8				
Other Asian background	114	66.3	82.7	90	77.8	83.8	85
Black or Black British							
Black Caribbean	92	63.4	81.4	85	70.3	77.5	79
Black African	218	68.6	83.5	86	76.2	82.0	83
Other Black Background	62	71.4	60.0	79	71.4	78.9	78
Mixed Heritage							
Mixed Black African and White	22	66.7	87.5	82	76	80.7	84
Mixed Black Caribbean and White	134	69	70.5	84	70.9	75.6	78
Mixed Asian and White	55	80	81.0	78	81.8	85.8	87
Other Mixed Background	101	74.2	83.8	80	78.1	82.7	84
Chinese or Other							
Chinese	33	84.4	95.5	97	89.9	92.7	93
Other Ethnic group	61	80.4	71.7	80	74.7	79.7	81
White							
White British	6265	76.5	82.2	84	75.5	80.2	82
White Irish	30	77.8	97.1	90	79	81.4	85
Other White Background	117	64.7	69.2	72	73.8	78.5	80
White Eastern European		70.8	75.4				
White Western European		80	80.0				
Traveller Irish Heritage	3	33.3	0.0	0	36.3	35.0	37
Gypsy/Roma	25	19	18.8	28	27.5	31.4	38
All pupils	8052	75.5	81.6	83	75.6	80.5	82

Source: National data (Maintained Schools including Academies and CTCs) DfE Statistical First Release SFR03-2012 (provisional data), Leeds and national RAISEonline

Table 74: The percentage achieving five or more A*-C, including equivalents, including English and maths GCSE by ethnic group

	Leeds				National		
	2012 cohort	2010	2011	2012	2010	2011	2012
Asian or Asian British							
Bangladeshi	71	44.1	34.1	34	53.7	59.7	61
Indian	160	59.2	62.1	64	71.3	74.4	74
Kashmiri Pakistani	443	37.9	36.1	43	49.1	52.6	54
Kashmiri Other		75	50.0				
Other Pakistani		48.6	47.5				
Other Asian background	114	43.9	49.4	54	57.6	62.2	61
Black or Black British							
Black Caribbean	92	36.6	39.2	41	43.5	48.6	49
Black African	218	43.1	48.1	46	52.8	57.9	57
Other Black Background	62	42.9	35.0	32	45.8	52.6	49
Mixed Heritage							
Mixed Black African and White	22	41.7	62.5	41	55.6	57.6	59
Mixed Black Caribbean and White	134	36.6	39.4	50	45.3	49.1	52
Mixed Asian and White	55	60	54.0	51	65.2	68.1	67
Other Mixed Background	101	42.7	54.1	44	57.8	62.3	62
Chinese or Other							
Chinese	33	59.4	81.8	82	75.1	78.5	76
Other Ethnic group	61	56.5	50.0	52	51.2	54	55
White							
White British	6265	51.9	55.4	56	55	58.2	58
White Irish	30	74.1	70.6	57	63.4	65.9	66
Other White Background	117	47.1	46.2	38	50.6	54.3	52
White Eastern European		43.1	35.1				
White Western European		70	60.0				
Traveller Irish Heritage	3	33.3	0.0	0	21.8	17.5	17
Gypsy/Roma	25	0	6.3	16	8.3	10.8	9
All pupils	8053	50.6	53.6	54	54.8	58.2	58

Source: National data (Maintained Schools including Academies and CTCs) DfE Statistical First Release, SFR03-2012 (provisional data), Leeds and national RAISEonline

Table 75: The percentage achieving five or more A*-G by ethnic group

	Leeds			National			
	2012 cohort	2010	2011	2012	2010	2011	2012
Asian or Asian British							
Bangladeshi	71	98.3	96.6	96	95.8	96.9	97
Indian	160	97.6	100.0	100	98	98.2	98
Kashmiri Pakistani	443	95.4	97.6	98	95	96	96
Kashmiri Other		100	100.0				
Other Pakistani		93.4	98.0				
Other Asian background	114	91.8	91.4		94	95.3	96
Black or Black British							
Black Caribbean	92	88.2	95.1	93	93.9	95	96
Black African	218	97.3	96.6	98	95.6	96.1	96
Other Black Background	62	87.8	97.5	89	93.7	95.1	95
Mixed Heritage							
Mixed Black African and White	22	91.7	93.8	95	93.3	94.7	96
Mixed Black Caribbean and White	134	87.6	89.4	95	92.4	93.2	93
Mixed Asian and White	55	93.3	95.2	93	95.9	96.3	96
Other Mixed Background	101	93.3	93.2	92	94.5	95.2	95
Chinese or Other							
Chinese	33	90.6	100.0	100	97.4	97.9	97
Other Ethnic group	61	93.5	91.3	97	92.7	94.4	95
White							
White British	6265	93.6	95.0	95	94.5	95.2	95
White Irish	30	96.3	100.0	97	94	94.4	96
Other White Background	117	82.4	76.9	89	93.3	93.5	94
White Eastern European		92.3	96.5				
White Western European		100	100.0				
Traveller Irish Heritage	3	33.3	44.4	33	65.3	55.5	62
Gypsy/Roma	25	57.1	50.0	40	58.4	59.2	64
All pupils	8053	93.4	95.0	95	94.5	95.2	95

Source: National data (Maintained Schools inc. Academies and CTCs) DfE Statistical First Release SFR03-2012 (provisional data), Leeds and national RAISEonline

Table 76: The percentage achieving EBacc by ethnic group

	Leeds		National
	2012 cohort	2012	2012
Asian or Asian British			
Bangladeshi	71	3	13
Indian	160	24	27
Kashmiri Pakistani	443	10	13
Kashmiri Other			
Other Pakistani			
Other Asian background	114	16	22
Black or Black British			
Black Caribbean	92	10	8
Black African	218	8	13
Other Black Background	62	3	10
Mixed Heritage			
Mixed Black African and White	22	14	17
Mixed Black Caribbean and White	134	8	10
Mixed Asian and White	55	9	25
Other Mixed Background	101	10	20
Chinese Or Other			
Chinese	33	39	35
Other Ethnic group	61	18	17
White			
White British	6265	15	16
White Irish	30	23	26
Other White Background	117	11	18
White Eastern European			
White Western European			
Traveller Irish Heritage	3	0	2
Gypsy/Roma	25	4	1
All pupils	8053	14	16

Source: National data (Maintained Schools inc. Academies and CTCs) DfE Statistical First Release, SFR03-2012 (provisional data), Leeds and national RAISEonline

Table 77: 2012 Expected Level of Progress by ethnicity

	English			Maths		
	Cohort*	Leeds	National	Cohort*	Leeds	National
Asian or Asian British						
Bangladeshi	69	48	76	63	65	78
Indian	157	76	83	153	78	86
Kashmiri Pakistani	391	59	70	382	64	72
Kashmiri Other						
Other Pakistani						
Other Asian background	80	73	79	87	83	85
Black or Black British						
Black Caribbean	85	51	68	83	59	64
Black African	154	74	78	157	73	78
Other Black Background	53	51	67	52	50	66
Mixed Heritage						
Mixed Black African and White	130	61	62	18	56	71
Mixed Black Caribbean and White	130	61	62	129	58	59
Mixed Asian and White	48	54	75	48	67	75
Other Mixed Background	96	42	72	95	57	71
Chinese or Other						
Chinese	30	83	85	32	97	94
Other Ethnic group	41	78	75	50	74	79
White						
White British	6019	62	66	6019	65	67
White Irish	30	70	73	29	62	71
Other White Background	66	56	72	71	62	75
White Eastern European						
White Western European						
Traveller Irish Heritage	2	0	27	3	0	26
Gypsy/Roma	20	30	26	22	23	20
All pupils	7529	62	67	7535	65	68

Source: National data (Maintained Schools inc. Academies and CTCs) DfE Statistical First Release SFR03-2012 (provisional data), Leeds and national RAISEonline

Note: *Cohort includes only those pupils with prior attainment at KS2

Key Stage 5

Overall Attainment

Following several years of being below the national average, in 2012 pupils in Leeds achieved a higher average points per student than seen nationally. The 2012 average points per pupil figure for Leeds was 722, up 12 points on last year, the equivalent to pupils improving by almost half a grade. The national average points per student figure fell by 13 points in 2012, putting Leeds 11 points below the national average for all schools in 2012, but above the state sector national figure of 714 points. Before 2012, Leeds had not been above either of the national averages on this indicator since its first use in 2006.

The average points per entry for Leeds fell by 3 points in 2012 to 207, which is the equivalent of averaging just below a C grade at A level. Nationally the points per entry figure fell by the same margin as Leeds, from 216 to 213.

The points per pupil and points per entry figures show that in 2012, pupils in Leeds had more entries than in previous years, but did slightly less well in each entry.

The proportion of Leeds pupils achieving at least two passes has risen again in 2012, to just over 96 percent. This figure has risen in Leeds for the last four years, whilst nationally this figure has fallen each year over the same time period. Leeds is now significantly above the national average for pupils achieving at least two passes. However, in 2012 only 5.7 percent of pupils achieved 3 or more A*-A grades, a 2.6 percentage point 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.

Across all indicators, Leeds performed below statistical neighbours in 2012. Our statistical neighbour authorities collectively performed above the national average in terms of points per student and two or more passes, and below in points per entry and three or more A*-As. Where statistical neighbours performed above national averages, they were well above; where they performed below, they were significantly closer than Leeds was.

Table 78: 2010-2012 Key Stage 5 performance

	2010			2011			2012		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
Average points per student*	691	745	736	710	746	735	722	733	718
Average points per entry*	205	214	208	210	216	209	207	213	207
Percentage achieving 2+ passes	94	96	95	95	94	93	97	94	98
Percentage achieving 3+ A*-A grades	8	13	8	8	13	9	8	13	8

Source: DfE statistical first release SFR05/2013

Note * = QCA points, national data is for all providers in England.

The table below shows data for Leeds and statistical neighbours, as well as both the total for the maintained sector in England, as well as the full England average. The England averages include independent schools and are considerably higher than the maintained total. Leeds' results in 2012 compare more favourably to the total maintained sector figures, but we are still below the national average on points per entry and proportion of pupils achieving three or more A*-A grades.

Table 79: 2012 Key Stage 5 performance

	Average QCDA point score by students achieving all Level 3 qualifications		Percentage of candidates achieving 2 or more passes of A Level equivalent size	Percentage of candidates achieving 3 or more A*-A grades
	Per candidate	Per entry		
Statistical Neighbour average	718	211	98	8
Leeds	722	207	97	8
Total (England maintained sector)	714	209	93	11
Total (England all schools)	733	213	94	13

Source: DfE statistical first release SFR05/2013

Attainment of pupil groups at the end of Key Stage 5

Girls continue to record higher average points per student and average points per entry, than boys, both in Leeds and nationally. In 2012, the same percentage of boys than girls achieved at least two passes in Leeds and the national figure was only 1 percentage point different. In 2010 and 2011, the proportion of pupils achieving three or more A*-A grades was broadly the same for both boys and girls nationally, in 2012 the gender gap widened by another percentage point.

Table 80: Key Stage 5 attainment: gender

	Gender	2010		2011		2012	
		Leeds	National	Leeds	National	Leeds	National
Average points per student*	Girls	706	749	716	732	731	747
	Boys	674	715	696	696	712	717
Average points per entry*	Girls	209	217	211	216	210	216
	Boys	201	210	206	208	203	209
Percentage achieving 2 or more passes	Girls	95	95	95	93	97	93
	Boys	92	92	94	92	97	94
Percentage achieving 3 or more A*-A	Girls	8	12	9	10	9	13
	Boys	8	13	8	10	7	13

Source: DfE statistical first release SFR05/2013

Note: * = QCA points, National – England Maintained Sector

Pupil group information for Key Stage 5 is only available from EPAS, which is the data analysis tool of the National Consortium for Examination Results (NCER). Unlike the data from the DFE, EPAS data shows information for all candidates, rather than candidates at the end of Key Stage 5 and is therefore different from information within the DFE's SFR.

The eligibility criteria for free school meals changed in 2012 to include pupils eligible for FSM at any point in the last six years, so comparisons with previous years are not valid.

There were significant year-on-year falls across all indicators for the school action and school action plus cohorts in 2012, though the small cohort sizes of these groups should be taken into account, as should the unusually high attainment of the School Action cohort in 2011, which exceeded the Leeds overall average.

The proportion of EAL pupils achieving two or more passes fell seven percentage points in 2012 to 89 percent, the lowest for three years.

Table 81: Key Stage 5 attainment: Free School Meal Eligibility (FSM)

	Cohort size	Average number of entries	Average points per student			Average points per entry			Percentage achieving 2+ passes			Percentage achieving 3+ A*-A		
			'10	'11	'12	'10	'11	'12	'10	'11	'12	'10	'11	'12
	2012													
Not eligible	2701	3.5	747	762	730	205	209	206	96	97	95	9	11	9
Eligible	169	3.1	594	659	617	188	201	197	89	93	88	2	9	4

Source: University of Bath; EPAS, 2012 (provisional data)

Table 82: Key Stage 5 attainment: Special Educational Needs (SEN)

	Cohort size	Avg. no. of entries	Average points per student			Average points per entry			Percentage achieving 2+ passes			Percentage achieving 3+ A*-A		
			'10	'11	'12	'10	'11	'12	'10	'11	'12	'10	'11	'12
	2012													
No SEN	2709	3.6	740	759	729	204	209	206	96	97	95	8	10	8
School Action	107	3.3	712	761	653	202	217	198	95	99	90	9	27	7
School action plus	41	3.2	727	683	607	211	203	188	90	96	85	5	13	0
Statement	13	3.2	619	586	623	214	194	198	82	100	85	18	8	51

Source: University of Bath; EPAS, 2012 (provisional data)

Table 83: Key Stage 5 attainment: English as an additional language (EAL)

	Cohort size	Average number of entries	Average points per student			Average points per entry			Percentage achieving 2+ passes			Percentage achieving 3+ A*-A		
			2012	'10	'11	'12	'10	'11	'12	'10	'11	'12	'10	'11
Non EAL	2602	3.5	744	761	729	205	209	205	96	97	95	9	11	8
EAL	260	3.3	682	716	625	195	209	204	92	96	89	7	10	7

Source: University of Bath; EPAS (provisional data)

Results for many individual ethnic groups are based on particularly small cohorts, and are therefore subject to wide year-on-year fluctuations. Indian pupils saw a year on year improvement for points per student and pointer per entry in 2012, whilst conversely Kashmiri Pakistani pupils' results fell in both indicators.

Table 84: Key Stage 5 attainment by ethnic group

	Cohort size: 2012	Average number of entries: 2012	Average points per student			Average points per entry		
			2010	2011	2012	2010	2011	2012
Asian Or Asian British								
Bangladeshi	10	2.9	587	626	643	189	193	223
Indian	91	3.7	712	716	764	192	202	208
Kashmiri Pakistani	60	3.3	554	678	565	178	200	169
Kashmiri Other	5	3.5	735	465	678	189	155	194
Other Pakistani	75	3.5	637	635	677	193	199	195
Other Asian background	60	3.1	662	604	627	187	207	204
Black Or Black British								
Black Caribbean	22	3.3	764	615	616	204	183	184
Black African	51	3.3	726	608	636	204	194	193
Other Black Background	21	3.2	662	697	590	173	227	183
Mixed Heritage								
Mixed Black African and White	9	3.3	820	652	608	230	201	186
Mixed Black Caribbean and White	35	3.4	691	623	664	199	194	194
Mixed Asian and White	23	3.8	663	855	750	214	208	196
Other Mixed Background	32	3.8	716	728	811	210	208	216
Chinese Or Other								
Chinese	24	3.8	880	880	857	227	228	224
Other Ethnic group	22	3.7	733	677	728	200	205	198
White								
White British	2283	3.5	731	749	734	204	209	207
White Irish	6	4.0	578	672	843	154	192	211
Other White Background	11	3.0	723	818	647	221	227	212
White Eastern European	14	3.5	549	888	713	203	230	206
White Western European	5	3.5	855	885	765	228	241	219
Traveller Irish Heritage	N/A			735			210	
Gypsy/Roma	N/A		525			175		
All pupils	2928	3.5			723			205

Source: University of Bath EPAS (Leeds) (provisional data)

Value Added judgements for post 16 outcomes are generated by Learning UK Plus. Aggregated analyses for providers from Leeds, as shown below, 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 undertaking BTEC National Awards and BTEC Level 3 Sub Diplomas, but students undertaking BTEC National Certificates, National Diplomas and Level 3 Certificates made progress which was lower overall than that seen nationally.

Table 85: Learning Plus UK Value Added Judgements

	Leeds	National
2012 Achievement L3	94.8	N/A
Fails Percentage (AS level - cashed in only)	11.9	12.1
Fails Percentage (A level)	2.2	2.2
Value Added: AS Level -cashed in only (Points per Grade = 15)	0.15	0
Value Added: A Level (Points per Grade = 30)	-0.88	0
Value Added: BTEC National Award(Points per Grade = 60/45)	12.72	0
Value Added: BTEC National Cert. (Points per Grade = 120)	-76.64	0
Value Added: BTEC National Diploma (Points per Grade = 157.5)	-20.19	0
Value Added: BTEC L3 Certificate (QCF) (Points per Grade = 18.5)	-5.79	0
Value Added: BTEC L3 Sub. Dip. (QCF) (Points per Grade = 39/40)	6.92	0

Source: Learning Plus UK, based on 2012 provisional data

Fischer Family Trust produce detailed analyses of A Level value added at a subject level. The table below 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.

Table 86: Fischer Family Trust A Level Value Added Judgements, 2010-12 Summary

Subject	Actual Result				PA (Value Added)			
	No. of pupils	% pass	% A*-C	% A*-A	No. of pupils	% Pass	% A*-C	A*-A
General Studies	2180	91.2	49.1	9.9	1983	-0.4	-5.2	1.8
Psychology	1954	96.9	68.4	16.3	1870	-0.8	-0.2	0.3
Mathematics	1931	98.1	76.6	35.5	1818	-0.2	-2.6	-2.7
History	1669	99.1	77	19.7	1649	-0.3	-1.3	-1.2
Biology	1606	98.1	67.3	19.6	1545	0.6	-0.2	0.3
English Language	1470	99.5	77.8	15.7	1458	0.0	2.1	2.3
Chemistry	1375	98.5	74.5	27.1	1322	0.8	1.8	2.8
English Literature	1351	99.5	76.8	25.0	1338	0.1	0.2	3.1
Sociology	1043	97.8	74.2	17.6	1014	-0.6	2.8	0.3
Law	856	97.3	69.7	19.3	823	0.0	0.7	-0.5
Geography	812	99.5	74.9	19.1	805	0.3	-1.6	-2.0
Media/Film/TV Studies	810	99.6	79.3	13.6	805	0.2	0.7	1.7
Physics	752	97.6	71.9	26.1	706	0.3	2.9	0.6
Business Studies:single	639	98.7	73.2	15.2	609	0.0	2.6	1.6
Sport/P.E. Studies	631	96.8	51.5	9.8	610	-0.5	-7.1	-2.1
Art and Design-Fine Art	541	97.6	78.7	24.4	522	-1.2	1.8	-1.2
Religious Studies	491	99.4	82.1	31.0	487	0.6	3.7	8.4
Drama and Theatre Studies	487	99.6	76.2	14.0	483	0.3	2.3	1.8
D and T Product Design	478	98.5	62.6	9.0	467	0.7	-1.7	-3.1
Economics	474	98.9	79.7	24.5	443	0.2	1.3	2.4
English	468	99.6	72.7	15.8	465	0.4	-1.5	1.7
Government and Politics	442	99.1	71.7	20.6	438	0.7	-4.3	-2.2
French	331	99.4	85.5	36.3	327	0.2	2.9	5.8
Art and Design	267	97.8	74.2	24.7	261	-0.9	-3.6	-3.3
Maths (Further)	253	97.6	85.8	46.6	217	-1.9	-0.9	-2.1
Art and Design-Photography	249	97.2	72.3	28.9	242	-1.1	-3.1	9.1
ICT	236	96.6	53.4	5.5	226	-0.2	-3.3	-3.3

Source: Fischer Family Trust (provisional data)

Note: The blue and green background indicate where a value added judgement for a given subject is significantly below or significantly above the national average.

Secondary Attendance and Persistent Absence

The following analysis is for all state-funded secondary schools and therefore includes academies.

Table 87: Percentage attendance in secondary schools (half-terms 1-4)

	2009/10	2010/11	2011/12
Leeds	91.6	92.4	93.8
National	93.2	93.5	94.3
Statistical Neighbour average	93.2	93.4	94.3

Source: DfE Statistical First Release, SFR22/2012

Attendance improved in Leeds secondary schools in 2011/12, increasing by 1.4 percentage points. Secondary attendance continues to be at its' highest level since recording began. Attendance remains lower in Leeds than nationally and in statistical neighbour authorities, but the gap has narrowed because improvement achieved in Leeds is greater than national improvement and improvement in statistical neighbours. Although Leeds' secondary attendance has improved, Leeds is ranked equal 121st out of 150 LAs for this indicator.

Table 88: Percentage authorised absence in secondary schools (half-terms 1-4)

	2009/10	2010/11	2011/12
Leeds	5.8	5.2	4.2
National	5.4	5.1	4.4
Statistical Neighbour average	5.3	5.0	4.3

Source: DfE Statistical First Release, SFR22/2012

Authorised absence reduced by one percentage point and the level of authorised absence from Leeds secondary schools is now lower than national and statistical neighbours. Leeds is ranked equal 42nd for secondary authorised absence in 2011/12.

Table 89: Percentage unauthorised absence in secondary schools (half-terms 1-4)

	2009/10	2010/11	2011/12
Leeds	2.6	2.5	2.0
National	1.4	1.4	1.3
Statistical Neighbour average	1.5	1.6	1.4

Source: DfE Statistical First Release, SFR22/2012

Unauthorised absence also fell in 2011/12, by 0.5 percentage points, this is a greater improvement than seen nationally and in statistical neighbours. However, unauthorised absence remains significantly higher in Leeds and the LA ranking remains in the bottom quartile with Leeds ranked equal 136th.

Table 90: Reasons for absence from secondary schools (half-terms 1-4)

Reason for absence	Leeds		National	
	2010/11	2011/12	2010/11	2011/12
Authorised absence				
Illness	3.6	3.0	3.8	3.3
Medical/Dental appointments	0.4	0.4	0.4	0.4
Religious observance	0.2	0.1	0.1	0.0
Study leave	0.0	0.0	0.0	0.0
Traveller absence	0.0	0.0	0.0	0.0
Agreed family holiday	0.2	0.1	0.2	0.2
Agreed extended family holiday	0.0	0.0	0.0	0.0
Excluded	0.2	0.2	0.2	0.1
Other authorised reason	0.6	0.4	0.4	0.4
Unauthorised absence				
Not agreed family holiday	0.2	0.2	0.1	0.1
Arrived after registers closed	0.1	0.1	0.1	0.1
Other unauthorised reason	1.9	1.6	1.0	0.9
No reason yet provided	0.3	0.1	0.2	0.2

Source: National data DfE Statistical First Release, local data Leeds School Census

Table 91: Percentage persistent absentees – 15 percent absence threshold (half-terms 1-4)

	2009/10	2010/11	2011/12
Leeds	13.3*	12.1	7.9
National	9.3	9.5	6.8
Statistical Neighbour average		10.1	7.1

Source: DfE Statistical First Release, SFR22/2012

Note: *locally calculated

In Leeds secondary schools, 7.9 percent of pupils missed more than 15 percent of school in 2011/12, this is just over three thousand pupils. This is a significant reduction from levels of persistent absence in 2010/11 and the rate of improvement was greater in Leeds than nationally and in statistical neighbours. Levels of persistent absence remain higher in Leeds, but the gap has narrowed in 2011/12. However, Leeds remains in the bottom quartile of authorities for this measure, with a rank of equal 117th.

Table 92: Attendance and persistent absence by year group (half-terms 1-4)

	Percentage attendance				Percentage persistent absence		
	Leeds		National		Leeds		National
	2010/11	2011/12	2010/11	2011/12	2010/11	2011/12	2011/12
Year 7	94.5	95.6	94.9	95.6	6.8	4.3	3.9
Year 8	93.4	94.6	94.0	94.7	9.5	5.7	5.5
Year 9	92.4	94.0	93.4	94.1	11.8	7.5	6.9
Year 10	91.8	93.2	93.1	93.8	13.8	9.8	8.3
Year 11	90.0	91.9	92.3	93.2	18.4	11.9	9.8

Source: National data DfE Statistical First Release, SFR22/2012, local data Leeds School Census

Attendance decreases and persistent absence increases with age in secondary schools in Leeds. Up to Year 9 attendance in Leeds is in-line with national, it is in Key Stage 4 (years 10 and 11) that attendance in Leeds drops below national. Persistent absence is above national for all year groups, but the differences increase with age, with persistent absence in year 11 in Leeds over two percentage points higher than national for the same year group.

Table 93: Attendance and persistent absence: gender (half-terms 1-4)

	Gender	2009/10		2010/11		2011/12	
		Leeds	National	Leeds	National	Leeds	National
Percentage attendance	Girls	91.4	93.0	92.3	93.3	93.7	94.1
	Boys	91.7	93.3	92.5	93.6	93.9	94.4
Percentage persistent absence	Girls	13.6		12.4		8.0	7.1
	Boys	13.0		11.8		7.8	6.5

Source: National data DfE Statistical First Release SFR22/2012, local data Leeds School Census

Attendance has improved for both boys and girls and girls' attendance remains marginally lower than boys. Persistent absence is also slightly higher for girls, but the difference is less than national. Persistent absence is higher in Leeds than national for both boys and girls.

Table 94: Attendance and persistent absence: Free School Meal (FSM) eligibility (half-terms 1-4)

	Eligibility	2009/10		2010/11		2011/12	
		Leeds	National	Leeds	National	Leeds	National
Percentage attendance	Not Eligible	93.1	93.8	93.8	94.1	94.9	94.9
	Eligible	85.2	89.7	86.7	90.0	89.1	91.0
Percentage persistent absence	Not Eligible	9.3		8.3		5.1	5.2
	Eligible	29.8		27.6		19.2	15.4

Source: National data DfE Statistical First Release SFR22/2012; local data Leeds School Census

Attendance for pupils eligible for free school meals is significantly lower than for pupils who are not eligible. In 2012 the gap has narrowed as attendance for eligible pupils has increased by a greater amount than attendance for non-eligible pupils. Attendance for pupils who are not eligible for free school meals is in-line with national for the same cohort of pupils, however, attendance of pupils eligible for free school meals in Leeds is almost two percentage points below national attendance for eligible pupils. Despite improvements in 2012, persistent absence for pupils eligible for free school meals is almost four times higher than for non eligible pupils and is higher than national levels of persistent absence for this group.

Table 95: Attendance and persistent absence: Special Education Needs (SEN) (half-terms 1-4)

	SEN	2009/10		2010/11		2011/12	
		Leeds	National	Leeds	National	Leeds	National
Percentage attendance	No SEN	93.2	94.0	93.7	94.3	94.7	95.0
	Action	88.5	91.5	89.4	91.8	91.9	92.6
	Action plus	80.6	88.2	82.4	88.5	86.7	90.1
	Statement	88.7	90.8	90.1	91.2	90.9	92.1
Percentage persistent absence	No SEN	9.0		8.4		5.7	5.0
	Action	22.3		21.5		12.8	11.1
	Action plus	39.8		36.0		25.0	17.6
	Statement	20.0		18.5		14.5	12.9

Source: National data DfE Statistical First Release SFR22/2012, local data Leeds School Census

Attendance is higher for pupils with no SEN and is lowest for those on School Action plus. This is the same pattern as is seen nationally. Attendance for all levels of SEN is lower than national for the same groups, with the gap being wider for pupils on School Action and with

statements. Attendance improved for all levels of SEN in 2011/12, with the largest improvement for pupils on School Action plus. A quarter of pupils on School Action plus were persistent absentees.

Table 96: Attendance and persistent absence: Children Looked After (CLA) (half-terms 1-4)

	2009/10		2010/11		2011/12	
	Leeds	National	Leeds	National	Leeds	National
Percentage attendance	90.5	93.3	90.2		92.8	
Percentage persistent absence	17.1		17.5		12.4	

Source: National – attendance – 2009/10, 2010/11 half term 1-5 from DfE Statistical First Release, SFR22/2012 ; persistent absence and 2012 from School Census, 2011/12 data for half terms 1-4 (provisional)

Attendance of Children Looked After, in secondary schools also improved in 2011/12 (care should be taken with this comparison as 2011/12 data is provisional, for half terms 1-4 and only for Children Looked After on the role of Leeds schools). Attendance remains lower for children looked after than for all pupils in Leeds secondary schools. Improvements were seen in both authorised and unauthorised absence and provisional figures indicate that unauthorised absence is lower for children looked after than for all pupils in Leeds secondary schools, whereas authorised absence is higher. Levels of persistent absence have provisionally improved, but remain significantly higher than for all pupils.

Table 97: Attendance and persistent absence: First language – English as an additional language (EAL) (half-terms 1-4)

	First Language	2009/10		2010/11		2011/12	
		Leeds	National	Leeds	National	Leeds	National
Percentage attendance	EAL	92.4	93.9	92.5	94.1	94.4	95.1
	Non EAL	91.5	93.1	92.4	93.4	93.8	94.2
Percentage persistent absence	EAL	11.1		11.3		6.6	4.7
	Non EAL	13.5		12.2		8.0	7.1

Source: National data DfE Statistical First Release, SFR22/2012; local data Leeds School Census

Pupils in secondary schools that have English as an additional language have higher levels of attendance and lower levels of persistent absence than pupils with English as a first language. This is the same pattern as seen nationally. The gap has widened in Leeds in 2011/12 as attendance increased by more for pupils with EAL than for those not EAL. Persistent absence is also lower for pupils with EAL.

Table 98: Attendance by ethnicity (half-terms 1-4)

Percentage attendance	Leeds			National		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
Asian or Asian British	92.2	92.4	94.8	94.0	94.1	95.4
Bangladeshi	89.9	90.0	93.4	93.6	93.6	95.1
Indian	94.6	94.9	96.0	95.2	95.3	96.2
Kashmiri Other	91.2	91.7	92.2	93.0	93.0	94.7
Kashmiri Pakistani	91.8	91.5	94.4			
Other Pakistani	91.5	91.8	94.5			
Other Asian background	93.0	93.6	95.6	94.9	95.3	96.0
Black or Black British	94.3	94.7	95.8	95.0	95.3	96.0
Black Caribbean	92.6	92.9	93.3	93.8	94.2	94.8
Black African	95.7	96.0	97.2	95.8	96.0	96.7
Other Black Background	91.7	92.9	94.4	94.1	94.6	95.3
Mixed Heritage	90.2	90.9	92.4	92.7	93.1	93.9
Mixed Black African and White	92.5	92.2	92.3	93.3	93.7	94.5
Mixed Black Caribbean and White	89.1	90.5	91.4	91.8	92.1	92.8
Mixed Asian and White	91.1	91.2	93.6	93.3	93.7	94.6
Other Mixed Background	90.7	91.0	93.1	93.0	93.4	94.2
Chinese or Other						
Chinese	96.7	97.8	97.4	96.8	97.2	97.6
Other Ethnic group	92.2	91.9	94.4	93.9	94.1	95.2
White	91.4	92.3	93.6	93.0	93.3	94.1
White British	91.5	92.5	93.8	93.0	93.4	94.1
White Irish	92.5	93.8	94.3	92.4	92.9	93.6
Other White Background	90.7	90.1	92.7	92.7	93.0	93.8
White Eastern European	89.1	88.4	91.8			
White Western European	93.8	94.9	93.9			
Traveller Irish Heritage	59.4	63.0	70.1	73.3	73.9	75.9
Gypsy/Roma	67.9	72.6	79.0	80.4	80.6	82.0
All pupils	91.6	92.4	93.8	93.2	93.5	94.3

Source: National data DfE Statistical First Release, local data Leeds School Census

Attendance improved for all ethnic groups in 2011/12, with the exception of pupils of Chinese and White Western European heritage. The greatest improvements were seen for groups with lower levels of attendance, such as pupils of Bangladeshi, Pakistani and White Eastern European heritage. The majority of ethnic groups have attendance lower than nation, with the largest gaps for Bangladeshi, Black Caribbean and Mixed heritage pupils.

Table 99: Persistent absence by ethnicity (half-terms 1-4)

Percentage attendance	Leeds			National		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
Asian or Asian British	10.8	10.1	5.3			4.0
Bangladeshi	17.1	15.1	7.8			4.6
Indian	4.9	4.6	2.9			2.5
Kashmiri Other	16.1	10.5	7.3			5.1
Kashmiri Pakistani	11.5	11.6	6.3			
Other Pakistani	13.1	11.5	5.6			
Other Asian background	7.8	8.7	4.5			3.2
Black Or Black British	6.7	7.3	4.9			3.6
Black Caribbean	10.3	11.1	10.9			6.1
Black African	3.6	4.8	1.7			2.2
Other Black Background	12.5	10.6	7.6			5.2
Mixed Heritage	16.1	16.2	11.1			7.9
Mixed Black African and White	7.1	10.9	8.6			6.0
Mixed Black Caribbean and White	18.3	18.4	14.9			10.5
Mixed Asian and White	14.7	14.8	7.1			6.3
Other Mixed Background	16.1	15.3	9.0			6.8
Chinese or Other						
Chinese	2.2	1.1	3.5			1.3
Other Ethnic group	12.1	10.6	6.1			4.4
White	13.8	12.5	8.3			7.3
White British	13.5	12.0	7.9			7.2
White Irish	12.4	12.9	9.2			8.4
Other White Background	16.6	18.4	10.5			7.4
White Eastern European	20.4	23.8	10.8			
White Western European	2.5	5.3	4.6			
Traveller Irish Heritage	78.9	79.3	57.1			50.3
Gypsy/Roma	66.2	58.8	46.6			39.1
All pupils						

Source: National data DfE Statistical First Release, local data Leeds School Census

Persistent absence fell for all ethnic groups except Chinese pupils in 2011/12. The greatest improvements were seen for Bangladeshi, Pakistani, Mixed Asian and White, Other Mixed and Traveller heritage. The majority of ethnic groups have levels of persistent absence higher than national, with the greatest gaps for Black Caribbean and Mixed Black Caribbean and White pupils.

Secondary Exclusions

Permanent Exclusions

The overall number of permanent exclusions from Leeds secondary schools (including academies) decreased by 41 percent to 26 in 2011/12. Permanent exclusions fell in maintained secondary schools by a significant amount, even taking into account the fact that there are fewer maintained schools now than in previous years. Academies saw fewer permanent exclusions, despite the increased number of academies in 2011/12. The trend of no permanent exclusions from SILCs continued in 2011/12.

Table 100: Number of permanent exclusions from Leeds schools

	2009/10	2010/11	2011/12
Maintained secondary	47	28	14
Academy	10	16	12
All State funded secondary	57	44	26
SILC	0	0	0

Source: Synergy Education Case Management System

The number of permanent exclusions is now at a low enough level that small changes year on year in the reasons for exclusion cause relatively large fluctuations in the percentage of exclusions by reason. Year on year, Leeds secondary schools have seen fewer exclusions for persistent disruptive behaviour, verbal abuse against both pupils and staff, and physical assault against staff. 2011/12 saw exclusions for damage to property, racial abuse, and drug and alcohol related, where as there were none in 2010/11.

Fixed Term Exclusions

Due to discrepancies between exclusions recorded on Synergy Education Case Management System and recorded on the school census, analysis of fixed-term exclusions is not yet available.

Inspections

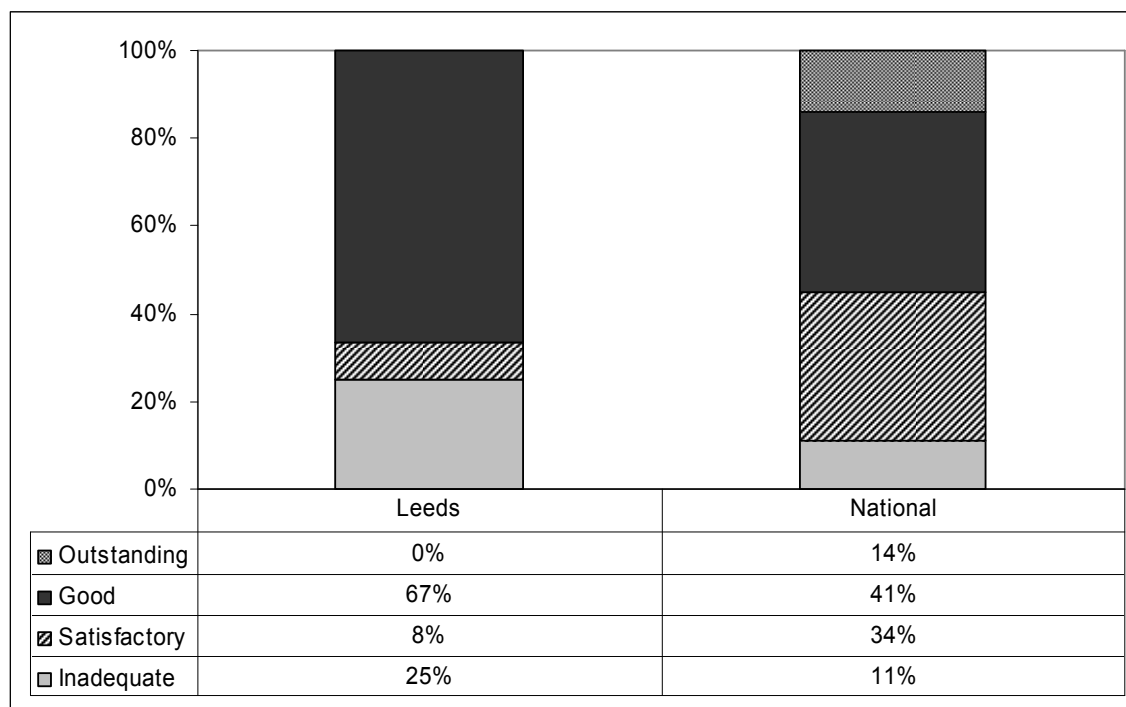
When looking at Ofsted inspections, it should be remembered that not every school is inspected every year. Schools judged in their last inspection as ‘good’ have less frequent inspections than schools judged as ‘requires Improvement’ (or ‘satisfactory’ under the previous framework) or ‘inadequate.’ Schools judged to be ‘outstanding’ at their last inspection are now exempt from routine inspection, unless Ofsted have reason to believe that the school’s performance has declined, e.g., a marked fall in attainment, falling attendance, parental complaints, etc. As such, in order to give a full view of schools’ Ofsted inspections, this report will consider the most recent inspection for each school in addition to looking at all of the inspections that took place in the last academic year.

The framework for school inspection changed at the start of January 2012. The main change was to reduce the number of inspection judgements to just five: overall effectiveness; achievement; quality of teaching; behaviour and safety of pupils; and quality of leadership and management. This framework also established the precedent that schools can only be judged outstanding overall if they have an outstanding judgement for the quality of teaching.

Two secondary schools were inspected in the autumn term of 2011/12 under the framework that applied at the time (dating from September 2009), and ten secondary schools were inspected in the spring and summer terms of 2011/12 under the January 2012 framework. The school inspection framework changed again in September 2012. Under the current framework the ‘satisfactory’ judgement has been replaced with ‘requires improvement.’

Chart 3 below shows the overall effectiveness judgements of Leeds secondary school inspections in 2011/12, compared to secondary schools nationally.

Chart 3: Overall effectiveness judgements for secondary inspections in 2011/12

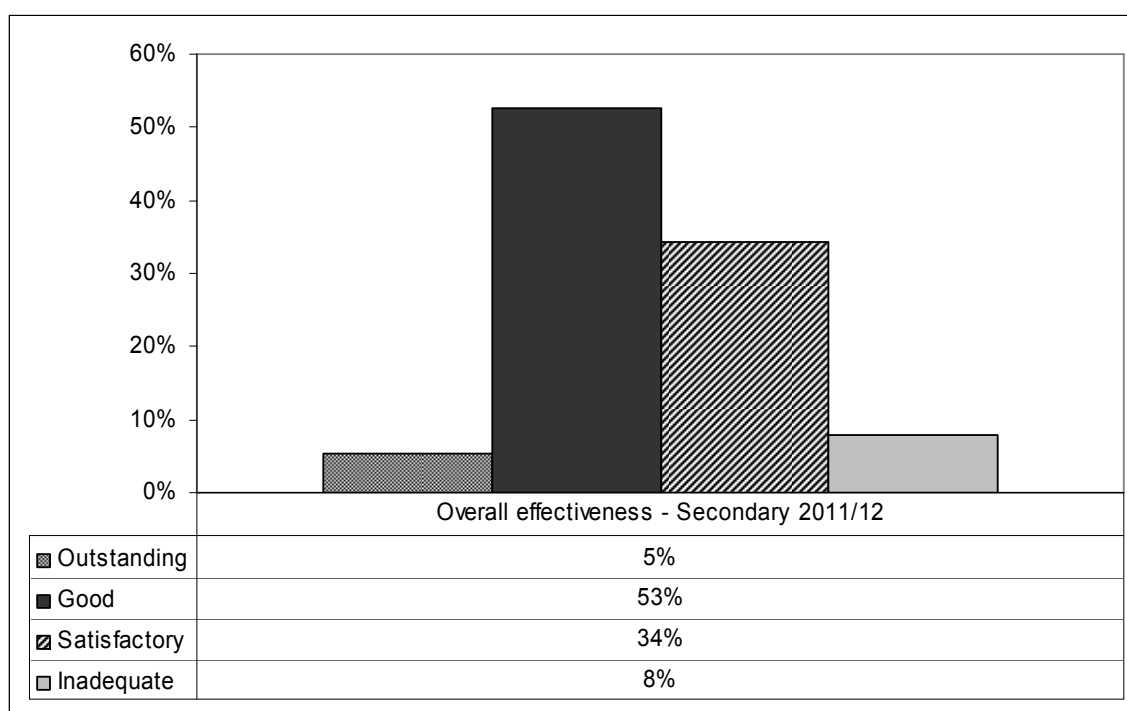


Source: Ofsted statistical release ref 20110020– Maintained schools inspections and outcomes – Annual report 2011/12

During 2011/12 in Leeds there was a higher proportion of secondary schools judged to be 'good' than was the case nationally, although no Leeds schools were judged 'outstanding,' compared to 14 percent nationally. While proportionally fewer Leeds schools were judged to be 'satisfactory,' a far larger percentage than seen nationally were found to be 'inadequate.' The 27 percent of inspections with an 'inadequate' outcome equates to three schools.

Chart 4 below shows the breakdown of the overall effectiveness judgement for the most recent inspection of each Leeds secondary school, as at the end of the 2011/12 academic year. Where a school has become an academy, this includes the Ofsted judgement for the predecessor school. At the end of 2011/12 there were three secondary schools judged to be inadequate. City of Leeds School and South Leeds Academy were both given a notice to improve and John Smeaton Community College was put in special measures. During 2011/12 one secondary school (Swallow Hill Community College) was removed from a category and judged to be satisfactory.

Chart 4: Overall effectiveness judgement from most recent inspection of secondary schools
Source: Inspection reports published on the Ofsted website



Key issues arising from the data

For both the primary and secondary schools that were judged 'inadequate' under the January 2012 inspection framework, in many cases it is the grade for achievement that has been 'inadequate' and has led to this grade being awarded for overall effectiveness. At South Leeds Academy and at City of Leeds High School the grades for teaching, behaviour, and leadership and management were satisfactory, and at City of Leeds behaviour was judged to be 'good'. This indicates the strong focus in the Ofsted inspection framework on raising attainment and progress consistently over time for all pupil groups.

At the end of 2011/12 there were 13 secondary schools judged to be satisfactory. Under the September 2012 inspection framework, there is increased pressure for these schools to improve their overall effectiveness grade. A principle of the September 2012 framework is

that only schools judged to be 'outstanding' or 'good' are proving an acceptable standard of education. If a school is judged as 'requires improvement' at two consecutive inspections and is still not 'good' at a third inspection, it is likely to be judged 'inadequate' and to require special measures.

At the time of writing this report (December 2012) two secondary schools inspected in autumn 2012 had improved their overall effectiveness grade from 'satisfactory' to 'good.'

The requirement for teaching to be 'outstanding' in order for a school to be judged 'outstanding' overall raises the bar for schools currently judged 'good' and aspiring to be 'outstanding.' In Leeds at the end of 2011/12 there was one 'outstanding' secondary school that was judged to have 'good' teaching at its last inspection (Garforth Academy). Ofsted have not yet, at the time of writing this report, set out a policy position on whether or not the rule about outstanding teaching will be applied retrospectively and will affect these schools' status of being exempt from routine inspection.

Table 101: Secondary and special school inspections: September 2011 – December 2012

School	Previous inspection grade	Date	New inspection grade	Date
Secondary schools				
Abbey Grange Academy	2	07/05/2009	2	09/02/2012
Allerton Grange School	3	02/11/2011	2	18/09/2012
Boston Spa School	3	29/04/2009	2	09/05/2012
Carr Manor High School	2	24/09/2008	2	19/10/2011
City of Leeds School	3	11/03/2009	4	12/01/2012
David Young Community Academy	2	25/02/2009	2	09/05/2012
John Smeaton Community College	2	23/01/2008	4	10/05/2012
Leeds West Academy	N/A		2	20/03/2012
Priesthorpe School	3	29/03/2011	2	29/11/2012
Pudsey Grangefield School	3	21/01/2009	2	17/10/2011
Rodillian Academy	3	10/06/2009	2	23/05/2012
Roundhay School	1	06/11/2007	2	09/05/2012
Royds School	3	13/01/2010	3	14/11/2012
South Leeds Academy	N/A		4	02/05/2012
Swallow Hill Community College	4	12/01/2011	3	13/03/2012
Wetherby High School	2	24/06/2009	3	22/10/2012
Special Schools (SILCs)				
Broomfield (South SILC)	2	18/05/2010	2	16/10/2012
Elmete Wood (BESD SILC)	4	25/05/2011	4	24/09/2012
John Jamieson School (East SILC)	1	31/03/2009	1	29/02/2012
West Oaks School (North East SILC)	2	11/11/2009	1	07/11/2012