



The Annual Standards Report 2018-2019



Annual Standards Report for 2018 -2019

To what extent do children and young people in Leeds attend, attain and achieve?

This report contains both national and local data to indicate the extent to which pupils **attain, attend** and **achieve** in our educational settings. Some of this data is now over a year old and teams across the Children and Families Directorate have been implementing plans throughout the year to address areas of improvement highlighted by the data. These are outlined at the end of each section together with any indicators of progress and further plans for the coming year.

The Impact of Covid-19

The COVID-19 virus and the response to it will lead to a change in the data available next year. In 2020, there will be no external tests including SATs, GCSEs and A levels and schools will not be asked to submit their centre assessed grades to the Local Authority. This is because the Government has stated that there will be no performance tables and that grades should not be used as part of performance management systems. To collect data as an authority would contravene the approach taken by the Department for Education.

Some attendance data will be available for the first three half-terms of the 2019-20 academic year, but following the partial closure of schools from March 23rd, schools remained open to only a very few pupils.

Ofsted

Ofsted inspects schools to ensure that they provide a high standard of education for all pupils. As part of the inspection process the inspectorate looks at attainment in external examinations, attendance data and how the work of schools around personal development, behaviour and attitudes supports pupils to achieve.

83.7% of primary schools in Leeds are currently judged by Ofsted to be **good or outstanding**.

79.0% of secondary schools in Leeds are currently judged by Ofsted to be **good or outstanding**.

There is only one **special school** in Leeds that is currently not judged good or outstanding. This school received an OfSTED monitoring visit in January 2020 where inspectors concluded that effective action was being taken in order for the school to become good.

Overall effectiveness judgement by school phase as at 31st May 2020

	Primary	Secondary
Leeds	84%	79%
England	88%	76%
Core Cities	86%	72%
Yorkshire & Humber	83%	73%

% of Pupils in a Good or Outstanding School as at 31st May 2020

	Primary	Secondary
Leeds	83%	84%
England	88%	79%
Yorkshire & Humber	82%	75%

1. Attain

An 'at a glance' overview of Leeds City attainment data...

Key Data Measure	Attainment or progress	2018-19 Trend	Band	Local Authority Rank
EYFS				
% pupils achieving good level of development	A	↑	D	146/151
Gap between mean average total points score of all children and lowest attaining 20%	A	↑	C	82/151
Phonics				
% pupils meeting required standard Phonics Screening Check by end of Year 1	A	↔	D	132/149
% pupils meeting required standard Phonics Screening Check by end of Year 2	A	↓	-	138/149
KS1				
% pupils reaching expected standard in reading	A	↑	D	140/149
% pupils reaching greater depth in reading	A	↔	D	121/149
% pupils reaching expected standard in writing	A	↔	D	147/149
% pupils reaching greater depth in writing	A	↑	D	117/149
% pupils reaching expected standard in maths	A	↔	D	141/149
% pupils reaching greater depth in maths	A	↑	D	130/149
KS2				
% pupils reaching expected standard in reading, writing and maths	A	↑	D	121/151
% pupils reaching higher standard in reading, writing and maths	A	↑	C	73/151
% pupils reaching expected standard in reading	A	↓	D	130/151
% pupils reaching higher standard in reading	A	↓	D	101/151
% pupils reaching expected standard in maths	A	↑	D	115/151
% pupils reaching higher standard in maths	A	↑	C	69/151
% pupils reaching expected standard in writing	A	↑	D	137/151
% pupils reaching greater depth in writing	A	↑	D	102/151
% pupils reaching expected standard in SPAG	A	↑	D	114/151
% pupils reaching higher standard in SPAG	A	↑	C	71/151
KS4				
Attainment 8	A	↑	C	97/150
Progress 8	P	↑	B	48/150
% pupils gaining grade 5+ in English and maths	A	↑	C	84/150
KS5				
Average point score per student entry A level	A	↑	C	86/149
Average point score per student entry Applied General	A	↑	D	135/145
Average point score per student entry Technical	A	↓	A	26/146

1.1 Early Years Foundation Stage Profile results

Key message: There are encouraging improvements in the proportion of children achieving the expected level in the early learning goals and the mean average total point score for the lowest attaining 20% of learners is improving consistently and is now above national.

At the end of Reception, a child is considered to have a 'good level of development' (GLD) if they have achieved at least the **expected level** in all the Early Learning Goals (ELG) in five of the seven EYFS areas of learning: PSE, Physical development, Communication and language, Literacy and Mathematics.

In 2019, 66.4 per cent of reception age children achieved GLD in Leeds, up by 0.7 percentage points since 2018. Although the gap to national has reduced from 5.8 to 5.4 percentage points, performance in Leeds remains below national and other comparators. Leeds is now ranked 146th out of 151 local authorities (up from 148th out of 152 local authorities).

Table 1: The percentage of children achieving a good level of development

	2015	2016	2017	2018	2019	
Leeds	61.8	62.5	64.8	65.7	66.4	Leeds rank is 146 of 151
National	66.3	69.3	70.7	71.5	71.8	
Statistical neighbours	63.0	67.7	69.2	70.4	70.8	
Core cities	61.0	64.7	66.7	68.0	67.9	Band D
Yorkshire & Humber	64.6	67.4	68.8	69.4	70.0	

There are two further areas of learning, Understanding the World and Expressive Arts and Design. Within these two areas, and the five listed above, there is an overall total of 17 early learning goals. In Leeds, the proportion of children achieving the expected standard in each of these learning goals varies.

The percentage of children in Leeds achieving at least the expected level across all early learning goals has increased by 1.1 percentage points to 65.6 per cent, compared to the national figure of 70.7 per cent. The percentage of children in Leeds achieving at least the expected level has seen improvements in each year since 2013.

In 2019, there was an increase (ranging from 0.2 to 1.5 percentage points) in the percentage of children achieving at least the expected level across all the ELGs compared to 2018 except in two ('moving and handling' where performance remained stable and 'health and self-care' where there was a slight decrease of 0.2 percentage points). 'Listening and attention' and 'numbers' saw the biggest increase in performance (1.5 and 1.3 percentage points respectively).

Children are measured across all 17 ELGs and it is determined whether their skills are *emerging*, *expected* standard or *exceeding*.

Scores across all measures generate an Average Point Score (APS). For the first time in 2019, the result for **total APS** is above the national by 0.2 points. **This has had an impact on the ranking and quartile positions with Leeds' rank improving from 77th out of 152 to equal 57th out of 151 local authorities. Leeds is now in Band B for this measure.**

In Leeds, the percentage of children ‘exceeding’ is consistently above national across all ELGs (except one which is in line). However, there are more pupils in Leeds than national in the ‘emerging’ category for ‘reading’, ‘writing’, ‘numbers’ and ‘shapes, space and measures’. This indicates that despite Leeds children being some of the highest attainment nationally, there is also a significantly high level of low attainers.

A further ‘low achievers’ gap looks at the average point score gap between all children and the lowest 20% of attaining children to determine if the gap is narrowing. The gap is calculated as the percentage difference between the mean average of the lowest 20% and the median average for all children.

In 2013, the gap in Leeds was 44.6 per cent with Leeds the lowest performing local authority. Between 2013 and 2017, the gap has reduced each year, with the exception of 2018 when the gap widened slightly to 34.1 per cent (from 33.3 per cent in 2017). However, in 2019, the gap has narrowed by almost one percentage point to 33.2 per cent against a backdrop of an increase in the gap nationally. Due to the combination of the gap increasing nationally and reducing in Leeds the difference in performance between Leeds and national is the smallest it has ever been at 0.8 percentage points. This has improved Leeds’ ranking position from 105th out of 152 LAs to equal 82nd out of 151 LAs.

The mean average total point score for the lowest attaining 20% has improved consistently over the last six years with the average point score for the lowest 20 per cent increasing from 18.8 in 2013 to 22.7 in 2019.

There continues to be an issue of low performance in the following ELGs: ‘reading’, ‘writing’, ‘numbers’ and ‘shape, space and measure’, with Leeds in the lowest band for quartile performance for these key ELGs which negatively impacts on the overall GLD figure for Leeds. These ELGs above are the most difficult to achieve for some of our most disadvantaged learners. Despite making accelerated progress in the Early Years in acquiring Communication and Language skills, applying these skills into reading and writing is a challenge for ‘emerging’ learners and results in lower overall GLD outcomes.

There are a combination of factors that limit the achievement of children. For some children a combination of SEND, Disadvantaged and EAL significantly impact on their outcomes

Specific issues in Leeds contribute to a significantly higher number of learners that this applies to. For example, 11.4% of EAL children nationally are ‘disadvantaged’, whereas in Leeds this is 20.6%. A significant number of these children have had limited, or no, pre-school experience. In specific areas of the city, a significantly low uptake of 2 year old provision results in a vital missed opportunity for these young learners to accelerate progress.

We are aim to increase uptake through the introduction of a ‘golden ticket’ scheme. This has been devised as a result of sharing good practice demonstrated by the City of Newcastle where this approach has been successful.

The limited reading and communication skills of children with EAL impacts significantly on outcomes in maths as it is often specific mathematical vocabulary that hinders progress towards attaining Early Learning Goals in Maths.

Table 2: The “low achievers’ (inequality) gap:

	2015	2016	2017	2018	2019	Leeds rank is Equal 82/151 Band C
Leeds	35.7	34.8	33.3	34.1	33.2	
National	32.1	31.4	31.7	31.8	32.4	
Statistical neighbours	36.0	34.2	33.4	33.9	34.6	
Core cities	36.2	35.1	35.3	35.0	35.5	
Yorkshire & Humber	35.0	33.7	33.4	33.5	33.6	

Special Educational Needs

The percentage of children with an Education and Health Care Plan (EHCP) achieving a good level of development has increased since 2018 – up 1 percentage point. This is in line with National levels.

Leeds is above other comparators (Yorkshire and The Humber and Statistical Neighbours). Leeds is ranked 44th out of 151 LAs.

The percentage of children and young people with SEN Support achieving a good level of development has remained constant since 2018 but the gap to the National has increased. Leeds are below other comparators (Yorkshire and The Humber and Statistical Neighbours) and is ranked 101st out of 151 LAs.

Progress made this year and further plans to improve standards at EYFS

A new Early Years Action Plan has been written to take into account learning and good practice from other Local Authorities that have demonstrated sustained and significant increases to their Good Level of Development (GLD). Interwoven within our plan is practice based on evidence based research from national organisations such as BookTrust.

Areas of focus this year have included:

- Targeting of those eligible but not taking up the 2 year old offer
- Developing closer working relationships with private providers
- Delivering a comprehensive subsidised programme of training and support – coordinated and targeted to specific settings in areas with low GLD
- Targeted support for the 30 lowest attaining schools
- Comprehensive focus training and support package
- 3-term comprehensive moderation programme with settings
- Targeted support programme for pre-school settings
- Early Years professional development programme – with bespoke training to settings and school by ‘Leeds Champions’
- Early Reading deep dives by consultants and advisers
- Maths mastery training via the Yorkshire Maths Hub and LA officer professional development leads
- Learning Improvement team involvement in the inter-LA early years network
- The Early Years improvement team involvement in the Regional Quality Improvement Networks

After a peer review in Summer 2019, the local authority acted upon the recommendations identified, particularly around the school offer for the lowest performing schools. This resulted in:

- A comprehensive subsidised programme of training and support – coordinated and targeted to specific schools. This has been monitored for impact across the year.
- A three part EYFSP moderation programme to support and challenge settings throughout the year to raise the level of expectations and impact on attainment
- The development of a universal offer for schools and settings
- Upskilling the consultant workforce through professional development, for example training on Word Aware and maths PD lead which can then be delivered to settings and practitioners.

There has also been significant collaboration with various organisations such as

- The maths Hub
- The English Hub
- The Early Years Professional development programme
- The Communication and Language task group

An ongoing training programme for social workers, health visitors and others is providing them with skills and resources to promote early reading with families and communities.

SEN

- Inclusion services have implemented the use of an Early Years Developmental Journal to support a robust and graduated approach of training to settings.
- A review and revised Early Years Fair Funding Initiative (EYFII) has been implemented
- Training has been made available on 'evidencing provision' for settings and Reception
- Increased liaison with Health and Portage services to support early identification of vulnerable learners and to target support of services to settings.
- Further training has been offered to Childminders in 2019/20 to support vulnerable learners
- Leeds involvement in the Yorkshire & Humberside Regional Network and the Council for Disabled Children Action Learning Sets (ALS)
- The key focus for ALS has been communication & language and working with parents.
- SENIT EY has initiated a communication & language working party and produced resources including the development of an e-learning module.
- The Regional Network termly meetings have arisen through the links made at the ALS meetings.
- ALS joint projects, Portage, cross border co-operation linked to placements & funding streams.
- Another ongoing strand of work for SENIT has been developing continuums of provision, for Reception and Nursery and school aged children
- Training for school SENDcos began in March with a view to implementation in September for some schools. It's considered the changes in funding processes will have a highly positive impact on data and provision for pupils.

1.2 Phonics Screening Check

Key message: The proportion of pupils meeting the required standard in Leeds has remained static and is still below the national figure.

Pupils take the phonics screening check at the end of year 1 (typically aged 6) and those who do not meet the standard take the check again at the end of year 2 (aged 7).

In 2019 the proportion of children in Leeds meeting the required standard of phonics decoding remained static.

Table 3: Percentage of children who met the required standard of phonics decoding by the end of Year 1.

	2014	2015	2016	2017	2018	2019
Leeds	74	74	77	77	79	79
National	74	77	81	81	82	82
Statistical neighbours	73	76	81	81	82	82
Core cities	73	73	78	79	80	79
Yorkshire & Humber	74	74	78	79	80	80

Overall performance in Leeds remains three percentage points below national and statistical neighbours and one percentage point below Yorkshire and Humber. Leeds is ranked equal 132 out of 149 local authorities and remains in the fourth quartile (Band D).

By the end of Year 2, 89% of children had reached the required standard of phonics decoding, compared to 91% nationally. This places Leeds equal 138 out of 149 local authorities for this measure.

Table 4: Percentage of children who met the required standard of phonics decoding by the end of Year 2.

	2014	2015	2016	2017	2018	2019
Leeds	87	89	88	90	90	89
National	89	90	91	92	92	91
Statistical neighbours	88	90	91	92	91	91
Core cities	86	88	89	90	90	89
Yorkshire & Humber	89	89	90	91	91	90

1.2.1 Phonics Screening Check for children with EAL

Nationally, the same percentage of children with English as an additional language (EAL) met the required standard of phonics decoding as non-EAL children. In Leeds, there is a large gap between these two groups and the gap widened in 2019 to eight percentage points. In 2019, 73 per cent of EAL children in Leeds met the expected standard compared to 81 per cent of non EAL children.

The City has some unique challenges. EAL children in Leeds are more likely to be living in the highest areas of socio-economic deprivation than the overall national picture. 84% of EAL pupils in Leeds live in the 10% most deprived wards and 20.6% of our EAL population are categorised as disadvantaged compared to 11.4% nationally. This contributes significantly to the gap for the phonics screening test. These children are more likely to have SEND; 4.5% more EAL children are categorised with SEND in Leeds than national. This can result in language difficulties in both their first language and English.

DFE Information from the '2017 school census about nationality, country of birth and proficiency in English of pupils' indicates that as an authority Leeds has a higher percentage of new to English than the national picture alongside Yorkshire and the Humber.

The report notes that there appears to be a higher percentage of less fluent EAL Pupils in the North of England. Nationally, 35% of EAL pupils are at proficiency stages A-C (i.e. less than competent). London and the South East have fewer pupils who are less than competent, and the North East, North West and Yorkshire & Humberside have a higher percentage at stages A-C."

The report highlights that Leeds is one of the 10 LAs with the lowest English proficiency within the EAL cohort with 49% assessed as competent or fluent in English. Newcastle is the only other core city named in the 10 lowest LAs with 46% assessed as competent or fluent in English. All core cities with the exception of Birmingham are in the top quartile of LAs with the lowest assessed English proficiency

1.2.2 Phonics Screening Check for children eligible for free school meals

In Leeds there has been a slight improvement in the percentage of children who are eligible for free school meals (FSM) meeting the required standard in phonics in Year 1, whereas nationally this has remained static. Nationally the attainment gap is 14 percentage points. In Leeds the gap is 15 percentage points (a narrowing of 1 percentage point since 2018), with 67 per cent of FSM children reaching the required standard compared to 82 per cent of non-FSM children.

1.2.3 Phonics Screening Check for children with SEND

The largest attainment gap both nationally and in Leeds is between pupils with special educational needs (SEN) and those with no identified SEN. In Leeds in Year 1, pupils who met the phonics standard with no SEN remained static at 86 per cent, and attainment for pupils who have an Education and Health Care Plan or SEN support improved by three percentage points to 11 per cent and 47 per cent respectively. Fewer children with EHCPs in Leeds met the required standard of phonics decoding (11 %) compared to pupils nationally with EHCPs (20 %).

Progress made this year and further plans to improve standards in the Phonics Screening Check

There has been an ongoing drive to work collaboratively with a range of organisations to share and facilitate best practice, for example, through regional hubs, network meetings and training.

The Local Authority offer a universal and bespoke training package to schools, where, upon analysis of data, there is a subsidised package to targeted schools to improve outcomes for all learners. This consists of the following:

- 'Leading on Phonics' training programme
- Literacy leaders' programme which provides support for the wider leadership team to influence change in the schools
- Training for schools in order to deliver the screening check
- Standardisation training around the Phonic Screening Check
- Links for schools into the new English Hubs for support
- Additional Advisory support and 'deep dive' analysis of practice in settings with below expected results

There are further plans to:

- Undertake early reading deep dives universal training
- Carry out bespoke 'deep dives' in schools with school improvement advisors and consultants
- Continue the development on Leading on Phonics programme
- Continue to work with schools and settings around phonics provision – to include a Local Authority offer to schools which is cross-service and bespoke to the needs of the schools.
- Strengthen the links with English Hubs to support schools and settings
- Implement a SEND and EAL training package which aims to address some of these issues. The package has been recently updated in collaboration with Wolverhampton LA.
- Continue and develop the 'Leading on phonics training' – a three day programme where assessment data is analysed in term of vulnerable groups including EAL and the teachers are asked specifically to consider their own school's data in terms of group characteristics and plan to address any gaps in outcomes.
- Introduce a new 'Basic phonics' package – pure sounds video used to support EAL families who may not have certain sounds in their home language.

The Phonics Screening Check and SEND

In 2017 SENIT developed a year 1 evidence informed intervention programme for children at risk of not reaching the required standard at the end of year 1. However in 2018 and 2019 the course did not run due to low take up of the offer. We plan to target these settings and staff again during 2020/21.

SENIT training offer to school SENCOs to support early identification of needs and developing provision (2017 -2019);

- Assessment Toolkit. 141 delegates
- Using a finely graded assessment tool to support provision - 160 delegates
- Meeting the needs of children with literacy difficulties (SpLD) - 219 delegates

A joint initiative on improving standards in phonics screening check began in March 2020 between Learning Improvement, Learning Inclusion and schools.

This collaborative approach to pilot 'phonics deep dives' will impact on outcomes by improving the quality of teaching and learning and the provision of bespoke training and support.

1.3 Key Stage 1

Key message: The proportion of pupils reaching the expected standard in Leeds in reading, writing and mathematics is below the national figure but the gap has narrowed in reading and writing.

Pupils are teacher assessed in reading, writing, mathematics and science at the end of key stage 1 (aged 7). New assessments were introduced in 2016 and comparative data in reading and maths is now available for the last four assessment years.

**Changes made within the 2017/18 writing teacher assessment frameworks mean judgements made in 2019 are not directly comparable to those made using the previous interim frameworks in 2016 and 2017.*

Nationally, 75 per cent of children reached the expected standard in reading, compared to 70 per cent of children in Leeds. Performance for national, statistical neighbours and core cities remained static in 2019 and as a result the gap between Leeds and national narrowed by 1 percentage point. Leeds remains in the fourth quartile (Band D) and its ranking marginally improved from 146 out of 150 in 2018 to equal 140 of 149 local authorities in 2019.

Table 5: Percentage reaching the expected standard in KS1 reading teacher assessments

	2016	2017	2018	2019
Leeds	65	68	69	70
National	74	76	75	75
Statistical neighbours	72	74	74	74
Core cities	69	72	72	72
Yorkshire & Humber	71	72	72	73

The percentage of children working at greater depth in reading in Leeds remained static in 2019 within the context of a national decline. Therefore, the gap between Leeds and the national average narrowed to 4 percentage points. Leeds is ranked equal 121 of 149 local authorities.

Table 6: Percentage working at greater depth in KS1 reading teacher assessments

	2016	2017	2018	2019
Leeds	17	19	21	21
National	24	25	26	25
Statistical neighbours	22	24	25	24
Core cities	19	20	22	22
Yorkshire & Humber	21	22	23	23

The percentage of pupils in Leeds reaching the expected standard in writing also remained static at 63 per cent. There is a six percentage point gap to the national average. Leeds is ranked equal 147 of 149 local authorities.

Table 7: Percentage reaching the expected standard writing teacher assessments

	2016	2017	2018	2019
Leeds	54	59	63	63
National	65	68	70	69
Statistical neighbours	64	67	69	68
Core cities	60	64	67	66
Yorkshire & Humber	63	66	67	67

The percentage of children working at greater depth in writing in Leeds improved by one percentage point to 12 per cent in 2019. This is within the context of a decline in performance for comparator averages. As a result, the gap to the national average has narrowed to 3 percentage points and Leeds' relative performance improved from 138 of 150 LAs in 2018 to equal 117 of 149 LAs in 2019.

Table 8: Percentage working at greater depth in KS1 writing teacher assessments

	2016	2017	2018	2019
Leeds	8	11	11	12
National	13	16	16	15
Statistical neighbours	12	15	16	15
Core cities	10	12	14	13
Yorkshire & Humber	12	14	14	13

The percentage of children reaching the expected standard in maths remained static for Leeds and all comparator averages in 2019. There remains a five percentage point gap to national. Leeds is ranked equal 141 of 149 LAs.

Table 9: Percentage reaching the expected standard in KS1 maths teacher assessments

	2016	2017	2018	2019
Leeds	64	68	71	71
National	73	75	76	76
Stat. Neighbours	71	74	75	75
Core Cities	68	72	73	73
Yorkshire & Humber	70	73	74	74

In Leeds, 18 per cent of children reached the higher standard in maths; an increase of one percentage point from 2018. The national, statistical neighbour and core cities average remained static and the gap to national narrowed to four percentage points. Leeds rank improved from 138 of 150 authorities in 2018 to 130 of 149 LAs in 2019.

Table 10: Percentage working at greater depth in KS1 maths teacher assessments

	2016	2017	2018	2019
Leeds	13	16	17	18
National	18	21	22	22
Stat. Neighbours	17	19	21	21
Core Cities	15	17	20	20
Yorkshire & Humber	16	19	20	21

1.3.1 Key Stage 1 Children with EAL

Nationally, there are gaps in attainment between EAL and non-EAL children reaching the expected standard in reading, writing and maths, but the gaps in Leeds are greater in all three subjects. Nationally, the gap between EAL and non-EAL is four percentage points in reading, two percentage points for writing and one percentage point in maths, whereas in Leeds the gap is 12 percentage points in reading, and nine percentage points for writing and maths.

1.3.2 Key Stage 1 Children eligible for FSM

In Leeds there has been a slight improvement in the percentage of children who are FSM eligible reaching the expected standard in reading and writing. The gap between FSM eligible pupils reaching the expected standard in all three subjects remains larger than the national gap; however, it has narrowed marginally across all three subjects in 2019. Nationally the attainment gap is 18 percentage points for reading, 19 percentage points for writing and 17 percentage points for maths. In Leeds the gap is 21 percentage points in reading, 23 percentage points in writing and 21 percentage points in maths.

1.3.3 Key Stage 1 Children with SEND

The greatest gap both nationally and in Leeds is for pupils with SEND. Five per cent of children in Leeds with an EHCP reached the expected standard in reading, writing and in maths compared to 13 per cent in reading nationally, nine per cent in writing and 14 per cent in maths. The percentage of children with SEN support reaching the expected standard in reading and maths decreased by one percentage point in 2019 to 28 and 33 per cent respectively and increased by one percentage point to 21 per cent in writing.

Progress made this year and further plans to improve standards at Key Stage 1

In order to improve outcomes for all, throughout the academic year there have been increased examples of shared practice and collaborative working with a range of organisations, from English and Maths Hubs, Trusts, National speakers, Oxford University Press and LCC cross service, that have allowed for a more targeted and coordinated approach to the work undertaken in schools.

For example:

- Arooj schools (EAL) – Leeds Meets Shakespeare project – improved outcomes for learners in Year 1
- Oxford University Press programme - *improving reasoning skills in maths*
- Maths Hub to develop maths mastery in schools
- Education Endowment Foundation research to underpin and support training across key phases
- SEND offer to schools includes evidence informed interventions to support literacy

Furthermore, there has been significant development around the universal and bespoke training offer to schools. For example:

- Targeted support in Year 2 for English and Maths support
- ‘New to Teaching in Year 2’ programme
- ‘Achieving and exceeding’ training for teachers, including transition into Year 1 from Early Years
- Subsidised training in collaboration with Maths Hubs through a targeted approach (KS1 and KS2)
- Standardisation training – linked to expectations in assessment frameworks
- Increased rigour of school moderation of pupil work
- Word aware training for teachers
- New SEND training offer for maths developed for 2020.

- SENCO training offer developed by the Learning Inclusion services in order to build capacity within schools.

Information is disseminated through a range of networks to support all layers of teaching staff, including leaders. For example:

- The maths and English conferences
- Subject Leader networks – sharing best practice and developing subject knowledge
- EAL subject leader networks (EY/KS1/KS2)
- SENCO networks and conference used to promote the graduated approach to support for vulnerable learners and to launch the ‘continuum of provision grids’ for reading and maths.

Further plans:

- Assessment Moderation roadshows – linked specifically to exemplification of the standards
- Subject ‘Deep dives’ for maths and English and the wider curriculum – by School improvement advisors in collaboration with consultants
- New **EAL champions** – targeted for specific schools and that is data driven.
- Pilot of ‘Review of A band FFI funding’ 2019 in partnership with schools in order to move away from deficit model to a provision and outcomes based model.

KS1 Children with EAL

Termly training for supplementary schools. Topics to include:

- oracy/vocab – developing talk
- learning behaviours
- how children learn
- working memory and the memory model
- effective learning environment
- effective lesson planning
- Word-aware training, including targeted training for Arooj schools
- Early reading training

KS1 children with SEND

Early identification of need through good assessment and the implementation of the graduated approach of assess, plan, do, review are critical to securing the right provision for children with SEND and improving outcomes. SENIT offer includes:

- More focussed training offer for identified settings
- New SENIT training offer for maths in 2020.
- Bespoke training for schools on literacy and maths provision
- SENCO networks and conference used to promote the graduated approach and launch the ‘continuum of provision grids’ for reading and maths. 109 SENCOs signed up 2019

Pilot of ‘Review of ‘A band’ funding’ 2019 led by SENIT in collaboration with FFI team and small number of schools in order to move away from deficit model based on attainment to a provision and outcomes based model.

1.4 Key Stage 2

Key message: The proportion of pupils reaching the expected standard in Leeds is below national for all assessments but the gap with national has narrowed in all.

Results at the end of Key Stage 2 focus on a child's attainment and progress in maths, reading and writing. Writing is based on teacher assessment, reading and maths on end of key stage tests.

**Changes made within the 2017/18 writing teacher assessment frameworks mean that attainment in all reading, writing and maths (combined) judgements in 2018 and 2019 are not directly comparable to those made using the previous interim frameworks in 2016 and 2017.*

For the tested subjects each pupil is given a scaled score outcome. Scaled scores are normalised values, where a score of 100 will be considered the expected standard. Any score below this means the pupil is working towards the expected standard, and any score above means the pupil is working above the expected standard.

62 per cent of Leeds year 6 children achieved the expected standard in reading, writing and maths compared to 65 per cent of children in state-funded schools nationally. The gap to national narrowed by a percentage point in 2019 compared to 2018. Leeds performance remains in band D nationally, with an improved ranking from equal 125 of 152 in 2018 to equal 121 of 151 authorities on the combined reading, writing and maths measure.

Table 11: The percentage of pupils achieving the expected standard in reading, writing and maths

	2017	2018	2019	
Leeds	56	61	62	Leeds LA rank is 121 of 151 Band D
National	62	65	65	
Statistical neighbours	61	65	65	
Core cities	59	63	63	
Yorkshire & Humber	58	62	63	

The percentage of children reaching the expected standard in reading decreased both nationally and in Leeds in 2019. However, the gap to national narrowed by a percentage point in 2019 compared to 2018.

Table 12: The percentage of pupils achieving the expected standard in reading

	2017	2018	2019	
Leeds	68	72	70	Leeds LA rank is 130 of 151 Band D
National	72	76	73	
Statistical neighbours	71	75	73	
Core cities	69	73	71	
Yorkshire & Humber	68	73	71	

Maths has the greatest percentage of children reaching the expected standard. There is now only a 2% gap between Leeds and national.

Table 13: The percentage of pupils achieving the expected standard in maths

	2017	2018	2019	
Leeds	71	73	77	Leeds LA rank is 115 of 151 Band D
National	75	76	79	
Statistical neighbours	76	76	80	
Core cities	74	75	78	
Yorkshire & Humber	73	74	78	

The percentage of children in Leeds assessed as meeting the expected standard in writing increased whilst the national figure went down meaning that the gap with national for this measure is now only three percentage points.

Table 14: The percentage of pupils achieving the expected standard in writing

	2017	2018	2019	
Leeds	70	74	75	Leeds LA rank is 137 of 151 Band D
National	77	79	78	
Statistical neighbours	76	79	79	
Core cities	74	76	77	
Yorkshire & Humber	75	77	78	

The percentage of pupils achieving the expected standard in spelling, punctuation and grammar also improved by one percentage point and as the national figure remained static, there is now only a two percent gap between the two figures.

Table 15: The percentage of pupils achieving the expected standard in grammar, punctuation and spelling

	2017	2018	2019	
Leeds	75	75	76	Leeds LA rank is 114 of 151 Band D
National	78	78	78	
Statistical neighbours	77	78	78	
Core cities	76	77	77	
Yorkshire & Humber	75	76	77	

1.41 Key Stage 2 Higher Standard

For each of the tested subjects pupils are given a *scaled score* outcome. Scaled scores are normalised values, where a score of 100 will be considered the expected standard. There is also a 'higher standard' measure which is when a child achieves a scaled score of 110 or more in the test for reading, mathematics, and grammar, punctuation and spelling, and are assessed as working at greater depth within the expected standard (GDS) in writing.

Leeds is in band C for the percentage achieving the higher standard for reading, writing and maths combined.

Table 16: The percentage of pupils achieving the higher standard in reading, writing and maths

	2017	2018	2019	Leeds LA rank is 73 of 151 Band C
Leeds	7	9	10	
National	9	10	11	
Statistical neighbours	8	9	10	
Core cities	7	9	10	
Yorkshire & Humber	7	9	9	

The percentage of pupils achieving the higher standard in reading decreased in 2019 by two percentage points compared to 2018. The national figure also fell, but by one percentage point so that the Leeds gap to national widened to 2%.

Table 17: The percentage of pupils achieving the higher standard in reading

	2017	2018	2019	Leeds LA rank is 101 of 151 Band D
Leeds	23	27	25	
National	25	28	27	
Statistical neighbours	23	27	26	
Core cities	22	26	25	
Yorkshire & Humber	22	26	25	

However, the percentage achieving the higher standard in maths rose by 4% in 2019, compared to a rise of 3% nationally, meaning that there is only now one percent difference between Leeds and national.

Table 18: The percentage of pupils achieving the higher standard in maths

	2017	2018	2019	
Leeds	21	22	26	Leeds LA rank is 69 of 151 Band C
National	23	24	27	
Statistical neighbours	22	23	26	
Core cities	22	23	26	
Yorkshire & Humber	20	21	25	

The gap also narrowed between the percentage of pupils in Leeds achieving the higher standard in grammar, punctuation and spelling and the percentage nationally. The percentage in Leeds improved by two, compared to a national increase of one, resulting in a gap of only 1% to national.

Table 19: The percentage of pupils achieving the higher standard in grammar, punctuation and spelling

	2017	2018	2019	
Leeds	28	33	35	Leeds LA rank is 71 of 151 Band C
National	31	35	36	
Stat. Neighbours	30	34	35	
Core Cities	31	35	35	
Yorkshire & Humber	31	32	33	

The percentage of pupils assessed to be working at greater depth increased in Leeds whilst the national figure remained static meaning that the gap to national reduced to two percentage points.

Table 20: The percentage of pupils working at greater depth in writing

	2017	2018	2019	
Leeds	13	17	18	Leeds LA rank is 102 of 151 Band D
National	18	20	20	
Statistical neighbours	17	19	20	
Core cities	16	18	19	
Yorkshire & Humber	17	19	19	

In terms of progress between the end of key stage 1 and key stage 2, the progress children made in reading and writing was not significantly different to the national average, whereas pupils made significantly more progress in maths in Leeds than similar pupils nationally.

1.4.2 Key Stage 2 Disadvantaged children

There was a 6% increase between 2017 and 2018 in the proportion of disadvantaged pupils gaining the expected standard in reading, writing and maths. However, this figure remained at 45% in 2019 and is still 6% below the national figure for disadvantaged pupils. With 71% of non-disadvantaged pupils in Leeds achieving the expected standard there is a large gap of 26% in the attainment of disadvantage and non-disadvantaged pupils, 6% greater than the national gap.

1.4.3 Key Stage 2 Children with EAL

There was an improvement of 1% in the proportion of pupils with EAL achieving the expected standard in reading, writing and maths. However, this was also mirrored nationally so Leeds remains 12% below the national average for this measure. 54% of children with EAL in Leeds gained the expected standard compared to 64% of non-EAL children in Leeds.

1.4.4 Key Stage 2 Children with SEND

The proportion of pupils with SEN Support in Leeds gaining the expected standard in reading, writing and maths improved by 2% closing the gap slightly with national so that there is only a 2% difference now. There was also a 1% improvement in the proportion of pupils with an EHC plan who achieved the expected standard, but this remains modest at 4% and adrift of the national figure of 9%.

Progress scores (LAIT):

Reading: SEN Support – Performance in Leeds is above the national and other schools in Yorkshire and The Humber region – trend ↑

Writing: SEN Support – Performance in Leeds is above the national and trend ↑

Maths: SEN Support – Performance in Leeds is above the national, Yorkshire and Humber and statistical neighbours – trend ↑

Progress made this year and further plans to improve standards at Key Stage 2

In order to improve outcomes for all there has been an increase in examples of shared practice and collaborative working with a range of organisations, from English and Maths Hubs, Trusts, National speakers, research schools, the Oxford University Press and LCC cross service, that have allowed for a more targeted and coordinated approach to the work undertaken in schools. To support improvement, the LA has worked with:

- Wolverhampton LA

Cracking the Comprehension Code programme. Wolverhampton's successful training package was shared and developed for use within Leeds. Wolverhampton have also trained our EAL and SEND consultants to use new, additional materials. Leeds consultants then used the materials and the training to develop a customised Leeds programme.

Durham LA – One of our assessment consultants met with their consultants to discuss their improvements in reading outcomes. As a result of the findings assessment and core subject training has been amended.

The LA engages with schools where there is identified good practice. Schools that share good practice are both **LA maintained and Academies**. We have asked a variety of schools from all areas of the city to contribute to training and events and share their practice. Our last conference included input and workshops from a member of The Gorse Academies Trust (Richmond Hill). We work closely with the teaching schools to support our most vulnerable schools and these are often schools which form part of a MAT.

There has been high degree of bespoke training for all layers of school staff which has included:

- Champions leader training - ongoing each year
- Year of Reading activities have been promoted throughout the city to promote accelerated reading outcomes
- Assessment and data training
- Governor training and guidance documents (all key phases)
- Subject knowledge across the curriculum to ensure progression (all key phases)
- Newly Qualified Teacher (NQT) /Recently Qualified Teacher (RQT) induction training (all key phases)
- SEND training offer new developments; Speech and Language Development level 2 course, maths, assessment and target setting.
- SENCO networks and conference used to promote the graduated approach for support to children and the launch of the 'continuum of provision grids' to support reading and maths

There has been a clear emphasis on language and communication with a variety of packages that schools have been able to access; included in all the training is a focus on language and as such the consultants have had CPD. Programmes are for example:

- Talk matters programme
- Language champions
- An extensive school debating offer
- Teaching schools and the development of a writing programme (all key phases)

This year has seen the implementation of a project with Huntington Research Schools aimed at schools in Leeds with large progress gaps between disadvantaged and non-disadvantaged pupils.

Further plans to support school improvement consist of:

- New to teaching in Year 4 and Year 5 training
- A reading programme 'Cracking comprehension' to improve reading outcomes
- Making words count programme - Arooj schools (EAL)
- Word aware training linked with Early Years and Key Stage 1
- Subject 'Deep dives' – which links to work with school improvement advisors and consultants
- Delivering training on behalf of the Maths Hub
- Teaching of reading (comprehension) in Years 3 and 4– data driven targeted support to vulnerable children
- Assessment and Moderation roadshows

The focus for our advisory capacity work in 2020 will include:

- Clear focus on Early reading/reading deep dives by the advisory team in conjunction consultants, focus on bottom 20% of cohort
- Revised ways of working - to provide clearer frameworks for the advisor to operate within
- Strengthen Advisor-consultant collaboration throughout the year.
- EAL Champions (leading and improving outcomes for EAL learners) adapted to include school to school support from previous champions (subject to funding)
- EAL SEND (using training and addition materials purchased to define and distinguish between EAL and SEND associated issues and support with both) project to run with Arooj schools
- Subject knowledge training for class teachers in maths and English
- Leading on Phonics usually targeted by data this year targeting vulnerable groups EAL/BME/Dis/SEND.
- Assessment for progress – Y3, 4, 5 training – closing the gaps and ensuring progress.
- Word Aware – vocabulary development training aimed at KS1 but can be used with KS2

1.5 Key Stage 4

Key message: In terms of raw attainment, pupils in Leeds do not achieve as well as pupils nationally; however, they make strong progress from the end of key stage 2.

1.5.1 Attainment 8

Headline measures at key stage 4 are based on the results of eight GCSEs or equivalent. The eight counted are made up of English and Maths and the best three of Science, languages, History and Geography. The other three are the best remaining qualifications a pupil has achieved. GCSEs are graded 1-9, with grade 9 being the highest. These grades become points in the calculation of attainment 8 and progress 8. A grade 8 in History would therefore accrue 8 points. The points in English and maths are doubled.

A pupil who has an attainment 8 score of 50 would, on average, have gained a grade 5 in all eight of his/her subjects, with English and maths counting double.

In 2019, the average Attainment 8 score per pupil in Leeds was slightly higher than the figure for 2018 and the gap to national narrowed. The result of 45.1 means Leeds is ranked equal 97 of 150 local authorities. The performance of Leeds schools on this measure is above the core cities average, broadly in line with statistical neighbours and below national and Yorkshire and the Humber averages.

Table 21: Attainment 8

	2017	2018	2019	
Leeds	45.1	44.8	45.1	Leeds LA rank is Equal 97 of 150 Band C
National	46.4	46.6	46.7	
Statistical neighbours	45.2	45.6	45.3	
Core cities	43.9	44.2	44.2	
Yorkshire & Humber	45.4	45.1	45.4	

1.5.1.1 Attainment 8 for disadvantaged pupils

Disadvantaged children in Leeds perform less well than their non-disadvantaged peers, gaining an average point score of 35.4, compared to 49.4. This is also below the national figure for disadvantaged pupils which stands at 36.8. Overall, this places Leeds in Band C and 81 out of 150 local authorities.

1.5.1.2 Attainment 8 for pupils with English as an Additional Language

Pupils in Leeds with EAL gained an average point score of 44 compared with the 46.1 of their peers who have English as a first language. This is below the national figure for pupils with EAL which is 48.3.

1.5.1.3 Attainment 8 for pupils with SEND

Both pupils with SEND support and those with EHC plans attain less well than similar pupils nationally. The attainment 8 score for SEND support pupils was 31.2, 1.4 below the national average. The attainment 8 score for pupils with an EHC plan was 10.3, 3.4 points below the national figure.

1.52 Progress 8

Progress 8 is a measure which looks at the progress a pupil has made in his or her secondary education. It compares what the pupil achieved in the 8 subjects included in the Attainment 8 score and compares this to what the pupil would have been expected to achieve given his or her Key Stage 2 results.

A score of 1.0 would mean that every pupil in the group make on average a grade more progress than pupils did nationally with the same starting point in every one of their eight counted subjects; a score of -0.5 means they make on average half a grade less progress than average.

Performance in Leeds for Leeds is above the national and other comparators and is ranked equal 48th of 150 local authorities; this is an improvement on the previous year when the ranking position was 65th out of 151 local authorities. Leeds remains in band B.

Table 22: Progress 8

	2017	2018	2019	Leeds LA rank is Equal 48 of 150 Band B
Leeds	0.07	-0.02	0.03	
National	-0.03	-0.02	-0.03	
Statistical neighbours	-0.12	-0.12	-0.16	
Core cities	0.13	-0.13	-0.10	
Yorkshire & Humber	0.03	-0.02	-0.02	

1.5.2.1 Progress 8 for disadvantaged pupils

In 2019, disadvantaged pupils in Leeds made on average more progress than the same pupils nationally. Leeds' performance is ranked equal 42nd out of 150 local authorities; this is an improvement on the previous year when the ranking position was 44th out of 151 local authorities.

Table 23: Progress 8 disadvantaged pupils

	2019	Rank Equal 42/150 Band B
Leeds Disadvantaged	-0.38	
National Disadvantaged	-0.45	
Leeds Non Disadvantaged	0.22	
National Non Disadvantaged	0.13	

1.5.2.2 Progress 8 for pupils with English as an Additional Language

Pupils in Leeds who have English as an additional language made almost half a grade more progress compared to pupils non-EAL pupils in Leeds. Performance of EAL pupils in Leeds is broadly in line with EAL pupils nationally.

Table 24: Progress 8 for pupils with EAL

	2019
Leeds EAL	0.47
National EAL	0.48
Leeds Non EAL	0.02
National Non EAL	-0.11

1.5.2.3 Progress 8 for pupils with SEND

In 2019, pupils in Leeds who have SEND made lower than average progress compared to pupils nationally; pupils who are categorised as SEN Support made almost half a grade less progress than pupils nationally, but when compared to the same pupils nationally, SEN support pupils in Leeds made more progress.

Pupils in Leeds who have a Statement or Education and Health Care Plan (EHCP) in place made almost a grade and half less progress, which is below the progress made by the same pupils nationally.

Table 25: Progress for pupils with SEND

	2019
Leeds Non SEN	0.18
National Non SEN	0.08
Leeds SEN Support	-0.39
National SEN Support	-0.43
Leeds State./EHCP	-1.48
National State./EHCP	-1.17

1.5.3 English and maths

The percentage of pupils achieving a grade 5 or higher in English **and** maths (strong pass) increased to 41.6 percent, within the context of a decline for national, statistical neighbours and core cities. Leeds remains in band C with a rank of 84th of 150 local authorities.

Table 26: The percentage of students achieving a strong pass in English and in maths

	2017	2018	2019	Leeds LA rank is Equal 84 of 150 Band C
Leeds	39.3	40.9	41.6	
National	42.9	43.5	43.2	
Statistical neighbours	41.0	42.2	41.2	
Core cities	37.3	38.3	38.1	
Yorkshire & Humber	40.7	41.1	41.1	

1.5.3.1 English and Maths Disadvantaged pupils

A greater proportion of disadvantaged pupils in Leeds gained a grade 5 or above in English and maths than in 2018. In total 23.9% of disadvantaged pupils in Leeds were awarded a grade 5 for both subjects, just 0.9% below the national figure. This places Leeds in Band B and the authority ranks 64 out of 150 other authorities.

1.5.3.2 English and Maths Children with English as an Additional Language

The proportion of pupils with EAL who achieved a grade 5 or above in English and maths improved by 2.5%. However, at 35.9% this is still some way short of the national figure for pupils with EAL at 44.9%.

The percentage of pupils achieving a standard pass (9-4) in English and maths remains static at 62.1 per cent. Leeds remains in Band C and is ranked equal 100th of 150 local authorities. Nationally, 64.6 per cent of pupils achieved a standard pass, representing a gap of 2.5 percentage points. Leeds' performance is below statistical neighbours and the Yorkshire and Humber average but above core cities.

Table 27: The percentage of students achieving a standard pass in English and in maths

	2017	2018	2019	Leeds LA rank is 100 of 150 Band C
Leeds	60.5	62.1	62.1	
National	64.2	64.4	64.6	
Statistical neighbours	61.9	63.2	63.0	
Core cities	57.4	58.9	58.5	
Yorkshire & Humber	61.8	62.4	62.6	

Progress 8 scores for pupils at SEN Support – 2019 Performance in Leeds was above the national, Yorkshire & the Humber and statistical neighbours.

Progress made this year and further plans to improve standards at Key Stage 4

To improve attainment 8 and increase the proportion of pupils achieving a grade 4 or better in English and maths there has been an unrelenting focus on improving outcomes in English and maths.

In English, a nationally renowned speaker, Mary Myatt led a conference focussed on reading. This dovetailed with work secondaries have undertaken as part of the Year of Reading.

Consultants work with two local maths hubs. Some of the developments have included:

- delivering a funded professional development programme
- using manipulatives to support pupils at grades 4 and 5 in GCSE
- participating in the Innovation group Curriculum development workgroup
- participating in the Mathematical Thinking workgroup at GCSE.

To support other subjects which count towards Attainment 8, the Leeds Learning Partnership, which is our secondary training offer to schools, includes membership of 13 subject networks which meet termly to share good practice and look at development in pedagogy. These have been delivered jointly with Huntington Research School in York since September 2018 to ensure that teaching and learning strategies in the classroom are underpinned by research based evidence. The Research Schools network seeks to break the link between family income and educational achievement so our work with Huntington is very much aimed at improving outcomes particularly for disadvantaged pupils.

The year has seen a focus both nationally and locally on curriculum development. LA advisers and consultants have delivered training to many schools and school based practitioners outlining the cognitive science underpinning curriculum development. As a result, many secondary schools have developed knowledge rich subject curricula which are delivered to pupils in a logical and sequenced way so that past learning is revisited and understanding is deepened. The focus on a knowledge rich curriculum also ensures that disadvantaged pupils have access to the 'cultural capital' which will enable them to progress to positive destinations and live fulfilling lives. Core advisers have carried out many Ofsted style 'deep dive' reviews of subject departments and given detailed feedback to individual schools on how they might improve their quality of education.

Two conferences focussed on emerging themes: assessment and behaviour with national high profile speakers.

To address outcomes for EAL pupils the focus this year has been using data in schools to inform planning and delivery of provision. Primarily, the approach has been to use EAL research and best practice in supporting effective collaboration, resource development, and Oracy strategies to develop teaching and learning practices for new arrivals and new to schooling pupils, disadvantaged BME including GRT and EAL learners, and Refugee and Asylum seekers. Differentiating specific needs of the different groups within the larger BAME group is also a key area of focus, to ensure what is delivered is suitable for the individual and is based on cultural awareness.

Secondary school EAL leads also access termly network meetings with sessions delivered on unconscious bias, EAL pedagogy, oracy, working with Roma pupils, refugee and asylum seekers, aspects of EAL leadership and management, and planning and delivery of training.

Individual school support and a partnering school support has proven to be an effective way of working for our school based practitioners. Most EAL leads now offer a form of training, coaching or EAL specific support to subject based colleagues. This year schools are collaborating in a CPD project to help dissemination of EAL knowledge within schools, with the aim of supporting the continual development of subject staff to meet the needs of specific vulnerable groups where attainment and progress is low. The planned approach covers areas such as cultural differences, cultural identity and admissions and inductions, EAL teaching and learning, pastoral care, academic support, high expectations, what improves attainment and access to learning. This year has also seen the development of the maths and Speech and Language Development secondary training offer for SENCOs. Consultations with schools support a robust graduated approach for children and young people with SEND needs.

1.6 Key stage 5

Key message: At A level, pupils in Leeds perform in line with national; in vocational qualifications they perform less well than other pupils nationally and in Tech levels, they exceed national.

The headline attainment measures at Key Stage 5 are the average point score (APS) per entry and APS per entry expressed as a grade. APS per entry measures are reported separately for cohorts of students depending on the types of qualifications taken: academic (mainly A level), applied general (vocational) and tech level. It is calculated by dividing the total point score by the total size of entries. APS per entry gives an indication of the average result achieved per qualification taken and provides a comparison of achievement over time, regardless of the volume of qualifications taken.

1.6.1 Average Points Score Per Entry

The average points score per entry figure for A level qualifications in both Leeds schools and Leeds schools and colleges combined saw a slight rise in 2019 by 0.50 points and 0.61 points respectively. However, in both cases, the figures are below all comparators.

For Applied General, for both Leeds schools and Leeds schools and colleges combined, the average points score per entry was lower than all comparators, despite an increase of 0.60 points for Leeds schools since 2018. The average points score per entry for Leeds schools and colleges combined fell by 1.34 points to 26.56 in 2019.

The Leeds schools and colleges combined average points score for the Tech level qualifications fell slightly by 0.14 points in 2019. In contrast, the Leeds schools average points score for the Tech level qualifications rose by 0.77 points. Leeds continues to outperform all comparators for this performance measure for both Leeds schools and Leeds schools and colleges combined.

The Leeds schools and colleges combined average point score for A level ranks Leeds 86th out of 149 authorities which places Leeds in Band C. For Applied General, Leeds is ranked 135th of 145 authorities, placing Leeds in Band D. For Tech Level, Leeds is ranked 26th out of 146 authorities, placing Leeds in Band A. There was a small cohort of Tech Levels students in 2019 (almost 400 students).

Table 28: Average points per entry

	2019		
	A Level	Applied General	Tech Level
Leeds schools	31.78	27.13	32.68
Leeds schools & colleges	31.77	26.56	31.32
National	32.87	28.89	28.64
Stat. Neighbour	32.94	28.79	29.78
Core Cities	32.06	28.67	29.03

1.6.2 Average Grade per Entry

In 2019, for A level attainment, the average point score for both Leeds schools and Leeds schools and colleges combined equates to a grade C+; an improvement on grade C (a grade that had remained the same since 2016/17). Nationally, for A level attainment; the grade remains a grade C+ (since 2017/18).

In 2019, Leeds schools average points score per entry expressed as a grade for Applied General rose to Merit+ (from Merit in 2018), placing Leeds in line with national. Conversely, the Leeds schools and colleges combined average points score expressed as a grade fell slightly to Merit (from Merit+ in 2018).

The average points score per entry expressed as a grade for Tech level qualifications for both Leeds schools and colleges combined and Leeds schools remains at Dist- (above national in 2019).

Table 29: Average points score per entry as a grade

	2019		
	A Level	Applied General	Tech Level
Leeds schools	C+	Merit+	Dist-
Leeds schools & colleges	C+	Merit	Dist-
National	C+	Merit+	Merit+

Progress made this year and further plans to improve standards at Key Stage 5

The main focus in 2019-20 has been to develop a Post 16 strategy for the city. An OBA event was held in January which brought together some key stakeholders such as school and college leaders, LA officers and governors. Since then LA officers have drawn up a set of overarching principles to underpin decisions about Post 16 provision in Leeds in the coming years which will be presented to councillors for consultation in the near future. A strategic planning group comprising service leads within Children and Families will assume leadership of this agenda.

Regular discussions are taking place with Leeds City College to look at how the Council can support the College in its application for government grant funding to address the shortfall in places predicted in Leeds in the future.

The Local Authority supports plans in the west of the city to develop a 600 place sixth form college. This would be a collaboration between Leeds City College and some schools in the area which would give up their smaller and uneconomic sixth forms in favour of the joint enterprise with a large curriculum offer to meet the needs of students at level 3.

Schools and colleges are supported through the traded offer from Leeds for Learning. This includes the option of attending a termly network and annual conference. Schools and colleges can buy in support from school improvement colleagues to evaluate the quality of teaching and learning and leadership and management at Post 16 in their setting. Some schools buy in a bespoke Post 16 review from a member of the school improvement team.

The training offer and the focus on developing curriculum detailed in the key stage 4 section are equally relevant to key stage 5.

1.7 Attainment at 19

Key message: Whilst progress data at key stage 4 is strong, it remains the case that in terms of raw attainment, fewer young people in Leeds are qualified to level 2 or level 3 by the age of 19 compared to the figures nationally.

Young people who are qualified to level 2 have the equivalent of 5 GCSEs at grade 4 or above. Level 2 attainment has fallen by 1.8 percentage points since 2018; this is following the trend of all comparators although at a greater rate. Leeds ranks 136th out of 152 local authorities, placing it in Band D. Nationally, Level 2 attainment was 81.8% representing a gap of 6.2 percentage points between it and the Leeds figure.

64% of pupils in Leeds gained 5 GCSEs including English and maths by the age of 19 compared to the national figure of 68.7%. As a result, this places Leeds in Band D and ranks the authority 121 out of 150.

Young people qualified to level 3 have the equivalent of two A levels or more. Level 3 attainment in Leeds has fallen by 2.2 percentage points since 2018 to 49.9%; similar to Level 2, this is following the trend of all comparator groups although at a greater rate. Leeds ranks 124th out of 150 local authorities, placing it in Band D.

Attainment at 19 for Level 2 and 3 has fallen for pupils who are eligible for free school meals by 2.2 percentage points to 50.7% for Level 2 and by 1.2 percentage points to 24.5% for Level 3. Leeds ranks 146th out of 150 local authorities for Level 2, placing it in Band D and 135th out of 150 local authorities for Level 3, placing it in Band D.

Attainment at 19 for Level 2 for pupils who are SEND (as recorded in year 11) has fallen in Leeds in 2019. For pupils who are categorised as being SEN Support attainment has decreased by 2.5 percentage points to 48.4% and by 6.8 percentage points to 17.8% for pupils who have an EHCP; the lowest it has been in the last 14 years.

Attainment at 19 for Level 3 pupils who are categorised as being SEN Support has improved by one percentage point to 23.5% in Leeds. When compared to the national figure of 30.7%, this represents a gap of 7.2 percentage points; the gap has reduced since 2018 by 1.3 percentage points.

29.1% of pupils who are categorised as SEN Support qualified to Level 2 with English and maths by 19, an improvement of almost two percentage points since 2018.

14% of pupils in Leeds who are categorised as SEN Support progressed to attaining GCSEs 9-4 or other Level 2 qualification in English and maths at age 19 where they had not previously done so at 16, an improvement of 2.7 percentage points. As the national figure has improved by 0.4 percentage points the gap between Leeds and national has reduced from 6.1 to 3.8 percentage points.

1.8 Looked after children

Key message: Outcomes for looked after children vary from year to year, often due to the changing nature of the cohort. However, at the primary and secondary exit points there have been improved and sustained outcomes.

At the end of key stage 2, 38% of looked after children reached the expected standard in reading, writing and maths. This is the same figure as that in 2018, and a 12% improvement on the proportion of pupils achieving this measure in 2017.

At the end of key stage 4, 13.2% of looked after children achieved a strong pass in English and maths. This is a 3.2% increase on 2018, although it remains far below the overall figure of 41.6% for all Leeds children.

Table 30i: Outcomes for look after children

	2017	2018	2019
EYFS			
GLD	50	33.3	31.6
KS1			
Phonics	53	65	57
Reading	46	39	41
Writing	39	24	35
Maths	46	39	41
KS2			
Reading	52	51	49
Writing	43	55	49
Maths	43	46	52
GPS	54	57	52
RWM	26	38	38
KS4			
P8	-0.73	-1.01	-0.87
A8	22.1	20.4	23.6
Strong pass	8.5	11.0	13.2
Standard pass	19.7	20.7	25.3

Table 30 ii: Key Stage 2 Reading, Writing & Maths combined - percentage of pupils reaching the expected standard

	2016	2017	2018	2019
Leeds (all pupils)	48	56	61	62
National (all pupils)	54	62	65	65
Leeds (CLA)	24	26	38	38
National (CLA)	25	32	35	36

Table 30 iii: Key Stage 4 - percentage of pupils achieving a strong pass (grade 9-5) in English and Maths

		2017	2018	2019
Leeds (all pupils)	-	39.3	40.9	41.6
National (all pupils)	-	42.9	43.5	43.2
Leeds (CLA)	-	8.5	11.0	13.2
National (CLA)	-	7.4	7.7	7.3

Progress made this year and further plans to improve outcomes for looked after children

The following are among the key developments made to support looked after children in Leeds and improve outcomes:

- Improved guidance, documentation and workflow for personal education planning went 'live' in January 2020 with requirement for termly reviews
- Expansion of the successful pilot of the Building Underdeveloped Sensory Systems: Readiness for School programme for all looked after children aged 2, 3 and 4
- Delivery of Booktrust Letterbox book-gifting scheme for 5-11 year olds and Dolly Parton's Imagination Library for all under 5 looked after children and children of care leavers
- Funding of the Leeds City College Transitions Champion delivering transition support to the looked after cohort to support secure destinations to post-16
- Appointment of 3 high quality 'new to care' PEP co-ordinators to ensure children's progress is accurately benchmarked on becoming looked after and appropriate targeting of support implemented as early as possible
- Delivery of intensive trauma/attachment training to more than 20 schools and settings to support social, emotional and mental health needs
- Commissioning of the Institute of Education Promoting the Achievement of Looked After Children research programme for a second round of investigations/action research by schools and settings into 'what works'.

2. Attend

2.1 Primary Attendance

Key message: Primary attendance is in line with national but persistence absence and unauthorised absence is higher than national.

Primary attendance over the 6 half terms of 2018-19 was in line with national.

Table 31: Primary attendance

	2015	2016	2017	2018	2019	Change	Leeds LA rank is
Leeds	96.1	96.0	96.0	95.9	96.0	+0.1	62 of 152
National	96.0	96.0	96.0	95.8	96.0	+0.2	
Statistical neighbours	95.9	96.0	95.9	95.6	96.0	+0.4	Band C
Core cities	95.7	95.6	95.7	95.7	95.8	+0.1	
Yorkshire & Humber	95.8	95.9	95.8	95.7	95.8	+0.1	

However, **unauthorised absence** is higher in Leeds than it is nationally. 1.5% of the absence was unexplained or unjustified. This ranks Leeds 125 out of 152 authorities and in Band D.

Invoices for penalty notices raised over the last 3 years.

Academic year	Invoices
2017-2018	3014
2018-2019	4859
2019-up to March 2020	4515

Despite an increase in the number of penalty notices raised, it has not yet impacted on the unauthorised absence figures. Throughout the year, there has been increased support to schools through increased communication, the publication of a School Attendance Toolkit and more register checks by attendance officers.

Persistent Absence in Leeds (*when a pupil's overall absence equates to ten percent or more of the possible sessions they could attend*) is above national. 8.8% of children were persistently absent compared to 8.2% nationally. However, this is 1% lower than the figure for core cities and below the Yorkshire and Humber average. On this measure Leeds ranks 98 out of 152 authorities and is in Band C.

2.1.1 Children Eligible for Free School Meals

The attendance in Leeds for children eligible for free school meals was 93.9%, an improvement of 0.2%. This puts Leeds in line with the national figure for the same cohort, which is 94%. However, the attendance of children in Leeds not eligible for free school meals was 96.4% so there is still a gap between the two groups which needs addressing.

2.1.2 Children with English as an Additional Language

The gap in attendance between EAL and non-EAL pupils in Leeds is much smaller, at 0.3%. The attendance figure for EAL pupils in Leeds was 95.7% compared to 95.9% nationally, and to 96% for the non-EAL cohort in Leeds.

2.1.3 Children with SEND

The attendance of pupils with SEN Support in Leeds was 94.7%, marginally above the national figure. However, the attendance of pupils with an EHC plan was 92%, one percentage point below national. The attendance of both cohorts is below that of the Leeds and national figures, which are above 96%.

2.2 Secondary Attendance

Key message: Children who are eligible for free school meals have low attendance compare to their non-FSM peers, and this gap is wider in Leeds than it is nationally.

Table 32: Secondary attendance

	2015	2016	2017	2018	2019	Change	Leeds LA rank is =114 of 152 Band D
Leeds	94.4	94.3	94.3	94.2	94.2	0.0	
National	94.7	94.8	94.6	94.5	94.5	0.0	
Statistical neighbours	94.7	94.8	94.4	94.2	94.4	+0.2	
Core cities	94.4	94.4	94.2	94.3	94.2	-0.1	
Yorkshire & Humber	94.5	94.5	94.3	94.1	94.1	0.0	

Secondary attendance in Leeds has remained unchanged from 2018 and is 0.3% below national, but in line with core cities and above the Yorkshire and Humber figure. As with primary attendance, the unauthorised figure at 2.7% is considerably higher than the national figure of 1.8%. This ranks Leeds 135 out of 152 authorities and in Band D.

Persistent Absence in Leeds (*when a pupil's overall absence equates to ten percent or more of the possible sessions they could attend*) is above national. 14.6% of children were persistently absent compared to 13.7% nationally. However, this is lower than the figure for core cities and below the Yorkshire and Humber average. On this measure Leeds ranks 110 out 152 authorities and is in Band C.

2.21 Children Eligible for Free School Meals

The attendance in Leeds for children eligible for free school meals was 89.2%, a further decline of 0.4%. This puts Leeds below the national figure for the same cohort, which is 90.8%. The attendance of children in Leeds not eligible for free school meals was 95.2% indicating a large gap between the attendance of both groups.

2.2.2 Children with English as an Additional Language

The attendance of EAL in Leeds is higher than that of non-EAL pupils at 95.1% and 94% respectively. The attendance figure for EAL pupils in Leeds is 0.3% lower than the national figure for EAL pupils.

2.2.3 Children with SEND

The attendance of pupils with SEN Support in Leeds was 90.3%, below the national figure of 91.9%. The attendance of pupils with an EHC plan was also below national, 91.1% compared to 91.4%.

2.3 Attendance in Special Schools

Key message: all headline attendance measures are declining.

Table 33: Attendance in Special Schools

	2017	2018	2019	Change	Leeds LA rank is =131 of 152 Band D
Leeds	89.8	88.5	88.0	-0.5	
National	90.3	89.8	89.9	0.1	
Statistical neighbours	90.5	90.1	90.3	+0.2	
Core cities	88.5	87.8	87.5	-0.3	
Yorkshire & Humber	90.4	90.0	90.0	0.0	

Attendance in special schools in Leeds dropped by half a percentage point and this means that there is now a gap of nearly 2% between the Leeds and national figure. Unauthorised absence is 3.8% compared to 2.3% nationally and the persistent absence figure in Leeds of 32.7% is nearly 4% higher than national

Progress made this year and further plans to improve attendance

In the last year the School Attendance Service have undertaken free support sessions for schools and academies – offering both pre and post Ofsted reviews and a register check service (under 2008 legislation) to ensure schools are prepared for the School Import Data (SID) roll out. This new School Import Data system will enable attendance, exclusion and admission information to be gathered directly from schools on a weekly basis and enable child level data to be more immediate. This will be particularly useful for monitoring FSM, SEN and CIN/CP attendance by school and pupil and will lead to more proactive work. Attendance data may show some change as schools coding becomes more accurate.

The increase in direct contact and partnership work with schools has led to an increase in schools' request for specific Service Level Agreement (SLA) work at bronze, silver and gold level as well as repeated SLA year on year. Some schools have re-engaged with SLA for more training and support having had their own attendance team for some years since traded work began.

Schools have also received an update Attendance Toolkit with specific outline of expectations on schools and clarity of process for where a penalty notice is required. Last year saw an upward movement in penalty notices from schools as a result. Please note that since Covid-19 lockdown began, there has been no penalty notices sent out so the number of Penalty Notices and funding from this will be significantly reduced this year.

The School Attendance Service team continues to work closely with the Children Missing Education team and the Elective Home Education team as well as with Admissions and fair access protocols. Work has also started with social care to support CIN children with low attendance more specifically and this will be enhanced with a new post in Learning Inclusion in the near future.

During 20/21, register checks will continue and analysis of data from SID will support more rapid response to schools and children with low attendance trends. The new 10 day non-attendance referral process from schools (*where a child has been absent without parental reason*) introduced this year is supporting a more rapid response to non-attendance.

Multi-agency work has developed this year on issues relating to low or irregular attendance for recognised medical reasons. New guidance to schools and governors has been developed to support those pupils with long term health conditions and confirmation of processes when a child is not well enough for schools.

2.4 Exclusions

Data for exclusions is always time-lagged by one year. Therefore these are the figures and trends for exclusions in 2017-18.

Permanent exclusions remain low in Leeds compared to national and other comparators with 1 permanent exclusion in primary schools and 5 in secondary in 2017/18. Leeds is in band A for both and ranked as 28 out of 151 LAs for primary and 4 out of 151 for secondary.

The primary school fixed period rate remains in band A at 0.77. This is small decrease from 2016/17 when the exclusion rate was 0.82. Leeds is ranked 27 of 151 LAs. The secondary school fixed period exclusions rate has decreased from 14.52 in 2016/17 to 9.64 in 2017/18 and is now below national (10.13) and all other comparators. Leeds is ranked 85/151 LAs and band C. The most common reason recorded for fixed period exclusion in secondary schools was persistent disruptive behaviour (1770 pupils), verbal abuse/physical assault against adult (998) and physical assault against a pupil (663).

The rate of pupils with 1 or more exclusions has also reduced and is now 4.68. This is now in line with national and below comparators. Leeds is ranked 80/151.

Although there are fewer fixed term exclusions in Leeds than many other authorities they generally last for a longer period of time. The average number of days lost per excluded pupil increased again in 2017/18 to 6.69. Leeds is ranked 147/151 and remains in band D.

Overall, in secondary schools, there were 2101 fewer fixed term exclusions and 529 fewer pupils exclusions in 2017/18 compared to 2016/17. The average length has increased for the third year in a row (average is less than the peak of 7 in 2015).

Progress made this year and further plans to reduce exclusions

As in previous years, fixed term exclusion data at the level of school and by child has been shared each term with the Area Inclusion Lead officers and with Area Inclusion Partnership (AIP) Chairs. They in turn share the information within their specific local school partnerships. The purpose of this is to ensure that any child with 3 or more fixed term exclusions is looked at to see if further support is required to enable inclusion in learning and promote a reduction in further exclusions.

There continues to be good partnerships between the LA and schools specifically around exclusion with the AIP Partnerships which has maintained the Child Friendly city ethos of low/no permanent exclusions. When any permanent exclusions are notified to the LA, the school is invited to the Social, Emotional and Mental Health (SEMH) Panel for discussion. The high support and high challenge of this discussion and partnership continues to ensure that other solutions are explored. Many permanent exclusions have been able to be withdrawn due to this process. Where they do move to governors meetings they are in most part upheld. None were overturned by Independent Review in this year.

As part of a continuation of review of the data and trends, the LA exclusion team has been strengthened by additional casework officer support enabling the lead officer to have increased capacity around permanent exclusions, governors' meetings and fixed term exclusion cases where flagged to the LA by parents. The intention is that in the future these officers will attend governors meetings' where a student has 15 days or more fixed term exclusions and where parents have requested support.

**Validated data for the last academic year is not available to identify trends in exclusions. However, further reference can be made to the 'Exclusions Scrutiny Report' for more detail and data sets on exclusions.*

3. Achieve

Achieve is used here in its broadest sense to include not just exams but pupils' personal and social development and wider growth and success. Furthermore, children and young people should be able to access a wide range of experiences and successfully participate in sport, the arts, citizenship and more.

3.1 Health and Well-being

Health & Wellbeing Service

Up to September 2019, 237 (86%) of schools across Leeds were engaged in the Leeds **Healthy Schools** programme.

Up to September 2019 263 (95%) of schools across Leeds were engaged in the **MindMate Friendly** and Champion Programme.

Investors in Pupils engaged with 44 schools who successfully accredited as Investors in Pupils schools; 33 schools through self-review (including 8 Leeds schools) and a further 11 accredited through on-site assessment (including 2 Leeds schools).

The 8 week **Leeds Resilience Programme** was delivered to 113 young people across 10 schools/ settings.

3.11 My Health My School Survey

The Annual My Health My School Survey provides some invaluable data which enables tracking of pupils' health and well-being. For the year 2018-19, it gained responses from over 17,000 pupils in 188 schools.

After 7 consistent years, this year saw a 2% increase to just under 24% of pupils reporting that, on an average day, they eat **'5 or more portions of fruit and vegetables'**. Year 11 also recorded its highest level at 14%.

Physical activity of '7 or more times of 30 minutes or more' increased significantly in 2013/14 to 68% after remaining consistent at around 40% since 2009/10. This year has continued the upward trend with the highest ever physical activity levels recorded over the 12 years of the survey with this years' data peaking at 71% overall and Primary schools recording their highest levels too at 78%.

Overall numbers of pupils reporting they have **'never smoked, have tried or used to smoke'** has consistently increased over the last 12 years, stabilising at 98% since 2015/16. After 7 years of gradual improvement, peaking last year at 89%, Year 11 saw a 3% decline to 86%.

The rate of pupils **'smoking 10 or more cigarettes a day'** has reduced since 2007/8 from 3%, and has remained consistent over the last 5 years at around 0.5%. Year 11 data has risen to a ten year high at 4%, a 2% increase on the previous year.

After a significant increase in **'abstinence from drinking alcohol'** from 40% in 2007/8 to 64% in 2015/16, the data has stabilised over the last 4 years at a rate of 64%. Year 11 results showed its biggest improvement in one year (7%) now recording its best outcome at 32%. After a record high for Primary schools last year (77%), this year saw a 4% drop (73%) in pupils reporting that they have never had a drink of alcohol.

All year groups reflected a rise in pupils reporting **'drinking alcohol everyday'**. Year 11 students recorded the worst results since the survey began with a 3% increase on last year to a high of 5%.

Feeling happy 'everyday, most days' saw an overall 5% decrease this year on last year (79% to 74%); the lowest rate since the question was introduced in 2009/10. Both Secondary and Year 11 also saw the lowest rate at 68% and 62% respectively, reflecting a steady decline from 82% in 2009/10 for both. At primary level the figure has

remained consistent since 2009/10 at around 84%, although this year saw a 4% reduction from last year to 79%, the lowest rate recorded.

All year groups reported the worst levels for pupils **feeling 'stressed or anxious every day or most days'** with overall increasing from 19% in 2009/10 to 24% this year, a consistent increase over 6 years. Primary pupils have reported increases for 6 consecutive years from 13% to 18%, and secondary pupils reflected an increase over the last 5 years from 23% to 34%. Year 11 has seen the biggest increase from 28% in 2012/13 to 48% this year, reflecting a 3% increase on last year.

For overall bullying incidents pupils reporting **'not at all' to being bullied** in the last 12 months peaked at 70% in 2016/17 following 5 years of gradual improvement. The last two years however have shown a decline to 65% (4% on last year). Both primary and secondary schools saw a 4% decline to 64% and 66% respectively, with year 11 seeing a 7% drop to 72%.

Secondary year groups saw a decrease in those reporting that they chose to **'drink to get drunk'** from 13% to 5% in 2015/16, which has now stabilised over the last three years at 6%. Year 11 recorded a third consecutive yearly increase to 19% (3% rise).

Illegal drug use has dropped significantly since 2007/8 in secondary pupils overall, reducing consistently from a peak of 17% to a low of 5% in 2015/16. An increase in 2016/17 has remained consistent the last two years at 7%. Year 11 pupils' reporting 'ever using an illegal drug, glue, gas or solvent as a drug', has fluctuated over the years, peaking at 28% in 2007/8 and a low of 15% in 2015/16. Over the last 3 years we have seen this gradually increase to 22% (1% increase this year).

Overall secondary pupils reporting **'ever having had sexual intercourse'** saw its' lowest ever level this year at 12% after recording a significant decrease over time from 38% in 2007/8. Year 11 data also reflects this downward trend over time from 47% in 2007/8 to 24% this year, a 4% decrease on last year and now at its lowest level.

Of students reporting 'ever having had sexual intercourse', the proportion reporting **'either using a condom or a condom and another form of contraception'** has stabilised over the last two years at 49% for secondary and about 50% for year 11. The secondary rate has steadily decreased since 2008/9 at 73% to 46% in 2015/16, though it did increase in 2016/17 to 57%. The number of pupils reporting 'never using any form of protection' the last time they had sexual intercourse reached its highest level this year at 42%, after consistently seeing an increase since 2007/8 when the rate was 19%.

Active Schools + Service

The Active Schools+ Service has provided 48 participation events in this period, with a school engagement rate of 223 across these events and a total of 3,623 children have taken part. The service has carried out 73 bespoke support visits, and delivered 7 staff training events with 252 school staff trained.

Progress made this year and further plans to improve Active Schools +

- Develop a new offer to support both physical activity and mental health in primary settings
- Develop pupil leadership programmes to link in with the school physical activity and sport offer
- Support and training for the following new statutory curriculum:
 - Primary Schools: Health Education

Progress made this year and further plans to improve health and well-being

- Leeds Healthy Schools Programme - Post 16 focus
- Leeds Healthy Schools Early Years Programme
- Delivery of the Youth Mental Health First Aid Training
- Support and training for the following new statutory curriculums:
 - Primary Schools: Relationship and Health Education
 - Secondary Schools: Relationship and Sex Education and Health Education
- Develop a Post 16 and SEND specific survey to sit alongside the main My Health My School Survey
- Review the Investors in Pupils programme to reflect current priorities for schools

The preventative work carried out by the Health & Wellbeing Service specifically towards drugs, alcohol and smoking education has been the following:

PRIMARY

- **You, Me, PSHE scheme of work** – Drug Wise – A full drugs, alcohol, tobacco unit, including lessons and pre and post assessments for all year groups 1- 6.
- **Drug Wise in school training offered to all schools.**
- **Rory training offered to all schools** – to increase awareness of the physical and social effects of harm caused by alcohol, develop greater awareness of the impact of parental alcohol misuse on children and be able to better identify children who are, or may be, affected by parental drinking and/or domestic violence
- **Oh Lila training offered to all schools** – to have an increased awareness of the physical and social effects of harm caused by alcohol.
- **Drugs policy training** – supporting schools to write a comprehensive Drugs policy
- **School support visits** - analysing My Health My School survey data in relation to drugs, alcohol and tobacco and supporting schools with relevant interventions.
- **School Health Check** – Healthy Schools online self-audit tool to self-evaluate drug education provision.

From September 2020 onwards:

The above will continue plus:

September 2020 primary statutory Health Education guidance for KS1 & 2

- *the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.*

SECONDARY

- **Alcohol Education Trust training offered to all schools** – This includes a resource pack and lesson plans for KS 3, 4 and 5 with SEND sessions too.
- **Drugs policy training** – supporting schools to write a comprehensive Drugs policy
- **Leeds Secondary Toolkit units** – All schools have access to these resources and lesson plans. This currently includes lessons on the effects and risks of alcohol, solvent abuse, effects and risks of cannabis, legal status of drugs, how drugs and alcohol can affect decision making, resisting drugs and peer pressure.
- **School Health Check** – Healthy Schools online self-audit tool to self-evaluate drug education provision

September 2020 onwards:

The above will continue plus:

- **Leeds Secondary Toolkit units** – This is being revised so that all lessons are in line with the new statutory guidance.
- **September 2020 Secondary statutory Health Education guidance for KS3 & 4**
 - *the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.*
 - *the law relating to the supply and possession of illegal substances.*
 - *the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.*
 - *the physical and psychological consequences of addiction, including alcohol dependency.*

- *awareness of the dangers of drugs which are prescribed but still present serious health risks.*
- *the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.*

POST 16

Support from the Health and Wellbeing Service includes;

- **POST 16 toolkit** – includes lessons on alcohol and sexual behaviour, illicit drug use, with a focus on cocaine and risk assessment and management.
- **Drugs policy training** – supporting schools to write a comprehensive Drugs policy
- **Alcohol Education Trust training offered to all schools** – This includes a resource pack and lesson plans for KS 3, 4 and 5 with SEND sessions too.

September 2020 onwards:

The above will continue.

3.2 ArtForms Music

During 2018-19, ArtForms Music, as the lead organisation in the **Leeds Music Education Partnership (LMEP)** - the *music hub* for Leeds - engaged effectively with schools through a wide range of core roles: supporting curriculum development, delivering whole class instrumental learning and singing strategies. In many cases this was at a rate that was at or above national average. Key headlines include:

- Almost 19,000 children received **music tuition** provided by ArtForms in Leeds schools. This number includes 7500 children who received teaching from the ArtForms National Curriculum team;
- Almost 1500 learners participated in a range of classes in 7 locally based **music centres** across Leeds
- ArtForms Music continued to provide high level opportunities through 12 **City of Leeds Youth Music Groups**, involving about 430 children and young people
- Major city-wide events in 2018-19 included: **'Big Play'** (involving 25 schools), **'Big Sing'** (26 schools), the **Summer Festival concert** (68 schools), **Christmas Concert** (41 schools) and the **'Big Samba'** (11 schools).
- The number of schools in our **'Music Champion Schools'** programme (which recognises schools who are committed to delivering inspirational music teaching through hub engagement) has doubled to more than 20 in 2019.
- LMEP allocated 26 **Innovative Activity grants** to stimulate further musical activities in schools.

Progress made this year and further plans to improve ArtForms Music

- **Levels of engagement** this year in all areas of ArtForms/LMEP activity has remained high.
- LMEP has engaged proactively in a regional music hub **inclusion review** to recognise and share areas of strong practice in Leeds and other local hubs and to identify areas for further development. This will result in a five year 'Inclusion' Strategy' to further improve musical achievement for children and young people in Leeds, particularly the most vulnerable
- The service is increasingly focusing on developing a range of **on-line musical resources** to support teaching and learning

3.3 Year of Reading

Improving reading is a significant challenge in Leeds with data indicating that outcomes in reading for children and young people are below national expectations, particularly in EYFS and Key Stages 1 and 2.

As a result of data analysis, one of the three obsessions of the 3As Strategy is that ***“All children in Leeds read for learning and fun”***.

The intention of the Year of Reading is to promote reading not simply for learning but for enjoyment and not merely for tests, but to provoke imagination and creativity. In line with the principles of ‘Think Family’ a key aim is to work to promote family reading and the strong bonds made possible by parents reading to their child. The Year of Reading seeks to activate the city around reading in support of families, children and schools.

The impact of the 19/20 Year of reading will not be evident in the outcomes contained in the 2018/19 Annual Standards Report and as a result of the current Covid-19 pandemic momentum has stalled somewhat with many planned activities and initiatives not able to take place.

The Year of Reading Steering Group will now meet to decide how best to take the Year of Reading strategy forward to ensure that the momentum and impetus generated continues and that reading remains as the central priority in our drive to raise outcomes for young people at all stages.

Some activities which have taken place as part of the Year of Reading?

- A **Launch event** held at Shakespeare Primary School alongside the Booktrust, schools, library teams, Councillors, Leeds United and Leeds Rhinos.
- **Online resources** supporting reading (www.leedsforlearning.co.uk/YearofReading)
- **Author visits** to venues throughout the city.
- A **cross-council initiative** alongside partnerships with Booktrust, schools, local businesses, School Library Service, Leeds Library Service, Childrens Centres, Leeds United, Leeds Rhinos and The British Library
- Approximately **200** social workers, health visitors and charity colleagues have been trained in Booktrust schemes in how to support families and young people to develop the love of reading and support the raising of outcomes for young people.
- **Volunteer reading in schools** programme established with local businesses, Child Friendly Leeds Ambassadors and Council teams.
- Re-vamped **Summer Reading Challenge** developed by the Schools Library Service.
- Two new **Schools Library Service “Story Buses”** have been launched to visit more children’s centres, schools and community centres and will help promote the love of reading amongst our most vulnerable communities.
- **Schools and settings** have undertaken a range of Year of Reading activities
- **Book donation boxes** set up in Merrion House and Adams Court- unwanted high-quality books dropped off by LA staff and distributed to a range of organisations that can utilise them.
- Supported the roll-out of the **Letterbox Club** reading initiative (reading and book programme for Looked After Children).

Additional Resources generated through the Year of Reading

- 12,000 books to schools and Childrens centres across the city in the Big Leeds Book Grab.
- The Letterbox Club scheme has seen 350 looked after children receive 6 monthly resource packs filled with books and other reading materials and games.
- Through Dolly Parton’s Imagination Library, each month since November 2019, approx. 200 looked after 0-5 year olds have received a book
- The partnership with the Booktrust has resulted in excess of 50,000 books coming to Leeds this year, including a book for every baby born in Leeds