



Annual Education Performance Report 2015

For consideration by: Children, Young People and Schools
Scrutiny Commission

Date of meeting: 28 June 2016

Lead director: Frances Craven

Useful information

- Ward(s) affected: All
- Report author: Annette Montague
- Author contact details: annette.montague@leicester.gov.uk

1. Purpose of report

The report describes the education performance of Leicester City schools, academies and colleges in the academic year 2014-2015.

The report:

- analyses key performance indicators, giving reference to relevant benchmarking data
- summarises key strength and areas to develop
- describes previously published aspirations for children and young people in Leicester

2. Summary

The Annual Education Performance Report gives a summary and overall analysis of key information relating to the academic year 2014/15. It covers information on OfSTED judgements, outcomes and attendance. Each section is covered in more thorough detail in a relevant appendix.

The summary gives headline figures, published aspirations and the key priorities for each issue. Each appendix gives background context, an analysis of outcomes and progress measures, analysis by key cohorts (usually gender, advantage / disadvantage, ethnicity, English as an additional language and special educational needs), a geographic comparator analysis, variation between wards and school level information. This is slightly different by section depending on the availability of data, themes emerging and nature of the section.

3. Recommendations

- To note the key findings from the Annual Education Performance Report.
- To agree the priorities and actions in section 4.3.

4. Supporting Information

Report attached.

Executive Summary: Annual Education Performance Report 2014/15

The Annual Education Performance Report below gives a summary and overall analysis of key information relating to the academic year 2014/15. It covers information on ofsted judgements, outcomes and attendance. Each section is covered in more thorough detail in a relevant appendix.

The summary gives headline figures, published aspirations and the key priorities for each issue. Each appendix gives background context, an analysis of outcomes and progress measures, analysis by key cohorts (usually gender, advantage / disadvantage, ethnicity, English as an additional language and special educational needs), a geographic comparator analysis, variation between wards and school level information. This is slightly different by section depending on the availability of data, themes emerging and nature of the section.

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4.1 Quality of Provision – Academic year 2014/15 (See Appendix 1)

All schools and academies are inspected by Ofsted and graded as being either outstanding, good, requires improvement or inadequate (special measures/serious weaknesses).

Number of schools in each phase of education at 31st August 2015 (110 total)		
Phase	LA Maintained	Academy
Primary	74	8
Secondary	17	0
Special	9	1
All through School	0	1*

*Note - Tudor Grange Samworth Academy is an 'all through school' but is classed by Ofsted as a Secondary School and is reflected as that in their figures.

Analysis indicates that the quality of provision, based on Ofsted judgements, in Leicester is;

- improving but still below national and regional averages in the primary phase
- declining but still above national and regional averages in the secondary phase
- improving and above national and regional averages in the special sector and PRUs (Pupil Referral Units)
- better in primary schools serving 'deprived' communities than those serving the 'most deprived' and average communities
- out-performing the national picture for secondary schools serving the deprived and most deprived communities
- being graded as better than national average for EYFS provision and the behaviour of pupils in primary schools
- being graded as below national average for pupil outcomes in primary schools

As at September 2015, all four of Leicester Colleges (Sixth Form and Further Education) are judged to be good or outstanding.

Our aspiration is for all Early Years Settings, Schools and Post 16 provision in Leicester City to be either rated as good or outstanding by 2018.3.2

4.2 Outcomes for Children and Young People

4.21 Early Years Foundation Stage (EYFS) summary 2014/15 (See Appendix 2):

- In the Foundation stage there has been a significant increase in the cohort size over the last year, considerably larger than in the cohort nationally.
- In the Early Years Foundation Stage (EYFS), 50.7% of children achieved a good level of development (GLD) in 2015. This was an increase of 10% from the previous year.
- Nationally the percentage of children achieving a GLD rose from 60% in 2014 to 66.3%.
- The gap between the percentage of children attaining the GLD nationally and those attaining the GLD in Leicester (34.6%) closed by 19% in 2014 and 15.6% in 2015. It is therefore narrowing.
- Progress made from entry to a reception class to reaching expected outcomes is good and often better than expected.
- Leicester's ranking of % GLD remained at 152 of 152 English authorities, 4.7% behind Halton ranked at 151.
- The best authority (excluding the Isles of Scilly) was Lewisham (77.5%), with the best statistical neighbour being Southampton (66.1%).
- In the East Midlands region, on average, 64% achieved a GLD
- The percentage of children attending EYFS provision in schools judged to be good or outstanding is on an upward trajectory based on inspections in 2014/15.
- Reading, writing and numbers performance in Leicester is significantly lower than in the other

early learning goals.

- There is a great deal of variation in performance between schools across Leicester City and within wards.
- Predicted outcomes for 2016 suggest a further increase in the percentage of children achieving a good level of development.

Our aspiration is that in Leicester City we will at least match national outcomes and we wish to reduce the variation between settings.

4.22 Key Stage 1 summary 2014/15 (Appendix 3):

- Attainment on entry is low.
- At Key Stage One (KS1) there has been a significant increase in the cohort size over the last year, considerably larger than in the cohort nationally.
- The percentage of pupils in Leicester achieving a Level 2b+ in reading, writing and maths is significantly below the national average and the gap has widened.
- Attainment in the year 1 Phonics screen improved by 3% but is still 5% below the national average with significant variation between schools.
- The percentage of pupils making expected progress from EYFS to KS1 has increased in all areas from 2014.
- In reading the percentage of all pupils making expected progress went up from 90% to 99% and those that exceeded expected progress went up from 46% to 62%
- In writing the percentage of all pupils making expected progress went up from 88% to 100% and those that exceeded expected progress went up from 34% to 61%
- In maths the percentage of all pupils making expected progress went up from 75% to 100% and those that exceeded expected progress went up from 43% to 69%
- Girls outperform boys at Level 2B in reading, writing and maths but both are significantly below national averages
- Disadvantaged pupils achieve better in Leicester in reading, writing and maths than their peers do nationally.
- Pupils with EAL perform significantly worse than national in reading, writing and maths.
- White British and Indian pupils are significantly below national averages in reading, writing and maths.
- Overall Key Stage One (KS1) performance in Leicester is also low against statistical and regional neighbours and gaps are widening.
- There is considerable variation in the performance of different schools and there is also considerable variation within schools between the outcomes in reading, writing and maths.

Our aim is for the percentage of children achieving the expected standard in phonics to match national performance, for the percentage of pupils reaching age related expectations or above in reading, writing and maths to at least match national performance and for all Leicester children to make good or better progress through the key stage.

4.23 Key Stage 2 summary 2014/15 (See Appendix 4):

- Attainment on entry to Key stage 2 was low.
- At Key Stage two (KS2) there has been a significant increase in the cohort size over the last year, considerably larger than in the cohort nationally.
- Nine schools were below the floor target (11 in 2014) and 14 are at risk of being categorized as coasting if they have low performance compared to national figures in 2016.

- KS2 average point score (APS) has shown a steady increase over the last three years but is still significantly below national and has been for the last three years.
- Reading, writing and maths combined at Level 4+ (the expected level) was significantly below national in 2014 and 2015.
- Maths level 4+ was in line with national
- Reading and writing level 4+ was significantly below national
- Grammar, punctuation and spelling level 4+ was significantly above national
- In 2015 progress in reading and writing were significantly below the national average. Maths was in line with national.
- The average point score (APS) for boys has increased over the last three years. The gap between LA boys and national boys is now 0.4.
- In 2015 the gap between Leicester girls and girls nationally has widened to 10% below the national average for maths, reading and writing combined. The corresponding gap for boys has stayed at 4% below.
- In 2015 Leicester disadvantaged students had a higher APS than disadvantaged students nationally (0.2 higher).
- The proportion of disadvantaged students achieving combined maths, reading and writing scores for level 4+ has shown an increase over the last three years. This is a group that generally do well in Leicester when compared to national outcomes and in 2015 this group were significantly above national.
- Expected progress in maths for disadvantaged students has been 2 or 3% above the national figure for disadvantaged pupils for the past 3 years.
- Non-disadvantaged students combined maths, reading and writing scores for level 4+ were significantly below the national average in 2015.
- Non disadvantaged pupils in Leicester are now significantly behind national figures for expected progress in writing.
- In 2015 EAL students had a slightly lower APS than those with English as a first language (0.2). This gap of 0.2 is smaller than the gap nationally.
- The proportion of EAL students achieving Level 4+ in reading, writing and maths has stayed the same as in 2014 at 28.2 and this is in line with national EAL pupils.
- EAL attainment at level 4+ is significantly above the national average in maths, reading and writing and in line with the national average for grammar, punctuation and spelling.
- Attainment for pupils with English as a **first language** is significantly below national in maths, reading and writing.
- Expected progress in maths, reading and writing for EAL and non EAL pupils was in line with national in 2015.
- In 2015 all ethnic groups were in line with national for average point score.
- There has been a small year on year increase in APS for white British pupils which exactly matches the increase for this group nationally and means that Leicester white British pupils have been 1.0 points below the national average for the last three years.
- In 2015 attainment at level 4+ in maths, reading, writing and grammar, punctuation and spelling was significantly below national for white British and Indian pupils.
- In 2015 attainment at level 4+ in maths, and grammar, punctuation and spelling (GPS) was significantly above the national average for Pakistani pupils and in line for reading and writing for this group.
- Leicester SEN pupils achieve significantly above national at level 4+ in maths and grammar, punctuation and spelling.
- Gaps have narrowed between Leicester and its statistical neighbours.
- There is still great variation between wards and individual schools in all Key Stage 2 measures.

Our aspiration is that by 2018 Key Stage Two performance will be amongst the best for our statistical neighbours and that no primary school will be below the floor standard.

4.24 Key Stage 4 summary 2014/15 (See Appendix 5):

- Leicester's position nationally declined in 2015.
- In 2015 the percentage of students achieving 5A*-C GCSEs including English and Maths, (5A*C EM) was significantly below the national average for this measure.
- There has been a widening of the gap between the results in Leicester and England from 3% in 2014 to 6% in 2015.
- In 2015 in the English Baccalaureate (EBACC) (the number of students attaining a suite of 5 GCSEs including English, maths, science, humanities and languages), Leicester City was significantly below the national average for this measure (19% compared to 24% nationally).
- In 2015 three schools were below the floor standard of 40% 5A*C EM and 7 had progress that leaves them at risk of being judged "coasting" in the future if results do not improve compared to national benchmarks.
- Pupils with low prior attainment and pupils from disadvantaged backgrounds made better progress than their peers nationally.
- The gap between disadvantaged and not disadvantaged students achieving 5A*C GCSE including English and maths has widened since 2014 by 4%. The gap was 22% in 2015.
- The gap between disadvantaged and not disadvantaged students achieving the EBACC is 14% which is similar to 2013 and 2014.
- The gaps between disadvantaged and not disadvantaged students making expected progress in English are smaller than corresponding gaps for maths progress. In English the gap has fluctuated between 12% and 14% but in maths the gap has increased over the last three years from 16% to 20%.
- There is a persistent gap between the proportion of EAL and non EAL students achieving 5A*C EM. Non EAL students are significantly below the national average for non EAL students nationally. EAL children are broadly in line with national expectations.
- The proportion of EAL students achieving the EBACC has shown a slight increase since 2014 but both EAL and non EAL students are significantly below the national average.
- EAL students make progress in line with national averages.
- Non EAL students made significantly less progress than national.
- White British and Indian students make up about a third each of the school cohort and both groups have shown a decline in the percentage of students achieving 5A*C EM. The decline is more marked for Indian students but the white British students are significantly below average.
- The gap between the national average and the proportion of White British students making expected progress in English and maths continues to widen and is now 12% and 16%.
- The proportion of SEN students achieving 5A*C EM has declined since 2014 as has the proportion of SEN students achieving the EBACC (dropped by 1% from 2014).
- Expected progress gaps between SEN and non-SEN have remained about the same in English over the last three years. In maths the gap has got wider.
- There is a great deal of variation at KS4 between schools, between wards and also within individual schools between subjects.
- Gaps have widened between Leicester City and regional and statistical neighbours.
- Changes in ward boundaries makes comparison with previous years difficult but in 2015 two wards had attainment and progress above the national average (Castle and Knighton) and nine wards had attainment and progress significantly below the national average.
- In 2015 four schools had attainment and progress above the national average and seven had attainment and progress significantly below the national average.

Our aim is for the percentage of pupils achieving 5A*-C grades including English and maths to at least match the performance nationally with all schools above the floor standard and for all Leicester children to make good or better progress from Key stage 2 to 4.

4.25 Key Stage 5 (Post 16) summary 2014/15 (See Appendix 6):

- Attainment of Level Three (two A levels or their vocational equivalents) by Leicester 19 year olds declined slightly in 2015 from 2014, falling from 52.8% to 52.1%.
- The gap between Leicester and the national average widened to 5%. and the city has fallen in the rank order of all English local authorities to the 23rd percentile (100th = best).
- The percentage of Leicester 19 year olds attaining Level Two qualifications including English and mathematics rose in 2015 by 0.7% to 63.0%.
- The national average rose by 2.0%, widening Leicester's gap to national to nearly 5%. Leicester has fallen from the 20th percentile across all local authorities on this measure in 2014 to the 15th in 2015 (100th = best).
- Leicester 16-19 year olds who do not achieve GCSE English and Maths at 16 continue to do much better than their peers elsewhere in succeeding in attaining these qualifications or their equivalent by age 19. Leicester is in the top 5% of all local authorities on this measure. Conversely, however, it is third from bottom for the attainment of Level Two generally by age 19.
- However the overall level of attainment at Level 2 including English and maths by 19 still falls below that nationally and regionally and almost two out of five Leicester 19 year olds do not reach this key threshold.
- The Free School Meal attainment gap is much narrower in Leicester than elsewhere at both Level Three and Level Two. Leicester is in the top quartile on this measure.
- The percentage of pupils continuing to study Post 16 is above the national average.
- The number of young people who are not in employment, education and training (NEET) has reduced over the last three years from 6.6% to 6.2%. NEET rates at 18, however, are higher than at 16 and 17.
- The proportion of young people progressing into higher education compares well with the proportion nationally (36% in Leicester; 38% national).

Our aim is for all pupils Post 16 to be educated in good and outstanding settings and for attainment at Level 2 and Level 3 to at least match performance nationally by 2018.

4.3 Key priorities and actions from 2014 / 15 outcomes

4.31 Early Years Foundation Stage

A key priority is for all pupils in Leicester City to get the best start in life. At the Early Years Foundation Stage (EYFS), we want all of our schools to achieve a good level of development (GLD) that matches national performance. Reducing the variation between settings therefore is a key priority. Targeted support for those settings which are not currently achieving the city average needs to be effectively implemented.

The statutory moderation process, led by the local authority and school based moderators, has been reviewed and changes implemented for 2016 ensure it matches current guidance and best practice. Effective practice in EYFS also needs to be shared regularly in development groups and be a focus in Annual Performance Dialogues with school's Raising Achievement Partners.

Whilst children make good progress in the EYFS, it is often from a very low base and so there are wider issues to continue to tackle to make sure that families are targeted to access free early education, focused intervention and given opportunities to support their child's development at an earlier stage.

4.32 Key Stage 1

At Key Stage One while progress is good, attainment is significantly below national averages. A focus on literacy, reading, writing, maths and phonics outcomes needs to continue to be a key priority. This work includes the further roll out of the Knowledge Transfer Centre work and may require the Whatever It Takes (WIT) strategy to target some of their work more closely. A new focus on maths at key stage 1 is also required. Variation in performance between schools and within schools requires targeted support and challenge.

4.33 Key Stage 2

Although improving, attainment and progress overall is significantly below the national average and there is wide variation in the performance of individual schools. Raising attainment and improving progress needs to be a priority. Girls and white British pupils are groups that need targeted support. Targeted work also needs to ensure that we reduce the number of schools below the floor and coasting standards.

4.34 Key Stage 4

Improving attainment and ensuring that all our schools are above the floor target is a key priority. Progress in English and maths needs improvement. Attainment and progress for non EAL, non disadvantaged, white British and Indian students are key cohorts. Within school variation is also a key priority.

4.35 Key stage 5

At Post 16, the key areas for development are; Attainment by age 19, particularly of Level 2 including English and maths, needs to be further improved, a greater proportion of young people need to make accelerated progress, especially in respect to vocational qualifications. The participation rates of white British young people and key vulnerable groups (those with LDD, those known to the Youth Offending Service, Looked After/In Care and Teenage parents) in education and training need further improvement as does the attainment by age 19 of white British and some Black groups of Leicester young people.

4.36 Cross phase issues

Boys underachieve across all key stages. Pupils from a white ethnic background also do less well than their peers in Leicester.

4.4 Attendance and Exclusions 2014/15:

- In 2015 4 year olds absence was 6.4%. This was higher than national (5.2%), regional (5%) and statistical neighbours (5.91%).
- This is a closing of the gap from 6.6% in the previous year.
- Pupil absence in all state funded schools across the city was 4.8%. This was slightly higher than national (4.6%) regional (4.6%) and statistical neighbours (4.62%).
- In 2015, persistent absence - defined as below 85% attendance in 2015 (this changes to 90% for 2016) in all state funded schools across the city was 4.4%. This was significantly higher than national (3.7%) regional (3.8%) and statistical neighbours (3.52%).

Attendance - all pupils						
	Pupil enrolments in schools during 2014/15	Overall absence	Authorised absence	Unauthorised absence	Number of persistent absentees	Percentage of persistent absentees
Leicester	45080	4.8%	3.2%	1.6%	1965	4.4%
Leicester nat. rank	110	104	13	137	112	134
Leicester quartile	C	D	A	D	C	D
Statistical neighbour	49254.44	4.62%	3.47%	1.13%	1821.11	3.52%
East Midlands	571275	4.62%	3.47	1.13%	21520	3.8%
England	6642755	4.6%	3.5%	1.1%	245840	3.7%

- The exclusions data indicates an increase in the number of children who had 1 or more fixed term exclusion from 13/14, with permanent exclusions roughly similar.
- The overall picture is expected to be better than national figures but the 2014/15 information is not available at the time of writing.

Exclusions – all pupils 2014/15 (2013/14 in brackets)				
	Fixed Term Exclusion	Permanent Exclusion	% Fixed Term Exclusion 1 +	% Permanent Exclusion
Primary Schools	307 (138)	2 (0)	0.63 (0.44)	0.01 (0)
(National for 2013/14)			0.49	0.02
Secondary Schools	1087 (679)	10 (10)	4.03 (3.87)	0.05 (0.06)
(National for 2013/14)			6.62	0.13
Special Schools	79 (40)	1 (0)	5.59 (5.15)	0.11 (0.02)
(National for 2013/14)			13.86	0.07

Our aim is for all pupils to attend school regularly and for the city performance to at least match performance nationally by 2018.

5. Financial, legal and other implications

5.1 Financial implications

There are no significant financial implications arising from this report

Martin Judson
Head of finance (Investing in Children)

5.2 Legal implications

Section 18 of the Children Act 2004 requires a local authority to appoint a Director of Children's Services. The DCS has professional responsibility for the leadership, strategy and effectiveness of local authority children's services – which includes promoting educational excellence. The DCS works in conjuncture with the Lead Member for Children's Services. Ofsted are the main judge of the success of the DCS on maintained school's improvement and will inspect the following:

- the effectiveness of corporate and strategic leadership of school improvement
- the clarity and transparency of policy and strategy for supporting school improvement and how clearly the local authority has defined its monitoring, challenge, support and intervention roles
- the extent to which the local authority knows schools and, where appropriate, other providers, their performance and the standards they achieve and how effectively support is focused on areas of greatest need
- the effectiveness of the local authority's identification of, and intervention in, underperforming maintained schools, including, where applicable, the use of formal powers available to the local authority
- the impact of local authority support and challenge over time and the rate at which schools and other providers are improving, including impact of the local authority strategy to narrow attainments gaps
- the extent to which the local authority brokers and/or commissions high quality support for maintained schools
- the effectiveness of strategies to support highly effective leadership and management in maintained schools and other providers
- support and challenge for school governance
- the way the local authority uses any available funding to effect improvement, including how it is focused on areas of greatest need.

Therefore, whilst there are no direct legal implications arising from this report, it must be the case that it provides information for the DCS and Lead Member to inform themselves and to enable effective action in achieving good outcomes with regard to the above.

Caroline Woodhouse Principal Solicitor. Employment and Education Legal Services.

5.3 Climate Change and Carbon Reduction implications

There are no significant climate change implications arising from this report.
Louise Buckley, Senior Environmental Consultant, 37 2293

5.4 Equalities Implications

The equality act 2010 expects us to show due regard to eliminating discrimination, advancing equality of opportunity and fostering good relations. Our public sector duty expects us to demonstrate how we do this and included within this is how we undertake decisions, what information we are informed by and what impacts we have taken into consideration to address needs now and in the future.

It is important that the service understand and continue to monitor the attainment and outcomes by protected characteristics, using reliable and up to date information to effectively determine areas for improvement.

This report provides detailed analysis on the current position and evidence of outcomes

by protected characteristics. It highlights differential outcomes for certain protected characteristics and in the 'areas for development' it details the work that will be carried out to improve outcomes for certain groups e.g. ensuring improvements in attainment by age 19 of White British and some Black groups of Leicester young people; also participation rates of White British young people and key vulnerable groups (those with LDD, those known to the Youth Offending Service, Looked After/In Care and Teenage parents) in education and training.

Sonya King 37 4132

5.5 Other Implications (You will need to have considered other implications in preparing this report. Please indicate which ones apply?)

None

6 Background information and other papers:

7 Summary of appendices:

Appendix 1: Quality of Provision 2014/15

Appendix 2 Outcomes for EYFS 2014/15

Appendix 3 Outcomes for Key stage 1 2014/15

Appendix 4 Outcomes for Key stage 2 2014/15

Appendix 5 Outcomes for Key stage 4 2014/15

Appendix 6 Outcomes for Key stage 5 2014/15

8 Is this a private report (If so, please indicated the reasons and state why it is not in the public interest to be dealt with publicly)? /No

9 Is this a "key decision"? /No

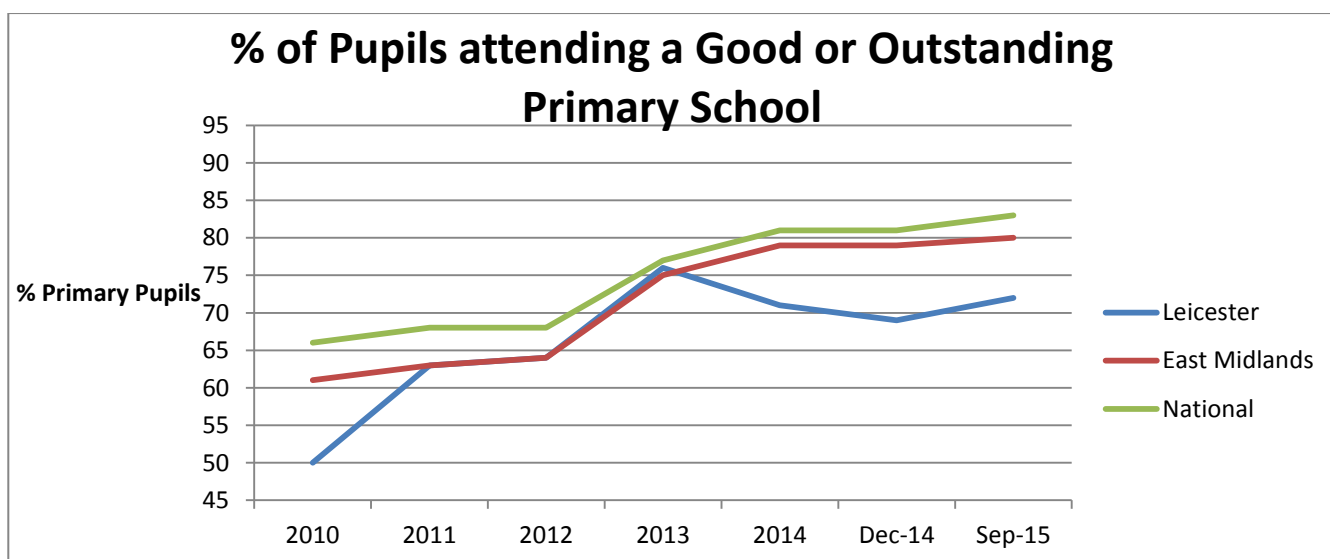
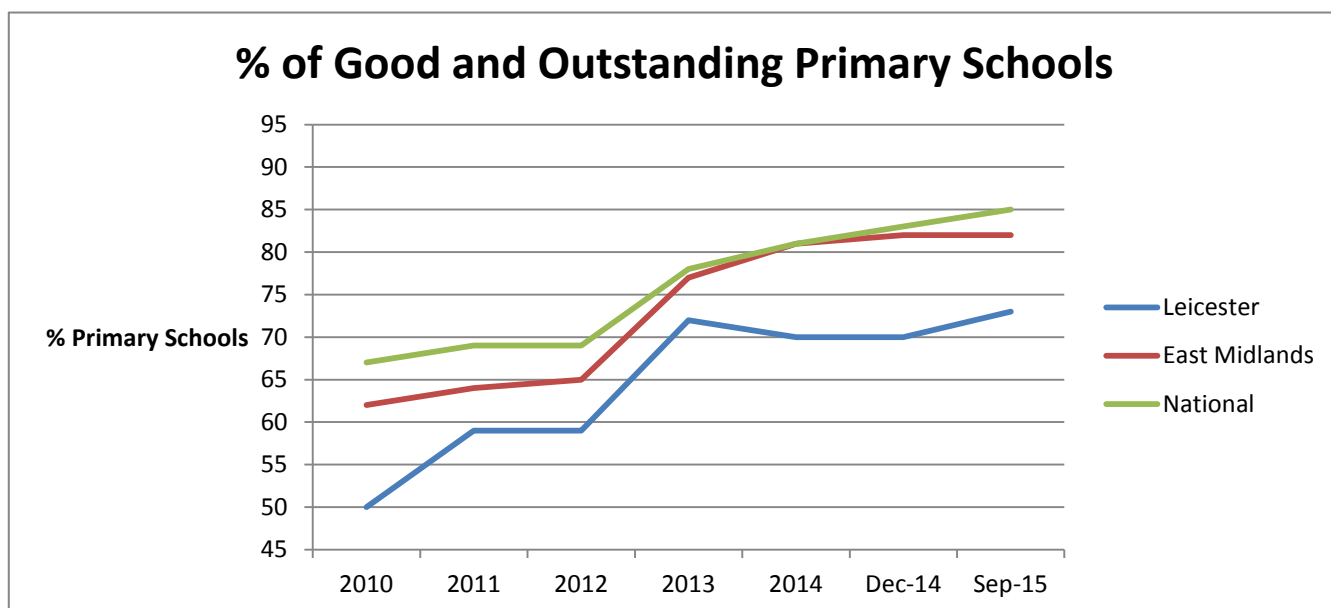
APPENDIX 1: Quality of Provision 2014/15

All schools and academies are inspected by Ofsted and graded as being either outstanding, good, requires improvement or inadequate (special measures/serious weaknesses).

The graphs below show the change in the % of good and outstanding schools by phase over the last 5 years. Because schools are of different sizes it is also important to consider the number of pupils being educated in good and outstanding schools – see following graphs.

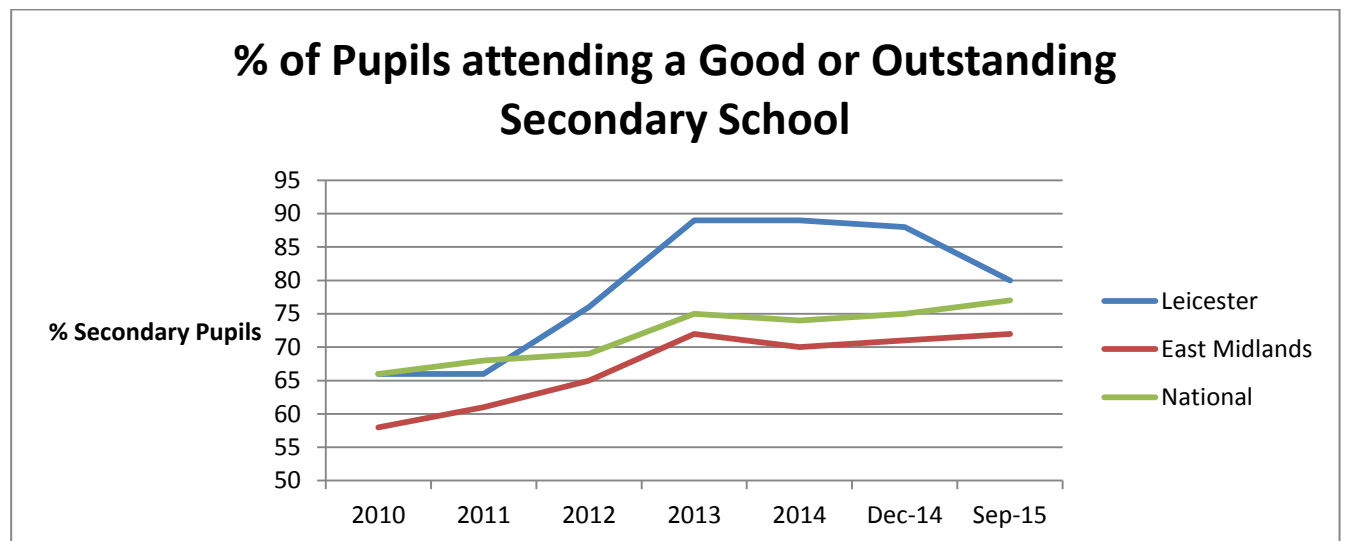
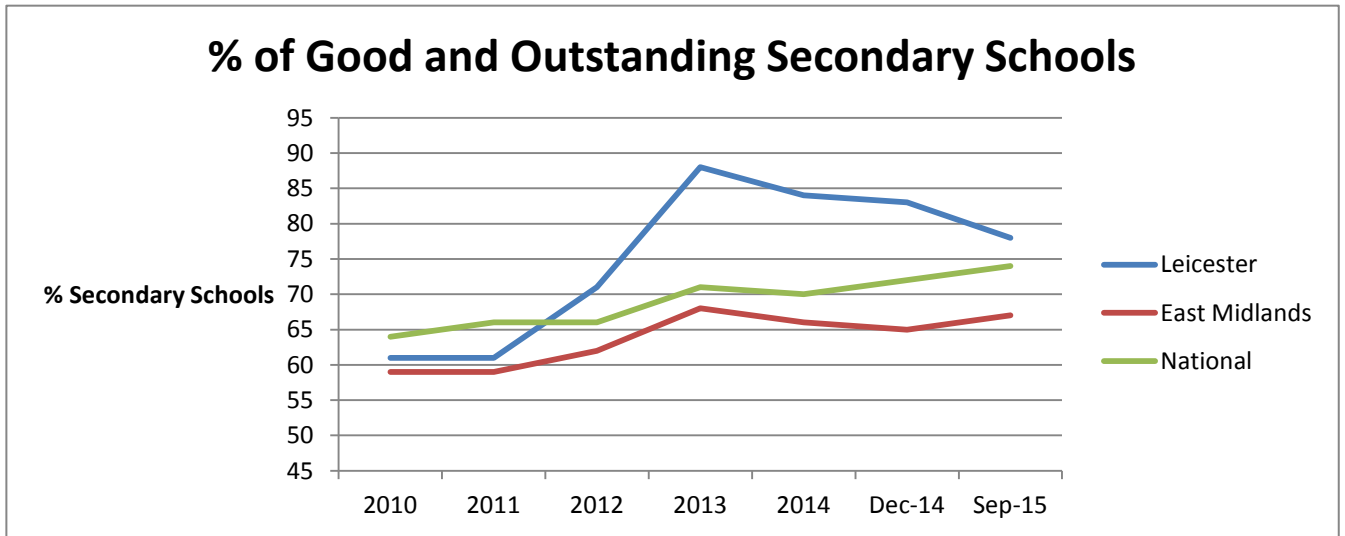
Primary Schools

During 2015 the number of good and outstanding primary schools in Leicester increased by 3% and the percentage of Leicester pupils in good and outstanding primary schools increased by 3%. Both indicators are below regional and national figures.



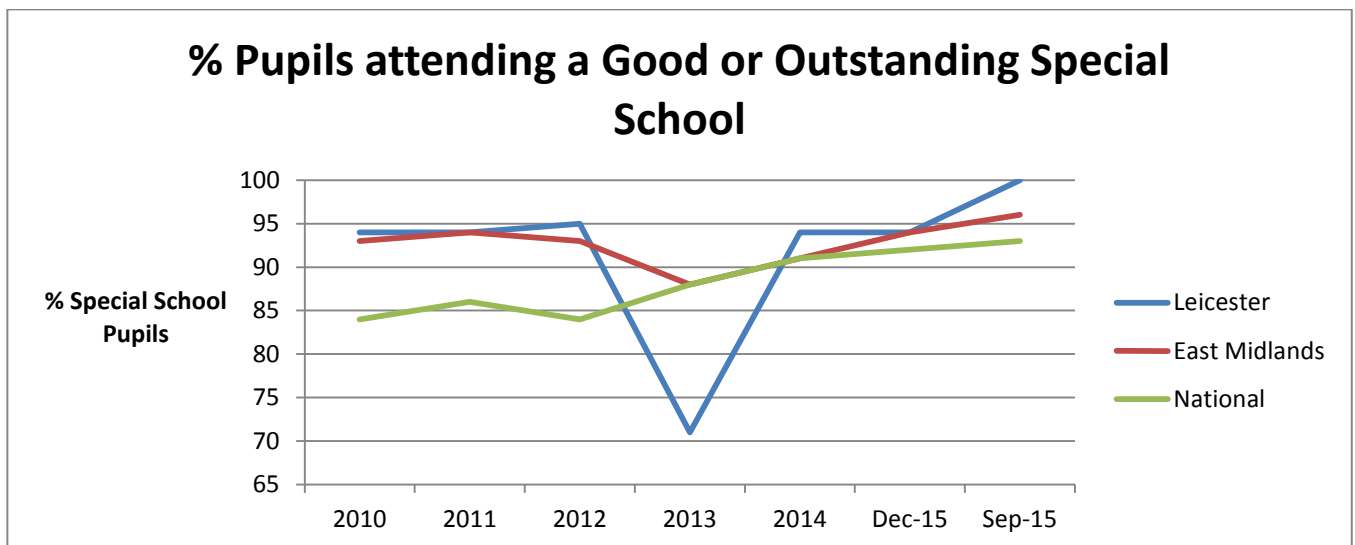
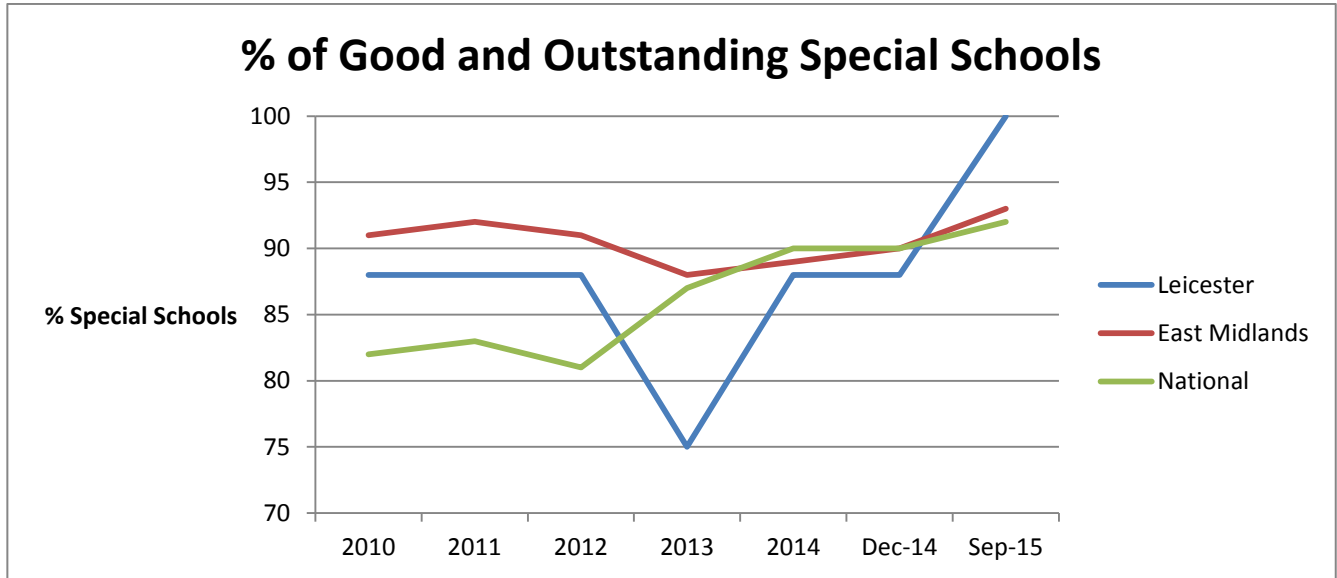
Secondary Schools

The percentage of good and outstanding Secondary schools dropped from 83% to 78% and the percentage of secondary pupils in good and outstanding schools also dropped from 88% to 80% but both are still above national and regional averages.



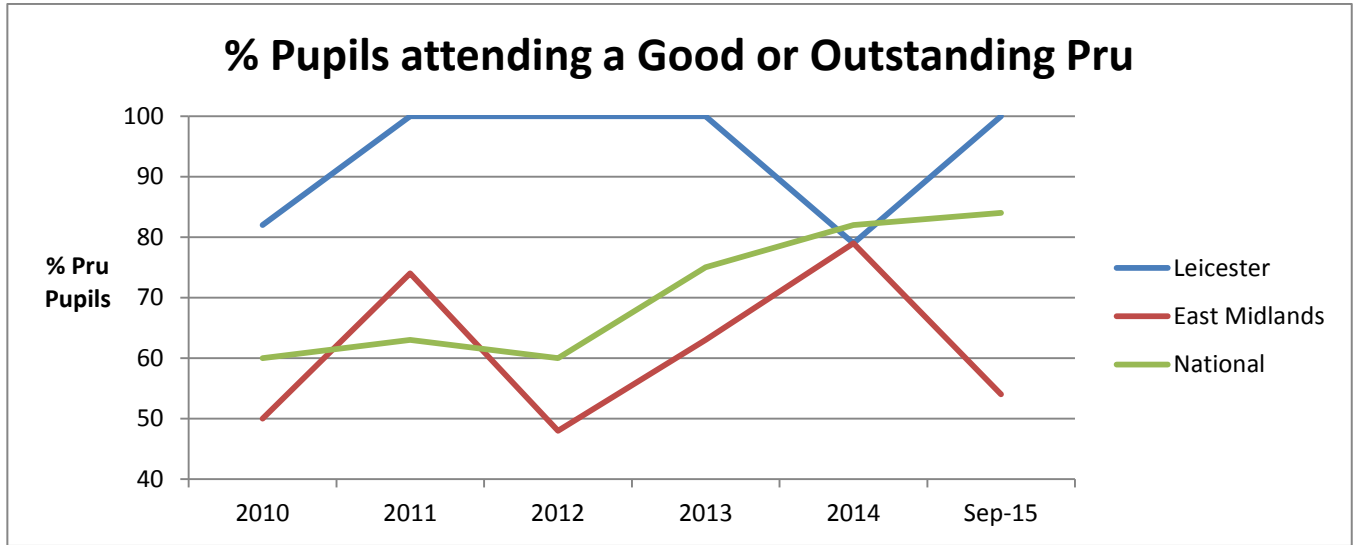
Special Schools

In 2015 the percentage of good and outstanding special schools in Leicester and the percentage of special school pupils in good and outstanding schools rose to 100% which is above national and regional averages

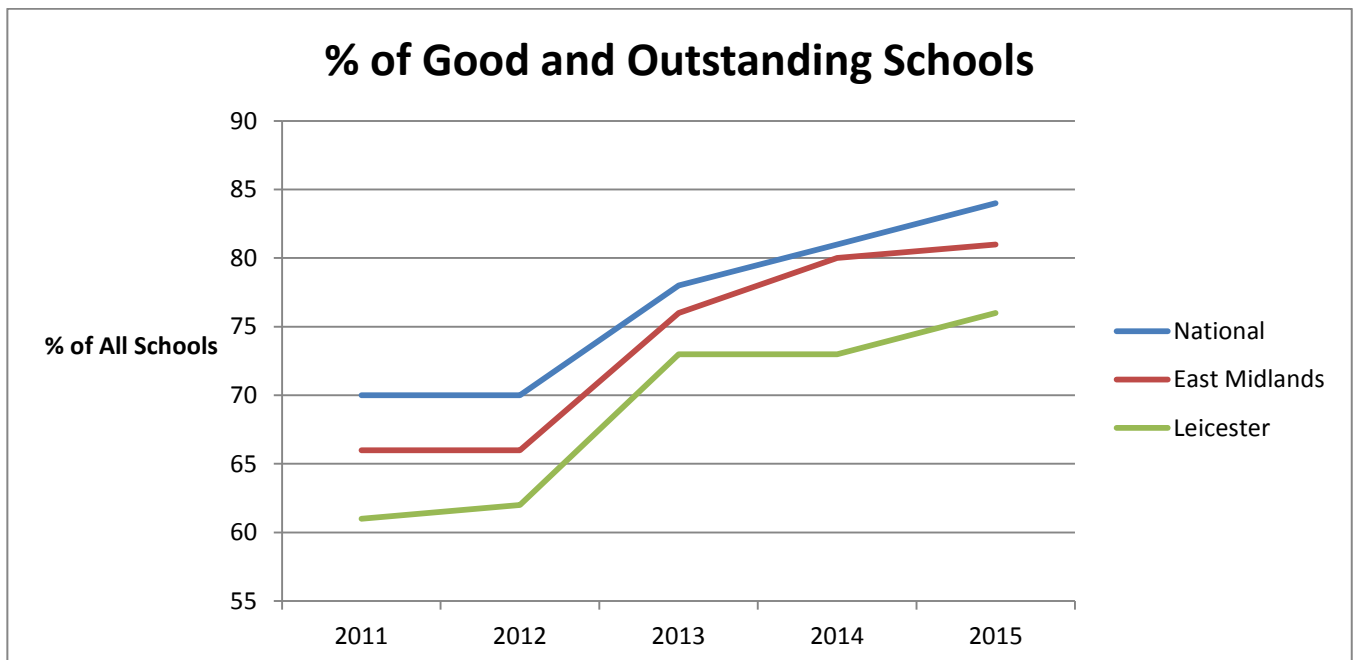


Pupil Referral Units

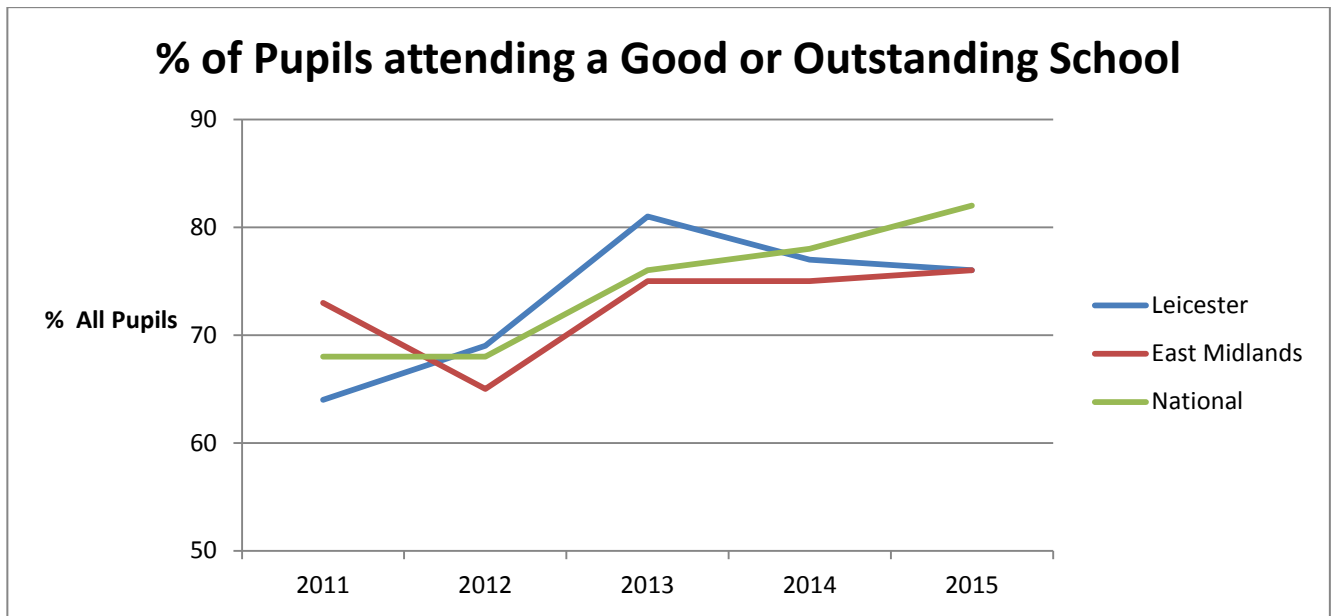
In 2015 the percentage of good and outstanding PRUs in Leicester and the percentage of PRU pupils in good and outstanding schools rose to 100% which is above national and regional averages



The overall percentage of good and outstanding schools in Leicester increased but is still below regional and national figure. The gap has narrowed with East Midlands figures but remained the same against national figures.



The overall percentage of pupils in good and outstanding schools in Leicester decreased and now matches regional figures but remains below national figures.



Analysis of Ofsted judgements by deprivation levels

Ofsted analyses LA results by levels of deprivation of the communities they serve. Levels of deprivation measures are based on the 2010 Income Deprivation Affecting Children Index (IDACI). The deprivation of the school is based on the mean of the deprivation indices associated with the postcodes of the pupils attending the school rather than the location of the school itself. They have then divided all the schools into quintiles and looked at Ofsted judgements compared to these quintiles. The analysis in December 2014 for Leicester City was as follows:

Percentage of schools (Number)				
	National	Leicester		
Quintiles		All	Secondary	Primary
Least Deprived	20	0.0	0.0 (0)	0.0 (0)
Less Deprived	20	1.0	0.0 (0)	1.3 (1)
Average	20	7.3	0.0 (0)	9.0 (7)
Deprived	20	25.0	39.0 (7)	21.8 (17)
Most Deprived	20	66.7	61.0 (11)	68.0 (53)

This distribution shows the challenges that Leicester faces in matching national outcomes in terms of performance. Analysis of the Ofsted judgements within each deprivation quintile is shown below:

Primary School Ofsted judgements (%)									
		Outstanding		Good		Requires Improvement		Inadequate	
		2014	2015	2014	2015	2014	2015	2014	2015
Least Deprived	Leicester	0	0	0	0	0	0	0	0
	National	28	28	62	64	10	8	0	0
	East Midlands	25	24	66	67	8	8	1	0
Less Deprived	Leicester	0	0	100	100	0	0	0	0
	National	13	20	70	68	17	11	0	1
	East Midlands	20	13	65	72	14	15	1	1
Average	Leicester	14	14	57	57	29	29	0	0
	National	10	14	72	70	17	15	1	1
	East Midlands	14	10	66	72	19	18	1	1
Deprived	Leicester	21	21	63	63	16	16	0	0
	National	13	13	64	67	20	18	3	2
	East Midlands	9	9	65	64	23	25	3	1
Most Deprived	Leicester	11	11	53	57	32	28	4	4
	National	13	14	65	66	20	18	2	2
	East Midlands	11	10	56	62	28	25	6	4

These results suggest Leicester does well with schools serving 'deprived' communities but finds it more challenging to increase the number of good and outstanding schools serving the 'most deprived' and average communities.

Secondary School Ofsted judgements (%)									
		Outstanding		Good		Requires Improvement		Inadequate	
		2014	2015	2014	2015	2014	2015	2014	2015
Least Deprived	Leicester	0	0	0	0	0	0	0	0
	National	35	28	49	54	14	10	14	1
	East Midlands	33	24	47	54	20	14	20	0
Less Deprived	Leicester	0	0	0	0	0	0	0	0
	National	23	22	58	60	17	15	17	3
	East Midlands	22	22	49	51	21	20	21	7
Average	Leicester	0	0	0	0	0	0	0	0
	National	16	16	49	52	27	26	27	6
	East Midlands	13	14	33	32	45	46	9	8
Deprived	Leicester	29	29	57	43	14	29	0	0
	National	14	14	49	50	27	28	8	8
	East Midlands	12	12	51	52	25	27	10	10
Most Deprived	Leicester	18	18	64	64	18	9	9	9
	National	19	19	45	50	26	25	10	10
	East Midlands	7	8	41	47	26	27	15	15

These results show that when comparing like for like at secondary level, despite the drop in good and outstanding schools, Leicester is still out performing the national picture in schools serving the deprived and most deprived communities. In the East Midlands there are only 2 outstanding schools serving the most deprived communities. They are both in Leicester. There are 27 schools in the East Midlands identified as being in the most deprived quintile. 41% (11) of these are in Leicester.

Ofsted primary inspection outcomes from September 2014 to July 2015 in Leicester City (19 Primary Schools)

% of schools	Outstanding		Good		Requires Improvement		Inadequate	
	Leicester	England	Leicester	England	Leicester	England	Leicester	England
Overall	10	9	63	65	26	24	0	3
Leadership	10	13	68	66	21	19	0	3
Teaching	10	9	63	66	26	23	0	3
Behaviour	10	22	83	69	5	10	0	1
outcomes	10	12	63	65	26	23	0	3
EYFS	10	12	78	67	5	12	0	1

Leicester primary schools were;

- broadly in line with national averages for the percentage of schools judged to be good or outstanding overall (73%/74%)
- broadly in line with national averages for the percentage of schools judged to have good or outstanding leadership (78%/79%)
- broadly in line with national averages for the percentage of schools judged to have good or outstanding teaching and learning (73%/75%)
- above national averages for the percentage of schools judged to have good or outstanding behavior (93%/91%)
- below national averages for the percentage of schools judged to have good or outstanding outcomes (73%/77%)
- well above national averages for the percentage of schools judged to have good or outstanding provision for early year's foundation stage (88%/79%)

Only 2 Leicester secondary schools were inspected between September 2014 and July 2015 in Leicester City. One was judged outstanding overall and the other was judged good.

APPENDIX 2: Foundation Stage Outcomes for 5 year olds

1 How Foundation Stage Outcomes are measured

The good level of development (GLD) is used as a key measure to judge the outcomes for children at the end of the foundation stage. Children are defined as having reached a good level of development at the end of the EYFS if they achieve at least the expected level in the early learning goals (ELGs) in the prime areas of learning (personal, social and emotional development: physical development: and communication and language) and; the early learning goals in the specific areas of mathematics and literacy. Communication and Language and Literacy must be assessed in English. Other areas of learning may be assessed using a child's home language. This is a change from the previous EYFSP which was in place until 2012.

During the final year of the EYFS practitioners must carry out ongoing (formative) assessment to support each child's learning and development. In the final term of the EYFS practitioners review information from all sources to make a judgement for each child for the 17 Early Learning Goals (ELGs) across the 7 areas of learning (see p22 for table with all ELGs and areas of learning). Teachers observe the child and make a "best fit" judgement of either:

- Emerging (not yet at the level of development expected at the end of EYFS)
- Expected (at the level of development expected at the end of EYFS)
- Exceeding (beyond the level of development expected at the end of EYFS)

This assessment is carried out in all maintained schools, private and voluntary sector Foundation Stage providers who have children who turn 5 during the academic year.

The levels attained by children at the end of the EYFS are allocated a number as follows: Emerging = 1, Expected = 2 and Exceeding = 3. For each of the 17 Early Learning Goals a child is recorded as having achieved a 1, 2 or 3. It is then possible to give children an overall 'score'. A child scoring 51 would be exceeding in all ELGs. Schools can calculate a cohort average and this can be compared with the LA average. The DfE calculate the average score of the whole national cohort which gives the 'Supporting Good Level of Development' score.

2. Context

Attainment on entry to the foundation stage was well below the national average in all areas.

The percentage of children attending EYFS provision in schools judged to be good or outstanding is on an upward trajectory.

The percentage of foundation stage pupils in Leicester primary schools has risen by 4.1% since 2013. This is above the national increase by 2.3%. This is a significant increase especially as the majority of these pupils arrive during the school year.

EYFS Cohort	Leicester	England	Leicester	England	Leicester	England	Leicester Change	England Change	Leicester Change	England Change	Leicester Change	England Change
	2013	2013	2014	2014	2015	2015	13/14	13/14	14/15	14/15	13/15	13/15
All	4419	643552	4543	641508	4608	655016	2.8%	-0.3%	1.4%	2.1%	4.3%	1.8%
Boys	2304	329327	2339	328447	2274	335730	1.5%	-0.3%	-2.8%	2.2%	-1.3%	1.9%
Girls	2115	314225	2204	313061	2334	319286	4.2%	-0.4%	5.9%	2.0%	10.4%	1.6%

3. Attainment

3.1 Attainment - A good level of development (GLD):

		Local Authority	National	Difference to national	
		2015		2015	2014
% expected & exceeding 'Good level of development'	All	50.7	66.3	-15.6	-19
	Boys	43.7	58.6	-14.9	-18
	Girls	57.5	74.3	-16.8	-20
Average Score	All	30.9	34.3	-3.4	-4.1
	Boys	29.6	33.1	-3.5	-4.2
	Girls	32.1	35.7	-3.6	-4.1
Median for all pupils	All	33	34	-1	-3
Average score for the bottom 20%	All	19.3	23.1	-3.8	-3.9
% gap between lowest performing 20% and rest of the cohort	All	41.6	32.1	9.5	6.1

Leicester values (column 3) are shown in amber if they are worse than national.

The difference to 2015 national figures (column 5) is shown green if they have improved over 2014 to 2015 and amber if they have worsened.

- The percentage of pupils that have a “good level of development” in Leicester City has increased year on year. In 2013 it was 27.5%, in 2014 it was 41% and in 2015 it was 51%.
- Nationally the percentage of children achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics rose from 60% in 2014 to 66.3% in 2015.
- In Leicester, the level rose from 41% to 50.7%, closing the gap against the national level but remaining substantially below it.
- Leicester’s ranking remained at 152 of 152 English authorities, 4.7% behind Halton ranked at 151.
- The best authority (excluding the Isles of Scilly) was Lewisham (77.5%), with the best statistical neighbour being Southampton (66.1%).
- The gap between the percentage of children attaining the GLD nationally and those attaining the GLD in Leicester has closed from 19% in 2014 to 15.6% in 2015.
- The progress children make through EYFS is good

3.2 Attainment - Average Points Score

- Nationally the average total points score across all the Early Learning Goals rose from 33.8 in 2014 to 34.3 in 2015.
- In Leicester, the level rose from 29.7 to 30.9, closing the gap against the national level but remaining well below it.
- Leicester's ranking remained at 152 of 152 English authorities, 0.3 behind Halton ranked at 151.
- The best authority was Rutland (37.1), with the best statistical neighbour being Southampton (34.6).

3.3 Attainment - Strands and Areas of Learning

Overall outcomes by strand and area of learning are shown below.

- Leicester has narrowed the gap to national levels across all strands and areas of learning but remains bottom or near bottom for each when compared to other authorities, with no ranking higher than 148 of 152 authorities.
- Leicester's best strand was Physical Development (77).
- Good level of development was highest in the Technology area of learning (85) within the Understanding the World strand. This is the same as in 2014.
- The worst strands were Literacy (53) and Mathematics (60).
- Writing (54) and Reading (60) were the lowest areas of learning
- Attainment in the Prime Areas, which underpin the GLD, has risen since 2013.

2015 EYFSP outcomes (% of children) by strand and area of learning with difference to national

	National				Local Authority				Difference 2015				
	Emerging	Expected	Exceeding	At least expected	Emerging	Expected	Exceeding	At least expected	Emerging	Expected	Exceeding	At least expected	2014
Communication and Language	80.3				70.4				-9.9 -12				
Listening and Attention	14.4	62.6	23.0	85.6	22.5	61.8	15.7	77.5	8.1	-0.8	-7.3	-8.1	-11
Understanding	14.7	62.3	23.0	85.3	24.5	61.5	14.0	75.5	9.8	-0.8	-9.0	-9.8	-13
Speaking	15.9	65.1	19.0	84.1	25.0	65.3	9.7	75.0	9.1	0.2	-9.3	-9.1	-11
Physical Development	87.2				77				-10.2 -13				
Moving and handling	10.3	70.4	19.3	89.7	17.6	72.5	9.8	82.4	7.3	2.1	-9.5	-7.3	-9
Health and self-care	8.8	71.0	20.2	91.2	17.8	71.6	10.7	82.2	9.0	0.6	-9.5	-9.0	-11
Personal, Social and Emotional Development	83.7				74.4				-9.3 -13				
Self-confidence and self-awareness	11.3	70.1	18.6	88.7	18.1	74.0	7.9	81.9	6.8	3.9	-10.7	-6.8	-12
Managing feelings and behaviour	12.6	70.6	16.8	87.4	20.2	69.9	10.0	79.8	7.6	-0.7	-6.8	-7.6	-11
Making relationships	11.0	72.4	16.6	89.0	20.1	70.9	9.0	79.9	9.1	-1.5	-7.6	-9.1	-9
Literacy	70.1				53.3				-16.8 -21				
Reading	23.9	55.7	20.3	76.1	39.8	51.6	8.6	60.2	15.9	-4.1	-11.7	-15.9	-19
Writing	29.2	58.1	12.6	70.8	46.2	52.3	1.5	53.8	17.0	-5.8	-11.1	-17.0	-21
Mathematics	75.8				59.5				-16.3 -19				
Numbers	22.6	61.6	15.8	77.4	38.4	57.1	4.5	61.6	15.8	-4.5	-11.3	-15.8	-18
Shape, space and measures	19.2	66.4	14.4	80.8	34.5	62.3	3.3	65.5	15.3	-4.1	-11.1	-15.3	-18
Understanding the World	82.1				66				-16.1 -21				
People and communities	15.0	71.6	13.4	85.0	29.3	67.0	3.8	70.7	14.3	-4.6	-9.6	-14.3	-19
The World	15.0	70.2	14.9	85.0	29.8	66.6	3.6	70.2	14.8	-3.6	-11.3	-14.8	-19
Technology	8.3	78.4	13.3	91.7	15.0	73.7	11.3	85.0	6.7	-4.7	-2.0	-6.7	-9
Expressive arts and design	85.3				70.9				-14.4 -20				
Exploring and using media and materials	12.2	72.3	15.5	87.8	23.7	69.7	6.5	76.3	11.5	-2.6	-9.0	-11.5	-16
Being imaginative	12.8	73.0	14.2	87.2	26.0	69.2	4.8	74.0	13.2	-3.8	-9.4	-13.2	-17

4. Progress

From all their different starting points pupils made good or better progress in Leicester.

Typical progress would be for children entering reception assessed at 40-60 months to progress to GLD by the end of reception. Most pupils made this in most strands. The best strands were writing, shape and space, understanding the world, exploring and using and using imagination (100% making typical progress.) The weakest strand was listening and attention (78.6).

Children who started reception with baseline assessments below 40-60 months but still progressing to GLD by the end of reception made better than expected progress. As the table below shows this was achieved by many.

Percentage of children assessed at reception baseline in each Development matters age band who made progress to GLD at the end of the foundation stage									
Development matters age band best fit	Birth to 11 months	8-20 months	16 to 26 months	22 to 36 months	30 to 50 months	40 to 60+ months	At EYFSP level	All GLD with matched data for baseline	EYFSP GLD inc unmatched
PSE: Making relationships	0.0	10.0	16.2	37.7	68.9	88.0		52.7	50.7
PSE: Self-confidence and self-awareness	0.0	5.6	9.0	35.8	67.8	87.5	100.0	52.7	50.7
PSE: Managing feelings and behaviour	0.0	2.4	19.3	39.1	68.4	95.8		52.7	50.7
CL: Listening and attention	0.0	0.0	9.6	35.6	71.8	78.6		52.7	50.7
CL: Understanding	5.3	2.1	15.7	37.1	71.3	90.6		52.7	50.7
CL: Speaking	9.4	7.8	17.0	41.8	75.0	89.3		52.7	50.7
PD: Moving and handling	0.0	8.3	8.3	33.7	70.3	86.2		52.7	50.7
PD: Health and self-care	0.0	3.7	6.2	31.8	63.5	88.5		52.7	50.7
LIT: Reading	0.0	5.6	10.4	40.4	80.6	90.9	100.0	52.8	50.7
LIT: Writing	-	0.0	17.2	35.6	72.8	100.0		52.9	50.7
MATH: Number	16.7	3.2	9.4	38.9	76.5	94.4		52.8	50.7
MATH: Shape space and measure	0.0	3.4	10.3	39.8	75.4	100.0		52.8	50.7
UTW: People & communities	0.0	0.0	16.5	43.6	75.0	90.9		52.8	50.7
UTW: The world	12.5	0.0	12.2	44.7	76.9	100.0		52.8	50.7
UTW: Technology	-	0.0	11.2	39.7	67.9	92.0		52.8	50.7
EAD: Explore & use M&M	0.0	6.7	7.6	41.0	72.3	100.0		52.8	50.7
EAD: Being imaginative	-	2.9	13.6	41.9	72.9	100.0		52.8	50.7

The table below shows children assessed at below age-related expectations still make progress to GLD:

Percentage of children who were GLD at the end of EYFSP who were assessed at Reception baseline as working at the Development Matters age bands							
Development matters age band best fit	Birth to 11 months	8-20 months	16 to 26 months	22 to 36 months	30 to 50 months	40 to 60+ months	At EYFSP level
PSE: Making relationships	0.0%	0.1%	1.9%	27.8%	68.1%	2.0%	0.0%
PSE: Self-confidence and self-awareness	0.0%	0.0%	0.4%	27.6%	69.8%	1.9%	0.0%
PSE: Managing feelings and behaviour	0.0%	0.0%	2.7%	27.7%	68.4%	1.0%	0.0%
CL: Listening and attention	0.0%	0.0%	0.8%	28.3%	68.2%	2.4%	0.0%
CL: Understanding	0.0%	0.0%	2.3%	26.4%	69.8%	1.3%	0.0%
CL: Speaking	0.1%	0.4%	3.1%	33.3%	61.8%	1.1%	0.0%
PD: Moving and handling	0.0%	0.0%	0.5%	26.3%	71.9%	1.1%	0.0%
PD: Health and self-care	0.0%	0.0%	0.2%	17.4%	81.1%	1.0%	0.0%
LIT: Reading	0.0%	0.1%	1.4%	41.3%	56.5%	0.4%	0.1%
LIT: Writing	0.0%	0.0%	1.5%	27.7%	69.9%	0.3%	0.0%
MATH: Number	0.0%	0.0%	1.6%	32.2%	65.2%	0.8%	0.0%
MATH: Shape space and measure	0.0%	0.0%	1.6%	34.2%	63.8%	0.1%	0.0%
UTW: People & communities	0.0%	0.0%	2.8%	41.1%	55.4%	0.5%	0.0%
UTW: The world	0.0%	0.0%	1.8%	47.2%	50.4%	0.3%	0.0%
UTW: Technology	0.0%	0.0%	0.7%	34.0%	64.1%	1.0%	0.0%
EAD :Explore & use M&M	0.0%	0.0%	0.5%	41.4%	57.6%	0.3%	0.0%
EAD: Being imaginative	0.0%	0.0%	1.1%	41.9%	56.5%	0.2%	0.0%

5. Comparison to the region and statistical neighbours

5.1 Comparison with East Midlands (GLD)

The percentage of pupils that achieved a good level of development in Leicester in 2015 was 51%. This is 13 percentage points lower than the outcomes for the East Midlands.

	2013	2014	2015	% gain
East Midlands	50	58	64	6.2
Leicester City	28	41	51	9.5
Nottingham	40	46	58	11.5
Derby	41	51	60	9
Northamptonshire	50	57	65	7.5
Leicestershire	46	58	64	6
Derbyshire	50	62	68	6.9
Nottinghamshire	57	62	65	3.6
Rutland	57	62	75	13
Lincolnshire	65	67	69	1.7

5.2 Comparison with Statistical Neighbours (GLD)

Leicester is 15 percentage points below the performance nationally, and 11 percentage points below our statistical neighbour average but has the second highest percentage gain compared to its statistical neighbours.

Good level of development Statistical Neighbours				
	2013	2014	2015	%Gain
England	52	60	66	5.9
Statistical Neighbours	46	56	62	6.5
Leicester City	28	41	51	9.5
Blackburn with Darwin	40	47	56	9.5
Hillingdon	41	52	65	12.7
Walsall	46	53	61	7.5
Sandwell	46	54	58	3.8
Wolverhampton	44	56	61	4.4
Birmingham	50	56	62	5.5
Slough	50	58	65	6.9
Hounslow	40	58	65	6.2
Coventry	55	60	64	4.3
Southampton	51	62	66	4.3

5.3 Comparison with the East Midlands (APS)

The 2015 Average Points Score (APS) for Leicester City is below National, the East Midlands and statistical neighbours so despite improving, we remain at the bottom of the regional and statistical neighbours tables – see next two tables.

Average Point Score East Midlands				
	2013	2014	2015	%Gain
England	32.8	33.8	34.3	0.5
East Midlands	32.7	33.7	34.1	0.4
Leicester City	27.4	29.7	30.9	1.2
Nottingham	30.8	31.3	32.7	1.4
Derby	30.7	32.5	33.3	0.8
Northampton	33.2	33.6	34.2	0.6
Leicestershire	32.4	33.9	34.4	0.5
Nottinghamshire	33.5	34	33.8	-0.2
Derbyshire	33.6	35.1	35.6	0.8
Lincolnshire	34.7	35.4	35.1	-0.3
Rutland	36.1	37.1	36.8	-0.3

5.4 Comparison with statistical neighbours (APS)

Average Points Score Statistical Neighbours 2015

	2013	2014	2015	APS Gain
Statistical Neighbours	31.7	32.7	33.1	1.0
England	32.8	33.8	34.3	1.0
Leicester City	27.4	29.7	30.9	2.3
Sandwell	31.3	31.7	32	0.4
Blackburn with Darwen	31.4	31.8	32.9	0.4
Walsall	31.4	31.8	32	0.4
Slough	31.8	32.4	33.2	0.6
Hounslow	30.0	32.7	33.5	2.7
Wolverhampton	31.1	32.7	32.8	1.6
Hillingdon	30.9	32.7	33.9	1.2
Coventry	32.9	33.0	33.2	0.2
Birmingham	32.8	33.3	33.5	0.2
Southampton	33.3	34.6	34.9	0.3

6 Variation between Wards

	Good level of Development (%)			Difference between 3 years (unless only 2 years data available)	Average Score			Difference between 3 years (unless only 2 years data available)
	2013	2014	2015		2013	2014	2015	
National Data	52	60	66	14	32.8	33.8	34.3	1.5
Leicester City Council	27.7	41.2	50.7	23	27.4	29.7	30.9	3.5
Abbey	26.6	36.5	49.8	23.2	27.7	29.5	31.2	3.5
Aylestone	35.6	41.4	54.4	18.8	29.7	31.2	32.5	2.8
Beaumont Leys	30.6	34.1	43.1	12.5	28.3	29.5	30.3	2
Belgrave	23.6	42.2	49.8	26.2	26.3	28.4	30.7	4.4
Braunstone Park & Rowley Fields	17.9	31.3	40.5	22.6	25.7	27.7	29.1	3.4
Castle	30	39.6	52.7	22.7	27.4	29.5	30.8	3.4
Charnwood	16.9	35.6		18.7	25.5	28.1		2.6
Coleman	32.9	41.7		8.8	28.5	30.4		1.9
Evington	21.6	50.4		28.8	28.4	30.6		2.2
Eyres Monsell	34.1	46.4	48.2	14.1	29.1	31.4	31.1	2
Fosse	33.3	40.5	47	13.7	28.5	30	30	1.5
Freeman	38.9	44		5.1	30.5	30.9		0.4
Humberstone & Hamilton	28.3	42.5	60	31.7	28	31.1	32.3	4.3
Knighton	45.5	62	61.3	15.8	31.4	34.3	35.1	3.7
Latimer	26.5	38.2		11.7	25.3	30.8		5.5
New Parks	22.3	41.6		19.3	26.7	28.9		2.2
Other	29.3	46.7	57.3	28	27.3	31	31.9	4.6
Rushey Mead	27.3	37.1	51.3	24	26.3	28	29.1	2.8
Spinney Hill	28.7	45.7	61.4	32.7	26.4	28.8	31.2	4.8
Stoneygate	20.4	37	45.1	24.7	25.4	28.3	30	4.6
Thurncourt	34.4	42.9	59.1	24.7	29	30.6	31.7	2.7
Westcotes	14.3	38.8	39.7	25.4	23	28.3	29.5	6.5
Western Park	36	53.8		17.8	29.7	32.6		2.9
Evington			54.4				31.4	
Saffron			48.1				31.3	
Troon			54.1				31.2	
Western			52.8				31	
Wycliffe			49.2				29.8	
North Evington			48.7					

Red indicates schools below National average; Green indicates schools above National average; Amber indicates within 3% of National Average

7 Foundation Stage Summary

This analysis of results at the end of the foundation stage identifies the following strengths and areas for further development:

7.1 Strengths

- Attainment in the good level of development (GLD), average point score (APS) and the Prime Areas, which underpin the GLD, have all improved significantly since 2013
- The gap between the percentage of children attaining the GLD nationally and those attaining the GLD in Leicester has closed.
- The percentage of children attending EYFS provision in schools judged to be good or outstanding is on an upward trajectory.
- Children make good progress

7.2 Areas for further development

- Raise attainment to match national levels or better

APPENDIX 3: Key Stage 1 Outcomes for 7 year olds

1 How Key Stage 1 Outcomes are measured

Children are assessed against the national curriculum in the summer of the school year in which they are 7. The assessments are made by teachers who use tests in reading and mathematics to moderate their judgements. Results are reported in reading, writing and mathematics. Parents also receive the outcomes for speaking and listening and science. The local authority has to audit the assessments in a minimum of 10% of schools.

Children working at Level 2 are said to be working at the required level. However Level 2 is split into three sub-levels; 2a being high and 2c being low. A child who is working at Level 2b or higher is secure in their learning for this stage. All children who achieve Level 2 are expected to achieve Level 4 at the end of primary school. High attaining children who attain level 3 are expected to achieve Level 5 at the end of primary school.

Results at the end of key stage 1 are not published nationally at school level – school results are reported to parents with the results of the individual pupils.

A useful measure to compare schools and groups is the Average Point Score (APS). An average point score is generated when each child's level is given a point score and these averaged for the individual subject or across all three subjects. This means that every child is included in the outcomes except if the child could not be assessed due to absence. Children who are not working at national curriculum levels are assessed against the "P" scales. Children who are assessed on the P scales are all given the same point score and included in the average.

In 2012 there was a new assessment for pupils at the end of year 1 (6 year olds) – the Phonics Screening Assessment.

2 Context

Attainment on entry to key stage 1 is well below the national average in all areas.

The percentage of key stage 1 pupils in Leicester primary schools has risen by 10% since 2013. This is above the national increase by 2.3%. This is a significant increase especially as the majority of these pupils arrive during the school year.

KS1 Cohort	Leicester 2015	13-14 change %	13-15 change %	England 2015	13-14 change %	13-15 change %
All	4546	5.4	10	642568	3.2	7.7
Boys	2385	5.2	10	328763	3.2	7.8
Girls	2161	5.7	9	313805	3.1	7.6

3 Attainment 2015

- In 2015 attainment gaps between Leicester and national averages widened in maths, reading and writing.
- The gap in Average Point Score between national and Leicester for reading, writing and maths combined (APS MRW) has widened to -0.6. Leicester APS has been classed as significantly below national average since 2009.
- Attainment at the expected level of 2B+ is significantly below the national average in maths, reading and writing. The gap with national has widened in maths, reading and writing. In 2013 the gaps were -2 (Ma), -1 (Re) -3 (Wr) but in 2015 the gaps were -6 (Ma), -6 (Re) -5 (Wr).
- Attainment in the phonics screen for year 1 pupils improved by 3% but is still 5% below the national average.

ALL PUPILS	2013		2014		2015	
	LA	Nat	LA	Nat	LA	Nat
% at expected standard y1 phonics	67	69	68	74	72	77
APS MRW	15.4	15.8	15.5	15.9	15.5	16.1
% Level 2b+ Maths	76	78	77	80	76	82
% Level 2b+ Reading	77	79	76	81	76	82
% Level 2b+ Writing	64	67	66	70	67	72

Key: Throughout the report this highlighted blue shading indicates statistically significantly lower figures and green shading indicates statistically significantly higher figures.

4 Progress

- From their different starting points pupils make good progress through KS1 in all subjects with virtually no difference between boys and girls.
- Girls make better progress to level 2c especially in reading and writing.
- More pupils made better than expected progress in 2015 than previous years (69% in maths, 62% in writing and 61% in reading).

Percentage of pupils making expected progress from EYFSP to KS1	2014	2014	2014	2015	2015	2015
	All	Boys	Girls	All	Boys	Girls
Reading	90.2%	88.2%	92.4%	99.3%	99.1%	99.5%
Writing	87.9%	86.3%	86.0%	99.7%	99.7%	99.6%
Mathematics	75.2%	75.6%	74.7%	99.9%	99.8%	99.9%

Percentage making expected progress to at least 2C at KS1	2014	2014	2014	2015	2015	2015
	All	Boys	Girls	All	Boys	Girls
Reading	85.5%	82.1%	89.0%	89.5%	87.3%	92.0%
Writing	79.2%	74.3%	84.4%	86.7%	83.5%	90.2%
Mathematics	85.6%	84.2%	87.1%	91.7%	90.0%	93.7%

% of children with matched data making	EYFS Calculation to KS1 Maths			EYFS Reading to KS1 reading			EYFS Writing to KS1 writing		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
More than expected progress	44.7%	43.3%	69.0%	47.3%	46.3%	61.7%	39.1%	34.4%	60.9%
Only expected progress	47.5%	46.9%	30.8%	44.2%	44.0%	37.6%	51.2%	53.5%	38.8%
Expected progress not made	7.8%	9.9%	0.1%	8.4%	9.8%	0.7%	9.7%	12.1%	0.3%

5 Groups - Gender

- Girls attainment is consistently higher than boys. Writing for boys is a particularly weak area (as it is nationally)
- In **phonics** there is a persistent gap of 7 or 8% between boys and girls with girls being consistently higher. However both boys and girls in Leicester were 5% below the national proportions for boys and girls in 2015.
- **Average point score for reading, writing and maths** (APS MRW) has a persistent gap between boys and girls which is very similar to the national gap between boys and girls, (Leicester 1.0, national 0.9). However the gap between national boys and Leicester boys has widened to -0.7 (was -0.3 in 2013). The corresponding gap for girls has widened to -0.6 (-0.3 in 2014)
- **Level 2b+ Maths:** The proportion of boys achieving Level 2b or above has remained fairly consistent compared to a national picture of 2% improvement per year from 2013 to 2015 for boys nationally. Girls have fluctuated and the gap with girls nationally is now at its widest at -5.
- In 2015 both boys and girls were significantly below the national average (2013 just girls, 2014 just boys)
- **Level 2b+ Reading:** The LA gap between boys and girls has closed slightly because girls have dropped by 1% per year since 2013. This mean that LA girls are now 6% below their peers nationally and LA boys are 5% below boys nationally.
- **Level 2b+ Writing:** The within LA gap has closed but is still large with LA boys 12% below LA girls. This is a much larger gap than for reading and maths. It should be noted that national gaps are also very large at 15% in 2015.
- Both boys and girls are classed as significantly below the national average

GENDER	2013		2014		2015	
	Boys	Girls	Boys	Girls	Boys	Girls
% at expected standard y1 phonics	63	71	65	72	68 (73)	76 (81)
APS MRW	15.0	15.8	15.0	16.1	15 (15.7)	16 (16.6)
% Level 2b+ Maths	75	78	74	80	74 (80)	77(83)
% Level 2b+ Reading	73	82	72	81	73 (78)	80 (86)
% Level 2b+ Writing	57	72	58	75	61 (65)	73 (80)

5.1 Groups - Disadvantaged pupils

- At Key stage 1 the attainment gaps for disadvantaged pupils are persistent.
- In **phonics** Leicester disadvantaged pupil proportions are very similar to national disadvantaged for 2014 and 2015. The disadvantaged/non-disadvantaged gap in Leicester is 8% in 2015 and this compares with a gap of 14% nationally. However the gap between Leicester disadvantaged and national other is persistent and has not been smaller than 14%.
- **Average point score** has a persistent gap with disadvantaged pupils being about 1 point below non-disadvantaged in Leicester. This is a smaller difference than the corresponding national gap which is 1.8pts. The gap between Leicester disadvantaged and national other has widened from 1.5 in 2013 to 1.8 in 2015.
- **Level 2b+ Maths:** The within LA gap has increased by 1% each year since 2013. The gap between LA disadvantaged and national other has also widened from -12% in 2013 to -16% in 2015.
- **Level 2b+ Reading:** The within LA gap has closed slightly to 8% but there has been a 1% drop per year since 2013 for the non-disadvantaged pupils. The gap between LA disadvantaged and national other has widened from 9% in 2013 to 15% in 2015.
- **Level 2b+ Writing:** The within LA gaps are smaller than the corresponding national gaps. In 2013 and 2014 LA disadvantaged outperformed national disadvantaged and in 2015 the results were in line with national. The gap between LA disadvantaged and national other has been at 18% for the past two years

DISADVANTAGE	2013		2014		2015	
	Disadvantaged	Not Disadvantaged	Disadvantaged	Not Disadvantaged	Disadvantaged	Not Disadvantaged
% Expected standard y1 Phonics	59	70	62	71	66	74
APS MRW	14.8	15.8	14.8	15.9	14.8	15.8
% Level 2b+ Maths	71	79	71	80	69	79
% Level 2b+ Reading	72	81	70	80	71	79
% Level 2b+ Writing	57	69	57	71	59	71

5.2 Groups – EAL and Ethnic Groups

- EAL/non-EAL gaps are smaller than national but White British pupils are doing less well in maths and Indian pupils are declining in reading.
- In **phonics** there is a very small gap between EAL and non-EAL. The gap between White British and Indian in Leicester has narrowed due to White British making more rapid improvement over the last three years than Indian pupils.
- The **average point score** (APS) for reading, writing and maths for EAL pupils in Leicester is very similar to EAL nationally.
- Non-EAL pupils in Leicester have a lower APS than non-EAL nationally at 0.6 (2015)
- The gap between White British and Indian is consistent at around 1 point while nationally the gap is showing signs of slowly widening.
- **Level 2b+ Maths:** The within LA gap is very small for EAL and non-EAL pupils. National gaps tend to be wider with non-EAL pupils about 4 or 5% above EAL.
- There has been a persistent drop for LA White British pupils but Indian pupils have been fairly consistent. This drop for LA White British now means that they are 10% below national White British. In 2013 they were just 1% below national White British.
- LA Indian pupils have gap widened the gap when compared to national Indian from 3% in 2013 to 5% in 2015.
- **Level 2b+ Reading:** The within LA gap is very small for EAL and non-EAL pupils. National gaps

tend to be wider with non-EAL pupils about 5 or 6% above EAL.

- There has been a persistent drop for LA Indian pupils but White British pupils have been fairly consistent. This drop for LA Indian pupils now means that they are 8% below national Indian pupils. In 2013 they were just 2% below national Indian.
- For LA White British pupils the gap has widened when compared to national Indian from -5% in 2013 to -9% in 2015.
- **Level 2b+ Writing:** Since 2014 the within LA gap has been very small for EAL and non-EAL pupils. National gaps tend to be wider with non-EAL pupils about 4 or 5% above EAL. LA Indian pupils have been fairly consistent and LA White British have increased by 1% per year since 2013.
- Gaps between LA White British and national White British have widened (now at 11%). It is a similar picture for LA Indian as they are now 9% below national Indian (4% below in 2013).

EAL	2013		2014		2015	
	EAL	Not EAL	EAL	Not EAL	EAL	Not EAL
% Expected standard y1 Phonics	69	66	70	69	73	72
APS MRW	15.6	15.4	15.5	15.7	15.6	15.6
% Level 2b+ Maths	76	77	77	77	77	76
% Level 2b+ Reading	78	77	77	77	76	77
% Level 2b+ Writing	67	63	67	66	67	68
ETHNIC GROUPS	White British	Indian	White British	Indian	White British	Indian
% Expected standard y1 Phonics	61	75	66	75	69	77
APS MRW	15.2	16.2	15.3	16.3	15.2	16.2
% Level 2b+ Maths	78	82	74	84	73	83
% Level 2b+ Reading	75	85	74	83	74	81
% Level 2b+ Writing	60	75	61	75	62	74

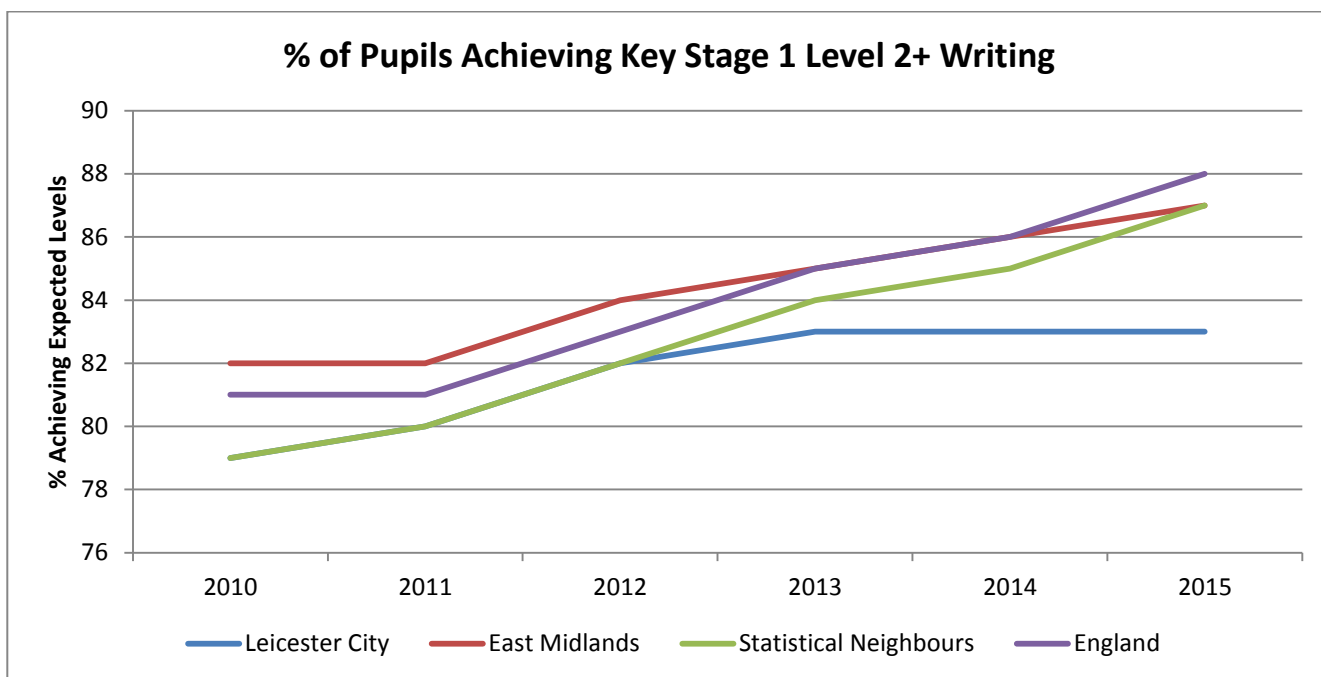
5.3 Groups - SEND

On 1 September 2014 a range of SEND reforms were introduced as part of the Children and Families Act. As a result care needs to be taken when considering the performance of pupils with special educational needs. The approach to identification of this group at all levels varies considerably between schools and across local areas.

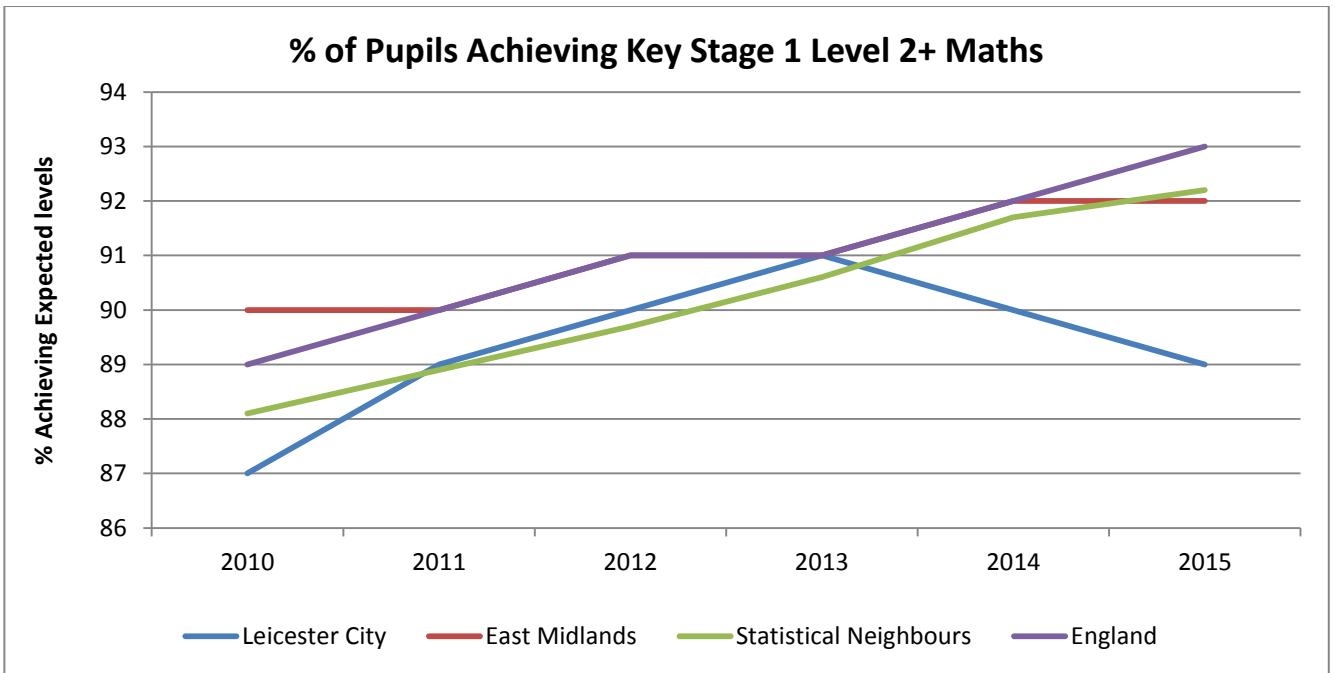
- **Average point scores** for reading, writing and maths have a gap to national SEN scores that is persistent and consistent at about 4pts below.
- **Level 2b+ Maths:** The within LA gap remains large. In 2013 LA SEN were classed as significantly above national, in 2014 they were significantly below and in 2015 broadly average.
- **Level 2b+ Reading:** The within LA gaps for reading are slightly higher than the gaps for maths.
- **Level 2b+ Writing:** The within LA gaps for writing are higher than the gaps for maths and reading

SEN	2013		2014		2015	
	SEN	No SEN	SEN	No SEN	SEN	No SEN
Expected standard y1 Phonics		75	9	76	41	77
APS MRW					12.3	16.3
Level 2b+ Maths	67	97	59	96	43	83
Level 2b+ Reading	55	95	51	94	42	84
Level 2b+ Writing	47	92	41	91	30	75

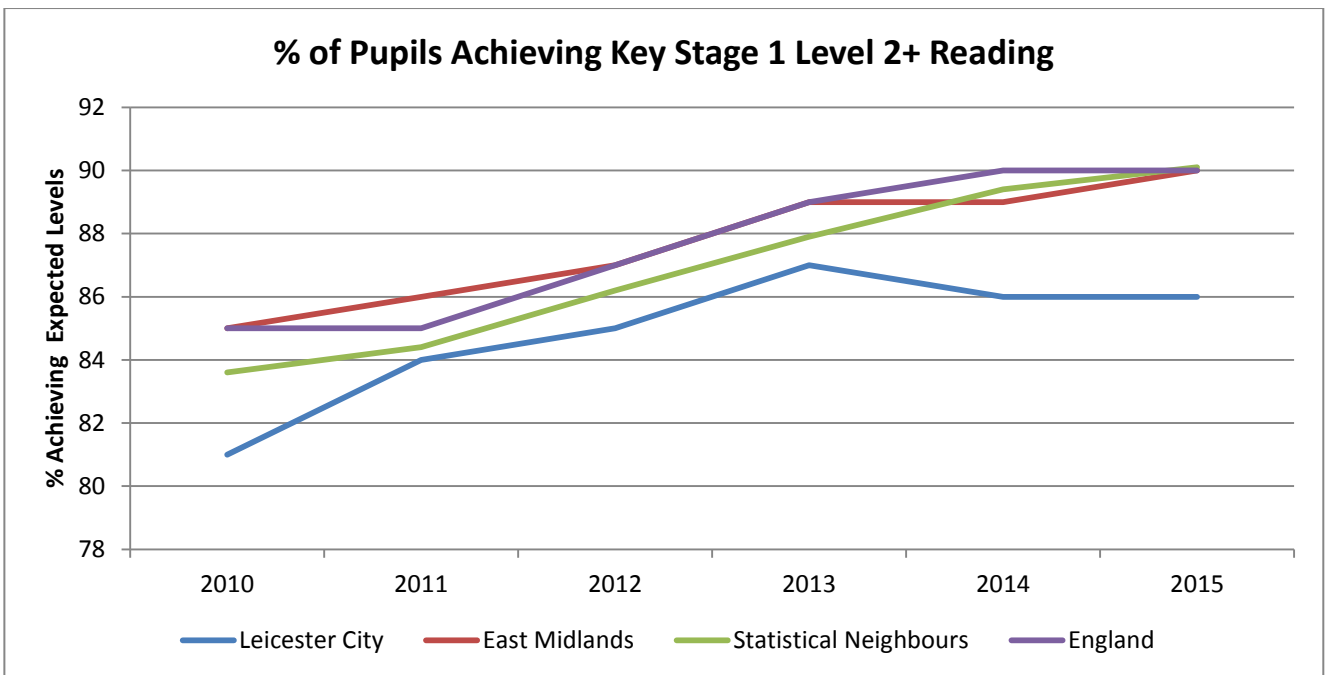
6 Comparison to Regional and Statistical Neighbours



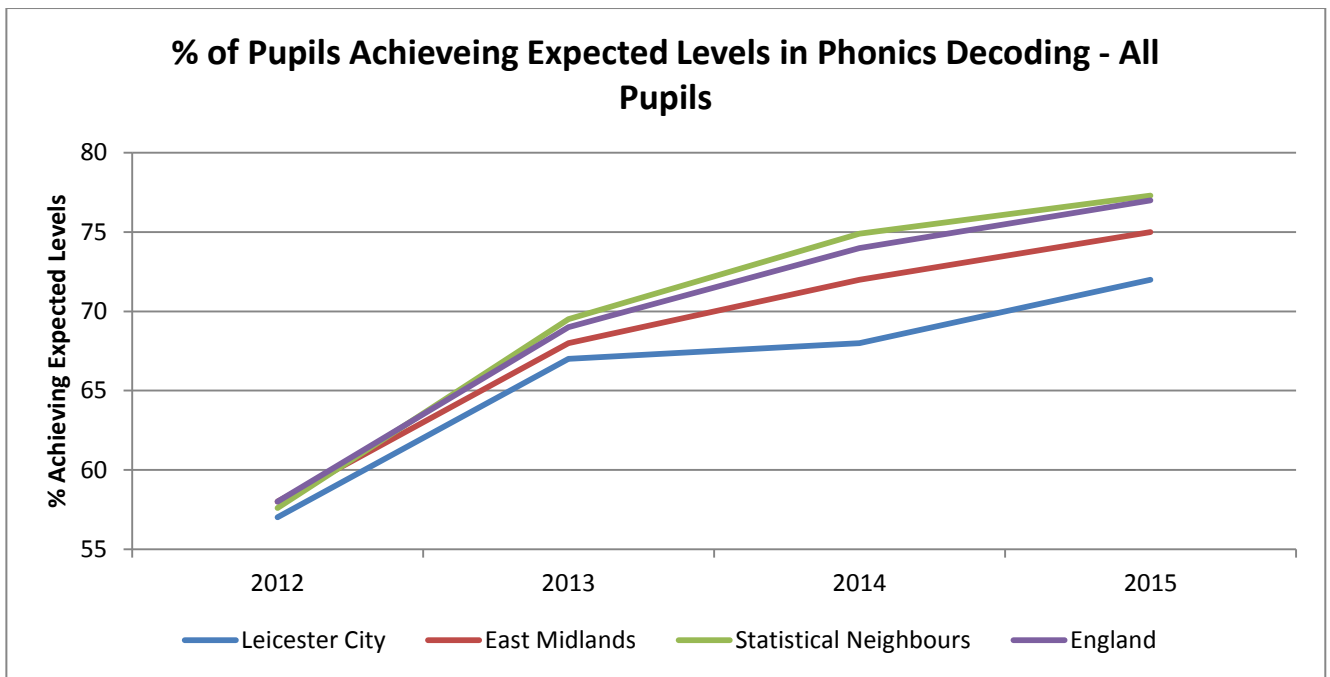
- In 2015 in level 2+ writing, the gap with statistical neighbours widened by 1.5% and by 1% with the East midlands.



- In 2015 in level 2+ maths, the gap with statistical neighbours and the East Midlands widened.



- In 2015 in level 2+ reading, the gap with statistical neighbours widened by 0.5% and by 1% with the East midlands.



- In 2015 in the year 1 phonics, the gap with statistical neighbours narrowed but was still below by 3.5%. It narrowed with the East Midlands but was still 3% below.

7 Ward analysis

KS1 by Ward	Reading			Writing			Maths		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
National Data	89	90	90	85	86	88	91	92	93
Leicester City	87	86	86	83	83	83	91	90	89
Abbey	84	88	85	83	85	80	89	94	90
Aylestone	91	91	91	90	88	88	95	93	96
Beaumont Leys	87	82	86	82	78	84	91	85	88
Belgrave	87	87	89	83	81	87	92	91	93
Braunstone Park and Rowley Fields	82	86	82	80	84	78	89	91	86
Castle	88	88	80	84	82	75	92	86	81
Evington	85	91	90	86	89	88	90	91	91
Eyres Monsell	87	85	87	79	78	84	92	89	89
Fosse	86	86	83	84	85	81	89	93	90
Humberstone and Hamilton	88	86	89	82	83	84	92	91	91
Knighton	95	93	90	91	90	87	98	96	93
North Evington*			81			80			88
Other	89	87	88	86	86	87	92	91	91
Rushey Mead	86	87	87	79	82	85	89	88	91
Saffron*			90			86			91
Spinney Hills	91	89	89	89	88	86	93	92	92
Stoneygate	90	85	84	87	84	80	93	88	85
Thurncourt	89	90	91	88	87	87	90	93	91
Troon*			82			81			87
Westcotes	84	83	80	81	73	76	89	89	89
Western Park	94	92	84	92	89	82	94	91	88
Wycliffe*			88			87			89
Charnwood**	81	78		77	74		85	82	
Coleman**	82	80		80	76		87	87	
Freemen**	89	88		83	82		92	93	
Latimer**	89	90		84	85		91	94	
New Parks**	85	84		79	79		89	89	

*Red indicates schools below National average; Green indicates schools above National average; Amber indicates within 3% of National Average *Data is not available for these wards prior to 2015: ** Data is not available for these wards in 2015*

Changes in ward boundaries makes comparison with previous years difficult. In 2015 reading was above the national average in 5 wards and well below in 11 wards, writing was above in 2 wards and well below in 12 wards and maths was above in 3 wards and well below in 12 wards.

8 Key Stage 1 Summary

This analysis of results at the end of key stage 1 identifies the following strengths and areas for further development:

8.1 Strengths

- The percentage of children attending key stage 1 provision in schools judged to be good or outstanding is on an upward trajectory.
- Progress is good.
- Attainment in the phonics screen for year 1 pupils improved by 3% in 2015 but is still 5% below the national average.

8.2 Areas for further development

- Raise attainment in all areas and for all groups.

APPENDIX 4: Key Stage 2 Outcomes for 11 year olds

1 How Key Stage 2 outcomes are measured

The reported Key Stage 2 outcomes are based on results of tests taken in May in the last year of primary school. Tests were undertaken in reading, mathematics and grammar, punctuation and spelling. Writing was assessed by moderated teacher assessment.

The Council actively supports schools in administering the tests, complying with regulations and moderating teacher assessments to ensure consistency across the city.

The key measures for the end of key stage 2 include:

1. The percentage of children who have achieved a level 4 or better in reading, writing and mathematics.
2. The percentage of children who have achieved a level 4 or better in grammar, punctuation and spelling.
3. The percentage of children who have made expected progress (the national median) in reading between the end of Key Stage 1 (7yr olds) and the end of Key Stage 2 (11yr olds).
4. The percentage of children who have made expected progress (the national median) in writing between the end of Key Stage 1 (7yr olds) and the end of Key Stage 2 (11yr olds).
5. The percentage of children who have made expected progress (the national median) in mathematics between the end of Key Stage 1 (7yr olds) and the end of Key Stage 2 (11yr olds).
6. The 'average points score' (APS) which is calculated by converting each child's level in reading, writing and maths to a point score which is then averaged.

In addition to these measures the Department for Education has set a floor standard for schools of 65% of pupils achieving level 4 and above in reading, writing and mathematics. If a school has not achieved 65% they must have achieved at least the England median (middle rank) for expected progress in one of reading, writing and in mathematics (in 2013 - 91% in reading, 95% in writing and 92% in mathematics) if they are not to be judged below the floor standard. This floor standard will be considered further in the ward and school analysis.

2 Context

Attainment on entry to key stage 2 is well below the national average in all areas.

The percentage of key stage 2 pupils in Leicester primary schools has risen by 7.4% since 2013. This is above the national increase by 0.5% and is a significant increase especially as the majority of these pupils arrive during the school year.

Numbers of pupils in KS2 cohort									13-14	13/14	14/15	14/15	13/15	13/15
	Leicester	England	Leicester	England	Leicester	England	Leicester	England	Change Leicester	Change England	Change Leicester	Change England	Change Leicester	Change England
All	3,362	537262	3,362	533967	3,647	553462	3792	530878	3.6	3.7	3.8	3.8	7.4	6.9
Boys	1,766	274391	1,766	273268	1,902	283234	1931	551485	4.0	3.6	3.8	3.8	5.3	7
Girls	1,596	262871	1,596	260699	1,745	270228	1861	568937	3.2	3.7	3.8	3.8	9.8	6.7

3 Key Stage 2 Attainment 2015

ALL STUDENTS	2013		2014		2015	
	LA	Nat	LA	Nat	LA	Nat
Average Point Score	27.9	28.3	28.1	28.7	28.3	28.8
% Level 4 + MRW	755	75	75	79	78	80
% Maths level 4+	85	86	85	89	87	87
% Reading level 4+	82	83	82	85	87	89
% Writing level 4+	84	85	84	86	84	87
% GPS* level 4+	73	74	75	76	81	80

Attainment

- KS2 average point score (APS) has shown a steady increase over the last three years but is still significantly below national and has been for the last three years.
- Reading, writing and maths combined at Level 4+ (the expected level) was significantly below national in 2014 and 2015.
- Maths level 4+ was in line with national
- Reading and writing level 4+ was significantly below national
- Grammar, punctuation and spelling* level 4 was significantly above national

4 Progress

ALL STUDENTS	2013		2014		2015	
	LA	Nat	LA	Nat	LA	Nat
% Maths Expected Progress	90	88	90	89	90	90
% Reading Expected Progress	89	88	91	91	90	91
% Writing (TA) Expected Progress	92	91	92	93	93	94

- In 2015 progress in reading and writing were significantly below the national average. Maths was in line with national.

5 Groups

GENDER	2013		2014		2015	
	Boys	Girls	Boys	Girls	Boys	Girls
Average Point Score	27.7	28.2	27.8	28.4	28.2	28.4
% Level 4+ MRW	71	78	72	79	76	81
% Maths level 4+	84	85	84	85	87	87
% Reading level 4+	82	87	83	88	86	89
% Writing level 4+	77	87	78	86	81	88
% GPS level 4+	69	67	70	80	78	84

5.1 Gender Attainment

- The average point score (APS) for boys has increased over the last three years. This is the same as the improvement for boys nationally (0.5 national increase from 2013 to 2015).
- Girls APS has improved by 0.2 from 2014 to 2015. Nationally girls APS has increased by 0.4 from 2013 to 2015. This means that the gap between LA girls and national girls has narrowed from 0.4 below in 2013 to 0.2 below in 2015. The gap between LA boys and national boys is now 0.4 below
- In 2014 and 2015 L4+ MRW was significantly below for girls. In 2014 the gap between Leicester girls and girls nationally was 3% below and has widened to 10% below in 2015. The corresponding gap for boys has stayed at 4% below in 2014 and 2015 which is wider than in 2013 (1% below).

5.2 Gender Progress

GENDER	2013		2014		2015	
	Boys	Girls	Boys	Girls	Boys	Girls
% Maths Expected Progress	90	90	89	90	90	90
% Reading Expected Progress	87	91	89	92	90	91
% Writing (TA) Expected Progress	90	94	90	93	92	94

- In 2015 Leicester boys and girls progress was in line with national progress in reading, writing and maths

5.3 Disadvantaged

DISADVANTAGED	2013		2014		2015	
	Disadvantaged	Not Disadvantaged	Disadvantaged	Not Disadvantaged	Disadvantaged	Not Disadvantaged
Average Point Score	26.8	28.8	27.0	28.8	27.4	28.2
% Level 4 or above MRW	67	81	68	80	73	82
% Level 4 or above maths	79	89	79	88	83	90
% Level 4 or above reading	79	89	81	89	84	90
% Level 4 or above writing	76	87	76	86	80	87
% Level 4 or GPS	64	79	68	80	75	85

Attainment

- In 2015 Leicester disadvantaged students had a higher APS than disadvantaged students nationally (0.2 higher) but non-disadvantaged students were 0.6 pts lower than national.
- The proportion of disadvantaged students achieving L4+ RWM has shown an increase over the last three years. This is a group that generally do well in Leicester when compared to national outcomes and in both 2013 and 2015 this group were significantly above national.
- Non-disadvantaged students combined MRW were significantly below in 2014 and 2015 and the gaps with national 'other pupils' has stayed the same (no gap 2013, -3% 2014, -3% 2015).

Progress

DISADVANTAGE	2013		2014		2015	
	Disadvantaged	Not Disadvantaged	Disadvantaged	Not Disadvantaged	Disadvantaged	Not Disadvantaged
% Maths Expected Progress	87	92	87	92	88	92
% Reading Expected Progress	86	92	88	93	88	93
% Writing (TA) Expected Progress	91	93	91	92	92	94

- Expected progress in maths for disadvantaged students has been 2 or 3% above the national figure for disadvantaged pupils for the past 3 years.
- For reading and writing expected progress for disadvantaged students at match national disadvantaged expected progress.
- Non disadvantaged pupils in Leicester are now significantly behind national figures for expected progress in writing.
- The gaps between Leicester disadvantaged and national other in 2015 are maths -3%, reading -4% and -3%.

5.4 English as an Additional Language (EAL)

EAL	2013		2014		2015	
	EAL	Not EAL	EAL	Not EAL	EAL	Not EAL
Average Point Score	28.1	27.7	28.2	28.0	28.2	28.4
% Level 4 or above MRW	77	73	76	75	79	78
% Level 4 or above maths	87	82	84	84	88	86
% Level 4 or above reading	85	84	86	85	87	88
% Level 4 or above writing	84	80	83	81	85	84
% Level 4 or above Grammar, Punctuation and Spelling	79	67	78	72	83	79

- In 2015 EAL students had a slightly lower APS than those with English as a first language.(0.2) and was in line with national. This gap of 0.2 is smaller than the gap nationally.

- The proportion of EAL students achieving L4+RWM has stayed the same as in 2014 at 28.2 and this is in line with national EAL pupils.
- EAL attainment at level 4+ is significantly above national in maths, reading and writing and in line with national for GPS.
- Attainment for pupils with English as a first language is significantly below national in maths, reading and writing.

EAL Progress

EAL	2013		2014		2015	
	EAL	Not EAL	EAL	Not EAL	EAL	Not EAL
% Maths Expected Progress	91	89	91	89	92	89
% Reading Expected Progress	89	89	92	89	991	90
% Writing (TA) Expected Progress	93	91	92	91	94	93

- Expected progress in maths, reading and writing for EAL and non EAL pupils was in line with national in 2015.

5.5 Ethnic groups

ETHNIC GROUPS	2013		2014		2015		
	WBRI	Indian	WBRI	Indian	WBRI	Indian	Pakistani
Average Point Score	27.5	28.6	27.8	28.8	27.9	28.9	
% Level 4 or above MRW	72	80	73	81	76	82	83
% Level 4 or above maths	82	89	84	87	85	89	93
% Level 4 or above Reading	83	87	83	89	86	90	90
% Level 4 or above writing	79	87	79	87	82	87	88
% Level 4 or above Grammar, punctuation and spelling	64	82	70	82	75	87	89

- There has been a small year on year increase in APS for WBRI students which exactly matches the increase for WBRI nationally and means that Leicester WBRI have been 1.0 points below national WBRI for the last three years.
- In 2015 all ethnic groups were in line with national for APS.
- In 2015 attainment at level 4+ in maths, reading, writing and GPS was significantly below national for white british and Indian pupils.
- In 2015 attainment at level 4+ in maths, and GPS was significantly above national for Pakistani pupils and in line for reading and writing.

ETHNIC GROUPS	2013		2014		2015	
	WBRI	Indian	WBRI	Indian	WBRI	Indian
% Maths Expected Progress	89	91	89	90	88	91
% Reading Expected Progress	89	89	89	92	89	91
% Writing (TA) Expected Progress	91	93	91	91	93	93

- White British pupils make expected progress in line with national in maths and writing but make significantly less progress in reading than national.
- Indian pupils make significantly less progress than Indian pupils nationally in maths, reading and writing.

5.6 Special Educational Needs

SEN	2013		2014		2015	
	SEN	Non-SEN	SEN	Non-SEN	SEN	Non-SEN
Average Point Score	24.3	29.3	24.4	29.4	25.2	29.4
% Level 4 or above MRW	40	87	39	87	46	88
% Level 4 or above maths	55	93	58	92	68	94
% Level 4 or above reading	56	93	58	94	69	94
% Level 4 or above writing	45	93	47	93	58	93
Level 4 or above Grammar, punctuation and spelling	31	85	38	86	52	90

On 1 September 2014 a range of SEND reforms were introduced as part of the Children and Families Act. Following the changes to SEN school census codes, RAISEonline adopted the following categories for the 2015 report: no SEN, SEN support (which replaces School Action and School Action Plus), SEN with statement or Education Health and Care (EHC) plan. To clarify the data for 2013 and 2014 SEN refers to SEN without a statement and for 2015 refers to SEN support. As stated in the introduction to the RAISEonline report, "Care needs to be taken when considering the performance of pupils with special educational needs. The approach to identification of this group at all levels varies considerably between schools and across local areas. The results reported will be influenced by the types of special educational need pupils have within a local authority. Therefore caution must be exercised when interpreting green and blue flags for these pupil groups."

- Leicester SEN pupils are slightly above national for KS2 APS.
- Non-SEN pupils have a KS2 APS in line with national.
- Leicester SEN pupils achieve significantly above national at level 4+ in maths and GPS.
- Non SEN pupils achieve significantly below national at level 4+ in reading, writing and maths combined and reading and writing.

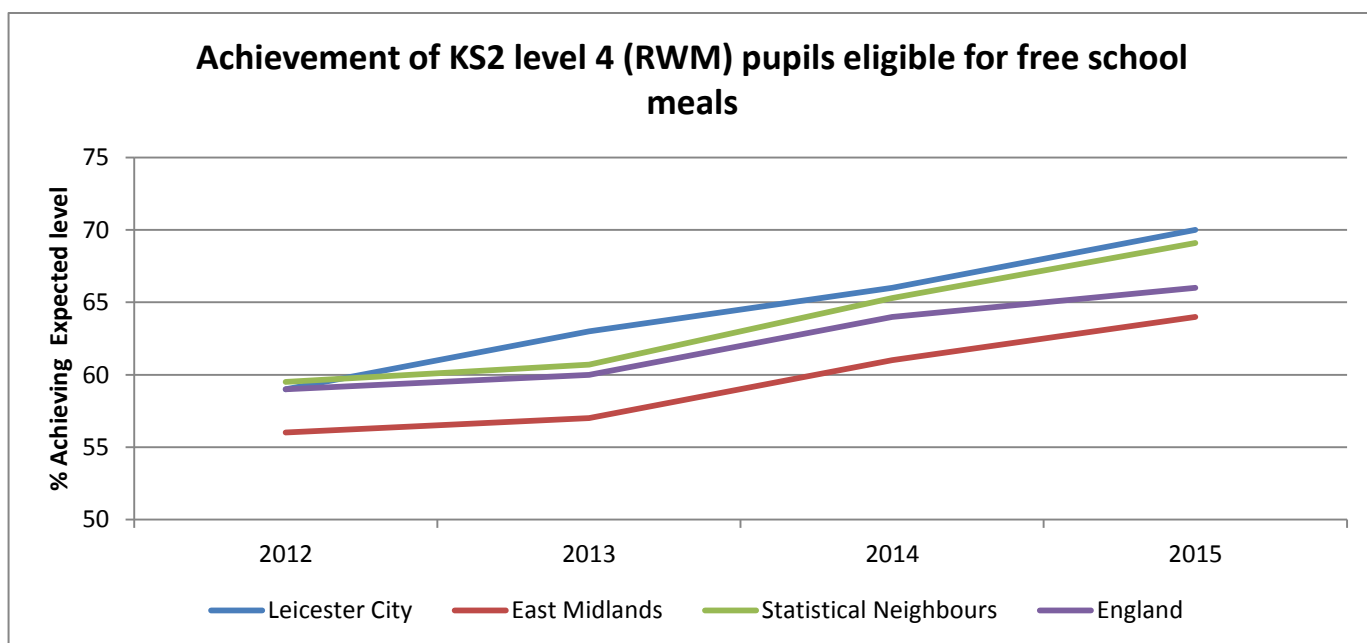
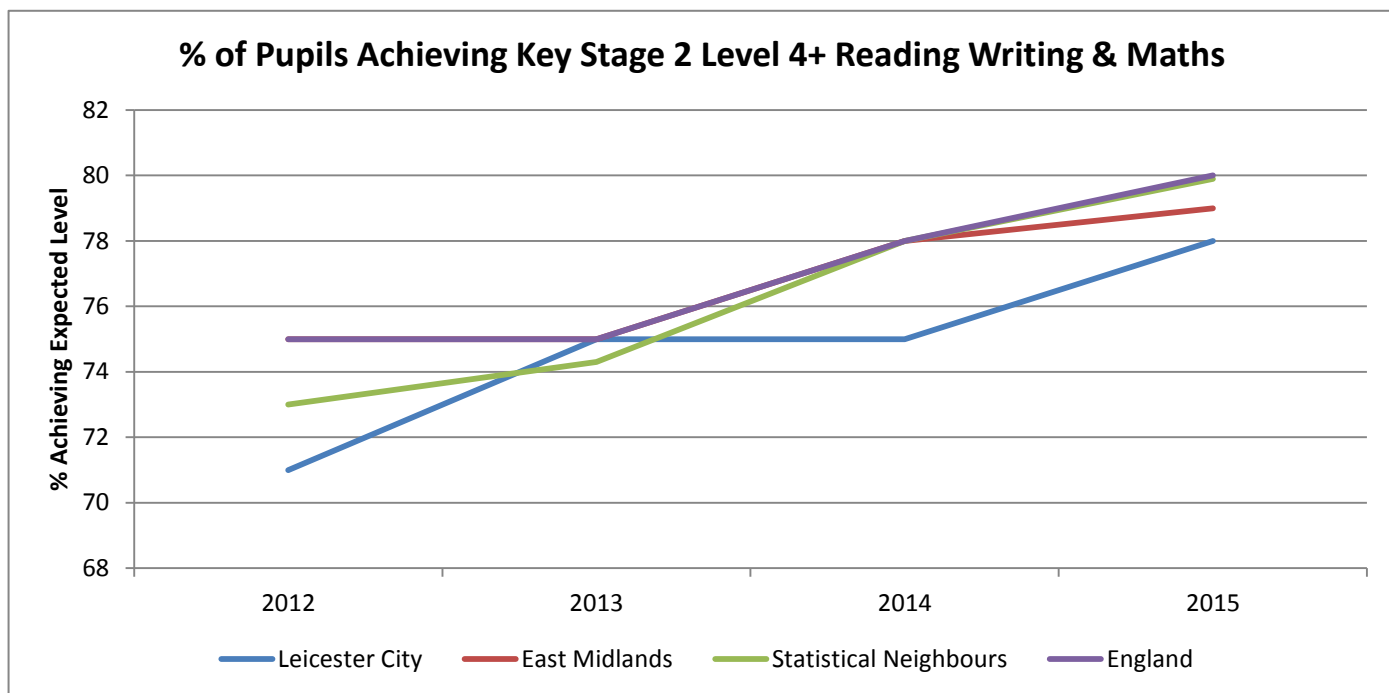
SEN Progress

SEN	2013		2014		2015	
	SEN	Non-SEN	SEN	Non-SEN	SEN	Non-SEN
% Maths Expected Progress	79	95	80	94	81	93
% Reading Expected Progress	83	93	83	95	84	94
% Writing (TA) Expected Progress	86	96	86	95	90	96

- In 2015 Leicester SEN pupils made progress in line with national in maths, reading and writing.
- In 2015 Leicester Non SEN pupils made significantly more progress in maths and significantly less progress than national in writing.

6 Comparison to the East Midlands and Statistical Neighbours

In 2015 the gap between Leicester City, its statistical neighbours and the East Midlands narrowed in reading, writing and maths for all pupils and was better than statistical neighbours and the East Midlands for children eligible for free school meals – see following graphs.



7 Variation between Wards

KS2 by Ward	L4+ in reading, writing and mathematics					Reading Progress	Writing Progress	Maths Progress
	2011	2012	2013	2014	2015	2015		
National Data	67	75	75	79	80	91	94	90
Leicester City Council	65	71	75	75	78	91	93	90
Abbey	61	62	76	80	81	88	97	91
Aylestone	65	76	78	81	83	93	94	91
Beaumont Leys	67	68	73	69	75	86	94	91
Belgrave	62	65	69	70	69	87	93	89
Braunstone Park and Rowley Fields	54	58	63	70	76	90	92	90
Castle	63	76	74	63	87	97	100	93
Evington	78	79	83	81	81	89	90	90
Eyres Monsell	67	61	69	75	70	90	91	82
Fosse	62	60	73	68	75	91	91	91
Humberstone and Hamilton	72	73	75	80	81	92	95	92
Knighton	84	89	91	90	83	91	95	91
North Evington*					76	91	92	91
Other	68	71	78	75	81	88	92	91
Rushey Mead	69	72	76	72	81	89	93	92
Saffron*					71	90	89	83
Spinney Hills	70	77	78	78	80	86	88	88
Stoneygate	68	78	80	80	75	94	92	93
Thurncourt	73	80	71	89	86	92	98	93
Troon	0	0	0	0	78	94	93	90
Westcotes	50	66	67	71	77	96	96	98
Western*					81	92	96	90
Wycliffe*					86	94	97	91
Western Park**	64	77	87	84				
Charnwood**	61	64	68	68				
Coleman**	61	71	73	67				
Freemen**	57	72	68	69				
New Parks**	53	67	75	72				

Red indicates schools below National average; Green indicates schools above National average; Amber indicates within 3% of National Average *Data is not available for these wards prior to 2015: ** Data is not available for these wards in 2015.

Changes in ward boundaries makes comparison with previous years difficult. In 2015 reading was above the national average in 5 wards and well below in 11 wards, writing was above in 2 wards and well below in 12 wards and maths was above in 3 wards and well below in 12 wards.

8 Variation between Schools

KS2 By School	L4+ in reading, writing and mathematics			Reading Progress		Writing Progress		Maths Progress	
	2013	2014	2015	2014	2015	2014	2015	2014	2015
National Data	75	79	80	91	91	93	94	90	90
Leicester City Council	75	75	78	91	91	92	93	90	90
Abbey Primary Community School	85	96	90	97	94	96	97	99	91
Alderman Richard Hallam Primary School	72	74	81	90	87	89	99	86	85
Avenue Primary School	81	71	77	94	89	98	96	87	89
Barley Croft Primary School	71	53	72	91	85	94	100	79	94
Beaumont Lodge Primary School	73	83	89	100	100	100	100	96	100
Belgrave St Peter's C of E Primary School	68	75	84	100	91	91	96	91	100
Braunstone Community Primary School	59	58	56	91	83	88	88	93	76
Braunstone Frith Junior School (Legacy)	68	0	0	0	0	0	0	0	0
Braunstone Frith Primary School	0	55	69	73	82	92	97	90	87
Bridge Junior School	81	66	75	91	98	91	96	92	99
Buswells Lodge Primary School	68	67	72	74	73	93	96	77	90
Caldecote Community Primary School	59	71	80	88	96	90	98	94	90
Catherine Junior School	73	71	60	80	78	95	89	89	84
Charnwood Primary School	90	73	88	93	98	76	96	95	92
Christ The King Catholic Primary School	92	92	96	96	100	98	100	98	98
Coleman Primary School	72	73	91	91	99	98	96	85	98
Dovelands Primary School	72	73	90	99	99	87	94	87	97
Evington Valley Primary School	85	85	91	95	95	95	98	95	93
Eyres Monsell Primary School	55	76	95	100	100	90	100	85	100
Folville Junior School	72	81	88	91	97	94	96	93	98
Forest Lodge Community Primary School	70	85	76	100	93	100	95	93	95
Fosse Primary School	59	57	83	91	94	91	91	77	97
Glebelands Primary School	86	85	88	94	97	94	100	94	97
Granby Primary School	76	83	76	95	96	98	94	91	86
Hazel Community Primary School	62	88	68	100	94	95	94	95	95
Heatherbrook Primary School	67	62	50	77	68	69	74	85	79
Herrick Primary School	88	78	90	95	91	100	98	88	100

Highfields Primary School	87	79	85	97	91	94	88	97	97
Holy Cross Catholic Primary School	65	71	63	88	91	100	81	92	71
Hope Hamilton C of E (Aided) Primary School	77	86	90	94	95	100	100	100	95
Humberstone Junior School	91	98	95	99	95	99	99	100	100
Inglehurst Junior School	72	81	83	90	93	94	99	91	97
Kestrels' Field Primary School	55	67	63	88	93	86	90	78	90
Knighton Fields Primary School and Community Centre	52	63	67	82	79	96	100	96	88
Linden Primary School	83	87	80	100	94	98	98	98	90
Marriott Primary School	83	93	85	96	95	92	92	96	87
Mayflower Primary School	80	90	80	97	96	91	83	91	96
Medway Community Primary School	82	70	78	100	98	98	100	100	98
Mellor Community Primary School	70	74	79	88	93	91	93	91	100
Merrydale Junior School	55	70	61	80	93	93	94	93	83
Montrose School	85	77	81	87	98	96	89	87	94
Mowmacre Hill Primary School	0	0	74		81		95		90
Mowmacre Hill Primary School (Pre Academy)	50	71	0	88	0	88	0	92	0
Northfield House Primary School	33	41	79	84	97	57	87	67	92
Overdale Junior School	89	85	91	94	92	95	99	91	96
Parks Primary School	87	90	94	100	98	97	98	97	96
Queensmead Community Primary School	0	0	0	0	0	0	0	0	0
Queensmead Primary Academy	66	73	70	96	85	94	93	94	93
Rolleston Primary School	63	81	71	98	94	96	96	94	87
Rowlatts Hill Primary School	73	44	74	77	100	84	100	83	98
Rushey Mead Primary School	70	58	72	91	86	85	94	78	94
Sacred Heart Catholic Voluntary Academy	74	78	78	100	95	97	100	95	92
Sandfield Close Primary School	77	81	82	93	95	93	97	89	93
Scraptoft Valley Primary School	57	65	81	97	91	95	94	95	94
Shaftesbury Junior School	79	62	79	83	100	91	96	93	98
Shenton Primary School	77	85	69	98	87	96	89	90	87
Slater Primary School	100	100	59	90	88	100	88	100	94
Sparkenhoe Community Primary School	85	85	76	100	98	95	100	96	100
Spinney Hill Primary School & Community Centre	68	71	84	87	85	82	81	88	87
St Barnabas C of E Primary School	74	90	76	100	86	97	97	94	89
St John The Baptist C of E Primary School	94	81	76	91	98	82	94	89	92
St Joseph's Catholic Voluntary Academy	82	84	74	84	84	87	100	89	84
St Patrick's Catholic Primary School	77	66	69	96	97	89	97	89	83
St Thomas More Catholic Voluntary Academy	94	92	88	97	97	97	95	100	95
Stokes Wood Primary School	83	57	69	74	82	80	82	80	71

Taylor Road Primary School	92	98	97	95	100	100	100	100	98
Thurnby Lodge Primary School & Spch & Lang Unit	36	85	85	95	89	95	89	100	89
Uplands Junior School	70	78	77	90	83	94	89	86	78
Whitehall Primary School	92	81	87	90	93	84	85	87	93
Willowbrook Primary School	88	90	94	91	98	100	100	98	98
Wolsey House Primary School	92	83	88	98	89	100	96	93	93
Woodstock Primary School	79	71	75	93	97	90	97	93	91
Wyvern Primary School	67	69	76	96	91	98	95	85	84

9 Key Stage 2 Summary

This analysis of results at the end of key stage 2 identifies the following strengths and areas for further development:

9.1 Strengths

- The number of schools below the floor standard dropped to 9 in 2015 from 11 in 2015.
- Maths level 4+ was in line with national.
- Grammar, punctuation and spelling level 4+ was significantly above national.
- The average point score (APS) for boys has narrowed to 0.4% with national.
- Disadvantaged students had a higher APS than disadvantaged students nationally (0.2 higher).
- Disadvantaged students combined maths, reading and writing scores for level 4+ and maths has increased over the last three years and generally disadvantaged pupils do well when compared to national outcomes.
- EAL attainment at level 4+ is significantly above the national average in maths, reading and writing and in line with the national average for grammar, punctuation and spelling.
- Expected progress in maths, reading and writing for EAL and non EAL pupils was in line with national in 2015.

9.2 Areas for further Development

- Improving the overall performance at L4+ in reading, writing and mathematics.
- Improving progress in reading and writing.
- Improving girls' achievement.
- Improving attainment at level 4+ in maths, reading, writing and grammar, punctuation and spelling for white British and Indian pupils.
- Improving achievement for non disadvantaged.
- Reducing the number of schools below the floor standard.
- Reducing the variation in performance between schools.
- Reducing the variation within schools in terms of progress in reading, writing and maths.

APPENDIX 4: Key Stage 4 Outcomes for 15/16 year olds

1 How Key Stage 4 Outcomes are measured

Key Stage 4 outcomes are measured on the outcomes of externally set and marked qualifications. These qualifications are part of the England framework and include GCSEs and equivalent qualifications.

The Department for Education publishes school performance tables for this age group in January. <http://www.education.gov.uk/schools/performance/> These tables give the performance of secondary schools, and although they focus on the key stage 4 results, they use progress from key stage 2 as measures of effectiveness. Children are included in these tables if they have completed Key Stage 4. This they are considered to have done if they were in year 11 at January census. Children who are new to the country within the last two years of their secondary education, have English as an Additional Language and the country of origin does not use English as the medium of education are able to be removed from the results. For some areas of the city and some schools this is significant.

Professor Alison Wolf's Review of Vocational Education recommendations affected 2014 outcomes and make 3 year trends unreliable.

The key measures used are:

The percentage of pupils who achieved 5 or more GCSE or equivalents at grade C or better including English and mathematics GCSEs at grade C or better. This is known as 5A*to C including English and mathematics.

The percentage of pupils making the expected progress between the end of Key Stage 2 and Key Stage 4 in English. All pupils are included in this measure except where there is no prior attainment and they have achieved only a G, F, E, D or C grade. This measure is known as English expected progress.

The percentage of pupils making the expected progress between the end of Key Stage 2 and Key Stage 4 in mathematics. All pupils are included in this measure except where there is no prior attainment and they have achieved only a G, F, E, D or C grade. This measure is known as mathematics expected progress.

All schools are expected to be above the floor standard. At Key Stage 4 this is at least 40% of pupils achieving 5+A*-C including English and maths and more than the national median level of pupils making expected progress in English and in mathematics.

2 Context

The prior attainment of this cohort was significantly below the national average (statistically significantly lower KS2 results in 2010 compared to national: English APS was 26.7 compared to 27.4 and maths APS 27.1 compared to 27.5).

The number of key stage 4 pupils in Leicester schools dropped by 3.7% between 2013 and 2015, while the cohort nationally dropped by 3.2% during the same period.

	Leicester 2013	England	Leicester 2014	England	Leicester 2015	England	Change Leicester 13-15	Change England 13-15
All	3478	569121	3347	556002	3349	550786	-3.7%	-3.2%

3 Attainment

ALL STUDENTS	2013		2014		2015	
	LA	Nat	LA	Nat	LA	Nat
Average capped point score (best 8)	330	338	297	307	291	309
Average total point score	452	462	348	362	336	366
Average total point score English	38	39	38	39	37	39
Average total point score Maths	37	39	37	38	36	38
Average total point score Science	42	43	41	43	40	40
% 5 A* C inc English and Mathematics	55	60	52	55	50	56
% English Baccalaureate	21	23	20	23	19	24

Average Capped Point score Best 8

- This shows a student's Best 8 GCSE results in comparison to other students. Each GCSE grade awarded to a student is converted into points, the students highest 8 grades are converted and divided to give an average of their "Best 8" qualifications. For the last 3 years there has been a statistically significant lower score between Leicester City schools and schools nationally.
- The 3 year trend shows an increasing difference (2013: -7.6, 2014: -9.6, 2015: -17.3) A comparison between 2013 and 2014 cannot be made as there were changes to the list of approved qualifications. A comparison can be made between 2014 and 2015.

Average Total Point Score

- This shows all a student's GCSE results in comparison to other students. Each GCSE grade awarded to a student is converted into points. For the last 3 years there has been a statistically significant lower score between Leicester City schools and schools nationally. In 2015 the figure was -30.5.
- The 3 year trend shows an increasing difference (2013 : -9.8, 2014: -13.7, 2015: -30.5) A comparison between 2013 and 2014 cannot be made as there were changes to the list of approved qualifications. A comparison can be made between 2014 and 2015.

Average Total Point score English

- This shows a student's results in comparison to other students for the specific subject of English. The GCSE grade awarded to a student is converted into points. The performance of Leicester City schools is significantly below other schools nationally.
- The three year trend remains stable at -1.2, -1.2 and -1.4 for 2013, 2014 and 2015 respectively. Again, because of changes to approved qualifications caution between comparing 2013 with 2014 and 2015 should be taken.

Average Total Point score Maths

- This shows a student's results in comparison to other students for the specific subject of maths. The GCSE grade awarded to a student is converted into points. The performance of Leicester City schools is significantly below other schools nationally.
- The three year trend is stable, although worse than English, at -2.0, -1.5 and -2.0 for 2013, 2014 and 2015 respectively. Again, because of changes to approved qualifications caution between comparing 2013 with 2014 and 2015 should be taken.

Average Total Point score Science

- This shows a student's results in comparison to other students for the specific subject of science. The GCSE grade awarded to a student is converted into points. The performance of Leicester City schools is significantly below other schools nationally.
- The three year trend has worsened, from -0.3, -1.2, -1.6 for 2013, 2014 and 2015 respectively.

5A* - C including English and Maths

- This measure is given as a percentage and compares the number of students who attained at least a C grade in English and maths and 3 other GCSE or equivalents. Leicester City is significantly below the national average for this measure for 2015
- There has been a widening of the gap between the results in Leicester and England, 3% in 2014, 6% in 2015.

English Baccalaureate

- This measure is given as a percentage and shows the number of students attaining the EBacc qualifications (a suite of 5 GCSEs including English, maths, science, humanities and languages). Leicester City was significantly below the national average for this measure in 2015 at 19% compared to 24% nationally.

Languages

- This measure is given as a percentage and shows the number of students gaining at least a GCSE C grade. Leicester City was significantly below the national average at 64% compared to 70% nationally.

Humanities

- This measure is given as a percentage and shows the number of students gaining at least a GCSE C grade. Leicester City was significantly below the national average at 61% compared to 67% nationally.

Approved Qualifications:

Some subjects at GCSE (or equivalent) are significantly **above the national average**, these include:

- Photography
- Humanities
- Citizenship
- Sports studies

Some subjects at GCSE (or equivalent) are significantly **below the national average**, these include:

- Business Studies
- Health and Social Care
- English Language
- Geography
- History
- Religious Studies
- French
- Maths
- Drama
- Music
- Applied and Additional applied science
- Core Science

4 KS4 Progress/ Value Added

ALL STUDENTS	2013		2014		2015	
	LA	Nat	LA	Nat	LA	Nat
% English Expected Progress	70	72	69	73	68	69
% Maths Expected Progress	65	72	62	67	62	66

- The value added measure is given in relation to a national mean of 1000 and a national mean for each group according to pupil characteristic such as ethnic backgrounds. None of the pupil groups or ethnic groups are significantly above or below for this measure for Leicester City. Therefore, results are in line with national averages in relation to value added performance.
- Expected progress is measured from KS2 to KS4. The number of pupils making expected progress in Leicester City for English was 68%, this is in line with the national average of 69%.
- A measure is also given for the percentage of students making more than expected progress. In 2015 (English) this was 30% for the City compared to 30% nationally.
- The decline in English expected progress from 2014 to 2015 is in line with national.
- Expected progress in maths has remained virtually the same from 2014 to 2015 but this means that the gap has narrowed by 1% with national to 4%.
- A measure is also given for the percentage of students making more than expected progress. In 2015 (Maths) this was 27% for the City compared to 30% nationally.

5 Performance of groups

GENDER	2013		2014		2015	
	Boys	Girls	Boys	Girls	Boys	Girls
% 5 A* C inc English and Mathematics	50	60	46	58	51	60
% English Bacallaureate	17	26	15	25	15	23

- The proportion of girls attaining 5+ A*-C including English and mathematics continues to be higher than the proportion of boys. The gap has narrowed to 9%.
- The gap between Leicester boys and national boys and Leicester girls and national girls is significantly wider than national average.
- The gap between boys and girls achieving the English Bacallaureate has narrowed from 10% in 2014 to 8% in 2015.

GENDER	2013		2014		2015	
	Boys	Girls	Boys	Girls	Boys	Girls
% English Expected Progress	64	77	61	79	59	78
% Maths Expected Progress	64	66	62	62	59	65

- Expected progress in English for girls has remained at the same level but for boys the proportion has dropped about 3% each year for the last two years.
- Boys have also dropped for maths progress by 2.3% each year for the last two years.

DISADVANTAGE	2013		2014		2015	
	Disadvantaged	Not Disadvantaged	Disadvantaged	Not Disadvantaged	Disadvantaged	Not Disadvantaged
% 5 A* C inc English and Mathematics	43	62	41	58	37	59
% English Bacc	12	27	12	25	10	24

- The gap between disadvantaged and not disadvantaged students achieving 5A*C EM has widened to 22%. The proportion of disadvantaged students achieving this measure has fallen by 4% since 2014.
- The gap between disadvantaged and not disadvantaged students achieving the EBACC is 14% which is similar to 2013 and 2014.

DISADVANTAGE	2013		2014		2015	
	Disadvantaged	Not Disadvantaged	Disadvantaged	Not Disadvantaged	Disadvantaged	Not Disadvantaged
% English Expected Progress	63	75	61	75	59	73
% Maths Expected Progress	56	71	52	69	50	70

- Gaps for English expected progress are smaller than corresponding gaps for maths progress. In English the gap has fluctuated between 12% and 14% but in maths the gap has increased over the last three years from 16% to 20.%

	2013		Gap with National 2013	2014		Gap with National 2014	2015		Gap with National 2015
	LA	Nat		LA	Nat		LA	Nat	
% 5 A* C inc English and Mathematics	55	59	-4	52	53	-2	50	54	-3
Disadvantaged	43		-16	41		-12	37		-17
Boys	40		-20	36		-18	31		-23
Girls	46		-13	48		-6	44		-10
Not Disadvantaged	62		3	58		5	59		5
Boys	57		-2	53		-1	51		-3
Girls	69		9	64		11	66		12
% English & Mathematics GCSEs A*-C	55	60	-5	53	56	-2	53	56	-3
Disadvantaged	43		-17	43		-12	41		-15
Boys	40		-20	38		-18	35		-21
Girls	47		-13	49		-6	47		-9
Not Disadvantaged	63		3	60		4	60		5
Boys	57		-3	55		-1	54		-2
Girls	69		9	65		9	67		11

EAL	2013		2014		2015	
	EAL	Not EAL	EAL	Not EAL	EAL	Not EAL
% 5 A* C inc English and Mathematics	58	52	55	49	54	48
% English Baccalaureate	26	17	22	17	23	15

- There is a persistent gap between the proportion of EAL and not EAL students achieving 5A*C EM. Non EAL students are significantly below the national average for non EAL.
- The proportion of EAL students achieving the EBACC has shown a slight increase since 2014 but both EAL and non EAL students are significantly below the national average.

EAL	2013		2014		2015	
	EAL	Not EAL	EAL	Not EAL	EAL	Not EAL
% English Expected Progress	75	67	74	65	75	63
% Maths Expected Progress	74	58	69	57	70	57

- EAL students make progress in line with national averages.
- Non EAL students made significantly less progress than national

ETHNIC GROUPS	2013		2014		2015	
	WBRI	Indian	WBRI	Indian	WBRI	Indian
% 5 A* C inc English and Mathematics	48	65	42	64	41	61
% English Baccalaureate	12	33	11	30	9	29
% English Expected Progress	63	76	60	79	57	79
% Maths Expected Progress	53	80	48	76	49	75

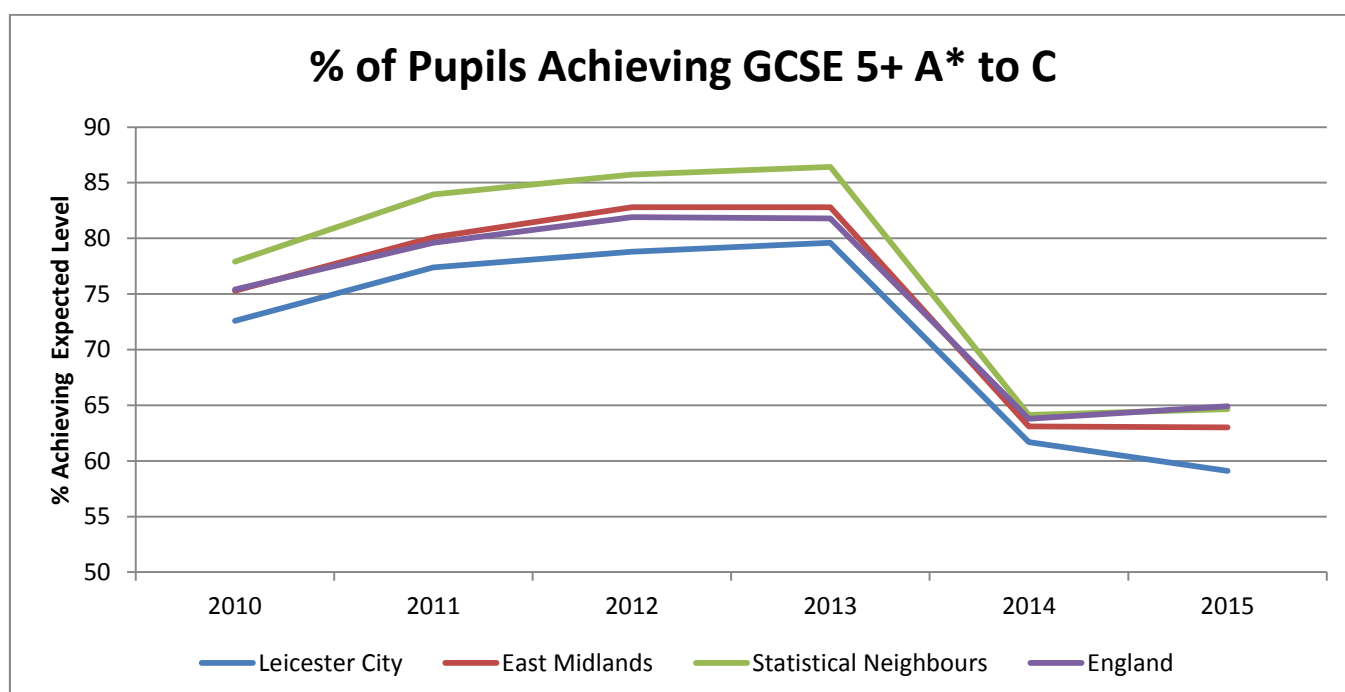
- White British and Indian students make up about a third each of the school cohort and both groups have shown a decline in the percentage of students achieving A *-C including English and maths.
- The decline is more marked for Indian students but the white British students are significantly below average.
- In 2015 the gap between national average and White British and Indian students achieving the EBACC was just over 20% and has been a similar size in previous years. This is significantly below the national average.
- The gap between the national average and the proportion of White British students making expected progress in English and maths continues to widen and is now 12% and 16%.

SEN	2013		2014		2015	
	SEN	No SEN	SEN	No SEN	SEN	No SEN
% 5 A* C inc English and Mathematics	18	66	17	62	15	59
% English Baccalaureate	3	27	3	25	2	23
% English Expected Progress	44	79	41	78	46	75
% Maths Expected Progress	35	74	31	71	31	70

On 1 September 2014 a range of SEND reforms were introduced as part of the Children and Families Act. As a result, care needs to be taken when considering the performance of pupils with special educational needs. The approach to identification of this group, at all levels, varies considerably between schools and across local areas.

- The performance of SEN pupils is statistically significantly lower than national figures for all key measures listed above.
- The proportion of SEN students achieving 5A*C EM has declined slightly since 2014 to 15%.
- The proportion of SEN students achieving the EBACC has dropped by 1% from 2014.
- Expected progress gaps between SEN and non-SEN have remained about the same in maths over the last three years but in English it has narrowed from 37% to 29%

6 Comparison with regional and statistical neighbours



In 2015 the percentage of students achieving 5+ GCSE A* to C declined widening the gap with statistical neighbours and the East Midlands.

7 Ward analysis

KS4 by Ward	5 + A*-C Including English and maths (%)			English GSE A*-C (%)			Maths GCSE			English Progress (%)			Maths Progress (%)		
	13	14	15	13	14	15	13	14	15	13	14	15	13	14	15
England	59	53	54	71	73	75	73	69	70	70	72	69	71	66	66
Local Authority	55	52	50	63	63	62	65	63	63	70	69	68	65	62	62
Abbey	51	54	52	65	59	67	61	63	59	73	69	75	66	65	61
Aylestone	64	44	44	71	65	54	75	54	56	70	64	59	64	51	51
Beaumont Ley	47	54	52	60	63	65	54	63	65	69	70	71	54	61	65
Belgrave	53	63	54	60	70	62	64	67	68	72	72	74	67	69	71
Braunstone Park and Rowley Fields	31	30	40	41	52	51	43	36	56	43	57	62	42	32	55
Castle	62	51	72	66	66	79	77	57	72	86	71	76	80	63	82
Evington	72	68	57	82	75	69	78	80	66	80	74	71	72	75	62
Eyres Monsell	44	26	33	48	41	54	57	45	49	63	43	57	59	46	48
Fosse	63	48	38	72	61	52	70	64	56	79	72	58	66	68	51
Humberstone and Hamilton	66	55	47	71	65	62	73	67	66	75	74	62	72	68	59
Knighton	77	67	77	86	83	84	81	75	84	85	81	83	79	71	81
North Evington*			47			56			67			68			71
Other	59	58	59	68	68	65	66	71	67	72	67	67	59	67	68
Rushey Mead	61	66	62	63	74	70	76	75	75	72	84	84	77	76	79
Saffron*			24			41			37			52			41
Spinney Hills	56	55	56	61	66	62	70	69	72	68	70	67	74	67	70
Stoneygate	59	61	49	68	70	64	71	74	59	77	76	69	73	74	62
Thurncourt	65	52	46	74	66	68	66	61	62	81	69	67	68	58	50
Troon*			50			60			63			68			62
Westcotes	59	41	42	71	56	46	62	47	58	79	63	51	71	35	56
Western Park	72	61	40	77	81	56	75	74	54	80	83	60	67	68	53
Charnwood**	42	47		53	58		56	55		59	66		58	57	
Coleman**	53	46		63	57		64	62		70	71		67	60	
Freemen**	40	24		50	36		47	36		65	47		49	39	
Latimer**	63	57		67	63		77	65		79	71		80	64	
New Parks**	38	40		48	53		50	51		60	62		46	49	

Red indicates schools below National average; Green indicates schools above National average; Amber indicates within 3% of National Average *Data is not available for these wards prior to 2015: ** Data is not available for these wards in 2015.

Changes in ward boundaries makes comparison with previous years difficult.

- In 2015 2 wards had attainment and progress above the national average (Castle and Knighton)
- In 2015 9 wards had attainment and progress significantly below the national average.
- In 2015 6 wards had attainment in 5A*-C EM above the national average.
- In English 5A*-C 2 wards were above and 19 wards were significantly below the national average.
- In Maths 5A*-C 4 wards were above and 14 wards were significantly below the national average.
- Progress in English was above expected in 7 wards and significantly below in 7 wards
- Progress in Maths was above expected in 7 wards and significantly below in 13 wards and well below in 11 wards, writing was above in 2 wards and well below in 12 wards and maths was above in 3 wards and well below in 12 wards.

8. Variation between schools

KS4 by School	5 +A* - C Inc. English and Mathematics (%)			English GCSE A*-C (%)			Maths GCSE A*-C (%)			English Progress (%)			Maths Progress (%)		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
National Data	59	53	54	71	73	75	73	69	70	70	72	69	71	66	66
Leicester City Local Authority	55	52	50	63	63	62	65	63	63	70	69	68	65	62	62
Babington Community College	37	55	45	49	62	53	47	63	58	72	78	79	46	68	61
Beaumont Leys School	57	58	49	73	65	70	65	70	57	77	74	73	62	66	56
The City of Leicester College	64	42	48	74	56	56	71	55	61	76	66	61	68	55	60
Crown Hills Community College	57	55	54	63	59	61	72	78	72	72	66	65	77	81	73
English Martyrs Catholic School	53	52	60	65	61	72	59	67	67	76	62	68	48	60	64
Fullhurst Community College	37	29	35	44	57	43	48	37	56	43	63	59	45	28	60
Hamilton College	55	55	25	54	63	50	60	61	48	66	70	53	58	60	41
Judgemeadow Community College	71	69	62	78	79	76	79	79	74	85	82	80	75	77	68
The Lancaster School	59	49	46	63	55	55	75	66	63	69	57	54	68	64	59
Madani Boys School	51	71	55	59	76	60	64	88	82	57	77	57	68	86	86
Madani Girls School	63	68	79	76	93	86	68	70	82	71	98	88	70	67	81
Moat Community College	57	49	49	60	58	59	75	67	61	66	66	63	83	66	58
New College Leicester	37	41	35	47	55	54	54	52	49	60	68	59	54	56	50
Rushey Mead Academy	65	61	66	69	67	73	75	70	78	79	72	83	77	70	78
St Paul's Catholic School	56	54	56	75	66	66	61	66	71	78	68	69	61	59	66
Tudor Grange Samworth Academy	41	24	28	47	38	43	51	47	46	67	43	50	54	48	50
Sir Jonathan North Community College	68	49	63	84	83	83	70	49	67	86	86	91	72	47	65
Soar Valley College	63	71	65	67	77	74	78	77	77	71	86	81	82	77	78

- In 2015 4 schools had attainment and progress above the national average and 7 had attainment and progress significantly below the national average.
- In 2015 9 schools had attainment in 5A*-C EM above the national average and 9 had attainment in 5A*-C EM that was significantly below.
- In English 5A*-C, 3 schools were above and 13 schools were significantly below the national average.
- In maths 5A*-C, 7 schools were above and 10 schools were significantly below the national average.
- Progress in English was above expected in 7 schools and significantly below in 9 wards.
- Progress in maths was above expected in 7 and significantly below in 9 wards.
- schools were below the floor target of 40% 5A*-C EM and 7 had progress that leaves them at risk of being judged “coasting” in the future if results do not improve.

9 Key Stage 4 Summary

This analysis of results at the end of key stage 4 identifies the following strengths and areas for further development:

9.1. Strengths

- Value added and progress is in line with national figures.
- EAL attainment and progress in line with national figures.

9.2 Areas for further Development

- Reverse the recent decline in attainment and progress.
- Reduce variation between schools and subjects in schools.
- Ensure no schools fall into the coasting category.
- Ensure improvements in attainment and progress for non EAL, non disadvantaged, white British and Indian students.

Appendix 6

Key Stage 5 Outcomes for 18/19 year olds report

6.1 How Key Stage 5 Outcomes are measured

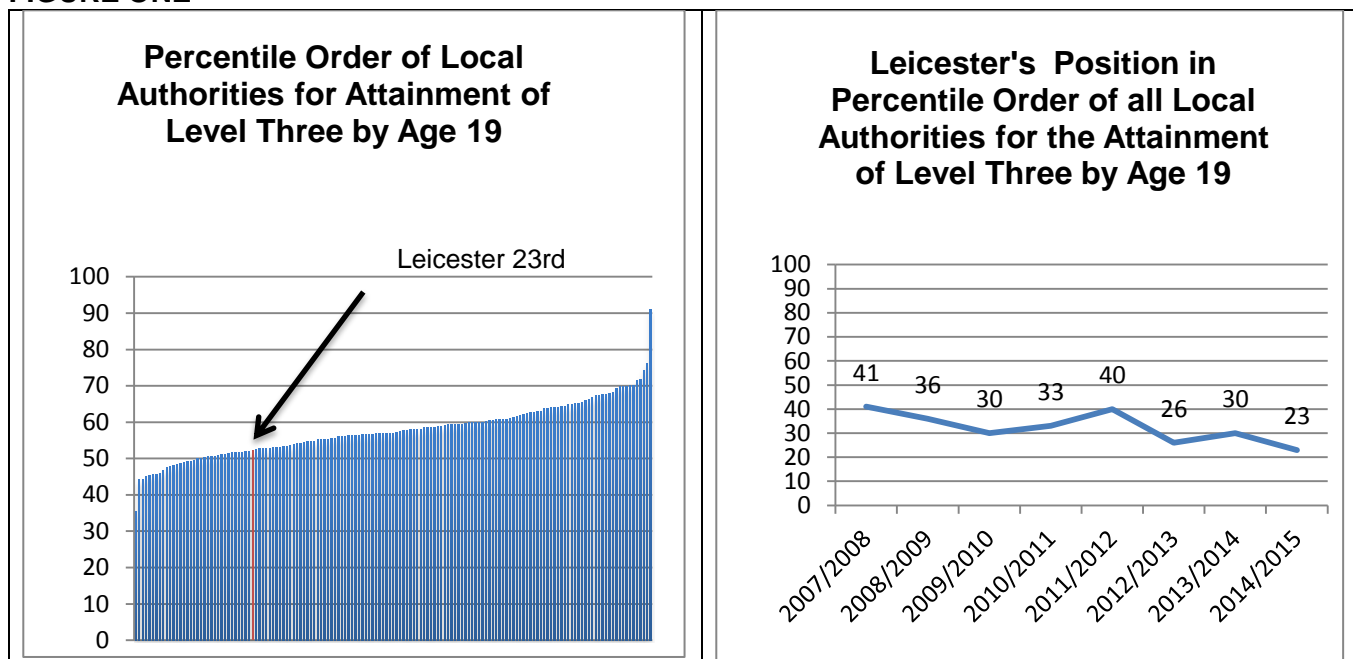
There are four key measures of performance in the 16-19 phase:

1. The attainment by age 19 of Level Two (5 A*-C at GCSE or a vocational equivalent) including English and mathematics.
2. The attainment by age 19 of Level three (two A levels or their vocational equivalent)
3. The participation rate of 16 and 17 year olds in education and training. (A subset of this is NEET rates for 16, 17 and 18 year olds)
4. Progression rates including to higher education.

6.2.1 Attainment by age 19 in Leicester 2015

- In 2015 the proportion of Leicester 19 year olds attaining Level Three fell by 0.7% to 52.1% whilst nationally there was an increase of 0.4%
- The gap between Leicester and the national average widened to over 5%. Leicester fell in the rank order of all 151 English local authorities to the 23rd percentile (100th = best)

FIGURE ONE



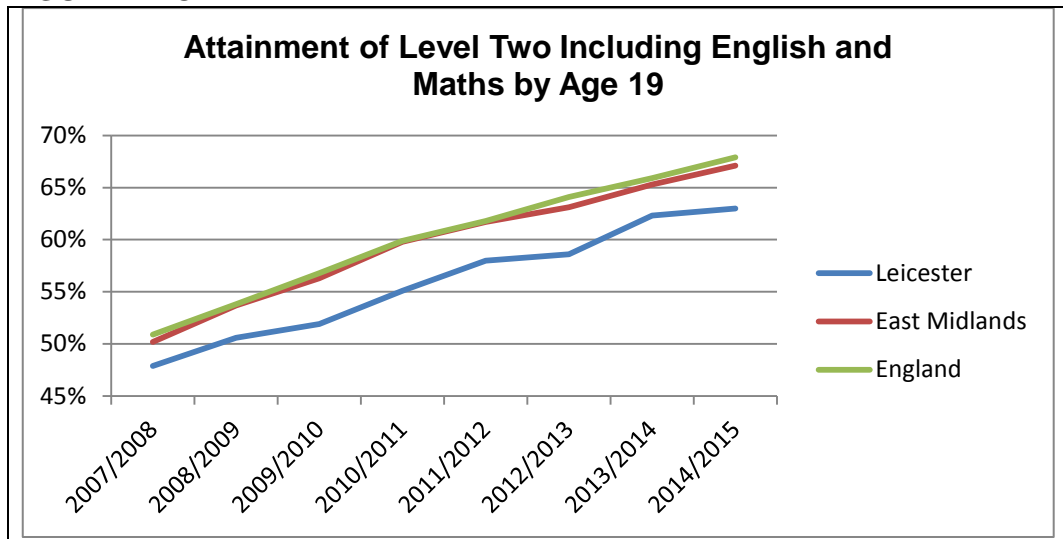
SFR 12/2016 Table 18a

- In previous years the DfE data extended to age 21 rather than just to 19. The most recent such data (for 2007/2008 16 year olds) shows that Leicester 19 year olds then also trailed their peers nationally at Level Three but over the two succeeding years a number continued to attain to Level Three. This was at a faster rate than that nationally so that by age 21 Leicester young people had come from behind to slightly exceed the then national average. This later attainment of Level Three is likely still to be a factor in Leicester as is the fact that measurement of attainment at 19 underestimates subsequent achievement.

6.2.2 Attainment of level two including English and maths by age 19

- On the measure of attainment at Level Two including English and mathematics Leicester 19 year olds improved by 0.7% in 2015 but nationally the improvement was 2.0%. The gap between Leicester and the national average widened to just under 5%. 63% of Leicester 19 year olds now attain Level Two including English and maths.

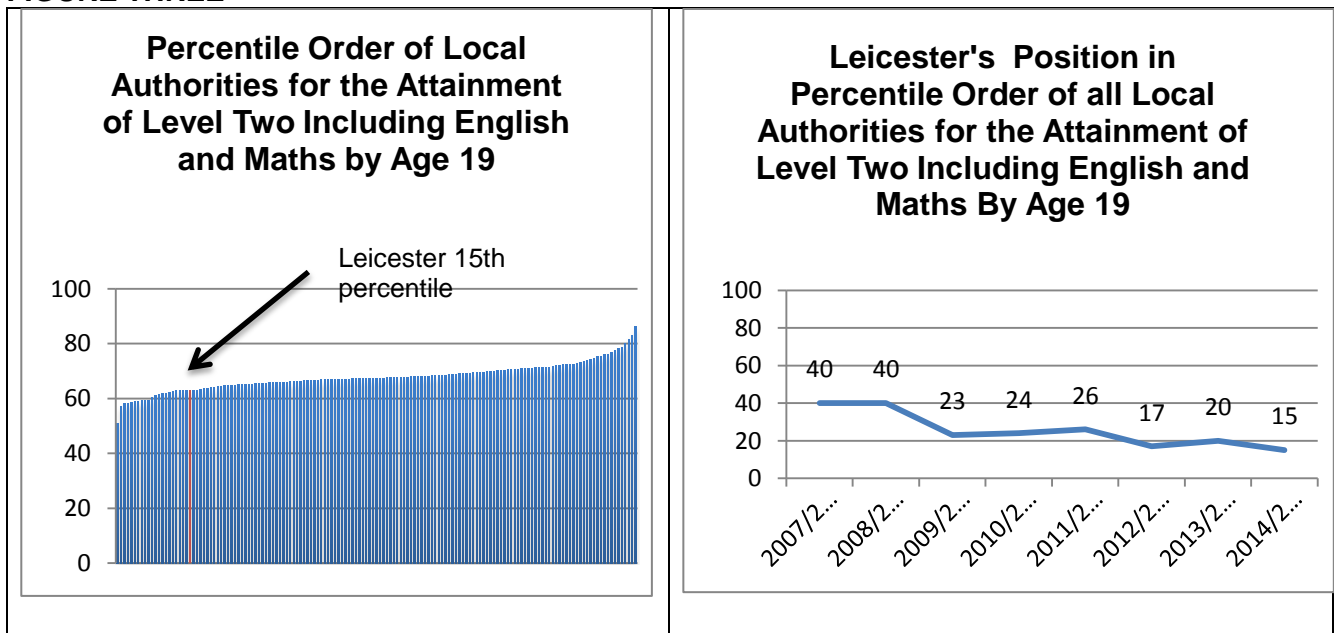
FIGURE TWO



SFR 1/2016 Table 17a

- As a consequence, Leicester's position in the ranking of local authorities, deteriorated from the 20th percentile in 2014 to the 15th (100 = best) in 2015.

FIGURE THREE

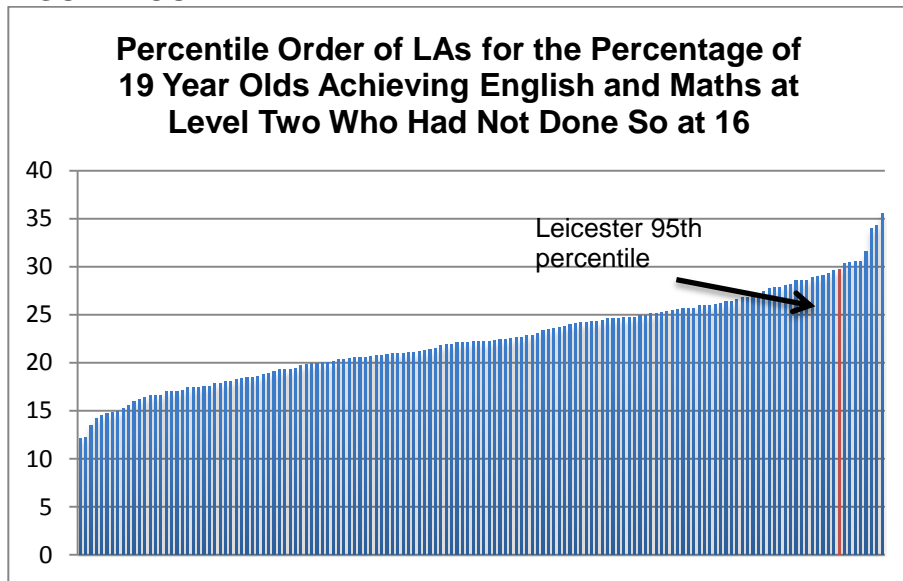


SFR 12/2016 Table 17a

6.2.3 19 year olds' achievement in English and maths

- There is now considerable national emphasis on 16-19 year olds achieving the GCSE English and mathematics or their Level Two equivalents. Leicester is outstanding at this in comparison with other local authorities. In 2015 almost 30% (500) of those 1,675 Leicester young people who had not previously achieved English and maths at 16 did do so by age 19. This is a sharp improvement over 2013 and 2014 where the figures were 21% and 25% respectively. Leicester is at the 95th percentile (top 5%) of all English local authorities on this measure.

FIGURE FOUR

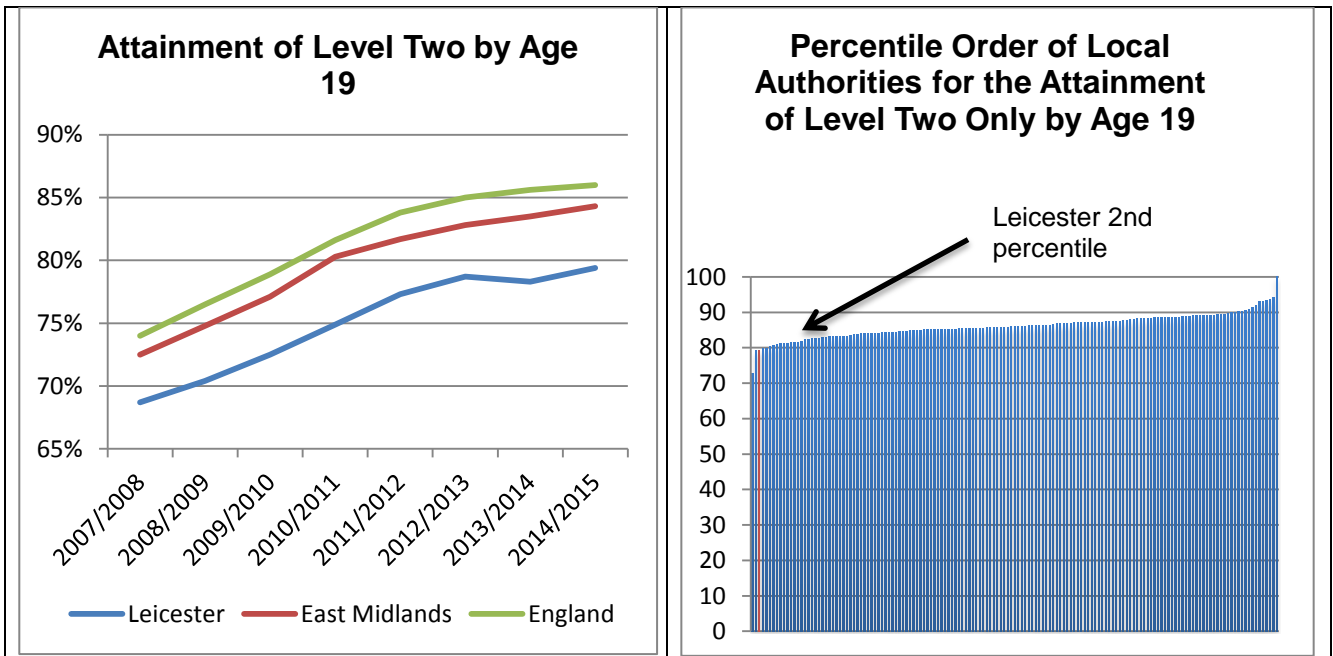


SFR 12/2016 Table 24a.

6.2.4 Achievement at level two by age 19

- Conversely, Leicester 19 year olds fare very poorly in the attainment of Level Two: 5 GCSEs A*-C or vocational equivalents. As Figure Five below shows, Leicester declined on this measure in 2014 with the gap with the national average widening. In 2015 this gap was closed slightly but Leicester remains third from bottom of 152 local authorities.

FIGURE FIVE



SFR 12/2016 Table 16a

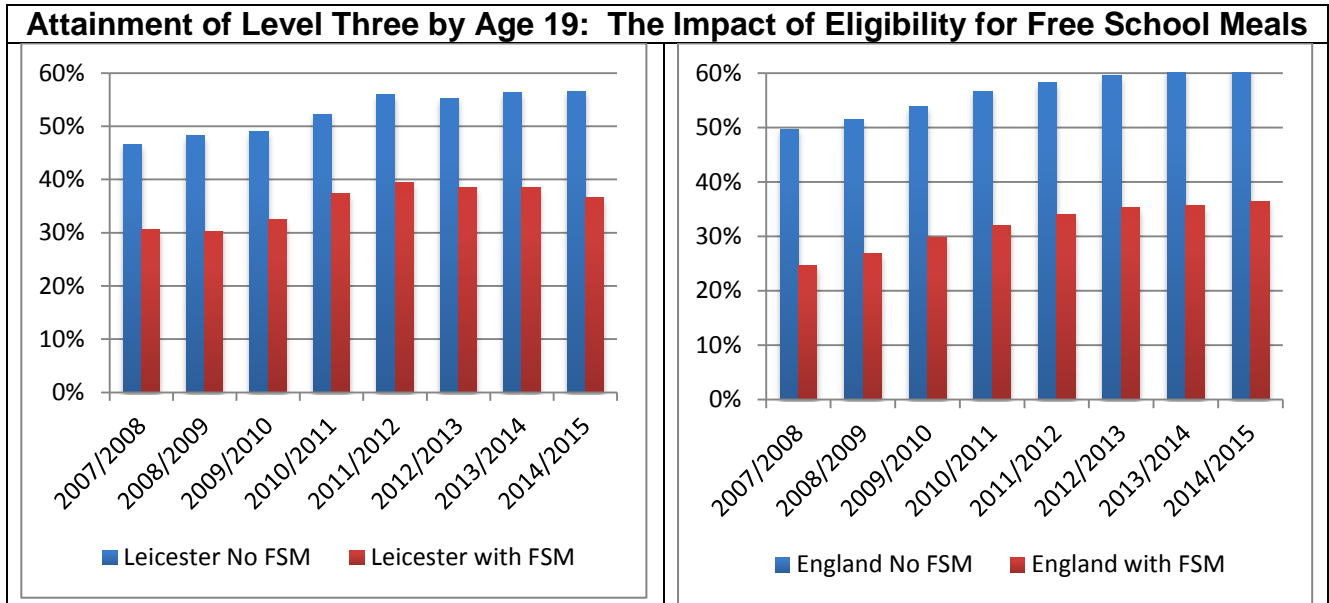
- It is unclear as to why Leicester is so good at improving the attainment of English and mathematics between the ages of 16 and 19 but so poor at improving attainment in Level Two.

6.3 Groups

6.3.1 Free school meals

- At Level Three Leicester 19 year olds who are eligible for free school meals have consistently higher attainment than their peers nationally.
- The gap in attainment in Leicester at Level Three between those who do not receive free school meals and those that do is therefore significantly lower than that nationally and Leicester is in the top quartile (77th percentile 100th = best) of all local authorities on this measure. A similar picture obtains with the FSM attainment gap at Level Two.

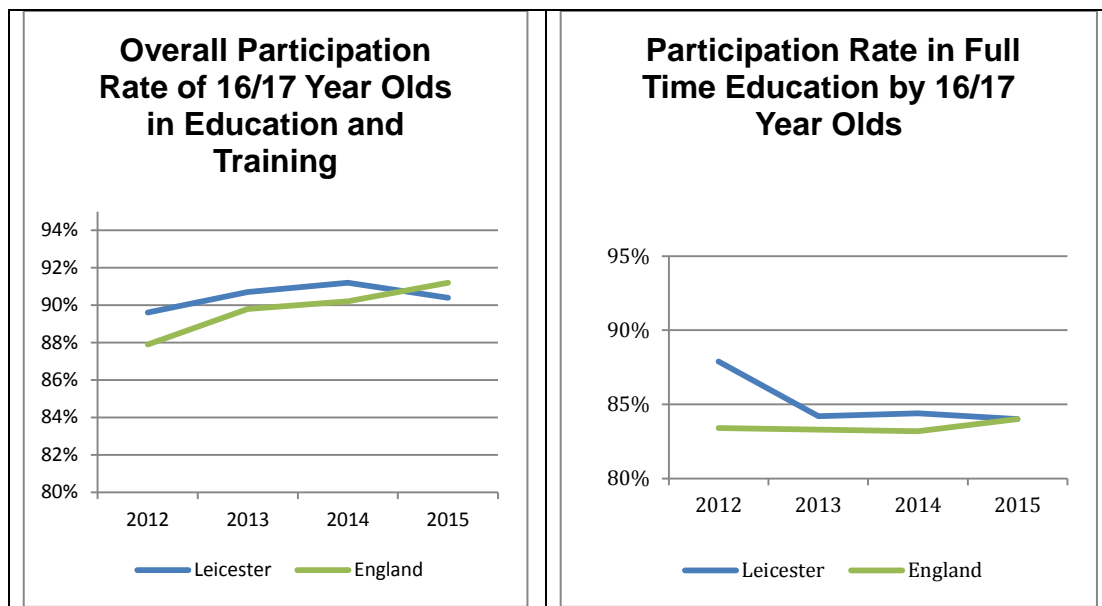
FIGURE SIX



SFR 12/2016 Table 18a

6.4 Participation Rates

- Leicester has had overall participation rates higher than the national average but by December 2015 these had fallen to be slightly below the national average.¹ Participation rates in full time education similarly were well above the national average but have fallen by some 4% from their peak in December 2012. They are now around the national average. Conversely participation in apprenticeships has increased – though remaining at low levels (3.6%) for 16 and 17 year olds.



Participation rates of 16 and 17 year olds in education and training vary significantly by ethnicity. In December 2015 for example 84% of White Leicester young people were participating compared to 96% Asian Leicester young people.

Progression to Higher Education

- Participation rates in higher education by Leicester 18 and 19 year olds have remained consistently above the national average.^{2 3 4 5 6} The proportion progressing to HE is much higher than attainment of GCSE at 16 might lead one to expect.

¹ The proportion of 16 and 17 year olds in education and training. December 2015, December 2014, December 2013 and December 2012. <https://www.gov.uk/government/publications/participation-in-education-and-training-by-local-authority>

² Widening Participation in Higher Education: August 2011. BIS. Table 2.

<https://www.gov.uk/government/statistics/widening-participation-in-higher-education-2011>

³ Widening Participation in Higher Education: August 2012. BIS Table 2.

<https://www.gov.uk/government/statistics/widening-participation-in-higher-education-2012>

⁴ Widening participation in higher education 2013. BIS. Table 2.

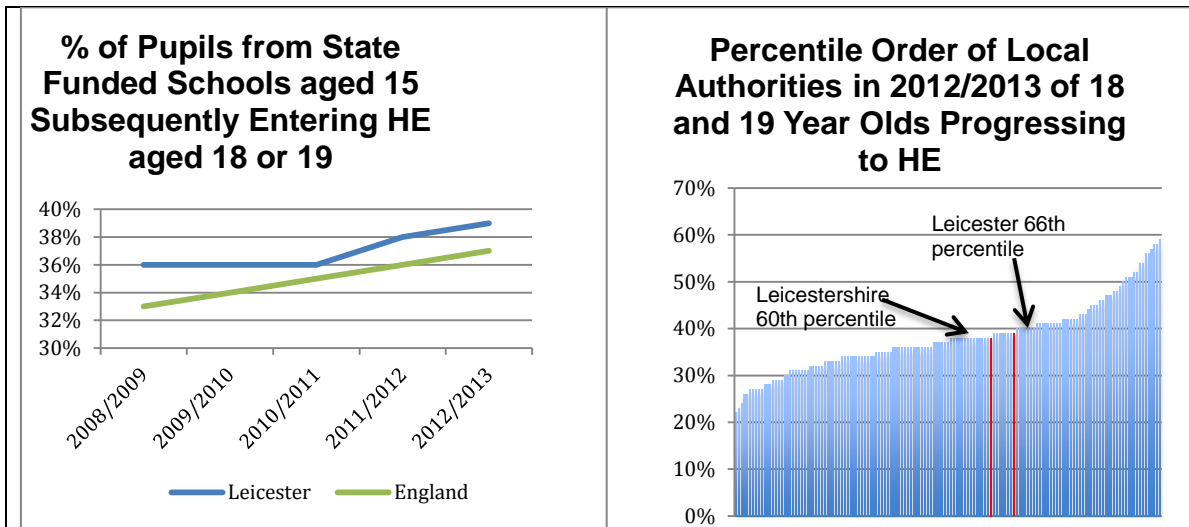
<https://www.gov.uk/government/statistics/widening-participation-in-higher-education-2013>

⁵ Widening participation in higher education 2014. BIS Table 2.

<https://www.gov.uk/government/statistics/widening-participation-in-higher-education-2014>

⁶ Widening participation in higher education 2015. BIS Table 2.

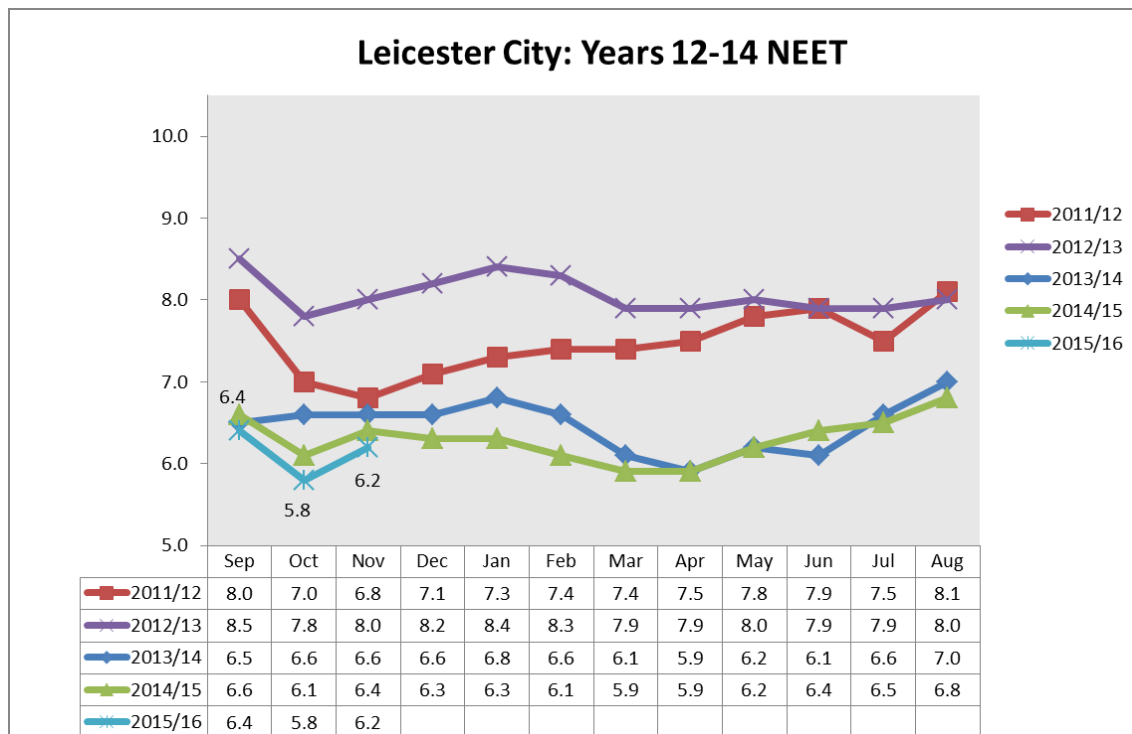
<https://www.gov.uk/government/statistics/widening-participation-in-higher-education-2015>



- In the most recent data that is available, 39% of Leicester young people progress to higher education compared to 37% nationally. This places Leicester at the 66th percentile. However, this conceals very different progression rates by gender and ethnicity. Data commissioned from the HE Statistical Agency shows that Asian females in the city have an HE progression rate 3.5 times greater than that of White males. Leicester young people eligible for free school meals however progress to HE at significantly higher rates than their peers in other local authorities.

6.5 Not in Education, Employment or Training (NEET)

- The NEET level at the end of November was 6.2% representing 786 young people of academic year age 12-14 (actual age 16-19), from a NEET measurement cohort of 12,784.
- Unknown levels were 4.4% at the end of November, this equates to 568 young people.
- November is the start of the quarter which DFE see as most significant. It is therefore appropriate to focus on the comparison with the same time in previous years to get a true reflection of progress.
 - The NEET figure at the end of November 2015 is 6.2% (781 young people NEET out of 12,801)
 - The NEET figure at the end of November 2014 was 6.4% (782 young people NEET out of 12,495)
 - The NEET figure in 2013 at the end of November was 6.6% (793 young people 12,144)
- The key headlines for the September Guarantee are as follows:
 - 98.3% of 2015 Year 11 leavers had an offer of learning this year – up from 98% last year despite an increase in overall pupil numbers.
 - 93.4% of Year 12s (2014 leavers) had an offer of learning this year – up from 92.8% last year despite an increase in overall pupil numbers.
 - The percentage of 2015 and 2014 leavers who had an offer made averages at 95.7%. This is compared to in last year's return, which averaged at 95.4%, so a .3% improvement despite an overall increase in cohort of 187.
- NEET rates amongst vulnerable groups remain high.



Strengths

- The proportion of young people who did not achieve English and maths A*- C at 16 who do so by age 19
- The attainment of Level Three, and Level Two including English and maths by age 19, of young people on Free School Meals
- Progression rates to higher education, particularly of young people on Free School Meals
- Overall participation rates of 16 and 17 year olds in education and training given their relatively low levels of attainment at 16

Areas for Development

- Progression to attainment at 19 of Level Three, and especially Level Two including English and maths, from prior attainment at Key Stage Four at age 16
- The participation rates of White British young people and key vulnerable groups (those with LDD, those known to the Youth Offending Service, Looked After/In Care and Teenage parents) in education and training
- The attainment by age 19 of White British and some Black groups of Leicester young people.