

09-10/AF009

Ann Fox/Paul Heery
0116 305 6337
Ann.fox@leics.gov.uk
Paul.heery@leics.gov.uk

Dear Colleague

LEICESTERSHIRE PRIMARY STRATEGY (MATHEMATICS & LITERACY) NEWSLETTER FOR PRIMARY AND 10+ HIGH SCHOOLS

Welcome back to another school year. Once again here are recent local and national updates from the Primary Strategy team.

TEAM UPDATE

Mandy Fieldsend has taken on a lead role in managing the Improving Schools Programme, alongside her work for the Maths Team. Pat Gardner now has a responsibility for CLLD and Every Child a Reader as part of her Literacy role. Further details of these initiatives are provided later in this newsletter.

CONTACTING THE TEAM

You can contact us via Carol Wilcox 0116 305 6337, Jacqui O'Connor 0116 305 6411, Diane Geeson 0116 305 6396 or Chris Reid 0116 305 6301 or email us via the website as before.

ENGLISH AND MATHEMATICS RESULTS FOR KS1 AND KS2 2009

Full details and analysis can be found at the back of this newsletter.

LOCAL AND NATIONAL PRIORITIES

The Primary National Strategy has identified several current priorities for the next academic year. The following are priorities for Leicestershire.

- Increasing the number of pupils attaining L4 in both English **and** Mathematics
- Improving outcomes for all pupils, with a particular focus on narrowing the gaps:
 - between reading and writing
 - between boys and girls
 - for disadvantaged and vulnerable groups, particularly children in receipt of Free School Meals.

- Improving the quality of day to day assessment and the reliability of periodic teacher assessment
- Developing the pedagogical repertoire of teachers
- Strengthening pedagogy and securing planning for progression to ensure personalised teaching and learning for all children.
- Improving targeted intervention, with a focus on quality first teaching
- Developing the lesson study model for collaborative classroom professional learning

THE ASSESSMENT FOR LEARNING STRATEGY

The team will continue to support all schools in developing their assessment of pupils to enhance learning and improve the rate at which pupils progress. The focus will continue to be on embedding the APP materials and processes.

This will be through:

- Headteacher meetings
- Local Subject Leader meetings
- Central AFL meetings for Subject Leaders
- Moderation meetings
- Website updates
- Termly newsletters

Schools will shortly receive £1000 to enable them to continue with the development of AFL and APP. (Period 7 tabs)

LEAD SCHOOLS FOR ASSESSMENT

On the 24th September representatives from 25 primary schools (plus a number of secondary colleagues) met with LA colleagues to launch the model of lead schools for assessment. This is one way forward for developing Assessment for Learning and APP in schools. The lead schools are funded to support colleagues in other schools in developing their assessment practice. Their support will sit alongside the continued work of strategy consultants and SDAs.

The schools have all been working on the Making Good Progress pilot for the last two years and are continuing to develop the progression agenda as the pilot carries on with further development of Single Level Tests. None of them would suggest they have APP or AFL perfectly established but they have developed considerable expertise over the two years and they have a lot of experience they can share with other schools. This might be working with other subject leaders, supporting head teachers, or working with specific teachers or teams of teachers within a school.

Please contact Pam Hatfield on 0116 3056329 or Pam.Hatfield@leics.gov.uk if you would like to put in contact with a lead school. All schools are funded with £1000 to help them develop their assessment practice (as detailed in the previous section) – this is a possible way of using that funding.

SCHOOL SUPPORT

Consultant support continues to be directed to those schools identified through analysis of KS1 and KS2 results, with significant issues following an Ofsted inspection or as recommended by their SIP. For some this will include individual school support. If your school is not in one of these groups, it is unlikely that we will be able to support you on an individual basis.

All schools will continue to receive support and advice through Headteacher Meetings, Subject Leader Meetings, Wordzone, MathsWeb and termly newsletters.

WAVE TWO INTERVENTION

Schools that have not previously had the opportunity to participate in 'Intervention Co-ordinator Networks' have been invited to join this year. A series of meetings will be held over the year focussing on planning effective interventions and monitoring their impact. The networks were also opened up to schools with a new intervention coordinator.

COLLABORATIVE NETWORK DEVELOPMENTS

Building on the success of previous years, we are able to offer the following collaboratives to targeted schools. Each collaborative has detailed selection criteria and schools have been invited to take part following the strategic analysis of a wide range of data.

- ISP (Improving Schools Programme): 20 schools
- Developing Capacity: 10 schools
- Assessment for Learning: 22 schools
- Y3 Maths – raising the attainment of girls: 20 schools
- Y6 maths – securing level 4: 10 schools
- Y1 maths – early intervention: 20 schools
- Visual Literacy: 10 schools
- Y4/6 literacy – moving from L4 to L5: 10 schools

IMPROVING SCHOOLS PROGRAMME

For the last 3 years Leicestershire have funded small groups of schools to use the tools provided by ISP. The focus of the programme has been to raise standards and accelerate progress in English and maths. The key areas that the programme focuses on are:-

- Leadership and Management: Raising attainment and accelerating progress
- Leading on learning: Improve the quality of learning and teaching including the conditions for learning.
- Sustaining success: develop the school as a sustaining professional learning community.

This year we have been allocated funding so we are able to widen the number of schools involved. In 2009/10 we are running one collaborative of 10 schools funded by DCFS and another collaborative of 10 schools funded by the LA. The

LA is also funding a further 6 schools to continue their ISP work into a second year.

CLLD

Ten schools are participating in the Communication Language and Literacy Development (CLLD) programme. The programme provides guidance for all those involved in early literacy development to ensure all children experience best practice in the teaching of early reading and phonics, aligned to the recommendations of the Rose Review. CPD and in school support for the ten schools will focus on the following:

- understanding and applying the simple view of reading
- the development of speaking and listening skills
- teaching high quality, discrete, systematic phonic work
- embedding phonic work within a broad and rich language curriculum
- the features of 'quality first phonic teaching'
- developing leadership and management
- auditing provision and reviewing progress.

EVERY CHILD A READER

Eleven schools are participating in the Every Child a Reader programme. The programme is first and foremost about providing “quality first teaching” and will provide literacy support for the lowest achieving year1 and 2 pupils in a targeted group of Leicestershire schools. It will encompass a range of literacy interventions including Reading Recovery. The purpose of the programme is to ensure where possible, every child reaches the reading standards expected of them by the age of seven.

Leicestershire is now receiving funding from the Primary National Strategy to run both the CLLD and ECaR programmes. Although only a small number of schools are actually involved in the programmes, we will be sharing relevant resources with all schools through subject leader meetings.

SEAL/TALK FOR WRITING PARTNERSHIP

This year twelve schools have been invited to form a partnership to focus on making links between Talk for Writing and the SEAL materials.

The aim of the partnership is to raise standards in literacy with a focus on Talk for Writing and SEAL. This will involve a number of services working together:

- Literacy Team/ Behaviour for Learning Team
- Library Services
- Leicestershire Arts
- Museum Services (Sherrier Centre)

There will be a focus on the 5 main strategies in **Talk for Writing** – Book Talk, Writer Talk, Storytelling and Story-making, Word and language games and Role-play and drama alongside specific themes from the SEAL materials. There will be a particular focus on strategies to motivate and engage boys in writing. Teachers involved in the Partnership will be encouraged to produce a short report or case study outlining their follow up work in school to share with other colleagues.

PRIMARY COURSES

Outlined below are courses planned for the current academic year.

- Headteacher CPD with focus on developing pedagogy in schools. These meetings were planned for October but unfortunately, due to insufficient numbers, have been postponed. Further dates will be available in December.
- Meetings for Subject Leaders. These will be held in October and February at a venue local to your development group. Details will be posted on EIS.
- AFL for Subject Leaders. The first session will be in November, with a follow-up session in April. Separate half day sessions are planned for Maths and Literacy Subject Leaders to enable them to take forward developments in AFL and APP in their schools. Details and reply slips can be found on EIS.
- Moderation. The teams have arranged a number of meetings to support moderation across schools. The first meetings in November will focus on the moderation of Level 3 work in mathematics and reading. See EIS for further information.
- Literacy in KS1 and Literacy in KS2 – planning for progression. Targeted schools have been invited to apply for places.
- Literacy and Creativity. This course was held earlier in the month.
- Y5/6 Maths - strengthening mental, reasoning and communication skills. The first day of this course will take place in November. See EIS for details of how to apply for places.
- Moving on in Maths – supporting children in progressing from L4 to L5. Sessions to introduce these new materials are planned for the Spring term.
- New Subject Leaders – Training days for new Mathematics and English Subject Leaders took place in early October.
- Teachers New to Year 6. Three full day sessions are planned over the autumn and spring terms. Teachers have already attended the first of these.
- Phonic knowledge and skills. This course has been rescheduled and is now due to be held on 16th November.

KS1 MODERATION

Impact of APP

Following KS1 moderation visits to 80 schools, feedback from moderators showed that APP was having an impact on the quality of teacher assessment in Y2. APP materials were helping to increase teachers' confidence in making judgements. The use of standards files in particular had strengthened teachers' understanding of national standards, although not all teachers were referring to them. All schools were using the assessment guidelines to support teacher assessment for at least one of the subjects being moderated. The quality of professional dialogue between the teacher and moderator was particularly strong when the teacher was able to draw on evidence from the pupils' ongoing work across the curriculum to support the highlighted criteria in the guidelines.

Training for new Y2 teachers

This is taking place in November and details are on EIS. It is important that all new Y2 teachers attend in order to ensure they understand the statutory

requirements of KS1 assessment and to prepare them for the moderation visit. **Training for all Y2 teachers** will take place in the spring term.

ONE-TO-ONE TUITION

Many thanks for the Individual Teaching Programmes (ITPs) received so far. If you have not yet sent in your ITP, the funding will not be released. If the delay is due to getting them signed, please send them without the signatures and have them signed as the tuition progresses.

Some important points:

- Please make sure that you put the pupil's end of KS1 assessment on the form.
- Targets:
 - should be specific to the pupil
 - should not be lengthy, wordy and general in nature
 - should avoid, where possible, low value targets such as spelling and handwriting
 - should be achievable within the 10 hours available
- The ITP should not be a lengthy document. Keep the information brief but informative.
- Please do not email ITPs as this contravenes the LA data protection protocols.

A web site has been set up for schools and tutors to access resources and training materials. This can be found at <http://www.leics.embc.uk.com> . Select Learning networks and then 1-1 Tuition. Some aspects of this site may require a login. If you require a login please contact Trevor Pedley on trevor.pedley@leics.gov.uk

MATHEMATICS SPECIALISTS

Sir Peter Williams published the *Independent Review of Mathematics Teaching in Early Years Settings and Primary Schools* in June 2008. A key recommendation was that every primary school should have access to a mathematics specialist teacher by 2019. The Primary Mathematics Specialist Programme is a realisation of that recommendation. Higher Education Institutes will work in partnership with Local Authorities to deliver a two year Masters level programme of professional development. At the end of the two years Mathematics Specialist teachers will be expected to:

- Have a *secure and deep knowledge and understanding of the mathematics* that falls within the primary curriculum and extends into the EYFS and into KS3
- Have an *understanding of the pedagogy of mathematics* that allows them to discuss methodology and practice that takes account of the age, development and learning needs of children
- Have the *professional knowledge and interpersonal skills to lead collaborative professional development* and team working in school on improving quality and provision in mathematics.

The first year of the programme will commence in January 2010 where the focus will be on training teachers in schools where there are at least 200 pupils on roll.

Provision for smaller schools will commence in 2011. All schools should begin to consider who might be the most appropriate teacher (not necessarily the current Subject Leader for mathematics) to engage in this opportunity of professional development. Further details of the programme and of the recruitment process will be available soon.

RESOURCES

Your child, your schools, our future: building a 21st century schools system – Summary (Ref: DCSF-00676-2009)

The proposals in the main White Paper are underpinned by the wish for every child to succeed. This document summarises the challenges and changes that schools now face, and describes reforms that have to be made to meet these. It sets out plans to establish a new Pupil Guarantee, setting out new entitlements to personalised support for every child, matched by a Parent Guarantee for every parent. The document outlines plans for securing those guarantees across the country, describing changes to the curriculum, school partnerships, leadership and responsibilities.

AfL with APP: developing collaborative school-based approaches (Ref: DCSF-00824-2009)

Schools are now taking forward APP as a continuing priority to personalise learning for all pupils across all phases, plan for progression and overcome barriers. This document brings together a range of key published materials for the first time. It provides quality standards to enable schools to evaluate the progress they have made together and plan further development, offers information on arrangements for school to school support and summarizes collaborative approaches such as lesson study.

Progression Guidance 2009-10 (Ref: DCSF-00553-2009)

This Progression Guidance has been developed by the National Strategies and the DCSF as part of the commitment in the Children's Plan 2007 to provide better data for schools on the progress being made by learners with special educational needs, learning difficulties and disabilities (SEN/LDD). The purpose of this guidance is to raise expectations and set out the evidence of the progress already being made by learners with SEN/LDD.

A School Report Card: Prospectus (Ref: DCSF-00664-2009)

The new School Report Card, to be introduced from 2011, will provide the Government's key statement on the outcomes expected from schools and the balance of priorities between them, ensuring more intelligent accountability across schools' full range of responsibilities. It will report on outcomes across the breadth of school performance: pupil attainment, progress, and wellbeing; a school's success in reducing the impact of disadvantage; and parents' and pupils' views of the school and the support they are receiving.

Gender and Education: Mythbusters - Addressing Gender and Achievement: Myths and Realities (Ref: DCSF-00599-2009)

This document aims to identify and dispel some of the current and unhelpful myths about gender and education and to counter them with an evidence-based rationale. It could be used as a vehicle for opening up dialogue about gender issues in education.

Gender Issues in School: What Works to Improve Achievement for Boys and Girls (Ref: DCSF-00601-2009)

Pupils' access to and understanding of all subjects in the curriculum is dependant on them having good literacy skills. To address ways to improve literacy and English is also to address pupils' competence and performance in other subjects. This document provides guidance for senior leaders and teachers in schools who are seeking to improve boys' and girls' achievement, particularly in English and literacy.

Gender and Education: Gapbusters - Schools that close or narrow the attainment gap between boys and girls in English (Ref: DCSF-00600-2009)

There has been a persistent gap between the attainment of boys and girls in English for over ten years. The main research question this document addresses is: If there are schools that have consistently closed or narrowed the gender gap between boys and girls in English, what are the factors that have led to their success?

Narrowing the Gaps: Resources to support the achievement of Black and minority ethnic, disadvantaged and gifted and talented pupils (Ref: DCSF-00781-2009)

This publication provides an overview of materials currently available to help narrow gaps. Narrowing the Gaps is about focused action to improve the progress of underachieving, disadvantaged and vulnerable pupils, looked-after children and those at risk of exclusion.

Gifted and Talented education: Guidance on addressing underachievement - planning a whole-school approach (Ref: DCSF-00378-2009)

This information and guidance builds on previous publications by offering a definition of underachievement in the context of gifted and talented education, and suggests a model for planning whole-school provision within the context of personalisation. The document also provides examples of some effective strategies for recognising and addressing underachievement from current practice in schools.

Literacy

Using Support for Writing (Ref: DCSF-00754-2009)

Support for Writing is a Primary Framework resource which provides support for teachers focusing on personalising planning for progression in writing. It aims to support children in exploring, through writing, the thinking and creative processes involved in being a writer. This leaflet folds out into a poster that explains how to use the Support for Writing processes.

Using Talk for Writing (Ref: DCSF-00755-2009)

Talk for Writing is an approach which supports children to explore, through talk, the thinking and creative processes involved in being a writer. It needs to be embedded at every phase of the teaching sequence and should be structured to include teacher talk, supported pupil talk and independent pupil talk. This leaflet folds out into a poster that explains how to use the Talk for Writing process.

Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties (Ref: DCSF-00659-2009)

It is important to develop high quality interventions for children with literacy and dyslexic difficulties and to implement them thoroughly. This will require well trained, knowledgeable teachers and support staff. This review, led by Sir Jim Rose, aims to help policy makers and providers strengthen practice, and assure parents that provision for children with dyslexia will be as good as possible.

Mathematics

Securing Level 2 in mathematics (Ref: DCSF-00687-2009)

This booklet addresses the six key areas in mathematics that children must secure in order to attain level 2. It sets out standards to be achieved and suggests teaching approaches, relevant intervention materials, teaching and learning resources and assessment prompts. Whilst teachers will integrate the ideas from these materials into their ongoing planning, they could also use them to plan targeted support for particular groups of children. All schools have recently received a copy of this booklet.

This is the third instalment of the securing levels series. Securing L4 and Securing L3 are also available.

The above resources can be downloaded or ordered from <http://publications.teachernet.gov.uk> or found on the National Strategies website <http://nationalstrategies.standards.dcsf.gov.uk/primary> (then click "Browse publications catalogue").

WEBSITE UPDATE

www.leics.gov.uk/sips/literacy_wordzone

www.leics.gov.uk/sips/lqfl_numeracy

MathsWeb and **Wordzone** continue to be updated with new resources to support teachers, parents and subject leaders.

Recent additions include:

- An improved '**Leading Maths**' section, which contains a range of resources to support action planning, monitoring, working with data, developing a co-ordinator file and carrying out the maths leadership role.
- Packs of activities to support the **transition** from Y2 to Y3 and Y5 to Y6.
- A **staff meeting presentation** about the use of **success criteria** in lessons.
- An example **maths policy** which can be adapted to meet your school's needs.

LEADING TEACHERS

The Leading Teachers in Leicestershire are continuing to offer support to our schools in Literacy and Mathematics. Currently we are able to offer the following:

- For new Mathematics/English Subject Leaders - If you are a new Subject Leader, you might want a Leading Teacher to act as a mentor during your first year.
- For Mathematics/English Subject Leaders and class teachers - Support for planning from the Primary Framework.
- Support for teachers new to Year 6
- Support for teachers new to KS1
- Support for NQTs and returners to teaching

The leading teachers will also work with the consultants on the collaborative projects detailed earlier.

We are also able to provide support for schools in Assessment for Learning, from a group of Lead Schools, as part of a new Strategy initiative (as detailed earlier). Letters have been sent out to schools in categories 2 and 3 earlier in the term.

For further details of Leading Mathematics Teachers please see the 'What's New' page of MathsWeb or contact Alison Godfrey 0116 3056396. For Leading English Teachers please see WordZone or contact Rosemary Payne 0116 0356301.

We are currently looking to enlarge our team of primary leading teachers. Any teachers who are interested in joining the team should discuss this with their Headteacher and then contact Alison or Rosemary for further details. This is a valuable CPD opportunity for excellent teachers looking to widen their experience beyond their school.

If you have any queries concerning any aspects of this newsletter or wish to get advice from the primary team, you can contact them at numeracy@leics.gov.uk or literacy@leics.gov.uk or via the telephone numbers detailed earlier.

Yours sincerely



Ann Fox
Primary Strategy Manager



Paul Heery
Primary Strategy Manager

APPENDIX

2009 MATHEMATICS RESULTS

Below are the initial headlines from the 2009 results for the LA as compared to the provisional National results. Please note that they are still provisional but changes at this late stage are likely to be minimal.

Key Stage One

2009	Level 2+		Level 2B+		Level 3	
	Leics	National	Leics	National	Leics	National
Mathematics	92	89	78	74	25	21

- Results in Leicestershire continue to remain above national levels at L2+, L2B+ and L3.
- At L2+ Leicestershire is three percentage points ahead of national, compared with two percentage points last year. Nationally, results have decreased by one percentage point: in Leicestershire there has been no drop.
- In Leicestershire results at L2B+ have decreased by one percentage point. National results at L2B+ have remained the same. Leicestershire is four percentage points ahead of national.
- Results at L3+ are four percentage points ahead of national. Nationally the percentage of pupils achieving L3 has remained the same; in Leicestershire there has been a drop of one percentage point.

2009 (2008)	L2+		L2B+		L3	
	Boys	Girls	Boys	Girls	Boys	Girls
Maths	90 (90)	93 (93)	76 (78)	79 (79)	28 (30)	22 (22)

- At L2+ girls outperform boys by three percentage points, both locally and nationally.
- In Leicestershire and nationally girls attainment is three percentage points higher than boys at L2B+. The gap between girls and boys performance has increased in Leicestershire by two percentage points.
- In Leicestershire the gap at L3+ has narrowed by two percentage points, compared to a one percentage point decrease nationally. Leicestershire boys outperform girls by six percentage points. Nationally the gap is four percentage points.
- The gender gap at L3 is still significant and continues to be a priority for the authority.

Schools should look closely at their results, particularly if there is a significant difference between standards in reading and mathematics, or an increasing gender gap, in order to identify whether raising standards in mathematics at KS1 should be a school priority.

Key Stage Two

National data is based on First Release data from 04 08 09. This may change when national data sets are complete.

Level 4+

	2009		2008	
	Leics	Nat	Leics	Nat
All	80.3	79	79.8	78
Boys	81.2	79	81.4	79
Girls	79.4	78	78.1	78

Level 5

	2009		2008	
	Leics	Nat	Leics	Nat
All	35.8	35	33	31
Boys	38.2	37	37.3	35
Girls	33.1	32	28.6	28

- The percentage of pupils achieving Level 4+ has increased by 0.5 percentage points in Leicestershire, the national increase is 1 percentage point. Leicestershire are now one percentage point ahead of national. In relation to our statistical neighbours we have moved from 5th to 3rd position.
- Level 5 outcomes in Leicestershire have increased by 2.8 percentage points; nationally they have increased by four. Leicestershire are 1.8 percentage points ahead of national. In comparison with our statistical neighbours we remain at 3rd position.
- The gap between boys and girls performance at L4+ has decreased, and is now only 1.8 percentage points (3.3 last year) with boys outperforming girls. Nationally boys outperform girls by one percentage point. The gender gap places Leicestershire at 8/11 in comparison with statistical neighbours.
- At L5 the gap has decreased by 3.6 percentage points, from 8.7 percentage points to 5.1, with boys outperforming girls. Nationally the gap has decreased from 7 percentage points to five. The gender gap places Leicestershire at 3/11 in comparison with statistical neighbours.

Schools should look closely at their results when deciding on whole school priorities, especially if there is a marked difference between standards in English and mathematics, if your mathematics results are following a downward trend, if conversion data indicates that children are making less than expected progress or if there is a significant / increasing gender gap.

2009 ENGLISH RESULTS

Below are the initial headlines from the 2009 results for the LA as compared to the provisional National results. Please note that they are still provisional but changes at this late stage are likely to be minimal.

Key Stage One

2009	L2+		L2B+		L3	
	Leics	National	Leics	National	Leics	National
Reading	87	84	75	72	30	26
Writing	85	81	65	60	15	12

- KS1 performance remains clearly above the national averages in reading and writing.
- KS1 results in Leicestershire remain unchanged apart from a 1% point decrease in reading at L2B+.
- Nationally reading has increased by 1% point at L2B+ and L3+ and writing has increased at L2+ by 1% point and at L2B+ by 2% points.

2009 (2008)		L2+		L2B+		L3	
		Leics	National	Leics	National	Leics	National
Reading	Boys	83 (84)	81 (80)	69 (71)	67 (66)	24 (26)	22 (21)
	Girls	91 (91)	89 (88)	81 (81)	77 (77)	36 (34)	30 (29)
Writing	Boys	79 (81)	75 (75)	56 (57)	52 (51)	10 (11)	9 (8)
	Girls	91 (90)	87 (86)	74 (72)	68 (67)	20 (19)	16 (16)

- In Leicestershire boys' reading declined at all levels while nationally there was a 1% point increase. In Leicestershire boys' writing has declined at all levels. Nationally there has been an increase at L2B+ and L3.
- In Leicestershire girls' reading increased at L3. Nationally it increased at L2+ and L3. Girls' writing in Leicestershire increased at all levels and nationally there were increases at L2+ and L2B+.

Key Stage Two

National data is based on the Statistical First Release data published on 4 August 09. This is provisional and may change when national data sets are complete.

Level 4+

All Pupils

	2009		2008		2007	
	Leics	Nat	Leics	Nat	Leics	Nat
English	82	80	84	81	84	80
Reading	87	86	89	86	86	84
Writing	70	67	69	67	71	67

Boys

	2009		2008		2007	
	Leics	Nat	Leics	Nat	Leics	Nat
English	77	75	80	76	80	76
Reading	85	82	86	83	84	81
Writing	63	60	63	60	63	60

Girls

	2009		2008		2007	
	Leics	Nat	Leics	Nat	Leics	Nat
English	86	85	88	85	87	85
Reading	91	89	91	89	89	87
Writing	77	75	75	74	79	75

Level 5

All pupils

	2009		2008		2007	
	Leics	Nat	Leics	Nat	Leics	Nat
English	29	29	31	29	36	33
Reading	49	47	51	48	50	48
Writing	20	19	20	20	20	19

Boys

	2009		2008		2007	
	Leics	Nat	Leics	Nat	Leics	Nat
English	22	23	24	23	30	28
Reading	43	41	46	43	47	44
Writing	15	15	15	15	15	15

Girls

	2009		2008		2007	
	Leics	Nat	Leics	Nat	Leics	Nat
English	37	35	36	36	41	39
Reading	55	54	56	54	54	52
Writing	26	24	24	25	26	24

- At L4+ and L5+ there was a 2% point decline in Leicestershire and 1% point decline nationally.
- At L4+ Leicestershire (82%) continues to perform above the national average (80%). At L5+ Leicestershire is the same as the national (29%)
- In relation to our statistical neighbours there has been a slight decrease from 2nd to 3rd for L4+ and from 4th to 5th for L5+.
- In Leicestershire the gap between reading and writing at L4+ has decreased by 3% points (from 20% to 17%). Nationally it remained the same at 19%.
- In Leicestershire there was an increase in writing at L4+ of 1% point (to 70%). Reading decreased by 2% points (to 87%). Nationally there was no change – 86% reading and 67% writing.
- Boys' English at L4+ decreased by 3% points in Leicestershire and by 1% point nationally.
- Girls' English at L4+ decreased by 2% points in Leicestershire and nationally.
- The gender gap in English L4+ has increased by 1% point both in Leicestershire and nationally.
- In Leicestershire girls' writing at L4+ increased by 2% points, nationally it increased by 1% point.
- Girls' writing at L5+ increased by 1% point in Leicestershire to 26% while nationally there was a 1% point decrease.