

Appendix 2: 2017 Test and Examination Results Detailed Analysis

Early Years Foundation Stage

Children are deemed to have reached the national standard, 'Good Level of Development' (GLD) if they achieve at least the expected level in the prime areas of learning (personal, social and emotional development; physical development; communication and language) and in the specific areas of mathematics and literacy.

% of children achieving a good level of development (GLD)

	2011	2012	2013	2014	2015	2016	2017
Haringey	54	56	50	61	67	72	74
London	60	64	53	62	68	71	73
National	59	64	52	60	66	69	71

The 2017 results show the percentage of children attaining GLD is 74% in Haringey, 71% in England and 73% in London. This is the second consecutive year that results for Haringey are higher than London (+1%) as well as being 3% higher than National and the best outcome to date.

GLD by Pupil Group

2017 GLD %	All	Boys	Girls	Disadv	Non Disadv	SEN	EAL	White British	White Other	Black Caribbean	Black African	Turkish
Haringey	74	69	79	70	76	32	70	85	67	74	76	56
National	71	64	78	56	73	23	63	73	64	68	70	NA

- 74% of pupils attained GLD in Haringey overall.
- All Haringey pupil groups are above their national groups.
- Haringey disadvantaged pupils perform almost in line with national non-disadvantaged (just 3% below)
- There is a large attainment gap for Turkish and SEN Pupils compared to other Haringey groups. However for Turkish pupils, the underperformance is due to early stages of English.

Phonics Test Outcome (year 1)

% of children achieving phonics level

	2012	2013	2014	2015	2016	2017
Haringey	56	67	74	76	82	83
London	60	72	77	80	83	84
England	58	69	74	77	81	81

- In 2017, 83% of Haringey pupils passed the phonics test which is 2% above the national figure and 1% below the London figure. This is the best Haringey result to date and is above national for the second consecutive year.

Phonics by Pupil Group

2017 Year 1 Phonics %	All	Boys	Girls	Disadv	Non - Disadv Other	SEN	EAL	White British	White Other	Black Caribbean	Black African	Turkish
Haringey	83	81	85	77	84	60	81	88	77	79	83	69
National	81	78	85	68	83	47	81	81	79	79	84	NA

- Groups that exceeded their national average are Boys, Disadvantaged, Not Disadvantaged, SEND and White British.
- Groups in line with the national average are Girls, English as an Additional Language (EAL), Black Caribbean and Black African (just 1% below).

Areas for Development:

- Improve standards for Turkish pupils
- Narrow gaps for Black Caribbean and White Other

Key Stage 1 Attainment

The new measures report the percentage of pupils achieving the Expected Standard (EXS), and the percentage of pupils achieving the Greater Depth Standard (GD).

KS1 Expected Standard+	Reading	Writing	Maths	Science
Haringey	79	74	79	84
London	78	72	78	84
London Top Quartile	80	74	80	86
National	76	68	75	83
KS1 Greater Depth (the higher standard)	Reading	Writing	Maths	
Haringey	30	20	26	
London	27	18	24	
London Top Quartile	29	20	26	
National	25	16	21	

- At both EXS and GD:
 - All subject areas are above national average including Reading which was a key area of focus in 2014.
 - All subject results are above or equal to the London average. Reading at GD exceeded the London top quartile, with Writing at both EXS and GD in line and Maths GD in line.
- Haringey's 2017 KS1 figures bettered the 2016 figures in all subjects except Writing which was the same as 2016. The gap between Haringey and National has narrowed in all subjects from the gap in 2016.

Key stage 1 attainment by pupil group

Reading EXS + 2017	All	Boys	Girls	Disadvantaged	Non-Disadv	SEN	EAL	White British	Black Caribbean	Black African	Other White	Turkish
Haringey	79	74	84	73	81	39	75	87	78	80	72	61
National	76	71	80	63	79	30	72	76	75	78	69	63

Writing EXS + 2017	All	Boys	Girls	Disadvantaged	Non-Disadv	SEN	EAL	White British	Black Caribbean	Black African	Other White	Turkish
Haringey	74	67	82	67	76	30	72	82	70	77	68	59
National	68	62	75	54	72	21	67	68	67	72	64	56

Maths EXS + 2017	All	Boys	Girls	Disadvantaged	Non-Disadv	SEN	EAL	White British	Black Caribbean	Black African	Other White	Turkish
Haringey	78	77	80	71	81	41	77	86	69	78	71	62
National	75	74	76	62	78	32	74	75	69	76	74	66

KS1 Key Strengths:

- All pupil groups performed better in Haringey than the equivalent group nationally, apart from White Other in Maths and Turkish in Reading and Maths.
- The largest positive gap against the national figure is for Disadvantaged Pupils where 10% more pupils achieved the Expected Standard in Reading, 13% more in Writing and 9% more in Maths.

KS1 Key Areas for Development:

- To further narrow the gap between Haringey Disadvantaged pupils and national Non-Disadvantaged pupils in all subjects.
- To narrow the gap between Turkish pupils and Haringey average for 'all' pupils in all subjects.
- To narrow the gap between Black Caribbean pupils and Haringey 'all' pupils in Maths.

Key Stage 2

The main measures used in Key Stage 2 are:

- (i) The average progress score in each of Reading, Writing and Maths
- (ii) The percentage of pupils achieving the Expected Standard (EXS) in Reading; Grammar, Punctuation and Spelling (GPS) ; Maths.
- (iii) The percentage of pupils achieving the Greater Depth Standard (GD) in Reading; Grammar, Punctuation and Spelling; Maths.

Progress is the main area of focus for Ofsted when they inspect schools.

KS2 Attainment at the Expected Standard

KS2 Expected Standard %	Reading Expected	Writing Expected	Grammar Punctuation and Spelling Expected	Maths Expected	Science Expected	RWM combined Expected
Haringey	72	81	81	79	84	65
London	75	81	83	81	85	67
National	72	77	78	75	82	61

- 72% of pupils attained the Expected Standard (EXS) in Reading, equal to the national figure from having dipped below in 2016 and from a trend below previously.
- Haringey has improved faster than the national at EXS and for Reading, Writing, Maths (RWM) combined. Having been level with the national in 2013, Haringey is now 4% above.
- 81% attained EXS in Grammar Punctuation, and Spelling, 81% in Writing and 79% in Maths. These results continue to be higher than the national figures.
- 65% of Haringey pupils attained EXS in combined Reading, Writing and Maths, which is 3% higher than the national figure (62%) and 10% higher than the 2016 figure.
- 84% of Haringey pupils attained EXS in Science at Key Stage 2, 2% higher than the national figure. This is the second time Haringey's percentage has exceeded the national figure.
- None of Haringey's KS2 attainment figures have exceeded London averages but gaps have narrowed in Reading and continue to be 2 percentage points below in the other subjects.
- When comparing deprivation rankings against performance rankings for London boroughs, Haringey is 9th out of 32 for KS2 RWM attainment.

Areas for Development

- Continue to narrow the gaps against London averages across subjects (except GPS which is in line)

Key stage 2 attainment by pupil group

Reading EXS+ 2017	All	Boys	Girls	Disadvantaged	Non-Disadv	SEN	EAL	White British	Black Caribbean Asian	Black African	Other White	Turkish
Haringey	72	70	75	64	79	34	66	89	64	68	65	44
National	72	68	75	59	76	33	64	73	65	69	62	54

Writing EXS+ 2017	All	Boys	Girls	Disadvantaged	Non-Disadv	SEN	EAL	White British	Black Caribbean Asian	Black African	Other White	Turkish
Haringey	81	76	85	76	85	37	79	88	78	79	76	66
National	76	70	83	65	81	29	74	76	71	78	70	70

Maths EXS+ 2017	All	Boys	Girls	Disadvantaged	Non-Disadv	SEN	EAL	White British	Black Caribbean Asian	Black African	Other White	Turkish
Haringey	79	78	79	72	84	39	78	89	70	76	78	68
National	75	75	75	63	80	35	75	74	66	76	73	70

KS2 Key Strengths:

- All pupil groups performed better in Haringey than the equivalent group nationally, apart from Turkish pupils in all subjects and Black Caribbean pupils in Reading.
- The largest positive gap against the national figure is for White British pupils where 16% more pupils achieved the Expected Standard in Reading, 12% more in Writing and 15% more in Maths.

KS2 Key Areas for Development:

- To further narrow the gap between Haringey Disadvantaged pupils and national Non-Disadvantaged pupils in all subjects.
- To narrow the gap between Turkish pupils and Haringey 'all' pupils in all subjects.
- To narrow the gap between Black Caribbean pupils and Haringey 'all' pupils in Reading.

KS2 Science (teacher assessment)

Science EXP	All	Boys	Girls	Disadv	Not Disadv 'Other'	SEN	EAL	White British	Black African	Black Caribbean and	Turkish	Other White
Haringey	82.2	80	84	78	85	47	80	92	82	79	69	77
National	81.8	80	84	71	86	42	79	83	82	77	74	77

- A higher percentage of pupils in Haringey reach the Expected Standard in Science compared to nationally.
- Most pupil groups are in line or above their national equivalent.

Areas for Development:

- Narrow Science attainment gaps for Turkish pupils

KS2 Attainment at the Greater Depth Standard

KS2 Greater Depth %	Reading Higher	Writing	Grammar Punctuation and Spelling Higher	Maths Higher	RWM combined Higher
Haringey	28	26	38	27	13
London	27	21	40	30	11
National	25	18	31	23	9

- 28% of Haringey pupils attained the Greater Depth (GD) Standard in Reading, above the national average of 25% compared to 2016.
- 26% attained GD in Writing, 8% above the national.
- 38% attained GD in Grammar, Punctuation and Spelling, 7% above national and 12% higher than in 2016.
- 27% attained the GD in Maths, 4% above national and 6% higher than in 2016.
- Combined Reading, Writing and Maths at the higher standard is 2% above London. Gaps are narrowing for Grammar, Punctuation and Spelling.
- Reading and Writing have exceeded the London average.

Attainment Thresholds

- There were no Haringey schools that fell below the Floor standard in 2017 (the threshold that can suggest a school is inadequate).
- There are no Haringey schools that have met the criteria for a 'Coasting School' (which might suggest the school requires improvement).

Areas for Development

- Narrow gaps at the Greater Depth Standard against the London averages in Grammar, Punctuation and Spelling and Maths

KS2 Progress

Progress score	Reading	Writing	Maths
Haringey	+1.2	+2.2	+1.5
London	+0.8	+1.0	+1.6
National	0	0	0

- Haringey pupils make better progress than children with similar starting points nationally in each of Reading, Writing and Maths. Each subject is higher than the national average '0'.
- Compared to the London average, progress rates in Maths are broadly in line (-0.1), above for Reading (+0.4) and well above for Writing by +1.2
- Out of 33 London boroughs, Haringey is ranked in 12th position for progress in Reading, 4th for Writing and 20th for Maths. Rankings show an improvement for Reading (the School Improvement Team's priority area) up from 19th in 2016.

KS2 Progress by Pupil Group

Reading Progress	All	Boys	Girls	Disadv	Not Disadv 'Other'	SEN	EAL	White British	Black African	Black Caribbean and	Turkish	Other White
Haringey	1.2	1.1	1.4	0.1	2.2	-0.5	0.8	3.2	0.2	-0.5	-1.3	1.3
National	0	-0.3	0.3	-0.7	0.3	-1.7	0.2	-0.1	0.2	-0.6	-1.0	1.1
Writing Progress	All	Boys	Girls	Disadv	Not Disadv 'Other'	SEN	EAL	White British	Black African	Black Caribbean and	Turkish	Other White
Haringey	2.2	1.5	2.9	1.9	2.4	0.2	2.7	2.1	1.6	1.1	2.2	2.8
National	0	-0.8	0.8	-0.4	0.2	-2.7	1.3	-0.4	1.1	-0.3	1.0	1.5
Maths Progress	All	Boys	Girls	Disadv	Not Disadv 'Other'	SEN	EAL	White British	Black African	Black Caribbean and	Turkish	Other White
Haringey	1.6	2.3	0.8	0.9	2.0	-0.1	2.3	1.8	1.1	-0.7	1.7	2.6
National	0	0.6	-0.6	-0.6	0.3	-1.8	2.0	-0.5	1.1	-1.1	1.5	2.1

KS2 Progress Key Strengths

- The large majority of groups in Haringey made better progress than the same group nationally in each of Reading, Writing and Maths.
- Disadvantaged Pupils in Haringey outperformed the national Non-Disadvantaged in Writing and Maths.
- Disadvantaged pupils in Haringey improved their Reading progress score from -1.2 in 2016 to +0.1 in 2017, and narrowed the gap between National not disadvantage pupils.

KS2 Progress Key Areas for Development

- Turkish pupils underperform the same group nationally in Reading. Disadvantaged pupils need to further narrow the gap against national Non-Disadvantaged in Reading.

KS4 Context (national changes to qualifications and published measures)

The headline measures which will appear in the performance tables will be:

- Progress 8: progress in 8 subject areas (the main measure used in school inspections).
- Attainment 8: attainment across the same 8 qualifications
- Percentage of pupils achieving the threshold in English and mathematics (currently a grade 4 but to increase to a grade 5 in 2018)
- Percentage of pupils entering the English Baccalaureate (English Baccalaureate subjects include Maths, English, Humanities, modern foreign languages and science)
- Percentage of pupils achieving the English Baccalaureate

The new Attainment 8 score is based on students' attainment measured across eight subjects: English; Mathematics; three other English Baccalaureate (EBacc) subjects (Sciences, Computer Science, Geography, History and Languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.

There are changes in the English and Maths curriculum in 2017 which allow grading of 1 – 9. All other subjects will change curriculum in 2018. These subjects are measured as grades A-G and converted to the numerical grade before being aggregated up to the Attainment 8 score. The changes in how Attainment 8 is calculated from 2016 means trend analysis for this measure is not possible.

5+ A*-C including English and Maths is no longer a key measure though it has been reported again this year as 5+ grade 4 or higher including English and Maths which does allow for a trend analysis.

The Progress 8 measure takes account of each individual pupil's progress from KS2 starting points and compares each against national performance from the same starting points. The national average progress score for 'All Pupils' is always zero. A positive score reflects progress rates that are better than the national picture.

The Progress 8 measure is also used to set the national floor standards. In 2017, if a school scores below -0.5 progress overall, then it is considered to be below the floor standard. There were no mainstream schools in Haringey that fell below.

KS4 Attainment Trend (using the old 5+ A*-C including English and Maths measure)

The DfE published results do not yet have disapplied EAL pupils removed, nor do they take account of re-marks. Data for groups does not yet have disapplied EAL pupils removed.

GCSE 5+ A* - C (E&M)	2011	2012	2013	2014	2015	2016	2017 provisional
Haringey schools	57	59	64	59	55	59	59
England (state funded)	58	59	61	57	57	58	61
London	62	62	65	62	61	61	NA

- Nationally 61% of all pupils achieved 5+ A*-C including English and Maths (an increase from 2016). Haringey has remained the same but is expected to increase once disapplied EAL pupils are removed from results.

KS4 Attainment 8

Attainment 8	2017
Haringey	46.0
London	48.6
National	46.1

Changes to how the Attainment 8 measure is calculated means that scores in 2017 cannot be compared to scores in 2016. The Attainment 8 measure will change again in 2018 as the new curriculum for different subjects are assessed.

		All	Boys	Girls	Disadvantaged	Other	SEN	EAL	White British	Black Caribbean	Black African	Other White	Turkish
Attainment 8	Haringey	46.0	44.1	48.2	40.8	51.1	30.3	42.9	56.3	40.4	42.5	43.5	41.4
	National	46.0	43.4	48.7	36.6	49.5	26.9	47.7	45.7	40.2	46.7	46.2	42.7

KS4 Attainment 8 Key Strengths:

- The Attainment 8 score for Haringey disadvantaged pupils is 40.8, much higher than the national disadvantaged score of 36.6.
- Boys outperform the national attainment average as do White British (significantly so)

KS4 Attainment 8 Key Areas for development:

- Black Caribbean pupils have the lowest Attainment 8 score of the ethnic groups with 40.4, followed by Turkish pupils with 41.4, Black African with 42.5 and Other White pupils with 43.5. The Black Caribbean group in Haringey has a higher Attainment 8 score than nationally. The other ethnic groups are between 1% to 4% below the national. It is expected these scores will increase once validated figures are through and the gap will be much less.

- Girls very slightly underperform the national average for girls whereas boys in Haringey exceed boys nationally.

Science, Technology, Engineering and Maths (STEM) subjects

KS4 subjects A*-C 2017	Number of entries	Haringey	National
Science Core	1574	56%	53%
Additional Science	1496	69%	58%
Physics	469	89%	91%
Biology	471	93%	91%
Chemistry	470	92%	90%
Mathematics (9-5)	2100	50%	49%
Mathematics (9-4)	2100	70%	71%
Statistics	46	87%	70%
ICT	139	71%	65%
Computer Studies	288	68%	58%
Design and Technology	423	62%	59%

KS4 STEM Key Strengths:

- Pupils who took STEM subjects performed better in all but two of these subjects compared to the national.
- In Science Core, 56% of Haringey pupils gained A*-C grade compared to 53% nationally, and in Additional Science 69% compared to 58%.
- In the individual sciences 89-93% of pupils who took one of these subjects attained A*-C.
- There has been an improvement in ICT with 71% getting A*-C compared to 60% last year.
- Science, Statistics, ICT and Computer Studies significantly exceed the national.

KS4 STEM Key Areas for development:

	Haringey	National
Triple Science	% of entries	% of entries
All	21.8%	25.1%
Boys	24.4%	25.0%
Girls	19.0%	25.2%

- Nationally there has been an increase in pupils taking Triple Science from 23.9% in 2016 to 25.1% in 2017.
- Haringey boys uptake of Triple Science (24.4%) is slightly below the national figure of 25.0%
- Girls uptake of Triple Science is below the national figure by -6.2%, widening from the 4.3% gap in 2016.

KS4 Progress 8

Progress 8	2017	2016
Haringey	0.30	0.28
London	0.22	0.16
National	0	0

KS4 Progress 8 by Group

		All	Boys	Girls	Disadvantaged	Other	SEN	EAL	White British	Black Caribbean	Black African	Other White	Turkish
Progress 8	Haringey	0.30	0.13	0.49	0.11	0.51	-0.17	0.4	0.34	-0.07	0.29	0.46	0.48
	National	-0.03	-0.24	0.18	-0.41	0.11	-0.59	0.5	-0.14	-0.23	0.38	0.49	0.29

KS4 Progress 8 Key Strengths:

- Overall, Haringey pupils scored 0.30 in progress 8, higher than London (0.22) and national (-0.03). This is also an increase from 2016's score of 0.28.
- All groups of pupils in Haringey, except for Black African Pupils and EAL, outperformed the same group nationally and significantly so.
- Disadvantaged, Black African, SEN and Turkish pupils all improved their progress scores from 2016.

KS4 Progress 8 Key Areas for development:

- Secure outstanding progress rates to narrow attainment gaps for SEND and Black Caribbean pupils. Although both are above national averages for the same group, these are the only groups in Haringey to have a negative progress score.
- Although EAL progress 8 is very strong at 0.4, Attainment 8 for EAL is one of the lowest in the country. Data suggests these are mainly Turkish and also White Eastern European and Black Somali pupils. They may be early stage English speakers who make rapid progress but are not able to perform favourably against nationally Attainment due to insufficient time in the country.
- Proficiency levels for EAL have only recently been reintroduced so it is not possible to confirm this. Turkish attainment in Haringey is broadly in line with the National. The number of Turkish pupils in Haringey compared to other London boroughs.

Provisional results for Post 16 level 3 Qualifications (A level or equivalent) **GCE/ A level/ Level 3 qualifications**

A key measure for post 16 is the new average point score per entry. Average point score per student is no longer reported.

	National	Haringey	London
Level 3 (Vocational and A level)	32.12 C+	31.56 C	32.05 C
A level	30.85 C	32.07 C+ 11 th in London	31.16 C
Academic	31.04 C	32.18 C+	31.28 C
Tech Level	32.23 Dist-	29.18 Merit+	32.77 Dist-
Applied General	35.61 Dist	31.03 Dist-	34.34 Dist

Level 3 results (A level or equivalent) in Haringey improved between 2013 and 2015 and increased considerably in 2016. The A level average point score (APS) of 32.07 in 2017 remains similar to 2016 and is still above the national figure of 30.85. However, Applied General Average Point Score has fallen from 32.72 in 2016 to 31.03. This has impacted on the overall Level 3 score which has dropped from 32.0 in 2016 to 31.56 in 2017 and is now below the national average.

DFE figures show there were 1190 level 3 students in Haringey establishments in 2017: 785 A level students, 188 Tech level and 406 Applied General students.

A levels

Haringey's A level Average Point Score of 32.32 ranks 30th nationally, in the top quartile. The Vocational qualifications split into Tech level and Applied General were ranked 136th and 145th nationally (out of 150 local authorities), in the bottom quartile. These are a fall in 2016's rankings of 19th, 128th and 119th respectively.

Haringey saw strong performance in average attainment (Average point score and average grade) maintained across the borough from 2016. The majority of our settings managed to improve their score from 2016 despite warnings of a drop in outcomes due to the 'harder' new linear A levels.

TECH Level (L3 Technical Qualifications)

Outcomes for BTEC Level 3 Technical were disappointing with an average of Merit+ compared with Distinction – nationally. Analysis of performance suggests that an improvement is required for the limited number of courses on offer at the small number of Haringey establishments.

The introduction of the BTEC Level 3 RQF qualification with its externally assessed element is a challenge to improving attainment. Early indications are that learners are failing the exam in large numbers or at best achieving the lowest "Pass grade" which limits a pupils' overall score. This is a national concern and one that the exam boards are aware of and indeed University admission departments.

STEM

There were 3464 entries at level 3 in Haringey of which 2721 were for STEM subjects (includes AS level, AS level and other level 3 entries). This is 78.6% of all level 3 entries in Haringey compared to 59.2% nationally.

Destinations

There has been an increase in proportion of 18 years going to university in Haringey. According to the latest data by Parliamentary Constituency:

- Hornsey and Wood green 18 year olds 45.6% in 2017, up from 43.5% in 2016.
- Tottenham 18 year olds 27.3% in 2017, up from 26.2% in 2016.

Other destinations

- Nationally 89% of post 16 students stay in Education or go on to Employment (66% in remain in education and 23% go to employment).
- Haringey have 84%, with 71% staying in Education and 13% in Employment. There is a high percentage of unknowns (5%) and not sustained (11%) in Haringey.

Higher Education

Recent Department for Education (DfE) data shows a two year rise in Higher Education (HE) and Russell group entries with Haringey closing the gap on London for both HE and Russell Group. Haringey is above national for HE and is now level with London for Russell Group entry.

Haringey had the highest increase in the percentage of pupils going to HE (+7%) and Russell Group (+3%) from the previous year.

All Higher Education	2013-14	2014-15	2015-16	2016-17	Russell Group	2013-14	2014-15	2015-16	2016-17
Haringey	52%	53% (+1)	60% (+7)		Haringey	8%	11% (+3%)	14% (+3)	
NA	48%	48% (0)	51% (+3)		NA	11%	11% (0)	12% (+1)	
Inner London	55%	57% (+2)	61% (+4)		Inner London	9%	10% (+1)	12% (+2)	
Outer London	57%	58% (+1)	60% (+2)		Outer London	14%	14% (0)	15% (+1)	
London	58%	58% (0)	61% (+3)		London	10%	12% (+2%)	14% (+2)	

Apprenticeships

The number of apprenticeship starts for people under 19 has increased to 220 in 2016. This is the biggest year on year increase to date.

Number of under 19 Apprenticeship starts	2012	2013	2014	2015	2016
Haringey	200	150	140	180	220

September Guarantee (this requires local authorities to find education and training places for 16-17 year-olds)

The September Guarantee offer of learning to Year 11 and 12 pupils continues to rise but is still behind the national and London averages.

September Guarantee (offers of learning)	2012	2013	2014	2015	2016
Haringey	41.2%	60.3%	74.4%	85%	88%
National Average	92%	92%	92.5%	94.6%	94.5%
London Average	92%	91%	94%	95%	95.3%

16-18 Participation in Education or training (March).

The participation of 16-18 year olds in education and training has risen for the last four years and is now at the national average. Although behind the London average the gap closed in 2016.

%	2013	2014	2015	2016
Haringey	78.5	80.9	81.3	83.8
National Average	81.1	82.4	83.2	83.9
London Average	84.1	85	86.4	86.6

Elective Home Education (EHE)

There are 224 open cases on Mosaic. Of these:

- 7 Asian
- 43 Black
- 8 Irish Travellers
- 59 White
- 8 Mixed White and Black

There are 10 Children with SEND, although the actual figure is likely to be lower as some cases have been closed but are still recorded as open on Mosaic.

There is no requirement for EHE pupils to be entered for national tests and Haringey does not have access to an EHE pupil's outcomes where taken. We are currently developing a methodology for recording and reporting where pupils are entered for national tests.

Children missing education

The Education Welfare Service (EWS) is responsible for missing children referrals in relation to children registered at schools to investigate breaches of sections 444(1) and 444(1A) of the Education Act 1996:

- i) Section 444(1) – states that if a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school
- ii) Section 444(1A) - the parent knows that his/her child is failing to attend regularly at the school and fails without reasonable justification to cause him to do so>

The Children Missing Education team (CME) is responsible for missing children referrals in relation to children not registered at school and covers sections 436A and 437 of the Education

Act 1996:

- i) Section 436A - duty on all local authorities to make arrangements to enable them to establish (so far as it is possible to do) the identities of children residing in their area who are not receiving suitable education by attendance at school or otherwise
- ii) Section 437 - if it appears to the local authority that a child of compulsory school age is not receiving a suitable education, either by regular attendance at school or otherwise, they must begin procedures for issuing a School Attendance Order

Below is data on CME open and closed cases broken down by ethnicity from September 2017. As soon as the child is on roll at school the CME team closes the case and any educational attainment and performance relating to these children would be tracked by the school.

Children missing education open cases	Open cases	Closed cases
Asian / Asian British	0	4
Black / African / Caribbean / Black British	2	8
Mixed / multiple	1	2
Unknown	6	9
Other White	47	69
Total	56	92

Reason for closure	Number of children
In school	52
No trace	10
Located to be in another borough	23
Elected to home educate	7
Grand Total	92

Glossary of Terms

Attainment	This is the standard or level that a child reaches in national tests.
BME	Black and Minority ethnic groups
DfE	The Department for Education
Disadvantaged	Pupil who has been on Free School meals in the past 6 years or is a Looked after child
EAL	English as an additional language
EBACC	English Baccalaureate subjects include Maths, English, Humanities, modern foreign languages and science
Expected standard (KS1 and KS2)	Working at the national expected standard for the end of each key stage
EYFSP	Early Years Foundation Stage profile – nursery and reception
GLD (Early Years)	Good level of development – if a child achieves well across all of the learning areas in EYFSP, then they will have achieved GLD.
Greater Depth or Higher Depth	The higher standard at KS1 and KS2 (roughly top 25% nationally)
KS1	Year 1 and Year 2
KS2	Year 3 to Year 6
KS4 Attainment 8	An overall GCSE score taking the weighted marks of 8 subjects including English, Maths and 3 EBACC subjects
KS4 Progress 8	An average score of how a pupil has progressed in 8 subjects at GCSE compared to pupils with the same starting point at KS2
NEET	Not in Education, Employment or Training
Ofsted	The body that assesses the quality and standards in schools
Phonics Screening Test	A test for children on their phonic ability at the end of year 1
Post 16 Academic level	Academic qualifications include A levels but also other ‘level 3’ academic qualifications such as International Baccalaureates
Post 16 Applied General	Applied general are qualifications that provide broad study of a vocational area. They are designed to lead to higher education and they include areas such as performing arts, business and health and social care
Post 16 Level 3	Level 3 subjects include A level and many vocational level subjects
Post 16 Tech level	Tech levels are level 3 qualifications for students wishing to develop the specialist skills and knowledge for a technical occupation or industry.
Progress	This is a score showing how much progress a child has made from one key stage to the next. The formulae take account of each pupil’s starting point and the national average for other pupils with the same starting point.
Pupil premium	The funding that the DfE give to the school to support disadvantaged children in school.
RWM	Reaching the standard in Reading, Writing and Maths combined
SATS	Test for children at year 6 and teachers’ assessments for children at year 2
SEND	Special Educational Needs and Disability
STEM	Science, Technology, Engineering and Mathematics subjects
VA	Value added – this is another progress measure that the Government use.