



**Haringey** Council

Agenda item:

**Overview and Scrutiny**

**on 16<sup>th</sup> February 2008**

Report Title: Analyses of results at the end of the Foundation Stage, Key Stages 1, 2, 3, 4 and Post 16 for 2008.

Report of: Director of The Children and Young People's Service

Wards(s) affected: All

Report for: Information

**1. Purpose**

1.1 To inform Members of the results at Foundation Stage, Key Stages 1, 2, 3,4 and Post 16 for 2008.

**2. Introduction by Cabinet Member**

2.1 The 2008 GCSE results are very encouraging and thanks are due to our pupils and their teachers.

2.2 However, the Key Stage 1 results were more mixed and there are still significant differences in the achievement levels of different ethnic groups. Key Stage 2 results were disappointing – though they have not been fully validated. All schools where these results are of concern are part of our monitoring and intervention programmes.

2.3 We have seen a welcome reduction in the percentage of NEETs but I recognise that we will need to continue to focus on this group as the recession takes effect.

### 3. Recommendations

- 3.1 To note the analyses of the results set out in the summary report.
- 3.2 A copy of the full report is given at Appendix 1 and a final version will be prepared in April 2009 when all the results should be validated.

Report Authorised by:



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### 4. Executive Summary

- 4.1 The headlines are that results have improved at GCSE in 2008. The percentage of pupils achieving 5+ GCSE with and without English and mathematics have each improved by 4.6% and 3.5% respectively. The Contextual Value Added measure Key Stage 2 to Key Stage 4 placed Haringey 4<sup>th</sup> out of 148 Local Authorities.
- 4.2 The national publication of school by school results from the Key Stage 3 tests will not take place this year because of the problems with marking. The Key Stage 2 nationally validated results are not yet available, they are usually published in January but this year the timescales are more fluid.
- 4.3 The report attached at Appendix 1 provides analyses of the results for Haringey for each key stage, by gender, ethnicity, mobility, special educational needs, free school meals, high and low attaining pupils and Looked After Children. We do not have the validated data for the Key Stage 2 results and have therefore used the predicted results. Once the validated data is available the Key Stage 2 analysis will be reviewed.

### 5. Chief Financial Officer Comments

- 5.1 The Chief Financial Officer has been consulted on the content of this report and has no additional comments to make.

**6. Head of Legal Services Comments**

- 6.1 The Head of Legal Services has been consulted on the content of this report. There are no legal implications in this report.

**7. Local Government (Access to Information) Act 1985**

Not applicable

**8. Summary of the report**

**Foundation Stage**

1. The Foundation Stage Profile (FSP) is now established as the statutory end of year assessment tool for pupils going into the reception class aged 5. However it is still fairly new and the data need to be treated with caution as its reliability is dependent on robust moderation systems being fully implemented and on accurate ongoing assessments being made by teachers. Haringey results improved slightly in the two main indicators used. The percentage of children achieving at least 78 points and 6 or above in all of Personal, Social and Emotional development (PSE) and Communication, Language and Literacy (CLL) improved from 41.2% to 43% (national from 46% to 49%). The local authority gap between the median score and the lowest 20% reduced from 38.9% to 38.1% (national gap reduced from 37.2% to 35.6%)

**Key Stage 1**

2. The results at Key Stage 1 at levels 2+ were stable in reading and maths but declined slightly in writing and science. At level 2B+ there were slight increases in reading and writing but a slight reduction in maths. There were significant reductions at level 3 in reading, maths and science.
3. There continue to be significant differences between ethnic groups, particularly at the higher level 3 in Key Stage 1. For example, 38% White UK pupils attain level 3 and above in reading compared to 12% African Caribbean, 13% African, 2% Turkish, 32% Irish, 29% Nigerian and 25% White Other pupils.

**Key Stage 2**

4. Results at Key Stage 2 have declined. There were significant issues with the marking and returning of scripts to schools in 2008. A number of schools returned scripts to be remarked. The school checking process has not been completed so the results are still very provisional. Our estimates are that English level 4+ results have gone down from 76% to 75%, maths from 73% to 72% and science from 84% to 81%. Results in combined English and maths also fell from 67% to 65%. All schools where KS2 results are of concern are part of the LA monitoring and intervention programmes.

**Value-added KS1 – KS2**

5. Haringey provisional analysis of the progress made from Key Stage 1 to Key Stage 2 indicates that progress in English was in line with national at level 4+ and 2% below expected at level 5. Progress in maths was in line with national at all levels and progress in science was in line at level 4+ and 3% below expected at level 5.

### Key Stage 3

6. **FOLLOWING THE NATIONAL DIFFICULTIES WITH THE 2008 KEY STAGE 3 RESULTS THE DCSF HAVE ANNOUNCED THAT THEY WILL NOT BE PUBLISHING KEY STAGE 3 PERFORMANCE TABLES FOR LOCAL AUTHORITIES OR SCHOOLS. THE ANALYSIS PROVIDED IN THIS DOCUMENT FOR 2008 IS THEREFORE BASED ON UNVALIDATED DATA WHICH HAS NOT BEEN CHECKED.**
7. Progress in English, maths and science from 2003 to 2007 has been significantly better than national. In English results improved by 16% to 68% (national by 5% to 74%), maths results improved by 11% to 66% (national by 5% to 76%). Results in science improved by 10% to 61% (national by 5% to 73%). The 2008 results appeared to show continuing improvement in English and maths above the national trend. Science results appeared to drop by 1% (national results dropped by 2%), but there are some results still outstanding.

### Key Stage 4

8. Steady progress has continued at GCSE with continued gains in the percentage of pupils attaining 5+ A\* - C grades. Since 2002 Haringey has improved from 35.6% to 59.7% in the 5+ A\* - C indicator (national improvement is from 51.2% to 65.3%). Haringey is now 5.6% behind the national figure. There is also improvement in the 5+ A\* - C (including English and maths) indicator. Haringey has improved from 26.9% in 2002 to 42.0% in 2008 (national from 42.1% to 47.6%). Haringey is now 5.6% behind the national figure.
9. The gap in performance between schools in the east and the west of Haringey is closing quickly at Key Stage 4. Since 2001 schools in the east have improved from 18% to 57% (adding approximately 380 more pupils achieving 5+ A\* - C grades), schools in the west have improved from 48% to 64% in the 5+ A\* - C indicator. The gap in 5+ A\* - C (including English and maths) has also begun to close. Since 2002, east schools have improved from 17% to 34%, west schools from 39% to 51%. This is now the main challenge for all schools to improve.
10. The attainment of most ethnic minority pupils at KS4 has improved considerably and many groups are beginning to close the gap with the Haringey average in the 5+ A\* - C indicator. The challenge now is to make good progress in the 5+ A\* - C (including English and maths) indicator where differential attainment is a significant issue.
11. The attainment of Looked After Children at most Key Stages has seen an improving trend. The percentage of Looked After Children who gain 5+ A\* - C grades at GCSE has decreased slightly from 27.5% in 2007 to 22.5% in 2008, though still above the 2007 national of 13%. The percentage who gain 5+ A\* - C (including English and maths) is 17.5% which is expected to be significantly above the national average (not yet available).

## VALUE-ADDED KS2 – KS4

12. Haringey's DCSF contextual value added measure (KS2 – KS4) in 2008 was 1018.8. This placed Haringey in 4<sup>th</sup> place out of 148 local authorities.

## Post 16

13. The average total point score per student after a constant increase since 2005 has decreased from 593 to 589 compared to the national improvement from 731 to 733. The average point score per exam entry also decreased from 203.3 to 199.3 (national improved from 207.5 to 209.1). Analysis by Advanced Level Performance Systems (ALPS) of Level 3 attainment indicates a good performance overall in the value added score. The DCSF KS4 to 5 CVA score for Haringey is 1016.8 (national not yet available).

## NEET

14. There has been a decrease in the percentage of NEET from 10.4% in November 2007 to 6.7% (319 young people) in November 2008. This is a very good improvement, but can fluctuate significantly on a monthly basis. This is an area of particular focus in Haringey and nationally.

## Attendance and exclusions

15. Pupils' attendance in Haringey primary schools has fallen slightly from 94.34% to 94.15%. Attendance in secondary schools improved from 92.29% to 92.64%. Attendance in special schools declined from 89.98% to 89.89%. National data will be available in February 2009.
16. There were 4 permanent exclusions in primary schools during the academic year 2007/08 (5 in 2006/07). There were 34 permanent exclusions from secondary schools in the 2007/08 academic year (24 exclusions in 2006/07).

## Summary of results 2008 (provisional) (2007 in brackets)

	Haringey	National
<b>Foundation Stage VALIDATED</b>		
Personal, social and emotional development (PSE) - % achieving 6 or more in all 3 scales	64 (67)	72 (71)
Communication, language and literacy (CLL) - % achieving 6 or more in all 4 scales	48(45)	52 (50)
Mathematical Development - % achieving 6 or more in all 3 scales	59 (59)	68 (67)
Percentage achieving at least 78 points and 6+ in all PSE and CLL	43 (41.2)	49 (46)
LA % gap between median and lowest 20%	38.1 (38.9)	35.6 (37.3)
<b>Key Stage 1 VALIDATED</b>		
% Reading level 2+	81 (81)	84 (84)
% Writing level 2+	75 (76)	80 (80)
% Maths level 2+	87 (88)	90 (90)

% Reading level 2B+	69 (67)	71 (71)
% Writing level 2B+	53 (54)	58 (59)
% Maths level 2B+	69 (71)	74 (74)
<b>Key Stage 2 UNVALIDATED</b>		
% English level 4+	75 (76)	81 (80)
% Maths level 4+	72 (74)	78 (77)
% Science level 4+	81 (84)	88 (88)
% English and maths combined 4+	65 (67)	72 (71)
% English level 5+	26 (29)	29 (34)
% Maths level 5+	26 (29)	31 (32)
% Science level 5+	36 (40)	44 (46)
% English and maths combined 5+	17 (19)	19 (22)
<b>Key Stage 3 UNVALIDATED</b>		
% English level 5+	70 (68)	73 (74)
% Maths level 5+	68 (66)	77 (76)
% Science level 5+	60 (61)	71 (73)
<b>Key Stage 4 (GCSE) VALIDATED</b>		
% 5+ A* - C	59.7 (56.2)	65.3 (61.4)
% 5+ A* - C (inc English and maths)	42.0 (37.4)	47.6 (46.3)
% at least one qualification	96 (94.9)	98.6 (98.0)
<b>Key Stage 5 (Post 16 Advanced) VALIDATED</b>		
Average point score per student	589.2 (592.6)	739.8 (731.1)
Average point score per exam entry	199.3 (203.3)	209.4 (207.5)

## 9. Equalities Implications

9.1 The attainment of all groups is monitored in the Children and Young People's Service and information provided at school level ensures that the progress of all pupils is monitored closely. The Haringey data includes detailed analysis of the performance of all ethnic groups, the largest groups being African, African Caribbean, Turkish, Kurdish and White British. The report also provides a detailed analysis at each key stage by gender, looked after children, free school meals, as well as high attaining and low attaining pupils. The data that underpins the analysis is included in the tables at the end of the report. The information is used to focus school improvement activities.

## 10.1 Conclusion

10.1 The results are analysed each year to help us to ensure that standards are

improving at the end of each key stage test and also to target and assess the impact of our school improvement work. We recognise that we need to continue to close the gap with the national data and maintain a particular focus on improving results at Key Stage 2.