

Haringey Council

The Children and Young People's Service

**Analyses of results at the end of the
Foundation Stage, Key Stages 1,2,3,4 and Post 16
for 2008 and Data for Attendance and Exclusions**

JANUARY 2009

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Analyses of results at the end of the Foundation Stage, Key Stages 1,2,3,4 and Post – 16 for 2008 including data on attendance and exclusions

Introduction

The detailed analyses and reporting of Haringey results is an annual publication, prepared in the latter half of the autumn term when results can start to be compared with national data. It is regularly updated as validated results are received from the Department for Children, Schools and Families (DCSF), with a final version in March 2009 when the final data sets are confirmed. The 2008 validation of results at Key Stage 2 has been delayed because of problems with marking and assessment. Key Stage 3 results for 2008 will not be validated and are to be discontinued.

The annual evaluation of performance data is very important and the analyses of the 2008 data will be used to inform and drive the priorities in the Children and Young People's Service and especially School Standards and Inclusion.

The report starts with headlines and a useful summary giving key points and presents the overall results for 2008 on one page. The report continues with detailed analyses of the results for each key stage, by gender, ethnicity, mobility, special educational needs, free school meals, high and low attaining pupils and Looked After Children. Where relevant the value added analysis of progress between each key stage is compared with progress made nationally.

The term 'mobility' refers to pupils who join or leave a school other than at the usual times of joining or leaving. The data in this report include information on mobile pupils.

Haringey data include detailed analysis of all ethnic groups. The largest groups being African, African Caribbean, Turkish, Kurdish and White British. 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.

In this report high attaining pupils are defined as those attaining at least one level above national expectations at the end of each Key Stage and 3 or more A*/A grades at GCSE. Low attaining pupils are defined as those pupils attaining two levels below national expectations and less than 5+ A* - G grades at GCSE.

The annexes to the report contain detailed tables of data which show Haringey in comparison to national data and where available statistical neighbours. The report also includes an overview of the strategies for raising standards and the support measures that have been put in place.

Note: A number of tables in this document contain information about a relatively small number of pupils. Readers need to be cautious in interpreting this data as the sample size involved will often mean that the data are not statistically significant and may fluctuate considerably year on year.

Headlines

This is the third year in which we have included detailed analysis of the **Foundation Stage** profile. The data in the profile is now more established and is becoming more robust. Results in 2008 went down in Personal, social and emotional development (all 3 scales) and improved in Communication, language and literacy (all 4 scales). This meant that the overall result improved slightly across the seven scales.

National Indicator 72 (Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy) **improved from 41% to 43% (national 46% to 49%)**.

National Indicator 92 (Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage) **improved by reducing from 38.9% to 38.1% (national reduced from 37.2% to 35.6%)**

At **Key Stage 1**, following changes introduced by the Department for Children Schools and Families (DCSF) in 2004 to the way assessment was conducted; the data are now becoming far more reliable and able to be used to provide helpful comparisons and will increasingly be important for progression and target setting data. Results generally stayed similar to last year at Level 2 and above, there was a slight decline at Level 2B and above in writing and maths and a more marked decline at Level 3 in reading (down 4% to 20%) and in maths (down 4% to 18%).

At **Key Stage 2** the provisional overall results are disappointing and have gone down in most areas although there was a significant improvement in boys writing (up 8% to 59% level 4 and above). There are no schools where fewer than 50% of pupils achieve level 4 or above in English (8 in 2003) and one school below 50% in maths (9 in 2003). The number of schools where fewer than 65% of pupils achieve level 4 or above in English decreased back down to 10 from 13 (22 in 2003) and the number in maths decreased from 16 to 13 (24 in 2003). The number where fewer than 65% achieve level 4 or above in combined English and maths remained at 25 (27 in 2003).

National Indicator 73 (Achievement at Level 4 and above in both English and maths) **reduced from 67% to 65% (national improved from 71% to 72%)**

National Indicator 76 (Reduction in number of schools where fewer than 65% of pupils achieve level 4 or above in both English and Maths) **remained at 25**.

The **Key Stage 3** test results for 2008 are still very uncertain and it has now been announced that they will not be published. Many schools were unhappy with the quality of marking and returned a significant number to the National Assessment Agency. The DCSF Research and Statistics unit will not be releasing local authority or school level data. The data presented in this report is unvalidated and is based on the best information we currently hold. **Key Stage 3 tests will no longer be taken by pupils.**

At **Key Stage 4 (GCSE)** results have continued to improve at twice the national rate since 2001. The number of schools where fewer than 30% of pupils achieve 5+ A* - C (including English and maths) reduced from 4 to 1. We aim to have no schools below 30% in 2009 and to ensure that all schools continue to push their results up at a good rate.

National Indicator 75 (Achievement of 5 or more A*- C grades at GCSE or equivalent including English and Maths) - **improved from 37.4% to 42.0% (national improved from 46.3% to 47.6%)**

National Indicator 78 (Reduction in number of schools where fewer than 30% of pupils achieve 5 or more A*- C grades at GCSE and equivalent including GCSEs in English and Maths) - **reduced from 4 schools to 1 school.**

There has been a steady increase in the number of students being entered **for post 16 level 3 courses**. After steady improvement in the Haringey total average point score per student and the average point score per exam entry, both measures declined marginally in 2008. The majority of centres maintained or increased their scores in both measures. There was, however, a more marked decrease in both measures in a small number of centres. This is partly due to the fact that a number of centres operate a more comprehensive admissions policy for entry onto level 3 courses. However, when looking at the contextual value added measure (CVA KS4 to KS5) the picture is much more consistent and positive. All but one centre have CVA scores above 1001 and 5 out of the 8 centres have CVA scores greater than 1015.

Attendance in primary schools fell slightly from 94.34% to 94.15% in 2008. In 2007 it was 0.50% below the national, having been 2.15% below in 2002. The number of extra half-day sessions attended by primary pupils since 2002 is approximately 117,000 which corresponds to 390 more pupils attending for a full year. Secondary schools' attendance has improved from 92.29% to 92.64% and in 2007 it was just above the national having been 1.4% behind in 2003. The number of extra half-day sessions attended by secondary pupils since 2002 is approximately 75,300 which corresponds to 250 more pupils attending for a full year. Special schools' attendance fell slightly from 89.98% to 89.89% but is still expected to be above the 2008 national rate. National attendance rates for 2008 will be released in February 2009.

There were 4 permanent exclusions in primary schools and 34 in secondary schools. This rate is similar to national rates for primary and slightly above for secondary schools.

SUMMARY

FOUNDATION STAGE (pages 11 - 16 and Annex 1)

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 (pages 17 – 21 and Annex 2)

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 (pages 22 – 37 and Annex 3)

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 (pages 38 – 41 and Annex 4)

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 (PAGES 42 – 52 AND ANNEX 5)

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 4th place out of 148 local authorities.

POST 16 (pages 53 – 62 and Annex 5)

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 (pages 63 – 68 and Annex 6)

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
Foundation Stage VALIDATED		
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)
Key Stage 1 VALIDATED		
% 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)
Key Stage 2 UNVALIDATED		
% 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)
Key Stage 3 UNVALIDATED		
% English level 5+	70 (68)	73 (74)
% Maths level 5+	68 (66)	77 (76)
% Science level 5+	60 (61)	71 (73)
Key Stage 4 (GCSE) VALIDATED		
% 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)
Key Stage 5 (Post 16 Advanced) VALIDATED		
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)

PLEASE NOTE

17. Key Stages 2, 3, 4 and post 16 test/exam results are externally marked. That means the papers are sent away by the school and are marked by paid markers who are employed for this purpose by the National Assessment Agency and the Examination Boards.
18. As soon as all these papers are marked there is a first release of the results, these are called unvalidated results – because the schools have not had a chance to check if the marking is accurate. GCSE and post 16 exam papers are not usually returned to the schools – but there is still a possibility that the results are not what the school was expecting or there may be issues about missing or late results. Where schools have received papers back and they find errors in the marking or even in the addition of the marks, they can appeal to have the final grade or mark changed.

Recent arrivals

19. Because of the importance now given to the results and the publication of performance tables, the DCSF considered that it is fairer to judge schools on the attainment of pupils who they have had some chance of affecting. If a pupil arrives from abroad (speaking little or no English) and four months later has to take Key Stage 2 tests, it is not fair that a school is judged on that child's results.
20. The DCSF has therefore made a ruling that: if pupils have arrived at a school, with less than two years to go before being entered for their KS2, 3 or 4 tests/exams and they have come from a country where English is not their first language, then schools are allowed to apply to have those children results not counted in the final published results of the school. The results of the children still stand, just their performance is not included in the official school results as published by the DCSF. The process of checking which pupils are eligible to be officially removed is a very rigorous one checked carefully by the DCSF and it is they who make the final decision, not the school. Where the DCSF have agreed the removal of a pupil's results from the published performance tables, then all the results for that pupil are discounted.

Validation of results

21. Unvalidated results are usually made available some time in August or early September. However the process of checking through the results, applying to have results amended, applying to have 'recent arrivals' removed from the official published results all takes time. This means that the final **validated** results are usually not published by the DCSF until December to March. Although all these checks and amendments are carried out at school level, the final changes and outcomes also affect the final Haringey results. **KS2 and KS3 results are all still unvalidated in this report.**

Note

These issues do not affect the Foundation Stage or Key Stage 1. At present 'recent arrivals' are not removed from post 16 results.

Section 1

Foundation Stage (see Annex 1 for more detail)

22. 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 relatively new and the data needs 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.
23. Experienced Foundation Stage teachers are becoming more used to the Profile and are able to use it with confidence. Teachers new to the Foundation Stage are also developing a better understanding of this assessment tool. Training is provided for teachers so that staff become more confident in giving accurate assessments.
24. The philosophy underpinning the Foundation Stage curriculum is that learning should be planned and structured with an emphasis on fun, through relevant and motivating activities.
25. The Foundation Stage Profile is a way of summing up a child's progress and learning across the six areas of learning at the end of the Foundation Stage. The Foundation Stage Profile is made up of 13 scales based on the early learning goals and stepping stones set out in *Curriculum Guidance for the Foundation Stage*. The 13 scales are grouped into the six areas listed below:
 - Personal, social and emotional development (PSE) (3 assessment scales)
 - Communication, language and literacy (CLL) (4 assessment scales)
 - Mathematical development (MAT) (3 assessment scales)
 - Knowledge and understanding of the world (KUW) (1 assessment scales)
 - Physical development (PD) (1 assessment scales)
 - Creative development (CD) (1 assessment scales)
26. Each of the thirteen assessment scales has a total of nine points.
 - The first three points (1-3), the 'stepping stones', describe a child who is still progressing towards the achievements described in the Early Learning Goals.
 - The next five points (4-8), are drawn from the Early Learning Goals themselves.
 - The final point (9) in each scale describes a child who has achieved all the points from 1-8 on that scale and is working consistently beyond the level of the Early Learning Goals.

More information on the Foundation Stage can be found at www.qca.org.uk
27. Children who achieve a scale score of six points or more may be assessed as working securely within the Early Learning Goals.

28. National comparative data is currently focusing on the percentage of children scoring six or more in each of the different assessment scales.

Haringey and National FSP trends

Percentage of children scoring 6 or more	National 2006	National 2007	National 2008	Haringey 2006	Haringey 2007	Haringey 2008
Personal, social and emotional development (PSE) - all 3 scales	71%	71%	72%	63%	67%	64%
Communication, language and literacy (CLL) - all 4 scales	48%	49%	53%	41%	45%	48%
Personal, social and emotional development (PSE) and Communication, language and literacy (CLL) combined - all 7 scales	45%	46%	49%	37%	41%	43%
Mathematical Development - all 3 scales	66%	67%	68%	57%	59%	59%
Knowledge and understanding of the world- 1 scale	77%	77%	78%	71%	72%	74%
Physical Development - 1 scale	88%	88%	89%	87%	87%	88%
Creative Development - 1 scale	78%	78%	79%	74%	75%	78%
Percentage achieving at least 78 points and 6+ in all PSE and CLL	45%	46%	49%	37.1%	41.2%	43.0%
Number of pupils in lowest performing 20%				555	571	603
% gap between median and lowest 20%	38.3%	37.3%	36.0%	43.5%	38.9%	38.1%

Overall

29. Results in 2008 have improved in most areas of the Foundation Stage. In PSE Haringey results dipped by 3% to 64% achieving 6 or more in all 3 scales comprising PSE (national up 1% to 72%). Results in CLL improved by 3% to 48% (national up 4% to 53%). PSE and CLL combined improved by 2% to 43% (national up 3% to 49%). Mathematical Development remained at 59% (national up 1% to 68%). The percentage of children achieving at least 78 points and 6+ in all PSE and CLL improved by 1.8% to 43.0%. The overall local authority gap between the median score and the lowest 20% of children reduced from 38.9% to 38.1% (national gap reduced from 37.3% to 36.0%).

Gender

30. Girls outperform boys in all areas of the Foundation Stage both nationally and in Haringey and the gender differences in Haringey are similar to national differences. This may well be linked to levels of maturation at this early age and we need to be careful not to view this as necessarily a deficiency in the boys' levels of attainment. In Personal, Social and Emotional Development (PSE) 71% of girls score 6 or more in all 3 scales compared to 58% of boys. In Communication, Language and Literacy (CLL) the figure for 6 or more in all 4 scales is 57% compared to 40%. In Mathematical Development – all 3 scales – the figure is 63% compared to 56%. Tables in Annex 1 give further comparisons with national data.

Ethnicity

31. The data shows significant differences for the different ethnic groups. 83% of White British children are scoring 6 or more in PSE, compared to 59% of Caribbean, 43% Kurdish, 44% Turkish and 54% African children. In mathematics the comparative figures (scoring 6 or more in all 3 scales) are White British 81%, Caribbean 55%, Kurdish 35%, Turkish 33%, African 50%. There are similar differences in other areas of the Foundation Stage. Currently there are no national comparators for the Foundation Stage by ethnicity.

Free school meals

32. There were 1987 children not eligible for free school meals and 924 eligible for free school meals. The data show that children not eligible for free school meals achieve higher levels than children on free school meals. The greatest contrasts are in communication, language and literacy where 52% of non FSM children achieve 6 or more points compared to 38% of FSM children and in mathematical development where the difference is 65% to 45%.

Network learning Communities

2008	North	South	West	Haringey 2008
Number of children	808	1148	984	2940
Personal, social and emotional development (PSE) - all 3 scales	53%	57%	80%	64%
Communication, language and literacy (CLL) - all 4 scales	42%	42%	59%	48%
Personal, social and emotional development (PSE) and Communication, language and literacy (CLL) combined - all 7 scales	36%	37%	55%	43%
Percentage achieving at least 78 points and 6+ in all PSE and CLL	35%	37%	55%	43%
Average total FSP score	78	78	91	83
Number of pupils in lowest performing 20%	211	319	92	622

Main points for action from a detailed analysis of the data

33. The annual detailed analysis of the data for the Foundation Stage Profile enables us to evaluate our strategies for raising standards and also to ensure that all areas for improvement that have been identified through the data are included in our strategies. An analysis of the data in 2008 has particularly identified the following areas for improvement.

Foundation Stage Profile

Interventions at Foundation Stage .

34. Continue to raise attainment for all children by the end of the Foundation Stage and in particular to improve attainment for the lowest scoring 20% of children with a focus on ethnicity.
35. Continue to improve moderation across schools so that data is accurate and reliable across all settings.
36. Provide focused training and support for teachers especially FSP moderation, and communication, language and literacy (CLL) development in order to raise attainment for all children by the end of the Foundation Stage.
37. Continue to support parental/guardian involvement with their child's early years development and learning.
38. Improve support and training in Problem Solving, Reasoning and Numeracy (PSRN) for practitioners and parents/carers.

Strategies for Raising Standards in the Foundation Stage

Targeted support

39. A support programme is provided for all early year's settings with a focused programme for those causing concern. The aim is to raise the attainment of all pupils in the Foundation Stage.
40. Programmes are in place to raise the attainment of ethnic minority pupils, particularly Caribbean, Kurdish, Turkish and African children so that they can make the expected levels of progress.
41. The supported self-evaluation process is being used to assist improvement in early years' private, voluntary and independent day-care settings and will be further enhanced through the implementation of a new quality assurance (QA) scheme.
42. New protocols are in place, which explain clearly the responsibilities for providing high quality day-care, how the LA will provide support and what are the consequences when providers do not reach a satisfactory standard when inspected by Ofsted.

43. Training and development programmes are used to provide focused support, this includes access to national and local programmes.
44. Early years provision that is identified as causing concern have half termly reviews to consider the impact of the intervention work.

Support for senior managers

45. Additional support is provided for senior leaders in early year's provision that is causing concern. The role of the early year's development officer post has been extended in order to provide a lead role for intensive support in targeted settings.
46. New providers are supported, advised and then assessed for their understanding and suitability through a new protocol thus ensuring all new provision is at least satisfactory from the outset.
47. The new QA scheme was started in a pilot group of schools and settings and is being extended to support improvement for a larger group of targeted settings.
48. Setting review group (SRG) meetings are used to identify where support, training and advice is most needed and will have the most impact.

Support for teachers

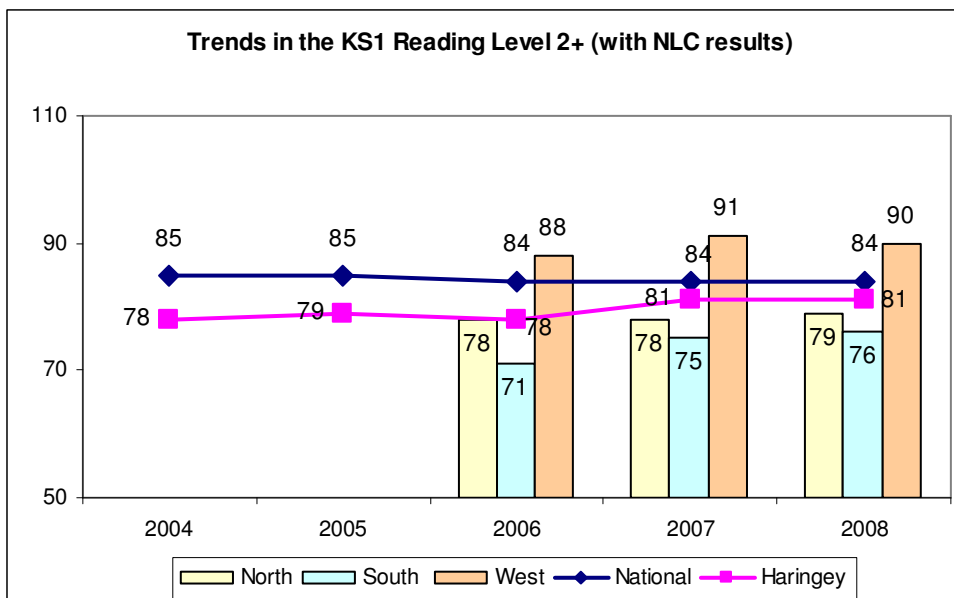
49. Early years consultants provide a programme of training and coaching support both centrally and in schools and settings where there is a need to raise levels of attainment and/or to further develop practitioners.
50. The Children's Centres and Advanced Skills Teachers are used alongside the Early Years Quality and Inclusion team to provide intensive support to those settings and schools which are identified through the SRG as needing extra support, for example to tackle lower achievement.
51. We continue to support the involvement of parents/guardians with their child's early year's development and learning through national programmes such as Making a Big Difference and Every Child a Talker.
52. Extend the 'Making a Big Difference Programme' (MBD) to buddy schools and their feeder settings and childminders, providing support and training and models of good practice where the attainment of children at the Foundation Stage Profile (FSP) was particularly low in 2008. Training sessions will be linked to in school support and FSP moderation to ensure improved outcomes in 2009 and will focus on Problem Solving, Reasoning and Numeracy (PSRN) and parental involvement with an audit of areas to improve for each teacher. A close liaison between all the programmes running (Communication Language and Literacy Development, Making a Big Difference, Ethnic Minority Achievement & Every Child a Talker) will ensure that consistent messages are provided and the best use is made of the resources we are able to access.

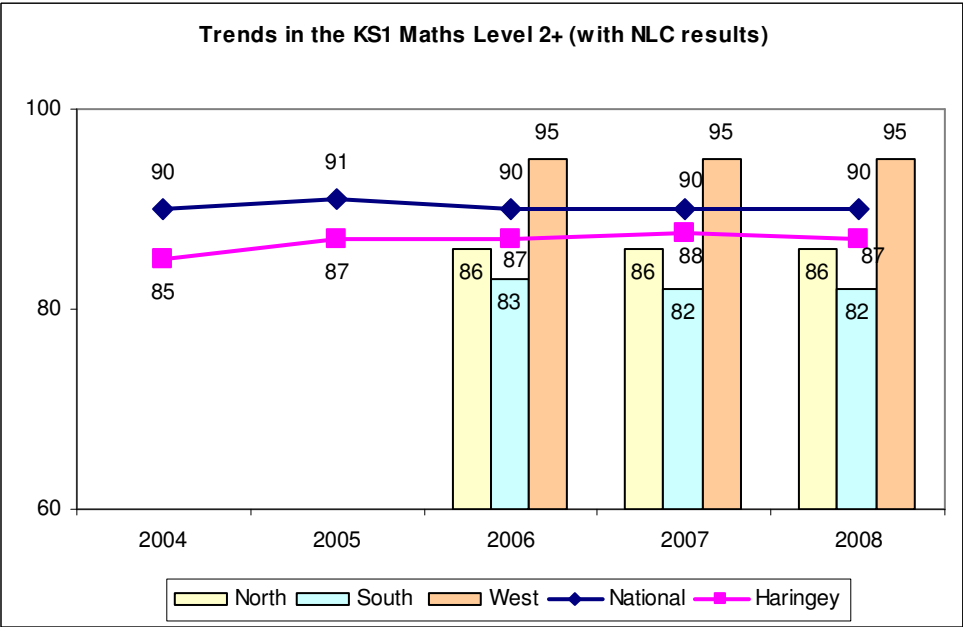
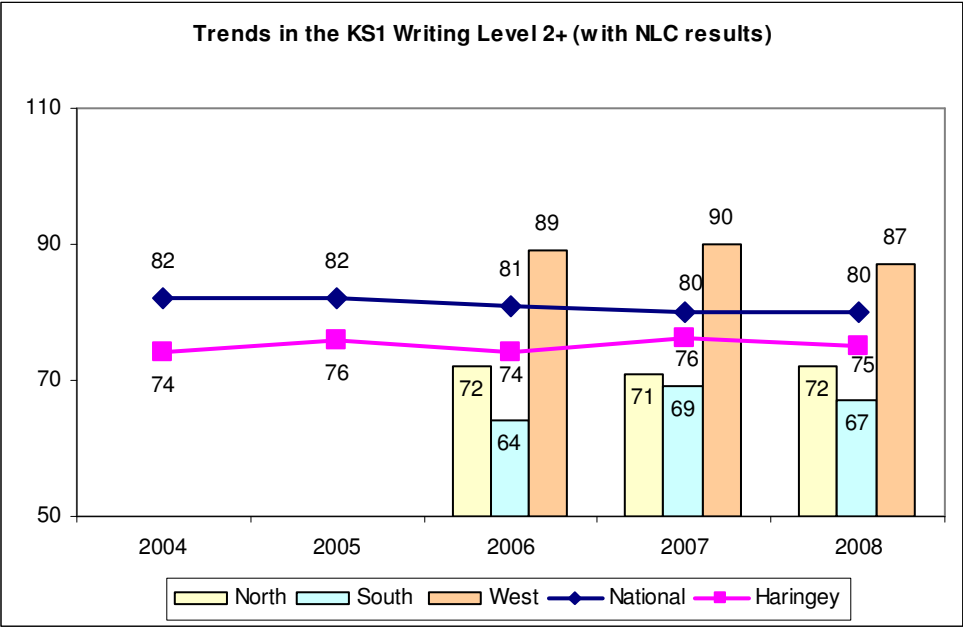
53. The Foundation Stage moderation programme is being adapted and enhanced to ensure that issues identified through the analysis of data are taken up with individual schools or through specific training sessions and that it is focused on ensuring accurate judgements are made by teachers. The team had been extended this year to include Headteachers and colleagues from the Primary Strategy team, which should also provide a more cohesive and consistent approach to support and monitoring of early years provision. Visits will also include a longer period for observing and discussing randomly selected sample children with teachers to ensure the accuracy of their judgements.
54. The two year pilot programme to support vulnerable children will provide 80 new free part-time places for very young children from 'vulnerable' families. Pathfinders will provide longer and more flexible nursery sessions for 3 & 4 year olds.
55. The Communication, Language and Literacy Development Programme (CLLDP) will continue to provide training and support for Early Years Foundation Stage teachers in schools and settings with a particular emphasis on phonological awareness and development.
56. The Early Years Conference (May 1st 2009) will focus on the dissemination of good practice in Problem Solving, Reasoning and Numeracy.
57. The Capital spend programme for Early Years is focused on developing outdoor areas, PSRN and ICT so is also closely linked with other programmes and work to improve outcomes across the 6 areas of learning and specifically for boys.
58. The Making a Big Difference programme in 2009 is focused on developing practitioners skills in teaching and assessing PSRN. This year we have received funding which has enabled us to support a buddying scheme for teachers to have time out of the classroom and work together to assess their practice and provision. We are also tying this to the Social, Emotional Aspects of Development (SEAD) funding to buy in specific training and resources for settings.
59. Planning is taking place to ensure that further training and support is provided both for practitioners and parents on personal, social and emotional development as our results at the FSP showed a drop in 2008. This will be led by the Inclusion Manager within the Early Years team.

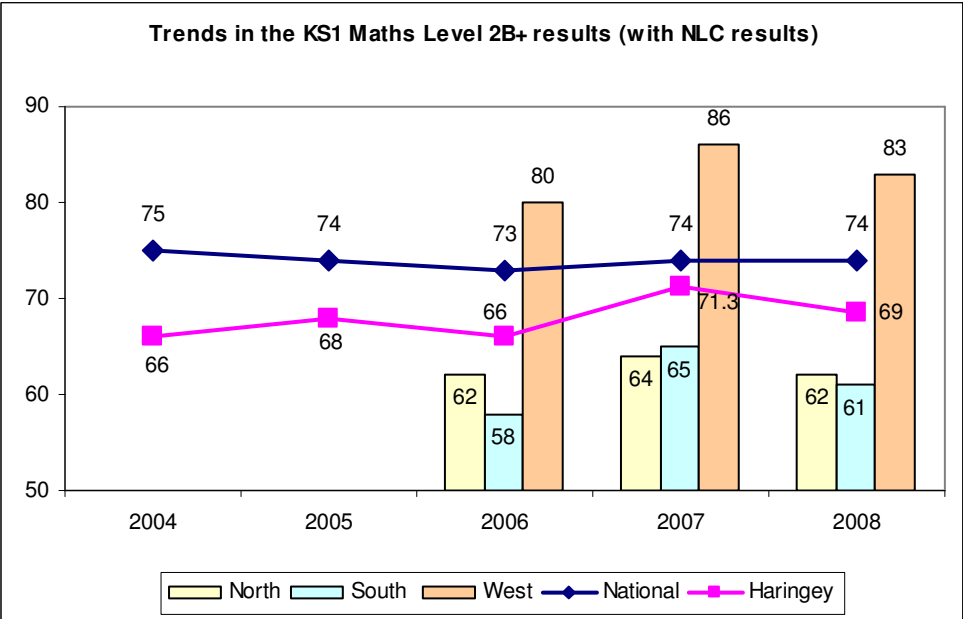
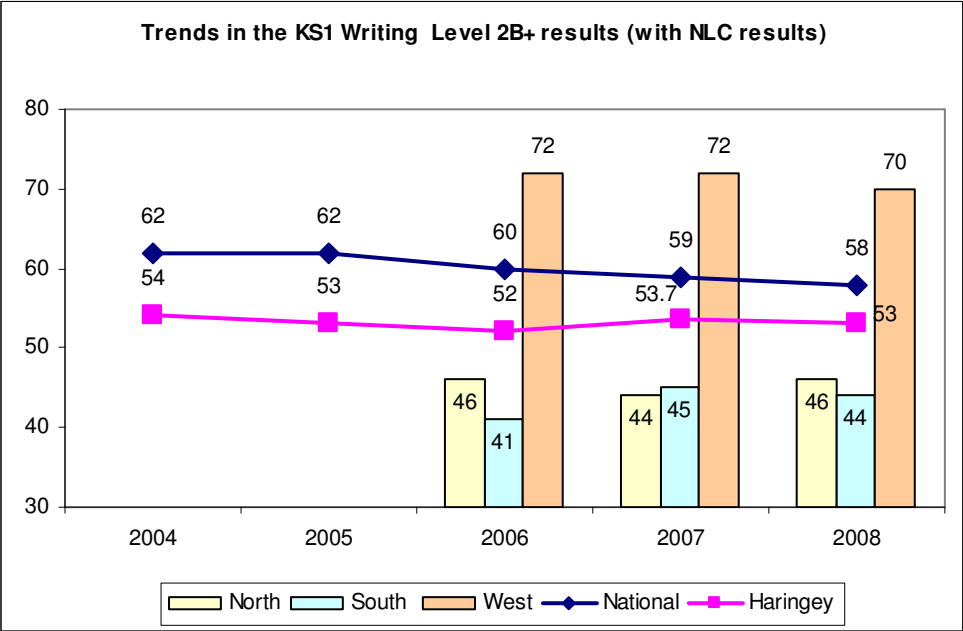
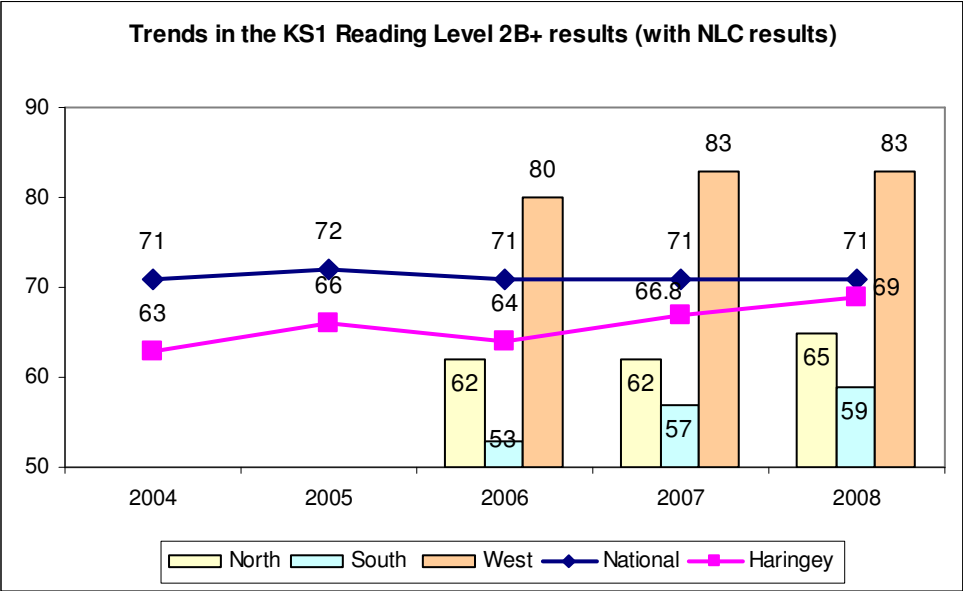
Section 2

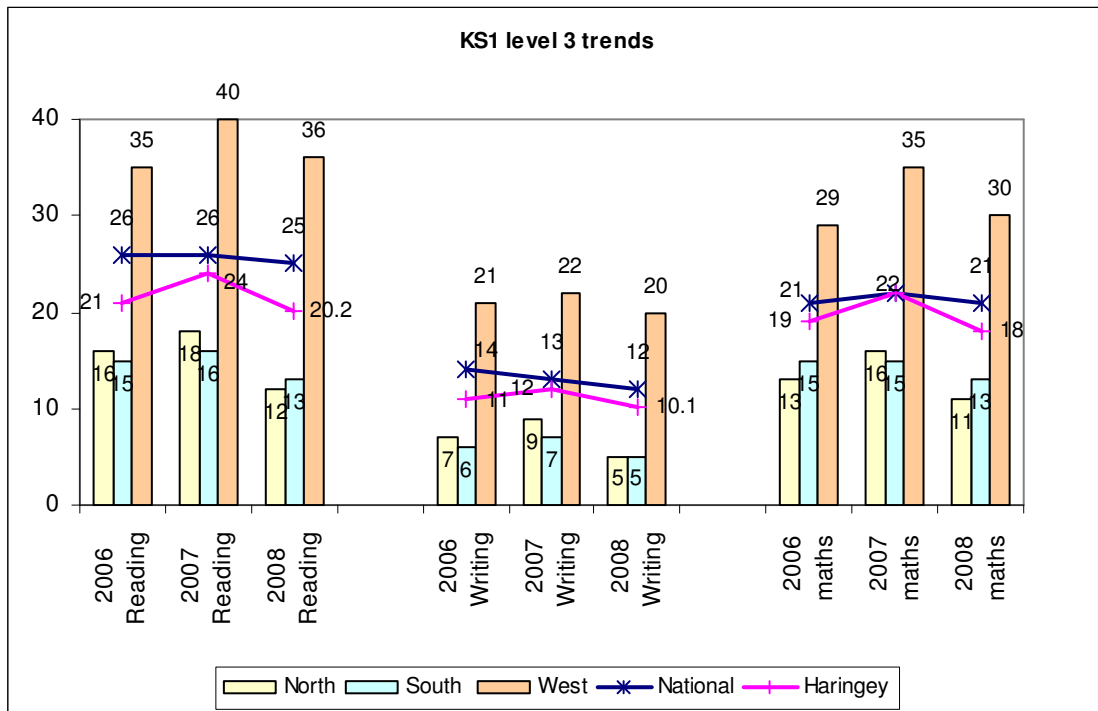
Key Stage 1 (see Annex 2 for more detail)

60. Key Stage 1 assessment changed slightly in 2004 when the Department for Children, Schools and Families (DCSF) introduced more flexible reporting arrangements using tests and tasks to underpin an overall teacher assessed grade. This means that Haringey and national results prior to 2004 are not directly comparable to previous years.
61. Key Stage 1 results are below national standards at level 2 (the expected level of attainment), but there are signs of the gap being closed. **Since 2005** Haringey's rate of progress at the end of KS 1 has been better than the rate nationally. At level 2 and above (L2+) reading results in Haringey have improved by 2% to 81% compared to a national 1% fall to 84%. Writing results have remained at 75% compared to a national 2% fall to 80%. Results in mathematics have stayed at 87% compared to a national fall of 1% to 90%. Science results have risen by 4% to 87% compared to a national fall of 1% to 89%. Results at L2+ are slightly higher than statistical neighbours. Reading 81% compared to 80%, writing 75% compared to 75%, maths 87% compared to 86%.
62. Trends at level 2B and above (2B+) have also been better than the national pattern. Reading results have improved by 3% to 69% compared to national dropping 1% to 71%. Writing has improved by 1% to 53% compared to a national fall of 3% to 58%. Maths has improved by 1% to 69% compared to national staying at 74%.
63. Results at level 3 (above national expectation) have declined in a similar pattern to national results. Reading has declined 2% to 20% compared to national decline of 2% to 25%. Writing declined 3% to 10% in line with national decline to 12%. Maths has remained at 18%, national decline of 2% to 21%. Science has declined 2% to 17% compared to national decline of 3% to 22%.









Gender

64. At Key Stage 1, girls outperform boys in reading by 8% at L2+ and 6% L3+ (national 8% and 8% respectively). In writing by 9% at L2+ and 9% at L3+ (national 11% and 8%). The results in mathematics are closer; girls outperform boys by 3% at L2+, boys outperform girls by 7% at L3+. These differences are similar to national results.

Ethnic Minority Pupils

65. At Key Stage 1, there continue to be differences in attainment between White British pupils and pupils from the other large ethnic groups. These are particularly significant at the higher levels of achievement. Thirty eight percent of White UK pupils attain L3+ in reading compared to 12% African Caribbean, 13% African, 2% Turkish, 32% Irish, 29% Nigerian and 25% White Other pupils. In writing, the comparative L3+ figures are: 21% White UK, 6% African Caribbean, 6% African, 2% Turkish, 16% Irish, 16% Nigerian and 14% White Other. Mathematics L3+ figures are 33% White UK, 11% African Caribbean, 10% African, 9% Turkish, 27% Irish, 19% Nigerian and 21% White Other.

Mobility

66. Approximately 75% of KS1 pupils were at their school for more than two years prior to taking KS1 and 25% for less than 2 years. There is a 15% to 20% difference in the percentage of pupils attaining L2+ and 2B+ in reading, writing and mathematics between pupils who have been at their school for more than two years compared to pupils with less than two years.

Eligibility for free school meals

67. There were 870 pupils eligible for free school meals, 1821 not eligible. 74% of eligible pupils and 85% of not eligible obtained Reading level 2+. The writing figures are 63% to 80%. The difference in mathematics level 2+ is 81% to 90%.

High Attaining Pupils

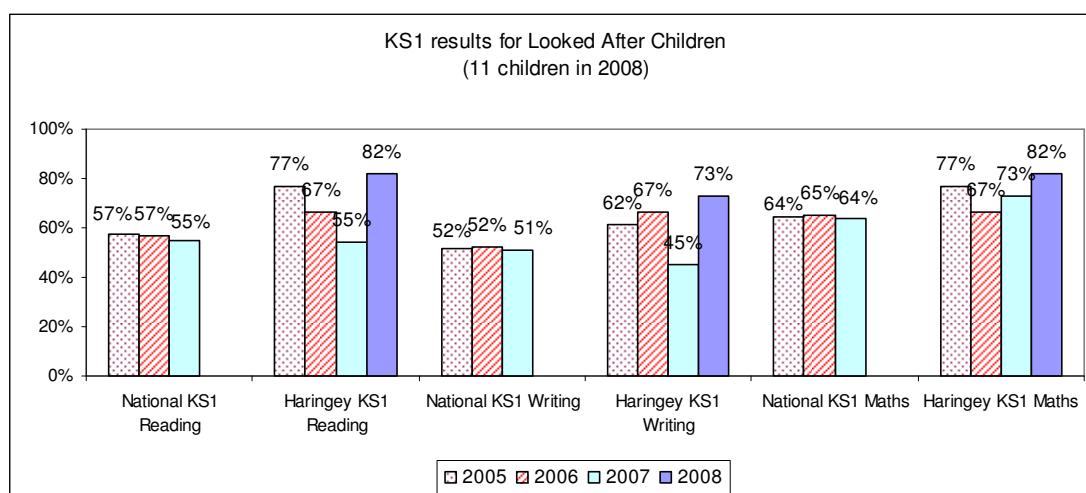
68. At Key Stage 1 there has been a fall in the percentage of high attaining pupils (pupils attaining L3+). In reading the figure fell 4% to 20% (nationally it fell 1% to 25%), in writing a 2% decrease to 10% (nationally a 1% fall to 12%), and in mathematics a fall of 4% to 18% (nationally a 1% fall to 21%).

Low attaining pupils

69. At Key Stage 1 there has been a decrease in the percentage of low attaining pupils. In reading the percentage of pupils who attained a W (working towards level 1) fell from 4.9% to 4.75% which equates to 128 children (nationally the 2008 figure is 3%). Writing increased slightly from 6.7% to 6.8%, 183 children (5% nationally) and mathematics fell from 3.6% to 3.2%, 85 children (2% nationally).

Looked After Children

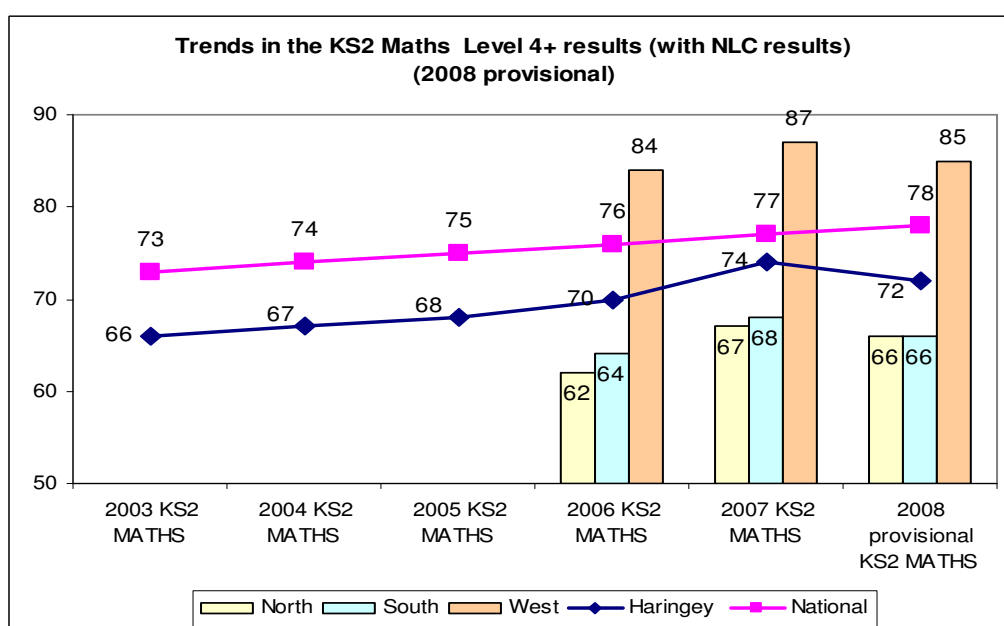
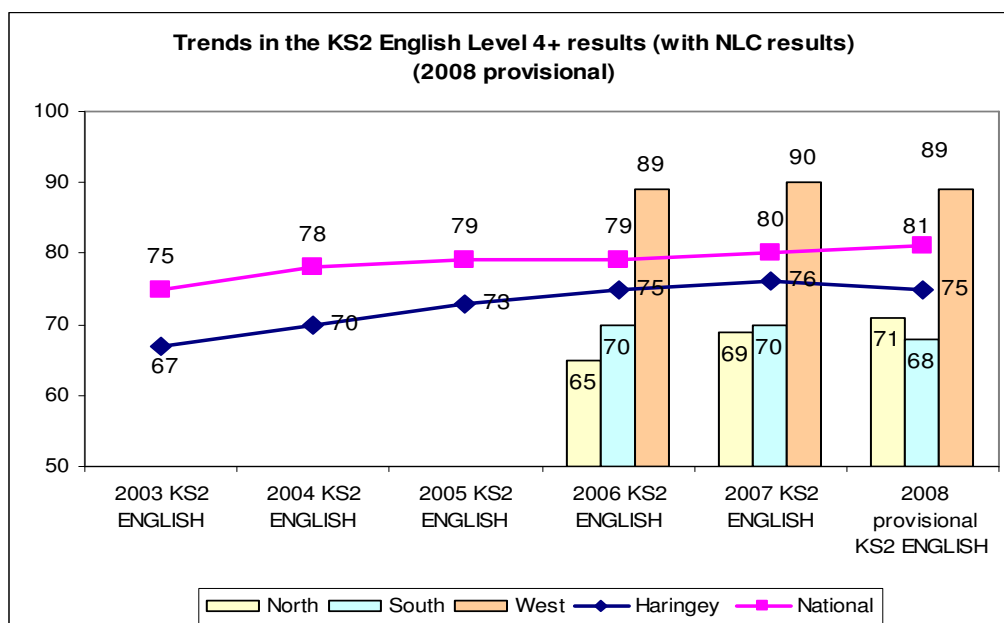
70. There were 11 Looked After children in the 2008 KS1 cohort. This means that each child is equivalent to 9% and that there can therefore be significant fluctuations from year to year. There was an improvement in the percentage of pupils achieving L2+ in reading from 55% to 82%, and in writing from 45% to 73%. Results in mathematics improved from 73% to 82%. Results are above national results for LAC. National LAC results in 2007 were reading 55%, writing 51%, mathematics 64%. The 2008 National data is not yet available.

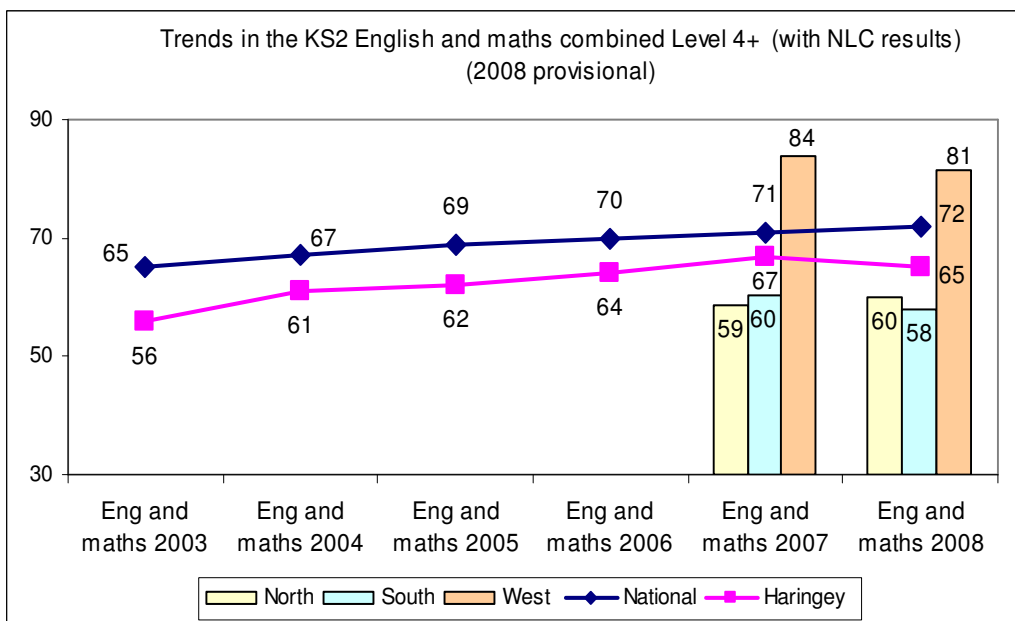
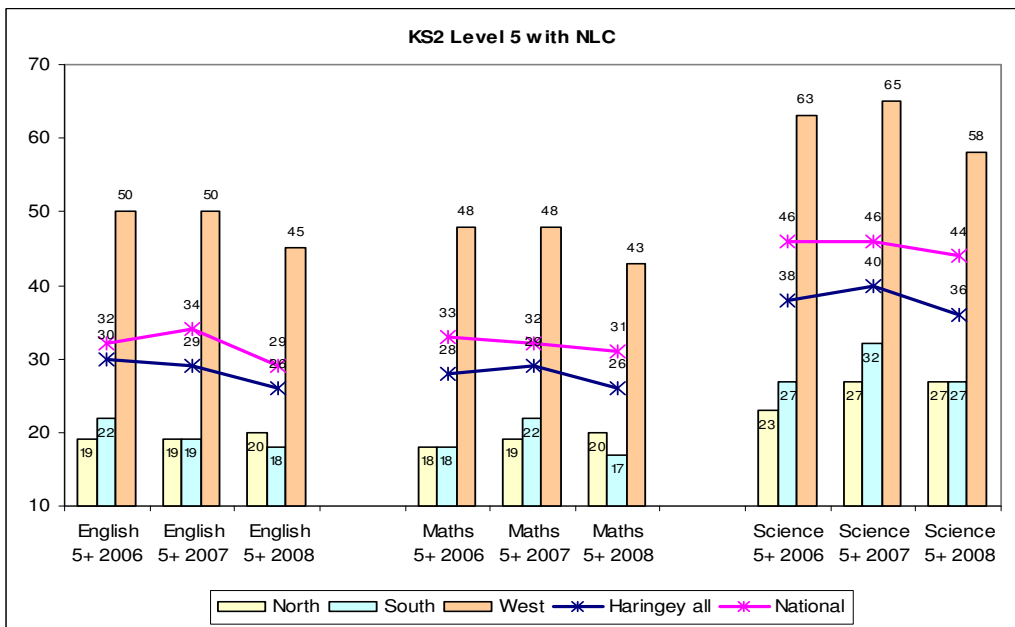
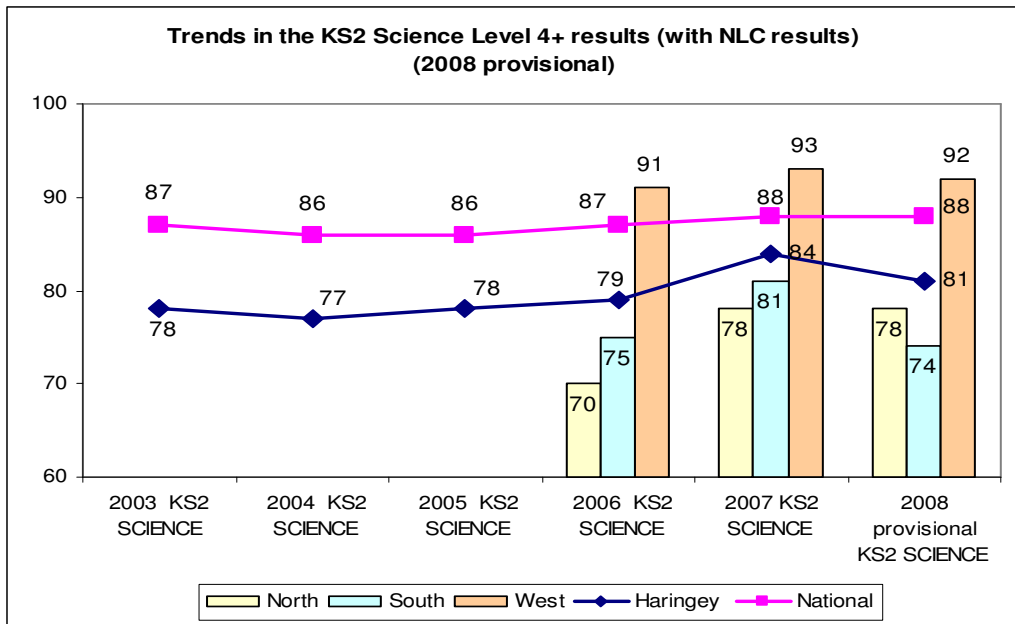


Section 3

Key Stage 2 (see Annex 3 for more detail) UNVALIDATED DATA

71. Overall, Haringey's rate of progress **since 2003** at Key Stage 2 has been better than the national trend. At level 4 and above (L4+), English has improved by 8% in Haringey compared to national improvement of 6%. Mathematics in Haringey has improved by 6% compared to a 5% gain nationally. In science the Haringey result has improved by 3% compared to 1% nationally. Comparative data on statistical neighbours will be available later in the year.





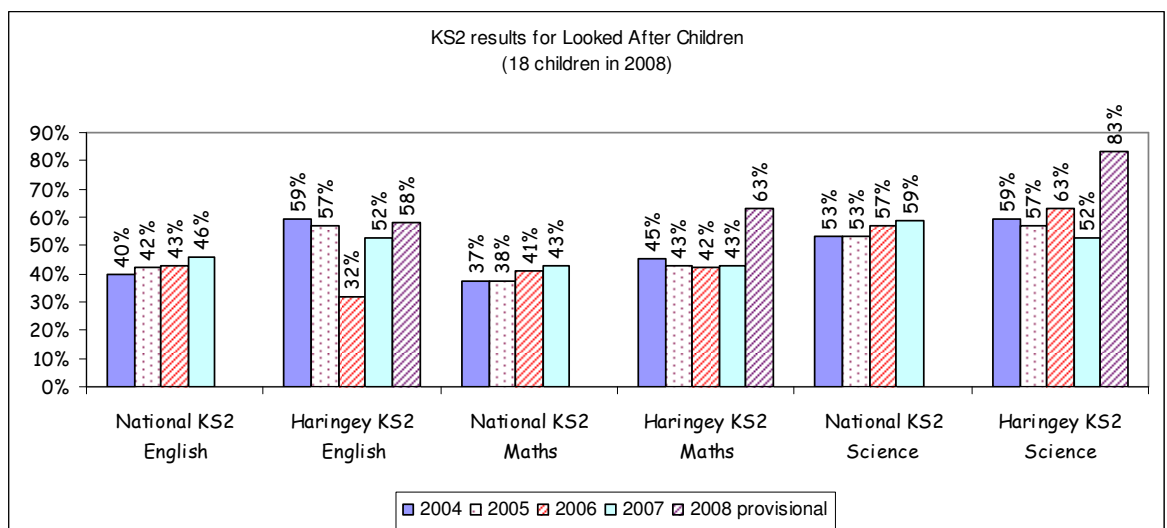
72. In 2008 in English, the percentage achieving L4+ has declined from 76% to 75%. Mathematics results have declined from 74% to 72% and science results declined from 84% to 81%. The percentage of pupils achieving L5+ in English fell by 3% to 26%, maths also fell by 3% to 26% and results in science fell by 4% to 36%. The percentage of pupils who achieved L4+ in both English and maths has fallen by 2% to 65%.
73. Nationally, in 2008, at L4+ results in English and maths improved by 1% and science results stayed the same. At L5+ the English results fell by 5% to 29%, mathematics fell 1% to 31%, science fell 2% to 44%. The combined English and maths results improved by 1% to 72%.
74. The graphs also illustrate the gaps between the three network learning communities and the challenges faced particularly in the north and south of the borough.

Gender

75. Haringey's results mirror the national picture with girls outperforming boys in English at L4+ by 12% and at L5+ by 8% (national difference is 9% at L4+ and 13% at L5+). In mathematics girls score the same as boys at L4+ (national boys are 1% higher), at L5+ boys outperform girls by 5% (national difference is 7% in favour of boys). In science there is a 4% difference in favour of girls at L4+ (2% national difference), and a 3% difference at L5 (2% national difference).

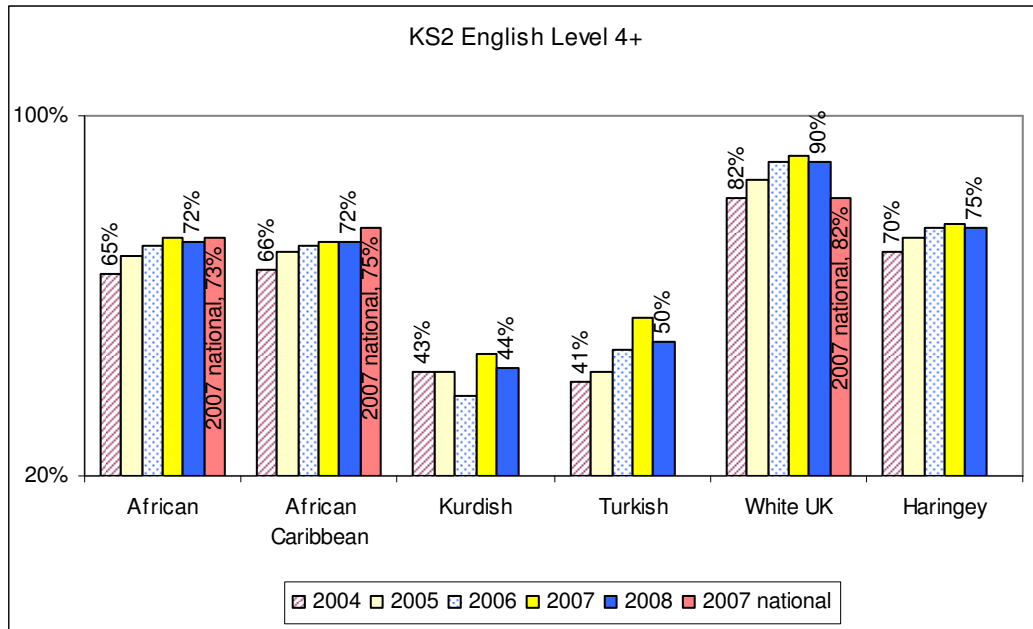
Looked after Children

76. At KS2 there were 18 Looked After Children, so each child is approximately 5%. Results in English improved to 58%. Maths results improved from 43% to 63%. Results in science improved to 83%. As can be seen from the graph below, results in English, maths and science are better than national 2007 LAC results.

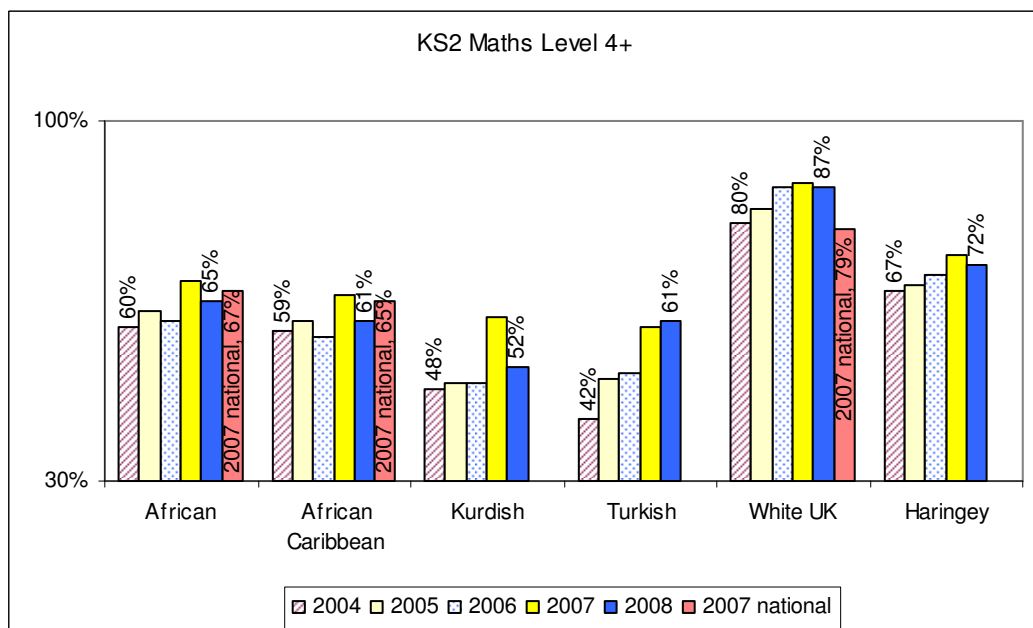


Ethnic Minority Pupils

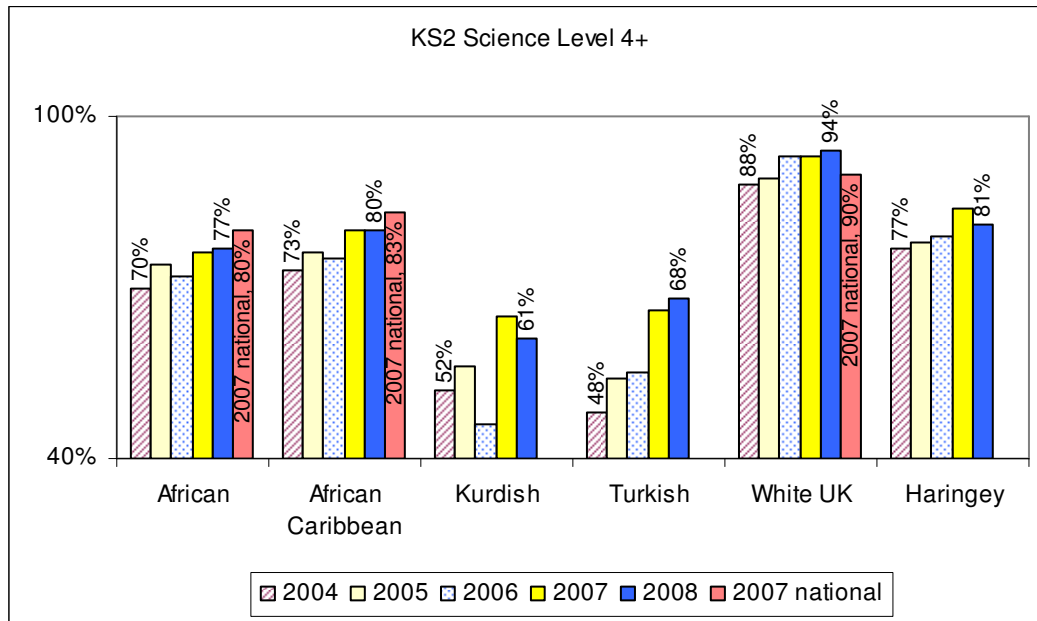
77. In English at L4+, the gap between the Haringey results and the results of all the larger ethnic groups has generally been closing slowly. The graph below also shows national results for African, African Caribbean and White UK pupils in 2007. Haringey African pupils are 1% below their national 2007 peers. Caribbean pupils are 3% below national peers and White UK pupils are 8% above national peers.



78. In mathematics at L4+ (since 2004), African pupils results have improved by 5%, African-Caribbean results by 2%, Kurdish by 7% and Turkish pupils by 19%. White UK pupils have improved by 7%.



79. In science at L4+ (since 2004), African pupils results have improved by 7%, African-Caribbean results by 7%, Kurdish by 9% and Turkish pupils by 20%. White UK pupils have improved by 6%.



80. Significant differences persist in the level 5+ results at KS2. In English 51% (+6) of White UK pupils attained L5+ compared to 19% (+4) African, 18% (-1) African Caribbean, 5% (+1) Kurdish and 6% (-1) Turkish. Figures in brackets show the difference from 2003 results.
81. In mathematics, the comparative L5+ figures are 51% (+5) White UK, 19% (+5) African, 15% (+2) African Caribbean, 11 (+1) Kurdish and 16 (+6) Turkish.
82. In science, the figures are 64% (+11) White UK, 30% (+9) African, 28% (+3) African Caribbean, 14% (+2) Kurdish, 15% (+4) Turkish.

Mobility

83. At the end of Key Stage 2, 534 pupils (20%) were at their school for less than three years prior to taking the Key Stage 2 tests. The attainment of these 'mobile' pupils is significantly below 'non mobile' pupils. In English, for example, 63% of mobile pupils attain L4+ compared to 79% of non-mobile pupils. Similar differences occur in mathematics and science.

Eligibility for free school meals

84. There are significant differences nationally between the overall attainment of pupils who are eligible for free school meals (FSM) and pupils not eligible for FSM. In English (2007) for example, 62% of FSM pupils compared to 83% of non FSM pupils attain level 4 and above. At level 5 the comparative figures are 15% compared to 36%. Figures for maths and science are similar. In Haringey (2008) 62% of FSM pupils and 82% of non FSM pupils obtained English level 4+. The figures for level 5+ are 12% and 34%

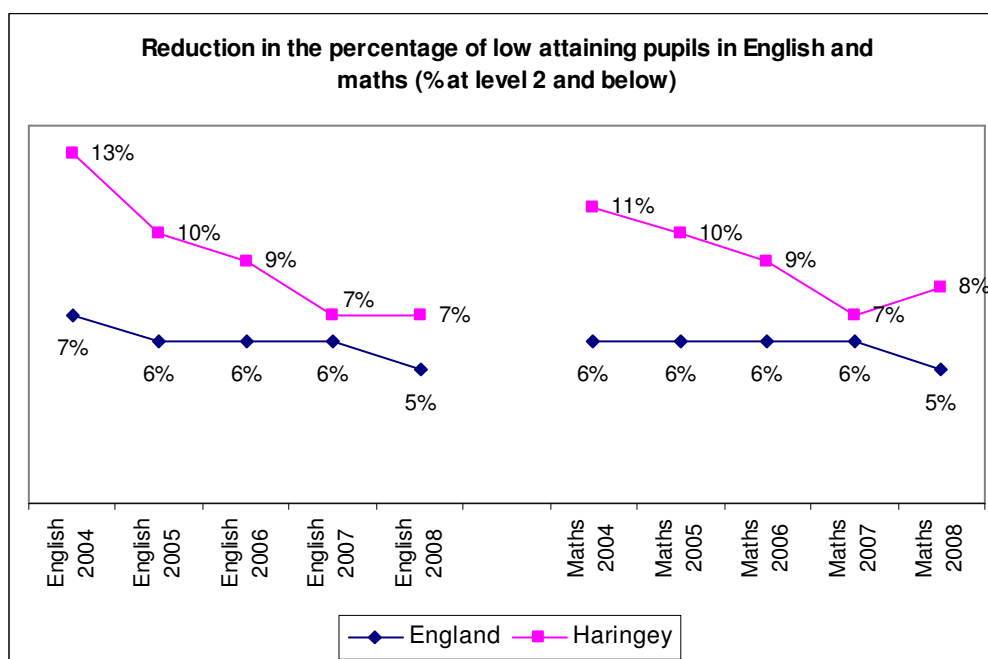
respectively. Mathematics and science have similar differences. When the number of pupils is small in particular ethnic groups these differences are not always so clear cut. However there are some very significant differences in some of the groups. In English, 74% of non FSM Caribbean pupils attain level 4+ compared to 66% of FSM pupils. For level 5 the figures are 18% compared to 9%. For White British pupils the figures are 94% non FSM and 70% FSM for level 4+ and 53% and 16% for level 5.

High attaining pupils

85. At Key Stage 2 pupils who attain level 5+ are high attaining pupils. Since 2005 the percentage of high attaining pupils in English has increased by 1% to 26% (nationally by 3% to 29%), in mathematics Haringey has increased by 1% to 26% (same as national 1% increase to 31%) and in science there has been a 2% drop to 36% (national drop of 3% to 44%).

Low attaining pupils

86. At Key Stage 2 there has been a decrease in the percentage of low attaining pupils in English and maths. In English the percentage of pupils attaining L2 and below has decreased from 13% (350 pupils in 2004) to 7% (190 pupils in 2008), nationally the figure is 5%. Mathematics has decreased from 11% (300 in 2004) to 8% (216 in 2008), nationally the figure is 5%. This means that fewer pupils are now starting secondary schools with low literacy and numeracy levels.



DCSF Contextual Value Added (CVA)

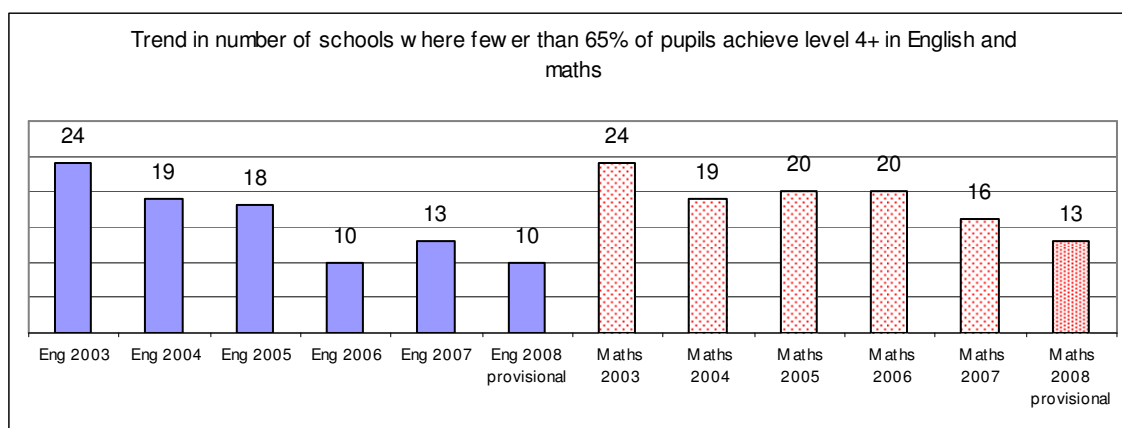
87. The DCSF contextual value added measure for **2007** was 100.1. This placed Haringey in joint 44th place out of 150 local authorities. Individual schools CVA measure is used as an indicator to measure whether pupils make appropriate progress in moving from Key Stage 1 to Key Stage 2 (mainly based on their prior attainment, but also including factors such as the

gender, eligibility to free school meals, ethnicity and other contextual factors). Thirty nine schools made appropriate or considerably better progress than expected for their pupils (when error margins are taken into account). Progress for pupils in fourteen schools was below what might be expected. The 2008 CVA measures will be available in April 2009.

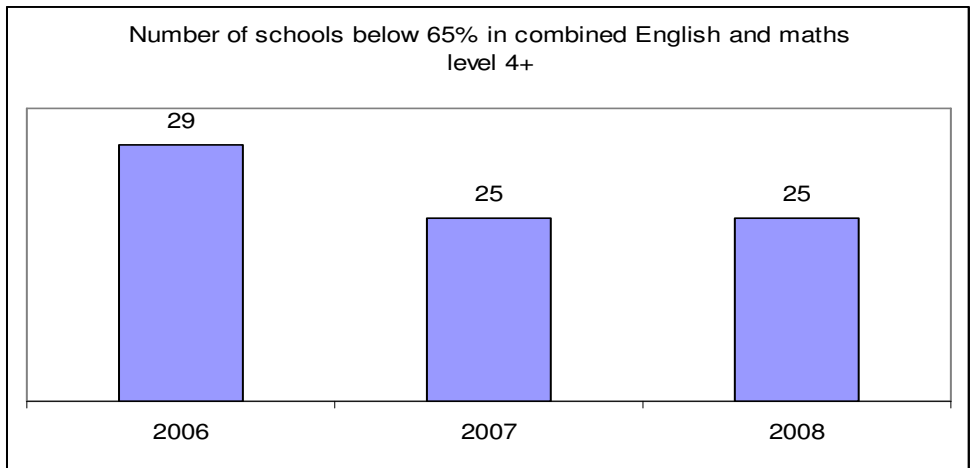
Targets

88. These are national targets which are aimed to be achieved by 2008. The target for Key Stage 2 is to substantially reduce the number of schools where fewer than 65% of pupils achieve level 4+ in English and maths. There are 10 schools in Haringey that in 2008 are below the floor target in English and 13 schools below the target in maths. These are both very good improvements from 2003 when there were 24 schools below the target in English and 24 schools below the target in maths. The intention is to reduce this further by 2009.

	KS2 Eng 2003	KS2 Eng 2004	KS2 Eng 2005	KS2 Eng 2006	KS2 Eng 2007	KS2 Eng 2008	KS2 Maths 2003	KS2 Maths 2004	KS2 Maths 2005	KS2 Maths 2006	KS2 Maths 2007	KS2 Maths 2008
Less than 65%	24	19	18	10	13	10	24	19	20	20	16	13



The new target is to reduce the number of schools where fewer than 65% of pupils achieve level 4 and above in both English and maths. The graph below shows the trend since 2006.



School results can be downloaded at www.dfes.gov.uk/performance/tables

Primary Ofsted inspections September 2007 – August 2008

89. Key to judgements: grade 1 outstanding, grade 2 good, grade 3 satisfactory, grade 4 inadequate.
90. Under the new Ofsted inspection framework when a school is graded as 4, inadequate, the Ofsted inspectors determine whether the school needs to be categorised as special measures or given a notice to improve. A school categorised as special measures is failing or likely to fail to give its pupils an acceptable standard of education. A school categorised as requiring a notice to improve is underachieving. This could be due to one or more important weaknesses, such as unsatisfactory achievement in core subjects, unsatisfactory teaching, crucial aspects of leadership or management which are unsatisfactory.

Ofsted Primary inspections (Sept 2007 to August 2008) - Comparison of National with Haringey

The data below refers to the list of 21 inspections in this period

Establishment	Inspection date	Outcome	Establishment	Inspection date	Outcome
Our Lady of Muswell	11/09/2007	Good with outstanding features	Belmont Junior	10/12/2007	Provides outstanding education
St Peter in Chains	18/09/2007	Good with many outstanding features	St Paul's and All Hallows CE Infants	01/02/2008	Outstanding
Belmont Infants	27/09/2007	Outstanding	Bounds Green Infants	12/02/2008	Good
South Haringay Juniors	02/10/2007	Good with outstanding features	Bounds Green Junior	12/02/2008	Satisfactory and improving
Risley	02/10/2007	Satisfactory and improving school - no longer requires significant improvement	Downhills	13/02/2008	Satisfactory - improving
Coleraine	03/10/2007	Satisfactory with a number of strengths	Stroud Green	27/02/2008	Satisfactory
The Green	10/10/2007	Satisfactory and steadily improving	Stamford Hill	01/05/2008	Satisfactory and improving
St James	08/11/2007	Outstanding school	Weston Park	13/05/2008	Good with some outstanding features
St Martin of Porres	16/11/2007	Good with several outstanding features	St Paul's RC	10/07/2008	Satisfactory and improving
Tiverton	21/11/2007	Satisfactory with many good features	Mulberry	14/07/2008	Satisfactory
St Anns	26/11/2007	Good with some outstanding features			

The data in the table below compares haringey Ofsted inspections with national data for each indicator from the Ofsted framework.

Primary School inspections National and Haringey data are for Sept 2007 to August 2008		Outstanding	Good	Satisfactory	Inadequate		Good or better
How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	National	13%	50%	33%	4%		63%
	Haringey	19%	33%	48%	0%		52%
Schools work with others to promote learner's well-being?	National	30%	58%	11%	0%		88%
	Haringey	43%	52%	5%	0%		95%
Capacity to make any necessary improvements.	National	17%	57%	25%	2%		74%
	Haringey	33%	33%	33%	0%		67%
Quality and standards in foundation stage.	National	15%	64%	20%	1%		79%
	Haringey	26%	42%	26%	5%		68%
How well do learners achieve	National	13%	50%	33%	4%		63%
	Haringey	29%	24%	48%	0%		52%
Standards reached by learners.	National	10%	38%	47%	6%		48%
	Haringey	19%	24%	48%	10%		43%
How well learners make progress, taking into account different groups.	National	13%	50%	33%	4%		63%
	Haringey	29%	24%	48%	0%		52%
How well learners with learning difficulties and disabilities make progress.	National	14%	55%	28%	3%		69%
	Haringey	29%	33%	38%	0%		62%
How good is the overall personal development and well-being of the learners?	National	35%	55%	10%	0%		90%
	Haringey	43%	43%	14%	0%		86%
Extent of spiritual, moral and cultural development.	National	34%	56%	10%	0%		90%
	Haringey	38%	52%	10%	0%		90%
Extent to which learners adopt healthy lifestyles.	National	36%	57%	7%	0%		93%
	Haringey	38%	52%	10%	0%		90%
Extent to which learners adopt safe practices.	National	33%	59%	7%	0%		92%
	Haringey	43%	43%	14%	0%		86%
How well learners enjoy their education.	National	41%	52%	7%	0%		93%
	Haringey	48%	48%	5%	0%		95%
The attendance of learners.	National	11%	44%	43%	2%		55%
	Haringey	14%	38%	48%	0%		52%
The behaviour of learners.	National	37%	56%	7%	0%		93%
	Haringey	43%	52%	5%	0%		95%
Extent to which learners make a positive contribution to the community.	National	35%	53%	11%	0%		88%
	Haringey	33%	48%	19%	0%		81%
Develop workplace and other skills that will contribute to future economic well-being.	National	20%	44%	33%	3%		64%
	Haringey	29%	24%	48%	0%		52%

Primary School inspections National and Haringey data are for Sept 2007 to August 2008		Outstanding	Good	Satisfactory	Inadequate		Good or better
How effective are teaching and learning to meet the full range of the learners' needs?	National	12%	52%	34%	3%		64%
	Haringey	14%	43%	43%	0%		57%
How well do the curriculum and other activities meet the range of needs and interests of learners?	National	19%	50%	30%	1%		69%
	Haringey	19%	48%	33%	0%		67%
How well are learners cared for, guided and supported?	National	28%	48%	23%	1%		76%
	Haringey	43%	29%	29%	0%		71%
How effective are leadership and management in raising achievement and supporting all learners?	National	15%	52%	31%	2%		67%
	Haringey	33%	24%	43%	0%		57%
Leaders and managers set clear direction to improve and promote high quality of care and education.	National	19%	50%	29%	2%		69%
	Haringey	38%	24%	38%	0%		62%
Performance monitored, evaluated and improved to meet challenge targets through quality assurance.	National	16%	50%	31%	3%		66%
	Haringey	29%	33%	38%	0%		62%
Effectiveness of the school's self-evaluation.	National	17%	54%	26%	2%		71%
	Haringey	33%	29%	38%	0%		62%
Equality of opportunity is promoted and discrimination tackled so all learners achieve as well as they can.	National	17%	49%	31%	3%		66%
	Haringey	38%	19%	43%	0%		57%
How effectively and efficiently resources are deployed to achieve value for money.	National	14%	51%	31%	4%		65%
	Haringey	33%	19%	48%	0%		52%
The extent to which governors and other supervisory boards discharge their responsibilities.	National	13%	53%	32%	2%		66%
	Haringey	19%	43%	38%	0%		62%

Highlighted numbers indicate that Haringey percentage is greater than national. Every 5% in Haringey is approximately 1 school.

The table shows that consistently there are more outstanding grades for Haringey schools, fewer good than national but a greater percentage of satisfactory. There are only 2 indicators which show any inadequate grades.

Ofsted reports can be downloaded at www.ofsted.gov.uk

Schools causing concern

91. The Ofsted framework was updated in September 2006 to provide shorter, more frequent inspections with little prior notice of inspection. Haringey currently has no schools in special measures and one primary school (Risley) was given a Notice to Improve during the academic year 2007/08. A detailed action plan was put in place to address the weaknesses identified and in October 2007 Risley was successfully re-inspected and the Notice to Improve was removed. There are now no primary schools in an Ofsted category.

Main points for action from a detailed analysis of the data

92. The annual analysis of data for each Key Stage enables us to evaluate our strategies for raising standards, and to ensure that all areas for improvement identified by the data are included in our strategies. An analysis of the data from 2008 has identified the following areas for improvement:

Interventions at Key Stage 1 include:

- Continue the focus on raising standards to at least level 2 in reading, writing, mathematics and science. There is now a focus on achieving level 2B at key stage 1 as those children achieving level 2C are at risk of failing to achieve level 4 at Key Stage 2.
- Continue the focus on narrowing the attainment gap at level 3 between White UK pupils and other ethnic groups.
- Provide a sharper focus on higher attaining pupils.
- There is a focus on improving the standards of Quality First Teaching, through modelling and CPD to ensure that class teachers are able to engage all children in their class.

Interventions at Key Stage 2 include:

- Continue the focus on raising standards to at least level 4 in English, mathematics and science.
- Continue to narrow the attainment gap between pupils in the west and those in the east.
- Continue to close the gap between the attainment levels of White UK pupils and other ethnic groups.
- Continue strategies to close the gap between the attainment of boys and girls.
- Continue to monitor progress of pupils, particularly in schools where contextual value added is below national expectations.
- Again there is a focus on quality first teaching and ensuring an engaging curriculum.
- Support more schools to move from satisfactory to good and good to outstanding in their Ofsted inspections.

Strategies for Raising Standards in Key Stages 1 and 2

Targeted support

93. The Local Authority will continue to work in partnership with schools to secure the momentum of improvement in standards and achievement at Key Stages 1 and 2. This will be achieved through the focused work of the primary and special standards teams. It will include strategic intervention from the LA workforce including advanced skills and leading teachers working alongside the teaching and learning consultants.
94. There will be continued support for targeted schools through the Primary National Strategy (PNS) and Local Authority (LA) programmes including the following:
- Targeted Pupil Intervention (TPI)

- Improving Schools Programme (ISP)
 - Black Children's Achievement Programme (BCAP)
 - English as an Additional Language Programme (EALP)
 - One to one tuition across key stage 2 in maths and English for those children at risk of falling behind
95. These programmes are designed to improve planning and assessment for learning and to ensure that pupils' learning needs are met, particularly those from ethnic minority groups.
 96. There will be continuing support to schools to make effective provision for refugee and asylum-seeking pupils, as well as for Gypsy Roma Traveller (GRT) pupils. Improving the quality of provision, rates of attendance and raising the attainment of GRT pupils continues to be a priority within the National Strategies and in Haringey.
 97. Schools will be supported to implement effective procedures to improve the induction, integration and thus the attainment and progression of newly arrived pupils. Haringey's guidance document will be updated to include best practice emerging from the National Strategies New Arrivals Excellence Programme (NAEP).
 98. Support to schools will continue to ensure that no school is placed in a category of concern by Ofsted. Individual intervention programmes will be in place in schools identified as causing concern and followed up with challenge and support from the LA.
 99. We will evaluate the Cross Phase Project between Park View Academy, Tiverton, Downhills, Bruce Grove and Mulberry School in partnership with the Local Authority and the Primary and Secondary National Strategies to embed curriculum targets and focus on progression in teaching and learning. Plans will be progressed to extend the programme to a second cluster.
 100. The strategies in place that have led to improved primary attendance will be maintained. We will ensure that the revised attendance procedures and absence recording codes are well embedded to reduce the levels of unauthorised absences, and to focus on improving actual levels of attendance. Targets have been set again for attendance.
 101. Service Level Agreements with primary schools and attendance action plans will continue to be stringently used in target schools and prosecutions will be implemented swiftly as a means of further establishing the culture across Haringey of the importance of school attendance.
 102. Support and advice is provided for schools, families and young people to help reduce the risk of exclusion, Support is provided to help schools develop strategies and activities aimed at reducing the risk of exclusion.

Key Stage 1

103. We will build on the success of last years' initiatives and continue the actions to boost the percentage of pupils achieving level 3, in particular Caribbean, Black African and Turkish children with particular reference to those on free school meals.
104. We will focus on boosting the number of pupils achieving level 2B and above in order to secure the improved likelihood of those pupils achieving level 4 and above at the end of Key Stage 2, in particular boys' writing and reading.
105. We will continue to monitor and evaluate the impact of our work through team meetings, SIP reports and regular reviews with targeted schools.

Key Stage 2

106. We will build on the achievement of our schools in 2007-8 with a particular focus on the schools that are below the recommended DCSF 'Floor' target of 65% of pupils attaining level 4 and above in both English and mathematics.
107. We will continue to provide support for targeted ethnic minority groups. Provisional KS2 figures for 2007 show that the target groups of Kurdish and Turkish pupils had made significant progress by the end of KS2 in English, maths and science and the support programmes for these pupils will continue.
108. Support for the continued improvements for Caribbean and African pupils' achievement will also be maintained. The KS2 figures for level 5 show a more varied and less secure trend. We will continue to focus on raising the level 5 attainment of all pupils, with particular emphasis on those groups whose attainment is below the Haringey average. The programmes in place will continue in order to improve further attainment in targeted groups. In spite of these improvements there remains lower attainment of pupils with English as an additional language and certain ethnic groups. In order to address this the EAL/EMA and literacy teams will focus on accelerating pupils' progress by further developing their work on single support plans.
109. Training will be provided for Leading Teachers for Gifted and Talented (G&T) Education using the National Strategies materials. Leading G&T teachers will contribute to the development of whole-school self evaluation and improvement planning for the provision and outcomes for G&T pupils. A pilot project is being set up in some Haringey schools but the intention is that every school should have access to the support of a leading teacher for G&T education in order to meet targets for pupils attaining level 5 in English and mathematics.
110. We will promote the renewed primary strategy framework as a tool for improvement with a particular focus on assessment for learning and planning.

We will implement a strategy to focus on:

- Specific training provided to teachers in using guided writing and reading.
- Letters and sounds intervention rolling forward into KS2.
- Science support and challenge programme continuing into the second year in 25 schools where targets do not indicate that 80% of pupils will achieve L4+ at the end of KS2.
- Creative curriculum journey programme, working with schools to develop a curriculum, that is creative, has high expectations and aspirations for all children.

111. Major new initiatives will be implemented, embedded and monitored through CPD for classteachers, subject leaders, middle leaders and senior leaders including headteachers. These initiatives will include

- Assessment of Pupil Progress (APP)
- Lesson Study
- Making Good Progress
- Overcoming Barriers in Maths

112. We will build on the successful focus of 2006 – 2007 on improving the conversion rate from level 2 and above at the end of Key Stage 1 to level 4 and above at the end of Key Stage 2.

113. Provide an increased focus on the attainment by pupils of level 4 and above in both English and maths.

114. Whilst the overall focus will be maintained on literacy and numeracy the drive to improve science attainment for all pupils will be sustained.

115. We will continue the work on cross cutting areas between Key Stages 2 and 3 through the transition action plans.

Support for senior leaders

116. Additional support is provided for senior leaders in schools causing concern through the various Primary National Strategy (PNS) and Local Authority (LA) programmes.

117. Nationally accredited School Improvement Partners have been in place since 2006 and they provide a balance of support and challenge for headteachers.

118. Support for new headteachers is provided through experienced headteachers acting as mentors and a comprehensive induction programme.

119. External consultants provide dedicated support where there is a need to accelerate progress and/or build capacity.

120. Training and development programmes on the renewed frameworks will continue to be delivered. The headteacher training events have been well

publicised and we are continuing with a further focus on deputy headteachers and middle leaders.

121. Succession Planning is a major focus of the authority and aspiring leaders as well as experienced headteachers are given opportunities to experience working in different settings.
122. We are planning a development programme for headteachers linked to the successful middle leaders' programme.

Support for teachers

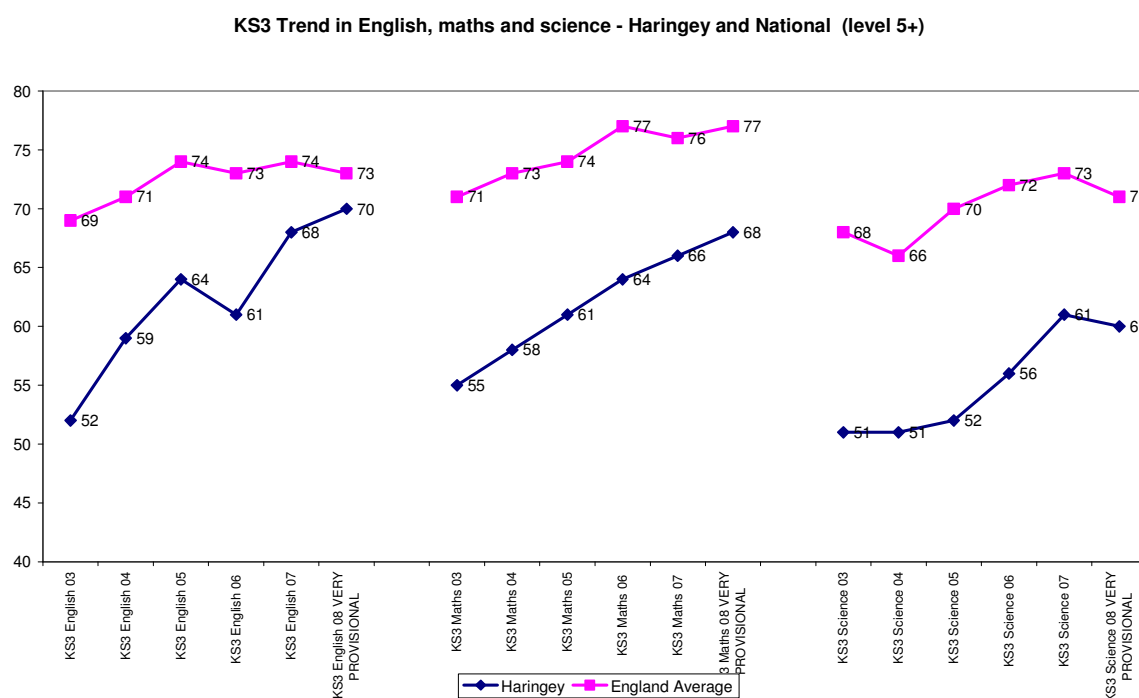
123. The National Strategies continue to provide subject based support for improving standards. Consultants provide classroom based support on assessment for learning and targeted pupil level support. School based support is in place for targeted schools to coach and train teachers in strategies around developing classroom practice.
124. We will continue to roll out the Communication Language and Literacy Development programme (CLLDp) which is now in its third year. Other schools interested in accessing the training can access it even if they are not receiving the focused and sustained support from the teaching and learning consultants involved in the direct delivery of the programme.
125. Further support for the successful Every Child a Reader (ECAR) programme will be provided, with Haringey continuing to be a prominent training provider and lead for other local authorities.
126. We will be one of the pilot authorities taking part in the Every Child a Writer (ECAW) project starting in autumn 2009.

Section 4

Key Stage 3 (see Annex 4 for more detail)

THERE HAVE BEEN MAJOR ISSUES WITH THE KEY STAGE 3 RESULTS IN 2008. THESE ISSUES HAVE INCLUDED; LATE RETURN OF PAPERS TO SCHOOLS, SIGNIFICANT ERRORS IN THE MARKING AND MISSING PAPERS.

AS A CONSEQUENCE THE DCSF HAS DECIDED TO DISCONTINUE THE KEY STAGE 3 TESTS AND THEY WILL NOT BE PUBLISHING KS3 PERFORMANCE TABLES AT LOCAL AUTHORITY OR SCHOOL LEVEL. THE KS3 DATA CONTAINED IN THIS DOCUMENT IS UNVALIDATED. WE HAVE ATTEMPTED TO GIVE SOME INFORMATION ON TRENDS WITH THE MOST ACCURATE DATA WE CURRENTLY HAVE AVAILABLE.



127. Haringey's rate of progress (since 2003) at Key Stage 3 has been better than the national trend. In English Haringey has improved by 18%, national by 4%. This year Haringey's results improved by 2% whilst national fell by 1%.

In mathematics Haringey has improved (since 2003) by 13%, national by 6%. The 16% gap that existed in 2003 between Haringey and the national reduced to 10% in 2007. This year Haringey's results improved by 2% (national by 1%).

128. In science Haringey has improved (since 2003) by 9%, national by 3%. The 17% gap that existed in 2003 between Haringey and the national has been reduced to 11% in 2008. This year Haringey's results fell by 1% (national fell by 2%).

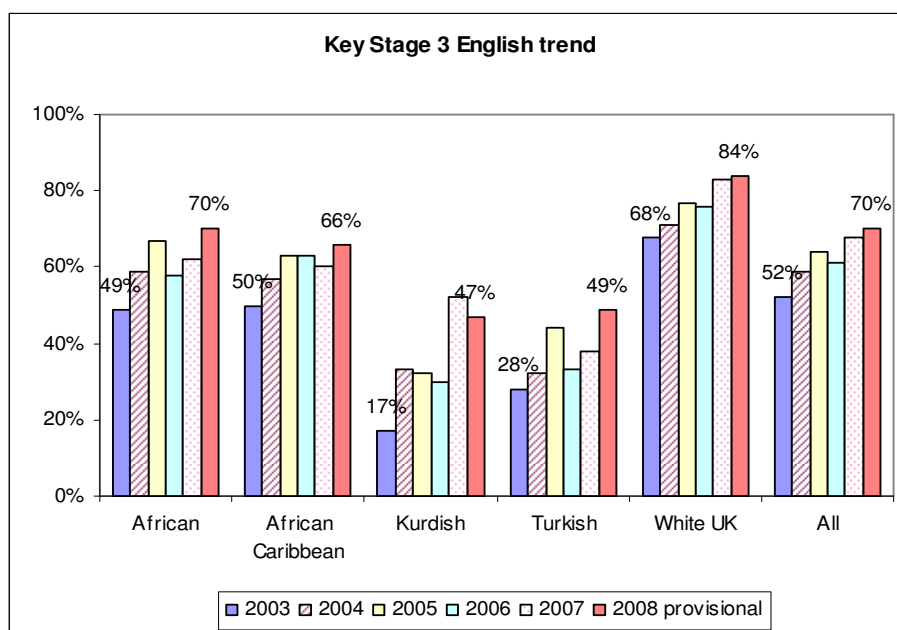
Whilst the improvements are encouraging, there remain substantial gaps between Haringey's results and the national in maths and science. Key Stage 3 standards in all three core subjects remain a priority for action.

Gender

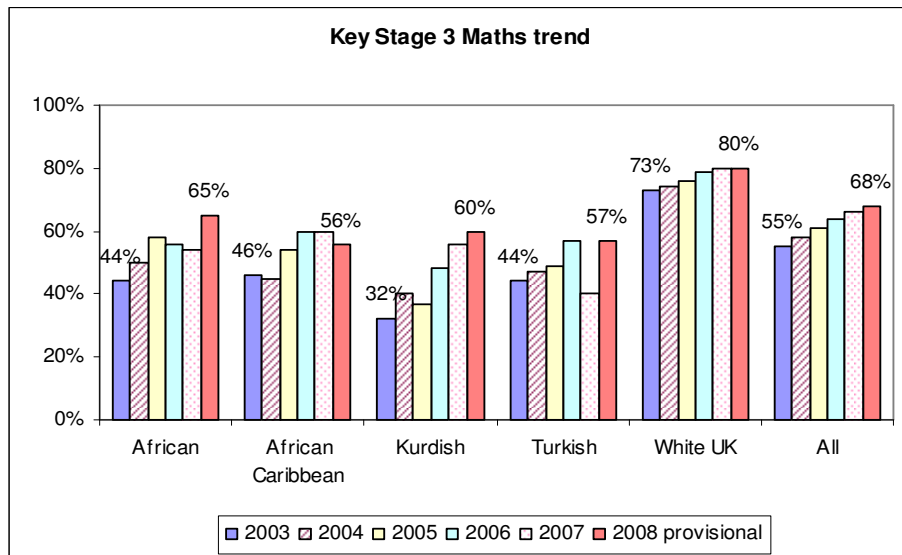
129. The pattern of achievement between boys and girls is very similar to that found nationally. In English, girls outperform boys at level 5+ by 7% (national by 14%) and by 14% at level 6+ (national by 15%). In mathematics, girls and boys have very similar results at level 5+, 68% (national 77% and 76%) and at level 6+, 46% and 49% (national 56% and 58%). In science girls outperform boys at level 5+ by 1% (national boys outperform girls by 1%).

Ethnic Minority Pupils

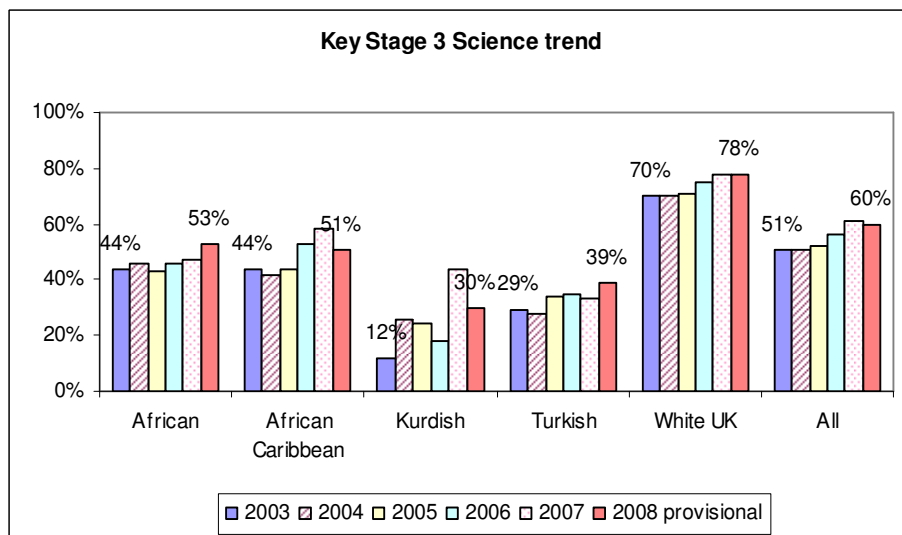
130. In English achievement for almost all pupils from ethnic minority heritage has improved and the rate of progress in some cases is ahead of the rate of progress of all pupils. African pupils have improved by 21% since 2003, Caribbean pupils by 16%, Kurdish pupils by 30%, Turkish pupils by 21% and White UK improved by 16%.



131. In mathematics African pupils have improved by 21% since 2003, Caribbean pupils by 10%, Kurdish pupils by 28%, Turkish pupils by 13% and White UK have improved by 7%.



132. In science African pupils have improved by 9% since 2003, Caribbean pupils improved by 7%, Kurdish pupils improved by 18%, Turkish pupils improved by 10% and White UK improved by 8%.



High attaining pupils

133. Progress for high attaining pupils (since 2003) has been better than progress nationally. **Since 2003** the percentage of pupils achieving L6+ in English has increased by 11% to 30% (national declined by 2% to 33%). In mathematics the figure increased by 14% to 48% (national increased by 8% to 57%). Science has increased by 4% to 31% (national increased by 1% to 41%).

Low attaining pupils

134. The number of low achievers (level 3 and below) has reduced slightly from last year but remains significantly higher than the national. In English the percentage has decreased from 16.4% in 2007 to 14.3% (nationally it is

12%). Mathematics has reduced from 16.8% to 16.1% (nationally 9%). Science has reduced from 15.9% to 15.0% (nationally 7%).

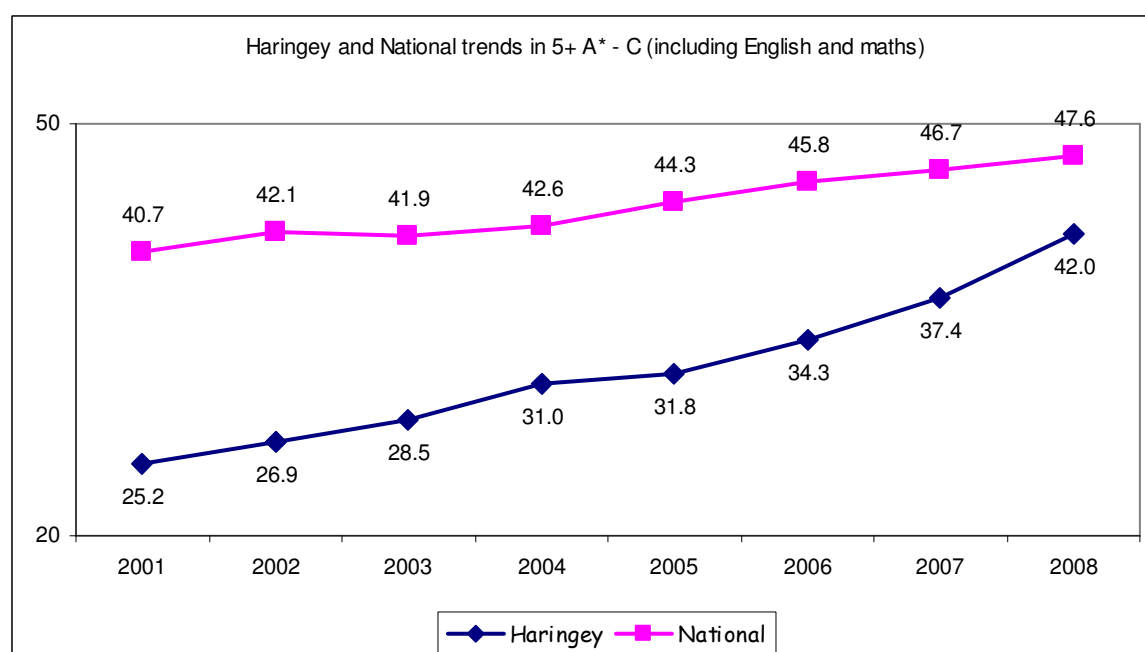
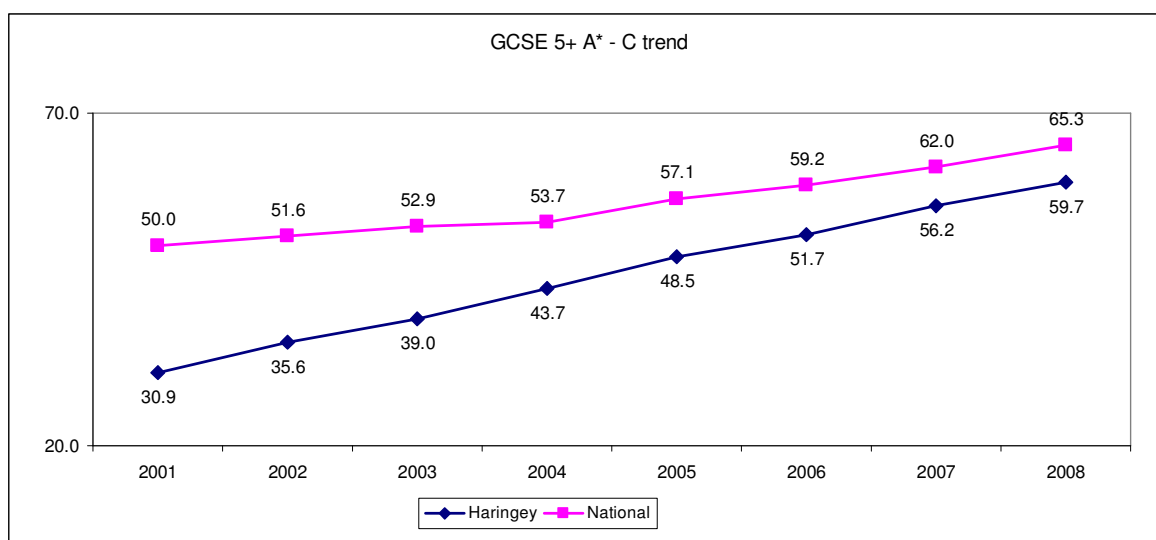
Contextual Value Added

135. Haringey's DCSF contextual value added measure in 2007 was 100.9. This placed Haringey in joint 4th place out of 150 local authorities. This data will not be published in 2008.

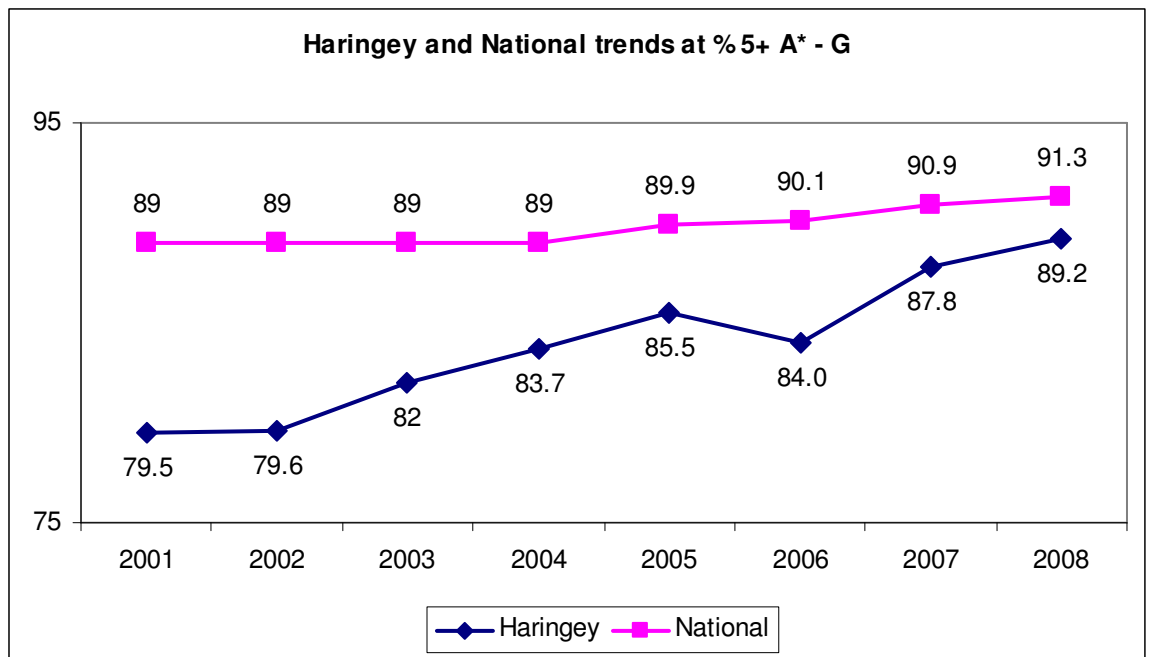
Section 5

Key Stage 4 (see Annex 5 for more detail)

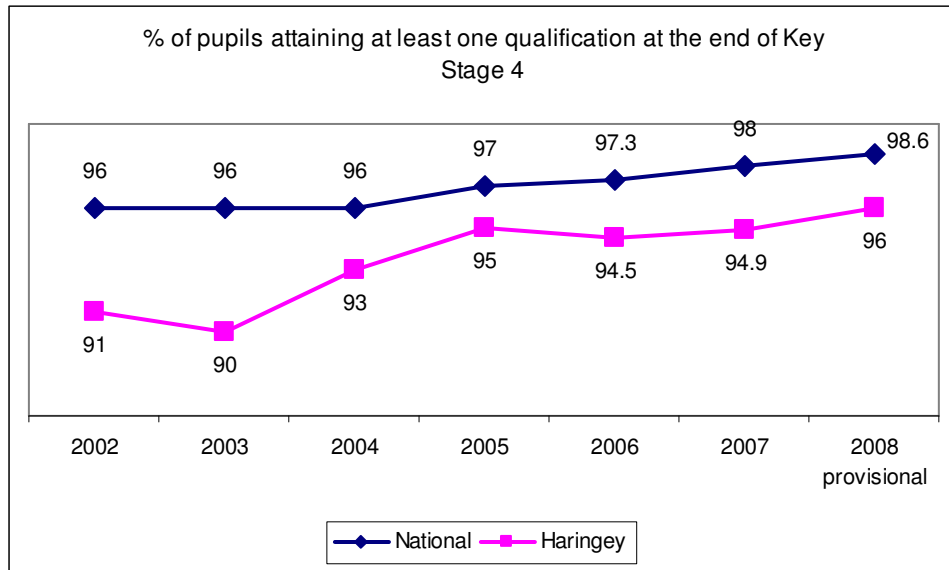
136. Haringey's rate of progress (since 2001) at Key Stage 4 has been at nearly twice the national rate. In the main 5+ A* - C indicator Haringey has improved by 28.8%, compared to the national increase of 15.3%. The 19.1% gap between Haringey and the national has now been reduced to 5.6%. This year Haringey saw its results improve by 3.5% (national by 3.3%). The 5+ A* - C (including English and maths) indicator shows the significant challenge facing Haringey schools in their drive to improve standards. In this indicator, Haringey has improved by 16.8% (since 2001) compared to the national increase of 6.9%. Haringey is now 5.6% below the national. In comparison to statistical neighbours (2007 results), Haringey's progress in the 5+ A* - C indicator has been better than that of SN and in line on the 5+ A* - C (including English and maths) indicator.



137. Progress is continuing to be made in closing the east and west gap in the 5+ A* - C indicator. The gap of 30% (east 18%, west 48%) in 2001 has been narrowed down to 7% (east 57%, west 64%) in 2008.
138. The gap in the 5+ A* - C (including English and maths) indicator has also began to close. In 2002 the gap was 22% (east 17%, west 39%). The gap in 2008 has narrowed to 17% (east 34%, west 51%).
139. (East schools are: Gladesmore, John Loughborough, Northumberland Park, Park View Academy, St Thomas More, Woodside High. West schools are: Alexandra Park, Fortismere, Highgate Wood, Hornsey, Greig City Academy).
140. The percentage of young people achieving 5+ A* - G grades has generally been improving steadily since 2001, following a dip in 2006. This year it improved by 1.4% compared to national improvement of 0.4%.



141. The percentage of young people achieving at least one qualification at GCSE has improved by 1.1% to 96.0%, but remains below the national which is 98.6%. Improving this result is a major focus for Haringey.

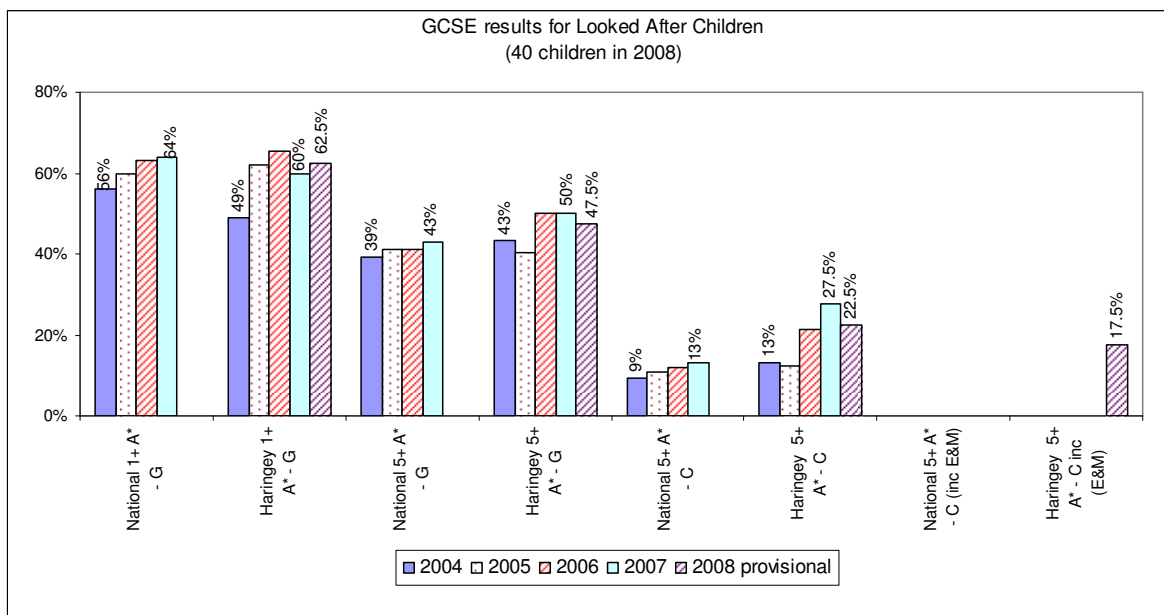


Gender

142. In the 5+ A* - C indicator, girls outperform boys by 8% (64% v 56%). The national difference in 2008 is 9% (69.3% v 60.1%). In 5+ A* - C (including English and maths) girls outperform boys by 7% (46% v 39%). The national difference is 9% (51.9% v 42.8%).

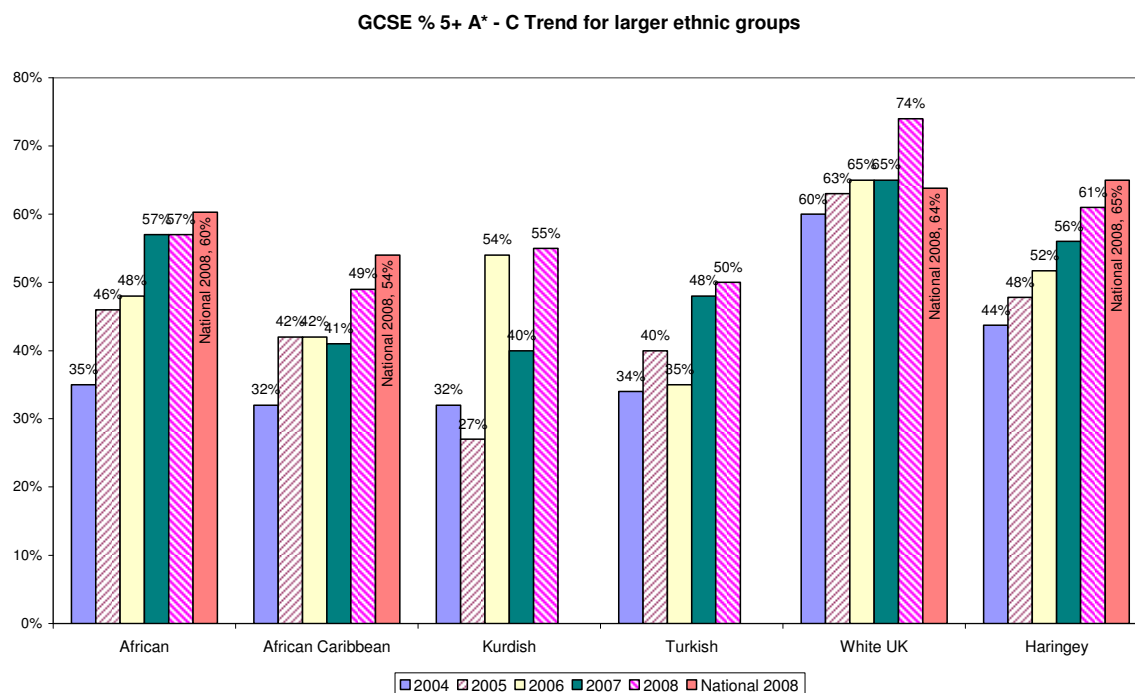
Looked After Children

143. Results at %1+ A* - G improved from 60% to 62.5%, in the %5+ A* - G they reduced slightly from 50% to 47.5% and in the 5+ A* - C they fell slightly from 27.5% to 22.5%. In the new National Indicator (NI101) for % 5+ A* - C (including English and maths) they are 17.5%.



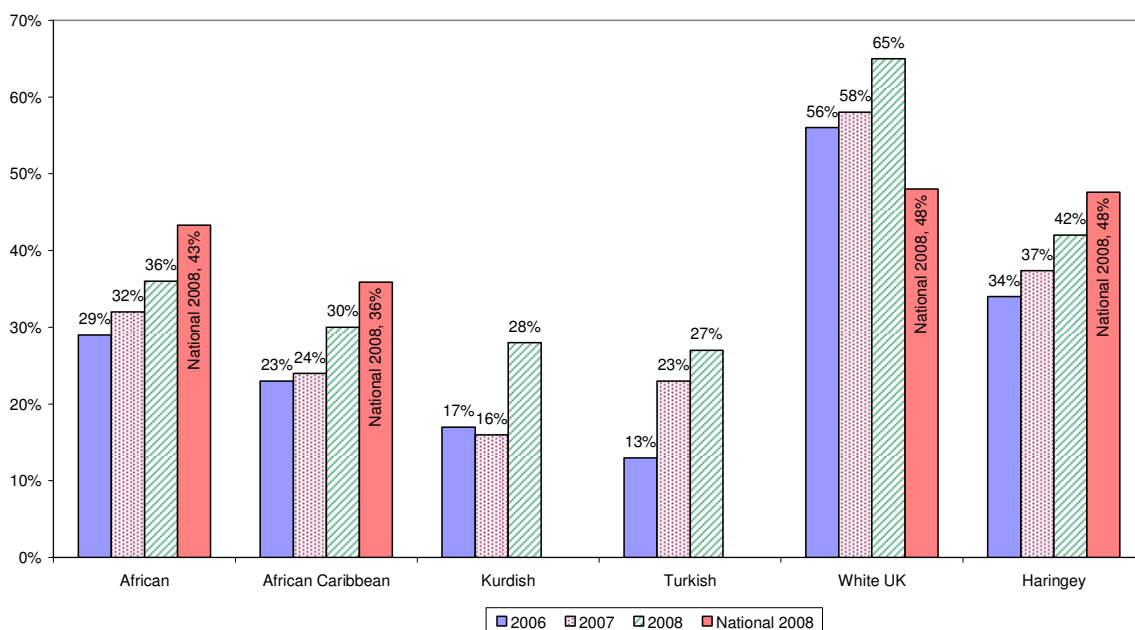
Ethnic minority pupils

144. The continuing improvement at GCSE is reflected in the performance of the larger ethnic groups in Haringey. There are signs that the gap between ethnic minority groups and the Haringey average is closing. In the 5+ A* - C indicator, African pupils have improved by 22% since 2004, Caribbean pupils by 17%, Turkish pupils by 16%, Kurdish pupils by 23%. White UK pupils have improved by 14%.



145. There remain significant differences between ethnic groups in the 5+ A* - C (including English and maths) indicator. 65% of White British pupils obtain 5+ A* - C (including English and maths). The figure for African pupils is 36% (40% nationally in 2007), Caribbean pupils 30% (33% nationally in 2007), Turkish pupils 27%, Kurdish pupils 28%. Some of the smaller ethnic groups doing well in this indicator include; Bangladeshi 58%, Indian 63% and Kosovan 50%.

GCSE 5+ A* - C (inc Eng and maths) for larger ethnic groups



Eligibility for free school meals

146. As with Key Stage 2 there are significant differences nationally between the overall attainment of pupils who are eligible for free school meals (FSM) and pupils not eligible for FSM. For 5+ A* - C the national (2008) figures are 40% and 67% respectively. For 5+ A* - C (inc English and maths) they are 23.5% and 51.3%. The Haringey figures are 51% of eligible FSM pupils and 64% of not eligible pupils obtained 5+ A* - C GCSE grades. 29% of eligible pupils and 48% of not eligible pupils obtained 5+ A* - C (inc English and maths). One of the biggest differences occurs for White British pupils, where 45% of FSM pupils and 81% of non FSM pupils attain 5+ A* - C.

High attaining pupils

147. The percentage of pupils attaining 3 or more A*/A grades at GCSE has been a steady increase since 2003 from 12.6% to 23.0% in 2008. There is no national comparative figure.

Low attaining pupils

148. The percentage of pupils achieving fewer than 5+ A* - G grades at GCSE has been falling steadily since 2003 from 18% to 10.8% in 2008 (national 8.7%). The percentage of pupils achieving at least one qualification has improved from 90% in 2003 to 96% in 2008 (national 98.6%).

Fischer Family Trust (FFT) and DCSF analysis of progress data from Key Stage 2 and Key Stage 3 to GCSE

149. Fischer Family Trust is a charitable organisation which is used by all local authorities and the DCSF to help local authorities and schools make more effective use of data. Their analysis is used by the DCSF to monitor the performance of local authorities and schools and is well respected in educational circles. FFT are granted access to all national data which they use to match pupils to their prior attainment. They are then able to monitor the progress pupils make in all the local authorities in England and produce comparative analysis. FFT analysis only deals with the progress of pupils who have prior attainment from the previous key stage. It does not deal with the full cohort who took the key stage test/exams. The analysis gives an indication of whether the pupils made better or worse progress than expected (when compared to all pupils nationally) and this is indicated by the percentage over or under what they were expected to attain. FFT also measures whether that result is 'statistically significant'.
150. FFT analysis of pupils' progress in Haringey from Key Stage 2 to GCSE is shown in detail in table A5.15. The analysis shows that progress to 5+ A* - C was 5.9% above national expectations and was statistically significant. Progress to 5+ A* - C (including English and maths) was 4.7% above expectation and also significant.
151. Analysis of the progress from Key Stage 3 to GCSE shows that progress to 5+ A* - C was 8.0% above national expectations and was statistically significant. Progress to 5+ A* - C (including English and maths) was 6.2% above expectation and also significant.
152. The 2007 DCSF contextual value added (CVA) measure from Key Stage 2 to Key Stage 4 showed Haringey to have exceeded national expectations significantly. Haringey's value added measure was 1011.6 (national 1000.9). This placed Haringey in joint 13th place out of 149 local authorities.

The 2008 KS2 to KS4 CVA measure is 1018.8 (national 1000.9) and placed Haringey in 4th place out of all local authorities.

Secondary Ofsted Inspections - September 2006 – August 2007

Please see the generic information on Ofsted in the Primary Ofsted section earlier.

Ofsted Secondary inspections - Comparison of National inspections for the period Sept 2007 to August 2008 with Haringey inspections for all 11 secondary schools which span the period Dec 2004 to Oct 2008

The data below refers to the list of 11 inspections in this period

Establishment	Inspection date	Outcome		Establishment	Inspection date	Outcome
Greig City Academy	08/12/2004	Improving rapidly		Fortismere	18/05/2007	Good with a number of outstanding features
Highgate Wood Secondary	16/11/2005	Good		Hornsey	22/05/2007	Outstanding
Northumberland Park	01/11/2006	Good with a number of outstanding features		Woodside High	06/11/2007	Satisfactory - no longer requires Notice to Improve
St Thomas More	21/03/2007	Provides good quality education		John Loughborough	20/05/2008	Notice to Improve
Alexandra Park	03/05/2007	Good with some outstanding features		Gladesmore	8/10/2008	Outstanding
Park View Academy	08/05/2007	Good and improving school				

153. The data in the table below compares Haringey Ofsted inspections with national data for each indicator from the Ofsted framework. The table indicates that Haringey secondary schools are performing better than the national in most indicators.

Secondary school inspections							
National data is for Sept 2007 to August 2008							
Haringey data covers all latest school inspections							
		Outstanding	Good	Satisfactory	Inadequate		Good or better
Overall effectiveness	National	17%	40%	34%	9%		57%
	Haringey	18%	55%	18%	9%		73%
Schools work with others to promote learner's well-being?	National	36%	51%	13%	0%		87%
	Haringey	22%	56%	22%	0%		78%
Capacity to make any necessary improvements.	National	23%	52%	22%	3%		75%
	Haringey	38%	38%	25%	0%		75%
How well do learners achieve	National	15%	41%	35%	8%		56%
	Haringey	18%	55%	18%	9%		73%
Standards reached by learners.	National	14%	28%	49%	9%		42%
	Haringey	10%	20%	70%	0%		30%
How well learners make progress, taking into account different groups.	National	15%	42%	35%	8%		57%
	Haringey	11%	67%	11%	11%		78%
How well learners with learning difficulties and disabilities make progress.	National	17%	44%	33%	6%		61%
	Haringey	11%	56%	33%	0%		67%
How good is the overall personal development and well-being of the learners?	National	29%	48%	22%	1%		77%
	Haringey	27%	55%	18%	0%		82%
Extent of spiritual, moral and cultural development.	National	27%	49%	23%	1%		76%
	Haringey	30%	60%	10%	0%		90%
Extent to which learners adopt healthy lifestyles.	National	27%	57%	16%	0%		84%
	Haringey	50%	40%	10%	0%		90%
Extent to which learners adopt safe practices.	National	27%	56%	17%	1%		83%
	Haringey	30%	60%	10%	0%		90%
How well learners enjoy their education.	National	29%	49%	22%	1%		78%
	Haringey	40%	50%	10%	0%		90%
The attendance of learners.	National	16%	36%	41%	6%		52%
	Haringey	11%	22%	67%	0%		33%
The behaviour of learners.	National	23%	49%	26%	2%		72%
	Haringey	11%	56%	33%	0%		67%
Extent to which learners make a positive contribution to the community.	National	35%	48%	17%	1%		83%
	Haringey	40%	50%	10%	0%		90%

Secondary school inspections						
National data is for Sept 2007 to August 2008		Outstanding	Good	Satisfactory	Inadequate	Good or better
Haringey data covers all latest school inspections						
Develop workplace and other skills that will contribute to future economic well-being.	National	23%	42%	30%	5%	65%
	Haringey	40%	30%	20%	10%	70%
How effective are teaching and learning to meet the full range of the learners' needs?	National	10%	48%	37%	5%	58%
	Haringey	18%	45%	27%	9%	64%
How well do the curriculum and other activities meet the range of needs and interests of learners?	National	24%	50%	25%	1%	74%
	Haringey	36%	27%	36%	0%	64%
How well are learners cared for, guided and supported?	National	30%	46%	22%	1%	76%
	Haringey	36%	36%	27%	0%	73%
How effective are leadership and management in raising achievement and supporting all learners?	National	20%	46%	30%	4%	66%
	Haringey	18%	55%	27%	0%	73%
Leaders and managers set clear direction to improve and promote high quality of care and education.	National	23%	44%	29%	4%	67%
	Haringey	22%	56%	22%	0%	78%
Performance monitored, evaluated and improved to meet challenge targets through quality assurance.	National	20%	43%	32%	5%	63%
	Haringey	11%	67%	11%	11%	78%
Effectiveness of the school's self-evaluation.	National	22%	48%	26%	3%	70%
	Haringey	38%	38%	25%	0%	75%
Equality of opportunity is promoted and discrimination tackled so all learners achieve as well as they can.	National	22%	42%	31%	5%	64%
	Haringey	11%	67%	11%	11%	78%
How effectively and efficiently resources are deployed to achieve value for money.	National	20%	41%	31%	8%	61%
	Haringey	11%	56%	22%	11%	67%
The extent to which governors and other supervisory boards discharge their responsibilities.	National	20%	48%	29%	3%	68%
	Haringey	11%	78%	11%	0%	89%

Highlighted numbers indicate that Haringey percentage is greater than national. Every 9% in Haringey is approximately 1 school.

Note – most judgements are based on 11 school inspections – a few judgements were not given to all schools (Hornsey had a short inspection and Greig City Academy's inspection in 2004 did not contain all judgements) – so they may only be based on 9 or 10 inspections.

Special Schools Ofsted Inspections Sept 2006 – August 2007

Ofsted Special schools inspections - Comparison of National inspections for the period Sept 2007 to August 2008 with Haringey inspections for all 4 special schools which span the period Dec 2005 to Feb 2008

The data below refers to the list of 4 inspections in this period

William C Harvey	06/12/2005	Good
Blanche Nevile	20/11/2006	Good with a number of outstanding features
Moselle	29/01/2007	Outstanding school
The Vale	12/02/2008	Outstanding and dynamic

154. The data in the table below compares Haringey Ofsted inspections with national data for each indicator from the Ofsted framework. The table indicates that Haringey special schools perform much better than similar schools nationally on every indicator.

Special school inspections National data is for Sept 2007 to August 2008 Haringey data covers all latest school inspections		Outstanding	Good	Satisfactory	Inadequate	Good or better
Overall effectiveness	National	26%	54%	18%	2%	80%
	Haringey	50%	50%	0%	0%	100%
Schools work with others to promote learner's well-being?	National	55%	38%	6%	1%	93%
	Haringey	100%	0%	0%	0%	100%
Quality and standards in foundation stage.	National	44%	46%	8%	1%	90%
	Haringey	75%	25%	0%	0%	100%
How well do learners achieve	National	23%	58%	18%	2%	81%
	Haringey	75%	25%	0%	0%	100%
Standards reached by learners.	National	0%	0%	13%	87%	0%
	Haringey	0%	0%	25%	75%	0%
How well learners make progress, taking into account different groups.	National	23%	57%	18%	2%	80%
	Haringey	50%	50%	0%	0%	100%
How well learners with learning difficulties and disabilities make progress.	National	23%	57%	18%	2%	80%
	Haringey	50%	50%	0%	0%	100%
How good is the overall personal development and well-being of the learners?	National	57%	36%	6%	1%	93%
	Haringey	100%	0%	0%	0%	100%
Extent of spiritual, moral and cultural development.	National	55%	37%	7%	1%	92%
	Haringey	100%	0%	0%	0%	100%
Extent to which learners adopt healthy lifestyles.	National	56%	37%	7%	0%	93%
	Haringey	25%	75%	0%	0%	100%
Extent to which learners adopt safe practices.	National	50%	41%	7%	2%	91%
	Haringey	25%	75%	0%	0%	100%

Special school inspections							
National data is for Sept 2007 to August 2008							
Haringey data covers all latest school inspections							
		Outstanding	Good	Satisfactory	Inadequate		Good or better
How well learners enjoy their education.	National	62%	31%	5%	1%		93%
	Haringey	100%	0%	0%	0%		100%
The attendance of learners.	National	16%	62%	18%	3%		78%
	Haringey	50%	50%	0%	0%		100%
The behaviour of learners.	National	49%	42%	8%	1%		91%
	Haringey	75%	25%	0%	0%		100%
Extent to which learners make a positive contribution to the community.	National	53%	38%	9%	1%		91%
	Haringey	100%	0%	0%	0%		100%
Develop workplace and other skills that will contribute to future economic well-being.	National	41%	45%	13%	1%		86%
	Haringey	75%	25%	0%	0%		100%
How effective are teaching and learning to meet the full range of the learners' needs?	National	21%	59%	18%	2%		80%
	Haringey	50%	50%	0%	0%		100%
How well do the curriculum and other activities meet the range of needs and interests of learners?	National	33%	50%	16%	1%		83%
	Haringey	25%	75%	0%	0%		100%
How well are learners cared for, guided and supported?	National	51%	38%	10%	2%		89%
	Haringey	100%	0%	0%	0%		100%
How effective are leadership and management in raising achievement and supporting all learners?	National	27%	54%	17%	2%		81%
	Haringey	50%	50%	0%	0%		100%
Leaders and managers set clear direction to improve and promote high quality of care and education.	National	34%	47%	16%	2%		81%
	Haringey	75%	25%	0%	0%		100%
Performance monitored, evaluated and improved to meet challenge targets through quality assurance.	National	27%	45%	25%	3%		72%
	Haringey	50%	50%	0%	0%		100%
Effectiveness of the school's self-evaluation.	National	26%	54%	18%	2%		80%
	Haringey	50%	50%	0%	0%		100%
Equality of opportunity is promoted and discrimination tackled so all learners achieve as well as they can.	National	35%	48%	15%	2%		83%
	Haringey	100%	0%	0%	0%		100%
How effectively and efficiently resources are deployed to achieve value for money.	National	29%	54%	15%	2%		83%
	Haringey	75%	25%	0%	0%		100%
The extent to which governors and other supervisory boards discharge their responsibilities.	National	22%	51%	24%	3%		73%
	Haringey	75%	0%	25%	0%		75%

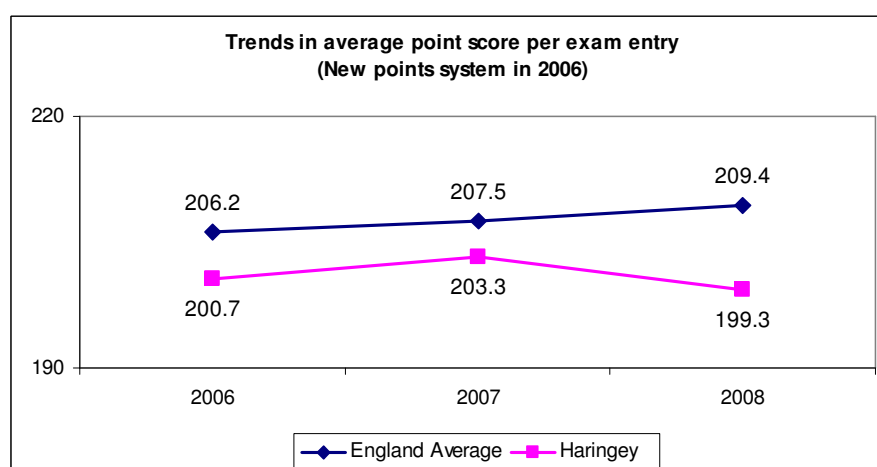
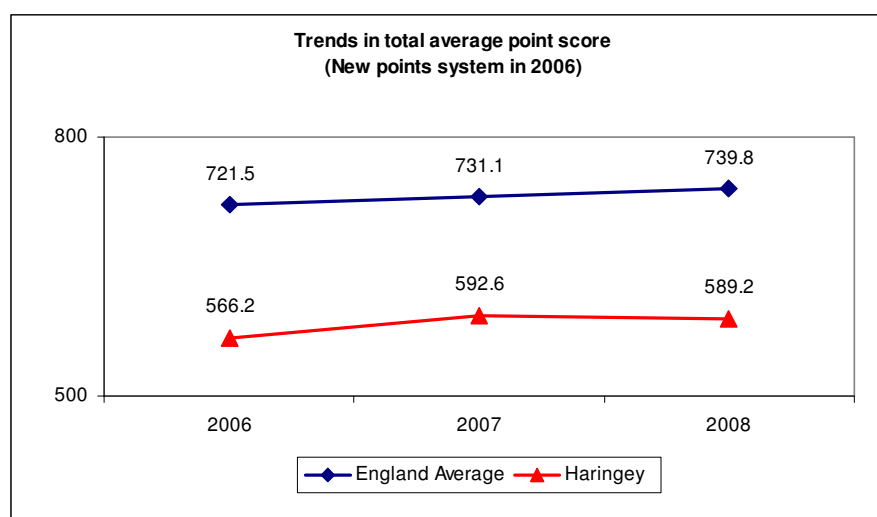
Schools causing concern

155. Woodside High and John Loughborough were given a Notice to Improve when inspected. Detailed action plans have been agreed with the schools. Woodside High was successfully re-inspected in November 2007 and the Notice to Improve was removed. John Loughborough is now the only school in Haringey in an Ofsted category.

Section 6 Post 16

Post 16 - A level results

156. The main indicators for post 16 attainment are the total average point score and average point score per exam entry.
157. These indicators are now (since 2006) measured in QCA points and give an indication of the average Level 3 attainment for each pupil at post 16 (for 16 – 18 year olds). QCA points are assigned to general (GCE) and vocational (VCE) advanced level grades on the following basis. Grade A = 270 points, B = 240 points, C = 210 points, D = 180 points, E = 150 points.
158. This means that the total average point score for Haringey in 2008 of 589.2 roughly translates to an average of 2Cs and an E grade. The average point score per exam entry of 199.3 means that the average grade attained at each exam is a little below a C grade.



159. The graphs above show that the average point score per exam entry was close to the national result in 2007 but has fallen in 2008. The total average point score is significantly below the national. This would suggest that many

students in Haringey are not being entered for as many subjects as the average nationally.

160. The majority of centres maintained or increased their scores in both measures. There was, however, a more marked decrease in both measures in a small number of centres. This is partly due to the fact that a number of centres operate a more comprehensive admissions policy for entry onto level 3 courses. However, when looking at the DCSF contextual value added measure (CVA KS4 to KS5) the picture is much more consistent and positive. All but one centre have CVA scores above 1001 and 5 out of the 8 centres have CVA scores greater than 1015.

Detail of ALPS (Advanced Level Performance Systems) analysis

161. ALPS is a system used in seventy two local authorities and twelve LSC areas to analyse the performance of schools, colleges and 6th form centres. The ALPS Local Authority report analyses in detail how post 16 education providers are performing in their respective areas against a national benchmark. It provides evidence of where strengths and weaknesses lie and it contains measurements of the overall performance of each school/college and subject by subject performance. **ALPS analysis only includes students who have taken at least two A levels or equivalents and who can be matched to prior attainment at GCSE. The data presented here is therefore different to the data that will be shown in the School and College Achievement and Attainment Tables**

Table A5.26 Numbers and entries (ALPS)

	2005	2006	2007	2008
Student numbers: level 3 U6	287	360	374	424
Total exam entries (excluding General Studies)	794	999	1065	1214

Table A5.26 shows a significantly increasing roll, particularly between 2005/06 and 2007/08.

Table A5.27 Prior attainment at GCSE (ALPS)

	2005	2006	2007	2008
Distribution of students included in analysis - based on prior attainment GCSE avg point score				
6.4+ % of students	17.8%	23.6%	26.7%	25.0%
5.5+ to 6.4+ % of students	36.6%	36.1%	36.6%	33.4%
<5.5 % of students	45.6%	40.3%	36.6%	41.0%
Average GCSE point score	5.7	5.8	6.0	6.0

162. Table A5.27 shows the trend in the prior attainment of students being entered for level 3 courses. There was a significant increase in higher level GCSE students in 2006 which has been steady in 2007 and 2008. The percentage of middle band GCSE students is steady around 35%. The biggest group of level 3 students in Haringey is made up of GCSE students with an average C grade or lower at GCSE.

Overall Haringey Value – Added Index

163. **Notes from ALPS guidance:** The Value Added index calculated for the area. This score gives an indication of the overall performance of the combined providers.

- A score of over 1.35 is better than the best benchmark score
- A score of over 0.96 is equivalent to performance above the 75th percentile
- A score between 0.78 and 0.96 ranges between the 25th and 75th percentile

Value Added Grade (ALPS)

Grades 1,2,3 indicate excellent performance

Grades 4,5,6 indicate very good to satisfactory performance

Grades 7,8,9 indicate relatively poor performance

Table A5.28 Haringey Value Added Grade (ALPS)

	2005	2006	2007	2008
Overall Haringey value added score	0.93	0.91	0.95	0.91
Overall VA grade (1 to 9) 1-3 indicating excellent performance	3	4	3	4

Table A5.28 shows a consistently good grade for Haringey Level 3 work.

Overall Subject Value Added analysis (ALPS)

Subject grades from 1 to 9 are assigned to each value added score.

Grades 1,2,3 indicate performance above the 75% and indicate outstanding to excellent performance

Grades 4,5,6 indicate performance between the benchmark 25% to 75% and indicates very good to satisfactory performance.

Grades 7,8,9 indicate relatively poor performance

Subject	Student nos	VA score	Subject grade	Judgement
A - Film Studies	20	1.19	3	Very good
A - Geography	25	1.04	3	Very good
A - History	89	1.03	3	Very good

A - Mathematics	81	1.00	3	Very good
A - Physical Education	17	1.00	3	Very good
A - Chemistry	57	0.90	4	Good
A - English Lang. & Lit	63	1.00	4	Good
A - Government & Politics	30	1.03	4	Good
A - Media Studies	85	1.07	4	Good
A - Philosophy	29	0.96	4	Good
A - Art & Design	67	1.00	5	Satisfactory
A - Business Studies	29	0.99	5	Satisfactory
A - Drama & Theatre Studies	52	1.05	5	Satisfactory
A - Economics	27	0.99	5	Satisfactory
A - English Literature	90	0.97	5	Satisfactory
A - French	18	0.90	5	Satisfactory
A – Maths (Further)	8	0.94	5	Satisfactory
A – Spanish	17	0.96	5	Satisfactory
A - Design & Technology	43	0.91	6	Satisfactory
A - Music	22	0.84	6	Satisfactory
A – Physics	28	0.78	6	Satisfactory
A - Psychology	82	0.88	6	Satisfactory
A - Sociology	63	1.00	6	Satisfactory
A – Turkish	9	0.94	6	Satisfactory
A - Biology	55	0.74	7	Weak
A - ICT	2	0.51	8	Weak

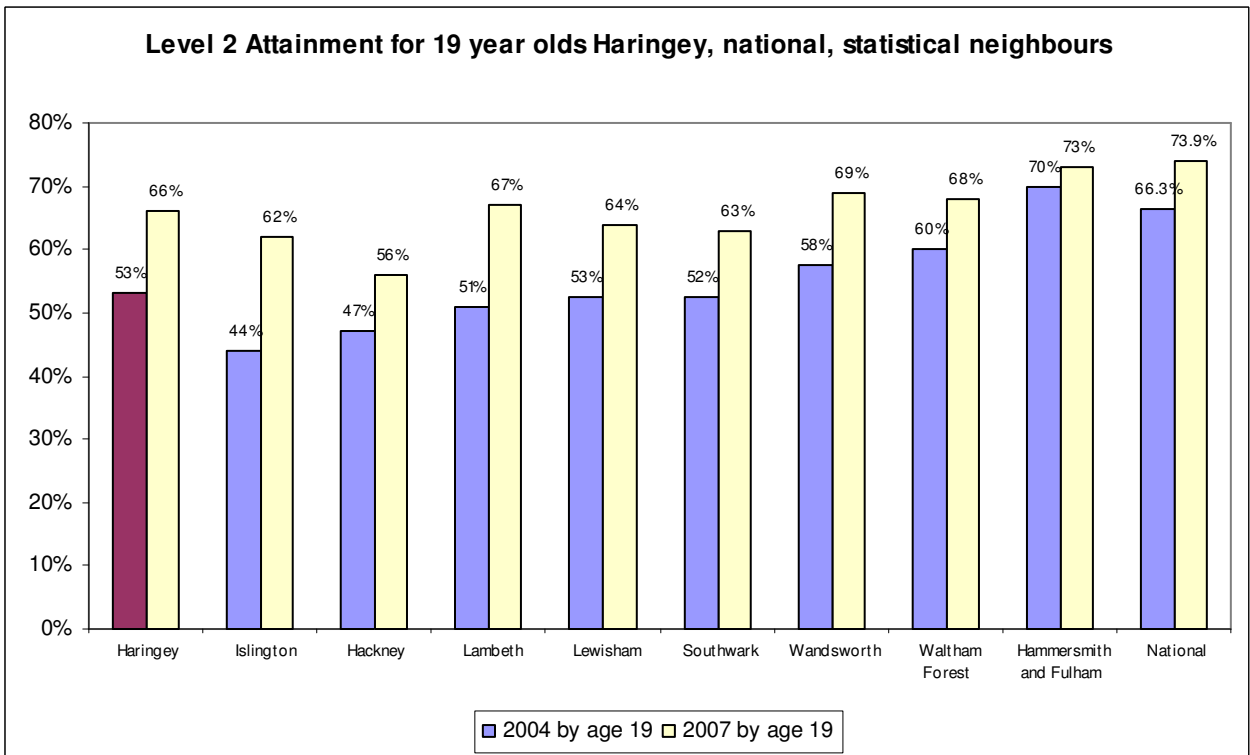
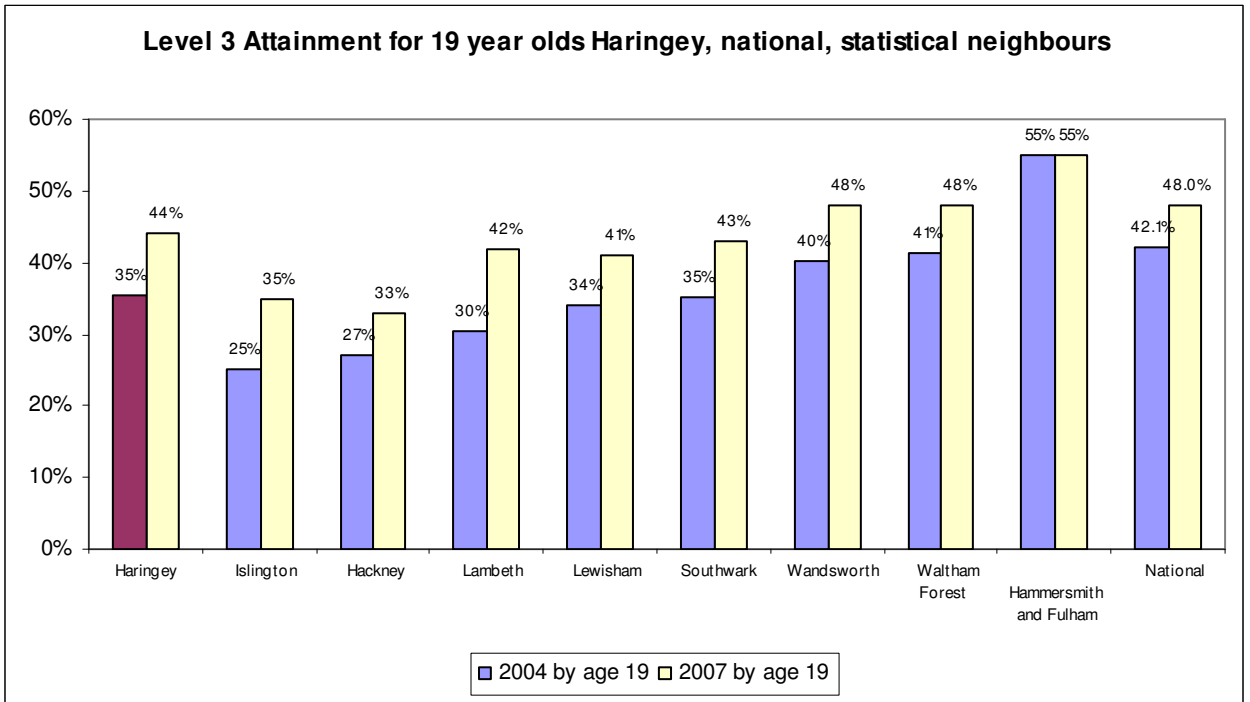
Table A5.29 shows the performance of A level subjects being taught in Haringey schools. Forty six percent of the subjects listed were judged to be good or better. Forty two percent were satisfactory. Twelve percent were unsatisfactory.

Level 2 and 3 Attainment by Young People Aged 19

(NOTE This data is released by the LSC. 2008 data will not be available until April 2009)

164. This information relates to national targets to increase the proportion of 19 year olds who achieve level 2 and level 3 qualifications. A learner is defined as having reached the level 2 threshold if they have achieved the equivalent of 5 GCSEs at grades A*-C. A learner is defined as having reached the level 3 threshold if they have achieved the equivalent of 4 AS / 2 A-levels. The local authority level data has been provided by the Learning and Skills Council (LSC).
165. The data shows the percentage of 19 year olds achieving level 2 in Haringey as having increased from 53% to 66% (2004 to 2007) compared to the national increase from 66.3% to 73.9%. The percentage of 19 year olds achieving level 3 has increased from 35% to 44% compared to the national increase from 42.1% to 48.0%. These outcomes are above those in a number of similar Local Authorities and the rate of improvement is greater than seen nationally.
166. The Statistical Neighbours (SN) used in the tables and graphs for this data are new ones developed by the National Foundation for Educational Research (NFER). The NFER was commissioned by the DCSF to review statistical neighbours and to develop a Statistical Neighbours Benchmarking Model for Children's Services which would be appropriate for comparing performance in terms of the five Every Child Matters (ECM) outcomes. Each LA has been assigned 10 statistical neighbours. The statistical neighbours that the NFER report has produced for Haringey (in order of 'closeness') are: Lewisham (close), Lambeth (close), Hackney (somewhat close), Waltham Forest (somewhat close), Southwark (somewhat close), Islington (somewhat close), Hammersmith and Fulham (somewhat close), Wandsworth (not close), Greenwich (not close), Croydon (not close)

(The definition of the 'closeness' is in terms of the factors that NFER have used to determine statistical neighbours, such as % of dependent children living in overcrowded homes, % of adults with higher educational qualifications etc).



NEET (Not in Employment, Education or Training)

167. Excellent progress has been made in driving down the Haringey NEET figures over the last 2 years. In 2006/07 the adjusted NEET figure was 12.5%, this has reduced to 10.3% for 2007/08. The November 2008 figure has reduced to 6.7% (319 young people) and we expect the final year figure

for 2008/09 to be significantly down on the 2007/08 figure. (The final year figure is calculated on the average of November, December and January).

168. 66.4% of NEETs in November 2008 are short term (3 months or less), while 18% have been NEET for 6 months or more. Long term NEETs are less than 20% of the total NEET population. There are however higher levels of young people for whom their destination is unknown. Addressing the levels of unknown is a key target for 2008/09.

Main points for action from a detailed analysis of the data

169. The annual analysis of data for each Key Stage enables us to evaluate our strategies for raising standards, and to ensure that all areas for improvement identified by the data are included in our strategies. An analysis of the data from 2008 has identified the following areas for improvement:

170. **Interventions at Key Stage 3 include:**

- Continuing to focus on improving the attainment of Kurdish and Turkish pupils in English whilst maintaining improvements for Caribbean and African pupils.
- Continue
 - i. to improve the rates of progress for Caribbean, African, Kurdish and Turkish pupils in maths and science;
 - ii. to improve the higher level attainment of Caribbean, African, Kurdish and Turkish pupils;
 - iii. focus on the attainment by pupils of L5+ in both English and maths; and
 - iv. focus on the raising of attainment in maths.
- Restore the trend of improvement in science.

171. **Interventions at GCSE include:**

- Providing a focus on the attainment of 5 good GCSE grades including English and maths by all pupils, with a focus on Turkish, Kurdish, Caribbean and African pupils whose attainment remains below the Haringey average.
- Maintain the upward trend in attainment in respect of 5+A*-C (with English and maths).
- Close the gap in attainment between Haringey and National averages.
- Ensure there are no schools in the national Challenge by 2010.
- Continue to address the NEET and unknown levels.

Strategies for raising standards 11-19

Targeted support

172. A support programme is provided for all secondary schools in Haringey. The school support plan addresses areas identified by the data, the school's self-evaluation processes, and Local Authority analyses. The nature and

quantity of support depends upon the issue(s), which will by definition be greatest in schools causing concern.

173. The principle focus of support programmes at Key Stage 3 is to eradicate performance in any core subject below the floor target of at least 50% of pupils attaining Level 5 or above. These support programmes also focus on the need to raise attainment in the core subjects in Haringey at Key Stage 3 to closer to the national average.
174. In 2008 the rate of progress in Haringey was slowest in science. This has become an area for focussed support and programmes are in place to support targeted schools to raise attainment in science.
175. Programmes are also in place to continue to raise the attainment of ethnic minority pupils. In English, support is focussed on maintaining improvements by Caribbean and African pupils, and raising the attainment of Turkish and Kurdish pupils. In maths and science it continues to be focussed on raising the attainment of Caribbean, African, Kurdish and Turkish pupils. These groups also continue to be the focus of support programmes to improve the achievement of higher attaining pupils.
176. The National Strategy team continues its focus to develop the use of the automated tracking systems and to embed Assessing Pupil Progress (APP) processes to identify and target support for individuals and groups of pupils.
177. At Key Stage 4 support is provided by the National Strategy team working in close partnership with the London Challenge, Aim Higher, and the Targeted Pupil Initiative programmes. Support is also provided at Key Stage 4 on improving the proportion of pupils who gain at least one formal qualification. An “*at risk*” list has been created and shared with different agencies and schools. The 14-19 team is funding a coherent programme within providers to help increase participation rate. For example, Gladesmore Community School funded for sports academy incorporating the Prince’s Trust programme and Woodside High School funded to introduce Adult Literacy and Adult Numeracy (ALAN) qualifications to support maths and English provision.
178. Students not in education, employment or training (NEETs) are targeted for support by the Local Authority in order to improve rates of participation and achievement. The overall NEET figure has decreased to 6.7% for Nov 2008. Support also continues to be focussed at ages 14 and 16 to increase the proportion of pupils who gain level 2 or 3 qualifications in order to improve progression to the Haringey Sixth Form centre, to FE / HE or employment.
179. For schools identified as causing concern, monthly Project Board meetings are held. These meetings include discussion of the impact of the Local Authority’s support and intervention strategies. These meetings are ongoing in John Loughborough, where the October 2007 HMI monitoring visit judged that the school had made inadequate progress since its inspection in February 2007. John Loughborough was re-inspected in May 2008 and was given another ‘Notice to Improve’. It is now awaiting its monitoring visit from HMI.

180. Woodside High's re-inspection in November 2007 removed the school from a category of concern with a judgement of satisfactory for overall effectiveness. Issues remain with maths, however, and an OFSTED inspection is imminent. It has been agreed, therefore, to continue with the Project Board meetings at least until after the OFSTED inspection.
181. The sixth form centre receives support for leadership and management as well as subject leader support in areas identified as underperforming. This is in liaison with London Challenge.
182. A lead officer works with John Loughborough and Woodside High to co-ordinate the work of the Local Authority and to liaise with London Challenge and other agencies.

Support for senior managers

183. Additional support is provided for senior leaders in schools causing concern, in schools where there may be issues with particular subjects, or where there may be issues of a temporary nature, for example unexpected high staff absence. This includes pre- and post-inspection support as appropriate, and support to further develop processes of self-evaluation, particularly at middle leader level.
184. The Authority has developed, in partnership with the National Strategies, a system for undertaking reviews and validation of self-evaluation processes. These take place over two days, after which the Authority works with the school in implementing recommendations.
185. A system is being developed to offer support for department and whole school reviews to all secondary schools.
186. Nationally accredited School Improvement Partners have been in place since September 2005. SIPs provide a balance of challenge and support to schools. They have again been briefed in advance of the autumn term target setting visit, for example with minimum suggested targets that have been aggregated to provide the borough's trajectory targets for 2009 and 2010. SIPs are integrated into the Authority's programme for school improvement, for example through a joint meeting with senior improvement officers and representatives from Building Schools for the Future.
187. Support to accelerate progress is provided by external consultants where there is a need to build capacity and accelerate progress in a school or department causing concern.
189. Additional pathway routes are currently being developed including from September 2007 the piloting of the pre-NEETs engagement programme and functional skills in ICT, English and maths. Partners are currently developing plans for the Diploma roll out with the first Diploma in Construction and the Built Environment being piloted from September 2008.
190. The LA and LSC have aligned funds through the 14-19 Task Group and have commissioned a range of targeted provision and curriculum support including; business mentoring, additional KS4 Level 1 provision and

targeted NEETs provision linked to job brokerage. The 14-19 team is leading on a pilot for the transition of post 16 funding to the LA.

191. The 14-19 Task Group has commissioned an on-line application and registration system to allow for the tracking of learner performance and support on collaborative provision.

Support for teachers

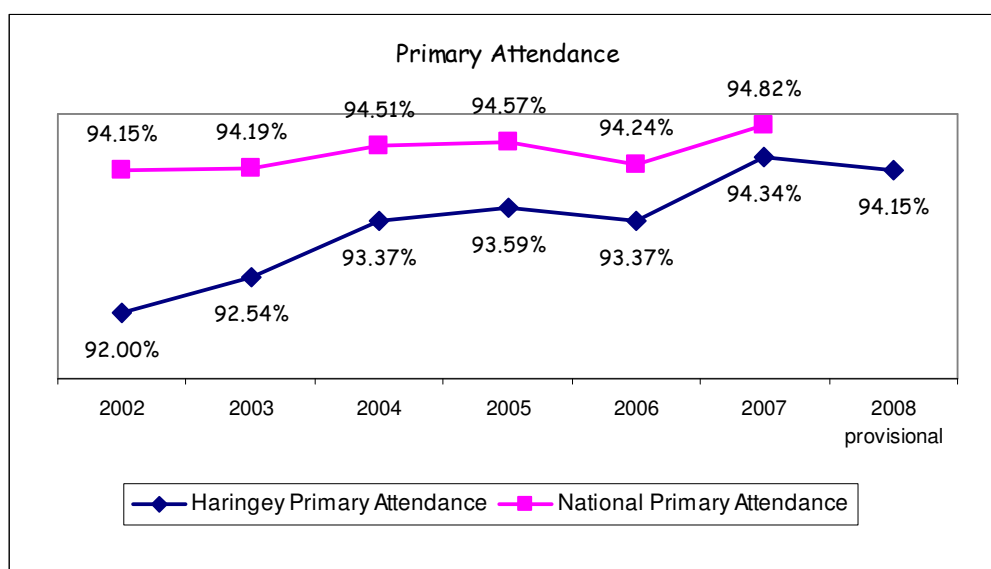
192. The Secondary National Strategy continues to provide subject based support and challenge, in addition to that provided for improving behaviour and attendance.
193. Secondary consultants provide support for assessment for learning, linked to the automated tracking system to identify pupils for targeted support.
194. A programme of support is in place to raise levels of attainment in the core subjects in schools that do not meet the Key Stage 3 floor targets or have low levels of attainment in English and maths at GCSE.
195. A programme of support is being developed to support schools where there is a need to raise levels of attainment at Key Stage 3 and / or Key Stage 4 in the combined English and maths benchmarks.
196. School based support continues to coach and train teachers in effective and sustainable classroom practice.
197. Training continues to develop expert teachers in each school to act as lead professionals and to disseminate good practice with the aim of building sustainable good practice across the borough.
198. Training and support continues from the Targeted Pupil Initiatives team to raise the attainment of African, Caribbean, Turkish and Kurdish pupils.
199. Training continues for subject leaders at the sixth form centre.

Section 7

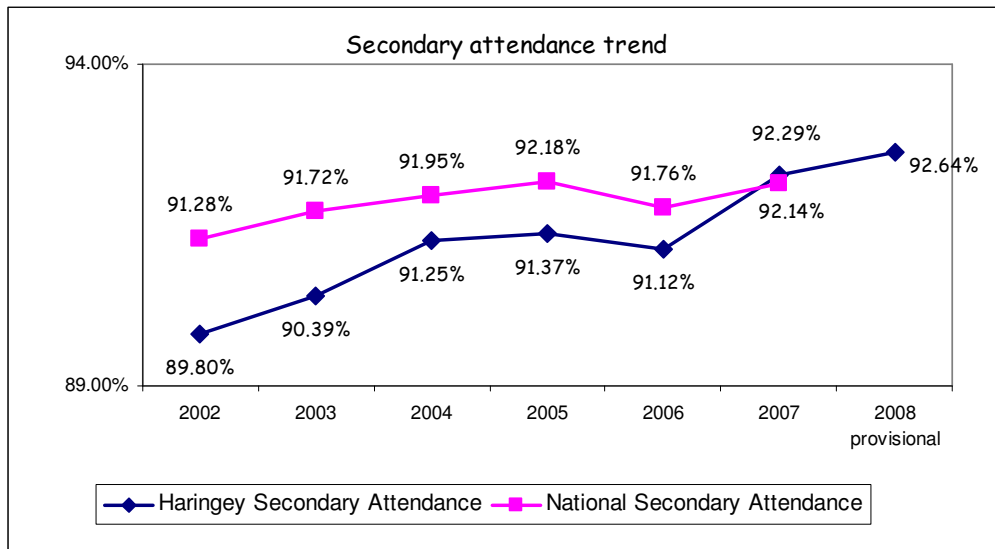
Attendance and exclusions

Attendance (National 2008 attendance data will be available in February 2009)

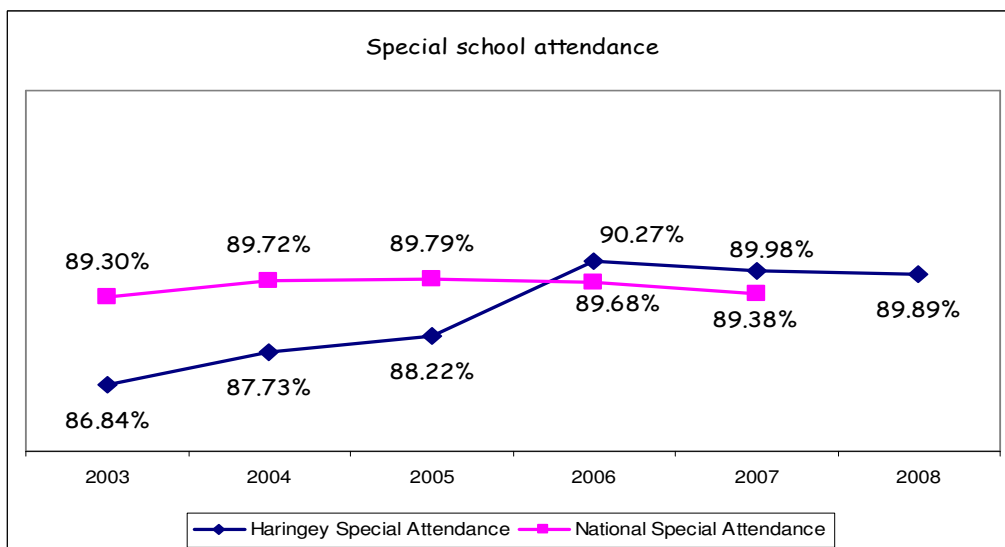
200. Attendance levels in Haringey primary schools have reduced slightly in 2007-08. The graph, however, shows the steady progress that has been made since 2002 in improving attendance and closing the gap with national figures. The number of extra half-day sessions attended by primary pupils since 2002 is approximately 117,000 which corresponds to 390 more pupils attending for a full year.



201. Attendance at secondary schools continued to improve at a good rate. There has been a change to the collection method of attendance data since 2006. It is now collected through the school census and there have been issues with regard to the new system of collection in comparison to the results from the previous system. This led to a national and local revision of the data for 2006. Haringey's secondary attendance rate for 2007/08 is now above the national 2007 levels. The number of extra half-day sessions attended by secondary pupils since 2002 is approximately 75,300 which corresponds to 250 more pupils attending for a full year.



202. Attendance in special schools has fallen slightly again in 2008 but is still expected to be above the national figure. The smaller number of pupils in special schools means that fluctuations are more likely to happen.

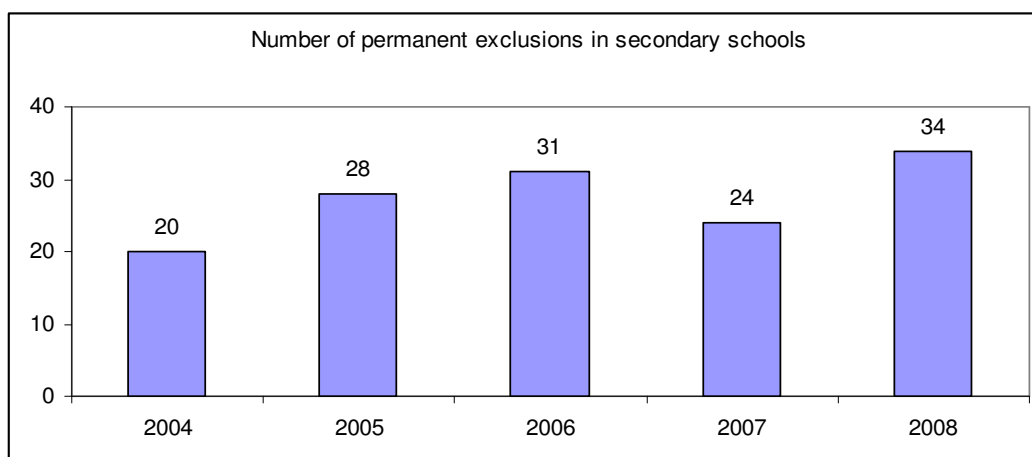


Exclusions

203. There were 4 permanent exclusions from primary schools in 2007/08 (5 in 2006/07). This represents approximately 0.02% of the primary school population and is in line with the national and London rates which were also 0.02% in 2007. **(National exclusion data for 2007/08 is not currently available).**

204. There were 34 permanent exclusions from secondary schools in the 2007/08 academic year. This is a significant increase on the 24 in 2006/07 (some of this is due to the appeals process where exclusions may be carried over into the next year if not finalised in the year the exclusion was applied). The number of exclusions represents approximately 0.28% of the secondary school population. This figure is above the national 2007 rate of 0.22% and in line with the London rate of 0.28%. Mixed White and

Caribbean (4 pupils) and Black Other (3 pupils) are most significantly over-represented in the permanent exclusion data. Work is targeted to ensure this trend and over-representation does not continue, though sometimes just one exclusion from a small group can appear as over-representation. From September 2007 Local Authorities have been required to ensure full-time education is provided from day six of a permanent exclusion.



Main points for action from a detailed analysis of the data on exclusions and attendance

205. The annual detailed analysis of the data enables us to evaluate our strategies for improving attendance and addressing behaviour leading to fixed-term and permanent exclusions and also to ensure that all areas for improvement that have been identified through the data are included in our strategies. An analysis of the 2007-08 data has identified the following areas for improvement.

Attendance

Interventions and actions

206. There is a need to continue the publicity and information campaign strategy to inform parents/carers, schools and the Haringey community about the importance of attendance at school, the impact of lateness and the requirement for not condoning absence (including holidays in term-time) if attendance rates are to continue to improve.
207. Funding is devolved to secondary schools for a school-based Education Welfare Officer and in addition a Service Level Agreement is in place which provides secondary schools with central support with formal proceedings, including legal action. It is recommended that a review of these arrangements takes place in 2009 to promote best practice in terms of ensuring systems and procedures are in place.

Strategies

208. The strategy to tackle persistent absentees at secondary age has proved successful and this needs to continue in secondary schools and has been introduced more systematically in primary schools where persistent absence is higher than national.
- Work in Primary schools to establish patterns of good attendance with non-statutory school age children (whose absence/attendance does not contribute directly to the attendance figures), has proved successful in pilot projects. The Education Welfare Service now accepts referrals for pupils with poor attendance or who are potentially missing, if they are on the roll of any school, even if they are below statutory school age. Schools need to focus attention and resources where attendance is poor in the early years.
 - The allocation of Primary EWOs on a banded basis by network and school data has increased stability of support to Primary schools and has led to the development of more focussed interventions in the schools. Since September 2008, a significant number of primary schools have received additional support based on both overall absence and Persistent Absence data.
 - Regrettably, it is sometimes necessary to take legal action as a final resort in addressing parentally condoned absence. Fast-track and fixed-penalty notices will continue to be used and schools continue to build their capacity to provide sufficient evidence of interventions and strategies that have been attempted, should legal action be needed.

Targeted support

209. The focus on persistent absentees in 5 secondary schools identified by the DCSF as having higher than national levels of persistent absence (PA) has been very effective such that despite the threshold for identification being significantly reduced, persistent absence continues to reduce across the LA with now 3 secondary schools identified as priority schools. The LA is on track to meet its PA target. Haringey is no longer identified by the DCSF as a PA authority. Support from the Secondary Attendance Manager will continue to focus on addressing PA in all secondary schools.
210. All priority primary schools are now involved in the Attendance Olympics scheme which rewards individual students for 100% or improved attendance. This scheme is a development of the phase based 'Most Improved School' scheme that has been operational for some years.
211. Schools where slow or late referrals to EWS for action have contributed to slower reductions in absence rates have had these identified and key actions to address this recommended.

Support for improved IT in key primary schools to monitor and track attendance will continue.

Support for senior managers

212. The revised Notes of Visit and Advice produced by EWS have been brought in line with those used in School Standards and Inclusion and this has been welcomed by Headteachers and EWOs in schools. This will continue as they support the school in identifying key actions in the school action / development plan.
213. With effect from January 09, each school will be provided on a termly basis a detailed graphical report analysing attendance data by reason for absence, year group, ethnicity, with details of progress against targets, and trend data, to support senior school managers and governors in strategic planning. This will routinely be shared with staff in SIFS.
214. The support through CPD programmes and visits to schools will continue for EWOs in secondary schools.

Support for teachers

215. Through close working links with teams in Primary and Secondary Standards, the sharing of attendance data has led to a focus on absence / attendance at schools of specific lessons as one factor needing to be analysed when targeting classroom-based initiatives.

Exclusions

Interventions and actions

216. There has been a considerable reduction in the number of days lost through fixed term exclusions. Permanent exclusions in primary schools are in line with national and Inner London averages but secondary are now slightly above national but in line with Inner London 2007 figures.
217. The introduction of the Common Assessment Framework (CAF) referral process has started to identify earlier those young people who would benefit from a more holistic approach to behaviour management, including issues related to speech and language development, parenting and family support.
218. Training will be accelerated for senior managers and governing bodies in relation to the exclusions procedures and legislation which came into force in September 2007. One session attended by 50 governors, Headteachers, LA staff and Independent Appeals Panel representatives has already taken place in the Autumn term.
219. We will work to better embed the use of Managed Moves, Parenting Contracts and Parenting Orders, with support for schools available through the Pupil and Family Mediation Officer.
220. We will improve the sharing of data on fixed-term and permanent exclusion with schools and governing bodies. We will provide regular analysis to better enable schools to target and monitor the impact of

interventions and move towards the requirements of the Key to Well being strategy.

Strategies

221. The Local Authority, under its Key to well Being strategy, is currently reviewing the strategies used by schools to prevent exclusions and improve behaviour. This is a major, key piece of work for 2008-10 and schools will be supported to share best practice through the National Strategy for Behaviour and Attendance. The continuation in primary schools of the Social and Emotional Aspects of Learning (SEAL) programme and the introduction of SEAL in secondary schools will also support this work.

Targeted support

222. Schools with higher levels of permanent and fixed-term exclusions will be supported through SIP discussions with schools and the work of the Primary and Secondary Behaviour teams as well as the Head of Attendance and Welfare.
The CAF process also enables individual cases to be referred to specialist support services, mental health services and the Pupil Support Centre.
223. Both the targeted support and the key strategies will be delivered to support senior managers and classroom-based staff. New processes have recently been instituted to share data related to assaults on staff with the health and safety team to enable better monitoring of these incidents and to support staff effected.

Annex 1: FOUNDATION STAGE DATA

- The percentage of children scoring 6 or more in all Personal Social Emotional Development (PSED) scales is down from 66.7% to 63.7%.
- The percentage of children scoring 6 or more in all Communication, Language and Literacy (CLL) scales is up from 44.9% to 47.8%.
- The percentage of children with a total of 78 points or more is up from 65.6% to 65.7%.
- The percentage of children scoring 6 or more in PSED and CLL combined and 78+ points across all areas is up from 41.3% to 43.0%.
- The median FSP score is down from 86 to 85.
- The average score of the lowest 20% has remained the same at 52.7.
- The percentage gap between the median overall score and the average of the bottom 20% has reduced from 38.9% to 38.1%.

Lowest performing 20% of pupils in LA

DCSF 20% is 595 pupils. This analysis includes a total of 630 children since this includes all the children scoring a particular total. (Otherwise some children scoring 68 points would/would not be included)

The FSP total score range for these pupils is from 0 to 68. Their average score is 53.6

64% of these children are male, 36% are female.

41% are eligible for FSM, 55% are not eligible for FSM, 4% are unknown.

69% (432) have no special educational needs, 13% (81) are on school action, 11% (71) are on school action plus, 7% (46) have a statement.

The largest groups in numbers are Caribbean 87 children (22% of Caribbean FSP cohort), Turkish 74 (37% of Turkish FSP cohort), White Other 67 (24% of White Other cohort), White British 42 (7% of cohort), Black African 36 (23% of cohort) Somali 33 (27% of cohort), Kurdish 23 (43% of cohort).

Ethnicity of pupils in lowest 20%

ETHNICITY	Lowest 20%		Lowest 20%	As percentage of cohort		
	F	M	Total	F	M	Total
Caribbean	31	56	87	18%	25%	22%
Turkish	29	45	74	33%	41%	37%
Other White	25	42	67	19%	28%	24%
White British	15	28	43	6%	8%	7%
Not obtained	13	25	38	17%	30%	24%
Black African	11	26	37	14%	31%	23%
Somali	10	23	33	19%	33%	27%
Kurdish	8	15	23	40%	44%	43%
Bangladeshi	12	9	21	32%	27%	30%
Congolese	7	14	21	27%	37%	33%
Other	7	14	21	22%	42%	32%
Nigerian	6	11	17	17%	44%	28%
Latin American	7	10	17	37%	48%	43%
Mixed White /Caribbean	4	12	16	8%	26%	16%
Ghanaian	6	8	14	11%	18%	14%
Turkish Cypriot	3	7	10	38%	64%	53%
Asian Other	3	6	9	13%	25%	19%
Mixed Other	6	3	9	11%	5%	8%
Indian	1	7	8	5%	29%	18%
Kosovan	3	5	8	15%	36%	24%
Pakistani	2	5	7	13%	33%	23%
Mixed White/Black African	2	5	7	10%	26%	18%
Black other	3	3	6	18%	21%	19%
Vietnamese	2	3	5	22%	38%	29%
Albanian	2	3	5	22%	17%	19%
East European	2	3	5	33%	50%	42%
Chinese	2	2	4	33%	22%	27%
White European		4	4	0%	67%	40%
Roma	2	2	4	100%	100%	100%
Greek Cypriot		3	3	0%	50%	25%
Irish		3	3	0%	14%	9%
Mixed White/Asian	1	1	2	4%	5%	5%
Irish Traveller		2	2	0%	50%	33%
Grand Total	225	405	630	16%	25%	21%

48% of the lowest 20% of pupils were 'summer born' (May, June, July, August)
 30% were born January to April
 22% were born Sept to Dec

Lowest 20% of pupils	GENDER		Grand Total	F	M	Grand Total
	F	M				
Born						
Earlier and SeptOctNovDec	53	87	140	24%	21%	22%
JanFebMarAp	70	116	186	31%	29%	30%
MaJuJuAugand later	102	202	304	45%	50%	48%
Grand Total	225	405	630	100%	100%	100%

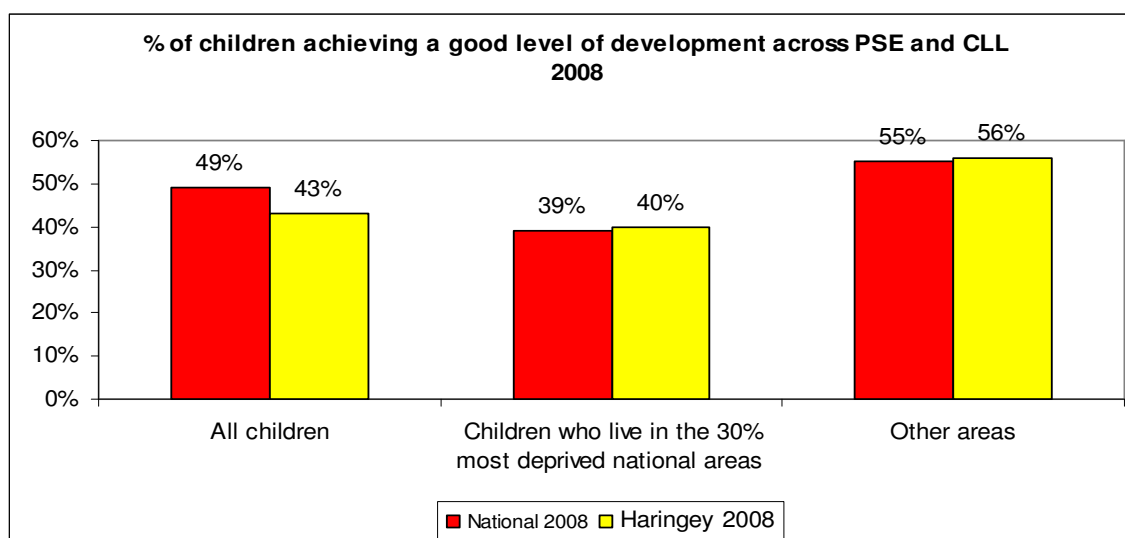
Network Learning Communities

Excluding pupils from special schools, the table below shows the distribution of the lowest 20% of pupils across the NLCs

NLC	Number of children	Percentage
North	207	34%
South	306	51%
West	89	15%
	602	

The national figure of 49% of children achieving a good level of development across personal, social and emotional and communication, language and literacy development is broken down into **39%** of children achieving this level who live in the 30% most deprived areas (**40%** for Haringey equivalent children) and nationally **55%** of children in other areas (**56%** for Haringey equivalent children)

Of the 3000 children in Haringey doing the Foundation Stage profile, about 70% (2,100) live in the 30% most deprived national areas. This is obviously considerably more than the national population. **Like for like** (in terms of location of deprivation), each group in Haringey does better than similar national group, but overall (because such a high proportion of Haringey children live in deprived areas), Haringey is below the national average



National Indicator 72:

Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy

	2006	2007	2008
National	45%	46%	49%
Haringey	35%	41%	43%

National Indicator 92:

Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage

	2006	2007	2008
National	38.3%	37.2%	35.6%
Haringey	43.3%	38.9%	38.1%

Table A1.1 Percentage of pupils achieving a score of 6 or more in the different areas of the Foundation Stage

Curriculum Area		2007 Haringey Girls 1443	2007 Haringey Boys 1461	2007 Haringey All pupils	2008 Haringey Girls	2008 Haringey Boys	2008 Haringey All pupils	National 2008 Girls	National 2008 Boys	National 2008 All
Personal, social and emotional development (PSE)	Dispositions and attitudes	91%	84%	88%	88%	80%	84%	91%	85%	88%
	Social development	82%	73%	78%	84%	71%	77%	87%	77%	82%
	Emotional development	78%	67%	72%	75%	64%	69%	83%	72%	77%
	PSE all 3 scales	73%	61%	67%	71%	58%	64%	NA	NA	72%
Communication, language and literacy (CLL)	Language for communication and thinking	81%	70%	75%	79%	72%	75%	84%	75%	79%
	Linking sounds and letters	67%	58%	62%	74%	62%	68%	76%	66%	71%
	Reading	67%	56%	62%	67%	55%	60%	76%	65%	70%
	Writing	64%	49%	56%	69%	50%	59%	70%	52%	61%
	CLL all 4 scales	52%	39%	45%	57%	40%	48%	NA	NA	52%
	PSE and CLL combined all 7 scales	49%	35%	41%	53%	35%	43%	NA	NA	49%
Mathematical Development	NLC	86%	83%	84%	86%	83%	84%	90%	86%	88%
	C	70%	61%	65%	68%	61%	64%	74%	69%	72%
	SSM	73%	67%	70%	74%	67%	71%	84%	79%	81%
	Knowledge and Understanding of the world	74%	70%	72%	75%	72%	73%	80%	77%	79%
	Physical Development	90%	83%	87%	91%	84%	88%	92%	85%	89%
	Creative Development	81%	68%	75%	86%	71%	78%	86%	72%	79%

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Table A1.2 Haringey and National FSP trends

Summary Haringey and National FSP trends

	National 2006	National 2007	National 2008	Haringey 2006	Haringey 2007	Haringey 2008
Personal, social and emotional development (PSE) - all 3 scales	71%	71%	72%	63%	67%	64%
Communication, language and literacy (CLL) - all 4 scales	48%	49%	53%	41%	45%	48%
Personal, social and emotional development (PSE) and Communication, language and literacy (CLL) combined - all 7 scales	45%	46%	49%	37%	41%	43%
Mathematical Development - all 3 scales	66%	67%	68%	57%	59%	59%
Knowledge and understanding of the world- 1 scale	77%	77%	78%	71%	72%	74%
Physical Development - 1 scale	88%	88%	89%	87%	87%	88%
Creative Development - 1 scale	78%	78%	79%	74%	75%	78%
Percentage achieving at least 78 points and 6+ in all PSE and CLL	45%	46%	49%	37.1%	41.2%	43.0%
Number of pupils in lowest performing 20%				555	571	603
% gap between median and lowest 20%	Not published	37.3%	36.0%	43.5%	38.9%	38.1

Table A1.3 Percentage of pupils achieving a score of 6 or more in the different areas of the Foundation Stage by ethnicity

Ethnicity 2008	Number in group	DA 6+	SD 6+	ED 6+	PSE ALL 3 SCALES	LCT 6+	LSL 6+	R 6+	W 6+	CLL ALL 4 SCALES	PSE AND CLL ALL 7 SCALES
Asian Bangladeshi	70	79%	77%	64%	61%	67%	70%	59%	63%	47%	43%
Asian Indian	44	80%	73%	73%	61%	77%	68%	64%	66%	52%	48%
Asian Other	47	87%	83%	72%	64%	81%	72%	70%	68%	60%	49%
Asian Pakistani	30	80%	77%	70%	53%	63%	77%	67%	70%	57%	47%
Black - Caribbean	395	82%	72%	64%	59%	77%	66%	58%	55%	47%	42%
Black - Congolese	64	66%	66%	48%	42%	59%	55%	45%	56%	33%	28%
Black - Ghanaian	98	89%	73%	62%	57%	77%	70%	66%	63%	49%	40%
Black - Nigerian	61	80%	69%	56%	48%	75%	66%	59%	66%	49%	34%
Black - Other Black African	168	86%	72%	63%	58%	70%	67%	55%	61%	46%	40%
Black - Somali	122	84%	74%	62%	57%	60%	62%	49%	52%	33%	28%
Black - Other Black	31	81%	77%	77%	71%	77%	58%	55%	52%	42%	39%
Chinese	15	80%	73%	60%	53%	60%	53%	33%	53%	33%	33%
Information Not Obtained	161	82%	80%	75%	72%	76%	64%	58%	60%	53%	51%
Kurdish	54	76%	69%	44%	43%	46%	54%	37%	37%	22%	15%
Mixed - White And Asian	42	90%	93%	90%	83%	93%	88%	88%	69%	69%	64%
Mixed - White And Black African	39	90%	82%	79%	72%	87%	74%	69%	69%	64%	56%
Mixed - White And Black Caribbean	98	88%	81%	68%	65%	79%	67%	67%	61%	49%	46%
Mixed Other	114	91%	87%	82%	78%	86%	73%	73%	64%	53%	49%
Other - Any Other	65	82%	72%	68%	63%	65%	65%	60%	57%	49%	45%
Other - Latin American	40	75%	63%	45%	40%	55%	45%	33%	38%	25%	23%
Other - Vietnamese	17	76%	65%	59%	59%	65%	65%	59%	53%	47%	47%
White - Albanian	27	85%	78%	74%	63%	74%	74%	52%	63%	37%	33%
White - British	602	93%	90%	87%	83%	93%	81%	78%	69%	63%	60%
White - Greek Cypriot	12	83%	67%	67%	58%	83%	50%	58%	58%	50%	50%
White - Gypsy/Roma	4	0%	25%	0%	0%	0%	25%	0%	25%	0%	0%
White - Irish	33	85%	82%	79%	79%	82%	70%	73%	67%	58%	52%
White - Kosovan	34	85%	79%	65%	59%	65%	71%	47%	56%	44%	38%
White - Other White	305	79%	73%	65%	61%	66%	63%	52%	52%	41%	38%
White - Traveller of Irish Heritage	6	100%	83%	50%	50%	67%	33%	17%	50%	17%	0%
White - Turkish	199	75%	66%	55%	44%	53%	53%	40%	46%	29%	25%
White - Turkish Cypriot	19	74%	58%	58%	37%	53%	42%	37%	26%	21%	21%
Grand Total	3016	84%	77%	69%	64%	75%	68%	60%	59%	48%	43%

Table A1.4 Percentage of pupils achieving a score of 6 or more in the different areas of the Foundation Stage by ethnicity

2008 Ethnicity	Grand Total	NLC 6+	C 6+	SSM 6+	MATHS ALL 3 SCALES	KUW 6+	PD 6+	CD 6+
Asian Bangladeshi	70	81%	61%	61%	59%	66%	89%	80%
Asian Indian	44	86%	66%	77%	61%	66%	86%	75%
Asian Other	47	89%	64%	77%	64%	79%	91%	81%
Asian Pakistani	30	90%	73%	73%	63%	80%	80%	73%
Black - Caribbean	395	85%	61%	73%	55%	69%	85%	76%
Black - Congolese	64	75%	52%	59%	45%	59%	81%	69%
Black - Ghanaian	98	89%	58%	70%	54%	71%	92%	83%
Black - Nigerian	61	85%	62%	62%	52%	64%	80%	70%
Black - Other Black African	168	84%	54%	63%	49%	68%	89%	76%
Black - Somali	122	75%	51%	61%	43%	66%	84%	74%
Black - Other Black	31	81%	48%	65%	39%	71%	84%	81%
Chinese	15	87%	53%	53%	40%	67%	93%	53%
Information Not Obtained	161	84%	70%	73%	66%	73%	84%	74%
Kurdish	54	67%	46%	39%	35%	59%	87%	59%
Mixed - White And Asian	42	98%	86%	90%	81%	95%	88%	93%
Mixed - White And Black African	39	95%	74%	82%	72%	85%	90%	85%
Mixed - White And Black Caribbean	98	89%	73%	79%	69%	77%	86%	84%
Mixed Other	114	92%	75%	86%	72%	87%	96%	89%
Other - Any Other	65	77%	55%	60%	49%	63%	88%	74%
Other - Latin American	40	75%	43%	43%	33%	55%	83%	68%
Other - Vietnamese	17	94%	65%	59%	41%	53%	82%	59%
White - Albanian	27	81%	56%	67%	52%	74%	89%	63%
White - British	602	93%	84%	91%	81%	91%	93%	89%
White - Greek Cypriot	12	83%	50%	75%	50%	75%	83%	83%
White - Gypsy/Roma	4	25%	25%	0%	0%	0%	50%	25%
White - Irish	33	85%	76%	88%	76%	85%	82%	91%
White - Kosovan	34	85%	59%	65%	50%	62%	97%	74%
White - Other White	305	82%	64%	63%	54%	71%	87%	76%
White - Traveller of Irish Heritage	6	67%	33%	50%	33%	67%	100%	67%
White - Turkish	199	72%	41%	43%	33%	56%	86%	65%
White - Turkish Cypriot	19	58%	37%	37%	32%	42%	79%	74%
Grand Total	3016	85%	65%	71%	59%	74%	88%	78%

Table A1.5 Foundation Stage Profile results for children eligible and not eligible for free school meals

2008 FSM	Number	PSE ALL 3 SCALES	CLL ALL 4 SCALES	PSE AND CLL ALL 7 SCALES	MATHS ALL 3 SCALES	KUW 6+	PD 6+	CD 6+
No	1987	68%	52%	48%	65%	78%	89%	81%
Yes	924	55%	38%	32%	45%	64%	85%	73%
No data	105	72%	52%	51%	65%	71%	85%	74%
All	3016	64%	48%	43%	59%	74%	88%	78%

Annex 2: KEY STAGE 1 DATA

Table A2.1: Key Stage 1 results – number and percentage

All pupils 2691	U/D/A	W	1	2	2C	2B	2A	3	% 2+	%2B+	%3+	Avg point score
Speaking and Listening	1	89	329	1759				513	84.40%		19.10%	15.0
Reading	1	128	373		343	682	621	543	81.35%	68.60%	20.20%	15.0
Writing	1	182	496		587	719	435	271	74.77%	52.95%	10.07%	13.6
Maths		84	260		502	652	714	478	87.18%	68.52%	17.76%	15.3
Science	1	74	287	1866				463	86.55%		17.21%	15.1
Overall APS												14.7

Reading

Table A2.2: Percentage of pupils achieving Level 2+ Reading at the end of Key Stage 1

KS1 Reading % L2+				
	2005	2006	2007	2008
Haringey				
Girls	84%	81%	86%	86%
Boys	74%	76%	76%	78%
All	79%	78%	81%	81%
National				
Girls	89%	89%	88%	88%
Boys	81%	80%	80%	80%
All	85%	84%	84%	84%

Writing

Table A2.3: Percentage of pupils achieving Level 2+ Writing at the end of Key Stage 1

KS1 Writing % L2+				
	2005	2006	2007	2008
Haringey				
Girls	82%	79%	81%	80%
Boys	69%	70%	72%	70%
All	75%	74%	76%	75%
National				
Girls	88%	87%	86%	86%
Boys	77%	76%	75%	75%
All	82%	81%	80%	80%

Mathematics

Table A2.4: Percentage of pupils achieving Level 2+ Maths at the end of Key Stage 1

KS1 Maths % L2+				
	2005	2006	2007	2008
Haringey				
Girls	89%	88%	89%	89%
Boys	85%	86%	86%	86%
All	87%	87%	88%	87%
National				
Girls	92%	92%	91%	91%
Boys	90%	89%	88%	88%
All	91%	90%	90%	90%

Science

Table A2.5: Percentage of pupils achieving Level 2+ Science at the end of Key Stage 1

KS1 Science % L2+				
	2005	2006	2007	2008
Haringey				
Girls	85%	87%	89%	87%
Boys	81%	85%	84%	86%
All	83%	86%	86%	87%
National				
Girls	91%	91%	90%	90%
Boys	88%	88%	87%	87%
All	90%	89%	89%	89%

Table A2.6: Percentage of pupils achieving Level 2B+ at the end of Key Stage 1 Reading

KS1 Reading % L2B+				
	2005	2006	2007	2008
Haringey				
Girls	72%	68%	72%	74%
Boys	60%	60%	62%	64%
All	66%	64%	67%	69%
National				
Girls	78%	77%	77%	77%
Boys	67%	66%	65%	66%
All	72%	71%	71%	71%

Writing

KS1 Writing % L2B+				
	2005	2006	2007	2008
Haringey				
Girls	60%	57%	60%	61%
Boys	45%	47%	48%	46%
All	52%	52%	54%	53%
National				
Girls	70%	69%	67%	67%
Boys	54%	52%	51%	51%
All	61%	60%	59%	58%

Table A2.7: Maths

KS1 Maths % L2B+				
	2005	2006	2007	2008
Haringey				
Girls	70%	66%	71%	70%
Boys	66%	66%	71%	68%
All	68%	66%	71%	69%
National				
Girls	75%	74%	75%	75%
Boys	73%	72%	73%	73%
All	74%	73%	74%	74%

Table A2.8: Percentage of pupils achieving Level 3+ at the end of Key Stage 1

Reading

KS1 Reading % L3+				
	2005	2006	2007	2008
Haringey				
Girls	25%	25%	29%	23%
Boys	19%	18%	21%	17%
All	22%	21%	24%	20%
National				
Girls	32%	30%	30%	29%
Boys	22%	21%	21%	21%
All	27%	25%	26%	25%

Table A2.9: Writing

KS1 Writing % L3+				
	2005	2006	2007	2008
Haringey				
Girls	16%	14%	17%	13%
Boys	10%	8%	8%	8%
All	13%	11%	12%	10%
National				
Girls	20%	19%	17%	16%
Boys	10%	9%	9%	8%
All	15%	14%	13%	12%

Table A2.10: Maths

KS1 Maths % L3+				
	2005	2006	2007	2008
Haringey				
Girls	16%	16%	20%	14%
Boys	20%	21%	23%	21%
All	18%	19%	22%	18%
National				
Girls	20%	16%	20%	19%
Boys	25%	21%	23%	24%
All	23%	19%	22%	21%

Table A2.11: Science

KS1 Science % L3+				
	2005	2006	2007	2008
Haringey				
Girls	19%	16%	21%	15%
Boys	20%	19%	20%	19%
All	19%	18%	21%	17%
National				
Girls	24%	23%	22%	21%
Boys	26%	24%	24%	23%
All	25%	24%	23%	22%

Table A2.12: KS1 results for Looked After Children

% level 2+	2005	2006	2007	2008 provisional
Number of children Haringey	17	10	11	11
National KS1 Reading	57.2	57.3	55.1	
Haringey KS1 Reading	77	66.7	54.5	82
National KS1 Writing	51.8	51.6	50.7	
Haringey KS1 Writing	61.5	66.7	45.4	73
National KS1 Maths	64.4	64.6	63.6	
Haringey KS1 Maths	77	66.7	72.7	82

Table A2.13: KS1 results with Time in school

	2008 More than 2 years	2008 1 to 2 years	2008 Less than 1 year
Reading Level 2+	84	75	58
Writing Level 2+	78	66	52
Maths Level 2+	89	82	69
Science level 2+	89	79	68

Table A2.14 : Key Stage 1 results for pupils with special educational needs

SEN status 2008	Number	Reading 2+	Writing 2+	Maths 2+	Science 2+
No SEN	2108	89	83	93	92
School Action	403	62	50	74	73
School Action Plus	127	53	36	63	62
Statement	53	15	15	17	17

Table A2.15: Key Stage1 results for eligible and not eligible for Free school meals

2008	Number	Reading level 2+	Writing level 2+	Maths level 2+	Science level 2+
FSM	870	74%	63%	81%	80%
Not FSM	1821	85%	80%	90%	90%

Table A 2.16 KS1 Results with ethnicity 2008

2008 Ethnicity	Number			S&L			S&L		
	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
				2+	2+	2+	3	3	3
Asian - Asian British/Any Asian Background	45	17	28	80%	94%	71%	9%	6%	11%
Asian - Asian British/Bangladeshi	76	41	35	78%	80%	74%	17%	22%	11%
Asian - Asian British/Indian	37	16	21	97%	100%	95%	35%	31%	38%
Asian - Asian British/Pakistani	26	13	13	69%	62%	77%	4%	0%	8%
Black - Black British/Caribbean	342	178	164	87%	88%	85%	17%	18%	16%
Black - Congolese	39	16	23	85%	88%	83%	13%	13%	13%
Black - Ghanaian	81	48	33	91%	94%	88%	16%	23%	6%
Black - Nigerian	58	27	31	91%	96%	87%	24%	30%	19%
Black - Other Black African	150	73	77	80%	86%	74%	13%	19%	8%
Black - Somali	150	61	89	76%	82%	72%	7%	7%	7%
Black African Total	820	403	417	84%	88%	81%	15%	18%	12%
Black - Other Black	38	19	19	87%	89%	84%	8%	11%	5%
Chinese	16	11	5	94%	100%	80%	13%	9%	20%
Information Not Obtained	17	10	7	71%	80%	57%	12%	20%	0%
Kurdish	65	30	35	66%	70%	63%	3%	7%	0%
Mixed - Any Other Mixed Background	93	36	57	94%	100%	89%	22%	28%	18%
Mixed - White And Asian	32	18	14	100%	100%	100%	44%	44%	43%
Mixed - White And Black African	38	16	22	89%	94%	86%	29%	50%	14%
Mixed - White And Black Caribbean	92	39	53	91%	92%	91%	18%	18%	19%
Other - Any Other Ethnic Group	75	39	36	77%	82%	72%	17%	21%	14%
Other - Latin American	28	10	18	82%	90%	78%	4%	10%	0%
Other - Vietnamese	17	6	11	76%	83%	73%	18%	17%	18%
Refused	7	1	6	86%	100%	83%	14%	0%	17%
White - Albanian	34	17	17	82%	82%	82%	6%	0%	12%
White - British	534	247	287	97%	98%	95%	34%	37%	32%
White - Greek Cypriot	13	5	8	92%	100%	88%	15%	20%	13%
White - Gypsy/Roma	6	4	2	17%	25%	0%	0%	0%	0%
White - Irish	44	18	26	89%	94%	85%	36%	39%	35%
White - Kosovan	43	22	21	79%	77%	81%	9%	9%	10%
White - Other White	269	126	143	82%	86%	79%	22%	25%	19%
White - Traveller of Irish Heritage	12	7	5	58%	43%	80%	0%	0%	0%
White - Turkish	193	80	113	63%	64%	63%	3%	5%	2%
White - Turkish Cypriot	21	12	9	57%	58%	56%	5%	0%	11%
Grand Total	1263	1428	2691	84%	87%	82%	19%	22%	17%

Table A 2.17 KS1 Results with ethnicity 2008

2008 Ethnicity	Number			Reading			Reading		
	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
				2+	2+	2+	3	3	3
Asian - Asian British/Any Asian Background	45	17	28	80%	94%	71%	22%	29%	18%
Asian - Asian British/Bangladeshi	76	41	35	82%	85%	77%	17%	24%	9%
Asian - Asian British/Indian	37	16	21	97%	100%	95%	27%	31%	24%
Asian - Asian British/Pakistani	26	13	13	73%	54%	92%	12%	8%	15%
Black - Black British/Caribbean	342	178	164	86%	90%	82%	12%	14%	10%
Black - Congolese	39	16	23	67%	81%	57%	15%	6%	22%
Black - Ghanaian	81	48	33	90%	92%	88%	11%	15%	6%
Black - Nigerian	58	27	31	88%	96%	81%	29%	41%	19%
Black - Other Black African	150	73	77	80%	84%	77%	15%	19%	10%
Black - Somali	150	61	89	75%	85%	69%	7%	8%	6%
Black African Total	820	403	417	83%	88%	77%	13%	16%	10%
Black - Other Black	38	19	19	79%	79%	79%	8%	16%	0%
Chinese	16	11	5	94%	100%	80%	19%	18%	20%
Information Not Obtained	17	10	7	53%	60%	43%	18%	30%	0%
Kurdish	65	30	35	58%	67%	51%	2%	3%	0%
Mixed - Any Other Mixed Background	93	36	57	87%	97%	81%	24%	39%	14%
Mixed - White And Asian	32	18	14	97%	94%	100%	50%	50%	50%
Mixed - White And Black African	38	16	22	89%	94%	86%	26%	38%	18%
Mixed - White And Black Caribbean	92	39	53	85%	85%	85%	22%	18%	25%
Other - Any Other Ethnic Group	75	39	36	79%	85%	72%	21%	23%	19%
Other - Latin American	28	10	18	50%	70%	39%	14%	30%	6%
Other - Vietnamese	17	6	11	76%	67%	82%	18%	33%	9%
Refused	7	1	6	86%	100%	83%	14%	0%	17%
White - Albanian	34	17	17	82%	82%	82%	6%	0%	12%
White - British	534	247	287	92%	94%	90%	38%	42%	35%
White - Greek Cypriot	13	5	8	85%	100%	75%	15%	20%	13%
White - Gypsy/Roma	6	4	2	0%	0%	0%	0%	0%	0%
White - Irish	44	18	26	77%	83%	73%	32%	28%	35%
White - Kosovan	43	22	21	79%	82%	76%	9%	5%	14%
White - Other White	269	126	143	78%	82%	74%	25%	31%	20%
White - Traveller of Irish Heritage	12	7	5	25%	29%	20%	0%	0%	0%
White - Turkish	193	80	113	67%	70%	65%	2%	4%	1%
White - Turkish Cypriot	21	12	9	52%	58%	44%	10%	8%	11%
Grand Total	1263	1428	2691	81%	86%	78%	20%	23%	17%

Table A 2.18 KS1 Results with ethnicity 2008

2008 Ethnicity	Number			Writing			Writing		
	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
				2+	2+	2+	3	3	3
Asian - Asian British/Any Asian Background	45	17	28	76%	88%	68%	4%	12%	0%
Asian - Asian British/Bangladeshi	76	41	35	74%	76%	71%	13%	15%	11%
Asian - Asian British/Indian	37	16	21	86%	88%	86%	11%	19%	5%
Asian - Asian British/Pakistani	26	13	13	73%	54%	92%	0%	0%	0%
Black - Black British/Caribbean	342	178	164	79%	84%	73%	6%	9%	4%
Black - Congolese	39	16	23	69%	75%	65%	8%	13%	4%
Black - Ghanaian	81	48	33	86%	90%	82%	6%	8%	3%
Black - Nigerian	58	27	31	84%	96%	74%	16%	30%	3%
Black - Other Black African	150	73	77	75%	81%	69%	3%	5%	1%
Black - Somali	150	61	89	61%	77%	51%	3%	3%	2%
Black African Total	820	403	417	75%	83%	68%	6%	9%	3%
Black - Other Black	38	19	19	68%	74%	63%	0%	0%	0%
Chinese	16	11	5	94%	100%	80%	19%	18%	20%
Information Not Obtained	17	10	7	53%	70%	29%	12%	20%	0%
Kurdish	65	30	35	51%	57%	46%	2%	3%	0%
Mixed - Any Other Mixed Background	93	36	57	83%	94%	75%	6%	11%	4%
Mixed - White And Asian	32	18	14	97%	94%	100%	34%	22%	50%
Mixed - White And Black African	38	16	22	87%	94%	82%	11%	13%	9%
Mixed - White And Black Caribbean	92	39	53	79%	77%	81%	7%	5%	8%
Other - Any Other Ethnic Group	75	39	36	73%	79%	67%	9%	10%	8%
Other - Latin American	28	10	18	50%	70%	39%	4%	10%	0%
Other - Vietnamese	17	6	11	76%	67%	82%	12%	33%	0%
Refused	7	1	6	100%	100%	100%	0%	0%	0%
White - Albanian	34	17	17	74%	76%	71%	0%	0%	0%
White - British	534	247	287	88%	91%	85%	21%	26%	18%
White - Greek Cypriot	13	5	8	62%	80%	50%	8%	20%	0%
White - Gypsy/Roma	6	4	2	0%	0%	0%	0%	0%	0%
White - Irish	44	18	26	64%	61%	65%	16%	17%	15%
White - Kosovan	43	22	21	70%	77%	62%	2%	5%	0%
White - Other White	269	126	143	71%	74%	68%	14%	17%	11%
White - Traveller of Irish Heritage	12	7	5	8%	14%	0%	0%	0%	0%
White - Turkish	193	80	113	54%	58%	52%	2%	3%	1%
White - Turkish Cypriot	21	12	9	48%	50%	44%	5%	0%	11%
Grand Total	1263	1428	2691	75%	80%	70%	10%	13%	8%

Table A 2.19 KS1 Results with ethnicity 2008

2008 Ethnicity	Number			Maths			Maths		
	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
				2+	2+	2+	3	3	3
Asian - Asian British/Any Asian Background	45	17	28	87%	94%	82%	13%	6%	18%
Asian - Asian British/Bangladeshi	76	41	35	82%	88%	74%	11%	10%	11%
Asian - Asian British/Indian	37	16	21	95%	94%	95%	19%	6%	29%
Asian - Asian British/Pakistani	26	13	13	77%	62%	92%	19%	8%	31%
Black - Black British/Caribbean	342	178	164	87%	88%	85%	11%	11%	11%
Black - Congolese	39	16	23	77%	75%	78%	13%	6%	17%
Black - Ghanaian	81	48	33	93%	98%	85%	10%	13%	6%
Black - Nigerian	58	27	31	91%	96%	87%	19%	26%	13%
Black - Other Black African	150	73	77	84%	85%	83%	9%	7%	12%
Black - Somali	150	61	89	79%	84%	75%	7%	7%	8%
Black African Total	820	403	417	85%	88%	82%	10%	10%	11%
Black - Other Black	38	19	19	84%	84%	84%	3%	0%	5%
Chinese	16	11	5	94%	100%	80%	50%	45%	60%
Information Not Obtained	17	10	7	65%	80%	43%	18%	20%	14%
Kurdish	65	30	35	78%	80%	77%	6%	7%	6%
Mixed - Any Other Mixed Background	93	36	57	91%	100%	86%	19%	19%	19%
Mixed - White And Asian	32	18	14	100%	100%	100%	28%	17%	43%
Mixed - White And Black African	38	16	22	95%	100%	91%	26%	25%	27%
Mixed - White And Black Caribbean	92	39	53	93%	95%	92%	20%	8%	28%
Other - Any Other Ethnic Group	75	39	36	81%	85%	78%	17%	13%	22%
Other - Latin American	28	10	18	75%	80%	72%	11%	10%	11%
Other - Vietnamese	17	6	11	82%	83%	82%	29%	17%	36%
Refused	7	1	6	86%	0%	100%	14%	0%	17%
White - Albanian	34	17	17	88%	82%	94%	12%	0%	24%
White - British	534	247	287	96%	97%	96%	33%	27%	37%
White - Greek Cypriot	13	5	8	85%	80%	88%	15%	20%	13%
White - Gypsy/Roma	6	4	2	0%	0%	0%	0%	0%	0%
White - Irish	44	18	26	86%	94%	81%	27%	17%	35%
White - Kosovan	43	22	21	88%	86%	90%	12%	5%	19%
White - Other White	269	126	143	88%	90%	87%	21%	20%	22%
White - Traveller of Irish Heritage	12	7	5	42%	29%	60%	0%	0%	0%
White - Turkish	193	80	113	79%	80%	78%	9%	5%	12%
White - Turkish Cypriot	21	12	9	76%	75%	78%	5%	0%	11%
Grand Total	1263	1428	2691	87%	89%	86%	18%	14%	21%

Table A 2.20 KS1 Results with ethnicity 2008

2008 Ethnicity	Number			Science			Science		
	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
				2+	2+	2+	3	3	3
Asian - Asian British/Any Asian Background	45	17	28	84%	88%	82%	22%	24%	21%
Asian - Asian British/Bangladeshi	76	41	35	80%	83%	77%	12%	15%	9%
Asian - Asian British/Indian	37	16	21	97%	100%	95%	14%	6%	19%
Asian - Asian British/Pakistani	26	13	13	69%	54%	85%	12%	0%	23%
Black - Black British/Caribbean	342	178	164	88%	88%	88%	10%	10%	10%
Black - Congolese	39	16	23	82%	75%	87%	15%	6%	22%
Black - Ghanaian	81	48	33	93%	98%	85%	16%	23%	6%
Black - Nigerian	58	27	31	93%	96%	90%	19%	22%	16%
Black - Other Black African	150	73	77	87%	86%	87%	13%	14%	12%
Black - Somali	150	61	89	74%	77%	72%	5%	3%	7%
Black African Total	820	403	417	86%	87%	84%	11%	12%	11%
Black - Other Black	38	19	19	82%	79%	84%	3%	0%	5%
Chinese	16	11	5	94%	100%	80%	38%	27%	60%
Information Not Obtained	17	10	7	65%	70%	57%	12%	10%	14%
Kurdish	65	30	35	74%	73%	74%	5%	7%	3%
Mixed - Any Other Mixed Background	93	36	57	96%	97%	95%	19%	14%	23%
Mixed - White And Asian	32	18	14	100%	100%	100%	44%	39%	50%
Mixed - White And Black African	38	16	22	97%	100%	95%	24%	13%	32%
Mixed - White And Black Caribbean	92	39	53	93%	92%	94%	16%	13%	19%
Other - Any Other Ethnic Group	75	39	36	79%	82%	75%	12%	8%	17%
Other - Latin American	28	10	18	79%	90%	72%	18%	30%	11%
Other - Vietnamese	17	6	11	88%	100%	82%	29%	33%	27%
Refused	7	1	6	100%	100%	100%	14%	0%	17%
White - Albanian	34	17	17	79%	71%	88%	12%	6%	18%
White - British	534	247	287	97%	97%	97%	32%	26%	37%
White - Greek Cypriot	13	5	8	85%	80%	88%	15%	20%	13%
White - Gypsy/Roma	6	4	2	17%	25%	0%	0%	0%	0%
White - Irish	44	18	26	89%	89%	88%	23%	6%	35%
White - Kosovan	43	22	21	81%	73%	90%	7%	0%	14%
White - Other White	269	126	143	86%	89%	83%	20%	20%	21%
White - Traveller of Irish Heritage	12	7	5	58%	43%	80%	0%	0%	0%
White - Turkish	193	80	113	72%	74%	71%	6%	6%	6%
White - Turkish Cypriot	21	12	9	62%	67%	56%	5%	0%	11%
Grand Total	1263	1428	2691	87%	87%	86%	17%	15%	19%

Table A 2.21 KS1 Results with ethnicity and free school meals 2008

Ethnicity			Reading 2008			
	FSM	Not FSM	FSM		Not FSM	
	Number	Number	2+	2B+	2+	2B+
Asian - Asian British/Any Asian Background	12	33	83%	42%	79%	70%
Asian - Asian British/Bangladeshi	28	48	79%	46%	83%	71%
Asian - Asian British/Indian	9	28	100%	78%	96%	89%
Asian - Asian British/Pakistani	4	22	50%	50%	77%	64%
Black - Black British/Caribbean	117	225	83%	66%	88%	75%
Black - Congolese	29	10	66%	52%	70%	40%
Black - Ghanaian	17	64	88%	71%	91%	86%
Black - Nigerian	8	50	100%	100%	86%	80%
Black - Other Black African	70	80	76%	69%	84%	68%
Black - Somali	110	40	75%	55%	75%	60%
Black - Other Black	17	21	71%	53%	86%	67%
Chinese	5	11	100%	100%	91%	73%
Information Not Obtained	2	15	50%	50%	53%	33%
Kurdish	47	18	62%	43%	50%	33%
Mixed - Any Other Mixed Background	17	76	82%	65%	88%	82%
Mixed - White And Asian	5	27	80%	80%	100%	96%
Mixed - White And Black African	12	26	92%	92%	88%	77%
Mixed - White And Black Caribbean	30	62	80%	77%	87%	82%
Other - Any Other Ethnic Group	21	54	76%	67%	80%	74%
Other - Latin American	8	20	13%	13%	65%	45%
Other - Vietnamese	11	6	73%	55%	83%	83%
Refused	2	5	100%	100%	80%	80%
White - Albanian	25	9	80%	64%	89%	78%
White - British	46	488	83%	63%	93%	85%
White - Greek Cypriot	4	9	50%	0%	100%	78%
White - Gypsy/Roma	5	1	0%	0%	0%	0%
White - Irish	9	35	56%	22%	83%	74%
White - Kosovan	32	11	72%	56%	100%	73%
White - Other White	37	232	76%	54%	78%	68%
White - Traveller of Irish Heritage	8	4	38%	13%	0%	0%
White - Turkish	113	80	65%	47%	70%	40%
White - Turkish Cypriot	10	11	60%	40%	45%	36%
Grand Total	870	1821	74%	57%	85%	74%

Table A 2.22 KS1 Results with ethnicity and free school meals 2008

Ethnicity			Writing 2008			
	FSM	Not FSM	FSM		Not FSM	
	Number	Number	2+	2B+	2+	2B+
Asian - Asian British/Any Asian Background	12	33	67%	25%	79%	64%
Asian - Asian British/Bangladeshi	28	48	61%	36%	81%	60%
Asian - Asian British/Indian	9	28	78%	56%	89%	75%
Asian - Asian British/Pakistani	4	22	50%	25%	77%	41%
Black - Black British/Caribbean	117	225	74%	45%	81%	56%
Black - Congolese	29	10	69%	45%	70%	30%
Black - Ghanaian	17	64	88%	41%	86%	67%
Black - Nigerian	8	50	100%	75%	82%	60%
Black - Other Black African	70	80	70%	49%	79%	53%
Black - Somali	110	40	58%	34%	70%	38%
Black - Other Black	17	21	71%	41%	67%	48%
Chinese	5	11	100%	100%	91%	73%
Information Not Obtained	2	15	50%	50%	53%	27%
Kurdish	47	18	49%	32%	56%	28%
Mixed - Any Other Mixed Background	17	76	76%	41%	84%	61%
Mixed - White And Asian	5	27	80%	40%	100%	85%
Mixed - White And Black African	12	26	92%	75%	85%	65%
Mixed - White And Black Caribbean	30	62	67%	43%	85%	58%
Other - Any Other Ethnic Group	21	54	76%	48%	72%	54%
Other - Latin American	8	20	13%	13%	65%	30%
Other - Vietnamese	11	6	73%	64%	83%	67%
Refused	2	5	100%	50%	100%	60%
White - Albanian	25	9	68%	44%	89%	67%
White - British	46	488	63%	30%	90%	73%
White - Greek Cypriot	4	9	0%	0%	89%	67%
White - Gypsy/Roma	5	1	0%	0%	0%	0%
White - Irish	9	35	22%	11%	74%	60%
White - Kosovan	32	11	66%	44%	82%	36%
White - Other White	37	232	68%	46%	71%	57%
White - Traveller of Irish Heritage	8	4	13%	13%	0%	0%
White - Turkish	113	80	52%	30%	58%	31%
White - Turkish Cypriot	10	11	50%	30%	45%	27%
Grand Total	870	1821	63%	39%	80%	59%

Table A 2.23 KS1 Results with ethnicity and free school meals 2008

Ethnicity			Maths 2008			
	FSM	Not FSM	FSM		Not FSM	
	Number	Number	2+	2B+	2+	2B+
Asian - Asian British/Any Asian Background	12	33	92%	75%	85%	52%
Asian - Asian British/Bangladeshi	28	48	75%	46%	85%	56%
Asian - Asian British/Indian	9	28	89%	56%	96%	54%
Asian - Asian British/Pakistani	4	22	75%	75%	77%	59%
Black - Black British/Caribbean	117	225	85%	58%	88%	61%
Black - Congolese	29	10	76%	69%	80%	70%
Black - Ghanaian	17	64	88%	53%	94%	63%
Black - Nigerian	8	50	100%	50%	90%	60%
Black - Other Black African	70	80	81%	56%	86%	53%
Black - Somali	110	40	79%	57%	78%	58%
Black - Other Black	17	21	82%	59%	86%	62%
Chinese	5	11	100%	80%	91%	82%
Information Not Obtained	2	15	50%	0%	67%	53%
Kurdish	47	18	85%	62%	61%	50%
Mixed - Any Other Mixed Background	17	76	88%	41%	92%	62%
Mixed - White And Asian	5	27	100%	60%	100%	63%
Mixed - White And Black African	12	26	92%	58%	96%	58%
Mixed - White And Black Caribbean	30	62	90%	70%	95%	69%
Other - Any Other Ethnic Group	21	54	81%	71%	81%	56%
Other - Latin American	8	20	38%	38%	90%	75%
Other - Vietnamese	11	6	73%	55%	100%	83%
Refused	2	5	50%	50%	100%	60%
White - Albanian	25	9	84%	64%	100%	100%
White - British	46	488	87%	61%	97%	65%
White - Greek Cypriot	4	9	75%	50%	89%	56%
White - Gypsy/Roma	5	1	0%	0%	0%	0%
White - Irish	9	35	67%	67%	91%	66%
White - Kosovan	32	11	84%	63%	100%	82%
White - Other White	37	232	78%	51%	90%	59%
White - Traveller of Irish Heritage	8	4	63%	50%	0%	0%
White - Turkish	113	80	76%	63%	83%	63%
White - Turkish Cypriot	10	11	80%	80%	73%	55%
Grand Total	870	1821	81%	59%	90%	61%

Annex 3: KEY STAGE 2

Table A3.0: Key Stage 2 results – number and percentage

	(blank)	T	A	B	N	2	3	4	5	Grand Total	% 4+	% 5
English	15	5	8	100	46	24	482	1318	700	2698	75%	26%
Maths	6	4	9	97	69	39	538	1244	692	2698	72%	26%
Science	2	4	7	79	38	28	351	1208	981	2698	81%	36%

A – absent, B – working below level assessed by test, N – no test level awarded

English

Table A3.1: Percentage of pupils achieving Level 4+ in English at the end of Key Stage 2

KS2 English % L4+				
	2005	2006	2007	2008
Haringey				
Girls	77%	80%	81%	81%
Boys	68%	70%	69%	69%
All	73%	75%	76%	75%
National				
Girls	84%	84%	84%	85%
Boys	74%	74%	76%	76%
All	79%	79%	80%	81%
Statistical Neighbours	75%	77%	77%	

Reading

Table A3.1a: Percentage of pupils achieving Level 4+ in reading at the end of Key Stage 2

KS2 Reading % L4+				
	2005	2006	2007	2008
Haringey				
Girls	78%	83%	84%	85%
Boys	74%	75%	75%	75%
All	76%	79%	80%	80%
National				
Girls	87%	87%	87%	89%
Boys	81%	79%	81%	83%
All	84%	83%	84%	86%

Writing

Table A3.1b: Percentage of pupils achieving Level 4+ in writing at the end of Key Stage 2

KS2 Writing % L4+				
	2005	2006	2007	2008
Haringey				
Girls	66%	71%	70%	72%
Boys	52%	56%	51%	59%
All	59%	63%	60%	65%
National				
Girls	72%	74%	74%	74%
Boys	54%	59%	59%	60%
All	63%	67%	67%	67%

Mathematics

Table A3.2 Percentage of pupils achieving Level 4+ in Maths at the end of Key Stage 2

KS2 Maths % L4+				
	2005	2006	2007	2008
Haringey				
Girls	67%	70%	73%	72%
Boys	69%	70%	72%	72%
All	68%	70%	73%	72%
National				
Girls	74%	75%	76%	78%
Boys	75%	76%	78%	79%
All	75%	76%	77%	78%
Statistical Neighbours	69%	71%	73%	

Science

Table A3.3: Percentage of pupils achieving Level 4+ in Science at the end of Key Stage 2

KS2 Science % L4+				
	2005	2006	2007	2008
Haringey				
Girls	77%	80%	86%	83%
Boys	79%	78%	82%	79%
All	78%	79%	84%	81%
National				
Girls	87%	87%	88%	89%
Boys	86%	86%	87%	87%
All	86%	87%	88%	88%
Statistical Neighbours	81%	82%	84%	

Table A3.4: Percentage of pupils achieving level 5+ at the end of Key Stage 2 English

KS2 English % L5+				
	2005	2006	2007	2008
Haringey				
Girls	30%	37%	35%	30%
Boys	20%	23%	22%	22%
All	25%	30%	28%	26%
National				
Girls	32%	39%	38%	36%
Boys	20%	25%	27%	23%
All	26%	32%	33%	29%

Reading

KS2 Reading% L5+				
	2005	2006	2007	2008
Haringey				
Girls	38%	46%	48%	46%
Boys	30%	36%	34%	35%
All	34%	42%	41%	41%
National				
Girls	46%	53%	52%	54%
Boys	38%	41%	43%	43%
All	42%	47%	47%	48%

Writing

KS2 Writing % L5+				
	2005	2006	2007	2008
Haringey				
Girls	20%	22%	21%	23%
Boys	11%	12%	12%	14%
All	15%	17%	16%	18%
National				
Girls	20%	23%	24%	25%
Boys	10%	13%	14%	15%
All	15%	17%	19%	20%

Maths

KS2 Maths % L5+				
	2005	2006	2007	2008
Haringey				
Girls	23%	25%	28%	23%
Boys	27%	30%	29%	28%
All	25%	28%	29%	26%
National				
Girls	28%	30%	29%	28%
Boys	33%	35%	35%	35%
All	30%	33%	32%	31%

Science

KS2 Science % L5+				
	2005	2006	2007	2008
Haringey				
Girls	38%	38%	45%	37%
Boys	38%	37%	37%	34%
All	38%	38%	40%	36%
National				
Girls	46%	46%	47%	45%
Boys	48%	45%	46%	43%
All	47%	46%	47%	44%

Table A3.5 KS2 combined English and maths level 4+

KS2 Both English and Maths % L4+						
	2003	2004	2005	2006	2007	2008
Haringey						
Girls	59%	64%	63%	66%	70%	68%
Boys	54%	58%	60%	62%	64%	62%
All	56%	61%	62%	64%	67%	65%
National						
Girls	68%	70%	71%	72%	73%	75%
Boys	63%	65%	67%	68%	70%	70%
All	65%	67%	69%	70%	71%	72%

Table A3.6 KS2 combined English and maths level 5

KS2 Both English and Maths % L5+						
	2003	2004	2005	2006	2007	2008
Haringey						
Girls	16%	18%	16%	21%	21%	17%
Boys	15%	14%	15%	19%	17%	17%
All	16%	16%	15%	20%	19%	17%
National						
Girls	19%	20%	19%	23%	22%	21%
Boys	15%	16%	16%	20%	21%	18%
All	17%	18%	17%	22%	22%	19%

Table A3.7 KS2 combined English and maths with FSM

KS2 Both English and Maths FSM % L4+					
	2004	2005	2006	2007	2008
Haringey FSM					
Girls	50%	50%	50%	57%	54%
Boys	43%	44%	48%	51%	46%
All	46%	47%	49%	54%	50%
No FSM					
Girls	72%	72%	75%	78%	77%
Boys	68%	69%	70%	73%	71%
All	70%	71%	73%	75%	74%
National FSM					
Girls	50%	50%	52%	53%	
Boys	43%	46%	46%	49%	
All	46%	48%	52%	51%	
No FSM					
Girls	75%	76%	76%	76%	
Boys	70%	72%	72%	74%	
All	72%	74%	74%	75%	

Table A3.8 KS2 results for Looked After Children

Number of children Haringey	23	20	19	21	18
Year	2004	2005	2006	2007	2008 provisional
National KS2 English	40%	42%	43%	46%	
NI 99 Haringey KS2 English	59%	57%	32%	52%	57.9%
National KS2 Maths	37%	38%	41%	43%	
NI 100 Haringey KS2 Maths	45%	43%	42%	43%	63.2%
National KS2 Science	53%	53%	57%	59%	
Haringey KS2 Science	59%	57%	63%	52%	83%

Table A3.9 KS2 English with time in school

Time In school 2008	Number of Pupils	4+	5
More than 3 years	2195	78%	28%
2 to 3 years	211	63%	15%
1 to 2 years	177	64%	16%
Less than 1 year	100	56%	26%
No Data	15	27%	7%
Grand Total	2698	74%	26%

Table A3.10 KS2 Maths with time in school

Time In school 2008	Number of Pupils	4+	5
More than 3 years	2195	75%	28%
2 to 3 years	211	62%	16%
1 to 2 years	177	59%	15%
Less than 1 year	100	56%	21%
No Data	15	20%	0%
Grand Total	2698	72%	26%

Table A3.11 KS2 Science with time in school

Time In school 2008	Number of Pupils	4+	5
More than 3 years	2195	84%	39%
2 to 3 years	211	72%	25%
1 to 2 years	177	69%	24%
Less than 1 year	100	65%	26%
No Data	15	27%	0%
Grand Total	2698	81%	36%

Table A3.12 KS2 results for pupils with special educational needs

SEN 2008	Number	English 4+	English 5+	Maths 4+	Maths 5+	Science 4+	Science 5+
2008 Haringey No SEN	1886	88%	35%	85%	34%	92%	47%
2008 Haringey School Action	533	48%	5%	47%	5%	65%	13%
2008 Haringey School Action Plus	185	40%	2%	35%	4%	52%	9%
2008 Haringey Statement	94	16%	2%	18%	7%	20%	11%
2007 National No SEN		92%	42%	88%	40%	95%	55%
2007 National School Action		52%	5%	50%	8%	73%	18%
2007 National School Action Plus		34%	5%	38%	7%	62%	16%
2007 National Statement		19%	4%	20%	5%	34%	9%
Grand Total	2698	74%	26%	72%	26%	81%	36%

Table A3.13 Key Stage 2 results for pupils eligible and not eligible for Free school meals

FSM 2008	Number	English 4+	English 5	Maths 4+	Maths 5	Science 4+	Science 5
FSM	995	62%	12%	61%	14%	72%	21%
Not FSM	1703	82%	34%	78%	33%	86%	46%

Table A3.14 Key Stage 2 results with ethnicity

2008 English	Gender			English 4+			English 5		
Ethnicity Group	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
Asian Bangladeshi	61	34	27	87%	88%	85%	30%	35%	22%
Asian Indian	43	18	25	79%	89%	72%	26%	39%	16%
Asian Other	39	10	29	74%	80%	72%	23%	30%	21%
Asian Pakistani	37	19	18	92%	95%	89%	30%	42%	17%
Black Other	36	22	14	89%	91%	86%	25%	32%	14%
Black Caribbean	381	186	195	72%	80%	64%	15%	20%	11%
Black African	129	63	66	71%	81%	61%	17%	22%	12%
Black Congolese	63	31	32	67%	77%	56%	10%	13%	6%
Black Ghanaian	106	58	48	81%	81%	81%	19%	21%	17%
Black Nigerian	92	50	42	88%	100%	74%	32%	36%	26%
Black Somali	140	62	78	56%	66%	49%	11%	10%	12%
Black African Total	530	264	266	72%	81%	62%	17%	20%	14%
Chinese	17	9	8	65%	67%	63%	53%	56%	50%
Mixed Other	89	45	44	83%	87%	80%	34%	36%	32%
Mixed White African	35	18	17	80%	83%	76%	20%	17%	24%
Mixed White Asian	24	10	14	100%	100%	100%	50%	60%	43%
Mixed White Caribbean	101	49	52	77%	80%	75%	25%	31%	19%
Other	58	25	33	71%	80%	64%	29%	24%	33%
Other Kurdish	102	51	51	44%	39%	49%	3%	2%	4%
Other Latin American	23	14	9	87%	93%	78%	13%	21%	0%
Other Vietnamese	18	7	11	72%	71%	73%	39%	43%	36%
Refused/Not obtained	26	10	16	46%	60%	38%	12%	20%	6%
White Albanian	17	6	11	88%	83%	91%	6%	0%	9%
White British	507	247	260	90%	94%	87%	48%	52%	44%
White Greek Cypriot	17	11	6	76%	82%	67%	29%	45%	0%
White Gypsy/Roma	9	5	4	11%	20%	0%	11%	20%	0%
White Irish	44	19	25	84%	95%	76%	30%	42%	20%
White Irish Traveller	6	5	1	67%	60%	100%	0%	0%	0%
White Kosovan	28	12	16	57%	67%	50%	14%	8%	19%
White Other	232	106	126	75%	81%	71%	38%	48%	29%
White Turkish	186	90	96	50%	62%	39%	8%	8%	8%
White Turkish Cypriot	32	16	16	56%	63%	50%	16%	25%	6%
Grand Total	2698	1308	1390	74%	81%	69%	26%	30%	22%

Table A3.15 Key Stage 2 results with ethnicity

2008 Maths Ethnicity Group	Gender			Maths 4+			Maths 5		
	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
Asian Bangladeshi	61	34	27	79%	79%	78%	30%	29%	30%
Asian Indian	43	18	25	91%	94%	88%	30%	28%	32%
Asian Other	39	10	29	67%	60%	69%	26%	30%	24%
Asian Pakistani	37	19	18	84%	89%	78%	27%	16%	39%
Black Other	36	22	14	81%	82%	79%	28%	32%	21%
Black Caribbean	381	186	195	61%	61%	62%	13%	12%	13%
Black African	129	63	66	62%	73%	52%	16%	13%	18%
Black Congolese	63	31	32	51%	61%	41%	2%	3%	0%
Black Ghanaian	106	58	48	71%	66%	77%	9%	7%	13%
Black Nigerian	92	50	42	79%	84%	74%	29%	28%	31%
Black Somali	140	62	78	59%	58%	59%	11%	11%	10%
Black African Total	530	264	266	65%	69%	61%	14%	13%	15%
Chinese	17	9	8	76%	78%	75%	53%	56%	50%
Mixed Other	89	45	44	78%	80%	75%	27%	22%	32%
Mixed White African	35	18	17	60%	50%	71%	29%	17%	41%
Mixed White Asian	24	10	14	96%	100%	93%	50%	50%	50%
Mixed White Caribbean	101	49	52	77%	76%	79%	26%	27%	25%
Other	58	25	33	78%	80%	76%	40%	32%	45%
Other Kurdish	102	51	51	52%	43%	61%	12%	4%	20%
Other Latin American	23	14	9	74%	71%	78%	9%	14%	0%
Other Vietnamese	18	7	11	83%	86%	82%	44%	29%	55%
Refused/Not obtained	26	10	16	46%	50%	44%	12%	10%	13%
White Albanian	17	6	11	88%	83%	91%	29%	33%	27%
White British	507	247	260	87%	86%	88%	48%	45%	52%
White Greek Cypriot	17	11	6	65%	64%	67%	24%	27%	17%
White Gypsy/Roma	9	5	4	22%	40%	0%	0%	0%	0%
White Irish	44	19	25	68%	68%	68%	18%	16%	20%
White Irish Traveller	6	5	1	50%	40%	100%	0%	0%	0%
White Kosovan	28	12	16	79%	67%	88%	18%	25%	13%
White Other	232	106	126	79%	77%	80%	38%	34%	40%
White Turkish	186	90	96	61%	64%	57%	13%	9%	17%
White Turkish Cypriot	32	16	16	63%	63%	63%	9%	6%	13%
Grand Total	2698	1308	1390	72%	72%	72%	26%	23%	28%

Table A3.16 Key Stage 2 results with ethnicity

2008 Science	Gender			Science 4+			Science 5		
Ethnicity Group	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
Asian Bangladeshi	61	34	27	87%	82%	93%	34%	41%	26%
Asian Indian	43	18	25	88%	89%	88%	37%	61%	20%
Asian Other	39	10	29	74%	70%	76%	33%	30%	34%
Asian Pakistani	37	19	18	95%	95%	94%	38%	37%	39%
Black Other	36	22	14	89%	91%	86%	39%	45%	29%
Black Caribbean	381	186	195	80%	81%	79%	24%	27%	22%
Black African	129	63	66	74%	81%	67%	26%	33%	20%
Black Congolese	63	31	32	70%	74%	66%	14%	16%	13%
Black Ghanaian	106	58	48	80%	76%	85%	29%	31%	27%
Black Nigerian	92	50	42	90%	94%	86%	37%	36%	38%
Black Somali	140	62	78	72%	79%	67%	18%	18%	18%
Black African Total	530	264	266	77%	81%	73%	25%	28%	23%
Chinese	17	9	8	76%	89%	63%	53%	56%	50%
Mixed Other	89	45	44	89%	91%	86%	43%	42%	43%
Mixed White African	35	18	17	80%	83%	76%	37%	22%	53%
Mixed White Asian	24	10	14	100%	100%	100%	58%	50%	64%
Mixed White Caribbean	101	49	52	82%	80%	85%	38%	43%	33%
Other	58	25	33	86%	96%	79%	31%	32%	30%
Other Kurdish	102	51	51	61%	53%	69%	11%	10%	12%
Other Latin American	23	14	9	87%	93%	78%	17%	21%	11%
Other Vietnamese	18	7	11	83%	86%	82%	50%	57%	45%
Refused/Not obtained	26	10	16	50%	60%	44%	19%	10%	25%
White Albanian	17	6	11	94%	100%	91%	59%	67%	55%
White British	507	247	260	94%	94%	93%	63%	61%	65%
White Greek Cypriot	17	11	6	82%	91%	67%	41%	55%	17%
White Gypsy/Roma	9	5	4	22%	40%	0%	0%	0%	0%
White Irish	44	19	25	86%	95%	80%	41%	42%	40%
White Irish Traveller	6	5	1	17%	20%	0%	0%	0%	0%
White Kosovan	28	12	16	79%	83%	75%	21%	25%	19%
White Other	232	106	126	80%	86%	75%	50%	52%	48%
White Turkish	186	90	96	68%	73%	64%	18%	19%	17%
White Turkish Cypriot	32	16	16	69%	75%	63%	31%	31%	31%
Grand Total	2698	1308	1390	81%	83%	79%	36%	38%	35%

2008 English & Maths Ethnicity Group	Gender			English & Maths 4+			English & Maths 5		
	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
Asian Bangladeshi	61	34	27	77%	79%	74%	16%	15%	19%
Asian Indian	43	18	25	79%	89%	72%	16%	17%	16%
Asian Other	39	10	29	62%	50%	66%	13%	20%	10%
Asian Pakistani	37	19	18	78%	89%	67%	11%	5%	17%
Black Other	36	22	14	78%	77%	79%	14%	18%	7%
Black Caribbean	381	186	195	56%	58%	53%	8%	10%	6%
Black African	129	63	66	56%	67%	45%	9%	10%	9%
Black Congolese	63	31	32	44%	58%	31%	2%	3%	0%
Black Ghanaian	106	58	48	69%	66%	73%	7%	5%	8%
Black Nigerian	92	50	42	75%	84%	64%	21%	18%	24%
Black Somali	140	62	78	45%	50%	41%	6%	6%	6%
Black African Total	530	264	266	58%	65%	50%	9%	9%	9%
Chinese	17	9	8	65%	67%	63%	41%	33%	50%
Mixed Other	89	45	44	74%	78%	70%	20%	18%	23%
Mixed White African	35	18	17	60%	50%	71%	17%	11%	24%
Mixed White Asian	24	10	14	96%	100%	93%	42%	40%	43%
Mixed White Caribbean	101	49	52	72%	76%	69%	18%	20%	15%
Other	58	25	33	66%	72%	61%	26%	20%	30%
Other Kurdish	102	51	51	37%	27%	47%	2%	0%	4%
Other Latin American	23	14	9	74%	71%	78%	0%	0%	0%
Other Vietnamese	18	7	11	72%	71%	73%	33%	29%	36%
Refused/Not obtained	26	10	16	38%	50%	31%	8%	10%	6%
White Albanian	17	6	11	76%	67%	82%	6%	0%	9%
White British	507	247	260	84%	85%	84%	37%	37%	37%
White Greek Cypriot	17	11	6	65%	64%	67%	18%	27%	0%
White Gypsy/Roma	9	5	4	11%	20%	0%	0%	0%	0%
White Irish	44	19	25	66%	68%	64%	11%	16%	8%
White Irish Traveller	6	5	1	50%	40%	100%	0%	0%	0%
White Kosovan	28	12	16	54%	58%	50%	11%	8%	13%
White Other	232	106	126	72%	75%	69%	28%	29%	27%
White Turkish	186	90	96	44%	53%	34%	5%	6%	5%
White Turkish Cypriot	32	16	16	53%	56%	50%	3%	6%	0%
Grand Total	2698	1308	1390	65%	68%	62%	17%	17%	17%

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Key Stage 2 results with free school meals and ethnicity Tables A3.17 – A3.19

KS2 English 2008 Ethnicity Group	Number						English 4+						English 5					
	All		Girls		Boys		All		Girls		Boys		All		Girls		Boys	
	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM
Asian Bangladeshi	28	33	16	18	12	15	86%	88%	94%	83%	75%	93%	11%	45%	19%	50%	0%	40%
Asian Indian	11	32	5	13	6	19	64%	84%	60%	100%	67%	74%	9%	31%	20%	46%	0%	21%
Asian Other	9	30	10	10	9	20	67%	77%		80%	67%	75%	22%	23%		30%	22%	20%
Asian Pakistani	8	29	3	16	5	13	100%	90%	100%	94%	100%	85%	13%	34%	33%	44%	0%	23%
Black Other	18	18	10	12	8	6	89%	89%	90%	92%	88%	83%	33%	17%	40%	25%	25%	0%
Black Caribbean	119	262	63	123	56	139	66%	74%	71%	84%	61%	65%	9%	18%	11%	24%	7%	12%
Black African	66	63	31	32	35	31	70%	71%	74%	88%	66%	55%	12%	22%	13%	31%	11%	13%
Black Congolese	54	9	27	4	27	5	69%	56%	78%	75%	59%	40%	9%	11%	11%	25%	7%	0%
Black Ghanaian	32	74	17	41	15	33	78%	82%	76%	83%	80%	82%	16%	20%	18%	22%	13%	18%
Black Nigerian	17	75	11	39	6	36	76%	91%	100%	100%	33%	81%	35%	31%	45%	33%	17%	28%
Black Somali	109	31	50	12	59	19	56%	58%	66%	67%	47%	53%	11%	10%	10%	8%	12%	11%
Chinese	5	12	2	7	3	5	60%	67%	50%	71%	67%	60%	60%	50%	50%	57%	67%	40%
Mixed Other	26	63	13	32	13	31	65%	90%	62%	97%	69%	84%	19%	40%	23%	41%	15%	39%
Mixed White African	12	23	8	10	4	13	75%	83%	75%	90%	75%	77%	8%	26%	13%	20%	0%	31%
Mixed White Asian	5	19	1	9	4	10	100%	100%	100%	100%	100%	100%	20%	58%	0%	67%	25%	50%
Mixed White Caribbean	30	71	16	33	14	38	60%	85%	63%	88%	57%	82%	10%	31%	13%	39%	7%	24%
Other	22	36	11	14	11	22	45%	86%	64%	93%	27%	82%	18%	36%	9%	36%	27%	36%
Other Kurdish	72	30	38	13	34	17	43%	47%	39%	38%	47%	53%	3%	3%	3%	0%	3%	6%
Other Latin American	10	13	7	7	3	6	70%	100%	86%	100%	33%	100%	10%	15%	14%	29%	0%	0%
Other Vietnamese	13	5	2	5	11		77%	60%	100%	60%	73%		31%	60%	0%	60%	36%	
Refused/Not obtained	7	19	3	7	4	12	71%	37%	100%	43%	50%	33%	0%	16%	0%	29%	0%	8%
White Albanian	12	5	5	1	7	4	92%	80%	80%	100%	100%	75%	8%	0%	0%	0%	14%	0%
White British	74	433	41	206	33	227	70%	94%	83%	96%	55%	92%	16%	53%	17%	59%	15%	48%
White Greek Cypriot	7	10	2	9	5	1	57%	90%	50%	89%	60%	100%	14%	40%	50%	44%	0%	0%
White Gypsy/Roma	7	2	3	2	4		0%	50%	0%	50%	0%		0%	50%	0%	50%	0%	
White Irish	10	34	4	15	6	19	60%	91%	100%	93%	33%	89%	0%	38%	0%	53%	0%	26%
White Irish Traveller	6		5		1		67%		60%		100%		0%		0%		0%	
White Kosovan	24	4	11	1	13	3	54%	75%	64%	100%	46%	67%	13%	25%	0%	100%	23%	0%
White Other	49	183	28	78	21	105	49%	83%	61%	88%	33%	78%	18%	43%	25%	56%	10%	33%
White Turkish	120	66	62	28	58	38	49%	52%	63%	61%	34%	45%	7%	11%	5%	14%	9%	8%
White Turkish Cypriot	13	19	8	8	5	11	62%	53%	63%	63%	60%	45%	15%	16%	25%	25%	0%	9%
Grand Total	995	1703	503	805	492	898	62%	82%	69%	87%	55%	77%	12%	34%	13%	41%	11%	28%

KS2 Maths 2008	Number						Maths 4+						Maths 5					
	All		Girls		Boys		All		Girls		Boys		All		Girls		Boys	
	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM
Asian Bangladeshi	28	33	16	18	12	15	75%	82%	81%	78%	67%	87%	21%	36%	31%	28%	8%	47%
Asian Indian	11	32	5	13	6	19	91%	91%	80%	100%	100%	84%	27%	31%	40%	23%	17%	37%
Asian Other	9	30		10	9	20	67%	67%		60%	67%	70%	11%	30%		30%	11%	30%
Asian Pakistani	8	29	3	16	5	13	75%	86%	100%	88%	60%	85%	25%	28%	33%	13%	20%	46%
Black Other	18	18	10	12	8	6	78%	83%	80%	83%	75%	83%	33%	22%	40%	25%	25%	17%
Black Caribbean	119	262	63	123	56	139	55%	64%	54%	64%	57%	63%	7%	16%	5%	16%	9%	15%
Black African	66	63	31	32	35	31	58%	67%	65%	81%	51%	52%	12%	19%	10%	16%	14%	23%
Black Congolese	54	9	27	4	27	5	54%	33%	63%	50%	44%	20%	2%	0%	4%	0%	0%	0%
Black Ghanaian	32	74	17	41	15	33	66%	73%	59%	68%	73%	79%	9%	9%	0%	10%	20%	9%
Black Nigerian	17	75	11	39	6	36	71%	81%	82%	85%	50%	78%	35%	28%	45%	23%	17%	33%
Black Somali	109	31	50	12	59	19	58%	61%	56%	67%	59%	58%	10%	13%	10%	17%	10%	11%
Chinese	5	12	2	7	3	5	80%	75%	50%	86%	100%	60%	60%	50%	50%	57%	67%	40%
Mixed Other	26	63	13	32	13	31	65%	83%	54%	91%	77%	74%	23%	29%	23%	22%	23%	35%
Mixed White African	12	23	8	10	4	13	50%	65%	38%	60%	75%	69%	8%	39%	13%	20%	0%	54%
Mixed White Asian	5	19	1	9	4	10	100%	95%	100%	100%	100%	90%	20%	58%	0%	56%	25%	60%
Mixed White Caribbean	30	71	16	33	14	38	63%	83%	63%	82%	64%	84%	13%	31%	6%	36%	21%	26%
Other	22	36	11	14	11	22	68%	83%	64%	93%	73%	77%	32%	44%	27%	36%	36%	50%
Other Kurdish	72	30	38	13	34	17	50%	57%	39%	54%	62%	59%	8%	20%	3%	8%	15%	29%
Other Latin American	10	13	7	7	3	6	50%	92%	57%	86%	33%	100%	10%	8%	14%	14%	0%	0%
Other Vietnamese	13	5	2	5	11		85%	80%	100%	80%	82%		46%	40%	0%	40%	55%	
Refused/Not obtained	7	19	3	7	4	12	71%	37%	100%	29%	50%	42%	14%	11%	0%	14%	25%	8%
White Albanian	12	5	5	1	7	4	100%	60%	100%	0%	100%	75%	33%	20%	40%	0%	29%	25%
White British	74	433	41	206	33	227	59%	92%	63%	91%	55%	93%	20%	53%	22%	49%	18%	56%
White Greek Cypriot	7	10	2	9	5	1	57%	70%	50%	67%	60%	100%	14%	30%	50%	22%	0%	100%
White Gypsy/Roma	7	2	3	2	4		14%	50%	33%	50%	0%		0%	0%	0%	0%	0%	0%
White Irish	10	34	4	15	6	19	40%	76%	25%	80%	50%	74%	0%	24%	0%	20%	0%	26%
White Irish Traveller	6		5		1		50%		40%		100%		0%		0%		0%	
White Kosovan	24	4	11	1	13	3	79%	75%	64%	100%	92%	67%	17%	25%	18%	100%	15%	0%
White Other	49	183	28	78	21	105	57%	85%	54%	86%	62%	84%	20%	42%	25%	37%	14%	46%
White Turkish	120	66	62	28	58	38	61%	61%	66%	61%	55%	61%	9%	20%	6%	14%	12%	24%
White Turkish Cypriot	13	19	8	8	5	11	69%	58%	75%	50%	60%	64%	8%	11%	0%	13%	20%	9%
Grand Total	995	1703	503	805	492	898	61%	78%	60%	79%	61%	77%	14%	33%	13%	29%	15%	35%

KS2 Science 2008 Ethnicity Group	Number						Science 4+						Science 5					
	All		Girls		Boys		All		Girls		Boys		All		Girls		Boys	
	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM
Asian Bangladeshi	28	33	16	18	12	15	82%	91%	81%	83%	83%	100%	32%	36%	50%	33%	8%	40%
Asian Indian	11	32	5	13	6	19	82%	91%	60%	100%	100%	84%	18%	44%	40%	69%	0%	26%
Asian Other	9	30	10	10	9	20	67%	77%		70%	67%	80%	11%	40%	40%	30%	11%	45%
Asian Pakistani	8	29	3	16	5	13	100%	93%	100%	94%	100%	92%	38%	38%	33%	38%	40%	38%
Black Other	18	18	10	12	8	6	83%	94%	80%	100%	88%	83%	33%	44%	50%	42%	13%	50%
Black Caribbean	119	262	63	123	56	139	75%	82%	76%	83%	73%	82%	14%	29%	13%	35%	16%	24%
Black African	66	63	31	32	35	31	70%	78%	71%	91%	69%	65%	17%	37%	16%	50%	17%	23%
Black Congolese	54	9	27	4	27	5	72%	56%	74%	75%	70%	40%	13%	22%	15%	25%	11%	20%
Black Ghanaian	32	74	17	41	15	33	81%	80%	76%	76%	87%	85%	31%	28%	41%	27%	20%	30%
Black Nigerian	17	75	11	39	6	36	76%	93%	82%	97%	67%	89%	47%	35%	64%	28%	17%	42%
Black Somali	109	31	50	12	59	19	73%	68%	80%	75%	68%	63%	17%	19%	16%	25%	19%	16%
Chinese	5	12	2	7	3	5	80%	75%	100%	86%	67%	60%	60%	50%	50%	57%	67%	40%
Mixed Other	26	63	13	32	13	31	77%	94%	69%	100%	85%	87%	27%	49%	23%	50%	31%	48%
Mixed White African	12	23	8	10	4	13	83%	78%	75%	90%	100%	69%	17%	48%	13%	30%	25%	62%
Mixed White Asian	5	19	1	9	4	10	100%	100%	100%	100%	100%	100%	40%	63%	0%	56%	50%	70%
Mixed White Caribbean	30	71	16	33	14	38	67%	89%	63%	88%	71%	89%	23%	44%	19%	55%	29%	34%
Other	22	36	11	14	11	22	86%	86%	100%	93%	73%	82%	18%	39%	18%	43%	18%	36%
Other Kurdish	72	30	38	13	34	17	54%	77%	47%	69%	62%	82%	8%	17%	8%	15%	9%	18%
Other Latin American	10	13	7	7	3	6	70%	100%	86%	100%	33%	100%	10%	23%	14%	29%	0%	17%
Other Vietnamese	13	5	2	5	11		85%	80%	100%	80%	82%		38%	80%	0%	80%	45%	
Refused/Not obtained	7	19	3	7	4	12	71%	42%	100%	43%	50%	42%	14%	21%	0%	14%	25%	25%
White Albanian	12	5	5	1	7	4	100%	80%	100%	100%	100%	75%	75%	20%	80%	0%	71%	25%
White British	74	433	41	206	33	227	81%	96%	90%	95%	70%	96%	26%	69%	29%	67%	21%	71%
White Greek Cypriot	7	10	2	9	5	1	57%	100%	50%	100%	60%	100%	14%	60%	50%	56%	0%	100%
White Gypsy/Roma	7	2	3	2	4		0%	100%	0%	100%	0%		0%	0%	0%	0%	0%	
White Irish	10	34	4	15	6	19	70%	91%	100%	93%	50%	89%	10%	50%	25%	47%	0%	53%
White Irish Traveller	6		5		1		17%		20%		0%		0%		0%		0%	
White Kosovan	24	4	11	1	13	3	75%	100%	82%	100%	69%	100%	17%	50%	18%	100%	15%	33%
White Other	49	183	28	78	21	105	63%	84%	75%	90%	48%	80%	29%	55%	36%	58%	19%	53%
White Turkish	120	66	62	28	58	38	72%	62%	81%	57%	62%	66%	18%	18%	19%	18%	16%	18%
White Turkish Cypriot	13	19	8	8	5	11	62%	74%	63%	88%	60%	64%	31%	32%	38%	25%	20%	36%
Grand Total	995	1703	503	805	492	898	72%	86%	76%	88%	69%	84%	21%	46%	23%	47%	18%	44%

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Rates of improvement for the larger ethnic minority groups at the end of Key Stage 2

Table A3.20: English Level 4+

	2002	2003	2004	2005	2006	2007	2008
African	62%	65%	65%	69%	71%	73%	72%
African Caribbean	63%	64%	66%	70%	71%	72%	72%
Kurdish	32%	31%	43%	43%	38%	47%	44%
Turkish	43%	40%	41%	43%	48%	55%	50%
White UK	79%	81%	82%	86%	90%	91%	90%
All	67%	67%	70%	73%	75%	76%	75%

Table A 3.21: Maths Level 4+

	2002	2003	2004	2005	2006	2007	2008
African	64%	63%	60%	63%	61%	69%	65%
African Caribbean	60%	58%	59%	61%	58%	66%	61%
Kurdish	43%	47%	48%	49%	49%	62%	52%
Turkish	51%	46%	42%	50%	51%	60%	61%
White UK	79%	80%	80%	83%	87%	88%	87%
All	67%	66%	67%	68%	70%	74%	72%

Table A3.22 Science Level 4+

	2002	2003	2004	2005	2006	2007	2008
African	74%	74%	70%	74%	72%	76%	77%
African Caribbean	78%	73%	73%	76%	75%	80%	80%
Kurdish	52%	54%	52%	56%	46%	65%	61%
Turkish	56%	57%	48%	54%	55%	66%	68%
White UK	87%	90%	88%	89%	93%	93%	94%
All	78%	78%	77%	78%	79%	84%	81%

Table A3.23 English level 5+

	2002	2003	2004	2005	2006	2007	2008
African	13%	15%	17%	18%	22%	19%	17%
African Caribbean	18%	19%	17%	16%	19%	18%	15%
Kurdish	3%	4%	4%	10%	7%	5%	3%
Turkish	6%	7%	6%	6%	5%	6%	8%
White UK	44%	45%	39%	44%	54%	51%	48%
All	24%	25%	25%	25%	30%	29%	26%

Table A3.24 Maths level 5+

	2002	2003	2004	2005	2006	2007	2008
African	17%	14%	16%	16%	14%	19%	14%
African Caribbean	14%	13%	15%	11%	13%	15%	13%
Kurdish	9%	10%	8%	10%	8%	11%	12%
Turkish	13%	10%	9%	8%	9%	16%	13%
White UK	38%	46%	44%	43%	53%	51%	48%
All	23%	25%	26%	25%	28%	29%	26%

Table A3.25 Science level 5+

	2002	2003	2004	2005	2006	2007	2008
African	20%	21%	23%	28%	23%	30%	25%
African Caribbean	24%	25%	24%	27%	23%	28%	24%
Kurdish	9%	12%	14%	14%	11%	14%	11%
Turkish	17%	11%	14%	17%	11%	15%	18%
White UK	49%	53%	57%	59%	70%	64%	63%
All	31%	32%	36%	38%	38%	40%	36%

Percentage achieving 2 levels progress overall KS1 to KS2

	2004	2005	2006	2007	2008 Provisional
English					
Haringey	78%	81%	84%	85%	81%
National	78%	78%	81%	83%	
Maths					
Haringey	70%	72%	73%	75%	73%
National	73%	73%	74%	76%	

Annex 4: KEY STAGE 3 DATA (ALL RESULTS ARE PROVISIONAL)

Table A4.0: Key Stage 3 results – number and percentage

		V	T	A	B	N	2	3	4	5	6	7	8	Grand Total	5+	6+
English	20		6	65	114	88		61	294	865	486	175		2174	70%	30%
Maths	51	2	4	45	35	26	28	198	302	450	506	351	176	2174	68%	48%
Science	26	1	5	58	53	31	20	188	484	636	437	235		2174	60%	31%

Blank – No Mark, V – No test level awarded, mixed tier papers taken by pupil, T - Unable to access the test or Disapplied (D), A – absent, B – working below level assessed by test, N – no test level awarded.

English

Table: A4.1: Percentage of pupils achieving Level 5+ in English at the end of Key Stage 3

		2003	2004	2005	2006	2007	2008
Haringey							
	Girls	61%	67%	73%	69%	71%	74%
	Boys	44%	52%	57%	54%	62%	67%
	All	52%	59%	64%	61%	68%	70%
National							
	Girls	76%	78%	81%	80%	81%	80%
	Boys	62%	64%	68%	65%	68%	66%
	All	69%	71%	74%	73%	74%	73%
Statistical Neighbours		59%	65%	69%	69%	69%	

Mathematics

Table: A4.2: Percentage of pupils achieving Level 5+ in Maths at the end of Key Stage 3

		2003	2004	2005	2006	2007	2008
Haringey							
	Girls	56%	59%	62%	65%	64%	68%
	Boys	53%	57%	61%	64%	66%	68%
	All	55%	58%	61%	64%	66%	68%
National							
	Girls	72%	74%	74%	77%	76%	77%
	Boys	70%	72%	73%	76%	75%	76%
	All	71%	73%	74%	77%	76%	77%
Statistical Neighbours		60%	64%	65%	69%	70%	

Science

Table: A4.3: Percentage of pupils achieving Level 5+ in Science at the end of Key Stage 3

		2003	2004	2005	2006	2007	2008 Provisional
Haringey All		51%	51%	52%	56%	61%	60%
National All		68%	66%	70%	72%	73%	71%
Statistical Neighbours		56%	54%	59%	62%	64%	

Table: A4.3: Percentage of pupils achieving Level 6+ in English at the end of Key Stage 3

KS3 % L6+ English						
	2003	2004	2005	2006	2007	2008
Haringey						
Girls	26%	33%	38%	29%	33%	38%
Boys	13%	19%	18%	19%	20%	24%
All	19%	25%	27%	24%	27%	30%
National						
Girls	42%	41%	42%	42%	39%	41%
Boys	28%	27%	28%	27%	26%	26%
All	35%	34%	35%	34%	32%	33%

Table: A4.5: Percentage of pupils achieving Level 6+ in Maths at the end of Key Stage 3

KS3 % L6+ Maths						
	2003	2004	2005	2006	2007	2008
Haringey						
Girls	35%	38%	39%	44%	44%	46%
Boys	33%	36%	40%	44%	45%	49%
All	34%	37%	39%	44%	45%	48%
National						
Girls	50%	52%	53%	57%	55%	56%
Boys	49%	52%	53%	57%	57%	58%
All	49%	52%	53%	57%	56%	57%

KS3 % L6+ Science						
	2003	2004	2005	2006	2007	2008
Haringey All	27	24	24	28	31	31
National All	40	34	37	41	40	41

Table A4.6: Key Stage 3 results combined English and maths level 6+

KS3 % L5+ Both English and Maths						
	2003	2004	2005	2006	2007	2008
Haringey						
Girls	50%	54%	59%	59%	59%	63%
Boys	37%	46%	50%	50%	54%	59%
All	43%	50%	54%	54%	57%	61%
National						
Girls	66%	69%	70%	72%	71%	71%
Boys	57%	60%	62%	62%	63%	62%
All	62%	64%	66%	67%	67%	66%

Table A4.6a: Key Stage 3 results combined English and maths level 6+

KS3 % L6+ Both English and Maths						
	2003	2004	2005	2006	2007	2008
Haringey						
Girls	21%	27%	29%	26%	30%	32%
Boys	11%	16%	15%	18%	19%	22%
All	16%	21%	22%	22%	24%	27%
National						
Girls	35%	35%	36%	38%	35%	36%
Boys	25%	25%	26%	26%	24%	25%
All	30%	30%	31%	32%	29%	30%

Table A4.7: Key Stage 3 results combined English and maths with FSM

KS3 Both English and Maths % L5+					
	2004	2005	2006	2007	2008
Haringey FSM					
Girls	38%	44%	46%	49%	55%
Boys	33%	36%	36%	42%	49%
All	35%	40%	40%	45%	52%
No FSM					
Girls	65%	69%	68%	67%	69%
Boys	57%	60%	59%	62%	65%
All	61%	64%	63%	65%	67%
National FSM					
Girls	43%	45%	48%	48%	
Boys	33%	37%	37%	38%	
All	38%	41%	43%	43%	
No FSM					
Girls	74%	75%	77%	76%	
Boys	65%	67%	67%	68%	
All	69%	71%	72%	72%	

Table A4.8: Key Stage 3 results with gender

	Science Level 5+ Male	Science Level 5+ Female	Science Level 6+ Male	Science Level 6+ Female
National 2008	72%	71%	42%	40%
Haringey 2008	60%	60%	31%	31%

Table A4.9: Key Stage 3 results with time in school

Time in School 2008	Number	English		Maths		Science	
		5+	6+	5+	6+	5+	6+
2 to 3 years	1941	73%	32%	70%	49%	62%	33%
1 to 2 years	112	54%	20%	56%	38%	47%	22%
Less than 1 year	87	49%	15%	59%	30%	45%	15%
No Data	34	29%	3%	26%	21%	21%	6%
All	2174	70%	30%	68%	48%	60%	31%

Table A4.10: Key Stage 3 results for pupils with special educational needs

SEN Provision	Number	English		Maths		Science	
		5+	6+	5+	6+	5+	6+
No SEN	1486	81%	39%	81%	59%	71%	40%
School Action	432	51%	11%	45%	22%	38%	13%
School Action Plus	140	54%	14%	46%	27%	40%	13%
Statemented	102	19%	7%	19%	13%	21%	10%
No Data	14	57%	7%	43%	36%	29%	14%
Grand Total	2174	70%	30%	68%	48%	60%	31%

The DCSF will not be publishing 2008 KS3 results for schools

Table A4.11: KS3 English

	KS3 English 04	KS3 English 05	KS3 English 06	KS3 English 07
Alexandra Park	70%	72%	79%	79%
Fortismere	84%	87%	84%	88%
Gladesmore	60%	61%	68%	63%
Greig City Academy	55%	60%	65%	61%
Highgate Wood	72%	77%	76%	77%
Hornsey	84%	86%	76%	76%
John Loughborough	69%	50%	76%	47%
Northumberland Park	25%	37%	53%	65%
Park View	43%	62%	34%	62%
St Thomas More	58%	72%	55%	75%
Woodside High	41%	33%	27%	40%
Haringey	59%	64%	61%	68%
England Average	71%	74%	73%	74%

Table A4.12: KS3 Maths

	KS3 Maths 04	KS3 Maths 05	KS3 Maths 06	KS3 Maths 07
Alexandra Park	75%	74%	78%	76%
Fortismere	84%	86%	84%	89%
Gladesmore	57%	61%	70%	71%
Greig City Academy	39%	48%	51%	65%
Highgate Wood	66%	72%	74%	73%
Hornsey	71%	70%	76%	67%
John Loughborough	43%	60%	67%	54%
Northumberland Pk	41%	49%	55%	60%
Park View	52%	58%	62%	61%
St Thomas More	54%	57%	58%	57%
Woodside High	40%	34%	35%	46%
Haringey	58%	61%	64%	66%
England Average	73%	74%	77%	76%

Table A4.13: KS3 Science

	KS3 Science 04	KS3 Science 05	KS3 Science 06	KS3 Science 07
Alexandra Park	63%	69%	72%	74%
Fortismere	78%	80%	86%	89%
Gladesmore	50%	44%	56%	61%
Greig City Academy	32%	43%	54%	67%
Highgate Wood	57%	60%	65%	72%
Hornsey	69%	71%	66%	66%
John Loughborough	50%	55%	71%	61%
Northumberland Pk	33%	41%	42%	46%
Park View	41%	39%	42%	53%
St Thomas More	51%	39%	44%	42%
Woodside High	35%	29%	29%	39%
Haringey	51%	52%	56%	61%
England Average	66%	70%	72%	73%

Table A4.14: KS3 English and maths combined

English and maths combined 5+	2004	205	2006	2007
Alexandra Park	65	65	75	70
Fortismere	77	80	79	85
Gladesmore	50	52	59	57
Greig City Academy	38	43	44	52
Highgate Wood	61	68	68	67
Hornsey	69	70	68	62
John Loughborough	38	45	63	42
Northumberland Pk	19	30	45	50
Park View	37	48	33	51
St Thomas More	47	52	47	52
Woodside High	33	26	21	33

Ethnic Minority Achievement Trends

Table A4.18: Comparison of performance at Level 5+ at Key Stage 3 for the larger minority ethnic groups between 2002 and 2008

English Level 5+

English Level 5+	2002	2003	2004	2005	2006	2007	2008
African	48%	49%	59%	67%	58%	62%	70%
African Caribbean	56%	50%	57%	63%	63%	60%	66%
Kurdish	27%	17%	33%	32%	30%	52%	47%
Turkish	35%	28%	32%	44%	33%	38%	49%
White UK	71%	68%	71%	77%	76%	83%	84%
All	56%	52%	59%	64%	61%	68%	70%

Maths Level 5+

Maths Level 5+	2002	2003	2004	2005	2006	2007	2008
African	38%	44%	50%	58%	56%	54%	65%
African Caribbean	44%	46%	45%	54%	60%	60%	56%
Kurdish	38%	32%	40%	37%	48%	56%	60%
Turkish	37%	44%	47%	49%	57%	40%	57%
White UK	66%	73%	74%	76%	79%	80%	80%
All	52%	55%	58%	61%	64%	66%	68%

Science Level 5+

Science Level 5+	2002	2003	2004	2005	2006	2007	2008
African	38%	44%	46%	43%	46%	47%	53%
African Caribbean	42%	44%	42%	44%	53%	58%	51%
Kurdish	27%	12%	26%	24%	18%	44%	30%
Turkish	25%	29%	28%	34%	35%	33%	39%
White UK	66%	70%	70%	71%	75%	78%	78%
All	48%	51%	51%	52%	56%	61%	60%

Table A4.19: Comparison of performance at Level 6+ at Key Stage 3 for the larger minority ethnic groups between 2002 and 2007

English Level 6+

English Level 6+	2002	2003	2004	2005	2006	2007	2008
African	14%	12%	22%	22%	17%	17%	21%
African Caribbean	20%	11%	16%	23%	16%	18%	16%
Kurdish	6%	1%	5%	3%	5%	13%	12%
Turkish	7%	4%	6%	8%	4%	9%	18%
White UK	37%	36%	43%	41%	48%	47%	50%
All	23%	18%	25%	28%	24%	27%	30%

Maths Level 6+

Maths Level 6+	2002	2003	2004	2005	2006	2007	2008
African	18%	25%	28%	30%	34%	32%	39%
African Caribbean	19%	23%	25%	28%	30%	36%	28%
Kurdish	15%	9%	20%	17%	27%	32%	27%
Turkish	17%	21%	17%	28%	35%	20%	37%
White UK	48%	53%	55%	60%	64%	65%	68%
All	29%	33%	37%	39%	44%	45%	48%

Science Level 6+

Science Level 6+	2002	2003	2004	2005	2006	2007	2008
African	9%	19%	18%	15%	18%	16%	20%
African Caribbean	15%	17%	15%	17%	19%	22%	16%
Kurdish	6%	4%	8%	5%	7%	14%	10%
Turkish	10%	8%	8%	9%	10%	10%	16%
White UK	34%	48%	43%	44%	54%	55%	55%
All	19%	26%	24%	24%	28%	31%	31%

Annex 5: KEY STAGE 4 AND POST 16 DATA

Table A5.0: GCSE results – number and percentage

2008	Number	Percentage
Number at end of KS4	2110	
5+ A* - C Including English and maths	886	42%
5+ A* - C	1260	60%
5+ A* - G	1882	90%
No passes	84	4%

Table A5.1: Percentage of pupils attaining 5+ A*-C grades at the end of Key Stage 4

	2003	2004	2005	2006	2007	2008
National	52.9	53.7	56.8	59.0	61.4	65.3
Haringey	39	43.7	48.5	51.7	56.2	59.7
Statistical Neighbours	42.8	46.4	50.2	52.5	55.6	

KS4 % 5+ A*-C Grades					
		2005	2006	2007	2008
Haringey					
	Girls	54%	57.2%	62.2%	64%
	Boys	43.1%	46%	50.3%	56%
	All	47.6%	51.4%	56.2%	59.7%
National					
	Girls	61.9%	63.9%	66.0%	69.9%
	Boys	51.9%	54.3%	57.0%	60.9%
	All	56.8%	59.0%	61.4%	65.3%
Statistical Neighbours		50.2%	52.5%	55.6%	

Table A5.1a: Percentage of pupils attaining 5+ A*-C (including English and maths) grades at the end of Key Stage 4

	2003	2004	2005	2006	2007	2008
National	41.9	42.6	44.7	45.6	46.3	47.6
Haringey	28.5	31	31.9	34.3	37.4	42.0
Statistical Neighbours	31.1	33.6	36.6	38.7	41.1	

KS4 % 5+ A*-C Grades inc E&M				
	2005	2006	2007	2008
Haringey				
Girls	37%	38.9%	42.9%	46%
Boys	27.5%	29.8%	32%	39%
All	32.2%	34.2%	37.4%	42.0%
National				
Girls	49.0%	50.1%	51.0%	51.9%
Boys	40.5%	41.3%	41.9%	42.8%
All	44.7%	45.6%	46.3%	47.6%
Statistical Neighbours	36.6%	38.7%	41.1%	

Table A5.2: Percentage of pupils attaining 5+ A*-G grades at the end of Key Stage 4

	2003	2004	2005	2006	2007	2008
National	89	89	89.9	90.1	90.9	91.6
Haringey	82	84	85	84.0	87.8	89.2

KS4 % 5+ A*-G Grades				
	2005	2006	2007	2008
Haringey				
Girls	87.1%	88%	90.9%	92%
Boys	83.1%	80.3%	84.8%	88%
All	85%	84%	87.8%	89.2%
National				
Girls	92.3%	92.5%	93.1%	93.5%
Boys	87.5%	87.8%	88.8%	89.3%
All	89.9%	90.1%	90.9%	91.6%

Table A5.2a: Percentage of pupils attaining 5+ A*-G grades (including English and maths) at the end of Key Stage 4

	2003	2004	2005	2006	2007	2008
National	86.3	86.4	87.6	87.4	87.1	87.4
Haringey	80	80	81	79.3	84.4	87.1

KS4 % 5+ A*-G Grades inc E&M				
	2005	2006	2007	2008
Haringey				
Girls	83.6%	83.5%	87.8%	90.6%
Boys	79.2%	75.4%	81.2%	84.1%
All	81.3%	79.3%	84.4%	87.1%
National				
Girls	90.4%	90.3%	89.9%	90.1%
Boys	85.0%	84.6%	84.5%	84.8%
All	87.6%	87.4%	87.1%	87.4%

Table A5.3: Percentage of pupils attaining at least one qualification at the end of Key Stage 4

	2003	2004	2005	2006	2007	2008
National	96	96	97.0	97.3	98.0	98.6
Haringey	90	93	95	94.5	94.9	96.0
Statistical Neighbours	96	96	98	98	97.6	

KS4 % at least one qualification				
	2005	2006	2007	2008
Haringey				
Girls	94.9%	95.8%	96.2%	96.7%
Boys	94.5%	93.3%	93.6%	95.5%
All	94.7%	94.5%	94.9%	96.0%
National				
Girls	97.8%	98.15	98.7%	99.2%
Boys	96.3%	96.7%	97.4%	98.0%
All	97.0%	97.3%	98.0%	98.6%

Table A5.4: Average point score at the end of Key Stage 4

	2004	2005	2006	2007	2008 provisional
National	340.4	355.1	365.0	378.1	390.0
Haringey	34.8 (New point score 294.4)	307.3	313.0	346.7	354.3

Table A5.5: Key Stage 4 results for Looked After Children

	2003	2004	2005	2006	2007	2008 provisional
Number of pupils Haringey						40
National 1+ A* - G	53%	56%	60%	63%	64%	
Haringey 1+ A* - G	40%	49%	62%	65%	60%	62.5%
National 5+ A* - G	37%	39%	41%	41%	43%	
Haringey 5+ A* - G	25%	43%	40%	50%	50%	47.5%
National 5+ A* - C	9%	9%	11%	12%	13%	
Haringey 5+ A* - C	5%	13%	12%	21%	27.5%	22.5%

Table A5.5a: National Indicator 101

Looked After Children 5+ A* - C (including English and maths)	17.5%
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Table A5.6: Key Stage 4 results for eligible and not eligible for Free school meals

	2007 FSM	2007 NOT FSM	2008 FSM	2008 NOT FSM
5+ A* - C Haringey	48%	59%	51%	64%
5+ A* - C (inc Eng and maths) Haringey	26%	44%	29%	48%
5+ A* - C National	35.5%	62.8%	40%	67%
5+ A* - C (inc Eng and maths) National	21.1%	49.0%	23.5%	51.3%

Table A5.7: Key Stage 4 results for SEN and non SEN

	No SEN	SEN without statement	SEN with statement
Number of pupils	1487	553	107
% 5+ A* - C Haringey	69.5%	39.2%	12.1%
% 5+ A* - C National	74.0%	29.7%	10.9%
% 5+ A* - C (inc Eng & maths) Haringey	52.3%	19.0%	5.6%
% 5+ A* - C (inc Eng & maths) National	57.5%	14.8%	5.3%
Any passes Haringey	97.8%	94.2%	74.8%
Any passes National	99.4%	96.2%	83.1%

Table A5.8: Comparison of performance at GCSE for minority ethnic groups %5+ A* - C

	2004	2005	2006	2007	2008 provisional	2008 national
African	35%	46%	48%	57%	57%	60%
African Caribbean	32%	42%	42%	41%	49%	54%
Kurdish	32%	27%	54%	40%	55%	Not available
Turkish	34%	40%	35%	48%	50%	Not available
White UK	60%	63%	65%	65%	74%	64%
Haringey	43.7%	48.3%	51.7%	56.2%	59.7%	65%

Table A5.9: Comparison of performance at GCSE for minority ethnic groups %5+ A* - C (including English & Maths)

	2006	2007	2008 provisional	2008 national
African	29%	32%	36%	43%
African Caribbean	23%	24%	30%	36%
Kurdish	17%	16%	28%	Not available
Turkish	13%	23%	27%	Not available
White UK	56%	58%	65%	48%
Haringey	34%	37.4%	42.0%	47.2%

Table A5.10: % 5+ A* - C and 5+ A* - C (including English and maths) with ethnicity

2008 Ethnicity				% 5+ A* - C			5+ A* - C inc English and Maths		
	(All)	F	M	(All)	F	M	(All)	F	M
Asian - Asian British/Any Asian Background	40	15	25	68%	60%	72%	53%	53%	52%
Asian - Asian British/Bangladeshi	40	20	20	75%	95%	55%	58%	90%	25%
Asian - Asian British/Indian	48	25	23	79%	76%	83%	63%	60%	65%
Asian - Asian British/Pakistani	25	15	10	56%	53%	60%	36%	40%	30%
Black - Black British/Caribbean	291	124	167	47%	56%	41%	28%	32%	25%
Black - Other Black	52	30	22	58%	57%	59%	33%	37%	27%
Black - Congolese	20	11	9	35%	45%	22%	15%	18%	11%
Black - Ghanaian	81	35	46	60%	63%	59%	38%	40%	37%
Black - Nigerian	59	32	27	76%	78%	74%	58%	66%	48%
Black - Other Black African	125	57	68	54%	65%	46%	29%	30%	28%
Black - Somali	70	29	41	50%	48%	51%	36%	34%	37%
Black African Total	355	164	191	57%	63%	53%	36%	39%	34%
Chinese	8	1	7	75%	100%	71%	63%	100%	57%
Information Not Obtained	126	66	60	49%	55%	43%	34%	38%	30%
Kurdish	82	41	41	55%	71%	39%	28%	39%	17%
Mixed - Any Other Mixed Background	61	28	33	72%	79%	67%	49%	54%	45%
Mixed - White And Asian	18	11	7	78%	82%	71%	67%	64%	71%
Mixed - White And Black African	30	16	14	63%	63%	64%	40%	50%	29%
Mixed - White And Black Caribbean	84	39	45	57%	67%	49%	42%	46%	38%
Other - Any Other Ethnic Group	63	25	38	48%	56%	42%	40%	48%	34%
Other - Latin American	27	13	14	74%	85%	64%	48%	46%	50%
Other - Vietnamese	15	3	12	67%	100%	58%	47%	67%	42%
White - Albanian	6	2	4	33%	50%	25%	33%	50%	25%
White - British	356	160	196	76%	74%	77%	66%	65%	67%
White - Greek Cypriot	27	9	18	44%	33%	50%	33%	33%	33%
White - Gypsy/Roma	9	4	5	11%	25%	0%	0%	0%	0%
White - Irish	24	13	11	75%	77%	73%	50%	54%	45%
White - Kosovan	16	4	12	63%	50%	67%	50%	50%	50%
White - Other White	157	67	90	61%	70%	54%	41%	51%	34%
White - Traveller of Irish Heritage	2	1	1	0%	0%	0%	0%	0%	0%
White - Turkish	136	53	83	50%	55%	47%	27%	38%	20%
White - Turkish Cypriot	57	35	22	46%	51%	36%	23%	26%	18%
Haringey	2155	984	1171	60%	65%	55%	42%	46%	38%

Table A5.11: % 5+ A* - C with ethnicity and FSM

2008							5 A* -C					
	(All)		F		M		(All)		F		M	
Ethnicity name	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM
Asian - Asian British/Any Asian Background	5	35	2	13	3	22	80%	66%	50%	62%	100%	50%
Asian - Asian British/Bangladeshi	18	22	7	13	11	9	72%	77%	86%	100%	64%	86%
Asian - Asian British/Indian	8	40	6	19	2	21	88%	78%	83%	74%	100%	83%
Asian - Asian British/Pakistani	9	16	5	10	4	6	44%	63%	40%	60%	50%	40%
Black - Black British/Caribbean	86	205	38	86	48	119	40%	50%	37%	64%	42%	37%
Black - Other Black	15	37	8	22	7	15	60%	57%	63%	55%	57%	63%
Black - Congolese	15	5	7	4	8	1	40%	20%	57%	25%	25%	57%
Black - Ghanaian	22	59	10	25	12	34	59%	61%	80%	56%	42%	80%
Black - Nigerian	13	46	8	24	5	22	62%	80%	75%	79%	40%	75%
Black - Other Black African	49	76	23	34	26	42	51%	57%	57%	71%	46%	57%
Black - Somali	53	17	19	10	34	7	47%	59%	47%	50%	47%	47%
Chinese	6	2		1	6	1	67%	100%		100%	67%	
Information Not Obtained	2	124	1	65	1	59	0%	50%	0%	55%	0%	0%
Kurdish	55	27	29	12	26	15	62%	41%	72%	67%	50%	72%
Mixed - Any Other Mixed Background	9	52	6	22	3	30	89%	69%	100%	73%	67%	100%
Mixed - White And Asian	2	16	2	9		7	100%	75%	100%	78%		100%
Mixed - White And Black African	9	21	5	11	4	10	78%	57%	60%	64%	100%	60%
Mixed - White And Black Caribbean	20	64	12	27	8	37	45%	61%	58%	70%	25%	58%
Other - Any Other Ethnic Group	28	35	13	12	15	23	46%	49%	46%	67%	47%	46%
Other - Latin American	8	19	5	8	3	11	63%	79%	80%	88%	33%	80%
Other - Vietnamese	13	2	2	1	11	1	62%	100%	100%	100%	55%	100%
White - Albanian	3	3	1	1	2	2	0%	67%	0%	100%	0%	0%
White - British	53	303	27	133	26	170	45%	81%	56%	78%	35%	56%
White - Greek Cypriot	8	19	3	6	5	13	13%	58%	0%	50%	20%	0%
White - Gypsy/Roma	3	6	1	3	2	3	33%	0%	100%	0%	0%	100%
White - Irish	7	17	5	8	2	9	86%	71%	100%	63%	50%	100%
White - Kosovan	11	5	3	1	8	4	64%	60%	67%	0%	63%	67%
White - Other White	38	119	15	52	23	67	50%	65%	60%	73%	43%	60%
White - Traveller of Irish Heritage	1	1	1			1	0%	0%	0%			0%
White - Turkish	88	48	37	16	51	32	49%	52%	57%	50%	43%	57%
White - Turkish Cypriot	28	29	16	19	12	10	43%	48%	56%	47%	25%	56%
Grand Total	685	1470	317	667	368	803	51%	63%	59%	67%	45%	59%

Table A5.12: % 5+ A* - C (including English and maths) with ethnicity and FSM

2008							5 A* -C with E&M					
	(All)		F		M		(All)		F		M	
Ethnicity name	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM	FSM	No FSM
Asian - Asian British/Any Asian Background	5	35	2	13	3	22	60%	51%	50%	54%	67%	50%
Asian - Asian British/Bangladeshi	18	22	7	13	11	9	39%	73%	71%	100%	18%	33%
Asian - Asian British/Indian	8	40	6	19	2	21	50%	65%	50%	63%	50%	67%
Asian - Asian British/Pakistani	9	16	5	10	4	6	11%	50%	20%	50%	0%	50%
Black - Black British/Caribbean	86	205	38	86	48	119	24%	29%	24%	36%	25%	24%
Black - Other Black	15	37	8	22	7	15	40%	30%	50%	32%	29%	27%
Black - Congolese	15	5	7	4	8	1	20%	0%	29%	0%	13%	0%
Black - Ghanaian	22	59	10	25	12	34	41%	37%	50%	36%	33%	38%
Black - Nigerian	13	46	8	24	5	22	46%	61%	63%	67%	20%	55%
Black - Other Black African	49	76	23	34	26	42	24%	32%	22%	35%	27%	29%
Black - Somali	53	17	19	10	34	7	30%	53%	26%	50%	32%	57%
Chinese	6	2		1	6	1	50%	100%		100%	50%	100%
Information Not Obtained	2	124	1	65	1	59	0%	35%	0%	38%	0%	31%
Kurdish	55	27	29	12	26	15	27%	30%	38%	42%	15%	20%
Mixed - Any Other Mixed Background	9	52	6	22	3	30	44%	50%	50%	55%	33%	47%
Mixed - White And Asian	2	16	2	9		7	50%	69%	50%	67%		71%
Mixed - White And Black African	9	21	5	11	4	10	33%	43%	40%	55%	25%	30%
Mixed - White And Black Caribbean	20	64	12	27	8	37	40%	42%	50%	44%	25%	41%
Other - Any Other Ethnic Group	28	35	13	12	15	23	36%	43%	38%	58%	33%	35%
Other - Latin American	8	19	5	8	3	11	25%	58%	20%	63%	33%	55%
Other - Vietnamese	13	2	2	1	11	1	38%	100%	50%	100%	36%	100%
White - Albanian	3	3	1	1	2	2	0%	67%	0%	100%	0%	50%
White - British	53	303	27	133	26	170	28%	73%	33%	71%	23%	74%
White - Greek Cypriot	8	19	3	6	5	13	0%	47%	0%	50%	0%	46%
White - Gypsy/Roma	3	6	1	3	2	3	0%	0%	0%	0%	0%	0%
White - Irish	7	17	5	8	2	9	43%	53%	60%	50%	0%	56%
White - Kosovan	11	5	3	1	8	4	45%	60%	67%	0%	38%	75%
White - Other White	38	119	15	52	23	67	26%	46%	33%	56%	22%	39%
White - Traveller of Irish Heritage	1	1	1			1	0%	0%	0%			0%
White - Turkish	88	48	37	16	51	32	26%	29%	35%	44%	20%	22%
White - Turkish Cypriot	28	29	16	19	12	10	18%	28%	25%	26%	8%	30%
Grand Total	685	1470	317	667	368	803	29%	47%	35%	51%	24%	44%

Table A5.13: GCSE Trend 5+ A* - C

School	% 5+ A* - C 2003	% 5+ A* - C 2004	% 5+ A* - C 2005	% 5+ A* - C 2006	% 5+ A* - C 2007	% 5+ A* - C 2008
Alexandra Park	-	49	53	55	52	69
Fortismere	71	77	77	72	72	79
Gladesmore	37	41	46	50	46	64
Greig City Academy	35	26	55	61	64	53
Highgate Wood	46	51	49	48	55	54
Hornsey	49	54	49	64	61	62
John Loughborough	39	36	51	44	32	58
Northumberland Park	20	27	49	64	70	63
Park View Academy	23	39	47	39	59	57
St Thomas More	40	36	36	44	61	64
Woodside High	27	36	23	32	41	39
Haringey	39	44	48	51.7	56.2	59.7
England Average	52.6	53.7	57.1	59.2	62.0	65.3

Table A5.14: GCSE Trend 5+ A* - C (Including English and maths)

School	% 5+ A* - C (inc Eng and maths) 2003	% 5+ A* - C (inc Eng and maths) 2004	% 5+ A* - C (inc Eng and maths) 2005	% 5+ A* - C (inc Eng and maths) 2006	% 5+ A* - C (inc Eng and maths) 2007	% 5+ A* - C (inc Eng and maths) 2008
Alexandra Park	-	41.8	45	46	48	60
Fortismere	59.6	68.8	65	64	64	70
Gladesmore	27.4	28.6	34	38	38	42
Greig City Academy	19.4	9.9	10	15	21	30
Highgate Wood	39.1	40.1	41	42	47	46
Hornsey	37.1	44.6	35	49	50	42
John Loughborough	36.5	24.1	15	13	19	39
Northumberland Park	15	14.4	28	20	32	38
Park View Academy	10.5	23	22	24	30	30
St Thomas More	23.2	18.2	22	25	21	36
Woodside High	13.3	17.1	11	18	17	27
Haringey	28.5	31	31.8	34.3	37.4	42.0
National	41.9	42.6	44.3	45.8	46.7	47.6

Fischer Family Trust (FFT) analysis of 2008 GCSE results

This analysis shows the number of pupils matched by FFT for their analysis. The actual results are the provisional results for the group of matched pupils – not the full Haringey cohort. The ‘difference’ boxes indicate whether the actual results are considered to be significantly higher or lower than expected. Green indicates higher than expected, blue – lower than expected, no shading indicates differences are not significant.

Table A5.15 2008 GCSE matched to Key Stage 2

5+ A* - C Matched to Key Stage 2	Matched number	Actual results	Difference from expected based on prior attainment, gender, age
All pupils	1926	60.5%	5.9%
Girls	884	66.2%	6.3%
Boys	1042	55.8%	5.5%

5+ A* - C (E&M) Matched to Key Stage 2	Matched number	Actual results	Difference from expected based on prior attainment, gender, age
All pupils	1926	43.3%	4.7%
Girls	884	48.1%	5.5%
Boys	1042	39.3%	4.0%

2008 GCSE matched to Key Stage 3

5+ A* - C Matched to Key Stage 3	Matched number	Actual results	Difference from expected based on prior attainment, gender, age
All pupils	2074	60.0%	8.0%
Girls	947	65.3%	8.0%
Boys	1127	55.5%	7.9%

5+ A* - C (E&M) Matched to Key Stage 3	Matched number	Actual results	Difference from expected based on prior attainment, gender, age
All pupils	2074	42.2%	6.2%
Girls	947	46.7%	6.8%
Boys	1127	38.3%	5.7%

The preliminary analysis above by FFT indicates that performance at GCSE overall in Haringey was significantly higher than expected.

Post 16 Advanced results

Table A5.16: Trend in total average point score (APS) per student

	2003 APS per student	2004 APS per student	2005 APS per student	2006 APS per student new point system (old point system)	2007 APS per student	2008 APS per student
England Average	258.6	269.2	277.6	721.5 (289.5)	731.1	739.8
Haringey	179.5	208.7	188.8	566.2 (226.8)	592.6	589.2

Table A5.17: Trend in average point score per exam entry

	2003 APS	2004 APS	2005 APS	2006 APS new point system (old point system)	2007 APS	2008 APS
England Average	77.4	78.7	79.9	206.2 (80.2)	207.5	209.4
Haringey	68.8	74.0	72.3	200.7 (76.4)	203.3	199.3

Table A5.18: School and College Post 16 Achievement and Attainment Tables 2008

	Number of students aged 16-18	Number at end of A/AS or equivalent study	Average point score per student	Average point score per exam entry	CVA Key Stage 4 to 5
Alexandra Park	228	74	664.9	192.5	1001.2
CONEL	2115	84	344.0	177.7	1003.4
Fortismere	382	172	776.0	223.2	10024.0
Greig City Academy	106	27	397.2	174.4	1021.2
Haringey 6 th Form Centre	546	25	458.8	194.0	1015.4
Highgate Wood	207	82	583.7	197.4	1029.1
Hornsey	224	73	665.1	193.4	992.9
St Thomas More	150	58	359.2	160.3	1023.4
Haringey average			589.2	199.3	1016.8

Level 2 and 3 Attainment by 19 year olds

A learner is defined as having reached the level 2 threshold if they have achieved 5 GCSEs at grades A*-C or equivalent.

(SN indicates Statistical Neighbour defined by NFER)

Level 2 and 3 data for 19 year olds is provided by the LSC and 2008 information will not be available until April 2009

Table A5.19: Level 2 Attainment for 19 year olds

Local Authority	2004 by age 19	2005 by age 19	2006 by age 19	2007 by age 19
Haringey	53%	57%	62%	66%
Hackney	47%	51%	57%	56%
SN Islington	44%	48%	54%	62%
Tower Hamlets	48%	54%	58%	62%
SN Southwark	52%	56%	62%	63%
SN Lewisham	53%	56%	60%	64%
Newham	50%	57%	59%	65%
SN Lambeth	51%	54%	60%	67%
Westminster	60%	64%	67%	68%
Waltham Forest	60%	64%	67%	68%
SN Wandsworth	58%	63%	65%	69%
Enfield	65%	64%	67%	70%
SN Hammersmith and Fulham	70%	68%	71%	73%
Ealing	63%	66%	73%	74%
Brent	71%	67%	79%	74%
Camden	63%	78%	72%	75%
Barnet	71%	73%	76%	78%
National	66.3%	69.3%	71.4%	73.9%

A learner is defined as having reached the level 3 threshold if they have achieved the equivalent of 4 AS / 2 A-levels

(SN indicates Statistical Neighbour defined by NFER)

Table A5.20 Level 3 Attainment for 19 year olds

	2004 by age 19	2005 by age 19	2006 by age 19	2007 by age 19
Haringey	35%	40%	43%	44%
Hackney	27%	30%	35%	33%
SN Islington	25%	28%	32%	35%
Tower Hamlets	27%	32%	33%	37%
SN Lewisham	34%	36%	39%	41%
SN Lambeth	30%	33%	39%	42%
SN Southwark	35%	37%	42%	43%
Newham	33%	39%	42%	44%
SN Wandsworth	40%	45%	45%	48%
Waltham Forest	41%	45%	47%	48%
Westminster	43%	46%	50%	48%
Enfield	45%	44%	46%	49%
Ealing	48%	49%	53%	53%
Brent	51%	48%	60%	53%
SN Hammersmith and Fulham	55%	53%	57%	55%
Camden	47%	59%	53%	56%
Barnet	53%	56%	58%	60%
National	42.1%	45.6%	46.8%	48.0%

Table A5.21: Data on NEET (Not in employment, education or training) Haringey and Statistical neighbours

	'Closeness'	2006/07*	2007/08*	Nov 2008
Haringey		12.5%	10.3%	6.7%
Lewisham	Close	6.7%	6.1%	5.5%
Lambeth	Close	10.5%	9.8%	8.2%
Hackney	Somewhat close	13.1%	11.7%	10.0%
Waltham Forest	Somewhat close	6.3%	5.4%	4.5%
Southwark	Somewhat close	11.7%	10.0%	8.4%
Islington	Somewhat close	8.6%	9.5%	7.7%
Hammersmith and Fulham	Somewhat close	8.4%	7.0%	5.7%
England Average		7.7%	6.7%	6.8%

*End of year data is calculated from the average of November, December and January

Annex 6: ATTENDANCE AND EXCLUSIONS

Table A6.1: Attendance in Haringey Primary Schools

Primary	2003	2004	2005	2006	2007	2008
Haringey	92.66	93.37	93.59	93.37	94.34	94.15
National	94.2	94.5	94.57	94.24	94.82	

Table A6.2: Attendance in Haringey Secondary Schools

Secondary	2003	2004	2005	2006	2007	2008
Haringey	90.32	91.25	91.37	91.12	92.29	92.64
National	91.7	91.93	92.18	91.76	92.14	

Table A6.3: Attendance in Haringey Special Schools

Special	2004	2005	2006	2007	2008
Haringey	87.73	88.22	90.27	89.98	89.89
National	89.72	89.79	89.68	89.38	

Exclusions

There were 34 permanent exclusions from secondary schools in 2007/8 and 4 permanent exclusions from primary schools.

Table A6.4: Exclusions by year group

	Year Group	2004/05 Total	2005/06 Total	2006/07 Total	2007/08 Total
	2	0	1	0	0
	3	0	0	0	0
	4	0	0	1	1
	5	0	2	4	2
	6	0	1	0	1
Primary total		0	4	5	4
	7	3	0	0	2
	8	6	7	3	4
	9	10	10	7	6
	10	8	8	9	12
	11	1	6	4	10
	12	0	0	1	0
Secondary total		28	31	24	34
	Grand Total	28	35	29	38

Table A6.5: Exclusions by ethnicity 2005/06 Primary

Ethnicity	Total	Number in PLASC 2006	% excluded (out of cohort)
Black African	1	4181	0.02%
Black Caribbean	1	2926	0.03%
White British	2	4504	0.04%
Grand Total	4	22400	0.02%

Table A6.6: Exclusions by ethnicity 2005/06 Secondary

Ethnicity	Total	Number in PLASC 2006	% excluded (out of cohort)
Black African	5	1858	0.27%
Black Caribbean	9	1569	0.57%
Black Other	1	234	0.43%
Kurdish	1	419	0.24%
Mixed Race – White & Black Caribbean	5	419	1.19%
Not specified	1	Not available	Not available
Turkish	4	648	0.62%
White British	2	2127	0.09%
White European	2	932	0.21%
White Irish	1	120	0.83%
Grand Total	31	10943	0.28%

Table A6.7: Exclusions by ethnicity 2006/07 Primary

Ethnicity	Total	Number in PLASC 2007	% excluded (out of cohort)
Black African	1	4011	0.02%
Black Caribbean	3	2768	0.11%
Mixed Race – White & Black Caribbean	1	752	0.13%
Grand Total	5	21,800	0.02%

Table A6.8: Exclusions by ethnicity 2006/07 Secondary

Ethnicity	Total	Number in PLASC 2007	% excluded (out of cohort)
Bangladeshi	1	327	0.31%
Black African	3	2139	0.14%
Black Caribbean	5	1699	0.29%
Black Other	1	306	0.33%
Mixed Race – White & Black Caribbean	8	478	1.67%
Not specified	1	Not available	
White British	5	2513	0.20%
Grand Total	24	12654	0.19%

Table A6.9: Exclusions by ethnicity 2007/08 Primary

Ethnicity	Total	Number in PLASC 2008	% excluded (out of cohort)
Black African	1	4011	0.02%
Black Caribbean	2	2704	0.07%
Mixed Race – White & Black Caribbean	1	770	0.13%
Grand Total	4	21667	0.02%

Table A6.10: Exclusions by ethnicity 2007/08 Secondary

Ethnicity	Total	Number in PLASC 2008	% excluded (out of cohort)
Black African	8	2004	0.40%
Black Caribbean	8	1575	0.51%
Black Other	3	321	0.93%
Iranian	1	14	7.14%
Kurdish	1	429	0.23%
Mixed Race – White & Black Caribbean	4	475	0.84%
Mixed Other Race	1	422	0.24%
White British	4	2365	0.17%
White Turkish	4	804	0.50%
Grand Total	34	12358	0.28%

Annex 7: TARGETS FOR 2008 and 2009. (2010 targets will be available in February 2009)

Table A7.1

Percentage of pupils on roll at end of Key Stage 2 who will be expected to achieve	Academic Year	Academic Year
	2007/08	2008/09
English Level 4+	78	Replaced
Maths Level 4+	76	Replaced
English and maths Level 4+	New for 2009	75
% to move up 2 levels in English	New for 2009	90
% to move up 2 levels in Maths	New for 2009	86

Table A7.2

Percentage of pupils on roll at end of Key Stage 3 who will be expected to achieve	Academic Year	Academic Year
	2007/08	2008/09
English 5+	72	Replaced
Maths 5+	70	Replaced
English and maths Level 5+	New for 2009	66
Science 5+	65	70
% to move up 2 levels in English	New for 2009	41
% to move up 2 levels in Maths	New for 2009	61

Table A7.3

Percentage of 15 year old pupils on roll expected to achieve	Academic Year	Academic Year
	2007/08	2008/09
5+ grades A* - C	59	Replaced
Average point score per pupil (uncapped)	346	Replaced
5+ grades A* - C (inc English and maths)	44	50
% to move up 2 levels in English	New for 2009	65
% to move up 2 levels in Maths	New for 2009	42

Table A7.4 Targets for the attainment of children who will have been in local authority care for at least one year

	Anticipated numbers of eligible pupils 2008	Anticipated numbers of eligible pupils 2009
The estimated number of eligible children in year 6	21	16
..of these the estimated number who will achieve level 4 and above at KS2 in English & Maths	10	7 (English) 7 (Maths)
The estimated number of eligible children in year 11	35	42
of these the estimated number who will achieve a graded result in a GCSE or equivalent qualification	20	Not required
the estimated number who will achieve qualifications equivalent to 5 GCSEs at grades A*-C	5	Not required
the estimated number who will achieve qualifications equivalent to 5 GCSEs at grades A*-C including English and maths	4	13

Table A7.5: Attendance targets

	2007/2008
% of half days missed by pupils in all Maintained Primary, Middle, Secondary and Special schools	
Primary	5.4
Secondary	7.7
Special	11.7

Table A7.6: LA Secondary Persistent Absence Targets

	2008/2009
% of pupil enrolments with 64 or more sessions of absence in all secondary schools	
Secondary	6.6

Table A7.7 Key Stage 2 Targets for 2008 and 2009

SCHOOL	2008 ENGLISH LEVEL 4+ TARGET	2008 MATHS LEVEL 4+ TARGET	2009 ENGLISH AND MATHS LEVEL 4+	2009 ENGLISH - 2 LEVELS PROGRESS FROM KS1 TO KS2	2009 MATHS - 2 LEVELS PROGRESS FROM KS1 TO KS2
Alexandra Primary School	65	70	63	100	94
Belmont Junior School	70	70	65	88	82
Bounds Green Junior School	68	77	62	81	67
Broadwater Farm Primary School	61	68	75	80	75
Bruce Grove Primary School	68	68	71	91	86
Campsbourne Junior School	65	70	72	79	80
Chestnuts Primary School	64	69	76	68	84
Coldfall Primary School	87	87	90	92	90
Coleraine Park Primary School	68	73	61	91	80
Coleridge Primary School	90	90	95	98	98
Crowland Primary School	60	65	75	86	92
Devonshire Hill Primary School	71	75	68	81	70
Downhills Primary School	68	70	64	85	71
Earlham Primary School	67	68	67	95	90
Earlsmead Primary School	85	83	82	92	86
Ferry Lane Primary School	70	74	65	100	100
Highgate Primary School	92	87	76	92	92
Lancasterian Primary School	65	73	75	86	91
Lea Valley Primary School	75	78	71	88	80
Lordship Lane Primary School	73	70	69	90	92
Mulberry Primary School	64	66	70	93	94
Muswell Hill Primary School	90	90	90	93	90
Nightingale Primary School	57	64	74	86	90
Noel Park Primary School	68	67	65	86	83
North Harringay Primary School	71	69	69	80	76
Our Lady of Muswell RC Primary School	94	94	90	83	87
Rhodes Avenue Primary School	96	96	93	100	97
Risley Avenue Primary School	70	65	62	88	88
Rokesly Junior School	88	85	85	97	99
Seven Sisters Primary School	69	68	51	70	72
South Haringey Junior School	68	70	76	90	84
St Aidan's Voluntary Controlled Primary School	93	90	88	90	87
St Ann's CE Primary School	89	89	83	93	100

SCHOOL	2008 ENGLISH LEVEL 4+ TARGET	2008 MATHS LEVEL 4+ TARGET	2009 ENGLISH AND MATHS LEVEL 4+	2009 ENGLISH - 2 LEVELS PROGRESS FROM KS1 TO KS2	2009 MATHS - 2 LEVELS PROGRESS FROM KS1 TO KS2
St Francis de Sales RC Junior School	86	80	80	75	70
St Gildas' RC Junior School	93	83	86	88	86
St Ignatius RC Primary School	80	75	79	92	96
St James' CE Primary School	97	97	90	96	93
St John Vianney RC Primary School	81	78	80	88	88
St Martin of Porres RC Primary School	80	80	79	86	86
St Mary's CE Junior School	80	80	75	85	81
St Mary's Priory RC Junior School	80	80	69	79	83
St Michael's CE Primary School (N22)	78	88	79	96	96
St Michael's CE E Voluntary Aided Primary School (N6)	88	89	93	94	94
St Paul's and All Hallows CE Junior School	87	90	88	89	86
St Paul's RC Primary School	81	73	72	76	92
Stamford Hill Primary School	76	76	65	88	88
Stroud Green Primary School	80	80	69	97	92
Tetherdown Primary School	94	94	100	100	100
The Green CE Primary School	58	58	71	92	86
Tiverton Primary School	67	71	67	71	71
Welbourne Primary School	73	69	66	66	83
West Green Primary School	82	78	76	96	90
Weston Park Primary School	90	87	89	89	93

Table A7.8 Key Stage 3 Targets for 2008

SCHOOL NAME	KS3 ENGLISH LEVEL 5+ TARGET (%)	KS3 MATHS LEVEL 5+ TARGET (%)	KS3 SCIENCE LEVEL 5+ TARGET (%)	KS3 ICT TA LEVEL 5+ (%)
Alexandra Park	82	79	75	79
Fortismere	89	90	87	86
Gladesmore	73	71	59	92
Highgate Wood	82	79	78	65
Hornsey	85	73	72	60
John Loughborough	70	62	64	70
Northumberland Park	55	60	50	52
Park View Academy	62	65	64	50
St Thomas More	67	62	57	62
Woodside High	50	50	45	50
Blanche Nevile	17	50	50	17
Moselle	-	-	-	-
The Vale	-	20	20	20
William C Harvey	-	-	-	-

Table A7.9 Key Stage 4 Targets for 2008

SCHOOL NAME	5+ GCSE (and equivalents) GRADES A*-C	5+ GCSE (and equivalents) GRADES A*-C English and Maths	AVERAGE GCSE (and equivalents) POINT SCORE
Alexandra Park	62	51	378
Fortismere	78	70	441
Gladesmore	55	42	312
Highgate Wood	57	46	356
Hornsey	63	51	367
John Loughborough	55	34	330
Northumberland Park	66	36	370
Park View Academy	60	45	360
St Thomas More	60	38	312
Woodside High	37	20	255
Blanche Nevile	37	37	180
Moselle	-	-	-
The Vale	-	-	-
William C Harvey	-	-	-

Table A8.0 Key Stage 4 Targets for 2009*

SCHOOL NAME	5+ GCSE (AND EQUIVALENTS) GRADES A*-C ENGLISH AND MATHS	ENGLISH - 2 LEVELS PROGRESS FROM KS3 TO KS4	MATHS - 2 LEVELS PROGRESS FROM KS3 TO KS4
Alexandra Park	59	80	40
Fortismere	75	85	49
Gladesmore	50	70	48
Highgate Wood	57	64	44
Hornsey	52	63	63
John Loughborough	30	57	36
Northumberland Park	40	49	22
Park View Academy	50	76	56
St Thomas More	38	52	35
Woodside High	35	50	20
Blanche Nevile	12	100	100
Moselle	-	-	-
The Vale	-	-	-
William C Harvey	-	-	-

*These targets were set in December 2007

Table A8.1 Primary Attendance targets for 2008 and 2009

School	2008 Attendance target	2009 Attendance target
Alexandra Primary School	94.00%	94.5%
Belmont Infant School	93.40%	93.8%
Belmont Junior School	94.80%	95.0%
Bounds Green Infant School	94.00%	94.5%
Bounds Green Junior School	94.50%	95.0%
Broadwater Farm Primary School	94.20%	94.8%
Bruce Grove Primary School	93.10%	93.8%
Campsbourne Infant School	95.00%	95.0%
Campsbourne Junior School	95.00%	95.0%
Chestnuts Primary School	93.20%	94.0%
Coldfall Primary School	95.70%	95.9%
Coleraine Park Primary School	93.80%	94.8%
Coleridge Primary School	97.00%	96.9%
Crowland Primary School	93.80%	96.0%
Devonshire Hill Primary School	93.30%	93.3%
Downhills Primary School	94.00%	94.3%
Earlham Primary School	92.10%	94.3%
Earlsmead Primary School	94.60%	94.8%
Ferry Lane Primary School	95.00%	95.0%
Highgate Primary School	94.30%	94.4%
Lancasterian Primary School	94.50%	95.0%
Lea Valley Primary School	94.50%	94.7%
Lordship Lane Primary School	94.50%	94.6%
Mulberry Primary School	95.00%	94.0%
Muswell Hill Primary School	95.00%	95.1%
Nightingale Primary School	95.00%	95.0%
Noel Park Primary School	94.00%	94.1%
North Harringay Primary School	94.50%	95.0%
Our Lady of Muswell RC Primary School	96.00%	96.3%
Rhodes Avenue Primary School	95.80%	95.9%
Risley Avenue Primary School	93.80%	94.0%
Rokesly Infant School	94.90%	95.0%
Rokesly Junior School	95.10%	95.2%

School	2008 Attendance target	2009 Attendance target
Seven Sisters Primary School	95.40%	94.6%
South Harringay Infant School	91.80%	92.1%
South Harringay Junior School	94.00%	94.0%
St Aidan's Voluntary Controlled Primary School	95.10%	95.4%
St Ann's CofE Primary School	96.00%	96.5%
St Francis de Sales RC Infant School	95.00%	96.0%
St Francis de Sales RC Junior School	96.00%	96.1%
St Gildas' RC Junior School	95.00%	95.4%
St Ignatius RC Primary School	95.50%	95.6%
St James' CofE Primary School	96.50%	96.8%
St John Vianney RC Primary School	95.30%	95.4%
St Martin of Porres RC Primary School	96.00%	96.0%
St Mary's CofE Infant School	94.80%	95.5%
St Mary's CofE Junior School	95.90%	96.0%
St Mary's Priory RC Infant School	94.50%	94.6%
St Mary's Priory RC Junior School	95.60%	95.6%
St Michael's CofE Primary School	95.00%	95.0%
St Michael's CofE Voluntary Aided Primary School	95.60%	96.0%
St Paul's and All Hallows CofE Infant School	96.85%	96.9%
St Paul's and All Hallows CofE Junior School	96.10%	96.1%
St Paul's RC Primary School	94.90%	95.0%
St Peter-in-Chains RC Infant School	95.53%	95.6%
Stamford Hill Primary School	95.00%	95.2%
Stroud Green Primary School	94.50%	95.5%
Tetherdown Primary School	96.00%	96.2%
The Green CofE Primary School	95.40%	95.4%
Tiverton Primary School	93.60%	94.3%
Welbourne Primary School	94.70%	94.9%
West Green Primary School	94.10%	94.5%
Weston Park Primary School	95.50%	95.5%

Table A8.2 Secondary Attendance targets for 2008 and 2009

School	2008 Attendance target	2009 Attendance target
Alexandra Park School	92.5%	92.6%
Fortismere School	95.0%	95.0%
Gladesmore Community School	93.5%	93.5%
Highgate Wood Secondary School	92.0%	92.5%
Hornsey School for Girls	93.2%	93.2%
John Loughborough School	95.0%	95.0%
Northumberland Park Community School	93.0%	93.0%
Park View Academy	93.0%	93.0%
St Thomas More Catholic School	92.0%	93.3%
Woodside High	93.0%	93.0%

Table A8.3 Special school Attendance targets for 2008 and 2009

School	2008 Attendance target	2009 Attendance target
Blanche Nevile School	94.30%	94.3%
Moselle School	91.65%	93.4%
The Vale	87.60%	87.6%
William C Harvey School	84.00%	85.0%

Abbreviations and Glossary

ALPS	Advanced Level Performance Systems
BME	Black and Minority Ethnic
BPAP	Black Children's Achievement Programme
CAF	Common Assessment Framework
CLLD	Communication Language and Literacy Development
CLLDP	Communication, Language and Literacy Development Programme
CPD	Continuing Professional development
CVA	Contextual value added
DCSF	Department for Children, Schools and Families
EAL	English as an additional language
ECAT	Every Child a Talker
ECM	Every Child Matters
EMA	Ethnic Minority Achievement
FFT	Fischer Family Trust
FSM	Free school meals
FSP	Foundation Stage Profile
G&T	Gifted and Talented
ICT	Information and Communications Technology
ISP	Intensifying Support Programme
KS	Key Stage
LAC	Looked After Children
LSC	Learning and Skills Council
MBD	Making a Big Difference Programme
NAEP	New Arrivals Excellence Programme
NEET	Not in education, employment or training
NFER	National Foundation for Educational Research
NLC	Networked Learning Community
NS	National Strategies
PA	Persistent Absence
PSHE	Personal, Social and Health Education
PSRN	Problem Solving, Reasoning and Numeracy
PVI	Private and Independent Sector
SEAD	Social, Emotional Aspects of Development
SEAL	Social and Emotional Aspects of Learning
SEN	Special Educational Needs
SN	Statistical Neighbours
SRG	Setting review group
TPI	Targeted Pupil Initiative

Common Assessment Framework

The Common Assessment Framework is a nationally standardised approach to conducting an assessment of the needs of a child or young person, and deciding how those needs should be met.

Contextual Value Added

This is an indicator that measures the progress pupils have made from one key stage to the next. The main component of this measure is the prior attainment of the pupil. To make the measurement even more refined, other contextual factors, such as gender, special educational needs, ethnicity and deprivation are included.

Fischer Family Trust

This is an organisation that works with the DCSF, local authorities and schools to help make more effective use of data. Their analysis is used by the DCSF to monitor the performance of local authorities and schools and is well respected in educational circles.

Foundation Stage

This is the first stage of the national curriculum focusing on the distinct needs of children aged 3 to the end of the reception year in primary school.

Key Stage

The National Curriculum sets out when things must be taught by describing broad 'key stages'. Children's progress is assessed through national tests and tasks at the end of each key stage. KS1 covers ages 5-7 years, KS2 ages 7-11, KS3 ages 11-14 and KS4 ages 14-16.

Network learning Community

Group of secondary schools, primary schools and early years settings who work together to improve the delivery of education services in their local area. There are currently six NLCs in Haringey.

P scales

P scales are a set of optional indicators for recording the achievements of pupils with Special Educational Needs (SEN) working towards level one in the national curriculum programmes of study.

Persistent Absence

'Persistent absence' refers to absence of more than 20%, whether authorised or unauthorised. Pupils with persistent absence are often those unlikely to attain at school and stay in education after the age of 16 years. There is a strong national initiative to reduce the number of pupils who have high absence levels.

Statistical Neighbours

These are other local authorities who are deemed to have similar characteristics based on socio-economic and demographic indicators. They can be used by the local authority to compare its performance against its Statistical neighbours to provide an initial guide as to whether its performance is above or below the level that might be expected.

