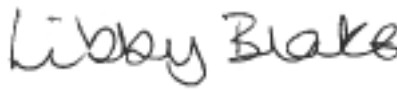




**Haringey Council**

<b>Report for:</b>	<b>Overview and Scrutiny Committee</b> 30 <sup>th</sup> April 2012	<b>Item Number:</b>	
<b>Title:</b>	<b>Analyses of school results at the end of the Foundation Stage, Key Stages 1, 2, 4 and Post 16 for 2011.</b>		
<b>Report Authorised by:</b>	 <b>Libby Blake</b> Director of The Children and Young People's Service		
<b>Lead Officer:</b>	Jan Doust, Deputy Director, Prevention and Early Intervention Avi Becker, Business Intelligence Manager		
<b>Ward(s) affected: All</b>	<b>Report for Non Key Decisions: Information</b>		

**1. Describe the issue under consideration**

This report provides a summary of the analyses of school results for 2011.

**2. Cabinet Member introduction**

This report shows good progress across our schools and thanks are due to pupils and teachers for ensuring a year-on-year improvement in results. I am pleased to see that results for black and ethnic minority pupils are improving particularly rapidly. However, we must now ensure all our schools and all our pupils are doing well and that, as national results are also on an improvement trajectory, we are able to up our pace so we can reach and overtake them.

**3. Recommendations**

To note the analyses of the results set out in the summary report in Appendix 1. If Members want to read the full report on the analyses of results this is available from Avi Becker, Business Intelligence Manager on 0208 489 6939 or by e mail to [avi.becker@haringey.gov.uk](mailto:avi.becker@haringey.gov.uk)



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#### **4. Other options considered**

Not Applicable

#### **5. Background information**

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 Education (DFE), with a final version in March/April 2012 when the final data sets are confirmed.

#### **Headlines**

**Results in the Foundation Stage** (children at the end of the reception year) in 2011 improved in both Personal, social and emotional development (all 3 scales) and Communication, language and literacy (all 4 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 42% to 54% (national improved 56% to 59%).

**National Indicator 92** (Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage) improved by decreasing from 36.2% to 32.1% (national reduced from 32.7% to 31.4%).

**Key Stage 1** results remained fairly similar to the previous year at all levels.

**Key Stage 2** declined significantly from the published results in 2010. However the 2010 results were affected by the national and local boycott and were significantly higher than expected in Haringey (only 18 out of 53 mainstream schools took part in the tests). It is therefore more useful to ignore the published 2010 results when looking at Haringey trends.

Overall, Haringey's rate of progress **since 2007** at Key Stage 2 has been slightly better than the national trend. At level 4 and above (L4+), English has improved by 4% in Haringey compared to national improvement of 2% (Haringey now 80%, England 82%). Mathematics in Haringey has improved by 4% compared to a 3% gain nationally (Haringey now 77%, England 80%). Results for combined English and maths have improved by 4% compared to national improvement of 3% (Haringey now 71%, England 74%).



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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. The DFE focus has been in reducing the gap in combined English and maths level 4+. In 2011, 58% of FSM pupils compared to 78% of non FSM pupils attained level 4 and above nationally. The 2011 Haringey figures are 62% and 76% respectively. **The Haringey 2011 gap is 14% compared to the national gap of 20%.** Two new national indicators are NI 93 Progression by 2 levels in English and NI 94 Progression by 2 levels in Mathematics between Key Stage 1 and Key Stage 2. The 2011 two levels of progress results for Haringey in English are 87% (national 84%) and for maths 82% (national 83%).

The number of schools below the DFE target of 60% of pupils to achieve level 4 and above in both English and maths **has reduced from 21 in 2006 to 14 in 2011.**

**Key Stage 4 (GCSE)** results continued to improve. The % 5+ A\* - C (including English and maths) increase was the biggest ever and significantly closed the gap with the national result in 2011.

**National Indicator 75** (Achievement of 5 or more A\* - C grades at GCSE or equivalent including English and Maths) - improved from 48.0% to 57.3% (national improved from 53.4% to 58.9%).

### Post 16 Level 3

The 2011 results have improved significantly in the average point score per exam entry from 212.5 to 216.0 (national improved from 214.4 to 216.2). The total average point score per student increased from 633.2 to 661.4 (national increased from 744.9 to 745.9).

**Attendance** in primary schools improved from 94.4% in 2010 to 94.5% in 2011. Secondary schools' attendance improved from 93.0% in 2010 to 93.5% in 2011. National primary attendance in 2011 was 95.0%, secondary was 93.5%.

**Exclusions** There were 3 permanent exclusions in primary and 20 in secondary schools in 2010/11. This rate is in line with national rates for primary and secondary schools.

## 6. Comments of the Chief Finance Officer and financial implications

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



## **7. Head of Legal Services and legal implications**

The Head of Legal Services has been consulted on the content of the report and has no specific legal comment to make as the recommendation in the report is for Members to note the analyses of the results set out in the summary report in Appendix 1.

## **8. Equalities and Community Cohesion Comments**

The Haringey data includes detailed analysis of the performance of all ethnic groups, the largest groups being African, African Caribbean, Turkish, Kurdish and White British. The report also provides a detailed analysis at each key stage by gender, looked after children, free school meals, special educational needs, as well as high and low attaining pupils and discussion of the interaction between receipt of free school meals and ethnicity.

At the early Years Foundation Stage there remain significant differences between some ethnic groups. White Gypsy Roma and Irish Traveller children, Kurdish, Turkish and Somali children have lower levels of attainment than most of the other ethnic groups in Haringey.

At Key Stage 2 combined English and maths L4+ (since 2008), African pupils results have improved from 58% to 68% and are currently 2% below their national peers, African-Caribbean results have improved from 56% to 64% and currently 3% below national peers, Kurdish from 37% to 68% and Turkish pupils from 44% to 54% (no national comparative data available). White UK pupils have improved from 84% to 86% and currently 11% above national peers. The attainment of Looked After Children in English and in maths L4+ declined from 60% to 50%. National results for Looked After Children in 2011 are 50% in English, 48% in maths.

At GCSE 5+ A\* - C (including English and maths) - since 2007, African pupils have improved from 32% to 56% and are currently 2% below national peers. Caribbean pupils have improved from 24% to 42% and are 7% below peers, White UK pupils have improved from 58% to 74% and are 16% above peers. Kurdish pupils have improved from 16% to 27%, Turkish from 23% to 42%. The attainment of Looked After Children in 5+ A\* - C (including English and maths) declined from 20% to 10%. National results for Looked After Children in 2011 are 13%.

The data that underpin the analyses are included in the tables at the end of the report. As some groups of pupils are very small the numbers are suppressed in the report on the grounds of confidentiality. However information on the attainment of all groups is monitored in the Children and Young People's Service and information provided at school level ensures that the progress of all pupils is monitored closely. The information is used to focus school improvement activities and the report outlines the interventions, strategies and support to be provided to schools and pupils in response to the analysis. .



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## **9. Head of Procurement Comments**

Not applicable

## **10. Policy Implication**

The annual evaluation of performance data is very important and the analyses of the 2011 data will be used to inform and drive the priorities in the Children and Young People's Service and especially School Standards and Inclusion.

## **11. Use of Appendices**

Listed in the report

## **12. Local Government (Access to Information) Act 1985**

Not Applicable