

Haringey Council

The Children and Young People's Service

**Analyses of results at the end of the
Foundation Stage, Key Stages 1, 2, 4 and Post 16
for 2011 and Data for Attendance and Exclusions**

APRIL 2012

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Analyses of results at the end of the Foundation Stage, Key Stages 1,2,4 and Post – 16 for 2011 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 Education (DFE), with a final version in May 2012 when the final data sets are confirmed.

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.

The report starts with headlines and a summary giving key points and presents the overall results for 2011 on one page. The report continues with detailed analyses of the results for each key stage, by gender, ethnicity, 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.

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.

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.

Following DFE guidance a cross (x) is used in the tables published in this release to signify a suppressed value where publication of that figure would be disclosive. Some additional figures have been suppressed to prevent the possibility of a suppressed figure being revealed. Generally, where the number of pupils in a particular group is 5 or less or where the percentage could allow identification, the figures have been suppressed.

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.

National Indicator 73 (Achievement at Level 4 and above in both English and maths) **declined from 75% to 71% (national improved from 73% to 74%)**.

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.

SUMMARY

FOUNDATION STAGE

1. The Foundation Stage Profile (FSP) is the statutory end of year assessment tool for pupils going into the reception class aged 5. 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) increased from 42% to 54% (national improved from 56% to 59%). The local authority gap between the median score and the lowest 20% improved by decreasing from 36.2% to 32.1% (national gap reduced from 32.7% to 31.4%).

KEY STAGE 1

2. The results at Key Stage 1 at levels 2+ improved in reading, writing and maths. At level 2B+ results improved in reading and writing, remained stable in maths.
3. There continue to be significant differences between ethnic groups, particularly at the higher level 3 in Key Stage 1. For example, 44% White UK pupils attain level 3 and above in reading compared to 13% African Caribbean, 14% African, 2% Turkish, 32% Irish, 24% Nigerian and 20% White Other pupils.

KEY STAGE 2

4. 2011 results at Key Stage 2 have improved on the 2009 results. The 2010 results were affected by the national and local boycott (only 18 out of 53 Haringey mainstream schools took part in the tests).
5. The percentage of pupils achieving level 4+ in English improved from 76% in 2009 to 81% in 2011. Maths results improved from 75% to 77%. Combined English and maths results have improved from 68% to 71%.

KEY STAGE 4

6. Steady progress has been made at GCSE with continued gains in the percentage of pupils attaining 5+ A* - C grades. Since 2006 Haringey has improved from 51.7% to 77.6% in the 5+ A* - C indicator (national improvement is from 59.2% to 79.5%). Haringey is now 1.9% behind the national figure. There is also improvement in the 5+ A* - C (including English and maths) indicator. Haringey has improved from 34.3% in 2006 to 57.3% in 2011 (national from 45.8% to 58.9%). Haringey is now 1.6% behind the national figure.
7. The gap in performance between schools in the east and the west of Haringey is also closing at Key Stage 4. In the %5+ A* - C (including English and maths), the gap of 22% in 2002 has narrowed to 12% in 2011. This is now the main challenge for all schools to improve.
8. 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.

9. The percentage of Looked After Children who gained 5+ A* - C grades (including English and maths) is 10% (provisional) in 2011.

POST 16

10. The average total point score per student increased from 633 to 661 compared to the national increasing from 744.9 to 745.9.
11. The average point score per exam entry increased from 212.5 to 216.0 (national improved from 214.4 to 216.2).

NEET

12. There has been a decrease in the percentage of NEET from 12.5% in 2006/07 to 6.7% in 2010/11. The average number of NEET in November (2009), December and January (2010) was 300, in the equivalent periods for 2010/11 it was 275.

ATTENDANCE AND EXCLUSIONS

13. 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%.
Attendance in special schools improved from 89.4% to 90.5% (national improved from 89.7% to 90.0%).
14. There were 3 permanent exclusions in primary schools during the academic year 2010/11 (7 in 2009/10). There were 20 permanent exclusions from secondary schools in the 2010/11 academic year (31 exclusions in 2009/10).

Summary of results 2011 (2010 in brackets)

	Haringey	National	Gap with national narrowed by
Foundation Stage			
Personal, social and emotional development (PSE) - % achieving 6 or more in all 3 scales	75 (64)	79 (77)	+9
Communication, language and literacy (CLL) - % achieving 6 or more in all 4 scales	58 (46)	62 (59)	+9
Mathematical Development - % achieving 6 or more in all 3 scales	69 (60)	74 (70)	+5
Percentage achieving at least 78 points and 6+ in all PSE and CLL	54 (42)	59 (56)	+9
LA % gap between median and lowest 20%	32.1 (36.2)	31.4 (32.7)	+2.8
Key Stage 1			
	2011 (2010 in brackets)		
% Reading level 2+	81 (80)	85 (85)	+1
% Writing level 2+	77 (74)	81 (81)	+3
% Maths level 2+	87 (85)	90 (89)	+1
% Reading level 2B+	69 (67)	74 (72)	0
% Writing level 2B+	54 (53)	61 (60)	0
% Maths level 2B+	68 (68)	74 (73)	-1
Key Stage 2 <i>The 2010 data is based on the results of only 20 Haringey schools that did the tests. The gap narrowing results are therefore not a useful measure this year</i>			
	2011 (2010 in brackets)		
% English level 4+	80 (83)	82 (80)	-5
% Maths level 4+	77 (79)	80 (79)	-3
% English and maths combined 4+	71 (75)	74 (73)	-5
% English level 5+	28 (36)	29 (33)	-4
% Maths level 5+	32 (36)	35 (34)	-5
Key Stage 4 (GCSE)			
% 5+ A* - C	77.6 (73.0)	79.5 (75.4)	+0.5
% 5+ A* - C (inc English and maths)	57.3 (48.0)	58.9 (53.4)	+3.8
% at least one qualification	99.2 (98.0)	99.2 (99.0)	+1.0
Key Stage 5 (Post 16 Advanced)			
Average point score per student	661.4 (633.2)	745.9 (744.9)	+27.2
Average point score per exam entry	216.0 (212.5)	216.2 (214.4)	+1.7

Note: The final column shows whether the gap with the national has closed from 2010 to 2011. A + sign indicates the gap closing, a – sign indicates the gap having increased.

PLEASE NOTE

15. Key Stages 2, 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.
16. 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

17. Because of the importance now given to the results and the publication of performance tables, the DFE 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.
18. The DFE 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 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's 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 DFE. The process of checking which pupils are eligible to be officially removed is a very rigorous one checked carefully by the DFE and it is they who make the final decision, not the school. Where the DFE has 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

19. 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 DFE 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.

Note

These issues do not affect the Foundation Stage or Key Stage 1.

Section 1

Early Years Foundation Stage (see Annex 1 for more detail)

- 1.1 The Early Years Foundation Stage Profile (EYFSP) is the statutory end of year assessment tool for children reaching the end of the Early Years Foundation Stage before they transfer to Year 1.

The philosophy underpinning the EYFS framework is that learning should be planned and structured with an emphasis on play, through relevant and motivating activities.

The EYFSP is a way of summing up a child's progress and learning across the six areas of learning at the end of the EYFS. The EYFSP is made up of 13 scales based on the early learning goals set out in the EYFS. The 13 scales are grouped into the six areas of learning 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)

Each of the thirteen assessment scales has a total of nine points.

- The first three scale points (1-3), describe a child who is still progressing towards 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 EYFS can be found on the Department for Education website.

Children who achieve a scale score of six points or more may be assessed as working securely within the Early Learning Goals.

National comparative data is currently focusing on the percentage of children scoring six or more in each of the different assessment scales. Children who have achieved a score of 6 or more in each of the seven scales comprising PSE and CLL and a total of 78 points or more are said to have achieved a good level of development.

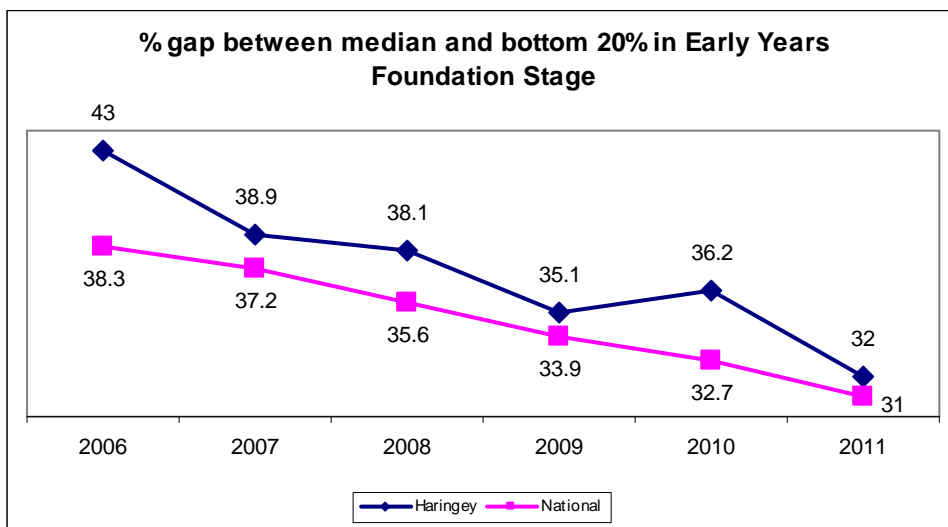
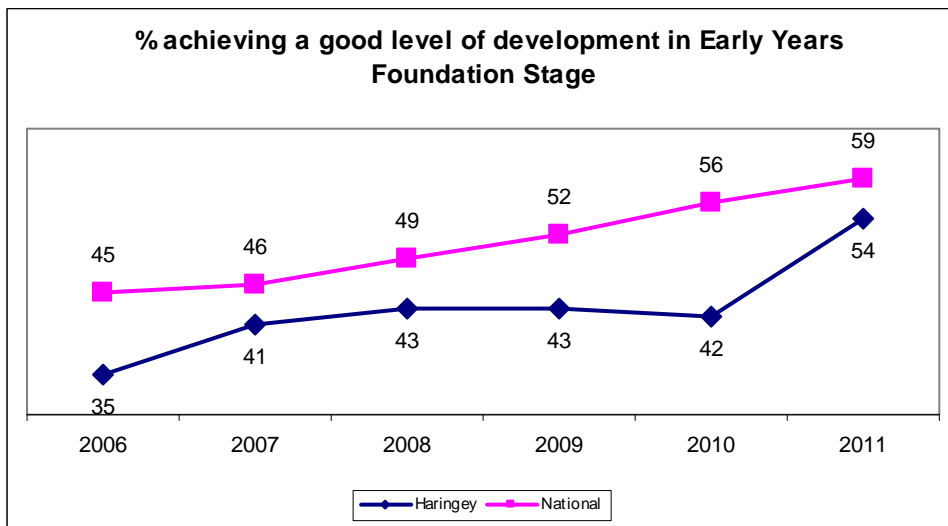
Haringey and National FSP trends

	National			Haringey		
	2009	2010	2011	2009	2010	2011
Percentage of children scoring 6 or more						
Personal, social and emotional development (PSE) - all 3 scales	74%	77%	79%	65%	64%	75%
Communication, language and literacy (CLL) - all 4 scales	55%	59%	62%	49%	46%	58%
Personal, social and emotional development (PSE) and Communication, language and literacy (CLL) combined - all 7 scales	52%	56%	59%	43%	42%	54%
Mathematical Development - all 3 scales	70%	70%	74%	62%	60%	69%
Knowledge and understanding of the world- 1 scale	81%	83%	84%	74%	70%	80%
Physical Development - 1 scale	90%	91%	91%	88%	87%	92%
Creative Development - 1 scale	80%	82%	83%	76%	75%	82%
Percentage achieving a good level of development (at least 78 points and 6+ in all PSE and CLL)	52%	56%	59%	43%	42%	54%
Number of pupils in lowest performing 20%				634	625	642
% gap between median and lowest 20%	33.9%	32.7%	31.4%	35.1%	36.2%	32.1%

Overall

- 1.2 Results in 2011 have improved considerably in all areas of the Foundation Stage. In PSE, Haringey results improved by 11% to 75% achieving 6 or more in all 3 scales comprising PSE (national up 2% to 79%). Results in CLL improved by 12% to 58% (national up 3% to 62%). PSE and CLL combined improved by 12% to 54% (national up 3% to 59%). Mathematical Development improved by 9% to 69% (national up 4% to 74%).

The percentage of children achieving a good level of development improved by 12% to 54% (national up 3% to 59%). The overall local authority gap between the median score and the lowest 20% of children decreased from 36.2% to 32.1% (national gap reduced from 32.7% to 31.3%).



Pupil Groups

Gender

- 1.3 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) 82% of girls score 6 or more in all 3 scales compared to 69% of boys. In Communication, Language and Literacy (CLL) the figure for 6 or more in all 4 scales is 66% compared to 50%. In Mathematical Development – all 3 scales – the figure is 74% compared to 65%. Tables in Annex 1 give further comparisons with national data.

Ethnicity

The data shows significant differences for the different ethnic groups. 88% of White British children are scoring 6 or more in PSE, compared to 74% of Caribbean, 67% Kurdish, 61% Turkish and 72% African children. In mathematics (problem solving, reasoning and numeracy), the comparative figures (scoring 6 or more in all 3 scales) are White British 87%, Caribbean

71%, Kurdish 46%, Turkish 43%, African 63%. There are similar differences in other areas of the Foundation Stage.

Free school meals

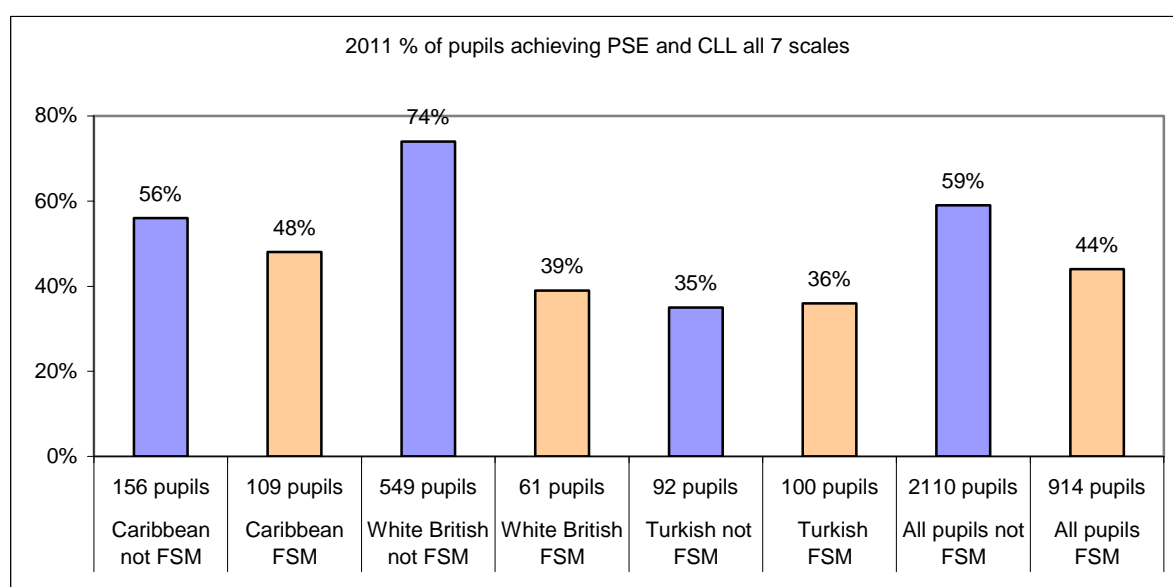
There were 2,110 children not eligible for free school meals and 914 eligible for free school meals. The data show that children not eligible for free school meals achieve higher levels than children on free school meals. Fifty nine percent of children not on FSM achieve all 7 scales on combined PSE and CLL compared to 44% of FSM children.

Ethnicity and free school meals

Analysis of ethnicity and eligibility for free school meals reveals some interesting variations. In this section we have contrasted three groups, White British, Black Caribbean and Turkish (Tables in Annex 1 give information on all ethnic groups). The first issue to note is the relative percentage in each group who are/are not eligible for free school meals. Of the 610 White British pupils, 10% are eligible for FSM, of the 265 Black Caribbean pupils, 41% are eligible for FSM and of the 192 Turkish pupils 52% are eligible for FSM.

The graph below shows the contrast in attainment (percentage of pupils achieving 6 or more points in combined PSE and CLL) for these 3 groups. The gap for White British pupils is a very significant 35%, for Caribbean pupils it is 8% and for Turkish pupils it is 1%

It is important to note that the number of White British pupils eligible for FSM in Haringey is relatively small



Network Learning Communities

The tables below show the results in 2010 and 2011 for the 3 network learning communities. The results in the west network continue to be significantly higher than in the north and south. It is, however, encouraging to note that north and south networks have made bigger improvements between 2010 and 2011 than the west network.

2010	North	South	West	Haringey 2010
Number of children	837	1161	995	2993
Personal, social and emotional development (PSE) - all 3 scales	56%	57%	80%	65%
Communication, language and literacy (CLL) - all 4 scales	38%	39%	62%	46%
Percentage achieving a good level of development	32%	35%	58%	42%
Average total FSP score	76	76	88	80

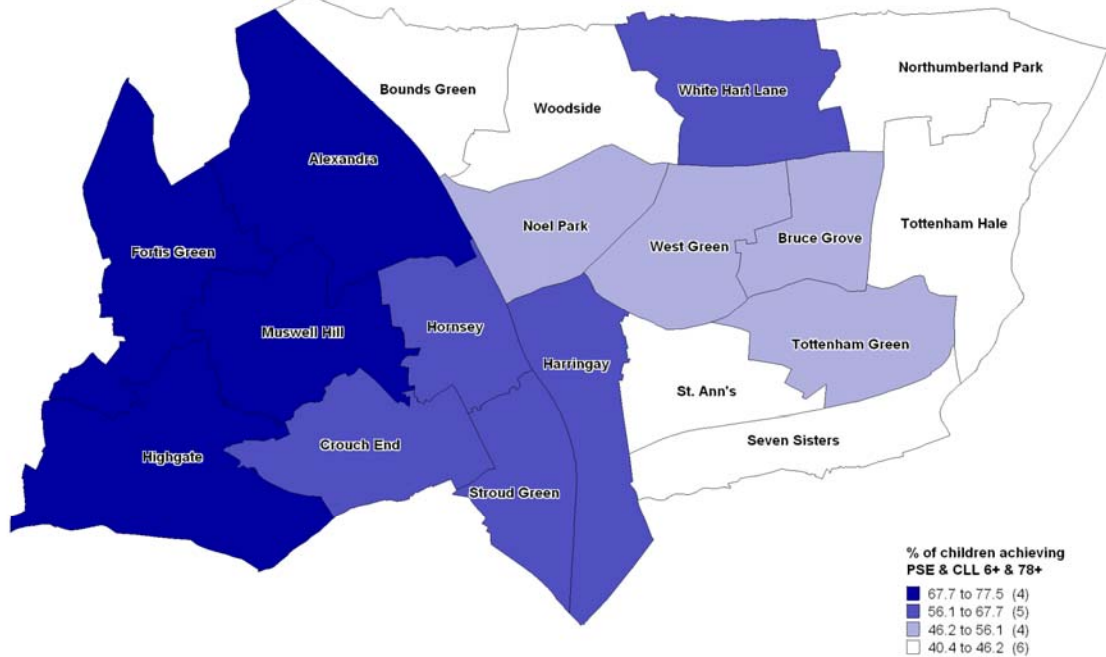
The data in the table above excludes children from private and voluntary settings and special schools

2011	North	South	West	Haringey 2011
Number of children	809	1112	997	2918
Personal, social and emotional development (PSE) - all 3 scales	73%	70%	82%	75%
Communication, language and literacy (CLL) - all 4 scales	51%	53%	68%	57%
Percentage achieving a good level of development	47%	48%	64%	53%
Mathematical development - all 3 scales	65%	60%	81%	69%
Average total FSP score	82	81	89	84

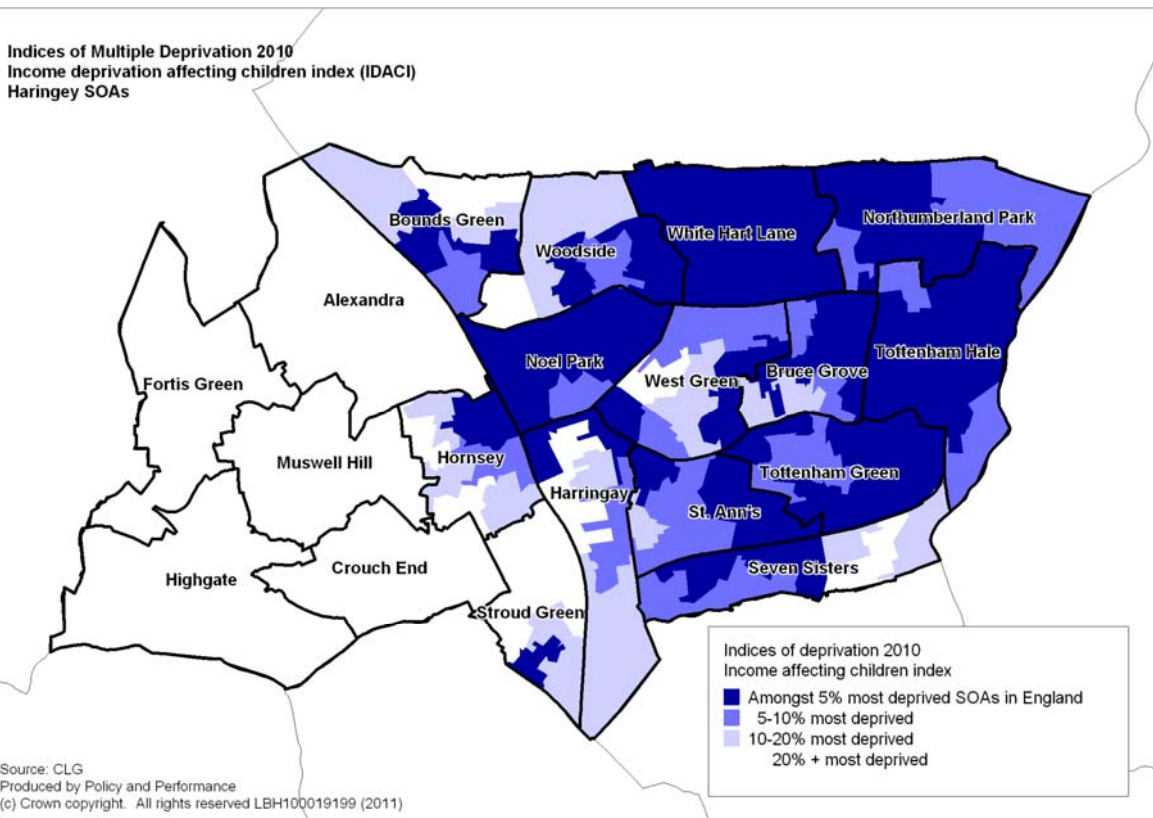
The data in the table above excludes children from private and voluntary settings and special schools

The map below shows the percentage of children attaining PSE and CLL combined across the Haringey wards. It is interesting to compare this map with the one below which shows the Income Deprivation affecting Children Index 2010 (IDACI). The Early Years Foundation Stage map shows how results in the least deprived wards are significantly higher than results in the most deprived wards.

Early Years Foundation Stage 2011
 Percentage of children achieving PSE & CLL (All 7) with 78 or more points
 Haringey Wards (Total pupils = 3024)



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Summary of PSE & CLL with Income Deprivation affecting Children Index (IDACI)

The table shows how the results in PSE & CLL improve for children living in the least deprived areas in Haringey. Forty nine percent of pupils living in the top 10% most deprived super output areas in Haringey attained PSE & CLL compared with 72% who live in the least deprived areas.

It is also interesting to note that 1788 children (60% of the Early Years cohort) live in the 10% most deprived areas.

	Number of children	% achieving PSE & CLL 6+
0-10% (most deprived IMD)	1788	49%
11-20%	329	50%
21-30%	226	54%
31% + (least deprived IMD)	661	72%

Main points for action from a detailed analysis of the data

- 1.4 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 2011 has particularly identified the following areas for improvement.

Interventions at Foundation Stage.

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.

Continue to improve moderation across schools so that data is accurate and reliable across all settings.

Provide focused training and support for teachers and headteachers especially with EYFSP moderation and appropriate support and conditions for early years in order to raise attainment.

Continue to support parental/guardian involvement with their child's early years development and learning.

Strategies for Raising Standards in the Foundation Stage

Targeted support

Training is provided for all early year's settings with a focused support programme for those causing concern. The aim is to raise the attainment of all pupils in the EYFS by improving the quality of provision.

Strategies are in place to raise the attainment of ethnic minority pupils so that they can make the expected levels of progress.

The supported self-evaluation process is being used to assist improvement in early years' private, voluntary and independent day-care settings and is further enhanced through the Haringey Accreditation and Quality Assurance scheme.

Protocols are in place as part of this scheme 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.

Training and development programmes are used to provide focused support to improve provision.

Early years settings that are identified as causing concern have half termly reviews to consider the impact of the LA intervention work.

Support for senior managers

Additional support is provided for senior leaders in early year's provision that is causing concern through the development and monitoring of an agreed action plan.

New providers are supported, advised and then assessed for their understanding and suitability through a protocol thus ensuring all new provision is at least satisfactory from the outset.

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

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.

The Children's Centres 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.

We continue to support the involvement of parents/guardians with their child's early year's development and learning through mainstreaming programmes such as Making a Big Difference and Every Child a Talker into our regular training.

Training sessions will be linked with in school support and EYFSP moderation to ensure improved outcomes in 2012 and will focus on Communication Language and Literacy Development and Personal, Social and Emotional development.

The EYFSP moderation programme ensures that issues identified through the analysis of data are taken up with individual schools or through specific training sessions and there is a focus on ensuring accurate judgements are made by teachers. The moderation team includes two headteachers, the EY Lead for Vulnerable Children, the Head of Early Years, a colleague from the Primary Strategy team and reception class teachers. This provides a cohesive and consistent approach to support and monitoring of early years provision.

The two year old programme supports vulnerable children by the provision of free 15 hours per week early education plus support for their families. This programme is proving to be very successful in improving outcomes for these children. It would appear that it is supporting increased take up of the Early Years Free Entitlement (15 hours education per week) for 3 and 4 year olds thus ensuring these vulnerable children access good quality early education which is important in closing the gap in attainment.

Planning is taking place to ensure that further training and support is provided both for practitioners and parents on personal, social and emotional development and communication, language and literacy.

Section 2

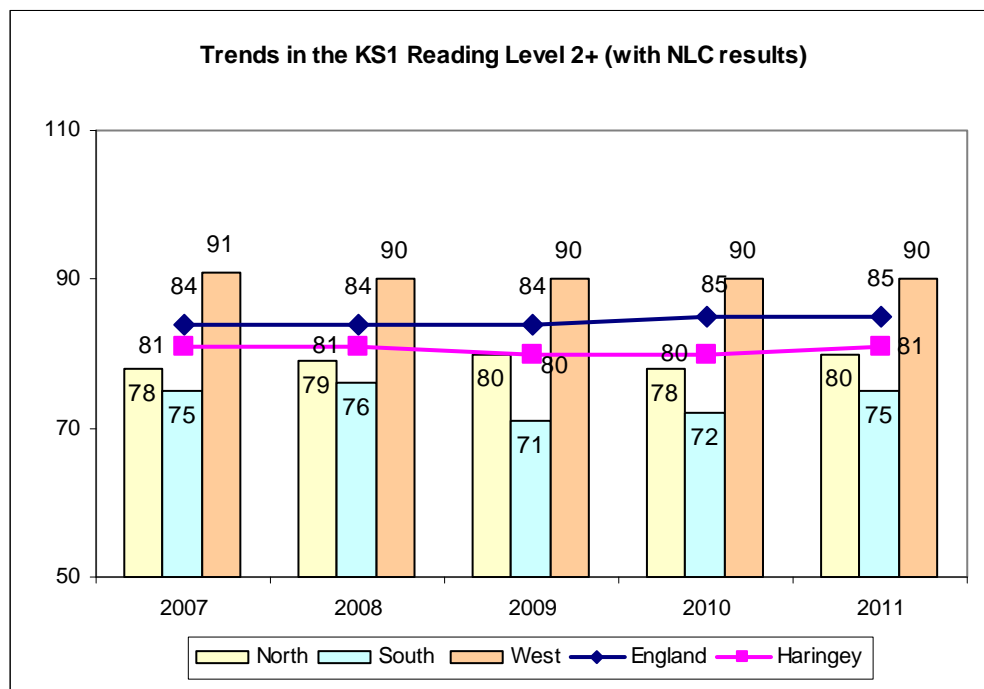
Key Stage 1 (see Annex 2 for more detail)

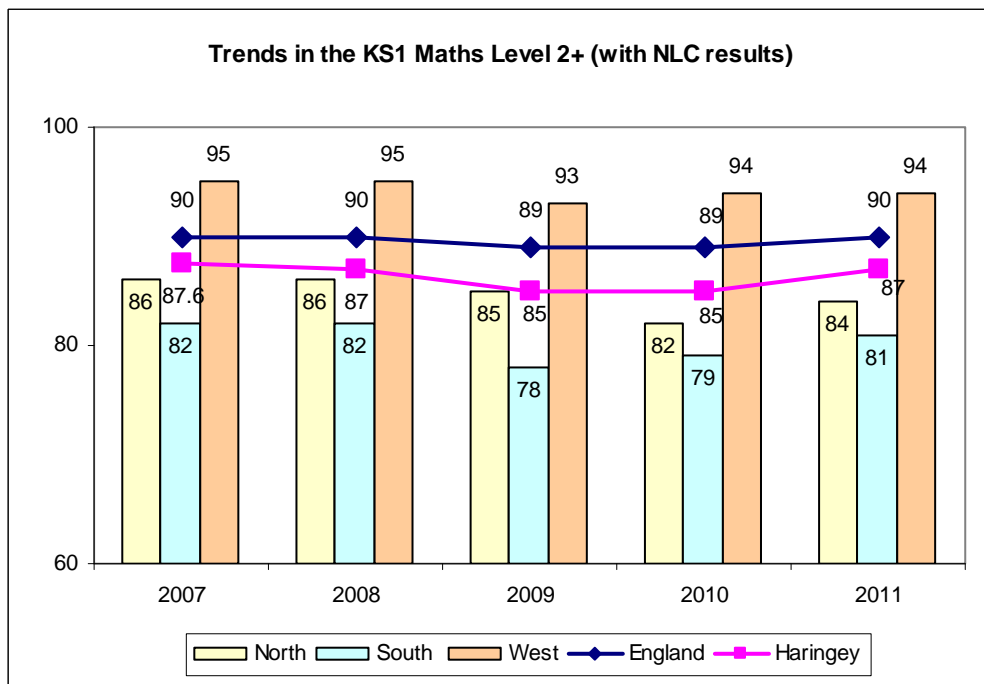
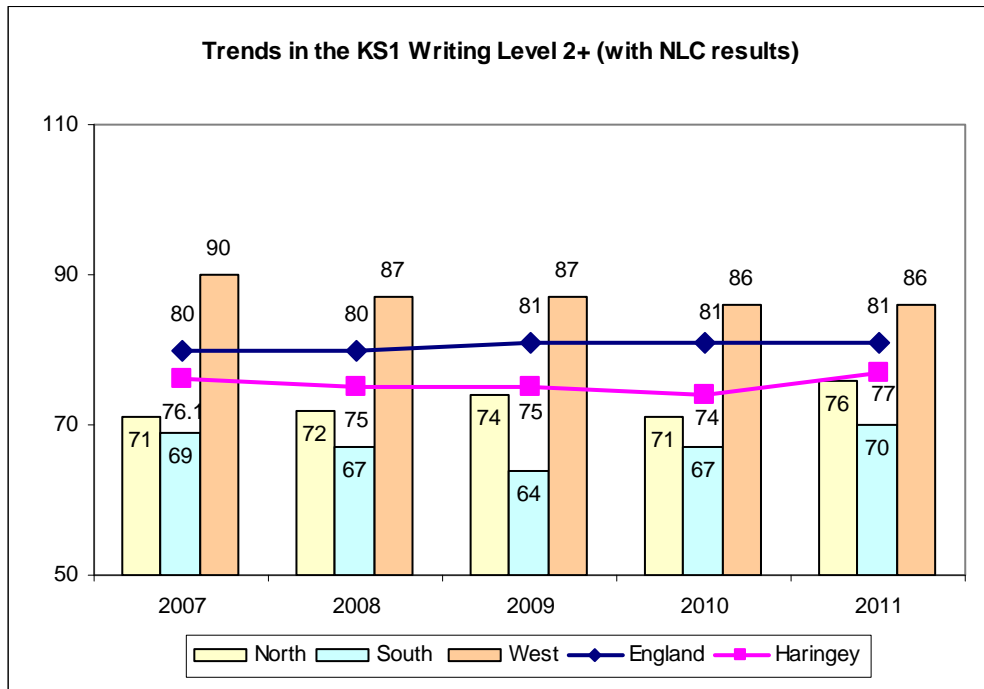
2.1 Key Stage 1 results are generally 4 to 5% below national standards at level 2 and above (the expected level of attainment) and there is very little trend change both in Haringey and nationally. When looked at in average point score values as opposed to the percentage of pupils achieving different levels, Haringey pupils are roughly 0.6 points below the national average. This translates to being approximately two-thirds of a term behind the national average in reading, writing and maths.

At level 2 and above (L2+) reading results in Haringey improved by 1% to 81% compared to national remaining at 85%. Writing results improved 3% to 77% compared to the national remaining at 81%. Results in mathematics improved by 2% to 87%, national improved by 1% to 90%. Science results improved by 1% to 84% compared to national results remaining at 89%.

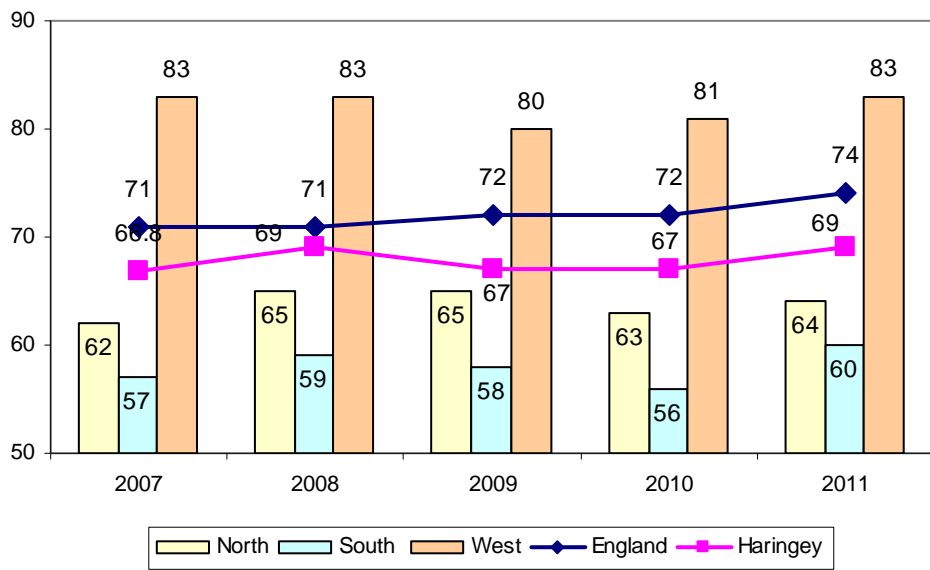
At level 2B and above (2B+) reading results improved by 2% to 69% compared to national improving 2% to 74%. Writing improved by 1% to 54% compared to national improving 1% to 61%. Maths remained at 68% compared to national improving 1% to 74%.

At level 3 (above national expectations) reading has dropped by 1% to 21% compared to national remaining at 26%. Writing has improved by 1% to 10% compared to national improving 1% to 13%. Maths remained at 17% compared to national remaining at 20%. Science has dropped 1% to 16% compared to national decline of 1% to 20%.

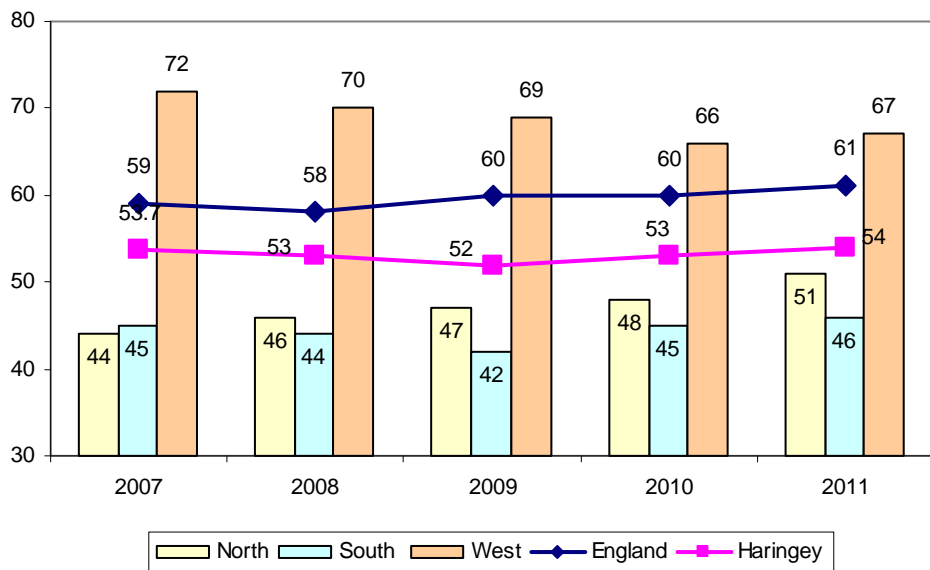


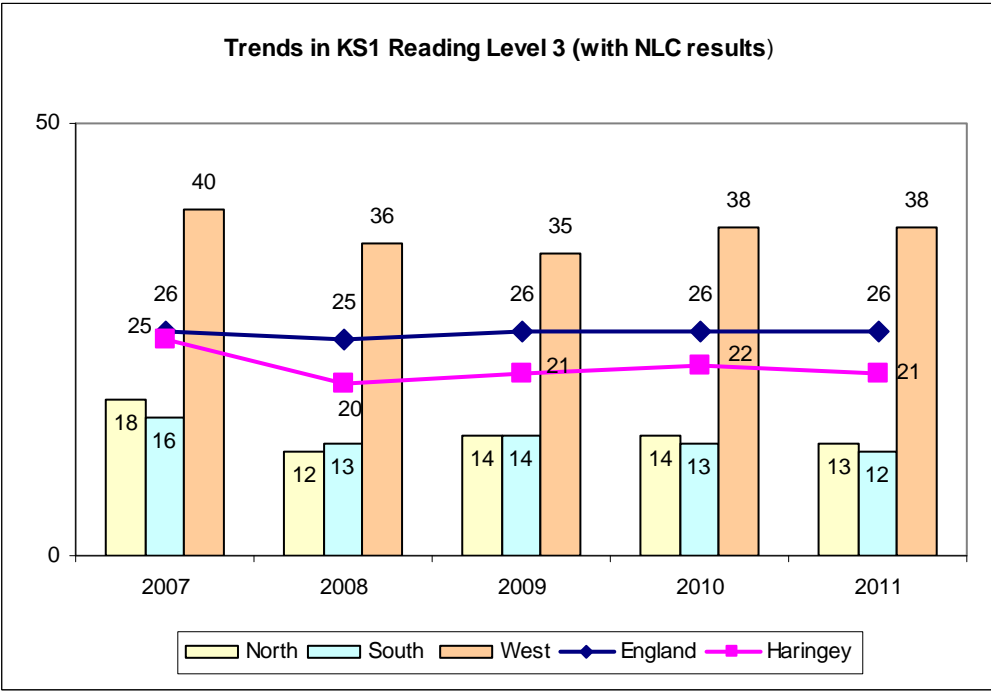
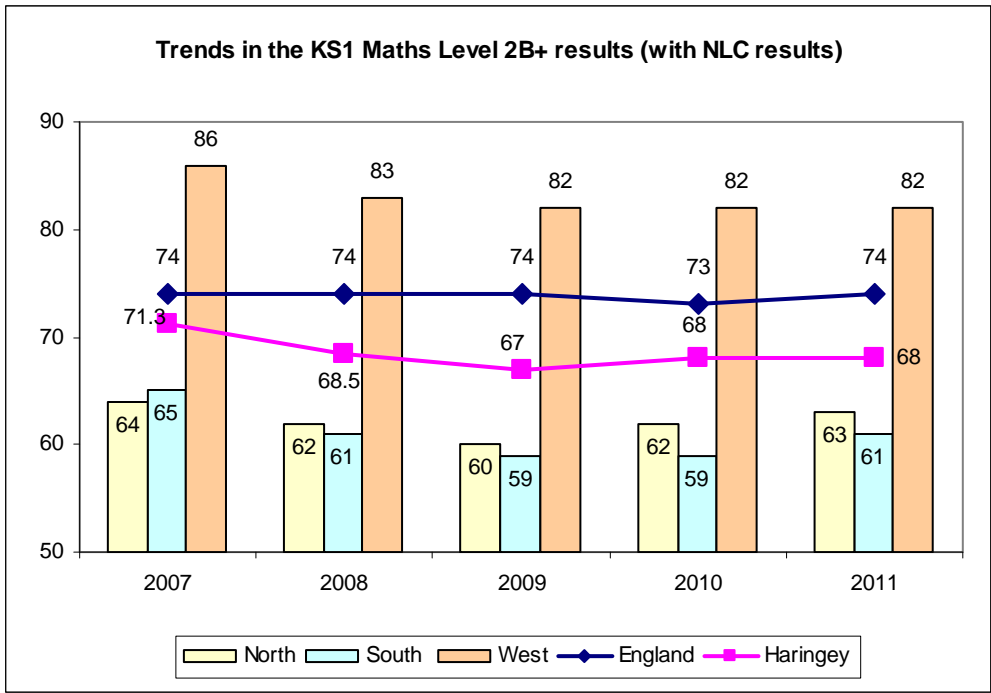


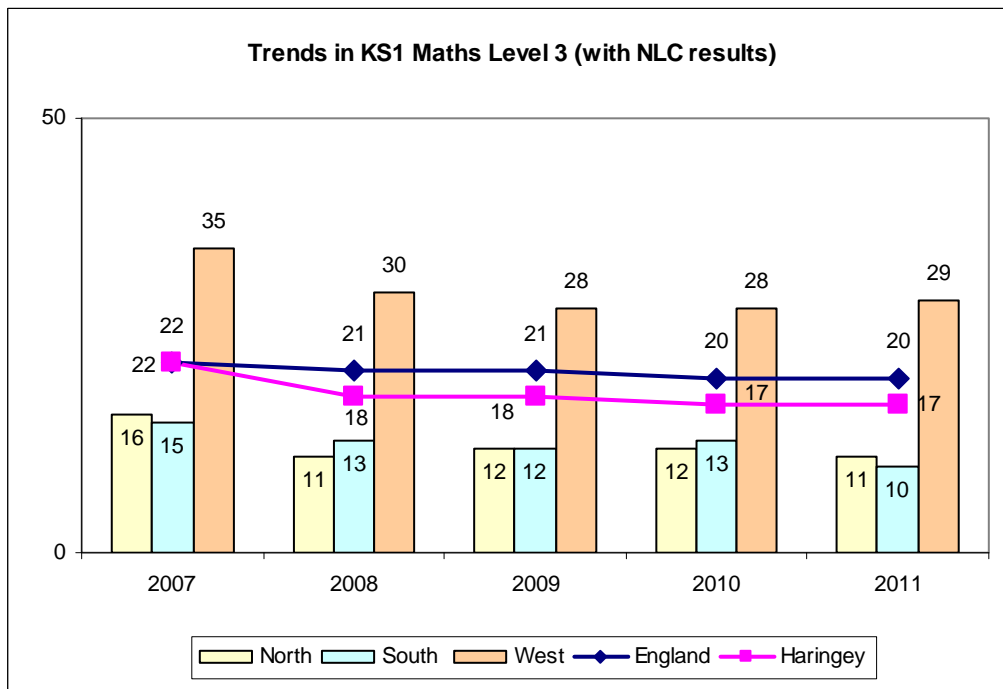
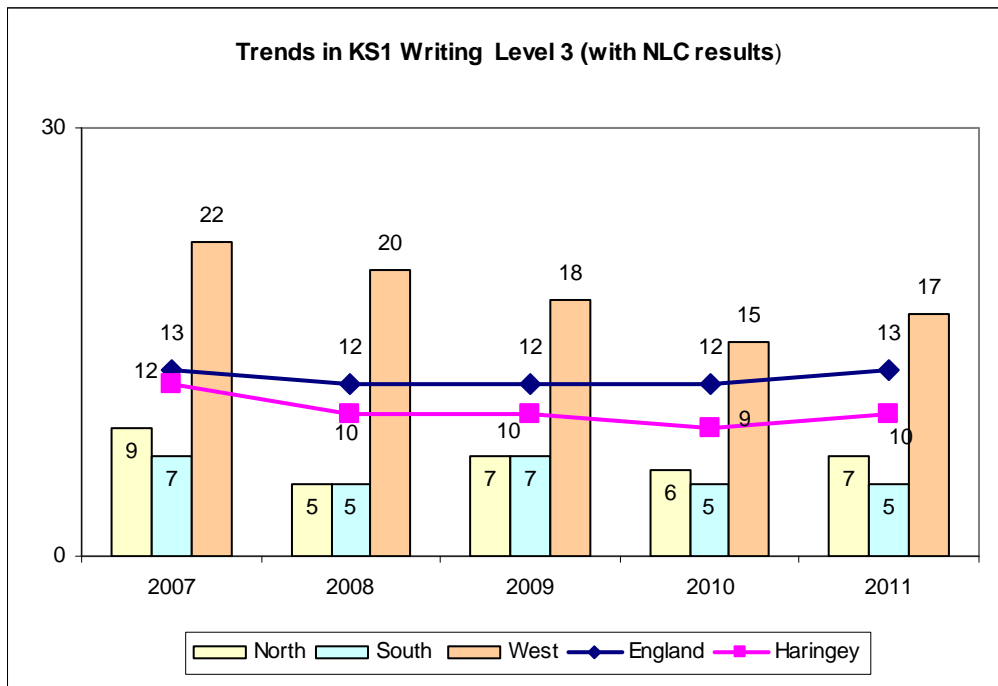
Trends in the KS1 Reading Level 2B+ results (with NLC results)



Trends in the KS1 Writing Level 2B+ results (with NLC results)







Gender

- 2.2 At Key Stage 1, girls outperform boys in reading by 8% at L2+ and 4% L3+ (national 7% and 8% respectively). In writing by 12% at L2+ and 5% at L3+ (national 11% and 8%). In mathematics by 3% at L2+ but boys outperform girls by 5% at L3+. These differences are similar to national results.

Ethnic Minority Pupils

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. Forty four percent of White UK pupils attain L3+ in reading compared to 13% African

Caribbean, 14% African, 2% Turkish, 0% Kurdish and 20% White Other pupils. In writing, the comparative L3+ figures are: 19% White UK, 5% African Caribbean, 6% African, 0% Turkish, 2% Kurdish and 12% White Other. Mathematics L3+ figures are 35% White UK, 8% African Caribbean, 9% African, 5% Turkish, 2% Kurdish and 19% White Other.

Mobility

Approximately 84% of KS1 pupils were at their school for more than two years prior to taking KS1 and 16% for less than 2 years. There are significant differences in the percentage of pupils attaining L2+ in reading (85% compared to 69%), writing (81% compared to 62%) and mathematics (89% compared to 77%) 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

There were 953 pupils eligible for free school meals, 2040 not eligible. 77% of eligible pupils and 83% of not eligible obtained Reading level 2+. The writing figures are 72% to 79%. The difference in mathematics level 2+ is 83% to 88%. These differences are significantly less than national differences.

High Attaining Pupils

Figures for high attaining pupils (pupils attaining L3+) have mainly remained stable. In reading the figure dropped by 1% to 21% (nationally it remained at 26%), in writing it improved by 1% to 10% (nationally improved 1% to 13%), and in mathematics it remained at 17% (nationally it remained at 20%).

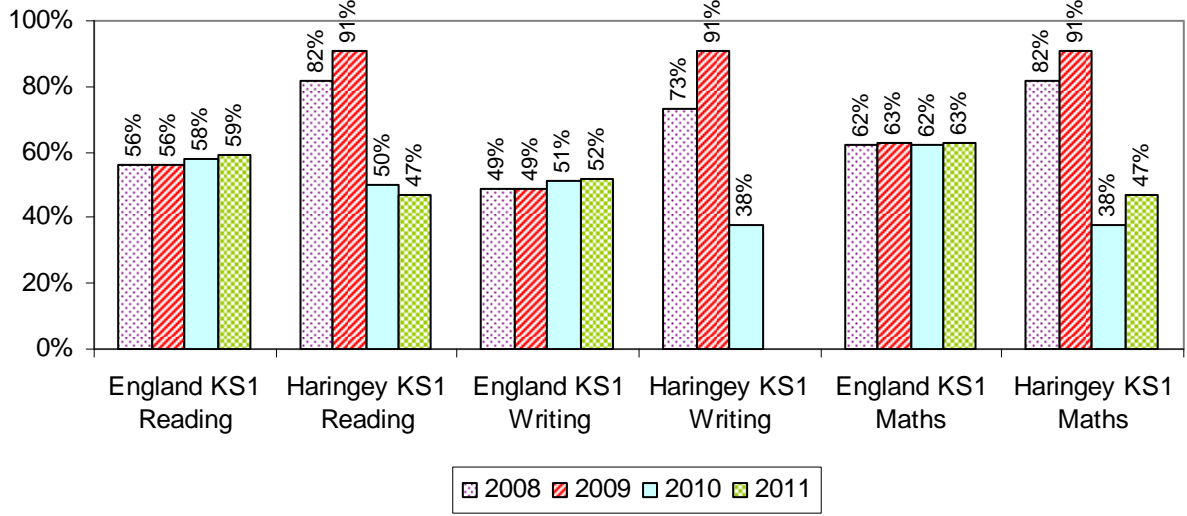
Low attaining pupils

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 5.25% to 4.31% which equates to 129 children (nationally the 2011 figure is 3%). Writing fell from 6.28% to 5.28%, 158 children (4% nationally) and mathematics fell from 3.63% to 2.91%, 87 children (2% nationally).

Looked After Children

There were 15 Looked After children in the 2011 KS1 cohort. This means that each child is equivalent to 7% and that there can therefore be significant fluctuations from year to year. Haringey results in reading were 47% (England 59%), results in writing are suppressed (due to small numbers). Writing results were 47% (England 63%).

**KS 1 results for Looked After Children
(15 children in 2011)**



Section 3

Key Stage 2 (see Annex 3 for more detail)

NOTE

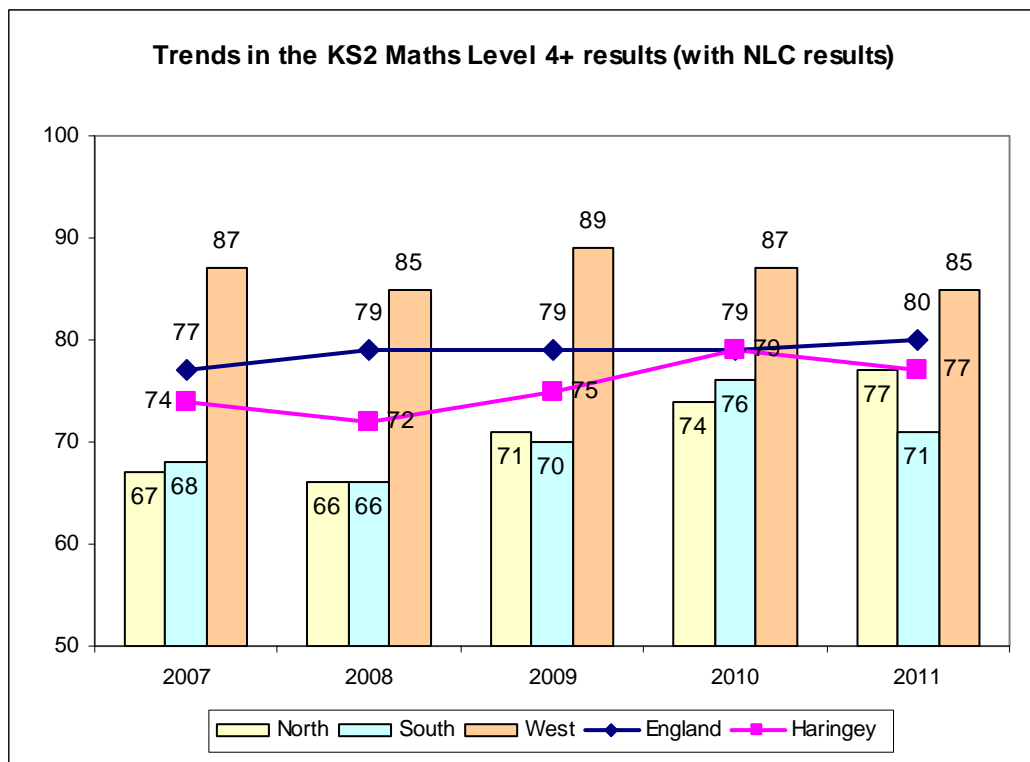
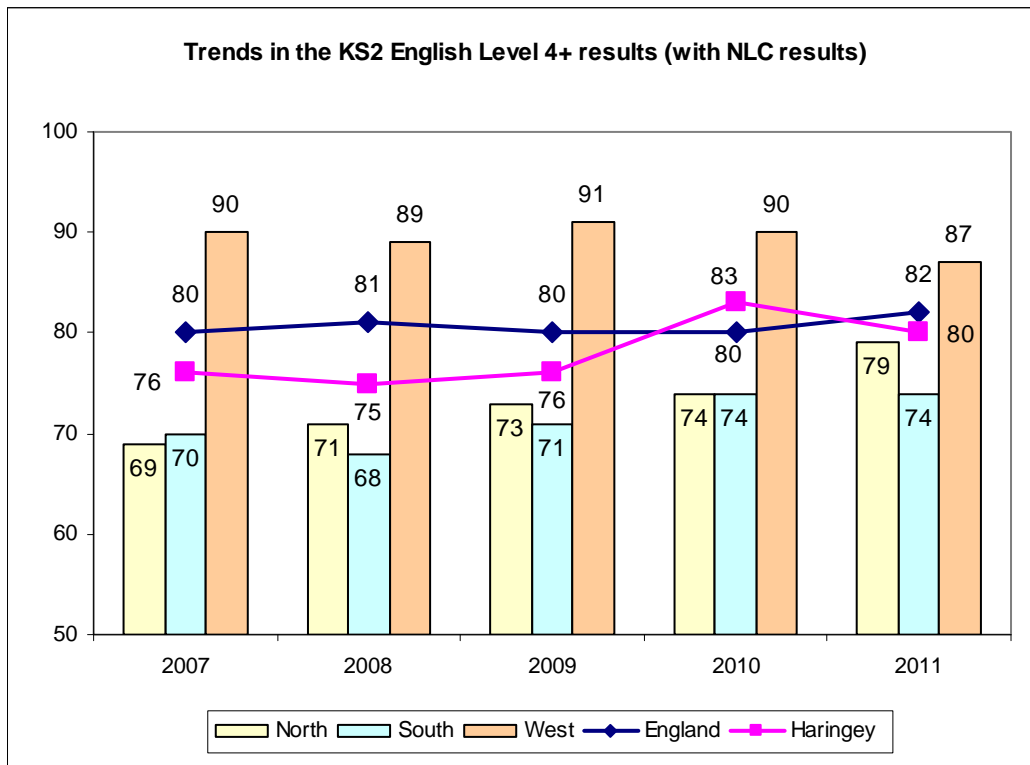
- 3.1 The KS2 2010 results were affected by the national boycott. The results published by the DFE for Haringey in 2010 were based on 18 mainstream schools out of 53. This gave Haringey a combined English and maths results of 75%, a 7% increase on the 2009 result.

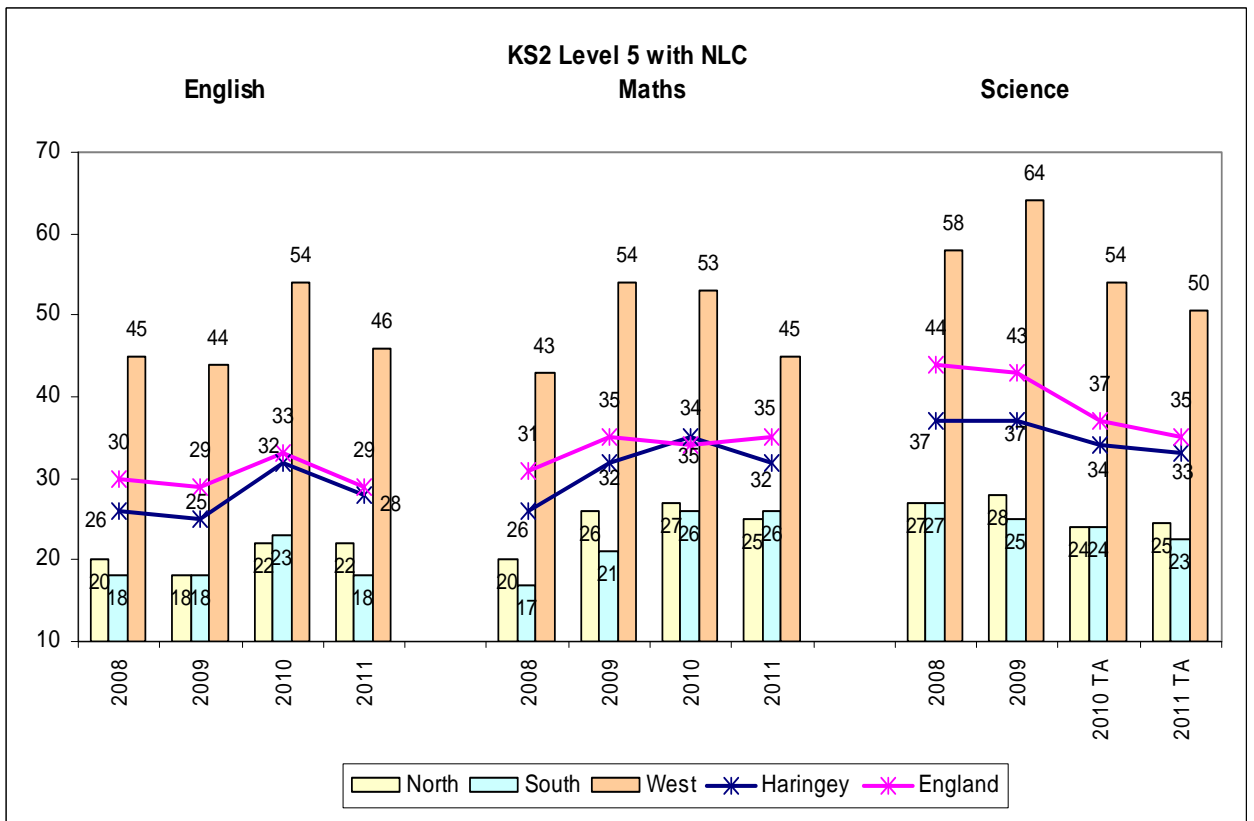
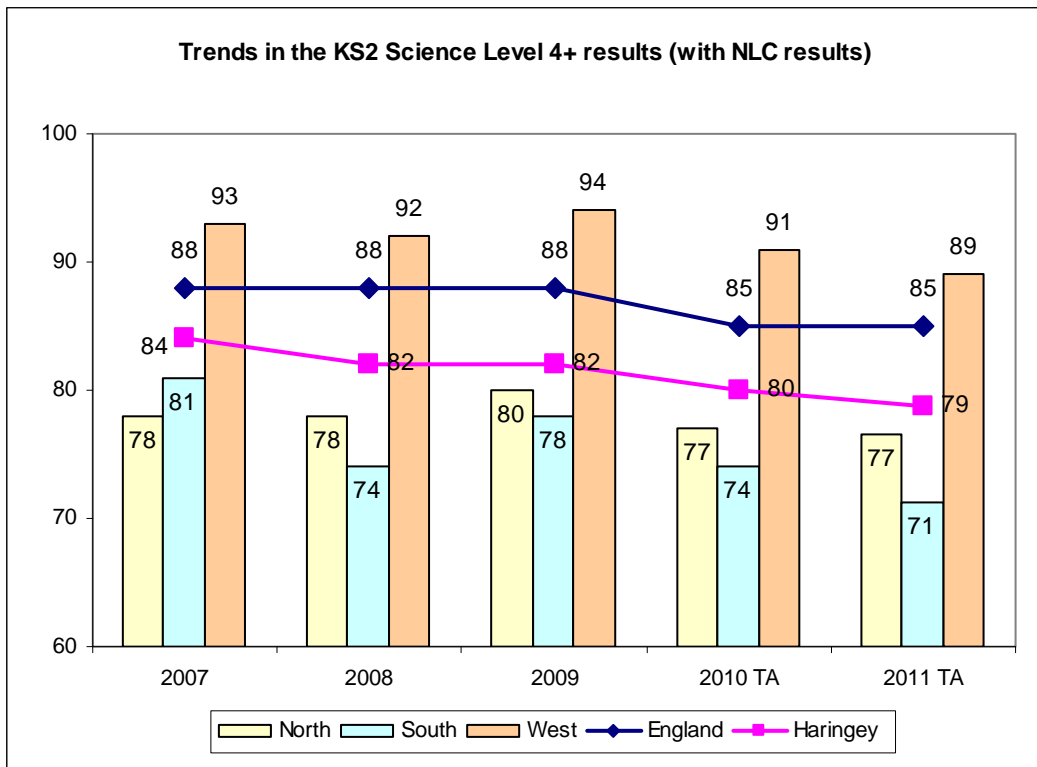
The 2010 results for the 3 network learning communities (North, South and West) in the graphs that follow are based on a combination of the test and teacher assessment results for all schools. The 2010 Haringey overall figure is taken from the test results only as published by the DFE.

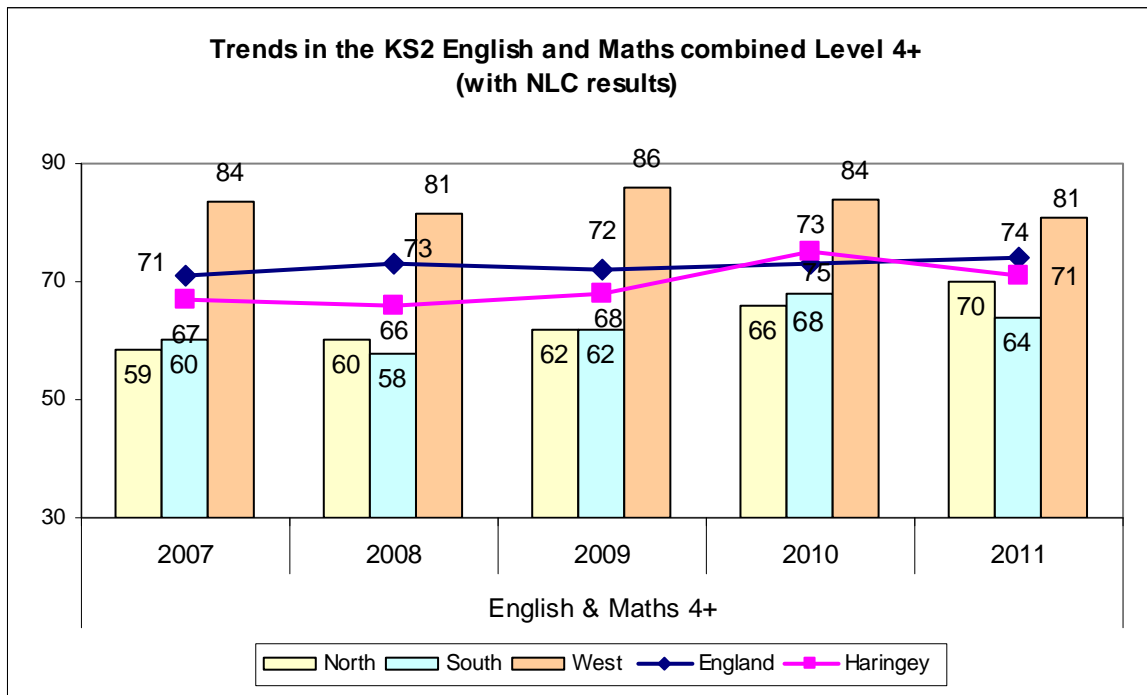
There was no boycott of the 2011 tests.

The trend data for Haringey is best viewed by ignoring the 2010 results which were significantly higher than might have been expected had all pupils taken the tests.

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%. Mathematics in Haringey has improved by 4% compared to a 3% gain nationally. There is no accurate trend in science since the tests were stopped in 2010 and results since then have been based on teacher assessment. The 2011 science results in Haringey are 79% L4+ compared to national 85%. Results for combined English and maths have improved by 4% compared to national improvement of 3%.







3.2 In 2011 in English, the percentage achieving L4+ has improved from 76% (in 2009) to 80%. Mathematics results have improved from 75% (2009) to 77%. The percentage of pupils achieving L5+ in English improved by 3% to 28%, maths remained at 32%. The percentage of pupils who achieved L4+ in both English and maths has improved by 3% to 71%.

Nationally, in 2011, at L4+ results in English improved by 2% to 82%, maths by 1% to 80%. The combined English and maths results improved by 1% to 74%. At L5+ the English results dropped by 4% to 29%, mathematics remained at 35%.

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.

Pupil Groups

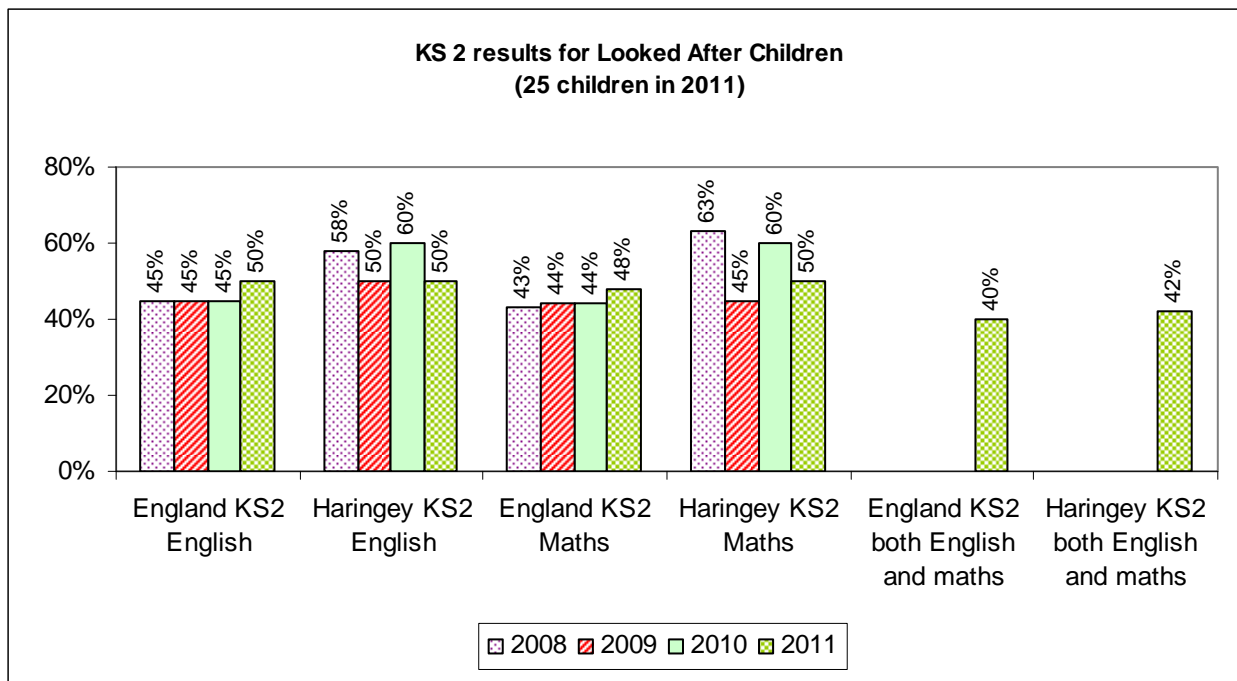
Gender

3.3 The 2011 Haringey results mirror the national picture with girls outperforming boys in English at L4+ by 10% and at L5+ by 11% (national difference is 9% at L4+ and 12% at L5+). In mathematics boys score 1% more than girls at L4+ (national they are equal), at L5+ boys outperform girls by 3% (national difference is 4% in favour of boys). In science there is a 5% difference in favour of girls at L4+ (3% national difference), and a 3% difference in favour of boys at L5 (0% national difference).

Looked after Children

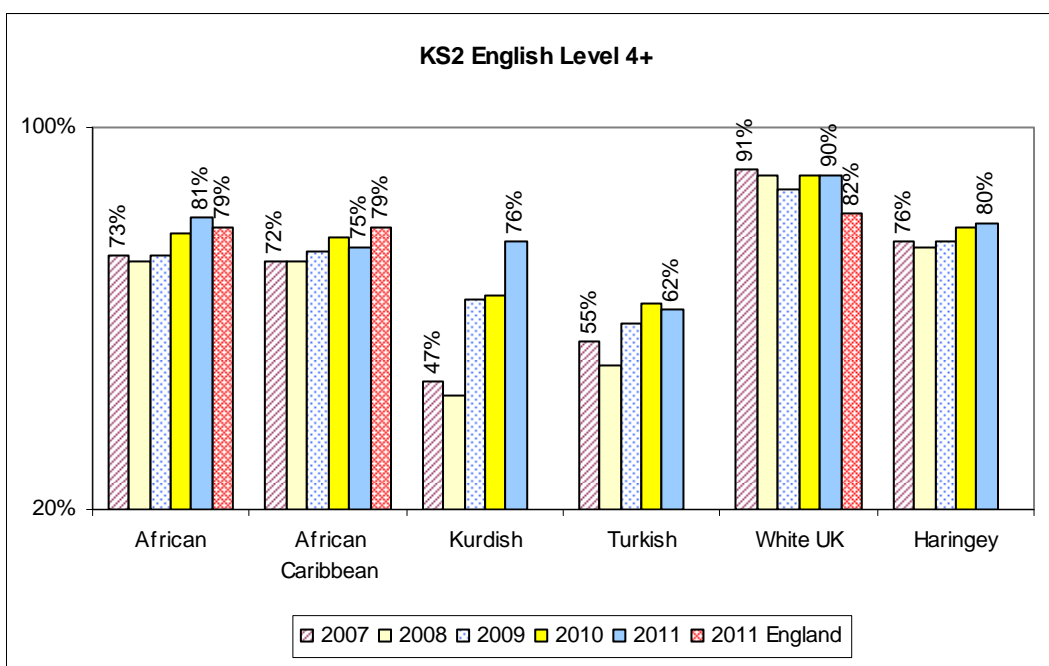
At KS2 there were 25 Looked After Children. Results in English declined from 52% to 50%. Maths results improved from 48% to 50%. 42% attained

both English and maths L4+. As can be seen from the graph below, results are very similar to national LAC results.



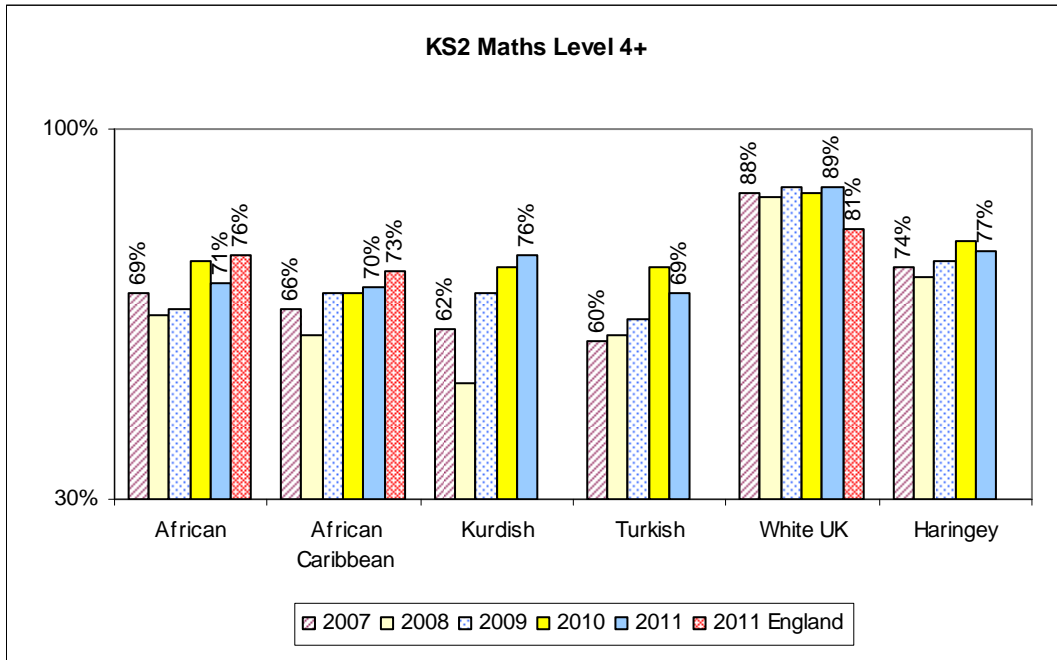
Ethnic Minority Pupils

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. Haringey African pupils (in 2011) are 2% above their national peers. Caribbean pupils are 4% below national peers and White UK pupils are 8% above national peers.



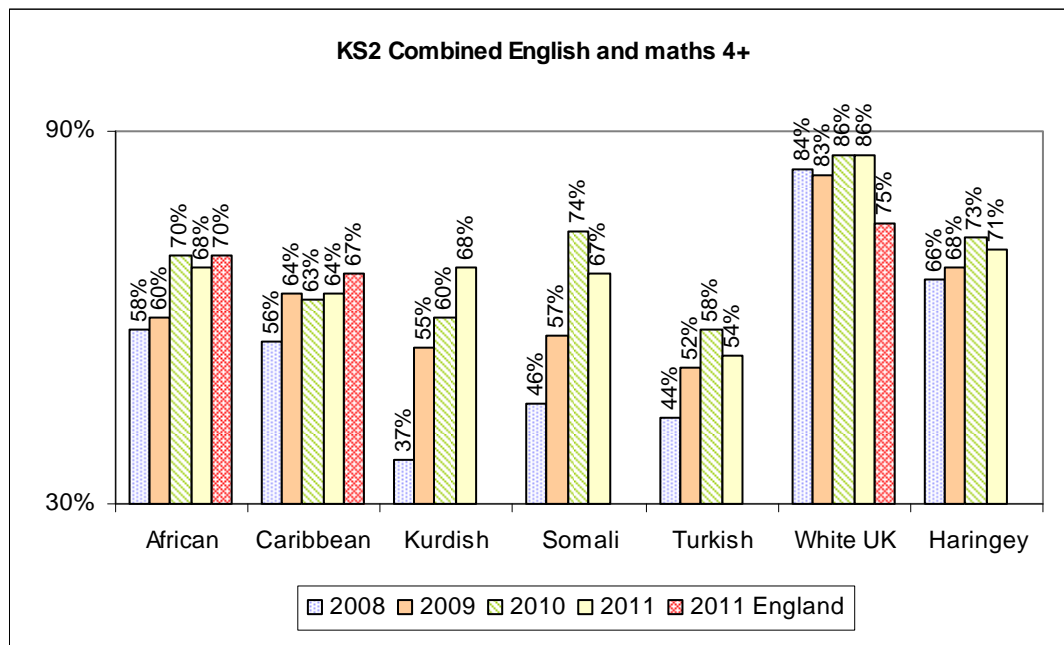
(Note: No national data is currently published for Turkish and Kurdish pupils)

In mathematics at L4+ (since 2007), African pupils results have improved by 2% but are currently 5% below their national peers, African-Caribbean results improved by 4% (currently 3% below national peers), Kurdish by 14% and Turkish pupils by 9%. White UK pupils have improved by 1% (currently 8% above national peers).



(Note: No national data is currently published for Turkish and Kurdish pupils)

In combined English and maths L4+ (since 2008), African pupils results have improved by 10% and are currently 2% below their national peers, African-Caribbean results have improved by 8% (and currently 3% below national peers), Kurdish by 31% and Turkish pupils by 10%. White UK pupils have improved by 2% (currently 11% above national peers).



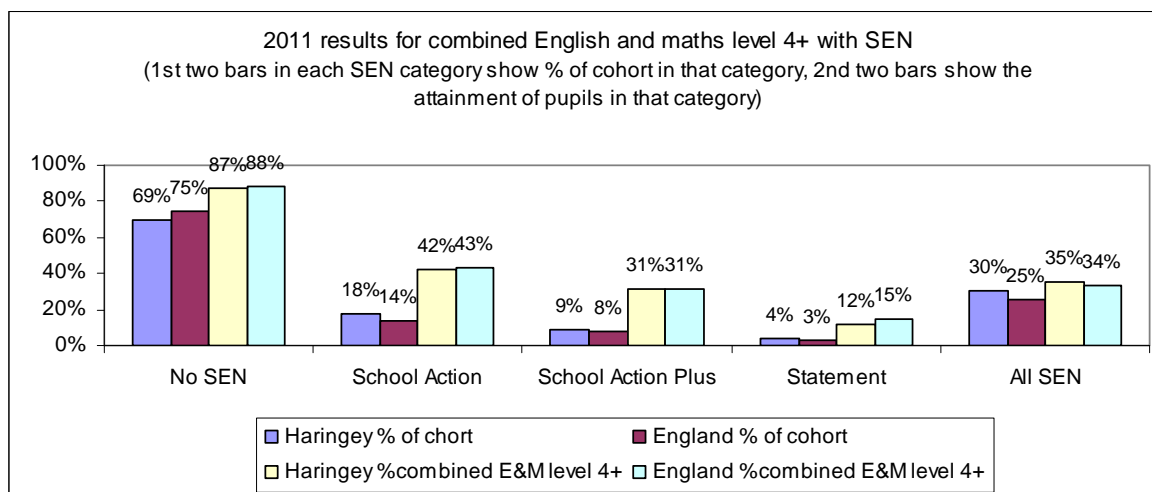
Significant differences persist in the level 5+ results at KS2. In English 59% of White UK pupils attained L5+ compared to 23% African, 22% African Caribbean, 7% Kurdish and 11% Turkish.

In mathematics, the comparative L5+ figures are 59% White UK, 23% African, 19% African Caribbean, 24% Kurdish and 24% Turkish.

In science, the figures are 61% White UK, 23% African, 22% African Caribbean, 9% Kurdish, 12% Turkish.

SEN

There were 777 pupils with identified special educational needs in the KS2 cohort. That is 30% of the cohort. 94 of these pupils had a statement of special educational needs. The main DFE focus is to reduce the attainment gap between children with identified SEN and children with no SEN. The Haringey gap in 2011 (pupils attaining level 4+ in combined English and maths) is 52% (87% for non SEN pupils, 35% for SEN pupils). The national gap is 54% (88% for non SEN pupils, 34% for SEN pupils). The chart below shows the percentage of the cohort with SEN category and the attainment of the pupils in each of the categories. For example, 18% of Haringey's KS2 cohort were on school action (compared to national 14% of pupils being in that category). Forty two percent of Haringey pupils in that category attained level 4+ in combined English and maths compared to 43% nationally.



Eligibility for free school meals

- 3.4 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%.

Annex 2 has further information on the attainment of different ethnic groups and eligibility for free school meals. Care needs to be taken with comparisons because the number of pupils may be quite small.

High attaining pupils

At Key Stage 2 pupils who attain level 5+ are high attaining pupils. Since 2008 the percentage of high attaining pupils in English has increased by 2% to 28% (nationally declined by 1% to 29%), in mathematics Haringey has increased by 6% to 32% (national 4% increase to 35%). Science is now based on teacher assessment. The Haringey result in 2011 is 32% compared to the national 35%.

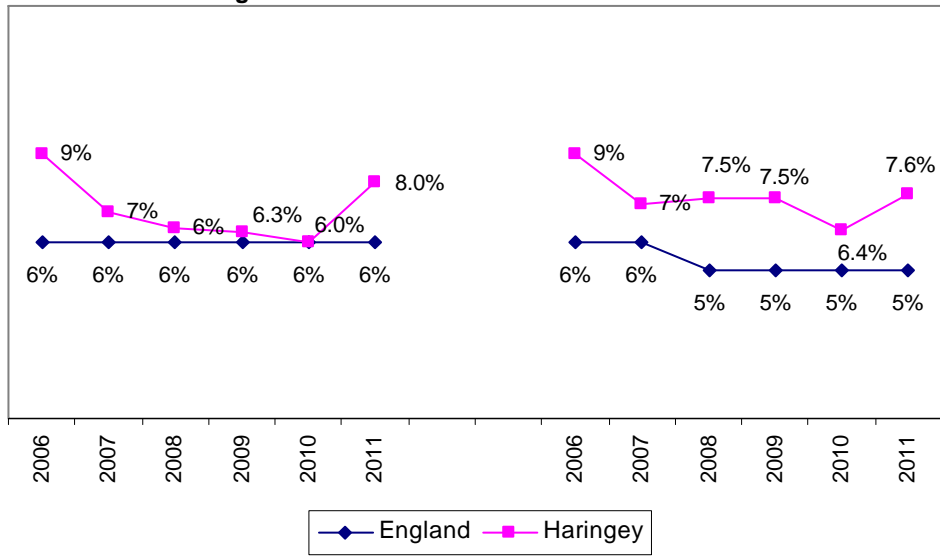
Low attaining pupils

At Key Stage 2 there has been an increase in the percentage of low attaining pupils in English and maths. In English the percentage of pupils attaining level 2 and below has increased from 6.3% in 2009 to 8.0% in 2011 (212 pupils), nationally the figure is 6%. Mathematics has increased from 7.5% in 2009 to 7.6% in 2011 (204 pupils), nationally the figure is 5%.

Reduction in the percentage of low attaining pupils in English and Maths (% at level 2 and below)

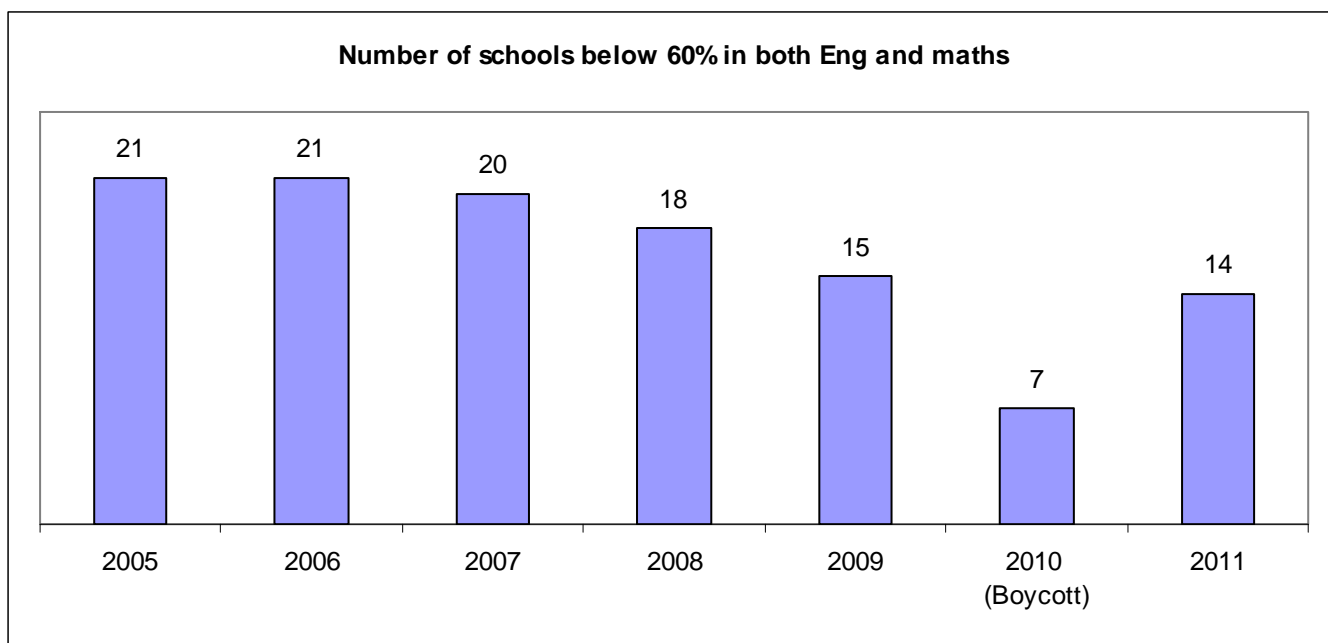
English

Maths



Targets

- 3.5 The target is to reduce the number of schools where fewer than 60% of pupils achieve level 4 and above in both English and maths. The graph below shows the trend since 2003.



2 levels of progress

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 figures (published by DFE) for Haringey in English are 87% (national 84%) and for maths 82% (national 83%).

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

Primary Ofsted inspections September 2010 – August 2011

- 3.6 Key to judgements: grade 1 outstanding, grade 2 good, grade 3 satisfactory, grade 4 inadequate.

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 2010 to August 2011)

The table below shows the results of the 15 primary inspections in the last full academic year.

School	Inspection date	Overall effectiveness
St Paul's RC	14/10/2010	2
Stamford Hill	19/10/2010	3
Coleraine Park	20/10/2010	4 Notice to improve
Bounds Green Infant	16/11/2010	3
Bounds Green Junior	16/11/2010	3
Downhills	26/01/2011	4 Notice to improve
The Green	26/01/2011	3
St Peter in Chains	09/02/2011	1
St Paul's & All Hallows Junior	02/03/2011	3
St Mary's CE Junior	03/03/2011	3
Risley	29/03/2011	3
St Paul's & All Hallows Infant	15/06/2011	3
Tiverton	21/06/2011	2
Stroud Green	12/07/2011	3
South Harringay Junior	13/07/2011	3

Ofsted grade descriptions:

- 1 = outstanding
- 2 = good
- 3 = satisfactory
- 4 = inadequate

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

Main points for action from a detailed analysis of the data

3.7 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 2011 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.
- Continue to 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.
- Promoting how best to encourage parental support in schools.
- Ensuring that CLLD – communication, language and literacy development continues.
- Ensuring that link officers interrogate KS1 data in order to understand the needs of the school and broker bespoke support in intensive and medium support schools.

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 and between pupils eligible and not eligible for free school meals.
- 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 value added is below national expectations.
- Ensure that tracking and monitoring systems in schools enable them to understand the issues around particular groups and individuals and promote appropriate interventions.
- Ensure link officers interrogate the data fully, monitor tracking systems and broker appropriate support particularly in intensive and medium support schools.
- Encourage schools to monitor progress of all children so that pupils are making steady progress and achieving level 3B at the end of year 4.

- Maintain the focus on quality first teaching and ensuring an engaging curriculum.
- Support schools to successfully manage their Ofsted inspections.

Strategies for Raising Standards in Key Stages 1 and 2

Targeted support

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 standards team, particularly with intensive and medium support schools. It will include strategic intervention from the LA workforce including advanced skills and leading teachers working alongside the teaching and learning consultants.

There will be continued support for targeted schools through Local Authority (LA) programmes including the following:

- Working with schools that have been categorised as intensive and medium support by ensuring that there is a focus on accelerated progress.
- Support and advice on working with EAL pupils
- Liaising and facilitating the sharing of good practice across schools
- Focussed CPD programmes delivering training that will support teachers develop their practice.
- Specific training programmes for year 6 teachers in intensive and medium support schools.

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.

Continue support to schools to make effective provision for refugee and asylum-seeking pupils, as well as for Gypsy Roma Traveller (GRT) pupils.

Schools will be supported to implement effective procedures to improve the induction, integration and thus the attainment and progression of newly arrived pupils.

Support to schools will continue to aim 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.

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 and for reducing Persistent Absence.

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.

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

3.8 We will 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.

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.

We will continue to monitor and evaluate the impact of our work through team meetings, link officer reports and regular reviews with targeted schools.

Key Stage 2

3.9 We will focus on the schools that are below the recommended DFE 'Floor' target of 60% of pupils attaining level 4 and above in English and mathematics combined.

Continue with the initiatives started last year through CPD for class teachers, subject leaders, middle leaders and senior leaders including headteachers.

We will continue to improve 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.

Provide an increased focus on the attainment by pupils of level 4 and above in both English and maths. Whilst the overall focus will be maintained on literacy and numeracy the drive to improve science attainment for all pupils will be sustained.

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

Support for senior leaders

Additional support is provided for senior leaders in schools causing concern through LA programmes.

LA link officers have been put in place following the demise of School Improvement Partners (SIPS) and they provide a balance of support and challenge for headteachers.

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

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

Training and development programmes 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.

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.

We are working closely with headteachers to support them in becoming Local Leaders of Education (LLEs) for their own professional development and to support colleagues.

Support for teachers

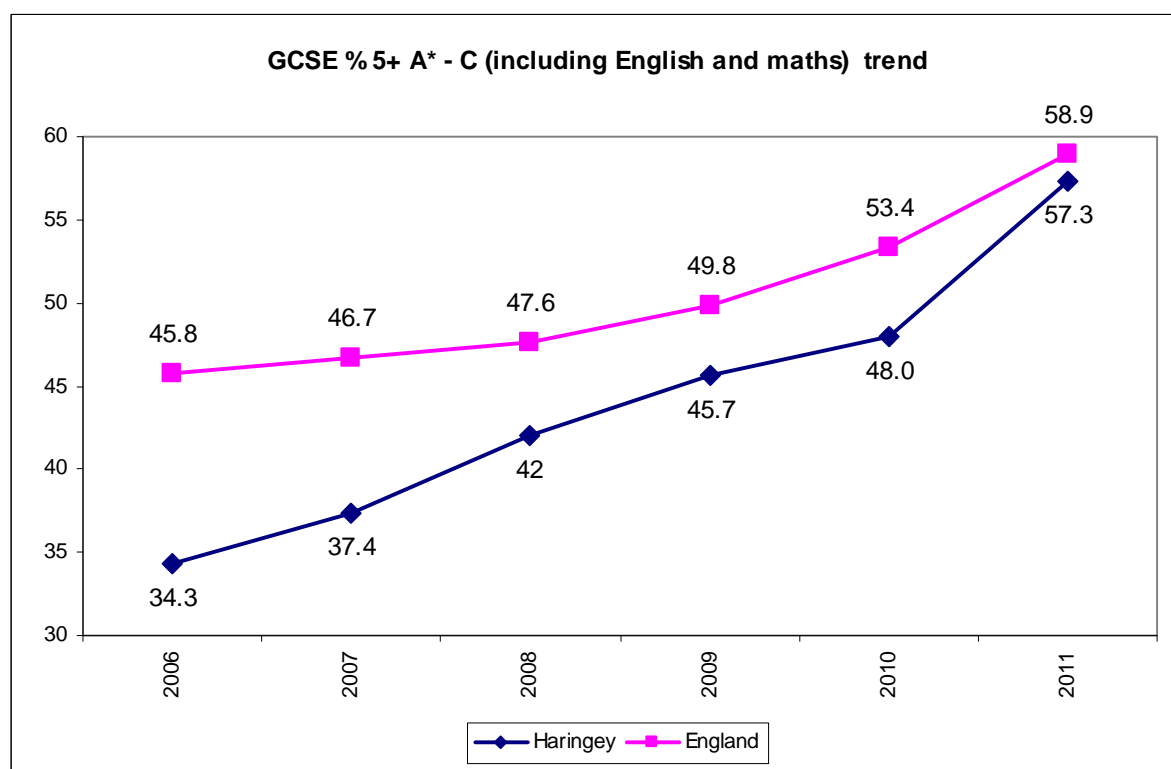
Consultants provide classroom based support on assessment for learning and targeted pupil level support. School based support is in place for targeted schools to coach and train teachers in strategies around developing classroom practice.

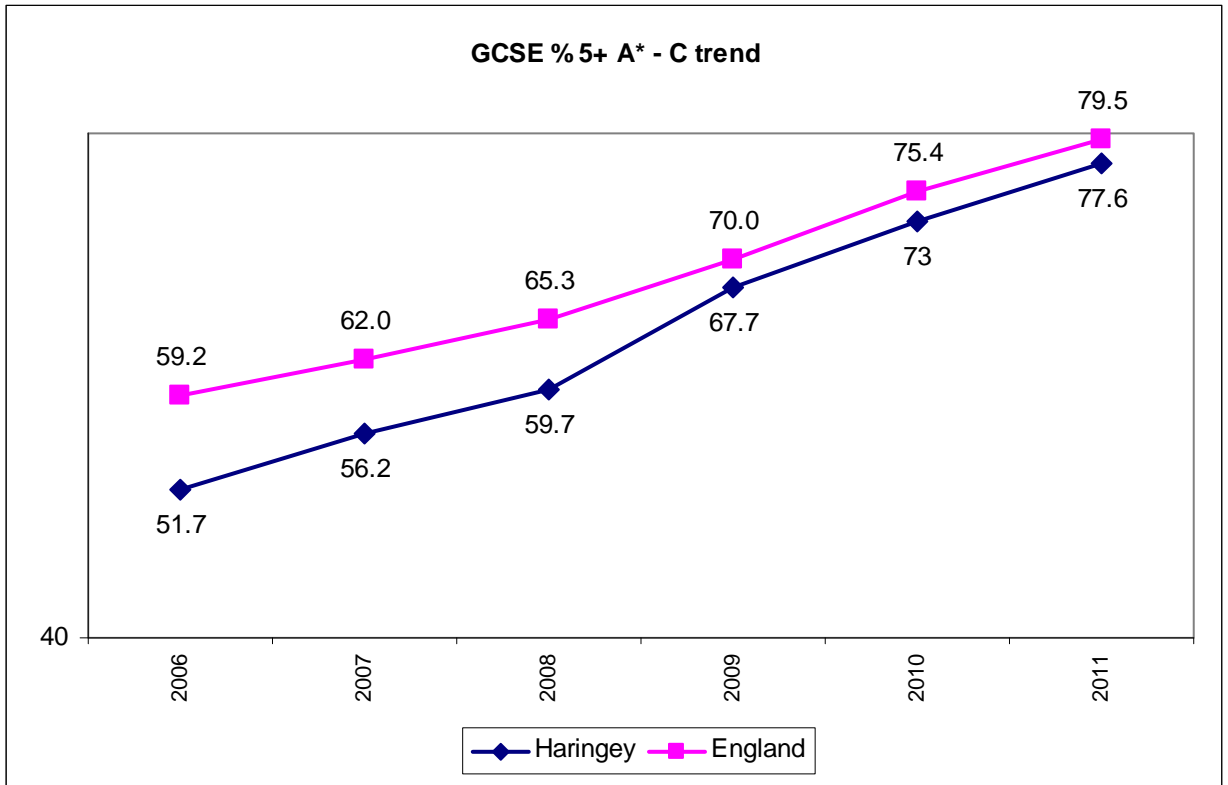
Teachers are supported in their development by having opportunities to work alongside leading teachers and also to become a leading teacher if appropriate.

Section 4

Key Stage 4 (see Annex 4 for more detail)

4.1 Haringey's rate of progress (since 2006) at Key Stage 4 has been significantly above the national rate. In the main 5+ A* - C (including English and maths) indicator Haringey has improved by 23.0% compared to the national increase of 13.1% and is now only 1.6% below the national. In the 5+ A* - C indicator Haringey has improved by 25.9% compared to national increase of 20.3%. Haringey is now 1.9% below the national.

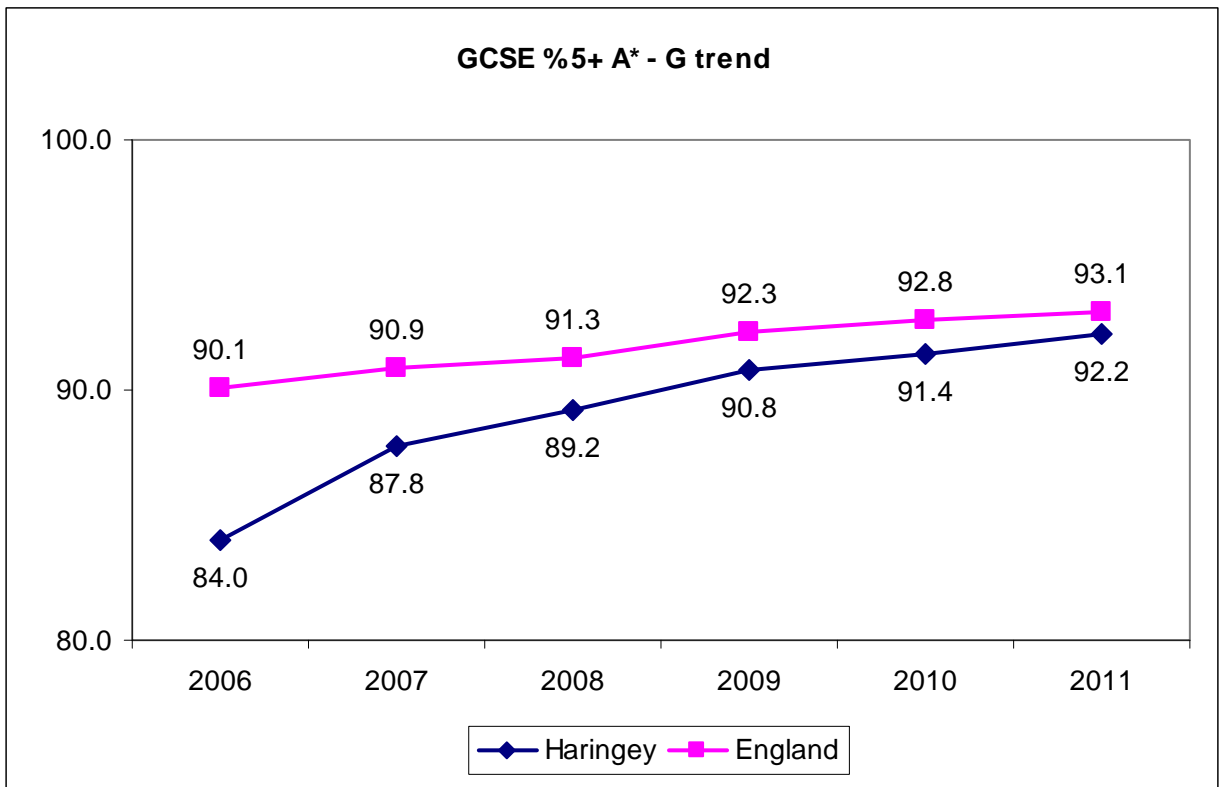




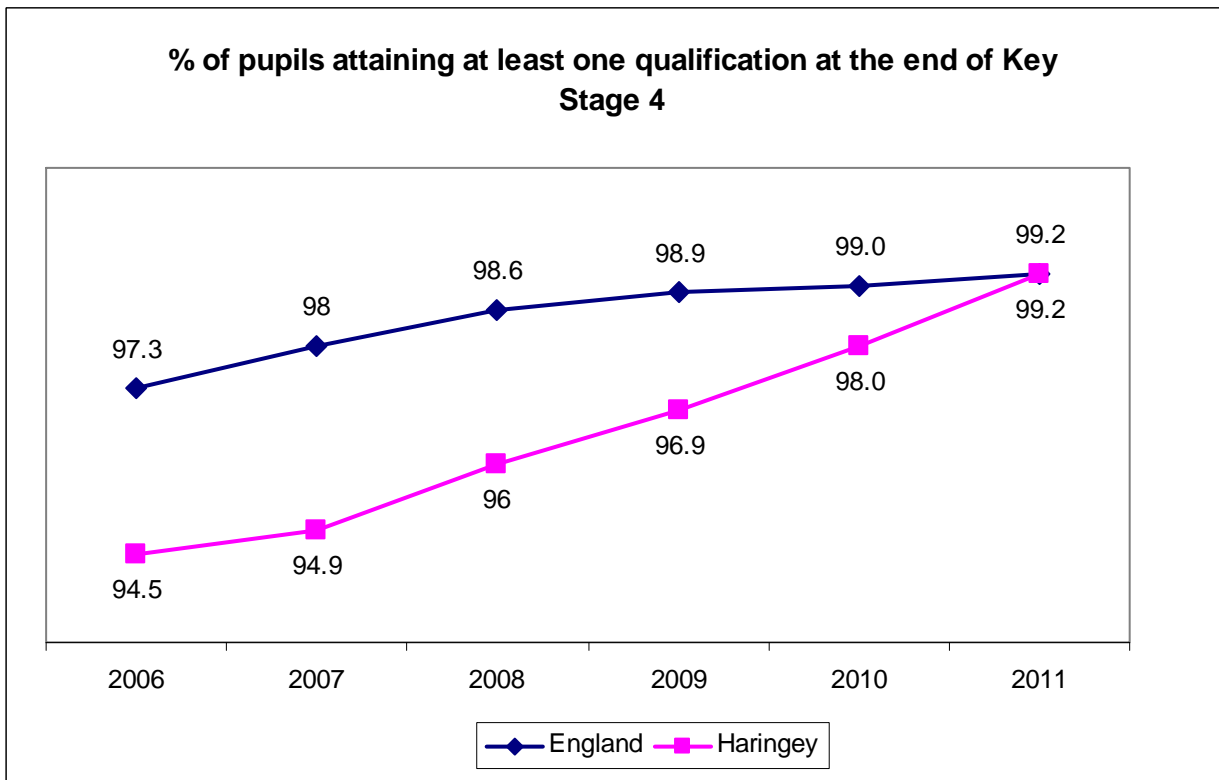
Progress is continuing to be made in closing the east and west gap in the 5+ A* - C indicator. The gap of 30% (east 18%, west 48%) in 2001 has been reversed to 4% in favour of east schools (east 80%, west 76%) in 2011.

The gap in the 5+ A* - C (including English and maths) indicator is proving harder to close but there has been progress. In 2002 the gap was 22% (east 17%, west 39%). The gap in 2011 has narrowed to 12% (east 52%, west 64%). East schools are: Gladesmore, John Loughborough, Park View, Northumberland Park, St Thomas More, Woodside High. West schools are: Alexandra Park, Fortismere, Highgate Wood, Hornsey, Greig City Academy.

The percentage of young people achieving 5+ A* - G grades has generally been improving steadily since 2006. The gap with the national has now closed to 0.9% having been 6.1% in 2006.



4.2 The percentage of young people achieving at least one qualification at GCSE has improved by 1.2% to 99.2% and is now equal to the national.



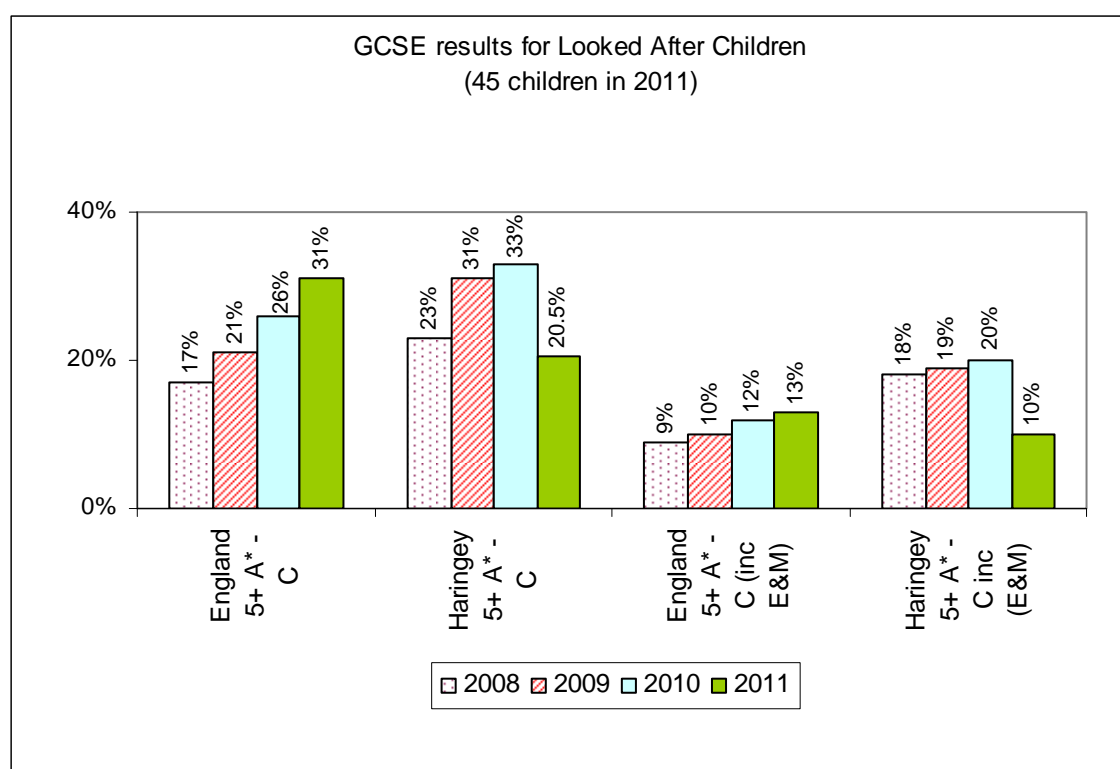
Pupil Groups

Gender

- 4.3. In 5+ A* - C (including English and maths) girls outperform boys by 4.9% (59.3% v 54.4%). The national difference is 7.6% (62.2% v 54.6%). In the 5+ A* - C indicator, girls outperform boys by 4.2% (78.7% v 74.5%). The national difference is 7.7% (82.7% v 75.0%).

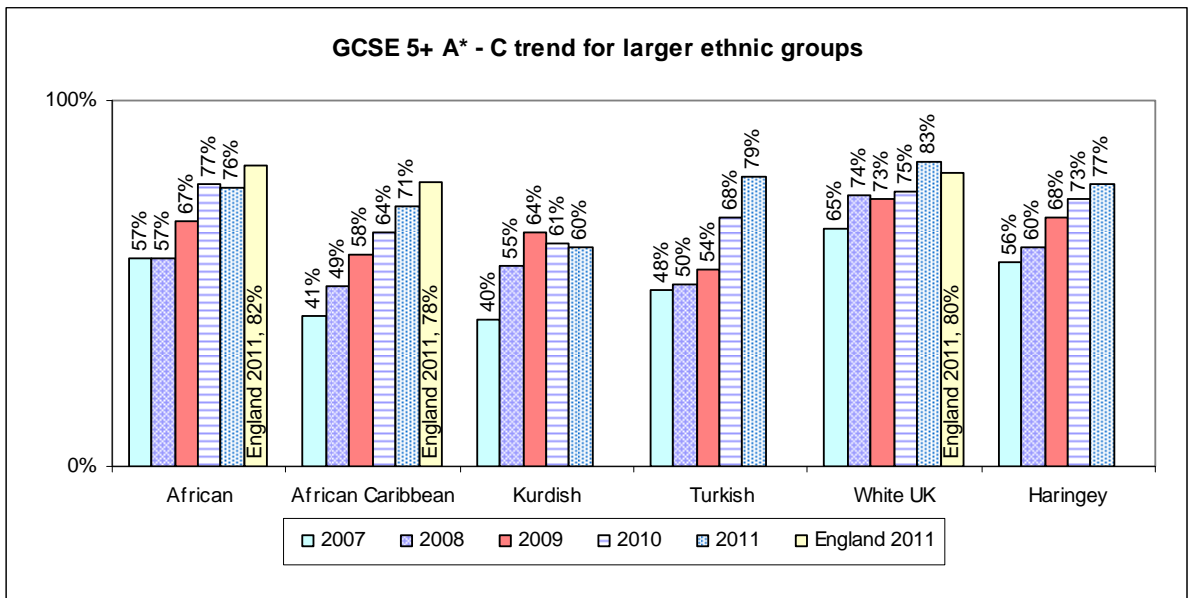
Looked After Children

Results at % 5+ A* - C (including English and maths) in 2011 have decreased from 20% to 10%. This appears to be a significant drop but it needs to be remembered that every pupil is 2%. National results for this measure in 2011 improved from 12% to 13%. Results for % 5+ A* - C decreased from 33% to 20.5%. National results improved from 26% to 31%.

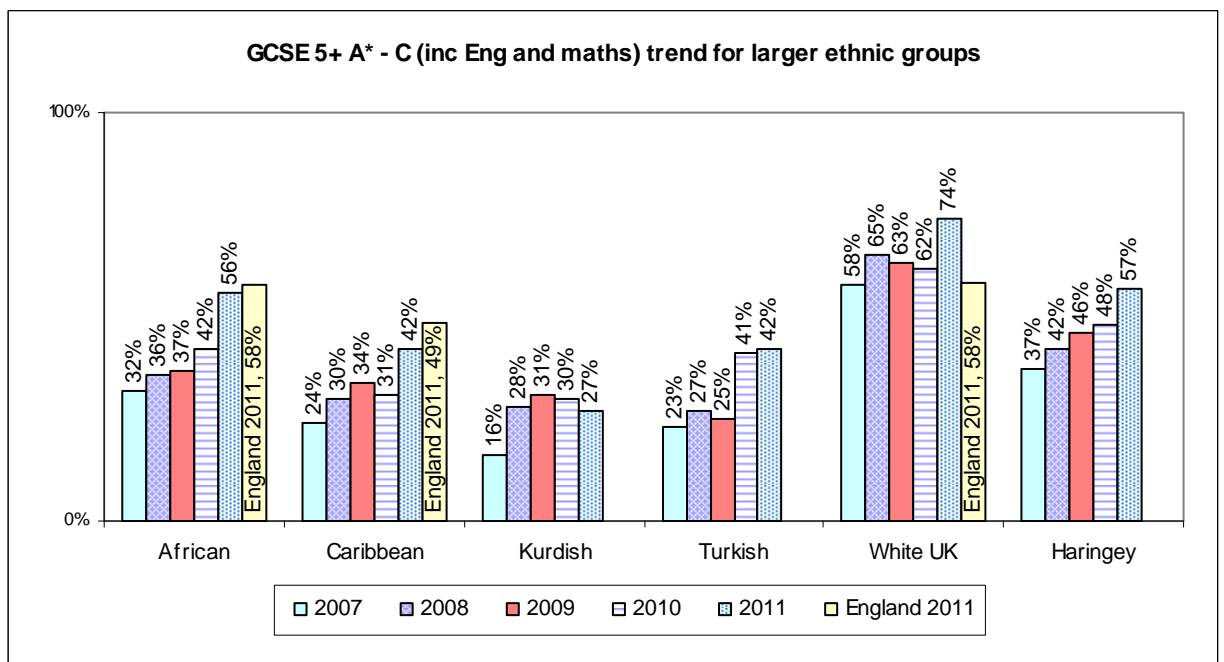


Ethnic minority pupils

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 19% since 2007, Caribbean pupils by 30%, Turkish pupils by 31%, Kurdish pupils by 20%. White UK pupils have improved by 18%. The graph below also shows how some of the ethnic groups compare with their national peers.



There remain significant differences between ethnic groups in the 5+ A* - C (including English and maths) indicator. 74% of White British pupils obtain 5+ A* - C (including English and maths). The figure for African pupils is 56% (58% nationally), Caribbean pupils 42% (49% nationally), Turkish pupils 42%, and Kurdish pupils 27%.



SEN

There were 667 pupils who have identified special educational needs in the 2011 GCSE cohort. That is 32% of the cohort. 77 of these pupils had a statement of special educational needs. The main DFE focus is to reduce the attainment gap between children with identified SEN and children with no SEN. The Haringey gap (pupils attaining 5+ A* - C (including English and maths) in 2011 is 34% (68% no identified SEN, 34% with SEN) is below the national gap of 47% (69.5% no SEN, 22.1 with SEN).

Eligibility for free school meals

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. National indicator 102 measures the gap in 5+ A* - C (inc English and maths) between eligible and non eligible pupils. The Haringey 2011 gap is 17.6% (63.5% for non FSM and 45.9% for FSM), the national gap is 27.4% (62.5% and 35.1%).

Annex 2 has further information on the attainment of different ethnic groups and eligibility for free school meals. Care needs to be taken with comparisons because the number of pupils may be quite small.

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

- 4.4 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'.

FFT analysis of pupils' progress in Haringey from Key Stage 2 to GCSE is shown in detail in table A5.15 (Annex 4). The analysis shows that progress to 5+ A* - C (including English and maths) was 10.1% above national expectations based on prior attainment.

Percentage of Pupils Making Expected Progress in English and in Mathematics between Key Stage 2 and Key Stage 4

These are new indicators replacing the ones that measured progress from Key Stage 3 to GCSE. Expected progress is defined as moving from level 5 at KS2 to a grade B or better at GCSE, level 4 to C or better, level 3 to D or better etc. In 2011, 77% of Haringey pupils made expected progress in English (72% nationally). 73% of pupils made expected progress in maths (65% nationally).

Secondary Ofsted Inspections - September 2010 – August 2011

4.5 There was only one secondary Ofsted inspection in the last full academic year

School	Inspection date	Overall effectiveness
Woodside High	02/02/2011	1

Special Schools Ofsted Inspections - September 2010 – August 2011

There were no inspections in the last year. The table below shows the current grades for all special schools.

School	Inspection date	Overall effectiveness
Blanche Nevile	22/03/2010	2
Moselle	18/05/2010	2
William C Harvey	04/02/2009	1
The Vale	12/02/2008	1

Ofsted grade descriptions:

- 1 = outstanding
- 2 = good
- 3 = satisfactory
- 4 = inadequate

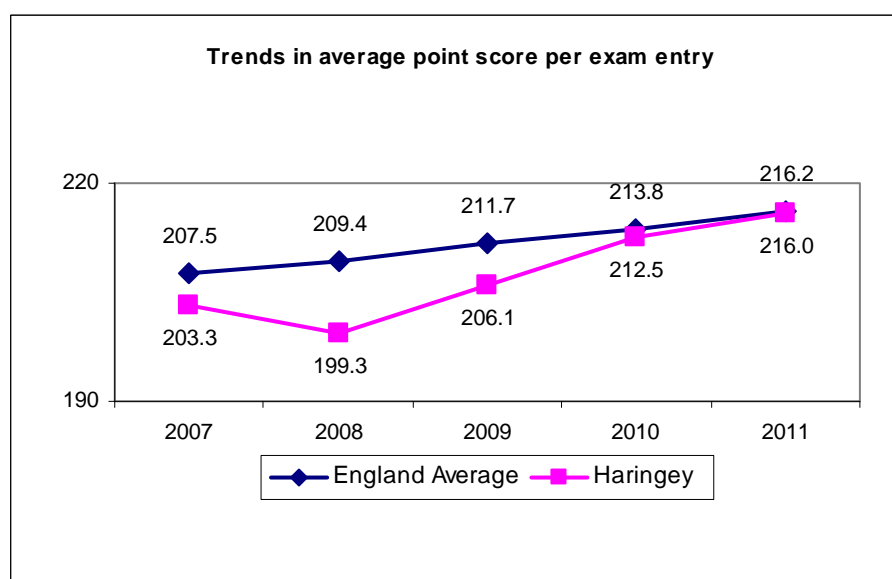
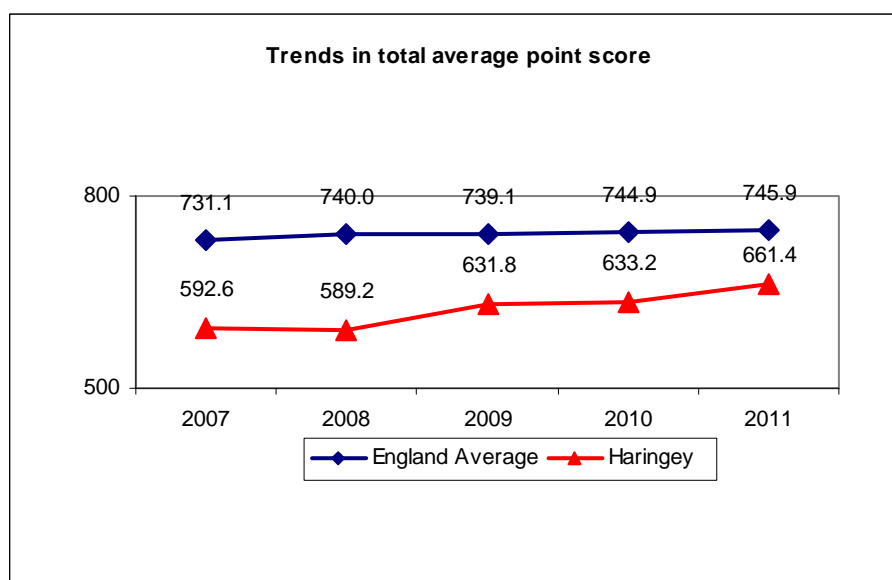
Section 5 Post 16

Post 16 - A level results

- 5.1 The main indicators for post 16 attainment are the total average point score and average point score per exam entry.

These indicators are 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.

This means that the total average point score for Haringey in 2011 of 661.4 roughly translates to an average of 3C grades. The average point score per exam entry of 216.0 means that the average grade attained at each exam is a C grade.



The graphs above show that the average point score per exam entry continued to improve in 2011 and is now very close to the national average. The total average point score also improved in 2011 as did the national. However it remains significantly below the national. This would suggest that many students in Haringey are not being entered for as many subjects as the average nationally.

Level 2 and 3 Attainment by Young People Aged 19

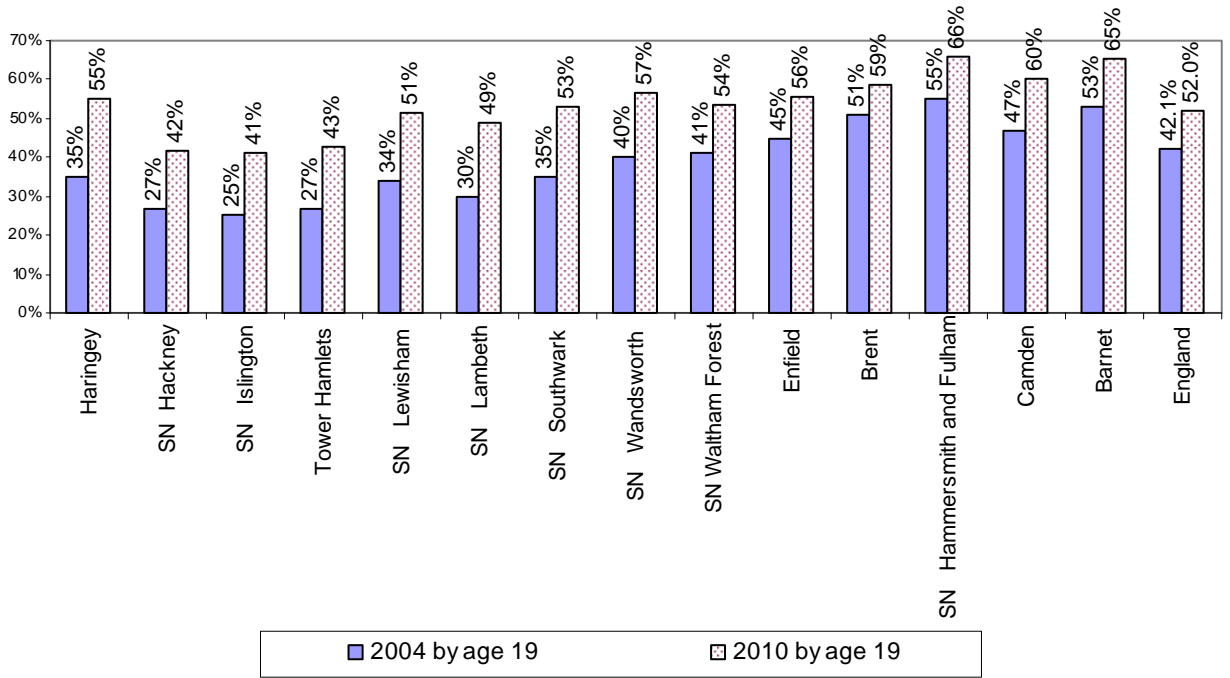
5.2 This information relates to national targets to increase the proportion of 19 year olds who achieve level 2 and level 3 qualifications. A learner is defined as having reached the level 2 threshold if they have achieved the equivalent of 5 GCSEs at grades A*-C. A learner is defined as having reached 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).

The data shows the percentage of 19 year olds achieving level 2 in Haringey as having increased from 53% to 79% (2004 to 2010) compared to the national increase from 66% to 79%. The percentage of 19 year olds achieving level 3 has increased from 35% to 55% compared to the national increase from 42% to 52%. These outcomes are above those in a number of similar Local Authorities and the rate of improvement is greater than seen nationally.

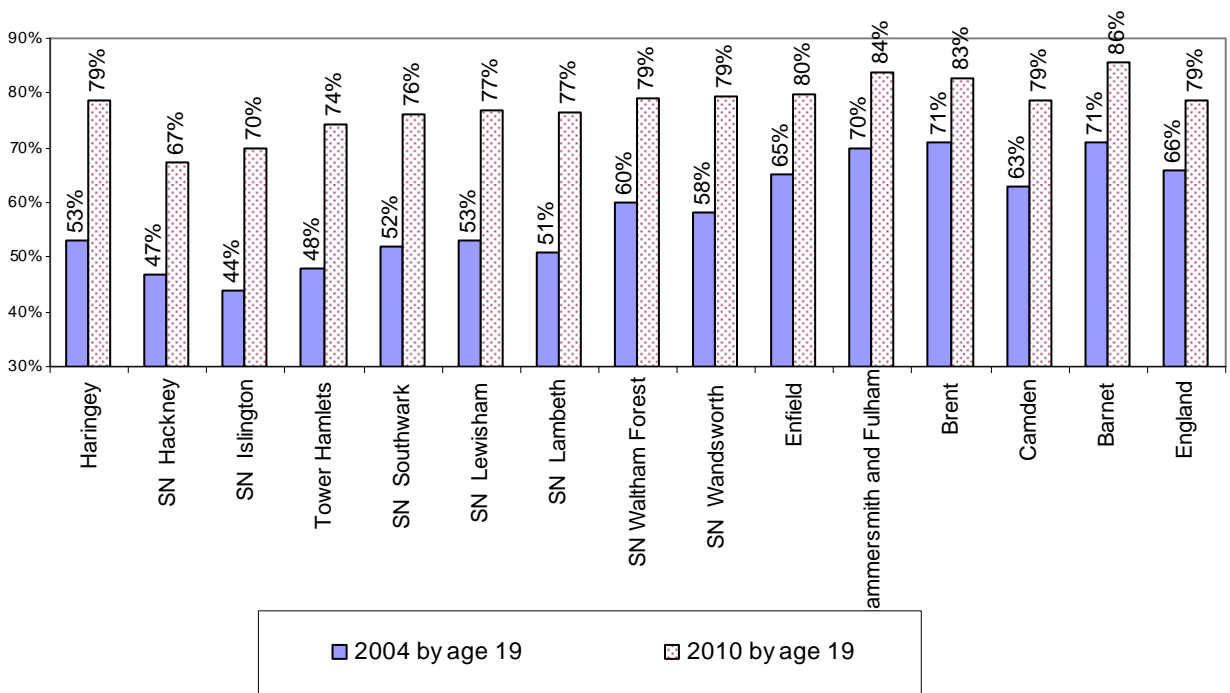
The Statistical Neighbours (SN) used in the tables and graphs for this data are new ones developed by the National Foundation for Educational Research (NFER). The NFER was commissioned by the DCSF to review statistical neighbours and to develop a Statistical Neighbours Benchmarking Model for Children's 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).

Level 3 Attainment for 19 year olds Haringey, national, statistical neighbours (SN)



Level 2 Attainment for 19 year olds Haringey, national, statistical neighbours (SN)



NOTE: 2011 data will be published by the DFE on 19th April 2012

NEET (Not in Employment, Education or Training)

- 5.3 NEET figures can change significantly every month with the figures rising over the June – September period. National and local end of year figures are based on the average of the figures in November, December and January.

Excellent progress has been made in driving down the Haringey NEET figures over the last 4 years. In 2006/07 the NEET figure was 12.5%, this has reduced to 6.6% for 2010/11.

The average number of NEET in the period Nov 2010 to Jan 2011 in Haringey was 275. In the previous year's equivalent period it was 299. In June 2011 White Hart Lane had 29 NEETs (9.5% of the NEET total), Noel Park 27 (8.9%), Bruce Grove 24 (7.9%) and Noel Park 22 (7.2%).

Main points for action from a detailed analysis of the data

- 5.4 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 2011 has identified the following areas for improvement:

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.

Continuing to:

- Improve the rates of progress for Caribbean, African, Kurdish and Turkish pupils.
- Improve the higher level attainment of Caribbean, African, Kurdish and Turkish pupils.
- Focus on the attainment by pupils in both English and maths.

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.
- Maintaining the upward trend in attainment in respect of 5+A*-C including English and maths, in order to reach the national average in 2013.
- Ensuring there are no schools below 35% 5+ A*-C including English and maths grades at GCSE.
- Continue to address the NEET and unknown levels.

Strategies for raising standards 11-19

Targeted support

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, principally through the School Planning Group meetings. The nature and quantity of support depends upon the issue(s), which will by definition be greatest in schools causing concern as identified either by the local authority or by Ofsted.

The principal focus of support programmes at Key Stage 3 is to continue to improve performance in all core subjects so that a firm basis for high KS2-4 value added is set.

Programmes are 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.

The standards 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.

At Key Stage 4 support is provided by the standards team working in close partnership with the Network Learning Communities and local schools. Support is also provided at Key Stage 4 on improving the proportion of pupils who gain at least one formal qualification. Our "*at risk*" list has been updated and shared with different agencies and schools. The 14-19 team is funding a coherent programme within providers to help increase participation rates.

Students not in education, employment or training (NEETs) are targeted for support by the LA in order to improve rates of participation and achievement. The overall NEET figure has continued to decline. 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.

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.

Support for senior managers

- 5.5 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.

The authority has developed a system for undertaking reviews, mock Ofsted inspections and validation of self-evaluation processes. These take place following meetings with school senior leaders and are tailored to the needs of the school. Support is in line with the support offer agreed.

Each school has a local authority link officer who provides support based on the school's needs. This is a brokering and commissioning role which helps the school with the support and challenge needed for the school's context. Although sharing targets with the local authority is no longer required the local authority is recommending that targets for 2012 and 2013 are still set and shared with the local authority.

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.

Additional pathway routes are currently being developed including the pre-NEETs engagement programme and functional skills in ICT, English and maths. Partners are currently developing plans for the continued roll out of the 14-19 Diplomas towards the 2013 entitlement.

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 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

- 5.6 The standards team continue to provide subject based support and challenge, in addition to that provided for improving behaviour and attendance.

The standards team provide support for assessment for learning, linked to the automated tracking system to identify pupils for targeted support.

A programme of support is in place to raise levels of attainment in the core and Foundation subjects in schools that have low levels of attainment in English and maths at GCSE and/or poor value added measures from Key Stage 2-4.

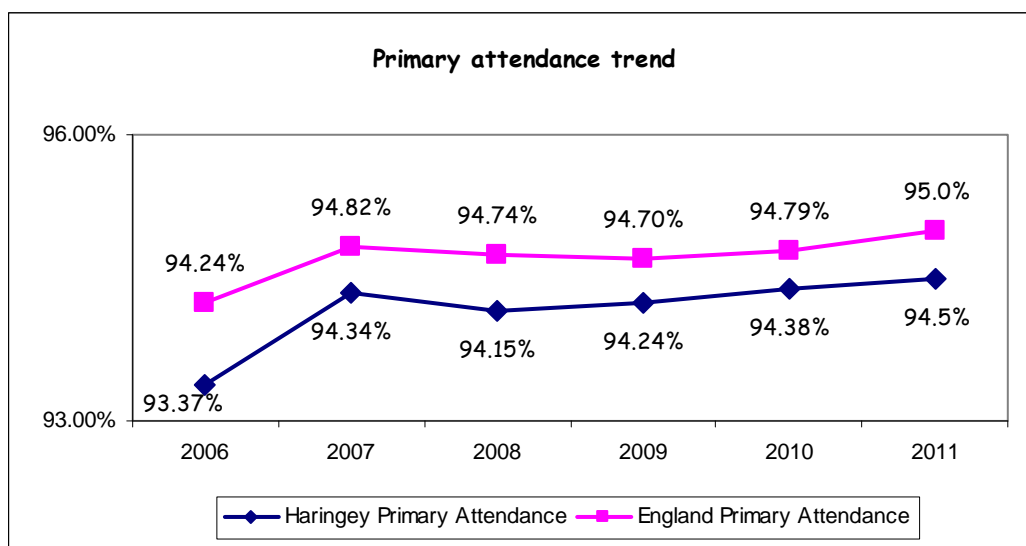
School based support continues to coach and train teachers in effective and sustainable classroom practice.

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.

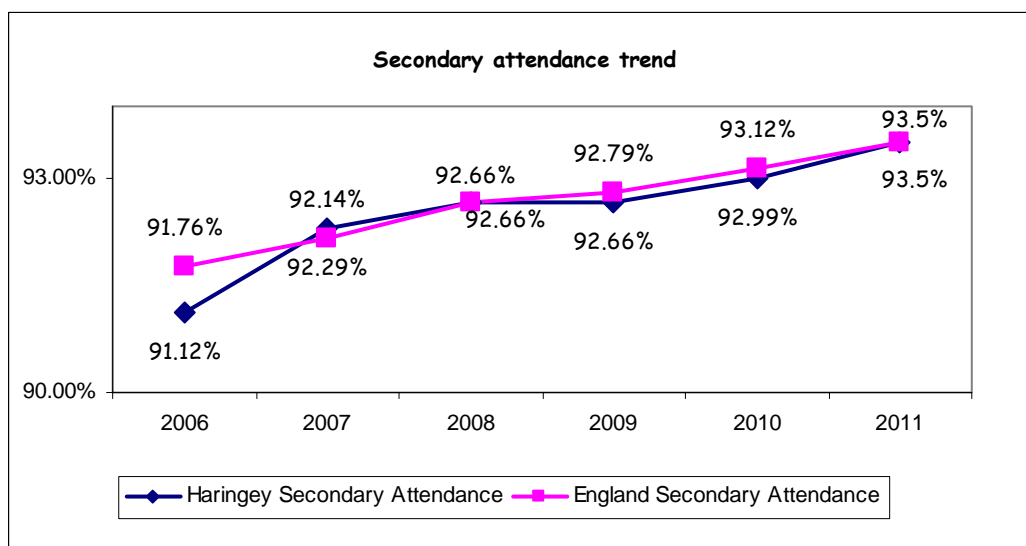
Section 6

Attendance and exclusions

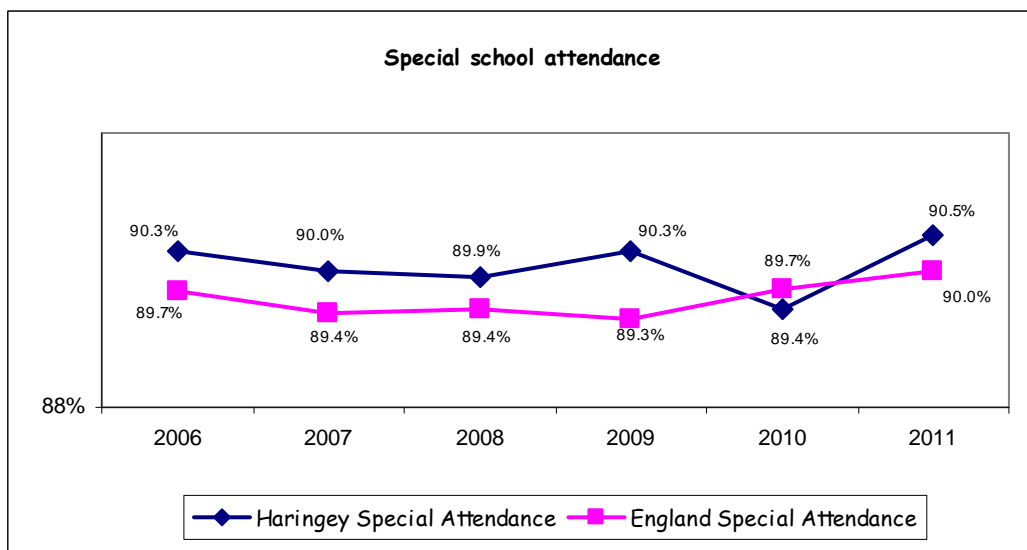
6.1 Attendance in primary schools improved from 94.4% in 2010 to 94.5% in 2011. National primary attendance in 2011 was 95.0%.



Secondary schools' attendance improved from 93.0% in 2010 to 93.5% in 2011. National attendance was 93.5% in 2011.

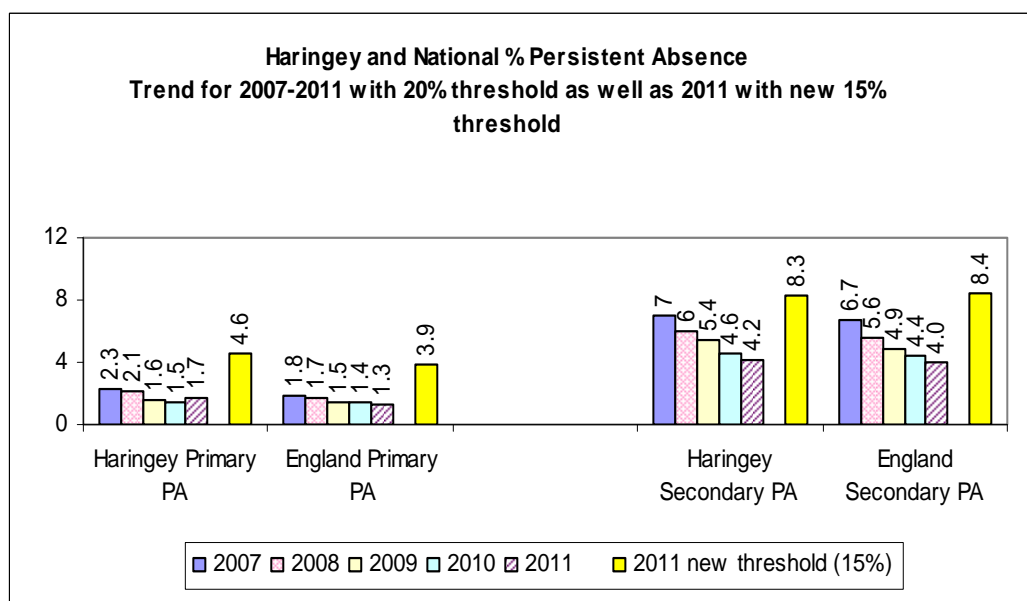


Attendance in special schools improved from 89.4% to 90.5% (national improved from 89.7% to 90.0%).



Increasing attention is focussed on pupils who are defined as Persistent Absentees (PA). These are pupils who at any point in the year have **20% or more absence out of the available sessions**. Primary PA increased from 1.5% in 2010 to 1.7% in 2011 (304 pupils), national reduced from 1.4% to 1.3%. Since 2007 primary PA has reduced by 0.6%. Secondary PA reduced by 0.4% to 4.2% (480 pupils), 2010 to 2011. Since 2007 secondary PA has reduced by 2.8%.

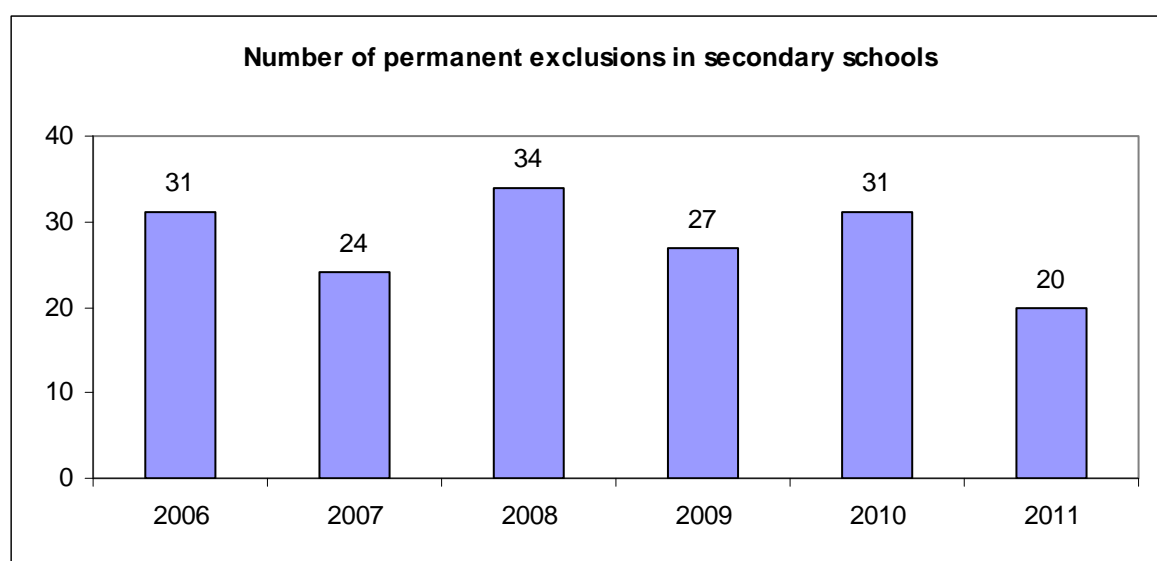
The Department for Education announced in July 2011 that it is reducing the threshold at which a pupil is defined as “persistently absent” to **15 per cent, down from 20 per cent now**. The results under this new threshold are: Haringey primary PA 4.6% (822 pupils), national PA 3.9%. Haringey secondary PA 8.3% (934 pupils), national PA 8.4%.



Exclusions

- 6.2 There were 3 permanent exclusions from primary schools in 2010/11 (7 in 2009/10). This represents approximately 0.02% of the primary school population and is in line with national and inner London (0.02%) in 2010.

There were 20 permanent exclusions from secondary schools in the 2010/11 academic year (31 in 2009/10). The number of exclusions represents approximately 0.15% of the secondary school population. This figure is in line with the national 2010 rate of 0.15% and below the inner London rate of 0.26%.



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

- 6.3 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 2010/11 data has identified the following areas for improvement.

Attendance

Interventions and actions

The focus on pupils who are persistent absentees (PA pupils with 20% or more absence at any point in the year) across the authority has been very successful. There has been a significant reduction in PA, initially at secondary and more lately in primary schools. This work needs to continue but be balanced with interventions at a whole school level. Pupil mobility continues to have a significant impact on school attendance.

The 2010 PA target in secondary schools was well exceeded and we are on track to exceed the 2011 target. The DFE reduction of the PA threshold from 20% to 15% will continue to maintain the focus on this challenging work.

Strategies

- 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

Support for improved IT in key primary schools to monitor and track attendance will continue. As of November 2010 staff in the Education Welfare Service have had direct access to school attendance data. This is a more efficient use of school and EWS resources in relation to individual cases. However, schools still need to carry out their responsibilities for safeguarding purposes in terms of monitoring attendance on a whole school and individual pupil basis.

Support for senior managers

With effect from January 2009, each school has been provided on a termly basis with 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.

The support through CPD programmes and visits to schools will continue for EWOs in secondary schools.

Support for teachers

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 as one factor needing to be analysed when targeting classroom-based initiatives.

Exclusions

Interventions and actions

- 6.4 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.

We have improved 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.

Schools have been sent updated information on exclusions. This includes a pre exclusion review which encourages schools to ensure all aspects of the child's needs, the incident and the consequences have been evaluated prior to making a decision to exclude.

Targeted support

Schools have been identified for support and challenge where there are a disproportionate number of exclusions

Senior leaders for schools have been asked to focus on auditing current practice in order to reduce the need for exclusions. Schools are supported to develop/enhance robust systems for analysing their data to enable early identification of pupils in danger of being excluded and planning for early intervention.

Schools are able to access short term assessment places at the Secondary Pupil Support Centre. This is part of a planned approach to intervene and support schools with individual children who are at a high level of risk of permanent exclusion. The Primary Pupil Support Centre is also supporting schools to prevent permanent exclusion of highly vulnerable children by facilitating a period of placement pending reintegration back to school.

Targeted training for school governors to encourage their early involvement and contribution to a reduction in exclusions is underway.

Annex 1: FOUNDATION STAGE DATA 2011

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

	2007	2008	2009	2010	2011
England	46%	49%	52%	56%	59%
Haringey	41%	43%	43%	42%	54%
Stat. Neighbour	40%	45%	47%	55%	60%

National Indicator 92:

Narrowing the gap between the median Foundation Stage Profile score of all children and the mean score of the lowest achieving 20% of children.

	2007	2008	2009	2010	2011
England	37%	36%	34%	33%	31%
Haringey	39%	38%	35%	36%	32%
Stat. Neighbour	39%	37%	35%	32.5%	32%

- The percentage of children scoring 6 or more in all Personal Social Emotional Development (PSED) scales is up from 64% to 75%.
- The percentage of children scoring 6 or more in all Communication, Language and Literacy (CLL) scales is up from 46% to 58%.
- The percentage of children scoring 6 or more in PSED and CLL combined and 78+ points across all areas is up from 42% to 54%.
- The median FSP score is up from 82 to 87.
- The average score of the lowest 20% is up from 52.7 to 59.8
- The percentage gap between the median overall score and the average of the bottom 20% has decreased from 36.2% to 32.0%.

Table A1.1 Haringey and National FSP trends

Summary FSP trends

	England			Haringey		
	2009	2010	2011	2009	2010	2011
Personal, social and emotional development (PSE) - all 3 scales	74%	77%	79%	65%	64%	75%
Communication, language and literacy (CLL) - all 4 scales	55%	59%	62%	49%	46%	58%
Personal, social and emotional development (PSE) and Communication, language and literacy (CLL) combined - all 7 scales	52%	56%	59%	43%	42%	54%
Mathematical Development - all 3 scales	70%	70%	74%	62%	60%	69%
Knowledge and understanding of the world- 1 scale	81%	83%	84%	74%	70%	80%
Physical Development - 1 scale	90%	91%	91%	88%	87%	92%
Creative Development - 1 scale	80%	82%	83%	76%	75%	82%
Percentage achieving at least 78 points and 6+ in all PSE and CLL	52%	56%	59%	43%	42%	54%
Number of pupils in lowest performing 20%				609	625	642
% gap between median and lowest 20%	33.9%	32.7%	31.3%	35.1%	36.2%	32.0%

Percentage of pupils achieving a score of 6 or more in the different areas of the Foundation Stage by ethnicity
Table A1.2

Ethnicity 2011	Number			PSE all 3 scales			CLL all 4 scales		
	All	Female	Male	All	Female	Male	All	Female	Male
Asian Bangladeshi	78	36	42	74%	86%	64%	58%	75%	43%
Asian Indian	23	9	14	78%	100%	64%	65%	78%	57%
Asian Other	33	19	14	82%	89%	71%	61%	74%	43%
Asian Pakistani	29	18	11	79%	78%	82%	59%	56%	64%
Black Caribbean	265	124	141	74%	77%	72%	58%	62%	55%
Black Other	53	19	34	64%	79%	56%	47%	79%	29%
Black African	143	69	74	69%	84%	54%	59%	71%	49%
Black Congolese	46	26	20	78%	85%	70%	46%	54%	35%
Black Ghanaian	115	55	60	71%	76%	67%	52%	56%	48%
Black Nigerian	68	32	36	78%	91%	67%	65%	72%	58%
Black Somali	131	55	76	69%	69%	70%	43%	38%	46%
Chinese	43	15	28	65%	73%	61%	53%	73%	43%
Mixed Other	118	56	62	82%	91%	74%	66%	75%	58%
Mixed White African	53	26	27	75%	88%	63%	58%	73%	44%
Mixed White Asian	57	31	26	89%	90%	88%	81%	77%	85%
Mixed White Caribbean	93	47	46	72%	85%	59%	59%	72%	46%
Other	64	30	34	72%	80%	65%	53%	60%	47%
Other Kurdish	46	22	24	67%	82%	54%	30%	41%	21%
Other Latin American	34	14	20	65%	86%	50%	47%	57%	40%
Other Vietnamese	9	X	X	56%	X	X	56%	X	X
Refused/Not obtained	268	117	151	69%	74%	64%	56%	66%	49%
White Albanian	27	16	11	74%	81%	64%	70%	75%	64%
White British	610	311	299	88%	90%	85%	73%	82%	64%
White Greek Cypriot	10	X	X	90%	X	X	60%	X	X
White Gypsy/Roma	13	X	X	31%	X	X	8%	X	X
White Irish	35	15	20	91%	100%	85%	69%	87%	55%
White Irish Traveller	X	X	X	X	X	X	X	X	X
White Kosovan	23	9	14	65%	89%	50%	43%	67%	29%
White Other	331	163	168	74%	82%	67%	53%	63%	44%
White Turkish	192	101	91	61%	69%	52%	38%	41%	34%
White Turkish Cypriot	11	X	X	91%	X	X	73%	X	X
Grand Total	3024	1458	1566	75%	82%	69%	58%	66%	50%

Ethnicity	Number			PSE & CLL all 7			Maths all 3 scales		
	All	Female	Male	All	Female	Male	All	Female	Male
Asian Bangladeshi	78	36	42	55%	72%	40%	69%	78%	62%
Asian Indian	23	9	14	61%	78%	50%	74%	78%	71%
Asian Other	33	19	14	58%	74%	36%	70%	74%	64%
Asian Pakistani	29	18	11	55%	56%	55%	79%	78%	82%
Black Caribbean	265	124	141	52%	56%	49%	71%	73%	70%
Black Other	53	19	34	43%	68%	29%	55%	79%	41%
Black African	143	69	74	53%	67%	41%	66%	77%	57%
Black Congolese	46	26	20	46%	54%	35%	61%	65%	55%
Black Ghanaian	115	55	60	48%	55%	42%	70%	73%	68%
Black Nigerian	68	32	36	63%	72%	56%	69%	75%	64%
Black Somali	131	55	76	40%	33%	45%	50%	42%	55%
Chinese	43	15	28	49%	73%	36%	56%	67%	50%
Mixed Other	118	56	62	58%	71%	45%	74%	77%	71%
Mixed White African	53	26	27	55%	69%	41%	74%	81%	67%
Mixed White Asian	57	31	26	79%	77%	81%	88%	81%	96%
Mixed White Caribbean	93	47	46	52%	68%	35%	80%	87%	72%
Other	64	30	34	48%	60%	38%	61%	63%	59%
Other Kurdish	46	22	24	30%	41%	21%	46%	50%	42%
Other Latin American	34	14	20	47%	57%	40%	56%	71%	45%
Other Vietnamese	9	X	X	X	X	X	67%	X	X
Refused/Not obtained	268	117	151	53%	62%	46%	65%	69%	62%
White Albanian	27	16	11	67%	69%	64%	70%	75%	64%
White British	610	311	299	71%	80%	61%	87%	89%	85%
White Greek Cypriot	10	X	X	60%	X	X	90%	X	X
White Gypsy/Roma	13	X	X	8%	X	X	15%	X	X
White Irish	35	15	20	69%	87%	55%	80%	80%	80%
White Irish Traveller	X	X	X	X	X	X	X	X	X
White Kosovan	23	9	14	43%	67%	29%	61%	78%	50%
White Other	331	163	168	50%	59%	41%	66%	75%	58%
White Turkish	192	101	91	35%	39%	32%	43%	45%	41%
White Turkish Cypriot	11	X	X	73%	X	X	64%	X	X
Grand Total	3024	1458	1566	54%	64%	46%	69%	74%	65%

Ethnicity	Number			KUW			PD			CD		
	2011	All	Female	Male	All	Female	Male	All	Female	Male	All	Female
Asian Bangladeshi	78	36	42	76%	89%	64%	91%	89%	93%	77%	94%	62%
Asian Indian	23	9	14	83%	100%	71%	96%	100%	93%	87%	89%	86%
Asian Other	33	19	14	88%	84%	93%	91%	100%	79%	85%	95%	71%
Asian Pakistani	29	18	11	83%	78%	91%	90%	83%	100%	83%	89%	73%
Black Caribbean	265	124	141	85%	85%	85%	93%	94%	91%	86%	90%	82%
Black Other	53	19	34	79%	89%	74%	85%	100%	76%	83%	95%	76%
Black African	143	69	74	80%	86%	76%	94%	99%	91%	78%	94%	64%
Black Congolese	46	26	20	67%	73%	60%	83%	88%	75%	78%	92%	60%
Black Ghanaian	115	55	60	76%	76%	75%	89%	91%	87%	83%	87%	80%
Black Nigerian	68	32	36	74%	81%	67%	87%	97%	78%	79%	88%	72%
Black Somali	131	55	76	74%	65%	80%	89%	93%	86%	75%	76%	74%
Chinese	43	15	28	67%	67%	68%	88%	87%	89%	74%	87%	68%
Mixed Other	118	56	62	85%	84%	85%	97%	98%	95%	87%	89%	85%
Mixed White African	53	26	27	83%	92%	74%	92%	100%	85%	85%	88%	81%
Mixed White Asian	57	31	26	100%	100%	100%	98%	100%	96%	91%	97%	85%
Mixed White Caribbean	93	47	46	81%	85%	76%	95%	98%	91%	82%	89%	74%
Other	64	30	34	75%	80%	71%	89%	87%	91%	78%	90%	68%
Other Kurdish	46	22	24	65%	68%	63%	93%	95%	92%	76%	82%	71%
Other Latin American	34	14	20	65%	71%	60%	88%	100%	80%	65%	86%	50%
Other Vietnamese	9	X	X	67%	X	X	100%	X	X	67%	X	X
Refused/Not obtained	268	117	151	74%	77%	71%	88%	90%	86%	79%	85%	74%
White Albanian	27	16	11	78%	81%	73%	96%	100%	91%	89%	94%	82%
White British	610	311	299	92%	93%	91%	94%	97%	90%	89%	94%	85%
White Greek Cypriot	10	X	X	90%	X	X	80%	X	X	90%	X	X
White Gypsy/Roma	13	X	X	X	X	X	69%	X	X	X	X	X
White Irish	35	15	20	97%	100%	95%	97%	100%	95%	89%	100%	80%
White Irish Traveller	X	X	X	X	X	X	X	X	X	X	X	X
White Kosovan	23	9	14	65%	89%	50%	91%	100%	86%	91%	100%	86%
White Other	331	163	168	79%	83%	76%	93%	98%	89%	81%	90%	71%
White Turkish	192	101	91	59%	66%	51%	90%	96%	82%	77%	87%	65%
White Turkish Cypriot	11	X	X	91%	X	X	100%	X	X	82%	X	X
Grand Total	3024	1458	1566	80%	83%	77%	92%	95%	88%	82%	90%	75%

Foundation Stage profile results in PSE and CLL combined for children eligible and not eligible for free school meals

Table A1.3

2011 Ethnicity	Number		PSE and CLL all 7 scales	
	Not FSM	FSM	Not FSM	FSM
Asian Bangladeshi	60	18	58%	44%
Asian Indian	19	X	58%	X
Asian Other	27	X	63%	X
Asian Pakistani	24	X	50%	X
Black Caribbean	156	109	56%	48%
Black Other	23	30	43%	43%
Black African	73	70	55%	51%
Black Congolese	X	42	X	50%
Black Ghanaian	83	32	51%	41%
Black Nigerian	51	17	63%	65%
Black Somali	37	94	32%	43%
Chinese	30	13	47%	54%
Mixed Other	79	39	67%	38%
Mixed White African	29	24	62%	46%
Mixed White Asian	52	X	77%	X
Mixed White Caribbean	54	39	50%	54%
Other	44	20	55%	35%
Other Kurdish	17	29	24%	34%
Other Latin American	22	12	45%	50%
Other Vietnamese	X	X	X	X
Refused/Not obtained	216	52	58%	33%
White Albanian	13	14	69%	64%
White British	549	61	74%	39%
White Greek Cypriot	X	X	X	X
White Gypsy/Roma	13	X	8%	0%
White Irish	28	X	71%	X
White Irish Traveller	X	X	X	X
White Kosovan	X	15	X	40%
White Other	293	38	51%	42%
White Turkish	92	100	35%	36%
White Turkish Cypriot	X	X	X	X
Grand Total	2110	914	59%	44%

Lowest performing 20% of pupils in LA

There were 625 pupils who scored a total of 68 points or below

15% of girls and 25% of boys are in the lowest 20%

2011 GENDER	Lowest scoring 20%		Grand Total
	No	Yes	
Female	1248	210	1458
	86%	14%	100%
Male	1134	432	1566
	72%	28%	100%
Total number	2382	642	3024
%Total	79%	21%	100%

17% of children not on FSM and 28% of children on FSM are in the lowest 20%

2011 FSM Eligible	Lowest scoring 20%		Grand Total
	No	Yes	
Not FSM	1737	373	2110
	82%	18%	100%
FSM	645	269	914
	71%	29%	100%
Unknown			
Total number	2382	642	3024
Total %	79%	21%	100%

Network Learning Communities

27% of children in the North, 26% of children in the South and 8% of children in the West network are in the lowest 20%

2011 NLC	Data	Lowest scoring 20%		Grand Total
		No	Yes	
North	Number	614	195	809
	%	76%	24%	100%
South	Number	807	305	1112
	%	73%	27%	100%
West	Number	862	135	997
	%	86%	14%	100%
Private and Voluntary settings	Number	99	X	106
	%	93%	X	100%
Haringey	Number	2382	642	3024
	%	79%	21%	100%

The table below shows the percentage and number of each ethnic group that are in the lowest 20%

2011 Ethnicity	Lowest scoring 20%		Grand Total
	No	Yes	
Asian Bangladeshi	61	17	78
	78%	22%	100%
Asian Indian	20	3	23
	87%	13%	100%
Asian Other	30	3	33
	91%	9%	100%
Asian Pakistani	25	4	29
	86%	14%	100%
Black Caribbean	224	41	265
	85%	15%	100%
Black Other	36	17	53
	68%	32%	100%
Black African	107	36	143
	75%	25%	100%
Black Congolese	34	12	46
	74%	26%	100%
Black Ghanaian	89	26	115
	77%	23%	100%
Black Nigerian	51	17	68
	75%	25%	100%
Black Somali	88	43	131
	67%	33%	100%
Chinese	31	12	43
	72%	28%	100%
Mixed Other	101	17	118
	86%	14%	100%
Mixed White African	43	10	53
	81%	19%	100%
Mixed White Asian	54	3	57
	95%	5%	100%
Mixed White Caribbean	76	17	93
	82%	18%	100%
Other	47	17	64
	73%	27%	100%
Other Kurdish	28	18	46
	61%	39%	100%
Other Latin American	23	11	34
	68%	32%	100%
Other Vietnamese	7	2	9
	78%	22%	100%
Refused/Not obtained	189	79	268
	71%	29%	100%
White Albanian	22	5	27
	81%	19%	100%
White British	553	57	610
	91%	9%	100%
White Gypsy/Roma	3	10	13
	23%	77%	100%
White Irish	33	2	35

2011 Ethnicity	Lowest scoring 20%		Grand Total
	No	Yes	
	94%	6%	100%
White Irish Traveller	X	X	X
	X	X	X
White Other	283	81	364
	78%	22%	100%
White Turkish	114	78	192
	59%	41%	100%
White Turkish Cypriot	9	2	11
	82%	18%	100%
Total number	2382	642	3024
Total %	79%	21%	100%

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

Curriculum Area		2010 Haringey			2011 Haringey			England 2011		
		Girls	Boys	All pupils	Girls	Boys	All pupils	Girls	Boys	All pupils
Personal, social and emotional development (PSE)	Dispositions and attitudes	89%	81%	85%	93%	87%	90%	94%	89%	91%
	Social development	82%	73%	77%	90%	78%	83%	91%	83%	87%
	Emotional development	75%	63%	69%	86%	72%	79%	88%	78%	83%
	PSE all 3 scales	71%	58%	64%	82%	69%	75%	NA	NA	79%
Communication, language and literacy (CLL)	Language for communication and thinking	79%	70%	74%	88%	77%	82%	90%	82%	86%
	Linking sounds and letters	71%	62%	67%	81%	71%	76%	84%	74%	79%
	Reading	66%	56%	61%	75%	64%	69%	82%	71%	76%
	Writing	65%	46%	55%	76%	56%	66%	77%	58%	67%
	CLL all 4 scales	55%	39%	46%	66%	50%	58%	NA	NA	62%
	PSE and CLL combined all 7 scales	51%	34%	42%	64%	46%	54%	NA	NA	59%
Mathematical Development	Number as labels and for counting	88%	84%	86%	91%	85%	88%	92%	88%	90%
	Calculating	67%	63%	65%	78%	70%	74%	80%	75%	78%
	Shape, space and measures	74%	69%	71.50%	82%	74%	78%	87%	82%	85%
	Mathematical Development all 3 scales	63%	57%	60%	74%	65%	69%	NA	NA	74%
	Knowledge and Understanding of the world	73%	68%	70%	83%	77%	80%	86%	82%	84%
	Physical Development	91%	84%	87%	95%	88%	92%	95%	88%	91%
	Creative Development	84%	67%	75%	90%	75%	82%	90%	77%	83%

Annex 2: KEY STAGE 1 DATA

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

2011	UDA	W	1	2	2C	2B	2A	3	%2+	%2B+	%3+	Avg point
Speaking and Listening	1	88	407	1895	-	-	-	602	83.43%	-	20.11%	15.0
Reading	1	129	430	-	376	765	661	631	81.29%	68.73%	21.08%	15.1
Writing	1	158	535	-	671	784	559	285	76.81%	54.39%	9.52%	13.8
Maths	3	87	312	-	541	812	734	504	86.57%	68.49%	16.84%	15.2
Science	6	87	384	2033	-	-	-	483	84.06%	-	16.14%	14.8
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+				
	2008	2009	2010	2011
Haringey				
Girls	86%	84%	85%	85%
Boys	78%	76%	75%	77%
All	81%	80%	80%	81%
England				
Girls	88%	89%	89%	89%
Boys	80%	81%	81%	82%
All	84%	84%	85%	85%
Statistical Neighbours	80%	81%	82%	NA

Writing

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

KS1 Writing % L2+				
	2008	2009	2010	2011
Haringey				
Girls	80%	80%	81%	83%
Boys	70%	69%	68%	71%
All	75%	75%	74%	77%
England				
Girls	86%	87%	87%	87%
Boys	75%	75%	76%	76%
All	80%	81%	81%	81%
Statistical Neighbours	75%	77%	78%	NA

Mathematics

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

KS1 Maths % L2+				
	2008	2009	2010	2011
Haringey				
Girls	89%	85%	86%	88%
Boys	86%	85%	83%	85%
All	87%	85%	85%	87%
England				
Girls	91%	91%	91%	91%
Boys	88%	88%	88%	88%
All	90%	89%	89%	90%
Statistical Neighbours	87%	87%	87%	NA

Science

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

KS1 Science % L2+				
	2008	2009	2010	2011
Haringey				
Girls	87%	86%	85%	87%
Boys	86%	85%	81%	82%
All	87%	85%	83%	84%
England				
Girls	90%	91%	90%	90%
Boys	87%	87%	87%	87%
All	89%	89%	89%	89%

Reading

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

KS1 Reading % L2B+				
	2008	2009	2010	2011
Haringey				
Girls	74%	72%	73%	74%
Boys	64%	62%	61%	64%
All	69%	67%	67%	69%
England				
Girls	77%	77%	78%	79%
Boys	66%	67%	67%	68%
All	71%	72%	72%	74%

Table A2.7: Writing

KS1 Writing % L2B+				
	2008	2009	2010	2011
Haringey				
Girls	61%	60%	61%	62%
Boys	46%	45%	46%	47%
All	53%	52%	53%	54%
England				
Girls	67%	68%	69%	70%
Boys	51%	52%	52%	53%
All	58%	60%	60%	61%

Table A2.8: Maths

KS1 Maths % L2B+				
	2008	2009	2010	2011
Haringey				
Girls	70%	68%	69%	69%
Boys	68%	66%	66%	68%
All	69%	67%	68%	68%
England				
Girls	75%	75%	75%	76%
Boys	73%	72%	72%	73%
All	74%	74%	73%	74%

Table A2.9: Percentage of pupils achieving Level 3+ at the end of Key Stage 1**Reading**

KS1 Reading % L3+				
	2008	2009	2010	2011
Haringey				
Girls	23%	24%	24%	23%
Boys	17%	18%	19%	19%
All	20%	21%	22%	21%
England				
Girls	29%	30%	30%	30%
Boys	21%	22%	22%	22%
All	25%	26%	26%	26%

Table A2.10: Writing

KS1 Writing % L3+				
	2008	2009	2010	2011
Haringey				
Girls	13%	13%	12%	12%
Boys	8%	8%	6%	7%
All	10%	10%	9%	10%
England				
Girls	16%	16%	16%	17%
Boys	8%	9%	8%	9%
All	12%	12%	12%	13%

Table A2.11: Maths

KS1 Maths % L3+					
		2008	2009	2010	2011
Haringey					
	Girls	14%	16%	15%	14%
	Boys	21%	19%	20%	20%
	All	18%	17%	17%	17%
England					
	Girls	19%	19%	18%	18%
	Boys	24%	23%	23%	23%
	All	21%	21%	20%	20%

Table A2.12: Science

KS1 Science % L3+					
		2008	2009	2010	2011
Haringey					
	Girls	15%	19%	15%	15%
	Boys	19%	18%	18%	17%
	All	17%	18%	17%	16%
England					
	Girls	21%	21%	20%	19%
	Boys	23%	23%	22%	21%
	All	22%	22%	21%	20%

Table A2.13 Trends in average point score

		Reading				Writing				Maths		
		2009	2010	2011		2009	2010	2011		2009	2010	2011
Haringey												
	Girls	15.6	15.5	15.6		14.4	14.2	14.5		15.1	15.0	15.1
	Boys	14.4	14.4	14.6		13.0	12.9	13.1		15.1	15.1	15.2
	All	15.0	14.9	15.1		13.7	13.5	13.8		15.1	15.0	15.2
England												
	Girls	16.3	16.3	16.4		15.1	15.2	15.2		15.8	15.7	15.7
	Boys	15.1	15.1	15.2		13.5	13.6	13.7		15.7	15.7	15.7
	All	15.7	15.7	15.8		14.3	14.4	14.4		15.7	15.7	15.7

Table A2.14: KS1 results for Looked After Children

% level 2+	2008	2009	2010	2011
Number of children				
Haringey	10	11	16	15
England KS1 Reading	56%	56%	58%	59%
Haringey KS1 Reading	82%	91%	50%	47%
England KS1 Writing	49%	49%	51%	52%
Haringey KS1 Writing	73%	91%	38%	supp
England KS1 Maths	62%	63%	62%	63%
Haringey KS1 Maths	82%	91%	38%	47%

Table A2.15: KS1 results with Time in school

2011	More than 2 years	1 to 2 years	Less than 1 year
Reading Level 2+	85%	69%	55%
Writing Level 2+	81%	62%	51%
Maths Level 2+	89%	77%	68%
Science level 2+	87%	74%	60%

Table A2.16 : Key Stage 1 results for pupils with special educational needs

2011 SEN status Level 2+	Number	Reading	Writing	Maths	Science
Haringey No SEN	2214	91%	88%	94%	92%
Haringey School Action	477	60%	50%	73%	68%
Haringey School Action Plus	231	52%	45%	64%	62%
Haringey Statement	71	15%	11%	20%	15%

Table A2.17: Key Stage1 results for eligible and not eligible for Free school meals

2011 Level 2+	Number	Reading	Writing	Maths	Science
Haringey 2011					
FSM	953	77%	72%	83%	80%
Not FSM	2040	83%	79%	88%	86%
Gap		6%	8%	6%	6%
England 2011					
FSM		73%	67%	81%	79%
Not FSM		88%	85%	92%	91%
Gap		15%	18%	11%	12%

Table A2.18: Key Stage1 results for eligible and not eligible for Free school meals

2011 Level 3	Number	Reading	Writing	Maths	Science
Haringey 2011					
FSM	953	8%	3%	7%	8%
Not FSM	2040	27%	13%	21%	20%
Gap		19%	10%	14%	12%

Table A 2.19 KS1 Results with ethnicity

S&L 2011	Gender			S&L 2+			S&L 3		
Ethnicity Group	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
Asian Bangladeshi	93	56	37	89%	88%	92%	6%	7%	5%
Asian Indian	35	17	18	91%	94%	89%	11%	18%	6%
Asian Other	43	21	22	91%	90%	91%	9%	14%	5%
Asian Pakistani	29	12	17	76%	83%	71%	21%	33%	12%
Black Caribbean	344	168	176	81%	87%	76%	17%	23%	12%
Black Other	60	25	35	77%	76%	77%	12%	12%	11%
Black African	160	85	75	88%	94%	81%	18%	24%	12%
Black Congolese	59	29	30	81%	93%	70%	X	X	X
Black Ghanaian	91	49	42	90%	92%	88%	14%	20%	7%
Black Nigerian	68	30	38	94%	90%	97%	28%	27%	29%
Black Somali	128	57	71	79%	86%	73%	9%	12%	7%
Black African Total	506	250	256	86%	91%	81%	15%	18%	11%
Chinese	20	9	11	65%	78%	55%	20%	11%	27%
Mixed Other	108	51	57	84%	84%	84%	23%	22%	25%
Mixed White African	36	15	21	92%	100%	86%	28%	33%	24%
Mixed White Asian	50	21	29	98%	100%	97%	28%	19%	34%
Mixed White Caribbean	96	44	52	91%	89%	92%	22%	23%	21%
Other	65	32	33	74%	81%	67%	15%	22%	9%
Other Kurdish	52	27	25	81%	74%	88%	X	X	X
Other Latin American	40	26	14	75%	81%	64%	13%	8%	21%
Other Vietnamese	22	12	10	55%	67%	40%	9%	8%	10%
Refused/Not obtained	46	21	25	50%	57%	44%	17%	14%	20%
White Albanian	29	17	12	90%	94%	83%	17%	18%	17%
White British	600	290	310	95%	97%	94%	42%	44%	40%
White Greek Cypriot	19	10	9	89%	90%	89%	21%	20%	22%
White Gypsy/Roma	17	9	8	18%	X	38%	X	X	X
White Irish	31	18	13	97%	100%	92%	32%	39%	23%
White Irish Traveller	13	X	X	54%	X	X	X	X	X
White Kosovan	24	7	17	79%	71%	82%	X	X	X
White Other	367	174	193	79%	82%	77%	17%	20%	15%
White Turkish	235	119	116	67%	70%	64%	X	X	X
White Turkish Cypriot	13	5	8	69%	100%	50%	15%	20%	13%
Grand Total	2993	1460	1533	83%	86%	81%	20%	22%	18%

Table A 2.20 KS1 Results with ethnicity

Reading 2011	Gender			Reading 2+			Reading 3		
Ethnicity Group	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
Asian Bangladeshi	93	56	37	90%	89%	92%	11%	11%	11%
Asian Indian	35	17	18	89%	100%	78%	31%	47%	17%
Asian Other	43	21	22	93%	95%	91%	23%	29%	18%
Asian Pakistani	29	12	17	79%	83%	76%	17%	33%	6%
Black Caribbean	344	168	176	77%	85%	69%	13%	15%	10%
Black Other	60	25	35	78%	84%	74%	12%	12%	11%
Black African	160	85	75	86%	92%	80%	17%	24%	9%
Black Congolese	59	29	30	76%	90%	63%	8%	10%	7%
Black Ghanaian	91	49	42	90%	94%	86%	13%	18%	7%
Black Nigerian	68	30	38	93%	93%	92%	24%	20%	26%
Black Somali	128	57	71	84%	84%	85%	8%	12%	4%
Black African Total	506	250	256	86%	90%	82%	14%	18%	10%
Chinese	20	9	11	75%	89%	64%	30%	44%	18%
Mixed Other	108	51	57	81%	84%	77%	25%	29%	21%
Mixed White African	36	15	21	89%	93%	86%	36%	47%	29%
Mixed White Asian	50	21	29	94%	95%	93%	32%	33%	31%
Mixed White Caribbean	96	44	52	80%	82%	79%	21%	32%	12%
Other	65	32	33	82%	84%	79%	14%	22%	6%
Other Kurdish	52	27	25	60%	52%	68%	X	X	X
Other Latin American	40	26	14	70%	81%	50%	10%	8%	14%
Other Vietnamese	22	12	10	68%	75%	60%	X	X	X
Refused/Not obtained	46	21	25	48%	57%	40%	24%	24%	24%
White Albanian	29	17	12	79%	88%	67%	17%	18%	17%
White British	600	290	310	92%	94%	90%	44%	47%	42%
White Greek Cypriot	19	10	9	89%	90%	89%	26%	30%	22%
White Gypsy/Roma	17	9	8	18%	22%	13%	X	X	X
White Irish	31	18	13	94%	94%	92%	32%	33%	31%
White Irish Traveller	13	X	X	38%	X	X	X	X	X
White Kosovan	24	7	17	75%	57%	82%	X	X	X
White Other	367	174	193	78%	80%	76%	20%	20%	21%
White Turkish	235	119	116	67%	73%	61%	X	X	X
White Turkish Cypriot	13	5	8	77%	100%	63%	X	X	X
Grand Total	2993	1460	1533	81%	85%	77%	21%	23%	19%

Table A 2.21 KS1 Results with ethnicity

Writing 2011	Gender			Writing 2+			Writing 3		
Ethnicity Group	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
Asian Bangladeshi	93	56	37	85%	84%	86%	6%	5%	8%
Asian Indian	35	17	18	83%	100%	67%	9%	12%	6%
Asian Other	43	21	22	93%	95%	91%	5%	10%	X
Asian Pakistani	29	12	17	66%	83%	53%	10%	17%	6%
Black Caribbean	344	168	176	73%	83%	63%	5%	6%	5%
Black Other	60	25	35	70%	84%	60%	3%	8%	X
Black African	160	85	75	79%	87%	71%	8%	12%	3%
Black Congolese	59	29	30	73%	86%	60%	2%	X	X
Black Ghanaian	91	49	42	88%	92%	83%	2%	4%	0%
Black Nigerian	68	30	38	85%	90%	82%	18%	20%	16%
Black Somali	128	57	71	77%	81%	75%	3%	5%	X
Black African Total	506	250	256	80%	87%	74%	6%	8%	4%
Chinese	20	9	11	75%	89%	64%	15%	22%	9%
Mixed Other	108	51	57	72%	78%	67%	9%	14%	5%
Mixed White African	36	15	21	86%	93%	81%	11%	7%	14%
Mixed White Asian	50	21	29	90%	90%	90%	12%	19%	7%
Mixed White Caribbean	96	44	52	71%	73%	69%	9%	11%	8%
Other	65	32	33	75%	78%	73%	12%	22%	3%
Other Kurdish	52	27	25	65%	63%	68%	2%	X	X
Other Latin American	40	26	14	55%	58%	50%	5%	X	X
Other Vietnamese	22	12	10	73%	83%	60%	5%	X	X
Refused/Not obtained	46	21	25	48%	57%	40%	11%	19%	4%
White Albanian	29	17	12	86%	94%	75%	7%	6%	8%
White British	600	290	310	89%	92%	86%	19%	24%	15%
White Greek Cypriot	19	10	9	79%	90%	67%	X	X	X
White Gypsy/Roma	17	X	X	18%	X	X	X	X	X
White Irish	31	18	13	87%	94%	77%	19%	28%	8%
White Irish Traveller	13	X	X	31%	X	X	X	X	X
White Kosovan	24	7	17	71%	71%	71%	X	X	X
White Other	367	174	193	75%	80%	70%	12%	17%	8%
White Turkish	235	119	116	61%	68%	54%	X	X	X
White Turkish Cypriot	13	5	8	69%	100%	50%	X	X	X
Grand Total	2993	1460	1533	77%	83%	71%	10%	12%	7%

Table A 2.22 KS1 Results with ethnicity

Maths 2011	Gender			Maths 2+			Maths 3		
Ethnicity Group	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
Asian Bangladeshi	93	56	37	91%	89%	95%	11%	5%	19%
Asian Indian	35	17	18	94%	100%	89%	14%	18%	11%
Asian Other	43	21	22	91%	90%	91%	19%	14%	23%
Asian Pakistani	29	12	17	76%	75%	76%	17%	25%	12%
Black Caribbean	344	168	176	81%	87%	76%	8%	5%	10%
Black Other	60	25	35	83%	88%	80%	8%	12%	6%
Black African	160	85	75	89%	93%	84%	9%	11%	8%
Black Congolese	59	29	30	78%	90%	67%	5%	3%	7%
Black Ghanaian	91	49	42	87%	94%	79%	11%	10%	12%
Black Nigerian	68	30	38	94%	93%	95%	16%	7%	24%
Black Somali	128	57	71	88%	86%	90%	5%	7%	3%
Black African Total	506	250	256	88%	91%	84%	9%	8%	9%
Chinese	20	9	11	95%	100%	91%	35%	44%	27%
Mixed Other	108	51	57	86%	84%	88%	16%	12%	19%
Mixed White African	36	15	21	92%	93%	90%	22%	20%	24%
Mixed White Asian	50	21	29	94%	90%	97%	30%	14%	41%
Mixed White Caribbean	96	44	52	85%	82%	88%	17%	11%	21%
Other	65	32	33	83%	88%	79%	15%	16%	15%
Other Kurdish	52	27	25	81%	78%	84%	X	X	X
Other Latin American	40	26	14	75%	81%	64%	10%	8%	14%
Other Vietnamese	22	12	10	91%	92%	90%	23%	17%	30%
Refused/Not obtained	46	21	25	59%	71%	48%	13%	14%	12%
White Albanian	29	17	12	93%	100%	83%	21%	24%	17%
White British	600	290	310	96%	97%	95%	35%	30%	39%
White Greek Cypriot	19	10	9	84%	90%	78%	21%	20%	22%
White Gypsy/Roma	17	X	X	41%	X	X	X	X	X
White Irish	31	18	13	97%	94%	100%	29%	17%	46%
White Irish Traveller	13	X	X	77%	X	X	X	X	X
White Kosovan	24	7	17	79%	71%	82%	X	X	X
White Other	367	174	193	87%	86%	88%	19%	14%	23%
White Turkish	235	119	116	77%	77%	77%	X	X	X
White Turkish Cypriot	13	5	8	69%	100%	50%	X	X	X
Grand Total	2993	1460	1533	87%	88%	85%	17%	14%	20%

Table A 2.23 KS1 Results with ethnicity

Science 2011	Gender			Science 2+			Science 3		
Ethnicity Group	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
Asian Bangladeshi	93	56	37	87%	84%	92%	8%	5%	11%
Asian Indian	35	17	18	94%	100%	89%	11%	12%	11%
Asian Other	43	21	22	93%	95%	91%	16%	14%	18%
Asian Pakistani	29	12	17	76%	75%	76%	21%	42%	6%
Black Caribbean	344	168	176	81%	88%	74%	10%	11%	9%
Black Other	60	25	35	83%	88%	80%	12%	8%	14%
Black African	160	85	75	88%	92%	83%	13%	18%	8%
Black Congolese	59	29	30	75%	86%	63%	X	X	X
Black Ghanaian	91	49	42	88%	88%	88%	10%	12%	7%
Black Nigerian	68	30	38	91%	93%	89%	26%	30%	24%
Black Somali	128	57	71	79%	79%	79%	9%	5%	11%
Black African Total	506	250	256	84%	88%	81%	12%	14%	10%
Chinese	20	9	11	80%	100%	64%	15%	22%	9%
Mixed Other	108	51	57	87%	88%	86%	19%	20%	19%
Mixed White African	36	15	21	92%	100%	86%	17%	20%	14%
Mixed White Asian	50	21	29	98%	100%	97%	18%	5%	28%
Mixed White Caribbean	96	44	52	86%	86%	87%	14%	16%	12%
Other	65	32	33	74%	81%	67%	11%	19%	3%
Other Kurdish	52	27	25	67%	59%	76%	X	X	X
Other Latin American	40	26	14	75%	81%	64%	10%	12%	7%
Other Vietnamese	22	12	10	73%	83%	60%	X	X	X
Refused/Not obtained	46	21	25	50%	57%	44%	17%	14%	20%
White Albanian	29	17	12	93%	94%	92%	14%	18%	8%
White British	600	290	310	95%	97%	94%	35%	30%	40%
White Greek Cypriot	19	10	9	89%	90%	89%	11%	10%	11%
White Gypsy/Roma	17	X	X	24%	X	X	X	X	X
White Irish	31	18	13	94%	94%	92%	16%	17%	15%
White Irish Traveller	13	X	X	69%	X	X	X	X	X
White Kosovan	24	7	17	75%	71%	76%	X	X	X
White Other	367	174	193	83%	84%	81%	15%	13%	17%
White Turkish	235	119	116	72%	72%	72%	2%	2%	3%
White Turkish Cypriot	13	X	X	69%	80%	63%	X	X	X
Grand Total	2993	1460	1533	84%	87%	82%	16%	15%	17%

Table A 2.24 KS1 Results with ethnicity and free school meals

Reading 2011 Ethnicity Group	Number		FSM		No FSM	
	FSM	No FSM	2+	2B+	2+	2B+
Asian Bangladeshi	25	68	96%	76%	88%	74%
Asian Indian	9	26	67%	67%	96%	88%
Asian Other	12	31	83%	83%	97%	94%
Asian Pakistani	8	21	88%	75%	76%	71%
Black Caribbean	139	205	76%	60%	78%	67%
Black Other	23	37	70%	57%	84%	73%
Black African	82	78	85%	68%	87%	67%
Black Congolese	52	7	73%	63%	100%	71%
Black Ghanaian	16	75	94%	75%	89%	73%
Black Nigerian	16	52	94%	69%	92%	79%
Black Somali	94	34	84%	61%	85%	71%
Chinese	X	15	80%	80%	73%	67%
Mixed Other	33	75	70%	58%	85%	73%
Mixed White African	12	24	92%	75%	88%	79%
Mixed White Asian	X	46	100%	75%	93%	91%
Mixed White Caribbean	34	62	71%	65%	85%	71%
Other	16	49	88%	56%	80%	61%
Other Kurdish	38	14	61%	45%	57%	29%
Other Latin American	9	31	89%	44%	65%	45%
Other Vietnamese	14	8	57%	29%	88%	75%
Refused/Not obtained	13	33	77%	77%	36%	30%
White Albanian	12	17	83%	83%	76%	71%
White British	64	536	78%	63%	94%	88%
White Greek Cypriot	X	14	60%	40%	100%	86%
White Gypsy/Roma	X	12	40%	40%	X	X
White Irish	X	29	100%	50%	93%	86%
White Irish Traveller	11	X	45%	18%	X	X
White Kosovan	10	14	80%	70%	71%	50%
White Other	55	312	84%	69%	77%	66%
White Turkish	129	106	70%	50%	64%	47%
White Turkish Cypriot	6	7	67%	33%	86%	71%
Grand Total	953	2040	77%	61%	83%	73%

Table A 2.25 KS1 Results with ethnicity and free school meals

Writing 2011 Ethnicity Group	Number		FSM		No FSM	
	FSM	No FSM	2+	2B+	2+	2B+
Asian Bangladeshi	25	68	88%	52%	84%	63%
Asian Indian	9	26	56%	33%	92%	77%
Asian Other	12	31	83%	33%	97%	81%
Asian Pakistani	8	21	50%	50%	71%	48%
Black Caribbean	139	205	71%	44%	74%	52%
Black Other	23	37	65%	52%	73%	51%
Black African	82	78	77%	59%	82%	58%
Black Congolese	52	7	69%	46%	100%	29%
Black Ghanaian	16	75	81%	44%	89%	64%
Black Nigerian	16	52	88%	69%	85%	65%
Black Somali	94	34	77%	36%	79%	56%
Chinese	X	15	80%	80%	73%	53%
Mixed Other	33	75	73%	39%	72%	59%
Mixed White African	12	24	83%	67%	88%	75%
Mixed White Asian	X	46	75%	75%	91%	83%
Mixed White Caribbean	34	62	65%	44%	74%	47%
Other	16	49	75%	44%	76%	49%
Other Kurdish	38	14	66%	39%	64%	21%
Other Latin American	9	31	56%	22%	55%	45%
Other Vietnamese	14	8	64%	36%	88%	88%
Refused/Not obtained	13	33	69%	54%	39%	24%
White Albanian	12	17	92%	67%	82%	59%
White British	64	536	70%	41%	91%	75%
White Greek Cypriot	X	14	40%	20%	93%	64%
White Gypsy/Roma	X	12	40%	20%	X	X
White Irish	X	29	50%	X	90%	72%
White Irish Traveller	11	X	36%	X	X	X
White Kosovan	10	14	90%	40%	57%	36%
White Other	55	312	80%	55%	74%	52%
White Turkish	129	106	66%	35%	56%	29%
White Turkish Cypriot	6	7	67%	X	71%	X
Grand Total	953	2040	72%	44%	79%	59%

Table A 2.26 KS1 Results with ethnicity and free school meals

Maths 2011 Ethnicity Group	Number		FSM		No FSM	
	FSM	No FSM	2+	2B+	2+	2B+
Asian Bangladeshi	25	68	96%	76%	90%	72%
Asian Indian	9	26	89%	44%	96%	88%
Asian Other	12	31	83%	58%	94%	90%
Asian Pakistani	8	21	88%	63%	71%	57%
Black Caribbean	139	205	79%	53%	82%	63%
Black Other	23	37	78%	52%	86%	68%
Black African	82	78	89%	57%	88%	60%
Black Congolese	52	7	77%	52%	86%	57%
Black Ghanaian	16	75	88%	56%	87%	71%
Black Nigerian	16	52	94%	81%	94%	77%
Black Somali	94	34	87%	52%	91%	74%
Chinese	X	15	100%	80%	93%	87%
Mixed Other	33	75	79%	55%	89%	75%
Mixed White African	12	24	100%	75%	88%	75%
Mixed White Asian	X	46	75%	75%	96%	91%
Mixed White Caribbean	34	62	76%	59%	90%	81%
Other	16	49	81%	50%	84%	76%
Other Kurdish	38	14	82%	47%	79%	36%
Other Latin American	9	31	78%	56%	74%	65%
Other Vietnamese	14	8	86%	71%	100%	75%
Refused/Not obtained	13	33	85%	38%	48%	39%
White Albanian	12	17	92%	75%	94%	76%
White British	64	536	83%	59%	97%	89%
White Greek Cypriot	X	14	60%	40%	93%	86%
White Gypsy/Roma	X	12	60%	20%	33%	17%
White Irish	X	29	100%	50%	97%	86%
White Irish Traveller	11	X	73%	27%	100%	100%
White Kosovan	10	14	90%	80%	71%	43%
White Other	55	312	85%	73%	88%	73%
White Turkish	129	106	78%	49%	75%	49%
White Turkish Cypriot	6	7	67%	X	71%	X
Grand Total	953	2040	83%	56%	88%	74%

Annex 3: KEY STAGE 2

NOTE: The 2010 KS2 tests were affected by the national boycott. Thirty seven schools out of 57 took part in the boycott in Haringey. Haringey results were significantly higher than expected as a result. Care needs to be taken when looking at trends.

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

2011	M	T	A	B	N	2	3	4	5	Grand Total	4+	5+
English			6	103	40	22	347	1341	733	2592	80%	28%
Maths			8	96	47	25	411	1172	833	2592	77%	32%
Science TA				29		89	430	1193	833	2574	79%	33%

M – missing or blank, T – unable to access the tests, 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

English Level 4+	2007	2008	2009	2010	2011
Haringey					
Girls	81%	82%	81%	88%	85%
Boys	69%	70%	71%	80%	75%
All	76%	75%	76%	83%	80%
England					
Girls	84%	86%	85%	85%	86%
Boys	76%	77%	75%	76%	77%
All	80%	81%	80%	81%	82%
Statistical Neighbours	77%	79%	79%	Boycott year	82%

Reading

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

Reading Level 4+	2007	2008	2009	2010	2011
Haringey					
Girls	84%	85%	85%	N/A	86%
Boys	75%	77%	78%	N/A	78%
All	80%	81%	82%	N/A	82%
England					
Girls	87%	90%	89%	87%	87%
Boys	81%	83%	82%	81%	80%
All	84%	87%	86%	84%	84%

Writing

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

Writing Level 4+	2007	2008	2009	2010	2011
Haringey					
Girls	70%	73%	70%	N/A	80%
Boys	51%	59%	58%	N/A	69%
All	60%	66%	64%	N/A	75%
England					
Girls	74%	75%	75%	79%	81%
Boys	59%	61%	60%	64%	68%
All	67%	68%	67%	71%	75%

Mathematics

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

Maths Level 4+	2007	2008	2009	2010	2011
Haringey					
Girls	73%	72%	74%	78%	77%
Boys	72%	72%	75%	79%	78%
All	73%	72%	75%	79%	77%
England					
Girls	76%	78%	78%	80%	80%
Boys	78%	79%	79%	80%	80%
All	77%	79%	79%	80%	80%
Statistical Neighbours	73%	76%	78%	Boycott year	81%

Science

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

Science Level 4+	2007	2008	2009	2010 TA	2011 TA
Haringey					
Girls	86%	84%	83%	82%	81%
Boys	82%	79%	81%	79%	76%
All	84%	82%	82%	80%	79%
England					
Girls	88%	89%	89%	86%	86%
Boys	87%	87%	88%	84%	83%
All	88%	88%	88%	85%	85%
Statistical Neighbours	84%	85%	86%	Boycott year	83%

English

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

English Level 5		2007	2008	2009	2010	2011
Haringey						
	Girls	35%	30%	31%	37%	34%
	Boys	22%	23%	20%	28%	23%
	All	28%	26%	26%	33%	28%
England						
	Girls	38%	36%	35%	40%	35%
	Boys	27%	23%	23%	26%	23%
	All	33%	30%	29%	33%	29%

Table A3.4a: Reading Level 5

Reading Level 5		2007	2008	2009	2010	2011
Haringey						
	Girls	48%	46%	48%	N/A	46%
	Boys	34%	36%	36%	N/A	35%
	All	41%	41%	42%	N/A	41%
England						
	Girls	52%	55%	54%	56%	48%
	Boys	43%	43%	41%	46%	37%
	All	47%	49%	47%	51%	42%

Table A3.4b: Writing Level 5

Writing Level 5		2007	2008	2009	2010	2011
Haringey						
	Girls	21%	24%	21%	N/A	28%
	Boys	12%	14%	14%	N/A	16%
	All	16%	19%	18%	N/A	22%
England						
	Girls	24%	25%	24%	26%	25%
	Boys	14%	15%	15%	15%	15%
	All	19%	20%	19%	21%	20%

Table A3.4c: Maths Level 5

Maths Level 5		2007	2008	2009	2010	2011
Haringey						
	Girls	28%	23%	31%	32%	31%
	Boys	29%	28%	34%	37%	34%
	All	29%	26%	32%	36%	32%
England						
	Girls	29%	28%	32%	32%	33%
	Boys	35%	35%	37%	37%	37%
	All	32%	31%	35%	35%	35%

Table A3.4d: Science Level 5

Science Level 5	2007	2008	2009	2010 TA	2011 TA
Haringey					
Girls	45%	38%	38%	32%	31%
Boys	37%	36%	36%	35%	34%
All	40%	37%	37%	34%	33%
England					
Girls	47%	45%	43%	36%	35%
Boys	46%	44%	43%	37%	35%
All	47%	44%	43%	37%	35%

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

English and Maths level 4+	2007	2008	2009	2010	2011
Haringey					
Girls	70%	68%	70%	75%	73%
Boys	64%	62%	65%	70%	69%
All	67%	66%	68%	75%	71%
England					
Girls	73%	75%	75%	77%	77%
Boys	70%	71%	70%	71%	72%
All	71%	73%	72%	73%	74%
Statistical Neighbours	67%	70%	71%	Boycott year	75%

Table A3.6 KS2 combined English and maths level 5

English and Maths level 5	2007	2008	2009	2010	2011
Haringey					
Girls	21%	17%	20%	25%	22%
Boys	17%	18%	15%	23%	18%
All	19%	18%	18%	24%	20%
England					
Girls	22%	21%	22%	25%	24%
Boys	21%	18%	18%	20%	19%
All	22%	20%	20%	23%	21%

Table A3.7 KS2 combined English and maths with FSM (National Indicator NI 102a)

KS2 Both English and Maths FSM % L4+					
	2007	2008	2009	2010 (DFE)	2011 (DFE)
Haringey					
FSM					
Girls	57%	55%	64%	65% (63%)	67%
Boys	51%	47%	53%	58% (60%)	58%
All	54%	51%	59%	61% (61%)	62%
No FSM					
Girls	78%	78%	76%	81% (81%)	77%
Boys	73%	72%	72%	76% (76%)	75%
All	76%	75%	74%	78% (78%)	76%
England					
FSM					
Girls	53%	57%	57%	59%	61%
Boys	49%	52%	50%	53%	55%
All	51%	54%	53.3%	56%	58%
No FSM					
Girls	76%	78%	78%	80%	81%
Boys	74%	74%	73%	75%	76%
All	75%	76%	75.5%	77%	78%
FSM/non FSM gap					
Haringey gap	21.5%	23.5%	15.2%	17.0%	13.3%
England gap	23.9%	22.3%	22.2%	21%	20.0%

Table A3.8 KS2 results for Looked After Children

KS2 results for Looked After Children L 4+					
Year	2007	2008	2009	2010	2011
Number of children Haringey	21	20	20	21	25
England KS2 English	45%	45%	45%	45%	50%
NI 99 Haringey KS2 English	52%	58%	50%	52%	50%
England KS2 Maths	42%	43%	44%	44%	48%
NI 100 Haringey KS2 Maths	43%	63%	45%	48%	50%
England combined English and maths	33%	35%	35%	36%	40%
Haringey combined English and maths					42%

Table A3.9 KS2 English with time in school

2011 Time In school English	Number of Pupils	4+	5
More than 3 years	2129	83%	31%
2 to 3 years	201	65%	14%
1 to 2 years	168	70%	16%
Less than 1 year	94	59%	11%
Grand Total	2592	80%	28%

Table A3.10 KS2 Maths with time in school

2011 Time In school Maths	Number of Pupils	4+	5
More than 3 years	2129	80%	35%
2 to 3 years	201	66%	19%
1 to 2 years	168	72%	17%
Less than 1 year	94	54%	15%
Grand Total	2592	77%	32%

Table A3.11 KS2 Science with time in school

2011 Time In school Science TA	Number of Pupils	4+	5
More than 3 years	2129	81%	35%
2 to 3 years	201	68%	22%
1 to 2 years	168	70%	21%
Less than 1 year	94	59%	12%
Grand Total	2592	79%	32%

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

2011 Haringey SEN	Number	English		Maths		Science TA	
		4+	5+	4+	5+	4+	5+
No SEN	1813	93%	38%	90%	42%	92%	43%
School Action	462	59%	5%	55%	11%	55%	8%
School Action Plus	222	41%	5%	45%	11%	45%	6%
Statement	95	19%	2%	18%	4%	21%	3%

**Table A3.12a KS2 English and maths combined SEN/no SEN gap
(National Indicator NI 104)**

SEN / No SEN	2008	2009	2010	2011
Haringey No SEN	79.0%	82.6%	90.1%	86.5%
England No SEN	86.2%	85.7%	87.2%	88
Haringey SEN	35.2%	35.9%	35.2%	35.4%
England SEN	32.0%	31.3%	33.4%	34
Haringey No SEN/SEN Gap	43.8%	46.7%	54.9%	51.1%
England No SEN/SEN Gap	54.2%	54.4%	53.8%	54%

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

2011 FSM	Number	English		Maths		Science TA	
		4+	5	4+	5	4+	5
FSM	862	74%	14%	69%	20%	72%	18%
Not FSM	1730	83%	36%	81%	38%	82%	40%

Table A3.14 Key Stage 2 results with ethnicity

English 2011	Gender			English 4+			English 5		
Ethnicity Group	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
Asian Bangladeshi	57	28	29	81%	89%	72%	26%	32%	21%
Asian Indian	30	12	18	83%	100%	72%	23%	17%	28%
Asian Other	40	18	22	93%	83%	100%	28%	17%	36%
Asian Pakistani	29	18	11	72%	78%	64%	21%	17%	27%
Black Caribbean	318	169	149	75%	82%	66%	22%	25%	18%
Black Other	42	22	20	71%	82%	60%	24%	32%	15%
Black African	120	53	67	85%	92%	79%	24%	36%	15%
Black Congolese	53	30	23	70%	80%	57%	19%	20%	17%
Black Ghanaian	103	58	45	83%	88%	76%	27%	29%	24%
Black Nigerian	81	40	41	89%	90%	88%	32%	40%	24%
Black Somali	130	63	67	77%	84%	70%	11%	17%	4%
Black African Total	487	244	243	81%	87%	75%	22%	28%	16%
Chinese	14	X	X	86%	X	X	43%	X	X
Mixed Other	103	55	48	83%	87%	79%	29%	40%	17%
Mixed White African	26	11	15	96%	100%	93%	38%	45%	33%
Mixed White Asian	40	22	18	95%	100%	89%	50%	59%	39%
Mixed White Caribbean	94	43	51	78%	84%	73%	24%	35%	16%
Other	59	24	35	68%	75%	63%	17%	17%	17%
Other Kurdish	78	37	41	76%	76%	76%	9%	11%	7%
Other Latin American	38	21	17	68%	81%	53%	13%	24%	X
Other Vietnamese	18	7	11	89%	100%	82%	17%	14%	18%
Refused/Not obtained	27	19	8	59%	63%	50%	19%	21%	13%
White Albanian	25	17	8	76%	71%	88%	20%	18%	25%
White British	492	238	254	90%	92%	89%	51%	60%	43%
White Greek Cypriot	16	10	6	88%	100%	67%	31%	40%	
White Gypsy/Roma	X	X	X						
White Irish	38	18	20	92%	94%	90%	55%	67%	45%
White Irish Traveller	7	X	X						
White Kosovan	42	21	21	83%	90%	76%	7%	5%	10%
White Other	279	136	143	80%	83%	78%	30%	35%	26%
White Turkish	175	82	93	63%	77%	51%	10%	17%	4%
White Turkish Cypriot	13	X	X	54%					
Haringey	2592	1291	1301	80%	85%	75%	28%	34%	23%

Table A3.15 Key Stage 2 results with ethnicity

Ethnicity Group	Gender			Maths 4+			Maths 5		
	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
Asian Bangladeshi	57	28	29	77%	82%	72%	35%	39%	31%
Asian Indian	30	12	18	83%	83%	83%	40%	50%	33%
Asian Other	40	18	22	75%	56%	91%	25%	6%	41%
Asian Pakistani	29	18	11	69%	72%	64%	34%	33%	36%
Black Caribbean	318	169	149	70%	72%	68%	19%	18%	21%
Black Other	42	22	20	76%	86%	65%	26%	23%	30%
Black African	120	53	67	76%	79%	73%	24%	25%	24%
Black Congolese	53	30	23	55%	57%	52%	17%	20%	13%
Black Ghanaian	103	58	45	74%	72%	76%	20%	19%	22%
Black Nigerian	81	40	41	72%	70%	73%	37%	33%	41%
Black Somali	130	63	67	72%	68%	76%	30%	27%	33%
Black African Total	487	244	243	71%	70%	72%	26%	25%	28%
Chinese	14	X	X	93%	100%	80%	79%	89%	60%
Mixed Other	103	55	48	83%	84%	83%	33%	31%	35%
Mixed White African	26	11	15	85%	91%	80%	35%	27%	40%
Mixed White Asian	40	22	18	90%	86%	94%	68%	68%	67%
Mixed White Caribbean	94	43	51	72%	77%	69%	22%	23%	22%
Other	59	24	35	68%	67%	69%	29%	17%	37%
Other Kurdish	78	37	41	76%	70%	80%	21%	11%	29%
Other Latin American	38	21	17	66%	67%	65%	11%	10%	12%
Other Vietnamese	18	7	11	94%	86%	100%	33%	14%	45%
Refused/Not obtained	27	19	8	67%	74%	50%	15%	21%	X
White Albanian	25	17	8	76%	71%	88%	36%	29%	50%
White British	492	238	254	89%	87%	90%	52%	54%	50%
White Greek Cypriot	16	10	6	81%	90%	67%	25%	30%	X
White Gypsy/Roma	X	X	X	X	X	X	X	X	X
White Irish	38	18	20	95%	89%	100%	42%	39%	45%
White Irish Traveller	7	X	X	X	X	X	X	X	X
White Kosovan	42	21	21	81%	81%	81%	26%	19%	33%
White Other	279	136	143	81%	76%	86%	39%	38%	41%
White Turkish	175	82	93	69%	77%	62%	14%	12%	15%
White Turkish Cypriot	13	X	X	62%	X	X	X	X	X
Haringey	2592	1291	1301	77%	77%	78%	32%	31%	34%

Table A3.16 Key Stage 2 results with ethnicity

Science TA 2011	Gender			Science 4+			Science 5		
Ethnicity Group	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
Asian Bangladeshi	57	28	29	74%	71%	76%	28%	21%	34%
Asian Indian	30	12	18	80%	92%	72%	37%	50%	28%
Asian Other	40	18	22	85%	83%	86%	38%	17%	55%
Asian Pakistani	29	18	11	76%	78%	73%	28%	28%	27%
Black Caribbean	318	169	149	73%	78%	67%	18%	17%	19%
Black Other	42	22	20	71%	77%	65%	24%	32%	15%
Black African	120	53	67	76%	86%	68%	17%	22%	14%
Black Congolese	53	30	23	51%	57%	43%	13%	20%	X
Black Ghanaian	103	58	45	71%	71%	72%	25%	29%	19%
Black Nigerian	81	40	41	80%	75%	85%	30%	20%	39%
Black Somali	130	63	67	76%	76%	76%	25%	24%	25%
Black African Total	487	244	243	73%	74%	72%	22%	24%	21%
Chinese	14	X	X	93%	100%	80%	71%	89%	40%
Mixed Other	103	55	48	88%	89%	87%	42%	43%	40%
Mixed White African	26	11	15	88%	100%	80%	31%	45%	20%
Mixed White Asian	40	22	18	95%	95%	94%	58%	59%	56%
Mixed White Caribbean	94	43	51	76%	79%	74%	30%	35%	26%
Other	59	24	35	68%	75%	63%	25%	21%	29%
Other Kurdish	78	37	41	71%	68%	73%	23%	11%	34%
Other Latin American	38	21	17	70%	81%	56%	11%	19%	X
Other Vietnamese	18	7	11	83%	86%	82%	28%	29%	27%
Refused/Not obtained	27	19	8	83%	82%	83%	22%	24%	17%
White Albanian	25	17	8	80%	76%	88%	28%	29%	25%
White British	492	238	254	92%	92%	93%	59%	61%	56%
White Greek Cypriot	16	10	6	88%	90%	83%	44%	50%	X
White Gypsy/Roma	X	X	X	X	X	X	X	X	X
White Irish	38	18	20	92%	94%	90%	61%	61%	60%
White Irish Traveller	7	X	X	43%	X	X	X	X	X
White Kosovan	42	21	21	90%	90%	90%	24%	19%	29%
White Other	279	136	143	79%	80%	79%	35%	34%	35%
White Turkish	175	82	93	64%	73%	56%	11%	13%	9%
White Turkish Cypriot	13	X	X	54%	67%	43%	X	X	X
Haringey	2592	1291	1301	79%	81%	76%	32%	33%	32%

Table A3.17 Key Stage 2 results with ethnicity

English & Maths 2011 Ethnicity Group	Gender			English & Maths 4+			English & Maths 5		
	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
Asian Bangladeshi	57	28	29	68%	75%	62%	14%	14%	14%
Asian Indian	30	12	18	73%	83%	67%	20%	17%	22%
Asian Other	40	18	22	73%	50%	91%	18%	6%	27%
Asian Pakistani	29	18	11	66%	67%	64%	17%	11%	27%
Black Caribbean	318	169	149	64%	66%	61%	11%	11%	11%
Black Other	42	22	20	62%	82%	40%	14%	18%	10%
Black African	120	53	67	72%	75%	69%	12%	17%	7%
Black Congolese	53	30	23	49%	57%	39%	9%	10%	9%
Black Ghanaian	103	58	45	71%	72%	69%	14%	12%	16%
Black Nigerian	81	40	41	72%	70%	73%	20%	20%	20%
Black Somali	130	63	67	67%	65%	69%	9%	14%	4%
Black African Total	487	244	243	68%	69%	67%	13%	15%	10%
Chinese	14	X	X	86%	100%	60%	36%	56%	X
Mixed Other	103	55	48	77%	80%	73%	19%	24%	15%
Mixed White African	26	11	15	85%	91%	80%	27%	27%	27%
Mixed White Asian	40	22	18	88%	86%	89%	50%	59%	39%
Mixed White Caribbean	94	43	51	67%	74%	61%	17%	19%	16%
Other	59	24	35	63%	63%	63%	14%	13%	14%
Other Kurdish	78	37	41	68%	65%	71%	4%	3%	5%
Other Latin American	38	21	17	58%	67%	47%	5%	10%	X
Other Vietnamese	18	7	11	83%	86%	82%	17%	X	X
Refused/Not obtained	27	19	8	56%	63%	38%	11%	16%	X
White Albanian	25	17	8	72%	65%	88%	12%	12%	13%
White British	492	238	254	86%	86%	86%	41%	48%	35%
White Greek Cypriot	16	10	6	81%	90%	67%	19%	X	X
White Gypsy/Roma	X	X	X	X	X	X	X	X	X
White Irish	38	18	20	89%	89%	90%	37%	39%	35%
White Irish Traveller	7	X	X	14%	X	X	X	X	X
White Kosovan	42	21	21	69%	71%	67%	7%	5%	10%
White Other	279	136	143	73%	74%	73%	23%	25%	22%
White Turkish	175	82	93	54%	65%	44%	6%	7%	4%
White Turkish Cypriot	13	X	X	54%	50%	57%	X	X	X
Haringey	2592	1291	1301	71%	73%	69%	20%	22%	18%

Key Stage 2 results with free school meals and ethnicity Tables A3.18 – A3.19

KS2 English 2011 Ethnicity Group	Number		English 4+	
	All		All	
	FSM	No FSM	FSM	No FSM
Asian Bangladeshi	22	35	82%	80%
Asian Indian	6	24	67%	88%
Asian Other	9	31	78%	97%
Asian Pakistani	9	20	67%	75%
Black Caribbean	111	207	68%	78%
Black Other	21	21	67%	76%
Black African	54	66	81%	88%
Black Congolese	40	13	68%	77%
Black Ghanaian	29	74	90%	80%
Black Nigerian	16	65	88%	89%
Black Somali	103	27	77%	78%
Chinese	6	8	83%	88%
Mixed Other	24	79	67%	89%
Mixed White African	7	19	86%	100%
Mixed White Asian	X	36	100%	94%
Mixed White Caribbean	37	57	78%	77%
Other	21	38	67%	68%
Other Kurdish	50	28	80%	68%
Other Latin American	6	32	83%	66%
Other Vietnamese	12	6	83%	100%
Refused/Not obtained	8	19	63%	58%
White Albanian	14	11	79%	73%
White British	56	436	70%	93%
White Greek Cypriot	X	13	100%	85%
White Gypsy/Roma	X	X	X	X
White Irish	12	26	75%	100%
White Irish Traveller	X	X	X	X
White Kosovan	31	11	84%	82%
White Other	53	226	70%	83%
White Turkish	91	84	66%	60%
White Turkish Cypriot	X	11	X	55%
Haringey	862	1730	74%	83%

KS2 Maths 2011 Ethnicity Group	Number		Maths 4+	
	All		All	
	FSM	No FSM	FSM	No FSM
Asian Bangladeshi	22	35	73%	80%
Asian Indian	6	24	83%	83%
Asian Other	9	31	33%	87%
Asian Pakistani	9	20	56%	75%
Black Caribbean	111	207	59%	76%
Black Other	21	21	76%	76%
Black African	54	66	76%	76%
Black Congolese	40	13	53%	62%
Black Ghanaian	29	74	72%	74%
Black Nigerian	16	65	63%	74%
Black Somali	103	27	73%	70%
Chinese	6	8	100%	88%
Mixed Other	24	79	79%	85%
Mixed White African	7	19	57%	95%
Mixed White Asian	X	36	50%	94%
Mixed White Caribbean	37	57	70%	74%
Other	21	38	67%	68%
Other Kurdish	50	28	76%	75%
Other Latin American	6	32	83%	63%
Other Vietnamese	12	6	100%	83%
Refused/Not obtained	8	19	75%	63%
White Albanian	14	11	71%	82%
White British	56	436	70%	91%
White Greek Cypriot	X	13	67%	85%
White Gypsy/Roma	X	X	X	X
White Irish	12	26	92%	96%
White Irish Traveller	X	X	40%	50%
White Kosovan	31	11	81%	82%
White Other	53	226	64%	85%
White Turkish	91	84	69%	69%
White Turkish Cypriot	X	11	50%	64%
Haringey	862	1730	69%	81%

KS2 Science 2011 Ethnicity Group	Number		Science 4+	
	All		All	
	FSM	No FSM	FSM	No FSM
Asian Bangladeshi	22	35	68%	77%
Asian Indian	6	24	67%	83%
Asian Other	9	31	56%	94%
Asian Pakistani	9	20	67%	80%
Black Caribbean	111	207	66%	77%
Black Other	21	21	71%	71%
Black African	54	66	79%	73%
Black Congolese	40	13	50%	54%
Black Ghanaian	29	74	68%	73%
Black Nigerian	16	65	63%	85%
Black Somali	103	27	77%	74%
Chinese	6	8	100%	88%
Mixed Other	24	79	83%	90%
Mixed White African	7	19	71%	95%
Mixed White Asian	X	36	100%	94%
Mixed White Caribbean	37	57	73%	79%
Other	21	38	71%	66%
Other Kurdish	50	28	72%	68%
Other Latin American	6	32	50%	74%
Other Vietnamese	12	6	83%	83%
Refused/Not obtained	8	19	88%	80%
White Albanian	14	11	79%	82%
White British	56	436	75%	95%
White Greek Cypriot	X	13	67%	92%
White Gypsy/Roma	X	X	X	X
White Irish	12	26	75%	100%
White Irish Traveller	X	X	40%	50%
White Kosovan	31	11	90%	91%
White Other	53	226	70%	82%
White Turkish	91	84	69%	58%
White Turkish Cypriot	X	11	50%	55%
Haringey	862	1730	72%	82%

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

Table A3.20: English Level 4+

English 4+	2006	2007	2008	2009	2010	2011	2011 national
African	71%	73%	72%	73%	78%	81%	79%
African Caribbean	71%	72%	72%	74%	77%	75%	79%
Kurdish	38%	47%	44%	64%	65%	76%	
Turkish	48%	55%	50%	59%	63%	63%	
White UK	90%	91%	90%	87%	90%	90%	82%
All	75%	76%	75%	76%	79%	80%	82%

Table A 3.21: Maths Level 4+

Maths 4+	2006	2007	2008	2009	2010	2011	2011 national
African	61%	69%	65%	66%	75%	71%	76%
African Caribbean	58%	66%	61%	69%	69%	70%	73%
Kurdish	49%	62%	52%	69%	74%	76%	
Turkish	51%	60%	61%	64%	74%	69%	
White UK	87%	88%	87%	89%	88%	89%	81%
All	70%	74%	72%	75%	79%	77%	80%

Table A3.22 Science Level 4+

Science 4+	2006	2007	2008	2009	2010 TA	2011 TA
African	72%	76%	77%	77%	77%	73%
African Caribbean	75%	80%	80%	81%	75%	73%
Kurdish	46%	65%	61%	72%	70%	71%
Turkish	55%	66%	68%	70%	65%	64%
White UK	93%	93%	94%	94%	92%	92%
All	79%	84%	82%	82%	80%	79%

Table A3.23 English level 5+

English 5+	2006	2007	2008	2009	2010	2011	2011 national
African	22%	19%	17%	18%	23%	22%	23%
African Caribbean	19%	18%	15%	19%	22%	22%	20%
Kurdish	7%	5%	3%	5%	7%	9%	
Turkish	5%	6%	8%	8%	11%	10%	
White UK	54%	51%	48%	45%	59%	51%	30%
All	30%	29%	26%	26%	33%	28%	29%

Table A3.24 Maths level 5+

Maths 5+	2006	2007	2008	2009	2010	2011	2011 national
African	14%	19%	14%	21%	23%	26%	28%
African Caribbean	13%	15%	13%	21%	19%	19%	20%
Kurdish	8%	11%	12%	15%	24%	21%	
Turkish	9%	16%	13%	18%	24%	14%	
White UK	53%	51%	48%	54%	59%	52%	35%
All	28%	29%	26%	32%	35%	32%	35%

Table A3.25 Science level 5+

Science 5+	2006	2007	2008	2009	2010	2011
African	23%	30%	25%	24%	23%	22%
African Caribbean	23%	28%	24%	28%	22%	18%
Kurdish	11%	14%	11%	10%	9%	23%
Turkish	11%	15%	18%	15%	12%	11%
White UK	70%	64%	63%	65%	61%	59%
All	38%	40%	37%	37%	34%	32%

Table A3.26 % 2 levels of progress from Key Stage 1 to Key Stage 2 English (National Indicator NI 93)

2 levels of progress in English (KS1 to KS2)	2007	2008	2009	2010	2011
Haringey	85%	85%	82%	89%	87%
England	84%	82%	81%	83%	84%

Table A3.27 % 2 levels of progress from Key Stage 1 to Key Stage 2 Mathematics (National Indicator NI 94)

2 levels of progress in maths (KS1 to KS2)	2007	2008	2009	2010	2011
Haringey	75%	75%	80%	82%	82%
England	76%	78%	80%	82%	83%

2011 validated school results

Name	Number of pupils eligible for KS2 assessment	% achieving Level 4 or above in both English and mathematics	% of pupils making expected progress in English	% of pupils making expected progress in maths	% of pupils achieving Level 4 or above in reading	% of pupils achieving Level 4 or above in writing	% of pupils achieving Level 4 or above in English	% of pupils achieving Level 4 or above in maths	Average point score
Alexandra	28	75%	92%	96%	64%	75%	75%	86%	27.1
Belmont Junior	52	79%	98%	88%	98%	88%	94%	81%	28.9
Bounds Green Junior	60	83%	93%	84%	92%	78%	90%	85%	27.7
Bruce Grove	53	55%	85%	89%	64%	49%	58%	79%	26
Campsbourne Junior	53	36%	67%	51%	60%	43%	55%	53%	23.7
Chestnuts	47	55%	90%	69%	74%	77%	74%	66%	25.9
Coldfall	60	97%	97%	100%	97%	95%	97%	100%	30.1
Coleraine Park	52	50%	82%	72%	63%	56%	62%	62%	25
Coleridge	59	97%	89%	93%	100%	98%	98%	97%	29.6
Crowland	45	53%	77%	68%	82%	58%	69%	58%	24.8
Devonshire Hill	58	72%	92%	100%	81%	57%	72%	91%	27.1
Downhills	56	61%	70%	75%	70%	50%	66%	66%	25.2
Earlham	55	56%	89%	79%	64%	64%	71%	69%	25.6
Earlsmead	57	81%	86%	96%	89%	63%	86%	91%	27.8
Ferry Lane	27	81%	88%	92%	85%	78%	85%	81%	27.6
Highgate	54	65%	83%	69%	80%	65%	74%	76%	27
Lancasterian	53	77%	90%	85%	83%	83%	87%	83%	27.9
Lea Valley	61	74%	87%	85%	74%	74%	79%	79%	27
Lordship Lane	88	66%	97%	86%	77%	81%	77%	76%	26.6
Mulberry	68	53%	88%	81%	68%	59%	63%	57%	24.5
Muswell Hill	60	93%	93%	92%	95%	92%	97%	93%	30
Nightingale	39	62%	76%	74%	77%	51%	69%	72%	25.2
Noel Park	61	56%	82%	57%	72%	72%	74%	66%	25.4
North Harringay	42	74%	89%	87%	76%	57%	74%	79%	25.6
Our Lady of Muswell RC	54	81%	88%	86%	83%	91%	83%	87%	27.9
Rhodes Avenue	60	88%	96%	93%	92%	97%	93%	90%	30.1
Risley Avenue	79	76%	93%	86%	82%	71%	80%	82%	27.4
Rokesly Junior	88	78%	90%	88%	88%	70%	84%	84%	28
Seven Sisters	43	56%	85%	79%	72%	56%	67%	65%	25
South Harringay Junior	42	52%	76%	65%	90%	48%	74%	60%	25.5
St Aidan's	30	90%	93%	96%	93%	93%	93%	90%	29.7
St Ann's CofE	27	48%	83%	63%	78%	93%	81%	56%	26.3
St Francis de Sales RC Junior	85	69%	80%	67%	84%	84%	85%	69%	26.7
St Gildas' RC Junior	54	85%	98%	90%	96%	93%	94%	85%	29.9
St Ignatius RC	42	74%	85%	73%	86%	83%	81%	74%	27
St James' CofE	30	100%	100%	97%	100%	100%	100%	100%	31.1
St John Vianney RC	29	86%	97%	90%	90%	90%	93%	90%	29.4
St Martin of Porres RC	27	96%	96%	92%	100%	96%	100%	96%	30.8
St Mary's CofE Junior	55	62%	75%	65%	76%	69%	75%	71%	26.7
St Mary's Priory RC Junior	56	88%	87%	88%	89%	84%	91%	89%	28.7
St Michael's CofE	19	68%	88%	81%	74%	79%	84%	74%	25.9
St Michael's CofE Voluntary Aided	55	85%	98%	85%	96%	93%	95%	85%	29.9
St Paul's and All Hallows CofE Junior	59	78%	81%	74%	93%	97%	93%	78%	27.5
St Paul's RC	29	79%	96%	96%	90%	90%	86%	86%	27.6
Stamford Hill	18	50%	83%	56%	67%	78%	72%	67%	25.8
Stroud Green	46	59%	87%	80%	76%	61%	72%	70%	26.1
Tetherdown	30	97%	93%	97%	100%	100%	100%	97%	31.5
The Green CofE	16	56%	86%	86%	69%	63%	56%	75%	25.5
The Willow	39	64%	94%	78%	79%	82%	85%	67%	26.7
Tiverton	52	69%	89%	83%	79%	75%	77%	77%	26.6
Welbourne	55	67%	87%	78%	80%	71%	78%	71%	26.2
West Green	27	67%	72%	84%	78%	70%	78%	67%	26.1
Weston Park	30	100%	100%	100%	100%	93%	100%	100%	31.5

Annex 4: KEY STAGE 4 AND POST 16

Table A4.0: GCSE results – number and percentage

2011	Number	%
Number at end of KS4	2101	
5+ A* - C Including English and Maths	1202	57.3%
5+ A* - C	1620	77.6%
5+ A* - G	1948	92.7%
No passes	17	0.8%

Table A4.1: Percentage of pupils attaining 5+ A*-C grades at the end of Key Stage 4

KS4 % 5+ A*-C Grades					
	2007	2008	2009	2010	2011
Haringey					
Girls	62.2%	64.0%	70.1%	76.2%	78.7%
Boys	50.3%	56.0%	65.4%	70.0%	74.5%
All	56.2%	59.7%	67.7%	73.0%	77.6%
England					
Girls	66.0%	69.9%	74.4%	79.5%	82.7%
Boys	57.0%	60.9%	65.8%	71.4%	75.0%
All	61.4%	65.3%	70.0%	75.4%	79.5%

Table A4.1a: Percentage of pupils attaining 5+ A*-C (including English and maths) grades at the end of Key Stage 4

KS4 % 5+ A*-C Grades inc E&M					
	2007	2008	2009	2010	2011
Haringey					
Girls	42.9%	46.0%	48.4%	53.1%	59.3%
Boys	32.0%	39.0%	43.2%	43.4%	54.4%
All	37.4%	42.0%	45.7%	48.0%	57.3%
England					
Girls	51.0%	51.9%	54.1%	57.8%	62.2%
Boys	41.9%	42.8%	45.7%	49.3%	54.6%
All	46.3%	47.6%	49.8%	53.5%	58.9%
Statistical Neighbours	43%	46%	50%	54%	58%

Table A4.2: Percentage of pupils attaining 5+ A*-G grades at the end of Key Stage 4

		KS4 % 5+ A*-G Grades				
		2007	2008	2009	2010	2011
Haringey						
	Girls	90.9%	92.0%	93.0%	93.1%	92.9%
	Boys	84.8%	88.0%	88.7%	89.9%	91.6%
	All	87.8%	89.2%	90.8%	91.4%	92.2%
England						
	Girls	93.1%	93.5%	94.4%	94.6%	94.6%
	Boys	88.8%	89.3%	90.4%	91.1%	91.6%
	All	90.90%	91.60%	92.30%	92.8%	93.1

Table A4.2a: Percentage of pupils attaining 5+ A*-G grades (including English and maths) at the end of Key Stage 4

		KS4 % 5+ A*-G Grades inc E&M				
		2007	2008	2009	2010	2011
Haringey						
	Girls	90.6%	90.1%	91.0%	91.0%	91.5%
	Boys	84.1%	85.8%	88.5%	88.5%	89.5%
	All	87.1%	87.9%	89.7%	89.7%	90.5%
England						
	Girls	90.1%	90.8%	91.0%	91.0%	93.3%
	Boys	84.8%	85.8%	86.5%	86.5%	90.0%
	All	87.4%	88.3%	88.7%	88.7%	91.6%

Table A4.3: Percentage of pupils attaining at least one qualification at the end of Key Stage 4

		KS4 % any passes				
		2007	2008	2009	2010	2011
Haringey						
	Girls	96.2%	96.7%	98.1%	98.0%	99.2%
	Boys	93.6%	95.5%	95.7%	98.0%	98.7%
	All	94.9%	96.0%	96.9%	98.0%	99.2%
England						
	Girls	98.7%	99.2%	99.5%	99.4%	99.4%
	Boys	97.4%	98.0%	98.3%	98.6%	98.8%
	All	98.0%	98.6%	98.9%	99.0%	99.2%

Table A4.4: Average point score at the end of Key Stage 4

	2007	2008	2009	2010	2011
England	378.1	390.2	413.5	438.5	455.8
Haringey	346.7	355	379.8	395.1	406.7

Table A4.5: Key Stage 4 results for Looked After Children

	2006	2007	2008	2009	2010	2011
Number of pupils Haringey	52	40	40	48	45	45
England 5+ A* - C	12%	14%	17%	21%	26%	31%
Haringey 5+ A* - C	21%	27%	23%	31%	33%	20.5%

**Table A4.5a: National Indicator 101 Looked After Children
5+ A* - C (including English and maths)**

	2009	2010	2011
England	10%	12%	13%
Haringey	19%	20%	10%

**Table A4.6: Key Stage 4 results for eligible and not eligible for Free school meals
National Indicator (NI 102b)**

5+ A* - C (inc Eng and maths)				
	2008	2009	2010	2011
Haringey				
FSM	28.9%	36.0%	38.4%	45.9%
No FSM	48.8%	50.2%	50.3%	63.5%
England				
FSM	23.8%	26.6%	30.9%	35.1%
No FSM	51.6%	54.2%	58.5%	62.5%
FSM/non FSM gap				
Haringey gap	19.9%	14.2%	11.9%	17.6%
England gap	27.8%	27.6%	27.6%	27.4%

**Table A4.7 the SEN/non-SEN gap – KS4 % 5+ A* - C including English and maths
National Indicator (NI 105)**

	No identified SEN				SEN				%Gap			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Haringey	53%	57%	60%	68%	16%	18%	25%	34%	37%	39%	35%	34%
England	57%	61%	66%	69.5%	12%	16%	20%	22.1%	46%	45%	46%	47.4%

Table A4.8: Comparison of performance at GCSE for minority ethnic groups %5+ A* - C

	2007	2008	2009	2010	2011	2011 national
African	57%	57%	67%	77%	76%	82%
African Caribbean	41%	49%	58%	64%	71%	78%
Kurdish	40%	55%	64%	61%	60%	Not available
Turkish	48%	50%	54%	68%	79%	Not available
White British	65%	74%	73%	75%	83%	80%
Haringey	56.2%	59.7%	67.7%	73.0%	77.6%	79.5%

Table A4.9: Comparison of performance at GCSE for minority ethnic groups %5+ A* - C (including English & Maths)

	2007	2008	2009	2010	2011	2011 England
African	32%	36%	37%	42%	56%	58%
African Caribbean	24%	30%	34%	31%	42%	49%
Kurdish	16%	28%	31%	30%	27%	Not available
Turkish	23%	27%	25%	41%	42%	Not available
White British	58%	65%	63%	62%	74%	58%
Haringey	37.4%	42.0%	45.7%	48.0%	57.3%	58.9%

Table A4.10: % 5+ A* - C and 5+ A* - C (including English and maths) with ethnicity

Provisional 2011 GCSE Ethnicity	Number			5+ A* - C inc EM			5+ A* - C		
	All pupils	F Total	M Total	All pupils	F Total	M Total	All pupils	F Total	M Total
Asian Bangladeshi	69	40	29	64%	58%	72%	86%	85%	86%
Asian Indian	31	18	13	68%	83%	46%	87%	94%	77%
Asian Other	36	25	11	67%	56%	91%	78%	68%	100%
Asian Pakistani	22	10	12	64%	40%	83%	77%	50%	100%
Black Caribbean	292	156	136	42%	46%	38%	71%	77%	63%
Black Other	52	26	26	54%	62%	46%	65%	77%	54%
Black African	95	52	43	42%	52%	30%	62%	67%	56%
Black Congolese	36	19	17	42%	47%	35%	78%	84%	71%
Black Ghanaian	68	37	31	57%	73%	39%	76%	86%	65%
Black Nigerian	51	32	19	76%	78%	74%	86%	88%	84%
Black Somali	125	62	63	61%	65%	57%	81%	81%	81%
Black African Total	375	202	173	56%	63%	47%	76%	80%	71%
Chinese	9	X	7	67%	50%	71%	67%	50%	71%
Mixed Other	97	55	42	71%	78%	62%	82%	85%	79%
Mixed White African	29	14	15	52%	57%	47%	86%	79%	93%
Mixed White Asian	10	X	X	90%	100%	80%	90%	100%	80%
Mixed White Caribbean	72	36	36	46%	50%	42%	65%	69%	61%
Other	59	26	33	64%	62%	67%	83%	77%	88%
Other Kurdish	75	36	39	27%	31%	23%	60%	61%	59%
Other Latin American	26	9	17	35%	22%	41%	65%	78%	59%
Other Vietnamese	21	X	16	81%	60%	88%	90%	60%	100%
Refused/Not obtained	7	X	X	43%	X	X	43%	100%	X
White Albanian	20	8	12	60%	63%	58%	80%	88%	75%
White British	365	165	200	74%	76%	72%	83%	85%	81%
White Greek Cypriot	14	8	6	57%	63%	50%	71%	63%	83%
White Gypsy/Roma	6	X	X	X	X	X	50%	X	100%
White Irish	14	6	8	79%	67%	88%	86%	83%	88%
White Irish Traveller	X	X	X	20%	33%	X	40%	67%	X
White Kosovan	28	14	14	68%	64%	71%	89%	86%	93%
White Other	181	91	90	66%	70%	62%	81%	82%	80%
White Turkish	158	71	87	44%	44%	44%	80%	87%	75%
White Turkish Cypriot	28	17	11	32%	29%	36%	71%	65%	82%
Haringey	2101	1053	1048	57%	60%	55%	78%	79%	75%

Table A4.13: GCSE Trend 5+ A* - C (Including English and maths)

School	% 5+ A*-C (inc Eng and maths)			
	2008	2009	2010	2011
Alexandra Park	60	62	66	69
Fortismere	70	73	73	79
Gladesmore	42	46	41	54
Greig City Academy	30	40	30	37
Highgate Wood	46	51	46	68
Hornsey	42	51	53	58
John Loughborough	39	34	31	29
Northumberland Park	38	35	40	39
Park View	30	31	45	53
St Thomas More	36	30	31	54
Woodside High	28	38	47	58
Haringey	42	45.7	48.0	57.3
England	47.6	49.7	53.4	58.9

Table A4.14: GCSE Trend 5+ A* - C

School	% 5+ A*-C			
	2008	2009	2010	2011
Alexandra Park	69	71	83	87
Fortismere	79	81	84	87
Gladesmore	64	73	82	77
Greig City Academy	53	62	58	66
Highgate Wood	54	62	60	77
Hornsey	62	67	63	67
John Loughborough	58	45	69	68
Northumberland Park	63	77	78	78
Park View	57	61	74	78
St Thomas More	64	68	68	76
Woodside High	43	66	78	82
Haringey	59.7	67.7	73.0	77.6
England Average	65.3	69.7	75.4	79.5

Fischer Family Trust (FFT) analysis of 2011 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 A4.15 2011 GCSE matched to Key Stage 2

5+ A* - C (E&M) Matched to Key Stage 2	Matched number	Actual results	Difference from expected based on prior attainment
All pupils	1962	57.4%	10%
Girls	957	61%	9%
Boys	1005	54%	11%

The preliminary analysis above by FFT indicates that performance at GCSE in 2011 was significantly above expected for both boys and girls in 5+ A* - C (E&M).

DCSF tables showing progress from Key Stage 2 to GCSE

Table A4.16 % making expected progress from Key Stage 2 to GCSE English

% making expected progress from KS2 to GCSE English	2007	2008	2009	2010	2011
Haringey	60%	65%	67%	69%	77%
England	61%	65%	65%	70%	72%

Table A4.17 % making expected progress from Key Stage 2 to GCSE Maths

% making expected progress from KS2 to GCSE Maths	2007	2008	2009	2010	2011
Haringey	51%	60%	66%	67%	72%
England	55%	57%	58%	63%	65%

Post 16 Advanced results

Table A4.18: Trend in total average point score (APS) per student

	APS per student				
	2007	2008	2009	2010	2011
England Average	731.1	740	739.1	744.9	745.9
Haringey	592.6	589.2	631.8	633.2	661.4
Statistical Neighbour	611.3	624.7	635.7	634.6	647.5

Table A4.19: Trend in average point score per exam entry

	APS				
	2007	2008	2009	2010	2011
England Average	207.5	209.4	211.7	214.4	216.2
Haringey	203.3	199.3	206.1	212.5	216.0
Statistical Neighbour	200.5	203.1	205.6	208.4	209.8

Table A4.20: School and 6th Form Post 16 Achievement and Attainment Tables 2011

School	Number at end of A/AS or equivalent study 2011	Total Average point score per student 2010	Total average point score per student 2011	Average point score per exam entry 2010	Average point score per exam entry 2011
Alexandra Park	107	674.2	743.6	221	225.2
Fortismere	182	813.5	848.2	228.9	234.7
Greig City Academy	65	532.6	598.4	210.6	205.3
Haringey Sixth Form Centre	225	582.9	617.3	201.3	208.8
Highgate Wood Secondary	74	641.8	667.7	198.0	205.2
Hornsey School for Girls	63	617.1	630	197.0	195.2
St Thomas More	38	527.1	453.1	198.2	184
Haringey	754	633.2	661.4	212.5	216

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)

Table A4.21: Level 2 Attainment for 19 year olds

Local Authority	By age 19				
	2006	2007	2008	2009	2010
Haringey	62%	66%	71%	75%	79%
SN Hackney	57%	56%	69%	66%	67%
SN Islington	54%	62%	65%	63%	70%
Tower Hamlets	58%	62%	66%	71%	74%
SN Southwark	62%	63%	72%	75%	76%
SN Lewisham	60%	64%	69%	74%	77%
SN Lambeth	60%	67%	71%	74%	77%
SN Waltham Forest	67%	68%	72%	73%	79%
SN Wandsworth	65%	69%	74%	77%	79%
Enfield	67%	70%	73%	77%	80%
SN Hammersmith and Fulham	71%	73%	76%	78%	84%
Brent	79%	74%	80%	80%	83%
Camden	72%	75%	75%	77%	79%
Barnet	76%	78%	81%	84%	86%
England	71.4%	73.9%	76.5%	78.7%	78.7%

Table A4.22: 2010 Level 2 Attainment for 19 year olds by receipt of free school meals (National Indicator 82)

	FSM	Not FSM	Gap
Haringey	73%	80%	7%
England	61%	81%	20%

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 A4.23 Level 3 Attainment for 19 year olds

	By age 19				
	2006	2007	2008	2009	2010
Haringey	43%	44%	46%	49%	55%
Hackney	35%	33%	39%	41%	42%
SN Islington	32%	35%	35%	36%	41%
Tower Hamlets	33%	37%	39%	41%	43%
SN Lewisham	39%	41%	44%	48%	51%
SN Lambeth	39%	42%	45%	47%	49%
SN Southwark	42%	43%	47%	51%	53%
SN Wandsworth	45%	48%	51%	54%	57%
Waltham Forest	47%	48%	48%	48%	54%
Enfield	46%	49%	50%	52%	56%
Brent	60%	53%	58%	58%	59%
SN Hammersmith and Fulham	57%	55%	57%	59%	66%
Camden	53%	56%	56%	59%	60%
Barnet	58%	60%	60%	64%	65%
England	45%	46%	48%	50%	52%

Table A4.24: 2010 Level 3 Attainment for 19 year olds by receipt of free school meals (National Indicator 81)

	FSM	Not FSM	Gap
Haringey	44%	57%	13%
England	29%	54%	24%

Table A4.25: Data on NEET (Not in employment, education or training) Haringey and Statistical neighbours

	'Closeness'	2007/08	2008/09	2009/10	2010/11
Haringey		10.3%	6.8%	6.8%	6.6%
Lewisham	Close	6.1%	5.5%		
Lambeth	Close	9.8%	7.9%		
Hackney	Somewhat close	11.7%	10.0%		
Waltham Forest	Somewhat close	5.4%	4.7%		
Southwark	Somewhat close	10.0%	8.8%		
Islington	Somewhat close	9.5%	7.7%		
Hammersmith and Fulham	Somewhat close	7.0%	6.0%		
England Average		6.7%	6.7%	6.4%	

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

Annex 5: ATTENDANCE AND EXCLUSIONS

Table A5.1: % Attendance in Haringey Primary Schools

Primary	2006	2007	2008	2009	2010	2011
Haringey	93.4	94.3	94.2	94.2	94.4	94.5
National	94.2	94.8	94.7	94.7	94.8	95.0

Table A5.2: % Attendance in Haringey Secondary Schools

Secondary	2006	2007	2008	2009	2010	2011
Haringey	91.1	92.3	92.7	92.7	93.0	93.5
National	91.8	92.1	92.7	92.8	93.1	93.5

Table A5.3: % Attendance in Haringey Special Schools

Special	2006	2007	2008	2009	2010	2011
Haringey	90.3	90.0	89.9	90.3	89.4	90.5
National	89.7	89.4	89.4	89.3	89.7	90.0

Table A5.4: % Persistent Absence trend

	2008	2009	2010	2011 old*	2011 new*
Haringey Primary PA	2.1	1.6	1.5	1.7 (304)	4.6 (822)
National Primary PA	1.7	1.5	1.4	1.3	3.9
Haringey Secondary PA	6	5.4	4.6	4.2 (480)	8.3 (934)
National Secondary PA	5.6	4.9	4.4	4	8.4
Haringey Total PA	3.7	3.1	2.8	2.8 (815)	6.2 (1815)
National Total PA	3.6	3.3	2.9	2.6	6.1

Exclusions

There were 20 permanent exclusions from secondary schools in 2010/11 and 3 permanent exclusions from primary schools.

Table A5.5: Primary exclusions

Ethnicity	2010/11	2010/11	2010/11
	Number excluded	Total number	% excluded (out of cohort)
Grand Total	X	22239	X

Table A5.6: Secondary exclusions with ethnicity

Ethnicity	2010/11	2010/11	2010/11
	Number excluded	Total number	% excluded (out of cohort)
Any Other	X	450	X
Asian/(British + Indian)	X	920	X
Black African	X	2274	X
Black Caribbean	5	1607	0.31%
Mixed Race – White & Black Caribbean	X	503	X
White British	5	2059	0.24%
White Irish	X	117	X
White Other	X	1847	X
Grand Total	20	13423	0.15%

Annex 6: TARGETS FOR 2012

SCHOOL NAME	KS2 pupils on roll	English and Maths level 4 and above (%)	English - 2 levels of progression from KS1 to KS2	Maths - 2 levels of progression from KS1 to KS2
Alexandra Primary School	30	74	100	94
Belmont Junior School	55	80	86	88
Bounds Green Junior School	60	71	82	86
Broadwater Farm Primary School	39	74	88	93
Bruce Grove Primary School	56	65	91	88
Campsbourne Junior School	52	70	76	90
Chestnuts Primary School	54	75	90	90
Coldfall Primary School	60	85	88	95
Coleraine Park Primary School	59	60	80	85
Coleridge Primary School	60	91	91	91
Crowland Primary School	48	80	90	95
Devonshire Hill Primary School	59	73	78	83
Downhills Primary School	59	61	94	96
Earlham Primary School	57	69	83	89
Earlsmead Primary School	57	84	92	90
Ferry Lane Primary School	27	73	84	88
Highgate Primary School	56	82	76	97
Lancasterian Primary School	55	73	82	86
Lea Valley Primary School	59	70	90	85
Lordship Lane Primary School	90	65	87	87
Mulberry Primary School	74	63	92	92
Muswell Hill Primary School	59	94	94	96
Nightingale Primary School	44	70	93	100
Noel Park Primary School	68	66	84	84
North Harringay Primary School	49	80	100	100
Our Lady of Muswell RC Primary School	57	92	94	94
Rhodes Avenue Primary School	60	93	93	93
Risley Avenue Primary School	88	66	84	84
Rokesly Junior School	87	88	90	90
Seven Sisters Primary School	48	61	86	84
South Harringay Junior School	47	60	83	92
St Aidan's Voluntary Controlled Primary School	30	70	70	70
St Ann's CofE Primary School	27	73	97	87
St Francis de Sales RC Junior School	86	84	90	87
St Gildas' RC Junior School	56	88	93	93
St Ignatius RC Primary School	43	86	88	86
St James' CofE Primary School	30	90	90	88
St John Vianney RC Primary School	30	75	67	79
St Martin of Porres RC Primary School	29	92	92	92
St Mary's CofE Junior School	57	72	70	72
St Mary's Priory RC Junior School	59	92	94	94
St Michael's CofE Primary School	17	71	86	89

SCHOOL NAME	KS2 pupils on roll	English and Maths level 4 and above (%)	English - 2 levels of progression from KS1 to KS2	Maths - 2 levels of progression from KS1 to KS2
St Michael's CofE Voluntary Aided Primary School	60	95	100	100
St Paul's and All Hallows CofE Junior School	59	87	96	93
St Paul's RC Primary School	30	76	100	100
Stamford Hill Primary School	17	71	78	87
Stroud Green Primary School	53	85	88	98
Tetherdown Primary School	30	97	97	97
The Green CofE Primary School	19	67	79	79
Tiverton Primary School	52	70	83	73
Welbourne Primary School	59	68	95	93
West Green Primary School	30	83	96	96
Weston Park Primary School	30	83	93	93

SCHOOL NAME	KS4 pupils on roll	5+ A*-C GCSEs (or equivalent) incl. English and maths	English - 3 levels of progression from KS2 to KS4	Maths - 3 levels of progression from KS2 to KS4
Hornsey School for Girls	240	63	75	70
Highgate Wood Secondary School	240	73	82	82
Northumberland Park Community School	196	45	85	80
Fortismere School	242	85	85	86
Gladesmore Community School	273	50	70	75
Woodside High School	173	57	100	95
Alexandra Park School	213	68	80	80
Park View	244	55	80	80
St Thomas More Catholic School	154	50	65	56
The John Loughborough School	57	49	80	60

Abbreviations and Glossary

ALPS	Advanced Level Performance Systems
BME	Black and Minority Ethnic
BPAP	Black Children's Achievement Programme
CAF	Common Assessment Framework
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. Haringey's Statistical Neighbours are: Lewisham, Lambeth (Close), Hackney, Waltham Forest, Southwark, Islington, Hammersmith and Fulham (Somewhat Close), Wandsworth, Greenwich, Croydon (Not Close)