

**Analyses of results at the end of  
Key Stages 1,2,3,4 and Post 16 for 2005  
and data for attendance and exclusions**

**NOVEMBER 2005**

# CONTENTS

	<b>Pages</b>
<b>Introduction</b>	<b>3</b>
<b>Summary</b>	<b>4 - 6</b>
<b>Summary of results 2005</b>	<b>7</b>
<b>Section 1 Key Stage 1</b>	<b>8 - 10</b>
<b>Section 2 Key Stage 2</b>	<b>11 - 20</b>
<b>Section 3 Key Stage 3</b>	<b>21 - 25</b>
<b>Section 4 Key Stage 4</b>	<b>26 - 31</b>
<b>Annexes</b>	
<b>Annex 1 Key Stage 1 test and task data</b>	<b>32 - 37</b>
<b>Annex 2 Key Stage 2 test data</b>	<b>38 - 48</b>
<b>Annex 3 Key Stage 3 test data</b>	<b>49 - 59</b>
<b>Annex 4 Key Stage 4 and Post 16 data</b>	<b>60 - 65</b>
<b>Annex 5 Attendance and exclusions</b>	<b>66</b>

## **Analyses of results at the end of Key Stages 1,2,3,4 for 2005 and data for attendance and exclusions**

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### **Introduction**

The results overall show improving trends, in particular progress at Key Stage 4 has improved year on year since 2001 at almost four times the national rate. The schools in the east of the borough have been rapidly closing the gap between east and west, with 400 more 16 year olds in the east of the borough achieving 5+ A\* - C grades in 2005 than was the case in 2001.

At Key Stage 2 many schools have achieved major improvements. Almost three-quarters (72%) of schools achieved at or above the national average in English, at level 4+ and 68% of schools achieved at or above the national average in maths at level 4+.

This report provides a very detailed analyses of the results for 2005, which reflects the breadth and depth of data available.

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. Readers need to be aware that at the time of writing schools are still checking their data with the DfES. This may lead to some of the analyses and data being modified when final results are confirmed by the DfES in February 2006. The analyses will continue into the new year when DfES data is confirmed and a final report will be prepared usually in February.

The annual evaluation of performance data is very important as it is used to drive future priorities. The analysis and evaluation of the 2005 data will be used to inform and drive the priorities in the new Children and Young People's Plan.

The report starts with a useful summary giving key points and presents the overall results for 2005 on one page. The report continues with analyses of the results for each key stage, by gender, ethnic minority pupils, mobility, English as an additional language, 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 includes detailed analysis of all ethnic groups. The largest African, African Caribbean Turkish, Kurdish and White British. The attainment of all groups is monitored in the Children's Service and information provided at school level ensures that the progress of all pupils is monitored closely.

In this report high attaining pupils are defined as those attaining at least one level above national expectations at the end of each Key Stage and low attaining pupils are defined as those pupils attaining two levels below national expectations. The annexes to the report, contain detailed tables of data which show Haringey relevant 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.

## SUMMARY

1. The results at Key Stage 1 indicate that overall Haringey is making similar progress to the national rate but remains below the national average.
2. In 2005 some apparent decline in reading, writing and mathematics at Level 3 can be accounted for by a change of assessment method. Haringey was one of 34 LAs invited in 2004 to participate in a national trial to use teacher assessment as the main method of determining results, rather than using national tests for seven year olds. In 2005 all LAs moved to a similar method of assessment. Our view is that teacher assessment is more reliable for children at this age because it assesses a wider range of achievement. However, a consequence has been a local as well as a national downward trend at Level 3.
3. At Key Stage 2 the gap between the Haringey and national figures at Level 4 and above has narrowed slightly in English (from 8% to 7%) and remained unchanged in maths (7%) and in science (9%). The key priority is to identify and target support for groups of pupils that are at risk of not achieving level 4 by age 11. Ensuring that more pupils achieve what is expected for eleven year olds will provide them with a firm foundation for the next phase of their education.
4. Whilst the ambitious LEA targets for Key Stage 2 have not been met, many schools have secured major improvements. For example, in English, some of the most substantial gains were made at Alexandra, Broadwater Farm, Stroud Green and Nightingale schools. In mathematics, some of the biggest gains were made at South Harringay Juniors, Muswell Hill, St Mary's RC Junior and Earlsmead, as well as schools already mentioned for English. There has also been a substantial reduction in the number of schools where fewer than 65% of pupils achieve level 4+ in English and maths. In English (since 1999) the number has reduced from 29 schools to 18, in mathematics the number has reduced from 30 schools to 19.
5. Twenty six schools (49% of schools) in Haringey achieve at or above the national average in English at level 4+ (national average is 79% Level 4+). Fourteen schools (26%) obtain 90% and over at English level 4+.
6. Twenty schools (38% of schools) achieve at or above the national average in maths at level 4+ (national average is 75% Level 4+). At Key Stage 2 seven schools (13%) obtain 90% and over at maths level 4+. Coleridge, Rhodes Avenue, Our Lady of Muswell, St Gildas' RC Juniors, Tetherdown, Muswell Hill and Stroud Green obtain 50% and over at English level 5+ (national is 27%). Sixty nine percent of pupils at Rhodes Avenue and Weston Park achieved level 5+ in maths (national is 31%). Rhodes Avenue, St James and St Aidan's achieved 100% level 4+ in science. West Green achieved 96% and Welbourne 88% level 4+ in science.
7. There are still a number of schools where high proportions of pupils do not achieve what is expected of them by the end of Key Stage 2. To some extent this is a reflection of low attainment on entry, but some schools manage to overcome this obstacle and we want all schools to be like this. All these lower-

performing schools receive an individual programme of intervention focused on raising standards. In all cases this support is provided in line with the schools' participation in one or more of the national and local initiatives specifically aimed at raising standards in such schools.

8. The majority of pupils make the progress expected of them in English and maths between the ages of 7 and 11. However there are a small number who do not make the expected progress in science across Key Stage 2. Specialist consultants continue to develop teachers' subject knowledge and teaching methods in these areas and promote rigorous assessment, target setting and tracking of progress as a means to ensure that this situation is redressed. There are a range of programmes to support and develop primary school leadership which are also clearly focused on improving pupils' achievements.
9. The attainment of most ethnic minority pupils continues to improve in English and maths, both at Key Stage 2 with evidence of beginning to close the gap with UK White pupils. At Key Stage 3 the progress is ahead of UK White pupils.
10. The difference in attainment levels between girls and boys in Haringey primary schools generally mirrors the national picture. The attainment of all mobile pupils continues to be well below that of other pupils across all phases of education. Many of these pupils speak English as an additional language (EAL) and achieve less well than their English-speaking peers in tests. However, once they become fully fluent in English, EAL pupils attain equally to, or better than pupils speaking English as their first language.
11. Pupils' attendance in Haringey primary schools has improved by 0.22%, representing approximately, an additional 11,000 sessions attended this year. Attendance has also improved in secondary schools by 0.12%, representing approximately, an additional 4,000 sessions attended. Primary attendance is now 0.98%, secondary is now 0.81% behind the national. This improvement is due to a range of effective school-based initiatives and the improved work of the Education Welfare Service.
12. There were no permanent exclusions in primary schools during the academic year. There were 28 permanent exclusions from secondary schools in the 2004/05 academic year (20 exclusions in 2003/04). This represents approximately 0.25% of the secondary school population. The 2003/04 national figure for secondary school exclusions is also 0.25%.
13. At Key Stage 3, Haringey's rate of progress over the past four years has been significantly better than the national trend. Since 2001 improvement in English level 5+ has been 17% in Haringey (10% national), in maths the improvement has been 14% (8% national), in science the improvement has been 10% (4% national). The gap between Haringey overall results and the national remain substantial, but good progress is being made.
14. Park View Academy and St. Thomas More schools secured significant improvements in Key Stage 3 English. Notable improvements were made in mathematics at Northumberland Park, John Loughborough, Greig City Academy and Highgate Wood.

15. Good progress has continued at GCSE with very impressive gains in the percentage of pupils attaining 5+ A\* - C grades. Since 2001 Haringey has improved from 31% to 50% in the 5+ A\* - C indicator (national improvement is from 50% to 56%). Haringey is now only 6% behind the national figure.
16. The gap in performance between schools in the east and the west of Haringey is quickly closing at Key Stage 4. Since 2001 schools in the east have improved from 18% to 42%, schools in the west have improved from 48% to 58% in the 5+ A\* - C indicator. This has had a significant impact on improving the life chances of many of Haringey's young people. All schools have made very significant progress since 2001. This year has seen Northumberland Park, John Loughborough and Greig City Academy also making big improvements.
17. The attainment of most ethnic minority pupils at KS4 has improved considerably and progress is beginning to close the gap with White UK pupils. Caribbean pupils are the fastest improving group at Key Stage 4 with 20% more achieving 5+ A\*-C grades since 2002 compared with 15% of African pupils and 4% of White UK pupils.
18. Post 16 the Haringey result in the percentage of pupils obtaining A – E grades in A level courses is in line with national results. The average point score per exam entry is below the national. The number of final year students taking advanced courses in Haringey schools is 321 from a potential year 11 cohort of approximately 2,100 students. These figures reinforce the need for the new Haringey Sixth Form Centre.
19. The educational attainment of Looked After Children at Key Stage 2 has improved by 5% in English and remained the same in mathematics and science. At Key Stage 3 results have declined slightly in English, mathematics and science. At Key Stage 4 results stayed the same in the 5+ A\* - C indicator, declined by 3% in the 5+ A\* - G indicator, and improved by 3.6% in the 1+ A\* - G indicator. National 2005 results for Looked After Children are not currently available.
20. The percentage of the 16-18 cohort in Haringey who are NEET (Not in Employment, Education or Training) is 14.3% in August 2005. This is significantly higher than for neighbouring local authorities.

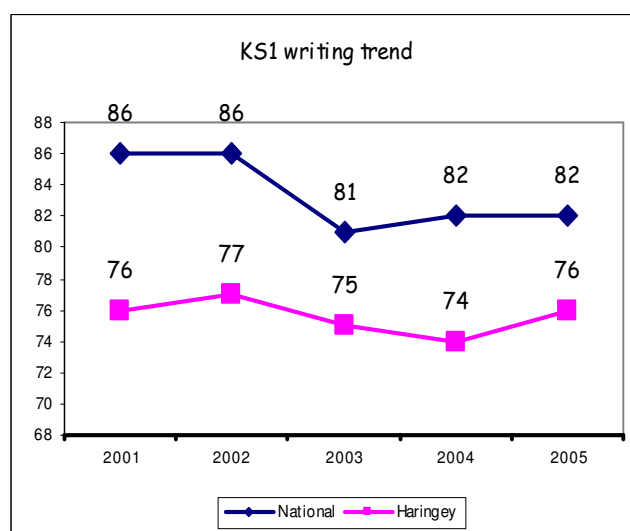
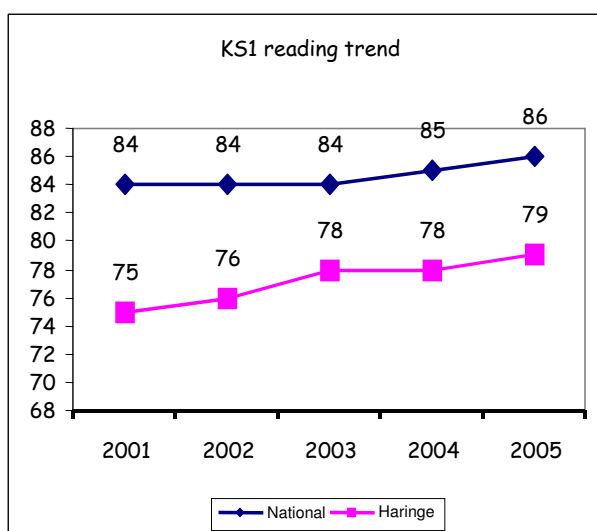
## Summary of results 2005 (2004 in brackets)

	Haringey	National
<b>Key Stage 1</b>		
% Reading level 2+	79 (78)	86 (85)
% Writing level 2+	76 (74)	82 (82)
% Maths level 2+	87.5 (85)	91 (90)
% Reading level 2B+	66 (63)	73 (71)
% Writing level 2B+	53 (54)	61 (62)
% Maths level 2B+	68 (66)	74 (75)
<b>Key Stage 2</b>		
% English level 4+	72 (70)	79 (78)
% Maths level 4+	68 (67)	75 (74)
% Science level 4+	77 (77)	86 (86)
% English level 5+	24 (25)	27 (27)
% Maths level 5+	25 (26)	31 (31)
% Science level 5+	38 (36)	47 (42)
<b>Key Stage 3</b>		
% English level 5+	65 (59)	74 (71)
% Maths level 5+	62 (58)	74 (73)
% Science level 5+	52 (51)	70 (66)
% English level 6+	28 (25)	35 (34)
% Maths level 6+	39 (37)	53 (52)
% Science level 6+	24 (24)	37 (34)
<b>Key Stage 4</b>		
% 5+ A* - C	50 (44)	56 (54)
% 1+ A* - G	96 (93)	97 (96)
<b>Post 16 Advanced</b>		
% A – E grades	96 (96)	96 (96)
Total average point score	186.5 (208.7)	273.7 (269.2)
Average point score per exam entry	71.9 (74.0)	79.6 (78.7)

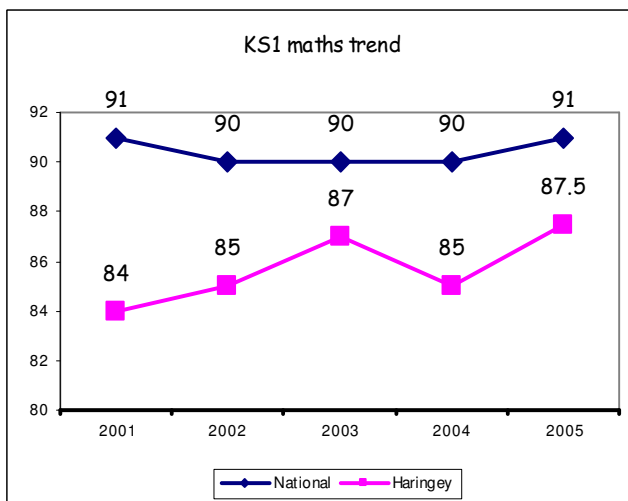
## Section 1

### Key Stage 1 (see Annex 1 for more detail)

- 21 The 2005 results are not directly comparable with previous years because the DfES has introduced more flexible reporting arrangements using tests and tasks to underpin an overall teacher assessed grade at the end of Key Stage 1. Haringey participated in the 2004 trial of this new arrangement. Evidence from previous years shows that Haringey teacher assessment is reliable and correlates well to test results, though there may be a tendency for teachers to be more strict in awarding a level 3 in some areas, particularly in mathematics. (see national trend at level 3+)
- 22 Over the last five years, Haringey's rate of progress at the end of Key Stage 1 has been very similar to the rate nationally. At Level 2 and above (L2+) in reading, the improvement has been better than the national rate at 4% compared to 2% nationally. Writing has not changed, whilst the national has fallen by 4%. Mathematics has improved by 3.5% to 87.5%, whilst national has remained at 91%
- 23 In 2005, the percentage of pupils achieving L2+ has improved by 1% to 79% in reading, improved by 2% to 76% in writing and improved by 2.5% to 87.5% in mathematics. The percentage achieving L3 decreased from 23% to 22% in reading, from 14% to 13% in writing and from 23% to 18% in mathematics (this substantial reduction is also reflected in the national trend).
- 24 Nationally at L2+ there has been a 1% improvement in reading, no change in writing and a 1% improvement in mathematics. At L3+, nationally there has been a 2% fall in reading, a 1% fall in writing and a 5% fall in mathematics.







## Gender

- 25 At Key Stage 1, girls outperform boys in reading by 11% at L2+ and 6% L3+ (national 8% and 10% respectively). In writing by 13% at L2+ and 6% at L3+ (national 11% and 10%). The results in mathematics are closer; girls outperform boys by 3% at L2+, boys outperform girls by 4% at L3+. These differences are similar to national results.

## Ethnic Minority Pupils

- 26 At Key Stage 1, there continues to be a substantial difference in attainment between White British pupils and pupils from the other large ethnic groups. This is particularly significant at the higher levels of achievement. Thirty seven percent of White UK pupils attain L3+ in reading compared to 21% African Caribbean, 15% African, 6% Turkish and 24% White Other pupils. In writing, the comparative L3+ figures are: 20% White UK, 11% African Caribbean, 8% African, 2% Turkish and 18% White Other. Mathematics L3+ figures are 28% White UK, 15% African Caribbean, 10% African, Turkish 8% and 25% White Other.

## Mobility

- 27 2164 (77%) of KS1 pupils were at their school for more than 2 years prior to taking KS1. 643 (23%) were at their school for less than 2 years. There is a 15% to 20% difference in the percentage of pupils attaining L2+ and 2B+ in reading, writing and mathematics between pupils who have been at their school for more than two years compared to pupils with less than two years. Traveller, Congolese, Somali, Kosovan, Kurdish and Turkish pupils continue to be some of the most mobile at Key Stage 1.

## English as an Additional Language (EAL)

- 28 At the end of Key Stage 1, 477 pupils (18% of cohort) at EAL Stage 3 and above continue to attain higher standards in reading, writing and mathematics than pupils without EAL.

## **Special Educational Needs (SEN)**

- 29 There were 701 pupils at the end of Key Stage 1 who had special educational needs (25% of cohort). 61 pupils had statements of special educational needs, twelve of these pupils were attending special schools. Most statemented pupils follow the national curriculum and where necessary are assessed using P scales. (P scales are a series of descriptors that operate below level 1). Many schools are now using P scales but there is currently not enough information to use them comparatively.

## **Eligibility for free school meals**

- 30 There were 1733 pupils eligible for free school meals, 1022 not eligible. 53% of eligible pupils and 75% of not eligible obtained Reading level 2B+. The figures for level 3 are 10% and 30% respectively. Writing and mathematics have similar differences.

## **High Attaining Pupils**

- 31 At Key Stage 1 there has been a reduction in the percentage of high attaining pupils (pupils attaining L3+). In reading the figure fell by 1% to 22% (nationally a 2% fall to 27%), in writing a 1% decrease to 13% (nationally a 1% fall to 15%), and in mathematics a 5% decrease to 18% (nationally a 5% fall to 23%).

## **Low attaining pupils**

- 32 At Key Stage 1 there continues to be a slight reduction in the percentage of low attaining pupils. In reading the percentage of pupils who attained a W (working towards level 1) fell from 5.3% to 5.1% (nationally the 2005 figure is 3%). Writing fell from 7.3% to 6.8% (5% nationally) and mathematics fell from 4.3% to 3.4% (2% nationally).

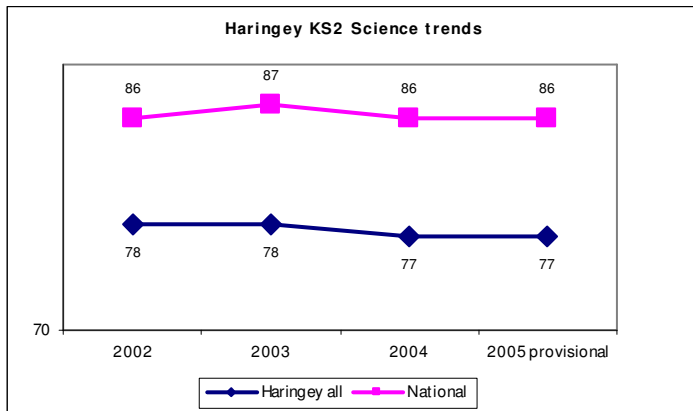
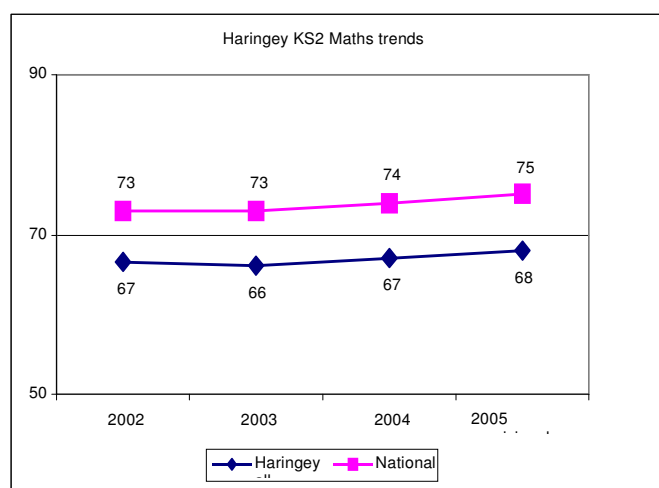
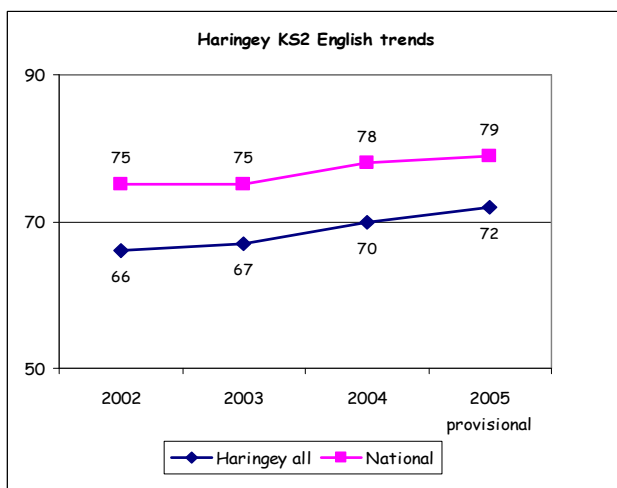
## **Looked After Children**

- 33 There has been an overall reduction of the percentage of pupils achieving L2+ in reading (50% to 47%) and writing (50% to 41%) and improvement in mathematics (61% to 65%) Haringey results for Looked After Children are 7% below the 2004 national in reading and writing and 1% above in mathematics. The number of Looked After Children in 2005 was 17. This means that each child is approximately 6% of the cohort and that changes in the attainment of a few children can have a significant effect on the percentage variation year on year.

## Section 2

### Key Stage 2 (see Annex 2 for more detail)

- 34 Overall, Haringey's rate of progress since 2002 at Key Stage 2 has been roughly in line with the national trend. At level 4 and above (L4+), English has improved by 5% in Haringey compared to national improvement of 4%. Mathematics in Haringey has improved by 1% compared to a 2% gain nationally. In science the Haringey result has dropped by 1% whilst the national result has not changed.



- 35 In 2005 in English, the percentage achieving L4+ has improved from 70% to 72%. In mathematics the improvement is from 67% to 68%. In science, results remained the same at 77%. The percentage of pupils achieving L5+ in English and mathematics has decreased by 1% to 24% and 25% respectively. The result in science has increased by 2% to 38%. Targets for the end of Key Stage 2 have not been met.
- 36 Nationally, in 2005, at L4+ there has been an increase of 1% in English and mathematics and no change in science. At L5+ the English result is 27%, the mathematics result is 31% and the science result is 47%.

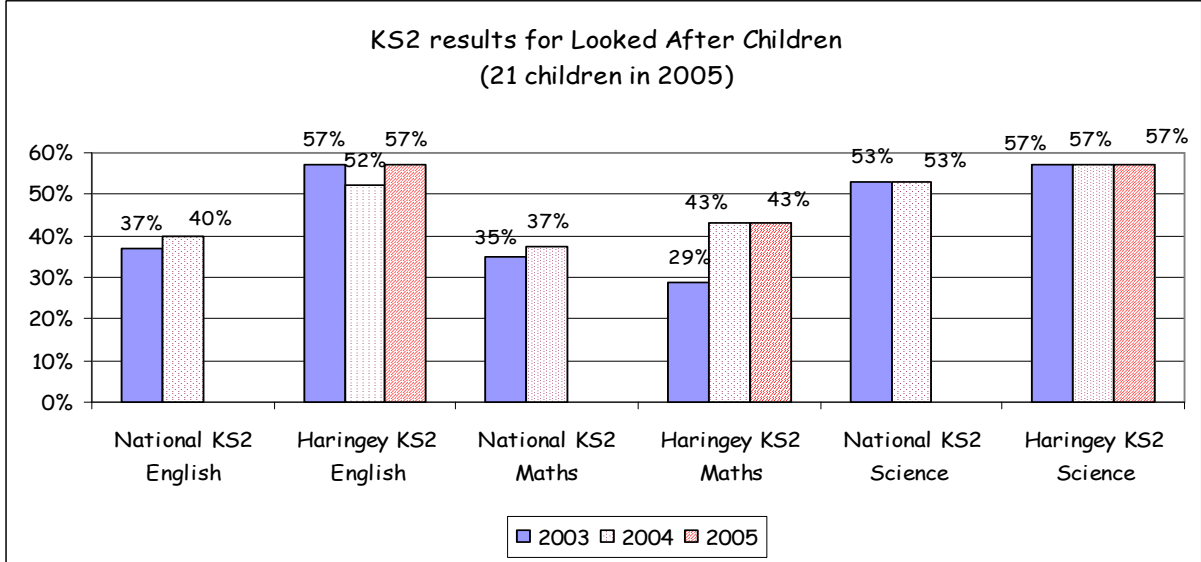
- 37 A continuing concern is lack of progress in science at Key Stage 2. To some extent this remains a consequence of schools concentrating on English and mathematics. The LA has developed a science strategy, which has been in place for a little over a year, and the science consultant is targeting those schools where there is a significant gap between the science results and those in English and mathematics. We are also pursuing links with King's College in terms of specialist teaching input for schools.
- 38 Although Haringey is following the national trend, our rate of overall improvement still needs to increase in order for us to close the gap on national results. To address this issue the LA will work closely with schools to ensure they have appropriate pupil tracking systems and procedures in place, that pupils' progress is monitored regularly and teacher's plans for learning are in place to meet the needs of all pupils.
- 39 There remains a significant gap between the results in the east and west of the borough.
- 40 In English Key Stage 2 Level 4 and above, for example, the difference in 2002 between east and west was 23%, in 2005 the gap is 21%. The gap in maths remains at 18%.

**Gender**

- 41 Haringey's results mirror the national picture with girls outperforming boys in English at L4+ by 8% and at L5+ by 10% (national difference is 10% at L4+ and 12% at L5+). This is reversed in maths with boys outperforming girls at L4+ by 2% and at L5+ by 5% (national picture is 1% at L4+ and 5% at L5+). In science, boys outperform the girls at L4+ by 2% (against a national picture of girls outperforming boys by 1% and at L5+ by 1% (nationally boys outperform girls by 2%).

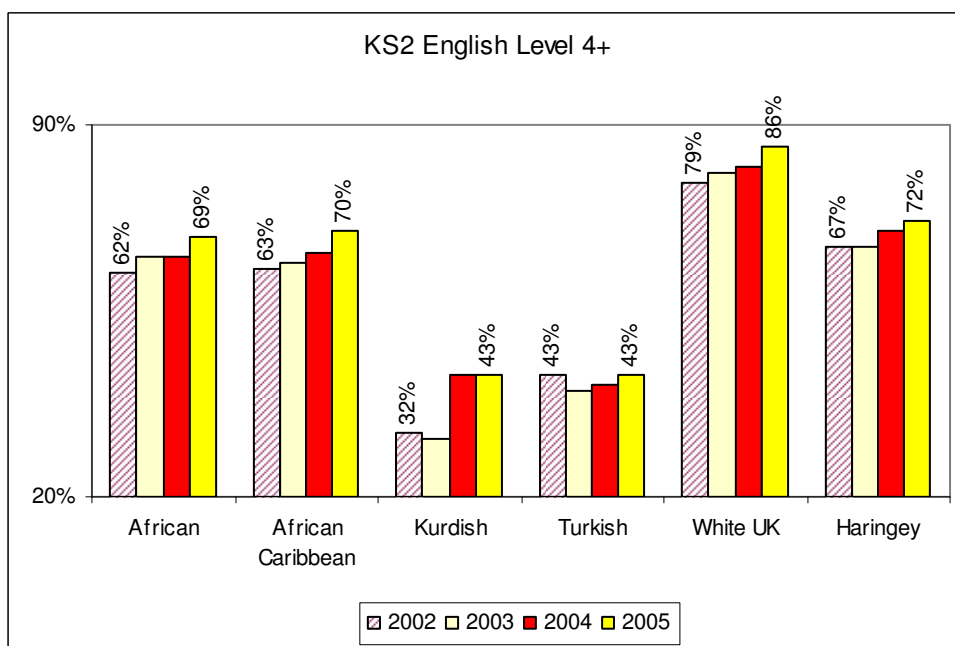
**Looked after Children**

- 42 At KS2 results have improved (since 2004) by 5% for English and remained the same for maths and science. All results are above the national 2004 figures for Looked After Children. The number of Looked After Children at KS2 in 2005 is 21. This means that each child is approximately 5% of the cohort.

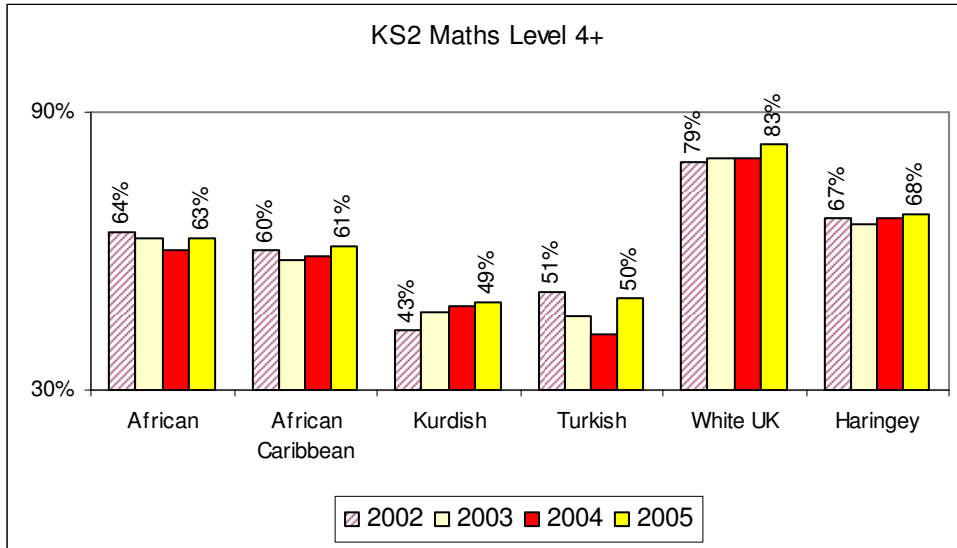


## Ethnic Minority Pupils

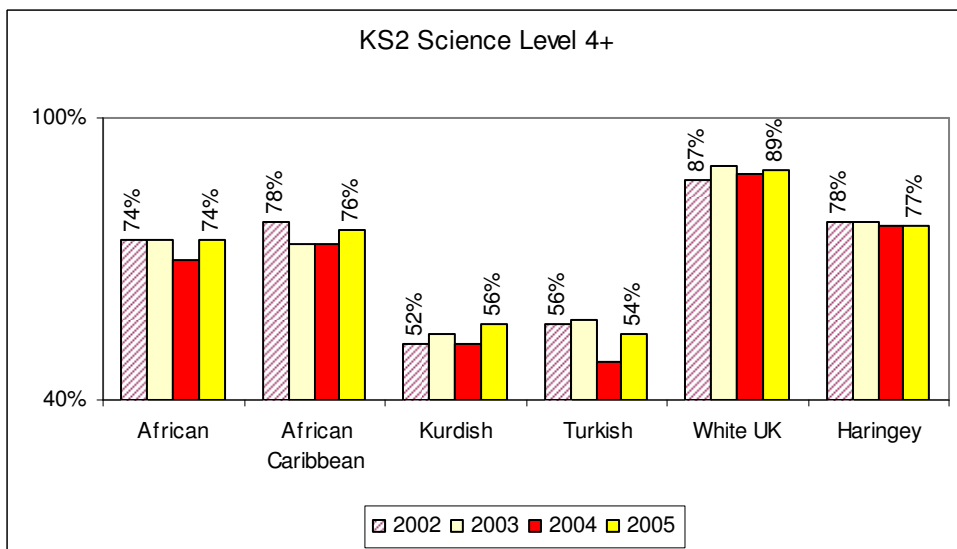
43 In English at L4+, African, African-Caribbean and Turkish pupils' attainment has improved since 2004 by 4%, 4% and 2% respectively compared to a 7% rise for UK White pupils. The achievements of Kurdish pupils remained the same. These improvements build on the gains made in 2004. The differences between boys and girls attainment in most of the ethnic groups are not significantly different to national differences – when the size of the cohort is taken into account. For African Caribbean, African, Kurdish, Turkish and White UK pupils, the differences are 14%, 8%, 6%, 11% and 11% in favour of girls.



44 In mathematics at L4+, African, African-Caribbean, Turkish and Kurdish pupils' attainment has improved by 3%, 2%, 8% and 1% respectively compared to a 4% rise for UK White pupils. The differences between boys and girls attainment for African Caribbean pupils is 4%, White UK 2% in favour of girls, Kurdish, African and Turkish are 14%, 5% and 6% in favour of boys.



45 In science, at L4+, African, African-Caribbean, Turkish, Kurdish pupils' attainment has improved by 4%, 3%, 6%, 4% respectively compared to a 1% rise for UK White pupils.



- 46 At L5+ 44% (+5) of White UK pupils attained L5+ compared to 16% (-1) African Caribbean, 18% (+1) African and 10% (+6) Kurdish and 6% Turkish. Figures in brackets show 2004 results.
- 47 In mathematics, the comparative L5+ figures are 43% (-1) White UK, 11% (-4) African Caribbean, 16% African, 8% (-1) Turkish and 10% (+2) Kurdish.
- 48 In science, the figures are 59% (+2) White UK, 27% (+3) African Caribbean, 28% (+5) African, 17% (+3) Turkish and 14% Kurdish (no change). Figures in brackets show 2004 results.
- 49 This year, a further cohort of primary schools in Haringey are participating in the DfES EAL programme. This programme is expressly designed to train primary teachers in methods that will accelerate the progress of pupils approaching fluency in English.

### **Mobility**

- 50 At the end of Key Stage 2, 548 pupils (21%) were at their school for less than three years prior to taking the Key Stage 2 tests. The attainment of these 'mobile' pupils is significantly below 'non mobile' pupils. In English, for example, 58% of mobile pupils attain L4+ compared to 76% of non-mobile pupils. Similar differences occur in mathematics and science.

### **English as an Additional Language (EAL)**

- 51 At the end of Key Stage 2 pupils with EAL Stage 4 and above attain higher in English, mathematics and science than pupils without EAL. There were 483 pupils who were at EAL stages 1 to 3 who sat the tests and whose overall results were significantly below the average attainment.

### **Special Educational Needs (SEN)**

- 52 There were 798 pupils at the end of Key Stage 2 with special educational needs (30% of cohort). 104 pupils had statements of special educational needs. Twenty five of these pupils were attending special schools. Most statemented pupils follow the national curriculum and where necessary are assessed using P scales. (P scales are a series of descriptors that operate below level 1). Many schools are now using P scales but there is currently not enough information to use them comparatively.

### **Eligibility for free school meals**

- 53 There were 1022 pupils eligible for free school meals, 1643 not eligible. 58% of eligible pupils and 78% of not eligible obtained English level 4+. The figures for level 5+ are 11% and 32% respectively. Mathematics and science have similar differences.

## High attaining pupils

- 54 At Key Stage 2 there has been a slight decrease in the percentage of high attaining pupils (pupils attaining L5+, a level above the expected level). In English the figure decreased by 1% to 24% (nationally it stayed the same at 27%), in mathematics the figure decreased by 1% to 25% (nationally there was no change at 31%) and in science it increased by 2% to 38% (nationally it rose by 5% to 47%).

## Low attaining pupils

- 55 At Key Stage 2 there has been a small decrease in the percentage of low attaining pupils in English, but a slight increase in mathematics and science. In English the percentage of pupils attaining L2 and below has decreased from 12.8% to 10.1% (nationally the figure has increased to 7%). Mathematics has decreased from 11% to 10.1% (nationally it increased from 5% to 6%) and science has increased from 6.2% to 6.8% (nationally it has increased from 2% to 3%)

## Value Added - Key Stage 1 to Key Stage 2

- 56 The attainment of pupils at Key Stage 1 is matched to their attainment at Key Stage 2, and their progress is compared with nationally expected progress. Haringey has matched 2035 pupils out of 2626 who took the Key Stage 2 tests in 2005. The reason for pupils not being matched is usually because they have arrived from abroad and have not been in England for Key Stage 1. Results in English show that matched pupils in Haringey did slightly better than expected; about 53 more pupils achieved L4+ English than expected nationally. The number at L5+ was 80 above that which is to be expected nationally. These figures represent a considerable increase from 2004 when 4 more pupils than expected reached L4+ and 53 more pupils than expected reached L5+. In mathematics matched pupils did better than expected at L4+ by 21 pupils and at L5+ by 19 pupils. In science, Haringey fell short by 57 pupils at L4+, a reduction of 30 on 2004, but 57 more pupils than expected reached L5+. We will continue our focus on higher achieving pupils in the coming terms. The expansion of the EiC gifted and talented project to all Haringey primary schools and the dissemination of gifted and talented strategies to all primary schools will support implementation. We also need to develop and implement effective strategies to meet the learning needs of newly-arrived pupils. The targeted pupils' team will carry this out.

## Schools

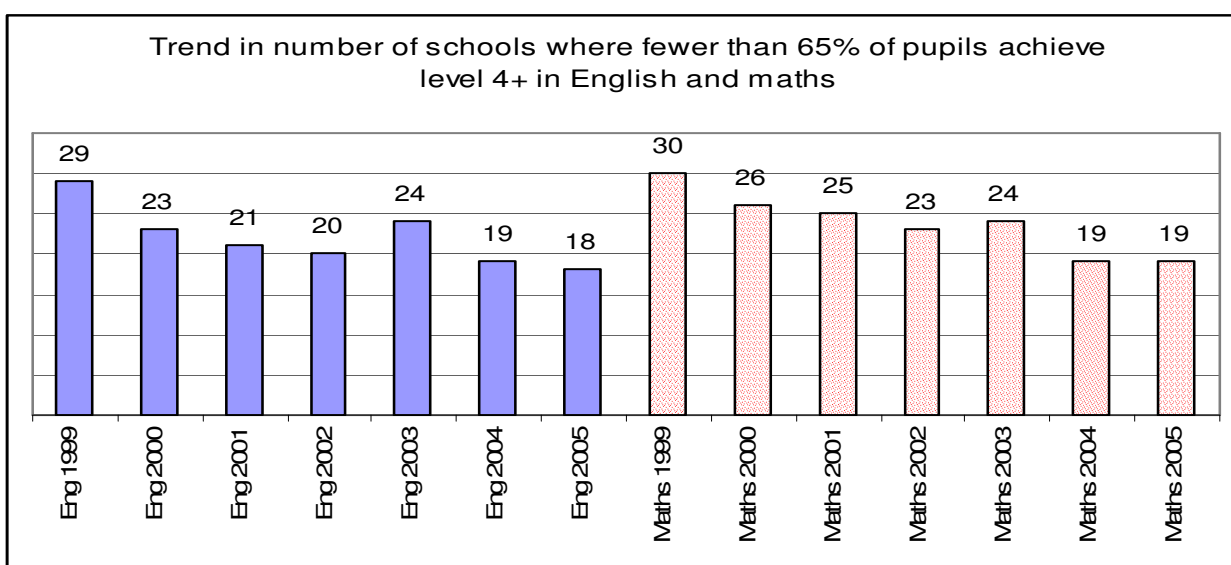
### Targets

- 57 These are national targets aimed to be achieved by 2008. The target for Key Stage 2 is to substantially reduce the number of schools where fewer than 65% of pupils achieve level 4+ in English and maths. There are 18 schools in Haringey that in 2005 are below the floor target in English and 19 schools below the target in maths. These are both very good improvements from 1999 when there were 29 schools below the target in English and 30 schools below the target in maths.



	KS2 Eng 1999	KS2 Eng 2000	KS2 Eng 2001	KS2 Eng 2002	KS2 Eng 2003	KS2 Eng 2004	KS2 Eng 2005
Less than 65%	29	23	21	20	24	19	18

	KS2 Maths 1999	KS2 Maths 2000	KS2 Maths 2001	KS2 Maths 2002	KS2 Maths 2003	KS2 Maths 2004	KS2 Maths 2005
Less than 65%	30	26	25	23	24	19	19



- 58 A number of schools improved their results dramatically in English, maths and science. In English, Alexandra Primary improved by 33%, Broadwater Farm by 29%, Stroud Green by 18%, Nightingale by 15%, Rokesly Junior by 14% and Mulberry by 14%. In maths Alexandra improved by 37%, Broadwater Farm by 31%, South Harringay Junior by 16%, Muswell Hill by 15%, St Mary's RC Junior by 14%, Earlsmead by 13%.
- 59 Many schools in Haringey continue to attain results well above the national average in English, maths or science. Some of these schools are: Coldfall, Coleridge, Lea Valley, Rhodes Avenue, St Ignatius, St Paul's RC, Welbourne and West Green.

## OFSTED inspections Sept 2004 - June 2005

### Primary

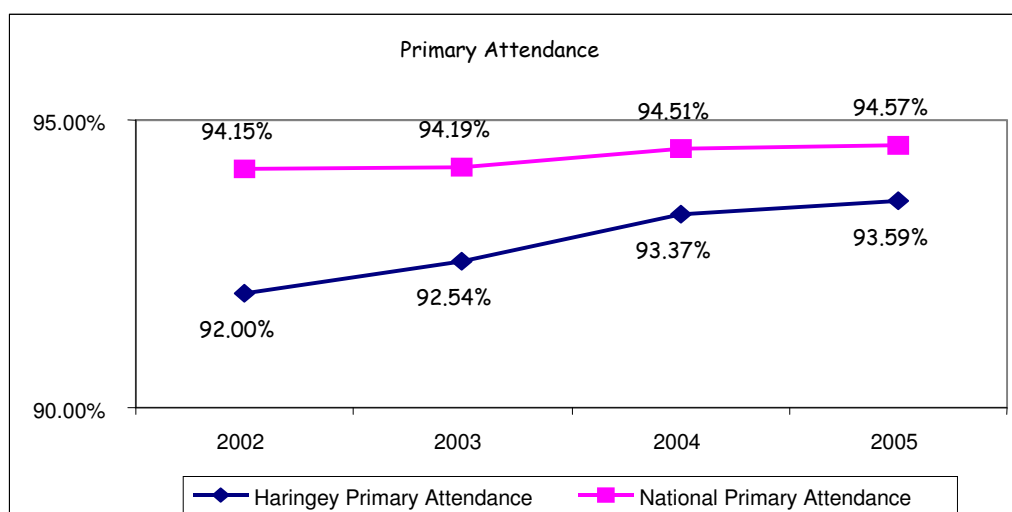
- 60 There have been two primary school inspections in this period. (Broadwater Farm and West Green).  
The quality of education was judged as good in and unsatisfactory in 1.  
Teaching was good in 1 and unsatisfactory in 1.  
Learning was good in 1 and unsatisfactory in 1.  
Leadership and management were good in 1 and satisfactory in 1.

### Schools causing concern

- 61 Haringey currently has one school in special measures (out of a total of 79). This represents 1.3% of the number of schools, compared to 1.5% nationally. There is one school in the category of serious weakness. Both these schools are receiving targeted support focussed on ensuring that all issues identified by Ofsted are addressed and improved.

### Attendance

- 62 Attendance levels in Haringey rose in primary schools during the 2004-05 academic year. Primary schools have reduced both authorised and unauthorised absence leading to an overall improvement in the average level of attendance in the LEA. Primary school attendance in England improved by 0.06% compared to a 0.22% improvement in Haringey.
- 63 These improvements represent approximately 11,300 extra sessions being attended. This is equivalent to 30 children who may have truanted for a full year now attending for a full year. These gains are based on much more rigorous systems for managing attendance that will provide a firm foundation for measuring further improvement in the coming years.



### Exclusions

- 64 There were no permanent exclusions from primary schools in 2004/05 (2 in 2003/04).

## **Strategies for Raising Standards in Key Stages 1 and 2**

### **Targeted support**

- 65 Individual intervention programmes are targeted at the two schools in an Ofsted category (1 special measures, 1 serious weaknesses) and other schools identified by School Standards and Inclusion as causing concern. The interventions include:
- Intensive support for literacy and numeracy in all schools achieving less than 60% L4+ in English and/or mathematics at the end of KS2 in 2005 (a total of 20 schools).
  - Support is in place for targeted schools to improve planning and assessment for learning to ensure pupils' learning needs are met. This will be mediated and delivered through schools' participation in a number of DfES pilots including the Primary Leadership Programme (PLP), the Intensifying Support Pilot (ISP) and the English as an Additional Language Pilot (EAL).
  - LPSA targets are in place in schools in Wood Green Networked Learning Community (acting as a pilot) to stretch the attainment targets for African Caribbean pupils by 3%.
  - Holiday programmes are in place to support borderline pupils (those needing to improve from level 3 to 4) in targeted schools.
  - Additional monitoring visits for targeted schools to evaluate improvements.
  - Targeted support for science education where results are significantly below those for English and mathematics.
  - Schools where attendance is identified as a concern receive additional support through the Education Welfare Service and advice on successful strategies that could be used. Schools where there are concerns about exclusions also receive specialist support through the behaviour support team.
  - The Targeted Pupil Initiative continues with a focus on 50 children in nine schools, as identified through the ISP.

### **Support for senior managers**

- 66 Support includes a variety of strategies such as:
- The continuation and implementation of the Primary Leadership Programme in a further cohort of ten primary schools including three special schools (The Vale, Moselle and William Harvey as "Sustaining Success" schools).
  - Allocation of experienced Headteacher mentors for all new and acting Headteachers.
  - Revised and updated programme of professional development for senior leaders in primary schools including a focus on the development of effective school self evaluation.
  - Focused support from external consultants for Headteachers facing seriously challenging circumstances as identified through the School Review Group.

### **Support for teachers**

- 67 A range of support is in place including : the opportunity to participate (where relevant in the Primary National Strategy pilot projects (PLP, African Caribbean,

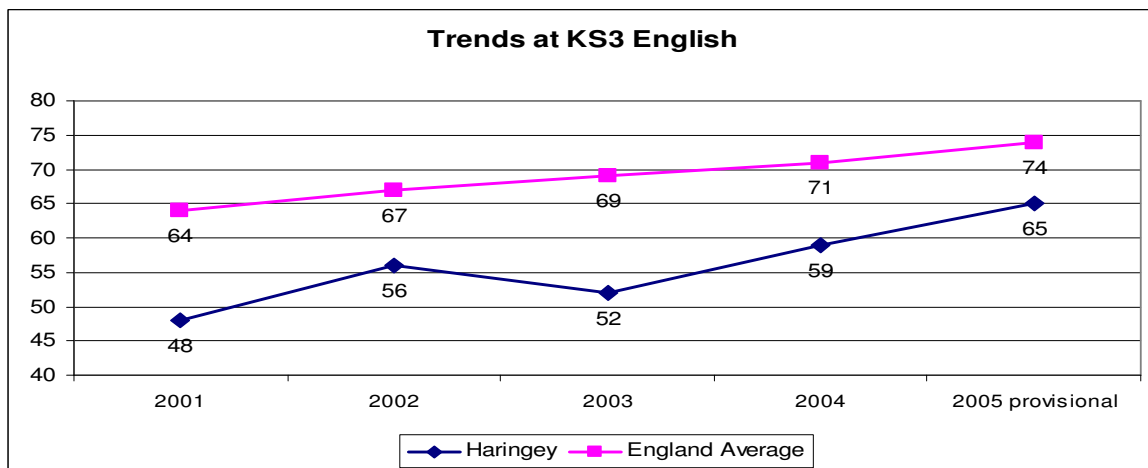
EAL and ISP) to support the achievement of underachieving and/or bilingual pupils with an additional consultant employed to lead this project.

- The continued expansion of the EiC gifted and talented project to all Haringey primary schools will aid support for high attaining pupils.
- There is a continuation of the development and implementation of a primary science strategy in schools where science results are below those of similar schools and links with a high performing London borough to share and disseminate good practice.
- A national pupil tracking system is being introduced to monitor achievement across Key Stages.
- The use of intervention, catch-up and booster classes is being promoted in all primary schools.
- High quality literacy and numeracy training for primary teachers is in place.
- The use of ICT is being improved to support teaching and learning with a focus on the use of Interactive Whiteboards as multimedia teaching and learning tools;
- Training for teaching assistants is being used to improve classroom support for underperforming pupils.
- Sharing success and good practice seminars and leaflets are in place to disseminate good practice throughout the LA.

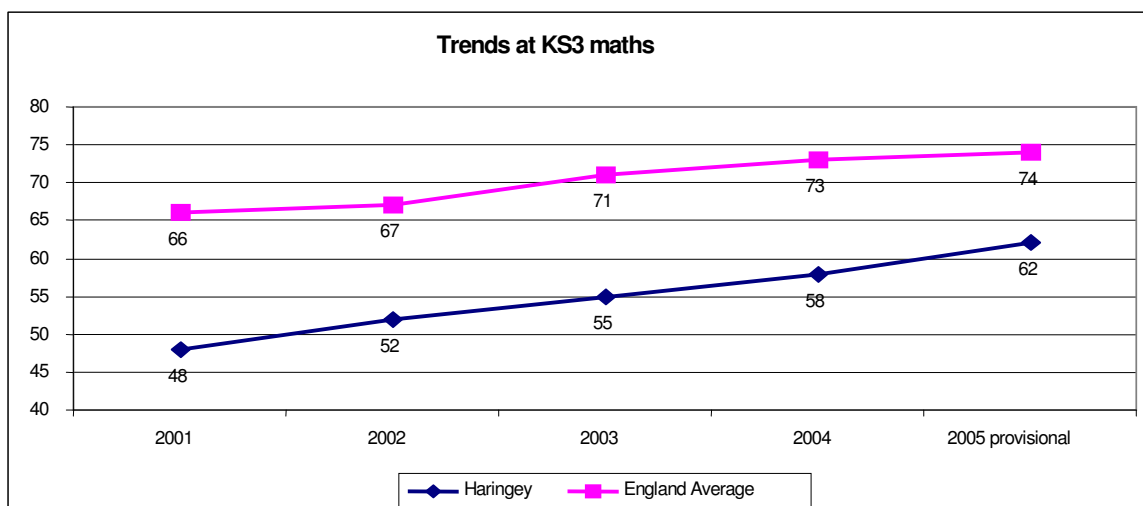
## Section 3

### Key Stage 3 (see Annex 3 for more detail)

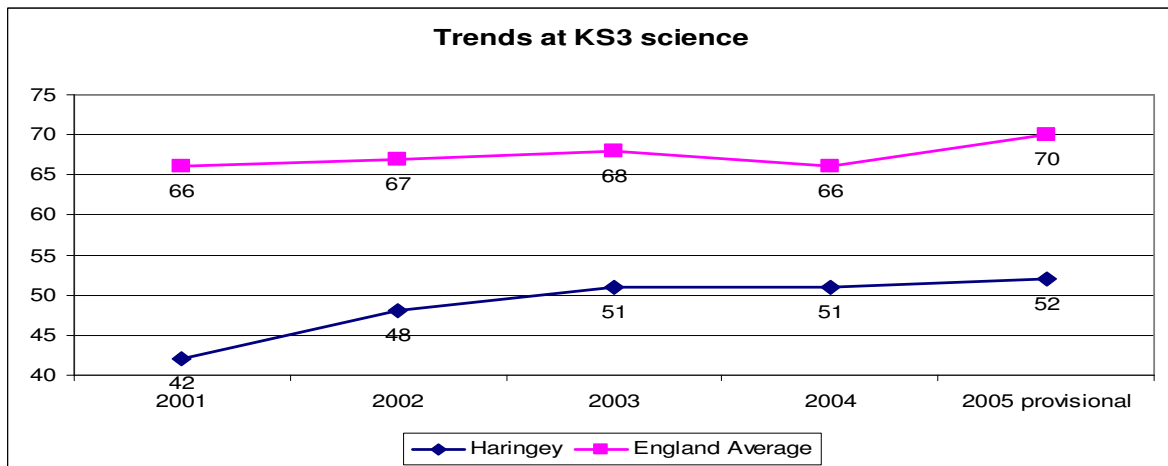
68 Haringey's rate of progress (since 2001) at Key Stage 3 has been significantly better than the national. In English Haringey has improved by 17%, national by 10%, since 2001. The 16% gap that existed in 2001 between Haringey and the national has been reduced to 9% in 2005. This year Haringey saw its results improve by 6% (national 3%). Park View Academy and St Thomas More improved their English results by 20% and 14% respectively.



69 In mathematics Haringey has improved (since 2001) by 14%, national by 9%. The 18% gap that existed in 2001 between Haringey and the national has been reduced to 12% in 2005. This year Haringey's results improved by 4% (national 1%). Some schools in the east of the borough made significant improvements in the past five years and the overall upward trend is encouraging, although there was a shortfall in the number of pupils expected to achieve at higher levels. The key challenge now is to keep up the pace in order to close the gap between Haringey and the national average. Improving standards in mathematics remains a key priority.



70 In science Haringey has improved (since 2001) by 10%, national by 4%. The 24% gap that existed in 2001 between Haringey and the national has been reduced to 18% in 2005. This year Haringey's results improved by 1% (national by 4%). Standards in science at Key Stage 3 are too low in too many schools and consequently too many pupils do not achieve what is expected of them. Science is a key priority and we will seek ways to make significant improvements in the next three years by improving the quality of leadership, teaching and learning in science.



71 Whilst the improvement trend is encouraging, there remain very substantial gaps between Haringey's results and the national. Key Stage 3 standards in all three core subjects remain a priority for action.

### Gender

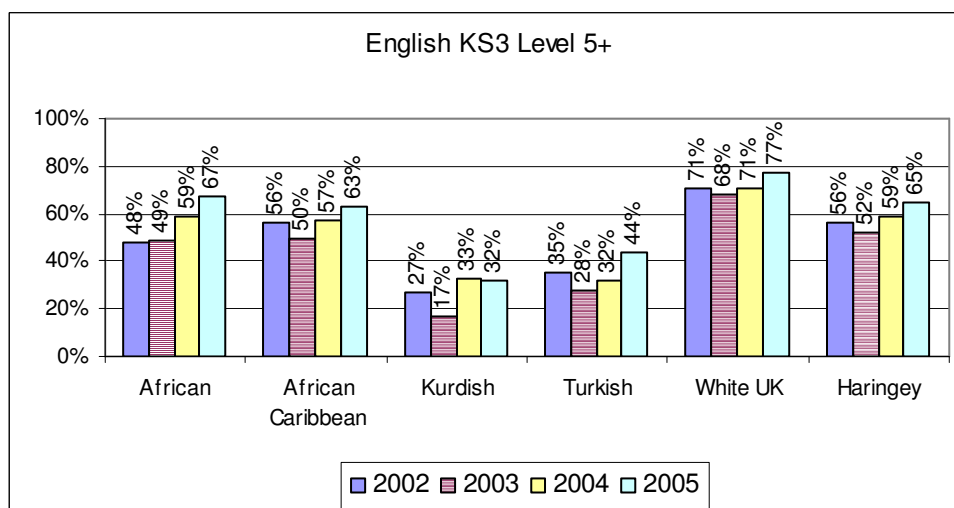
72 The pattern of achievement between boys and girls is very similar to that found nationally. In English, girls outperform boys at level 5+ by 15% (national by 13%) and by 20% at level 6+ (national by 13%). In mathematics, girls and boys have very similar results at level 5+ 62% and 61% (national 74% and 73%) and at level 6+ 39% and 40% (national both are 53%). In science girls outperform boys at level 5+ by 4% (national by 1%) and at level 6+ by 7% (national boys outperform girls by 2%)

### Looked After Children

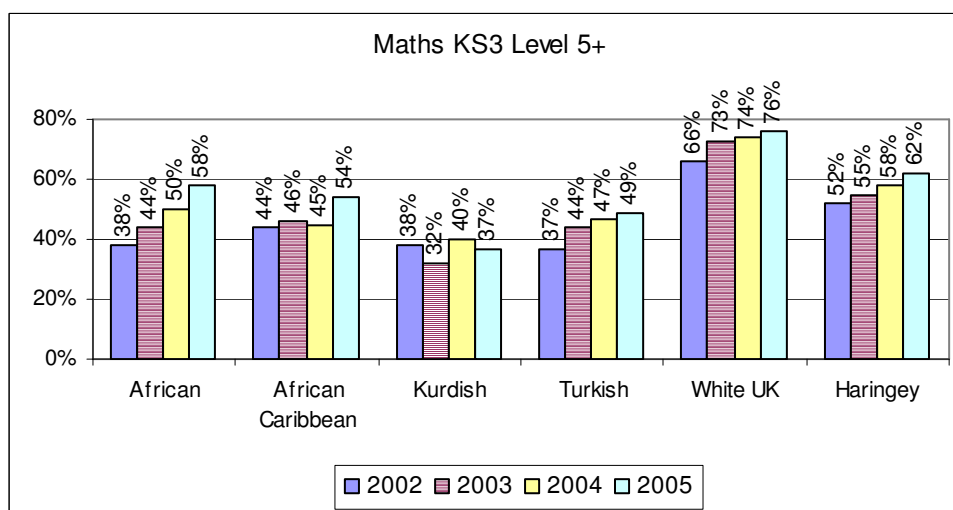
73 Results for Looked After Children at KS3 are very similar to national results. English has declined from 29.3% (in 2004) to 26.5%, maths from 27% to 26.5%, science from 20% to 18%. The number of Looked After Children at KS3 in 2005 is 34. This means that each child is approximately 3% of the cohort.

## Ethnic Minority Pupils

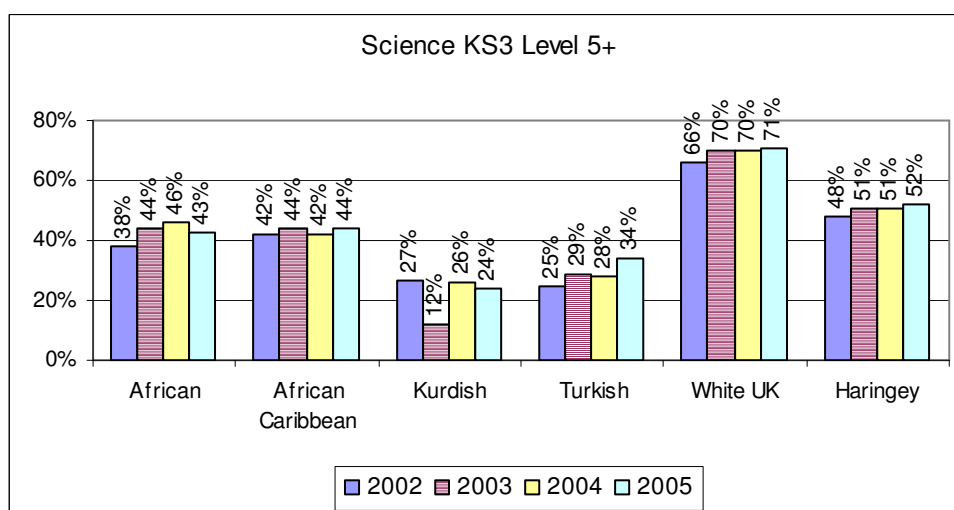
- 74 Achievement for almost all pupils from ethnic minority heritages is much improved and the rate of progress in some cases is ahead of the rate of progress of White UK pupils. African pupils have improved by 8% since 2004 (by 19% since 2002), Caribbean pupils by 6% (7% since 2002), Turkish pupils by 12% (9% since 2002), White UK by 6% (6% since 2002), Kurdish pupils declined by 1%, but have improved by 5% since 2002.



- 75 In mathematics African pupils have improved by 8% since 2004 (by 20% since 2002), Caribbean pupils by 9% (10% since 2002), Turkish pupils by 2% (12% since 2002), White UK by 2% (10% since 2002), Kurdish pupils declined by 3% and also by 1% since 2002.



- 76 In science African pupils have declined by 3% since 2004 (improved by 5% since 2002), Caribbean pupils improved by 2% (2% since 2002), Turkish pupils improved by 6% (by 9% since 2002), White UK by 1% (5% since 2002), Kurdish pupils declined by 2% (declined by 3% since 2002)



### High attaining pupils

77 Progress for high attaining pupils (since 2002) has been faster than the progress nationally. At Key Stage 3 there has been an overall increase in the percentage of high attaining pupils (L6+). Since 2004 English increased by 3% to 28% (national increased by 1% to 35%). In mathematics the figure increased by 2% to 39% (national increased by 1% to 53%). Science remained at 24% (national increased by 3% to 37%)

### Low attaining pupils

78 A high proportion of students are low achievers but the number is now reducing fast. In English the (provisional) percentage has reduced (from 2004) from 17% to 13.5% (nationally it is 9%). Mathematics has reduced from 20% to 18% (nationally 9%). Science has increased from 21% to 22% (nationally 9%).

### Special Educational Needs (SEN)

79 There were 558 pupils at the end of Key Stage 3 who had special educational needs (27% of cohort). 88 of these pupils had statements of special educational needs Thirty one of these pupils were attending special schools. Most statemented pupils follow the national curriculum and where necessary are assessed using P scales. (P scales are a series of descriptors that operate below level 1). Many schools are now using P scales but there is currently not enough information to use them comparatively.

### Eligibility for free school meals

80 There were 805 pupils eligible for free school meals, 1217 not eligible. 53% of eligible pupils and 73% of not eligible obtained English level 5+. The figures for level 6+ are 17% and 35% respectively. Mathematics and science have similar differences.

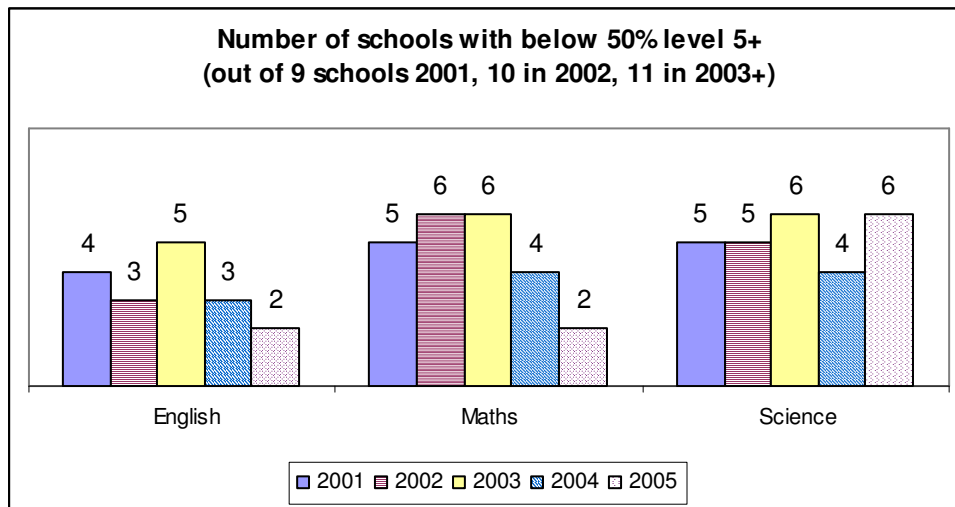


## Value Added KS2 (2002) to KS3 (2005)

- 81 The attainment of pupils at Key Stage 2 is matched to their attainment at Key Stage 3, and their progress is compared with nationally expected progress. Haringey has matched 1779 pupils out of 2092 who took the Key Stage 3 tests in 2005. The reason for pupils not being matched is usually because they have arrived from abroad and have not been in England for Key Stage 2. This analysis indicates good value added in English, where 40 more pupils than expected attained level 6+, and a further 30 more than expected attained level 5. Maths value added indicates a shortfall of 90 pupils to achieve level 6, science a shortfall of 70 pupils to achieve level 6 and another 20 pupils to achieve level 5.

## Floor targets

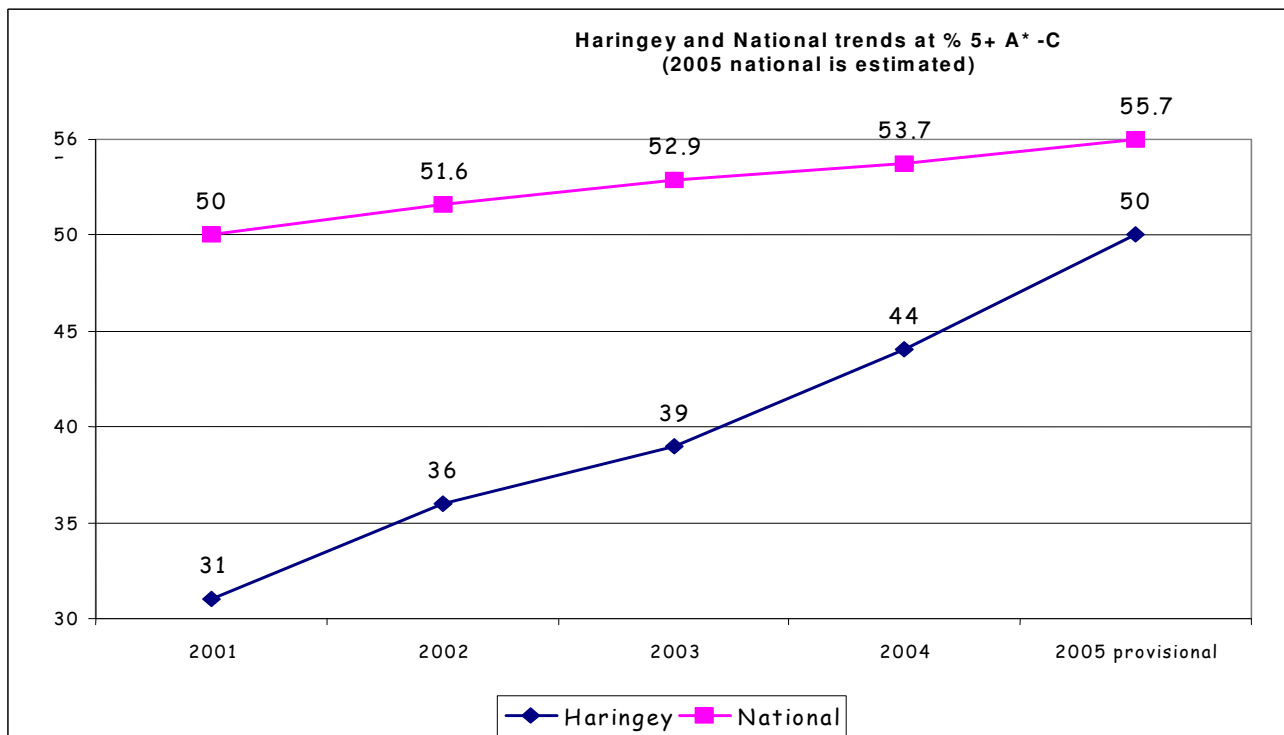
- 82 The national KS3 floor targets are to reduce (by 2008) the number of schools where fewer than 50% of pupils attain below level 5+ in English, maths and science. Provisional data indicate that there are 2 schools below the floor target in English (3 in 2004), 2 schools below target in maths (4 in 2004) and 6 schools below target in science (4 in 2004)



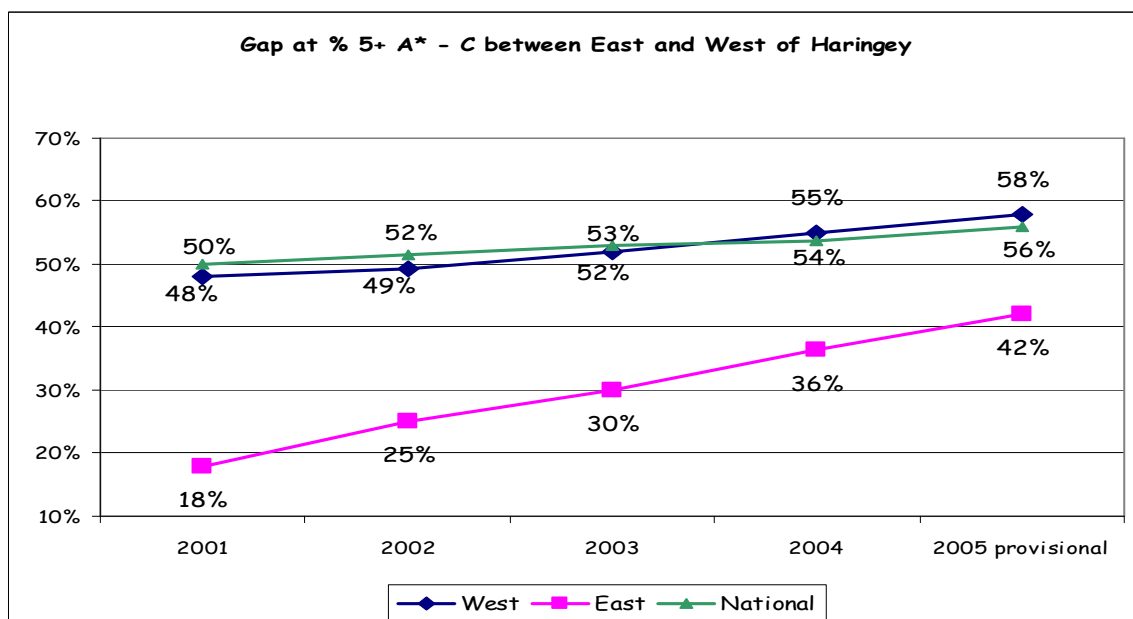
## Section 4

### Key Stage 4 (see Annex 4 for more detail)

- 83 Haringey's rate of progress (since 2001) at Key Stage 4 has been at more than 3 times the national rate. In the main 5+ A\* - C indicator Haringey has improved by 19%, compared to the estimated national increase of 6%. The 19% gap between Haringey and the national has now been reduced to (provisional) 6%. This year Haringey saw its results improve by 6% (national by 2%). However, there needs to be an awareness that in 2006 there will be a new 5+ A\* - C indicator that will include English and maths. This may have a significant impact on some schools.



- 84 Progress is continuing to be made in closing the east and west gap in the main 5+ A\* - C indicator. The gap of 30% in 2001 has been narrowed down to 16% in 2005.

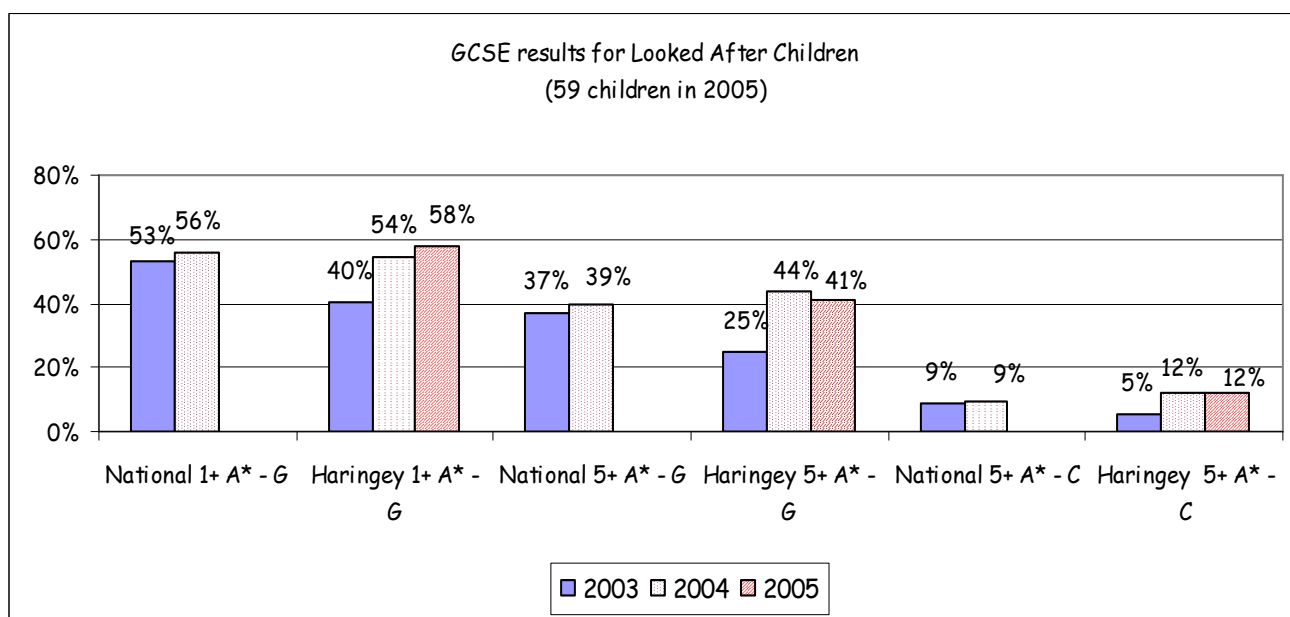


## Gender

85 In the main 5+ A\* - C indicator, girls outperform boys by 12% (the same as in 2004). The national difference in 2005 is 10%.

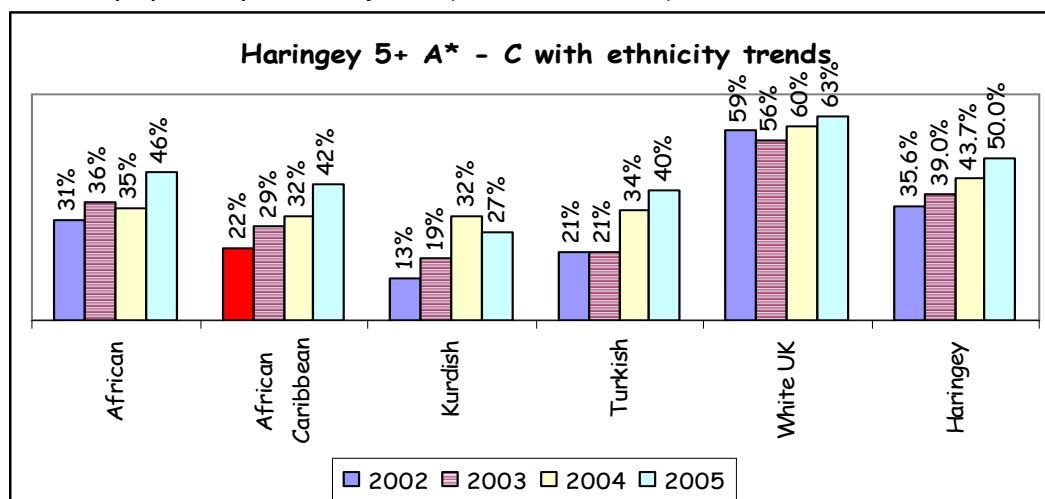
## Looked After Children

86 At GCSE results have remained the same on the 5+ A\* - C indicator and declined slightly on the 5+ A\* - G indicator. They have improved slightly in the 1+ A\* - G indicator. The number of Looked After Children at KS4 in 2005 is 59 (57 in 2004). The results in all three indicators remain slightly above the national 2004 results.



## Ethnic minority pupils

87 The continuing improvement at GCSE is reflected in the performance of the larger ethnic groups in Haringey. There is real evidence that the gap between ethnic minority groups and White UK pupils is closing. In the 5+ A\* - C indicator, African pupils have improved by 11% since 2004 (15% since 2002), Caribbean pupils by 10% (20% since 2002), Turkish pupils by 6% (19% since 2002). Kurdish pupils declined by 5% in 2004, but have improved by 14% since 2002. White UK pupils improved by 3% (4% since 2002).



## Special Educational Needs (SEN)

88 There were 609 pupils at the end of Key Stage 4 who had special educational needs (30% of cohort). 71 of these pupils had statements of special educational needs. Sixteen of these pupils were attending special schools. Most statemented pupils follow the national curriculum and where necessary are assessed using P scales. (P scales are a series of descriptors that operate below level 1). Many schools are now using P scales but there is currently not enough information to use them comparatively.

## Eligibility for free school meals

89 There were 772 pupils eligible for free school meals, 1301 not eligible. 42% of eligible pupils and 53% of not eligible pupils obtained 5+ A\* - C GCSE grades.

## Post 16

### Post 16 - A level results

Trend in % A-E passes	2003	2004	2005
Haringey Number of A level exams taken	822	881	949
Haringey % A-E	95.30%	96%	96%
National % A-E	95.4%	96.0%	96.2%

90 The Haringey result in the percentage of pupils achieving A to E grades is in line with national results.

91 There has been a reduction in the total average point score for Haringey pupils from 208.7 to 186.5 (national increased from 269.2 to 273.7).

## Ofsted Inspections - September 2004 - June 2005 - Secondary

### Secondary

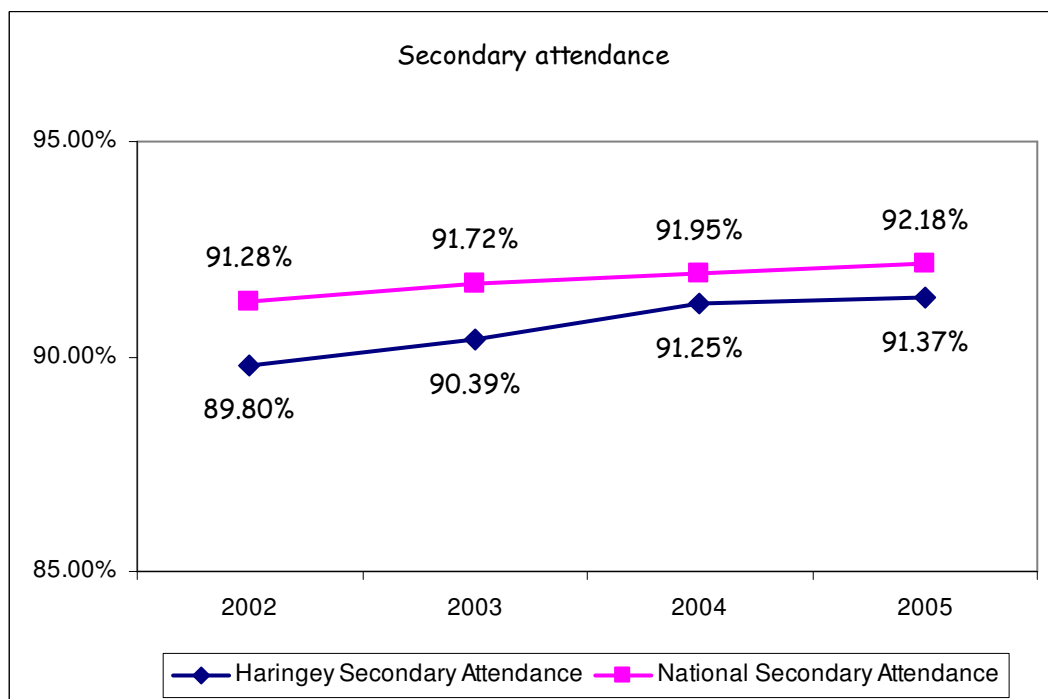
92 There have been two secondary school inspections in this period. (Gladesmore and St Thomas More).  
The quality of education was judged as good in 1 and satisfactory in 1.  
Teaching was judged as good in 1 and unsatisfactory in 1.  
Learning was judged as good in 1 and unsatisfactory in 1.  
Leadership and management were judged as being very good in 1 and satisfactory in 1.

## Schools causing concern

- 93 Haringey currently has one secondary school in the Ofsted category of serious weaknesses (out of a total of 11). The school has an action plan in place and intensive support to ensure all the issues identified by Ofsted are being addressed.

## Attendance

- 94 The attendance in seven secondary schools improved in 2004/05 and fell in four schools. Overall secondary attendance has improved by 0.12% since 2004. This represents approximately 4,000 additional sessions attended. Since 2002 Haringey's attendance has improved by 1.57% (national by 0.9%), representing approximately 51,000 additional sessions attended.



## Exclusions

- 95 There were 28 permanent exclusions from secondary schools in the 2004/05 academic year. This is a significant increase on the 20 exclusions in 2003/04. The number of exclusions represents approximately 0.25% of the secondary school population. This figure is in line with the national 2004 figure for secondary school exclusions.

## NEET (Not in Employment, Education or Training)

- 96 The percentage of young people (16-18) who are NEET in Haringey (August 2005) is 14.3%. This is significantly higher than in neighbouring local authorities. In Barnet it is 6.1%, Enfield 9.4%, Waltham Forest 9.7%

## **Strategies for Raising Standards 11-19**

- 97 Schools and the LA are committed to continuing to improve the educational experience of all young people in Haringey. There is a focus on continuing to raise the number of pupils who attain 5+ A\* - C grades and the number who attain 5+ A\* - C, including English and maths. The improving trend at GCSE means that there are an increasing number of students who will be able to start post 16 advanced courses. Improving the curriculum pathways 14-19 and changing the curriculum to better match the needs and interests of students are some of the ways in which opportunities can be improved. Schools will be working to improve the take up of advanced courses by Haringey students, particularly in the east of the borough.
- 98 Haringey has been involved in a number of national and local initiatives to improve the performance of secondary age pupils. The enthusiastic and committed implementation of these initiatives is continuing the process of transforming secondary education in the borough. The strong partnership developed in Haringey between key stakeholders, such as parents, schools, DfES, London Challenge, has resulted in a marked impact on raising aspirations and achievement, developing ambition and reducing disaffection in students.

### **Targeted support**

- 99 Individual intervention programmes are in place for schools identified as causing concern including:
- Within the Key Stage 3 Strategy, schools at risk of not achieving the floor targets and showing low value added have additional focused support from consultants.
  - There is a particular focus on improving science through intensive support
  - A wide range of strategies are in place to support students to improve their achievements at Key Stage 4, including Excellence in Cities: Aim Higher, Learning Mentors; and Gifted and Talented programmes.
  - Study Support: after-school, weekend and holiday classes for targeted students to complete course work and prepare for exams.
  - Pilot programmes are in place to support focused ethnic minority groups at risk of under-achievement, in particular African Caribbean, Turkish and Kurdish students.
  - Strategies to improve attendance in secondary schools, through the complementary work of the Education Welfare Service and school staff

### **Support for senior managers**

- 100 A wide range of strategies support senior managers such as:
- Additional support for senior leaders in intervention schools, including support to develop school self-evaluation.
  - A range of leadership programmes for senior and middle-tier leaders delivered through the London Leadership Centre, National College for School Leadership, London Challenge and the Specialist Schools Trust.

- Extensive support to develop the Tottenham schools' Collegiate as they prepare for the launch of the new sixth form centre.
- Additional resources through the LSC/LEA area wide action plan are being used to develop capacity and innovation in 14-19 education.

### **Support for teachers**

- 101 Support is provided for national and local initiatives:
- There are extensive central programmes of training in the national strategies in English, mathematics, science, ICT and foundation subjects as well as training in the improvement of behaviour and attendance.
  - School based support is in place through an agreed programme to coach and train teachers in effective classroom practice.
  - Training to develop a cadre of expert teachers in every school to act as lead professionals and provide a focus for spreading good practice.
  - Training and support from EMA staff in promoting effective EAL and EMA teaching and supporting refugees and asylum seekers.
  - ICT is used in teaching to aid learning interactive whiteboards in at every classroom of at least one core subject in every secondary school and Broadband connectivity in every secondary school.
- 102 The strategy for raising standards for Haringey's young people 11-19 is set out in Bright Futures (2005). The overall aim is to:
- finally break the link between disadvantage and low achievement in order to create prosperous, inclusive and sustainable communities for the 21st century;
  - support secondary schools to achieve the highest standards, to be fully inclusive, to put the aspirations and achievement of the learner first and to contribute to community cohesion and race equality;
  - transform outcomes for vulnerable individuals and groups;
  - enable secondary schools to have a key role in neighbourhood regeneration and in the wider agenda that supports the well-being of young people;
  - assist all our partners with a stake in the future of young people to work together to provide the best possible opportunities for young people; and
  - invest in services that support young people.

## ANNEX 1: KEY STAGE 1 DATA

(Please Note: Data on Statistical Neighbours are provided by Ofsted in the Local Authority Statistical profile. This is not published until late December)

### Reading

**Table A1.1: Percentage of pupils achieving Level 2+ Reading at the end of Key Stage 1**

Key Stage 1 Reading	2001	2002	2003	2004	2005
National	84	84	84	85	86
Haringey	75	76	78	78	79
Statistical Neighbours	80	80	80	80	

### Writing

**Table A1.2: Percentage of pupils achieving Level 2+ Writing at the end of Key Stage 1**

Key Stage 1 Writing	2001	2002	2003	2004	2005
National	86	86	81	82	82
Haringey	76	77	75	74	76
Statistical Neighbours	81	81	76	77	

### Mathematics

**Table A1.3: Percentage of pupils achieving Level 2+ Maths at the end of Key Stage 1**

Key Stage 1 Maths	2001	2002	2003	2004	2005
National	91	90	90	90	91
Haringey	84	85	87	85	87.5
Statistical Neighbours	88	87	86	85	

**Table A1.4: Percentage of pupils achieving Level 2B+ at the end of Key Stage 1**

### Reading

	2002	2003	2004	2005
National	69	69	71	73
Haringey	58	62	63	66

### Writing

	2002	2003	2004	2005
National	60	62	62	61
Haringey	52	56	54	53

### Maths

	2002	2003	2004	2005
National	76	74	75	74
Haringey	68	67	66	68



**Table A1.5: Percentage of pupils achieving Level 3+ at the end of Key Stage 1**

**Reading**

	2002	2003	2004	2005
<b>National</b>	30	28	29	27
<b>Haringey</b>	24	23	23	22

**Writing**

	2002	2003	2004	2005
<b>National</b>	9	16	16	15
<b>Haringey</b>	9	15	14	13

**Maths**

	2002	2003	2004	2005
<b>National</b>	31	29	28	23
<b>Haringey</b>	24	27	23	18

**Table A1.6 KS1 results for Looked After Children**

	KS1 Reading Level 2+	KS1 Writing Level 2+	KS1 Maths Level 2+
<b>National 2004</b>	54.4	48.3	63.5
<b>Haringey 2004 (18 children)</b>	50	50	61
<b>Haringey 2005 (17 children)</b>	47.1	41.2	64.7

**Table A 1.7 Key Stage 1 results with gender**

	<b>Reading</b>					
	level 2+		level 2B+		level 3	
	Boys	Girls	Boys	Girls	Boys	Girls
<b>National</b>	81	89	67	78	22	32
<b>Haringey</b>	74	85	61	72	19	25

**Table A 1.8 Key Stage 1 results with gender**

	<b>Writing</b>					
	Level 2+		level 2B+		Level 3	
	Boys	Girls	Boys	Girls	Boys	Girls
<b>National</b>	77	88	54	70	10	20
<b>Haringey</b>	69	82	46	60	10	16

**Table A 1.9 Key Stage 1 results with gender**

	Maths					
	Level 2+		level 2B+		Level 3	
	Boys	Girls	Boys	Girls	Boys	Girls
<b>National</b>	90	92	73	75	25	20
<b>Haringey</b>	86	89	66	70	20	16

**Table A1.10: KS1 results with Time in school**

	2005 More than 2 years (2164 pupils)	2005 Less than 2 years (643 pupils)
<b>Reading Level 2+</b>	83	66
<b>Reading Level 2B+</b>	71	51
<b>Writing Level 2+</b>	79	63
<b>Writing Level 2B+</b>	56	40
<b>Maths Level 2+</b>	81	78
<b>Maths Level 2B+</b>	71	59

**Table A1.11: KS1 results with EAL levels**

2004	Number	Reading 2+	Reading 2B+	Reading 3	Writing 2+	Writing 2B+	Writing 3
<b>NO EAL</b>	1609	82	72	28	79	59	16
<b>Stage 5</b>	36	100	85	47	91	88	24
<b>Stage 4</b>	81	97	89	44	96	85	27
<b>Stage 3</b>	360	95	85	26	92	68	16
<b>Stage 2</b>	597	69	46	4	63	29	3
<b>Stage 1</b>	124	28	14	2	23	7	2
<b>Total</b>		<b>79</b>	<b>66</b>	<b>22</b>	<b>75</b>	<b>53</b>	<b>13</b>

**Table A1.12: KS1 results with EAL levels**

2004	Number	Maths 2+	Maths 2B+	Maths 3
<b>No EAL</b>	1609	88	72	22
<b>Stage 5</b>	36	100	88	42
<b>Stage 4</b>	81	96	89	32
<b>Stage 3</b>	360	96	84	24
<b>Stage 2</b>	597	85	52	4
<b>Stage 1</b>	124	53	25	2
<b>Total</b>		<b>87</b>	<b>68</b>	<b>18</b>

**Table A1.13 : Key Stage 1 results for pupils with special educational needs**

SENstatus	Grand Total	Reading W, D or 1	Reading 2+	Writing W, D or 1	Writing 2+	Maths W, D or 1	Maths 2+
<b>No SEN</b>	2053	10%	90%	13%	87%	6%	94%
<b>School Action</b>	517	45%	55%	50%	50%	22%	78%
<b>School Action Plus</b>	123	58%	42%	67%	33%	46%	54%
<b>Statemented</b>	61	79%	21%	84%	16%	72%	28%
<b>Unknown</b>	53	55%	45%	60%	40%	47%	53%
<b>Grand Total</b>	2807	21%	79%	24%	75%	13%	87%

**Table A1.14: Key Stage1 results for eligible and not eligible for Free school meals**

	<b>Reading level 2B+</b>	<b>Reading level 3</b>	<b>Writing level 2B+</b>	<b>Writing level 3</b>	<b>Maths level 2B+</b>	<b>Maths level 3</b>
<b>FSM 1022 pupils</b>	53%	10%	36%	5%	55%	9%
<b>NOT FSM 1733 pupils</b>	75%	30%	63%	18%	76%	23%

**Table A 1.15 KS1 Results with ethnicity**

Ethnicity	Number			Reading						Writing					
	All	Boys	Girls	All 2+	Boys 2+	Girls 2+	All 3+	Boys 3+	Girls 3+	All 2+	Boys 2+	Girls 2+	All 3+	Boys 3+	Girls 3+
Any Other Ethnic Background	62	32	30	76%	66%	87%	10%	0%	20%	68%	50%	87%	10%	6%	13%
Asian - Any Other Asian	56	30	26	88%	83%	92%	25%	27%	23%	88%	80%	96%	13%	10%	15%
Asian - Bangladeshi	79	43	36	78%	74%	83%	16%	12%	22%	73%	67%	81%	14%	12%	17%
Asian - Indian	33	19	14	82%	79%	86%	21%	21%	21%	79%	74%	86%	18%	16%	21%
Asian - Pakistani	33	13	20	73%	69%	75%	18%	15%	20%	76%	69%	80%	18%	23%	15%
Black - Other Black	39	17	22	79%	71%	86%	26%	24%	27%	79%	71%	86%	10%	6%	14%
Black - Caribbean	347	174	173	82%	75%	88%	21%	17%	25%	79%	71%	87%	11%	9%	12%
Black - Ghanaian	89	39	50	83%	74%	90%	26%	21%	30%	80%	69%	88%	15%	8%	20%
Black - Nigerian	94	35	59	91%	89%	93%	26%	20%	29%	85%	80%	88%	13%	11%	14%
Black - Other Black African	129	67	62	87%	82%	92%	19%	21%	16%	80%	79%	81%	9%	13%	5%
Black - Somalian	159	86	73	66%	65%	67%	2%	1%	3%	62%	59%	64%	2%	2%	1%
Black - Zairian/Congolese	34	22	12	76%	73%	83%	12%	9%	17%	76%	68%	92%	6%	5%	8%
<b>Black African Total</b>	<b>505</b>	<b>249</b>	<b>256</b>	<b>80%</b>	<b>7%</b>	<b>84%</b>	<b>15%</b>	<b>13%</b>	<b>17%</b>	<b>75%</b>	<b>70%</b>	<b>80%</b>	<b>8%</b>	<b>8%</b>	<b>9%</b>
Chinese	18	9	9	89%	78%	100%	33%	22%	44%	89%	78%	100%	28%	11%	44%
Mixed - Any Other Mixed	92	55	37	87%	82%	95%	39%	38%	41%	83%	76%	92%	24%	16%	35%
Mixed - White and Asian	32	15	17	91%	80%	100%	41%	33%	47%	91%	80%	100%	34%	20%	47%
Mixed - White and Black African	35	18	17	83%	72%	94%	17%	17%	18%	86%	83%	88%	9%	6%	12%
Mixed - White and Black Caribbean	108	50	58	88%	84%	91%	28%	28%	28%	84%	80%	88%	16%	10%	21%
Other - Kurdish	92	52	40	62%	54%	73%	2%	4%	0%	52%	48%	58%	0%	0%	0%
Other - Latin/South/Central American	21	14	7	76%	64%	100%	24%	21%	29%	62%	57%	71%	14%	14%	14%
Other - Vietnamese	29	16	13	72%	69%	77%	7%	6%	8%	66%	56%	77%	7%	6%	8%
Unknown	67	39	28	57%	54%	61%	13%	15%	11%	51%	46%	57%	9%	8%	11%
White - Albanian	18	10	8	61%	70%	50%	6%	10%	0%	56%	60%	50%	6%	10%	0%
White - British	615	321	294	87%	83%	91%	37%	33%	41%	84%	78%	91%	20%	17%	24%
White - Greek Cypriot	23	12	11	70%	75%	64%	4%	0%	9%	70%	67%	73%	4%	0%	9%
White - Gypsy/Roma	7	4	3	14%	25%	0%	0%	0%	0%	29%	50%	0%	0%	0%	0%
White - Irish	38	22	16	82%	68%	100%	37%	27%	50%	82%	73%	94%	18%	5%	38%
White - Kosovan	24	10	14	79%	70%	86%	13%	10%	14%	83%	80%	86%	4%	0%	7%
White - Other White	204	102	102	83%	79%	87%	24%	20%	28%	81%	77%	85%	18%	14%	23%
White - Traveller of Irish Heritage	15	8	7	33%	13%	57%	0%	0%	0%	27%	13%	43%	0%	0%	0%
White - Turkish	191	102	89	58%	56%	60%	6%	5%	7%	53%	47%	60%	2%	1%	3%
White - Turkish Cypriot	24	12	12	50%	42%	58%	0%	0%	0%	46%	33%	58%	0%	0%	0%
<b>Grand Total</b>	<b>2807</b>	<b>1448</b>	<b>1359</b>	<b>79%</b>	<b>74%</b>	<b>85%</b>	<b>22%</b>	<b>19%</b>	<b>25%</b>	<b>75%</b>	<b>69%</b>	<b>82%</b>	<b>13%</b>	<b>10%</b>	<b>16%</b>

Ethnicity	Number			Maths						Science					
	All	Boys	Girls	All 2+	Boys 2+	Girls 2+	All 3+	Boys 3+	Girls 3+	All 2+	Boys 2+	Girls 2+	All 3+	Boys 3+	Girls 3+
Any Other Ethnic Background	62	32	30	84%	78%	90%	13%	16%	10%	76%	66%	87%	15%	13%	17%
Asian - Any Other Asian	56	30	26	95%	93%	96%	14%	17%	12%	95%	93%	96%	20%	27%	12%
Asian - Bangladeshi	79	43	36	91%	86%	97%	10%	12%	8%	81%	74%	89%	13%	12%	14%
Asian - Indian	33	19	14	94%	89%	100%	18%	21%	14%	91%	84%	100%	24%	26%	21%
Asian - Pakistani	33	13	20	82%	77%	85%	15%	23%	10%	82%	77%	85%	15%	15%	15%
Black - Other Black	39	17	22	90%	88%	91%	15%	12%	18%	85%	88%	82%	15%	6%	23%
Black - Caribbean	347	174	173	88%	83%	94%	15%	16%	14%	86%	81%	91%	18%	17%	20%
Black - Ghanaian	89	39	50	87%	82%	90%	15%	13%	16%	83%	82%	84%	26%	28%	24%
Black - Nigerian	94	35	59	89%	83%	93%	13%	23%	7%	87%	86%	88%	20%	23%	19%
Black - Other Black African	129	67	62	89%	88%	90%	10%	15%	5%	81%	85%	77%	16%	21%	10%
Black - Somalian	159	86	73	81%	83%	79%	7%	6%	8%	67%	69%	66%	5%	5%	5%
Black - Zairian/Congolese	34	22	12	71%	68%	75%	6%	9%	0%	74%	68%	83%	18%	18%	17%
<b>Black African Total</b>	<b>505</b>	<b>249</b>	<b>256</b>	<b>85%</b>	<b>83%</b>	<b>87%</b>	<b>10%</b>	<b>12%</b>	<b>8%</b>	<b>78%</b>	<b>78%</b>	<b>78%</b>	<b>15%</b>	<b>16%</b>	<b>14%</b>
Chinese	18	9	9	94%	89%	100%	28%	22%	33%	94%	89%	100%	22%	11%	33%
Mixed - Any Other Mixed	92	55	37	93%	93%	95%	27%	35%	16%	90%	89%	92%	23%	24%	22%
Mixed - White and Asian	32	15	17	91%	87%	94%	44%	40%	47%	91%	87%	94%	34%	27%	41%
Mixed - White and Black African	35	18	17	94%	94%	94%	26%	28%	24%	94%	94%	94%	29%	28%	29%
Mixed - White and Black Caribbean	108	50	58	88%	86%	90%	20%	22%	19%	89%	90%	88%	28%	26%	29%
Other - Kurdish	92	52	40	83%	83%	83%	3%	6%	0%	62%	62%	63%	5%	6%	5%
Other - Latin/South/Central American	21	14	7	81%	79%	86%	24%	29%	14%	76%	79%	71%	19%	21%	14%
Other - Vietnamese	29	16	13	93%	100%	85%	14%	13%	15%	83%	88%	77%	3%	6%	0%
Unknown	67	39	28	63%	64%	61%	12%	13%	11%	61%	59%	64%	12%	13%	11%
White - Albanian	18	10	8	78%	90%	63%	11%	20%	0%	67%	70%	63%	11%	20%	0%
White - British	615	321	294	91%	89%	93%	28%	30%	26%	91%	88%	95%	30%	33%	28%
White - Greek Cypriot	23	12	11	91%	92%	91%	4%	8%	0%	91%	92%	91%	4%	0%	9%
White - Gypsy/Roma	7	4	3	43%	50%	33%	14%	25%	0%	14%	25%	0%	0%	0%	0%
White - Irish	38	22	16	97%	95%	100%	26%	18%	38%	100%	100%	100%	37%	41%	31%
White - Kosovan	24	10	14	88%	80%	93%	21%	30%	14%	75%	60%	86%	8%	0%	14%
White - Other White	204	102	102	95%	95%	94%	25%	29%	22%	91%	92%	89%	20%	20%	21%
White - Traveller of Irish Heritage	15	8	7	67%	50%	86%	7%	13%	0%	73%	75%	71%	13%	25%	0%
White - Turkish	191	102	89	77%	81%	73%	8%	8%	8%	69%	70%	69%	4%	4%	4%
White - Turkish Cypriot	24	12	12	79%	75%	83%	0%	0%	0%	67%	67%	67%	0%	0%	0%
<b>Grand Total</b>	<b>2807</b>	<b>1448</b>	<b>1359</b>	<b>87%</b>	<b>86%</b>	<b>89%</b>	<b>18%</b>	<b>20%</b>	<b>16%</b>	<b>83%</b>	<b>81%</b>	<b>85%</b>	<b>19%</b>	<b>20%</b>	<b>19%</b>

## Annex 2: Key Stage 2

### English

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

<b>ENGLISH Level 4+</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005 Provisional</b>
<b>National</b>	75	75	78	79
<b>Haringey</b>	67	67	70	72
<b>Statistical Neighbours</b>	72	74	75	

### Mathematics

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

<b>MATHS Level 4+</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005 Provisional</b>
<b>National</b>	73	73	74	75
<b>Haringey</b>	67	66	67	68
<b>Statistical Neighbours</b>	71	70	71	

### Science

**Table A2.3: Percentage of pupils achieving Level 4+ in Science at the end of Key Stage 2**

<b>SCIENCE Level 4+</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005 Provisional</b>
<b>National</b>	86	87	86	86
<b>Haringey</b>	78	78	77	77
<b>Statistical Neighbours</b>	84	83	82	

**Table A2.4: Percentage of pupils achieving level 5+ at the end of Key Stage 2**

### English

	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005 Provisional</b>
<b>National</b>	29	27	27	27
<b>Haringey</b>	24	25	25	24

### Maths

	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005 Provisional</b>
<b>National</b>	28	29	31	31
<b>Haringey</b>	23	25	26	25

### Science

	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005 Provisional</b>
<b>National</b>	38	41	42	47
<b>Haringey</b>	31	32	36	38

**Table A2.5 KS2 results for Looked After Children**

	<b>KS2 English Level 4+</b>	<b>KS2 Maths Level 4+</b>	<b>KS2 Science Level 4+</b>
<b>National 2004</b>	<b>39.9</b>	<b>37.2</b>	<b>53.0</b>
<b>Haringey 2004 (23 children)</b>	<b>52</b>	<b>43</b>	<b>57</b>
<b>Haringey provisional 2005 (21 children)</b>	<b>57</b>	<b>43</b>	<b>57</b>

**Table A2.6 Key Stage 2 English results with gender**

	<b>Male Number</b>	<b>Female Number</b>	<b>Male English 4+</b>	<b>Female English 4+</b>	<b>Male English 5+</b>	<b>Female English 5+</b>
<b>National</b>			74%	84%	21%	33%
<b>Haringey</b>	1314	1320	68%	76%	19%	29%

**Table A2.7 Key Stage 2 Maths results with gender**

	<b>Male Number</b>	<b>Female Number</b>	<b>Male Maths 4+</b>	<b>Female Maths 4+</b>	<b>Male Maths 5+</b>	<b>Female Maths 5+</b>
<b>National</b>			76%	75%	33%	28%
<b>Haringey</b>	1314	1320	68%	66%	27%	22%

**Table A2.8 Key Stage 2 Science results with gender**

	<b>Male Number</b>	<b>Female Number</b>	<b>Male Science 4+</b>	<b>Female Science 4+</b>	<b>Male Science 5+</b>	<b>Female Science 5+</b>
<b>National</b>			86%	87%	48%	46%
<b>Haringey</b>	1314	1320	78%	76%	38%	37%

**Table A2.9: KS2 English with time in school**

<b>Time in School</b>	<b>Number of pupils</b>	<b>4</b>	<b>5</b>	<b>4+</b>
<b>More than 3 years</b>	2076	49%	27%	<b>76%</b>
<b>2 to 3 years</b>	199	44%	20%	<b>64%</b>
<b>1 to 2 years</b>	214	44%	15%	<b>59%</b>
<b>Less than 1 year</b>	102	40%	8%	<b>48%</b>
<b>no data</b>	33	30%	3%	<b>33%</b>
<b>Grand Total</b>	2624	48%	24%	<b>72%</b>

**Table A2.10: KS2 maths with time in school**

Time in School	Number of pupils	4	5	4+
<b>More than 3 years</b>	2076	43%	28%	<b>71%</b>
<b>2 to 3 years</b>	199	45%	15%	<b>60%</b>
<b>1 to 2 years</b>	214	44%	14%	<b>59%</b>
<b>Less than 1 year</b>	102	32%	8%	<b>40%</b>
<b>no data</b>	33	24%	0%	<b>24%</b>
<b>Grand Total</b>	2624	43%	25%	<b>68%</b>

**Table A2.11: KS2 science with time in school**

Time in School	Number of pupils	4	5	4+
<b>More than 3 years</b>	2076	40%	41%	<b>81%</b>
<b>2 to 3 years</b>	199	46%	27%	<b>73%</b>
<b>1 to 2 years</b>	214	37%	29%	<b>65%</b>
<b>Less than 1 year</b>	102	35%	18%	<b>53%</b>
<b>no data</b>	33	27%	9%	<b>36%</b>
<b>Grand Total</b>	2624	40%	38%	<b>77%</b>

**Table A2.12: Key Stage 2 results with EAL**

EAL	Grand Total	English 4+	Maths 4+	Science 4+
<b>Stage 1</b>	23	8%	33%	17%
<b>Stage 2</b>	139	17%	24%	37%
<b>Stage 3</b>	323	49%	50%	63%
<b>Stage 4</b>	395	83%	78%	90%
<b>Stage 5</b>	126	98%	95%	98%
<b>No EAL</b>	1617	78%	70%	80%
<b>Grand Total</b>	2624	72%	68%	77%

**Table A2.13: Key Stage 2 results for pupils with special educational needs**

SENstatus	Number	English Level 2 and below	English Level 4+	Maths Level 2 and below	Maths Level 4+	Science Level 2 and below	Science Level 4+
<b>No SEN</b>	1826	4%	85%	4%	80%	3%	86%
<b>School Action</b>	468	14%	51%	15%	48%	10%	66%
<b>School Action Plus</b>	227	28%	35%	27%	31%	17%	50%
<b>Statemented</b>	103	64%	16%	58%	20%	41%	33%
<b>Grand Total</b>	2624	10%	72%	10%	68%	7%	77%



**Table A2.14: Key Stage2 results for pupils eligible and not eligible for Free school meals**

	<b>English level 4+</b>	<b>English level 5</b>	<b>Maths level 4+</b>	<b>Maths level 5</b>
<b>FSM 1022 pupils</b>	58%	11%	54%	10%
<b>NOT FSM 1643 pupils</b>	78%	32%	74%	33%

**Table A 2.15: KS2 Results with ethnicity**

English KS2				All	Girls	Boys	All	Girls	Boys
Ethnicity	All	Girls	Boys	4+	4+	4+	5	5	5
Any Other Ethnic Background	65	42	23	71%	81%	52%	17%	24%	4%
Asian - Any Other Asian	59	28	31	78%	79%	77%	29%	46%	13%
Asian - Bangladeshi	65	29	36	75%	79%	72%	17%	14%	19%
Asian - Indian	49	24	25	80%	88%	72%	18%	21%	16%
Asian - Pakistani	26	15	11	77%	67%	91%	15%	0%	36%
Black - Other Black	55	27	28	84%	93%	75%	13%	11%	14%
Black - Caribbean	421	213	208	70%	77%	63%	16%	21%	10%
Black - Ghanaian	100	54	46	73%	83%	61%	17%	22%	11%
Black - Nigerian	81	41	40	85%	85%	85%	27%	39%	15%
Black - Other Black African	135	66	69	73%	73%	74%	21%	26%	17%
Black - Somalian	107	52	55	56%	62%	51%	10%	15%	5%
Black - Zairian/Congolese	41	20	21	49%	50%	48%	7%	15%	0%
<b>Black African total</b>	<b>464</b>	<b>233</b>	<b>231</b>	<b>69%</b>	<b>73%</b>	<b>65%</b>	<b>18%</b>	<b>24%</b>	<b>11%</b>
Chinese	11	4	7	91%	100%	86%	73%	50%	86%
Mixed - Any Other Mixed	107	56	51	88%	88%	88%	39%	39%	39%
Mixed - White and Asian	22	11	11	86%	100%	73%	45%	82%	9%
Mixed - White and Black African	13	6	7	100%	100%	100%	31%	33%	29%
Mixed - White and Black Caribbean	91	44	47	70%	82%	60%	25%	34%	17%
Not Obtained/Refused	58	33	25	47%	42%	52%	12%	15%	8%
Other - Kurdish	70	42	28	43%	45%	39%	10%	12%	7%
Latin/South/Central American	17	10	7	53%	40%	71%	12%	10%	14%
Other - Vietnamese	22	11	11	77%	82%	73%	23%	27%	18%
White - Albanian	18	9	9	61%	67%	56%	17%	22%	11%
White - British	526	250	276	86%	92%	81%	44%	48%	40%
White - Greek Cypriot	34	13	21	62%	62%	62%	24%	31%	19%
White - Gypsy/Roma	7	4	3	0%	0%	0%	0%	0%	0%
White - Irish	41	23	18	85%	83%	89%	32%	39%	22%
White - Kosovan	31	10	21	52%	40%	57%	10%	10%	10%
White - Other White	162	80	82	77%	83%	72%	33%	45%	22%
White - Traveller of Irish Heritage	14	9	5	43%	44%	40%	0%	0%	0%
White - Turkish	155	78	77	43%	49%	38%	6%	13%	0%
White - Turkish Cypriot	31	16	15	48%	44%	53%	6%	6%	7%
<b>Haringey</b>	<b>2634</b>	<b>1320</b>	<b>1314</b>	<b>72%</b>	<b>76%</b>	<b>68%</b>	<b>24%</b>	<b>29%</b>	<b>19%</b>

<b>Maths KS2</b>				<b>All</b>	<b>Girls</b>	<b>Boys</b>	<b>All</b>	<b>Girls</b>	<b>Boys</b>
<b>Ethnicity</b>	<b>All</b>	<b>Girls</b>	<b>Boys</b>	<b>4+</b>	<b>4+</b>	<b>4+</b>	<b>5</b>	<b>5</b>	<b>5</b>
Any Other Ethnic Background	65	42	23	68%	69%	65%	14%	17%	9%
Asian - Any Other Asian	59	28	31	73%	71%	74%	31%	32%	29%
Asian - Bangladeshi	65	29	36	75%	72%	78%	29%	17%	39%
Asian - Indian	49	24	25	78%	79%	76%	29%	25%	32%
Asian - Pakistani	26	15	11	65%	67%	64%	27%	20%	36%
Black - Other Black	55	27	28	51%	44%	57%	20%	22%	18%
Black - Caribbean	421	213	208	61%	63%	59%	11%	9%	13%
Black - Ghanaian	100	54	46	67%	69%	65%	15%	11%	20%
Black - Nigerian	81	41	40	83%	78%	88%	31%	27%	35%
Black - Other Black African	135	66	69	65%	58%	72%	18%	18%	17%
Black - Somalian	107	52	55	52%	52%	53%	7%	12%	4%
Black - Zairian/Congolese	41	20	21	39%	40%	38%	5%	0%	10%
<b>Black African total</b>	<b>464</b>	<b>233</b>	<b>231</b>	<b>63%</b>	<b>61%</b>	<b>66%</b>	<b>16%</b>	<b>15%</b>	<b>17%</b>
Chinese	11	4	7	91%	100%	86%	82%	75%	86%
Mixed - Any Other Mixed	107	56	51	80%	79%	82%	36%	27%	47%
Mixed - White and Asian	22	11	11	91%	100%	82%	50%	73%	27%
Mixed - White and Black African	13	6	7	85%	83%	86%	38%	33%	43%
Mixed - White and Black Caribbean	91	44	47	58%	64%	53%	26%	27%	26%
Not Obtained/Refused	58	33	25	40%	36%	44%	16%	15%	16%
Other - Kurdish	70	42	28	49%	43%	57%	10%	10%	11%
Latin/South/Central American	17	10	7	59%	50%	71%	6%	10%	0%
Other - Vietnamese	22	11	11	82%	91%	73%	36%	45%	27%
White - Albanian	18	9	9	67%	67%	67%	22%	33%	11%
White - British	526	250	276	83%	84%	82%	43%	40%	46%
White - Greek Cypriot	34	13	21	53%	38%	62%	29%	15%	38%
White - Gypsy/Roma	7	4	3	14%	0%	33%	0%	0%	0%
White - Irish	41	23	18	80%	78%	83%	34%	22%	50%
White - Kosovan	31	10	21	58%	50%	62%	13%	0%	19%
White - Other White	162	80	82	73%	73%	73%	39%	40%	38%
White - Traveller of Irish Heritage	14	9	5	21%	22%	20%	0%	0%	0%
White - Turkish	155	78	77	50%	47%	53%	8%	5%	10%
White - Turkish Cypriot	31	16	15	55%	56%	53%	6%	6%	7%
<b>Haringey</b>	<b>2634</b>	<b>1320</b>	<b>1314</b>	<b>68%</b>	<b>66%</b>	<b>68%</b>	<b>25%</b>	<b>22%</b>	<b>27%</b>

<b>Science KS2</b>				<b>All</b>	<b>Girls</b>	<b>Boys</b>	<b>All</b>	<b>Girls</b>	<b>Boys</b>
<b>Ethnicity</b>	<b>All</b>	<b>Girls</b>	<b>Boys</b>	<b>4+</b>	<b>4+</b>	<b>4+</b>	<b>5</b>	<b>5</b>	<b>5</b>
Any Other Ethnic Background	65	42	23	75%	79%	70%	31%	38%	17%
Asian - Any Other Asian	59	28	31	83%	82%	84%	44%	57%	32%
Asian - Bangladeshi	65	29	36	80%	83%	78%	42%	38%	44%
Asian - Indian	49	24	25	80%	79%	80%	39%	38%	40%
Asian - Pakistani	26	15	11	81%	80%	82%	42%	27%	64%
Black - Other Black	55	27	28	78%	78%	79%	25%	37%	14%
Black - Caribbean	421	213	208	76%	77%	76%	27%	26%	27%
Black - Ghanaian	100	54	46	76%	78%	74%	25%	24%	26%
Black - Nigerian	81	41	40	90%	88%	93%	42%	46%	38%
Black - Other Black African	135	66	69	75%	70%	80%	29%	26%	32%
Black - Somalian	107	52	55	67%	69%	65%	23%	29%	18%
Black - Zairian/Congolese	41	20	21	54%	55%	52%	12%	15%	10%
<b>Black African total</b>	<b>464</b>	<b>233</b>	<b>231</b>	<b>74%</b>	<b>73%</b>	<b>75%</b>	<b>28%</b>	<b>29%</b>	<b>26%</b>
Chinese	11	4	7	100%	100%	100%	82%	75%	86%
Mixed - Any Other Mixed	107	56	51	89%	88%	90%	52%	46%	59%
Mixed - White and Asian	22	11	11	86%	91%	82%	68%	82%	55%
Mixed - White and Black African	13	6	7	92%	100%	86%	62%	67%	57%
Mixed - White and Black Caribbean	91	44	47	78%	80%	77%	36%	43%	30%
Not Obtained/Refused	58	33	25	48%	42%	56%	22%	18%	28%
Other - Kurdish	70	42	28	56%	52%	61%	14%	17%	11%
Other - Latin/South/Central American	17	10	7	71%	60%	86%	24%	20%	29%
Other - Vietnamese	22	11	11	77%	82%	73%	41%	55%	27%
White - Albanian	18	9	9	72%	78%	67%	22%	33%	11%
White - British	526	250	276	89%	90%	89%	59%	57%	61%
White - Greek Cypriot	34	13	21	74%	69%	76%	38%	23%	48%
White - Gypsy/Roma	7	4	3	14%	0%	33%	0%	0%	0%
White - Irish	41	23	18	85%	78%	94%	56%	52%	61%
White - Kosovan	31	10	21	65%	40%	76%	23%	10%	29%
White - Other White	162	80	82	81%	80%	81%	52%	56%	47%
White - Traveller of Irish Heritage	14	9	5	36%	11%	80%	7%	11%	0%
White - Turkish	155	78	77	54%	58%	51%	17%	15%	18%
White - Turkish Cypriot	31	16	15	71%	63%	80%	16%	13%	20%
<b>Haringey</b>	<b>2634</b>	<b>1320</b>	<b>1314</b>	<b>77%</b>	<b>76%</b>	<b>78%</b>	<b>38%</b>	<b>37%</b>	<b>38%</b>

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

**Table A2.16: English Level 4+**

	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>African</b>	64%	62%	65%	65%	69%
<b>African Caribbean</b>	69%	63%	64%	66%	70%
<b>Kurdish</b>	29%	32%	31%	43%	43%
<b>Turkish</b>	45%	43%	40%	41%	43%
<b>White UK</b>	81%	79%	81%	82%	86%
<b>All</b>	69%	67%	67%	70%	72%

**Table A 2.17: Maths Level 4+**

	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>African</b>	55%	64%	63%	60%	63%
<b>African Caribbean</b>	58%	60%	58%	59%	61%
<b>Kurdish</b>	45%	43%	47%	48%	49%
<b>Turkish</b>	55%	51%	46%	42%	50%
<b>White UK</b>	78%	79%	80%	80%	83%
<b>All</b>	65%	67%	66%	67%	68%

**Table A2.18 Science Level 4+**

	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>African</b>	69%	74%	74%	70%	74%
<b>African Caribbean</b>	80%	78%	73%	73%	76%
<b>Kurdish</b>	64%	52%	54%	52%	56%
<b>Turkish</b>	65%	56%	57%	48%	54%
<b>White UK</b>	91%	87%	90%	88%	89%
<b>All</b>	80%	78%	78%	77%	77%

**Table A2.19 English level 5+**

	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>African</b>	19%	13%	15%	17%	18%
<b>African Caribbean</b>	15%	18%	19%	17%	16%
<b>Kurdish</b>	1%	3%	4%	4%	10%
<b>Turkish</b>	5%	6%	7%	6%	6%
<b>White UK</b>	42%	44%	45%	39%	44%
<b>All</b>	26%	24%	25%	25%	24%

**Table A2.20 Maths level 5+**

	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>African</b>	12%	17%	14%	16%	16%
<b>African Caribbean</b>	11%	14%	13%	15%	11%
<b>Kurdish</b>	5%	9%	10%	8%	10%
<b>Turkish</b>	8%	13%	10%	9%	8%
<b>White UK</b>	36%	38%	46%	44%	43%
<b>All</b>	21%	23%	25%	26%	25%

**Table A2.21 Science level 5+**

	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>African</b>	16%	20%	21%	23%	28%
<b>African Caribbean</b>	19%	24%	25%	24%	27%
<b>Kurdish</b>	7%	9%	12%	14%	14%
<b>Turkish</b>	11%	17%	11%	14%	17%
<b>White UK</b>	48%	49%	53%	57%	59%
<b>All</b>	28%	31%	32%	36%	38%

**Table A2.22 Progress from Key Stage 1 to Key Stage 2 (Autumn Package and QCA 2004)**

Reading	Grand Total	Number of pupils achieving level 4+ Haringey	Number of pupils expected to achieve level 4+ Nationally	Number of pupils achieving level 5+ Haringey	Number of pupils expected to achieve level 5+ Nationally
3	478	475	477	388	386
2A	347	333	340	170	160
2B	420	380	390	155	120
2C	363	295	282	54	47
1	319	156	144	16	13
W	93	20	14	0	1
A	7				
D	8				
No KS1 Data	591				
<b>Grand Total</b>	<b>2626</b>	<b>1659</b>	<b>1647</b>	<b>783</b>	<b>726</b>

Writing	Grand Total	Number of pupils achieving level 4+ Haringey	Number of pupils expected to achieve level 4+ Nationally	Number of pupils achieving level 5+ Haringey	Number of pupils expected to achieve level 5+ Nationally
3	182	174	178	109	105
2A	308	281	287	100	108
2B	573	481	449	108	84
2C	572	307	271	32	21
1	257	69	48	5	2
W	128	7	8	0	0
A	7				
D	8				
No KS1 Data	591				
<b>Grand Total</b>	<b>2626</b>	<b>1319</b>	<b>1240</b>	<b>354</b>	<b>320</b>

English	Grand Total	Number of pupils achieving level 4+ Haringey	Number of pupils expected to achieve level 4+ Nationally	Number of pupils achieving level 5+ Haringey	Number of pupils expected to achieve level 5+ Nationally
More than 18	421	418	421	291	286
16 to less than 18	327	318	317	136	108
14 to less than 16	519	463	457	108	67
12 to less than 14	316	227	205	18	13
9 to less than 12	297	128	101	3	3
7 to less than 9	55	9	8	1	0
Less than 7	88	9	6	0	0
No KS1 Data	591				
<b>Grand Total</b>	<b>2626</b>	<b>1563</b>	<b>1510</b>	<b>557</b>	<b>477</b>

Maths	Grand Total	Number of pupils achieving level 4+ Haringey	Number of pupils expected to achieve level 4+ Nationally	Number of pupils achieving level 5+ Haringey	Number of pupils expected to achieve level 5+ Nationally
3	433	426	429	315	322
2A	427	399	397	169	155
2B	504	390	387	74	65
2C	401	196	187	14	12
1	200	45	34	2	1
W	52	2	3	0	0
A	9				
D	8				
No KS1 Data	591				
<b>Grand Total</b>	<b>2626</b>	<b>1458</b>	<b>1437</b>	<b>574</b>	<b>555</b>

Science	Grand Total	Number of pupils achieving level 4+ Haringey	Number of pupils expected to achieve level 4+ Nationally	Number of pupils achieving level 5+ Haringey	Number of pupils expected to achieve level 5+ Nationally
More than 18	421	417	421	344	354
16 to less than 18	327	315	320	207	186
14 to less than 16	519	469	483	203	171
12 to less than 14	315	239	255	68	50
9 to less than 12	296	178	186	23	27
7 to less than 9	55	16	25	3	3
Less than 7	87	28	24	5	3
No KS1 Data	591				
<b>Grand Total</b>	<b>2624</b>	<b>1634</b>	<b>1691</b>	<b>848</b>	<b>791</b>



### ANNEX 3: KEY STAGE 3 DATA

#### English

Table: A3.1: Percentage of pupils achieving Level 5+ in English at the end of Key Stage 3

ENGLISH Level 5+	2001	2002	2003	2004	2005 provisional
NATIONAL	64	67	69	71	74
Haringey	48	56	52	59	65
Statistical Neighbours	56	60	61	N/A	

#### Mathematics

Table: A3.2: Percentage of pupils achieving Level 5+ in Maths at the end of Key Stage 3

MATHS Level 5+	2001	2002	2003	2004	2005 provisional
NATIONAL	66	67	71	73	74
Haringey	48	52	55	58	62
Statistical Neighbours	56	59	63	62	

#### Science

Table: A3.3: Percentage of pupils achieving Level 5+ in Science at the end of Key Stage 3

SCIENCE Level 5+	2001	2002	2003	2004	2005 provisional
NATIONAL	66	67	68	66	70
Haringey	42	48	51	51	52
Statistical Neighbours	53	56	58	53	

#### Information and Communications Technology (ICT)

Table A3.4: Percentage of pupils achieving Level 5+ in ICT at the end of Key Stage 3

ICT Level 5+	2001	2002	2003	2004	2005 provisional
NATIONAL	65	66	67	67	69
Haringey	42	53	57	54	63

**Table A3.5: Percentage of pupils achieving Level 6+ at the end of Key Stage 3**

% Level 6+	English 2002	English 2003	English 2004	English 2005 provisional
National	33	35	34	35
Haringey	23	18	25	28

% Level 6+	Maths 2002	Maths 2003	Maths 2004	Maths 2005 provisional
National	45	49	52	53
Haringey	29	33	37	39

% Level 6+	Science 2002	Science 2003	Science 2004	Science 2005 provisional
National	33	40	34	37
Haringey	19	26	24	24

**Table A3.6 Key Stage 3 results for Looked After Children**

	% KS3 English Level 5+	% KS3 Maths Level 5+	% KS3 Science Level 5+
National 2004	22.5	25.8	20.8
Haringey 2004	29.3	27	20
Haringey provisional 2005 (34 children)	26.5	26.5	18

**Table A3.7: Key Stage 3 results with gender**

2004	English Level 5+ Male	English Level 5+ Female	English Level 6+ Male	English Level 6+ Female
NATIONAL	67	80	28	41
Haringey	57	72	18	38

**Table A3.8: Key Stage 3 results with gender**

2004	Maths Level 5+ Male	Maths Level 5+ Female	Maths Level 6+ Male	Maths Level 6+ Female
National	73	74	53	53
Haringey	61	62	40	39

**Table A3.9: Key Stage 3 results with gender**

2004	Science Level 5+ Male	Science Level 5+ Female	Science Level 6+ Male	Science Level 6+ Female
NATIONAL	69	70	38	36
Haringey, 2174	50	54	21	28

**Table A3.10: Key Stage 3 results with time in school**

	<b>KS3 Cohort</b>	<b>% English Level 5+</b>	<b>% Maths Level 5+</b>	<b>% Science Level 5+</b>
<b>Between 2 and 3 years</b>	1810	68	65	55
<b>Between 1 and 2 years</b>	114	50	43	39
<b>Less than 1 year</b>	73	48	44	32
<b>Unknown</b>	87	43	36	32
<b>All pupils</b>	2084	65	62	52

**Table A3.11: Key Stage 3 results for pupils with special educational needs**

<b>SEN status</b>	<b>Grand Total</b>	<b>English Level 3 and below</b>	<b>English Level 5+</b>	<b>Maths Level 3 and below</b>	<b>Maths Level 5+</b>	<b>Science Level 3 and below</b>	<b>Science Level 5+</b>
<b>No SEN</b>	1526	6%	76%	9%	73%	14%	63%
<b>School Action</b>	365	24%	39%	31%	34%	37%	22%
<b>School Action Plus</b>	105	22%	37%	34%	34%	37%	25%
<b>Statemented</b>	88	60%	6%	68%	10%	63%	13%
<b>Grand Total</b>	2084	12%	65%	17%	62%	21%	52%

**Table A3.12: Key Stage3 results for pupils eligible and not eligible for Free school meals**

	<b>English level 5+</b>	<b>English level 6+</b>	<b>Maths level 5+</b>	<b>Maths level 6</b>
<b>FSM 805 pupils</b>	53%	17%	50%	29%
<b>NOT FSM 1217 pupils</b>	73%	35%	70%	48%

**Table A3.13: KS3 provisional results - English**

	<b>KS3 English 01</b>	<b>KS3 English 02</b>	<b>KS3 English 03</b>	<b>KS3 English 04</b>	<b>KS3 English 05 Provisional</b>
<b>Alexandra</b>	-	73	68	70	72
<b>Fortismere</b>	76	87	82	84	86
<b>Gladesmore</b>	38	59	59	60	60
<b>Greig City Academy</b>	-	-	47	55	60
<b>Highgate Wood</b>	59	70	53	72	77
<b>Hornsey</b>	68	73	65	84	86
<b>John Loughborough</b>	66	58	62	69	50
<b>Northumberland Park</b>	27	47	37	25	35
<b>Park View</b>	29	45	32	43	63
<b>St Thomas More</b>	50.5	60	45	58	72
<b>White Hart Lane</b>	22	17	28	41	41
<b>Haringey</b>	48	56	52	59	65
<b>England Average</b>	64	67	69	71	74

**Table A3.14: KS3 provisional results - Maths**

	<b>KS3 Maths 01</b>	<b>KS3 Maths 02</b>	<b>KS3 Maths 03</b>	<b>KS3 Maths 04</b>	<b>KS3 Maths 05 Provisional</b>
<b>Alexandra</b>	-	74	74	75	74
<b>Fortismere</b>	75	79	83	84	85
<b>Gladesmore</b>	45	47	53	57	60
<b>Greig City Academy</b>	-	-	34	39	48
<b>Highgate Wood</b>	67	63	70	66	72
<b>Hornsey</b>	54	67	66	71	70
<b>John Loughborough</b>	67	44	48	43	57
<b>Northumberland Pk</b>	30	37	48	41	50
<b>Park View</b>	36	46	38	52	59
<b>St Thomas More</b>	44.5	42	45	54	57
<b>White Hart Lane</b>	28	31	32	40	37
<b>Haringey</b>	48	52	55	58	62
<b>England Average</b>	66	67	71	73	74

**Table A3.15: KS3 provisional results - Science**

	<b>KS3 Science 01</b>	<b>KS3 Science 02</b>	<b>KS3 Science 03</b>	<b>KS3 Science 04</b>	<b>KS3 Science 05 Provisional</b>
<b>Alexandra</b>	-	63	69	63	69
<b>Fortismere</b>	76	80	83	78	80
<b>Gladesmore</b>	37	41	47	50	43
<b>Greig City Academy</b>	-	-	36	32	43
<b>Highgate Wood</b>	61	58	60	57	61
<b>Hornsey</b>	52	66	68	69	72
<b>John Loughborough</b>	66	55	60	50	55
<b>Northumberland Pk</b>	23	36	33	33	41
<b>Park View</b>	27	35	32	41	40
<b>St Thomas More</b>	38	40	49	51	39
<b>White Hart Lane</b>	27	30	27	35	33
<b>Haringey</b>	42	48	51	51	52
<b>England Average</b>	66	67	68	66	70

**Table A 3.16: KS3 Results with ethnicity  
English KS3**

<b>Ethnicity</b>	<b>All</b>	<b>Girls</b>	<b>Boys</b>	<b>All 5+</b>	<b>Girls 5+</b>	<b>Boys 5+</b>	<b>All 6+</b>	<b>Girls 6+</b>	<b>Boys 6+</b>
Any Other	67	25	42	54%	60%	50%	25%	36%	19%
Any Other - Kurdish	75	36	39	32%	33%	31%	3%	3%	3%
Any Other - South/Central American	17	4	13	47%	25%	54%	12%	0%	15%
Any Other - Vietnamese	19	9	10	53%	78%	30%	11%	22%	0%
Other Asian	42	18	24	69%	78%	63%	19%	33%	8%
Bangladeshi	48	29	19	79%	86%	68%	42%	55%	21%
Indian	51	31	20	71%	77%	60%	39%	48%	25%
Pakistani	21	9	12	71%	100%	50%	43%	56%	33%
Other Black	49	25	24	73%	76%	71%	22%	28%	17%
African Caribbean	280	141	139	63%	72%	54%	23%	32%	13%
Ghanaian	47	25	22	83%	88%	77%	15%	28%	0%
Nigerian	45	17	28	73%	88%	64%	22%	47%	7%
Other Black African	139	80	59	68%	70%	64%	27%	34%	19%
Somali	79	42	37	49%	71%	24%	14%	21%	5%
Zairian/Congolese	22	11	11	73%	82%	64%	36%	36%	36%
<b>Black African total</b>	<b>332</b>	<b>175</b>	<b>157</b>	<b>67%</b>	<b>75%</b>	<b>57%</b>	<b>22%</b>	<b>31%</b>	<b>12%</b>
Chinese	4	1	3	50%	100%	33%	0%	0%	0%
Mixed - Any Other Mixed	65	35	30	83%	86%	80%	42%	51%	30%
Mixed - White and Asian	13	4	9	69%	75%	67%	46%	75%	33%
Mixed - White and Black African	39	12	27	64%	75%	59%	23%	42%	15%
Mixed - White and Black Caribbean	96	52	44	65%	79%	48%	33%	46%	18%
Not obtained	108	43	65	57%	65%	52%	23%	30%	18%
White - Albanian	5	1	4	40%	0%	50%	0%	0%	0%
White - British	438	204	234	77%	78%	75%	41%	54%	30%
White - Greek Cypriot	25	12	13	64%	83%	46%	28%	33%	23%
White - Gypsy/Roma	8	3	5	13%	0%	20%	0%	0%	0%
White - Irish	19	11	8	68%	64%	75%	32%	45%	13%
White - Kosovan	19	6	13	32%	67%	15%	5%	0%	8%
White - Other	108	51	57	68%	80%	56%	42%	59%	26%
White - Traveller of Irish Heritage	4	1	3	0%	0%	0%	0%	0%	0%
White - Turkish	97	46	51	44%	48%	41%	8%	9%	8%
White - Turkish Cypriot	45	23	22	49%	65%	32%	11%	17%	5%
<b>Grand Total</b>	<b>2094</b>	<b>1007</b>	<b>1087</b>	<b>65%</b>	<b>72%</b>	<b>57%</b>	<b>28%</b>	<b>38%</b>	<b>18%</b>

<b>Maths KS3</b>	<b>All</b>	<b>Girls</b>	<b>Boys</b>	<b>All 5+</b>	<b>Girls 5+</b>	<b>Boys 5+</b>	<b>All 6+</b>	<b>Girls 6+</b>	<b>Boys 6+</b>
Any Other	67	25	42	52%	40%	60%	36%	24%	43%
Any Other - Kurdish	75	36	39	37%	36%	38%	17%	14%	21%
Any Other - South/Central American	17	4	13	47%	50%	46%	12%	0%	15%
Any Other - Vietnamese	19	9	10	68%	78%	60%	42%	33%	50%
Other Asian	42	18	24	67%	61%	71%	50%	50%	50%
Bangladeshi	48	29	19	73%	62%	89%	44%	38%	53%
Indian	51	31	20	80%	87%	70%	59%	71%	40%
Pakistani	21	9	12	71%	89%	58%	43%	44%	42%
Other Black	49	25	24	53%	60%	46%	37%	44%	29%
African Caribbean	280	141	139	54%	55%	53%	28%	27%	29%
Ghanaian	47	25	22	66%	64%	68%	28%	32%	23%
Nigerian	45	17	28	64%	76%	57%	44%	65%	32%
Other Black African	139	80	59	58%	51%	66%	32%	30%	34%
Somali	79	42	37	49%	55%	43%	22%	24%	19%
Zairian/Congolese	22	11	11	64%	73%	55%	23%	27%	18%
<b>Black African total</b>	<b>332</b>	<b>175</b>	<b>157</b>	<b>58%</b>	<b>58%</b>	<b>59%</b>	<b>30%</b>	<b>32%</b>	<b>27%</b>
Chinese	4	1	3	100%	100%	100%	100%	100%	100%
Mixed - Any Other Mixed	65	35	30	72%	71%	73%	52%	46%	60%
Mixed - White and Asian	13	4	9	62%	75%	56%	46%	50%	44%
Mixed - White and Black African	39	12	27	56%	58%	56%	31%	33%	30%
Mixed - White and Black Caribbean	96	52	44	68%	69%	66%	39%	33%	45%
Not obtained	108	43	65	48%	53%	45%	28%	26%	29%
White - Albanian	5	1	4	60%	0%	75%	60%	0%	75%
White - British	438	204	234	76%	75%	78%	60%	61%	58%
White - Greek Cypriot	25	12	13	60%	58%	62%	36%	33%	38%
White - Gypsy/Roma	8	3	5	13%	0%	20%	13%	0%	20%
White - Irish	19	11	8	63%	55%	75%	47%	45%	50%
White - Kosovan	19	6	13	37%	33%	38%	16%	17%	15%
White - Other	108	51	57	69%	78%	60%	50%	55%	46%
White - Traveller of Irish Heritage	4	1	3	0%	0%	0%	0%	0%	0%
White - Turkish	97	46	51	49%	41%	57%	28%	15%	39%
White - Turkish Cypriot	45	23	22	47%	52%	41%	24%	22%	27%
<b>Grand Total</b>	<b>2094</b>	<b>1007</b>	<b>1087</b>	<b>62%</b>	<b>62%</b>	<b>61%</b>	<b>39%</b>	<b>39%</b>	<b>40%</b>

<b>Science KS3</b>	<b>All</b>	<b>Girls</b>	<b>Boys</b>	<b>All 5+</b>	<b>Girls 5+</b>	<b>Boys 5+</b>	<b>All 6+</b>	<b>Girls 6+</b>	<b>Boys 6+</b>
Any Other	67	25	42	48%	40%	52%	21%	20%	21%
Any Other - Kurdish	75	36	39	24%	22%	26%	5%	6%	5%
Any Other - South/Central American	17	4	13	41%	25%	46%	6%	0%	8%
Any Other - Vietnamese	19	9	10	53%	56%	50%	11%	22%	0%
Other Asian	42	18	24	55%	50%	58%	19%	17%	21%
Bangladeshi	48	29	19	56%	55%	58%	19%	17%	21%
Indian	51	31	20	67%	74%	55%	25%	39%	5%
Pakistani	21	9	12	67%	89%	50%	33%	33%	33%
Other Black	49	25	24	43%	48%	38%	20%	24%	17%
African Caribbean	280	141	139	44%	48%	40%	17%	21%	14%
Ghanaian	47	25	22	43%	48%	36%	11%	12%	9%
Nigerian	45	17	28	53%	71%	43%	18%	35%	7%
Other Black African	139	80	59	44%	43%	46%	16%	15%	17%
Somali	79	42	37	37%	45%	27%	13%	14%	11%
Zairian/Congolese	22	11	11	41%	36%	45%	23%	18%	27%
<b>Black African total</b>	<b>332</b>	<b>175</b>	<b>157</b>	<b>43%</b>	<b>46%</b>	<b>39%</b>	<b>15%</b>	<b>17%</b>	<b>13%</b>
Chinese	4	1	3	75%	100%	67%	25%	0%	33%
Mixed - Any Other Mixed	65	35	30	71%	71%	70%	38%	37%	40%
Mixed - White and Asian	13	4	9	62%	75%	56%	46%	75%	33%
Mixed - White and Black African	39	12	27	36%	50%	30%	13%	17%	11%
Mixed - White and Black Caribbean	96	52	44	63%	67%	57%	27%	31%	23%
Not obtained	108	43	65	44%	47%	43%	19%	19%	20%
White - Albanian	5	1	4	40%	0%	50%	0%	0%	0%
White - British	438	204	234	71%	72%	71%	44%	50%	38%
White - Greek Cypriot	25	12	13	48%	50%	46%	20%	17%	23%
White - Gypsy/Roma	8	3	5	13%	0%	20%	13%	0%	20%
White - Irish	19	11	8	47%	45%	50%	16%	27%	0%
White - Kosovan	19	6	13	16%	17%	15%	5%	17%	0%
White - Other	108	51	57	62%	69%	56%	32%	47%	19%
White - Traveller of Irish Heritage	4	1	3	0%	0%	0%	0%	0%	0%
White - Turkish	97	46	51	34%	26%	41%	9%	7%	12%
White - Turkish Cypriot	45	23	22	33%	39%	27%	18%	17%	18%
<b>Grand Total</b>	<b>2094</b>	<b>1007</b>	<b>1087</b>	<b>52%</b>	<b>54%</b>	<b>50%</b>	<b>24%</b>	<b>28%</b>	<b>21%</b>



## Ethnic Minority Achievement Trends

**Table A3.17: Comparison of performance at Level 5+ at Key Stage 3 for the larger minority ethnic groups between 2002 and 2005**  
**English Level 5+**

	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>African</b>	48%	49%	59%	67%
<b>African Caribbean</b>	56%	50%	57%	63%
<b>Kurdish</b>	27%	17%	33%	32%
<b>Turkish</b>	35%	28%	32%	44%
<b>White UK</b>	71%	68%	71%	77%
<b>All</b>	56%	52%	59%	65%

### Maths Level 5+

	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>African</b>	38%	44%	50%	58%
<b>African Caribbean</b>	44%	46%	45%	54%
<b>Kurdish</b>	38%	32%	40%	37%
<b>Turkish</b>	37%	44%	47%	49%
<b>White UK</b>	66%	73%	74%	76%
<b>All</b>	52%	55%	58%	62%

### Science Level 5+

	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>African</b>	38%	44%	46%	43%
<b>African Caribbean</b>	42%	44%	42%	44%
<b>Kurdish</b>	27%	12%	26%	24%
<b>Turkish</b>	25%	29%	28%	34%
<b>White UK</b>	66%	70%	70%	71%
<b>All</b>	48%	51%	51%	52%

**Table A3.18: Comparison of performance at Level 6+ at Key Stage 3 for the larger minority ethnic groups between 2002 and 2004**

**English Level 6+**

	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>African</b>	14%	12%	22%	22%
<b>African Caribbean</b>	20%	11%	16%	23%
<b>Kurdish</b>	6%	1%	5%	3%
<b>Turkish</b>	7%	4%	6%	8%
<b>White UK</b>	37%	36%	43%	41%
<b>All</b>	23%	18%	25%	28%

**Maths Level 6+**

	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>African</b>	18%	25%	28%	30%
<b>African Caribbean</b>	19%	23%	25%	28%
<b>Kurdish</b>	15%	9%	20%	17%
<b>Turkish</b>	17%	21%	17%	28%
<b>White UK</b>	48%	53%	55%	60%
<b>All</b>	29%	33%	37%	39%

**Science Level 6+**

	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>African</b>	9%	19%	18%	15%
<b>African Caribbean</b>	15%	17%	15%	17%
<b>Kurdish</b>	6%	4%	8%	5%
<b>Turkish</b>	10%	8%	8%	9%
<b>White UK</b>	34%	48%	43%	44%
<b>All</b>	19%	26%	24%	24%

**Table A3.19: Value Added KS2 to KS3**

		Number achieved LEA		Number expected National 2004	
		5+	6+	5+	6+
<b>2002 KS2 English</b>	Grand Total				
5	354	344	276	351	282
4	742	649	222	626	194
3	452	198	23	144	6
2	18	3	0	1	0
N	88	8	0	4	1
B	87	6	1	3	0
A	13				
D	25				
No KS2 data	313				
<b>Grand Total</b>	2092	<b>1208</b>	<b>522</b>	<b>1128</b>	<b>483</b>

		Number achieved LEA		Number expected National 2004	
		5+	6+	5+	6+
<b>2002 KS2 Maths</b>	Grand Total				
6	3	3	3	3	3
5	329	320	305	328	322
4	791	679	411	725	483
3	436	138	24	160	24
2	30	1	0	1	0
N	83	0	0	1	1
B	71	1	0	1	0
A	16				
D	20				
No KS2 data	313				
<b>Grand Total</b>	2092	<b>1142</b>	<b>743</b>	<b>1219</b>	<b>833</b>

		Number achieved LEA		Number expected National 2004	
		5+	6+	5+	6+
<b>2002 KS2 Science</b>	Grand Total				
6	2	1	0	2	2
5	494	466	334	474	367
4	843	467	127	553	164
3	299	31	0	22	1
2	23	1	0	0	0
N	34	1	0	3	2
B	45	1	0	1	0
A	19				
D	20				
No KS2 data	313				
<b>Grand Total</b>	2092	<b>968</b>	<b>461</b>	<b>1056</b>	<b>536</b>

## ANNEX 4 KEY STAGE 4 AND POST 16 DATA

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

	2001	2002	2003	2004	2005 Provisional
<b>National</b>	50.0	51.2	52.9	53.7	55.7
<b>Haringey</b>	30.9	35.6	39	43.7	50
<b>Statistical Neighbours</b>	41.5	44.4	46.6	48.6	

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

	2002	2003	2004	2005 Provisional
<b>National</b>	86.8	86.3	86.4	86.7
<b>Haringey</b>	75	80	80	83

**Table A4.3: Percentage of pupils attaining 1+ A\*-G grades at the end of Key Stage 4**

	2001	2002	2003	2004	2005 Provisional
<b>National</b>	96	96	96	96	96
<b>Haringey</b>	92	91	90	93	96
<b>Statistical Neighbours</b>	96	96	96	96	

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

	2001	2002	2003	2004	2005 Provisional
<b>National</b>	39.3	39.8	40.7	340.4	347.9
<b>Haringey</b>	30.6	31.9	33.0	34.8 (New point score 294.4)	36.9 (New point score 308.4)
<b>Statistical Neighbour</b>	35.6	36.8	38.5	330.1	

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

	<b>5+ A* - C</b>	<b>5+ A* - G</b>	<b>1+ A* - G</b>
<b>National 2004</b>	9.4	39.4	56.0
<b>Haringey 2004</b>	12.3	44	54.4
<b>Haringey provisional 2005 (59 children)</b>	12	41	58

**Table A4.6: Key Stage 4 results for pupils with special educational needs**

<b>SENstatus</b>	<b>Number</b>	<b>5+ A* - C</b>	<b>1+ A* - G</b>	<b>5+ A* - G</b>
<b>No SEN</b>	1485	59%	96%	90%
<b>School Action</b>	430	24%	93%	79%
<b>School Action Plus</b>	108	10%	81%	64%
<b>Statemented</b>	71	1.4%	70.4%	52.1%
<b>Grand Total</b>	2078	50%	96%	86%

**Table A4.7: Key Stage 4 results for eligible and not eligible for Free school meals**

	<b>FSM 772 pupils</b>	<b>NOT FSM 1301 pupils</b>
<b>5+ A* - C</b>	42%	53%

**Table A4.8: GCSE performance by gender**

	<b>Number of Male</b>	<b>Number of Female</b>	<b>5+ A* to C Male</b>	<b>5+ A* to C Female</b>
<b>National</b>			51%	61%
<b>Haringey</b>	1051	1012	43%	55%

**Table A4.9: Comparison of performance at GCSE for minority ethnic groups %5+ A\* - C**

	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>African</b>	31%	36.4%	35%	46%
<b>African Caribbean</b>	22%	29.3%	32%	42%
<b>Kurdish</b>	13%	19%	32%	27%
<b>Turkish</b>	21%	21%	34%	40%
<b>White UK</b>	59%	56%	60%	63%
<b>Haringey</b>	35.6%	39%	43.7%	50%

**Table A4.10: % 5+ A\* - C with ethnicity**

<b>Ethnicity</b>	<b>All</b>	<b>Girls</b>	<b>Boys</b>	<b>All 5+ A* - C</b>	<b>Girls 5+ A* - C</b>	<b>Boys 5+ A* - C</b>
Any Other Ethnic Background	66	34	32	48%	50%	47%
Asian - Any Other Asian	37	13	24	54%	85%	38%
Asian - Bangladeshi	55	31	24	58%	77%	33%
Asian - Indian	55	28	27	64%	79%	48%
Asian - Pakistani	29	16	13	48%	38%	62%
Black - Other Black	52	22	30	40%	50%	33%
Black - Caribbean	343	173	170	42%	51%	32%
Black - Ghanaian	54	30	24	39%	37%	42%
Black - Nigerian	55	24	31	60%	71%	52%
Black - Other Black African	129	64	65	48%	47%	49%
Black - Somalian	59	28	31	34%	29%	39%
Black - Zairian/Congolese	12	7	5	67%	86%	40%
<b>Black African total</b>	<b>309</b>	<b>153</b>	<b>156</b>	<b>47%</b>	<b>47%</b>	<b>46%</b>
Chinese	10	6	4	60%	67%	50%
Mixed - Any Other Mixed	28	12	16	54%	83%	31%
Mixed - White and Asian	13	6	7	77%	67%	86%
Mixed - White and Black African	41	18	23	61%	72%	52%
Mixed - White and Black Caribbean	59	32	27	58%	72%	41%
Not Obtained/Refused	81	36	45	32%	39%	27%
Other - Kurdish	102	54	48	27%	37%	17%
Other - Latin/South/Central American	20	6	14	30%	50%	21%
Other - Vietnamese	23	12	11	57%	67%	45%
White - Albanian	7	2	5	29%	50%	20%
White - British	398	193	205	63%	64%	61%
White - Greek Cypriot	43	26	17	42%	50%	29%
White - Gypsy/Roma	4	3	1	0%	0%	0%
White - Irish	24	8	16	46%	38%	50%
White - Kosovan	16	6	10	25%	17%	30%
White - Other White	94	44	50	45%	57%	34%
White - Turkish	104	57	47	40%	40%	40%
White - Turkish Cypriot	50	21	29	46%	48%	45%
<b>Haringey</b>	<b>2063</b>	<b>1012</b>	<b>1051</b>	<b>50%</b>	<b>55%</b>	<b>43%</b>

**Table A4.11: 2005 GCSE subjects**

<b>Full GCSE (Year 11 pupils)</b>	<b>2002 number</b>	<b>2002 % A* - C (based on entries)</b>	<b>2005 number (end of KS4)</b>	<b>2005 % A* - C (based on entries)</b>
Mathematics	1701	37%	1849	40%
English	1641	48%	1812	54%
English Literature	1539	51%	1718	53%
Sci: Double Awd	1288	40%	1264	48%
History	581	52%	511	62%
French	712	48%	500	53%
Drama & Theat.Stds	443	70%	490	62%
Art & Design	504	62%	463	60%
Religious Studies	200	35%	439	47%
Sci: Single Award	254	10%	378	12%
Geography	479	42%	349	42%
Media/Film/TV Stds	180	52%	347	54%
Sport/P.E. Studies	295	47%	306	48%
Music	198	60%	267	63%
D&T Resist. Matrls	344	26%	232	42%
D&T Graphic Prods	509	37%	231	41%
Sociology	153	46%	227	57%
Spanish	154	58%	203	58%
Bus. Studs:Single	135	22%	194	44%
D&T Food Technolgy	289	37%	186	47%
Turkish	220	86%	166	90%
German	218	41%	135	61%
Inform Comm Tech	113	50%	129	53%
Bus.Stds&Economics	69	35%	101	18%

**Table A4.12: GCSE Trend 5+ A\* - C****GCSE provisional 2005**

School	% achieving 5+ A* - C 2001	% achieving 5+ A* - C 2002	% achieving 5+ A* - C 2003	% achieving 5+ A* - C 2004	<b>Provisional % achieving 5+ A* - C 2005</b>
Alexandra	-	-	-	49	<b>55</b>
Fortismere	69	67	71	77	<b>79</b>
Gladesmore	16	30	37	41	<b>47</b>
Greig City Academy	-	25	35	26	<b>52</b>
Highgate Wood	41	43	46	51	<b>51</b>
Hornsey	44	52	49	54	<b>49</b>
John Loughborough	24	24	39	36	<b>54</b>
Northumberland Park	18	19	20	27	<b>50</b>
Park View Academy	15	16	23	39	<b>47</b>
St Thomas More	31	33	40	36	<b>38</b>
White Hart Lane	10	24	27	36	<b>28</b>
Haringey	31	36	39	44	<b>50</b>
England Average	50	51.5	52.6	53.7	<b>56</b>



## Post 16 Advanced provisional results

**Table A4.13: Trend in % A-E passes**

Trend in % A-E passes	2003	2004	2005
Haringey Number of A level exams taken	822	881	949
Haringey % A-E	95.30%	96%	96%
National % A-E	95.4%	96.0%	96.2%

**Table A4.14: Trend in total average point score**

	2003 Average point score per student	2004 Average point score per student	2005 Average point score per student
England Average	258.6	269.2	273.7
Haringey	179.5	208.7	186.5

**Table A4.15: Trend in average point score per exam entry**

	2003 Average point score per examination entry	2004 Average point score per examination entry	2005 Average point score per examination entry
England Average	77.4	78.7	79.6
Haringey	68.8	74.0	71.9

## Data on NEET (Not in employment, education or training)

**Table A4.16: NEET**

Haringey	Aug-04	Aug-05
<b>Cohort 16-18 year olds</b>	4493	4056
Actual NEET %	13.9%	14.3%
Target % NEET	8.6%	8.1%

Source: Connexions North London

## ANNEX 5: Attendance and exclusions

**Table A5.1: Average attendance, authorised and unauthorised absence in Haringey Primary s (Figures in brackets are national)**

Primary	2001	2002	2003	2004	2005
Attendance	92.5 (93.9)	91.9 (94.2)	92.66 (94.2)	93.37 (94.5)	93.59(94.57)
Authorised	5.8 (5.6)	6.4 (5.4)	6.1 (5.4)	5.50 (5.1)	5.20(5.0)
Unauthorised absence	1.7 (0.5)	1.7 (0.4)	1.24 (0.4)	1.13 (0.4)	1.21(0.43)

**Table A5.2: Average attendance, authorised and unauthorised absence in Haringey Secondary s (Figures in brackets are national)**

Secondary	2001	2002	2003	2004	2005
Attendance	90.1 (90.9)	89.8 (91.0)	90.32 (91.7)	91.25 (91.93)	91.37 (92.18)
Authorised	8.0 (8.0)	8.0 (7.6)	7.4 (7.2)	6.87 (6.92)	6.75 (6.57)
Unauthorised absence	1.9 (1.1)	2.2 (1.4)	2.2 (1.1)	1.89 (1.13)	1.88 (1.25)

### Exclusions

There were 28 permanent exclusions from secondary schools in 2004/05 (20 in 2004). There were no permanent exclusions from primary schools (2 in 2004)

**Table A5.3 Exclusions by year group**

Year Group	Total
7	3
8	6
9	10
10	8
11	1
Grand Total	28

**Table A5.4 Exclusions by ethnicity**

Ethnicity	Total	Number in PLASC 2005	% excluded (out of cohort)
Black African	2	1931	0.10
Black Caribbean	9	1690	0.53
Greek Cypriot	1	183	0.55
Iranian	1	Not available	Not available
Kurdish	3	452	0.66
Mixed Race - White and Black Caribbean	2	427	0.47
Other Black	2	257	0.78
Other White	1	685	0.15
Turkish	1	713	0.14
White British	6	2577	0.23
Grand Total	28	12729	0.22

