

Report Title: **Analyses of results at the end of the Foundation Stage, Key Stages 1, 2, 3, 4 and Post 16 for 2006 and data for attendance and exclusions.**

Forward Plan reference number (N/A)

Report of: **Sharon Shoesmith, Director, The Children and Young People's Service,**

Wards(s) affected: **All**

Report for: **Non Key Decision**

1. Purpose

- 1.1 To inform members of the results at Foundation Stage, Key Stages 1, 2, 3, 4 and Post 16 for 2006, the analyses of these results and the implications for the School Improvement Programme 2006-7.

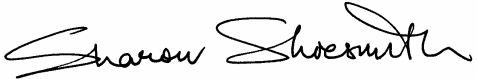
2. Introduction by Executive Member

- 2.1 I commend this detailed report on the results to the Committee. There is a wealth of information in the report and the steady improvement in the results overall is very encouraging.

3. Recommendations

- 3.1 That Members note the detailed analysis of the performance results set out in the report.

Report Authorised by:


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Director
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4. Executive Summary

Foundation Stage

- 4.1 The results at the end of the Foundation Stage are included for the first time, as the Foundation Stage Profile (FSP) is now established as the statutory end of Key Stage assessment tool for pupils going into reception class aged 5. However it is still very new and the data needs to be treated with caution, as its reliability is dependent on robust moderation systems being fully implemented, and on accurate on going assessments being made by teachers. Haringey results are below national results in all the areas of the Foundation Stage.

Key Stage 1

- 4.2 The results at Key Stage 1 indicate that overall Haringey is making similar progress to the national rate but remains below the national average.
- 4.3 In 2004 the Department for Education and Skills (DfES) introduced more flexible reporting arrangements using tests and tasks to underpin an overall teacher assessed grade at the end of Key Stage 1. This means that Haringey and national results prior to 2004 are not directly comparable to previous years. The main consequence of this new arrangement appears to be a national and local decline in the percentage of pupils attaining level 3.
- 4.4 There continue to be significant differences between ethnic groups, particularly at the higher level 3 in Key Stage 1. For example, 38% of White UK pupils attain L3+ in reading compared to 16% African Caribbean, 16% African, 4% Turkish, 44% Irish, 37% Nigerian and 21% White Other pupils.

Key Stage 2

- 4.5 At Key Stage 2 the gap between Haringey and national figures at Level 4 and above has narrowed slightly in English (from 8% in 2002 to 5% in 2006), the maths gap has remained unchanged at 6% and the science gap has increased from 8% to 9%. The key priority remains 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.
- 4.6 There has 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 2000) the number has reduced from 23 schools to 12, in mathematics the number has reduced from 26 schools to 19.
- 4.7 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.
- 4.8 The attainment of most ethnic minority pupils continues to improve in English, in maths and science this is less secure. The gap between White UK pupils and the larger ethnic minority groups at Key Stage 2 is not closing.
- 4.9 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.

Value Added KS1 – KS2

4.10 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. Haringey's value added measure in 2006 is again above the national measure. The 2006 value added measure is 100.0 compared to the national 99.8. This placed Haringey in joint 33rd place out of 150 Local Authorities.

Key Stage 3

4.11 At Key Stage 3, Haringey's rate of progress over the past four years has been slightly better than the national trend. Since 2001 improvement in English level 5+ has been 12% in Haringey (8% national), in maths the improvement has been 16% (11% national), in science the improvement has been 13% (6% national). The gap between Haringey overall results and the national remain substantial.

Value Added KS2 – KS3

4.12 Progress from Key Stage 2 to Key Stage 3 has been mixed. Progress in English and science has been below national expectations, in maths it has been in line with national expectations. Consultants are working with teachers at targeting pupils to ensure that all pupils make appropriate and better progress than expected. Haringey's value added measure in 2005 was slightly below the national measure. The 2006 value added measures have not yet been released.

Key Stage 4

4.13 Steady progress has continued at GCSE with gains in the percentage of pupils attaining 5+ A* - C grades. Since 2001 Haringey has improved from 30.9% to 51.7% in the 5+ A* - C indicator (national improvement is from 50.0% to 59.2%). Haringey is now 7.5% behind the national figure. There is also improvement in the 5+ A* - C (including English and maths) indicator. Haringey has improved from 26.9% in 2002 to 34.3% in 2006 (national from 42.1% to 45.8%). Haringey is now 11.5% behind the national figure.

4.14 The gap in performance between schools in the east and the west of Haringey is closing quickly at Key Stage 4. Since 2001 schools in the east have improved from 18% to 48%, schools in the west have improved from 48% to 61% in the 5+ A* - C indicator. The gap in 5+ A* - C (including English and maths) is also closing but at a slower rate. Since 2002 schools in the east have improved from 17% to 26%, schools in the west from 39% to 45%. These improving trends have had a significant impact on improving the life chances of many of Haringey's young people.

4.15 The attainment of most ethnic minority pupils at Key Stage 4 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 17% more African pupils and 6% more White UK pupils. The challenge now is to make good progress in the 5+ A* - C (including English and maths) indicator where differential attainment is a significant issue.

Value Added KS2 – KS4 and KS3 – KS4

4.16 Progress from Key Stage 2 and from Key Stage 3 to Key Stage 4 has exceeded national expectations significantly. Haringey's value added measure in 2006 is 1011.2 (national 1000.6). This places Haringey in joint 13th place out of 149 Local Authorities. Progress from Key Stage 3 to Key Stage 4 is slightly above national expectations 1001.4 compared to 1000.8 nationally. This places Haringey in joint 78th place.

Post 16

4.17 The percentage of pupils obtaining A-E grades in A level courses is slightly higher than national results. The average total point score is significantly below the national (566.2 compared to 721.5), but the average point score per exam entry is close to the national (200.7 compared to 206.2). The new point score system introduced in 2006 makes comparisons with previous years difficult.

Looked After Children

4.18 The educational attainment of Looked After Children at Key Stage 2 has declined sharply in English (from 57% to 26%), declined slightly in maths (from 43% to 35%) and remained the same in science (57%). At Key Stage 3 results have declined slightly in English (from 26.5% to 25.8%), improved in mathematics (from 26.5% to 32.3%) and science (from 18% to 25.8%). At Key Stage 4 results improved significantly in the 5+ A* - C indicator (from 12% to 21%), improved in the 5+ A* - G indicator (from 41% to 48%), and improved in the 1+ A* - G indicator (from 58% to 60%). National 2006 results for Looked After Children are not currently available.

NEET

4.19 After showing a good trend in reducing the percentage of NEET in Haringey, changes in the method of analysing the data indicate an increasing number of NEET. The data needs to be viewed with caution and there will be a clearer picture in January 2007.

Attendance and Exclusions

4.20 Pupils' attendance in Haringey primary schools has declined by 0.22% (national declined by 0.33%). Attendance in secondary schools improved by 0.4% (national declined by 0.1%). Primary attendance is now 0.87%, secondary 0.32% behind the national. Attendance in special schools is better than national. This improvement is due to a range of effective school-based initiatives and the improved work of the Education Welfare Service.

4.21 There were 4 permanent exclusions in primary schools during the academic year 2005/06 (0 in 2004/05). There were 31 permanent exclusions from secondary schools in the 2005/06 academic year (28 exclusions in 2004/05).

4.22 A detailed analyses of the results is attached. Please note that we have not had the final validation of Key Stage 3 results which are very late in being published this year and not expected until the end of February/early March.

5. Reasons for any change in policy or for new policy development (if applicable)

Not applicable

6. Local Government (Access to Information) Act 1985

Not applicable

7. Director of Finance Comments

The Director of Finance has been consulted on the contents of this report and has no specific comments to make.

8. Head of Legal Services Comments

The Head of Legal Services has been consulted on the content of this report and has not specific comment to make

9. Equalities Implications

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