



Haringey Council

Agenda item:

Overview and Scrutiny

on 25th February 2008

Report Title: Analyses of results at the end of the Foundation Stage, Key Stages 1, 2, 3, 4 and Post 16 for 2007.

Report of: Director of The Children and Young People's Service

Wards(s) affected: All

Report for: Information

1. Purpose

1.1 To inform members of the results at Foundation Stage, Key Stages 1, 2, 3,4 and Post 16 for 2007.

2. Introduction by Cabinet Member (if necessary)

2.1 I commend this encouraging report to the Overview and Scrutiny Committee.

3. Recommendations

3.1 To note the analyses of the results set out in the summary report.

3.2 A copy of the full report is available and a final version will be prepared in March 2008 when all the results are validated.

Report Authorised by:

PR.

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Director

The Children and Young People's Service

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4. Executive Summary

- 4.1 The headlines are that we are pleased to report that results have improved at all key stages in 2007.
- 4.2 Copies of the detailed analyses of the results for 2007 have been discussed at the Children and Young People's Consultative Committee meetings in October 2007 and January 2008. Copies of the full report have been made available in the Member's room and further copies can be provided from Avi Becker. The full report provides analysis of the results for each key stage, by gender, ethnicity, mobility, special educational needs, free school meals, high and low attaining pupils and Looked After Children.

5. Director of Finance Comments

- 5.1 The Head of Corporate Finance has been consulted on the content of this report. There are no financial implications in this report.

6. Head of Legal Services Comments

- 6.1 The Head of Legal Services has been consulted on the content of this report. There are no legal implications in this report.

7. Local Government (Access to Information) Act 1985

Not applicable

8. Summary of the report

FOUNDATION STAGE

1. The Foundation Stage Profile (FSP) is now established as the statutory end of year assessment tool for pupils going into the reception class aged 5. However it is still 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 ongoing assessments being made by teachers. Haringey results improved significantly in 2007 but remain below national results in all the areas of the Foundation Stage.

KEY STAGE 1

2. The results at Key Stage 1 at all levels (level 2+, level 2B+ and level 3) have improved at a faster rate than the national and are closing the gap with the national. Haringey's maths level 3 results are now at the same level as the national.
3. In 2004 the DCSF 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. There continue to be significant differences between ethnic groups, particularly at the higher level 3 in Key Stage 1. For example, 44% White UK pupils attain level 3 and above in reading compared to 17% African Caribbean, 19% African, 6% Turkish, 42% Irish, 30% Ghanaian and 24% White Other pupils.

KEY STAGE 2

5. At Key Stage 2 the gap between the Haringey and national figures at level 4 and above has narrowed in English (from 8% in 2002 to 4% in 2007), in maths (from 6% to 3%) and in science (from 8% to 4%). The key priority remains to identify and target support for groups of pupils who 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.
6. Schools in the east of the borough improved by 2% in English level 4+, 5% in maths and by 6% in science. The gap between east and west schools is closing slowly in English and science and has remained the same in maths since 2002. There is still a lot of work to be done reducing the gap further. 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 2003) the number has reduced from 24 schools to 13, in mathematics the number has reduced from 24 schools to 16.
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 attainment of most ethnic minority pupils continues to improve in English, maths and science. Kurdish and Turkish pupils have made the most progress in closing the gap with White UK pupils (having started from a significantly low base). African and African Caribbean pupils are also improving results but are not closing the gap with White UK pupils.
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. The attainment of Looked After Children (LAC) improved by 20% in English, by 1% in maths and fell by 11% in science. Results for LAC are above national (2006) LAC results in English and maths and slightly below in science.

VALUE-ADDED KS1 – KS2

10. Fischer Family Trust analysis and the DCSF contextual value added measure give a positive picture of the progress pupils make from Key Stage 1 to Key Stage 2. The DCSF contextual value added measure for 2007 is 100.1 (national has not been released yet – it is usually round 100). This placed Haringey in joint 44th place out of 150 local authorities. The majority of pupils make the progress expected of them in English, maths and science between the ages of 7 and 11. However there is a small number who do not make the expected progress 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.

KEY STAGE 3

11. At Key Stage 3, Haringey's rate of progress over the past five years has been better than the national trend. Since 2003 improvement in English level 5+ has been 14% in Haringey (5% national), in maths the improvement has been 11% (5% national), in science the improvement has been 10% (5% national). The gap between Haringey overall results and the national remain significant, but they are closing.
12. The number of schools where fewer than 50% of pupils achieve level 5 and above in English has reduced from five in 2003 to two in 2007. In maths it has reduced from six to one. In science from six to three. Improving the performance of these schools is a key focus for 2008/09.

VALUE-ADDED KS2 – KS3

13. Fischer Family Trust analysis of the progress pupils make from Key Stage 2 to Key Stage 3 gives a significantly positive picture. Progress in English, maths and science has been significantly above national expectations. School Improvement Officers continue to work with teachers at targeting pupils to ensure that all pupils make appropriate and better progress than expected. Haringey's DCSF value added measure in 2006 was 99.5 slightly below the national 99.8. This placed Haringey in joint 99th place out of 150 local authorities. 2007 value added data will be published by the DCSF on 27th February.

KEY STAGE 4

14. Steady progress has continued at GCSE with continued gains in the percentage of pupils attaining 5+ A* - C grades. Since 2002 Haringey has improved from 35.6% to 56.2% in the 5+ A* - C indicator (national improvement is from 51.2% to 62.0%). Haringey is now 5.8% 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 37.4% in 2007 (national from 42.1% to 46.7%). Haringey is now 9.3% behind the national figure.

15. 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 53% (adding approximately 380 more pupils achieving 5+ A* - C grades), schools in the west have improved from 48% to 60% in the 5+ A* - C indicator. The gap in 5+ A* - C (including English and maths) has remained as it was in 2002. East schools have improved from 17% to 28%, west schools from 39% to 50%. This is now the main challenge for all schools to improve.
16. The attainment of most ethnic minority pupils at KS4 has improved considerably and many groups are beginning to close the gap with White UK pupils in the 5+ A* - C indicator. The challenge now is to make good progress in the 5+ A* - C (including English and maths) indicator where differential attainment is a significant issue.
17. The attainment of Looked After Children at all Key Stages has seen an improving trend. The percentage of Looked After Children who gain 5+ A* - C grades at GCSE has increased from 5% in 2003 to 27.5% in 2007 (National 12% in 2006).

VALUE-ADDED KS2 – KS4 AND KS3 – KS4

18. Fischer Family Trust analysis of the progress from Key Stages 2 and 3 to GCSE give a significantly positive picture in both areas. Haringey's DCSF value added measure for KS2 – KS4 in 2007 is 1011.6 (national 1000.9). This placed Haringey in joint 13th place out of 149 local authorities. Progress from Key Stage 3 to Key Stage 4 was also above national expectations, 1007.2 compared to 1001.4 nationally. This placed Haringey in 35th place.

POST 16

19. The average total point score per student has improved from 566 to 593 compared to the national improvement from 721 to 731. The average point score per exam entry improved from 200.7 to 203.3 (national improved from 206.2 to 207.5). Analysis by Advanced Level Performance Systems (ALPS) of Level 3 attainment indicates a very good performance overall in the value added score.

NEET

20. There has been a decrease in the percentage of NEET from 15.9% in Sept 2006 to 10.9% in December 2007. This is a good improvement, but can fluctuate significantly on a monthly basis. This is an area of particular focus in Haringey and nationally.

ATTENDANCE AND EXCLUSIONS

21. Pupils' attendance in Haringey primary schools has improved by 0.93% (national by 0.56%) representing approximately 150 more children attending school for a full year. Attendance in secondary schools improved by 1.58% (national by 0.44%) representing approximately 120 more children attending school for a full year. Attendance in special schools has declined by 0.29%. Primary attendance is now

0.50% below the national, secondary 0.50% above the national. Attendance in special schools is still expected to be above national for special schools.
(Attendance data is provisional)

22. There were 5 permanent exclusions in primary schools during the academic year 2006/07 (4 in 2005/06). There were 24 permanent exclusions from secondary schools in the 2006/07 academic year (31 exclusions in 2005/06). This rate is similar to national and Inner London exclusion rates for primary schools and below national and Inner London exclusion rates for secondary schools.

Summary of results 2007 (2006 in brackets)

	Haringey	National
Foundation Stage		
Personal, social and emotional development (PSE) - % achieving 6 or more in all 3 scales	67 (63)	71 (71)
Communication, language and literacy (CLL) - % achieving 6 or more in all 4 scales	45 (41)	50 (48)
Mathematical Development - % achieving 6 or more in all 3 scales	59 (57)	67 (66)
Key Stage 1		
% Reading level 2+	81 (78)	84 (84)
% Writing level 2+	76 (74)	80 (81)
% Maths level 2+	88 (87)	90 (90)
% Reading level 2B+	67 (64)	71 (71)
% Writing level 2B+	54 (52)	59 (60)
% Maths level 2B+	71 (66)	74 (73)
Key Stage 2		
% English level 4+	76 (75)	80 (79)
% Maths level 4+	74 (70)	77 (76)
% Science level 4+	84 (79)	88 (87)
% English level 5+	29 (30)	34 (32)
% Maths level 5+	29 (28)	32 (33)
% Science level 5+	40 (38)	46 (46)
Key Stage 3 (unvalidated)		
% English level 5+	66 (61)	74 (73)
% Maths level 5+	66 (64)	76 (77)
% Science level 5+	61 (56)	73 (72)
% English level 6+	27 (24)	32 (34)
% Maths level 6+	45 (44)	56 (57)
% Science level 6+	31 (28)	41 (41)

Key Stage 4		
% 5+ A* - C	56.2 (51.7)	62.0 (59.2)
% 5+ A* - C (inc English and maths)	37.4 (34.3)	46.7 (45.8)
% 5+ A* - G (inc English and maths)	84.4 (79.3)	87.9 (87.8)
% 1+ A* - G	94.9 (94.5)	98.9 (98.7)
Post 16 Advanced		
Total average point score QCA	592.6 (566.2)	731.1 (721.5)
Average point score per exam entry QCA	203.3 (200.7)	207.5 (206.2)

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. 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. The information is used to focus school improvement activities.

10. Conclusion

10.1 The results are analysed each year to help us to ensure that standards are improving at the end of each key stage test and also to target and assess the impact of our school improvement work. Whilst we recognise that we need to continue to close the gap with the national data we are pleased with the overall progress that our pupils and schools have made in 2006/7.