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## **EQUALITIES BOARD**

**Tuesday, 17th January, 2023 at 7.00 pm in the Council Chamber,  
Civic Centre, Silver Street, Enfield, EN1 3XA**

### **Membership:**

Councillors: Ergin Erbil (Chair & Deputy Leader of the Council), Margaret Greer (Vice-Chair), Mustafa Cetinkaya, Hannah Dyson, Alessandro Georgiou (Leader of the Opposition and the Conservative Group), Nelly Gyosheva, Bektas Ozer, Paul Pratt and Ruby Sampson

### **AGENDA – PART 1**

**1. WELCOME & APOLOGIES**

**2. DECLARATIONS OF INTEREST**

Members of the Board are invited to identify any disclosable pecuniary, other pecuniary or non-pecuniary interests relevant to the items on the agenda.

**3. MINUTES OF PREVIOUS MEETING (Pages 1 - 6)**

To agree the minutes of the meeting held on 19 October 2022.

**4. EQUALITY OF OPPORTUNITY - WORK WITH SCHOOLS TO REDUCE ATTAINMENT GAPS (Pages 7 - 52)**

To update the Board on the work with schools to reduce inequality in attainment.

**5. HEALTH INEQUALITY IN ENFIELD (Pages 53 - 54)**

To receive a presentation from North Central London Integrated Care Board.

**6. ANY OTHER BUSINESS**

**7. WORK PROGRAMME 2022/23 (Pages 55 - 56)**

To note the Equalities Board Work Programme 2022/23.

**8. DATES OF FUTURE MEETINGS**

To note that the next meeting of the Equalities Board is scheduled to take place on Thursday 30<sup>th</sup> March 2023 and will be held in the Conference Room at the Civic Centre.

**EQUALITIES BOARD - 19.10.2022****MINUTES OF THE MEETING OF THE EQUALITIES BOARD  
HELD ON WEDNESDAY, 19TH OCTOBER, 2022**

**MEMBERS:** Councillors Ergin Erbil (Chair), Mustafa Cetinkaya, Hannah Dyson, Bektas Ozer, Paul Pratt, Ruby Sampson and Reece Fox

**ABSENT:** Councillor Nelly Gyosheva

**Officers:** Peter Nathan, Director of Education, Tinu Olowe, Director of Human Resources & Organisational Development, Andrea Clemons, Head of Community Safety, Harriet Potemkin, Head of Policy & Strategy, Lucy Nasby, Strategy & Policy Manager, Daniella Lang, Senior School Improvement Advisor for Safeguarding & Inclusion, Stacey Gilmour, Governance Officer

**Also Attending:**

Cllr Gina Needs, Cabinet Member, Community Safety & Cohesion  
Superintendent Rhona Hunt, MPS  
Detective Superintendent Sebastian Adjei-Addoh, MPS  
Tim Fellows, Enfield LGBT Network  
Bevin Betton, Chair, Enfield Racial Equality Council  
Pastor Nick Chanda, Enfield Faith Forum  
Mustafa-Berk Ak, Young Mayor of Enfield

**1. WELCOME & APOLOGIES**

The Chair welcomed everyone to the meeting. Apologies for absence were received from Cllr Alessandro Georgiou, Cllr Margaret Greer (Vice-Chair), Peter Glass (Chief Executive Officer, Age UK Enfield), and Chandra Bhatia (Enfield Racial Equality Council).

It was noted that Cllr Georgiou had submitted his apologies for this meeting as he was required to attend the Finance & Performance Scrutiny Panel meeting which was also taking place this evening. Therefore, Cllr Reece Fox was substituting for Cllr Georgiou.

The Chair agreed to amend the running order of the agenda to accommodate the request of Andrea Clemons, Head of Community Safety as she needed to leave the meeting early, therefore agenda item no:5 was taken first. However, for clarity the minutes are shown in the order of the published agenda.

**2. DECLARATIONS OF INTEREST**

There were no declarations of interest registered in respect of any items on the agenda.

**3. MINUTES OF PREVIOUS MEETING**

**EQUALITIES BOARD - 19.10.2022**

AGREED the minutes of the meeting held on 15 June 2022 subject to the following amendment:

Attendance Details:

**Community Representatives:** Pastor Nick Chanda, Enfield Faith Forum

**4. REVIEW OF SCHOOL POLICE OFFICERS, SAFEGUARDING PROTOCOLS AND TRAINING**

RECEIVED the report of Chloe Pettigrew, Enfield Children's Safeguarding Partnership Manager.

NOTED

1. The report provides an update on the Enfield Safeguarding Children Partnership's work on Child Q through its recently established Task and Finish Group.
2. The purpose of the safeguarding work is to protect children, young people, adults at risk and their families so that they can all thrive in the borough. The Partnership's approach to safeguarding focusses on well-trained staff who can effectively engage and manage the risks that may be present.
3. The update from Supt. Rhona Hunt and Detective Superintendent Sebastian Adjei-Addoh highlighting the work that has taken place within Police and Education settings. This included detailed information on the role of the Safer Schools Police Officers and how this had been strengthened over the past few months by posting more Officers into schools to deal with this hugely important and challenging role.
4. The Safer Schools Officers (SSOs) are there to develop positive interactions with school-aged children and/or college/sixth form students. The aim is to ensure that the time these Officers spend in schools is spent in the very best way and can be as effective as possible. Therefore, consultations are taking place with Headteachers and Teachers in order to find out what they want the role of the School Officers to be and what areas, if any, can be improved on.
5. In response to Members' questions regarding Stop and Search in schools, Supt. Hunt advised that previously there had been a lack of guidance for School Officers around this issue. However, there were now clear processes and policies in place regarding this.
6. In response to a question on how policing in Enfield schools has changed since March 2022, it was advised that things have changed massively; engagement with young people has improved greatly which has ensured that their voices are being heard and what they want from the school officers is taken on board without judgement.
7. The Safeguarding Ambassadors, who are a group of young leaders, have met with Detective Superintendent Seb Adjei-Addoh to share their life experiences with police and how they would like to contribute to practice development of police and improve support to children and

**EQUALITIES BOARD - 19.10.2022**

young people. An area of motivation is particularly around children and young people understanding their rights regarding stop and search.

8. Following this initial meeting the Safeguarding Ambassadors have developed a wider plan on how the work with the police can be replicated across the partnership to include the Local Authority, health and schools.
9. The key area that the Safeguarding Ambassadors wish to focus on is how the voice of a child or young person can be heard by frontline practitioners to help develop and improve practice. Reverse mentoring is an example of how this will be implemented.
10. A key area for practice improvement is always found in the voice of a child or young person. The lived experience that children and young people can provide is invaluable to demonstrate to frontline practitioners the impact of their practice. The Safeguarding Ambassadors are keen and motivated to ensure that their peers' voices are heard.
11. The Chair thanked the Police Officers for attending and welcomed them back to a future meeting of the Board to provide a further update on the work of the Safeguarding Ambassadors.

**5. PROMOTE SAFER AND STRONGER COMMUNITIES BY ENCOURAGING THE REPORTING OF HATE CRIMES AND REDUCING REPEAT INCIDENTS**

RECEIVED the report of Andrea Clemons, Head of Community Safety and Sujeewan Ponnampalam, Prevent Lead.

NOTED

1. The verbal introduction by Councillor Gina Needs, Cabinet Member for Community Safety & Cohesion.
2. Key points of the report highlighted by Andrea Clemons, Head of Community Safety. Members were invited to raise questions and comments.
3. In response to Members' queries regarding the definition of Hate Crime it was explained that it is any criminal offence which is perceived, by the victim or any other person, to be motivated by hostility or prejudice towards someone based on a personal characteristic. Their characteristic includes disability, race, religion or belief, sexual orientation and trans identity.
4. Tackling Hate Crime is a Priority within the new Community Safety Partnership (Safer and Stronger Communities Board) Plan 2022-25, which is currently being finalised.
5. The latest figures were provided within the report detailing the various categories of Hate Crime and their respective changes. Members were advised that this information reflects reported crime.
6. In response to concerns regarding the reporting of Hate Crimes, it was advised that although the reporting of Hate Crime is actively encouraged it is recognised historically that there are some groups of people who are not comfortable in reporting such incidences to the

**EQUALITIES BOARD - 19.10.2022**

police therefore other avenues have been set up, such as third party community based reporting sites where volunteers are able to assist with online reporting to the police which is often a valuable service.

7. In response to Members' questions regarding this data officers advised that in Enfield, the highest proportion of hate crime recorded was racist and religious in its nature. In the borough, this portion of hate crime recorded an increase of 6.4%. Homophobic hate crime increased by 50.8%, however, disability hate crime reduced by 20% and Transgender hate crime remained the same.
8. In response to Members' questions regarding the impact of the pandemic and lockdown on Hate Crime, officers explained that Hate Crime, similarly to Anti-Social Behaviour, rose significantly during lockdown periods by over 50% at some points. In June 2019 (prior to lockdown) the figures reflected 104 incidents in just one month and by June 2021 it was still 5.5% higher than the previous 12 rolling months. The category that increased by the greatest amount was racist hate crime.
9. Officers explained the remit of the Enfield Hate Crime Case Management Panel which meets every two months to discuss reported cases of Hate Crime. The panel, which is made up of statutory partners and local community organisations ensures a victim centred approach is given to each case and that the best possible outcome for the victim is achieved. The panel may also escalate cases to the Hate Crime Forum who oversee Hate Crime interventions in Enfield.
10. Officers provided further information on the Hate Crime Forum and explained that it is also responsible for provision of training for professionals including community organisations as part of the action plan delivery.
11. In response to Members' queries Andrea explained that the Council and the police are required to present current reporting trends and analysis of hate crime to the forum. This enables the forum to challenge partners on performance if significant gaps are noticed.
12. It was acknowledged that there had been a period of decreasing numbers of disability hate crime reported to services and discussion took place as to the possible reasons for this. Officers advised that to understand this further and support victims, all homophobic and disability hate crimes along with faith crimes are scrutinised by the borough's case management panel.
13. Councillor Sampson asked that, as misogyny is not recorded as a Hate Crime, where the data for this crime type is picked up. It was advised that this data is not currently made available to the Community Safety team.
14. In response to the Young Mayor's concerns regarding the school aspect of Hate Crime and what targeted outreach work takes place, Officers provided information on the Community Safety portfolio highlighting the Prevent Agenda and the robust programme of work that takes place in all secondary schools which includes an additional piece of work around Hate Crime. The Prevent Agenda is also delivered at a lower level in primary schools.

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15. Peter Nathan Director of Education added that it would be good to get more data from schools around this issue. However, due to Government agenda changes in the 1990's Local Authorities (LAs) can no longer collect the data that they would like to. Work does take place between the Local Authority and schools around equalities and safeguarding, but further work is often restricted due to the powers around it as well as funding. The Chair, Councillor Erbil agreed that funding is a massive issue due to cuts over the past twelve years but went on to say that schools and the LA have very dedicated Officers who ensure any incidents are tackled and dealt with.
16. Supt. Rhona Hunt referred to a recent Police online survey which had engaged with 120,000 young people. Out of these young people 10% said they had been a victim of crime in the last 12 months, with 30% of these crimes being hate crimes. This was resulting in interesting discussions with schools locally and London wide, looking at what could be done to tackle these issues.
17. In response to a question regarding engaging with the various religious groups in Enfield, Andrea explained that historically there has always been a great relationship with the Faith Forum, good links with its independent members and lots of community engagement work regularly takes place. It was also advised that the Enfield Faith Officer (MPS) also sits on the Hate Crime Executive and has good relationships with the harder to reach groups within the borough.
18. Discussions took place regarding sanction detection rates as well as the pressures within the criminal justice system and it was acknowledged that this often resulted in crimes going underreported therefore it was important to build confidence in people to come forward. Supt. Hunt said that although there has been an improvement in the number of sanction detections and outcomes, public satisfaction rates were still low and there needs to be a deeper dive into the reasons behind this.
19. It was agreed that the sanction detection data would be brought to a future meeting of the Equalities Board.  
**Action: Andrea Clemons, Head of Community Safety**
20. Concerns were raised regarding the complexity and length of the online police form for reporting all crime types as again, this often dissuaded people from reporting. Supt. Hunt said that although she had no influence in regard to this form, one of the main points taken away following a recent visit by the Commissioner to the North Area BCU was the online reporting process, and this was an issue that would continue to be fed-back.
21. In view of the above the Chair, Councillor Erbil suggested that a letter be sent on behalf of the Equalities Board to the London Assembly Member outlining the concerns raised regarding the MET's online reporting form.

**Action: Councillor Ergin Erbil (Chair)**

The Chair thanked Andrea for her interesting and informative update.

## 6. DATES OF FUTURE MEETINGS

**EQUALITIES BOARD - 19.10.2022**

**NOTED** the dates of future meetings as follows:

- Tuesday 17 January 2023 – Council Chamber, Civic Centre
- Thursday 30 March 2023 – Conference Room, Civic Centre

These meetings will commence at 7:00pm.

The meeting ended at 8.40 pm.



**London Borough of Enfield  
Equalities Board**

**17<sup>th</sup> January 2023**

**Subject: Education outcomes and inequality of outcome**

**Cabinet Member: Councillor Abdullahi**

**Executive Director: Tony Theodoulou**

**Key Decision: N/A**

**Purpose of Report**

1. To outline attainment outcomes in the 2022 school assessments and exams identifying differences in attainment between groups
2. To inform members of action being taken to address differential attainment

**Proposal(s)**

3. Information item

**Reason for Proposal(s)**

4. To ensure that members are informed about attainment outcomes in schools and differential attainment between groups

**Relevance to the Council Plan**

5. This relates to a key aspect of the council plan "Safe, healthy and confident communities" which has a focus on inspiring and empowering young Enfield to reach their full potential.

**Background**

6. Please see the attached report which provides information on attainment outcomes for 2022.

**Main Considerations for the Council**

7. To support the work being carried out with schools to address the attainment of disadvantaged pupils. To further support the newly initiated work with former HMI Mark Phillips to address concerns relating to the achievement of boys.

**Conclusions**

8. That there are considerable differences in outcomes between groups and that these have been exacerbated by the pandemic. There needs to be further work by and with schools to address the underachievement of disadvantaged groups, boys and specific minority ethnic groups. These

issues will be addressed through the Enfield Learning Excellence Partnership which has challenging targets in place for 2025.

Report Author: P.Nathan – Director of Education  
L.Nutt – Head of SEYIS

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Date of report: 6.1.2023

## **Appendices**

**Appendix 1 - LBE education report outcomes 2022**

**Appendix 2 - Inclusion Charter poster**

# **NATIONAL END OF KEY STAGE OUTCOMES IN THE LONDON BOROUGH OF ENFIELD**

## **Analysis and Response to the 2022 Outcomes**

Lucy Nutt December 2022

## School Performance Report 2021/2022

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## 1. Executive Summary

It will be necessary to treat all results with caution this year. There have been different levels of COVID impact within schools and geographical areas. Schools will need to understand and interpret their own data, and at borough level the data provides a starting place for school improvement conversation and challenge. The advice nationally is that performance data for 2022 should not be directly compared with 2019 and earlier. Comparisons should not be made between schools. The data for 2019 and 2018 has been shown in order to provide some context for these results.

### Strengths

- 1.1 These are the first assessments after national exams were cancelled in both 2020 and 2021 because of the global COVID 19 pandemic. These statistics cover the attainment of pupils who have experienced disruption to their learning in the two years before their tests or exams. Nationally, there has been a reduction in the average standards that have been achieved in all key stages and in all measures.
- 1.2 Nationally, results for GCSE and A level were expected to be lower than the 2020 and 2021 outcomes, but higher than the 2019 outcomes, which has been borne out in the LBE results.
- 1.3 In terms of overall attainment, children in LBE catch up with their peers nationally as they progress through their schooling and achieve in line with the national average for GCSE outcomes at Key Stage 4 (KS 4).
- 1.4 Through the quality of school leadership across the borough and appropriate intervention and support from the Education Service, the performance in LBE schools (both LBE maintained and DfE maintained) in 2022 has maintained its position of being in line with national averages, or in most cases slightly above these. The comparison with London outcomes has been included where possible. The progress measures continue to rise and to support the drive for having an education for all children and young people that is of a world class quality:
  - The number of pupils in the early years foundation stage (EYFS) reaching a good level of development (GLD) has risen steadily over the years from 2014 to 2019, and in LBE 2022 the reduction in percentage was only 4%, less than the dip both nationally and in London this year, (6% and 7% respectively.)
  - The number of pupils in year 1 who have achieved the mark of 32 in the phonics test has risen steadily over the years from 2014 to 2019. For the first time in 2022 the LBE outcome is the same as the national average but 2% behind the London average.
  - At KS1 LBE pupils were equal to, or greater than national expected level in reading and writing, and slightly below the expected standard in maths (-1%). The results at greater depth for all three are in line with or slightly above the national average. All outcomes are below the London averages.
  - Primary school performance in the KS2 standardised assessment tests (SATS) the percentage of children achieving higher standard (greater depth) in reading, writing and mathematics, is above the national averages for all three.
  - Overall progress measures showed that London Borough of Enfield (LBE) children make good progress between Key Stage 1 (KS1) and KS2. In 2022 the progress by children in LBE schools is above the national and London averages in reading and writing. The progress score in maths is well above the national average but below the London average progress score. Given the attainment is not yet above

the London average, this suggests that the cohort had low outcomes at KS1. (The progress score for reading is +0.9, for writing is +1.1 and mathematics is +1.3).

- In primary schools, outcomes for vulnerable children and young people, including those in receipt of the pupil premium and those children with Special Educational Needs and Disabilities (SEND), are above national averages for those groups, and overall the gaps in their attainment when compared with their peers are smaller than the national average gap.
- At GCSE, the LBE average for the percentage of students achieving the pass grades 5-9 in English and mathematics is 50%, which is a smaller drop since 2019 than the national.
- The pass rate for Business and Technology Education Council qualifications (BTecs) is good at 100% and in line with national outcomes.
- The A level points per entry in 2022 is 37.7 an increase of 6.1 since 2019; higher than the increase across England of 3.9.
- 92.3% children and young people educated in the state sector in LBE have access to a good or outstanding school, and the number of schools rated as good or outstanding has increased from 84% to 93% over the last academic year.

### Priorities and Key Actions

1.5 The Enfield Learning Excellence Partnership Board (ELEP) was created to:

- To provide strategic guidance to the Council and its officers.
- To support Council decision making and enhance educational outcomes across Enfield.
- Review the data and evidence about the progress of schools individually and collectively determines the overall strategy for school improvement and promotes this to schools.
- Identifies priorities for improvements and agrees how these should be addressed; and regularly reviews the impact of the work of all partners to support school improvement.

ELEP agreed the following targets for the Education Service, schools, setting and colleges.

- Attainment in KS2 SATs (Reading: Writing: Maths) and at KS4 (L5+ in English & Maths) will be close to or at the London average by 2025.
- The attainment of disadvantaged pupils will be at least at the London average (Key Stages 2,4 & 5) by 2025.
- A significant improvement to at least the London average for all pupils from the 2019 baseline in GCSE outcomes for lower performing groups including Black Caribbean pupils, Turkish heritage pupils by 2025.
- The proportion of pupils attaining GLD will be at least at the London average by 2025.
- The proportion of pupils attending higher education institutions will be at least at the London average by 2025.
- The proportion of pupils attaining Level 2 (English and maths) and Level 3 qualifications by the age is at least at the London average by 2025.
- All Enfield schools and colleges will be graded as good or better in their Ofsted inspection judgement by 2025.
- LBE and schools will work towards no permanent exclusions from Enfield schools by 2025.

- The level of suspensions will be below both the London and national average by 2025.
- A reduction in the levels of youth violence to at least the London average by 2025.
- 100% of EHCP assessments are completed within 20 weeks by September 2023.
- Evidence from a variety of sources including inspection evidence, parent and pupil surveys and service reports show that special educational needs (SEN) and mental health needs are being effectively met by 2023.
- There are sufficient special school places to meet demand.

## 2. Early Years and Primary Schools

### Early Years Foundation Stage (EYFS)

There were changes made to the EYFS profile from September 2021 which makes direct comparisons with previous years impossible.

The learning and development requirements of the profile comprise:

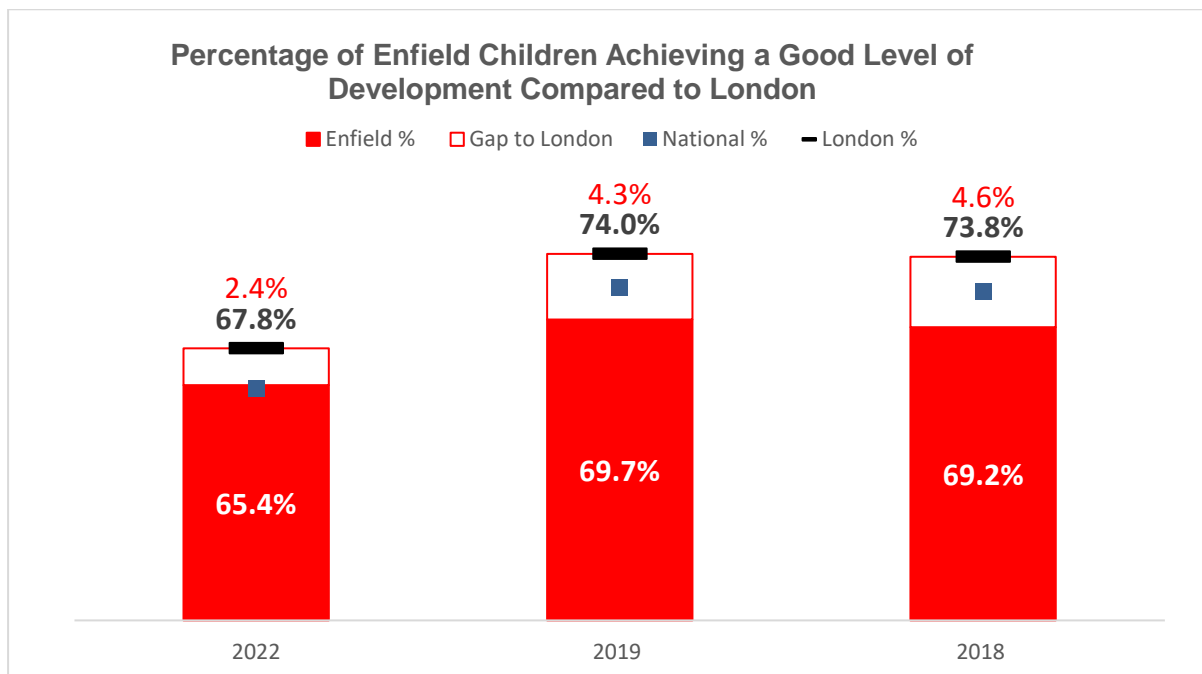
- the seven areas of learning and development and the educational programmes.
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year; and the assessment requirements.

This is data for all 67 primary schools and special schools with a reception class in the borough.

	Enfield %			London %			National %		
	2022	2019	2018	2022	2019	2018	2022	2019	2018
EYFS									
GLD	65%	70%	69%	68%	74%	74%	65%	72%	71%

- 2.1 In 2019 70% of children achieved a good level of development (GLD) in the early years (EY) profile assessment, which is an assessment of the skills that children have as they leave the early years and takes place in their reception year at school. This year's results are 65.4%, above the national average of 65.2%. This is the first time that LBE is above the national average. LBE is below the London average of 67.7% for 2022.
- 2.2 Improving good level of development outcomes continues to be a priority for Education Service. The Early Years' Service is driving forward targeted support, advice and training for all local early years' providers from the private, voluntary and independent (PVI) sectors where there is most need. The early identification of children with Special Educational Needs (SEN) working closely with colleagues in the council and in health has been a focus. There has also been a determined effort to increase the uptake of the two and three year old offer.
- 2.3 Informed Families provides free, impartial information and advice on a variety of services for children and young people (from birth to 25 years old), to parents, families and Early Years Providers. Informed Families hold details and information on all registered childcare in Enfield, including childminders, agency childminders Pre-Schools, Before and After School Clubs, Holiday Play Schemes, this enables the service to support parents to find childcare in their local area. Informed Families support parents daily to find childcare which impact on the LA's take up of provision.

- 2.4 In 2022 59% of 2 - 3year olds in LBE accessed EY provision, below the London average of 62%. This is an increase, although with COVID for two years, it is not a good direct comparison.
- 2.5 In 2022 82% of 3 - 5 year olds accessed EY provision, which is the same as the London average.



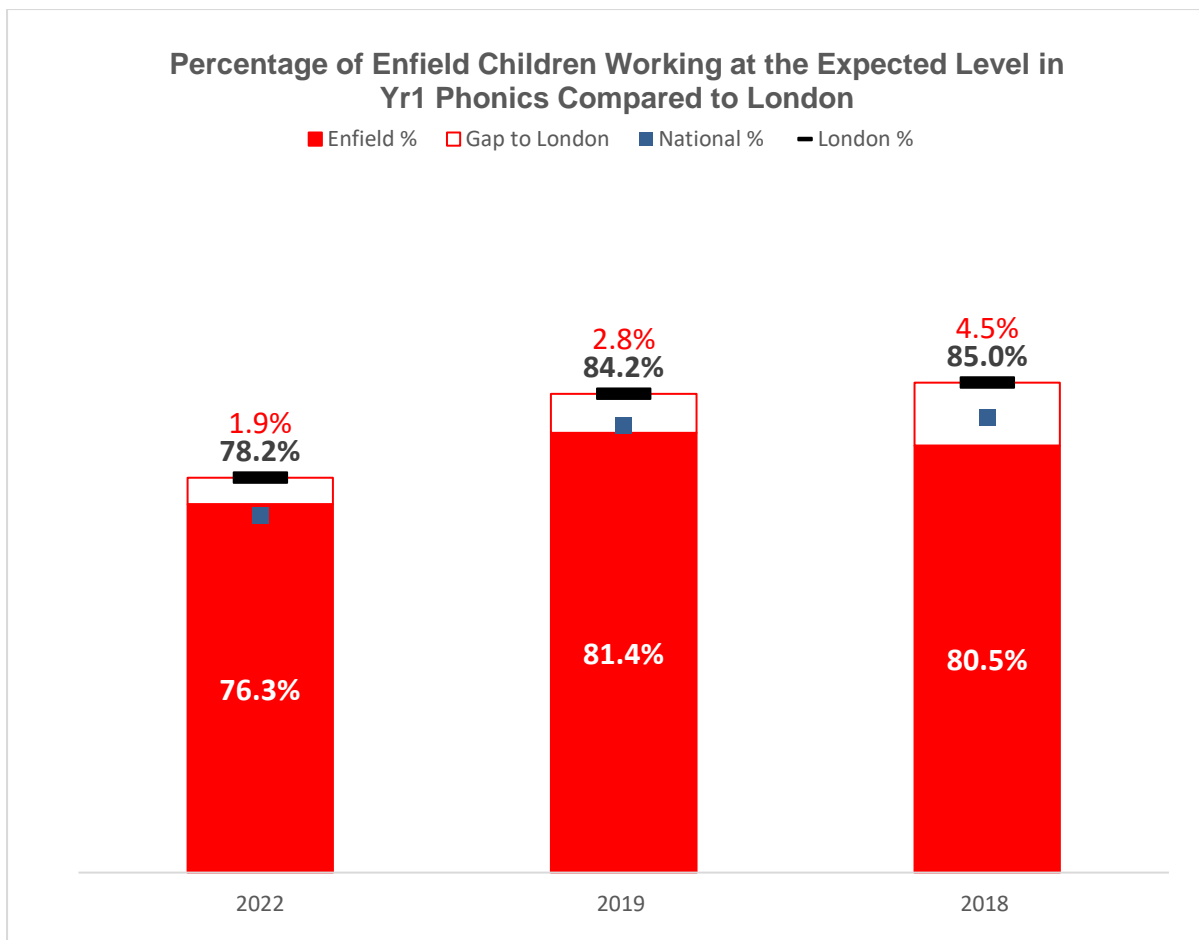
### Phonic Outcomes

This is data for all 63 primary schools, infant schools, special schools or primary departments of all through schools in the borough.

	Enfield %			London %			National %		
	2022	2019	2018	2022	2019	2018	2022	2019	2018
KS1									
Year 1 phonics	76%	81%	81%	78%	84%	85%	76%	82%	83%

- 2.6 The percentage of pupils who reached the expected level of 32 out of 40 in the phonics test was 76.3%, slightly above the national average of 75.5%. Previously LBE has been slightly below the national average. Although both percentages have fallen, it is the first time for some years that LBE schools have achieved more highly than the national average. The London average is 78.1%. This puts LBE in the fiftieth centile for phonics outcomes, moving up 14 places from the previously recorded outcomes.
- 2.7 Of the pupils who re-sit the phonics test in year 2, 97.1% passed. This is well above the national average of 95.5%, and places LBE in the 33rd rank percentile. LBE is above the London average of 94.4%; this perhaps reflects the year 1 phonics outcomes being below the London average.





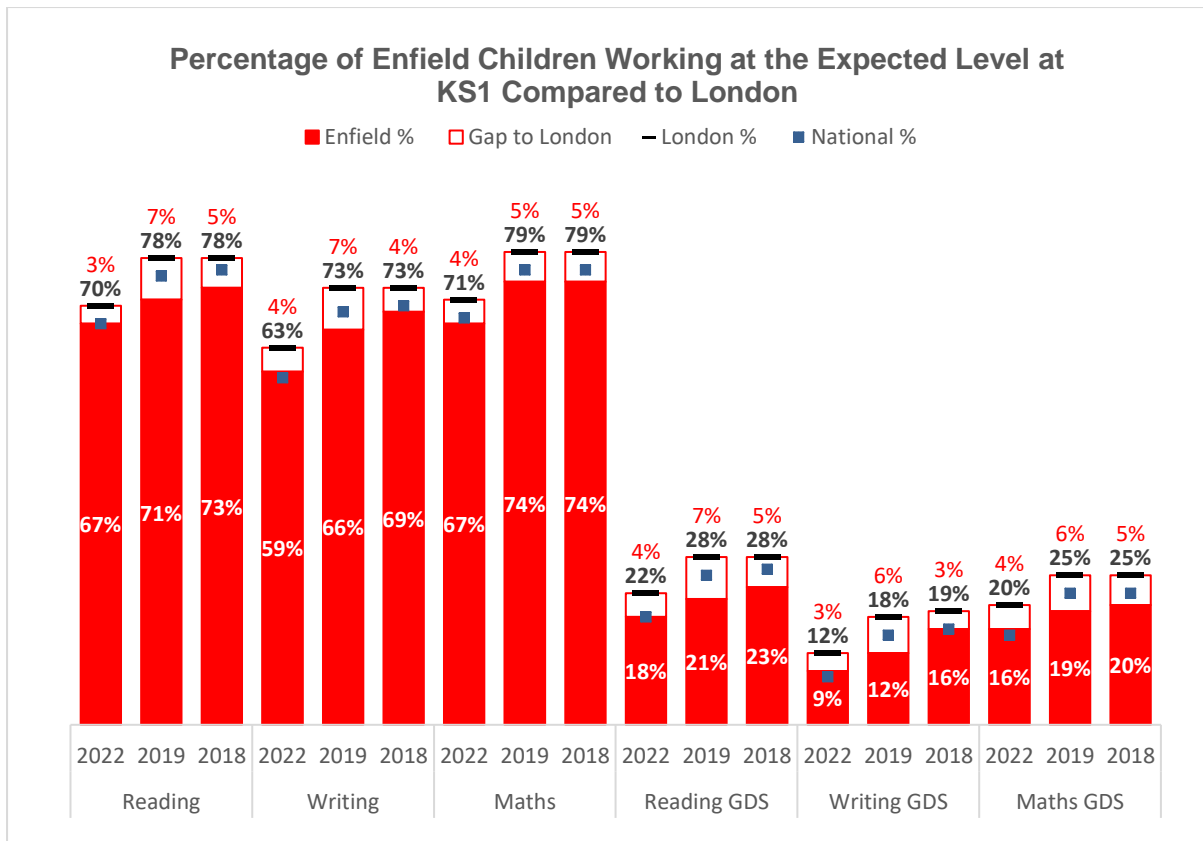
### Key Stage 1 (end of year two – 7 year olds)

This is data for all 63 primary schools, infant schools, special schools or primary departments of all through schools in the borough.

EXS = expected standard

GDS = greater depth

	Enfield %			London %			National %		
	2022	2019	2018	2022	2019	2018	2022	2019	2018
Reading EXS	67%	71%	73%	70%	78%	78%	67%	75%	76%
Writing EXS	59%	66%	69%	63%	73%	73%	58%	69%	70%
Maths EXS	67%	74%	74%	71%	79%	79%	68%	76%	76%
Reading GDS	18%	21%	23%	22%	28%	28%	18%	25%	26%
Writing GDS	9%	12%	16%	12%	18%	19%	8%	15%	16%
Maths GDS	16%	19%	20%	20%	25%	25%	15%	22%	22%



- 2.8 The percentage of pupils working at the expected level for reading at KS1 was 67% in 2022 which is the same as the national average. In 2019 and 2018 the LBE average for reading was below both the national and London averages.
- 2.9 In writing the percentage of pupils working at the expected level in writing for 2022 was 1% above the national average, although 4% lower than the London average at 59%. This is first time the LBE average has been above the national average in this measure.
- 2.10 The percentage of pupils achieving the expected level in mathematics in 2022 was 67%, 1 % below the national average and 4% below the London average. This has narrowed the gap between the national average and the LBE outcome to 1%.
- 2.11 The percentage of pupils working at greater depth at KS1 in either the national average (reading 18%) or above the national average. Writing is 9% and the national average is 8% and mathematics is 15% and national average is 14%. All these outcomes are below the London averages but are closer than in previous years.
- 2.12 The STA has confirmed that KS1 SATs will no longer be statutory from 2023/2024. KS1 tests will still take place this academic year, 2022/23.

#### Year 4 Multiplication Test

- 2.13 This is the first year the year 4 have taken the multiplication test. Pupils are asked to answer 25 times tables questions on the two to twelve times tables. They are given six seconds per question, with three seconds rest between each question.
- 2.14 Unusually pupils with English as a first language did not perform as well as pupils with English as an additional language (EAL) both nationally and in London. This was not the same for Enfield.

- 2.15 Enfield outperformed national scores for pupils overall, and for pupils who speak English as a first language. Enfield pupils with English as a first language, were the same as the London average.

This is data for all 63 primary schools, junior schools, special schools or primary departments of all through schools in the borough.

	<b>Enfield %</b>	<b>London %</b>	<b>National %</b>
	<b>2022</b>	<b>2022</b>	<b>2022</b>
Mean average score	<b>20.4</b>	<b>20.9</b>	<b>19.8</b>
% of pupils who scored 25	<b>30%</b>	<b>33%</b>	<b>27%</b>
<b>Scores for pupils: first language known or believed to be English</b>			
Mean average score	<b>20.3</b>	<b>20.3</b>	<b>19.4</b>
% of pupils who scored 25	<b>29%</b>	<b>29%</b>	<b>24%</b>
<b>Scores for pupils: first language known or believed to be other than English</b>			
Mean average score	<b>20.5</b>	<b>21.5</b>	<b>21.2</b>
% of pupils who scored 25	<b>33%</b>	<b>37%</b>	<b>36%</b>

### Key Stage 2 (end of primary – 11 year olds)

This is data for all 63 primary schools, junior schools or primary departments of all through schools in the borough with a KS 2.

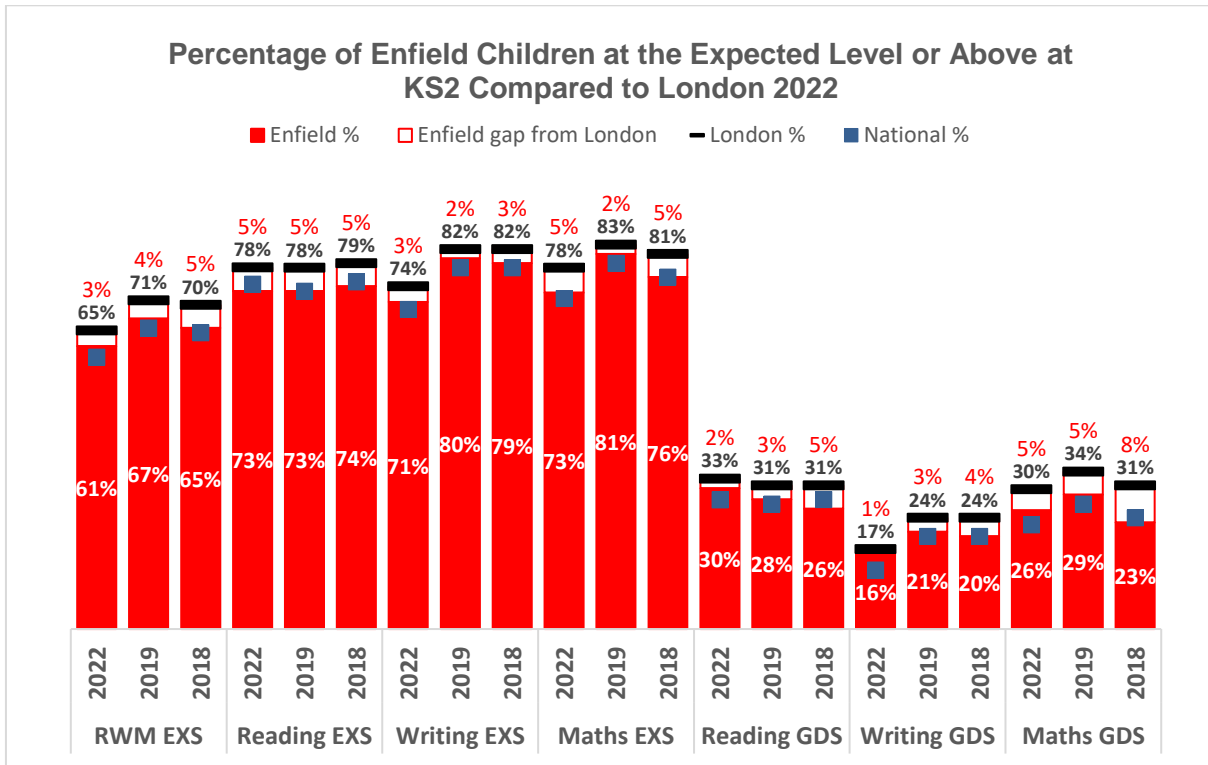
This is the first year to have progress scores calculated from a KS1 with a simple outcome of expected or greater depth instead of the KS2 outcomes are based on tests for reading and maths. Writing is based on teacher assessments. There is a robust process of moderation in place for teacher assessment in writing including all schools.

RWM = reading, writing and maths combined.  
 EXS = expected standard  
 GDS = greater depth  
 VA = value added

	Enfield %			London %			National %		
	2022	2019	2018	2022	2019	2018	2022	2019	2018
KS2									
EXS RWM	<b>61%</b>	67%	65%	<b>65%</b>	71%	70%	<b>59%</b>	65%	64%
Reading EXS	<b>73%</b>	73%	74%	<b>78%</b>	78%	79%	<b>75%</b>	73%	75%
Writing EXS	<b>71%</b>	80%	79%	<b>74%</b>	82%	82%	<b>69%</b>	78%	78%
Maths EXS	<b>73%</b>	81%	76%	<b>78%</b>	83%	81%	<b>71%</b>	79%	76%
GPS EXS	<b>74%</b>	80%	79%	<b>78%</b>	84%	83%	<b>72%</b>	78%	78%
Progress VA Reading	<b>0.9</b>	0.49	0.19	<b>0.7</b>	0.85	0.78	<b>0.10</b>	0.00	0.00
Progress VA Writing	<b>1.3</b>	0.63	0.75	<b>0.9</b>	0.77	0.82	<b>0.00</b>	0.00	0.00
Progress VA Maths	<b>1.1</b>	0.94	0.59	<b>1.20</b>	1.20	1.34	<b>0.00</b>	0.00	0.00
Reading GDS	<b>30%</b>	28%	26%	<b>33%</b>	31%	31%	<b>28%</b>	27%	28%
Writing GDS	<b>16%</b>	21%	20%	<b>17%</b>	24%	24%	<b>13%</b>	20%	20%
Maths GDS	<b>26%</b>	29%	23%	<b>30%</b>	34%	31%	<b>23%</b>	27%	24%
GPS GDS	<b>33%</b>	41%	39%	<b>38%</b>	45%	44%	<b>28%</b>	36%	34%
Reading Scaled Score	<b>105.2</b>	104.5	104.6	<b>105.8</b>	105.5	105.9	<b>104.8</b>	104.4	105.1
Maths Scaled Score	<b>104.5</b>	105.6	104.4	<b>105.3</b>	106.6	105.9	<b>103.8</b>	105.1	104.4
GPS Scaled Score	<b>106.1</b>	107.2	106.8	<b>107.0</b>	108.4	108.2	<b>105.1</b>	106.3	106.2

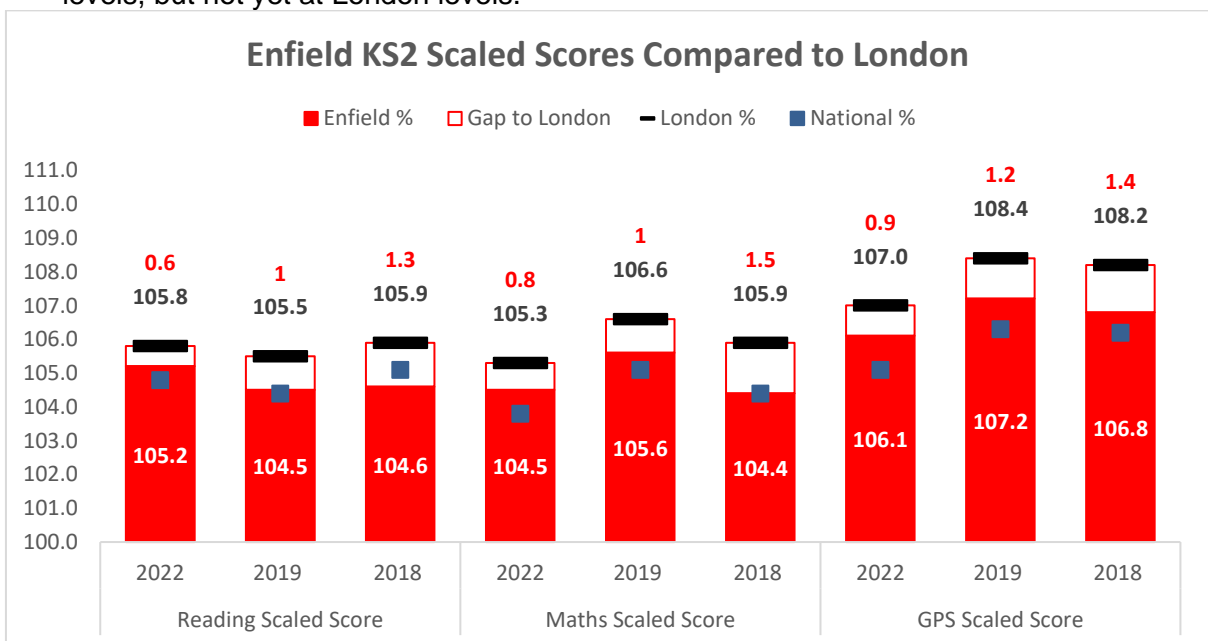
- 2.16 The percentage of pupils reaching the expected standard for KS2 in reading, writing and mathematics overall is 61%, which is 2% higher than the national average, and 4% below the London average.
- 2.17 The percentage achieving at least the expected standard in writing is 2% above national at 71% but below the London of 74%. The children achieving at least the expected standard in reading is 73%, which is 2 % below national and 5% below London. The children achieving at least the expected standard in mathematics is 73%, 2% above the national and 4% below the London average. The reading scores show a three year upward trend for greater depth.
- 2.18 The percentage of pupils achieving greater depth at KS2 are above the national averages but below the London averages. The percentage achieving greater depth in writing at 16%, is 3% above national and is only 1% behind the London average of

17%. The percentages achieving greater depth in reading show a three year upward trend in the borough.

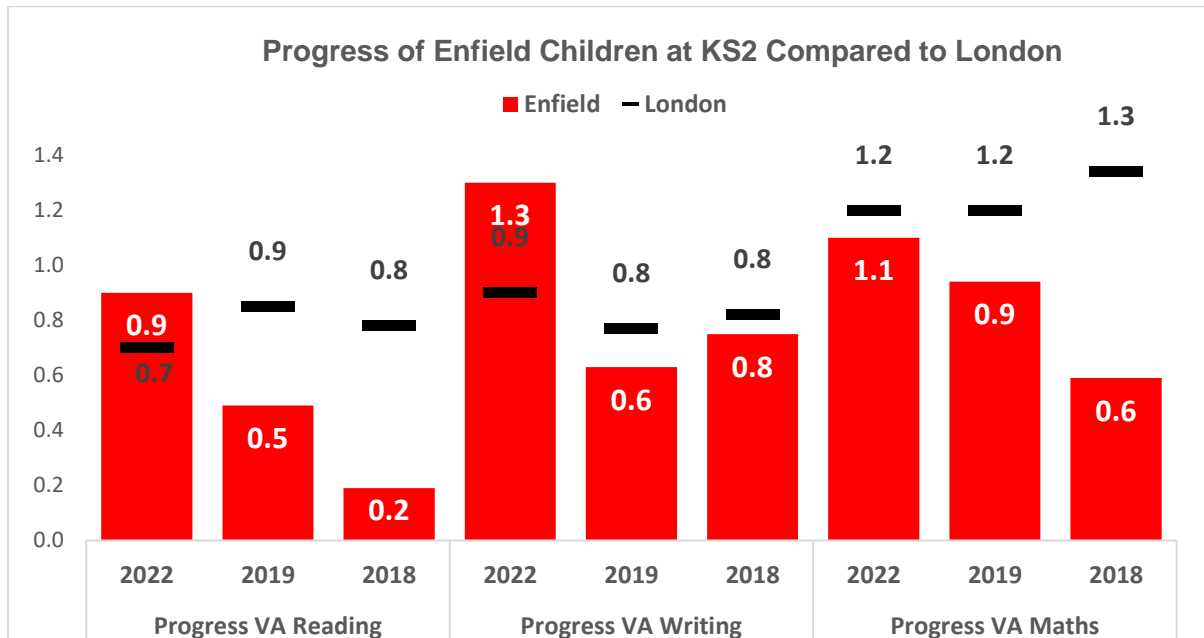


2.19 A scaled score between 100 and 120 shows the pupil has met the expected standard in the test. The lowest scaled score that can be awarded on a key stage 2 test is 80. The highest score is 120. Pupils need to have a raw score of at least 3 marks to be awarded the minimum scaled score.

2.20 The scaled scores achieved in 2022 show that the pupils are achieving above national levels, but not yet at London levels.



- 2.21 LBE primary schools continue to perform well on their KS2 progress scores. This is a measure of the extent of the progress that children make from their baseline results in reading, writing and mathematics at the end of KS1. As the KS1 outcomes start to rise in line with London averages, the curriculum and expectations within KS2, will need to rise to keep the progress scores high. For progress scores LBE is ranked in the 30<sup>th</sup> percentile for reading, the 26<sup>th</sup> for writing and 35<sup>th</sup> for maths.



- 2.22 In helping all primary schools in LBE to maintain the high standards, the Education Service provides them with access to core Link Adviser and additional bought back service level agreement support from the School Standards team. School leaders, governors and teachers also have access to high quality local professional development and advice and are helped to share and draw upon the very best practice and the latest innovative curriculum developments.
- 2.23 Having links with all schools means that the service can identify issues at an early stage in order to maintain the high standards. Where schools are identified for additional support to improve their outcomes, the lead adviser works with the head and chair of governors to draw up a support plan. Progress with the impact of the plan is monitored through the setting up of a school improvement board and regular reviews of teaching and learning.
- 2.24 SEYIS ensures that links are made with key local partners in supporting schools, including the Church of England London Diocese Education service and the Roman Catholic Diocese of Westminster. This includes joint working on strengthening school governance and leadership arrangements where necessary, such as executive headships and governing body federations.
- 2.25 The KS2 results for all state funded primary schools that have been published by the Department for Education and can be found [here](#).

### 3. Secondary Schools

#### Key Stage 4 GCSE

The data is provisional from all schools until the final validated data is published by the DfE. This is based on the statistical first release on the 20<sup>th</sup> October 2022. Headlines include secondary schools, special schools and secondary departments of all through schools in the borough.

Comparison of the numbers introduced in 2017 to the previous letter grades.

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 Strong Pass 4 Standard Pass
D	3
E	2
F	1
G	1
U	U

Source: Ofqual BBC

	Enfield %			London %			National %		
	2022	2019	2018	2022	2019	2018	2022	2019	2018
KS 4									
P8	<b>0.16</b>	0.12	0.08	0.23	0.22	0.23	0.00	0.00	0.00
A8	<b>48.4</b>	46.5	46.3	52.6	49.7	49.4	48.8	46.7	46.5
EBACC APS	<b>4.45</b>	4.2	4.16	4.77	4.47	4.40	4.28	4.08	4.10
% English and Maths at grade 5+	<b>50%</b>	43%	42%	57%	49%	49%	50%	43%	40%

3.1 The headline measures for 2022 are Progress 8, Attainment 8, percentage achieving a strong pass (5-9) in both English and mathematics, and the EBACC average point score.

3.2 **Progress 8 (P8)** is based on the GCSE points that would be expected of pupils from their prior attainment at the end of primary school and has a standardised expected

national score of 0. Research from Fisher Family trust (FFT) suggests that this year's Progress 8 scores are very similar to the Progress 8 scores for 2019, despite the pandemic. The borough score is +0.16 which again improves upon 2019 result 0.12 and is narrowing the gap to the London score.

- 3.3 For **Attainment 8 (A8)** (a score based on points for eight main subjects), the 2022 borough outcome of 48.4 is below the national score (48.4) and below the London average of 52.6.
- 3.4 For the **English Baccalaureate (Ebacc)**<sup>1</sup>, the headline attainment measure for 2022 is the average point score. For Enfield, the average point score for this measure is 4.45, above the national average, but below the London average.
- 3.5 The percentage achieving **5-9 in English and mathematics** is 49.5% for 2022, in line with the national average of 50% and but lower than the London average of 57%.
- 3.6 Given the progress 8 is above 0 but the attainment was lower than national, it would suggest at this cohort of young people did not attain well at KS2.
- 3.7 The borough has moved up from the 36<sup>th</sup> percentile for P8 in 2019 to the 19<sup>th</sup> percentile in 2022, putting LBE in the top 20% of boroughs nationally.
- 3.8 The borough has moved up from the 52<sup>nd</sup> percentile for A8 in 2019 to the 30<sup>th</sup> percentile in 2022.
- 3.9 In percentage for pupils getting 5+ in both English and Maths, had risen and the borough has moved from the 48<sup>th</sup> centile national to the 33<sup>rd</sup> centile.
- 3.10 In supporting high standards in LBE secondary schools, the Local Authority School Standards service provides support and advice through the core Lead Adviser service and the additional service level agreement offer to school leaders and governors. The advisers help to broker school to school support. In working with secondary schools, as with primary schools, early intelligence is used to target additional support where needed, and good links are in place with the two Dioceses in providing this support.
- 3.11 The GCSE results for all state funded secondary schools that have been published by the Department for Education can be found [here](#).

### Key Stage 5 Post 16

The data is provisional from all schools until the final validated data is published by the DFE.

These are the first set of results that will include the new sixth form at Aim Academy when their data is shared by the DFE. Winchmore School and Aylward Academy have grown their sixth forms this year. Direct comparisons with previous years are therefore difficult.

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<sup>1</sup> A measure based on pupils achieving a combination of English, mathematics, science, language and humanities subjects known as 'EBACC'



## A Level Results

	Enfield %			London %			National %		
	2022	2019	2018	2022	2019	2018	2022	2019	2018
KS 5									
Points per entry A Level UCAS	<b>38</b>	31.6	32		32.8	32.2		32.9	32.1
Points per entry A Level DfE	<b>37.5</b>	31.4	31.8	<b>39.1</b>	33.2	32.8	<b>37.8</b>	32.6	31.8
Average grade per entry DfE	<b>B-</b>	C	C+	<b>B</b>	C+	C+	<b>B</b>	C+	C+
Points per entry for best 3 A Levels	<b>38</b>	31.6	32.0	<b>39.3</b>	33.8	33.9	<b>38.1</b>	32.2	32.1

3.12 The overall pass rate of 97.4% is 1% below the overall national pass rate at 98.4%.

3.13 The points per entry is 37.7 an increase of 6.1 since 2019 higher than the increase across England of 3.9. The grades are likely to reduce further next year, so this is a positive outcome.

	Enfield %			London %			National %		
	2022	2019	2018	2022	2019	2018	2022	2019	2018
A level <sup>[1]</sup>									
A*-A	<b>32.5</b>	20.7	23.7	<b>37.2</b>	24.3	25.8	<b>32.9</b>	22.4	23.4
A* -C	<b>80.5</b>	69.5	74.5	<b>82.6</b>	74.5	77	<b>80.6</b>	73.7	75.3
A* - E	<b>98</b>	95.8	97.1	<b>98.1</b>	97	97.5	<b>98</b>	97.3	97.7

## BTec Results

3.14 Business and Technology Education Council qualifications (BTecs) are vocational courses. These are largely assessed through practical learning, with exams worth a small part of the final mark. There are three different types. BTec Nationals are available from level 3, which is a similar standard to A-levels. Level 1 and 2 BTechs are not included in this chart. Students are awarded a starred distinction, distinction, merit or pass.

3.15 T-levels are a new type of post-GCSE technical qualification which last two years and are equivalent to three A-levels. Time is split between classroom learning and placements in industry. These were introduced in autumn 2020, with more subjects added in 2021 and 2022. More subjects will be added in and 2023. Students are awarded a pass, merit, distinction or distinction\*. This is calculated from a "core" component (marked A\* to E) and one or more "occupational specialism" components (marked pass, merit or distinction). Currently no schools in LBE are offering T-levels, although secondary headteachers are discussing them and at least one is likely to

<sup>[1]</sup> Source DfE Explore Education Statistics

introduce them into their school. The service will look to map the potential delivery offer within the borough.

D\* = distinction starred  
D = distinction

School	Level 3 Vocational Qualifications - Provisional					
	single award		double award		extended diploma	
	Pass rate	%D-D*	Pass rate	%D-D*	Pass rate	%D-D*
Enfield	100%	44%	100%	55%	99%	51%
National						

## Participation in Education, Training and Employment

### Destination measures

#### NEET/Not Knowns

- 3.16 At end of February 2022, the proportion of young people aged 16-17 who were either NEET (Not in Education or Employment) or their destination was not known (NK) in Enfield was 4% compared with the London average of 2.8% and the national average of 4.3%. This outcome places Enfield in the third quintile nationally.
- 3.17 At end of 2021 the overall participation rate for LBE residents aged 16 and 17 (96%) was below the London average (97.2%) but above national (95.7%). In LBE, 93.6% of this cohort was participating in full-time education or training within a school sixth form, sixth form college or further education.

	Enfield %			London %			National %		
	2021	2019	2018	2021	2019	2018	2021	2019	2018
16-17 year olds - NEET %	<b>4.6</b>	5.3	6.7	<b>4</b>	4.8	5	<b>5.5</b>	5.5	6
16-17 year olds - Activity Not Known (%)	<b>1.3</b>	3.8	6	<b>1.6</b>	2.2	2.7	<b>2</b>	2.3	2.8

- 3.18 The Council has responded to previous underperformance in tracking the destinations of young people by restructuring the Enfield Careers Team. The service now has a discrete Inclusion & Participation Team that operates solely to identify, track and engage with those out of education and training – this includes young people who are considered as 'at risk of disengagement' whilst still at school.

	Enfield %			London %			National %		
	2020	2019	2018	2020	2019	2018	2020	2019	2018
KS 5 destinations	<b>90.3</b>	87.2	88.4	<b>86.8</b>	86.4	86	<b>84.4</b>	84.7	84.1

- 3.19 The percentage of 18+ year olds who move into education, employment or training is higher than both the London and national averages.

	Enfield %			London %			National %		
	2020	2019	2018	2020	2019	2018	2020	2019	2018
KS5 Progression to Top 3rd UK HE Institutions (%)	21.8	24.2	27.5	21.5	21.6	25.1	17.5	16.7	19.4

- 3.20 Although potentially a downward trend the young people accessing the top one third of higher education institution in the UK is above the London and national averages.

### Skills and Employment

- 3.21 Post school NEET/NKs are referred to Enfield Youth Hub – a new initiative created in partnership with the Department of Work and Pensions/Jobcentre Plus to support the re-engagement of young people aged 16-24 who are disengaged from learning or are unemployed.
- 3.22 In further supporting the progression of young people into post 16 education, training and employment, helping schools strengthen the quality of careers information and guidance remains a priority. Schools are supported via the Enfield Careers Network to work towards the Gatsby Benchmarks – taking full advantage of the newly established sub regional Careers Hubs. This includes sharing best practice, effective use of existing resources and the development of new resources. The service is aware that schools are least confident in providing their students with high quality guidance on technical or apprenticeship pathways.
- 3.23 The borough plan commits the Council to collaborate with partners, specifically local businesses, to support young people to gain skills and succeed in the future economy, including developing pathways to careers across several growth sectors and strengthening the vocational provision for 16-18-year olds.

The Youth Hub has started providing or signposting to the following opportunities:

- Careers Education, Independent Advice and Guidance (CEIAG)
  - Work Placements
  - Sector Based Work Academy Programmes (SWAPS)
  - Traineeships
  - Bootcamps
- 3.24 The apprenticeship take-up and offer in Enfield has always been perceived as low, however CONEL and its partner colleges that make up Capital City College Group deliver the largest volume of apprenticeships in London. In 2020 apprenticeship destinations were 9.3% (KS4) and 3.1% (KS5), well above the London average (8.8%, 3%).
- 3.25 The borough has Meridian Water development in its early stages. This provides a major opportunity for the Council to harness the various planning/investor commitments via the section 106 process to secure even higher volumes of apprenticeship opportunities for Enfield residents.

## Access to Higher Education

- 3.26 The Progression & Pathways Team continues to promote the pathway to Higher Education (HE). In 2021/22 the service continued to work with LBE school sixth forms to promote the pathways to HE, especially for those KS5 learners from BAME backgrounds. In 2021 HE accounted for 67.9% of all KS5 destinations, placing the borough 9th highest in London (59.9%).
- 3.27 In 2021 the Progression and Pathways Team continued to partner with HE institutions and Access to HE to continue to invest in enrichment activities that promote the pathways direct to HE or via the degree Apprenticeship route.

## 4. School Attendance and Exclusions

- 4.1 Figures for the full academic year 21/22 are not yet available, and national comparisons are not available for 20/21. Numbers in the tables below may not add to 100% because of rounding.

	Enfield %			Outer London %			National %		
	2021	2019	2018	2021	2019	2018	2021	2019	2018
Primary									
Attendance	95.6	95.4	95.6	96.2	96.1	96	96.4	96	95.8
Authorised absence	2.9	2.9	3	2.7	2.8	3	2.7	2.9	3
Unauthorised absence	1.5	1.4	1.4	1	1.1	1.1	0.9	1.1	1.1
Persistent absence	11.9	10.2	10.1	8.7	7.9	8.2	8.8	8.2	8.7
Secondary									
Attendance	94.2	94.4	94.6	95	95	94.9	94.6	94.5	94.5
Authorised absence	3.6	3.3	3.4	3.5	3.4	3.6	3.8	3.7	3.9
Unauthorised absence	2.2	2.3	2	1.5	1.6	1.5	1.6	1.8	1.6
Persistent absence	17	15	14	13.1	12	12	14.8	13.7	13.9

- 4.2 Attendance in primary schools based on the most recent national comparative figures and data from LBE for the borough percentages. Primary school attendance is below both the Outer London and national averages. Each day in school is approximately 0.5 %. Persistent absence (PA) is high which will have impact on these figures. The percentage of PA pupils in LBE compared to all pupils nationally has decreased by 5.0% from +14.4% in 2020/21, to +9.4% in 2021/22.
- 4.3 In secondary schools, attendance levels are below both Outer London and National averages. PA is even higher in the LBE secondary sector and attendance is below both London and national averages. The rates of PA will affect the overall absence rate.

	Enfield %			Outer London %			National %		
	2020	2019	2018	2020	2019	2018	2020	2019	2018
Primary									
Suspension rate	<b>0.46</b>	0.67	1.2	<b>0.54</b>	0.79	0.8	<b>1</b>	1.41	1.4
Permanent exclusion	<b>0</b>	0	0.01	<b>0</b>	0.01	0.01	<b>0.02</b>	0.02	0.03
Secondary									
Suspension rate	<b>6.67</b>	8.63	12.3	<b>3.11</b>	4.35	4.22	<b>7.43</b>	10.75	10.13
Permanent exclusion	<b>0.06</b>	0.09	0.23	<b>0.09</b>	0.16	0.18	<b>0.13</b>	0.2	0.2

4.4 Based on provisional data from the school census (academic year 2019/20) and the most recent national comparative data release (which is for the previous academic year 19/20), suspensions and permanent exclusions are on a three year downward trend in the borough. In primary schools the rate is now below both national and London averages. In secondary schools, the suspension rate is hugely reduced and in 2020 below national averages. The permanent exclusion rate in secondary schools is now below national and London averages. Internal data for the academic year 2020/2021 shows a continued downward trend for both phases.

4.5 In addressing attendance, all schools promote good attendance strategies with their pupils, and progress with attendance will be reviewed as part of the annual conversation with the Education Service's lead adviser and in preparation for inspection. In working with families where there is persistent absence, schools receive support from the Admissions and Attendance Service. There is support from an officer for penalty notices and attendance orders, and there is an increased service focus on partnership working around improving attendance.

## 5. Ofsted School Inspections

5.1 The percentage of schools in LBE which are rated outstanding or good by Ofsted inspectors is 92.7% in summer 2022, compared with the latest published national average of 87%. It is below the outer London average (94%) and the overall London average of 94.4%. 100% of LBE maintained primary schools are rated as good or better. 90% of LBE maintained secondary schools (9/10) are rated as good or better.

5.2 Translated into numbers of pupils in the borough, 92.3% children and young people in the LBE access education in a good or outstanding school.

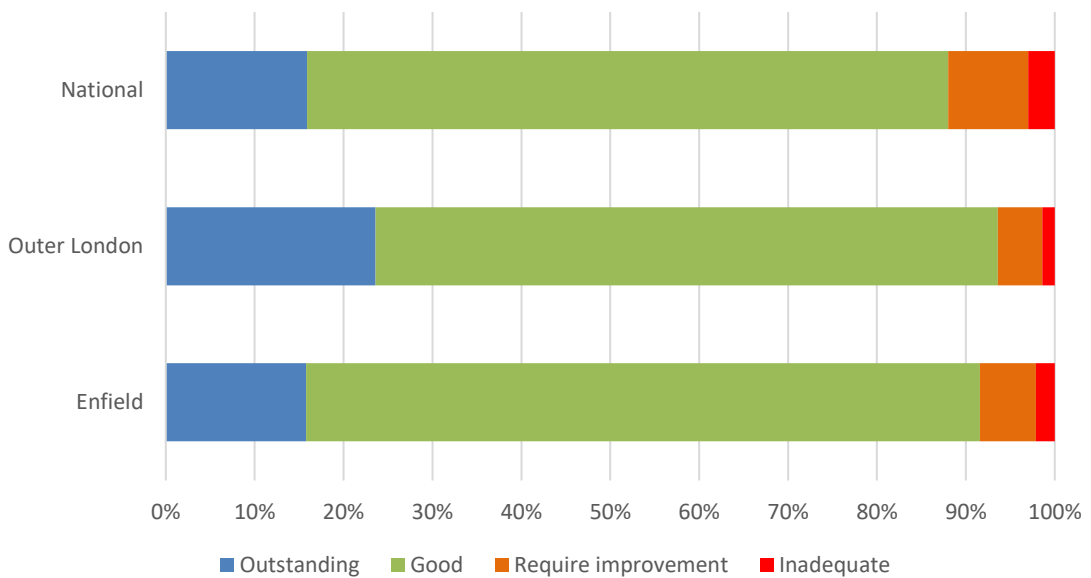
5.3 In helping to maintain the high percentage of good and outstanding settings, education service officers work in partnership with school leaders and governors to ensure that they have access to professional advice and training needed in preparing for inspection both through the core offer and an additional bought back traded school improvement service. The framework for school improvement developed in the academic year 20 / 21 also enables the Local Authority to provide further support at the earliest possible stage where there are concerns about an inspection outcome.

5.4 The Education Inspection Framework that was introduced by Ofsted in September 2019 places a stronger emphasis on the quality of the wider curriculum and includes 'deep dives' into pupils' experience of areas such as history, geography and physical

education. The threshold for an Outstanding judgement has also been raised. A school needs to be able to demonstrate an ‘exceptional’ level of education to achieve this rating. With these new challenges, the School Standards service has offered all schools this year additional curriculum consultancy support to help school leaders in reviewing and improving the quality of their wider curriculum.

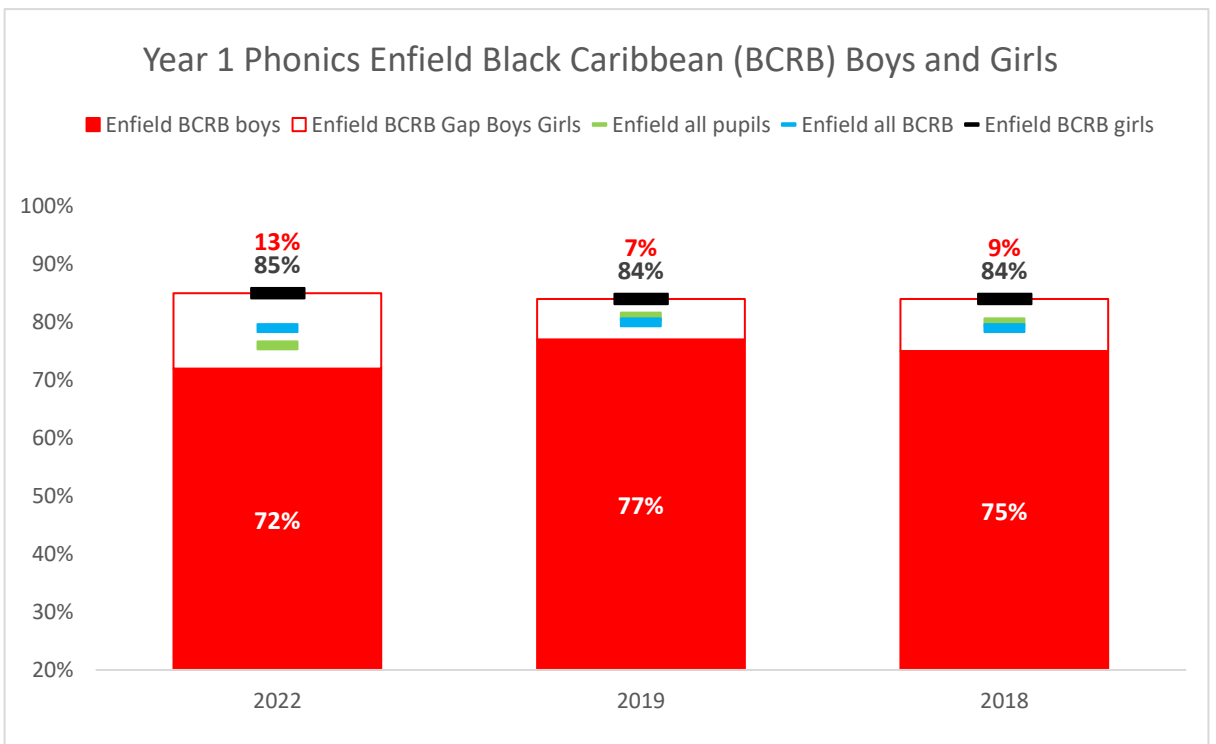
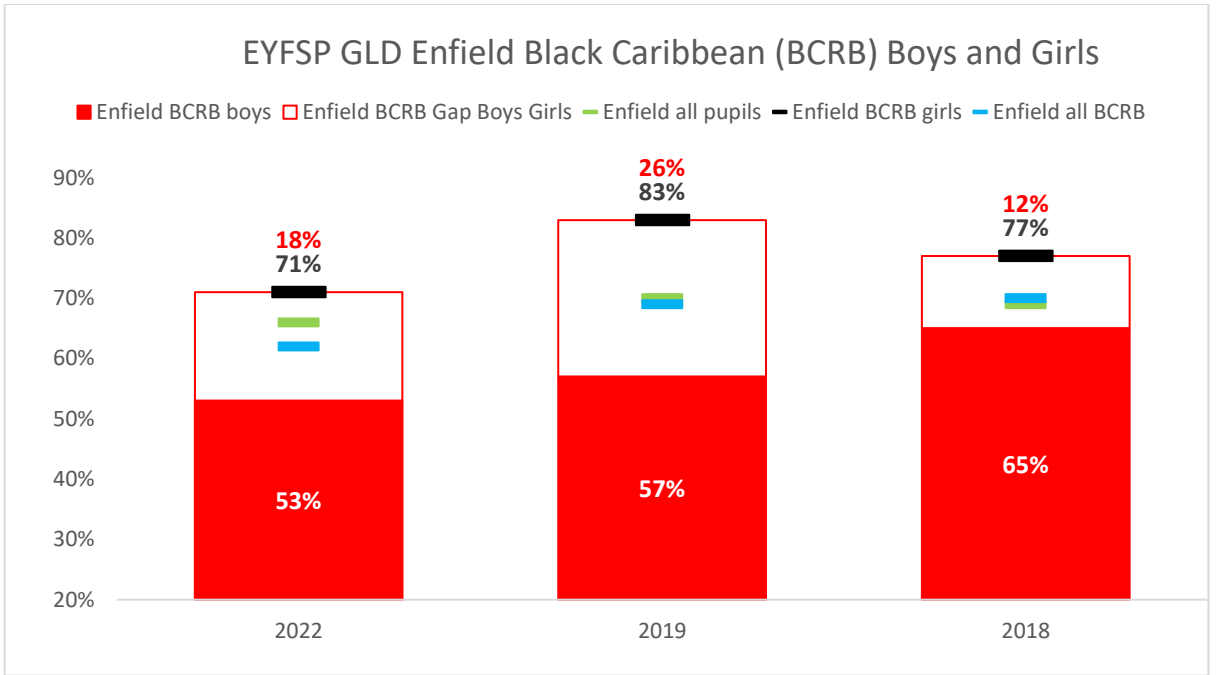
- 5.5 The current Ofsted inspection outcomes for all state-funded primary, secondary and special schools in LBE are set out in Appendix A. This is the position as of 1<sup>st</sup> September 2022.

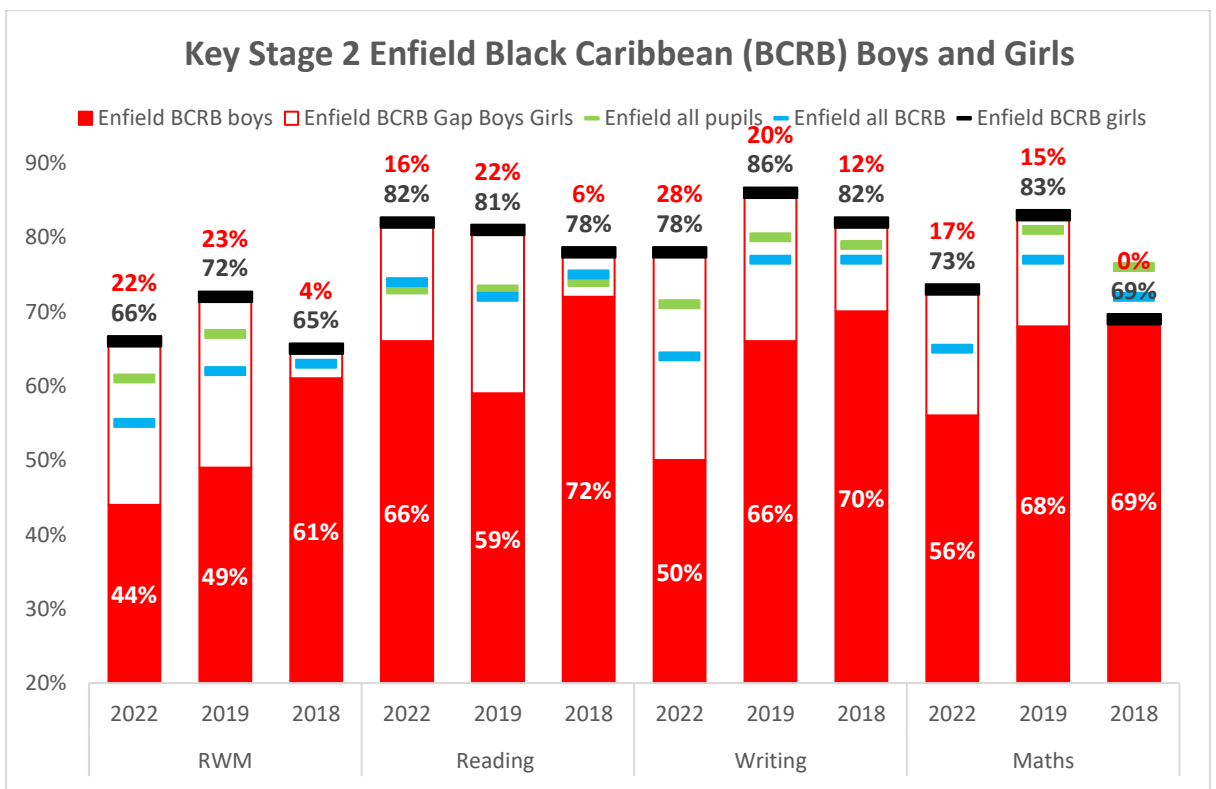
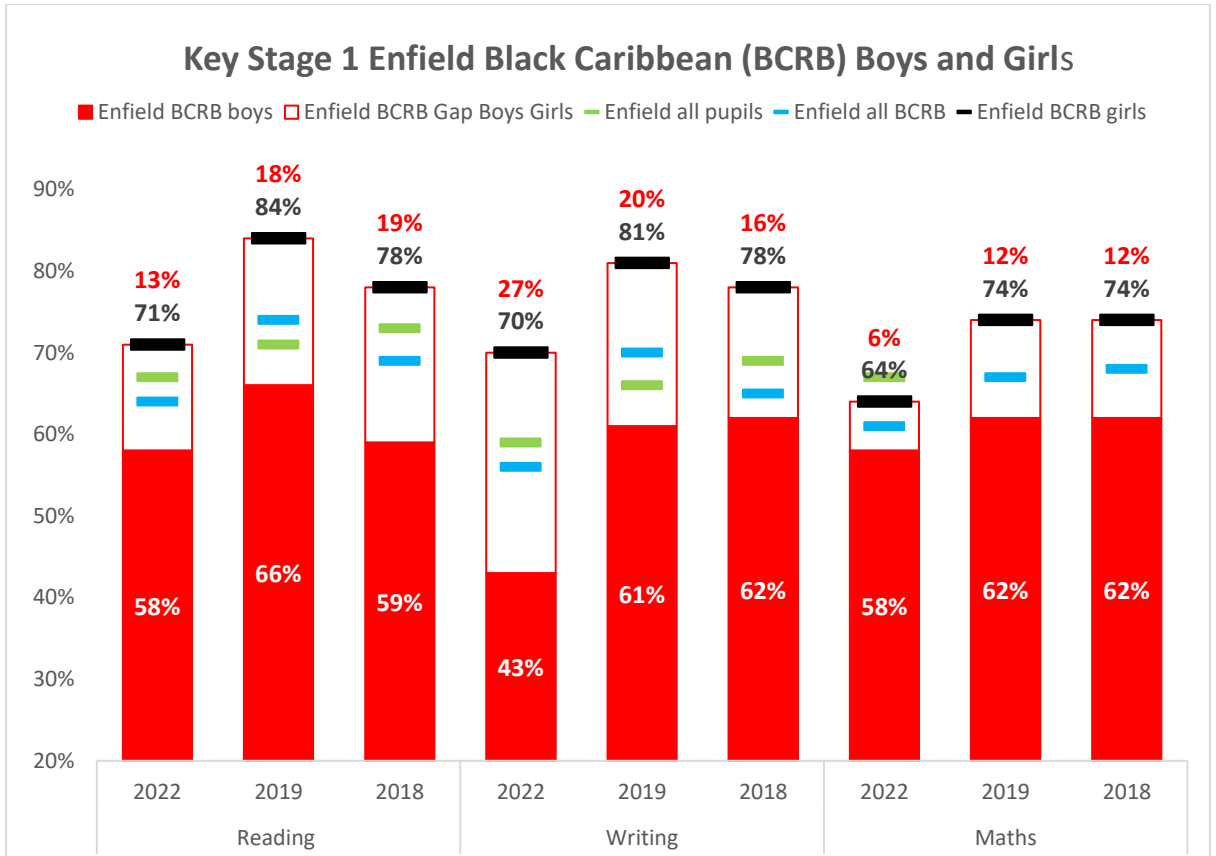
**Comparison Enfield, Outer London and National Ofsted Grades**



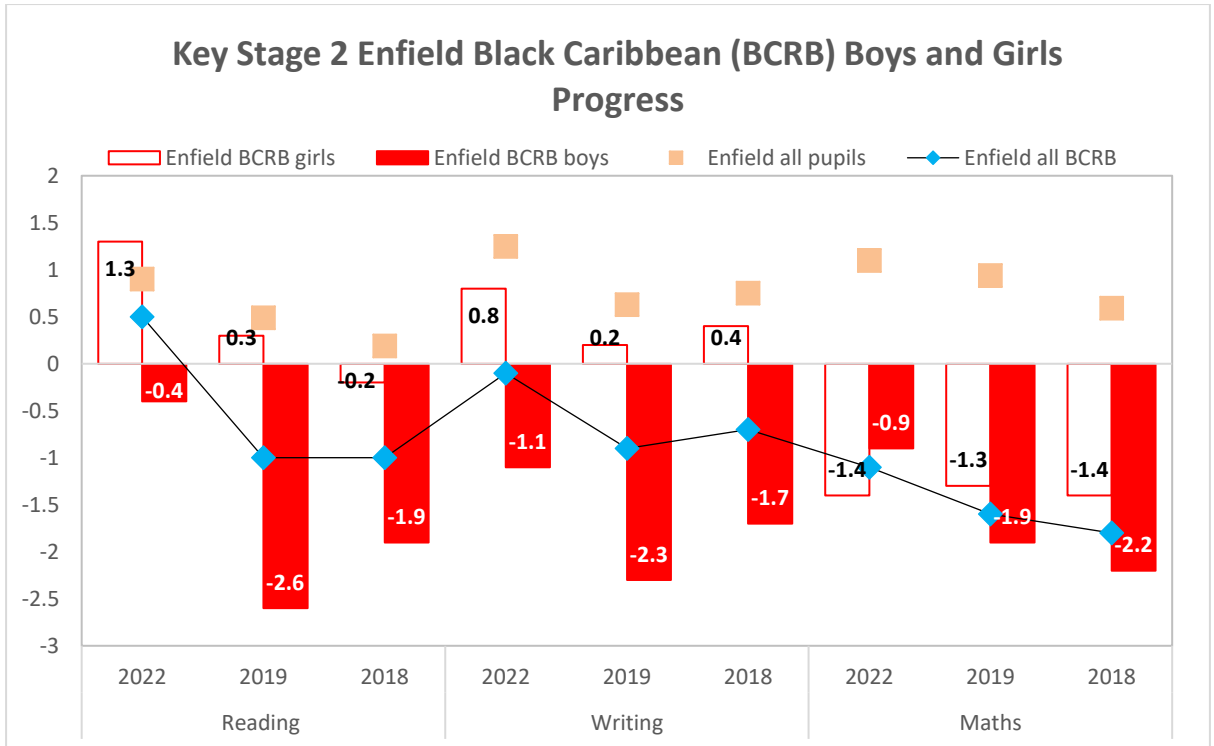
**6. Outcomes for Pupil Groups**

- 6.1 In reviewing performance of schools in LBE, an analysis is also made of the achievements of children and young people by schools in vulnerable groups. This includes children and young people with free school meal entitlement (FSM), Special Educational Needs (SEN) and with English as an additional language (EAL). It also includes children and young people from minority ethnic groups identified by the ELEP and those who are in the care of the Local Authority.
- 6.2 Black Caribbean girls outperform Black Caribbean boys in EYFS, phonics KS1 expected and greater depth levels in reading, writing and maths, KS2 expected and greater depth levels in reading writing and maths, and in all progress measures. Black Caribbean girls outperform all Enfield pupils at EYFS, year 1 phonics, expected levels for KS1 in reading and writing, and in the combined KS2 score for reading, writing and maths.

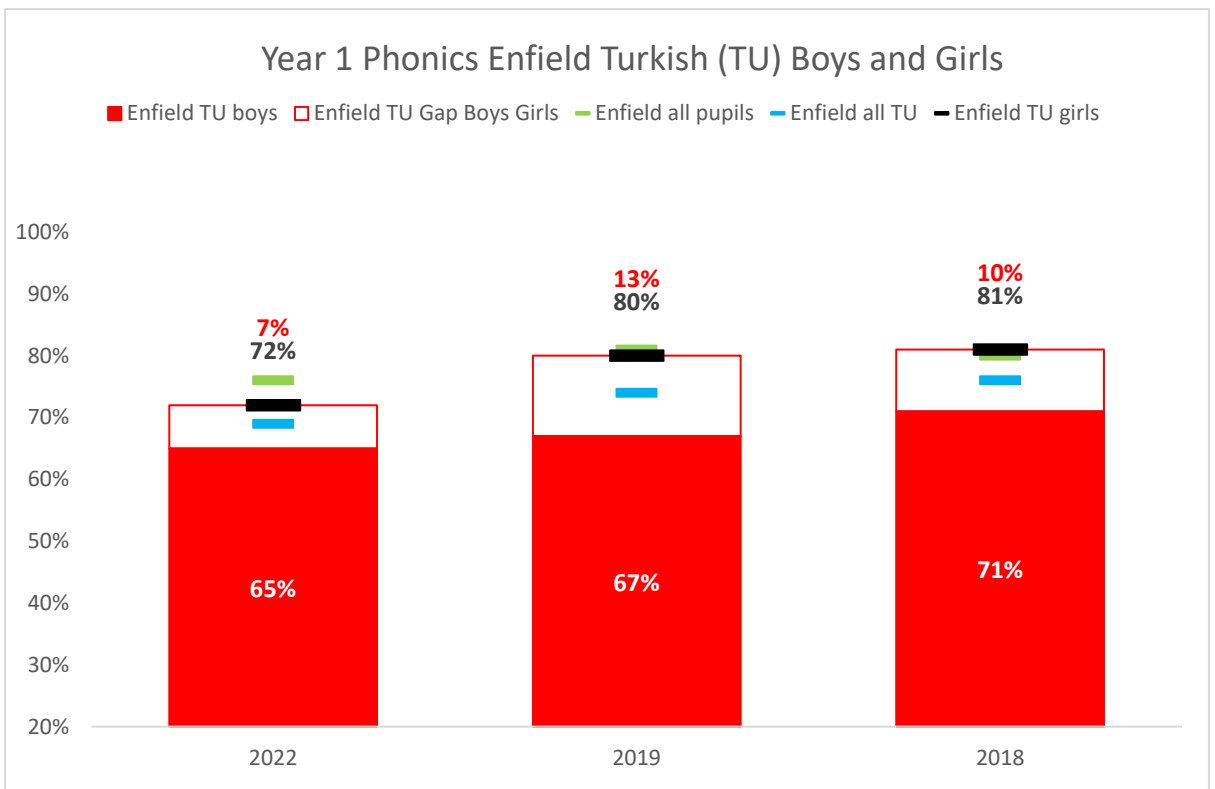
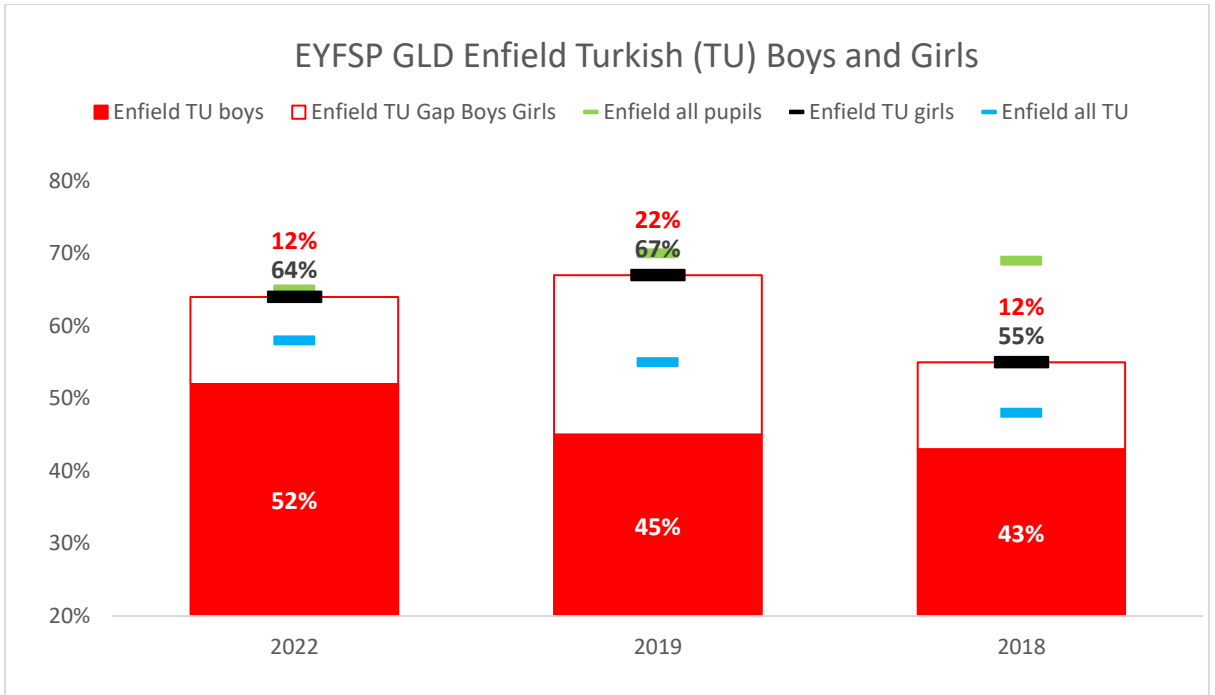


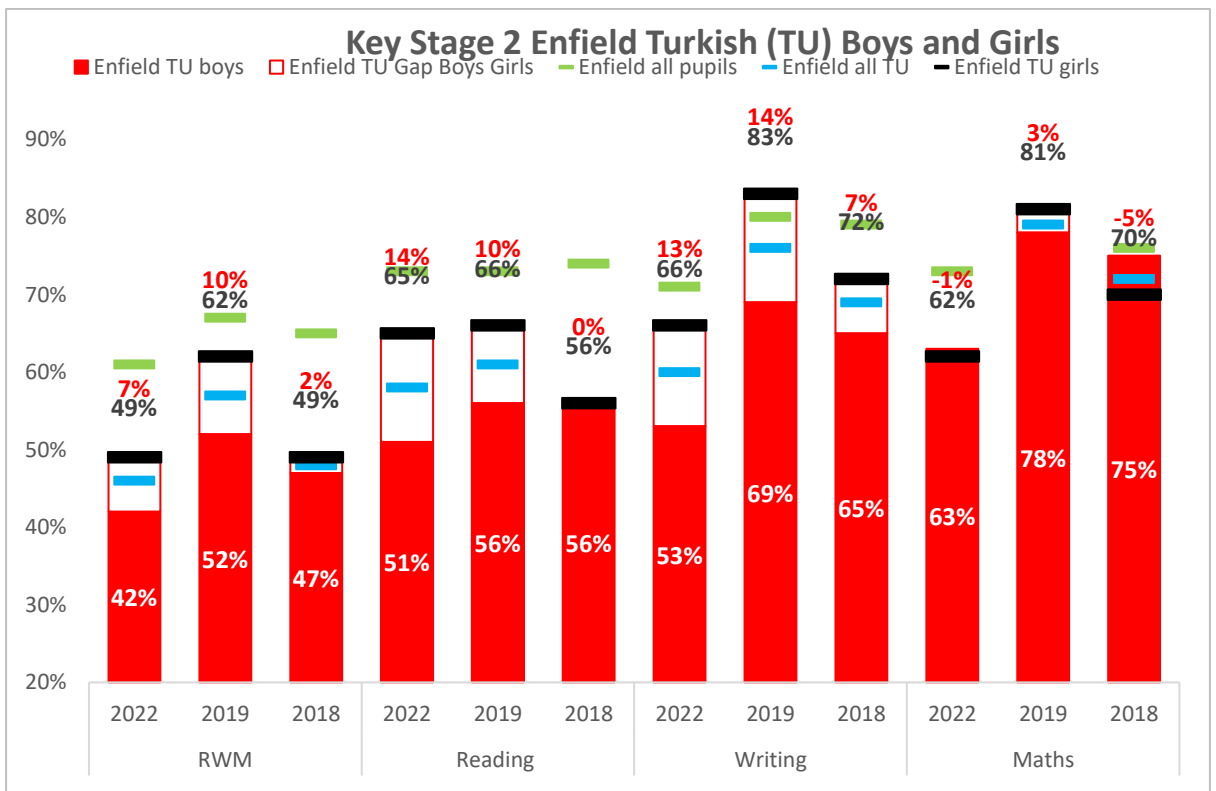
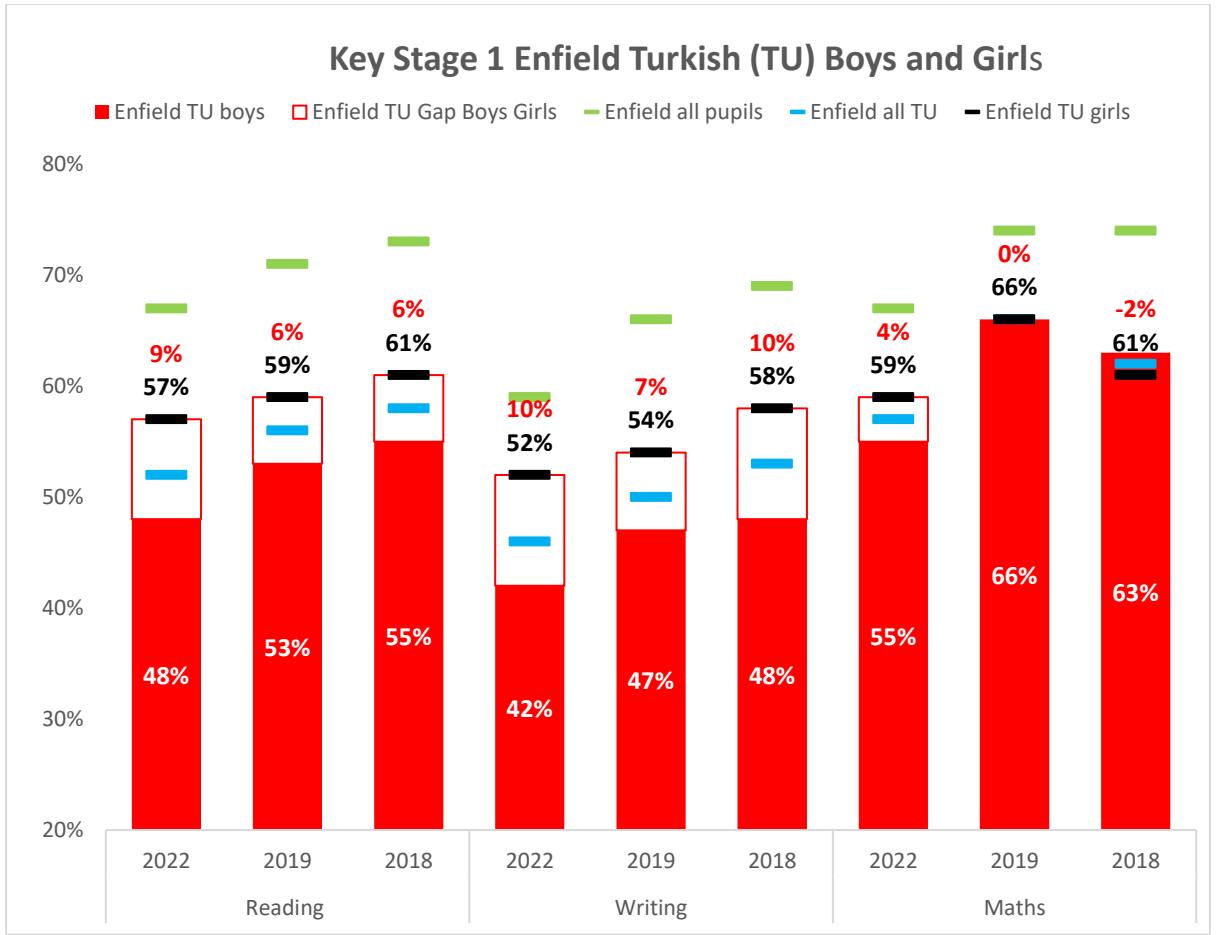






- 6.3 Black Caribbean girls make less progress in maths at the end of KS2, although their attainment is still good.
- 6.4 For the full table of outcomes of Black Caribbean pupils see appendix B.
- 6.5 Turkish pupils have lower outcomes than all Enfield pupils in all measures in the primary phase. Turkish girls outperform Turkish boys for EYFS, phonics, the expected standard at KS1 for reading, writing and maths. The drop in the phonics score was less than the national or LBE drop in the phonics score for this year.
- 6.6 Turkish boys outperformed Turkish girls at greater depth in KS1 for reading and maths. At KS2 Turkish girls achieved more highly for the combined reading, writing and maths score and for reading and writing separately. Turkish girls achieved more highly at KS2 greater depth in reading and writing and for progress in reading and writing. Turkish boys made more progress in maths and achieved more highly than Turkish girls in both the expected and standard and greater depth in maths. This reflects the outcomes for all pupils where girls did not achieve so well in maths.





- 6.7 For the full table of outcomes of Turkish pupils see appendix C.
- 6.8 In general, in LBE boys performed less well than girls in reading and writing in the primary phase. In maths the boys tended to get better outcomes particularly in the outcomes for the greater depth scores in maths and progress in KS2.
- 6.9 For GCSE nationally, the gender gap in top grades is 7.5%, it is wider than in 2019 (6.7%). At 9-4, the gender gap is 6.8% and is narrower than in 2019 (8.9%).
- 6.10 For outcomes of pupils by gender see appendix D.

### **Children with Special Educational Needs and Disabilities (SEND)**

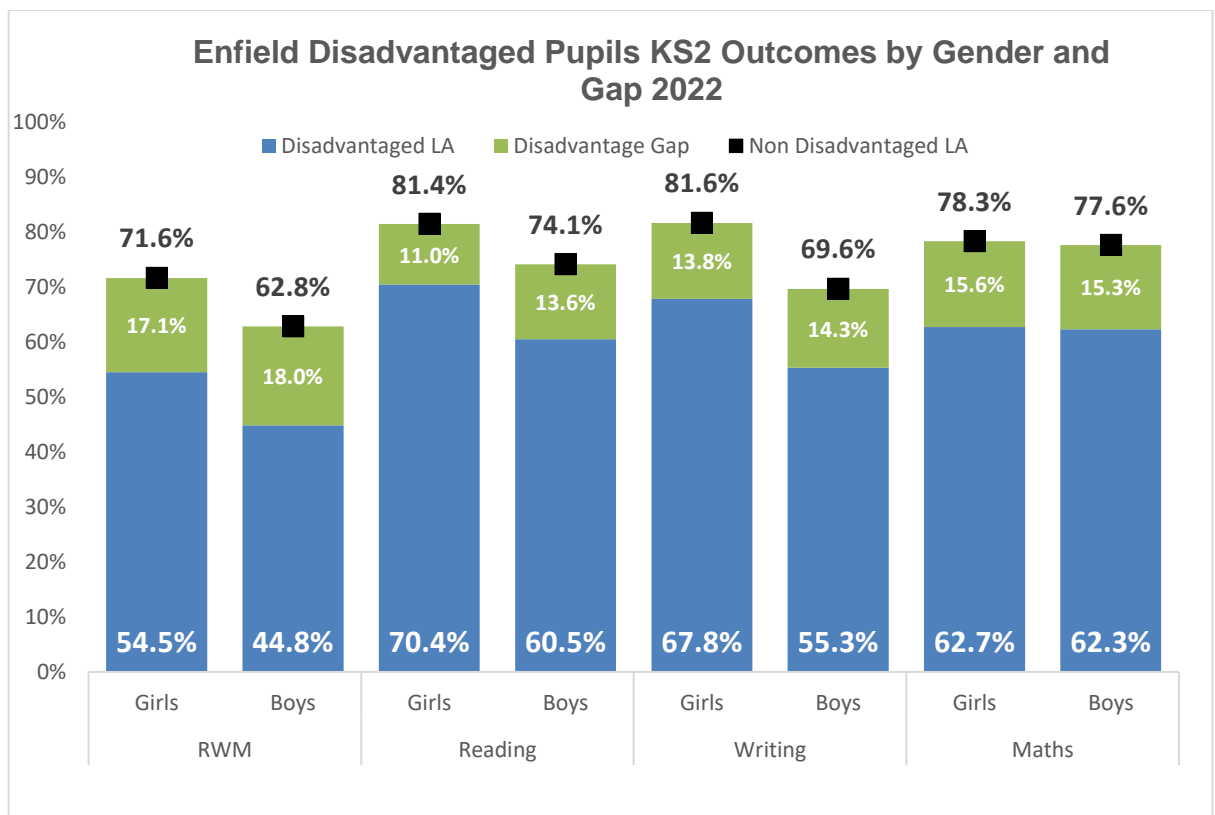
- 6.11 81.9% of the LBE cohort have no recorded SEND, this is the same as the national average of 81.9%. There are 0.4 % more boys with SEND than the national average which is balanced by 0.4% fewer girls than the national average.
- 6.12 2022 school outcomes for children with SEN show that at both primary and secondary level the achievements of children with SEN continue to be below / in line with national averages. Boys with SEND seem to perform less well than girls, although the progress of girls between KS1 and KS2 in 2022 was less than the progress of boys.
- 6.13 Despite the 2022 cohort potentially being affected by COVID 19 absence, the progress made by year 6 (end of KS2) pupils identified with SEN support in 2022 was greater than the progress made by this group in 2019. Pupils with SEND support had outcomes in reading that were 3% higher in 2022 for reading at the expected standard (48%) and 2% higher for reading at greater depth (13%) at the end of KS2. Despite the better progress in both writing and maths, the outcomes were lower in 2022 than in 2019. Pupils with EHCP made better progress from their KS1 outcomes in reading, writing and maths in 2022, than pupils with EHCPs made in 2019.
- 6.14 In 2022, 22.1% of young people on SEN Support achieved Grades 5-9 in English and mathematics in LBE; this is in line with the 22.4% national figure, but below the London percentage of 29.1%. 3.5% of young people with SEN EHC Plans achieved a Grade 5-9 in English and mathematics, nationally 7% achieved this, and 9.6% of pupils with EHCP in London region achieved a grade 5+ in both English and maths.
- 6.15 LBE pupils with EHC Plan have an overall absence of 10.5%. This is 3.6% higher than the national all pupils' cohort of 6.9%. The gap between pupils with EHCP's absence has increased by 1.2% from 9.3% in 2020/21, to 10.5% in 2021/22. 32.9% of pupils with an EHC Plan are persistently absent. This is 9.4% higher than the national all pupils average of 23.5%. The persistent absence for pupils with an ECHCP in LBE has increased by 5.7% from 27.2% in 2020/21, to 32.9% in 2021/22.
- 6.16 There is a disparity in achievements between boys and girls with SEND. The SENDCO forum will be used to share good practice and look at the evidence-based interventions that have been successful in LBE schools.
- 6.17 For outcomes of pupils identified with SEND support see appendix E.

### **Disadvantaged Pupils**

- 6.18 27.8% of pupils in LBE are classified as disadvantaged. This is 4.4% higher than the national average of 23.4%. 27.9% of LBE girls are disadvantaged, 4.3% higher than

the national of 23.6%. 27.6% of LBE boys are disadvantaged, 3.9% higher than the national average of 23.7%.

- 6.19 The outcomes achieved by disadvantaged pupils are below those achieved by all Enfield pupils. This group does not perform as well as the disadvantaged group nationally.
- 6.20 The difference between the performance of disadvantaged boys and girls is significant. Disadvantaged girls achieved considerably better than disadvantaged boys in all areas except KS1 greater depth in maths, where 6% of girls achieved greater depth and 11% of boys achieved it. Disadvantaged girls made better progress in reading (0.93) and writing (1.22) and between KS1 and KS2 than non-disadvantaged boys (reading 0.61 and writing 0.69). Disadvantaged girls make better progress in reading and writing over KS2, while disadvantaged boys make better progress in maths. This reflects the progress made by non disadvantaged boys and girls.



- 6.21 At KS4 the gap between the Attainment 8 score for disadvantaged pupils and non disadvantaged pupils in LBE is -13.3. this is slightly less than the gap nationally which is -15.1.
- 6.22 At KS4, GCSE, 33.4% of this group achieved a pass grade of grades 5-9 in English and mathematics for 2022 compared with 29.3% nationally. The London average is higher at 43%.
- 6.23 For outcomes of disadvantaged pupils see appendix F.
- 6.24 Disadvantaged pupils in LBE have an overall absence of 7.7%. This is 1.5% higher than the national non-disadvantaged cohort's overall absence of 6.2% in 2022. The disadvantaged cohort's overall absence has increased by 0.5% from 7.2% in 2020/21,

to 7.7% in 2021/22. 25.8% of this cohort are PA. This is 5.0% higher than the national non-disadvantaged cohort's PA of 20.8%. The gap between disadvantaged LBE pupils' and non-disadvantaged pupils' PA nationally has decreased by 6.7% from +11.7% in 2020/21, to +5.0% in 2021/22.

### Children Looked After (CLA)

- 6.25 In EYFS there were nine CLA; this low number makes it difficult to draw direct comparisons. Two pupils have been in care for more than a year for whom the Virtual School are held to account for their outcomes. 100% achieved a good level of development. This is higher than the LBE non CLA pupils, London CLA average and national averages for CLA.
- 6.26 In year 1 there were 11 CLA but only 6 who have been in care for more than a year for whom the Virtual School are held to account. This low number makes it difficult to draw direct comparisons. 16.7% (one child) achieved the pass mark of 32 in the phonics test. This below the LBE non CLA pupils, London CLA average and national averages for CLA.
- 6.27 At KS1 there were 15 pupils in the year 2 cohort but only 5 who have been in care for more than a year for whom the Virtual School are held to account. This low number makes it difficult to draw direct comparisons. 3 pupils achieved at the expected standards in reading, writing or maths (60% each). Their outcomes were in line with national London averages for reading and maths. In writing the LBE Virtual school achieved significantly higher than these averages.
- 6.28 At KS2, based on the validated data, there were 26 pupils in the year 6 cohort that took the Primary school statutory assessments. Only 16 of those pupils had been care for over a year and have results for which the Virtual School can be held to account. This low number makes it difficult to draw direct comparisons. Their results for the percentage reaching the expected standard in reading, writing and maths combined were 31%. This is were in line with the national and London averages for CLA. The progress for writing was better than national CLA progress scores, but worse than the London CLA average. The progress for maths was -0.28 which is better progress than London CLA average and national averages for CLA.
- 6.29 The differences (gaps) between the disadvantaged cohort of pupils and the national average are lower that the gaps for those groups nationally for the primary measures.
- 6.30 The CLA in the virtual school have better attendance than the Enfield averages for non CLA. The suspension rate for CLA has reduced from 21% in 2020/2021 to 7.7% in 2021/2022. This is better than the national average for CLA of 11%.
- 6.31 Overall attendance 2020/2021 is 93%, the 13th best attendance in England for a Virtual School and above the national and statistical neighbours' average. This put the LBE Virtual School in the top quartile nationally.
- 6.32 Persistent absence in 2020/2021 was 22.9, significantly below the English average of 30.4 and the statistical neighbours of 31.07. Enfield is 19th best in the country.
- 6.33 The latest suspension figure is from 2019/20 with the LBE Virtual School 9.33%, National 9.38%, statistical neighbours 9.6%. This puts LBE in the B quartile. There have been no permanent exclusions for 6 years.
- 6.34 Please see the report from the Virtual School for more detail.

## 7. Safeguarding

- 7.1 Safeguarding is everyone's job and everyone's responsibility. All SEYIS staff are trained regularly and expected to read the latest version of Keeping Children Safe in Education.
- 7.2 Governors Services ensures that regular safeguarding training is provided in the Governors training programme.
- 7.3 Safeguarding training is included in the Early Years training offer.
- 7.4 In February 2022 a new Safeguarding and Inclusion Adviser was appointed to the SEYIS team. This post is funded from the High Needs Block and works with SEYIS, SEN, the Virtual School, Admissions, and Enfield Psychology Service in particular. The adviser also works with the Safeguarding Board and any relevant services in the Council.
- 7.5 An Inclusion Charter has been developed over the academic year with input from SENDCOs, Headteachers, LBE officers, parent groups and young people. It was launched formally on the 18<sup>th</sup> October 2022. It is driven by SEND but also looks at all forms of inclusion, which has impact on safeguarding.
- 7.6 SEYIS is actively involved in the roll out of Enfield Trauma Informed Practice in Schools (ETIPS). Having all schools working in a trauma informed way, should have direct impact on the attendance of children and young people. Suspensions should also decrease. Increased attendance will support the safeguarding of children and young people.
- 7.7 A detailed borough data profile for schools has been developed through the work of ELEP. All maintained schools will be sent this. Those schools that have signed the data sharing agreement will receive school specific information. This will support schools in identifying priorities and vulnerable groups. The overall borough challenges identified in this report may be reflected in priorities identified for individual schools.

## 8. Next Steps for SEYIS

- 8.1 There is the ongoing work that all parts of the Education Service offer to all schools. The table below captures the main work planned in response to the analysis of outcomes in all key stages.
- 8.2 The Virtual School has a deep analysis of their outcomes and development plans in place.

	Target	Success criteria
Education Service	<ul style="list-style-type: none"> <li>To continue to promote high standards across Enfield schools, ensuring that appropriate interventions are in place in all schools, in line</li> </ul>	<ul style="list-style-type: none"> <li>To promote the use of the Education Service support from the Special Education Needs Service and Educational Psychology Service, eg Enfield Communication Advisory Support Service (ECASS), Enfield Advisory Service for Autism (EASA), LBE special schools outreach support, Enfield Trauma Informed Practice for Schools and Settings (ETIPSS) etc;</li> </ul>

	with the School Improvement Support Programme.	<ul style="list-style-type: none"> <li>To work with all officers in the Education Service to provide a seamless service across the departments to schools;</li> <li>To change the core offer to one visit from the link adviser per year to one per term to increase support and challenge;</li> <li>To offer headteacher performance management to all schools to promote the high expectations from LBE for all LBE maintained schools;</li> <li>To support schools via a commissioning plan with additional officer time for schools graded as amber or red;</li> <li>To promote comparisons with London averages for all key stages via the Borough Profile;</li> <li>To link Governors' training with LBE priorities;</li> <li>To ensure that the professional learning offer supports school improvement;</li> <li>To ensure all schools are well prepared for Ofsted and have a robust self evaluation form;</li> <li>To drive work on the Inclusion Charter, looking for Champions within the Education Service, schools, settings, and colleges.</li> </ul>
Boys Achievement project	<ul style="list-style-type: none"> <li>To raise attainment of boys, including those in Enfield Learning Excellence Partnership identified groups, across all key stages.</li> </ul>	<ul style="list-style-type: none"> <li>To review of the use and impact of strategies that are effective for boys and young men in the LBE context;</li> <li>To identify and promote the high-quality practice existing within the borough;</li> <li>To focus on building teacher expertise and capacity to meet pupil need;</li> <li>To make recommendations for further improvements for individual schools and for the local authority;</li> <li>To support a good practice network or similar that will continue to embed quality first teaching for boys and boys in vulnerable groups.</li> </ul>
Disadvantaged Pupil Project	<ul style="list-style-type: none"> <li>To raise attainment of children and young people eligible for pupil premium grant in all key stages.</li> </ul>	<ul style="list-style-type: none"> <li>To work with schools and school leaders, the local authority.</li> <li>To review of use and impact of strategies to improve outcomes for boys in Enfield;</li> <li>To identify &amp; promote high quality practice;</li> <li>To recommend further improvements for individual schools and for the local authority;</li> <li>To promote comparisons with London averages for all data via Borough Profile;</li> <li>To focus on building teacher expertise and capacity to meet pupil need.</li> </ul>
EYFS	<ul style="list-style-type: none"> <li>To raise percentage of pupils achieving a good level of development at the end of reception.</li> </ul>	<ul style="list-style-type: none"> <li>To support up to nine schools or settings with the Tails Toolkit (re: language and communication) To send a training offer to independent schools regarding their outcomes (Literacy &amp; Maths);</li> <li>To support PVI's and Childminders in informing their parents to defer a place (summer born children), not to miss their reception year;</li> </ul>



		<ul style="list-style-type: none"> <li>• To offer additional support for school nurseries including training;</li> <li>• To develop further sharing of good practice in EYFS, by setting up network groups/meetings.</li> </ul>
KS1	<ul style="list-style-type: none"> <li>• To raise attainment in KS1.</li> </ul>	<ul style="list-style-type: none"> <li>• To convene a KS1 Reference Group;</li> <li>• To plan next steps based on understanding of research and break down of data in LBE.</li> </ul>
Professional learning	<ul style="list-style-type: none"> <li>• To raise attainment of girls in maths at KS2;</li> <li>• To support good teacher pedagogy in reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• To work with current consultants to plan with the maths network professional learning to support girls to make more progress in KS2;</li> <li>• To commission relevant professional learning from literacy consultant;</li> <li>• To use the KS1 and 2 moderation training to support good pedagogy and high aspirations in all subjects.</li> </ul>
Post 16	<ul style="list-style-type: none"> <li>• To continue to reduce the volume of 16-19 year olds who are not engaged in education, employment or training.</li> <li>• To map out the vocational curriculum offer across all Enfield based post 16 education providers.</li> </ul>	<ul style="list-style-type: none"> <li>• To set out clearly to schools their role in supporting LBEs statutory tracking duty around young people who are not in education, employment or training (NEET) or destination Not Knowns (NK);</li> <li>• To establish post 16 Youth Hub to signpost disengaged young people aged 16-24 years;</li> <li>• To identify key priority groups over-represented in the NEET/NK cohort and consider intervention strategies.</li> <li>• To work with school sixth forms and Further Education (FE) college settings to monitor the take up of T Level qualifications;</li> <li>• To work with local employers and FE settings to plan provision to meet sector focussed opportunities;</li> <li>• To plan how a work experience programme can support entry level employment opportunities.</li> </ul>

## Appendices

### Appendix A Ofsted outcomes

Ofsted inspection outcomes for all state-funded nursery, primary, secondary and special schools in LBE as 01.09.22.

	Enfield %	London %	National %
PVI' Settings	98%	97%	97%
Childminders	95%	95%	96%
Primary	93%	95.9%	87%
Secondary	88%	92.5%	82.8%
Overall (inc. special)	92.7%	94.4%	87%

#### Enfield Primary School

- 100% (42 of 42) LA maintained primary schools in Enfield are judged as good or better.
- 93% (62 of 67) of all primary schools in Enfield (including academies and free schools) are judged as good or better (1 not inspected).

#### Enfield Secondary Schools

- 90% (9 of 10) LA maintained secondary schools in Enfield are judged as good or better.
- 88% (15 of 17) of all Secondary schools in Enfield (including academies and free schools) are judged as good or better (1 not inspected).

#### Enfield All through Schools

- 100% (3 of 3) of all through academies are judged as good or better.

#### Enfield Special Schools and PRU

- 100% (5 of 5) LA maintained special schools are judged as good or better. The one academy trust special school is also rated as good.
- The PRUS is rated as good.
- The new Salmon's Brook Special School has yet to be inspected. The formal opening was on 1<sup>st</sup> September 2022.

## Appendix B Black Caribbean pupils' outcomes 2022

GLD = good level of development  
 EXS = expected standard  
 GDS = greater depth  
 VA = value added  
 RWM = reading, writing and maths combined

	Enfield all pupils			Enfield all Black Caribbean pupils			Enfield Black Caribbean girls			Enfield Black Caribbean boys		
	2022	2019	2018	2022	2019	2018	2022	2019	2018	2022	2019	2018
EYFS												
GLD	65%	70%	69%	62%	69%	70%	71%	83%	77%	53%	57%	65%
KS1												
Year 1 phonics	76%	81%	80%	79%	80%	79%	85%	84%	84%	72%	77%	75%
Reading EXS	67%	71%	73%	64%	74%	69%	71%	84%	78%	58%	66%	59%
Writing EXS	59%	66%	69%	56%	70%	65%	70%	81%	78%	43%	61%	62%
Maths EXS	67%	74%	74%	61%	67%	68%	64%	74%	74%	58%	62%	62%
Reading GDS	18%	21%	23%	13%	14%	21%	14%	15%	29%	13%	14%	12%
Writing GDS	9%	12%	16%	5%	9%	10%	7%	9%	14%	3%	9%	6%
Maths GDS	16%	19%	20%	9%	12%	15%	9%	11%	18%	9%	13%	11%
KS2												
EXS RWM	61%	67%	65%	55%	62%	63%	66%	72%	65%	44%	49%	61%
Reading EXS	73%	73%	74%	74%	72%	75%	82%	81%	78%	66%	59%	72%
Writing EXS	71%	80%	79%	64%	77%	77%	78%	86%	82%	50%	66%	70%
Maths EXS	73%	81%	76%	65%	77%	72%	73%	83%	69%	56%	68%	69%
Progress VA Reading	0.9	0.49	0.19	0.5	-1.0	-1.0	1.3	0.3	-0.2	-0.4	-2.6	-1.9
Progress VA Writing	1.25	0.63	0.75	-0.1	-0.9	-0.7	0.8	0.2	0.4	-1.1	-2.3	-1.7
Progress VA Maths	1.1	0.94	0.59	-1.1	-1.6	-1.8	-1.4	-1.3	-1.4	-0.9	-1.9	-2.2
Reading GDS	30%	28%	26%	23%	24%	26%	30%	26%	28%	15%	21%	23%

Writing GDS	<b>16%</b>	21%	20%	<b>9%</b>	16%	18%	<b>12%</b>	20%	19%	7%	11%	17%
Maths GDS	<b>26%</b>	29%	23%	<b>13%</b>	16%	14%	<b>19%</b>	16%	12%	7%	17%	16%
KS 4												
P8	<b>0.16</b>	0.12	0.08	<b>-0.41</b>	-0.42	-0.53	<b>-0.23</b>	-0.19	0.23	<b>-0.6</b>	-0.65	-0.77
A8	<b>48.4</b>	46.5	46.3	<b>39.4</b>	38.5	37.7	<b>42.6</b>	43	42.2	<b>35.9</b>	33.9	33.8
EBACC APS	<b>4.45</b>	4.2	4.16	<b>3.42</b>	3.34	<b>3.19</b>	<b>3.72</b>	3.74	3.63	<b>3.09</b>	2.94	2.83
% English and Maths at grade 5+	<b>50%</b>	43%	42%	<b>33%</b>	26%	26%	<b>36%</b>	37%	31%	<b>29%</b>	15%	22%

## Appendix C Turkish pupils' outcomes 2022

GLD = good level of development  
 EXS = expected standard  
 GDS = greater depth  
 VA = value added  
 RWM = reading, writing and maths combined

	Enfield all pupils			Enfield all Turkish pupils			Enfield Turkish girls			Enfield Turkish boys		
	2022	2019	2018	2022	2019	2018	2022	2019	2018	2022	2019	2018
EYFS												
GLD	65%	70%	69%	58%	55%	48%	64%	67%	55%	52%	45%	43%
KS1												
Year 1 phonics	76%	81%	80%	69%	74%	76%	72%	80%	81%	65%	67%	71%
Reading EXS	67%	71%	73%	52%	56%	58%	57%	59%	61%	48%	53%	55%
Writing EXS	59%	66%	69%	46%	50%	53%	52%	54%	58%	42%	47%	48%
Maths EXS	67%	74%	74%	57%	66%	62%	59%	66%	61%	55%	66%	63%
Reading GDS	18%	21%	23%	7%	7%	12%	8%	10%	5%	6%	4%	10%
Writing GDS	9%	12%	16%	3%	3%	7%	3%	4%	9%	4%	1%	4%
Maths GDS	16%	19%	20%	7%	10%	9%	5%	11%	11%	10%	9%	8%
KS2												
EXS RWM	61%	67%	65%	46%	57%	48%	49%	62%	49%	42%	52%	47%
Reading EXS	73%	73%	74%	58%	61%	56%	65%	66%	56%	51%	56%	56%
Writing EXS	71%	80%	79%	60%	76%	69%	66%	83%	72%	53%	69%	65%
Maths EXS	73%	81%	76%	62%	79%	72%	62%	81%	70%	63%	78%	75%
Progress VA Reading	0.9	0.49	0.19	-0.7	-0.7	-1.5	0.4	0.0	-1.9	-1.8	-1.4	-1.1
Progress VA Writing	1.25	0.63	0.75	1.31	0.9	0.3	2.2	1.5	0.8	0.5	-0.3	-0.2
Progress VA Maths	1.1	0.94	0.59	1.02	2.0	1.3	0.3	1.2	0.6	1.7	2.8	1.9
Reading GDS	30%	28%	26%	13%	17%	12%	17%	19%	12%	10%	14%	12%
Writing GDS	16%	21%	20%	9%	10%	7%	12%	13%	10%	6%	7%	4%

Maths GDS	<b>26%</b>	29%	23%	<b>15%</b>	24%	14%	<b>13%</b>	21%	11%	<b>16%</b>	27%	17%
KS 4												
P8	<b>0.16</b>	0.12	0.08	<b>0.35</b>	0.09	0.21	<b>0.68</b>	0.51	0.58	<b>0.08</b>	-0.33	-0.17
A8	<b>48.4</b>	46.5	46.3	<b>45.1</b>	40.2	40.4	<b>49.5</b>	44.3	43	<b>39.4</b>	36.4	37.8
EBACC APS	<b>4.45</b>	4.2	4.16	<b>4.36</b>	3.85	3.79	<b>4.77</b>	4.17	4.01	<b>3.83</b>	3.54	3.57
% English and Maths at grade 5+	<b>50%</b>	43%	42%	<b>40</b>	28%	28%	<b>43.5</b>	35.1	31%	<b>36</b>	21%	25%

## Appendix D Breakdown of outcomes by gender 2022

GLD = good level of development  
 EXS = expected standard  
 GDS = greater depth  
 VA = value added  
 RWM = reading, writing and maths combined

	Enfield %			Enfield girls%			Enfield boys%		
	2022	2019	2018	2022	2019	2018	2022	2019	2018
EYFS									
GLD	<b>66%</b>	70%	69%	<b>73%</b>	77%	76%	<b>58%</b>	63%	63%
KS1									
Year 1 phonics	<b>76%</b>	81%	81%	<b>80%</b>	85%	83%	<b>73%</b>	80%	80%
Reading EXS	<b>67%</b>	71%	73%	<b>71%</b>	75%	76%	<b>63%</b>	67%	69%
Writing EXS	<b>60%</b>	66%	69%	<b>67%</b>	72%	74%	<b>53%</b>	61%	63%
Maths EXS	<b>67%</b>	74%	74%	<b>68%</b>	75%	75%	<b>66%</b>	72%	73%
Reading GDS	<b>18%</b>	21%	23%	<b>20%</b>	22%	26%	<b>16%</b>	19%	21%
Writing GDS	<b>9%</b>	12%	16%	<b>11%</b>	14%	21%	<b>7%</b>	10%	11%
Maths GDS	<b>16%</b>	19%	19%	<b>13%</b>	17%	19%	<b>19%</b>	21%	22%
KS2									
EXS RWM	<b>61%</b>	67%	65%	<b>63%</b>	72%	68%	<b>55%</b>	62%	61%
Reading EXS	<b>74%</b>	73%	74%	<b>78%</b>	78%	78%	<b>70%</b>	68%	70%
Writing EXS	<b>71%</b>	80%	79%	<b>75%</b>	85%	84%	<b>64%</b>	74%	74%
Maths EXS	<b>73%</b>	81%	76%	<b>72%</b>	82%	77%	<b>72%</b>	79%	75%
Progress VA Reading	<b>0.93</b>	0.49	0.19	<b>1.8</b>	1.3	0.6	<b>0.3</b>	-0.2	-0.2
Progress VA Writing	<b>1.25</b>	0.63	0.75	<b>2.1</b>	1.4	1.4	<b>0.4</b>	-0.1	0.1
Progress VA Maths	<b>1.07</b>	0.94	0.59	<b>0.6</b>	0.3	0.0	<b>1.8</b>	1.6	1.1
Reading GDS	<b>30%</b>	28%	26%	<b>36%</b>	32%	29%	<b>26%</b>	24%	24%
Writing GDS	<b>16%</b>	21%	20%	<b>20%</b>	26%	24%	<b>12%</b>	16%	16%

Maths GDS	<b>26%</b>	29%	23%	<b>24%</b>	26%	20%	<b>27%</b>	32%	26%
KS 4									
P8	<b>0.16</b>	0.12	0.08	<b>0.4</b>	0.42	0.39	<b>-0.08</b>	-0.16	-0.2
A8	<b>48.4</b>	46.5	46.3	<b>51.7</b>	49.4	49.5	<b>45.2</b>	43.7	45.2
EBACC APS	<b>4.45</b>	4.2	4.16	<b>4.76</b>	4.49	4.46	<b>4.15</b>	3.98	3.87
% English and Maths at grade 5+	<b>50%</b>	43%	42%	<b>53%</b>	47%	46%	<b>46%</b>	39%	38%



## Appendix E Pupils with SEND support outcomes 2022

GLD = good level of development  
 EXS = expected standard  
 GDS = greater depth  
 VA = value added  
 RWM = reading, writing and maths combined

	Enfield SEND Support%			Enfield no SEND%			Enfield all pupils%		
	2022	2019	2018	2022	2019	2018	2022	2019	2018
EYFS									
GLD	<b>27%</b>	31%	26%	<b>72%</b>	76%	75%	<b>66%</b>	70%	69%
Year 1 phonics	<b>50%</b>	57%	52%	<b>82%</b>	87%	86%	<b>76%</b>	81%	81%
Reading EXS	<b>40%</b>	38%	36%	<b>74%</b>	79%	81%	<b>67%</b>	71%	73%
Writing EXS	<b>29%</b>	29%	29%	<b>67%</b>	74%	77%	<b>60%</b>	66%	69%
Maths EXS	<b>40%</b>	42%	37%	<b>75%</b>	81%	82%	<b>67%</b>	74%	74%
Reading GDS	<b>4%</b>	4%	7%	<b>21%</b>	24%	27%	<b>18%</b>	21%	23%
Writing GDS	<b>2%</b>	4%	3%	<b>10%</b>	14%	19%	<b>9%</b>	12%	16%
Maths GDS	<b>7%</b>	2%	5%	<b>18%</b>	21%	23%	<b>16%</b>	19%	20%
KS2									
EXS RWM	<b>24%</b>	32%	29%	<b>68%</b>	75%	72%	<b>59%</b>	67%	65%
Reading EXS	<b>48%</b>	45%	44%	<b>82%</b>	80%	81%	<b>74%</b>	73%	74%
Writing EXS	<b>38%</b>	45%	42%	<b>78%</b>	88%	87%	<b>69%</b>	80%	79%
Maths EXS	<b>42%</b>	50%	45%	<b>81%</b>	88%	83%	<b>72%</b>	81%	76%
Progress VA Reading	<b>0.0</b>	-0.2	-0.4	<b>1.6</b>	0.8	0.5	<b>1.01</b>	0.49	0.19
Progress VA Writing	<b>0.2</b>	-0.5	-0.4	<b>1.7</b>	1.1	1.1	<b>1.25</b>	0.63	0.75
Progress VA Maths	<b>0.1</b>	-0.4	-0.2	<b>1.7</b>	1.4	0.9	<b>1.17</b>	0.94	0.59
Reading GDS	<b>13%</b>	11%	9%	<b>35%</b>	31%	30%	<b>30%</b>	28%	26%
Writing GDS	<b>4%</b>	5%	4%	<b>18%</b>	24%	23%	<b>16%</b>	21%	20%

Maths GDS	<b>9%</b>	10%	7%	<b>30%</b>	33%	27%	<b>25%</b>	29%	23%
KS 4									
P8	<b>-0.28</b>	-0.25	-0.48	<b>0.32</b>	0.21	0.20	<b>0.16</b>	0.12	0.08
A8	<b>34</b>	35.2	31	<b>52.9</b>	49	49.2	<b>48.4</b>	46.5	46.3
EBACC APS	<b>3</b>	30.9	2.62	<b>4.89</b>	4.47	4.46	<b>4.45</b>	4.2	4.16
% English and Maths at grade 5+	<b>22%</b>	24%	13%	<b>57%</b>	47%	46%	<b>50%</b>	43%	42%

## Appendix F Disadvantaged pupils' outcomes 2022

GLD = good level of development  
 EXS = expected standard  
 GDS = greater depth  
 VA = value added  
 RWM = reading, writing and maths combined

	Enfield disadvantaged %			Enfield non disadvantaged %			Enfield all pupils%		
	2022	2019	2018	2022	2019	2018	2022	2019	2018
EYFS									
GLD	<b>61%</b>	62%	62%	<b>76%</b>	71%	71%	<b>66%</b>	70%	69%
KS1									
Year 1 phonics	<b>62%</b>	76%	77%	<b>79%</b>	83%	82%	<b>76%</b>	81%	81%
Reading EXS	<b>57%</b>	64%	65%	<b>71%</b>	74%	75%	<b>67%</b>	71%	73%
Writing EXS	<b>49%</b>	58%	65%	<b>64%</b>	69%	72%	<b>60%</b>	66%	69%
Maths EXS	<b>56%</b>	66%	65%	<b>76%</b>	76%	77%	<b>67%</b>	74%	74%
Reading GDS	<b>9%</b>	15%	16%	<b>22%</b>	23%	25%	<b>18%</b>	21%	23%
Writing GDS	<b>4%</b>	7%	10%	<b>11%</b>	13%	18%	<b>9%</b>	12%	16%
Maths GDS	<b>9%</b>	14%	14%	<b>19%</b>	21%	22%	<b>16%</b>	19%	20%
KS2									
EXS RWM	<b>48%</b>	60%	55%	<b>65%</b>	71%	71%	<b>59%</b>	67%	65%
Reading EXS	<b>66%</b>	68%	67%	<b>78%</b>	76%	79%	<b>74%</b>	73%	74%
Writing EXS	<b>61%</b>	76%	72%	<b>73%</b>	76%	83%	<b>69%</b>	80%	79%
Maths EXS	<b>62%</b>	76%	72%	<b>78%</b>	84%	82%	<b>72%</b>	81%	76%
GPS EXS	<b>64%</b>	76%	72%	<b>79%</b>	83%	84%	<b>74%</b>	80%	79%
Progress VA Reading	<b>0.27</b>	-0.09	-0.57	<b>1.41</b>	0.91	0.72	<b>1.01</b>	0.49	0.19
Progress VA Writing	<b>0.52</b>	0.19	0.12	<b>1.64</b>	0.94	1.18	<b>1.25</b>	0.63	0.75
Progress VA Maths	<b>-0.07</b>	0.2	-0.2	<b>1.83</b>	1.46	1.21	<b>1.17</b>	0.94	0.59
Reading GDS	<b>22%</b>	20%	17%	<b>35%</b>	33%	32%	<b>30%</b>	28%	26%

Writing GDS	<b>10%</b>	14%	12%	<b>18%</b>	26%	26%	<b>16%</b>	21%	20%
Maths GDS	<b>16%</b>	21%	14%	<b>31%</b>	35%	29%	<b>25%</b>	29%	23%
GPS GDS	<b>23%</b>	31%	31%	<b>39%</b>	47%	45%	<b>33%</b>	41%	39%
KS 4	f								
P8	<b>-0.21</b>	-0.16	-0.16	<b>0.33</b>	0.30	0.25	<b>0.16</b>	0.12	0.08
A8	<b>39.3</b>	38.9	39.7	<b>52.6</b>	50.9	50.6	<b>48.4</b>	46.5	46.3
EBACC APS	<b>3.58</b>	3.44	3.49	<b>4.86</b>	4.7	4.6	<b>4.45</b>	4.2	4.16
% English and Maths at grade 5+	<b>33%</b>	28%	29%	<b>58%</b>	52%	50%	<b>50%</b>	43%	42%

# Enfield Inclusion Charter

**A charter for early years settings, schools and colleges committed to providing an inclusive education for children and young people in Enfield.**

Signing the Inclusion Charter is a commitment to:

-  **Provide clear, visible and strong leadership for inclusion**
-  **Ensure that everyone takes responsibility for including children and young people with special educational needs and disabilities**
-  **Understand that all behaviour happens for a reason**
-  **Listen and respond to children and young people's opinions and ideas when making any decision which impacts on their lives**
-  **Celebrate difference and diversity**
-  **Work with families, professionals and practitioners across our community to help all children and young people to thrive**
-  **Ensure that everyone is comfortable to be open and honest about what support they need to help children and young people in their care**
-  **Support children and young people to prepare for their adulthood from the early years and throughout their childhood and adolescence, so they can shape their future in the way they want.**

*The Charter has been developed by children and young people, headteachers, teachers, parents and carers, council officers, health partners and voluntary sector organisations.*



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**London Borough of Enfield  
Equalities Board**

**17<sup>th</sup> January 2023**

**Subject: North Central London ICS approach to reducing inequality**

**Cabinet Member: Cllr Alev Cazimoglu, Cabinet Member for Health and Social Care**

**Executive Director: Tony Theodoulou, Executive Director People**

**Key Decision: N/A**

### **Purpose of Report**

1. COVID shone a light on differential outcomes for our most deprived residents, who experience three times emergency admissions and five times longer length of stay. Within our most deprived wards in Enfield, we see a gap in life expectancy as well as healthy life expectancy between our most and least wealthy wards.
2. The report aims to highlight how the Integrated Care System is working to address inequality.

### **Proposal(s)**

3. To inform the Equalities Board about the work of the Communities Team, the Inequalities Delivery Group and the Inequalities Fund.

### **Reason for Proposal(s)**

4. To discuss next steps identified within the presentation.

### **Relevance to the Council Plan**

5. Arguably inequality hinders success in all three domains of the Council Plan. The wider determinants of health such as housing, employment, environment and education span each domain.
6. For the development of safe, healthy and confident communities addressing the cause and mitigating the impacts of inequality is essential.

### **Background**

7. Please see attached presentation

### **Main Considerations for the Council and Conclusions**

8. The following next steps are identified within the presentation;
  - a. For the ICS including the Council to understand the impact from the inequalities fund scheme and scale up where appropriate.

- b. Use the learning to inform a wider approach across the patch that starts with needs and deprivation – linked to national Core20+5 programme.
- c. Ensure that the new Health and Wellbeing Strategy reflects what our local communities are telling us.
- d. Consider what more we can do together including setting joint goals across Enfield and North Central London to close the gap in inequalities.

Report Author: Ruth Donaldson & Sarah D'Souza (job share)  
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Dudu Sher Arami  
Director of Public Health, London Borough of Enfield  
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Date of report 06/01/22

### **Appendices**

See presentation

### **Background Papers**

The following documents have been relied on in the preparation of this report:



## Forward Plan – Equalities Board 2022/23

### *Proposed forward plan at October 2022.*

<b>Date</b>	<b>Agenda Item</b>	<b>Purpose of the Presentation</b>	<b>Lead Officer</b>
<b>19<sup>th</sup> Oct 2022</b>	Review of school police officers, safeguarding protocols and training	To update the Board on school police officers, safeguarding protocols and training	Detective Superintendent Seb Adjei-Addoh  Superintendent Rhona Hunt  Peter Nathan, Director of Education
	Promote safer and stronger communities by encouraging the reporting of hate crime and reducing repeat incidents.	To update the Board on progress on achieving our equalities objective.	Ivana Price, Head of Early Help, Youth and Community Safety Service/ Andrea Clemons, Head of Community Safety
<b>17<sup>th</sup> Jan 2023</b>	Equality of opportunity – work with schools to reduce attainment gaps	To update the Board on our work with schools to reduce inequality in attainment.	Peter Nathan, Director of Education
	Health inequality in Enfield	To receive a presentation from North Central London Integrated Care Board	Dudu Sher-Arami, Director of Public Health  Ruth Donaldson, Director of Communities, NCL ICB
<b>30<sup>th</sup> Mar 2023</b>	Sustainable and Ethical Procurement Policy	To update the Board on the implementation of our Sustainable and Ethical Procurement Policy.	Michael Sprosson, Head of Procurement
	Community Grants	To update the Board on community grants; and the support and capacity building available to Enfield voluntary and community sector	Doug Wilson, Head of Strategy and Service Development  Simon Gardener, Regeneration Director – Meridian Water  Shaun Rogan, Head of Corporate Strategy

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