

REPORT TO: OSC

DATE: 22nd February 2018

REPORT TITLE: Education Attainment in Enfield

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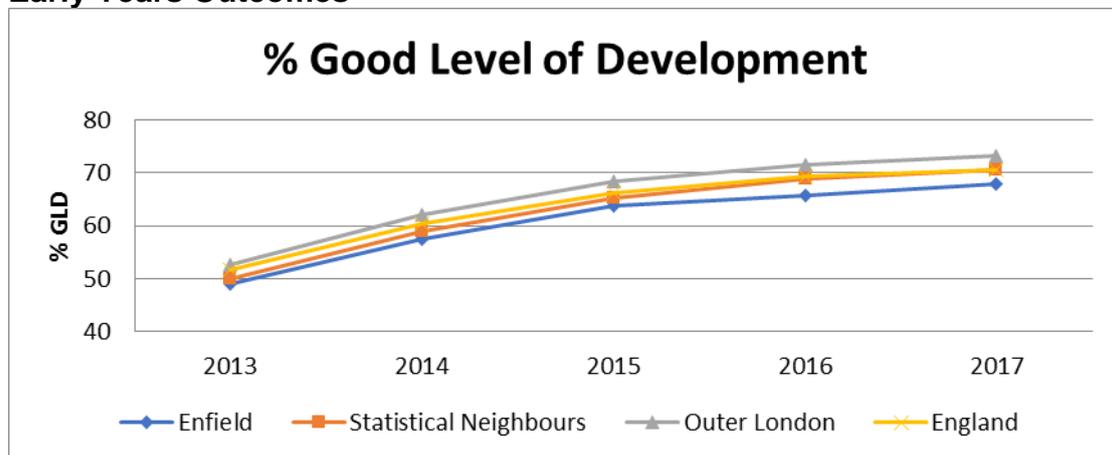
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PURPOSE OF REPORT: To provide and update on education outcomes across the LA

SUMMARY: This report provides information on outcomes of statutory assessment at each Key Stage, but will focus on the key accountability measures of EY, KS2 and KS4.

1. BACKGROUND

Early Years Outcomes



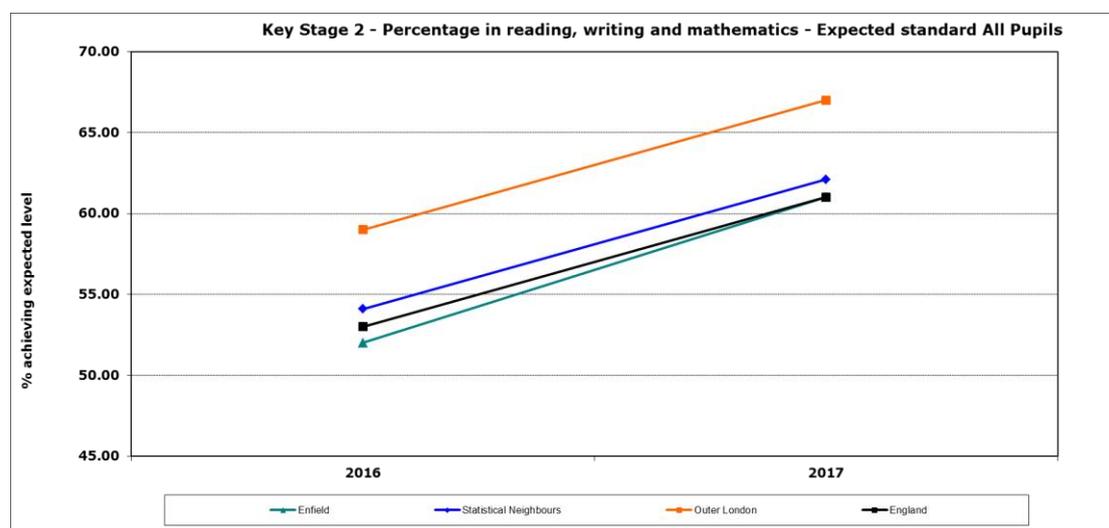
	Communication and Language	Understanding the world	Literacy	Maths	Personal, social and emotional...	Physical development	Expressive arts and design
Nat.	82.1	83.6	72.8	77.9	85.2	87.5	86.7
LA	77.81	79.5	69.62	74.77	82.18	85.45	85.18
	-4.29	-4.1	-3.18	-3.13	-3.02	-2.05	-1.52

Outcomes at the end of the foundation stage (Reception Year) continue to improve but the LA average remains below the national averages. Enfield is ranked 119 out of 152 LAs nationally (Rank D). Individual school's results vary particularly in areas of high deprivation and high mobility.

Key Stage 1 (Year 2) is assessed internally in schools and a sample of schools are moderated by the LA. Schools report on the proportion of children reaching age related expectations (ARE) 2017 is the second year of testing the new national curriculum

% at ARE	2016		2017		Rank (152 LAs)
	LA	National	LA	National	
KS1					
Reading	73	74	72	76	123
Writing	66	65	65	68	116
Maths	72	73	74	75	96
Science	77	82	77	83	136

Key Stage 2 (Year 6) is assessed in reading writing and maths. Reading and maths are assessed via formal testing and writing is assessed in schools through teacher assessment and this is moderated by the LA. The key indicators for schools are the proportion of children achieving ARE in reading, writing and maths combined, and the progress that children make from KS1. The progress is calculated nationally by comparing how well the children in each school did compared to other children nationally with the same starting points. The methodology changed slightly for 2017 progress.



% at ARE	2016		2017		Rank (152 LAs)
	LA	National	LA	National	
KS2					
Combined RWM	52		61	61	77
Reading	61	66	67	72	133
Writing (Grammar Spelling and Punctuation)	75	73	78	77	66
Maths	72	70	75	75	79

Outcomes across the LA continue to improve however we are not improving fast enough to close the attainment gap.

Key Stage 2 - Percentage in reading, writing and mathematics Expected standard All Pupils				
	KS2 RWM	KS2 RWM	KS2 RWM	
Statistical Neighbours	2016	2017		Change from Previous Year
Luton	45	55		10
Birmingham	47	57		10
Reading	56	59		3
Nottingham	50	59		9
Wolverhampton	53	60		7
Enfield	52	61		9
Barking and Dagenham	58	63		5
Croydon	55	64		9
Haringey	56	65		9
Waltham Forest	57	68		11
Greenwich	64	71		7
Statistical Neighbours	54.1	62.1		8
Outer London	59	67		8
England	53	61		8

The average progress score is 0 in all subjects. Schools receive progress scores in reading, writing and maths and it compares how well they attained compared to other pupils nationally with the same starting point. A positive score means they achieved that many points more than children with the same starting point.

Progress	2016		2017	
	LA	National	LA	National
Reading	-0.2	0	-0.3	0
Writing	1.1	0	0.9	0
Maths	1.0	0	0.7	0

There are two primary schools that have KS2 results that are below the floor standard. This means that their attainment is below 65% combined and their progress is below -5 in reading and maths and below -7 in writing.

Key Stage 4 outcomes are measured on the Attainment 8 and Progress 8 Scores for schools. Attainment 8 is calculated using the best 8 GCSE subjects including English, Maths and Science. Progress is calculated for schools and compares all pupils in the school to pupils nationally with the same starting point. The national average is 0 when independent schools are included, the table below only included state funded schools. If a school has a progress 8 score of 0.5 that means that on average students are achieving half a GCSE grade more than their peers with the same starting points. The points allocated to grades in 2017 is different to 2016 so the figures are not comparable.

KS4	2016		2017		Rank (152 LAs)
	LA	National	LA	National	
Progress 8	0.05	-0.3	0.07	-0.3	39
Attainment 8	50.4	50.1	46.2	46.3	71

A school is below the floor standards at KS4 if progress is less than -0.5. currently there is one secondary school below the floor in Enfield.

KS5 qualifications are measured in a variety of ways, however overall attainment at KS5 is good and we are ranked in the top 30% of LAs nationally on all measures.

KS5	2016		2017		Rank (152 LAs)
	LA	National	LA	National	
3+ A grades at Level 3	11.2		13.2	13.4	25
% AAB or better at Level 3	18.4		20.9	22.4	41
Average points per entry A Level	33.8		35.5	35.1	29

(best 3)					
Average points – Tech Level	35		37.9	32.3	8

2. ISSUES AND CHALLENGES

There are many issues and challenges facing schools and children within the LA.

Staffing – schools continue to find it difficult to recruit high quality teachers particularly to Early Years and to middle leadership roles. The School Standards Service provided high quality well respected CPD for schools that helps to improve the quality of provision and leadership.

Mobility – significant numbers of pupils leave and start their education midway through the year. High numbers of these children are new to the country and have not had schooling in the past.

School Finance – reductions in budgets are impacting on the support that can be offered in schools. Many schools have reduced the numbers of support staff. This has impacted on the ability to provide targeted academic support and social skills support for children. The proportion of pupils entitled to Pupil Premium funding is also dropping and as a result schools are not able to provide the targeted support needed.

Reductions at LA level – the School Standards and Support service reductions have meant that there is less capacity to support schools. We work in conjunction with teaching schools to provide in school support but this is more limited than in the past.

RECOMMENDATIONS

This report is for information.

NEXT STEPS

Our focus continues to be on raising standards in KS2 reading and Early Years literacy.

The School Standards and Support service has been successful in applying for a SSIF bid. (Strategic School Improvement funding) this will fund and intensive reading programme to support KS2 outcomes. The project runs from now until 2019 and will support 23 schools to improve outcomes in reading. Teachers will access training and in class support.

The LA Early Years service is merging with the School Standards and support service. This will ensure a consistent approach to support, challenge and provision. We are working with Teaching Schools and MATs within the LA to

develop an Early Literacy Programme for Reception children to focus on developing teachers' skills to teaching early reading and writing. Teachers will access training and in class support.

20 school are involved in a Narrowing the Gap KS1 project which is focusing on developing practice and addressing underachievement. This is supported by the School Standards Service and the Institute of Education University College London.

There is a new School Improvement Advisory team who are working with schools to identify and challenge under performance. Schools are aware of the current position and we are working with them to set more aspirational targets for end of KS outcomes.

We continue to work with individual schools to address specific underachievement and poor outcomes.