

REPORT TO: OSC**DATE: 13th February 2020****REPORT TITLE: Education Attainment****REPORT AUTHOR/S:****Peter Nathan****peter.nathan@enfield.gov.uk****PURPOSE OF REPORT: This report provides information on the performance of Enfield schools in public examinations and national tests/assessment.**

SUMMARY: This report covers outcomes for children and young people in assessments from the Early Years Foundations Stage through to GCSEs when pupils are in Year 11. Overall progress measures show that Enfield children perform above the national average in both primary and secondary education. In terms of overall attainment, children in Enfield catch up with their peers nationally as they progress through their schooling and achieve in line with the national average by the time they take their GCSEs. Girls outperform boys at all stages of education. Children on free school meals attain well below their peers in although above the national average for this group. Asian and Chinese heritage pupils attain well as do Mixed heritage pupils. Pupils of Black heritage and White pupils attain below the national average in their GCSEs.

1. BACKGROUND**EARLY YEARS FOUNDATION STAGE (EYFS)**

At the end of the EYFS, 69.7% of children achieved the expected standard of a good level of development* against a national average of 71.8% and a London average of 74%. Outcomes have been improving in Enfield over the past 6 years mirroring the national rise in achievement levels. Girls in Enfield achieved 76.6% which was 13% higher than boys at 63.2% with the achievement gap similar to the national average. 60.3% of children on free school meals (FSM) achieved the expected standard which was 4% above the national average (56.3%) but below the London average (63.5%). Asian, Mixed Heritage and Chinese heritage pupils achieved well above the Enfield and national average whilst Black pupils achieved below the Enfield average with White pupils being in line.

Bringing the Early Years and School Improvement Service together has enabled the LA to offer more consistent and targeted support to schools, particularly in relation to reading. There has been a targeted training and support programme in place to develop reading skills.

A Local Government Association peer review of early years has recently been completed and a key recommendation has been to re-establish an Early Years Strategic Partnership Board. One of the main issues it will address is raising achievement levels working with all partners.

* A good level of development is defined as children who achieved the expected level in the three prime areas of learning (personal, social and emotional development: physical development: communication and language) and in mathematics and literacy.

KEY STAGE 1 AND PHONICS

In the phonics assessments taken towards the end of Year 1, 81% of Enfield pupils reached the expected standard or higher against a national average of 82% and a London average of 84%. Achievement in phonics in Enfield has been rising consistently over the past 6 years in line with the national rise in achievement levels. In 2018 Enfield ranked 124/152. This improved to 92/152 in 2009; Enfield was the 7th most improved LA in England in 2019.

Girls in Enfield achieved a pass rate of 85% which was 7% higher than boys which is a similar difference in attainment to national figures. Children receiving FSM achieved a 75% pass rate which was 5% higher than the national pass rate of 70% and just below the London average of 76%. Children of Asian, Mixed and Chinese heritage achieved well above the Enfield and national average, Black heritage pupils attained in line with the national average whereas White pupils attained below the national average at 79%. Improving phonics outcomes is a part of the action plan to improve reading outcomes in primary schools. Schools mainly use three programmes to teach phonics. These are “Read, Write, Inc”, “Letters & Sounds” and “Jolly Phonics” which if taught consistently and well usually produce strong outcomes.

At the end of Key Stage 1 (end of Year 2), children are assessed in reading, writing and mathematics. In reading, 71% of pupils achieved the expected standard or better which was below the national average of 75% and the London average of 78%. Girls outperformed boys in Enfield by 7% (75% to 68%) which is similar to the national gap in achievement but both girls and boys perform below their peers nationally. 62% of children who receive FSM in Enfield reached the expected level which was above the national average for this group of 60% but below the London average of 68%. Children of Asian, Mixed and Chinese heritage achieved well above the Enfield and national average. Black heritage pupils achieved 2% above the Enfield average whilst White pupils achieved 3% below the Enfield average. Reading

is a key focus for the School & Early Years Improvement Service and an action plan has been developed to raise achievement with schools. This includes *The Power of Reading* programme which will focus on developing reading for meaning.

In writing, 66% of pupils achieved the expected standard or better which was below the national average of 69% and the London average of 73%. Girls outperformed boys in Enfield by 11% (72% to 61%) which is similar to the national gap in achievement but both girls and boys perform below their peers nationally. 56% of children who receive FSM in Enfield reached the expected level which was above the national average for this group of 53% but below the London average of 62%. Children of Asian, Mixed and Chinese heritage achieved well above the Enfield and national average. Black heritage pupils achieved 2% above the Enfield average whilst White pupils achieved 3% below the Enfield average.

In mathematics, 74% of pupils achieved the expected standard or better which was below the national average of 76% and the London average of 79%. Girls outperformed boys in Enfield by 3% (75% to 72%) which is similar to the national gap in achievement but both girls and boys perform below their peers nationally. 64% of children who receive FSM in Enfield reached the expected level which was above the national average for this group of 61% but below the London average of 68%. Children of Asian, Mixed and Chinese heritage achieved well above the Enfield and national average. Black heritage pupils achieved 4% below the Enfield average whilst White pupils achieved 1% below the Enfield average.

The Power of Reading programme is now moving into KS1 and will focus on developing reading for meaning.

KEY STAGE 2

At the end of their primary school education in Year 6, pupils are tested in reading and mathematics and their writing is also assessed. A key measure of the effectiveness of schools is progress measured from Key Stage 1 assessments to the end of Key Stage 2. Progress by children in Enfield schools is above average. The progress score for reading is +0.5, for writing, +0.6 and mathematics +0.9 (average is 0.0 for all subjects).

A second key measure at the end of Year 6, is attainment in reading, writing and mathematics as a combined outcome. 67% of Enfield children reached the expected standard or better against a national average of 65% and a London average of 71%. In 2018 Enfield ranked 72/152 LAs, and this improved to 46/152 in 2019. We were the 17th most improved LA nationally.

In Enfield, girls outperformed boys by 10% (72% to 62%). 55% of children who receive FSM in Enfield reached the expected standard which was above the national average for this group of 47% but below the London average of 58%. Children of Asian, Mixed and Chinese heritage achieved well above the

Enfield and national average. Black heritage pupils achieved 2% below the Enfield average whilst White pupils achieved 3% below the Enfield average.

KEY STAGE 4 – GCSEs & OTHER ASSESSEMENTS

At the end of Year 11, pupils are assessed in GCSEs and other vocational qualifications. Validated data has not yet been finally published so the figures below are based on published unvalidated data. There are a number of key performance measures one of which is pupil progress. This is measured by progress in 8 subjects from Year 6 SATs results to Year 11.

Pupil progress in Enfield schools is overall above average at +0.12 and this has improved year on year since the introduction of this measure 4 years ago. Enfield ranks 31/152 on this measure. This is well above the national average of -0.02 but below the London average of +0.24. %. In Enfield, girls outperformed boys by in terms of progress with a score of +0.42 against -0.17. The progress measure of children who receive FSM in Enfield was -0.17 well above the national average for this group of -0.44 but below the London average of -0.05. Children of Asian and Chinese heritage had a high level of progress well above the Enfield and national average. Mixed heritage pupils were above the Enfield average whilst Black heritage and White pupils had positive progress scores above the national average but below the Enfield average.

A second key measure is attainment 8 which is also measured across 8 subjects. The attainment 8 measure for Enfield is 46.3 against a national average of 46.7 and a London average of 49.9. Enfield ranks 68th on this measure.

In Enfield, girls outperformed boys in terms of attainment with a score of 49.3 against 43.4. This attainment gap is similar to the national gender gap in attainment. The attainment measure of children who receive FSM in Enfield was 38.7 well above the national average for this group of 36.8 but below the London average of 42.7. Children of Asian, Chinese & Mixed heritage had a higher level of attainment well above the Enfield and national average. Black heritage and White pupils had attainment scores below the national average and Enfield average.

KEY STAGE 5

Detailed validated data at borough level for KS5 qualifications such as A levels and vocational qualifications is not yet available. A separate report can be provided later in the year on these outcomes.

2. ISSUES AND CHALLENGES

A number of key challenges arise from the assessment and examination data although the strong overall performance in pupil progress is very positive news. The challenges include:

- Addressing the gap in performance for disadvantaged children (those on FSM)
- Closing the gap in achievement between boys and girls
- Improving the attainment of under achieving ethnic minority groups
- Improve outcomes at KS1
- Increase the number of schools in the top 20% of high attaining schools by 2020

Also, many schools are performing very well in terms of pupil progress and attainment as the data shows but there are a number of schools that are not achieving as well. This is reflected in the Ofsted inspection outcomes in some schools. The challenge for the local authority and all schools & academy trusts is to address these key issues and improve outcomes for all children. Currently the support for schools is detailed in the School Intervention & Support Programme. Support is allocated on the basis of need, we need to ensure that the School & Early Years Service is proactive rather than purely reactive in providing support to schools. A plan of action needs to be developed with all partners and this will include the formation of a new Education Challenge Partnership Board. This will include all key stakeholders who will focus on educational improvement for all children and young people using the best of national and international practice.

3. RECOMMENDATIONS

- a) To note the information provided on school tests and assessments for 2019
- b) To agree to the setting up of an Education Challenge Partnership Board to address the achievement gaps identified in the report.

4. NEXT STEPS

- a) To review progress made in setting up the Education Challenge Partnership Board and plans and outcomes arising