

## Appendix A

### Update on school standards and the attainment and progress of pupils

#### 1. Good and outstanding schools

- 1.1 A key measure of success at local authority level is the percentage of pupils in schools that are graded good or better. 90% of Barnet pupils are at schools which were graded good or better at their last inspection. This is based on 50,913 pupils in 108 schools. Barnet ranks 11th in the country.

	<b>Good or better</b>	<b>Outstanding</b>	<b>Good</b>	<b>Requires improvement</b>	<b>Inadequate</b>
Barnet	90%	36%	54%	9%	1%
England	78%	21%	57%	18%	4%
London	84%	29%	55%	14%	2%

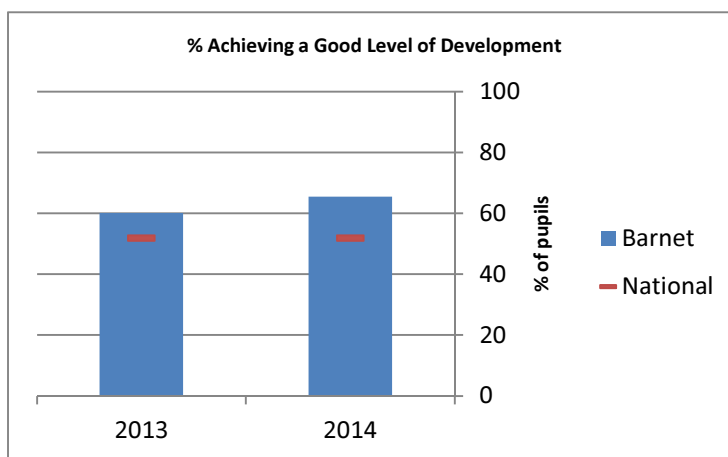
- 1.2 Another key measure is the number of schools that are graded good or better. With 90% of Barnet schools graded good or better, the local authority is ranked 13<sup>th</sup> nationally, which is also just above the Inner London average (88%).

	<b>Good or better</b>	<b>Outstanding</b>	<b>Good</b>	<b>Requires improvement</b>	<b>Inadequate</b>
Barnet	90%	34%	56%	9%	1%
England	79%	18%	61%	18%	3%
London	84%	26%	58%	14%	2%

- 1.3 Our aspiration is to be among the top 10% of local authorities in relation to the quality of provision in our schools. We are in this position if we take account of all schools based on their last inspection. However, since the introduction of the revised Framework for Inspections in September 2013, 29% of Barnet schools that have been inspected have been judged to 'require improvement' (the figures being similar for Primary and Secondary).
- 1.4 All four nursery schools were judged outstanding at their last inspection as were three out of Barnet's four special schools, the other being judged as 'good'. Of the three Pupil Referral Units, one was judged as outstanding (Northgate), one as good (Pavilion) and one as inadequate (Discovery Bay). The authority is consulting on plans to expand the Pavilion's provision to incorporate that at Discovery Bay.

## 2. Early Years Foundation Stage (EYFS)<sup>1</sup>

- 2.1 The Early Years Foundation Stage (EYFS) covers Preschool or Nursery for ages 3 to 4 and the Reception year for ages 4 to 5. At the end of the Reception Year schools are required to submit an EYFS Profile for each child to summarise each child's development and learning at the end of the EYFS and is based on observations and assessments in six areas of learning. Children are expected to perform at the "Expected" or "Exceeding" level, and are judged to be underperforming at the "Emerging" level.
- 2.2 A child is defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy.
- 2.3 Across Barnet 60.1% of children achieved a 'good level of development' in **2013** in the Early Years Foundation Stage. This figure was above the average for London and for England. 46% of pupils in early years settings who were eligible for free school meals achieved a 'Good Level of Development' compared to 62% of those that were not eligible. Again these outcomes are better than those for London and England. Early Years provision exists in nursery classes in most Primary and Infant schools, in four nursery schools and in a variety of other settings in the private and voluntary sector.
- 2.4 Initial, unvalidated, provisional results for 2014 indicate that 65.5% of children in Barnet schools and settings reached an overall good level of development in the EYFS, compared to 60.4% of children nationally. This is an increase of 5.4 percentage points from 2013. The indicative national increase – using an estimate of the national from 143 known LAs - was 8.4 percentage points. Both 2013 and 2014 Barnet results were above the national average.



- 2.5 The proportion of girls reaching a good level of development (72.7% in 2014) was greater than boys (58.9% in 2014) in both 2013 and 2014; between 2013

<sup>1</sup> NCER, KEYPAS 18.08.2014: Please note that pupils awarded an A (Absent) in any learning goal are discounted from this report; Good Level of Development: Awarded Expected or Exceeding grade in all Prime and all Literacy and Mathematics

and 2014 the rate of improvement of girls exceeded that of boys (increase of 5.7 percentage points for girls compared to 5.5 percentage points for boys).

- 2.6 In 2014, Barnet performed above the national average in all the prime learning areas, improving most in Literacy (3.1 percentage points) and Mathematics (2.4 percentage points).
- 2.7 *Narrowing the Gap* - A higher proportion of non-FSM children achieved a good level of development by the end of EYFS than FSM children; however, the difference between non-FSM and FSM children reduced from 17.6 percentage points in 2013 to 15.8 percentage points in 2014.

### 3. Primary

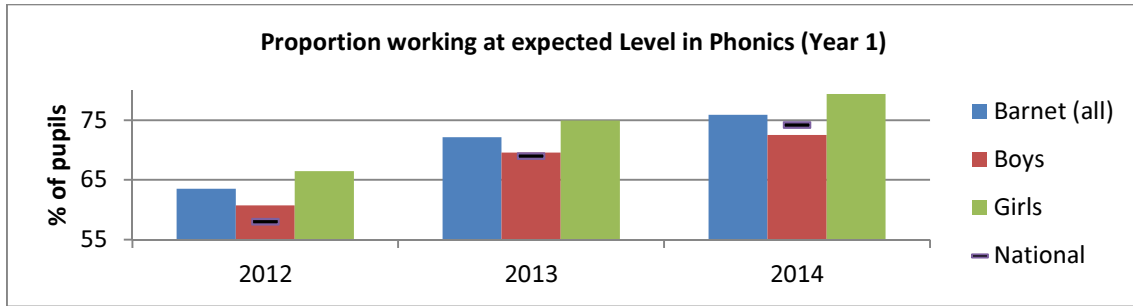
#### 3.1 Phonics

##### *Year 1<sup>2</sup>*

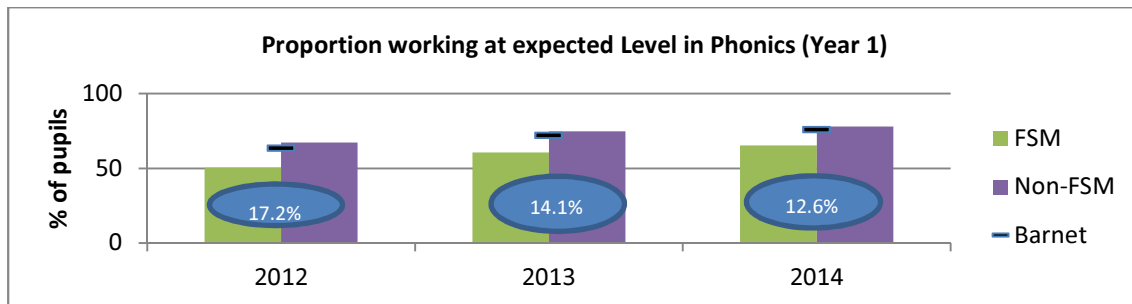
- 3.1.1 The Phonics Screening Check is teacher assessed and takes place at the end of Year 1. To be judged as Working At (Wa) the expected level, a child must correctly decode 32 words out of 40. If a child is judged to not be working at the expected level, they repeat the assessment in Year 2.
- 3.1.2 In 2014, provisional results indicate that 75.9% of Barnet Year 1 children were 'working at' (Wa) the expected level, above the national average of 74.2%. Girls outperformed boys by 6.9 percentage points; girls increased the proportion reaching the expected level by 4.5 percentage points between 2013 and 2014, whilst boys increased the proportion reaching the expected level by 2.9 percentage points.
- 3.1.3 The gap in attainment between boys and the national average at Year 1 has widened each year from 2012 (when boys outperformed against the national figure) to 2014 (when boys underperformed against the national figure).

<b>% Wa</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Barnet (all)	63.5	72.2	75.9
Boys	60.7	69.6	72.5
Girls	66.5	74.9	79.4
National	58	69	74.2

<sup>2</sup> KEYPAS 18/08/2014 15:35:09 Report produced with Phonics results



3.1.4 *Narrowing the Gap* - A higher proportion of non-FSM children are working at the expected level in Phonics (Year 1) than children eligible for FSM across all years. The proportion working at the expected level has increased each year for the past 3 years for both Non-FSM and FSM-eligible pupils. The difference in attainment between non-FSM and FSM children reduced from 17.2 percentage points in 2012 to 12.6 percentage points in 2014, indicating Barnet is successfully “narrowing the gap” in attainment for these children.

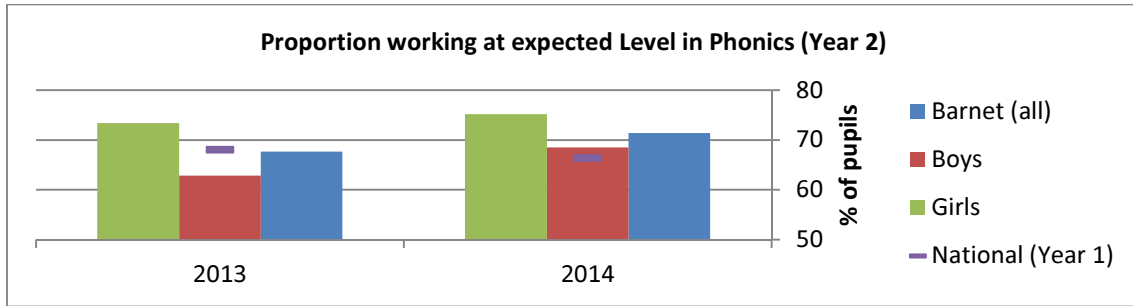


### **Year 2<sup>3</sup>**

3.1.5 The teacher assessed phonics check is re-administered in Year 2 to children who were judged not to be working at the expected level at the end of Year 1.

3.1.6 In 2014, provisional results indicate that 71.4% of Barnet Year 2 children were working at the expected level, above the national average of 66.4%. Girls outperformed boys by 6.8 percentage points; girls increased the proportion reaching the expected level by 1.8 percentage points between 2013 and 2014, whilst boys increased the proportion reaching the expected level by 5.7 percentage points.

<sup>3</sup> KEYPAS 18/08/2014 15:35:09 Report produced with Phonics results



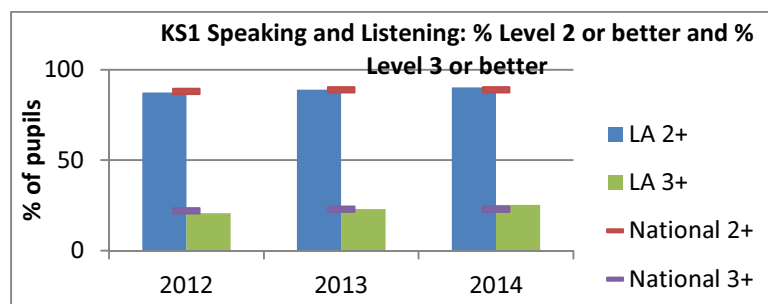
### 3.2 Key Stage 1<sup>4</sup>

3.2.1 Key Stage 1 is covered in Year 1 to Year 2 (ages 5 to 7). Children are assessed by their teacher at the end of KS1 (Year 2) and are expected to be working to at least Level 2 in Reading, Writing, Speaking and Listening, Maths and Science. Outcomes from national tests and tasks inform teachers' overall judgements.

3.2.2 Initial, unvalidated, provisional Key Stage 1 results for 2014 indicate that:

- the proportions of pupils achieving a level 2 or better increased on the 2013 figure for Speaking and Listening (to 90.3%), Reading (90%), Mathematics (92.3%) and Science (91.4%), and all were above the indicative national average.
- the proportion of children achieving a level 2 or better in KS1 Writing fell by 0.1% between 2013 and 2014, to 86.2%; however, performance remains in line with the indicative national average (86.2%).

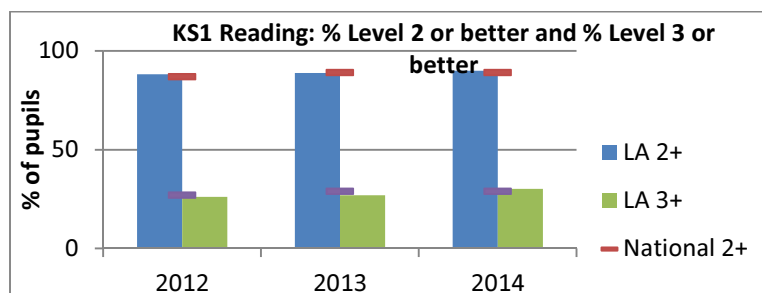
3.2.3 *Speaking and Listening* - In 2014, 90.3% of Barnet children attained a level 2 or better in Speaking and Listening, above the national average of 90% and an increase of 1.3 percentage points from 2013. In 2014, 25.3% of Barnet children achieved a level 3 or better in KS1 Speaking and Listening, above the national average of 23% and an increase of 2.2 percentage points from 2013.



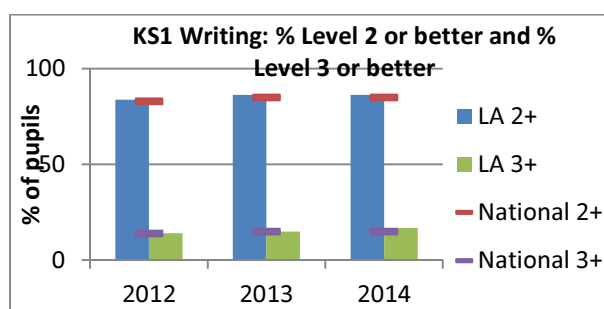
3.2.4 *Reading* - In 2014 90% of Barnet children attained a level 2 or better in KS1 Reading, an increase of 0.2 percentage points from 2013 and above the national average of 89%. In 2014, 30.2% of Barnet children attained a level 3

<sup>4</sup> KEYPAS 18/08/2014 15:36:40: \* National results are not affected by group selection: reported National data for 2014 is from 2013

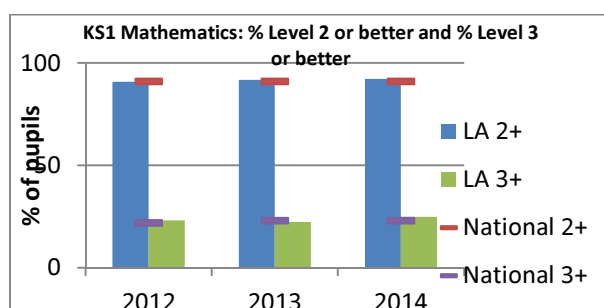
or better in KS1 Reading, above the national average of 29% and an increase of 3.3 percentage points from 2013.



3.2.5 *Writing* - In 2014 86.2% of children attained a level 2 or better in KS1 Writing, above the proxy national average of 85% and a slight decrease of 0.1 percentage points from 2013. In 2014, 16.7% of Barnet children attained a level 3 or better in KS1 Writing, above the national average of 15% and an increase of 1.8 percentage points from 2013.

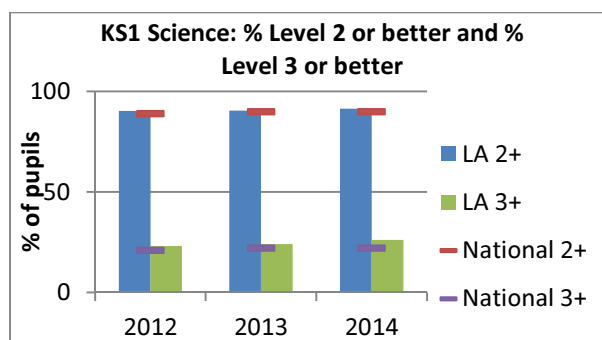


3.2.6 *Mathematics* - In 2014, 92.3% of Barnet children attained a level 2 or better in KS1 Mathematics, above the national average of 91% and an increase of 0.6 percentage points from 2013. 24.8% of children achieved a level 3 or better at KS1 Mathematics, an increase of 2.5 percentage points from 2013 and above the national average of 23%.

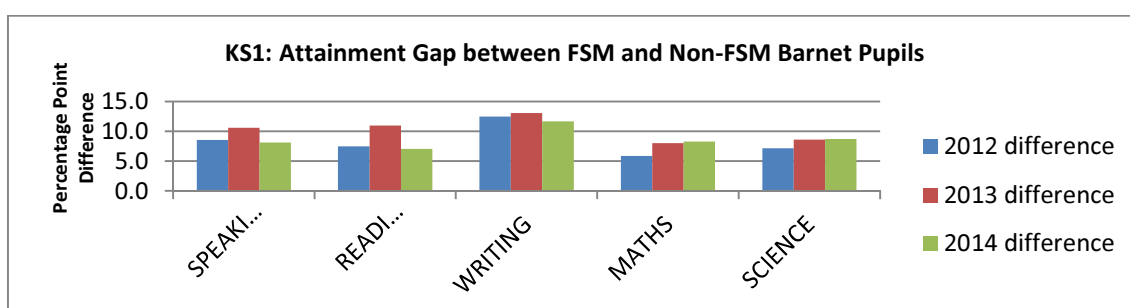


3.2.7 *Science* - In 2014, 91.4% of Barnet children attained a level 2 or better in KS1 Science, above the national average of 90% and an increase of 0.9

percentage points from 2013. 26.1% of Barnet children attained a level 3 or better in KS1 Science, above the national average of 22% and an increase of 2.1 percentage points from 2013.



3.2.8 *Narrowing the Gap* - At KS1, non-FSM students outperformed FSM-eligible students in all subjects. In 2014 the largest attainment gap was in Writing, whilst the smallest was in Reading. Speaking and Listening, Reading and Writing all had a decrease in the attainment gap between non-FSM and FSM pupils; whilst KS1 Mathematics and Science saw the attainment gap increase over the previous year. The largest decrease was in KS1 Reading, where the attainment gap decreased by 3.9 percentage points in 2013-2014; the attainment gap for FSM pupils increased the most in 2014 for KS1 Mathematics (0.3 percentage points).



### 3.3 Key Stage 2<sup>5</sup>

3.3.1 Key Stage 2 is covered in Year 3 to Year 6 (ages 7 to 11). Children are assessed by National Tests and by the teacher at the end of KS2 (Year 6) and are expected to be working to at least Level 4 in English, Maths and Science.

3.3.2 Initial, unvalidated, provisional Key Stage 2 results for 2014 indicate that:

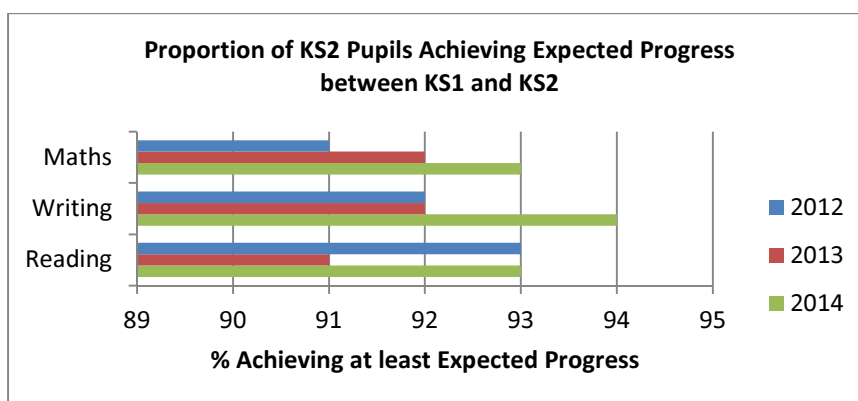
- attainment in Barnet is above the national average for all subjects judged by the proportion of children achieving level 4 or better and Level 5 or better

<sup>5</sup> KEYPAS Key Stage 2 18/08/2014: Writing results are Teacher Assessed from 2012 onwards: national results are not affected by group selection but are affected by the gender filter: 2014 national results are from year 2013

- in all subjects there was an increase in the proportion of pupils achieving level 4 or better and level 5 or better.
- the largest change was an increase of 3.6% in the proportion of pupils achieving a level 4 or better in Reading, Writing and Mathematics, followed by a 3.2% increase in the proportion of pupils achieving level 4 or better in KS2 Writing.
- results in all subjects were above the indicative national average, with the proportion of Barnet children achieving a level 4 or better in GPS at 6% above national.
- the smallest attainment gap between Barnet children and national remains KS2 Writing; however Barnet achieved 1.1% above the national average (86.3% compared to 85.2% nationally).

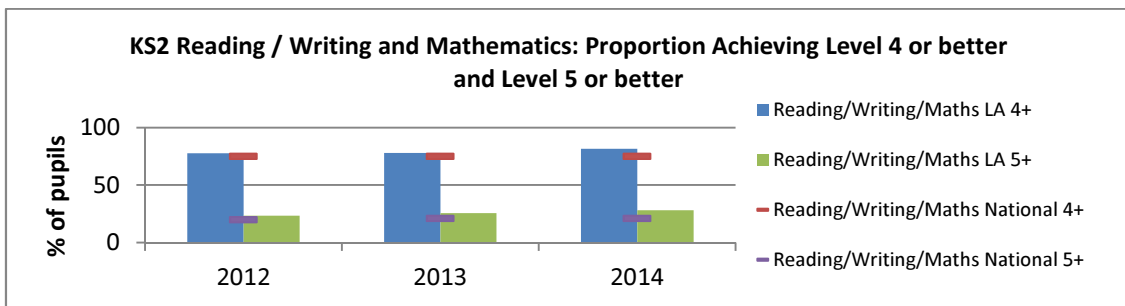
3.3.3 These improvements are most welcome, as last year (2013) the Key Stage 2 Writing results were particularly disappointing – with Barnet ranking at the 35<sup>th</sup> percentile, well below our aspirational target of being in the top 10%. This in turn impacted on Barnet’s ranking for the headline measure at Key Stage 2 – the percentage of pupils achieving a Level 4 or above in Reading, Writing and Mathematics, where we were at the 20<sup>th</sup> percentile (ranked 30<sup>th</sup> in England). Targeted action was taken to provide a Writing programme through the Council’s school improvement traded service (BPSI) and many primary schools have adopted other approaches to improve Writing in both last year’s year 6 cohort and throughout the school.

3.3.4 Similarly last year pupil progress in Writing was disappointing with Barnet ranking 65<sup>th</sup> nationally for progression in Writing and only 28<sup>th</sup> out of 33 London local authorities. On the other hand Barnet Primaries were in or near to the top 10% for the percentage of pupils making two levels of progress in Reading and Mathematics. Progress data in relation to Key Stage 2 results in 2014 became available provisionally on 30 August 2014 and indicates progress rates are as follows:

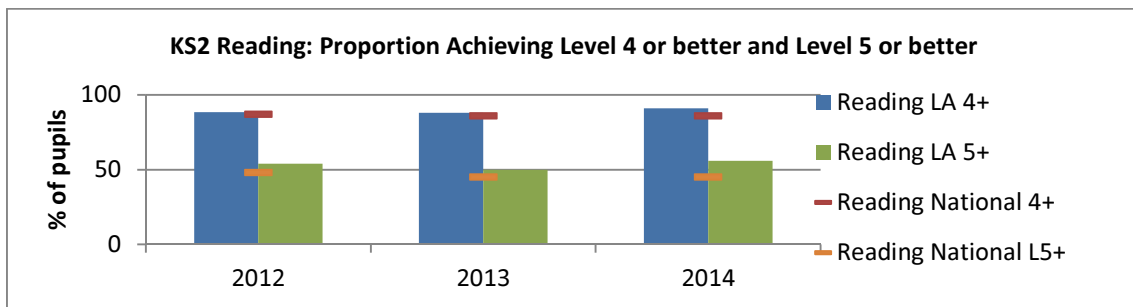


3.3.5 *Reading, Writing and Mathematics (RWM)* - In 2014, 81.6% of Barnet children attained a level 4 or better in RWM, above the national average of 75% and an increase of 3.6 percentage points from 2013 (the indicative national increase was 2.6%). 28.2% of Barnet children attained a level 5 or better in RWM, above the national average of 21% and an increase of 2.5 percentage points from 2013 (the indicative national increase was 2.6%).

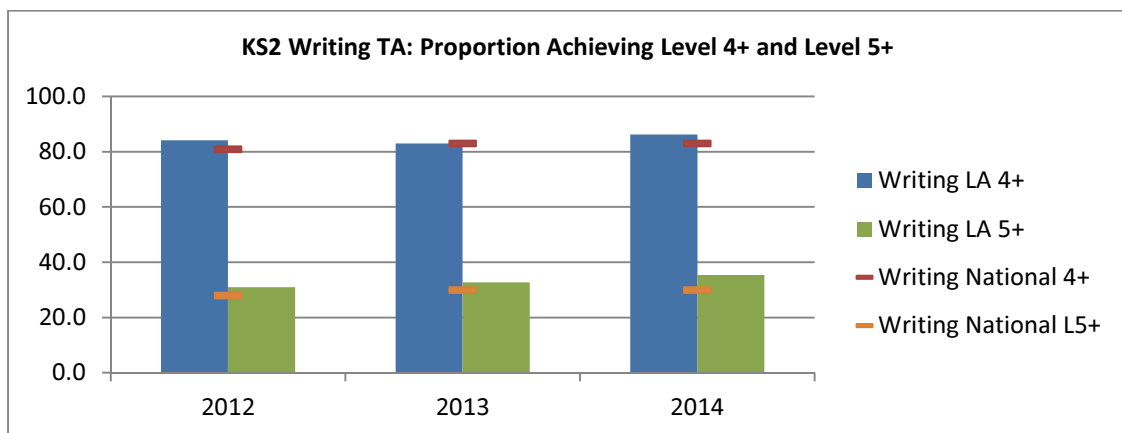




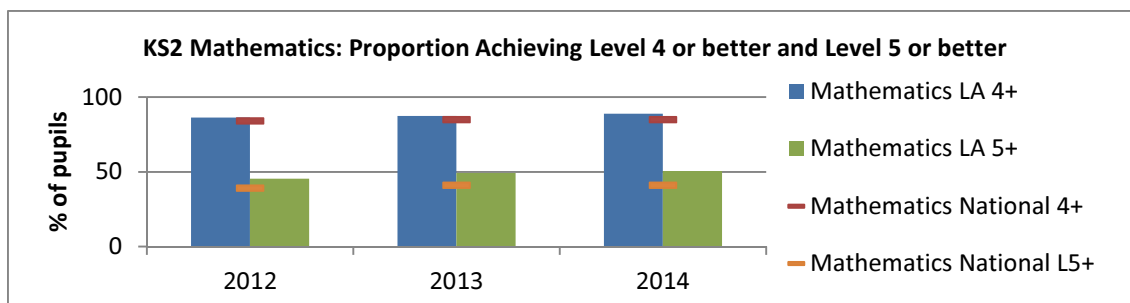
3.3.6 *Reading* - In 2014, 91.1% of Barnet children attained a Level 4 or better in KS2 Reading, above the national average of 86% and an increase of 2 percentage points from 2013. 55.8% of Barnet children attained a level 5 or better in KS2 Reading, a 6.1 percentage point increase from last year and above the national average of 45%.



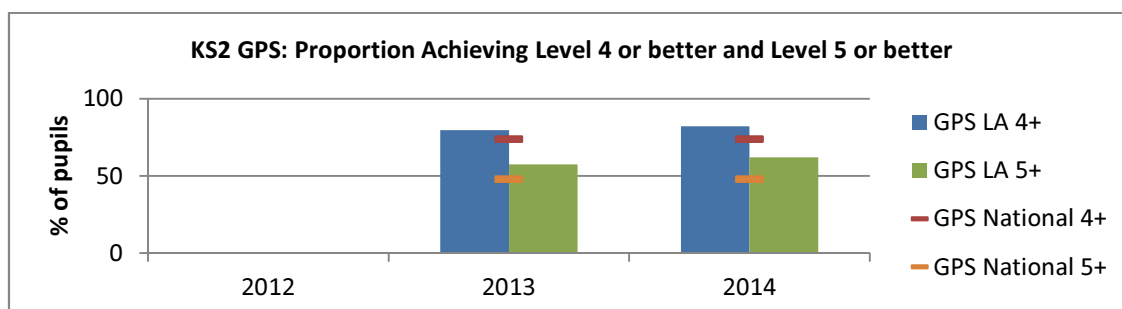
3.3.7 *Writing (Teacher Assessment)* - In 2014, 86.2% of Barnet children attained a level 4 or better in KS2 Writing, above the national average of 83% and an increase of 3.2 percentage points from 2013. 35.3% of Barnet children attained a level 5 or better in KS2 Writing, above the national average of 30%, and an increase of 2.6 percentage points from 2013.



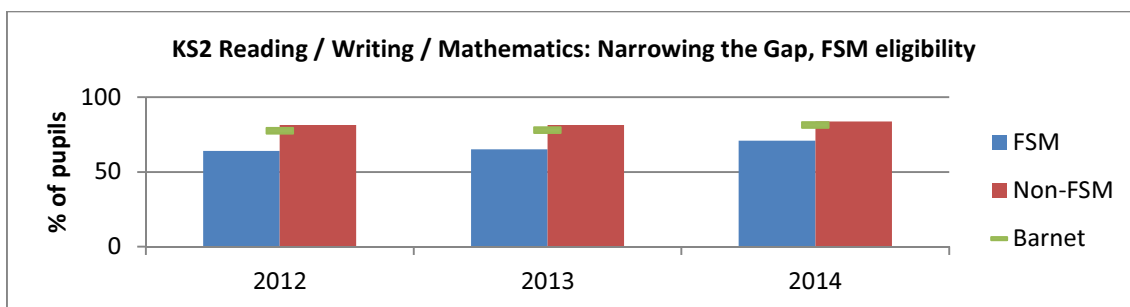
3.3.8 *Mathematics* - In 2014, 88.8% of Barnet children attained a level 4 or better in KS2 Mathematics, above the national average of 85% and an increase of 1.3 percentage points from 2013. 50.6% of Barnet children attained a level 5 or better in KS2 Mathematics, above the national average of 41% and an increase of 1.4 percentage points from 2013.



3.3.9 *Grammar, Punctuation and Spelling (GPS)* - In 2014, 82.3% of children achieved a level 4 or better in GPS, above the national average of 74% and an increase of 2.5 percentage points from 2013. 62% of children attained a level 5 or better, above the national average of 48% and an increase of 4.4 percentage points from 2013.



3.3.10 *Narrowing the Gap* - At Key Stage 2, non-FSM pupils outperform FSM pupils across all subjects, but the attainment gap for all subjects decreased between 2013 and 2014. The attainment gap is widest in GPS (11.8 percentage points) and Writing (11 percentage points) indicating KS2 Writing is the key limiting factor in attainment of FSM pupils at KS2. 83.7% of non-FSM pupils attained at least a level 4 or better in KS2 Reading, Writing and Mathematics, compared to 71% of FSM-eligible pupils. The attainment gap between FSM and non-FSM pupils decreased from 17.4 percentage points in 2012 to 12.7 percentage points in 2014.



In individual subjects the gap was affected as follows:

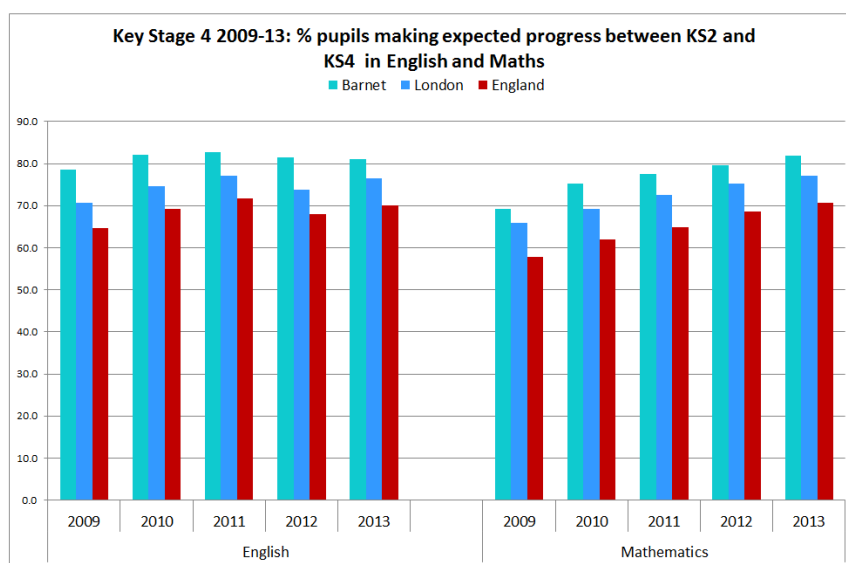
- *Reading* - 92.3% of non-FSM pupils attained at least a level 4 or better in KS2 Reading compared to 85.1% of FSM-eligible pupils. The attainment gap between FSM and non-FSM pupils decreased from 9.1 percentage points in 2012 to 8.2 percentage points in 2014.
- *Writing, TA* - 88.1% of non-FSM pupils attained at least a level 4 or better in KS2 Writing compared to 77.1% of FSM-eligible pupils. The attainment gap between FSM and non-FSM pupils decreased from 12.5 percentage points in 2012 to 11 percentage points in 2014.
- *Mathematics* - 89.9% of non-FSM pupils attained at least a level 4 or better in KS2 Mathematics compared to 83.1% of FSM-eligible pupils. The attainment gap between FSM and non-FSM pupils decreased from 12.1 percentage points in 2012 to 6.8 percentage points in 2014.
- *Grammar, Punctuation and Spelling (GPS)* - 84.3% of non-FSM pupils attained at least a level 4 or better in KS2 GPS compared to 72.5% of FSM-eligible pupils. The attainment gap between FSM and non-FSM pupils decreased from 15.5 percentage points in 2013 to 11.8 percentage points in 2014.

## 4. Secondary

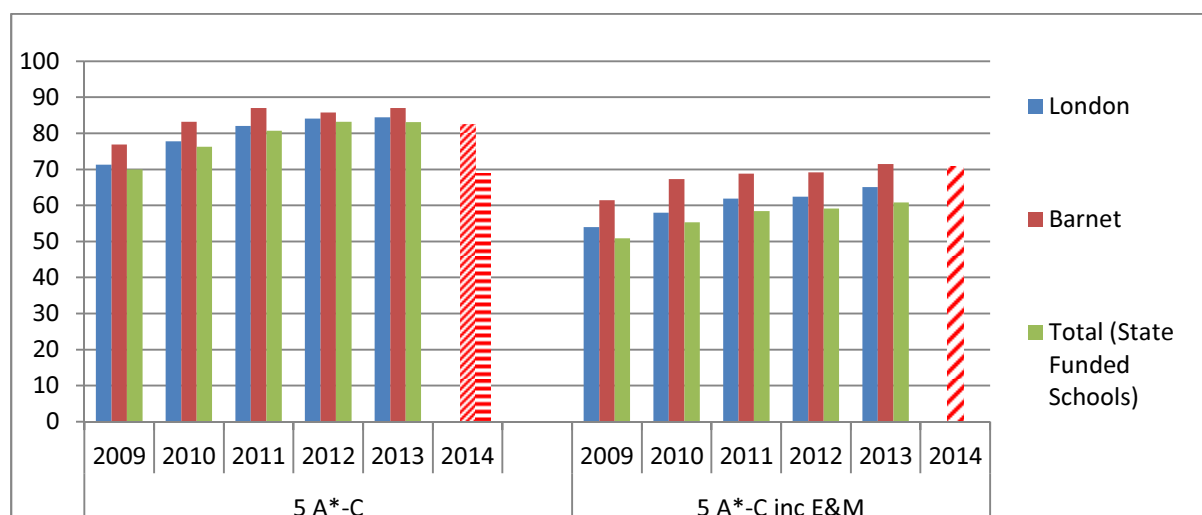
### 4.1 Key Stage 4

- 4.1.1 In 2013 attainment for pupils at Key Stage 4 continued to place Barnet in the top 10 percent of local authorities. The percentage of pupils gaining 5 or more GCSEs at grades A\*- C, including English and Mathematics, rose in 2013 by 0.9% on 2012. This improvement was slightly below the national improvement (1.3%) and less than the 4% improvement achieved by our Statistical Neighbours. Nonetheless Barnet's results were 6<sup>th</sup> in England and 5<sup>th</sup> in London. Barnet secondary schools also performed very well on the progress of pupils in English and mathematics from Key Stage 2 to Key Stage 4, ranking in the top 10%.
- 4.1.2 Since 2009, progression rates from Key Stage 2 for Y11 pupils in Barnet have been in the top quartile, well above national and London averages and have followed national and London improvement trends. Progress in English slowed in 2012 following the national trend, due possibly to changes to Grade C and Grade A thresholds, but did not recover in 2013 against the trend in

London and nationally. The upward trajectory of progress in maths was maintained.



4.1.3 Provisional GCSE results from 2014 indicate Barnet's high standards have been maintained, despite a national drop in overall GCSE attainment due to GCSE exam and performance table reforms. The provisional results are based on unvalidated data from a sample of Barnet secondary schools, with two schools still to report. Initial indications suggest 82.4% of Barnet's Key Stage 4 pupils will attain 5 A\*-C grades at GCSE, 13.6 percentage points above the currently reported national average. Initial indications suggest 70.9% of Barnet's Key Stage 4 pupils will attain 5 A\*-C grades including English and Mathematics, an increase of 0.4 percentage points from 2013.



## **4.2 Key Stage 5**

4.2.1 Pupils in Barnet schools performed well by all the key measures of performance at Key Stage 5 in 2013, except with respect to vocational subjects where performance was below the national benchmarks. This reflects the fact that there is a very limited vocational offer, a problem that will increase as a result of the changes the government is introducing to the A level curriculum.

4.2.2 Initial indications from schools that have shared their 2014 A Level results with the local authority (14 out of 19 schools) show the following:

- Whilst 2014 national A-Level results are expected to see a small drop in the proportion of A\*-E grades awarded, provisional results from Barnet schools indicate the borough's high standards have been maintained, with 98% achieving A\*-E grades (in line with last year's outstanding results).
- The proportion of A-Level exams awarded an A\*, A\*/A and A\*-B grade remains significantly above the national average: indicative data suggests at least 12% of A-Levels were graded at A\* (above the national average of 8.3%); at least 34% of A-Levels were graded at A\*/A grade (above the national average of 26%) and 58% of A-Levels were graded at A\*-B grade (above the national average of 52.4%).

## **5. Vulnerable and disadvantaged children and young people**

### **5.1 Special Educational Needs**

#### **5.1.1 Key Stage 2**

- Across all KS2 subjects at Level 4 or better in 2013 the performance of Barnet pupils with SEN, but without a statement (SENNS) was generally significantly better than that nationally and in London.
- Outcomes for Barnet pupils with statements of SEN were more variable, in line with or above national for all subjects, but only exceeding the London average in Maths.
- The gaps between the performance of non-SEN and SEN statemented pupils in Barnet were wider than those for London LAs in all subjects apart from maths, where they are in line.

#### **5.1.2 GCSEs**

- In 2013, Barnet's secondary school pupils with a statement of Special Educational Needs achieved well in comparison with their peers in London and in England. 15.7% of pupils with a statement achieved 5 or more GCSE passes including English and maths at grades A\*-C compared to 12% in London and 9.5% in England.
- Outcomes for non-SEN pupils and non-statemented pupils in Barnet are better than the average for both national and London.
- The attainment gap in Barnet between non-SEN pupils and SEN non-statemented pupils is narrower than the gap nationally and in line with that

in London. Barnet's attainment gap ranks just outside the lowest 25% nationally (Barnet LA is almost in the top 25% for attainment gap of non-SEN and SEN non-statemented pupils).

- The attainment gap between non-SEN and SEN statemented pupils in Barnet is significantly wider than that nationally (6%) and that of London LAs (3.5%).

## 5.2 Looked after Children

5.2.1 *Looked after Children* in Barnet have, historically, been more successful at both Key Stage 2 and Key Stage 4 than those nationally. However, outcomes are variable due to small cohort sizes. In 2013 just 14% of looked after children in the Year 11 cohort achieved 5 A\*-C GCSEs including English and Maths and the percentage making the expected level of progress in English and Maths between Key Stages 2 and 4 was just 12%.

## 5.3 Free School Meals

5.3.1 Children on Free School Meals (FSM) in Barnet primary schools achieved less well in 2013 than in many other London Boroughs and also compared to London overall. At the end of primary, for example, Barnet FSM pupils' attainment in all subjects (except Reading) fell below the London average. For achievement in Reading, Writing and Mathematics (the percentage achieving level 4 in all 3 subjects), the difference was 4 percentage points, with Barnet FSM children at 65% and London FSM children 69%.

5.3.2 Although Barnet was just about still in the top quartile nationally for the attainment of FSM pupils, the attainment *gap* at KS2 between FSM pupils and their peers was 18 percentage points compared to 19 nationally and 13 for London. Barnet ranked 48<sup>th</sup> nationally on the KS2 FSM gap and 23<sup>rd</sup> out of 31 London LAs. There is much to learn from the success in other parts of the country, especially in inner London.

5.3.3 In 2014, the performance gap between FSM students and non-FSM students in KS2 Reading, Writing and Mathematics was 12.7%, compared to 17.4% in 2012. In 2013, it was identified that the limiting factor for attainment of FSM students was in Writing; provisional data analysis suggests an improvement of the performance of FSM students in KS2 Writing (from 65.2% Level 4 or better in 2013 to 71% Level 4 or better in 2014).

5.3.4 In 2013, at secondary level, Barnet ranked 9<sup>th</sup> in London and nationally for the percentage of FSM pupil achieving 5 A\*-C GCSEs including English and Mathematics. The attainment gap between secondary pupils eligible for free school meals and those not eligible continues to narrow in Barnet and is now at its smallest ever. Nonetheless, Barnet secondary schools ranked only 26<sup>th</sup> nationally and 21<sup>st</sup> in London for the *gap* between FSM and non-FSM pupils.

5.3.5 The KS4 attainment gap narrowed in 2013 by 2% from 23% to 21%, and continues a trend of narrowing the gap over the past 5 years (reduced from 33% in 2009). In 2013 53% of Barnet FSM pupils achieved 5+ GCSE A\*-C grades, including English and Maths, which placed Barnet just outside top

quartile for London (54.1%). Barnet has the 5th best non-FSM results in London, making narrowing the gap more challenging than for other LAs. Gaps are narrower in some other LAs because performance of both FSM and NFSM is “low”.

- 5.3.6 The funding through the pupil premium is now very significant – 28% of primary pupils qualifying for the deprivation premium, at £1,300 per eligible primary pupil, and 31% of secondary pupils qualifying for the deprivation premium, at £935 per eligible secondary pupil. In addition, 260 looked after children attract Pupil Premium Plus funding of £1,900 each. The total Pupil Premium funding to Barnet schools in 2014/15 is £15.5m (for 13,400 pupils). It is essential that all schools make effective use of this additional resource in order to narrow the gap between pupils on FSM and looked after children and their peers. Ofsted inspections are focussing increasingly on the FSM gap and several recent inspections nationally have led to a requirement by Ofsted that the school undertakes an external review into its use of the Pupil Premium.

#### **5.4 Ethnic minorities (2013 Attainment and Achievement Data)**

##### **5.4.1 Key Stage 1**

*Reading: % Level 2 or better*

In 2013 the performance of all pupils in Barnet was in line with the national and London averages. White and Asian pupils were the highest achieving groups, but although their performance was above national averages for the group, it was below that of London. Black pupils in Barnet were the lowest achieving group, with outcomes 3% lower than the national average for the group and 4% below that for London.

*Writing: % Level 2 or better*

Outcomes for all Barnet pupils in Writing were slightly below national and London averages. As with Reading, White and Asian pupils were the highest achievers in Barnet, with results 3% and 5% respectively above the national average for the groups; both groups were 3% above the London average. The performance of Black pupils was lowest of all groups in Barnet, and below the national and London averages. In London white pupils were the lowest performing group; nationally, results for White Pupils and Black pupils were the same, making them the lowest performing groups.

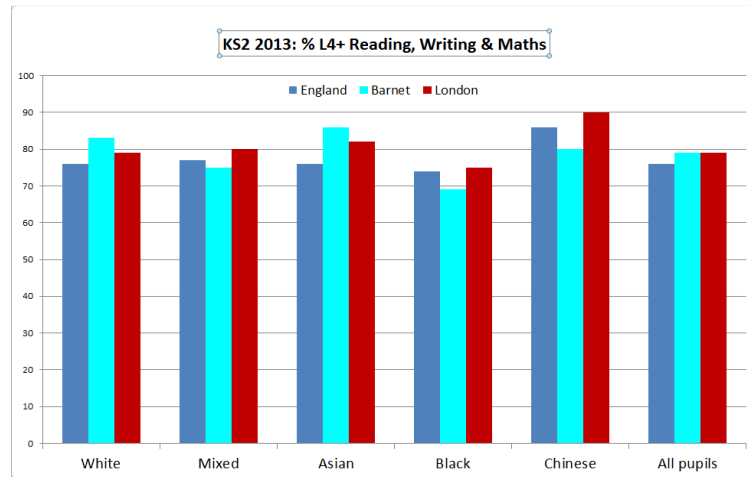
*Maths: % Level 2 or better*

Outcomes for all BME groups in Barnet, apart from Black pupils, were above the national and mostly in line with London averages for the groups. 100% of Chinese pupils gained L2+ in maths. The performance of Black pupils was 4% below both national and London averages.

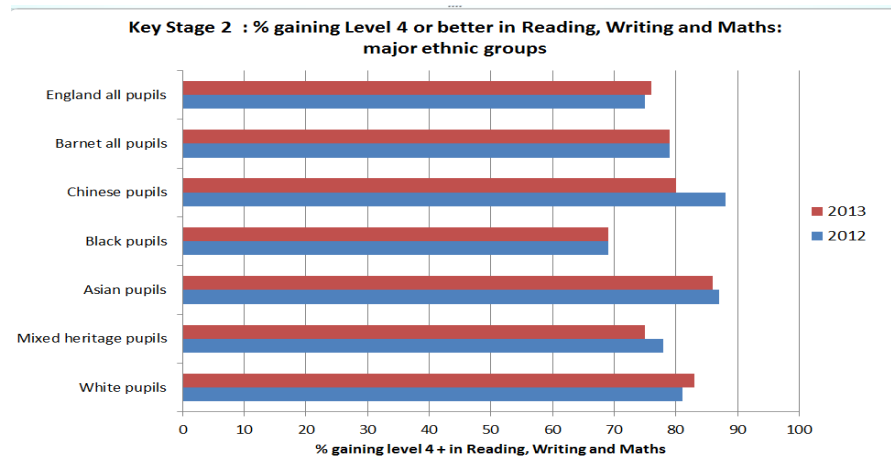
##### **5.4.2 Key Stage 2**

Whilst the proportion of Barnet pupils achieving Level 4 or better in Reading, Writing and Maths in 2013 was above that nationally and in line with London authorities, the performance of BME (Black Minority Ethnic) groups in the cohort was variable. White and Asian pupils were the most successful groups

in Barnet, with outcomes some 10% above national and 3% and 5% respectively above the averages for the same groups in London. Pupils from all other major ethnic groups achieved less well than their peers in London and nationally. Black pupils were the lowest achieving group nationally and in London, but in Barnet, Black pupils' results were between 5% and 6% lower than national and London averages.



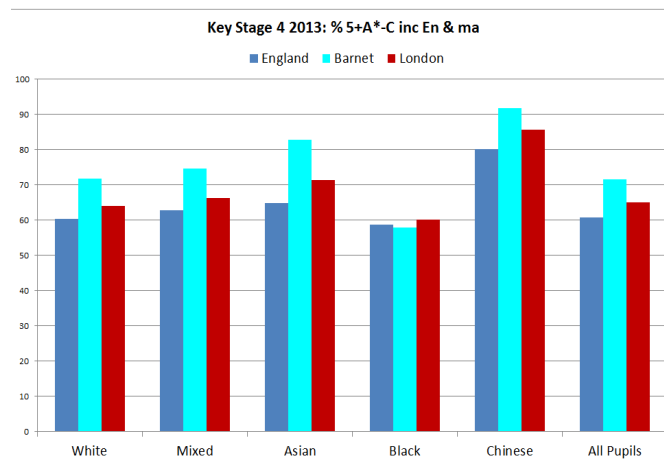
The pattern of achievement in 2013 was similar to that of 2012, with slight improvements for White pupils, but reductions for Asian and Mixed heritage pupils. The performance of Chinese pupils is significantly lower in 2013 than in 2012.



### 5.4.3 Key Stage 4

At Key Stage 4, patterns of achievement for BME groups are different from those of Key Stages 1 and 2. The proportion of pupils gaining five or more GCSE passes at grades A\*-C including English and maths in Barnet in 2013 was among the top 10% nationally, well above the national and London averages. Outcomes for Barnet pupils from all major ethnic groups, apart from Black pupils, are well above the national and London averages for these groups. The performance of Black pupils in Barnet was slightly below the national average for the group and below the London average.





## 5.5 Pupil attendance

5.5.1 Attendance is a major school improvement issue, as there is a clear correlation between regular attendance and good achievement at every key stage. Primary school attendance in Barnet is a major cause of concern. Whilst pupil attendance in Barnet secondary schools was above the national average in 2012/13 (94.8% compared to 94.2%), attendance at primary schools was below the national average (94.9% compared to 95.3%) and well below the London average:

- more than 50 primary schools were below the national average
- of which, 19 primary schools were 1% or more below the national average
- of which 11 schools were 1.5% or more below the national average (in the bottom 10% nationally and subject to additional scrutiny when inspected)

5.5.2 Authorised absence was higher in Barnet than in almost all other London local authorities, indicating a need to change the attitude to authorising absences among many groups of parents and in several schools.

5.5.3 There has been an increased focus on improving primary attendance during 2013/14 but more needs to be done to improve primary attendance levels towards the top quartile of local authorities, where Barnet should be, given its demographic profile.