

Appendix A - Annual report to parents

1. Introduction

This report sets out some key information about education in Barnet and how well our schools and pupils are doing, particularly over the last year.

A wealth of education data available for parents, governors and other interested parties is now published by government and other agencies. More detailed information and analysis than ever before is available about outcomes for children and young people, from early years and primary phases through secondary school and beyond. Both the Department for Education and Ofsted have developed accessible data that allows parents and residents to find out how well their area is doing and how well a school is performing. Only a small selection of data is presented here; the intention is to provide an overall summary of the educational offer for Barnet's children and young people and to provide some answers to some of the key questions that parents and residents have about education in Barnet:

- How good are Barnet schools?
- How well do children and young people achieve in Barnet schools?
- Are there enough school places for all children and young people in Barnet who apply for a school place?
- What happens after GCSEs?

We know that some parents and residents will want to explore the data further, so we have included lists, together with web links, of sources of data and information where parents can find out more about their local area. This can be found at the end of each section.

2. Summary of Education in Barnet

At the end of primary schooling (Key Stage 2), attainment and achievement in all subjects is in the top quartile (25%) nationally. The performance of all pupil groups in Barnet is at least in line with those nationally, and most pupil groups attain significantly above the national average for the group. The performance gap between disadvantaged pupils and their peers in Barnet has narrowed and is now in line with the London average and smaller than national.

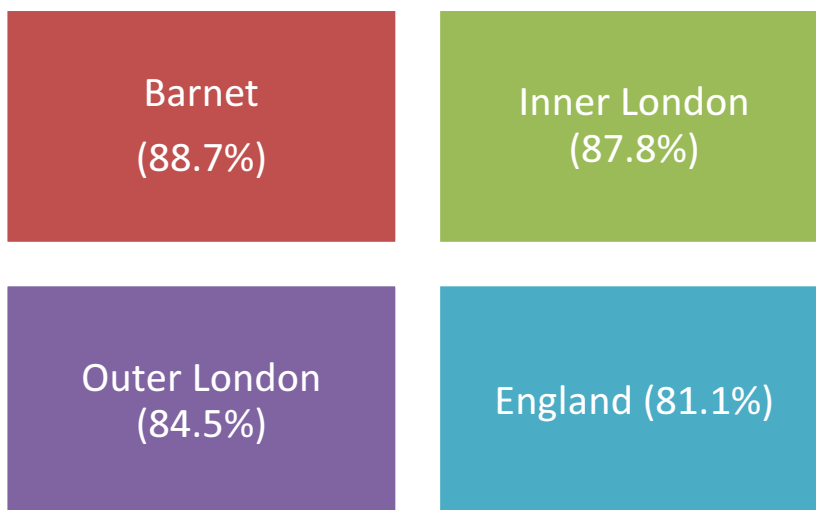
At Key Stage 4, Barnet pupils' GCSE performance - 5 or more A*-C grades including English and Maths and 5 or more A* - C grades - is ranked in the top quartile nationally. The attainment of SEN, EAL and disadvantaged pupils is significantly above the attainment of their national counterparts. The attainment gap for disadvantaged and non-disadvantaged pupils increased to 28 percentage points in 2014, and is wider than the London attainment gap (21 percentage points).

3. How Good are Barnet Schools?

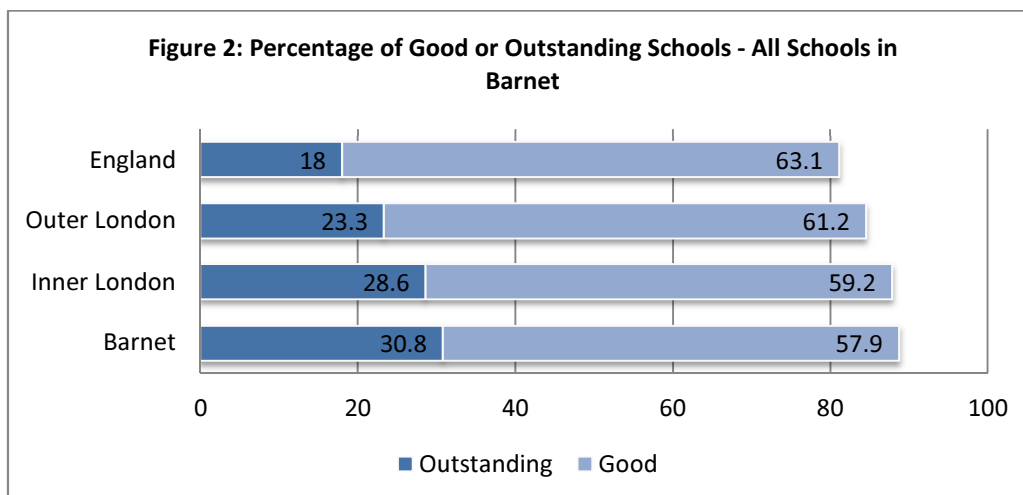
3.1. All Schools

Ofsted inspects and rates the quality of educational provision across the country. Currently 88.7% of Barnet schools are judged to be good or outstanding, a higher rate than for London and England, placing Barnet 19th out of the 152 English Local Authorities.

Figure 1: Percentage of Good or Outstanding Schools – Ofsted Judgement, as at May 2015



As of May 2015, a higher proportion of schools have been awarded an ‘Outstanding’ grade from Ofsted, with 30.8% of Barnet schools awarded this grade compared to 18% nationally.



3.2. Primary Schools

Barnet has a diverse range of primary schools. In January 2014, there were 91 state-funded primary schools including community schools, voluntary-aided schools, foundation schools and academies.

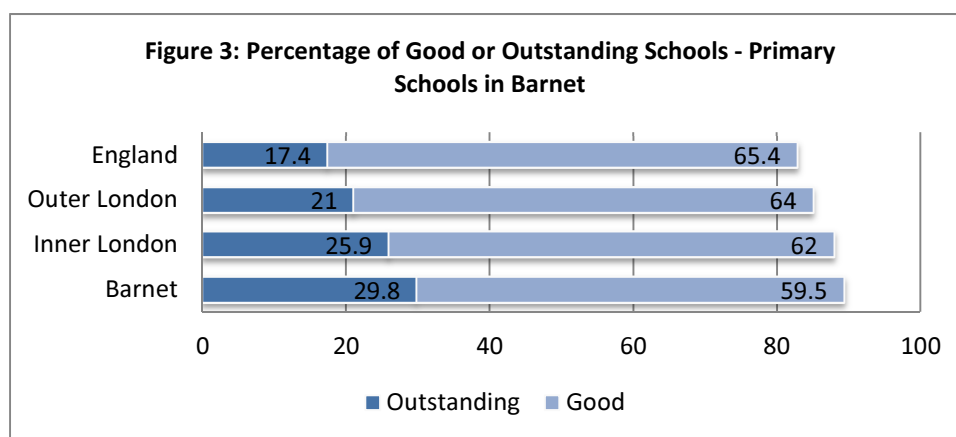
Table 1: Number and Percentage of Barnet Primary Schools by Type, January 2014

	Barnet	Barnet (%)	England (%)
Community	44	48%	51%
Voluntary Aided	35	38%	20%
Voluntary Controlled	0	0%	14%
Foundation	3	3%	4%
Academies/Free Schools	9	10%	11%
Total	91	100%	100%

Between 2010 and 2014, the numbers of pupils on roll in mainstream state-funded primary schools increased by 11.7% to 30,890.

Barnet has a higher proportion of pupils on roll in primary schools with special educational needs (both stated and without statements) compared with our statistical neighbours, nationally and with London. The proportion of pupils identified as requiring support at school action and school action plus has gradually declined since 2011 in line with statistical neighbours. The proportion of Barnet’s primary school pupils who speak English as an additional language is below the London average but above that of Barnet’s statistical neighbours. The proportion of pupils eligible for free school meals is above that of our statistical neighbours.

89.3% of Barnet primary schools are rated as good or outstanding and Barnet ranks 26th out of 152 Local Authorities nationally. The proportion of Barnet primary-aged pupils attending a good or outstanding school is 89.4%, above the proportion for Inner London, Outer London and England.



3.3. Secondary Schools

Barnet has a diverse range of secondary schools. In January 2014, there were 24 state-funded secondary schools including community schools, voluntary-aided schools and academies.

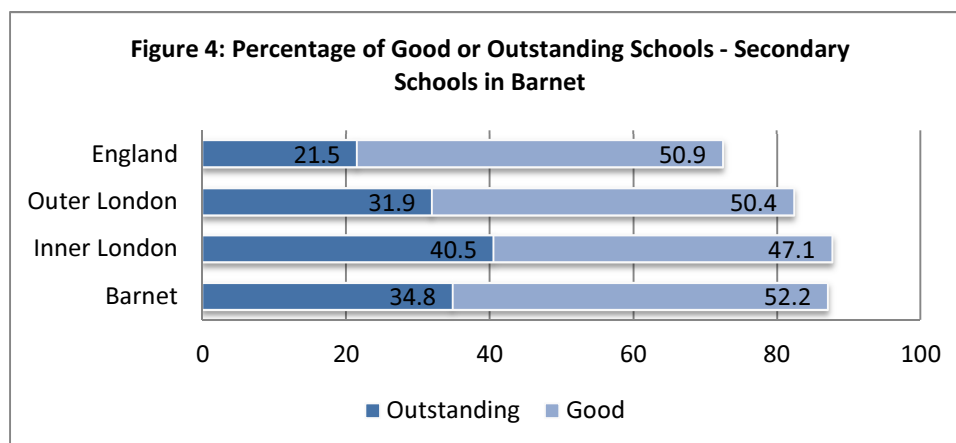
Table 2: Number and Percentage of Barnet Secondary Schools by Type, January 2014

	Barnet	Barnet (%)	England (%)
Community	1	4%	22%
Voluntary Aided	6	25%	10%
Voluntary Controlled	0	0%	2%
Foundation	0	0%	9%
City Technology Colleges	0	0%	0%
Academies/Free Schools	17	71%	57%
Total	24	100%	100%

Between 2010 and 2014, the number of children on roll in mainstream secondary schools increased by 6.1% to 22853 pupils.

Barnet has a higher proportion of pupils on roll with statements of special educational need compared to London, England and our statistical neighbours. The proportion of pupils on roll with special education needs (without a statement) has decreased over the past 3 years but remains above that of our statistical neighbours. The proportion of pupils with English as an additional language is above our statistical neighbours but below the average for London. The proportion has increased at a lower rate than London and statistical neighbours, but faster than the national rate. Barnet has a lower proportion of pupils in secondary schools eligible for Free School Meal than London, but rates are above England and our statistical neighbours.

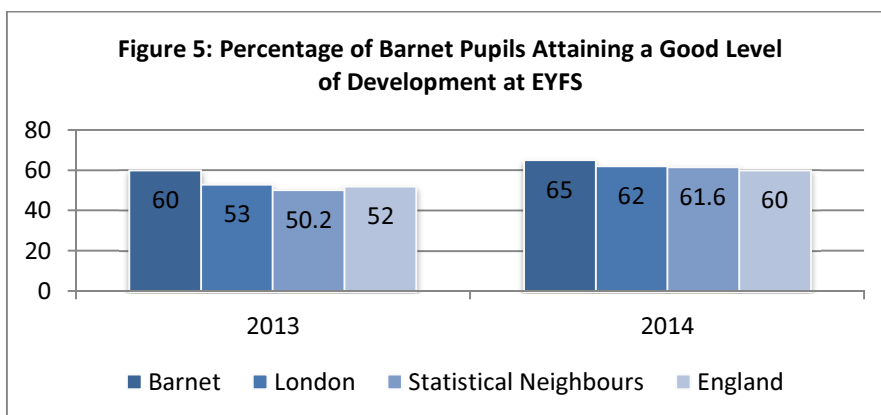
87% of Barnet secondary schools are rated as good or outstanding and Barnet ranks 23rd out of 152 Local Authorities nationally. The proportion of Barnet secondary-aged pupils attending a good or outstanding school is 89.6%, above the proportion for Inner London, Outer London and England.



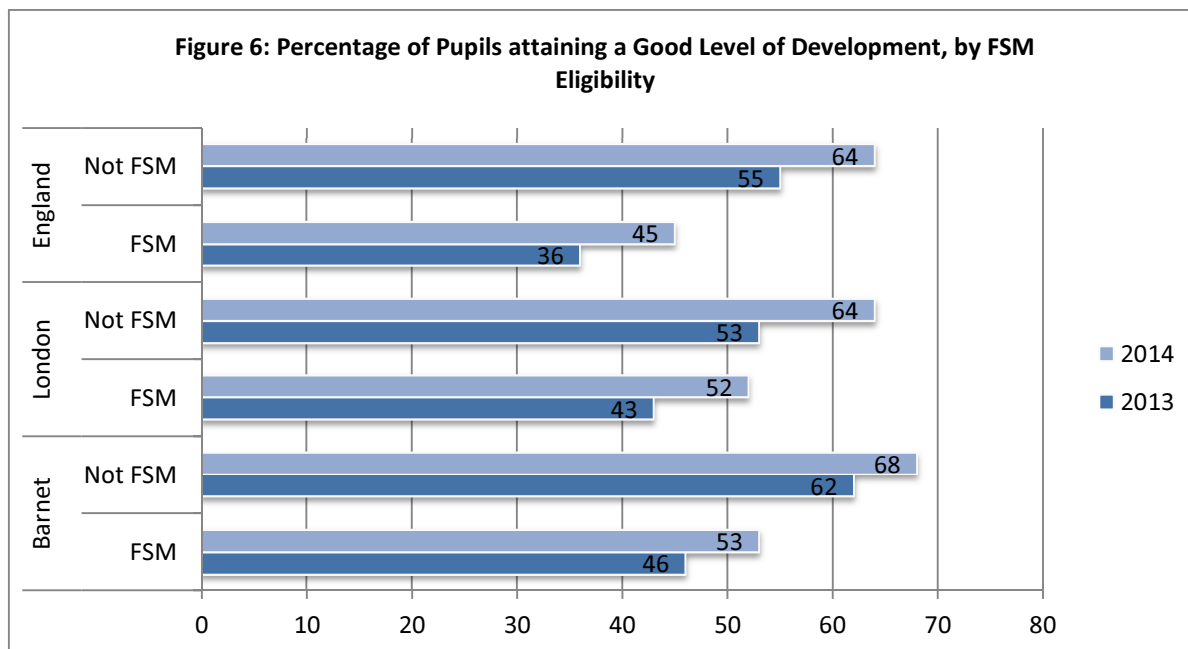
Find out more about how well Barnet schools are doing on the Ofsted [website](#).

4. Early Years Foundation Stage

Parents and carers can expect good outcomes for children under six. 65% of Barnet’s Early Years Foundation Stage (EYFS) children attained the expected ‘Good Level of Development’ at the end of Reception, above the averages for London and England. Attainment in the Foundation Stage in Barnet ranks 22nd nationally, and the attainment of children eligible for free schools meals and those with special educational needs remains above national rates.



In 2014, 53% of Barnet pupils who were eligible for Free School Meals (FSM) attained a Good Level of Development at the end of Reception, compared with 68% of those not eligible. Although these outcomes are better than those for London and England (attainment for FSM pupils in Barnet is ranked 10th nationally out of 152 LAs), we are working with schools and settings to ensure improvements and even better results for this group.

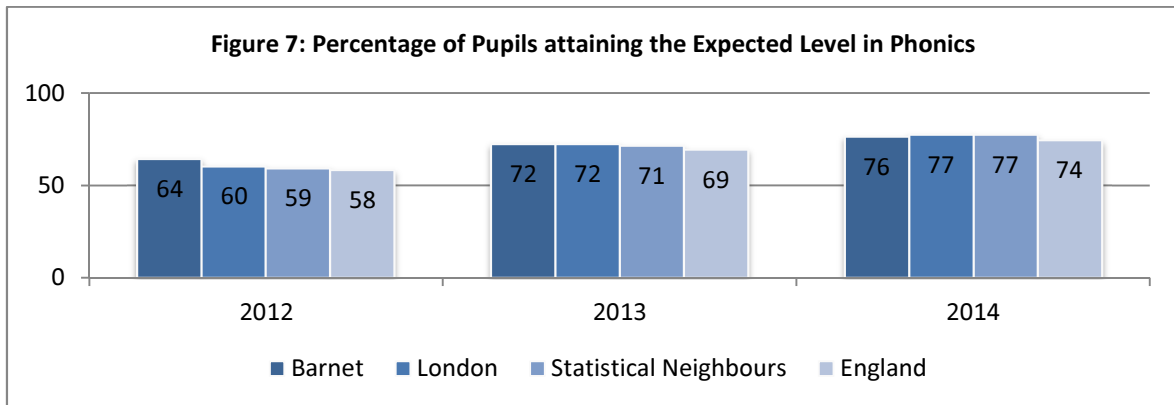


5. Phonics and Key Stage 1

5.1. Phonics Decoding (Year 1)

The phonics screening check is a short, simple assessment to make sure that all pupils have learned phonic decoding to an appropriate standard by the age of 6. All maintained schools, academies and free schools must complete the check for all year 1 pupils.

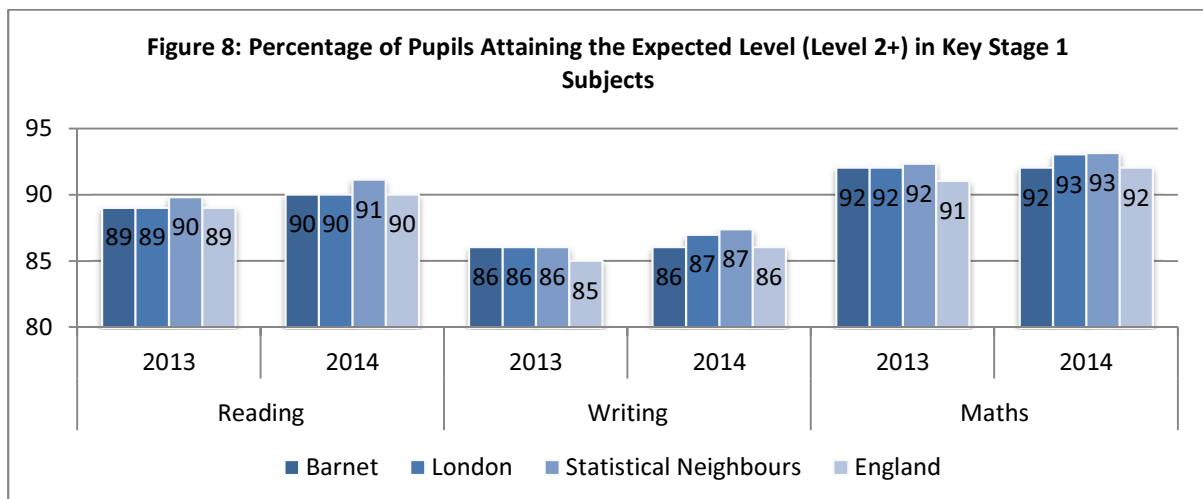
In 2014, 76% of Barnet pupils in Year 1 reached the expected standard, above the national average of 74%, although slightly below London and statistical neighbors.



5.2. Key Stage 1

Children's work in reading, writing and maths is assessed by their teachers during Year 2. The statutory national curriculum tasks and tests, which form part of the assessment process, must be administered to all eligible children who are working at level 1 or above in reading, writing and mathematics. These help inform teachers' final teacher judgments which are reported for each child at the end of key stage 1.

The performance of children in Barnet schools in Key Stage 1 at Level 2 (the expected level of attainment) and above in Reading, Writing and Mathematics is in line with the national average.



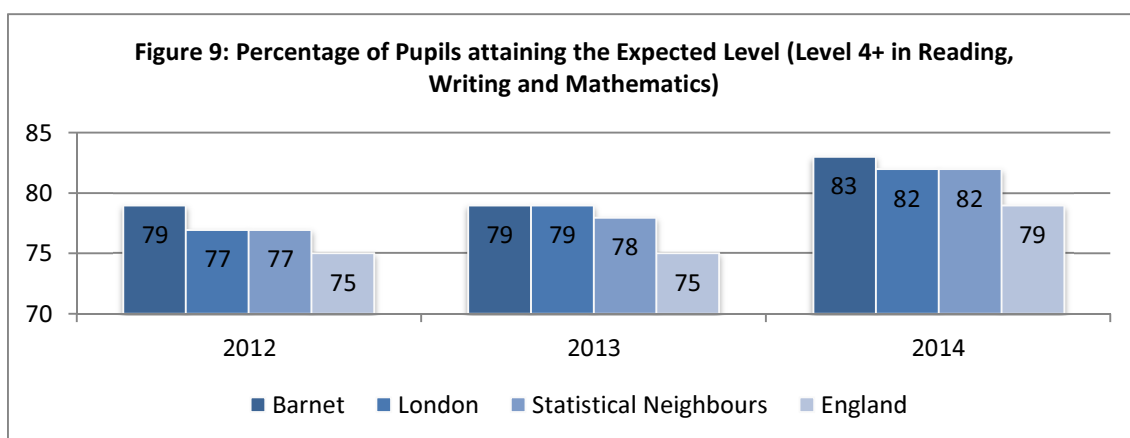
6. Key Stage 2

The national curriculum Key Stage 2 tests (SATs) are taken by pupils at the end of Year 6 (age 11). Level 4 is the expected level of attainment

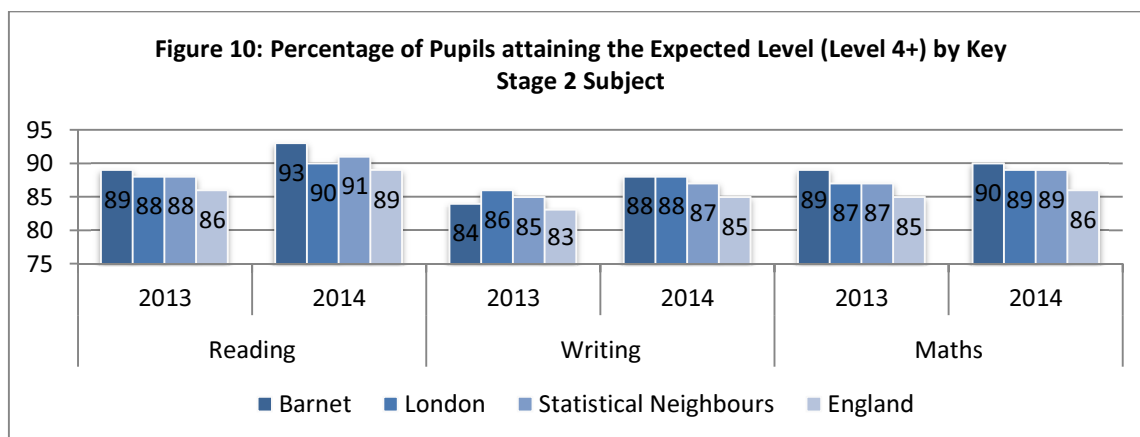
However, schools' KS2 test results are largely affected by the prior attainment of their pupils - how well they did at KS1. In comparing the effectiveness of schools or local authorities, it is useful to also consider the percentage of pupils making expected progress in reading, writing and in maths.

6.1. Key Stage 2 Attainment

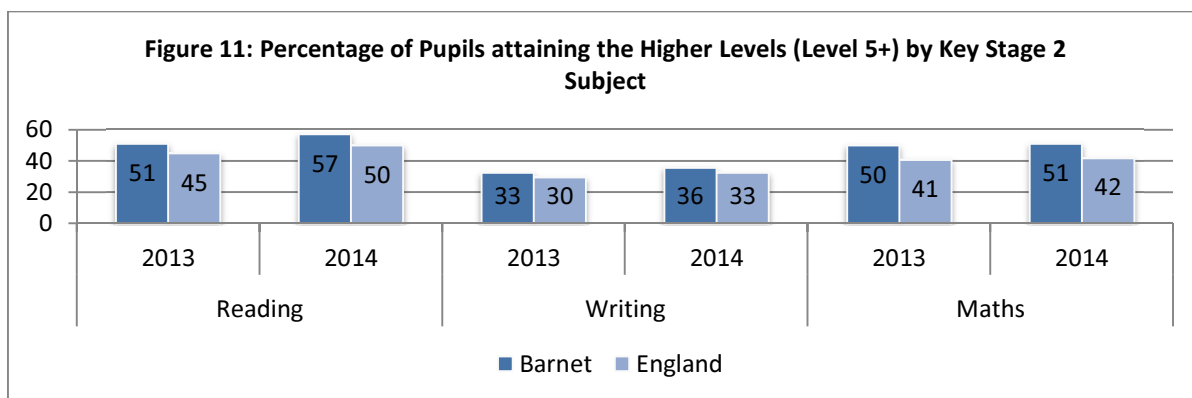
Barnet's attainment at Level 4+ in Reading, Writing and Maths combined (RWM) is in the top quartile, ranked 16th nationally, with writing attainment ranked the lowest of the individual subjects at 22nd nationally (although this remains in the top quartile).



In 2014, a higher proportion of children in Barnet schools achieved or exceeded the expected level (Level 4+) in all key stage 2 subjects than the England average, or when compared to statistical neighbours.



In 2014, the proportion of children in Barnet schools attaining or exceeding the higher levels of attainment at Key Stage 2 (Level 5+) was above the national average for all Key Stage 2 subjects.

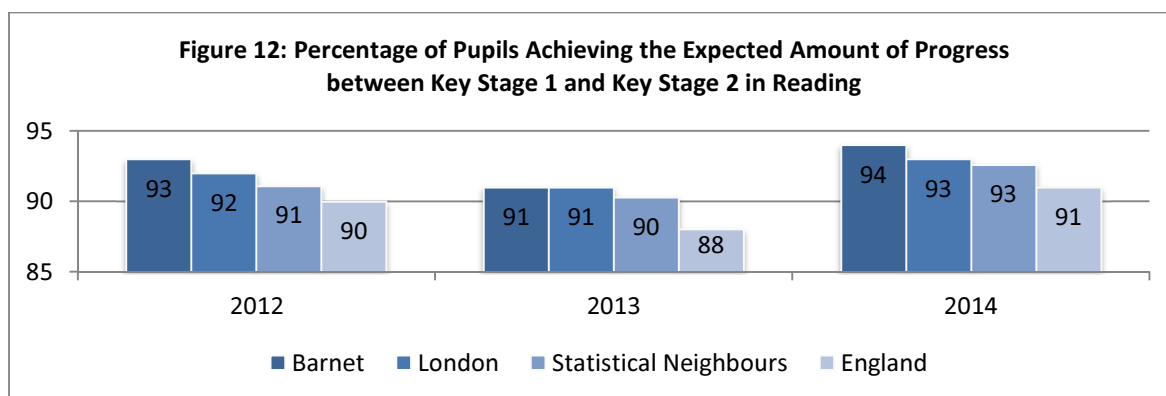


6.2. Progress between Key Stages

Pupil progress in Reading and Mathematics is significantly above national, with Barnet ranked 6th and 12th nationally. The proportion of pupils making expected progress in Writing is ranked 48th nationally.

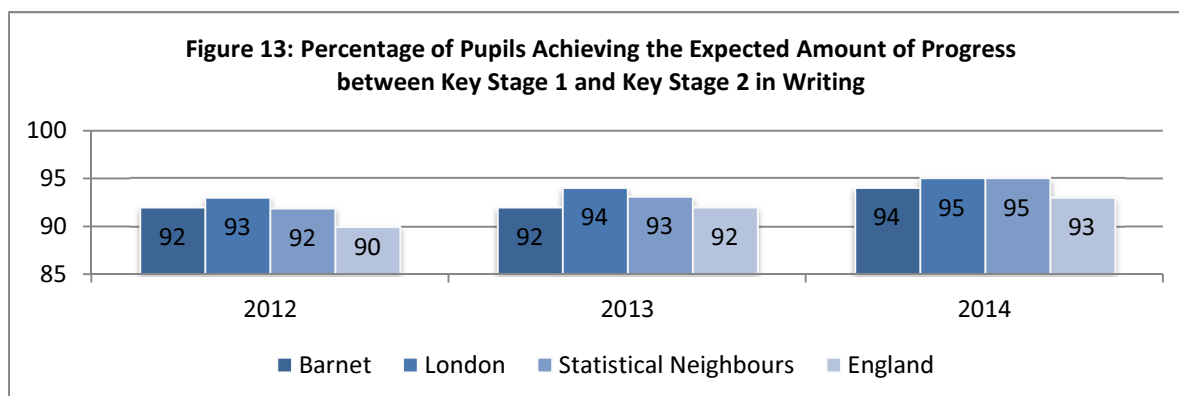
Reading

Progression by 2 levels (the expected amount) or more in Reading ranks Barnet 6th out of 152 Local Authorities in England.



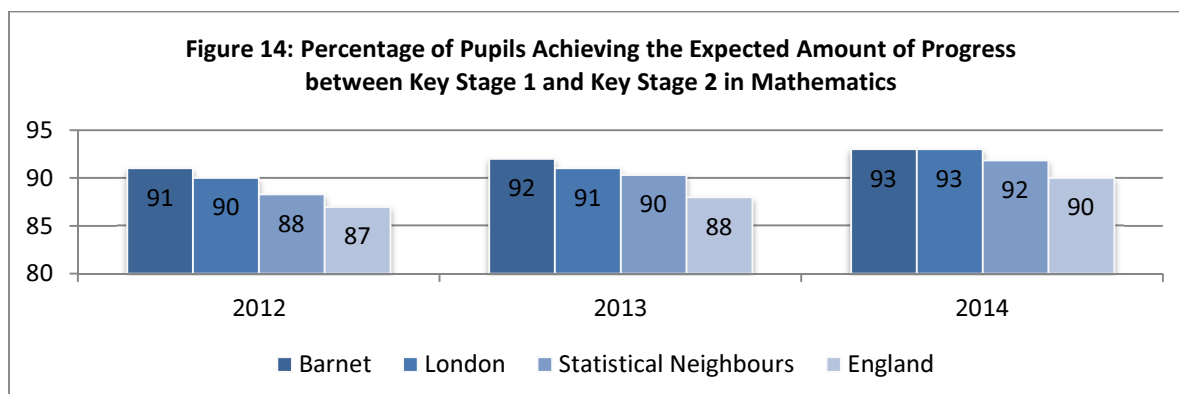
Writing

Progression by 2 levels (the expected amount) or more in Writing ranks Barnet 48th out of 152 Local Authorities in England, although the increase from 2013 was greater than the increase seen nationally. Writing was a key focus in 2013-14, and this is reflected in the rise in attainment and progress results, however, it will remain a focus for improvement in 2014-15.



Mathematics

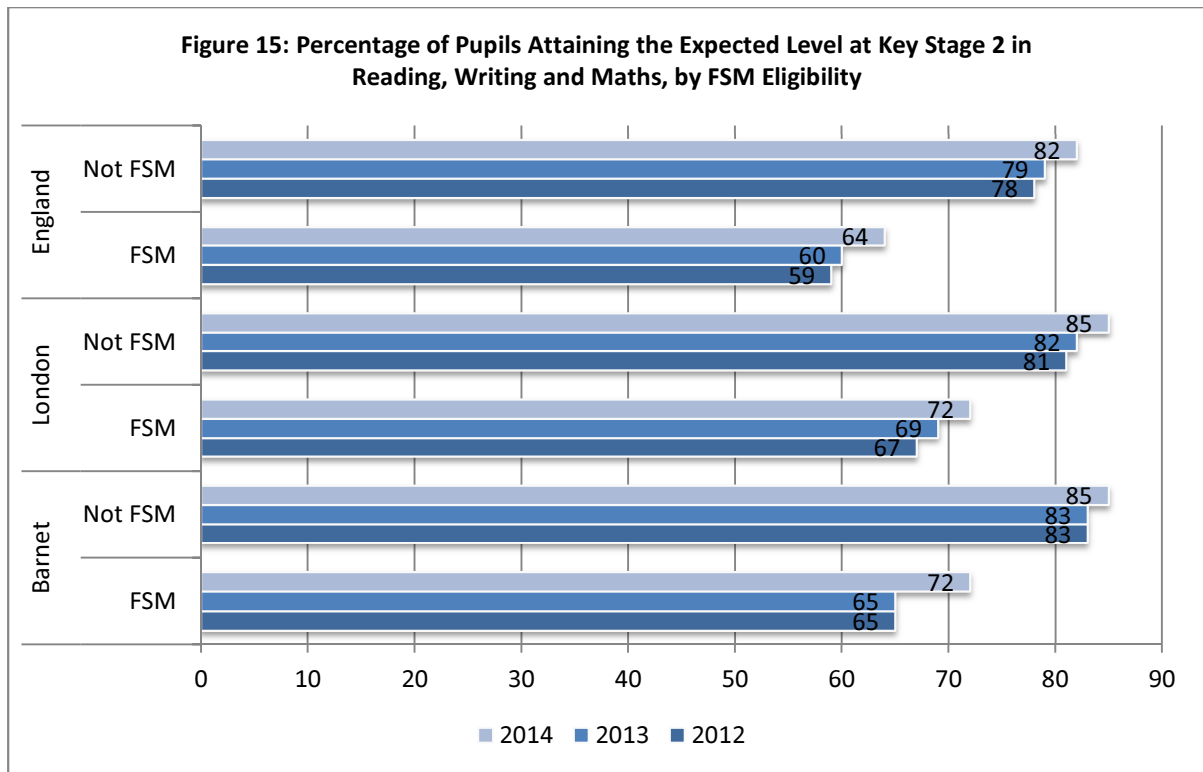
Progression by 2 levels (the expected amount) or more in Reading ranks Barnet 12th out of 152 Local Authorities in England.



6.3. Attainment by FSM Eligibility

2014 Key Stage 2 results show that the performance at Level 2 and above of Barnet FSM eligible pupils is above the average for FSM eligible pupils in England, and in line with that of London. Like other outer London authorities, Barnet will be working to identify the most effective lessons from the significant progress made in recent years in Inner London authorities for this group of children and young people. We are continuing to support schools to identify and address the needs of FSM eligible pupils through the Pupil Premium and to disseminate good practice in this regard across schools. Parents can view how a school is using the Pupil Premium to improve outcomes for disadvantaged children by visiting the school's website.

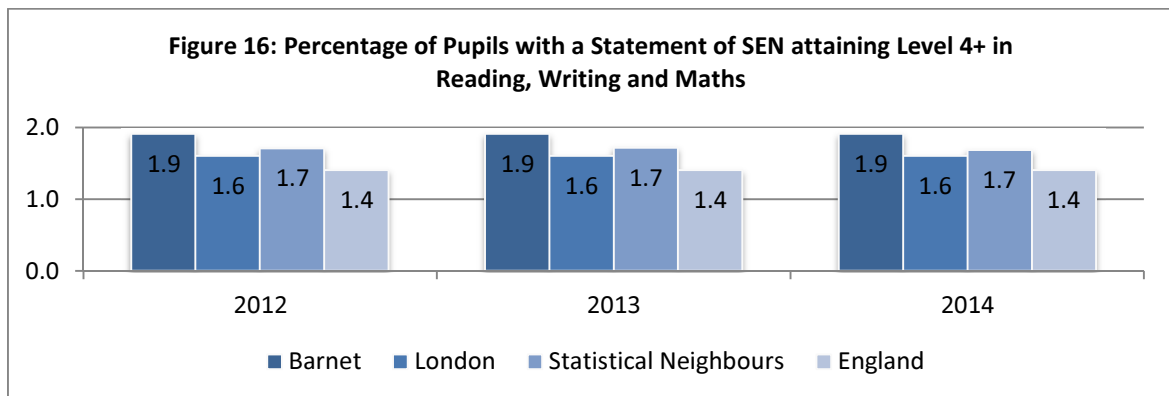
There is an 11 percentage point difference in attainment between disadvantaged (those who have been eligible for free school meals in the past 6 years or are in local authority care) and non-disadvantaged pupils, which is in line with the London average. Disadvantaged pupil attainment is high and is ranked 13th nationally.



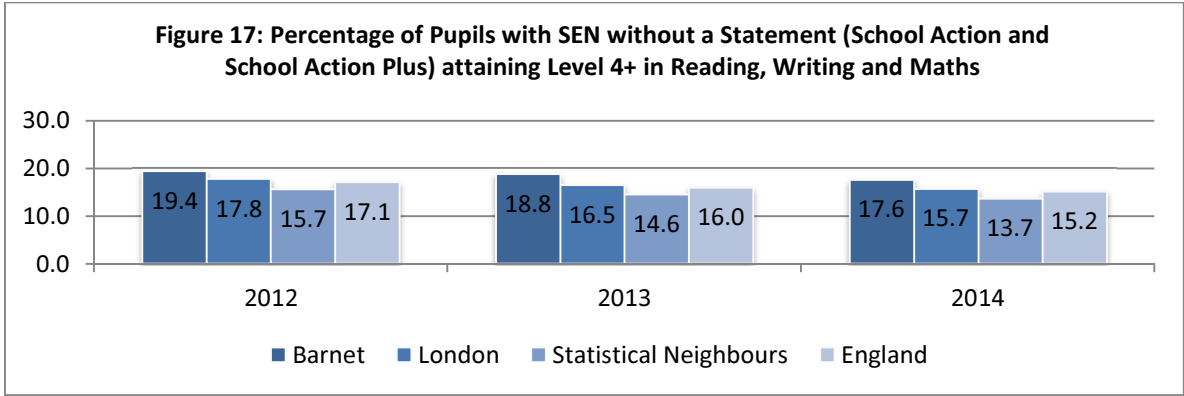
6.4. Attainment by Special Educational Need

The national curriculum has an overarching statutory inclusion statement. This sets out how teachers can change and adapt the curriculum so that they can provide all pupils with work which meets their learning needs. This kind of adaptation is often referred to as differentiation.

Attainment of Barnet children with a Statement of SEN at Key Stage 2 is ranked 13^h out of 152 Local Authorities in 2014.

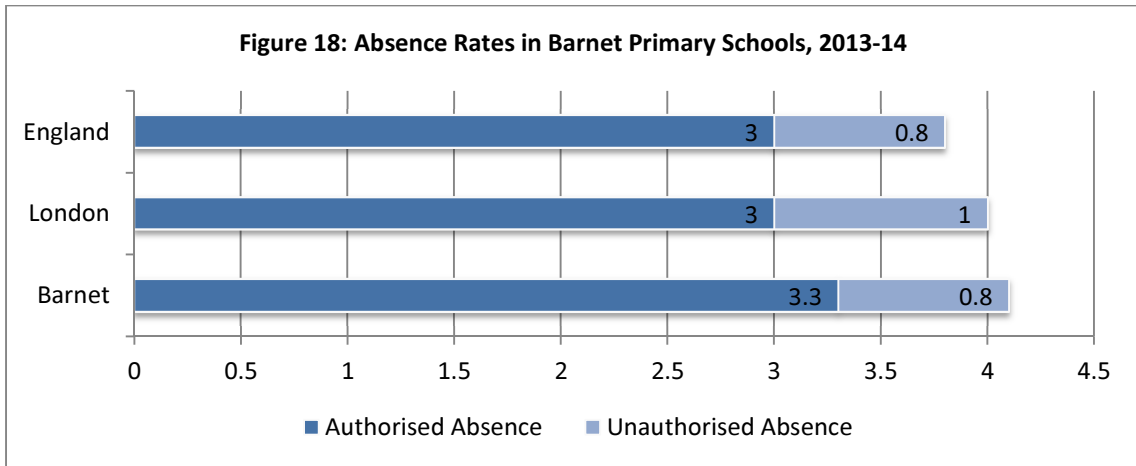


Attainment of Barnet children with Special Education Needs but without a Statement at Key Stage 2 is ranked 12th out of 152 Local Authorities in 2014.



6.5. Attendance in Primary Schools

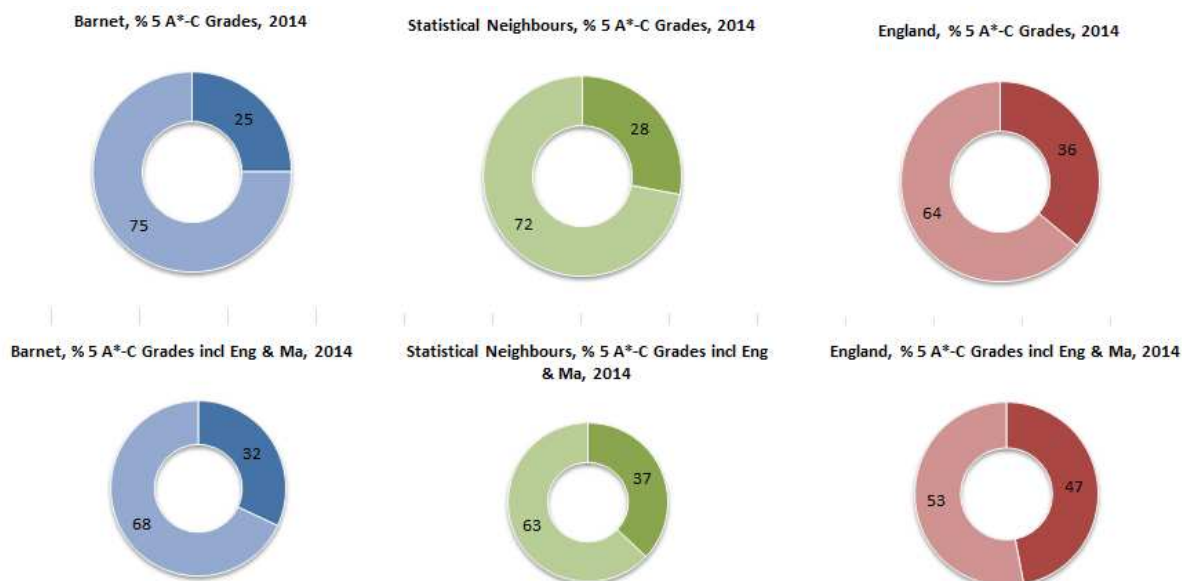
Children who attend school regularly are more likely to develop important life skills, gain better qualifications and stay away from harm. Children have the best chance of success if their school attendance is between 95 to 100 per cent. Overall absence in Barnet is above national and London, but unauthorised absences are in line with national and below London.



7. Key Stage 4

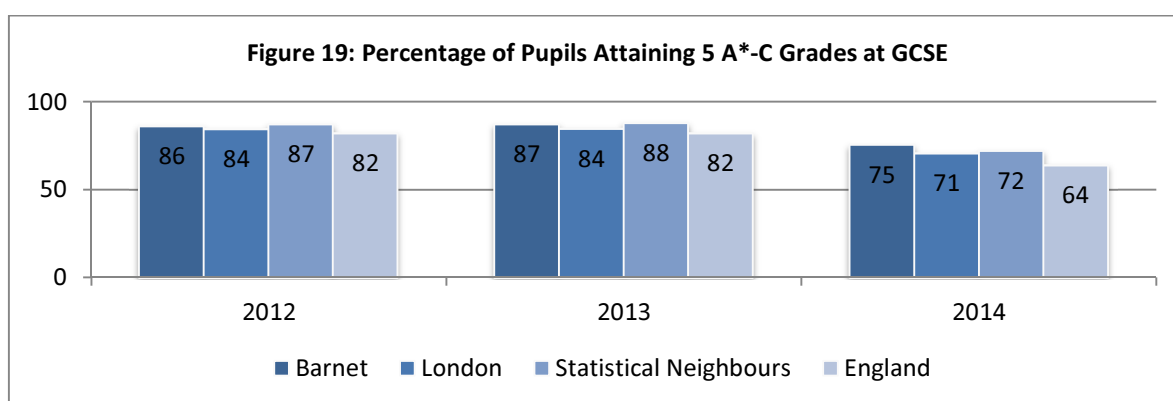
During key stage 4 most pupils work towards national qualifications - usually GCSEs - consisting of 'core' national curriculum subjects: English, Maths, Science; and Foundation subjects: Computing, Physical Education, Citizenship; and a selection of subjects from each of these areas: Arts, Design and Technology, Humanities, and Modern Foreign Languages (MFL). Schools must also provide Religious Education (RE) and Sex Education at Key Stage 4.

Barnet's attainment of 5 A*-C grades including English and Mathematics at key stage 4 is ranked 10th nationally. Attainment of Barnet's disadvantaged and non-disadvantaged pupils is above their attainment of their national counterparts, ranked 16th and 5th nationally.

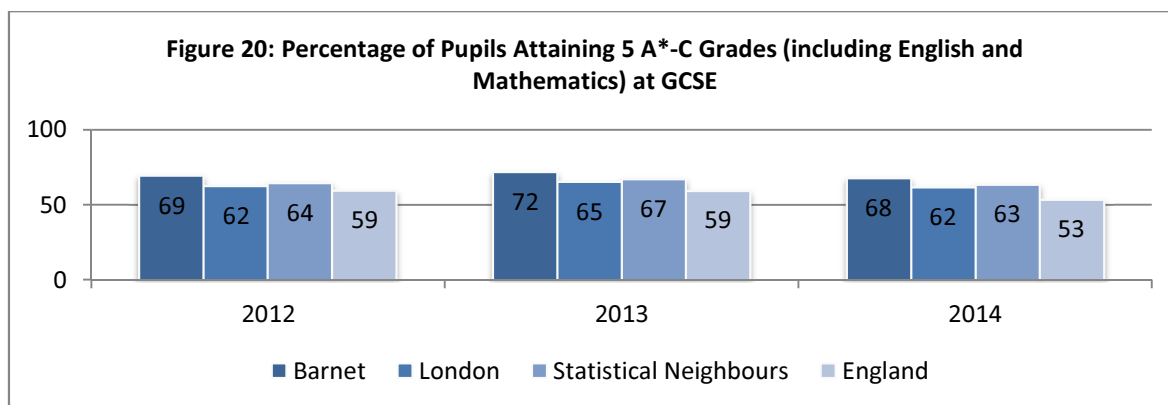


7.1. GCSE Attainment

Children and young people in Barnet secondary schools achieve well at GCSE. In 2014, 75% of pupils gained 5 or more GCSE passes at grade A*-C, placing Barnet 8th in the country out of 152 local authorities.

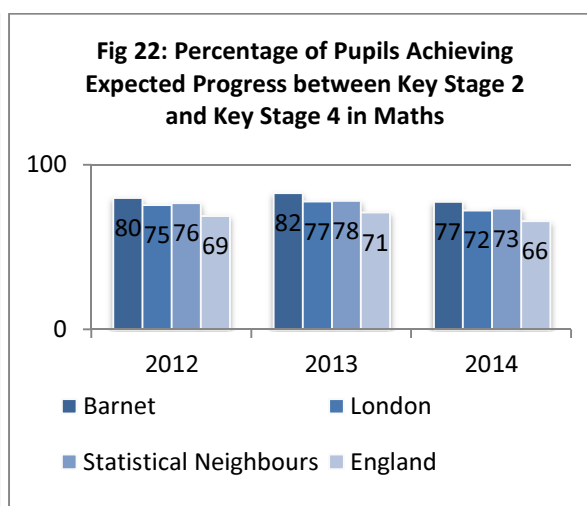
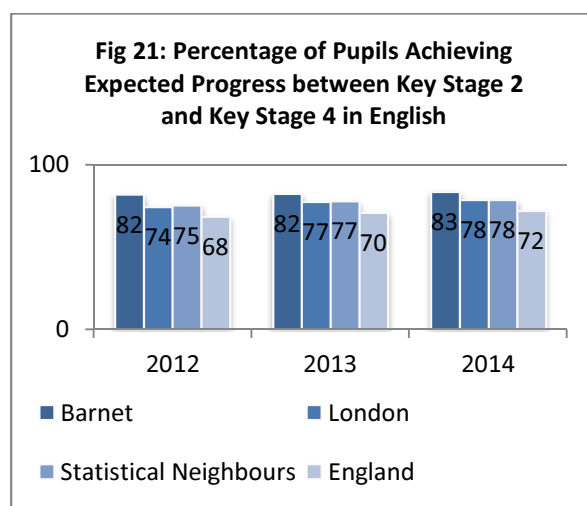


In 2014, 68% of pupils gained 5 or more GCSE passes at grade A*-C including English and Mathematics, placing Barnet 10th in the country out of 152 local authorities.



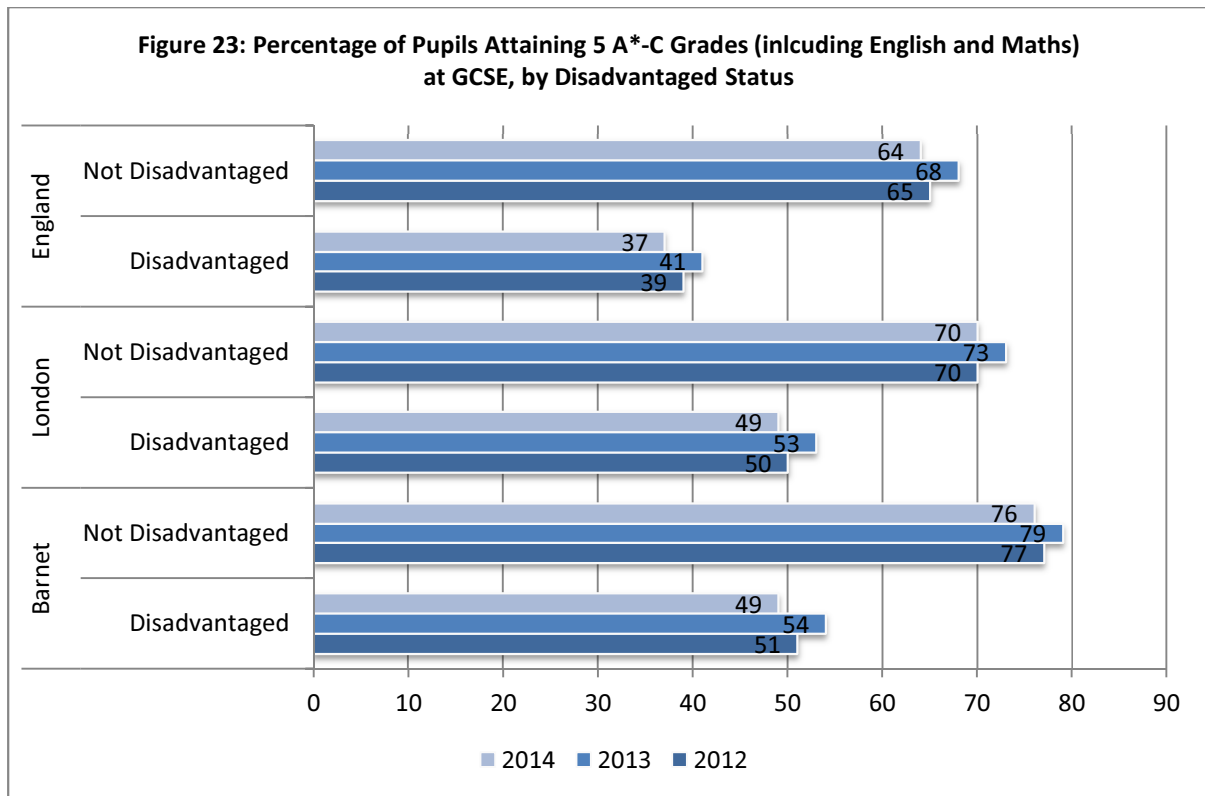
7.2. Progress between Key Stages

Pupil progress in English and Mathematics is significantly above national, with Barnet ranked 4th and 7th nationally.



7.3. Attainment by Disadvantaged Status

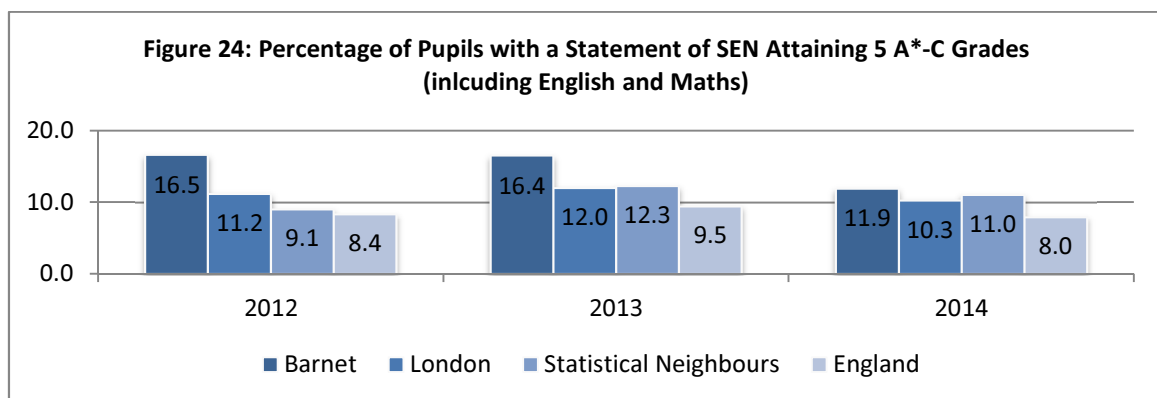
Key Stage 4 results for 2014 show that disadvantaged pupils in Barnet (those eligible for FSM in the past 6 years or looked after for more than 6 months) are achieving above the London and England disadvantaged pupil averages. We are continuing to support schools to identify and address the needs of disadvantaged pupils through the Pupil Premium and to disseminate good practice in this regard across schools. Parents can view how a school is using the Pupil Premium to improve outcomes for disadvantaged children by visiting the school's website.



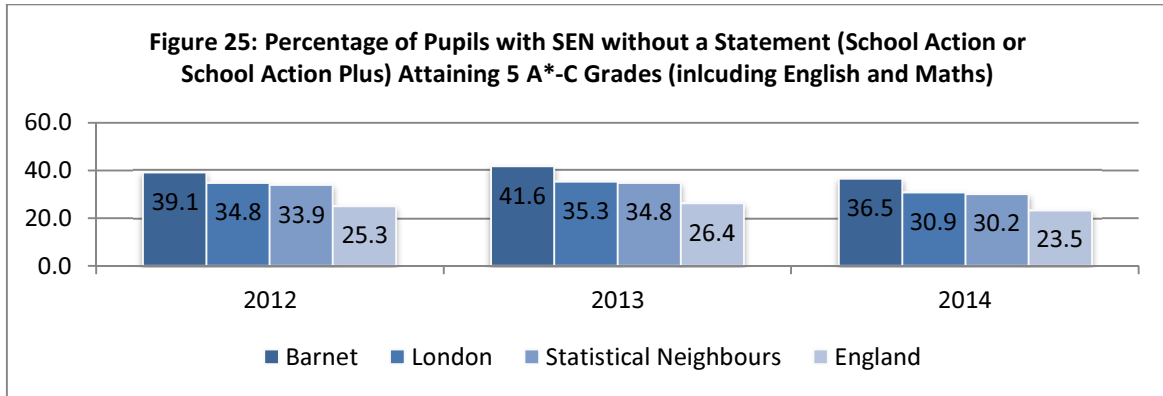
7.4. Attainment by Special Educational Need

The national curriculum has an overarching statutory inclusion statement. This sets out how teachers can change and adapt the curriculum so that they can provide all pupils with work which meets their learning needs. This kind of adaptation is often referred to as differentiation.

Attainment of Barnet children with a Statement of SEN at Key Stage 4 is ranked 20th out of 152 Local Authorities in 2014.

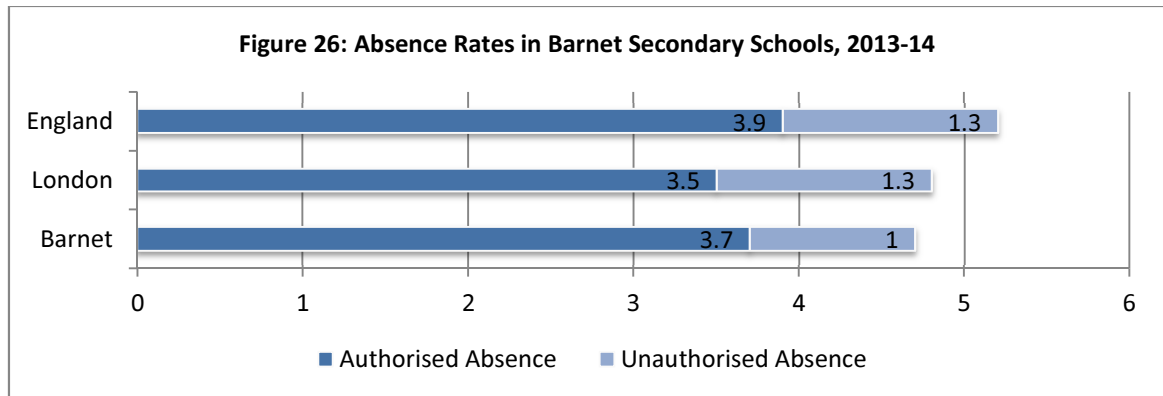


Attainment of Barnet children with Special Education Needs but without a Statement at Key Stage 4 is ranked 6th out of 152 Local Authorities in 2014.



7.5. Attendance in Secondary School

Children are less likely to have an unauthorised absence in a Barnet secondary school than in London or England as a whole, and overall absence is below national.



8. Are there enough school places for all children and young people in Barnet who apply for a school place?

Currently there are 96,366 children and young people in Barnet (ages 0 – 19 years), the second largest population of this age group in London. Over the next five years the number of children and young people is expected to grow to 97,753.

Creating new primary school places

Over the past five years, 806 additional reception places have been provided in Barnet primary schools. Work is now underway to expand Monkfrith Primary and St Joseph's RC Primary by one-form of entry each, build two new two-form entry primary schools to create all-through schools at London Academy and Wren Academy (opening in September 2015), and to build a new two form entry school, Watling Park Free School, in Burnt Oak (opening in September 2015). All children whose parents applied for a Reception place on time for September 2015 were offered a school place; 90% of pupils were offered one of their top three preferences.

Secondary school expansions

As the rising birth rate works its way through the school system, the demand for secondary school places will increase. Expansions at the Compton School, Copthall School and Christ College created 450 extra secondary places for September 2014. The Archer Academy and St Andrew the Apostle Greek Orthodox Free School have provided an additional 1,500 secondary school places between them, and 600 new school places have been created at St Mary's and St John's. All children whose parents applied for a Year 7 school place for September 2015 received an offer; 88% of pupils were offered one of their top three preferences.

Find out more about Barnet's school admissions on the [website](#).

9. How are schools using the pupil premium for disadvantaged pupils?

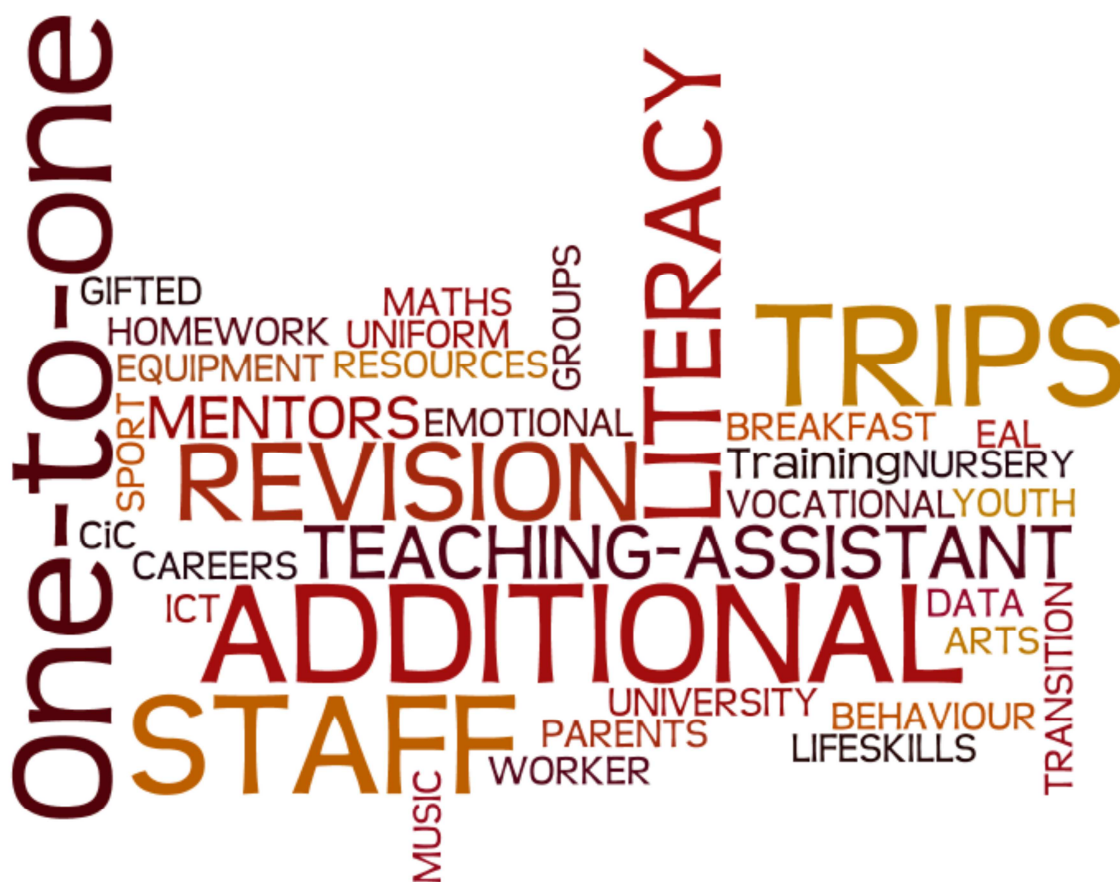
The Pupil Premium Grant (PPG) is additional government funding given to publicly funded schools to help raise the attainment of disadvantaged pupils and to close the gap between them and their peers. The PPG is paid in respect of disadvantaged pupils - children eligible for free school meals at any time in the past six years and children in the care of the Local Authority (CiC).

Currently, primary schools receive £1300 per eligible pupil; the grant for eligible pupils in secondary schools is £935. The pupil premium grant for CiC is £1900 per annum. This grant is managed by the head of the Virtual School who is responsible for CiC.

Schools are free to decide how they use the Pupil Premium Grant, but are publicly accountable for the effect of their spending on outcomes for disadvantaged pupils. They must publish annually on their website details of the level of grant received, how it has been used, and the impact on children's learning.

This word cloud shows some of the ways in which Barnet schools have used their Pupil Premium Grant. The size of the words emphasises how frequently particular support activities are mentioned by primary and secondary schools on their websites.

Parents can find out how effectively schools are using their Pupil Premium Grant through visiting their websites.

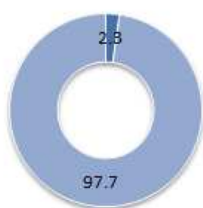


10. What happens to young people after GCSEs?

Raising of the Participation Age

New legislation requires that from 2014, young people must remain in education or training until they are at least 18 years old. We have been working in partnership with schools to provide specialist support for young people who might otherwise have left school at 16. We help schools provide independent careers advice and guidance. We have also developed mentoring schemes and additional services to help young people find the right education or training scheme, including apprenticeship options.

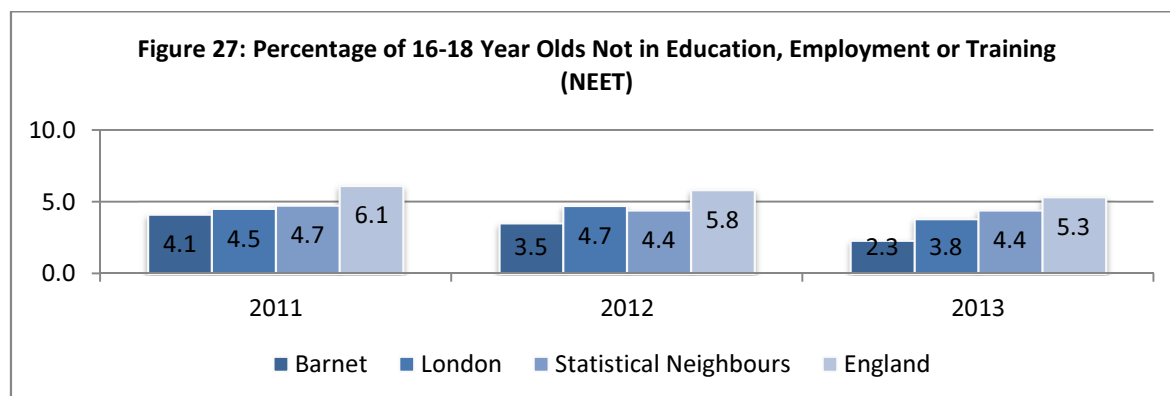
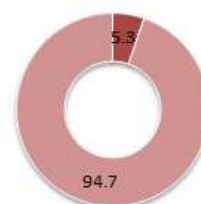
Barnet, % 16-18 Year Olds in Education, Employment or Training, 2013



Statistical Neighbours, % 16-18 Year Olds in Education, Employment or Training, 2013



England, 16-18 Year Olds in Education, Employment or Training, 2013



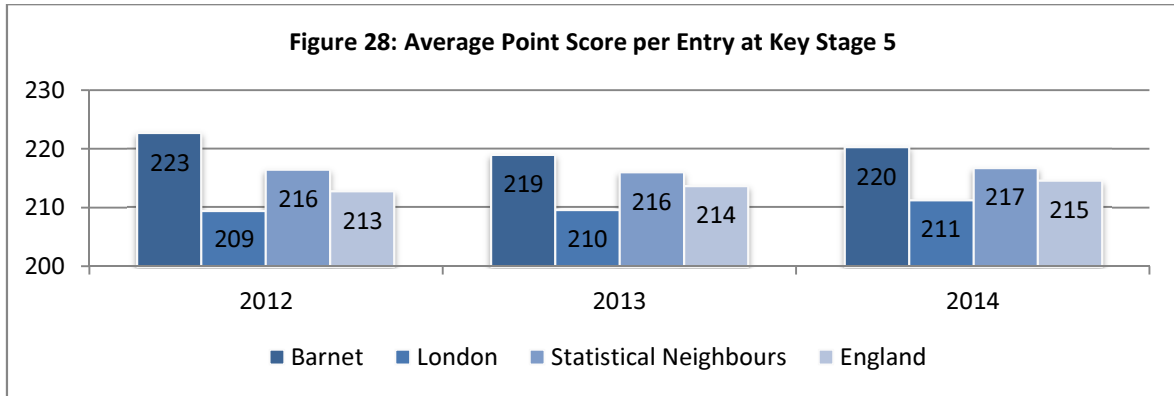
Choice of Provision

In 2013 97.7% of Barnet's 16 to 18 year olds chose to continue in education or training. At the end of Year 11 young people have a range of education or training options, including staying on at school sixth form, going to a sixth form college, or taking up a place in a College of Further Education. 65% of young people from Barnet schools chose Sixth Form provision – one of the highest rates in London.

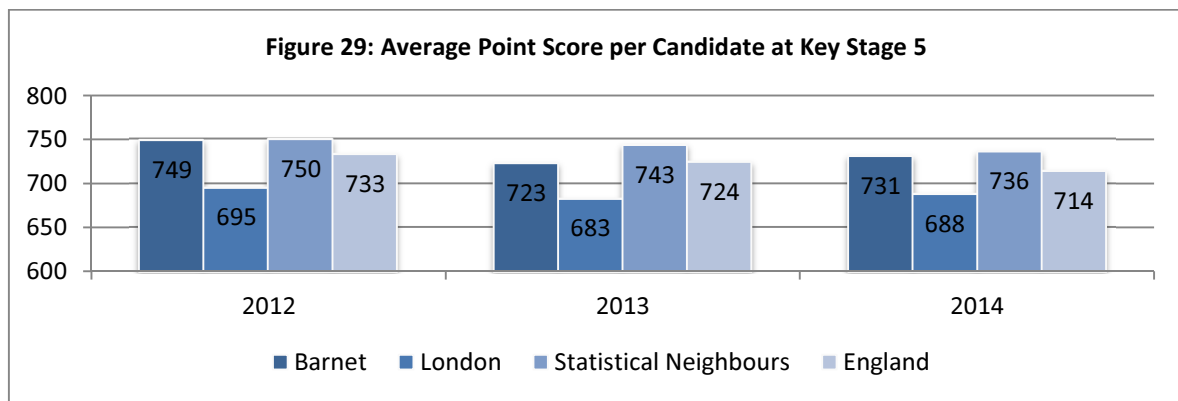
10.1. Attainment at Key Stage 5

Students' attainment at the end of Key Stage 5 (Years 12 and 13) is measured by the average number of points per pupil across a range of advanced level qualifications including A-level and some Level 3 vocational qualifications.

The average total point score for Barnet students is 220 points. Barnet performs better in comparison to London and England.



The average total point score for Barnet students is 731 points, the equivalent of 3 'B' grades at A Level. Barnet performs better in comparison to London and England.



11. Information for parents

The following section provides some links for you to find out more information about Barnet schools, and some background information on the education system in the United Kingdom.

11.1. Useful Links for parents

[Barnet School Directory](#)

Use the Barnet School Directory to find details about nursery, primary, secondary or special schools in the borough. It provides a link to individual school websites, latest Ofsted report, location map, contact details, school type and denomination.

[Department for Education School Performance Tables](#)

Find schools/colleges in Barnet by postcode or name, and view contact details and comprehensive information, including individual school performance, and link to their latest Ofsted report.

[Ofsted School Data Dashboard](#)

The School Data Dashboard provides easy to read charts about individual school performance at Key Stages 1, 2 and 4.

[Find your school's latest Ofsted report](#)

This provides all reports from Ofsted for Early Years settings, schools and colleges.

[Barnet's School Admission Service](#)

Information about school admissions in Barnet.

[Raising Participation Age \(RPA\) Guidance](#)

Information, advice and guidance for post-16 options for young people in Barnet.

11.2. The New National Curriculum

A new curriculum has been taught in all local authority schools in England from September 2014 to Years 1, 3, 4, 5, 7, 8 and 9. Years 2 and 6 in primary schools and Years 10 and 11 in secondary schools have continued to be taught the previous national curriculum, for this year only, before moving to the new national curriculum in September 2015.

The aim is to slim down the content of the curriculum in almost all subjects, though not in primary English, Maths or Science. The new curriculum covers primary school pupils, aged five to 11, and secondary schools pupils up to the age of 14. A new curriculum for 15- and 16-year-olds will come into force from September 2015.

Pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and in voluntary aided and voluntary controlled schools must follow the national curriculum. It is organised on the basis of four key stages and twelve subjects, classified in legal terms as 'core' and 'other foundation' subjects. Academies and state-funded schools in England outside local authority control, have significant freedoms in what they teach and do not have to follow the national curriculum, as long as they provide a "broad and balanced" curriculum to pupils.

The new National Curriculum does not include any changes to the four key stages in England. These are:

Early Years Foundation Stage (EYFS): Ages 4-5 (Reception)

Key Stage 1: Ages 5-7 (Years 1-2)

Key Stage 2: Ages 7-11 (Years 3-6)

Key Stage 3: Ages 11-14 (Years 7-9)

Key Stage 4: Ages 14-16 (Years 10-11)

Key Stage 5: Ages 16-19 (Years 12-13)

The new curriculum consists of the core national subjects English, Mathematics, Science and Physical Education. Foundation subjects include: Art and Design, Citizenship, Design and Technology, History, Geography, Computing, Modern Foreign Languages, and Music. Subjects are compulsory at various stages of pupils' school career. All schools are also required to teach religious education at all key stages. Secondary schools must provide sex and relationship education.

Key Stage 4 Entitlement Areas

The arts (comprising art and design, music, dance, drama and media arts), design and technology, the humanities (comprising geography and history) and modern foreign language are not compulsory national curriculum subjects after the age of 14, but all pupils in maintained schools have a statutory entitlement to be able to study a subject in each of those four areas.

Assessment Reform

As part of the DfE reforms to the national curriculum, the current system of 'levels' used to report children's attainment and progress was removed from September 2014 and is not being replaced. Removing levels allows teachers greater flexibility in the way that they plan and assess pupils' learning. The programmes of study within the new National Curriculum (NC) set out expectations at the end of each key stage, and all maintained schools are free to develop a curriculum relevant to their pupils that teaches this content. The curriculum must include an assessment system which enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents.

Changes to National Curriculum Tests and Assessments

The national curriculum tests and teacher assessment at the end of Key stages 1 and 2 will be reported in levels for the last time in summer 2015, as pupils in Year 2 and Year 6 that year will not have been taught the new national curriculum. The first new Key Stage 1 and Key Stage 2 tests in English and Mathematics, based on the new national curriculum, will be sat by pupils for the first time in the summer of 2016. At Key Stage 1 and 2 Science is only reported as a teacher assessment. The current Year 10s and Year 11s will continue to be taught the old curriculum in English and Maths, with the new curriculum due for first teaching from September 2015 to the current Year 9.

From the academic year 2015-16, the DfE and Ofsted have moved from an absolute measure of progress (i.e. two levels of progress required between KS1 and KS2) to a relative measure. At the same time, KS2 test outcomes will be reported as a scaled score, where the expected score is 100. Pupil progress will be determined in relation to the average progress made by pupils with the same baseline (i.e. the same KS1 average point score).

Qualification Reform

There are also changes to GCSEs (Key Stage 4) and A levels (Key Stage 5) taking place to match the best education systems in the world.

11.3. Assessments in 2014-15

By law, children attending state schools must be formally assessed when they reach the end of EYFS, Year 1 (for phonics) and Key Stages 1, 2 and 4. These assessments must be reported to parents.

Early Years Foundation Stage

Children in the Early Years Foundation Stage (EYFS) are assessed throughout their time using observational assessment. This involves reaching an understanding of children's learning by watching, listening and interacting as they engage in everyday activities, events and experiences, and demonstrate their specific knowledge, skills and understanding. This is the most reliable way of building up an accurate picture of young children's development. It allows teachers to plan relevant and motivating learning experiences for each child. At the end of Reception the teacher uses these assessments to complete the EYFS profile. The EYFS profile consists of the attainment of the child in relation to 17 Early Learning Goals (ELGs) which describes whether a child is meeting:

- the expected level at the end of Reception (expected),
- exceeding this level (exceeding), or
- not yet reaching this level (emerging).

Additionally the profile must contain a short commentary on each child's skills and abilities in relation to the three characteristics of effective learning. The statutory profile outcomes are reported to parents.

Phonics (Year 1)

At the end of year 1 children's progress in learning and decoding phonics is checked. This helps identify children who need extra help to improve their decoding skills. The outcome of the screening check is reported to parents in the Summer Term of Year 1.

Key Stage 1

Teachers monitor children's progress throughout Key Stage 1 and use this on-going assessment to inform their planning. They mark work, talk to children to check their understanding and observe them completing tasks in order to build a picture of what they are able to do.

The on-going assessment throughout the key stage, along with the results of some tests and tasks for reading, writing and mathematics which children complete towards the end of Year 2, are used by the teacher to reach a judgement about each child's level of attainment at the end of Key Stage 1. In Reading, Writing and Mathematics, Teacher Assessments must be reported at Levels 1, 2C, 2B, 2A, 3 or 4.

The expected attainment for a 7 year-old is a level 2B. In Speaking and Listening and Science, Teacher Assessments must be reported at Levels 1, 2, 3 or 4. The expected attainment for a 7 year-old is at least Level 2.

Key Stage 2

At Key Stage 2 two assessments are reported to parents. Teacher Assessment is completed at the end of Year 6 by the teacher drawing together all they know about what a child can do, from marking, talking to children and observation. Teacher assessments in Reading, Writing, Mathematics and Science are reported at the end of Y6. Teacher Assessments at KS2 must be reported at Levels 1, 2, 3, 4, 5 or 6. The 11 year-old is expected to attain at least Level 4. Children working below Level 1 will have their results reported from the 'P' Scales*, (P1-8), if appropriate. The P Scales are for children with special educational needs who are working below Level 1 of the National Curriculum.

Children working at Level 3 and above also complete statutory attainment tests (SATs) in Reading, Spelling, Punctuation and Grammar, and Mathematics; these are externally marked. A teacher assessment of Writing is included in the reporting of attainment in Reading, Writing and Mathematics combined.

SATs are designed for children working at Levels 3-6 of the national curriculum, although Level 2 can be awarded if a child just misses Level 3 by a few marks. Test results are reported at Levels 2-6. The average 11 year-old is expected to attain at least Level 4. Children working below the level of the tests do not have to sit them. Schools will base entry arrangements on their knowledge of each child.

Key Stage 4

During Key Stage 4 most pupils work towards national qualifications - usually GCSEs. State secondary school results are reported in the Secondary Performance tables published annually by the Department for Education. There are two important measures:

- The percentage of pupils who gain five or more GCSE passes at grades A*-C including English and mathematics
- The percentage of pupils who make expected progress between Key Stage 2 and Key Stage 4 in English and in Mathematics.

The English Baccalaureate was introduced by the Coalition Government in 2011. Although not a qualification in its own right, it gives recognition to pupils who gain at least GCSE C grade passes in English, Mathematics, Science, History or Geography and a Modern Foreign Language. English Baccalaureate participation and pass rates are published in the Secondary Performance tables.

Progress between Key Stages

Children and young people are assessed between Key Stages to establish the progress they are making. The government expects that most children will make at least two levels of progress between Key Stages 1 and 2, and at least three levels of progress between Key Stages 2 and 4, regardless of their starting points.

The range of skills, knowledge and understanding described by each National Curriculum level is quite wide. Children make progress at different rates and in different patterns – and not necessarily in straight lines - as they move from Early Years through to the end of statutory schooling.

More information can be found at the Standards and Testing Agency [website](#).