

EXAM RESULTS IN BARNET AND NARROWING THE GAP

1 Summary and Purpose

This report advises the Children's Trust Board on the exam results of Barnet's schools and how the Children's Service is supporting schools to narrow the gap in educational attainment levels. This report presents an overview of 2012 performance data, work that has been undertaken to narrow attainment gaps between children eligible for free school meals and their peers and how gaps have narrowed. It also outlines future work to be carried out in order to further reduce attainment gaps.

2 Details

A detailed report is appended below.

3 Recommendations and Input Requested

That the Children's Trust note and comment on the report and identify any issues where additional action by partners could progress performance further.

4 Contact Details for Further Information

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EXAMINATION RESULTS AND NARROWING THE GAP- DETAILS

1 INTRODUCTION

1. Barnet is a high achieving local authority, with results for all Key Stages consistently in the top quartile nationally and in the top 10% of local authorities at Key stage 4 and Key Stage 5. Outcomes have continued to improve and gaps between vulnerable groups and their peers have narrowed faster than those nationally and for our statistical neighbours.
2. Over the past six years there has been a general improvement in the attainment of pupils eligible for free school meals at both Key Stage 2 and Key Stage 4 and those with SEN. The attainment gap between pupils eligible for FSM and those not eligible (NFSM) is narrower at Key Stage 2 than at Key Stage 4 and at Key Stage 4 the gap is narrowing. The 'Narrowing the Gap' advisors have a key role in challenging schools to identify and support FSM pupils and those with SEN in order to maximise their attainment and to maintain the direction of travel.
3. Performance data for 2012 is unvalidated and subject to change. The data which informs this analysis is drawn from Statistical First Releases (SFR) provided by Department for Education and available at www.education.gov.uk/rsgateway/ and from data published by EPAS (Educational Performance Analysis System). The median performance of statistical neighbours is used as the comparator.
4. The accountabilities for schools with respect to the Pupil Premium (PP) require that they are able to demonstrate, publicly, how their PP funding for disadvantaged pupils (those eligible for FSM, Children in Care and service children) has been used. Schools need to be aware of and implement support strategies which are both effective and represent value for money.

2 Early Years Foundation Stage (EYFS)

EYFS performance is a measure of pupils' achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy. Barnet pupils' attainment is better than that nationally or of our statistical neighbours, although there has been no improvement on last year.

% of pupils achieving at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy

	2008	2009	2010	2011	2012
Barnet	53	57	64	69	69
National	49	52	56	59	64
Statistical neighbours	53	57	60	60	63

2.2 Narrowing the Gap in EYFS

An important indicator is the gap between the median achievement and that of the lowest 20 % of the cohort. This achievement gap has been narrowing steadily in Barnet, although a slight rise places Barnet in line with national performance and behind that of our statistical neighbours.

The percentage gap in achievement between the lowest 20 per cent of achieving children in a local authority and the score of the median child in the same authority expressed as a percentage of the same median score.

	2012	2011	2010	2009	2008	2007
Barnet	30.9	29.1	29.8	30.0	31.6	35.9
National	30.1	31.4	32.7	33.9	35.6	37.2
Statistical neighbours	29.7	30.8	32.6	33.7	34.1	35.9

2.3 Action to Narrow the Gap in EYFS

The Narrowing the Gap team has provided a range of universal and targeted support to schools and settings to help them to improve provision for pupils whose attainment and progress might be at risk. The team has also provided support to Children's Service Officers, including Learning Network Inspectors and Educational Psychologists with regard particularly to data analysis and the identification of at-risk groups.

Other support has included:

- Support to private voluntary and independent settings offering free entitlement to most vulnerable two year olds
- Design and roll out of effective tracking tool for EYFS pupils in schools and private, voluntary and independent sector to monitor progress of all identified vulnerable groups.
- Challenging and supporting schools to ensure effective pupil progress meetings in EYFS
- Support to schools to ensure high quality EYFS when taking a bulge class.
- Implementation of the revised framework including the raising in the standards expected and how to ensure achievement for all.

- Since April 2012 over 1050 practitioners of EYFS have attended training.

3 Key Stage 1

Attainment at Key Stage 1 is based on teacher assessments of reading, writing, maths and science. Barnet pupils' attainment at Level 2+ - the expectation for KS1 - showed improvement in reading and writing, but no real change in maths and science.

Key Stage 1 Assessments 2011-2012: % Level 2+ Reading, writing, maths, science										
		Barnet			National			Statistical neighbours		
		Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Reading	2011	84	89	86	82	89	85	84	90	86
	2012	86	91	88	84	90	87	86	91	88
Writing	2011	78	86	82	76	87	81	78	87	82
	2012	79	89	84	78	88	83	79	88	84
Maths	2011	90	91	90	88	91	90	90	92	91
	2012	90	92	91	89	92	91	90	92	91
Science	2011	88	91	90	89	91	90	87	90	89
	2012	89	92	90	89	92	90	88	91	89

Attainment at 2B+ is a more exacting measure. Outcomes for Barnet pupils are ahead of national and in line with statistical neighbours

Key Stage 1 Assessments 2011 -2012: % Level 2b+ Reading Writing , Maths										
		Barnet			National			Statistical Neighbours		
		Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Reading	2011	70	79	75	68	79	74	70	80	75
	2012	74	81	77	72	81	76	74	82	77
Writing	2011	55	69	62	53	70	61	56	70	62
	2012	58	71	64	57	72	64	58	73	65
Maths	2011	75	77	76	73	76	74	75	77	76
	2012	75	77	76	75	78	76	76	79	78

Key Stage 1: % Level 2+: attainment gap between pupils eligible for FSM and those not eligible			
	2010	2011	2012
	Reading		
Barnet	13	11	7
National	16	15	14
Statistical neighbours	13	11	9
	Writing		
Barnet	15	15	11
England	18	18	16
Statistical neighbours	17	14	13
	Maths		
Barnet	11	10	5
National	11	11	11
Statistical neighbours	11	10	8

3.1 Free school meal gap

The gap between FSM and NFSM pupils continues to narrow at Key Stage 1 in all subjects at L2+. The difference in attainment between the two groups has is lower than that nationally and for our statistical neighbours; the pace of reduction is faster in Barnet than nationally or for statistical neighbours.

3.2 Phonics Screening Check

For the first time in 2012 there was a national phonics screening check for Year 1 pupils. The proportion of Barnet pupils meeting the expected standard was higher than that nationally or of our statistical neighbours. Girls' performance was better than that of boys, a national trend, but the gap is narrower in Barnet than nationally or for our statistical neighbours. The gap between NFSM and FSM pupils is similar to that nationally and for statistical neighbours.

2012 Y1 Phonics Screening Check: % of pupils meeting expected standard									
	Barnet			National			Statistical neighbours		
	FSM	NFSM	ALL	FSM	NFSM	ALL	FSM	NFSM	ALL
ALL	49	67	64	44	61	58	44	61	59
BOYS	45	65	61	40	58	54	38	57	55
GIRLS	54	70	66	49	65	62	48	66	62

4 Key Stage 2

At Key Stage 2 outcomes for Barnet pupils continue to be better than those nationally and for our statistical neighbours. There were improvements year-on-year for all pupils gaining Level 4 in both English and maths. The gap between boys' and girls' attainment narrowed by 3% in 2012

KS2: % pupils gaining Level 4+ in both English and maths									
	Barnet			Statistical neighbours			National		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
2007	77	78	77	73	73.5	73	70	73	71
2008	78	81	79	74	77	75.5	71	75	73
2009	76	78	77	72.5	77	74.5	70	75	72
2010	78	80	79	76	80	77	71	76	73
2011	78	82	80	75	78	77	72	77	74
2012	82	83	82	79	82	80.5	77	82	80

4.1 Free School Meal gap

Outcomes for pupils eligible for FSM improved by 7% year-on-year ; the gap between NFSM and FSM pupils narrowed by 5%. The Children and Young People Plan target for a gap of 19% was exceeded. Data for England and our statistical neighbours is not yet available.

The Free School Meal (FSM)/ non FSM achievement gap: Key Stage 2: % Level 4+ in both English and Maths									
	Barnet			National			Statistical Neighbours		
	Non FSM	FSM	Gap	Non FSM	FSM	Gap	Non FSM	FSM	Gap
2006	83	58	25	74	49	25	78	52	26
2007	83	53	30	75	51	24	78	53	25
2008	84	60	24	77	54	23	79	57	22
2009	81	58	23	75	53	22	79	55	24
2010	81	62	19	77	56	21	80	58	22
2011	84	65	19	78	58	20	81	60	21
2012	86	72	14	N/A			N/A		

Special Educational Needs

There are three categories of SEN; from least to most severe they are: School Action, School Action Plus and Statement of Special Educational Need. Outcomes for Barnet pupils with SEN but without statements show year-on-year improvements. Data for England and our statistical neighbours is not yet available. Barnet has a higher percentage of pupils with SEN, in particular those at School Action and School Action Plus (average 2007 – 2012 of 26%) than England (average 22%) and

	Percentage attaining level 4 or above in mathematics						
	2006	2007	2008	2009	2010	2011	2012
Barnet CiC	-	75	57	59	-	54	50
Statistical Neighbours CiC	36	55	48	55	n/a	n/a	n/a
England CiC	41	43	44	46	44	48	n/a
Barnet All Children	81	81	84	83	84	84	86
England All Children	76	77	79	79	81	80	84

4.2 Action to Narrow the Gap at Key Stage 2

This has included:

- Analysis of performance data and presentations to headteachers at directors' meetings, with particular reference to underperforming groups
- Identification of schools where gender / FSM / ethnic / EAL gaps indicate concern
- Support to identified schools to consider the causes of progress and attainment gaps, and to improve provision through more precise identification of the learning needs of particular at-risk groups
- A range of centrally delivered training for teachers to improve the identification of needs, and strategies and approaches to improve provision, especially relating to reading and writing at Key Stage 2
- Training for Newly Qualified Teachers in approaches to improving provision for at-risk groups
- Targeted support for individual schools designed to build capacity in leaders and practitioners with bespoke programmes of support and challenge
- A cross-phase Narrowing the Gap conference was organised in February 2012, with guest speakers Dr Lee Elliot-Major from the Sutton Trust, and Steven Drew from Passmores Academy in Harlow featured in the Channel 4 series Educating Essex
- Action research projects with schools so that provision is improved for children at risk of underachievement
- A Narrowing the Gap advisor is working with Afghan Association Paiwand on a project, supported by a grant from the Paul Hamlyn Trust to develop Saturday school provision for disadvantaged and at risk pupils in KS1 and 2

5 Key Stage 4: GCSE

Attainment for pupils at Key Stage 4 continues to place Barnet in the top 10% of local authorities. The percentage of pupils gaining 5+ GCSEs at grades A*-C including English and maths fell by 1.5%, in line with our statistical neighbours; results nationally were static year-on-year.

Key Stage 4: % pupils gaining 5+A*-C GCSE passes including English and maths			
	Barnet	Statistical neighbours	National
2006	55.9	50.9	44.1
2007	59.7	50.5	45.9
2008	61.1	54.0	48.4
2009	61.4	56.6	50.9
2010	67.3	61.4	55.3
2011	68.8	63.2	58.4
2012	67.3	61.7	58.4

5.1 Progress from Key Stage 2 to Key Stage 4

Pupils are expected to make at least three levels of progress in English and maths between Key Stage 2 and Key Stage 4. Pupils who gained level 3 at Key Stage 2 are expected to gain at least GCSE grade D, those at Level 4 at least C, and pupils with Level 5 are expected to gain at least Grade B. Many level 5 pupils will gain A or A*. Progression rates for Barnet pupils place them in the top 10% for English and the top 15% for maths. There has been a fall in the rate of progress in English nationally and for our statistical neighbours, but the difference is not as great in Barnet as it is elsewhere. Although progress fell in English it continued to rise in maths, albeit at a slower rate. It is probable that the slow-down in English contributed to the drop in 5+ A*-C including English and maths outcomes in Barnet this year.

% of pupils making expected progress from KS2 to KS4 in English			
	Barnet	National	Statistical neighbours
2009	79.4	66.4	74
2010	83.3	71	79
2011	83.5	73.1	81
2012	81.5	68.9	75
% of pupils making expected progress from KS2 to KS4 in maths			
	Barnet	National	Statistical neighbours
2009	70	59.3	69
2010	76.2	63.4	70
2011	78.3	65.9	74
2012	79.5	69.6	78

5.2 Children in Care (CiC)

Children in Care in Barnet have, historically, been more successful than those nationally or in our statistical neighbours. Outcomes are

variable due to small cohort sizes.

	% of pupils gaining 5+A*-C inc E&M						
	2006	2007	2008	2009	2010	2011	2012
Barnet CiC				16	16	10	17
Statistical Neighbours CiC				n/a	13	n/a	n/a
England CiC				10	12	13	n/a
Barnet All Children				61	67	68	67
England All Children				50	53	58	59

5.3 Free school meal gap

The attainment gap between pupils eligible for free school meals and those not eligible continues to narrow in Barnet, and is now at its smallest ever. The rate of improvement here is better than national, where there has been no real change over the past 5 years. One reason for the reduction of the gap is that outcomes for NFSM pupils fell in 2012 whereas there was no change for FSM pupils. It is a measure of the success of work to improve outcomes for FSM pupils that their results did not follow the pattern of their peers.

% GCSE 5+ A*-C inc E&M: NFSM – FSM Gap									
	Barnet			National			Statistical neighbours		
	FSM	NFSM	GAP	FSM	NFSM	GAP	FSM	NFSM	GAP
2012	48	71	23	N/A	N/A	N/A	N/A	N/A	N/A
2011	48.3	73.1	24.8	34.7	62.2	27.5	41.9	67.4	25.5
2010	44	72	28	31.4	59	27.6	35.5	66	30.5
2009	34.2	67.2	33	26.7	54.5	27.8	33.8	60.4	26.6
2008	40.4	65.1	24.7	24	51.8	27.8	31	58	27
2007	33.8	64.4	30.6	21.5	49.4	27.9	30.3	54.3	24

5.4 Key Stage 4: SEN

The performance of pupils with SEN, with and without statements has historically been better than that nationally and in our statistical neighbours. Results for 2012 show an improvement year-on-year for pupils without statements, but results for those with statements remain static. Results are variable for this group because of small cohort sizes.

	% 5+A*-C inc E&M: Pupils with SEN but without a statement					
	2007	2008	2009	2010	2011	2012
Barnet	20	23	25	31	36	39
England	12	15	19	23	25	
Statistical Neighbours	17	20	21	23	29	

	% 5+A*-C inc E&M: Pupils with Statements					
	2007	2008	2009	2010	2011	2012
Barnet	10	9	10	12	17	17
England	5	5	6	7	9	
Statistical Neighbours	6	7	8	9	11	

5.5 English Baccalaureate (EBac)

The EBac was introduced in 2011. It comprises a package of GCSE passes at grade C or better in five subjects: English, maths, science, a humanities subject and a modern foreign language. The performance of Barnet pupils in the EBac is significantly better than that nationally and ahead of our statistical neighbours in all subjects except science. A significantly higher proportion of pupils are entered for EBac subjects than nationally. Barnet's overall performance in EBac places it 4th nationally.

	Percentage of pupils achieving the components of the English Baccalaureate					% entered	% achieved
	English	Maths	Sciences	History or Geography	Languages		
Barnet	76	76	79	76	85	39	31
National	66	69	75	68	70	23	16
Statistical neighbours	69	74	79	74	81	32	25

5.6 Academies

Whilst median outcomes for Barnet academies are higher than for non-academies, the rate of improvement is faster in non-academies. In 2012 outcomes for non-academies improved, but fell year on year in academies.

KEY STAGE 4: Median % 5 or more GCSE A*-C passes including English and maths								
	2005	2006	2007	2008	2009	2010	2011	2012 (Prov)
BARNET	57	58	62	61	61	67	69	67
NOT ACADEMIES	44	49	52	46	51	56	62	66
ACADEMIES	55	61	60	69	66	77	72	69

5.7 Action to narrow the gap at Key Stage 4 and in secondary schools

As outlined in paragraph 9.4, the Narrowing the Gap team works with Children's Service officers to provide analysis of performance data and to help develop improvement plans for schools.

Work with secondary schools has included

- Raising Achievement - Narrowing the Gap networking meetings for senior teachers responsible for attainment and progress have been run each term, along with meetings for teachers with responsibility for literacy in secondary schools.
- Support has been provided to maintained schools to help senior leaders monitor the progress of at risk groups and to improve provision, particularly with regard to marking and feedback.
- Training for NQTs on strategies to improve provision for vulnerable pupils and to improve provision for literacy across the curriculum.
- Support to schools to audit the quality of support for literacy across the curriculum and training for teachers in strategies to improve provision
- Help has also been given to help teachers improve support for literacy across the curriculum. A small grant was available to schools to develop this work through projects which will be evaluated later this term
- Work with the 14-19 team on strategies to prevent people Not in Education, Employment or Training (NEETs) and with the Senior Educational Psychologist to develop guidance on supporting pupils whose attainment and progress are at risk, through the Vulnerable Children Leading Edge Group.
- A project to pilot the Sutton Trust Toolkit recommendations for use of the Pupil Premium has been launched with 6 schools

6 Key stage 5: A Level

Young people in Barnet schools do very well at A level and Level 3 qualifications. There are a number of ways in which outcomes at KS5 can be gauged. Average point score (APS) per entry – per subject taken or APS per student - measures show that Barnet pupils perform significantly higher than those nationally or in our statistical neighbours, and that results improved year on year, especially for boys.

Grade	Points	
A*	300	The average point score for Barnet pupils in 2012 was 826 points. This is roughly equivalent to AAB at A level and would enable many to secure places at Russell group universities. The average point score per entry is 227 points, roughly a low B grade.
A	270	
B	240	
C	210	
D	180	
E	150	

Key Stage 5: Average point score per student : All Level 3 qualifications						
	Barnet		National		Statistical neighbours	
	2011	2012	2011	2012	2011	2012
Males	749	816.6	710.8	756.1	717.7	733
Females	793.9	835.0	743.4	794.9	757.1	778
All	773.5	826.1	728.2	776.8	738.8	747
Key Stage 5: Average point score per entry						
	Barnet		National		Statistical neighbours	
	2011	2012	2011	2012	2011	2012
Males	225.7	224.7	209.2	207.2	213.6	215
Females	227.6	228.5	216.5	215.1	220.2	221
All	227	227	213.1	211.4	216.8	218

Pass rates for students gaining two or more A levels or equivalent and those gaining AAB equivalents also provide an indication of how well Barnet students are performing:

Percentage of students achieving 2 or more passes of A level equivalent size						
	Barnet		Statistical Neighbours		National	
	2011	2012	2011	2012	2011	2012
Males	93.8	97.9	96.3	98	93.5	97.0
Females	97.0	98.3	97.0	98	93.7	98.1
All	95.6	98.1	96.4	98	93.6	97.6
Percentage of students achieving AAB or more passes at A level						
	Barnet		Statistical Neighbours		National	
	2011	2012	2011	2012	2011	2012
Males	31.2	19.5	18.9	11	16.5	9.9
Females	30.4	14.7	19.7	9	17.6	7.2
All	30.8	17.0	19.3	10	17.1	8.4

The percentage of students gaining 2 or more A level passes improved slightly year-on-year, in line with national trends, but there was a significant fall in the percentage gaining AAB or equivalent. This again follows the national trend but, nevertheless, outcomes for Barnet students are better than national or for our statistical neighbours.

Most schools require a minimum standard of GCSE attainment before students are accepted onto A Level courses, but unvalidated performance data indicates that FSM pupils (who would also have to meet those minimum entry requirements) attainment at A level / Level 3 lags behind that of NFSM pupils. Further analysis must be undertaken to ascertain some of the reasons for this difference.