

## Appendix A

### Provisional Report: Attainment and Achievement in Barnet, 2015/16

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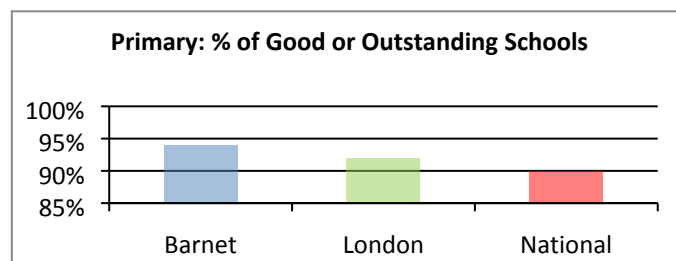
## Provisional Achievement, 2015/16

This report summarises the available information on pupils' achievement in Barnet schools in the 2015/16 academic year. There is limited national comparator data, but this is provided where available.

### Percentage of Good or Better Primary Schools

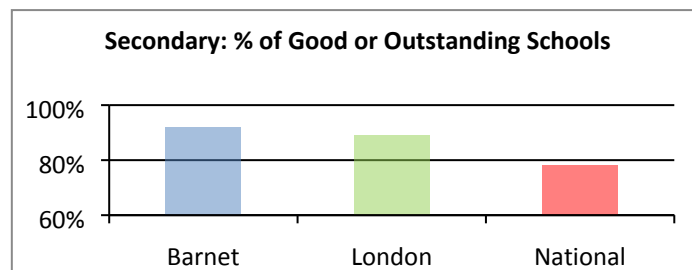
94% (83 schools) of Barnet's 88 primary schools are rated good or outstanding. The figure of 88 excludes two schools that have not yet been inspected since they opened (Millbrook Park and Watling Park).

This ranks Barnet 25<sup>th</sup> nationally<sup>1</sup>.



### Percentage of Good or Better Secondary Schools

92% (22 schools) of Barnet's 24 secondary schools are rated good or outstanding. This ranks Barnet 25<sup>th</sup> nationally.<sup>2</sup>



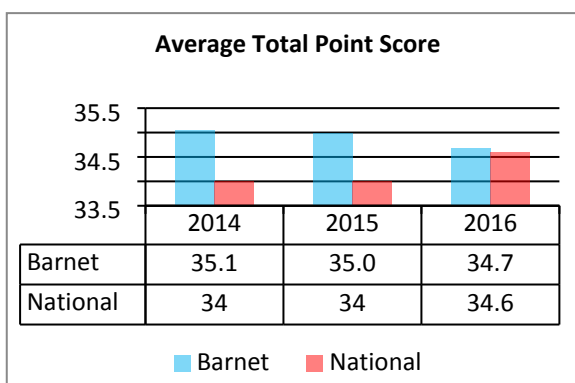
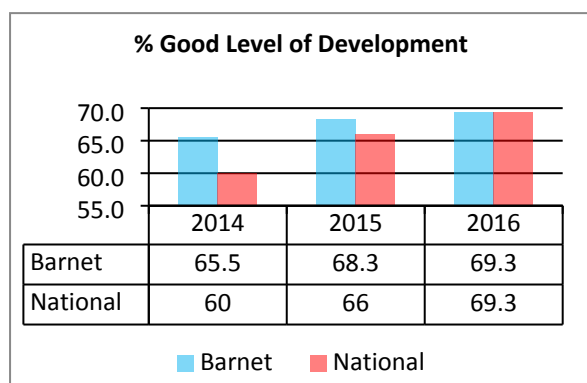
<sup>1</sup> Source: Watchsted (02/09/2016)

<sup>2</sup> Source: Watchsted (02/09/2016)

### Early Years Foundation Stage<sup>3</sup>

Published results are not yet available: headline results are due on 20 October 2016. The national figure shown below for 2016 is an estimated figure based on the NCER average.

Attainment in the Early Years Foundation Stage (end of reception) increased, whilst the national average also increased. Attainment is now broadly in line with national. The average total point score across all the learning areas fell slightly (by 0.3) to 34.7 whilst the national average increased to 34.6.

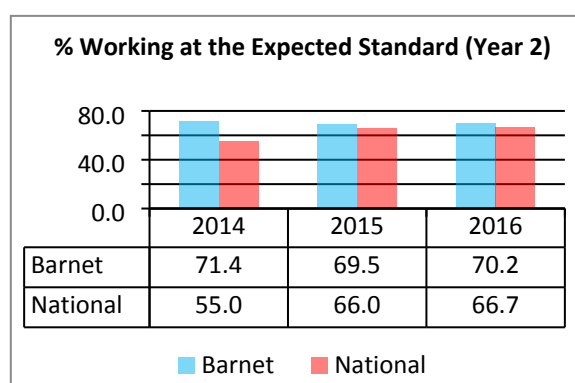
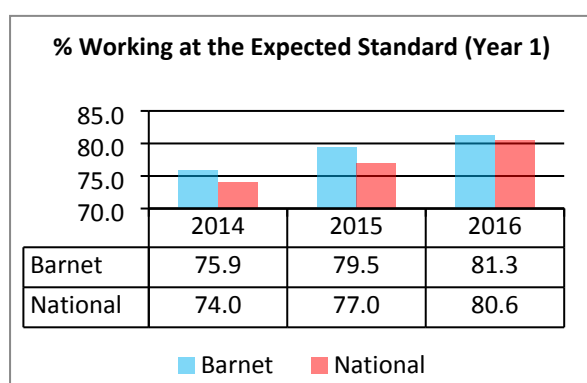


### Phonics (Year 1)<sup>4</sup>

Published results are not yet available: headline results are due on 29 September 2016. The national figure for 2016 shown below is an estimated figure based on the NCER average.

The percentage of Year 1 pupils working at the expected standard in Phonics increased to 81.3%, which is broadly in line with the national average (both 81% to 1 decimal place).

The percentage of Year 2 pupils who re-took the phonics test working at the expected standard is above the national average.



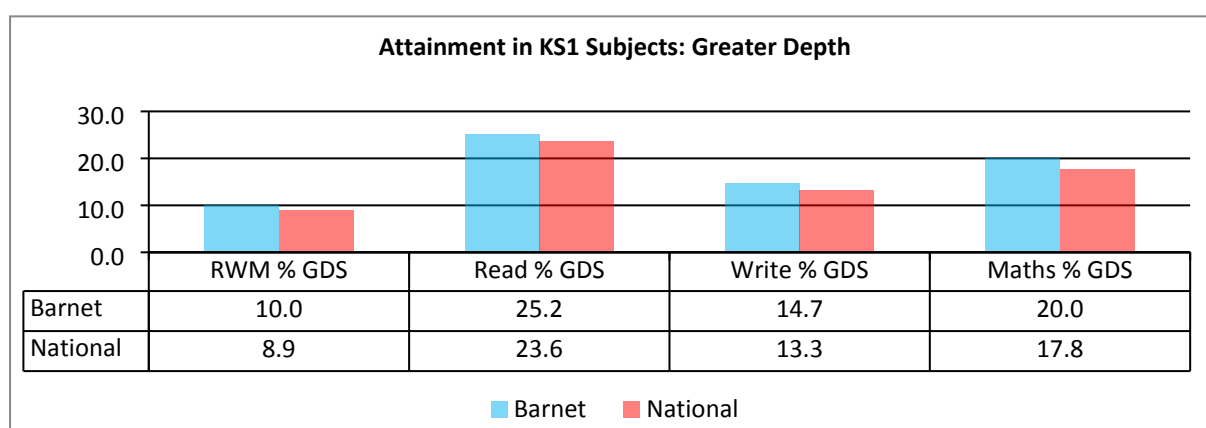
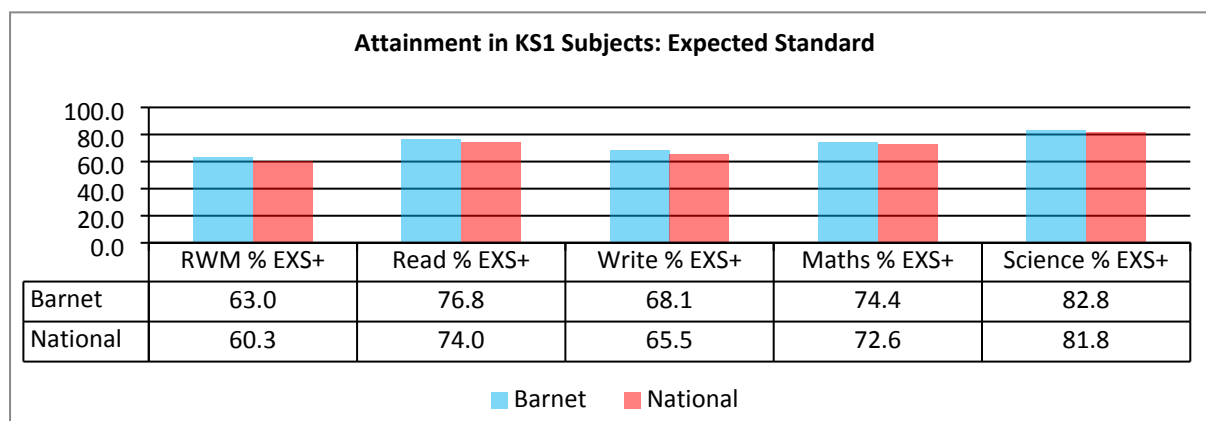
<sup>3</sup> Source: NCER (02/09/2016)

<sup>4</sup> Source: NCER (02/09/2016)

## Key Stage 1<sup>5</sup>

Published results are not yet available: headline results are due on 29 September 2016. The national figure shown below for 2016 is an estimated figure based on the NCER average.

The percentage of pupils whose attainment was at the expected standard or above (%EXS+) and the percentage assessed as working at a greater depth within the expected standard (%GDS) are above the national averages for all subjects.



<sup>5</sup> Source: NCER (02/09/2016)

## End of KS2 Assessment from 2016<sup>6</sup>

In March 2014, the DfE announced that a new primary school accountability system would be implemented from 2016.

Reforms to primary accountability from 2016 include:

- new headline attainment and progress performance measures
- a new floor standard, and
- reformed primary assessment.

The new primary assessment includes a new 'expected standard' (a higher standard than in 2015), along with new national curriculum tests in English reading, GPS (Grammar, Punctuation and Spelling) and Mathematics, with outcomes reported as scaled scores ranging from 80 to 120, rather than levels. A scaled score of 100 reflects 'expected' standards of attainment.

There are also new interim frameworks for teacher assessment, including pre-Key Stage standards for pupils who have not completed the relevant programme of study.

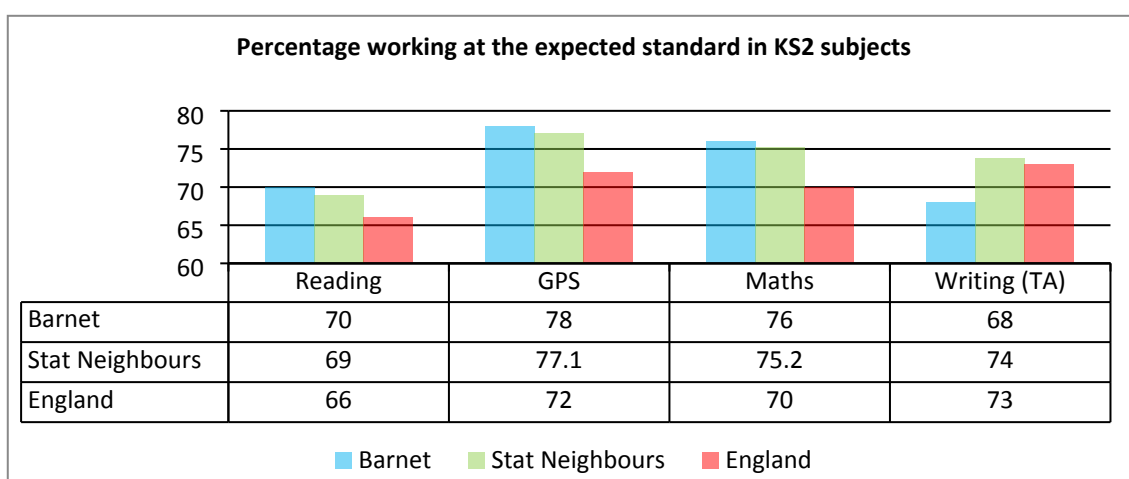
Writing in 2016 was assessed by teacher assessment only and was under this new framework for the first time.

## Primary Attainment (KS2)<sup>7</sup>

### Subject Attainment: Expected Standard

For the proportion of Barnet pupils reaching at least the expected standard:

- Barnet is ranked 25<sup>th</sup> nationally (out of 152 LAs) for Reading
- Barnet is ranked 15<sup>th</sup> nationally (out of 152 LAs) for GPS
- Barnet is ranked 17<sup>th</sup> nationally (out of 152 LAs) for Maths
- Barnet is ranked 124<sup>th</sup> nationally (out of 152 LAs) for Writing (Teacher Assessment)



<sup>6</sup> Source: DfE,

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/549568/Primary\\_school\\_accountability\\_in\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/549568/Primary_school_accountability_in_2016.pdf)

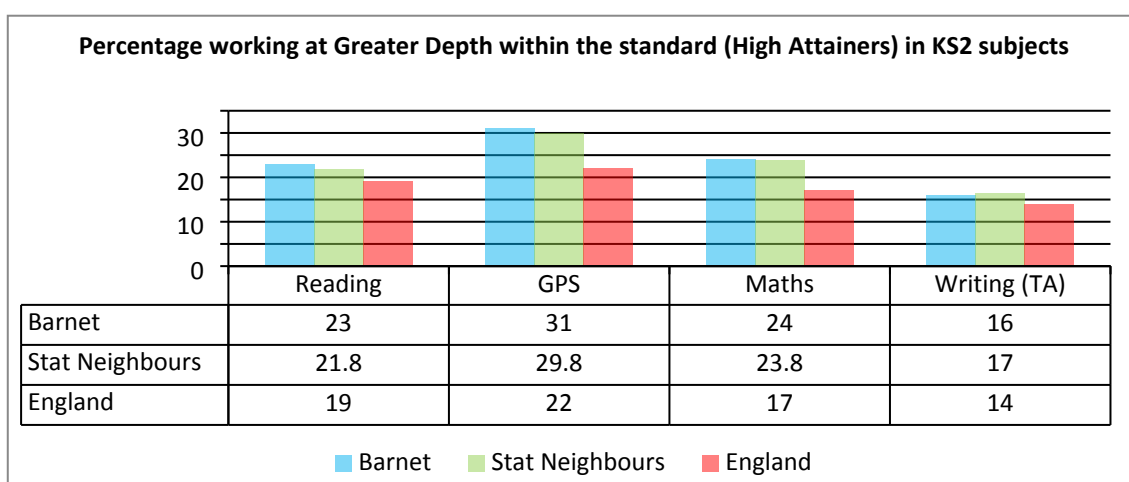
<sup>7</sup> Source: DfE, <https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2016-provisional>

The attainment levels for Writing are so anomalous that officers and school staff held a workshop at the end of July to consider the issues. A key conclusion, which is supported by independent research conducted by education datalab, was that this anomaly is almost certainly the result of inconsistencies in assessment and moderation across the country. The key driver appears to be variable assessment practices and inconsistent application of the standards criteria set out in the newly-introduced interim framework for teacher assessment in Writing. A detailed commentary on the Writing assessments is included in the attached Annex.

### Subject Attainment: Greater depth within the Expected Standard (High Attainment)

For the proportion of Barnet pupils reaching at least the expected standard and working at greater depth:

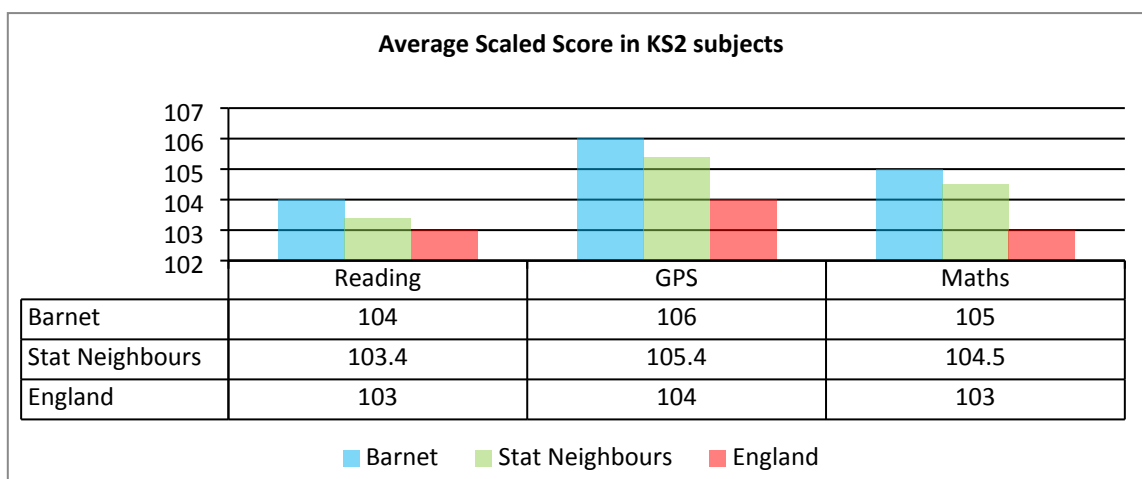
- Barnet is ranked 16<sup>th</sup> nationally (out of 152 LAs) for Reading
- Barnet is ranked 8<sup>th</sup> nationally (out of 152 LAs) for GPS
- Barnet is ranked 10<sup>th</sup> nationally (out of 152 LAs) for Maths
- Barnet is ranked 53<sup>rd</sup> nationally (out of 152 LAs) for Writing (Teacher Assessment)



### Subject Attainment: Average Scaled Score

For the average scaled score of Barnet pupils' test results:

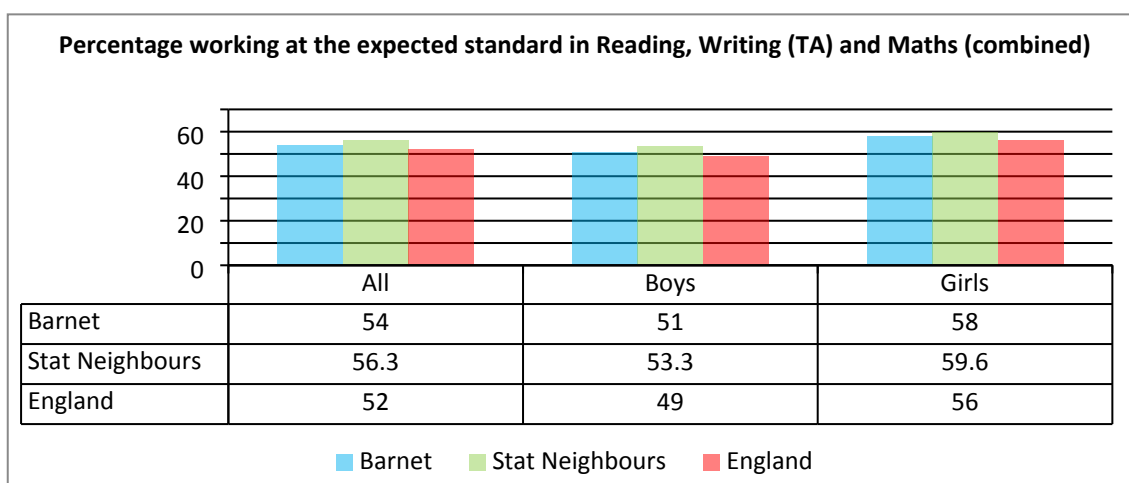
- Barnet is ranked 8<sup>th</sup> nationally (out of 152 LAs) for Reading
- Barnet is ranked 4<sup>th</sup> nationally (out of 152 LAs) for GPS (Grammar, Punctuation and Spelling)
- Barnet is ranked 4<sup>th</sup> nationally (out of 152 LAs) for Maths



### Reading, Writing and Maths

For the proportion of Barnet pupils reaching at least the expected standard in Reading, Writing and Maths (combined):

- Barnet is ranked 49<sup>th</sup> nationally (out of 152 LAs) for all pupils
- Barnet is ranked 45<sup>th</sup> nationally (out of 152 LAs) for boys
- Barnet is ranked 49<sup>th</sup> nationally (out of 152 LAs) for girls



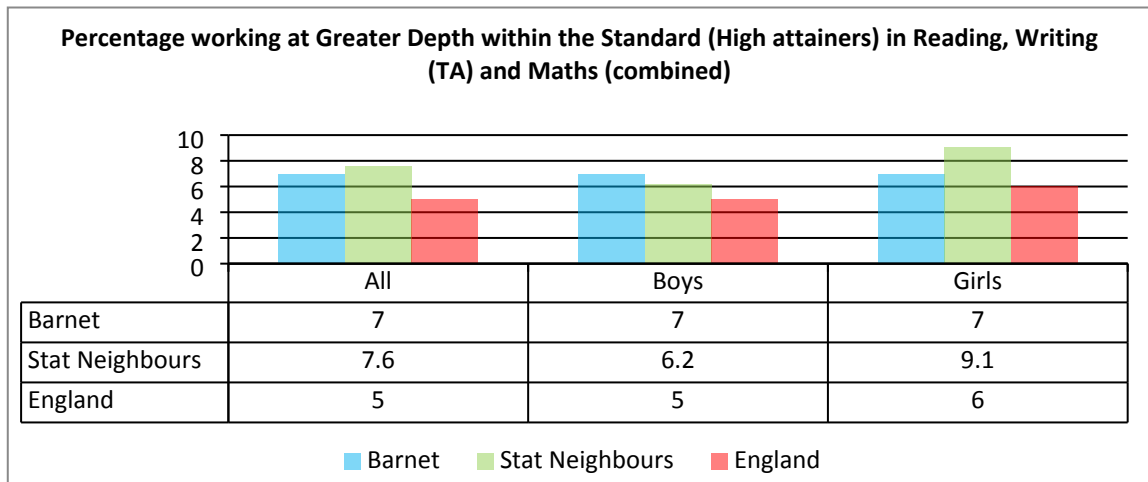
*Barnet's relative ranking on this measure has clearly been skewed by the anomalous Writing scores indicated above.*

*In 2015, 84% of Barnet's pupils at the end of Key Stage 2 attained a Level 4+ in Reading, Writing and Maths combined (RWM). This was above statistical neighbours and the national average, and in line with the London average. Barnet's national ranking remained fairly stable at 17<sup>th</sup> out of 152 (in 2014, Barnet was ranked 16<sup>th</sup>).*

*The apparent fall from 17<sup>th</sup> to 49<sup>th</sup> between 2015 and 2016 is not felt to be a true representation of the real relative levels of attainment in Barnet schools but is the result of inconsistent assessment and moderation across the country. The key driver appears to be variable assessment practices and inconsistent application of the standards criteria set out in the newly-introduced interim framework for teacher assessment in Writing. A detailed commentary on the Writing assessments is included in the attached Annex.*

For the proportion of Barnet pupils reaching greater depth (or a 'high standard') in Reading, Writing and Maths (combined):

- Barnet is ranked 22<sup>nd</sup> nationally (out of 152 LAs) for all pupils
- Barnet is ranked 8<sup>th</sup> nationally (out of 152 LAs) for boys
- Barnet is ranked 40<sup>th</sup> nationally (out of 152 LAs) for girls



### Primary Progress

Provisional results are due in November 2016

### Narrowing the Primary FSM (disadvantaged) gap and FSM (disadvantaged) attainment

Not yet available, validated - results due December 2016



## Secondary Assessment from 2016<sup>8</sup>

In October 2013, the DfE announced that a new secondary school accountability system would be implemented from 2016. It includes two new headline measures, Attainment 8 and Progress 8.

Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.

The new performance measures are designed to encourage schools to offer a broad and balanced curriculum with a focus on an academic core at key stage 4, and reward schools for the teaching of all their pupils, measuring performance across 8 qualifications. Every increase in every grade a pupil achieves will attract additional points in the performance table measures.

Attainment 8 measures the attainment of a pupil across 8 qualifications including Mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

A Progress 8 score will be calculated for each pupil by comparing their Attainment 8 score with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.

## Secondary attainment and progress (GCSEs)

Published data is not yet available -, provisional results are due on 13 October 2016.

However, data collected from 18 of Barnet's 23 Secondary schools indicates significant success across all measures:

	National (2015)	2015 Result – all Barnet schools	2016 Result – 18 out of 23 Barnet schools
<b>GCSE grades A*-C in English &amp; Maths</b>	59%	71%	73%
<b>% Ebacc</b>	24%	43%	43%
<b>Attainment 8</b>	4.8	5.6	5.5
<b>Progress 8</b>	0	0.5	0.5

- The proportion of pupils achieving an A\*-C grade in English and Maths increased by 2 percentage points and is above the national average from 2015.
- In 2015 Barnet's attainment in the EBacc measure was rated top in the country and it is likely that this high performance will continue.
- Barnet's Attainment 8 score has fallen by 0.1 grades, but this is likely to be similar to the national picture due to changes resulting from examination reforms (such as first entry

<sup>8</sup> Source: DfE,

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/536052/Progress\\_8\\_school\\_performance\\_measure.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536052/Progress_8_school_performance_measure.pdf)

rules being expanded to other subjects). Barnet's score is likely to remain above the national average.

- Barnet's Progress 8 score in 2015 was significantly above the national average (0.0), and remained unchanged this year despite changes arising from examination reforms, indicating performance will remain very strong.

### Secondary FSM attainment and achievement and narrowing the gaps

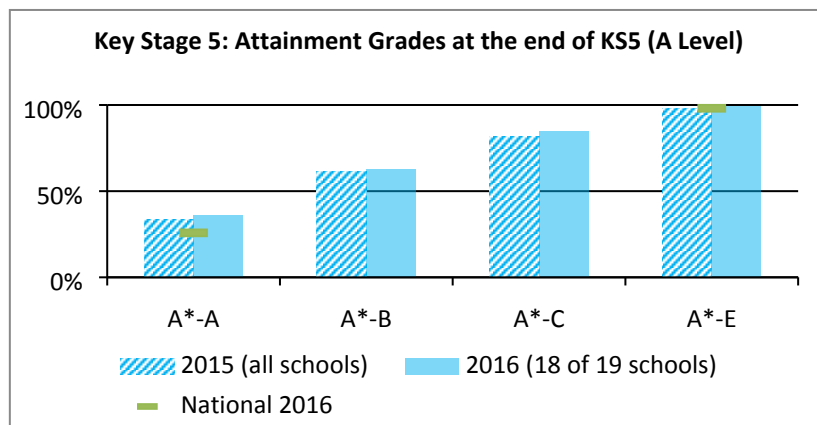
Not yet available - validated results due in January 2017

### Progress and attainment of looked after children at KS4

Not yet available - provisional results due on 13 October 2016

### Key Stage 5 Attainment

Based on data collected from 18 of Barnet's 19 school sixth forms, attainment at all grade thresholds increased between 2015 and 2016, including at the A\*-A grade boundary at which national was reporting a slight decrease from 25.9% to 25.8%. Nationally, the overall performance figure remained unchanged – with 98.1 per cent of entries receiving at least an E grade (meaning 1.9 per cent received U grades).



## Conclusion

Any conclusions drawn from the data currently are tentative and subject to change, but it is likely that there will be some significant successes to report once the validated data and national picture are available. Similarly, there are some emerging areas which are being addressed by Barnet's Education and Skills service.

## Key Successes

- A higher proportion of Barnet schools (primary and secondary) is rated good or outstanding by Ofsted compared to the national average.
- Key Stage 2 attainment (average scaled score) in Reading, GPS and Maths is within the top 10% of LAs nationally.
- Key Stage 4 and Key Stage 5 attainment is estimated to remain significantly above the national average, including the headline Key Stage 4 progress measure.

## Emerging Challenges

- The Early Years Foundation Stage outcomes are improving and in line with national, but remain outside the top 10% of LAs nationally. Barnet's School Improvement team are exploring the impact of Barnet's changing demographics on this indicator of performance.
- The Key Stage 2 Writing Interim Assessment Framework has presented challenges in ensuring consistency in assessment and moderation across local authorities. As a result Barnet's national rankings for both Writing and 'Reading, Writing and Maths' have fallen significantly. Whilst it is felt that this is not a true and fair reflection of the relative performance of Barnet's primary schools in writing, the school improvement service will continue to focus on improving practice in writing, particularly in those schools in the lowest quartile for attainment and below average for progress in Writing.

### Commentary on Key Stage 2 Writing Assessments

Following the introduction of the new national curriculum in 2014 and the removal of teacher assessment levels, the 2016 Interim Assessment Frameworks (IAFs) were introduced in 2015/16 to:

- support teachers in making robust and accurate judgements for pupils at the end of Key Stages 1 and 2 in 2016, and
- set out the standard(s) a child is assessed against at the end of the key stage for reading, writing, mathematics and science.

To show that pupils have met the standard, teachers needed to have evidence that a pupil demonstrated “consistent attainment of all the statements within the standard”. At Key Stage 2, the IAF judgements were used for national accountability measures in Writing only; Reading, SPAG and Maths were assessed with standardised national testing.

There has been some concern, as a result of the new changes in assessment frameworks and apparent discrepancies in the attainment outcomes, that writing assessment judgements may not be consistent across the country.

Becky Allen from Education Datalab<sup>9</sup> published a research paper this month exploring possible inconsistencies in KS2 Writing assessments across local authorities. The report says that, if you compare the 2016 writing and reading figures in local authorities there are some very clear disparities, with some local authorities having very high writing scores, given their reading performance, while others have very low writing scores, given their reading performance.

Allen goes on to say that it is perfectly possible that children in an authority with a high reading score and low writing score have particular difficulties in writing compared to reading, but that it seems more likely that moderation within the local authority was “particularly harsh.”

The report suggests that consistency in moderation across local authorities is much worse in 2016 than it was in 2015 and points out that the correlation between local authority reading and writing scores is 0.35 in 2016 compared to 0.84 in 2015 (for level 4 in each). This may be because schools and local authorities are not yet familiar with the new expected standard. They argue that the guidelines were not precisely specified, making it impossible for consistency to be achieved.

Because of these alleged inconsistencies, the report concludes that: “Given these concerns about the writing moderation this year, perhaps it would be safer to judge overall performance on maths and reading only.”

Barnet was highlighted, by name, as a local authority which may have judged Writing assessments more harshly than other local authorities nationally.

We are confident that Barnet’s moderation processes were robust and accurate, based on the information published within the IAF. Our advice to schools was based on this guidance. Schools that were moderated assessed writing accurately and our moderation confirmed their judgements (with only a very few exceptions).

However, officers were so concerned about Barnet’s results that they organised a Key Stage 2 Writing Review Day at the end of July to discuss with school representatives and Key Stage 2 Writing moderators, both from within and outside Barnet, what lessons could be drawn and to identify and share good practice and identify potential improvements. The

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<sup>9</sup> Source: Education Datalab, <http://educationdatalab.org.uk/2016/09/consistency-in-key-stage-2-writing-across-local-authorities-appears-to-be-poor/>

report and findings from this day will be shared with schools and a range of external stakeholders shortly. However, the main conclusions were that:

- The quality of writing in Barnet schools continues to improve despite what the published results might suggest.
- Moderation of writing assessments led to very few changes in school judgements.
- This is testament to the high standards of assessment in our schools and the quality of training and support for good assessment they receive.
- Assessments and moderation in Barnet are not harsh - they appear to be accurate and rigorous.
- The introduction of IAFs, and the removal of a “best fit” approach, has not led to greater consistency in writing assessment. The IAFs have been interpreted inconsistently across schools and local authorities, which has meant comparisons between schools and between local authorities has little meaning and use.
- After two years of focussed attention to improve writing in Barnet primary schools it is hard to believe, given the relatively high standards of our primary schools in all other respects, that Barnet children are poor writers compared with their peers in most other local authorities.
- Whilst Barnet’s and reading scores are relatively close to each other, with just 2% difference in those achieving the expected standard, nationally the gap is 7% and several LAs have writing scores that appear to be implausibly higher than their reading scores:

<b>Local Authority</b>	<b>% reaching expected level in Reading test</b>	<b>% reaching expected level in Writing (teacher assessments)</b>
Barnet	70	68
Waltham Forest	63	77
N.E. Lincolnshire	59	79
Salford	62	79
Rotherham	62	77
Hackney	70	84

- Education Datalab’s comments about 2016 moderation being much less consistent and less reliable in 2016 than in 2015 seems to be supported by the large change in Barnet’s ranking:
  - Barnet schools’ attainment in Writing at KS2 increased from 88% in 2014 to 89% in 2015 level 4+, whilst its national ranking decreased slightly from 22nd to 26th.
  - The national averages were 85% in 2014 and 87% in 2015.
  - Nationally, the new framework and the new threshold for the expected level have meant that percentages have fallen, with the national average falling to 73% for England and 68% for Barnet.
  - It is hardly credible that Barnet’s ranking in one year has fallen from 26<sup>th</sup> to 124<sup>th</sup>.
- Whilst we find it hard to believe the figures, we will continue to assume there is room for improvement in Writing and will continue to work with Primary schools to improve outcomes in Writing, with a particular focus on those schools that appear to be in the bottom quartile for Barnet and where progress scores are below the national average.