

STANDARDS AND QUALITY IN EDUCATION 2010

Cabinet Member	Councillor David Simmonds
Cabinet Portfolio	Deputy Leader of the Council Cabinet Member for Education and Children's Services
Officer Contact	Tim Lake, Education and Children's Services
Papers with report	None

HEADLINE INFORMATION

Purpose of report	To identify key issues in the standards and quality of education in Hillingdon schools. It provides a summary of performance trends and inspection outcomes for the academic year 2009/10
Contribution to our plans and strategies	Informs Children and Young People's Plan
Financial Cost	None
Relevant Policy Overview Committee	Education and Children's Services
Ward(s) affected	All

RECOMMENDATION

That the Cabinet notes the report .

INFORMATION

Reasons for recommendation

This report is presented to Cabinet to provide Cabinet members with data on school performance in the borough.

Alternative options considered / risk management

None.

Comments of Policy Overview Committee(s)

None at this stage.

Supporting Information

1. The attainment and progress data analysed in this report indicate that standards of education within Borough schools continue to rise. Ofsted inspection outcomes are generally positive and reflect the good quality of education provided by local schools.
2. This report is split into three sections: Summary of Standards (paragraphs 3 to 16), Summary of School Inspection Reports (paragraphs 17 to 19) and Detailed Performance Information (paragraphs 20 to 51).

Section 1: Summary of Standards

3. A summary of attainment in 2010 and the priorities for further improvement are set out below. Information is presented in relation to each Key Stage and is based on 2010 public examination results. Full details of achievements are described in Section 3: Detailed Performance Information. It should be noted that points made regarding the performance of particular groups of pupils are often based on small cohort sizes and so there is the potential for significant variation year on year.

Foundation Stage (Age 3 to 5)

4. Outcomes at the end of the Foundation Stage continue to improve, with another increase in the proportion of pupils attaining the main threshold measure (from 57% to 61%) and a narrowing of the gap between the lowest achieving 20% and the rest (from 36% to 33%). Whilst outcomes for girls are higher than those for boys in most of the areas assessed, both locally and nationally, the proportion of boys reaching expected levels in 'Linking Sounds and Letters' is 5% above the national average and the proportion reaching expected levels in writing is 7% above the national level.
5. Priorities for development this year include a focus on shapes, space and measures and continued work to ensure that pupils reach the expected standards against all three scales in numeracy.

Key Stage 1 (Age 5 to 7)

6. The proportions of pupils reaching the thresholds of level 2+ or level 3 in reading, writing or mathematics have either stayed constant or fallen slightly this year. This was not expected as these children had scored higher in their assessments at the end Foundation Stage than those in previous years.
7. There is still a large gap between the performance of boys and girls in reading and writing and this is broadly in line with the gap nationally.
8. Whilst more girls than boys reached level 2 or above in mathematics the proportion of girls reaching level 3 fell from 23% to 18% whilst the proportion of boys rose from 24% to 25%.
9. Priorities for 2010/11 include:
 - a) Focussed support in schools where progression from Foundation Stage to Key Stage 1 is low
 - b) Improved outcomes for White British boys eligible for Free School Meals (FSM), in both writing and mathematics

- c) Progress of White British and Black African boys, especially those assessed as School Action Plus

Key Stage 2 (Age 7 to 11)

10. Attainment at the end of Key Stage 2 and progress between Key Stage 1 and Key Stage 2 in both English and mathematics were generally higher than in previous years and in-line with or above national levels using most measures. In particular:
- a) Proportion attaining L4+ in both English and mathematics up from 73% to 77% (national 74%)
 - b) Proportion making 2 levels progress in English up from 84% to 88%
 - c) Proportion making 2 levels progress in mathematics up from 81% to 86%
 - d) No schools below the floor target of 55% Level 4+ in both English and mathematics
 - e) 72% of schools with CVA at or above 100.
11. Priorities for development include:
- a) Improve KS1 to KS2 progress of pupils eligible for FSM, particularly in mathematics
 - b) Continue to improve the progress of pupils of Black African ethnic origin
 - c) Support for schools where attainment and or progress is below expected levels.

Key Stage 3 (Age 11 to 14)

12. Since the removal of testing at the end of key stage 3, two years ago, there has only been limited attainment data available. Teacher assessments for 2010 show a continued upward trend in the proportion of pupils assessed at either level 5+ or level 6+ in the core subjects of English, mathematics and science. Outcomes in mathematics are now above the national average whilst those in English and science remain below.

Key Stage 4 (Age 14 to 16)

13. Attainment at the end of Key Stage 4 has continued to increase both locally and nationally. However, the pace of improvement in Hillingdon schools has been particularly striking.
- a) Over 80% of pupils attained 5+ A*-C grades in 2010, this compares to only 50% in 2005 and is a 10 point rise over 2009 figures, which compares to a 5 point rise nationally
 - b) About 56% of pupils attained 5+ A*-C (including English and mathematics), up from 52% in 2009
 - c) Pupils eligible for Free School Meals made better progress between KS2 and KS4 than nationally, particularly with reference to 5+ A*-C grades. This is helping to narrow the attainment gap
 - d) Proportion of pupils making expected progress in English up from 65% to 71% and now higher than the proportion nationally.
14. Priorities for 2010/11 include:
- a) Continue to reduce the Free School Meal Gap
 - b) Improved outcomes for pupils with Special Educational Needs
 - c) Support for schools where attainment and progress is still below national averages.

Key Stage 5 (Age 16 to 19)

15. Outcomes in terms of Average Point Score per Pupil and Average Point Score per Subject are still below the national average. However, progress measures which take

into account the prior attainment of pupils at the end of KS4 show that these outcomes are higher than those for pupils with similar prior attainment nationally.

16. Partnership working is growing between learning institutions to allow young people to personalise learning and to provide a cost effective way of delivering the greater diversity of curriculum that is found at KS5. Arrangements include Uxbridge College, Hillingdon Training and Skillnet. This means that young people have available programmes of learning at Foundation level, at L2 as well as Apprenticeships post 16.

Section 2: Summary of School Inspection Reports

17. In the academic year 2009/10 23 Borough schools were inspected by OfSTED; these consisted of three secondary and 20 primary.
18. The overall effectiveness of 22 of these schools was deemed to be at least satisfactory, with 16 being judged as good or better.
19. The tables below summarise the inspection findings across schools both nationally and across the London Borough of Hillingdon:

Primary Schools

Aspects of the school	Percentage of Schools (Number of schools in brackets)							
	Outstanding		Good		Satisfactory		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH
Overall effectiveness	9	15 (3)	44	55 (11)	39	25 (5)	7	5 (1)
Achievement and Standards	8	5 (1)	46	65 (13)	40	25 (5)	6	5 (1)
Quality of Teaching	5	5 (1)	52	65 (13)	39	25 (5)	4	5 (1)
Leadership and Management	12	25 (5)	50	55(11)	34	20 (4)	4	0 (0)

Secondary Schools

Aspects of the school	Percentage of Schools (Number of schools in brackets)							
	Outstanding		Good		Satisfactory		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH
Overall effectiveness	13	33 (1)	36	33 (1)	41	33 (1)	11	0 (0)
Achievement and Standards	11	0 (0)	39	67 (2)	41	33 (1)	10	0 (0)
Quality of Teaching	4	0 (0)	47	67 (2)	45	33 (1)	5	0 (0)
Leadership and Management	17	33 (1)	50	67 (2)	29	0 (0)	4	0 (0)

These tables show:

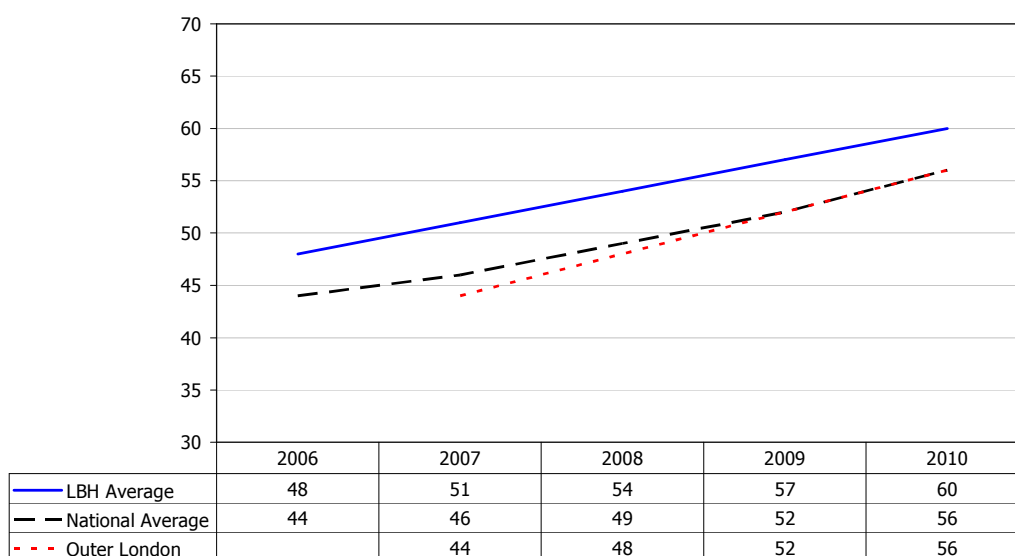
- A larger proportion of primary schools assessed as outstanding locally than nationally
- Leadership and Management judged to be good or outstanding in a much larger proportion of schools locally than nationally.

Section 3: Detailed Performance Information

Foundation Stage

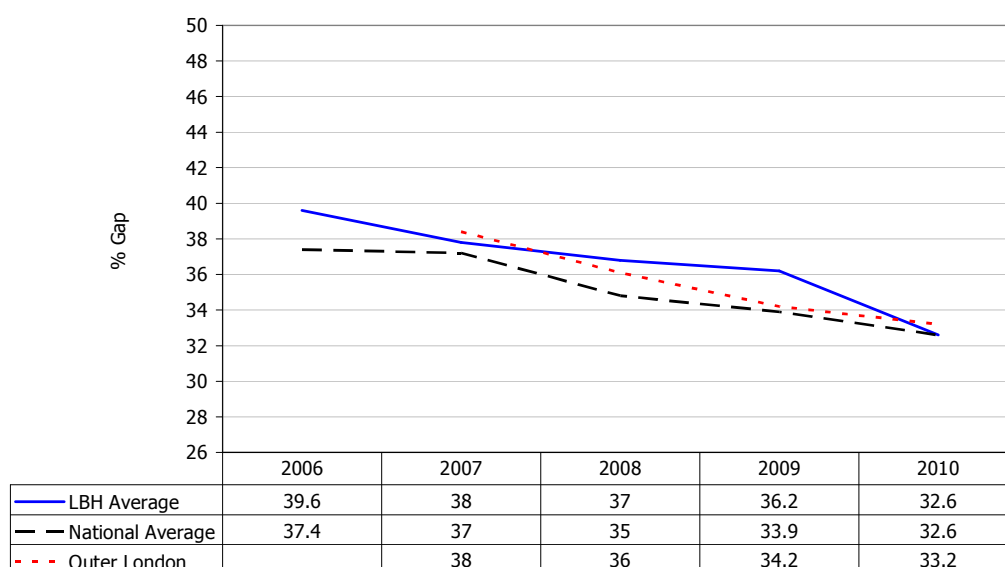
20. Proportion of children assessed at 78 points or higher with at least 6 in Communication, Language and Literacy (CLL) and Personal, Social and Emotional Development (PSE) continues to rise.

Chart 1: % Children assessed at 78 Points or higher with at least 6 in CLL and PSE



21. The gap between the lowest 20% and the rest continues to fall and is now down to national levels.

Chart 2: Gap between the lowest 20% and the rest

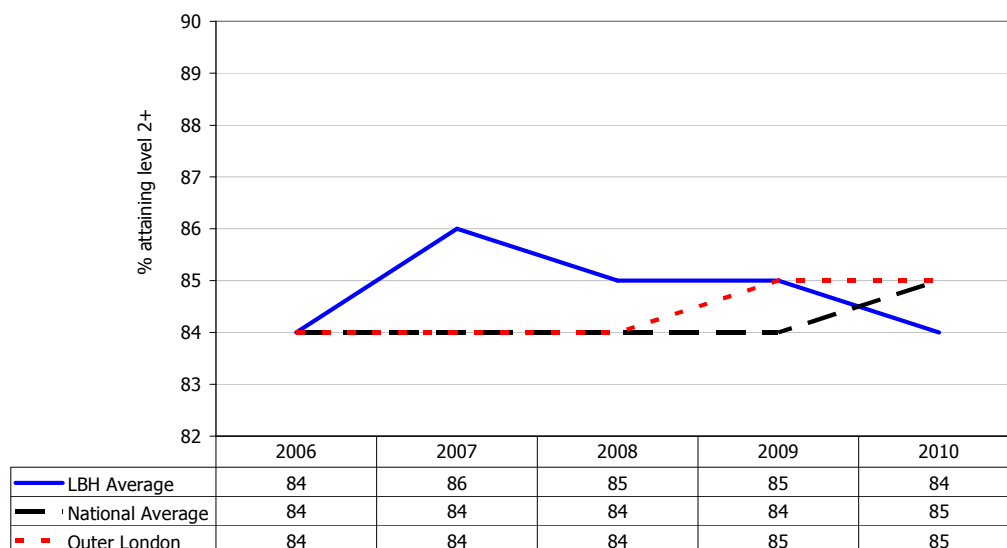


Key Stage 1

Reading

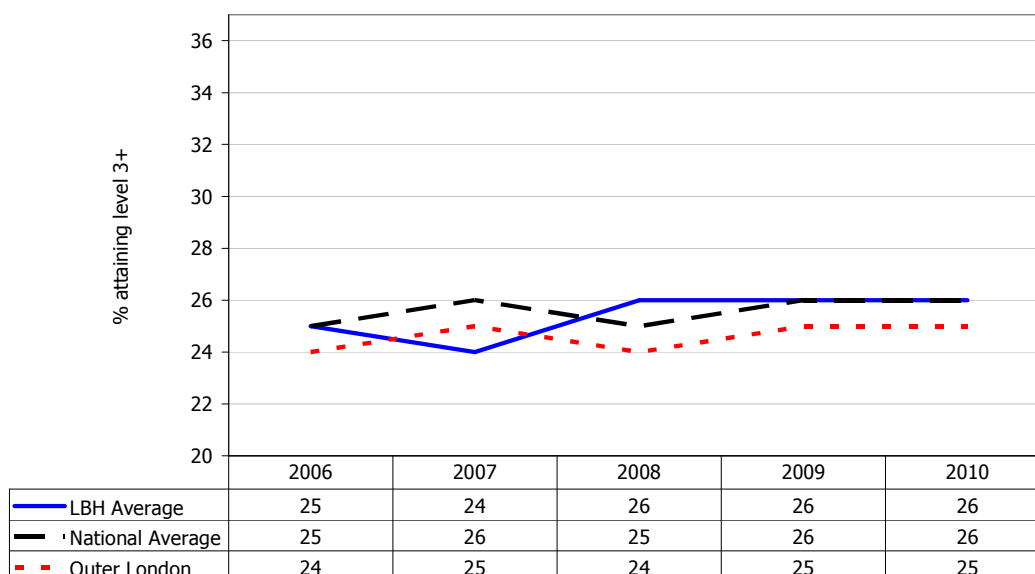
22. Chart 3 shows the proportion of borough pupils attaining level 2 or above in Reading. The final figure is likely to be lower than in 2009 and 2 points lower than in 2007. Local outcomes are now lower than those nationally and across Outer London.

Chart 3: Percentage of Pupils attaining Level 2 or above in Key Stage 1 in READING



23. Chart 4 shows the proportion of borough pupils attaining level 3 or above in Reading at Key Stage 1. The proportion of LBH educated pupils reaching level 3 has remained the same over the last three years, whilst national results have risen from 25% in 2008 to 26% in 2010. The proportion of children in the borough reaching this level is still above the average for Outer London.

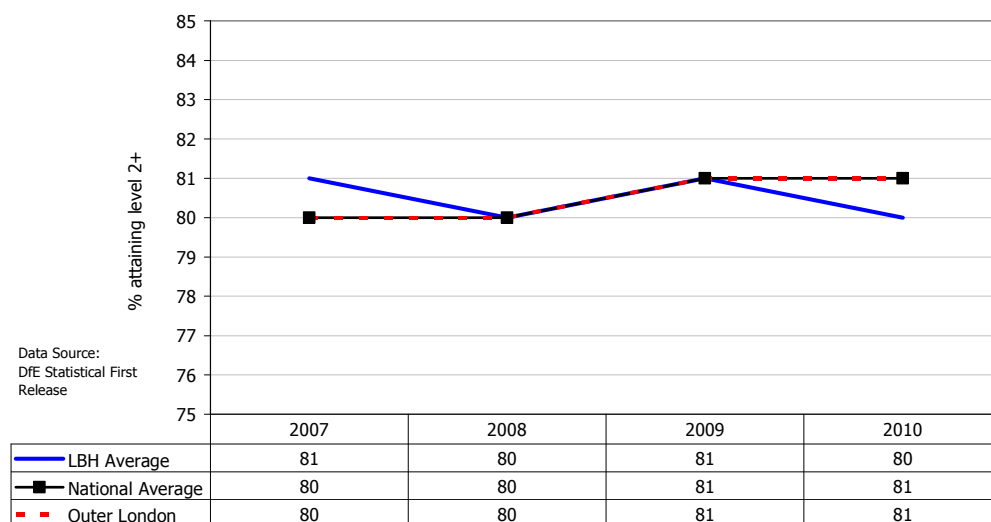
Chart 4: Percentage of Pupils attaining Level 3 or above in Key Stage 1 in READING



Writing

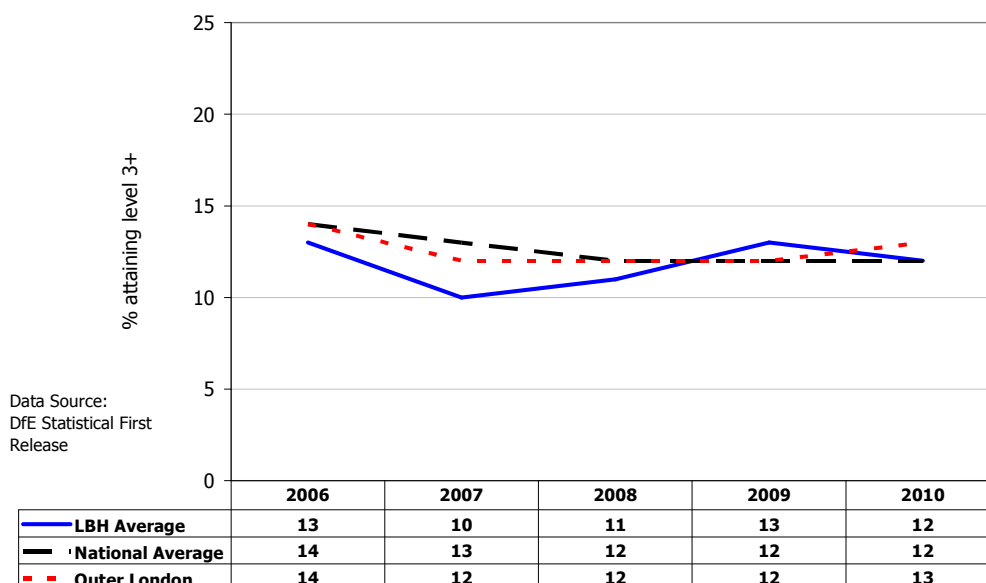
24. Chart 5 shows the proportion of borough pupils attaining level 2 or above in Writing. The proportion of pupils reaching this level fell slightly this year in LBH schools. In contrast the proportion of pupils reaching this level both nationally and across our Schools in Outer London remained the same as in 2009 and is now higher than the proportion locally.

Chart 5: Percentage of Pupils attaining Level 2 or above in Key Stage 1 in WRITING



25. Chart 6 shows the proportion of borough pupils attaining level 3 or above in Writing at Key Stage 1. LBH results are slightly lower than in 2009. Outcomes for borough are now just below those for Outer London and broadly in line with those nationally.

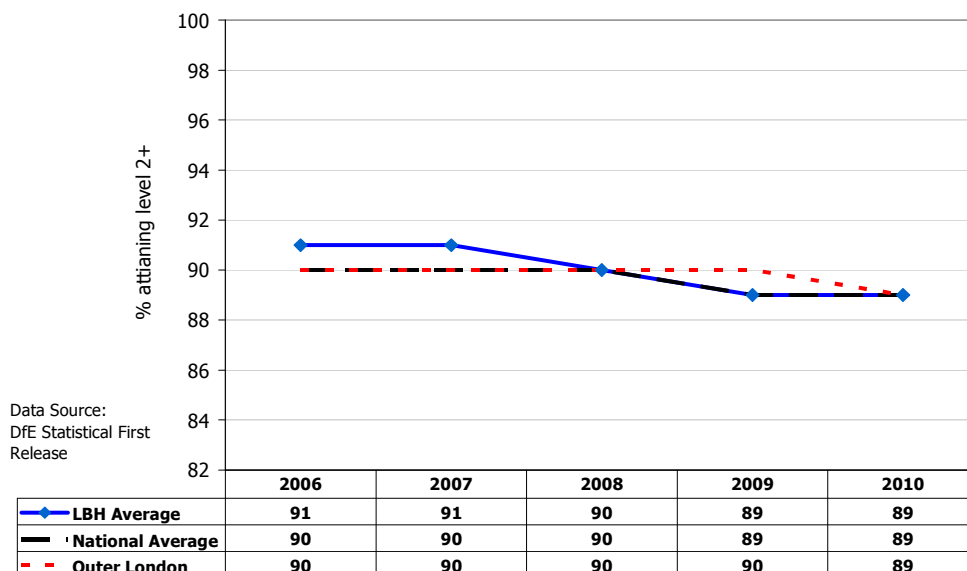
Chart 6: Percentage of Pupils attaining Level 3 or above in Key Stage 1 in WRITING



Mathematics

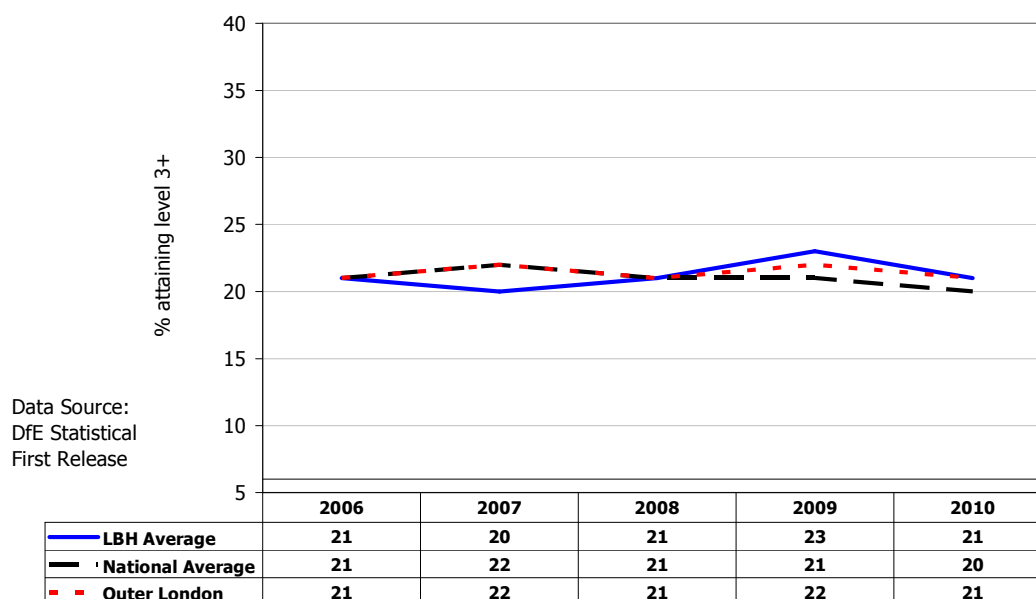
26. Chart 7 shows the proportion of borough pupils attaining level 2 or higher in Mathematics. This fell between 2007 and 2009 and is now in-line with national figures and those for Outer London.

Chart 7: Percentage of Pupils attaining Level 2 or above in Key Stage 1 in Maths



27. Chart 8 shows the proportion of London Borough of Hillingdon pupils attaining level 3 or above in Mathematics at the end of Key Stage 1. This is lower than last year but still above national figures.

Chart 8: Percentage of Pupils attaining Level 3 or above in Key Stage 1 in Maths

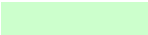


Key Stage 1 results by gender

28. From Table 1 you can see that girls outperformed boys in reading and writing both in Hillingdon schools and nationally. The only area in which boys outperformed girls was level 3 mathematics. The gap of about 7 percentage points is higher than in previous years and larger than the national gap of 5 points.


Table 1: KS1 Attainment by Gender

		LBH Gap (G-B)		Nat. Gap (G-B)	Girls			Boys		
		2010	2009	2010	2010	2009	National	2010	2009	National
%Level 2+	Reading	9	8	8	89	89	89	80	81	81
	Writing	11	10	12	86	86	87	75	76	75
	Maths	5	2	3	91	91	91	86	89	88
% Level 2b+	Reading	11	9	11	78	77	78	67	68	67
	Writing	14	15	17	66	68	69	52	53	52
	Maths	4	4	3	76	76	75	72	72	72
% Level 3+	Reading	7	7	8	30	30	30	23	23	22
	Writing	6	9	8	15	18	16	9	9	8
	Maths	-7	-1	-5	18	23	18	25	24	23

 Gap Reduced

 Lower than in 2009

 Gap increased

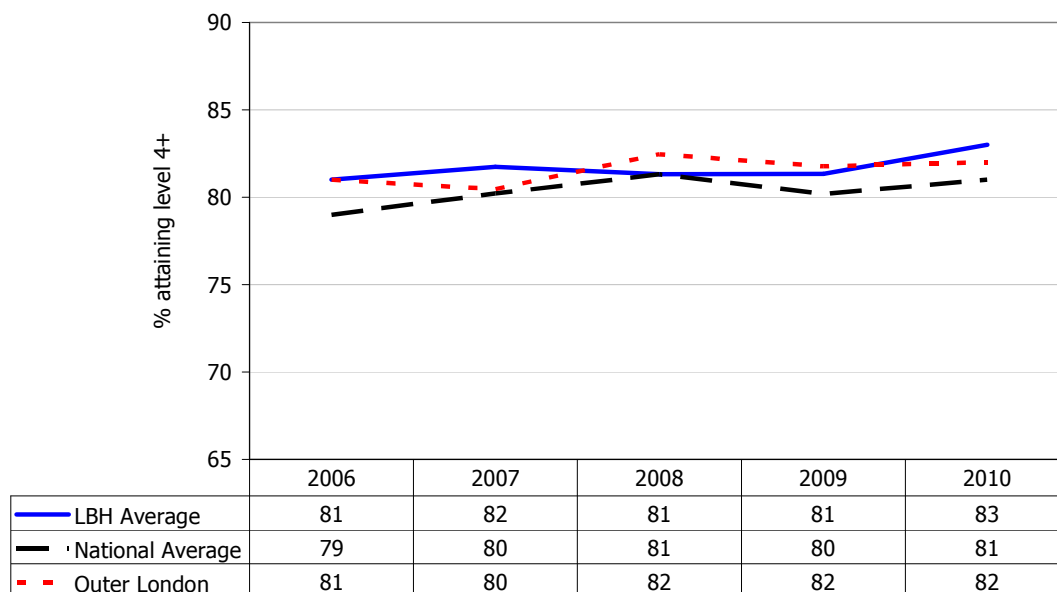
 Higher than in 2009

Key Stage 2

English

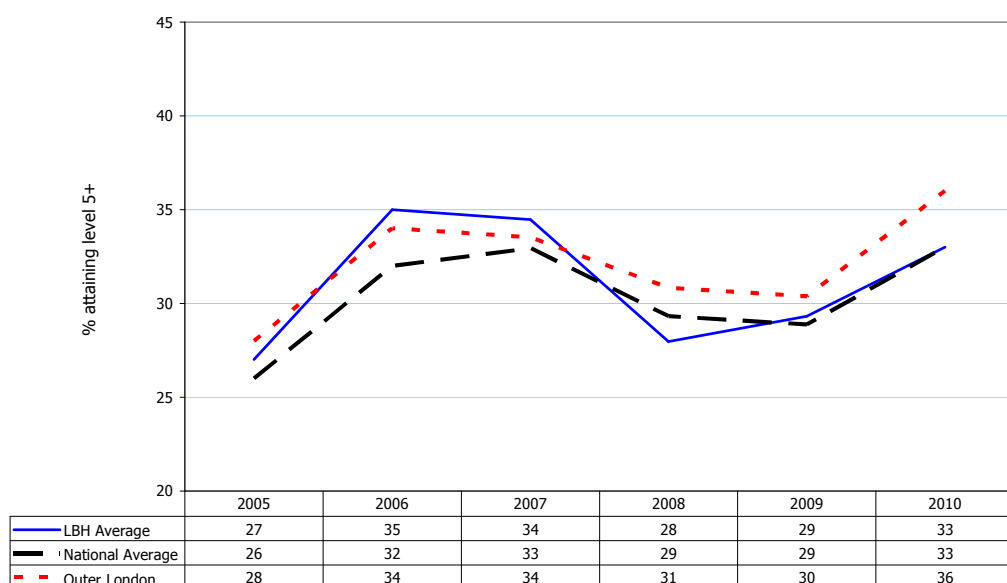
29. Chart 9 shows the proportion of borough pupils attaining level 4 or above in Key Stage 2 English. Final figures are likely to confirm that attainment in local schools has risen by about 2 percentage points and is now higher than nationally and in Outer London.

Chart 9: Percentage of Pupils attaining Level 4 or above in Key Stage 2 in English



30. Chart 10 shows the proportion of borough pupils attaining level 5 or above in Key Stage 2 English. The proportion of pupils in Hillingdon schools reaching this level was 4 points higher than in 2009. This is in-line with outcomes nationally but below those for Outer London.

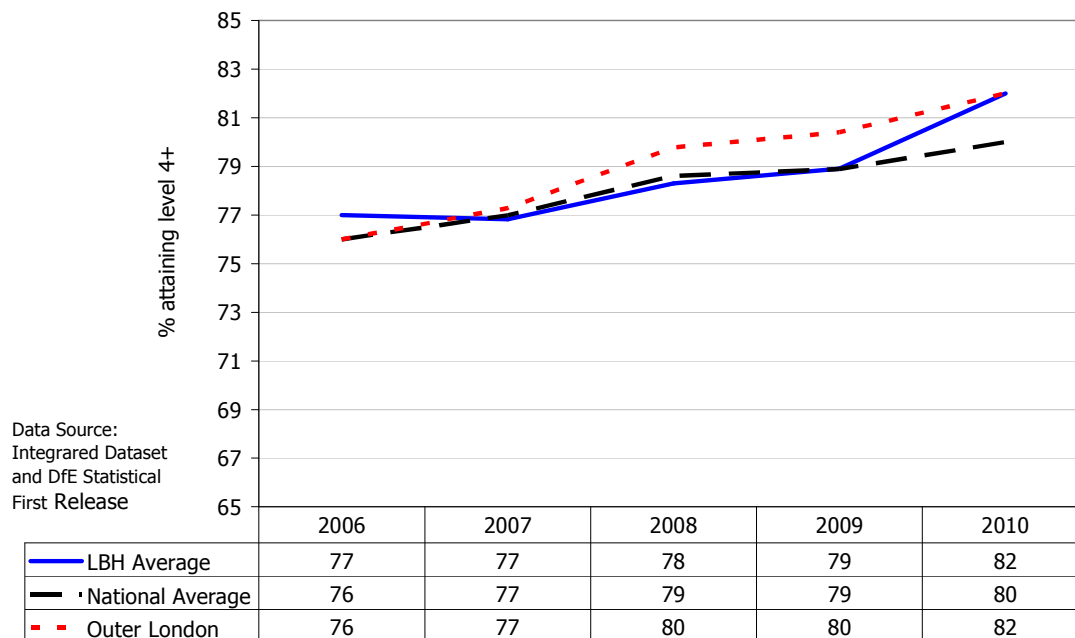
Chart 10: Percentage of Pupils attaining Level 5 or above in Key Stage 2 in English



Mathematics

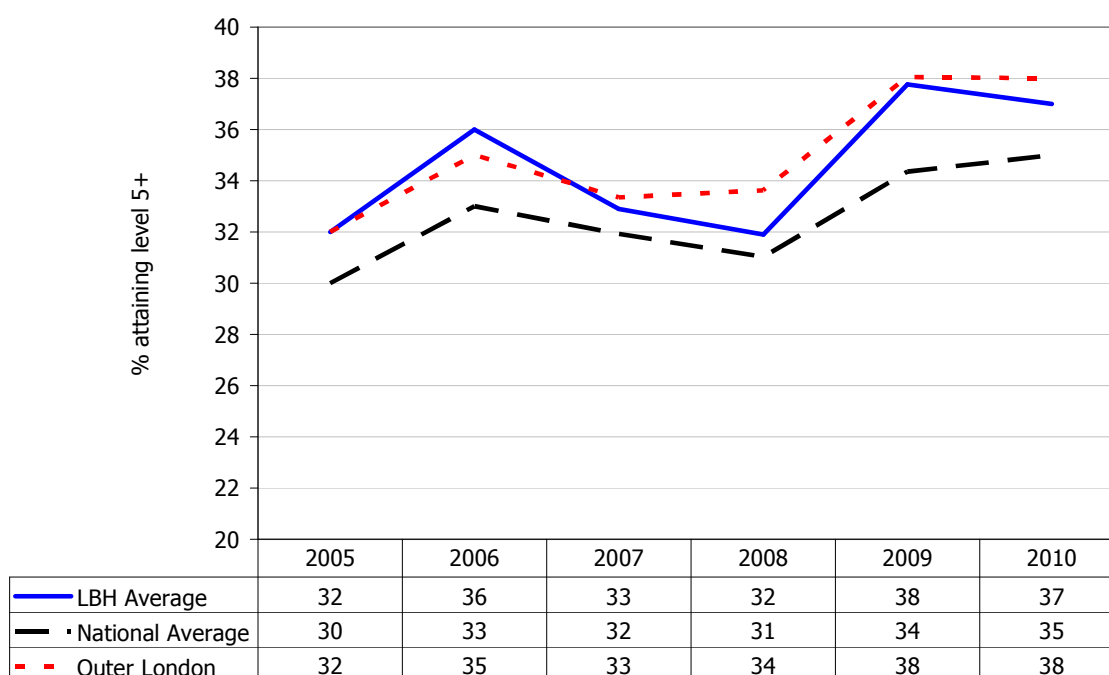
31. Chart 11 shows the proportion of borough pupils attaining level 4 or above in Key Stage 2 Mathematics. Final results for 2010 are likely to be about 3 points higher than in 2009, a bigger increase than nationally or in schools across Outer London.

Chart 11: Percentage of Pupils attaining Level 4 or above in Key Stage 2 in Maths



32. Chart 12 shows the proportion of borough pupils attaining level 5 or above in Key Stage 2 Mathematics. Results for 2010 are slightly lower than in 2009 but still well above the figure for 2008. Results are higher than national but just below those for schools across Outer London.

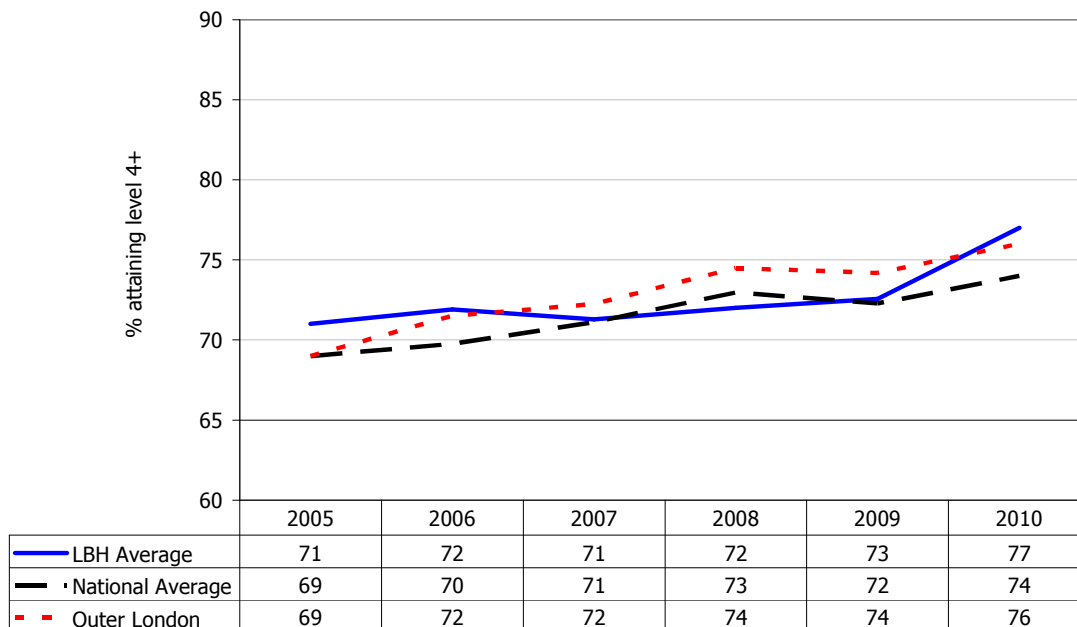
Chart 12: Percentage of Pupils attaining Level 5 or above in Key Stage 2 in Maths



English and Mathematics (Combined)

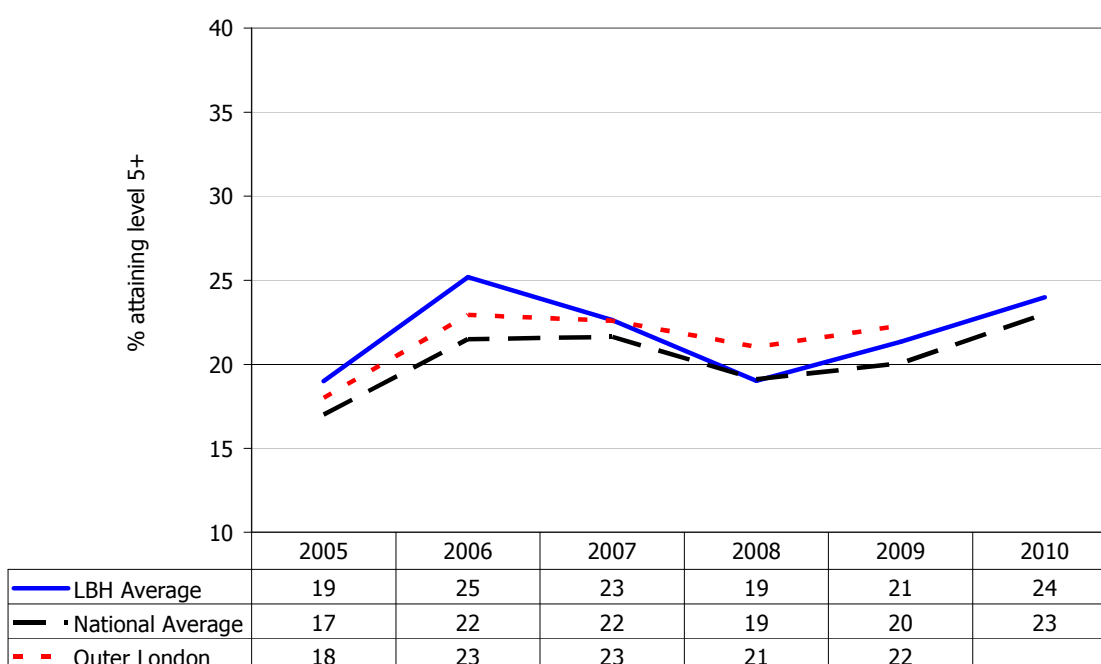
33. Chart 13 shows the proportion of borough pupils attaining level 4 or above at Key Stage 2 in both English and Mathematics. Attainment of pupils in borough schools is higher than in 2009 and now well above national levels.

Chart 13: Percentage of Pupils attaining Level 4 or above in Key Stage 2 in both English and Maths



34. Chart 14 shows the proportion of borough pupils attaining level 5 or above at Key Stage 2 in both English and Mathematics. The proportion of LBH pupils at this level has risen for a second year in a row.

Chart 14: Percentage of Pupils attaining Level 5 or above in Key Stage 2 in both English and Maths



Key Stage 2 results by gender

35. Table 2 provides a breakdown by gender of the results in end of Key Stage 2 tests. The outcomes for boys were higher than in 2009 in each of the areas assessed (reading, writing, English and mathematics) both in terms of level 4+ and level 5+. The gap between the proportion of boys and girls and girls reaching at least level 4 has narrowed in each area but the gap in relation to attaining level 5 has widened. As at the end of KS1 it is only at maths level 5+ that boys outperform girls.

Table 2: KS2 Attainment by Gender

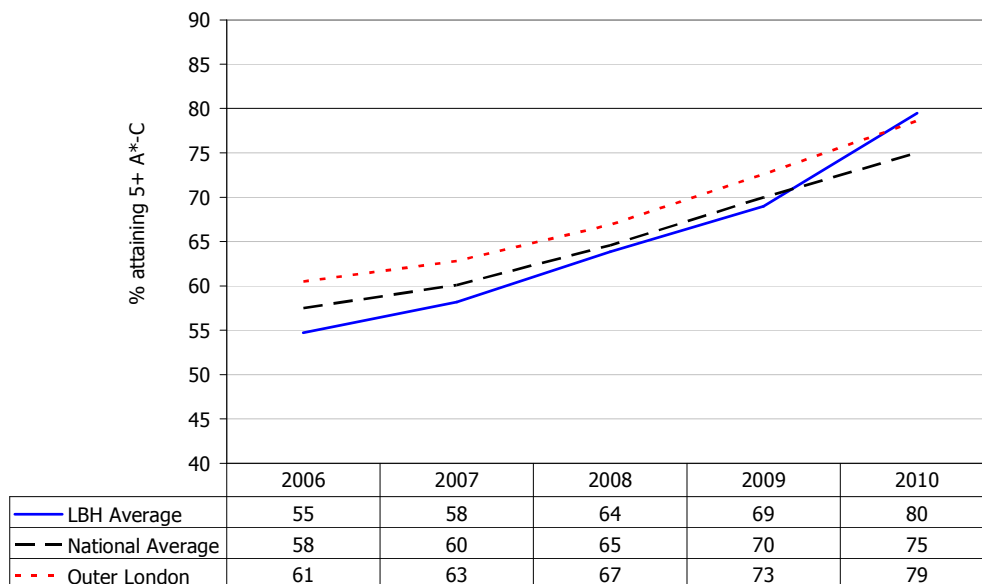
	LBH Gap (G-B)		Nat. Gap (G-B)		Girls 2009	National	2010	Boys	
	2010	2009	2010	2010				2009	National
English	7	10	9	86	86	85	79	76	76
Reading	5	8	6	88	90	87	83	82	81
%Level 4+ Writing	11	13	15	80	75	79	69	62	64
Maths	0	-2	0	82	77	80	82	79	80
Science	0	3	0		88			85	
English	13	12	14	39	35	40	26	23	26
Reading	11	10	10	57	53	56	46	43	46
% Level 5+ Writing	10	8	11	26	23	26	16	15	15
Maths	-7	-4	-5	34	35	32	41	39	37
Science	0	1	0		42			41	

Key Stage 4

5+ A*-C Grades

36. For the first time ever the percentage pupils in Hillingdon schools attaining 5 or more GCSEs at grades A* - C has risen above the national level. It has risen from just 55% in 2007 to nearly 80% in 2010; a faster rate of increase than nationally or across other Outer London Boroughs.

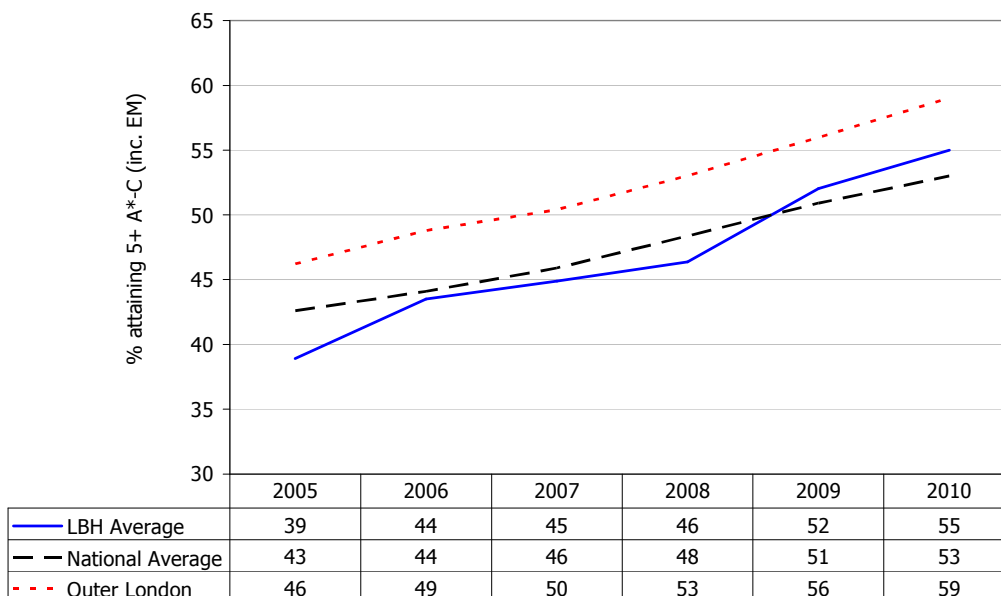
Chart 15: Percentage of Pupils attaining at least 5+ A*-C Grades



5+ A*-C Grades (Including English and Mathematics)

37. The percentage of borough pupils attaining 5 or more GCSEs at grades A* - C (including English and mathematics) is continuing to rise and is above the national figure.

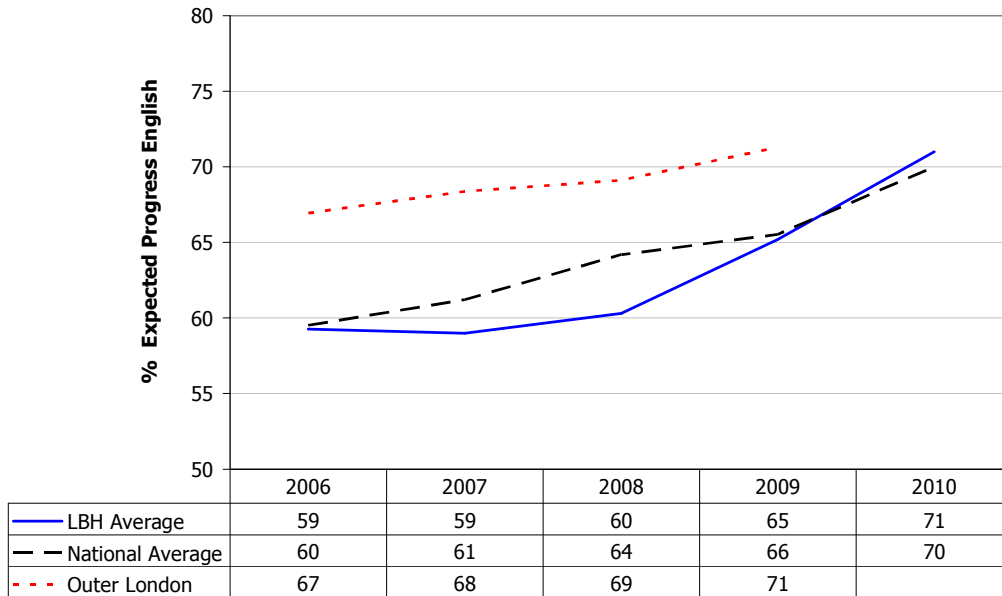
Chart 16: Percentage of Pupils attaining at least 5+ A*-C Grades (including English and mathematics)



Expected Progress English

38. The proportion of borough making at least 3 levels progress in English has increased by over 10 percentage points over the last two years and in 2010 is above the national level.

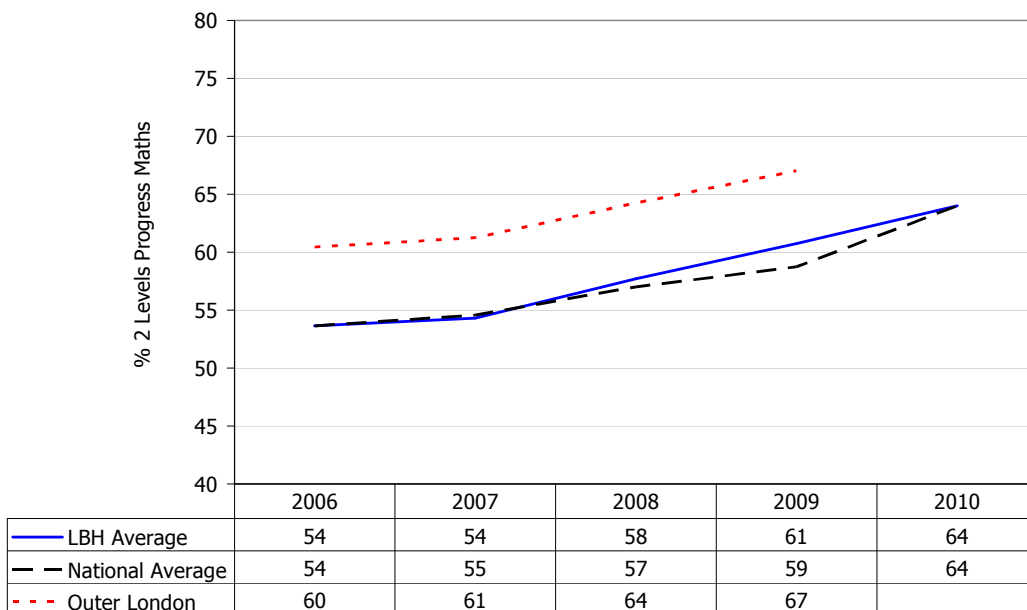
Chart 17: Percentage of pupils making expected progress in English



Expected Progress Mathematics

39. The proportion of pupils making the expected progress between KS2 and KS4 in mathematics has increased by about 10 percentage points since 2008 both in local schools and nationally.

Chart 18: Percentage of pupils making expected progress in mathematics



Key Stage 4 results by gender

40. It can be seen from Table 3, below, that outcomes for both boys and girls were higher than in 2009 against all four of the key measures. They are also higher than national figures. The gender gap remained unchanged against the two threshold measures but widened slightly in relation to progress made.

Table 3: KS4 Attainment by Gender

	LBH Gap (G-B)		Nat. Gap (G-B)	2010	Girls 2009	National	2010	Boys	
	2010	2009	2010					2009	National
5+ A*-C	9	9	8	84	72	79	75	63	71
5+ A*-C (inc. EM)	7	7	9	59	55	58	52	48	49
Expected progress English	12	9	11	80	72	76	68	63	65
Expected progress mathematics	2	0	3	68	63	65	66	63	62

Key Stage 5

41. There are two main national indicators of performance at Key Stage 5.

The average point score per student (based on performance in GCSE/VCE/A/AS and key skills examinations). See Chart 19.

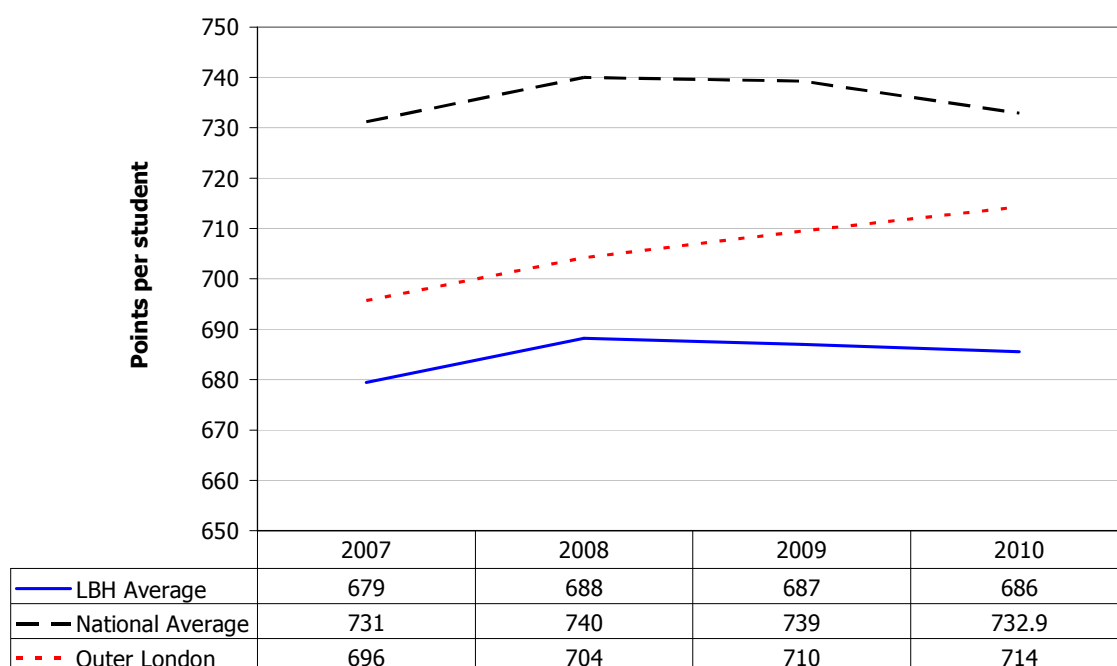
The average per exam taken (based on performance in GCSE/VCE/A/AS and key skills examinations). See Chart 20.

Average point scores are not a particularly good measure of performance post-16. They are determined by the access policy of the schools as much as achievement of the pupils. If schools restrict Level 3 courses to those with high GCSE grades the average point scores will be much higher than if more pupils are allowed onto the courses.

Average Points per student

42. The average points per student fell slightly both in Hillingdon and nationally and the gap between local and national outcomes is lower than in previous years. However the gap between Hillingdon and Outer London continues to increase.

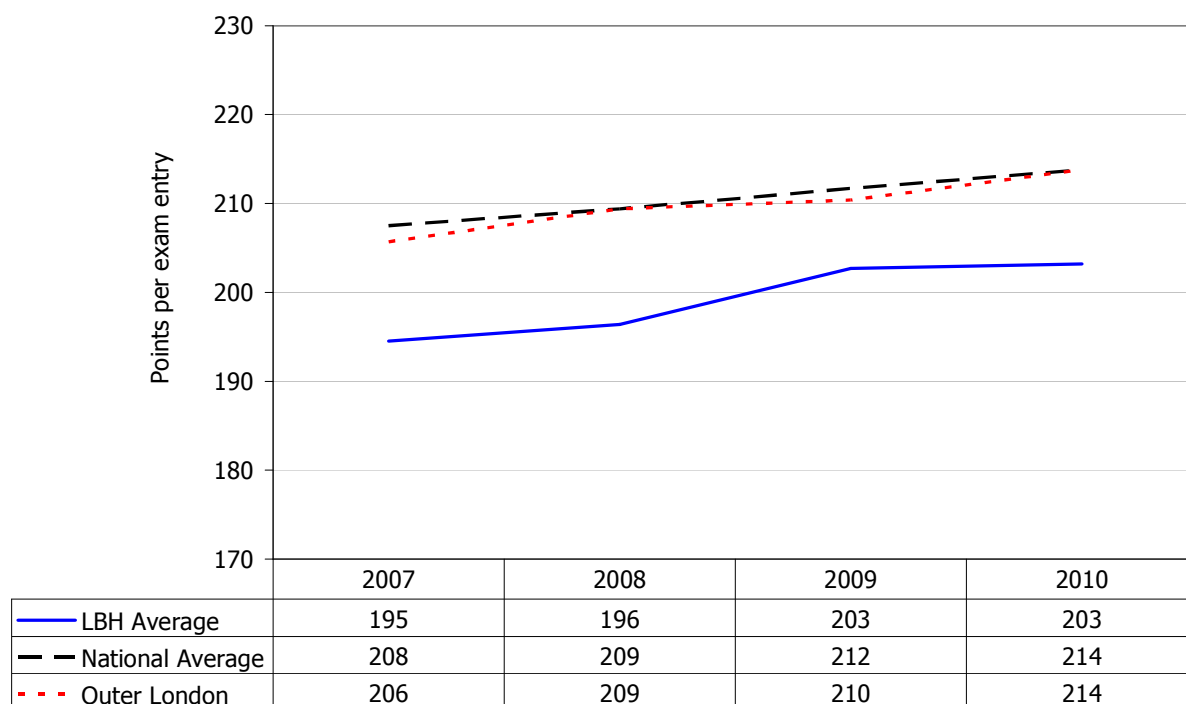
Chart 19: Average Point Score per student



Average Points per entry

43. There was very little change in the average point per entry locally and only a small rise nationally.

Chart 20: Average Point Score per entry



Progress Measures

44. Progress measures are particularly useful post 16 as they take into account the attainment of students at the end of Key Stage 4. Hillingdon, along with other London Authorities makes use of the A Level Performance System (ALPS) to help us evaluate performance at Local Authority, institution and subject level. This analysis puts performance in Hillingdon schools and college over the last three years in the upper quartile nationally. The DfE also produce a contextual value added measure, which shows performance to significantly above expectation in six Hillingdon schools.

Performance of Pupil Groups

45. Where available the Fischer Family Trust (FFT) Value Added (VA) information takes account of pupil prior-attainment, gender and age. Additional information based on a variety of contextual indicators is also available. In the tables below the following abbreviations are used: SEN (Special Educational Needs), A (Action), P (Action Plus), S (Statement), FSM (*eligible for Free School Meal*).

Key Stage 1

Table 4: Key Stage 1 Reading by pupil group

Group	Number of Pupils 2010	% Attaining Level 2+				FFT VA (Contextual) 2010
		2007	2008	2009	2010	
SEN - A	557	61.1	58.1	65.2	56.7	-1.8
SEN - P	186	52.0	42.9	48.8	50	4.9
SEN - S	57	27.1	21.3	27.5	22.8	7.9
FSM	643	73.0	73.7	72.1	69.5	-0.1
Black African	284	81.3	82.5	82.8	83.1	2.0
Black Caribbean	107	87.3	88.7	83.2	87.9	4.8
Indian	368	89.3	91.3	90.4	89.9	-0.4
Pakistani	149	89.7	89.4	91.9	83.2	-0.2
White	1647	85.5	83.6	84.2	82.6	0.2

Table 5: Key Stage 1 Writing by pupil group

Group	Number of Pupils 2010	% Attaining Level 2+				FFT VA 2010
		2007	2008	2009	2010	
SEN - A	557	51.8	48.2	55.5	47.2	-2.5
SEN - P	186	41.6	34.5	43.1	38.2	1.9
SEN - S	57	27.1	10.6	27.5	19.3	8.3
FSM	643	66.4	65.4	67.5	64.1	-0.1
Black African	284	74.3	72.4	73.8	74.6	-1.9
Black Caribbean	107	80.9	79.4	79.4	83.2	4.1
Indian	368	84.0	88.1	86.4	89.4	2.1
Pakistani	149	85.0	81.4	87.1	79.9	0.4
White	1647	81.8	78.6	80.1	78.1	-0.3

Table 6: Key Stage 1 Mathematics by pupil group

Group	Number of Pupils 2010	% Attaining Level 2+				FFT VA 2010
		2007	2008	2009	2010	
SEN - A	557	77.9	73.2	74.9	71.8	- 0.3
SEN - P	186	64.0	53.8	58.1	55.4	-4.3
SEN - S	57	25.0	29.8	27.5	29.8	12.9 (sig)
FSM	643	81.1	83.0	78.8	77.0	-0.6
Black African	284	86.3	86.6	85.0	85.9	0.9
Black Caribbean	107	88.2	89.7	85.0	92.5	6.3 (sig)
Indian	368	92.3	93.1	93.1	95.1	1.6
Pakistani	149	92.5	91.2	95.2	88.6	1.8
White	1647	91.1	90.2	89.0	87.7	-0.5

Key Stage 2

46. The information in these tables is based on pupils with both KS1 and KS2 results.

Table 7: Key Stage 2 English by pupil group

Group	Number of Pupils 2010	% Attaining Level 4+				FFT VA 2010
		2007	2008	2009	2010	
SEN - A	496	58.2	57.6	57.7	63.7	2.3
SEN - P	205	32.9	36.9	45.5	42.4	3.9
SEN - S	89	34.5	18.6	15.9	11.1	1.5
FSM	536	67.1	67.3	67.6	67.9	-0.7
Black African	230	76.0	74.7	75.3	71.7	-4.2 (Sig)
Black Caribbean	114	88.6	83.8	82.7	80	-3.2
Indian	335	86.9	89	86.4	90.1	3.0 (sig)
Pakistani	114	87.7	86.8	82.1	87.7	7.5 (sig)
White	1694	83.4	81.7	82.5	83	1.8 (sig)

47. Progress between KS1 and KS2 in English was significantly better than that nationally for White pupils and those of Pakistani or Indian ethnic origin. Outcomes for pupils of Black African ethnic origin were significantly below those for similar pupils nationally.

Table 8: Key Stage 2 Mathematics by pupil group

Group	Number of Pupils 2010	% Attaining Level 4+				FFT VA 2010
		2007	2008	2009	2010	
SEN - A	496	51.2	53.1	54.6	64.9	1.8
SEN - P	205	40.3	43.1	51.3	46.8	2.3
SEN - S	89	25.0	24.3	22.7	14.4	3.7
FSM	536	61.1	63.1	62.6	67.4	-2.4
Black African	230	67.4	63.3	72.5	73.5	-2.3
Black Caribbean	114	77.1	78.1	71.8	77.4	0.9
Indian	335	80.9	86.8	87.0	88.7	1.4
Pakistani	114	78.5	86.8	74.4	83.3	3.1
White	1694	78.7	79.2	80.1	82.0	0.7

Table 9: Key Stage 2 English and Mathematics by pupil group

Group	Number of Pupils 2010	% Attaining Level 4+				FFT VA 2010
		2007	2008	2009	2010	
SEN - A	496	38.5	39.8	40.5	50.0	1.3
SEN - P	205	23.5	26.9	36.0	31.2	1.1
SEN - S	89	20.0	14.3	14.8	8.9	2.0
FSM	536	52.5	53.0	53.8	57.8	-2.5
Black African	230	62.0	57.0	62.9	65.2	-2.6
Black Caribbean	114	71.4	72.4	65.5	70.4	-1.3
Indian	335	77.2	82.8	81.5	85.1	2.6
Pakistani	114	72.3	78.9	71.8	79.8	5.9
White	1694	73.9	73.2	74.2	76.2	1.2

48. Most groups performed broadly in-line with expectations. The proportion of pupils performing at this level was higher than in 2007 for all groups other than those with a statement or pupils of Black Caribbean background.

Key Stage 4

49. The information in these tables is based on pupils with both KS2 and KS4 results.

Table 10: Key Stage 4 5+ A*-C Grades

Group	Number of Pupils 2010	% 5+ A*-C				FFT VA (from KS2) 2010
		2007	2008	2009	2010	
SEN - A	543	29.1	38.3	45.2	62.8	0.3
SEN - P	236	19.6	24.9	31.4	50.8	-1.3
SEN - S	89	15.4	10.1	9.9	18.0	-5.5
FSM	458	35.2	43.1	47.8	68.6	7.7 (sig)
Black African	162	49.4	45.0	64.0	82.1	9.2 (sig)
Black Caribbean	99	51.4	57.7	60.4	76.8	1.7
Indian	332	71.9	81.3	86.5	88.0	0.1
Pakistani	78	67.3	68.3	72.9	83.3	6.2
White	1782	55.5	61.3	66.9	76.5	0.3

50. The performance of pupils of Black African origin and those eligible for FSM both made significantly more progress between KS2 and KS4 than similar pupils. The proportion of pupils eligible for FSM has almost doubled since 2007.

Table 11: Key Stage 4 5+ A*-C Grades (including English and maths)

Group	Number of Pupils 2010	% 5+ A*-C (including English & Maths)				FFT VA (from KS2) 2010
		2007	2008	2009	2010	
SEN - A	543	18.7	23.6	22.2	24.7	-5.0 (sig)
SEN - P	236	10.8	13.7	18.3	23.7	1.1
SEN - S	89	6.8	3.7	5.9	6.7	-1.2
FSM	458	23.6	27.9	30.3	36.0	2.2
Black African	162	36.5	34.0	45.3	46.3	-0.1
Black Caribbean	99	35.5	37.5	43.6	51.5	0.0
Indian	332	58.8	60.4	73.2	67.2	-7.5 (sig)
Pakistani	78	51.0	53.3	60.0	59.0	5.0
White	1782	42.5	44.4	49.7	51.7	-3.7 (sig)

2010 figures are still provisional

Table 12: Key Stage 4 5+ A*-G Grades

Group	Number of Pupils 2010	% 5+ A*-G				FFT VA (from KS2) 2010
		2007	2008	2009	2010	
SEN - A	543	83.4	85.7	90.3	93.4	-0.2
SEN - P	236	59.8	73.7	79.1	86.9	-0.9
SEN - S	89	45.3	45.0	45.5	42.7	-17.3 (sig)
FSM	458	79.9	81.5	86.1	90.4	0.3
Black African	162	90.6	87.0	94.7	97.5	2.4
Black Caribbean	99	90.7	92.3	91.1	96.0	1.3
Indian	332	96.9	98.9	97.4	98.2	0.4
Pakistani	78	98.0	95.0	97.1	96.2	-0.2
White	1782	90.2	90.0	91.9	94.2	-0.8

51. The progress of children with a statement was significantly below expectation. The outcomes for most groups of pupils are much higher than they were in 2007.

Financial Implications

None

EFFECT ON RESIDENTS, SERVICE USERS & COMMUNITIES

What will be the effect of the recommendation?

Better informed education provision for children in Borough schools and other educational establishments

Consultation Carried Out or Required

None required as the report is a summary of attainment and inspection evidence

CORPORATE IMPLICATIONS

Corporate Finance

Corporate Finance has reviewed this report and is satisfied that there are no direct financial implications resulting from the recommendations of the report.

Legal

There are no legal implications arising out of this report

Corporate Landlord

None

BACKGROUND PAPERS

NIL