



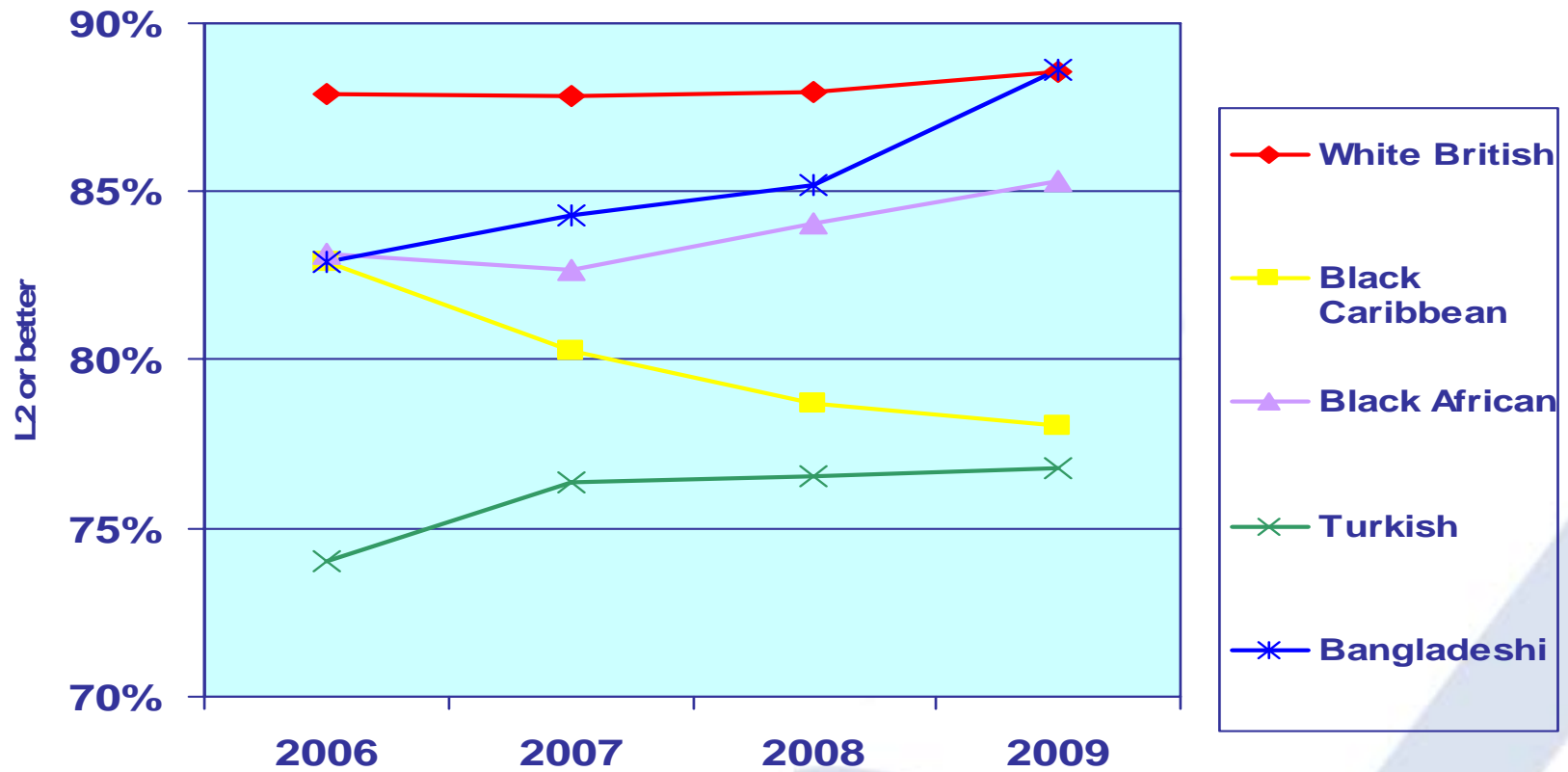
Cambridge
Education
@Islington

2009 Outcomes

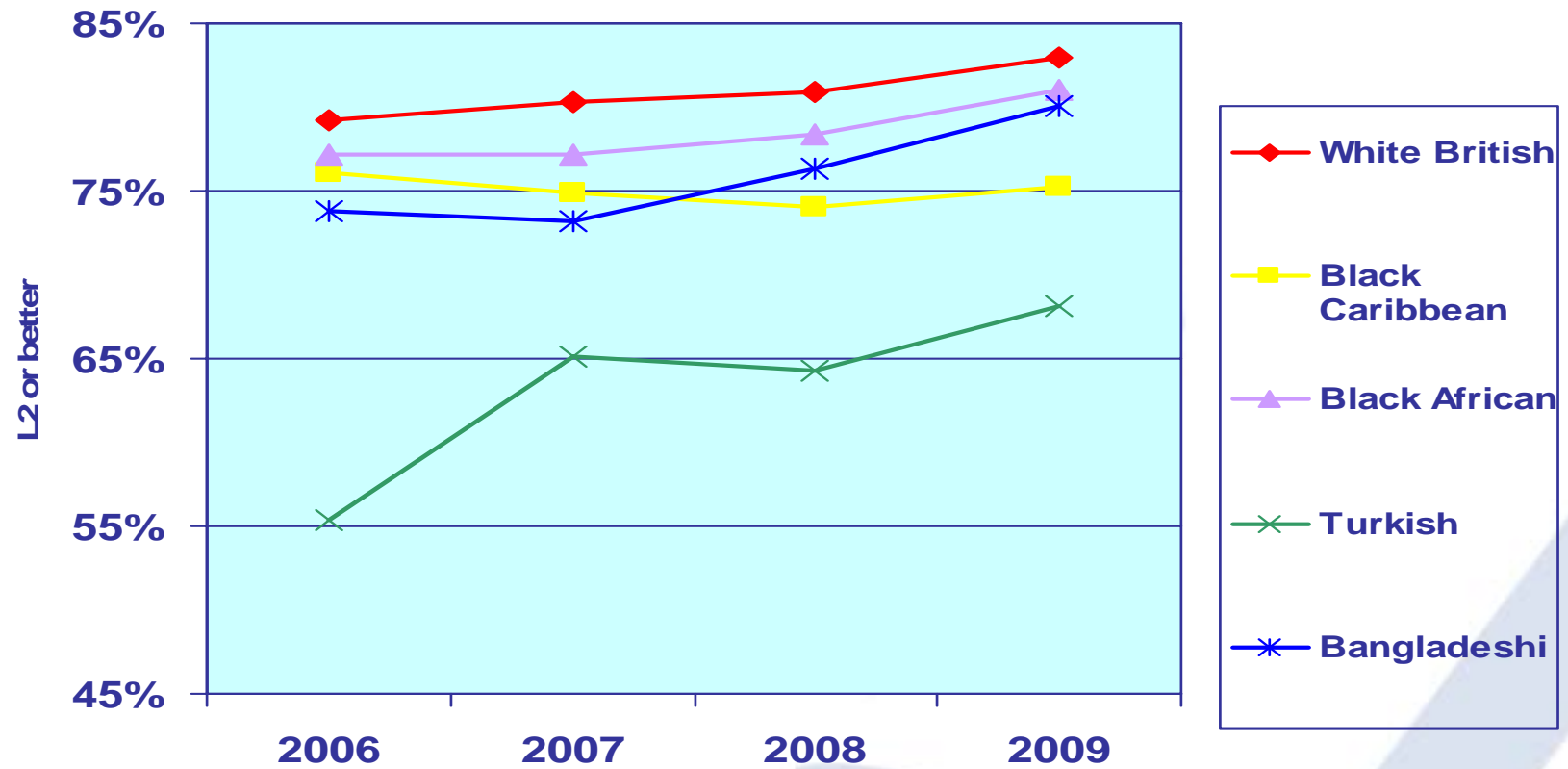
Which groups?

- In order of size: White British, Black African (including Somali), Black Caribbean, and Bangladeshi and Turkish
- Each usually has at least 100 pupils in a cohort
- EAL: 43-49% or roll (higher in secondary)

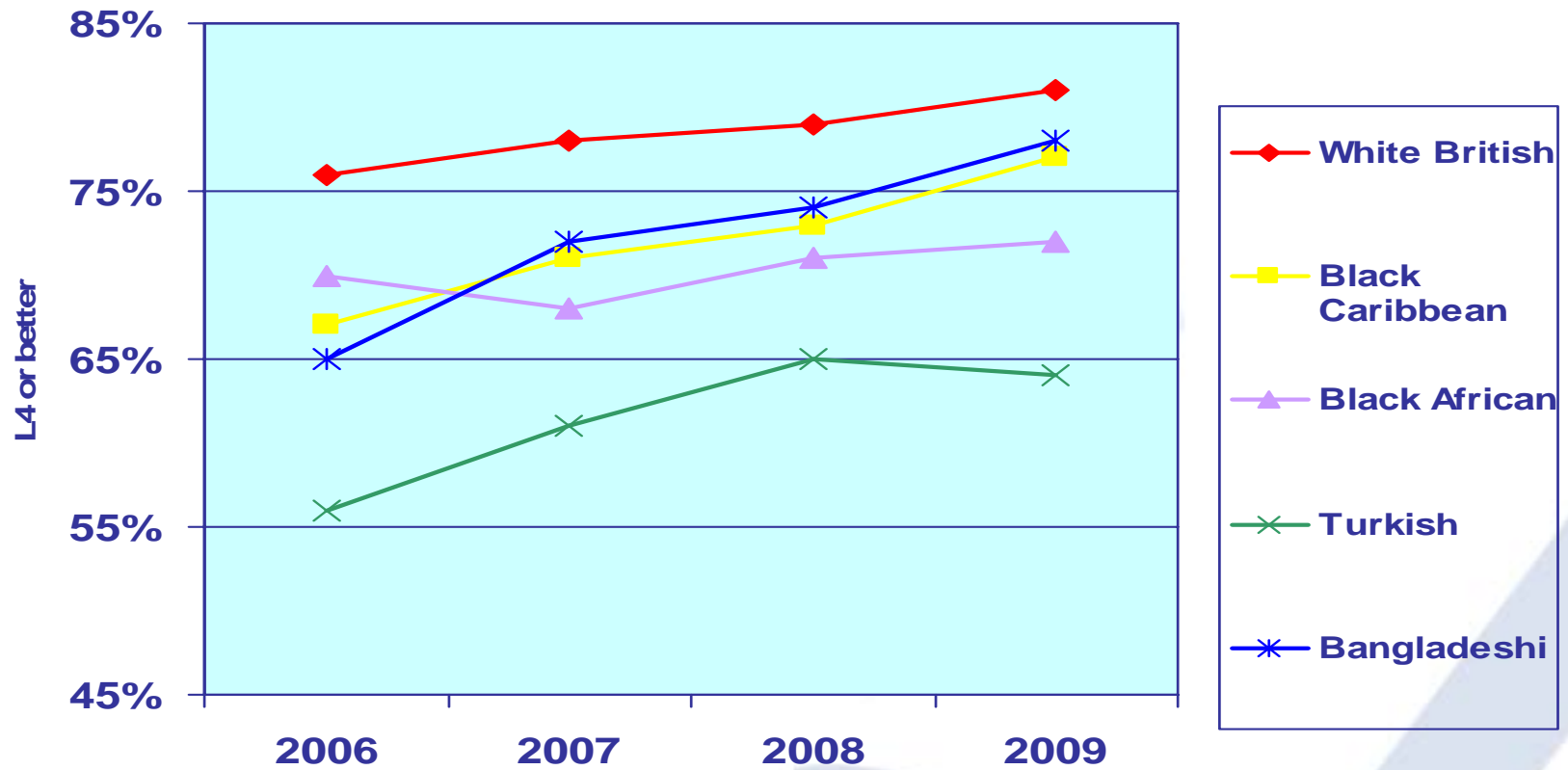
KS1 three year rolling average: mathematics L2



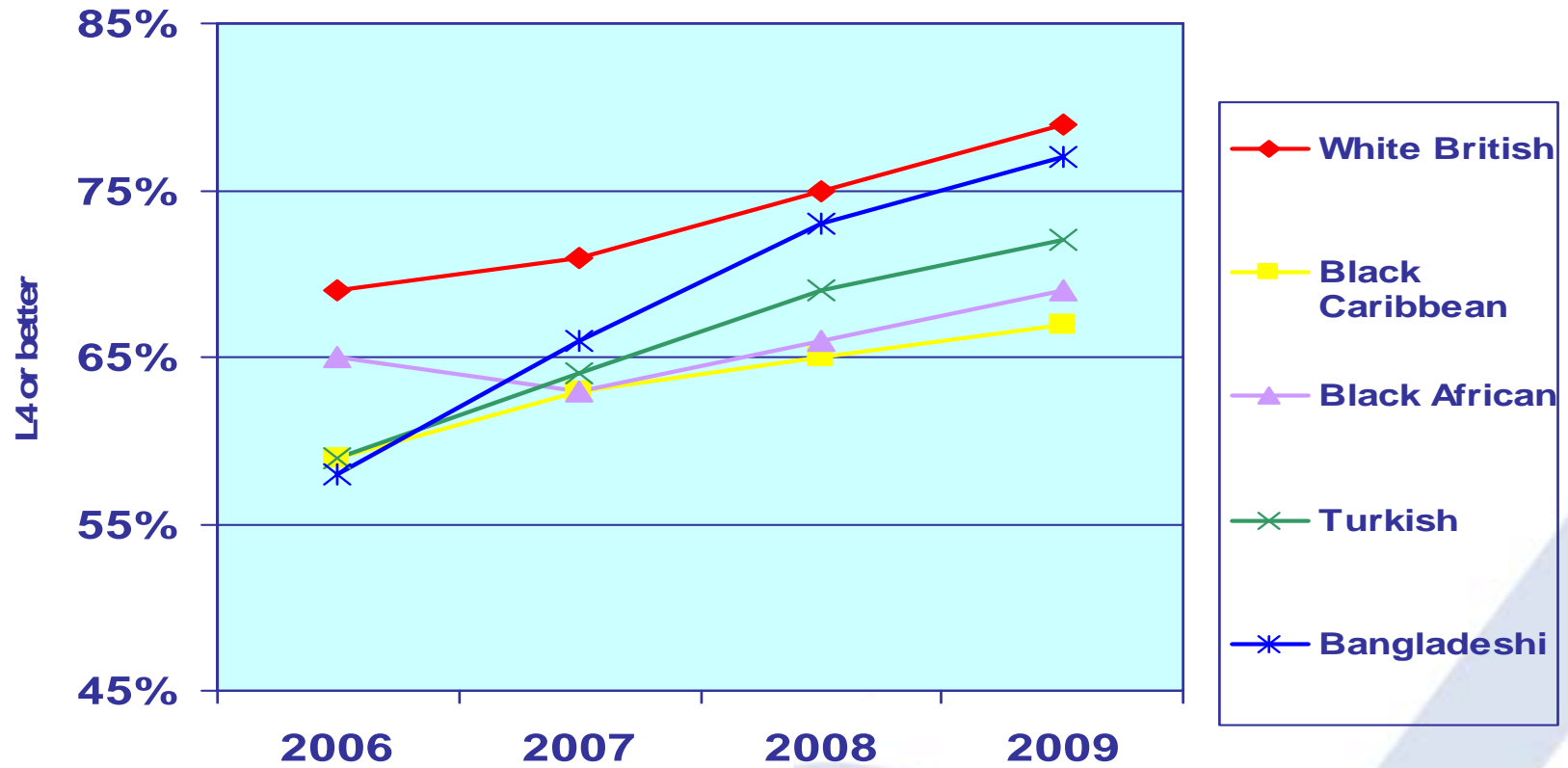
KS1 three year rolling average: Reading L2



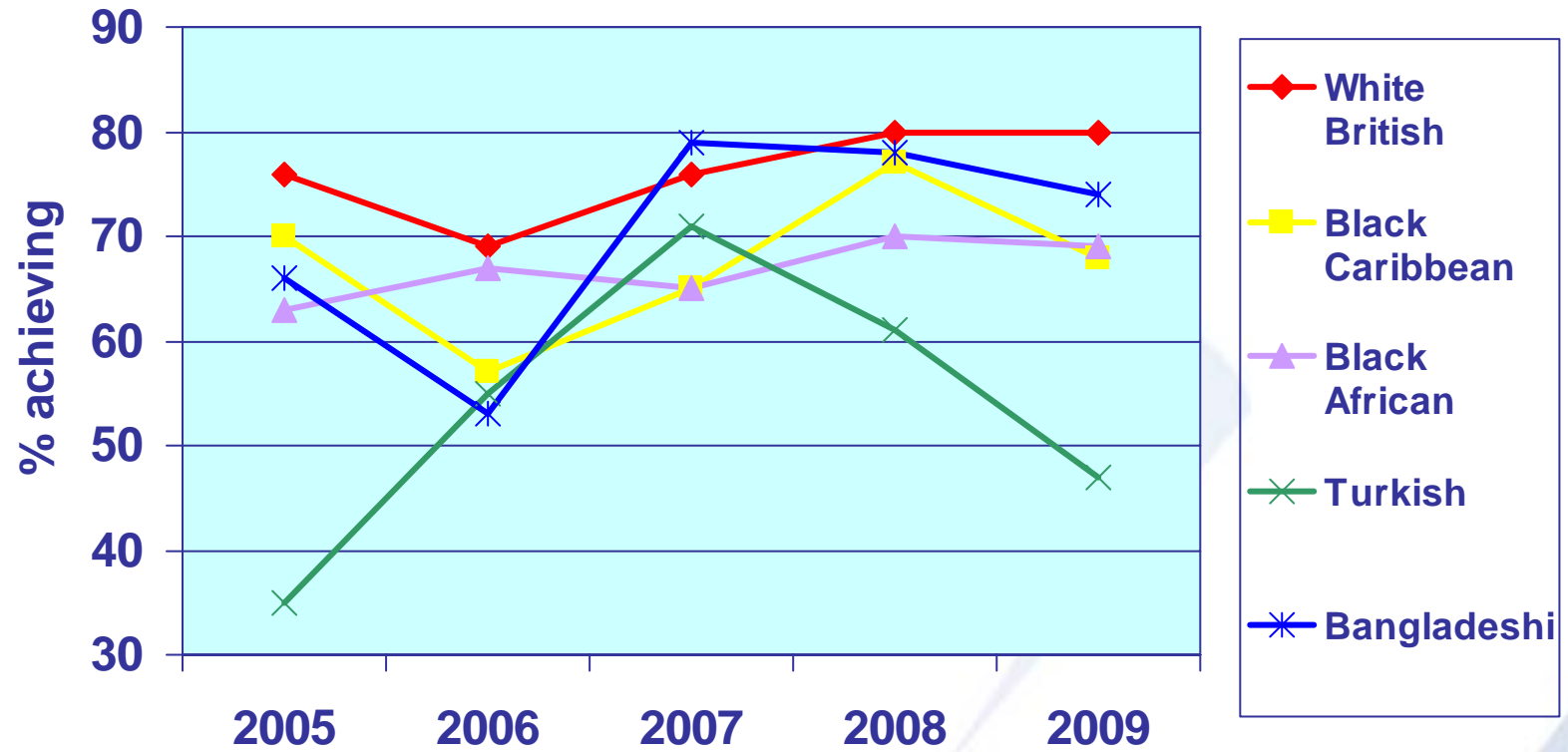
KS2 three year rolling average: English L4



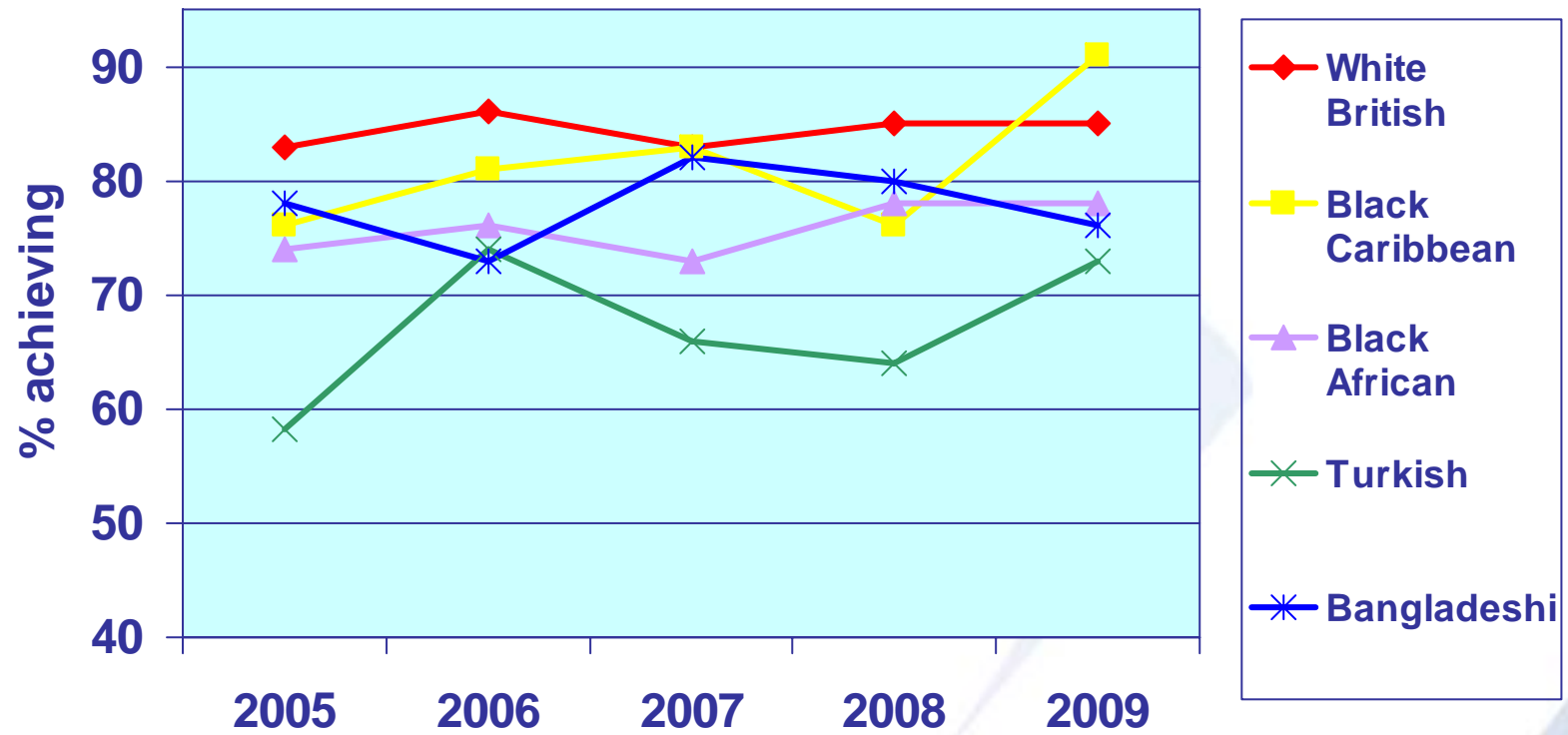
KS2 three year rolling average: mathematics L4



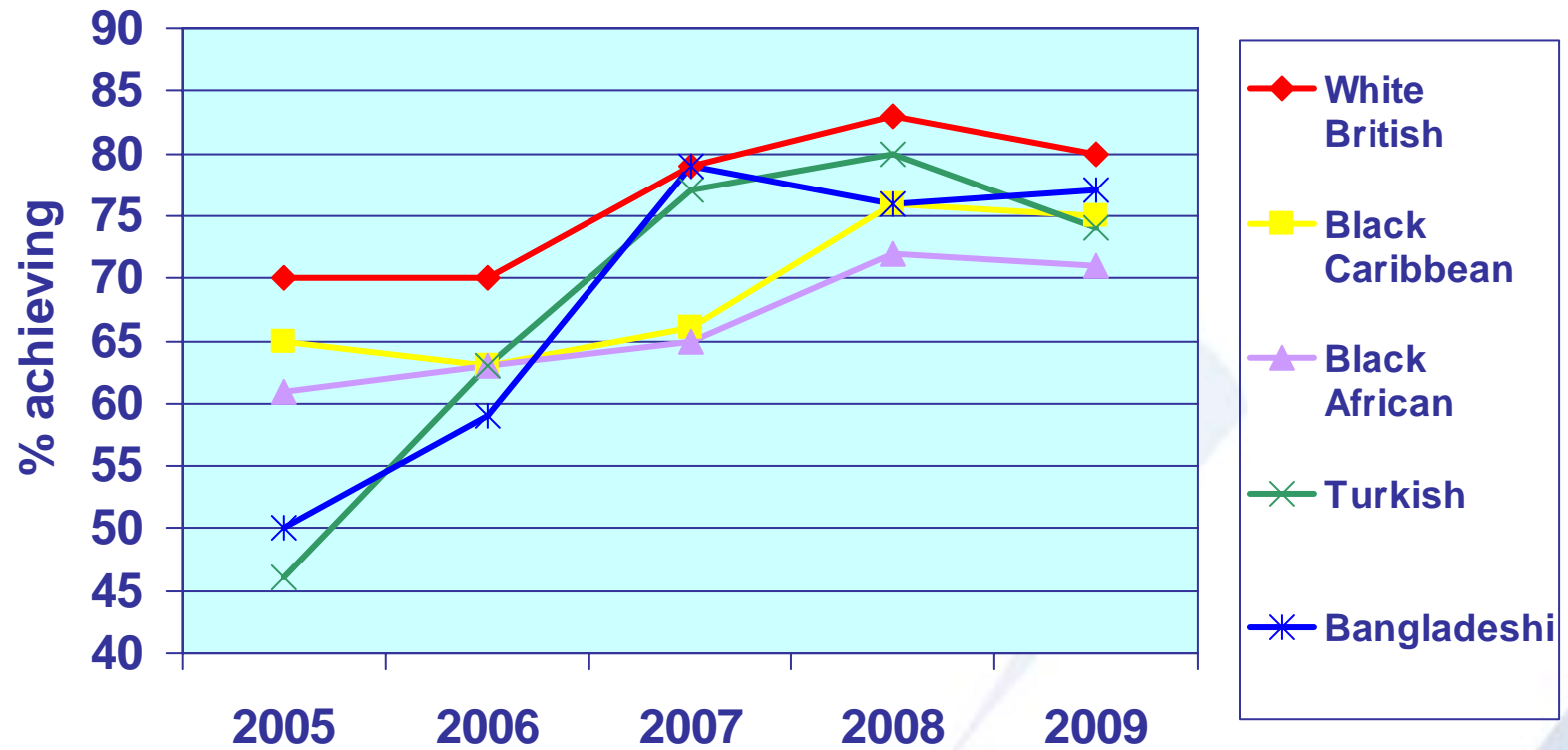
KS2 Boys' English L4+



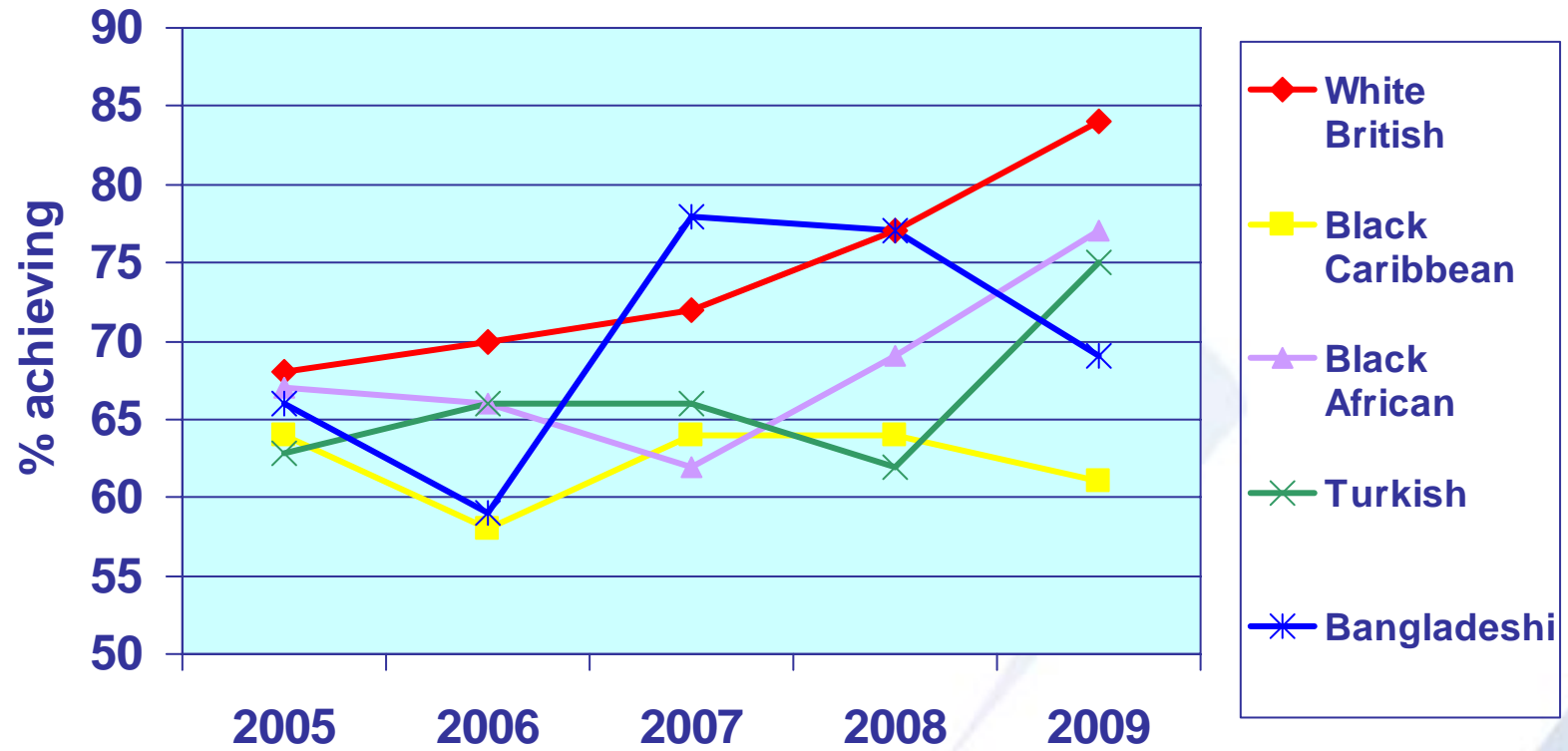
KS2 Girls' English L4+



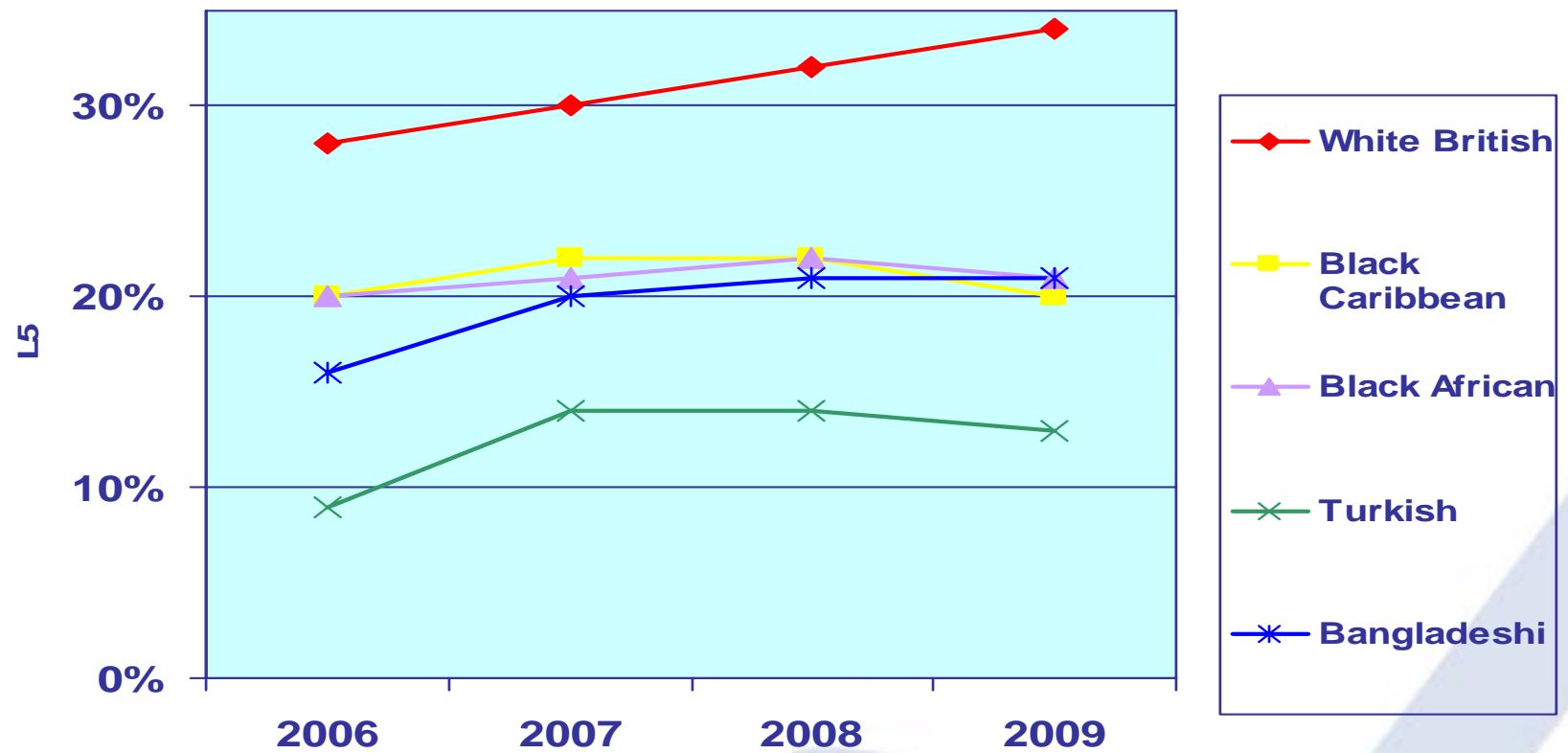
KS2 Boys' Maths L4+



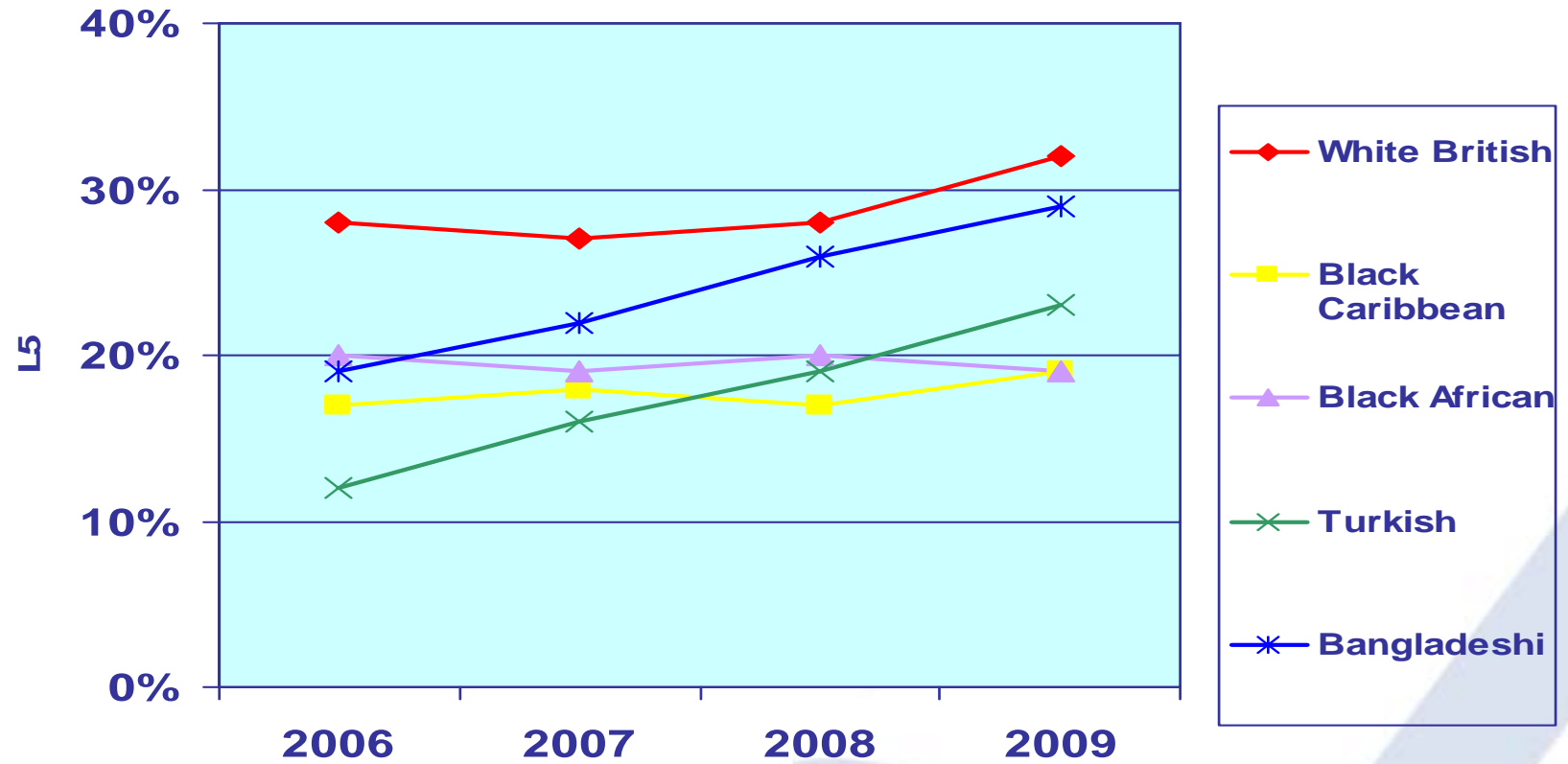
KS2 Girls' Maths L4+



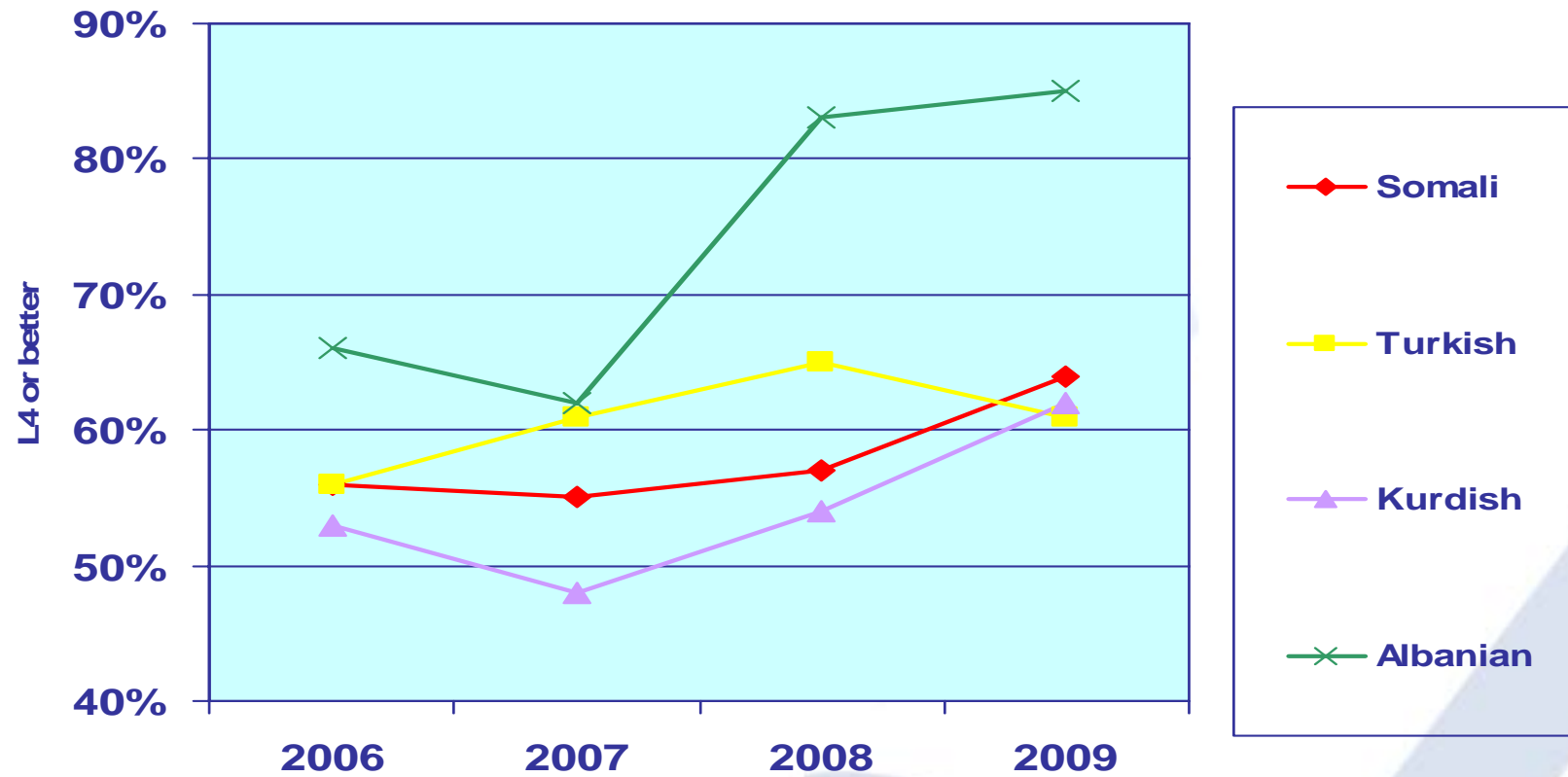
KS2 three year rolling average: English L5



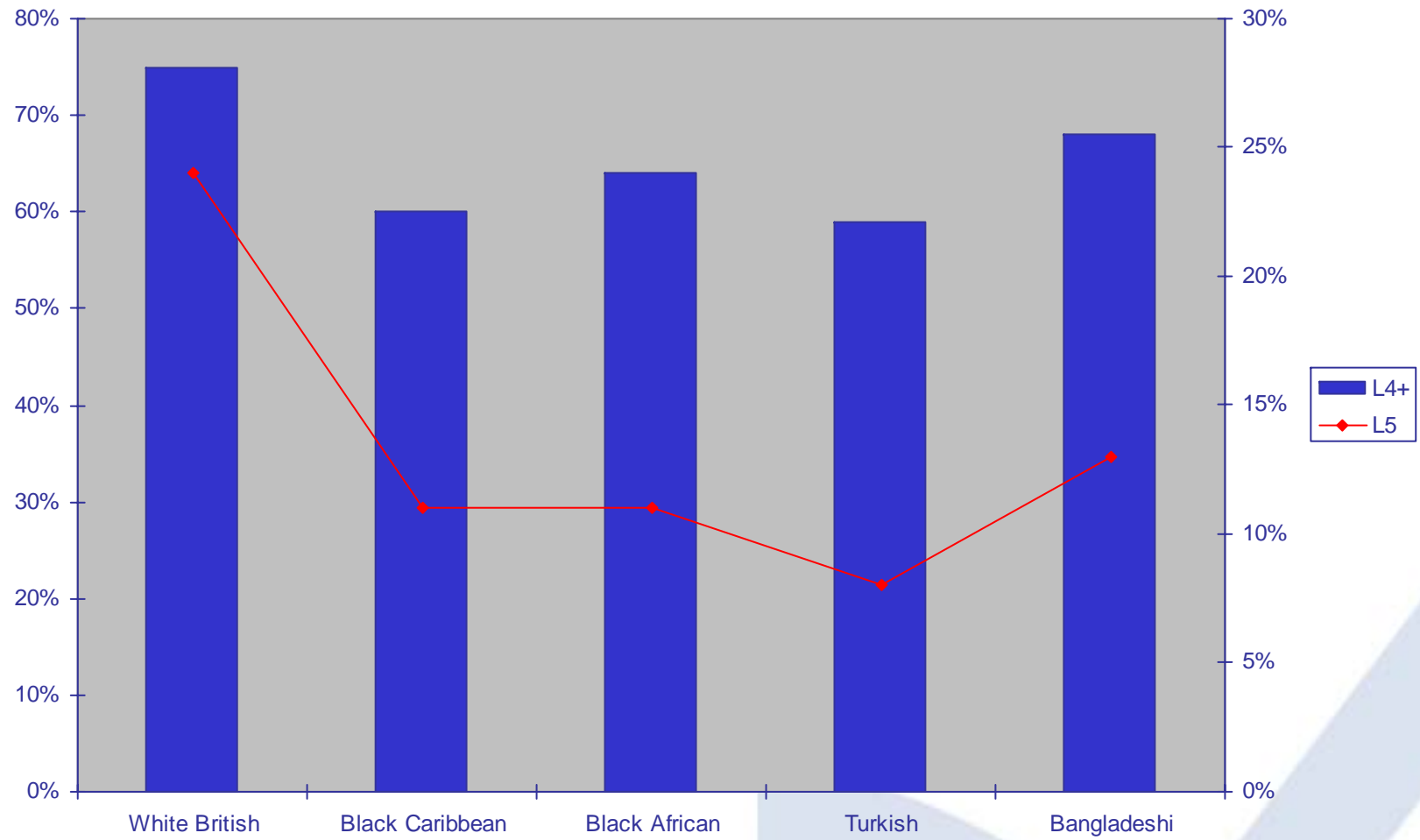
KS2 three year rolling average: mathematics L5



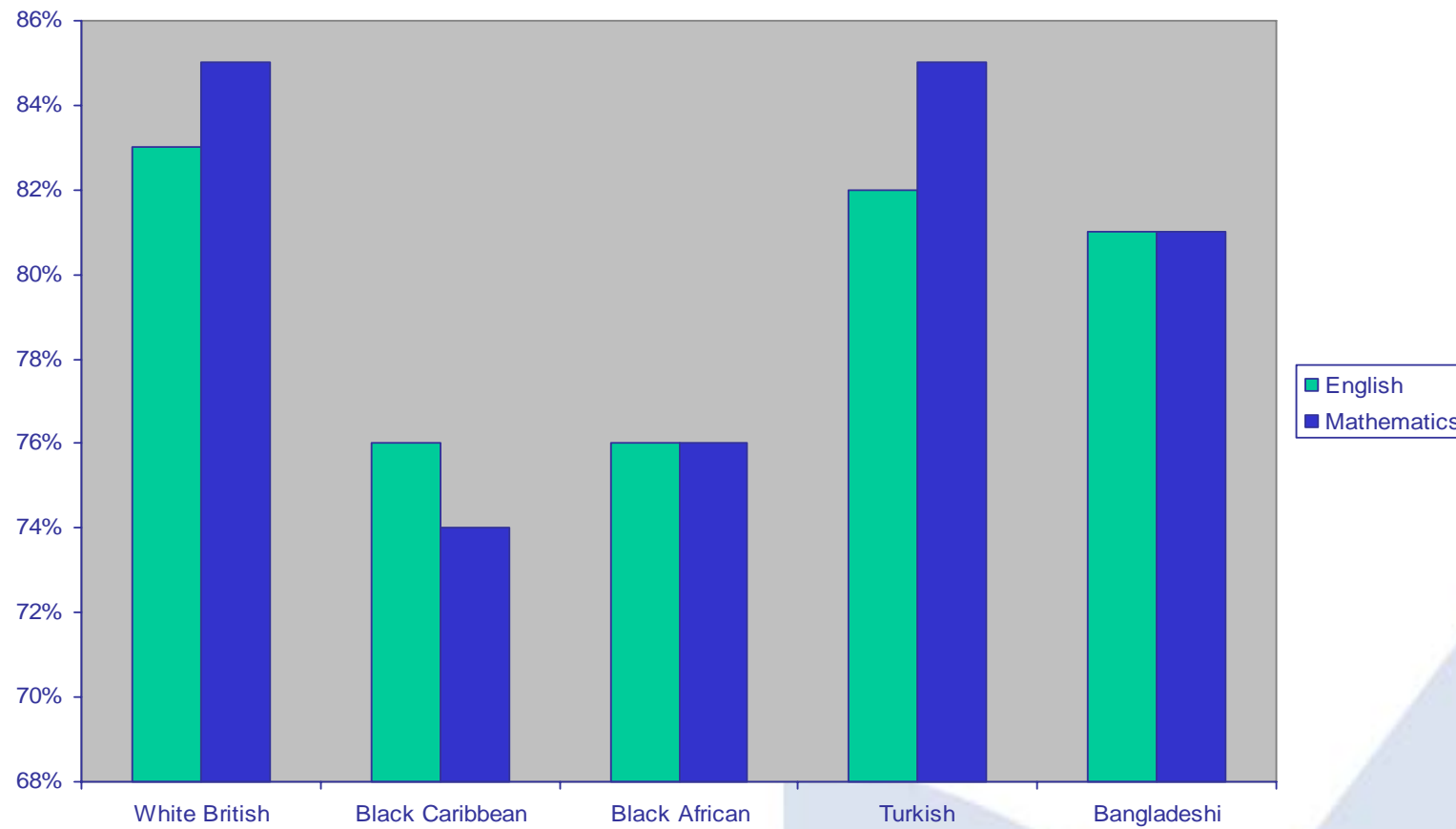
KS2 three year rolling average for key refugee groups: English L4



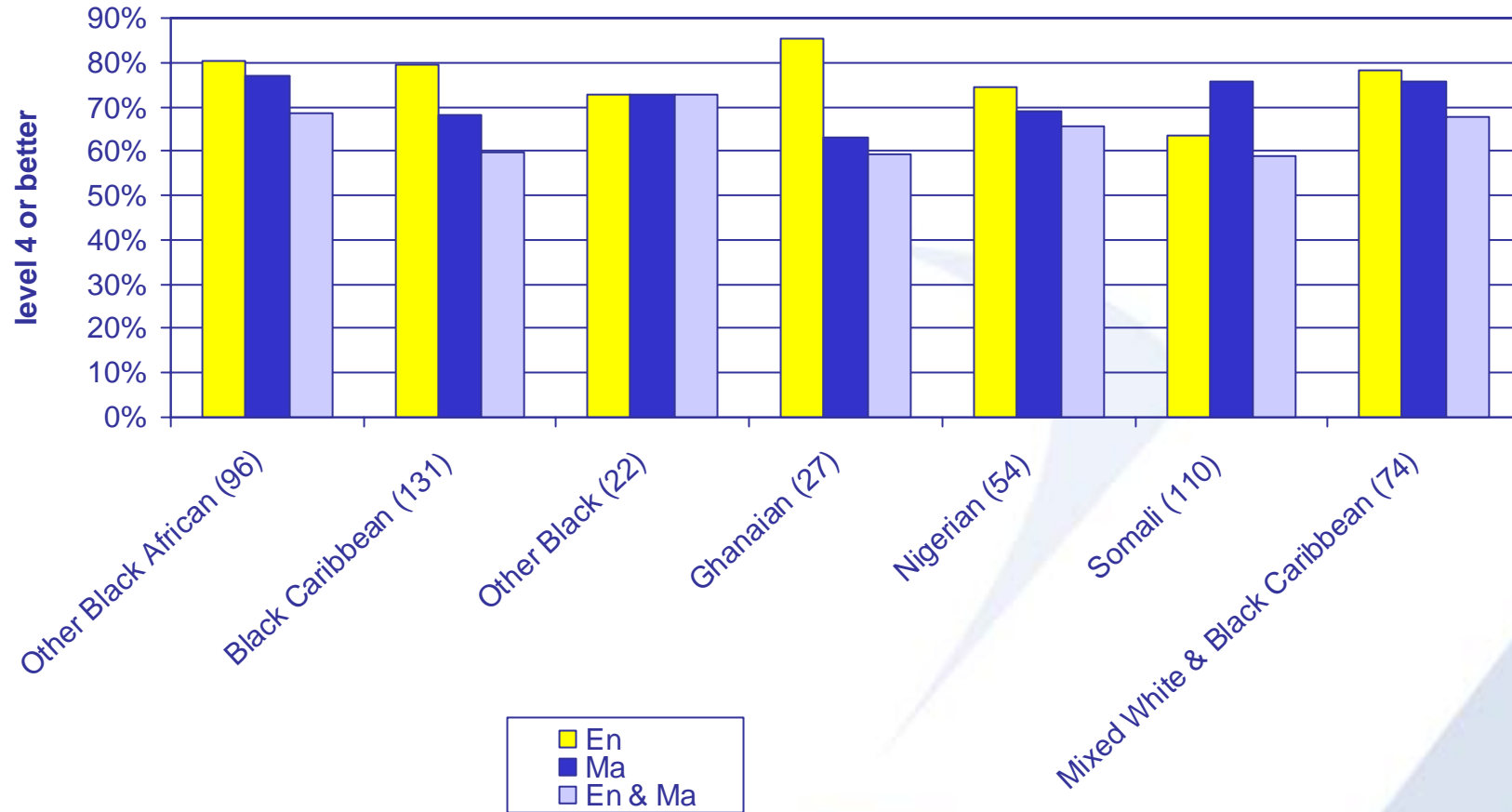
Key Stage 2 En & Ma in 2009



Two levels of progress

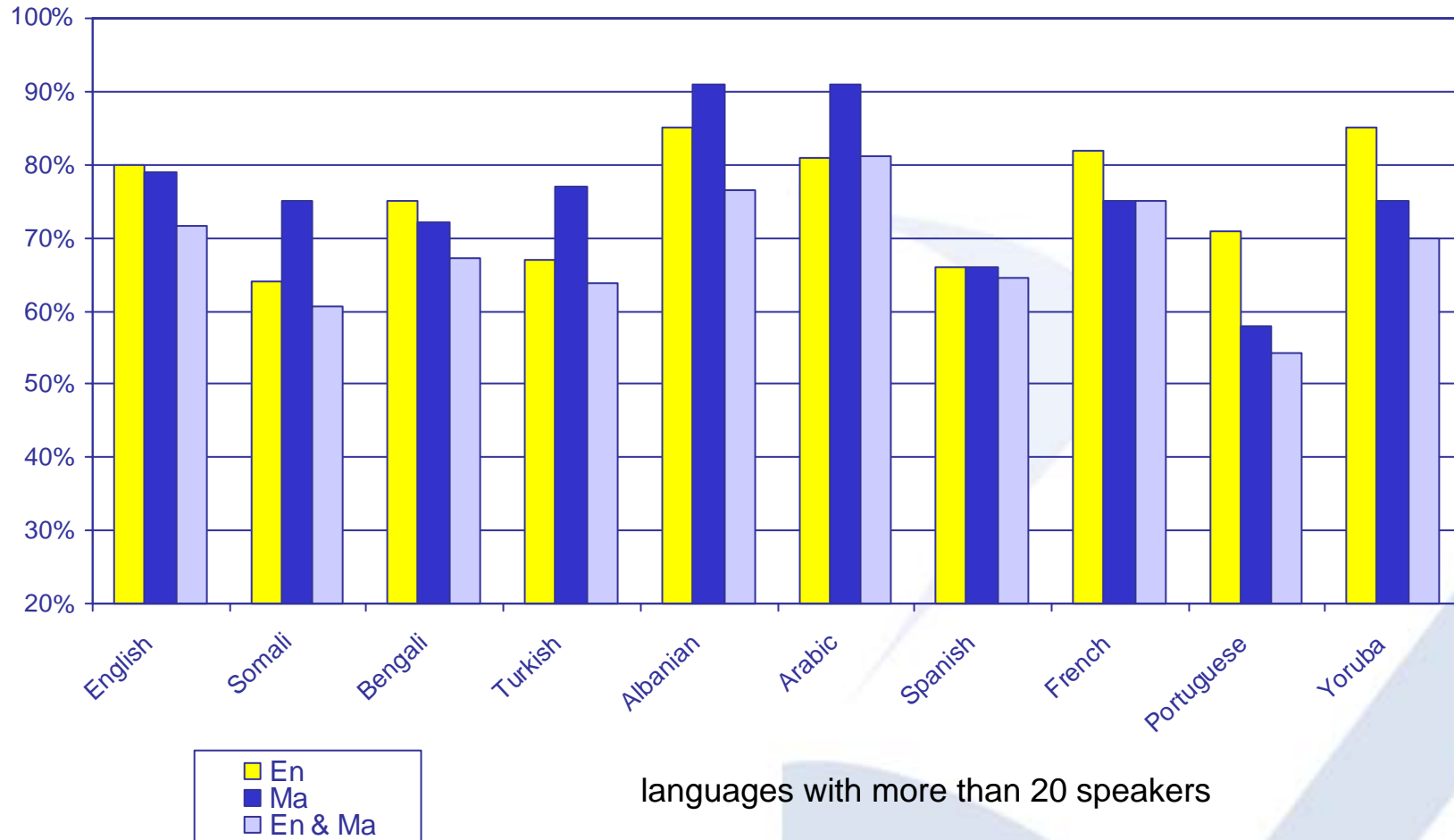


Key Stage 2 results of Black Pupils in 2009



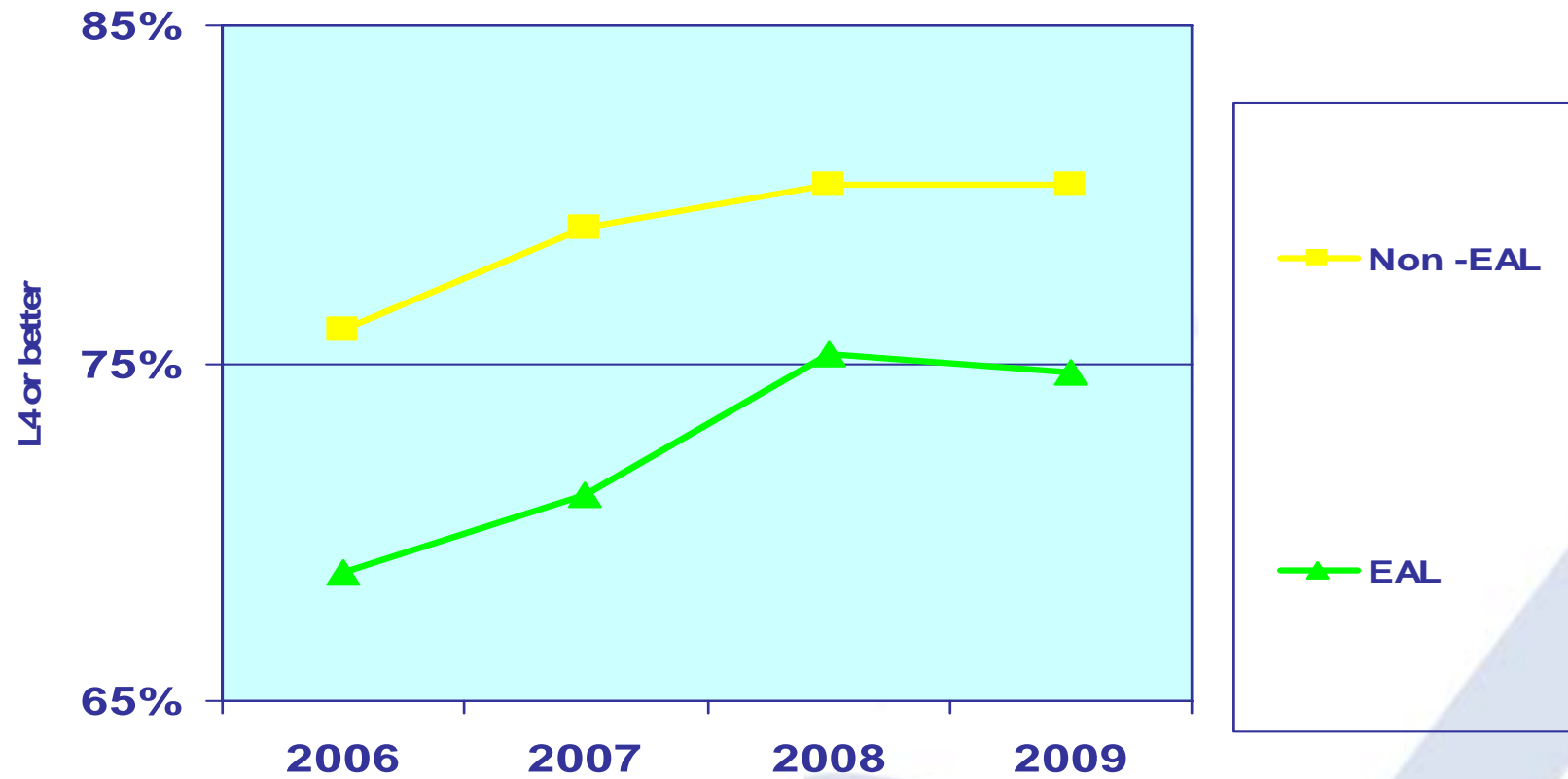
Key Stage 2 in 2009 by language group

level 4 or better

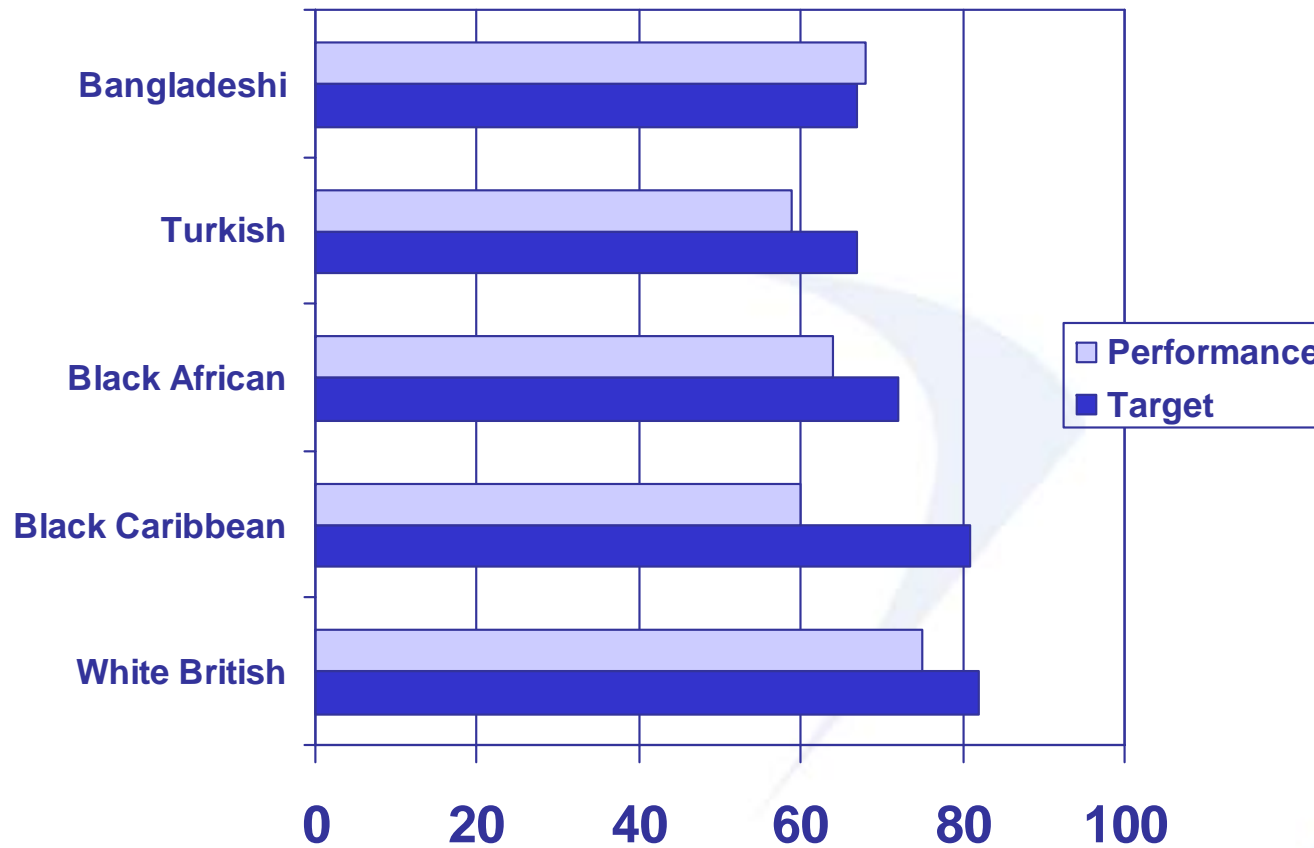


languages with more than 20 speakers

KS2 three year rolling average for pupils with EAL: English L4



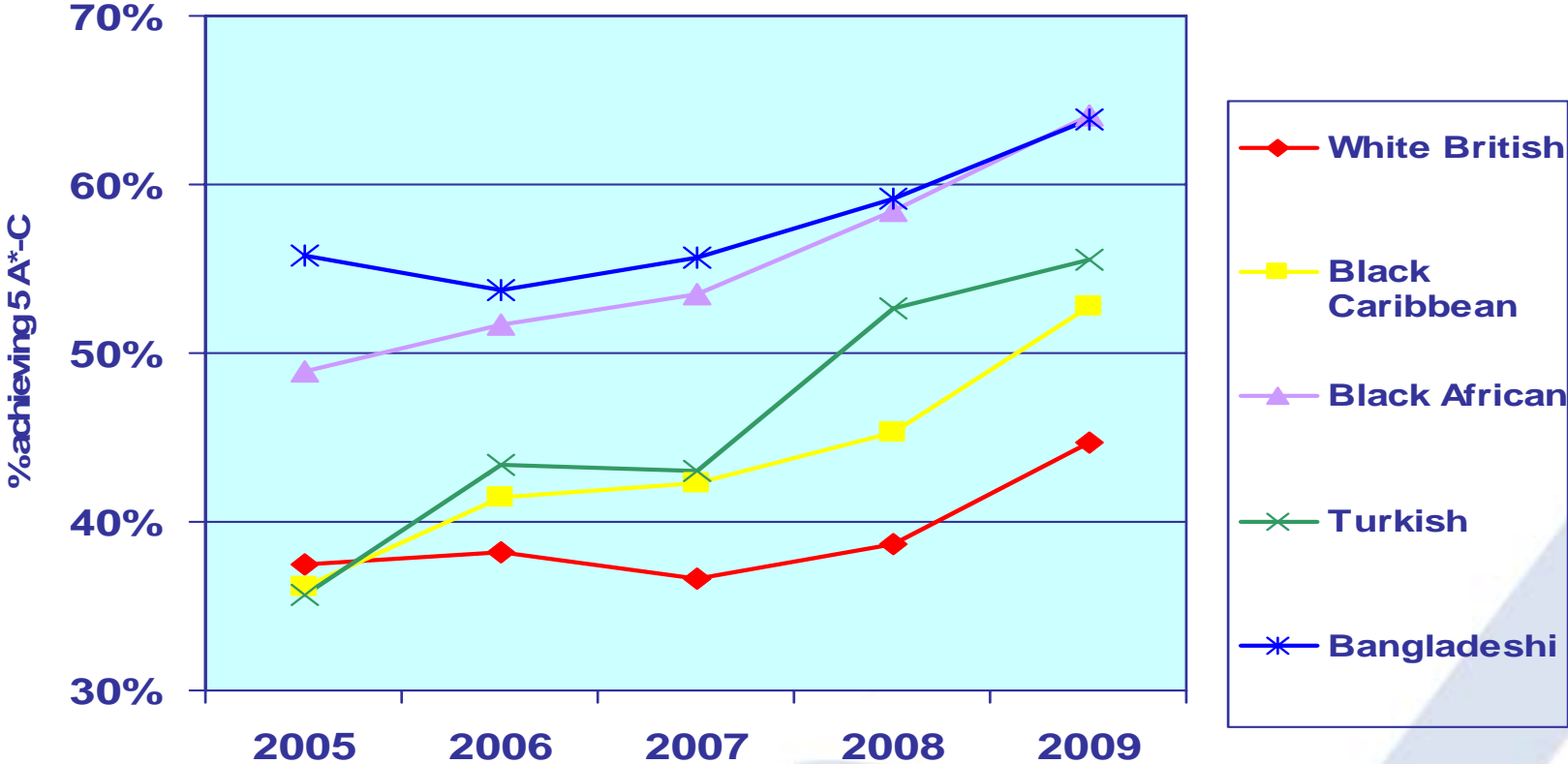
Performance against L4 in En & Ma targets



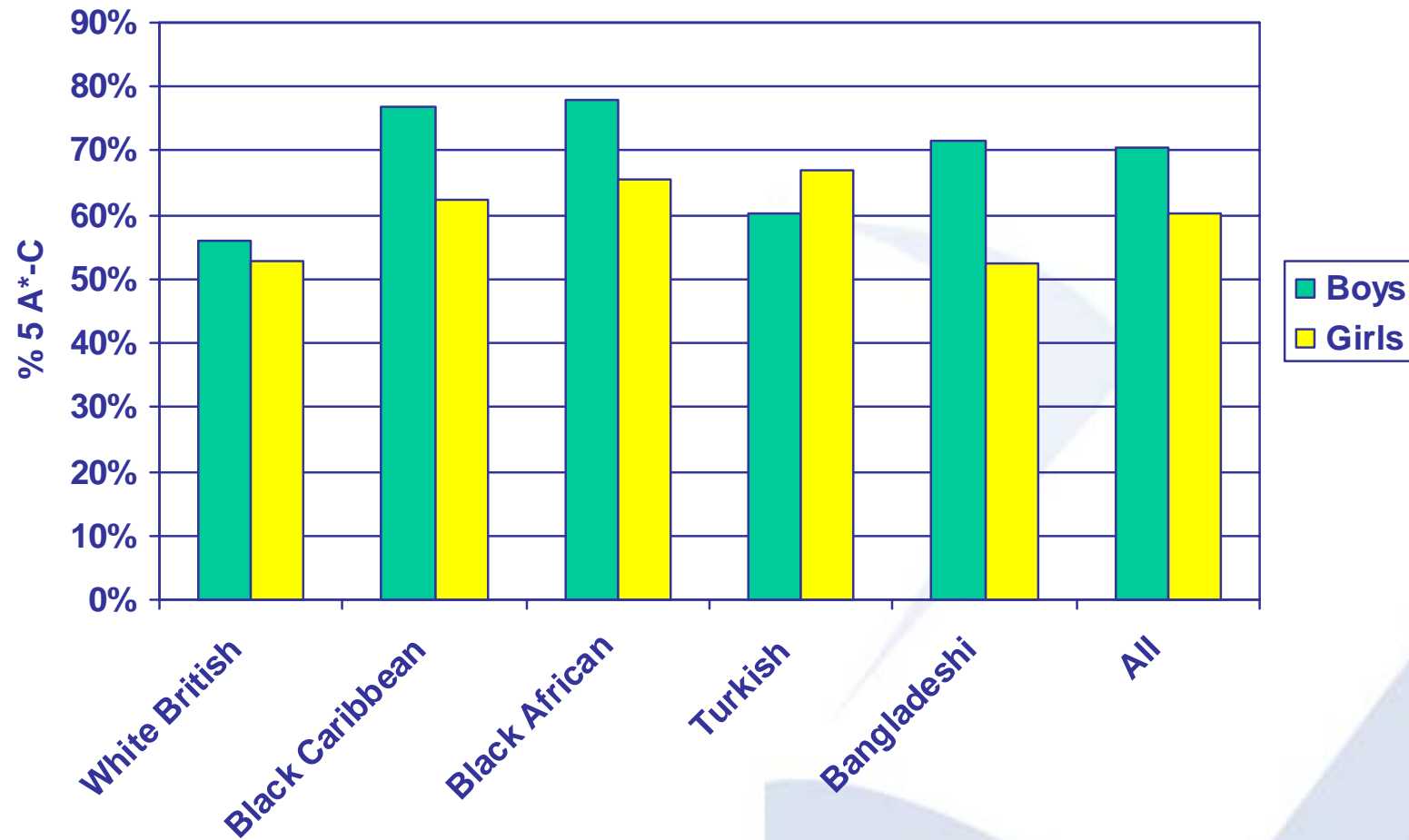
Preliminary primary analysis

- Black Caribbean decline in KS1 Ma a concern
- Bangladeshi KS1 improvement sustained
- Strong improvement in KS2 Ma for Turkish and Black girls
- 91% of Black Caribbean girls L4 in En
- Two levels of progress measure much weaker for Black pupils
- L5 Ma progress sustained for Turkish and Bangladeshi pupils
- L5 En gap growing for all compared to White British

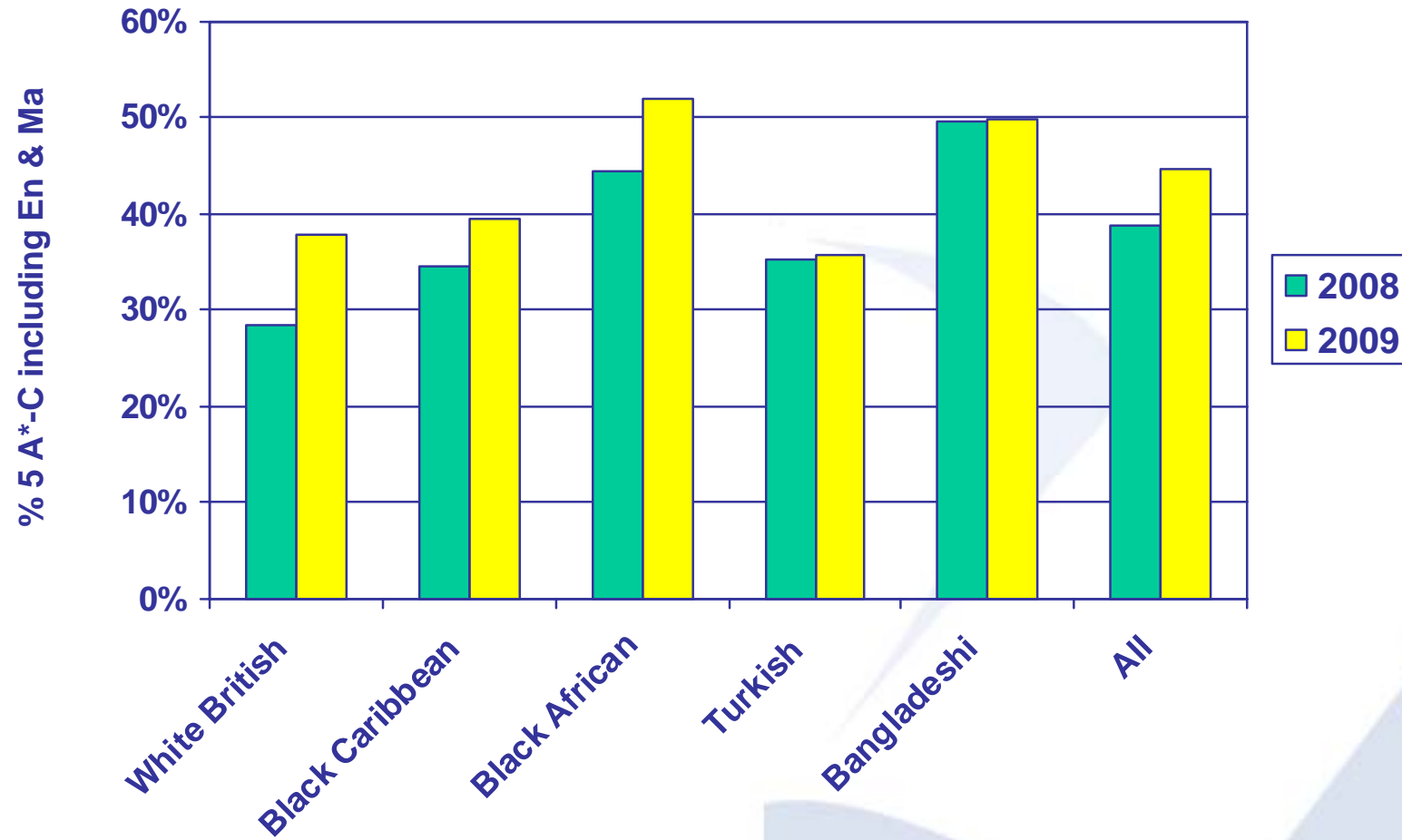
GCSE three year rolling average



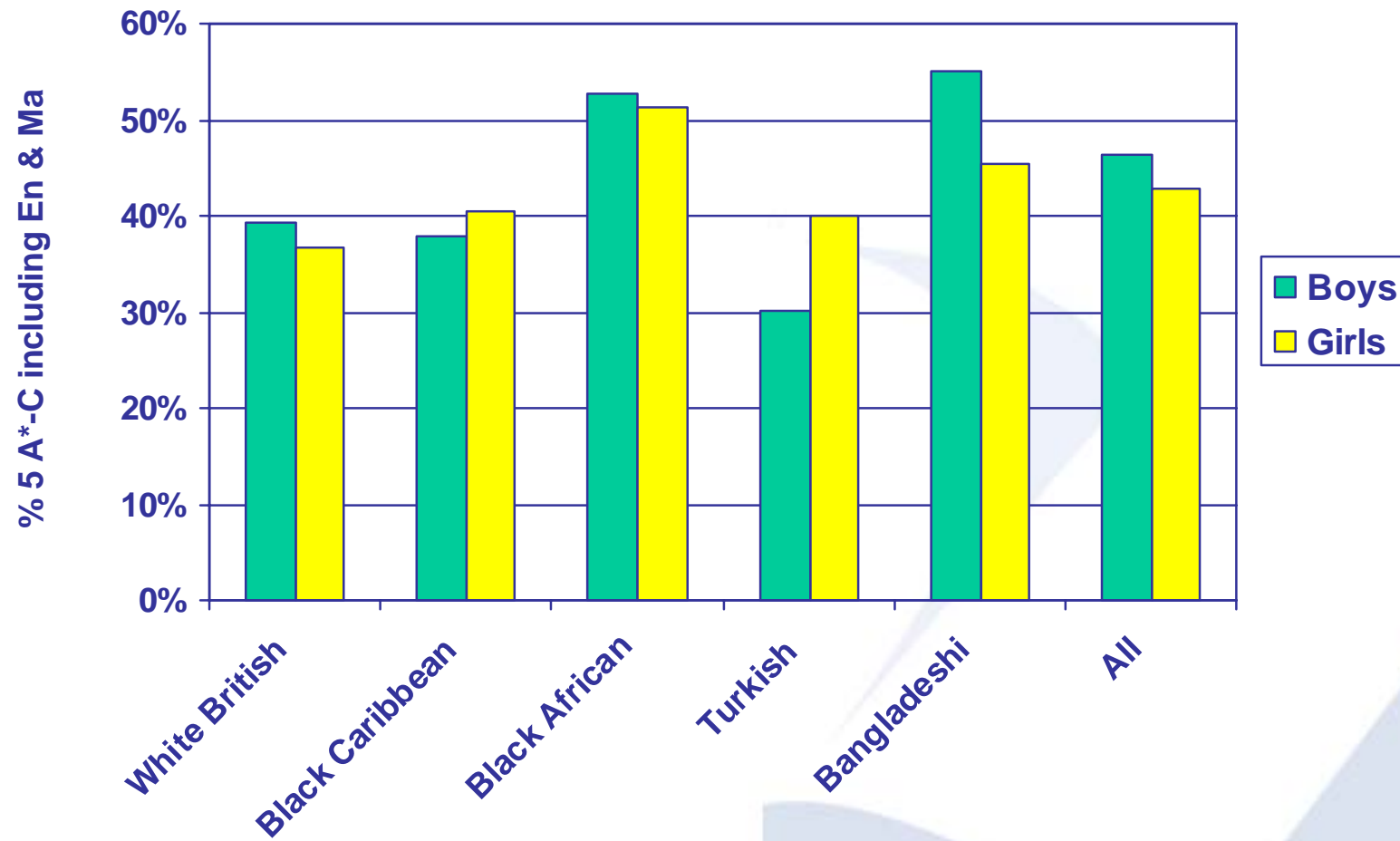
Islington GCSE by gender, 2009



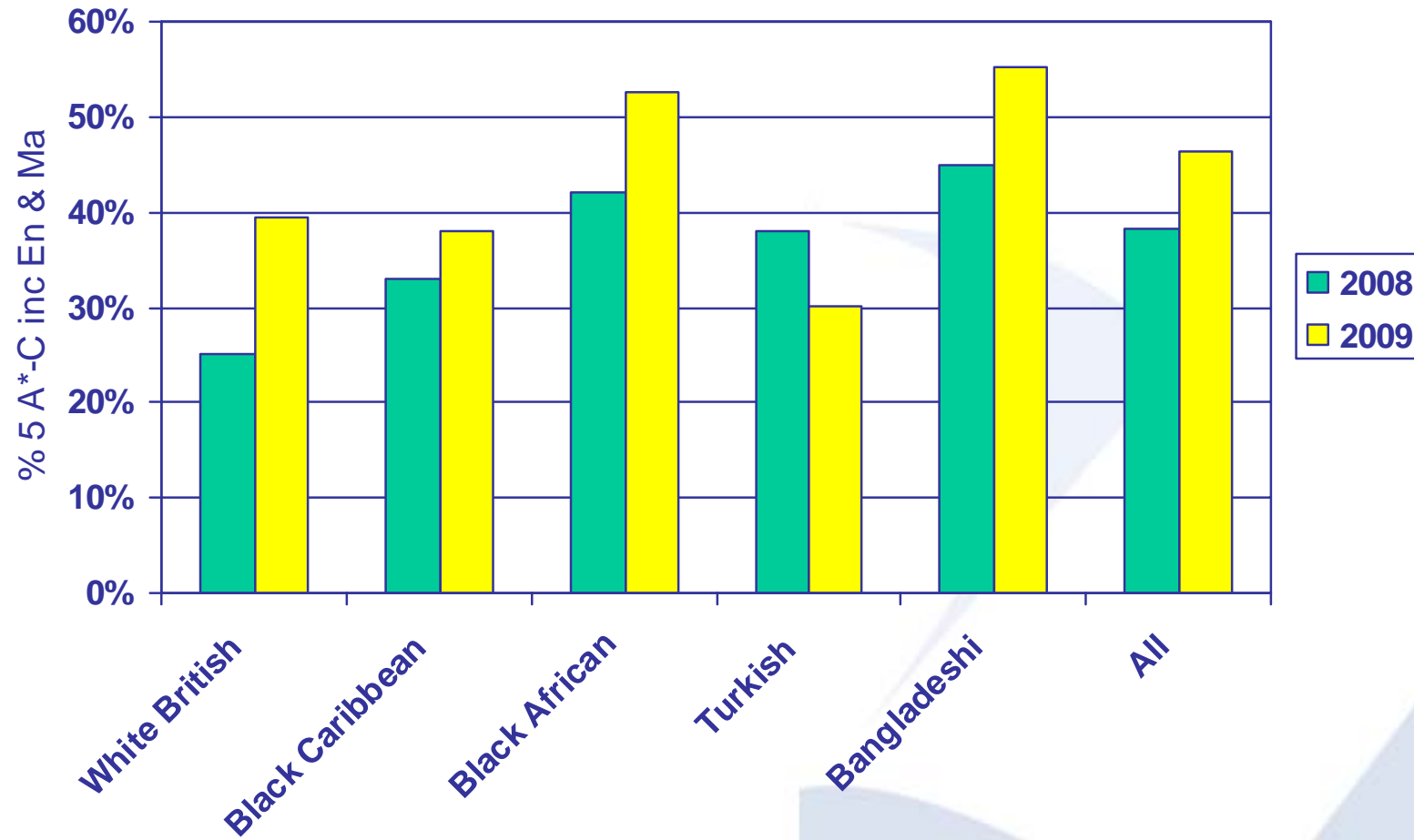
GCSE including En and Ma



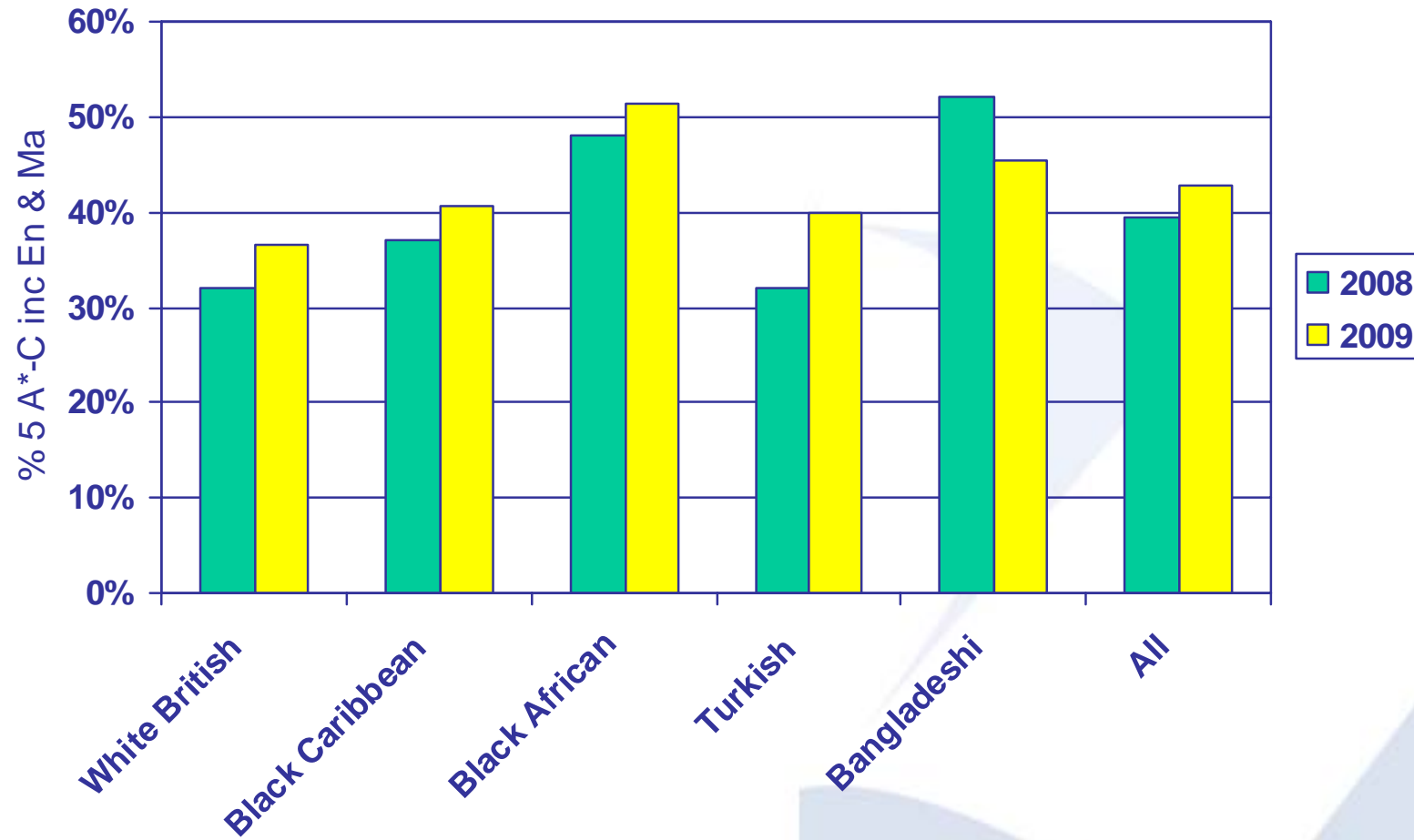
GCSE including En and Ma by gender



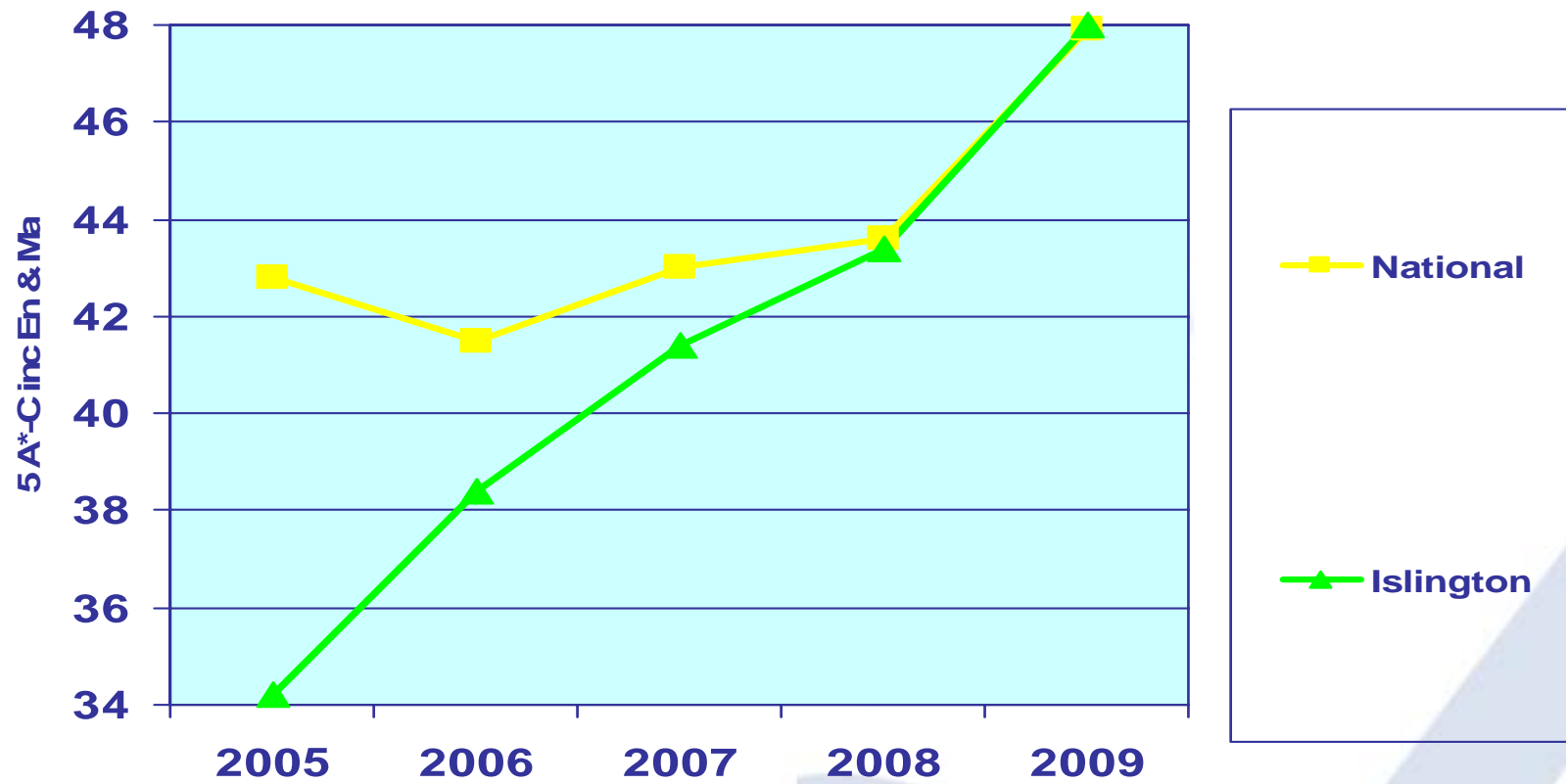
GCSE (inc En & Ma): boys



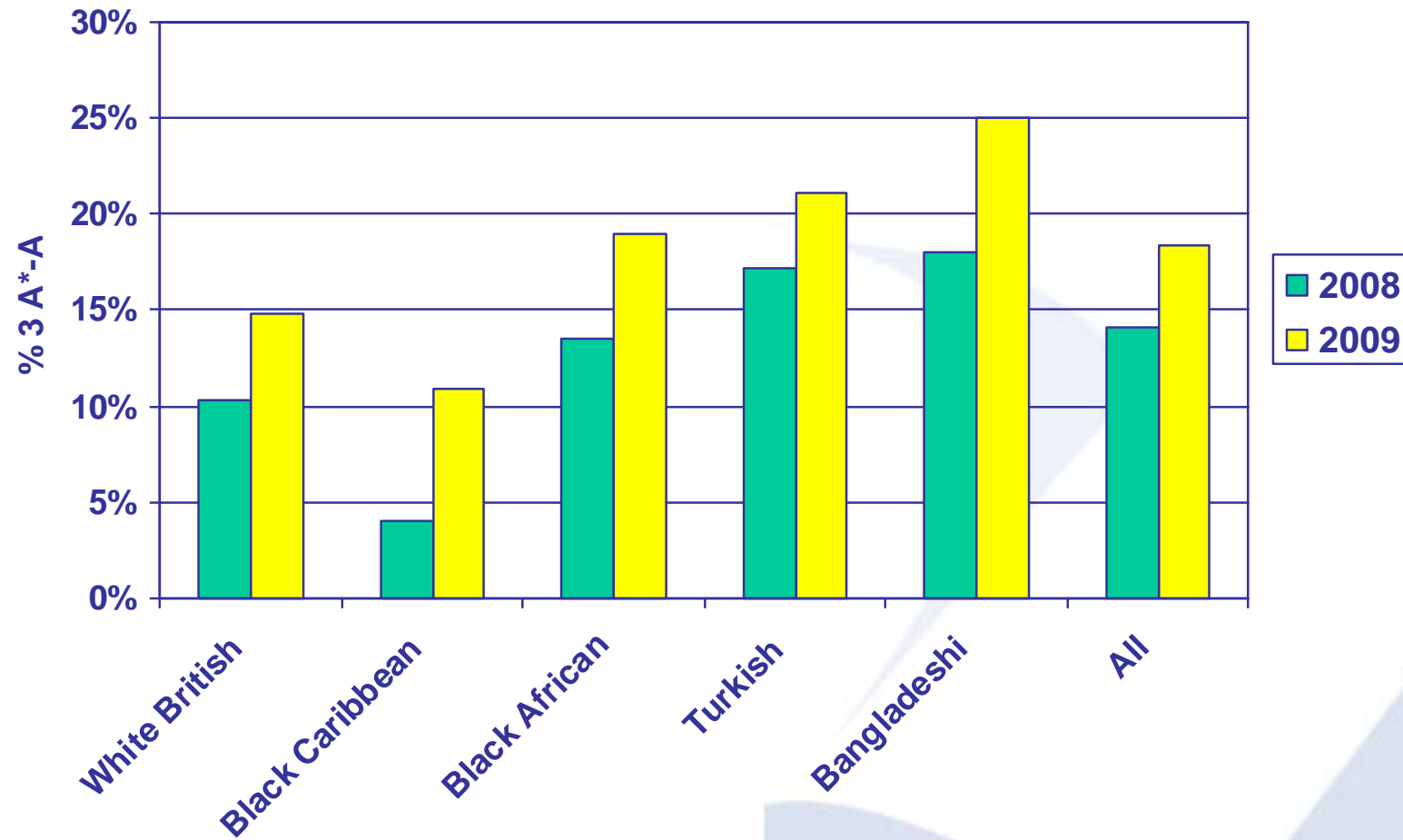
GCSE (inc En & Ma): girls



GCSE & EAL: the Islington effect



GCSE higher levels of attainment



Performance against targets

