

<b>Item No.</b> 10.	<b>Classification:</b> Open	<b>Date:</b> 13 December 2016	<b>Meeting Name:</b> Cabinet
<b>Report title:</b>		Southwark School Standards Report 2016	
<b>Ward(s) or groups affected:</b>		All	
<b>Cabinet Member:</b>		Councillor Victoria Mills, Children and Schools	

## **FOREWORD - COUNCILLOR VICTORIA MILLS, CABINET MEMBER FOR CHILDREN AND SCHOOLS**

We believe in giving all our young people the best start in life. We know that what we learn and discover at school can profoundly influence what we are able to achieve later in life, and that a great education is a key to unlock each and every child's full potential. Making sure that all Southwark's schools support but also challenge our young people is at the very heart of all that we do. We are proud of our schools. They are above the national average in all external examination areas and 93% are judged as being good or outstanding by Ofsted.

This report sets out information on school standards and related areas in Southwark. It includes school results in external assessments as well as investigating the attainment of Looked After Children, and the attainment of children from a range of different pupil groups in Southwark. It challenges the council and our schools to ensure that high quality teaching is reaching and benefiting all our children. The report also sets our schools' records on attendance and exclusions and sets out the recognition of teachers and governors through our awards programme. The council's Primary and Secondary Place Planning Strategy sets out extensive details of our work to ensure there is a local primary school place for every child, and we meet the demand for secondary school places. However, this report highlights the progress made over the last six years to make sure parents and young people feel they can express and secure a genuine preference when applying for a school place.

One real highlight of this year's report is the significant improvements made in the achievement of our Looked After Children. These vulnerable learners do not achieve as well as their peers and changes in assessment processes over the last few years have not been to their advantage – moving home, changing schools and disruption to their education, especially during assessment periods, adds to the many disadvantages these young people face. The improvements that we have seen in 2015 and 2016 reflect an increase in focus and support on these young people and the good use of Pupil Premium to fund an additional LAC Advisor, supplementary home tuition and targeted programmes of support.

We are committed to continuing to improve standards in our schools and properly resource the hard work and staff that make this possible. Provisional results show that 75.5% of all secondary school pupils achieved five or more A\*-C grades at GCSEs in 2016. However, there remains a variation in results across our secondary schools. Discussions are underway with secondary schools as to how we can, in partnership, support every Southwark school to reach the ambitious target of at least 70% of pupils attaining 5+ GCSEs at grades A\*-C.

Finally, we remain ambitious for our children and our schools. Our aim is that at every age, at every stage of assessment, and across all pupil groups, Southwark young people are outperforming their peers nationally, across London and against our statistical neighbours. Our children and young people deserve the very best and that's what we will always aim for.

## **RECOMMENDATION**

1. That cabinet note the 'Best start in life - Southwark school standards report 2016' attached at Appendix 1.

## **BACKGROUND INFORMATION**

2. Members requested a report on school standards in Southwark be produced that would set out information covering attainment across the borough. The attached report at Appendix 1 contains information on educational achievement ranging from Early Years Foundation Stage (5 years old), through to A-levels. The report also contains data on post-16 not in education, employment or training (NEET) performance, the achievement of different groups, including Looked After Children and information on attendance and exclusion and school admissions.

## **KEY ISSUES FOR CONSIDERATION**

3. The key issues for consideration are included in the report at Appendix 1 - 'Best start in life – Southwark school standards report 2016'.
4. The 2016 data contained within this report is provisional. The Department for Education will provide validated results in December for primary phase and January for secondary phase.
5. We will update the report as required as soon as the validated results are published.

## **Policy implications**

6. The report at Appendix 1 is fully aligned to local planning and policy frameworks including the Council Plan, and Children and Young People's Plan 2013-16. These outline the council's continued commitment to meeting the demand for primary and secondary school places and supporting schools to be outstanding, with children and young people able to achieve their full potential with at least 70% of students at every secondary school achieving at least five good GCSEs, and parents able to exercise real choice in a high performing local schools system.

## **Community impact statement**

7. The impact on communities of the issues and recommendation within the school standards report has been considered in line with Southwark's Approach to Equality. Generally the recommendations will have a positive impact on communities through the commitment to meeting the demand for primary and secondary school places and continuing to drive up standards across our schools so at least 70% of students at every secondary school get at least five good GCSEs.

8. The school standards report at Appendix 1 includes detailed information on the attainment of different pupil groups by race and ethnicity, disability, gender, age and disadvantage identified through pupil premium funding and/or eligibility for free school meals (including deprivation, adopted from care and children looked after). The report also includes information on what Southwark council intends to improve.

### **Resource implications**

9. There are no resource implications resulting from the recommendations in this report. The continued delivery of universal education services and statutory functions, including early years, school improvement, school admissions and youth services, specialist education and special educational needs services will continue to be provided via the existing education budget as set out in the council's Policy and Resources Strategy 2015-16 to 2017-18.

## **SUPPLEMENTARY ADVICE FROM OTHER OFFICERS**

### **Director of Law and Democracy**

10. The purpose of this report is to provide an update to cabinet on Southwark school standards in 2016.
11. The council is the relevant authority tasked with carrying out functions in relation to education and childcare in Southwark.
12. The council has a number of general duties in relation to the provision of education, including a duty to contribute towards the spiritual, moral, mental and physical development of the community, by securing that efficient primary, secondary and further education are available to meet the needs of the population of the area. Cabinet will note that the council itself maintains the significant majority of the schools discussed in the report; however the council's ability to develop new school proposals is now significantly restricted, and legislation enables existing maintained schools to convert to academy status which are outside of the council's ownership and control.
13. In respect of people aged under 20 (or over 20 if the council maintains an Education, Health and Care Plan for them), the council must also exercise its education and training functions with a view to promoting high standards, ensuring fair access to opportunities for education and training, and promoting the fulfilment of learning potential by every person to whom this duty applies.
14. More generally, in respect of the well-being of children, the council is under a duty to make arrangements to promote cooperation between the council and relevant partners to promote the well-being of children in the authority's area. The council is also under a duty to improve the well-being of young children and reduce inequalities between them. "Well-being" in this context relates to education and training, amongst other things.
15. As such, the preparation of a school standards report is something that can be said to be incidental to the council's functions in these areas.

16. Earlier this year the Education and Inspections Act 2006 was amended. The Act makes provision for intervention by the local authority and/or the Secretary of State in relation to “schools causing concern”. New section 60B of the Act extends these intervention powers to schools that are deemed to be “coasting”. What is a “coasting” school is still to be formally defined in regulations, but draft regulations issued by the government provide that a primary school will be coasting if, in the three years from 2014-16, fewer than 85% of pupils achieve the expected standard across reading, writing and mathematics and pupils do not make sufficient progress. Secondary schools will be coasting if, for 2014 and 2015, fewer than 60% of a school's pupils achieve 5 A\*-C including English and maths, and the school has a below median score for the percentage of pupils making expected progress; the level for expected progress for 2016 is to be determined once the GCSE results are available.
17. The inspection of schools is a function of the Chief Inspector of Schools. The assessment data for Key Stages 1 and 2, referred to in the report, arises from tests that schools are under a duty to administer; they must also report the results of those tests.
18. The Academies Act 2010 was also amended earlier this year to confer a duty on the Secretary of State to make an academy order in respect of a school found, after inspection, to require significant improvement or special measures.
19. Besides these more general duties, the council has a number of more specific functions in relation to education. Of particular relevance to the subject matter of the report are the duty to exercise council functions with a view to promoting the effective participation by young people aged 16-18 in education or training, a duty to promote the educational achievement of children looked after by the council, a duty to make arrangements (so far as it is possible) to identify children in Southwark who are of compulsory school age but are not registered with a school and are not receiving suitable alternative education and powers to instigate legal proceedings for non-school attendance.
20. When making its decision, section 149 Equality Act 2010 requires that cabinet have due regard to the need to eliminate discrimination and other prohibited conduct and advance equality of opportunity and foster good relations between people who share a relevant protected characteristic and those who do not. Information about the consideration given to equalities issues is set out in the community impact statement.

### **Strategic Director of Finance and Governance**

21. The strategic director of finance and governance notes the recommendations in this report which sets out information on school standards including school results in external assessments, attendance and exclusions from school, admissions, the attainment of Looked After Children, and the attainment of children from different pupil groups in Southwark.
22. The financial implications are outlined in the body of the report and highlight that funding is identified via existing education budget as set out in the council's policy and resources strategy 2015-16 to 2017-18.

## BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
Performance tables for school level and national 2014 KS2; GCSE and A Level attainment	Department for Education (DfE) website	
<b>Link:</b> <a href="http://www.education.gov.uk/schools/performance/">http://www.education.gov.uk/schools/performance/</a>		
School level and national pre 2014 KS2; GCSE and A level attainment	DfE website	
<b>Link:</b> <a href="http://www.education.gov.uk/schools/performance/archive/index.shtml">http://www.education.gov.uk/schools/performance/archive/index.shtml</a>		
Local authority level and national KS1 and phonics attainments 2015	DfE website	
<b>Link:</b> <a href="https://www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2015">https://www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2015</a>		
Local authority level and national KS2 data	DfE website	
<b>Link:</b> <a href="https://www.gov.uk/government/statistics/national-curriculum-assesments-at-key-stage-2-2015-provisional">https://www.gov.uk/government/statistics/national-curriculum-assesments-at-key-stage-2-2015-provisional</a>		

## APPENDICES

No.	Title
Appendix 1	Best start in life – Southwark school standards report 2016

## AUDIT TRAIL

<b>Cabinet Member</b>	Councillor Victoria Mills, Children and Schools	
<b>Lead Officer</b>	Nina Dohel, Director of Education	
<b>Report Author</b>	Nina Dohel, Director of Education	
<b>Version</b>	Final	
<b>Dated</b>	1 December 2016	
<b>Key Decision?</b>	Yes	
<b>CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER</b>		
<b>Officer Title</b>	<b>Comments sought</b>	<b>Comments included</b>
Director of Law and Democracy	Yes	Yes
Strategic Director of Finance and Governance	Yes	Yes
<b>Cabinet Member</b>	Yes	Yes
<b>Date final report sent to Constitutional Team</b>		1 December 2016