

Best start in life - Southwark school standards report 2015-16



Foreword



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 reports 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 makes 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.

Councillor Victoria Mills
Cabinet Member for Children and Schools

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Context

Southwark's schools are comprised of 4 nursery schools, 74 primary, 18 secondary, 1 all through school and 7 special schools and 2 hospital schools. Of these there are 6 primary academies and 6 primary free schools, 14 secondary academies and 2 secondary free schools. These schools serve 41,736 Southwark pupils. Most primary, special and 3 secondary schools are community schools. These are maintained by the Local Authority and follow the national curriculum. Academies and Free Schools are state funded independent schools, which are exempt from the national curriculum and are able to set their own term times. They are required to adhere to the same admissions regulations, special educational needs provisions, exclusions and safeguarding parameters as all schools. Academies receive funding directly from the Government, not from the council, and they are often overseen by an academy trust. The Harris Academy chain has 4 secondary and 3 primary schools in Southwark; Ark have 3 secondary schools including 1 all through school; and City of London has 1 secondary, and 2 primary schools

Southwark's population is very diverse. According to 2011 Census data, 16% of Southwark's population is between 5 – 19 years of age.

66% of the under-20 population is from black and minority ethnic communities. Of this, the largest group, 22%, are Black African, 18% Black Other and 6% Black Caribbean. 6% are Other Asian, 2% Chinese, 2% Bangladeshi, 2% Indian and 1% Pakistani. 9% of 0-15 years olds were born outside the UK. According to the 2011 Census*:

- there are 11,945 lone parent households with dependent children;
- 61% of residents were born in the UK, with 29% of residents born outside the EU;
- in 11% of households English is not spoken as the main language;
- 44% of households are socially rented accommodation;
- between the 2001 and 2011 Census, there was a significant fall in the % of people who identified themselves as Christian (down from 62%, to 53%). 'No religion' (27%), 'Muslim' and 'Not stated' (both 9%) make up the next largest cohorts;
- according to January 2016 census data, approximately 40% of our pupils are eligible for the pupil premium.

*Taken from Community Action Southwark's 'Demographic Data for Southwark from the 2011 Census'

Quality of Southwark Schools

Over the last six years there has been a significant improvement in pupil outcomes. As at 1 September 2016 **93.3%** of schools were judged by Ofsted as providing good or outstanding educational provision to Southwark pupils. A summary of Ofsted judgements of Southwark schools is shown in the table below, with a full breakdown of the Ofsted rating for every school set out in Appendix 1.

OVERALL Ofsted Judgement September 2016*

104 schools currently with an Ofsted Judgement (including Special)	2016 %
0 Schools in Special Measures	0%
0 Schools in Serious Weaknesses	0%
7 Schools Require Improvement (6 maintained schools and 1 Secondary free School)	6.7%
63 Schools Judged Good	60.6%
34 Schools Judged Outstanding	32.7%
97 Schools Judged Good or Outstanding	93.3%

Improvement over time

Overall Ofsted Judgements	2011	2012	2013	2014	2015	2016
Special Schools judged either Good or Outstanding	77%	77%	100%	100%	100%	100%
Primary/Infant & Nursery Schools judged either Good or Outstanding	71%	72%	85%	86%	89%	92%
Secondary Schools judged either Good or Outstanding	74%	87%	94%	94%	95%	94%
All Schools	73%	77%	88%	89%	90%	93%

*newly opened schools do not have an inspection judgement in their first three years of operation.

Guide to Assessments and examinations

This report shows primary school attainment at:

- **Early Years Foundation Stage (EYFS)** (age 5). At this stage, children are assessed by their class teacher to determine whether they have reached a *good level of development* for their age in the areas of communication and language, physical development, personal, social and emotional development and basic literacy and mathematics.
- **Year 1 Phonics screening** (age 6). This assessment confirms whether children have learnt phonic decoding to an appropriate standard – i.e. they are able to translate sounds into the written word.
- **Key Stage 1** (age 7) – Statutory teacher assessments take place at the end of year 2. For the 2015-16 tests and teacher assessment standards were revised. Consequently the outcomes for 2015-16 are not directly comparable with KS1 assessments in previous years. Children are assessed through work set by their teacher in reading, writing, mathematics and science. They also take tests in reading and mathematics which form a part of the final teacher assessment. This year, there was also an optional test in Grammar, Punctuation and Spelling (GPS).
- **Key Stage 2** (age 11) - Statutory teacher assessments and tests also take place at the end of year 6. Reading, writing, mathematics and science are assessed by the teacher and there are formal tests in reading, grammar, punctuation and spelling (GPS), and mathematics. Just as in KS1, tests and teacher assessment standards were new for 2016 and are not comparable with results in previous years.
- **GCSE** These examinations are taken at the end of year 11. All young people are expected to study English, Mathematics, Science, a modern foreign language and one humanities subject (History, Geography etc). They will usually study a number of other subjects in addition to these.
- **A-Level** Young people who choose to follow an academic route after their GCSEs will normally study for Advanced levels. They will usually specialise in three or four subjects and are examined at the end of the two year sixth form course.

NOTE: The following are 2016 provisional results only. Validated results are provided by the DFE in December (for primary phase) and January (for secondary phase) of each year. These results are not for publication at this stage.

New floor Standards 2015-16

Floor standards are the minimum standards set by the government for schools based on pupil's achievement at KS2. These performance indicators are used to determine the success of a school in a year and over time.

KS2 Floor Standards

A school would be deemed to be above the floor standard if:

- at least 65% of KS2 pupils achieve the expected standard in R, W & M (combined) **OR**
- pupils make sufficient progress in each of R, W & M from KS1 starting points

Coasting schools

A school would be deemed as “coasting” if, over a period of three years:

- less than 85% of pupils do not achieve the expected standard in R, W & M (combined) at **KS2 AND**
- pupils do not make sufficient progress from KS1 in all of R, W & M

Sufficient progress for the 2016 floor standard has been defined as pupils having made greater than the following points progress from their starting points:

- Reading - 5 points
- Writing - 7 points
- Mathematics - 5 points

The progress parameter for coasting schools is set at:

- Reading - 2.5 points progress
- Writing - 3.5 points progress
- Mathematics - 2.5 points progress

Moderation

This is an approach for checking that teacher assessments across all key stages are rigorous and robust.

We have teams of senior advisers, consultants and school leaders that are experienced, knowledgeable and well trained to undertake this statutory work.

Moderation will take one or more of the following forms::

- School to School Moderation internal data – occasionally quality assured by external consultants
- Moderation of statutory teacher assessments within groups of schools – facilitated by senior advisers
- Moderation of Statutory Assessments for Early Years, KS1 and KS2 – A Local Authority statutory duty.
- Training and events on how to ensure moderation is accurate

In Southwark, Senior Advisers benchmark more than the minimum number of schools for moderation.

As a consequence of moderation activities, schools are confident that the data they hold on their children is accurate and a good foundation for going forward.

Highlights

- There are no schools in Southwark who fall below the floor standards set nationally.
- The LA procedures for moderating assessments were quality assured by Standards and Testing Agency who concluded that our systems and practice were exceptional and supportive.
-

Challenge

- Support schools to respond to the higher expectations set nationally so that they exceed both the floor standard and coasting standards.

Early Years Foundation Stage (EYFS)

Pupils achieving a Good Level of Development (GLD)

	2013	2014	2015	2016
Southwark	59.6%	65.6%	70.6%	72.1%
London	52.8%	62.2%	68.1%	71.2%
National	51.7%	60.4%	66.3%	69.3%

- Southwark is consistently above London and National levels for children achieving a GLD.
- Attainment is well above the national average in Southwark. The proportion of children achieving a good level of development (GLD) has risen from 70.6% in 2015 to 72.1% in 2016. This is 2.8% above national and 0.9% above London.
- Southwark continues to be above the average for its statistical neighbours (70.7%) for % of children achieving a good level of development
- In 2016 there was an increase in the number of children achieving the expected level of development in four out of seven areas of learning.
- Attainment was highest in Health and Self care (91.6%) and the greatest gain was made in Reading (1.2 percentage point increase).
- The average gain for schools offered additional support (aimed at schools with lowest GLD scores in the borough) was 12.7%. Southwark's gain was 1.5 percentage points. Therefore with intervention and support schools made on average 11.2 percentage points greater gains in children achieving a good level of development than Southwark schools in general.
- For schools offered additional support for two years in a row the average gain over the two year period was 18 percentage points.
- Since 2013 there has been a 12.5 percentage points increase in the percentage of children achieving a good level of development in Southwark.
- Since 2013 the greatest increase in the percentage of children achieving the early learning goal has been in writing (9.2 percentage points increase)
- At the end of the academic year 2015-2016, 97.7% of school based early years provision was judged to be either good or outstanding by Ofsted.

Phonics

Year 1 phonics screening check:

	2013	2014	2015	2016
Southwark	72%	77%	81%	82%
London	72%	77%	80%	83%
National	69%	74%	77%	81%

See Appendix 2 for cohort characteristics analysis.

Highlights

- Since the introduction of this assessment in 2012, there has been a continued upward trend in Year 1 performance. In 2016, 82% of Year 1 pupils met the required standard in the phonics screening assessment – an improvement from the previous year (81% in 2015) and 1 percentage point higher than the national average of 81%.
- Compared with national results in Year 1 phonics screening, Southwark’s performance has consistently been higher than national standards and broadly in line with London.
- 91% of pupils at the end of Year 2 had met the required standard. These are pupils who were screened in Year 1 plus any pupils in Year 2 who were re-screened or being screened for the first time. This equates to an improvement of 1 percentage point from the previous year and is in line with the national average.

KS1 – YEAR 2 SATS AT 7 YEARS OLD

	Reading	Writing	Mathematics	Science
LA total	77%	70%	76%	82%
Of which % greater depth	(25%)	(15%)	(21%)	N/A
National	74%	65%	73%	82%
Of which % greater depth	(24%)	(13%)	(18%)	N/A

*See Appendix 2 for KS1 cohort characteristics analysis.
Figures in brackets show the percentage of children working at greater depth*

New testing and assessments arrangements were introduced in 2016 so a comparison to previous years is not available. Descriptions for the new standards have been revised and are now referred to as ‘working towards the expected standard’, ‘working at the expected standard’, and ‘working at greater depth within the expected standard’ in reading, writing and mathematics. A new test in Grammar, Punctuation and Spelling (GPS) was optional this year. There is no assessment for working towards the expected standard or working in greater depth for science at KS1. Tests at KS1 are used to inform the overall teacher assessment. Scaled scores for tests were introduced this year, whereby raw scores were aligned to a range with a scaled score of 100 or more being the expected standard.

Highlights

- This year, Southwark performed better than national in all of reading, writing and Mathematics at both the expected standard and working at greater depth with the expected standard.
- Southwark are in the top quartile nationally in all of reading, writing and Mathematics except in science where Southwark is in line with national and in the second quartile.
- Writing interventions in targeted schools have been highly successful.
- 100% project schools raised attainment at KS1 writing from L2B+ in 2015 to the new “expected” standard in 2016 compared to only 38% of Southwark schools overall who raised attainment from L2B+ to expected. (The project schools constituted 1/3 of these schools).
- Southwark results overall fell from 72% L2B+ to 70% at the new expected standard. However, national figures show a drop of 6% for the same comparison.
- The average gain in writing for project schools was 10 percentage points.
- The majority of project schools have now raised attainment between end of EYFS to end of KS1.

KS2 - YEAR 6 SATS AT 11 YEARS OLD (Provisional)

As in KS1, new testing and assessments arrangements were introduced this year and consequently a comparison with previous years is not available.

Tests in reading, Mathematics and GPS (Grammar, Punctuation and Spelling) were devised to assess the demands of the 2014 national curriculum. Raw scores are now equated to a scaled score ranging from 80 - 120, with 100 being the expected score. A higher scaled score of 110 was set for 2016. There are teacher assessment standards for reading, writing, Mathematics and science.

	Reading (test)	Writing (TA)	GPS (test)	Mathematics (test)	Science (TA)	RWM
LA Published (minus 8 schools)	66% (18%)	71% (17%)	75% (25%)	73% (18%)	75% (N/A)	51% (6%)
LA All schools	66% (18%)	79% (19%)	75% (25%)	73% (18%)	83% (N/A)	57% (7%)
London	68% (20%)	76% (17%)	77% (29%)	76% (22%)	81% (N/A)	57% (7%)
National	66% (19%)	73% (14%)	72% (22%)	70% (17%)	80% (N/A)	52% (5%)

GPS= Grammar Punctuation & Spelling **RWM** = Reading Writing Mathematics Combined

See Appendix 2 for the full KS2 cohort data

Figures in brackets show the percentage of children working at greater depth

Note: Eight schools in Southwark missed the deadline to submit their teacher assessments to the DfE. Published results for writing and consequently RWM combined are affected. LA actual results are based on data from 22nd August. KS2 results will be revised in December following the schools' checking exercise.

Typically the percentage of children working at the expected standard increases once new arrivals are discounted and outcomes for writing will be significantly higher than the current published results

Highlights

- Provisional outcomes show that 57% of pupils in Southwark achieved the expected standard in all of reading, writing and Mathematics combined. This is 5 percentage points higher than the national average of 52% and same as the London average.

- 66% of Southwark pupils achieved the new expected standard in reading, in line with national average, and below London by 2 percentage points. 18% of Southwark pupils attained a higher scaled score in reading compared with 19% nationally and 20% in London.
- In writing, 79% of pupils achieved the new expected standard compared with 73% nationally. Of these, 19% reached a standard of greater depth compared with 14% nationally. Southwark pupils also achieved 3 percentage points higher than the London average of 76% at the expected standard, and 2 percentage points higher at the standard of working at greater depth.
- In previous years the % of pupils achieving the expected standard in reading have remained the same as London and 1-2% above national. Writing 1-2% below London and 1-2% % above national and in mathematics generally the same as or 1% below London but 2% above national.
- 75% of Southwark pupils in year 6 attained the expected standard in grammar, punctuation and spelling, compared with 72% nationally, a difference of 3 percentage points. 25% of Southwark pupils reached the higher scaled score compared with 22% nationally and 29% in London.
- In Mathematics, 73% of pupils in Southwark achieved the expected standard, 3 percentage points more than those nationally, and 3 percentage points lower than pupils in London overall.

Priority for Improvement at KS2

- Raise attainment in writing by targeting identified schools through intervention and sharing of good practice.
- Raise attainment in KS2 reading and Mathematics so that a higher percentage of pupils in Southwark reach the standard now expected through a targeted program for a number of schools.
- Work with school leaders in the nine lowest identified schools in mathematics, so that they can track attainment and progress of **all** groups, especially disadvantaged, in order to diminish the gap. Senior advisers will monitor this work during their visits.
- Diminish the difference between Southwark and London performance at KS2 through school to school partnership work so that good practice is shared and pupil outcomes improved.

Progress measures KS2

Progress from KS1 to KS2

Progress at KS2 is measured using pupils' prior attainment at KS1.

Pupils KS2 progress is measured against the average scaled score alongside other pupils from their same KS1 attainment group. These groups are known as PAGs (prior attainment groups).

The national average is set at 0 and a school's overall progress score is determined by finding the average progress of each year 6 pupil compared with others in the same prior attainment group at KS1.

Most pupils are expected to make good or better progress from their relative starting points.

	Reading	Writing	Mathematics
Southwark	+1.1	+2.0	+1.4
National	0	0	0

- Southwark schools perform well compared to schools nationally in each of reading, writing and Mathematics.

Key Stage 4 - GCSE provisional data 2016

A new secondary school accountability system was implemented this year - replacing the old GCSE headline measure of 5+ A*-C including English and Mathematics. Key measures now focus on attainment 8, progress 8, attainment in English and Mathematics (A*-C), and English Baccalaureate (EBACC)

	Attainment 8	Progress 8	A*-C grade in English & Mathematics	English Baccalaureate
LA	52.8	0.23	68.6%	35.6%
London	51.7	0.16	65.9%	31.6%
National	49.9	-0.04	62.8%	24.6%

Note: Results for 2016 are provisional. Revised data will be published in January 2017

Attainment 8

Attainment 8 measures pupils' average achievement based on a suite of up to eight qualifications. These include English, Mathematics, three EBACC qualifications, and three further qualifications.

Progress 8

Progress 8 is a measure of the progress made between KS2 and KS4. Pupils' attainment 8 scores are compared with the average attainment 8 score of pupils nationally, with similar prior attainment at KS2.

Attainment in English and Mathematics (A*-C)

This measure identifies the percentage of pupils achieving a grade C or above in both English and Mathematics.

English Baccalaureate

The English Baccalaureate identifies the percentage of pupils achieving grades A* to C in core academic subjects at KS4 which includes English, Mathematics, science, a language and history or geography.

Highlights

- The council's aim is that at least 70% of our young people to be achieving five good GCSEs. Provisional figures for 2016 indicate that 75.5% of Southwark young people achieved this milestone. This is a 1.9% improvement on 2015.

- For attainment in English and Mathematics at grade A*-C, 68.6% of pupils in the LA achieved this measure compared to 62.8% nationally and 65.9% for London. Compared to the previous year, there was a 2.5 percentage points improvement on Southwark's performance.
- 35.6% of pupils in Southwark achieved the English Baccalaureate. This is 11.0 percentage points higher than national and an improvement of 3.6 percentage points, from 32.0% in the previous year. Southwark also outperformed London by 4.0 percentage points.
- The average attainment 8 score per Southwark pupil was 52.8. This compares to 49.9 nationally and 51.7 for London.
- The overall progress 8 score for Southwark was 0.23. This means Southwark pupils on average made almost one quarter of a grade more progress than the national average. Compared to pupils in mainstream schools nationally, the average progress made by Southwark was statistically significant. Southwark also compares well to performance across London.
- Southwark are in the top quartile for all new GCSE headline measures.

KS4 (GCSE and equivalents) – Year on Year Trend

Based upon the old KS4 headline measures Southwark remains ahead of the national % achieving 5+A*-C by 7.4% and 5+A*-C including English and Mathematics by 5.8%. Reporting of these measures for 2016, has been strictly for comparison purposes.

	Southwark 2012	National 2012	Southwark 2013	National 2013	Southwark 2014	National 2014	Southwark 2015	National 2015	Southwark 2016	National 2016
5+ A* - C GCSE	84.8%	83.0%	85.1%	83.0%	71.3%	65.6%	73.6%	66.2%	75.5%	68.1%

Note: Results for 2016 are provisional.

	Southwark 2011	National 2011	Southwark 2012	National 2012	Southwark 2013	National 2013	Southwark 2014	National 2014	Southwark 2015	National 2015	Southwark 2016	National 2016
5+ A* - C GCSE inc. English and Mathematics	58.0%	58.4%	58.8%	59.1%	65.2%	60.8%	62.5%	56.8%	64.5%	57.3%	62.8%	57.0%

Note: Results for 2016 are provisional.

Key stage 5- A Levels

There has been good improvement in the A level performance of Southwark school pupils, specifically results at the higher grades. Compared to performance 5 years ago, the percentage of entries gaining the top A*- A grades has increased to 23.8% from 17.9% - almost 6 percentage points improvement. For A*- C grades, the improvement is 4.2 percentage points - from 74.3% to 78.5%

	Southwark 2011	National 2011	Southwark 2012	National 2012	Southwark 2013	National 2013	Southwark 2014	National 2014	Southwark 2015	National 2015	Southwark 2016	National 2016
A* - A	17.9%	26.8%	25.3%	26.5%	20.8%	26.3%	22.2%	26.0%	20.8%	25.9%	23.8%	25.8%
A* - C	74.3%	76.0%	77.4%	76.4%	78.2%	77.0%	76.2%	76.5%	77.6%	77.2%	78.5%	77.5%
A* - E	97.9%	97.9%	99.7%	98.0%	99.3%	98.1%	99.1%	98.0%	99.7%	98.1%	97.0%	98.1%

Note: Results for 2016 are provisional and based on data provided directly from schools. Not all schools have provided their data for 2016.

Southwark Scholarship Scheme

The Southwark scholarship scheme supports Southwark young residents who have made a positive impact in their community. The Scheme provides university tuition fee payments, assisting high achieving young people from low income families.

Since the inception of the Council's Scholarship Scheme in 2011, there have been 61 students benefiting from the Scheme.

For the 2016-17 intake, 12 students were awarded the scholarship, including:

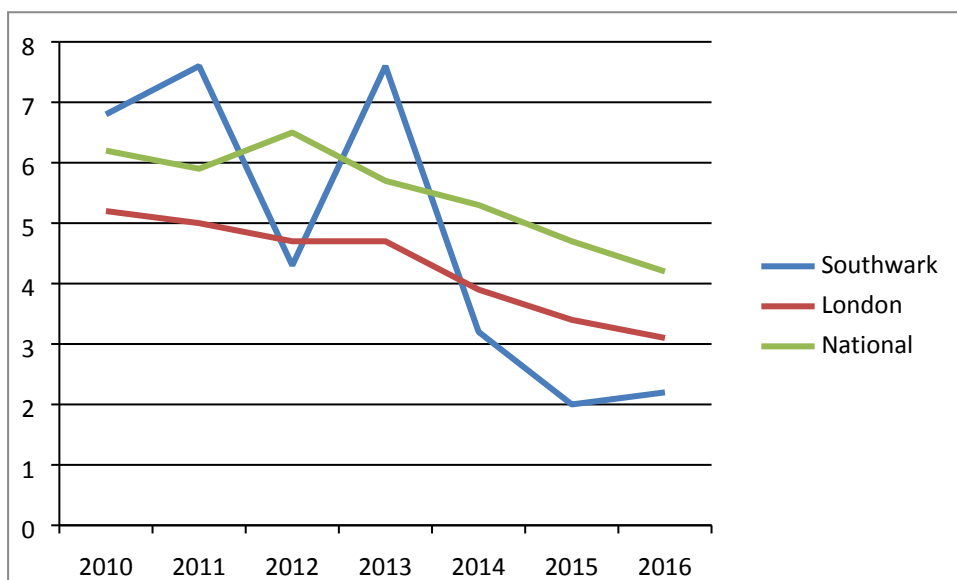
School	University	Course of Study
Bacon's College	University of Birmingham	Psychology
City of London Academy	University College London (UCL)	Medicine
City of London Academy	University of Leicester	Aerospace Engineering
Globe Academy	University of Birmingham	Geography (with year abroad)
Kings College Mathematics School (Lambeth)	Imperial College London	Mathematics
Kingsdale Foundation School	Oxford University	Philosophy, Politics and Economics
London Academy of Excellence (Newham)	University of Sheffield	Civil and Structural Engineering
Sacred Heart Catholic School	University of York	Human Geography and Environment
Sacred Heart Catholic School	University of Southampton	International Relations
St Saviour's & St Olave's School	Goldsmiths University of London	Psychology

Post 16 students

Southwark is required to track and support young people leaving school to secure as far as possible their journey into further education, training or employment. The performance in this area is measured by the number of young people who are aged 16-19 who are not in employment education or training (NEET).

The Participation, Education and Training Team support young people to make informed choices about appropriate courses and/or next steps into the workplace. This advice increases young peoples' chances of gaining employment or accessing further study. The team has again been awarded the Matrix standard, the national quality mark for the delivery of advice and guidance services. The team also deliver externally funded programmes.

Performance over time (% of 16-19 year olds recorded as being NEET)



The NEET figure for Southwark continues to be better than London and National averages, maintaining Southwark's ranking in the top quartile. In September 2016, 98.3% of Southwark 16 & 17 year olds had an offer of education or training, this is better than the national figure of 94.6% and London (95%).

The improvement in young people engaged in employment, education or training has been achieved through joint working with schools, other council services and external agencies. Externally funded programmes in 2015/16 included:

(i) B2B2 Back to Business 2 (ended December 2015)

This European Social Fund preventative NEET programme targeted 16-19 year olds at risk of becoming NEET. Young people with school attendance or behavioural issues, learning difficulties or English as a second language formed part of the audience. 158 Southwark young people completed the programme in 7 different provisions, remaining in education, employment or training. While gaining accredited learning, participants attended high quality careers guidance and skills events (e.g. Skills London at EXCEL), opening possibilities for further and higher education and employment opportunities.

(ii) Youth Contract (ended January 2016)

This NEET re-engagement programme was funded by the Education Funding Agency. Young people with 1 GCSE A-C grade or less, looked after children and young offenders were supported into 26 weeks' sustained employment or training. Southwark exceeded contractual targets, achieving a gold performance rating. This contributed to subsequent successful bids for external funding.

(iii) CALM (Careers & Learning Mentoring)

Capitalising on previous grant-funded performance, the team successfully secured a new European Social Fund contract late in the academic year. CALM is a NEET outreach programme for 16-24 year olds not claiming Job Seekers Allowance, providing each young person with a qualified and experienced resilience mentor for support. This programme offers participants advice and guidance on their choices, progression planning and practical support (e.g. preparation for interviews, travel costs). Participants remain members of the programme for 6 months after they engage in education, training or employment.

Looked After Children

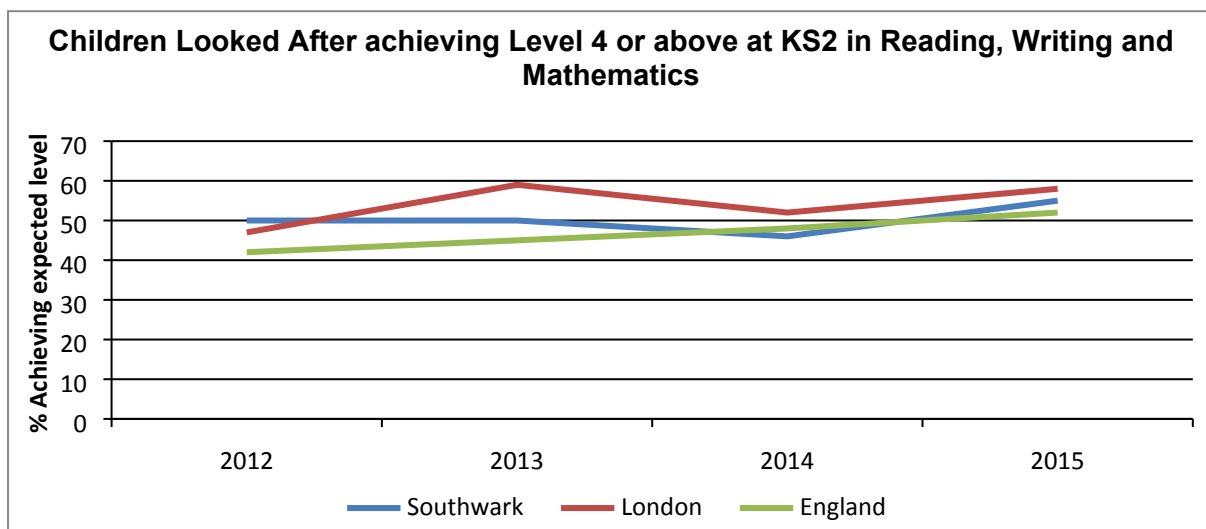
Southwark is responsible for 453 Looked After Children (LAC) from reception to year 13, attending 252 schools and colleges across England and Wales. The LAC Education team supports the learning outcomes of Looked After Children through a variety of strategies including:

- Advocating for the best possible education provision for Southwark's Looked After Children, in multi-disciplinary contexts.
- Securing rapid, appropriate education provision at times of placement change.
- Tracking pupil attainment and attendance; focussing on pupils' academic progress and raising alerts regarding those at risk of disengagement.
- Supporting the development of Personal Education Plans (PEPs), securing the best possible placements for pupils with high risk factors and/or poorest academic progress.
- Commissioning interventions to increase literacy and numeracy skills and improve attitudes to learning.

LAC Attainment – Key Stage 2

Percentage of Year 6 pupils achieving Level 4 in Reading, Writing and Mathematics

	2012	2013	2014	2015
Southwark LAC	50	50	46	55
London LAC	47	59	52	58
England LAC	42	45	48	52



Key Stage 2 Attainment was markedly higher in 2015 than 2014, with 55% of Year 6 LAC students achieving expected levels in Reading, Writing and Mathematics: an increase of 9% from the previous academic year. This followed National and London trends, but with a more significant increase compared with increases of 4% and 6% respectively. There was a small drop in the percentage of learners achieving a level 4 in Reading. As a result, there was an increased focus on Reading for children of Primary School age in the academic Year 2015-2016 with appropriate level books being given to pupils at PEP Meetings and work with Foster Carers to encourage reading for pleasure. The percentage of students achieving the expected levels in Grammar, Punctuation and Spelling also increased from 50% to 55%.

LAC Progress – Key Stage 2

Percentage of Year 6 pupils making 2 or more levels progress in Key Stage 2 in 2015

	Reading	Writing	Mathematics
Southwark	71.40%	71.40%	81%
England	82%	84%	77%

The percentage of students making two or more levels of progress in Mathematics was above that of all LAC students nationally. Reading and Writing are below that of LAC pupils nationally. Pupil Premium Funding has been used to fund a primary LAC Advisor post for 2015-2016 in order to improve outcomes in the Primary Phase. There has also been an increased focus on literacy in the primary phase using the Pupil Premium funded “Letterbox” resource to support reading and writing development.

Percentage of Students Achieving Expected Levels in 2016

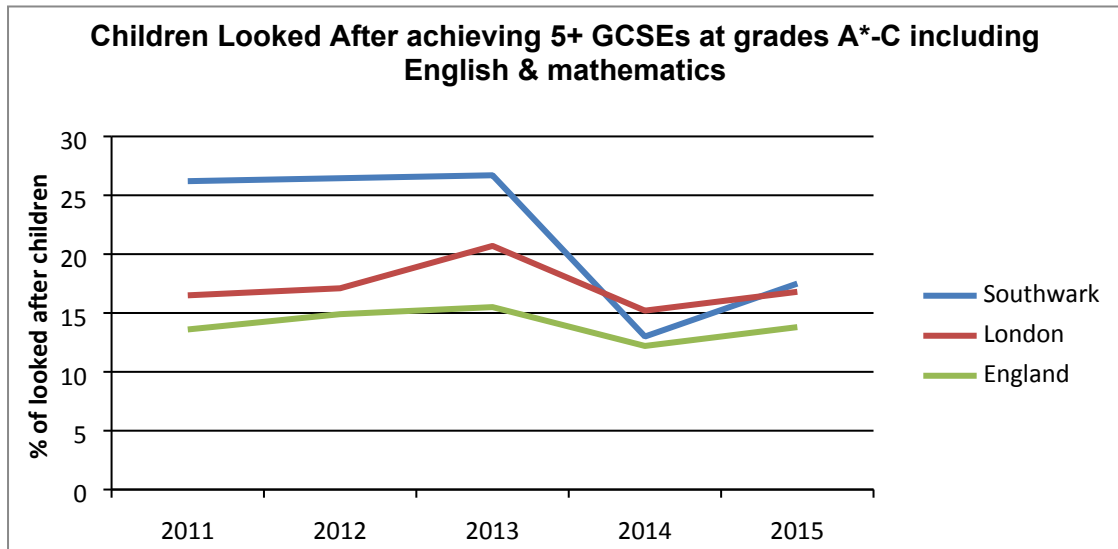
	Percentage of Students Achieving Expected Standard - 2016			
	Reading	GPS	Writing	Mathematics
Southwark LAC	52	40	61	40
England All	66	72	87	70
Gap	14	32	26	30

	Percentage of Students Achieving Expected Standard - 2015			
	Level 4+ Reading	Level 4+ GPS	Level 4+ Writing	Level 4+ Mathematics
Southwark LAC	61.9	47.6	61.0	61.9
England All	89.0	80.0	87.0	87.0
Gap	27.1	32.4	26.0	25.1

Results for Key Stage 2 are not directly comparable between academic years 2015 and 2016 because of a change in assessment methodology. It is, however, noteworthy that the gaps between pupils achieving expected levels are closing or stable in most cases. In the case of Reading the gap has almost halved: strategies used in 2015-2016, described in more detail earlier, have had an impact. Raising attainment and progress levels in Key Stage 2 Mathematics is a focus for the academic year 2016-2017 with Pupil Premium funds being used to distribute specialist software to students that have gaps in their knowledge and understanding. The usage of this software is then monitored by LAC Advisors to ascertain where further intervention is necessary.

Note: DFE published data for 2016 LAC outcomes is unavailable until March 2016

LAC Attainment - GCSE



	2013	2014	2015	2016*
Southwark (LAC)	26.7	13	17.5	20.7
London (LAC)	20.7	15.2	16.8	Published March 2017
England (LAC)	15.5	12.2	13.8	Published March 2017

GCSE Outcomes for Southwark Looked after Children improved significantly in 2015. The percentage of students achieving 5A*-C EM was 4.5% higher than the previous academic year compared with an improvement of only 1.6% for both London and England Looked after Children. There was a further increase of 3.2% in 2016; 20.7% of Southwark Looked after Children achieved 5A*-C including English and Mathematics.

These improvements are largely due to an increased focus on supporting Year 11 pupils with English and Mathematics in the academic year 2014- 2015 and 2015 -2016. This has involved some targeted, Pupil Premium funded supplementary home tuition, where gaps have been identified using the PEP process. This has also led to increased numbers of students achieving A*-C in both English and Mathematics in both academic years.

There was also some modest improvement in overall outcomes excluding English and Mathematics as shown in the chart below.

	2013	2014	2015	2016
Southwark (LAC)	42.2	19.6	20	20.7
London (LAC)	39.9	19.9	21.8	Published March 2017
England (LAC)	37.2	16.3	18.3	Published March 2017

*Note: DFE
published
data for*

2016 LAC outcomes is unavailable until March 2017

**Unvalidated Data*

Performance of Southwark LAC Students in and out Southwark borough provision

Key Stage 2 Attainment - 2016

	% Achieving Scaled Score of 100+			
	Reading	Writing	GPS	Mathematics
Attending School In-Borough	53	53	41	35
Attending School Out of Borough	43	50	36	36

Key Stage 4 Attainment – 2016

	Percentage of Southwark LAC			
	5+ GCSE A*-C	5+ GCSE A*-C EM	EM A* - C	5+ GCSE A*-G
Attending School In-Borough	42.9	35.7	35.7	57.1
Attending School Out of Borough	15.8	15.8	21.1	36.8

Comparisons between Southwark LAC educated in and out of Southwark Borough show that students educated in borough consistently outperform Southwark LAC out of borough. The gap is much more apparent at Key Stage 4 than at Key Stage 2 where students educated in borough outperform out of borough students on every measure by at least 15%. This is also true in previous academic years.

Impact of changes to Curriculum and Accountability Measures

Changes to accountability measures and examinations systems in 2014 had more of an impact on the LAC cohort than they did on their non-LAC counterparts. This was in part because the types of qualifications available are less suited to the needs of vulnerable learners, or learners with gaps in their education.

The most recent changes in accountability measures for schools may also have an impact in terms of individual curriculum choices for learners and examination style. In order to mitigate for any negative impact the Virtual School have increased support in three key areas:

- **PEPs.**

PEPs bring together a range of professionals, the Looked After Child and Carer in order to make educational decisions, set targets and monitor progress. They are a key driver in ensuring good quality educational provision that is well suited to the specific needs of Looked after Children and are an holistic tool to improve attainment and engagement. The Virtual School has: employed a project officer to track PEP completion rates and added to a small team of LAC Education Advisors who are able to attend priority PEPs and support Social Workers through the process where they are unable to attend. PEP Completion rates increased dramatically in the academic year 2015-2016, from 42% to 84%.

- **Advice and Guidance.**

Engagement and achievement is likely to be higher when young people are clear about the pathway they want to follow post 16. We have employed two additional advisors to ensure that all LAC in Key Stage 4 have access to high quality one to one guidance. CLA NEET figures, at September 2016, was at an all time low of 16% compared with a national average in the region of 40%

- **Educational Support**

LAC education advisors work with schools to ensure that all Looked after Children have the right support to enable them to succeed. The Virtual School have increased the number of advisors, reducing their caseload. This has allowed more focused support, particularly where there are concerns. This includes more support for Social Workers as they navigate de-standardisation of assessment in schools, academisation and curriculum changes. All of which, make it more difficult to advocate for the child, particularly for non-specialists.

Attendance across Southwark primary and secondary schools

Primary Schools

The latest figures on pupil attendance for the academic year 2013/14 were released by the DfE in March 2015, showing improvements in primary school attendance.

Highlights

- Overall attendance has risen across all Southwark primary schools by 0.8 percentage points and performance now exceeds National, London and Inner London rates.

Note: The lower the % the better the performance

	Year	Southwark	Inner London	National
Authorised Absence %	2010/11	4.0	4.1	4.3
	2011/12	3.5	3.4	3.7
	2012/13	3.5	3.5	3.9
	2013/14	2.8	2.9	3.0
	2014/15	2.9	3.0	3.1
Unauthorised Absence %	2010/11	1.3	1.2	0.7
	2011/12	1.0	1.0	0.7
	2012/13	0.9	1.0	0.7
	2013/14	0.9	1.1	0.8
	2014/15	1.0	1.0	0.9
Overall Attendance %	2010/11	94.7	94.7	95.0
	2011/12	95.5	95.6	95.6
	2012/13	95.5	95.5	95.3
	2013/14	96.3	96.1	96.1
	2014/15	96.0	96.0	96.5
Persistent Absence %	2010/11	5.0	4.4	3.9
	2011/12	3.9	3.4	3.1
	2012/13	3.3	3.0	3.0
	2013/14	2.0	2.1	1.9
	2014/15	2.4	2.3	2.1

Source DfE Database

- Of particular significance is the decrease in persistent absence which in 2012/13 at 3.3% was higher than the National, London and Inner London rates. In 2013/14 persistent absence decreased to 2.0%, an improvement of 1.3 percentage points which is 0.1 percentage points lower than the London rate, and 0.1 percentage points higher than National. Persistent absence has been targeted by the Early Help educational welfare officers as a priority to improve.

Secondary Schools

Southwark secondary school attendance improved during 2013/14 with all types of absence declining to below the National, London and Inner London rates. Over a 4 year period attendance across Southwark secondary schools has improved by almost 2 percentage points. There has been a significant improvement in Secondary Persistent Absence rates, which have declined by 4.5 percentage points over a 4 year period, and are now well below National, London and Inner London rates.

Note: The lower the % the better the performance

Source
DFE
Database

	Year	Southwark	Inner London	National
Authorised Absence %	2010/11	4.5	4.4	5.1
	2011/12	3.9	3.9	4.6
	2012/13	3.7	3.7	4.5
	2013/14	3.2	3.4	3.9
	2014/15	3.2	3.4	4.0
Unauthorised Absence %	2010/11	1.6	1.6	1.4
	2011/12	1.4	1.4	1.3
	2012/13	1.4	1.4	1.4
	2013/14	1.1	1.3	1.3
	2014/15	1.2	1.4	1.3
Overall Attendance %	2010/11	93.9	94.0	93.5
	2011/12	94.7	94.7	94.1
	2012/13	94.9	94.9	94.1
	2013/14	95.6	95.3	94.8
	2014/15	95.6	95.2	94.7
Persistent Absence %	2010/11	8.2	7.5	8.4
	2011/12	6.9	6.3	7.4
	2012/13	5.6	5.1	6.5
	2013/14	3.7	4.2	5.3
	2014/15	4.2	4.5	5.4

Exclusions

Whilst permanent exclusion rates rose nationally from 0.06% to 0.07% across state funded primary, secondary and special schools combined, permanent exclusion rates remained unchanged in Southwark. In the 2014/15 academic year, there were 18 (or 20 when rounded to the nearest 10) permanent exclusions issued by Southwark schools. Expressed as a percentage of the overall school population, this was equivalent to 0.05%

- Southwark was joint 38th lowest for the rate of permanent exclusions expressed as a percentage of the school population – joint 47th lowest in the previous year – equating to an improvement of 9 places.
- When compared to 2013/14, the LA remained in the second quartile for having the lowest rate of permanent exclusion.
- In Southwark, all permanent exclusions were issued by schools in the secondary sector (NB: Ark Globe Academy are counted under the secondary school phase by the DfE). In total 6 schools were responsible for issuing the 18 exclusion.
- Having had rates of permanent exclusion that exceeded the national levels for a number of years and as recently as 2011/12, for the second consecutive year, Southwark's permanent exclusion rate was below the national average (0.07%). Additionally, Southwark's permanent exclusion rate continued to be lower than those reported across London (0.07%), as well as the average for our statistical neighbours (0.09%).

Sourced: DfE

Fixed Period Exclusions

- Latest figures for the number and rate of fixed period exclusions issued by Southwark in 2014/15 mirror national and London performance with all showing an increase in fixed period exclusion figures
- Within Southwark, the largest number of fixed period exclusions were issued by its secondary schools followed by primary schools, and lastly by special schools.
- 53 state funded primary, secondary and special schools were responsible for the fixed period exclusions issued within the LA in 2014/15.
- For the second consecutive year, the rate of fixed period exclusion for Southwark continued to be below the national rate (3.88 in 2014/15). Conversely, Southwark's fixed period exclusion rate continued to exceed the London average of 3.28%
- For the 3rd consecutive year, Southwark's fixed period exclusion rate was below our statistical neighbour average of 4.18%

School Admissions

Summary of primary school preferences allocated to Southwark residents 2010 -2016

Southwark aims to secure a reception place for every child starting school within 2 miles of home, and place a child in at least 1 of their first 3 preferences. The table below shows improvement in this commitment over the last five years. In addition 99.6% of applications are now processed online and on time.

	2010		2011		2012		2013		2014		2015		2016	
Total applications received	3,218	100.0%	3,237	100.0%	3,468	100.0%	3,411	100.0%	3,389	100.0%	3,536	100.0%	3,380	100%
Total primary school places available	3,416		3,394		3,702		3,673		3,738		3,860		3,995	
Number offered 1st preference	2,664	82.8%	2,561	79.1%	2,692	77.6%	2,804	82.2%	2,684	79.20%	2,823	80.0%	2,875	85.1%
Number offered one of their 4 (4 from 2011) preferences	3,039	94.4%	3,055	94.4%	3,269	94.2%	3,272	95.9%	3,177	94.00%	3,376	95.4%	3,310	98%
Number manually offered an alternative place (not offered a preference)	174	5.4%	182	5.6%	198	5.7%	139	4.0%	197	5.80%	160	4.5%	70	2.1%
Pupils without an offer	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.00%	0	0.0%	0	0.0%
Pupils not in receipt of a local offer (within 2 miles)	No available data	No available data	1	0.03%	0	0.0%	1	0.03%	0	0.00%	0	0.00%	0	0.0%

The primary figures show that despite an increased number of applicants, we remain above the national and inner London/Greater London averages, which is something we should be pleased with. We can note:

- That children in primary in Southwark have seen a 6% rise in getting their first choice since 2014, against an inner London rise of 3.8%, a London rise of 2.6%, and a national rise of 0.7% this is likely due to the considerable number of additional places we have added
- First choices are above inner London and London averages
- The percentage of parents receiving one of their first three choices has also increased since 2014 by 5% - against an inner London rise of 1%, London 1.9% and nationally, 0.6% this is again likely due to a greater number of school places being available for applicants.
- The percentage of preferences 1-3 is above inner London and London averages, and only 0.1% less than the national figure
- The percentage of parents receiving any of their choices has grown by 3.6% - against an inner London rise of 2.1%, London 1.4% and nationally, 0.5%
- The percentage for all preferences are above inner London and London averages, and above the national average

Summary of secondary school preferences allocated to Southwark residents 2010 -2016

	2010		2011		2012		2013		2014		2015		2016	
Total applications received	2,459	100.0%	2,521	100.0%	2,436	100.0%	2,500	100.0%	2,595	100.0%	2,637	100.0%	2,857	100%
Number offered 1st preference	1,345	54.7%	1,322	52.4%	1,362	55.9%	1,468	58.7%	1,592	61.4%	1,571	59.6%	1,689	59.1%
Number offered one of their first 3 preferences	2,039	82.9%	1,987	78.8%	2,011	82.5%	2,126	85.0%	2,296	88.5%	2,281	86.5%	2,443	85.5%
Number offered one of their first 6 preferences	2,250	91.5%	2,232	88.5%	2,213	90.8%	2,327	93.0%	2,448	94.4%	2,457	93.2%	2,639	92.4%
Number manually offered an alternative place (not offered a preference)	207	8.4%	243	9.6%	215	8.8%	173	6.9%	147	5.7%	180	6.8%	218	7.6%
Pupils without an offer	0	0.0%	44	1.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

The above data is updated each year on Offer Date and does not take account of any late applications processed after the offer date.

If we look at historical data, we can see that:

- Figures for Southwark first preferences have actually seen a small rise since 2013 of 0.3%, against a reduction in inner London of 1.7%, London 2.3%, and nationally 2.6%
- The pattern is similar for choices 1-3 – Southwark shows a small rise since 2013 of 0.4%, against a reduction in inner London of 0.4%, London 2.1%, and nationally 1.5%
- For all preferences, Southwark shows a rise since 2013 of 2.3%, against a reduction in inner London of 0.9%, London 1.3%, and nationally 1.3%
- Since 2014, the percentage of pupils receiving their first choice has fallen across all geographies – Southwark by 1.8%, inner London by 1.0%, London by 1.4% and nationally by 1.1%, so this is part of a London-wide and national pattern.
- For all parental choices since 2014, Southwark's percentages have increased by 2.4%, against inner London and London reductions of 1.0%, and a national reduction of 1.3%

Teacher and Governor awards

Each year Southwark Council recognises and celebrates the outstanding contribution that teachers and governors make to the quality of our schools and outcomes for all our pupils.

Outstanding teachers and innovative practice in Southwark schools over the past four years have been celebrated through the Southwark Teacher Awards. Over 120 outstanding teachers and schools have been recognised by these awards for making a positive difference to the pupil's they teach. This year has been no exception, and our awards are continuing to grow. Five schools in Southwark where pupils at the end of Key Stage 2 were in the top 1% nationally for pupil progress in Mathematics, reading or writing, received recognition through the Outstanding Pupil Progress Award.

Tuke School and Cherry Garden School both received a prestigious Director of Education award in recognition that they have been consistently judged to be an outstanding school over 3 inspection cycles. Both schools contain highly experienced teams of professionals committed to providing individualised learning, support and opportunities for their pupils with profound, multiple and severe learning difficulties they support teachers, families and other schools in Southwark.

Outstanding Pupil Progress Awards
Bessemer Grange
Ilderton Primary School
John Donne Primary School
St Joseph's Gomm Road
Cathedral School of St Saviour and St Mary Overy

Year on year these awards are growing, as a result of the excellent teaching and learning opportunities in our schools. We have added a new award category to acknowledge the support given by our schools to support develop our newly qualified teacher (NQTs) and next generation of leaders in Southwark. This has been a very exciting year for our primary newly qualified teachers (NQT) in Southwark. In 2015/16 every primary NQT in Southwark had the opportunity to visit a variety of different settings and participate in three high quality school based training sessions. This would not have been possible without the support of the Cathedral School of St Saviour and St Mary Overy, John Ruskin Primary School, Charles Dickens Primary School, Surrey Square Primary School, Cherry Garden School and Rotherhithe primary school who received the prestigious NQT school based training award.

Many of Southwark's children have benefited from this commitment to raising standards and improving life long chances.

The event was documented through photos and published to our brand new Southwark Schools Website.

Appendix 1. Ofsted Ratings - 1st September 2016

Key: 1- Outstanding 2. Good. 3-Requires Improvement. 4-Inadequate/Special Measures.

School Name	Type	Current OFSTED:	
		Inspection date	Inspection rating
Secondary Schools			
ARK All Saints Academy	Academy	02/06/2015	2
Ark Globe Academy	Academy	24/10/2014	2
Bacon's College	Academy	13/03/2013	2
City of London Academy (Southwark)	Academy	08/06/2016	2
Compass School	Free school	20/05/2015	3
Harris Academy At Peckham	Academy	30/09/2015	2
Harris Academy Bermondsey	Academy	19/03/2015	1
Harris Boys Academy East Dulwich	Academy	07/12/2011	1
Harris Girls' Academy East Dulwich	Academy	14/03/2012	1
Highshore School	Community special	27/02/2013	2
Kingsdale Foundation School	Academy	06/12/2012	2
Newlands School	Academy special	16/03/2016	2
Notre Dame Roman Catholic Girls' School	Secondary	22/11/2012	1
Sacred Heart Roman Catholic Secondary School	Academy	12/12/2012	1
Southwark Inclusive Learning Service KS3, KS4 & Sils+	PRU	30/01/2015	2
Spa School	Community special	02/12/2015	1
St Michael's & All Angels C of E	Academy	16/05/2011	2
St Michael's Catholic College	Academy	04/07/2013	1
St Saviour's and St Olave's Church of England School	Secondary	25/02/2009	1
The Charter School	Academy	04/11/2009	1
The St Thomas the Apostle College	Secondary	28/11/2014	1
Tuke School	Community special	04/10/2011	1
Walworth Academy	Academy	23/10/2014	2
Primary Schools			
Albion Primary School	Primary	12/10/2011	1
Alfred Salter Primary School	Primary	17/11/2011	2
Bellenden Primary School	Primary	24/09/2013	2
Beormund Primary School	Community special	01/03/2013	2
Bessemer Grange Primary School	Primary	11/03/2015	2
Bethlem and Maudsley Hospital School	Community special	17/11/2011	1
Boutcher Church of England Primary School	Primary	06/05/2008	1
Brunswick Park Primary School	Primary	28/11/2014	3
Camelot Primary School	Primary	25/02/2016	3
Charles Dickens Primary School	Primary	10/03/2008	1
Charlotte Sharman Primary School	Primary	12/07/2013	2
Cherry Garden	Community special	04/06/2015	1
Cobourg Primary School	Primary	05/11/2014	2
Comber Grove School	Primary	07/05/2015	2

School Name	Type	Current OFSTED:	
		Inspection date	Inspection rating
Crampton School	Primary	04/02/2014	1
Crawford Primary School	Primary	13/03/2013	1
Dog Kennel Hill School	Primary	12/09/2011	2
Dulwich Hamlet Junior School (became an academy 01/04/11)	Academy	16/09/2008	1
Dulwich Village Church of England Infants' School	Primary	16/09/2008	1
Dulwich Wood Nursery School	Nursery	10/05/2016	2
Dulwich Wood Primary School	Primary	06/03/2012	2
English Martyrs Roman Catholic Primary School	Primary	08/07/2016	2
Evelina Hospital School	Community special	31/01/2013	1
Friars Primary Foundation School	Primary	14/06/2013	2
Gloucester School (converted to Angel Oak Academy in 01/02/2015)	Primary	21/06/2012	2
Goodrich Community Primary School	Primary	22/03/2012	2
Goose Green Primary School	Academy	13/06/2012	2
Grange Primary School	Primary	04/10/2012	2
Grove Nursery School	Nursery	03/12/2014	2
Harris Primary Academy, Peckham Park (became an Academy 01/09/11)	Academy	28/11/2014	2
Harris Primary Free School Peckham	Free school	28/03/2014	1
Haymerle School	Community special	12/03/2015	2
Heber Primary School	Primary	30/09/2015	2
Hollydale Primary School	Primary	13/01/2016	3
Ilderton Primary School	Primary	18/06/2015	1
Ivydale Primary School	Primary	17/10/2012	2
John Donne Primary School (became Academy Jan 14)	Academy	11/10/2011	1
John Ruskin Primary School	Primary	28/01/2009	1
Judith Kerr Primary School	Academy	12/05/2015	2
Keyworth Primary School	Primary	15/11/2011	1
Kintore Way Nursery School	Nursery	19/09/2013	1
Lyndhurst Primary School	Primary	17/11/2010	2
Michael Faraday School	Primary	17/10/2014	2
Nell Gwynn Nursery School	Nursery	14/09/2011	2
Oliver Goldsmith Primary School	Primary	08/03/2012	2
Peter Hills With St Mary's and St Paul's CofE Primary School	Primary	22/05/2013	2
Phoenix Primary School	Primary	18/06/2015	1
Pilgrims' Way Primary School	Primary	03/02/2010	2
Redriff Primary School (became an Academy 01/11/11)	Academy	14/09/2011	1
Riverside Primary School	Primary	04/10/2011	1
Robert Browning Primary School	Primary	26/11/2013	2
Rotherhithe Primary School	Primary	14/01/2014	2
Rye Oak Primary School	Primary	20/11/2014	3
Snowsfields Primary School incorporating the Tim Jewell Unit for Children with Autism	Primary	04/07/2013	2

School Name	Type	Current OFSTED:	
		Inspection date	Inspection rating
Southwark Free School	Free school	28/03/2014	2
Southwark Park School	Primary	06/03/2014	2
St Anthony's Catholic Primary School	Primary	23/02/2012	2
St Francesca Cabrini Primary School	Primary	12/06/2013	2
St Francis RC Primary School	Primary	05/12/2012	2
St George's Cathedral Catholic Primary School	Primary	04/05/2016	3
St George's Church of England Primary School	Primary	19/05/2016	3
St James' Church of England Primary School	Primary	20/11/2014	2
St James The Great Roman Catholic Primary School	Primary	20/06/2013	2
St Johns' and St Clements Church of England Primary School	Primary	06/12/2013	2
St John's Roman Catholic Primary School	Primary	13/04/2016	2
St John's Walworth Church of England Primary School	Primary	29/06/2009	1
St Joseph's Catholic Infants School (Camberwell)	Primary	04/10/2013	2
St Joseph's Catholic Junior School (Camberwell)	Primary	16/01/2013	2
St Joseph's Catholic Primary School (Redcross Way)	Primary	05/12/2013	2
St Joseph's Catholic Primary School (Rotherhithe)	Primary	25/05/2012	1
St Joseph's Roman Catholic Primary School (Bermondsey)	Primary	08/01/2007	1
St Jude's Church of England Primary School	Primary	16/10/2014	2
St Mary Magdalene Church of England Primary School	Primary	28/06/2013	2
St Paul's Church of England Primary School, Walworth	Primary	08/10/2014	2
St Peter's Church of England Primary School	Primary	25/01/2013	2
Sumner Nursery School (Ann Bernadt)	Nursery	28/11/2013	2
Surrey Square Primary School	Primary	21/06/2012	2
The Cathedral School of St Saviour and St Mary Overy	Primary	22/10/2008	1
Tower Bridge Primary School	Primary	28/01/2016	2
Townsend Primary School	Primary	23/01/2013	2
Victory School	Primary	25/10/2013	2

Appendix 2. Detailed Cohort Characteristics in relation to attainment only.

NOTE: The commentary below refers only to attainment. This does NOT include the amount of progress individuals or groups of pupils have made in phonics, reading, writing and Mathematics. Progress is a key factor in determining how well children achieve. Commentary relating to performance by pupil ethnicity is based on pupils where their ethnicity is known and where the cohort size is 30 or more

List of abbreviations:

RWM- Reading, writing and mathematics GPS – grammar, punctuation and spelling FSM- free school meals SEN- special educational needs EHC- education, health and care plan

Cohort	Phonics	KS1	KS2
Total cohort	82.4% of Year 1 pupils achieved the required phonics screening standard of 32 or more points	76.6%; 70.2%; 75.9%; 81.8% of pupils achieved expected standard and above in KS1 reading; writing; Mathematics; and science respectively. Attainment highest in KS1 science, followed by reading	66.1%; 78.6%; 75.2%; 73.2% 82.7%; and 56.6% were working at the expected standard in reading; writing; GPS; Mathematics; science and RWM combined respectively.
Gender <ul style="list-style-type: none"> ▪ Boys ▪ Girls 	Girls out performed boys. 79.0% of boys achieved the required phonics standard compared to 85.7% of girls. Taking into account the proportion boys represent of the eligible cohort, boys were slightly under represented amongst those achieving the required standard	Girls out performed boys in all KS1 subjects. The gap between the 2 genders was largest in writing at 11.1 percentage points. Conversely the gap between the 2 was smallest in Mathematics at 2.5 percentage points Taking into account the proportion boys represent of the eligible cohort, and the those that achieved EXS or above, boys were under represented in all subjects	Girls out performed boys in all KS2 subjects. The gap between the 2 genders was largest in reading at 11.1 percentage points. Conversely the gap between boys and girls was smallest in Mathematics at 3.7 percentage points If comparing the proportion each gender represented of the eligible cohort against the cohort of children that were working at the expected standard, boys were under represented in all KS2 subjects

Cohort	Phonics	KS1	KS2
<p>FSM eligible</p> <ul style="list-style-type: none"> ▪ Eligible ▪ Not eligible 	<p>71.4% of FSM eligible pupils achieved the required phonics standard compared to 82.5% of those not eligible.</p> <p>FSM eligible pupils were slightly under represented amongst those achieving the required phonics standard</p>	<p>Pupils eligible for FSM performed less well than those not eligible for FSM in all KS1 subjects - with the gap being the largest in Mathematics (17.6 percentage points gap)</p>	<p>Pupils eligible for FSM performed less well than those not eligible for FSM in all KS2 subjects - with the gap being the largest in Mathematics (11.8 percentage points)</p> <p>Additionally, FSM eligible pupils were under represented amongst those working at the expected standard in all KS2 subjects</p>
<p>SEN detailed</p> <ul style="list-style-type: none"> ▪ No SEN ▪ SEN support ▪ Statement or EHC Plan 	<p>88.8% of children with no SEN achieved the required phonics standard compared to slightly over one half with SEN (51.8%)</p> <p>The more advanced the SEN, the smaller the percentage of the cohort that achieved the required phonics standard, i.e., just over one quarter (25.4%) of children with a statement of SEN or an EHC plan met the phonics required standard compared to 55.9% of children with SEN support</p> <p>Although making up 15.3% of the overall cohort, Children with SEN accounted only for 9.6% of those achieving the required phonics standard</p>	<p>Children with SEN fared less well than those with no registered SEN, by a considerable amount across the whole of KS1, with the gap in attainment being largest in writing (51.1 percentage points gap), followed by the attainment gap in reading of 46.9 percentage points</p> <p>The more advanced the SEN stage, the smaller the percentage of the cohort that achieved the expected standard at KS1 and for all subjects.</p> <p>When considering the proportion of the eligible cohort children with SEN represented, compared to the proportion they represented of those who achieved the expected standard at KS1, SEN children as a whole and for all stages (those with SEN support and EHC plans / statements of SEN) were under represented in all KS1 subjects and by a large amount. Children with SEN support were most disproportionately under represented across all KS1 subjects</p>	<p>Across the whole of KS2, children with SEN fared less well than those with no registered SEN, with the gap in attainment (for the separate KS2 subjects) being largest in writing - 46.9 percentage points gap, followed by the attainment gap in GPS of 46.5 percentage points. For reading, writing and Mathematics combined, the gap was 43.8 percentage points</p> <p>The more advanced the SEN stage, the smaller the percentage of the cohort working at the expected standard at KS2 and for all subjects.</p> <p>When considering the proportion of the eligible cohort represented by children with SEN compared to their representation amongst those who were working at the expected levels at KS2, SEN children were under represented in all KS2 subjects. Specifically, children with SEN support were most disproportionately under represented across all KS2</p>

Cohort	Phonics	KS1	KS2
			subjects.
<p>Ethnicity</p> <ul style="list-style-type: none"> ▪ Asian or Asian British <ul style="list-style-type: none"> □ Bangladeshi □ Indian □ Pakistani □ Any Other Asian ▪ Black or Black British <ul style="list-style-type: none"> □ Black African □ Black Caribbean □ Any Other Black ▪ Chinese ▪ Mixed / Dual Heritage <ul style="list-style-type: none"> □ White & Black African □ White & Black Caribbean □ White & Asian □ Any Other Mixed ▪ White <ul style="list-style-type: none"> □ White British □ Irish □ Traveller of Irish Heritage □ Gypsy Roma □ Any Other White 	<p>Of the main ethnic group, children of Mixed / Dual Heritage, followed by White children, and then those from a Black background performed the best with 84.1%; 83.8%; and 83.5% respectively achieving the required phonics standard.</p> <p>The poorest performing main ethnic group was any other ethnic group - 75.5%, followed by Chinese - 83.3%</p> <p>Based on the individual ethnic groups, children of any White and Asian background achieved the highest for the phonics screening with 92.7% of the cohort reaching the required standard. White and Black African pupils were the next highest performers - 86.7%, followed by Black African pupils - 85.4%. In contrast, children from any other ethnic group had the lowest performance for percentage achieving the required phonics standard at 75.5%, followed by White and Black Caribbean pupils at 77.3%</p> <p>Children from any other ethnic group were most disproportionately under represented amongst eligible Y1 children achieving the required Phonics standard (based on and</p>	<p>Of the major ethnic groupings, Asian children had the highest percentage achieving the expected standard and above in reading (82.4%); Chinese children had the highest percentage achieving the expected standard and above in writing (77.6%) and Mathematics (89.7%); and White pupils had the highest percentage achieving the expected standard in science (85.2%)</p> <p>Conversely, amongst the main ethnic groupings, Children from any other ethnic group had the lowest percentage achieving the expected standard and above for reading (70.7%); writing (61.9%) and science (77.0%). Children of mixed / dual heritage had the lowest percentage for achieving the expected standard in Mathematics (70.1%)</p> <p>Based upon the detailed ethnic groups, Indian pupils achieved the highest percentage for expected standard and above in KS1 reading (90.3%); writing (83.9%); and Mathematics (90.3%) subjects. For science, White and Asian pupils were the highest achievers (95.2%)</p> <p>In contrast, Black Caribbean children had</p>	<p>Based on the main ethnic groupings, Chinese children had the highest percentage working at the expected level across all KS2 subjects separately and for reading, writing and Mathematics combined. With the exception of (separate) reading, children of mixed / dual heritage achieved the lowest percentage for all separate KS2 subjects and also reading, writing and Mathematics combined. For (separate) reading children from any other ethnic background pupils were the lowest performers</p> <p>Taking into account the proportions represented by each major ethnic grouping of the overall cohort, children of mixed / dual heritage were consistently underrepresented in all KS2 subjects amongst those working at the expected standard,</p> <p>Based on the more detailed ethnic groups, Chinese children were the highest performers for separate reading, GPS and Mathematics. Children of any other Asian background had the highest performance for separate writing, science and RWM combined.</p>

Cohort	Phonics	KS1	KS2
	<p>compared to the proportion that these ethnic groups represent of the general overall cohort)</p>	<p>the lowest percentage for achieving the expected standard and above in KS1 reading (68.0%); writing (57.9%); and science (76.1%). Whilst White and Black Caribbean children had the lowest percentage for achieving the expected standard and above in Mathematics (62.6%)</p> <p>When comparing the proportion each ethnic group account for of the overall cohort against the cohort of children achieving expected standard or above in each KS1 subject, Black Caribbean; White and Black Caribbean children, those from any other mixed background; and those from any other ethnic group were consistently under represented compared to their peers</p>	<p>Mixed White and Black Caribbean pupils had the lowest percentage for working at the expected standard in separate reading, writing, GPS. They also had the joint lowest percentage of pupils (together with Black Caribbean pupils) working at the expected standard in science. Black Caribbean pupils had the lowest percentage working at the expected standard in separate Mathematics and RWM combined</p> <p>Of the children working at the expected standard, Black Caribbean and mixed White and Black Caribbean children were consistently under represented across all KS2 subject amongst this cohort (when factoring in the proportion of the eligible cohort made up by these 2 ethnic groups).</p>
<p>EAL</p> <ul style="list-style-type: none"> ▪ English ▪ Other than English ▪ Unknown / Missing 	<p>Children with English as a first language performed better than those for whose mother tongue was not English - 83.4% compared to 82.7%.</p>	<p>Children with English as their first language performed better than pupils with other than English as a first language for all subjects other than Mathematics</p>	<p>Compared to pupils with English as a first language, a higher percentage of EAL pupils were working at the expected standard in KS2 writing, GPS and Mathematics. This position was reversed for separate reading, science, RWM combined</p>
<p>Pupil Premium (disadvantaged pupils)</p> <p><i>Any Pupil Premium (includes deprivation; service child; adopted from care; LAC)</i></p>	<p>Children not eligible for pupil premium performed better than those who were eligible for pupil premium at 83.7% compared to 79.2% respectively - 4.5 percentage points better</p>	<p>Children not linked to pupil premium performed better than those linked to pupil premium across all KS1 subjects, with the largest difference seen in Mathematics - a 14.0 percentage points gap</p> <p>Taking into account the proportion</p>	<p>Children not in receipt of pupil premium performed better than those in receipt of pupil premium. Additionally, the latter were under represented amongst the cohort of children working at the expected standard all KS2 subjects</p>

Cohort	Phonics	KS1	KS2
		<p>represented by the two groups of the eligible cohort and pupils who achieved the expected standard and above across all KS1 subjects, children in receipt of the pupil premium were consistently under represented</p>	

Appendix 3. Key Stage 4 (GCSE and Equivalent) Attainment School Level Results up to and including 2015

Individual school level data for 2016 not available at time of report..

	5+ A* -C Including English and Mathematics				
	2011	2012	2013	2014	2015
Bacon's College	65.7%	69.3%	66.5%	59.1%	60.2%
City of London Academy	43.1%	60.8%	65.9%	56.5%	67.8%
Globe Academy	45.0%	44.5%	51.8%	55.0%	52.7%
Harris Academy Bermondsey	63.7%	62.3%	68.6%	51.2%	56.0%*
Harris Academy at Peckham	49.8%	56.0%	58.2%	50.0%	44.5%
Harris Boys Academy East Dulwich	N/A	N/A	N/A	71.0%	64.2%
Harris Girls' Academy East Dulwich	66.7%	63.8%	66.7%	56.2%	74.8%
Kingsdale Foundation School	60.2%	35.6%	59.7%	75.5%	79.0%
Notre Dame RC Girls' School	58.9%	60.3%	48.8%	54.6%	57.8%
Sacred Heart RC Secondary School	80.6%	73.3%	90.2%	77.4%	75.4%
St Michaels' RC School	66.9%	71.3%	85.4%	75.4%	74.0%
St Saviour's & St Olave's CofE School	71.2%	66.9%	78.0%	73.0%	70.5%
St Thomas the Apostle College	38.1%	41.7%	72.5%	75.9%	68.4%
The Charter School	66.9%	78.2%	72.2%	67.3%	78.7%
Walworth Academy	68.9%	60.3%	56.7%	55.8%	47.5%
National Average	58.4%	59.1%	60.8%	56.8%	57.1%

*56.0% based on latest available, underlying pupil level data provided to the LA by the DfE. Latest on line performance tables report a slightly higher figure of 57.0%

Appendix 4. Key Stage 5 (A Level and Equivalent) Attainment School Level Results up to and including 2015

Individual school level data for 2016 are not yet fully available.

	% entries A*-A grades (A levels only)					% entries A*-C grades (A levels only)					% entries A*-E grades (A levels only)				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Bacons College	23.9%	32.1%	21.0%	35.8%	30.7%	81.8%	83.4%	84.6%	81.2%	83.3%	97.7%	99.5%	99.0%	99.4%	98.7%
The Charter School	18.0%	29.2%	32.0%	31.3%	29.2%	73.7%	86.2%	88.4%	87.8%	87.4%	97.7%	100.0%	100.0%	100.0%	100.0%
City of London Academy	5.7%	18.6%	18.3%	19.1%	14.6%	59.1%	58.7%	73.3%	71.7%	73.0%	100.0%	99.4%	100.0%	100.0%	100.0%
Harris Academy at Peckham	4.0%	-	-	16.7%	0.0%	52.0%	-	-	66.7%	0.0%	100.0%	-	-	100.0%	100.0%
Harris Academy Bermondsey	-	-	-	20.0%	-	-	-	-	70.0%	-	-	-	-	80.0%	-
Harris Boys' Academy East Dulwich	-	0.0%	-	9.1%	0.0%	-	27.3%	-	63.6%	0.0%	-	100.0%	-	100.0%	100.0%
Harris Girls' Academy East Dulwich	15.6%	3.6%	20.8%	13.2%	7.4%	84.4%	82.1%	68.8%	77.4%	58.5%	100.0%	100.0%	100.0%	100.0%	100.0%
Kingsdale Foundation School	-	20.0%	5.9%	11.0%	10.3%	-	63.3%	59.8%	67.0%	77.6%	-	100.0%	96.1%	100.0%	100.0%
Sacred Heart	-	-	19.1%	27.1%	18.6%	-	-	80.9%	83.3%	80.9%	-	-	98.9%	100.0%	100.0%
St Michaels College	-	-	0.0%	2.4%	10.6%	-	-	51.1%	57.8%	65.0%	-	-	100.0%	98.8%	99.4%
St Saviours & St Olaves	23.3%	26.7%	22.7%	28.8%	25.4%	84.2%	85.6%	83.7%	78.5%	79.1%	99.2%	100.0%	100.0%	100.0%	99.4%
Walworth Academy	-	19.0%	18.6%	9.0%	15.6%	-	67.2%	68.6%	50.7%	67.2%	-	98.3%	98.6%	89.6%	100.0%