

Best start in life - Southwark school standards report 2016-17



Foreword



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Context

As at the 2016/17 academic year, Southwark's schools were comprised of 5 nursery schools, 74 primary; 18 secondary; 1 all through school; 1 pupil referral unit; 7 special schools; and 2 hospital schools. Of these, there were 6 primary academies and 6 primary free schools; 13 secondary academies and 2 secondary free schools; 1 all through academy; and 1 special academy¹. These schools served 42,396 Southwark pupils². Most primary (62), special (8 of which 2 are hospital schools) and 3 secondary schools are community; foundation or voluntary aided schools. These are maintained by the Local Authority and follow the national curriculum. Academies and Free Schools are publicly funded schools and are not required by law to follow 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 and free schools receive funding directly from the Government, not from the council. Academies in Southwark are overseen by academy trusts. The Harris chain has 4 secondary and 3 primary schools (2 of which are actually free schools) in Southwark; Ark have 2 secondary schools and 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 year 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.

¹ Number and types of schools in Southwark, sourced from DfE website <https://get-information-schools.service.gov.uk/>

² Details includes hospital schools. Sourced from DfE publication:- Schools, pupils and their characteristics: January 2017. <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2017>.

* Southwark population data is taken from Community Action Southwark's 'Demographic Data for Southwark from the 2011 Census'

Quality of Southwark Schools

There has been a significant improvement in pupil outcomes, with **89%** of schools now being judged by Ofsted as providing good or outstanding educational provision to Southwark pupils – a 12 percentage increase since 2012. 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 as at end of August 2017*

104 schools currently with an Ofsted Judgement (including Special Schools)	2017 %
1 Schools in Special Measures (1 secondary academy)	1%
0 Schools in Serious Weaknesses	0%
10 Schools Require Improvement (9 maintained primary schools and 1 primary academy)	10%
57 Schools Judged Good	55%
36 Schools Judged Outstanding	35%
93 Schools Judged Good or Outstanding	89%

Out of the 10 schools deemed to Require Improvement, 3 were judged good for the effectiveness of their leadership and management; 7 were judged good for their early years provision; and 8 were judged good for personal development, behaviour and welfare.

Improvement over time

Overall Ofsted Judgements	2012	2013	2014	2015	2016	2017
Special Schools judged either Good or Outstanding	77%	100%	100%	100%	100%	100%
Primary/Infant & Nursery Schools judged either Good or Outstanding	72%	85%	86%	89%	92%	86%
Secondary Schools judged either Good or Outstanding	87%	94%	94%	95%	94%	94%
All Schools judged either Good or Outstanding	77%	88%	89%	90%	93%	89%

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

Tables include Southwark Free School – judged to be good.

Guide to Assessments and Examinations

- **Early Years Foundation Stage (EYFS)** (age 5). At this stage, children are assessed by their class teacher to determine if 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 maths.
- **Year 1 Phonics screening** (age 6). This national 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. Prior to 2015/16, there was a different methodology for KS1 assessments. The increased challenge of the new national curriculum, more demanding tests and teacher assessments were introduced. These raised the standard of what was expected for 7 year olds. Consequently the outcomes for 2016-17 are only comparable with 2015-16 results. Children are assessed through work set by their teacher in reading, writing, maths and science. They also take tests in reading and maths which inform the final teacher assessment. An optional test in Grammar, Punctuation and Spelling (GPS) was available to use to support teacher assessment.
- **Key Stage 2** (age 11) – As with KS1, statutory teacher assessments and tests also take place at the end of year 6. Reading, writing, maths and science are assessed by the teacher and there are formal national tests in reading, grammar, punctuation and spelling (GPS), and maths. As in 2016, the Higher Standard for KS2 is dependent on the pupil achieving a standard score of 110 in the reading and maths tests and Greater Depth in writing. Mirroring KS1, a new and more challenging suite of tests and teacher assessment standards was introduced for 2016 to assess the national curriculum. Therefore 2017's results are not comparable with results in years previous to 2016.
- **GCSE** These examinations are taken at the end of year 11. All young people are expected as a minimum to study the key subjects of English and maths. Pupils will usually study a number of other subjects as well. For the year 2015-16, the old threshold measure of 5 or more GCSEs and equivalent including English and maths was replaced by a number of other measures – 2016's results were not comparable with performance from previous years.

In 2017, GCSE examinations continued to evolve – thereby meaning provisional results for the latest year, are again not directly comparable with those of the previous years. With continued changes to GCSEs expected over the next couple of years, testing and standards will continue to be highly challenging in this Key Stage.

- **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 results for 2017 within this report is 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.

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Floor Standards 2016-17

Floor Standards are the minimum standards set by the government for schools based on pupils' 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

The Department for Education will confirm the 2017 definition for a coasting school later this autumn. According to the 2016 definition, 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 2017 floor standard has been defined as pupils having made greater than the following points progress from their starting points:

- Reading - 5
- Writing - 7
- Maths - 5

The progress parameter for coasting schools in 2016 (the latest available information) is set at:

- Reading - 2.5
- Writing - 3.5
- Maths - 2.5

Highlights

- As a result of rigorous support and intervention from Standards Team advisers and consultants, no schools in Southwark fell into the 2016 coasting category (2017 definition to be confirmed), and no maintained schools fell below the national floor standards. 1 primary academy fell below floor.

Early Years Foundation Stage

Pupils achieving a Good Level of Development (GLD)

	2013	2014	2015	2016	2017
Southwark	59.6%	65.6%	70.6%	72.1%	73.4%
London	52.8%	62.2%	68.1%	71.2%	73.0%
National	51.7%	60.4%	66.3%	69.3%	70.7%

- Compared against national and London results in Early Years Foundation Stage, Southwark has consistently outperformed both across the years.
- Attainment is well above the national average in Southwark. The proportion of children achieving a good level of development (GLD) has risen from 72.1% in 2016 to 73.4% in 2017. This is 2.7 percentage points above the national and 0.4 percentage points above the London averages.
- In 2017 there was an increase in the percentage of children achieving the expected level of development in five out of seven areas of learning.
- In 2017 the difference between girls and boys achieving the GLD diminished by 2.4 percentage points from 13.9 percentage points in 2016 to 11.5 percentage points in 2017.
- In 2017 the difference between children eligible for free school meals and those not eligible achieving the GLD diminished by 18.4 percentage points - from a gap difference of 26.5 percentage points in 2016 to 8.1 percentage points in 2017.
- In 2017 the difference between children eligible for the Early Years Pupil Premium and those not eligible achieving the GLD diminished by 3.7 percentage points - from a gap of 11.8 percentage points in 2016 to 8.1 percentage points in 2017.
- In 2017 the difference between children with English as an additional language and those with English as a first language achieving the GLD diminished by 1.0 percentage point from 3.7% in 2016 to 2.7 percentage points in 2017.
- At the end of the academic year 2016-2017, 96.6% of school based early years provision was judged to be either good or outstanding by Ofsted
- Since 2013, following a change in the EYFSP framework, there has been a 13.8 percentage points increase in the percentage of children achieving a good level of development in Southwark. With the greatest increase in the percentage of children achieving the early learning goal in writing (10.6 percentage points increase).

We are especially proud of the 5 year upward trend of successful outcomes for children in school based early years' provision in Southwark. This is the result of the hard work and commitment of early years professionals in the borough alongside the early years team who have worked in partnership with schools to support and challenge, ensuring that year on year more children are ready for the next steps in their education.

For the future, at a borough wide level the priority remains on continuing to improve the outcomes for young children particularly in communication and language and in developing their vocabulary, which is a key indicator of future attainment. We believe that a vital component of continuing the upward trend of successful outcomes is the development of the whole school based early years workforce and as a result the early years team remain committed to ensuring that all early years professionals in schools are supported to achieve this aim through the provision of high quality, targeted continuing professional development opportunities, initiatives and support.

The extension of the Southwark Early Years Champions initiative designed primarily to develop leadership skills, build capacity and improves outcomes in communication and language will enable the team to continue to share excellent practice and skills between schools and professionals. Newly Qualified teachers based in the early years are already benefitting from the input of the Champions and this year's programme extends their role to ensure the maximum impact of their time and expertise. In the upcoming year these skills will also be utilised at the newly established teachers and support staff briefings which will provide opportunities for all professionals to network, share expertise and access appropriate high quality training led by the early years team. This opportunity complements the offer provided at the highly valued foundation stage leader's briefings which, ensure that all professionals have access to high quality evidence and experience led support in order to continue to develop their skills and provide high quality learning opportunities for all young children.

Phonics (Provisional)

Year 1 Phonics Screening Check:

	2013	2014	2015	2016	2017
Southwark	72%	77%	81%	82%	84%
London	72%	77%	80%	83%	84%
National	69%	74%	77%	81%	81%

See Appendix 2 for cohort characteristics analysis.

Highlights

Year 1 Pupils

- Since the introduction of this assessment in 2012, there has been a sustained upward trend in Year 1 performance. Southwark continued to make good improvement in the proportion of Year 1 pupils meeting the required standard of phonic decoding. There was a 2 percentage points increase from 82% in 2016 to 84% in 2017.
- For the fifth consecutive year, Southwark's result was higher than the national average.
- For 2017, Southwark's performance was in line with London.
- Nationally, Southwark was ranked joint 22nd – an improvement of 16 places (joint 38th in 2016) and for the fifth consecutive year, Southwark was positioned in the top quartile for this measure.

End of Year 2 *

	2013	2014	2015	2016	2017
Southwark	84%	89%	90%	91%	93%
London	86%	89%	91%	92%	93%
National	85%	89%	90%	91%	92%

* Consists of all Year 2 pupils who were screened in Year 1 and met the required phonics standard, plus any pupils in Year 2 who were re-screened or screened for the first time.

- 93% of pupils in Southwark met the required phonics standard by the end of year 2. This percentage represents the fourth consecutive year of improvement for the LA (91% in 2016).
- Southwark was in the top quartile for children meeting the required phonics standard by the end of year 2. This is a significant improvement from the 3rd quartile in the previous year.

- After a number of years where our performance has been in line with the national averages, this year the LA's performance was better. Additionally this year our performance was line with London.

KS1 – Year 2 SATS at 7 Years Old (Provisional)

Note: New testing and assessments arrangements were introduced in 2016. A comparison to performance beyond the previous year is therefore not available.

Working at the Expected Standard at KS1

	Reading		Writing		Maths		Science	
	2016	2017	2016	2017	2016	2017	2016	2017
Southwark	70%	73%	76%	78%	76%	78%	82%	84%
London	70%	72%	77%	79%	77%	79%	83%	84%
National	65%	68%	73%	75%	73%	75%	82%	83%

Working at Greater Depth at KS1

	Reading		Writing		Maths	
	2016	2017	2016	2017	2016	2017
Southwark	25%	26%	15%	16%	21%	23%
London	26%	27%	17%	18%	22%	24%
National	24%	25%	13%	16%	18%	21%

See Appendix 2 for KS1 cohort characteristics analysis.

Expected Levels of Performance

- The percentage of Southwark school children reaching the expected standard saw the following improvement:
 - 79% in reading (an improvement of 2 percentage points on 2016)
 - 73% in writing (an improvement of 3 percentage points on 2016)
 - 78% in maths (an improvement of 2 percentage points on 2016)

- 84% in science (an improvement of 2 percentage points on 2016)
- Southwark impressively out performed national levels by between 1 to 5 percentage points across the KS1 subjects.
- Our results for 2017 were also better than those for London in reading and writing, and in science our performance was in line with the London average. For maths, our results were slightly lower by 1 percentage point.
- Compared to all other Local Authorities in England, Southwark was in the top quartile for all KS1 subjects other than science where the LA was positioned in the 2nd quartile – unchanged from the previous year. We ranked joint 21st for reading (an improvement of 8 places from 2016); joint 18th for writing (an improvement of 3 places from 2016); joint 51st for science (an improvement of 17 places from 2016); and joint 31st for maths (a decline of 5 places from 2016).

Higher Standard of Performance

- The percentage points improvement of Southwark school children reaching the higher standard was:
 - 26% in reading (an improvement of 1 percentage points on 2016)
 - 16% in writing (an improvement of 1 percentage points on 2016)
 - 23% in maths (an improvement of 2 percentage points on 2016)
- At the higher standard of performance, the LA remained in the 2nd quartile for reading; and writing. For maths, Southwark remained in the first quartile.
- Our performance exceeded national levels for reading and maths and was in line for writing at the higher KS1 standard, when compared to the equivalent London averages, our performance was lower by 2 to 3 percentage points.

Highlights

- Since the introduction of the new challenging assessment regime in 2016, Southwark children have continued to do exceptionally well at the expected level and at greater depth.
- Our performance as compared to national at expected is exceptionally good, with schools exceeding between one and five percentage points. Our writing was five percentage points above national.
- Our performance at greater depth is also very good. We outperformed national levels by 1 percentage point in reading (25% nationally) and 2 percentage points in maths (21% nationally). Our performance for writing was in line with national performance.

- 2017 saw us achieve our 'gold standard' of being equal to or above London in three of the four subjects. Only maths lagged behind and that was by one percentage point` The percentage of Southwark children working at greater depth also improved in 2017 as compared to 2016 outcomes and mirrored a similar improvement as compared to London.

KS2 –Year 6 SATS at 11 Years Old (Provisional)

Note: LA actual results for 2017 are based on data from 31stAugust. 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 will be higher than the current published provisional results

Working at the Expected Standard at KS2

	Reading (test)		Writing (TA)		GPS (test)		Maths (test)		Science (TA)		RWM	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Southwark	67%	72%	80%	77%	76%	80%	74%	78%	84%	82%	58%	63%
London	69%	74%	79%	79%	79%	82%	77%	80%	84%	83%	59%	66%
National	66%	71%	74%	76%	73%	77%	70%	75%	81%	81%	54%	61%

Working at a Higher Standard and Greater Depth at KS2

	Reading (test)		Writing (TA)		GPS (test)		Maths (test)		Science (TA)	RWM	
	2016	2017	2016	2017	2016	2017	2016	2017		2016	2017
Southwark	19%	23%	19%	18%	25%	34%	19%	23%	n/a (n/a)	7%	9%
London	21%	27%	18%	20%	29%	40%	23%	29%	n/a (n/a)	7%	11%
National	19%	25%	15%	18%	23%	31%	17%	23%	n/a (n/a)	5%	9%

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

See Appendix 2 for the full KS2 cohort characteristics analysis.

Highlights

As with KS1, Southwark schools have improved on the 2016 outcomes, which at least matches or exceeds national achievements in all areas. The gap between London and Southwark has slightly narrowed at the expected standard in maths and GPS and remained constant in reading. Writing is an area for improvement and is being addressed by the “Challenge the Gap” initiative brokered by the LA, and through early monitoring and moderation of schools whose writing performance at KS2 was lower than anticipated. Southwark is equal or above national in all subjects with the exception of reading at the higher level.

Expected Levels of Performance

- Provisional outcomes show that 63% of pupils in Southwark achieved the expected standard in all of reading, writing and maths combined. This is 5 percentage points higher than the previous year, 2 percentage points higher than the national average of 61% but 3 percentage points below the London average of 66%.
- 72% of Southwark pupils achieved the expected standard in reading, 1 percentage point above the national average but below London by 2 percentage points.
- In writing, 77% of pupils achieved the expected standard compared with 76% nationally. The performance of Southwark pupils was 2 percentage points lower than the London average of 79%. Successful moderation of KS2 writing in June 2017 by STA trained moderators demonstrates that new higher writing expectations are widely understood across the LA.
- 80% of Southwark pupils in year 6 attained the expected standard in grammar, punctuation and spelling, compared with 77% nationally, a difference of 3 percentage points. In maths, 78% of pupils in Southwark achieved the expected standard, 3 percentage points more than those nationally, and 2 percentage points lower than pupils in London overall.
- Analysis has been completed to assess the impact of pupil mobility on learning standards in KS1. In many key schools, mobility is a factor and negatively affects overall achievement. Some schools experience around 33% change in pupils from year 1. This reflects the demographic changes occurring in the LA.

Higher Standard / Greater Depth of Performance

- 23% of Southwark pupils attained a higher scaled score in reading compared with 25% nationally and 27% in London. 18% of Southwark pupils reached a standard of greater depth in writing - in line with the national average but 2 percentage points lower than London.
- 34% of Southwark pupils reached the higher scaled score in GPS compared with 31% nationally and 40% in London.

Priority for Improvement at KS2

- Raise attainment in KS2 reading and writing so that an even higher percentage of pupils in Southwark continue to exceed national expectations. Consequently a programme of targeted support is offered to a number of schools. Projects have been initiated by the Standards Team to ensure that the difference is diminished between maths and reading and writing. The impact of participation in previous projects e.g. reading, demonstrates that achievement can consistently exceed national averages by around 10 percentage points.
- 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.
- Closing the gap for disadvantage pupils remains a priority. Southwark is working with the Teaching School Alliance and other partners on a project entitled 'Challenge the Gap.' This tried and tested programme is expected to deliver positive outcomes.
- We continue to aspire for Southwark to be at or above the London average at all key stages and levels including higher level at KS2 (more able pupils). We will continue to work with schools to address this objective.

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	Maths
Southwark	+0.9	+ 0.9	+1.4
National	0	0	0

- Southwark schools perform well compared to schools nationally in each of reading, writing and maths.
- The Standards Team are supporting schools in identifying which pupils are at risk of not achieving the expected standard in all 3 subjects - Reading, Writing and Maths - with a particular reference to gender differences and the achievement of FSM pupils.

- Analysis has identified that virtually every LA primary school has pupils who achieve one or two, but not all three subjects at the end of KS2. Schools are being supported to reach this objective.

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Key Stage 4 - GCSE(Provisional)

Significant changes in secondary school accountability were implemented last year. The old GCSE headline measure of 5+ GCSEs or equivalent at A*-C including English and maths have been replaced by the new key measures of attainment 8; progress 8; attainment in English and maths (A*-C); and English Baccalaureate (EBacc).

This year there were further reforms to GCSE assessments. Specifically:-

- Testing and standards were made more challenging and rigorous;
- There was a move towards exams being taken at the end of the two year course rather than on completion of modules;
- There was a phased introduction of the new grading scale - initially affecting English literature; English Language and maths, whereby grades A*-G were replaced by grades 9 to 1 (with grade 9 being the highest and grade 1 being a grade G);
- The new numeric grades do not align directly to the old alpha (letter) grades and consequently the Department for Education has stressed that the old and new grading systems cannot be directly compared;
- For accountability purposes, the headline threshold attainment measures involving reformed English and maths will use a grade 5 (strong pass) to determine the proportion achieving both English and maths, and the EBacc.

New GCSE Grades

New grading structure	Old / current grading structure
9	A*
8	A
7	
6	B
5 (strong pass)	C
4 (standard pass)	
3	D
2	E
	F
1	G
U	U

Whilst new and old grades are not directly equivalent, the new grades 9 to 4 - represent a standard pass and would most closely resemble the old grade A*-C pass at GCSE. Comparisons of this year's 2017 provisional results against those for last year, within this report, are based on this. Any decrease in the LA's results should take into consideration the impact of changes in the DfE's point methodology together with the more challenging and rigorous GCSE examinations.

	Attainment 8 Score	Progress 8 Score	% Grade 9 to 4 in E&M	% Grade 9 to 5 in E&M	% EBacc with grade 9 to 4 in E&M	% EBacc with grade 9 to 5 in E&M
Southwark	49.9 (52.9)	0.30 (0.22)	67.4% (69.3%)	47.0% (n/a)	36.4% (35.8%)	32.2% (n/a)
London	48.6 (51.9)	0.22 (0.16)	67.3% (66.4%)	47.7% (n/a)	31.7% (31.9%)	28.5% (n/a)
National	46.1 (50.1)	-0.03 (-0.03)	63.5% (63.3%)	42.4% (n/a)	23.7% (24.8%)	21.2% (n/a)

Grade 9 to 4 – standard pass

Grade 9 to 5 – strong pass

E&M – English and mathematics

Note: Results for 2017 are provisional. Revised data will be published in January 2018. Figures in brackets are for last year - 2016.

Highlights

- 36.4% of pupils in Southwark achieved the English Baccalaureate based on a grade 9 to 4. This was 0.6 percentage points higher than the previous year's performance of 35.8%.
- Southwark's performance was better than the national average by 12.7 percentage points and also exceeded the London average of 31.7%.
- For attainment in English and maths at grade 9 to 4, 67.4% of pupils in the LA achieved this measure compared to 63.5% nationally and 67.3% for London.
- The progress 8 score for Southwark is above the average for London schools and the national figure, with Southwark pupils achieving on average three-tenths of a grade above that expected by their prior attainment.
- The attainment 8 score for Southwark is above both London and national. The slight fall in attainment 8 score compared to the previous year could be due to the change in GCSE grading structure, given the good 'progress' or 'added value' demonstrated.

Key Stage Four – GCSE – is another key stage that has faced continual change and challenge, yet the pupils in our schools have responded remarkable well to the new examination demands. For all GCSE measures, Southwark students outperformed London and national with only 1 exception. This achievement is one worth celebrating and an opportunity to congratulate our young people.

Key Stage 4 (GCSE and Equivalent) Attainment School Level Results up to and including 2016

	% A*-C in English & Maths				
	2012	2013	2014	2015	2016
Ark Globe Academy	46%	52%	57%	54%	61%
Ark Walworth Academy	66%	71%	62%	54%	57%
Bacon's College	69%	70%	60%	61%	56%
The Charter School	78%	72%	68%	79%	77%
City of London Academy	61%	66%	59%	70%	79%
Harris Academy at Peckham	56%	59%	59%	47%	52%
Harris Academy Bermondsey	62%	69%	52%	58%	61%
Harris Boys Academy East Dulwich	n/a	n/a	78%	66%	69%
Harris Girls' Academy East Dulwich	64%	67%	57%	76%	80%
Kingsdale Foundation School	36%	60%	77%	79%	80%
Notre Dame RC Girls' School	60%	50%	58%	58%	66%
Sacred Heart RC Secondary School	73%	90%	78%	75%	79%
St Michaels' RC School	71%	85%	77%	77%	81%
St Saviour's & St Olave's C of E School	67%	79%	73%	74%	73%
St Thomas the Apostle College	43%	74%	79%	72%	83%
Southwark	59.3%	66.7%	64.9%	66.1%	69.3%
London	62.9%	65.9%	63.7%	62.5%	66.4%
National	59.5%	61.6%	59.1%	59.5%	63.3%

Source: GCSE 2012 to 2016- DfE performance tables

Note: School level results above are for mainstream schools that were still operating at the end of 2015/16 academic year. LA and national results are for all state-funded schools.

	% English Baccalaureate				
	2012	2013	2014	2015	2016
Ark Globe Academy	5%	15%	18%	20%	19%
Ark Walworth Academy	10%	10%	23%	29%	26%
Bacon's College	34%	23%	24%	24%	20%
The Charter School	36%	35%	45%	46%	43%
City of London Academy	2%	21%	22%	17%	27%
Harris Academy at Peckham	2%	14%	6%	6%	21%
Harris Academy Bermondsey	6%	9%	11%	27%	38%
Harris Boys Academy East Dulwich	n/a	n/a	27%	29%	34%
Harris Girls' Academy East Dulwich	7%	16%	26%	31%	42%
Kingsdale Foundation School	10%	18%	33%	37%	49%
Notre Dame RC Girls' School	22%	37%	31%	36%	39%
Sacred Heart RC Secondary School	45%	58%	63%	53%	48%
St Michaels' RC School	33%	50%	51%	50%	52%
St Saviour's & St Olave's CofE School	33%	41%	43%	43%	39%
St Thomas the Apostle College	13%	40%	50%	43%	52%
Southwark	16.8%	25.0%	30.2%	32.0%	35.8%
London	19.5%	28.6%	30.1%	30.5%	31.9%
National	16.2%	22.9%	24.3%	24.4%	24.8%

Source: GCSE 2012 to 2016 – DfE performance tables

Note: School level results above are for mainstream schools that were still operating at the end of 2015/16 academic year. LA and national results are for all state-funded funded schools.

Key Stage 5- A Levels

Percentage of A Level Entries by Grade

	Southwark 2013	National 2013	Southwark 2014	National 2014	Southwark 2015	National 2015	Southwark 2016	National 2016	Southwark 2017	National 2017
A* - A	20.8%	26.3%	22.2%	26.0%	20.8%	25.9%	22.8%	25.8%	27.7%	26.2%
A* - C	78.2%	77.0%	76.2%	76.5%	77.6%	77.2%	79.6%	77.5%	81.0%	77.3%
A* - E	99.3%	98.1%	99.1%	98.0%	99.7%	98.1%	98.9%	98.1%	98.7%	97.9%

Note: LA results for 2017 are unvalidated, provisional and derived from directly provided data from schools. Not all schools have provided their data for 2017.

Highlights

- There has been good improvement in the A level performance of Southwark school pupils, specifically results at the higher grades. Compared to performance in the previous year, the percentage of entries achieving the top A* - A grades has increased from 22.8% to 27.7% - a 4.9 percentage points improvement.
- For A* - C grades, the improvement is 1.4 percentage points - from 79.6% to 81.0%.
- The margin of improvement made by Southwark overall, and since last year, exceeds the amount made nationally for the same timeframe.
- Southwark's provisional results for 2017 indicate that the LA performed better than nationally, and across the different grades.

The three year upward trend in the challenging category, A* - A is most noteworthy. A 6.9 percentage point increase over that period compared to a 0.3 percentage point increase nationally. The gap between national and Southwark is even larger for the A* - C measure – 2.7 percentage points.

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 five years have been celebrated through the Southwark Teacher Awards and this year we have included coveted awards for recognising excellent support staff in schools and an award to celebrate innovative and collaborative practice. Over 150 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.

Southwark Council through the Southwark Teaching Excellence Awards 2017 marked the occasion of several Headteachers who retired in July 2017. The event celebrated their loyalty and commitment to Southwark and acknowledged the positive impact that they have had on the children and communities. We wish them well in their retirement.

Mark Macaulay - St Joseph's RC Primary, George Row- 31years

Ann Higgs - St George's Cathedral 14 years

Jacintha Martin - St Francesca Cabrini Catholic Primary School - 25 years

David Block - Heber Primary School -8 years and 9 months

Andrew Henderson - Beormund Primary School - 8 years

Grainne Grabowski - St Michael's Catholic College - 12years

In addition to our local awards, St Thomas the Apostle College have been recognised at a national level by being named Secondary School of the year by the Times Educational Supplement (TES) awards.

Turning around a school is difficult. The obstacles in your path when you are the lowest-ranking school in your local area are numerous and complex – public perception, difficult recruitment and legacy underachievement are just a few of the issues that need to be addressed. The staff at St Thomas the Apostle College believed in commitment, hard work and a steadfast belief in not just improving students academically, but personally and therefore managed to go from a challenging situation in 2012 to ranking 11th in the national league table for Progress 8 in 2016 helped St Thomas the Apostle College to win this coveted accolade.”

This has been a very exciting year for our newly qualified teachers (NQT) in Southwark. We had 133 NQTs successfully meet the teaching standards by the end of their NQT induction and this is largely due to the high quality mentoring and support invested by our Southwark schools.

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Southwark Scholarship Scheme

The Southwark Scholarship Scheme supports Southwark residents who have made a positive impact in their community to go to university. The scheme pays for the university tuition fees of successful candidates, assisting high achieving young people from low income families.

Since the inception of the Council's Scholarship Scheme in 2011, there have been 75 students benefiting from the scheme.

For the 2017-18 intake, 14 students were awarded the scholarship as detailed below:

School	University	Course of Study
Alleyn's School	University College London	Mathematical Computation
Bacon's College	University of York	Philosophy, Politics and Economics
Bacon's College	University of Hertfordshire	Accounting and Finance
City of London Academy	University College London	Physics
City of London Academy	University College London	Neuroscience
Coloma Convent Girl's School	Newnham College Cambridge	Law
Harris Boys East Dulwich	Swansea University	Sports & Exercise Science
James Allen's Girls' School	Imperial College London	Mathematics with Applied Mathematics/Mathematical Physics
Kingsdale Foundation School	Sheffield University	Single Politics
Orpington College of Further Education	Canterbury Christ Church University	Nursing (Child)
St Francis Xavier Sixth Form College	University of Leeds	International Relations
St Saviour's & St. Olave's	University of Birmingham	Medicine
St Saviour's & St. Olave's	Queen Mary University	French and History
Walworth Academy	University of Surrey	Biomedical Science

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 statutory data requirements have changed, the Local Authority is no longer required to track the activity of 19-20 year olds. The performance in this area is now measured by the number of young people who are aged 16 and 17 and not in employment education or training (NEET) or whose activity is not known.

Performance Over Time (% of 16-17 Year Olds Recorded as Being NEET/Not Known)

	Estimated Quintile					LA direction	
	LA	England	1	2	3		4
NEET and Tracking							
% 16-17 year olds NEET or whose activity is not known	4.3%	6.0%		2			↓
% 16-17 year olds NEET	1.3%	2.8%	1				
% 16-17 year olds whose activity is not known	3.0%	3.2%			3		

	Estimated Quintile					LA direction	
	LA	England	1	2	3		4
LA support							
% 16-17 year olds participating in education and training	95.1%	92.1%	1				↑
% 16-17 year olds made an offer of an education place under September Guarantee	97.8%	94.5%	1				↓

The above data is based on the November to January averages.

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, 97.8% of Southwark 16 & 17 year olds had an offer of education or training, this is better than the national figure of 94.5% and London (95.3%).

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.

(i) CALM (Careers & Learning Mentoring)

Capitalising on previous grant-funded performance, the team successfully secured a new European Social Fund contract late in the 2015/16 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. At this

stage 109 young people have been signed onto the programme and 65 have progressed into education, training or employment. The programme will run until summer 2018.

Looked After Children

Southwark is responsible for 448 Looked After Children (LAC) from reception to year 13, attending 220 schools and colleges across England and Wales.

The recent Ofsted inspection March 2017 highlighted:

‘The virtual school effectively supports and challenges the quality of provision of children’s education for those who are looked after.’

‘Education advisers in the virtual school provide good challenge to schools when they do not evidence sufficiently the progress that children are making. They act as effective advocates for children, leading to more timely assessments of their educational needs.’

LAC Attainment – Key Stage 2 2016

Published 2017 CLA performance data will not be available until spring 2018. This report is based on 2016 CLA outcomes, the most recently available DfE dataset.

Changes in assessment methodology has meant that year-on-year comparison is not possible after 2015. The table overleaf includes 2016 published outcomes, which is not comparable with the previous years’ data.

The 2016 key stage 2 assessments were the first which assessed the new, more challenging national curriculum, introduced in 2014. 30% of Southwark pupils reached expected standards in combined reading, writing and maths, 5 percentage points above England CLA. The gap with London CLA narrowed to 2 percentage points (from 9 percentage points in 2013).

We are pleased to see improvements in CLA attainment. At national level, Southwark CLA were 19 percentage points above in writing and 16 percentage points above in reading. The London perspective illustrates even stronger performance. Southwark CLA rank 3rd when compared with all London CLA.

Percentage of Year 6 pupils achieving Level 4 in Reading, Writing and Maths 2012 – 2015.

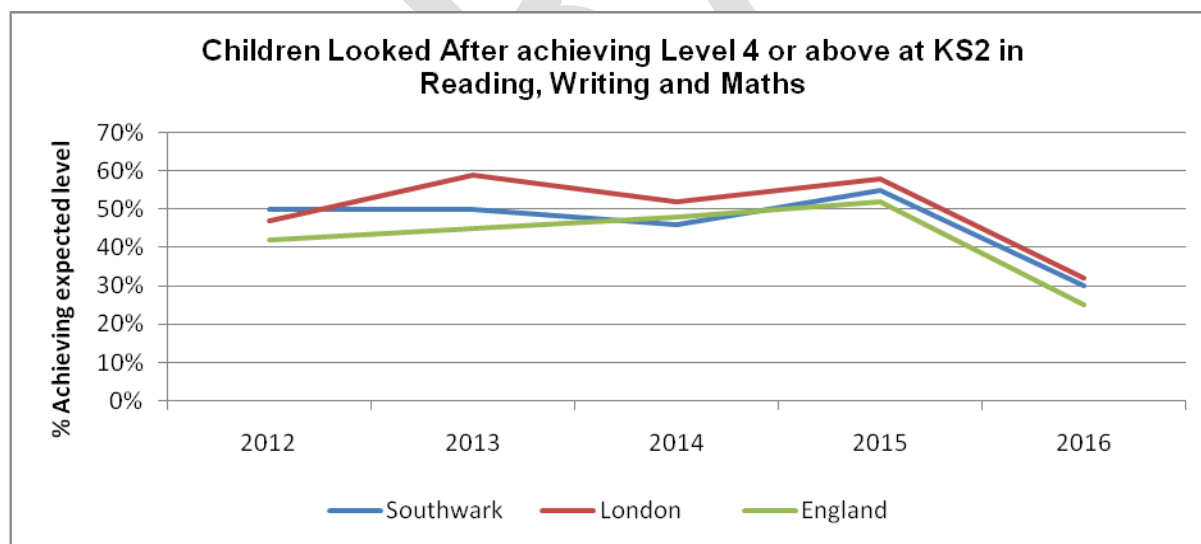
Percentage of Year 6 pupils ‘reaching the expected standard’ 2016

	2012	2013	2014	2015	2016
Southwark LAC	50%	50%	46%	55%	30%
London LAC	47%	59%	52%	58%	32%
England LAC	42%	45%	48%	52%	25%

*Source: <https://www.gov.uk/government/collections/statistics-looked-after-children>

The difference between LAC outcomes for 2016 in relation to 2015 is entirely down to the significant changes in national testing and assessment arrangements. There was a similar picture for all pupils in primary schools in the same year. It is impossible to compare 2016 outcomes with previous years. The outcomes for Southwark LAC followed a similar trend to those outcomes at national and London level, in fact Southwark pupils did better.

Outcomes for LAC, by their very nature, the background, experiences and variabilities of the individual deemed to be looked after may be challenging, unpredictable, changeable and often difficult to track. Therefore, the statistical reliability can be hard to generalise because of such small cohorts.

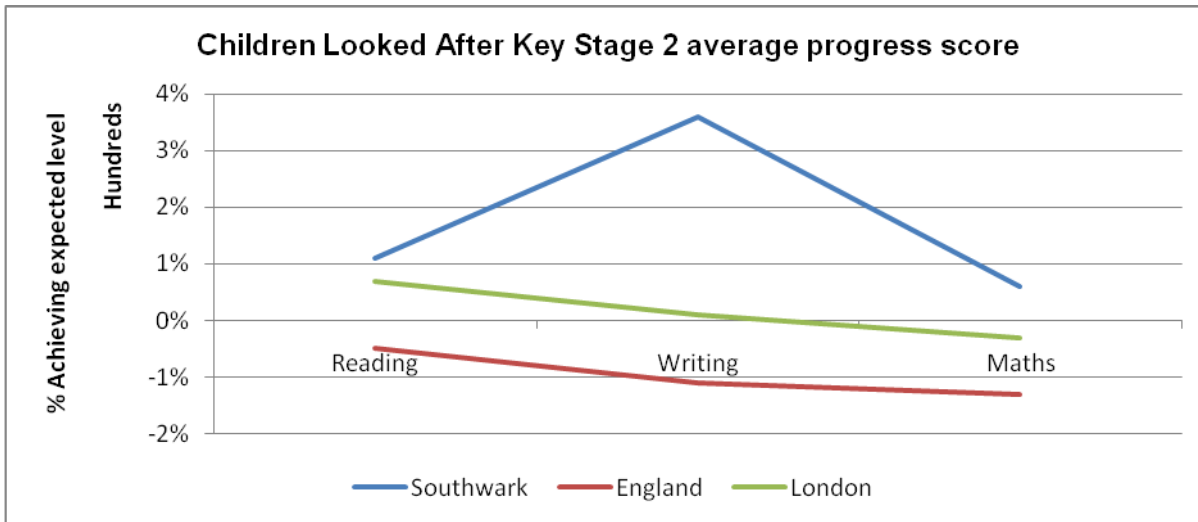


Our challenge is to improve Southwark CLA performance in Maths, currently at 2 percentage points below England. This has been prioritised in the Virtual School’s Development Plan.

Key Stage 2 average progress score

Reading	Writing	Maths
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Southwark	1.1	3.6	0.6
London	0.7	0.1	-1.3
England	-0.5	-1.1	-1.3



At KS2, Southwark CLA progress compares favourably with both London and national CLA. Progress performance is better than national averages achieved by all children, which includes those children who are not in care. CLA achieved an average progress score in writing of 3.6, compared with -1.0 (national CLA) and 0.1 (London CLA). Our CLA maths progress (0.6) compared well with national CLA (-1.3) and London CLA (-0.3).

The Virtual School has focussed on early intervention to improve outcomes. Ofsted commented that:

'The virtual school maintains a sound oversight of children's progress and attainment, particularly of those who are at risk of under-achievement and those who have poor school attendance'

LAC Attainment – GCSE 2016

Percentage achieving A*-C in both English and Mathematics GCSEs

	% achieving A* - C in both English and Maths	Average Attainment 8 score per pupil	Average Progress 8 score per pupil
Southwark	20.8	28.5	-0.13
London	20.8	23.2	-0.93
England	17.5	22.8	-1.10

Southwark CLA Attainment 8 score was significantly above London and national CLA performance.

In Progress 8 measures, Southwark CLA (-0.13) outperformed London (-0.93) and national CLA (-1.10) CLA. With a progress score very close to zero, Southwark CLA Progress 8 performance was in line with national averages achieved by all children. Children in care of the authority for 12 months or longer performed better than national CLA averages. At KS4, children looked after educated outside of their home authority achieved better than their national CLA peers.

Assiduous support and challenge from LAC Education Advisors contributed to 2016 CLA outcomes. Interventions, including Supplementary Home Tuition, also funded by Pupil Premium (LAC), have been central to these performance outcomes.

LAC KS5 - Outcomes

For the first time, this summer (2017) Southwark Virtual School supported all Year 13 CLA. This included providing support specifically for learners in their approach to University places. The Virtual School maintains a focus on education during times of typically high turbulence in a care-leaver's life.

We are pleased to report that 11 of our young people achieved the grades needed to secure University places. This is higher than in previous years. This was achieved through targeted use of Pupil Premium (LAC), providing skilled education-related support, delivering 1-1 tuition to best effect students' transitions to A levels and again at the point of exam entries.

At the end of the year 86% of 168 KS4 CLA were in Education, Employment or Training. This is a direct result of our NEET prevention strategy managed by the Virtual School's KS5 Lead. Information Advice and Guidance is delivered early in Year 11 by a skilled, qualified IAG officer and, transitional arrangements are developed in partnership with Social Care and Southwark Choices to ensure all young people have an action plan.

Impact of changes to Curriculum and Accountability Measures on Looked After Children

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.

Attendance across Southwark primary and secondary schools

Primary Schools

The latest complete academic year figures on pupil attendance are for the academic year 2015/16. These latest full year figures show slight improvements in both primary and secondary school attendance for Southwark schools. Nationally and across London, overall absence has remained unchanged.

Note: The lower the % the better the performance

	Year	Southwark	London	National
Authorised Absence %	2011/12	3.5	3.5	3.7
	2012/13	3.5	3.5	3.9
	2013/14	2.8	3.0	3.0
	2014/15	2.9	3.1	3.1
	2015/16	2.8	3.1	3.1
Unauthorised Absence %	2011/12	1.0	0.9	0.7
	2012/13	1.0	1.0	0.8
	2013/14	0.9	1.0	0.8
	2014/15	1.0	1.0	0.9
	2015/16	1.1	1.0	0.9
Persistent Absence %	2011/12	3.9	3.0	3.1
	2012/13	3.2	2.6	2.7
	2013/14	2.0	2.0	1.9
	2014/15	2.4	2.2	2.1
• See footnote	2015/16	8.2	8.6	8.2

¹ new PA threshold based on 10% or more of a pupil enrolment's possible sessions was introduced in the 2015/16 academic year. To enable comparison with 2014/15, PA figures quoted in the above highlights and relating to the previous year are based on calculations provided by the DfE using the new methodology.

Overall Attendance %	2011/12	95.5	95.7	95.6
	2012/13	95.5	95.5	95.3
	2013/14	96.3	96.1	96.1
	2014/15	96.1	95.9	96.0

	2015/16	96.2	95.9	96.0
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Highlights

- Overall attendance has risen across all Southwark Primary schools by 0.1 percentage point and performance continues to exceed London and National rates.
- Both unauthorised and authorised absence remains fairly stable at 1.1% and 2.8% respectively. The rates for authorised absence are better than London and National data; local unauthorised absence is only slightly higher by 0.1 percentage points – London and 0.2 percentage points - national.
- Persistence absence data has increased nationally owing to a change in data recording as the definition was raised to a 'below 90%' threshold in 2015 (from 85%), plus it is now calculated as a proportion of individual sessions missed. Southwark Primary School persistence absence rate is equivalent to the National rate and 0.6 percentage points lower than the London average.

Secondary Schools

Note: The lower the % the better the performance

	Year	Southwark	London	National
Authorised Absence %	2011/12	3.9	4.0	4.6
	2012/13	3.7	3.9	4.5
	2013/14	3.2	3.5	3.9
	2014/15	3.2	3.6	4.0
	2015/16	3.0	3.5	3.8
Unauthorised Absence %	2011/12	1.4	1.3	1.3
	2012/13	1.4	1.3	1.4
	2013/14	1.1	1.3	1.3
	2014/15	1.2	1.3	1.3
	2015/16	1.2	1.4	1.4
Persistent Absence %	2011/12	6.9	6.1	7.4
	2012/13	5.6	5.0	6.5
	2013/14	3.7	4.3	5.3
	2014/15	4.2	4.5	5.4
• See footnote	2015/16	9.7	11.7	13.1

¹ new
PA threshold based on 10% or more of a pupil enrolment's possible sessions was introduced in the 2015/16 academic year. To enable comparison with 2014/15, PA figures quoted in the above highlights and relating to the previous year are based on calculations provided by the DfE using the new methodology.

Overall Attendance %	2011/12	94.7	94.7	94.1
	2012/13	94.9	94.8	94.1
	2013/14	95.7	95.2	94.8
	2014/15	95.6	95.1	94.7
	2015/16	95.8	95.1	94.8

Source: School Census

Highlights

- Over a 5 year period, attendance across Southwark secondary schools has improved by 1.1 percentage points and continues to outperform London and national rates
- Authorised absence rates have reduced whilst unauthorised absence remains stable and better than Nation and London performance by 0.2 percentage points
- Southwark's persistent absence data (taking into account changes to recording practice as noted above) show strong performance with rates 2 percentage points below the London and 3.4 percentage points below the national figures.

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Exclusions

Primary Permanent Exclusion Rates

	2011/12	2012/13	2013/14	2014/15	2015/16
Southwark	x ¹	0.00	0.00	0.00	x
London	0.01	0.01	0.01	0.01	0.01
National	0.02	0.02	0.02	0.02	0.02

Primary Fixed Period Exclusion Rates

	2011/12	2012/13	2013/14	2014/15	2015/16
Southwark	1.15	0.72	0.82	1.43	1.50
London	0.70	0.66	0.68	0.81	0.84
National	0.90	0.88	1.02	1.10	1.21

Secondary Permanent Exclusion Rates

	2011/12	2012/13	2013/14	2014/15	2015/16
Southwark	0.24	0.17	0.14	0.12	0.15
London	0.17	0.16	0.15	0.17	0.16
National	0.14	0.12	0.13	0.15	0.17

Secondary Fixed Period Exclusion Rates

	2011/12	2012/13	2013/14	2014/15	2015/16
Southwark	10.42	7.72	5.15	5.84	6.41
London	7.49	6.45	5.94	6.71	6.87
National	7.80	6.72	6.62	7.51	8.46

X equates to one pupil and is too small to be represented by a percentage

Permanent Exclusions

- Southwark Primary school permanent exclusions remain low and there has been a continued reduction in the number of Secondary School permanent exclusions over the last 5 years – by 0.09 percentage points.
- For the third consecutive year, Southwark's rate of permanent exclusions across state funded primary, secondary and special schools combined, was below the national average of 0.08%.

¹ Small number suppressed to preserve confidentiality

Additionally, Southwark's permanent exclusion rate continued to be lower than that reported across London - 0.07% (unchanged from the previous year).

- Whilst continuing to have lower overall permanent exclusion rates for the separate school phases compared to national and London levels, the latest combined data show that Southwark saw a rise in both its number and rate of permanent exclusions. From 18 permanent exclusions and a rate of 0.05% in 2014/15 to 23 permanent exclusions and a rate of 0.06%.
- In Southwark, all but one permanent exclusion was issued by schools in the secondary sector. In total 13 schools (just over double the amount from the previous year) were responsible for issuing the 23 exclusions. Four secondary academies and one primary academy were responsible for issuing more than half of the 23 permanent exclusions (13 out of the 23).

Fixed Period Exclusions

- Latest figures for the number and rate of fixed period exclusions issued by Southwark in 2015/16 mirror national and London direction of performance with all but national primary data showing an increase in fixed period exclusion figures.
- 1,468 fixed period exclusions were issued by Southwark primary, secondary and special schools combined - equivalent to 3.59% when expressed as a percentage of the overall school population - an increase of 0.06 percentage points.
- Within Southwark, the largest number of fixed period exclusions were issued by its secondary schools (966), followed by primary schools (381), and lastly by special schools (121).
- For the third consecutive year, the rate of fixed period exclusion for Southwark (combined school phases) continued to be below the national rate of 4.29% (3.88% in 2014/15). Southwark's fixed period exclusion rate was above the London average by 0.23 percentage points.
- Compared to the rest of England, the LA (based on its combined school phases) was ranked 60th lowest for the rate of fixed period exclusion – an improvement of 18 places. We moved from being in the third quartile to the second quartile for having the lowest rate of fixed period exclusion.

Priorities for improvement

- Review local data sets with secondary sector leaders to understand current trends and challenges with pupil behaviour and exclusion decisions
- Review of systems across secondary education sector to identify pupils at high risk of exclusion and improve joint working with academies to respond to the needs of this target group

School Admissions

Summary of primary school preferences allocated to Southwark residents 2013-2017

Southwark families are encouraged and supported to apply on time to increase their chances of being offered a school of their preference on offer date (secondary – 1 March 2018 / primary – 16 April 2018).

There has been good improvement in the number of Southwark families receiving a primary school of their preference. Compared to 3 years ago, the percentage of families receiving at least one of their six preferences has increased from 94.0% to 98.2% - a 4.2 percentage points improvement.

	2013		2014		2015		2016		2017	
Total applications received	3,411	100.0%	3,389	100.0%	3,536	100.0%	3,380	100.0%	3,165	100.0%
Total primary school places available	3,673		3,738		3,860		3,965		3,995	
Number offered 1st preference place	2,804	82.2%	2,684	79.2%	2,823	80.0%	2,875	85.1%	2,796	88.3%
Number offered one of their four (six from 2011) preferences	3,272	95.9%	3,177	94.0%	3,376	95.4%	3,310	98.0%	3,108	98.2%
Number manually offered an alternative place (not offered a preference)	139	4.0%	197	5.8%	160	4.5%	70	2.1%	57	5.8%
Pupils without an offer	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

Summary of secondary school preferences allocated to Southwark residents 2013 -2017

	2013		2014		2015		2016		2017	
Total applications received	2,500	100.0%	2,595	100.0%	2,637	100.0%	2,857	100.0%	2,790	100.0%
Number offered 1st preference	1,468	58.7%	1,592	61.4%	1,571	59.6%	1,689	59.1%	1,789	64.1%
Number offered one of their first three preferences	2,126	85.0%	2,296	88.5%	2,281	86.5%	2,443	85.5%	2,453	87.9%
Number offered one of their first 6 preferences	2,327	93.0%	2,448	94.4%	2,457	93.2%	2,639	92.4%	2,614	93.7%
Number manually offered an alternative place (not offered a preference)	173	6.9%	147	5.7%	180	6.8%	218	7.6%	176	6.3%
Pupils without an offer	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

Appendix 1. Ofsted Ratings - 31stAugust 2017

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

School Name	Type	Current OFSTED:	
		Inspection Date	Inspection Rating
Nursery Schools			
Ann Bernadt Nursery School	Nursery	28/11/2013	2
Dulwich Wood Nursery School	Nursery	11/05/2016	2
Grove Children & Family Centre	Nursery	03/12/2014	2
Kintore Way Nursery School and Children's Centre	Nursery	20/09/2013	1
Nell Gwynn Nursery School	Nursery	09/07/2015	2
Primary Schools			
Albion Primary School	Primary	12/10/2011	1
Alfred Salter Primary School	Primary	07/10/2016	3
Bellenden Primary School	Primary	25/09/2013	2
Bessemer Grange Primary School	Primary	11/03/2015	2
Boutcher Church of England Primary School	Primary	06/05/2008	1
Brunswick Park Primary School	Primary	14/12/2016	3
Camelot Primary School	Primary	25/02/2016	3
Charles Dickens Primary School	Primary	10/03/2008	1
Charlotte Sharman Primary School	Primary	17/04/2015	2
Cobourg Primary School	Primary	05/11/2014	2
Comber Grove School	Primary	07/05/2015	2
Crampton School	Primary	05/02/2014	1
Crawford Primary School	Primary	13/03/2013	1
Dog Kennel Hill School	Primary	13/09/2011	2
Dulwich Hamlet Junior School	Academy	16/09/2008	1
Dulwich Village Church of England Infants' School	Primary	16/09/2008	1
Dulwich Wood Primary School	Primary	07/03/2012	2
English Martyrs Roman Catholic Primary School	Primary	08/07/2016	2
Friars Primary Foundation School	Primary	12/06/2015	2
Goodrich Community Primary School	Primary	08/12/2016	2
Goose Green Primary School	Academy	01/02/2017	3
Grange Primary School	Primary	05/10/2012	2
Harris Primary Academy East Dulwich	Free school	10/05/2017	1
Harris Primary Academy Peckham Park	Academy	28/11/2014	2
Harris Primary Free School Peckham	Free school	20/04/2017	2
Heber Primary School	Primary	30/09/2015	2
Hollydale Primary School	Primary	14/01/2016	3
Ilderton Primary School	Primary	18/06/2015	1
Ivydale Primary School	Primary	08/02/2017	3
John Donne Primary School	Academy	11/10/2011	1
John Ruskin Primary School and Language Classes	Primary	28/01/2009	1

School Name	Type	Current OFSTED:	
		Inspection Date	Inspection Rating
Judith Kerr Primary School	Free school	13/05/2015	2
Keyworth Primary School	Primary	15/11/2011	1
Lyndhurst Primary School	Primary	06/11/2014	2
Michael Faraday School	Primary	17/10/2014	2
Oliver Goldsmith Primary School	Primary	02/11/2016	3
Peter Hills with St Mary's & St Paul's CofE Primary	Primary	22/05/2013	2
Phoenix Primary School	Primary	18/06/2015	1
Pilgrims' Way Primary School	Primary	02/07/2015	2
Redriff Primary School	Academy	14/09/2011	1
Riverside Primary School	Primary	05/10/2011	1
Robert Browning Primary School	Primary	28/11/2013	2
Rotherhithe Primary School	Primary	15/01/2014	2
Rye Oak Primary School	Primary	01/12/2016	2
Secondary Schools			
Ark All Saints Academy	Academy	03/06/2015	2
Ark Globe Academy	Academy	24/10/2014	2
Ark Walworth Academy	Academy	23/10/2014	2
Bacon's College	Academy	02/02/2017	4
City of London Academy (Southwark)	Academy	07/10/2011	2
Compass School Southwark	Free school	18/05/2017	2
Harris Academy Bermondsey	Academy	19/03/2015	1
Harris Academy Peckham	Academy	20/09/2011	2
Harris Boys' Academy East Dulwich	Academy	08/12/2011	1
Harris Girls' Academy East Dulwich	Academy	15/03/2012	1
Kingsdale Foundation School	Academy	15/06/2017	1
Notre Dame Roman Catholic Girls' School	Secondary	22/11/2012	1
Sacred Heart Catholic School	Academy	12/12/2012	1
St Michael's Catholic College	Academy	04/07/2013	1
St Saviour's and St Olave's Church of England	Secondary	26/02/2009	1
The Charter School	Academy	05/11/2009	1
The St Thomas the Apostle College	Secondary	28/11/2014	1
University Academy of Engineering South Bank	Academy	10/05/2017	2
Special Schools			
Beormund Primary School	Community Special	01/03/2013	2
Bethlem and Maudsley Hospital School	Community Special	18/11/2011	1
Cherry Garden School	Community Special	05/06/2015	1
Evelina Hospital School	Community Special	31/01/2013	1
Haymerle School	Community Special	12/03/2015	2
Highshore School	Community Special	27/02/2013	2
Newlands Academy	Academy Special	29/11/2012	2
Spa School	Community Special	02/12/2015	1
Tuke School	Community Special	05/10/2011	1
PRU			
Southwark Inclusive Learning Service (SILs)	PRU	30/01/2015	2

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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 maths. 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. Commentary relating to performance by pupils' SEN and EAL status does not include pupils where their status (for the specific characteristic) is unknown. All commentary based on provisional 2017 data.

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	83.7.4% of Year 1 children achieved the required phonics screening standard of 32 or more points.	79.1%; 73.1%; 77.8%; 83.5% of pupils achieved expected standard and above in KS1 reading; writing; maths; and science respectively. Attainment was highest in KS1 science, followed by reading.	71.6%; 77.0%; 79.7%; 78.0% 82.4%; and 62.5% were working at the expected standard in reading; writing; GPS; maths; science and RWM combined respectively. Attainment highest in science followed by GPS.
Gender <ul style="list-style-type: none"> ▪ Boys ▪ Girls 	Girls were more likely to achieve the required phonics standard compared to boys, with 86.3% of girls achieving the standard compared to 81.1% of boys. When taking into consideration the proportion of the overall cohort boys accounted for, boys were slightly under represented amongst the cohort of children reaching the required standard in phonics.	Girls out performed boys in all KS1 subjects. The gap between the 2 genders was largest in writing at 12.1 percentage points. Conversely the gap between the 2 was smallest in maths at 3.0 percentage points. Comparing the share boys represent of the eligible cohort, and the proportion they account for of the cohort achieving the expected standard and above, boys were repeatedly underrepresented in all	Girls out performed boys in all KS2 subjects. The gap between the 2 genders was largest in writing at 8.1 percentage points. Conversely the gap between boys and girls was smallest in maths at 1.6 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

Cohort	Phonics	KS1	KS2
		subjects.	represented in all KS2 subjects - be it by a nominal amount in some subjects.
FSM eligible <ul style="list-style-type: none"> ▪ Eligible ▪ Not eligible 	<p>77.2% of FSM eligible children achieved the required phonics standard compared to 86.2% of those not eligible.</p> <p>FSM eligible children were under represented amongst those achieving the required phonics standard - accounting for 27.9% of the overall eligible phonics year 1 cohort, yet making up only 25.7% of those reaching the standard.</p>	<p>Pupils eligible for FSM performed less well than their non-eligible counterparts in all KS1 subjects - with the gap being jointly largest in writing and maths (6.1 percentage points gap).</p> <p>Additionally, pupils eligible for FSM were slightly under represented across all KS1 subjects, amongst those achieving the expected standard and above.</p>	<p>FSM eligible pupils performed less well compared to their non-eligible counterparts. The gap in performance was largest for reading, writing and maths combined at 10.8 percentage points, or, if looking at separate KS2 subjects, in maths (8.4 percentage points).</p> <p>FSM eligible pupils were under represented amongst those working at the expected standard in all KS2 subjects when taking into account the proportions they made up of the overall cohort.</p>
SEN detailed <ul style="list-style-type: none"> ▪ No SEN ▪ SEN support ▪ Statement or EHC Plan 	<p>89.2% of children with no SEN achieved the required phonics standard compared to 53.7% of SEN children.</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-fifth (21.6%) of children with a statement of SEN or an EHC plan met the phonics required standard compared to almost three-fifths 59.4% of children with SEN support.</p>	<p>Children with SEN fared substantially less well than those with no registered SEN, across the whole of KS1, with the gap in attainment being largest in writing (55.2 percentage points gap), followed by the attainment gap in reading of 49.4 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>Taking into consideration the</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 - 47.4 percentage points gap, followed by the attainment gap in GPS of 44.9 percentage points. For reading, writing and maths combined, the gap was 46.9 percentage points.</p> <p>The more advanced the SEN stage, the smaller the percentage of the cohort working at the expected</p>

Cohort	Phonics	KS1	KS2
	<p>SEN children as a whole were disproportionately represented and by a substantial amount. Although making up 14.1% of the overall cohort, children with SEN represented only 9.0% of the cohort who achieved the required phonics standard. The disparity was greatest amongst children with SEN support.</p>	<p>proportion of the eligible cohort represented by SEN children compared with the proportion they account for amongst those who achieved the expected standard and above at KS1, SEN children as a whole and for all stages were disproportionately represented in all KS1 subjects by a considerable amount. SEN support children were most disproportionately under represented across all KS1 subjects.</p>	<p>standard at KS2 and in all subjects.</p> <p>When considering the share of the eligible cohort represented by children with SEN compared to their representation amongst those working at the expected standard at KS2, SEN children were disproportionately represented in all subjects. More specifically, children with SEN support were most under represented.</p>
<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 	<p>Of the main ethnic group, Chinese children followed by those of mixed / dual heritage performed the best with 90.5% and 86.5% respectively achieving the required phonics standard. Conversely, children from any other ethnic group followed by Black children had the lowest performance with 76.9% and 83.6% of the two main ethnic groups respectively achieving the expected phonics standard.</p> <p>Based on the more detailed ethnic groups, children of any White and Asian background achieved the highest percentage for phonics screening, with 96.1% of the cohort reaching the required standard. Chinese children were the next highest performing ethnic group with</p>	<p>Of the major ethnic groupings, Chinese children attained the highest percentage for expected standard and above in reading (84.6%); writing (79.5%) and science (92.3%). White pupils achieved the highest percentage for working at expected standard and above in maths (80.1%). Conversely, children from any other ethnic group had the lowest performance for working at expected standard and above across all KS1 subjects - reading (71.4%); writing (67.1%); maths (75.6%); and science (78.2%).</p> <p>Based upon the more detailed ethnic groups, White and Asian pupils achieved the highest percentage for working at expected standard and above in all KS1 subjects - reading</p>	<p>Based on main ethnic groupings, Chinese children achieved the highest percentage for working at expected standard in separate writing; GPS; maths and science. White pupils achieved the highest percentage for working at the expected standard in separate reading whilst Asian children were the highest achievers for reading, writing and maths combined.</p> <p>Pupils from any other ethnic group attained the lowest percentage for reaching the expected standard in separate reading; writing and science. White pupils had the lowest performance for GPS whilst Black pupils had the lowest performance for separate maths; and reading, writing and maths combined.</p>

Cohort	Phonics	KS1	KS2
<ul style="list-style-type: none"> ▪ 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>90.5% reaching the standard. In contrast, at 76.9%, phonics attainment was lowest for children from any other ethnic group compared to all other children. White and Black Caribbean children had the second lowest performance at 78.8%.</p> <p>Children from Black Caribbean; other Black; White and Black Caribbean; and any other ethnic group were under represented amongst eligible Year 1 children who achieved the required Phonics standard - based on a comparison of the proportion that these ethnic groups each represent of the overall Year 1 cohort.</p>	<p>(90.5%); writing (85.7%); and maths (92.9%); and science (90.5%).</p> <p>No one ethnic group repeatedly attained the lowest percentage for working at the expected standard and above across the different KS1 subjects. For reading, pupils of any other ethnic group achieved the lowest performance (71.4%); White and Black Caribbean children attained the lowest percentage for writing; Black Caribbean pupils had the lowest performance in maths; and Bangladeshi children had the lowest percentage for working at the expected standard and above in science (74.1%).</p> <p>If comparing the proportion of the overall cohort against the cohort of children working at expected standard or above in each of the KS1 subject by each ethnic group, children from Bangladeshi; Black Caribbean; White and Black Caribbean; any other Black background; and from any other ethnic group were slightly but repeatedly under represented compared to their peers.</p>	<p>Taking into consideration the proportions represented by each major ethnic grouping of the overall cohort, no one group was consistently under represented amongst those working at the expected standard across the KS2 subjects.</p> <p>Based on the more detailed ethnic groups, children of any other Asian background had the highest performance for separate reading; GPS; and RWM combined. Chinese children were the highest performers for separate maths and science, whilst children from any other mixed background were the highest performers for separate writing.</p> <p>Compared to the other detailed ethnic groupings, Black Caribbean pupils achieved the lowest percentage for working at the expected standard in separate writing; maths; science; and reading, writing and maths combined. Mixed White and Black Caribbean pupils had the lowest percentage for working at the expected standard in GPS, whilst pupils from any other ethnic group attained the lowest percentage for separate reading.</p> <p>Amongst the children working at</p>

Cohort	Phonics	KS1	KS2
			<p>expected standard, Black Caribbean and mixed White and Black Caribbean children were repeatedly under represented across all KS2 subjects (when factoring in the proportion of the eligible cohort these 2 ethnic groups accounted for).</p>
<p>EAL</p> <ul style="list-style-type: none"> ▪ English ▪ Other than English ▪ Unknown / Missing 	<p>Children whose mother tongue was not English performed similarly to those with English as a first language - 84.2% and 84.0% respectively. Both were also fairly equally represented amongst those reaching the required phonics standard.</p>	<p>Children with English as their first language performed better than pupils with other than English as a first language in reading and science. This position was reversed in writing and maths.</p> <p>When measuring the proportion each group represented of the overall cohort, against those working at the expected standard and above in the various KS1 subjects, children with English as an additional language, were slightly under represented in reading, whilst children with English as a first language were slightly under represented amongst those working at the expected standard and above in writing and maths.</p>	<p>Compared to pupils with English as a first language, other than for separate reading and RWM combined, a higher percentage of EAL pupils were working at the expected standard.</p>

Cohort	Phonics	KS1	KS2
<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 out performed those who were - 86.2% compared to 77.2% respectively.</p> <p>If taking into consideration the proportion of the overall cohort accounted for by pupil premium children and compared against the proportion they account for of those who successfully met the required phonics standard, it is apparent that pupil premium children were under represented in the latter cohort.</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 maths - a 6.5 percentage points gap.</p> <p>Taking into account their share of the overall cohort, children linked to pupil premium were furthermore repeatedly under represented amongst the those working at the expected standard and above, across all KS1 subjects.</p>	<p>Children not in receipt of pupil premium performed better than those in receipt of pupil premium. Additionally, the latter were consistently under represented amongst the cohort of children working at the expected standard and in all KS2 subjects.</p>

Notes: Analysis based on internally held provisional attainment data: Phonics and KS1 – 26/07/2017; and KS2 – 04/07/2017

Sources: Provisional Phonics,KS1 and KS22017, and January 2017school census.

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