

<b>Item No.</b> 11.	<b>Classification:</b> Open	<b>Date:</b> 11 December 2018	<b>Meeting Name:</b> Cabinet
<b>Report title:</b>		Southwark School Standards Report 2017-18	
<b>Ward(s) or groups affected:</b>		All	
<b>Cabinet Member:</b>		Councillor Jasmine Ali, Children, Schools and Adult Care	

## **FOREWORD - COUNCILLOR JASMINE ALI, CABINET MEMBER FOR CHILDREN, SCHOOLS AND ADULT CARE**

This is the council's fifth annual report on school standards in Southwark, setting out information covering progress in education across the borough.

It quite clearly tells us that in Southwark brilliant schools give young people the great start in life they deserve. The *Best Start in Life - Southwark school standards report 2017/18* provides a summary of pupil and student outcomes at published key stages, from foundation right through to key stage five (A Levels), and the picture is very positive.

The results speak for themselves, reflecting excellence in our schools and the hard work of teachers, pupils and parents right across the borough. We know are above the national average in all external examination areas.

This report is helpfully set out in chronological order, starting with the very youngest through to post 16 students, with sections on the attainment of our looked after children and pupils with SEND, special educational needs and or disabilities.

The report usefully illustrates the characteristics of significant groups across the borough within key stages and for phonics. This enables the council to share this information and discuss it with schools, in turn helping schools benchmark against others from a borough-wide perspective.

The Southwark Standards report is a snapshot of where our schools are, at a particular time, and over time. It gives us a robust starting point for discussion, innovation, collaboration and challenge. The overview is useful to school leaders, including governors, to see where they sit in the wider context of attainment, progress and improvement. It is a supportive document that shows how well students in Southwark have done.

The results found here combined with the Council's successful school building programme will equip parents and young people to express and secure a genuine preference when applying for a school place.

## **RECOMMENDATION**

### **Recommendation for the Cabinet**

1. That cabinet note the 'Best start in life - Southwark school standards report 2017/18' attached at Appendix 1.

## **BACKGROUND INFORMATION**

2. Members requested a report on school standards in Southwark be produced that would set out information covering progress across the borough. The attached report at Appendix 1 contains information on educational achievement ranging

from Early Years Foundation Stage (5 years old), through to A-levels. The report also contains data on post-16 not in education, employment or training (NEET) performance; the achievement of different groups, including Looked After Children (LAC); and Special Educational Needs and Disability (SEND) attainment; information on attendance and exclusions; and school admissions.

### **KEY ISSUES FOR CONSIDERATION**

3. The key issues for consideration are included in the report at Appendix 1 - 'Best start in life – Southwark school standards report 2017/18'.
4. The 2017/18 data contained within this report is provisional. The Department for Education will provide validated results in December for primary phase and January for secondary phase.
5. We will update the report as required as soon as the validated results are published.

### **Policy implications**

6. The report at Appendix 1 is fully aligned to local planning and policy frameworks including the Council Plan 2018-2019 – 2021-2022. These outline the council's continued commitment to and supporting schools to be good or outstanding, with children and young people able to achieve their full potential.

### **Community impact statement**

7. The impact on communities of the issues and recommendation within the school standards report has been considered in line with Southwark's Approach to Equality. Generally the recommendations will have a positive impact on communities through the commitment to meeting the demand for primary and secondary school places and continuing to drive up standards across our schools.
8. The school standards report at Appendix 1 includes detailed information on the attainment of different pupil groups by race and ethnicity, gender, age and disadvantage identified through pupil premium funding and/or eligibility for free school meals (including deprivation, adopted from care and children looked after). The report also includes information on what Southwark council intends to improve.

### **Resource implications**

9. There are no resource implications resulting from the recommendations in this report. The continued delivery of universal education services and statutory functions, including early years, school improvement, school admissions and youth services, specialist education and special educational needs services will continue to be provided via the existing education budget.

### **SUPPLEMENTARY ADVICE FROM OTHER OFFICERS**

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

10. The purpose of this report is to provide an update to Cabinet on Southwark school standards in 2017/18.
11. The council is the relevant authority tasked with carrying out functions in relation to education and childcare in Southwark.
12. The council has a number of general duties in relation to the provision of education, including a duty to contribute towards the spiritual, moral, mental and physical

development of the community, by securing that efficient primary, secondary and further education are available to meet the needs of the population of the area. Cabinet will note that the council itself maintains the significant majority of the schools discussed in the report; however the council's ability to develop new school proposals is now significantly restricted, and legislation enables existing maintained schools to convert to academy status which are outside of the council's ownership and control.

13. In respect of people aged under 20 (or over 20 if the council maintains an Education, Health and Care Plan for them), the council must also exercise its education and training functions with a view to promoting high standards, ensuring fair access to opportunities for education and training, and promoting the fulfilment of learning potential by every person to whom this duty applies.
14. More generally, in respect of the well-being of children, the council is under a duty to make arrangements to promote cooperation between the council and relevant partners to promote the well-being of children in the authority's area. The council is also under a duty to improve the well-being of young children and reduce inequalities between them. "Well-being" in this context relates to education and training, amongst other things.
15. As such, the preparation of a school standards report is something that can be said to be incidental to the council's functions in these areas.
16. Besides these more general duties, the council has a number of more specific functions in relation to education. Of particular relevance to the subject matter of the report are: the duty to exercise council functions with a view to promoting the effective participation by young people aged 16-18 in education or training; a duty to promote the educational achievement of children looked after by the council; a duty to make arrangements (so far as it is possible) to identify children in Southwark who are of compulsory school age but are not registered with a school and are not receiving suitable alternative education; and powers to instigate legal proceedings for non-school attendance.
17. When making its decision, section 149 Equality Act 2010 requires that Cabinet have due regard to the need to eliminate discrimination and other prohibited conduct and advance equality of opportunity and foster good relations between people who share a relevant protected characteristic and those who do not. Information about the consideration given to equalities issues is set out in the Community Impact Statement.

#### **Strategic Director of Finance and Governance (CAS 18/005)**

18. The strategic director of finance and governance notes the recommendations in this report which sets out information on school standards including school results in external assessments, admissions, the attainment of Looked After Children, and the attainment of children from different pupil groups in Southwark.
19. As noted in the report this is primarily a retrospective performance report. Future performance across is vulnerable to the growing pressure on school budgets. There are also challenges in the budgets of individual settings given that cost pressures are increasing and that the funding system imposed by central government in particular with regard to the Dedicated Schools Grant is not adequate.

## BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
Performance tables for school level and national 2017 KS2 and A level; and 2018 GCSE attainment	Department for Education (DfE) website	Terry Segarty, Head of Standards
<b>Link:</b> <a href="http://www.education.gov.uk/schools/performance/">http://www.education.gov.uk/schools/performance/</a>		
School level and national pre 2017 KS2 and A level; and 2018 GCSE	DfE website	Terry Segarty, Head of Standards
<b>Link:</b> <a href="https://www.compare-school-performance.service.gov.uk/download-data">https://www.compare-school-performance.service.gov.uk/download-data</a>		
Local authority level and national EYFSP attainment 2018	DfE website	Terry Segarty, Head of Standards
<b>Link (please copy and paste into your browser):</b> <a href="https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2017-to-2018">https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2017-to-2018</a>		
Local authority level and national KS1 and phonics attainments 2018	DfE website	Terry Segarty, Head of Standards
<b>Link (please copy and paste into your browser):</b> <a href="https://www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2018">https://www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2018</a>		
Local authority level and national KS2 data	DfE website	Terry Segarty, Head of Standards
<b>Link (please copy and paste into your browser):</b> <a href="https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2018-provisional">https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2018-provisional</a>		

## APPENDICES

No.	Title
Appendix 1	Best start in life – Southwark school standards report 2018 (circulated separately)

## AUDIT TRAIL

<b>Cabinet Member</b>	Councillor Jasmine Ali, Children, Schools and Adult Care	
<b>Lead Officer</b>	David Quirke-Thornton, Strategic Director for Children's and Adults' Services	
<b>Report Author</b>	Terry Segarty, Head of Standards	
<b>Version</b>	Final	
<b>Dated</b>	30 November 2018	
<b>Key Decision?</b>	Yes	
<b>CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER</b>		
<b>Officer Title</b>	<b>Comments sought</b>	<b>Comments included</b>
Director of Law and Democracy	Yes	Yes
Strategic Director of Finance and Governance	Yes	Yes
<b>Cabinet Member</b>	Yes	Yes
<b>Date final report sent to Constitutional Team</b>	29 November 2018	