

Cabinet

Tuesday 5 December 2023

11.00 am

Rooms GO2A, B and C, 160 Tooley Street, London SE1 2QH

Supplemental Agenda No. 1

List of Contents

Item No.	Title	Page No.
8.	Southwark School Standards Report 2022-2023 To note the Southwark School Standards Report 2022-23.	1 - 58

Contact

Email: paula.thornton@southwark.gov.uk; constitutional.team@southwark.gov.uk
Webpage: www.southwark.gov.uk

Date: 27 November 2023

Item No. 8.	Classification: Open	Date: 5 December 2023	Meeting Name: Cabinet
Report title:		School Standards Report 2022-2023	
Ward(s) or groups affected:		All	
Cabinet Member:		Councillor Jasmine Ali, Deputy Leader and Cabinet Member for Children, Education and Refugees	

FOREWORD - COUNCILLOR JASMINE ALI, DEPUTY LEADER AND CABINET MEMBER FOR CHILDREN, EDUCATION AND REFUGEES

This annual school standards report marks an important part of the council's calendar. Each year the report has shown an improvement in school standards as we move at pace towards our goal of 100% outstanding schools in Southwark.

At the time of writing, we are at 97% Ofsted rated good and outstanding. I could not be more proud of this council's education team, our parents and carers, the fantastic teachers and school staff in this borough, and our exceptional children and young people for making this happen.

Results are impressive right across the board and even more so in the context of schools working hard to address gaps arising from Covid-19, falling school rolls, squeezed budgets and an increase in pupils with a special education need and/ or disability.

The overall contents of this report show that we are in a good position to narrow attainment gaps in educational outcomes between disadvantaged pupils and their better off counterparts.

Even with a national decline in results compared to last year – across headline measures (published results) Southwark has once again bucked the national trend and results are in line with and in many cases above those in the rest of London.

This can be seen in the highlights of this school standards and achievement report which includes:

- The whole suite of GCSE measures are up from 2019 (the year before the pandemic).
- In both GCSE English and Maths, 77.3 per cent of Southwark students achieved a standard pass (up a full 11 points from 63.3 per cent in 2019).

- Attainment 8, the measure of achievement across eight qualifications including English and Maths, has gone up by 1.2 points for all schools from 53.6 points in 2022 to 54.8 points this year.
- 61.0 per cent of pupils achieved a strong pass in English and Maths (up 2.0 percentage points from 59 per cent in 2022).
- Results in English Baccalaureate have improved: 34.8 per cent of pupils achieved a strong pass in the English Baccalaureate (up 0.4 percentage points from 34.4 per cent in 2022).
- Nationally this year witnessed the biggest fall in A- level results. But in Southwark A- Level students were above the national average. Southwark's schools show that the borough's students have achieved a set of fantastic A-level results, exceeding national figures by between 0.9 to 7.7 percentage points across the various grade ranges.
- Children in our care did themselves, and us as corporate parents, proud by achieving passes at GCSE and A-Levels, including straight A's, B's, ABC's, Distinctions and Merits, with one student achieving AAA* to meet (and then accept) their offer from St Hugh's College, Oxford University. At least eight students received offers from their first choice universities.

Changing trends show that there is a rise in pupil numbers with SEND and our pupils with special needs continue to perform in line with and above national outcomes.

Our secondary special needs pupils performed above national and London in all outcomes.

We continue with good support for our pupils' wellbeing and mental health across all phases with a comprehensive programme of activity: Improving Mental Health and Resilience in Schools.

Going forward we will continue to close the attainment gap that had widened for disadvantaged groups over the pandemic.

We will do right by our pupils with SEND by managing the increase within our mainstream SEND strategy and work towards Southwark becoming a national exemplar in this area.

We will increase the numbers of schools signing up to our Inclusion Charter to keep all children in Southwark in Education.

RECOMMENDATIONS

1. That the cabinet note the Southwark School Standards Report, 2022-2023.
2. That the cabinet agree that the 2024-2025 Southwark School Standards Report will include an increased focus on closing the gaps in pupil

attainment.

BACKGROUND INFORMATION

3. The Southwark Standards Report is an annual report on the attainment of pupils in Southwark from the previous year.
4. It reports performance in examinations or formal assessment, where they have taken place and/ or the information is publicly available.
5. It also provides information about the context schools were operating in in that year.

KEY ISSUES FOR CONSIDERATION

6. Results are impressive across the board and even more so given the context of schools working hard to address gaps arising from COVID-19 pandemic, falling rolls, squeezed budgets and the increase in numbers of SEND pupils.
7. Across headline measures (those that are published), Southwark has once again performed consistently above national averages and results are in line with or above those in London.
8. We are very proud that over 96% of our schools are judged as Good or Outstanding by Ofsted.
9. There is, nationally, a rise in pupil numbers with SEND and this is reflected in Southwark. Our primary SEND cohort continues to perform in line with, or above, headline national outcomes.

Policy framework implications

10. This report has been produced in the context of Southwark's Council plan and borough plan (see background documents below) and supports the council's aspirations to give its children and young people a great start in life.

Community, equalities (including socio-economic) and health impacts

Community impact statement

11. Cabinet will note the references to the equalities impact statement below.

Equalities (including socio-economic) impact statement

12. We know that Southwark has cohorts of pupils who may be at a disadvantage because of socio-economic factors, ethnicity, gender, English as an additional language, Special Educational Needs or Disability.

13. A detailed cohort analysis of attainment of these groups can be found in appendix 3.
14. We are working hard to close the attainment gap between cohorts of disadvantaged pupils and their peers through a number of projects and interventions, described throughout appendix 1, but specifically in pages 5 and 6, in the priorities for improvement sections of each education phase, and in the section on innovations and wider achievement. Further work is required and will be a focus for 2023-24.
15. We anticipate a positive impact on the health and wellbeing of the children and young people in our education settings, as promoted by the Wellbeing First programme, detailed in pages 33-34 of appendix 1.

Climate change implications

16. There should be no additional adverse effects on climate change due to this report.

Resource implications

17. There are no additional resource implications attached to this report, as it is a retrospective report on performance in our schools.

Consultation

18. This report contains information provided by the different relevant officers leading on performance across the different phases of schooling and education in Southwark.

SUPPLEMENTARY ADVICE FROM OTHER OFFICERS

Assistant Chief Executive – Governance and Assurance REF: [RW 7.11.23]

19. The purpose of this report is to provide an update to the cabinet on Southwark school standards in 2022/23.
20. The council is tasked with carrying out local authority functions in relation to education in Southwark.
21. The council accordingly 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 is available to meet the needs of the population of the area. Cabinet will note that the council itself maintains a significant number 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.

22. In respect of young people aged under 20 (or over 20 if the council maintains an Education, Health and Care Plan for them), the council must make available support that will encourage, enable or assist them to participate in education or training.
23. Furthermore, 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 statutory partners to improve the well-being of children in the council's area. "Well-being" in this context includes their education and training.
24. 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 and 17 year olds in education or training; a duty to maintain a tracking system to identify any 16 and 17 year olds who are not participating in education and training; and a duty to promote the educational achievement of children looked after by the council;.
25. As such, the preparation of a school standards report is something that is incidental to the council's functions in these areas in enabling the cabinet to see the extent to which aspects of these duties are being met. The various duties described relate to the council's executive functions and whilst provision of this report is not identified in the constitution as specifically delegated to the cabinet, it assists in the cabinet's overall general responsibility of oversight of the authority's services in accordance with Part 3B of the constitution.
26. When making its decision, section 149 Equality Act 2010 requires that the cabinet has due regard to the need of the council 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 REF: [CAS23/37]

27. The Strategic Director of Finance notes the recommendations of this report which sets out information on school standards.
28. As noted in the report the challenge for the future is to ensure high quality education by ensuring that schools are full, well funded and able to provide the specialist support that they need. In order to achieve this is, it is especially important that schools have sufficient pupil numbers on roll as it is the key driver for their funding. Therefore, the efficient management

and successful implementation of the current approach to future-proofing the quality and supply of school within Southwark's school system is crucial to achieve this goal.

Other officers

29. Not applicable.

BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
25 November, 2020, Council Assembly: Refresh of the Council Plan 2018-2022. Item 6.1 And Appendix 1, Agenda Item 9.	Children and Adult Services Children and Families Directorate, 4 th Floor, 160 Tooley Street, London, SE1 2QH	Nikki Tilson 07908 256 018
Link (please copy and paste into browser): https://moderngov.southwark.gov.uk/documents/s92005/Report Council Plan.pdf		
Link (please copy and paste into browser): https://moderngov.southwark.gov.uk/documents/b50012014/Council Plan 2018-2022 Appendix updated Tuesday 08-Sep-2020 16.00 Cabinet.pdf?T=9		
The Borough Plan	Children and Adult Services Children and Families Directorate, 4 th Floor, 160 Tooley Street, London, SE1 2QH	Nikki Tilson 07908 256 018
Link (please copy and paste into browser): https://moderngov.southwark.gov.uk/documents/s92006/Appendix A Southwarks Borough Plan 2020.pdf		

APPENDICES

No.	Title
Appendix 1	The Soutwark Standards Report
Appendix 2	Ofsted Ratings - 31 August 2023
Appendix 3	Detailed Cohort Characteristics in relation to attainment only
Appendix 4	SEND Report

AUDIT TRAIL

Cabinet Member	Councillor Jasmine Ali, Deputy Leader and Cabinet Member for Children, Education and Refugees	
Lead Officer	David Quirke-Thornton, Strategic Director of Children's and Adults' Services	
Report Author	Nikki Tilson, Principal Advisor, Education	
Version	Final	
Dated	27 November 2023	
Key Decision?	No	
CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER		
Officer Title	Comments Sought	Comments Included
Assistant Chief Executive – Governance and Assurance	Yes	Yes
Strategic Director of Finance	Yes	Yes
List other officers here	N/A	N/A
Cabinet Member	Yes	Yes
Date final report sent to Constitutional Team	27 November 2023	

A Great Start in Life

Southwark Standards Report 2022- 23





FOREWORD - COUNCILLOR JASMINE ALI, CABINET MEMBER FOR CHILDREN, YOUNG PEOPLE, EDUCATION AND REFUGEES

Cllr Jasmine Ali Deputy Leader and Cabinet Lead for Children, Education and Refugees

This annual school standards report marks an important part of the council's calendar. Each year the report has shown an improvement in school standards as we move at pace towards our goal of 100% outstanding schools in Southwark.

At the time of writing, we are at 98% Ofsted rated good and outstanding. I could not be more proud of this council's education team, our parents and carers, the fantastic teachers and school staff in this borough, and our exceptional children and young people for making this happen.

Results are impressive right across the board and even more so in the context of schools working hard to address gaps arising from Covid-19, falling school rolls, squeezed budgets and an increase in pupils with a special education need and/ or disability.

The overall contents of this report show that we are in a good position to narrow attainment gaps in educational outcomes between disadvantaged pupils and their better off counterparts.

Even with a national decline in results compared to last year – across headline measures (published results) Southwark has once again bucked the national trend and results are in line with and in many cases above those in the rest of London.

This can be seen in the highlights of this school standards and achievement report which includes:

- The whole suite of GCSE measures are up from 2019 (the year before the pandemic).
- In both GCSE English and Maths, 77.3 per cent of Southwark students achieved a standard pass (up a full 11 points from 63.3 per cent in 2019).
- Attainment 8, the measure of achievement across eight qualifications including English and Maths, has gone up by 1.2 points for all schools from 53.6 points in 2022 to 54.8 points this year.
- 61.0 per cent of pupils achieved a strong pass in English and Maths (up 2.0 percentage points from 59 per cent in 2022).
- Results in English Baccalaureate have improved: 34.8 per cent of pupils achieved a strong pass in the English Baccalaureate (up 0.4 percentage points from 34.4 per cent in 2022).
- Nationally this year witnessed the biggest fall in A- level results. But in Southwark A- Level students were above the national average. Southwark's schools show that the borough's students have achieved a set of fantastic A-level results, exceeding national figures by between 0.9 to 7.7 percentage points across the various grade ranges.

Southwark Council: Fairer, Greener, Safer, Delivery Plan: 2022-26

Working with our schools to keep standards high

- Children in our care did themselves, and us as corporate parents, proud by achieving passes at GCSE and A-Levels, including straight A's, B's, ABC's, Distinctions and Merits, with one student achieving AAA* to meet (and then accept) their offer from St Hugh's College, Oxford University. At least eight students received offers from their first choice universities.

Changing trends show that there is a rise in pupil numbers with SEND and our pupils with special needs continue to perform in line with and above national outcomes.

Our secondary special needs pupils performed above national and London in all outcomes.

We continue with good support for our pupils' wellbeing and mental health across all phases with a comprehensive programme of activity: Improving Mental Health and Resilience in Schools.

Going forward we will continue to close the attainment gap that had widened for disadvantaged groups over the pandemic.

We will do right by our pupils with SEND by managing the increase within our mainstream SEND strategy and work towards Southwark becoming a national exemplar in this area.

We will increase the numbers of schools signing up to our Inclusion Charter to keep all children in Southwark in Education.

Contents

Executive Summary	5
High quality schools	5
Improved attainment compared to pre-pandemic	5
Closing the gaps	6
Other Key Priorities	6
Inclusion.....	6
SEND	6
Southwark Stands Together	7
Keeping Education Strong	7
Education in Southwark.....	8
Context.....	8
1. Primary Achievement	10
Early Years Foundation Stage	10
Key Stage 1	12
Key Stage 2	13
Standard Assessment Tests (SATs) (provisional) 2022-23 (year 6).....	14
Standard Assessment Tests (SATs) (provisional) 2022-23 (year 6).....	15
Progress from Key Stage 1 to Key Stage 2.....	15
2. Secondary Achievement	17
Key Stage 4: GCSEs (Provisional)	17
Key Stage 5.....	18
A- Levels.....	18
3. Quality of Education in Southwark’s Schools	21
4. Learning and Achievement in Special Educational Needs and/ or Disabilities (SEND)	22
5. Learning and Achievement of young people not in education, employment or training (NEET).....	26
6. Learning and Achievement of Southwark’s Looked After Children.....	28
Virtual School Priorities for Improvement: 2023-24.....	29
7. Learning and Achievement in Adult Learning 2022-23	31
7. Innovations and Wider Achievements	32
The Southwark Scholarship Scheme	32

Executive Summary

The purpose of this report is to communicate and celebrate the high standards of education that we maintain in Southwark across all of our schools and settings. The report is published annually in January on Southwark's website and is read by parents and carers, school leaders and staff, and councilors and council officers. We are grateful to all of these important stakeholders for contributing to the achievement of our pupils and to the ongoing success of Southwark's schools.

For the last three years, since the COVID- 19 pandemic, our focus has been on supporting our schools and settings to close the achievement gap between our most vulnerable pupils and their peers. These include pupils with Special Educational Needs and/ or Disabilities (SEND); pupils from economically disadvantaged backgrounds; pupils who are Looked After by the local authority; and those pupils from Global Majority ethnic backgrounds who intersect with any of these groups. In the last year we have seen the gap close in Reading, Writing and Maths combined for those pupils eligible for Free School Meals from -11.1% to -6.9%, bringing us almost back to pre-pandemic position (-6.1%). In Early Years Foundation Stage, a two year project to focus on communication and language was delivered in schools in the Walworth Road area. Southwark saw a one percentage point rise in communication and language outcomes from 2022 to 2023.

The council has supported a number of projects, alongside its existing work, to focus on closing achievement gaps. These are delivered by our schools in partnership with the education and children's services teams. They include Southwark Stands Together to focus on delivery of a more diverse curriculum in schools; SEND consultants to support the delivery of more SEND support in mainstream settings; and the work of the Virtual School in supporting the education of our Looked After Children.

High quality schools

Southwark's schools remain of very high quality with 96% (including, primary, secondary and special) judged by Ofsted to be Good or Outstanding.

Overall Ofsted Judgements ¹	2019	2020	2021	2022	2023
Special Schools judged either Good or Outstanding	100%	100%	100%	100%	100%
Primary / Infant & Nursery Schools judged either Good or Outstanding	91%	92%	92%	97%	95%
Secondary Schools judged either Good or Outstanding	95%	95%	95%	97%	100%
All Schools judged either Good or Outstanding	93%	93%	93%	97%	96%

Improved attainment compared to pre-pandemic

GCSEs and A Levels were graded in line with pre pandemic grade boundaries for the first time in three years. There was an assumption made that grades would drop either because students were

¹ Position as at 31st August of each year

less used to the exam conditions of pre pandemic years, or because the nationally moderated marking systems were somehow stricter.

This year has seen an improvement of attainment outcomes across the board in Southwark, in all ages and key stages, with the exception of year 2 phonics. Southwark's schools have been performing very strongly against other London schools and nationally for some years, and this year was no exception.

Closing the gaps

The school year, 2022-23, saw work continue on closing gaps in educational attainment and performance in our schools. The gap for Reading, Writing and Maths combined, between those in receipt of Free Schools Meals and all pupils widened over the course of the pandemic. However, Southwark saw that the gap close in 2022-23 from -11.1% to -6.9%.

Southwark's schools, like those in the rest of inner London, face particular challenges around outcomes and attainment for children with English as an Additional Language (EAL), children with an economic disadvantage, and children with an Education and Health Care Plan (EHCP) because of a Special Educational Need or Disability. Our maintained, mainstream schools are focused on narrowing the gap in attainment between these children and young people and their peers, and our School Improvement (the Learning and Achievement) team often targets support initiatives directly at those gaps. For example, over the past few years we have targeted schools with highest levels of disadvantage by offering raising attainment literacy projects. These include helping schools to refine and improve how vocabulary is taught, developing the literacy element within the broader curriculum and teaching reading explicitly focused on key elements to build a solid foundation.

In 2024-25, the focus will be on closing the gaps in the following specific areas:

- Early Years Foundation Stage
- Key Stage 2

Other Key Priorities

Inclusion

Our Inclusion Charter, launched in 2020, supports schools and other partners to ensure that 100% of our children and young people remain in an education setting that is appropriate to their needs. We continue to work across services to manage exclusions and to drive home the message that attendance is everyone's business.

SEND

The Southwark SEND Strategy 2022-25 underpins the work happening across the council to support our children and young people with Special Educational Needs and Disabilities to stay in borough wherever possible for their education, and to make the best possible progress academically or vocationally.

Southwark Stands Together

Southwark Stands Together is a programme of activity to support our schools and education settings to develop further their anti-racist practice. This involves work on the curriculum, on leadership and management and on workforce.

We have worked hard with our primary schools to bring together school leaders and external specialists in a Professional Development and Curriculum group and this group has successfully engaged our primary schools with the aims of the programme.

We are working with Fig Tree International, providers of the Race Charter Mark, to encourage schools to apply for bronze, silver or gold awards. One school has now attained the Bronze Award, another has achieved a Silver Award, and we expect others to follow. This year we will be encouraging more secondary schools to engage with the principles of Southwark Stands Together.

Keeping Education Strong

We continue to deliver on our commitment to full, vibrant, well-funded schools where children can flourish and are working with our schools to manage surplus capacity and ensure sufficiency of places across the borough.

Education in Southwark

Context

At end of academic year 2022-23				
Phase	Total Number of schools	Number of community, foundation or voluntary-aided schools	Number of Academies	Number of Free Schools
Nursery	5	5	0	0
Primary	73	56	11	6
Secondary	19	2	14	3
All-through	1	0	1	0
Special	8	5	2	1
Pupil Referral Unit	1	1	0	0
Hospital Schools	2	2	0	0

Community, Foundation and Voluntary- Aided Schools

The funding for these schools comes from central government, via the Local Authority. They are maintained by the Local Authority and follow the national curriculum.

Academies and Free Schools

These are state funded schools which are not required by law to follow the national curriculum and are able to set their own term times. They must comply with the School Admissions Code² and school admissions appeal code³. Academies and free schools receive funding directly from central government, not via the Local Authority.

Multi- Academy Trusts (MATs) with a presence of more than one school in Southwark are: Ark Schools; The Charter Schools Educational Trust; City of London Academies Trust; Harris Federation; Nexus Education Schools Trust; South East London Catholic Academy Trust (SELCAT) Limited; and SPA Education Trust (special schools).

² <https://www.gov.uk/government/publications/school-admissions-code--2>

³ <https://www.gov.uk/government/publications/school-admissions-appeals-code>

	Primary			Secondary		Sixth form
Age	3-5 years old	5-7 years old	7-11 years old	11-14 years old	14-16 years old	16-18 years old
School year(s)	Nursery-Reception	Years 1-2	Years 3-6	Years 7-9	Years 10- 11	Years 12-13
Key Stage	Early Years Foundation Stage (EYFS)	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5
Statutory Assessment(s)	Good Level of Development (GLD)	Working at Expected Standard Working at Greater Depth Phonics	Standard Assessment Tests (SATs) Teacher Assessments Multiplication Tables Check (MTC)	None	GCSEs GNVQs Functional Skills Level 2	A Levels BTecs

1. Primary Achievement

We are proud to work in Southwark and serve the diverse communities that make up this borough. The numbers of SEND pupils has risen year-on-year in our schools and 41% of our pupils are in receipt of pupil premium. Each of our schools, be they nursery, primary, special or secondary, maintained, academy or free school, serves a unique community and the Southwark Education Learning and Achievement Team has an excellent knowledge of each of these. Southwark's pupils perform strongly in their statutory assessments, in many cases better than pupils in the rest of London and always better than pupil performance nationally. 96% of Southwark's schools were rated by Ofsted as good or outstanding at the end of academic year 2022-23, which is an achievement we are rightly, and extremely, proud of.

COVID-19 continues to have an impact on our borough and we are supporting our schools to close the attainment gaps that have widened in the last few years. Our schools play a central role in improving life chances and ensuring children are well prepared for the next stages in their education and beyond. They act as a "lighthouse" in the community forging links with families and the local area, improving attendance, breaking down inequalities, contributing to personal, social and health development and pupils' understanding of citizenship and British values, keeping children safe, and preventing children from entering social care system. Southwark's offer of universal free school meals for all KS2 children has ensured all primary pupils have a hot meal every school day to support healthy development.

Early Years Foundation Stage

Highlight(s):

- ✓ There was an increase in pupils achieving a Good Level of Development (GLD) from last year (69.9% vs 68.3%).
- ✓ 97% of school based early years provision in Southwark is judged good or outstanding by Ofsted.

Pupils achieving a Good Level of Development (GLD)

	2022	2023
Southwark	68.3%	69.9%
London	67.8%	Nov 2023
National	65.2%	Nov 2023

Attainment gaps in the Early Years

Pupil Characteristics	% achieving GLD	Performance gap
English as an Additional Language (EAL)	65.1%	-4.8 percentage point (vs All) - 7.3 percentage point (vs English as a first language)
Defined as “disadvantaged”	60.7%	-9.2 percentage point (vs All) -12.1 percentage point (vs not disadvantaged)
With Special Educational Needs or Disabilities (SEN)	20.0%	-49.9 percentage point (vs All) -58.8 percentage point (vs not SEN)

The above table is based on the latest year, 2023. Pupil characteristics have been sourced from internally matched spring school census data. The performance gap calculations above are based on known pupil characteristics when compared against other pupils not sharing the referenced characteristic. I.e., it excludes the results of pupils where the characteristic is not known.

Early Years Foundation Stage Priorities for Improvement: 2023-24

The Learning and Achievement team are working closely with schools to address attainment gaps in the early years by:

- Streamlining and improving access to the Special Educational Needs Inclusion Fund (SENDIF);
- Developing resources and improving environments, and improving curriculum offers and practice in schools.

Key Stage 1

Highlights:

- ✓ Phonics Screening Check outcomes were above national results at year 1
- ✓ Southwark outcomes at the expected standard at KS1 remain above national outcomes in each of reading, writing and mathematics.
- ✓ At the higher standard, outcomes in Southwark have improved in both reading and mathematics and are above national in each of reading, writing and mathematics.

Year 1 Phonics Screening Check⁴ (provisional)

	2017	2018	2019	2022	2023
Southwark	84%	85%	84%	78%	80%
London	84%	85%	84%	78%	81%
National	81%	82%	82%	75%	79%

End of Year 2⁵

	2017	2018	2019	2022	2023
Southwark	92%	92%	92%	88%	87%
London	92%	93%	92%	88%	89%
National	92%	92%	91%	87%	89%

⁴ See Appendix 3 for cohort characteristics analysis

⁵ 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. Arising from the cancellation of all primary assessments in 2020 and 2021 as a result of Covid-19, the 2022 Year 2 cohort were not screened for phonics in Year 1. Rather, these pupils were first screened in autumn 2021.

Key Stage 1 (year 2) Teacher Assessments (Provisional) 2022-23

Working at the Expected Standard at Key Stage 1 (KS1)

	Reading			Writing			Mathematics			Science		
	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
Southwark	79%	71%	71%	73%	65%	65%	78%	71%	73%	83%	78%	78%
London	77%	70%	71%	73%	63%	64%	79%	71%	73%	83%	78%	79%
National	75%	67%	68%	69%	58%	60%	76%	68%	70%	82%	77%	79%

Working at Greater Depth at KS1⁶

	Reading			Writing			Mathematics		
	2019	2022	2023	2019	2022	2023	2019	2022	2023
Southwark	25%	19%	20%	17%	12%	11%	23%	18%	19%
London	28%	22%	23%	18%	12%	12%	25%	20%	21%
National	25%	18%	19%	15%	8%	8%	22%	15%	16%

Key Stage 2⁷

Key Stage 2 Highlights:

- ✓ Standards at the end of KS2 remain above those nationally in all subjects. This includes both the expected and higher standard.
- ✓ The headline measure of Reading, Writing and Maths combined is well above national. Additionally, performance is above London.
- ✓ There has been a particularly good improvement in maths at both the expected and higher standards.

⁶ See Appendix 3 for KS1 cohort characteristics analysis

⁷ See Appendix 3 for the full KS2 cohort characteristics analysis.

Multiplication Tables Check (year 4)

The multiplication tables check (MTC) is a new assessment introduced in 2022. Schools administer the MTC assessment online and results for this assessment are then made available by the DfE only, and directly to schools.

	Mean average score		Full marks	
	2022	2023	2022	2023
Southwark	21.3	Nov 2023	33%	Nov 2023
London	20.9	Nov 2023	33%	Nov 2023
National	19.8	Nov 2023	27%	Nov 2023

Standard Assessment Tests (SATs) (provisional) 2022-23 (year 6)

Showing the % of pupils working at the expected standard

	Reading (test)			GPS (test)			Mathematics (test)			RWM (test & TA)		
	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
Southwark	76%	80%	76%	82%	77%	77%	81%	75%	78%	68%	66%	66%
London	78%	79%	76%	84%	79%	78%	83%	78%	78%	71%	66%	65%
National	74%	75%	73%	79%	73%	72%	79%	72%	73%	65%	59%	59%

Teacher Assessments

	Writing (TA)			Science (TA)		
	2019	2022	2023	2019	2022	2023
Southwark	81%	75%	76%	85%	82%	83%
London	82%	75%	75%	86%	82%	82%
National	79%	70%	71%	83%	79%	80%

Standard Assessment Tests (SATs) (provisional) 2022-23 (year 6)

Showing the % of pupils working at a higher standard and greater depth

	Reading (test)			GPS (test)			Mathematics (test)			RWM (test & TA)		
	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
Southwark	28%	33%	33%	41%	35%	35%	29%	27%	29%	12%	11%	12%
London	31%	33%	33%	45%	38%	39%	34%	30%	32%	14%	11%	12%
National	27%	28%	29%	36%	28%	30%	27%	23%	24%	11%	7%	8%

Teacher Assessments

	Writing (TA)		
	2019	2022	2023
Southwark	23%	20%	19%
London	24%	17%	18%
National	20%	13%	13%

Progress from Key Stage 1 to Key Stage 2⁸

Progress at Key Stage 2 (KS2) is measured using pupils' prior attainment at Key Stage 1 (KS1). 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. Any figure above 0 is considered to be better than expected for that group, and the higher the figure, the better the progress made.

	Reading			Writing			Mathematics		
	2019	2022	2023	2019	2022	2023	2019	2022	2023
Southwark	+1.01	+0.92	+0.80	+1.11	+1.45	+1.40	+0.91	+0.66	+1.11
London	+0.85	+0.75	Not yet available	+0.77	+0.89	Not yet available	+1.20	+1.16	Not yet available
National*	0.03	0.04	0.0	0.03	0.05	0.0	0.03	0.04	0.0

* Assumption that progress score at national level will be 0.0x

⁸ Progress figures at LA level sourced from provisional tables checking data. Regional level data not yet available.

Key Stages 1 and 2 Priorities for Improvement: 2023-24

- Plan for and monitor specific learning gaps between disadvantaged pupils and others in order to raise attainment at KS1 and KS2.
- Work together with schools to raise attainment in Phonics in year 2.
- Ensure there is a focus on key vocabulary within a full curriculum offer that impacts positively on reading and writing outcomes at the end of KS2.
- Deliver a targeted action research project for lower attaining schools in order to raise attainment in reading and writing at KS2.

2. Secondary Achievement

Our secondary schools continue the journey started in EYFS and primary and build on those successes with an overall trend toward improvement. All our secondary schools are rated as Good or Outstanding and outcomes at GCSE and A level generally exceed those nationally reflecting the hard work and commitment of the schools. The majority are academies, some of whom are part of a Multi Academy Trust. They play a central role in improving social mobility, working closely with families to keep children and young people in school and help them to make good progress in their learning.

Key Stage 4: GCSEs (Provisional)

Following a two year absence of in person exams in 2020 and 2021, as a result of the COVID-19 pandemic, 2023 was the second successive year in which GCSE exams were completed under traditional in person conditions. In line with plans set out by Ofqual, GCSE grading across the country this year largely returned to normal with overall grades being similar to those in 2019 before the pandemic. Results for 2023 are therefore lower than those in 2020 and 2021 as well as the previous year 2022, where additional support and more generous grading were offered to pupils as part of mitigating against the disruption to learning caused by the pandemic. Given the above, reported performance for 2023 is not directly comparable to that of 2020 and 2021 especially and caution should be used when referencing figures from these two years. Figures for 2020 and 2021 are not directly comparable against that of previous years and have been provided for indicative purposes and for reasons of continuity only.

The figures for 2020 and 2021 are defined by the DfE as 'revised' in status; figures for 2019 and 2022 are final; whilst figures for 2023 are provisional.⁹

Key Stage 4 Highlights:

- ✓ If compared to performance in 2019 - when exam conditions more closely align with those of this summer, 2023, Southwark's KS4 performance showed improvement across the board.
- ✓ Our results continued to be better than those reported at a national level
- ✓ On average, the LA's latest performance also exceeded the London average in all the reported KS4 headline measures
- ✓ Southwark saw a less marked fall in its A8 performance compared to the national or London picture.
- ✓ The progress 8 score for Southwark showed a slight increase, against the national trend

⁹ Notes: LA results for 2023 are unvalidated, provisional and derived from directly provided data from schools. Not all schools have provided their data for 2023. DfE published provisional data will be available in October 2023.

GCSE English & Mathematics & English Baccalaureate

	English and Mathematics % Grades 9 to 5			English Baccalaureate Average Point Score		
	2019	2022	2023	2019	2022	2023
Southwark	45.5%	59.0%	55.2%	4.45	4.92	4.73
London	49.0%	57.5%	53.9%	4.47	4.77	4.57
National	43.4%	50.0	45.3%	4.08	4.28	4.06

Attainment and Progress 8 Scores

	Attainment 8 Score			Progress 8 Score		
	2019	2022	2023	2019	2022	2023
Southwark	49.5	53.6	51.8	0.25	0.34	0.37
London	49.7	52.7	50.5	0.22	0.23	0.27
National	46.8	48.9	46.3	-0.03	-0.03	-0.03

Key Stage 5

A- Levels¹⁰

The data presented in the table below is only indicative as it comes from the unvalidated results from the majority of schools who shared their results with us. The national trend is for results to be significantly lower than last year.

Key Stage 5 Highlights:

- ✓ Our results overall continued to exceed those reported nationally.
- ✓ Comparing this year's performance against 2019, Southwark's results show consistent improvement across the board.
- ✓ Southwark saw a less marked fall in its A- Level performance compared to the national picture.

¹⁰ Note: LA results for 2023 are unvalidated, provisional and derived from directly provided data from schools. Not all schools have provided their data for 2023

Percentage of A- Level Entries by Grade

	A* - A			A* - C			A* - E		
	2019	2022	2023	2019	2022	2023	2019	2022	2023
Southwark	25.1%	39.4%	27.7%	77.1%	85.7%	80.7%	97.8%	99.1%	98.0%
National	25.2%	35.9%	26.5%	75.5%	82.1%	75.4%	97.5%	98.4%	97.2%

Comparing this year's performance against 2019 performance (where exam conditions were more similar), our results show consistent improvement across the board. i.e., A*-A grades - up 2.8 pp from 25.1% to 27.9%; A*-B grades - up 7.8 pp from 51.1% to 58.9%; A*-C grades - up 3.1 pp from 77.1% to 80.2%; and A*-E grades - up 0.1 pp from 97.8% to 97.9%.

Key Stages 4 and 5 Priorities for Improvement: 2022-23

- ✓ Make better use of data to challenge schools to reduce inequalities in the performance of particular disadvantaged groups in exams, including FSM and global majority students
- ✓ Continue to develop the Professional Development and Curriculum Group, to support schools attaining the Race Charter Mark (a national accreditation achieved in conjunction with the Schools, Students and Teachers Network, SSAT) to provide a sustainable means of developing and sharing best practices.
- ✓ Promote Inclusion Charter guidance
- ✓ Support general improvement in exam performance to increase the LA average measure of an individual student's progress across their 8 best-performing subjects taken at GCSE level (A8 score).

▪ Closing the gap

If we consider the performance of Free School Meal (FSM) students compared with non-FSM students in achieving both English and maths in grades 9-5 there has been a gap, which is widening over time. In 2023, FSM-eligible pupils performed less well than their non-eligible counterparts - both in terms of attainment thresholds/scores and progress and by a substantial amount.

Gap in GCSE performance between pupils eligible for free schools (FSM) and those not.

		2019	2022	2023
English and Maths Grades 9-5	FSM attainment	36.7%	48.9%	42.6%
	Difference (percentage point)	8.8 (vs all) 17.6 (vs non FSM)	10.1 (vs all) 17.4 (vs non FSM)	12.6 (vs all) 20.2 (vs non FSM)
Attainment 8	FSM attainment	44.8	48.0	44.9

	Difference (point)	4.7 (vs all) 9.4 (vs non FSM)	5.6 (vs all) 9.7 (vs non FSM)	6.9 (vs all) 11.0 (vs Non- FSM)
--	-----------------------	----------------------------------	----------------------------------	-----------------------------------------

- **Inclusion**

- Encourage sign up to the Inclusion Charter.
- Make better use of data to understand inequalities in the performance of key disadvantaged groups in exams, including FSM and global majority students.
- Continue to work with the Southwark Stands Together workstream to support schools to be awarded the Race Charter Mark (a national accreditation achieved in conjunction with the Schools, Students and Teachers Network, SSAT) in order to provide a sustainable means of developing and sharing best practices.

3. Quality of Education in Southwark's Schools

Highlights: 2022-23

- ✓ The quality of education in Southwark schools compares very well with those across the country.
- ✓ The percentage of Southwark schools judged as good or better remains in the top 10 of London Local Authorities.
- ✓ The Advisory Team in Southwark Education Learning and Achievement have continued to support our maintained schools to improve quality and standards despite the additional pressures of falling rolls, the impact of the pandemic and the increase in numbers of pupils with SEND.

Overall Ofsted Judgements as at end of August 2023

A summary of Ofsted judgements of Southwark schools is shown in the table below, with a full breakdown of the Ofsted ratings for every school set out in Appendix 2.

108 schools currently with an Ofsted Judgement (including Special Schools)	2023 %
1 Schools in Special Measures (1 primary academy)	1%
0 Schools in Serious Weaknesses	0%
3 School Requires Improvement (3 maintained primary school)	3%
71 Schools Judged Good	66%
33 Schools Judged Outstanding	31%
104 Schools Judged Good or Outstanding	96%

* percentages above may not add up to 100% due to rounding

Improvement over time

Overall Ofsted Judgements ¹¹	2016	2017	2018	2019	2020	2021	2022	2023
Special Schools judged either Good or Outstanding	100%	100%	100%	100%	100%	100%	100%	100%
Primary / Infant & Nursery Schools judged either Good or Outstanding	91%	87%	87%	91%	92%	92%	97%	95%
Secondary Schools judged either Good or Outstanding	94%	94%	94%	95%	95%	95%	97%	100%
All Schools judged either Good or Outstanding	92%	89%	89%	93%	93%	93%	97%	96%

¹¹ Position as at 31st August of each year

4. Learning and Achievement in Special Educational Needs and/ or Disabilities (SEND)

Southwark's special schools were open to all pupils in 2022/23. Special schools continued to be vigilant in protecting pupils, their families and the wider workforce to minimise the spread of Covid, especially during isolated or multiple outbreaks. Some parents still needed support to overcome anxiety about their children's health and welfare in school environments and, in some cases, school transport. Special schools continued to work closely with health and social care colleagues (and transport providers) to address parents' concerns. Attendance in some special schools has fluctuated since the pandemic. There has been an increase in hospital appointments and medical procedures, many of which were rescheduled from previous years, but attendance overall has increased and is back to pre-pandemic figures, remaining broadly in line with London and national averages.

Collaboration with parents and other agencies has remained central to the success of the support programmes in special schools. A blend of face-to-face and remote meetings, as well as regular home contact, have ensured the joined-up working so essential to support vulnerable families has continued.

Since the pandemic, each special school has kept their curriculum under review to ensure they are ambitious for all learners and bespoke to their needs. Therapy, enrichment programmes, extra-curricular trips, events and residential experiences have now all become a core curriculum component again. Technology continues to be used to enhance the learning experience.

The impact of the pandemic on families, pupils and staff mental health and well-being continues to be significant and varies widely. In a small number of cases, where circumstances have kept children away from school, multi-disciplinary teams have supported alongside remote learning or work packs to support with re-inclusion.

The borough's hospital schools have seen restrictions on ways of working lifted and have transitioned back to classrooms this year. However, these schools continue to provide excellent non-classroom-based learning opportunities both in the hospitals and in pupils' homes when appropriate. Much work has taken place this year to expand the existing provisions and The Maudsley and Bethlem Hospital School look forward to moving into their new school building in 2024.

We are proud of the provision for pupils with Special Educational Needs and/ or Disabilities in Southwark. All our special schools are judged to be Good or Outstanding by Ofsted and pupil performance is always above national performance and generally in-line with that of London. There were four special school inspections in the academic year 2022- 2023. In all cases the grade was upheld, and the reports are testament to the continuing high-quality provision across the borough.

Spa School Bermondsey retained its Outstanding grade on inspection in January 2023.
<https://reports.ofsted.gov.uk/provider/25/146190>

Spa School Camberwell was graded Good on its first Ofsted Inspection in January 2023.
<https://reports.ofsted.gov.uk/provider/25/143745>

Beormund Primary School retained its Good grade on inspection in February 2023.
<https://reports.ofsted.gov.uk/provider/25/100879>

Highshore School retained its Good grade on inspection in February 2023.
<https://reports.ofsted.gov.uk/provider/25/100872>

At the end of Key Stage 4, progress for pupils with SEND support is significantly better than both national and London.

Pupils with SEND usually have greater difficulty learning than their peers and need additional provision to help them learn. Pupils identified by schools as 'SEND support' have additional provision made from the resources of their schools. Some pupils whose needs are more complex or profound have Education Health and Care (EHC) plans which outline the additional provision they need and can provide additional resources.

The numbers and proportion of pupils with SEND have risen year-on-year for the past seven years nationally, across London and in Southwark. The percentage of pupils with EHC plans in Southwark is broadly in line with that in other London boroughs, however, the percentage of 'SEND support' pupils in Southwark has been above London averages for the past seven years.

The cohort of pupils with EHC plans, although rising, is small. The needs of pupils with EHC plans are individual and are different year-on-year. Consequently, there are no expectations that the outcomes for pupils with EHC plans can be compared with previous years. This is the case for all Key Stages.

Special Educational Needs (SEN) attainment data in the tables below are based on published DfE data. The most recent data available is used in all cases.

Highlights

- ✓ All special schools in Southwark are good or outstanding; five out of the nine special schools are outstanding.
- ✓ Southwark SEND pupils at school support and EHCP in primary, continue to perform in line with or above pre-pandemic outcomes, which were in line with or above national outcomes.
- ✓ Southwark SEND pupils at school support and EHCP at Key Stage 4 perform better both nationally and in London, at Progress 8, Attainment 8 and EBacc.
- ✓ Southwark SEND pupils at school support and EHCP at Key Stage 5 perform better both nationally and in London, at Level 2, including English and Maths

SEN Pupils achieving a Good Level of Development (GLD)

	EHCP		SEN Support	
	2022	2023	2022	2023
Southwark	2.4%	1.3%	29.3%	24.5%
London	4.6%	Not yet available	26.4%	Not yet available
National	3.6%	Not yet available	22.9%	Not yet available

SEN Pupils meeting the required standard in Year 1 Phonics Screening Check

	EHCP		SEN Support	
	2022	2023	2022	2023
Southwark	20%	22.7%	53%	57%
London	24%	Oct 2023	52%	Oct 2023
National	19%	Oct 2023	44%	Oct 2023

SEN Pupils Working at Expected Standard at Key Stage 1

	EHCP							
	Reading		Writing		Mathematics		Science	
	2022	2023	2022	2023	2022	2023	2022	2023
Southwark	10%	9%	7%	7%	12%	13%	11%	15%
London	13%	Oct 2023	9%	Oct 2023	16%	Oct 2023	17%	Oct 2023
National	12%	Oct 2023	7%	Oct 2023	14%	Oct 2023	16%	Oct 2023

	SEN Support							
	Reading		Writing		Mathematics		Science	
	2022	2023	2022	2023	2022	2023	2022	2023
Southwark	43%	42%	35%	34%	44%	47%	57%	51%
London	39%	Oct 2023	29%	Oct 2023	42%	Oct 2023	50%	Oct 2023
National	30%	Oct 2023	20%	Oct 2023	33%	Oct 2023	44%	Oct 2023

SEN Pupils reaching the Expected Standard at KS2 in reading, writing and mathematics combined

	EHCP		SEN Support	
	2022	2023	2022	2023
Southwark	11%	8%	36%	39%
London	9%	Not yet available	31%	Not yet available
National	7%	Not yet available	21%	Not yet available

SEN Pupils achieving English Baccalaureate (Grades 9-5)

	EHCP		SEN Support	
	2021	2022	2021	2022
Southwark	7.4%	3.2%	13.8%	13.9%
London	2.8%	2.5%	9.3%	9.2%
National	1.4%	1.3%	5.6%	5.8%

SEN Pupils Average Attainment 8 Score

	EHCP		SEN Support	
	2021	2022	2021	2022
Southwark	20.6	18.1	44.2	43.8
London	18.4	16.8	40.3	39.1
National	15.7	14.3	36.7	34.9

SEN Pupils Average Progress 8 Score

	EHCP		SEN Support	
	2021	2022	2021	2022
Southwark	*	-0.81	*	-0.10
London	*	-1.07	*	-0.28
National	*	-1.33	*	-0.47

SEND Priorities for Improvement: 2023-24

- Continue to drive collaboration with partners, pupils and parents/ carers to ensure SEND standards remain high.
- Continue to monitor and support the work of the SEND Hub in raising standards and professional confidence in mainstream settings.
- Continue to embed the SEND Consultants in mainstream schools to further develop and support high-quality practice in our schools.

Please see appendix 4 for full report.

5. Learning and Achievement of young people not in education, employment or training (NEET).

Southwark is required to track and support young people leaving school to secure, as far as possible, their journey into further education, employment, or training (EET). Performance in this area is measured by identifying the number of young people who are aged 16 and 17 at the beginning of years 12 and 13, and who are not in education, employment, or training (NEET), or whose activity is not known. This often includes young people who turn 18 after 1st September. The size of the average post 16 cohort currently is 6000.

Local authorities have a duty to ensure that every young person (16-17 years old) has an offer of education or training. This is called the “September Guarantee” and it covers the tracking of young people transitioning on to year 12, who are educated in-borough, or for those who are resident in-borough, their transition on to year 13. The duty extends to reporting, tracking and monitoring EET destinations for the entire cohort in years 12 and 13 who are resident in-borough, and putting in place interventions for young people identified at risk of NEET and NEET to promote their EET participation duty.

The activity and scorecard data are the statistical data collated by the DfE at key points of the academic year, each local authority’s ranking quintile is a comparison to the local and national data, and is usually published on the DfE website at the end of the academic year.

Highlights

- ✓ Southwark reduced the overall NEET figure, reflected in the combined NEET and not known cohort.
- ✓ The percentage of 16 -17 year olds who were offered an education place under the September Guarantee is significantly higher than London and national.

% 16-17 year olds made an offer of an education place under September Guarantee			
Year	Southwark	London	National
2017	97.8%	95.7%	94.7%
2018	98.4%	95.1%	94.5%
2019	98.5%	95.5%	95.0%
2020	99.3%	95.9%	94.3%
2021	99.1%	96.6%	95.5%
2022	99.3%	96.7%	94.6%

The percentage of 16-17 year olds recorded as NEET/ not known

This data is published annually and covers the average of the period December to February known as the score card data.

Year	Southwark % 16-17 year olds				London % 16-17 year olds				National % 16-17 year olds			
	NEET	Not Known	Total	EET	NEET	Not Known	Total	EET	NEET	Not Known	Total	EET
2016	1.3%	3.0%	4.3%	95.7%	1.8%	3.5%	5.3%	94.7%	2.8%	3.2%	6.0%	94.0%
2017	1.5%	7.2%	8.7%	91.3%	1.8%	3.2%	5.0%	95.0%	2.7%	3.3%	6.0%	94.0%
2018	1.4%	8.5%	9.9%	90.1%	1.7%	3.0%	4.7%	95.3%	2.6%	2.9%	5.5%	94.5%
2019	2.4%	6.4%	8.8%	91.2%	1.8%	2.3%	4.1%	95.9%	2.7%	2.8%	5.5%	94.5%
2020	1.7%	4.5%	6.2%	93.8%	1.8%	2.2%	4.0%	96.0%	2.8%	2.7%	5.5%	94.5%
2021	1.7%	1.3%	3.0%	97.0%	1.5%	1.9%	3.4%	96.6%	2.6%	2.2%	4.8%	95.2%
2022	1.1%	1.5%	2.6%	97.4%	1.6%	1.8%	3.4%	96.6%	2.8%	2.4%	5.2%	94.8%

The lower the NEET or not known figure, the better the performance¹².

^[1] The data above is based on the December to February averages and is published by the DfE, published in the participation and NEET scorecard data. <https://department-for-education.shinyapps.io/neet-comparative-la-scorecard/> 2022/23

NEET Priorities for Improvement 2023-2024

- Continue to develop systems to improve the notification and tracking of young people leaving post 16 provision before the end of a course.
- Promote early identification of the risk of NEET cohort to promote sustainable EET destinations starting from the September Guarantee, and track robustly throughout the academic year to reduce the not known cohort.

¹² The data above is based on the December to February averages and is published in October by the DfE, eight months after collection on GOV.UK in the NEET scorecard data. 2022/23 data is presented as an approximation from our internal data, so could be subject to change denoted by “*”.

6. Learning and Achievement of Southwark's Looked After Children

The Headteacher of the Virtual School publishes a full report every year. At the time of writing the report (April, 2023), 394 students were recorded on the roll of Southwark Virtual School. 259 children are statutory school age and 135 in Key Stage 5. This was a decrease from the previous school year (430 students in total).

43% of the student roll were identified as having Special Educational Needs (SEN), which compares to 12.6% across the national population of statutory school age children. 72% of Southwark's Looked After Children are placed outside of Southwark.

Looked After Children Highlights:

- ✓ There was a very good improvement in the percentage of children achieving a standard pass in English at GCSE.
- ✓ A significantly higher number of children took A level and entered university in 2022.

CLA English and Maths for the full cohort is detailed in the table below.

	2020	2021	2022
GCSE English Standard, 9-4	32%	27%	47%
GCSE English Strong, 9-5	26%	16%	17%
GCSE Maths Standard, 9-4	13%	27%	17%
GCSE Maths Strong, 9-5	7%	20%	15%

CLA English and Maths for 12 Months Plus cohort is detailed in the tables below.

	2019	2020	2021	2022
GCSE English Standard, 9-4	24%	26%	34%	34%
GCSE English Strong, 9-5	15%	17%	20%	22%
GCSE Maths Standard, 9-4	21%	34%	34%	22%
GCSE Maths Strong, 9-5	9%	11%	24%	20%

	2019	2020	2021	2022
GCSE English and Maths Standard, 9-4			34%	20%
GCSE English & Maths Strong, 9-5	6.5	11	17%	17%

KS5 CLA attainment is detailed in the table below. Students in KS5 study at various levels from pre-entry, typically ESOL, through to Levels 1, 2 and 3 which are often vocational. A Levels are taken by those on an academic pathway.

KS5 Attainment levels/Outcomes

	Year 12	Year 13	Total
Achieving expected level	80% (78%)	85% (83%)	82% (80%)

Number of Looked After KS5 Children entering University

Year	Number taking A Level/ L3	Number progressing
2020	13	4
2021	14	5
2022	22	13

In the published **National Statistics** for young people in care, aged 17-18, Southwark ranked amongst the top achievers in the country for education, employment and training (where statistics were measurable). Taking into account the size of our cohort, this is an exceptional result for the Virtual School.

National Statistics for Children Looked After in England including Adoption: 2021 to 2022

Local Authority	number	percentage
Rutland	11	100
City of London	15	100
West Berkshire	30	94
Leicester	64	89
Bath and North East Somerset	24	89
Kensington and Chelsea	42	89
Westminster	57	88
Cornwall	66	87
Southwark	81	84

<https://www.gov.uk/government/statistics/children-looked-after-in-england-including-adoption-2021-to-2022>

Virtual School Priorities for Improvement: 2023-24

- Narrow the attainment gap through support and interventions for schools and children to improve outcomes.
- Strengthen the response to instances of persistent absence through targeted casework, data analysis, early intervention and regular multi-agency panels to agree priority actions.
- Support the development of attachment aware and trauma informed schools in Southwark by delivering a flexible and diverse virtual training programme.

CASE STUDY: Closing the Gap**Student A**

Student A entered care in 2017, aged 12, having been brought into the UK from abroad. This child was placed in education by the Virtual School. They had trauma and individual learning needs so an EHCP process was started. Additional tuition was arranged to support the child and to address their missed education.

Student A was referred to CAMHS Carelink for counselling.

Following a challenging period including school exclusions student A was transferred to a Pupil Referral Unit. In year 11, student A was supported by the Virtual School to move to an Academy where they achieved good GCSE results.

Student A was then supported onto a place at a Local FE college to study A levels. Through this time this student has received regular supplementary tuition, mentoring and work experience opportunities with City Law companies.

Student A achieved A*, A, A in his A levels and has accepted an offer to study Law at Oxford University.

The intervention and casework around student A illustrates the importance of advocacy and planning in support of our students. It also highlights how the aspirational approach adopted by the Virtual School, Care Services and SEN can help all students succeed in closing the gap.

7. Learning and Achievement in Adult Learning 2022-23

Southwark Adult Learning Service is based at the Thomas Calton Centre in Peckham. It provides a full range of adult learning provision, from basic or functional skills (ESOL, Literacy and Numeracy, and digital skills) to creative courses, for example, pottery and sewing.

The service was inspected by Ofsted in November 2022, and awarded a Good grading (<https://files.ofsted.gov.uk/v1/file/50203811>).

In the past academic year, our service has provided new Ukrainian arrivals under the Ukraine Family Scheme and Ukraine Sponsorship Scheme to attend our free ESOL classes at the appropriate level – which transpired to be levels ranging from Pre-Entry to Level 2. We continue to support asylum seekers and refugees to access our provision.

In line with the Mayor's London Multiply programme, which supports Londoners to get the numeracy, confidence and skills they need to manage everyday living at work and home, two new online maths courses were created. Both courses ran at capacity and were successfully completed by all learners.

Highlights

- ✓ Southwark Adult Learning Service remains a good provider **with Ofsted**.
- ✓ A total of 2,377 enrolments were processed at Southwark Adult Learning Service for the 22/23 academic year. This is a marked improvement from the previous year's statistics.
- ✓ Our ESOL Pre Entry courses doubled due to popular demand with many learners sitting their Entry 1 reading exams this summer.
- ✓ The Childcare Level 3 continued to recruit very well again; the retention meant that all 15 learners passed and 70% have secured jobs in a childcare setting.

Southwark Adult Learning Service: Priorities for improvement 2023-24

- Recruit a new Head of service to drive forward performance improvements and delivery
- Create an ESOL hub in the borough with the overall objective of creating a SPOC – a single point of contact for ESOL learners. <https://www.southwark.gov.uk/schools-and-education/adult-learning/our-courses/esol-providers>
- Deliver on the council commitment to provide English, Maths and Digital Skills in libraries or Family Hubs by working with Leisure and Children's Social Care

7. Innovations and Wider Achievements

Southwark is an innovative borough: seeking continuous improvement to its practices to ensure best value for money for its residents. Below are some examples of innovation within Education in 2022-23 that have resulted in more effective partnership- working across the Council and with external partners and organisations, which has led to a stronger, more joined up commitment to finding solutions to the challenges our children and young people face today.

The Southwark Scholarship Scheme¹³

Each year Southwark Council opens applications to young people (under 25 years old) who have lived in the borough for a minimum of 3 years, to go to university without the worry of tuition fees.

Since the scheme began in 2011, Southwark Council has helped 127 people pursue higher education on the scholarship, which covers the full tuition fees for their chosen course. Our scholarship supports young people who have an excellent academic record of achievement, made a positive contribution to their local community and have a combined household income of less than £28,000.

Since graduating from university, our scholars have gone on to careers in Education, Engineering, Law, Medicine as well as other pioneering fields.

For the 2022-23 intakes, 6 students were awarded the scholarship, as detailed below:

School	University	Course of Study
Lambeth College	Keele University	Biomedical Science
East London Advanced Technology Training	Greenwich University	BSc Hons Computing
University of East London Foundation Year	University of East London	BA Urban Dance Practice
St Michael's Catholic College	University of Manchester	BA Architecture
City and Islington College	University of East Anglia	Psychology
Harris Westminster Sixth Form	Cardiff University	MBBCH Medicine

*Since 2013, St Olave's United Charity has been supporting the scheme by funding the scholarship of one additional scholar each year through our recruitment process, which is included in the list above (T&Cs apply.)

¹³ www.southwark.gov.uk/scholarships

Southwark's Wellbeing First: Improving Mental Health & Resilience in Schools (IMHARS) Programme

.....

Supporting Southwark Council's Thrive Model, and working in collaboration with schools, £2m is being invested in mental health prevention in schools through the launch of Southwark's Wellbeing First: Improving Mental Health & Resilience in Schools (IMHARS) Programme. The aim of the programme is to build resilience through schools so that children and young people can cope with challenges by ensuring more children live in stronger families.

We aim to deliver a sustainable, universal infrastructure across all schools in Southwark, as part of our local, schools-led system, based on effective collaborations and partnerships, with IMHARS aligned to the open access service The Nest. Evidence is showing that our youngest pupils and our most disadvantaged pupils have felt the greatest impact. Our next steps must be to help schools to support those pupils who may have been most negatively impacted by the disruption to schooling (the youngest &/or most disadvantaged) to catch up, with the aim of reducing inequalities overtime.

To date, **95 schools (5 nursery, 65 primary, 8 special and 17 secondary schools)** have made successful funding applications for a range of school-based initiatives designed to build resilience and promote mental health that will benefit 30,000+ pupils.

A key strand of the project is collaboration between schools, which has resulted in successful shared projects as well as case studies of successful implementation in schools, including an art therapy programme, a sensory space for students requiring more targeted support, new curriculum and teaching and learning resources, pupil voice and resilience leadership support, ELSA training across three secondary schools and specialist training for parents and carers.

Beormund Primary's journey to become a Trauma Informed and Mentally Healthy school. This involved disseminating good practice and training to Learning Mentors in neighbouring mainstream schools and to hosting TISUK one day training programme for schools to attend.

Peter Hills Primary in collaboration with St.Judes, Charlotte Sharman and St Peter's created a referral system set up to identify children who would benefit from Art Therapy. The impact of this has been 28 children reported feeling they had made progress on their own targets. Teachers reported seeing an improvement in engagement for 70% of children referred, with significant improvements reported in children's confidence in communicating and their ability to exercise impulse control. All reviews showed evidence of children being able to verbalise and acknowledge their feelings and frustrations.

- ✓ As part of Thrive London, over 400 Mental Health First Aiders across 96 schools and settings have participated in training and Southwark Council with its partners has facilitated and delivered sessions to school staff on wellbeing for staff and pupils, as well as co-designing and delivering sessions on PSHE and Wellbeing Education.
- ✓ We have facilitated and supported the development of Southwark's IMHARS School Champions, who have further developed the PSHE and Wellbeing curriculum framework, resources and reading lists. In addition to school for school support, the Champions have enhanced template policies, attended conferences and training events, quality-assured

resources as well as delivered training to and shared best practice and learning with schools across the borough.

- ✓ To date, 85 schools that have achieved Southwark's "Wellbeing First IMHARS" awards or "Healthy Schools London" accreditations, with more than 30 at Gold or Enhanced level.

In the year 22/23, wider achievements included:

- ✓ **56** additional Mental Health First Aiders across **23** schools;
- ✓ CPD and training delivered to over **100** participants across **48** schools, including: Relationships and Sex Education; Trauma- & Mental Health-Informed Schools; Wellbeing First IMHARS; MHFA, ELSA, curriculum support, etc;
- ✓ **15** headteachers participated in leadership coaching to support school effectiveness;
- ✓ **25+** schools have achieved Southwark's "Wellbeing First IMHARS" or Healthy Schools London awards, with several at Gold or Enhanced level;
- ✓ **14** IMHARS & Healthy Schools Champions who have supported over **30+ schools**, through school-for-school work and/or sharing IMHARS practice;
- ✓ Two successful IMHARS celebration events, with over **90** attendees, across over **40** unique schools. Delegates attended informative training workshops to continue building on their school's IMHARS practice. **IMHARS school films highlight the impact of Southwark's IMHARS Programme.**
- ✓ With our collaborative work since 2020/21, 100% of schools in Southwark have engaged with Southwark's Wellbeing First IMHARS programme and wider offer.

Southwark Schools work with young people to reduce LGBTQIA+ bullying/discrimination

Through comms from Southwark's Mental Health and Wellbeing Digest, the Schools Bulletin, and the Schools Website, school staff are signposted towards local and national LGBTQIA+ support for children and young people. This includes resources to build a more inclusive curriculum. These organisations and resources include:

- ✓ [Primary and Secondary resources and toolkits from Stonewall, including anti-bullying guidance and lesson plans](#)
- ✓ [Primary and Secondary Toolkits to review your existing policies to ensure your setting is LGBTQIA+ inclusive, and to run activities or lessons exploring and celebrating the LGBTQIA+ community from the Anna Freud Centre](#)

Southwark's Improving Mental Health and Resilience in Schools (IMHARS) and Healthy Schools Children and Young Peoples Survey is currently being disseminated to Primary and Secondary School pupils. The survey monitors mental health, wellbeing, physical health, and bullying. The survey contains questions on sexuality, gender identity, anti-LGBTQIA+ bullying and risk factors identifiable across demographic groups. Schools will have the opportunity to use this data to guide practice and highlight any gaps in support offered by the school and record the prevalence of bullying linked to gender identity and whether LGBTQIA+ students feel safe at school with trusted adults they can speak to.

In addition, 79 out of 106 schools have gained at least a Bronze Healthy Schools Accreditation covering the following topics linked to support for trans students:

- Policy relating to homophobia and sexual bullying

- Sensitivity to the needs of LBGT students parents and staff in school
- Topic covered within PSHE education and RE (Religious Education) curriculum
- Resources available in school to help teachers teach topic sensitively

[For further information on these topics please see the PSHE, Relationships, Sex and Health Education \(RSHE\) and Wellbeing guidance and resources on our website.](#)

SEND Consultants

As part of Southwark's SEND Strategy, with a focus on inclusion in mainstream schools, we have recruited three new SEND consultants. These consultants work closely with our schools to upskill staff, support and develop the school curriculum offer in order to meet needs in the mainstream.

SEND Hub

The SEND Hub was set up in Alfred Salter primary school in 2021. It acts as a centre of excellence for schools needing additional support with adapting provision for pupils with SEND. The hub offers networking opportunities for SENCOs and works closely with identified schools to develop excellent practice.

Appendix 2: Ofsted

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

School Name	Ofsted Phase	Current Ofsted:	
		Inspection Date	Inspection Rating
Nursery Schools			
Ann Bernadt Nursery School	Nursery	06/02/2018	2
Dulwich Wood Nursery School	Nursery	10/06/2021	2
The Grove Nursery School	Nursery	23/01/2019	2
Kintore Way Nursery School and Children's Centre	Nursery	05/05/2023	1
Nell Gwynn Nursery School	Nursery	10/05/2023	2
Primary Schools			
Albion Primary School	Primary	11/10/2011	1
Alfred Salter Primary School	Primary	05/02/2019	2
Angel Oak Academy	Primary	11/10/2017	1
The Belham Primary School	Primary	17/07/2018	2
Bellenden Primary School	Primary	18/09/2018	2
Bessemer Grange Primary School	Primary	29/01/2019	2
Boutcher Church of England Primary School	Primary	14/07/2022	1
Brunswick Park Primary School	Primary	24/04/2019	2
Camelot Primary School	Primary	17/01/2018	2
The Cathedral School of St Saviour and St Mary Overie	Primary	07/12/2022	1
Charles Dickens Primary School	Primary	24/09/2019	1
Charlotte Sharman Primary School	Primary	24/05/2022	2
Cobourg Primary School	Primary	01/03/2022	3
Comber Grove School	Primary	02/04/2019	2
Crampton Primary	Primary	04/02/2014	1
Crawford Primary School	Primary	03/10/2019	2
Dog Kennel Hill School	Primary	23/02/2022	2
Dulwich Hamlet Junior School	Primary	28/03/2023	1
Dulwich Village Church of England Infants' School	Primary	16/09/2008	1
Dulwich Wood Primary School	Primary	05/07/2022	2
English Martyrs' Roman Catholic Primary School	Primary	05/03/2020	2
Friars Primary Foundation School	Primary	16/05/2018	2
Galleywall Primary School	Primary	14/05/2019	1
Goodrich Community Primary School	Primary	28/03/2023	3
Goose Green Primary and Nursery School	Primary	15/01/2020	2
Grange Primary School	Primary	13/09/2022	3
Harris Primary Academy East Dulwich	Primary	05/05/2023	1
Harris Primary Academy Peckham Park	Primary	13/03/2018	2
Harris Primary Free School Peckham	Primary	19/04/2017	2
Heber Primary School	Primary	08/10/2019	2
Hollydale Primary School	Primary	15/06/2023	2
Ilderton Primary School	Primary	17/06/2015	1
Ivydale Primary School	Primary	26/02/2019	2
John Donne Primary School	Primary	10/10/2011	1
John Keats Primary School	Primary	22/02/2023	2
John Ruskin Primary School and Language Classes	Primary	28/01/2009	1
Judith Kerr Primary School	Primary	04/05/2022	2
Keyworth Primary School	Primary	09/05/2018	2
Lyndhurst Primary School	Primary	26/04/2023	2

School Name	Ofsted Phase	Current Ofsted:	
		Inspection Date	Inspection Rating
Michael Faraday School	Primary	25/09/2018	2
Oliver Goldsmith Primary School	Primary	24/05/2022	2
Peter Hills with St Mary's and St Paul's CofE Primary School	Primary	19/07/2022	2
Phoenix Primary School	Primary	17/06/2015	1
Pilgrims' Way Primary School	Primary	22/05/2019	2
Redriff Primary School	Primary	13/09/2011	1
Riverside Primary School	Primary	04/10/2011	1
Robert Browning Primary School	Primary	28/09/2021	2
Rotherhithe Primary School	Primary	20/06/2018	2
Rye Oak Primary School	Primary	10/05/2023	2
Saint Joseph's Catholic Primary School, the Borough	Primary	27/03/2018	2
Snowfields Primary School	Primary	28/11/2017	2
Southwark Park Primary School	Primary	19/06/2018	2
St Anthony's Catholic Primary School	Primary	25/11/2021	2
St Francesca Cabrini Primary School	Primary	28/03/2017	2
St Francis RC Primary School	Primary	15/06/2023	2
St George's Cathedral Catholic Primary School	Primary	12/12/2018	2
St George's Church of England Primary School	Primary	01/05/2018	2
St James' Church of England Primary School	Primary	22/01/2019	2
St James the Great Roman Catholic Primary School	Primary	12/10/2022	2
St John's and St Clement's Church of England Primary School	Primary	07/03/2018	2
St John's Roman Catholic Primary School	Primary	30/10/2019	2
St Joseph's Catholic Infants School	Primary	22/03/2018	2
St Joseph's Catholic Junior School	Primary	21/07/2022	2
St Joseph's Catholic Primary School	Primary	24/05/2012	1
St Joseph's Roman Catholic Primary School	Primary	14/09/2021	2
St Jude's Church of England Primary School	Primary	24/11/2021	2
St Mary Magdalene Church of England Primary School	Primary	28/03/2017	2
St Paul's Church of England Primary School	Primary	27/02/2018	4
St Peter's Church of England Primary School	Primary	29/03/2023	2
Surrey Square Primary School	Primary	05/05/2022	1
Tower Bridge Primary School	Primary	10/10/2019	2
Townsend Primary School	Primary	04/06/2019	2
Victory Primary School	Primary	04/05/2023	2
Secondary Schools			
Ark All Saints Academy	Secondary	19/06/2018	2
Ark Globe Academy	Secondary	30/11/2021	2
Ark Walworth Academy	Secondary	31/01/2018	2
Bacon's College	Secondary	08/06/2022	2
The Charter School Bermondsey *	Secondary	17/11/2022	2
The Charter School East Dulwich	Secondary	16/10/2018	2
The Charter School North Dulwich	Secondary	07/06/2022	1
City of London Academy (Southwark)	Secondary	23/11/2021	2
Haberdashers' Borough Academy	Secondary	NULL	NULL
Harris Academy Bermondsey	Secondary	18/03/2015	1
Harris Academy Peckham	Secondary	12/12/2019	2
Harris Boys' Academy East Dulwich	Secondary	07/12/2011	1
Harris Girls' Academy East Dulwich	Secondary	14/03/2012	1
Kingsdale Foundation School	Secondary	28/03/2023	1

School Name	Ofsted Phase	Current Ofsted:	
		Inspection Date	Inspection Rating
Notre Dame Roman Catholic Girls' School	Secondary	21/11/2012	1
Sacred Heart Catholic School	Secondary	11/12/2012	1
South Bank University Academy	Secondary	09/06/2022	2
St Michael's Catholic College	Secondary	03/07/2013	1
St Saviour's and St Olave's Church of England School	Secondary	16/11/2022	2
The St Thomas the Apostle College	Secondary	20/11/2018	1
Special Schools			
Beormund Primary School	Special	23/02/2023	2
Cherry Garden School	Special	26/06/2019	1
Evelina Hospital School	Special	09/06/2022	1
Haymerle School	Special	07/12/2021	2
Highshore School	Special	01/03/2023	2
Maudsley and Bethlem Hospital School	Special	18/11/2021	1
Newlands Academy	Special	13/03/2023	2
Spa School Camberwell	Special	24/01/2023	2
Spa School, Bermondsey	Special	18/01/2023	1
Tuke School	Special	14/07/2021	1
PRU			
Southwark Inclusive Learning Service (Sils)	PRU	05/06/2018	2

* The operation of Compass School Southwark was transferred from Compass Schools Trust (CST) to The Charter Schools Educational Trust (TCSET) on the 1st July 2023. On the same day, Compass School Southwark was renamed The Charter School Bermondsey.

Page left blank intentionally

Appendix 3: Attainment- Cohort Analysis

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 is based on provisional 2023 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	79.7% of Year 1 children achieved the required phonics screening standard of 32 or more points.	70.9%; 65.0%; 72.6%; and 78.2% of pupils achieved expected standard and above in KS1 reading; writing; maths; and science respectively. Attainment was highest in KS1 science, followed by maths.	75.8%; 76.3%; 76.8%; 77.6%; 83.2%; and 65.8% of eligible pupils were working at the expected standard in KS2 reading; writing; GPS; maths; science and RWM combined respectively. Attainment was highest in science followed by maths.
Gender ▪ Boys ▪ Girls	Girls were more likely to achieve the required phonics standard compared to boys, with 82.0% achieving the standard compared to 77.3% of boys. If looking at the proportions that boys and girls each account for of the eligible Year 1 phonics cohort and the cohort of Year 1 pupils reaching the phonics standard, boys were slightly underrepresented amongst the latter group.	Girls out performed boys in all KS1 subjects. The gap between the two was largest in writing at 12.2 percentage points. Conversely the gap was smallest in maths at 2.5 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 (be it by a	Other than in maths, girls out performed boys in all KS2 subjects. The gap between the two cohorts was largest, at 8.2 percentage points, in writing. In maths, boys did better than girls by 0.7 percentage points. The proportion of boys working at the expected standard was marginally lower than their representation of the eligible cohort across all KS2 subjects other than in maths.

Cohort	Phonics	KS1	KS2
<p>FSM eligible</p> <ul style="list-style-type: none"> ▪ Eligible ▪ Not eligible 	<p>71.8% of those children identified as eligible for FSM achieved the required phonics standard. This compared to 83.4% of pupils who were not eligible for FSM - a difference of 11.6 percentage points.</p> <p>Children who were eligible for a FSM, were slightly underrepresented amongst those achieving the required phonics standard - accounting for 31.9% of the overall eligible Year 1 phonics cohort, yet making up only 28.7% of those reaching the standard.</p>	<p>small amount) in all subjects.</p> <p>Pupils eligible for FSM performed less well than their non eligible counterparts in all KS1 subjects - by more than 10 percentage points each, across all subjects. The gap was largest in reading (a 13.9 percentage point gap).</p> <p>Additionally, pupils eligible for FSM were underrepresented amongst those achieving the expected standard and above across all KS1 subjects.</p>	<p>Children identified as eligible for FSM performed less well compared to their non eligible counterparts. The gap in performance was largest in reading, writing and maths combined at 12.4 percentage points, or, if looking at separate KS2 subjects, in maths with a gap of 10.7 percentage points.</p> <p>Taking into consideration the share of the overall eligible cohort accounted for by FSM eligible children, this group of children were underrepresented amongst those working at the expected standard across all KS2 subjects.</p>
<p>SEN detailed</p> <ul style="list-style-type: none"> ▪ No SEN ▪ SEN support ▪ Statement or EHC Plan 	<p>87.1% of children with no SEN achieved the required phonics standard. This compared to 48.2% of children with SEN.</p> <p>The more advanced the SEN, the smaller the percentage of the cohort that achieved the required phonics standard, i.e., 22.7% of children with an EHC plan met the phonics required standard compared to 57.4% of children with SEN support.</p> <p>SEN children as a whole were disproportionately underrepresented and by quite a</p>	<p>Children with SEN performed less well and by a substantial amount, across the whole of KS1, than their peers that had no registered SEN. The gap in attainment was largest in writing - a 48.4 percentage point gap, followed by reading - a 47.6 percentage point gap.</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. The attainment gap for the separate KS2 subjects was largest in writing – 46.9 percentage point gap, followed by GPS - 41.2 percentage point gap. For reading, writing and maths combined, the gap was 44.9 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 in all subjects.</p> <p>When taking into account the share of the eligible cohort represented by</p>

Cohort	Phonics	KS1	KS2
	<p>fair amount. Although making up 17.0% of the overall eligible cohort, children with SEN represented only 10.3% of the cohort who achieved the required phonics standard. If looking specifically at children with SEN, the disparity in representation of the eligible cohort compared to the representation of those meeting the phonics standard, was largest amongst children with SEN support.</p>	<p>share of the eligible cohort represented by SEN children compared with the share they account for amongst those who achieved the expected standard and above at KS1, SEN children as a whole and for all stages were underrepresented in all KS1 subjects - by a fair amount. SEN support children, particularly, were most underrepresented across all KS1 subjects.</p>	<p>children with SEN compared to their representation amongst those working at the expected standard at KS2, SEN children were underrepresented in all subjects. More noticeably, the difference in share of the eligible cohort compared to share of those meeting the standard, with the exception of science, was generally largest amongst children with SEN support.</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 ▪ 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 	<p>White and Asian children had the highest performance with 100.0% of children from this ethnic background reaching the standard. Chinese children had the next highest performance, with 87.5% reaching the standard. In contrast, at 68.8%, phonics attainment was lowest for White and Black Caribbean children when compared to all other children. Children from any other ethnic background had the second lowest performance at 71.5%.</p> <p>If taking into consideration the share children from each ethnic background accounted for of the overall eligible cohort, compared to the share they represented of pupils meeting the phonics</p>	<p>White and Asian children had the highest performance for percentage of children reaching the expected standard and above across the full range of KS1 subjects. The next highest achievers were children from any other Asian background and children from any other Black background. Children from any other Asian background were the second highest performers in reading and writing at KS1 whilst children from any other Black background were the second highest performers in maths and science at KS1.</p> <p>Conversely, Black Caribbean children and those from a White and Black Caribbean background had the lowest performance for</p>	<p>Chinese children performed the best across all KS2 subjects when working at the expected standard. The next highest performers were White and Asian children - achieving the second highest percentages at expected standard across the range of KS2 subjects other than in GPS, where children from any other Asian background had the second highest performance. Conversely, children from Black Caribbean together with White and Black Caribbean backgrounds achieved the lowest results across the various KS2 subjects. White and Black Caribbean children had the lowest achievement in GPS; separate maths; and science, whilst Black Caribbean children had the lowest performance in the remainder of the KS2 subjects including RWM combined.</p>

Cohort	Phonics	KS1	KS2
<ul style="list-style-type: none"> □ Irish □ Traveller of Irish □ Heritage □ Gypsy Roma □ Any Other White ▪ Any Other Ethnic Group 	<p>standard, there was a lower proportion than expected of Black Caribbean children; White and Black Caribbean children; White and Black African children; children from any other Asian background; children from any other Black background; and those from any other ethnic group, meeting the phonics standard.</p>	<p>working at expected standard and above across the KS1 subjects. White and Black Caribbean children had the lowest percentage for achieving the expected standard and above in all KS1 subjects other than maths, whilst Black Caribbean children had the lowest percentage for achieving the expected standard and above in KS1 maths.</p> <p>If comparing the share of the overall eligible cohort against the share of the cohort of children successfully working at expected standard by the different ethnic groups, Black Caribbean children; White and Black Caribbean children; and children from any other ethnic group, were all were slightly underrepresented across the full range of KS1 subjects.</p>	<p>When factoring in how much each ethnic group accounts for of the eligible cohort, Black Caribbean, and White and Black Caribbean children (the same two ethnic groups with the lowest percentage achieving expected standard), repeatedly had lower representations - by small amounts - across all KS2 subjects.</p>
<p>EAL</p> <ul style="list-style-type: none"> ▪ English ▪ Other than English ▪ Unknown / Missing 	<p>Children whose first language was English performed better than those whose mother tongue was not English, with 81.6% versus 78.0% respectively meeting the required phonics standard.</p>	<p>Other than in writing, children with English as their first language performed better than pupils with other than English as a first language across the various KS1 subjects. For KS1 writing, both groups of children performed as well as each other - with almost two-thirds of the respective cohorts achieving the expected standard in writing.</p>	<p>With the exception of separate reading and science, children with English as an additional language did better across the range of KS2 subjects compared with children that had English as a first language.</p>

Cohort	Phonics	KS1	KS2
		<p>The proportion of children with English as an additional language working at the expected standard was marginally lower than their representation of the eligible cohort across KS1 reading and science subjects.</p>	
<p>Disadvantaged pupils <i>(in receipt of pupil premium for FSM6; adopted from care; LAC)</i></p>	<p>Disadvantaged children performed less well than their non disadvantaged counterparts - 71.7% compared to 83.5% respectively - a difference of almost 12 (11.8) percentage points.</p> <p>If taking into consideration the proportion of the overall cohort made up by disadvantaged children compared against the proportion they account for of those who successfully met the required phonics standard, disadvantaged children were underrepresented by a small amount in the latter cohort.</p>	<p>Children defined as being disadvantaged performed less well than their non disadvantaged counterparts and by a substantial amount. The largest difference in performance was in reading - a 13.8 percentage point gap.</p> <p>Taking into account their share of the overall cohort, disadvantaged children were additionally and repeatedly underrepresented amongst those working at the expected standard and above, across all KS1 subjects.</p>	<p>Children identified as disadvantaged performed less well than their non disadvantaged counterparts and by large amounts.</p> <p>Additionally, disadvantaged children were consistently underrepresented amongst the cohort of children working at the expected standard and in all KS2 subjects.</p>

SEND

(SEN) Early Years Foundation Stage

A new EYFSP assessment framework was introduced in 2021/22. Although the GLD indicator remains, results for 2022 and onwards cannot be directly compared to previous years due to the substantial changes in the EYFSP assessment. Assessments for 2020 and 2021 were universally cancelled due to the Covid-19 pandemic.

(SEN) Pupils with Education Health and Care Plans achieving a Good Level of Development (GLD) in EYFS

	2017	2018	2019	2022	2023
Southwark	2.1%	5.2%	7.8%	2.4%	1.3%
London	4.7%	5.2%	5.0%	4.6%	Not yet available
National	4.1%	4.8%	4.5%	3.6%	Not yet available

(SEN) Pupils at SEN Support achieving a Good Level of Development (GLD)

	2017	2018	2019	2022	2023
Southwark	33.4%	29.1%	26.7%	29.3%	24.5%
London	30.9%	31.9%	32.9%	26.4%	Not yet available
National	27.0%	27.9%	28.9%	22.9%	Not yet available

(SEN) Year 1 Phonics Screening Check (Provisional)**Pupils with Education Health and Care Plans meeting the required standard**

It is inadvisable to compare year on year outcomes, and London and national outcomes given the complexity of pupils' needs and the size of the cohort.

	2017	2018	2019	2022	2023
Southwark	21%	22%	17%	20%	22.7%
London	22%	23%	27%	24%	Not yet available
National	18%	19%	19%	19%	Not yet available

Between 2017 and 2018 the percentage of pupils with EHC plans meeting the required standard in the Year 1 phonics screening check has been in line with, or above, both London and national averages. In 2022, the percentage of pupils with EHC plans meeting the required standard was below the London average but broadly in line with the national average. In 2023 the percentage of pupils with EHC plans meeting the required standard has risen by just under 6 percentage points since 2019.

(SEN) Pupils at SEN support meeting the required standard

	2017	2018	2019	2022	2023
Southwark	59%	56%	60%	53%	57%
London	57%	59%	58%	52%	Not yet available
National	47%	48%	48%	44%	Not yet available

The percentage of pupils at SEN support meeting the required standard in the Year 1 phonics screening test has consistently been above national averages to 2022. In 2023 the percentage of pupils at SEN support meeting the required standard in the Year 1 phonics screening test has risen by 4 percentage points to 57%.

(SEN) KS1 – Year 1 Teacher Assessments (Final)

Pupils with Education Health and Care Plans Working at the Expected Standard at KS1

It is inadvisable to compare year on year outcomes, and London and national outcomes given the complexity of pupils' needs and the size of the cohort

	Reading			Writing			Mathematics			Science		
	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
Southwark	9%	10%	9%	9%	7%	7%	13%	12%	13%	13%	11%	15%
London	15%	13%	-	10%	9%	-	17%	16%	-	18%	17%	-
National	13%	12%	-	9%	7%	-	14%	14%	-	16%	16%	-

(SEN) KS1 – Year Teacher Assessments (Final)

Pupils with SEN support Working at the Expected Standard at KS1

	Reading			Writing			Mathematics			Science		
	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
Southwark	43%	43%	42%	34%	35%	34%	44%	44%	47%	52%	57%	51%
London	42%	39%	-	34%	29%	-	46%	42%	-	54%	50%	-
National	33%	30%	-	25%	20%	-	36%	33%	-	46%	44%	-

In 2023, the percentage of pupils at SEN support working at the expected standard at the end of Key Stage 1 in reading, writing, maths and science is broadly in line with pre-pandemic levels. In 2022 these were above both the national and the London average.

(SEN) Key Stage 2 (KS2)- Year 6 SATS (Provisional)

It is inadvisable to compare year on year outcomes given the complexity of pupils' needs and the size of the cohort.

(SEN) Pupils with Education Health and Care Plans reaching the Expected Standard at KS2 in reading, writing and mathematics combined

	2018	2019	2022	2023
Southwark	9%	9%	11%	8%
London	11%	12%	9%	Not yet available
National	9%	9%	7%	Not yet available

(SEN) Pupils with SEN support reaching the Expected Standard at KS2 in reading, writing and mathematics combined

	2018	2019	2022	2023
Southwark	35%	35%	36%	39%
London	33%	34%	31%	Not yet available
National	24%	25%	21%	Not yet available

Since 2018, the percentage of pupils with SEN support reaching the expected standard at Key Stage 2 in the combined reading, writing, mathematics (RWM) measure, has steadily increased.

The improvement since 2018 is above both national and London performance.

(SEN) Key Stage 4

Comparable Key Stage 4 pupil characteristics data for 2023 is not available yet so we have made the decision to include only performance information up to 2022. Due to the cancellation of exams in response to COVID-19 and the change to using teacher assessments, 2020 and 2021 exam results are not directly comparable with other years. It is inadvisable to compare year on year outcomes, and London and national outcomes given the complexity of pupils' needs and the size of the cohort.

(SEN) Pupils with Education Health and Care Plans achieving English Baccalaureate (Grades 9-4)

	2019	2020	2021	2022
Southwark	1.1%	1.1%	9.0%	5.6%
London	3.3%	4.5%	3.9%	3.7%
National	1.9%	2.2%	2.2%	2.0%

(SEN) Pupils at SEN support achieving English Baccalaureate (Grades 9-4)

	2019	2020	2021	2022
Southwark	15.7%	25.5%	23.3%	20.7%

London	11.4%	15.7%	15.5%	14.2%
National	6.8%	9.0%	9.1%	8.5%

The percentage of pupils with Education Health and Care Plans and at SEN support achieving the English Baccalaureate grades 9-4 has consistently been above national and London averages to 2022.

(SEN) Pupils with Education Health and Care Plans achieving English Baccalaureate (Grades 9-5)

	2019	2020	2021	2022
Southwark	1.1%	0.0%	7.4%	3.2%
London	1.9%	2.7%	2.8%	2.5%
National	1.1%	1.4%	1.4%	1.3%

(SEN) Pupils at SEN support achieving English Baccalaureate (Grades 9-5)

	2019	2020	2021	2022
Southwark	9.5%	13.9%	13.8%	13.9%
London	7.0%	9.1%	9.3%	9.2%
National	4.1%	5.4%	5.6%	5.8%

The percentage of pupils with Education Health and Care Plans and at SEN support achieving the English Baccalaureate grades 9-5 has consistently been above national and London averages to 2022.

(SEN) Average attainment 8 score for pupils with EHCP

	2019	2020	2021	2022
Southwark	15.2	16.9	20.6	18.1
London	15.6	17.5	18.4	16.8
National	13.7	15.2	15.7	14.3

The average attainment 8 score for pupils with Education Health and Care Plans is above both national and London averages.

(SEN) Average attainment 8 score for pupils with SEN support

	2019	2020	2021	2022
Southwark	38.6	45.0	44.2	43.8

London	36.1	40.0	40.3	39.1
National	32.6	36.4	36.7	34.9

The average attainment 8 score for pupils at SEN support has consistently been above national and London averages to 2022.

(SEN) Average progress 8 score for pupils with Education Health and Care Plans

	2019	2020	2021	2022
Southwark	-1.14	*	*	-0.81
London	-0.99	*	*	-1.07
National	-1.17	*	*	-1.33

The average progress 8 score for pupils with EHC plans in 2022 was well below both the national and London average. This was below the 2019 average score, placing Southwark 8th nationally.

(SEN) Average Progress 8 Score for Pupils with SEN support

	2019	2020	2021	2022
Southwark	-0.20	*	*	-0.10
London	-0.25	*	*	-0.28
National	-0.43	*	*	-0.47

The average progress 8 score for pupils with SEN support in 2022 was well below both the national and London average. This was below the 2019 average score, placing Southwark 15th nationally.

(SEN) Post- 16 Attainment by age 19

Attainment figures for 2023 are not available yet so we have made the decision to include only performance information up to 2022. Due to the cancellation of exams in response to COVID-19 and the change to using teacher assessments, 2020 and 2021 exam results are not directly comparable with other years. It is inadvisable to compare year on year outcomes given the complexity of pupils' needs and the size of the cohort.

(SEN) % of 19 year olds with statement of SEN or plan qualified to level 2 including English and mathematics

	2019	2020	2021	2022
Southwark	22.9%	21.9%	16.2%	22.0%
London	17.8%	17.4%	20.2%	20.5%
National	14.9%	14.7%	16.2%	17.2%

Percentage of 19-year-olds with an EHCP qualified to level 2 including English and mathematics has been well above both the national and London averages to 2022.

(SEN) % of 19 year olds with SEN support qualified to level 2 including English and mathematics

	2019	2020	2021	2022
Southwark	39.8%	45.6%	48.5%	52.0%
London	43.1%	42.7%	47.1%	51.3%
National	36.0%	36.4%	40.3%	42.8%

Percentage of 19-year-olds with SEN support qualified to level 2 including English and mathematics was well above both the national and London averages in 2022.

CABINET AGENDA DISTRIBUTION LIST (OPEN)**MUNICIPAL YEAR 2023-24**

NOTE: Original held by Constitutional Team; all amendments/queries to
Paula.thornton@southwark.gov.uk

Name	No of copies	Name	No of copies
Members (paper copies)		CMT	
Kieron Williams	1	Althea Loderick	1
Jasmine Ali	1	Clive Palfreyman	1
		David Quirke-Thornton	1
		Caroline Bruce	1
Members - <u>ELECTRONIC VERSIONS (NO HARD COPY)</u>		Doreen Forrester-Brown	1
Evelyn Akoto		Stephen Gaskell	1
Stephanie Cryan		Officers	
Helen Dennis		Allan Wells	1
James McAsh		Ian Young	1
Darren Merrill		Others	
Natasha Ennin			
Catherine Rose		Paula Thornton, Constitutional Officer	6
Martin Seaton			
Ian Wingfield		Total: 17	
Irina Von Wiese		Dated: 27 November 2023	
Suzanne Abachor			
Victor Chamberlain			
Ellie Cumbo			
Jon Hartley			
Laura Johnson			
Sunny Lambe			
Margy Newens			
Bethan Roberts			
Chloe Tomlinson			