



## A Great Start in Life

# Southwark Standards Report 2021-22



## FOREWORD - COUNCILLOR JASMINE ALI, DEPUTY LEADER AND CABINET MEMBER FOR CHILDREN, YOUNG PEOPLE, 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.

It is important to note that the past three years have provided exceptional challenge for educational settings, in Southwark, with many of our children experiencing disruption to their place and quality of learning, which, unsurprisingly, has had a detrimental impact on their achievement. 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 and/ or most disadvantaged) to catch up.

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

Positive accounts show how Southwark's pupils performed **strongly** in their most recent assessments, in many cases **better** than pupils in the rest of London and always better than pupil performance nationally, and 98% of Southwark's schools are (at the time of writing) currently rated by Ofsted as good or outstanding, an achievement we are rightly, and extremely, proud of.

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

- 68.3% of children achieved a Good Level of Development (GLD) at **Early Years Foundation Stage** in 2021-2022.
- Southwark performance in the **Phonics** Screening Check is once again above national.
- **Key Stage 1**-Performance across all measurements in **Key Stage 1** declined nationally, and performance in Southwark and London mirrored this decline but remain **higher** than national.
- At expected standard, Southwark reported better performance than right across London and nationally in reading and writing, and the same performance as London, but above national in mathematics and science.
- At Greater Depth, Southwark's performance was above national across all measures and below London in reading and mathematics, and equalled London performance in writing,
- Southwark's results at **Key Stage 2** are consistently above those reported nationally in all subjects and above London for the first time in reading and in the key headline measure of RWM combined.
- There has been a significant improvement in KS2 reading. This year, outcomes are above both national and London.
- **Key Stage 4** Performance information for Key Stage 4 in all key measures have improved since 2019.
- Southwark's performance at the Attainment 8 measure has improved since 2019.

- The percentage of pupils achieving grades 5 to 9 in English and Maths has increased by more than 6 percentage points.
- The average point score in the English Baccalaureate is higher than in 2019.
- **Key Stage 5** is stronger than before with A level performance consistently higher than that reported in 2019, at all grade boundaries in Southwark.
- **Southwark Special Educational Needs and or Disabilities (SEND)** is also strong. Pupils at school supported and with an Education Health Care Plan (EHCP) in primary, continue to perform in line with or above national outcomes. SEND pupils at school support and EHCP at Key Stage 4 perform better than both nationally and in London at Progress 8, Attainment 8 and EBacc.
- More positive news for the **children in our care** - 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.
- 99.3% of Southwark 16 & 17 year olds had an offer of education or training. This is an improvement on the previous year's figure of 98.5% and better than the national performance of 94.3%. This is a marked improvement for those children and young people who find our services hard to access and are categorised in policy terms as **Not In Education, Employment or Training**.

The contents of the report show that 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 and the most disadvantaged) to catch up.

There are other important steps that the council will take to support great education in Southwark. We will work with schools to manage surplus capacity in schools. We will work to ensure our children and young people with Special Educational Needs and/or Disabilities is appropriate, good value and, wherever possible, delivered in borough. We will continue to work with schools to maintain and better out high standards across all of our education settings.

Last and but not least, I want to acknowledge the incredible journey it has taken to get Southwark schools to 98% good and outstanding. I want to thank our own education team, our parents, the fantastic teachers and school staff in this borough, and our exceptional children and young people for making this happen.

## Education in Southwark

### Context

Southwark is a diverse borough with residents from a wide range of ethnicities and backgrounds. Latest estimates<sup>1</sup> indicate that 51% of people living in Southwark have a white ethnic background compared to 84% nationally. A much larger proportion of our residents come from black and mixed ethnic backgrounds when compared to England. The diversity of Southwark is much greater among our children and young people, with roughly equal proportions of young people from white and black ethnic backgrounds.

The numbers and proportion of pupils with SEND have risen year-on-year for the past six 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 six years.

At the start of the academic year, 2021-22, Southwark's state-funded schools<sup>2</sup> served 43,288 Southwark pupils<sup>3</sup>. According to the January 2022 School and Alternative Provision (AP) Census, 41% of our pupils are eligible for the pupil premium<sup>4</sup>.

At end of academic year 2021-22				
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	57	10	6
Secondary	19	3	13	3
All-through	1	0	1	0
Special	8	5	2	1
Pupil Referral Unit	1 (places commissioned by the Local Authority)	0	0	0
Hospital Schools	2	2	0	0

<sup>1</sup> JSNA Annual Report, 2022: <https://www.southwark.gov.uk/health-and-wellbeing/public-health/health-and-wellbeing-in-southwark-jsna/southwark-profile>

<sup>2</sup> Number and types of schools in Southwark, sourced from DfE website <https://get-information-schools.service.gov.uk/>

<sup>3</sup> Details includes hospital schools. Sourced from DfE publication: - Schools, pupils and their characteristics: January 2022. <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2022>

<sup>4</sup> Pupil premium figure sourced from DfE publication <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2022-to-2023>

### **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 Code<sup>5</sup> and school admissions appeal code<sup>6</sup>. Academies and free schools receive funding directly from central government, not via the Local Authority.

Multi- Academy Trusts (MATs) with a presence in Southwark are: The Harris Federation; Ark; City of London Academies Trust; Communitas Education Trust; The Charter School Educational Trust; United Learning, and SPA Education Trust (special schools).

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<sup>5</sup> <https://www.gov.uk/government/publications/school-admissions-code--2>

<sup>6</sup> <https://www.gov.uk/government/publications/school-admissions-appeals-code>

## Executive Summary

- The past three years have provided challenge for education settings, in Southwark, with many of our children experiencing disruption to their place and quality of learning which, as we expected, has had a detrimental impact on their achievement. Anecdotal evidence has shown that our youngest pupils and our most disadvantaged pupils have felt the greatest impact.
- However, early indications are that Southwark's pupils performed strongly in their most recent assessments, in many cases better than pupils in the rest of London and always better than pupil performance nationally. This is testament to the way in which our schools and services across the council have worked, and continue to work, to support children and families.

**EYFS-** There have been significant changes made to the Early Years Foundation Stage Profile framework, which make it difficult to compare performance fairly year on year. 68.3% of children achieved a Good Level of Development (GLD) in 2021-2022.

**Phonics-** Southwark performance in the phonics Screening Check is once again above national.

**Key Stage 1-** Performance across all measurements in Key Stage 1 declined nationally, and performance in Southwark and London mirrored this decline but remain higher than national.

- At expected standard, Southwark reported better performance than in London and nationally in reading and writing, and the same performance as London, but above national in mathematics and science.
- At Greater Depth, Southwark's performance was above national across all measures and below London in reading and mathematics, and equalled London performance in writing,

**Key Stage 2-** Southwark's results at KS2 are consistently above those reported nationally in all subjects.

- Outcomes above London for the first time in reading and in the key headline measure of RWM combined.
- There has been a significant improvement in KS2 reading. This year, outcomes are above both national and London.

**Key Stage 4-** Performance information for Key Stage 4 in all key measures have improved since 2019.

- Southwark's performance at the Attainment 8 measure has improved since 2019 and is above both London and national results.
- Progress 8 score has improved over time and is better than those in London and nationally.
- The percentage of pupils achieving grades 9 to 5 in English and Maths has increased by more than 6 percentage points. These results are above both London and national.
- The average point score in the English Baccalaureate is higher than in 2019, and remains above both London and national.

**Key Stage 5-** The A level performance in Southwark is consistently higher than that reported in 2019, at all grade boundaries.

- The White Paper, “Opportunity for All”<sup>7</sup>, released in March, 2022, placed a great deal of emphasis on supporting children to catch up, and on ensuring that schools across the country focused on the basics of teacher development, curriculum enrichment, attendance and mental health: core threads running through the work delivered by the Learning and Achievement team in Southwark. 97% of Southwark’s schools were (at the end of the 2021/22 academic year) rated by Ofsted as good or outstanding, an achievement we are rightly, and extremely, proud of.
- The Education Directorate in Southwark Council provides a wide remit of services, both statutory and non- statutory, to education settings across the borough, adding value to the excellent work delivered by our schools, nurseries, colleges and adult learning provide
- Our challenge over the next period is to ensure that we build on this high quality of education by ensuring that our schools are full, well-funded and able to provide the specialist support that they need to, for all of our children and young people. To this end, our priority areas of focus in 2022-23 are:
  - To maintain and better our high standards across all of our education settings;
  - To ensure provision for our children and young people with Special Educational Needs and/ or Disabilities is appropriate, good value and, wherever possible, delivered in borough<sup>8</sup>;
  - To manage effectively the surplus capacity in our schools<sup>9</sup>.

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<sup>7</sup> <https://www.gov.uk/government/news/schools-white-paper-delivers-real-action-to-level-up-education>

<sup>8</sup> <https://moderngov.southwark.gov.uk/documents/g7339/Public%20reports%20pack%20Tuesday%2013-Sep-2022%2011.30%20Cabinet.pdf?T=10>

<sup>9</sup> [Insert link to strategy when published](#)

# 1. Primary Achievement

## Early Years Foundation Stage (EYFS) 2021-22

### EYFS Highlights:

- ✓ 68.3% of children achieved a Good Level of Development (GLD) in 2021-2022
- ✓ 65% of children with English as an additional language (EAL) achieved a GLD compared with 70.9% of children with English as a first language;
- ✓ 58.2% of children defined as disadvantaged achieved a GLD compared with 71.7% of children not defined as disadvantaged;
- ✓ 23.8% of children with Special Educational Needs (SEN) achieved a GLD compared with 76.0% of children with no SEN. The more advanced the level of SEN the smaller the percentage of the cohort that achieved a GLD.

### Pupils achieving a Good Level of Development (GLD)

	2022
Southwark	68.3%
London	TBC
National	Nov 2022

### EYFS Priorities for Improvement: 2022-23

- Removing barriers to learning through a focus on improving provision for disadvantaged children and children with SEND to address social disadvantage and improve outcomes.
- Creating a high-quality, rich and progressive provision offer with particular focus on communication and language, personal, social and emotional development, literacy and mathematics.
- Legacy- creating high-quality long-lasting resources to support professionals in early years and as part of graduated offer to help schools support themselves.

### Phonics Screening Check at years 1 and 2 (provisional) 2021-2022

#### Phonics Screening Check Highlights:

- ✓ Outcomes in both year 1 and year 2 phonics in Southwark are once again above national and in line with London.

## Year 1 Phonics Screening Check<sup>10</sup>

	2016	2017	2018	2019	2022
Southwark	82%	84%	85%	84%	78%
London	83%	84%	85%	84%	78%
National	81%	81%	82%	82%	75%

## End of Year 2<sup>11</sup>

	2016	2017	2018	2019	2022
Southwark	91%	92%	92%	92%	88%
London	92%	92%	93%	92%	88%
National	91%	92%	92%	91%	87%

## Key Stage 1 (year 2) Teacher Assessments (Provisional) 2021-2022

### Key Stage 1 Highlights:

- ✓ Southwark's performance at KS1 has remained consistently above national outcomes.
- ✓ Outcomes in Southwark are above London in reading and writing and in-line with London in mathematics and science at the expected standard.
- ✓ At the greater depth standard, Southwark's results remain above national and in-line with London outcomes in writing.

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

	Reading			Writing			Mathematics			Science		
	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022
Southwark	79%	79%	71%	74%	73%	65%	78%	78%	71%	82%	83%	78%
London	78%	77%	70%	73%	73%	63%	79%	79%	71%	84%	83%	78%
National	75%	75%	67%	70%	69%	58%	76%	76%	68%	83%	82%	77%

<sup>10</sup> See Appendix 1 for cohort characteristics analysis

<sup>11</sup> 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.

## Working at Greater Depth at KS1<sup>12</sup>

	Reading			Writing			Mathematics		
	2018	2019	2022	2018	2019	2022	2018	2019	2022
Southwark	26%	25%	19%	18%	17%	12%	24%	23%	18%
London	28%	28%	22%	19%	18%	12%	25%	25%	20%
National	26%	25%	18%	16%	15%	8%	22%	22%	15%

## Key Stage 2<sup>13</sup> (year 6) SATs (provisional) 2021-22

### Key Stage 2 Highlights:

- ✓ Since the introduction of the revised Key Stage 2 assessment (2016), we have shown substantial improvement over time and Southwark schools are performing well.
- ✓ Whilst outcomes have declined in the KS2 headline measure of reading, writing and maths combined (as in other key stages due to the Covid pandemic), the decline is not as large as experienced nationally and across London.
- ✓ Southwark's results at KS2 are consistently above those reported nationally in all subjects, and above London for the first time (since the introduction of the revised KS2 assessments) in separate reading, writing and science and in RWM combined.
- ✓ There has been improvement in KS2 reading. This year, outcomes are above both national and London, which is the result of exceptional work that leaders and teachers have done to improve both reading lessons as well as the wider curriculum. This has enabled pupils to tackle more complex texts with greater knowledge and confidence.
- ✓ Southwark's performance at a higher standard or greater depth, as in previous years, was better than the national average for all subjects including reading, writing and maths combined in 2022.
- ✓ Pupil progress is, once again, above national standards in all three subjects of reading and writing and maths.

<sup>12</sup> See Appendix 2 for KS1 cohort characteristics analysis

<sup>13</sup> See Appendix 2 for the full KS2 cohort characteristics analysis.

**Showing the % of pupils working at the expected standard  
Standard Assessment Tests (SATs)**

	Reading (test)			GPS (test)			Mathematics (test)			RWM (test & TA)		
	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022
Southwark	77%	76%	79%	80%	82%	76%	80%	81%	74%	69%	68%	66%
London	79%	78%	78%	83%	84%	78%	81%	83%	77%	70%	71%	65%
National	76%	74%	74%	78%	78%	72%	76%	79%	71%	65%	65%	58%

**Teacher Assessments**

	Writing (TA)			Science (TA)		
	2018	2019	2022	2018	2019	2022
Southwark	80%	81%	75%	84%	85%	82%
London	82%	82%	74%	85%	86%	81%
National	79%	79%	69%	83%	83%	78%

**Showing the % of pupils working at a higher standard and greater depth  
Standard Assessment Tests (SATs)**

	Reading (test)			GPS (test)			Mathematics (test)			RWM (test & TA)		
	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022
Southwark	29%	28%	33%	40%	41%	35%	27%	29%	27%	12%	12%	11%
London	31%	31%	32%	44%	45%	37%	30%	34%	30%	13%	14%	11%
National	28%	27%	28%	35%	36%	28%	24%	27%	22%	10%	11%	7%

**Teacher Assessments**

	Writing (TA)		
	2018	2019	2022
Southwark	22%	23%	20%
London	24%	24%	17%
National	20%	20%	13%

## Progress from Key Stage 1 to Key Stage 2<sup>14</sup>

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		
	2018	2019	2022	2018	2019	2022	2018	2019	2022
Southwark	+1.1	+1.0	+0.9	+1.1	+1.1	+1.4	+1.3	+0.9	+0.7
London	+0.8	+0.8	Not yet available	+0.8	+0.8	Not yet available	+1.3	+1.2	Not yet available
National*	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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

### Key Stage 1 and 2 Priorities for Improvement: 2022-23

- Plan for and monitor closing gaps between disadvantaged pupils and others in order to raise attainment at KS1.
- Ensure there is a full curriculum offer and that it is impacting positively on reading and writing outcomes at the end of KS2.
- Deliver a targeted writing project for identified lower attaining schools in order to raise attainment at KS2.

<sup>14</sup> Progress figures at LA level sourced from provisional tables checking data. Regional level data not yet available.

## 2. Secondary Achievement

### Key Stage 4 (Years 10 and 11): GCSEs (Provisional)<sup>15</sup>

#### Key Stage 4 Highlights:

- ✓ Southwark's performance at the Attainment 8 measure has improved since 2019 and is above both London and national results.
- ✓ Progress 8 score has improved over time and is better than those in London and nationally.
- ✓ The percentage of pupils achieving grades 9-5 in English and Maths has increased by almost 13.5 percentage points. These results are above both London and national.
- ✓ The average point score in the English Baccalaureate is higher than in 2019, and remains above national. This year our result also was above the London average.

#### Attainment and Progress 8 Scores

	Attainment 8 Score			Progress 8 Score		
	2018	2019	2022	2018	2019	2022
Southwark	50.2	49.5	53.4	0.30	0.25	0.34
London	49.4	49.7	52.6	0.23	0.22	0.23
National	46.6	46.8	48.8	-0.02	-0.03	-0.03

#### English & Mathematics and English Baccalaureate

	English and Mathematics % Grades 9 to 5			English Baccalaureate Average Point Score		
	2018	2019	2022	2018	2019	2022
Southwark	48.3%	45.5%	58.9%	4.52	4.45	4.91
London	48.7%	49.0%	57.3	4.42	4.47	4.77
National	43.5%	43.4%	49.8	4.05	4.08	4.28

<sup>15</sup> Notes: Results for 2022 are provisional and based on published DfE data. Revised data will be available in January 2023.

## Key Stage 5 (Year 13): A- Levels<sup>16</sup> 2021-2022

The data presented in the table below is only indicative as it comes from the unvalidated results that three quarters of schools shared with us. However, according to the data we have available from schools, this has been another exceptionally good year overall for Southwark A-level students and is marked by a strong performance across the board.

### Key Stage 5 Highlights:

- ✓ The A level performance in Southwark is consistently higher than that reported in 2019, at all grade boundaries.
- ✓ At the very top grades, Southwark's performance increased by more than 14 percentage points.

### Percentage of A- Level Entries by Grade

	A* - A			A* - C			A* - E		
	2018	2019	2022	2018	2019	2022	2018	2019	2022
Southwark	24.7%	25.1%	39.6%	78.8%	77.1%	85.9%	98.0%	97.8%	99.2%
National	26.2%	25.2%	35.9%	76.8%	75.5%	82.1%	97.6%	97.5%	98.4%

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

- Make better use of data to reduce inequalities in the performance of particular ethnic groups in exams.
- 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 practice.
- Promote Inclusion Charter guidance

## 3. Quality of Education in Southwark's Schools

### Quality of Education Highlights: 2021-22

- ✓ At the end of the academic year 2021/22, 97% of Southwark schools in Southwark were judged by Ofsted to be good or better. This eight percentage point increase since 2015 puts Southwark schools three percentage points above London and nine percentage points above national.
- ✓ This is the best position for schools within the authority ever and shows that the vast majority of our pupils and students are receiving a good education on a daily basis.

<sup>16</sup> Note: LA results for 2022 are unvalidated, provisional and derived from directly provided data from schools. Not all schools have provided their data for 2022

✓ Over this same period the Ofsted framework has changed on a number of occasions and expectations on schools have increased. Despite the additional challenge this has brought to school outcomes for pupils and students have improved to this level.

### Overall Ofsted Judgements as at end of August 2022

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 3.

106 schools currently with an Ofsted Judgement (including Special Schools)	2022 %
2 Schools in Special Measures (1 secondary academy; 1 primary academy)	2%
0 Schools in Serious Weaknesses	0%
1 School Requires Improvement (1 maintained primary school)	1%
69 Schools Judged Good	65%
34 Schools Judged Outstanding	32%
103 Schools Judged Good or Outstanding	97%

### Improvement over time

Overall Ofsted Judgements <sup>17</sup>	2015	2016	2017	2018	2019	2020	2021	2022
Special Schools judged either Good or Outstanding	100%	100%	100%	100%	100%	100%	100%	100%
Primary / Infant & Nursery Schools judged either Good or Outstanding	87%	91%	87%	87%	91%	92%	92%	97%
Secondary Schools judged either Good or Outstanding	94%	94%	94%	94%	95%	95%	95%	97%
All Schools judged either Good or Outstanding	89%	92%	89%	89%	93%	93%	93%	97%

<sup>17</sup> Position as at 31st August of each year

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

### SEND Highlights: 2021-22

- ✓ All special schools in Southwark are good or outstanding; five out of the seven 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.
- ✓ Between 2016 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. Despite dropping in 2019, the percentage of pupils with EHC plans meeting the required standard has risen by just over 3% in 2022.
- ✓ 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 2019. In 2022 the percentage of pupils at SEN support meeting the required standard in the Year 1 phonics screening test has fallen by 5% to 53%.
- ✓ At Key Stage 2, the percentage of pupils with an EHCP and with SEN support reaching the expected standard in the combined reading, writing, mathematics (RWM) measure, has steadily increased since 2017 and has mirrored national and London performance improvement. For pupils with an EHCP this increase has been by 3 percentage points and for SEN support by 6 percentage points.
- ✓ Southwark SEND pupils at school support and EHCP at Key Stage 4 perform better than both nationally and in London at Progress 8, Attainment 8 and EBacc.

### (SEN) Attainment at key stages in 2021-22

*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. Data for 2022 is provisional.*

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

	2016	2017	2018	2019	2022
Southwark	7%	X <sup>18</sup>	5%	8%	2.5%
London	5%	5%	5%	6%	Not yet available
National	4%	4%	4%	5%	Not yet available

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

	2016	2017	2018	2019	2022
Southwark	35%	33%	29%	27%	29.5%
London	31%	31%	32%	34%	Not yet available
National	26%	27%	28%	29%	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.*

	2016	2017	2018	2019	2022
Southwark	25%	22%	22%	17%	20.2%
London	23%	22%	23%	27%	Not yet available
National	18%	18%	19%	20%	Not yet available

**(SEN) Pupils at SEN support meeting the required standard**

	2016	2017	2018	2019	2022
Southwark	56%	59%	55%	58%	53%
London	57%	57%	59%	60%	Not yet available
National	46%	47%	48%	48%	Not yet available

<sup>18</sup> X= Suppressed to preserve confidentiality; small number of 1 or 2, or % based on small number

**(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**

	2017	2018	2019	2022
Southwark	8%	9%	9%	11%
London	9%	11%	10%	Not yet available
National	7%	8%	9%	Not yet available

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

	2017	2018	2019	2022
Southwark	30%	35%	35%	36%
London	29%	33%	36%	Not yet available
National	21%	24%	25%	Not yet available

**(SEN) Key Stage 4**

*Comparable Key Stage 4 pupil characteristics data for 2022 is not available yet so we have made the decision to include only performance information up to 2021. 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 (A\*-C / Grades 9-4)**

	2018	2019	2020	2021
Southwark	1%	1%	1%	9%
London	3%	3%	3%	3%
National	2%	2%	2%	2%

**(SEN) Pupils at SEN support achieving English Baccalaureate (A\*-C / Grades 9-4)**

	2018	2019	2020	2021
Southwark	13%	16%	26%	23%
London	10%	10%	10%	16%
National	6%	7%	9%	9%

**(SEN) Average attainment 8 score for pupils with ECHP**

	2018	2019	2020	2021
Southwark	13.7	15.2	16.9	20.6
London	15.5	15.7	15.5	16.4
National	13.5	13.7	15.2	15.7

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

	2018	2019	2020	2021
Southwark	38.3	38.6	45.0	44.2
London	35.3	35.1	35.3	40.1
National	32.2	36.7	36.4	32.6

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

	2018	2019	2020	2021
Southwark	-1.03	-1.14	*	*
London	-0.91	-1.12	*	*
National	-1.09	-1.17	*	*

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

	2018	2019	2020	2021
Southwark	-0.12	-0.20	*	*
London	-0.24	-0.39	*	*
National	-0.43	-0.43	*	*

### (SEN) Post- 16 Attainment by age 19

*Attainment figures for 2022 are not available yet so we have made the decision to include only performance information up to 2021. 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

	2018	2019	2020	2021
Southwark	15.9%	22.9%	21.9%	15.2%
London	16.4%	17.2%	16.4%	16.7%
National	14.8%	14.9%	14.7%	16.1%

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

	2018	2019	2020	2021
Southwark	38.6%	39.8%	45.6%	48.5%
London	42.3%	44.2%	42.3%	46.9%
National	35.6%	36.0%	36.3%	40.9%

## 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, training or employment. 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 employment education or training (NEET), or whose activity is not known. This often includes young people who turn 18 after 1<sup>st</sup> 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”.

### NEET Highlights

- ✓ In September 2020 (the most up to date validated performance available at the time of writing), 99.3% of Southwark 16 & 17 year olds had an offer of education or training. This is an improvement on the previous year’s figure of 98.5% and better than the national performance of 94.3%.
- ✓ As a result, of good, tailored, careers guidance we have achieved improvements. In March 2022, 97% of the post- 16 cohort were in education, employment or training, bringing us above the London (96%) and national (93%) figures.
- ✓ Improved data sharing with schools in Southwark has helped us to identify at an earlier stage young people without an offer of education and training in September. This has enabled us to contact more young people so that they receive support to engage before they become NEET.

### % 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	tbc	tbc	tbc

## 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%

The lower the NEET or not known figure, the better the performance<sup>19</sup>.

### NEET Priorities for Improvement 2022-2023

- Partner agencies to be up to speed on and promote the [Raising the participation age \(RPA\)](#) and concentrate on sustainable progression routes at key points of the academic year.
- Development of systems to improve the notification and tracking of young people leaving post 16 provision before the end of a course.
- Early identification by schools of at risk of NEET young people and establishment of a process of escalation for schools and providers who fail to provide statutory data.

<sup>19</sup> 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. 2021/22 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 Head Teacher of the Virtual School publishes a full report every year. At the time of writing the report (5<sup>th</sup> April, 2022), there were 430 students recorded on the Virtual School roll: 293 of statutory school age and 137 in Key Stage 5. This was a slight increase from the previous school year (422 students in total). 46% 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 looked after children. 74% 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.

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

Achieving a pass in both English and Maths			
	2019	2020	2022
Standard, 9-4		22%	14%
Strong, 9-5	10%	15%	11%

Number of Looked After Children entering University

Year	Taking A Level/ L3	Progressing to University
2020	13	4
2021	14	5
2022	22	13

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

- Narrow the attainment gap through support and interventions for schools and children to improve outcomes
- Support the development of attachment aware and trauma informed schools in Southwark by delivering a flexible and diverse virtual training programme

## 7. Learning and Achievement in Adult Learning 2021 - 2022

### Adult Learning Highlights:

- ✓ More than 2000 people benefited from a range of courses at Southwark Adult Learning Service in the academic year 2021-2022.
- ✓ A high proportion of learners who start a course successfully complete it. For most courses, this means nine in ten learners will achieve their learning goal.
- ✓ There was increased demand for more Entry level mathematics, and additional provision was arranged to meet it.
- ✓ External quality assurance from City & Guilds' judged standards to be consistently good or better in ESOL, English and maths at Entry levels. The last QA report from C&G reported: 'A good level of evidence was presented by the learners, who were being assessed at a level appropriate to their skills set' 'Assessment was consistently accurate, and IQA was thorough'.

## 8. 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 2021-22 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.

### 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.
- To date, 92 schools (5 nursery, 64 primary, 6 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 at least 30,000 pupils, accounting for more than two thirds of all school children in Southwark.
- A key strand of the project is collaboration between schools, which has resulted in successful shared projects, examples include 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.

- As part of Thrive London, our Mental Health First Aid (MHFA) two- day course has trained over 350 Mental Health First Aiders across 93 schools 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 25 at Gold or Enhanced level.

In the year 21/22, wider achievements included:

- ✓ 28 additional Mental Health First Aiders across 27 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;
- ✓ 20 headteachers participated in leadership coaching to support school effectiveness;
- ✓ 24 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. New IMHARS school films highlight the impact of Southwark’s IMHARS Programme<sup>20</sup>

With our collaborative work in 21/22, 100% of schools in Southwark have engaged with Southwark’s Wellbeing First IMHARS programme and wider offer.

### **The Southwark Scholarship Scheme<sup>21</sup>**

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 121 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

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<sup>20</sup> <https://education.southwark.gov.uk/pshe-healthy-schools/imhars-about>

<sup>21</sup> [www.southwark.gov.uk/scholarships](http://www.southwark.gov.uk/scholarships)

a positive contribution to their local community and have a combined household income of less than £25,000.

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

For the 2021-22 intakes, 10 students were awarded the scholarship, as detailed below:

School	University	Course of Study
Sacred Heart Sixth Form	Lancaster University	Business Management
Kingsdale Foundation School	University of Manchester	Mechanical Engineering
ARK Walworth Academy	University of Kent	LLB Law
Kingsdale Foundation School	Southampton University	Economics
ARK Walworth Academy	London South Bank University	Midwifery Practice
St Saviour's and St Olave's	Coventry University	English Literature
St Michael's Catholic College	University of Exeter	LLB Law with European Studies
La Retraite Catholic School	Durham University	LLB Law
City of London Academy	King's College London	BSc Computer Science with year in industry
Southwark College*	University of Roehampton*	Primary Education with QTS*

\*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.)

### **Southwark Stands Together (in Schools)<sup>22</sup>**

Following the murder of George Floyd in 2020, Southwark council set up listening groups for its residents to identify issues of concern of racism and discrimination locally, listen to people from Black, Asian and minority ethnic communities about their experience and learn from our residents and council colleagues about how the council can become an anti-racist organisation.

Marginalisation in education was identified as one of the themes and so project groups, made up of council officers from education and children's social care, head teachers and governors, were set up to focus on the areas of:

<sup>22</sup> <https://moderngov.southwark.gov.uk/documents/b50014675/Supplemental%20Agenda%20No.%201%20Monday%2018-Jul-2022%2011.00%20Cabinet.pdf?T=9>

- Professional development of school staff
- Curriculum
- Work experience
- Inclusion

To date, the groups have created a webpage<sup>23</sup> to create, collect and share resources for subject leads and teachers, careers leads and young people which show them examples of alternative, inclusive curricula and resources, careers journeys that show the types of jobs that Southwark's diverse people do and how they got them, and opportunities for staff development. Our aim is to encourage more schools to use and share these resources to celebrate the work our schools are doing to become anti-racist.

In addition, we have identified a charter mark, the Race and Conscious Equality (RACE) charter mark<sup>24</sup>, which we are encouraging schools to apply for (and are supporting them financially to do so). Having this mark will show commitment to Black, Asian and Minority Ethnic staff and children and will support schools to develop their confidence in identifying and challenging racism and racist/ non-inclusive practice.

Our governors have received training and support to develop their racial literacy and Southwark Stands Together is now a standing item on any agenda our Governor Services team clerk. Southwark Stands Together is also a golden thread running through school improvement, with all new pilot activities including a section in their creation on how to incorporate the key values of the work.

Our data analysis in this area is becoming more robust and we work closely with Family Early Help in Children's Social Care to examine disproportionality in exclusions and to support their work with data that we have access to.

### **Southwark Inclusion Charter<sup>25</sup>**

Children have a fundamental right to a good education. Everyone has a part to play in reducing barriers to education, and we are all accountable and responsible for supporting inclusion in Southwark. The Southwark Inclusion Charter (signed off by Cabinet in July 2021) is a joint undertaking between the council, schools, health services (including mental health), colleges, and safeguarding partnership agencies across the borough, with the expectation that all relevant parties will endorse it. The need for the Charter is driven by a shared recognition that permanent exclusion from education can have a significant negative impact on the wellbeing of children and their future. We are further motivated by our desire to confront and tackle inequalities exposed by the disproportionate exclusion of children with particular characteristics.

Southwark's permanent exclusion rate (0.02) is below Inner London (0.04) and National (0.06) rates. However, data still indicates a disproportionate rate of exclusion for children on Free School Meals (2.5 times higher) and SEN support (2.2 times higher). There has been an increase in the number of girls receiving a permanent exclusion and there is now a similar rate for both genders. Ethnicity data shows a disproportionate rate of permanent exclusion for Black Caribbean children which is almost six times higher than the rate for White British children (0.51 compared to 0.09).

<sup>23</sup> <https://education.southwark.gov.uk/southwark-stands-together>

<sup>24</sup> <https://figtreeinternational.org.uk/race-charter-mark>

<sup>25</sup> [\(Public Pack\)Agenda Document for Cabinet, 18/07/2022 11:00 \(southwark.gov.uk\)](#)

We will strive for best practice across our policies and processes and towards 100% inclusion approaches to behaviour in education settings, whilst recognising that there are rare instances where exclusion is unavoidable to safeguard children.

## Appendix 1. Detailed Cohort Characteristics in relation to attainment only.

**NOTE:** The commentary below refers only to attainment. This does NOT include the amount of progress individuals or groups of pupils have made in phonics, reading, writing and mathematics. Progress is a key factor in determining how well children achieve. Commentary relating to performance by pupil ethnicity is based on pupils where their ethnicity is known and where the cohort size is 30 or more. 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 2022 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
<b>Total cohort</b>	77.5% of Year 1 children achieved the required phonics screening standard of 32 or more points.	71.4%; 65.4%; 70.6%; and 78.3% of pupils achieved the expected standard and above in KS1 reading, writing, mathematics, and science respectively.  Attainment was highest in KS1 science, followed by reading.	79.0%; 74.8%; 76.4%; 74.5%, 81.6%; and 65.6% were working at the expected standard in KS2 reading; writing; GPS; maths; science and RWM combined respectively.  Attainment was highest in science followed by reading.
<b>Gender</b> <ul style="list-style-type: none"> <li>▪ Boys</li> <li>▪ Girls</li> </ul>	Girls were more likely to achieve the required phonics standard compared to boys, with about four in every five girls achieving the standard compared to around three quarters 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,	Girls outperformed boys in all KS1 subjects. The gap between the two was largest in writing at 10.3 percentage points. Conversely the gap was smallest in mathematics at 1.4 percentage points.  Comparing the share boys represent of the eligible cohort, and the proportion they account for of the cohort achieving the	Girls outperformed boys in all KS2 subjects. The gap between the two cohorts was largest, at 12.3 percentage points, in writing. Conversely, the gap between boys and girls was smallest in maths, at 1.8 percentage points.  The proportion of boys working at the expected standard was lower than their representation of the

Cohort	Phonics	KS1	KS2
	<p>boys were slightly underrepresented amongst the latter group.</p>	<p>expected standard and above, boys were repeatedly underrepresented (be it by a small amount) in all subjects.</p>	<p>eligible cohort and across all KS2 subjects.</p>
<p><b>FSM eligible</b></p> <ul style="list-style-type: none"> <li>▪ Eligible</li> <li>▪ Not eligible</li> </ul>	<p>70.2% of those children identified as eligible for FSM achieved the required phonics standard. This compared to 81.2% of pupils who were not eligible for FSM - a difference of close to 11 percentage points.</p> <p>Children who were eligible for a FSM, were slightly underrepresented amongst those achieving the required phonics standard - accounting for just over one-third of the overall eligible Year 1 phonics cohort, yet, making up only 30.4% of those reaching the standard.</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 mathematics (a 12.9 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 mathematics combined at 18.8 percentage points, or, if looking at separate KS2 subjects, in mathematics with a gap of 17.9 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><b>SEN detailed</b></p> <ul style="list-style-type: none"> <li>▪ No SEN</li> <li>▪ SEN support</li> <li>▪ Statement or EHC Plan</li> </ul>	<p>85.4% of children with no SEN achieved the required phonics standard. This compared to 44.9% of children with SEN.</p> <p>The more advanced the SEN, the smaller the percentage of the</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 45.5 percentage point gap, followed by</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 - 47.2 percentage points gap, followed</p>

Cohort	Phonics	KS1	KS2
	<p>cohort that achieved the required phonics standard, i.e., 20.2% of children with an EHC plan met the phonics required standard compared to 52.8% of children with SEN support.</p> <p>SEN children as a whole were disproportionately underrepresented and by quite a fair amount. Although making up 17.3% of the overall eligible cohort, children with SEN represented only 10.0% of the cohort who achieved the required phonics standard. The disparity was largest amongst children with SEN support.</p>	<p>reading - a 44.7 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 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 considerable amount. SEN support children, particularly, were most underrepresented across all KS1 subjects.</p>	<p>by GPS - 44.6 percentage points gap. For reading, writing and mathematics combined, the gap was 46.0 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 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 was largest amongst children with SEN support.</p>
<p><b>Ethnicity</b></p> <ul style="list-style-type: none"> <li>▪ Asian or Asian British <ul style="list-style-type: none"> <li>▫ Bangladeshi</li> <li>▫ Indian</li> <li>▫ Pakistani</li> <li>▫ Any Other Asian</li> </ul> </li> </ul>	<p>White and Asian children jointly with children from any other White background had the highest performance with 86.2% of each of the specified ethnic groups reaching the standard. In contrast, at 65.6%, phonics</p>	<p>White and Asian children and Chinese children had the highest performance for percentage of children reaching the expected standard and above in the different KS1 subjects. White and Asian pupils performed the best</p>	<p>White and Black African, White and Asian, and Chinese children were the highest achievers across the KS2 subjects when working at the expected standard. White and Black African children performed the best in reading, White and</p>

Cohort	Phonics	KS1	KS2
<ul style="list-style-type: none"> <li>▪ Black or Black British <ul style="list-style-type: none"> <li>▫ Black African</li> <li>▫ Black Caribbean</li> <li>▫ Any Other Black</li> </ul> </li> <li>▪ Chinese</li> <li>▪ Mixed / Dual Heritage <ul style="list-style-type: none"> <li>▫ White &amp; Black African</li> <li>▫ White &amp; Black Caribbean</li> <li>▫ White &amp; Asian</li> <li>▫ Any Other Mixed</li> </ul> </li> <li>▪ White <ul style="list-style-type: none"> <li>▫ White British</li> <li>▫ Irish</li> <li>▫ Traveller of Irish Heritage</li> <li>▫ Gypsy Roma</li> <li>▫ Any Other White</li> </ul> </li> <li>▪ Any Other Ethnic Group</li> </ul>	<p>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 68.0%.</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 standard, there was a lower proportion than expected of Black Caribbean children; White and Black Caribbean children; and those from any other ethnic group, meeting the phonics standard.</p>	<p>for reading - 85.5% and writing - 81.8%, whilst Chinese children had the highest results for mathematics - 86.5% and science - 91.9%. Conversely, Black Caribbean children and those from any other ethnic background had the lowest performance for working at expected standard and above across the KS1 subjects. Black Caribbean pupils had the lowest percentage for achieving writing - 54.4% and mathematics - 57.9%, whilst children from any other ethnic background achieved the lowest at reading - 56.9% and science - 67.1%.</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; those from any other Black background; those from any other mixed background; and children from any other ethnic group, all were slightly underrepresented across the full range of KS1 subjects.</p>	<p>Asian children had the highest performance in writing, GPS and RWM combined, and Chinese children performed the best in maths and science. Conversely, children from Black Caribbean, White and Black Caribbean backgrounds together with children of any other ethnic group achieved the lowest results across the various KS2 subjects. Children of any other ethnic group had the lowest attainment in reading and writing, White and Black Caribbean children had the lowest performance in GPS, and Black Caribbean had the lowest achievement in the remainder of the KS2 subjects including RWM combined.</p> <p>When factoring in how much each ethnic group accounts for of the eligible cohort, Black Caribbean, any other Black, White and Black Caribbean, and children from any other ethnic group repeatedly had lower representations - by small amounts - across all KS2 subjects.</p>

Cohort	Phonics	KS1	KS2
<p><b>EAL</b></p> <ul style="list-style-type: none"> <li>▪ English</li> <li>▪ Other than English</li> <li>▪ Unknown / Missing</li> </ul>	<p>Children whose first language was English performed just marginally better than those whose mother tongue was not English - 78.5% versus 78.0% respectively.</p>	<p>Children with English as their first language performed better than pupils with other than English as a first language in all KS1 subjects.</p> <p>The proportion of children with English as an additional language working at the expected standard was lower than their representation of the eligible cohort and across all KS1 subjects.</p>	<p>With the one exception of separate reading, children with English as an additional language did better in all KS2 subjects compared with pupils that had English as a first language.</p>
<p><b>Disadvantaged pupils</b></p> <p><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 - 70.2% compared to 81.2% respectively - a difference of 11 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>Pupils defined as being disadvantaged performed less well than their non disadvantaged counterparts and by a substantial amount. The largest difference in performance was in mathematics - a 13.2 percentage points 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>

Notes: Analysis based on internally held provisional attainment data: Phonics and KS1 – July 2022; and KS2 – September 2022. Analysis of performance by pupil characteristics based on matched January 2022 school census data and pupil premium data.

Sources: Provisional Phonics, KS1 and KS2 2022, and January 2022 school census.

## Appendix 2. Key Stage 4 Attainment- School Level Results 2018 to 2022

	Attainment 8		
	2018	2019	2022*
Ark All Saints Academy	41.9	43.6	48.6
Ark Globe Academy	46.6	45.8	50.9
Ark Walworth Academy	40.6	42.1	44.7
Bacon's College	48.5	50.6	54.7
The Charter School East Dulwich	n/a	n/a	57.0
The Charter School North Dulwich	59.9	60.5	64.3
City of London Academy	52.8	44.7	51.7
Compass School Southwark	40.5	46.3	42.3
Harris Academy Bermondsey	53.3	53.4	55.0
Harris Academy Peckham	42.9	41.0	47.6
Harris Boys Academy East Dulwich	55.1	52.4	57.2
Harris Girls' Academy East Dulwich	52.3	51.8	56.0
Kingsdale Foundation School	55.9	54.9	59.3
Notre Dame RC Girls' School	47.4	48.3	49.7
Sacred Heart RC Secondary School	55.0	55.5	62.6
Southbank University Academy	n/a	41.3	41.8
St Michaels' RC School	54.2	53.4	55.1
St Saviour's & St Olave's CofE School	56.7	55.2	58.3
The St Thomas the Apostle College	53.8	53.4	60.8
Southwark	50.2	49.5	53.4
London	49.4	49.7	52.6
National	46.6	46.8	48.8

	Progress 8		
	2018	2019	2022*
Ark All Saints Academy	-0.07	0.08	0.38
Ark Globe Academy	0.39	0.41	0.48
Ark Walworth Academy	-0.44	-0.18	-0.03
Bacon's College	-0.04	0.08	0.48
The Charter School East Dulwich	n/a	n/a	0.47
The Charter School North Dulwich	0.68	0.65	0.70
City of London Academy	0.09	-0.47	-0.01
Compass School Southwark	-0.53	0.01	0.48
Harris Academy Bermondsey	0.91	0.93	0.73
Harris Academy Peckham	0.15	0.18	0.17
Harris Boys Academy East Dulwich	0.80	0.75	0.83
Harris Girls' Academy East Dulwich	0.79	0.64	0.69
Kingsdale Foundation School	-0.07	-0.22	-0.12
Notre Dame RC Girls' School	0.60	0.31	0.27
Sacred Heart RC Secondary School	1.10	0.98	1.28
Southbank University Academy	n/a	-0.53	-0.65
St Michaels' RC School	0.22	0.52	0.39
St Saviour's & St Olave's CofE School	0.56	0.50	0.67

	Progress 8		
	2018	2019	2022*
The St Thomas the Apostle College	0.90	1.00	1.22
Southwark	0.30	0.25	0.34
London	0.23	0.22	0.23
National	-0.02	-0.03	-0.03

	English & mathematics % Grades 9 to 5		
	2018	2019	2022*
Ark All Saints Academy	26%	28%	45%
Ark Globe Academy	48%	37%	52%
Ark Walworth Academy	27%	32%	49%
Bacon's College	47%	50%	64%
The Charter School East Dulwich	n/a	n/a	63%
The Charter School North Dulwich	69%	68%	78%
City of London Academy	54%	36%	59%
Compass School Southwark	17%	32%	34%
Harris Academy Bermondsey	42%	45%	56%
Harris Academy Peckham	29%	26%	50%
Harris Boys Academy East Dulwich	50%	46%	58%
Harris Girls' Academy East Dulwich	55%	49%	61%
Kingsdale Foundation School	61%	60%	67%
Notre Dame RC Girls' School	33%	37%	50%
Sacred Heart RC Secondary School	64%	53%	80%
Southbank University Academy	n/a	31%	37%
St Michael's RC School	56%	54%	61%
St Saviour's & St Olave's CofE School	65%	65%	66%
The St Thomas the Apostle College	54%	58%	76%
Southwark	48.3%	45.5%	58.9%
London	48.7%	49.0%	57.3%
National	43.5%	43.4%	49.8%

\* 2022 data is provisional and is sourced from DfE Performance Tables: <https://www.gov.uk/school-performance-tables>

Sources: GCSE 2018 to 2019 and 2022 - DfE performance tables and DfE statistical releases.

Notes: School level results above are for mainstream schools that were still operating at the end of 2021/22 academic year. School level results are not available for 2020 and 2021 due to the cancellation of all exams and assessment because of the COVID-19 pandemic. LA and national results are for all state-funded schools.

## Appendix 3. Ofsted Ratings - 31<sup>st</sup> August 2022

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

Newly opened schools do not have an inspection judgement in their first three years of operation. (represented by “null” in table below).

School Name	Type	Current Ofsted Inspection Rating	Ward
<b>Nursery Schools</b>			
Ann Bernadt Nursery School	Nursery	2	Peckham
Dulwich Wood Nursery School	Nursery	2	Dulwich Wood
Kintore Way Nursery School and Children's Centre	Nursery	1	South Bermondsey
Nell Gwynn Nursery School	Nursery	2	Peckham
The Grove Nursery School	Nursery	2	St Giles
<b>Primary Schools</b>			
Albion Primary School	Primary	1	Rotherhithe
Alfred Salter Primary School	Primary	2	Rotherhithe
Angel Oak Academy	Primary	1	Peckham
The Belham Primary School	Primary	2	Rye Lane
Bellenden Primary School	Primary	2	Rye Lane
Bessemer Grange Primary School	Primary	2	Champion Hill
Boutcher Church of England Primary School	Primary	1	South Bermondsey
Brunswick Park Primary School	Primary	2	Camberwell Green
Camelot Primary School	Primary	2	Old Kent Road
The Cathedral School of St Saviour and St Mary Overie	Primary	1	Borough & Bankside
Charles Dickens Primary School	Primary	1	Borough & Bankside
Charlotte Sharman Primary School	Primary	2	St George's
Cobourg Primary School	Primary	3	Old Kent Road
Comber Grove School	Primary	2	Camberwell Green
Crampton Primary	Primary	1	Newington
Crawford Primary School	Primary	2	Camberwell Green
Dog Kennel Hill School	Primary	2	Champion Hill
Dulwich Hamlet Junior School	Primary	1	Dulwich Village
Dulwich Village Church of England Infants' School	Primary	1	Dulwich Village
Dulwich Wood Primary School	Primary	2	Dulwich Wood
English Martyrs' Roman Catholic Primary School	Primary	2	North Walworth

<b>School Name</b>	<b>Type</b>	<b>Current Ofsted Inspection Rating</b>	<b>Ward</b>
Friars Primary Foundation School	Primary	2	Borough & Bankside
Galleywall Primary School	Primary	1	South Bermondsey
Goodrich Community Primary School	Primary	2	Dulwich Hill
Goose Green Primary and Nursery School	Primary	2	Goose Green
Grange Primary School	Primary	2	London Bridge & West Bermondsey
Harris Primary Academy East Dulwich	Primary	1	Goose Green
Harris Primary Academy Peckham Park	Primary	2	Peckham
Harris Primary Free School Peckham	Primary	2	Rye Lane
Heber Primary School	Primary	2	Goose Green
Hollydale Primary School	Primary	2	Nunhead & Queen's Road
Ilderton Primary School	Primary	1	Old Kent Road
Ivydale Primary School	Primary	2	Peckham Rye
John Donne Primary School	Primary	1	Nunhead & Queen's Road
John Keats Primary School	Primary	NULL	Old Kent Road
John Ruskin Primary School and Language Classes	Primary	1	Camberwell Green
Judith Kerr Primary School	Primary	2	Dulwich Village
Keyworth Primary School	Primary	2	Newington
Lyndhurst Primary School	Primary	2	St Giles
Michael Faraday School	Primary	2	Faraday
Oliver Goldsmith Primary School	Primary	2	St Giles
Peter Hills with St Mary's and St Paul's CofE Primary School	Primary	2	Surrey Docks
Phoenix Primary School	Primary	1	Old Kent Road
Pilgrims' Way Primary School	Primary	2	Old Kent Road
Redriff Primary School	Primary	1	Surrey Docks
Riverside Primary School	Primary	1	North Bermondsey
Robert Browning Primary School	Primary	2	North Walworth
Rotherhithe Primary School	Primary	2	Rotherhithe
Rye Oak Primary School	Primary	2	Rye Lane
Saint Joseph's Catholic Primary School, the Borough	Primary	2	Borough & Bankside
Snowsfields Primary School	Primary	2	London Bridge & West Bermondsey
Southwark Park Primary School	Primary	2	North Bermondsey

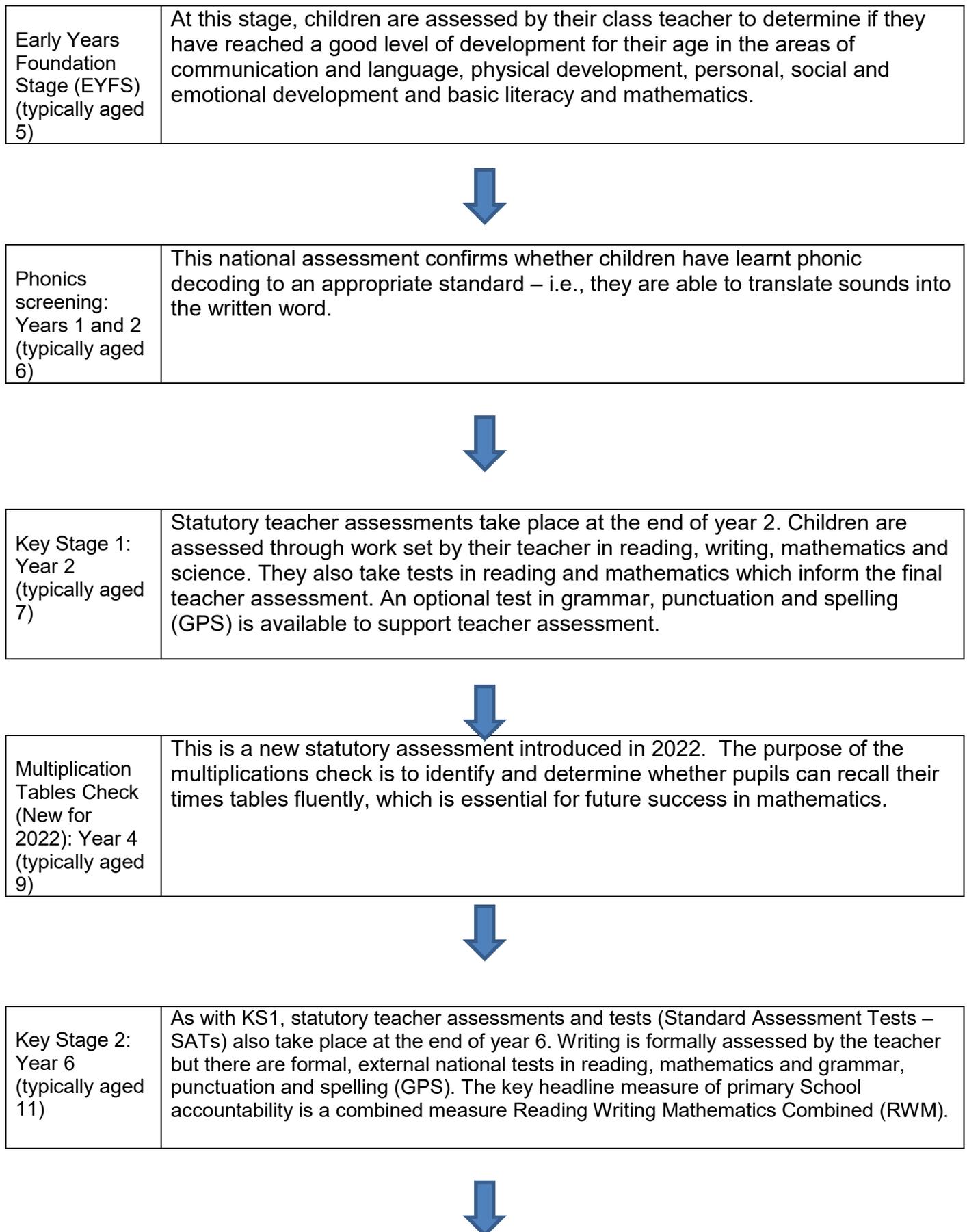
<b>School Name</b>	<b>Type</b>	<b>Current Ofsted Inspection Rating</b>	<b>Ward</b>
St Anthony's Catholic Primary School	Primary	2	Dulwich Hill
St Francesca Cabrini Primary School	Primary	2	Peckham Rye
St Francis RC Primary School	Primary	2	Old Kent Road
St George's Cathedral Catholic Primary School	Primary	2	St George's
St George's Church of England Primary School	Primary	2	St Giles
St James' Church of England Primary School	Primary	2	North Bermondsey
St James the Great Roman Catholic Primary School	Primary	2	Peckham
St John's and St Clement's Church of England Primary School	Primary	2	Goose Green
St John's Roman Catholic Primary School	Primary	2	Surrey Docks
St Joseph's Catholic Infants School	Primary	2	Camberwell Green
St Joseph's Catholic Junior School	Primary	2	Camberwell Green
St Joseph's Catholic Primary School	Primary	1	Rotherhithe
St Joseph's Roman Catholic Primary School	Primary	2	North Bermondsey
St Jude's Church of England Primary School	Primary	2	St George's
St Mary Magdalene Church of England Primary School	Primary	2	Rye Lane
St Paul's Church of England Primary School, Walworth	Primary	4	Newington
St Peter's Church of England Primary School	Primary	2	Faraday
Surrey Square Primary School	Primary	1	Faraday
Tower Bridge Primary School	Primary	2	London Bridge & West Bermondsey
Townsend Primary School	Primary	2	North Walworth
Victory Primary School	Primary	2	North Walworth
<b>Secondary Schools</b>			
Ark All Saints Academy	Secondary	2	Camberwell Green
Ark Globe Academy	Secondary	2	Chaucer
Ark Walworth Academy	Secondary	2	Faraday
Bacon's College	Secondary	4	Rotherhithe
The Charter School East Dulwich	Secondary	2	Goose Green

<b>School Name</b>	<b>Type</b>	<b>Current Ofsted Inspection Rating</b>	<b>Ward</b>
The Charter School North Dulwich	Secondary	1	Champion Hill
City of London Academy (Southwark)	Secondary	2	South Bermondsey
Compass School Southwark	Secondary	2	North Bermondsey
Haberdashers' Aske's Borough Academy	Secondary	NULL	Borough & Bankside
Harris Academy Bermondsey	Secondary	1	South Bermondsey
Harris Academy Peckham	Secondary	2	Rye Lane
Harris Boys' Academy East Dulwich	Secondary	1	Dulwich Hill
Harris Girls' Academy East Dulwich	Secondary	1	Peckham Rye
Kingsdale Foundation School	Secondary	1	Dulwich Wood
Notre Dame Roman Catholic Girls' School	Secondary	1	St George's
Sacred Heart Catholic School	Secondary	1	Camberwell Green
South Bank University Academy	Secondary	2	Faraday
St Michael's Catholic College	Secondary	1	North Bermondsey
St Saviour's and St Olave's Church of England School	Secondary	1	Chaucer
The St Thomas the Apostle College	Secondary	1	Nunhead & Queen's Road
<b>Special Schools</b>			
Beormund Primary School	Special	2	London Bridge & West Bermondsey
Cherry Garden School	Special	1	Rye Lane
Evelina Hospital School	Special	1	Bishop's
Haymerle School	Special	2	Old Kent Road
Highshore School	Special	2	Camberwell Green
Maudsley and Bethlem Hospital School	Special	1	St Giles
Newlands School	Special	2	Peckham Rye
Spa School	Special	1	South Bermondsey
Spa School Camberwell	Special	NULL	St Giles
Tuke School	Special	1	Peckham
<b>PRU</b>			
Southwark Inclusive Learning Service (Sils)	PRU	2	Peckham

Notes: Table above based on latest inspection judgements for schools with an inspection and report published by August 2022.

Source: School Inspections and Outcomes: Management Information

## Appendix 4: Guide to Assessments and Examinations



Key Stage 4: Year 11 (typically aged 16)	From 2016, the old threshold measure of 5 or more GCSEs and equivalent including English and mathematics was replaced by a new measure based upon point scores across 8 subjects. The previous grading system of A*-G has been replaced with a grading scale of 9 to 1 with 9 as the top grade.
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Key Stage 5, A Level: Year 13 (typically aged 18)	Young people who choose to follow an academic route after their GCSEs will ordinarily study for Advanced levels. They are examined at the end of the two year sixth form course.
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### GCSE Grades (Introduced in 2017)

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

The new and old grades are not directly equivalent and consequently the Department for Education (DfE) has stressed that the new and old grading systems cannot be directly compared. That being said, the new grades 9 to 4 represent a standard pass and most closely resemble the old grades A\*-C pass at GCSE.

When the DfE is measuring a school's performance, they use grades 9 to 5 (a strong pass) to determine the proportion of pupils achieving English and mathematics.

## Appendix 5: Southwark Adult Learning Context

The Adult Learning Service is part of the Education Directorate in the Children and Adults' Services Department of the council. Approximately two thirds of the provision is delivered directly by the council from the Thomas Calton Centre, in the heart of Peckham. The remaining third of provision is delivered through a network of five local community providers working from various settings distributed across the borough.

Courses are delivered in the daytime and evening where all Entry learners to Level 2 have the opportunity to gain nationally recognised qualifications. These qualifications support their employability potential and provide routes and access to further and higher education and training.

More than 2000 people benefited from a range of courses at Southwark Adult Learning Service in the academic year 2021-2022. These enrolment numbers herald a healthy return to the pre-pandemic levels of participation in local adult learning. A high proportion of learners who start a course successfully complete it. For most courses, this means nine in ten learners will achieve their learning goal.

Southwark council's adult and community learning service offers a good variety of type and level of courses. The provision is a mix of nationally accredited qualifications, and in-house (non-accredited) community learning courses.

The focus of the service is on disadvantaged residents who are least likely to participate in structured and formalised adult learning opportunities.

The provision is aligned to the council's vision of a Fairer Future for All residents, bringing together Southwark residents from different ethnic and social backgrounds, cultures, and income groups. The purpose is to deliver and support learning and progression that enable citizens to become more self-reliant and self-confident from their starting point.

Southwark Adult Learning works closely with the council's Local Economy Team to realise our vision for a high quality local skills offer that is accessible and responsive to learner and employer needs. This includes mathematics, English and digital skills provision to ensure that residents can access the skills needed for everyday life and for meaningful work.

COVID-restrictions were eased at the start of September 2021 and Adult Learning was able to welcome learners back to in classroom teaching and learning. Where appropriate, some courses continued to be delivered online and in a hybrid mode (onsite and online).

### Qualifications and attainment levels

Qualification/ Award	Notional equivalent
Pre-entry	Basic Levels
Entry 1	
Entry 2	
Entry 3	
Level 1	GCSE, grades 3-1
Level 2	GCSE, grades 9-4
Level 3	A- Level



## **Accredited provision**

### **English, English for Speakers of Other Languages (ESOL), and mathematics**

Accredited courses include those in the subject areas of Preparation for Life and Work, and childcare. English, ESOL, and mathematics are a part of the Preparation for Life and Work curriculum area.

Enrolments and initial assessments for 2021-22 courses took place in person at the Thomas Calton Centre in the heart of Peckham. Courses at Pre-Entry and Entry level classes in particular were full very quickly. There was a steady number of new learners enrolling for the first time, and returning or continuing learners enrolling to progress on a higher level course.

There was increased demand for more Entry level mathematics, in particular, and additional provision was arranged to meet it.

Learners reported that they were looking forward to moving on to a higher level of vocational studies as they are now meeting the required standards of English and maths. ESOL recruited well at the different available levels.

As a City & Guilds' accredited centre we are subject to external quality assurance by this awarding body. These assessments judge our standards to be consistently good or better in ESOL, English and maths at Entry levels. The last QA report from C&G reported: 'A good level of evidence was presented by the learners, who were being assessed at a level appropriate to their skills set' 'Assessment was consistently accurate, and IQA was thorough'.

Tutors work effectively with their learners and help them gain the most from their studies. They understand their learners' individual learning needs and meet them well. The detailed initial assessment information is used to inform lesson planning. Arrangements to carry out initial assessment of learners at the start of their programmes are good. Residents wishing to enrol benefit from one-to-one information, advice and guidance consultations with relevant tutors. These consultations are held at time slots to suit the prospective learner's availability, and childcare support is arranged if needed. The initial assessment allows for the learners to be matched with the type and level of course most suited to their starting points and aspirations. Their learning support needs and further assessments, as appropriate to their declared learning difficulties or disabilities are also discussed. Reasonable adjustments are made to maximise the individual learning gain.

The evidence for measuring the impact of our courses includes monitoring learner progress, achievement, progression and by the gain in self-confidence/well-being that is reported by the learners. Our conversations with learners and from their own individual learner feedback forms plus reviews of course documents and lesson observations all feed into the evidence of how well the curriculum is implemented and the impact it has on the learners.

Childcare courses range from introductory level to level 2. Level 2 is notionally equivalent to GCSEs. In addition, new courses in 2021-22 in childcare included level 2 Autism and level 3 Early Years (this is notionally equivalent to GCE A-levels) which have contributed to the overall success and provide an excellent in-house progression pathway. Both of these courses have shown excellent outcomes for learners verified by external quality assurance from the accredited body CACHE such as finding relevant fulfilling employment or further training and putting into practice the knowledge learnt in their home environment.



SALS is encouraged that a number of local nurseries have specifically requested that our learners apply to them for employment following the successful work placements in their settings. One childcare learner has produced a Youtube video sharing her experiences of suffering from depression and anxiety to changing her life around. This was thanks to SALS who supported and encouraged her to continue and complete a beginners, level 1 and level 2 Diploma in childcare. She has done this while supporting a sick relative but is now employed in a nursery.

### **Community Learning**

Community learning includes interest-based courses such as woodwork, pottery, sewing, painting, photography and yoga. Learners are provided with structured, yet individually paced, learning with challenging and achievable goals agreed between them and their tutor. In addition to the skills and knowledge developed in these courses, feedback showed a much needed respite from social isolation which supported the Council's agenda to support the health and wellbeing of its residents. One learner commented 'Pottery turned out to be the perfect choice for me from a mental health perspective - I found the act of making something out of clay to be very meditative and relaxing because it forces you to clear everything else out of your head in order to concentrate on the piece you're working on.'



Family learning courses form an important and integral part of this offer. Different types of families learn together on Family Learning courses. Effective partnership work with local schools broadens learning opportunities for those who may not yet have the self-confidence to study at a larger provider. For example, in a local school, learner x who was a full time parent, attended a family literacy course “Help your child with reading and writing;” then progressed to a beginners’ childcare course, and then onto a teaching assistant course in the same school. They successfully secured a job there. One learner felt very isolated during lockdown and was worried that it would get worse. She also felt so limited and fearful especially about her son’s behaviour and speech but had no idea what to do. She started opening up during the family learning activities last year and registered for the Childcare for beginners’ course. She believes that the learning has impacted her so much and is understanding more about children’s behaviour.

Southwark Adult Learning Service is committed to playing its part in realising the council’s ambitions for sustainable social and economic development.