

Appendix 1

**Best start in life -
Southwark school standards report
2017-18**

Best Start in Life



Southwark School Standards Report 2017-18

Foreword

It is with great pleasure and pride in everyone involved in Southwark's schools that I introduce this report into standards of education in the borough.

In Southwark, brilliant schools give young people the great start in life they deserve. The *Best Start in Life - Southwark School Standards Report 2017/18* gives us a very clear summary of pupil and student outcomes at published key stages - from foundation stage right through to key stage five (A Levels). The picture is very positive.

A greater percentage of Southwark children achieved a good level of development in the early years foundation stage as compared to London and national. Equally, at GCSE, the attainment and progress 8 scores for our students exceeded the London and national averages. Over the past five years, we have largely maintained or improved on our high standards at every key stage. By the time pupils get to GCSE and A Levels, the opportunities and experiences they encounter at secondary school culminate in good results and the opening up of greater choices for young people to decide their next steps in life.

We want all our pupils in Southwark to get the start they need to meet their dreams, whichever path in life they choose.

The Southwark Standards report is of course just a snapshot of our schools. It gives us a robust starting point for discussion, and can help us drive innovation, collaboration and challenge. The overview will be especially useful to school leaders, including governors, to help them see where they sit in the wider context of attainment, progress and improvement.

The results found here, combined with the Council's successful school building programme, will help equip parents and young people to make good choices when applying for a school place. The Council has in recent years spent over £200million in improving schools and education services right across the borough and making sure that our schools are high quality hubs of their community. Our headteachers, staff, parents and children have told us of how the improved quality of learning space has made a difference to their learning and working lives.

In summary, this report shows us another set of outstanding results that continue a trend of improvement in Southwark. Teachers, students and of course parents should be very proud of themselves for improving results, especially while the examination system continues to change.

Councillor Jasmine Ali
Cabinet Member for Children, Schools and Adult Care

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Context

As at the 2017/18 academic year, Southwark's schools were comprised of 5 nursery schools; 73 primary; 18 secondary; 1 all through school; 1 pupil referral unit; 7 special schools; and 2 hospital schools. Of these, there were 6 primary academies and 5 primary free schools; 13 secondary academies and 2 secondary free schools; 1 all through academy; and 1 special academy¹. These schools served 43,038 Southwark pupils². Most primary (62), special (8 of which 2 are hospital schools) and 3 secondary schools are community; foundation or voluntary aided schools. These are maintained by the Local Authority and follow the national curriculum. Academies and Free Schools are publicly funded schools and are not required by law to follow the national curriculum and are able to set their own term times. They are required to adhere to the same admissions regulations, special educational needs provisions, exclusions and safeguarding parameters as all schools. Academies and free schools receive funding directly from the Government, not from the council. The Harris Federation have 4 secondary and 3 primary schools (2 of which are free schools) in Southwark; Ark have 2 secondary schools and 1 all through school; City of London have 1 secondary, and 2 primary schools; Communitas Education Trust is comprised of 2 primary schools; Dulwich Hamlet Educational Trust 2 primary schools; and The Charter Schools have 2 secondary schools.

Southwark's population is very diverse. According to 2011 Census data³, 16% of Southwark's population is between 5 – 19 years of age.

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

According to the January 2018 School and Alternative Provision (AP) Census, 43% of our pupils are eligible for the pupil premium⁴.

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

² Details includes hospital schools. Sourced from DfE publication: - Schools, pupils and their characteristics: January 2018. <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2018>

³ Southwark population data is taken from Community Action Southwark's 'Demographic Data for Southwark from the 2011 Census'

⁴ Pupil premium figure sourced from DfE publication <https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019>.

Guide to Assessments and Examinations

- **Early Years Foundation Stage (EYFS)** (age 5) - At this stage, children are assessed by their class teacher to determine if they have reached a good level of development for their age in the areas of communication and language, physical development, personal, social and emotional development and basic literacy and maths.
- **Year 1 Phonics screening** (age 6) - This national assessment confirms whether children have learnt phonic decoding to an appropriate standard – i.e. they are able to translate sounds into the written word.
- **Key Stage 1** (age 7) - Statutory teacher assessments take place at the end of year 2. Prior to 2016, there was a different methodology for KS1 assessments. Since then an increased challenge of the new national curriculum, more demanding tests and teacher assessments were introduced. These raised the standard of what was expected for 7 year olds. Consequently, there are only 3 years of comparable results. Children are assessed through work set by their teacher in reading, writing, maths and science. They also take tests in reading and maths which inform the final teacher assessment. An optional test in grammar, punctuation and spelling (GPS) is available to use to support teacher assessment.
- **Key Stage 2** (age 11) - As with KS1, statutory teacher assessments and tests also take place at the end of year 6. Reading, writing, maths and science are assessed by the teacher and there are formal national tests in reading, grammar, punctuation and spelling (GPS), and maths. Mirroring KS1, a new and more challenging suite of tests and teacher assessment standards was introduced from 2016 to assess the national curriculum. Therefore 2018's results are not comparable with results in years previous to 2016.
- **GCSE (KS4)** - From 2016, the old threshold measure of 5 or more GCSEs and equivalent including English and maths was replaced by a new measure based upon point scores across 8 subjects. Results from 2016 and onwards are therefore not comparable with performance from previous years.
- **A Level** - Young people who choose to follow an academic route after their GCSEs will ordinarily study for Advanced levels. They will usually specialise in three or four subjects and are examined at the end of the two year sixth form course. Exams have been made more difficult with the phased introduction of linear style exams since 2017. This year more subjects converted to the new style A level qualifications.

NOTE: Other than for Early Years Foundation Stage, the results for 2018 within this report are provisional results only and not yet validated. Validated results are provided by the DFE in December (for primary phase) and January (for secondary phase) of each year.

Floor Standards 2017/18

Floor Standards are the minimum standards set by the government for primary and secondary schools based on pupils' achievement at KS2 and KS4. These performance indicators are used to determine the success of a school in a year and over time.

KS2 Floor Standards

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

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

Sufficient progress for the 2018 floor standard has been defined as pupils having made greater than the following points worth of progress from their starting points:

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

KS2 Coasting

According to the 2018 definition, released by the DfE in September 2018, a school was deemed as "coasting" if, over a period of three years, consistently

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

The progress parameter for coasting schools in 2018 (and the 2 years prior) is set at average progress below the following:

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

Highlights

- As a result of rigorous support and intervention from Standards Team advisers and consultants, only 1 school (out of 67 primary schools) fell below the national floor standards.

KS4 Floor Standards

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

- its Progress 8 score is above -0.5, **OR**

- its Progress 8 score is below -0.5 **BUT** the upper band of the 95% confidence interval is above zero.

KS4 Coasting

- In 2018, a secondary school was deemed as “coasting” if based on revised data for all of 2016, 2017 and 2018 the school’s Progress 8 score was below -0.25 and in addition, the upper band of the confidence interval was below zero.

Highlights

- This year 1 secondary academy fell below the national floor standards.

Executive Summary

- We continue to be proud of the 5 year upward trend of successful outcomes for children in school based early years provision in Southwark. When compared against latest available national and London results in Early Years Foundation Stage, Southwark has consistently outperformed both across the years. We are positioned in the top quartile for the key measure of percentage of children achieving a good level of development.
- There has been year on year improvement in Year 1 Phonics performance with latest results for Southwark above national and in line with London averages. Our results place us in the top quartile of local authorities in England.
- Key Stage 1 expected standard performance shows year on year improvement in writing which remains above national and London averages. There has been sustained improvement in reading and maths, with both above national. Reading, writing and maths results for Southwark are all positioned in the top quartile when compared to the rest of England.
- Key Stage 1 greater depth performance continues to improve year on year in writing and maths with sustained improvement in reading. The LA's results are above the national average in writing and maths and in line for reading. We are 1 percentage point below London in writing and maths and 2 percentage points below London in reading. Compared to all other local authorities in England, we are in the top quartile for writing and in the second quartile for reading and maths.
- Key Stage 2 expected standard results show continued good improvement in separate reading, separate writing, and reading, writing and maths combined. There has been sustained improvement in maths and science and the LA is consistently above national averages, although 1 to 2 percentage points below London. Compared to all local authorities in England, Southwark is positioned in the top quartile for the key measure of reading, writing and maths combined.
- Key Stage 2 greater depth results improved year on year in reading, writing and maths and is now above the national average but below London average. The gaps between London and Southwark results have narrowed across all subjects at the expected standard and greater depth with the exception of grammar, punctuation and spelling at expected standard (where the gap has remained the same). Our performance for reading, writing and maths combined at greater depth, when compared to the rest of England, places us in the top quartile.
- Key Stage 4 GCSE is another key stage that has faced continual change and challenge, yet the pupils in our schools have responded remarkably well to the new examination demands. Results at LA level, as a whole, remained above both London and national averages. We are positioned in the top quartile for attainment 8, progress 8, EBacc and English and maths attainment measures.
- Key Stage 5 A Level outcomes at grades A*-C and A*-E remained above national levels. Whilst there was a dip of 1.3 percentage points in exam entries awarded A*-A grades, compared to the previous year, this may be attributable to the changes in the moving of more subjects to a linear style of assessment.

The strong outcomes reported are a result of the skills, expertise and commitment of teachers in our schools and a range of professionals in the borough including the Early Years team and the Early Years Champions who have maintained positive working relationships and successful partnerships with schools. This has ensured that high expectations are maintained and each year more children leave each key stage ready for their next steps in their education.

Early Years Foundation Stage

Pupils achieving a Good Level of Development (GLD)

	2014	2015	2016	2017	2018
Southwark	65.6%	70.6%	72.1%	73.4%	75.2%
London	62.2%	68.1%	71.2%	73.0%	73.8%
National	60.4%	66.3%	69.3%	70.7%	71.5%

- For the last six years, when compared against national and London results in Early Years Foundation Stage, Southwark has consistently outperformed both across the years.
- Attainment is well above the national average in Southwark. The proportion of children achieving a good level of development (GLD) has risen from 73.4% in 2017 to 75.2% in 2018. This is 3.7 percentage points above the national average and 1.4 percentage points above the London average.
- In 2018 there was an increase in the percentage of children achieving the expected level of development in six out of seven areas of learning.
- In 2018 the difference between girls and boys achieving the GLD was 12.7 percentage points. This is less than the national gender gap which was 13.5 percentage points in 2018. In Southwark the percentage of boys achieving the GLD has risen by 3.4 percentage points since 2016.
- In 2018 the difference between children eligible for free school meals and those not eligible achieving the GLD increased by 2.1 percentage points - from a gap difference of 8.1 percentage points in 2017 to 10.2 percentage points in 2018. This remains significantly less than the 2016 gap difference which was 26.5 percentage points.
- The percentage of children defined as disadvantaged who achieved a GLD remained broadly in line with 2017 which was a 4 percentage points increase from 2016.
- In 2018 the difference between children with English as an additional language and those with English as a first language achieving the GLD remained less than 5 percentage points at 4.9 percentage points in 2018.
- At the end of the academic year 2017-18, 95.5% of school based early years provision was judged to be either good or outstanding by Ofsted. Over the last 6 years (following a change in the EYFSP framework) there has been a 15.6 percentage point increase in the percentage of children achieving a good level of development in Southwark. The greatest increase in the percentage of children achieving an early learning goal across the 17 aspects of learning has been in writing with a 12.2 percentage point increase.
- In 2018 a specific focus for the borough was on outcomes in Communication and Language. For 2018 there was an increase in the percentage of children achieving the Early Learning Goals in all of the three aspects of Communication and Language - from 80.9% 2017 to 82.4% in 2018.

Highlights

- For 2017/18 the priority remained on continuing to improve outcomes for young children across the borough and in particular on attainment in Communication and Language as we recognised this as a key indicator of future attainment. We are pleased that in 2018 alongside improved outcomes in five other areas of learning, attainment has risen in Communication and Language. In 2018 there was a 1.6 percentage points increase on the previous year's results for the percentage of children achieving an Early Learning Goal in all three aspects of Communication and Language. This positive impact is the result of the hard work of many professionals including those working in partnership with the Early Years team and schools as part of the Early Years Champion programme. This programme was launched in 2016 with the specific intention of improving outcomes in this prime area of learning although the benefits of the work of the Champions can be seen in many other areas including high quality support and guidance for SEND and for Newly Qualified Teachers. The expertise of Champions will continue to be used to strengthen the development and networking opportunities for professionals in schools in the upcoming year. This is to ensure improvements are made across all areas, but more specifically those in Communication and Language are maintained.

Priorities for Improvement at EYFSP

- For the upcoming year the aim is to create a comprehensive evidence base for the quality and impact of school based early years provision across the borough. This evidence base will include information from Nursery schools and classes, Reception classes and where appropriate two year old provision in schools to enable us to clearly articulate the impact that school based provision has on improving outcomes for our youngest residents.

Phonics (Provisional)

Year 1 Phonics Screening Check

	2014	2015	2016	2017	2018
Southwark	77%	81%	82%	84%	85%
London	77%	80%	83%	84%	85%
National	74%	77%	81%	81%	82%

See Appendix 2 for cohort characteristics analysis.

Highlights

Year 1 Pupils

- Since the introduction of this assessment in 2012, there has been a sustained upward trend in Year 1 performance. Southwark continued to make good improvement in the proportion of Year 1 pupils meeting the required standard of phonic decoding. This trend continued with a 1 percentage point increase from 84% in 2017 to 85% in 2018.
- For 2018, Southwark's performance was once again higher than the national average.
- Nationally, Southwark was ranked joint 26th (joint 18th in 2017) and for the sixth consecutive year, Southwark was positioned in the top quartile for this measure – an impressive improvement from being in the bottom quartile and ranked joint 117th in the first year of this assessment.
- Our results are once again in line with the London average.

End of Year 2*

	2014	2015	2016	2017	2018
Southwark	89%	90%	91%	92%	92%
London	89%	91%	92%	92%	93%
National	89%	90%	91%	92%	92%

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

- 92% of pupils in Southwark met the required phonics standard by the end of year 2, an improvement of 3 percentage points over five years of performance.
- Southwark was in the second quartile for children meeting the required phonics standard by the end of year 2. Our performance is in line with results nationally and 1 percentage point below London. The majority of pupils entering year 3 not yet at the expected phonics standard are pupils with SEN.

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

Working at the Expected Standard at KS1

	Reading			Writing			Maths			Science		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Southwark	77%	79%	79%	70%	73%	74%	76%	78%	78%	82%	83%	82%
London	77%	78%	78%	70%	72%	73%	77%	78%	79%	83%	84%	84%
National	74%	76%	75%	65%	68%	70%	73%	75%	76%	82%	83%	83%

Working at Greater Depth at KS1

	Reading			Writing			Maths		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Southwark	25%	26%	26%	15%	16%	18%	21%	23%	24%
London	26%	27%	28%	17%	18%	19%	22%	24%	25%
National	24%	25%	26%	13%	16%	16%	18%	21%	22%

See Appendix 2 for KS1 cohort characteristics analysis.

Expected Standard of Performance

- Over three years, the percentage of Southwark school children reaching the expected standard increased by 2 percentage points in both reading and maths and by 4 percentage points in writing. Results remained stable for science.
- Southwark impressively outperformed national results by 4 percentage points in reading, 4 percentage points in writing, and 2 percentage points in maths.
- Our results for 2018 were also better than those for London in reading and writing. Compared to all other Local Authorities in England. Southwark was in the top quartile for each of reading, writing and maths. We ranked joint 17th for reading (an improvement of 2 places from 2017); joint 15th for writing (down 2 places from 2017); and joint 32nd for maths (down 6 places from 2017).

Greater Depth of Performance

- Over three years, the percentage of Southwark school children working at greater depth improved by 3 percentage points for both writing to 18%, and for maths to 24%. 26% were working at the greater depth standard in reading, an improvement of 1 percentage point over three years.
- At greater depth, the LA was in the top quartile for writing, moving from the second quartile in 2017. Southwark remained in the second quartile for reading. For maths, the LA moved down from the top to second quartile.
- Our performance exceeded national levels for all KS1 subjects when working at greater depth. When compared to the equivalent London averages, Southwark has closed the gap by 1 percentage point for writing.

Highlights

- Our performance as compared to national at both the expected and greater depth standards is exceptionally good.
- The percentage of Southwark children working at the expected standard and greater depth in 2018 has steadily improved over three years.
- 2018 saw us achieve our 'gold standard' of being above London for the second consecutive year in reading and writing at the expected standard.

Priorities for Improvement at KS1

- To continue to narrow the gap between London and Southwark so that all schools are at the London average in all subjects.

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

Working at the Expected Standard at KS2

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

Tests

	Reading (test)			GPS (test)			Maths (test)			RWM (test & TA)		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Southwark	67%	73%	77%	76%	81%	80%	74%	79%	79%	58%	64%	68%
London	69%	75%	78%	79%	83%	82%	77%	81%	80%	59%	67%	69%
National	66%	72%	75%	73%	78%	77%	70%	75%	75%	54%	62%	64%

Teacher Assessments

	Writing (TA)			Science (TA)		
	2016	2017	2018	2016	2017	2018
Southwark	80%	78%	80%	84%	83%	83%
London	79%	81%	81%	84%	85%	84%
National	74%	77%	78%	81%	82%	82%

Working at a Higher Standard and Greater Depth at KS2

Tests

	Reading (test)			GPS (test)			Maths (test)			RWM (test & TA)		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Southwark	19%	24%	29%	25%	35%	40%	19%	23%	26%	7%	9%	12%
London	21%	27%	31%	29%	40%	43%	23%	30%	30%	7%	11%	13%
National	19%	25%	28%	23%	31%	34%	17%	23%	24%	5%	9%	10%

Teacher Assessments

	Writing (TA)			Science (TA)		
	2016	2017	2018	2016	2017	2018
Southwark	19%	19%	22%	n/a	n/a	n/a
London	18%	21%	23%	n/a	n/a	n/a
National	15%	18%	20%	n/a	n/a	n/a

See Appendix 2 for the full KS2 cohort characteristics analysis.

Note: LA actual results for 2018 are based on provisional tables checking data from 4th September. KS2 data will be further revised in December following the schools' checking exercise. Typically the percentage of children working at the expected standard increases once new arrivals are discounted and outcomes will be higher than the current published provisional results

Highlights

- The LA's performance exceeded national achievements in all areas. Additionally, the gaps between London and Southwark results have narrowed across all subjects with the exception of GPS (where the gap remained the same).
- KS2 results for Southwark schools largely reflect improved performance on the 2017 outcomes. At expected standard, there was a small dip of 1 percentage point in GPS and performance in maths and science remained stable.
- At greater depth, Southwark's results were better than those nationally and whilst below London, we have closed the gap in all subjects.

We are pleased that Southwark's improvement increases for 2018 are greater than the increases to London's and the National attainment average for separate reading; separate writing; and RWM combined for the expected standard, and all subjects for the Higher Standard.

The impact of targeted support for a small number of schools can be seen by looking at individual schools' outcomes and how they improved in 2018 from low outcomes in 2017.

The overall improved performance at KS2 shows a strong three year upward trend being consolidated.

Expected Levels of Performance

- Provisional outcomes show that 68% of pupils in Southwark achieved the expected standard in all of reading, writing and maths combined. This is 4 percentage points higher than the previous year, and 4 percentage points higher than the national average of 64%. The gap in performance between London and Southwark has narrowed to a 1 percentage point gap - from a 3 percentage points gap in the previous year.

- 77% of Southwark pupils achieved the expected standard in reading, 2 percentage points above the national average but below London by 1 percentage point.
- In writing, 80% of pupils achieved the expected standard compared with 78% nationally. The performance of Southwark pupils was 1 percentage point lower than the London average of 81%. Successful moderation of KS2 writing in June 2018 by STA trained moderators demonstrates that new higher writing expectations are widely understood across the LA and the curriculum in schools is supporting achievement at a higher level.
- 80% of Southwark pupils in year 6 attained the expected standard in grammar, punctuation and spelling, compared with 77% nationally, a difference of 3 percentage points. In maths, 79% of pupils in Southwark achieved the expected standard, 4 percentage points more than those nationally, and 1 percentage point lower than pupils in London overall.

Higher Standard / Greater Depth of Performance

- 29% of Southwark pupils attained a higher scaled score in reading compared with 28% nationally and 31% in London. 22% of Southwark pupils reached a standard of greater depth in writing – 2 percentage points above the national average but 1 percentage point lower than London.
- 40% of Southwark pupils reached the higher scaled score in GPS compared with 34% nationally and 43% in London.

Priority for Improvement at KS2

- Further diminish the difference between Southwark and London performance at KS2 through school to school partnership work so that good practice is shared and pupil outcomes improved. This supplements the work of the Standards Team in working closely with schools to rapidly improve if their performance indicates a decline over time.
- Closing the gap for disadvantage pupils remains a priority. Southwark is working with the Schools Partnership Board, Teaching School Alliance, and other partners on a project entitled 'Challenge the Gap'.
- We continue to aspire for Southwark to be at or above the London average at all key stages including higher level at KS2 (more able pupils). We will continue to work with schools to address this objective.
- Analysis has identified that virtually every LA primary school has a proportion of pupils who did not meet the expected standard in combined reading, writing and maths - with pupils achieving one or two, but not all three subjects at the end of KS2. Schools are being supported to reach this objective of achieving the combined Floor Standard.

Progress Measures KS2

Progress from KS1 to KS2

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

The national average is set at 0 and a school's overall progress score is determined by finding the average progress of each year 6 pupil compared with others in the same prior attainment group at KS1. Most pupils are expected to make good or better progress from their relative starting points.

	Reading			Writing			Maths		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Southwark	+1.1	+0.9	+1.1	+2.0	+0.9	+1.2	+1.4	+1.4	+1.3
National	0	0	0	0	0	0	0	0	0

- Southwark schools perform well and over the past 3 years were consistently better on average than schools nationally in each of reading, writing and maths progress.

Priorities for Improvement at KS2

- To continue to have progress measures that improve over time.

Key Stage 4 - GCSE (Provisional)

Over the past few years, there have been ongoing and significant changes in secondary school accountability. In 2016, the old GCSE headline measure of 5+ GCSEs or equivalent at A*-C including English and maths was replaced by the new key measures of attainment 8; progress 8; attainment in English and maths (A*-C); and English Baccalaureate (EBacc). Last year, in 2017, there were further reforms to GCSE assessment including the implementation of more challenging and rigorous testing and standards; a move towards exams being taken at the end of the two year course rather than on completion of modules; non-exam assessments were removed or reduced in a majority of GCSEs; a phased introduction of a new grading system whereby grades A*-G were replaced by grades 9 to 1 (with grade 9 being the highest and grade 1 being equivalent to a grade G); and headline threshold attainment measures involving reformed English and maths, using a grade 5 (strong pass) to determine the proportion achieving both English and maths, and the EBacc.

This year, 20 further subjects moved to the 9 to 1 grading structure (following English language; English literature and maths which moved to the new grading structure last year). In addition, for accountability purposes, from 2018, EBacc attainment will be based on an EBacc Average Point Score (APS) rather than a threshold measure.

New GCSE Grades (Introduced in 2017)

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

The new and old grades are not directly equivalent. The new numeric grades do not align directly to the old alpha (letter) grades and consequently the Department for Education (DfE) has stressed that the old and

new grading systems cannot be directly compared. That being said, the new grades 9 to 4 represent a standard pass and would most closely resemble the old grades A*-C pass at GCSE.

For accountability purposes, the DfE have used grades 9 to 5 – a strong pass, to determine the proportion of pupils achieving English and maths, and previously the EBacc measure. This year EBacc performance is based on an Average Point Score.

Results for 2017 and 2018 are not directly comparable with performance in previous years owing to the large changes referred to. Any decrease in the LA's results should take into consideration the impact of changes in the DfE's point methodology which are applicable to legacy GCSEs and which was introduced in 2017, together with the more challenging and rigorous GCSE examinations faced by pupils.

Attainment and Progress 8 Scores

	Attainment 8 Score			Progress 8 Score		
	2016	2017	2018	2016	2017	2018
Southwark	52.9	50.5	49.8	0.22	0.31	0.29
London	51.9	48.9	49.2	0.16	0.22	0.23
National	50.1	46.4	46.5	-0.03	-0.03	-0.02

Notes: Results for 2018 are provisional. Revised data will be published in January 2019. Results for 2017 and 2018 are not directly comparable with those for 2016 as the latter is based on old point scores.

English & Maths and English Baccalaureate

	English and maths % A*-C (2016) OR % Grades 9 to 5 (2017 & 2018)			English Baccalaureate % A*-C (2016) OR % Grades 9 to 5 (2017) & A*-C OR APS (2018)		
	2016	2017	2018	2016	2017	2018
Southwark	69.3%	47.8%	47.9%	35.8%	32.8%	4.49
London	66.4%	48.2%	48.5%	31.9%	28.8%	4.41
National	63.3%	42.9%	43.2%	24.8%	21.4%	4.18

Notes: Results for 2018 are provisional. Revised data will be published in January 2019. Results for threshold measures for 2017 and 2018 are not directly comparable with those for 2016 which is based on the old A-G grading structure and the achieving of grade C and above - broadly comparable to grades 9 to 4 (and which is equivalent to a standard pass of the new grading structure). Since 2017, accountability has been based on achieving grades 9 to 5 (a strong pass) in English and maths subjects. This year, a change to the way in which EBacc performance is measured was introduced - with the replacement of a threshold*

measure to an average point score.

Highlights

- Provisional results show that 47.9% of pupils achieved a strong pass in English and maths combined – an improvement on the previous year of 0.1 percentage points. The LA's performance was better than performance nationally but below London by 0.6 points.
- The average EBacc score per Southwark pupil was 4.49 compared with 4.04 nationally and 4.41 across London on average.
- For the third successive year, Southwark's Attainment 8 score was better than both London and national averages, with a difference of between 0.6 to 3.3 points respectively .
- Southwark's provisional Progress 8 score was 0.29 points. Whilst lower than that for the previous year, results reflect a third year of positive progress and remain above both London and national levels.

Key Stage 4 Attainment - School Level Results 2016 to 2018

	Attainment 8		
	2016	2017	2018
Ark All Saints Academy	n/a	n/a	41.8
Ark Walworth Academy	48.3	46.8	40.4
Bacon's College	48.8	46.9	48.4
The Charter School	57.0	57.4	59.2
City of London Academy	57.4	56.5	52.0
Compass School Southwark	n/a	n/a	37.6
Globe Academy	45.6	47.8	46.4
Harris Academy at Peckham	45.6	37.9	42.7
Harris Academy Bermondsey	51.1	49.7	52.8
Harris Boys Academy East Dulwich	54.4	52.5	55.0
Harris Girls' Academy East Dulwich	58.3	52.6	52.0
Kingsdale Foundation School	60.8	55.9	54.8
Notre Dame RC Girls' School	49.9	43.6	47.4
Sacred Heart RC Secondary School	57.4	56.1	54.9
St Michaels' RC School	56.4	53.0	53.4
St Saviour's & St Olave's CofE School	55.6	53.2	56.7
St Thomas the Apostle College	56.8	52.0	53.6
Southwark	52.9	50.5	49.8
London	51.9	48.9	49.2
National	50.1	46.4	46.5

	Progress 8		
	2016	2017	2018
Ark All Saints Academy	n/a	n/a	-0.09
Ark Walworth Academy	-0.01	0.18	-0.44
Bacon's College	-0.48	-0.26	-0.03
The Charter School	0.32	0.43	0.64
City of London Academy	0.15	0.31	0.03
Compass School Southwark	n/a	n/a	-0.80
Globe Academy	0.06	0.39	0.39
Harris Academy at Peckham	0.15	-0.18	0.15
Harris Academy Bermondsey	0.19	0.24	0.89
Harris Boys Academy East Dulwich	0.53	0.73	0.81
Harris Girls' Academy East Dulwich	0.93	0.85	0.77
Kingsdale Foundation School	0.31	0.03	-0.13
Notre Dame RC Girls' School	0.21	0.05	0.62
Sacred Heart RC Secondary School	0.80	1.07	1.11
St Michaels' RC School	0.04	0.43	0.19
St Saviour's & St Olave's CofE School	0.14	0.27	0.57
St Thomas the Apostle College	0.91	0.91	0.90
Southwark	0.22	0.31	0.29
London	0.16	0.22	0.23
National	-0.03	-0.03	-0.02

	English & maths % A*-C (2016) OR % Grades 9 to 5 (2017 & 2018)		
	2016	2017	2018
Ark All Saints Academy	n/a	n/a	26%
Ark Walworth Academy	57%	40%	27%
Bacon's College	56%	42%	47%
The Charter School	77%	61%	68%
City of London Academy	79%	55%	53%
Compass School Southwark	n/a	n/a	17%
Globe Academy	61%	46%	48%
Harris Academy at Peckham	52%	16%	29%
Harris Academy Bermondsey	61%	47%	41%
Harris Boys Academy East Dulwich	69%	41%	50%
Harris Girls' Academy East Dulwich	80%	52%	54%
Kingsdale Foundation School	80%	62%	60%
Notre Dame RC Girls' School	66%	35%	33%
Sacred Heart RC Secondary School	79%	60%	64%
St Michaels' RC School	81%	55%	54%
St Saviour's & St Olave's C of E School	73%	57%	65%
St Thomas the Apostle College	83%	48%	54%
Southwark	69.3%	47.8%	47.9%
London	66.4%	48.2%	48.5%
National	63.3%	42.9%	43.2%

Sources: GCSE 2016 to 2018 - DfE performance tables and SFR

Notes: School level results above are for mainstream schools that were still operating at the end of 2017/18 academic year. LA and national results are for all state-funded funded schools.

Results for threshold measures for 2017 and 2018 are not directly comparable with those for 2016 which is based on the old A*-G grading structure and the achieving of grade C and above - broadly comparable to grades 9 to 4 (and which is equivalent to a standard pass of the new grading structure). Since 2017, accountability has been based on achieving grades 9 to 5 (a strong pass) in English and maths subjects.

Key Stage 5 - A Levels

Percentage of A Level Entries by Grade

	A* - A			A* - C			A* - E		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Southwark	22.8%	27.1%	24.9%	79.6%	80.1%	79.4%	98.9%	98.0%	98.6%
National	25.8%	26.2%	26.2%	77.5%	77.3%	76.8%	98.1%	97.9%	97.6%

Notes: LA results for 2018 are unvalidated, provisional and derived from directly provided data from schools. Not all schools have provided their data for 2018.

Highlights

- Compared to the previous year, there has been a general dip in A level performance with the percentage of exam entries being awarded the top grades A*-A, and A*-C decreasing. Conversely, the percentage of A level exams being awarded a pass grade increased – by 0.6 percentage points.
- For A*-A grades, there was a drop of 2.2 percentage points - from 27.1% the previous year to 24.9%.
- For A*- C grades, the percentage of entries awarded these grades was down by 0.7 percentage points - from 80.01% to 79.4%.
- Nationally, A level performance remained stable or declined. For the top grades, the picture remained static with 26.2% of entries being awarded A*-A. For the grades A*-C and A*-E, the percentage of exams awarded these grades was down on the previous year.
- In spite of the decrease in Southwark's A level performance, provisional results for 2018 indicate that we performed better than nationally for the percentage of entries awarded A*-C, and A*E grades - by 2.6 and 1.0 percentage points respectively.

The recruitment of a secondary and post 16 senior adviser has been completed. The aim is to enhance and extend the support provided to our secondary schools and post 16 providers – the majority of which are academies, so that they in turn are able to improve the life chances and opportunities for Southwark's young people through better educational outcomes.

Attainment of Pupils with Special Educational Needs

The report published on the 18th of August 2018 on joint local area special educational needs or disabilities inspection in Southwark by Ofsted and the Care Quality Commission judged that:

‘The educational outcomes achieved at the end of all key stages for children and young people who have SEN and/or disabilities (SEND) compare favourably with those of other pupils nationally. Leaders know where the inconsistencies are and challenge schools effectively to improve outcomes. Evidence of the challenge and support given to schools can be seen, for example in improved reading and mathematics outcomes in targeted primary schools.’

The cohort of pupils with EHC plans in each year group is small and learning difficulties can vary widely between them. Consequently there is no expectation of year-on-year improvement. This is the case for all Key Stages.

(SEN) Early Years Foundation Stage

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

	2016	2017	2018
Southwark	7%	N/A	N/A
London	5%	5%	Not yet available
National	4%	4%	Not yet available

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

	2016	2017	2018
Southwark	35%	33%	29%
London	30%	31%	Not yet available
National	26%	27%	Not yet available

N/A = Cohort 0

- There were no pupils with EHC plans in the 2017 or 2018 EYFS cohorts.
- SEN support EYFS pupils continue to outperform their peers nationally and across London.

(SEN) Year 1 Phonics Screening Check (Provisional)

Pupils with Education Health and Care Plans meeting the required standard

	2016	2017	2018
Southwark	25%	22%	22%
London	26%	23%	23%
National	18%	18%	19%

Pupils at SEN support meeting the required standard

	2016	2017	2018
Southwark	56%	59%	55%
London	58%	58%	59%
National	46%	47%	48%

- SEN support pupils consistently outperformed national averages - by between 7 to 10 percentage points over the last 3 years.
- Performance over 3 years averaged 57% for the Southwark's SEN support pupils. 1 percentage point lower than the London average for the equivalent time frame.

(SEN) KS1 – Year 1 SATS at 7 Years Old (Provisional)

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

	Reading		Writing		Maths	
	2017	2018	2017	2018	2017	2018
Southwark	17%	13%	13%	15%	21%	15%
London	17%	15%	13%	12%	18%	16%
National	14%	13%	19%	9%	14%	13%

(SEN) KS1 – Year 1 SATS at 7 Years Old (Provisional)

Pupils at SEN support Working at the Expected Standard at KS1

	Reading		Writing		Maths	
	2017	2018	2017	2018	2017	2018
Southwark	42%	43%	30%	35%	40%	47%
London	45%	43%	35%	34%	46%	46%
National	34%	33%	23%	25%	35%	36%

- The percentage of pupils at SEN support working at the expected standard in reading, writing and maths has risen from 2016. Outcomes for Southwark pupils are in line with or better than London and better than the national average in all areas.

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

Pupils with Education Health and Care Plans reaching the Expected Standard at KS2 in reading, writing and maths combined

	2016	2017	2018
Southwark	8%	8%	9%
London	10%	11%	Not yet available
National	7%	8%	Not yet available

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

	2016	2017	2018
Southwark	26%	30%	30%
London	28%	32%	Not yet available
National	16%	21%	Not yet available

Figures for 2018 are not yet available

The percentage of pupils at SEN support reaching the expected standard at Key Stage 2 in reading, writing and maths combined has risen in line with the increase across London and is well above the national average.

(SEN) Key Stage 4

Key Stage 4 pupil characteristics data for 2018 will not be available until January 2019.

Pupils with Education Health and Care Plans achieving English Baccalaureate

	2016	2017
Southwark	7.5%	3.2%
London	3.0%	3.9%
National	1.8%	1.4%

Pupils at SEN support achieving English Baccalaureate

	2016	2017
Southwark	9.8%	9.6%
London	9.1%	9.3%
National	6.0%	5.1%

- For the past 2 years, the percentage of KS4 pupils with SEN support achieving the English Baccalaureate is above London and substantially above national averages.

Average attainment 8 score for pupils with ECHP

	2016	2017
Southwark	20.5	20.3
London	18.7	15.7
National	17.0	13.9

Average attainment 8 score for pupils with SEN support

	2016	2017
Southwark	41.6	39.3
London	39.5	35.2
National	36.2	31.9

- The average attainment 8 score for pupils with SEN in Southwark is above London and National averages.

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

	2016	2017
Southwark	-1.0	-0.6
London	-0.9	-0.9
National	-1.0	-1.0

Average Progress 8 Score for Pupils with SEN support

	2016	2017
Southwark	-0.2	-0.1
London	-0.2	-0.3
National	-0.4	-0.4

- The average attainment 8 score for pupils with SEN in Southwark is above London and National averages.

(SEN) Post 16 - Attainment by Age 19

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

	2016	2017
Southwark	18%	13%
London	18%	17%
National	n/a	15%

% of 19 year olds with SEN support qualified to level 2 including English and maths

	2016	2017
Southwark	50%	45.2%
London	44%	44%
National	37%	37%

- The percentage of 19-year-olds with SEN support qualified to level 2 including English and maths is above London and national averages

Southwark Scholarship Scheme

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

Since the inception of the Council's Scholarship Scheme in 2011, there have been 89 students benefiting from the scheme.

For the 2018-19 intakes, 13 students were awarded the scholarship as detailed below:

School	University	Course of Study
Walworth Academy	Middlesex University	BSc Psychology with Neuroscience
Walworth Academy	University of Exeter	LLB Law
Globe Academy	Imperial College London	BEng Mathematics and Computer Science
Globe Academy	Bath Spa University	BA Dance
St Michael's Catholic College	University of Warwick	BA History
St Michael's Catholic College	University of Essex	BA Economics and Politics (including a year abroad)
Bacon's College	University of Surrey	BSc Mechanical Engineering
City Academy	City University of London	BSc Economics
King's College London Maths School	University of Bath	BSc Computer Science with placement
King's College London Maths School	Newcastle University	BSc Theoretical Physics
City and Islington College	University of Essex	BA History and Sociology
Evelyn Grace Academy	University of Brighton	MPharm Pharmacy
Woodhouse College	University of Edinburgh	BSc Computer Science with Mathematics

Post 16 Students

Southwark is required to track and support young people leaving school to secure as far as possible their journey into further education, training or employment. The performance in this area is now measured by the number of young people who are aged 16 and 17 and not in employment education or training (NEET), or whose activity is not known.

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

NEET and Tracking	LA	England	1	2	3	4	5	LA direction
% 16-17 year olds NEET or whose activity is not known	8.7%	6.0%					5	↓
% 16-17 year olds NEET	1.5%	2.7%	1					↔
% 16-17 year olds whose activity is not known	7.2%	3.3%					5	↓

LA Support	LA	England	1	2	3	4	5	LA direction
%16-17 year olds in education and training	92.7%	92.0%			3			↓
% 16-17 year olds made an offer of an education place under September Guarantee	97.8%	94.7%		2				↓

The above data is based on the December 2017 to February 2018 averages.

The NEET figure for Southwark continues to be better than London and National averages, maintaining Southwark's ranking in the top quintile. In September 2017, 97.8% of Southwark 16 & 17 year olds had an offer of education or training, this is better than the national figure of 94.7% and London (95.7%).

There has been a change in performance in relation to establishing young peoples' current destinations. A high percentage of young people are educated out of the borough post 16 (70%). This figure has increased over recent years and is the highest of all London boroughs. The very high proportion of young people educated outside of Southwark adds to the challenge of monitoring young peoples' participation in education and training. The local authority is strengthening arrangements with schools and colleges to ensure timely data sharing. This will impact positively on not known performance.

CALM (Careers & Learning Mentoring programme)

Capitalising on previous grant-funded performance, the team successfully delivered a European Social Fund contract from 2016 to 2018.

CALM is a NEET outreach programme for 16-24 year olds not claiming Job Seekers Allowance, providing each young person with a qualified and experienced resilience mentor for support. The programme offered participants advice and guidance on their choices, progression planning and practical support e.g. preparation for interviews, travel costs. Participants were given support for 6 months after they engaged in education, training or employment. The programme ended in August 2018, 123 young people were signed onto the programme and 92 progressed into education, training or employment.

Children Looked After (CLA)

Southwark is responsible for 497 Looked After Children from Reception to Year 13, attending 227 schools and colleges across England and Wales. This is an increase of 49 children and young people from the previous year.

The Virtual School is responsible for ensuring that Children Looked After fulfil their potential at all stages of their learning journey so that they can go on to be successful in higher education, apprenticeships and employment.

The figures below in this report are based on 2017 educational outcomes for statutory school aged children looked after by Southwark, who may attend school both in and outside of the LA. 2017 outcomes are the most recently available DfE dataset. Published 2018 CLA performance data will not be available until spring 2019.

Changes in assessment methodology and performance measures introduced over recent years at Key Stages 1, 2 and 4 mean that, in many instances, comparisons cannot be made with more than one year's data.

CLA Attainment – Key Stage 2 2017

The 2017 Key Stage 2 assessments were assessed against the new, more challenging national curriculum that was introduced in 2016.

Percentage of Year 6 pupils achieving the expected standard 2016 to 2017

	Reading		Writing		Maths		RWM	
	2016	2017	2016	2017	2016	2017	2016	2017
Southwark	57%	52%	65%	61%	39%	61%	30%	39%
London	48%	56%	55%	57%	47%	57%	32%	42%
England	41%	45%	46%	47%	41%	46%	25%	32%

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

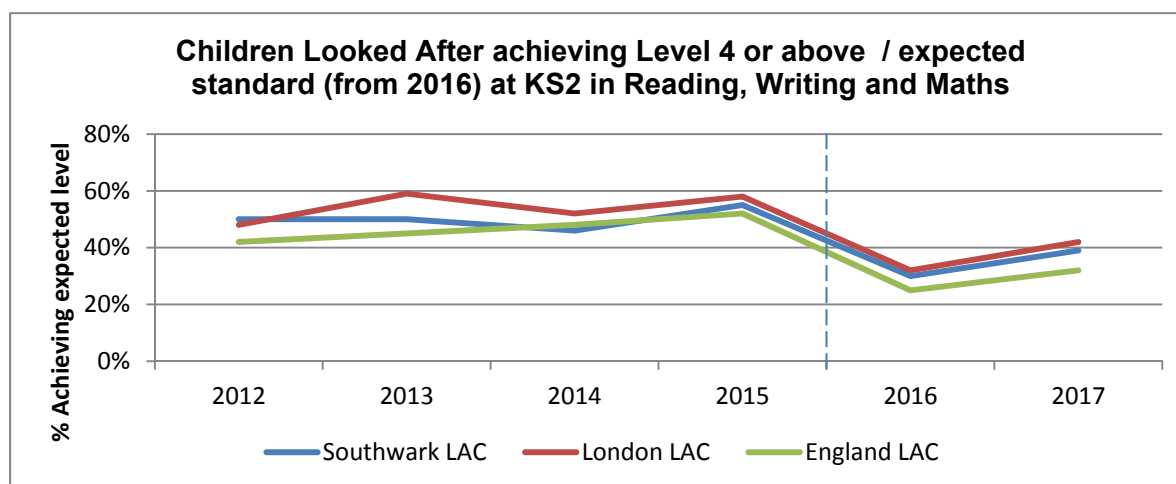
39% of Southwark pupils reached expected standards in reading, writing, and math (RWM) combined, an increase of 9 percentage points on 2016 Southwark CLA performance and an improving increase above England CLA. Southwark CLA attainment in maths improved by 22 percentage points on 2016 Southwark CLA performance. This follows a focussed approach to numeracy in the early Key Stages by the Virtual School.

Our Key Stage 2 attainment data showed some pleasing comparisons with national CLA and London performance.

- Compared with national CLA, Southwark looked after pupils were 7 percentage points above in reading, 14 percentage points above in writing and 15 percentage points above in maths. Southwark's combined RWM score was 7 percentage points above national CLA.
- Compared with London CLA, Southwark's looked after pupils were 4 percentage points above in both maths and writing. For separate Reading, Writing and Maths (RWM) however, Southwark's looked after pupils performed less well, with gaps of 4 and 3 percentage points respectively.

Compared with **all** children, Southwark CLA closed the gap in maths with Southwark (from 35 percentage points in 2016 to 18 percentage points in 2017), London (38 percentage points to 20 percentage points) and national (31 to 14 percentage points). For combined RWM, Southwark CLA closed the achievement gap with all Southwark children (from 28 to 25 percentage points), London (29 to 28 percentage points) and National (24 to 23 percentage points).

Southwark Virtual School's introduction of a Raising Achievement Panel has stimulated greater focus to progress monitoring and joint approaches to the removal of barriers to learning. Pupil Premium funding has been used to purchase Nimbl curriculum-related software and curriculum-related Letterbox mail-outs, delivered to the homes of children in care.



---- Introduction of new testing framework

Changes to national testing and assessing arrangements in 2016 impacted at local, regional and national level. In 2018/19 the Virtual School will strengthen approaches to literacy development to narrow the gap with all children.

Key Stage 2 Average Progress Score (2017)

Average progress score data needs to be treated with caution given the comparatively small cohort size at individual local authority level. Small cohorts of pupils, on which children in care are determined, can skew progress scores significantly. Overall progress of the Southwark KS2 cohort is skewed adversely by 3 pupils having no prior KS1 attainment.

	Reading	Writing	Maths
Southwark	-1.8	-1.8	-0.7
London	-0.2	-0.7	-0.9
England	-0.5	-0.8	-1.1

At Key Stage 2, Southwark CLA maths progress continues to be above London and England CLA. With 44% of the Key Stage 2 cohort identified with Special Education Needs, the Virtual School has focussed on early intervention to improve outcomes.

Individual progress scores show evidence of progress from low starting points;

- 48% (11) pupils in reading, 61% (14) pupils in writing and 65% (15) pupils in maths had a zero or greater progress score.
- 26% (6) pupils achieved positive progress scores in all three strands and 22% (5) pupils achieved positive progress scores in two strands.

Ofsted reported that Southwark Virtual School maintains a sound oversight of children's progress and attainment, particularly of those who are at risk of under-achievement and those who have poor school attendance.

CLA Attainment – GCSE 2017

NCER data at KS4

KS4 Measure	Level	Virtual School	National	Percentage Points Gap
EBacc. Entered		21%	9%	+12
EBacc Achieved	Standard, 9-4 & A*-C	9%	3%	+6
	Strong, 9-5 & A*-C	9%	2%	+7
EBacc Eng. Achieved	Standard, 9-4	27%	27%	0
	Strong, 9-5	21%	16%	+5
EBacc Mat. Achieved	Standard, 9-4	35%	23%	+12
	Strong, 9-5	21%	11%	+10
Achieved Basics	Standard, 9-4	24%	17%	+7
	Strong, 9-5	15%	7%	+8

*Source: <https://www.ncer.org/Nova/TreeView.aspx>

Published 2017 Key Stage 4 CLA performance data on the NCER database showed pleasing comparisons with national CLA.

- Southwark Virtual School had more EBacc entries. 21% of Southwark Virtual School GCSE cohort entered for EBacc qualifications compared to 9% nationally.
- The percentage of Southwark CLA achieving a strong pass (grades 9 to 5) in English and maths, together with A*-C grades in the remaining EBacc subjects, was higher than the national average.
- Southwark CLA achieved marginally lower in the EBacc English at a standard pass.
- Southwark Virtual School was above national levels for all other comparators.

Statistical First Release (SFR) data:

Following changes to the GCSE system, pupils received numerical grades in English and maths in 2017. Grades 9 to 4 in English and maths are therefore not a direct comparison on A*-C in English and maths in 2016 so a direct correlation cannot be made.

The newer measures of Attainment 8 and Progress 8 are a useful way of analysing the whole cohort and figures when comparing Southwark with performance nationally and across London.

Percentage achieving a pass in English and Maths at grades 9 to 4

	2016	2017
Southwark	x	23.5
London	20.8	20.0
England	17.5	17.5

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

In 2017, 23.5% of Year 11 CLA achieved a pass in English and maths at grades 9 to 4 which was higher than London and England CLA.

Progress Scores

	Average Attainment 8		Average Progress 8	
	2016	2017	2016	2017
Southwark	28.5	22.2	-0.6	-1.55
London	23.2	18.9	-1	-1.2
England	22.8	19.3	-1.1	-1.2

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

Southwark CLA Attainment 8 score remains above London and National CLA performance.

Assiduous support and challenge from Southwark Education Advisors for Children Looked After contributed to 2017 CLA outcomes. Interventions, including Supplementary Home Tuition, also funded by Pupil Premium Plus, have been central to these performance outcomes.

CLA Key Stage 5 - Outcomes

The 2017 Key Stage 5 CLA Cohort consisted of 192 young people. The raising of the participation age by government to 18 has accentuated the need to ensure that post-16 CLA educational progress is monitored and supported. This provides continuity during a key stage in a young person's life before leaving care.

Special Education Needs (SEN)

Year group	EHCP/Statement	SEN Learning support	Number in EET	% EET
12	13	9	17	77%
13	12	10	14	60%
KS5 total	25	19	30	70%

25 Southwark Key Stage 5 students had an Education Health Care Plan (EHCP) or historical statements. A further 19 young people had Special Educational Needs & Disabilities (SEND) learning support needs. For those with SEND, approximately 70% were in Education, Employment or Training (EET).

EET strategies

Southwark Virtual School has a strong focus on engagement strategies to ensure that students remain in EET. Information Advice and Guidance (IAG) is delivered early in Year 11 by a skilled, qualified IAG officer and transitional arrangements are developed in partnership with Social Care and Southwark Choices to ensure all young people have an action plan.

At the end of the 2017 academic year, 80% of Key Stage 4 CLA were in EET, 85% of student who were at risk of exclusion were retained in education following representation by Key Stage 5 Education Advisors and 93% of unaccompanied minors coming into the service were placed in provision within 14 days.

Higher Education

Southwark Virtual School provides specialist support to all students planning to enter higher education. We are pleased to report that 10 out of 11 of our A level/level 3 pupils progressed to higher education (94%).

Progress

76% of KS5 students from Entry Level through to A Level / Level 3 met or exceeded their academic targets through the course of the academic year. This was achieved through targeted skilled education-related support, delivering 1-1 tuition, students' transitions to A levels and exam support.

Attendance Across Southwark Primary and Secondary Schools

The latest complete academic year figures on pupil attendance are for the academic year 2016/17. These latest full year figures show a slight improvement in primary attendance for Southwark schools but conversely a slight worsening for secondary attendance. In spite of this, the overall attendance for Southwark's secondary schools remains above the National and London averages.

Primary Schools

Note: The lower the % the better the performance

¹	Year	Southwark	London	National
Authorised Absence %	2012/13	3.5%	3.5%	3.9%
	2013/14	2.8%	3.0%	3.0%
	2014/15	2.9%	3.1%	3.1%
	2015/16	2.8%	3.1%	3.1%
	2016/17	2.6%	2.9%	3.0%
Unauthorised Absence %	2012/13	1.0%	1.0%	0.8%
	2013/14	0.9%	1.0%	0.8%
	2014/15	1.0%	1.0%	0.9%
	2015/16	1.1%	1.0%	0.9%
	2016/17	1.1%	1.1%	1.1%
Persistent Absence %	2012/13	3.2%	2.6%	2.7%
	2013/14	2.0%	2.0%	1.9%
	2014/15	2.4%	2.2%	2.1%
• See footnote	2015/16	8.2%	8.6%	8.2%
	2016/17	7.8%	8.3%	8.3%

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

Overall Attendance %	2012/13	95.5%	95.5%	95.3%
	2013/14	96.3%	96.1%	96.1%
	2014/15	96.1%	95.9%	96.0%
	2015/16	96.2%	95.9%	96.0%
	2016/17	96.3%	96.0%	96.0%

Source: School Census

Highlights

- Overall attendance has risen across all Southwark primary schools by 0.1 percentage point and continues to exceed London and national rates.
- Southwark's unauthorised absence rate has remained at 1.1%, and is now in line with London and national averages (both are also at 1.1%).
- Southwark's authorised absence rate decreased by 0.2 percentage points to 2.6% in 2016/17 when compared to the previous year, better than both London (2.9%) and national (3.0%) data.
- Persistent absence data in 2016/17 decreased by 0.4 percentage points when compared to last year's data, and is below both London and national data (both at 8.3% for 2016/17).

Secondary Schools

Note: The lower the % the better the performance

	Year	Southwark	London	National
Authorised Absence %	2012/13	3.7%	3.9%	4.5%
	2013/14	3.2%	3.5%	3.9%
	2014/15	3.2%	3.6%	4.0%
	2015/16	3.0%	3.5%	3.8%
	2016/17	3.0%	3.5%	3.8%
Unauthorised Absence %	2012/13	1.4%	1.3%	1.4%
	2013/14	1.1%	1.3%	1.3%
	2014/15	1.2%	1.3%	1.3%
	2015/16	1.2%	1.4%	1.4%
	2016/17	1.3%	1.5%	1.5%
Persistent Absence %	2012/13	5.6%	5.0%	6.5%
	2013/14	3.7%	4.3%	5.3%
	2014/15	4.2%	4.5%	5.4%
• See footnote	2015/16	9.7%	11.7%	13.1%
	2016/17	10.3%	11.9%	13.5%

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

Overall Attendance %	2012/13	94.9%	94.8%	94.1%
	2013/14	95.7%	95.2%	94.8%
	2014/15	95.6%	95.1%	94.7%
	2015/16	95.8%	95.1%	94.8%
	2016/17	95.6%	95.0%	94.6%

Source: School Census

Highlights

- Overall attendance across Southwark secondary schools has slightly decreased by 0.2 percentage points, from 95.8% (2015/16) to 95.6% (2016/17), although continues to outperform both London and National rates.
- Authorised absence rates have remained at the same rate in Southwark in 2016/17 as the previous year, and rates continue to stay lower than London and National averages. Although an increase of 0.1 percentage point was seen in unauthorised absence within Southwark schools, this follows the London and national trend, and the borough's average remains better than the London and national rates.
- Despite Persistent Absence rates increasing from 2015/16 by 0.6 percentage points, the rate for Southwark secondary schools remains considerably below London and National data at 10.3%.

Exclusions

Primary Permanent Exclusion Rates

	2012/13	2013/14	2014/15	2015/16	2016/17
Southwark	0.00	0.00	0.00	x ¹	x ¹
London	0.01	0.01	0.01	0.01	0.01
National	0.02	0.02	0.02	0.02	0.03

Primary Fixed Period Exclusion Rates

	2012/13	2013/14	2014/15	2015/16	2016/17
Southwark	0.72	0.82	1.43	1.50	1.45
London	0.66	0.68	0.81	0.84	0.83
National	0.88	1.02	1.10	1.21	1.37

Secondary Permanent Exclusion Rates

	2012/13	2013/14	2014/15	2015/16	2016/17
Southwark	0.17	0.14	0.12	0.15	0.23
London	0.16	0.15	0.17	0.16	0.19
National	0.12	0.13	0.15	0.17	0.20

Secondary Fixed Period Exclusion Rates

	2012/13	2013/14	2014/15	2015/16	2016/17
Southwark	7.72	5.15	5.84	6.41	7.26
London	6.45	5.94	6.71	6.87	7.50
National	6.72	6.62	7.51	8.46	9.40

Combined School Phases Fixed Period Exclusion Rates

	2012/13	2013/14	2014/15	2015/16	2016/17
Southwark	3.70	3.01	3.53	3.59	3.84
London	3.13	2.91	3.28	3.36	3.66
National	3.52	3.50	3.88	4.29	4.76

¹x = 1 or 2 pupils, or a percentage based on 1 or 2

Permanent Exclusions

- Southwark primary school permanent exclusions have remained low in the last 5 years, with 2 recorded in the last year.
- There has been a slight rise in permanent exclusions in secondary schools of 0.08 percentage points. London and national averages have also increased this year.
- The rate relates to the permanent exclusions of 38 pupils from a total of 13 Southwark schools in all phases.
- The overall rate of permanent exclusions is expressed as a percentage of the school population. In 2016/17, Southwark's rate was jointly ranked 64th, having been ranked joint 42nd in the previous year. Nonetheless, the LA remained in the second quartile for having the lowest rate of permanent exclusion.

Fixed Period Exclusions

- Latest figures for the number and rate of fixed period exclusions at Primary phase issued by Southwark and London in 2016/17 reflect a slight reduction in rate whilst nationally there has been a 0.16 percentage points increase.
- Rates for fixed period exclusions from secondary schools have increased nationally and locally.
- Within Southwark, the largest number of fixed period exclusions were issued by its secondary schools (1139), followed by primary schools (367), and lastly by special schools (87).
- Compared against the previous year, there has been a large increase in the number of fixed period exclusions issued by Southwark's secondary schools – from 966 – equating to a 17.9% increase. Conversely, there was a decrease in the number of fixed period exclusions issued by Southwark primary and special schools – from 381 to 367 amongst primary schools and from 121 to 87 amongst special schools. This was equivalent to a decline of 3.7% and 28.1% for primary and special schools respectively.
- 1,593 fixed period exclusions were issued by Southwark primary, secondary and special schools combined - equivalent to 3.84% when expressed as a percentage of the overall school population. Compared to the previous year, this represents an increase in both the number and rate of fixed period exclusions - from 1,468 and 3.59% respectively.
- For the fourth consecutive year, the rate of fixed period exclusion for Southwark continued to be below the national rate of 4.76% (4.29% in 2015/16).
- Whilst Southwark's fixed period exclusion rate continued to exceed the London average which stood at 3.66% for 2016/17 (3.36% in 2015/16), the gap between the two have narrowed to 0.18 percentage points (from 0.23 percentage points in 2015/16).
- The LA was ranked 53rd lowest for the rate of fixed period exclusion (60th in 2015/16) – an improvement of 7 places. We remained in the second quartile for having the lowest rate of fixed period exclusion.

Priorities for improvement

- Review local data sets with secondary sector leaders to understand current trends and challenges with pupil behaviour and exclusion decisions.
- Review of systems across secondary education sector to identify pupils at high risk of exclusion and improve joint working with academies to respond to the needs of this target group.
- Senior advisers will work alongside Early Help to carry out contextual analysis of Primary Schools where fixed term exclusions are above the Southwark average. Schools will be offered strategies to support this improvement.
- Newly appointed education adviser for secondary and post 16 to work closely alongside Early Help and secondary school leaders to identify areas for support and improvement.

Quality of Southwark Schools

90% of schools in Southwark are judged by Ofsted as providing good or outstanding educational provision **a 13 percentage points increase** since 2012. A summary of Ofsted judgements of Southwark schools is shown in the table below, with a full breakdown of the Ofsted rating for every school set out in Appendix 1.

Overall Ofsted Judgement as at end of August 2018*

105 schools currently with an Ofsted Judgement (including Special Schools)	2018 %
2 Schools in Special Measures (1 secondary academy; 1 maintained primary)	2%
0 Schools in Serious Weaknesses	0%
9 Schools Require Improvement (8 maintained primary schools and 1 primary academy)	9%
58 Schools Judged Good	55%
36 Schools Judged Outstanding	34%
94 Schools Judged Good or Outstanding	90%

Out of the 9 schools deemed to Require Improvement, 3 were judged good for the effectiveness of their leadership and management; 6 were judged good for their early years provision; and 6 were judged good for personal development, behaviour and welfare.

Improvement over time

Overall Ofsted Judgements	2012	2013	2014	2015	2016	2017	2018
Special Schools judged either Good or Outstanding	77%	100%	100%	100%	100%	100%	100%
Primary / Infant & Nursery Schools judged either Good or Outstanding	72%	85%	85%	87%	91%	87%	87%
Secondary Schools judged either Good or Outstanding	87%	93%	93%	94%	94%	94%	94%
All Schools judged either Good or Outstanding	77%	88%	88%	89%	92%	89%	90%

* Figure includes schools that were inspected by the end of the 2017/18 academic year but whose Ofsted report may have not yet been published by the end of August 2018. Newly opened schools do not have an inspection judgement in their first three years of operation.

Appendix 1. Ofsted Ratings - 31st August 2018

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

School Name	Type	Current OFSTED:	
		Inspection Date	Inspection Rating
Nursery Schools			
Ann Bernadt Nursery School	Nursery	28/11/2013	2
Dulwich Wood Nursery School	Nursery	11/05/2016	2
Grove Children & Family Centre	Nursery	03/12/2014	2
Kintore Way Nursery School and Children's Centre	Nursery	20/09/2013	1
Nell Gwynn Nursery School	Nursery	09/07/2015	2
Primary Schools			
Albion Primary School	Primary	12/10/2011	1
Alfred Salter Primary School	Primary	07/10/2016	3
Angel Oak Academy	Primary	12/10/2017	1
Bellenden Primary School	Primary	25/09/2013	2
Bessemer Grange Primary School	Primary	11/03/2015	2
Boucher Church of England Primary School	Primary	06/05/2008	1
Brunswick Park Primary School	Primary	14/12/2016	3
Camelot Primary School	Primary	18/01/2018	2
Charles Dickens Primary School	Primary	10/03/2008	1
Charlotte Sharman Primary School	Primary	17/04/2015	2
Cobourg Primary School	Primary	14/03/2018	3
Comber Grove School	Primary	07/05/2015	2
Crampton School	Primary	05/02/2014	1
Crawford Primary School	Primary	13/03/2013	1
Dog Kennel Hill School	Primary	13/09/2011	2
Dulwich Hamlet Junior School	Primary	16/09/2008	1
Dulwich Village Church of England Infants' School	Primary	16/09/2008	1
Dulwich Wood Primary School	Primary	07/03/2012	2
English Martyrs Roman Catholic Primary School	Primary	08/07/2016	2
Friars Primary Foundation School	Primary	17/05/2018	2
Goodrich Community Primary School	Primary	08/12/2016	2
Goose Green Primary and Nursery School	Primary	01/02/2017	3
Grange Primary School	Primary	05/10/2012	2
Harris Primary Academy East Dulwich	Primary	10/05/2017	1
Harris Primary Academy Peckham Park	Primary	14/03/2018	2
Harris Primary Free School Peckham	Primary	20/04/2017	2
Heber Primary School	Primary	30/09/2015	2
Hollydale Primary School	Primary	07/02/2018	2
Ilderton Primary School	Primary	18/06/2015	1
Ivydale Primary School	Primary	08/02/2017	3
John Donne Primary School	Primary	11/10/2011	1
John Ruskin Primary School and Language Classes	Primary	28/01/2009	1
Judith Kerr Primary School	Primary	13/05/2015	2

School Name	Type	Current OFSTED:	
		Inspection Date	Inspection Rating
Keyworth Primary School	Primary	10/05/2018	2
Lyndhurst Primary School	Primary	06/11/2014	2
Michael Faraday School	Primary	17/10/2014	2
Oliver Goldsmith Primary School	Primary	02/11/2016	3
Peter Hills with St Mary's and St Paul's CofE Primary	Primary	22/05/2013	2
Phoenix Primary School	Primary	18/06/2015	1
Pilgrims' Way Primary School	Primary	02/07/2015	2
Redriff Primary School	Primary	14/09/2011	1
Riverside Primary School	Primary	05/10/2011	1
Robert Browning Primary School	Primary	16/11/2017	3
Rotherhithe Primary School	Primary	15/01/2014	2
Rye Oak Primary School	Primary	01/12/2016	2
Saint Joseph's Catholic Primary School, the Borough	Primary	06/12/2013	2
Snowsfields Primary School	Primary	04/07/2013	2
Southwark Park Primary School	Primary	07/03/2014	2
St Anthony's Catholic Primary School	Primary	24/02/2012	2
St Francesca Cabrini Primary School	Primary	12/06/2013	2
St Francis RC Primary School	Primary	06/12/2012	2
St George's Cathedral Catholic Primary School	Primary	05/05/2016	3
St George's Church of England Primary School	Primary	02/05/2018	2
St James' Church of England Primary School	Primary	20/11/2014	2
St James the Great Roman Catholic Primary School	Primary	28/03/2017	2
St Johns' and St Clements Church of England Primary	Primary	06/12/2013	2
St John's Roman Catholic Primary School	Primary	11/02/2011	2
St John's Walworth Church of England Primary School	Primary	29/06/2009	1
St Joseph's Catholic Infants School	Primary	04/10/2013	2
St Joseph's Catholic Junior School	Primary	16/01/2013	2
St Joseph's Catholic Primary School	Primary	25/05/2012	1
St Joseph's Roman Catholic Primary School	Primary	09/01/2007	1
St Jude's Church of England Primary School	Primary	16/10/2014	2
St Mary Magdalene Church of England Primary School	Primary	28/06/2013	2
St Paul's Church of England Primary School, Walworth	Primary	28/02/2018	4
St Peter's Church of England Primary School	Primary	25/01/2013	2
Surrey Square Primary School	Primary	07/12/2016	1
The Belham Primary School	Primary	17/07/2018	2
The Cathedral School of St Saviour and St Mary Overy	Primary	22/10/2008	1
Tower Bridge Primary School	Primary	28/01/2016	2
Townsend Primary School	Primary	25/01/2017	3
Victory Primary School	Primary	25/10/2013	2
Secondary Schools			
Ark All Saints Academy	Secondary	03/06/2015	2
Ark Globe Academy	Secondary	24/10/2014	2
Ark Walworth Academy	Secondary	23/10/2014	2
Bacon's College	Secondary	02/02/2017	4
City of London Academy (Southwark)	Secondary	07/10/2011	2

School Name	Type	Current OFSTED:	
		Inspection Date	Inspection Rating
Compass School Southwark	Secondary	18/05/2017	2
Harris Academy Bermondsey	Secondary	19/03/2015	1
Harris Academy Peckham	Secondary	20/09/2011	2
Harris Boys' Academy East Dulwich	Secondary	08/12/2011	1
Harris Girls' Academy East Dulwich	Secondary	15/03/2012	1
Kingsdale Foundation School	Secondary	15/06/2017	1
Notre Dame Roman Catholic Girls' School	Secondary	22/11/2012	1
Sacred Heart Catholic School	Secondary	12/12/2012	1
St Michael's Catholic College	Secondary	04/07/2013	1
St Saviour's and St Olave's Church of England School	Secondary	26/02/2009	1
The Charter School	Secondary	05/11/2009	1
The St Thomas the Apostle College	Secondary	28/11/2014	1
University Academy of Engineering South Bank	Secondary	10/05/2017	2
Special Schools			
Beormund Primary School	Special	01/03/2013	2
Bethlem and Maudsley Hospital School	Special	18/11/2011	1
Cherry Garden School	Special	05/06/2015	1
Evelina Hospital School	Special	31/01/2013	1
Haymerle School	Special	12/03/2015	2
Highshore School	Special	27/02/2013	2
Newlands Academy	Special	29/11/2012	2
Spa School	Special	02/12/2015	1
Tuke School	Special	05/10/2011	1
PRU			
Southwark Inclusive Learning Service (SILs)	PRU	30/01/2015	2

Notes: Above table based on latest inspections judgements for schools with an inspection by 31st July 2018
Source: School Inspections and Outcomes: Management Information

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

NOTE: The commentary below refers only to attainment. This does NOT include the amount of progress individuals or groups of pupils have made in phonics, reading, writing and maths. Progress is a key factor in determining how well children achieve. Commentary relating to performance by pupil ethnicity is based on pupils where their ethnicity is known and where the cohort size is 30 or more. Commentary relating to performance by pupils' SEN and EAL status does not include pupils where their status (for the specific characteristic) is unknown. All commentary is based on provisional 2018 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	84.5% of Year 1 children achieved the required phonics screening standard of 32 or more points.	78.5%; 74.2%; 78.3%; and 82.2% of pupils achieved expected standard and above in KS1 reading; writing; maths; and science respectively. Attainment was highest in KS1 science, followed by reading.	76.7%; 79.7%; 79.9%; 79.5%, 83.0%; and 68.0% were working at the expected standard in reading; writing; GPS; maths; science and RWM combined respectively. Attainment highest in science followed by GPS.
Gender ▪ Boys ▪ Girls	Girls were more likely to achieve the required phonics standard compared to boys, with 86.8% of girls achieving the standard compared to 82.3% of boys. When taking into consideration the proportion of the overall cohort boys accounted for, boys were slightly under represented amongst the cohort of children reaching the required standard in phonics.	Girls out performed boys in all KS1 subjects. The gap between the 2 genders was largest in writing at 12.3 percentage points. Conversely the gap between the 2 was smallest in maths at 2.0 percentage points. Comparing the share boys represent of the eligible cohort, and the proportion they account for of the cohort achieving the expected standard and above, boys were repeatedly under represented (be it by a small amount) in all subjects.	Girls out performed boys in all KS2 subjects. The gap between the 2 genders was largest in reading, writing and maths combined at 12.7 percentage points. If looking at the separate subjects that gap was largest in writing. Conversely the gap between boys and girls was smallest in maths at 5.6 percentage points. If comparing the proportion each gender represented of the eligible cohort against the cohort of children that were working at the expected standard, boys were under represented in all KS2 subjects.

Cohort	Phonics	KS1	KS2
FSM eligible <ul style="list-style-type: none"> Eligible Not eligible 	<p>79.0% of FSM eligible children achieved the required phonics standard compared to 86.5% of those not eligible.</p> <p>FSM eligible children were under represented amongst those achieving the required phonics standard - accounting for 24.1% of the overall eligible phonics year 1 cohort, yet making up only 22.5% of those reaching the standard.</p>	<p>Pupils eligible for FSM performed less well than their non eligible counterparts in all KS1 subjects - with the gap being largest in maths (12.3 percentage points gap).</p> <p>Additionally, pupils eligible for FSM were slightly under represented across all KS1 subjects, amongst those achieving the expected standard and above.</p>	<p>FSM eligible pupils performed less well compared to their non eligible counterparts. The gap in performance was largest for reading, writing and maths combined at 13.3 percentage points, or, if looking at separate KS2 subjects, in maths (12.3 percentage points).</p> <p>FSM eligible pupils were under represented amongst those working at the expected standard in all KS2 subjects when taking into account the proportions they made up of the overall cohort.</p>
SEN detailed <ul style="list-style-type: none"> No SEN SEN support Statement or EHC Plan 	<p>91.3% of children with no SEN achieved the required phonics standard compared to 49.2% of SEN children.</p> <p>The more advanced the SEN, the smaller the percentage of the cohort that achieved the required phonics standard, i.e., 22.4% of children with a statement of SEN or an EHC plan met the phonics required standard compared to 53.5% of children with SEN support.</p> <p>SEN children as a whole were disproportionately under represented and by a substantial amount. Although making up 15.7% of the overall cohort, children with SEN</p>	<p>Children with SEN fared substantially less well than those with no registered SEN, across the whole of KS1, with the gap in attainment being largest in writing (51.3 percentage points gap), followed by the attainment gap in reading of 49.4 percentage points.</p> <p>The more advanced the SEN stage, the smaller the percentage of the cohort that achieved the expected standard at KS1 and for all subjects.</p> <p>Taking into consideration the proportion of the eligible cohort represented by SEN children compared with the proportion they account for amongst those who achieved the expected standard and</p>	<p>Across the whole of KS2, children with SEN fared less well than those with no registered SEN, with the gap in attainment (for the separate KS2 subjects) being largest in writing - 47.7 percentage points gap, followed by the attainment gap in GPS of 46.5 percentage points. For reading, writing and maths combined, the gap was 48.1 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 considering the share of the eligible cohort represented by children with SEN compared to their</p>

Cohort	Phonics	KS1	KS2
	represented only 9.1% of the cohort who achieved the required phonics standard. The disparity was greatest amongst children with SEN support.	above at KS1, SEN children as a whole and for all stages were disproportionately represented in all KS1 subjects by a considerable amount. SEN support children were most disproportionately under represented across all KS1 subjects.	representation amongst those working at the expected standard at KS2, SEN children were disproportionately under represented in all subjects. More specifically, children with SEN support were most under represented.
Ethnicity <ul style="list-style-type: none"> ▪ Asian or Asian British <ul style="list-style-type: none"> ▫ Bangladeshi ▫ Indian ▫ Pakistani ▫ Any Other Asian ▪ Black or Black British <ul style="list-style-type: none"> ▫ Black African ▫ Black Caribbean ▫ Any Other Black ▪ Chinese ▪ Mixed / Dual Heritage <ul style="list-style-type: none"> ▫ White & Black African ▫ White & Black Caribbean ▫ White & Asian ▫ Any Other Mixed ▪ White <ul style="list-style-type: none"> ▫ White British ▫ Irish ▫ Traveller of Irish Heritage ▫ Gypsy Roma 	<p>Of the main ethnic group, Chinese children followed by Black children performed the best with 94.9% and 85.8% respectively achieving the required phonics standard. Conversely, children from any other ethnic group followed by children of mixed / dual heritage had the lowest performance with 79.2% and 83.1%, of the two main ethnic groups respectively, achieving the expected phonics standard.</p> <p>Based on the more detailed ethnic groups, Chinese children achieved the highest percentage for phonics screening. White and Asian children were the next highest performing ethnic group with 91.7% reaching the standard. In contrast, at 78.1%, phonics attainment was lowest for White and Black Caribbean children compared to all other children. Children from any other ethnic group had the second lowest performance at 79.2%.</p> <p>Children from Black Caribbean; White and Black Caribbean; White British;</p>	<p>Of the major ethnic groupings, Chinese children attained the highest percentage for expected standard in all KS1 subjects - reading (87.9%); writing (91.4%); maths (91.4%); and science (93.1%). Conversely, children from any other ethnic group had the lowest performance for working at expected standard across all KS1 subjects - reading (68.1%); writing (66.8%); maths (73.8%); and science (73.4%).</p> <p>Based upon the more detailed ethnic groups, White and Asian pupils achieved the highest percentage for working at expected standard in all KS1 subjects other than writing. For reading and maths, 95.6% of White and Asian pupils achieved the expected standard whilst for science the percentage achieving expected standard and above was 97.8%. Chinese pupils achieved the highest percentage for working at expected standard in writing (91.4%).</p> <p>No one ethnic group repeatedly attained the lowest percentage for</p>	<p>Based on main ethnic groupings, Chinese children achieved the highest percentage for working at expected standard in separate writing; separate maths and science. White pupils achieved the highest percentage for working at the expected standard in separate reading; and reading, writing and maths combined, whilst Asian children were the highest achievers for GPS.</p> <p>Pupils from any other ethnic group attained the lowest percentages across the whole range of KS2 subjects other than for maths whereby Black pupils had the lowest performance.</p> <p>Taking into consideration the proportions represented by each major ethnic grouping of the overall cohort, children from any other ethnic background group were consistently under represented - be it by a nominal amount, amongst those working at the expected standard across the KS2 subjects.</p>

Cohort	Phonics	KS1	KS2
<ul style="list-style-type: none"> ▫ Any Other White ▪ Any Other Ethnic Group 	<p>any other mixed background; and any other ethnic group were under represented by varying small amounts, amongst eligible Year 1 children who achieved the required Phonics standard - based on comparisons against the proportion these ethnic groups each represented of the overall Year 1 cohort.</p>	<p>working at the expected standard across the different KS1 subjects. For reading and science, pupils of any other ethnic group achieved the lowest performance (68.1% and 73.4% respectively); White and Black Caribbean children attained the lowest percentage for writing (61.5%); and Black Caribbean pupils had the lowest performance in maths (64.2%).</p> <p>If comparing the proportion of the overall cohort against the cohort of children working at expected standard in each of the KS1 subjects by each ethnic group, children from Black Caribbean; White and Black Caribbean; any other Black background; and from any other ethnic group were slightly but repeatedly under represented compared to their peers.</p>	<p>Based on the more detailed ethnic groups, children of any other Asian background had the highest performance for separate reading; GPS; separate maths and RWM combined. Chinese children were the highest performers for separate writing; and science.</p> <p>Compared to the other detailed ethnic groupings, Black Caribbean pupils achieved the lowest percentage in all KS2 subjects - separately and combined.</p> <p>Amongst children working at expected standard, Black Caribbean pupils; those of any other Black background; and those of any other ethnic group, were repeatedly under represented - i.e., across all KS2 subjects (when factoring in the proportion of the eligible cohort these 3 ethnic groups each accounted for).</p>
<p>EAL</p> <ul style="list-style-type: none"> ▪ English ▪ Other than English ▪ Unknown / Missing 	<p>Children whose mother tongue was not English performed better than those with English as a first language - 85.9% and 83.6% 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 other than maths.</p> <p>When measuring the proportion each group represented of the overall cohort against those working at the expected standard in the various KS1 subjects, children with English as an additional language, were slightly under represented amongst those</p>	<p>Compared to pupils with English as a first language, other than for separate reading, and reading, writing and maths combined, a higher percentage of EAL pupils were working at the expected standard across the KS2 subjects.</p>

Cohort	Phonics	KS1	KS2
		achieving the expected standard in reading and science, whilst children with English as a first language were slightly under represented amongst those working at the expected standard in maths.	
Disadvantaged pupils <i>(in receipt of pupil premium for FSM6; adopted from care; LAC)</i>	<p>Disadvantaged children performed less well than their non disadvantaged counterparts - 80.2% compared to 86.3% respectively - a difference of more than 6 percentage points.</p> <p>If taking into consideration the proportion of the overall cohort accounted for by disadvantaged children and compared against the proportion they account for amongst those who successfully met the required phonics standard, it is apparent that disadvantaged children were under represented in the latter cohort, be it by a small amount.</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 maths - a 12.6 percentage points gap.</p> <p>Taking into account their share of the overall cohort, disadvantaged children were additionally and repeatedly under represented amongst those working at the expected standard across all KS1 subjects.</p>	Disadvantaged children performed less well than their non-disadvantaged counterparts. Additionally, the latter were consistently under represented amongst the cohort of children working at the expected standard and in all KS2 subjects.

Notes: Analysis based on internally held provisional attainment data: Phonics and KS1 – 23/07/2018; and KS2 – 04/09/2018. Analysis of performance by pupil characteristics based on matched January 2018 school census data and pupil premium data.

Sources: Provisional Phonics, KS1 and KS2 2018, and January 2018 school census.