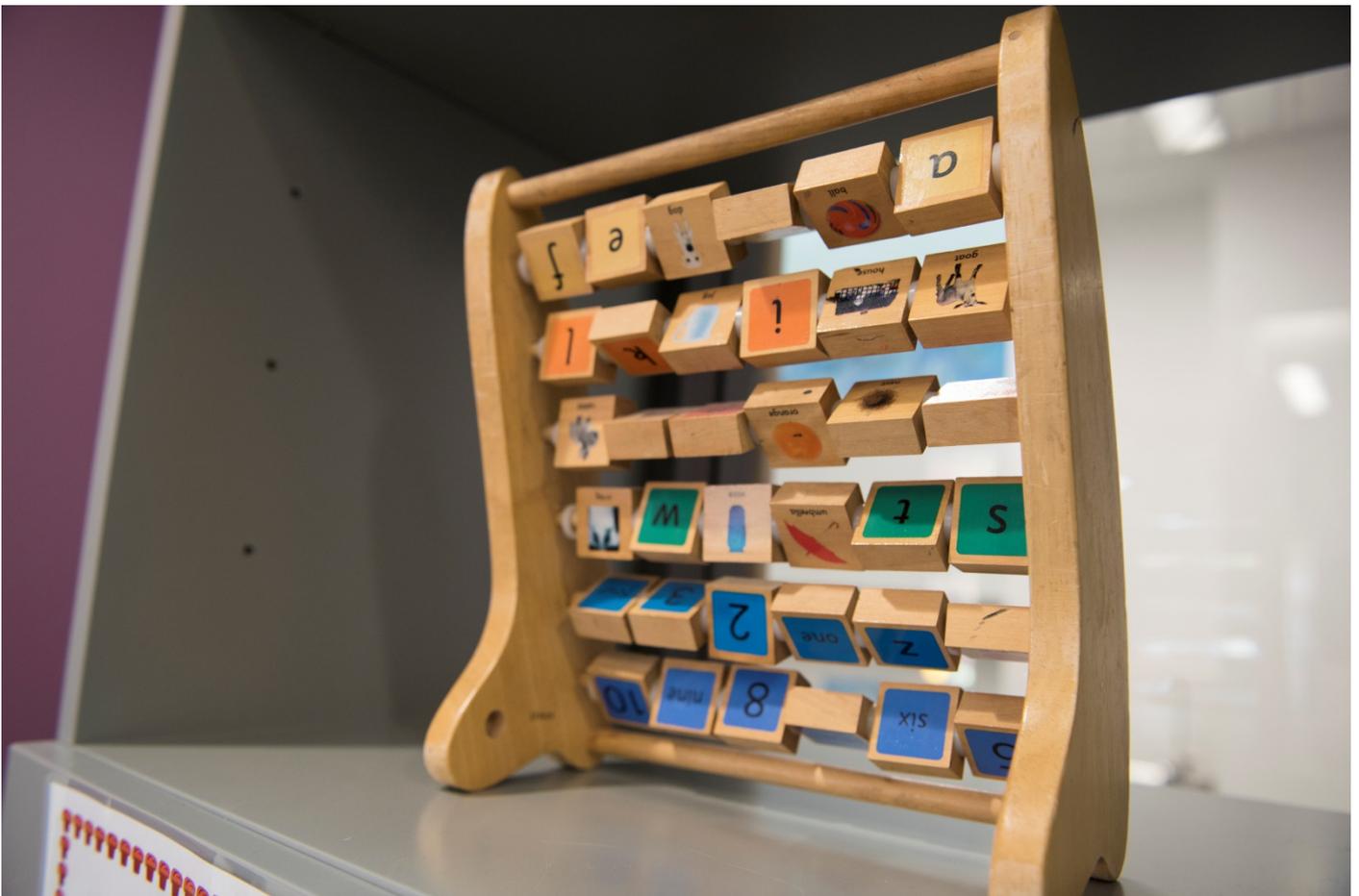


Best Start in Life



Southwark School Standards Report 2018-19

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 this great borough.

This is the sixth annual schools standards report, and we are at 93% "good" or "outstanding" - the strongest position that we have ever been in and well above the national average.

In Southwark, brilliant schools give children and young people the great start in life they deserve.

The Best Start in Life Southwark Standards Report 2018/19 gives us a very clear summary of pupil and student outcomes from foundation stage right through to key stage five (A Levels). And the picture is positive.

Following significant capital investment in schools, children in this borough are taught in buildings that are light, bright and where they can flourish.

A greater percentage of Southwark children achieved a good level of development in early years compared to the rest of London and nationally.

At GCSE, the attainment and progress 8 scores for students exceeded the national and London averages. We have maintained or improved on our high standards at every key stage and continue to close the gap to London. On Phonics we are at 84%, which is above national and on par with other London authorities. At key stage one, we are 3% off the highest London target, 1% for writing and 2% for maths. At key stage 2 we are at 68% and London is at 69%.

In short Southwark pupils are doing brilliantly compared to pupils in boroughs with greater social advantages.

By the time pupils get to GCSE and A Levels, the opportunities and experience they encounter at secondary school culminate in good results, opening greater opportunities for young people to decide their next steps in life.

We want all students to get the start that they need to meet their dreams, whichever path they choose. We are pleased to be working with all our schools to this end.

Our children with special educational needs and/or disabilities continue to improve their education, as evidenced in our recent SEND review and educational outcomes.

This year we have increased our in-borough offer for children and young people with special education needs by developing more specialist schools. We have also built opportunities in mainstream schools for all special needs, including autism (which is our fastest growing special need).

Only one year ago, our schools told us that wellbeing and good mental health were top priorities. I am very proud to see evidence that the council's ambition to prioritise children and young people's good mental health is reflected in our schools.

This year this council put £2m into schools mental health prevention, which includes leading a mentally healthy schools programme with targeted grants to schools from the new fund, to support engagement with pupils and service provision where young people are. There are trained people to help with mental health first aid training for school staff. At the time of writing we have confirmed 50 school representatives, and 40 schools have identified their areas of extra need. Existing healthy school champions have agreed to become mental health champions.

The report also shines a spotlight on off-rolling and school exclusions. The council takes this issue extremely seriously. On a practical level, work is being carried out with our primary and secondary schools to fully understand the issues behind every school exclusion. On a wider strategic level, the council is working with head teachers on a conference to take place in the New Year to agree an effective approach to tackle off-rolling and school exclusions so that no pupil gets left behind.

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

This report highlights another set of outstanding results that continue a trend of improvement in Southwark. Teachers, students and of course parents should be proud of themselves for the 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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Setting the Context

Southwark's population is very diverse. According to the Office for National Statistics mid-year resident population estimates, 2016, 16% of Southwark's population is between 5- 19 years of age.

In 2018, the all-age Southwark population was estimated to be 37% BAME (black, asian or minority ethnic)¹.

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.²

At the start of the academic year, 2018-19, Southwark's state- funded schools served 43,606 Southwark pupils³. According to the January 2019 School and Alternative Provision (AP) Census, 40% of our pupils are eligible for the pupil premium⁴.

(Correct at end of academic year, 2018-19)

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	74	60	8	6
Secondary	18	3	13	2
All-through	1	0	1	0
Special	7	5	2	0
Pupil Referral Unit	1 (places commissioned by the Local Authority)	0	0	0
Hospital Schools	2	0	0	0

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

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 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 central government, not from the Local Authority.

The Harris Federation have four secondary and three primary schools (two of which are free schools) in Southwark; Ark have two secondary schools and one all through school; City of London have one secondary and two primary schools (one of which is a free school); Communitas Education Trust comprises three primary schools (one of which is a free school); Dulwich Hamlet Educational Trust have two primary schools (one of which is a free school); and The Charter School has two secondary schools (one of which is a free school).

¹ Percentage of BAME – all ages Southwark population sourced from Office for National Statistics, Annual Population Survey

² Southwark population data is taken from Community Action Southwark's 'Demographic Data for Southwark from the 2011 Census'

³ Details includes hospital schools. Sourced from DfE publication: - Schools, pupils and their characteristics: January 2019. <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2019>

⁴ Pupil premium figure sourced from DfE publication <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to-2020>

Guide to Assessments and Examinations

- **Early Years Foundation Stage (EYFS)** (typically aged 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 mathematics.
- **Phonics screening: Years 1 and 2** (typically aged 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: Year 2** (typically aged 7) - Statutory teacher assessments take place at the end of year 2. Children are assessed through work set by their teacher in reading, writing, mathematics and science. They also take tests in reading and mathematics which inform the final teacher assessment. An optional test in grammar, punctuation and spelling (GPS) is available to support teacher assessment.
- **Key Stage 2: Year 6** (typically aged 11) - As with KS1, statutory teacher assessments and tests also take place at the end of year 6. Writing is formally assessed by the teacher but there are formal, external national tests in reading, mathematics and grammar, punctuation and spelling (GPS).
- **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 new grading scale of 9 to 1 with 9 as the top grade. The last few subjects to be reformed will be examined for the first time in summer 2020 including ancient languages and a few modern foreign languages like Arabic, Japanese and Polish.
- **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 will usually specialise in three subjects and are examined at the end of the two year sixth form course. The last few subjects to be reformed will be examined for the first time in summer 2020 including ancient Hebrew and Portuguese.

NOTE: Other than for Early Years Foundation Stage, the results for 2019 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. Results in this report are correct as at time of going to print. Results for 2019 will not be updated until the following year.

Executive Summary

Overall, we have maintained, and/ or improved on our high standards, narrowing the gap between our performance and that of London. Southwark consistently performs well-above the national performance measures year after year.

- Overlaying these results has been a significant improvement in the number of schools being judged as Good or Outstanding by Ofsted. At the end of academic year 2018-19, 93% of Southwark schools reached this standard. This is the highest percentage of schools at this rating that Southwark has seen, putting us equal to London and six percentage points above national.
- We are proud of the upward trend of improving outcomes at the end of reception. When compared with the latest national and London results in Early Years Foundation Stage, Southwark has performed consistently well. For the last seven, and previous six, years, when compared against national and London results respectively in Early Years Foundation Stage, Southwark has consistently outperformed both across the years. We remain in the top quartile for the key measure of percentage of children achieving a good level of development.
- In 2018-19, we moved from the second to the top quartile for year 2 Phonics, putting Southwark above national and London averages for 2019.
- Key Stage 1 expected standard performance shows that Southwark is in line with London and above national performance for writing, mathematics and science.
- For reading at Key Stage 1, outcomes in Southwark schools continued to be above London and national and have remained in this position since 2017.
- In all three subjects (reading, writing and mathematics) at Key Stage 1, greater depth has been at or above the national average.
- At the expected standard in reading, writing and mathematics at Key Stage 1, Southwark is in the top quartile. For science, it is in the second quartile.
- At Greater Depth, Southwark is in the top quartile for Key Stage 1 writing and in the second quartile for reading and mathematics.
- At Key Stage 2 expected standard, we have been above national levels of performance in all subjects for three years.
- Southwark's schools have narrowed the gap between Southwark and London at Key Stage 2 in reading, Grammar, Punctuation and Spelling (GPS) and writing.
- At the expected standard in Key Stage 2, Southwark is in the top quartile for Grammar, Spelling and Punctuation (GPS), writing, and combined reading, writing, mathematics (RWM). It is in the second quartile for the separate subjects of reading, mathematics and science.
- At Greater Depth/ Higher Standard, Southwark is in the top quartile for GPS, writing and mathematics, and in the second quartile for reading.
- At Greater Depth/ Higher Standard at Key Stage 2 we are equal to national in reading, above in GPS, mathematics, writing and the combined RWM.

- For the last two years, Progress at Key Stage 2 in all subjects has been well above national and generally in line with the London average.
- In the Key Stage 4 Progress 8 performance measure, Southwark has been above both national and London averages for three consecutive years.
- In the Key Stage 4 performance measure of Attainment 8, for the past three years Southwark has been above the national average.
- At Key Stage 5, 26.7% of Southwark's A-Level entries achieved the highest possible grade of A*-A in 2019.



Section 1: Attainment



1.1 Early Years Foundation Stage

Key Points

- The key focus in 2018-2019 was on ensuring Ofsted outcomes for school-based Early Years provision continued to improve. At the end of the academic year in 2018, 95.5% of this provision was rated “Good” or “Outstanding” by Ofsted. By the end of the academic year in 2019, this had increased to 98%: a clear result of the development in quality of school-based Early Years provision in Southwark.
- For the past seven years, Southwark has been above national performance in Good Level of Development (GLD) at Early Years.
- For six years out of seven, Southwark GLD has been above London.
- There was a slight dip in outcomes at the end of the Foundation Stage in 2018- 2019, despite the breadth and quality of opportunities available to young children. This is a sign of the challenges facing schools, who have increasing numbers of children starting their education journey with a range of social, emotional and economic challenges and who do not have age appropriate skills in place.

Narrowing the gaps

- The attainment of 'vulnerable groups' of children at Early Years Foundation Stage largely shows improvements since last year, with gaps in results narrowing between such children and their counterparts.
- 61.7% of children identified as eligible for free school meals achieved the GLD in 2019 – narrowing the gap in performance with children not eligible for free school meals from 10.8 percentage points gap in 2018 to 8.9 percentage points gap in 2019.
- In summer, 2019, the difference between girls and boys achieving the GLD was 12.7 percentage points in favour of girls, unchanged from the previous year. This is less than the national gender gap of 12.9 percentage points. In Southwark the percentage of boys achieving the GLD has risen by 4.7 percentage points since 2015.
- The percentage of children defined as disadvantaged, who achieved a GLD, increased almost half a percentage point, from 66.9% in 2018 to 67.3% in 2019. Compared to their non-disadvantaged peers, the gap in performance between these two cohorts narrowed from 10.5 percentage points in 2018 to 8.7 percentage points in 2019.
- In 2019, the difference between children with English as an additional language and those with English as a first language achieving the GLD, compared to the previous year, remained less than 5 percentage points at 4.8 percentage points.

Pupils achieving a Good Level of Development (GLD)

	2015	2016	2017	2018	2019
Southwark	70.6%	72.1%	73.4%	75.2%	74.1%
London	68.1%	71.2%	73.0%	73.8%	74.1%
National	66.3%	69.3%	70.7%	71.5%	71.8%

Early Years improvement in Southwark is driven by Foundation Stage leaders and teachers, the Southwark Early Years team and those working in partnership with both in the Early Years Champions programme.

Strong pedagogy and the ability to effectively articulate the impact of provision on improving outcomes for children are essential skills for leaders. One of the aims of the Champions programme has been to provide opportunities for peer to peer support and the development of the skills and confidence of leaders in preparation for the challenges of inspection.

The rise in the high level of inspection outcomes is a reflection of the rapid progress that children make during their time in the Foundation Stage as well as the impact of collaborative working.

Priorities for Improvement: Early Years

- To continue the drive for improving outcomes by providing continued support for leaders through the Early Years Consultants and Champions programme and creating accessible CPD

opportunities for teachers and support staff.

- In order to continue to diminish the differences between key groups and ensure children have the necessary skills in place to succeed we will maintain the focus on achievement for all children in personal, social and emotional development and communication and language.

1.2 Phonics Screening Check at Years 1 and 2 (Provisional)

Key Points

Year 1 Pupils

- For 2019, Southwark's performance was once again higher than the national average and remained in the top quartile, which has been the case for over five years.
- Nationally, Southwark ranked joint 21st: an improvement of four places (joint 25th in 2018).
- For the third consecutive year, the Local Authority's results were in line with those for London. This is an impressive achievement and is the result of high- quality teaching as well as the rigour of leaders in targeting and providing additional support for those pupils identified as in need.

Year 1 Phonics Screening Check

	2015	2016	2017	2018	2019
Southwark	81%	82%	84%	85%	84%
London	80%	83%	84%	85%	84%
National	77%	81%	81%	82%	82%

See Appendix 1 for cohort characteristics analysis.

End of Year 2*

- 92% of pupils in Southwark met the required phonics standard by the end of year 2, an improvement of 2 percentage points over five years and showing stability unmatched by national and London performance, both of which dropped by one percentage point.
- Southwark was in the top quartile and ranked joint 38th for children meeting the required phonic standard by the end of year 2 (from being ranked joint 52nd and in the second quartile in the previous year: an improvement of 14 places).

	2015	2016	2017	2018	2019
Southwark	90%	91%	92%	92%	92%
London	91%	92%	92%	93%	92%
National	90%	91%	92%	92%	91%

* 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.

1.3 Key Stage 1 (Year 2) Teacher Assessment (Provisional)

Key Points

- Our performance, as compared to national, at both the expected and greater depth standards is exceptionally good, generally outperforming national performance in all Key Stage 1 (KS1) subjects and maintaining the high standards of previous years.
- Key Stage 1 outcomes are also now in line with London in all subjects at the expected standard, with the exception of reading, which is above London for the third consecutive year.
- In 2019, we maintained a 4 percentage point lead over national for reading and writing at the expected standard, and a 2 percentage point lead for mathematics.
- Compared to all other Local Authorities in England, for more than three consecutive years, Southwark remained in the top quartile for reading, writing and mathematics at the expected standard.
- At the expected standard, we ranked joint 11th for reading (an improvement of 6 places from 2018); joint 22nd for writing; joint 29th for mathematics (an improvement of 3 places 2018); and although Southwark remains in the second quartile for science, the LA climbed 23 places from 2018, which reflects the increased attention schools are paying to broaden their curriculum offer.
- At the greater depth of performance, Southwark exceeded national outcomes for writing and mathematics and was in line with national for reading.
- The LA remained in the top quartile for writing and in the second quartile for mathematics and reading at Key Stage 1 greater depth.

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

	Reading			Writing			Mathematics			Science		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Southwark	79%	79%	79%	73%	74%	73%	78%	78%	78%	83%	82%	83%
London	78%	78%	77%	72%	73%	73%	78%	79%	78%	84%	84%	83%
National	76%	75%	75%	68%	70%	69%	75%	76%	76%	83%	83%	82%

Working at Greater Depth at KS1

	Reading			Writing			Mathematics		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Southwark	26%	26%	25%	16%	18%	17%	23%	24%	23%
London	27%	28%	28%	18%	19%	18%	24%	25%	25%
National	25%	26%	25%	16%	16%	15%	21%	22%	22%

See Appendix 2 for KS1 cohort characteristics analysis.

Priorities for Improvement at Greater Depth at KS1

- To continue to be at or above national and match or exceed London's performance.
- To identify and target the small number of schools who have been underperforming compared to other schools locally.
- To continue to narrow the gap between London and Southwark so that more schools are at the London average in all subjects.

1.4 Key Stage 2 (Year 6) SATs (Provisional)

Children's attainment at Key Stage 2 is measured by Standard Assessment Test (SAT) and Teacher Assessment (TA), depending on the subject.

Working at the Expected Standard at Key Stage 2

Key Points

- Since the introduction of the revised Key Stage 2 assessment (2016), we have shown substantial improvement over time and Southwark schools are performing well.
- With the exceptions of reading, and combined Reading, Writing and Mathematics (RWM), KS2 results for Southwark schools largely reflect improved or maintained performance on the 2018 outcomes. At expected standard, there was a decline of 2 percentage points in reading. However, this was lower than the decline reported both nationally and across London of 3 percentage points. For Key Stage 2 (KS2) combined RWM, there was a slight decline of one percentage point: a pattern replicated at the London average.
- At the expected standard, pupils improved by 1 percentage point in each of GPS and writing, whilst performance was maintained in mathematics and science.
- At Greater Depth / Higher Standard, Southwark schools performed better than schools nationally, apart from reading where results were in line with the national picture.

- When compared to 2018's national and London performance, Southwark has improved or maintained its good performance in writing and GPS.
- With Science, we have mirrored the stability of both national and London

Standard Assessment Test (SAT) Results

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

Showing the % of pupils working at the expected standard

	Reading (test)			GPS (test)			Mathematics (test)			RWM (test & TA)		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Southwark	73%	77%	75%	81%	80%	81%	79%	80%	80%	64%	69%	68%
London	75%	79%	76%	83%	83%	82%	81%	81%	82%	67%	70%	69%
National	72%	76%	73%	78%	78%	78%	75%	76%	79%	62%	65%	65%

Teacher Assessments

Showing the % of pupils working at the expected standard

	Writing (TA)			Science (TA)		
	2017	2018	2019	2017	2018	2019
Southwark	78%	80%	81%	83%	84%	84%
London	81%	82%	81%	85%	85%	85%
National	77%	79%	78%	82%	83%	83%

- This year, the performance of Southwark pupils in writing was in line with London averages, closing the gap from a two percentage point deficit reported in the previous year. Successful moderation of KS2 writing in June 2019 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.

Working at a Higher Standard and Greater Depth at KS2

- Southwark's performance at a higher standard or greater depth was either equal to or outperformed national averages in 2019 in all subjects.

Standard Assessment Test (SAT) Results

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

	Reading (test)			GPS (test)			Mathematics (test)			RWM (test & TA)		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Southwark	24%	29%	27%	35%	40%	40%	23%	27%	29%	9%	12%	12%
London	27%	31%	30%	40%	44%	45%	30%	31%	34%	11%	13%	14%
National	25%	28%	27%	31%	35%	36%	23%	24%	27%	9%	10%	10%

Teacher Assessments

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

	Writing (TA)		
	2017	2018	2019
Southwark	19%	22%	23%
London	21%	24%	24%
National	18%	20%	20%

See Appendix 2 for the full KS2 cohort characteristics analysis.

Note: LA actual results for 2019 are based on provisional data made available from Key to Success on September 10th 2019. 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.

Priorities for Improvement

- To close the gap between Southwark and London performance at Key Stage 2 expected standard, specifically in reading.
- To close the gap between Southwark and London performance at Key Stage 2 greater depth/higher standard.

1.5 Progress from Key Stage 1 to Key Stage 2

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.

	Reading			Writing			Mathematics		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Southwark	+0.9	+1.1	+1.0	+0.9	+1.1	+1.1	+1.4	+1.3	+0.9
London	+0.8	+0.8	Not yet available	+1.0	+0.8	Not yet available	+1.6	+1.3	Not yet available
National*	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

** assumption that national will be 0.*

1.6 Key Stage 4 (Years 10 and 11): GCSEs (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 mathematics was replaced by the new key measures of attainment 8; progress 8; attainment in English and mathematics (A*-C); and English Baccalaureate (EBacc).

In 2017, there were further reforms to GCSE assessment including:

- 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 mathematics, using a grade 5 (strong pass) to determine the proportion achieving both English and mathematics, and the EBacc.

For accountability purposes, 2018, EBacc attainment has been 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	A
6	B
5 (strong pass)	
4 (standard pass)	C
	D
3	E
2	
1	F
U	G
	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.

Key Points

- Southwark's performance at GCSE was better than performance nationally by 1.7 percentage points. Southwark has maintained a three year trend of being consistently above national and current levels are higher than national has ever been in the last three years.
- The average EBacc score per Southwark pupil remained broadly stable compared to the previous year to reach 4.43, just below London at 4.46. This year Southwark's performance was significantly better than national in this measure, and as a result Southwark has maintained two successive years of being consistently above national.
- For three successive years, Southwark's Attainment 8 score was better than the national average. The current score of 49.3 is broadly in line with London.
- Southwark's provisional Progress 8 score was 0.24 points, equivalent, on average, to almost one quarter of a grade better than pupils with the same starting points at the end of KS2.
- This is the fourth year that progress made from the end of KS2 to the end of KS4 by Southwark students exceeded the progress made by students across London.

Attainment and Progress 8 Scores

	Attainment 8 Score			Progress 8 Score		
	2017	2018	2019	2017	2018	2019
Southwark	50.5	50.2	49.3	0.31	0.30	0.24
London	48.9	49.4	49.6	0.22	0.23	0.22
National	46.5	46.6	46.7	-0.03	-0.02	-0.03

Notes: Results for 2019 are provisional and based on data provided by schools on GCSE results day. Not all schools provided their data. Published provisional data will be made available by the DfE on 17th October 2019. Revised data will then be published in January 2020.

English & Mathematics and English Baccalaureate

	English and mathematics % Grades 9 to 5			English Baccalaureate % Grades 9 to 5 (2017) & A*-C, OR APS (2018 & 2019)		
	2017	2018	2019	2017	2018	2019
Southwark	47.8%	48.3%	44.9%	32.8%	4.52	4.43
London	48.2%	48.7%	48.8%	28.8%	4.42	4.46
National	42.9%	43.5%	43.2%	21.4%	4.05	4.08

Notes: Results for 2019 are provisional. Revised data will be published in January 2020. A change to the way in which EBacc performance is measured was introduced last year in 2018 - with the replacement of a threshold measure by an average point score. Results showing English Baccalaureate performance for 2018 and 2019 are therefore not comparable with 2017.

Priorities for Improvement

- Secure stronger relationships between schools, academies, the LA, and other local and other regional partners. This would facilitate a more cohesive and strategic approach to School Improvement.
- Southwark to support schools to identify and implement ways to increase the performance in the percentage of pupils who achieve a strong pass in the English and mathematics combined measure, by developing greater collaboration with school and local partners (e.g. Mathematics hub engagement)

1.7 Key Stage 5 (Year 13): A- Levels

Percentage of A- Level Entries by Grade

Key Points

- According to the data we have available from schools, this has been an exceptionally good year overall for Southwark A- level students and is marked by a strong performance across the board. There have been increases reported in the percentage of entries being awarded at all grade boundaries, including those at the very top grades.
- 26.7% of A- level exam entries were awarded A*-A grades in Southwark this year: up 2.1 percentage points on the previous year. Over the last four years, Southwark's schools have improved by 3.9 percentage points in the boundary, A*-A, compared to a national decline in the same period of 0.6 percentage points in the same grade boundary.
- Overall A- level performance, nationally, experienced a decline across all grade boundaries. This is in contrast to Southwark's performance.
- The percentage of entries awarded A*- C grades in Southwark Schools this year was 79.6%, up 0.9 percentage points on the previous year and 4.1 percentage points better than national. This is the fourth year of Southwark being above national averages in this measure and is a widening of the gap between Southwark national students.
- Almost 99% of A- Level entries in Southwark this year achieved a pass grade: a one percentage point increase on last year and 1.4 percentage points better than national.

	A* - A			A* - C			A* - E		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Southwark	27.1%	24.6%	26.7%	80.1%	78.7%	79.6%	98.0%	97.9%	98.9%
National	26.2%	26.2%	25.2%	77.3%	76.8%	75.5%	97.9%	97.6%	97.5%

Notes: LA results for 2019 are unvalidated, provisional and derived from directly provided data from schools. Not all schools have provided their data for 2019.

1.8 Pupils with Special Educational Needs and/ or Disabilities (SEND)

We are very proud of the provision for pupils with Special Educational Needs and/ or Disabilities in Southwark. All of our special schools are judged to be good or outstanding by Ofsted and pupil performance is always above national performance and generally in line with that of London.

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

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

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

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

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

Key Points

- All special schools in Southwark are good or outstanding; five out of the seven special schools are outstanding.
- For SEND pupils at school support in primary, Southwark pupils are in line with or above national outcomes.
- Southwark SEND pupils at school support at Key Stage 4 perform better than both nationally and in London at Progress 8, Attainment 8 and EBacc.

1.8.1 (SEN) Early Years Foundation Stage

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

	2015	2016	2017	2018	2019
Southwark	5%	7%	X	5%	8%
London	4%	5%	5%	5%	Not yet available
National	4%	4%	4%	5%	Not yet available

X= Suppressed to preserve confidentiality; small number of 1 or 2, or % based on small number

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

	2015	2016	2017	2018	2019
Southwark	25%	35%	33%	29%	26%
London	29%	31%	31%	32%	Not yet available

1.8.2 (SEN) Year 1 Phonics Screening Check (Provisional)

National	24%	26%	27%	28%	Not yet available
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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.

	2015	2016	2017	2018	2019
Southwark	23%	25%	22%	22%	17%
London	22%	23%	22%	23%	27%
National	18%	18%	18%	19%	20%

Between 2015 and 2018 the percentage of pupils with EHC plans meeting the required standard in the Year 1 phonics screening check has been in line with, or above, both London and national averages. In 2019, the percentage of pupils with EHC plans meeting the required standard was below the London average and the national average.

Pupils at SEN support meeting the required standard

	2015	2016	2017	2018	2019
Southwark	53%	56%	59%	55%	58%
London	52%	57%	57%	59%	60%
National	42%	46%	47%	48%	48%

The percentage of pupils at SEN support meeting the required standard in the Year 1 phonics screening test continues to be above national averages in 2019.

In 2019, the percentage of pupils at SEN support meeting the required standard in the Year 1 phonics screening test rose by 3 percentage points. It continues to be above national averages in 2019 and is now closer to the London average, narrowing the gap.

1.8.3 (SEN) KS1 – Year 1 Teacher Assessments (Provisional)

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

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

	Reading			Writing			Mathematics			Science		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Southwark	17%	13%	9%	13%	15%	9%	21%	15%	13%	21%	17%	13%
London	16%	15%	15%	11%	12%	11%	17%	16%	17%	19%	17%	18%
National	14%	13%	13%	9%	9%	9%	14%	13%	14%	16%	15%	16%

1.8.4 (SEN) KS1 – Year Teacher Assessments (Provisional)

Pupils with SEN support Working at the Expected Standard at KS1

	Reading			Writing			Mathematics			Science		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Southwark	42%	43%	43%	30%	35%	34%	40%	47%	44%	50%	49%	52%
London	43%	43%	42%	33%	34%	34%	45%	46%	46%	55%	54%	54%
National	34%	33%	33%	23%	25%	25%	35%	36%	36%	47%	46%	46%

In 2019, the percentage of pupils at SEN support working at the expected standard at the end of Key Stage 1 in reading was above national and London. The percentage working at the expected standard in writing at the end of Key Stage 1 was above national and equal to London and the percentage of pupils working at the expected standard at the end of Key Stage 1 in mathematics was above the national average but 2 percentage points below the London average.

1.8.5 (SEN) KS2 – Year 6 SATS (Provisional)

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

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

	2016	2017	2018	2019
Southwark	8%	8%	9%	9%
London	9%	9%	11%	Not yet available
National	7%	8%	9%	Not yet available

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

	2016	2017	2018	2019
Southwark	26%	30%	35%	35%
London	24%	29%	33%	Not yet available
National	16%	21%	24%	Not yet available

Since 2016, the percentage of pupils with SEN reaching the expected standard at Key Stage 2 in the combined reading, writing, mathematics (RWM) measure, has increased by nine percentage points.

The improvement over the three year period (2016-2018) mirrored national performance improvement.

1.8.6 (SEN) Key Stage 4

Comparable Key Stage 4 pupil characteristics data for 2019 is not available yet so we have made the decision to include only performance information up to 2018.

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.

Pupils with Education Health and Care Plans achieving English Baccalaureate (A*-C / Grades 9-4)

	2016	2017	2018
Southwark	7.5%	3.2%	0.9%
London	3.0%	3.1%	2.6%
National	1.8%	1.6%	1.6%

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

	2016	2017	2018
Southwark	12.5%	15.5%	13.4%
London	9.4%	9.8%	10.3%
National	6.0%	5.9%	6.3%

Average attainment 8 score for pupils with ECHP

	2016	2017	2018
Southwark	20.5	20.3	13.7
London	18.7	15.7	15.5
National	17.0	13.9	13.5

Average attainment 8 score for pupils with SEN support

	2016	2017	2018
Southwark	41.6	39.3	38.3
London	39.5	35.1	35.3
National	36.2	31.9	32.2

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

	2016	2017	2018
Southwark	-0.95	-0.57	-1.03
London	-0.87	-0.88	-0.91
National	-1.03	-1.04	-1.09

The average progress 8 score for pupils with EHC plans in 2018 was broadly in line with the national average and below the London average.

Average Progress 8 Score for Pupils with SEN support

	2016	2017	2018
Southwark	-0.24	-0.12	-0.12
London	-0.17	-0.24	-0.24
National	-0.38	-0.43	-0.43

1.8.7 (SEN) Post 16- Attainment by Age 19

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

Attainment figures for 2019 are not available yet so we have made the decision to include only performance information up to 2018.

	2016	2017	2018
Southwark	18.6%	12.8%	15.9%
London	17.8%	17.2%	16.4%
National	15.3%	15.0%	14.8%

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

	2016	2017	2018
Southwark	49.9%	45.3%	38.6%
London	44.9%	44.2%	42.3%
National	37.1%	37.1%	35.6%

Percentage of 19-year-olds with SEN support qualified to level 2 including English and mathematics was above the national average and below the London average.

1.9 Looked After Children (CLA)

At the end of academic year, 2017-18, Southwark was the corporate parent for 510 looked after children (CLA) from Reception to Year 13, attending 225 schools and colleges across England and Wales. (329 statutory school age and 181 KS5). This is an increase of 13 children and young people from the previous year.

Published 2018-19 CLA performance data will not be available until spring 2020 and will appear in next year's Standards Report.

1.9.1 CLA Attainment: Key Stage 2 (KS2), 2018

Southwark's KS2 cohort comprised 22 children: a small cohort. 59% (13) children were recorded as having Special Educational Needs (SEN). Of this cohort, 46% (6 pupils) had an Education and Health Care Plan and 54% (7 pupils) received SEN support within their mainstream school. Of the total KS2 cohort, 73% (16 pupils) were placed in education provision out of borough.

It is inadvisable to compare performance year on year or between Southwark and the rest of the country due to the size and complexity of the cohorts. However, the very fact that these children face such challenges in their lives means that Southwark's performance is commendable.

Percentage of Key Stage 2 children reaching the expected standard, 2016 to 2018

Key Point

- Of Southwark's looked after children (CLA), 68% were at the expected standard in Reading, 59% were at the expected standard in Writing, 64% were at the expected standard in Mathematics and 50% were at the expected standard in RWM combined.

	Reading			Writing			Mathematics			RWM		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Southwark	57%	52%	68%	65%	61%	59%	39%	61%	64%	30%	39%	50%
London	48%	56%	58%	55%	57%	52%	47%	57%	56%	32%	42%	44%
National	41%	45%	51%	46%	47%	49%	41%	46%	47%	25%	32%	35%

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

Key Stage 2 Average Progress Score 2018

Progress at Key Stage 2 (KS2) is measured using pupils' prior attainment at Key Stage 1 (KS1). The national average is set at 0. Most pupils are expected to make good or better progress from their relative starting points.

In 2018, Southwark's looked after children made good or better progress in writing and mathematics and very good progress in reading.

Any figure above 0 is considered to be better than expected for that group.

	Reading		Writing		Mathematics	
	2017	2018	2017	2018	2017	2018
Southwark	-1.8	4.1	-1.8	0.8	-0.7	0.9
London	-0.2	1.3	-0.7	-0.6	-0.9	-0.2
National	-0.5	-0.2	-0.8	-0.8	-1.1	-0.8

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

With 59% of the Key Stage 2 cohort identified with Special Education Needs, the Virtual School has focused on early intervention in reading, writing and mathematics to improve outcomes.

At Key Stage 2, Southwark CLA progress scores were as follows:

- Reading progress data records an impressive 5.9 percentage point increase in reading progress from 2017.
- Writing showed a 2.6 percentage point increase from 2017.
- Mathematics progress reflected a 1.6 percentage point increase from 2017.

1.9.2 CLA Attainment: Key Stage 4- GCSEs 2018

Southwark's 2018 KS4 cohort comprised 34 students.

- 71% (24 students) from this cohort were recorded as having SEN. 41% (14 students) had an EHCP and 29% (10 students) had SEN support.
- 47% (16 students) were placed in education provision outside Southwark.
- It is inadvisable to compare year on year outcomes given the complexity of pupils' needs and the size of the cohort.

Strengths and Difficulties Questionnaire (SDQ) Threshold

Local authorities are required to use the strengths and difficulties questionnaire (SDQ) to assess the emotional wellbeing of individual looked after children aged 4-16 so that the relevant support can be put in place and children are given the opportunity to achieve their full potential. Southwark's KS4 2018 cohort scored an SDQ Average of 16.1 compared to National CLA SDQ which was 13.8. This score was indicative of the high level of Social Emotional need within the Southwark cohort of young people which fell outside the SDQ normal threshold.

National Consortium for Examination Results (NCER) data at KS4 2018

KS4 Measure	Level	Virtual School	National CLA	Percentage Points Gap
EBacc. Entered	N/A	18%	9%	+9
EBacc Achieved	Standard, 9-4 & A*-C	3%	3%	0
	Strong, 9-5 & A*-C	0%	2%	-2
EBacc Eng. Achieved	Standard, 9-4	24%	26%	-2
	Strong, 9-5	15%	16%	-1
EBacc Mat. Achieved	Standard, 9-4	21%	24%	-3
	Strong, 9-5	9%	12%	-3

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

Published 2018 Key Stage 4 CLA performance data on the NCER database showed Southwark Virtual School performing slightly behind National CLA in EBacc measures. Southwark Virtual School did, however, have more EBacc entries, which is an indication of the aspiration and expected abilities of this cohort. 18% of Southwark Virtual School GCSE cohort were entered for EBacc qualifications compared to 9% nationally.

Statistical First Release (SFR) data

In 2017, pupils sat reformed GCSEs in English language, English literature and mathematics for the first time, graded on a 9 to 1 scale. New GCSEs in other subjects have now been phased in in almost every subject, first being taught from September 2016 to 2018.

Percentage achieving a “strong pass” (grades 9 to 5) in English and Mathematics

	2016	2017	2018
Southwark	c	23.5	c
London	20.8	20.0	10.3
National	17.5	17.5	7.8

*Source: <https://www.gov.uk/government/collections/statistics-looked-after-children>
C= Figure replaced with “c” to preserve confidentiality

Average Attainment 8 and Average Progress 8

Southwark’s KS4 cohort saw a dip in Attainment 8 and Progress 8 scores. 71% of the cohort was recorded as having an identified special educational need (SEN), compared to only 14% of non-looked after children, as well as the cohort average SDQ score of 16. Nationally, the trend is that attainment rates for looked after children with a SEN are much lower than those without a SEN. This is true of children with higher SDQ scores also. With significant supplementary tuition offered and taken up, Southwark looked after children were able to overcome obstacles, break the barriers and take their exams.

	Average Attainment 8			Average Progress 8		
	2016	2017	2018	2016	2017	2018
Southwark	28.5	22.2	17.1	-0.6	-1.55	-1.42
London	23.2	18.9	20.0	-1.0	-1.2	-1.25
National	22.8	19.3	18.9	-1.1	-1.2	-1.20

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

1.9.3 CLA Key Stage 5 - Outcomes

Key Stage 5 looked after children data is based on *internal* 2018/19 data.

Southwark Virtual School monitors and tracks young people in ‘formal’ learning settings such as sixth forms and on ‘taught’ college courses. Engagement with vocational learning in training settings is also monitored by the Virtual School. The dedicated Key Stage 5 team supports academic achievement and promotes engagement.

The 2018/19 Key Stage 5 looked after children (CLA) cohort consisted of 181 young people.

Key Points

- 32% (58) of our looked after children attend Further Education (FE) college. This figure can be attributed to the availability of vocational courses offered by the FE syllabus (L1, 2 & 3 BTEC diplomas), English for speakers of other languages (ESOL) provision and the perception amongst our students that there is a greater sense of ‘freedom’ at college.
- 13% (24) of the KS5 cohorts choose to stay in school and 6th form college. Reasons contributing to this figure include; continuity, greater pastoral support and the wide choice of A- levels and GCSE retakes on offer.

- 12% (22) attend alternative provision/independent college. This figure is influenced by the increase of unaccompanied asylum-seeking children (UASC) accessing ESOL provision.
- We have a small number (6%, 11 students) of CLA in apprenticeships/ traineeships/ employment. Our retention rate on these schemes is inconsistent. This is an area of concern and prospective candidates are encouraged take advantage of employability skills training and traineeships that would support work readiness.

Education/Academic Levels

Level	% of KS5 EET cohort
A' level/L3	24%
GCSE/L2	18%

- 42% of Key Stage 5 looked after children achieved a level 2 or 3 qualification.
- The level 2 cohort (18%) consists of students either retaking GCSE's or those attending intermediate level vocational courses.
- The majority of our year 13 A- level/L3 students (6 out of 10) have completed UCAS applications and have received conditional offers from universities. This included entry for one student to the London School of Economics.
- 12% of our learners are at level 1. These courses are generally vocational and include mathematics and English (Functional skills).
- 46% are studying at entry level. This figure is heavily influenced by the number of ESOL students who make up some 28% of the cohort.

Progress/ Attainment levels

At the end of academic year 2018/19 the following academic progress was recorded for Southwark's students:

Description	Year 13
Exceeding expected level	59%
Achieving or Exceeding expected level	88%

The vast majority of pupils at Key Stage 5 met the level expected of them as defined in their Personal Education Plan (PEP). If a pupil was taking an exam, then the level expected of them would usually be a pass mark, or higher, in that exam. Levels are based on a scaffolding of success around:

- Past academic record (recent mock results/AS level results)
- Attitude to learning
- Entry requirements of the university(/ies) being applied to
- External situation/factors that might impact on a student's ability to achieve
- Any Learning Difficulties and Disabilities

EET strategies and offer of supplementary tuition

Southwark Virtual School adopts a multi-agency approach and continues to strengthen its KS5 engagement strategies to ensure that students remain in education, employment or training

(EET). Bespoke Information Advice and Guidance (IAG) is delivered by skilled, qualified IAG officers. Transitional arrangements are developed in partnership with Social Care and Southwark Choices to ensure all young people have an action plan.

For the academic year 2018/19, the Virtual School dedicated a total of some 230 hours of 1-1 supplementary tuition for Year 13 KS5 students in support of their learning and to ensure exam readiness. The impact of this intervention has seen 87% of pupils achieving expected levels or better, representing a positive outcome for this intervention.

The success of this programme can be illustrated by the quote below:

“The home tuition really helped me through my mathematics A- Level. Without it I would have struggled. Hopefully I’ve done enough to meet my Uni offer.”

(London Oratory, student received an offer to study engineering at London South Bank University, September 2019)

Out of borough CLA: supporting KS5 CLA all over the UK

138 KS5 young people (76% of the cohort) are receiving their education out of borough. Of these, just 19 are out of London (10.4%). All Key Stage 5 looked after children in England receive the same level of support from the Virtual School as those in London.

Unaccompanied Asylum Seekers

Southwark has 57 (almost one third of the cohort) unaccompanied minors in KS5. This figure is made up of young people from Vietnam, Albania, Eritrea, Kuwait, Iraq, Kurdish nationals and Afghanistan. The vast majority is studying English as a Second or Other Language (ESOL) and is placed in education within 14 days of coming to the attention of the Virtual School.

Priorities for Improvement

- Attendance: minimising disruptions, keeping attendance high and exclusions low.
- Ensure that PEPs are of a high quality, remain a live document and that targets correspond to academic need.

1.10 The Southwark Scholarship Scheme

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 carrying the financial burden of tuition fees.

Since the scheme began in 2011, Southwark Council has helped 99 people pursue higher education on the scholarship which covers the full tuition fees for their chosen course. Our scholarship supports young people who have an excellent academic record of achievement, made a positive contribution to their local community and have a combined household income of less than £25,000.

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

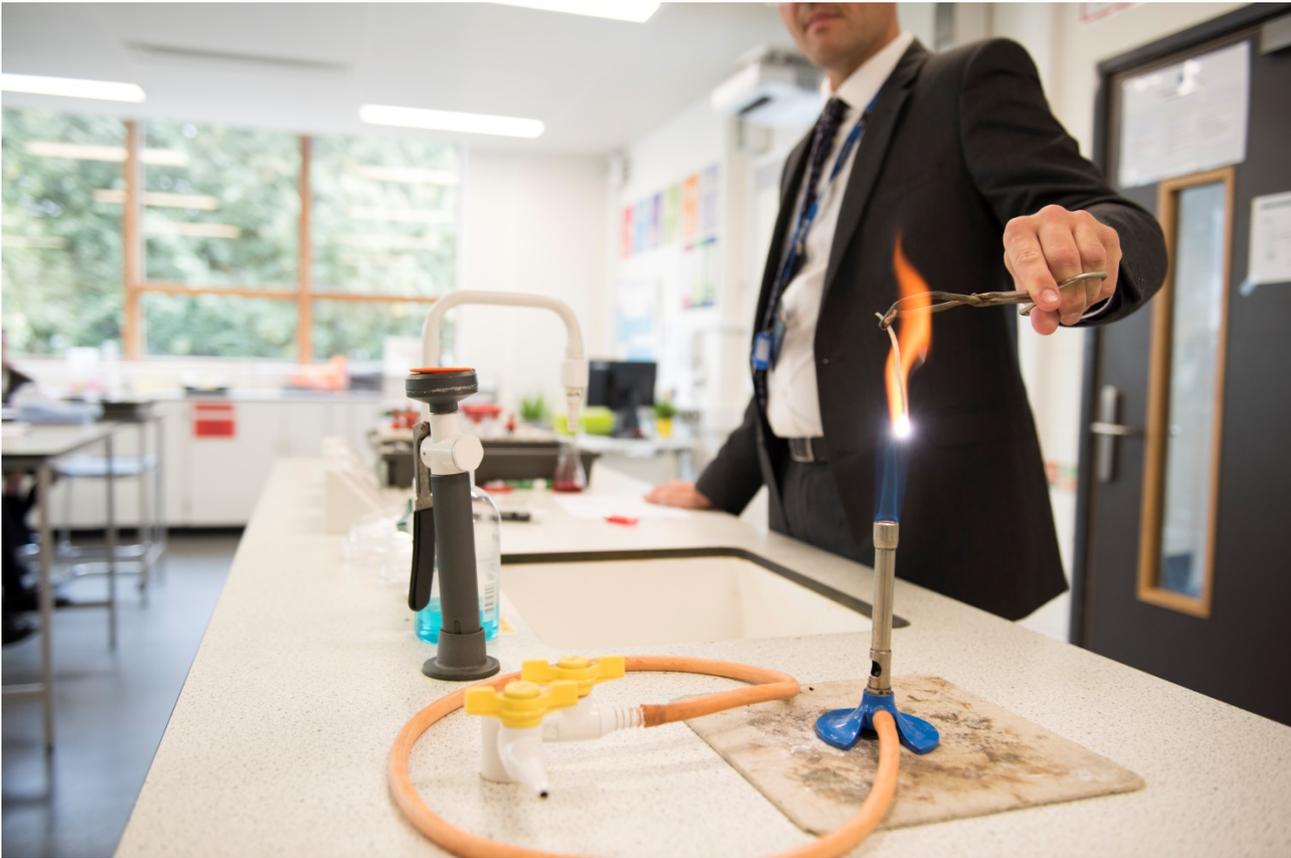
For the 2019-20 intake, 11 students were awarded the scholarship as detailed below:

School	University	Course of Study
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The BRIT School	Coventry University	BSc Interior and Architecture
Walworth Academy	Bournemouth University	BA Accounting and Business
City of London Academy	University of Warwick	BA Law and Sociology
St Paul's School	Imperial College London	MEng Biomedical Engineering
Harris Girls Academy	University of Sheffield	BSc Environmental Science
St Saviour's and St Olave's School	King's College London	MBBS Medicine
Ark Globe Academy	University of Durham	BSc Psychology
Ark Globe Academy	Royal Holloway University	MSc Computer Science with Artificial Intelligence
The Norwood School	University of Warwick	BSc Biochemistry
Sacred Heart Sixth Form	Aston University	BSc Economics
Sacred Heart Sixth Form	Newcastle University	MPharm Pharmacy

**Since 2013, St Olave's United Charity has been supporting the scheme by funding the scholarship of an additional scholar through our recruitment process, which is included in the list above. This additional fund is reviewed on an annual basis.*

Section 2: Attendance



2.1 Primary Schools

The most recent year for which we have published data is 2017/18.

Key Points

- The rate of attendance in Southwark remains higher than the London and national rates, although in the most recent data publication (2017/18), there has been an overall decrease in attendance at Southwark primary schools of 0.3 percentage points.
- Southwark's unauthorised absence rate has remained at 1.1%, and is in line with London and national averages (both are also at 1.1%).
- Southwark's authorised absence rate increased by 0.2 percentage points to 2.8% in 2017/18 when compared to the previous year, but remains below both London and national data (both at 3.0%).
- The persistent absence percentage is slightly higher (by 0.2 percentage points) than London, but remains in line with the national rate (8.7%). Persistent absence data for Southwark in 2017/18 increased by 0.9 percentage points compared to last year's data.

	Year	Southwark	London	National
Overall Attendance %	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%
	2017/18	96.0%	95.9%	95.8%
Authorised Absence %	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%
	2017/18	2.8%	3.0%	3.0%
Unauthorised Absence %	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%
	2017/18	1.1%	1.1%	1.1%
Persistent Absence %	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%
	2017/18	8.7%	8.5%	8.7%

Source: School Census, [Statistics: pupil absence - GOV.UK](https://www.gov.uk/government/statistics/pupil-absence)

Notes:

1. The lower the absence % the better the performance.
2. 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.

2.2 Secondary Schools

The most recent year for which we have published data is 2017/18.

Key Points

- Southwark's overall school attendance rate continues to be higher than that of London and nationally, but the overall attendance for Southwark continued to decrease slightly.
- The borough's authorised absence rate (3.2%) remained lower than London (3.5%) and national (3.9%) rates.

- Despite Persistent Absence rates increasing from 2016/17 by 0.8 percentage points, the rate for Southwark secondary schools (11.1%) remained below London (12.0%) and National (13.9%) rates.

	Year	Southwark	London	National
Overall Attendance %	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%
	2017/18	95.5	95.0%	94.5%

Authorised Absence %	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%
	2017/18	3.2%	3.5%	3.9%
Unauthorised Absence %	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%
	2017/18	1.4%	1.5%	1.6%
Persistent Absence %	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%
	2017/18	11.1%	12.0%	13.9%

Source: School Census, [Statistics: pupil absence - GOV.UK](#)

Notes: 1. The lower the absence % the better the performance. 2. 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 highlights above and relating to the previous year are based on calculations provided by the DfE using the new methodology.

Priorities for Improvement

- Improve the use of DfE Persistent Absentee data to identify areas for concern and ensure we have a timely response to the needs of individual schools regarding attendance issues.
- Support identification and address the needs of children most at risk of attendance or behavioural issues early on by embedding the Single Point of Contact (SPOC) alongside the "Team Around the School" model of multi-agency support.
- Encourage the use of tried and tested parenting programmes within Primary and Secondary Schools.

2.3 Young People (aged 16+) not in education, employment or training (NEET) or whose education, employment or training activity is unknown.

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.

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”.

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

Key Points

- This data is published annually and covers the average of the period December to February. By the end of February 2019, the percentage of young people whose employment, education or training outcomes were not known to us was high. One of the reasons for this is that a very high percentage (68%) of Southwark’s young people is educated outside the borough. This figure is the highest of all London boroughs and adds to the challenge of monitoring our young people’s participation in education and training.
- In response to the high percentage of young people whose activity is not known to us, reported in the December 2018 to February 2019 data collection, we put in place extensive follow up work to establish what these young people were doing. We know from our internal data collection that we have now (July 2019) brought this percentage down to 4.6%, bringing us much closer to the London and national figures.
- We have already seen improved data sharing with schools in Southwark which 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 young people so that they receive support to engage before they become NEET. We also have up to date contact details for the majority of year 11 students which will enable us to contact any that do not appear on college enrolment or skills funding data.

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

	Southwark			London			National		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
% 16-17 year olds NEET	1.3%	1.5%	1.4%	1.8%	1.8%	1.7%	2.8%	2.7%	2.6%
% 16-17 year olds whose activity is not known	3.0%	7.2%	8.5%	3.5%	3.2%	3.0%	3.2%	3.3%	2.9%
Total	4.3%	8.7%	9.9%	5.3%	5.0%	4.8%	6.0%	6.0%	5.5%

(The 2018 data above is based on the December 2018 to February 2019 averages. This data is published in October, eight months after collection on GOV.UK in the NEET scorecard.)

September Guarantee

Key Point

- In September 2018, 98.4% of Southwark 16 & 17 year olds had an offer of education or training. This is an improvement on the previous year's figure of 97.8% and better than the national performance of 94.5%.

	Southwark			London			National		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
% 16-17 year olds made an offer of an education place under September Guarantee	97.8%	98.4%	-	95.7%	95.1%	-	94.7%	94.5%	-

September Guarantee data is collected annually between April and September and published on www.gov.uk in March the following year. 2019 data is therefore currently not available and is denoted by "-"

Priorities for Improvement

A tracking improvement plan has been produced, including the following recommendations:

- Improvement of communication and information-sharing with schools and children's services departments.
- Development of systems to improve the notification of young people leaving post 16 provision before the end of a course.
- Early identification by schools of at risk of NEET young people.
- Establishment of a process of escalation for schools and providers who fail to provide statutory data.

Section 3: Exclusions

3.1 Permanent Exclusions

Permanent Exclusions

Permanent exclusions of pupils from Southwark Primary schools are extremely rare. At primary, the rate is virtually zero, equal to London and below national. Whilst the numbers within the total population overall are still small at secondary, the rate has increased. This is of great concern. We need to continue to work with schools to prevent numbers of exclusions from rising in the first instance and then to significantly reduce exclusions. At the same time, numbers of children and young people being home educated has doubled in the last year to eighteen months to 208 children and young people.

Key Points

- Primary school permanent exclusions are rare and have remained very low in the last 5 years.
- There has been a rise in the rate of permanent exclusions in Southwark secondary schools (a difference in the rate of 0.09, compared to national rates in 2017/18). London and national averages both remained the same when compared to the previous year (2016/17).
- Out of a total school population of 42,168 (January 2018 census, primary, secondary and special), there were 49 permanent exclusions in the equivalent school phases, a rate of 0.12%.

Primary Permanent Exclusion Rates

	2013/14	2014/15	2015/16	2016/17	2017/18
Southwark	0.00	0.00	0.00	0.01	0.01
London	0.01	0.01	0.01	0.01	0.01
National	0.02	0.02	0.02	0.03	0.03

Source: School Census, [Statistics: exclusions - GOV.UK](#)

Secondary Permanent Exclusion Rates

	2013/14	2014/15	2015/16	2016/17	2017/18
Southwark	0.14	0.12	0.15	0.23	0.29
London	0.15	0.17	0.16	0.19	0.19
National	0.13	0.15	0.17	0.20	0.20

Source: School Census, [Statistics: exclusions - GOV.UK](#)

3.2 Fixed Period Exclusions

Fixed Period Exclusions

For fixed period exclusions, the rate at primary has remained consistent and reflects national and London rates. At secondary, figures suggest that there has been an increase in the rate in Southwark, nationally and in London.

Key Points

- 2017/18 figures for fixed period exclusions from primary schools in Southwark are in line with the small increases seen at a London and national level, demonstrating a 0.02 percentage point increase from the previous year's rate.
- Within Southwark, the largest number of fixed period exclusions were issued by its secondary schools (1421), followed by primary schools (370), and lastly by special schools (53).
- Southwark remained in the second quartile for having the lowest rate of fixed period exclusion.

Primary Fixed Period Exclusion Rates

	2013/14	2014/15	2015/16	2016/17	2017/18
Southwark	0.82	1.43	1.50	1.45	1.47
London	0.68	0.81	0.84	0.83	0.85
National	1.02	1.10	1.21	1.37	1.40

Source: School Census, [Statistics: exclusions - GOV.UK](#)

Secondary Fixed Period Exclusion Rates

	2013/14	2014/15	2015/16	2016/17	2017/18
Southwark	5.15	5.84	6.41	7.26	8.67
London	5.94	6.71	6.87	7.50	7.63
National	6.62	7.51	8.46	9.40	10.13

Source: School Census, [Statistics: exclusions - GOV.UK](#)

Priorities for Improvement

- Raise with schools, as a matter of urgency, our concerns about the increase in fixed period exclusion rates in primary and secondary schools.
- Work alongside all schools to successfully reduce the rate of fixed period and permanent exclusions.
- Review success of managed move process with schools.
- Increase compliance of schools with statutory duties to inform the Local Authority of Fixed Period Exclusions.
- To better understand the increase in children and young people being home educated.
- Implement a pilot prevention programme for a small cohort of secondary school children who have been identified, for a number of different reasons, as carrying a greater risk of being excluded from school.

Section 4: Quality of Southwark Schools



4.1 Ofsted

Key Points

- At the end of the academic year 2018/19, 93% of Southwark schools in Southwark were judged by Ofsted to be good or better. This 16 percentage point increase since 2012 puts Southwark schools equal to London and seven 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.
- 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.

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 3.

Overall Ofsted Judgement as at end of July 2019

107 schools currently with an Ofsted Judgement (including Special Schools)	2019 %
2 Schools in Special Measures (1 secondary academy; 1 primary academy)	2%
0 Schools in Serious Weaknesses	0%
6 Schools Require Improvement (5 maintained primary schools and 1 primary academy)	6%
63 Schools Judged Good	59%
36 Schools Judged Outstanding	34%
99 Schools Judged Good or Outstanding	93%

Out of the six schools deemed to Require Improvement, one was judged good for the effectiveness of their leadership and management; five were judged good for their early years' provision; and four were judged good for personal development, behaviour and welfare.

Improvement over time

Overall Ofsted Judgements	2012	2013	2014	2015	2016	2017	2018	2019
Special Schools judged either Good or Outstanding	77%	100%	100%	100%	100%	100%	100%	100%
Primary / Infant & Nursery Schools judged either Good or Outstanding	72%	85%	85%	87%	91%	87%	87%	90%
Secondary Schools judged either Good or Outstanding	87%	93%	93%	94%	94%	94%	94%	95%
All Schools judged either Good or Outstanding	77%	88%	88%	89%	92%	89%	90%	93%

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 2019 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.	78.6%; 73.4%; 77.9%; and 83.0% of pupils achieved expected standard and above in KS1 reading; writing; mathematics; and science respectively. Attainment was highest in KS1 science, followed by reading.	74.9%; 80.5%; 80.9%; 80.4%, 84.4%; and 67.5% were working at the expected standard in reading; writing; GPS; mathematics; 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 86.9% of girls achieving the standard compared to 82.0% of boys. Although the eligible Year 1 cohort was fairly evenly split between boys and girls, boys were slightly underrepresented amongst the cohort of children reaching the	Girls out performed boys in all KS1 subjects. The gap between the two genders was largest in writing at 8.1 percentage points. Conversely the gap between the two was smallest in mathematics at 0.9 percentage points. Comparing the share boys represent of the eligible cohort, and the proportion they account for	Girls out performed boys in all KS2 subjects. The gap between the two genders was largest in separate writing at 8.9 percentage points. Conversely the gap between boys and girls was smallest in mathematics at 3.5 percentage points. Whilst the proportion of the overall cohort is evenly split between boys

Cohort	Phonics	KS1	KS2
	required standard in phonics.	of the cohort achieving the expected standard and above, boys were repeatedly underrepresented (be it by a small amount) in all subjects.	and girls, boys were underrepresented amongst the cohort of children working at the expected standard and in all KS2 subjects.
FSM eligible <ul style="list-style-type: none"> ▪ Eligible ▪ Not eligible 	<p>78.0% of FSM eligible children achieved the required phonics standard compared to 86.8% of those not eligible - a difference of 8.9 percentage points.</p> <p>FSM eligible children were slightly underrepresented amongst those achieving the required phonics standard - accounting for 26.5% of the overall eligible phonics Year 1 cohort, yet making up only 24.5% 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 mathematics (9.7 percentage points gap).</p> <p>Additionally, pupils eligible for FSM were slightly underrepresented amongst those achieving the expected standard and above and across all KS1 subjects.</p>	<p>FSM eligible pupils performed less well compared to their non eligible counterparts. The gap in performance was largest for reading, writing and mathematics combined at 9.8 percentage points, or, if looking at separate KS2 subjects, in mathematics (9.1 percentage points).</p> <p>FSM eligible pupils were underrepresented amongst those working at the expected standard in all KS2 subjects when taking into account the proportion 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>90.6% of children with no SEN achieved the required phonics standard compared to 52.3% 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., 17.6% of</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 (52.5 percentage points gap), followed by the attainment gap in reading of 49.8 percentage points.</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 - 47.7 percentage points gap, followed by GPS - 45.0 percentage points gap. For reading, writing and mathematics combined, the</p>

Cohort	Phonics	KS1	KS2
	<p>children with a statement of SEN or an EHC plan met the phonics required standard compared to 59.7% of children with SEN support.</p> <p>SEN children as a whole were disproportionately underrepresented and by a substantial amount. Although making up 14.6% of the overall cohort, children with SEN represented only 9.1% of the cohort who achieved the required phonics standard. The disparity was greatest amongst children with SEN support.</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 above at KS1, SEN children as a whole and for all stages were disproportionately underrepresented in all KS1 subjects by a considerable amount. SEN support children, particularly, were most disproportionately underrepresented across all KS1 subjects.</p>	<p>gap was 48.4 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 representation amongst those working at the expected standard at KS2, SEN children were disproportionately underrepresented in all subjects. More specifically, children with SEN support were most underrepresented.</p>
<p>Ethnicity</p> <ul style="list-style-type: none"> ▪ Asian or Asian British <ul style="list-style-type: none"> ▫ Bangladeshi ▫ Indian ▫ Pakistani ▫ Any Other Asian ▪ Black or Black 	<p>Of the main ethnic group, Chinese children followed by Asian children performed the best with 96.2% and 88.2% 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 77.4.2% and 81.7%, of the two</p>	<p>Of the major ethnic groupings, Chinese children attained the highest percentage for expected standard and above in all KS1 subjects - reading (86.5%); writing (84.6%); mathematics (96.2%); and science (94.2%). Conversely, children from any other ethnic group had the lowest performance for working at expected standard</p>	<p>Based on main ethnic groupings, Asian children achieved the highest percentage for working at expected standard in separate writing and GPS. Chinese children were the highest achievers for working at the expected standard in separate mathematics; science; and reading, writing and mathematics combined. For</p>

Cohort	Phonics	KS1	KS2
<ul style="list-style-type: none"> 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 ▫ Any Other White ▪ Any Other Ethnic Group 	<p>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 91.9% reaching the standard. In contrast, at 69.2%, phonics attainment was lowest for White and Black Caribbean children compared to all other children. Black Caribbean children had the second lowest performance at 76.5%.</p> <p>Children from Black Caribbean; White and Black Caribbean; White & Black African; and any other ethnic group were underrepresented 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 eligible Year 1 cohort.</p>	<p>and above across all KS1 subjects - reading (67.4%); writing (64.3%); mathematics (72.8%); and science (75.0%).</p> <p>Based upon the more detailed ethnic groups, children of any other Asian background achieved the highest percentage for working at expected standard and above in reading (90.6%) and writing (86.8%). Meanwhile, Chinese children were the highest achievers for working at expected standard and above in mathematics and writing.</p> <p>No one ethnic group repeatedly attained the lowest percentage for working at the expected standard and above across the different KS1 subjects. Pupils of any other ethnic group, singularly had the lowest performance in reading (67.4%) and jointly with White and Black African pupils, had the lowest percentage for attaining the expected standard in science (75.0%). White and Black Caribbean pupils had the lowest performance in writing (63.2%), whilst Black Caribbean pupils had the lowest performance in</p>	<p>separate reading, White pupils achieved the highest percentage for working at the expected standard.</p> <p>Pupils from any other ethnic group attained the lowest percentages across the range of KS2 subjects other than in separate mathematics and reading, writing and mathematics combined, whereby Black pupils had the lowest performance.</p> <p>Based on the more detailed ethnic groups, children of White & Asian background singularly had the highest performance across all subjects - other than mathematics, where they jointly together with Chinese children were the highest performers.</p> <p>Compared to the other detailed ethnic groupings, Black Caribbean pupils achieved the lowest percentage in separate mathematics and science. White & Black Caribbean had the lowest performance in separate writing; GPS; and reading, writing and mathematics combined. Pakistani children attained the lowest in</p>

Cohort	Phonics	KS1	KS2
		<p>mathematics (67.3%).</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 African; White and Black Caribbean; any other Black background; and from any other ethnic group were slightly but repeatedly underrepresented compared to their peers.</p>	<p>reading.</p> <p>Amongst children working at expected standard, Black Caribbean pupils and those of any White & Caribbean background were repeatedly underrepresented - i.e., across all KS2 subjects (when factoring in the proportion of the eligible cohort these two ethnic groups each accounted for).</p>
<p>EAL</p> <ul style="list-style-type: none"> ▪ English ▪ Other than English ▪ Unknown / Missing 	<p>Children whose first language was English performed better than those whose mother tongue was not English - 85.1% and 84.4% respectively.</p>	<p>Children with English as their first language performed better than pupils with other than English as a first language in reading and science. For writing and mathematics, this position was reversed.</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 underrepresented amongst those achieving the expected standard in reading, whilst children with English as a first language were</p>	<p>Compared to pupils with English as a first language, children with English as an additional language did better in separate writing; GPS and mathematics. For the other KS2 subjects the position was reversed.</p>

Cohort	Phonics	KS1	KS2
		slightly underrepresented amongst those working at the expected standard in mathematics.	
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 - 77.7% compared to 87.0% respectively - a difference of more than 9 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 underrepresented 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 mathematics - a 9.9 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>Disadvantaged children performed less well than their non disadvantaged counterparts. 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 – 23/07/2019; and KS2 – 10/09/2019. Analysis of performance by pupil characteristics based on matched January 2019 school census data and pupil premium data.

Sources: Provisional Phonics, KS1 and KS2 2019, and January 2019 school census.

Appendix 2. Key Stage 4 Attainment- School Level Results 2017 to 2019

	Attainment 8		
	2017	2018	2019*
Ark All Saints Academy	n/a	41.9	43.5
Ark Globe Academy	47.8	46.6	45.6
Ark Walworth Academy	46.8	40.6	42.1
Bacon's College	46.9	48.5	50.2
The Charter School North Dulwich	57.4	59.9	59.8
City of London Academy	56.5	52.8	44.7
Compass School Southwark	n/a	40.5	46.3
Harris Academy at Peckham	37.9	42.9	40.8
Harris Academy Bermondsey	49.7	53.3	53.2
Harris Boys Academy East Dulwich	52.5	55.1	52.3
Harris Girls' Academy East Dulwich	52.6	52.3	51.7
Kingsdale Foundation School	55.9	55.9	54.6
Notre Dame RC Girls' School	43.6	47.4	48.3
Sacred Heart RC Secondary School	56.1	55.0	55.3
St Michaels' RC School	53.0	54.2	53.3
St Saviour's & St Olave's CofE School	53.2	56.7	55.1
The St Thomas the Apostle College	52.0	53.8	53.3
University Academy of Engineering SB	n/a	n/a	41.2
Southwark	50.5	50.2	49.3
London	48.9	49.4	49.6
National	46.5	46.6	46.7

	Progress 8		
	2017	2018	2019*
Ark All Saints Academy	n/a	-0.07	0.08
Ark Globe Academy	0.39	0.39	0.41
Ark Walworth Academy	0.18	-0.44	-0.17
Bacon's College	-0.26	-0.04	0.05
The Charter School North Dulwich	0.42	0.68	0.59
City of London Academy	0.31	0.09	-0.46
Compass School Southwark	n/a	-0.53	0.02
Harris Academy at Peckham	-0.18	0.15	0.18
Harris Academy Bermondsey	0.24	0.91	0.93
Harris Boys Academy East Dulwich	0.73	0.80	0.76
Harris Girls' Academy East Dulwich	0.85	0.79	0.65
Kingsdale Foundation School	0.02	-0.07	-0.23
Notre Dame RC Girls' School	0.05	0.60	0.32
Sacred Heart RC Secondary School	1.07	1.10	0.97
St Michaels' RC School	0.43	0.22	0.52
St Saviour's & St Olave's CofE School	0.27	0.56	0.50
The St Thomas the Apostle College	0.91	0.90	1.00
University Academy of Engineering SB	n/a	n/a	-0.53
Southwark	0.31	0.30	0.24
London	0.22	0.23	0.22
National	-0.03	-0.02	-0.03

	English & mathematics % Grades 9 to 5		
	2017	2018	2019*
Ark All Saints Academy	n/a	26%	27%
Ark Globe Academy	46%	48%	36%
Ark Walworth Academy	40%	27%	30%
Bacon's College	42%	47%	49%
The Charter School North Dulwich	61%	69%	67%
City of London Academy	55%	54%	36%
Compass School Southwark	n/a	17%	30%
Harris Academy at Peckham	16%	29%	26%
Harris Academy Bermondsey	47%	42%	45%
Harris Boys Academy East Dulwich	41%	50%	46%
Harris Girls' Academy East Dulwich	52%	55%	49%
Kingsdale Foundation School	62%	61%	59%
Notre Dame RC Girls' School	35%	33%	37%
Sacred Heart RC Secondary School	60%	64%	52%
St Michaels' RC School	55%	56%	53%
St Saviour's & St Olave's CofE School	57%	65%	64%
The St Thomas the Apostle College	48%	54%	58%
University Academy of Engineering SB	n/a	n/a	31%
Southwark	47.8%	48.3%	44.9%
London	48.2%	48.7%	48.8%
National	42.9%	43.5%	43.2%

* 2019 data is provisional and sourced from DfE Performance Tables: <https://www.compare-school-performance.service.gov.uk/>

Sources: GCSE 2017 to 2019 - DfE performance tables and SFR

Notes: School level results above are for mainstream schools that were still operating at the end of 2018/19 academic year. LA and national results are for all state-funded schools.

Appendix 3. Ofsted Ratings - 31st August 2019

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.

School Name	Type	Current OFSTED:	
		Inspection Date	Inspection Rating
Nursery Schools			
Ann Bernadt Nursery School	Nursery	27/11/201	2
Dulwich Wood Nursery School	Nursery	10/05/201	2
Grove Children & Family Centre	Nursery	02/12/201	2
Kintore Way Nursery School and Children's	Nursery	19/09/201	1
Nell Gwynn Nursery School	Nursery	08/07/201	2
Primary Schools			
Albion Primary School	Primary	11/10/201	1
Alfred Salter Primary School	Primary	05/02/201	2
Angel Oak Academy	Primary	11/10/201	1
The Belham Primary School	Primary	17/07/201	2
Bellenden Primary School	Primary	24/09/201	2
Bessemer Grange Primary School	Primary	10/03/201	2
Boucher Church of England Primary School	Primary	06/05/200	1
Brunswick Park Primary School	Primary	24/04/201	2
Camelot Primary School	Primary	17/01/201	2
The Cathedral School of St Saviour and St Mary	Primary	22/10/200	1
Charles Dickens Primary School	Primary	10/03/200	1
Charlotte Sharman Primary School	Primary	07/11/201	3
Cobourg Primary School	Primary	13/03/201	3
Comber Grove School	Primary	06/05/201	2
Crampton Primary	Primary	04/02/201	1
Crawford Primary School	Primary	12/03/201	1
Dog Kennel Hill School	Primary	12/09/201	2
Dulwich Hamlet Junior School	Primary	16/09/200	1
Dulwich Village Church of England Infants' School	Primary	16/09/200	1
Dulwich Wood Primary School	Primary	06/03/201	2
English Martyrs Roman Catholic Primary School	Primary	07/07/201	2
Friars Primary Foundation School	Primary	16/05/201	2
Galleywall Primary	Primary	14/05/201	1
Goodrich Community Primary School	Primary	07/12/201	2
Goose Green Primary and Nursery School	Primary	31/01/201	3
Grange Primary School	Primary	04/10/201	2
Harris Primary Academy East Dulwich	Primary	09/05/201	1
Harris Primary Academy Peckham Park	Primary	13/03/201	2
Harris Primary Free School Peckham	Primary	19/04/201	2

School Name	Type	Current OFSTED:	
		Inspection Date	Inspection Rating
Heber Primary School	Primary	29/09/201	2
Hollydale Primary School	Primary	06/02/201	2
Ilderton Primary School	Primary	17/06/201	1
Ivydale Primary School	Primary	26/02/201	2
John Donne Primary School	Primary	10/10/201	1
John Ruskin Primary School and Language	Primary	28/01/200	1
Judith Kerr Primary School	Primary	12/05/201	2
Keyworth Primary School	Primary	09/05/201	2
Lyndhurst Primary School	Primary	05/11/201	2
Michael Faraday School	Primary	16/10/201	2
Oliver Goldsmith Primary School	Primary	25/09/201	3
Peter Hills with St Mary's and St Paul's CofE	Primary	21/05/201	2
Phoenix Primary School	Primary	17/06/201	1
Pilgrims' Way Primary School	Primary	01/07/201	2
Redriff Primary School	Primary	13/09/201	1
Riverside Primary School	Primary	04/10/201	1
Robert Browning Primary School	Primary	15/11/201	3
Rotherhithe Primary School	Primary	14/01/201	2
Rye Oak Primary School	Primary	30/11/201	2
Saint Joseph's Catholic Primary School, the	Primary	05/12/201	2
Snowsfields Primary School	Primary	03/07/201	2
Southwark Park Primary School	Primary	06/03/201	2
St Anthony's Catholic Primary School	Primary	23/02/201	2
St Francesca Cabrini Primary School	Primary	11/06/201	2
St Francis RC Primary School	Primary	05/12/201	2
St George's Cathedral Catholic Primary School	Primary	12/12/201	2
St George's Church of England Primary School	Primary	01/05/201	2
St James' Church of England Primary School	Primary	19/11/201	2
St James the Great Roman Catholic Primary	Primary	28/03/201	2
St John's and St Clement's Church of England	Primary	05/12/201	2
St John's Roman Catholic Primary School	Primary	10/02/201	2
St John's Walworth Church of England Primary	Primary	11/09/201	3
St Joseph's Catholic Infants School	Primary	03/10/201	2
St Joseph's Catholic Junior School	Primary	15/01/201	2
St Joseph's Catholic Primary School	Primary	24/05/201	1
St Joseph's Roman Catholic Primary School	Primary	08/01/200	1
St Jude's Church of England Primary School	Primary	15/10/201	2
St Mary Magdalene Church of England Primary	Primary	27/06/201	2
St Paul's Church of England Primary School	Primary	27/02/201	4
St Peter's Church of England Primary School	Primary	24/01/201	2
Surrey Square Primary School	Primary	06/12/201	1
Tower Bridge Primary School	Primary	27/01/201	2
Townsend Primary School	Primary	04/06/201	2

School Name	Type	Current OFSTED:	
		Inspection Date	Inspection Rating
Victory Primary School	Primary	24/10/2011	2

Secondary Schools

Ark All Saints Academy	Secondary	02/06/2015	2
Ark Globe Academy	Secondary	23/10/2014	2
Ark Walworth Academy	Secondary	22/10/2014	2
Bacon's College	Secondary	01/02/2017	4
City of London Academy (Southwark)	Secondary	06/10/2011	2
Compass School Southwark	Secondary	17/05/2017	2
Harris Academy Bermondsey	Secondary	18/03/2015	1
Harris Academy Peckham	Secondary	19/09/2011	2
Harris Boys' Academy East Dulwich	Secondary	07/12/2011	1
Harris Girls' Academy East Dulwich	Secondary	14/03/2012	1
Kingsdale Foundation School	Secondary	14/06/2017	1
Notre Dame Roman Catholic Girls' School	Secondary	21/11/2012	1
Sacred Heart Catholic School	Secondary	11/12/2012	1
St Michael's Catholic College	Secondary	03/07/2013	1
St Saviour's and St Olave's Church of England	Secondary	25/02/2009	1
The Charter School East Dulwich	Secondary	16/10/2018	2
The Charter School North Dulwich	Secondary	04/11/2009	1
The St Thomas the Apostle College	Secondary	20/11/2018	1
University Academy of Engineering South Bank	Secondary	09/05/2017	2

Special Schools

Beormund Primary School	Special	28/02/2013	2
Bethlem and Maudsley Hospital School	Special	17/11/2011	1
Cherry Garden School	Special	04/06/2015	1
Evelina Hospital School	Special	30/01/2013	1
Haymerle School	Special	11/03/2015	2
Highshore School	Special	26/02/2013	2
Newlands Academy	Special	28/11/2012	2
Spa School, Bermondsey	Special	01/12/2015	1
Tuke School	Special	04/10/2011	1

PRU

Southwark Inclusive Learning Service (Sils)	PRU	29/01/2015	2
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Notes: Table above based on latest inspection judgements for schools with an inspection by 31st July 2019
Source: School Inspections and Outcomes: Management Information

The Standards Team would like to thank everyone who contributed to this year's report, and in particular, Albion Primary School, Robert Browning Primary School and St Michael's Catholic College for allowing us to share the photographs of your schools.