

Children and Young People Select Committee			
Title	Update on provisional school results 2015	Item No	5
Contributors	Interim Head of Standards and Achievement		
Class	Part 1	Date	8 th September 2015

1. Recommendations

- 1.1 That the committee notes the continued improvement in outcomes for children at the end of the Early Years Foundation Stage, Key Stage 1 and Key Stage 2
- 1.2 That the levels of performance at Key Stage 4 and 5 are noted, with these being a key priority for improvement
- 1.3 That a further report giving more detail and outlining the borough's improvement strategy is received by the Select Committee in March / April after the validated data is published.

2. Introduction

- 2.1 This report summarises the borough-level 2015 provisional school results at the end of each key stage. At the time of writing this report, all results are provisional and subject to change for a number of possible reasons, which include re-marking of papers after appeals by schools and the removal of some children's results from the dataset due to the short time they have attended an English school. Results will not be validated until towards the end of 2015 and published early in 2016. There are results for children at the end of the Early Years Foundation stage, Key Stages 1, 2 and 4, and 5.
- 2.2 There is a focus on reducing the gap in achievement between those children eligible for pupil premium funding (PP) and those who are not eligible. While eligibility for pupil premium is not the only indicator of disadvantage for young people in Lewisham, nationally and locally, children from the most disadvantaged families (as measured by those eligible for free school meals FSM) tend to do less well than their peers. Schools and local authorities have made it a priority to reduce this gap in attainment and this is reported in the performance data for schools and the local authority.

3. The Early Years Foundation Stage

- 3.1 Children at the end of the reception year are assessed using Early Learning Goals and are judged as to whether they have achieved or exceeded an overall good level of development (GLD). These results are only published at local authority level (not school level). All Lewisham primary and infant schools have children who are aged 5 and are assessed at the end of the Early Years Foundation Stage. There are national and London averages with which Lewisham LA can compare itself, but these will not be available until later in the year.

Table 1 Percentage of children achieving or exceeding an overall good level of development (GLD)		
	2014	2015
GLD all children Lewisham	75%	78%
GLD all children – Inner London	62%	Not yet available
GLD all children – England	60%	Provisional figure: 66%
GLD children eligible for FSM Lewisham	68%	71%
GLD children eligible for FSM – Inner London	54%	Not yet available
GLD children eligible for FSM – England	45%	Not yet available
GLD children not eligible for FSM Lewisham	78%	79%
GLD children not eligible for FSM – Inner London	65%	Not yet available
GLD children not eligible for FSM – England	64%	Not yet available

3.2 As can be seen from the above data, a further improvement in the number of children achieving or exceeding a GLD across the authority of 3% has been achieved in 2015. There is also an increase in the number of children who are eligible for free school meals achieving the benchmark. The gap between those children eligible for free school meals and those who are not has narrowed from 10% in 2014 to less than 9% in 2015. Provisional national figures also suggest, that the GLD for children eligible for FSM in Lewisham is better than that for all children nationally.

4. Key Stage 1

4.1 When children are at the end of year 2, aged 7, or soon to be 7, they are assessed by teachers using the National Curriculum levels in reading writing and mathematics. Children are expected to achieve at level 2 of the national curriculum. Those that are achieving more than expected will achieve at level 3, whilst those who are still to achieve the expected level will be working at level one or below. There are national and London averages with which Lewisham LA can compare itself, but for 2015 these will not be available until later in the year.

4.2 The table overleaf sets out the Lewisham average and the national and regional averages (for comparison) of teacher assessment of children at the end of year 2.

Table 2 Attainment at the end of Key stage 1 - % achieving				
	2013	2014	2015	Improvement 2013-2015
Reading Level 2+	89%	91%	91%	2%
Inner London average	89%	90%	Not yet available	Not yet available
England average	89%	90%	Not yet available	Not yet available
Reading Level 3+	31%	34%	36%	5%
Inner London average	28%	28%	Not yet available	Not yet available
England average	29%	31%	Not yet available	Not yet available
Writing Level 2+	85%	89%	89%	4%
Inner London average	85%	87%	Not yet available	Not yet available
England average	85%	86%	Not yet available	Not yet available
Writing Level 3+	20%	23%	25%	5%
Inner London average	14%	16%	Not yet available	Not yet available
England average	15%	16%	Not yet available	Not yet available
Mathematics Level 2+	92%	94%	94%	2%
Inner London average	91%	92%	Not yet available	Not yet available
England average	91%	92%	Not yet available	Not yet available
Mathematics Level 3+	26%	28%	31%	5%
Inner London average	21%	23%	Not yet available	Not yet available
England average	23%	24%	Not yet available	Not yet available

4.3 The above data shows that Lewisham Key Stage 1 results have been at or mostly above the national and London averages in 2013 and 2014 and are likely to remain so for 2015. The percentage of children achieving more than the expected level (level 3+) has been notably higher than the national and regional averages in all three subjects in 2013 and 2014.

4.4 In 2015 the provisional data indicates that there has been a small improvement in the percentage of children achieving level 2+ in writing, but a slight fall in reading and maths. In all three subjects, and particularly in maths, there has been a

notable improvement in the number of children achieving level 3. Since 2013 there has been improvement in all the above measures, with significant improvement in reading at level 3+ of 5%, in writing at level 3+ of 5% and in mathematics at level 3+ of 5%.

5. Key Stage 2

5.1 When children are in year 6, the last year group in the primary or junior school, before they transfer to secondary education they take standard assessment tasks (SATs) in reading writing and mathematics and are assessed by teachers as to their attainment in science. The combined reading, writing and mathematics results are the key bench mark for primary schools, with all children being expected to achieve level 4 or above in reading, writing and maths. To be above the 'Floor Standard' each school must ensure that at least 65% of children achieve level 4 or above. Additionally children's progress since the end of Key Stage 1 is measured. It is expected that children will have made 2 levels of progress since Key Stage 1, and it is hoped that many children will make better than expected progress i.e. 3 levels of progress. There are national and London averages with which Lewisham can compare itself, but for 2015 these will not be available until later in the year.

6. Key Stage 2 – provisional data

6.1 The table below sets out the Lewisham average and the national and regional averages (for comparison) of the SATs tests assessment of children at the end of year 6.

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Table 3 Attainment at the end of Key Stage 2				
	2013	2014	2015	Improvement 2013 - 2015
Lewisham Reading, writing, maths L4+ combined	83%	80%	83%	Same
Inner London average	79%	82%	Not yet available	Not yet available
England average	75%	78%	Not yet available	Not yet available
Lewisham Reading, writing, maths L5+ combined	27%	28%	29%	2%
Inner London average	23%	25%	Not yet available	Not yet available
England average	21%	24%	Not yet available	Not yet available

6.2 There has been an overall improvement of over 3% in the combined Key Stage 2 result at level 4+ from 80% of children achieving this standard in 2014 to 83% this year after a slight blip in 2014. A smaller improvement of 0.6 percentage point has taken place for the combined level 5+ attainment (the figures in the table are

rounded). This year's result is the highest ever for the borough and should place Lewisham's primary schools as among the highest performing in London.

7. Key Stage 2 - Pupil Premium data

Table 4 Pupil premium attainment at the end of Key Stage 2				
	2013	2014	2015	Improvement 2013 - 2015
Lewisham Pupils eligible for PP funding who achieve L4+ combined	75%	72%	77%	2%
Gap between PP funded pupils and the cohort overall	8%	8%	7%	1%
Lewisham Pupils eligible for PP funding who achieve L5+ combined	16%	19%	18%	2%
Gap between PP funded pupils and the cohort overall	11%	9%	11%	Same

- 7.1 These figures show an increase in the percentage of pupils achieving level 4+ who are eligible for pupil premium (PP) funding – 5% more than in 2014. However there has been a slight fall (1%) in the percentage of pupils eligible for PP funding achieving level 5+ between 2014 and 2015, although overall progress in this measure between 2013 and 2015 is upward. The gap also reduced by 1.4% at level 4+ and a 0.2% at level 5+ between 2013 and 2015.

Table 5 Summary of Key Stage 2 achievement in reading, writing and mathematics				
	2013	2014	2015	Improvement 2013 - 2015
READING				
Lewisham Reading Level 4+	90%	88%	90%	Same
Inner London average	87%	88%	Not yet available	Not yet available
England average	86%	89%	Not yet available	Not yet available
Lewisham Reading Level 5+	50%	51%	51%	1%
Inner London average	44%	49%	Not yet available	Not yet available
England average	45%	50%	Not yet available	Not yet available

Table 5 Summary of Key Stage 2 achievement in reading, writing and mathematics				
	2013	2014	2015	Improvement 2013 - 2015
WRITING				
Lewisham Writing Level 4+	88%	89%	89%	1%
Inner London average	86%	87%	Not yet available	Not yet available
England average	83%	85%	Not yet available	Not yet available
MATHS				
Lewisham Maths Level 4+	90%	86%	89%	-1%
Inner London average	88%	87%	Not yet available	Not yet available
England average	85%	86%	Not yet available	Not yet available
Lewisham Maths Level 5+	46%	44%	43%	-3%
Inner London average	45%	44%	Not yet available	Not yet available
England average	41%	42%	Not yet available	Not yet available

7.2 The separate subject data shows a more mixed picture. Since 2014 there is an improvement in reading at level 4+ of 2%, in writing at level 5+ of 4% and in mathematics at level 4+ of 3%. However, between 2014 and 2015 reading at level 5+ has remained the same as has writing at level 4+ while mathematics at level 4+ has gone down by 1%.

8. Expected or exceeding expected progress

8.1 By the end of Key Stage 2 children are expected to have made 2 levels of progress from the end of Key Stage 1. In 2015, when compared with 2014, there has been a slight fall in the percentage of children who have achieved this expectation, a fall of less than 1% (figures in the table are rounded) but these figures remain high.

Table 6
Progress from Key Stage 1 to Key Stage 2: % making expected levels of progress

	2014	2015	Improvement 2014- 2015
Expected or above expected progress at combined level 4+	92%	91%	-1%

9. Key Stage 4

9.1 Secondary schools cover two key stages of the National Curriculum, Key Stage 3 and Key Stage 4. There are no public examinations for young people at the end of Key Stage 3, but when they are 16 or nearly 16, they take GCSE examinations. The national benchmark is passing at least 5 GCSE examinations with a good grade (A* - C) which includes English and mathematics. Other results are also noted and reported. Progress since the end of Key Stage 2 is also measured. It is expected that young people will make 3 levels of progress during Key Stages 3 and 4. There are national and London averages with which Lewisham LA can compare itself, but for 2015 these will not be available until later in the year.

9.2 In 2016 there will be different measures for Key Stage 4 outcomes so this is the last year of the current regime. From 2016 the headline measures of secondary school performance will be:

- Progress across 8 subjects (which is known as Progress 8)
- Attainment across 8 subjects (which is known as Attainment 8)
- The percentage of pupils achieving a C grade or better in both GCSE or iGCSE English and maths (Basics)
- The English Bacculaureate

10. Key Stage 4 – Provisional data

	2013	2014	2015	Improvement 2013 - 2015
Lewisham GCSE 5A* - C inc. En & maths	58%	52%	51%	-7%
London average	65%	62%	Not yet available	-
England average	61%	57%	Not yet available	-
Lewisham GCSE Basics -- A*-C in English and Maths	59%	55%	54%	-5%
London average	66%	64%	Not yet available	-
England average	61%	59%	Not yet available	-

	2013	2014	2015	Improvement 2013 - 2015
LA English Baccalaureate	19%	17%	20%	1%
London average	29%	30%	Not yet available	-
England average	23%	24%	Not yet available	-
LA GCSE APS score per student	324	296	304	-20
London average	347	323	Not yet available	-
England average	342	310	Not yet available	-

10.1 Overall results have stayed around the same level as last year despite predictions that they would rise in many schools. This reflects a volatility which has also been experienced in other boroughs, with drops in results reported elsewhere across London.

10.2 While there have been a number of issues arising at different schools, which have contributed to there are two significant issues which have emerged across a number of schools. Firstly in maths, a number of schools have been affected by the raising of the C/D grade boundary by 8 marks. While the rise was broadly heralded, it appears to be the scale of the rise that has caught some out and significantly depressed maths results.

10.2.1 In the Cambridge iGCSE English, there is very clearly a problem in some schools with the marking of the exam element. A number of schools have reported that students who have done well in their coursework and achieved good grades in other subjects have been given Ds, Es and Us in the exam element, thus bringing down their overall grade, with concerns regarding some poor quality assurance of marking by the examination board. This is being pursued by the schools affected as well as the local authority.

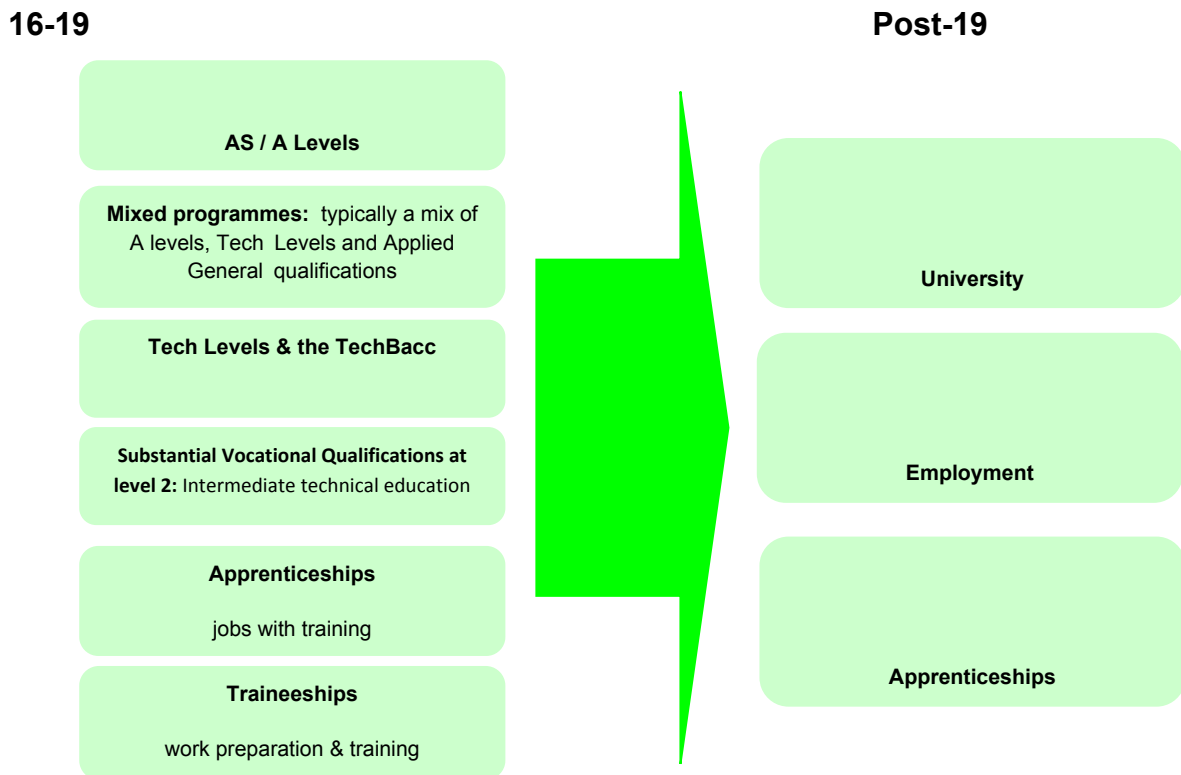
10.3 Even allowing for this volatility and the challenges experienced this year, it is likely that Lewisham will remain at the bottom of the London league table. This is clearly unacceptable and there will be a further report to this committee setting out the actions in place jointly across schools and the local authority to make rapid improvements to this position.

11. Key Stage 5

11.1 Since September 2013 all young people are under a duty to participate in education or training until the end of the academic year in which they turn 17. From September 2015, this will rise to their 18th birthday. Young people (aged 16-19 (up to 25 for young people with learning disabilities)) are required to study or train in one of three routes:

- Study full-time in a school, college or with a training provider;
- full-time work or volunteering combined with part-time education or training;
- or
- an Apprenticeship or Traineeship.

11.2 In terms of post-16 participation and education young people can choose an academic or vocational progression route and have the opportunity to participate through a number of pathways:



11.3 The Key Stage 5 results in Lewisham have improved since last year. Results nationally are also slightly up on last year in all A level entry indicators. The borough results are above the national average for pass rate (A*-E) - National 98.1%; Lewisham 98.4% (in the table, the figures are rounded).

11.4 The top grades (A*-B and A*-C) are up by more than national but while the gap has slightly narrowed, we are still some way off the national averages. 67.2% of entries were at Grades A*-C, up 2.3% on last year (national average 77.2% up 0.7% on last year) and 37.2% at Grades A*-B, up 1.3% on last year (national average 52.7%, up 0.5% on last year).

11.5 The results below focus on A level entries for schools/colleges. The published results in October and January will look at important measures such as the percentage of students with two A levels, point scores etc. These results are not yet comprehensive particularly in terms of A level equivalents - and these are very important for many of our students.

	2014	2015	Improvement 2013 - 2015
% of students at least 2 A levels grades A* - E	94%	86%	-8%
England average - state funded	92%	Not yet available	Not yet available
Grades 3 AAB or higher in at least 2 facilitating subjects	5%	8%	3%
England average – state funded	12%	Not yet available	Not yet available
% of entries graded A* - B	36%	37%	1%
England average	52%	53%	1%
% of entries graded A* - C	65%	67%	2%
England average	77%	77%	Same
% of entries graded A* - E	98%	98%	Same
England average	98%	98%	Same
APS per A level student	696	623	-73
England average – state funded	773	Not yet available	Not yet available

12. Destinations

12.1 It is always important to see how well our young people are getting into their choice of universities. The figures of young people from Lewisham schools achieving Oxbridge places appear comparable with last year - so far 7, but likely to rise to 9. These are from SFH6, Haberdashers' Aske's Hatcham College and Prendergast School. Alongside Universities, there is also an increase in the number of students getting into higher level apprenticeships. Higher level apprenticeships are as difficult to secure as Russell Group University places and

are dominated by private school entrants so this is a positive trend. Detailed destination data is being gathered from the schools.

13. Conclusion

- 13.1 This report has been prepared prior to the beginning of the academic year and at a time when the results are highly provisional. Improving educational outcomes for young people is a top priority for the council and its partners. The work in partnership with schools to improve standards will be the subject of a separate report to the committee.

14. Financial implications

- 14.1 There are no direct financial implications arising from this report.

15. Legal implications

- 15.1 The local authority has a statutory duty to promote high standards and fulfilment by every child of their educational potential.

16. Crime and disorder implications

- 16.1 There are no specific crime and disorder implications arising from this report.

17. Equalities implications

- 17.1 The report includes data on performance of Pupil Premium pupils where this is available. Full analysis of the results will consider gender, ethnicity and other factors.

18. Environmental implications

- 18.1 There are no specific environmental implications arising from this report.

19. Background documents and originator

- 19.1 None.

If there are any queries on this report please contact Chris Ashton / Sara Williams, Interim Head of Standards and Achievement