

<b>CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE</b>		
<b>Report Title</b>	Secondary School Improvement Strategy	
<b>Key Decision</b>		Item No. 3
<b>Ward</b>	All	
<b>Contributors</b>	Head of Standards and Achievement Strategic Lead for School Improvement	
<b>Class</b>		Date: 1 <sup>st</sup> March 2016

### 1. Purpose of paper

The report follow on from the presentation and report to the Children and Young People Select Committee in October 2015. That report, based on the then provisional results, highlighted concerns about the trend in secondary school performance in relation to national and London outcomes for Key Stage 4 and Key Stage 5. The final results have now been published nationally so this report sets out the background to 2015 outcomes, provides context in terms of inspection outcomes and summarises the action being taken.

### 2. Recommendations

The Committee is recommended to comment on and note the report, in particular the actions underway and planned.

### 3. Background

3.1 The Lewisham's Children and Young People's Plan 2015 – 2018 promises to deliver improvements to four main areas: resilience, health, achievement and safety. Six specific areas have been prioritised to raise the attainment and achievement of secondary age pupils and young people. These are school places, achievement at school, attendance at school, engagement post-16, attainment post-16 and LAC attainment. All six priority areas, like the plan's main outcome areas, are underpinned by the SEND Strategy to deliver outstanding and inclusive improvement.

#### 3.2 Secondary Schools in Lewisham

3.2.1 There are 19 schools in Lewisham with provision for Key Stages 3 and 4. They are set out in the table below. The 5 schools that are Special Schools and the Pupil Referral Unit have been judged by Ofsted to be good or better and this has been the case for a number of years.

3.2.2 There were 13 mainstream local secondary schools with 2015 GCSE cohorts. Results for 2015 are not comparable to years before 2014 for reasons set out in 3.4.6. Notwithstanding changes to methodology the 2015 results shown in this report are the revised results for schools, Lewisham, London, Inner London and England.

Table 1

Name of School	Status	Latest Inspection Outcome	Age Range
Abbey Manor College	Special, Community, PRU Provision	Good	11-19
Addey & Stanhope	Voluntary Aided	Good	11-16
Bonus Pastor Catholic College	Voluntary Aided, Catholic	Good	11-16
Brent Knoll	Special, Trust	Good	4-16
Conisborough College	Community, Partnership	Good	11-16
Deptford Green School	Community, Partnership	Requires Improvement	11-18
Drumbeat	Special, Community	Good	5-19
Forest Hill School	Community	Good	11-19
Greenvale	Special, Community	Outstanding	11-19
Haberdashers' Aske's Hatcham College	Academy, Federated	Outstanding	3-18
Haberdashers' Aske's Knights Academy	Academy, Federated	Requires Improvement	3-19
New Woodlands	Special, Community, Key Stage 3 Only	Good	5-14
Prendergast Ladywell School	Foundation, Federated	Requires Improvement	11-16
Prendergast School	Voluntary Aided, Federated	Outstanding	11-18
Prendergast Vale School	Foundation, first GCSE cohort 2016, Federated	Requires Improvement	3-16
Sedgehill School	Community	Requires Improvement	11-18
St Matthew Academy	Academy, Catholic	Good	3-16
Sydenham School	Community	Good	11-18
Trinity Church of England School	Voluntary Aided, Anglican	Requires Improvement	4-16

3.2.3 This table shows a relatively high number of schools 'require improvement' with the result that only 60% of secondary pupils in Lewisham are in a good or outstanding school, one of the lowest percentages in London. All schools requiring improvement are targeted for support under the Council's new School Improvement Framework.

### 3.3 Measuring Attainment using 5+A\*-C, including English and maths

3.3.1 Table 2 overleaf sets out the percentage of students achieving at least five good GCSEs (at grades A\*-C) including for English and Maths across schools in Lewisham in relation to outcomes nationally, across London, Inner London and statistical neighbours.

3.3.2 This is the key attainment measure used for Key Stage 4 as the expected national level of achievement. There are changes to this key measure being introduced over this year and this paper will outline those changes. The measure for a good (currently A\*-C) GCSE pass for English and maths combined will remain.

Table 2

School name	Pupils at the end of Key Stage 4	5+ A*-C or equivalents including A*-C in both English and mathematics GCSEs									
		2008	2009	2010	2011	2012	2013	2014	2015	Yr on Yr Change	2008-2015 Change
<b>Mainstream Secondary Schools</b>											
Addey and Stanhope School	111	59%	55%	59%	68%	62%	70%	62%	47%	-15%	-12%
Bonus Pastor Catholic College	141	51%	54%	58%	67%	64%	63%	67%	65%	-2%	14%
Conisborough College	154	32%	35%	39%	50%	60%	45%	41%	42%	1%	10%
Deptford Green School	112	50%	41%	54%	48%	47%	52%	44%	46%	2%	-4%
Forest Hill School	217	52%	50%	52%	57%	66%	66%	58%	59%	1%	7%
Haberdashers' Aske's Hatcham College	203	94%	90%	68%	78%	74%	70%	64%	58%	-6%	-36%
Haberdashers' Aske's Knights Academy	173	19%	35%	38%	57%	40%	56%	53%	53%	0%	34%
Prendergast Ladywell	191	31%	29%	29%	41%	38%	37%	38%	34%	-4%	3%
Prendergast School	109	65%	66%	70%	70%	68%	74%	77%	72%	-5%	7%
St Matthew Academy	141	23%	23%	43%	59%	44%	59%	50%	40%	-10%	17%
Sedgehill School	229	40%	36%	36%	45%	51%	53%	44%	55%	11%	15%
Sydenham School	211	45%	50%	47%	64%	66%	67%	56%	59%	3%	14%
Trinity Church of England School	88	28%	44%	53%	64%	69%	62%	33%	55%	22%	27%
<b>Secondary Special Schools</b>											
Brent Knoll School	13	0%	0%	0%	0%	0%	0%	6%	0%	-6.0%	0.0%
Drumbeat School and ASD Service	17	-	-	-	NA	NA	0%	0%	NE	-	-
Greenvale School	10	NA	SUPP	SUPP	NA	NA	0%	0%	NE	-	-
Lewisham average	2115	45.9%	47.0%	48.0%	56.1%	56.0%	58.1%	51.8%	51.9%	0.1%	6.0%
London average	75624	50.7%	54.0%	58.0%	61.9%	62.4%	65.1%	61.5%	60.9%	-0.6%	10.2%
All England average	611081	47.6%	49.8%	53.5%	59.0%	59.4%	59.2%	53.4%	53.8%	0.4%	6.2%
State-funded England average	553469	48.2%	50.7%	55.2%	58.2%	58.8%	60.6%	56.6%	57.1%	0.5%	8.9%

NB: Results for 2015 are not comparable to years before 2014 for reasons set in the report. This is indicated by the dashed line between 2013 and 2014 outcomes.

Source: <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&no=209&superview=sec>

**Table 3**

	5 or more A*-C grades at GCSE including English and Maths								
	2008	2009	2010	2011	2012	2013	2014	2015	2008-2015 Change
DoT	-	↗	↗	↗	↘	↗	↘	↗	↗
Lewisham	45.9	47.0	48.0	56.1	56.0	58.0	51.8	51.9	6.0
Stat. Neighbour	44.9	49.1	53.3	57.4	58.6	63.2	59.0	58.3	13.4
Inner London	45.5	49.6	54.2	59.6	60.8	63.1	59.5	59.7	14.2
London	50.7	54	58	61.9	62.4	65.1	61.5	60.9	10.2
England	47.6	49.8	53.5	59.0	59.4	59.2	53.4	53.8	6.2

**Table 4**

Ranks Over Time	5 or more A*-C grades at GCSE including English and Maths								
	2008	2009	2010	2011	2012	2013	2014	2015	
Stat. Neighbour Rank	5	6	10	8	8	10	11	11	
Inner London Rank	6	9	12	12	12	13	13	13	
London Rank	22	25	31	29	29	31	32	32	
England Rank	87	107	136	106	113	111	124	125	

Gaps Over Time	5 or more A*-C grades at GCSE including English and Maths								
	2008	2009	2010	2011	2012	2013	2014	2015	
To Stat. Neighbour Avg.	1.0	-2.1	-5.3	-1.3	-2.6	-5.2	-7.2	-6.4	
To Inner London Avg.	0.4	-2.6	-6.2	-3.5	-4.8	-5.1	-7.7	-7.8	
To London Rank Avg.	-4.8	-7.0	-10.0	-5.8	-6.4	-7	-9.7	-9.0	
To England Avg.	-1.7	-2.8	-5.5	-2.9	-3.4	-1	-1.6	-1.9	

3.4.3 In 2008 the gap with national stood at -2%, with 6 schools above the national average. In 2015, the gap with national is -2% with 7 local schools above the national average.

3.4.4 However, the period from 2008 to 2015 has seen significant improvements across schools in London. When Lewisham is compared to Inner London outcomes therefore, our schools have moved from just above the Inner London average in 2008 to 8% below in 2015. Only two of Lewisham's secondary schools were above the Inner London average of 59.7% in 2015. Two schools were very close to the Inner London average (missing it by less than 1%). The national increase from 2008 to 2015 was 6%, Inner London 14%, London 10% and Lewisham 6%. In terms of improvement over time Lewisham secondary schools are keeping pace with national averages but falling behind Inner London and London averages.

3.4.5 In terms of individual trajectories of improvement between 2008 and 2015, 9 of 13 mainstream schools assessed improved their outcomes at a faster rate than national. However, only 4 improved at a faster rate than Inner London.

## **2015 results – the impact of reforms to examinations and changes to reporting of performance measures**

3.4.6 In 2014, two major reforms were introduced that have had an impact on future GCSE and equivalent results. These should be taken into consideration when looking at the results for 2014 and 2015 alongside previous years. The DfE's notes that accompanied the Statistical First Release (SFR) analysing national data explain the two reforms thus:

### **A – Reform of vocational qualifications**

GCSE performance table measures from 2014:

- 1) Only include qualifications in performance measures which meet the new quality criteria. This has led to the removal of around 3,000 unique qualifications from the performance measures
- 2) Adjust the associated point scores for non-GCSEs so that no qualification will count as larger than one GCSE in size. For example, where a BTEC may have previously counted a four GCSEs it will now be reduced to the equivalent of a single GCSE in its contribution to performance measures.
- 3) Restrict the number of non-GCSE qualifications that count in performance measures at two per pupil.

### **B – Introduction of early entry policy**

In the past, school performance measures have been calculated using the best result that a pupil achieved in a subject, regardless of the number of times they may have been entered for it.

In September 2013, to address the significant increase in early entries, the department announced that only the first result a pupil achieved would count in performance measures from 2014. This rule came into effect immediately with regard to English Baccalaureate subjects **and expanded** to apply to all subjects in 2015.

3.4.7 The key measure in the future will be **Progress 8 and Attainment 8**.

3.4.8 Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.

3.4.9 The new performance measures are designed to encourage schools to offer a broad and balanced curriculum at Key Stage 4, and reward schools for the teaching of all their pupils, measuring performance across 8 qualifications. Every increase in every grade a pupil achieves will attract additional points in the performance tables.

3.4.10 Progress 8 will be calculated for individual pupils solely in order to calculate a school's Progress 8 score, and there will be no need for schools to share individual Progress 8 scores with their pupils. Schools should continue to focus

on which qualifications are most suitable for individual pupils, as the grades pupils achieve will help them reach their goals for the next stage of their education or training.

3.4.11 Attainment 8 will measure the average grade of a pupil across 8 subjects including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

3.4.12 A Progress 8 score will be calculated for each pupil by comparing their average grade (their Attainment 8 score) with the average grade of all pupils nationally who had a similar starting point, or 'prior attainment', calculated using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.

3.4.13 A school's Progress 8 score will be calculated as the average of its pupils' Progress 8 scores. It will give an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.

3.4.14 The Local Authority Progress 8 training for Governors in February was well attended with most schools sending a delegate.

### 3.5 Underachieving and Low Attaining Groups

3.5.1 A key focus across all schools is the gaps for underachieving groups. The tables below set out the outcomes for disadvantaged pupils. 'Disadvantaged' pupils are those eligible for the Pupil Premium (eligible for free school meals, looked after, post adoption).

Table 5

KS4 GCSE 5 A*-C inc EM for disadvantaged pupils					
	2011	2012	2013	2014	2015
DoT	-	↗	↘	↘	↗
Lewisham	42.3	45.3	44.5	39.8	41.0
Stat. Neighbour	47.2	48.9	54.4	50.1	48.2
Inner London	52.5	54.0	56.0	52.0	52.4
London	48.2	50.1	53.1	48.7	48.3
England	36.3	38.6	41.1	36.7	36.8
KS4 GCSE 5 A*-C inc EM for non- disadvantaged pupils					
	2011	2012	2013	2014	2015
DoT	-	↘	↗	↘	↘
Lewisham	65.7	64.4	70.2	61.4	60.3
Stat. Neighbour	65.7	67.0	71.7	67.2	67.1
Inner London	68.3	69.5	72.7	69.0	68.7
London	69.9	70.0	73.1	69.6	68.8
England	65.3	66.0	68.1	64.2	65.1

	KS4 GCSE 5 A*-C inc EM -- Gaps				
	2011	2012	2013	2014	2015
DoT	-	↗	↘	↗	↗
Lewisham	-23.4	-19.1	-25.7	-21.6	-19.3
Stat. Neighbour	-18.5	-18.1	-17.3	-17.2	-18.9
Inner London	-15.8	-15.5	-16.7	-17.0	-16.3
London	-21.7	-19.9	-20.0	-20.9	-20.5
England	-29.0	-27.4	-27.0	-27.5	-28.3

3.5.2 The main outcomes for disadvantaged pupils remain some way above the national average for pupils similarly deprived. Conversely, the outcomes for non-disadvantaged pupils remain some way below the national average for similar pupils. The 2015 local gap between disadvantaged and non-disadvantaged pupils is consistently narrower than the national gap and consistently in line or narrower than the London average gap. However the disadvantage gap in Lewisham is wider than the statistical neighbour and Inner London gaps.

3.5.3 All schools drill down further in their analyses of potential underachieving groups, as does Ofsted. In Lewisham the groups that have been a focus for recent intervention have been the Black Caribbean pupils and those White British pupils eligible for the Pupil Premium. At the end of 2015 43% of local Black Caribbean pupils achieved 5 or more A\*-C passes including English and maths compared to the national average of 46%. At the end of 2015 55% of local White British pupils achieved 5 or more A\*-C passes including English and maths compared to the national average of 57%. Only 31% of White British pupils eligible for the Pupil Premium achieved 5 or more A\*-C passes including English and maths, a group disadvantage gap of 24%. The local disadvantage gap for all pupils was 19%.

Table 6

	KS4 attainment 5A*-C inc E&M for Black pupils							
	2008	2009	2010	2011	2012	2013	2014	2015
DoT	-	↗	↘	↗	↘	↗	↘	↗
Lewisham	40.7	44.9	44.3	56.2	52.8	55.5	47.5	48.3
Stat. Neighbour	40.2	46.3	49.7	54.7	55.0	59.7	55.2	53.5
Inner London	41.6	46.6	51.0	56.8	57.0	60.2	54.4	53.8
London	43.0	47.5	51.6	56.9	56.8	60.0	55.5	54.0
England	41.5	45.2	50.0	55.0	55.3	58.7	53.7	52.6

	KS4 attainment 5A*-C inc E&M for White pupils							
	2008	2009	2010	2011	2012	2013	2014	2015
DoT	-	↘	↗	↗	↗	↗	↘	↗
Lewisham	50.3	48.6	49.4	53.1	57.1	58.6	54.4	55.2
Stat. Neighbour	44.0	45.8	50.9	55.1	56.9	61.9	58.0	57.4
Inner London	45.4	49.1	53.0	58.3	59.3	62.2	60.2	60.0
London	50.4	53.2	57.3	60.8	61.6	64.1	60.4	59.9
England	48.4	50.8	55.2	58.1	58.7	60.4	56.3	57.0



- 3.5.4 Local Authority and regional outcomes for Black Caribbean and White British pupils are not in the public domain nor is comparative data on White/Black Free School Meals groups so the above tables are of limited value. End of Key Stage 4 outcomes for the wider ethnic groups (Black, White, Asian, Other and Chinese) are available and this enables comparisons to be drawn with statistical neighbour and London averages. The tables do show however that outcomes for both wider pupil groups are a real cause for concern. Outcomes for local White pupils have recovered marginally this year but remain behind all London and national comparators for White pupils. Outcomes for Black pupils are largely the same as last year and remain behind all London and national comparators for Black pupils.
- 3.5.5 The School and College Performance Tables now publish all outcomes by Low Attainers, Middle Attainers, High Attainers. These are broadly defined as those pupils entering secondary school at Level 3, Level 4 and Level 5 equivalents respectively. As can be seen in the table below, 2015 outcomes for Lewisham compare favourably with national for Low Attainers across measures for 5 or more A\*-C in English and maths, English Progress and maths progress, but only above national for Middle Attainers in English Progress and Higher Attainers are below national in all measures.
- 3.5.6 Higher attainers have been another focus of efforts to improve. Higher attainers represent 30% of the local 2015 GCSE cohort. This compares unfavourably with the national rate of higher attainers in the same cohort, 35%.

Table 7

5+ A*-C inc. English and maths	All	Low Attainers	Middle Attainers	High Attainers
Lewisham	51.9	8.5	47.0	86.8
England	53.8	6.7	51.9	91.1

  

English Expected Progress	All	Low Attainers	Middle Attainers	High Attainers
Lewisham	69.8	52.3	70.3	78.9
England	71.1	52.7	69.8	82.3

  

Maths Expected Progress	All	Low Attainers	Middle Attainers	High Attainers
Lewisham	61.9	35.1	61.3	76.2
England	66.9	32.4	67.4	82.9

### 3.6 Progress By All Pupils from Key Stage 2 to Key Stage 4

#### 3.6.1 English and Maths

3.6.2 In English and Maths, RAISEonline and Ofsted use a definition of “expected progress” which is based upon measuring pupils’ progress in terms of whole levels across a key stage. Sub-levels are not taken into account.

3.6.3 In the secondary phase, a pupil who finishes anywhere in level 4 at the end of Key Stage 2 in English and Maths and who goes on to gain a grade at least a C

at GCSE in Key Stage 4 (3 levels of progress), has made the “expected progress”. Pupils are deemed to have made “good” progress when they make four or more levels of progress from their Key Stage 2 starting points. “Expected” progress is interpreted as “satisfactory” progress by Ofsted.

### 3.7 English

3.7.1 The table overleaf sets out the progress for English across Lewisham Secondary schools.

Table 8

	Progression between Key Stage 2 to 4 in English									
	2008	2009	2010	2011	2012	2013	2014	2015	Yr. on Yr. Change	Change from 2008
DoT	-	↘	↘	↗	↘	↗	↗	↘	↘	↗
Lewisham	68.3	67.9	67.0	73.2	69.6	72.0	76.0	69.8	-6.2	1.5
Stat. Neighbour	65.3	68.1	72.8	74.7	73.0	76.9	78.4	76.3	-2.2	11.0
Inner London	69.5	68.6	72.3	76.2	74.0	76.9	77.4	76.8	-0.6	7.3
London	68.4	70.6	74.6	77.1	73.8	77.0	78.2	76.1	-2.1	7.7
England	64.1	64.7	69.3	71.8	68.0	70.4	71.6	71.1	-0.5	7.0

3.7.2 In 2015, pupil progress in English in Lewisham secondary schools declined from 2014 and is 1% below the national average. Overall, 70% of pupils made the progress expected by the DFE from the end of Key Stage 2 to the end of Key Stage 4, the lowest in the past three years. Progress in English declined nationally and across London but the local decline in the proportion of pupils making expected progress is three times that observed across London.

3.7.3 Lewisham has remained below Inner London for Expected Progress in English since this measure was first published in 2008. In 2014 the gap closed to 1% but has grown again to 7%.

### 3.8 Maths

3.8.1 The table below set out the progress for maths across Lewisham Secondary schools.

Table 9

	Progression between Key Stage 2 to 4 in Maths									
	2008	2009	2010	2011	2012	2013	2014	2015	Yr. on Yr. Change	Change from 2008
DoT	-	↗	↘	↗	=	↗	↘	↘	↘	↗
Lewisham	57.0	59.9	58.1	68.4	68.4	70.5	62.4	61.9	-0.5	4.9
Stat. Neighbour	60.4	64.2	67.4	70.7	73.7	77.6	71.0	70.0	-0.9	9.6
Inner London	61.0	63.6	67.7	72.5	75.2	77.0	71.4	70.7	-0.7	9.7
London	63.2	66.0	69.2	72.5	75.3	77.4	72.0	71.6	-0.4	8.4
England	56.8	57.9	62.0	64.8	68.7	70.7	65.5	66.9	1.4	10.1

3.8.2 Generally the progress made in maths is not as strong as English. Since 2010 progress in maths has been below the national average for pupils. The gap between Lewisham pupils' progress and that of other pupils nationally widened in 2015. Overall, 62% of pupils made expected progress compared with 67% of pupils nationally.

3.8.3 Lewisham has remained below Inner London for expected progress in maths since this measure was first published in 2008. In 2015 the gap has widened to 9%.

### 3.9 DFE Floor Standards

3.9.1 One school, Prendergast Ladywell, is below the 2015 DFE Floor Standard of 40% of pupils achieving 5 or more A\*-C including English and maths and progress in English and progress in maths (using the 2015 national medians of 73% and 68% respectively). This school awaits the outcome of two separate requests to regrade coursework and re-mark papers and may yet rise above the 2015 floor standard. The school's Senior Leadership was very disappointed with the 2015 English results. Coursework, never an issue in the past, was downgraded considerably and accounts for the fall in results. For more on this school, and efforts to improve outcomes, please go to paragraph 3.12.7.

The school below Floor Standard in 2014 improved significantly in 2015 and is no longer below the DFE Floor Standard (Trinity +22%).

### 3.10 Coasting Schools

3.10.1 Last summer the Secretary of State for Education announced "coasting" schools would be asked to come up with a credible plan for improvement for consideration by the government's eight regional schools commissioners, with the commissioner deciding whether the school should be allowed to continue or whether it should be taken over by an academy chain.

The definition of a coasting school is one where:

In 2014 fewer than 60 percent of pupils achieved at least 5 GCSEs A\*-C including English and Maths AND

The proportion of pupils making the expected progress between Key Stage 2 and Key Stage 4 in English and maths were both below the national median

AND

In 2015 fewer than 60 percent of pupils achieved at least 5 GCSEs A\*-C including English and Maths AND

The proportion of pupils making the expected progress between Key Stage 2 and Key Stage 4 in English and maths were both below the national median

AND

In 2016 the school failed to score highly enough on “Progress 8” – the government’s new accountability measure that shows a child’s progress between the end of primary school and their GCSEs.

A school must meet the definition in each of the three years to be classed as a coaster. From 2016 onwards, secondary schools that fail to score highly enough over a three-year period on “Progress 8” will be classed as coasting.

In 2014 three schools met the single year coasting criteria. These schools were Trinity (below Floor Standards), Sedgemoor and Sydenham.

In 2015 three different schools met the single year coasting criteria. These schools were Addey and Stanhope School, Forest Hill School and Prendergast Ladywell School (below Floor Standards).

No school has been below the single year coasting criteria in both 2014 and 2015 therefore no Lewisham school is currently at risk of classification as a coasting school in 2016 – although the criteria have not yet been finalised by DfE.

### 3.11 Baseline of intake

3.11.1 The Local Authority has been collating the attainment of pupils on entry using the benchmark of Level 4+ in English and maths combined at Key Stage 2 across all secondary schools. At school level, this must be used with caution as it is matched data and so is not representative of the whole cohort. At borough level, it can be used with more statistical confidence. It has been a good indicator of attainment trends across the whole cohort.

3.11.2 Until 2008, outcomes for primary pupils in Lewisham were below national averages and Inner London averages. They moved above in 2008 but dropped below again in 2009. Outcomes remained broadly in line for 2 years and then moved significantly above both national and Inner London in 2013.

3.11.3 For those who transferred to Lewisham secondary schools, up until 2010, there has always been a gap between attainment on entry (Level 4+ English & maths combined) and national Key Stage 2 averages. In 2010 the gap closed, but stood at 6% and 5% respectively in 2008 and 2009.

3.11.4 This means that 2015 was the first Year 11 cohort that entered secondary schools in line with national and the cohort with the significant step change in primary outcomes will be Year 11 in 2017.

Table 10

Rolling Year Group	Year 7 beg 2014 Year 11 end 2019 Reading, Writing and Maths			Year 7 beg 2013 Year 11 end 2018 Reading, Writing and Maths			Year 7 beg 2012 Year 11 end 2017 English & Maths		Year 7 beg 2011 Year 11 end 2016 English & Maths		Year 7 beg 2010 Year 11 end 2015 English & Maths		Year 7 beg 2009 Year 11 end 2014 English & Maths		Year 7 beg 2008 Year 11 end 2013 English & Maths		Year 7 beg 2007 Year 11 end 2012 English & Maths		Year 7 beg 2006 Year 11 end 2011 English & Maths	
	L4+	L4 B+	L5+	L4+	L4 B+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
	209: <b>Lewisham Secondary Schools</b>	83%	71%	28%	81%	68%	22%	85%	27%	74%	18%	74%	18%	67%	13%	67%	12%	63%	14%	65%
299: <b>Lewisham Primary Schools</b>	84%	71%	29%	83%		27%	85%	27%	75%	22%	75%	23%	69%	17%	71%	16%	66%	18%	66%	
799: <b>Inner London</b>	80%		25%	78%		23%	82%	28%	76%	21%	75%		71%		70%		67%		66%	
899: <b>London</b>	80%		26%	77%		23%	81%	29%	77%	23%	76%		73%		73%		71%		69%	
999: <b>National</b>	79%	67%	24%	76%		21%	80%	27%	74%	21%	73%	23%	72%	20%	73%	20%	71%	22%	70%	

3.11.5 The trend of Lewisham's Y6 residents transferring from Lewisham primary schools to Lewisham secondary schools has been fairly constant over the past 5 years, ranging from 75% (2010) to 78% (2012) and was at 76% in 2014. Recent analysis of the schools attended in Key Stage 2 by the 2015 GCSE cohort shows 74% attended a Lewisham Primary school, 17% an outborough primary and 9% are unmatched to Key Stage 2 and are assumed arrived from abroad or from the independent sector.

Table 11

Prior Attainment Review of the Most Recent GCSE Cohort				
GCSE 2015	National	Lewisham	Retained LBL Primary	Imported into LBL
All Pupils	-	2115 (183 no KS2 PA)	1573 (3 Disapplied)	542 (180 no KS2 PA)
Key Stage APS	27.4	27.0	27.0	27.0
Number Low	-	329	263	66
% Low	17%	17%	17%	18%
Number Average	-	1019	831	188
% Average	48%	53%	53%	52%
Number High	-	584	476	108
% High	35%	30%	30%	30%
Five Years Earlier				
Key Stage 2 2010		Lewisham	Retained LBL Primary	Exported from LBL
All Pupils		2683 (6 Disapplied)	1573 (3 Disapplied)	1110 (3 Disapplied)
Key Stage APS		27.4	27.0	27.8
Number Low		452	263	189
% Low		17%	17%	17%
Number Average		1288	831	457
% Average		48%	53%	41%
Number High		937	476	461
% High		35%	30%	42%

3.11.6 Table 11 shows the prior attainment profile of the latest Key Stage 4 cohort was the same as national. 83% of pupils matched to 2010 Key Stage 2 records were middle and high attainers at the end of Key Stage 2. The ratio of middle to high is different locally than nationally with proportionally fewer higher attainers and more middle attainers.

3.11.7 Three secondary schools continue to have vacancies in Y7 in Lewisham (Deptford Green School, Prendergast Ladywell School and Sedgemoor School). This means that they tend to have vacancies in all year groups, making them vulnerable to mid-phase admissions and late admissions in Key Stage 4. This can affect final outcomes adversely in a number of ways not least because pupils experiencing a turbulent schooling do not tend to perform well at 16.

3.11.8 By 2017, the huge increase in the primary school population will reach secondary schools reducing the scope for vacancies and generating requirement for additional secondary places.

3.11.9 In last year's Key Stage 4 cohort 9% of the total cohort had no record of assessment at Key Stage 2 from which to meaningfully monitor progress. The majority of these pupils have not benefitted from a primary education in England and entered the school system between Years 7 and 9. Unlike very recent arrivals from abroad these pupils are ineligible for discounting from performance measures and DFE analysis. Though generally discounted from progress calculations the achievements of this pupil group are fully included in the 5 or more A\*-C including English and maths threshold calculation. Table 11 shows only 45% of local pupils without Key Stage 2 achieved 5 or more A\*-C passes including C+ passes in English and maths.

Table 12

2015 GCSE Cohort (Total: 2115)	No.	% Achieving 5 or more A*-C Including English and Maths
Pupils without Key Stage 2	180	45%
Of whom are not first language speakers of English	112	42%
and arrived into Lewisham schools in Years 10 or 11	15	53%
Of whom are English speakers	68	50%
and arrived into Lewisham schools in Years 10 or 11	13	54%

3.11.10 Schools are concerned about the number of mid-phase admissions arriving from schools in neighbouring authorities. 2013 DFE analysis showed school mobility measured as entry during Key Stage 4 in Lewisham was the highest in London at 4.9%. In 2014 mobility measured in this way was slightly lower, 4.7% but remained the highest in London. Analysis of the 2015 cohort shows entries in Years 10 and 11 to Lewisham schools slowed to 2.8%.

### 3.12 Measuring Key Stage 5 Attainment

Table 13

2015 All Level 3 (A Level/Voc. Combined)	England	Lewisham	Lewisham Schools Only
APS per student	717.8	639.3	695.3
APS per entry	215.9	202.8	209.3

2015 A Level Students Only	England	Lewisham	Lewisham Schools Only
% Students achieving at least AAB+ including 2 facilitating subjects	14.7	5.5	11.1
% Students achieving at least AAB+	19.2	7.3	12.9
A Level Point Score per student	778.3	684.2	711.1

- 3.12.1 Table 13 above shows Key Stage 5 outcomes across the borough are low in comparison with the national averages across all measures. In general and on average outcomes in the borough's seven mainstream schools with sixth forms are better than those in local 6<sup>th</sup> form colleges but both remain some way behind national and London averages.
- 3.12.2 There are indications that student outcomes are improving, however performance, particularly at A Level is still well below England averages and below the Inner London averages. For example the borough ranks 11th out of the 13 Inner London Boroughs on the average point score per student, 12/13 for AAB including two facilitating subjects and 13/13 for average point score per subject entry.
- 3.12.3 The percentage of students at the end of KS5 achieving at least two substantial Level 3 qualifications is 88.2% compared to the England average of 91.4% and the Inner London average of 90.8%.
- 3.12.4 Only three providers Christ the King Sixth Form College, Haberdashers' Aske's Hatcham College and Prendergast School have over 80% of their end of KS5 cohort achieve 3 A Level A\*-E.
- 3.12.5 Christ the King Sixth Form College alone has over 80% of its end of KS5 students achieve three substantial Level 3 vocational qualifications. Much of the vocational provision in schools is offered as part of a combined A level and Vocational package.
- 3.12.6 Two schools, Sydenham School and Prendergast School are at or above the England averages for point score average for A Level subject.
- 3.12.7 No provider is at or above the England point score average for Level 3 per student. Prendergast School is closest with an average point score per student of 749 compared to the England average of 763 points per student.
- 3.12.8 Prendergast School and Haberdashers' Aske's Hatcham College are above the England average for % AAB including two facilitating subjects.
- 3.12.9 In general female students outperform male students. For example the point per subject entry and points per student there is a nearly a 30 point difference between female and male. However the percentages achieving AAB including two facilitating subjects and in three facilitating subjects males perform better. This pattern is reflected in national and Inner London averages.

### 3.13 Inspection Outcomes

#### **Overall effectiveness of mainstream Secondary Schools over time (Ofsted Outcomes)**

- 3.13.1 Two schools (Haberdashers' Aske's Hatcham College and Prendergast School) have been judged by Ofsted as Outstanding more than once since 2008. Four schools (Addey & Stanhope, Bonus Pastor, Conisborough,



Forest Hill and Sydenham) have been consistently judged by Ofsted as Good since 2008. St. Matthew Academy was judged to be Good by Ofsted at the last inspection. There are 6 schools (Deptford Green, Haberdashers' Knights Academy, Prendergast Ladywell, Prendergast Vale, Sedgehill and Trinity) judged to be Requiring Improvement by Ofsted. No Lewisham secondary school is judged by Ofsted as having Serious Weaknesses, which is an inadequate judgement.

**Table 15**

	2008	2009	2010	2011	2012	2013	2014	2015	2016
Addey and Stanhope School	Good				Good				
Bonus Pastor Catholic College	Good				Good				
Conisborough College	Good				Good				
Deptford Green School	Good	Satisfactory			Inadequate	Requires Improvement			
Forest Hill School	Good		Good		Good				
Haberdashers' Aske's Hatcham College	Outstanding		Outstanding			Outstanding			
Haberdashers' Aske's Knights Academy*	Good		Good			Inadequate	Requires Improvement		
Prendergast School	Outstanding				Outstanding				
Prendergast - Ladywell	Satisfactory		Satisfactory		Requires Improvement		Requires Improvement		
Prendergast – Vale					Requires Improvement		Good		Requires Improvement
Sedgehill School	Good		Inadequate	Satisfactory		Requires Improvement			
St Matthew Academy			Satisfactory			Good			
Sydenham School	Outstanding		Good			Good			
Trinity Church of England School	Satisfactory		Good			Requires Improvement			

3.13.2 A new inspection schedule was introduced in September 2012 which made it much more challenging for schools to be awarded good or outstanding judgements. All 13 mainstream secondary schools open during this period were re-inspected by the end of 2014 using the new Ofsted schedule, in which the 'satisfactory' judgement had been replaced with 'requiring improvement'.

3.13.3 The table below shows the effectiveness of secondary schools in Lewisham compared with those in London at the end of 2013, 2014 and 2015. This information is sourced from OfSTED Dataview.

Table 16

Overall effectiveness of secondary schools as at 31 August 2015					
% of schools	Good or Better	Outstanding	Good	Requires Improvement	Inadequate
London	85	35	50	14	1
Lewisham	64	0.14	0.5	36	0
% pupils attending schools	Good or Better	Outstanding	Good	Requires Improvement	Inadequate
London	87	38	49	12	1
Lewisham	65	18	47	35	0
Overall effectiveness of secondary schools as at 31 August 2014					
% of schools	Good or Better	Outstanding	Good	Requires Improvement	Inadequate
London	82	34	48	16	2
Lewisham	69	15	54	23	8
% pupils attending schools	Good or Better	Outstanding	Good	Requires Improvement	Inadequate
London	84	37	47	14	2
Lewisham	67	19	48	22	11
Overall effectiveness of secondary schools as at 31 August 2013					
% of schools	Good or Better	Outstanding	Good	Requires Improvement	Inadequate
London	86	36	50	12	3
Lewisham	77	15	62	15	8
% pupils attending schools	Good or Better	Outstanding	Good	Requires Improvement	Inadequate
London	87	39	48	10	2
Lewisham	77	19	58	16	7

Source: <http://dataview.ofsted.gov.uk/>; percentages rounded may not equal 100%

3.13.4 The very latest position for Lewisham's schools and pupils is shown below.

Table 17

Overall effectiveness of secondary schools as at February 2016					
% of schools	Good or Better	Outstanding	Good	Requires Improvement	Inadequate
Lewisham	57	14	43	43	0
% pupils attending schools	Good or Better	Outstanding	Good	Requires Improvement	Inadequate
Lewisham	60	18	42	40	0

Source: Internal records of recent inspections; percentages rounded may not equal 100%

3.13.5 It is important that those schools judged to be Requiring Improvement improve rapidly so that all Lewisham secondary school pupils attend a good and better school.

3.13.6 Deptford Green is continuing its journey of improvement since being rated inadequate in 2013. Although it is currently judged to Require Improvement, it now assesses itself as a good school and is awaiting inspection to confirm this. Haberdasher's Knights Academy came out of category in May 2015 and is currently rated by OfSTED as Requiring Improvement.

3.13.7 Of the four other schools currently rated less than good, two have taken decisive action in order to move forward quickly and are progressing well. Both Prendergast Ladywell School and Trinity School, judged to require improvement in the autumn term, received positive monitoring visits from HMI last December. At Ladywell HMI noted that 'the Leathersellers' Federation of Schools is providing significant support to the school's work in many areas. This is making a real difference to the pace of improvement'. At Trinity, she noted, 'This is a school which is taking determined action to improve. Leaders have responded positively to the outcomes of the last inspection, to ensure early improvement in all identified areas.' 2015 GCSE outcomes show significant improvements (+22%) at Trinity which should be rated at least good at the next full inspection. Outcomes at Ladywell appear to have fallen from 2014 but the school still waits on a request to regrade English coursework. These changes should provide evidence of a significant improvement and the school should be rated at least good at the next full inspection.

3.13.8 Sedgehill was inspected on 10 and 11 February but the inspection was suspended because of a tragic incident. It will be completed before Easter. The school was subject to Local Authority Intervention in 2015 to increase the pace of improvement. This year the proportion of pupils achieving 5 or more A\*-C passes including English and maths improved by 11%.

3.13.9 Prendergast Vale School was inspected in December 2015 and given an overall judgement of 'Requires Improvement.' The previous inspection found the school to be good. Prendergast Vale is an all through school with pupils aged 3 to 16. OfSTED found the school was not improving securely because in Years 7 to 11, leaders, managers and governors did not tackle effectively the key areas for improvement identified at the last inspection.

Officers are working with the management and governing body of the school in line with the School Improvement Framework.

#### **4. The strategy for improvement of secondary schools**

- 4.1 The Council's School Improvement Team and other officers working with schools aim to work in a collaborative way with schools which engenders trust and openness. There is clearly sometimes a tension between being supportive and being challenging and we are constantly working to find the right balance and to understand what schools need to succeed.
- 4.2 Following consultation and discussion with headteachers, a range of strategies are being implemented to achieve improvements in Key Stage 4 and Key Stage 5 attainment. Each strategy is part of a new School Improvement Strategy and Framework which was developed in consultation with stakeholders and launched across the Borough in early November. The aim of the Strategy is to narrow achievement gaps at Key Stage 4 and Key Stage 5, improve outcomes and progress for the Most Able and achieve a significant increase in the number of students going to top universities and securing high quality apprenticeships. The Framework aims to develop capacity for school-led self-improvement, improved financial management and partnership working resulting in better leadership, management and governance.
- 4.3 The Framework clearly sets out the criteria for school categorisation and the support and intervention that is put in place for each of the four different categories of green, yellow, amber and red. All of the secondary schools across the borough are now fully engaged with the new framework.
- 4.4 All schools received an autumn visit from a school improvement officer and were categorised in line with the criteria set out in the framework. As outlined in the framework, additional resources have been specifically targeted at the schools graded 'amber' or 'red' in order to bring about rapid improvement, with schools rated as 'yellow' or 'green' receiving less support than has previously been the case. In one school that is particularly vulnerable, a 'team around the school' co-ordinated by the Strategic Leader for School Improvement has been put in place to ensure that the school can access targeted resources quickly.
- 4.5 Under the new framework, the level of challenge to under performance has increased significantly. Headteachers and Chairs of Governors from red and amber schools were invited come to one of two 'getting to good' seminars held in January, focusing on action planning for rapid improvement. School Improvement Officers will monitor progress with the actions for improvement identified by each school at their next visits.
- 4.6 In addition, there is also a sharp focus on the role of governors in raising standards across the sector. At the January Chairs of Governors' briefing a separate session was held for secondary chairs of governors, attended by one of Her Majesty's Inspectors from Ofsted, focusing on the key priorities for improvement identified by Headteachers and the LA. Key data and the

drivers for improvement were shared, with the expectation that governing bodies will focus on these issues in their conversations with Headteachers.

- 4.7 A project has been running in the borough since April 2014 to improve the outcomes for the Most Able pupils. This work has not yet borne fruit. Further analysis shows that the progress made in a range of subjects, especially in English and maths, from Key Stage 2 is poor (3% lower than the national average in English, 7% lower than the national average progress in maths). All but one of the secondary schools is engaged in the Most Able Project which will continue to run across the borough's schools until the end of the summer term. A review of the project so far took place with schools on 28 January and final priorities and targets were set, focusing clearly on driving improved outcomes for this cohort of pupils.
- 4.8 The LA has also commissioned a review of mathematics across the secondary phase, to be carried out by a highly experienced senior lead inspector and secondary maths expert. This collaborative review will run from February 2016 through to the end of the academic year, with the aim of driving up standards in mathematics rapidly. It will focus on leadership, standards, transition and teaching and learning. Each school will receive an individual report outlining strengths and weaknesses, with clear targets for improvement and will be expected to draw up an action plan that will be monitored in the summer term. A borough wide strategy for improvement will be in place by the end of April.
- 4.9 The need to address both attendance and exclusions in secondary schools remains a priority. Absence from Lewisham secondary schools at 5.3% is in line with the national average of 5.2%, but higher than the London average of 4.8% and the Inner London average of 4.7%. The proportion of pupils persistently absent from local secondary schools, 6.2%, is higher than all comparators, (London: 4.6%, Inner London: 4.7% England: 5.5%). Attendance has been a high priority on all school visit agendas and at Raising Attainment Board meetings in red and amber schools. All schools were invited to send their senior attendance lead and responsible governor to the Improving Attendance Conference held in February. Secondary school engagement with this conference was good.
- 4.10 To address a range of issues relating to alternative education provision, including high levels of permanent exclusion compared to London and national and increasing numbers of fixed term exclusions and short term intervention, the LA has also undertaken a full review of alternative education across the borough of Lewisham to ensure that there are suitable alternative educational pathways for all vulnerable, and those at risk, children and young people. Led by an external educational consultant, in collaboration with stakeholders, the existing strategy, structures and systems regarding alternative provision at all key stages have been reviewed. Key stakeholders from Lewisham schools, special schools and PRUs, other local authority services and key agencies have contributed to the review by actively sharing information and best practice. Current practice has been evaluated and analysed and best practice identified in order to facilitate improvement of the Lewisham alternative provision

strategy through a three year action plan. The draft summary report was published in February 2016 and the draft strategy and action plan will be available in March.

## **5. Legal Implications**

- 5.1 Section 13A of the Education Act 1996 requires that local authorities must ensure that their relevant education and training are exercised by the authority with a view to promoting high standards, ensuring fair access to opportunity for education and training and promoting the fulfilment of learning potential by persons under the age of 20 and in relation to persons aged 20 or over for whom an Education Care and Health Plan is maintained.

## **6. Financial Implications**

- 6.1 There are no financial implications arising from the agreement of the recommendations to this report.

## **7. Crime and Disorder Implications**

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

## **8. Environmental Implication**

- 8.1 There are no environmental implications arising from this report.

## **Background Documents**

### **Appendices**

1. Lewisham's School Improvement and Effectiveness Strategy

### **Sources**

School Performance Outcomes: [http://www.education.gov.uk/schools/performance/download\\_data.html](http://www.education.gov.uk/schools/performance/download_data.html)

National and regional OfSTED Outcomes:

<https://public.tableau.com/profile/ofsted#!/vizhome/Dataview/Viewregionalperformancevertime>

Local OfSTED Outcomes: <http://reports.ofsted.gov.uk/>

Neighbour averages: <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

Statistical neighbours: Waltham Forest, Croydon, *Lambeth*, *Hackney*, *Haringey*, Greenwich, Enfield, *Islington*, Brent, and *Southwark*

# Lewisham's Children and Young People's Plan 2015 – 2018

4 outcome areas (resilience, health, achievement, safety) all underpinned by the SEND Strategy

Appendix 1 Priorities	Outcome Area: To raise attainment and achievement of children and young people						
	AA1	AA2	AA3	AA4	AA5	AA6	AA7
	School places	Early Years	Attendance at school	Engagement post-16	Attainment at school	Attainment post-16	LAC attainment

Lewisham's School Improvement and Effectiveness Strategy  
'Outstanding and inclusive'

5 Principles	Holistic Approach	Targeted	Inclusive	Accountable	Collaborative
4 Key Areas	Clarify roles and responsibilities and improve accountability	Review provision to ensure we can meet need	Improve school leadership, management and governance	Provide targeted support to individual schools	
Key Work-streams	<ul style="list-style-type: none"> <li>✓ Education Commission + long term vision</li> <li>✓ Partnership Boards</li> <li>✓ LA re-structure</li> <li>✓ Teaching Schools</li> </ul>	<ul style="list-style-type: none"> <li>✓ AEP review</li> <li>✓ High Needs Review</li> <li>✓ Traded Services Review</li> <li>✓ All-through schools/ transition strategy</li> <li>✓ Small schools summit</li> </ul>	<ul style="list-style-type: none"> <li>✓ School Improvement Framework</li> <li>✓ Attendance Focus</li> </ul>	<ul style="list-style-type: none"> <li>✓ School categorisation (risk and resource)</li> <li>✓ Team around the school and school to school support</li> </ul>	
Additional work streams for KS3, KS4 & KS5	<ul style="list-style-type: none"> <li>✓ Governors' role in raising standards across the sector</li> </ul>	<ul style="list-style-type: none"> <li>✓ Post 16 Provision Review</li> <li>✓ Careers Guidance Peer Review</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cross-borough learning</li> <li>✓ Middle Leader</li> <li>✓ Subject Leader</li> <li>✓ More Able Project</li> </ul>	<ul style="list-style-type: none"> <li>✓ Subject Specialist</li> <li>✓ Big Lottery (Headstart)</li> <li>✓ ESF bid re: NEET</li> </ul>	