

Children and Young People's Select Committee			
Report Title	Standards Report Primary and Secondary schools		
Key Decision	No	Item No.	9
Ward	All		
Contributors	Angela Scattergood, Assistant Director of Education		
Class	Open	Date:	13 March 2019

1. Purpose of Report

- 1.1. This report aims to give the Committee an in-depth understanding of attainment in Lewisham schools and forms a basis of information to underpin borough-wide and school level action to improve attainment, especially of underperforming groups.

2. Summary

- 2.1. This report sets out the final and validated results for Lewisham schools in 2018. It offers a headline analysis and outlines in summary the action being taken to address the issues highlighted in the report.

3. Recommendations

- 3.1. The committee is recommended to comment on and note the report.

4. Policy Context

- 4.1. Lewisham's 2018-2022 Corporate Strategy sets out the Council's ambitions making a difference and changing lives for Lewisham residents. For Lewisham's children and young people this is about giving them the best start in life and ensuring that *'every child has access to an outstanding and inspiring education and is given the support they need to keep them safe, well and able to achieve their full potential'*. The Children and Young People's Plan recognises that education improving outcomes also encompasses improving attendance and engagement in school at all levels as well

as raising achievement and progress for all our children at key stages and closing the gaps between under-achieving groups at primary and secondary school.

5. Background

- 5.1. Every year officers report to the CYP Select Committee on School results at all key stages. These results include the results of all maintained schools in the borough, including the academies. These results are only part of the story of education in Lewisham, but attainment is very important for each individual child in terms of affecting job opportunities and wider life chances. It is a genuine outcome measure for children and young people in Lewisham.
- 5.2. Holding schools to account and supporting them to address the achievement of different groups amongst their pupils is crucial to ensure that high expectations and appropriately high quality education ensure that all are able to reach their full potential in line with Lewisham's corporate priority above. In order to be able to support schools we have developed a comprehensive data pack which allows us to interrogate achievement of different groups of pupils.
- 5.3. This data will be used across the education system partnership to help us continue to develop strategic and school level approaches to support and challenge, which will enable schools and other agencies to identify and address underachievement as part of a self-improving school system and in the wider societal context, encompassing and complementing our strategic plans and work around Special Education Needs and Disabilities (SEND), reducing exclusions, post 16 participation, parent engagement and wider children's services plans.
- 5.4. A detailed report is attached as Appendix 1.

6. Primary outcomes summary

- 6.1. Lewisham has generally performed well for the primary phase
- 6.2. At Early Years Foundation Stage Profile (EYFSP), Lewisham has continued to be a top achiever of the headline measure of good level of development (GLD) with 78% of pupils achieving this measure in 2018, placing Lewisham 5th nationally.
- 6.3. However Lewisham settings showed a low Average Point Score (APS) reflecting low rates of children assessed as exceeding the expected level.
- 6.4. For KS1, Lewisham, like its statistical neighbours, performs largely above the national average. Performance in reading is slightly better than writing and maths. Phonics performance has improved.

- 6.5. For KS2 Lewisham has improved for every indicator at a higher rate than national. The area of concern to be addressed is writing at KS2, which is noticeably worse than other indicators with progress from KS1 as a particular concern.

7. Secondary outcomes summary

- 7.1. At KS4, Lewisham has improved on most indicators but still does not perform well when benchmarked against other LAs. It should be noted though that Lewisham improved at a higher rate than national for every indicator, thereby reducing the gap to national.

Progress 8	2017	2018	Latest change
Lewisham	-0.28	-0.22	+0.06
National	-0.03	-0.02	+0.01

Table 1- Comparison 2017 & 18 Progress 8, Lewisham and national

Attainment	2017	2018	Latest change
Lewisham	44.2	44.9	+0.7
National	46.4	46.6	+0.2

Table 2- Comparison 2017 & 18 Attainment 8, Lewisham and national

- 7.2. At KS5, the APS for Lewisham pupils has generally improved at a higher rate than national figures. Lewisham is below average for academic qualifications but above national APS for applied general and tech level qualifications.
- 7.3. Lewisham is below average for academic qualifications but above national APS for applied general and tech level qualifications.
- 7.4. At KS5, the APS for Lewisham pupils has generally improved at a higher rate than national figures. Lewisham is below average for academic qualifications but above national APS for applied general and tech level qualifications.
- 7.5. Lewisham is below average for academic qualifications but above national APS for applied general and tech level qualifications.

8. Equalities analysis

8.1. The new data pack enables to pull out a picture of progress and attainment for groups of children by different characteristics and make comparisons between different groups- girls and boys; those entitled to free school meals and those not entitled; different groups by ethnicity. We can also look at the impact of disadvantage on specific groups- looking at data for black girls entitled to free school meals, compared to girls in general, for example. This can be done at LA level to inform our overall strategies and is also provided to individual schools at school level so that they can identify children at risk of under achievement and target specific interventions. We have included some of the key findings at LA level.

8.2. Disadvantage (i.e. children eligible for Pupil Premium)

8.2.1. The attainment gap between disadvantaged and non-disadvantaged cohorts begins in EYFS and grows through KS1 and KS2 and on to KS4. There is a similar pattern across London and nationally.

8.2.2. With regards to children achieving at least expected (expected+) levels in Reading, Writing and Maths (RWM), the 12% gap at KS1 increases to 19% at KS2. (58% of disadvantaged pupils achieved the expected+ M compared to 77% of non-disadvantaged)

8.2.3. At KS2, disadvantaged pupils are making poor progress at -0.69 (below national average) with a gap of 1.13 points between them and the non-disadvantaged cohort.

8.2.4. At KS 4, average Attainment 8 score for the disadvantaged cohort is 38.6 compared to 49.1 for non-disadvantaged cohort. This is stronger than the national Attainment 8 for disadvantaged children.

8.2.5. Progress 8 scores for children entitled to Free School Meals (FSM) and the disadvantaged (Pupil Premium) cohort are noticeably below the national averages for both cohorts- e.g. average Progress 8 score for FSM pupils in Lewisham is -0.71 compared to the national average of -0.53

8.3. Ethnicity and Language

8.3.1. Progress scores at KS2 are higher for those who have a first language other than English than those who do not but progress scores for both cohorts are lower than national averages.

8.3.2. Black or black British pupils are 4% points below the overall LA average across EYFSP, KS1 and KS2. At KS2 the cohort is performing is on a par with the national average.

8.3.3. Outcomes are low for the Black Caribbean cohort at EYFSP and KS1; and by KS2, they are the lowest achieving cohort by ethnicity. This continues on to KS4 where 25% of black British Caribbean students achieve 9-5 in English and Maths compared to the LA average of 41%. National data shows that black Caribbean underachievement has been a persistent issue during at least the past ten years and nationally they are the lowest performing ethnic group. In Lewisham there are however a number of individual schools at primary and secondary where black Caribbean pupils are outperforming the national cohort.

8.4. Disadvantage and Ethnicity

8.4.1. Disadvantage has the most significant impact on Lewisham's white British cohort- i.e. the cohort of children who are White British and eligible for Pupil Premium- a picture that is largely mirrored across London and nationally.

8.4.2. At EYFSP, 66% of the disadvantaged white British cohort have achieved GLD in contrast to the 84% of non-disadvantaged white British pupils. This gap increases by KS2 where 48% of disadvantaged white British pupils achieve expected+ in RWM compared to 82% of non-disadvantaged white British pupils, a 34% point gap.

8.4.3. At KS4, progress in Lewisham is +0.06, higher than the national average of -0.02. However, for the disadvantaged white cohort, the progress score is -1.03. However, the disadvantaged white British cohorts in four schools in Lewisham achieved the EBacc 9-5 at a better rate than the national average.

8.4.4. For white and black Caribbean pupils, deprivation also seems to play a role in attainment. On average, 14% of white and black Caribbean FSM pupils achieve 9-5 in English and Maths compared to 44% of non-FSM white and black Caribbean pupils. The progress score gap between these two cohorts is 0.79, with white and black Caribbean pupils on FSM scoring lower at -1.03.

8.5. Special Educational Needs and Disabilities

8.5.1. At EYFSP, 30% of pupils on SEND support achieve a GLD, lower than statistical neighbours, but above national average.

8.5.2. At KS2, progress for those with no SEND and those on SEN Support are broadly in line with the national. In contrast, for those children with Education, Health and Care Plan (EHCP) progress is significantly better than the national average.

8.5.3. At KS4 attainment for the SEND support cohort performs above the national average for equivalent pupils and the EHCP cohort performs below EHCP pupils nationally.

9. Key actions to address the issues highlighted.

- 9.1. We will continue to improve our use of data to effectively focus the work of the education system partnerships led by the LA and Lewisham Learning in developing our education strategic plan. This will involve further analysis of the data to identify trends over time and address key issues (such as improving progress and attainment in writing from EYFS to KS2; securing rapid progress for prior attainers at all levels between KS2 and KS4; improving participation and outcomes post 16 via the new post 16 strategy). We will continue to track the impact of specific practice and interventions in our schools to capitalise on success. The committee has recently received reports on the school improvement work of Lewisham Learning and the LA. The focus and priorities of this work will continue to be informed by what our local data is telling us.
- 9.2. We will continue to improve our use of data to support individual schools, senior leaders, middle leaders and teacher networks to support improved outcomes across the curriculum for all pupils and narrow achievement gaps for underachieving groups of pupils. All schools have received their individual school-level data pack outlining performance of groups by characteristics. We will work with schools to set ambitious targets and identify appropriate interventions for closing the gaps for identified groups of children.
- 9.3. We will continue to work schools to support more effective use of Pupil Premium to reduce progress and attainment inequality for those most affected by disadvantage, notably the white British cohort.
- 9.4. We will use the local/national/international evidence base and work with schools, partners and key stakeholders, including parents and young people to develop Lewisham's strategy to narrow the achievement gap for black Caribbean pupils.

10. Financial implications

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

11. Legal implications

- 11.1. There are no specific legal implications arising as a result of this report.

12. Crime and Disorder Implications

- 12.1. There are no specific crime and disorder implications

13. Environmental Implication

- 13.1. There are no environmental implications.

14. Equalities Implications

14.1. Both maintained schools, academies and the council must, in the exercise of their functions, have due regard to the need to eliminate discrimination, harassment and victimisation, and to advance equality of opportunity, and foster good relations, between those who share a relevant protected characteristic and those who do not share it (section 149 Equality Act 2010). They have a duty to have due regard to the need to remove or minimise disadvantages, take steps to meet needs, and encourage people to participate in public life. Schools and the council must have due regard to the need to tackle prejudice and promote understanding. This report does not include any recommendations that will have any adverse impact on equality groups. By the actions described in this report schools and the council are working to improve the attainment and progress of all groups of pupils, including BME groups, where there is underachievement.

Appendix 1

Report on school attainment in Lewisham – analysis by key stage and by groups, including comparison with statistical neighbours and national data

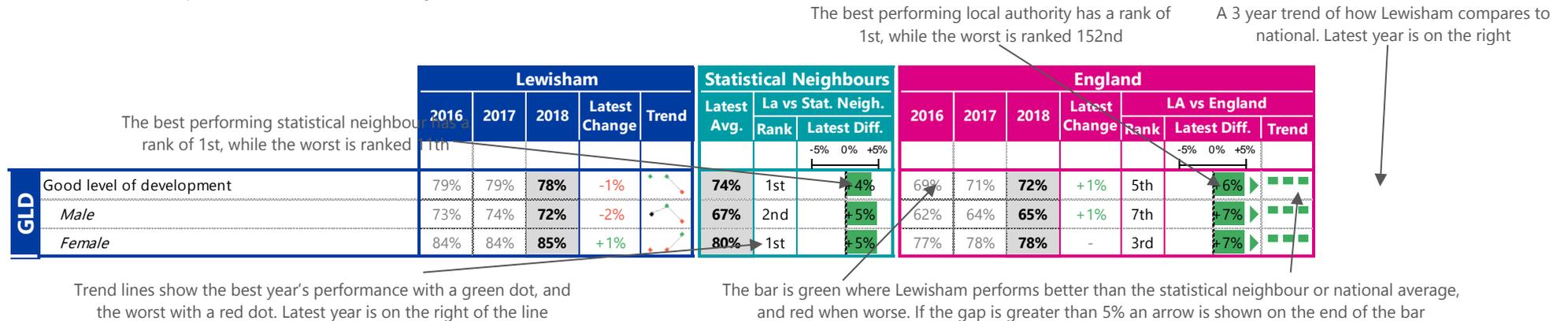
3.4 Guidance on reading the report

1.1 The aim of this report is to provide a summary of attainment and progress data in Lewisham across school phases. The report highlights areas where Lewisham’s performance is noticeably different from statistical neighbours and also the difference in performance between subgroups of pupils. The report is split into primary and secondary phases.

1.2 How to interpret the analysis

Each section includes a graphical summary of outcomes. Each indicator in the summary has:

- a trend line to show Lewisham’s change over the past three years (subject to availability of the data)
- a rank of Lewisham against its ten statistical neighbours and the 152 local authorities in England (although in some instances some data is suppressed and therefore excluded from the rankings). "-" means data is unavailable
- two bar charts showing the difference to Lewisham’s statistical neighbour average and the national average. Note that if the indicator is a percentage the difference is shown in percentage points; for example, 20% vs 23% is a 3% point difference. If the indicator is a number, the difference is a percentage, for example, 100 vs 110 is a 10% difference
- a three-year trend showing how Lewisham performs against national using the same basis as the national bar chart. The latest year of data is on the right.



1.3. Statistical neighbours are a way of benchmarking your performance against other local authorities that have similar characteristics, rather than simply being geographically close. The statistical neighbours for Lewisham are listed below along with their approximate school population size.

LA	School population
Croydon	64,000
Enfield	58,000
Brent	50,000
Southwark	46,000
Greenwich	45,000
Waltham Forest	44,000
Hackney	43,000
Lewisham	43,000
Haringey	41,000
Lambeth	38,000
Islington	25,000

3.5 Primary Outcomes

2.1. Early Years Foundation Stage Profile Summary of Outcomes

		Lewisham					Statistical Neighbours			England						
		2016	2017	2018	Latest Change	Trend	Latest Avg.	La vs Stat. Neigh.		2016	2017	2018	Latest Change	LA vs England		
								Rank	Latest Diff.					Rank	Latest Diff.	Trend
								-5% 0% +5%						-5% 0% +5%		
EYFSP	GLD	Good level of development					74%	1st	+4%	69%	71%	72%	+1%	5th	+6%	■ ■ ■ ■
		<i>Male</i>					67%	2nd	+5%	62%	64%	65%	+1%	7th	+7%	■ ■ ■ ■
		<i>Female</i>					80%	1st	+5%	77%	78%	78%	-	3rd	+7%	■ ■ ■ ■
	APS	Average Point Score					34.5	10th	-3%	34.5	34.5	34.6	+0.1	126th	-3%	■ ■ ■ ■
		<i>Male</i>					33.4	10th	-2%	33.2	33.3	33.4	+0.1	109th	-2%	■ ■ ■ ■
		<i>Female</i>					35.7	11th	-4%	35.7	35.7	35.8	+0.1	141st	-5%	■ ■ ■ ■
	CLL	Listening & attention - expected or exceeding					86%	1st	+3%	86%	86%	86%	-	25th	+3%	■ ■ ■ ■
		Understanding - expected or exceeding					85%	1st	+4%	86%	86%	86%	-	31st	+3%	■ ■ ■ ■
		Speaking - expected or exceeding					85%	1st	+3%	85%	85%	86%	+1%	35th	+2%	■ ■ ■ ■
	PD	Moving & handling - expected or exceeding					90%	1st	+4%	90%	90%	90%	-	5th	+4%	■ ■ ■ ■
		Health & self-care - expected or exceeding					91%	1st	+4%	92%	91%	91%	-	6th	+4%	■ ■ ■ ■
	PSED	Self-confidence & self-awareness - expected or exceeding					89%	1st	+2%	89%	89%	89%	-	24th	+2%	■ ■ ■ ■
		Managing feelings & behaviour - expected or exceeding					88%	1st	+3%	88%	88%	88%	-	11th	+3%	■ ■ ■ ■
		Making relationships - expected or exceeding					89%	1st	+3%	90%	90%	90%	-	15th	+2%	■ ■ ■ ■
	Lit	Reading - expected or exceeding					78%	1st	+4%	77%	77%	77%	-	13th	+5%	■ ■ ■ ■
		Writing - expected or exceeding					76%	1st	+4%	73%	73%	74%	+1%	6th	+6%	■ ■ ■ ■
	Math	Numbers - expected or exceeding					81%	1st	+4%	79%	79%	80%	+1%	9th	+5%	■ ■ ■ ■
		Shape, space & measures - expected or exceeding					82%	1st	+4%	82%	82%	82%	-	11th	+4%	■ ■ ■ ■
	UTW	People & communities - expected or exceeding					85%	1st	+5%	86%	86%	86%	-	10th	+4%	■ ■ ■ ■
		The world - expected or exceeding					85%	1st	+5%	86%	86%	86%	-	10th	+4%	■ ■ ■ ■
Technology - expected or exceeding					93%	3rd	+2%	92%	93%	93%	-	51st	+2%	■ ■ ■ ■		
EAD	Exploring and using media & materials - expected or exceeding					90%	1st	+4%	89%	89%	89%	-	9th	+5%	■ ■ ■ ■	
	Being imaginative					89%	1st	+5%	88%	88%	89%	+1%	8th	+5%	■ ■ ■ ■	

- 1.2.1 Lewisham has continued to be a top achiever of the headline measure of GLD at EYFSP, though other Local Authorities (LAs) are catching up. In total, 78% of pupils achieved GLD in 2018, down slightly from 2017 and 2016 levels, placing Lewisham 5th nationally. This is due to consistently high performance across all aspects. Lewisham ranks highest amongst its statistical neighbours for all aspects bar technology, which is still ahead of average.
- 1.2.2 Achievement of GLD for both boys and girls is amongst the top ten LAs in the country, 7th and 3rd respectively. Boys achievement has decreased by two percentage points bringing the gap to girls to 13 percentage points. This is in line with the national gender gap.
- 1.2.3 In contrast, Lewisham ranks below average for the total average point score. Overall pupils average 33.4 points, 1.2 points below the national average. This places Lewisham 126th nationwide. Deeper investigation revealed that Lewisham schools have very low rates of assessment for *exceeding* the expected standard across aspects, in contrast to their very high rates of assessment for *achieving* the expected standard. This contributes to the very strong performance across the GLD indicators compared to the low ranking for APS.
- 2.1.4 For APS, the gap between boys and girls has increased from last year to 1.4 points, in comparison to the national gap which remains at 2.4 points for the past two years. Girls in particular are performing worse in relation to other girls across the country, ranking 141st, compared to boys who rank 109th.

2.2 Year 1 Phonics and Key Stage 1 Summary of Outcomes

		Lewisham					Statistical Neighbours			England							
		2016	2017	2018	Latest Change	Trend	Latest Avg.	La vs Stat. Neigh.		2016	2017	2018	Latest Change	LA vs England			
								Rank	Latest Diff.					Rank	Latest Diff.	Trend	
							-5% 0% +5%			-5% 0% +5%							
Phonics	Meeting year 1 phonics standard	83%	81%	84%	+3%		84%	9th	0%	81%	81%	82%	+1%	61st	+2%		
	Male	80%	77%	80%	+3%		81%	7th	-1%	77%	78%	79%	+1%	60th	+1%		
	Female	86%	84%	87%	+3%		87%	8th	0%	84%	85%	86%	+1%	63rd	+1%		
KS1 Attainment	Reading	KS1 reading expected or greater depth	79%	80%	78%	-2%		78%	6th	0%	74%	76%	75%	-1%	37th	+3%	
		Male	75%	76%	75%	-1%		74%	4th	+1%	70%	71%	71%	-	24th	+4%	
		Female	82%	83%	81%	-2%		82%	7th	-1%	78%	80%	80%	-	56th	+1%	
	KS1 reading greater depth	28%	25%	26%	+1%		27%	8th	-1%	24%	25%	26%	+1%	73rd	0%		
	Male	24%	22%	22%	-		24%	8th	-2%	20%	22%	22%	-	70th	0%		
	Female	32%	29%	29%	-		30%	8th	-1%	27%	29%	29%	-	77th	0%		
Writing	KS1 writing expected or greater depth	73%	73%	73%	-		73%	7th	0%	65%	68%	70%	+2%	29th	+3%		
	Male	67%	68%	68%	-		67%	5th	+1%	59%	62%	63%	+1%	18th	+5%		
	Female	79%	78%	78%	-		79%	9th	-1%	73%	75%	77%	+2%	57th	+1%		
	KS1 writing greater depth	18%	18%	16%	-2%		19%	10th	-3%	13%	16%	16%	-	78th	0%		
	Male	14%	14%	12%	-2%		15%	9th	-3%	10%	11%	12%	+1%	74th	0%		
	Female	23%	22%	20%	-2%		23%	10th	-3%	17%	20%	20%	-	80th	0%		
Maths	KS1 maths expected or greater depth	78%	78%	78%	-		78%	7th	0%	73%	75%	76%	+1%	43rd	+2%		
	Male	77%	77%	78%	+1%		77%	6th	+1%	72%	74%	75%	+1%	35th	+3%		
	Female	79%	78%	79%	+1%		80%	8th	-1%	74%	76%	77%	+1%	61st	+2%		
	KS1 maths greater depth	22%	22%	22%	-		25%	9th	-3%	18%	21%	22%	+1%	68th	0%		
	Male	24%	25%	25%	-		27%	9th	-2%	19%	22%	24%	+2%	52nd	+1%		
	Female	21%	19%	19%	-		23%	10th	-4%	16%	19%	20%	+1%	89th	-1%		

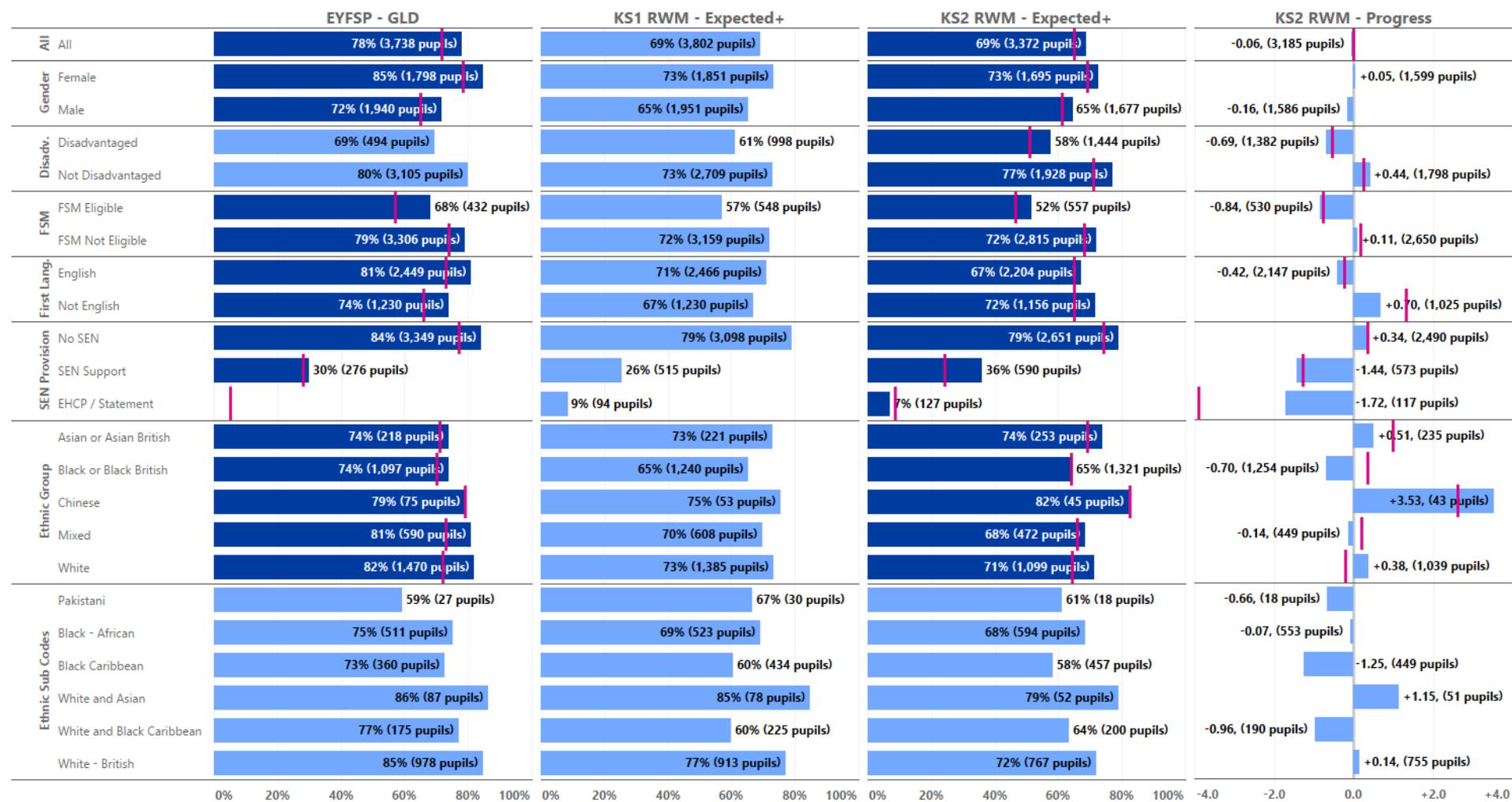
- 2.2.1 The proportion of pupils meeting the expected standard for phonics attainment in Year 1 has improved for boys and girls in 2018, both at a greater rate than national. Overall, pupils meeting the expected standard has increased by 3% points to 84%. This is now above the national average, though it is worth noting that phonics attainment is generally good in London, giving Lewisham a rank of 9th amongst statistical neighbours. The gender gap for meeting the expected standard has remained constant at 7% points, in line with the national average.
- 2.2.2 At key stage 1, the percentage of pupils achieving the expected standard or above in reading has fallen below 2016 levels to 78%, placing Lewisham 37th nationally and 6th amongst statistical neighbours. Writing and maths attainment of the expected standard are unchanged from the previous two years and rank 29th and 43rd respectively across the country.
- 2.2.3 The proportion of pupils achieving greater depth in Lewisham has not followed the national recent trend of improvement in each subject. For example, in maths, since 2016 nationally attainment has increased by four percentage points whereas there has been no improvement in Lewisham.
- 2.2.4 Despite this, Lewisham, like its statistical neighbours, performs largely above national averages at Key Stage 1.

2.3 Key Stage 2 Summary of Outcomes

		Lewisham					Statistical Neighbours			England							
		2016	2017	2018	Latest Change	Trend	Latest Avg.	La vs Stat. Neigh.		2016	2017	2018	Latest Change	LA vs England			
								Rank	Latest Diff.					Rank	Latest Diff.	Trend	
KS2 Attainment	Reading	KS2 reading expected or higher standard	67%	72%	79%	+7%		77%	3rd	+2%	66%	72%	76%	+4%	34th	+3%	
		Male	62%	67%	75%	+8%		73%	3rd	+2%	63%	69%	72%	+3%	38th	+3%	
		Female	72%	76%	82%	+6%		81%	5th	+1%	70%	76%	80%	+4%	38th	+2%	
		KS2 reading higher standard	19%	25%	31%	+6%		30%	2nd	+1%	19%	25%	28%	+3%	31st	+3%	
		Male	15%	22%	28%	+6%		26%	2nd	+2%	16%	22%	24%	+2%	25th	+4%	
		Female	23%	29%	35%	+6%		34%	2nd	+1%	22%	28%	33%	+5%	40th	+2%	
	Writing	KS2 writing expected or greater depth	77%	78%	79%	+1%		81%	9th	-2%	74%	77%	79%	+2%	74th	0%	
		Male	71%	71%	74%	+3%		75%	7th	-1%	68%	71%	73%	+2%	67th	+1%	
		Female	84%	84%	85%	+1%		86%	9th	-1%	81%	83%	85%	+2%	90th	0%	
		KS2 writing greater depth	18%	17%	19%	+2%		23%	10th	-4%	15%	18%	20%	+2%	97th	-1%	
		Male	12%	13%	15%	+2%		18%	9th	-3%	11%	13%	15%	+2%	81st	0%	
		Female	23%	21%	23%	+2%		28%	10th	-5%	19%	23%	25%	+2%	109th	-2%	
	Maths	KS2 maths expected or higher standard	73%	74%	79%	+5%		79%	5th	0%	70%	75%	76%	+1%	35th	+3%	
		Male	71%	73%	78%	+5%		78%	5th	0%	70%	75%	76%	+1%	46th	+2%	
		Female	75%	76%	81%	+5%		80%	4th	+1%	70%	76%	76%	-	33rd	+5%	
		KS2 maths higher standard	18%	24%	28%	+4%		27%	6th	+1%	17%	23%	24%	+1%	33rd	+4%	
		Male	19%	26%	29%	+3%		29%	7th	0%	18%	25%	26%	+1%	39th	+3%	
		Female	17%	24%	26%	+2%		26%	6th	0%	15%	21%	22%	+1%	29th	+4%	
RWM	KS2 RWM expected or higher standard	56%	62%	69%	+7%		68%	7th	+1%	54%	62%	65%	+3%	35th	+4%		
	Male	51%	58%	65%	+7%		64%	5th	+1%	50%	58%	61%	+3%	37th	+4%		
	Female	61%	66%	73%	+7%		72%	7th	+1%	58%	66%	69%	+3%	39th	+4%		
	KS2 RWM higher standard	6%	9%	11%	+2%		12%	8th	-1%	5%	9%	10%	+1%	51st	+1%		
	Male	5%	7%	9%	+2%		10%	10th	-1%	5%	7%	8%	+1%	64th	+1%		
	Female	8%	10%	13%	+3%		14%	8th	-1%	6%	10%	12%	+2%	48th	+1%		
KS2 Progress	KS2 reading progress score	+0.4	+0.1	+0.2	+0.1		+0.7	8th	-0.5	0.0	0.0	0.0	-	61st	+0.2		
	KS2 writing progress score	+1.0	-0.1	-0.6	-0.5		+0.9	11th	-1.5	0.0	0.0	0.0	-	124th	-0.6		
	KS2 maths progress score	+0.7	+0.2	+0.3	+0.1		+1.0	11th	-0.7	0.0	0.0	0.0	-	69th	+0.3		

- 2.3.1 Lewisham has continued to improve levels of attainment at Key Stage 2 in 2018, with all measures improving on 2017 results. Lewisham has also improved at a greater rate across the board than the national averages, further demonstrating a successful 2018 in the primary phase.
- 2.3.2 Achievement of the expected standard in reading, writing and maths (RWM) has improved by seven percentage points to 69%, a significant improvement on 2017 and taking Lewisham above the national average. The trend is also reflected at the higher standard, with the borough improving by two percentage points to 11% achievement. In comparison 10% of pupils in schools across England, and 12% in statistical neighbours achieve the higher standard of reading, writing and maths.
- 2.3.3 The gap between boys and girls achieving the expected standard in RWM remains at 8% points, in line with statistical neighbours and the national average. However, there is a slight increase in the gap at higher standard achievement, now at 4% points. This is again in line with both statistical neighbours and the national average.
- 2.3.4 Attainment of the expected standard in reading and in maths is 79%, comfortably above the national average of 76%. Writing attainment in Lewisham lags behind its statistical neighbours, despite the improvement in attainment to both the expected standard and greater depth – 1% and 2% points respectively.
- 2.3.5 Girls outperform boys in achieving at least the expected standard in each subject, however the gap in reading and writing has narrowed by 2% points each. Interestingly, whilst fewer boys reach the expected standard in maths, more boys reach the higher standard than girls.
- 2.3.6 Pupils at Key Stage 2 have demonstrated positive progress in reading and maths but this is still well below the statistical neighbour averages. It is worth noting that Key Stage 2 progress scores are generally very good across London.
- 2.3.7 Progress in writing is not as positive and continues a decline in year on year performance, dropping 0.5 points to -0.6. This is in comparison to a statistical neighbour average of +0.9, and places Lewisham 124th nationally. The low levels of progress in writing are found consistently over the majority of pupil groups, including boys and girls, disadvantaged and not disadvantaged and the majority of ethnic groups. However, the Chinese cohort have positive progress in writing, with a score of +1.9 in 2018. Similarly, eight primary schools in Lewisham have a writing progress scores of over +2.0.
- 2.3.8 Further analysis showed that those with low prior attainment at KS1 make an average of +0.58 progress points. This is much higher than those with middle or high prior attainment who make on average -0.06 and -0.20 progress points respectively.
- 2.3.9 Lewisham Learning is working with primary school leaders to reflect on the teaching and assessment of writing in order to ensure that lessons can be learned from those schools in the borough bucking this trend as well as look to schools in neighbouring boroughs for good practice. There is also a need to build on the good work being done in schools around the teaching of reading to ensure that this further impacts on writing.
- 2.3.9 Across London there are eight primary schools not meeting the 2018 floor standard, two of which are in Lewisham. There are 18 primary schools in London that are meeting the coasting definition, two of which are in Lewisham. All of these schools are being supported via Lewisham Learning and have a full package of support in place.

2.4. Primary Phase Summary of Outcomes by Pupil Group¹



¹ Dark blue bars are based on publicly available data, Light blue bars are based on Lewisham own data. Red lines show England averages.

2.5. Disadvantaged and FSM eligibility at primary

- 2.5.1 A higher proportion of the free school meal (FSM) eligible cohort achieves a GLD in Lewisham compared to statistical neighbours and national averages; this trend continues in KS1 and KS2. The EYFSP attainment gap between those eligible for FSM and those who are not is also lower in Lewisham than national.
- 2.5.2 Sixty nine percent of disadvantaged pupils in Lewisham achieve GLD, compared to 80% of non-disadvantaged students, an 11% point gap. When broken down by gender, 61% of disadvantaged boys achieve GLD compared to 74% of non-disadvantaged boys: a gap of 13% points. This contrasts with the 7% point gap between disadvantaged (79%) and non-disadvantaged girls (86%) achieving GLD.
- 2.5.3 The difference in attainment between the disadvantaged and non-disadvantaged cohort is present through KS1 and KS2 and grows. At KS1, the difference in the percentage achieving the expected standard in RWM between the disadvantaged and not disadvantaged cohorts is 12% points and this increases to 19% points in KS2. At KS2, 58% of disadvantaged pupils achieved the expected standard in RWM compared to 77% of non-disadvantaged pupils.
- 2.5.4 For progress scores at KS2, disadvantaged pupils are making low progress at -0.69 and this is less than the national average; the gap between the disadvantaged and the non-disadvantaged cohort is 1.13 points. It is worth noting that pupils who are not disadvantaged progress above the national average at +0.44 and so the gap is wider on both ends.

1.6 Ethnicity and language at primary

- 2.6..1 81% of pupils with English as a first language achieve GLD at EYFSP compared to 74% of pupils with English as an additional language (EAL). The gap between the two cohorts is roughly in line with statistical neighbour and national averages and continues into KS1 as a smaller gap of 4% points. However, this trend changes at KS2 where a higher percentage of pupils with EAL achieve the expected standard in RWM (72%) than those with English as a first language (67%). This transition is more marked in Lewisham than the national trend where the two are equal.
- 2.6.2 Progress scores at KS2 are higher for those who have EAL than those who have not but progress scores for both cohorts are lower than national averages.
- 2.6.3 The white and Asian cohort through the primary phase consistently have the highest results of the ethnic sub codes analysed. In contrast, the Pakistani cohort in Lewisham has the lowest results with only 59% of EYFSP pupils achieving GLD, though this improves in later key stages. It is worth noting, however, that both the Pakistani and white and Asian cohorts are small. Overall, the Asian/Asian British cohort tends to do very well for their maths progress scores but has negative progress scores for reading and writing.
- 2.6.4 Black or black British pupils are 4% points below the overall LA average across EYFSP, KS1 (RWM expected standard) and KS2 (RWM expected standard), though the cohort is still performing on a par with the national average. At EYFSP, the black cohort's lower performance is mainly driven by boys, of whom only 66% achieve a GLD; in contrast, 83% of black girls make this expected standard.
- 2.6.5 Within the black cohort, the black Caribbean cohort performs the worst with 73% achieving GLD at EYFSP. This percentage decreases through the key stages with 60% achieving the expected standard in RWM KS1 and only 58% achieving this measure at KS2. By KS2, they

are the lowest performing cohort by ethnicity, however, this isn't a consistent pattern across at all schools. In ten schools black Caribbean pupils exceed the LA average for all pupils, including one school with 93% of black Caribbean pupils achieving the expected standard in RWM.

2.7. Ethnicity with disadvantage at primary

- 2.7.1 At EYFSP, the disadvantaged white cohort had 66% of pupils achieving GLD in contrast to the 84% of non-disadvantaged white pupils. This gap between white disadvantaged pupils and non-disadvantaged pupils increases even more by KS2 where 48% of disadvantaged white pupils achieve the expected standard in RWM compared to 82% of non-disadvantaged white pupils, a 34% point gap. Three schools with disadvantaged white British cohorts achieved the expected standard in RWM at a greater rate than Lewisham as a whole.
- 2.7.2 In contrast, the Asian cohort performs well, even for the disadvantaged cohort: at KS1, 68% of the disadvantaged Asian cohort achieves the expected standard in RWM compared to 74% of the non-disadvantaged Asian cohort. In KS2, we even see the opposite trend where the disadvantaged cohort outperforms the non-disadvantaged cohort: 76% of disadvantaged Asian pupils achieve the expected standard in KS2 RWM, compared to 73% of non-disadvantaged Asian pupils.

2.8. Special Educational Needs and Disabilities (SEND) at primary

- 2.8.1 At EYFSP, 30% of SEN support pupils achieve a GLD, this is a smaller number than statistical neighbours, but still exceeds the national average of GLD attainment. The gap between SEN support pupils and pupils with no identified SEN is 54%. The gap closes slightly by KS1 to 53%, with 26% of SEN support pupils reaching the expected standard in RWM.
- 2.8.2 At KS2, 17% of EHCP pupils achieved the expected standard in maths compared to only 13% achieving the expected standard in reading or writing. Interestingly, boys with an EHCP statement have performed better across all measures compared to girls with an EHCP. For boys with an EHCP, 21% of them achieved the expected standard in maths (and 17% in reading and 13% for writing). These percentages are much higher than the female EHCP cohort. For those with no SEN and those on SEN Support, progress levels are broadly in line with the national average at KS2. In contrast, the EHCP progress is significantly better than the national average: the gap in progress between EHCP pupils and SEN Support pupils is only 0.2

3. Secondary outcomes

3.1. Key Stage 4 Summary of Outcomes

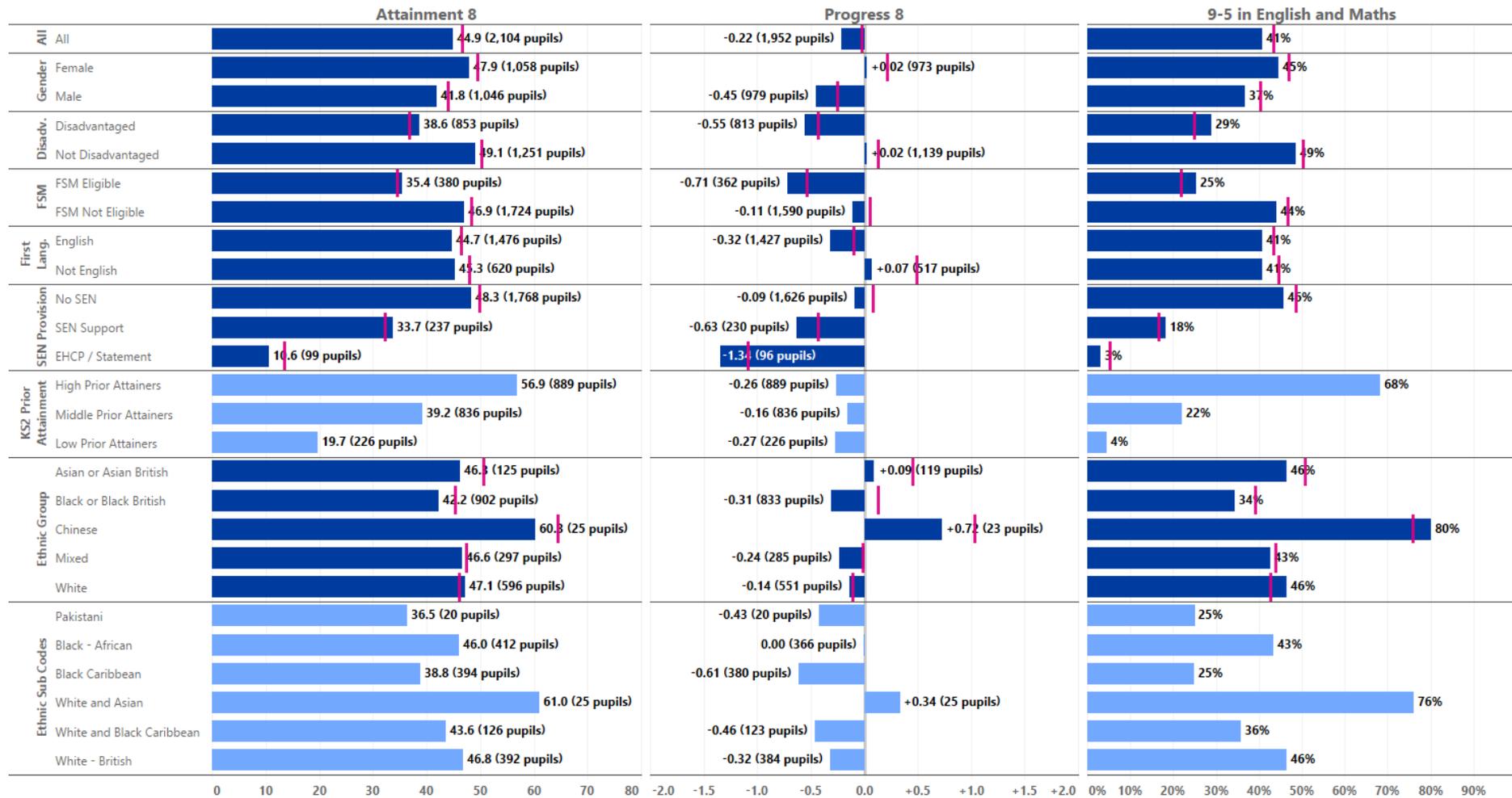
		Lewisham					Statistical Neighbours			England							
		2016	2017	2018	Latest Change	Trend	Latest Avg.	La vs Stat. Neigh.		2016	2017	2018	Latest Change	LA vs England			
								Rank	Latest Diff.					Rank	Latest Diff.	Trend	
								-5% 0% +5%						-5% 0% +5%			
KS4	Attainment and Progress	KS4 - attainment 8	47.5	44.2	44.9	+0.7		46.7	9th	-3.9%	50.1	46.4	46.6	+0.2	103rd	-3.7%	
		Male	44.2	41.5	41.8	+0.3		44.0	11th	-5.0%	47.8	43.8	43.9	+0.1	109th	-4.9%	
		Female	51.2	47.2	47.9	+0.7		49.4	9th	-3.0%	52.4	49.1	49.4	+0.3	97th	-3.1%	
		KS4 - progress 8	-0.14	-0.28	-0.22	+0.06		+0.12	11th	-0.34	-0.03	-0.03	-0.02	+0.01	124th	-0.20	
		Male	-0.35	-0.49	-0.45	+0.04		-0.10	11th	-0.35	-0.17	-0.24	-0.25	-0.01	129th	-0.20	
		Female	+0.10	-0.05	+0.02	+0.07		+0.35	10th	-0.33	+0.11	+0.18	+0.22	+0.04	124th	-0.20	
		KS4 - 9-4 English & Maths	56%	59%	61%	+2%		64%	9th	-3%	63%	64%	64%	-	108th	-3%	
		Male	49%	56%	56%	-		61%	11th	-5%	59%	61%	61%	-	119th	-5%	
		Female	64%	62%	66%	+4%		67%	8th	-1%	67%	68%	68%	-	103rd	-2%	
		KS4 - 9-5 English & Maths	-	38%	41%	+3%		44%	9th	-3%	-	43%	43%	-	92nd	-2%	
Male	-	36%	37%	+1%		41%	9th	-4%	-	40%	40%	-	99th	-3%			
Female	-	40%	45%	+5%		46%	9th	-1%	-	46%	47%	+1%	90th	-2%			
KS4	Ebacc	KS4 - English Baccalaureate APS	-	-	4.0			4.2	9th	-4.8%	-	-	4.1		80th	-1.3%	
		Male	-	-	3.7			3.9	10th	-5.1%	-	-	3.8		90th	-3.0%	
		Female	-	-	4.3			4.4	8th	-2.3%	-	-	4.3		69th	0.0%	
		KS4 - English Baccalaureate Entries	42%	40%	44%	+4%		51%	10th	-7%	40%	38%	38%	-	48th	+6%	
		Male	35%	33%	36%	+3%		46%	11th	-10%	35%	33%	33%	-	55th	+3%	
		Female	51%	48%	52%	+4%		55%	9th	-3%	45%	44%	44%	-	36th	+8%	
		KS4 - English Baccalaureate (9-4)	23%	22%	25%	+3%		28%	7th	-3%	25%	24%	24%	-	50th	+1%	
		Male	16%	17%	18%	+1%		23%	10th	-5%	20%	19%	19%	-	76th	-1%	
		Female	30%	28%	33%	+5%		33%	6th	0%	30%	29%	30%	+1%	45th	+3%	
		KS4 - English Baccalaureate (9-5)	-	19%	16%	-3%		19%	8th	-3%	-	21%	17%	-4%	62nd	-1%	
Male	-	15%	11%	-4%		16%	11th	-5%	-	17%	13%	-4%	84th	-2%			
Female	-	23%	21%	-2%		23%	7th	-2%	-	26%	21%	-5%	53rd	0%			

- 3.1.1 Lewisham has improved for most KS4 indicators but still does not perform well when benchmarked against other LAs. It should be noted though that Lewisham improved at a higher rate than national for every indicator, thereby reducing the gap to national. For example, 61% of pupils achieved 9-4 in English and maths at KS4, a 2% point increase from last year. Though this is below the national average of 64%, the improvement in Lewisham is more than the improvement made nationally. For Progress 8 scores for boys, Lewisham improved from last year to -0.45 even though the national average decreased. Further analysis showed that there was not much difference in progress scores between cohorts when split by prior attainment at KS2. The biggest gap was between those with middle prior attainment who made on average -0.16 progress points compared to those had low prior attainment who made -0.27 progress points.
- 3.1.2 Boys generally performed slightly worse when benchmarked against statistical neighbours than girls; 56% of boys achieved 9-4 in English & maths ranking Lewisham last out of statistical neighbours. In contrast, 66% of girls achieved this threshold (an increase of 4% points from 2017), ranking Lewisham 8th out of statistical neighbours.
- 3.1.3 For EBacc results, Lewisham again has shown an improvement for most indicators but again does not perform well when benchmarked against other similar LAs. It should be noted, however, that Lewisham's statistical neighbours have performed well and above the national average. Fifty two percent of girls were entered for the EBacc in Lewisham and though this was 9th highest out of statistical neighbours, Lewisham ranked in the top 40 nationally. Sixteen percent of pupils achieved EBacc 9-5 in Lewisham. Whilst this is slightly below the national average of 17%, the decrease in Lewisham of 3% points is less than the national decrease of 5% points which reflected a change from A*-G to 9-1 grades in EBacc subjects².
- 3.1.4 In Lewisham, there are two schools not meeting the 2018 secondary floor standard³. Of the 12 schools that are meeting the coasting definition in London, 3 of them are in Lewisham. All of these schools are receiving targeted support via the Lewisham Secondary Challenge.

² Other than English and maths which changed to 9 to 1 grades in 2017

³ Conisborough College and Sedgehill School

3.2. Key Stage 4 Summary of Outcomes by Pupil Group⁴



⁴ Dark Blue: Publicly available data, Light Blue: Lewisham own data, Red: England

3.3. Disadvantaged and FSM eligibility at KS4

3.3.1 For attainment, the disadvantaged cohort in Lewisham perform below the non-disadvantaged cohort but better than the national average for disadvantaged pupils. The average Attainment 8 score for the disadvantaged cohort is 38.6, compared to the average for the non-disadvantaged cohort which is 49.1. However, this is stronger performance than the national average Attainment 8 score for disadvantaged pupils. The progress scores for the FSM and disadvantaged cohorts are noticeably below the national averages for the equivalent cohorts. For example, the average Progress 8 score for FSM pupils in Lewisham is -0.71 compared to the national average of -0.53. It is also worth noting that Progress 8 is lower in Lewisham than national averages for all cohorts studied.

3.4 Ethnicity and language at KS4

- 3.4.1 The best performing ethnic group in Lewisham is Chinese for both KS4 attainment and progress: 80% of Chinese pupils achieve 9-5 in KS4 English and Maths compared to the LA average for all pupils of 41%. Progress scores are lower than the national average but the Chinese group is one of the only groups to achieve positive progress in Lewisham at +0.72 points. The white and Asian cohort also have positive progress at +0.34 points and also perform well for Attainment 8, actually performing better than the Chinese cohort with an average of 61.0.
- 3.4.2 Black students are the lowest performing of the broad ethnic groups across KS4. Of the black cohort, black Caribbean pupils perform the worst. Twenty five percent of black Caribbean students achieve 9-5 in English and maths compared to the LA average of 41%. There are two secondary schools where black Caribbean pupils are out performing their peers nationally in both attainment and progress.
- 3.4.3 It should be noted that the gap between girls and boys within the black Caribbean cohort was small with 23% of black Caribbean boys achieving 9-5 in English and maths compared to 27% of girls. This gap is smaller than that of the white British cohort: 43% of white British boys achieve 9-5 in English and maths compared to 50% of girls, a 7% point gap. The gap for white and black Caribbean pupils was the smallest though at 1% point. Overall the black Caribbean cohort has a Progress 8 score of -0.61. However, the picture varies across Lewisham and in two schools they have positive Progress 8 scores. For Attainment 8 scores, ethnic groups in Lewisham generally perform below the national average for their respective cohorts. The exception is the white cohort where the average Attainment 8 score is 47.1, which is above the national average. Forty six percent of them achieve 9-5 in English and maths which is also above the national average.
- 3.4.5 For Attainment 8 scores, ethnic groups in Lewisham generally perform below the national average for their respective cohorts. The exception is the white cohort where the average Attainment 8 score is 47.1, which is above the national average. Forty six percent of them achieve 9-5 in English and maths which is also above the national average.
- 3.5.6 Attainment scores for pupils with English as an additional language (EAL) and those without were the same for those achieving 9-5 in English and Maths. Forty one percent of students with EAL and 41% of those without achieved this measure. The average Attainment 8 score for EAL pupils and those without EAL was also similar: there was a 0.6 point gap. In contrast, the cohort without EAL had much lower progress scores (-0.32) than those pupils with EAL (+0.07).

3.6 Ethnicity with disadvantage at KS4

- 3.5.1 Interestingly, the disadvantage gap for the black Caribbean cohort is smaller across KS4 attainment measures. The average KS4 Attainment 8 score for disadvantaged black Caribbean pupils is 36.8 compared to 40.6 for non-disadvantaged black Caribbean students, though both scores are lower than the LA average. Twenty four percent of disadvantaged black Caribbean pupils achieve 9-5 in English and maths compared to 26% of non-disadvantaged black Caribbean pupils.
- 3.5.2 In contrast, disadvantage appears to have a significant impact on the white British cohort. The average Attainment 8 score for non-disadvantaged white British is 54.1 and their progress is +0.06, higher than the national average of -0.02. However, for the disadvantaged white cohort, the average Attainment 8 score is a much lower 3.6 and the progress score is -1.03. Nonetheless, the disadvantaged white British cohorts in four schools in Lewisham achieved the EBacc 9-5 at a better rate than the national average.
- 3.5.3 For white and black Caribbean pupils, deprivation also seems to play a role in attainment. On average, 14% of white and black Caribbean pupils who are eligible for FSM achieve 9-5 in English and Maths compared to 44% of white and black Caribbean pupils who are not FSM eligible. The progress score gap between these two cohorts is 0.79, with white and black Caribbean pupils on FSM scoring lower at -1.03.

3.6 SEND at KS4

- 3.6.1 For attainment, the SEN support cohort performs above the national average for equivalent pupils whilst the EHCP cohort performs below EHCP pupils nationally. The average Attainment 8 score for SEN support pupils is 33.7 which is above the national average, in contrast to the average score for EHCP pupils which is 10.6. Progress scores for all SEND were lower than national averages in keeping with the trend in Lewisham.

4. Post 16

4.1. Key Stage 5 Summary of Outcomes

		Lewisham					Statistical Neighbours			England									
		2016	2017	2018	Latest Change	Trend	Latest Avg.	La vs Stat. Neigh.		2016	2017	2018	Latest Change	LA vs England					
								Rank	Latest Diff.					Rank	Latest Diff.	Trend			
							-5% 0% +5%			-5% 0% +5%									
KS5	APS per entry	KS5 - APS per entry - all level 3	26.9	28.6	28.1	-0.5		29.9	9th		-6%	31.4	32.3	31.8	-0.5	138th		-12%	
		Male	-	27.1	27.1	-		29.0	8th		-7%	-	31.2	30.9	-0.3	138th		-12%	
		Female	-	29.8	28.8	-1.0		30.5	9th		-6%	-	33.4	32.6	-0.8	139th		-12%	
		KS5 - APS per entry - academic	24.5	26.0	27.6	+1.6		29.9	9th		-8%	30.6	31.3	32.3	+1.0	141st		-15%	
		Male	-	24.1	27.1	+3.0		29.0	8th		-6%	-	30.2	31.3	+1.1	137th		-14%	
	Female	-	27.2	28.0	+0.8		30.6	10th		-9%	-	32.2	33.1	+0.9	144th		-15%		
	KS5 - APS per entry - applied general	32.3	33.6	29.1	-4.5		28.9	6th		+1%	34.7	35.7	28.4	-7.3	41st		-2%		
	Male	-	31.0	27.2	-3.8		28.4	9th		-4%	-	33.6	26.8	-6.8	51st		-1%		
	Female	-	35.9	30.5	-5.4		29.2	4th		+4%	-	37.7	29.8	-7.9	46th		-2%		
	KS5 - APS per entry - tech level	30.2	31.0	28.5	-2.5		28.5	9th		+0%	30.8	32.3	28.1	-4.2	68th		-1%		
Male	-	30.7	27.4	-3.3		26.5	9th		+3%	-	31.8	28.5	-3.3	86th		-4%			
Female	-	31.8	32.2	+0.4		29.8	4th		+8%	-	32.8	27.8	-5.0	27th		+16%			
A Level	KS5 - 3 A*-A grades or better at A level	3%	4%	5%	+1%		8%	8th		-3%	11%	11%	11%	-	137th		-6%		
	Male	-	3%	6%	+3%		9%	8th		-3%	-	13%	12%	-1%	130th		-6%		
	Female	-	5%	4%	-1%		8%	9th		-4%	-	10%	10%	-	137th		-6%		
	KS5 - AAB inc. two facilitating subjects	5%	7%	7%	-		10%	7th		-3%	14%	14%	14%	-	136th		-7%		
	Male	-	6%	9%	+3%		12%	7th		-3%	-	17%	16%	-1%	124th		-7%		
Female	-	7%	5%	-2%		9%	10th		-4%	-	12%	12%	-	142nd		-7%			

- 4.1.1 Average Point Scores (APS) for boys and girls have generally improved at a higher rate than national figures, closing the gap with national. In 2018, the KS5 APS for academic subjects averaged 27.6, an increase of 1.6 points. This is compared to a 1.0 point increase nationally, though Lewisham is still behind the national average of 32.3. Girls have performed better than boys for APS throughout when benchmarked against statistical neighbours. For applied general courses, girls have an average of 30.5 points, 1.3 points above the statistical neighbour average ranking Lewisham 4th. In contrast, boys have an average of 27.2 points ranking them 9th out of statistical neighbours. Though results for both have decreased from last year, they have decreased at a lower rate than national and perform above the national average. This decrease is partly a result of the change to more stretching BTEC qualifications.
- 4.1.2 The pattern for tech level qualifications is similar to that of applied general courses; the APS per entry for KS5 tech levels for girls was 32.2, an increase from 31.8 ranking Lewisham 4th out of statistical neighbours and in the top 30 nationally. In contrast, boys achieve 27.4 points which is below the national average and ranks Lewisham 9th out of statistical neighbours. It should be noted that the number of entries in tech level subjects is relatively low.
- 4.1.3 For A level indicators it is interesting to note that boys have improved and performed better than girls in Lewisham, a reversal of the pattern that was seen in 2017. Nine percent of boys achieved AAB including two facilitating subjects compared to 5% of girls. Boys have improved by 3% points whilst girls have decreased by 2% points, though both scores are below the statistical neighbour and national averages.

5. Range of sources

9.1 Below is the list of data sources used in this report. Full footnotes and methodologies can be found within the individual sources. **Note** that if data in graphs is **light blue**, the data comes from Lewisham sources and is therefore unpublished.

9.2 Primary Outcomes

9.2.1 <https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile>

Section: Results at national and local-authority level

9.2.2 <https://www.gov.uk/government/collections/statistics-key-stage-1> Section: Phonics screening check and key stage 1 assessment - Phonics Tables

9.2.3 <https://www.gov.uk/government/collections/statistics-key-stage-1> Section: Phonics screening check and key stage 1 assessment - KS1 Tables

9.2.4 <https://www.gov.uk/government/collections/statistics-key-stage-2> Section: National curriculum assessments at key stage 2

9.3 Secondary Outcomes

9.3.1 <https://www.gov.uk/government/collections/statistics-gcse-key-stage-4> Section: GCSE and equivalent results, including pupil characteristics

9.3.2 <https://www.gov.uk/government/collections/statistics-attainment-at-19-years> Section: A level and other 16 to 18 result

6. Glossary

10.1 All 'national' comparisons compared within this analysis are comparisons to England.

10.2 In 2018, the primary school accountability technical guide defines a school is above the floor standard if either:

- at least 65% of pupils meet the expected standard in reading, writing and maths; or
- the school achieves sufficient progress scores in all three subjects: at least -5 in reading, -5 in maths and -7 in writing.

10.3 A school is defined as coasting if over three years:

- fewer than 85% of pupils achieved the expected standard at the end of primary school; and
- average progress made by pupils was less than -2.5 in reading, -2.5 in maths or -3.5 in writing.

6.1. In 2018, a school or college is below the secondary floor standard if:

- its Progress 8 score is below -0.5; and
- the upper band of the 95% confidence interval is below zero

10.5 A secondary school meets the definition of costing if:

- in 2016, 2017 and 2018, the school has a Progress 8 score below -0.25; and
- the upper band of the 95% confidence interval is below zero