

| Children and Young People's Select Committee | | | |
|--|--|----------|-------------------|
| Report Title | Educational outcomes for BAME children and young people in Lewisham schools. | | |
| Key Decision | No | Item No. | 6 |
| Ward | All | | |
| Contributors | Angela Scattergood, Director of Education | | |
| Class | Open | Date: | 17 September 2019 |

Reasons for lateness and urgency:

This report is received less than 5 clear working days before the meeting and the Chair is asked to accept it as an urgent item. The report was not available for dispatch on Tuesday 10 September because of clarification was needed on some of the data used in the report. Consideration is urgent because the issues raised in the report relate to a major priority for the CYP Select Committee.

Purpose of Report

- 1.1. This report aims to give the Committee an understanding of attainment for Black, Asian and Minority Ethnic (BAME) children and young people in Lewisham schools and the strategies for addressing this.

1. Summary

- 2.1. This report uses the validated 2018 results for Lewisham schools. 2019 data is not yet available. It offers an analysis and outlines in summary the action being taken to address the issues highlighted in the report.

2. Recommendations

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

3. Policy Context

- 4.1. Lewisham's 2018-2022 Corporate Strategy sets out the Council's ambitions in 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.

4. Background

- 5.1. Every year officers report to the CYP Select Committee on School results at all key stages for maintained schools in the borough, including the academies. A copy of *Report on school attainment in Lewisham – analysis by key stage and by groups, including comparison with statistical neighbours and national data, 2018* is included in Appendix 1.
- 5.2. Following the presentation of 2018 attainment data to the committee in March 2019, the committee requested a further report detailing attainment for BAME children and young people.
- 5.3. The new (2018) LA data comparison tool enables us to pull out a picture of progress and attainment for groups of children by different characteristics and make comparisons between different groups, such as ethnic groups by gender. 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.

6. Early Years Foundation Stage (EYFS) outcomes

| | EYFS – Good Level of Development | | | | | | |
|-------------------------------|----------------------------------|-------------|--------------|---------------|-------------|----------------|-------------|
| | All Lewisham | | All National | Boys Lewisham | | Girls Lewisham | |
| | Cohort Size | % Achieving | % Achieving | Cohort Size | % Achieving | Cohort Size | % Achieving |
| All | 3719 | 78% | 72% | 1932 | 72% | 1787 | 85% |
| Asian/Asian British | 215 | 74% | 71% | 113 | 69% | 102 | 80% |
| Black/Black British | 1068 | 74% | 70% | 554 | 66% | 514 | 83% |
| Black African | 511 | 75% | 71% | 253 | 68% | 258 | 82% |
| Black Caribbean | 360 | 73% | 69% | 184 | 64% | 176 | 82% |
| Mixed | 574 | 82% | 73% | 275 | 77% | 299 | 86% |
| Mixed - White/Asian | 87 | 86% | 76% | 45 | 82% | 42 | 90% |
| Mixed - White/Black African | 105 | 85% | 73% | 46 | 76% | 59 | 92% |
| Mixed - White/Black Caribbean | 175 | 77% | 70% | 80 | 74% | 95 | 80% |
| White | 1439 | 82% | 72% | 761 | 77% | 678 | 89% |

Table 1: Lewisham EYFS GLD 2018 outcomes

- 6.1. Five year olds in Lewisham within all reported groupings by ethnicity achieve a Good Level of Development (GLD) at rates above national.

- 6.2. 74% of Asian/Asian British five year olds achieved a GLD in Lewisham. This is 3% above national for Asian/Asian British children (71%) and 4% below LA for all children of 78%. Nationally the gap is 1%.
- 6.3. 74% of Black/Black British five year olds achieved GLD in Lewisham. This is 4% above national for Black/Black British children (70%) and 4% below LA for all children of 78%. Nationally the gap is 2%.
- 6.4. 73% of Black Caribbean five year olds achieved GLD compared to 69% nationally. This is a 5% gap to LA for all children, compared to a gap of 3% nationally. The local gap between achievement of GLD for Black Caribbean boys and all boys is 8% and between Black Caribbean girls and all girls is 3%.
- 6.5. The local gap between achievement of GLD for Black African boys and all boys is 4% and between Black African girls and all girls is 3%.
- 6.6. The local gap between achievement of GLD for Asian/Asian British Girls and all girls is 5% and between Asian/Asian British boys and all boys is 3%.
- 6.7. In all the reported Mixed groupings boys and girls achieve GLD at above the LA average for all boys and girls, except Mixed White/Black Caribbean girls at 5% below the LA figure for all girls

7. Key Stage 2 outcomes

| | KS2 Reading/ Writing/ Maths (RWM) Expected + | | | | | | |
|-------------------------------|--|-------------|--------------|---------------|-------------|----------------|-------------|
| | All Lewisham | | All National | Boys Lewisham | | Girls Lewisham | |
| | Cohort Size | % Achieving | % Achieving | Cohort Size | % Achieving | Cohort Size | % Achieving |
| All | 3372 | 69% | 64% | 1677 | 65% | 1695 | 73% |
| Asian/Asian British | 253 | 74% | 68% | 128 | 70% | 125 | 78% |
| Black/Black British | 1317 | 65% | 63% | 685 | 61% | 632 | 69% |
| Black African | 594 | 68% | 56% | 304 | 66% | 290 | 71% |
| Black Caribbean | 457 | 58% | 55% | 242 | 53% | 215 | 64% |
| Mixed | 471 | 68% | 66% | 213 | 64% | 258 | 72% |
| Mixed - White/Asian | 52 | 79% | 72% | 23 | 87% | 29 | 72% |
| Mixed - White/Black African | 65 | 77% | 65% | 33 | 73% | 32 | 81% |
| Mixed - White/Black Caribbean | 200 | 64% | 57% | 98 | 61% | 102 | 66% |
| White | 1099 | 71% | 64% | 538 | 68% | 561 | 75% |

Table 2: Lewisham KS2 RWM Exp+ 2018 outcomes

- 7.1. Eleven year olds in Lewisham within all reported groupings by ethnicity achieve at least expected levels in Reading Writing and Maths (RWM Exp+) at rates above national.
- 7.2. 74% of Asian/Asian British eleven year olds achieved RWM Exp+ in Lewisham. This is 6% above national for Asian/Asian British children (68%) and 5% above LA for all children at 69%. Nationally the figure is 4% above all children.

- 7.3. 65% of Black/Black British eleven year olds achieved RWM Exp+ in Lewisham. This is 2% above national for Black/Black British children (63%) and 4% below LA for all children at 69%. Nationally the gap is 2%.
- 7.4. 58% of Black Caribbean eleven year olds achieved RWM Exp+ compared to 55% nationally. Black Caribbean eleven year olds are therefore performing better than their counterparts nationally but there is an 11% gap between their score and that of all children in Lewisham. This compares with a gap of 9% nationally. The local gap between achievement of RWM Exp+ for Black Caribbean boys and all boys is 12% and between Black Caribbean girls and all girls is 9%.
- 7.5. The local gap between achievement of RWM Exp+ for Black African boys and all boys is 1% and between Black African girls and all girls is 2%.
- 7.6. In all the reported mixed groupings boys and girls achieve RWM Exp+ at above LA for all boys and girls, except Mixed White/Black Caribbean girls at 7% below the LA figure for all girls; Mixed White/Black Caribbean boys at 4% below the LA figure for all girls and Mixed White/Asian girls at 1% below the LA figure for all girls.

8. Secondary outcomes

| KS4 Attainment 8 | | | | | | | |
|-------------------------------|--------------|-------------|--------------|---------------|-------------|----------------|-------------|
| | All Lewisham | | All National | Boys Lewisham | | Girls Lewisham | |
| | Cohort Size | A8 Score | A8 Score | Cohort Size | A8 Score | Cohort Size | A8 Score |
| All | 2104 | 44.8 | 46.5 | 1047 | 41.8 | 1057 | 47.9 |
| Asian/Asian British | 125 | 46.3 | 50.4 | 70 | 41.8 | 55 | 51.9 |
| Black/Black British | 902 | 42.2 | 45 | 459 | 38.6 | 443 | 46 |
| Black African | 412 | 46 | 47.5 | 214 | 42.2 | 198 | 50.1 |
| Black Caribbean | 394 | 38.8 | 39.6 | 203 | 35.5 | 191 | 42.3 |
| Mixed | 297 | 46.6 | 47.3 | 140 | 43.2 | 157 | 49.5 |
| Mixed - White/Asian | 25 | 61 | 52.5 | 9 | 57.2 | 16 | 63.2 |
| Mixed - White/Black African | 45 | 49 | 46.5 | 23 | 45.7 | 22 | 52.5 |
| Mixed - White/Black Caribbean | 126 | 43.6 | 41.3 | 55 | 42.3 | 71 | 44.7 |
| White | 596 | 47.1 | 46.1 | 294 | 45.2 | 302 | 49 |

Table 3: Lewisham KS4 Attainment 8 2018 outcomes

| KS4 Progress 8 | | | | | | | |
|-----------------------------|--------------|--------------|--------------|---------------|--------------|----------------|--------------|
| | All Lewisham | | All National | Boys Lewisham | | Girls Lewisham | |
| | Cohort Size | P8 Score | P8 Score | Cohort Size | P8 Score | Cohort Size | P8 Score |
| All | 1951 | -0.22 | -0.02 | 979 | -0.45 | 972 | 0.02 |
| Asian/Asian British | 119 | 0.09 | 0.45 | 67 | 0.01 | 52 | 0.19 |
| Black/Black British | 833 | -0.31 | 0.12 | 432 | -0.6 | 401 | 0 |
| Black African | 366 | 0.00 | 0.31 | 194 | -0.27 | 172 | 0.3 |
| Black Caribbean | 380 | -0.61 | -0.30 | 199 | -0.91 | 181 | -0.28 |
| Mixed | 285 | -0.24 | -0.20 | 132 | -0.46 | 153 | -0.05 |
| Mixed - White/Asian | 25 | 0.34 | -0.22 | 9 | 0.25 | 16 | 0.39 |
| Mixed - White/Black African | 44 | 0.02 | | 22 | -0.4 | 22 | 0.43 |

| | | | | | | | |
|-------------------------------|------------|--------------|--------------|------------|--------------|------------|-------------|
| | | | 0.01 | | | | |
| Mixed - White/Black Caribbean | 123 | -0.46 | -0.37 | 54 | -0.57 | 69 | -0.38 |
| White | 551 | -0.14 | -0.10 | 270 | -0.39 | 281 | 0.11 |

Table 4: Lewisham KS4 Progress 8 2018 outcomes

| | KS4 9-5 in GCSE English & Maths | | | | | | | |
|-------------------------------|---------------------------------|-------------|--------------|---------------|-------------|----------------|-------------|--|
| | All Lewisham | | All National | Boys Lewisham | | Girls Lewisham | | |
| | Cohort Size | % Achieving | % Achieving | Cohort Size | % Achieving | Cohort Size | % Achieving | |
| All | 2104 | 41% | 43% | 1047 | 37% | 1057 | 45% | |
| Asian/Asian British | 125 | 46% | 50% | 70 | 40% | 55 | 55% | |
| Black/Black British | 902 | 34% | 39% | 459 | 30% | 443 | 39% | |
| Black African | 412 | 43% | 44% | 214 | 39% | 198 | 48% | |
| Black Caribbean | 394 | 25% | 27% | 203 | 23% | 191 | 27% | |
| Mixed | 297 | 43% | 44% | 140 | 39% | 157 | 46% | |
| Mixed - White/Asian | 25 | 76% | 55% | 9 | 67% | 16 | 81% | |
| Mixed - White/Black African | 45 | 49% | 41% | 23 | 52% | 22 | 45% | |
| Mixed - White/Black Caribbean | 126 | 36% | 31% | 55 | 36% | 71 | 35% | |
| White | 596 | 46% | 44% | 294 | 43% | 302 | 50% | |

Table 5: Lewisham KS4 9-5 in GCSE English & Maths 2018 outcomes

- 8.1. Black/Black British pupils are the lowest performing of the broad ethnic groups across KS4 with Progress 8 (P8) at -0.31 (compared to Lewisham overall P8 at -0.22) and Attainment 8 (A8) at 42.2 compared to 44.8.
- 8.2. Progress 8 (P8) measure for the Lewisham Black Caribbean cohort is -0.61, compared to -0.22 for the LA figure for all pupils- a difference of -0.39. National P8 for the Black Caribbean cohort at -0.30 compared to -0.02- a difference of -2.8.
- 8.3. Attainment 8 (A8) for Lewisham Black Caribbean pupils at 38.6 is 6 points below Lewisham figure for all pupils- a gap of 6 points, which is below the national gap for of 6.9 points. 25% of Lewisham Black Caribbean sixteen year olds achieve 9-5 in English and Maths compared to 27% nationally. In Lewisham this is a gap of 16% compared to all Lewisham sixteen year olds, equal to the gap between Black Caribbean pupils and all pupils nationally, also at 16%.
- 8.4. 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. However, P8 and A8 data shows significant gaps between boys and girls, with girls out performing boys.
- 8.5. In all the reported mixed groupings, for Lewisham sixteen year olds A8, P8 and achievement of 9-5 in both English and Maths GCSE are above national performance, except for P8 for Mixed White/Black Caribbean pupils which is below national (-0.46 compared to -0.37 nationally). Mixed White/Black Caribbean pupils in Lewisham achieve 9-5 in both English and Maths GCSE at 5% above national.

9. BAME education outcomes in Lewisham

- 9.1. In Lewisham, outcomes at expected levels are lower for Black Caribbean children than all other ethnic groups. Whilst all groups at in primary key stages perform above national, at the end of Reception the gap between Black Caribbean children and the year group overall is 5%. At the end of year six it is 11%. At GCSE, there is work to do to improve outcomes across the board for groups by ethnicity and in year eleven the gap for Black Caribbean pupils for achieving GCSE Maths and English is 16% (mirroring the national gap); with progress and attainment also behind other groups. For pupils of dual Caribbean heritage (the Mixed White/ Black Caribbean group) we see similar issues of under achievement.
- 9.2. At the end of EYFS, key stage 2 and key stage 4, progress and attainment for girls are stronger than boys, mirroring the national picture. Progress and attainment for Black Caribbean and dual heritage Caribbean boys are lower than for boys in other cohorts by ethnicity.
- 9.3. Within these groups, there are of course children and young people who achieve very highly. There are also schools in Lewisham where children in these groups do better in terms of attainment and progress than in other schools in Lewisham and even schools nationally.
- 9.4. It is also interesting to analyse the impact of disadvantage on these groups by ethnicity. The average A8 score for disadvantaged Black Caribbean pupils is 36.8 compared to 40.6 for non-disadvantaged black Caribbean students. Disadvantage (measured by free school meal eligibility) appears to have a more significant impact on the White British cohort. The average A8 score for non-disadvantaged White British is 54.1 compared to a much lower 36 for the disadvantaged white British cohorts. (Although in four schools in Lewisham this group achieved at a better rate than the national average). The role of wider social disadvantage in underachievement at school is well researched and documented.

10. Improving outcomes for Black Caribbean pupils

- 10.1. End of key stage performance is an indication of underachievement over time, not just the performance in one year group. In Lewisham schools there are 8,017 pupils of Black Caribbean and dual Black Caribbean heritage aged from two to 18. (<https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2018>). We are committed to improving outcomes for them. To improve outcomes schools need to ensure that there is early identification of all those pupils (as individuals and by group) who are underachieving, or are at risk of underachievement, across all year groups, and to ensure early intervention and support. This is as true in early years as in year 11; for the White disadvantaged cohort as the Black Caribbean and dual heritage Caribbean cohorts; for those who are disadvantaged and those with Special Educational Needs and Disabilities (SEND).

- 10.2. The data analysed here reflects (mainly) outcomes in the core subjects of Reading, Writing and Maths. The outcomes we seek for children and young people are, of course much broader than that. Ofsted in its new 2019 school inspection framework recognises more than ever the importance of a broad curriculum for all pupils, opening doors to future success. Schools should therefore consider the curriculum in its widest sense – it takes place in and between lessons, in all subjects and in extra-curricular activities. It develops pupils’ skills in a range of areas including in the arts and sport, supports their health and wellbeing and keeps them safe. Our strategy for improving BAME achievement must also seek to improve holistic outcomes.
- 10.3. Under the new Ofsted framework, in good schools leaders have a clear and ambitious vision for providing high-quality education to all pupils; promoting an inclusive environment that meets the needs of all pupils including those who are disadvantaged and those with SEND; supporting a curriculum which builds on pupils’ existing knowledge and understanding (i.e. relevant to the pupils it is teaching). Beyond academic outcomes, good schools develop pupils’ confidence and resilience so that they can keep themselves mentally healthy. They seek to engage parents and their community thoughtfully and positively in a way that supports pupils’ education. Good schools achieve good outcomes for all pupils. Making sure all Lewisham schools are good or outstanding in this broad context is key to improving outcomes for Black Caribbean and dual heritage Caribbean boys and girls.
- 10.4. 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 and dual heritage Caribbean pupils are outperforming the national cohort. Learning from these schools is crucial and our school-led partnership puts us in an ideal place to capitalise on this. As an outward looking LA, we must also learn from other boroughs who have made progress in improving attainment and progress for Black Caribbean and dual heritage Caribbean pupils.
- 10.5. The committee is aware of the work of Lewisham Learning in partnership with the LA to improve standards in Lewisham schools and to improve outcomes for ALL children and young people. Work to improve outcomes for Black Caribbean and dual heritage Caribbean boys and all underachieving groups- whilst identified specifically- must sit within and not separately from Lewisham’s strategic plans for education in the borough and the school improvement framework; and indeed the Council’s broader Children and Young People’s Plan and Corporate Strategy.
- 10.6. Schools alone do not have the answers. Our plan to improve outcomes for these children and young people must weave through and link with our strategies within education and the wider local partnership to reduce school exclusions and address disproportionality (particularly for Black Caribbean boys); promote successful inclusion for children with SEND; the Children’s Social Care services improvement plan; the Public Health approach to reducing youth violence; the CAMHS Transformation Plan and improving services for Social Emotional and Mental Health for children and young people (including this committee’s focus on increasing participation and promoting fair, timely and equitable services for Black, Minority Ethnic and Refugee (BAMER) children and young people); reducing Health inequalities; Safer Lewisham and the Sustainable Communities Strategy. Extensive evidence suggest that these elements of the Council’s work- amongst many others- will impact upon educational outcomes.

- 10.7. There is extensive research that shows that parental support and contribution to their children’s learning is a major factor in pupils doing well in school. It also shows that the extent to which schools are effective in their engagement with Black Caribbean parents and communities varies enormously. This committee has heard extensively from parent groups on issues such as exclusions, particularly those representing Black community groups, that parents often feel they are not always provided with sufficient opportunities to support schools with their children’s education and wellbeing. The committee has also witnessed the strength of commitment among Lewisham parents and communities to improving outcomes for their children and we must capitalise on this commitment.
- 10.8. Engaging children and young people both at strategic and school level will also be key to success. We are engaging young people’s forums such as the Young Mayor’s advisors to enhance pupil voice and engagement in the dialogue about improving achievement in our schools.
- 10.9. There is extensive research over decades which identifies the most significant factors that lead to successful outcomes for Black Caribbean pupils in schools (Appendix 1 provides a sample of research and publications). The findings fall into the following broad areas:
- a) Effective leadership to ensure that Black Caribbean pupils achieve well and that achievement gaps are narrowed.
 - b) Teachers and school leaders’ knowledge, skills and understanding of the factors that lead to the underachievement of Black Caribbean pupils.
 - c) Effective parental engagement.
 - d) Raising aspiration and ambition for Black Caribbean pupils at all levels.
 - e) High quality teaching, learning and assessment, and early intervention and support for pupils who are underachieving, or are at risk of underachievement.
 - f) Relevant and motivational curriculum where black achievement is embedded in and integral to the curriculum offered.
 - g) Tackling racism, stereotyping and unconscious bias.
 - h) Diversity in the school workforce, at all levels.

11. What are we doing in Lewisham?

- 11.1. Within the wider school improvement work, over the past year we have been working to incorporate specific activity to address the identified achievement gaps for Black pupils in Lewisham- with specific focus on Black Caribbean pupils.

| What the evidence tells us we should do... | What we are doing... |
|---|---|
| a) Effective leadership to ensure that Black Caribbean pupils achieve well and that achievement gaps are narrowed | <ul style="list-style-type: none"> • Developing Lewisham headteachers and school leaders to be excellent leaders on diversity and equality issues • Facilitating robust analysing and evaluation of: <ul style="list-style-type: none"> ➢ performance data by ethnicity ➢ the effectiveness of leadership of teaching and learning, and of the |

| What the evidence tells us we should do... | What we are doing... |
|---|---|
| | <p>curriculum to secure success for Black Caribbean pupils</p> <ul style="list-style-type: none"> ➤ the effectiveness of support for personal development and wellbeing provision for Black Caribbean pupils to reduce exclusions and disaffection. • Work with school governors to develop knowledge and capacity to support schools in raising achievement and inclusion for Black Caribbean pupils. • Campaign to increase BAME representation on governing bodies to reflect the communities our schools serve |
| <p>b) Teachers and school leaders' knowledge, skills and understanding of the factors that lead to the underachievement of Black Caribbean pupils.</p> | <ul style="list-style-type: none"> • Lewisham Learning Inclusive Curriculum Conference- June 19- focus on the drivers for achievement and influences on underachievement • Working with other LAs who have been successful in raising achievement of Black Caribbean pupils- Lewisham/Hackney collaboration • Making sure robust data is available, shared and discussed at strategic and school level of BAME achievement in Lewisham |
| <p>c) Effective parental engagement.</p> | <ul style="list-style-type: none"> • Facilitating sharing of good practice amongst our schools with successful parent engagement • Working with parent and community groups to develop strategic approach to enhance parental engagement in schools and address achievement for Black Caribbean pupils • Officers working in partnership with Lewisham Education Group and Parent Engage to develop parent engagement strategies |
| <p>d) Raising aspiration and ambition for Black/ Black British children and young people with specific focus on Black Caribbean pupils at all levels.</p> | <ul style="list-style-type: none"> • Lewisham Inclusion strategy focussing on reducing exclusions for Black Caribbean pupils • Mapping of local mentoring programmes for young people, identifying gaps and opportunities- particularly around secondary transition • Enhancing pupil voice- pupil engagement and contribution to their own success- at LA and school level (e.g. Young Mayor's advisors presented at Lewisham Inclusive Curriculum conference) • Exploring opportunities for celebration of cultural diversity- raise the positive profile of successful black people- consultation with Urban Synergy |
| <p>e) High quality teaching, learning and assessment, and early intervention and support for pupils who are underachieving, or are at risk of underachievement.</p> | <ul style="list-style-type: none"> • Sharing data- at LA & individual; school level- every school must know their individual children who may be vulnerable to poor outcomes. |

| What the evidence tells us we should do... | What we are doing... |
|--|---|
| | <ul style="list-style-type: none"> • Focus on achievement of identified groups in school activity to improve teaching and learning • Improve challenge and support from governing bodies • Improving BAMER access to mental health support will be incorporated within the new Mental Health in Schools initiative. • Reducing Exclusions work with schools and partners is focusing on addressing disproportionality for Black Caribbean boys in exclusion, resulting in reduced numbers of exclusions for this group. |
| f) Relevant and motivational curriculum where black achievement is embedded in and integral to the curriculum offered. | <ul style="list-style-type: none"> • Lewisham Learning Inclusive Curriculum Conference- June 19- focus on culturally relevant curriculum development (led by LB Hackney) • Sharing good practice- series of events for schools to share their success in improving outcomes for BAME pupils. • Using the new Ofsted framework- training for leaders and practitioners around intent and implementation of a relevant and culturally reflective curriculum |
| g) Tackling racism and stereotyping. | <ul style="list-style-type: none"> • Wide roll out of unconscious bias training for school staff, governors, LA officers • Continuing work with schools to develop inclusive curricula which celebrate diversity foster cultural competence |
| h) Diversity in the school workforce, at all levels | <ul style="list-style-type: none"> • Atlas Teaching Schools BAME Leadership Programme to increase the numbers of BAME leaders in our schools • BAME governor recruitment campaign |

12. Financial implications

12.1. There are no current direct financial implications arising from this report. The work described in this report is being carried out within existing resources.

13. Legal implications

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

14. Crime and Disorder Implications

14.1. There are no specific crime and disorder implications

15. Environmental Implication

15.1. There are no environmental implications.

16. Equalities Implications

16.1. 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.

16.2. 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 BAME groups, where there is underachievement.

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Appendix 1

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

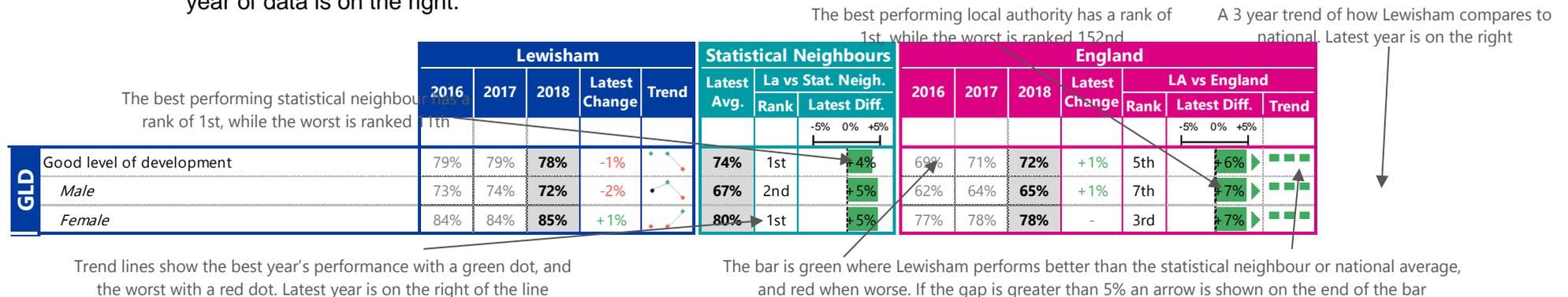
3.4 Guidance on reading the report

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% +6% | | | -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% | |
| | 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% | |
| Maths | KS1 maths greater depth | Male | 18% | 18% | 16% | -2% | | 19% | 10th | -3% | 13% | 16% | 16% | - | 78th | 0% | |
| | | Female | 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% | |
| KS1 Attainment | Reading | KS1 reading 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% | |
| | Writing | KS1 writing expected or 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% | |

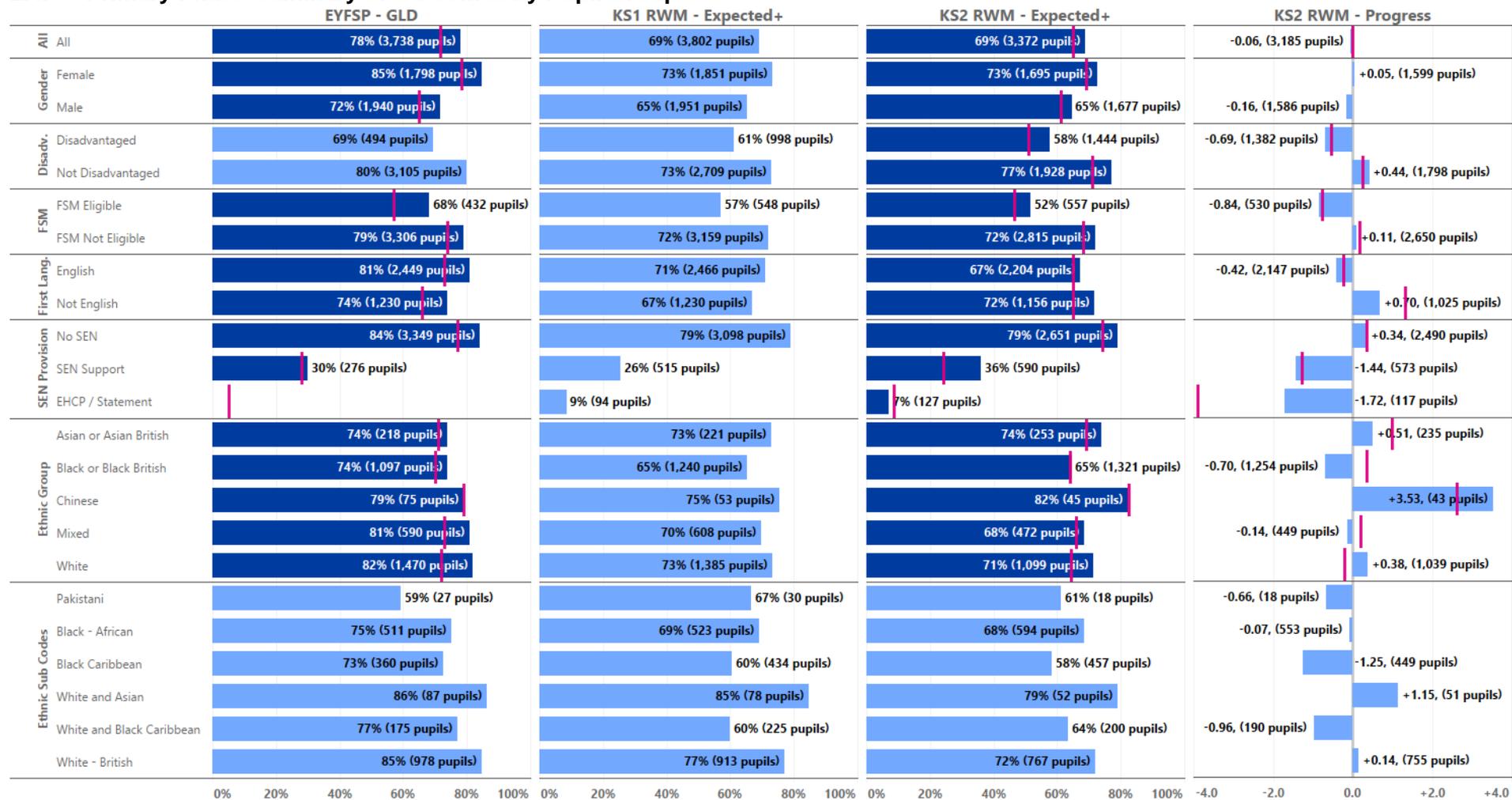
- 2.2.1 The proportion of pupils meeting the expected standard for phonics attainment in Year 1 has improved for boys and girls in 2018, both at a greater rate than national. Overall, pupils meeting the expected standard has increased by 3% points to 84%. This is now above the national average, though 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. Rank | Latest Diff. | 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

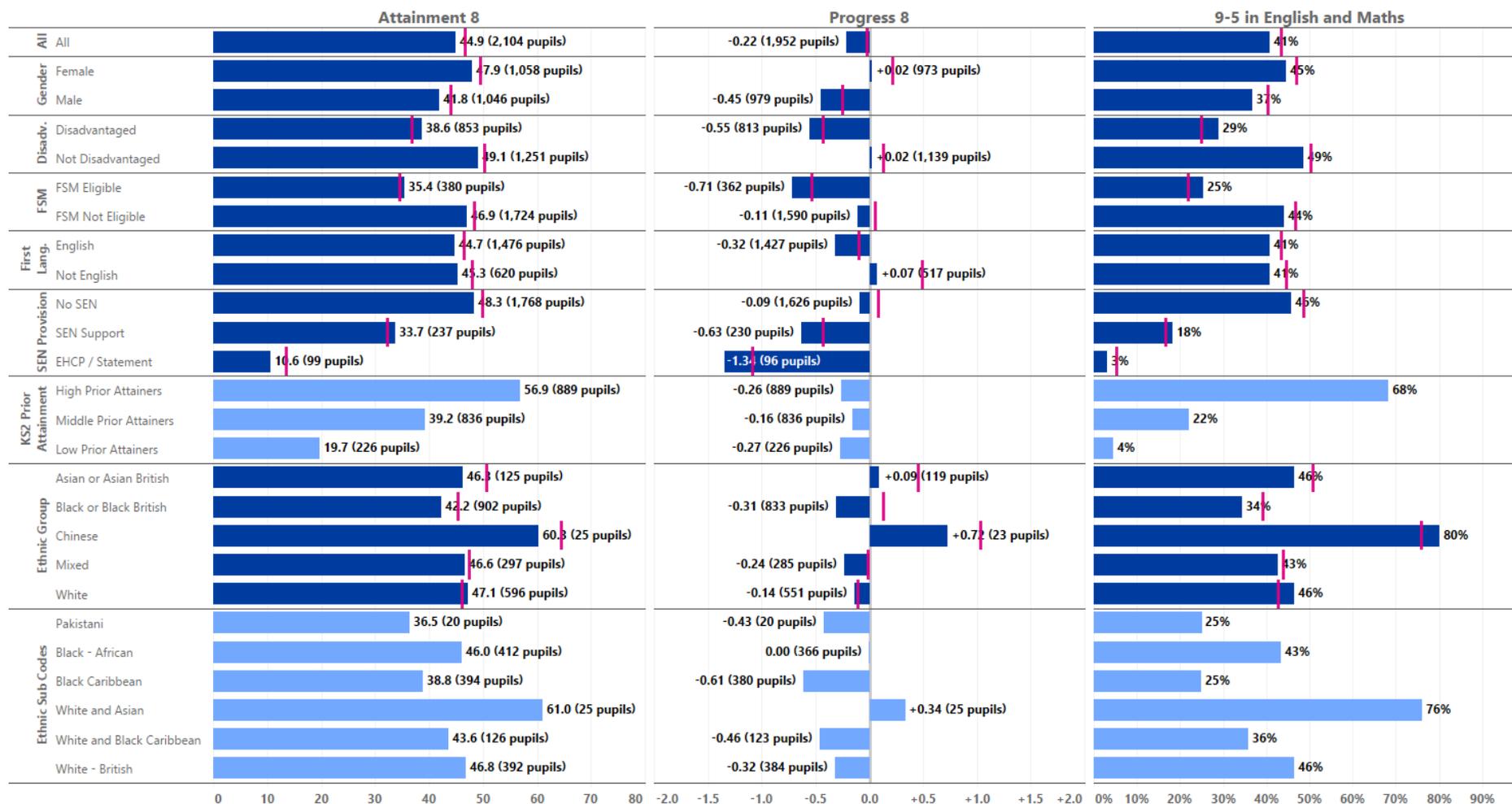
| | | Lewisham | | | | | Statistical Neighbours | | | England | | | | | | | |
|--------|-------------------------------------|--------------------|------------|--------------|---------------|------------|------------------------|--------------------|--------------|---------|------------|--------------|---------------|---------------|--------------|-------|--|
| | | 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% | | | |
| 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.

3.6.6 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).

3.7 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 36 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 | 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-gcses-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

Appendix 2

Feyisa Demie and Christabel McLean, (2018). The Achievement of Black Caribbean Pupils

Demie, F. and McLean, C. (2015). Transforming Education: The Lambeth Story, Research and Statistics Unit, Lambeth LA

Curtis, P. (2008). Education: Black Caribbean children held back by institutional racism in schools

GLA. (2004). The Educational Experiences and Achievement of Black Boys In London Schools 2000-2003

Demie, F. (2003). Raising the Achievement of Black Caribbean Pupils in British Schools: Unacknowledged Problems and Challenges for Policy Makers

DfES. (2003). Aiming High. Raising the Achievement of African Caribbean Pupils: Guidance for Schools, London, Department for Education and Skills

Gillian, K. and Richardson, R. (2003). Race Equality Teaching.

Gillborn, D. (2002). Education and Institutional Racism, Inaugural Professional Lecture Institute of Education, University of London.

Ofsted (2002). Achievement of Black Caribbean Pupils: Three Successful Primary Schools

Ofsted (2002). Achievement of Black Caribbean Pupils: Good Practice In Secondary