

Children and Young People Select Committee		
Report Title	Report on headline provisional key stage outcomes for Lewisham schools, 2019	
Key Decision	No	Item No. 4
Ward	All	
Contributors	Director of Education Director of Lewisham Learning	
Class	Part 1	Date: 5th December 2019

1 Summary

- 1.1. This report is based on provisional key stage results for Lewisham schools in 2019 for Early Years, Year 1 phonics, Key Stage 2 and Key Stage 4 GCSEs with a brief headline report on A Level results. It also presents a summary outline of specific work underway to strengthen Lewisham's secondary school improvement offer in 19/20 academic year to secure improved outcomes in 2020 and coming years.

2 Recommendations

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

3 Policy Context

- 3.1. Lewisham's ambition for the education of its children and young people is reflected in the key commitment within the Mayor and Council's [Corporate Strategy](#) for giving children and young people the best start in life- *'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'*.
- 3.2. [Lewisham's Children and Young People's Plan 2019-2022](#) outlines the key priorities the Council is adopting in order to fulfil this commitment- that all children and young people in Lewisham enjoy their education, achieve and make progress with focus on increased access to high quality education in the borough and more young people attaining the qualifications they need at age 16 and 18 to be successful in life.

4 Background

- 4.1 In line with recommendations from Lewisham's 2015/16 Education Commission, Lewisham Learning- the schools' led partnership established by school leaders and the local authority has been co-ordinating school improvement in Lewisham since February 2018.
- 4.2 Prior to this, Lewisham Secondary Challenge was established and in 2017 Lewisham Secondary Challenge, along with the ATLAS Teaching School, secured funding from the Department for Education's (DfE) Strategic School Improvement Fund (SSIF) for

a school improvement project to run from January 2018 to April 2019. The brief of the challenge was extended to August 2019. The focus of the challenge has been on reducing the number of underperforming schools and improving outcomes at Key Stages 4 and 5.

- 4.3 Lewisham secondary and primary school improvement is now funded partly through the Council contribution to the partnership and the schools' de-delegated funding from the Dedicated Schools' Grant, as agreed by Schools' Forum.
- 4.4 The Council has a commitment to making all Lewisham schools good or better as judged by Ofsted. Improved ratings across the phases mean that in November 2019 95% of primary, 71% of secondary, 100% of nursery and 100% of our special schools/Pupil Referral Unit) are good or outstanding.

5 Key issues to note

- 5.1. At Early Years and Key Stage 2, headline outcomes remain above national, although the gap is narrowing and there is some fluctuation in Lewisham's outcomes. The focus for schools, supported by Lewisham Learning and the Local Authority (LA) is on embedding progression in the curriculum and targeting children known to be underachieving compared to their peers, particularly children of Black Caribbean heritage, those eligible for Pupil Premium and those who should be exceeding expected levels- work which continues in to secondary provision as part of the wider Lewisham Learning partnership work beyond that reported on here.
- 5.2. At Key Stage 4, after promising improvements in 2018, we have seen a disappointing set of outcomes at GCSE, with too many young people not making the progress they should have made or achieving passes in all the core subjects of English, maths and science. This is despite the continuing hard work in schools and across the partnership which secured improvements last year. Although we need to look at trends over time, we are working with individual schools to understand the background to their 2019 results- both where they dipped and where they saw improved progress and outcomes, to establish lessons to be learned. This report gives a brief outline of the work underway in schools, Lewisham Learning and the Local Authority to ensure that all schools get back on that trajectory of improving outcomes for children and young people, with an obvious focus on those sitting GCSEs in 2020. The Director of Lewisham Learning will report in greater detail on this work and its progress to this committee later in the academic year.
- 5.3. Nationally, A-level results dropped at all grades in 2019, reflecting the move to A-levels all based on the final exam rather than coursework. In this context it should be noted as positive that A-level attainment is slightly up overall in Lewisham.

6 Early Years Foundation Stage Profile (EYFSP) for Lewisham's five year olds.

- 6.1. This analysis is based on the Statistical First Release *Early Years Foundation Stage Profile (EYFSP) results: 2018 to 2019* released by the (DfE) in October 2019.
- 6.2. Children achieving a good level of development (GLD) are those children who, at the end of Reception are achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy and mathematics.

Table 1: Lewisham EYFSP performance, 2019

Performance measure	Lewisham	Inner London	London	England
% achieving a good level of development	76.4	73.3	74.1	71.8

Table 2: Percentage achieving a good level of development, 2017-19

% achieving a good level of development	2016	2017	2018	2019
Lewisham	79	79	78	76
England	69	71	72	72

- 6.3. The percentage of pupils achieving a good level of development in Lewisham is 76.4 in 2019, a decrease of 1.5 percentage points compared to 2018, but 4.6 percentage points above the national average (72%).

7. Phonics screening outcomes for Lewisham's year 1 children

- 7.1. This analysis is based on the Statistical First Release *Phonics screening check and key stage 1 assessments: England 2019*, released by the DfE in September 2019.
- 7.2. The Phonics Screening Check is designed to show how well children can use the phonics skills that they have learned up to the end of Year 1, and to identify children who need extra phonics help. Phonic decoding is using the sounds that letters and groups of letters make when spoken to learn to read.

Table 3: Year 1 Phonics performance, 2019

Performance measure	Lewisham	Inner London	London	England
% of year 1 pupils meeting the required standard of phonic decoding	81	84	84	82

Table 4: Percentage of year 1 pupils meeting the required standard of phonic decoding, 2016-19

% meeting the required standard of phonic decoding	2016	2017	2018	2019
Lewisham	83	81	84	81
England	81	81	82	82

7.3. The percentage of year 1 pupils meeting the required standard of phonic decoding in Lewisham is 81 in 2019, a decrease of 3 percentage points compared to 2018, and 1 percentage point below the national average. Schools will target interventions to the new Year 2 children who did not meet the expected standard.

8. Key Stage Two outcomes for 11 year olds in Lewisham

8.1. This analysis is based on the analysis of the Statistical First Release *National curriculum assessments: key stage 2, 2019 (provisional)* released by the DfE in September 2019 and confirmed revisions submitted by schools.

8.2. One of the key measures for how children are doing at the end of their primary school education is whether they have reached the expected levels within all three subjects of reading, writing and maths.

Table 5: Lewisham Key Stage 2 performance in Lewisham compared to London and England, 2019

Performance measure	Lewisham	Inner London	London	England
% achieving pupils reaching the expected standard in reading, writing and maths	67	69	69	65
Percentage of pupils reaching a higher standard in reading, writing and maths	10	14	14	10

Table 6: Percentage achieving Expected Standard in Reading, Writing & Maths, 2016-19

% Reaching Expected Standard in Reading, Writing & Maths	2016	2017	2018	2019
Lewisham	62	68	68	67
England	54	64	64	65

8.3. The percentage of children reaching the expected standard in reading, writing and maths combined at key stage 2 in Lewisham is 67 in 2019, a decrease of 1 percentage point compared to 2018, but 2 percentage points above the national average (65%).

9. Key stage 4 outcomes for Lewisham's 16 year olds

9.1. The information in the table below is from the Statistical First Release, *Key stage 4 performance, 2019 (provisional)* published by the DfE on 17th October 2019. This is still **unvalidated** data and the results are pending appeals and remarks so they may change before publication of the validated results in January 2020.

- 9.2. GCSE grades A* to G in England have been replaced by a new grade scale numbered from 9 to 1, with 9 being the highest grade. The new GCSEs are 'linear', which means they are exam focused and that all those exams come at the end of the course. Grade 5 is judged as a strong pass and Grade 4 a standard pass. English and Maths were marked under the numerical grades for the first time in 2017. Most subjects, including science, geography, history and modern languages were assessed for the first time in 2018 without coursework and using the 9-1 grading.
- 9.3. Ofsted and Ofqual have made it clear that comparisons with 2017 for subjects other than English and mathematics are not feasible due to the significant changes in the way exams were assessed. For this reason, year on year comparisons are presented against 2018 results only.
- 9.4. Key performance measures explained:
- 9.4.1. Attainment 8 (A8) - This indicator measures pupils' average grade across eight subjects. These are English and Mathematics and:
- three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages);
 - three further subjects, which can be from the range of EBacc subjects, or any other GCSE or approved, high-value arts, academic, or vocational qualification.
- 9.4.2. Progress 8 (P8) - This indicator measures pupils' progress between the end of primary school and Year 11, across the above 8 subjects. A positive score indicates that a student has made better progress than expected while a negative score means that a students has achieved below expected levels.

Table 7: Summary of GCSE outcomes, Lewisham 2019 & 18

Subject	Measure	2019	2018
English & Mathematics	9-4 in both English & mathematics	58.2	61.0
	9-5 in both English and mathematics	37.5	40.7
English	English 9-4	73.9	74.9
	English 9-5	56.6	60.0
Mathematics	Mathematics 9-4	62.4	66.5
	Mathematics 9-5	42.4	46.1
EBacc	Science 9-4	57.3	61.3
	Science 9-5	40.9	43.8
	Languages 9-4	67.9	68.4
	Languages 9-5	54.5	52.3
	Humanities 9-4	57.8	61.3
	Humanities 9-5	54.5	48.3
Attainment	A8 Score	43.6	44.9
Progress	P8	-0.27	-0.22

- 9.5. After encouraging improvement at GCSE last year, the table above shows this has not been repeated this year. Overall, the provisional GCSE results suggest that the Attainment 8 score for the Borough has dipped by 1.3 with progress dropping from -0.22 to -0.27 and the percentage of pupils achieving standard passes in English and maths dipping by 2.8 percentage points and a high passes by 3.2 percentage points.

Attainment in English is stronger than in the other core subjects. Attainment is strongest in Languages.

Table 8: Lewisham 2019 KS4 school by school performance data

School	Year 11 cohort	P8	A 8	9-4 English and maths %	9-5 English and maths %	9-4 EBacc %	9-5 EBacc %
Addey and Stanhope School	99	-0.44	43.8	63	36	9	5
Bonus Pastor Catholic College	141	-0.00	46.1	58	33	23	11
Conisborough College	165	-0.97	34.8	42	26	4	1
Deptford Green School	142	-0.55	37.1	52	28	13	9
Forest Hill School	208	-0.71	42.6	59	40	18	16
Haberdashers' Aske's Hatcham College	200	-0.25	48.5	65	46	20	15
Haberdasher's Askes' Knights Academy	160	-0.12	45.3	66	37	29	18
Prendergast School	107	+0.43	55.5	82	63	58	40
Prendergast Ladywell School	137	-0.12	41.4	50	25	18	13
Prendergast Vale School	107	-0.45	42.7	58	37	36	25
St Matthew Academy	149	+0.53	48.5	68	48	27	15
Sedgehill School	195	-0.41	40.1	48	27	6	5
Sydenham School	222	+0.16	50.9	66	47	39	30
Trinity Church of England School	108	-0.37	43.6	60	44	17	8

- 9.6. Progress 8 improved in six of our schools but dipped in the remaining schools. Clearly there is more to do to improve the progress our young people make between Key stage 2 and Key Stage 4, in identifying and targeting interventions for low prior attainers and providing appropriate challenge for high attainers. This includes improving the accuracy of predictions for individual learners to inform planning.

Table 9: Lewisham 2019 GCSE, 9-4 in English and mathematics, school by school comparison with 2018

School	9-4 in English and mathematics %	Comparison with 2018 %
Addey and Stanhope	63	+1
Bonus Pastor Catholic College	58	-9
Conisborough College	42	+5
Deptford Green School	52	-4
Forest Hill School	39	-2
Haberdashers' Aske's Hatcham College	65	-1
Haberdashers' Aske's Knights Academy	66	+1
Prendergast School	82	+5
Prendergast Ladywell School	50	-5
Prendergast Vale School	58	-17
St Matthew Academy	68	-4
Sedgehill School	48	+3
Sydenham School	66	-4
Trinity Church of England School	60	-11

Table 10: Lewisham 2019 GCSE 9-5 in English and maths, school by school comparison with 2018

School	9-5 in English and mathematics %	Comparison with 2018 %
Addey and Stanhope	36	-7
Bonus Pastor Catholic College	33	-11
Conisborough College	26	+9
Deptford Green School	28	-10
Forest Hill School	39	-2
Haberdashers' Aske's Hatcham College	46	-6
Haberdashers' Aske's Knights Academy	37	-2
Prendergast School	63	+8
Prendergast Ladywell School	25	-9
Prendergast Vale School	37	-9
St Matthew Academy	48	-4
Sedgehill School	27	+4
Sydenham School	47	-9
Trinity Church of England School	44	-1

- 9.7. The percentage of pupils with standard passes (9-4) both English and mathematics has improved in five of our schools. However, there were drops in the majority of schools. In

some cases, it appears that disappointing outcomes in one core subject (one of English, Maths or Science) impacted significantly on the bottom line results for schools some schools. Maths and Science are areas of high focus in terms of teaching and learning and continuing to develop a curriculum which provides progression for pupils at all levels.

Table 11: Lewisham Key Stage 4 performance compared to London and England, 2019

Performance measure	Lewisham	Inner London	London	England
English and mathematics 9-4 % pass	58	66.3	68.5	64
English and mathematics 9-5% pass	37	45	49	43
P8 average	-0.26	0.18	0.22	-0.02
A8 average score per pupil	43.6	48.3	49.6	46.5

9.8. In 2019 Lewisham ranked bottom in London for the Progress 8 measure, behind Greenwich and Lambeth and 131st/ 150 nationally. Clearly there is more to do to improve the progress our young people make between Key stage 2 and Key Stage 4, in identifying and targeting interventions for low prior attainers and challenging the high attainers.

10. Post-16 outcomes

10.1. The tables below shows the outcomes for A Levels and BTECs within Lewisham. The data is taken from un-validated data as submitted by schools and settings.

Table 12: Lewisham Key Stage 2 performance in Lewisham compared to London and England, 2019

Measure (A Levels)	Outcome	Comparison with 2017	England average
% achieving at least 2 A Levels A*-E	79	+5	81
Average grade per entry	C-	C	C+

Table 13: Lewisham 2019 BTEC pass rates (un-validated)

BTEC Cohort	All Distinction*(D) %	All D and above %	All Merit and above %	All Pass and above %
695	2	33	87	99

- 10.2. Nationally, A-level results dropped at all grades in 2019, reportedly reflecting the move to A-levels all based on the final exam rather than coursework. A-level attainment is slightly up overall in Lewisham in 2019 with a greater proportion of A* grades in contrast to a decrease nationally. A*-C grades in Lewisham decreased slightly, compared to a more significant decrease nationally. Provisionally, the percentage of students achieving three or more A levels in Lewisham increased by 5% points to 71% in 2019.
- 10.3. A more detailed report for these will be available for the full spring 2020 outcomes report to committee following the publishing of the validated 2019 data.

11. Improving outcomes for Lewisham's children and young people

- 11.1. Lewisham Learning Partnership and the LA education service have been working to ensure that we build on work to date to strengthen the schools' led model to improve outcomes for pupils in Lewisham schools, with a focus on secondary schools. This involves working with school leaders and governors who are fully committed to this mission, to make positive changes in their individual schools and working collaboratively across the partnership to adapt and develop the model in light of what the evidence is telling us about what we need to strengthen and what we need to do differently.
- 11.2. Since September 2019 this work has been:
- 11.2.1. Meeting with headteachers individually to reflect on what has gone well in the past two years, what needs to happen now to get better outcomes for the current Year 11 pupils, where the priorities are and what needs to happen for improving outcomes for all pupils (including those within identified BAME groups, those who are prior high attainers; those with Special Educational Needs and Disabilities and those who may be disadvantaged); facilitating this work with leaders and governing bodies.
- 11.2.2. Working with schools to broker bespoke packages for effective school to school support, commissioning high quality consultants and scoping the needs from the LA for all individual schools, in light of the above.
- 11.2.3. Setting up rapid improvement boards for schools causing concern, to support leaders and governors to identify clear measurable improvement targets; measure the impact of interventions and support and track progress made towards those targets; taking swift and decisive action when progress is not on track.
- 11.2.4. Identifying common issues impacting on poor outcomes a number of schools in the Borough including:
- curriculum progression, teaching and learning for maths and science;
 - forensic use of assessment data in predicting outcomes within the new exam framework in order to target interventions for pupils who need them, particularly around attainment of standard and good passes in all three core subjects.
 - ensuring pupil and parent/carer voices and views are incorporated into individual learning and planning and development
- 11.2.5. Continuing to allocate to all schools a suitably qualified Challenge Adviser to carry out a termly professional dialogue around performance and priorities.

- 11.2.6. Continuing the work begun in spring 2019 to design and implement the next phase of secondary school improvement, following the end of the SSIF funding with the aims of increasing school to school collaboration within the partnership; strengthening the accountability model by defining partners' roles and responsibilities; reporting and evaluation pathways.
- 11.3. Progress and impact of this specific ongoing work and the wider work with schools and settings will be included in the Lewisham Learning Partnership update to the committee in the spring term 2020.

12. Financial Implications

- 12.1. There are no direct financial implications arising from the agreement of the recommendations to this report as the work described is being delivered within existing budgets. Planning for sustainability of the school improvement model is a key task for the Lewisham Learning partnership going forward.

13. Legal Implications

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

14. Equalities Implications

- 14.1. The performance of pupils at all assessment points in their schooling is analysed by schools both by the whole cohort as well as by different groupings such as:
- Gender
 - Disadvantaged
 - Ethnicity
 - Special Needs and Disabilities
 - English as an Additional Language
- These groups' progress and attainment will be analysed in the full validated outcomes report that will be produced when the validated results are available after January 2018 and presented to the committee thereafter.

15. Environmental Implications

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

16. Crime and Disorder Implications

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

Report Author

Angela Scattergood, Director of Education.