

# Overview and Scrutiny



## Children and Young People Select Committee Supplementary Agenda

Tuesday, 12 March 2024

**7.00 pm**

Civic Suite

Lewisham Town Hall

London SE6 4RU

For more information contact: Benjamin Awkal (Tel: 0208 314 6000 (ext. 46147))

This meeting is an open meeting and all items on the agenda may be audio recorded and/or filmed.

### Part 1

Item	Pages
3. School Standards <b>Reasons for lateness</b> – <i>This report is being published late due to the pre-election publicity rules that were in place until the 7th of March 2024.</i>  <b>Reasons for urgency</b> – <i>This report needs to be considered at this Committee meeting as this is the last meeting of the Committee in this municipal year (2023-24) and consideration of this report will allow the annual work programme to be completed.</i>	3 - 40
4. Holistic School Improvement <b>Reasons for lateness</b> – <i>This report is being published late due to the pre-election publicity rules that were in place until the 7th of March 2024.</i>  <b>Reasons for urgency</b> – <i>This report needs to be considered at this Committee meeting as this is the</i>	41 - 44

*last meeting of the Committee in this municipal year (2023-24) and consideration of this report will allow the annual work programme to be completed.*

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## Children and Young People Select Committee

### Report title: Standards report- primary and secondary schools

**Date:** 12<sup>th</sup> March 2023

**Key decision:** No.

**Class:** Part 1

**Ward(s) affected:** All

**Contributors:** Angela Scattergood, Director of Education and Anthony Doudle, Head of Lewisham Learning

### Outline and recommendations

This report sets out the final and validated 2023 results for Lewisham schools. It offers a headline analysis and outlines the action being taken to address the issues highlighted in the report. The report aims to give the Committee an understanding of achievement in Lewisham schools and forms a basis of information to underpin borough-wide and school level action to improve achievement, especially of underperforming groups.

## 1. Recommendations

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

## 2. Policy Context

2.1. Lewisham's 2022-2026 Corporate Strategy sets out the Council's ambitions making a difference and changing lives for Lewisham residents. For children and young people, the Council commits to continue the fantastic work of the last four years, supporting our schools to improve and increasing the opportunities for young people in Lewisham. There is a commitment a relentlessly focus on pupil achievement, working with our schools and communities to build on our inclusive and high-achieving system of local comprehensive schools.

2.2. Lewisham Education strategy 2022-2027 outlines how we will fulfil our commitment to

improving the quality of education in Lewisham schools, reducing achievement gaps and negative disproportionality in educational outcomes for specific groups of children and young people and promoting inclusive education. This presented in this report is a key tool in helping us achieve our priorities within this work.

### 3. Background

- 3.1. Every year officers report to the CYP Select Committee on school outcomes at all key stages. This report includes the outcomes of all schools in the borough, including academies. The full data set for this report can be found in *Appendix 1: CYP Select Committee schools data set and Appendix 2- CYP Select Committee supplementary secondary data set*.
- 3.2. The data in this report is from a range of sources as outlined in Appendix 1. It is used across the education system to identify and address underachievement as part of a self-improving school system. The data informs the work of Lewisham Learning in planning and prioritising school improvement support. It helps shape our strategic plans and work around Special Education Needs and Disabilities (SEND), reducing exclusions, post 16 participation, parent engagement and wider children's services plans.
- 3.3. It should be noted that primary school Standard Assessment Tests (SATs) took place in 2023 for the second time since 2019. 2022 primary school SATs results were not published in national league tables.
- 3.4. Comparisons of 2023 Key Stage 4 (KS4) and Key Stage 5 (KS5) outcomes are made against 2019 outcomes, as the main summer series of exams for General Certificate of Secondary Education (GCSEs), Advanced level qualifications (A Levels) and other associated exams were cancelled in 2020 and 2021 because of the Covid-19 pandemic. 2022 outcomes represented a gradual return to exam outcomes.

### 4. Standards Report Primary and Secondary Schools

- 4.1. The aim of this report is to provide a summary of achievement data for Lewisham across school phases, highlighting areas where Lewisham's performance is noticeably different from statistical neighbours, London and national averages.
- 4.2. The report focuses on Ofsted ratings for all schools and outcomes, which include attainment, and pupil destinations data. The Early Years, KS1, KS2, KS4 and KS5 analysis highlights differences in performance between pupil groups, including gender, disadvantaged and SEND.
- 4.3. Outcomes for groups by ethnicity in Lewisham were presented to the Children and Young Peoples Select Committee on 11 January 2024 as part of the Tackling Race Inequality in Education Report.
- 4.4. Ofsted outcomes for Lewisham schools are above England, however, this report highlights the variability of outcomes across Lewisham schools for all groups of pupils. Improving outcomes for children and young people compared to statistical neighbours and London will be the focus in supporting schools going forward.

## 5. Ofsted judgements (January 2024)

### 5.1. Lewisham schools:

98.8% of maintained schools and academies in Lewisham are 'Good' or 'Outstanding'. This compares well to National (90% in January 2024). No schools are inadequate compared to 2% in England.

### 5.2. Primary Phase Ofsted judgements:

100% of primary provision in Lewisham maintained schools and academies is 'Good' or 'Outstanding'. This compares well to National (91% in January 2024).

### 5.3. Secondary Phase Ofsted Outcomes:

93% of secondary provision in Lewisham maintained schools and academies is 'Good' or 'Outstanding'. This compares well to National (83% in January 2024). One secondary school is judged 'requires improvement'.

### 5.4. Special School Ofsted outcomes:

100% of Lewisham special schools are 'Good' or 'Outstanding'.

### 5.5. Maintained Nursery Schools Ofsted outcomes:

100% of Lewisham special schools are 'Good' or 'Outstanding'.

## 6. 2023 outcomes

### 6.1. Early Years and Key Stage 1 (KS1) Attainment

- a. 70% of Lewisham pupils outperformed both statistical neighbours, London and England averages in the EYFSP and ranked in the top quartile of local authorities in England. Additionally, with over three quarters (76%) of female pupils achieving a GLD in the EYFSP, there was a gender gap of 12%-points. This gap was slightly narrower in Lewisham than the 13%-point gap seen across statistical neighbours, London and England, driven by male pupils in Lewisham outperforming their peers. Specifically, at 64%, the proportion of male pupils achieving a GLD in Lewisham ranked in the top quartile of England local authorities.
- b. At 58%, the proportion of FSM eligible pupils achieving a GLD in the EYFSP was slightly below the statistical neighbour average well above England average. In 2023, both EHCP (4%) and SEN Support (28%) pupils achieved the GLD in the EYFS in line and above the England averages (4%/24%). This is a similar outcome to statistical neighbour averages (6%/28%).
- c. In 2023- at 77%, the percentage of Year 1 pupils meeting the phonics standard in Lewisham rose by 4% percentage points, compared to 2022 (73%), but remained below averages in London and England.
- d. At 75% and 80% respectively, the proportions of male and female Year 1 pupils meeting the phonics standard in Lewisham rose by 5%- and 4%-points respectively, narrowing this gap by 1%- point compared to 2022.
- e. Lewisham saw a 9%-point increase in the proportion of FSM Eligible pupils meeting the expected phonics standard by the end of Year 1 in 2023, at 67%, (above the England average but below statistical neighbours and London). The disadvantage gap in Lewisham narrowed by 6%-points, compared to 2022.
- f. Following large improvements in 2023, both EHCP (23%) and SEN Support (53%) pupils reached the expected standard in year 1 phonics at higher rates than the England averages (20%/48%). However, both remained slightly below the statistical neighbour averages (25%/56%).
- g. In 2023, 68% of Year 2 pupils achieved the expected standard in reading, 60% in writing and 69% in maths. While this was in line with the England average proportions of pupils achieving an expected standard in reading and writing at KS1, it was below for maths. The proportions of pupils meeting the expected standard in each of reading, writing and maths ranked the second lowest of statistical neighbours and the third lowest in London.
- h. However, while Lewisham was below statistical neighbours for the proportion of FSM eligible pupils meeting the expected standard in writing, at 48% this was 4%-points higher than the England average. In reading and writing, girls performed better than boys. In maths there was no gap in performance by gender.
- i. The percentages of SEN Support pupils achieving the expected KS1 standards in each of reading (34%), writing (24%) and maths (38%), above the England average for all three subjects but below statistical neighbours and London. EHCP pupils achieved expected standards in KS1 reading (9%), writing (6%) and maths (8%) at lower rates than the England and statistical neighbour averages.

## 6.2. Key Stage 2 (KS2) Attainment and Progress

- a. At 61%, the proportion of pupils in Lewisham meeting the expected or higher standard in reading, writing and maths (RWM) represents an increase of 2%- points compared to Lewisham in 2022. At 61%, this was 1%-point above the England average (60%) but 5%-points below the statistical neighbour average (66%).
- b. Pupils in Lewisham made more progress than expected in reading and maths, but less than expected in writing. At +0.32 and +0.26 respectively, reading and maths progress scores in Lewisham were above the England averages but below London and statistical neighbour averages.
- c. In 2023, the progress score in writing was low. Specifically, at -0.41, placing Lewisham in the bottom quartile of all local authorities in England.
- d. While the progress scores in each of reading, writing and maths were low in Lewisham compared to the progress in other London boroughs, they saw a large improvement in each subject from 2022.
- e. In 2023, the disadvantage gap has reduced across England from the gap seen in 2022. The disadvantage gap for the proportions achieving the expected or higher standard in RWM in Lewisham was wider than the gap seen across London, but slightly narrower than the gap in England. Compared to 2022, the disadvantage gap in Lewisham narrowed by 4%-points.
- f. In 2023, 46% of FSM eligible pupils in Lewisham reached the expected or higher standard in RWM. This was 21%-points lower than the proportion of other pupils who reached this standard, a 4%-point reduction on the 2022 gap. This disadvantage gap was narrower than in England but wider than the gap seen across London. Both FSM eligible and other pupils had higher proportions reaching the expected or higher standard in RWM than their peers across England.
- g. In accordance with the trend seen across England, FSM eligible pupils in Lewisham had negative progress scores in each of reading, writing and maths. This gap in Lewisham placed the borough below statistical neighbours and London, with particularly wide disadvantage gaps for reading and maths progress scores. Whilst the disadvantage gap in KS2 reading progress widened in Lewisham compared to 2022, the gaps in writing and maths progress narrowed.
- h. Across England, female pupils outperformed male pupils in reading and writing but had less progress in maths. In Lewisham, female pupils also made more progress in reading and writing, whereas male pupils made more progress in maths.
- i. With 66% of female pupils and 56% of male pupils reaching the expected or higher standard in RWM, there was a gender gap of 10%-points in Lewisham, widening by 1%-point compared to 2022. This gender gap was wider than the gap seen across statistical neighbours, London and England, likely driven by lower proportions of male pupils in Lewisham reaching the expected or higher standard in RWM compared to their peers elsewhere in England.
- j. Female pupils in Lewisham had positive progress scores in reading and writing. With a progress score of +0.86 in reading, Lewisham ranked in the best performing quartile of England local authorities, however, this score was still below the statistical neighbour and London averages.
- k. Male pupils in Lewisham had a positive progress score in maths of +0.80 in maths, lower than across London but on a par with England.

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- i. EHCP pupils made more progress from KS1 to KS2 in all three main subjects compared to their peers across England and SEN Support pupils performed well at KS2 when compared to the England averages. For example, over half (51.7%) of SEN Support pupils reached the expected or higher standard in maths at KS2, which placed Lewisham in the top performing quartile of local authorities in England. However, the attainment of Lewisham EHCP pupils at KS2 was below England and statistical neighbour averages.

### 6.3. Key Stage 4 (KS4) Attainment and Progress

- a. **Ofqual advised that the grading in 2023 would return to 2019 standards of grading. However, protections were put in place to ensure that grades did not fall below 2019 levels, even if performance was slightly weaker. Therefore, performance in 2023 is expected to be lower than in 2022 and comparisons over time should be treated with caution.**
- b. The average Attainment 8 score in Lewisham of 45.3, compared to 43.7 in 2019, an increase of 1.6. This was 3.0 points lower than the average amongst statistical neighbours (48.3) and 1.0 points below the England average (46.3).
- c. At 61%, the proportion of pupils in Lewisham achieving at least a grade 4 in English and maths was 3%-points above Lewisham 2019 figure (58%). This was 10%-points lower than the London average and 4%-points below England.
- d. At 44%, the proportion of pupils who achieved at least a grade 5 in English and maths was 7%-points above Lewisham's 2019 figure (37%). It remained significantly below the statistical neighbour and London averages, but just 2%-points below the England average.
- e. The average Progress 8 score of +0.00 indicates that Lewisham's pupils had the expected outcomes at KS4 based on their prior attainment. Despite a decrease from +0.08 in 2022, Lewisham pupils outperformed their peers across England and the Progress 8 score placed Lewisham 9<sup>th</sup> amongst statistical neighbours, 26<sup>th</sup> amongst all London boroughs and 59<sup>th</sup> (second quartile) in England.
- f. Additionally, the English Baccalaureate average point score (EBacc APS) of 4.1 was 0.2 points above Lewisham's 2019 figure. It was below the London and statistical neighbour averages, but in line with the England average. Similarly, the proportions of pupils that achieved at least a grade 4 and a grade 5 in the EBacc were both above the England averages but remained below the London averages.
- g. At 52% (an increase of 2% compared to 2022), Lewisham had a high proportion of pupils entering the EBacc compared to the England average of 39%, placing Lewisham in the top quartile of all England local authorities. Additionally, this proportion has been increasing year-on-year, whereas the England and statistical neighbour trends remained steady London boroughs have greater proportions of pupils entering the EBacc compared to other local authorities in England. This is driven by London having a higher proportion of students entering language subjects.
- h. Female pupils in 2023 had a higher EBacc entry rate and continued to have a stronger performance in all headline attainment measures compared to male pupils across England. In 2023, Lewisham's gender gap has narrowed.
- i. Although still larger than the gap seen across statistical neighbours, London and England, in Lewisham, the gender gap in average Attainment 8 scores has continued to narrow to 5.2 points in 2023.
- j. Female pupils saw a decrease in their Progress 8 score from +0.26 in 2022 to +0.09 in

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2023. Male pupils saw a slight increase in their progress 8 score from +0.00 in 2022 to +0.02 in 2023.

- k. In 2023, 63% of female pupils achieved at least a grade 4 in English and maths, which was a 2% point increase from Lewisham's 2022 figure (61%). 59% of male pupils achieved at least a grade 4 in English and maths, which was a 5% point increase from Lewisham's 2022 figure (55%).
- l. With 62% and 42% of female and male pupils entering the EBacc respectively, female pupils were approximately 1.5 times more likely to enter the EBacc than male pupils. The female entry rate in Lewisham was above statistical neighbour, London and England averages while the male entry rate lower than London.
- m. In 2023, the national disadvantage gap index had widened from the 2021/22 academic year and was at the highest level since 2011. It is likely that this gap has been exacerbated by the disproportionate learning lost by disadvantaged pupils following the pandemic.
- n. With an average Attainment 8 score of 36.6, disadvantaged pupils had a score 13.4 points - over one grade - lower than other pupils. This disadvantage gap in Lewisham was larger than the gap seen across statistical neighbours and London, but narrower than in England. This is driven by the performance of disadvantaged pupils at KS4, which was below statistical neighbour and London averages, but above the England average.
- o. Lewisham had an average Attainment 8 for disadvantaged pupils, above the England average, but below statistical neighbours and London.
- p. At -0.48, Lewisham's Progress 8 score for disadvantaged pupils was above the England average but lower than statistical neighbours and London.
- q. The average Attainment 8 and Progress 8 scores were below the statistical neighbour averages for both SEN Support and EHCP pupils. Progress 8 scores improved for both children with EHCP and on SEND support in Lewisham between 2022 and 2023.
- r. While Lewisham's average Attainment 8 score for EHCP pupils was below the England average, at 36.2, the average Attainment 8 score for SEN Support pupils ranked in the top quartile of all England local authorities. With 9% of EHCP pupils achieving at least a 4 in English and maths, Lewisham ranked in the bottom quartile of local authorities in England. In 2023, 43% of Lewisham SEN Support pupils achieved at least a grade 4 in English and maths, an increase of 4%-points from 2022. This bucked the England trend, and Lewisham now ranks in the top quartile of English local authorities.
- s. Lewisham's English Baccalaureate entry and attainment rates for SEN Support pupils generally outperformed England averages, though all remained below statistical neighbour averages.

#### 6.4. Key stage 5 (KS5) attainment

- a. **As with Key Stage 4, Ofqual advised that the grading in 2023 would return to 2019 standards of grading. However, protections were put in place to ensure that grades did not fall below 2019 levels, even if performance was slightly weaker. Therefore, performance in 2023 is expected to be lower than in 2022 and comparisons over time should be treated with caution.**
- b. At 29.5, the APS per entry for Applied General qualifications was slightly above the London average. In contrast, with an APS per entry for academic subjects of 31.4, Lewisham below London boroughs and England local authorities.

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- c. The performance in tech levels in Lewisham was above statistical neighbour London and England averages. With an APS per entry of 33.1 for tech levels, this was well above the England average of 28.5, placing Lewisham in the top quartile of all local authorities in England.
- d. With 9% of students achieving three A\*-A grades or better in A levels, this represented, Lewisham ranked in the bottom quartile of England local authorities and 27<sup>th</sup> among London boroughs.
- e. 10% of A level students achieved AAB, including two facilitating subjects, placing Lewisham below London and England. (The DfE consider facilitating subjects as subjects that “support progression to top universities”. Without an AAB in these subjects, the future options of students are more restricted).
- f. In 2023, there was a return to pre-pandemic standards, with lower APS per entry for academic qualifications across both male and female cohorts in England. In Lewisham, this decrease was larger for male students than female students, leading to a widening of the gender gap, which was larger than the gap seen across statistical neighbours, London and England. Additionally, the proportion of male students in Lewisham achieving the top grades at A level was one of the lowest in London and England.
- g. In 2023, female students continued to out-perform their male counterparts in APS per entry for academic qualifications. With a gender gap of 5.0 points in Lewisham, this was wider than the gap seen across statistical neighbours, London and England. This is due to male students in Lewisham falling further below their peers across statistical neighbours, London and England in academic subjects, compared to female students. For example, male students’ APS per entry for academic qualifications was 6.2 points below the London and England averages.
- h. Lewisham had a gender gap of 1.5 points in Applied General entries, with female students outperforming their male counterparts. This was narrower than the gender gap seen across statistical neighbours, London and England.
- i. In 2023, the disadvantage gap across England has decreased compared to the previous year. In Lewisham, the gap in APS per entry for academic entries was even narrower than the gap seen across statistical neighbours, London and England.
- j. In 2023, the disadvantage gap across England has decreased compared to the previous year. In Lewisham, the gap in APS per entry for academic entries was even narrower than the gap seen across statistical neighbours, London and England.
- k. With a disadvantage gap of 3.4 points for APS in academic entries, Lewisham’s gap was narrower than the equivalent gap seen in statistical neighbours, London and England. In 2023, 3% of disadvantaged students in Lewisham achieved three A\*-A grades or better, which was one of the lowest proportions of any London borough and less than half the England average proportion of 7%.
- l. Similarly, with 5% of disadvantaged students achieving at least AAB, including two facilitating subjects, Lewisham ranked below London and England local authorities. However, with an APS per entry of 28.9, disadvantaged students had a stronger performance in applied general entries, outperforming their peers across London and England.
- m. Similarly, with 5% of disadvantaged students achieving at least AAB, including two facilitating subjects, Lewisham ranked below London and England local authorities. However, with an APS per entry of 28.9, disadvantaged students had a stronger performance in applied general entries, outperforming their peers across London and

- England.
- n. The KS5 average point score (APS) for SEN Support students for academic entries was below both the statistical neighbour and England averages, though slightly above the averages for Applied General entries.
  - o. With a disadvantage gap of 3.4 points for APS in academic entries, Lewisham's gap was narrower than the equivalent gap seen in statistical neighbours, London and England.
  - p. In 2023, 3% of disadvantaged students in Lewisham achieved three A\*-A grades or better, which was one of the lowest proportions of any London borough and less than half the England average proportion of 7%.
  - q. Similarly, with 5% of disadvantaged students achieving at least AAB, including two facilitating subjects, Lewisham ranked in the bottom quartile of London boroughs and all England local authorities. However, with an APS per entry of 28.9, disadvantaged students had a stronger performance in applied general entries, outperforming their peers across London and England.
  - r. The KS5 average point score (APS) for SEN Support students for academic entries was below both the statistical neighbour and England averages, though slightly above the averages for Applied General entries.

#### 6.5. Level 2 and 3 attainment by age 19

- a. Achieving a full Level 2 requires five GCSEs at grade 4 or above, or equivalent. In 2023, 83% of 19-year-olds were qualified to Level 2 in Lewisham, representing an increase of 3% compared to 2019 and remaining above the England average and placed Lewisham 7<sup>th</sup> amongst statistical neighbours.
- b. Two-thirds (67%) of 19-year-olds were qualified to Level 2, including English and maths. This proportion ranked below London and England averages.
- c. In 2023, half (50%) of all FSM eligible students in Lewisham were qualified to Level 2 by age 19, slightly above the England average of 49%, but below statistical neighbours and London.
- d. Achieving a full Level 3 requires two A levels at grade E or above, or equivalent. In 2023, just under two-thirds (65%) of 19-year-olds were qualified to Level 3 in Lewisham. This was above the England average and placed Lewisham 9<sup>th</sup> amongst statistical neighbours. Larger proportions of students in London progress to sixth form compared to other regions in England. Sixth form students are more likely to take Level 3 qualifications, and this larger sixth form cohort in London therefore tends to lead to lower average attainment but higher proportions of students qualified to Level 3.
- e. With half of FSM eligible students qualified to Level 3 by age 19, this was 11%-points higher than the England average of 39%, placing Lewisham in the top performing quartile of England authorities.

## 6.6. KS4/KS5 Destinations

- a. The proportion of Lewisham's pupils staying in education, employment or training (EET) after KS4 was 93.2%, roughly in line with statistical neighbours at 93.9% and 0.5% below England averages.
- b. In this cohort an unusually low proportion (91.2%) of male pupils in Lewisham proportion of male pupils remained in EET after KS4, a drop of 2.6. percentage points on the previous year. In contrast, the proportion of female pupils staying in education, employment or training after KS4 continued to grow. At 95.6%, Lewisham ranked in the top performing quartile of local authorities in England.
- c. Additionally, 90.8% of disadvantaged pupils were in education, employment or training in Lewisham. This was above the England average (with Lewisham in the top quartile) but 0.9 percentage points below statistical neighbour averages.
- d. At 68.2%, the rate of Lewisham's KS4 pupils who progressed to a school sixth form, or sixth form college was well above the England average of 49.9%, placing Lewisham in the top performing quartile of all local authorities in England. While London boroughs tend to have a higher proportion of KS4 pupils progressing to any kind of sixth form, Lewisham also had a higher proportion than the London average. This may be due to the composition of Lewisham's schools, with approximately two-thirds of all Lewisham secondary school pupils attending a school with a sixth form.
- e. The proportion of students who were in education, employment or training after KS5 was above London, England and statistical neighbour averages, with particularly high proportions of female and disadvantaged students with a sustained destination. Additionally, a large proportion of students progressed to a UK Higher Education Institution in Lewisham, which is in accordance with London boroughs generally having higher rates of progression to Higher Education Institutions compared to other regions in England.
- f. The proportion of students who were in education, employment or training after KS5 was higher than the England, London and statistical neighbour averages. At 89.7%, this was the second highest proportion of statistical neighbours.
- g. With 91.4% of female students in education, employment or training after KS5, this was the highest proportion of all statistical neighbours and the 7th highest across London boroughs.
- h. Disadvantaged students in Lewisham were more likely to have a sustained destination after KS5. At 89.8%, Lewisham had the second highest proportion of disadvantaged students in education, employment or training after KS5 of all statistical neighbours and the 5th highest of all London boroughs. Additionally, a slightly greater proportion of disadvantaged pupils stayed in education, employment or training after KS5 than all other students. This is in contrast to the trend seen across London and England.
- i. Despite a decrease of 1.3%-points from 2021 to 2022, at 71.2%, the proportion of students progressing to a UK Higher Education Institution in Lewisham remained well above the England average of 54.4% and was the 7th highest proportion in England. In contrast, Lewisham had low proportions of KS5 students progressing to an apprenticeship and into employment. At 1.5% and 13.5% respectively, these proportions were below England, London and statistical neighbour averages, and

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placed Lewisham in the bottom quartile of local authorities in England.

- j. Despite a 1.2%point fall to 93.8% in 2023, the rate of 16- and 17-year-olds with EHCPs in education or training remained among the top quartile of all local authorities in England. At 94.9%, the proportion of 16- and 17-year-olds with SEN Support in education or training also ranked in the top quartile of local authorities in England and was second highest among statistical neighbours.

## **7. Priorities for improvement**

### **7.1. Key issues requiring rapid improvement across all phases in 2023/24**

- a. Refreshed approach that ensures outcomes data at school level, subject and key stage data informs school improvement at school and LA level.
- b. Narrow achievement gaps for Black Caribbean pupils and pupils of mixed heritage, identify good practice and high outcomes and disseminate evidence-based interventions.
- c. Narrow achievement gaps for disadvantaged pupils by characteristic- forensic approach (gender, disadvantage)
- d. Focus on improvement and interventions in English (reading and writing) and Maths- general and targeted.

### **7.2. Specific Primary Issues**

- a. Early language/ Home learning support- prioritising specific groups
- b. Raise attainment in phonics at Key Stage 1 and reading at Key Stage 2
- c. Improve outcomes for pupils identified for SEND Support at the end of KS2.
- d. Improve writing progress and outcomes at Key Stage 2, so that performance is in line with statistical neighbours and London.

### **7.3. Specific Secondary Issues**

- a. Improve outcomes at KS4 and KS5 so that they are in line with statistical neighbours and London.
- b. Continue to reduce the attainment gap for all groups.
- c. Improve outcomes for pupils identified for SEND Support

### **7.4. Post 16**

- a. Level 2 and 3 English & Maths pathways
- b. Improve outcomes for FSM eligible pupils at Level 2 and 3
- c. Improving rate of achievement of higher grades at A Level

### **7.5. The LA in partnership with Lewisham Learning will:**

- a. Continue to work with the LA, schools, partners and key stakeholders, including parents and young people, to develop and implement Lewisham's education strategy.
- b. Continue to support and challenge individual schools, governors, senior leaders, middle leaders and teacher networks to bring about improved outcomes, using the broad and drilled-down data sets to support evaluation and improvement planning.
- c. Continue to develop the Lewisham Learning School Improvement Framework to provide more rigorous monitoring and holding school leaders and providers to account so that it demonstrates improvements in pupil outcomes.
- d. Continue to develop the Lewisham Learning partnership to ensure it builds capacity and uses it effectively through a school led approach to school improvement that is based

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on effective and evidence-based pedagogy.

- e. Continue to support Lewisham Tackling Race Inequality (TRIE) work to tackle disproportionality in poor outcomes and improve outcomes for Black Caribbean and Mixed White Caribbean pupils.
- f. Enhance the Lewisham Learning offer that builds on collaborative partnership working in primary and secondary schools to improve the accuracy and validity of school self-evaluation through a rigorous annual categorization process.
- g. Use our evidence base to evaluate the impact of specific practice and interventions in our schools to capitalise on success and ensure the best use of resource.

## **8. Financial implications**

- 8.1. There are no significant financial implications of this report.

## **9. Legal implications**

- 9.1. Section 13A of the Education Act 1996 requires local authorities to promote high standards and ensure that every child fulfils his or her educational potential. This report, which is for noting, sets out what the local authority has been doing towards meeting that statutory obligation as well as priorities for the future.

## **10. Equalities implications**

- 10.1. Under the Equality Act 2010, public authorities are required to have due regard to equality impacts when making decisions in the exercise of their functions (Public Sector Equality Duty, PSED). In particular, public authorities are required to have due regard to the need to:
  - a. eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
  - b. advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
  - c. foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- 10.2. The Equality Act 2010 identifies the following as protected characteristics for the purpose of the PSED:
  - age
  - disability
  - gender reassignment
  - pregnancy and maternity
  - race (including ethnicity)
  - religion or belief
  - sex
  - sexual orientation
- 10.3. 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. In analysing the data, consideration has been given to gaining an understanding of the inequality issues for specific groups of children and young people, by gender, ethnicity, first language, special educational needs and disabilities. By the actions described in this report schools and the council are working to improve the attainment and progress of all groups of pupils by protected characteristic.
- 10.4. Lewisham Education strategy 2022-2027 reflects the Council's commitment to reducing achievement gaps and negative disproportionality in educational outcomes for specific

### **Is this report easy to understand?**

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groups of children and young people. This involves recording and reporting on data around protected characteristics by groups, as presented in this report. This data informs both how we deliver our business-as-usual functions and the development of strategies and programmes to tackle these inequalities.

## 11. Climate change and environmental implications

11.1. There are no Climate change and environmental implications of this report.

## 12. Crime and disorder implications

12.1. There are no crime and disorder implications of this report.

## 13. Health and wellbeing implications

13.1. There are health and wellbeing implications of this report.

## 14. Glossary of terms

Term	Definition
A Level	Advanced level qualifications
APS	Average Point Score To calculate the APS per A level student, the total number of A level points achieved by all students is divided by the total number of A level students in who sat exams.
A8/ Attainment 8	Calculates how well each pupil did across 4 elements (or 'buckets'): <ul style="list-style-type: none"> <li>• English – double weighted and best result of English Language or English Literature.</li> <li>• Mathematics – double-weighted.</li> <li>• Best results in science, humanities (history / geography) and languages</li> <li>• Other best results in 3 other subjects</li> </ul>
EBacc	English Baccalaureate: a set of subjects designated by central government as giving a collection of qualifications at GCSE which gives young people wide and flexible career choices. In 2022 this is English language and literature, maths, the sciences, geography or history, a language
EHCP	Education health care plan, a legal document. It sets out a child / young person's special educational needs, the support they need, and what they'd like to achieve.
EYFS	Early Years Foundation Stage
GCSE	General Certificate of Secondary Education
KS1	Key Stage 1: school years 1 and 2 (infants) (ages 5 to 7)

KS2	Key Stage 2: school years 3 to 6 (juniors) (ages 8 to 11)
KS4	Key Stage 4: school years 10 and 11 (ages 15 to 16)
KS5	Key Stage 5: school years 12 and 13 (sixth form)
P8/ Progress 8	Progress 8 tells you about the progress that pupils in a school make from the end of primary school to the end of year 11.
SEND	Special Education Needs and Disabilities

## 15. Report authors and contact

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### Comments for and on behalf of the Director of Law and Corporate Governance

Melanie Dawson, Principal Lawyer – Place

## 16. Appendices

Appendix 1: CYP Select Committee Schools Data Set 2023

Appendix 2: CYP Select Committee Secondary Destinations 2023



# Lewisham 2023 Outcomes Report

Attainment and pupil  
destinations

January 2024



## Early Years and Key Stage 1 (KS1) Attainment

- **Attainment** – Pupils in Lewisham outperformed statistical neighbours, London and England averages in the EYFSP, but then ranked at the bottom of statistical neighbours and London boroughs for Phonics and KS1 performance

## Key Stage 2 (KS2) Attainment and Progress

- **Attainment** - The proportion of pupils reaching the expected standard in reading, writing and maths (RWM) was above the England average but placed Lewisham towards the bottom of statistical neighbours and London boroughs
- **Progress** - Lewisham pupils made more progress than expected in reading and maths, but less than expected in writing. Free School Meals (FSM) eligible pupils had progress scores lower than the England averages in all three subjects
- **Gender** - Lewisham's gender gap in the proportion of pupils reaching the expected standard in RWM was wider than the gap seen in statistical neighbours, London and England. Following the trend across England, female pupils had higher progress scores than male pupils in reading and writing, but lower in maths
- **Disadvantage** - The disadvantage gap in Lewisham was larger than the gap seen across statistical neighbours and London, but slightly narrower than the gap in England for the proportion of pupils achieving the expected or higher standard in RWM . However, there was a much wider disadvantage gap for reading and maths progress scores compared to the gap in England.

## Key Stage 4 (KS4) Attainment

- **Attainment** - Lewisham's Attainment 8 score was below England, London and statistical neighbour averages
- **Progress** - Despite an improvement from 2022 to 2023, Lewisham's Progress 8 score was below England, London and statistical neighbour averages
- **EBacc** - EBacc entries are a relative strength for Lewisham, with the proportion of Lewisham pupils entering the EBacc placing Lewisham in the top quartile of all England local authorities
- **Gender** - The gender gap in average Attainment 8 scores has continued to narrow but was larger than the gap seen in England, London or statistical neighbours
- **Disadvantage** - Lewisham's disadvantage gap in average Attainment 8 scores was wider than the gaps in statistical neighbours and London but narrower than the gap seen across England

## Key Stage 5 (KS5) Attainment

- **Attainment** - Lewisham had a stronger performance in vocational subjects than academic subjects at KS5. The APS for applied general was in line with the England averages, while the APS for academic entries placed London in the bottom quartile of all England local authorities
- **Gender** - Lewisham's gender gap for academic entries was wider than the gap in statistical neighbours, London and England while the gap for vocational entries was narrower
- **Disadvantage** - The disadvantage gap for academic entries was narrower in Lewisham compared to statistical neighbours, London and England but this was mainly driven by students not classified as disadvantaged having a worse performance in Lewisham, rather than a stronger performance from disadvantaged pupils

## Qualification to Level 2 and 3 by age 19

- **Level 2** - The proportion of pupils qualified to Level 2 by age 19 in Lewisham was consistently above England averages but tended to fall below London and statistical neighbour averages, particularly when including English and maths
- **Level 3** - Lewisham had higher proportions of students qualified to Level 3 by age 19 compared to England. However, the rates of FSM eligible students qualified to Level 3 was one of the lowest across London

This report explores Lewisham's school outcomes data, including primary and secondary attainment and pupil destinations. The report highlights where Lewisham's performance is notably different to statistical neighbours, London or England averages, and where performance has changed markedly over time. Additionally, the analysis highlights differences in performance between pupil groups, with a focus on gender and disadvantage.

**Please note that performance of ethnic groups was shared at the Children's and Young People Select Committee on the 11th January 2024.**

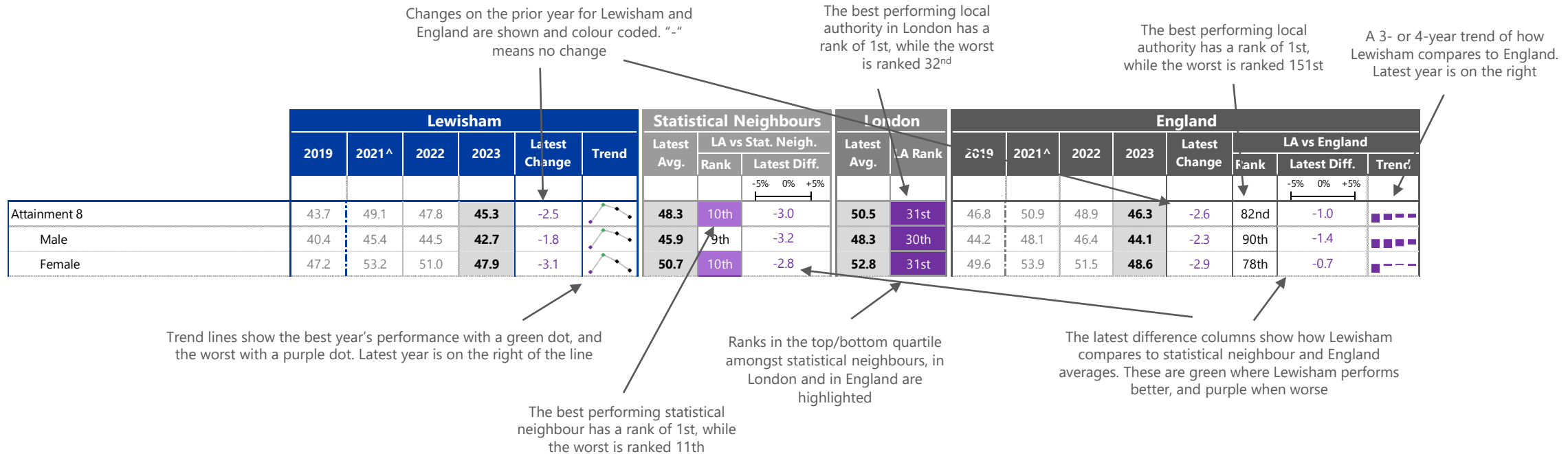
The analysis looks at the continued effect of the COVID-19 pandemic and the disproportionate impact this has had on different pupil groups. The 2020 data has been removed where necessary to allow for pre-pandemic comparisons with 2019.

This report uses the latest available published DfE data. Note that in some cases, 2023 data is not yet available.

# How to interpret the analysis

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

- A trend line to show Lewisham’s change over the past three or four years (subject to the availability of the data)
- A rank of Lewisham among its ten statistical neighbours, among the 32 local authorities in London (33 where the City of London is included for primary measures) and among the 151 local authorities in England (although in some instances some data is suppressed and therefore excluded from the rankings)
- The latest difference to Lewisham’s statistical neighbour average and the England average. Note that if the indicator is a percentage the difference is show in percentage points; for example, 20% vs 23% is a 3% point difference. If the indicator is a point score (such as Attainment), the difference is shown in points
- A three- or four-year trend showing how Lewisham performs against England using the same basis as the national bar chart. The latest year of data is on the right.

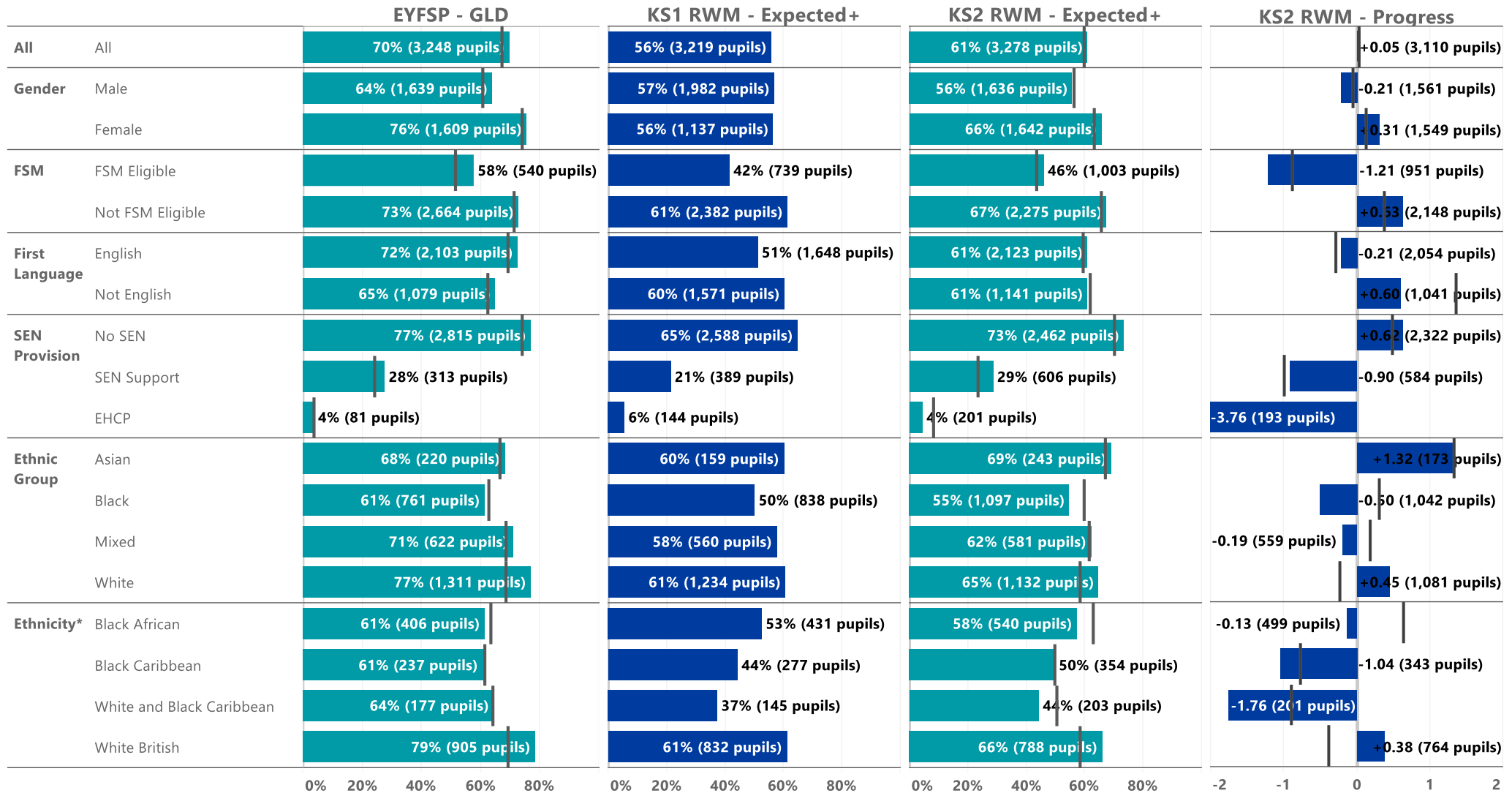




## **B. Primary Attainment**

Analysis of primary attainment and progress data

# Primary Phase Summary of Outcomes by Pupil Group



\*We have selected ethnicities that are of particular interest for Lewisham and provided the White British value as a comparator

# Early Years, Phonics and Key Stage 1 Attainment Headlines

		Lewisham					Statistical Neighbours			London		England								
		2019	2022	2023	Latest Change	Trend	Latest Avg.	LA vs Stat. Neigh.		Latest Avg.	LA Rank	2019	2022	2023	Latest Change	LA vs England				
								Rank	Latest Diff.							Rank	Latest Diff.	Trend		
EYFSP	Good level of development	76%	70%	<b>70%</b>	-		<b>69%</b>	5th		1%	<b>69%</b>	14th	72%	65%	<b>67%</b>	+2%	34th		+3%	
	Male	70%	66%	<b>64%</b>	-2%		<b>63%</b>	4th		1%	<b>63%</b>	11th	66%	59%	<b>61%</b>	+2%	27th		+3%	
	Female	83%	74%	<b>76%</b>	+2%		<b>76%</b>	6th		0%	<b>76%</b>	15th	78%	72%	<b>74%</b>	+2%	45th		+2%	
	FSM Eligible	66%	57%	<b>58%</b>	+1%		<b>60%</b>	7th		-2%	<b>58%</b>	15th	57%	49%	<b>52%</b>	+3%	20th		+6%	
	Not FSM Eligible	78%	72%	<b>73%</b>	+1%		<b>73%</b>	8th		0%	<b>73%</b>	22nd	74%	69%	<b>71%</b>	+2%	55th		+2%	
Phonics	Meeting year 1 phonics standard	81%	73%	<b>77%</b>	+4%		<b>80%</b>	11th		-3%	<b>81%</b>	31st	82%	75%	<b>79%</b>	+4%	116th		-2%	
	Male	78%	70%	<b>75%</b>	+5%		<b>77%</b>	11th		-2%	<b>78%</b>	30th	78%	72%	<b>76%</b>	+4%	92nd		-1%	
	Female	85%	76%	<b>80%</b>	+4%		<b>83%</b>	11th		-3%	<b>84%</b>	31st	85%	79%	<b>82%</b>	+3%	135th		-2%	
	FSM Eligible	70%	58%	<b>67%</b>	+9%		<b>73%</b>	11th		-6%	<b>72%</b>	28th	70%	62%	<b>66%</b>	+4%	68th		+1%	
	Not FSM Eligible	83%	77%	<b>80%</b>	+3%		<b>83%</b>	11th		-3%	<b>83%</b>	30th	84%	79%	<b>82%</b>	+3%	137th		-2%	
Key Stage 1	KS1 reading expected or greater depth	76%	69%	<b>68%</b>	-1%		<b>71%</b>	10th		-3%	<b>71%</b>	30th	75%	67%	<b>68%</b>	+1%	83rd		0%	
	Male	72%	65%	<b>65%</b>	-		<b>68%</b>	9th		-3%	<b>67%</b>	29th	71%	63%	<b>65%</b>	+2%	80th		0%	
	Female	81%	73%	<b>71%</b>	-2%		<b>74%</b>	10th		-3%	<b>75%</b>	30th	79%	71%	<b>72%</b>	+1%	86th		-1%	
	FSM Eligible	63%	55%	<b>54%</b>	-1%		<b>62%</b>	11th		-8%	<b>61%</b>	29th	60%	51%	<b>54%</b>	+3%	70th		0%	
	Not FSM Eligible	79%	73%	<b>72%</b>	-1%		<b>75%</b>	9th		-3%	<b>74%</b>	29th	78%	72%	<b>73%</b>	+1%	91st		-1%	
	KS1 writing expected or greater depth	70%	59%	<b>60%</b>	+1%		<b>65%</b>	10th		-5%	<b>64%</b>	30th	69%	58%	<b>60%</b>	+2%	73rd		0%	
	Male	64%	52%	<b>54%</b>	+2%		<b>59%</b>	10th		-5%	<b>59%</b>	30th	63%	52%	<b>54%</b>	+2%	72nd		0%	
	Female	76%	66%	<b>67%</b>	+1%		<b>71%</b>	11th		-4%	<b>70%</b>	31st	76%	64%	<b>66%</b>	+2%	72nd		-1%	
	FSM Eligible	57%	42%	<b>48%</b>	+6%		<b>55%</b>	11th		-7%	<b>54%</b>	24th	53%	41%	<b>44%</b>	+3%	37th		+4%	
	Not FSM Eligible	73%	64%	<b>64%</b>	-		<b>69%</b>	10th		-5%	<b>68%</b>	30th	72%	63%	<b>65%</b>	+2%	93rd		-1%	
KS1 maths expected or greater depth	76%	67%	<b>69%</b>	+2%		<b>73%</b>	10th		-4%	<b>73%</b>	30th	76%	68%	<b>70%</b>	+2%	103rd		-1%		
Male	74%	66%	<b>69%</b>	+3%		<b>72%</b>	10th		-3%	<b>72%</b>	30th	75%	68%	<b>71%</b>	+3%	99th		-2%		
Female	78%	67%	<b>69%</b>	+2%		<b>73%</b>	11th		-4%	<b>74%</b>	32nd	77%	67%	<b>70%</b>	+3%	102nd		-1%		
FSM Eligible	62%	53%	<b>54%</b>	+1%		<b>63%</b>	11th		-9%	<b>62%</b>	28th	61%	52%	<b>56%</b>	+4%	87th		-2%		
Not FSM Eligible	79%	71%	<b>74%</b>	+3%		<b>77%</b>	9th		-3%	<b>77%</b>	29th	78%	73%	<b>75%</b>	+2%	115th		-1%		

Due to the COVID-19 pandemic, 2022 was the first year of published primary attainment data since 2019. Comparisons across time should therefore be treated with caution.



# Key Stage 2 Attainment and Progress Headlines

		Lewisham					Statistical Neighbours			London		England							
		2019	2022	2023	Latest Change	Trend	Latest Avg.	LA vs Stat. Neigh.		Latest Avg.	LA Rank	2019	2022	2023	Latest Change	LA vs England			
								Rank	Latest Diff.							Rank	Latest Diff.	Trend	
Attainment		KS2 RWM expected or higher standard	68%	59%	<b>61%</b>	+2%		<b>66%</b>	11th	-5%	<b>67%</b>	33rd	65%	59%	<b>60%</b>	+1%	69th	+1%	
		Male	62%	55%	<b>56%</b>	+1%		<b>63%</b>	11th	-7%	<b>63%</b>	33rd	61%	55%	<b>57%</b>	+2%	90th	-1%	
		Female	73%	64%	<b>66%</b>	+2%		<b>70%</b>	10th	-4%	<b>70%</b>	30th	70%	63%	<b>63%</b>	-	47th	+3%	
		FSM Eligible	52%	41%	<b>46%</b>	+5%		<b>55%</b>	11th	-9%	<b>54%</b>	30th	48%	42%	<b>44%</b>	+2%	57th	+2%	
		Not FSM Eligible	72%	66%	<b>67%</b>	+1%		<b>72%</b>	10th	-5%	<b>72%</b>	31st	69%	65%	<b>66%</b>	+1%	60th	+1%	
Key Stage 2 Progress		KS2 reading progress score	-0.25	+0.29	<b>+0.32</b>	+0.03		<b>+0.72</b>	9th	-0.40	<b>+0.70</b>	25th	+0.03	+0.04	<b>+0.04</b>	-	50th	+0.28	
		Male	-0.84	-0.44	<b>-0.22</b>	+0.22		<b>+0.40</b>	10th	-0.62	<b>+0.41</b>	29th	-0.54	-0.75	<b>-0.21</b>	+0.54	81st	-0.01	
		Female	+0.30	+1.06	<b>+0.86</b>	-0.20		<b>+1.04</b>	8th	-0.18	<b>+1.00</b>	21st	+0.62	+0.86	<b>+0.29</b>	-0.57	36th	+0.57	
		FSM Eligible	-1.07	-0.88	<b>-1.25</b>	-0.37		<b>-0.18</b>	11th	-1.07	<b>-0.17</b>	32nd	-0.78	-0.88	<b>-0.88</b>	-	114th	-0.37	
		Not FSM Eligible	-0.05	+0.73	<b>+1.01</b>	+0.28		<b>+1.21</b>	7th	-0.20	<b>+1.08</b>	20th	+0.19	+0.35	<b>+0.38</b>	+0.03	28th	+0.63	
		KS2 writing progress score	-1.21	-0.97	<b>-0.41</b>	+0.56		<b>+1.10</b>	11th	-1.51	<b>+0.99</b>	33rd	+0.03	+0.05	<b>+0.04</b>	-0.01	121st	-0.45	
		Male	-1.81	-1.74	<b>-1.18</b>	+0.56		<b>+0.41</b>	11th	-1.59	<b>+0.26</b>	32nd	-0.73	-0.77	<b>-0.76</b>	+0.01	111th	-0.42	
		Female	-0.63	-0.16	<b>+0.37</b>	+0.53		<b>+1.80</b>	11th	-1.43	<b>+1.74</b>	33rd	+0.82	+0.89	<b>+0.87</b>	-0.02	129th	-0.50	
		FSM Eligible	-1.98	-1.85	<b>-1.08</b>	+0.77		<b>+0.57</b>	11th	-1.65	<b>+0.42</b>	32nd	-0.72	-0.80	<b>-0.69</b>	+0.11	103rd	-0.39	
		Not FSM Eligible	-1.01	-0.64	<b>-0.11</b>	+0.53		<b>+1.41</b>	11th	-1.52	<b>+1.23</b>	33rd	+0.18	+0.33	<b>+0.32</b>	-0.01	121st	-0.43	
		KS2 maths progress score	-0.10	-0.07	<b>+0.26</b>	+0.33		<b>+1.16</b>	11th	-0.90	<b>+1.37</b>	32nd	+0.03	+0.04	<b>+0.04</b>	-	64th	+0.22	
		Male	+0.51	+0.65	<b>+0.80</b>	+0.15		<b>+1.78</b>	11th	-0.98	<b>+2.03</b>	32nd	+0.73	+0.83	<b>+0.82</b>	-0.01	80th	-0.02	
		Female	-0.68	-0.83	<b>-0.28</b>	+0.55		<b>+0.53</b>	11th	-0.81	<b>+0.69</b>	32nd	-0.69	-0.79	<b>-0.77</b>	+0.02	49th	+0.49	
		FSM Eligible	-1.38	-1.78	<b>-1.34</b>	+0.44		<b>+0.13</b>	11th	-1.47	<b>+0.11</b>	31st	-0.94	-1.22	<b>-1.06</b>	+0.16	93rd	-0.28	
		Not FSM Eligible	+0.21	+0.57	<b>+0.97</b>	+0.40		<b>+1.72</b>	11th	-0.75	<b>+1.93</b>	31st	+0.23	+0.46	<b>+0.45</b>	-0.01	49th	+0.52	

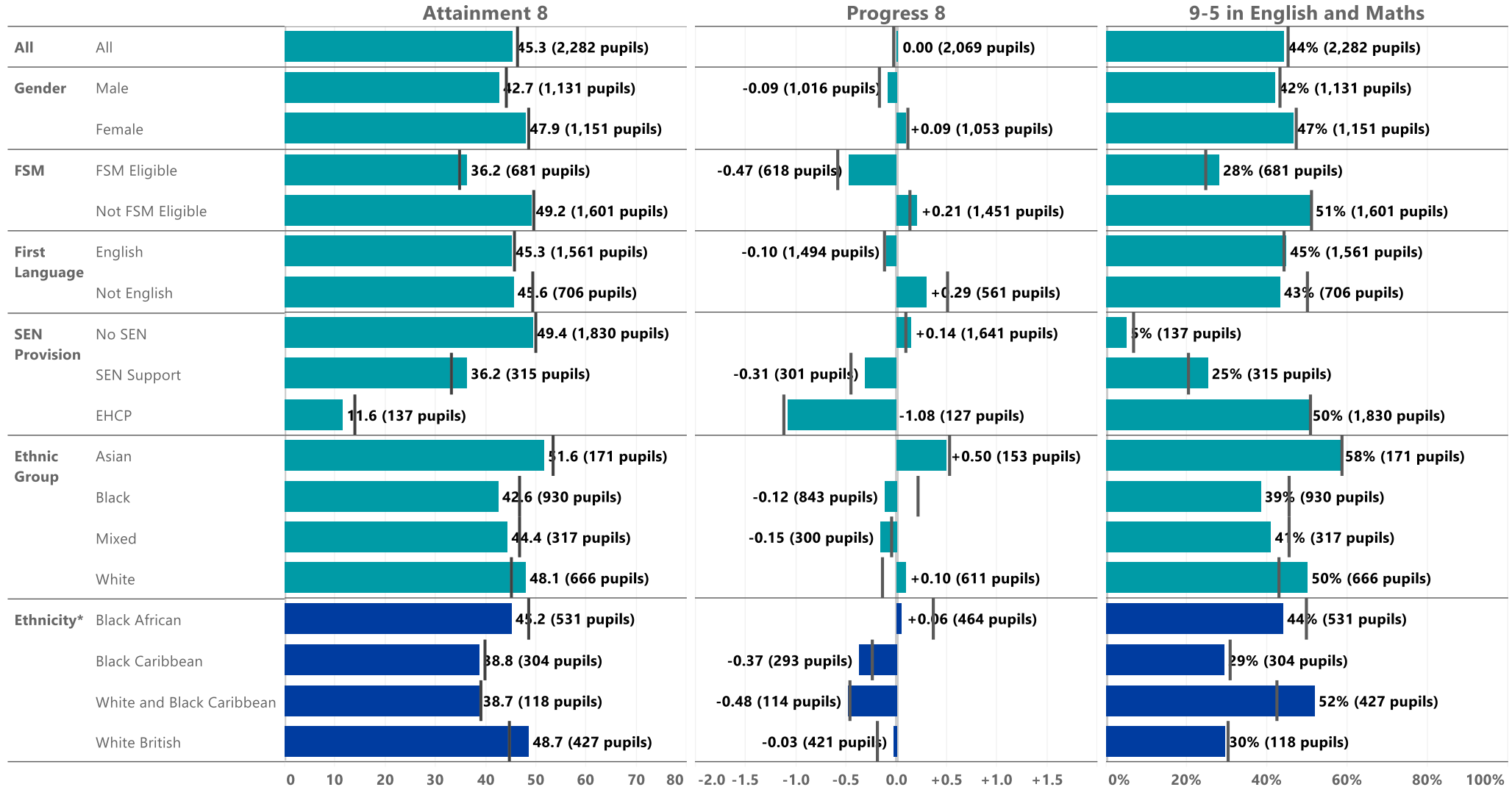
Due to the COVID-19 pandemic, 2022 was the first year of published primary attainment data since 2019. Comparisons across time should therefore be treated with caution.



## **C. Secondary Attainment**

Analysis of secondary attainment and progress data

# Key Stage 4 Summary of Outcomes by Pupil Group



\*We have selected ethnicities that are of particular interest for Lewisham and provided the White British value as a comparator

# Key Stage 4 Attainment Headlines

		Lewisham						Statistical Neighbours			London		England								
		2019	2021 <sup>^</sup>	2022	2023	Latest Change	Trend	Latest Avg.	LA vs Stat. Neigh.		Latest Avg.	LA Rank	2019	2021 <sup>^</sup>	2022	2023	Latest Change	LA vs England			
									Rank	Latest Diff.								Rank	Latest Diff.	Trend	
								-5% 0% +5%					-5% 0% +5%								
Attainment	Attainment 8	43.7	49.1	47.8	<b>45.3</b>	-2.5		<b>48.3</b>	10th	-3.0	<b>50.5</b>	31st	46.8	50.9	48.9	<b>46.3</b>	-2.6	82nd	-1.0		
	Male	40.4	45.4	44.5	<b>42.7</b>	-1.8		<b>45.9</b>	9th	-3.2	<b>48.3</b>	30th	44.2	48.1	46.4	<b>44.1</b>	-2.3	90th	-1.4		
	Female	47.2	53.2	51.0	<b>47.9</b>	-3.1		<b>50.7</b>	10th	-2.8	<b>52.8</b>	31st	49.6	53.9	51.5	<b>48.6</b>	-2.9	78th	-0.7		
	Disadvantaged	37.1	41.6	39.3	<b>36.6</b>	-2.7		<b>40.3</b>	11th	-3.7	<b>41.9</b>	31st	36.8	40.3	37.7	<b>35.1</b>	-2.6	41st	+1.5		
	Other	48.5	54.0	52.8	<b>50.0</b>	-2.8		<b>52.8</b>	9th	-2.8	<b>54.5</b>	30th	50.5	54.7	52.9	<b>50.3</b>	-2.6	71st	-0.3		
	9-4 English & maths	58%	68%	67%	<b>61%</b>	-6%		<b>67%</b>	11th	-6%	<b>71%</b>	32nd	65%	72%	69%	<b>65%</b>	-4%	117th	-4%		
	Male	55%	62%	62%	<b>59%</b>	-3%		<b>65%</b>	11th	-6%	<b>69%</b>	32nd	61%	69%	66%	<b>63%</b>	-3%	113th	-4%		
	Female	61%	74%	71%	<b>63%</b>	-8%		<b>70%</b>	11th	-7%	<b>73%</b>	32nd	69%	75%	72%	<b>68%</b>	-4%	121st	-5%		
	9-5 English & maths	37%	48%	47%	<b>44%</b>	-3%		<b>49%</b>	10th	-5%	<b>54%</b>	31st	43%	52%	50%	<b>45%</b>	-5%	77th	-1%		
	Male	34%	44%	43%	<b>42%</b>	-1%		<b>47%</b>	10th	-5%	<b>52%</b>	31st	40%	48%	47%	<b>43%</b>	-4%	78th	-1%		
Female	41%	54%	51%	<b>47%</b>	-4%		<b>52%</b>	10th	-5%	<b>56%</b>	31st	47%	56%	53%	<b>47%</b>	-6%	74th	0%			
Key Stage 4 Progress	Progress 8	-0.27	-	+0.08	<b>+0.00</b>	-0.08		<b>+0.20</b>	9th	-0.20	<b>+0.27</b>	26th	-0.03	-	-0.03	<b>-0.03</b>	-	59th	+0.03		
	Male	-0.49	-	-0.11	<b>-0.09</b>	+0.02		<b>+0.05</b>	7th	-0.14	<b>+0.14</b>	24th	-0.27	-	-0.21	<b>-0.17</b>	+0.04	48th	+0.08		
	Female	-0.03	-	+0.26	<b>+0.09</b>	-0.17		<b>+0.34</b>	11th	-0.25	<b>+0.41</b>	29th	+0.22	-	+0.15	<b>+0.12</b>	-0.03	78th	-0.03		
	Disadvantaged	-0.59	-	-0.35	<b>-0.48</b>	-0.13		<b>-0.19</b>	11th	-0.29	<b>-0.13</b>	29th	-0.45	-	-0.55	<b>-0.57</b>	-0.02	50th	+0.09		
	Other	-0.02	-	+0.33	<b>+0.27</b>	-0.06		<b>+0.42</b>	8th	-0.15	<b>+0.46</b>	25th	+0.13	-	+0.15	<b>+0.17</b>	+0.02	45th	+0.10		
EBacc	English Baccalaureate APS	3.9	4.4	4.3	<b>4.1</b>	-0.2		<b>4.4</b>	8th	-6.8%	<b>4.6</b>	29th	4.1	4.5	4.3	<b>4.1</b>	-0.2	53rd	+1.0%		
	Male	3.5	4.0	4.0	<b>3.8</b>	-0.1		<b>4.2</b>	8th	-8.6%	<b>4.4</b>	29th	3.9	4.2	4.1	<b>3.9</b>	-0.2	65th	+1.0%		
	Female	4.2	4.8	4.6	<b>4.4</b>	-0.3		<b>4.6</b>	8th	-5.2%	<b>4.8</b>	28th	4.3	4.7	4.5	<b>4.3</b>	-0.3	49th	-2.6%		
	English Baccalaureate Entries	41%	46%	50%	<b>52%</b>	+2%		<b>55%</b>	6th	-3%	<b>55%</b>	19th	40%	39%	39%	<b>39%</b>	-	20th	+13%		
	Male	31%	34%	40%	<b>42%</b>	+2%		<b>49%</b>	8th	-7%	<b>51%</b>	26th	34%	34%	34%	<b>35%</b>	+1%	37th	+7%		
	Female	53%	58%	61%	<b>62%</b>	+1%		<b>60%</b>	6th	-2%	<b>60%</b>	15th	46%	44%	44%	<b>44%</b>	-	16th	+18%		
	English Baccalaureate (9-4)	22%	31%	31%	<b>26%</b>	-5%		<b>32%</b>	8th	-6%	<b>34%</b>	27th	25%	30%	27%	<b>24%</b>	-3%	52nd	+2%		
	Male	15%	21%	22%	<b>20%</b>	-2%		<b>27%</b>	8th	-7%	<b>30%</b>	29th	20%	24%	22%	<b>20%</b>	-2%	66th	0%		
	Female	29%	42%	40%	<b>33%</b>	-7%		<b>36%</b>	7th	-3%	<b>39%</b>	23rd	31%	35%	32%	<b>28%</b>	-4%	40th	+5%		
	English Baccalaureate (9-5)	15%	22%	22%	<b>18%</b>	-4%		<b>23%</b>	8th	-5%	<b>25%</b>	27th	17%	22%	20%	<b>17%</b>	-3%	50th	+1%		
Male	10%	14%	16%	<b>13%</b>	-3%		<b>19%</b>	8th	-6%	<b>21%</b>	29th	13%	17%	17%	<b>14%</b>	-3%	65th	-1%			
Female	20%	31%	27%	<b>23%</b>	-4%		<b>26%</b>	8th	-3%	<b>29%</b>	24th	21%	26%	24%	<b>20%</b>	-4%	41st	+3%			

<sup>^</sup> Due to the cancellation of exams in response to the COVID-19 pandemic and the change to using teacher assessments, 2021 KS4 results are not directly comparable with other years. 2019 data has been included for a pre-pandemic comparison.

# Key Stage 5 Attainment Headlines

		Lewisham							Statistical Neighbours			London		England								
		2019	2021 <sup>^</sup>	2022	2023		Latest Change	Trend	Latest Avg.	LA vs Stat. Neigh.		Latest Avg.	LA Rank	2019	2021 <sup>^</sup>	2022	2023	Latest Change	LA vs England			
					Value	Cohort				Rank	Latest Diff.								Rank	Latest Diff.	Trend	
										-5% 0% +5%										-5% 0% +5%		
Key Stage 5	APS per entry	APS per entry - academic	28.6	37.8	33.6	<b>31.4</b>	881	-2.2		<b>33.7</b>	8th	-2.3	<b>34.9</b>	27th	33.0	40.4	37.9	<b>34.1</b>	-3.8	121st	-2.7	
		Male	26.7	36.5	32.2	<b>28.3</b>	343	-3.9		<b>32.9</b>	9th	-4.6	<b>34.5</b>	29th	32.2	39.2	37.0	<b>33.3</b>	-3.7	139th	-5.0	
		Female	29.7	38.6	34.6	<b>33.3</b>	538	-1.3		<b>34.2</b>	8th	-0.9	<b>35.3</b>	25th	33.7	41.5	38.7	<b>34.8</b>	-3.9	99th	-1.5	
		Disadvantaged	27.1	33.8	31.6	<b>28.8</b>	227	-2.8		<b>30.2</b>	9th	-1.4	<b>31.2</b>	28th	28.5	36.5	33.5	<b>29.9</b>	-3.6	91st	-1.1	
		Other	29.1	39.5	34.3	<b>32.2</b>	641	-2.1		<b>34.9</b>	8th	-2.7	<b>36.0</b>	26th	33.5	41.1	38.6	<b>34.8</b>	-3.8	116th	-2.6	
		APS per entry - applied general	30.6	34.7	32.4	<b>29.5</b>	808	-2.9		<b>29.5</b>	6th	-	<b>28.6</b>	15th	28.9	32.8	31.9	<b>29.5</b>	-2.4	77th	-	
		Male	28.9	31.5	31.6	<b>28.7</b>	359	-2.9		<b>28.5</b>	6th	+0.2	<b>27.8</b>	16th	27.3	30.7	30.4	<b>28.2</b>	-2.2	56th	+0.5	
		Female	31.8	36.3	33.0	<b>30.2</b>	449	-2.8		<b>30.5</b>	7th	-0.3	<b>29.5</b>	16th	30.3	34.5	33.2	<b>30.7</b>	-2.5	92nd	-0.5	
		Disadvantaged	30.3	34.6	32.0	<b>28.9</b>	309	-3.1		<b>28.4</b>	4th	+0.5	<b>27.6</b>	14th	27.2	30.8	30.0	<b>27.7</b>	-2.3	44th	+1.2	
		Other	30.5	34.7	32.6	<b>29.8</b>	490	-2.8		<b>30.0</b>	8th	-0.2	<b>29.1</b>	17th	28.7	33.4	32.5	<b>30.1</b>	-2.4	84th	-0.3	
		APS per entry - tech level	28.5	36.0	33.5	<b>33.1</b>	86	-0.4		<b>29.1</b>	3rd	+4.0	<b>29.0</b>	9th	28.6	31.7	30.5	<b>28.5</b>	-2.0	21st	+4.6	
		Male	28.3	35.5	32.9	<b>31.5</b>	61	-1.4		<b>29.7</b>	5th	+1.8	<b>29.2</b>	12th	28.9	31.3	30.5	<b>28.5</b>	-2.0	33rd	+3.0	
		Female	30.3	40.4	37.4	<b>41.3</b>	25	+3.9		<b>31.6</b>	1st	+9.7	<b>28.5</b>	2nd	28.4	32.1	30.6	<b>28.5</b>	-2.1	3rd	+12.8	
Key Stage 5	A Level	3 A*-A grades or better at A level	5%	18%	11%	<b>9%</b>	676	-2%		<b>12%</b>	8th	-3%	<b>15%</b>	27th	11%	25%	20%	<b>13%</b>	-7%	122nd	-4%	
		Male	6%	18%	11%	<b>6%</b>	252	-5%		<b>14%</b>	10th	-8%	<b>16%</b>	31st	12%	24%	21%	<b>14%</b>	-7%	142nd	-8%	
		Female	5%	17%	10%	<b>10%</b>	424	-		<b>10%</b>	7th	0%	<b>14%</b>	19th	10%	26%	20%	<b>13%</b>	-7%	81st	-3%	
		Disadvantaged	3%	6%	7%	<b>3%</b>	171	-4%		<b>6%</b>	9th	-3%	<b>8%</b>	30th	5%	16%	11%	<b>7%</b>	-4%	128th	-4%	
		Other	6%	22%	12%	<b>11%</b>	493	-1%		<b>14%</b>	8th	-3%	<b>17%</b>	23rd	11%	26%	22%	<b>14%</b>	-8%	101st	-3%	
		AAB inc. two facilitating subjects	7%	17%	10%	<b>10%</b>	676	-		<b>14%</b>	8th	-4%	<b>18%</b>	27th	14%	25%	21%	<b>16%</b>	-5%	124th	-6%	
		Male	9%	19%	12%	<b>8%</b>	252	-4%		<b>17%</b>	9th	-9%	<b>20%</b>	28th	16%	27%	23%	<b>17%</b>	-6%	138th	-9%	
		Female	6%	15%	10%	<b>10%</b>	424	-		<b>12%</b>	8th	-2%	<b>16%</b>	24th	13%	24%	19%	<b>14%</b>	-5%	103rd	-4%	
		Disadvantaged	5%	6%	5%	<b>5%</b>	171	-		<b>8%</b>	9th	-3%	<b>11%</b>	29th	7%	17%	12%	<b>9%</b>	-3%	115th	-4%	
		Other	8%	21%	12%	<b>11%</b>	493	-1%		<b>17%</b>	8th	-6%	<b>19%</b>	26th	14%	27%	22%	<b>17%</b>	-5%	117th	-6%	

<sup>^</sup> Due to the cancellation of exams in response to the COVID-19 pandemic and the change to using teacher assessments, 2021 KS5 results are not directly comparable with other years. 2019 data has been included for a pre-pandemic comparison.

# Level 2 and 3 Attainment by Age 19

		Lewisham						Statistical Neighbours			London		England								
		2019	2020	2021	2022	Latest Change	Trend	Latest Avg.	LA vs Stat. Neigh.		Latest Avg.	LA Rank	2019	2020	2021	2022	Latest Change	LA vs England			
									Rank	Latest Diff.								Rank	Latest Diff.	Trend	
								-5% 0% +5%										-5% 0% +5%			
Level 2 & 3 by 19	Level 2	Qualified to Level 2 by 19 - All Pupils	80%	82%	84%	<b>83%</b>	-1%		<b>84%</b>	7th	-1%	<b>86%</b>	26th	82%	81%	82%	<b>82%</b>	-	47th	+1%	
		Male	73%	76%	80%	<b>78%</b>	-2%		<b>80%</b>	8th	-2%	<b>83%</b>	29th	78%	78%	78%	<b>78%</b>	-	68th	0%	
		Female	88%	88%	88%	<b>89%</b>	+1%		<b>89%</b>	7th	0%	<b>90%</b>	21st	86%	85%	86%	<b>86%</b>	-	32nd	+3%	
		FSM Eligible	67%	71%	70%	<b>71%</b>	+1%		<b>76%</b>	10th	-5%	<b>77%</b>	25th	63%	62%	62%	<b>63%</b>	+1%	28th	+8%	
		Not FSM Eligible	83%	85%	87%	<b>87%</b>	-		<b>87%</b>	6th	0%	<b>88%</b>	23rd	85%	84%	84%	<b>85%</b>	+1%	38th	+2%	
	Lvl 2 inc E+M	Level 2 including Eng & maths by 19 - All Pupils	61%	63%	70%	<b>67%</b>	-3%		<b>73%</b>	10th	-6%	<b>76%</b>	31st	69%	68%	70%	<b>72%</b>	+2%	120th	-5%	
		Male	55%	58%	64%	<b>61%</b>	-3%		<b>67%</b>	10th	-6%	<b>72%</b>	31st	65%	64%	66%	<b>67%</b>	+1%	122nd	-6%	
		Female	69%	67%	75%	<b>73%</b>	-2%		<b>78%</b>	10th	-5%	<b>81%</b>	31st	73%	73%	75%	<b>77%</b>	+2%	112th	-4%	
		FSM Eligible	46%	46%	51%	<b>50%</b>	-1%		<b>60%</b>	11th	-10%	<b>63%</b>	29th	44%	44%	47%	<b>49%</b>	+2%	43rd	+1%	
		Not FSM Eligible	66%	67%	74%	<b>71%</b>	-3%		<b>76%</b>	10th	-5%	<b>79%</b>	31st	73%	72%	74%	<b>76%</b>	+2%	123rd	-5%	
	Level 3	Qualified to Level 3 by 19 - All Pupils	58%	61%	67%	<b>65%</b>	-2%		<b>68%</b>	9th	-3%	<b>71%</b>	28th	57%	57%	60%	<b>61%</b>	+1%	40th	+4%	
		Male	52%	54%	61%	<b>58%</b>	-3%		<b>62%</b>	8th	-4%	<b>65%</b>	29th	51%	52%	54%	<b>55%</b>	+1%	48th	+3%	
		Female	65%	69%	72%	<b>72%</b>	-		<b>75%</b>	9th	-3%	<b>76%</b>	27th	63%	63%	66%	<b>67%</b>	+1%	38th	+5%	
		FSM Eligible	44%	46%	46%	<b>50%</b>	+4%		<b>56%</b>	10th	-6%	<b>58%</b>	26th	35%	36%	38%	<b>39%</b>	+1%	28th	+11%	
		Not FSM Eligible	62%	66%	71%	<b>69%</b>	-2%		<b>72%</b>	8th	-3%	<b>74%</b>	26th	60%	61%	63%	<b>64%</b>	+1%	35th	+5%	



## **E. Pupil Destinations**

Destinations of the 2020/21 Key  
Stage 4 and Key Stage 5 cohorts

# Key Stage 4 and Key Stage 5 Destinations (2020/21 leavers)

Destinations		Lewisham						Statistical Neighbours			London		England								
		2019	2020	2021^	2022^	Latest Change	Trend	Latest Avg.	LA vs Stat. Neigh.		Latest Avg.	LA Rank	2019	2020	2021^	2022^	Latest Change	LA vs England			
									Rank	Latest Diff.								Rank	Latest Diff.	Trend	
KS4 (mainstream & special)	Education, employment or training after KS4	93.3%	93.9%	94.5%	<b>93.2%</b>	-1.3%		<b>93.9%</b>	9th	-0.7%	<b>94.6%</b>	30th	94.1%	93.9%	94.0%	<b>93.5%</b>	-0.5%	92nd	+0.3%		
	Male	92.2%	93.5%	93.8%	<b>91.2%</b>	-2.6%		<b>93.0%</b>	10th	-3.8%	<b>94.0%</b>	31st	93.3%	93.2%	93.2%	<b>93.0%</b>	-0.2%	121st	+1.8%		
	Female	94.4%	94.3%	95.3%	<b>95.6%</b>	+0.3%		<b>94.9%</b>	4th	+0.7%	<b>95.3%</b>	12th	94.8%	94.7%	94.9%	<b>94.1%</b>	-0.8%	24th	+1.5%		
	Disadvantaged	90.0%	91.8%	91.8%	<b>90.8%</b>	-1.0%		<b>91.7%</b>	9th	-0.9%	<b>92.1%</b>	25th	88.4%	88.2%	88.5%	<b>87.7%</b>	-0.8%	28th	+3.1%		
	Other	95.5%	95.3%	96.2%	<b>95.1%</b>	-1.1%		<b>95.2%</b>	7th	-0.1%	<b>95.9%</b>	27th	96.2%	96.0%	96.0%	<b>95.6%</b>	-0.4%	107th	+0.5%		
	FE college or other FE provider	21.4%	24.0%	21.7%	<b>21.0%</b>	-0.7%		<b>23.1%</b>	9th	-2.1%	<b>23.0%</b>	19th	34.8%	36.0%	35.9%	<b>34.5%</b>	-1.4%	133rd	-13.5%		
	School sixth form or sixth form college	66.7%	64.7%	68.0%	<b>68.2%</b>	+0.2%		<b>66.4%</b>	5th	+3.8%	<b>67.3%</b>	17th	50.0%	49.2%	51.3%	<b>49.9%</b>	-1.4%	20th	+18.3%		
	Apprenticeships	0.9%	0.5%	0.7%	<b>0.8%</b>	+0.1%		<b>0.9%</b>	6th	-0.1%	<b>1.0%</b>	17th	4.1%	3.6%	2.4%	<b>3.3%</b>	+0.9%	134th	+2.5%		
	Special/AP/independent/other provision	2.9%	2.9%	3.5%	<b>1.6%</b>	-1.9%		<b>1.9%</b>	9th	-0.3%	<b>1.7%</b>	17th	2.0%	2.0%	2.0%	<b>1.8%</b>	-0.2%	94th	+0.2%		
	Destination not sustained	4.9%	3.8%	3.0%	<b>4.7%</b>	+1.7%		<b>4.2%</b>	8th	+0.5%	<b>3.7%</b>	29th	5.0%	5.1%	4.8%	<b>5.3%</b>	+0.5%	57th	+0.6%		
KS5 (mainstream, Level 3)	Education, employment or training after KS5	87.9%	88.6%	86.9%	<b>89.7%</b>	+2.8%		<b>88.1%</b>	2nd	+1.6%	<b>88.4%</b>	10th	88.2%	87.6%	85.8%	<b>88.9%</b>	+3.1%	54th	+0.8%		
	Male	84.5%	85.0%	84.8%	<b>87.0%</b>	+2.2%		<b>86.3%</b>	6th	+0.7%	<b>86.6%</b>	17th	86.4%	85.7%	83.9%	<b>87.3%</b>	+3.4%	88th	+0.3%		
	Female	90.3%	91.1%	88.3%	<b>91.4%</b>	+3.1%		<b>89.7%</b>	1st	+1.7%	<b>89.9%</b>	7th	89.8%	89.3%	87.5%	<b>90.2%</b>	+2.7%	41st	+1.2%		
	Disadvantaged	90.8%	89.0%	87.9%	<b>89.8%</b>	+1.9%		<b>87.6%</b>	2nd	+2.2%	<b>87.5%</b>	5th	84.7%	84.4%	81.6%	<b>85.5%</b>	+3.9%	14th	+4.3%		
	Other	86.2%	88.6%	86.0%	<b>89.5%</b>	+3.5%		<b>88.3%</b>	4th	+1.2%	<b>88.7%</b>	15th	89.0%	88.4%	86.8%	<b>89.6%</b>	+2.8%	86th	+0.1%		
	FE college or other FE provider	3.9%	2.3%	3.6%	<b>3.3%</b>	-0.3%		<b>3.0%</b>	3rd	+0.3%	<b>3.8%</b>	12th	4.8%	6.0%	7.2%	<b>5.3%</b>	-1.9%	90th	+2.0%		
	Apprenticeships	2.9%	1.9%	1.3%	<b>1.5%</b>	+0.2%		<b>2.1%</b>	10th	-0.6%	<b>2.6%</b>	28th	6.8%	6.1%	4.1%	<b>5.0%</b>	+0.9%	146th	+3.5%		
	UK higher education institution	63.8%	68.4%	72.5%	<b>71.2%</b>	-1.3%		<b>67.1%</b>	3rd	+4.1%	<b>66.4%</b>	7th	51.0%	49.9%	52.3%	<b>54.4%</b>	+2.1%	7th	+16.8%		
	Sustained employment	15.6%	13.9%	8.1%	<b>13.5%</b>	+5.4%		<b>14.2%</b>	9th	-0.7%	<b>14.3%</b>	19th	23.3%	23.3%	19.9%	<b>23.0%</b>	+3.1%	137th	+9.5%		
	Destination not sustained	8.4%	7.0%	8.4%	<b>7.1%</b>	-1.3%		<b>8.0%</b>	3rd	-0.9%	<b>7.7%</b>	12th	8.1%	8.6%	10.3%	<b>7.8%</b>	-2.5%	50th	+0.7%		

^Pupil destinations data for the 2021 and 2022 academic years will have been affected by school closures due to the COVID-19 pandemic.



Below is the list of data sources used in this report. Full footnotes and methodologies can be found within the individual sources.

## Primary Attainment

- <https://www.gov.uk/government/collections/statistics-key-stage-1> Section: Phonics screening check and key stage 1 assessment
- <https://www.gov.uk/government/collections/statistics-key-stage-2> Section: National curriculum assessments at key stage 2
- Lewisham internal data (denoted by dark blue bars in Primary Phase Summary of Outcomes by Pupil Group)

## Secondary Attainment

- <https://www.gov.uk/government/collections/statistics-gcse-key-stage-4> Section: GCSE and equivalent results, including pupil characteristics
- <https://www.gov.uk/government/collections/statistics-attainment-at-19-years> Section: A levels and other 16 to 18 results
- <https://www.gov.uk/government/collections/statistics-attainment-at-19-years> Section: Level 2 and 3 attainment
- Lewisham internal data (denoted by dark blue bars in Key Stage 4 Summary of Outcomes by Pupil Group)

## Pupil Destinations

- <https://www.gov.uk/government/collections/statistics-destinations> Section: Destinations after key stage 4 and 16 to 18 (KS5) study

# Appendix 2 - Statistical Neighbours

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. Statistical neighbour averages in this report are non-weighted averages of these 11 local authorities (including Lewisham). Note that all of Lewisham’s statistical neighbours are in London.

Rank (1 = Most alike)	LA	School population
-	Lewisham	38,000
1	Lambeth	37,000
2	Croydon	58,000
3	Haringey	38,000
4	Waltham Forest	43,000
5	Hackney	34,000
6	Southwark	43,000
7	Enfield	56,000
8	Brent	49,000
9	Greenwich	45,000
10	Hammersmith and Fulham	20,000

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# Secondary School Destinations

*Lewisham*

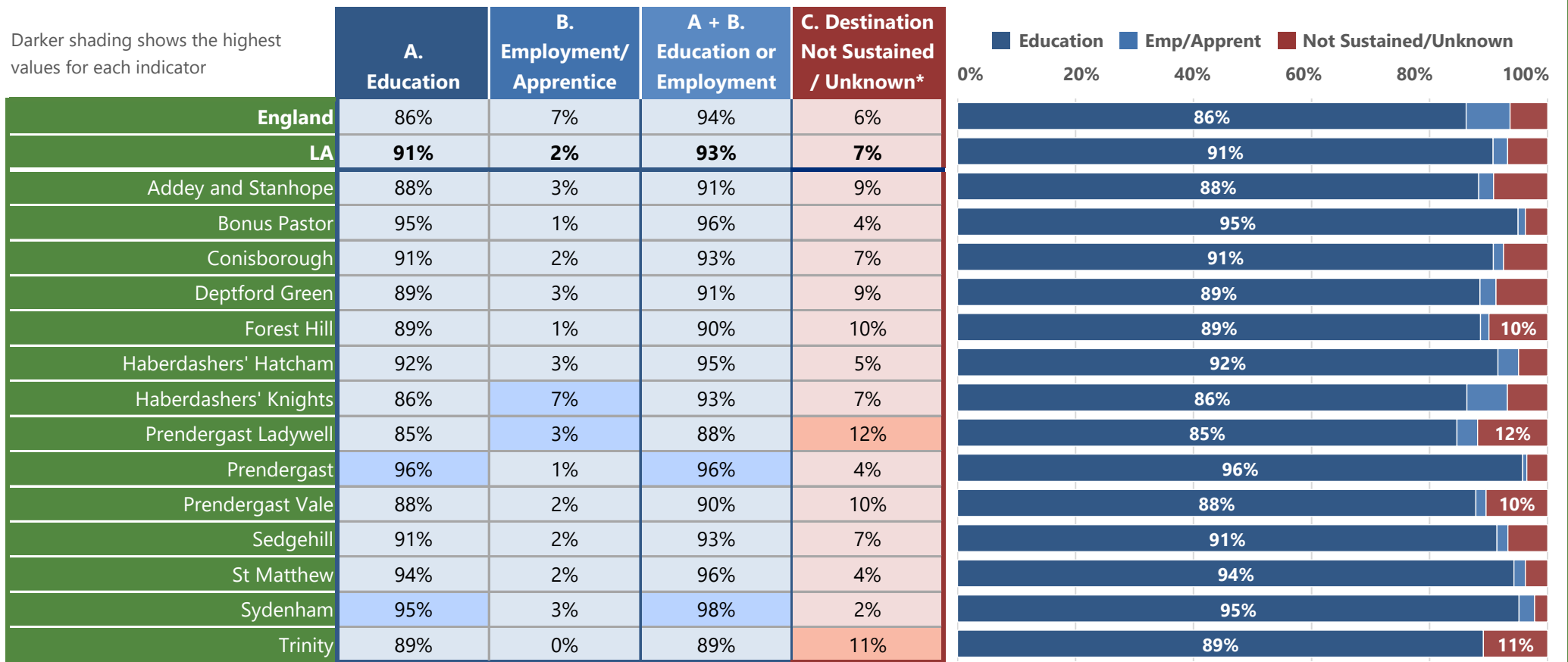
2023

Report produced on 08/11/23

## C. Destinations after KS4

An analysis of the destinations of students the year after they completed a course at KS4, based on the latest available data. The analysis shows the destinations of students finishing Key Stage 4 in 2021 (i.e. their destinations in 2021/22).

### i) Destinations Summary for 2021 KS4 Finishers



\*Not sustained includes students who did not sustain a destination from October to March but had some participation between August and July, plus students who had no sustained participation in education or employment and had claimed out-of-work benefits. Unknown includes students who were not matched by the DfE in the datasets used to track destinations.

## ii) Destinations Breakdown for 2021 KS4 Finishers

Darker shading shows the highest values for each indicator

	A. Education				B. Employment/Training		C. Not Sustained/Unknown*	
	A1. Further education	A2. School Sixth Form	A3. Sixth Form College	A4. Other Education	B1. Apprenticeships	B2. Employment	C1. Not Sustained	C2. Unknown
<b>England</b>	35%	38%	13%	0.5%	3.4%	4.0%	5.2%	1.1%
<b>LA</b>	<b>21%</b>	<b>50%</b>	<b>20%</b>	<b>0.3%</b>	<b>0.7%</b>	<b>1.7%</b>	<b>4.8%</b>	<b>2.0%</b>
Addey and Stanhope	19%	37%	33%	0.0%	0.8%	1.7%	5.8%	3.3%
Bonus Pastor	13%	53%	30%	0.0%	0.0%	1.3%	1.9%	1.9%
Conisborough	30%	35%	25%	1.1%	0.6%	1.1%	5.2%	2.3%
Deptford Green	29%	37%	22%	0.5%	0.5%	2.2%	7.1%	1.6%
Forest Hill	23%	60%	5%	0.0%	0.9%	0.5%	6.2%	3.8%
Haberdashers' Hatcham	18%	58%	16%	0.0%	1.0%	2.5%	3.0%	2.0%
Haberdashers' Knights	19%	52%	14%	0.5%	2.6%	4.2%	5.8%	1.1%
Prendergast Ladywell	29%	28%	28%	0.0%	0.0%	3.5%	8.4%	3.5%
Prendergast	9%	82%	4%	0.7%	0.7%	0.0%	1.4%	2.1%
Prendergast Vale	30%	35%	23%	0.0%	0.9%	0.9%	5.2%	5.2%
Sedgehill	31%	43%	17%	0.6%	0.6%	1.2%	6.1%	0.6%
St Matthew	10%	42%	42%	0.0%	0.6%	1.3%	3.8%	0.0%
Sydenham	12%	77%	6%	0.4%	0.4%	2.2%	2.2%	0.0%
Trinity	27%	35%	27%	0.0%	0.0%	0.0%	7.3%	3.6%

x = suppressed in the data provided by the DfE. This is normally due to there only being 1 or 2 students in a category and therefore the risk of identifying individuals is too high (or because providing this information would allow the working out of other small numbers in the table).

\*Not sustained includes students who did not sustain a destination from October to March but had some participation between August and July, plus students who had no sustained participation in education or employment and had claimed out-of-work benefits. Unknown includes students who were not matched by the DfE in the datasets used to track destinations.

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## Children and Young People Select Committee

### Holistic School Improvement

**Date:** 12<sup>th</sup> March 2024

**Key decision:** No. Information item.

**Ward(s) affected:** All

**Contributors:** Angela Scattergood, Director of Education

Anthony Doudle, Head of Lewisham Learning

### Outline and recommendations

#### Outline

The Committee has requested a report on Lewisham's pupil outcomes 2022-23 and 'Holistic School Improvement'. Officers produce such a report annually as part of accountability and performance monitoring.

#### Recommendations

The Select Committee is asked to note the content of this report that focuses on:

- An update from the previous paper provided to the Select Committee

## 1. Summary

- 1.1 The Committee has requested an updated report on outcomes 2022-23 and Lewisham's 'Holistic School Improvement'.

## 2. Recommendations

- 2.1 The Select Committee is asked to note the content of this report that focuses on:
  - An update from the previous paper provided to the Select Committee

## 3. Policy Context

- 3.1 Lewisham's 2022-26 Corporate Strategy will continue the fantastic work of the last four years, supporting our schools to improve and increasing the opportunities for young people in Lewisham. Lewisham's Education Strategy 2022-27 has high aspirations for all our children and young people, whatever their starting point. We want all children and young people to have access to excellent education in Lewisham, so they can fulfil their true potential.

## 4. Ofsted Judgements

### 4.1 Lewisham schools

98.8% of maintained schools and academies in Lewisham are 'Good' or 'Outstanding'. This compares well to National (90% in January 2024). No schools are inadequate compared to 2% in England.

### 4.2 Primary Phase Ofsted judgements

100% of primary provision in Lewisham maintained schools and academies are 'Good' or 'Outstanding'. This compares well to National (91% in January 2024).

### 4.3 Secondary Phase Ofsted Outcomes

93% of secondary provision in Lewisham maintained schools and academies is 'Good' or 'Outstanding'. This compares well to National (83% in January 2024).

### 4.4 Special School Ofsted outcomes

100% of Lewisham special schools are 'Good' or 'Outstanding'.

### 4.5 Maintained Nursery Schools Ofsted outcomes

100% of Lewisham special schools are 'Good' or 'Outstanding'.

### 4.6 Quality of post-16 provision in Lewisham

Ofsted inspects post-16 providers. Of the 10 current post-16 providers, all sixth forms are graded by Ofsted as good and better:

## 5. Lewisham Learning offer to schools to support holistic school improvement

### 5.1 Working collaboratively in School Development Groups (SDGs) – school led, school improvement

- Currently Lewisham Learning is supporting the development of 12 SDGs across the borough. This is facilitated by a School Improvement Partner who works with groups of two or three schools to deliver a holistic approach to school improvement.
- All schools are judge good or better and involves a total of 35 schools
- School Development Groups working collaboratively in groups of two or three to seek solutions to their common school improvement journey. Emerging themes across all SDGs include:
  - Ongoing development and support of middle leaders to improve the quality of education
  - Embedding writing by sharing effective practice and being solution focussed on challenges faced by schools so that children and young people are effective writers and prepared for the next stage of their education
  - Providing professional development across schools in specific subject areas identified by schools
  - Effective transitions from the Early Years to Year One so that the learning journey is continuous and ensures effective progress for learners
  - SEND provision

### 5.2 Moving forward into 2024 - 25

- Lewisham Learning is exploring how to expand this offer to include more schools so that school improvement is school led. Effective school improvement is data driven, outward looking collaboration and secures improvements to the quality of education.

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- Schools will be provided with a potential menu for SDGs to choose from that supports the ambitions of the Education Strategy 2022 – 27. This offer will include evidence-based pedagogy that makes the biggest difference to the experiences of all learners in Lewisham.

### 5.3 **Violence Reduction Unit (VRU) – Talking Matters**

- Lewisham was successful in securing funding to implement Talking Matters – a three-year project working with six other local authorities to develop effective practice that supports the developing of oracy in schools.
- 5 Lewisham schools are participating in the project and will be joined by five “new” schools in the 3<sup>rd</sup> year of the programme.
- Funding has been prioritised to ensure that the support to schools can be extended into an additional year to extend the programme so that it is embedded in schools.
- 180 staff have been trained in implementing a whole school approach to oracy. All schools have identified an Oracy Lead who will drive the initiative in their school
- Coordinating teacher development days across all five schools are currently being organised so that staff have opportunities to share effective practice and find solutions to challenges.
- Interventions at Early Years and Key Stage 1 are being implemented in the summer term for identified pupils so referrals to Speech and Language are reduced
- Schools are being supported to develop mental health and well being strategies to involve parents/carers to be more involved in school and developing a sense that the school is the hub of the community

## 6. **Tackling Race Inequality in Education (TRIIE)**

6.1 Following the report tabled at the Select Committee on the 11<sup>th</sup> January 2024, Lewisham Learning in conjunction with the TRIIE Steering Board are reviewing the next steps of the programme of work

6.2 Focus areas will include:

- Engaging with the Young Mayors Team to work closely with Years 5 – 9 in both primary and secondary schools to deliver Anti racist and equalities workshops in schools
- Building on the success of Community Conversations to include more schools engaging with issues relating to their local community and finding solutions to ongoing challenges
- Increasing the engagement of the diverse staff across all Lewisham schools and encourage people from racially diverse backgrounds to become school leaders in the borough
- Developing “Relationship Safe” schools so that Lewisham schools are a place of belonging that support the development of school behaviour policies, continues the positive work on attendance and exclusions.
- Lewisham Learning Conference – 21<sup>st</sup> June 2024 – Lewisham is place of Belonging

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## **7. Financial implications**

7.1 There are no financial implications arising from this report.

## **8. Legal implications**

8.1. Section 13A of the Education Act 1996 requires local authorities to promote high standards and ensure that every child fulfils his or her educational potential. This report, which is for noting, sets out what the local authority has been doing towards meeting that statutory obligation as well as priorities for the future.

## **9. Equalities implications**

9.1 Under the Equality Act 2010, public authorities are required to have due regard to equality impacts when making decisions in the exercise of their functions (Public Sector Equality Duty, PSED). In particular, public authorities are required to have due regard to the need to:

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Equality Act 2010 identifies the following as protected characteristics for the purpose of the PSED:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race (including ethnicity)
- religion or belief
- sex
- sexual orientation

## **10. Climate change and environmental implications**

10.1. There are no climate change and environmental implications.

## **11. Health and wellbeing implications**

11.1. There are no health and wellbeing implications.

## **12. Report author(s) and contact**

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**Comments for and on behalf of the Director of Law and Corporate Governance**

Melanie Dawson, Principal Lawyer – Place

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