



## Children and Young People Select Committee

### **Report title: Standards Report- Primary and Secondary schools**

**Date:** 15<sup>th</sup> March 2023

**Key decision:** No.

**Class:** Part 1

**Ward(s) affected:** All

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

### **Outline and recommendations**

This report sets out the final and validated 2022 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

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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*.
- 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 2022 for the first time since 2019. In 2020 and 2021 Key Stage 2 (KS2) SATs did not take place due to the Covid-19 pandemic. 2022 primary school SATs results will not be published in national league tables until 2023 to reflect the disruption to children's learning. We have not provided school level data as primary level.
- 3.4. Comparisons of 2022 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. Instead, students received grades based on teacher or lecturer assessment.
- 3.5. This year validated data was published by the DfE later than in previous years, KS4 and KS5 performance data was published on 2 February 2023 with a deadline of 10 February 2023 to request any amendments. A final data update to the secondary data set will be published by the DfE in April 2023 but we do expect significant change.

### 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, SEND, and high-level ethnic groups. Post Covid-19 pandemic there is much fluctuation in outcomes between and within schools and the DfE recognises that 2022 is very much a 'transition' year in all key stages.
- 4.3. We note that looking at the high-level groups of Asian, Black, Mixed and White ethnicity is likely to mask important differences, but data is not currently available for any more detailed breakdown of ethnic groups. Lewisham learning is preparing a more detailed report, using local data in addition to DfE (public) data to understand and explore the cross-sectional picture for groups and individuals, considering:
  - Gender
  - Disadvantage/FSM

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- Ethnicity (by specific groups, including Black Caribbean and Mixed White and Black Caribbean descriptors)
- Special Education Needs and Disabilities.

## 5. Ofsted judgements (March 2023)

### 5.1. Lewisham schools

98% of maintained schools and academies in Lewisham are 'Good' or 'Outstanding'. This compares well to National (89% in December 2022). No schools are inadequate compared to 3.3% 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 (90% in December 2022).

### 5.3. Secondary Phase Ofsted Outcomes

86% of secondary provision in Lewisham maintained schools and academies is 'Good' or 'Outstanding'. This compares well to National (81% in December 2022). Two secondary schools are 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. 2022 outcomes

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

Lewisham outperformed both statistical neighbours and England averages in the EYFSP. 73% of Year 1 pupils met the phonics standard, lower than London and national averages, a drop of 6% points since 2019, compared to a 7% points drop nationally. Lewisham was above England averages in the proportion of pupils meeting the expected standard in reading (69%) and writing (59%) and 1% point below national in Maths (67%) but below London averages across all three KS1 subjects. Lewisham's performance at KS1 has been largely above London in recent years. However, in Lewisham we saw similar % point dips in all three subjects compared to 2019 as were seen nationally, but greater dips than seen in London

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

In 2022, 59% of pupils in Lewisham met the expected standard or higher in reading, writing and maths (RWM). This was in line with England averages but again, lower than London. Lewisham pupils made more progress than expected in reading but less than expected in writing and maths. With a progress score of +0.29 in reading, Lewisham was above England averages but below London and statistical neighbours. Although an improvement on 2019, progress of Lewisham pupils in writing remained low with a progress score of -0.97 significantly below London and National.

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

In 2022, KS4 attainment was once again measured by exams after two years of disruption due to the COVID-19 pandemic. [Ofqual advised](#) that 2022 would be a transition year, with grades higher than 2019 but lower than 2021. Lewisham had a positive Progress 8 score of +0.08 in 2022, indicating that pupils in Lewisham made more progress, on average, than pupils with similar levels of attainment in Key Stage 2. While this was below the statistical neighbour average of +0.13, Lewisham still ranked 6<sup>th</sup> among statistical neighbours and in the top of the second quartile nationally. At 47.8, Lewisham's average Attainment 8 score was below England and London averages but was ranked higher than in 2019 amongst both statistical neighbour and England local authorities. In other words, Lewisham was doing relatively better in 2022 than in 2019. Lewisham's 2019 bottom ranking amongst statistical neighbours improved to 9<sup>th</sup> in 2022.

For disadvantaged pupils' Attainment 8 and Progress 8, Lewisham ranked in the top quartile of all England local authorities.

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

As with Key Stage 4, 2022 was the first year of exams after two years of assessed grades due to the COVID-19 pandemic. For A level candidates, these will be the first external exams they've sat since primary school, having received assessed grades for their GCSEs. [Ofqual issued the same advice](#) for Key Stage 5, that 2022 would be treated as a transition year, with grades between 2019 and 2021. Applied General qualifications, however, were less impacted as these are more coursework based.

With an APS per entry of 32.4 for Applied General, Lewisham was above London and England averages. In contrast, the APS per entry for academic entries was 33.6 was lower than London and England but had improved by 5 points from 2019.

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

Level 2 and 3 by age 19 statistics cover everyone who turned 19 in the 2020/21 academic year and who was in a Lewisham state-funded school in Year 11. They show mixed impact from the COVID-19 pandemic depending on when individuals took their qualifications. E.g., those who sat and achieved their Level 2 qualifications as expected at age 16 in Year 11 - the 2017/18 academic year - will have been unaffected by the pandemic. However, those who then later in their academic careers, or who sat their Level 3 qualifications at age 18 in 2019/20, will have been affected.

Achieving a full Level 2 requires five GCSEs at grade 4 or above, or equivalent. 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. In 2021, 84% of all 19-year-olds in Lewisham were qualified to Level 2 by age 19, an increase of 2% points from 2020 (England improved by 1%). This was above national and in line with statistical neighbour averages.

Achieving a full Level 3 requires two A levels at grade E or above, or equivalent. Lewisham had higher proportions of students qualified to Level 3 by age 19 compared to England and was broadly in line with statistical neighbours, except for FSM eligible students. Similarly, Lewisham saw larger increases compared in the percentage of students qualified to Level 3 by age 19 than the averages seen across England. The overall percentage of students qualified

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to Level 3 by age 19 rose by 6% points from 61% in 2020 to 67% in 2021, compared to by 3% percentage point increase nationally and above the England averages.

## 6.6. **KS4 Destinations**

Both the proportion of pupils in education, employment or training after KS4 and in specific destinations were broadly in line with statistical neighbour averages. In 2021, 94.5% of Lewisham pupils were in education, employment or training after KS4. This was slightly above the statistical neighbour and England averages and just under the London average. Although slightly lower than London, Lewisham at 91.8%, higher proportions of disadvantaged pupils were in education, employment or training after KS4 in compared to England, placing Lewisham in the top quartile of all England local authorities.

At 86.9%, Lewisham had a higher proportion of students in education, employment or training after KS5 compared to England, London and statistical neighbour averages. Disadvantaged students in Lewisham, particularly were more likely to be in education, employment or training after KS5 compared to other England local authorities. At 87.9%, Lewisham had the second highest proportion of disadvantaged students with a sustained destination of all statistical neighbours and the 4th highest of any London borough.

## 7. **Priorities for improvement**

### 8. **Key issues requiring rapid improvement across all phases in 2022/23**

- a. Ensure 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

#### 8.1. **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. Writing progress at KS2 Analysis of lower performance against London average

#### 8.2. **Specific Secondary Issues**

- a. Bring about rapid improvement in the two schools judged as requiring improvement
- b. Continue to improve attainment overall for all students

#### 8.3. **Post 16**

- a. Level 2 and 3 English & Maths pathways
- b. Improving rate of achievement of higher grades at A Level

#### 8.4. **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.

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- 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 hold school leaders and providers to account.
- 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.
- e. Continue to support Lewisham Tackling Race Inequality (TRIE) work to tackle disproportionality in poor outcomes and improve outcomes for Black Caribbean boys.
- f. Build on successful peer review in primary and secondary schools to improve the accuracy and validity of school self-evaluation.
- 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.

## 9. Financial implications

9.1. There are no significant financial implications of this report

## 10. Legal implications

- 10.1. As set out in Section 13A of the Education Act 1996, local authorities have a legal duty to promote high standards and ensure that every child fulfils his or her educational potential.
- 10.2. The Council as an education authority has school place planning duties (s13-14 Education Act 1996), to promote high standards of education and fair access to education. It also has a general duty to secure sufficient schools in their area, and to consider the need to secure provision for children with SEN. This includes a duty to respond to parents' representations about school provision. These are referred to as the school place planning duties.
- 10.3. Section 9 of the Education Act 1996 places a general duty on local authorities and funding authorities to have regard to the general principle that children are educated in accordance with their parents' wishes, so far as that is compatible with the provision of efficient education and training and the avoidance of unreasonable public expenditure.
- 10.4. The Council has duties in relation to school admissions both as local authority and as the admission authority for all community and voluntary controlled schools. These duties are include the provision of advice and assistance to parents when deciding on a school place and allow parents to express a preference (s86(1A) School Standards and Framework Act 1998).
- 10.5. Section 19 of the Children and Families Act 2014 ("CAFA") sets out the general principles that local authorities must have regard to when supporting disabled children and young people and those with SEN. Under section 22 of CAFA local authorities are to use [their] functions with a view to securing that they identify children and young people in their areas who have or may have SEN, and all those who have a disability.
- 10.6. Under section 436A Education Act 2006 (introduced by section 4 Education and Skills Act 2008), Local Authorities have a duty to identify children not receiving an education. Local Authorities must make arrangements to identify children of compulsory school age in their area who are not registered pupils at a school and are not receiving suitable education otherwise than at school.

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- 10.7. The local authority has a duty to produce an action plan if a school goes into special measures following an OFSTED inspection; to comply with statutory requirements if the authority decides to use its powers to intervene (s64-66 of the Education and Inspections Act 2006) and to comply with any direction of the Secretary of state to give a school a warning notice (s60A and 69B of the Education & Inspections Act 2006).
- 10.8. The local authority is the employer together with the governing body of all staff in community, voluntary-controlled and special schools. In foundation, voluntary-aided and foundation special schools, the governing body is the employer. Under the school staffing regulations, the governing body and head teacher in all schools are responsible for the day-to-day management of staff with several LA duties largely devolved to schools. The LA retains the following duties:
- To act as the Appropriate Body in the statutory induction process for maintained schools, jointly responsible with the head teacher for the supervision and training of Newly Qualified Teachers and deciding whether they have passed their induction (s19 Teaching and Higher Education Act 1998)
  - To establish a performance management policy for teachers (s21 Education Act 2002)
  - Duties as employer for pension purposes of all teachers in maintained schools relating to service and contribution remittance (Teachers' Pension Regulations)

## 11. Equalities implications

- 11.1. 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.
- 11.2. 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
- 11.3. 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.

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- 11.4. Lewisham Education strategy 2022-2027 reflects the Council’s commitment to reducing achievement gaps and negative disproportionality in educational outcomes for specific 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
- 11.5. We recognise that digital exclusion can be one of the barriers to equality of opportunity and access to education, employment and/or training for young people. *Appendix 2: Schools and education promoting digital inclusion for Lewisham’s children and families.* outlines some of the work we are doing to promote digital inclusion, following on from the recommendations of the Councils Digital Inclusion in Education Task and Finish Group in March 2022.

## 12. Climate change and environmental implications

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

## 13. Crime and disorder implications

- 13.1. There are no crime and disorder implications of this report.

## 14. Health and wellbeing implications

- 14.1. There are health and wellbeing implications of this report

## 15. 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)

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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

## 16. Report authors and contact

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## 17. Appendices

Appendix 1: CYP Select Committee Schools Data Set

Appendix 2: Schools and education promoting digital inclusion for Lewisham's children and families.

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