



## Children and Young People Select Committee

### **Report title: Unvalidated Outcomes 2024 Standards Report** **Primary and Secondary schools**

**Date:** 21<sup>st</sup> November 2024

**Key decision:** No.

**Class:** Part 1

**Ward(s) affected:** All

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

### **Outline and recommendations**

This report sets out the unvalidated 2024 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 five 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.

### 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.
- 3.2. The data in this report is provisional and will not be validated until later in the academic year. A full report will be available to the committee in January 2025.
- 3.3. It should be noted that primary school Standard Assessment Tests (SATs) took place in 2023 for the third time since 2019.
- 3.4. Comparisons of 2024 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.
- 3.5. **Please note:** the 2024 KS4 and Post 16 – 18 Checking Exercise has been delayed due to technical issues. Schools were required to check pupil outcomes by the 25<sup>th</sup> October and this has been extended until the 7<sup>th</sup> November 2024.
- 3.6. **Please note** in 2023 the Standards and Testing Agency (STA) removed the statutory requirement to undertake teacher assessment at the end of KS1. All KS1 assessments are optional for all schools. Lewisham schools are strongly encouraged to continue to undertake these assessments to support pupils' readiness for the KS2 national curriculum. Lewisham Learning School Improvement Partner reports from schools are all indicating that schools are continuing with the non-statutory assessment and using this information to improve provision.

### 4. Standards Report Primary and Secondary Schools

- 4.1. Early Years Foundation Stage outcomes remain positive and remain above national and regional comparators.
- 4.2. Phonics at Year 1 continues to improve and the gap to national is reducing.
- 4.3. At Key Stage 2, all Key Performance Indicators (KPIs) are above National figures with the majority also an improvement on 2023 results.
- 4.4. At Key Stage 4, provisional results indicate a greater proportion of pupils achieved at least a 'standard pass' or a 'strong pass' – Grades 4 and 5 – in English and maths compared to both 2023 and 2019, before the Covid pandemic. Meanwhile, the provisional Attainment 8 score has also increased.
- 4.5. At Key Stage 5, provisional A-Level results have seen an increase in the proportion of grades awarded (A\* - A, A\* - B, A\* - C) compared to both 2023 and 2019

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## 5. 2024 Provisional Unvalidated Key Stage Outcomes

- 5.1. Appendix 1 attached to this report summarises the provisional unvalidated outcomes for all statutory Key Stages in Lewisham schools
- 5.2. Comparisons where available have been made to National and London.
- 5.3. Further detailed analysis will be provided to the committee once the validated 2024 outcomes are published.

## 6. Priorities for improvement

- The team of Lewisham Professional Partners who have been working closely with the borough's community schools across the 2023/24 academic year will continue to embed their support for school leaders through the support offered by Lewisham Learning. Targeted support for schools will remain the focus of the education team to ensure that the quality of education demonstrates impact through improved outcomes to meet the milestones of the Education Plan.

The Lewisham Professional Partners will provide the strategic and operational insight for all schools on areas for improvement and the nature of the support required to ensure improvement across the following Key Performance Indicators (KPIs):

### 6.1. Phonics (Year 1):

- a. Narrow the gap of the Expected Standard to 1.0% to Regional by 2025

### 6.2. Key Stage 2:

- a. Reading - Narrow the gap to the Expected and High Standard to 3.0% or less to Regional by 2025
- b. Writing - Narrow the gap to the Expected and High Standard to 3.0% or less to Regional by 2025
- c. Maths - Narrow the gap to the Expected and High Standard to 3.0% or less to Regional by 2025

### 6.3. Key Stage 4 and 5:

- a. Reduce the variability across the secondary school provision by sharing effective practice through the Secondary Head Teacher Meeting and to develop a Senior Leaders Networks (SLN) for both pastoral and curriculum senior leaders in schools
- b. GCSE focus: increase outcomes at grade 5 and above for English and Maths
- c. A Level focus: Reverse the trend in the decline of A\* - A outcomes in 2024 and further increase the improvements in A\* - B outcomes

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## 7. Financial implications

7.1. There are no financial implications of this report

## 8. Legal implications

8.1. 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.

## 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.

9.2. 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

9.3. 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

9.4. 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

9.5. 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.

## 10. Climate change and environmental implications

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

## 11. Crime and disorder implications

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

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## 12. Health and wellbeing implications

12.1. There are health and wellbeing implications of this report

## 13. 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 four 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 three 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 would 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 eight 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

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## **14. Report authors and contact**

Angela Scattergood, Director of Education, [angela.scattergood@lewisham.gov.uk](mailto:angela.scattergood@lewisham.gov.uk)

Anthony Doudle, Head of Lewisham Learning, [anthony.doudle@lewisham.gov.uk](mailto:anthony.doudle@lewisham.gov.uk)

## **15. Appendices**

Appendix 1: Power point Summary of Provisional Unvalidated Outcomes 2024

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