

Children and Young People Select Committee

Report Title	Secondary Schools GCSE Results including update on Secondary Challenge	
Key Decision		Item No. 7
Ward	All	
Contributors	Head of Standards and Inclusion Service Manager for School Improvement and Intervention	
Class	Part 1 - open	Date: 11 th December 2017

1 Summary

1. This report follows on from the presentation and report to the Children and Young People Select Committee in October 2017. That report gave borough wide results at Key Stages 1,2,4 and 5 based on the then provisional results. The provisional GCSE results have now been published on a school by school basis so this report provides that headline data. These results are still subject to appeals and re-marks and it is not yet possible to analyse them by contextual factors such as eligibility for free school meals and ethnicity.

2 Recommendations

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

3 Policy Context

- 3.1 Across the London Borough of Lewisham there is a widespread working commitment to the vision, set out in Lewisham Council's Sustainable Community Strategy 2008-2020, to "*make Lewisham the best place in London to live, work and learn*". Education's distinct contribution to the achievement of this vision is to improve the lives and life chances of children and young people in Lewisham.
- 3.2 The Children and Young People's Plan 2015-18 includes improving attainment at Key Stage 4 as a top priority.
- 3.3 In 2016, Lewisham Council published the report of its Education Commission which identified a series of actions which needed to be put in place to improve educational standards in the borough.

4 Background

- 4.1 Changes to GCSE examinations

4.1.1 The examinations taken in English and Mathematics were the first to be taken that had no coursework and were assessed on a 9-1 scale. Grade 5 being judged as a strong pass and Grade 4 a standard pass.

4.1.2 Ofsted as well as Ofqual have made it clear that comparisons with the 2016 English and Mathematics results are not feasible due to the significant changes in the way these subjects have been assessed in 2017.

4.1.3 As usual at this time of the year the results are pending appeals and remarks so they may change before publication of the validated results in January.

4.1.4 The information in the table below is from the DfE Performance tables published on 12th October 2017. This is still the **unvalidated** data.

4.2 Year on Year summary

Measure	Improvement/Decline
5+ passes including 4+ in both English and mathematics	+5%
Basics 4+ in both English and mathematics	+2%
English 4+	+3%
Mathematics 4+	+1%
English 5+ (new performance measure)	59.3%
Mathematics 5+ (new performance measure)	42.7%
Science (2 A*-C from 3 subjects or double award)	-1%
Languages A*-C	+2%
Humanities A*-C	-1%

4.2.1 It is pleasing to see some improvements in the majority of the measures above. However, these improvements are not sufficient for the borough's students especially in mathematics, given that we aspire to reach London averages. The decline in science and humanities is disappointing especially as this was the last year of the old examination specification. As borough averages, these figures mask the large variation between individual schools, some of which improved significantly.

4.3 School by school performance data

4.3.1 A factsheet which explains Progress 8 (P8), Attainment 8 (A8) and EBacc is attached as Appendix 1.

School	Year 11 cohort	P8	A 8	4+ English and maths %	5+ English and maths %	4+ EBACC %	5+ EBACC %
Addey and Stanhope School	119	-0.63	39.9	53	32	12	10
School	Year 11 cohort	P8	A8	4+ English and maths %	5+ English and maths %	4+ EBACC %	5+ EBACC %

School	Year 11 cohort	P8	A 8	4+ English and maths %	5+ English and maths %	4+ EBACC %	5+ EBACC %
Bonus Pastor Catholic College	141	0.4	51.8	73	51	21	20
Conisborough College	168	-0.37	39.9	46	32	7	6
Deptford Green School	191	-0.34	39.7	50	29	16	13
Forest Hill School	227	-0.74	42.0	55	33	19	15
Haberdashers' Aske's Hatcham College	203	0.16	52.5	72	50	34	29
Haberdasher's Askes' Knights Academy	172	-0.5	42.1	58	24	16	12
Prendergast School	115	0.43	56.5	75	56	40	35
Prendergast Ladywell School	159	-0.76	39.5	47	26	23	17
Prendergast Vale School	110	-0.13	47.0	60	47	38	35
St Matthew Academy	142	0.23	48.6	69	50	23	23
Sedgehill School	161	-1.03	35.4	41	24	8	6
Sydenham School	191	0.3	51.5	70	48	42	36
Trinity Church of England School	107	-0.42	46.1	69	43	19	19

School	5 passes at GCSE including 4+ in both English and mathematics %	Comparison with 2016 %
Addey and Stanhope	53	-5
Bonus Pastor Catholic College	70	+5
Conisborough College	47	+4
Deptford Green School	50	-12
Forest Hill School	53	+14
Haberdashers' Aske's Hatcham College	72	+7
Haberdashers' Aske's Knights Academy	49	+7
Prendergast School	74	+8

Prendergast Ladywell School	47	+13
Prendergast Vale School	57	+5
St Matthew Academy	70	+15
Sedgehill School	39	+4
Sydenham School	67	+3
Trinity Church of England School	62	+9

4.3.2 It should be noted that although the old measure of 5 GCSE passes at 4+ including English and mathematics has been included this is not one that is used nationally any more. It has been included for comparison in a year of change. This measure shows an improving picture across the majority of Lewisham secondary schools.

4.3.3 In all schools, leaders have undertaken a detailed analysis of the outcomes to ascertain the reasons for areas of underperformance. From this analysis action plans as well as pupils progress meetings focus on the strategies needed to address the areas of concern.

4.4 Lewisham in the national and London context

	9-4% pass	9-5% pass	P8 average	A8 average score per pupil
Lewisham	57.9	37.4	-0.27	44
Inner London	65.3	45.5	0.21	47.8
London	67.3	47.7	0.22	48.6
England (state funded schools)	63.3	42.2	-0.03	46

4.4.1 Lewisham is likely to be at bottom of the London tables again in all measures except the average Attainment 8 score when the final results are published. The work of Lewisham Secondary challenge is visible in the individual school results but the work to turn around the full borough picture is a longer term endeavour.

4.5 Lewisham Secondary Challenge

4.5.1 2016/17 was the first year of the Lewisham Secondary Challenge's work to raise standards across the secondary schools. In the first year of the Challenge the focus was on 3 improvement areas:

- GCSE outcomes in mathematics
- GCSE outcomes in science
- The quality of middle leadership

4.5.2 These results, while they show some improvement are only the first stage in a process that will take more than one year to embed. All our secondary school leaders are committed to improvement and continue to prioritise improvement in the quality of teaching, leading to better provision in all our schools.

4.5.3 A report was commissioned by the Secondary Challenge Operational Group (made up of headteachers plus the LA) to assess its impact after the first year and make recommendations for its future direction. Headteachers were asked to respond to a survey which looked at the activities and support provided by the Challenge.

4.5.4 Positive impact was identified as:

- There were slight increases in the proportion of students gaining passes at the new standard 4+ grade in both English and mathematics, which contributed to an improved Basics figure at 4+.
- A larger increase came in the number of students gaining five or more passes at GCSE, including 4+ levels in English and mathematics.
- In the non-reformed subjects, although science and humanities saw a slight decrease, languages gained a slight increase in A*-C grades.
- There is clear evidence of an upward trend in terms of Ofsted inspection outcomes. Two schools in the partnership have received Ofsted inspections in the last academic year and moved from Requires Improvement into Good. Only one school remains in the Inadequate category. This is directly attributable to the vast array of support and actions taken over the past year, detailed in The Lewisham Menu and Outcomes Update document. Hence, the improvement in these two schools can be related to the impact of the valuable work carried out throughout the Lewisham Secondary Challenge partnership. This academic year, one of the Good schools has risen to Outstanding, while another has retained Outstanding.

4.5.5 Areas for further development have been identified as:

- Provide further support and development for middle leaders in order to increase their level of accountability and ownership, as well as building leadership capacity.
- Provide additional support and training for senior leaders to develop their evaluative skills and deepen their understanding of the big picture.
- Organise more frequent collaborative Heads of Department meetings in all subject areas in order to share effective practice and engage in peer mentoring.
- Further improve outcomes for all students but particularly those who are disadvantaged and/or have special educational needs.

- Increase the proportion of students achieving higher grades – 7, 8, 9 in the new reformed specifications.
- Continue improvement in Basics grades – English and mathematics.

4.5.6 The Lewisham Secondary Challenge programme is being greatly extended this year, following a successful bid (involving ATLAS, the Haberdashers' Teaching School Alliance) for the DfE's Strategic School Improvement Fund. Lewisham gained £750k which is the largest successful bid in the country. All schools will access support under this programme, but there will be targeting at those with greatest need. These needs have been identified through a rigorous process of peer review carried out in each school, involving external partnership such as Hackney Learning Trust.

5 Financial Implications

5.1 There are no financial implications arising from the recommendations in this report.

6 Legal Implications

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

7 Equalities Implications

7.1 The performance of pupils at all assessment points in their schooling is analysed by schools both by the whole cohort as well as by different groupings such as:

- Gender
- Disadvantaged
- Special Needs and Disabilities
- English as an Additional Language

7.2 These group's progress and attainment will be analysed in the report that will be written when the validated results are available after January 2018.

8 Environmental Implications

8.1 There are no environmental implications arising from this report.

9 Crime and Disorder Implications

9.1 There are no crime and disorder implications arising from this report

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Appendix 1

The key measures against which a secondary school is judged are **Progress 8 and Attainment 8**.

Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.

These performance measures are designed to encourage schools to offer a broad and balanced curriculum at Key Stage 4, and reward schools for the teaching of all their pupils, measuring performance across 8 qualifications. Every increase in every grade a pupil achieves will attract additional points in the performance tables.

Progress 8 will be calculated for individual pupils solely in order to calculate a school's Progress 8 score, and there will be no need for schools to share individual Progress 8 scores with their pupils. Schools should continue to focus on which qualifications are most suitable for individual pupils, as the grades pupils achieve will help them reach their goals for the next stage of their education or training.

Attainment 8 will measure the average grade of a pupil across 8 subjects including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

A Progress 8 score will be calculated for each pupil by comparing their average grade (their Attainment 8 score) with the average grade of all pupils nationally who had a similar starting point, or 'prior attainment', calculated using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.

A school's Progress 8 score will be calculated as the average of its pupils' Progress 8 scores. It will give an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.

The EBACC (English Baccalaureate) is a group of 5 subjects: English, mathematics, science, humanities and a modern foreign language. To achieve the EBACC pupils must gain at least a C/4 grade in all 5 subjects.