

## Children and Young People Select Committee

<b>Report Title</b>	Standards Report Primary and Secondary Schools including update on Secondary Challenge	
<b>Ward</b>	All	Item No. 8
<b>Contributors</b>	Assistant Director Education Service Manager for School Improvement and Intervention	
<b>Class</b>	Open	Date: 24 January 2019

### 1. Summary

1.1 This report sets out provisional results for Lewisham schools in 2018.

### 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 vision is underpinned by three shared values:

- a) we will put children and young people first every time
- b) we will have the highest aspirations and ambitions for all our children and young people
- c) we will make a positive difference to the lives of children and young people

3.3 In December 2015, the Mayor approved the establishment of an education commission to support the development of a future vision for education in Lewisham.

3.4 The Lewisham Education Commission considered how the Council should best fulfil its role in ensuring high quality education for all children and young people in Lewisham, including the most vulnerable, and made recommendations on the future structures and systems based on national research and good practice.

- 3.5 The Commission made a number of recommendations, including that there should be an agreement between the local authority, headteachers and school governors to set up a partnership to establish a school-led system of school improvement. This partnership would enable schools to work together across the borough, to draw on each other's strengths and thus complement existing improvement partnerships between smaller groups of schools. In September 2016, a Partnership Steering Group, with an independent chair, was established to produce and consult on a detailed set of proposals. Schools took forward the work of the Partnership, the Schools Forum agreed funding to support it from the Dedicated Schools Grant and in February 2018 the Mayor agreed that the Council would formally join Lewisham Learning.
- 3.6 The focus of Lewisham Learning in 2017-18 was its establishment as a school improvement entity and setting up arrangements for supporting primary and special schools to sit alongside Lewisham Secondary Challenge.
- 3.7 In 2018 primary attainment data showed an improvement in the following areas: Phonics, Key Stage 1 and Key Stage 2 Reading, Writing and Mathematics combined scores at the expected level. Early Years Foundation Stage Good Level of Development was marginally down on 2017, but Lewisham continues to be ranked in the top three in England.
- 3.8 The 2018 GCSE results follow the second year of the Lewisham Secondary Challenge and the first year of the ATLAS Strategic School Improvement Fund (SSIF) project. The focus of this project is to:
- a) reduce the number of underperforming schools, especially in relation to English, Maths and Science at KS4 and KS5;
  - b) increase the number of Good and Outstanding schools;
  - c) improve educational outcomes for disadvantaged children.
  - d) The programme works by deploying a challenge adviser to each of the 14 borough schools who challenges and supports the headteacher and senior leaders on the school self-evaluation and resulting action plan and also works with governors. The adviser then brokers support which may include bespoke subject support to the core subjects, programme support through the range of development programmes on offer from teaching schools such as ATLAS, support from a National Leader of Governance (NLG) or the local authority Governor services. The school self-evaluation is supported and triangulated through an annual peer review, led by a challenge adviser with the team drawn from other schools both in the challenge and in linked teach school alliances.
  - e) Improvement themes emerging from the Challenge Advisers and the peer reviews are covered through network meetings that the Challenge is running for heads of core subjects, deputy heads and headteachers. Where necessary governance reviews and new programmes of support will be commissioned and delivered by the teaching schools and delivery partners.
- 3.9 These results show further improvement following a small one in 2017. However, there is still more to do to achieve the results we would wish to see as a borough. All our secondary school leaders are committed to

improvement and will continue to prioritise change, leading to better provision in all our schools.

## 4. Background

### 4.1 Primary school outcomes

4.1.1 The table below provides a summary of the primary results for 2018 as well as a comparison with 2017.

Measure	GLD	Comp 2017	Phonics	Comp 2017	KS1 RWM	Comp 2017	KS2 RWM	Comp 2017
Outcome	78%	-1%	84%	+4%	69%	+5%	68%	+6%

### 4.1.2 Changes to GCSE examinations

The 2018 examinations taken in English and Mathematics were the second set 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. In addition almost all other subjects, including science, geography, history and modern languages were assessed for the first time in 2018 without coursework and using the 1-9 grading.

Ofsted as well as Ofqual have made it clear that comparisons with the 2017 for subject other than English and mathematics are not feasible due to the significant changes in the way they were assessed.

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.

The information in the table below is from the DfE Performance tables published on 16<sup>th</sup> October 2017. This is still the **unvalidated** data.

### 4.2 Summary for 2018

Measure	2018	Comparison with 2017
Basic 4+ in both English & mathematics	60.8%	+2.8%
Basic 5+ in both English and mathematics	40.4%	+2.4%
English 4+	74.6%	+1.6%
Mathematics 4+	66.4%	+3.4%
English 5+	59.9%	+0.9%
Mathematics 5+	46.0%	+4%
Science (2 A*-C from 3 subjects or double award)	Ebacc (9-4) 61.3% (9-5) 43.7%	+2% N/A
Languages A*-C	Ebacc (9-4) 68% (9-5) 52.1%	= N/A
Humanities A*-C	Ebacc (9-4) 61% (9-5) 48.3%	-1% N/A

4.2.1 There are positive improvements in the majority of the measures above. The improvement in Mathematics is especially positive as in 2017 there had been a 1% improvement. It is disappointing that languages remained static and humanities dropped by 1%. Schools and the local authority will be doing a more detailed analysis to identify how this can be addressed in 2019.

#### 4.3 Targets set for Lewisham Secondary Challenge against Outcomes for Lewisham

Measure	2016-17 targets (where set)	2016-17 outcomes	2017-2018 outcomes
Progress 8	0.1	-0.27	-0.22
Attainment 8	50.0	44.2	44.7
5+ English and mathematics	62.0	37.4	40.4%
Basics 4+	62.0	57.9	60.8%
EBACC 4+	26	21.7	25.2%
EBACC 5+		19.1	16.1%
English 4+	75	73.9	74.6%
English 5+		59.3	59.9%
Mathematics 4+	70	63.0	66.4%
Mathematics 5+		42.7	46%
Science 4+		58.8	61.3%

4.3.1 Lewisham Secondary Challenge set themselves challenging targets especially in the light of the new GCSE specifications for English and Mathematics in 2017. Given performance in 2017, the targets were rolled over to 2018. English results were close to the 2016-2017 target as was EBACC at 4+. However, there is still work to do to achieve these ambitious targets especially for Progress 8, Attainment 8 and 5+ in both English and Mathematics.

#### 4.4 School by school performance data

School	Year 11 cohort	P8	A 8	4+ English and maths %	5+ English and maths %	4+ EBAC C %	5+ EBAC C %
Addey and Stanhope School	104	-0.14	46.9	63	43	13.5	11.5
Bonus Pastor Catholic College	151	-0.15	47.3	67	43	25.2	15.9
Conisborough College	164	-0.71	35.0	37	17	3.0	0.6
Deptford Green School	152	-0.23	42.6	55	38	19.1	15.8
Forest Hill School	198	-0.34	45.7	62	40	23.7	15.7
Haberdashers' Aske's Hatcham College	204	-0.12	49.6	65	52	26	17.6
Haberdasher's Askes' Knights Academy	168	-0.24	46.0	65	39	26.2	14.9
Prendergast School	111	0.28	55.1	77	54	49.5	36

School	Year 11 cohort	P8	A 8	4+ English and maths %	5+ English and maths %	4+ EBAC C %	5+ EBAC C %
Prendergast Ladywell School	126	-0.39	41.4	55	34	23.8	17.5
Prendergast Vale School	109	-0.04	48.2	76	46	43.1	25.7
St Matthew Academy	130	0.32	47.9	71	52	23.1	9.2
Sedgehill School	150	-0.85	36.7	45	23	16	8
Sydenham School	186	0.22	51.4	70	56	43.5	30.6
Trinity Church of England School	109	-0.13	46.4	71	41	28.9	11.9

School	5 passes at GCSE including 4+ in both English and mathematics % (strong pass)	Comparison with 2017 %
Addey and Stanhope	63	+10
Bonus Pastor Catholic College	67	-6
Conisborough College	37	-9
Deptford Green School	55	+5
Forest Hill School	62	+7
Haberdashers' Aske's Hatcham College	65	-7
Haberdashers' Aske's Knights Academy	65	+7
Prendergast School	77	+2
Prendergast Ladywell School	55	+8
Prendergast Vale School	76	+16
St Matthew Academy	71	+2
Sedgehill School	45	+4
Sydenham School	70	=
Trinity Church of England School	71	+2

School	5 passes at GCSE including 5+ in both English and mathematics % (strong pass)	Comparison with 2017 %
Addey and Stanhope	43	+11
Bonus Pastor Catholic College	43	-8
Conisborough College	17	-15
Deptford Green School	38	+9
Forest Hill School	40	+7
Haberdashers' Aske's Hatcham College	52	+2
Haberdashers' Aske's Knights Academy	39	+15
Prendergast School	54	-2
Prendergast Ladywell School	34	+8
Prendergast Vale School	46	-1
St Matthew Academy	52	-2
Sedgehill School	23	-1
Sydenham School	56	8%
Trinity Church of England School	41	+2%

4.4.1 It is possible this year to compare outcomes at both 4+ and 5+ in English and mathematics as this was the second year of the new GCSE examinations. The measures in the table show the percentage of pupils

getting at least a Grade 4 in both English and mathematics as well as for those getting at least a Grade 5. It is the latter that is used in all performance tables, but the 4+ information has been provided as this was the one measure that was directly comparable in the 2017 results with previous years. In future reports the Grade 5 and better will be the only comparison provided as this is the national measure.

4.4.2 The overall improvement in the percentage of pupils gaining Grade 4 or better in both English and mathematics is positive. However, there were drops in some of our schools, which school leaders will be addressing with their subject leaders. While there has mostly been improvement in the separate subjects the matching of pupils to get both subjects, accounts for some of the drop in results.

4.4.3 The picture at 5+ is a little more mixed. While in some schools there was a very pleasing improvement the figures do suggest that the high prior attaining pupils are not being challenged as effectively as needed.

#### 4.5 Lewisham in the National and London context

	<b>English and mathematics 9-4% pass</b>	<b>English and mathematics 9-5% pass</b>	<b>P8 average</b>	<b>A8 average score per pupil</b>
Lewisham	61	40.4	-0.22	44.7
Inner London	65.8	45.1	0.18	49.2
London	67.7	48.5	0.23	48.1
England (state funded schools)	64	43	-0.02	46.4

4.5.1 Lewisham improved its rankings in the London tables. In 2018 we came off the bottom in all measures except for Progress 8. We were placed above 2 other boroughs for English and mathematics at both Grade 4 and above and Grade 5 and above as well as Attainment 8. Clearly there is more to do to improve the progress our young people make between Key stage 2 and Key Stage 4. However, it should be noted that the cohort who took these examinations had sat the 'old style Key Stage 2 SATS'.

#### 4.6 Post 16 outcomes

4.6.1 The tables below show the outcomes for A Levels and BTECs within Lewisham.

<b>Measure (A Levels)</b>	<b>Outcome</b>	<b>Comparison with 2017</b>	<b>England average</b>
Average grade per entry	C	C	C+
A* - B	36.3%	35.5%	52.7%
A* - C	64.1%	65.1%	76.8%
A* - E	96.7%	96.8%	97.6%

BTEC	All Distinction*(D)	All D and above	All Merit and above	All Pass and above
	5.3%	38.9%	84.6%	98.9%

These figures do not include Lewisham College. However, it should be noted that Lewisham College does not enter any student for A Level courses.

A more detailed report for these will be available for the final report in March 2019.

#### 4.7 Lewisham Secondary Challenge

4.7.1 This was the second year of the Lewisham Secondary Challenge's work to raise standards across the secondary schools. 2017-2018 saw the successful bid for Strategic School Improvement Funding by the ATLAS teaching school on behalf of all the secondary schools and the LA. This enabled additional support for all secondary schools through the deployment of Challenge Advisers to support school leadership as well as subject consultants. The amount of support was tailored to the needs of each school through consultation with the school and the Challenge Board. The results are encouraging, indicating that this has continued to raise standards overall in the borough.

4.7.2 However, there are still areas for further development which have been identified as:

- a) Provide further support and development for middle leaders in order to increase their level of accountability and ownership, as well as building leadership capacity.
- b) Provide additional support and training for senior leaders to develop their evaluative skills and deepen their understanding of the big picture.
- c) Organise more frequent collaborative Heads of Department meetings in all subject areas in order to share effective practice and engage in peer mentoring.
- d) Further improve outcomes for all students but particularly those who are disadvantaged and/or have special educational needs.
- e) Increase the proportion of students achieving higher grades – 7, 8, 9 in the new reformed specifications.
- f) Continue improvement in Basics grades – English and mathematics.

4.7.3 The SSIF funding runs out at the end of the current financial year but Secondary Challenge is continuing into the next financial year and work is being undertaken on a longer term sustainability strategy.

## 5. **Financial Implications**

5.1 There are no financial implications arising from the agreement of the recommendations to 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

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

## **Report Author**

Jackie Jones, Service Manager for School Improvement and Intervention.