



Annual Quality and Standards Report 2018-19

School Standards and Improvement Service

January 2020

Wandsworth Borough Council

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1 INTRODUCTION AND CONTEXT

1.1 INTRODUCTION

- 1.1.1 The Annual Quality and Standards Report (AQSR) is a report which highlights the educational outcomes for pupils in Wandsworth schools in the 2018-19 academic year. The report is underpinned by results in attainment and progress and identifies the ongoing improvement in the quality of education offered in state-funded schools in Wandsworth. It also identifies areas of weakness that require further action.
- 1.1.2 The AQSR reports on the nationally benchmarked outcomes of schools in Wandsworth where pupils have taken national tests or assessments (this includes teacher assessments where these results are published nationally): the early years foundation stage profile, the phonics screening check, key stage 1 assessments, key stage 2 assessments, GCSEs and A levels. All pupils in Wandsworth that took these tests or assessments, including those from mainstream schools and special schools, are included in the published performance tables, and will therefore be accounted for in the results reported here. The AQSR does not report on outcomes from schools' internal tracking processes; as such, separate analysis for specialist or alternative provision, such as PRUs, special schools or resource bases, is not included.

1.2 EXECUTIVE SUMMARY

- 1.2.1 Outcomes for Wandsworth schools in 2019 continued to be above London and national averages across most of the key stages. Headline results went down slightly in phonics, key stage 1, key stage 2 and key stage 4. However, these dips are mirrored in London, and, as with previous years, Wandsworth continues to be ranked within the top quintile of local authorities nationally for most of the indicators in these areas. The exception to this is key stage 5 where Wandsworth's performance dropped, while it improved nationally and in London. Historically this has been a weaker key stage in Wandsworth, and it remains an area for improvement.
- 1.2.2 Despite the high results in the headline performance indicators across most key stages, some groups did not achieve as well as their peers, and for some groups, the gap in achievement widened. In particular:
- Girls continued to outperform boys across the key stages. The gap in attainment between boys and girls widened at a greater rate than nationally at key stage 2. Reading was the weakest subject for boys at key stage 2 in 2019.
 - The gap in attainment between disadvantaged and non-disadvantaged pupils widened in the EYFSP, phonics, key stage 1, key stage 2, and key stage 4. At key stage 2, more than half of the cohort of disadvantaged boys did not reach the expected standard in reading, writing and mathematics. There is a notable gap between disadvantaged and non-disadvantaged White British pupils at key stages 2 and 4.
 - The Black Caribbean group continued to be one of the lowest performing across the key stages. At key stage 1, which is one of the strongest areas for achievement in Wandsworth, only 50% of Black Caribbean pupils achieved the expected standard in reading, writing and mathematics.
- 1.2.3 However, improvement was evident in other areas:

- At key stage 1, boys achieved particularly well in Wandsworth when compared with the achievement of boys nationally. Wandsworth ranks joint 2nd nationally for boys reaching the expected standard in reading, joint 1st nationally for boys in writing and joint 4th for boys in mathematics.
- The achievement of the Black Caribbean group improved in the EYFSP and at key stage 4.
- There were improvements for children with SEN support in the EYFSP and in year 1 phonics.

1.3 HEADLINE INDICATORS, RANKINGS AND QUINTILES

Assessment	Pupil age	Indicator	Result	Result change from 2018	Above London?	Above national?	Quintile	National rank	Rank change from 2018
EYFSP	5	% good level of development	76%	No change	✓	✓	1	15	▼ 2 places
Year 1 phonics	6	% reaching the required standard	85%	▼ 3 %pts	✓	✓	1	11	▼ 10 places
Key stage 1 assessments	7	% reaching expected standard in reading	80%	▼ 2 %pts	✓	✓	1	2	No change
		% reaching expected standard in writing	75%	▼ 3 %pts	✓	✓	1	5	▼ 4 places
		% reaching expected standard in mathematics	81%	▼ 2 %pts	✓	✓	1	3	▼ 1 place
Key stage 2 assessments	11	% reaching expected standard in reading, writing and mathematics	70%	▼ 1 %pts	✗	✓	1	22	▼ 3 places
		Average progress score in reading	+1.0	No change	✓	✓	1	19	▲ 3 places
		Average progress score in writing	+1.0	▲ 0.1 points	✓	✓	1	20	▲ 5 places
		Average progress score in mathematics	+1.0	▼ 0.3 points	✗	✓	2	28	▼ 4 places
GCSEs	16	Average Progress 8 score	+0.26	▼ 0.04 pts	✓	✓	1	17	▲ 1 place
		Average Attainment 8 score	49.2	▼ 1.6 pts	✓	✓	2	30	▼ 11 places
A levels	18	Average point score for academic entries	31.56	▼ 1.2 pts	✗	✗	3	89	▼ 51 places
		Average point score for A level entries	31.34	▼ 1.1 pts	✗	✗	4	94	▼ 62 places

1.4 PRIORITIES FOR 2019-20

1.4.1 The table below lists the priority areas that were reported for each of the key stages in 2018 alongside an update from outcomes in 2019. Priority areas link to pupil groups that underperformed when compared with their peers, or performance indicators in Wandsworth that were below national and/or London averages. Green text indicates an improvement in performance while red means a decline. Commentary is provided where performance in Wandsworth has declined.

Area	Priorities emerging from data in 2018	Results in 2019			Commentary
		National	Wandsworth (compared with national)	Wandsworth change since 2018	
EYFSP	Decrease the gap between the lowest scoring 20% of children and the overall median (percentage inequality gap).	32.4%	28.4% (-4.0 %pts)	Gap decreased by 1.7 %pts	
	Increase the proportion of underperforming ethnic groups that achieve a good level of development:				
	Black Caribbean	68.3%	68.7% (+0.4 %pts)	Attainment increased by 8.7 %pts	
	Pakistani	66.5%	68.0% (+1.5 %pts)	Attainment increased by 0.9 %pts	
Source: NCER NOVA	Somali	66.7%	65.1% (-1.6 %pts)	Attainment decreased by 4.7 %pts	Five more pupils (out of a cohort of 107) would have needed to get GLD for the LA average to have been the same as it was last year and 12 more for it to be the same as the overall Wandsworth average. Two of the three schools with the largest Somali cohorts did very well with getting their pupils to reach a good level of development and one attained around the average for the group. The GLD attainment average for the schools who had five or more Somali pupils was 75% whereas for the schools who had less than five it was 51%. There were 13 schools with less than four Somali pupils who only had half or none of those pupils to attain GLD and it seems it is perhaps in these schools with small cohorts where the largest gains can be made in improving the overall LA performance.
Phonics	Decrease the gap between pupils eligible for free school meals and their peers.	14 %pts	11 %pts (-3 %pts)	Gap decreased by 2.5 %pts	
	Increase the proportion of Black Caribbean pupils reaching the expected standard.	80%	72% (-8.0 %pts)	Attainment decreased by 2 %pts	Eight more pupils (out of a cohort of 105) would have needed to reach the expected standard in order to be in line with the performance of this group nationally. Whereas 13 would have brought the group in line with the Wandsworth average. No school had more than eight pupils from this group in their cohort. The average attainment in achieving phonics threshold for the schools with 5 or more black Caribbean pupils was 72% and it was also 72% for those schools with less than five pupils. It is not possible to identify particular schools where targeted intervention could improve the result for the whole LA.
Source: DfE SFR and REU contextual report					

Area	Priorities emerging from data in 2018	Results in 2019			Commentary
		National	Wandsworth (compared with national)	Wandsworth change since 2018	
Key stage 1 Source: NCER NOVA	Decrease the gap between disadvantaged pupils and their peers achieving:				
	the expected standard in reading, writing and maths	19.1 %pts	18.7 %pts (-0.4 %pts)	Gap increased by 3.5 %pts	If 127 more disadvantaged pupils (out of a cohort of 671) had reached the expected standard in RWM the gap between those pupils and their peers in Wandsworth would be removed. There were seven schools with more than 15 disadvantaged pupils in the KS1 cohort who had gaps of 20 %pts or more.
	greater depth in reading, writing and maths	7.8 %pts	11.1 %pts (+3.3 %pts)	Gap decreased by 1.7 %pts	
	Further improve outcomes for the Black Caribbean pupil group achieving:				
	the expected standard in reading, writing and maths	58.8%	50.4% (-8.4 %pts)	Attainment decreased by 14 %pts	While 11 more pupils (out of a cohort of 131) reaching the expected standard would have brought Wandsworth in line with national for this group, 19 pupils would have been needed to get the expected standard to have been the same compared to last year. There were seven schools with five or more Black Caribbean pupils in their 2019 KS1 cohort. Two of these schools only got one of their pupils to reach the expected standard, whereas two of these schools did well with their cohorts. For schools with more than five Black Caribbean pupils the average attainment for the group was 52% whereas for schools with less than five pupils it was 49%.
	greater depth in reading, writing and maths	7.2%	6.9% (-0.3 %pts)	Attainment decreased by 1.2 %pts	Out of the schools with more than five pupils in this cohort, only one school had any pupils achieving the greater depth standard. If each of those schools had one more pupil which achieved greater depth, it would have increased the figure to 12%.
Key stage 2 Source: NCER NOVA and DfE SFR	Further decrease the gap between disadvantaged pupils reaching the expected standard in reading, writing and mathematics and their peers.	20.0 %pts	23.1 %pts (-3.1 %pts)	Gap widened by 2.1 %pts	If 17 more disadvantaged pupils (out of a cohort of 948) had achieved the expected standard, the Wandsworth gap would be the same as last year. To close the gap completely 220 more disadvantaged pupils across the LA would have needed to achieve the expected standard in RWM. If the five schools with large disadvantaged cohorts (more than 10 pupils) and wide gaps (more than 40 %pts) were to double their number of disadvantaged pupils achieving the expected standard, it would more than offset the drop from last year on this measure and begin to narrow the gap.
	Improve outcomes for the Black Caribbean pupil group:				
	the expected standard in reading, writing and maths	56.4%	51.4% (-5.0 %pts)	Attainment increased by 3.5 %pts.	
	High score in reading, writing and maths	5.7%	3.5% (-2.2 %pts)	Attainment increased by 1.1 %pts.	
	Increase the proportion of disadvantaged pupils achieving the high score in reading, writing and maths.	4.7%	5.8% (+1.1 %pts)	Attainment increased by 0.7 %pts	

Area	Priorities emerging from data in 2018	Results in 2019			Commentary
		National	Wandsworth (compared with national)	Wandsworth change since 2018	
Key stage 4 Source: NCER NOVA	Decrease the gap in Attainment 8 score between disadvantaged pupils and their peers.	13.5 pts	10.7 pts (-2.8 pts)	Gap increased by 1.1 pts	Two schools in the borough (both academies) have a disadvantage gap of 14 pts or above. All other schools have a gap that is lower than the national figure.
	Improve outcomes for the Black Caribbean pupil group:				
	Progress 8	-0.28	-0.18 (+0.1 pts)	Progress increased by 0.63 pts	
	Attainment 8	39.5	39.9 (+0.4 pts)	Attainment increased by 0.4 pts	
Key stage 5	Improve performance in A level and academic courses of underperforming ethnic groups:				
	Black Caribbean	Not available	28.9	Attainment decreased by 1.7 %pts	Cohort increased from 54 to 60. Further school-level data not available until late January.
	Pakistani	Not available	30.1	Attainment decreased by 1.2 %pts	Cohort decreased from 145 to 131. Further school-level data not available until late January.
	Somali	Not available	30.5	Attainment increased by 0.5 %pts	
Attendance Source: DfE SFR and REU contextual report	Improve attendance of Black Caribbean pupils at primary and secondary school.				
	Black Caribbean two term primary absence rate	4.3%	4.7% (+0.4 %pts)	Absence increased by 0.3 %pts	Eight schools have an absence rate above the national for this group and large cohorts (more than 20 pupils).
	Black Caribbean two term secondary absence rate	5.2%	5.3% (+0.1 %pts)	Absence increased by 0.4 %pts	Five schools have an absence rate above the national for this group.
Exclusions	Reduce the secondary school fixed term exclusion rate.	Not available	4.2%	Rate decreased by 1.1 %pts.	

1.5 ACTION PLAN 2019-20

Priorities for 2019-20	Why?	Actions	Intended outcomes
Raise achievement for disadvantaged pupils	The gap in attainment between disadvantaged pupils and their peers widened in most key stages in 2019. At key stage 2 the disadvantage gap was wider in Wandsworth than it is nationally. There is a significant gap in performance between disadvantaged White British pupils and non-disadvantaged White British pupils.	<ul style="list-style-type: none"> Achievement for All project working with group of schools in the borough – learning to be disseminated across all schools Disadvantaged focused visits by link inspectors for schools identifying this as a priority Meeting with the Education Endowment Foundation (EEF) in January to plan and broker support for schools Herts for Learning reading fluency project (years 5 & 6 focus) Early Help support in schools Challenge to schools on the use of pupil premium funding through link inspector visits and finance challenge meetings Raising awareness with governors through training on how to hold leaders to account for the impact of pupil premium funding Training with schools and governing bodies on the new Ofsted framework and the focus on curriculum intent, implementation and impact for all vulnerable groups, including pupil premium 	Reduced gap in attainment between disadvantaged pupils and their peers at all key stages at expected and greater depth. Higher progress scores for disadvantaged pupils.
Raise achievement for BAME pupils, particularly Black Caribbean and Mixed White and Black Caribbean	Black Caribbean and Mixed White and Black Caribbean pupils are more likely to underperform at all key stages and more likely to be absent from school. At key stages 1 and 2 Black Caribbean pupils in Wandsworth do not achieve as well as the equivalent group nationally. This has become a pattern over time.	<ul style="list-style-type: none"> BAME outreach work through dedicated Council officer Use of data to communicate key messages about performance of BAME groups Raising awareness with governors Campaign for greater diversity on governing bodies Teaching School Diverse Leaders Programme Plans for a Wandsworth conference on BAME achievement, working in a multi-disciplinary way across Council services 	Higher results in end of key stage assessments, and improved rates of attendance, for Black Caribbean and underperforming BAME groups.
Raise achievement in Reading, especially at KS2	The emphasis in the new Ofsted framework on early reading. The achievement for boys in reading at key stage 2 dropped in 2019.	<ul style="list-style-type: none"> Herts for Learning reading fluency project (years 5 & 6 focus) Link inspector 'deep dives' in reading Targeted consultant support Close links with the English Hub 	Increase in the proportion of pupils (including boys) reaching the expected standard or higher in reading at key stage 2.
Raise achievement at Key Stage 5	Wandsworth's performance at KS5 dropped in 2019, while it improved nationally and in London.	<ul style="list-style-type: none"> Challenge to schools through headteacher meetings and link inspector visits Development of Sixth Form network including Sixth Form colleges Data research key stage 5 provision and outcomes in London 	Increased scores in Key Stage 5 courses, including A levels, technical courses and applied courses, narrowing the gap with national attainment, and in London.

1.6 HOW TO READ THIS REPORT

1.6.1 Data sources: Results for EYFSP, phonics, and key stage 1 are validated and final. Data are derived from publicly available data produced by the DfE with some additional contextual analyses by the Wandsworth Research and Evaluation Unit. Results for key stages 2, 4 and 5 are unvalidated and subject to change. Other data sources include NCER Nova software and Mime reports.

1.6.2 Performance indicators: The AQSR reports on the following performance indicators:

	Indicator	Notes
EYFS	Good level of development (%)	Children are defined as having reached a good level of development at the end of the EYFS if they have achieved at least the expected standard in: <ul style="list-style-type: none"> the early learning goals in the prime areas of learning (communication and language, personal, social and emotional development and physical development) the early learning goals in the specific areas of mathematics and literacy.
Year 1 phonics	Expected standard (%)	The expected standard in the phonics check is 32 or more out of 40 words read correctly.
Key stage 1	Expected standard or above in reading, writing and mathematics (%)	A scaled score is determined by teacher assessment in reading, writing and mathematics. The expected standard in the tests is a scaled score of 100 or above.
Key stage 2	Expected standard or above in all three subjects: reading, writing and mathematics (%)	A scaled score is determined by tests in reading and mathematics, and teacher assessment in writing. The expected standard in the tests is a scaled score of 100 or above.
	Progress	The progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. They are a type of value-added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment
Key stage 4	Progress 8 (point score)	Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school.
	Attainment 8 (point score)	Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.
Key stage 5	APS for A level entries	Includes A levels, AS levels and applied A and AS levels (including double awards).
	APS for Academic entries	Includes the qualifications shown under "A levels" (below), plus the Extended Project (Diploma), Pre-U qualifications, the International Baccalaureate, Free Standing Maths, Advanced Extension Award and Core Maths.
	APS for applied (general) entries	Applied General qualifications are level 3 qualifications that provide broad study of a vocational area. They are recognised by at least three Higher Education Institutions as fulfilling entry requirements to a range of HE courses.
	APS for technical entries	Tech levels are level 3 qualifications for students wishing to specialise in a technical occupation or occupational group. They lead to recognised occupations, for example in engineering, IT or accounting, and are recognised by trade or professional bodies.

1.6.3 Confidentiality and sharing this document: appendices are confidential and cannot be shared.

1.6.4 Trajectory: Arrows are used throughout the report to show movement in percentage points or point score compared with the previous year (2018). Change in percentage point difference is calculated using figures rounded to the nearest whole number. A key for percentage point movement is shown below:

- ▲ Increase of 5 %pts+ or pts
- ▲ Increase of 1-4 %pts or pts
- ▼ Decrease of 1-4 %pts or pts
- ▼ Decrease of 5 %pts+ or pts

1.6.5 Acronyms:

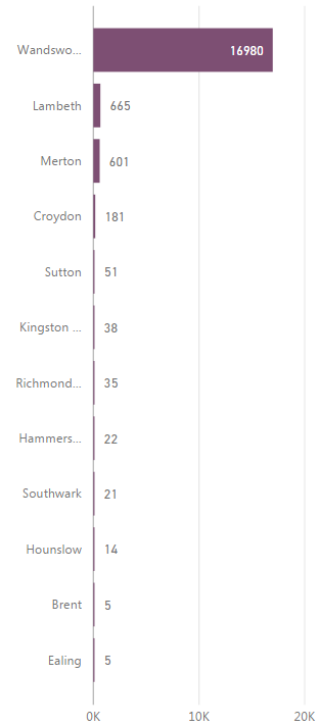
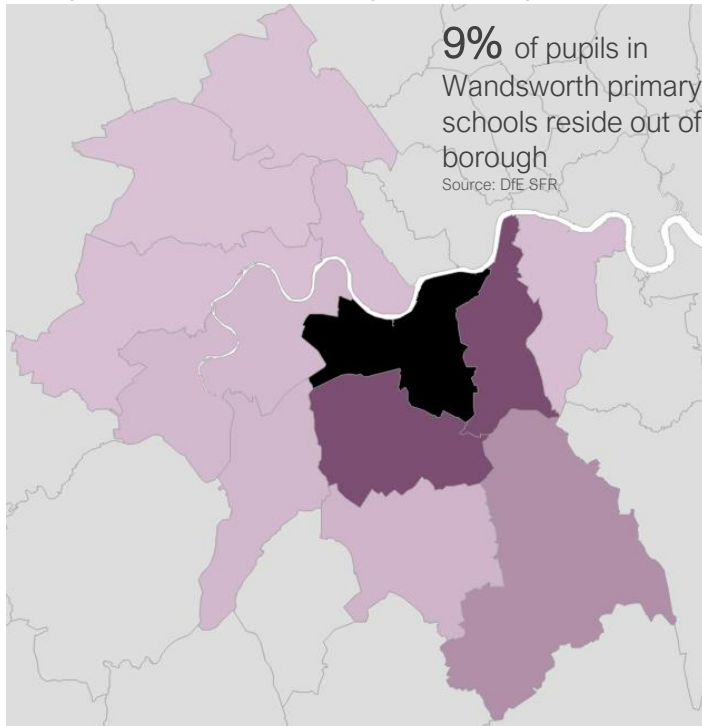
APS	Average point score
ASD	Autistic spectrum disorders
ASP	Analyse School Performance
BAME	Black, Asian and Minority Ethnic
CLA	Children looked after
DfE	Department for Education
EAL	English as an additional language
EHCP	Education, health and care plan
EMA	Ethnic minority achievement
EYFS/P	Early Years Foundation Stage/Profile
EXS	Expected standard
FSM	Free school meals
GDS	Greater depth within the expected standard
GLD	Good level of development
LAIT	Local authority interactive tool
IDACI	Income Deprivation Affecting Children Index
NCER	National Consortium of Examination Results
NFER	National Foundation for Educational Research
PRU	Pupil Referral Unit
REU	Research and Evaluation Unit
SEMH	Social, emotional and mental health
SEN	Special educational needs
SEND	Special educational needs and disabilities
SFR	Statistical first release
SLCN	Speech, language and communication needs
SpLD	Specific learning difficulties
STA	Standards and Testing Agency
TA	Teacher Assessment

1.6.6 Data comparisons: The performance of schools in Wandsworth is compared throughout the report with London and England where comparative data is available.

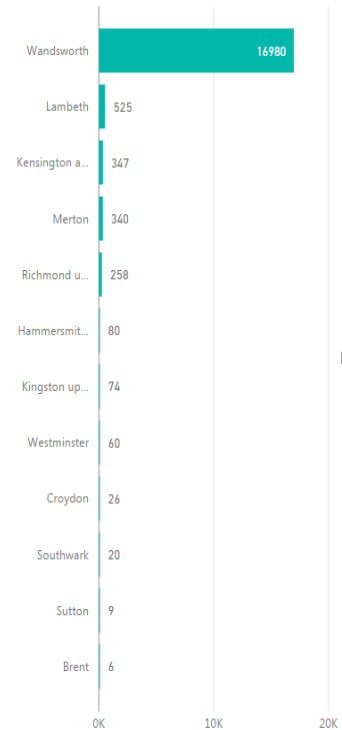
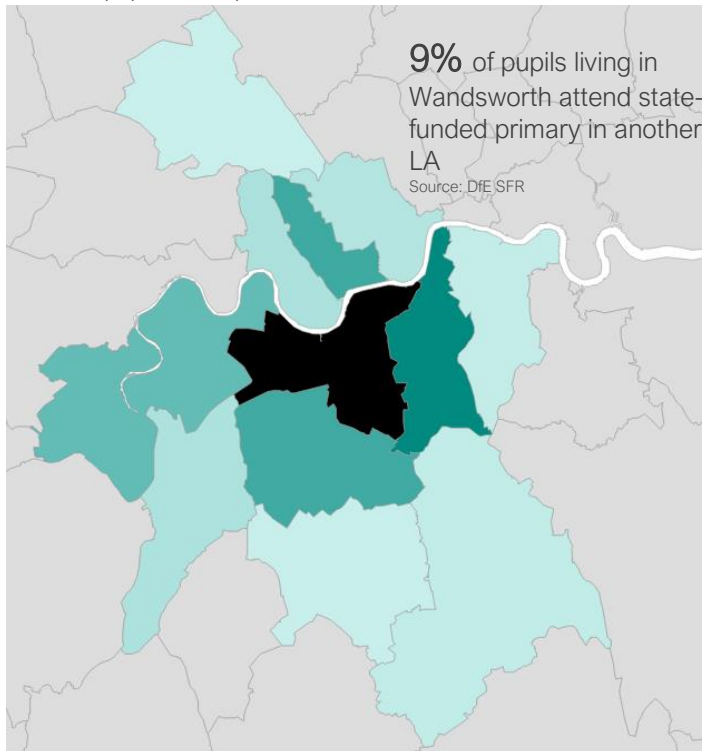
London	All London boroughs in inner and outer London (unless specified otherwise).
National	All local authorities in England.

1.7 PRIMARY SCHOOLS: LONDON CROSS-BORDER MOVEMENT OF PUPILS

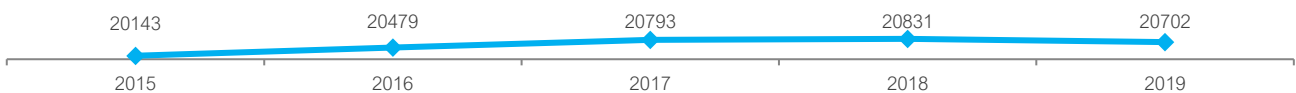
IMPORT: Map below highlights boroughs where pupils, attending Wandsworth primary schools but living in a different London borough, reside. The darker shading indicates a higher number. Boroughs only included where more than four pupils are imported.



EXPORT: The map below highlights boroughs where pupils that reside in Wandsworth, but attend a state-funded mainstream primary school in another London borough, go to school. The darker shading indicates a higher number. Boroughs only included where more than four pupils are exported.

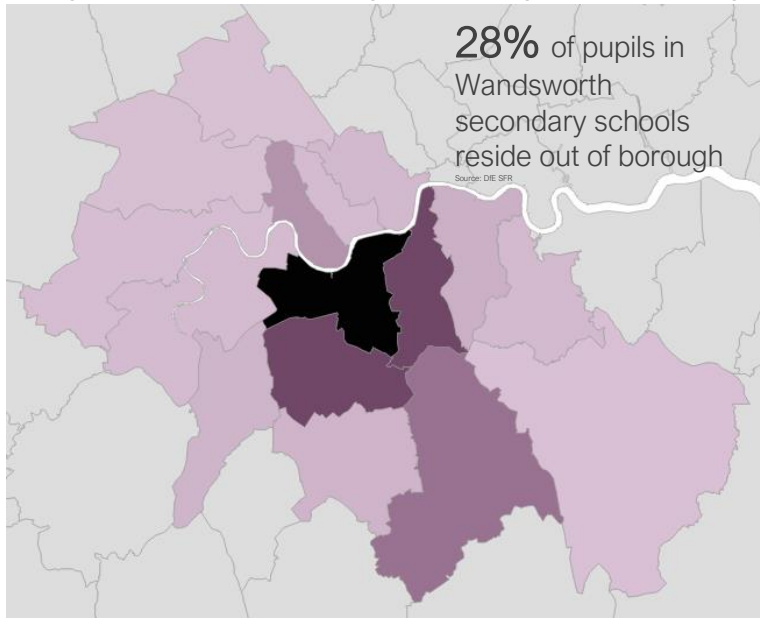


Graph showing the primary school population in Wandsworth over time

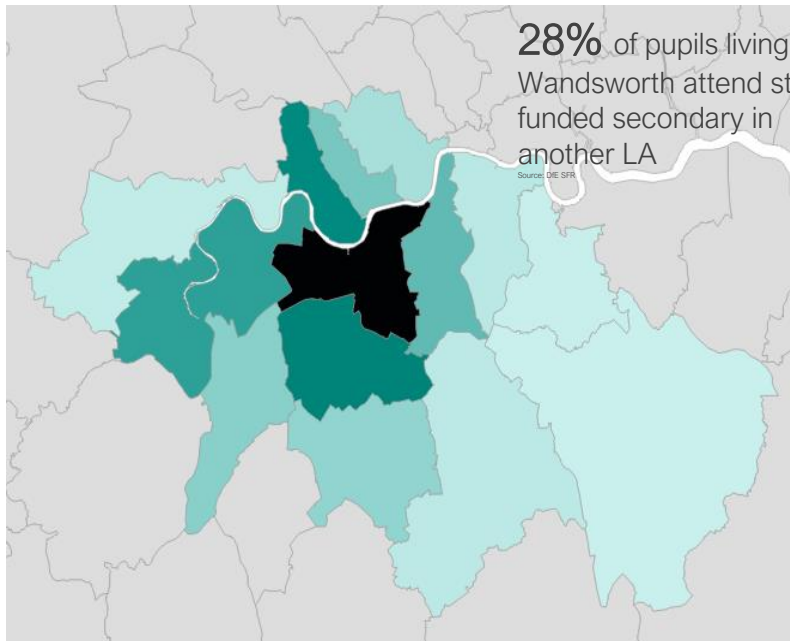


1.8 SECONDARY SCHOOLS: LONDON CROSS-BORDER MOVEMENT OF PUPILS

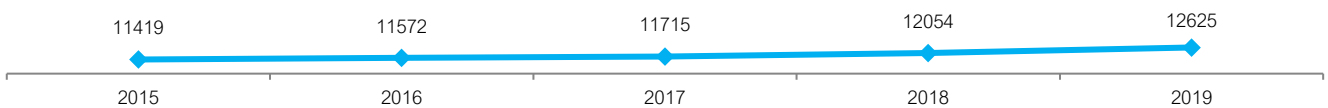
IMPORT: Map below highlights boroughs where pupils, attending Wandsworth secondary schools but living in a different London borough, reside. The darker shading indicates a higher number. Boroughs only included where more than four pupils are imported.



EXPORT: The map below highlights boroughs where pupils that reside in Wandsworth, but attend a state-funded mainstream secondary school in another London borough, go to school. The darker shading indicates a higher number. Boroughs only included where more than four pupils are exported.



Graph showing the secondary school population in Wandsworth over time:



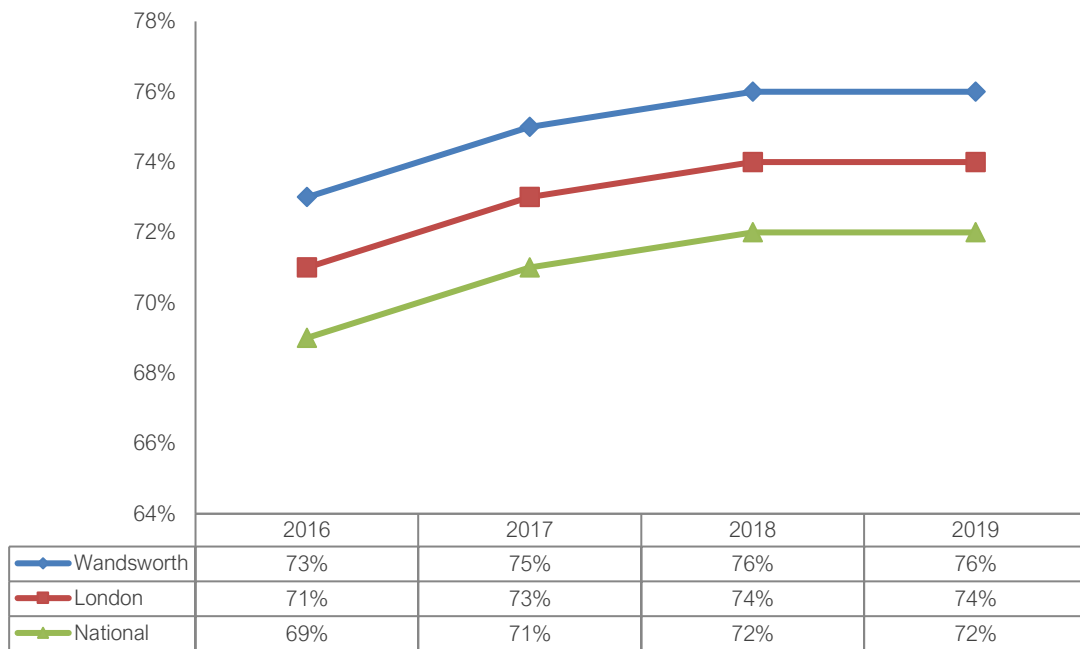
2 EARLY YEARS FOUNDATION STAGE (EYFS)

2.1 HEADLINES

- 2.1.1 76% of children achieved a good level of development compared to 72% nationally.
- 2.1.2 The average total score in Wandsworth at 35.8 is higher than the national figure of 34.6.

2.2 COMPARISON WITH LONDON AND ENGLAND

Graph showing the percentage of children that achieved a good level of development in Wandsworth, London and England between 2016 and 2019.



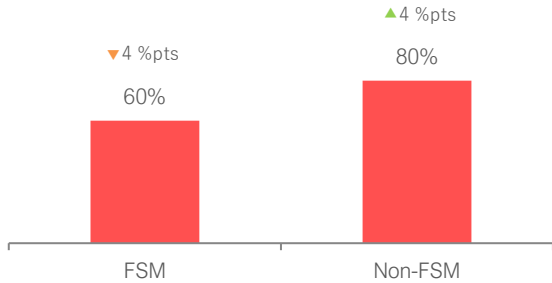
Source: DfE SFR

The proportion of children achieving a good level of development in Wandsworth stayed level, reflecting the trend seen nationally and in London.

2.3 GROUPS

Free School Meals

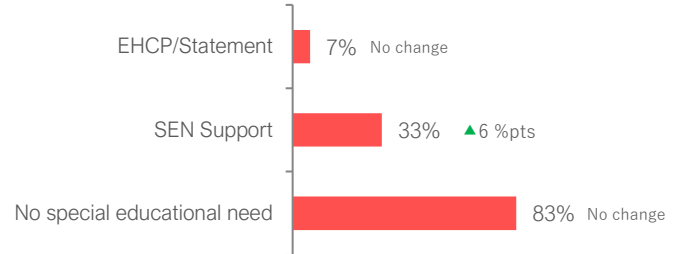
The graph below shows the percentage of children eligible for FSM and their peers that achieved a good level of development.



Source: REU contextual report

Special Educational Needs

The graph below shows the percentage of children that achieved a good level of development according to level of special educational need.



Source: REU contextual report

English as an Additional Language

The graph below shows the percentage of children who speak English as an additional language that achieved a good level of development.



Source: REU contextual report

Ethnic Minority Achievement

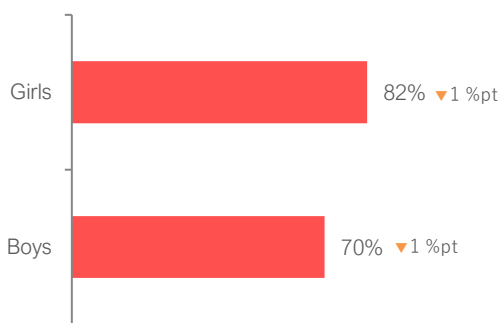
The table below shows the percentage of children, from the five largest ethnic groups in the borough, achieving a good level of development.

White British	Pakistani	White Other	Black Caribbean	Somali
31% of cohort	8% of cohort	7% of cohort	4% of cohort	4% of cohort
83%	68%	82%	69%	65%
▼ 1 %pt	▲ 1 %pt	▼ 4 %pts	▲ 8 %pts	▼ 5 %pts

Source: REU contextual report

Gender

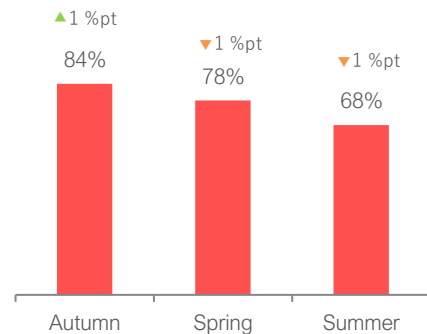
The graph below shows the percentage of boys and girls that achieved a good level of development.



Source: REU contextual report

Term of Birth

The graph below shows the percentage of children born in each term that achieved a good level of development.



Source: REU contextual report

2.4 COMMENTARY

- 2.4.1 Nationally, the percentage of children reaching a Good Level of Development (GLD) stayed level at 72%. This measures the percentage who reached the expected standard or better in all goals in the prime areas of learning and in literacy and mathematics. The average total score nationally also remained level at 34.6.
- 2.4.2 In Wandsworth, the proportion of children reaching the GLD stayed level at 76%, but the average total score decreased slightly from 36.1 to 35.8. The percentage of children reaching the GLD in Wandsworth (76%) is well above average and ranked 15th compared with all other LAs. As with 2018, in inner London, only City of London and Lewisham have a higher percentage.
- 2.4.3 Nationally, the percentage of children reaching Expected or better in all the early learning goals in Communication & Language and in Literacy increased slightly from 72.4% to 72.6%. In Wandsworth, this percentage is broadly similar at 77.6% compared with 77.8% the previous year, but is still well above average. This percentage remains highest among Wandsworth's statistical neighbours and only ten LAs nationally have a higher percentage (nine in 2018).
- 2.4.4 The lowest achieving ethnic group was Black Caribbean where 69% achieved a good level of development, which is 3 percentage points lower than the national average. However, this was an 8 %pt improvement for this group. Of the largest ethnic groups, the Pakistani and Somali groups also performed lower than the national average.
- 2.4.5 Nationally, the gap between girls and boys remains large but has continued to narrow. However, in Wandsworth, the percentage of girls reaching the GLD increased slightly from 82.0% to 82.4% while the percentage of boys fell slightly from 70.7% to 70.2%. Thus, the gender gap in Wandsworth increased slightly from 11.3 to 12.2 percentage points.
- 2.4.6 The "percentage inequality gap", measures the attainment gap between the lowest scoring 20% of children and the overall median. Nationally, this gap continues to widen, increasing from 31.8% in 2018 to 32.4% in 2019. In Wandsworth, the gap has narrowed this year from 30.1% to 28.4%, after three years of widening.

2.5 FURTHER INFORMATION

Appendix ref.	Title
I.	EYFSP contextual report

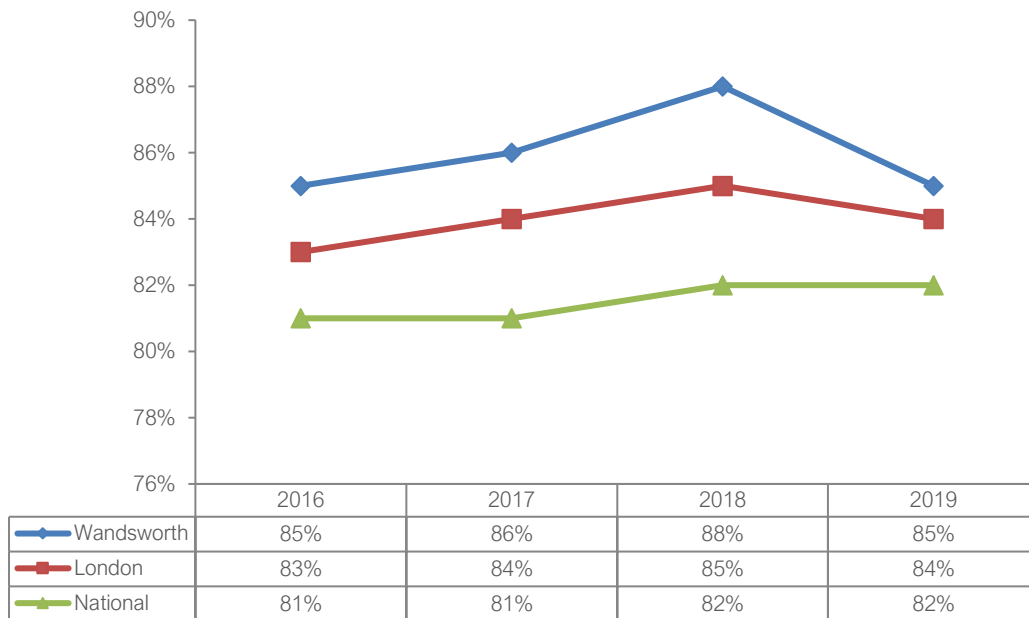
3 PHONICS

3.1 HEADLINES

- 3.1.1 85% of pupils in Wandsworth achieved the expected standard in year 1 phonics compared with 82% nationally.
- 3.1.2 Wandsworth is ranked joint 11th in England for the percentage of pupils meeting the expected standard in phonics decoding in year 1 compared with other LAs.
- 3.1.3 94% of pupils in Wandsworth had reached the expected standard in phonics by the end of year 2 compared with 91% nationally.

3.2 COMPARISON WITH LONDON AND ENGLAND

Graph showing the percentage of pupils that achieved the expected standard in year 1 phonics for Wandsworth, London and England (National) between 2016 and 2019.



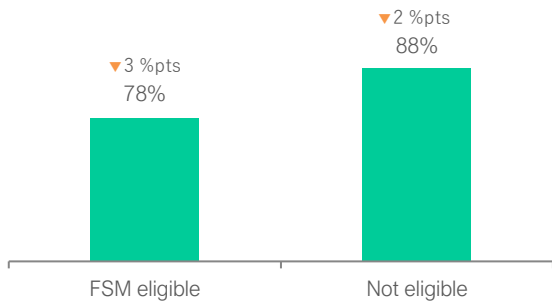
Source: DfE SFR

Wandsworth achieved a higher result than nationally and London for the percentage of pupils achieving the expected standard in year 1 phonics. However, results dropped three percentage points compared with 2018, when they peaked compared with previous years.

3.3 GROUPS

Disadvantaged

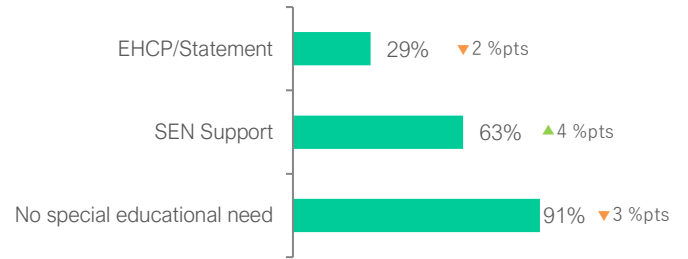
The graph below shows the percentage of disadvantaged pupils and their peers that achieved the expected standard.



Source: REU contextual report

Special Educational Needs

The graph below shows the percentage of pupils that achieved the expected standard in year 1 phonics according to type of special educational need.



Source: REU contextual report

English as an Additional Language

The graph below shows the percentage of EAL pupils that reached the expected standard in phonics compared to non-EAL pupils.



Source: REU contextual report

Ethnic Minority Achievement

The table below shows the percentage of pupils, from the five largest ethnic groups in the borough, that achieved the expected standard in year 1 phonics.

White British	Pakistani	White Other	Black Caribbean	Somali
46% of cohort	12% of cohort	9% of cohort	6% of cohort	6% of cohort
87%	84%	87%	72%	81%
▼ 4 %pts	▼ 2 %pts	▼ 6 %pts	▼ 2 %pts	▼ 10 %pts

Source: REU contextual report

Gender

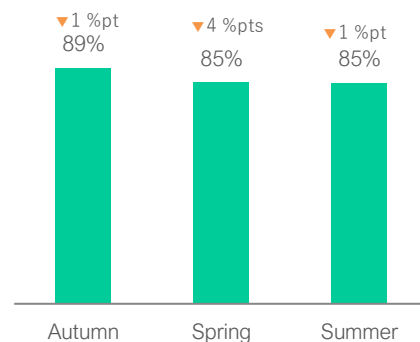
The graph below shows the percentage of boys and girls that achieved the expected standard in year 1 phonics.



Source: REU contextual report

Term of birth

The graph below shows the percentage of pupils born in each term that achieved the expected standard in year 1 phonics.



Source: REU contextual report

3.4 COMMENTARY

- 3.4.1 The year 1 phonics screening check indicates how well pupils can decode sounds by using a mix of real and 'pseudo' words. The expected standard in the phonics screening check is 32 out of 40 words read correctly.
- 3.4.2 The percentage of pupils achieving the expected standard in year 1 phonics nationally remained stable at 82% in 2019. In comparison, outcomes in Wandsworth decreased from 88% in 2018 to 85% in 2019. Wandsworth performed particularly highly last year, ranking joint first nationally. Wandsworth is now ranked joint 11th in England, alongside nine other local authorities, for the percentage of pupils meeting the expected standard in phonics decoding in year 1.
- 3.4.3 2019 was the first year that Wandsworth did not improve on this measure, which is now back at 2016 levels. However, this is a similar trend to that seen in other high-performing local authorities. Out of the 20 LAs with a score of 85% or above this year, only two saw an increase for this measure compared with 2018.
- 3.4.4 There is a 10-percentage point difference between disadvantaged pupils achieving the expected standard in phonics in Wandsworth compared with their peers (this gap has increased by 1 %pt compared with last year). The gap in Wandsworth is smaller than the national gap of 13 %pts.
- 3.4.5 The Black Caribbean group had the lowest proportion of pupils achieving the required standard in phonics decoding (72% - a decrease of 2 %pts) compared with all other ethnic groups with more than 10 pupils. Of the larger ethnic groups (>100 pupils), the highest achieving groups were: Mixed Other (91%), White Western European (91%), and White British (87%).
- 3.4.6 There continues to be no difference in overall achievement between the EAL pupil group and the non-EAL pupil group in achieving the expected standard in year 1 phonics. This suggests that the systematic teaching of phonics is having a positive impact on both groups of pupils. This can be seen in the significant improvement in attainment for both groups since 2012.

3.5 FURTHER INFORMATION

Appendix ref.	Title
II.	Year 1 phonics contextual report

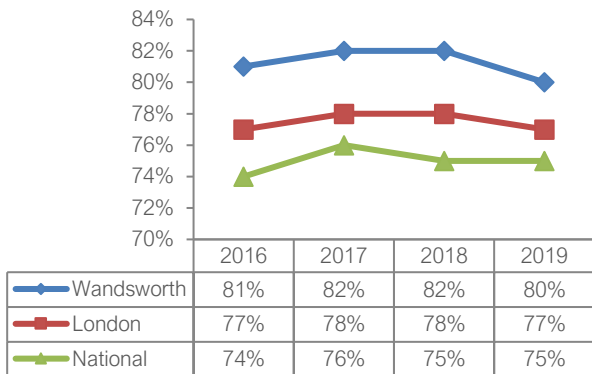
4 KEY STAGE 1

4.1 HEADLINES

- 4.1.1 80% of pupils were working at the expected standard or above in reading compared with 75% nationally.
- 4.1.2 75% of pupils were working at the expected standard or above in writing compared with 69% nationally.
- 4.1.3 81% of pupils were working at the expected standard or above in mathematics compared with 76% nationally.

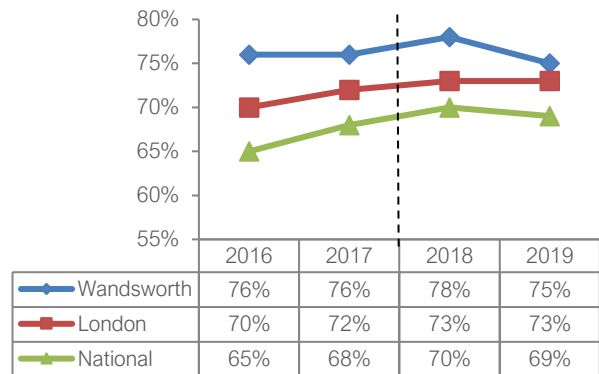
4.2 COMPARISON WITH LONDON AND ENGLAND

Graph showing the percentage of pupils that achieved the expected standard or above at key stage 1 for **reading** in Wandsworth, London, and England.



Source: DfE SFR

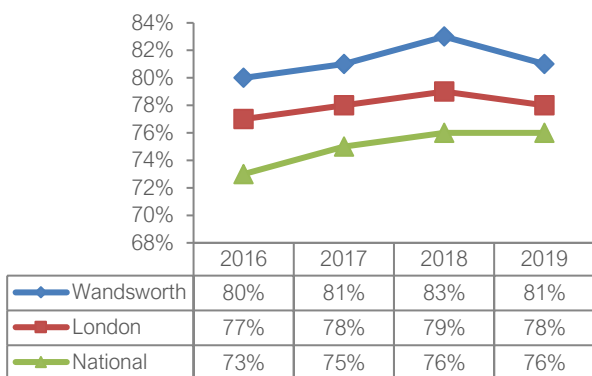
Graph showing the percentage of pupils that achieved the expected standard or above at key stage 1 for **writing** in Wandsworth, London, and England.



Source: DfE SFR

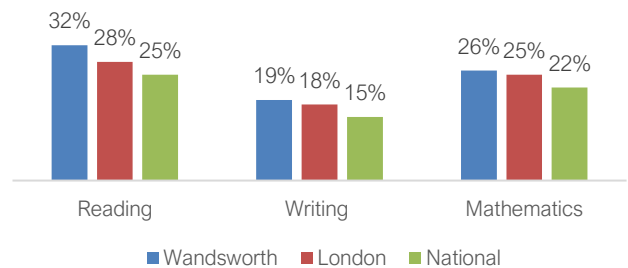
Writing results in 2018 and 2019 are not directly comparable with earlier years due to a change in the writing teacher assessment frameworks.

Graph showing the percentage of pupils that achieved the expected standard or above at key stage 1 for **mathematics** in Wandsworth, London, and England.



Source: DfE SFR

Graph showing the percentage of pupils that achieved the greater depth standard or above at key stage 1 for each subject in Wandsworth, London, and England.



Source: DfE SFR

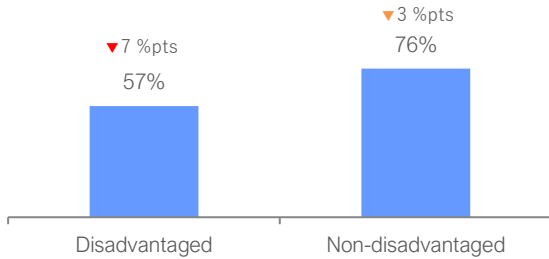
Pupils in Wandsworth achieved higher results than nationally and in London, for reading, writing and mathematics at key stage 1.

Comparisons with London and national figures for the combined reading, writing and mathematics indicator are not possible as these figures are not published by the DfE.

4.3 GROUPS

Disadvantaged

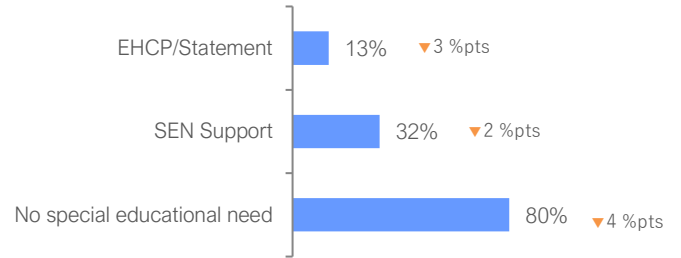
The graph below shows the percentage of disadvantaged and non-disadvantaged pupils that were working at the expected standard or better in all three subjects: reading, writing and mathematics TA.



Source: REU contextual report

Special Educational Needs

The graph below shows the percentage of pupils working at the expected standard or better in all three subjects: reading, writing and mathematics TA, according to type of special educational need.



Source: REU contextual report

English as an Additional Language

The graph below shows the percentage of pupils that were working at the expected standard better in all three subjects: reading, writing and mathematics TA.



Source: REU contextual report

Ethnic Minority Achievement

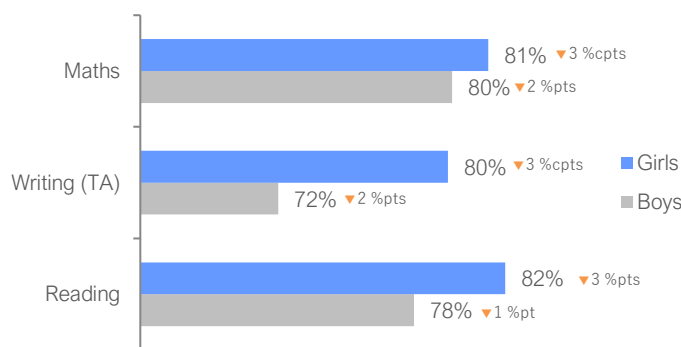
The table below shows the percentage of pupils, from the five largest ethnic groups in the borough, working at the expected standard better in all three subjects: reading, writing and mathematics TA.

White British	Pakistani	White Other	Black Caribbean	Somali
29% of cohort	8% of cohort	7% of cohort	5% of cohort	5% of cohort
78%	70%	79%	50%	70%
▼ 3 %pts	▼ 4 %pts	▲ 2 %pts	▼ 14 %pts	▼ 2 %pts

Source: REU contextual report

Gender

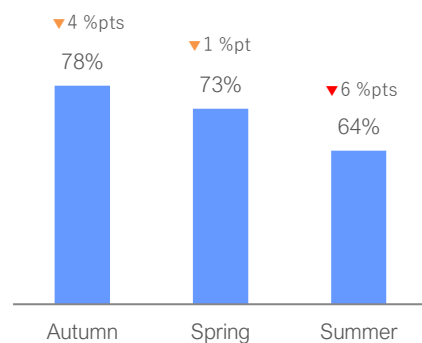
The graph below shows the percentage of boys and girls that were working at the expected standard better in all three subjects: reading, writing and mathematics TA.



Source: REU contextual report

Term of birth

The graph below shows the percentage of pupils born in each term that were working at the expected standard better in all three subjects: reading, writing and mathematics TA.



Source: REU contextual report

4.4 COMMENTARY

- 4.4.1 In 2019 the national picture at key stage 1 remained largely stable. However, results declined slightly in London, with only one London borough improving their result for reading, two improving their result for writing and five improving their result for mathematics. Although the decline in London is reflected in Wandsworth's results, Wandsworth continues to rank amongst the top 10 of local authorities nationally for each subject. The borough ranks joint 2nd for reading, joint 5th for writing, and joint 3rd for mathematics.
- 4.4.2 Wandsworth continues to perform above national at greater depth: 32% of pupils achieved greater depth in reading (compared to 25% nationally), 19% achieved greater depth in writing (compared to 15% nationally), and 26% achieved greater depth in mathematics (compared to 22% nationally). In terms of rank, this places Wandsworth joint 4th for reading, joint 13th for writing and joint 17th for mathematics.
- 4.4.3 Although girls outperformed boys in each subject, boys achieved particularly well in reaching the expected standard in Wandsworth this year when compared with boys nationally. Wandsworth ranks joint 2nd nationally for boys reaching the expected standard in reading, joint 1st nationally for boys in writing and joint 4th for boys in mathematics. The proportion of girls in Wandsworth achieving the expected standard for each subject, compared to the achievement of girls nationally, ranks them in the top quintile nationally.
- 4.4.4 In Wandsworth there is a difference of 19 percentage points between disadvantaged pupils reaching the expected standard or above in reading, writing and mathematics and the percentage of all other pupils achieving the same in 2019. This gap has widened by 3.5 %pts compared with 2018.
- 4.4.5 Out of the larger ethnic groups (>100 pupils), the lowest performing groups (for the proportion of pupils achieving the expected standard in combined reading, writing and mathematics TA) were Black Caribbean (50%) and Mixed White and Black Caribbean (53%). The highest performing groups were White Western European (82%) and White Other (79%).

4.5 FURTHER INFORMATION

Appendix ref.	Title
III.	Key stage 1 TA Contextual report

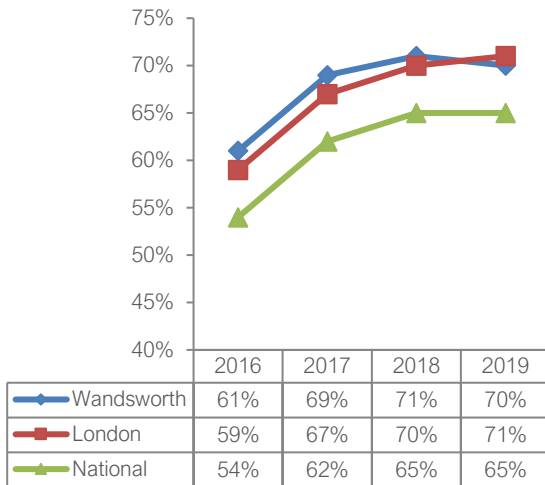
5 KEY STAGE 2

5.1 HEADLINES

- 5.1.1 70% of pupils in Wandsworth at key stage 2 were working at the expected standard or better in all three subjects: reading, writing and mathematics, which is five percentage points higher than the national average.
- 5.1.2 16% of pupils reached the higher standard in all three subjects: reading, writing and mathematics, which is five percentage points higher than the national average.

5.2 COMPARISON WITH LONDON AND ENGLAND

Graph showing the percentage of pupils that achieved the expected standard or above at key stage 2 for all three subjects: reading, writing and mathematics for Wandsworth, London and England (National) between 2016 and 2019



Source: DfE SFR

Pupils in Wandsworth achieved above national for the percentage of pupils achieving the expected standard in all three subjects: reading, writing and mathematics at key stage 2. Results stayed level nationally but dropped slightly in Wandsworth.

Graph showing the average progress score of pupils at key stage 2 for Wandsworth, London and England (National) in 2019 in reading, writing and mathematics.



Source: DfE SFR

Progress scores for pupils in Wandsworth were higher than nationally and in London for reading and writing, and higher than nationally for mathematics (but lower than London).

Graph showing the percentage of pupils that achieved the high standard or above at key stage 2 in each subject for Wandsworth, London and England (National) in 2019



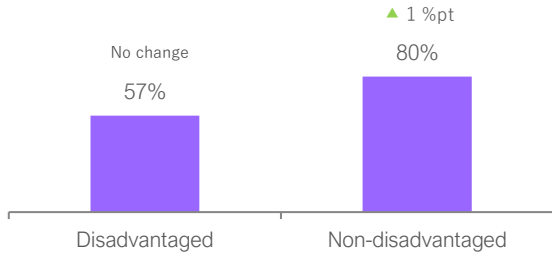
Source: DfE SFR

A greater proportion of pupils in Wandsworth achieved the high standard in each subject at key stage 2 than London or national.

5.3 GROUPS

Disadvantaged

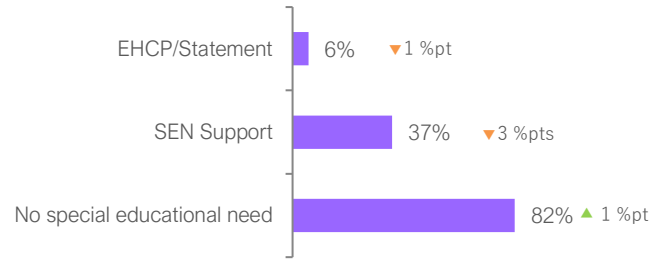
The graph below shows the percentage of disadvantaged and non-disadvantaged pupils that were working at the expected standard or above in all three subjects: reading, writing and mathematics.



Source: DfE SFR

Special Educational Needs

The graph below shows the percentage of pupils working at the expected standard or better according to type of special educational need.



Source: DfE SFR

English as an Additional Language

The graph below shows the percentage of pupils working at the expected standard or better in all three subjects: reading, writing and mathematics.



Source: DfE SFR

Ethnic Minority Achievement

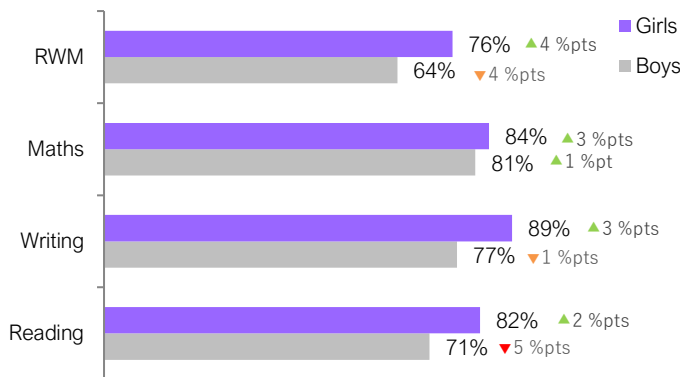
The table below shows the percentage of pupils, from the five largest ethnic groups in the borough, working at the expected standard or better in all three subjects: reading, writing and mathematics.

White British	Pakistani	White Other	Black Caribbean	Somali
26% of cohort	9% of cohort	5% of cohort	6% of cohort	7% of cohort
74%	68%	78%	51%	66%
▼ 2 %pts	▼ 4 %pts	▼ 1 %pts	▲ 3 %pts	▲ 4 %pts

Source: REU contextual report

Gender

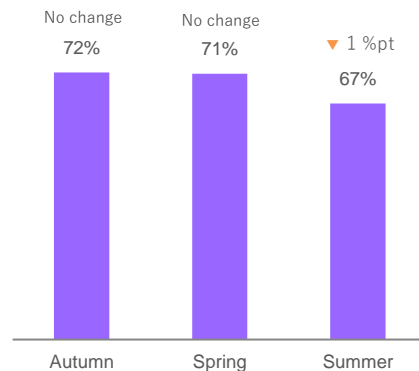
The graph below shows the percentage of boys and girls that were working at the expected standard or above in reading, writing, mathematics and all three subjects: reading, writing and maths.



Source: DfE SFR

Term of birth

The graph below shows the percentage of pupils born in each term that were working at the expected standard or better in all three subjects: reading, writing and mathematics.



Source: REU contextual report

5.4 COMMENTARY

- 5.4.1 70% of pupils in Wandsworth reached the expected standard or better in all three subjects, reading, writing and mathematics, which is five percentage points higher than the national average and places Wandsworth in the top 25 of local authorities nationally for this indicator.
- 5.4.2 16% of pupils in Wandsworth reached the high standard in all three subjects: reading, writing and mathematics, two percentage points higher than last year, and five percentage points above the national average. The disadvantage gap widened further for pupils achieving the high standard. 22% of non-disadvantaged pupils achieved the high standard in all three subjects, reading, writing and mathematics, compared to 6% of disadvantaged pupils. This gap has increased by two percentage points compared with 2018. As with previous years, a higher proportion of girls achieved the high standard in reading, writing and mathematics than boys (18% and 13% respectively).
- 5.4.3 The gap in attainment between boys and girls widened this year from 4 %pts to 12 %pts in terms of reaching the expected standard or better in all three subjects, reading, writing and mathematics. The gap has also widened in London and nationally, increasing from 8 %pts to 9 %pts for both. In 2018 Wandsworth had the third smallest gender gap nationally, and the smallest in London. Now, Wandsworth is ranked joint 101st out of 149 LAs. Reading was the weakest subject for boys in 2019, with a 6 %pt decrease in the proportion of boys in Wandsworth achieving the expected standard in that subject.
- 5.4.4 The gap between disadvantaged pupils and non-disadvantaged pupils in Wandsworth achieving the expected standard in all three subjects, reading, writing and mathematics is 23 percentage points. This gap has widened by two percentage points compared with last year and is now at the same level as 2017.
- 5.4.5 The lowest achieving ethnic groups (with more than 40 pupils) were Black Caribbean, Mixed White and Black Caribbean and Black Nigerian, for those achieving the expected standard or above. The highest performing ethnic groups include White Western European, White Other and Asian Indian. The proportion of Black Caribbean pupils that achieved the high score was one of the lowest compared with larger ethnic groups again but has increased from 2.4% in 2018 to 3.5% in 2019. In comparison, over a third of Asian Indian pupils achieved the high score in reading, writing and mathematics (the highest performing ethnic group for this measure).
- 5.4.6 Overall, progress scores were positive again in each subject. However, Wandsworth has moved from having a mathematics progress score in line with London, to having a score below London. Disadvantaged pupils achieved positive progress scores in each subject for the second year in a row. There were no ethnic groups that had negative overall progress scores in all three subjects this year.

5.5 FURTHER INFORMATION

Appendix ref.	Title
IV.	Key stage 2 contextual attainment report
V.	Key stage 2 contextual progress report

6 KEY STAGE 4

6.1 HEADLINES

- 6.1.1 The average Progress 8 score in Wandsworth decreased to +0.27.
- 6.1.2 The average Attainment 8 score in Wandsworth decreased to 49.3, which is 2.8 points higher than the national average.

6.2 COMPARISON WITH LONDON AND ENGLAND

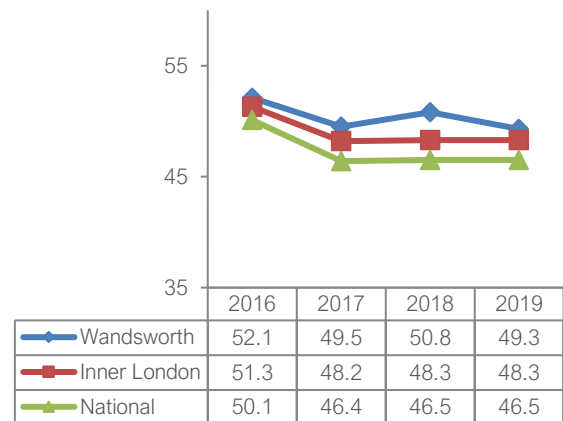
Graph showing the average **Progress 8** score at key stage 4 for Wandsworth, London and England (National) between 2016 and 2019.



Source: DfE SFR

Wandsworth's Progress 8 score continues to be positive (pupils achieved higher than all pupils with similar starting points nationally), and above the average for Inner London.

Graph showing the average **Attainment 8** score at key stage 4 for Wandsworth, London and England (National) between 2016 and 2019.



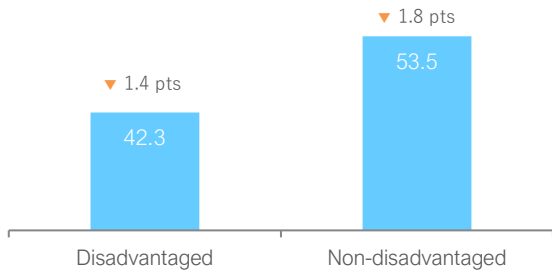
Source: DfE SFR

Wandsworth's Attainment 8 score remains higher than nationally for the fourth year in a row and is slightly higher than the Inner London average.

6.3 GROUPS

Disadvantaged

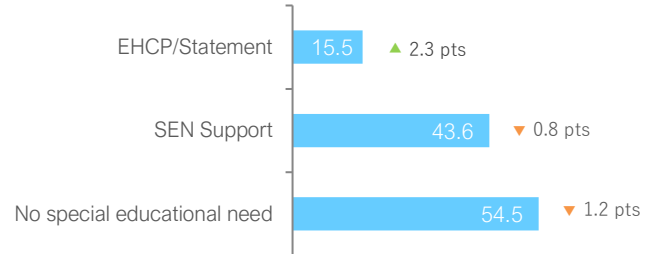
The graph below shows the average Attainment 8 score for disadvantaged and non-disadvantaged pupils.



Source: REU contextual report

Special Educational Needs

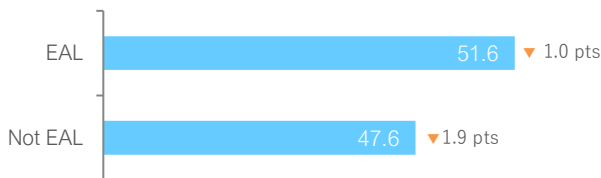
The graph below shows the average Attainment 8 score according to type of special educational need.



Source: REU contextual report

English as an Additional Language

The graph below shows the average Attainment 8 score for EAL pupils and non-EAL pupils.



Source: REU contextual report

Ethnic Minority Achievement

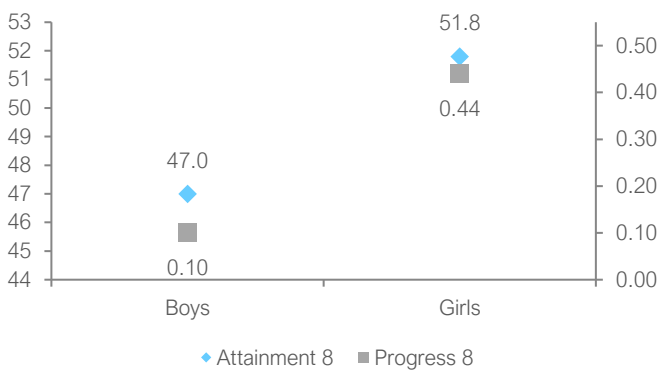
The table below shows the average Attainment 8 score for the five largest ethnic groups in the borough.

White British	Pakistani	White Other	Black Caribbean	Somali
24% of cohort	11% of cohort	5% of cohort	7% of cohort	6% of cohort
51.1	50.4	55.9	39.9	46.0
▼ 1.3 pts	▼ 2.3 pts	▼ 2.5 pts	▲ 0.4 pts	▼ 2.7 pts

Source: REU contextual report

Gender

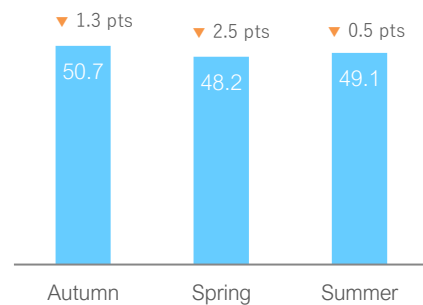
The graph below shows the average Attainment 8 and Progress 8 scores for boys and girls.



Source: DfE SFR

Term of birth

The graph below shows the average Attainment 8 score of pupils born in each term.



Source: REU contextual report

6.4 COMMENTARY

- 6.4.1 Note that outcomes for key stage 4 in this report are provisional and subject to change.
- 6.4.2 Since reforms to GCSE examinations that continued to be phased in for most subjects last year, examinations are now graded between 9 and 1, with 9 being the highest grade possible and 1 being the lowest. A grade '4' is considered to be a 'standard pass' and a grade '5' is considered to be a 'strong pass'.
- 6.4.3 The average Progress 8 score decreased for the first time in Wandsworth since this measure was introduced. However, it continues to be higher than the national average and the inner London average which also decreased slightly this year. Wandsworth increased its ranking nationally by one place to 17th for this measure.
- 6.4.4 Wandsworth's Attainment 8 score dropped from 50.8 to 49.3 in 2019. This ranks the borough 30th nationally compared with 19th in the previous year.
- 6.4.5 The gap between boys and girls widened this year for both attainment and progress. The gap between the Attainment 8 scores increased by 0.8 points and the gap between Progress 8 scores increased by 0.03 points. However, the attainment of boys in Wandsworth is 4th highest out of all inner London boroughs for boys, and 3rd highest for progress (compared to 6th and 8th, for attainment and progress respectively, for girls).
- 6.4.6 The percentage of pupils in Wandsworth achieving a 'strong pass' in both English and mathematics reduced from 54% in 2018 to 48% in 2019. Although this is still higher than the national average of 43%, it is a much greater drop than seen nationally (3 %pts). The percentage of pupils in Wandsworth achieving a 'standard pass' in both English and mathematics has reduced from 72% in 2018 to 65% in 2019. This is now in line with the national average of 65%.
- 6.4.7 The difference in Progress 8 scores between disadvantaged pupils and non-disadvantaged pupils in Wandsworth has increased slightly from 0.35 pts in 2018 to 0.37 pts in 2019. Similarly, the gap in Attainment 8 score has increased slightly from 11.1 pts in 2018 to 11.2 pts in 2019.
- 6.4.8 Wandsworth continues to have a high proportion of pupils entered for EBacc subjects, ranking 6th nationally for this measure (compared to 9th in 2018). 27% of pupils achieved the English Baccalaureate with grades 5 or above in English and mathematics, the 3rd highest figure in inner London. This is the second year that the measure of Ebacc Average Point Score has been published. In Wandsworth, the EBacc APS decreased slightly from 4.63 to 4.54 (ranking Wandsworth 4th in inner London for this measure).
- 6.4.9 Pupils that took their GCSEs in Wandsworth schools in 2019 resided in over 35 different local authorities. Other than Wandsworth, most pupils came from Lambeth, Merton and Croydon. Out of these LAs (including residents of Wandsworth), on average: pupils from Merton achieved the highest Progress 8 score, pupils from Lambeth achieved the highest Attainment 8 score, while pupils from Croydon had the lowest Attainment 8 and Progress 8 scores.

6.5 FURTHER INFORMATION

Appendix ref.	Title
VI.	Key stage 4 contextual report

7 KEY STAGE 5

Figures for key stage 5 from SFRs include mainstream schools, academies, free schools and FE sector colleges.

7.1 HEADLINES

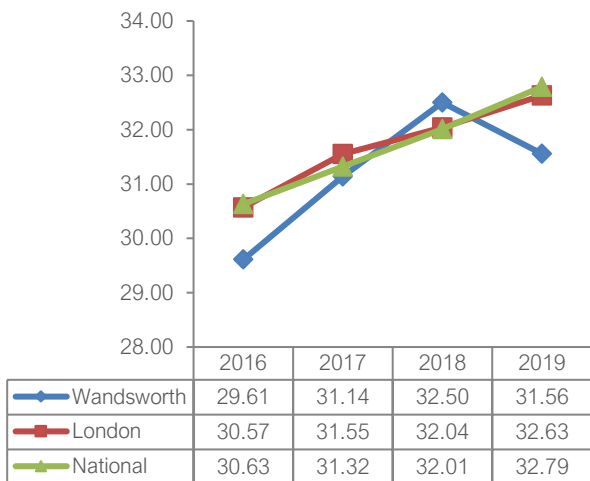
7.1.1 Wandsworth performed slightly lower than nationally in terms of the average point scores (APS) per A level, Academic and applied general entries, but higher for technical entries.

- The APS per A level entry was 31.34 compared with 32.64 nationally
- The APS per Academic entry was 31.56 compared with 32.79 nationally
- The APS per technical entry was 33.25 compared to 28.43 nationally
- The APS per applied general entry was 27.74 compared to 28.00 nationally

7.2 COMPARISON WITH LONDON AND ENGLAND

Graph showing the APS for **academic entries** in Wandsworth compared with London and England between 2016 and 2018.

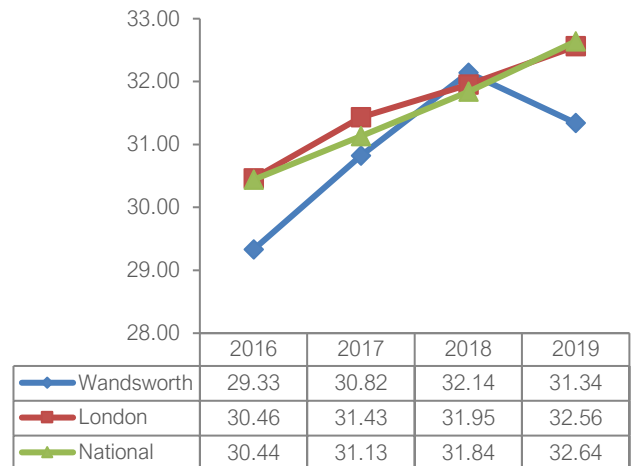
Includes the qualifications shown under "A levels", plus the Extended Project (Diploma), Pre-U qualifications, the International Baccalaureate, Free Standing Maths, Advanced Extension Award and Core Maths.



Source: DfE SFR

Graph showing the APS **per A level entry** in Wandsworth compared with London and England between 2016 and 2018.

Includes A levels, AS levels and applied A and AS levels (including double awards).



Source: DfE SFR

Since the introduction of new accountability measures at key stage 5 in 2016, the average point score for academic entries and A level entries had been improving in Wandsworth, and in 2018 the borough performed above national and London. However, in 2019, Wandsworth saw a dip in performance in these examinations and is below the national and London figures again.

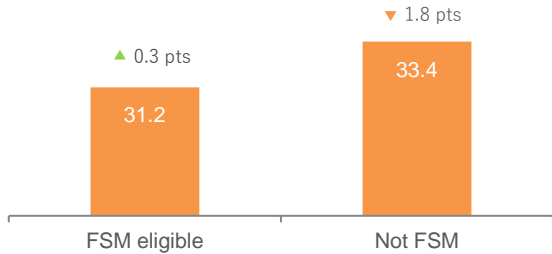
Note that figures for 2016 also include results from South Thames College, prior to its merger with Carshalton College and Kingston College. The college now counts for Kingston upon Thames in the performance tables.

7.3 GROUPS

This contextual groups analysis for key stage 5 is based on internal reports from schools' data only. Outcomes from FE colleges are not included. The Wandsworth average for schools only is **31.8**. The national average for state-funded schools only is **33.07**.

Free School Meals

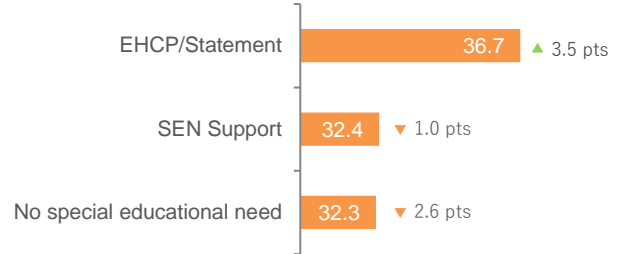
The graph below shows the average point score for academic entries for pupils eligible for free school meals and their peers.



Source: Mime post-16 profile

Special Educational Needs

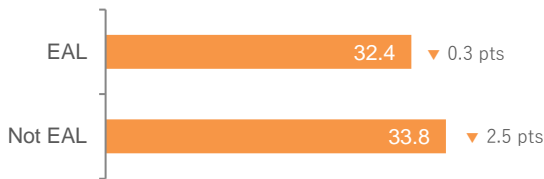
The graph below shows the average point score for academic entries according to type of special educational need.



Source: Mime post-16 profile

English as an Additional Language

The graph below shows the average point score for academic entries for EAL and non-EAL pupils.



Source: Mime post-16 profile

Ethnic Minority Achievement

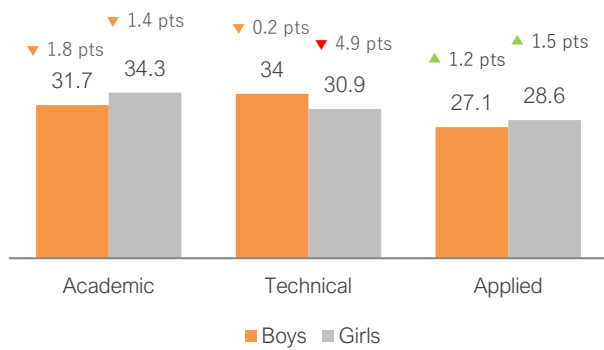
The table below shows the average point score for academic entries for the five largest ethnic groups in the borough.

White British	Pakistani	White Other	Black Caribbean	Somali
20% of cohort	10% of cohort	4% of cohort	5% of cohort	6% of cohort
37.0	30.1	36.9	28.9	30.5
▼ 1.9 pts	▼ 1.3 pts	▼ 1.2 pts	▼ 1.7 pts	▲ 0.5 pts

Source: Mime post-16 profile

Gender

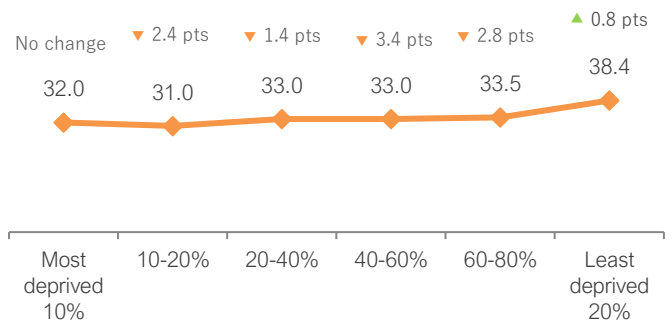
The graph below shows the APS per entry of boys and girls in academic, technical and applied courses.



Source: Mime post-16 profile

Deprivation band

The graph below shows the average point score for academic entries at each Income Deprivation Affecting Children Index (IDACI) band.



Source: Mime post-16 profile

7.4 COMMENTARY

- 7.4.1 Note that outcomes for key stage 5 in this report are provisional and subject to change.
- 7.4.2 Figures for A level outcomes are published for both schools-only and schools and colleges combined. The combined figure is used in the performance tables. Even though the Sixth Form College in Wandsworth has lower outcomes than its Wandsworth Sixth Form counterparts (using 2018 outcomes because 2019 are TBC), and the college has the second largest post-16 intake in the borough, Wandsworth's ranking within inner London is slightly improved when the Sixth Form College is included.
- 7.4.3 London does not perform as highly at key stage 5, when compared with other regions, as it does in the earlier key stages. On average, outer London performs better than inner London at A level when results from schools and colleges are considered. Conversely, inner London performs better on average than outer London boroughs at A level when results from only schools are considered, and performs in line with national for most A level indicators. Although A level performance is higher in inner London than outer London at key stage 5 for schools-only, some inner London boroughs (Camden, Hackney, Islington, Lewisham, Tower Hamlets and Wandsworth) perform below the averages for outer London.
- 7.4.4 **SCHOOLS ONLY.** There was an increase in the number of entries for each course type. Academic entries increased from 1274 to 1337, technical entries increased from 22 to 63, and applied entries increased from 146 to 208. Academic courses continue to be the most popular choice in Wandsworth Sixth Forms, though the number of technical entries increased at a greater rate. 86% of students studying technical courses are boys, and 73% speak English as an additional language.
- 7.4.5 **SCHOOLS ONLY.** The gap between pupils eligible for free school meals and their peers has reduced from 4.3 points in 2018 to 2.2 points in 2019 for academic entry average point score.
- 7.4.6 **SCHOOLS ONLY.** Of the largest ethnic groups in Wandsworth, the highest performing group for APS per academic entry was White British with an average point score of 37.0. Of the largest ethnic groups in Wandsworth other than White British and White Other, none were above the Wandsworth or national average for schools only. The performance of all the main ethnic groups dropped compared with 2018, except for Somali which improved by 0.5 points for academic entries.
- 7.4.7 **SCHOOLS AND COLLEGES.** Wandsworth performed lower than state-funded establishments nationally for the average point score (APS) per A level entry (31.34 compared to 32.64 nationally). Wandsworth ranks 94th nationally for this indicator, and 19th out of the 32 London boroughs. For technical entries, Wandsworth ranks 15th, and for applied entries it ranks 93rd.
- 7.4.8 **SCHOOLS AND COLLEGES.** On average, girls achieved a higher average point score per A level entry (32.66) than boys (29.92). However, a higher percentage of boys (14.6%) achieved AAB or above, including two facilitating subjects, than girls (13.8%).

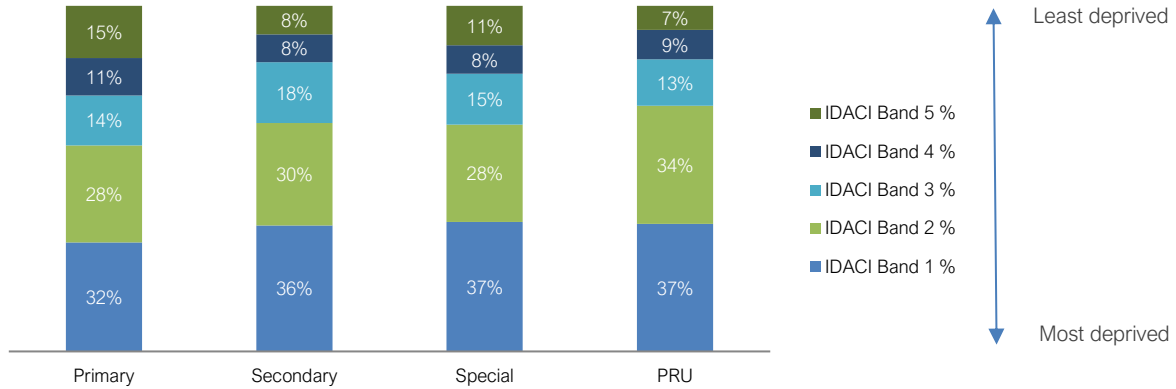
7.5 FURTHER INFORMATION

Appendix ref.	Title
VII.	Post-16 profile

8 GROUP IN DETAIL: DISADVANTAGED

- 8.1.1 The definition of disadvantaged pupils by the DfE is: those that are either eligible for free school meals in the last six years, looked after continuously for 1 day or more, or adopted from care. Schools receive additional funding (pupil premium) for pupils in this group.
- 8.1.2 Another way of considering disadvantage is to use IDACI (Income Deprivation Affecting Children Index). This is a measure of economic deprivation based on the residences of young people aged 0-15. IDACI band one includes households are those in the 20% most deprived in the country and IDACI band five households are in the 20% least deprived in the country.

Graph showing the percentage of school roll at each phase in Wandsworth for each IDACI band (January 2019 census)

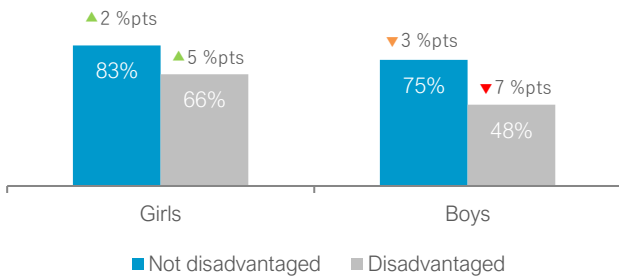


- 8.1.3 Primary schools in Wandsworth have, on average, the highest proportion of pupils from IDACI bands 4 and 5, and the lowest proportion of pupils from IDACI band 1, compared with the other school types in the borough.

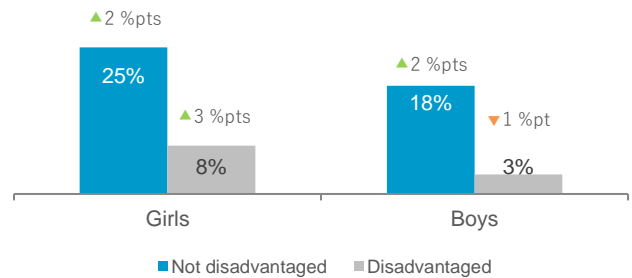
8.2 KEY STAGE 2

ATTAINMENT

Graph showing the percentage of pupils in Wandsworth reaching the expected standard or better in RWM according to gender and disadvantage status.



Graph showing the percentage of pupils in Wandsworth reaching the high standard in RWM according to gender and disadvantage status.



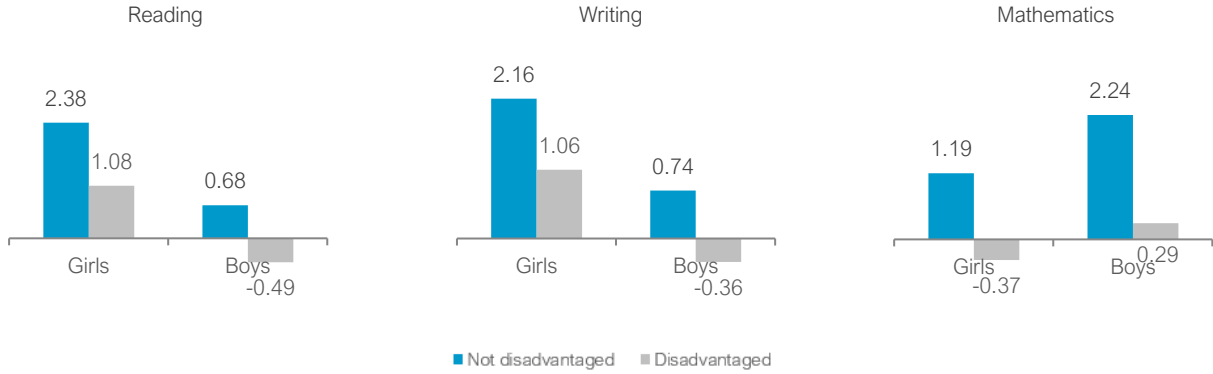
Source: NCER NOVA – DfE data feed

Source: NCER NOVA – DfE data feed

- 8.2.1 The performance of disadvantaged girls has improved at a greater rate than that of non-disadvantaged girls, for RWM expected standard and high standard. Conversely, the performance of disadvantaged boys has decreased at a greater rate than non-disadvantaged boys. There was a 7 %pt decrease in the proportion of disadvantaged boys reaching the expected standard in RWM, resulting in over half of the cohort of disadvantaged boys not achieving the expected standard in all three subjects: reading, writing and mathematics (476 pupils).

PROGRESS

Graphs showing the average progress scores at key stage 2 for each subject according to gender and disadvantaged status



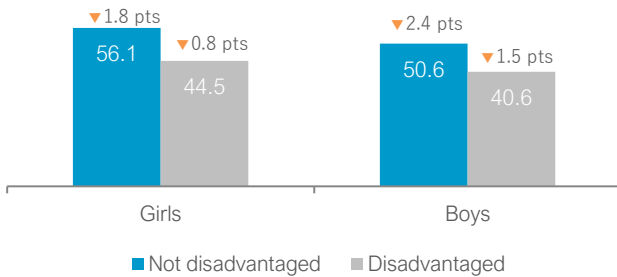
Source: NCER NOVA – AAT

8.2.2 Girls that are disadvantaged have positive overall progress scores in reading and writing, but a negative overall progress score in mathematics. Conversely, boys that are disadvantaged have negative overall progress scores in reading and writing, but a positive overall progress score in mathematics.

8.3 KEY STAGE 4

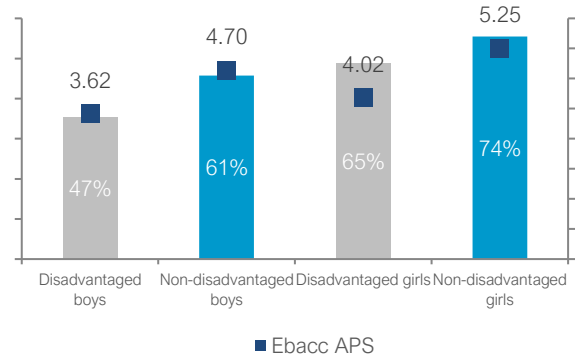
ATTAINMENT

Graph showing the average Attainment 8 score in Wandsworth according to gender and disadvantage status.



Source: NCER NOVA - Keypas

Graph showing percentage of EBacc entries and average point score in Wandsworth according to gender and disadvantage status.



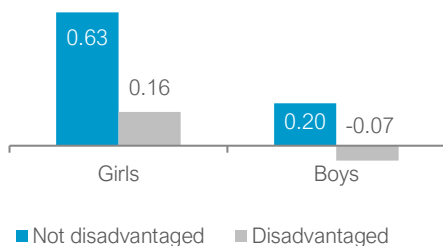
Source: NCER NOVA - Keypas

8.3.1 Although there was a decrease in Progress 8 and Attainment 8 scores for disadvantaged pupils, their results declined at a lower rate than that of non-disadvantaged pupils.

8.3.2 Disadvantaged boys have the lowest entry rate for EBacc subjects and the lowest average point score. Non-disadvantaged boys have the second lowest entry rate for EBacc when compared with disadvantaged and non-disadvantaged girls, but the second highest average point score (after non-disadvantaged girls).

PROGRESS

Graph showing the average Progress 8 score in Wandsworth according to gender and disadvantage status.



Source: NCER NOVA - Keypas

8.3.3 Overall, disadvantaged pupils achieved a positive Progress 8 score (+0.04), however, non-disadvantaged pupils achieved a higher Progress 8 score (+0.41).

8.3.4 Non-disadvantaged girls made more progress than all boys and disadvantaged girls, and disadvantaged boys had a negative overall Progress 8 score.

9 GROUP IN DETAIL: ETHNICITY

9.1.1 This section summarises the performance at key stages 2 and 4 of the largest ethnic groups in Wandsworth in 2018-19: White British (26%), Pakistani (9%), White Other (6%), Black Caribbean (6%), and Somali (6%). Wandsworth is a diverse borough and the remaining 47% of pupils come from more than 15 different ethnic groups. The White Other group is not included in this chapter’s analysis as it is a compilation group of several different ethnicities.

9.2 KEY STAGE 2

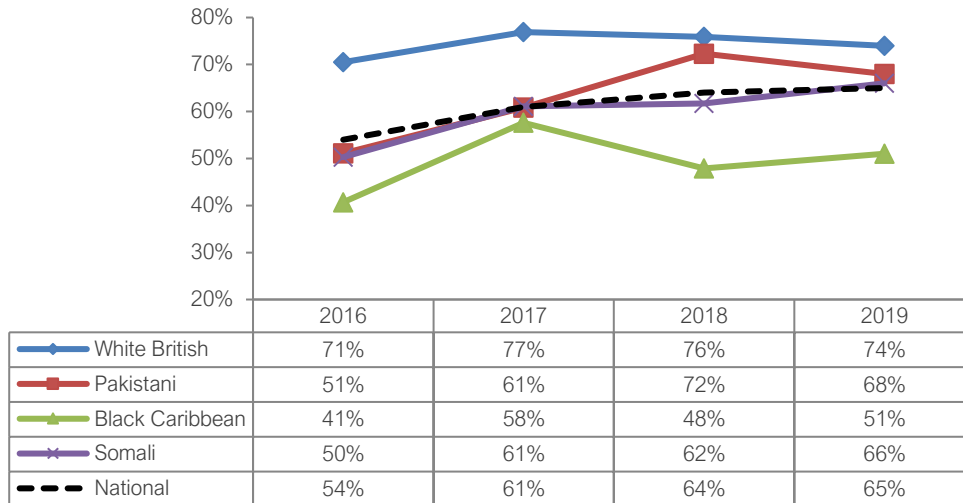
CONTEXT

	Number in KS2 cohort	Average KS1 point score (prior attainment)	Proportion that are disadvantaged	Proportion with SEN (SEN Support or EHCP)
White British	626	16.7	27%	27%
Pakistani	223	15.7	35%	17%
Black Caribbean	144	15.3	70%	30%
Somali	164	15.2	70%	18%

Source: NCER NOVA

ATTAINMENT

The graph below shows the percentage of pupils from the five largest ethnic groups in Wandsworth that achieved the expected standard in all three subjects: reading, writing and mathematics between 2016 and 2019.



Source: REU contextual reports

PROGRESS

The graph below shows the average progress scores of pupils from the five largest ethnic groups in Wandsworth at key stage 2 in 2019.



Source: REU contextual reports

9.3 KEY STAGE 4

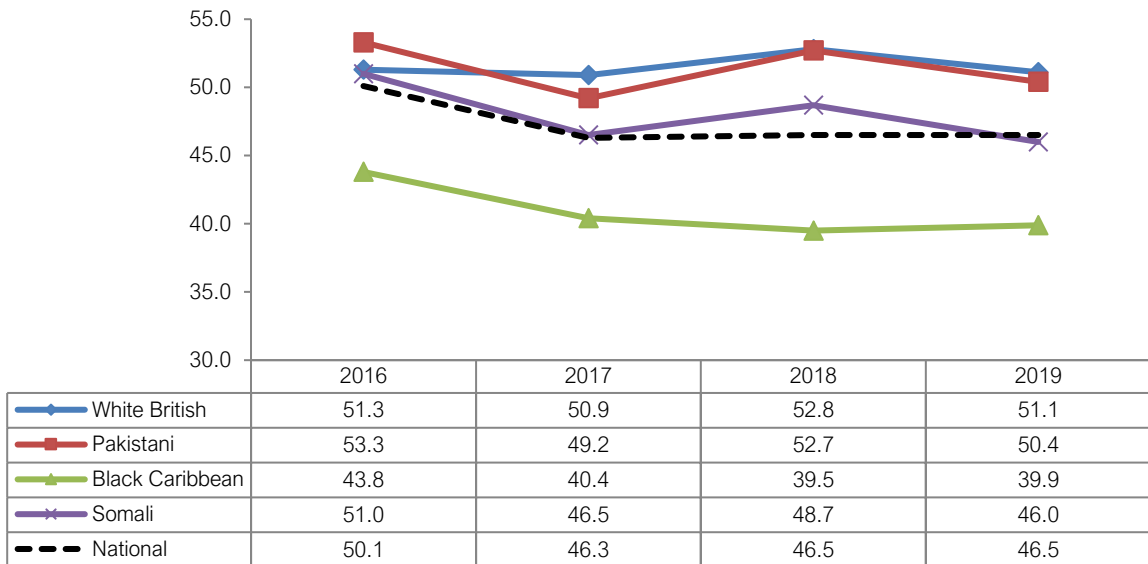
CONTEXT

	Number in KS4 cohort	Average KS2 level (prior attainment)	Proportion that are disadvantaged	Proportion with SEN (SEN Support or EHCP)
White British	424	4.8	27%	34%
Pakistani	192	4.6	34%	19%
Black Caribbean	133	4.5	53%	28%
Somali	107	4.6	64%	15%

Source: NCER NOVA

ATTAINMENT

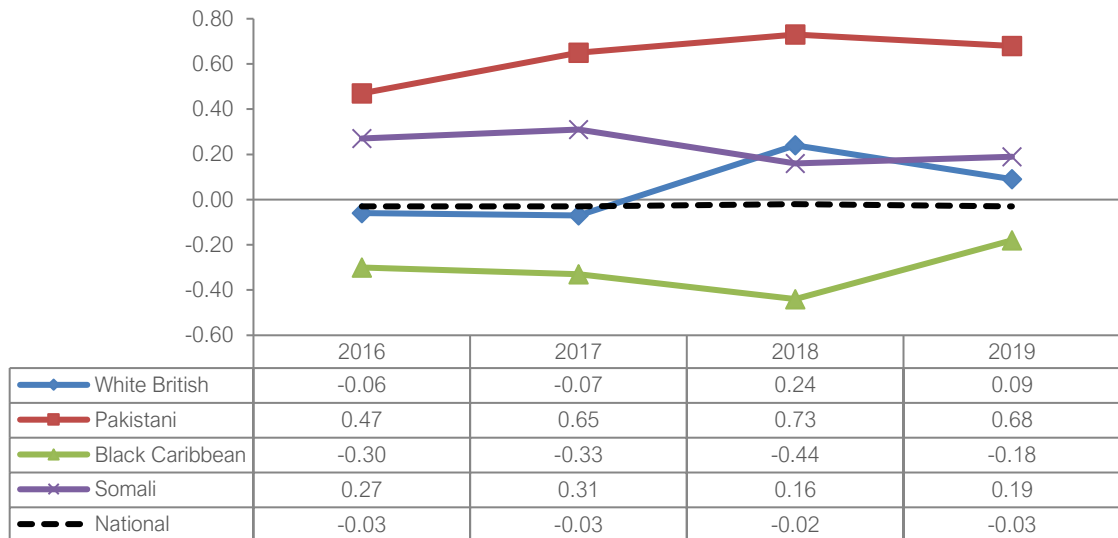
Graph below shows the average Attainment 8 score of the five largest ethnic groups in Wandsworth at key stage 4 between 2016 and 2019.



Source: REU contextual reports

PROGRESS

Graph below shows the average Progress 8 score of the five largest ethnic groups in Wandsworth at key stage 4 between 2016 and 2019.



Source: REU contextual reports

9.4 COMMENTARY

- 9.4.1 At key stage 2 the lowest performing ethnic group was Black Caribbean in terms of both attainment and progress. The Black Caribbean pupil group was the only group to have a negative progress score in more than one core subject and the only group that did not achieve in line with, or above, the national average across all three subjects. Within this group, girls performed better than boys. 64% of Black Caribbean girls achieved the expected standard in RWM compared with 39% of Black Caribbean boys. This gender gap of 25 %pts is wider than the disadvantage gap of 20 %pts within the Black Caribbean group.
- 9.4.2 The Somali cohort and the Black Caribbean cohort had similar prior attainment at key stage 1, with average point scores of 15.2 and 15.3 respectively. Pupils in the Somali group, on average, had better progress scores than the Black Caribbean group, and the proportion of Somali pupils achieving the expected standard in RWM was slightly above the national average.
- 9.4.3 At key stage 4, the lowest performing ethnic group was Black Caribbean. This group has seen a slight increase in Attainment 8 and Progress 8 scores compared with 2018, however, the group continues to perform below the other ethnic groups and the national average. As with key stage 2, there is a wider gender gap for attainment than there is for disadvantage within this group. In terms of the Attainment 8 score, the gender gap is 8.1 points compared with the disadvantage gap of 5.5 points, with girls outperforming boys.
- 9.4.4 At key stage 4, the Somali cohort and the Pakistani cohort each had a similar level of prior attainment, with the same average level at key stage 2 (4.6). Despite their similar starting points, the Pakistani group achieved a higher Attainment 8 score and made more progress than the Somali group.
- 9.4.5 The good performance of the White British group at key stages 2 and 4 masks a notable difference between the performance of disadvantaged and non-disadvantaged pupils within this group. At key stage 2, the gap in achieving the expected standard in RWM is 37 %pts – higher than the Wandsworth overall gap for disadvantage (23.1 %pts). While at key stage 4 the gap in Attainment 8 score is 19.7pts, which is again higher than the overall disadvantage gap in the borough (10.7pts). At both key stages White British disadvantaged pupils represent 27% of the White British cohort.

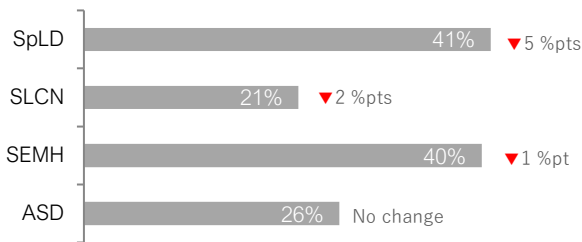
10 GROUP IN DETAIL: SPECIAL EDUCATIONAL NEEDS (SEN)

- 10.1.1 There is a higher proportion of SEN pupils in Wandsworth schools than nationally. In January 2019, 12.8% of the school population in Wandsworth was receiving SEN support (compared with 11.9% nationally) and 4.5% had a statement or EHC plan (compared with 3.1% nationally).
- 10.1.2 As of January 2019, the main types of need (as a percentage of the Wandsworth school population) were: 2.4% autistic spectrum disorder (ASD); 3.9% social, emotional and mental health (SEMH); 4.8% speech, language and communication needs (SLCN); and 2.3% specific learning difficulty (SpLD) so these categories of SEN have been included in this more detailed analysis.

10.2 KEY STAGE 2

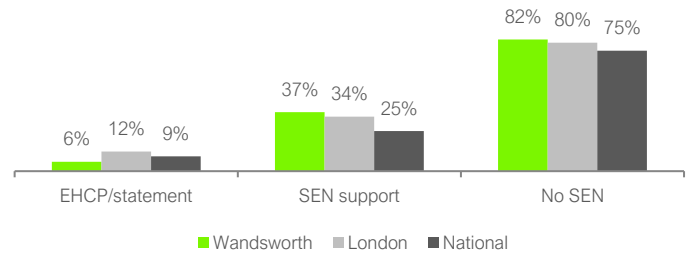
ATTAINMENT

The graph below shows the percentage of pupils in Wandsworth reaching the expected standard in all three subjects: RWM according to type of special educational need.



Source: REU contextual reports

The graph below shows the percentage of pupils reaching the expected standard in all three subjects: RWM according to SEN status in Wandsworth, London and nationally.



Source: DfE SFR

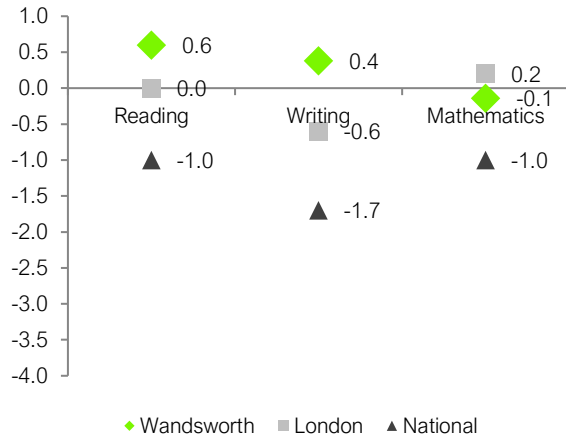
PROGRESS

The graph shows the progress scores of pupils with EHCP/statements in RW&M in Wandsworth, London and nationally.



Source: DfE SFR

The graph shows the progress scores of pupils on SEN support for RW&M in Wandsworth, London and nationally.



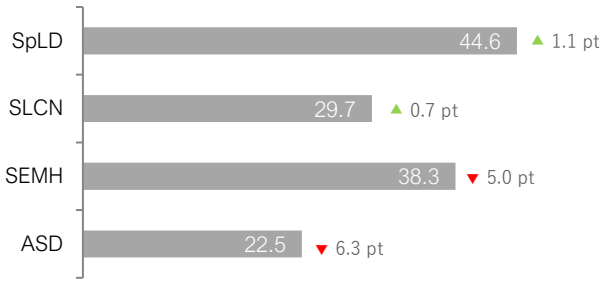
Source: DfE SFR

- 10.2.1 Pupils on SEN support at key stage 2 continued to perform higher than London and nationally for attainment, while those with EHCPs performed lower than the equivalent groups in London and nationally.
- 10.2.2 Progress in mathematics for those with EHCPs is now below national, and for those on SEN support it is now below London. The primary need type with the most negative progress score in mathematics is ASD in Wandsworth. Pupils with ASD have a progress score in Wandsworth of -4.29, compared with -1.25 in London and -1.97 nationally.

10.3 KEY STAGE 4

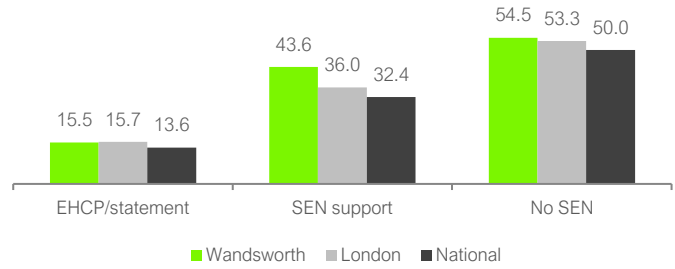
ATTAINMENT

The graph below shows the average Attainment 8 score of pupils in Wandsworth according to SEN type.



Source: REU contextual report

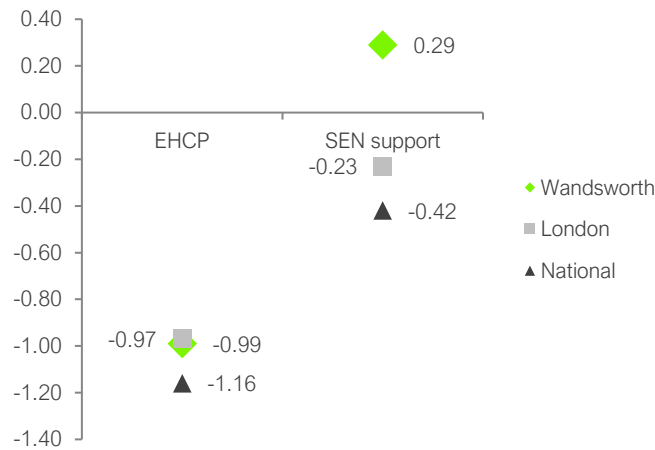
The graph below shows the average Attainment 8 score of pupils with statements/EHCPs and on SEN support in Wandsworth and nationally.



Source NCER NOVA – DfE data feed

PROGRESS

The graph below shows the average Progress 8 scores of pupils according to SEN status in Wandsworth and nationally.



Source: NCER NOVA - Keypas

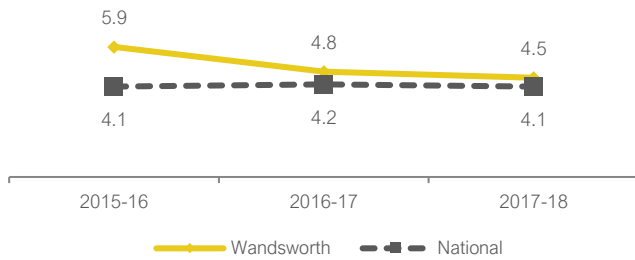
10.3.1 According to provisional data at key stage 4, pupils in Wandsworth with EHCPs and on SEN support achieved, on average, a higher Attainment 8 score than the equivalent groups nationally.

10.3.2 Pupils with SEN support in Wandsworth achieved a positive Progress 8 score overall, while the London and national figures are negative. The Progress 8 score for pupils with EHCPs in Wandsworth is slightly below London but above the national figure.

11 ATTENDANCE AND EXCLUSIONS

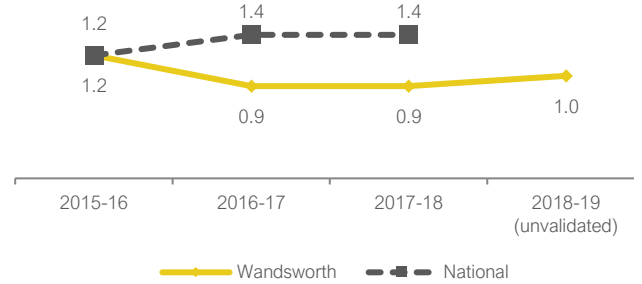
11.1 PRIMARY SCHOOLS

Graph below shows the average number of school days lost through fixed-term exclusions in primary schools.



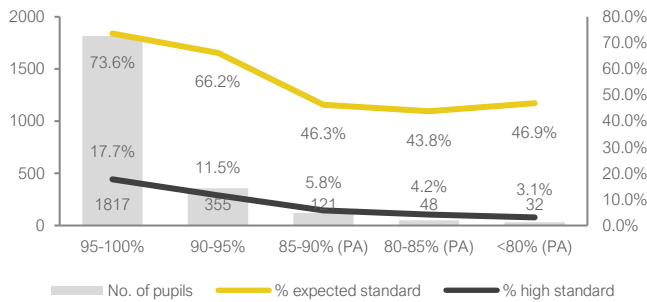
Source: DfE SFR

Graph below shows the fixed-term exclusion rate for primary schools over time



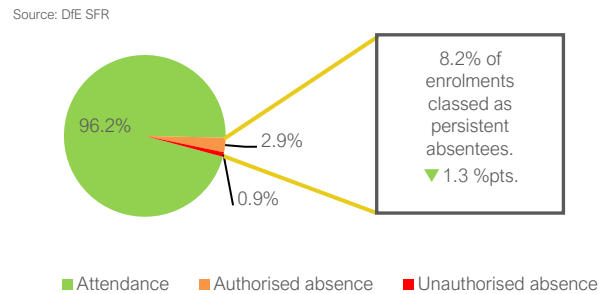
Source: DfE SFR and REU report

Graph below shows the percentage of pupils achieving the expected standard and high standard in reading, writing and mathematics according to their level of attendance, alongside pupil numbers.

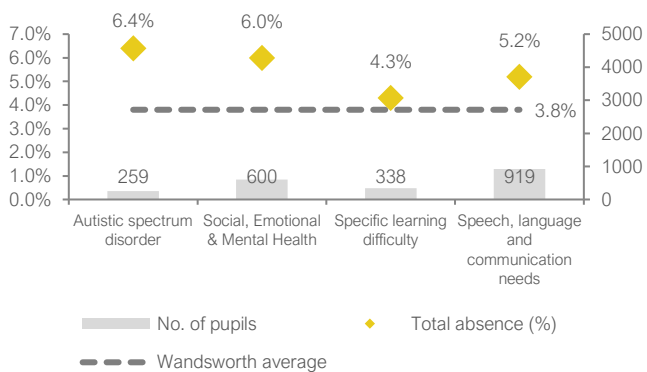


Source: REU contextual report

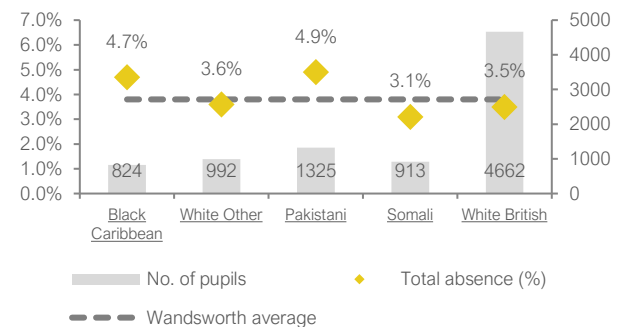
Graph below shows the percentage of absences in primary in terms of sessions missed (authorised and unauthorised) – autumn 2018 and spring 2019



Graph below shows the total absence rate for pupils with the main types of special educational need in mainstream primary schools (autumn 2018 and spring 2019).



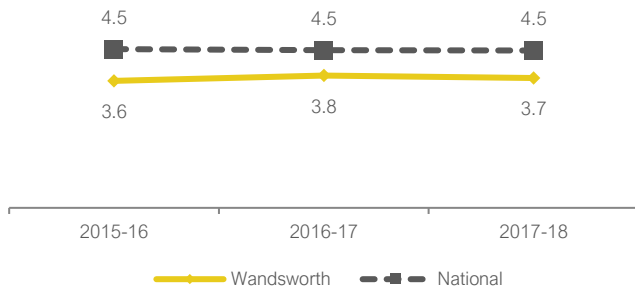
Graph below shows the total absence rate for pupils from the largest ethnic groups in mainstream primary schools (autumn 2018 and spring 2019).



- 11.1.1 Provisional data indicates that fixed term exclusion rates in Wandsworth primary schools decreased in 2018-19. The number of school days lost through fixed term exclusions is decreasing in over time, however, the average days lost at primary schools continue to be above the national figure.
- 11.1.2 Of the cohort of pupils that took their key stage 2 assessments in 2019, 12 pupils had received at least one fixed term exclusion in the 2017-18 academic year. Only 5 of this 12 achieved the expected standard in reading, writing and mathematics. None of these pupils achieved the high score in reading, writing and mathematics.
- 11.1.3 A pupil is considered a persistent absentee (PA) if 10% or more of their own possible sessions have been missed. Using validated two-term data (autumn 2018 and spring 2019), the percentage of persistent absentees at primary level was 8.2%, compared to 8.4% nationally.

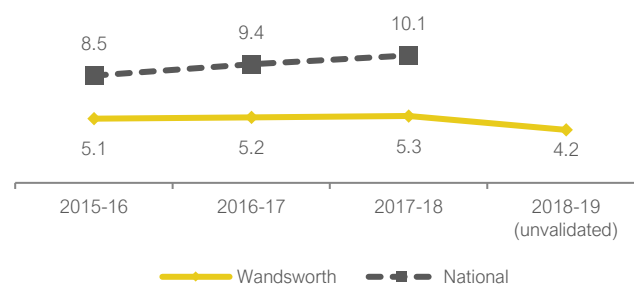
11.2 SECONDARY SCHOOLS

Graph below shows the average number of school days lost through fixed-term exclusions in secondary schools



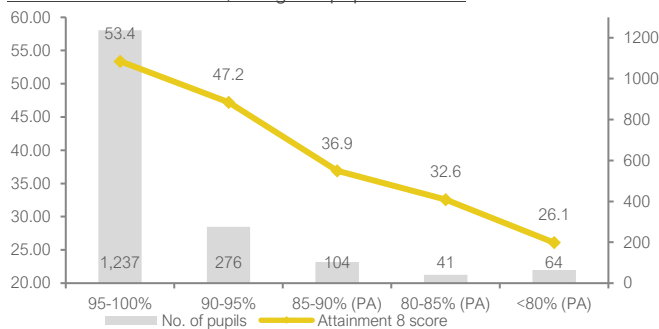
Source: DfE SFR

Graph below shows the fixed-term exclusions rate for secondary schools over time



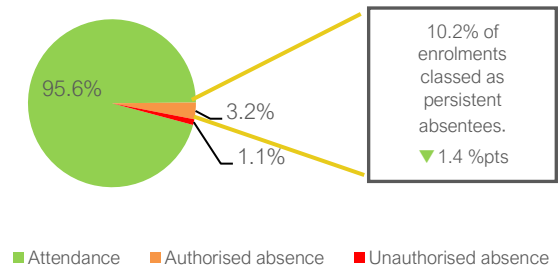
Source: DfE SFR and REU report

Graph below shows the average Attainment 8 score of pupils according to their level of attendance, alongside pupil numbers.



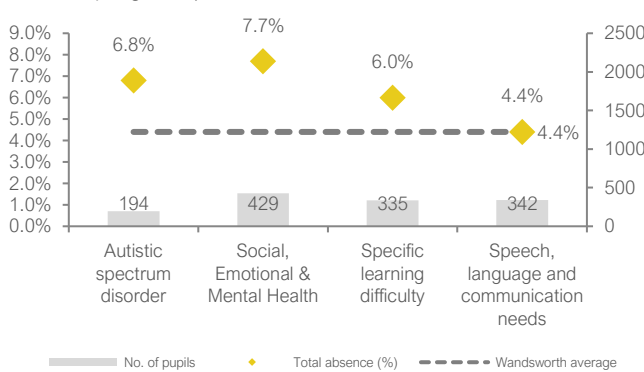
Source: REU contextual report

Graph showing the percentage of absences at secondary in terms of sessions missed (authorised and unauthorised) – autumn 2018 and spring 2019



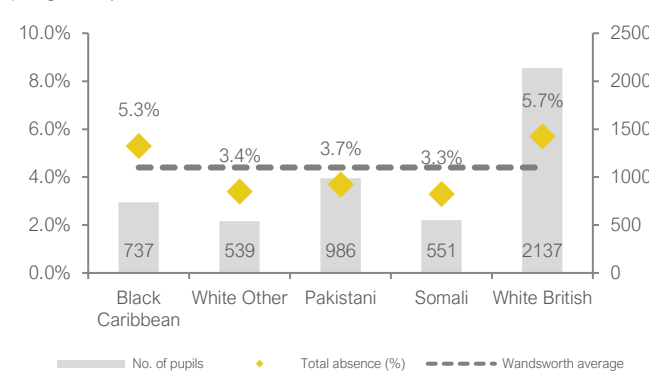
Source: DfE SFR

Graph below shows the total absence rate for pupils with the main types of special educational need in mainstream secondary schools (autumn 2018 and spring 2019).



Source: REU contextual report

Graph below shows the total absence rate for pupils from the main ethnic groups in mainstream secondary schools (autumn 2018 and spring 2019).

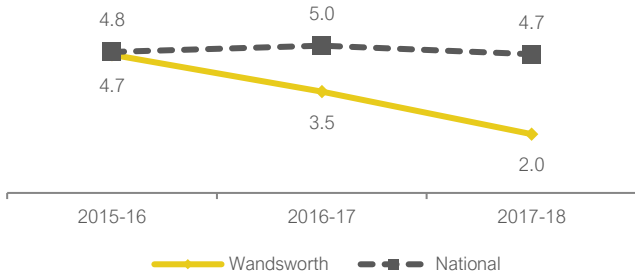


Source: REU contextual report

- 11.2.1 Provisional data indicates that fixed term exclusion rates in Wandsworth secondary schools decreased in 2018-19. The number of school days lost through fixed term exclusions has decreased slightly compared with the previous year and it below the national figure.
- 11.2.2 Of the cohort of pupils that took their GCSEs in 2019, 59 pupils had received at least one fixed term exclusion in the 2017-18 academic year. On average, these pupils had a negative overall Progress 8 score. Of those with one fixed term exclusion, the average Attainment 8 score (35.6) was lower than the Wandsworth average (49.2). Of the 18 pupils with 2 or more fixed term exclusions, only 1 achieved a standard pass (9-4) in English and mathematics.
- 11.2.3 A pupil is considered a persistent absentee (PA) if 10% or more of their own possible sessions have been missed. Using validated two-term data (autumn 2018 and spring 2019), the percentage of persistent absentees at secondary in Wandsworth was 10.2% compared with 12.7% nationally.

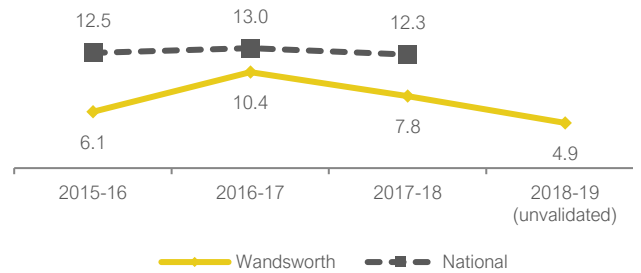
11.3 SPECIAL SCHOOLS

Graph below shows the average number of school days lost through fixed-term exclusions in special schools



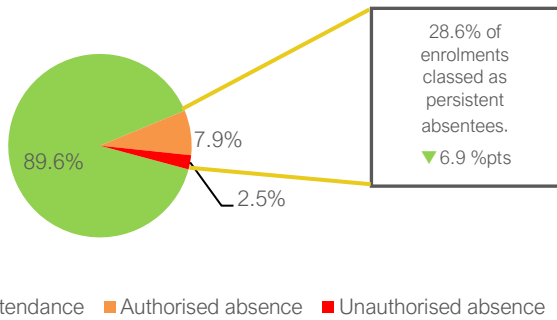
Source: DfE SFR

Graph showing the fixed-term exclusions rate for special schools over time



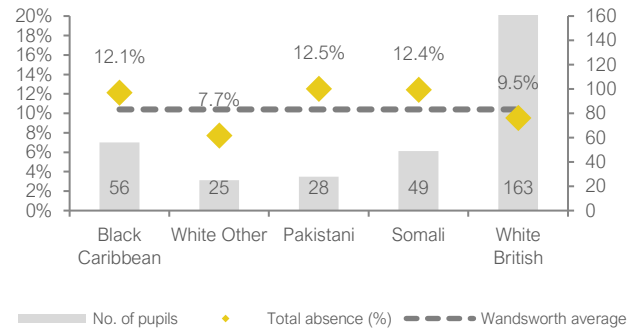
Note that the Wandsworth figure of 6.1 in 2015-16 does not include figures for two terms from Nightingale due to academy conversion.
Source: DfE SFR and REU report

Graph showing the percentage of absences at special schools in terms of sessions missed (authorised and unauthorised) – autumn 2018 and spring 2019



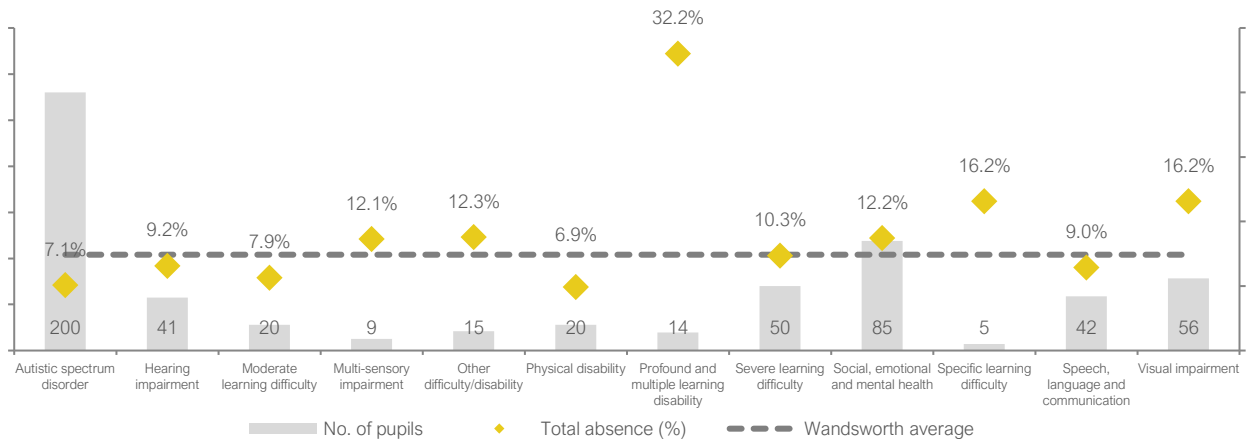
Source: DfE SFR

Graph below shows the total absence rate for pupils from the main ethnic groups in special schools (autumn 2018 and spring 2019).



Source: REU contextual report

Graph below shows the total absence rate for pupils with the main types of special educational need in special schools (autumn 2018 and spring 2019).



Source: REU contextual report

11.3.1 Provisional data indicates that fixed term exclusion rates in Wandsworth special schools decreased in 2018-19. The number of school days lost through fixed term exclusions is decreasing over time and has been reducing at a greater rate than the national figure.

11.3.2 According to validated two-term data (autumn 2018 and spring 2019), the percentage of persistent absentees in Wandsworth special schools was 28.6%, compared to 28.5% nationally.