



A Good Start in Life

Southwark Schools Standards Report 2024-25

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Foreword

It is my pleasure to bring the Southwark School Standards Report to Cabinet.

This report remains a cornerstone of Southwark's commitment to transparency and excellence in education.

This year, I am delighted to share that 99% of our schools continue to be judged by Ofsted as providing a good or outstanding quality of education, with 100% of our nursery, primary and special schools achieving this benchmark. This is a testament to the dedication of our school leaders, teachers, and support staff, and to the resilience and ambition of our children and young people.

Over the past year, we and our children's services and education teams have worked tirelessly with schools to address the challenges of falling rolls, rising costs, and increasing complexity of needs.

Despite these pressures, Southwark schools have continued to deliver exceptional outcomes. Standards at Early Years, Key Stage 2, Key Stage 4 and Key Stage 5 remain above national averages, and in many cases gaps for disadvantaged pupils have narrowed significantly. At Key Stage 2, for example, the gap in reading, writing and maths combined reduced to -6.6%, compared with a national gap of -15.3%. This progress reflects our unwavering focus on equity and inclusion across our borough.

Our schools have embraced innovation, from enrichment programmes for disadvantaged pupils to targeted literacy and oracy projects such as *Talk Matters*. We have strengthened mental health provision, expanded SEND support through our specialist teaching team, and deepened collaboration between schools through the Southwark Partnership. These initiatives are not just

about raising attainment - they are about improving life chances and ensuring every child has access to a rich, ambitious curriculum.

There is much to celebrate:

- Continued improvement in Key Stage 2 outcomes, with headline measures well above national averages.
- Strong performance at GCSE and A level, with Southwark pupils outperforming national results across all key measures.
- Exceptional achievements for children in care and pupils with SEND, whose outcomes remain significantly above national benchmarks.

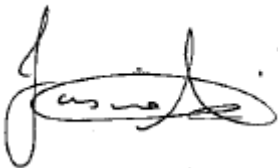
We know there is more to do.

The way we have brought our children's services and education teams together under our Director of Children's Services and our fantastic frontline teams will enable us to succeed in our focus for the coming year – which will be to sustain these high standards while addressing persistent gaps, supporting schools through financial challenges, and delivering on our Southwark 2030 vision to revolutionise SEND provision and strengthen inclusion.

We must redouble our efforts across the council and with local business to strengthen our post 16 offer – so that our young people can continue to succeed in their next steps in education, apprenticeships and or employment.

Thank you to our school leaders, teachers, governors, council teams, and partners for their tireless commitment.

Together, we will continue to work for every child and young person in Southwark to get the future they deserve.



Councillor Jasmine Ali

Deputy Leader & Cabinet Member for Children, Education and Refugees

Executive Summary

This report provides information about the education standards and achievement of children and young people in Southwark over the academic year 2024 to 2025. It describes the national and local context for schools in Southwark and identifies how council teams have worked with schools to secure and maintain improvement.

The report looks at achievements in each of the key stages in primary and secondary schools as well as for our pupils with special educational needs and/ or disabilities (SEND) and our children in care. Key headlines include:

- The proportion of schools whose quality of education is graded by Ofsted as good or outstanding is 99%. The quality of education is graded good or outstanding in 100% of nursery, primary and special schools.
- Standards in key measures are above national averages in Early Years Foundation Stage Profile (EYFSP), Key Stage 2, Key Stage 4 and Key Stage 5.
- The quality of education is judged as good or outstanding by Ofsted in 99% of school based early years provision, and the percentage of pupils achieving a Good Level of Development (GLD) has improved over the past three years from 68.3% to 70.0%.
- Phonics screening check¹ outcomes improved for pupils in year 2 compared to 2024 and are in line with national outcomes for pupils in year 1 and year 2.
- Standards at the end of Key Stage 2 (KS2) remain above those nationally in all subjects. Many primary schools closed or even reversed the disadvantage gap in year 6 between 2024 and 2025. At KS2 for reading, writing and maths combined, the gap between pupils with disadvantage and all pupils reduced from -11.1% in 2022 to -8.2% in 2024 (compared with a national gap of -15.3%) and to -6.6% in 2025.
- For Key Stage 4, English and maths results at GCSE at both standard (4-9) and strong (5-9) pass grades, as well as EBacc², are well above reported national averages.

¹ [Phonics screening check: assessment and reporting arrangements \(ARA\) - GOV.UK](#)

² [English Baccalaureate \(EBacc\) - GOV.UK](#)

- At Key Stage 5, indicative results showed consistent improvement across the board and continued to exceed those reported nationally.
- Primary pupils with special educational needs and/or disabilities (SEND) continue to perform in line with, or above, national outcomes for KS1 Phonics and KS2 measures.
- For pupils with SEND at Key Stage 4, Southwark's results outshine those nationally and in London.
- For children in care, results show there was very good improvement in the percentage of pupils achieving both the strong and standard pass in English and in Maths at GCSE (grades 9 - 5 and grades 9 - 4).

Introduction

The purpose of this report is to give an overview of the educational outcomes for pupils educated in state funded schools in the borough during the academic year September 2024 to July 2025. It shows the great strengths of our schools, as well as the areas where we need to continue to work together to do more.

Once again standards at Early Years Foundation Stage, and Key Stages 2, 4 and 5 are above national averages across the board. The quality of education is judged by Ofsted as good or outstanding in 99% of our schools and 100% of our nursery, primary and special schools. These achievements reflect the dedication and skill of our school leaders, who consistently put children and young people first.

Since 2013, Southwark's Ofsted performance has moved from 88% to 99% of schools delivering a good or outstanding quality of education. This is a remarkable achievement and showcases the impact of high-quality leadership consistently focused on key priorities for improvement in response to local and national initiatives.

In 2024-25, schools dedicated themselves to developing exciting curricula, placing a strong emphasis on reading and promoting exemplary behaviour and attitudes. They invested in staff training and development, while actively supporting pupils' personal growth, ensuring improved life opportunities for all, especially the most vulnerable.

Because schools are funded on the number of children who attend them, the decline in the numbers of pupils in our primary schools and now also in our secondaries, continues to impact school finances. This has resulted in school leaders having to make difficult decisions about levels of staffing and curriculum provision. For example, some headteachers have had to reduce the additional support given to smaller groups of children, cut back on specialist staff and deploy senior leaders into classroom teaching. To ensure that Southwark's schools are well-funded and thriving and that there is choice for parents, we work hard to manage admission numbers and the number of schools available.

There has been a marked increase in the number of pupils with special educational needs and/or disabilities (SEND) over the last five years and Southwark schools have adapted provision to deliver a high standard of education to all pupils. The impact of the rise in SEND pupils means that leaders have to make decisions about managing their budgets to provide effective support to children and staff. Over time, we have seen how high-quality classroom teaching is changing to become more

inclusive in order to meet the additional needs of all children. Despite these contextual challenges, schools continue to improve the quality of provision and the outcomes that pupils achieve.

The council has supported a number of new projects this year. These are delivered by our schools in partnership with the teams across the council. Projects include: a formal partnership between and with Southwark schools to improve outcomes for disadvantaged pupils; enrichment activities for disadvantaged pupils; and “Talk Matters”, a project to develop speech, communication and oracy.

For some years, we have focused on supporting all schools and settings to raise attainment and close the achievement gap between our most vulnerable pupils and their peers. These include pupils with special educational needs and/or disabilities (SEND); pupils from economically disadvantaged backgrounds; pupils who are in the care of the council; and those pupils from Global Majority ethnic backgrounds who may also intersect with any of these groups.

For more information about the various projects and interventions the council supports across our schools look for further detail in the Innovations section in Appendix 3.

Southwark schools remain of very high quality with the quality of education being judged by Ofsted as good or outstanding in 99% of them. Of these, 31% are currently graded outstanding for the quality of education, an improvement of four percentage points from last year. Outcomes in Southwark remain above national averages at EYFS and KS2, KS4 and KS5. Southwark’s schools have been performing very strongly against other schools nationally for some years and this year continues that trend.

Over the past two decades, pupils in Southwark schools have made remarkable strides in academic achievement. Once performing below national averages, they now consistently rank among the top local authorities across nearly all measures of attainment. Further details are available in Appendix 4.

This report is published annually in January on Southwark Council’s website and is read by parents and carers, school leaders and staff, and councillors and council officers. We are grateful to all these important stakeholders for contributing to the achievements of our pupils and to the ongoing success of Southwark schools.

Background

Southwark Schools

There are 101 state funded schools in the borough, of which 58% are maintained by the council and 42% are academies and free schools, almost all of whom are in multi-academy trusts.

Community, Foundation and Voluntary Aided Schools (council-maintained schools)

These schools are often called maintained schools because the central government funding for them is distributed by the council. Almost all receive a variety of services from the council including school improvement, which they agree to fund from their school budgets. These schools follow the national curriculum. Some work informally in partnership with each other and some work together more formally in small groups called federations.

Academies and Free Schools

These schools get their funding directly from central government. Very few receive any services from the council unless there is a statutory requirement for the council to provide them. Academies are responsible for their own improvement work. These schools are not required by law to follow the national curriculum and are able to set their own term times. They must comply with the School Admissions Code³ and School Admissions Appeal Code⁴.

Multi- Academy Trusts (MATs) with a presence of more than one school in Southwark are: Ark Schools; The Charter Schools Educational Trust; City of London Academies Trust; Harris Federation; Nexus Education Schools Trust; SPA Education Trust (special schools); St Benedict Catholic Academy Trust; and St Oscar Romero Catholic Academy Trust.

³ <https://www.gov.uk/government/publications/school-admissions-code--2>

⁴ <https://www.gov.uk/government/publications/school-admissions-appeals-code>

Number and type of schools July 2025

Phase	Total Number of schools	Number of community, foundation or voluntary-aided schools	Number of Academies	Number of Free Schools
Nursery	4	4	0	0
Primary	68	47	16	5
Secondary	19	2	14	3
All-through	1	0	1	0
Special	8	5	2	1
Pupil Referral Unit	1	1	0	0
Hospital Schools	2	2	0	0

Who are Southwark pupils?

In 2024-25, there were 38,697 pupils attending mainstream Southwark schools, 1,432 (3.6%) less than in 2021-22. Primary schools reduced 9.1% from 21,310 in 2021-22 to 19,355 in 2024-25. Whilst secondary school pupil numbers (Years 7-13) rose 2.8% overall from 18,819 to 19,342 over the same period, there are declines in pupil numbers in some parts of the borough.

50.2% of children attending Southwark mainstream schools are male, 49.8% female. The number of pupils eligible for free school meals has risen by 3.4% from 35.9% to 39.3% in the last three years.

Pupils who have been assessed as having special educational needs and/or disabilities (SEND) will usually receive one of two types of additional support in school: they may be eligible for an education, health and care plan (EHCP), or they may be eligible for SEN support. The population of all pupils with SEND has risen by 0.8% from 20.4% in 2021-22 to 21.2% in 2024-25. The percentage of all pupils with an EHCP has risen from 4.6% in 2021-22 to 5.6% in 2024-25.

The largest represented ethnicity is Black: 37.3% (26.1% are Black African, 6.8% are Black Caribbean and 4.2% are “any other black background”), 29.7% of pupils are White (19.7% White British), 14.5% are mixed/dual background and 7.0% of pupils are Asian or Asian British. In 2024-25, 32.5% of Southwark pupils had English as an additional language compared with 34.6% in 2021-22. There are 190 languages spoken across Southwark schools today.

What do we mean by educational standards?

All maintained schools must follow the national curriculum, which is set by the Department for Education. It is a set of subjects and standards which mean that children learn the same things. It covers the subjects that are taught, and the standards children should reach in each subject. Other types of schools (for example, Academies and private schools) do not have to follow the national curriculum. Academies have to teach a broad and balanced curriculum which includes English, maths and science, religious education and relationships and sex education.

The national curriculum is organised into blocks of years called “Key Stages”. At the end of each key stage schools must formally assess pupils’ achievement according to the standards expected in the national curriculum.⁵ While academies are not required to use the national curriculum, they are required to use the same tests to measure standards at key stages as all maintained schools. These are set out in the section below.

⁵ <https://www.gov.uk/national-curriculum>

Education phases, key stages and assessments

	Primary			Secondary		Sixth form
Age	3-5 years old	5-7 years old	7-11 years old	11-14 years old	14-16 years old	16-18 years old
School year(s)	Nursery-Reception	Years 1-2	Years 3-6	Years 7-9	Years 10- 11	Years 12-13
Key Stage	Early Years Foundation Stage (EYFS)	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5
Statutory Assessment(s)	Good Level of Development (GLD)	Phonics	Standard Assessment Tests (SATs) Teacher Assessments Multiplication Tables Check (MTC)	None	GCSEs GNVQs Functional Skills Level 2	A Levels BTecs

Closing the gap

There are different starting points for pupils when they start school. Educational standards data shows us that there are attainment gaps between children with different characteristics, from different backgrounds or with particular learning needs.

Southwark schools and the council services that support them have maintained a focus on diminishing the attainment gap between pupils in different groups (for example, those receiving income-based free school meals and all pupils) to reduce inequalities; and this is a key pillar of our Southwark 2030 vision⁶, woven through every part of our work.

Throughout this report, you will find information on the attainment of children from different ethnic backgrounds and genders, those who speak English as an additional language, and those who are disadvantaged⁷. There is also detailed information on the attainment of pupils with special educational needs and/or disabilities (SEND). Further detail about attainment gaps is in Appendix 2.

⁶ <https://moderngov.southwark.gov.uk/documents/s121640/Appendix%201%20-%20Southwark%202030%20strategy.pdf>

⁷ in receipt of pupil premium for receiving or having received income based free school meals at any point in the last 6 years; adopted from care; children looked after by the council.

Ofsted Judgments

Ofsted Highlights: 2024-25

- Ofsted have judged the quality of education in 99% of Southwark schools to be good or outstanding.
- The quality of education in 100% of nursery, primary and special schools is judged to be good or outstanding by Ofsted.

The quality of education in 99% of our schools is judged by Ofsted to be good or outstanding. Of Southwark's schools, 31% are currently graded outstanding, an improvement of four percentage points from the previous year. These accomplishments reflect the dedication and expertise of our school leaders, who consistently meet rising challenges with a commitment to placing children at the heart of their work. Schools have invested significant effort in developing engaging curricula, prioritising reading, promoting exemplary behaviour and attitudes, and nurturing staff through ongoing training and development. They have also demonstrated strong financial stewardship while supporting pupils' personal growth and improving the life chances of our most vulnerable learners.

From September 2024, Ofsted removed the headline judgment for overall effectiveness from their reports. This year they have used ratings for the four existing subcategories of: quality of education; behaviour and attitudes; personal development; and leadership and management. We continue to track the quality of education gradings because this is the strongest indication of overall effectiveness in Ofsted inspection. Full details of the Ofsted judgments for all Southwark schools can be found in appendix 1.

101 schools currently with an Ofsted Judgement (including Special Schools)	2025 % ⁸
1 Requires Improvement (1 secondary academy)	1%
69 Good quality of education	68%
31 Outstanding quality of education	31%
100 Good or Outstanding quality of education	99%

Only one secondary school remains as requiring improvement to be good. Of the three maintained primary schools that were not judged to be good in 2023-24, one closed at the end of the 2024-25 academic year and two made very good progress and have now been graded as good in all Ofsted judgements, having received intensive support and challenge from the council's School Improvement Team.

⁸ Percentages may not add up to 100% due to rounding. See appendix 2 for full breakdown.

Improvement over time

Overall Ofsted Judgments ⁹	2018	2019	2020	2021	2022	2023	2024	2025 ¹⁰
Special Schools judged either Good or Outstanding	100%	100%	100%	100%	100%	100%	100%	100%
Primary / Infant & Nursery Schools judged either Good or Outstanding	87%	91%	92%	92%	97%	95%	96%	100%
Secondary Schools judged either Good or Outstanding	94%	95%	95%	95%	97%	100%	95%	95%
All Schools judged either Good or Outstanding	89%	93%	93%	93%	97%	96%	96%	99%

⁹ Position at 30th September of each year

¹⁰ Ofsted do not grade overall effectiveness, but we continue to measure our success through tracking the quality of education grade.

Achievement

Primary Achievement

Southwark primary pupils perform strongly in their statutory assessments, for the most part better than pupils nationally, and, at KS2, in line with those in the rest of London. The quality of education in 100% of Southwark primary schools was rated by Ofsted as good or outstanding at the end of academic year 2024-25.

It is evident from the results at each of the primary key stages that children bring a range of experience, skills and knowledge with them to formal education. This range of experience (for example, socio-economic background, first language, etc.) gives them different starting points. By the time a child finishes primary education, the focus on closing the gaps means that the impact of these starting points is made less significant and that by the time a child in Southwark enters secondary school, they are operating on a more equal academic footing with their peers.

Strong leadership across our schools has resulted in positive outcomes for children despite budget pressures and the challenge of adapting provision to meet increasingly complex needs. Leaders have maintained a focus on developing staff knowledge and expertise in order to support pupils to complete ambitious and exciting curriculum programmes. They engage with their communities and with local services in order to provide the best possible support for all pupils to make good progress from their starting points. Governors are an essential part of the school leadership team, ensuring resources are well managed in line with the strategic vision for their school.

Behaviour is positively managed in all our primary schools so that children can come to school to learn in safe and calm environments. Leaders are working hard to continually improve attendance so children benefit from the education offer at the school and draw upon a range of support and services to remove barriers to learning for those in need. Pupils are helped to prepare for adulthood through carefully planned wider enrichment opportunities.

Our primary schools have rightly prioritised reading, and all schools teach a daily phonics session through a recognised programme in the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1). They have been developing and reviewing their curriculum offer to ensure it is engaging, rich and racially literate.

Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) is the statutory framework for early years education in England and encompasses the standards that schools and childcare providers must meet for the learning and development and care of children from birth to five years old.¹¹

The EYFS Profile is completed at the end of the reception year. A child achieves a good level of development (GLD) if they attain expected levels in all the prime early learning goals¹² and the specific early learning goals¹³ (ELGs) in literacy and mathematics.

EYFS highlights: 2024-25

- 99% of school based early years provision is judged good or outstanding by Ofsted.
- The percentage of pupils achieving a good level of development is 2 percentage points above the national outcomes.

¹¹ <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

¹² Personal, social and emotional development (PSED), Communication and Language (CL), Physical Development (PD).

¹³ Literacy, maths, understanding the world, expressive arts and design.

Pupils achieving a Good Level of Development (GLD)

	2022	2023	2024	2025
Southwark	68.3%	69.9%	69.9%	70.0%
London	67.8%	69.1%	70.0%	Not yet available
National	65.2%	67.2%	67.7%	Not yet available

Disadvantage

Outcomes for disadvantaged pupils¹⁴ are lower than their counterparts. From 2024 to 2025 outcomes for those pupils have declined by 4.9 percentage points. Performance for those pupils who are not disadvantaged improved by 2.3 percentage points, from 72.5% to 74.8%. The council's early years consultant has given additional support to schools with highest proportions of disadvantaged children.

Ethnicity

Attainment of the GLD was above the borough average for pupils of mixed heritage and for White pupils. Pupils from a White background were the highest performing, with 78.1% achieving the GLD, whilst 62.2% of our pupils from Black or Black British families, 63.7% of our pupils from Any Other Ethnic Group¹⁵ and 67.5% of our Asian and Asian British pupils achieved the GLD respectively. School leaders work hard to close these gaps as children move through primary school.

¹⁴ in receipt of pupil premium for receiving or having received income based Free School Meals at any point in the last 6 years; adopted from care; children looked after by the council

¹⁵ "Any other ethnic group": This specific category allows people to describe their ethnicity in their own words if none of the provided options fit

English as an Additional Language (EAL)

Many children are learning English for the first time at school and this assessment requires that children must demonstrate competency in English in communication, language and literacy early learning goals. Pupils who speak English as a first language outperform those that do not in the EYFS and this is a consistent pattern over time. Outcomes for English as an Additional Language (EAL) speakers declined by 1.3 percentage points between 2024 and 2025. Outcomes for English speakers declined slightly by 0.2%.

Gender

A greater percentage of girls than boys attain the GLD and this has been a consistent trend over time for all schools. The council's School Improvement Team offer advice and training on how best to make learning more appealing to boys in their early years of development.

EYFS conclusion

Outcomes in EYFS continue to be higher than national averages for the good level of development. Schools in areas of highest disadvantage perform less well than schools in more affluent areas. There is a greater focus on developing a targeted approach to closing disadvantage gaps both nationally and locally. We will develop a focused plan across education teams in order to address the needs of the most disadvantaged with a spotlight on communication and literacy.

Key Stage 1 (KS1)

The phonics screening check is designed to help teachers evaluate pupils’ skill in decoding phonics as part of learning to read, and to identify if further support is needed. The check is administered in year 1 and repeated in year 2 for those who did not pass. For the purposes of this report, our year 2 phonics data includes both the pupils who already reached the threshold in the previous year as well as the pupils who retook and passed in year 2. This is an important measure for schools to plan from as pupils move into KS2.

Key Stage 1 highlights: 2024-25

- Phonics screening check outcomes have improved in year 2 compared with 2024, and are in line with national averages in year 1 and year 2
- Attainment in year 1 and year 2 phonics for disadvantaged pupils has improved from 2024-25.

Year 1 Phonics Screening Check¹⁶ (provisional)

	2019	2022	2023	2024	2025
Southwark	84%	78%	80%	80%	80%
London	84%	78%	81%	82%	82%
National	82%	75%	79%	80%	80%

¹⁶ See Appendix 2 for cohort characteristics analysis

End of Year 2¹⁷

	2019	2022	2023	2024	2025
Southwark	92%	88%	87%	88%	89%
London	92%	88%	89%	89%	89%
National	91%	87%	89%	89%	89%

Disadvantage

Those pupils who are less economically disadvantaged (which we measure through assessing eligibility for income based free school meals, are in care, or adopted from care), outperformed those who have greater economic disadvantage, as in previous years, in both year 1 and year 2 phonics. Notwithstanding this, there was an improvement in performance amongst pupils eligible for free school meals in both year 1 and year 2 phonics. The gap between these groups also narrowed by one percentage point in year 1 phonics from 2024 to 2025.

Ethnicity

In year 1 phonics, other than for pupils from a White background, a small decline in performance was reported across all main ethnic groups when compared to the previous year. However, outcomes for all ethnic groups have improved over the past three years. In year 2 phonics, improvements were

¹⁷ Consists of all Year 2 pupils who were screened in Year 1 and met the required phonics standard, plus any pupils in Year 2 who were re-screened or screened for the first time. Arising from the cancellation of all primary assessments in 2020 and 2021 as a result of Covid-19, the 2022 Year 2 cohort were not screened for phonics in Year 1. Rather, these pupils were first screened in autumn 2021.

noted for pupils of mixed/dual heritage, for pupils from Any Other Ethnic Group¹⁸ and for White pupils from last year.

English as an Additional Language (EAL)

In 2025, pupils who speak English as a first language outperformed those that do not in the year 1 phonics screening check by almost 2 percentage points. This reverses the position of last year where pupils with English as an additional language performed better than children with English as a first language. In year 2 phonics, children with English as a first language continued to outperform children with EAL. The gap between the two has however narrowed from a 2.4 percentage point gap to a 0.5 percentage point gap.

Gender

As in previous years, a higher proportion of girls achieved the required phonics standard compared to boys in both year 1 and year 2. Results improved for boys in both year 1 and year 2 from 2024 to 2025.

KS1 conclusion

Outcomes in year 1 phonics continue to be in line with averages reported nationally. Results in year 2 phonics have improved by 1 percentage point from 2024 to 2025. Analysis shows that girls consistently outperform boys in their younger years as they are learning to read, and those children not in receipt of free school meals continually perform better than their counterparts. More pupils that speak English as a first language passed the year 1 phonics screening check than those with EAL this year.

School leaders report that most children achieve well and those that don't may have more complex needs and sometimes need more time or a different approach to learn to decode words fluently. Schools proactively identify children who need extra support and provide targeted interventions to help them catch up and thrive.

The council's School Improvement Team signpost schools to work with the English Hub where there is a need to raise attainment in phonics in KS1. The School Improvement Team will work closely with targeted schools to evaluate the quality of teaching of phonics.

¹⁸ "Any other ethnic group": This specific category allows people to describe their ethnicity in their own words if none of the provided options fit

Key Stage 2 (KS2)

Statutory assessments in KS2 include both the Multiplication Tables Check (MTC) in year 4 and the standard assessment tasks (SATs) and teacher assessments in year 6.

Key Stage 2¹⁹

Key Stage 2 highlights: 2024-25

- Standards at the end of KS2 remain well above those nationally in all subjects at both the expected and higher standard.
- There has been an improvement in each of reading, writing and maths at the expected standard and in reading and maths at the higher standard compared with 2024.
- The headline measure of Reading, Writing and Maths combined (RWM) is well above national and has improved by more than 2 percentage points from last year at the expected standard.
- Standards in Southwark in reading, writing and RWM combined were above those in London.
- At KS2 for RWM the gap between pupils with disadvantage and all has reduced from -8.2% in 2024 to -6.6% this year.
- A number of schools closed or even reversed the disadvantage gap between 2024 and 2025 compared with the previous year.

¹⁹ See Appendix 2 for the full KS2 cohort characteristics analysis.

Multiplication Tables Check (year 4)

The multiplication tables check (MTC) was introduced for year 4 pupils in 2022. Schools administer the MTC assessment online and results for this assessment are then made available by the DfE only, and directly to schools.

	Mean average score			Full marks		
	2023	2024	2025	2023	2024	2025
Southwark	20.7	21.6	Not yet available	32%	38%	Not yet available
London	21.1	21.5	Not yet available	35%	39%	Not yet available
National	20.2	20.6	Not yet available	29%	34%	Not yet available

Standard Assessment Tasks (SATs) (provisional) 2024-25 (year 6)

At the end of year 6, schools administer standard assessment tasks (SATs) in reading, maths and spelling, punctuation and grammar. There are teacher assessments for writing and science.

The percentage of pupils working at the expected standard

	Reading (test)			GPS (test)			Mathematics (test)			RWM (test & TA)		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Southwark	77%	79%	80%	78%	78%	78%	78%	78%	79%	67%	67%	69%
London	77%	80%	79%	79%	80%	79%	79%	80%	80%	67%	69%	68%
National	73%	75%	75%	73%	73%	73%	73%	74%	74%	60%	61%	61%

Teacher Assessments

	Writing (TA)			Science (TA)		
	2023	2024	2025	2023	2024	2025
Southwark	77%	76%	77%	84%	85%	84%
London	77%	77%	76%	84%	85%	83%
National	72%	72%	71%	81%	81%	80%

Standard Assessment Tasks (SATs) (provisional) 2024-25 (year 6) showing the % of pupils working at a higher standard and greater depth

	Reading (test)			GPS (test)			Mathematics (test)			RWM (test & TA)		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Southwark	33%	34%	38%	35%	39%	37%	30%	28%	31%	12%	12%	12%
London	34%	34%	40%	39%	43%	40%	33%	33%	35%	12%	12%	13%
National	29%	29%	33%	30%	32%	30%	24%	24%	26%	8%	8%	8%

Teacher Assessments

	Writing (TA)		
	2023	2024	2025
Southwark	20%	19%	19%
London	18%	18%	18%
National	13%	13%	13%

Disadvantage

Children not identified as disadvantaged continued to perform better than their disadvantaged counterparts. For RWM, the gap between pupils with disadvantage and all pupils has reduced this year to -6.6%, from -8.2% in 2024. Of the 45 primary schools in the previous year where the gap between disadvantaged children and all was a negative one, 43% (19 out of the 45) closed or reversed the disadvantage gap.

Ethnicity

Other than in reading and science, children from an Asian background performed the best across the KS2 subjects, separate and combined, when working at the expected standard. For reading and science, White children were the highest performers. Conversely, children from Any Other Ethnic Group²⁰ achieved the lowest results across all KS2 subjects, other than in maths, where children of mixed / dual heritage had the lowest performance.

English as an Additional Language (EAL)

Children with English as an additional language did better in grammar, punctuation and spelling; maths; and in the combined reading, writing and maths measure compared with pupils that had English as a first language. For the other KS2 subjects, this position was reversed.

Performance for both children whose first language is English and those whose first language is not has improved in the percentage of children achieving the expected standard in RWM, by 3.2 and 1.2 percentage points respectively.

Gender

Girls continue to outperform boys in RWM, although the gap has narrowed from 9.4% in 2024 to 6.3% this year. Girls' performance improved by almost one percentage point (0.9) from 2024 to 2025 whilst outcomes for boys improved by four percentage points from the previous year.

²⁰ "Any other ethnic group": This specific category allows people to describe their ethnicity in their own words if none of the provided options fit

KS2 conclusion

Outcomes at the end of Key Stage 2 continue to remain above national averages and results in reading, writing and maths (RWM) have improved from 2024. Southwark schools have also outperformed London in reading, writing and RWM combined at the expected standard. The gap between pupils with disadvantage and all pupils has reduced this year to -6.6%, from -8.2% in 2024. The distance between outcomes in Southwark and National increased from EYFS GLD (2%) and Y1 phonics (0%) to the end of KS2 RWM combined (8%) because school leaders have prioritised the core subjects of English and Maths, whilst also driving exciting and engaging curriculum development across foundation (other) subjects, which has enabled pupils to broaden their knowledge and vocabulary.

Despite limited resources, leaders have adopted creative approaches to ensure that pupils requiring additional support receive it. Inclusive teaching practices and consistently high expectations have helped sustain or improve standards during a challenging year.

The council's School Improvement Team continues to work alongside school leaders to strengthen provision for disadvantaged pupils. A targeted project will be launched to support schools with the highest disadvantaged gaps, with a specific focus on raising attainment in writing at Key Stage 2. Schools with the highest disadvantage are prioritised for intervention support to improve attainment next year.

Secondary Achievement

Southwark's secondary schools continue the progress made in early years and primary education. In 2024-25 at GCSE, results for pupils achieving a strong pass (grades 9-5) were over 9 percentage points better than national. All except one of our secondary schools are currently rated good or outstanding by Ofsted, and their GCSE and A-level results are consistently better than the national averages thanks to the hard work of the schools.

Almost all secondary schools are academies, with some part of Multi-Academy Trusts (MATs). They play a key role in helping students from all backgrounds by working closely with families to keep children in school and support their learning progress.

Every year, most of our state-funded mainstream secondary schools provide us with information about their GCSE (80% of schools) and A-level (87% of schools) results in August and we receive a complete set of published data later in the year. A-level information will not be published until November to December 2025.

The latest GCSE results for Southwark show that Southwark's pupils continue to outperform those nationally.

For pupils taking A levels, there is much to celebrate. Provisional results for Southwark schools show that 32.2% of entries were awarded A*-A; 86.2% were awarded A*-C grades; and 99.1% were awarded an A level pass grade. Our results continue to exceed those reported nationally across all measures.

The performance of disadvantaged²¹ students compared with non-disadvantaged students continues to be a priority for our schools, who offer additional support to pupils with highest disadvantage. State-funded schools do this using pupil premium funds²² provided by the government to provide targeted intervention and other support and opportunities to those that need it. Schools must publish their plans for using pupil premium funds on their website.

²¹ in receipt of pupil premium for FSM6; adopted from care; children looked after by the council

²² [Pupil premium: overview - GOV.UK \(www.gov.uk\)](https://www.gov.uk/pupil-premium-overview)

Key Stage 4

Key Stage 4: GCSEs

Key Stage 4 highlights: 2024-25

- Performance outcomes show that the English and Maths results at GCSE at both the standard and strong pass are well above national performance.
- Performance for attainment 8 has remained consistent in Southwark while declining across London and nationally.

GCSE English & Mathematics & English Baccalaureate

The English Baccalaureate (EBacc) is a set of subjects at GCSE that keeps young people's options open for further study and future careers²³. These are English language and literature, maths, the sciences (either combined or as separate sciences), geography or history and a language. Secondary schools are measured on the number of pupils that take GCSEs in these core subjects, and on how well their pupils do in these subjects. Pupils' attainment is calculated as an average point score, meaning that all results at all grades count towards the EBacc.

²³ [English Baccalaureate \(EBacc\) - GOV.UK](https://gov.uk/ebacc)

GCSE English & Mathematics & English Baccalaureate

	English and Mathematics % Grades 9 to 5			English Baccalaureate Average Point Score		
	2023	2024	2025	2023	2024	2025
Southwark	55.4%	56.1%	54.6%	4.75	4.82	4.81
London	54.1%	55.1%	52.6%	4.58	4.63	4.61
National	45.3%	45.9%	45.2%	4.05	4.07	4.08

Strong pass in English and maths (grades 9 to 5)

54.6% of Southwark school pupils achieved a strong pass in English and maths combined and although this is a small decline (1.5 percentage points) compared with 2024, results also declined at national and in London. Southwark remained in the top quartile for this measure. Nationally, 45.2% of pupils achieved grades 9 to 5 in both English and maths. Across London, 52.6% of pupils achieved grades 9 to 5 in English and maths (a decline of 2.5 percentage points from 2024).

English Baccalaureate APS

This year, the average EBacc score per pupil in Southwark was 4.81. Southwark’s performance for this measure remained above the national and London. We remain positioned in the top quartile for this measure.

Attainment and Progress 8 Scores

Attainment 8 is a way of measuring how well pupils do in key stage 4, which they usually finish when they are 16 years old. The eight subjects which make up Attainment 8 are: English, maths, three subjects from qualifications that count towards the English Baccalaureate (EBacc) like sciences, language and history, three more GCSE qualifications (including EBacc subjects) or technical awards from a list approved by the Department for Education. Each grade a pupil gets is assigned a point score from 9 (the highest) to 1 (the lowest). Each pupil's Attainment 8 score is calculated by adding up the points for their eight subjects, with English and maths counted twice.

Progress 8 measures the value added to a student's progress between the end of key stage 2 and the end of key stage 4. It compares students' outcomes (their Attainment 8 score) with the average Attainment 8 score of all students nationally who had a similar starting point (or 'prior attainment'). It is calculated using assessment results from the end of primary school. Progress 8 is a relative measure; therefore, the national average Progress 8 score for mainstream schools is very close to zero (0). Following the cancellation of KS2 assessments in 2019-20 and 2020-21, due to Covid-19, progress 8 scores are unable to be calculated for the academic years 2024-25 and 2025-26.

	Attainment 8 Score			Progress 8 Score		
	2023	2024	2025	2023	2024	2025
Southwark	51.9	51.9	51.9	+0.38	+0.46	n/a
London	50.6	50.8	50.4	+0.27	+0.29	n/a
National	46.3	45.9	45.9	-0.03	+0.03	n/a

Attainment 8

The average attainment 8 score per Southwark pupil was 51.9. This compares to 45.9 nationally; and 50.4 across London; Southwark's average attainment 8 score this year stayed the same as last year whilst performance nationally and in London declined. We remained positioned in the top quartile for this measure.

Progress 8

Following the cancellation of KS2 assessments in 2019-20 and 2020-21, due to Covid-19, progress 8 scores are unable to be calculated for the academic years 2024-25 and 2025-26.

Key Stage 5

A- Levels²⁴

The LA data up to 2023-24 presented in the table below is taken from the National Pupil Database. Indicative information from 13 of 15 schools suggests that Southwark’s high standards have been maintained in 2024-25.

Key Stage 5 highlights: 2024-25

- Provisional results show consistent improvement across the board and continue to exceed those nationally.
- Indicative results show Southwark’s performance being particularly strong for the grade boundary of A* - C.

Percentage of A- Level Entries by Grade

	A* - A			A* - C			A* - E		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Southwark	28.1%	31.5%	32.2%	80.2%	82.4%	86.2%	97.7%	98.0%	99.1%
National	26.5%	27.6%	28.2%	75.4%	76.0%	77.7%	97.2%	97.1%	97.4%

²⁴ Note: LA results for 2024 are based on revised data sourced from the National Pupil Database

Key Stages 4 and 5 Conclusion

Southwark has a lot to be proud of this year. Our initial analysis of results at KS4 are well above national outcomes across all measures. Indicative A-level achievements are particularly impressive for the A*- C grade boundary, being over 8 percentage points above national averages.

Special Educational Needs and/or Disabilities (SEND)

Pupils with special educational needs and/or disabilities (SEND) usually have greater difficulty learning than their peers and need adapted provision to help them. Pupils identified by schools as ‘SEND support’ have additional provision made from the resources of their schools. Some pupils whose needs are more complex or profound, have education, health and care plans (EHCPs) which outline the additional provision they need and can provide extra resources.

Provision for pupils with SEND in the borough is wide-ranging, including inclusion in mainstream classrooms, gathered provisions, resource bases (specialist provisions attached to mainstream schools) and special schools (including two hospital schools). Southwark’s special schools continue to deliver high quality practice across the borough and remain over-subscribed. All of Southwark’s special schools are judged by Ofsted to be good or outstanding.

The number and proportion of pupils with SEND have risen year-on-year for the past nine years nationally, across London and in Southwark. The cohort of pupils with EHCPs, although rising, is small.

The needs of pupils with EHCPs are individual and are different year-on-year. This means that the outcomes for pupils with EHCPs cannot easily be compared with previous years. This is the case for all key stages.

SEND attainment data in the tables below is based on published DfE data. The most recent data available is used in all cases.

SEND highlights: 2024-2025

- All nine special schools are good or outstanding. Five are outstanding.
- Primary SEND pupils with SEND support and those with an EHCP continue to perform in line with or above national outcomes for Phonics and KS2 measures.
- At GCSE, secondary SEND pupils with SEND support and those with an EHCP performed well above both London and national outcomes for all available measures.

SEND Pupils achieving a Good Level of Development (GLD)

	EHCP			SEND Support		
	2023	2024	2025	2023	2024	2025
Southwark	1.2%	3.7%	3.6%	24.3%	26.8%	27.7%
London	5.2%	4.6%	Not yet available	26.3%	28.7%	Not yet available
National	3.8%	3.8%	Not yet available	24.3%	24.9%	Not yet available

SEND Pupils meeting the required standard in Year 1 Phonics Screening Check

	EHCP			SEND Support		
	2023	2024	2025	2023	2024	2025
Southwark	22%	20%	25%	57%	55%	57%
London	24%	24%	23%	57%	60%	61%
National	20%	20%	20%	48%	52%	52%

SEND Pupils reaching the expected standard at KS2 in reading, writing and mathematics combined

	EHCP			SEND Support		
	2023	2024	2025	2023	2024	2025
Southwark	8%	10%	14%	39%	40%	44%
London	11%	13%	12%	34%	37%	40%
National	8%	9%	9%	24%	26%	28%

Key Stage 4

SEND Pupils achieving English and Maths at GCSE (Grades 9-5)

	EHCP			SEND Support		
	2023	2024	2025	2023	2024	2025
Southwark	10.4%	8.0%	18.9%	36.5%	38.1%	37.4%
London	9.1%	10.2%	10.8%	28.5%	30.0%	29.2%
National	6.9%	7.0%	7.5%	20.7%	21.6%	22.3%

SEND pupils English Baccalaureate average point score

	EHCP			SEND Support		
	2023	2024	2025	2023	2024	2025
Southwark	1.42	1.42	1.94	3.81	3.90	4.00
London	1.33	1.44	1.48	3.27	3.33	3.36
National	1.11	1.14	1.19	2.76	2.79	2.85

SEND Pupils average Attainment 8 score

	EHCP			SEND Support		
	2023	2024	2025	2023	2024	2025
Southwark	18.0	17.3	22.8	43.3	43.7	44.6
London	16.4	17.4	18.0	38.1	38.4	38.5
National	14.0	14.2	14.8	33.3	33.1	33.7

SEND Pupils average Progress 8 score²⁵

	EHCP			SEND Support		
	2023	2024	2025	2023	2024	2025
Southwark	-0.85	-0.56	Not applicable	-0.08	+0.14	Not applicable
London	-0.85	-0.78	Not applicable	-0.18	-0.16	Not applicable
National	-1.12	-1.13	Not applicable	-0.45	-0.45	Not applicable

²⁵ Following the cancellation of Key Stage 2 assessments in 2019-20 and 2020-21, due to Covid-19, Progress 8 scores are unable to be calculated for the academic years 2024-25 and 2025-26.

Key Stage 5

SEND Pupils Academic APS Per Entry

	EHCP			SEND Support		
	2023	2024	2025	2023	2024	2025
Southwark	37.96	34.83	Not yet available	37.23	38.14	Not yet available
London	32.72	32.93	Not yet available	32.64	33.55	Not yet available
National	32.29	32.09	Not yet available	32.18	32.77	Not yet available

SEND conclusion

Published results show that performance for our pupils with SEND both at SEND support level and with EHCPs outshines that nationally for both Phonics and Key Stage 2, Expected Standard and in reading, writing and maths combined (RWM). At Key Stage 4, published results show excellent performance for SEND pupils both at SEND support level and with EHCPs. Southwark remains significantly above both London and national averages across all measures.

During 2024-25 we have worked to drive collaboration with partners, pupils and parents/ carers to ensure SEND standards remain high. The SEND Hub is based at one primary school and provides training and support to special educational needs coordinators (SENDCOs) in all primary schools.

We will monitor and support the work of the SEND Hub in raising standards and professional confidence in mainstream settings. We will embed the work of the SEND Consultants in mainstream schools to further develop and support high-quality practice in our schools.

SEND curriculum development in resource bases and mainstream schools supports pupils to achieve the best possible outcomes. All primary schools are allocated a SEND consultant to support with the delivery of a broad, rich, coherently sequenced curriculum to meet all needs.

Working alongside the SEND Hub, this specialist team has raised standards and professional confidence in mainstream settings. Provision for the more complex children with SEND is personalised and continues to be developed in innovative and exciting ways.

Each special school has kept their curriculum under review to ensure it is ambitious for all learners and that the provision is bespoke to their needs. Therapy, enrichment programmes, extra-curricular trips, events and residential experiences are a core curriculum component that fully prepare pupils for the next stage of their education. Technology continues to be used and developed to enhance the learning experience.

Children in Care

The Virtual School is a statutory function in every local authority. It oversees the education of children in care from Southwark, whether they are cared for within the borough or outside it. This means that while a child in care might attend a school outside or within Southwark, they receive additional support and monitoring of their progress and welfare by the Southwark Virtual School staff team.

At the end of the school year, in July 2025, 355 students were recorded on the roll of Southwark Virtual School, of which 243 children were of statutory school age and 112 were in Key Stage 5. The proportion of students on roll identified as having SEND was 38%. This is much higher than the Southwark average.

The Headteacher of the Virtual School publishes a full report²⁶ every year in November/ December that is shared with the council's Corporate Parenting Committee. A brief summary of the main headlines from 2024-25 is included below.

Children in Care highlights: 2024- 2025

- 2025 exam series GCSE results for our children in care showed strong improvement in English at both standard and strong pass levels, and in English and Maths overall, across both the full cohort and those in care for 12 months or more.
- The progression to university remained consistently strong at 64% for the last 2 academic years, demonstrating a sustained success rate in supporting KS5 children in care to access higher education.

²⁶ [Agenda item - Annual Virtual Headteacher's Report 2023-2024 - Southwark Council](#)

GCSE English and Maths results for the full Southwark Children in Care

Full CLA Cohort - English and Maths					
	2021	2022	2023	2024	2025
English Standard, 9-4	27%	47%	28%	14%	24%
English Strong, 9-5	16%	17%	20%	7%	15%
Maths Standard, 9-4	27%	17%	20%	14%	17%
Maths Strong, 9-5	20%	15%	8%	7%	10%

GCSE English and Maths combined results for the full Southwark Children in Care

Full CLA Cohort - Achieving a pass in English and Maths combined					
	2021	2022	2023	2024	2025
Standard, 9-4	22%	14%	16%	6%	15%
Strong, 9-5	15%	11%	8%	3%	8%

Key Stage 5 outcomes

Key Stage 5 (KS5) attainment is detailed in the tables below. Students in KS5 study at various levels from pre-entry, typically ESOL, through to Levels 1, 2 and 3 which are often vocational. A- Levels are taken by those on an academic pathway.

Number of children achieving expected level

Achieving expected level	Yr 12	Yr 13	Total
ESOL all levels – Pass			
BTEC and Vocational courses – Pass	86% (50 of 58)	60% (6 of 10)	82% (56 of 68)
A Level – Grade C			

Number of KS5 children in care entering university

Key Stage 5 children in care entering university					
	2020-21	2021-22	2022-23	2023-24	2024-25
Number taking A-level/ Level 3	13	14	22	22	11
Number progressing	4 (31%)	5 (36%)	13 (59%)	14 (64%)	7 (64%)

With 64% (seven) of this year's cohort moving on to university, we are proud to share that two of these students achieved grades A-C at A level and are progressing to Russell Group universities; five students got their first choice of university. In addition, seven out of eight students achieved Distinction-Merit grades at Level 3 BTEC.

Children in Care conclusion

GCSE results for our children in care show good improvement in English and maths at both the standard and strong pass level. English and maths results combined also showed an improvement across the board.

Next year's priorities will focus on narrowing the attainment gap by providing targeted support and interventions to schools and children to improve educational outcomes. Efforts to address persistent absence will be strengthened through focused casework, strategic data analysis, early

intervention, and regular multi-agency panels to agree priority actions. There will also be continued support for the development of attachment-aware and trauma-informed schools across Southwark, delivered through a flexible and diverse virtual training programme tailored to meet varying needs. In addition, there will be a renewed focus on improving outcomes at Key Stage 5 through enhanced transition support, targeted academic interventions, and strengthened collaboration with post-16 providers.

Anonymised Virtual School Case Study

Student A entered long-term foster care in early childhood. From an early stage, Student A demonstrated high aspirations, expressing a clear ambition to attend sixth form at a local grammar school and eventually progress to university.

With support from the Virtual School, Student A was guided through the application process to two local sixth forms, selected in collaboration with their professional and care network. The school effectively utilised Pupil Premium Plus (PP+) funding to provide targeted tuition and intensive academic intervention in the lead-up to their GCSE examinations.

In addition to academic support, the Virtual School facilitated access to university taster experiences at Loughborough University and University College London (UCL), helping to broaden Student A's understanding of higher education pathways. Further support was offered through an Easter GCSE Mathematics Revision School hosted by Imperial College London.

Student A achieved Grade 6 across all GCSE subjects, including English Language, English Literature, Mathematics, Science, History, Geography, and Computer Science.

These strong results secured a place at sixth form, representing a significant milestone in their educational journey and a testament to their resilience, ambition, and the collaborative support of their network.

Student B achieved impressive A-Level results: Sociology (A), History (B), and English Language (C), and has successfully secured a university place to study Law at Durham University with a Foundation Year. This is a significant accomplishment. While they performed well overall and have accepted the university offer, subject teachers for English and History have recommended a remark of certain papers, which the Virtual School is funding.

Throughout the course, Student B demonstrated consistent dedication and made full use of the support available, including supplementary tuition provided by the Virtual School to aid progression in History and English.

Student B integrated seamlessly into Sixth Form life and became a valued member of the school community. In their leadership role as Head of House, they took responsibilities seriously - actively planning and speaking at various whole-school events. Subject teachers have noted Student B's excellent verbal contributions in class discussions and their enthusiasm for debates, group work, and paired activities - all of which place them in a strong position for success in Higher Education and their chosen field.

Additionally, Student B completed work experience placements at several law firms, further supporting their career aspirations and providing valuable insight into the legal profession.

Appendices

Appendix 1: Ofsted

Key: 1 – Outstanding. 2 - Good. 3 - Requires Improvement. 4 - Inadequate/Special Measures.

Please note: Ofsted discontinued the “overall effectiveness” single grade from September 1st 2024. We have reported the quality of education judgement, which is a very good indicator of overall effectiveness, for all inspections following this date.

School Name	Ofsted Phase	Current Ofsted:	
		Inspection Date	Inspection Rating
Nursery Schools			
Dulwich Wood Nursery School	Nursery	10/06/2021	2
The Grove Nursery School	Nursery	18/04/2024	2
Kintore Way Nursery School and Children's Centre	Nursery	05/05/2023	1
Nell Gwynn Nursery School	Nursery	10/05/2023	2

School Name	Ofsted Phase	Current Ofsted:	
		Inspection Date	Inspection Rating
Primary Schools			
Albion Primary School	Primary	30/01/2024	2
Alfred Salter Primary School	Primary	27/06/2024	2
Angel Oak Academy	Primary	09/02/2024	1
The Belham Primary School	Primary	12/06/2024	2
Bellenden Primary School	Primary	06/03/2024	2
Bessemer Grange Primary School	Primary	23/05/2024	2
Bird In Bush School	Primary	02/07/24	2
Boutcher Church of England Primary School	Primary	14/07/2022	1

School Name	Ofsted Phase	Current Ofsted:	
		Inspection Date	Inspection Rating
Brunswick Park Primary School	Primary	26/11/2024	2
The Cathedral School of St Saviour and St Mary Overie	Primary	07/12/2022	1
Charles Dickens Primary School	Primary	24/06/2025	1
Crampton Primary	Primary	17/04/2024	1
Crawford Primary School	Primary	14/04/2025	2
Dog Kennel Hill School	Primary	23/02/2022	2
Dulwich Hamlet Junior School	Primary	28/03/2023	1
Dulwich Village Church of England Infants' School	Primary	17/10/2023	1
Dulwich Wood Primary School	Primary	05/07/2022	2

School Name	Ofsted Phase	Current Ofsted:	
		Inspection Date	Inspection Rating
English Martyrs' Roman Catholic Primary School	Primary	25/02/2025	2
Friars Primary Foundation School	Primary	07/02/2024	2
Galleywall Primary School	Primary	15/01/2025	1
Goodrich Community Primary School	Primary	08/07/2025	2
Goose Green Primary and Nursery School	Primary	17/06/2025	2
Grange Primary School	Primary	04/02/2025	2
Harris Primary Academy East Dulwich	Primary	05/05/2023	1
Harris Primary Academy Peckham Park	Primary	21/02/2024	2
Heber Primary School	Primary	11/03/2025	2

School Name	Ofsted Phase	Current Ofsted:	
		Inspection Date	Inspection Rating
Hollydale Primary School	Primary	01/10/2024	2
Ilderton Primary School	Primary	24/06/2025	1
Ivydale Primary School	Primary	03/07/2024	2
John Donne Primary School	Primary	29/11/2023	2
John Keats Primary School	Primary	22/02/2023	2
John Ruskin Primary School and Language Classes	Primary	18/10/2023	1
Judith Kerr Primary School	Primary	04/05/2022	2
Keyworth Primary School	Primary	27/09/2023	2
Lyndhurst Primary School	Primary	26/04/2023	2

School Name	Ofsted Phase	Current Ofsted:	
		Inspection Date	Inspection Rating
Michael Faraday School	Primary	13/06/2024	2
Oliver Goldsmith Primary School	Primary	24/05/2022	2
Peter Hills with St Mary's and St Paul's CofE Primary School	Primary	19/07/2022	2
Phoenix Primary School	Primary	17/06/2025	1
Pilgrims' Way Primary School	Primary	18/12/2024	2
Redriff Primary School	Primary	28/11/2023	1
Riverside Primary School	Primary	06/12/2023	2
Robert Browning Primary School	Primary	28/09/2021	2
Rotherhithe Primary School	Primary	20/06/2018	2

School Name	Ofsted Phase	Current Ofsted:	
		Inspection Date	Inspection Rating
Rye Oak Primary School	Primary	10/05/2023	2
Saint Joseph's Catholic Primary School, the Borough	Primary	11/10/2023	2
Snowsfields Primary School	Primary	03/07/2023	2
Southwark Park Primary School	Primary	11/10/2023	2
St Anthony's Catholic Primary School	Primary	25/11/2021	2
St Francis RC Primary School	Primary	15/06/2023	2
St George's Cathedral Catholic Primary School	Primary	06/06/2024	2
St George's Church of England Primary School	Primary	11/07/2023	2
St James' Church of England Primary School	Primary	17/07/2024	2

School Name	Ofsted Phase	Current Ofsted:	
		Inspection Date	Inspection Rating
St James the Great Roman Catholic Primary School	Primary	12/10/2022	2
St John's and St Clement's Church of England Primary School	Primary	01/10/2024	1
St John's Roman Catholic Primary School	Primary	01/04/2025	1
St Joseph's Catholic Infants School	Primary	07/12/2023	2
St Joseph's Catholic Junior School	Primary	21/07/2022	2
St Joseph's Catholic Primary School (Gomm Road)	Primary	12/03/2024	1
St Joseph's Catholic Primary School (George Row)	Primary	14/09/2021	2
St Jude's Church of England Primary School	Primary	24/11/2021	2
St Paul's Church of England Primary School	Primary	18/07/2023	2

School Name	Ofsted Phase	Current Ofsted:	
		Inspection Date	Inspection Rating
St Peter's Church of England Primary School	Primary	29/03/2023	2
Surrey Square Primary School	Primary	05/05/2022	1
Tower Bridge Primary School	Primary	05/03/2025	2
Victory Primary School	Primary	04/05/2023	2
Secondary Schools			
Ark All Saints Academy	Secondary	03/11/2023	2
Ark Globe Academy	Secondary	30/11/2021	2
Ark Walworth Academy	Secondary	03/11/2023	2
Bacon's College	Secondary	08/06/2022	2

School Name	Ofsted Phase	Current Ofsted:	
		Inspection Date	Inspection Rating
The Charter School Bermondsey	Secondary	17/11/2022	2
The Charter School East Dulwich	Secondary	09/05/2024	2
The Charter School North Dulwich	Secondary	07/06/2022	1
City of London Academy (Southwark)	Secondary	23/11/2021	2
Haberdashers' Borough Academy	Secondary	05/03/2024	2
Harris Academy Bermondsey	Secondary	04/02/2025	1
Harris Academy Peckham	Secondary	11/02/2025	2
Harris Boys' Academy East Dulwich	Secondary	28/11/2023	1
Harris Girls' Academy East Dulwich	Secondary	05/12/2023	1

School Name	Ofsted Phase	Current Ofsted:	
		Inspection Date	Inspection Rating
Kingsdale Foundation School	Secondary	28/03/2023	1
Notre Dame Catholic Girls' School	Secondary	19/03/2024	3
Sacred Heart Catholic School	Secondary	08/11/2023	1
South Bank University Academy	Secondary	09/06/2022	2
St Michael's Catholic College	Secondary	29/04/2025	1
St Saviour's and St Olave's Church of England School	Secondary	16/11/2022	2
The St Thomas the Apostle College	Secondary	06/11/2024	1
Special Schools			
Beormund Primary School	Special	18/06/2024	1

School Name	Ofsted Phase	Current Ofsted:	
		Inspection Date	Inspection Rating
Cherry Garden School	Special	18/12/2024	1
Evelina Hospital School	Special	09/06/2022	1
Haymerle School	Special	07/12/2021	2
Highshore School	Special	01/03/2023	2
Maudsley and Bethlem Hospital School	Special	18/11/2021	1
Newlands Academy	Special	13/03/2023	2
Spa School Camberwell	Special	24/01/2023	2
Spa School, Bermondsey	Special	22/05/2024	2
Tuke School	Special	14/07/2021	1

School Name	Ofsted Phase	Current Ofsted:	
		Inspection Date	Inspection Rating
PRU			
Southwark Inclusive Learning Service (Sils)	PRU	24/01/2024	2

Appendix 2: Attainment- Cohort Analysis

NOTE: The commentary below refers only to attainment. This does not include the amount of progress individuals or groups of pupils have made in phonics, reading, writing and maths. Progress is a key factor in determining how well children achieve. Commentary relating to performance by pupil ethnicity is based on pupils where their ethnicity is known and where the cohort size is 30 or more. Commentary relating to performance by pupils' SEN and EAL status does not include pupils where their status (for the specific characteristic) is unknown. All commentary is based on final 2025 data for phonics and provisional 2025 data for KS2.

List of abbreviations:

RWM - Reading, writing and mathematics; GPS – grammar, punctuation and spelling; FSM - free school meals; SEN - special educational needs; EHC - education, health and care plan.

Cohort	Y1 Phonics	KS2
Total cohort	79.9% of Year 1 children achieved the required phonics screening standard of 32 or more points.	79.6%; 77.4%; 78.1%; 79.1%; 84.0%; and 69.4% of eligible pupils were working at the expected standard in KS2 reading; writing; GPS; maths; science and RWM combined respectively. Attainment was highest in science followed by reading.
Gender <ul style="list-style-type: none">BoysGirls	Girls were more likely to achieve the required phonics standard compared to boys, with 82.5% achieving the	Girls outperformed boys in all KS2 subjects. The gap in performance between the two cohorts was largest - at 10.0 percentage points, in writing, and smallest in

Cohort	Y1 Phonics	KS2
	<p>standard compared to 77.4% of boys.</p> <p>If looking at the proportions that boys and girls each account for of the eligible Year 1 phonics cohort and the cohort of Year 1 pupils reaching the phonics standard, boys were slightly underrepresented amongst the latter group.</p>	<p>maths - where the gap was 0.4 percentage points.</p> <p>The proportion of boys working at the expected standard was marginally lower than their representation of the eligible cohort across all KS2 subjects.</p>
<p>FSM eligible</p> <ul style="list-style-type: none"> • Eligible • Not eligible 	<p>73.4% of those children identified as eligible for FSM achieved the required phonics standard. This compared to 83.4% of pupils who were not eligible for FSM - a difference of 10 percentage points.</p> <p>Children who were eligible for a FSM, were slightly underrepresented amongst those achieving the required phonics standard - accounting for 35.2% of the overall eligible Year 1 phonics cohort, yet making up only 32.3% of those reaching the standard.</p>	<p>Children identified as eligible for FSM performed less well compared to their non eligible counterparts. The gap in performance was largest in reading, writing and maths combined at 12.5 percentage points, or, if looking at separate KS2 subjects, in GPS with a gap of 9.8 percentage points.</p> <p>Taking into consideration the share of the overall eligible cohort accounted for by FSM eligible children, this group of children were underrepresented amongst</p>

Cohort	Y1 Phonics	KS2
		those working at the expected standard across all KS2 subjects.
SEN detailed <ul style="list-style-type: none"> • No SEN • SEN support • Statement or EHC Plan 	<p>88.8% of children with no SEN achieved the required phonics standard. This compared to 48.7% of children with SEN.</p> <p>The more advanced the SEN, the smaller the percentage of the cohort that achieved the required phonics standard, i.e., one quarter of children with an EHC plan met the phonics required standard compared to more than one half of children with SEN support.</p> <p>SEN children as a whole were disproportionately underrepresented amongst pupils meeting the phonics threshold, and by quite a fair amount. Although making up 20.8% of the overall eligible cohort, children with SEN represented only 12.7% of the cohort who achieved the required phonics standard. If looking specifically at children</p>	<p>Across the whole of KS2, children with SEN fared less well than those with no registered SEN. The attainment gap for the separate KS2 subjects was largest in writing - 44.0 percentage point gap, followed by GPS - 41.0 percentage point gap. For reading, writing and maths combined, the gap was 45.4 percentage points.</p> <p>The more advanced the SEN stage, the smaller the percentage of the cohort working at the expected standard at KS2 and in all subjects.</p> <p>When taking into account the share of the eligible cohort represented by children with SEN compared to their representation amongst those working at the expected standard at KS2, SEN children were underrepresented in all subjects.</p>

Cohort	Y1 Phonics	KS2
	with SEN, the disparity in representation of the eligible cohort compared to the representation of those meeting the phonics standard, was larger amongst children with SEN support.	
Ethnicity Asian or Asian British <ul style="list-style-type: none"> - Bangladeshi - Indian - Pakistani - Chinese - Any Other Asian (including Asian British) Black or Black British <ul style="list-style-type: none"> - Black African - Black Caribbean - Any Other Black (including Black British) Mixed / Dual Heritage	<p>Children of mixed White and Asian background had the highest performance - with more than nine out of 10 children (93.3%) of children from this ethnic background reaching the standard. Children from any other White background had the next highest performance, with 90.6% reaching the standard. In contrast, at 69.4%, phonics attainment was lowest for White and Black Caribbean children when compared to all other children.</p> <p>When looking at performance by main ethnic group, White followed by Asian children had the highest performance with 85.9% and 83.1% respectively reaching the required standard</p>	<p>With the exception of separate maths, White and Asian children performed the best across the KS2 subjects - separate and combined, when working at the expected standard. For separate maths, Chinese children had the best performance. Conversely, children from White and Black Caribbean backgrounds had the lowest results for all KS2 subjects, other than for separate reading and separate maths. For these two subjects, Black Caribbean children achieved the lowest results.</p> <p>When factoring in how much each ethnic group accounts for of the eligible cohort, Black Caribbean, White and Black Caribbean children and those from any other ethnic background, consistently</p>

Cohort	Y1 Phonics	KS2
<ul style="list-style-type: none"> - White & Black African - White & Black Caribbean - White & Asian - Any Other Mixed <p>White</p> <ul style="list-style-type: none"> - White British - White Irish - Traveller of Irish Heritage - Gypsy Roma - Any Other White • Any Other Ethnic Group 	<p>in the phonics screening check. Conversely, children of Any Other Ethnic Group had the lowest performance out of the main ethnic groups.</p> <p>If taking into consideration the share children from each ethnic background account for of the overall eligible cohort and compared to the share they represent of pupils meeting the phonics standard, Black African; Black Caribbean; any other Black background; White and Black Caribbean; any other mixed background; and children from Any Other Ethnic Group had slightly lower representations amongst the cohort of children meeting the phonics standard.</p>	<p>had lower representations - by small amounts - across all KS2 subjects.</p>
<p>EAL</p> <ul style="list-style-type: none"> • English • Other than English • Unknown / Missing 	<p>Children whose mother tongue was English performed slightly better than those whose first language was other than English, with 80.9% versus 79.2% respectively meeting the required phonics standard.</p>	<p>Children with English as their first language performed better than those children with English as an additional language in the subjects of reading; writing; and science. This relationship was reversed for the other KS2 subjects, including</p>

Cohort	Y1 Phonics	KS2
		for reading, writing and maths combined.
Disadvantaged pupils <i>(in receipt of pupil premium for FSM6; adopted from care; LAC)</i>	<p>Disadvantaged children performed less well than their non disadvantaged counterparts - 73.4% compared to 83.5% respectively.</p> <p>If taking into consideration the proportion of the overall cohort made up by disadvantaged children compared against the proportion they account for of those who successfully met the required phonics standard, disadvantaged children were underrepresented by a small amount in the latter cohort.</p> <p>Comparing the performance of disadvantage pupils against all pupils, there is a 6.5 percentage point gap.</p>	<p>Children identified as disadvantaged performed less well than their non disadvantaged counterparts.</p> <p>Additionally, disadvantaged children were consistently underrepresented amongst the cohort of children working at the expected standard and in all KS2 subjects.</p> <p>The gap in performance between disadvantaged pupils and all pupils is 6.6 percentage points.</p>

Appendix 3: Innovations

Southwark is a forward-thinking borough, committed to continually refining its practices to deliver exceptional value for money for residents and outstanding service quality for users. In 2024–25, several innovative initiatives within Education have strengthened collaborative working both across council departments and with external partners. These efforts have fostered a stronger and more determined approach to tackling the challenges faced by our children and young people today.

The Southwark Scholarship Scheme²⁷

Each year the council opens applications to young people (under 25 years old) who have lived in the borough for a minimum of 3 years, to go to university without the worry of tuition fees.

Since the scheme began in 2011, 141 young people have been helped to pursue higher education through this scheme, which covers the full tuition fees for their chosen course. Our scholarship supports young people who have an excellent academic record of achievement, made a positive contribution to their local community and have a combined household income of less than £28,000.

Since graduating from university, our scholars have gone on to careers in education, engineering, law, and medicine as well as other pioneering fields. Some of our alumni are successful entrepreneurs and active members of the community. A few have set up their own charities supporting young people from disadvantaged backgrounds.

²⁷ [Southwark Scholarship Scheme – Education Business Alliance](#) Since 2013, St Olave's United Charity has awarded a few scholarships complementing the Southwark Scholarship Scheme, supporting young people with their tuition fees. Some of our scholars are still in receipt of this award. (T&Cs apply.)

For the 2024-25 intakes, 7 students were awarded the scholarship, as detailed below:

School	University	Course of Study
Ark Globe Academy	Bath Spa University	International Relations and Politics
Sacred Heart Catholic Secondary School and Sixth Form	University College London	Psychology
Southwark College	London Southbank University	Children's Nursing
Blackfen School for Girls	London Southbank University	Adult Nursing
St Thomas the Apostle School and Sixth Form College	University of Cambridge	Natural Sciences
St Thomas the Apostle School and Sixth Form College	Royal Holloway University	Economics and Data Science
Le Retraite Catholic School for Girls	University of Kent	Law

Talk Matters: support for language development

Southwark has successfully partnered with the London Violence Reduction Unit (VRU) through the Talk Matters programme, which aims to take a more strategic approach to developing speech, communication, and oracy across local schools. Backed by £128,000 in funding, the project launched with five schools in its first year, focusing on three key strands: developing whole-school approaches to oracy and dialogic teaching in collaboration with Professor Neil Mercer and Oracy Cambridge; delivering a structured 9-week Talk Boost intervention to support pupils with language development; and improving wellbeing and parental engagement through inclusive, community-based approaches. Cohort one has seen significant impact, including improved pupil confidence and communication, increased parental involvement through events and workshops, and enhanced teacher knowledge and use of oracy in the classroom. We look forward to extending this work with four more schools in the coming year as part of Cohort two.

Mental Health Provision for Children and Young People

As well as a range of CAMH services provided by SLAM NHS Trust that work with our children in Southwark, specific school-based mental health services are provided by two third sector organisations, Groundwork London and the Place 2 Be.

Groundwork London

Groundwork London hosts three separate teams that work directly within schools in Southwark: the Nest under 11s team, the School Engagement Team, and the Mental Health Support Team.

The Nest is an open access emotional well-being service for children and young people, funded by the council and the ICB and delivered by Groundwork London. The Nest's under 11s team consists of two creative therapists who provide 1-1 and group therapy to children in four primary schools in Southwark, aiming at improving mental health and well-being.

As well as its core offer, the Nest currently receives additional funding from the council to provide the School Engagement Team (SET), which works alongside the under 11's team in the same four primary schools, but in addition works in a further 18 primary schools, 2 primary special schools and 2 secondary schools. The SET provides 1-1 and group sessions to children as well as sessions for parents aimed at improving well-being, but with a specific focus on impacting on children struggling with attendance or at risk of exclusion. As well as working in schools, SET also work in/with the following community spaces/projects/colleges:

- Orchard Hill College

- Park College
- Bradfield Youth Club
- CareTrade- Autism Project
- Salmon Youth club
- RJ4all

The Mental Health Support Team (MHST) in schools is part of a nationally funded program of teams in schools focussing on improving mental health and well-being. The Southwark MHST work in 16 primary schools and 14 secondary schools providing 1-1 therapy in secondary schools and 1-1 work with parents of children in primary schools, as well as providing group work and consultations to staff.

Place2Be

Place2Be is a children's mental health charity providing school-based support and in-depth training to improve the mental health and well-being of children and young people. Place2Be is funded via the People's Postcode Lottery, Pears Foundation, Bernard Lewis Family Charitable Trust and The Peter Cundill Foundation. It offers individual therapy, group sessions, advice to parents and consultation to teachers. Place2Be operates in 6 primary and 3 secondary schools in Southwark.

Cross-Agency Mental Health subgroup supporting inclusion

Colleagues from SLAM NHS Trust, Groundwork, School Nursing and the Council meet regularly to review the spread of in-school mental health provision and to consider how to use mental health resources and staff in Southwark to support inclusion. The group is currently looking at the development of multi-agency approaches to children with emotionally based school avoidance, and children experiencing permanent exclusion.

Enrichment for Disadvantaged Pupils

For a second consecutive year, the Central School of Ballet (CSB) has worked in close partnership with the Southwark school improvement team to plan and deliver a wide range of enrichment activities for disadvantaged pupils. These include dance workshops, careers assemblies, and performance opportunities, all designed to support physical development, artistic expression, and mental well-being, while also introducing pupils to future employment pathways. The programme also includes staff training to ensure schools are well-equipped to meet the diverse needs of their learners.

Southwark Council continues to support disadvantaged pupils in improving core skills in reading, writing, and maths by facilitating engagement with high-quality local organisations, including charities and faith-based groups. One example is the Southwark Young Leaders Academy (SYLA), which provides free tutoring, mentoring, and homework support. With SELA's involvement in planning and some delivery, SYLA also runs weekend academic sessions and soft skills development activities such as careers guidance and debating competitions. These efforts help build character, raise academic achievement, and foster leadership potential—83% of SYLA participants met or exceeded progress targets in English and maths.

Southwark students also participated in *The Infinity Games (IG25)*—a flagship international youth event celebrating sport, culture, and friendship. Over three days, young people from Southwark joined peers from across Europe in cross-cultural activities, language immersion (French, Spanish, German), and team sports. Disadvantaged pupils gained confidence, public speaking skills, and a sense of belonging through this inclusive programme. The event also welcomed international delegations and civic leaders as part of Southwark's 60th anniversary celebrations.

We have also engaged in a number of endeavours with a key partner, The Paradigm Project, in support of our disadvantaged pupils. This organisation has a proven track record of positively impacting on the lives of young people through a range of research-based interventions, done in conjunction with Cambridge University.

In Southwark, our joint efforts have focused on supporting some of our most vulnerable learners, particularly those attending the Southwark Inclusive Learning Service. Activities included a series of creative and reflective workshops for students, families, and school leaders, exploring the lived experience of exclusion through poetry, storytelling, and dialogue.

We have developed a new initiative which will launch this autumn to provide transition support for three cohorts of disadvantaged Year 6 pupils, helping them navigate the move to secondary school with confidence and aspiration.

To further broaden horizons and raise aspirations, we have also supported the Southwark Youth Parliament in delivering a series of school-based careers events, giving students direct access to role models, pathways, and opportunities that inspire ambition and future planning.

Southwark school improvement team funded a project to support schools to raise attainment in writing for disadvantaged pupils. The programme offers tailored training for school staff, led by an expert consultant and the Local Authority advisor, with a clear focus on helping disadvantaged pupils catch up and thrive. Importantly, analysis shows the project led to a significant improvement in pupils' writing in greater depth, meaning more students were able to produce high-quality, advanced work.

Additionally, Southwark Council supports the Active Row programme in partnership with London Youth Rowing (LYR). This initiative promotes physical activity and life skills among pupils from diverse and disadvantaged backgrounds, including those with special educational needs and disabilities. Research shows that Active Row significantly improves mental and physical well-being, resilience, and school engagement.

SEND Specialist Teaching Team

One of the objectives from the Southwark SEND Strategy (Revised January 2024) is the development of greater confidence skills and competencies in all settings. The Safety Valve Agreement Conditions²⁸ include supporting mainstream schools through increasing the capacity of SEND professionals. Southwark recognises that the number of children and young people with SEND needs continues to rise. While many primary schools have fewer pupils on roll, the number of pupils with SEND and complex needs is increasing.

To support schools in meeting these challenges and developing their competencies in meeting the needs of even the most complex of children and young people, Southwark have employed a SEND Specialist Teaching Team to deliver support through the framework of the Southwark SEND Standards²⁹.

In the academic year 24-25 this team included three full-time and one part-time SEND Consultant and four SEN Specialist Teachers. This enabled all primary and secondary schools, maintained, academies and free schools, to be allocated a named SEND Specialist. The team delivered its second Inclusion and SEND annual training calendar, free to all providers. Sessions were very well attended and included topics such as: Need Assessment Requests, Behaviour as Communication, preparation for Ofsted. The academic year culminated in the Southwark Schools SEND Good Practice Conference, attended by over 80 professionals.

School-to-school collaboration in Southwark

With the majority of our schools rated as good or outstanding, the School Improvement Team champions school-to-school collaboration as a central strategy for driving improvement. We are committed to supporting our community of Local Authority maintained schools by creating opportunities for leadership development across Southwark. This collaborative approach benefits all participating schools, enabling leaders to share best practices and staff to learn from the diverse and high-quality provision across the borough. Currently, 20 LA maintained schools are working in nine

²⁸ [Dedicated Schools Grant 'Safety Valve' Agreement: Southwark 2022-2023](#)

²⁹ <https://statics.teams.cdn.office.net/evergreen-assets/safelinks/2/atp-safelinks.html>

federations under the leadership of executive headteachers. Two additional schools are engaged in formal partnerships with other schools to enhance support and development.

Southwark also hosts a SEND Hub, established at Alfred Salter Primary School in 2021, which serves as a centre of excellence for supporting schools in adapting provision for pupils with SEND. The Hub facilitates networking for SENDCOs and works closely with selected schools to promote exemplary practice. In the 2023–24 academic year, the Hub partnered with the University of Roehampton to deliver the NASENCO qualification to over 20 SENDCOs from Southwark and neighbouring areas. It also provided tailored mentoring, led a SEND Headteacher community event in June 2024, and introduced a Peer Provision Review Framework.

Additional school-to-school initiatives include moderation clusters to support consistent teacher assessment, subject leader networks, peer school reviews, targeted support, and leadership mentoring. These opportunities allow leaders and teachers to observe, share, and learn from one another. The School Improvement Advisor Team plays a key role in identifying, facilitating and quality-assuring these collaborations to encourage successful practice is shared across the borough.

Southwark Partnership

Southwark Children's Services is committed to enabling a formal partnership for all schools to respond positively to challenges they face through working constructively together. This aims to give schools a stronger collective voice and greater influence over decision-making on issues affecting children and young people in Southwark, and to enable ways for schools to share expertise and support each other. This year a headteacher steering group has been working closely with consultants to develop a model that enables multiple ways in which schools can engage with each other. Every school in Southwark will be a member of the partnership, because they serve the children and young people of Southwark. The partnership will be led by schools, for schools. It is proposed that there will be a strategic board, who will focus on driving improvements for children and young people.

What we want to achieve through closer collaboration

- Improve the life-chances of all children in Southwark through purposeful, impactful collaboration between schools, and between the LA and schools.
- Narrow the gaps in outcomes for children and young people who are disadvantaged and vulnerable by bringing together school, local authority and other agency capacity for change.
- Strengthen the learning and links between schools and develop collaborative capacity.
- Create a culture of collective responsibility for “all our children”.

Appendix 4: Long Term Performance Trends

Long term trends - Ofsted Inspections and Attainment

Notes: The rank and quartile positions reported below have been derived from published DfE data. Final data is always used where possible. However, in some instances, provisional and revised data has been used where the DfE has not updated the national statistics.

LA ranked position in quartiles (colour key)

Top Quartile
Quartile 2
Quartile 3
Bottom Quartile

Ofsted Inspection Outcomes 2013 to 2024

Year	% of Southwark Schools Judged Good or Outstanding	National Ranking
2013	88%	18
2014	88%	24
2015	89%	31
2016	92%	34

2017	89%	80
2018	89%	42
2019	93%	27
2020	93%	20
2021	93%	22
2022	97%	8
2023	96%	18
2024	96%	22

N.B The earliest Ofsted inspection data, currently published at LA level by Ofsted, is from March 2013.

EYFSP 2005 to 2025

(j= joint)

Year	% Achieving a Good Level of Development	National Ranking % Achieving a Good Level of Development
2005	39%	j 118th
2006	33%	j 131st
2007	34%	138th
2008	40%	j 129th
2009	43%	j 142nd
2010	56%	j 65th
2011	64%	j 24th
2012	69%	j 19th
2013	59.6%	17th
2014	65.6%	j 19th
2015	70.6%	25th
2016	72.1%	j 33rd

2017	73.4%	j 35th
2018	75.2%	j 21st
2019	74.1%	37th
2020	Assessment cancelled due to Covid 19	
2021	Assessment cancelled due to Covid 19	
2022	68.3%	j 29th
2023	69.9%	j 27th
2024	69.9%	j33rd
2025	70.0%	Expected Nov 2025

N.B. The earliest LA level statistics reported on by the DfE, is from 2005. Data for 2005 and 2006 are based on child level sample data. From 2007, DfE statistics have been based on full child level collection data.

Year 1 Phonics 2012 to 2025

Year	% Meeting the Required Standard	National Ranking % Meeting the Required Standard (j= joint)
2012	54%	j 117th
2013	72%	j 32nd
2014	77%	j 30th
2015	81%	j 19th
2016	82%	j 38th
2017	84%	j 18th
2018	85%	j 26th
2019	84%	j 21st
2020	Assessment cancelled due to Covid 19	
2021	Assessment cancelled due to Covid 19	
2022	78%	j 29th
2023	80%	j 41st
2024	80%	j 69th
2025	80%	j 59th

Key Stage 1 2004 to 2024

(j= joint)

Year	Reading		Writing		Maths	
	% Achieving Level 2+ or Expected	National Ranking % Achieving Level 2+ or Expected	% Achieving L2+ or Expected	National Ranking % Achieving Level 2+ or Expected	% Achieving L2+ or Expected	National Ranking % Achieving Level 2+ or Expected
2008	79%	j 131st	74%	j 132nd	85%	j 137th
2009	79%	j 143rd	74%	j 147th	84%	j 150th
2010	83%	j 92nd	77%	j 118th	86%	j 125th
2011	84%	j 85th	78%	j 122nd	86%	j 135th
2012	86%	j 82nd	81%	j 103rd	89%	j 103rd
2013	87%	j 105th	84%	j 87th	90%	j 98th
2014	89%	j 79th	86%	j 66th	91%	j 94th
2015	90%	j 80th	87%	j 81st	92%	j 95th
2016	77%	j 29th	70%	j 21st	76%	j 26th

2017	79%	j 19th	73%	j 13th	78%	j 26th
2018	79%	j 16th	74%	j 14th	78%	j 32
2019	79%	j 11th	73%	j 22nd	78%	j 29th
2020	Assessment cancelled due to Covid 19					
2021	Assessment cancelled due to Covid 19					
2022	71%	j 19th	65%	j 7th	71%	j 23rd
2023	71%	j 21st	65%	j 16th	73%	j 24th
2024	Assessment ceased being statutory					

N.B. LA level statistics for the whole of England - reported by the DfE, is no longer accessible prior to 2008.

Key Stage 2 2004 to 2025

(j= joint)

Year	% Achieving Level 4+ or Expected in Reading, Writing and Maths	National Ranking % Achieving Level 4+ or Expected in Reading, Writing and Maths
2009	60%	j 88th
2010	64%	j 77th
2011	69%	j 51st
2012	77%	j 33rd
2013	77%	j 55th
2014	81%	j 34th
2015	80%	j 79th
2016	58%	j 31st
2017	64%	j 44th
2018	69%	j 30th
2019	68%	j 35th
2020	Assessment cancelled due to Covid 19	

2021	Assessment cancelled due to Covid 19	
2022	66%	j 19th
2023	67%	j 19th
2024	66%	j 26th
2025	69%	J 16th

N.B. LA level statistics for the whole of England - reported by the DfE, are no longer accessible prior to 2008. It is therefore not possible to identify the rank and quartile position for Southwark. Figures for 2025 are provisional.

GCSE 2004 to 2025

(j= joint)

Year	% Achieving A*-C or Grades 9-5 in English and maths	National Ranking % Achieving A*-C or Grades 9-5 in English and maths
2011	58.5%	j 74th
2012	59.3%	j 72nd
2013	66.7%	26th
2014	64.9%	19th
2015	65.9%	19th
2016	69.3%	23rd
2017	47.8%	j 31st
2018	48.2%	29th
2019	45.5%	j 51st
2020	53.4%	42nd
2021	57.4%	j 24th
2022	59.0%	20th

2023	55.4%	18th
2024	56.1%	j 19th
2025	54.6%	j 20th

N.B. Prior to 2011, achievement of just English and maths combined appears not to be a key measure reported on. Additionally, LA level statistics for the whole of England - reported by the DfE, is no longer accessible. It is therefore not possible to identify the rank and quartile position for Southwark. Results for 2020 and 2021 are based on teacher assessed grades.