

Report to: Children and Education Policy and Accountability Committee

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Subject: Education Performance Report for Academic Year 2023/24

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SUMMARY

Hammersmith and Fulham benefits from a vibrant and cohesive community of schools, with pupil achievement consistently meeting or surpassing national averages at key assessment points.

Strong partnerships between schools and the Local Authority foster a shared commitment to improving outcomes for all students.

This annual school performance report is intended to update Members of the Children and Education Policy and Accountability Committee on the provisional outcomes of the 2023-2024 academic year's assessments and examinations across H&F primary and secondary schools. It also includes an update on the current status of Ofsted inspections within the borough.

The report provides a comparative analysis of H&F outcomes against national standards and outlines the key priorities for school improvement that guide the work of our education service.

We would like to express our sincere appreciation to the dedicated staff and school leaders who have worked tirelessly to achieve these positive outcomes. Their resilience and commitment are central to ensuring every learner reaches their full potential.

1. RECOMMENDATIONS:

1.1 Members of the Policy and Accountability Committee review and comment on the school performance details in the report and the school improvement priorities identified.

1.2. Outcomes must be considered within the context of the lasting impact of the pandemic on pupils' social, emotional, and mental health, alongside the ongoing challenges facing the education sector both nationally and locally. These challenges include strained school budgets, persistent pupil absence, and issues related to staff well-being, recruitment, and retention.

2. EXECUTIVE SUMMARY:

2.1 The overall performance in Hammersmith and Fulham schools is positive and published outcomes at all key stages continue to be at or above national averages.

3. EYFS OUTCOMES (RECEPTION)

	Good level of development (GLD)			
	2019	2021-2022	2022-2023	2023-2024
H&F	73%	66.7%	66.9%	70.4%
National Average	71.8%	65.1%	67.2%	67.7%

3.1 The above table shows the percentage of children who achieved a good level of development at the end of reception. In the Early Years Foundation Stage (EYFS), the "Good Level of Development" (GLD) is a summative assessment conducted at the end of the Reception year (ages 4-5) to determine whether a child has achieved the expected level for the Early Learning Goals (ELGs) across key areas of learning.

3.2 GLD is a measure of a child's attainment, not progress, and is used to assess whether they are meeting the expected developmental milestones in both prime and specific areas of learning.

3.3 The prime areas include Personal, Social and Emotional Development, Communication and Language, and Physical Development, while the specific areas are Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

3.4 A child is considered to have achieved GLD if they reach the expected level for the ELGs in both the prime and specific areas.

- 3.5 The good level of development has **increased by 3.5%** from **66.9%** in 2022/23 to **70.4%** in 2023/24. In H&F, 27.4% of pupils with Special Educational Needs and Disabilities (SEND) in the area reached this milestone, compared to 22.4% across London and 19.8% nationally. This demonstrates a higher attainment rate for SEND pupils locally when compared to both the regional and national averages.

4. PHONICS OUTCOMES (KS1)

	Phonics end of Year 1			
	2019	2021-2022	2022-2023	2023-2024
H&F	86%	81.5%	82.6%	82.8%
National Average	82%	75.5%	78.9%	80.2%

- 4.1 The above table shows the phonics results at the end of year 1.
- 4.2 In July 2024, 82.8% of Year 1 pupils in Hammersmith and Fulham met the expected standard for phonics decoding, a slight increase from 82.6% in 2022. This is notably higher than the national average of 80.2% for the same year. In H&F, 54.3% of pupils with Special Educational Needs and Disabilities (SEND) achieved the Year 1 phonics check, outperforming both the London average of 50.1% and the national average of 44.2%. This highlights that a higher proportion of SEND pupils in H&F are meeting the phonics standard in Year 1 compared to their peers across London and nationally, demonstrating the success of targeted school -based strategies.

5. KEYSTAGE 2 ASSESSMENTS

	Expected standard RWM					Greater Depth RWM			
	2018-2019	2021-2022	2022-2023	2023-2024		2018-2019	2021-2022	2022-2023	2023-2024
H and F	73%	70.2%	73.7%	74.9%		14%	13.1%	17.4%	16.6%
National Average	65%	58.7%	59.6%	61.3%		11%	7%	8%	7.8%

- 5.1 At the end of Key Stage 2, 74.9% of pupils in Hammersmith and Fulham achieved the expected standard in Reading, Writing, and Maths, significantly outperforming the national average of 61.3%. Additionally, 16.6% of pupils reached a higher standard in these subjects, with a scaled score of 110 or above. This is notably higher than the national average of 7.8%, which has seen a slight decrease in 2024. These results highlight the strong academic performance of pupils in H&F, particularly in comparison to national trends.

- 5.2 Overall, primary schools in Hammersmith and Fulham have performed strongly in comparison to the national average. Children and young people with Special Educational Needs and Disabilities (SEND) in H&F have outperformed their peers both nationally and in London, with 42.4% achieving the expected standard at KS2, compared to 21.7% nationally. Additionally, 5.2% of SEND pupils in H&F achieved the higher standard, well above the national figure of 1.3%. These results reflect the effective support in place within H&F schools

6. KEY STAGE 4 PERFORMANCE

- 6.1 Progress 8 and Attainment 8 are two key measures used in the secondary education system in England to assess the performance of schools and students at Key Stage 4.
- 6.2 Attainment 8 looks at the actual academic performance of students across a set of subjects. It calculates the average score of a student's best eight qualifications, including English and Maths. The higher the score, the better the attainment. It reflects how well students have performed in their exams.
- 6.3 Progress 8 focuses on the progress a student has made from the end of Key Stage 2 (when they complete primary school) to the end of Key Stage 4 (when they finish their GCSEs or equivalent qualifications). It compares a student's actual GCSE results to the results of students with similar prior attainment, based on their Key Stage 2 scores. A score of 0 in Progress 8 means that, on average, students have made the expected level of progress, while a positive score indicates above-average progress, and a negative score indicates below-average progress.
- 6.4 Attainment 8 shows the academic achievements of students. Progress 8 shows how much students have improved compared to their starting point.
- 6.5 EBacc entry refers to whether students take a set of specific subjects, known as the English Baccalaureate (EBacc), during their secondary education. The EBacc is a performance measure introduced by the government to encourage schools to offer a well-rounded academic curriculum.

6.6 It includes the following key subjects: English (Literature or Language), Mathematics, Sciences (including Biology, Chemistry, Physics, or Combined Science), a Modern Foreign Language (e.g., French, Spanish, German), History or Geography. A student is considered to have entered the EBacc if they take all of these subjects during their Key Stage 4 (GCSE) studies. The goal of the EBacc is to ensure that students have a broad, academic education that covers a range of subjects, particularly those that are seen as foundational for further study and future career opportunities.

6.7 Overall Hammersmith and Fulham results at Key Stage 4 are excellent and as follows:

2023-2024	H and F	National
Progress 8	0.52	-0.02
Attainment 8	55.9	46.2
English and Maths Grade 5+	64.4%	46.3%
EBAC entry	69.2%	40.6%

6.8 The below table shows the performance of children and young people with SEND at Key Stage 4:

2023-2024	H&F	England
% of pupils with an EHCP achieving 9-4 in English and Maths GCSEs	15.5%	13.0%
% of pupils with SEN Support achieving 9-4 in English and Maths GCSEs	61.4%	37.7%
Average Attainment 8 score for pupils with an EHCP	15.1	14.2
Average Attainment 8 score for pupils with SEN Support	44.3	33.1
Progress 8 score for pupils with an EHCP	-0.86	-1.13
Progress 8 score for pupils with SEN Support	0.22	-0.45

6.9 In the 2023-2024 academic year, H&F schools outperformed the national averages for students with Special Educational Needs (SEN) and Education, Health, and Care Plans (EHCP). 15.5% of pupils with an EHCP in Hammersmith and Fulham achieved 9-4 in English and Maths GCSEs, compared to 13.0% nationally. Their average Attainment 8 score was 15.1, slightly higher than the national average of 14.2. While their Progress 8 score of -0.86 was better than the national figure of -1.13.

6.10 A significant 61.4% of pupils with SEN Support in Hammersmith and Fulham achieved 9-4 in English and Maths, well above the national average of 37.7%. Their average Attainment 8 score was 44.3, notably higher than the national average of 33.1. These pupils also made positive progress, with a Progress 8 score of 0.22, outperforming the national average of -0.45.

7. KEY STAGE 5 PERFORMANCE

7.1 The detail on individual school performance is contained within appendix 1.

	H and F	National
APS	37.78	36.21
Average grade	B-	B-

7.2 The average point score (APS across the best 3 subjects) in 2023/24 was 37.78 in Hammersmith and Fulham. The percentage of A level entries achieving A*-A grades increased in 2024 from 16.7% to 19.4%. This is above the national average of 14.5% for state funded pupils.

7.3 Pupils with SEND needs outperformed their peers nationally at KS5. 20% of this cohort with an EHCP achieved a A*-A grade compared to 9.7% nationally. The APS across the best three subjects are:

	H and F	National
APS EHCP pupils	32.67	30.65
APS SEND Support pupils	38.37	33.08
APS EHCP pupils' average grade	C+	C
APS SEND Support pupils' average grade	B	C+

7.4 In terms of vocational performance Hammersmith and Fulham schools have performed slightly below the national average except for our EHCP cohort:

	H and F	National
APS	24.26	28.14
Average result	Merit	Merit+

	H and F	National
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APS EHCP	29.74	26.44
APS SEND	20.00	25.84

8. Participation in Employment 16–17-year-olds

- 8.1 Participation in employment, education, or training in Hammersmith & Fulham remains strong, with 94% of young people currently engaged in these activities. However, in 2024 1.7% of 16-17-year-olds are not in education, employment, or training (NEET), and 4.3% had "Not Known" destinations. The NEETs data is broadly in line with National and London figures however, the "Not Known" figure in H&F is higher than the National and London averages, which is being addressed through a more focused effort on improving data collection in this area to ensure more accurate tracking of young people's destinations.
- 8.2 In Hammersmith & Fulham, 2.4% of 16-17-year-olds with an EHCP were classified as NEET, and 4.5% of pupils with SEND support were not in education, employment, or training in 2024. Both figures are lower than the national averages, with 8.5% of pupils with an EHCP and 6.4% of pupils with SEND support nationally classified as NEET but higher than London figures.
- 8.3 The Careers Leaders network, led by a LA Officer continues to enable the sharing of good practice, links schools to other organisations and supports schools to meet Gatsby benchmarks improving employability opportunities for young people.
- 8.4 Hammersmith & Fulham schools benefit from strong partnerships with local businesses through the Hammersmith & Fulham Upstream Pathway Bond, which provides a range of opportunities for businesses to engage meaningfully with the community. This initiative enables businesses to actively contribute to inclusive growth and support the development of the future workforce.
- 8.5 Aligned with the borough's Industrial Strategy, the bond places a strong emphasis on promoting STEMMM (Science, Technology, Engineering, Maths, Medicine, Media) fields as key drivers of employment. Through this collaboration, local businesses work alongside schools to support young talent, offering mentoring, guidance, and inspiration to help nurture the next generation of professionals in the community.

Hammersmith & Fulham 16-17	NEET average %	Not Knowns average %	NEET & Not Known average %
2023-2024	1.7%	4.3%	6%
2022-2023	1.0%	3.1%	4.1%

2021-2022	0.7%	8.5%	9.2%
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9. ATTENDANCE

- 9.1 Tackling persistent absence and increasing attendance remains a significant focus area for H&F schools. Multi-agency work is underway to continue to address this key area.

	Attendance Overall		Persistent Absence	
	2022-2023	2023-2024	2022-2023	2023-2024
H&F	92.7%	93.8%	21.6%	17.9%
National Average	92.6%	93.3%	21.3%	19.4%

10. EXCLUSIONS

- 10.1 The following table shows the exclusion and suspension rates for Hammersmith and Fulham schools. Exclusions and suspensions have increased in the local area. Hammersmith and Fulham remain below national figures and above London figures.

		2022/23 Autumn term	2023/24 Autumn term
H&F	Permanent exclusions (rate)	0.02	0.04
London	Permanent exclusions (rate)	0.02	0.02
England	Permanent exclusions (rate)	0.04	0.05
H&F	Suspension (rate)	1.73	2.39
London	Suspension (rate)	1.41	1.87
England	Suspension (rate)	2.96	4.04

11. ELECTIVE HOME EDUCATION (EHE) and CHILDREN MISSING EDUCATION (CME)

- 11.1 The Local Authority is responsible for ensuring that all children resident in the borough are in receipt of a suitable education. In Hammersmith and Fulham, local processes and procedures are in place to maximise identification of home educated children and to have some oversight of their education provision. These are designed to ensure, as far as possible, engagement and cooperation with parents/carers, be satisfied education provision is suitable and take account of safeguarding implications. Local procedures exceed the minimum expectations stipulated in the DfE guidance, while remaining legally compliant.
- 11.2 CME are children who have no known education provision, either through being on roll at a school or through EHE. There are robust systems in place to track and monitor all CME until education provision is secured led by the work of Local Authority officers in the ACE team.
- 11.3 The following table indicates the current numbers of EHE and CME pupils in the borough:

Year	Number of known EHE children	Number of EHE children with an EHCP	Number of known CME children
Summer 2019	102	N/A	10
Summer 2020	114	N/A	8
Summer 2021	190	10	11
Summer 2022	130	16	19
Summer 2023	134	13	10
Summer 2024	152	9	6

12. Unregistered schools

- 12.1 The local authority works with Ofsted to investigate any unregistered schools that might operate within Hammersmith and Fulham.
- 12.2 At present we have no unregistered schools highlighted.

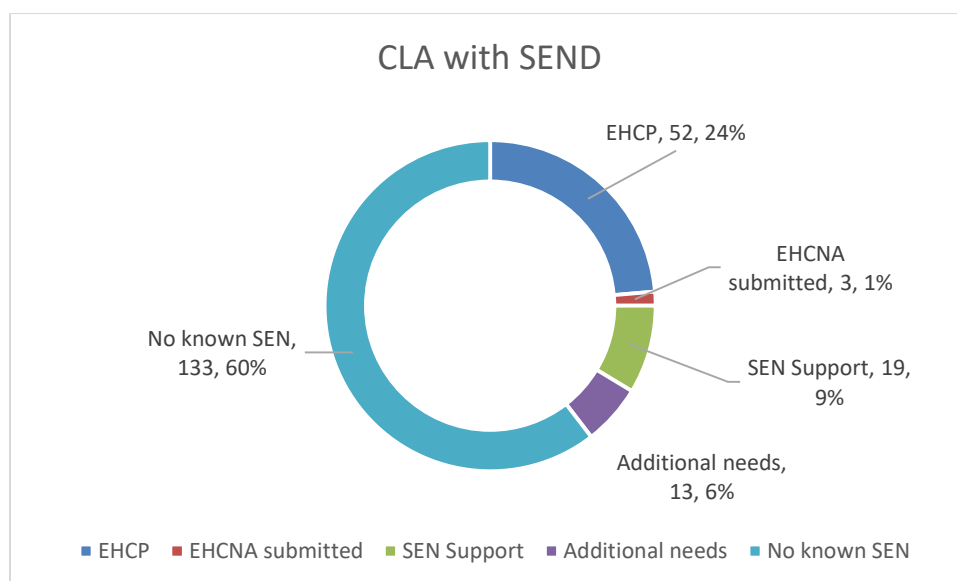
13. VIRTUAL SCHOOL OUTCOMES

13.1 The Virtual School is the key educational advocacy service for Hammersmith and Fulham Children Looked After regardless of where they are placed. Its role is to promote the educational achievement of Children Looked After, and challenge schools and other education providers to ensure that our young people have the best possible education. It does not itself provide education. The Virtual School is ambitious for its children and ensures that our partner schools have high expectations and aspirations for the educational outcomes of our children to ensure that the life chances of each child are improved.

Category	2023/24 Academic Year	Number CLA less than 12 months at 31 st March 2024
All Children & Young People on Roll	220	78 (35.5%)
Early Years	2	0 (0%)
Reception – Y11	144	51 (35.4%)
Post 16	74	27 (36.5%)
		28

13.2 Over the 2023/24 academic year there were 220 children and young people on the Virtual School roll.

13.3 A significant proportion of our children and young people have some form of Special Educational Need or Disability (SEND). This mirrors the national profile of Children Looked After (CLA), as pupils in all social care groups are twice as likely to have a SEND compared to the overall pupil population. Research shows that children with SEND often have lower average attainment, which helps explain, in part, the attainment gap between CLA and the wider pupil population.



13.4 The Hammersmith and Fulham Virtual School works in close collaboration with a range of services to ensure that CLA with SEND receive timely and effective support.

13.5 There were 5 children in the reporting cohort at the end of Key Stage 2, one of these children has an EHCP and attends a special day school and two of the children have additional needs but are below the threshold for SEN Support. 40% (2 children) achieved the expected standard in Reading, Writing and Maths. 80% (4 children) achieved the expected standard in Reading and science. Despite the cohort's small size, which limits statistical analysis, all five children made at least the expected progress in line with their learning needs.

KS2	Reading	Writing	Math	Reading, Writing and maths (combined)	Grammar, punctuation, and spelling	Science
2023/24 LBHF CLA 5 pupils	80%	60%	40%	40%	60%	80%
2022/23 LBHF CLA 8 pupils	75%	75%	50%	50%	75%	88%
National CLA (22/23) *	55%	48%	51%	37%	50%	59%

**National data for 2023/24 is not yet available*

13.6 There were 16 young people at the end of Key Stage 4 in the reporting cohort. This is a complex cohort with a wide range of needs and experiences and due to this 4 young people were not on a GCSE pathway. Four of the young people have an EHCP with two attending a Special day School, one under SEN Support and two Unaccompanied Asylum-Seeking Children. One young person completed an ESOL qualification, one a bespoke Functional Skills and ASDAN curriculum and two were not on school roll at the time of GCSE's due to significant health concerns and a placement move. The situation for those not on roll was further complicated by them being supported under an EHCP and requiring an educational setting that would be able to meet their needs, each of them has been in receipt of tuition in the interim with destinations secured for September.

KS4	% achieving grades 5 or above in English and mathematics	% achieving grades 4 or above in English and mathematics
2023/24 LBHF CLA 16 pupils	31.25%	50%
2022/23 LBHF CLA 13 pupils	23%	23%
National CLA (22/23) *	4.2%	9.9%

**National data for 2023/24 is not yet available*

13.7 Despite these challenges, 31.25% of the cohort achieved Grade 5 or above in English and Maths (41.2% of the six young people on the GCSE pathway), significantly outperforming the national CLA attainment of 4.2% from 2022/23. Additionally, 50% of the cohort achieved Grade 4 or above in English and Maths (66.7% of those on the GCSE pathway), compared to 9.9% nationally for CLA. One student, who repeated Year 11 due to mental health difficulties, achieved six GCSEs, including Grade 4 or above in English and Maths.

13.8 It is well-documented that CLA, particularly those with SEND, often progress at a slower rate compared to their peers. However, children in long-term care tend to demonstrate higher progress scores, particularly those who have been in care for over four years. While the small cohort size limits statistical analysis, the progress and individual achievements of these young people are remarkable. All students have secured post-16 placements, with many pursuing vocational pathways aligned with their aspirations and strengths.

13.9 In the 2023/24 academic year, 30 young people were in the reporting cohort at the end of Key Stage 5. Among them, four had an Education, Health, and Care Plan (EHCP), and 12 were Unaccompanied Asylum-Seeking Children (UASC), reflecting the diversity and complexity of the cohort.

Situation	Number
2nd year A Level Pathway	2
1st year A Level Pathway	2
ESOL Pathway	10
L1 Vocational Pathway	2
Specialist Provision	2
Apprenticeship	2
Full Time Employment	1
Part Time Employment	1
Custody	2
Not in Education, Employment or Training (NEET)	4
Education paused due to ill health	2

The two young people completing their A Level pathway achieved strong results across all three subjects but have chosen to retake some exams to meet the requirements of their first-choice universities.

All students have been provided with support to plan for their next steps in education or employment. The vast majority have confirmed destinations for September, including those who paused their studies due to ill health. Those not currently engaged in education, employment, or training (NEET) are receiving tailored support from the Virtual School team to explore further education and employment options and are encouraged to take advantage of ongoing services for care-experienced young people.

14. The Virtual School: University and Employment

14.1 The Virtual School continues to provide support and oversight for young people beyond age 18, even after completing Year 13, ensuring their successful transition into higher education or employment. Some of the key achievements over the last academic year include:

- Four students graduating in August 2024 in the fields of Journalism, Fashion, Social Work (Personal Assistant), and Data Analysis/HMP.
- One student progressing well in their final year of study in Japan.
- Four new first-year students beginning university in September 2024, bringing the total number of Higher Education students to 27.
- Seven young people successfully securing apprenticeships over the last year, including three in construction, one in plumbing, one in the Civil Service, one

with Hammersmith and Fulham Council, and one with Transport for London (TfL).

14.2 The Pathway Coordinator plays a pivotal role in supporting the success of young people in Higher Education. Collaborating closely with social workers and Higher Education professionals, the Pathway Coordinator ensures each student is on the right course, accessing the necessary resources and support to succeed. This individualised approach can be seen in the following successes:

- One young person successfully completed the 2023/24 academic year despite significant mental health challenges, with inter-agency collaboration ensuring the necessary support.
- Another young person, who became a parent in December 2023, was supported in continuing their studies on a condensed programme, successfully completing their second year of university with the help and understanding of various agencies.

These stories highlight the resilience of care-experienced young people and the critical support provided by the Virtual School team to help them overcome challenges and achieve their goals.

	2019/20	2020/21	2021/22	2022/23	2023/24
Average attendance R-11	92%	85%	89%	90%	89.6%
Number with one or more fixed term exclusion	11	5	10	10	19
Number with permanent exclusion	0	1	0	0	2

14.3 The attendance figures for 2023/24 reflect both the ongoing emotional challenges many of our children have faced and the broader national issues schools are experiencing with attendance. Despite targeted efforts, there has been a slight dip in the overall average attendance across key stages, reflecting the complexities of the cohort.

	Primary 94.6%		Secondary 85.4%		
EY 95.97%	KS1 95.38%	KS2 94.36%	KS3 94.95%	KS4 76.48%	KS5 77.34%

14.4 Our primary school attendance remained stable at 94.6%, in line with the previous year. However, the most significant area of concern lies in our secondary attendance, particularly in Key Stage 4, where attendance dropped

to 76.5%. This decline is largely driven by a small number of students whose attendance fell below 40%, with contributing factors including mental health issues, trauma, and placement disruptions. All of these young people exhibited signs of Emotional Based School Avoidance (EBSA), and we have implemented targeted interventions. Early indicators suggest these interventions are starting to have a positive impact.

14.5 In 2023/24, two young people were permanently excluded. Both had recently entered care and experienced their exclusions within the first month of their placements. These exclusions were the result of serious incidents. Despite the extensive efforts made by the schools and the Virtual School team to explore alternative solutions, the students were unable to succeed in a mainstream setting. Without an Education, Health, and Care Plan (EHCP), the exclusion route became the only option for these young people to access smaller, more therapeutic provision.

14.6 There was a notable increase in suspensions during the past academic year. Nineteen students received a total of 29 suspensions, mainly due to persistent disruptive behaviour or verbal abuse/threatening behaviour. Among these, six young people are supported by an EHCP, and five were newly looked after. The Virtual School team attended all reintegration meetings, working closely with schools and other professionals to implement tailored interventions aimed at reducing the likelihood of further exclusions.

14.7 The Virtual School continues to provide comprehensive support to schools, helping them understand the unique challenges faced by looked-after children and how to address these barriers effectively. This includes 36 days of dedicated support from the Hammersmith and Fulham Educational Psychology Service, which offers bespoke assessments, consultations, and advice. These resources are directed toward children whose behaviour or academic progress raises concerns, ensuring that schools are well-equipped to offer the appropriate support. Through this ongoing collaboration, we aim to improve attendance and reduce exclusions, while helping our young people thrive in their educational environments.

15 OFSTED INSPECTION OUTCOMES

15.1 All schools have now been inspected at least once under the new Ofsted framework introduced in September 2019. Judgements for schools remain strong with all schools reporting an outstanding or good judgement for their quality of education. Ofsted are currently consulting on a new framework to be

introduced in November 2025. All schools will be reinspected under this new framework and evaluation criteria, once finalised.

16 EDUCATION PRIORITIES IN H&F

16.1 The Education team continue to work on the following priorities:

- To work in collaboration with stakeholders across the local area to increase attendance and reduce persistent absence.
 - To further embed the work to reduce NEET and Unknown levels and further increase post 16 participation.
 - To contribute to the Industrial Strategy ensuring all young people in the borough have access to wide-ranging local opportunities and skill development to prepare them for their next steps in education, employment and training.
 - To support governors and school leaders to explore options for long-term financial stability.
 - To support young people leaving Alternative Provision to transition to sustainable destinations in education, employment or training.
 - To continue to work in partnership with school leaders on school inclusion, practice and behaviour support.
 - To support the H&F Climate Team in their work on Climate Education in the borough including supporting schools to respond to the new DfE legislation on Climate Education and Sustainability.
 - To ensure school partners have access to high quality workforce training and development via the H&F Learning Partnership.
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Appendix 1:

Hammersmith and Fulham GCSE Results 2024 (Final)

School Name	Cohort	Progress 8	Attainment 8	Standard	Strong	Standard	Strong
				9-4 EBACC	9-5 EBACC	9-4 in English & Maths GCSE	9-5 In English & Maths GCSE
Ark Burlington Danes Academy	170	-0.03	49	31.2%	21.2%	73.5%	52.4%
Cambridge School	20	NE	NE	NE	NE	NE	NE
The Fulham Boys School	122	0.93	62	60.7%	47.5%	90.2%	73.0%
Fulham Cross Academy	49	-0.14	45.4	22.4%	12.2%	71.4%	44.9%
Fulham Cross Girls' School and Language College	131	0.44	56.3	45.8%	35.1%	74.8%	59.5%
Hammersmith Academy	140	0.25	52.6	44.3%	29.3%	77.1%	57.1%
The Hurlingham Academy	119	0.86	58.3	52.9%	42.0%	84.0%	78.2%
Jack Tizard School	6	NE	NE	NE	NE	NE	NE
Lady Margaret School	118	0.75	65.4	69.5%	54.2%	93.2%	79.7%
The London Oratory School	182	0.62	62.5	69.2%	47.8%	92.3%	75.3%
Phoenix Academy	106	0.87	53.9	29.2%	20.8%	67.9%	53.8%
Queensmill School	19	-1.5	1.9	0.0%	0.0%	0.0%	0.0%
Sacred Heart High School	197	0.78	63.1	69.0%	57.4%	88.3%	76.6%
West London Free School	130	0.96	63.8	64.6%	50.0%	85.4%	73.1%
Woodlane High School	21	-1.13	6.2	0.0%	0.0%	0.0%	0.0%
Hammersmith & Fulham	1528	0.52	55.9	51.2%	38.5%	79.2%	64.4%
NATIONAL 2023-24 All state funded schools (DfE)	629207	-0.03	45.9	25.2%	18.0%	65.0%	45.9%

Data for GCSEs sourced from the Department for Education

Hammersmith and Fulham A-Level Results 2024 (Final)

School Name	A*	A	B	C	D	E	F	U	Total	A*	A*-A	A*-B	A*-C	A*-D	A*-E
Ark Burlington Danes	7	38	43	43	33	8	5	0	177	4.0%	25.4%	49.7%	74.0%	92.7%	97.2%
The Fulham Boys	38	51	84	54	25	9	3	3	267	14.2%	33.3%	64.8%	85.0%	94.4%	97.8%
Fulham Cross Academy	0	5	6	15	28	27	23	2	106	0.0%	4.7%	10.4%	24.5%	50.9%	76.4%
Lady Margaret	34	80	66	34	21	5	4	1	245	13.9%	46.5%	73.5%	87.3%	95.9%	98.0%
London Oratory	130	219	224	126	39	19	5	0	762	17.1%	45.8%	75.2%	91.7%	96.9%	99.3%
Sacred Heart	13	40	68	59	20	4	1	0	205	6.3%	25.9%	59.0%	87.8%	97.6%	99.5%
West London Free School	71	147	132	49	13	1	4	1	418	17.0%	52.2%	83.7%	95.5%	98.6%	98.8%
William Morris	5	22	60	123	92	74	41	3	420	1.2%	6.4%	20.7%	50.0%	71.9%	89.5%
Hammersmith Academy	4	29	67	77	69	41	33	1	288	1.4%	11.5%	34.7%	61.5%	85.4%	99.7%
Phoenix Academy	4	7	15	16	10	4	1	5	62	6.5%	17.7%	41.9%	67.7%	83.9%	90.3%
H&F - no	306	638	765	596	350	192	120	16	2950	306	944	1709	2305	2655	2847
H&F - %	10.37%	21.63%	25.93%	20.20%	11.86%	6.51%	4.07%	0.54%	100.0%	10.4%	32.0%	57.9%	78.1%	90.0%	96.5%
National (2024 Final)*	9.24%	19.62%	26.10%	22.91%	14.52%	6.99%	4.00%	0.60%	100.00%	9.24%	28.87%	54.96%	77.88%	92.40%	99.40%

Data for A- Levels sourced from the Department for Education