

# **Committee: Children and Young People Overview and Scrutiny Panel**

**Date: March 22<sup>nd</sup> 2011**

Agenda item: 6

Wards: All Wards

**Subject: Celebrating Success Standards and Achievement in Merton Schools 2009/10**

Lead officer: Paul Ballatt (Children, Schools and Families), 020 8545 4066

Lead members: Councillor Maxi Martin, Councillor Peter Walker.

Forward Plan reference number: N/A

Contact officer: Michael Sutherland; 020 8545 4090  
michael.sutherland@merton.gov.uk

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## **Recommendations:**

A. That the Children and Young People's Overview and Scrutiny Panel discuss and comment on the current levels of performance set out in the attached report.

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## **1 PURPOSE OF REPORT AND EXECUTIVE SUMMARY**

1.1 To provide the Overview and Scrutiny Panel with an annual school standards report.

1.2 Executive Summary

- Performance at Early Years Foundation Stage Profile (EYFSP) is above the national average for all key measures. Children achieving both 6 or more in all Personal Social Emotional Development scales, 6 or more in all Communication Language & Literacy scales, and a total 78 points or more increased 5% from 2008/2009 and is 6% above the national average.
- Merton's percentage gap between the mean of the lowest achieving 20% in the EYFSP, reduced by 5.4% since 2008/2009 and is 4.3% less than the national average. Merton's performance for closing the gap is 12<sup>th</sup> best in the country and the best in London.
- Key Stage 1 performance is below the national average, for most subject areas the differences are marginal. But for writing Merton is 4% below the national at level 2+, 5% below at level 2B+ and 1% below at level 3+, so is the area of most concern at this key stage.
- Key Stage 2, English and maths combined at level 4 has increased from 74% in 2008/2009 to 77% in 2009/2010. This is 3% above the national average.

- Progress in English from Key Stage 1 to 2 was the second highest nationally. Progress from Key Stage 1 to Key Stage 2 English and maths combined was 31<sup>st</sup> best in the country.
- 5 Merton schools featured in The Independent's top performing schools tables.
- Pupil progress as measured by Contextual Value Added from Key Stage 1 to Key Stage 2 has improved, with 15 schools making significantly better progress than average, 17 schools making average progress and 2 schools making below average progress.
- GCSE performance improved again this year, with 52% of pupils achieving 5+A\*-C including English and maths. However 1 school is below the national floor target of 30%. If applying the new national floor of 35% Merton would continue to have only 1 school below.
- Merton's GCSE contextual value added score is above the average and 77% of the schools are in line with national or significantly above
- A Levels results have also increased this year with Merton pupils achieving an average points score of 726.7, an increase from 670.0.
- Whilst overall attendance rates in Merton have shown an upward trajectory in recent years, reducing persistent absenteeism (PA) has been the focus for the borough, targeted work with schools and pupils has significantly reduced these rates in 2009/10 from 3.4% to 2.6%.
- Fixed term secondary age exclusions increased above last year's outturn and above target. A range of activities are in place to ensure the focus on reducing exclusions and improving behaviour is maintained.
- Permanent exclusions have decreased in 2009/10 to 19 permanent exclusions from 29 in 2008/09. All permanent exclusions were pupils of secondary school age.
- The local authority is targeting underperformance where it exists in a number of ways, a key underlying theme is to "Close the Gap" in outcomes for children and young people across the Children's agenda.

### **3. ALTERNATIVE OPTIONS**

3.1 The Panel's scrutiny work programme is determined by the members of the Panel

### **4. CONSULTATION UNDERTAKEN OR PROPOSED**

4.1 The Panel has agreed to consider the performance report on an annual basis

### **5. TIMETABLE**

5.1 None relating to this covering report

### **6 FINANCIAL, RESOURCE AND PROPERTY IMPLICATIONS**

6.1 None relating to this covering report

### **7. LEGAL AND STATUTORY IMPLICATIONS**

7.1 None relating to this covering report

### **8. HUMAN RIGHTS, EQUALITIES AND COMMUNITY COHESION IMPLICATIONS**

8.1 None relating to this covering report

### **9. CRIME AND DISORDER IMPLICATIONS**

9.1 None relating to this covering report

**10. RISK MANAGEMENT AND HEALTH AND SAFETY IMPLICATIONS**

10.1 None relating to this covering report

**11. APPENDICES – THE FOLLOWING DOCUMENTS ARE TO BE PUBLISHED WITH THIS REPORT AND FORM PART OF THE REPORT •**

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**12 BACKGROUND PAPERS**

12.1. None

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# **Celebrating Success**

## **Standards & Achievement in Merton Schools 2009/10**



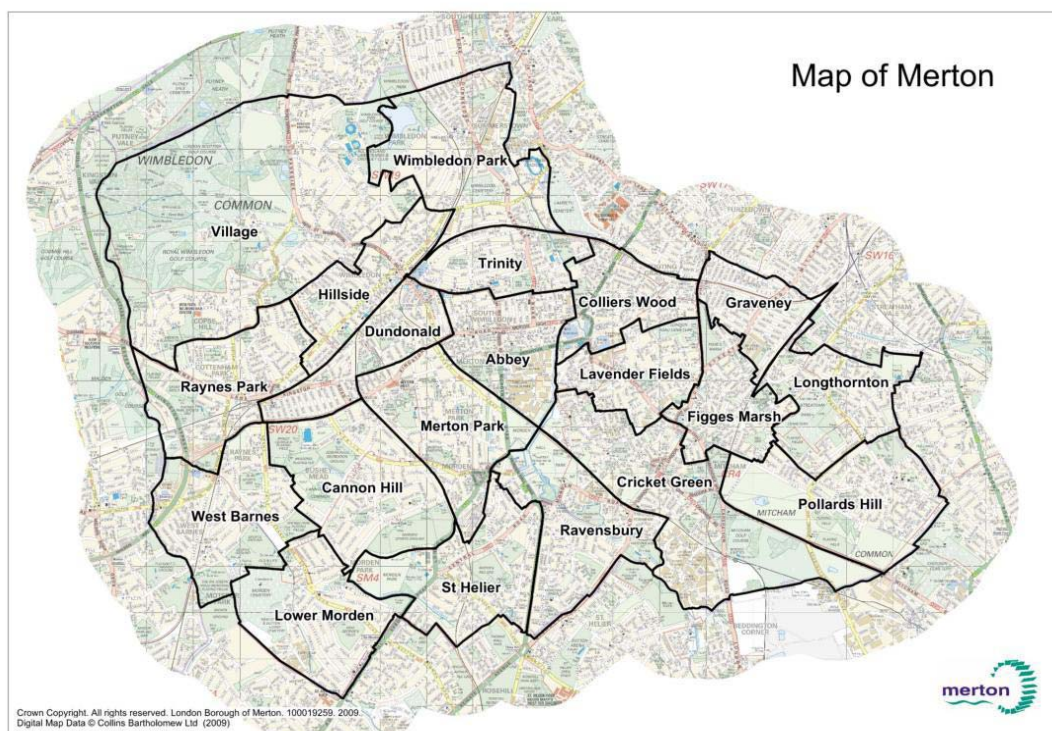
	<b>Page No.</b>
<b>Executive Summary</b>	3
<b>A. Introduction</b>	
A.1 Borough Profile	4
A.2 Population	5
A.3 Poverty	6
<b>B. Attainment and Achievement of Merton Pupils</b>	
<b>B.1 Primary Phase</b>	
Early Years Foundation Stage Profile	7
Key Stage 1	12
Key Stage 2	17
<b>B.2 Secondary Phase: The 14- 19 Agenda</b>	
Key Stage 4	23
Post 16	30
<b>C. Attendance</b>	32
<b>D. Exclusions</b>	37
<b>E. Key Issues for School Improvement</b>	41
<b>F. Complimentary Services</b>	43
<b>G. Appendices</b>	
G.1 Performance Tables for Key Stage 2	44
G.2 Performance Tables for GCSE	48
G.3 Performance Tables for Post 16	50
G.4 Merton attainment by pupil groups	51

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- Progress in English from Key Stage 1 to 2 was the second highest nationally. Progress from Key Stage 1 to Key Stage 2 English and maths combined was 31<sup>st</sup> best in the country.
- 5 Merton schools featured in The Independent's top performing schools tables.
- Pupil progress as measured by Contextual Value Added from Key Stage 1 to Key Stage 2 has improved, with 15 schools making significantly better progress than average, 17 schools making average progress and 2 schools making below average progress.
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- A Levels results have also increased this year with Merton pupils achieving an average points score of 726.7, an increase from 670.0.
- Whilst overall attendance rates in Merton have shown an upward trajectory in recent years, reducing persistent absenteeism (PA) has been the focus for the borough, targeted work with schools and pupils has significantly reduced these rates in 2009/10 from 3.4% to 2.6%.
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- The local authority is targeting underperformance where it exists in a number of ways, a key underlying theme is to "Close the Gap" in outcomes for children and young people across the Children's agenda.

## A. Introduction

### A1. Borough Profile

- 1.1 The London Borough of Merton is located in the south west of London. Its neighbouring boroughs are Wandsworth, Sutton, Lambeth, Croydon and Kingston. The area covers 37 square kilometres, making it one of the smallest in London. Merton remains one of the greenest boroughs with 677 hectares of green space, the two largest areas being Wimbledon and Mitcham common.
- 1.2 In Merton, there is diversity and significant differences in the composition of communities. The west of the borough attracts more visitors and commercial interest, in part due to the global recognition of the Wimbledon 'brand' through the All England Lawn Tennis Championships held annually at the grounds near Wimbledon Park. While the east of the borough has challenges relating to relatively poor economic prospects, lower than average education attainment and health outcomes. Also in the east of the borough the population has lower incomes. It should be noted that there are pockets of deprivation in other parts of the borough which also pose challenges.
- 1.3 The east of the borough also has challenges relating to infrastructure; there is relatively limited access to public transport and open spaces in eastern parts of Merton and the quality of shopping and leisure facilities are also relatively poor compared with western wards. These deprived areas extend into parts of neighbouring boroughs at Croydon, Lambeth and Sutton.
- 1.4 Merton is working with its partners in government, the private sector and the voluntary sector to address these inequalities, including initiatives described in Merton's Sustainable Community Plan, and Merton's Neighbourhood Renewal Action Plans. Regional actions, such as the opening of the new train station at Mitcham Eastfields and the creation of the Wandle Valley Regional Park, are also signs of progress towards regeneration of the area.





## A2. Population

- 2.1 In 2007 the Greater London Authority (GLA) 2007 Mid Year estimate showed Merton's total population as 197,276. The latest mid year estimates show Merton's population to be 201,368 (2008 Mid Year Estimates) a 2% increase. Merton population increase of 4092 is composed of a number of key components; births, deaths, migration (both internal and international inflows and outflows).
- 2.2 The number of people living in Merton is expected to increase over the next 20 years by around 10% to about 205,000 in 2026 ( 2007 GLA). However, over the past five years birth rates in Merton, and London-wide, have jumped, putting pressure on Early Years services. This increase in births and other demographic factors has created the need for more school places.
- 2.3 Merton's population is youthful with around half in the 15-45 year old age group. There is a similar ethnic mix when compared with the rest of outer London: about three quarters of the population are from the White ethnic group, 11% from the Asian ethnic group and 8% from the Black ethnic group.

2001 Census Ethnic Categories	Persons All Ages			
	2001	2009	% of 2009 population	% change from 2001 census
White	143,263	138,500	70.5%	-3.3%
Asian Bangladeshi	1,734	2,182	1.1%	25.8%
Asian Indian	8,173	8,851	4.5%	8.3%
Asian Other	8,650	10,500	5.3%	21.4%
Asian Pakistani	4,572	5,172	2.6%	13.1%
Black African	6,529	7,755	3.9%	18.8%
Black Caribbean	7,058	7,925	4.0%	12.3%
Black Other	3,603	4,768	2.4%	32.3%
Chinese	2,534	2,978	1.5%	17.5%
Any other ethnic background	4,896	7,924	4.0%	61.9%
<b>All Ethnicities</b>	<b>191,012</b>	<b>196,557</b>		

### A3. Poverty

- 4.1 Whilst Merton is perceived as an affluent London borough there a number of pockets of deprivation within the borough. These pockets are mainly in the eastern wards and some smaller pockets in the western wards. These wards have multiple deprivation having high scores on income deprivation, unemployment and lack of education attainment.
- 4.2 According to the Indices of Multiple Deprivation (IMD) 2007, Merton is ranked 222nd most deprived local authority in the country (out of 354) local authorities, 6th least deprived authority in London (out of 33). In terms of income deprivation, it is the 11th most income deprived outer London borough (out of 20). However, this masks the widespread disadvantages and pockets of deprivation within the borough, and polarisation between the most deprived wards in the east of the borough (Mitcham areas) and the more affluent west wards in the borough (Wimbledon area).

South West London Borough	Change in IMD ranking	Overall IMD 2007 (where 1 is the most deprived and 345 is the least deprived)
Croydon	-15	125
Kingston Upon Thames	-21	245
<b>Merton</b>	<b>+2</b>	<b>222</b>
Richmond Upon thames	+8	309
Sutton	-2	234
Wandsworth	+16	144

## B. Attainment and Achievement of Merton Pupils

### B.1 Primary Phase: Early Years Foundation Stage

#### Key Messages: Early Years Foundation Stage (EYFS)

- Continued improvement in all assessment areas of the EYFS.
- Key attainment measures are above national and London averages.
- The improvement in EYFS has been nationally recognised especially closing the gap (Merton is 12<sup>th</sup> best in the country, best in London).
- Writing is the area that continues to be a focus for improvement.
- Intervention programs such as 'Every Child a Talker' have contributed to improved results in linked areas of learning.
- The gap between children known to be eligible for Free School Meals and those not known to be eligible is wider than London and nationally.
- There are a larger proportion of girls in Merton in the lowest achieving 20% than the national average.
- Merton children with SEN in the EYFS attained below National and London children with SEN and featured as a larger proportion of the lowest achieving 20%.

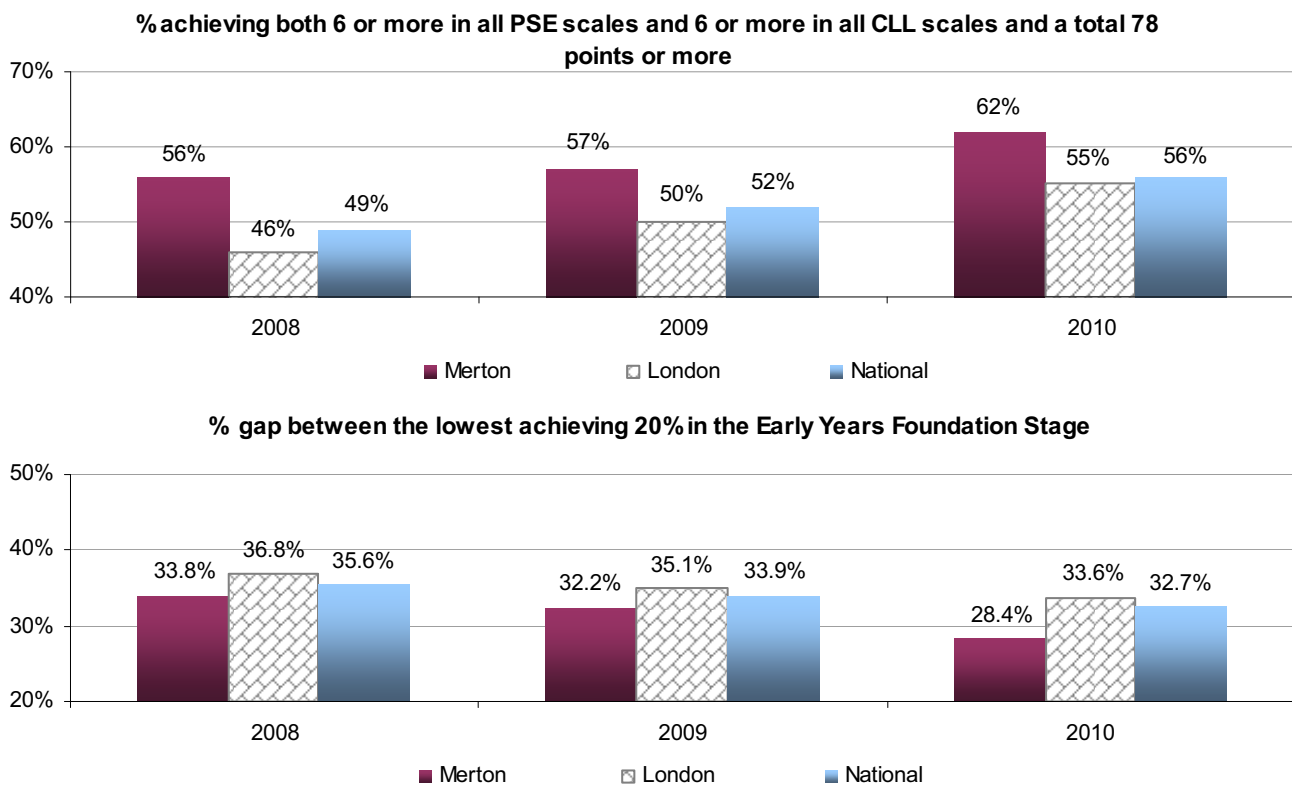
Within the Early Years Foundation Stage (EYFS) a child who achieves a **good level of development** is scoring 6 or more in each of the 7 scales in Personal, Social and Emotional development (PSE) and Communication, Language and Literacy areas of learning (CLL). Children who achieve a score of 78 points or more across the 13 assessment scales score an average of 6 points per scale. When a child who achieves this overall score also achieves a score of 6 or more in each of the PSE and CLL scales, that child is deemed to be reaching a **good level of overall achievement**.

The **Early Years achievement gap** summarises the degree of spread, or inequality of performance between the highest and lowest achieving children.

The key achievements of the Early Years Foundation Stage Profile are set out below:

	2008			2009			2010		
	Merton	London	National	Merton	London	National	Merton	London	National
% achieving both 6 or more in all PSE scales and 6 or more in all CLL scales and a total 78 points or more	<b>56%</b>	46%	49%	<b>57%</b>	50%	52%	<b>62%</b>	55%	56%
% gap between the lowest achieving 20% in the Early Years Foundation Stage	<b>33.8%</b>	36.8%	35.6%	<b>32.2%</b>	35.1%	33.9%	<b>28.4%</b>	33.6%	32.7%

## Merton's results compared to London & National Results:



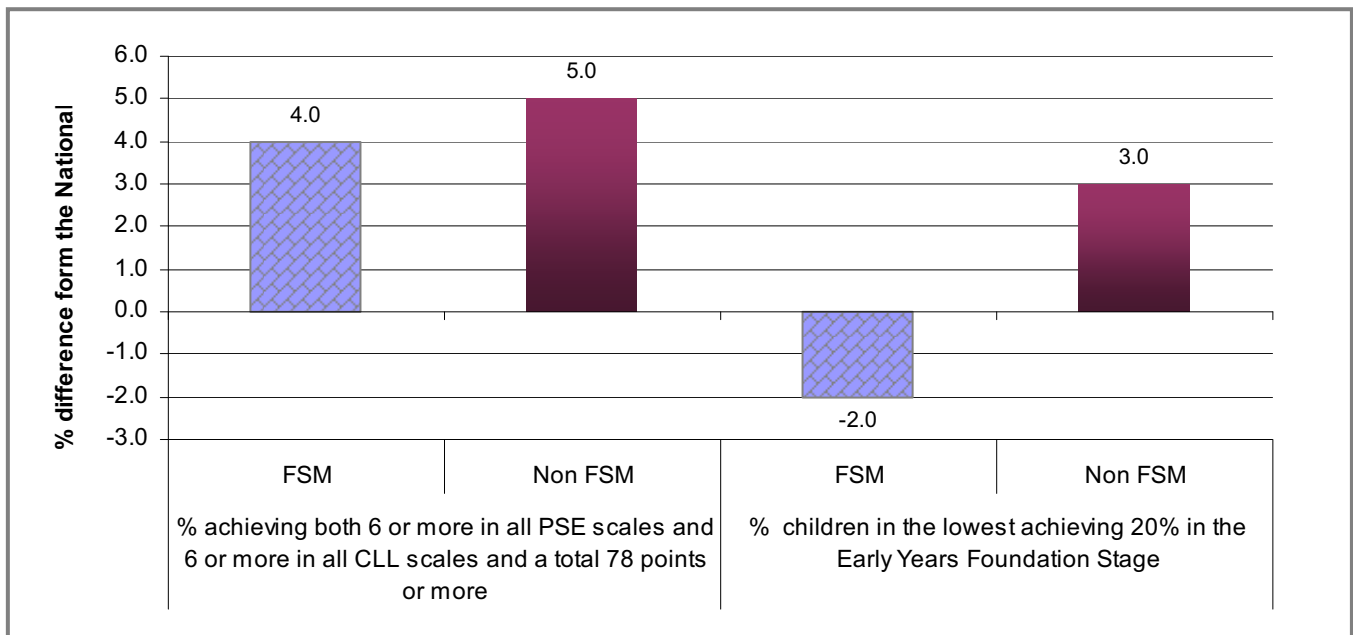
In Merton 2009/10, the majority of children continue to work securely (6 points or more) within the Early Learning Goals for all assessment areas.

- Overall standards in the Early Years Foundation Stage have improved year on year and are higher than both the England and London average.
- Improvements have been made in each of the assessment areas, a 7% improvement on the 2008 attainment at 6 points or more for the personal, social and emotional development area of learning, 7% in communication, language and literacy and 11% in problem solving, reasoning and numeracy.
- Writing is the only area of learning below the 2008 attainment and has the lowest percentage of children attaining 6 points or more (70%).
- The percentage of 6 points or more in numbers for labels and counting, dispositions and attitudes and linking sounds and letters show the greatest improvement since 2008 by 23%, 16% and 16% respectively. The improvements in these areas may have been due to the contributions of focused programs of intervention such as 'Every Child a Talker'.
- Performance is above the national average of all key measures. The percentage of all children achieving both 6 or more in all Personal Social Emotional Development scales, and 6 or more in all Communication Language and Literacy scales, and a total 78 points or more, increased 6% from 2007/08 and is 6% above the national average. With the improvements in the last year contributing 5%.
- Merton's percentage gap between the mean of the lowest achieving 20% and the median has narrowed further, 5.4% better than in 2008 and 4.3% below national.

## Attainment results by contextual pupil groups:

Contextual Groups	Number of Pupils	% achieving both 6 or more in all PSE scales and 6 or more in all CLL scales and a total 78 points or more			% children in the lowest achieving 20% in the Early Years Foundation Stage		
		Merton	London	National	Merton	London	National
<b>Deprivation</b>							
Known to be eligible for Free School Meals	285	44%	43%	40%	32%	n/a	34%
Not eligible for Free School Meals	2032	64%	58%	59%	20%		17%
<b>Ethnic Group</b>							
<b>White</b>	1173	65%	59%	57%	19%	n/a	18%
White British	865	68%	n/a	58%	16%		18%
Irish	20	75%		64%	15%		15%
Gypsy / Roma	5	0%		21%	40%		57%
Any Other White Background	283	55%		49%	27%		27%
<b>Mixed</b>	202	62%		58%	57%		21%
White and Black Caribbean	49	67%	n/a	53%	16%		21%
White and Black African	34	47%		53%	26%		20%
White and Asian	38	66%		63%	24%		17%
Any Other Mixed Background	81	63%		57%	21%		19%
<b>Asian</b>	474	57%	54%	50%	26%		28%
Indian	63	75%	n/a	60%	8%		19%
Pakistani	131	56%		44%	28%		33%
Bangladeshi	32	53%		43%	38%		33%
Any Other Asian Background	248	54%		53%	28%		25%
<b>Black</b>	353	59%	50%	49%	24%		26%
Black Caribbean	81	65%	n/a	49%	20%		25%
Black African	228	59%		49%	24%		26%
Any Other Black Background	44	48%		47%	30%		28%
<b>Chinese</b>	11	82%	65%	54%	9%		23%
Any Other Ethnic Group	80	56%	n/a	47%	24%	31%	
<b>First Language</b>							
First Language: English	1366	67%	59%	58%	17%	n/a	18%
First Language: Other than English	951	54%	50%	47%	28%		30%
<b>Gender</b>							
Female	1172	68%	63%	65%	18%	n/a	15%
Male	1145	55%	47%	47%	25%		25%
<b>Special Educational Needs (SEN)</b>							
No Special Educational Needs	2059	67%	59%	60%	16%	n/a	16%
School Action	155	25%	27%	22%	57%		51%
School Action Plus	64	8%	20%	18%	72%		60%
Statement	39	0%	4%	5%	97%		88%

## Attainment results by deprivation:

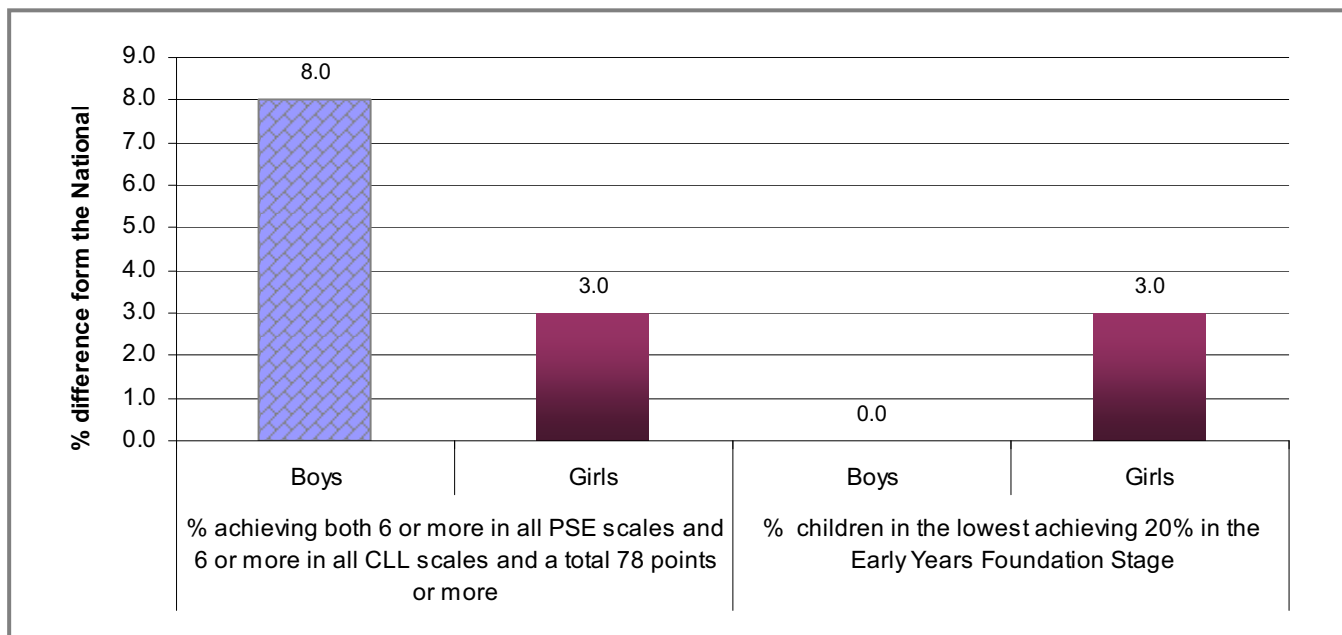


- Nationally, 59% of pupils not eligible for free schools meals achieved a good level of overall achievement, compared 40% for pupils known to be eligible for free school meals. In Merton the gap is wider by 1% between the groups. For London the gap is narrower. Although Merton exceeds both London and the National for those known to be eligible for Free School Meals and those not known to be eligible, those not known is proportionally higher.
- Proportionally more children than nationally not known to be eligible for Free School Meals are in the lowest achieving 20%.

## Attainment results by ethnic group and language:

- Merton pupils from most ethnic groups achieved above the national average for their ethnic group for a good level of overall achievement.
- Children with the ethnic group of Mixed White and Black African in Merton attain below their ethnic group national average in both 6 or more in all PSE scales and 6 or more in all CLL scales and a total 78 points or more and Merton has 6% more of the Merton cohort in the lowest achieving 20% than the national average.
- There are fewer Indian and Chinese children in the lowest achieving 20% than the national average for their cohort group.
- 67% of pupils whose first language is English achieved a good level of overall achievement, compared 54% of pupils for whom English is an additional language. Both groups are above their national average yet the gap is above the national (13% Merton, 11% national). For London the gap is narrower (9%).

## Attainment results by gender:



- Girls continue to achieve at a higher level than boys. Within each assessment area more girls than boys work securely (6 points or more) within the Early Learning Goals. The widest gender gap in achievement is in writing (13%).
- 68% of girls achieved a good level of overall achievement compared to 55% of boys. The gap between the genders of the percentage achieving both 6 or more in all PSE scales and 6 or more in all CLL scales and a total 78 points or more is 13%, compared to the national 18% and London's 16%. For this threshold, boys are 8 percentage points above the boy national average, girls 3 percentage points.
- Merton has a smaller gender gap in the percentage of children in the lowest achieving 20% in the Early Years Foundation Stage at 7% to the national average of 10%. Merton has 3% more of its girl cohort in the lowest achieving 20% than the national average for girls. For boys 25% of the male cohort in Merton and nationally are in the lowest achieving group.

## Attainment results by Special Educational Needs (SEN):

- 67% for those pupils with no identified SEN achieved a good level of overall achievement compared to 17% percent of pupils with SEN (both with a statement of SEN and without a statement). Merton children with SEN in the EYFS attained below National and London children and more SEN children were in the bottom achieving 20%.

## B.1 Primary Phase: Key Stage 1

### Key Messages: Key Stage 1

- Performance at Key Stage 1 level 2 and above has remained similar over the previous 3 years.
- Merton maintained improvement at level 3 and above.
- Writing continues to be the focus for improvement.
- In reading and writing at level 2 and above, pupils not known to be eligible for Free School Meals are further behind their national group average than those eligible.
- Traditionally lower attaining groups of Gypsy/Roma and Traveller of Irish Heritage, have attained above their groups nationally, yet they remain below the average attainment of all pupils.
- Attainment for statemented pupils exceeds that of national and London averages.

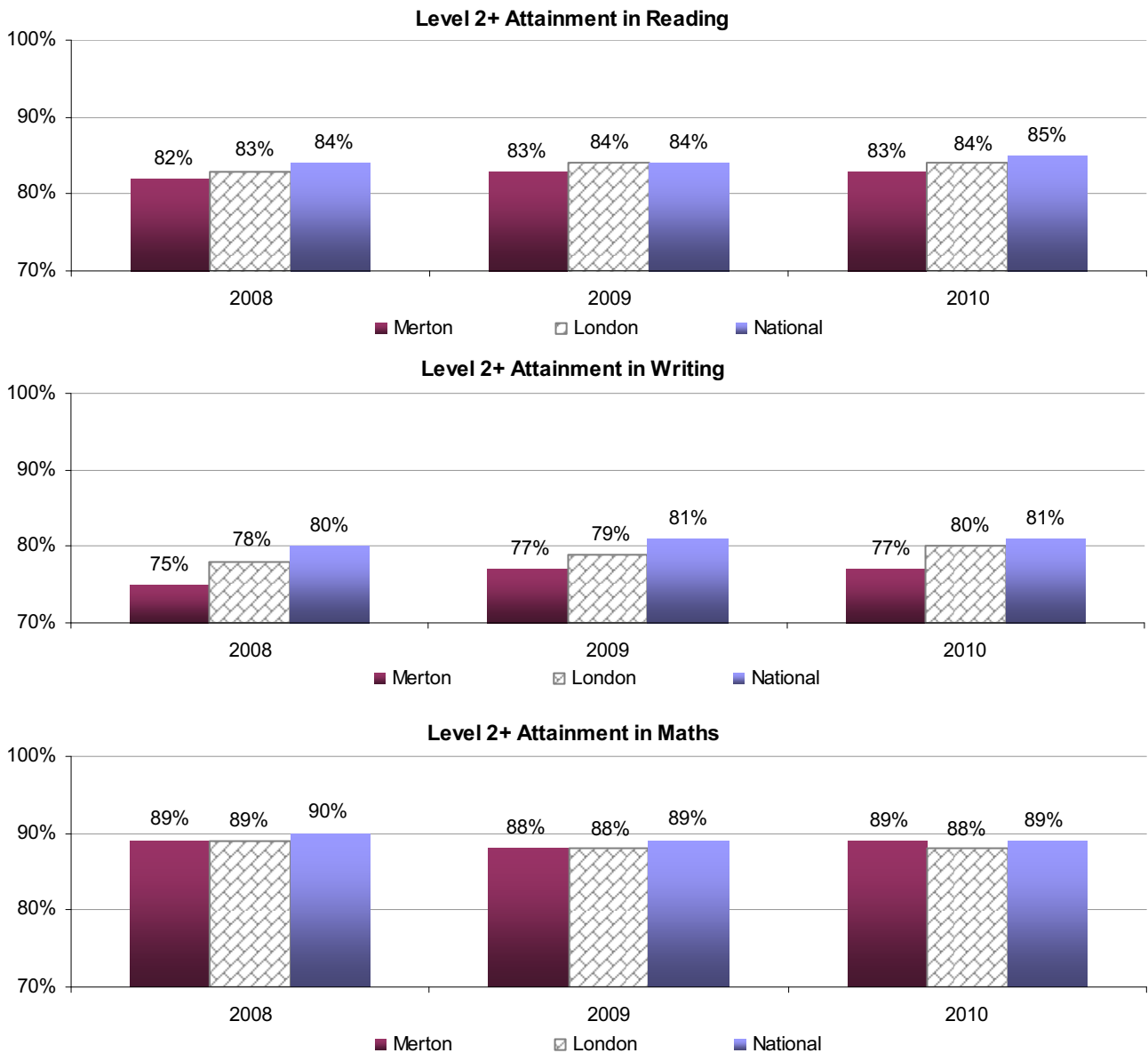
Key Stage 1 is completed by most pupils in years 1 and 2 of primary school. Pupils are teacher assessed and schools may use tests to inform assessments. Pupils are measured against a range of English measures (speaking and listening, reading and writing) as well as maths and science. Pupils are expected to achieve a level 2, where level 2 is split into subdivision of 2C, 2B and 2A, a level 2B performance is considered to be expected performance.

### Attainment results for previous 3 years:

Teacher Assessments	2008			2009			2010		
	Merton	London	National	Merton	London	National	Merton	London	National
% Reading level 2+	<b>82%</b>	83%	84%	<b>83%</b>	83%	84%	<b>83%</b>	84%	85%
% Writing level 2+	<b>75%</b>	78%	80%	<b>77%</b>	79%	81%	<b>77%</b>	80%	81%
% Maths level 2+	<b>89%</b>	89%	90%	<b>88%</b>	88%	89%	<b>89%</b>	88%	89%
% Reading level 2B+	<b>71%</b>	69%	71%	<b>72%</b>	70%	72%	<b>72%</b>	71%	72%
% Writing level 2B+	<b>54%</b>	56%	58%	<b>56%</b>	58%	60%	<b>55%</b>	59%	60%
% Maths level 2B+	<b>74%</b>	71%	74%	<b>73%</b>	71%	74%	<b>70%</b>	71%	73%
% Reading level 3+	<b>24%</b>	22%	25%	<b>25%</b>	23%	26%	<b>26%</b>	23%	26%
% Writing level 3+	<b>9%</b>	11%	12%	<b>11%</b>	11%	12%	<b>11%</b>	11%	12%
% Maths level 3+	<b>22%</b>	19%	21%	<b>21%</b>	19%	21%	<b>22%</b>	19%	20%
Average Point Score (reading, writing & maths)	<b>14.9</b>	n/a	15.3	<b>15.1</b>	n/a	15.3	<b>15.0</b>	15.0	15.3



## Merton's results compared to London & National Results:



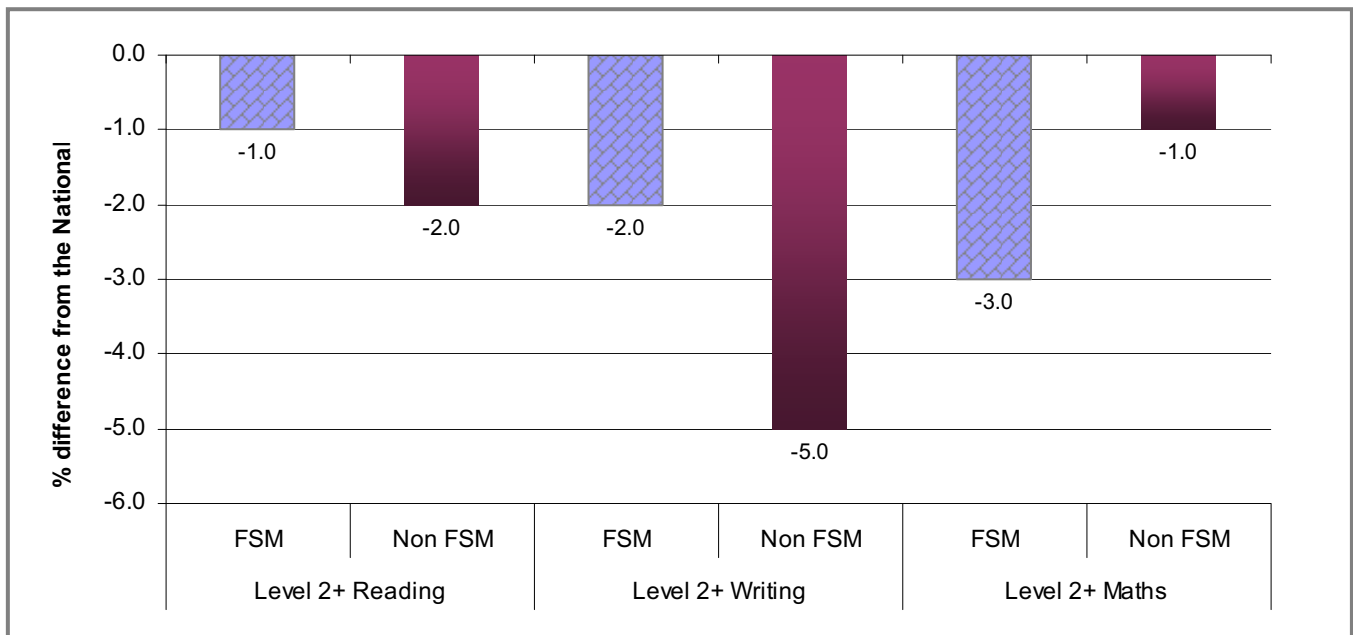
- Performance at key stage 1 level 2 and above has remained static over the previous 3 years. English subjects, reading and writing, are below London attainment (1% and 3% respectively) and below national results (2% and 4% respectively). Maths level 2 and above is in line with national and 1% above the London percentage point average.
- Expected level 2B and above performance in reading (72%) is the same as national and 1% above the London borough average. Writing and maths attain below the London and national averages.
- Merton has maintained improvement at level 3 and above. Reading and maths have gained 1% from the subject averages in 2009. Reading at level 3 and above has a higher percentage point average than London and the same as national. Maths at level 3 and above is above both London boroughs by 3% and 2% on national. Writing is at London average and below national.
- Writing is the lowest attaining subject across the levels and continues to be Merton's focus for improvement.
- The Average Points Score (APS), for the aggregated subjects of reading, writing and maths, has maintained a constant 15.3 nationally over the last 3 years. There has

been a fall in APS in Merton by 0.1 point on 2009. This 15.0 points (an average level 2B), is equal to the London average but 0.3 of a point behind the national average.

### Attainment results by contextual pupil groups:

Contextual Groups	Number of Pupils	% Level 2+ Attainment in Reading			% Level 2+ Attainment in Writing			% Level 2+ Attainment in Maths			Average Point Score (APS) reading, writing & maths		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
<b>Deprivation</b>													
Known to be eligible for Free School Meals	289	71%	76%	72%	64%	70%	66%	77%	82%	80%	13.0	n/a	13.4
Not eligible for Free School Meals	1636	86%	87%	88%	80%	84%	85%	91%	92%	92%	15.4		15.7
<b>Ethnic Group</b>													
<b>White</b>	968	83%	84%	85%	77%	80%	82%	90%	90%	90%	15.1	n/a	n/a
White British	751	83%	n/a	86%	78%	n/a	82%	89%	n/a	90%	15.2		15.4
Irish	14	86%		86%	79%		81%	86%		90%	14.6		15.6
Traveller of Irish Heritage	4	75%		36%	25%		31%	75%		51%	12.7		10.0
Gypsy / Roma	5	60%		37%	60%		32%	80%		53%	11.5		10.1
Any Other White Background	194	84%		77%	77%		74%	94%		86%	15.1		14.5
<b>Mixed</b>	178	82%		86%	85%		79%	82%		81%	86%		90%
White and Black Caribbean	49	80%	n/a	82%	80%	n/a	77%	86%	n/a	87%	15.1		14.7
White and Black African	19	84%		86%	84%		82%	89%		90%	15.8		15.3
White and Asian	35	94%		89%	91%		85%	94%		91%	17.6		16.0
Any Other Mixed Background	75	77%		86%	72%		82%	81%		90%	14.4		15.4
<b>Asian</b>	390	85%	87%	85%	81%	84%	81%	91%	90%	88%	15.3		n/a
Indian	56	82%	n/a	91%	79%	n/a	88%	86%	n/a	93%	15.1		16.1
Pakistani	95	82%		81%	72%		76%	84%		84%	14.3		14.3
Bangladeshi	23	96%		82%	96%		79%	100%		86%	15.2		14.6
Any Other Asian Background	216	87%		87%	84%		84%	94%		91%	15.8		15.5
<b>Black</b>	308	81%	83%	82%	71%	77%	77%	83%	85%	85%	14.1	n/a	
Black Caribbean	93	83%	n/a	81%	69%	n/a	75%	86%	n/a	84%	14.1	14.2	
Black African	164	79%		83%	71%		78%	82%		85%	14.0	14.5	
Any Other Black Background	51	84%		82%	73%		78%	84%		85%	14.4	14.5	
<b>Chinese</b>	12	75%		90%	89%		75%	88%		87%	92%	95%	95%
Any Other Ethnic Group	58	91%	n/a	78%	84%		74%	86%		84%	15.0	14.3	
<b>First Language</b>													
First Language: English	1160	83%	86%	86%	77%	81%	82%	88%	90%	90%	15.1	n/a	15.4
First Language: Other than English	765	84%	83%	81%	78%	79%	77%	89%	87%	86%	14.9		14.5
<b>Gender</b>													
Female	950	87%	88%	89%	83%	85%	87%	90%	90%	91%	15.5	n/a	15.7
Male	975	80%	80%	81%	72%	75%	76%	87%	87%	88%	14.6		14.8
<b>Special Educational Needs (SEN)</b>													
No Special Educational Needs	1545	92%	94%	94%	88%	91%	92%	96%	96%	97%	16.1	n/a	16.4
School Action	223	52%	64%	59%	38%	55%	50%	64%	75%	73%	11.1		12.1
School Action Plus	118	42%	52%	45%	27%	42%	37%	53%	61%	57%	9.9		10.9
Statement	39	38%	22%	23%	18%	18%	17%	36%	25%	26%	8.3		7.1

## Attainment results by deprivation:

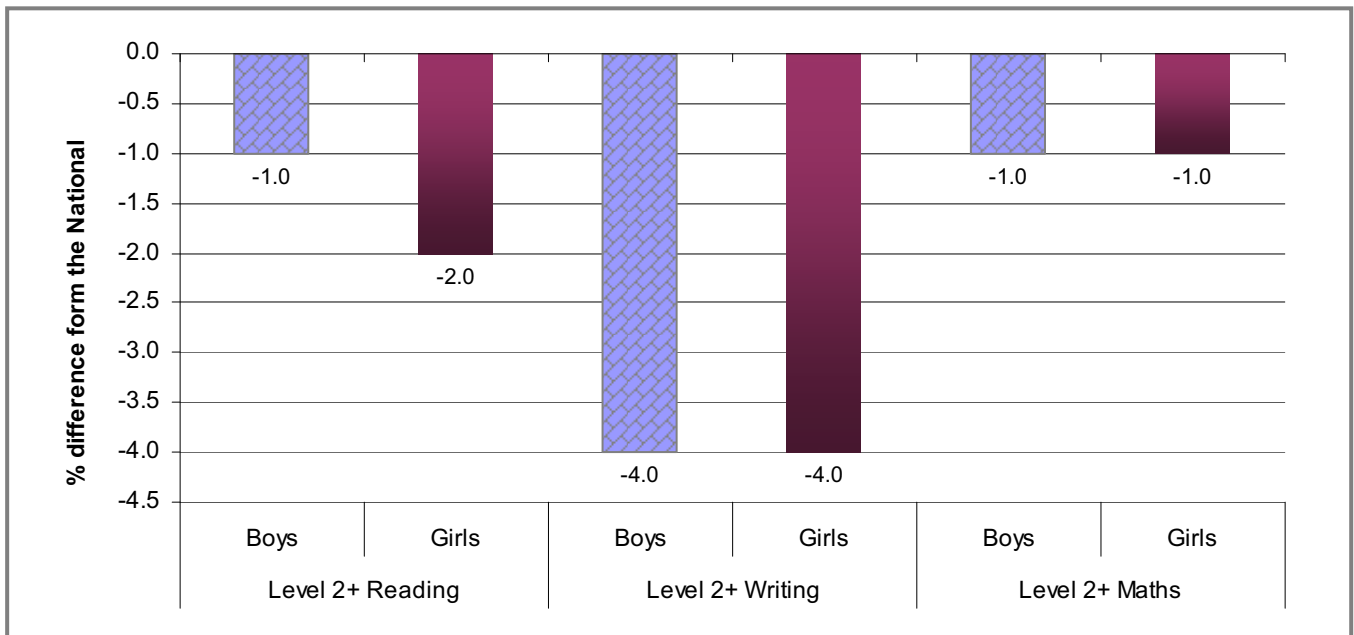


- For pupils in Merton eligible for Free School Meals and those not known to be eligible at level 2 and above their attainment is below that of these groups nationally and across London boroughs. In terms of average points scores, Merton follows the national trend of pupils eligible for Free School Meals attaining a sub level lower than those not known to be eligible, an average level 2C to the all pupil average of 2B.
- The gap between the eligible and the not eligible is not as wide for the London averages as it is in Merton and nationally.
- In reading and writing, Merton's pupils that are not known to be eligible for Free School Meals are further behind their national group average than those eligible at level 2 and above. In maths this is reversed with the pupils eligible for free school meals 3% below national to the 1% for those not known to be eligible.

## Attainment results by ethnic group and language:

- Following the overall trends and contributing to them, Merton pupils from the larger ethnic groups (White British and Black African) achieved below the national average for their ethnic group at level 2 and above and for average points scores.
- Pupils with the ethnic group of White Irish, Any other mixed background and Asian or Asian British - Indian in Merton attain below their ethnic group national average, 1.0 point lower.
- Although small in number, with only 9 pupils in Merton, the traditionally lower attaining groups of Gypsy/Roma and Traveller of Irish Heritage, Merton Key Stage 1 pupils from these groups have attained above those nationally with Traveller of Irish Heritage pupils attained half a level (2.7 points) higher, yet both groups are still below average attainment for all pupils.
- Pupils with a first language of English attain below the national level 2 and above and average point scores in London and nationally. For pupils whose first language is other than English at level 2 and above the percentages are above national, yet the points score is lower than national and below that for pupils with a first language of English, this is a result of the distribution of the higher levels of 2B, 2A and 3.

### Attainment results by gender:



- In Merton schools at Key Stage 1, girls outperform boys across the subjects at level 2 and above and average point scores.
- Whilst low performance in writing is an issue for both genders, it can be seen that the percentage of girls attaining below girls nationally by 2%.
- The gender gap at Key Stage 1 nationally is equal to that in Merton although overall attainment is lower.

### Attainment results by Special Educational Needs (SEN):

- Across the subjects at level 2 and above and in Average Points Score, pupils with a statement attain above or at national and London averages. Writing is the one subject where Merton's statemented pupils attain at the level of our collective London boroughs and national outcomes.
- The London average for pupils attaining level 2 and above for pupils on School Action Plus exceeds performance in Merton and nationally.
- The majority of pupils with no Special Educational Needs and those on School Action are below level 2 and above averages nationally.

## B.1 Primary Phase: Key Stage 2

### Key Messages: Key Stage 2

- Continuous improvement at Key Stage 2 over the previous 3 years.
- Well above the national for all main attainment and progress indicators.
- Progress in English was the second highest nationally. Progress from Key Stage 1 to Key Stage 2 English and maths combined was 31<sup>st</sup> best in the country.
- 5 Merton schools featured in The Independent's top performing schools tables.
- Attainment and progress in maths is not as high as English.
- Black pupils are underperforming in comparison with their peers particularly in maths.
- The gender gap at Key Stage 2 in Merton is narrower than nationally with boys

Key stage 2 is completed for most pupils between year 3 and 6 of the primary phase. Pupils are expected to achieve a level 4 in English and maths. At the end of KS2, pupils are tested in English and mathematics.

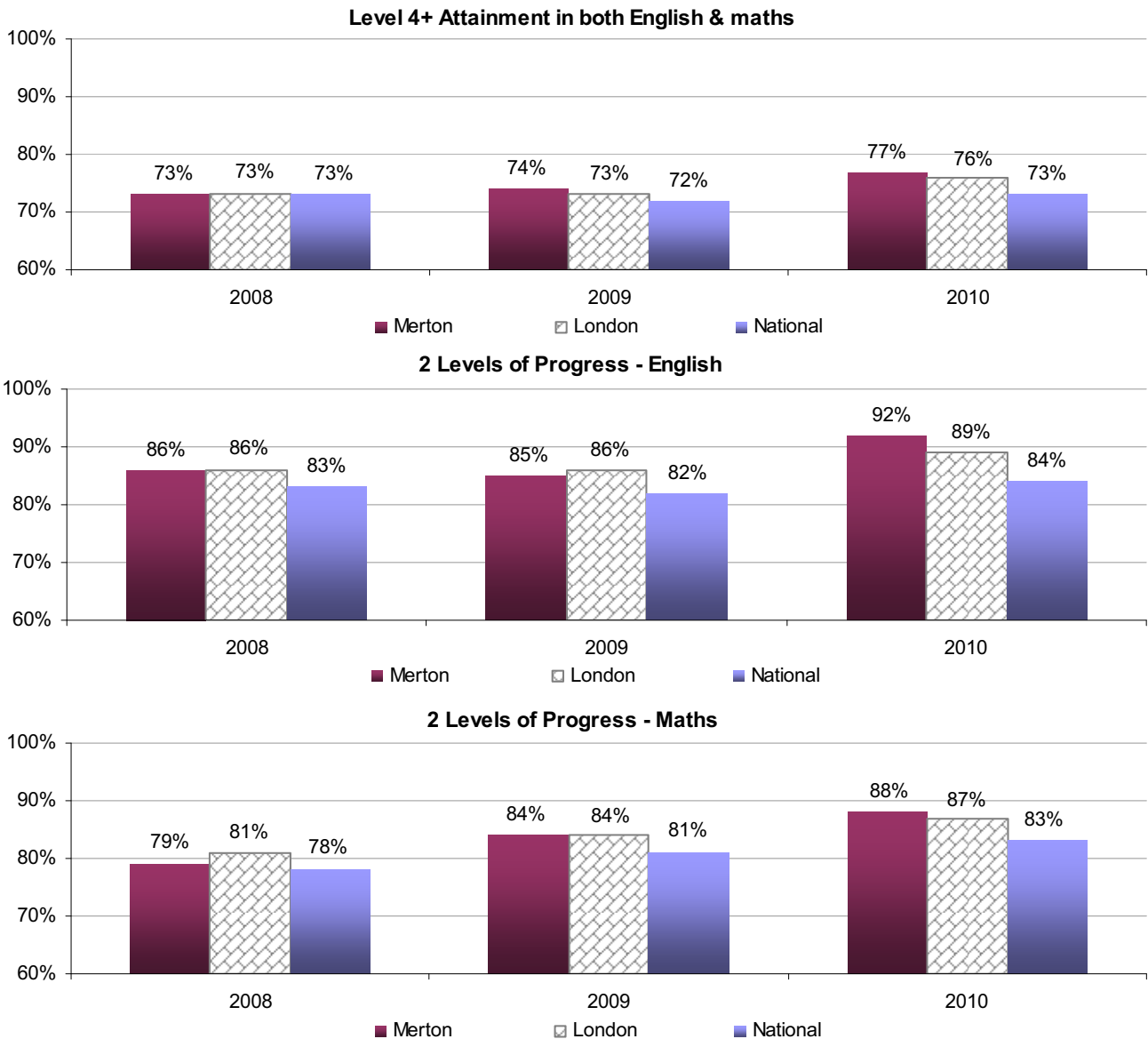
In 2010 9 schools did not administer tests, only schools with test results are included in this analysis. As a result, the national results may be over-stated by one percentage point.

In Merton 36 schools and 79% of the cohorts results are included in the analysis.

### Attainment results and progress for the previous 3 years:

Tests (aggregation of schools with test results)	2008			2009			2010		
	Merton	London	National	Merton	London	National	Merton	London	National
% Level 4+ in English & maths	<b>73%</b>	73%	73%	<b>74%</b>	73%	72%	<b>77%</b>	76%	73%
% Level 4+ English	<b>81%</b>	81%	81%	<b>81%</b>	81%	80%	<b>84%</b>	82%	80%
% Level 4+ maths	<b>78%</b>	79%	79%	<b>81%</b>	80%	79%	<b>82%</b>	82%	79%
% Level 5 in English & maths	<b>21%</b>	n/a	20%	<b>21%</b>	21%	20%	<b>27%</b>	25%	23%
% Level 5 English	<b>31%</b>	29%	30%	<b>29%</b>	29%	29%	<b>38%</b>	35%	33%
% Level 5 maths	<b>33%</b>	31%	31%	<b>38%</b>	36%	35%	<b>38%</b>	37%	34%
Average Point Score (English & maths)	<b>27.4</b>	n/a	27.4	<b>27.4</b>	n/a	27.4	<b>28.0</b>	27.8	27.5
% 2 Levels of Progress English	<b>86%</b>	86%	83%	<b>85%</b>	86%	82%	<b>92%</b>	89%	84%
% 2 Levels of Progress maths	<b>79%</b>	81%	78%	<b>84%</b>	84%	81%	<b>88%</b>	87%	83%

## Merton's results compared to London & National Results:

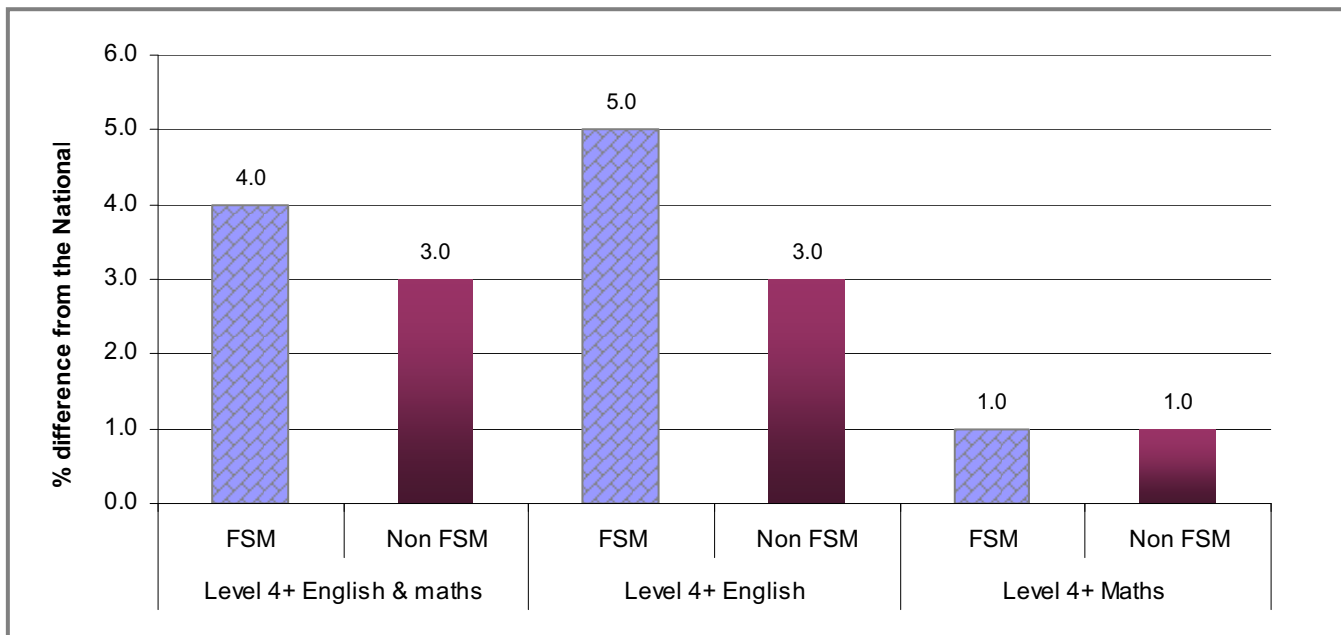


- Across all key indicators and subjects Merton's attainment and progress have continuously improved over the three-year results period 2008-2010. Merton exceeds (or is equal to in the case % level 4 and above maths) London and national achievements.
- Merton continues to widen the gap between its outcomes and national with level 4 and above English & maths to 4%, 2 levels of progress in English 8% and 2 levels of progress in maths 5%.
- Progress in English (2 levels of progress KS1-KS2) is the second highest nationally.
- A number of schools featured in the rankings of top performing schools. In the Independent tables 3 Merton schools were listed in the top 150 for attainment and 2 schools in the top 50 for progress (Contextual Value Added).
- The inclusion of teacher assessments from the boycott schools, provide similar attainment and progress headline results.

## Attainment results by contextual pupil groups:

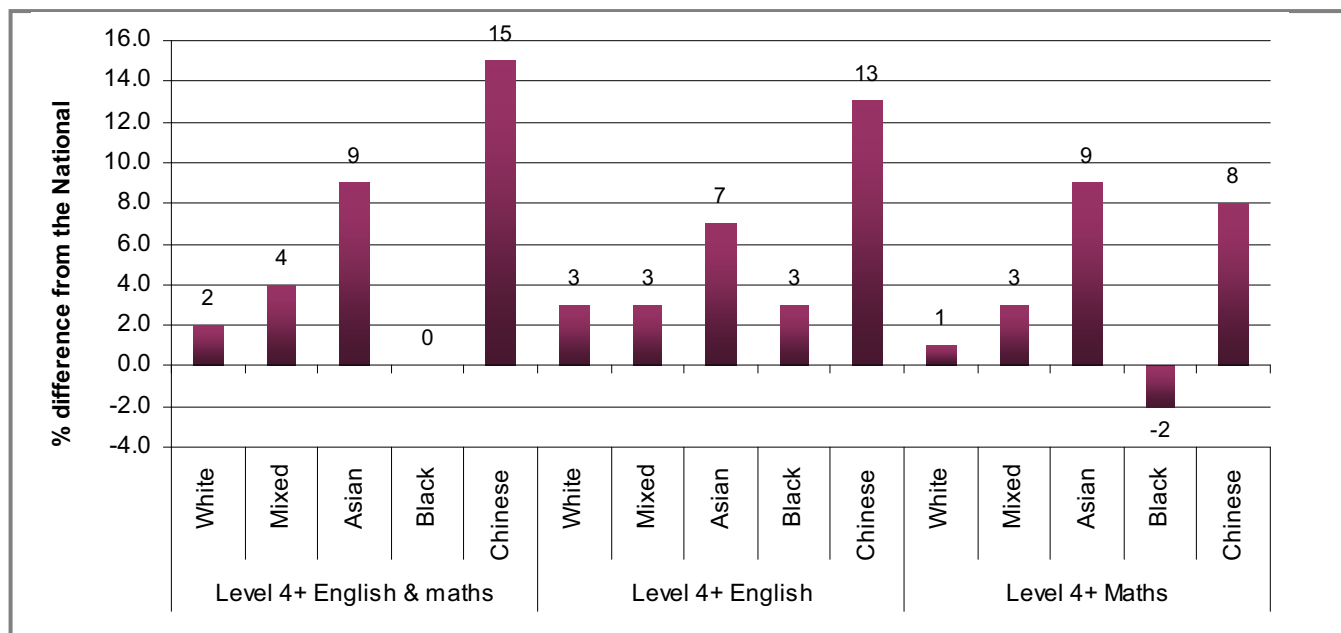
Contextual Groups	Number of Pupils	% Level 4+ in English & maths			% Level 4+ in English			% Level 4+ in maths			Average Point Score (APS) English & maths			
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National	
<b>Deprivation</b>														
Known to be eligible for Free School Meals	204	60%	63%	56%	70%	71%	65%	67%	72%	66%	25.6	n/a	25.0	
Not eligible for Free School Meals	1160	80%	80%	77%	87%	85%	84%	84%	85%	83%	28.4		27.8	
<b>Ethnic Group</b>														
<b>White</b>	727	76%	75%	74%	84%	80%	81%	81%	82%	80%	n/a	n/a	n/a	
White British	572	76%	n/a	74%	83%	n/a	81%	81%	n/a	81%	28.0		27.5	
Irish	10	60%		79%	80%		85%	80%		84%	27.6		28.3	
Traveller of Irish Heritage	0	n/a		26%	n/a		n/a	33%		n/a	38%		n/a	21.2
Gypsy / Roma	1	100%		23%	100%		31%	100%		31%	27.0		20.4	
Any Other White Background	144	78%		68%	85%		73%	83%		78%	28.0		26.7	
<b>Mixed</b>	125	79%		77%	75%		86%	83%		83%	84%		83%	81%
White and Black Caribbean	41	71%	n/a	71%	80%	n/a	79%	76%	n/a	78%	27.1		26.9	
White and Black African	15	87%		95%	93%		83%	93%		81%	29.2		27.6	
White and Asian	24	96%		81%	96%		87%	96%		85%	29.0		28.5	
Any Other Mixed Background	45	76%		76%	84%		83%	82%		81%	28.1	27.8		
<b>Asian</b>	253	83%	71%	74%	87%	82%	80%	89%	83%	80%	n/a	n/a		
Indian	30	83%	n/a	82%	90%	n/a	87%	90%	n/a	87%	30.5	28.5		
Pakistani	66	77%		68%	85%		76%	83%		74%	28.0	26.3		
Bangladeshi	18	78%		72%	83%		80%	89%		78%	28.2	26.9		
Any Other Asian Background	139	86%		76%	88%		81%	91%		83%	29.1	27.8		
<b>Black</b>	211	69%	86%	69%	80%	79%	77%	73%	77%	75%	n/a	n/a		
Black Caribbean	64	67%	n/a	66%	78%	n/a	78%	69%	n/a	73%	26.4	26.3		
Black African	116	68%		70%	79%		78%	73%		76%	26.8	26.6		
Any Other Black Background	31	74%		65%	87%		75%	77%		71%	27.2	26.0		
<b>Chinese</b>	8	100%	86%	85%	100%	89%	87%	100%	93%	92%	32.3	29.6		
Any Other Ethnic Group	36	83%	n/a	69%	94%	n/a	74%	89%	n/a	78%	28.6	26.5		
<b>First Language</b>														
First Language: English	878	76%	76%	74%	84%	83%	81%	80%	82%	81%	28.0	n/a	27.5	
First Language: Other than English	487	78%	74%	69%	85%	80%	75%	84%	81%	77%	28.1		26.7	
<b>Gender</b>														
Female	668	77%	78%	76%	88%	86%	85%	80%	81%	80%	28.1	n/a	27.7	
Male	699	76%	73%	71%	81%	77%	76%	83%	81%	80%	27.9		27.0	
<b>Special Educational Needs (SEN)</b>														
No Special Educational Needs	1031	89%	89%	87%	96%	93%	93%	92%	92%	91%	29.5	n/a	29.0	
School Action	184	48%	52%	41%	63%	65%	55%	63%	64%	57%	25.0		24.2	
School Action Plus	88	32%	35%	29%	41%	45%	37%	44%	50%	45%	22.8		22.3	
Statement	61	15%	15%	13%	20%	20%	17%	21%	23%	20%	18.9		18.1	

### Attainment results by deprivation:



- For pupils in Merton eligible for Free School Meals and those not known to be eligible at level 4 and above attainment is above that of the national groups. London average for pupils eligible for Free School Meals is higher than Merton and nationally. The gap between the eligible and the not eligible is not as wide for the London averages as it is in Merton and nationally.
- For level 4 and above in maths for both pupil eligible for Free School Meals and those not known to be eligible are only 1% above national, yet level 4 and above in English and in both English and maths have a greater difference from the national.

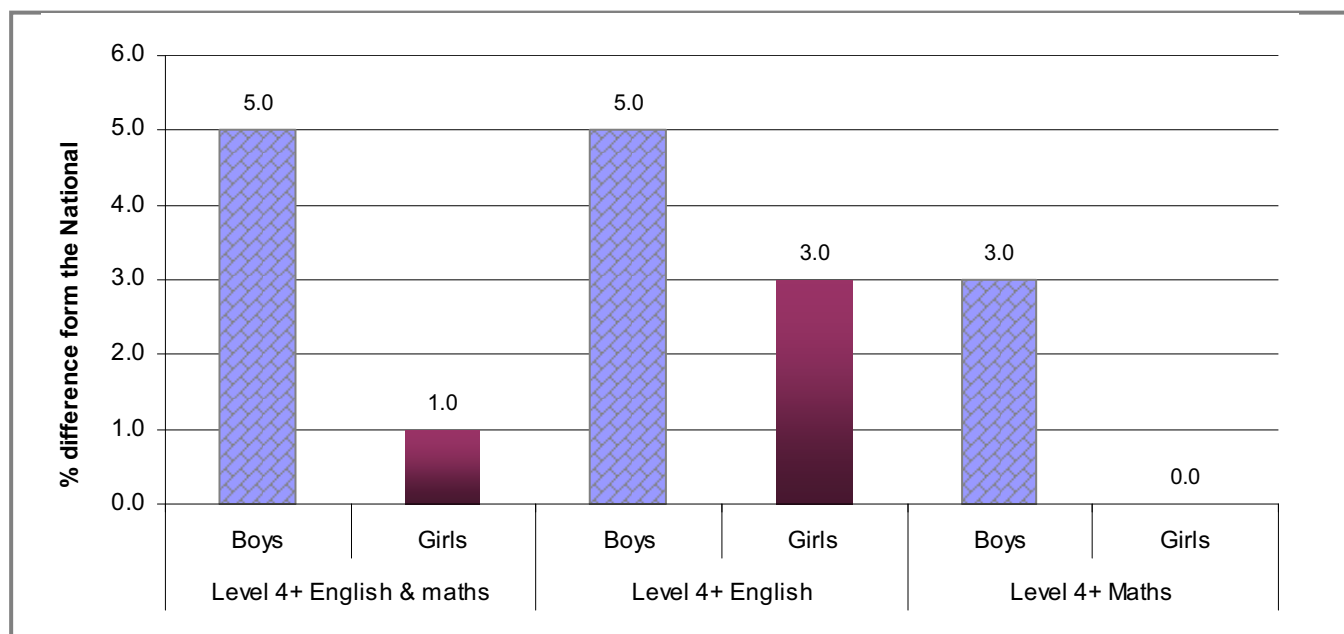
### Attainment results by ethnic group and language:



- As at Key Stage 1 performance can be seen to vary across the ethnic groups. Most of the individual ethnic groups and aggregate groups attain above London and national averages.
- The aggregated Black or Black British group is at national average for level 4 and above in both English and maths, 3% above at level 4 and above in English and 2%



### Attainment results by gender:



- In Merton schools at Key Stage 2, girls outperform boys in English at level 4 and above and also, at 1% girls exceed boys at level 4 and above in both English and maths. Level 4 and above in maths the gender trends are reversed.
- Boys in Merton exceed the attainment of boys nationally across all the key attainment indicators. Girls only exceed girls nationally in the level 4 and above in English and the combined English and maths indicator. For maths girls perform at national girl percentages.
- The gender gap at Key Stage 2 in Merton is narrower than nationally.

### Attainment results by Special Educational Needs (SEN):

- Pupils with Special Educational Needs with a statement attain similar percentages to the London average across the main attainment indicators and above national.
- School Action and School Action Plus are below London attainment but above or at national performance.

## Contextual Value Added

Contextual value added (CVA) measures the progress a child or a group of pupils makes, over a key stage, in comparison to that of similar pupils in similar schools. CVA takes account of other factors apart from children's learning, such as gender, socio-economic status, date of birth, that affect the rate at which they progress through a key stage. CVA can illustrate the extent to which contextual factors can legitimately be regarded as having influenced the progress that children have made in relation to prior attainment. At the end of Key Stage 2 CVA measures the progress from the end of Key Stage 1 average point scores of the teacher assessments in reading, writing and maths, to the end of Key Stage 2, the average points of English and maths.

At Key Stage 2 a score above 100 indicates that pupils have done better than expected given their prior attainment at Key Stage 1.

Contextual Value Added	Number	Percentage
Significantly Above	15	44%
In Line	17	50%
Significantly Below	2	6%

- 44% of schools with a CVA score significantly above the national and is a record for Merton primary schools.
- In the Independent tables 2 Merton schools featured in the top 50 for progress (Contextual Value Added).

## B.2 Secondary Phase - The 14-19 Agenda: Key Stage 4

### Key Messages: Key Stage 4

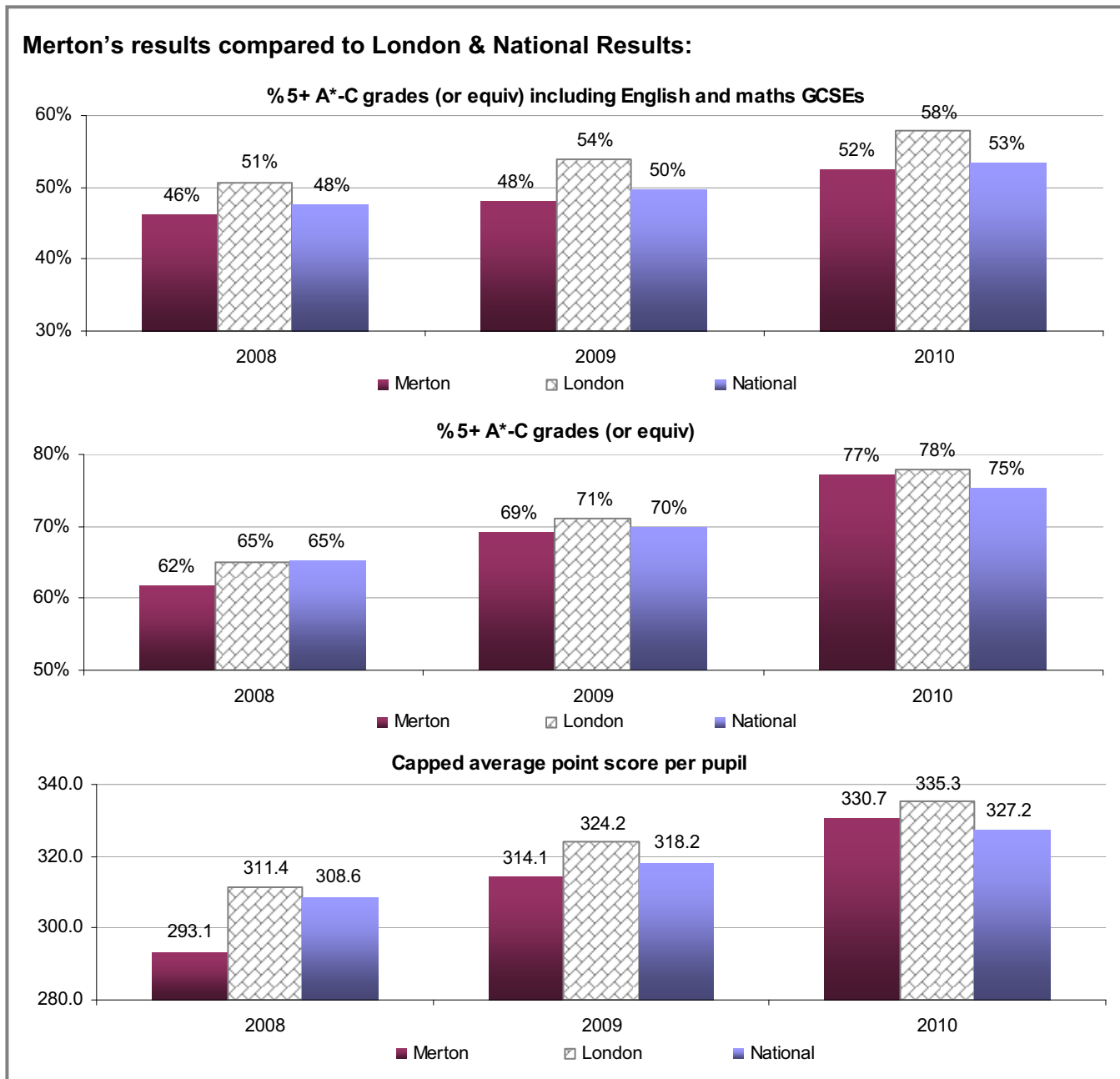
- Merton shows upward trends for the main attainment measures.
- At 5+ GCSE's A\*-C Merton has made a 30% improvement over 5 years.
- Merton's contextual value added score is above the average and 77% of the schools are in line with national or significantly above.
- Although girls' attainment is higher than boys, boys are attaining at higher levels than their gender group nationally, whereas girls are achieving at similar or lower levels.
- White and Black or Black British pupils collectively attain below London and National averages. Lack of achievement in the English and maths subjects at A\*-C is the obstruction to greater attainment and improved outcomes for these pupils.

Key stage 4, known as GCSE ( General Certificate of Secondary Education) are the main qualifications studied by pupils in years 10 and 11. GCSEs are studied in a wide range of academic and 'applied' (work related) subjects. Other accredited qualifications with a GCSE equivalence are also included.

### Attainment results for the previous 3 years:

Results of Key Stage 4 Pupils	2008			2009			2010		
	Merton	London	National	Merton	London	National	Merton	London	National
% 5+ A*-C grades (or equiv) including English and maths GCSEs	<b>46.2%</b>	50.6%	47.6%	<b>48.0%</b>	54.0%	49.8%	<b>52.4%</b>	58.0%	53.4%
% 5+ A*-C grades (or equiv)	<b>61.8%</b>	65.0%	65.3%	<b>69.2%</b>	71.2%	70.0%	<b>77.1%</b>	77.8%	75.4%
% 5+ A*-G grades (or equiv) including English and maths GCSEs	<b>87.8%</b>	92.0%	87.4%	<b>90.8%</b>	93.2%	88.3%	<b>92.7%</b>	94.1%	88.7%
% 5+ A*-G grades (or equiv)	<b>89.1%</b>	93.1%	91.6%	<b>92.1%</b>	94.4%	92.3%	<b>94.1%</b>	95.3%	92.8%
% 2 grades A*-C in science	<b>46.0%</b>	n/a	50.4%	<b>55.5%</b>	n/a	53.7%	<b>66.7%</b>	n/a	60.2%
% A*-C grades in a modern foreign language	<b>22.5%</b>	n/a	30.7%	<b>26.6%</b>	n/a	31.7%	<b>28.3%</b>	n/a	31.6%
% Any passes	<b>97.9%</b>	98.4%	98.6%	<b>98.6%</b>	98.8%	98.9%	<b>98.5%</b>	99.0%	99.0%
Capped average point score per pupil	<b>293.1</b>	311.4	308.6	<b>314.1</b>	324.2	318.2	<b>330.7</b>	335.3	327.2
Average total point score per pupil	<b>357.7</b>	390.4	390.0	<b>401.6</b>	418.5	413.5	<b>439.8</b>	446.1	437.9

- Merton continues to make substantial improvements at Key Stage 4 on previous years. The results show that 77.1% of pupils achieved 5 or more A\*-C grades in their GCSEs in 2010, up 7.9% from 2009.
- Over half (52.4%) of Merton's school pupils achieved results of 5 or more A\*-C GCSEs including English and maths, also an increase on 2009. These results are the highest attainment at this indicator, yet 1% below national and 6.6% below London averages. Merton is narrowing the gap on National.
- At 5+ GCSE's A\*-C Merton has made a 30% improvement over 5 years.



- The Government in 2010 introduced the attainment measure of the 'English Baccalaureate', promoting the aspiration that schools should offer pupils a broad range of academic subjects to age 16. It will recognise students' achievements across a core of selected academic subjects in getting good passes in rigorous GCSEs or iGCSEs. The English Baccalaureate will cover achievement in English, mathematics, sciences, a language and a humanities subject. Schools in Merton attained 13.6% of pupils under the English Baccalaureate criteria in comparison to the national 15.6%. Merton secondary schools are now reviewing their GCSE options with measurement against the English Baccalaureate.

### **Subject Headlines:**

- English A\*-C rate (62%) was 8% below the national.
- Mathematics A\*-C rate (65%) was 4% below the national.
- 3 levels of progress from Key stage 2 – 4 in English is 2% below the national at 68%. 3 levels of progress from Key stage 2 – 4 in maths at 66% is 2% above the national.

### **Longitudinal Contextual Analysis:**

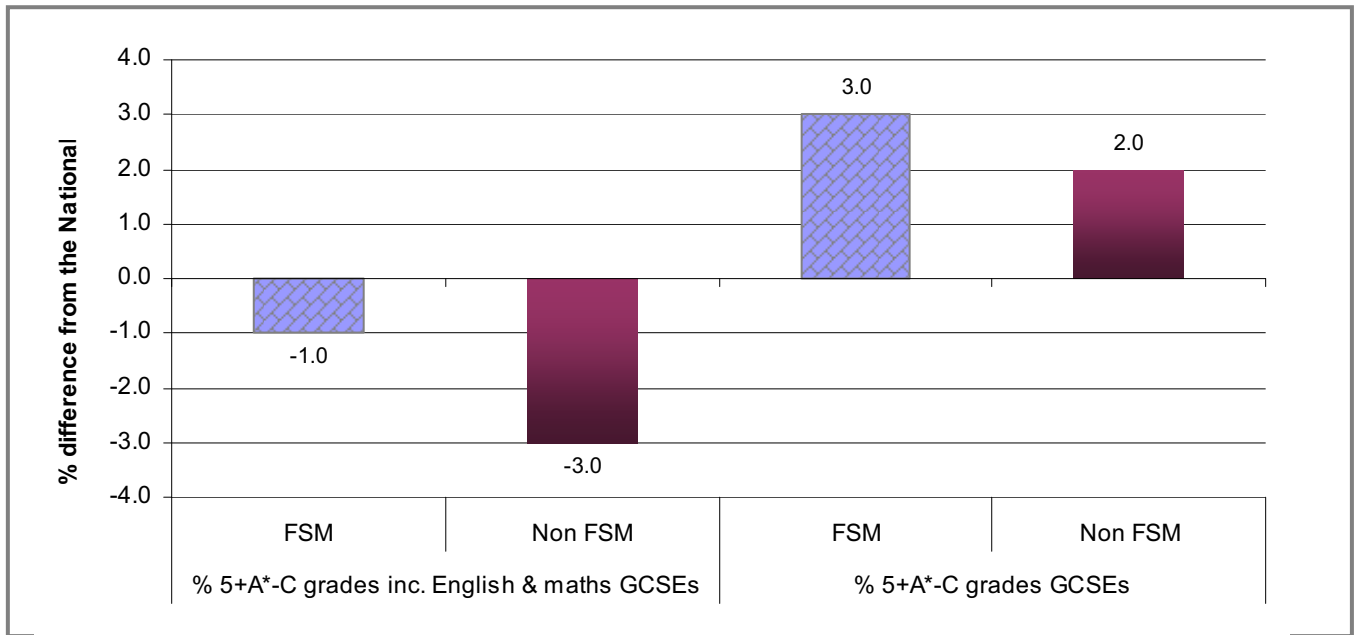
The appendix entitled 'Merton Attainment by Pupil Groups' commonly known as 'Merton Joggers' analyses the key stage attainment for pupils at the end of Key Stage 4 by their pupil groups. The GCSE pupils are matched to their Key Stage 3 from 2008, Key Stage 2 from 2005 and Key Stage 1 in 2001. It attempts to show the impact of pupil groups on attainment across the key stages.

- The Free School Meal gap between those eligible for Free School Meals and those not known to be eligible, although present from Key stage 1 widens at each key stage.
- The gap between the most deprived IDACI pupils and the least deprived widens to a whole level of attainment at key stage 3 and a grade difference at GCSE.
- Chinese pupils maintain their higher attainment levels throughout the Key Stage 1-4 period.
- Black Caribbean pupils at Key Stage 1 attained average levels and fall back from Key Stage 2 to be a lower attaining group at GCSE.
- Boys and girls attain similar levels/points across Key Stage 1-3, with girls taking a lead and attaining higher grades at GCSE.

## Attainment results by contextual pupil groups:

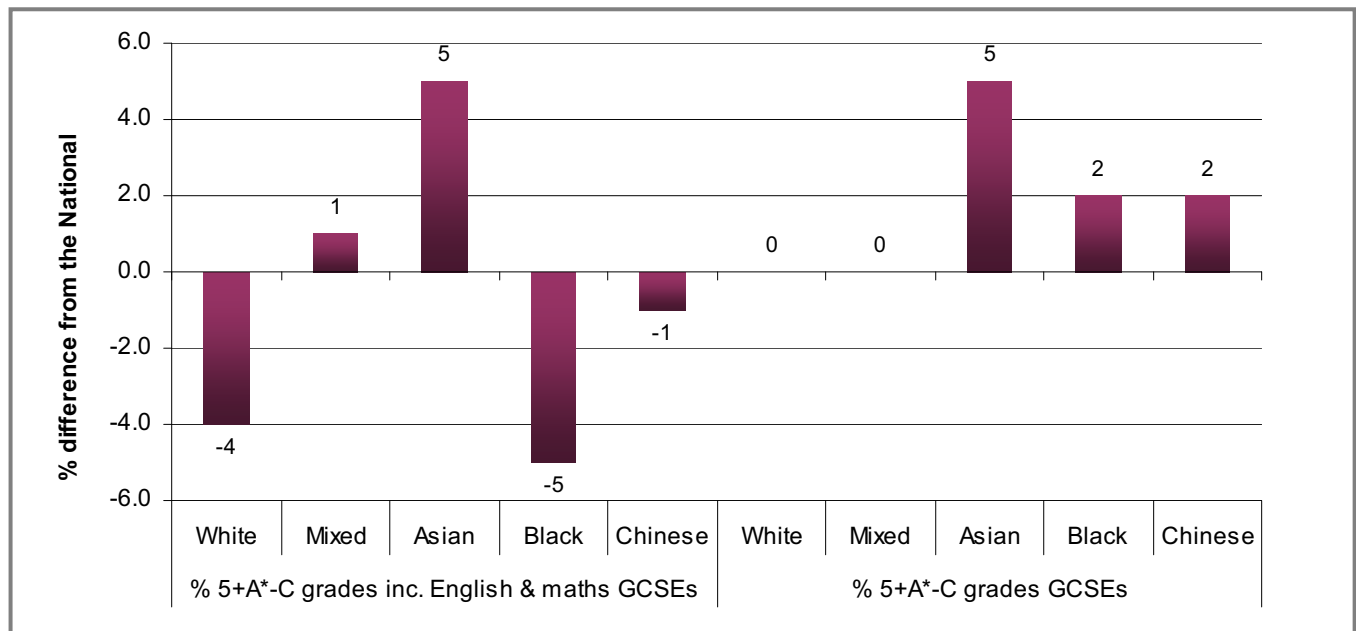
Contextual Groups	Number of Pupils	% 5+A*-C grades inc. English & maths GCSEs			% 5+A*-C grades GCSEs			Average capped total point score (best 8 subjects)		
		Merton	London	National	Merton	London	National	Merton	London	National
<b>Deprivation</b>										
Known to be eligible for Free School Meals	211	30%	42%	31%	61%	67%	58%	297.7	n/a	279.8
Not eligible for Free School Meals	1355	56%	62%	59%	80%	80%	78%	336.5		334.2
<b>Ethnic Group</b>										
<b>White</b>	809	51%	57%	55%	75%	76%	75%		n/a	
White British	668	50%	n/a	55%	73%	n/a	76%	315.1		328.7
Irish	22	77%		63%	82%		79%	375.9		338.7
Traveller of Irish Heritage	1	0%		22%	0%		36%	102.0		202.9
Gypsy / Roma	2	0%		8%	100%		28%	347.0		176.8
Any Other White Background	116	57%		51%	85%		74%	362.6		325.8
<b>Mixed</b>	112	56%		58%	55%		76%	77%		76%
White and Black Caribbean	35	40%	n/a	45%	60%	n/a	71%	275.2		311.7
White and Black African	11	73%		56%	92%		76%	367.7		327.8
White and Asian	19	63%		65%	89%		82%	372.4		349.2
Any Other Mixed Background	47	62%		58%	81%		78%	343.1		335.9
<b>Asian</b>	264	63%	65%	58%	84%	81%	79%			
Indian	39	77%	n/a	71%	87%	n/a	87%	361.2		364.0
Pakistani	78	67%		49%	90%		74%	358.8		324.6
Bangladeshi	25	72%		54%	80%		76%	328.8		331.3
Any Other Asian Background	122	55%		58%	80%		78%	339.9		337.2
<b>Black</b>	314	44%	51%	49%	76%	74%	74%			
Black Caribbean	100	38%	n/a	44%	69%	n/a	70%	322.2		311.7
Black African	161	45%		53%	78%		76%	337.0		328.7
Any Other Black Background	53	51%		46%	83%		71%	338.0		316.3
<b>Chinese</b>	12	75%	81%	76%	92%	92%	90%	399.7	382.8	
Any Other Ethnic Group	47	53%	n/a	51%	89%	n/a	75%	361.2	326.8	
<b>First Language</b>										
First Language: English	1099	50%	58%	55%	74%	77%	76%	322.6	n/a	329.1
First Language: Other than English	467	58%	57%	53%	84%	78%	75%	351.7		329.7
<b>Gender</b>										
Female	731	55%	61%	59%	80%	80%	80%	342.7	n/a	338.6
Male	835	50%	54%	51%	74%	74%	72%	321.3		315.8
<b>Special Educational Needs (SEN)</b>										
No Special Educational Needs	1190	64%	70%	66%	87%	87%	85%	356.3	n/a	351.1
School Action	166	20%	33%	26%	52%	63%	56%	287.2		288.9
School Action Plus	141	19%	24%	17%	51%	50%	40%	256.8		239.1
Statement	69	4%	9%	7%	29%	23%	20%	159.8		157.7

### Attainment results by deprivation:



- For pupils in Merton eligible for Free School Meals and those not known to be eligible pupils gaining 5+A\*-C is above that of the national groups. 5+A\*-C including English and maths Merton's attainment percentage are below national, those not known to be eligible 3% lower than national not eligible pupils.
- In these two key indicators, London's gap between pupils eligible for FSM and those not known to be eligible is not as wide as in Merton and nationally. Merton's gaps are narrower than the national.

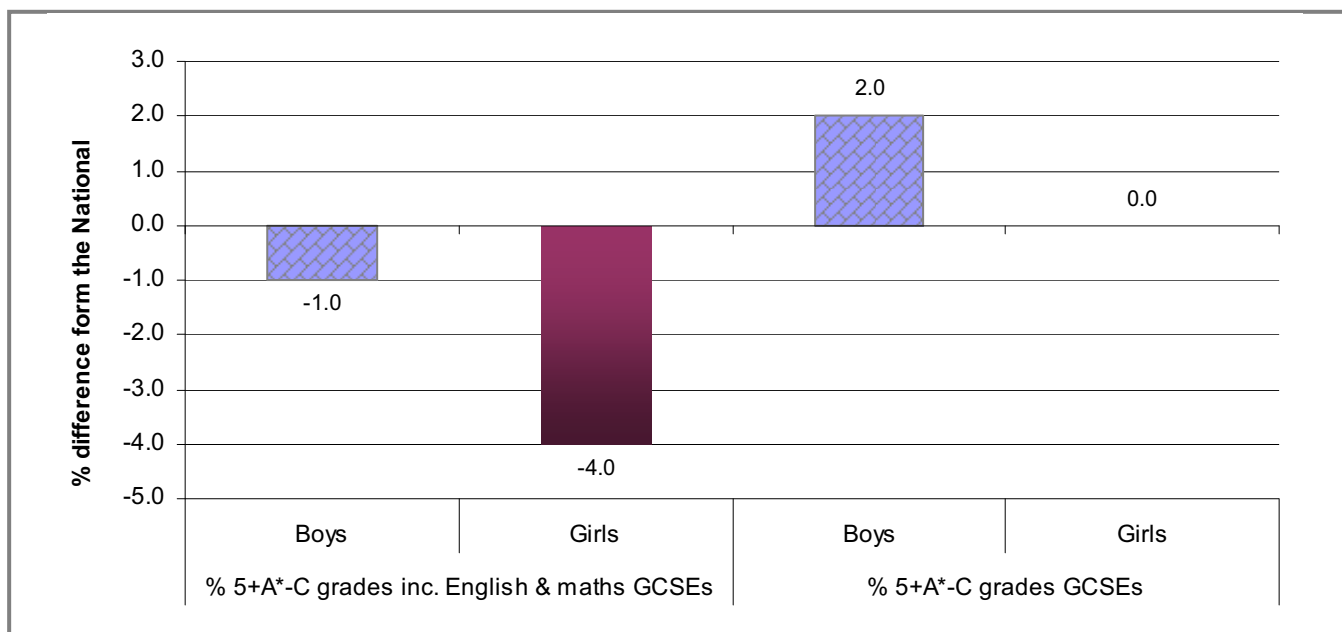
### Attainment results by ethnic group and language:



- The performance of ethnic groups varies widely at the end of GCSE. At 5+A\*-C including English and maths, the Indian and White Irish groups although small performs the best, with 77%. The aggregated White group forms the largest number of pupils attains 51%, which is below national and London borough collective averages. The second largest aggregated ethnic group is Black or Black British, 5% below the national. This is not mirrored in the percentage 5+A\*-C which are in line

with or above the national groups. Lack of achievement in the English and maths subjects at A\*-C is the obstruction to greater attainment and improved outcomes for these pupils.

### Attainment results by gender:



- At both 5+ A\*-C and 5+ A\*-C (including English and maths) girls have outperformed boys by 6% and 5% respectively. 5+ A\*-C girls performance is similar to national girls, whereas boys exceed boys nationally by 2%. At 5+ A\*-C including English and maths girls are 4% below their national gender group with boys in Merton only 1% below.
- Both London and Merton's gender gaps are narrower than the national.

### Attainment results by Special Educational Needs (SEN):

- School Action pupils are below London and national attainment at 5+A\*-C and 5+A\*-C including English and maths. School Action Plus and statemented pupils in Merton attain above London and national at 5+ A\*-C.



## Contextual Value Added

As with Key Stage 2, Contextual value added (CVA) at Key Stage 4 measures the progress a child or a group of pupils make, over a period of time, in this instance two key stages, key stage 3 and 4, in comparison to that of similar pupils in similar schools. CVA takes account of other factors apart from children's learning, such as gender, socio-economic status, date of birth, that affect the rate at which they progress through a key stage. CVA can illustrate the extent to which contextual factors can legitimately be regarded as having influenced the progress that pupils have made in relation to prior attainment. Broadly speaking the higher the value added score the better the school has done at improving standards with their particular pupils.

At the end of Key Stage 4 CVA measures the progress from the end of Key Stage 2 (average point score) to the end of Key Stage 4 (capped best 8 GCSE's or equivalence) using the test and examination results. The calculation in recent years has been adjusted to place a greater emphasis on English and maths.

At Key Stage 4 a score above 1000 indicates that pupils have done better than expected given their prior attainment at Key Stage 1.

<b>Contextual Value Added</b>	<b>Number</b>	<b>Percentage</b>
Significantly Above	<b>3</b>	<b>33%</b>
In Line	<b>4</b>	<b>44%</b>
Significantly Below	<b>2</b>	<b>22%</b>

## B.2 Secondary Phase: Post 16

### Key Messages: Post 16

- Merton continues an upward trend in A levels and equivalents.
- The increases shown by Merton are at a faster rate than in London and nationally.
- The gap between Merton and National performance has narrowed from 2009 in the key measures.
- All post 16 progress from key stage 4 is in line with national and in one school significantly above.

Post 16 is the range of qualifications studied by students of sixth-form age (16-18) in secondary schools and further education sector colleges. These level 3 qualifications are commonly referred to as GCE and Applied GCE A/AS and equivalent qualifications in a broad range of subjects.

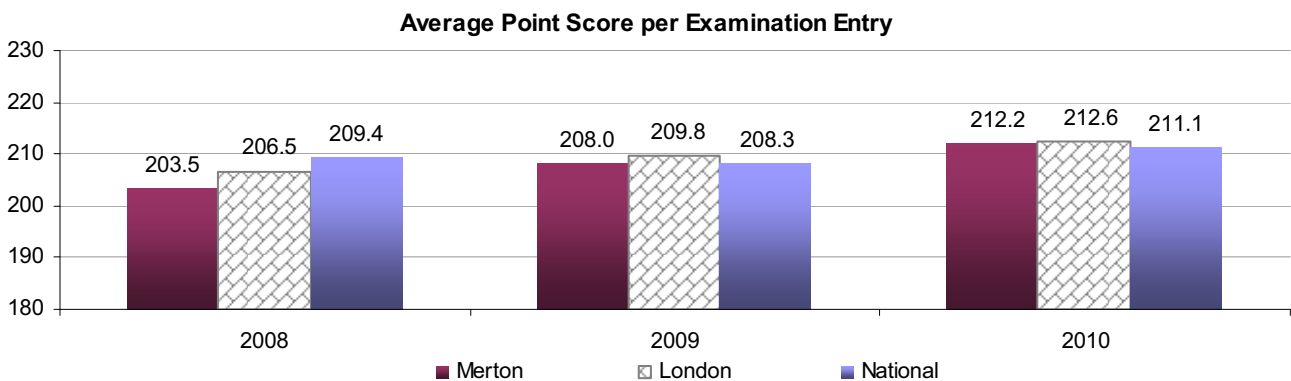
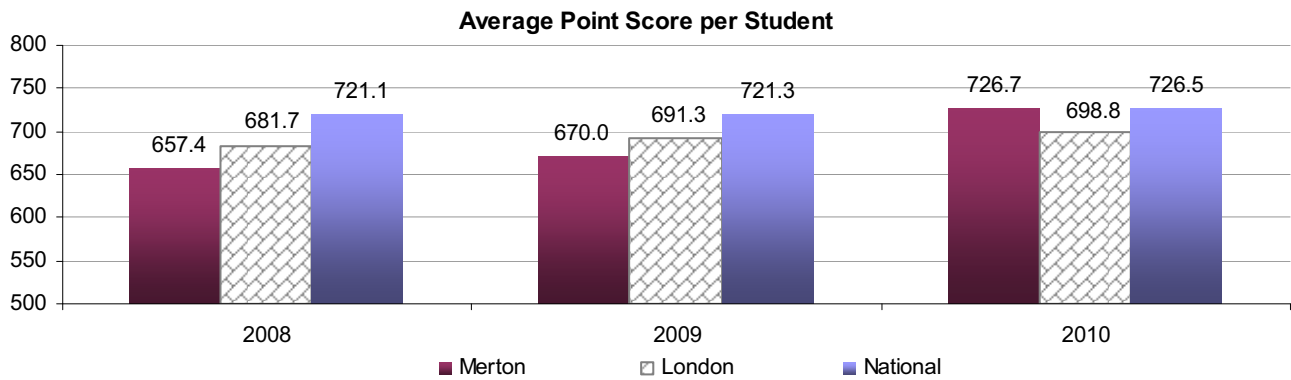
In July 2010, Merton had three schools offering post 16 education, Ursuline High, Wimbledon College and St Mark's CofE Academy. Harris Academy Merton although located in Merton does not appear in the school and college (key stage 5) achievement and attainment tables in Merton and does not contribute to the Merton outcomes. Harris Academy Merton is part of a post 16 South London federation of 9 Harris academies. The outcomes for this federation are published in the achievement and attainment tables for the London Borough of Croydon.

### Attainment results for the previous 3 years:

General and Vocational A/AS or Equivalent Achievement	2008			2009			2010		
	Merton	London	National	Merton	London	National	Merton	London	National
Average Point Score Per Student	<b>657.4</b>	681.7	721.1	<b>670.0</b>	691.3	721.3	<b>726.7</b>	698.8	726.5
Average Point Score Per Examination Entry	<b>203.5</b>	206.5	209.4	<b>208.0</b>	209.8	208.3	<b>212.2</b>	212.6	211.1

- The number of post 16 students (level 3), in Merton's 3 school based sixth-forms have increased. With the opening of new sixth-form provision within the other secondary and special schools from September 2010, numbers will continue to rise along with outcomes.
- Attainment rates have risen for the third consecutive year in both the key measures of average point score per student and average point score per examination entry.
- The average point scores per entry in Merton is 212.2, which is below the London but above the national average.
- The gap between Merton and national performance has narrowed from 51.3 points in 2009 to 0.2 of a point above national per student. These increases are at a faster rate than shown by London and national.

## Merton's results compared to London & National Results:



## Value Added

Value-added (VA), also called non-contextualised value added, takes account of pupil's prior attainment, which can obviously vary greatly from school to school, a simple value-added measure is generally regarded as a fairer indicator of a school's performance than its raw results.

At the end of Key Stage 5 VA measures the progress from the end of Key Stage 4 to the end of Key Stage 5, the average points of English and maths.

At Key Stage 5 a score above 1000 indicates that pupils have done better than expected given their prior attainment at Key Stage 4.

Value Added	Number	Percentage
Significantly Above	1	33%
In Line	2	67%
Significantly Below	0	0%

### Key Messages: Attendance

- **Primary attendance/absence remains the same percentages as last year.**
- **An increase in secondary school attendance and may improve further when the dataset is finalised and complete.**
- **The reduction in unauthorised absence is consistent across the school phases.**
- **Targeting pupils at risk of becoming Persistent Absentees has driven improvement in persistent absentee levels.**
- **Girls and boys share the same level of overall absence but girls are more likely to be persistent absentees.**
- **Pupils in Merton eligible for Free School Meals are less likely to be absence or persistent absentees than their peers nationally.**
- **Illness is the most frequent reason for absence although this has reduced from 2008-09.**

Attendance is measured across 2 and a half term of the school year (autumn, spring and the summer term to the half term). Information is only reported for pupils of compulsory school age.

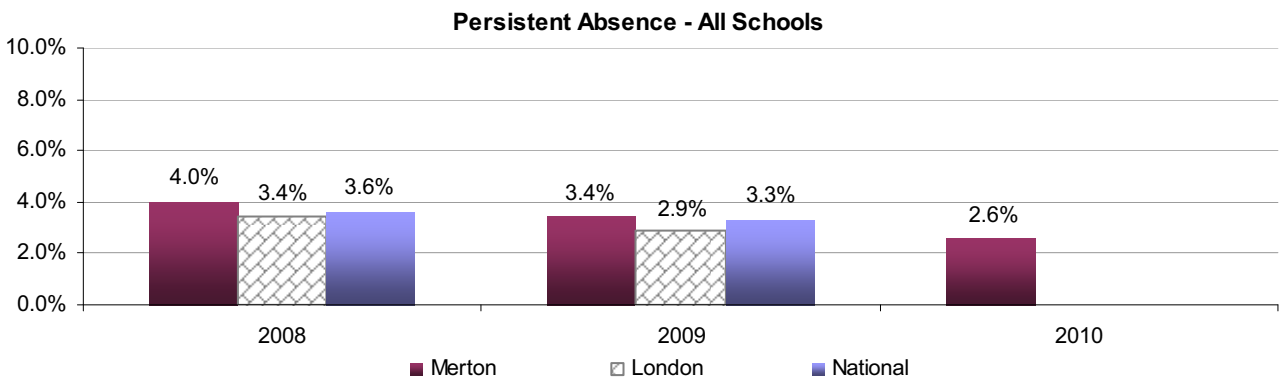
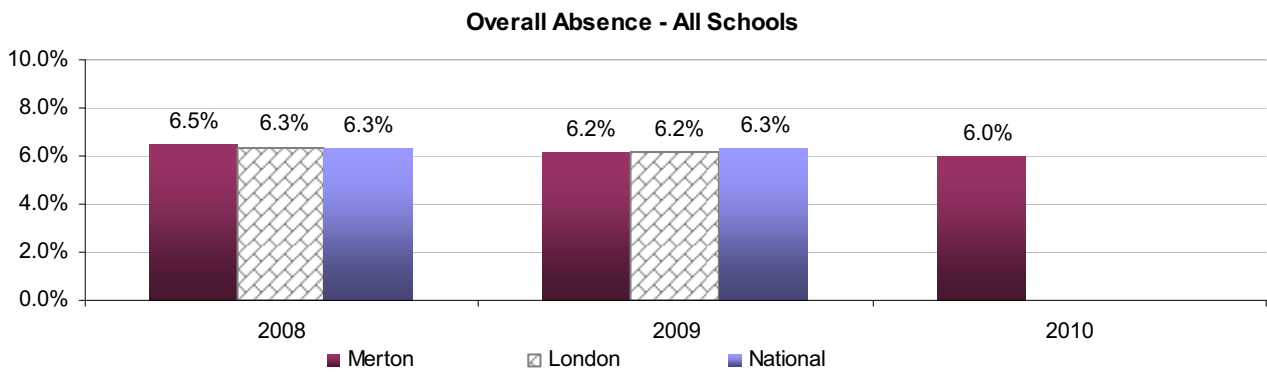
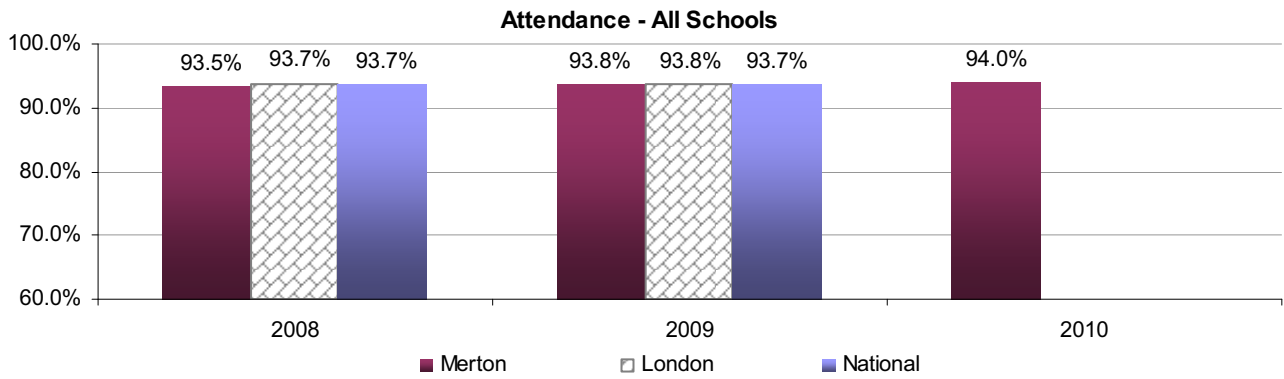
- Primary school attendance and absence figures have remained the same this year compared to 2009. There has been a small increase in secondary school attendance and may improve further with the inclusion of school census data from one school missing from the provisional analysis. Special schools have attendance that has fallen on last year.
- The reduction in unauthorised absence is consistent across the school phases.
- Persistent absentee percentages have improved year on year, with a 0.4% improvement in Primary and Secondary schools and a 1.1% improvement in special schools. This is a result of Educational Welfare targeting pupils at risk of becoming Persistent Absentees.
- As nationally, across all school phases, illness is the most frequent reason for absence (61% of absence), although the proportion of illness absence has reduced from 2008/09 in Merton by 2%.
- Persistent absenteeism is most prevalent in secondary school aged pupils in years 11 and 10.
- 43.4% of persistent absentees in 2009/10 also were also persistent absentees in 2008/09.

### Attendance for the previous 3 years:

Percentage Attendance/Absence by phase	2008			2009			2010		
	Merton	London	National	Merton	London	National	Merton*	London	National
Attendance Primary Schools	<b>94.5%</b>	94.3%	94.6%	<b>94.7%</b>	94.5%	94.6%	<b>94.7%</b>	n/a	n/a
Attendance Secondary Schools	<b>92.7%</b>	93.0%	92.6%	<b>92.6%</b>	93.1%	92.8%	<b>92.7%</b>		
Attendance Special Schools	<b>89.3%</b>	88.6%	89.4%	<b>90.7%</b>	n/a	89.3%	<b>90.2%</b>		
Attendance All Schools	<b>93.5%</b>	93.7%	93.7%	<b>93.8%</b>	93.8%	93.7%	<b>94.0%</b>		
Overall Absence Primary Schools	<b>5.5%</b>	5.7%	5.3%	<b>5.3%</b>	5.5%	5.3%	<b>5.3%</b>		
Overall Absence Secondary Schools	<b>7.4%</b>	7.1%	7.4%	<b>7.4%</b>	6.9%	7.3%	<b>7.3%</b>		
Overall Absence Special Schools	<b>10.7%</b>	11.4%	10.6%	<b>9.3%</b>	n/a	10.7%	<b>9.8%</b>		
Overall Absence All Schools	<b>6.5%</b>	6.3%	6.3%	<b>6.2%</b>	6.2%	6.3%	<b>6.0%</b>		
Authorised Absence Primary Schools	<b>5.1%</b>	4.7%	4.7%	<b>4.8%</b>	4.6%	4.7%	<b>4.7%</b>		
Authorised Absence Secondary Schools	<b>6.1%</b>	5.5%	5.9%	<b>5.9%</b>	5.4%	5.8%	<b>5.6%</b>		
Authorised Absence Special Schools	<b>8.2%</b>	9.1%	8.4%	<b>7.9%</b>	n/a	8.6%	<b>7.9%</b>		
Authorised Absence All Schools	<b>5.6%</b>	5.1%	5.3%	<b>5.3%</b>	5.0%	5.2%	<b>5.0%</b>		
Unauthorised Absence Primary Schools	<b>0.5%</b>	0.9%	0.6%	<b>0.5%</b>	1.0%	0.6%	<b>0.6%</b>		
Unauthorised Absence Secondary Schools	<b>1.2%</b>	1.6%	1.5%	<b>1.5%</b>	1.5%	1.5%	<b>1.7%</b>		
Unauthorised Absence Special Schools	<b>2.4%</b>	2.3%	2.2%	<b>2.0%</b>	n/a	2.1%	<b>2.0%</b>		
Unauthorised Absence All Schools	<b>0.9%</b>	1.2%	1.0%	<b>0.9%</b>	1.2%	1.1%	<b>1.0%</b>		
Persistence Absence Primary Schools	<b>2.1%</b>	1.9%	1.7%	<b>1.6%</b>	1.6%	1.5%	<b>1.2%</b>		
Persistence Absence Secondary Schools	<b>5.9%</b>	5.0%	5.6%	<b>5.3%</b>	4.4%	5.0%	<b>4.9%</b>		
Persistence Absence Special Schools	<b>10.9%</b>	12.7%	10.9%	<b>12.6%</b>	n/a	11.2%	<b>11.4%</b>		
Persistence Absence All Schools	<b>4.0%</b>	3.4%	3.6%	<b>3.4%</b>	2.9%	3.3%	<b>2.6%</b>		

\* Secondary schools exclude academies and 2010 excludes one maintained school that does not contribute to provisional analysis.

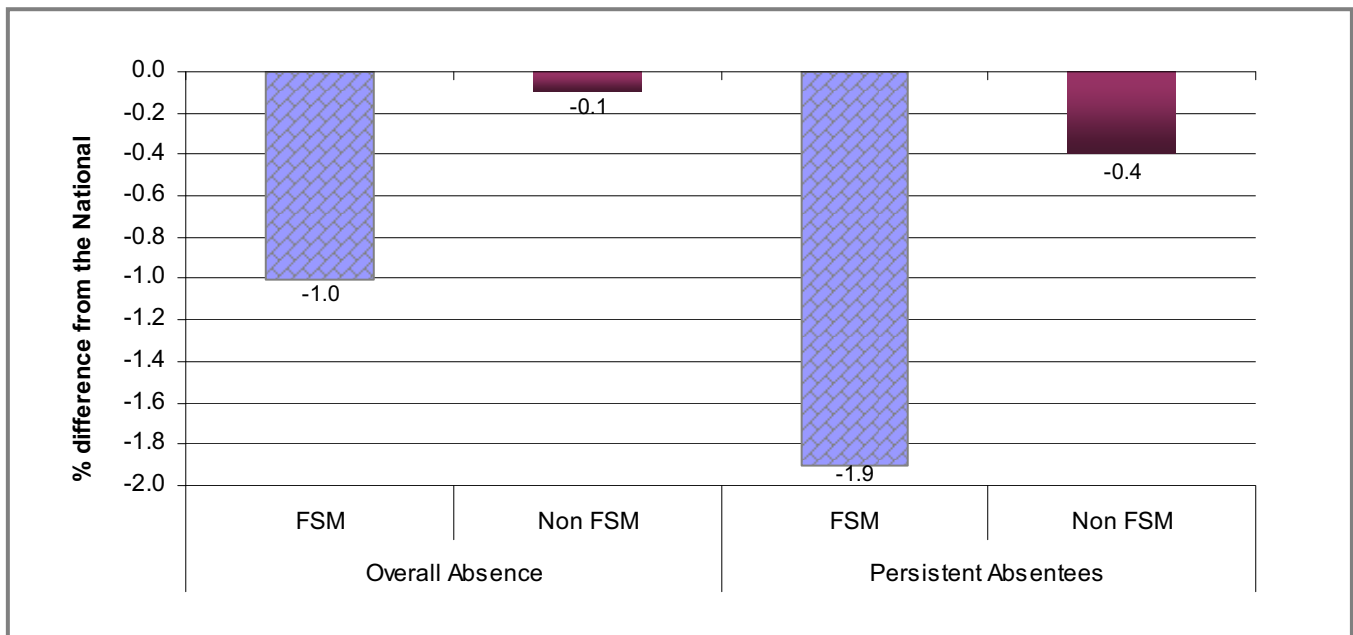
**Merton's attendance and absence compared to London & National Results:**



## Absence by contextual pupil groups:

Contextual Groups	Number of Pupils	Overall Absence – All Schools			Persistent Absentees – All Schools		
		Merton	London	National 2008-09	Merton	London	National 2008-09
<b>Deprivation</b>							
Known to be eligible for Free School Meals	2637	8.1%	n/a	9.1%	5.4%	n/a	7.3%
Not eligible for Free School Meals	14994	5.6%		5.7%	2.1%		2.5%
<b>Ethnic Group</b>							
<b>White</b>	9000	6.6%	n/a	6.3%	3.5%	n/a	3.4%
White British	7081	6.6%		6.2%	3.9%		3.3%
Irish	115	6.3%		7.1%	1.7%		4.7%
Traveller of Irish Heritage	17	12.5%		24.4%	11.8%		33.0%
Gypsy / Roma	41	15.4%		19.1%	29.3%		24.4%
Any Other White Background	1746	6.4%		7.0%	1.3%		3.6%
<b>Mixed</b>	1516	6.3%		6.7%	2.6%		3.7%
White and Black Caribbean	436	7.1%		7.3%	3.4%		4.8%
White and Black African	196	4.8%		6.1%	1.5%		3.0%
White and Asian	292	6.0%		6.2%	2.1%		3.0%
Any Other Mixed Background	592	6.0%		6.5%	1.7%		3.4%
<b>Asian</b>	3336	5.5%		6.7%	1.2%		2.4%
Indian	439	5.1%		5.3%	1.1%		1.4%
Pakistani	962	6.5%		7.7%	1.1%		3.2%
Bangladeshi	259	7.3%		7.5%	3.1%		3.0%
Any Other Asian Background	1676	4.7%		5.5%	1.0%		1.7%
<b>Black</b>	2961	4.6%		5.1%	1.5%		2.0%
Black Caribbean	866	5.4%		5.9%	2.3%		3.2%
Black African	1639	4.0%		4.5%	1.0%		1.2%
Any Other Black Background	456	5.3%		5.7%	1.5%		2.9%
<b>Chinese</b>	121	3.5%	3.6%	0.0%	0.8%		
Any Other Ethnic Group	502	5.3%	6.6%	1.0%	2.6%		
<b>First Language</b>							
First Language: English	11102	6.3%	n/a	6.2%	3.4%	n/a	3.4%
First Language: Other than English	6481	5.4%		6.5%	1.0%		2.5%
<b>Gender</b>							
Female	9141	6.0%	n/a	6.3%	2.6%	n/a	3.3%
Male	8490	6.0%		6.2%	2.5%		3.2%
<b>Special Educational Needs (SEN)</b>							
No Special Educational Needs	13503	5.3%	n/a	5.6%	1.3%	n/a	2.1%
School Action	2189	7.1%		7.7%	3.7%		5.3%
School Action Plus	1314	10.5%		9.6%	11.8%		9.4%
Statement	619	7.9%		9.4%	6.1%		9.2%

### Attainment results by deprivation:



- For pupils in Merton eligible for Free School Meals and those not known to be eligible pupils overall absence and persistent absenteeism is below the national Free School Meal groups. Those pupils eligible for Free School Meals are further below their national peer group than those not eligible.
- In these two key indicators; Merton's gap between pupils eligible for FSM and those not known to be eligible is narrower than nationally.

### Attainment results by ethnic group and language:

- The levels of absence and persistent absenteeism of ethnic groups varies. Traveller of Irish Heritage pupils and Roma/Gypsy pupils has the highest levels of absence, but they are lower than the national percentages at both indicators.
- Bangladeshi, Mixed White and Black Caribbean and White British pupils have the highest levels of overall absence removing the Traveller of Irish Heritage and Roma/Gypsy groups. White British pupils being above the national average.
- Persistent absenteeism in Merton for Gypsy/Roma pupils is above national averages as is White British pupils.

### Attainment results by gender:

- Girls and Boys have the same percentage of overall average (6.0%). Nationally absence is higher in girls.
- Girls have a higher level of persistent absenteeism than boys (0.1% above). This is the same gap between the genders as nationally but both boys and girls persistent absenteeism is lower than national gender groups.

### Attainment results by Special Educational Needs (SEN):

- School Action Plus pupils are above national overall absence and persistent absence. These are the only SEN pupils to be above their national group.



## D. Exclusions

### Key Messages: Exclusions

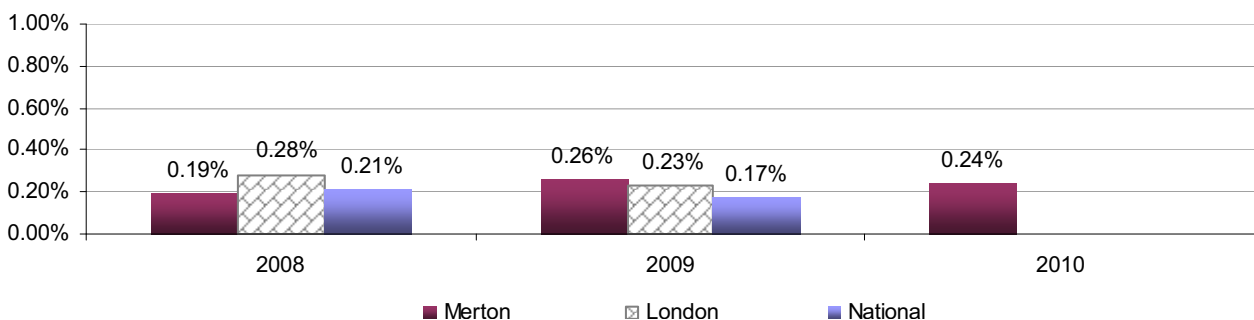
- Permanent exclusions have decreased in 2009/10 to 19 permanent exclusions
- The number of fixed term exclusions has increased over the last three years.
- The average length of exclusion has reduced from 2.7 days (2008/09) to 2.5 days (2009/10).
- There is an over representation of 'Black' pupils and 'Mixed background' pupils in the proportion of Fixed Term Exclusions in the LA mainstream secondary schools.

Exclusions are reported on a termly basis through School Census and captured two terms in arrears, this delays national aggregation and publication. Please note the information included in the report is taken from the DfE publications for Exclusions and may not match that reported in provisional data collection analysis.

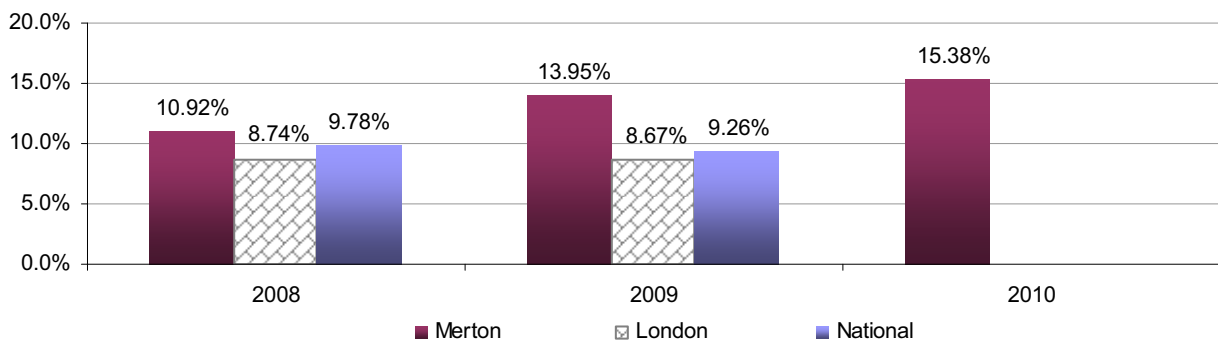
- Permanent exclusions have decreased in 2009/10 to 19 permanent exclusions. All permanent exclusions were pupils of secondary school age, as a percentage of the school population this is back to 2007/08 levels.
- The prominent reason for Permanent Exclusion was for 'Persistent Disruptive Behaviour', 42% of the exclusions.
- The number of fixed term exclusions has increased over the last three years. In LA maintained secondary schools it has increased by 1.4% of the school population.
- The predominant reason for exclusion was 'Persistent Disruptive Behaviour' (33.6%), followed by 'Physical Assault against a Pupil' (23.7%) and 'Verbal Abuse/Threatening Behaviour against an Adult' (11.6%).
- Year 10 had the highest number of pupils excluded, 205 pupils (367 exclusions), followed closely by Year 9 with 176 pupils (319 exclusions).
- The average length of exclusion has reduced from 2.7 days (2008/09) to 2.5 days (2009/10)

### Merton's LA Maintained Secondary School Exclusions compared to London & National Results:

Permanent Exclusions: LA Maintained Secondary - % of school population



Fixed Term Exclusions: LA Maintained Secondary - % of school population



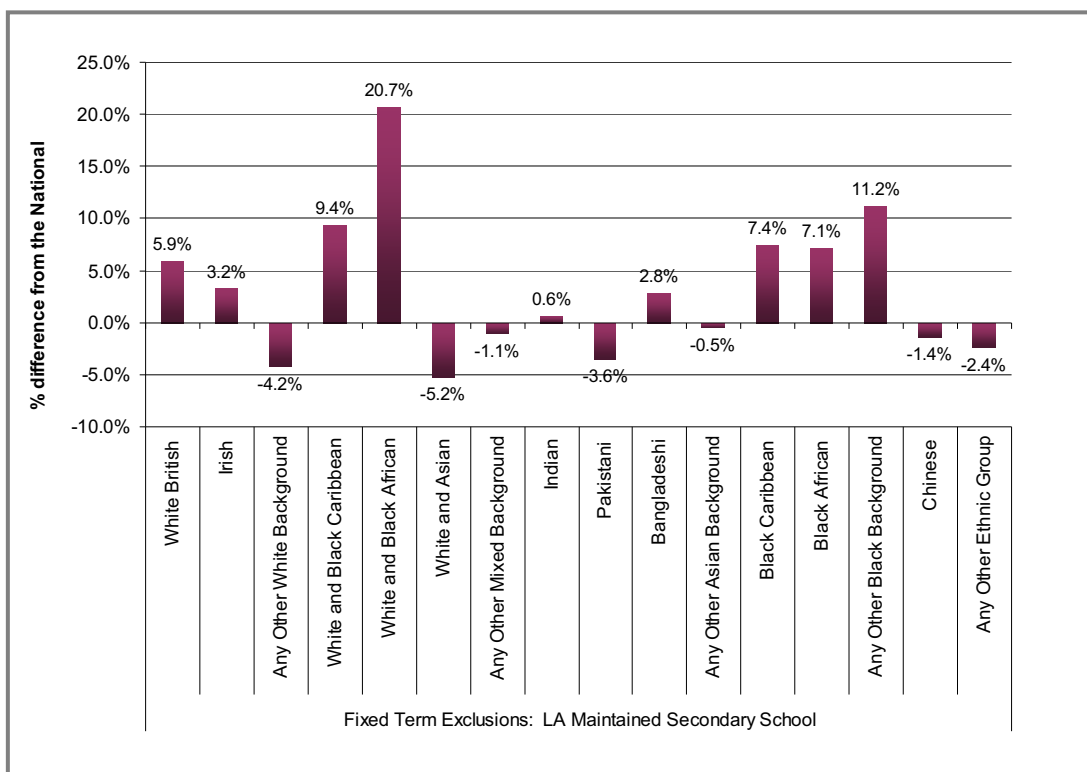
### Exclusions for the previous 3 years:

Exclusions by phase	2008			2009			2010		
	Merton	London	National	Merton	London	National	Merton*	London	National
Permanent Exclusions: Primary School number	0	160	960	0	90	720	0	n/a	n/a
Permanent Exclusions: LA Maintained Secondary School number	10	1150	6680	18	950	5330	16		
Permanent Exclusions: LA Maintained & Academy Secondary School number	22	n/a	n/a	28	n/a	n/a	19		
Permanent Exclusions: Special School number	1	20	170	1	20	120	0		
Permanent Exclusions: Primary - % of school population	0.00%	0.03%	0.02%	0.00%	0.01%	0.02%	0.00%		
Permanent Exclusions: LA Maintained Secondary - % of school population	0.19%	0.28%	0.21%	0.26%	0.23%	0.17%	0.24%		
Permanent Exclusions: LA Maintained & Academy Secondary - % of school population	0.26%	n/a	n/a	0.33	n/a	n/a	0.24		
Permanent Exclusions: Special - % of school population	0.69%	0.17%	0.19%	0.40%	0.15%	0.13%	0.00%		
Fixed Term Exclusions: Primary School number	100	6410	43290	107	5560	39510	113		
Fixed Term Exclusions: LA Maintained Secondary School number	760	36110	313810	957	35550	291290	1001		
Fixed Term Exclusions: LA Maintained & Academy Secondary School number	1271	n/a	n/a	1224	n/a	n/a	1184		
Fixed Term Exclusions: Special School number	100	2560	16350	108	0.13%	0.13%	77		
Fixed Term Exclusions: Primary - % of school population	0.65%	1.02%	1.06%	0.68%	0.88%	0.97%	0.94%		
Fixed Term Exclusions: LA Maintained Secondary - % of school population	10.92%	8.74%	9.78%	13.95%	8.67%	9.26%	15.38%		
Fixed Term Exclusions: LA Maintained & Academy Secondary - % of school population	16.18%	n/a	n/a	14.39%	n/a	n/a	14.70%		
Fixed Term Exclusions: Special - % of school population	44.49%	22.31%	18.31%	44.63%	19.52%	17.71%	28.52%		

\* 2010 is measured from the in house exclusions data collection and therefore is deemed provisional.

## Exclusions by ethnic groups:

Ethnic Groups	Fixed Term Exclusions: LA Maintained Secondary School		
	Merton	London 2008-09	National 2008-09
<b>White</b>	<b>13.3%</b>	8.0%	9.2%
White British	15.2%	8.3%	9.3%
Irish	13.2%	8.9%	10.0%
Traveller of Irish Heritage	n/a	48.6%	44.5%
Gypsy / Roma	n/a	13.0%	41.2%
Any Other White Background	3.4%	6.4%	7.6%
<b>Mixed</b>	<b>17.0%</b>	12.4%	13.8%
White and Black Caribbean	29.6%	18.6%	20.2%
White and Black African	33.3%	10.6%	12.6%
White and Asian	2.7%	5.4%	7.9%
Any Other Mixed Background	10.3%	10.9%	11.4%
<b>Asian</b>	<b>4.3%</b>	4.6%	5.4%
Indian	3.1%	2.2%	2.5%
Pakistani	4.0%	6.6%	7.6%
Bangladeshi	10.0%	7.4%	7.2%
Any Other Asian Background	3.7%	3.5%	4.2%
<b>Black</b>	<b>21.5%</b>	13.7%	13.7%
Black Caribbean	25.4%	17.1%	18.0%
Black African	17.8%	11.5%	10.7%
Any Other Black Background	27.9%	16.6%	16.7%
<b>Chinese</b>	<b>0.0%</b>	1.8%	1.4%
Any Other Ethnic Group	4.6%	6.5%	7.0%



- The Mixed ethnic Groups of 'White and Black African', and 'White and Black Caribbean' are above the national average for their ethnic group for pupils in LA maintained secondary schools by 20.7% and 9.4%. All groups of a 'Black or Black British' heritage are also higher than national, collectively 7.8% above Black pupils nationally.

## E. Key Issues for School Improvement 2010 – 2011

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Across all our schools and settings we will need to focus on developing collaborative arrangements which will build the capacity for provider to provider support. The new Ofsted inspection arrangements will also be a focus across all providers. Within those new procedures the four key areas of focus will be the quality of teaching, leadership and management, pupil outcomes and achievement and behaviour and safety.

### Foundation Stage:

1. Support leadership and management in targeted schools and settings to ensure a focus on tracking, teaching, learning and achievement and reduce achievement gaps.
2. Focus on Communication Language and Literacy and embedding the Every Child a Talker programme.
3. Further work with parents and carers through the Early Learning and Parenting programmes.

### Key Stage 1:

1. Improve further the tracking of pupils' achievement from Foundation Stage into Year 1 to inform teaching and learning and improve pupil outcomes and reduce achievement gaps.
2. Provide targeted support and challenge for individual schools where significant numbers of pupils or pupil groups are working below age related expectations.

### Key Stage 2:

1. Improve further the tracking of progress of pupils through the key stage and ensure that all assessment evidence available is used to inform learning and teaching and reduce achievement gaps.
2. Provide targeted support and challenge for individual schools where significant numbers of pupils or pupil groups are working below age related expectations.
3. Provide targeted support and challenge for individual schools where the school is not reaching national floor standards at the end of Key Stage 2.

### Key Stage 3 and Key Stage 4:

1. Support and challenge targeted schools and departments to raise levels of attainment and improve rates of progress.
2. Support the attainment and progress of underperforming groups of pupils in order to narrow attainment gaps

### Key Stage 5:

1. Support the ongoing development of the new sixth form provision in mainstream and special schools
2. Support the collaboration between all Post 16 providers to secure the learner entitlement for young people of all abilities and interests.
3. Continue to work with all providers to improve outcomes at Level 2 and Level 3 for students aged 19.

### Attendance:

Schools and EWS have continued to focus strongly on reducing PA in schools. In primaries many schools have focussed on holidays in term time and in secondary a coherent multi-agency approach including the use of penalty notices is challenging non-attendance.

### Behaviour:

Permanent exclusions have fallen - notably in the area of sexual misconduct. A protocol between school, police and social care, training and curriculum work has been undertaken

in this area to challenge the previous year's high figure. All Merton secondary schools continue to work in the Behaviour and Attendance partnership to focus on good placements for pupils with challenging behaviour.

Primary permanent exclusions are zero again which is testament to excellent inclusion work by our primary schools. Fixed term exclusions are rising and there is sufficient Disproportionality for some ethnic groups. Schools have reviewed their behaviour support structures and are undertaking projects to show good practice.

## F. Complementary Services

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### **Sports Partnership:**

The Sports Partnership as it is currently configured is closing at the end of August this year. A new service proposal for a Merton Sports Partnership is out for consultation with schools at the moment. Final decisions about how to proceed will be made in the summer. During the last year the partnership continued to perform extremely well and had exceeded the national average in all four areas of their work, namely ensuring the pupils have access three hours of good quality PE and Sport a week, developing local competitions in a range of sports, building up links with local clubs and providing leadership development opportunities for young people.

### **Merton Music Foundation:**

Merton Music Foundation has continued to provide high quality instrumental and vocal tuition for schools and pupils in Merton. The instrumental provision covers the majority of orchestral instruments and another concert at the Royal Albert Hall is taking place in March with pupils from many Merton schools taking part.

### **Extended Services:**

The Extended Services Team is finishing its work at the end of March as the period of grant funding comes to an end. The team has ensured that Merton exceeded its targets for achieving the full core offer of extended services through schools. The Healthy Schools programme is also ending and their targets for supporting schools to achieve Healthy School status have been met. Playing for Success in the centres in WLTA and Tooting and Mitcham Football Clubs are finishing in April and many children have benefited from attending the after schools sessions they have run successfully for several years.

## G. Appendices

### DfE Performance Tables Key Stage 2 - Outcomes:

	English		Mathematics		Level 4+ both English & maths	Average point score
	Level 4+	Level 5	Level 4+	Level 5		
<b>LA Average</b>	<b>84%</b>	<b>38%</b>	<b>82%</b>	<b>38%</b>	<b>77%</b>	<b>28.0</b>
<b>England Average</b>	<b>80%</b>	<b>33%</b>	<b>79%</b>	<b>34%</b>	<b>73%</b>	<b>27.5</b>
<b>Primary Schools</b>						
Abbotsbury Primary School	75%	33%	73%	35%	60%	26.9
All Saints' CofE Primary School	100%	62%	96%	54%	96%	30.3
Aragon Primary School	90%	32%	85%	33%	82%	28.1
Beecholme Primary School	~	~	~	~	~	~
Benedict Primary School	88%	27%	88%	19%	81%	27.5
Bishop Gilpin CofE Primary School	96%	77%	91%	64%	91%	31.0
Bond Primary School	~	~	~	~	~	~
Cranmer Primary School	~	~	~	~	~	~
Dundonald Primary School	93%	71%	96%	68%	93%	31.1
Garden Primary School	58%	10%	56%	17%	46%	24.6
Garfield Primary School	95%	38%	95%	48%	90%	29.3
Gorringe Park Primary School	90%	28%	80%	28%	75%	27.8
Haslemere Primary School	79%	28%	79%	26%	72%	27.3
Hatfield Primary School	~	~	~	~	~	~
Hillcross Primary School	79%	38%	79%	41%	77%	27.5
Hollymount Primary School	100%	68%	86%	50%	86%	30.1
Holy Trinity CofE Primary School	100%	83%	97%	66%	97%	31.3
Joseph Hood Primary School	77%	30%	73%	17%	67%	26.1
Liberty Primary School	82%	39%	71%	18%	70%	27.1
Links Primary School	80%	32%	80%	27%	71%	27.4
Lonesome Primary School	~	~	~	~	~	~
Malmesbury Primary School	90%	33%	81%	22%	79%	27.4
Merton Abbey Primary School	94%	22%	100%	28%	94%	28.3
Merton Park Primary School	86%	41%	93%	55%	86%	29.3
Morden Primary School	87%	33%	90%	43%	83%	28.6
Pelham Primary School	91%	61%	91%	65%	87%	30.3
Poplar Primary School	78%	18%	80%	35%	72%	27.3
The Priory CofE Primary School	84%	51%	78%	37%	75%	28.5



	English		Mathematics		Level 4+ both English & maths	Average point score
	Level 4+	Level 5	Level 4+	Level 5		
<b>LA Average</b>	<b>84%</b>	<b>38%</b>	<b>82%</b>	<b>38%</b>	<b>77%</b>	<b>28.0</b>
<b>England Average</b>	<b>80%</b>	<b>33%</b>	<b>79%</b>	<b>34%</b>	<b>73%</b>	<b>27.5</b>
<b>Primary Schools</b>						
Sacred Heart RC Primary School	~	~	~	~	~	~
The Sherwood School	88%	40%	80%	34%	80%	28.0
Singlegate Primary School	97%	41%	97%	59%	97%	29.7
St John Fisher RC Primary School	85%	46%	84%	43%	75%	28.4
St Mark's Primary School	69%	35%	81%	31%	69%	26.7
St Mary's RC Primary School	90%	63%	90%	37%	87%	29.3
St Matthew's CofE Primary School	~	~	~	~	~	~
St Peter and Paul RC Primary School	~	~	~	~	~	~
St Teresa's RC Primary School	83%	27%	78%	36%	75%	27.6
St Thomas of Canterbury RC Primary School	83%	27%	73%	30%	67%	27.0
Stanford Primary School	76%	27%	76%	42%	73%	27.2
West Wimbledon Primary School	81%	29%	74%	31%	69%	26.6
William Morris Primary School	~	~	~	~	~	~
Wimbledon Chase Primary School	84%	37%	86%	59%	76%	29.4
Wimbledon Park Primary School	96%	43%	96%	43%	94%	29.3
<b>Special Schools</b>						
Cricket Green School	<	<	<	<	<	<
St Ann's School	<	<	<	<	<	<

< School has 10 or fewer pupils. Results are not shown because of the risk of an individual pupil's results being identified

~ Boycott school

## DfE Performance Tables Key Stage 2 – Key Stage 1-2 Progress Measures:

	% making expected progress in English	% making expected progress in maths
<b>LA Average</b>	<b>92%</b>	<b>88%</b>
<b>England Average</b>	<b>84%</b>	<b>83%</b>
<b>Primary Schools</b>		
Abbotsbury Primary School	92%	92%
All Saints' CofE Primary School	100%	96%
Aragon Primary School	93%	92%
Beecholme Primary School	~	~
Benedict Primary School	88%	88%
Bishop Gilpin CofE Primary School	100%	98%
Bond Primary School	~	~
Cranmer Primary School	~	~
Dundonald Primary School	93%	100%
Garden Primary School	88%	78%
Garfield Primary School	100%	100%
Gorringe Park Primary School	100%	95%
Haslemere Primary School	85%	83%
Hatfeild Primary School	~	~
Hillcross Primary School	97%	91%
Hollymount School	86%	76%
Holy Trinity CofE Primary School	100%	96%
Joseph Hood Primary School	92%	69%
Liberty School	100%	78%
Links Primary School	94%	76%
Lonesome Primary School	~	~
Malmesbury Primary School	92%	83%
Merton Abbey Primary School	94%	94%
Merton Park Primary School	89%	93%
Morden Primary School	80%	80%
Pelham Primary School	91%	91%
Poplar Primary School	86%	90%
The Priory CofE School	100%	89%
Sacred Heart RC Primary School	~	~
The Sherwood School	91%	87%
Singlegate Primary School	100%	100%
St John Fisher RC Primary School	83%	85%
St Mark's Primary School	95%	100%
St Mary's RC Primary School	100%	89%
St Matthew's CofE Primary School	~	~
SS Peter and Paul RC Primary School	~	~
St Teresa's RC Primary School	84%	91%
St Thomas of Canterbury RC Primary School	86%	85%
Stanford Primary School	97%	87%
West Wimbledon Primary School	90%	94%
William Morris Primary School	~	~
Wimbledon Chase Primary School	87%	85%
Wimbledon Park Primary School	98%	94%
<b>Special Schools</b>		
Cricket Green School	<	<
St Ann's School	<	<

< School has 10 or fewer pupils. Results are not shown because of the risk of an individual pupil's results being identified

~ Boycott school

## DfE Performance Tables Key Stage 2 – Key Stage 1-2 CVA Score:

	Contextual Value Added			
	CVA KS1 -KS2	CVA Confidence interval		Coverage
		Lower Limit	Upper Limit	
<b>Primary Schools</b>				
Abbotsbury Primary School	101.8	101.2	102.4	89%
All Saints' CofE Primary School	102.7	101.9	103.5	96%
Aragon Primary School	100.5	100.0	101.1	97%
Beecholme Primary School	~	~	~	~
Benedict Primary School	100.2	99.4	101.0	96%
Bishop Gilpin CofE Primary School	101.3	100.7	102.0	85%
Bond Primary School	~	~	~	~
Cranmer Primary School	~	~	~	~
Dundonald Primary School	101.4	100.6	102.2	86%
Garden Primary School	99.3	98.7	99.9	94%
Garfield Primary School	100.9	99.9	101.8	90%
Gorringe Park Primary School	102.5	101.8	103.2	93%
Haslemere Primary School	100.6	100.0	101.1	98%
Hatfeild Primary School	~	~	~	~
Hillcross Primary School	100.9	100.2	101.6	82%
Hollymount School	99.7	98.8	100.6	86%
Holy Trinity CofE Primary School	101.0	100.2	101.9	83%
Joseph Hood Primary School	99.2	98.4	99.9	93%
Liberty School	100.9	100.3	101.5	88%
Links Primary School	99.5	98.8	100.2	76%
Lonesome Primary School	~	~	~	~
Malmesbury Primary School	100.2	99.7	100.8	93%
Merton Abbey Primary School	101.7	100.7	102.6	89%
Merton Park Primary School	100.9	100.1	101.7	97%
Morden Primary School	99.2	98.5	100.0	97%
Pelham Primary School	100.6	99.8	101.5	96%
Poplar Primary School	100.5	99.9	101.1	82%
The Priory CofE School	101.5	100.9	102.1	94%
Sacred Heart RC Primary School	~	~	~	~
The Sherwood School	100.2	99.6	100.8	92%
Singlegate Primary School	103.2	102.3	104.0	72%
St John Fisher RC Primary School	99.9	99.3	100.4	97%
St Mark's Primary School	103.8	102.9	104.6	85%
St Mary's RC Primary School	101.3	100.6	102.1	97%
St Matthew's CofE Primary School	~	~	~	~
SS Peter and Paul RC Primary School	~	~	~	~
St Teresa's RC Primary School	100.1	99.5	100.6	92%
St Thomas of Canterbury RC Primary School	100.4	99.6	101.2	83%
Stanford Primary School	100.4	99.7	101.1	94%
West Wimbledon Primary School	101.1	100.4	101.8	79%
William Morris Primary School	~	~	~	~
Wimbledon Chase Primary School	100.0	99.4	100.6	92%
Wimbledon Park Primary School	100.0	99.4	100.6	92%
<b>Special Schools</b>				
Cricket Green School	<	<	<	<
St Ann's School	<	<	<	<

< School has 10 or fewer pupils. Results are not shown because of the risk of an individual pupil's results being identified

~ Boycott school

## DfE Performance Tables GCSE - Outcomes:

	Results of Key Stage 4 pupils									
	% of pupils achieving									Average total point score per pupil
	Level 2 (5+ A*-C) (or equiv) including English and maths GCSEs	English Baccalaurate	A*-C GCSE in English and maths	Level 2 (5+ A*-C)	Level 1 (5+ A*-G)	2 grades A*-C in science	A*-C in a modern foreign language	at least an A*-G short course in a modern foreign language	at least one qualification	
<b>LA Average</b>	<b>52.4%</b>	<b>13.6%</b>	<b>52.6%</b>	<b>77.1%</b>	<b>94.1%</b>	<b>66.7%</b>	<b>28.3%</b>	<b>38.3%</b>	<b>98.5%</b>	<b>439.8</b>
<b>England Average</b>	<b>53.4%</b>	<b>15.6%</b>	<b>53.8%</b>	<b>75.4%</b>	<b>92.8%</b>	<b>60.2%</b>	<b>31.6%</b>	<b>45.0%</b>	<b>99.0%</b>	<b>438.5</b>
Bishopsford Arts College	35%	0%	35%	70%	92%	80%	8%	12%	98%	405.1
Harris Academy Merton	49%	3%	49%	99%	100%	57%	13%	27%	100%	604.5
Raynes Park High School	57%	21%	57%	81%	98%	48%	45%	55%	99%	469.2
Ricards Lodge High School	57%	21%	57%	81%	98%	48%	45%	55%	99%	469.2
Rutlish School	60%	6%	60%	77%	98%	54%	19%	25%	100%	418.6
St Mark's Church of England Academy	23%	3%	23%	55%	90%	85%	17%	21%	100%	370.2
Ursuline High School Wimbledon	79%	38%	79%	92%	99%	75%	51%	61%	100%	542.7
Wimbledon College	75%	25%	77%	82%	98%	75%	39%	42%	100%	426.5
Cricket Green School	0%	0%	0%	0%	10%	0%	0%	0%	95%	41.7
Melrose School	<	<	<	<	<	<	<	<	<	<
St Ann's School	<	<	<	<	<	<	<	<	<	<

< School has 10 or fewer pupils. Results are not shown because of the risk of an individual pupil's results being identified

## DfE Performance Tables GCSE – Key Stage 2-4 Progress Measures:

	% making expected progress in English	% making expected progress in maths
<b>Secondary Schools</b>		
Bishopsford Arts College	50%	50%
Harris Academy Merton	75%	69%
Raynes Park High School	55%	65%
Ricards Lodge High School	73%	69%
Rutlish School	76%	65%
St Mark's Church of England Academy	37%	46%
Ursuline High School Wimbledon	93%	86%
Wimbledon College	87%	81%
<b>Special Schools</b>		
Cricket Green School	0%	0%
Melrose School	<	<
St Ann's School	<	<

< School has 10 or fewer pupils. Results are not shown because of the risk of an individual pupil's results being identified

## DfE Performance Tables GCSE – Contextual Value Added:

	Contextual Value Added				
	CVA KS2 –KS4	KS2-4 CVA Score CVA Confidence interval		Coverage	Number of qualifications
		Upper Limit	Lower Limit		
<b>Secondary Schools</b>					
Bishopsford Arts College	997.2	1006.1	988.3	89%	10
Harris Academy Merton	1052.6	1065.7	1039.5	85%	14.7
Raynes Park High School	982	991	973	89%	10.5
Ricards Lodge High School	1009.3	1018.1	1000.5	91%	11.1
Rutlish School	996.6	1005.6	987.6	88%	10.5
St Mark's Church of England Academy	976.4	988.8	964	79%	9.6
Ursuline High School Wimbledon	1018.8	1028.1	1009.4	95%	12
Wimbledon College	1001.3	1010.3	992.3	100%	9.6
<b>Special Schools</b>					
Cricket Green School	989.6	1016.1	963.1	86%	3
Melrose School	<	<	<	<	<
St Ann's School	<	<	<	<	<

< School has 10 or fewer pupils. Results are not shown because of the risk of an individual pupil's results being identified

## DfE Performance Tables Post 16 - Outcomes:

	Number of Students Aged 16-18	General and Vocational A/AS or Equivalent Achievement		
		Number at end of A/AS or Equivalent Study	Average Point Score Per Student	Average Point Score Per Examination Entry
<b>LA Average</b>			<b>726.7</b>	<b>212.2</b>
<b>England Average (excluding independent schools)</b>			<b>726.5</b>	<b>211.1</b>
<b>Secondary Schools</b>				
St Mark's Church of England Academy	51	26	651.1	199.1
Ursuline High School Wimbledon	320	136	752.2	216.9
Wimbledon College	241	84	735.8	211.8

## DfE Performance Tables Post 16 - Value Added:

	Value Added			
	VA KS4-KS5	Key Stage 4 to 5 VA Confidence Interval		Coverage
		Upper Limit	Lower Limit	
<b>Secondary Schools</b>				
St Mark's Church of England Academy	1016.4	1043.0	989.8	96%
Ursuline High School Wimbledon	1019.2	1032.8	1005.6	99%
Wimbledon College	997.9	1014.8	981.0	98%

Note: Harris Academy Merton does not appear in the school and college (key stage 5) achievement and attainment tables in Merton and does not contribute to the Merton outcomes. Harris Academy Merton is part of a post 16 South London federation of 9 Harris academies. The outcomes for this federation are published in the achievement and attainment tables for the London Borough of Croydon.



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