

Committee: Children and Young People Overview and Scrutiny Panel

Date: February 22nd 2012

Agenda item: **6**

Wards: All Wards

Subject: Celebrating Success – Standards and Achievement in Merton Schools 2010/11.

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

Lead member: Councillor Maxi Martin, Councillor Peter Walker.

Forward Plan reference number: N/A

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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.

B.

1 PURPOSE OF REPORT AND EXECUTIVE SUMMARY

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

2 DETAILS

2.1. Executive Summary

- Performance at Early Years Foundation Stage Profile (EYFSP) is above the national average for all key measures. Children achieving 6 or more in all Personal Social Emotional Development scales, and 6 or more in all Communication Language & Literacy scales, and a total 78 points or more, increased 4% from 2008/2009 and at 61% is 2% above the national average.
- Merton's percentage gap between the mean of the lowest achieving 20% in the EYFSP, at 27.7% has reduced by 4.5% since 2008/2009 and is 3.7% less than the national average.
- Key Stage 1 performance is below the national average, for most subject areas the differences are marginal. Although 2011 has seen improvements in writing, Merton is 1% below the national at level 2+, 2% below at level 2B+ and 3% 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 2010/2011. This is 3% above the national average.

- Progress in English and maths from Key Stage 1 to 2 is significantly better than nationally.
- Pupil progress as measured by value added from Key Stage 1 to Key Stage 2 has improved, with 40% schools making significantly better progress than average, 53% schools making average progress and 7% schools making below average progress. Percentile rankings in value added ranks Merton 12, therefore Merton primary school pupils have made more progress than pupils in 88% of other local authorities nationally.
- GCSE performance improved again this year, with 59.8% of pupils achieving 5+A*-C including English and maths. This is above the national average for the first time.
- Merton's GCSE value added score is above the average and Merton is percentile ranked 6, stating that secondary pupils have made more progress than 94% of other local authorities nationally. Also 78% of the schools are in line with national or significantly above.
- A Level results have also increased this year with Merton pupils achieving an average points score of 743.5, which is above national and London averages.
- Whilst overall attendance rates in Merton have shown an upward trajectory in recent years and is above national for all phases.
- Reducing persistent absenteeism (PA) has been the focus for the borough, targeted work with schools and pupils has significantly reduced these rates in 2010/11 from 2.6% to 2.1% for all schools at the old 20% threshold, which is 0.8% better than the national average and also reduced PA at the new threshold of 15%.
- Fixed term secondary school exclusions decreased from 15.07% to 13.01%, however, this is still above London and national rates. Ranges of activities remain in place to continue the focus on reducing exclusions and improving behaviour is maintained.
- Permanent exclusions have increased in 2010/11 to 24 permanent exclusions from 19 in 2009/10. 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. Individual group analysis by key stage is detailed in this report.

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**
- 12 BACKGROUND PAPERS**
- 12.1. None

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Celebrating Success

Standards & Achievement in Merton Schools 2010/11

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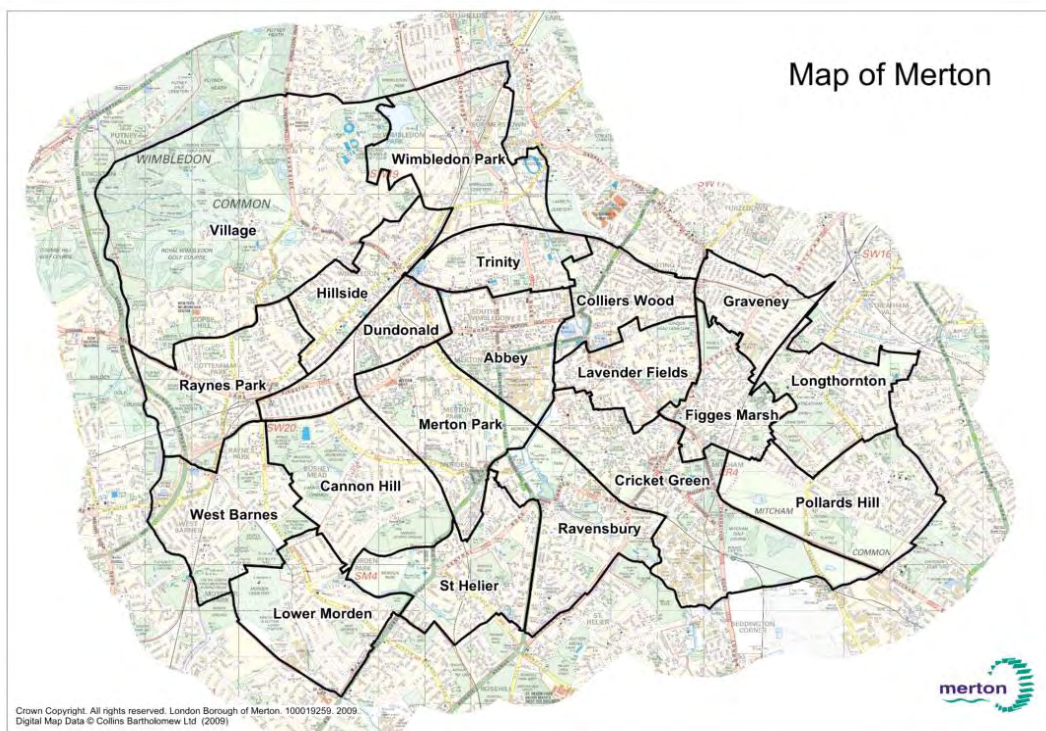
	Page No.
Executive Summary	4
A. Introduction	
A.1 Borough Profile	5
A.2 Population	6
A.3 Poverty	7
B. Attainment and Achievement of Merton Pupils	
B.1 Primary Phase	
Early Years Foundation Stage Profile	8
Key Stage 1	13
Key Stage 2	18
B.2 Secondary Phase: The 14- 19 Agenda	
Key Stage 4	25
Post 16	33
C. Attendance	35
D. Exclusions	40
E. Key Issues for School Improvement	44
F. Complimentary Services	46
G. Appendices	
G.1 Performance Tables for Key Stage 2	47
G.2 Performance Tables for GCSE	51
G.3 Performance Tables for Post 16	53
G.4 Merton attainment by pupil groups	54

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- Progress in English and maths from Key Stage 1 to 2 is significantly better than nationally.
- Pupil progress as measured by value added from Key Stage 1 to Key Stage 2 has improved, with 40% schools making significantly better progress than average, 53% schools making average progress and 7% schools making below average progress. Percentile rankings in value added ranks Merton 12, therefore Merton primary school pupils have made more progress than pupils in 88% of other local authorities nationally.
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A. Introduction

A1. Borough Profile

- 1.1 Merton is an outer London borough situated to the south west of central London and covers 14.7 square miles. Predominantly suburban in character, it is divided into 20 wards and has three main town centres, Wimbledon, Mitcham and Morden.
- 1.2 In Merton, there is diversity and significant differences in the composition of communities. A defining characteristic of the borough is the difference between the poorer, more deprived east (Mitcham), and the wealthier, more prosperous west (Wimbledon).
- 1.3 The east of the borough has a multitude of challenges, 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 that also pose challenges.
- 1.4 Merton is working with its partners to address these inequalities, including initiatives described in Community Plan around sustainable communities and transport, and Merton's Neighbourhood Renewal Action Plans.



A2. Population

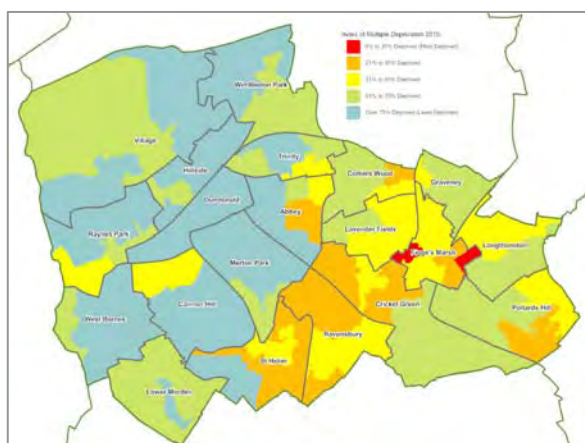
- 2.1 Merton has a population of 208,794, including 46,785 children and young people aged 0-19 (Office of National Statistics population estimates 2010). The population as a whole is predicated to increase by 16% by 2025. Merton has a younger population than the England average and there has been an increase, from 2,535 births in 2002 to 3,521 in 2010 a net increase of 39%. This increase in births in Merton and London wide, and other demographic factors has created the need for more school places and placed pressure on pre-school services.
- 2.2 Merton's population is youthful with around half in the 15-45 year old age group. Merton is the 23rd most diverse local authority nationally, and the 18th most diverse London borough, with a Black and minority ethnic population of 25% (2001 census). This was predicted to grow to 37% by 2011. The east of the borough is more diverse than the west, with the Black and minority ethnic population rising to around 50% in some wards. In addition, pupils in Merton schools also come from a more diverse background, with around 60% from Black and minority ethnic groups, and over 160 languages spoken. The borough has, in particular, concentrations of Urdu speaking communities, Sri Lankan, South African and Polish residents. The proportion of pupils with a first language other than English is 38.3%.

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%
All Ethnicities	191,012	196,557		

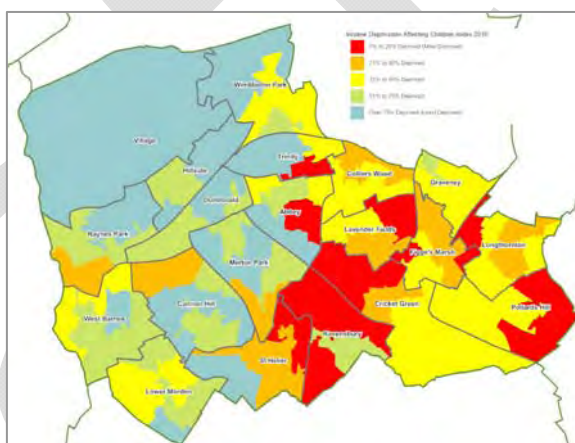
A3. Poverty

- 3.1 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.
- 3.2 A number of indices of deprivation are produced. The Income Deprivation Affecting Children Index (IDACI) comprises the percentage of children aged under 16 in each Super Output Area (SOA) living in families in receipt of certain means tested benefits. These indices of deprivation shows a greater number of areas in Merton deemed most deprived. The Income Deprivation Affecting Children Index (IDACI) 2010 states there are 39 Lower Super Output Areas (LSOAs) in Merton recognised as deprived, which is the same number of LSOAs identified in IDACI 2007.

Index of Multiple Deprivation 2010



Income Deprivation Affecting Children Index 2010



- 3.3 According to the Indices of Multiple Deprivation (IMD) 2010 which combines the IDACI and Income Deprivation Affecting Older People Index (IDAOP), a wide range of measures not specifically related to children, Merton is ranked 208th most deprived local authority district in the country (out of 326) local authorities, 4th least deprived authority in London (out of 33). In terms of income deprivation, it is the 17th 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 (within Mitcham and Morden areas) and the more affluent western wards in the borough (within the Wimbledon area).

Neighbouring London Borough	Change in IMD ranking (where - is more deprived and + is less deprived)	Overall IMD rank of average score 2010 (where 1 is the most deprived and 326 is the least deprived)
Croydon	-18	107
Kingston Upon Thames	10	255
Lambeth	+10	29
Merton	-14	208
Sutton	-38	196
Wandsworth	-23	121

B. Attainment and Achievement of Merton Pupils

B.1 Primary Phase: Early Years Foundation Stage

Key Messages: Early Years Foundation Stage (EYFS)

- Key attainment measures are above national and London averages.
- The percentage gap between the lowest 20% and the median has narrowed further.
- Writing is the area that continues to be a focus for improvement.
- Intervention programs such as 'Every Child a Talker' have continued in contributing 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 narrower 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%.

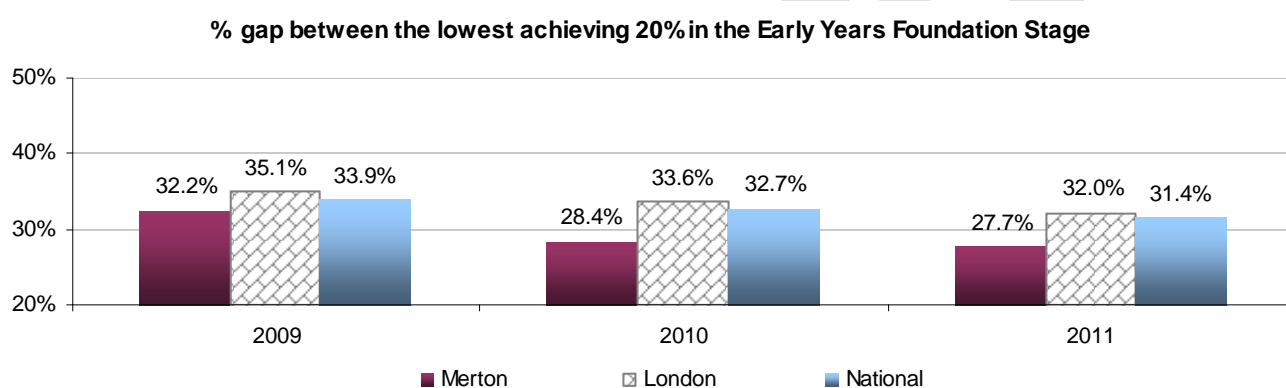
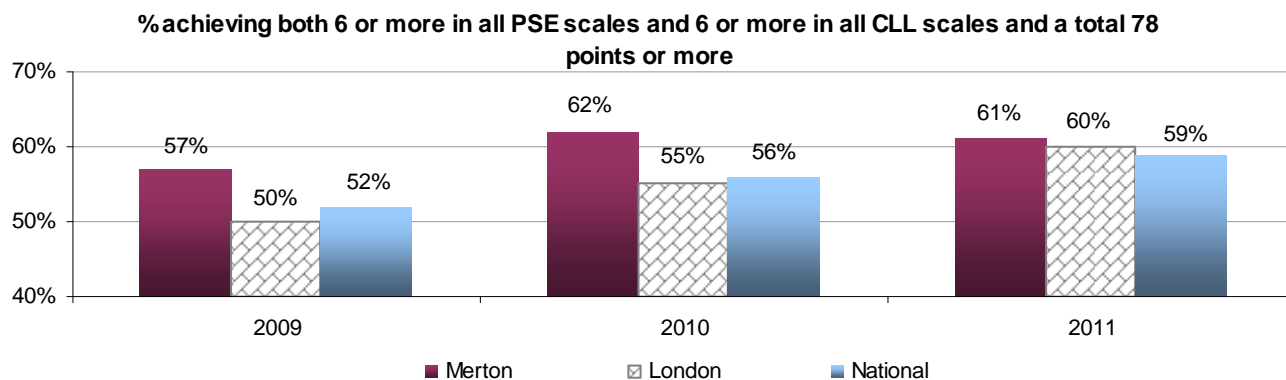
Within the Early Years Foundation Stage (EYFS) a child who achieve a scale score of 6 points or more are **working securely** within the early learning goals. Children who achieve a score of 78 points or more across the 13 assessment scales score an average of 6 points per scale. When a child who achieves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

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:

	2009			2010			2011		
	Merton	London	National	Merton	London	National	Merton	London	National
% achieving a good level of development, both 6 or more in all PSE scales and 6 or more in all CLL scales and a total 78 points or more	57%	50%	52%	62%	55%	56%	61%	60%	59%
% gap between the lowest achieving 20% in the Early Years Foundation Stage	32.2%	35.1%	33.9%	28.4%	33.6%	32.7%	27.7%	32.0%	31.4%

Merton's results compared to London & National Results:



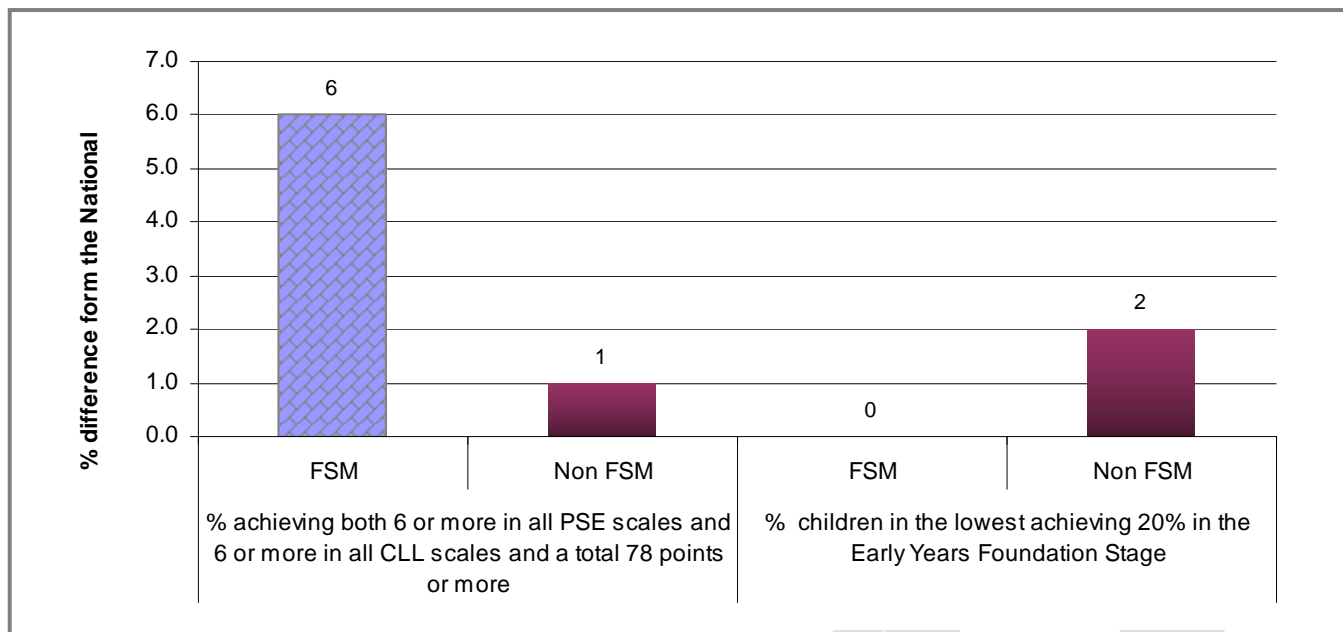
In Merton 2010/11, the majority of children continue to work securely (6 points or more) within the Early Learning Goals for all assessment areas.

- Overall standards in the Early Years Foundation Stage have fallen by 1% from 2010, yet remain above both the England and London average.
- Improvements have been made in the personal, social and emotional development area of learning, a 1% improvement on the 2010 attainment.
- Writing remains the weakest area of learning and has the lowest percentage of children attaining 6 points or more (71%).
- Areas of learning last year that showed the greatest improvement since 2008; numbers for labels and counting, dispositions and attitudes and linking sounds and letters, have maintained these improved outcomes. The sustained performance in these areas may have been due to the embedding and developed 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 is 10% above the national average. The key threshold indicators of a 'good level of development' and 'narrowing the achievement gap' are above London and national averages.
- Merton's percentage gap between the mean of the lowest achieving 20% and the median has narrowed further, 1% better than in 2010 and 3.7% 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
Deprivation							
Known to be eligible for Free School Meals	329	50%	49%	44%	33%	n/a	33%
Not eligible for Free School Meals	1992	63%	63%	62%	19%		17%
Ethnic Group							
White	1185	65%	62%	60%	17%	n/a	18%
White British	859	67%	n/a	61%	15%		18%
Irish	14	71%		66%	0%		14%
Traveller of Irish Heritage	2	0%		21%	50%		57%
Gypsy / Roma	0	n/a		22%	n/a		57%
Any Other White Background	310	57%		51%	25%		28%
Mixed	223	67%		63%	60%		15%
White and Black Caribbean	59	63%	n/a	57%	15%		20%
White and Black African	32	72%		59%	13%		20%
White and Asian	48	73%		64%	13%		17%
Any Other Mixed Background	84	64%		60%	17%		19%
Asian	495	57%	59%	55%	27%		25%
Indian	53	70%	n/a	65%	21%		17%
Pakistani	139	58%		49%	26%		31%
Bangladeshi	37	30%		51%	43%		29%
Any Other Asian Background	266	57%		58%	26%		22%
Black	367	55%	56%	55%	25%		24%
Black Caribbean	85	64%	n/a	54%	19%	24%	
Black African	220	51%		56%	30%	24%	
Any Other Black Background	62	58%		55%	19%	24%	
Chinese	11	64%	63%	58%	9%	23%	
Any Other Ethnic Group	65	58%	n/a	51%	26%	29%	
First Language							
First Language: English	1397	67%	64%	60%	15%	n/a	18%
First Language: Other than English	975	54%	55%	52%	29%		28%
Gender							
Female	1179	70%	68%	68%	17%	n/a	15%
Male	1195	53%	51%	50%	24%		25%
Special Educational Needs (SEN)							
No Special Educational Needs	2161	66%	64%	63%	16%	n/a	15%
School Action	123	18%	30%	24%	61%		52%
School Action Plus	67	18%	24%	21%	67%		59%
Statement	23	0%	5%	5%	100%		88%

Attainment results by deprivation:

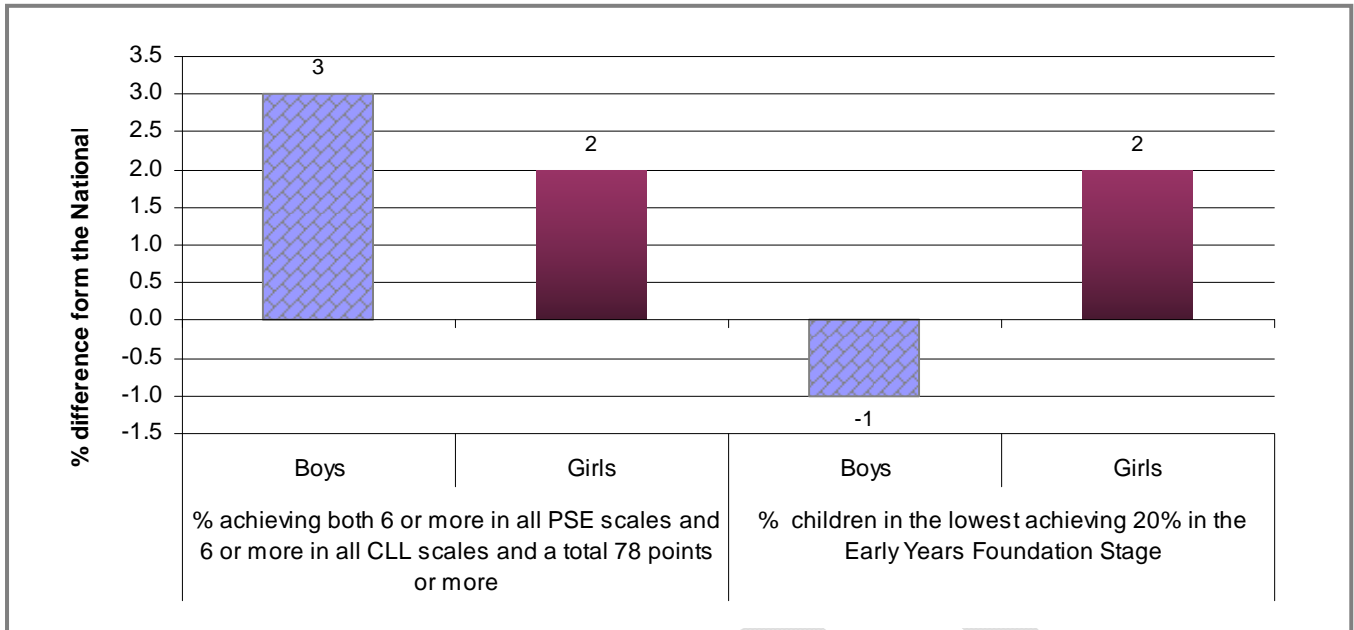


- Nationally, 62% of pupils not eligible for free schools meals achieved a good level of development, compared 44% for pupils known to be eligible for free school meals. In Merton the gap is narrower by 5% between the groups with 50% of children eligible for free school meals attaining a good level of development. For London the gap is 1% wider than Merton.
- 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 Bangladeshi 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 in Merton there are more children from these ethnic groups in the lowest achieving 20% than the national average (14% and 6% respectively).
- There are fewer White Irish, Mixed White & Caribbean, Mixed White & Black African 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 development, compared 54% of pupils for whom English is their first language. Both groups are above their national average yet the gap between these groups is above the national (13% Merton, 8% national). For London the gap is also 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 (16%), this gap increasing from 2010.
- 70% of girls achieved a good level of development compared to 53% 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 17%, compared to the national 18% and London's 17%. For this threshold, boys are 3 percentage points above the boy national average, girls 2 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 2% more of its girl cohort in the lowest achieving 20% than the national average for girls. For boys 24% of the male cohort in Merton and 25% nationally are in the lowest achieving group.

Attainment results by Special Educational Needs (SEN):

- 66% for those pupils with no identified SEN achieved a good level of development compared to 22% 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%.

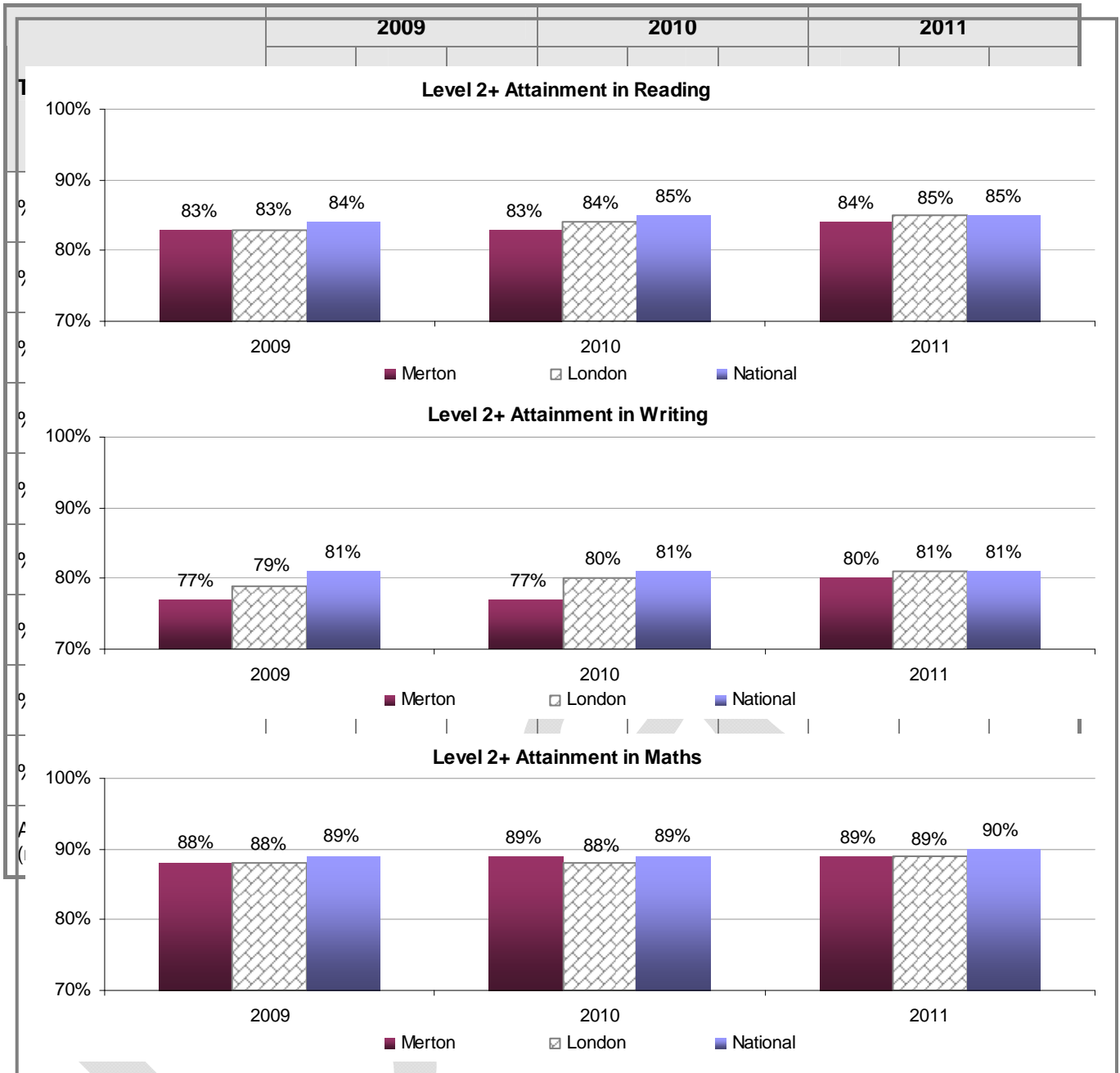
B.1 Primary Phase: Key Stage 1

Key Messages: Key Stage 1

- Performance at Key Stage 1 has improved over the last 3 years.
- Writing continues to be the focus for improvement although attainment has improved on the last 3 years.
- In reading, writing and maths at level 2 and above, pupils known to be eligible for Free School Meals are further behind their national group average than those not eligible.
- At Key Stage 1, most ethnic groups are broadly in line with national ethnic group averages, however Black African pupils attain below the levels of their peers across all subject areas.
- 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:



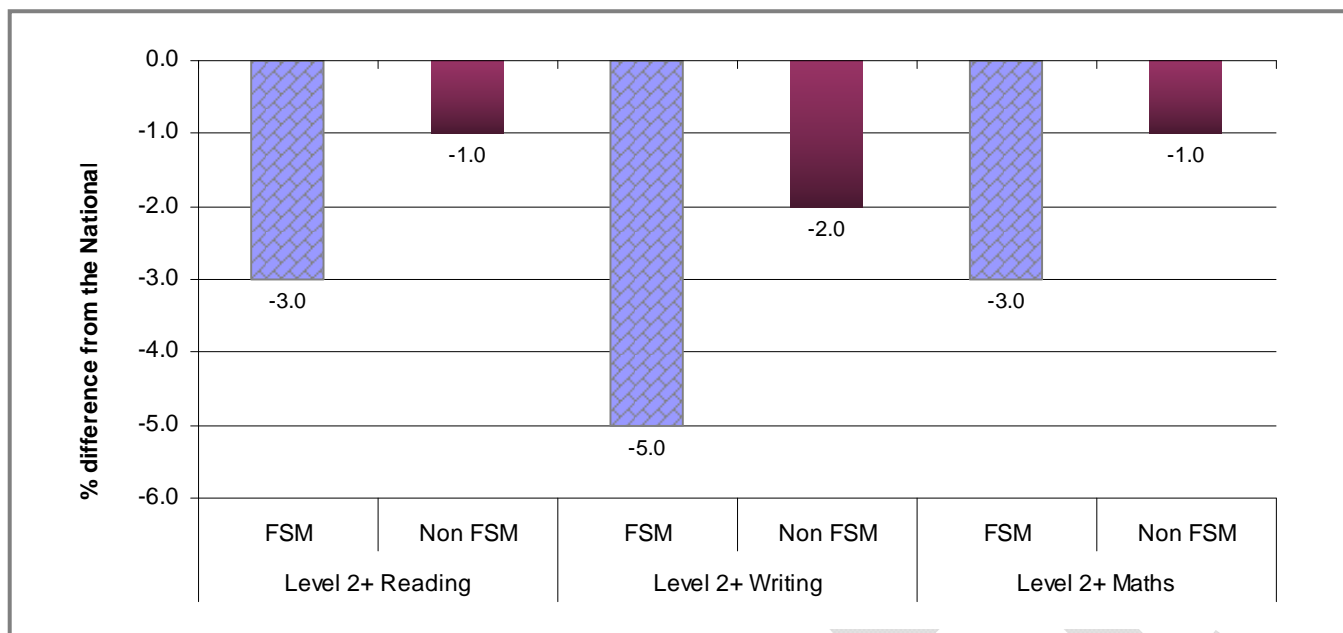
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- Performance in reading and maths at key stage 1 level 2 and above has remained static over the previous 3 years. English subjects, reading and writing, are below London attainment by 1% and below national results also by 1%. Maths level 2 and above is in line with London and 1% below the national percentage point average.
- Expected level 2B and above performance in reading (74%) is the same as national and 1% above the London borough average. Writing attains below the London and national averages, whilst in maths Merton attains at national performance and is 1% higher than the London average.
- Merton has not maintained improvement at level 3 and above. All subject averages have seen a drop in performance in 2011. Reading and writing at level 3 and above is below the percentage point average than London and national. Maths at level 3 and above is the same as London and nationally at 20%.
- Writing is the lowest attaining subject across the levels and continues to be Merton's focus for improvement. Whilst a focus for all primary schools in the academic year 2010-2011, improvement of across levels 2 and above and 2B and above has been made by 3% and 4% respectively.
- The Average Points Score (APS), for the aggregated subjects of reading, writing and maths, has maintained a constant nationally over the last 3 years. There has been an increase in APS in Merton by 0.1 point on 2010. This 15.1 points (an average level 2B), is 0.1 below the London average and 0.2 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
Deprivation													
Known to be eligible for Free School Meals	357	70%	78%	73%	62%	72%	67%	78%	83%	81%	13.1	n/a	13.5
Not eligible for Free School Meals	1757	87%	88%	88%	83%	85%	85%	91%	91%	92%	15.5		15.7
Ethnic Group													
White	1043	83%	85%	85%	79%	80%	82%	90%	90%	90%	15.2	n/a	n/a
White British	762	85%	n/a	86%	81%	n/a	82%	91%	n/a	91%	15.5		15.5
Irish	6	100%		87%	83%		84%	100%		92%	17.1		15.9
Traveller of Irish Heritage	2	50%		40%	50%		32%	50%		55%	12.3		10.4
Gypsy / Roma	5	40%		35%	20%		30%	60%		50%	10.2		9.8
Any Other White Background	268	77%		77%	73%		73%	88%		86%	14.5		14.5
Mixed	190	84%		87%	86%		76%	82%		82%	92%		90%
White and Black Caribbean	48	79%	n/a	84%	63%	n/a	78%	90%	n/a	88%	14.1		14.8
White and Black African	32	91%		87%	84%		83%	97%		90%	15.7		15.4
White and Asian	30	80%		88%	77%		85%	87%		91%	15.0		16.0
Any Other Mixed Background	80	86%		86%	81%		82%	94%		90%	15.4		15.4
Asian	434	87%	88%	86%	85%	85%	82%	89%	91%	89%	15.2		n/a
Indian	56	93%	n/a	92%	93%	n/a	89%	95%	n/a	94%	16.1		16.3
Pakistani	126	82%		83%	80%		78%	85%		85%	14.4		14.5
Bangladeshi	27	89%		84%	85%		81%	89%		87%	14.7		14.8
Any Other Asian Background	225	89%		88%	85%		85%	91%		91%	15.5		15.6
Black	349	84%	84%	84%	77%	79%	79%	84%	86%	86%	14.4	n/a	
Black Caribbean	81	80%	n/a	82%	70%	n/a	77%	85%	n/a	85%	14.2	14.4	
Black African	217	82%		85%	76%		80%	82%		87%	14.3	14.8	
Any Other Black Background	51	98%		84%	92%		79%	90%		86%	15.2	14.5	
Chinese	18	83%	88%	87%	78%	87%	85%	94%	95%	94%	16.3	16.4	
Any Other Ethnic Group	67	81%	n/a	79%	84%	n/a	76%	85%	n/a	85%	15.0	14.5	
First Language													
First Language: English	1188	85%	86%	86%	80%	82%	82%	90%	90%	90%	15.3	n/a	15.5
First Language: Other than English	926	83%	84%	82%	79%	80%	78%	87%	88%	86%	14.7		14.7
Gender													
Female	1040	88%	89%	89%	85%	86%	87%	91%	90%	91%	15.5	n/a	15.8
Male	1074	80%	82%	82%	74%	76%	76%	87%	88%	88%	14.7		14.9
Special Educational Needs (SEN)													
No Special Educational Needs	1752	92%	94%	95%	89%	91%	92%	95%	96%	97%	16.0	n/a	16.4
School Action	247	48%	66%	59%	37%	57%	50%	65%	77%	73%	11.3		12.1
School Action Plus	89	37%	54%	46%	26%	44%	37%	49%	63%	58%	9.9		11.0
Statement	26	35%	24%	23%	23%	18%	16%	35%	26%	26%	8.0		7.1

Attainment results by deprivation:

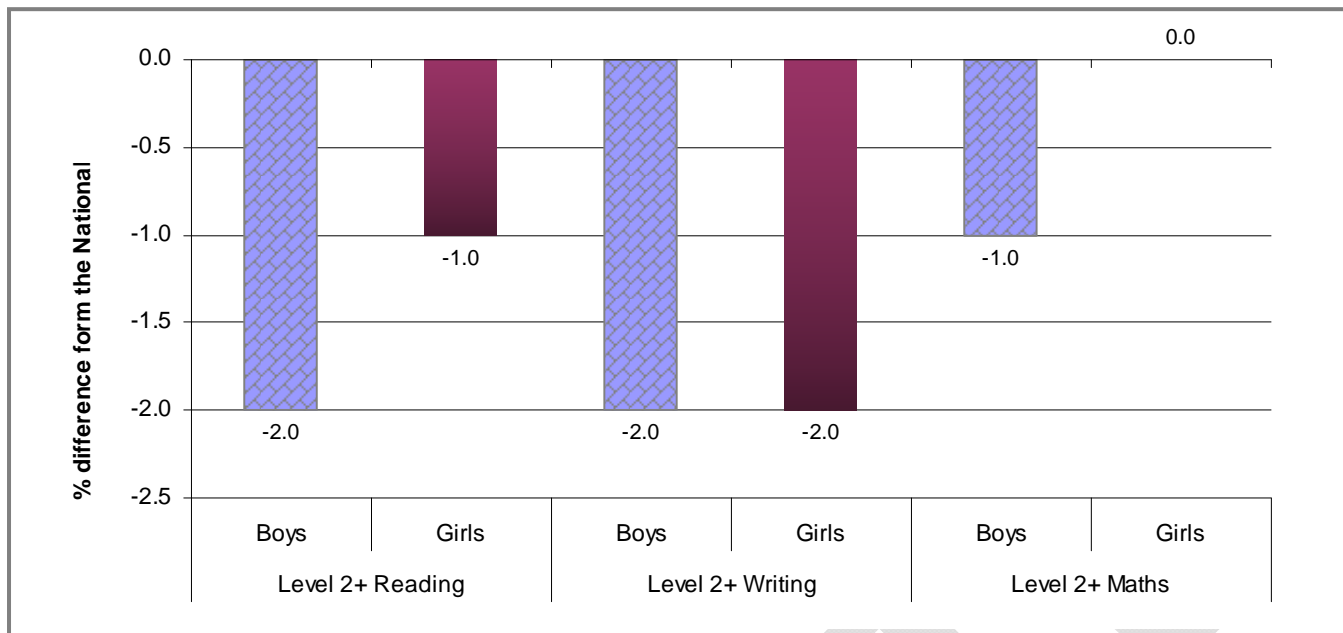


- For pupils in Merton eligible for Free School Meals and those not known to be eligible at level 2 and above their attainment is below that of these groups nationally and across London boroughs. In terms of average points scores, Merton follows the national trend of pupils eligible for Free School Meals 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, writing and maths, Merton's pupils known to be eligible for free school meals are further behind the national group average than those not known to be eligible at level 2 and above.

Attainment results by ethnic group and language:

- Following the overall trends and contributing to them, Merton pupils from the larger ethnic groups i.e. Black African achieved below the national average for their ethnic group at level 2 and above and for average points scores (0.5 point). The White British group, the largest group, have made improvements on last year's attainment by equalling the White British group average of 15.5 points.
- Pupils with the ethnic group of mixed – White and Asian in Merton attain below their ethnic group national average, 1.0 point lower. Mixed White and Black Caribbean, Black African and Black Caribbean groups also attain below national group averages, these by a smaller margin of 0.1 to 0.2 points. The aggregated Asian or Asian British group collectively attain below national attainment.
- Although small in number, with only 7 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 attaining a sub level (1.9 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, below the average point score in attained in London and below national in reading and writing. For pupils whose first language is other than English at level 2 and above the percentages are above national, yet the points score is equal to 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, both groups below the national outcomes for their genders.
- The gender gap at Key Stage 1 nationally is equal to that in Merton in writing and larger by 1% in reading and maths, whilst 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

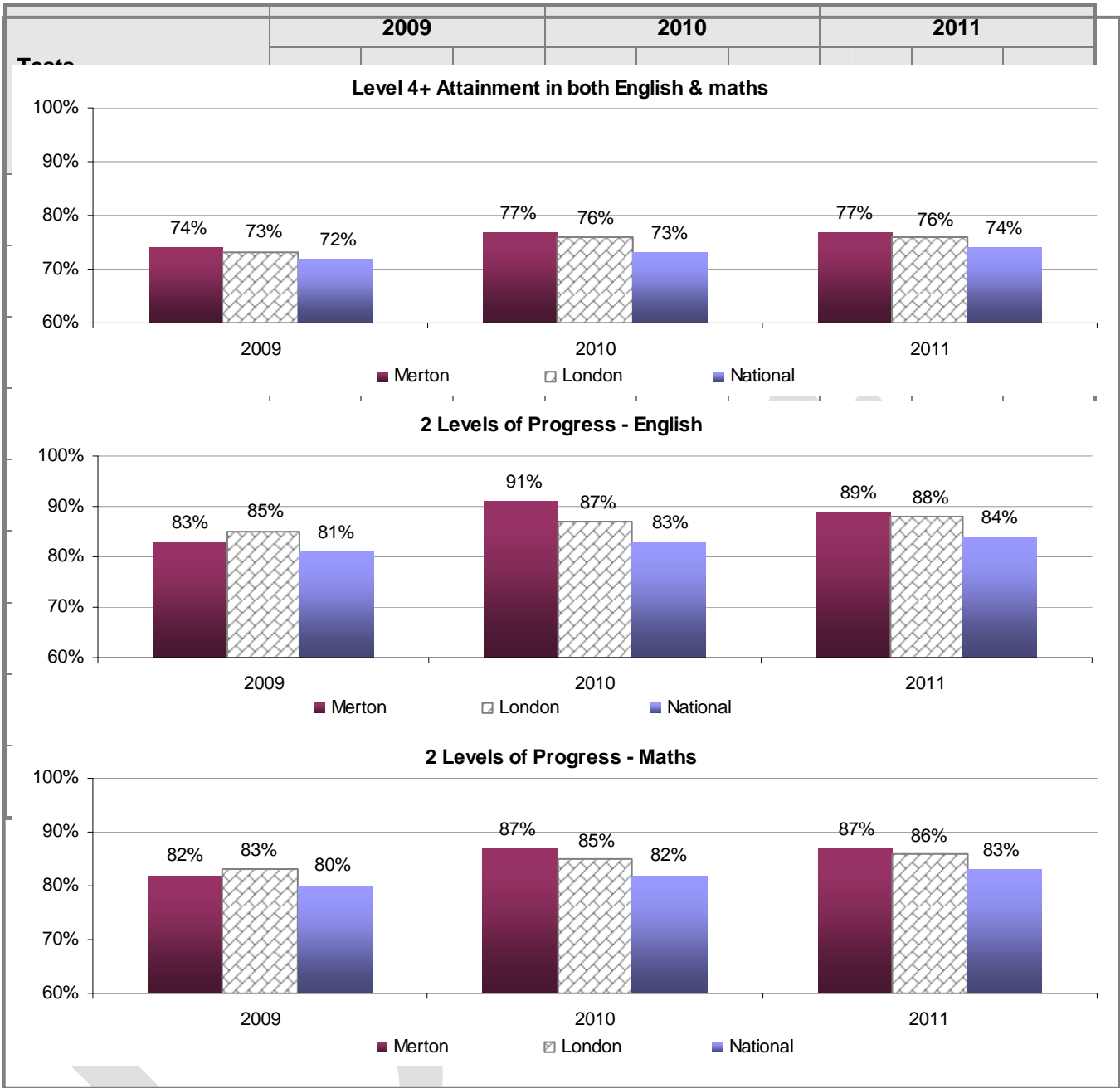
Key Messages: Key Stage 2

- There has been improvement at Key Stage 2 over the previous 3 years.
- Performance is above the national for all main attainment and progress indicators.
- Progress in English and maths from Key Stage 1 to Key Stage 2 is significantly above the national averages.
- Percentile rankings for value added ranks Merton 12, therefore Merton primary pupils have made more progress than pupils in 88% of other local authorities nationally.
- Attainment at level 4 and progress in maths is not as high as English. Level 5 maths is 7% higher than English and 5% above national.
- For most ethnic groups attainment is above the national but this is not the case for Black African pupil's whose attainment and progress is below, with progress in maths significantly below the national.
- The gender gap at Key Stage 2 in Merton is narrower than nationally with boys achieving above boys nationally.

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.

Note, when comparing with 2010, 9 schools did not administer tests, only schools with test results are included in the 2010 analysis (79% of the cohorts results). As a result, the 2010 national results may be over-stated by one percentage point.

Attainment results and progress for the previous 3 years:

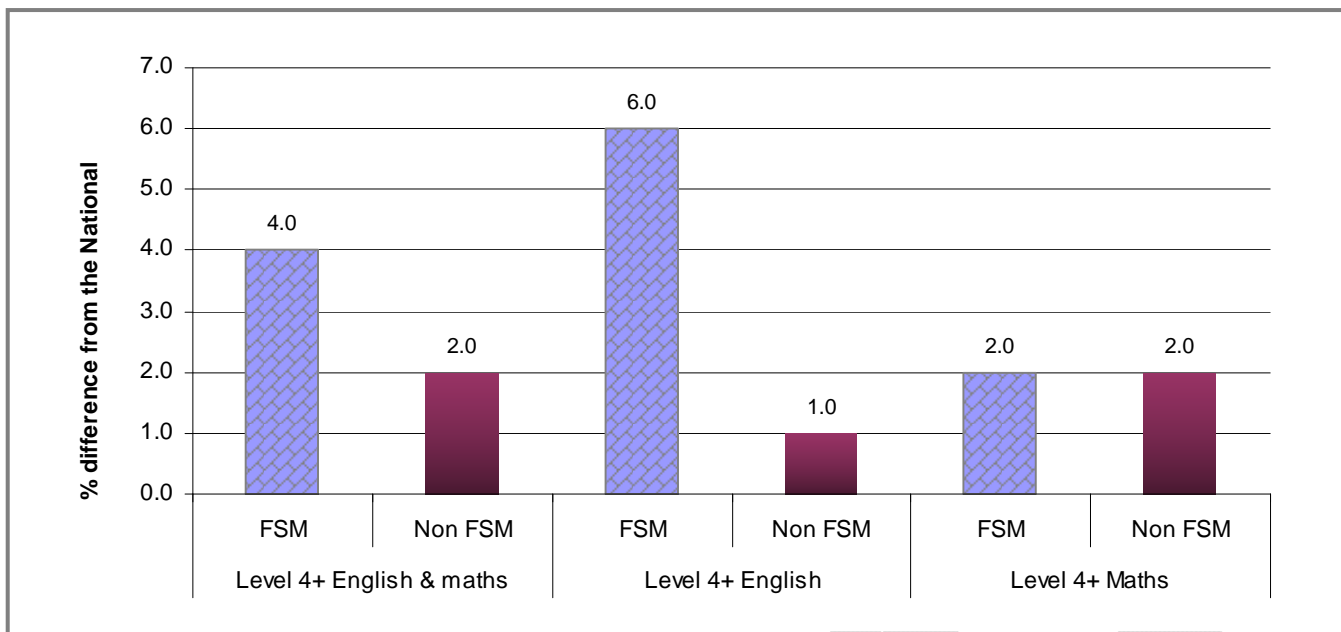


- Across all key indicators and subjects Merton's attainment and progress have improved over the three-year results period 2009-2011. Merton exceeds London and national achievements.
- Merton maintains a positive gap between its outcomes and national with level 4 and above English & maths at 3%, 2 levels of progress in English 5% and 2 levels of progress in maths 4%.
- Merton's Key Stage 2 average points score (28.0) is significantly above the national.
- Progress in English and in maths (2 levels of progress KS1-KS2) is significantly above national progress.

Attainment results by contextual pupil groups:

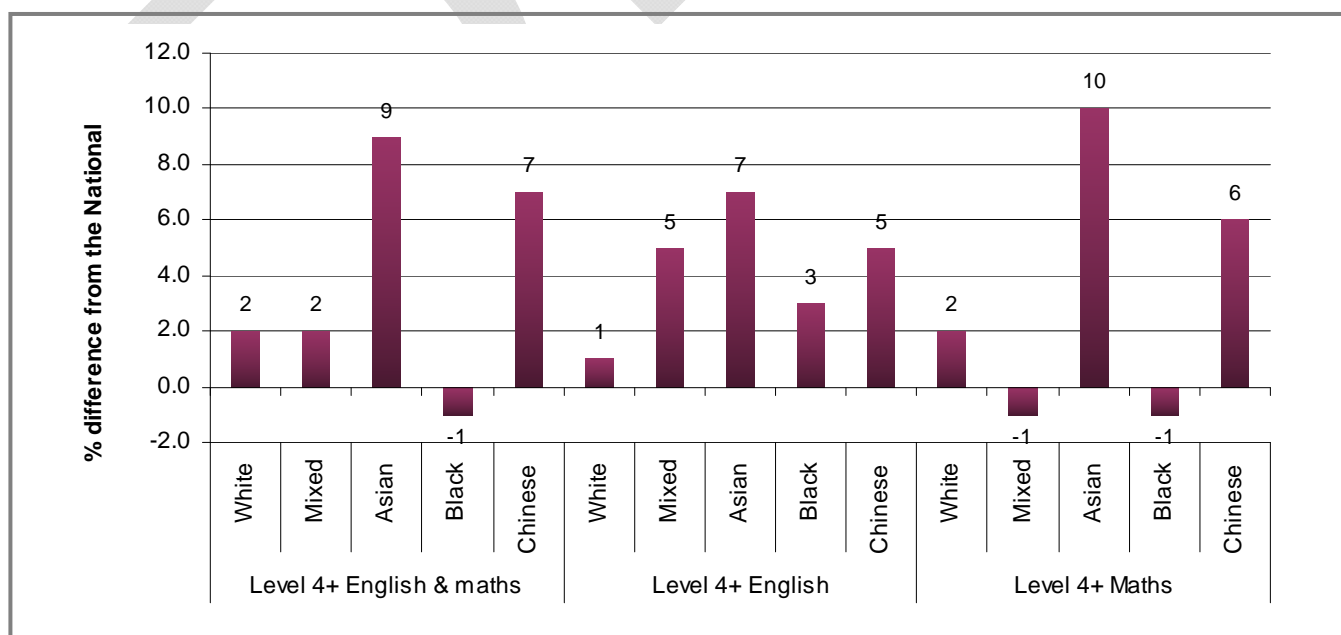
Contextual Groups	Number of Pupils	% Level 4+ in English & maths			% Level 4+ in English			% Level 4+ in maths			Average Point Score (APS) English & maths		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
Deprivation													
Known to be eligible for Free School Meals	286	62%	65%	58%	73%	75%	67%	69%	73%	67%	25.8	n/a	25.4
Not eligible for Free School Meals	1430	80%	81%	78%	86%	87%	85%	85%	85%	83%	28.4		27.9
Ethnic Group													
White	899	77%	77%	75%	83%	83%	82%	83%	83%	81%	27.8	n/a	n/a
White British	715	77%	n/a	75%	83%	n/a	82%	83%	n/a	81%	27.8		27.6
Irish	9	89%		81%	100%		87%	89%		85%	29.3		28.4
Traveller of Irish Heritage	1	100%		30%	100%		38%	100%		39%	27.0		22.1
Gypsy / Roma	3	67%		23%	67%		30%	67%		33%	27.0		20.9
Any Other White Background	171	75%		68%	81%		74%	81%		78%	27.9		26.9
Mixed	168	77%		78%	75%		88%	85%		83%	79%		82%
White and Black Caribbean	47	77%	n/a	70%	87%	n/a	80%	81%	n/a	77%	27.5		27.0
White and Black African	19	68%		74%	89%		83%	68%		79%	27.9		27.6
White and Asian	39	85%		81%	92%		87%	85%		85%	29.5		28.5
Any Other Mixed Background	63	76%		77%	86%		84%	78%		82%	27.8		27.8
Asian	289	83%	80%	74%	88%	86%	81%	90%	85%	80%	28.9		n/a
Indian	37	89%	n/a	82%	97%	n/a	88%	92%	n/a	86%	29.8		28.5
Pakistani	82	73%		68%	79%		76%	84%		75%	27.9		26.6
Bangladeshi	19	89%		74%	95%		82%	95%		80%	28.6		27.2
Any Other Asian Background	151	87%		78%	89%		82%	92%		84%	29.3		28.0
Black	293	68%	72%	69%	82%	81%	79%	74%	77%	75%	27.0		n/a
Black Caribbean	97	63%	n/a	67%	80%	n/a	79%	70%	n/a	73%	26.5		26.4
Black African	154	69%		70%	82%		79%	74%		76%	27.1		26.8
Any Other Black Background	42	74%		67%	86%		77%	83%		73%	27.7		26.5
Chinese	15	93%	92%	86%	93%	93%	88%	100%	96%	94%	30.4		29.7
Any Other Ethnic Group	41	85%	n/a	68%	90%	n/a	73%	90%	n/a	78%	29.4	26.7	
First Language													
First Language: English	1135	78%	77%	75%	85%	84%	82%	83%	82%	81%	27.9	n/a	27.6
First Language: Other than English	581	75%	75%	72%	82%	82%	79%	82%	81%	79%	28.0		26.9
Gender													
Female	857	78%	79%	77%	88%	88%	86%	81%	82%	80%	28.1	n/a	27.8
Male	860	75%	74%	72%	80%	79%	77%	84%	82%	81%	27.8		27.2
Special Educational Needs (SEN)													
No Special Educational Needs	1331	89%	89%	88%	94%	94%	93%	92%	92%	91%	29.3	n/a	28.9
School Action	229	44%	51%	43%	60%	66%	57%	61%	64%	58%	24.8		24.4
School Action Plus	92	27%	39%	31%	43%	50%	41%	41%	52%	46%	22.6		22.8
Statement	64	18%	17%	15%	29%	23%	20%	22%	23%	21%	19.5		18.7

Attainment results by deprivation:



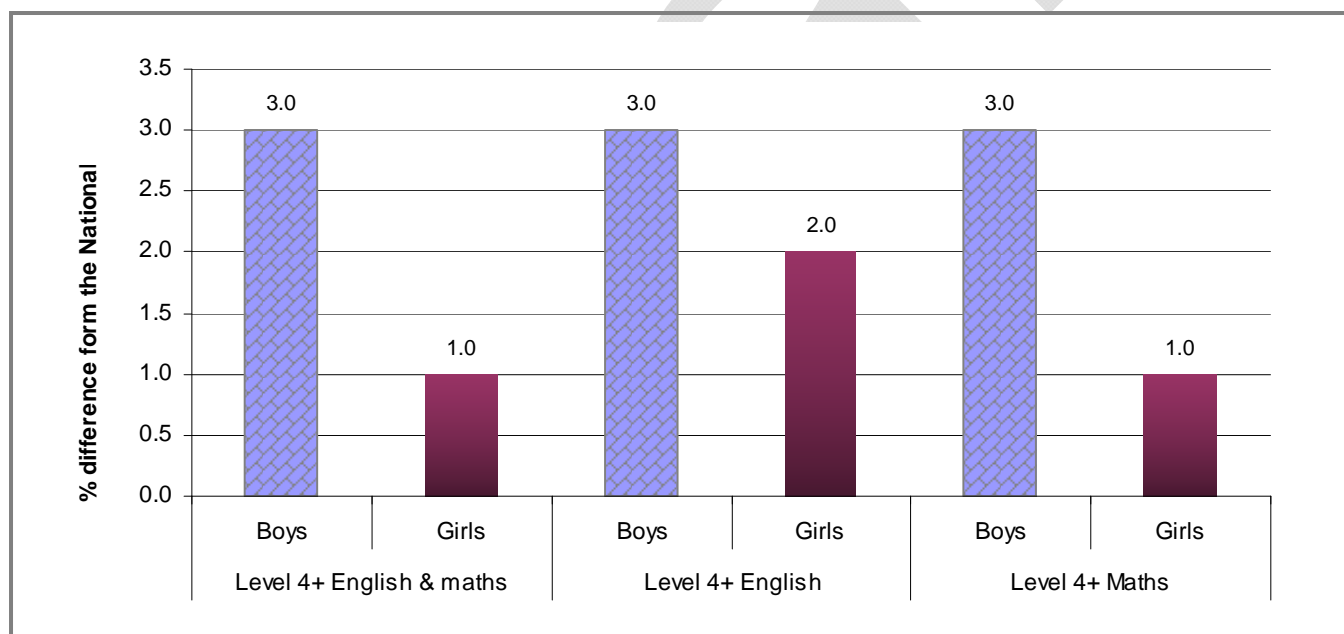
- For pupils in Merton eligible for Free School Meals attainment is above that of the national groups. London average for pupils eligible for Free School Meals is higher than Merton and nationally. The gap between the eligible and the not eligible is not as wide for the London averages as it is in Merton and nationally.
- For level 4 and above in maths for both pupils eligible for Free School Meals and those not known to be eligible are only 2% above national, yet level 4 and above in English and in both English and maths have a greater difference from the national.
- Proportionally more pupils in Merton eligible for Free School Meals make the expected progress in English from Key Stage 1 to 2 than their peers. The progress for these pupils is significantly above 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 below national average for level 4 and above in both English and maths, 3% above at level 4 and above in English and 1% below at level 4 and above in maths. Attainment for the Black pupils in London is greater than Merton and national in both English and maths and maths, English is below Merton but above national. Black African pupils in Merton are the main contributors of the Black pupil group underperformance.
- Black African pupils are the only group of pupils whose percentage 2 levels of progress in maths are significantly below the national.
- Patterns of attainment for pupils whose first language is English and pupils whose first languages is not English have reversed from 2010. Merton's pupils follow the national picture where pupils whose first language is English attain above pupils whose first language is not English in reaching the expected levels. For the finer measure of average point scores, pupils whose first language is not English are 0.1 point above their peers.
- Proportionally more pupils in Merton whose first language is not English make the expected progress in English from Key Stage 1 to 2 than their English as a first language peers. The progress for these pupils is significantly above the national.

Attainment results by gender:



- In Merton schools at Key Stage 2, girls outperform boys in English at level 4 and above, also by 3%, girls attain above boys at level 4 and above in both English and maths. Level 4 and above in maths the gender trends are reversed.
- Whilst there are gender variations within subjects, Boys in Merton exceed the attainment of boys nationally across all the key attainment indicators. Girls also exceed girls nationally.
- The gender gap at Key Stage 2 for the combined 4+ English & maths and at level 4+in English in Merton is narrower than nationally and wider in maths.
- Both genders in Merton make progress significantly above the national progress in English and maths from Key Stage 1 to 2. In English, a larger percentage of girls

than boys make the expected 2 levels of progress. Maths reverses this with a larger percentage of boys making the expected 2 levels of progress.

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 pupils are below London attainment but above national performance.
- All children on the SEN register (school action, school action plus and statemented) made greater percentage of expected progress from Key Stage 1 to 2 in English than in maths. School action pupil's progress in English is significantly above the national.

Draft

Value Added

When measuring how effective a school is, it is important to look at how well its pupils perform in their tests and examinations. However, when evaluating test performance, it is also important to take into consideration that when pupils move from KS1 into KS2, they have varying levels of ability, i.e. pupils have many different starting points.

Value added (VA) measures the progress a child or a group of pupils makes, over a key stage, in comparison to that of similar pupils. Analysis shows that there is a very strong relationship between performance of pupils at a previous Key Stage and their current Key Stage. A VA measure uses this relationship to “estimate” how well all pupils perform in their current Key Stage tests. For the KS1-2 VA measures, an individual pupil’s “estimated outcome” at the end of KS2 is calculated by looking at the actual KS2 performance of all pupils nationally that demonstrated similar ability in their assessments at the end of KS1. More specifically, we estimate a pupil’s KS2 outcome as the average KS2 points achieved by pupils nationally of similar ability at KS1. This KS2 estimated outcome can then be compared against what the pupil actually achieved in their KS2 tests, to see whether or not they exceeded it. The difference between a pupil’s actual KS2 performance and their estimated KS2 performance gives the pupil their Value Added score.

The average VA score for all pupils in a school can then be calculated to find a school’s VA score, which helps to identify schools that are helping their pupils make more progress or less progress than average.

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

Value Added	KS1-2 Overall VA Measure – progress in both English and maths combined		KS1-2 English VA measure – progress in English only		KS1-2 Mathematics VA Measure – progress in mathematics only	
	Number of Schools	Percentage	Number of Schools	Percentage	Number of Schools	Percentage
Significantly Above	17	40%	16	37%	16	37%
In Line	23	53%	25	58%	23	53%
Significantly Below	3	7%	2	5%	4	9%

- The aggregation of the school value added scores is 100.5 for Merton primary schools. Although significance judgements are not given for value added progress at local authority level, there is confidence that these measures are high. Percentile rankings for this measure (1 is highest, 100 is lowest) ranks Merton 12. Thus Merton primary pupils have made more progress than pupils in 88% of other local authorities nationally.

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 37% improvement over 5 years.
- Merton's value added score is above national, with a percentile ranking 6, Merton's secondary school pupils making more progress than pupils in 94% of other local authorities nationally.
- 67% (6 out of 9 schools) of the school's value added scores are significantly above national.
- Although girls' attainment is higher than boys, boys are attaining at higher levels than their gender group nationally, whereas girls are achieving at similar 5+A*C including English and maths levels.
- White British pupils attain below National averages.

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.

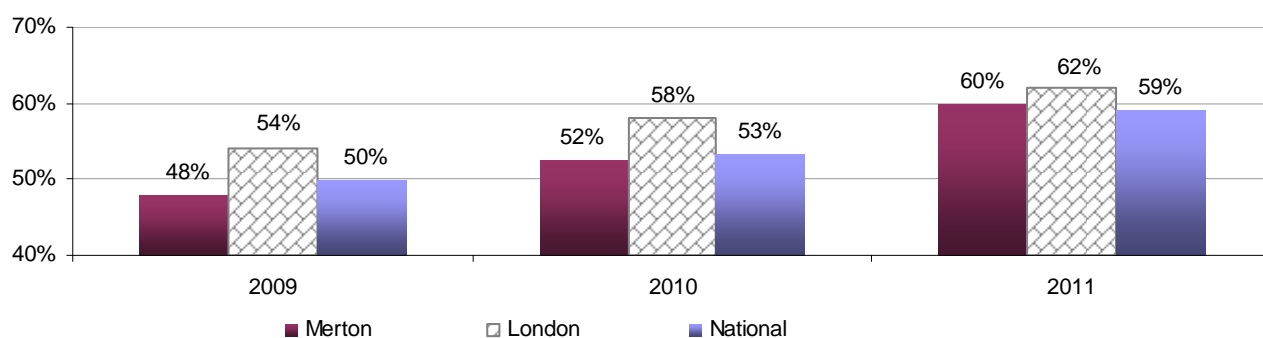
Attainment and progress results for the previous 3 years:

Results of Key Stage 4 Pupils	2009			2010			2011		
	Merton	London	National	Merton	London	National	Merton	London	National
% 5+ A*-C grades (or equiv) including English and maths GCSEs	48.0%	54.0%	49.8%	52.4%	58.0%	53.4%	59.8%	61.9%	58.9%
% 5+ A*-C grades (or equiv)	69.2%	71.3%	70.0%	77.1%	77.8%	75.4%	85.8%	82.0%	79.5%
English Baccalaureate	n/a	n/a	n/a	13.6%	n/a	15.6%	14.0%	17.9%	17.6%
% achieving grades A*-C in English and maths GCSE's	n/a	n/a	n/a	52.6%	n/a	54.0%	59.9%	62.4%	59.5%
% 5+ A*-G grades (or equiv) including English and maths GCSEs	90.8%	93.2%	88.3%	92.7%	94.1%	88.7%	94.4%	94.5%	92.1%
% 5+ A*-G grades (or equiv)	92.1%	94.4%	92.3%	94.1%	95.3%	92.8%	95.6%	95.6%	93.5%
% Any passes	98.6%	98.8%	98.9%	98.5%	99.0%	99.0%	99.3%	99.2%	99.2%
Capped average point score per pupil	314.1	324.2	318.2	330.7	335.3	327.2	346.8	343.2	336.6
Average total point score per pupil	401.6	418.5	413.5	439.8	446.1	437.9	475.2	465.8	462.9
% making expected progress in English between KS2-KS4	69.3%	70.6%	65.3%	67.8%	74.6%	69.9%	74.7%	77.1%	72.0%
% making expected progress in maths between KS2-KS4	61.0%	66.0%	58.4%	64.2%	69.2%	62.5%	74.0%	72.5%	64.9%

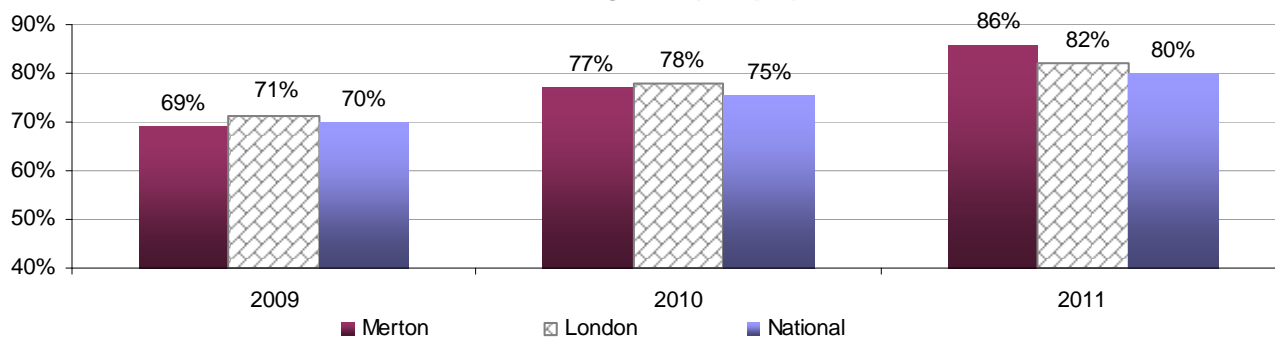
- Merton continues to make substantial improvements at Key Stage 4 on previous years. The results show that 85.8% of pupils achieved 5 or more A*-C grades in their GCSEs in 2011, up 8.7% from 2010.
- Over half (59.8%) of Merton's school pupils achieved results of 5 or more A*-C GCSEs including English and maths, also an increase on 2010. These results are the highest attainment at this indicator, and 1% above national and 2.1% below London averages. Merton is narrowing the gap on London and removed the underperformance gap with national.
- At 5+ GCSE's A*-C Merton has made a 37% improvement over 5 years. For 5+A*-C in English & maths a 20% improvement over this period.
- The capped average point score per pupil ('best 8') is higher than in previous years, moving from an average 8 'D' grades in 2009 to 8 'C' grades in 2011. This capped average point score per pupil is significantly above the national average.
- The proportion of pupils making expected progress (3 levels) between KS2 and KS4 in English and maths has improved year on year, percentages are similar between the two subjects and are significantly above national averages.

Merton's results compared to London & National Results:

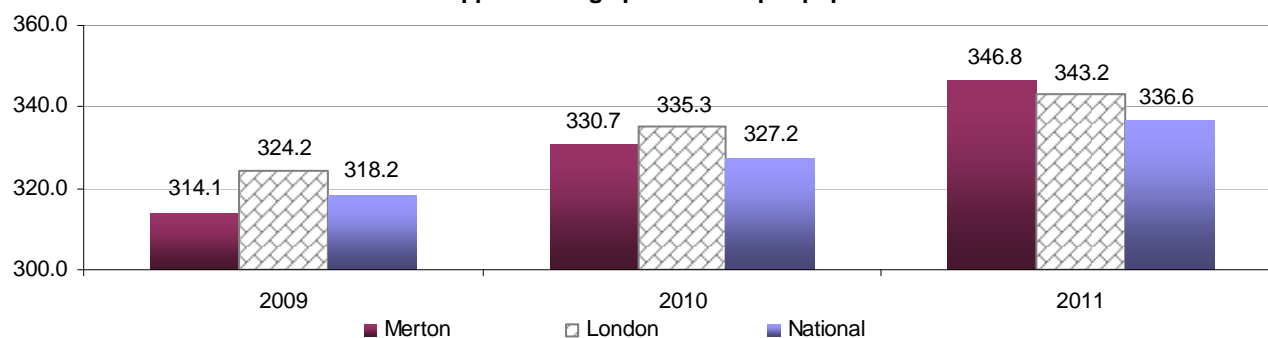
%5+ A*-C grades (or equiv) including English and maths GCSEs



%5+ A*-C grades (or equiv)



Capped average point score per pupil



- The 'English Baccalaureate' (EBacc) was introduced into performance tables in 2010 with the aim of recognising pupils' achievements across a core of selected academic subjects and promoting the aspiration that schools should offer pupils a broad range of academic subjects to age 16. It will recognise students' achievements 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 14.0% of pupils under the English Baccalaureate criteria in comparison to the national 17.6%. Merton secondary schools are reviewing their GCSE options with a mind to future measurement against the English Baccalaureate.

Subject Headlines:

- English (English subjects within the EBacc) A*-C rate (68%) was 1% below the national. This is an improvement on previous years.
- Mathematics (maths subjects within the EBacc) A*-C rate (68%) was 2% above the national. This is an improvement on previous years.
- In Merton 97% of pupils are entered for English and maths subjects, this is above national entry percentages of pupils.
- Pupils achieving A*-A grades in English and maths have also increased with A*-A grade attainment in maths above the national average.
- 59.9% of pupils achieved both English and maths GCSE at grades A*-C compared with 52.6% in 2010. Merton's attainment is in line with national.
- 87% of pupils at the end of key stage 4 were entered for science (2 sciences recognised for EBacc) achieved A*-C, 10% above the national average. Merton has proportionally fewer pupils than nationally entered for this level of science subjects with 55%.
- Humanities (geography and history in EBacc) achievement A*-C at 66% is 5% below the national average for humanities. Entry in EBacc accredited humanities subjects (47%) is closer to national (49%).
- Entry for accredited EBacc GCSEs in languages is also lower than national by 4% at 37%. Attainment A*-C is above national with 77% of pupils in Merton attaining these grades compared to national 74%.

Longitudinal Contextual Analysis:

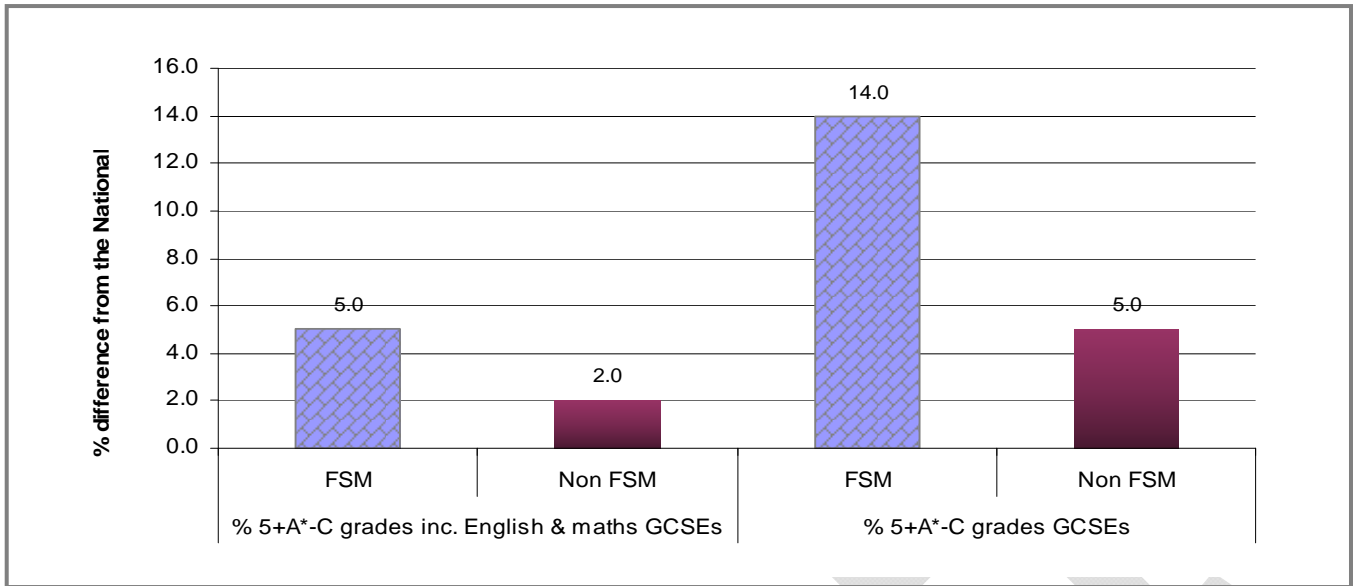
The appendix entitled 'Merton Attainment by Pupil Groups' commonly known as 'Merton Joggers' analyses the key stage attainment for pupils at the end of Key Stage 4 by their pupil groups. The GCSE pupils 2011 are matched to their Key Stage 3 from 2009 (teacher assessment), Key Stage 2 from 2006 and Key Stage 1 in 2002. 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.
- 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. Bangladeshi pupils attain at Key Stage 1-3 at lower levels, further behind their peers and below expected levels. Between Key Stage 3 and GCSE they progress at a faster pace to attain an average 'C' grade per entry (or equivalent).
- 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:

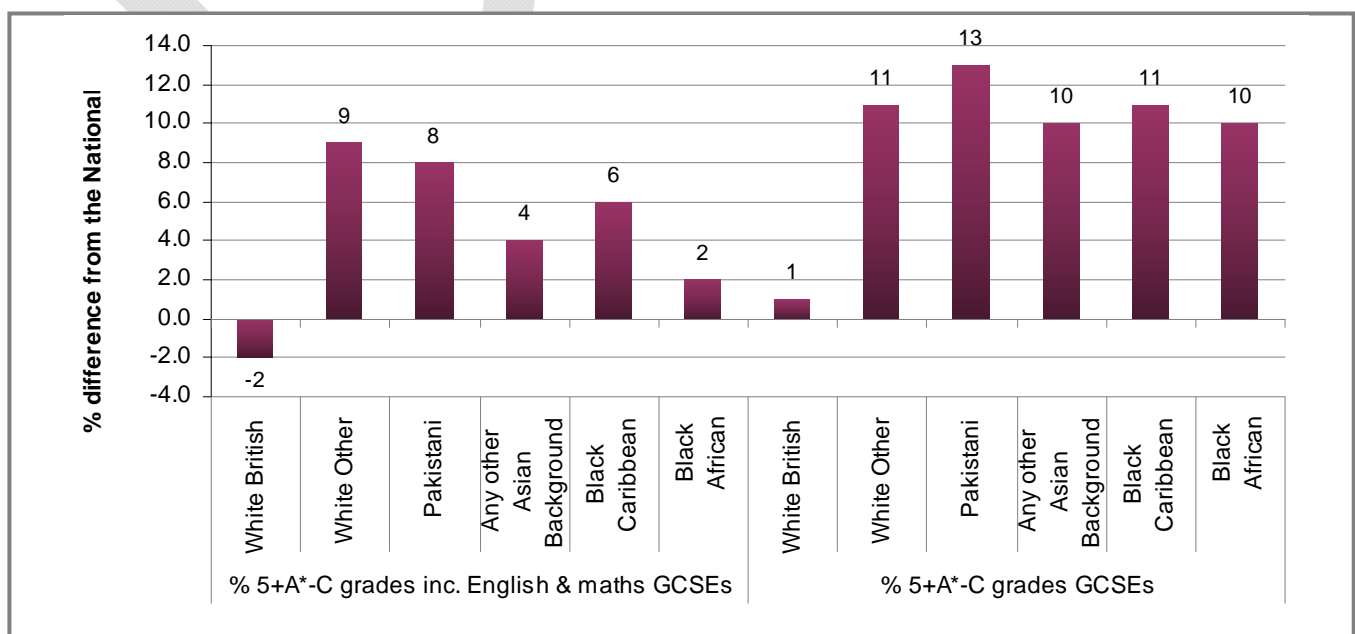
Contextual Groups	Number of Pupils	% 5+A*-C grades inc. English & maths GCSEs			% 5+A*-C grades GCSEs			Average capped total point score (best 8 subjects)		
		Merton (DfE Final)	London (2010)	National (provisional)	Merton (DfE Final)	London (2010)	National (provisional)	Merton (DfE Final)	London (2010)	National (provisional)
Deprivation										
Known to be eligible for Free School Meals	228	39%	42%	34%	78%	67%	64%	311.9	n/a	290.0
Not eligible for Free School Meals	1298	63%	62%	61%	87%	80%	82%	353.8		342.4
Ethnic Group										
White	751	57%	57%	n/a	82%	76%	n/a	341.4	n/a	n/a
White British	597	56%	n/a	58%	81%	n/a	80%	336.7		336.8
Irish	14	71%		65%	86%		81%	351.9		345.3
Traveller of Irish Heritage	0	n/a		17%	n/a		34%	n/a		177.1
Gypsy / Roma	3	0%		11%	0%		31%	124.4		179.6
Any Other White Background	137	63%		54%	89%		78%	365.2		333.3
Mixed	111	68%		58%	n/a		86%	77%		n/a
White and Black Caribbean	31	58%	n/a	49%	74%	n/a	75%	319.0		319.9
White and Black African	11	82%		57%	82%		80%	330.3		335.6
White and Asian	21	86%		68%	100%		85%	380.3		357.6
Any Other Mixed Background	48	63%		62%	90%		82%	346.9	343.7	
Asian	283	65%	65%	n/a	92%	81%	n/a	365.2	n/a	
Indian	37	78%	n/a	74%	92%	n/a	89%	369.9	370.3	
Pakistani	97	60%		52%	93%		80%	351.0	335.9	
Bangladeshi	19	58%		59%	74%		82%	369.6	343.5	
Any Other Asian Background	130	66%		62%	93%		83%	362.6	348.4	
Black	327	58%	51%	n/a	90%	74%	n/a	350.7	n/a	
Black Caribbean	97	54%	n/a	48%	88%	n/a	77%	340.1	323.2	
Black African	181	59%		57%	91%		81%	354.5	337.4	
Any Other Black Background	49	63%		52%	92%		78%	357.1	328.0	
Chinese	8	100%	81%	78%	100%	92%	93%	423.0	389.4	
Any Other Ethnic Group	39	51%	n/a	53%	74%	n/a	79%	354.8	336.0	
First Language										
First Language: English	975	59%	58%	58%	83%	77%	80%	341.0	n/a	337.2
First Language: Other than English	550	61%	57%	55%	90%	78%	80%	362.8		338.6
Gender										
Female	722	61%	61%	61%	88%	80%	83%	360.9	n/a	347.1
Male	804	59%	54%	54%	84%	74%	76%	337.8		323.7
Special Educational Needs (SEN)										
No Special Educational Needs	1160	70%	70%	68%	91%	87%	88%	364.8	n/a	357.3
School Action	191	29%	33%	27%	80%	63%	64%	318.4		299.3
School Action Plus	124	32%	24%	19%	64%	50%	48%	296.6		252.9
Statement	51	10%	9%	8%	35%	23%	24%	209.4		166.5

Attainment results by deprivation:



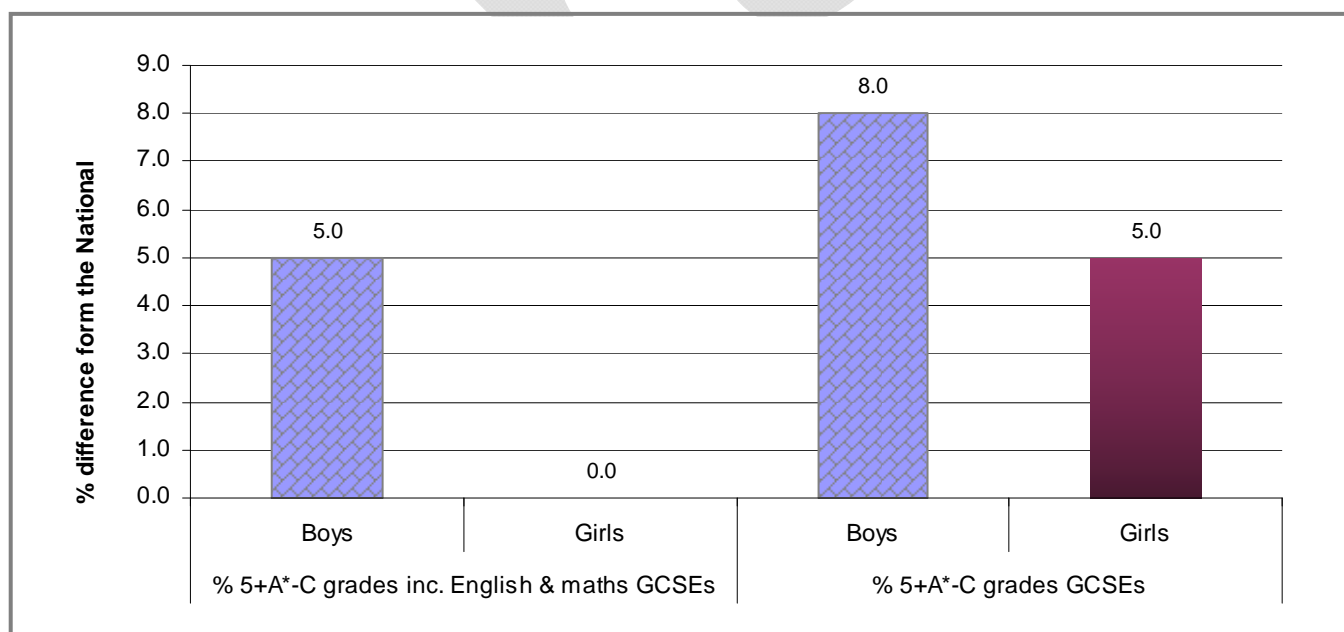
- For pupils in Merton eligible for Free School Meals for the key attainment measures, 5+A*-C including English & maths GCSE's, 5+A*-C and the capped average point score are above that of the national groups (5% 5+A*-C grades including English and maths and 14% 5+A*-C grade GCSE's).
- Across these key indicators, nationally the gap between those eligible for free school meals and their peers have narrowed. Merton has followed this pattern in 5+A*-C including English and maths GCSE's and 5+A*-C, yet widened the gap with capped average point score. The gap at 5+A*-C has decreased by 10% from 2010. Although collectively all pupils, on average, attained at a higher level than pupils last year, those eligible for free school meals have increased by a larger percentage.
- Pupils eligible for free school meals in Merton have capped average point's outcomes significantly higher than the national points.
- The percentage of pupils achieving the expected levels of progress that are eligible for free school meals are greater than national in both English and maths, but it is deemed significantly above the national in maths.

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 Chinese and mixed White and Asian groups, although small, performs the best, with 100% and 86% respectively. The second largest aggregated ethnic group is Black or Black British, attaining 58% 5+A*-C including English and maths, this is mirrored in the percentage of pupils attaining 5+A*-C which exceeds national for all pupils. This is 14% above the result for the group average in 2010. All of the groups within the aggregation have seen increases on last year's outcomes, 16% for Black Caribbean pupils, and 12% for Black African and any other black group pupils. All Black group pupils in Merton attain above their groups national results. Target work through 'Narrowing the Gap' projects for these pupils has supported greater attainment and improved outcomes.
- White British pupils attain below or at similar levels to the national for their group. Of the largest groups (by number of pupils), White British pupils are the only group attaining below the national average for the percentage of 5+A*-C including English and maths GCSEs.
- From a number of the ethnic groups with the largest numbers of pupils, White Other, Black African, Black Caribbean, any other Asian background and Pakistani pupils have capped average point scores significantly above the national.
- Progress in English is significantly above for White other and Pakistani pupils. White British pupils are the only ethnic group and contextual factor at key stage 4 to be measured significantly below the national. In contrast White British pupil's percentage making expected progress between key stage 2 and 4 in maths is significantly above the national as it is for Pakistani and any other Asian background pupils.
- Pupils whose first language is other than English perform and progress significantly above national for their groups.

Attainment results by gender:



- At both 5+ A*-C and 5+ A*-C (including English and maths) girls have outperformed boys by 4% and 2% respectively. 5+ A*-C girls and boys performance is above national gender groups, whereas at 5+ A*-C including English and maths girls are the same as their national gender group with boys in Merton 5% above.
- Merton's gender gaps are narrower than the national.

- Both genders capped average point score outcomes are significantly above the national in Merton. For boys the percentage 5+A*-C grade GCSE's including English and maths is also significantly higher.
- Progresses for both genders in maths are significantly higher than national and boys also progress significantly above national in English.

Attainment results by Special Educational Needs (SEN):

- With the outcomes in Merton improving for all pupils on previous years, SEN pupils have also improved. Pupils on school action have improved outcomes at 5+A*-C by 28% on 2010 to 80% placing these pupils 16% above the national average for school action pupils. The associated rise in the capped average point score is also significantly above the national for the group.
- Pupils at school action plus are also above national outcomes for their group. Statemented pupils outcomes also increased and are above the national averages.
- All SEN pupils in Merton made greater expected progress than nationally. For pupils on school action and school action plus the percentage expected progress in maths is significantly above national.

Value Added

As with Key Stage 2, Value Added (VA) at Key Stage 4 measures the progress a pupil makes over a period of time, in this instance two key stages, key stage 3 and 4, in comparison to that of similar pupils. 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 VA 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 average point score) using the test and examination results. The calculation places a greater emphasis on English and maths, with bonuses awarded for achievements in these subjects.

VA measures are also published showing progress schools have helped their pupils make in each of the English Baccalaureate subject areas compared with their peers nationally.

At Key Stage 4 a score above 1000 indicates that pupils have done better than expected given their prior attainment at Key Stage 2.

Value Added	KS 2-4 Overall VA Measure – capped best 8 GCSE's or equivalence		KS 2-4 English VA measure – progress in EBacc GCSE subject English		KS 2-4 Maths VA measure – progress in EBacc GCSE subject maths	
	Number of Schools	Percentage	Number of Schools	Percentage	Number of Schools	Percentage
Significantly Above	6	67%	6	67%	5	56%
In Line	1	11%	0	0%	3	33%
Significantly Below	2	22%	3	33%	1	11%

- The aggregation of the school value added scores is 1014.4 for Merton secondary schools. Although significance judgements are not given for value added progress at local authority level, there is confidence that these measures are high. Percentile rankings for this measure (1 is highest, 100 is lowest) ranks Merton 6. Thus Merton secondary pupils have made more progress than pupils in 94% of other local authorities nationally.

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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.

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 2011, Merton had nine schools with sixth form provision, three schools with year 13 pupils, 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.

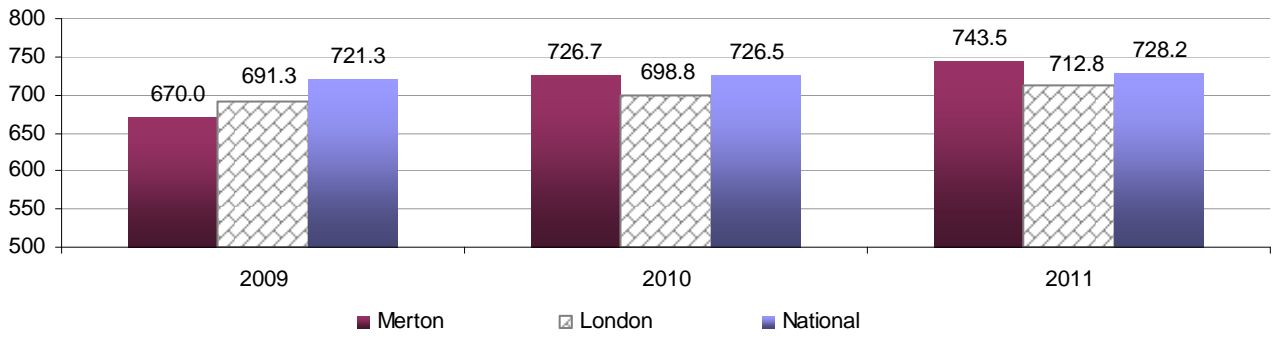
Attainment results for the previous 3 years:

General and Vocational A/AS or Equivalent Achievement	2009			2010			2011		
	Merton	London	National	Merton	London	National	Merton	London	National
Average Point Score Per Student	670.0	691.3	721.3	726.7	698.8	726.6	743.5	712.8	728.2
Average Point Score Per Examination Entry	208.0	209.8	208.3	212.2	212.6	211.1	216.1	214.5	213.1

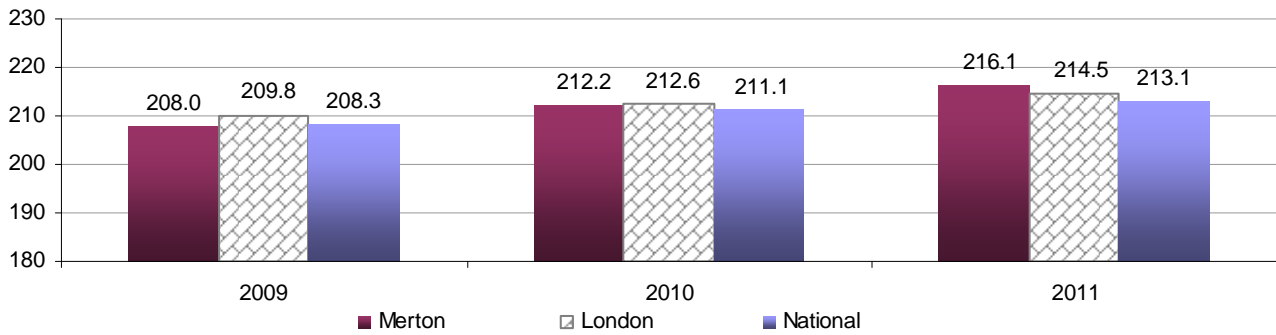
- The number of post 16 students (level 3), at the end of key stage 5, in Merton's 3 school based sixth-forms have increased. With the opening of new sixth-form provision within the other secondary and special schools from September 2010, numbers will continue to rise along with outcomes.
- Attainment 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 216.1, which is above the London and national average.
- With Merton performance exceeding national per student. These increases are at a faster rate than shown by London and national.
- 90% of students achieved passes equivalent to at least 3 GCE/Applied GCE A levels, compared with 81% nationally.
- The average level 3 point score per entry is equivalent to just above a grade C at A level and has increased to 216.1, compared to the average of 212.2 in 2010. A grade C at A level yields 210 points.

Merton's results compared to London & National Results:

Average Point Score per Student



Average Point Score per Examination Entry



Key Messages: Attendance

- **Attendance/absence rates have improved on last year across all phases of education and better than national rates.**
- **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 rates at both the old (20%) and new thresholds (15%), lower than national rates.**
- **Girls and boys share the same level of overall absence and persistent absence. Girl's absence in Merton is lower than girls nationally.**
- **Pupils in Merton eligible for Free School Meals are less likely to be absence or persistent absentees than their peers nationally.**

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.

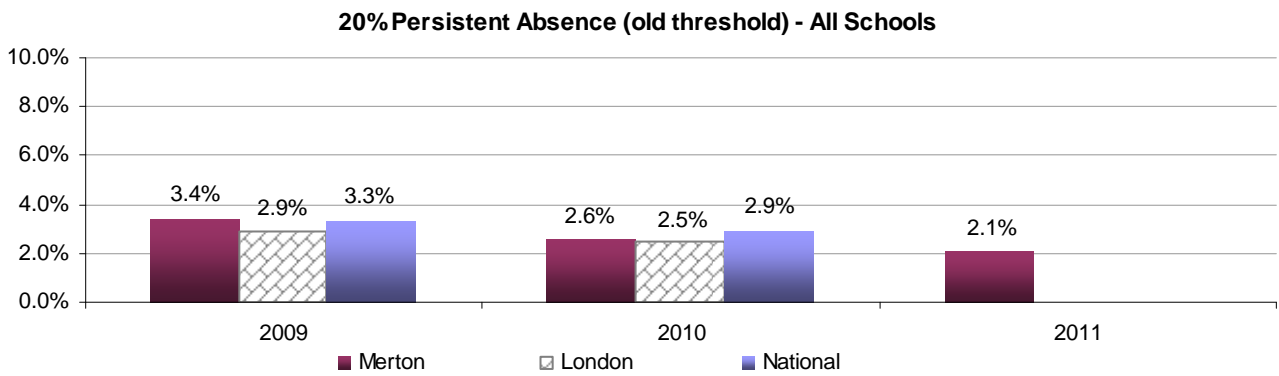
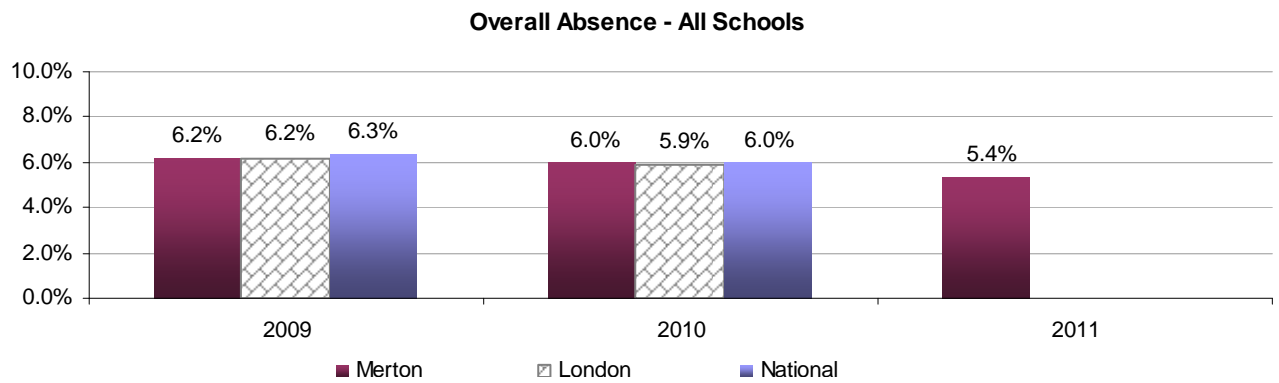
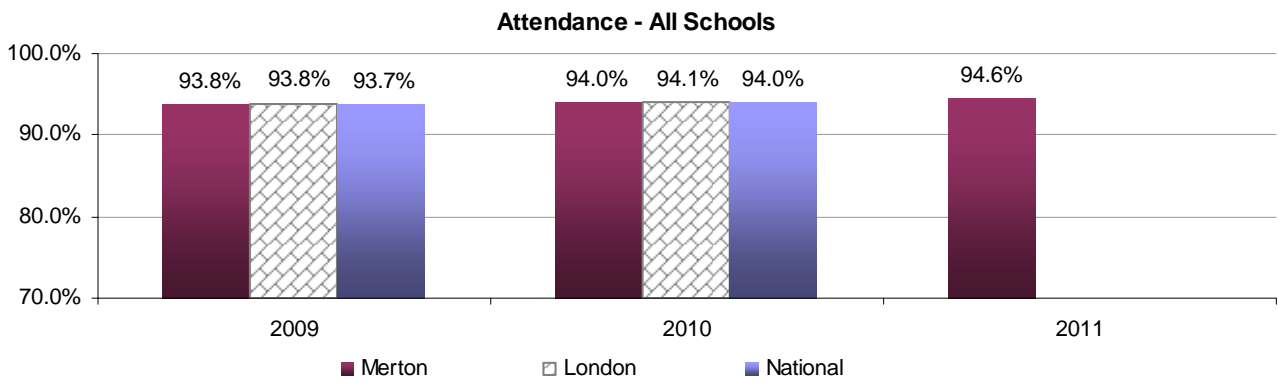
- Primary school attendance has improved this year compared to 2010; this is attributed to a reduction in authorised absence. There has also been an increase in secondary school attendance and may improve further with the inclusion of school census data from academies. Special schools attendance has improved on last year with a large reduction in unauthorised absence. Secondary attendance is better than the national average.
- As nationally, across all school phases, illness is the most frequent reason for absence (63% of absence), and the proportion of illness absence has increased from 2009/10 in Merton by 2%, returning to 2008/09 academic year proportions. This is worse than the national average of 58%.
- Persistent absentee percentages have improved year on year. This is a result of continued Educational Welfare targeting pupils at risk of becoming Persistent Absentees. Primary schools have improved by 0.1% on the 20% persistent absence thresholds, secondary schools, 0.8% and special schools 1.0%. There has also been improvement to the new 15% persistent absence thresholds, which are to be applied from September 2011, by 0.9%, 1.7% and 4.9% for primary, secondary and special schools respectively.
- Persistent absenteeism is most prevalent in secondary school aged pupils in years 9, 10 and 11. This mirrors the national distribution of persistent absence. The new persistent absence threshold of 15% and the early intervention persistent absence measure at 12.5% follows this trend.

Attendance for the previous 3 years:

Percentage Attendance/Absence by phase	2009			2010			2011		
	Merton	London	National	Merton	London	National	Merton*	London	National
Attendance Primary Schools	94.7%	94.5%	94.6%	94.7%	94.6%	94.8%	95.1%	n/a	n/a
Attendance Secondary Schools	92.6%	93.1%	92.8%	93.0%	93.6%	93.1%	93.5%		
Attendance Special Schools	90.7%	n/a	89.3%	90.2%	89.2%	89.7%	90.6%		
Attendance All Schools	93.8%	93.8%	93.7%	94.0%	94.1%	94.0%	94.6%		
Overall Absence Primary Schools	5.3%	5.5%	5.3%	5.3%	5.4%	5.2%	4.9%	n/a	n/a
Overall Absence Secondary Schools	7.4%	6.9%	7.3%	7.0%	6.4%	6.9%	6.5%		
Overall Absence Special Schools	9.3%	n/a	10.7%	9.8%	10.8%	10.3%	9.4%		
Overall Absence All Schools	6.2%	6.2%	6.3%	6.0%	5.9%	6.0%	5.4%		
Authorised Absence Primary Schools	4.8%	4.6%	4.7%	4.7%	4.4%	4.5%	4.3%	n/a	n/a
Authorised Absence Secondary Schools	5.9%	5.4%	5.8%	5.4%	5.0%	5.4%	5.1%		
Authorised Absence Special Schools	7.9%	n/a	8.6%	7.8%	9.1%	8.3%	7.9%		
Authorised Absence All Schools	5.3%	5.0%	5.2%	5.0%	4.7%	5.0%	4.5%		
Unauthorised Absence Primary Schools	0.5%	1.0%	0.6%	0.6%	1.0%	0.7%	0.6%	n/a	n/a
Unauthorised Absence Secondary Schools	1.5%	1.5%	1.5%	1.6%	1.4%	1.5%	1.4%		
Unauthorised Absence Special Schools	2.0%	n/a	2.1%	2.0%	1.7%	2.0%	1.5%		
Unauthorised Absence All Schools	0.9%	1.2%	1.1%	1.0%	1.2%	1.0%	0.9%		
20% Persistence Absence Primary Schools (old threshold)	1.6%	1.6%	1.5%	1.2%	1.4%	1.4%	1.1%	n/a	n/a
20% Persistence Absence Secondary Schools (old threshold)	5.3%	4.4%	5.0%	4.5%	3.7%	4.4%	3.8%		
20% Persistence Absence Special Schools (old threshold)	12.6%	n/a	11.2%	11.3%	12.3%	10.5%	10.3%		
20% Persistence Absence All Schools (old threshold)	3.4%	2.9%	3.3%	2.6%	2.5%	2.9%	2.1%		
15% Persistence Absence Primary Schools (new threshold)	4.8%	n/a	n/a	4.7%	n/a	4.4%	3.8%	n/a	n/a
15% Persistence Absence Secondary Schools (new threshold)	11.1%			10.1%		n/a	8.5%		
15% Persistence Absence Special Schools (new threshold)	17.3%			20.4%		17.1%	15.0%		
15% Persistence Absence All Schools (new threshold)	7.2%			6.8%		n/a	5.6%		
12.5% Persistence Absence Primary Schools	8.5%	n/a	n/a	8.5%	n/a	7.7%	6.8%	n/a	n/a
12.5% Persistence Absence Secondary Schools	15.9%			14.9%		n/a	12.1%		
12.5% Persistence Absence Special Schools	26.0%			26.7%		22.1%	20.6%		
12.5% Persistence Absence All Schools	11.4%			11.0%		n/a	8.8%		

* 2011 secondary schools exclude academies.

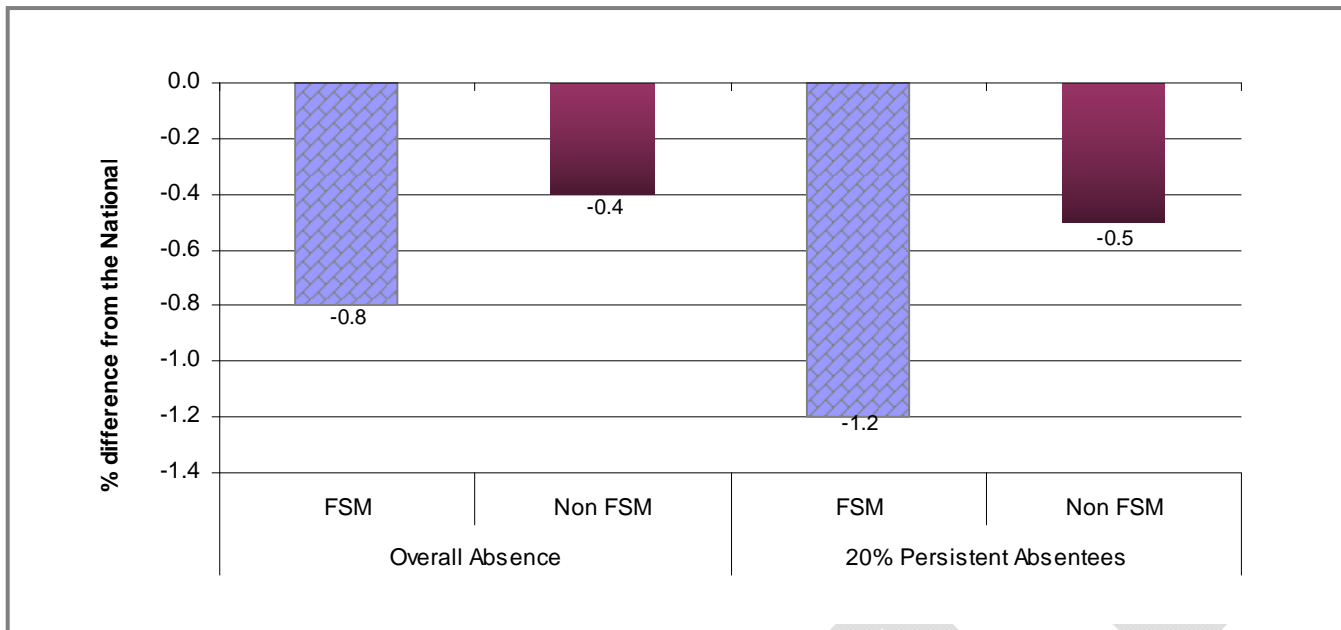
Merton's attendance and absence compared to London & National Results:



Absence by contextual pupil groups:

Contextual Groups	Number of Pupils	Overall Absence – All Schools			20% Persistent Absentees (old threshold) – All Schools		
		Merton 2010/2011	London	National 2009/2010	Merton 2010/2011	London	National 2009/2010
Deprivation							
Known to be eligible for Free School Meals	3124	7.8%	n/a	8.6%	5.2%	n/a	6.4%
Not eligible for Free School Meals	15530	5.1%		5.5%	1.6%		2.1%
Ethnic Group							
White	9595	6.0%	n/a	6.1%	3.0%	n/a	3.0%
White British	7352	6.1%		6.0%	3.3%		2.9%
Irish	162	5.8%		6.8%	2.5%		4.0%
Traveller of Irish Heritage	17	11.2%		23.5%	5.9%		30.8%
Gypsy / Roma	36	14.3%		18.1%	22.2%		23.3%
Any Other White Background	2028	5.7%		6.8%	1.4%		3.1%
Mixed	1614	5.8%		6.5%	2.9%		3.3%
White and Black Caribbean	449	7.1%		7.1%	6.0%		4.5%
White and Black African	216	4.7%		5.9%	1.9%		2.7%
White and Asian	330	5.3%		6.0%	1.5%		2.6%
Any Other Mixed Background	619	5.5%		6.3%	1.8%		2.9%
Asian	3540	5.1%		6.1%	1.0%		2.0%
Indian	443	4.7%		5.1%	1.4%		1.2%
Pakistani	1044	6.3%		6.8%	1.1%		2.6%
Bangladeshi	269	6.8%		6.6%	2.6%		2.3%
Any Other Asian Background	1784	4.3%		5.3%	0.7%		1.6%
Black	3076	4.2%		4.8%	1.2%		1.7%
Black Caribbean	872	4.8%		5.8%	1.5%		2.8%
Black African	1737	3.7%		4.2%	0.9%		1.0%
Any Other Black Background	467	5.0%		5.4%	1.5%		2.3%
Chinese	117	2.9%	3.7%	0.0%	0.7%		
Any Other Ethnic Group	532	5.3%	6.1%	1.1%	2.2%		
First Language							
First Language: English	11570	5.8%	n/a	6.0%	3.0%	n/a	3.0%
First Language: Other than English	7003	5.0%		6.0%	1.0%		2.2%
Gender							
Female	9222	5.5%	n/a	6.1%	2.2%	n/a	2.9%
Male	9432	5.5%		6.0%	2.2%		2.9%
Special Educational Needs (SEN)							
No Special Educational Needs	14499	4.9%	n/a	5.4%	1.4%	n/a	1.8%
School Action	2400	7.0%		7.4%	3.8%		4.6%
School Action Plus	1118	8.8%		9.2%	7.6%		8.5%
Statement	637	7.4%		9.1%	5.3%		8.4%

Attendance / Absence by deprivation:



- Absence and persistent absence is worse for pupils eligible for free school meals than their peers.
- For pupils in Merton eligible for Free School Meals overall absence and persistent absenteeism is better than national. Those pupils eligible for Free School Meals are have higher rates of attendance in comparison with 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.

Attendance / Absence 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 better than the national percentages at both indicators.
- Mixed White and Black Caribbean, Bangladeshi, Pakistani and White British pupils have the highest levels of overall absence discounting the smaller cohorts of the Traveller of Irish Heritage and Roma/Gypsy groups. White British pupils are worse than the national average.
- Persistent absenteeism in Merton for Mixed White and Black Caribbean, White British, Bangladeshi and Indian pupils are worse than national averages.

Attendance / Absence by gender:

- Girls and Boys have the same percentage of overall absence (5.5%) in Merton while nationally absence is higher in girls (6.1%). This trend follows in persistent absence with boys and girls in Merton having the same rate of persistent absence (2.2%).
- In Merton persistent absenteeism is lower than national gender groups for both boys and girls.

Attendance / Absence by Special Educational Needs (SEN):

- There has been a reduction in absence rates from 2010 for pupils with Special Educational Needs at school action plus and statemented, widening the gap between Merton and national (Merton has lower absence rates than national).

- Collectively SEN pupils (school action, school action plus and statemented) have better than their national peer SEN groups.

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D. Exclusions

Key Messages: Exclusions

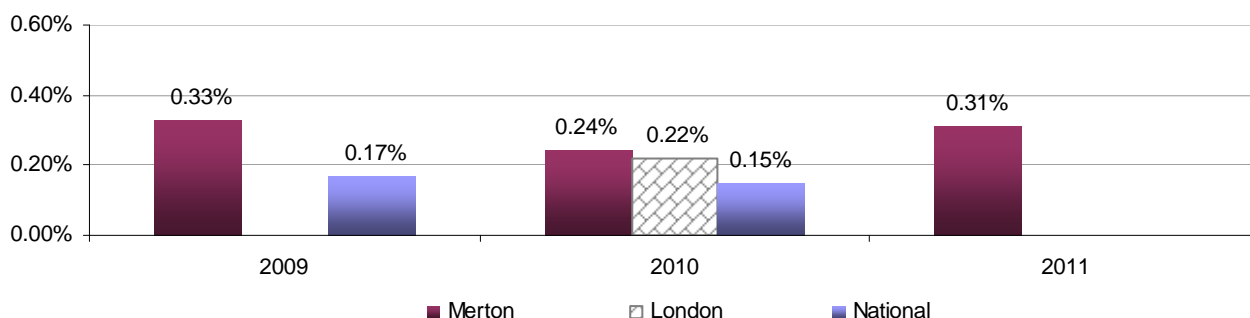
- Permanent exclusions have increased in 2010/11 to 24 permanent exclusions.
- The number of fixed term exclusions in secondary schools has decreased in the last year, but remain well above (worse than) national and London rates.
- The average length of exclusion has reduced from 2.5 days (2009/10) to 2.4 days (2010/11).
- There is a disproportionality of 'Black African', 'Black Caribbean' and 'White British' pupils in the proportion of Fixed Term Exclusions in 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. 2011 is provisional from Merton's internal data collection.

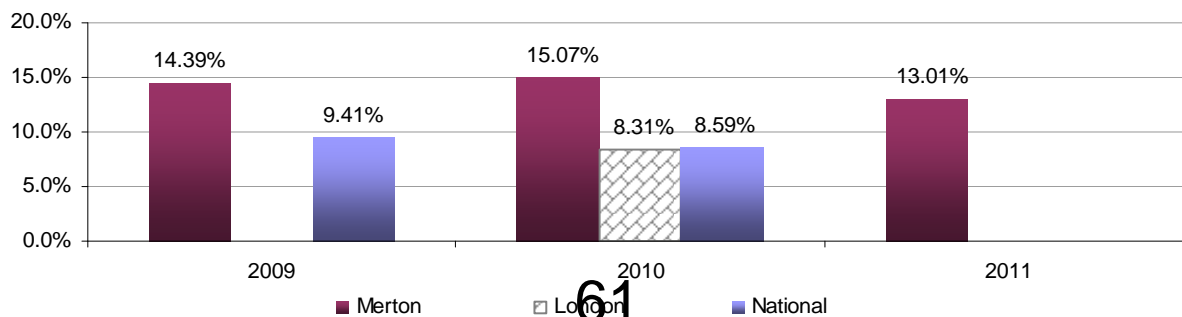
- Permanent exclusions have increased in 2010/11 to 24 permanent exclusions. All permanent exclusions were pupils of secondary school age, as a percentage of the school population this is similar to 2007/08 levels.
- The prominent reason for Permanent Exclusion was for 'Persistent Disruptive Behaviour', 38% of the exclusions.
- The number of fixed term exclusions has decreased across all phases, but is higher than the national average.
- The predominant reason for fixed term exclusion was 'Persistent Disruptive Behaviour' (34.7%), followed by 'Physical Assault against a Pupil' (21.8%) and 'Verbal Abuse/Threatening Behaviour against an Adult' (14.1%).
- Year 9 has the highest number of pupils excluded, 175 pupils (307 exclusions), followed closely by Year 10 with 163 pupils (274 exclusions).
- The average length of exclusion has reduced from 2.5 days (2009/10) to 2.4 days (2010/11).

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

Permanent Exclusions: LA Maintained Secondary & Academies - % of school population



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



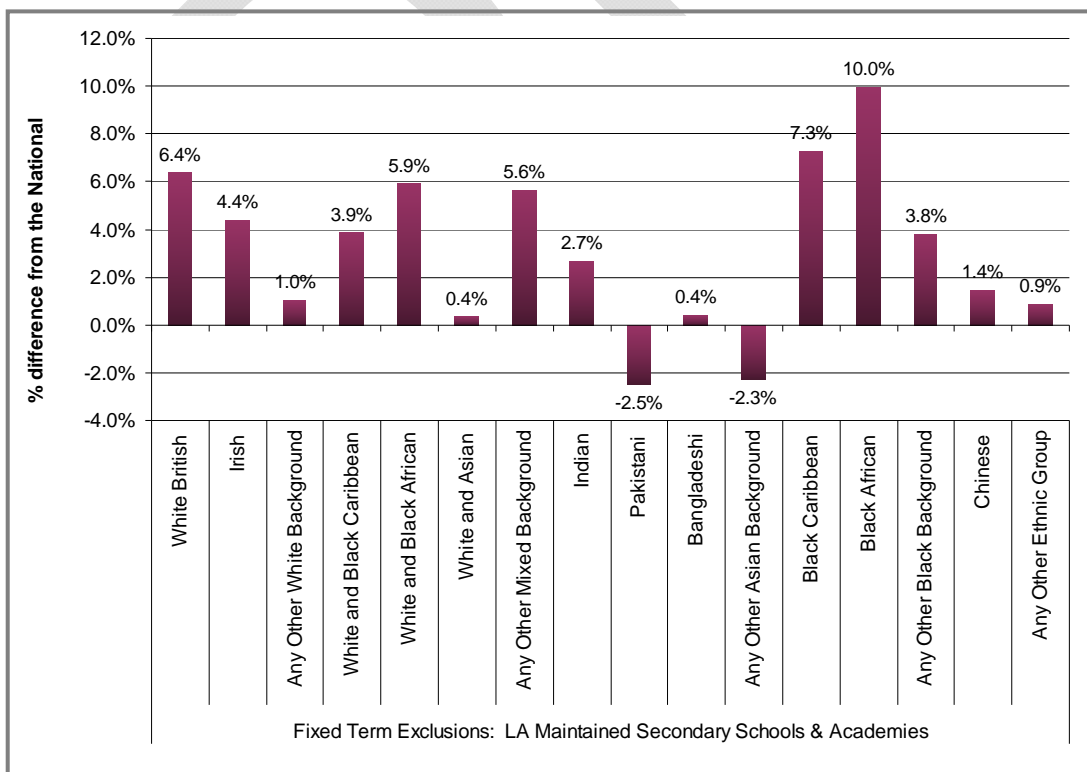
Exclusions for the previous 3 years:

Exclusions by phase	2009			2010			2011		
	Merton	London	National	Merton	London	National	Merton*	London	National
Permanent Exclusions: Primary School number	0	90	720	0	80	620	0	n/a	n/a
Permanent Exclusions: LA Maintained Secondary School number	18	950	5330	16	n/a	n/a	21		
Permanent Exclusions: LA Maintained & Academy Secondary School number	28	n/a	n/a	19	990	5020	24		
Permanent Exclusions: Special School number	1	20	120	0	10	100	0		
Permanent Exclusions: Primary - % of school population	0.00%	0.01%	0.02%	0.00%	0.01%	0.02%	0.00%		
Permanent Exclusions: LA Maintained Secondary - % of school population	0.26%	0.23%	0.17%	0.25%	n/a	n/a	0.34%		
Permanent Exclusions: LA Maintained & Academy Secondary - % of school population	0.33%	n/a	0.17%	0.24%	0.22%	0.15%	0.31%		
Permanent Exclusions: Special - % of school population	0.40%	0.15%	0.13%	0.00%	0.12%	0.11%	0.00%		
Fixed Term Exclusions: Primary School number	107	5560	39510	113	5210	37210	128		
Fixed Term Exclusions: LA Maintained Secondary School number	957	35550	291290	1001	n/a	n/a	774		
Fixed Term Exclusions: LA Maintained & Academy Secondary School number	1224	n/a	n/a	1184	37500	279260	1070		
Fixed Term Exclusions: Special School number	108	2560	16350	42	2140	14910	45		
Fixed Term Exclusions: Primary - % of school population	0.68%	0.88%	0.97%	0.84%	0.81%	0.91%	0.79%		
Fixed Term Exclusions: LA Maintained Secondary - % of school population	13.95%	8.67%	9.26%	15.78%	n/a	n/a	12.53%		
Fixed Term Exclusions: LA Maintained & Academy Secondary - % of school population	14.39%	n/a	9.41%	15.07%	8.31%	8.59%	13.01%		
Fixed Term Exclusions: Special - % of school population	44.63%	19.52%	17.71%	23.64%	18.09%	16.46%	18.75%		

* 2011 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 Schools & Academies		
	Merton	London 2009/2010	National 2009/2010
White	13.61%	7.54%	8.56%
White British	14.96%	7.80%	8.58%
Irish	13.54%	9.15%	9.13%
Traveller of Irish Heritage	166.67%	35.64%	45.02%
Gypsy / Roma	14.29%	18.00%	36.45%
Any Other White Background	7.74%	5.89%	6.70%
Mixed	16.89%	11.48%	12.72%
White and Black Caribbean	22.52%	17.10%	18.65%
White and Black African	18.75%	11.82%	12.86%
White and Asian	7.38%	4.31%	7.03%
Any Other Mixed Background	15.94%	9.61%	10.31%
Asian	3.50%	4.08%	4.98%
Indian	5.06%	2.45%	2.41%
Pakistani	4.81%	5.82%	7.29%
Bangladeshi	6.31%	5.70%	5.88%
Any Other Asian Background	1.43%	3.11%	3.72%
Black	21.52%	13.53%	13.08%
Black Caribbean	24.72%	17.18%	17.46%
Black African	20.26%	11.09%	10.31%
Any Other Black Background	19.07%	16.24%	15.24%
Chinese	2.63%	1.15%	1.20%
Any Other Ethnic Group	7.41%	6.36%	6.52%



- A majority of ethnic groups in Merton's secondary and academy schools have a rate of fixed term exclusions above the national group's averages. Proportionally 10% more Black African pupils are excluded than nationally, 7.3% more Black Caribbean pupils and in also in 6.4% more White British pupils.

Draft

E. Key Issues for School Improvement 2010 – 2011

The Merton Education Partnership has developed further during this academic year. Two conferences have been held to explore partnership working and heads teachers have developed joint documents setting out their vision for and commitment to partnership working. These plans are being shared with Governors and are likely to evolve into some formal proposals later this year. A logo and strap line has been agreed which will be used to brand the work of the partnership.

During the past year the education community in Merton has been developing a more collaborative approach to school improvement. This will be a continuing focus in 2011-2012. A range of planned developments includes:

- Merton Education Partnership
- The development of teaching schools within the borough
- The Merton Leader of Education programme which provides a framework for school to school support

Another major focus for all schools and settings will be the new Ofsted inspection arrangements. Within those new procedures the four key areas of focus are the quality of teaching, leadership and management, pupil achievement and behaviour and safety. Support will be offered to assist schools in preparing for the new inspections, in particular the no-notice inspections that will take place from September.

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.
4. Preparing for the planned national changes to the Early Years profile.

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.
3. Support the training and preparation needed to successfully implement the new Year 1 phonics screening check.

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.
4. Support the training and preparation needed to successfully implement the new arrangements for writing assessment at KS2.

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.
3. Support providers in reviewing their curriculum offer in the light of national changes.

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 best possible learning opportunities for young people of all abilities and interests, including apprenticeships.
3. Continue to work with all providers to improve outcomes at Level 2 and Level 3 for students aged 19.
4. Support providers in preparing for the Raising of the Participation Age in 2013.

Attendance:

Schools, our Education Welfare Service and Merton Education Partners from School Standards and Quality will continue to focus strongly on reducing Persistent Absence in schools. This now includes pupils who attend for less than 80% of the week. In a few schools a detailed action plan has been drawn up and the data is monitored on a weekly basis. Targeted work in specific schools will continue but in most cases schools are leading their own improvements.

Behaviour:

1. The Behaviour and Attendance Partnership will oversee the implementation of the Scrutiny recommendations, once these have been approved by Cabinet.
2. Support for schools in preparing for Ofsted inspection of behaviour and safety under the new framework.

F. Complementary Services

Sports Partnership:

The Merton Sports Partnership was reconfigured in September 2011 using the Government funding and a subscription from all Merton schools. All schools wanted to show their ongoing commitment to a strong local sports partnership and therefore contribute financially and in staff time to make it viable. A range of successful competition events have been held and many schools have both additional PE and sport during the school day and after school.

Good links are building up with local clubs and sports leadership opportunities are available for different age groups.

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. Merton Music Foundation is responding to changes in the support for music nationally by creating a strong local partnership to continue to provide extensive musical opportunities for Merton's children and young people.

G. Appendices

DfE Performance Tables Key Stage 2 - Outcomes:

	English		Mathematics		English & mathematics		Average point score
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5	
LA Average	84%	33%	83%	40%	77%	25%	28.0
England Average	82%	29%	80%	35%	74%	21%	27.5
Primary Schools							
Abbotsbury Primary School	74%	16%	72%	21%	60%	12%	26.2
All Saints' CofE Primary School	92%	13%	79%	33%	79%	13%	27.4
Aragon Primary School	80%	35%	82%	42%	73%	24%	28.1
Beecholme Primary School	80%	25%	90%	25%	75%	5%	27.3
Benedict Primary School	57%	7%	54%	25%	46%	7%	23.7
Bishop Gilpin CofE Primary School	94%	55%	96%	69%	92%	49%	30.4
Bond Primary School	95%	43%	89%	54%	89%	32%	29.2
Cranmer Primary School	92%	37%	94%	37%	92%	27%	28.7
Dundonald Primary School	89%	57%	96%	57%	89%	50%	29.9
Garden Primary School	77%	28%	72%	19%	64%	13%	26.7
Garfield Primary School	86%	57%	93%	64%	82%	54%	30.0
Gorringe Park Primary School	79%	28%	84%	37%	77%	23%	28.1
Haslemere Primary School	81%	20%	83%	37%	76%	17%	27.7
Hatfield Primary School	85%	33%	73%	30%	68%	23%	27.2
Hillcross Primary School	90%	20%	80%	29%	78%	12%	27.5
Hollymount Primary School	86%	46%	100%	68%	86%	43%	29.9
Holy Trinity CofE Primary School	100%	58%	88%	54%	88%	46%	30.0
Joseph Hood Primary School	90%	14%	76%	31%	76%	10%	27.1
Liberty Primary School	65%	13%	65%	15%	57%	9%	25.2
Links Primary School	85%	35%	83%	43%	78%	24%	28.2
Lonesome Primary School	74%	44%	81%	37%	72%	26%	27.6
Malmesbury Primary School	73%	16%	84%	31%	69%	11%	26.8
Merton Abbey Primary School	73%	14%	77%	45%	68%	14%	26.7
Merton Park Primary School	89%	63%	89%	68%	79%	58%	30.3
Morden Primary School	87%	27%	80%	40%	77%	23%	28.0
Pelham Primary School	93%	30%	89%	37%	85%	19%	28.4
Poplar Primary School	91%	39%	91%	63%	83%	39%	29.5
The Priory CofE Primary School	82%	26%	76%	36%	72%	20%	27.4

	English		Mathematics		English & mathematics		Average point score
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5	
LA Average	84%	33%	83%	40%	77%	25%	28.0
England Average	82%	29%	80%	35%	74%	21%	27.5
Primary Schools							
Sacred Heart RC Primary School	83%	42%	78%	50%	72%	35%	28.6
The Sherwood School	94%	31%	80%	41%	78%	29%	28.3
Singlegate Primary School	97%	50%	97%	57%	97%	37%	29.8
St John Fisher RC Primary School	91%	36%	89%	45%	85%	22%	28.7
St Mark's Primary School	83%	22%	87%	39%	78%	17%	27.7
St Mary's RC Primary School	90%	40%	87%	37%	83%	27%	28.4
St Matthew's CofE Primary School	95%	62%	86%	48%	86%	43%	29.6
St Peter and Paul RC Primary School	88%	44%	86%	33%	81%	30%	28.2
St Teresa's RC Primary School	91%	34%	84%	28%	83%	16%	27.9
St Thomas of Canterbury RC Primary School	80%	11%	71%	23%	66%	3%	26.4
Stanford Primary School	81%	17%	69%	31%	58%	14%	26.6
West Wimbledon Primary School	93%	55%	86%	45%	86%	45%	29.0
William Morris Primary School	67%	4%	96%	13%	67%	4%	26.4
Wimbledon Chase Primary School	94%	59%	93%	65%	93%	52%	30.2
Wimbledon Park Primary School	93%	34%	95%	66%	93%	29%	29.4
Special Schools							
Cricket Green School	0%	0%	0%	0%	0%	0%	15.0
St Ann's School	0%	0%	0%	0%	0%	0%	15.0

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

	% making expected progress in English	% making expected progress in maths
LA Average	89%	87%
England Average	84%	83%
Primary Schools		
Abbotsbury Primary School	92%	77%
All Saints' CofE Primary School	92%	96%
Aragon Primary School	83%	83%
Beecholme Primary School	94%	88%
Benedict Primary School	72%	65%
Bishop Gilpin CofE Primary School	93%	100%
Bond Primary School	91%	97%
Cranmer Primary School	92%	92%
Dundonald Primary School	92%	96%
Garden Primary School	88%	73%
Garfield Primary School	96%	96%
Gorringe Park Primary School	85%	88%
Haslemere Primary School	100%	96%
Hatfeild Primary School	88%	80%
Hillcross Primary School	98%	93%
Hollymount School	78%	100%
Holy Trinity CofE Primary School	95%	90%
Joseph Hood Primary School	86%	75%
Liberty School	70%	73%
Links Primary School	95%	89%
Lonesome Primary School	95%	88%
Malmesbury Primary School	84%	91%
Merton Abbey Primary School	77%	82%
Merton Park Primary School	100%	89%
Morden Primary School	100%	83%
Pelham Primary School	88%	80%
Poplar Primary School	92%	96%
The Priory CofE School	78%	74%
Sacred Heart RC Primary School	97%	84%
The Sherwood School	86%	82%
Singlegate Primary School	97%	97%
St John Fisher RC Primary School	93%	93%
St Mark's Primary School	95%	96%
St Mary's RC Primary School	87%	87%
St Matthew's CofE Primary School	95%	85%
SS Peter and Paul RC Primary School	92%	94%
St Teresa's RC Primary School	94%	88%
St Thomas of Canterbury RC Primary School	81%	71%
Stanford Primary School	88%	74%
West Wimbledon Primary School	93%	93%
William Morris Primary School	100%	100%
Wimbledon Chase Primary School	92%	94%
Wimbledon Park Primary School	83%	95%
Special Schools		
Cricket Green School	13%	0%
St Ann's School	0%	0%

DfE Performance Tables Key Stage 2 – Key Stage 1-2 Value Added Score:

	Value Added			
	Value Added Score KS1 -KS2	Value Added Confidence interval		Coverage
		Lower Limit	Upper Limit	
Primary Schools				
Abbotsbury Primary School	100.0	99.2	100.7	77%
All Saints' CofE Primary School	101.7	100.9	102.5	100%
Aragon Primary School	100.2	99.6	100.8	93%
Beecholme Primary School	100.1	99.1	101.1	85%
Benedict Primary School	98.4	97.6	99.2	89%
Bishop Gilpin CofE Primary School	101.7	101.0	102.3	84%
Bond Primary School	101.6	100.9	102.4	86%
Cranmer Primary School	100.3	99.7	100.8	100%
Dundonald Primary School	100.9	100.0	101.7	82%
Garden Primary School	99.4	98.8	100.0	96%
Garfield Primary School	101.2	100.3	102.0	82%
Gorringe Park Primary School	100.2	99.5	100.9	91%
Haslemere Primary School	101.5	100.9	102.1	96%
Hatfeild Primary School	99.7	99.2	100.3	100%
Hillcross Primary School	101.6	100.9	102.3	95%
Hollymount School	100.2	99.3	101.0	89%
Holy Trinity CofE Primary School	100.6	99.7	101.5	83%
Joseph Hood Primary School	99.7	98.9	100.5	93%
Liberty School	99.2	98.5	99.8	93%
Links Primary School	102.1	101.4	102.8	78%
Lonesome Primary School	100.8	100.2	101.5	98%
Malmesbury Primary School	100.5	99.9	101.1	93%
Merton Abbey Primary School	99.7	98.9	100.6	100%
Merton Park Primary School	100.7	99.7	101.6	95%
Morden Primary School	101.5	100.7	102.3	97%
Pelham Primary School	99.2	98.4	100.0	93%
Poplar Primary School	101.7	101.1	102.3	93%
The Priory CofE School	99.5	98.8	100.1	92%
Sacred Heart RC Primary School	100.8	100.2	101.4	92%
The Sherwood School	100.0	99.4	100.6	94%
Singlegate Primary School	101.3	100.5	102.1	93%
St John Fisher RC Primary School	100.5	99.9	101.1	98%
St Mark's Primary School	101.2	100.3	102.1	96%
St Mary's RC Primary School	99.9	99.1	100.6	100%
St Matthew's CofE Primary School	100.1	99.2	101.0	90%
SS Peter and Paul RC Primary School	101.4	100.8	102.0	89%
St Teresa's RC Primary School	100.4	99.8	101.0	86%
St Thomas of Canterbury RC Primary School	98.9	98.1	99.6	89%
Stanford Primary School	100.0	99.2	100.7	86%
West Wimbledon Primary School	102.6	101.8	103.4	93%
William Morris Primary School	101.2	100.3	102.0	92%
Wimbledon Chase Primary School	101.0	100.4	101.6	94%
Wimbledon Park Primary School	100.6	100.0	101.3	95%
Special Schools				
Cricket Green School	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>
St Ann's School	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>

< 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 - Outcomes:

	Results of Key Stage 4 pupils								
	% of pupils achieving						Average point score per pupil (uncapped)	Capped (best 8) average point score per pupil	Average entries per pupil (all qualifications)
	5+ A*-C (or equiv) including English and maths GCSEs	English Baccalaureate	A*-C GCSE in English and maths	5+ A*-C (or equiv)	5+ A*-G (or equiv)	at least one qualification			
LA Average	59.8%	14.0%	59.9%	85.8%	95.6%	99.3%	475.2	346.8	11.3
England Average	58.9%	17.6%	59.5%	79.5%	93.5%	99.2%	462.9	336.6	11.2
Secondary Schools									
Bishopsford Arts College	42%	0%	42%	79%	90%	99%	444.1	323.4	11.0
Harris Academy Merton	75%	2%	75%	100%	100%	100%	607.8	362.0	14.8
Raynes Park High School	56%	12%	56%	84%	94%	99%	419.2	321.3	11.0
Ricards Lodge High School	58%	20%	58%	87%	99%	100%	520.7	377.0	11.7
Rutlish School	64%	9%	64%	85%	100%	100%	464.8	349.2	11.2
St Mark's Church of England Academy	43%	4%	43%	88%	94%	99%	442.1	330.3	11.0
Ursuline High School Wimbledon	73%	32%	73%	96%	98%	99%	550.4	376.2	12.2
Wimbledon College	76%	27%	76%	85%	99%	100%	441.4	363.1	9.9
Special Schools									
Cricket Green School	0%	0%	0%	0%	0%	85%	50.0	50.0	4.1
Melrose School	0%	0%	0%	13%	38%	100%	163.9	140.8	5.8
St Ann's School	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>

Notes:

suppressed – Information has been suppressed because the underlying numbers are too small.

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

	% making expected progress in English	% making expected progress in maths
LA Average	74.7%	74.0%
England Average – state funded schools only	71.8%	64.8%
Secondary Schools		
Bishopsford Arts College	51%	65%
Harris Academy Merton	90%	88%
Raynes Park High School	68%	69%
Ricards Lodge High School	73%	73%
Rutlish School	81%	73%
St Mark's Church of England Academy	78%	69%
Ursuline High School Wimbledon	86%	82%
Wimbledon College	84%	85%
Special Schools		
Cricket Green School	0%	0%
Melrose School	0%	13%
St Ann's School	<i>suppressed</i>	<i>suppressed</i>

Notes:

suppressed – Information has been suppressed because the underlying numbers are too small.

DfE Performance Tables GCSE – Value Added:

	Value Added			
	VA Score KS2 –KS4	KS2-4 VA Score VA Confidence interval		Coverage
		Lower Limit	Upper Limit	
Secondary Schools				
Bishopsford Arts College	998.9	988.7	1009.0	81%
Harris Academy Merton	1036.5	1024.1	1048.9	95%
Raynes Park High School	984.5	974.9	994.1	85%
Ricards Lodge High School	1035.5	1026.3	1044.6	88%
Rutlish School	1014.9	1005.5	1024.2	88%
St Mark's Church of England Academy	1015.7	1001.6	1029.8	68%
Ursuline High School Wimbledon	1026.6	1016.9	1036.3	94%
Wimbledon College	1014.2	1004.7	1023.6	99%
Special Schools				
Cricket Green School	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>
Melrose School	927.5	896.2	958.8	100%
St Ann's School	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>

Notes:

suppressed – Information has been suppressed because the underlying numbers are too small.

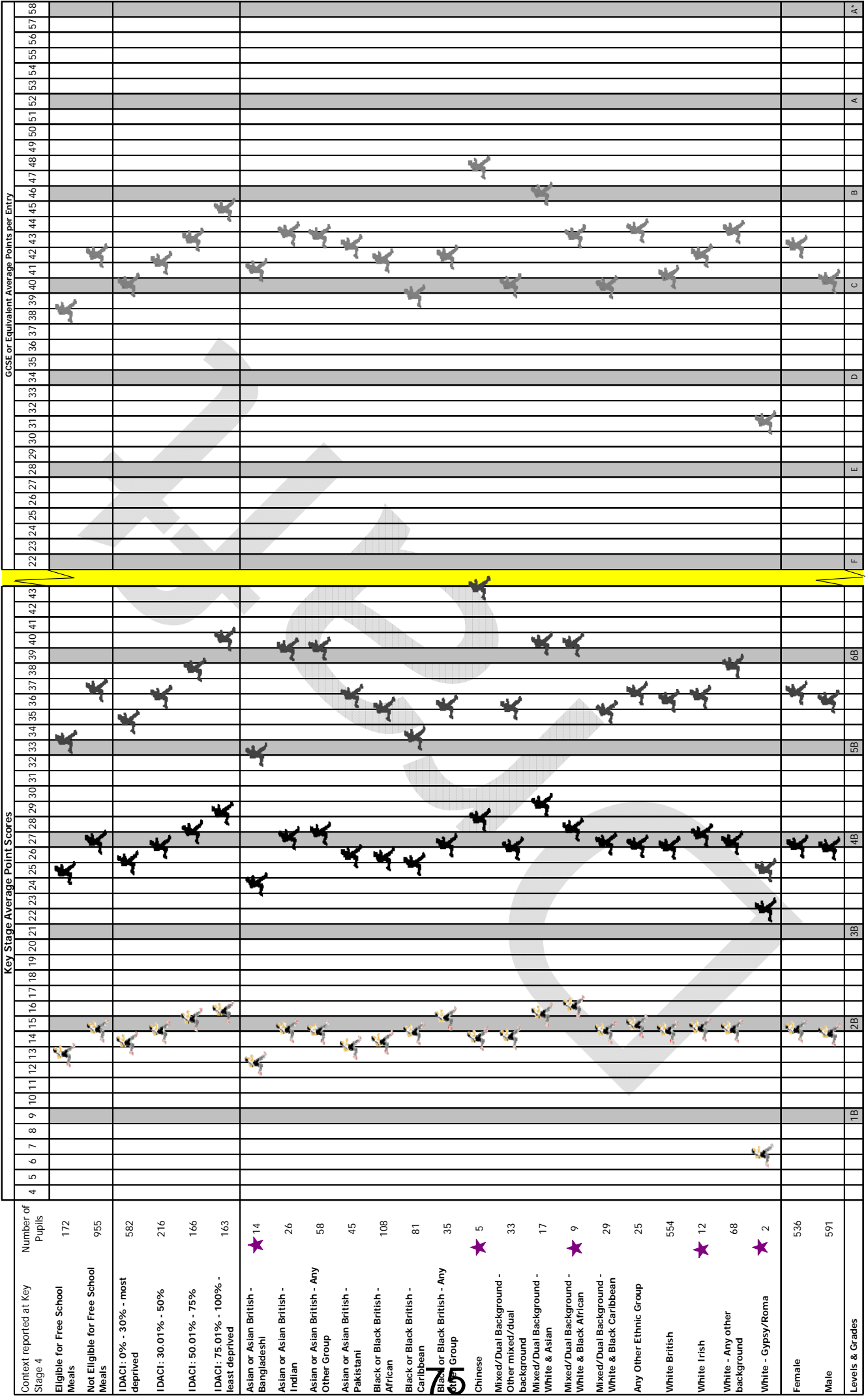
DfE Performance Tables Post 16 - Outcomes:

	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	% achieving 3 or more A Levels or equivalent	% achieving 2 or more A Levels or equivalent	% achieving at least one advanced level qualification
LA Average			743.5	216.2	90.3%	99.0%	100.0%
England Average (excluding independent schools)			728.2	213.1	80.9%	93.6%	99.9%
Secondary Schools							
St Mark's Church of England Academy	40	3	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>
Ursuline High School Wimbledon	333	134	781.2	222.8	93%	100%	100%
Wimbledon College	307	110	733.5	211.3	88%	98%	100%

Notes:

- suppressed* – Information has been suppressed because the underlying numbers are too small.
- 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.

Merton Attainment by Pupil Groups
 Key Stage 4 Pupils 2011 and their corresponding Key Stage 1, 2002, Key Stage 2, 2006, and Key Stage 3, 2009.



★ Cohort numbers small analysis for information only.

Key Stage 1

Key Stage 2

Key Stage 3

Key Stage 4

A+

A

B

C

D

E

F

A+