

Committee: Children and Young People Overview and Scrutiny Panel

Date: 27th February 2013

Agenda item: **5**

Wards: All Wards

Subject: Celebrating Success – Standards and Achievement in Merton Schools 2011/12.

Lead officer: Kate Saksena (Children, Schools and Families), 020 8545 4060

Lead member: Councillor Martin Whelton

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.
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1 PURPOSE OF REPORT AND EXECUTIVE SUMMARY

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

2 DETAILS

2.1. Merton's Approach to School Improvement

It is the LA's responsibility to offer challenge and support to schools in inverse proportion to success and to escalate rapidly when concerns are identified. In order to achieve that Merton School Improvement team carries out the following functions:

It is the responsibility of all schools to evaluate their own performance and to secure improvements. We recognize that most of the expertise relating to school improvement is in schools. We therefore support partnership working at all levels and seek to develop the confidence of school leaders and staff, to engage actively in working beyond their own schools where appropriate. The Merton Education Partnership has been developed to provide a secure basis for ongoing partnership work for all schools and the linking of our Teaching Schools to a wider improvement programmed.

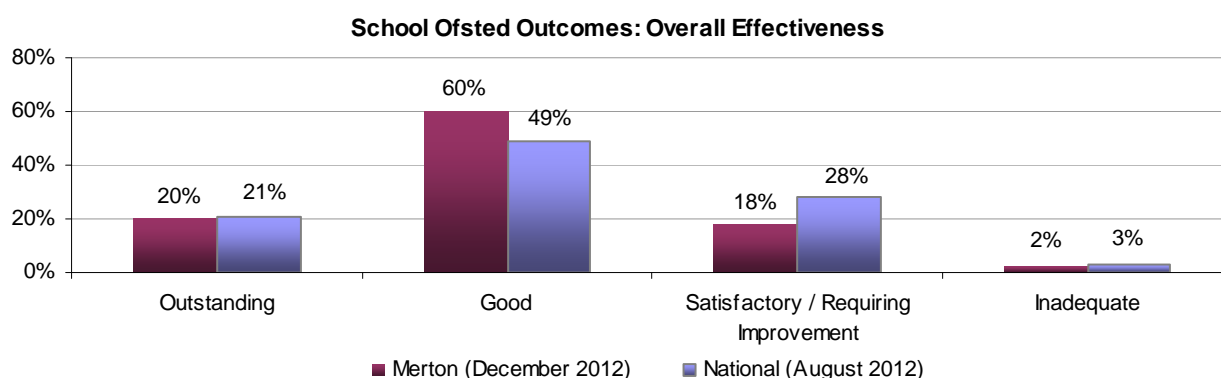
It is the LA's responsibility to offer challenge and support to schools in inverse proportion to success and to escalate rapidly when concerns are identified. In order to achieve that Merton School Improvement team carries out the following functions:

- Provide a framework for self evaluation

- Provide a Quality Assurance function giving external verification to self evaluation
- Provide all schools with a School Education Partner to challenge and support school leaders and Governors
- Provide proactive guidance on the collection and effective use of data
- Identification and sharing of local and national good practice
- Advice and guidance to school leaders on identifying, analyzing, planning and monitoring required improvements
- Training, coaching and advice on the curriculum, pedagogy, assessment, teaching and learning
- Working with school leaders to put in place organizational change in support of school improvement

2.2. Merton Schools' Ofsted Inspections

- Merton has 80% of schools rated good or outstanding for overall effectiveness. This is above the national average of 70%.
- 85% of primary schools are good or better.
- Half of our secondary schools are due inspections in the coming year so the current statistics of 50% good or better should improve once inspections take place.



2.3. Pupil Outcomes in Merton Schools

- 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 2009/2010 and at 66% is 2% above the national average.
- Key Stage 1 performance is below the national average, for most subject areas the differences are marginal. Although 2012 has seen improvements, in writing, Merton is 3% below the national at level 2+, 5% below at level 2B+ and 2% 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 to 79%. This is in line with the national average.

- Pupil progress as measured by value added from Key Stage 1 to Key Stage 2 has improved. Percentile rankings in value added ranks Merton 10, therefore Merton primary school pupils have made more progress than pupils in 90% of other local authorities nationally.
- GCSE performance is in line with national, with 59.1% of pupils achieving 5+A*-C including English and maths.
- Merton's GCSE value added score is above the average and Merton is percentile ranked 14, stating that secondary pupils have made more progress than 86% of other local authorities nationally. Expected progress in English and maths from key stage 2 to 4 is significantly above the national averages.
- A Level outcome per entry has also increased this year with Merton pupils achieving an average points score of 218.0, which is above national and London averages.
- Overall attendance rates in Merton have shown an upward trajectory and are 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 5.7% to 5.2% for all schools at the 15% threshold, which is 0.9% better than the national average.
- Fixed term secondary school exclusions decreased from 12.88% to 11.89%, 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 halved in 2011/12 to 12 permanent exclusions from 24 in 2010/11. All permanent exclusions were pupils of secondary school age.
- Outcomes for looked after children are improving and the local authority is committed to 'closing the gap'.

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. All equalities issues raised in data, or from other sources, are considered both with Headteachers collectively and importantly with each individual school so that action can be taken if required

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

Celebrating Success – Achievement in Merton Schools
2011-2012

12 BACKGROUND PAPERS

- 12.1. None

DRAFT

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Executive Summaries

1. **Merton Approach to School improvement**
 2. **Merton Ofsted Inspection Outcomes**
 3. **Pupil outcomes**
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1. **Merton Approach to School Improvement**

Outlined below is the approach taken in Merton to school effectiveness and improving standards.

The role of the Local Authority (LA) in relation to education is an evolving one but in Merton the LA sets out to provide strategic system leadership as well as to convene and empower partnerships. The Local Government Association (LGA) recently suggested that the broad LA role was to:

- Support school improvement
- Bring forward new provision
- Champion education excellence
- Champion the needs of vulnerable pupils
- Ensure every child has access to a place at a good school

The core statutory education duties remain unchanged, namely:

- Ensure fair access to all schools for every child
- Support vulnerable pupils including Looked After Children, those with SEN and those outside mainstream education
- Support maintained schools performing below the floor targets to improve quickly or convert to Academy status and to develop their own school improvement strategies.

It is the responsibility of all schools to evaluate their own performance and to secure improvements. We recognize that most of the expertise relating to school improvement is in schools. We therefore support partnership working at all levels and seek to develop the confidence of school leaders and staff, to engage actively in working beyond their own schools where appropriate. The Merton Education Partnership has been developed to provide a secure basis for ongoing partnership work for all schools and the linking of our Teaching Schools to a wider improvement programme.

It is the LA's responsibility to offer challenge and support to schools in inverse proportion to success and to escalate rapidly when concerns are identified. In order to achieve that Merton School Improvement team carries out the following functions:

- Provide a framework for self evaluation
- Provide a Quality Assurance function giving external verification to self evaluation
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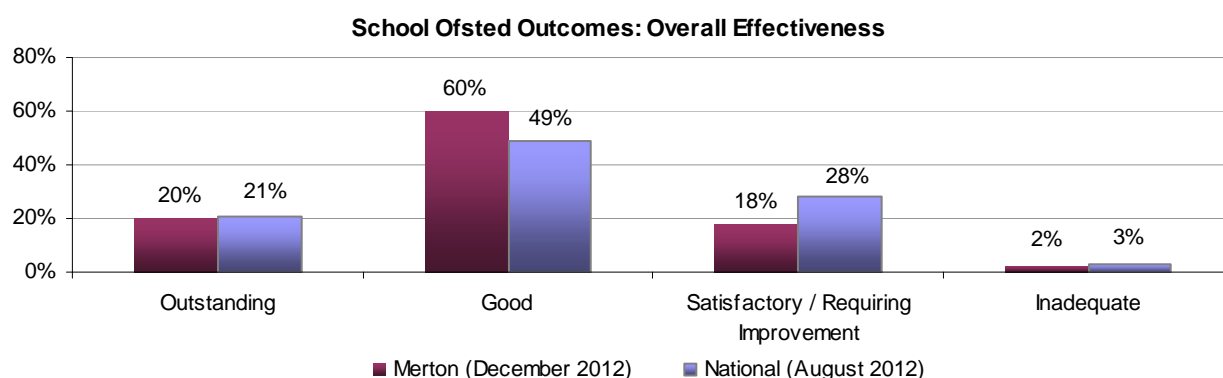
A range of other LA teams and services contribute to the wider school improvement agenda.

They are the Virtual School for Looked After Children, Schools ICT team, Governor Services, Equalities and Diversity team, SEN teams, Behavior and Safety team, Vulnerable Children’s team, the Supporting Families team, Education Welfare service, Early Years teams, Traveller Education service, Continuing Professional Development team. These services all offer a buy back service through Service Level Agreements and also offer spot purchase opportunities. The offers are set out in our Service Level Agreement handbook.

The whole service is quality assured (QA) through line management structures, through the Children Schools and Families Directorate Management Team and regular meetings with the Chief Executive and Cabinet Members. Peer quality assurance and support is provided through the South West London School Effectiveness Partnership.

2. Merton Ofsted Inspection Outcomes

- Merton has 80% of schools rated good or outstanding for overall effectiveness. This is above the national average of 70%.
- 85% of primary schools are good or better.
- Half of our secondary schools are due inspections in the coming year so the current statistics of 50% good or better should improve once inspections take place.



3. Pupil outcomes

- 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 2009/2010 and at 66% is 2% above the national average.
- Merton's phonic screening check outcomes are in line with national.
- Key Stage 1 performance is below the national average, for most subject areas the differences are marginal. Although 2012 has seen improvements, in writing, Merton is 3% below the national at level 2+, 5% below at level 2B+ and 2% below at level 3+
- Key Stage 2, English and maths combined at level 4 has increased to 79%. This is in line with the national average.
- Progress in English 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. Percentile rankings in value added ranks Merton 10, therefore Merton primary school pupils have made more progress than pupils in 90% of other local authorities nationally.
- GCSE performance is in line with national, with 59.1% of pupils achieving 5+A*-C including English and maths.
- Merton's GCSE value added score is above the average and Merton is percentile ranked 14, stating that secondary pupils have made more progress than 86% of other local authorities nationally. Expected progress in English and maths from key stage 2 to 4 is significantly above the national averages.
- A Level outcome per entry has also increased this year with Merton pupils achieving an average points score of 218.0, which is above national and London averages.
- Overall attendance rates in Merton have shown an upward trajectory and are 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 5.7% to 5.2% for all schools at the 15% threshold, which is 0.9% better than the national average.
- Fixed term secondary school exclusions decreased from 12.88% to 11.89%, however, this is still above London and national rates.
- Permanent exclusions have halved in 2011/12 to 12 permanent exclusions from 24 in 2010/11. All permanent exclusions were pupils of secondary school age.
- Outcomes for looked after children are improving and the local authority is committed to 'closing the gap'.

A. Introduction

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. Merton has a population of 199,693, including 47,100 children and young people aged 0-19. The population as a whole is predicated to increase by 2025. Merton has a younger population than the England average and there has been an increase, from 2,535 births in 2002 to 3,537 in 2011 a net increase of 40%. This increase in births in Merton and London, with other demographic factors has created the need for more school places and placed pressure on pre-school services. http://www.merton.gov.uk/democratic_services/w-agendas/w-fpreports/1124.pdf

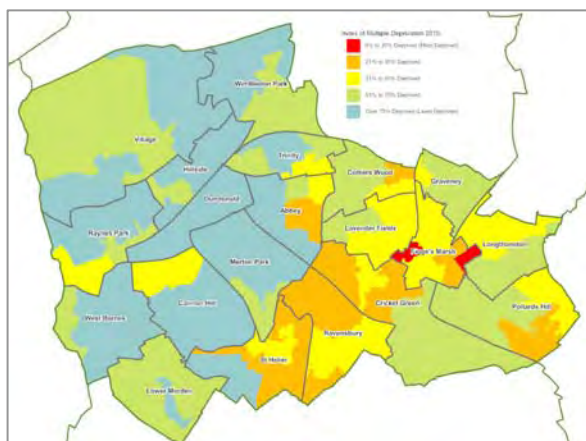
Merton is the 23rd most diverse local authority nationally, and the 18th most diverse London borough, with a Black and minority ethnic population of 25% (2001 census). This has grown to 52% as recorded in the 2011 Census. The east of the borough is more diverse than the west. In addition, pupils in Merton schools also come from a more diverse background, with 63% from Black and minority ethnic groups, and over 120 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 40%.

2011 Census Ethnic Categories	Persons All Ages			
	2001	2011	% of 2011 population	% change from 2001 census
White British	120,378	96,658	48.4%	-19.7%
White Other	20,505	32,948	16.5%	60.7%
Asian Bangladeshi	1,702	2,216	1.1%	30.2%
Asian Indian	8,043	8,106	4.1%	0.8%
Asian Pakistani	4,504	7,337	3.7%	62.9%
Any other Asian background	6,558	15,866	7.9%	141.9%
Black African	6,438	10,442	5.2%	62.2%
Black Caribbean	6,976	8,126	4.1%	16.5%
Black Other	1,212	2,243	1.1%	85.1%
Mixed White & Black Caribbean	1,630	2,579	1.3%	58.2%
Mixed White & Black African	734	1,279	0.6%	74.3%
Mixed White & Asian	1,918	2,829	1.4%	47.5%
Any other Mixed background	1,587	2,647	1.3%	66.8%
Chinese	2,485	2,618	1.3%	5.4%
Any other ethnic background	3,238	3,779	1.9%	16.7%
All Ethnicities	187,908	199,693		

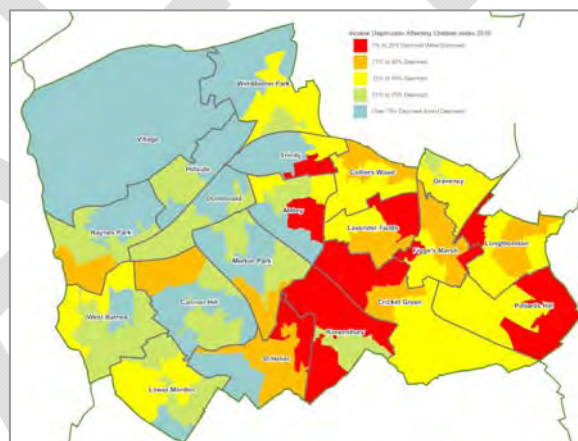
Source: 2012 GLA Demographic Data

A characteristic of the borough is the difference between the poorer, more deprived east (Mitcham), and the wealthier, more prosperous west (Wimbledon). There are a number of pockets of deprivation within the borough 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. Merton is less deprived than the national average, but 39 Super Output Areas (out of 124) are amongst the 30% most deprived Super Output Areas across England for children (Source: *Income Deprivation Affecting Children Index 2010*). 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. 45% of Merton school pupils are living in an area of deprivation (30% most deprived, IDACI 2010). The proportion of children and young people entitled to free school meals is 17.4%. This is an increase of 21% of children and young people eligible for free school meals in Merton schools since 2010.

Index of Multiple Deprivation 2010



Income Deprivation Affecting Children Index 2010



According to the Indices of Multiple Deprivation (IMD) 2010 which combines the IDACI and Income Deprivation Affecting Older People Index (IDAPOI), 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.

B. Attainment and Achievement of Merton Children & Young People

B.1 Early Years and Children Centres (0-5 years): Early Years Foundation Stage

Overall 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 become wider than previous years yet it remains below London and national gaps.
- Writing is the area that continues to be a focus for improvement.
- Intervention programs such as 'Every Child a Talker' continue to contribute to improved results in linked areas of learning.
- Performance is above the national average in all key measures.

Within the Early Years Foundation Stage (EYFS) a child who achieves a scale score of 6 points or more is **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**.

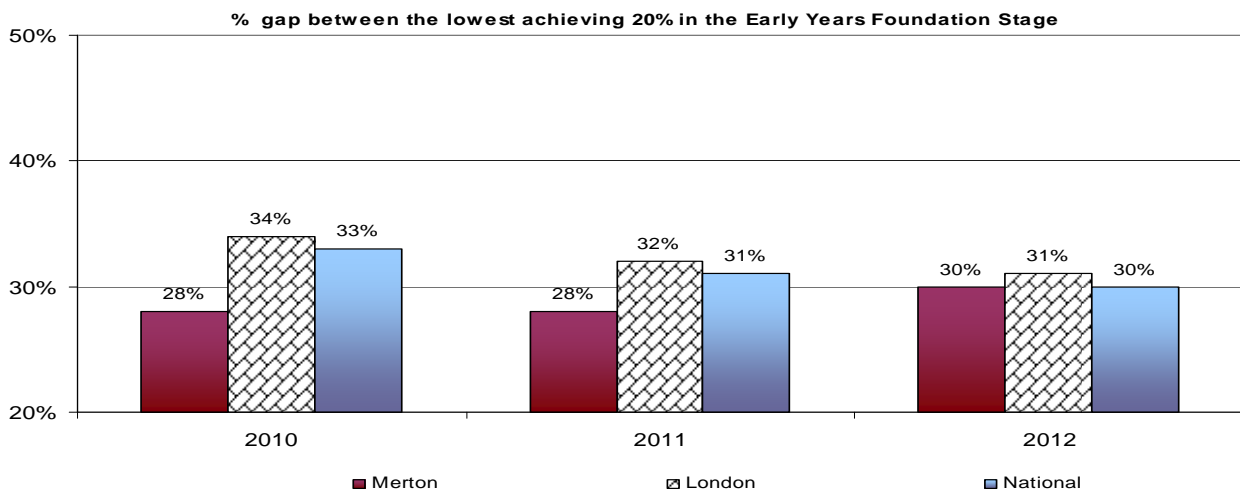
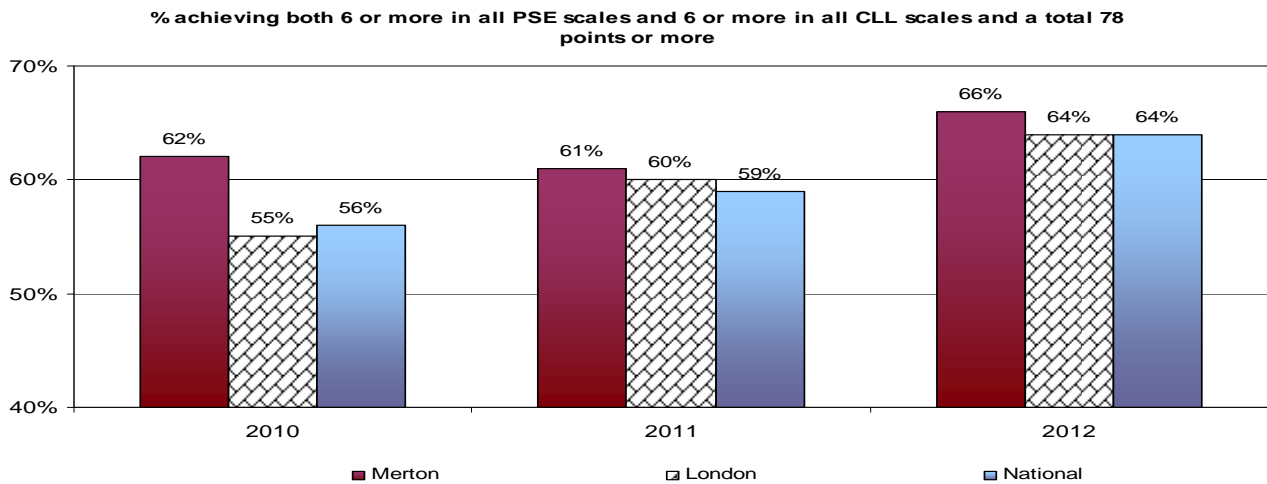
The **Early Years achievement gap** summarises the degree of spread, or inequality of performance between the highest and lowest achieving children.

A revised framework for the EYFS has been published, for implementation from 1 September 2012. As a result of these changes, this document will provide the final update to the existing time series. The EYFSP in 2013 will report pupils performance based on the revised profile.

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

	2010			2011			2012		
	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	62%	55%	56%	61%	60%	59%	66%	64%	64%
% gap between the lowest achieving 20% in the Early Years Foundation Stage	28.4%	33.6%	32.7%	27.7%	32.0%	31.4%	29.5%	31%	30%

Merton's results compared to London & National Results:



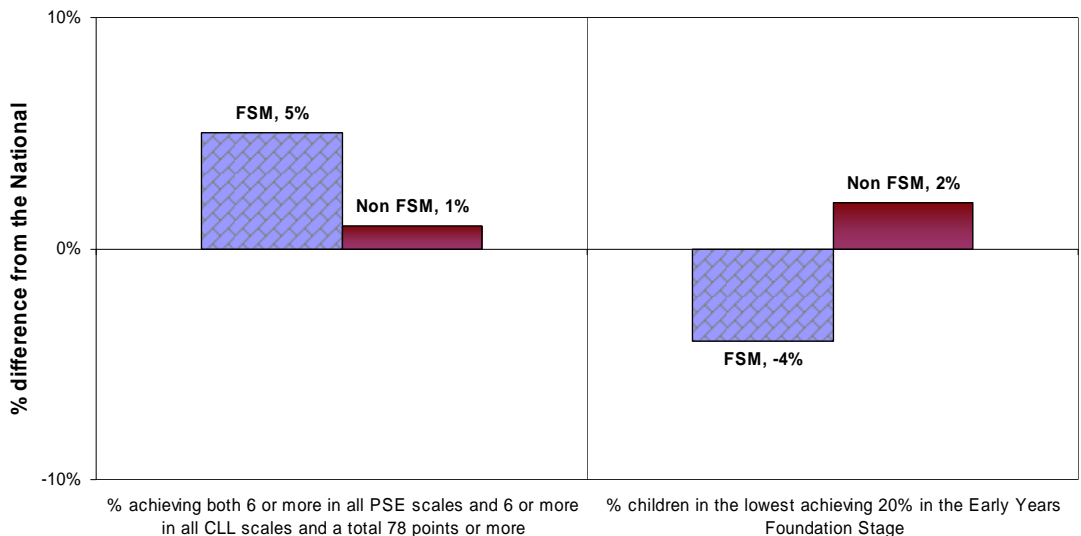
Key context messages in relation to pupil groups

- The gap between children known to be eligible for Free School Meals and those not known to be eligible is narrower than nationally
- Proportionally more children than nationally, not eligible for Free School Meals are in the lowest achieving 20%.
- 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 (15%), this gap is decreasing.
- 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%.
- 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, Black African and mixed heritage White & Black Caribbean in Merton attain a good level of development, that is below their ethnic group national average, and hence more children featuring in the lowest achieving 20% than the national average.
- A greater proportion of children whose first language is English achieved a good level of development, compared to pupils for whom English is not their first language. Both groups are above their national average with the gap between these groups the same as the national London the gap is narrower.

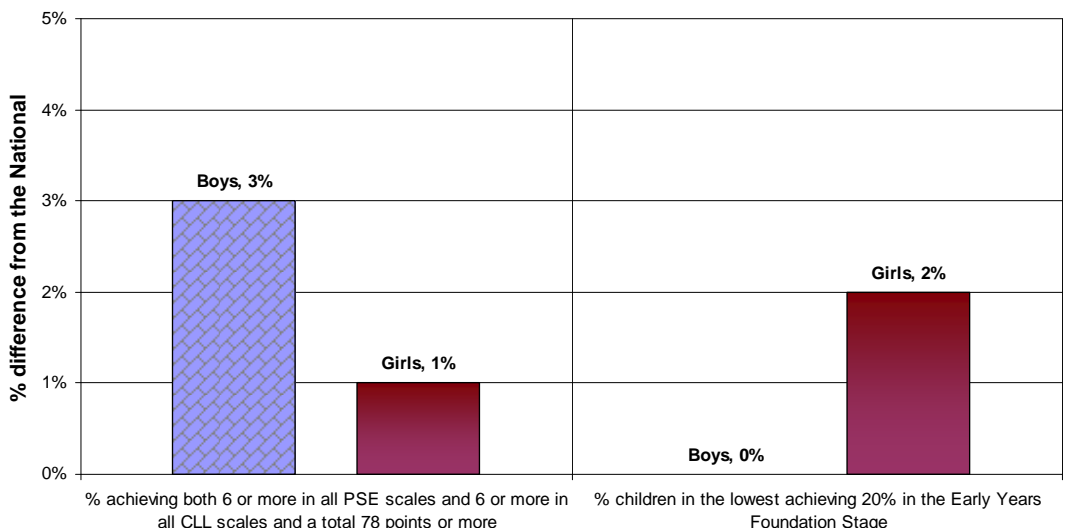
Early Years Foundation Stage achievements by contextual groups:

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	403	53%	55%	48%	30%	n/a	34%
Not eligible for Free School Meals	2302	68%	67%	67%	20%		18%
Disadvantage							
Disadvantaged pupils (FSM in last 6 years & LAC)	Disadvantage not measured within the Foundation Stage Profile						
All other Pupils							
Ethnic Group							
White	1365	68%	67%	65%	18%	n/a	19%
White British	957	71%	n/a	66%	13%		18%
Irish	18	67%		69%	11%		15%
Traveller of Irish Heritage	3	67%		28%	33%		56%
Gypsy / Roma	4	25%		26%	75%		58%
Any Other White Background	383	63%		55%	28%		30%
Mixed	276	68%	67%	64%	18%		20%
White and Black Caribbean	73	58%	n/a	61%	25%		21%
White and Black African	37	70%		63%	19%		21%
White and Asian	61	74%		68%	15%		17%
Any Other Mixed Background	105	72%		65%	16%		19%
Asian	598	66%	65%	60%	27%		26%
Indian	100	76%	n/a	70%	18%		18%
Pakistani	144	64%		53%	29%		33%
Bangladeshi	41	51%		56%	46%		30%
Any Other Asian Background	313	65%		64%	26%		22%
Black	410	59%	61%	61%	27%		24%
Black Caribbean	94	64%	n/a	60%	22%		23%
Black African	269	58%		61%	29%		24%
Any Other Black Background	47	60%		59%	28%		26%
Chinese	19	63%	59%	62%	26%		23%
Any Other Ethnic Group	54	59%	n/a	57%	28%	29%	
Refused / Information not Obtained	19	61%		60%	17%	25%	
First Language							
First Language: English	1556	70%	68%	65%	15%	n/a	18%
First Language: Other than English	1185	61%	61%	56%	30%		29%
Gender							
Female	1334	74%	73%	73%	17%	n/a	15%
Male	1407	58%	56%	55%	26%		26%
Special Educational Needs (SEN)							
No Special Educational Needs	2454	72%	70%	68%	16%	n/a	16%
School Action	179	22%	33%	27%	67%		54%
School Action Plus	65	14%	27%	23%	69%		60%
SEN (with Statement)	43	9%	5%	5%	86%		89%
Looked After Children (LAC)							
Looked After	LAC numbers are not collected within the Foundation Stage Profile 10						
Not Looked After							

Early Years Foundation Stage achievements by deprivation:



Early Years Foundation Stage achievements by gender:



Targeted actions to support continued improvement in Early Years

- To successfully implement the new Early Years Foundation Stage framework and its related assessment requirements in all provision.
- To continue to focus on early language development programmes such as Every Child a Talker
- To develop and support the growing 2 year old provision.
- To continue to work with schools and settings to further improve early transitions.

B. Attainment and Achievement of Merton Children & Young People

B.2 Primary Phase (6-11 years): Year 1 Phonic Screening Check

Overall Key Messages: Year 1 Phonic Screening Check

- In 2012, pupils were deemed to have met the required standard of phonic decoding if they scored 32 or more out of a possible 40 in the test. 57% of Year 1 pupils achieved the expected level in Merton. Merton is broadly in line with national outcomes but below London borough averages.
- There is variation between Merton schools in the percentage meeting the required standard of phonic decoding between 24% and 89%.

In September 2011, the Government announced that a new statutory phonics screening check for all children in Year 1 would be introduced during the current academic year. The purpose of the check is to confirm whether each child has learnt phonic decoding to an age-appropriate standard. The check comprises a list of 40 words (50% pseudo words) and a teacher known to the child is required to use their professional judgment about which responses are correct.

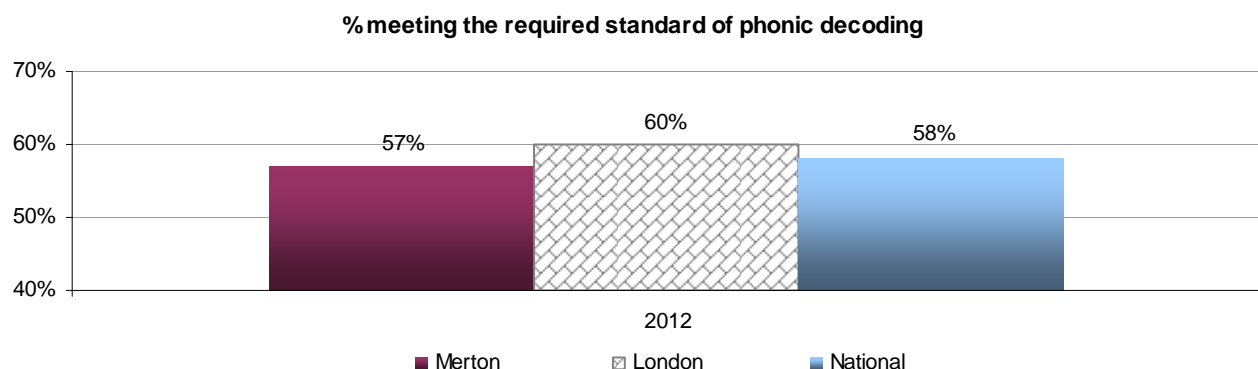
In 2012, pupils were deemed to have met the required standard of phonic decoding if they scored 32 or more out of a possible 40 in the check.

Pupils in year 2, 2013, who did not reach the required standard in year 1, 2012, or who were absent are required to re-sit the phonics screening check.

The key achievements of the Early Year 1 Phonics Screening Check are set out below:

	2012		
	Merton	London	National
% meeting the required standard of phonic decoding	57%	60%	58%

Merton's results compared to London & National Results:



Key context messages in relation to pupil groups

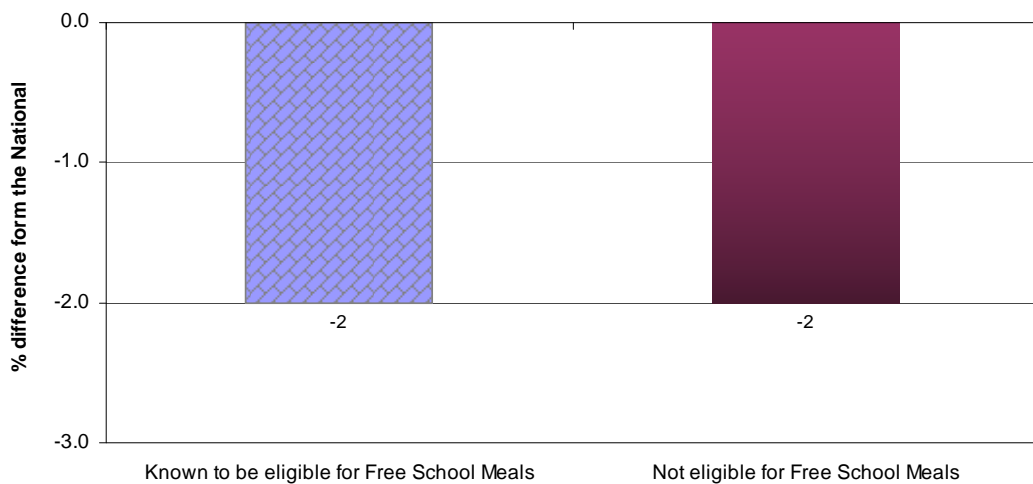
- The gap between children known to be eligible for Free School Meals and those not known to be eligible is in line with national. Across the London boroughs both groups standard of decoding is above national and the gap between the groups is narrower.
- Girls outperformed boys in the check with 60% per cent meeting the required standard compared to 54% of boys. Merton's gender gap is narrower than national, as a result of Merton girls performing below girls nationally and boys in line.
- Pupils from an Indian background, mixed White and Black African and mixed White and Asian pupils had the highest percentage achieving the required standard.
- Black Caribbean, mixed White and Black Caribbean and Gypsy/Roma and Travellers of Irish heritage are the groups whose standard of decoding is below overall Merton outcomes and below those of their peers nationally.
- There is no gap in the London boroughs average and nationally with 58% of pupils whose first language is English met the required standard of phonic decoding, the same percentage as those whose first language was recorded as other than English. Whilst Merton has a gap of 2% with those pupils whose first language other than English has standard of decoding above all other children.
- Pupils with SEN have outcomes below those with no SEN. Pupils with SEN at School Action Plus outcomes are above national peers with this level of SEN.

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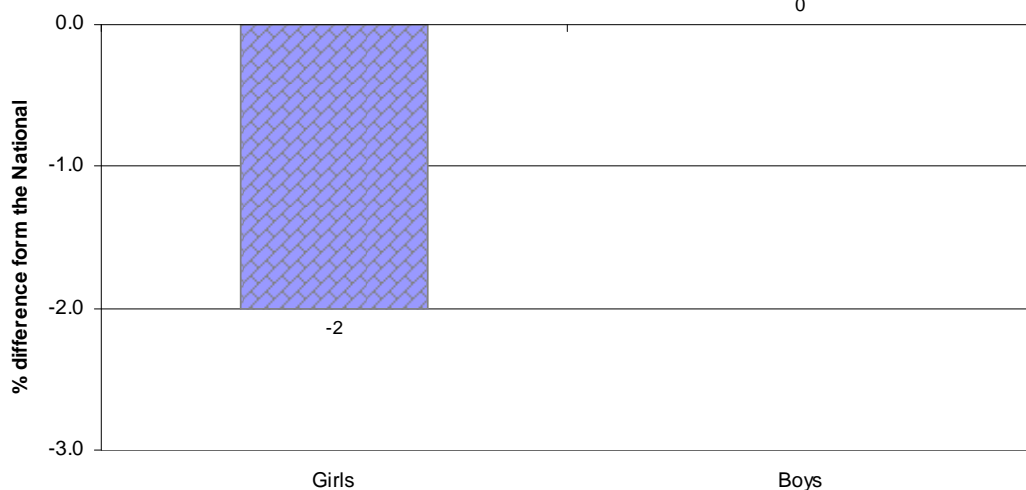
Year 1 Phonic Screening Check achievements by contextual groups:

Contextual Groups	Number of Pupils	% meeting the required standard of phonic decoding		
		Merton	London	National
Deprivation				
Known to be eligible for Free School Meals	377	42%	50%	44%
Not eligible for Free School Meals	1943	59%	64%	61%
Disadvantage (FSM in last 6 years)				
Disadvantaged pupils	428	44%	n/a	45%
All other Pupils	1892	60%		62%
Ethnic Group				
White	1111	55%	59%	57%
White British	784	56%	n/a	58%
Irish	14	50%		61%
Traveller of Irish Heritage	<10	50%		16%
Gypsy / Roma	<10	0%		17%
Any Other White Background	308	54%		53%
Mixed	225	58%	61%	60%
White and Black Caribbean	58	45%	n/a	54%
White and Black African	33	73%		58%
White and Asian	49	71%		65%
Any Other Mixed Background	85	54%		61%
Asian	510	66%	66%	62%
Indian	54	72%	n/a	70%
Pakistani	144	64%		57%
Bangladeshi	37	54%		59%
Any Other Asian Background	275	67%		66%
Black	371	50%	60%	60%
Black Caribbean	87	43%	n/a	54%
Black African	221	50%		62%
Any Other Black Background	63	62%		58%
Chinese	14	57%	73%	69%
Any Other Ethnic Group	66	52%	n/a	57%
Unclassified	23	35%		22%
First Language				
First Language: English	1296	56%	61%	58%
First Language: Other than English	1023	58%	61%	58%
Gender				
Female	1163	60%	64%	62%
Male	1157	54%	57%	54%
Special Educational Needs (SEN)				
No Special Educational Needs	1967	63%	67%	65%
School Action	230	21%	33%	25%
School Action Plus	85	27%	31%	25%
SEN (with Statement)	38	8%	13%	12%
Looked After Children (LAC)				
Not Looked After	LAC numbers are not yet available within the Year 1 Phonics Screening Check			
Looked After				

Year 1 Phonics Screening Check achievements by deprivation:



Year 1 Phonics Screening Check achievements by gender:



Targeted actions to support continued improvement in the Year 1 Phonics Screening Check

- Further training for staff to improve phonics teaching and assessment in all schools.

B. Attainment and Achievement of Merton Children & Young People

B.3 Primary Phase (6-11 years): Key Stage 1

Overall Key Messages: Key Stage 1

- Performance at Key Stage 1 has improved over the last 3 years.
- Nationally, the 2012 Key Stage 1 show that the percentage of pupils achieving the expected level has increased (larger than in previous years) in all subjects, the largest increases in reading and writing. Merton does not mirror the national improvement trend. Whilst English subjects have improved, maths attainment is below previous years.
- Writing continues to be the focus for improvement although attainment has improved on the last 3 years.
- Merton attainment at level 3 and above continues to fall below national and London outcomes.

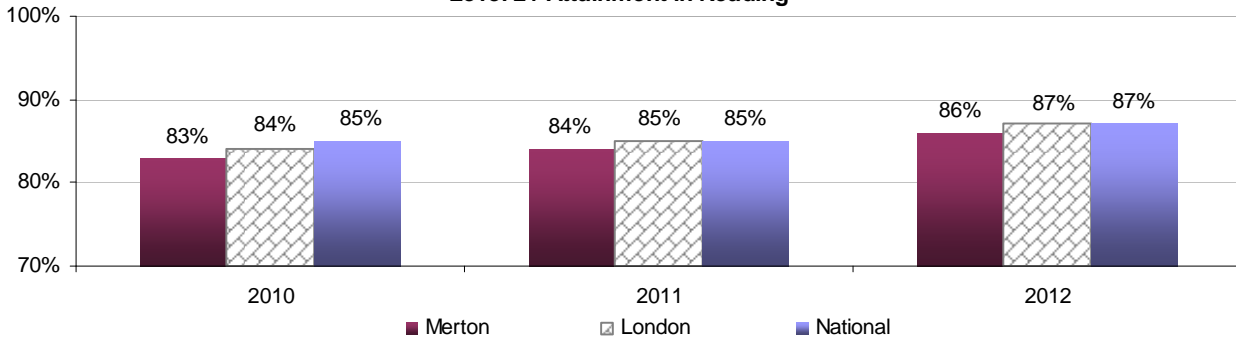
Key Stage 1 is completed by most pupils in years 1 and 2 of primary school. Pupils are teacher assessed and schools may use tests to inform assessments. Pupils are measured against a range of English measures (speaking and listening, reading and writing) as well as maths and science. Pupils are expected 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.

The key achievements at Key Stage 1 are set out below:

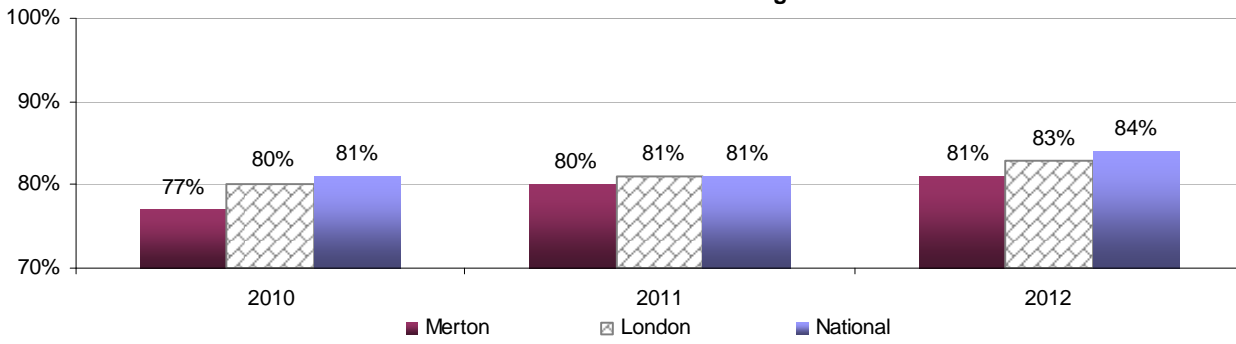
Teacher Assessments	2010			2011			2012		
	Merton	London	National	Merton	London	National	Merton	London	National
% Reading level 2+	83%	84%	85%	84%	85%	85%	86%	87%	87%
% Writing level 2+	77%	80%	81%	80%	81%	81%	81%	83%	84%
% Maths level 2+	89%	88%	89%	89%	89%	90%	89%	90%	91%
% Reading level 2B+	72%	71%	72%	74%	73%	74%	74%	76%	77%
% Writing level 2B+	55%	59%	60%	59%	61%	61%	60%	64%	65%
% Maths level 2B+	70%	71%	73%	74%	73%	74%	73%	76%	77%
% Reading level 3+	26%	23%	26%	23%	24%	26%	24%	26%	27%
% Writing level 3+	11%	11%	12%	10%	12%	13%	12%	13%	14%
% Maths level 3+	22%	19%	20%	20%	20%	20%	19%	21%	22%
Average Point Score (reading, writing & maths)	15.0	15.0	15.2	15.1	15.2	15.3	15.2	15.5	15.5

Merton's results compared to London & National Results:

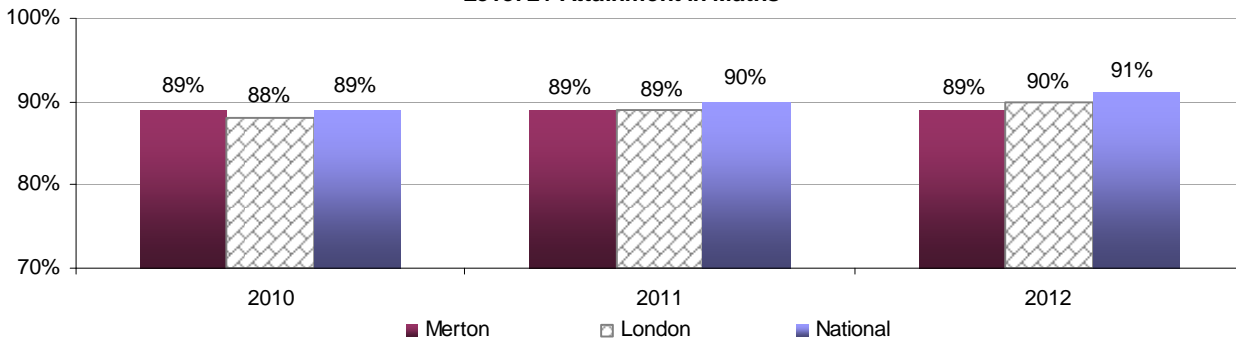
Level 2+ Attainment in Reading



Level 2+ Attainment in Writing



Level 2+ Attainment in Maths



Key context messages in relation to pupil groups

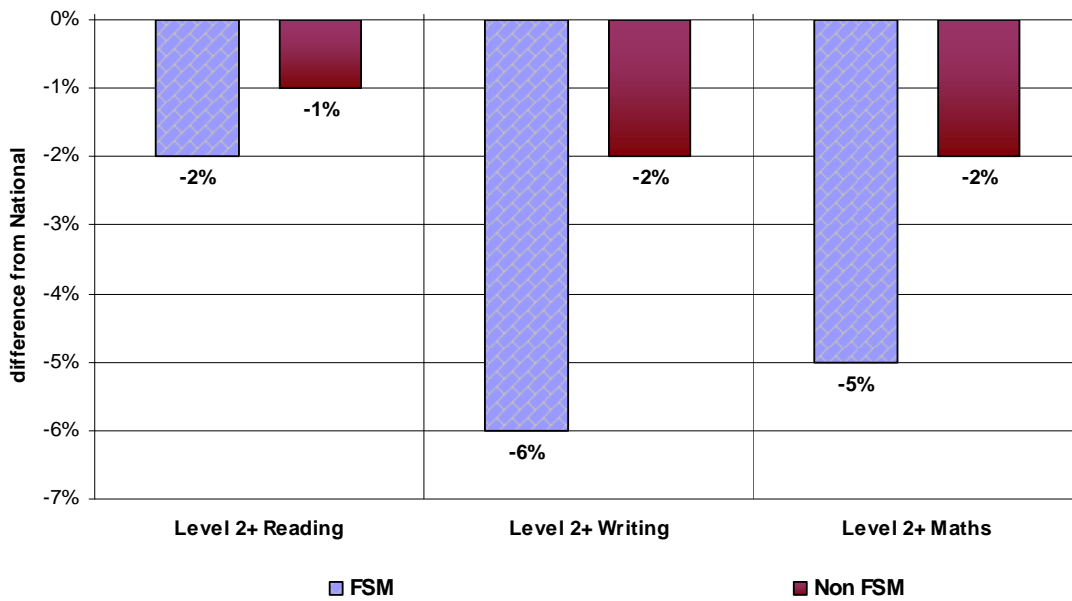
- The gap between children known to be eligible for Free School Meals and those not known to be eligible is wider than nationally and the London boroughs.
- In terms of average points scores, Merton follows the national trend of pupils eligible for Free School Meals attaining a sub level lower than those not known to be eligible, an average level 2C to the all pupil average of 2B.
- In Merton schools at Key Stage 1, girls continue to outperform boys in reading and writing. There is no gender gap in maths. Nationally boys attain below girls in all subjects. Merton's gender gap is not as wide as the national.
- Whilst low performance in writing is an issue for both genders, girls are further below the national outcome for their gender group in all subjects.
- Attainment for statemented pupils exceeds that of national and London averages in reading and maths.
- At Key Stage 1, most ethnic groups are broadly in line with national ethnic group averages, children with the ethnic group of Black African and all mixed heritage groups in Merton attain a below levels of their peers across all subject areas.
- Although small in number, the traditionally lower attaining group of Gypsy/Roma, Merton Key Stage 1 pupils from this group has attained above those nationally in all subjects.
- A greater proportion of children whose first language is English achieved at Key Stage 1, compared to pupils for whom English is not their first language. First language - English pupils are below their national average with the gap broadly in line for pupils for whom English is not their first language.

DR

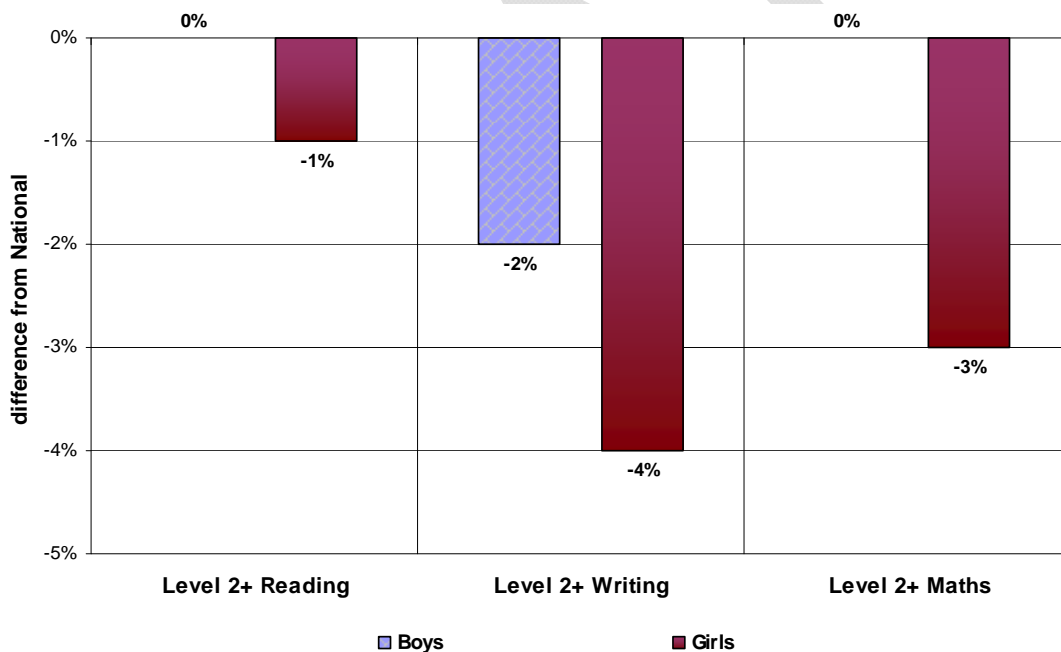
Key Stage 1 achievements by contextual groups:

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	342	74%	81%	76%	64%	75%	70%	77%	85%	82%	13.2	n/a	14.1
Not eligible for Free School Meals	1881	89%	89%	90%	84%	86%	86%	91%	92%	93%	15.5		16.1
Disadvantage (FSM in last 6 years)													
Disadvantaged pupils	445	77%	n/a	78%	68%	n/a	72%	80%	n/a	84%	13.7	n/a	14.1
All other Pupils	1777	89%		90%	84%		87%	91%		93%	15.6		16.1
Ethnic Group													
White	1095	85%	87%	87%	79%	83%	83%	90%	91%	91%	15.3	n/a	n/a
White British	770	88%	n/a	88%	82%	n/a	84%	91%	n/a	92%	15.6		15.7
Irish	15	87%		90%	87%		86%	87%		93%	15.7		16.2
Traveller of Irish Heritage	<10	0%		39%	0%		32%	0%		55%	5.0		10.5
Gypsy / Roma	<10	60%		38%	80%		34%	80%		50%	13.4		10.2
Any Other White Background	304	80%		79%	74%		75%	88%		87%	14.6		14.7
Mixed	185	83%		88%	88%		78%	84%		84%	86%		91%
White and Black Caribbean	48	77%	n/a	86%	69%	n/a	81%	79%	n/a	89%	13.9		15.2
White and Black African	28	82%		88%	75%		83%	86%		90%	14.4		15.5
White and Asian	37	86%		90%	81%		88%	92%		92%	15.3		16.2
Any Other Mixed Background	72	86%		88%	85%		85%	88%		91%	15.3		15.8
Asian	447	90%	90%	88%	84%	87%	84%	90%	92%	90%	15.5		n/a
Indian	60	97%	n/a	93%	93%	n/a	91%	95%	n/a	94%	16.5		16.5
Pakistani	134	84%		85%	76%		80%	85%		87%	14.5		14.7
Bangladeshi	33	79%		87%	73%		83%	85%		89%	15.2		15.1
Any Other Asian Background	250	92%		89%	88%		86%	92%		91%	15.9		15.8
Black	363	88%	87%	87%	81%	82%	82%	86%	88%	88%	14.7		n/a
Black Caribbean	83	88%	n/a	84%	88%	n/a	79%	90%	n/a	86%	14.7		14.6
Black African	235	88%		88%	79%		83%	86%		88%	14.8		15.2
Any Other Black Background	45	87%		85%	76%		80%	82%		86%	14.2		14.7
Chinese	12	100%	94%	90%	100%	91%	87%	100%	98%	96%	17.5	16.7	
Any Other Ethnic Group	76	87%	n/a	83%	83%	n/a	79%	92%	n/a	88%	14.9	14.8	
First Language													
First Language: English	1229	88%	88%	88%	82%	84%	84%	90%	91%	91%	15.4	n/a	15.7
First Language: Other than English	994	85%	86%	84%	79%	83%	80%	88%	90%	88%	14.9		15.0
Gender													
Female	1122	89%	90%	90%	84%	88%	88%	89%	92%	92%	15.5	15.9	16.0
Male	1101	84%	84%	84%	77%	79%	78%	89%	89%	89%	14.9	15.1	15.1
Special Educational Needs (SEN)													
No Special Educational Needs	1853	94%	95%	95%	89%	92%	93%	95%	97%	97%	16.0	n/a	16.5
School Action	231	56%	70%	63%	43%	60%	53%	66%	78%	74%	11.7		12.4
School Action Plus	96	42%	58%	50%	36%	49%	41%	53%	66%	61%	10.7		11.4
Statement	43	26%	25%	24%	12%	19%	17%	28%	26%	26%	7.8		7.2
Looked After Children (LAC)													
Not Looked After													
Looked After													

Key Stage 1 achievements by deprivation:



Key Stage 1 achievements by gender:



Targeted actions to support continued improvement in Key Stage 1

- To raise awareness of the expected pupil progress rates that are required to demonstrate good or better progress.
- To raise teacher expectations around writing and independent learning.
- Offer guidance and challenge to schools to use pupil premium funding to target appropriate support to increase rates of progress.

B.4 Primary Phase (6-11 years): Key Stage 2

Overall Key Messages: Key Stage 2

- **Performance is in line with national for the level 4 and above attainment indicators.**
- **Expected progress in English from key stage 1 to key stage 2 is significantly above the national averages.**
- **Percentile rankings for value added ranks Merton 10, therefore Merton primary pupils have made more progress than pupils in 90% of other local authorities nationally. In English value added ranks Merton 9 and maths a rank of 14.**
- **Attainment at level 4 and above and progress in maths is not as high as English. Level 5 and above is 2% higher than English, with English 3% above the national, maths 4% above.**

Key stage 2 is completed for most pupils between year 3 and 6 of the primary phase. National Curriculum standards have been designed so that most pupils will progress by approximately one level every two years. Pupils are expected to achieve level 4 by the end of Key Stage 2 and to make two levels of progress between Key Stage 1 and Key Stage 2.

There were significant changes to the Key Stage 2 assessment arrangements in 2012. The introduction of level 6 testing and schools were no longer required to administer a writing test and submit this for external marking. As a result, measures based on teacher assessments for writing have been introduced for the first time. Therefore, this year's figures for English cannot be compared to the figures for English that were published in earlier years, which were based solely on tests. The headline measure of English in 2012 is based upon a combination of reading test and writing teacher assessment outcomes for pupils.

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.

The key achievements at Key Stage 2 are set out below:

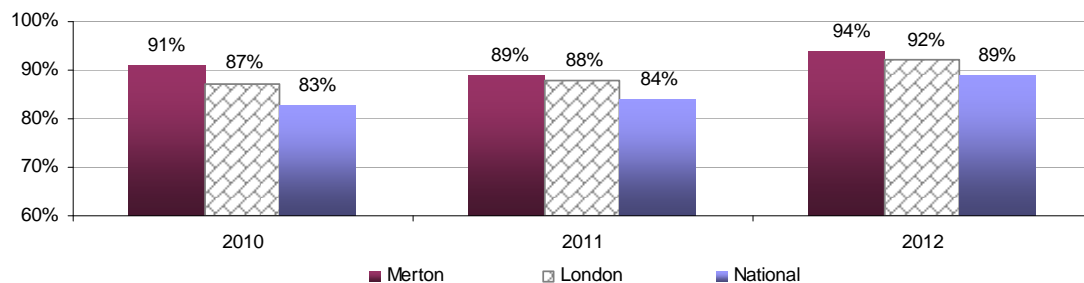
Tests (aggregation of schools with test results)	2010			2011			2012		
	Merton	London	National	Merton	London	National	Merton	London	National
% Level 4+ in English & maths	77%	76%	73%	77%	76%	74%	79%	82%	79%
% Level 4+ English	84%	82%	80%	84%	83%	82%	86%	87%	85%
% Level 4+ maths	82%	82%	79%	83%	82%	80%	84%	86%	84%
% Level 5+ in English & maths	27%	25%	23%	25%	23%	21%	30%	29%	27%
% Level 5+ English	38%	35%	33%	33%	30%	29%	41%	39%	38%
% Level 5+ maths	38%	37%	34%	40%	38%	35%	43%	42%	39%
Average Point Score (English & maths)	28.0	27.8	27.5	28.0	27.7	27.5	28.6	n/a	28.3
% of expected Progress in English	91%	87%	83%	89%	88%	84%	94%	92%	89%
% of expected Progress in maths	87%	85%	82%	87%	86%	83%	88%	90%	87%
Value Added	n/a	n/a	n/a	100.6	n/a	100.0	100.6	n/a	100.0

Merton's results compared to London & National Results:

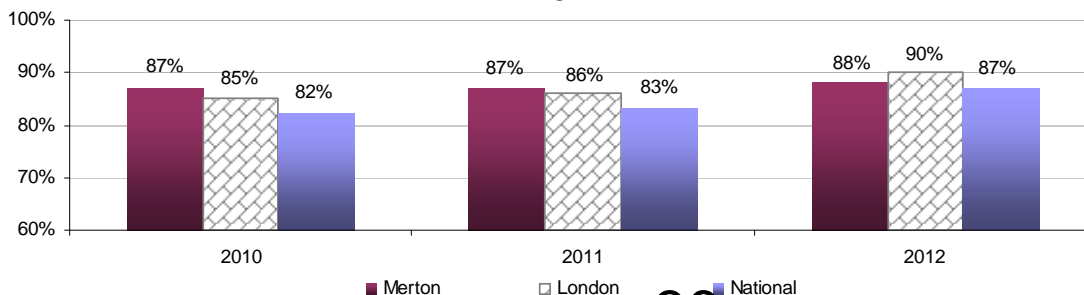
Level 4+ Attainment in both English & maths



2 Levels of Progress - English



2 Levels of Progress - Maths



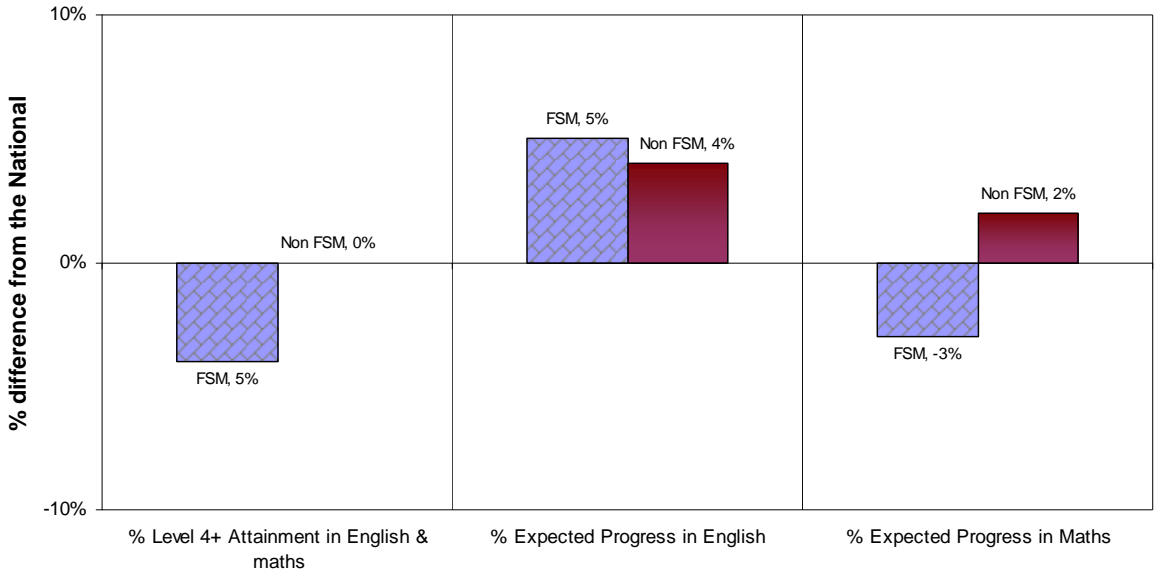
Key context messages in relation to pupil groups

- Merton has a wider gap between children eligible for free school meals (deprivation), children disadvantaged and their peers than national for attainment measures and expected progress in mathematics.
- Expected progress in English from key stage 1 to key stage 2 is significantly above the national averages for pupils who are disadvantaged.
- Merton pupils from most ethnic groups achieved above the national average for their ethnic group in the key attainment measures.
- Children with the ethnic group of White British, mixed heritage White & Black Caribbean, Black Caribbean, Black African and Chinese in Merton attain level 4 and above in English & maths, that is below their ethnic group national average.
- Expected progress in English from key stage 1 to key stage 2 is significantly above the national averages for White British and pupils from any other mixed heritage background. Chinese pupils in Merton are the only ethnic group with expected progress in English below their group nationally.
- Expected progress in maths is significantly below the national average for pupils of Black Caribbean heritage.
- The gender gap at Key Stage 2 in Merton is narrower than nationally with boys attaining above boys nationally.
- Both genders expected progress in English is significantly above national averages.
- Merton children with SEN in Key Stage 2 attain below National and London children with SEN.
- Expected progress in English for all SEN groups is above national, school action progress in English significantly above national averages. School action plus pupils are significantly below national for expected progress in maths.
- A greater proportion of children whose first language is other than English achieved levels of attainment and progress compared to pupils for whom English is not their first language.
- Whilst achievement gaps remain between Looked After Children and their peers. Looked After Children within Merton schools attain a sub level higher than Looked after children nationally. Progress is also above children in care averages.

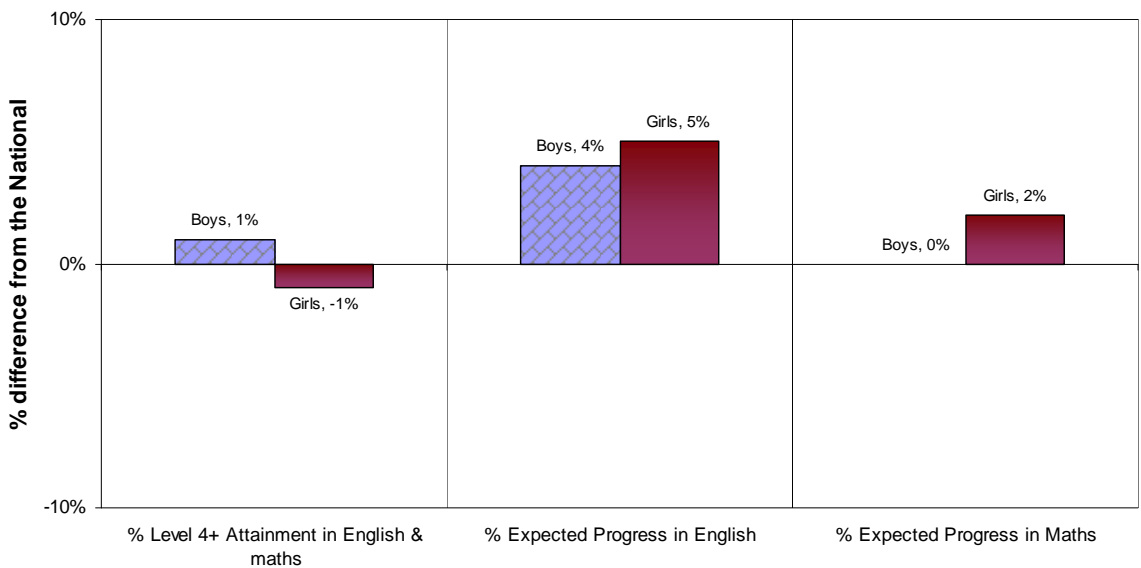
Key Stage 2 achievements by contextual groups:

Contextual Groups	Number of Pupils	% Level 4+ Attainment in English & maths			% Expected Progress in English			% Expected Progress 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	318	62%	73%	66%	91%	n/a	86%	78%	n/a	81%	25.9	n/a	26.6
Not eligible for Free School Meals	1503	83%	85%	82%	94%		90%	90%		88%	29.1		28.9
Disadvantage (FSM in last 6 years)													
Disadvantaged pupils	507	65%	n/a	68%	91%	n/a	87%	81%	n/a	82%	26.4	n/a	26.6
All other Pupils	1317	85%		84%	94%		90%	91%		89%	29.4		28.9
Ethnic Group													
White	889	79%	82%	80%	93%	n/a	89%	87%	n/a	87%	28.6	n/a	n/a
White British	717	78%	n/a	80%	92%		86%	86%		85%	28.7		28.4
Irish	11	91%		86%	100%		90%	91%		88%	30.5		29.3
Traveller of Irish Heritage	<10	50%		36%	100%		44%	100%		46%	25.5		22.9
Gypsy / Roma	<10	50%		29%	50%		36%	100%		39%	22.5		21.5
Any Other White Background	157	80%		74%	98%		78%	94%		82%	28.4		27.7
Mixed	142	84%		83%	80%		96%	90%		90%	87%		29.0
White and Black Caribbean	32	72%	n/a	76%	94%		84%	91%		80%	27.0		27.6
White and Black African	20	85%		79%	88%		87%	89%		83%	28.5		28.3
White and Asian	26	88%		84%	96%		89%	92%		88%	30.5		29.2
Any Other Mixed Background	64	88%		81%	100%		87%	88%		85%	29.5		28.6
Asian	387	83%	85%	80%	94%		92%	93%		89%	29.1		n/a
Indian	40	93%	n/a	86%	94%		90%	97%		90%	30.3		29.3
Pakistani	103	77%		75%	94%		82%	89%		80%	28.1		27.3
Bangladeshi	35	80%		81%	89%	87%	89%	85%	28.6	28.1			
Any Other Asian Background	209	86%		81%	94%	85%	94%	87%	29.4	28.8			
Black	333	74%	78%	77%	93%	91%	83%	87%	27.3	n/a			
Black Caribbean	113	70%	n/a	74%	93%	83%	77%	78%	27.2	27.2			
Black African	168	74%		78%	94%	85%	86%	82%	27.2	27.7			
Any Other Black Background	52	85%		75%	92%	86%	88%	79%	27.9	27.3			
Chinese	14	57%	92%	89%	89%	94%	100%	96%	29.8	30.7			
Any Other Ethnic Group	50	94%	n/a	74%	100%	79%	98%	81%	30.5	27.5			
First Language													
First Language: English	1089	78%	82%	80%	93%	n/a	89%	86%	n/a	87%	28.5	n/a	28.4
First Language: Other than English	732	81%	81%	76%	95%		91%	92%		90%	28.7		27.7
Gender													
Female	904	81%	84%	82%	96%	n/a	91%	88%	n/a	86%	28.8	n/a	28.5
Male	920	78%	80%	77%	92%		88%	88%		88%	28.3		28.0
Special Educational Needs (SEN)													
No Special Educational Needs	1412	91%	93%	91%	96%	n/a	93%	93%	n/a	92%	30.0	n/a	29.6
School Action	244	49%	61%	52%	94%		87%	79%		77%	24.9		25.2
School Action Plus	103	34%	48%	38%	83%		79%	61%		71%	23.0		23.6
Statement	62	16%	19%	17%	54%		46%	56%		45%	19.4		19.1
Looked After Children (LAC)													
Looked After	<10	65%	n/a	68%	80%	n/a	79%	80%	n/a	73%	25.9	n/a	24.1
Not Looked After	1837	84%		84%	93%		89%	88%		87%	28.5		28.3

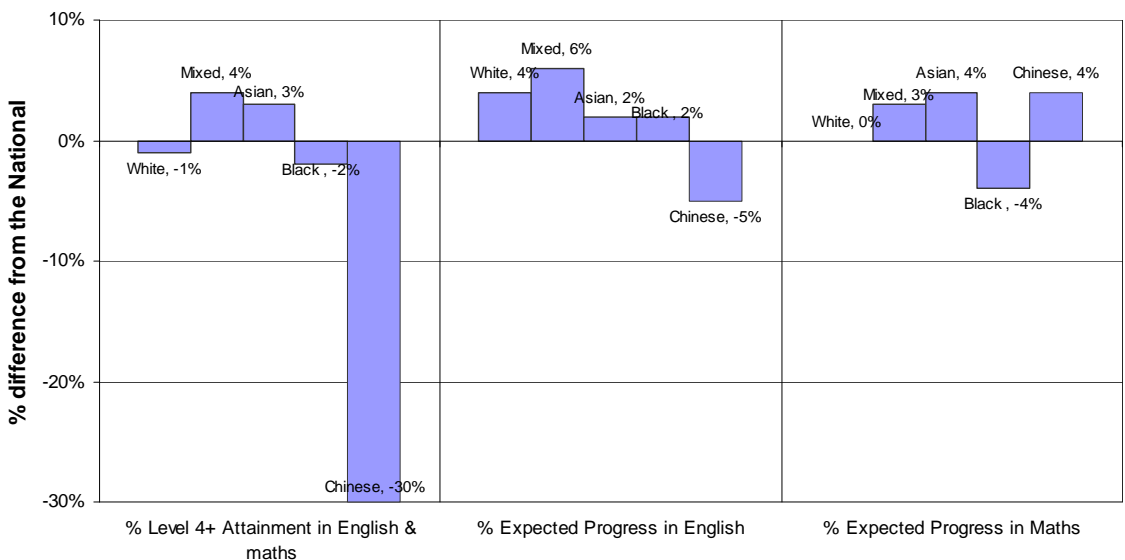
Key Stage 2 achievements by deprivation:



Key Stage 2 achievements by gender:



Key Stage 2 achievements by ethnic group:



Targeted actions to support continued improvement in Key Stage 2

- **Targeted maths project for identified schools to increase rates of progress in maths (the target is to exceed the London average for progress in maths).**
- **Targeted English group (for schools with results below national indicators for progress or attainment); to develop expertise to ensure most children make good or better progress.**
- **Offer guidance and challenge to schools to use pupil premium funding to target appropriate support to increase rates of progress.**

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B. Attainment and Achievement of Merton Children & Young People

B.5 Secondary Phase (12-19 years): Key Stage 3

Overall Key Messages: Key Stage 3

- There has been improvement at Key Stage 3 over the previous 3 years.
- Performance is above the national and London for all main attainment indicators.
- Level 5 and above and Level 6 and above outcomes are broadly in line between the subjects, English and maths. Level 6 and above in English, in Merton, is 9% above national attainment.

Pupils are required to take part in National Curriculum assessments when they reach the end of the KS3 programme of study, typically aged 14. Pupils are awarded levels on the National Curriculum scale to reflect their attainment.

Teacher Assessments at KS3 are made in the core subjects of English, mathematics and science. Pupils are expected to achieve level 5 by the end of Key Stage 3.

The DfE publish little comparative information regarding Key Stage 3.

The key achievements at Key Stage 3 are set out below:

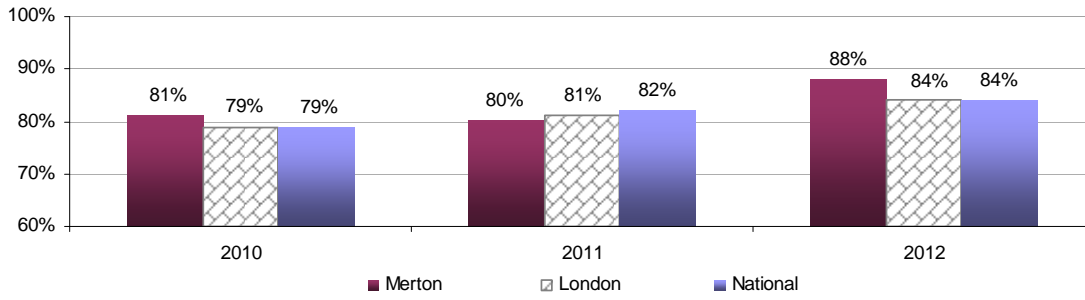
Teacher Assessments (aggregation of schools with TA results)	2010			2011			2012		
	Merton	London	National	Merton	London	National	Merton	London	National
% Level 5+ English	81%	79%	79%	80%	81%	82%	88%	84%	84%
% Level 5+ maths	77%	79%	80%	79%	80%	81%	87%	83%	83%
% Level 6+ English	45%	51%	43%	51%	46%	47%	61%	52%	52%
% Level 6+ maths	55%	57%	58%	54%	57%	59%	64%	60%	61%
% Level 5+ in English & maths	n/a	n/a	n/a	76%	n/a	n/a	83%	n/a	n/a
% Level 6+ in English & maths	n/a	n/a	n/a	45%	n/a	n/a	52%	n/a	n/a

Academies information is not supplied.

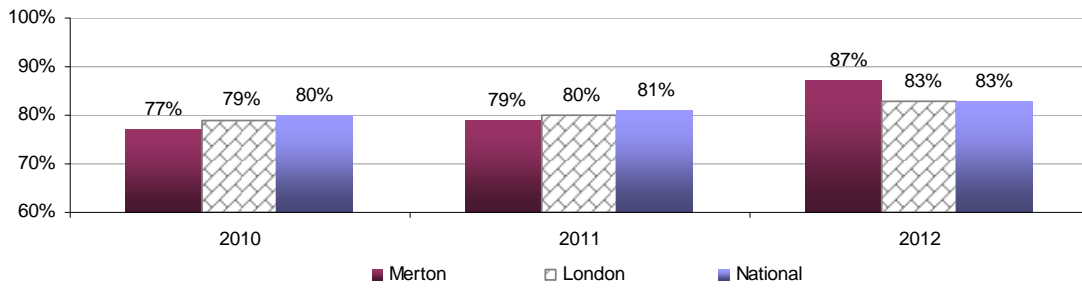
2011 data is presented without one Merton secondary school.

Merton's results compared to London & National Results:

Level 5+ Attainment in English



Level 5+ Attainment in maths



DRAX

Key Stage 3 achievements by contextual groups:

Contextual Groups	Number of Pupils	% Level 5+ Attainment in English			% Level 5+ Attainment in maths			% Level 5+ Attainment in English & maths		
		Merton	London	National	Merton	London	National	Merton	London	National
Deprivation										
Known to be eligible for Free School Meals	211	84%	n/a	n/a	78%	n/a	n/a	74%	n/a	n/a
Not eligible for Free School Meals	1046	90%			90%			86%		
Disadvantage (FSM in last 6 years)										
Disadvantaged pupils	Disadvantaged Pupils is not measured within Key Stage 3									
All other Pupils										
Ethnic Group										
White	704	88%	n/a	n/a	88%	n/a	n/a	84%	n/a	n/a
White British	540	88%			87%			83%		
Irish	20	100%			100%			100%		
Traveller of Irish Heritage	0	n/a			n/a			n/a		
Gypsy / Roma	<10	67%			67%			67%		
Any Other White Background	141	89%			91%			87%		
Mixed	108	89%			84%			83%		
White and Black Caribbean	27	85%			81%			81%		
White and Black African	11	91%			91%			91%		
White and Asian	25	100%			92%			92%		
Any Other Mixed Background	45	84%			80%			78%		
Asian	228	90%			92%			89%		
Indian	31	90%			90%			90%		
Pakistani	76	92%			95%			91%		
Bangladeshi	24	96%			100%			96%		
Any Other Asian Background	97	87%			88%			85%		
Black	183	90%			83%			79%		
Black Caribbean	59	90%			81%			80%		
Black African	103	92%			83%			80%		
Any Other Black Background	21	81%			86%			76%		
Chinese	<10	63%	75%	63%						
Any Other Ethnic Group	18	94%	94%	89%						
First Language										
First Language: English	873	89%	n/a	n/a	87%	n/a	n/a	84%	n/a	n/a
First Language: Other than English	384	88%			90%			85%		
Gender										
Female	636	91%	n/a	n/a	90%	n/a	n/a	80%	n/a	n/a
Male	650	85%			85%			80%		
Special Educational Needs (SEN)										
No Special Educational Needs	920	95%	n/a	n/a	94%	n/a	n/a	92%	n/a	n/a
School Action	186	89%			85%			79%		
School Action Plus	94	68%			61%			56%		
Statement	57	25%			33%			21%		
Looked After Children (LAC)										
Not Looked After	LAC is not measured within Key Stage 3									
Looked After										

Actions to support continued improvement in Key Stage 3

- **Offer guidance and challenge to schools to use pupil premium funding to target appropriate support to increase rates of progress.**
- **Brokerage of Merton Expert Teachers to support specific subject areas in identified schools.**

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B. Attainment and Achievement of Merton Children & Young People

B.6 Secondary Phase (12-19 years): Key Stage 4

Overall Key Messages: Key Stage 4

- At 5+ GCSEs A*-C Merton has made a 36% improvement over 5 years. For 5+ GCSEs A*-C including English & maths a 19% improvement.
- Percentile rankings for value added ranks Merton 14, therefore Merton secondary pupils have made more progress than pupils in 86% of other local authorities nationally. In English value added ranks Merton 18 and maths a rank of 5.
- Expected progress in English and maths from key stage 2 to key stage 4 is significantly above the national averages. Expected progress in maths is 10% above national progress.

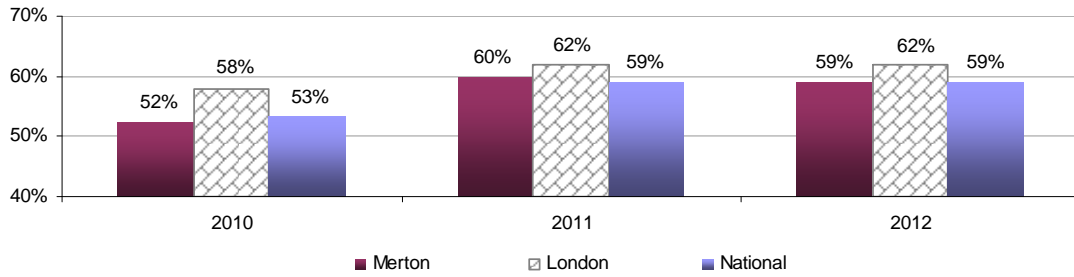
Key stage 4, known as GCSE (General Certificate of Secondary Education) are the main qualifications studied by pupils in years 10 and 11. GCSEs are studied in a wide range of academic and 'applied' (work related) subjects. Other accredited qualifications with GCSE equivalence are also included.

Achievement results for the previous 3 years:

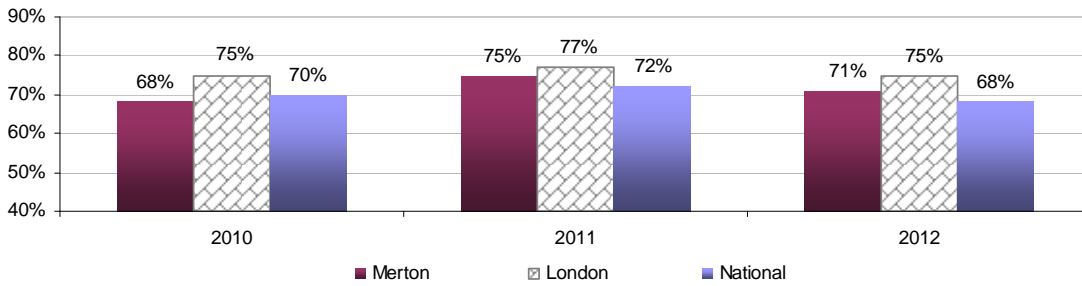
Results of Key Stage 4 Pupils	2010			2011			2012		
	Merton	London	National	Merton	London	National	Merton	London	National
% 5+ A-C grades (or equiv) including English and maths GCSEs	52.4%	58.0%	53.4%	59.8%	61.9%	58.9%	59.1%	62.3%	59.4%
% 5+ A-C grades (or equiv)	77.1%	77.8%	75.4%	85.8%	82.0%	79.5%	84.6%	84.1%	81.8%
English Baccalaureate	13.6%	n/a	15.6%	14.0%	17.9%	17.6%	14.2%	19.5%	18.3%
% achieving grades A-C in English and maths GCSE's	52.6%	n/a	54.0%	59.9%	62.4%	59.5%	59.7%	62.9%	59.9%
% 5+ A-G grades (or equiv) including English and maths GCSEs	92.7%	94.1%	88.7%	94.4%	94.5%	92.1%	94.2%	94.9%	92.4%
% 5+ A-G grades (or equiv)	94.1%	95.3%	92.8%	95.6%	95.6%	93.5%	95.2%	96.2%	94.0%
% Any passes	98.5%	99.0%	99.0%	99.3%	99.2%	99.2%	99.6%	99.3%	99.5%
Capped average point score per pupil	330.7	335.3	327.2	346.8	343.2	336.6	343.4	347.1	341.0
Average total point score per pupil	439.8	446.1	437.9	475.2	465.8	462.9	475.5	474.9	472.0
% making expected progress in English between KS2-KS4	67.8%	74.6%	69.9%	74.7%	77.1%	72.0%	70.8%	75.0%	68.0%
% making expected progress in maths between KS2-KS4	64.2%	69.2%	62.5%	74.0%	72.5%	64.9%	78.2%	76.6%	68.7%
Value Added	n/a	n/a	n/a	1013.9	n/a	1000.0	1011.0	n/a	1000.0

Merton's results compared to London & National Results:

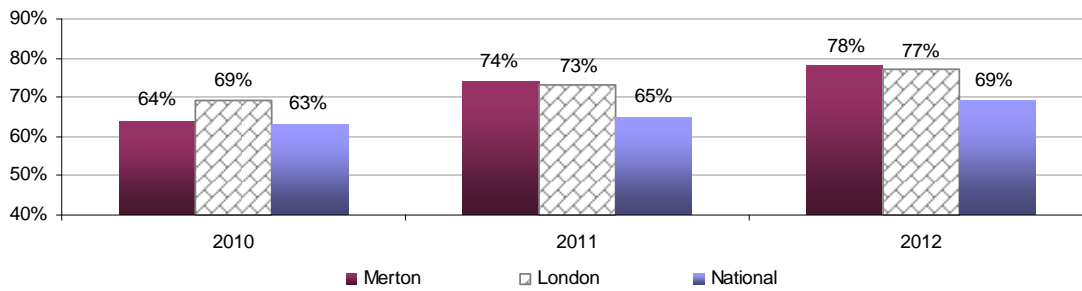
%5+ A*-C grades (or equiv) including English and maths GCSEs



% making expected progress in English between KS2-KS4



% making expected progress in maths between KS2-KS4



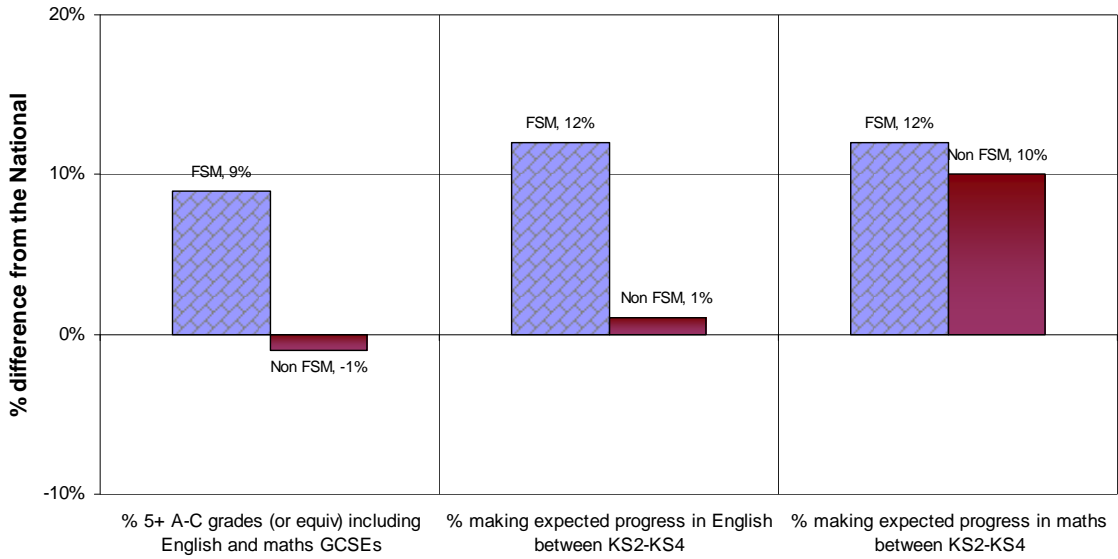
Key context messages in relation to pupil groups

- For pupils in Merton eligible for Free School Meals for the key attainment measures, 5+A*-C including English & maths GCSE's, and the capped average point score are significantly above that of the national groups. Expected Progress in English and maths is also significantly above National.
- The gap between those eligible for free school meals and their peers is narrower than London and National.
- White British pupils attain significantly below National averages in key attainment measures yet are significantly above national in expected progress KS2-KS4 mathematics.
- Asian or Asian British Pakistani pupils have achieved significantly above National.
- Pupils from any other Black background, mixed heritage White and Black Caribbean and any other ethnic group are significantly above national for the capped average point score per pupil and expected progress in maths.
- SEN pupils on School Action Plus in Merton for the key attainment measures, 5+A*-C including English & maths GCSE's, and the capped average point score are significantly above that of the national groups. Expected Progress in English and maths is also significantly above National.
- Progress for both genders in maths is significantly higher than national and boys also progress significantly above national in English.
- A greater proportion of children whose first language is other than English achieved levels of attainment and progress compared to pupils for whom English is not their first language.
- As with Key Stage 2, whilst achievement gaps remain between Looked After Children and their peers. Looked After Children within Merton schools achieve above national children in care averages.

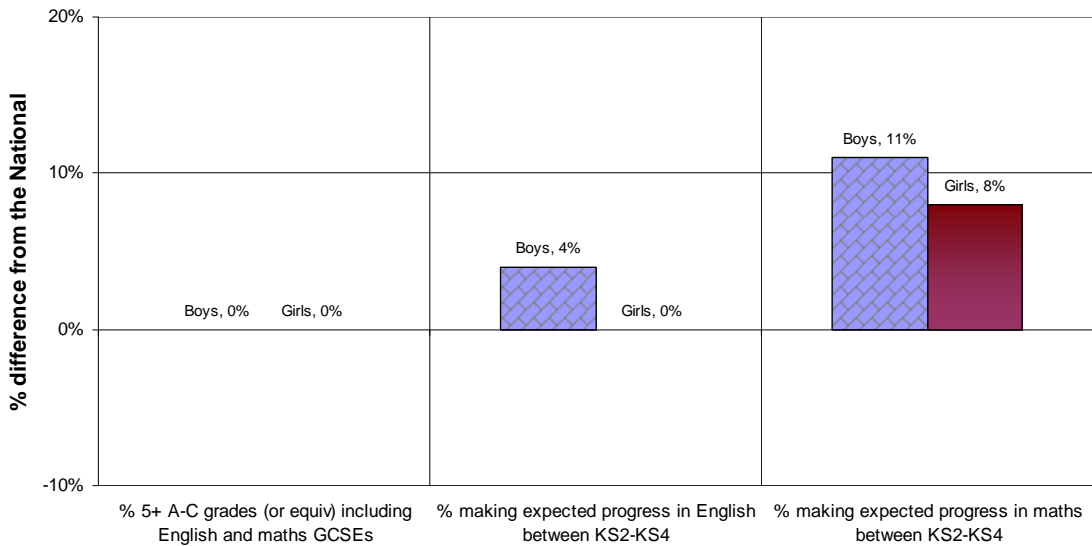
Key Stage 4 achievements by contextual groups:

Contextual Groups	Number of Pupils	% 5+ A-C grades (or equiv) including English and maths GCSEs			% 5+ A-C grades (or equiv)			% making expected progress in English between KS2-KS4			% making expected progress in maths between KS2-KS4		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
Deprivation													
Known to be eligible for Free School Meals	268	45%	49%	36%	79%	76%	69%	64%	n/a	52%	62%	n/a	50%
Not eligible for Free School Meals	1276	62%	66%	63%	86%	87%	85%	72%		71%	82%		72%
Disadvantage (FSM in last 6 years)													
Disadvantaged pupils	450	46%	n/a	39%	78%	n/a	70%	65%	n/a	54%	65%	n/a	52%
All other Pupils	1099	64%		66%	87%		87%	73%		73%	84%		75%
Ethnic Group													
White	764	56%	62%	59%	82%	84%	83%	65%	n/a	67%	74%	n/a	67%
White British	581	55%	n/a	59%	82%	n/a	83%	64%		67%	72%		67%
Irish	19	74%		67%	79%		85%	68%		74%	79%		72%
Traveller of Irish Heritage	<10	0%		17%	0%		38%	0%		27%	0%		26%
Gypsy / Roma	<10	50%		9%	100%		38%	50%		26%	50%		20%
Any Other White Background	161	61%		53%	84%		80%	71%		73%	86%		75%
Mixed	124	66%		63%	60%		88%	84%		83%	71%		70%
White and Black Caribbean	40	70%	n/a	53%	93%	n/a	79%	71%		63%	84%		59%
White and Black African	14	43%		60%	79%		84%	62%		72%	67%		72%
White and Asian	19	74%		68%	89%		87%	78%		75%	83%		75%
Any Other Mixed Background	51	67%		62%	86%		85%	70%		73%	73%		72%
Asian	259	68%	70%	63%	86%	87%	86%	82%		77%	88%		79%
Indian	38	74%	n/a	74%	89%	n/a	91%	75%		83%	94%		86%
Pakistani	96	69%		54%	91%		83%	88%		71%	89%		72%
Bangladeshi	19	79%		62%	89%		85%	78%	77%	82%	78%		
Any Other Asian Background	106	64%		62%	80%		85%	81%	79%	87%	85%		
Black	342	55%	57%	55%	87%	82%	82%	75%	74%	77%	73%		
Black Caribbean	108	48%	n/a	50%	88%	n/a	80%	73%	68%	67%	64%		
Black African	183	55%		58%	86%		84%	76%	78%	81%	78%		
Any Other Black Background	51	69%		50%	92%		80%	73%	68%	84%	66%		
Chinese	12	58%	83%	76%	92%	96%	93%	90%	85%	92%	94%		
Any Other Ethnic Group	39	69%	n/a	56%	95%	n/a	82%	82%	76%	94%	80%		
First Language													
First Language: English	1041	57%	62%	59%	83%	84%	83%	67%	n/a	67%	74%	n/a	68%
First Language: Other than English	506	62%	63%	56%	87%	85%	83%	80%		76%	88%		78%
Gender													
Female	737	64%	67%	64%	89%	86%	86%	75%	n/a	75%	79%	n/a	71%
Male	812	54%	58%	54%	81%	81%	80%	66%		62%	78%		67%
Special Educational Needs (SEN)													
No Special Educational Needs	1161	70%	74%	69%	92%	91%	90%	78%	n/a	75%	87%	n/a	77%
School Action	178	31%	38%	28%	71%	75%	69%	59%		52%	63%		48%
School Action Plus	137	31%	29%	20%	70%	64%	55%	56%		41%	54%		36%
Statement	73	10%	11%	8%	27%	30%	27%	22%		25%	26%		22%
Looked After Children (LAC)													
Looked After	10	40%	n/a	19%	60%	n/a	47%	38%	n/a	35%	40%	n/a	34%
Not Looked After	1539	59%		58%	48		82%	71%		67%	78%		68%

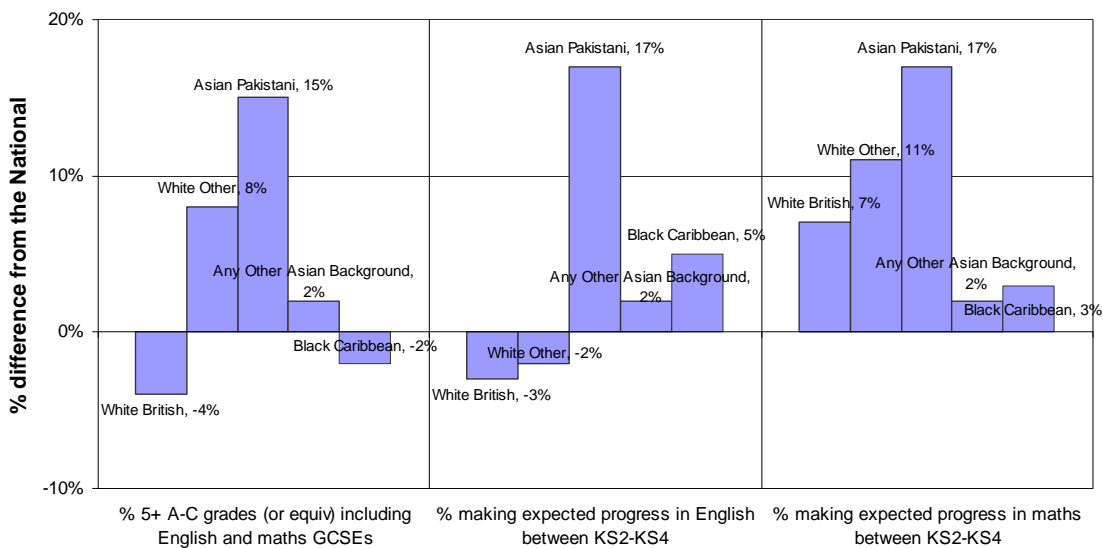
Key Stage 4 achievements by deprivation:



Key Stage 4 achievements by gender:



Key Stage 4 achievements by ethnic group:



Targeted actions to support continued improvement in Key Stage 4

- **To support schools in preparing pupils well for the raised expectations in GCSE English to ensure English outcomes match the London average.**
- **Offer challenge to schools to use pupil premium funding to target appropriate support to increase rates of progress.**
- **Brokerage of Merton Expert Teachers to support specific subject areas in identified schools.**

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B.7 Secondary Phase (12-19 years): Post 16

Overall Key Messages: Post 16

- Merton continues to attain above national 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.
- The proportion of 16-18 young people not in education, employment or training has improved over the last 3 years and is consistently better than national.

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.

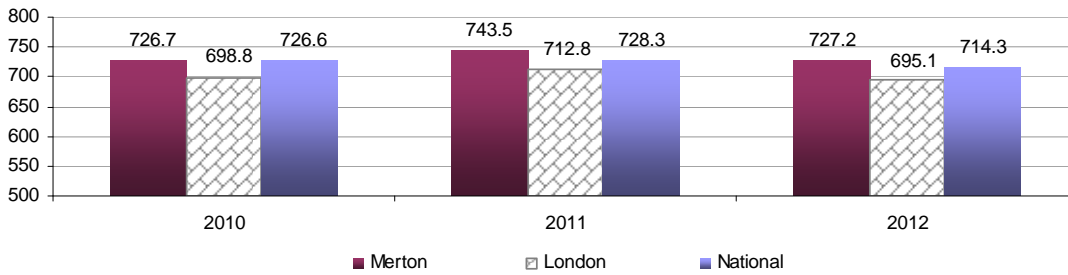
In July 2012, Merton had nine schools with sixth form provision, six schools with year 13 pupils, Ursuline High, Wimbledon College, St Mark's CofE Academy, Ricards Lodge High, Rutlish (under consortia as RR6) and Raynes Park High School whose students for 2012 entered examinations in conjunction with Ursuline High and Wimbledon College. 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. The outcomes for this federation are published in the achievement and attainment tables for the London Borough of Croydon.

Achievement results for the previous 3 years:

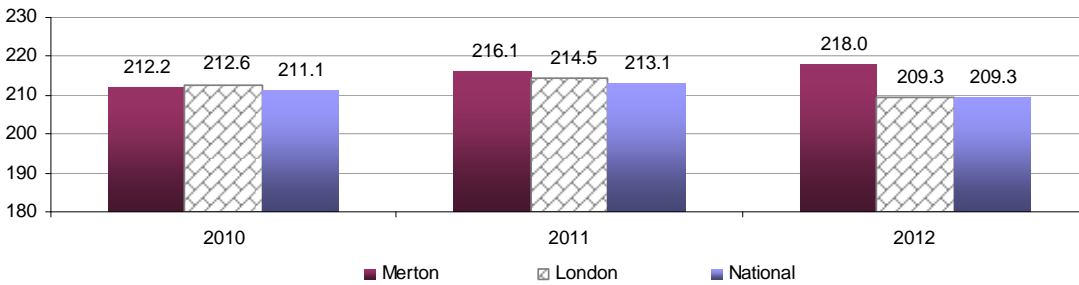
General and Vocational A/AS or Equivalent Achievement	2010			2011			2012		
	Merton	London	National	Merton	London	National	Merton	London	National
Average Point Score Per Student	726.7	698.8	726.6	743.5	712.8	728.3	727.2	695.1	714.3
Average Point Score Per Examination Entry	212.2	212.6	211.1	216.1	214.5	213.1	218.0	209.3	209.3

Merton's results compared to London & National Results:

Average Point Score per Student



Average Point Score per Examination Entry



16-18 year olds not in education, employment or training (NEET)

NEET is a government acronym which refers to 16-24 year olds currently not in education, employment or training. The inverse of this is EET individuals engaged in employment, education or training. There is also a section of the 16-24 year old population whose current participation status is 'not known'.

Information on the number of young people NEET in each local area is drawn from the client databases maintained by local authorities. An annual estimate is based on average figures for November to January. 2011 cannot be compared with previous years because in the latest data young people have been recorded according to where they live, rather than where they study, as had been the case in the past. The formula for NEET calculation is to change in 2012.

The characteristics of young people who are not participating are diverse, although there are some groups that are at greater risk of becoming NEET. This includes, for example, those with few or no qualifications and those with a health problem, disability or low aspirations.

NEET and 'not known' for the previous 3 years:

NEET & 'not known'	2010			2011			2012		
	Merton	London	National	Merton	London	National	Merton	London	National
16-18 year old NEET	5.6%	5.3%	6.4%	5.5%	5.0%	6.0%	4.6%	4.5%	6.1%
16-18 year old where activity is 'not known'	4.9%	4.4%	4.0%	7.3%	6.3%	4.4%	17.7%	13.7%	9.4%

Merton's NEET outcomes compared to London & National Results:

16-18 year old NEET



Targeted actions to support continued improvement in Post 16

- Raising Participation Age (RPA) action plan being implemented drawing together teams within LA and partners (this includes curriculum development and apprenticeships).
- Targeted adviser working in each secondary school re. NEET prevention.
- Sharing good practice Post 16 through Post 16 forum.

B.8 Virtual School

The Virtual School for Looked After Children (LAC) produces an annual report on outcomes. The headlines for 2011-2012 were:

- An improvement in the overall attendance of LAC.
- The continued trend for no LAC pupil being permanently excluded.
- A slight rise in fixed term exclusions.
- At KS1 all non-SEND LAC pupils achieved national expectations.
- One child took key stage 2 SATS and achieved level 5 in English and maths.
- At key stage 4, 73% pupils gained 5+A*-G or equivalent – a five year upward trend.
- Post 16 LAC and care leavers, 2 young people achieved degrees, 13 are studying for degrees, 6 achieved level 3 qualifications and 12 achieved level 2 qualifications.

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Overall Key Messages: Attendance

- Attendance/absence rates have improved on last year across the Primary and Special school phases of education and are better than national rates.
- The reduction in unauthorised absence is apparent across the Special school phase.
- Targeting pupils at risk of becoming Persistent Absentees has driven improvement in persistent absentee rates at the new 15% threshold lower than national rates for Primary and Special phases.
- Illness is the most frequent reason for absence.

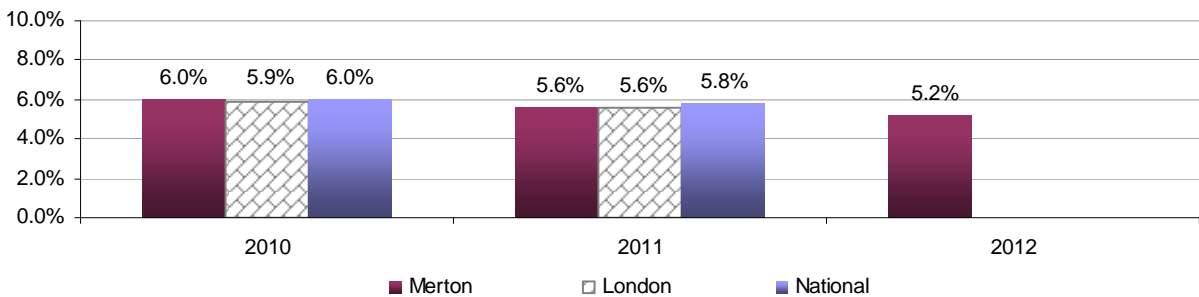
Attendance up to 2012 has been measured across 2 and a half terms of the school year (autumn, spring and the summer term to the half term). Currently information is only reported for pupils of compulsory school age.

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

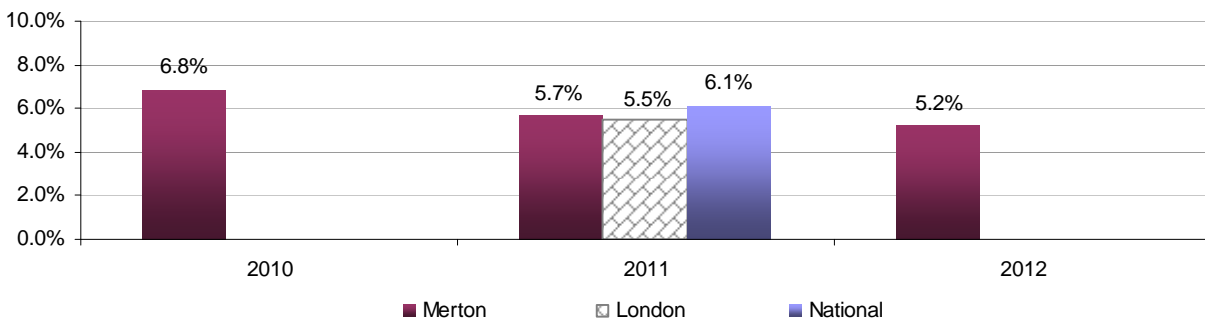
Attendance - All Schools



Overall Absence - All Schools



15% Persistent Absence - All Schools



Attendance and absence for the previous 3 years are set out below:

Percentage Attendance/Absence by phase	2010			2011			2012		
	Merton	London	National	Merton	London	National	Merton*	London	National
Attendance Primary Schools	94.7%	94.6%	94.8%	95.1%	94.6%	95.0%	95.4%	n/a	n/a
Attendance Secondary Schools	93.0%	93.6%	93.1%	93.5%	93.6%	93.5%	93.4%		
Attendance Special Schools	90.2%	89.2%	89.7%	91.1%	89.2%	90.0%	92.4%		
Attendance All Schools	94.0%	94.1%	94.0%	94.4%	94.1%	94.2%	94.8%		
Overall Absence Primary Schools	5.3%	5.4%	5.2%	4.9%	5.4%	5.0%	4.6%	n/a	n/a
Overall Absence Secondary Schools	7.0%	6.4%	6.9%	6.5%	6.4%	6.5%	6.6%		
Overall Absence Special Schools	9.8%	10.8%	10.3%	8.9%	10.8%	10.0%	7.6%		
Overall Absence All Schools	6.0%	5.9%	6.0%	5.6%	5.9%	5.8%	5.2%		
Authorised Absence Primary Schools	4.7%	4.4%	4.5%	4.3%	4.4%	4.3%	3.9%	n/a	n/a
Authorised Absence Secondary Schools	5.4%	5.0%	5.4%	5.0%	5.0%	5.1%	5.0%		
Authorised Absence Special Schools	7.8%	9.1%	8.3%	7.4%	9.1%	8.0%	6.6%		
Authorised Absence All Schools	5.0%	4.7%	5.0%	4.6%	4.7%	4.7%	4.3%		
Unauthorised Absence Primary Schools	0.6%	1.0%	0.7%	0.6%	1.0%	0.7%	0.6%	n/a	n/a
Unauthorised Absence Secondary Schools	1.6%	1.4%	1.5%	1.5%	1.4%	1.4%	1.6%		
Unauthorised Absence Special Schools	2.0%	1.7%	2.0%	1.5%	1.7%	2.0%	0.9%		
Unauthorised Absence All Schools	1.0%	1.2%	1.0%	1.0%	1.2%	1.1%	0.9%		
15% Persistence Absence Primary Schools	4.7%	n/a	4.4%	4.0%	4.0%	3.9%	3.5%	n/a	n/a
15% Persistence Absence Secondary Schools)	10.1%		n/a	8.1%	7.1%	8.4%	9.0%		
15% Persistence Absence Special Schools	20.4%		17.1%	15.0%	19.4%	16.7%	14.7%		
15% Persistence Absence All Schools	6.8%		n/a	5.7%	5.5%	6.1%	5.2%		
12.5% Persistence Absence Primary Schools	8.5%	n/a	7.7%	6.8%	n/a	7.0%	6.7%	n/a	n/a
12.5% Persistence Absence Secondary Schools	14.9%		n/a	12.1%		12.5%	13.7%		
12.5% Persistence Absence Special Schools	26.7%		22.1%	20.6%		21.8%	20.2%		
12.5% Persistence Absence All Schools	11.0%		n/a	8.8%		9.7%	8.9%		
10% Persistence Absence Primary Schools	n/a	n/a	n/a	12.5%	n/a	12.6%	12.0%	n/a	n/a
10% Persistence Absence Secondary Schools				19.3%		19.2%	21.1%		
10% Persistence Absence Special Schools				27.5%		29.1%	26.6%		
10% Persistence Absence All Schools				15.0%		15.8%	14.7%		

* 2012 secondary schools exclude academies.

12.5% and 10% Persistence absence exclude academies.

Key context messages in relation to pupil groups

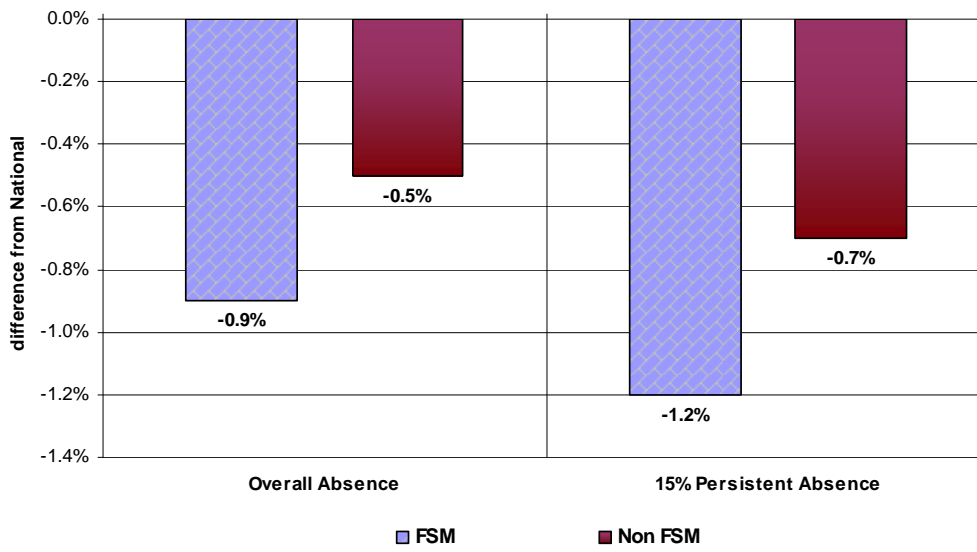
- **Girls and boys share a lower level of overall absence and persistent absence than girls and boys nationally.**
- **Pupils eligible for Free School Meals have greater rates of absence and persistent absence than those not eligible for Free School Meals.**
- **Pupils in Merton eligible for Free School Meals are less likely to be absent or persistent absentees than their peers nationally.**
- **Rates of persistent absenteeism in Merton for White British, Asian or Asian British Bangladeshi, Asian or Asian British Indian, White Irish, and Chinese pupils are above national averages.**
- **Absence and Persistent absence is greater for pupils whose first language is English.**
- **SEN pupils have higher rates of absence than pupils with no SEN. A greater proportion of pupils on School Action Plus are persistent absentees in comparison with statemented and school action pupils.**
- **Measured independently, there is an improvement in the overall attendance of Looked After Children.**

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Absence by contextual groups:

Contextual Groups	Number of Pupils	Overall Absence – All Schools			15% Persistent Absentees – All Schools		
		Merton 2011-12	London	National 2010-11	Merton 2011-12	London	National 2010-11
Deprivation							
Known to be eligible for Free School Meals	3657	7.5%	n/a	8.4%	11.7%	n/a	12.9%
Not eligible for Free School Meals	18357	4.7%		5.2%	3.9%		4.6%
Disadvantage (FSM in last 6 years)							
Disadvantaged pupils	Disadvantaged Pupils is not measured within Attendance/Absence						
All other Pupils							
Ethnic Group							
White	10955	5.7%	n/a	5.8%	6.5%	n/a	6.4%
White British	8098	5.8%		5.8%	7.1%		6.2%
Irish	192	6.1%		6.4%	9.9%		7.8%
Traveller of Irish Heritage	20	14.4%		23.0%	30.0%		45.7%
Gypsy / Roma	39	13.6%		17.5%	33.3%		37.0%
Any Other White Background	2606	5.5%		6.5%	3.9%		7.2%
Mixed	1194	5.3%		6.2%	6.0%		7.2%
White and Black Caribbean	565	6.4%		6.8%	8.5%		9.2%
White and Black African	280	4.5%		5.6%	5.0%		5.8%
White and Asian	395	4.6%		5.8%	4.3%		5.9%
Any Other Mixed Background	754	5.2%		6.0%	5.3%		6.5%
Asian	4388	4.8%		5.9%	3.8%		5.4%
Indian	547	5.3%		4.9%	6.0%		3.5%
Pakistani	1298	5.7%		6.7%	4.7%		6.9%
Bangladeshi	320	5.7%		6.5%	6.9%		6.2%
Any Other Asian Background	2223	4.1%		5.0%	2.2%		3.9%
Black	3564	3.9%		4.5%	3.2%		3.8%
Black Caribbean	983	4.8%		5.5%	4.4%		6.2%
Black African	2056	3.3%		4.0%	2.3%		2.5%
Any Other Black Background	525	4.6%		5.0%	4.8%		4.8%
Chinese	133	2.9%	3.4%	3.0%	1.6%		
Any Other Ethnic Group	575	4.5%	5.9%	2.6%	5.3%		
First Language							
First Language: English	13077	5.5%	n/a	5.8%	6.5%	n/a	5.4%
First Language: Other than English	8861	4.7%		5.8%	3.3%		6.3%
Gender							
Female	10860	5.0%	n/a	5.8%	4.8%	n/a	6.2%
Male	11156	5.3%		5.7%	5.6%		6.1%
Special Educational Needs (SEN)							
No Special Educational Needs	17414	4.7%	n/a	5.1%	3.8%	n/a	4.4%
School Action	2635	6.3%		7.1%	8.5%		9.8%
School Action Plus	1242	8.7%		8.9%	14.2%		14.5%
Statement	725	7.3%		8.8%	12.1%		14.5%
Looked After Children (LAC)							
Not Looked After	LAC is not measured within Attendance/Absence						
Looked After							

Absence by deprivation:



Targeted actions to support continued improvement in Attendance

- School based challenge and support to improve outcomes
- Multi-agency approaches to supporting some families and students

D. Exclusions

Overall Key Messages: Exclusions

- Permanent exclusions have halved in 2011-2012 to 12 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 remained constant at 2.4 days from last year.
- The prominent reason for Permanent Exclusion was for 'Verbal abuse/threatening behaviour against a pupil', 50% of the exclusions.
- The number of fixed term exclusions has decreased across primary and secondary phases, but is higher than the national average.
- The predominant reason for fixed term exclusion was 'Persistent Disruptive Behaviour' (28.7%), followed by 'Physical Assault against a Pupil' (23.7%) and 'Verbal Abuse/Threatening Behaviour against an Adult' (15.0%).
- Year 8 has the highest number of pupils excluded, 178 pupils (307 exclusions), followed closely by Year 9 with 165 pupils (266 exclusions).

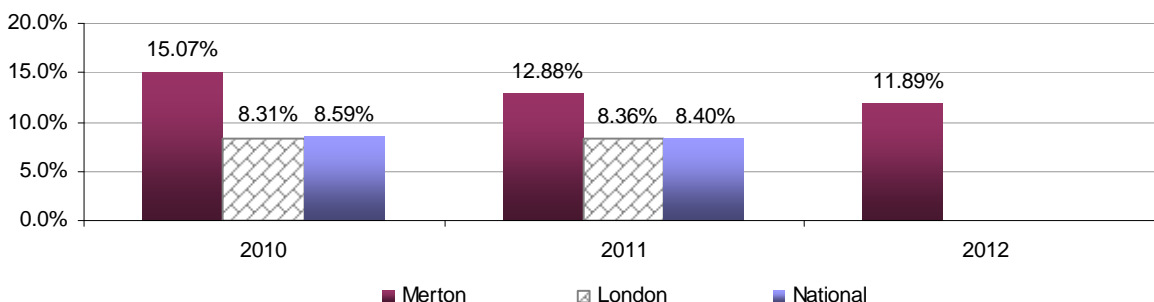
Exclusions are reported on a termly basis through School Census and captured two terms in arrears, this delays national aggregation and publication. Please note the information included in the report is taken from the DfE publications for Exclusions and may not match that reported in provisional data collection analysis. 2012 is provisional from Merton's internal data collection.

Merton's 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 are set out below:

Exclusions by phase	2010			2011			2012		
	Merton	London	National	Merton	London	National	Merton*	London	National
Permanent Exclusions: Primary School number	0	80	620	0	60	610	0	n/a	n/a
Permanent Exclusions: LA Maintained Secondary School number	16	n/a	n/a	21	n/a	n/a	12		
Permanent Exclusions: LA Maintained & Academy Secondary School number	19	990	5020	21	780	4370	12		
Permanent Exclusions: Special School number	0	10	100	0	30	110	0		
Permanent Exclusions: Primary - % of school population	0.00%	0.01%	0.02%	0.00%	0.01%	0.01%	0.00%		
Permanent Exclusions: LA Maintained Secondary - % of school population	0.25%	n/a	n/a	0.24%	n/a	n/a	0.20%		
Permanent Exclusions: LA Maintained & Academy Secondary - % of school population	0.24%	0.22%	0.15%	0.24%	0.17%	0.13%	0.16%		
Permanent Exclusions: Special - % of school population	0.00%	0.12%	0.11%	0.00%	0.21%	0.12%	0.00%		
Fixed Term Exclusions: Primary School number	113	5210	37210	121	4920	37790	95		
Fixed Term Exclusions: LA Maintained Secondary School number	1001	n/a	n/a	774	n/a	n/a	741		
Fixed Term Exclusions: LA Maintained & Academy Secondary School number	1184	37500	279260	1109	38250	271980	918		
Fixed Term Exclusions: Special School number	42	2140	14910	46	2160	14340	64		
Fixed Term Exclusions: Primary - % of school population	0.84%	0.81%	0.91%	0.72%	0.75%	0.91%	0.64%		
Fixed Term Exclusions: LA Maintained Secondary - % of school population	15.78%	n/a	n/a	12.88%	n/a	n/a	12.18%		
Fixed Term Exclusions: LA Maintained & Academy Secondary - % of school population	15.07%	8.31%	8.59%	12.88%	8.36%	8.40%	11.89%		
Fixed Term Exclusions: Special - % of school population	23.64%	18.09%	16.46%	18.40%	17.94%	15.66%	26.12%		

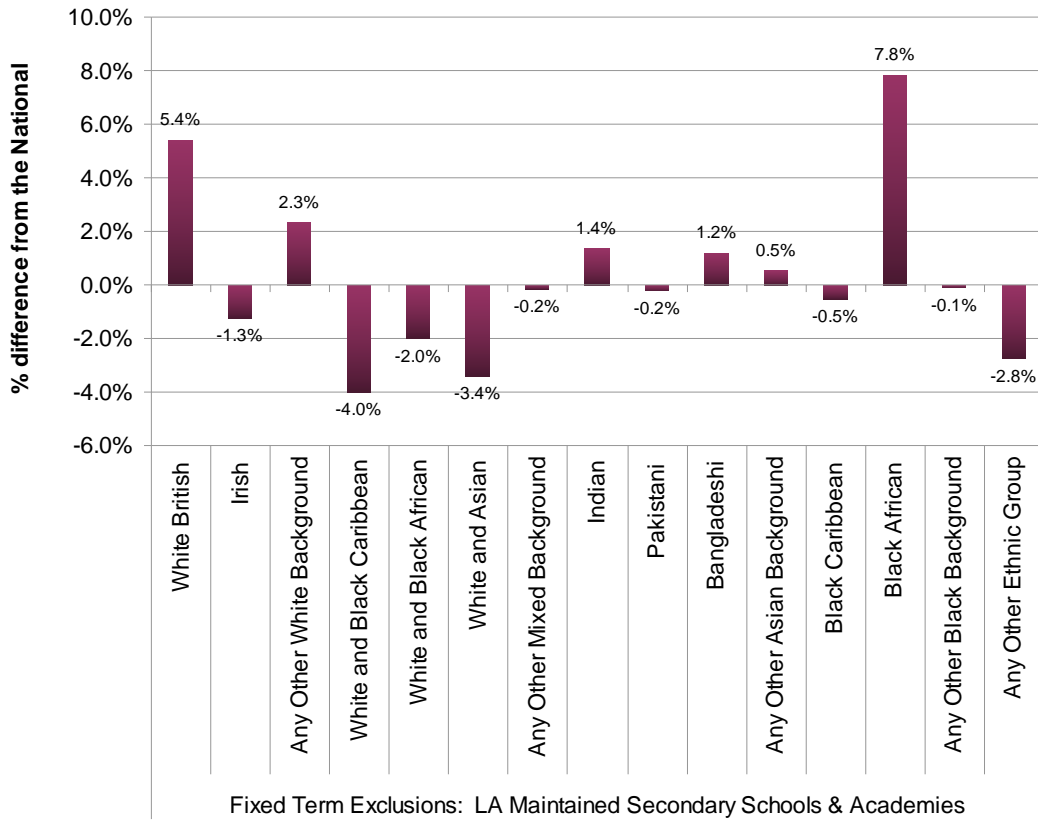
Key context messages in relation to pupil groups

- A larger proportion of boys than girls are excluded (83% of fixed term exclusions are made to boys, 17% to girls).
- 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 8% more Black African pupils are excluded than nationally, and also 5% more White British pupils.
- Exclusions of Black Caribbean pupils have reduced and are below national.
- The continued trend for no looked after child being permanently excluded.
- A slight rise in fixed term exclusions for looked after children.

Exclusions by contextual groups:

Contextual Groups	Number of Pupils	% Fixed Term Exclusions: LA Maintained Secondary Schools & Academies			% of pupils with Fixed Term Exclusions: LA Maintained Secondary Schools & Academies			Average length (days) of Fixed Term Exclusions: LA Maintained Secondary Schools & Academies		
		Merton	London 2010-11	National 2010-11	Merton	London	National	Merton	London	National
Ethnic Group										
White	299	12.73%	7.61%	8.34%	7.80%	n/a	n/a	2.3	n/a	n/a
White British	245	13.78%	7.89%	8.35%	8.50%			2.3		
Irish	<10	7.62%	9.13%	8.88%	5.71%			1.5		
Traveller of Irish Heritage	<10	125.0%	45.03%	45.9%	25.00%			2.6		
Gypsy / Roma	<10	27.78%	17.3%	34.6%	16.67%			2.6		
Any Other White Background	44	8.87%	5.95%	6.56%	5.34%			2.4		
Mixed	52	10.41%	11.61%	12.16%	7.43%			2.0		
White and Black Caribbean	28	14.29%	16.83%	18.29%	11.76%			2.1		
White and Black African	<10	9.09%	11.29%	11.10%	6.82%			1.0		
White and Asian	<10	3.36%	5.37%	6.76%	3.36%			2.3		
Any Other Mixed Background	14	9.80%	10.07%	9.95%	5.49%			2.2		
Asian	46	4.93%	3.67%	4.49%	3.55%			2.4		
Indian	<10	3.40%	1.97%	2.03%	2.04%			3.4		
Pakistani	23	6.28%	5.02%	6.49%	4.98%			2.2		
Bangladeshi	<10	6.67%	5.30%	5.50%	4.76%			1.6		
Any Other Asian Background	15	3.95%	3.00%	3.42%	2.57%			2.7		
Black	188	16.99%	13.61%	12.78%	11.61%			2.3		
Black Caribbean	61	16.70%	17.31%	17.22%	11.32%			2.4		
Black African	99	18.08%	11.61%	10.26%	12.18%			2.3		
Any Other Black Background	28	14.23%	14.30%	14.33%	10.49%			2.3		
Chinese	0	n/a	0.98%	1.04%	n/a	n/a				
Any Other Ethnic Group	<10	3.72%	6.48%	6.49%	3.19%	1.3				

Exclusions by ethnic group:



Targeted actions to support continued improvement in Exclusions

- Advice and challenge to schools where exclusions are increasing or not reducing

E. Appendices

E.1 Performance Tables for Key Stage 2

<http://www.education.gov.uk/schools/performance/>

	English		Mathematics		English & mathematics		Average point score
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5	
LA Average	86%	41%	84%	43%	79%	30%	28.6
England Average	85%	37%	84%	39%	79%	27%	28.2
Primary Schools							
Abbotsbury Primary School	84%	30%	75%	25%	74%	21%	27.2
All Saints' CofE Primary School	96%	25%	93%	46%	93%	18%	28.8
Aragon Primary School	79%	40%	74%	40%	70%	28%	27.8
Beecholme Primary School	83%	31%	62%	31%	62%	28%	26.9
Benedict Primary School	74%	26%	78%	26%	65%	22%	26.6
Bishop Gilpin CofE Primary School	98%	78%	100%	87%	98%	78%	33.1
Bond Primary School	74%	20%	89%	43%	74%	17%	27.5
Cranmer Primary School	97%	40%	97%	58%	95%	35%	30.2
Dundonald Primary School	100%	80%	96%	56%	96%	48%	31.3
Garden Primary School	74%	22%	67%	30%	63%	17%	26.3
Garfield Primary School	86%	72%	90%	66%	86%	59%	30.7
Gorrige Park Primary School	83%	28%	86%	38%	78%	19%	28.0
Haslemere Primary School	84%	38%	84%	45%	79%	33%	28.8
Hatfield Primary School	81%	23%	69%	27%	63%	15%	27.1
Hillcross Primary School	96%	38%	84%	33%	80%	22%	28.5
Hollymount Primary School	83%	48%	93%	55%	83%	38%	29.4
Holy Trinity CofE Primary School	89%	61%	89%	64%	86%	57%	30.5
Joseph Hood Primary School	95%	43%	86%	62%	86%	38%	29.4
Liberty Primary School	70%	24%	80%	32%	64%	18%	27.0
Links Primary School	88%	36%	84%	34%	80%	23%	27.9
Lonesome Primary School	83%	31%	69%	21%	66%	14%	26.7
Malmesbury Primary School	70%	17%	89%	37%	67%	11%	26.8
Merton Abbey Primary School	89%	39%	93%	39%	86%	32%	28.6
Merton Park Primary School	89%	50%	93%	50%	86%	43%	29.5
Morden Primary School	86%	28%	79%	34%	76%	14%	28.1
Pelham Primary School	96%	71%	88%	58%	88%	58%	30.5
Poplar Primary School	88%	43%	95%	41%	86%	29%	29.1
The Priory CofE Primary School	84%	50%	80%	46%	76%	36%	28.6

	English		Mathematics		English & mathematics		Average point score
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5	
LA Average	86%	41%	84%	43%	79%	30%	28.6
England Average	85%	37%	84%	39%	79%	27%	28.2
Primary Schools							
Sacred Heart RC Primary School	96%	54%	91%	61%	91%	44%	30.2
The Sherwood School	81%	47%	72%	40%	70%	30%	28.0
Singlegate Primary School	93%	33%	90%	47%	90%	27%	28.7
St John Fisher RC Primary School	98%	56%	94%	56%	94%	42%	30.2
St Mark's Primary School	92%	35%	92%	42%	92%	23%	29.0
St Mary's RC Primary School	97%	53%	80%	40%	80%	33%	29.3
St Matthew's CofE Primary School	93%	69%	83%	55%	83%	48%	30.1
St Peter and Paul RC Primary School	83%	33%	78%	40%	75%	28%	27.8
St Teresa's RC Primary School	90%	40%	81%	31%	79%	23%	28.2
St Thomas of Canterbury RC Primary School	84%	22%	80%	22%	78%	11%	26.7
Stanford Primary School	90%	35%	78%	20%	76%	14%	27.7
West Wimbledon Primary School	97%	59%	94%	50%	94%	38%	30.1
William Morris Primary School	85%	33%	89%	19%	85%	19%	27.3
Wimbledon Chase Primary School	95%	66%	100%	64%	95%	52%	31.1
Wimbledon Park Primary School	84%	44%	87%	60%	82%	42%	29.9
Special Schools							
Cricket Green School	0%	0%	0%	0%	0%	0%	15.0
St Ann's School	0%	0%	0%	0%	0%	0%	<i>suppressed</i>

	% making expected progress in English	% making expected progress in maths
LA Average	94%	88%
England Average	89%	87%
Primary Schools		
Abbotsbury Primary School	96%	82%
All Saints' CofE Primary School	92%	96%
Aragon Primary School	87%	80%
Beecholme Primary School	82%	71%
Benedict Primary School	95%	80%
Bishop Gilpin CofE Primary School	98%	100%
Bond Primary School	93%	93%
Cranmer Primary School	98%	98%
Dundonald Primary School	100%	91%
Garden Primary School	95%	77%
Garfield Primary School	100%	96%
Gorringe Park Primary School	82%	80%
Haslemere Primary School	100%	95%
Hatfeild Primary School	92%	73%
Hillcross Primary School	93%	74%
Hollymount School	78%	89%
Holy Trinity CofE Primary School	92%	96%
Joseph Hood Primary School	100%	95%
Liberty School	88%	85%
Links Primary School	96%	93%
Lonesome Primary School	93%	79%
Malmesbury Primary School	92%	92%
Merton Abbey Primary School	100%	100%
Merton Park Primary School	96%	93%
Morden Primary School	89%	86%
Pelham Primary School	100%	91%
Poplar Primary School	98%	100%
The Priory CofE School	96%	79%
Sacred Heart RC Primary School	96%	96%
The Sherwood School	90%	82%
Singlegate Primary School	93%	93%
St John Fisher RC Primary School	100%	96%
St Mark's Primary School	100%	100%
St Mary's RC Primary School	97%	73%
St Matthew's CofE Primary School	97%	86%
SS Peter and Paul RC Primary School	100%	97%
St Teresa's RC Primary School	98%	84%
St Thomas of Canterbury RC Primary School	94%	87%
Stanford Primary School	92%	82%
West Wimbledon Primary School	100%	100%
William Morris Primary School	100%	96%
Wimbledon Chase Primary School	94%	100%
Wimbledon Park Primary School	90%	93%
Special Schools		
Cricket Green School	13%	0%
St Ann's School	0%	0%

	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>

E. Appendices

E.2 Performance Tables for Key Stage 4

<http://www.education.gov.uk/schools/performance/>

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	59.1%	14.2%	59.7%	84.6%	95.2%	99.6%	475.5	343.4	11.4
England Average	59.4%	18.3%	59.9%	81.8%	94.0%	99.5%	472.0	341.0	11.3
Secondary Schools									
Bishopsford Arts College	47%	0%	47%	79%	90%	99%	428.8	313.5	11.3
Harris Academy Merton	62%	1%	63%	99%	99%	100%	671.7	376.5	15.8
Raynes Park High School	44%	15%	45%	75%	95%	99%	412.2	318.5	10.8
Ricards Lodge High School	59%	18%	60%	87%	98%	100%	490.8	367.6	11.2
Rutlish School	74%	10%	76%	89%	99%	100%	488.0	352.9	11.7
St Mark's Church of England Academy	54%	5%	55%	88%	93%	100%	455.8	332.9	11.0
Ursuline High School Wimbledon	84%	38%	84%	99%	99%	100%	542.0	386.6	11.8
Wimbledon College	57%	22%	57%	77%	99%	99%	409.9	341.7	9.8
Special Schools									
Cricket Green School	0%	0%	0%	0%	0%	94%	28.3	28.3	2.4
Melrose School	0%	0%	0%	9%	55%	91%	154.5	146.0	6.9
Perseid School	0%	0%	0%	0%	0%	100%	22.3	22.3	2.1

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

	% making expected progress in English	% making expected progress in maths
LA Average	70.8%	78.2%
England Average – state funded schools only	68.0%	68.7%
Secondary Schools		
Bishopsford Arts College	65%	74%
Harris Academy Merton	72%	88%
Raynes Park High School	54%	77%
Ricards Lodge High School	79%	68%
Rutlish School	89%	82%
St Mark's Church of England Academy	72%	75%
Ursuline High School Wimbledon	86%	95%
Wimbledon College	58%	81%
Special Schools		
Cricket Green School	0%	0%
Melrose School	10%	0%
Perseid School	0%	0%

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	1000.9	989.3	1012.5	79%
Harris Academy Merton	1035.8	1025.8	1045.9	97%
Raynes Park High School	985.1	975.9	994.2	86%
Ricards Lodge High School	1026.0	1017.4	1034.6	94%
Rutlish School	1012.5	1003.0	1022.1	88%
St Mark's Church of England Academy	1013.4	1002.8	1024.1	83%
Ursuline High School Wimbledon	1035.7	1026.5	1045.0	96%
Wimbledon College	988.4	979.3	997.4	98%
Special Schools				
Cricket Green School	884.4	854.3	914.5	53%
Melrose School	938.0	907.1	969.0	73%
Perseid 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.

E. Appendices

E.3 Performance Tables for Post 16

<http://www.education.gov.uk/schools/performance/>

DfE Performance Tables Post 16 - Outcomes:

	General and Vocational A/AS or Equivalent Achievement				
	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	727.2	218.0	84.4%	97.1%	99.7%
England Average (excluding independent schools)	714.3	209.3	81.2%	93.1%	99.9%
Schools					
Ricards Lodge High School	558.3	199.0	67%	94%	100%
Rutlish School	599.3	181.6	85%	100%	100%
St Mark's Church of England Academy	617.7	214.6	33%	89%	100%
Ursuline High School Wimbledon	769.2	225.1	91%	100%	100%
Wimbledon College	743.9	219.9	82%	95%	99%
Sixth Form Centre/Consortia					
RR6	579.9	189.1	76%	97%	100%

Notes:

1. Raynes Park did not have students entered for qualifications reported 2011-2012. Raynes Park students entered and reported through Ursuline High School Wimbledon and Wimbledon College.
2. 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. The outcomes for this federation are published in the achievement and attainment tables for the London Borough of Croydon.
3. The sixth form consortia RR6 is a consortia of Ricards Lodge High School and Rutlish School.