

Merton Council
Children and Young People
Overview and Scrutiny Panel
10 February 2015
Supplementary agenda

5 School Standards Annual Report

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Committee: Children and Young People Overview and Scrutiny Panel

Date: 10th February 2015

Agenda item: 5

Wards: All Wards

Subject: Annual Schools Standards Report 2013/14

Lead officer: Yvette Stanley (Director of Children, Schools and Families),

Lead member: Councillor Martin Whelton

Forward Plan reference number: N/A

Contact officer: Kate Saksena (Service Manager, Merton School Improvement)

Recommendations:

- A. That the Children and Young People Overview and Scrutiny Panel discuss and comment on the current levels of performance set out in the attached report.
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Reason for Urgency: The Chair has agreed late circulation of this report as one of the key national datasets (Key Stage 4) required for analysis was only published on 26 January.

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. The attached report contains analysis of the performance of pupils in Merton schools including at Early Years Foundation Stage; Key Stages 1, 2 and 4 and post-16. It also reports on attendance and exclusion. The report also acts as the annual report of the Virtual School for Merton's Looked After Children.

3 ALTERNATIVE OPTIONS

- 3.1. None for the purpose of this report.

4 CONSULTATION UNDERTAKEN OR PROPOSED

- 4.1. None for the purpose of this report.

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 2013/14

12 BACKGROUND PAPERS

N/A

DRAFT

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Executive Summaries

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) has suggested that the broad LA role is 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, governors and staff, to engage actively in working beyond their own schools where appropriate. Using Merton school expertise is a key part of our approach. 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 School partners 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:

- Provides a framework for self evaluation
- Provides a quality assurance function giving external verification to self evaluation
- Provides updates on national changes and developments
- Provides a quality assurance and accreditation programme for NQTs
- Provides all schools with a Merton Education Partner to challenge and support school leaders and governors
- Provides proactive guidance on the collection and effective use of data
- Identifies and shares local and national good practice
- Advises and offers guidance to school leaders on identifying, analysing, planning and monitoring required improvements
- Offers training, coaching and advice on the curriculum, pedagogy, assessment, teaching and learning
- Works with school leaders to put in place organisational change in support of school improvement
- Offers advice and guidance to schools on preparing for and following up Ofsted inspections.

At the beginning of each school year Merton school improvement team carry out an exhaustive analysis of all schools' data to identify areas of excellence and areas where improvement is needed. This is shared with a strategic group of headteachers (Merton Leaders of Education and Heads of Teaching Schools) and plans are agreed for targeted work with individual schools and with groups of schools. At this point our CPD programme may also be amended to address any new issues.

The following developments have taken place over the past years which are of particular note:

- Further development of systems and processes to manage, analyse and act on findings from school pupil level data;
- Targeted primary maths and English programmes for subject leaders;
- Singapore Maths being introduced in 7 schools;
- Heads and governors of schools causing concern invited to meet with senior officers with detailed action plans put in place;
- Ongoing targeted brokerage by the LA of school to school support by headteachers and other leaders;
- Individual intensive school reviews e.g. of the quality of teaching, behaviour and safeguarding, jointly carried out by LA officers and headteachers;
- Further development of the CPD offer to schools in conjunction with Sutton and SWLSEP partners;
- Intensive support for targeted schools and groups.

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, Behaviour and Safety team, Vulnerable Children's team, the Supporting Families team, Education Welfare service, Early Years teams, Traveller Education service, Continuing Professional Development team. Many of 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. Executive Summary

Focus of Work 2013-2014 and impact

- Percentage of schools judged by Ofsted (83%) remains above the national average (81%).
- Most schools requiring improvement have been judged by HMI visits as making appropriate progress.
- Overall school standards have improved.
- In EYFS there was a big improvement in outcomes.
- At KS1 there was an improvement in all measures.
- At KS2 standards were at or above national averages in every measure except joint L4 reading, writing and maths.
- At KS4 outcomes improved significantly in a year when national outcomes declined.
- Sixth form average point scores were slightly down because of a broader cohort of pupils.
- Attendance improved significantly and exclusions have been reduced significantly.

These were priorities identified in last year's Standards report:

- *Successfully embed the new Early Years Foundation Stage framework and its related assessment requirements in all provision*
This has been embedded in schools. Assessment was much more confident and robust in 2014.
- *Provide ongoing challenge to all schools and settings to raise achievement of all pupils in Early Years.*
EYFS outcomes improved significantly.
- *Continue to focus on early language development programmes such as Every Child a Talker*
Programmes implemented in targeted schools. Outcomes improved.
- *Develop and support the growing 2 year old provision.*
Increased take-up of two year old places, term on term for eligible pupils.
- *Raise awareness of the expected pupil progress rates in Key Stage 1 that are required to demonstrate good or better progress. This equates to at least a sub level of progress per term.*
Schools are now fully aware of this. In-school data now reflects this expectation and in many schools this has led to greater progress in KS1.
- *Raise teacher expectations around writing and independent learning across primary.*
Successful CPD delivered. Significant improvement in the average point score for writing at KS1 noted in RAISEonline. At KS2 APS for writing continued to improve and remains highlighted as significantly higher than national.
- *Offer guidance and challenge to all schools to use pupil premium funding to target appropriate support to increase rates of progress.*
Schools are now clearly focusing on pupil premium progress. In RAISEonline, pupil premium pupils are making better progress than PP pupils nationally at KS2 and KS4.
- *Continue the successful targeted maths project for identified schools to increase rates of progress in maths in primary schools.*

- *Continue the successful 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 in primary schools.*
End of year analysis showed improvement in pupil attainment and progress in targeted schools was greater than in other schools.
- *Improve the use of data at class teacher level to identify early any individuals or groups where progress is slow (including higher attainers).*
School data has improved greatly. Assessment manager updating has supported in school analysis. LA exemplar summaries have been adopted by many schools. All schools developing improved accountability processes.
- *Support governors in their role of challenging school performance and pupil outcomes.*
Most Ofsted inspections note good governance. External reviews of governance have led to significant improvement. Governor training has developed governor body skills in interpreting data and offering good challenge.
- *Continue to challenge and support to maintain the upward trend in Key Stage 4 outcomes.*
KS4 outcomes improved, against the national downward trend.
- *Continue to strengthen partnership arrangements e.g. with employers and work based learning providers to expand key stage 4 pathways and opportunities for young people including apprenticeships.*
Raising Participation Age (RPA) partnership and subgroups have strengthened partnership work. Apprenticeship numbers have risen.
- *Target adviser support in each secondary school to reduce NEET numbers.*
NEET figures have improved and better than national averages.
- *Share good practice Post 16 through the Post 16 forum.*
Post 16 leaders have developed shared support programme re university entrance. Sixth forms are successful and popular.
- *Revise school attendance policies to provide clarity over authorised and unauthorised absence.*
Policies revised.
- *School based challenge and support to improve attendance.*
Attendance has improved and is better than the national average.
- *Multi-agency approaches to supporting some families and students to reduce persistent absence.*
Persistent absence rates have improved.
- *Continue to use formal processes such as fines and attendance orders to make expectations clear to families.*
Greater use of fines and attendance orders.
- *Advise and challenge schools where exclusions are increasing or not reducing.*
Improved exclusion figures.

Specific Impact

- 81% schools in Merton were graded good or better (August 2014) by Ofsted, this is in line with the national average.
- 79% of primary schools are good or better, below the national figure of 81%.
- 86% of our secondary schools are good or better compared to 70% nationally
- All our special schools are good or better.
- Measured by percentage of children on the school roll, 80% of Merton's pupils are educated in good or better schools, compared to 78% nationally. Broken-down by phase the percentage of pupils in good or better schools, 76% of primary pupils (81% national), 86% of secondary pupils (national 74%) and special 100% of pupils (national 91%).
- Key Stage 2, reading, writing and maths combined at level 4 and above has increased to 79%. This is equal to the national average.
- Progress in reading, writing and maths from Key Stage 1 to 2 is significantly better than nationally.
- Pupil progress as measured by value added from Key Stage 1 to Key Stage 2 is above national average. Percentile rankings in value added ranks Merton 16, therefore Merton primary school pupils have made more progress than pupils in 84% of other local authorities nationally.
- GCSE performance is above national, with 64.2% of pupils achieving 5+A*-C including English and maths, ranking Merton 16th nationally.
- Merton's GCSE value added score is above the average and Merton is percentile ranked 10, stating that secondary pupils have made more progress than 90% of other local authorities nationally. Expected progress in English and maths from key stage 2 to 4 is significantly above the national averages.
- Merton pupils A Level outcome per student is an average points score of 689.5, which is above London averages.
- 94% of Merton's 16-17 year olds are participating in education and training. This is higher than in 2013. This proportion places Merton in the top quintile nationally.
- Overall attendance rates in Merton have shown an upward trajectory and are above national.
- 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 4.2% for all schools at the 15% threshold, which is 1.0% better than the national average.
- Fixed term secondary school exclusions decreased from 8.15% to 5.31%, however, this is below London and national rates. This is a significant decrease.
- Permanent exclusions have decreased substantially in 2013/14 to 7 permanent exclusions from 12 in 2012/13. All permanent exclusions were pupils of secondary school age.

Focus of work in 2014-15

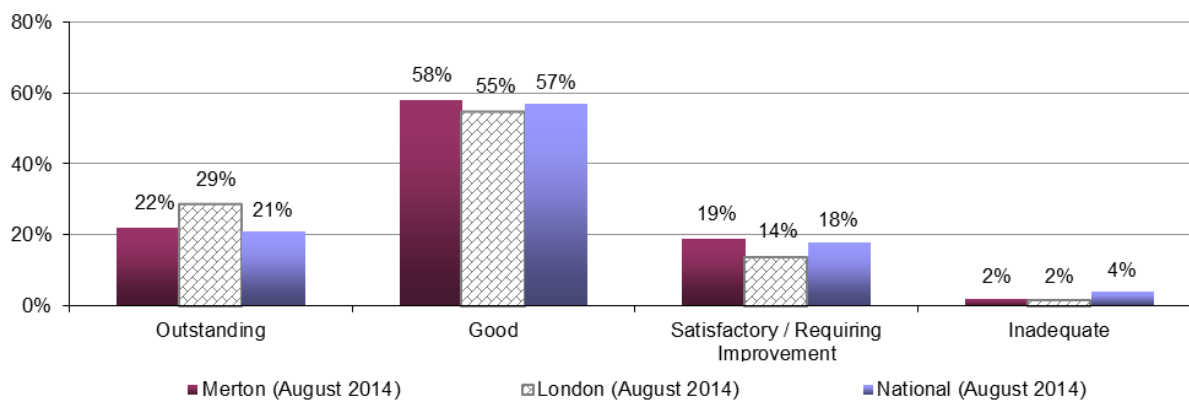
- Monitor and challenge schools which require improvement
- Implement the Securing Good programme to strengthen and support leadership in Requiring Improvement (RI) schools
- Ensure that schools are aware of changes in the Ofsted framework and well prepared for inspection
- Support school self-evaluation and provide external evaluation through Merton Education Partner support and reviews (of teaching, leadership, behavior and safeguarding)
- Revise the Merton School Safeguarding Audit and monitor schools' completion of it
- Research and develop a Merton solution to the new assessment framework in schools
- Monitor the implementation of the new national curriculum in schools
- Monitor and support schools in developing plans for promoting British values
- Support schools in implementing the new SEN Code of Practice, especially the new Education, Health and Care plans
- Further develop the use of Merton's skilled school professionals through the Merton Leader in Education and Primary Expert Teacher programme
- Work with the Teaching School to coordinate a strong CPD offer for schools
- Offer focused CPD to support reading, writing and maths in primary schools
- Focused CPD for Y3 and Y4 teachers
- Repeat the Outstanding Secondary Teacher programme
- Introduce the Outstanding Primary Teacher programme
- Support and challenge schools and individual teachers in the use of pupil achievement data to inform lesson planning, intervention and groupings
- Support and challenge school leaders in their monitoring and development of teaching
- Support and challenge schools in their management of behaviour
- Continue to challenge schools and settings to further improve Early years provision
- Continue to focus on early language development in Early Years including a new Narrowing the gap project with targeted schools
- Research new EYFS baseline assessment programmes and recommend a preferred Merton option to allow future moderation across schools
- Further develop two year old provision for eligible children
- Continue to support the FAST project in targeted schools.
- Support governors to use reconstitution to enhance their skill set
- Support governors in further developing their support and challenge role
- Continue to challenge primary schools to improve KS1 and KS2 outcomes
- Continue to challenge secondary schools to maintain the upward trend in KS4 results and further improve outcomes at A level
- Share good practice through primary and secondary meetings
- Continue to challenge schools to further improve outcomes for pupil premium pupils through good use of funding
- Continue to reduce NEET figures through support and partnership work
- Continue to support and challenge schools and families to reduce absence
- Continue multi agency support to reduce persistent absenteeism
- Support and challenge schools to further reduce exclusion rates

Overall Key Messages: Ofsted outcomes

- 81% schools in Merton were graded good or better (August 2014) by Ofsted, this is in line with the national average.
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All Schools	August 2012			August 2013			August 2014		
	Merton	London	National	Merton	London	National	Merton	London	National
% schools graded good or better	77%	76%	70%	83%	84%	78%	81%	86%	81%
% pupils in schools graded good or better	70%	76%	68%	79%	85%	76%	80%	84%	78%

School Ofsted Outcomes: Overall Effectiveness



During this academic year there were 12 Ofsted inspections, of which 6 were graded good and 4 required improvement. Two schools were graded inadequate. Both of these have closed and now re-opened as academies. Only one of our schools requiring improvement was re-inspected. This moved to good.

Where schools were graded good, some of the strengths highlighted were:

- Strong shared vision and values
- Leaders having a very clear understanding of the school and the actions needed to make improvements
- Well-informed and knowledgeable governors
- High quality engaging teaching, tuned to the needs of the pupils
- Pupils making good progress, sometimes from a low starting point, because teaching is good
- Regular and effective monitoring of teaching and learning
- Strong focus on developing literacy skills
- Strong social, moral, spiritual and cultural development

- Close relationship with parents
- Improving attendance rates
- Good behaviour
- Strong procedures in place to ensure the safety of the pupils

Where schools were graded as requiring improvement, some of the issues were:

- Lack of clarity in school leadership, plans and priorities
- Skills and impact of middle leaders
- Pupil progress lower than national or inconsistent
- An inconsistent teaching profile
- Specific concern around a subject area or a key stage e.g. writing, maths
- Ineffective governance
- Inappropriate behaviour in some lessons or in the playground
- Lack of rigour in monitoring of teaching

During 2013-4 Merton schools that required improvement were supported by:

- Support for action planning
- Regular meetings with their Merton Education Partner to monitor actions and their impact
- Training for GBs
- In-school and central CPD
- Targeted maths and English programmes
- Peer support and challenge from Merton Leaders in Education
- Reviews of teaching, leadership, behavior and safeguarding

Schools requiring improvement are visited by HMI. The reports written following these visits noted that the local authority was offering good support and challenge to these schools.

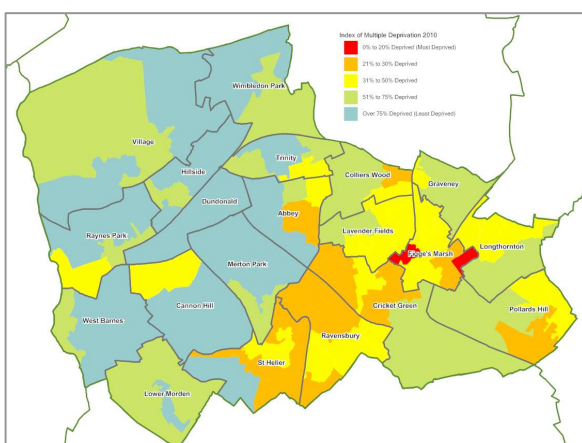
A. Context

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 total population of 200,543 including 47,499 children and young people aged 0-19 (Census 2011). The number of 0-19 year olds is forecast to increase by 3,180 (7%) by 2017, within which we forecast a 20% increase of children aged 5 to 9 (2,270). We have a younger population than the England average and have seen a 39% net increase of births over the last ten years (2,535 births in 2002 rising to 3,521 in 2010). The birth rate reduced in 2012/13 and again slightly in 2013/14 suggesting that the rate is stabilising.

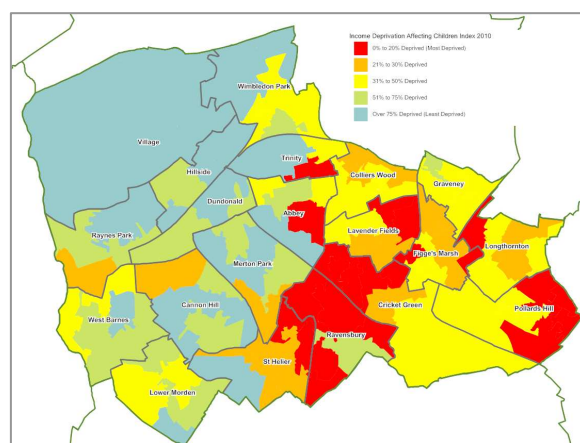
Merton is the 23rd most diverse local authority nationally, and the 18th most diverse London borough, thirty five per cent of Merton's total population is Black, Asian or Minority ethnic (BAME) this is expected to increase further to 39% by 2017. Pupils in Merton schools are more diverse still, with 66% from BAME communities, speaking over 120 languages (2014). The borough has concentrations of Urdu speaking communities, Sri Lankan, South African and Polish residents. The most prominent first languages for pupils apart from English are Tamil 5.9%, Urdu 5.9% and Polish 4.5%.

A characteristic of the borough is the difference between the poorer, more deprived east (Mitcham), and the wealthier, more prosperous west (Wimbledon). There 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). Since 2010 we have seen an increase of 23% of children who are eligible for free school meals (2010, 2881 FSM children, 2014, 3548 FSM children).

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)

- The percentage of pupils achieving a good level of development in Merton is 14% higher than in 2013 and is now equal to the national result.
- Literacy (reading and writing) continues to be a focus for improvement.

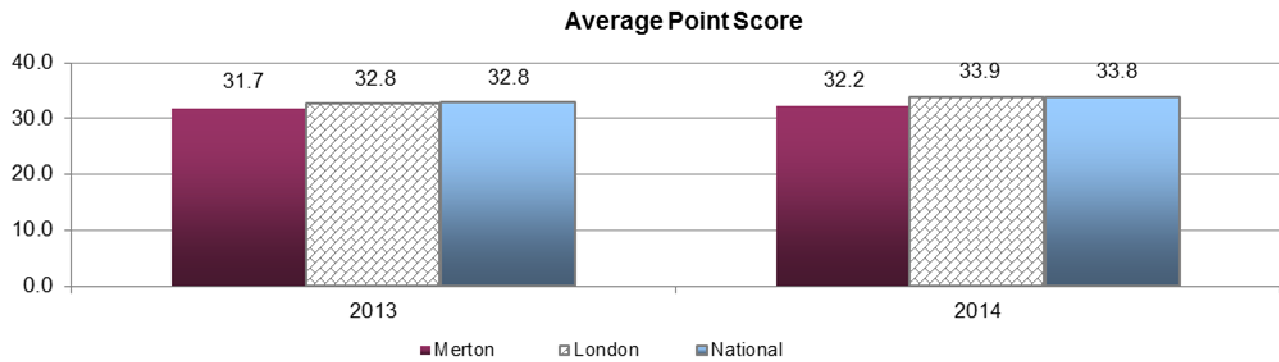
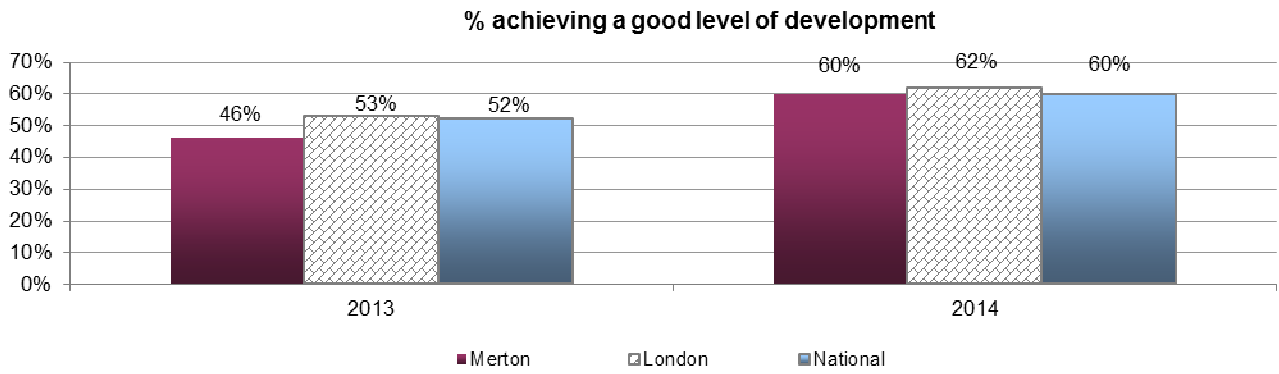
The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment of children's development at the end of the EYFS (the end of the academic year in which the child turns five). It should support a smooth transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers.

The new Early Years Foundation Stage Profile requires practitioners to make a best fit assessment of whether children are **emerging, expected or exceeding** against each of the new **17 early learning goals (ELGs)**. Children have been deemed to have reached a **good level of development (GLD)** in the new profile if they achieve at least the expected level in the ELGs in personal, social and emotional development; physical development; and communication and language, mathematics and literacy. The DfE has also introduced a supporting measure which measures the total number of points achieved across all 17 ELGs and reports the **average of every child's total point score**. A child is assigned one point for an emerging ELG, two points for an expected ELG and three points for an exceeding ELG.

The key achievements of the Early Years Foundation Stage Profile are set out below. As this is a new measure there are only two years of data:

	2013			2014		
	Merton	London	National	Merton	London	National
% achieving a good level of development	46%	53%	52%	60%	62%	60%
Average Point Score	31.7	32.8	32.8	32.2	33.9	33.8

Merton's results compared to London & National Results:



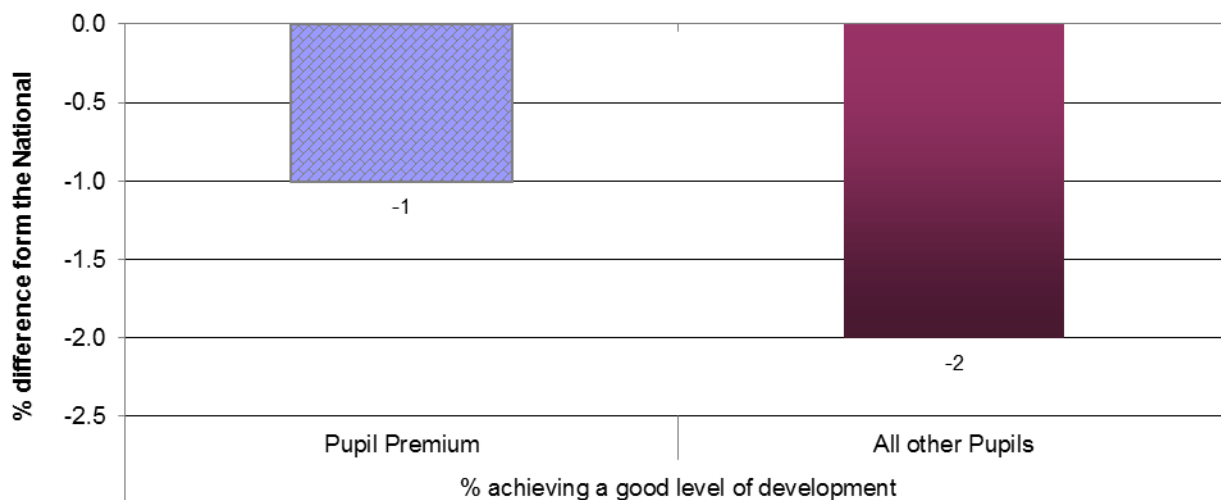
Key context messages in relation to pupil groups

- In Merton the gap between pupil premium children and all other pupils achieving a good level of development has increased by 3% when compared to 2013. Nationally the attainment gap between these two groups of children remains the same (nationally pupil premium is measured as eligible for free school meals).
- Nationally the widest pupil premium attainment gaps are seen in the literacy goals of reading and writing (both with a gap of 19%). Larger gaps are also seen in the mathematics area of learning. In Merton, writing shows the widest attainment gap (18%) followed by reading (17%).
- Merton pupils from most individual ethnic groups attained above the national average for their ethnic groups' good level of development. Of the major ethnic groups White and Mixed were the only groups to attain below the national averages.
- Children in Merton from the mixed heritage groups of mixed White and Black Caribbean and mixed other have the widest attainment gaps of the ethnic groups and their peers nationally.
- A greater proportion of children where the first language is English achieved a good level of development, compared to pupils for whom their first language is not English. Both groups attain below the London averages but above the national averages. In Merton the attainment gap is narrower than the national by 1% and wider than London by 1%.
- In Merton 67% of girls achieved a good level of development compared with 53% of boys, narrowing the gender gap from 16% in 2013 to 14% in 2014. Nationally the gender gap has widened to 17% with 69% of girls and 52% of boys achieving a good level of development.
- Merton children with Special Educational Needs (SEN) in the EYFS attained below national and London (both inner and outer) children with SEN.
- 9% of SEN pupils in Merton (both without a statement and those with a statement of SEN) achieved a good level of development compared to 67% for pupils with no identified SEN, providing an attainment gap of 59%. Nationally the results are 19% and 66% respectively giving an attainment gap of 47%.
- The good level of development attainment gap for pupils with SEN has widened from 45% to 59%.

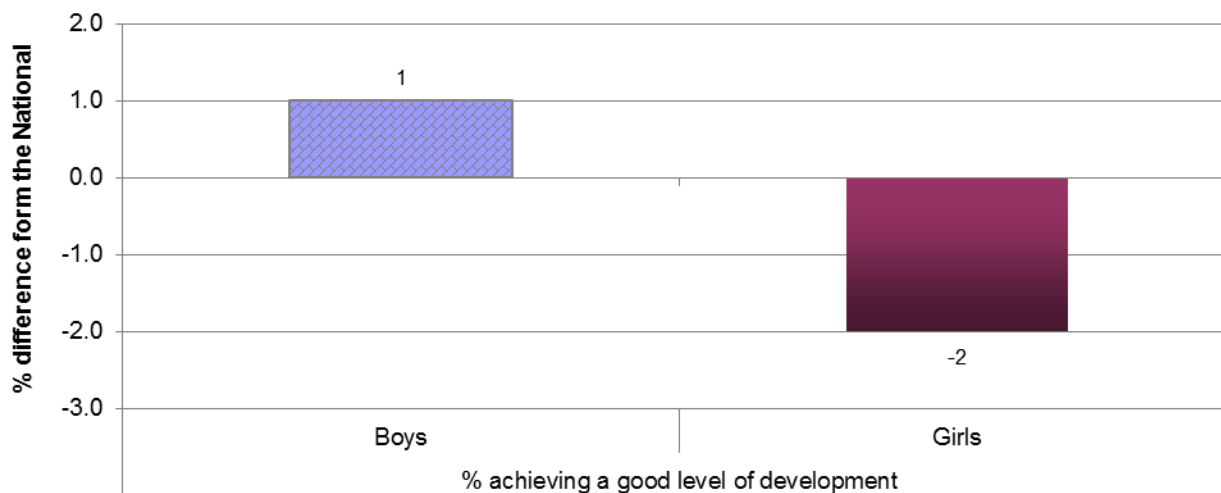
Early Years Foundation Stage achievements by contextual groups:

Contextual Groups	Number of Pupils	% achieving a good level of development			Average Point Score		
		Merton	London	National	Merton	London	National
All Pupils							
All Pupils	2617	60%	62%	60%	32.2	33.9	33.8
Pupil Premium (FSM)							
Pupil Premium	338	44%	52%	45%	29.7	32.1	30.8
All other pupils	2279	62%	65%	64%	32.6	34.4	34.4
Looked After Children (LAC)							
Looked After	LAC pupils are not identified within the Foundation Stage Profile						
Not Looked After							
Ethnic Group							
White	1378	60%	63%	62%	32.9	34.4	34.1
White British	887	63%	n/a	63%	34.0	n/a	34.4
Irish	22	86%		63%	36.0		35.1
Traveller of Irish Heritage	<10	33%		31%	31.7		28.8
Gypsy / Roma	<10	14%		19%	28.7		26.8
Any Other White Background	459	52%		50%	30.6		31.8
Mixed	281	58%	66%	62%	32.6	34.6	34.2
White and Black Caribbean	61	46%	n/a	58%	30.0	n/a	33.6
White and Black African	58	67%		62%	34.1		34.0
White and Asian	56	68%		66%	34.4		34.9
Any Other Mixed Background	106	54%		63%	32.3		34.2
Asian	532	61%	64%	57%	30.7	33.9	32.4
Indian	81	72%	n/a	67%	31.9	n/a	34.4
Pakistani	141	49%		50%	29.3		31.0
Bangladeshi	33	67%		55%	31.2		32.0
Any Other Asian Background	277	63%		59%	31.0		32.9
Black	316	63%	61%	59%	32.0	33.4	33.0
Black Caribbean	82	54%	n/a	58%	30.7	n/a	33.3
Black African	204	65%		60%	32.3		33.0
Any Other Black Background	30	77%		57%	33.5		32.8
Chinese	22	73%	65%	58%	33.1	33.9	33.1
Any Other Ethnic Group	72	53%	n/a	51%	29.0	n/a	31.6
Refused / Information not Obtained	16	69%		55%	33.1		33.2
First Language							
First Language: English	1426	64%	67%	63%	33.6	34.9	34.3
First Language: Other than English	1191	55%	59%	53%	30.5	33.0	31.8
Gender							
Female	1310	67%	70%	69%	33.3	35.1	35.1
Male	1307	53%	55%	52%	31.1	32.8	32.6
Special Educational Needs (SEN)							
No Special Educational Needs	2291	67%	68%	66%	33.5	34.9	34.8
School Action	205	11%	30%	23%	24.2	28.8	27.4
School Action Plus	81	7%	21%	19%	21.7	26.3	26.0
SEN (with Statement)	40	0%	3%	3%	18.7	19.6	19.7

Early Years Foundation Stage achievements by deprivation:



Early Years Foundation Stage achievements by gender:



Targeted actions to support continued improvement in Early Years

- To implement a Narrowing the Gap project with targeted schools , focusing on early language development
- To further improve practitioner confidence in teaching the Early Years Foundation Stage framework and its related assessment requirements in all provision.
- To provide ongoing challenge to all schools and settings to raise achievement of all pupils in Early Years.
- To advise schools on the new baseline assessment programmes.
- To work across teams to improve early identification of need and support for SEND pupils.
- To develop and support the growing 2 year old provision.
- To monitor school's use of the new pupil premium funding for eligible pupils in nursery.

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 2014, 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. 76% of Year 1 pupils achieved the expected level in Merton. Merton's outcome is above national but slightly below London borough averages.
- The rate of improvement 2013 to 2014 in the proportion of children meeting the required standard is 8% which is greater than the 5% improvement made across the London boroughs and nationally.
- There is variation between Merton schools in the percentage meeting the required standard of phonic decoding between 47% and 97%.

In September 2011, the Government announced that a new statutory phonics screening check for all children in Year 1 would be introduced during the 2011-2012 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.

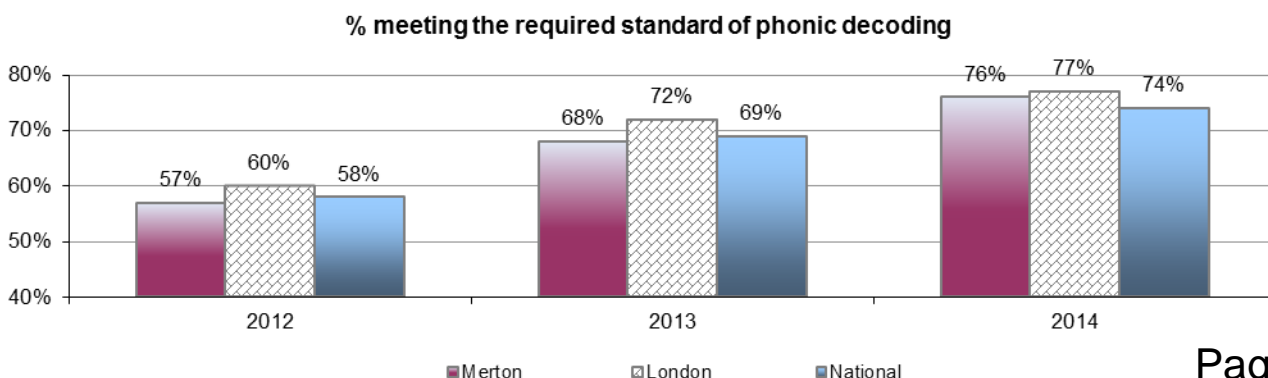
In 2014, pupils were deemed to have met the required standard of phonic decoding if they scored 32 or more out of a possible 40 in the check.

Pupils in year 2, (2014) who did not reach the required standard in year 1, (2013) 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			2013			2014		
	Merton	London	National	Merton	London	National	Merton	London	National
% meeting the required standard of phonic decoding	57%	60%	58%	68%	72%	69%	76%	77%	74%

Merton's results compared to London & National Results:



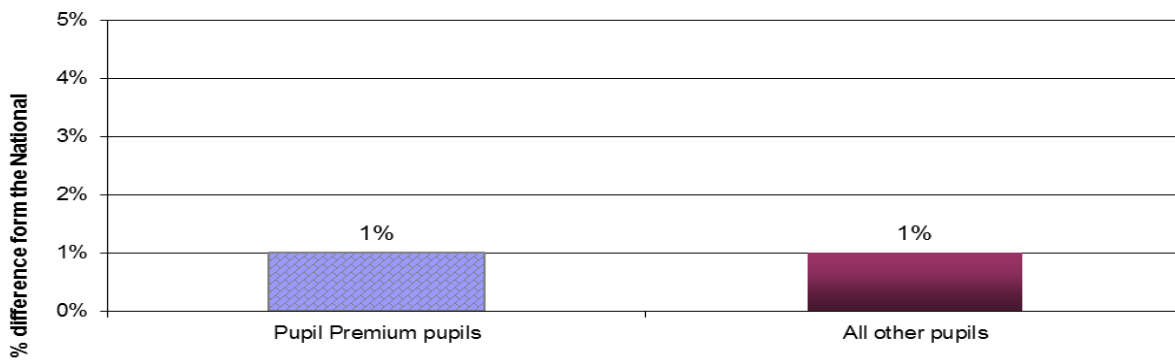
Key context messages in relation to pupil groups

- **The gap between children in receipt of pupil premium funding and all other pupils is in line with national.**
- **The looked after children in Merton schools in year 1 (fewer than 10 children) did not meet the expected standard of phonics decoding.**
- **Girls outperformed boys in the check with 79% per cent meeting the required standard compared to 73% of boys. Merton's gender gap is in line with national.**
- **Nationally the proportion of pupils achieving the required standard increased for all ethnic groupings when compared with 2013. Merton mirrored this trend with exception to Mixed White and Black Caribbean, the standard of decoding for this ethnic group is below the outcomes in 2013, below the overall Merton outcomes 2014 and below those of their peers nationally.**
- **Pupils from an Indian background, Chinese, any other Asian background and Traveller of Irish Heritage pupils had the highest percentage achieving the required standard.**
- **Pupils with SEN have outcomes below those with no SEN. Pupils with SEN at School Action and Statements of SEN, outcomes are above national peers with these levels of SEN. School Action Plus outcomes are below the national.**

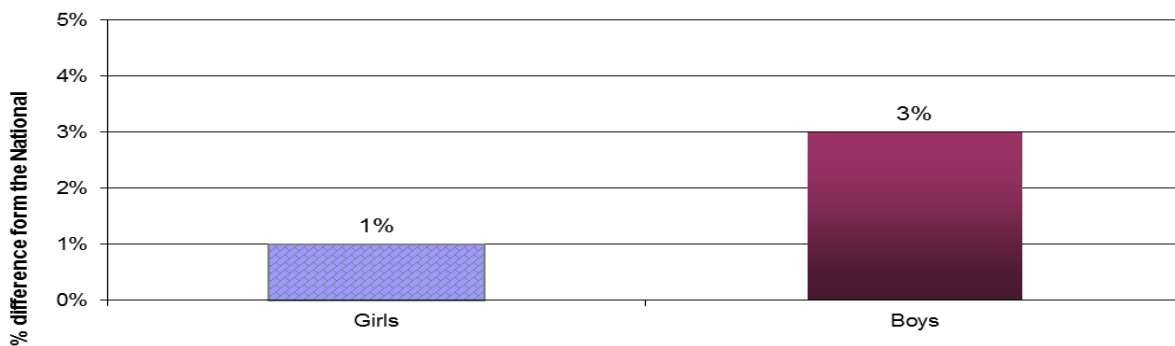
Year 1 Phonic Screening Check achievements by contextual groups:

Contextual Groups	Number of Pupils	% meeting the required standard of phonic decoding		
		Merton	London	National
All Pupils				
All Pupils	2570	76%	77%	74%
Pupil Premium (FSM in last 6 years and looked after children)				
Pupil Premium pupils	463	63%	n/a	63%
All other pupils	2107	79%		78%
Looked After Children (LAC)				
Looked After	<10	0%	n/a	53%
Not Looked After	≥2570	76%		74%
Ethnic Group				
White	1299	73%	76%	74%
White British	841	73%	n/a	74%
Irish	14	79%		75%
Traveller of Irish Heritage	<10	100%		33%
Gypsy / Roma	<10	43%		28%
Any Other White Background	435	73%		71%
Mixed	239	72%	78%	76%
White and Black Caribbean	50	54%	n/a	71%
White and Black African	32	72%		75%
White and Asian	44	75%		80%
Any Other Mixed Background	113	79%		77%
Asian	522	84%	82%	78%
Indian	71	90%	n/a	84%
Pakistani	130	83%		73%
Bangladeshi	33	79%		76%
Any Other Asian Background	288	84%		79%
Black	369	78%	77%	76%
Black Caribbean	79	80%	n/a	72%
Black African	233	79%		78%
Any Other Black Background	57	70%		74%
Chinese	15	87%	84%	81%
Any Other Ethnic Group	87	79%	n/a	73%
Unclassified	40	48%		53%
First Language				
First Language: English	1374	75%	78%	75%
First Language: Other than English	1166	78%	78%	74%
Gender				
Female	1267	79%	81%	78%
Male	1303	73%	74%	70%
Special Educational Needs (SEN)				
No Special Educational Needs	2150	83%	84%	81%
School Action	243	44%	50%	41%
School Action Plus	102	31%	46%	39%
SEN (with Statement)	47	19%	19%	17%

Year 1 Phonics Screening Check achievements by Pupil Premium:



Year 1 Phonics Screening Check achievements by gender:



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

- Ongoing training for staff to improve phonics teaching and assessment in all schools.
- Continuing focus on the achievement of pupil groups currently underperforming.
- Challenge to schools where phonics outcomes are significantly lower than national expectations.

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

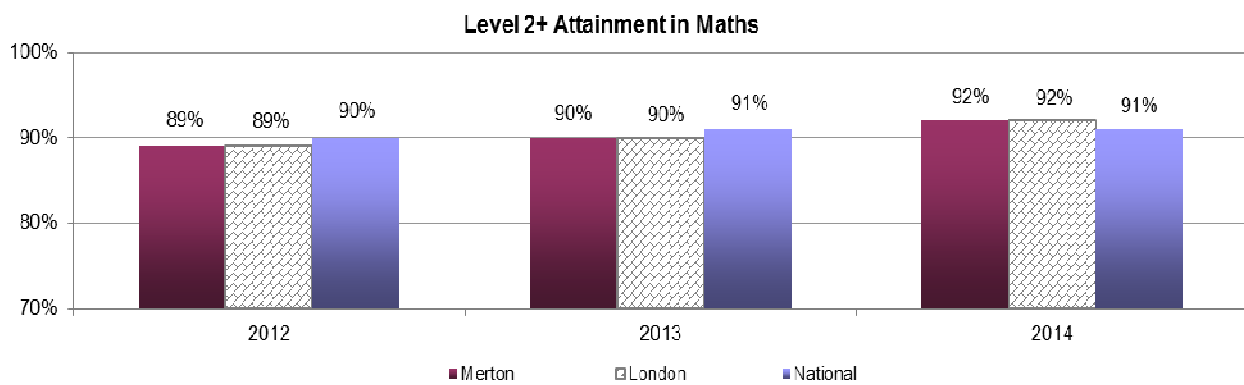
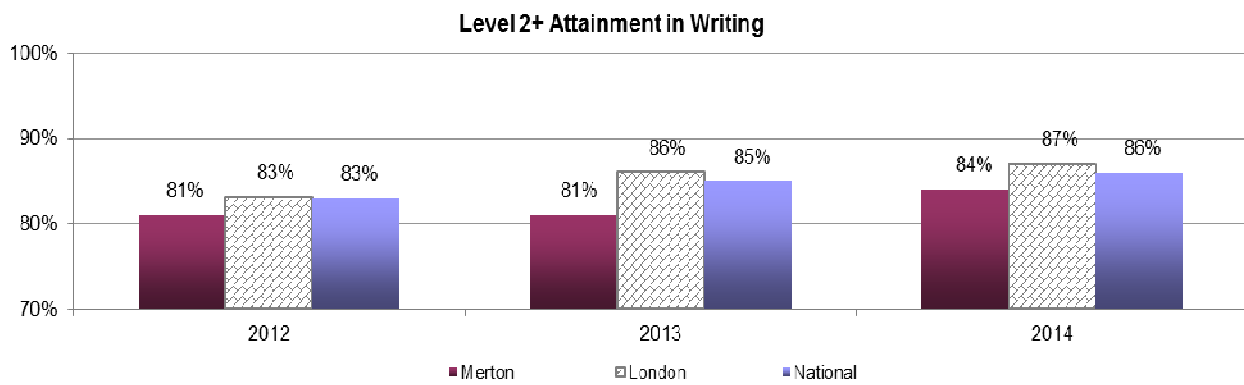
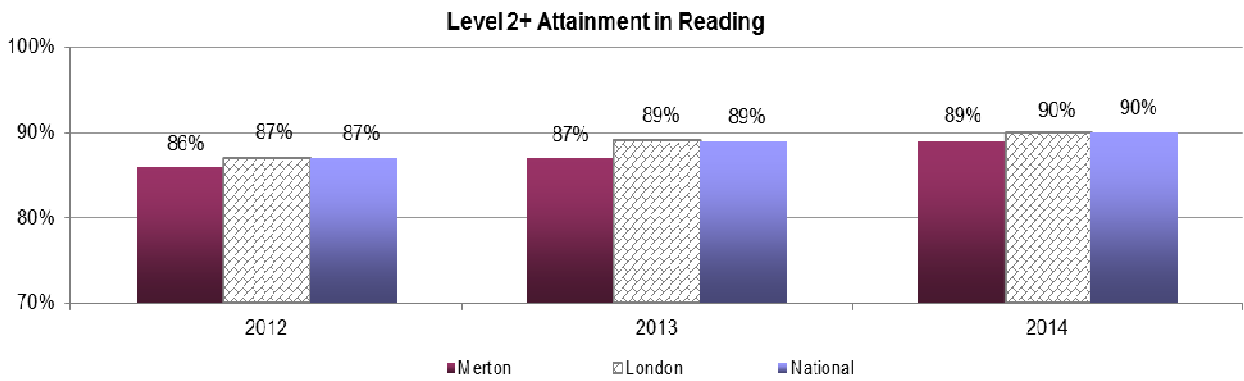
- Performance at Key Stage 1 has improved over the last 3 years.
- Nationally, the 2014 Key Stage 1 outcomes show that the percentage of pupils achieving the expected level has increased in all subjects, the largest increases in reading. All subjects improved in Merton, with writing making the largest improvement.
- Higher level attainment, level 2B and above is slightly below national averages in in Reading and Math. Writing is 5% below the national average.
- Reading outcomes have increased significantly.
- Writing continues to be the focus for improvement although attainment has improved on the last 3 years.

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	2012			2013			2014		
	Merton	London	National	Merton	London	National	Merton	London	National
% Reading level 2+	86%	87%	87%	87%	89%	89%	89%	90%	90%
% Writing level 2+	81%	83%	83%	81%	86%	85%	84%	87%	86%
% Maths level 2+	89%	90%	91%	90%	92%	91%	92%	93%	92%
% Reading level 2B+	74%	76%	77%	76%	79%	79%	80%	82%	81%
% Writing level 2B+	60%	64%	65%	62%	68%	67%	65%	72%	70%
% Maths level 2B+	73%	76%	77%	73%	78%	78%	79%	81%	80%
% Reading level 3+	24%	26%	27%	26%	28%	29%	29%	30%	31%
% Writing level 3+	12%	13%	14%	12%	15%	15%	14%	17%	16%
% Maths level 3+	19%	21%	22%	21%	23%	23%	24%	25%	24%
Average Point Score (reading, writing & maths)	15.2	15.5	15.5	15.4	15.8	15.8	15.8	16.0	15.9

Merton's results compared to London & National Results:



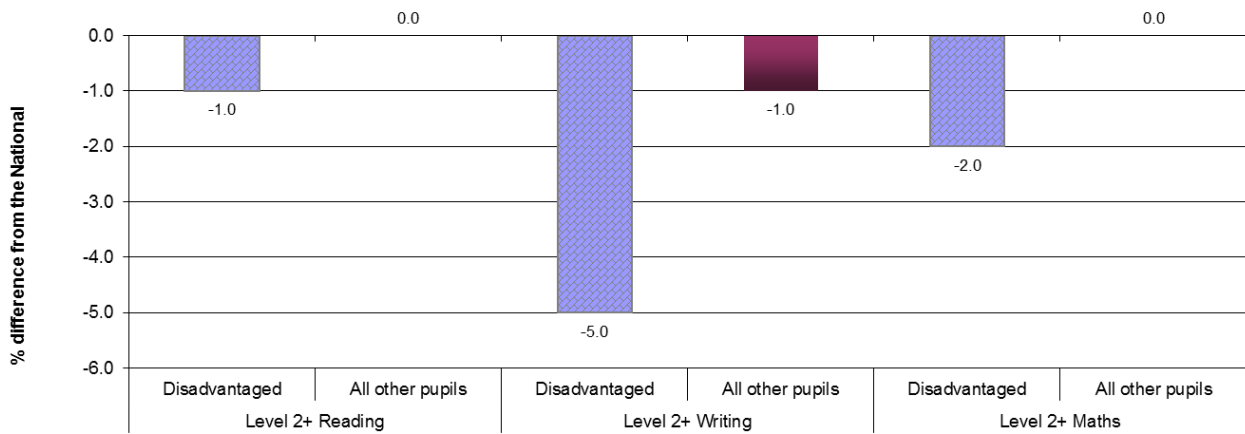
Key context messages in relation to pupil groups

- The gap between disadvantaged children and all other children in Merton is equal to the national gap at 2.0 points.
- Merton follows the national trend of disadvantaged children attaining a sub level lower than all other pupils, an average level 2C to the all other pupil average of 2B.
- Attainment for disadvantaged children in writing is significantly below their national peers. Writing is also the subject with the widest gap between disadvantaged pupils and all other pupils in Merton.
- Attainment of Looked After children educated in Merton schools at Key Stage 1 exceeds national averages in Reading and Maths. The gap in Merton is therefore smaller in Reading and Maths compared to the national and in line with national for Writing.
- In Merton schools at Key Stage 1, girls continue to out perform boys in reading and significantly in writing. There is no gender gap in Maths attainment. Nationally boys also attain below girls in all subjects. The gender gap in Merton is in line with national.
- Low performance in writing is an issue for both genders. Both boys and girls attaining 2% below boys and girls nationally.
- Attainment for Statemented pupils exceeds that of national and London averages in Reading and Maths. Statemented pupils' attainment in writing is in line with their national peers and 1% below the London average. School Action and School action plus children however at level 2 and above in Reading and Maths are below the national average and significantly below the national average for Writing.
- At Key Stage 1, there is variation in outcomes, between subjects of most ethnic groups and in comparison with national ethnic group averages, children within the Mixed ethnic groups attain below levels of their peers across all subject areas.
- In Writing, at level 2 and above, White British children attain significantly below the national.
- At level 2 and above, in maths, children of any other White heritage attain significantly above the national.
- Both children with English as a First language and children with a first language other than English attained in line with their national peers in Reading at level 2 or above. First language - English pupils are significantly below the national average in writing. Achievements of pupils with a first language other than English in writing are above their national peers. In writing and maths the first language groups outcomes at level 2 and above are the same, in contrast to the national gap across all subjects where first language other than English pupils attain below their English first language peers.

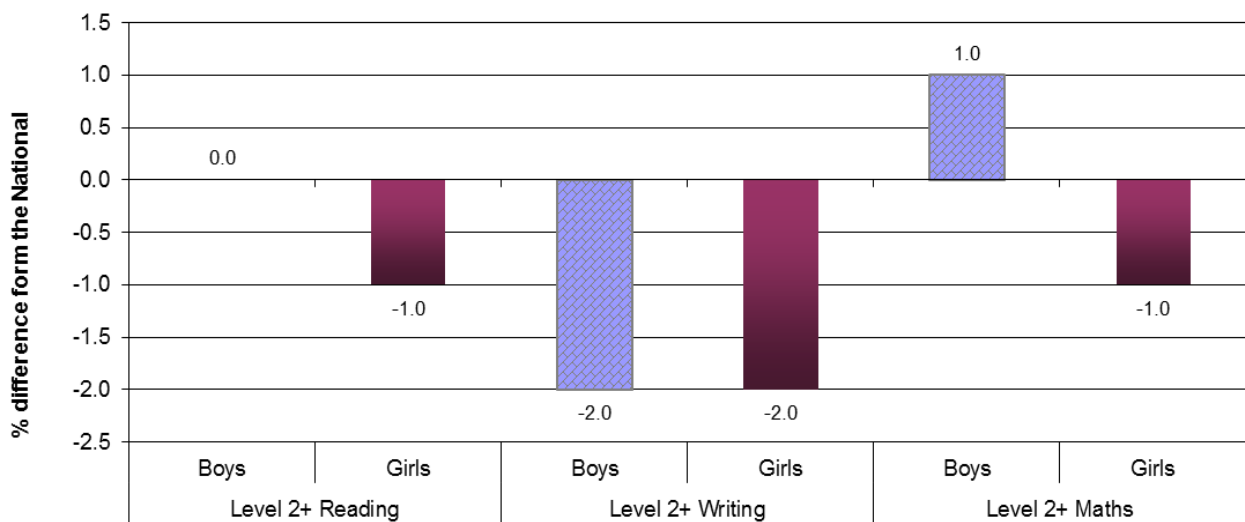
Key Stage 1 achievements by contextual groups:

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
All Pupils													
All Pupils	2539	89%	90%	90%	84%	87%	86%	92%	93%	92%	15.8	16.0	15.9
Disadvantaged (FSM in last 6 years and looked after children)													
Disadvantaged pupils	545	81%	n/a	82%	72%	n/a	77%	84%	n/a	86%	14.3	n/a	14.6
All other pupils	1994	92%		92%	88%		89%	94%		94%	16.2		16.4
Looked After Children (LAC)													
Looked After	<10	80%	n/a	72%	60%	n/a	63%	80%	n/a	74%	12.3	n/a	13.1
Not Looked After	≥2539	90%		90%	84%		86%	92%		92%	15.8		16.0
Ethnic Group													
White	≥1247	89%	90%	90%	83%	87%	86%	93%	93%	92%	15.8	n/a	n/a
White British	856	91%	n/a	91%	84%	n/a	87%	93%	n/a	93%	16.0		16.1
Irish	15	93%		91%	80%		89%	93%		93%	14.8		16.4
Traveller of Irish Heritage	<10	33%		51%	67%		44%	67%		64%	11.9		11.6
Gypsy / Roma	<10	40%		45%	20%		40%	60%		58%	11.1		11.1
Any Other White Background	368	86%		83%	82%		80%	93%		89%	15.6		15.2
Mixed	254	89%	92%	91%	84%	88%	87%	91%	93%	92%	15.7		n/a
White and Black Caribbean	71	85%	n/a	89%	80%	n/a	84%	85%	n/a	91%	15.0		15.5
White and Black African	32	88%		91%	88%		87%	91%		92%	15.5		15.9
White and Asian	55	91%		92%	89%		90%	96%		94%	16.7		16.6
Any Other Mixed Background	96	92%		91%	82%		87%	92%		93%	15.8		16.1
Asian	550	91%	93%	91%	89%	90%	88%	94%	94%	92%	16.3		n/a
Indian	85	93%	n/a	94%	91%	n/a	92%	98%	n/a	95%	17.1		16.9
Pakistani	140	91%		88%	88%		84%	91%		89%	15.5		15.5
Bangladeshi	38	92%		90%	87%		87%	92%		91%	15.4		15.7
Any Other Asian Background	287	91%		92%	89%		89%	94%		93%	16.6		16.3
Black	373	91%	91%	90%	85%	87%	87%	90%	91%	91%	15.3		n/a
Black Caribbean	91	92%	n/a	89%	89%	n/a	85%	92%	n/a	90%	15.3		15.3
Black African	239	91%		91%	84%		87%	89%		91%	15.4		15.8
Any Other Black Background	43	91%		89%	84%		85%	88%		89%	15.0		15.4
Chinese	17	100%	93%	92%	100%	91%	89%	100%	97%	96%	18.4	17.1	
Any Other Ethnic Group	55	87%	n/a	85%	76%	n/a	82%	87%	n/a	89%	14.9	15.3	
First Language													
First Language: English	1355	91%	92%	91%	85%	88%	87%	93%	93%	93%	15.9	n/a	16.1
First Language: Other than English	1160	88%	90%	87%	85%	87%	83%	92%	92%	90%	15.8		15.5
Gender													
Female	1236	92%	93%	93%	89%	91%	91%	92%	94%	93%	16.1	16.4	16.4
Male	1303	87%	88%	87%	80%	83%	82%	92%	91%	91%	15.5	15.6	15.5
Special Educational Needs (SEN)													
No Special Educational Needs	2109	96%	96%	97%	93%	95%	94%	97%	98%	98%	16.6	n/a	16.8
School Action	257	67%	77%	69%	49%	69%	58%	74%	84%	78%	12.4		12.8
School Action Plus	113	50%	65%	57%	40%	55%	47%	60%	70%	65%	11.5		12.0
Statement	37	30%	26%	25%	19%	20%	19%	41%	29%	28%	9.3		7.4

Key Stage 1 achievements by deprivation:



Key Stage 1 achievements by gender:



Targeted actions to support continued improvement in Key Stage 1

- Training opportunities to improve the teaching of writing.
- Challenge to schools where KS1 outcomes are significantly lower than national averages.
- To monitor the impact of the new curriculum on opportunities for and progress in writing.
- To support schools in identifying appropriate strategies to increase the progress of key groups including pupil premium and higher achievers.
- To continue to raise awareness of the expected pupil progress rates that are required to demonstrate good or better progress. This equates to at least a sub level of progress per term.
- 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 above or equal to national for all headline achievement indicators. All progress measures are significantly above the national average.**
- **Performance has improved on 2012 in all key indicators.**
- **Merton's outcomes in attainment are consistently above or equal to national at all threshold measures including level 6 (Merton Level 6 in reading is 0% compared to 0% nationally; maths in Merton is 14% level 6 to 9% nationally).**
- **A greater proportion of Merton's children achieved a 'good' (level 4B and above) than nationally in the joint indicator of reading, writing and maths.**
- **Expected progress in reading, writing and maths from key stage 1 to key stage 2 are significantly above the national averages.**
- **Percentile rankings for value added ranks Merton 16, therefore Merton primary pupils have made more progress than pupils in 84% of other local authorities nationally. In reading, value added ranks Merton 14, writing 14 and maths a rank of 18.**

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.

Key stage 2 national curriculum assessments are based on the outcome of national curriculum tests in reading, mathematics and grammar, punctuation and spelling carried out in May 2014 and teacher assessments for the 2013/14 academic year.

Pupils took the grammar, punctuation and spelling test for the first time in 2013. An indicative national curriculum level was awarded but did not contribute to the key measures. The DfE introduced separate reading and writing progress measures (to replace the previous English progress measure).

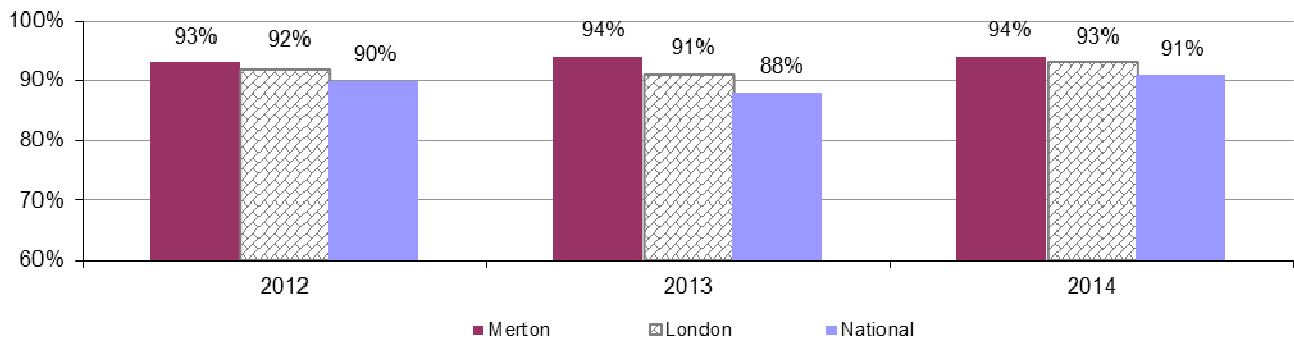
Alongside the significant changes to the Key Stage 2 assessment arrangements in 2013 and in 2012, with the introduction of level 6 testing schools were no longer required to administer a writing test and submit this for external marking. Therefore, not all of the figures for 2013 and 2014 can be compared to outcomes published in earlier years.

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

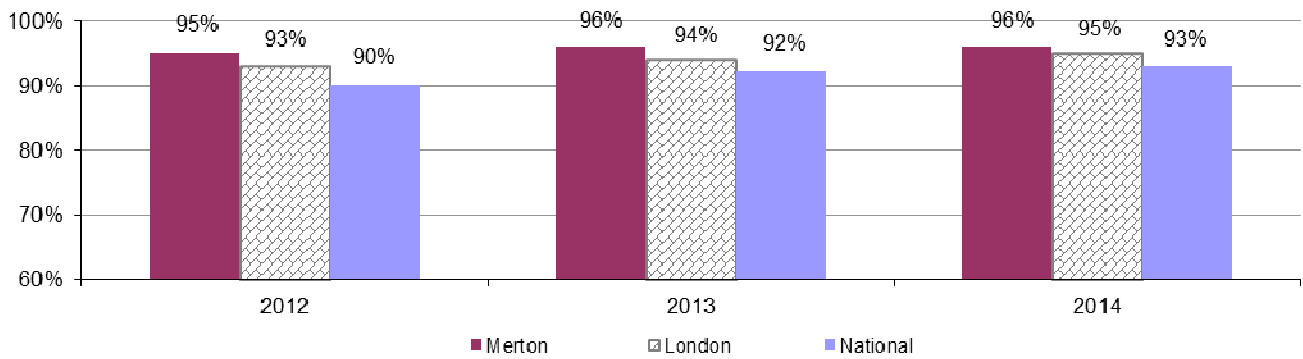
Key stage 2 Tests and Teacher Assessments	2012			2013			2014		
	Merton	London	National	Merton	London	National	Merton	London	National
% of expected Progress in reading	93%	92%	90%	94%	91%	88%	94%	93%	91%
% of expected Progress in writing	95%	93%	90%	96%	94%	92%	96%	95%	93%
% of expected Progress in maths	88%	90%	87%	92%	91%	88%	92%	93%	89%
Value Added	100.6	n/a	100.0	100.8	n/a	100.0	100.6	n/a	100.0
% Level 4+ in reading, writing & maths	76%	77%	75%	78%	79%	75%	79%	82%	79%
% Level 4+ reading	88%	88%	87%	90%	88%	86%	91%	90%	89%
% Level 4+ writing	82%	83%	81%	85%	86%	84%	86%	88%	85%
% Level 4+ maths	84%	86%	84%	86%	87%	85%	88%	89%	86%
% Level 4+ grammar, punctuation and spelling	n/a	n/a	n/a	80%	79%	74%	81%	81%	76%
% Level 4B+ in reading, writing & maths	n/a	n/a	n/a	68%	n/a	63%	69%	71%	67%
% Level 4B+ reading	n/a	n/a	n/a	79%	77%	75%	80%	80%	78%
% Level 4B+ maths	n/a	n/a	n/a	77%	77%	73%	78%	80%	76%
% Level 4B+ grammar, punctuation and spelling	n/a	n/a	n/a	73%	71%	65%	74%	74%	68%
% Level 5+ in reading, writing & maths	24%	22%	20%	25%	24%	21%	26%	27%	24%
% Level 5+ reading	50%	49%	48%	49%	45%	45%	52%	51%	50%
% Level 5+ writing	32%	30%	28%	33%	33%	30%	36%	36%	33%
% Level 5+ maths	43%	42%	39%	47%	46%	41%	46%	47%	42%
% Level 5+ grammar, punctuation and spelling	n/a	n/a	n/a	57%	54%	48%	58%	59%	52%
Average Point Score (English & maths)	28.6	n/a	28.3	28.9	n/a	28.3	29.3	n/a	28.7

Merton's results compared to London & National Results:

2 Levels of Progress - Reading



2 Levels of Progress - Writing



2 Levels of Progress - Maths



Level 4+ Attainment in reading, writing & maths



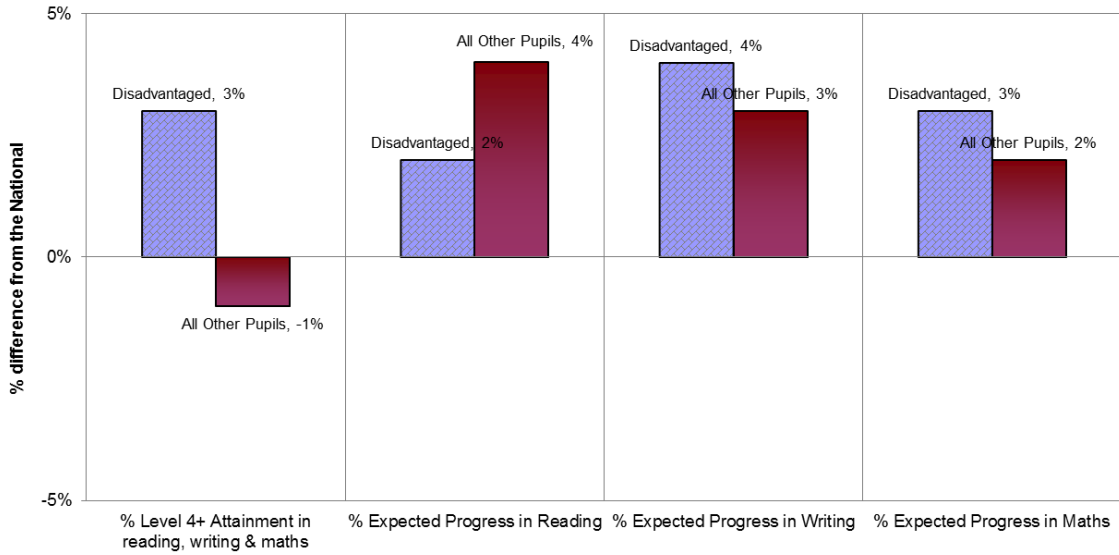
Key context messages in relation to pupil groups

- Merton is closing the gap between its disadvantaged pupils and others, reducing the gap for attainment by 8% on 2012.
- Expected progress in maths and writing from key stage 1 to key stage 2 is significantly above the national averages for pupils who are disadvantaged.
- Whilst small in number, progress of Looked After children educated in Merton schools at Key Stage 2 exceeds national averages in all subjects.
- All pupils in Merton, those with low, middle and high prior attainment, both genders, non-mobile pupils and those with English as a first language and a first language other than English are progressing above national averages for their groups.
- Merton pupils from most ethnic groups achieved above the national average for their ethnic group in the key attainment and progress measures.
- Expected progress in reading and writing from key stage 1 to key stage 2 is significantly above the national averages for White British. In writing pupils from Asian Pakistani background and any other Asian background are significantly above the national expected progress. The combined Black group of pupils in Merton are the only group with expected progress in reading below their group nationally.
- The gender gap at Key Stage 2 average points score in Merton is the inverse to that nationally with boys attaining above girls.
- Boys expected progress in all subjects is significantly above national averages. Girls are significantly above the expected progress national in reading and writing.
- Merton children with SEN but no statement in Key Stage 2 attain below national and London children with SEN. Children with a statement attain above their national peers.
- Expected progress in writing for all SEN groups is above national, school action and children with a statement progress is significantly above national averages.
- Attainment shows no gap between children with a first language of English or a first language other than English. Nationally children with a first language of English attain on average higher levels at Key Stage 2.

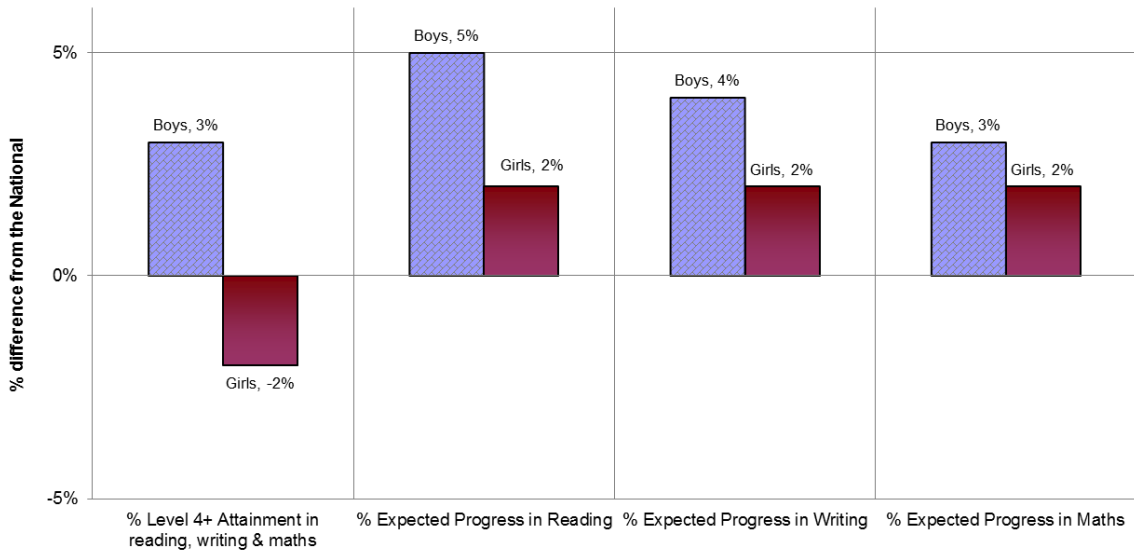
Key Stage 2 achievements by contextual groups:

Contextual Groups	Number of Pupils	% Expected Progress in reading		% Expected Progress in writing		% Expected Progress in maths		% Level 4+ attainment in reading, writing and maths			Average Point Score (APS)			
		Merton	National	Merton	National	Merton	National	Merton	London	National	Merton	London	National	
All Pupils														
All Pupils	1789	94%	91%	96%	93%	92%	90%	79%	82%	79%	29.3	n/a	28.7	
Disadvantaged (FSM in last 6 years and looked after children)														
Disadvantaged pupils	492	90%	88%	95%	91%	89%	86%	70%	n/a	67%	27.4	n/a	27.0	
All other pupils	1297	96%	92%	97%	94%	93%	91%	83%		84%	30.0		29.4	
Looked After Children (LAC)														
Looked After	<10	100%	81%	100%	82%	100%	76%	0%	n/a	48%	21.8	n/a	24.6	
Not Looked After	≥1779	94%	91%	96%	93%	92%	89%	80%		79%	29.3		28.7	
Ethnic Group														
White	838	95%	91%	96%	93%	90%	89%	79%	82%	79%	n/a	n/a	n/a	
White British	624	94%	91%	96%	93%	89%	89%	79%		79%	29.3		28.8	
Irish	12	100%	93%	100%	95%	91%	92%	92%		n/a	84%		29.5	29.7
Traveller of Irish Heritage	<10	100%	82%	100%	86%	100%	77%	80%			38%		26.4	23.8
Gypsy / Roma	<10	100%	72%	100%	74%	100%	74%	100%			29%		27.8	21.7
Any Other White Background	193	97%	91%	95%	93%	94%	92%	77%			71%		28.9	28.0
Mixed	172	96%	92%	98%	94%	91%	90%	80%	83%	80%	n/a	n/a		
White and Black Caribbean	50	98%	90%	96%	93%	88%	87%	78%	n/a	75%	28.7	28.1		
White and Black African	13	92%	93%	100%	94%	92%	90%	92%		81%	30.5	28.8		
White and Asian	41	97%	92%	97%	94%	97%	92%	85%		83%	32.2	29.8		
Any Other Mixed Background	68	94%	92%	98%	94%	90%	91%	75%		81%	28.3	29.1		
Asian	398	96%	91%	98%	94%	96%	92%	87%	86%	80%	n/a	n/a		
Indian	57	96%	93%	96%	95%	94%	94%	86%	n/a	86%	31.3	30.1		
Pakistani	100	93%	90%	100%	93%	94%	89%	76%		75%	29.1	28.0		
Bangladeshi	25	100%	92%	100%	95%	100%	92%	100%		81%	30.0	28.7		
Any Other Asian Background	216	96%	93%	98%	95%	97%	94%	90%		83%	31.4	29.7		
Black	297	88%	91%	95%	93%	90%	90%	71%	78%	76%	n/a	n/a		
Black Caribbean	87	88%	89%	94%	92%	92%	87%	75%	n/a	73%	27.4	27.5		
Black African	161	89%	92%	96%	94%	89%	91%	70%		78%	27.9	28.4		
Any Other Black Background	49	82%	90%	96%	93%	91%	88%	69%		74%	28.1	27.7		
Chinese	12	100%	95%	100%	96%	100%	97%	92%	91%	88%	33.1	31.4		
Any Other Ethnic Group	56	92%	91%	96%	93%	98%	93%	79%	n/a	73%	29.0	28.2		
First Language														
First Language: English	1002	94%	91%	96%	93%	90%	89%	80%	82%	79%	29.1	n/a	28.8	
First Language: Other than English	782	94%	91%	96%	93%	95%	92%	80%	82%	77%	29.6		28.3	
Gender														
Female	897	93%	91%	97%	95%	91%	89%	80%	85%	82%	29.2	n/a	28.9	
Male	892	95%	90%	96%	92%	93%	90%	79%	79%	76%	29.4		28.5	
Special Educational Needs (SEN)														
No Special Educational Needs	1434	97%	94%	98%	96%	96%	94%	90%	92%	90%	30.5	n/a	30.0	
School Action	197	89%	86%	93%	88%	86%	81%	49%	60%	47%	25.9		25.5	
School Action Plus	110	80%	80%	87%	84%	72%	76%	24%	44%	36%	23.1		24.2	
Statement	43	77%	49%	81%	52%	56%	48%	23%	18%	15%	22.2		18.6	

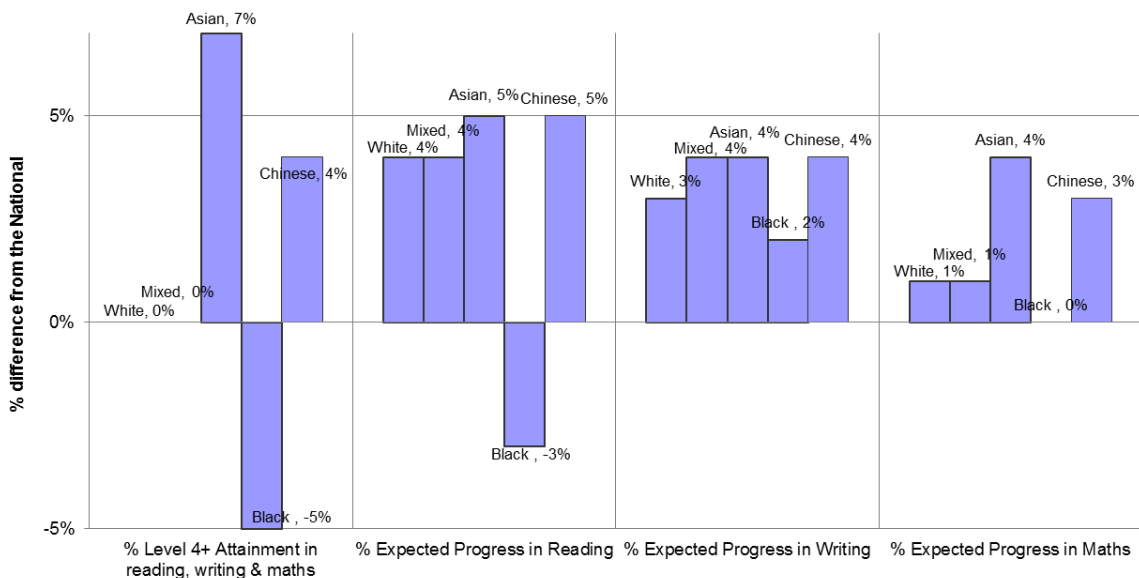
Key Stage 2 achievements by deprivation:



Key Stage 2 achievements by gender:



Key Stage 2 achievements by ethnic group:



Targeted actions to support continued improvement in Key Stage 2

- **Implement the Securing Good Schools programme for primary school which are requiring improvement or whose 2014 results were low.**
- **Focused CPD to raise skills and expectations in maths e.g. Aspiring to level 6 maths; level 6 lessons for primary schools at Ursuline; maths subject knowledge CPD at Rutlish.**
- **Primary Outstanding Teacher programme.**
- **Focused CPD to improve the quality of teaching in English e.g. guided reading; grammar workshops; Aspiring to L6 English and Challenging Higher Attainers in Writing Conference.**
- **Conferences/ workshops with inspirational national teaching professionals e.g. Jim Smith.**
- **Further exploration of underperformance of girls, SEN groups and Black African pupils.**
- **Offer guidance and challenge to schools to use pupil premium funding to target appropriate support to increase rates of progress.**
- **Improve the use of data at class teacher level to identify early any individuals or groups where progress is slow (including higher attainers).**
- **Supporting governors in their role of challenging school performance and pupil outcomes.**

B. Attainment and Achievement of Merton Children & Young People

B.5 Secondary Phase (12-19 years): Key Stage 4

Overall Key Messages: Key Stage 4

- Merton was only one of 6 education authorities in the whole of England to have improved results GCSE for 2014 and the only authority in London to do so.
- Merton has also seen the fastest-improving GCSE results in London over the last five years increasing from 52.4% 5 + A* to C grades including English and Maths in 2009/10 to 64.2% in 2013/14 – above the London average of 61.5% and the national average of 53.4%.
- Merton is now the 10th out of 32 London boroughs for GCSE results, up from 23rd last year.
- At 5+ GCSEs A*-C including English & maths, Merton is ranked 16th nationally.
- Percentile rankings for value added ranks Merton 10, therefore Merton secondary pupils have made more progress than pupils in 90% of other local authorities nationally. In English value added ranks Merton 7, maths a rank of 3, science a rank of 2, languages a rank of 2 and humanities a rank of 4.
- Expected progress in English and maths from key stage 2 to key stage 4 is significantly above the national averages. Expected progress in English is 10% above national progress and 11% above in maths.
- Merton attained significant proportions of English Language and mathematics GCSEs graded at the higher grades.

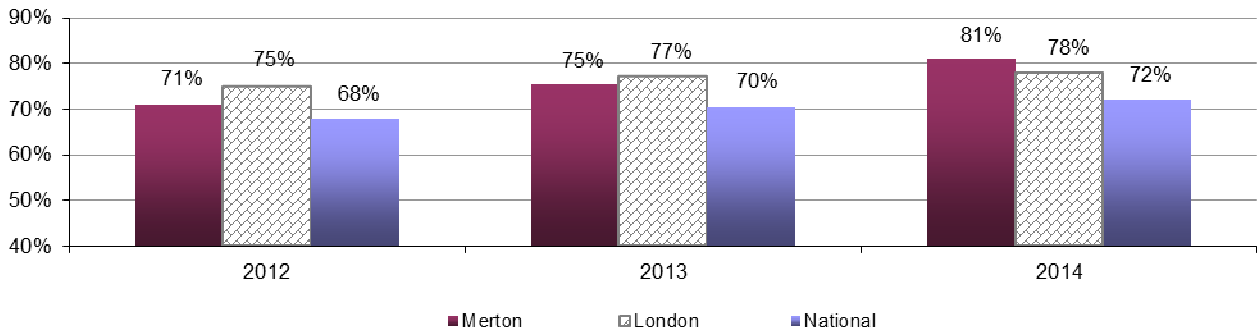
Key stage 4, known as GCSE (General Certificate of Secondary Education) are the main qualifications studied by pupils in years 10 and 11. GCSEs are studied in a wide range of academic and 'applied' (work related) subjects. Other accredited qualifications with GCSE equivalence are also included.

Achievement results for the previous 3 years:

Results of Key Stage 4 Pupils	2012			2013			2014		
	Merton	London	National	Merton	London	National	Merton	London	National
% making expected progress in English between KS2-KS4	70.8%	75.0%	68.0%	75.3%	77.0%	70.4%	81.2%	78.2%	71.6%
% making expected progress in maths between KS2-KS4	78.2%	76.6%	68.7%	77.9%	77.4%	70.7%	76.1%	72.0%	65.5%
Value Added	1011.0	n/a	1000.0	1009.9	n/a	1000.0	1019.7	n/a	1000.0
% 5+ A-C grades (or equiv) including English and maths GCSEs	59.1%	62.3%	59.4%	62.6%	65.1%	59.2%	64.2%	61.5%	53.4%
% 5+ A-C grades (or equiv)	84.6%	84.1%	81.8%	85.6%	84.4%	81.8%	70.8%	70.5%	63.8%
English Baccalaureate	14.2%	19.5%	18.3%	30.2%	28.6%	23.0%	31.3%	30.1%	22.9%
% achieving grades A-C in English and maths GCSE's	59.7%	62.9%	59.9%	63.2%	65.9%	59.9%	66.5%	63.7%	55.5%
% 5+ A-G grades (or equiv) including English and maths GCSEs	94.2%	94.9%	92.4%	92.8%	94.9%	90.5%	90.9%	92.2%	85.1%
% 5+ A-G grades (or equiv)	95.2%	96.2%	94.0%	95.1%	96.4%	94.3%	92.1%	94.6%	89.7%
% Any passes	99.6%	99.3%	99.5%	99.2%	99.3%	99.6%	96.8%	98.3%	97.7%
Average capped (best 8) GCSE and equivalent point score per pupil	343.4	347.1	341.0	343.5	347.0	339.8	316.4	323.0	302.9
Average GCSE total point score per pupil	475.5	474.9	472.0	468.7	466.6	458.9	370.6	386.5	354.9

Merton's results compared to London & National Results:

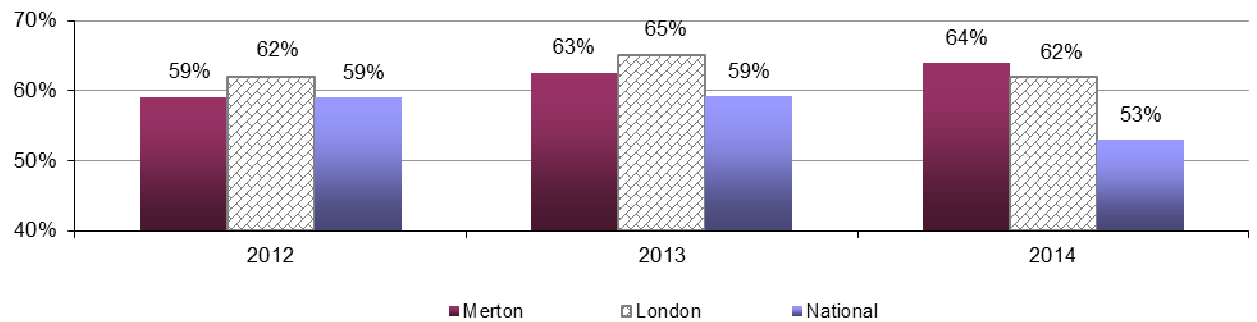
% making expected progress in English between KS2-KS4



% making expected progress in maths between KS2-KS4



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



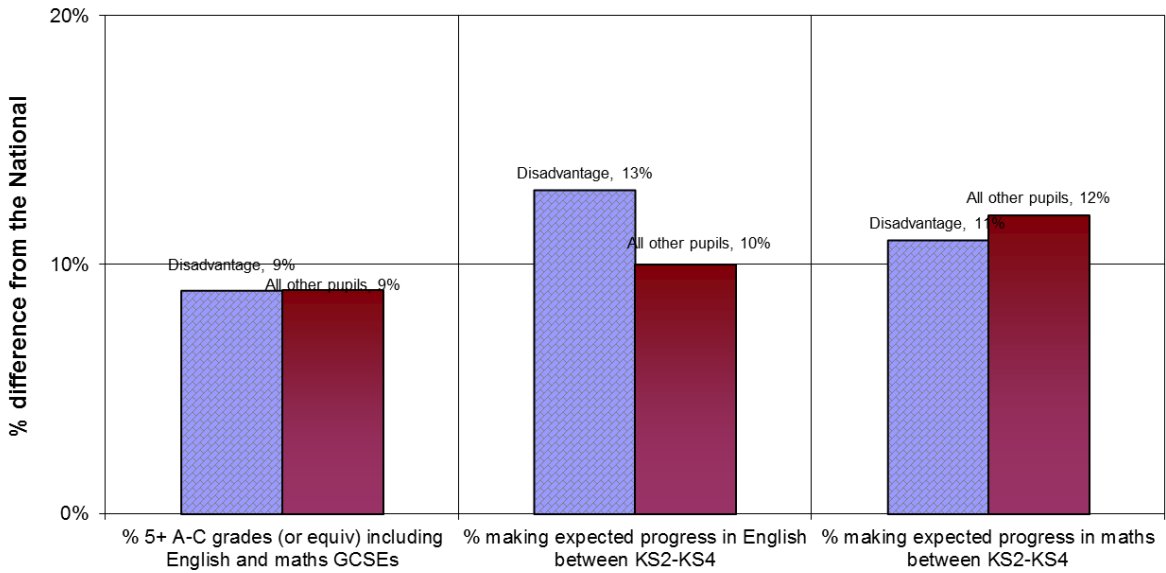
Key context messages in relation to pupil groups

- **Merton disadvantaged pupils outcomes at the key attainment measures, 5+A*-C including English & maths GCSE's, total point score and average point score are significantly above that of the national groups. Pupils making Expected Progress in English and maths is also significantly above national.**
- **The attainment (5+ A*-C including English & maths) gap between disadvantaged pupils and their peers is equal to national. The English progress gap is narrower than national, maths progress is in line.**
- **Looked After Children within Merton schools achieve above national children in care averages for expected progress in maths. In line with national for progress in English.**
- **There are no ethnic groups with attainment measure significantly below the national average.**
- **Asian or Asian British Pakistani and white British pupils have achieved significantly above national in all attainment and progress measures.**
- **Pupils from black or black British - Caribbean background are significantly above national expected progress in English and maths.**
- **SEN pupils on School Action in Merton are significantly above that of the national groups. Expected progress in English and maths is also significantly above national.**
- **Progress for both genders in English and maths is significantly higher than national.**
- **First language English and first language other than English pupils outcomes at GCSE and equivalent are significantly above the national.**

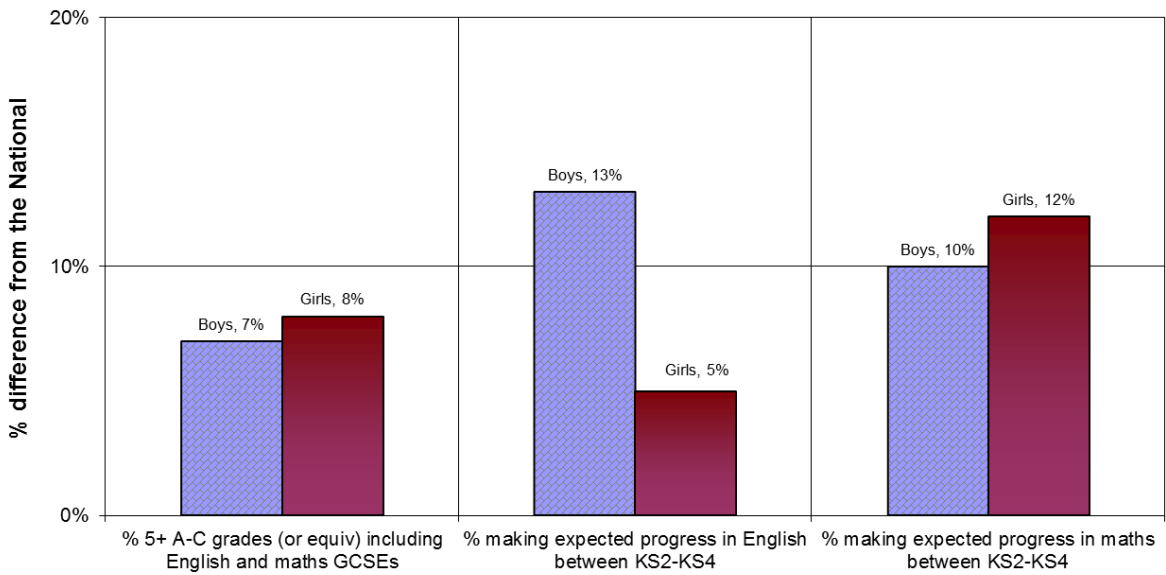
Key Stage 4 achievements by contextual groups:

Contextual Groups	Number of Pupils	% making expected progress in English between KS2-KS4			% making expected progress in maths between KS2-KS4			% 5+ A*-C grades (or equiv) including English and maths GCSEs			% 5+ A*-C grades (or equiv)		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
All Pupils													
All Pupils	1569	81%	78%	72%	76%	72%	66%	64%	62%	53%	71%	71%	64%
Disadvantaged Pupils (FSM in last 6 years and looked after children)													
Disadvantaged pupils	495	72%	n/a	59%	60%	n/a	49%	46%	49%	37%	54%	59%	45%
All other pupils	1074	86%		76%	84%		72%	73%	70%	64%	78%	78%	73%
Looked After Children (LAC)													
Looked After	15	38%	n/a	39%	58%	n/a	29%	20%	n/a	15%	27%	n/a	n/a
Not Looked After	1554	82%		70%	76%		65%	65%	n/a	56%	71%	n/a	n/a
Ethnic Group													
White	≥775	80%		71%	74%		64%	65%	60%	56%	69%	69%	65%
White British	591	77%		70%	71%		64%	62%		56%	66%		65%
Irish	19	100%		78%	84%		72%	89%		66%	95%		73%
Traveller of Irish Heritage	0	n/a		32%	n/a		23%	n/a	n/a	14%	n/a	n/a	17%
Gypsy / Roma	<10	67%		31%	67%		15%	67%		8%	67%		12%
Any Other White Background	171	89%		77%	86%		71%	71%		53%	77%		63%
Mixed	133	77%		73%	74%		65%	63%	62%	58%	72%	71%	67%
White and Black Caribbean	41	76%		67%	73%		56%	63%		49%	68%		59%
White and Black African	13	75%		75%	83%		67%	62%	n/a	57%	77%	n/a	69%
White and Asian	26	88%		79%	85%		74%	73%		67%	85%		75%
Any Other Mixed Background	53	73%	n/a	76%	67%	n/a	69%	58%		61%	68%		70%
Asian	283	88%		78%	87%		74%	73%	69%	61%	80%	77%	70%
Indian	43	79%		84%	86%		84%	77%		73%	84%		81%
Pakistani	96	91%		72%	86%		65%	71%	n/a	51%	82%	n/a	62%
Bangladeshi	26	92%		79%	88%		73%	77%		61%	85%		71%
Any Other Asian Background	118	87%		81%	87%		81%	72%		62%	76%		72%
Black	325	81%		76%	72%		68%	56%	56%	53%	65%	66%	64%
Black Caribbean	114	76%		69%	69%		60%	53%		47%	61%		59%
Black African	170	85%		79%	76%		74%	58%	n/a	57%	69%	n/a	68%
Any Other Black Background	41	80%		72%	68%		62%	56%		49%	61%		60%
Chinese	10	75%		86%	70%		92%	60%	79%	74%	70%	89%	86%
Any Other Ethnic Group	28	85%		80%	84%		75%	64%	n/a	57%	71%	n/a	67%
First Language													
First Language: English	1074	79%		71%	72%		65%	62%	61%	57%	67%	70%	66%
First Language: Other than English	494	87%	n/a	77%	85%	n/a	73%	70%	62%	55%	78%	72%	65%
Gender													
Female	734	83%	n/a	78%	80%	n/a	68%	70%	66%	62%	77%	76%	71%
Male	835	79%		66%	73%		63%	59%	58%	52%	66%	65%	60%
Special Educational Needs (SEN)													
No Special Educational Needs	1245	87%		77%	85%		73%	74%	71%	65%	80%	80%	75%
School Action	157	73%	n/a	57%	62%	n/a	44%	39%	33%	25%	46%	44%	34%
School Action Plus	94	58%		49%	34%		35%	21%	28%	21%	33%	37%	27%
Statement	73	27%		28%	17%		19%	8%	10%	8%	10%	14%	11%

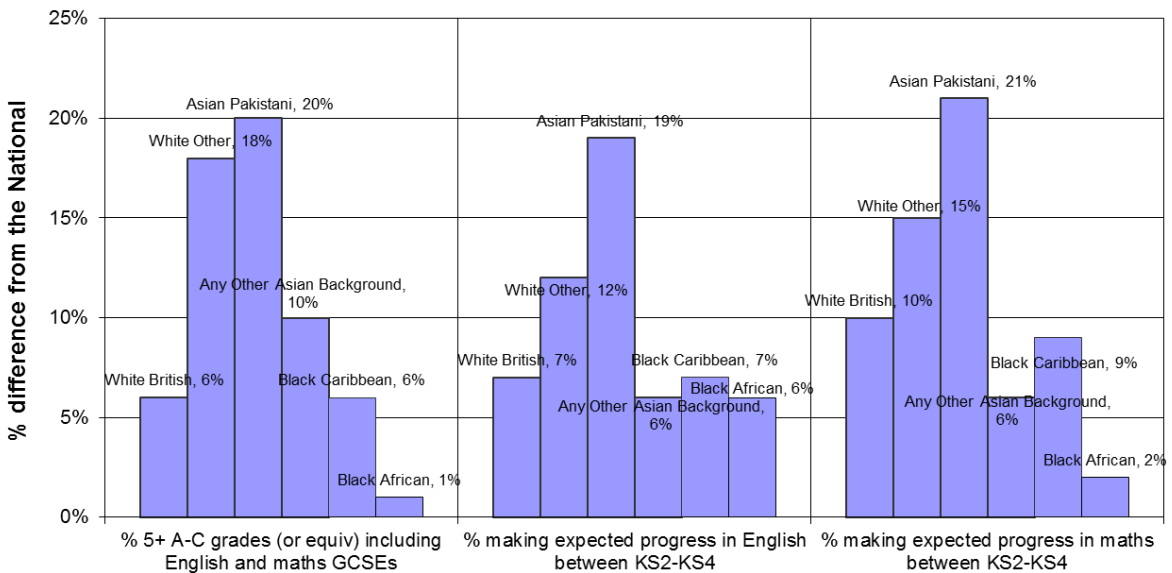
Key Stage 4 achievements by deprivation:



Key Stage 4 achievements by gender:



Key Stage 4 achievements by ethnic group:



Targeted actions to support continued improvement in Key Stage 4

- **Continue to challenge and support to maintain the upward trend in Key Stage outcomes.**
- **Offer challenge to schools to use pupil premium funding to target appropriate support to increase rates of progress.**
- **Share good practice in schools through Raising Achievement and Curriculum Development Forums.**
- **Secondary Outstanding Teacher programme.**

B.6 Secondary Phase (12-19 years): Post 16

Overall Key Messages: Post 16

- Merton continues to attain above London in A levels and equivalents for the average point score per student.
- The decreases shown by Merton follow the national picture although in contrast London is increasing.
- The proportion of 16-18 young people not in education, employment or training has increased in the last year it is consistently better than national.
- 94% of Merton's 16-17 year olds are participating in education and training. This is higher than in 2013. Merton's rate of apprenticeships is increasing but is below 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.

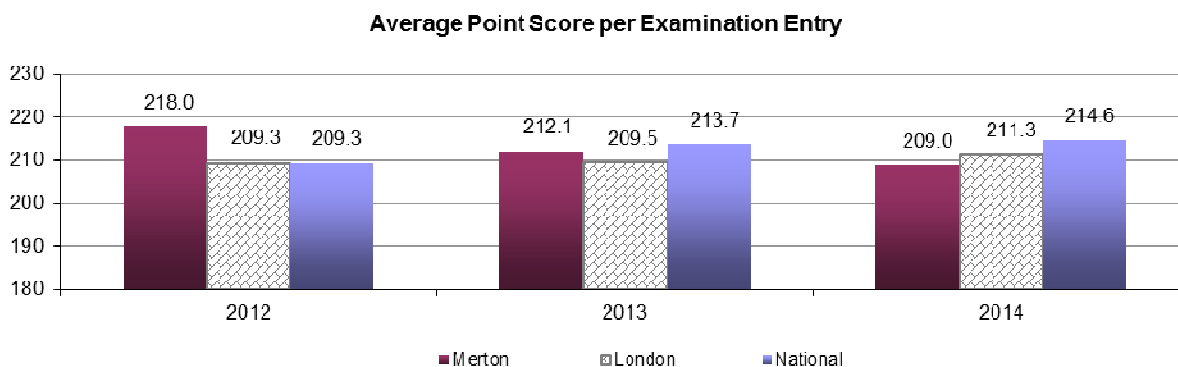
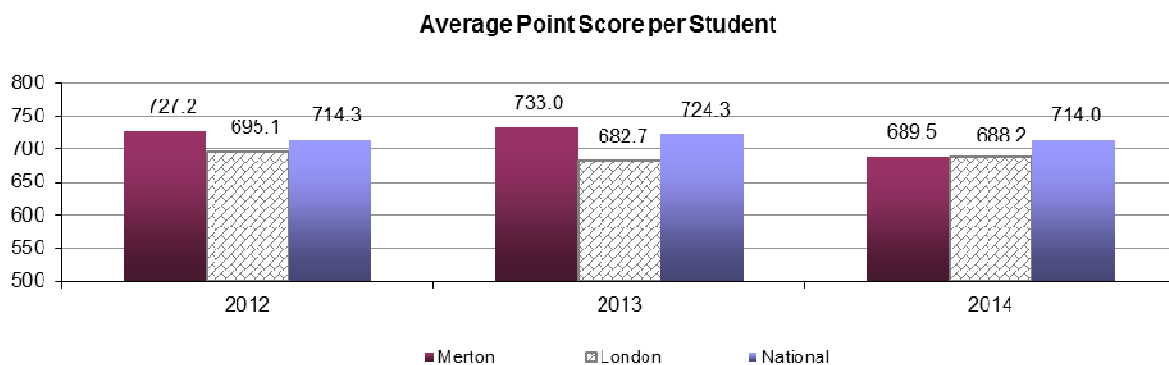
In July 2014, Merton had nine schools with sixth form provision, six schools with year 13 pupils, Ursuline High, Wimbledon College, St Mark's CofE Academy, Ricards Lodge High, Rutlish (under consortia as RR6) and Raynes Park High School. Harris Academy Merton although located in Merton does not appear 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.

The DfE 2014 performance tables report two sets of post 16 qualifications; A level and vocational entry.

Achievement results for the previous 3 years:

All Level 3 qualifications	2012			2013			2014		
	Merton	London	National	Merton	London	National	Merton	London	National
Average Point Score Per Student	727.2	695.1	714.3	733.0	682.7	724.3	689.5	688.2	714.0
Average Point Score Per Examination Entry	218.0	209.3	209.3	212.1	209.5	213.7	209.0	211.3	214.6

Merton's results compared to London & National Results:



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.

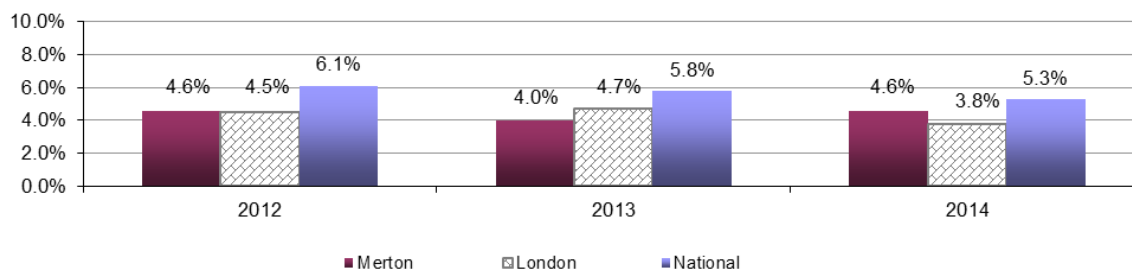
The characteristics of young people who are not participating are diverse, although there are some groups that are at greater risk of becoming NEET. This includes, for example, those with few or no qualifications and those with a health problem, disability or low aspirations.

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

NEET & 'not known'	2012			2013			2014		
	Merton	London	National	Merton	London	National	Merton	London	National
16-18 year old NEET	4.6%	4.5%	6.1%	4.0%	4.7%	5.8%	4.6% (Jan 14 - 269 yp)	3.8%	5.3%
16-18 year old where activity is 'not known'	17.7%	13.7%	9.4%	9.8%	11.6%	10.8%	12.4% (Jan 13 - 313 yp)	12.7%	9.2%

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

16-18 year old NEET



Raising Participation Age (RPA)

The Raising of the Participation Age (RPA) means that all young people are required to participate in education or training to 17 from 2013 and to 18 from 2015. It is important to note, however, that this is not the same as raising the school-leaving age. The education or training could be 'in a school, college, with a work-based learning provider, or as part of a job'; it could be full-time, 'or part time if a young person is in full time employment'

This indicator shows the proportion of 16 and 17 year olds (academic age) who live in the local authority area who were in education or training at the end of March.

There is a breakdown of the three main routes that young people choose:

- full time education
- apprenticeship
- other education and training (this includes part time education, work based learning and employment with accredited training)

Raising Participation Age (RPA) for the previous 2 years:

Raising Participation Age (RPA)	2013			2014		
	Merton	London	National	Merton	London	National
16-17 year olds participating in education and training	90.9%	91.0%	88.9%	94.1%	92.3%	90.3%
- full-time education	90.0%	89.0%	83.8%	91.4%	88.7%	83.2%
- apprenticeships	0.5%	1.5%	3.6%	1.7%	2.1%	4.2%
- other education and training	0.3%	0.4%	1.5%	1.0%	1.5%	2.9%

Targeted actions to support continued improvement in Post 16

- **Further improve the proportion of pupils achieving higher grades at A level.**
- **Continue to strengthen partnership arrangements e.g. with employers and work based learning providers to expand pathways and opportunities for young people including apprenticeships and make those apprenticeships more accessible.**
- **Support the market to provide pre apprenticeship opportunities.**
- **My Futures team will continue to track and support young people 16 – 19 and target prevention through school based NEET prevention workers. A particular focus is on supporting young people with mental health problems.**
- **Map 16 – 25 SEN provision and support the market to develop routes to employability and social skills for young adults with disabilities**
- **Sharing good practice Post 16 through Post 16 forum.**

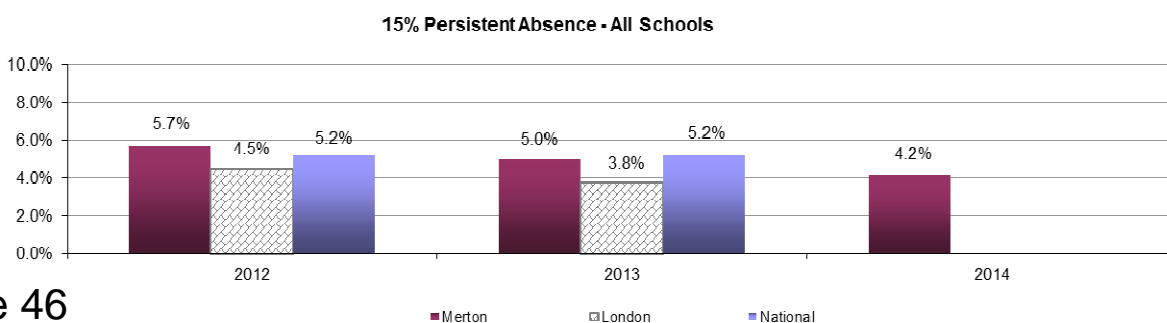
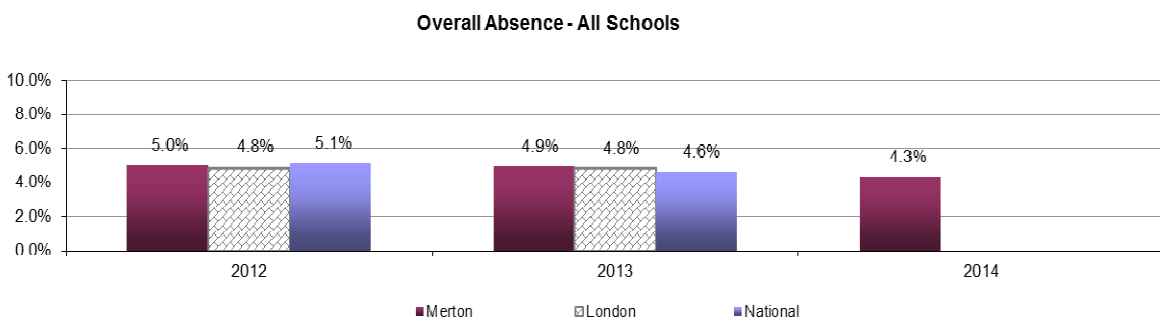
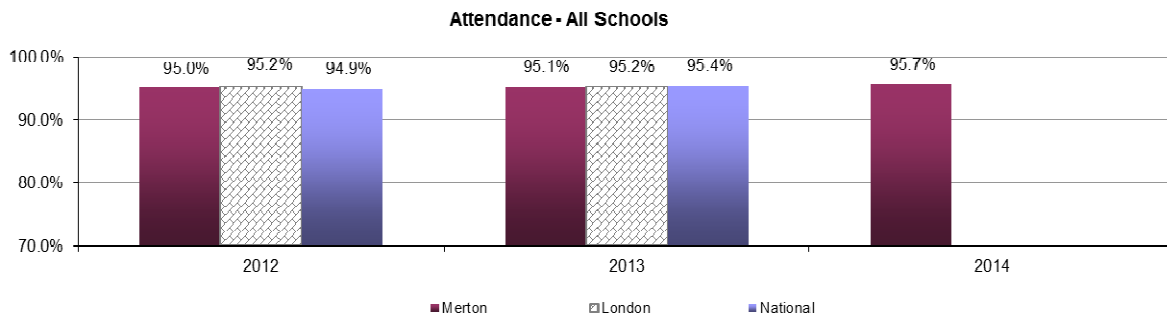
Overall Key Messages: Attendance

- Attendance, absence and persistent absence rates for all schools have improved from 2013 and are above the national and London.
- The unauthorised absence rate for Merton maintained secondary schools have improved from 2013 and is in line with the national secondary school percentage.
- Targeting pupils at risk of becoming Persistent Absentees has driven improvement in persistent absentee rates.
- Illness is the most frequent reason for absence.

Attendance is reported on a termly basis through School Census and captured one term in arrears, this delays national aggregation and publication. Please note the information included in the report is taken from the DfE publications for attendance and may not match that reported in provisional data collection analysis. 2014 is provisional from Merton’s internal data collection and does not include academies.

Whilst the DfE have included the collection of attendance data of the 6th half term of the academic year and extending the age range of pupils for whom data is collected to include the reception year, to ensure compatibility over the time series within this report attendance has been measured across 2 and a half terms of the school year (autumn, spring and the summer term to the half term) and information is only reported for pupils of compulsory school age.

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



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

Percentage Attendance/Absence by phase	2012			2013			2014		
	Merton	London	National	Merton	London	National	Merton*	London	National
Attendance Primary Schools	95.8%	95.7%	95.6%	95.5%	95.5%	95.3%	95.9%	n/a	n/a
Attendance Secondary Schools	93.7%	94.7%	94.1%	94.4%	94.9%	94.2%	95.2%		
Attendance Special Schools	92.4%	90.1%	90.4%	92.7%	90.3%	90.3%	92.1%		
Attendance All Schools	95.0%	95.2%	94.9%	95.1%	95.2%	94.8%	95.7%		
Overall Absence Primary Schools	4.2%	4.3%	4.4%	4.5%	4.5%	4.7%	4.1%	n/a	n/a
Overall Absence Secondary Schools	6.3%	5.3%	5.9%	5.6%	5.1%	5.8%	4.8%		
Overall Absence Special Schools	7.6%	9.9%	9.6%	7.3%	9.7%	9.7%	7.9%		
Overall Absence All Schools	5.0%	4.8%	5.1%	4.9%	4.8%	5.2%	4.3%		
Authorised Absence Primary Schools	3.6%	3.5%	3.7%	3.8%	3.6%	3.9%	3.3%	n/a	n/a
Authorised Absence Secondary Schools	4.6%	4.0%	4.6%	4.3%	3.9%	4.5%	3.6%		
Authorised Absence Special Schools	6.6%	8.3%	7.6%	6.1%	8.0%	7.8%	6.8%		
Authorised Absence All Schools	4.0%	3.8%	4.1%	4.0%	3.8%	4.2%	3.5%		
Unauthorised Absence Primary Schools	0.6%	0.9%	0.7%	0.7%	0.9%	0.7%	0.8%	n/a	n/a
Unauthorised Absence Secondary Schools	1.6%	1.3%	1.3%	1.3%	1.2%	1.3%	1.2%		
Unauthorised Absence Special Schools	0.9%	1.7%	2.0%	1.2%	1.6%	1.9%	1.2%		
Unauthorised Absence All Schools	1.0%	1.1%	1.0%	0.9%	1.0%	1.0%	0.9%		
15% Persistence Absence Primary Schools	2.8%	3.0%	3.1%	3.0%	2.8%	3.0%	2.8%	n/a	n/a
15% Persistence Absence Secondary Schools)	8.2%	6.1%	7.4%	5.8%	4.9%	6.4%	4.4%		
15% Persistence Absence Special Schools	14.9%	18.5%	16.3%	12.6%	17.1%	16.1%	13.2%		
15% Persistence Absence All Schools	5.0%	4.5%	5.2%	4.2%	3.8%	4.6%	3.3%		
12.5% Persistence Absence Primary Schools	6.7%	n/a	n/a	5.2%	n/a	n/a	4.8%	n/a	n/a
12.5% Persistence Absence Secondary Schools	13.7%		9.0%						
12.5% Persistence Absence Special Schools	20.2%		15.6%						
12.5% Persistence Absence All Schools	8.9%		6.5%						
10% Persistence Absence Primary Schools	12.0%	n/a	n/a	9.7%	n/a	n/a	8.6%	n/a	n/a
10% Persistence Absence Secondary Schools	21.1%		14.3%						
10% Persistence Absence Special Schools	26.6%		22.5%						
10% Persistence Absence All Schools	14.7%		11.2%						

* 2014 secondary schools exclude academies.

All Persistence absence 12.5% and 10% Persistence absence exclude academies.

Key context messages in relation to pupil groups

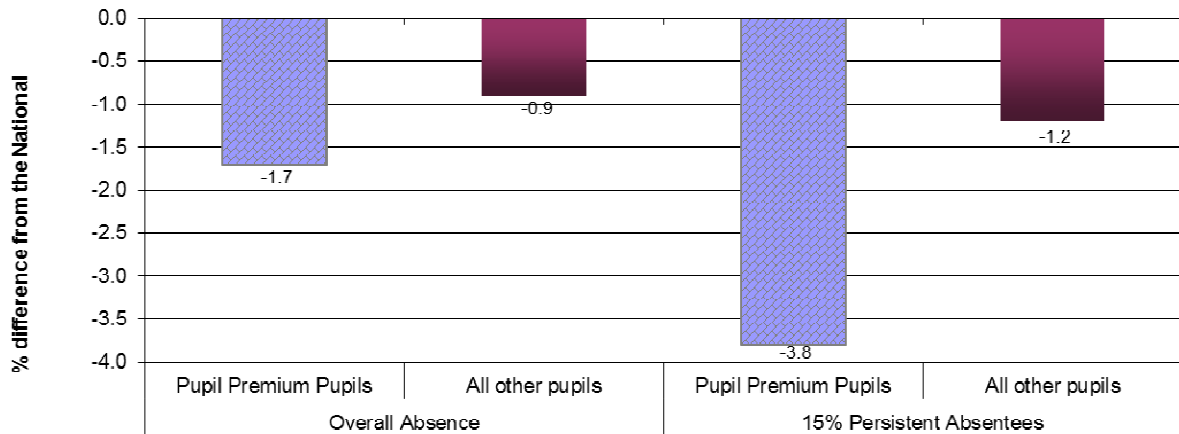
- **Pupil Premium pupils have greater rates of absence and persistent absence than all other children.**
- **Pupil Premium pupils in Merton are less likely to be absent or persistent absentees than their peers nationally.**
- **There is improvement in the overall attendance of Looked After Children.**
- **Rates of persistent absenteeism in Merton for Asian or Asian British Bangladeshi, Asian or Asian British Indian, and Black Caribbean 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.**
- **Boys have a greater proportion of absence and more likely to be persistent absentees than girls in Merton. Merton reverses the national trend for Persistent Absence and gender, with more boys than girls being persistently absent, yet both genders have attendance better than the average for their group.**

Absence by contextual groups:

Contextual Groups	Number of Pupils	Overall Absence – All Schools			15% Persistent Absentees – All Schools		
		Merton 2013-14	London 2012-13	National 2012-13	Merton 2013-14	London 2012-13	National 2012-13
All Pupils							
All Pupils	22411	4.3%	4.8%	5.2%	3.3%	3.8%	4.6%
Pupil Premium (FSM in last 6 years and looked after children)*							
Pupil Premium pupils	5513	5.9%	n/a	7.6%	6.8%	n/a	10.6%
All Other Pupils	16898	3.8%		4.7%	2.2%		3.4%
Looked After Children (LAC)							
Looked After	LAC is not measured within Attendance/Absence						
Not Looked After							
Ethnic Group							
White	11224	4.6%	n/a	5.4%	3.8%	n/a	5.0%
White British	7757	4.5%		5.3%	3.9%		4.8%
Irish	191	4.3%		5.9%	4.7%		6.4%
Traveller of Irish Heritage	27	14.4%		20.7%	29.6%		43.3%
Gypsy / Roma	43	7.2%		14.7%	14.0%		30.2%
Any Other White Background	3206	4.7%		5.8%	3.1%		5.3%
Mixed	2199	4.6%		5.5%	3.9%		5.4%
White and Black Caribbean	578	5.5%		6.2%	5.9%		7.1%
White and Black African	315	4.1%		5.0%	3.2%		4.4%
White and Asian	449	3.7%		5.1%	1.6%		4.3%
Any Other Mixed Background	857	4.7%		5.3%	4.0%		4.9%
Asian	4595	4.3%		4.9%	2.7%		3.5%
Indian	608	4.5%		4.2%	2.6%		2.3%
Pakistani	1355	5.4%		5.3%	3.8%		4.4%
Bangladeshi	325	5.1%		5.2%	4.6%		3.8%
Any Other Asian Background	2307	3.5%		4.3%	1.8%		2.7%
Black	3421	3.4%		3.7%	2.6%		2.5%
Black Caribbean	851	4.3%		4.8%	4.7%		4.5%
Black African	2094	3.0%		3.2%	1.6%		1.6%
Any Other Black Background	476	3.8%		4.3%	2.9%		3.5%
Chinese	156	2.4%	3.0%	0.0%	1.2%		
Any Other Ethnic Group	639	3.9%	4.9%	1.9%	3.6%		
First Language							
First Language: English	12746	4.4%	n/a	5.3%	3.9%	n/a	4.8%
First Language: Other than English	9635	4.2%		4.9%	2.6%		3.7%
Gender							
Female	11138	4.2%	n/a	5.3%	3.1%	n/a	4.7%
Male	11273	4.4%		5.2%	3.5%		4.6%
Special Educational Needs (SEN)							
No Special Educational Needs	18268	3.9%	n/a	4.7%	2.5%	n/a	3.5%
School Action	2222	5.4%		6.4%	5.3%		7.6%
School Action Plus	1112	6.7%		7.6%	9.9%		10.7%
Statement	809	6.3%		8.2%	8.0%		12.5%

* In national absence reporting, Pupil Premium is not reported. To enable comparison this reports uses FSM eligibility as a comparator for Pupil Premium.

Absence by deprivation:



Targeted actions to support continued improvement in Attendance

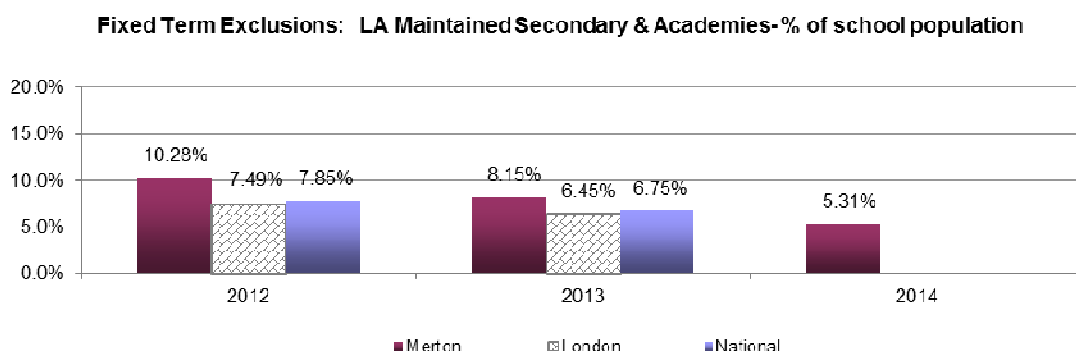
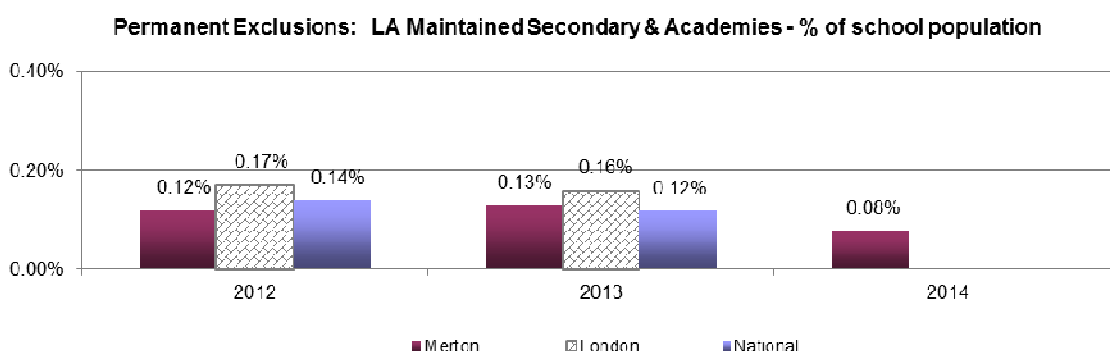
- Schools to continue their robust approaches to non-attendance.
- Work with public health to target links to illness and absence.
- Advice is being given on school policies so that they are revised to provide clarity over penalty notices for holidays.
- EWS and Schools to continue to challenge and support to improve outcomes.
- Chronic Absence project pilot for one year to support pupils with Chronic Absence to improve their attendance prior to transition.
- Transforming Families to continue to target attendance as on the outcomes.
- Continue to use formal processes such as fines and attendance orders to make expectations clear to families.
- Children Missing Education processes reviewed annually in December and action plan in place.

Overall Key Messages: Exclusions

- Permanent exclusions have decreased substantially in 2013-2014 to seven permanent exclusions.
- There is a continued trend that no primary aged pupils has been permanently excluded.
- The number of fixed term exclusions in secondary schools has decreased in the last year, and are below (better than) national and London rates. This is a very significant decrease from a level when Merton had high fixed term exclusions.
- The number of fixed term exclusions in primary schools has decreased increased in the last year, yet remain below (better than) national rates.
- The average length of fixed term exclusion has increased to 2.5 days from last year (2.3 days).
- The prominent reason for Permanent Exclusion, in three exclusions was for ‘Persistent Disruptive Behaviour’, 43% of the exclusions.
- The predominant reason for fixed term exclusion was ‘Persistent Disruptive Behaviour’ (30.7%), followed by ‘Physical Assault against a Pupil’ (21.0%) and ‘Verbal Abuse/Threatening Behaviour against an Adult’ (14.8%).
- Year 10 has the highest number of pupils excluded, 72 pupils (107 exclusions), followed closely by Year 8 with 70 pupils (131 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. 2014 is provisional from Merton’s internal data collection.

Merton’s exclusions compared to London & National Results:



Exclusions for the previous 3 years are set out below:

Exclusions by phase	2012			2013			2014		
	Merton	London	National	Merton	London	National	Merton*	London	National
Permanent Exclusions: Primary School number	0	50	690	0	70	670	0	n/a	n/a
Permanent Exclusions: LA Maintained Secondary School number	12	n/a	n/a	9	n/a	n/a	6		
Permanent Exclusions: LA Maintained & Academy Secondary School number	12	800	4390	11	730	3900	7		
Permanent Exclusions: Special School number	0	20	80	1	10	60	0		
Permanent Exclusions: Primary - % of school population	0.00%	0.01%	0.02%	0.00%	0.01%	0.02%	0.00%		
Permanent Exclusions: LA Maintained Secondary - % of school population	0.20%	n/a	n/a	0.13%	n/a	n/a	0.10%		
Permanent Exclusions: LA Maintained & Academy Secondary - % of school population	0.12%	0.17%	0.14%	0.13%	0.16%	0.12%	0.08%		
Permanent Exclusions: Special - % of school population	0.00%	0.20%	0.09%	0.32%	0.08%	0.07%	0.00%		
Fixed Term Exclusions: Primary School number	95	4720	37790	132	4620	37870	149		
Fixed Term Exclusions: LA Maintained Secondary School number	741	n/a	n/a	519	n/a	n/a	411		
Fixed Term Exclusions: LA Maintained & Academy Secondary School number	893	34543	252210	706	30100	215560	466		
Fixed Term Exclusions: Special School number	64	1770	14370	83	2080	14100	61		
Fixed Term Exclusions: Primary - % of school population	0.57%	0.70%	0.90%	0.72%	0.66%	0.88%	0.79%		
Fixed Term Exclusions: LA Maintained Secondary - % of school population	12.18%	n/a	n/a	7.58%	n/a	n/a	6.53%		
Fixed Term Exclusions: LA Maintained & Academy Secondary - % of school population	10.28%	7.49%	7.85%	8.15%	6.45%	6.75%	5.31%		
Fixed Term Exclusions: Special - % of school population	23.81%	14.44%	15.39%	26.27%	16.28%	14.68%	18.94%		

Data on Exclusions is collected via School Census two terms in arrears. 2013-2014 academic year data is collected during the summer term 2014, autumn term 2015 and spring term 2015 censuses. Publication of national and London exclusions is expected in July 2015.

Key context messages in relation to pupil groups

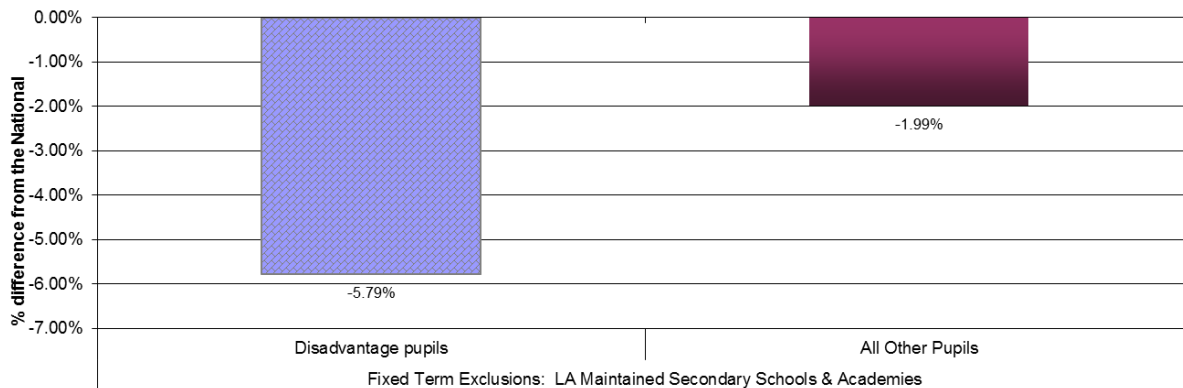
- **Disadvantaged pupils in Merton secondary schools have a lower rate of fixed term exclusions than their peers nationally. This group has seen a significant fall.**
- **Disadvantaged pupils in Merton secondary schools are less likely to be excluded than their peers nationally.**
- **There is a continued trend for no Merton looked after child being permanently excluded.**
- **A larger proportion of boys than girls are excluded (77% of fixed term exclusions are made to boys, 23% to girls). This is the same gender profile and proportions as in 2013.**
- **Pupils of mixed heritage – white and black African in Merton’s secondary and academy schools have a rate of fixed term exclusions above the national group’s averages (9%).**
- **43% of Permanent Exclusions are from the Black ethnic groups (29% Black Caribbean and 14% Black African).**

Exclusions by contextual groups:

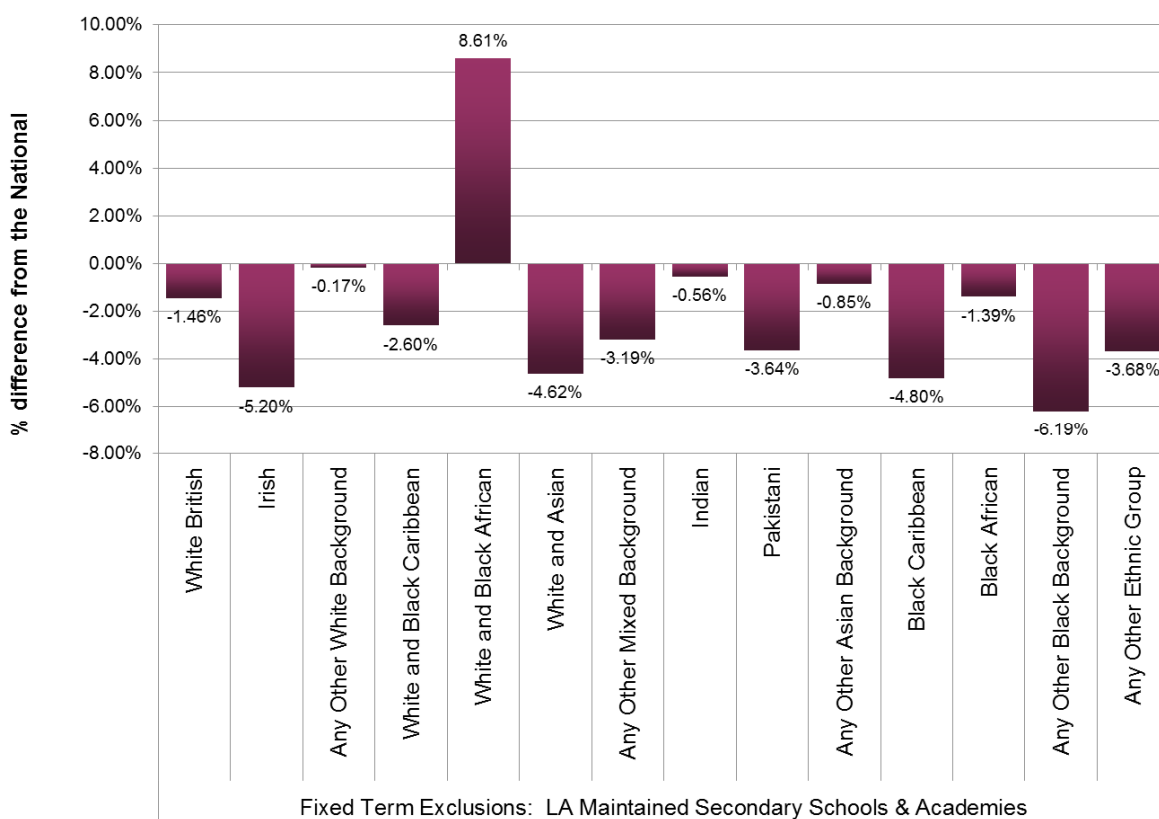
Contextual Groups	Number of Pupils	% Fixed Term Exclusions: LA Maintained Secondary Schools & Academies			% of pupils with Fixed Term Exclusions: LA Maintained Secondary Schools & Academies			Average length (days) of Fixed Term Exclusions: LA Maintained Secondary Schools & Academies		
		Merton	London 2012-13	National 2012-13	Merton	London 2012-13	National 2012-13	Merton	London 2012-13	National 2012-13
All Pupils										
All Pupils	8770	5.31%	6.45%	8.15%	3.44%	n/a	n/a	2.5	n/a	2.4
Disadvantaged Pupils (FSM in last 6 years and looked after children)*										
Disadvantaged pupils	2499	11.44%	n/a	17.23%	7.00%	n/a	n/a	2.5	n/a	n/a
All Other Pupils	6201	2.90%		4.89%	2.05%			2.4		
Looked After Children (LAC)										
Looked After	LAC is not measured within Exclusion									
Not Looked After										
Ethnic Group										
White	4211	5.58%	6.28%	6.89%	3.35%	n/a	n/a	2.4	n/a	n/a
White British	3058	5.43%	6.46%	6.89%	3.47%			2.5		
Irish	103	1.94%	6.04%	7.14%	1.94%			2.5		
Traveller of Irish Heritage	<10	n/a	43.77%	45.00%	n/a			n/a		
Gypsy / Roma	20	70.00%	22.72%	31.72%	35.00%			1.8		
Any Other White Background	1025	5.17%	5.24%	5.34%	2.54%			2.3		
Mixed	839	6.56%	9.10%	9.32%	3.93%			2.3		
White and Black Caribbean	283	11.66%	13.67%	14.26%	6.71%			1.9		
White and Black African	111	17.21%	9.41%	8.60%	3.60%			2.4		
White and Asian	147	0.68%	3.57%	5.30%	0.68%			3.0		
Any Other Mixed Background	298	4.36%	7.68%	7.55%	3.02%			3.4		
Asian	1507	1.59%	2.68%	3.69%	1.33%			2.3		
Indian	187	1.07%	1.55%	1.63%	1.07%			2.5		
Pakistani	552	1.81%	3.61%	5.45%	1.63%			2.9		
Bangladeshi	146	n/a	3.45%	4.08%	n/a			n/a		
Any Other Asian Background	622	1.93%	2.39%	2.78%	1.45%			1.8		
Black	1814	6.17%	9.80%	9.06%	4.47%			2.5		
Black Caribbean	590	7.80%	12.71%	12.60%	6.27%			2.6		
Black African	930	5.91%	8.37%	7.30%	3.55%			2.4		
Any Other Black Background	294	3.74%	10.12%	9.93%	3.74%			3.1		
Chinese	48	n/a	0.76%	0.65%	n/a			n/a		
Any Other Ethnic Group	231	1.73%	5.60%	5.41%	1.73%	5.0				
First Language										
First Language: English	5829	6.26%	n/a	n/a	4.05%	n/a	n/a	2.5	n/a	n/a
First Language: Other than English	2941	3.43%			2.24%			2.3		
Gender										
Female	4216	2.54%	n/a	n/a	1.68%	n/a	n/a	3.0	n/a	n/a
Male	4554	7.88%			5.07%			2.3		
Special Educational Needs (SEN)										
No Special Educational Needs	7004	3.27%	n/a	3.70%	2.28%	n/a	n/a	2.6	n/a	n/a
School Action	985	12.18%		19.76%	6.90%			2.4		
School Action Plus	557	13.46%		9.34%	2.3					
Statement	224	18.75%		21.48%	9.82%			2.4		

* In national exclusions reporting disadvantage is not reported. To enable comparison this reports uses FSM eligibility as a comparator for disadvantage.

Exclusion by deprivation:



Exclusion by ethnic group:



Targeted actions to support continued improvement in Exclusions

- Advice and challenge to schools through Behaviour and Safety Reviews of school systems and offer.
- Multi agency case work to support individual pupils by schools
- Secondary Heads Behaviour and Attendance panel to review data and collectively agree areas of focus – including a 3 year continuation of the Safer Schools Police Officers in school model.
- Alternative Education pilot to continue
- Governors of Melbury College to continue to improve provision.
- Lilac and Orchard primary provision to review admission criteria.

E. Appendices

E.1 Performance Tables for Key Stage 2

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

DfE Performance Tables Key Stage 2 – Expected Progress:

	% expected progress in reading			% expected progress in writing			% expected progress in maths		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
LA Average	n/a	94%	94%	n/a	96%	96%	88%	92%	92%
England Average	n/a	88%	91%	n/a	91%	93%	87%	88%	89%
Primary Schools									
Abbotsbury Primary School	n/a	90%	95%	n/a	100%	100%	82%	85%	87%
All Saints' CofE Primary School	n/a	92%	100%	n/a	100%	92%	96%	100%	88%
Aragon Primary School	n/a	95%	94%	n/a	95%	88%	80%	97%	90%
Beechholme Primary School	n/a	95%	92%	n/a	100%	72%	71%	86%	88%
Benedict Primary School	n/a	100%	73%	n/a	95%	80%	80%	74%	73%
Bishop Gilpin CofE Primary School	n/a	100%	97%	n/a	100%	100%	100%	98%	97%
Bond Primary School	n/a	95%	97%	n/a	98%	100%	93%	93%	94%
Cranmer Primary School	n/a	91%	91%	n/a	96%	100%	98%	96%	93%
Dundonald Primary School	n/a	100%	96%	n/a	100%	100%	91%	93%	100%
Garden Primary School	n/a	96%	87%	n/a	98%	100%	77%	96%	96%
Garfield Primary School	n/a	100%	94%	n/a	100%	94%	96%	92%	92%
Gorringe Park Primary School	n/a	91%	90%	n/a	93%	94%	80%	82%	85%
Haslemere Primary School	n/a	94%	90%	n/a	100%	100%	95%	98%	94%
Hatfield Primary School	n/a	90%	98%	n/a	98%	98%	73%	98%	96%
Hillcross Primary School	n/a	94%	91%	n/a	96%	100%	74%	84%	80%
Hollymount School	n/a	100%	100%	n/a	95%	93%	89%	100%	96%
Holy Trinity CofE Primary School	n/a	100%	95%	n/a	100%	82%	96%	89%	95%
Joseph Hood Primary School	n/a	88%	78%	n/a	88%	89%	95%	92%	78%
Liberty Primary	n/a	86%	91%	n/a	98%	95%	85%	79%	89%
Links Primary School	n/a	93%	94%	n/a	89%	96%	93%	93%	88%
Lonesome Primary School	n/a	100%	93%	n/a	95%	97%	79%	92%	97%
Malmesbury Primary School	n/a	91%	94%	n/a	93%	98%	92%	93%	94%
Merton Abbey Primary School	n/a	100%	95%	n/a	95%	95%	100%	100%	90%
Merton Park Primary School	n/a	96%	96%	n/a	96%	91%	93%	92%	87%
Morden Primary School	n/a	85%	97%	n/a	100%	100%	86%	88%	93%
Pelham Primary School	n/a	77%	90%	n/a	88%	100%	91%	81%	95%
Poplar Primary School	n/a	100%	96%	n/a	92%	98%	100%	100%	96%
The Priory CofE School	n/a	89%	95%	n/a	98%	98%	79%	94%	95%
Sacred Heart Catholic Primary School	n/a	92%	94%	n/a	93%	96%	96%	88%	87%
St John Fisher RC Primary School	n/a	100%	98%	n/a	96%	93%	96%	94%	83%
St Mark's Primary School	n/a	96%	100%	n/a	100%	96%	100%	100%	100%
St Mary's Catholic Primary School	n/a	96%	97%	n/a	96%	100%	73%	96%	97%
St Matthew's CofE Primary School	n/a	96%	93%	n/a	96%	93%	86%	85%	93%
St Peter and Paul Catholic Primary School	n/a	86%	98%	n/a	94%	96%	97%	75%	85%
St Teresa's Catholic Primary School	n/a	96%	95%	n/a	96%	96%	84%	95%	95%
St Thomas of Canterbury Catholic Primary School	n/a	91%	87%	n/a	98%	100%	87%	83%	91%
The Sherwood School	n/a	98%	96%	n/a	98%	98%	82%	96%	96%
Singlegate Primary School	n/a	100%	96%	n/a	97%	93%	93%	100%	96%
Stanford Primary School	n/a	92%	84%	n/a	94%	98%	82%	79%	90%
West Wimbledon Primary School	n/a	100%	98%	n/a	100%	100%	100%	98%	96%
William Morris Primary School	n/a	91%	93%	n/a	96%	100%	96%	96%	93%
Wimbledon Chase Primary School	n/a	91%	100%	n/a	94%	98%	100%	98%	100%
Wimbledon Park Primary School	n/a	95%	100%	n/a	86%	100%	93%	95%	97%
Special Schools									
Cricket Green School	No children at the end of Key Stage 2 programme of study								
St David's School	No children at the end of Key Stage 2 programme of study								

DfE Performance Tables Key Stage 2 – Value Added:

	Value Added											
	Value Added Score KS1 -KS2			Value Added Confidence interval						Coverage		
	2012	2013	2014	Lower Limit			Upper Limit			2012	2013	2014
				2012	2013	2014	2012	2013	2014			
Primary Schools												
Abbotsbury Primary School	100.0	100.5	100.6	99.2	99.8	99.9	100.7	101.2	101.3	77%	93%	95%
All Saints' CofE Primary School	101.7	102.1	99.9	100.9	101.2	99.0	102.5	102.9	100.8	100%	96%	93%
Aragon Primary School	100.2	100.3	100.1	99.6	99.7	99.5	100.8	100.9	100.8	93%	97%	93%
Beechholme Primary School	100.1	100.4	98.8	99.1	99.5	98.0	101.1	101.4	99.7	85%	95%	96%
Benedict Primary School	98.4	100.2	98.2	97.6	99.2	97.1	99.2	101.1	99.2	89%	95%	79%
Bishop Gilpin CofE Primary School	101.7	101.9	101.4	101.0	101.2	100.7	102.3	102.6	102.1	84%	88%	84%
Bond Primary School	101.6	100.4	101.1	100.9	99.7	100.4	102.4	101.1	101.9	86%	91%	88%
Cranmer Primary School	100.3	101.8	101.3	99.7	101.2	100.7	100.8	102.4	101.9	100%	98%	97%
Dundonald Primary School	100.9	102.9	102.1	100.0	102.1	101.3	101.7	103.8	103.0	82%	97%	93%
Garden Primary School	99.4	100.9	101.0	98.8	100.3	100.4	100.0	101.6	101.6	96%	98%	88%
Garfield Primary School	101.2	101.3	100.4	100.3	100.4	99.6	102.0	102.2	101.2	82%	96%	79%
Gorringe Park Primary School	100.2	99.7	99.3	99.5	99.0	98.7	100.9	100.4	99.9	91%	96%	93%
Haslemere Primary School	101.5	101.2	100.4	100.9	100.6	99.8	102.1	101.8	101.0	96%	98%	95%
Hatfeild Primary School	99.7	100.8	100.8	99.2	100.1	100.1	100.3	101.4	101.4	100%	100%	92%
Hillcross Primary School	101.6	99.5	99.8	100.9	98.9	99.1	102.3	100.2	100.5	95%	98%	98%
Hollymount School	100.2	101.2	100.9	99.3	100.3	100.1	101.0	102.2	101.7	89%	88%	93%
Holy Trinity CofE Primary School	100.6	101.0	100.0	99.7	100.0	99.1	101.5	102.0	101.0	83%	86%	79%
Joseph Hood Primary School	99.7	99.4	100.3	98.9	98.5	99.0	100.5	100.3	101.6	93%	86%	82%
Liberty Primary	99.2	99.8	99.7	98.5	99.1	99.0	99.8	100.5	100.3	93%	88%	98%
Links Primary School	102.1	100.8	101.0	101.4	100.1	100.4	102.8	101.4	101.6	78%	86%	84%
Lonesome Primary School	100.8	100.5	100.7	100.2	99.8	99.9	101.5	101.2	101.5	98%	97%	91%
Malmesbury Primary School	100.5	100.7	99.9	99.9	100.0	99.3	101.1	101.4	100.6	93%	94%	92%
Merton Abbey Primary School	99.7	100.4	100.5	98.9	99.5	99.6	100.6	101.3	101.5	100%	81%	87%
Merton Park Primary School	100.7	100.5	101.5	99.7	99.6	100.6	101.6	101.4	102.4	95%	96%	88%
Morden Primary School	101.5	100.6	100.8	100.7	99.7	99.9	102.3	101.4	101.6	97%	90%	97%
Pelham Primary School	99.2	98.9	100.6	98.4	98.1	99.7	100.0	99.8	101.5	93%	90%	91%
Poplar Primary School	101.7	101.8	101.4	101.1	101.2	100.8	102.3	102.4	102.0	93%	92%	95%
The Priory CofE School	99.5	100.1	101.2	98.8	99.5	100.5	100.1	100.8	101.9	92%	96%	95%
Sacred Heart Catholic Primary School	100.8	100.6	100.0	100.2	100.1	99.4	101.4	101.2	100.6	92%	97%	91%
St John Fisher RC Primary School	100.5	101.2	100.0	99.9	100.6	99.4	101.1	101.8	100.6	98%	93%	98%
St Mark's Primary School	101.2	103.2	101.9	100.3	102.3	101.0	102.1	104.1	102.7	96%	96%	90%
St Mary's Catholic Primary School	99.9	99.8	100.7	99.1	98.9	99.9	100.6	100.6	101.5	100%	93%	100%
St Matthew's CofE Primary School	100.1	100.0	99.3	99.2	99.1	98.5	101.0	100.8	100.1	90%	96%	97%
St Peter and Paul Catholic Primary School	101.4	99.2	99.6	100.8	98.6	99.0	102.0	99.8	100.2	89%	98%	100%
St Teresa's Catholic Primary School	100.4	100.2	101.1	99.8	99.6	100.5	101.0	100.9	101.7	86%	98%	92%
St Thomas of Canterbury Catholic Primary School	98.9	100.2	99.9	98.1	99.5	99.3	99.6	100.9	100.6	89%	92%	92%
The Sherwood School	100.0	101.1	101.3	99.4	100.4	100.7	100.6	101.7	101.9	94%	95%	97%
Singlegate Primary School	101.3	100.7	99.0	100.5	99.8	98.2	102.1	101.5	99.9	93%	100%	97%
Stanford Primary School	100.0	99.5	99.6	99.2	98.9	99.0	100.7	100.2	100.2	86%	94%	94%
West Wimbledon Primary School	102.6	101.7	101.4	101.8	101.0	100.7	103.4	102.3	102.0	93%	89%	80%
William Morris Primary School	101.2	101.3	101.1	100.3	100.4	100.3	102.0	102.2	101.9	92%	88%	100%
Wimbledon Chase Primary School	101.0	101.3	100.6	100.4	100.7	100.0	101.6	101.9	101.3	94%	91%	89%
Wimbledon Park Primary School	100.6	100.5	101.7	100.0	99.8	101.0	101.3	101.2	102.5	95%	86%	92%
Special Schools												
Cricket Green School	No children at the end of Key Stage 2 programme of study											
Perseid School	No children at the end of Key Stage 2 programme of study											

DfE Performance Tables Key Stage 2 - Attainment:

	% achieving reading, writing and maths									Average point score*			Average level		
	Level 4+			Level 4B+			Level 5+			2012	2013	2014	2012	2013	2014
	2012	2013	2014	2012	2013	2014	2012	2013	2014						
LA Average	76%	78%	79%	n/a	68%	69%	24%	25%	26%	28.6	29.1	29.3	n/a	4A	4A
England Average	75%	75%	79%	n/a	63%	67%	20%	21%	24%	28.3	28.4	28.7	n/a	4A	4A
Primary Schools															
Abbotsbury Primary School	67%	70%	80%	n/a	41%	60%	18%	9%	20%	27.2	27.4	28.3	n/a	4B	4A
All Saints' CofE Primary School	93%	85%	89%	n/a	73%	78%	14%	19%	22%	28.8	28.8	28.3	n/a	4A	4A
Aragon Primary School	68%	85%	71%	n/a	77%	66%	28%	12%	13%	27.8	29.1	28.6	n/a	4A	4A
Beecholme Primary School	59%	73%	65%	n/a	64%	62%	21%	18%	12%	26.9	27.9	28.6	n/a	4B	4A
Benedict Primary School	57%	65%	47%	n/a	60%	42%	22%	20%	0%	26.6	27.5	25.7	n/a	4B	4C
Bishop Gilpin CofE Primary School	96%	95%	100%	n/a	95%	95%	63%	70%	73%	33.1	33.2	33.0	n/a	5B	5B
Bond Primary School	67%	75%	71%	n/a	68%	56%	9%	14%	17%	27.5	28.6	28.0	n/a	4A	4A
Cranmer Primary School	87%	88%	92%	n/a	66%	88%	28%	38%	39%	30.2	30.9	31.3	n/a	5C	5C
Dundonald Primary School	92%	90%	93%	n/a	90%	89%	48%	62%	56%	31.3	32.6	31.9	n/a	5B	5C
Garden Primary School	61%	53%	65%	n/a	45%	48%	13%	18%	8%	26.3	26.2	27.5	n/a	4B	4B
Garfield Primary School	86%	88%	77%	n/a	81%	70%	48%	42%	51%	30.7	30.5	30.5	n/a	5C	5C
Gorringe Park Primary School	74%	63%	80%	n/a	43%	75%	14%	7%	14%	28.0	27.4	28.7	n/a	4B	4A
Haslemere Primary School	76%	75%	69%	n/a	67%	60%	21%	20%	20%	28.8	28.6	28.4	n/a	4A	4A
Hatfeild Primary School	58%	90%	86%	n/a	88%	80%	13%	29%	24%	27.1	30.4	30.2	n/a	5C	5C
Hillcross Primary School	78%	84%	73%	n/a	68%	69%	20%	26%	33%	28.5	28.9	29.5	n/a	4A	4A
Hollymount School	76%	96%	93%	n/a	92%	93%	38%	48%	47%	29.4	32.4	31.5	n/a	5B	5C
Holy Trinity CofE Primary School	82%	71%	79%	n/a	71%	79%	46%	43%	21%	30.5	30.4	28.7	n/a	5C	4A
Joseph Hood Primary School	76%	64%	55%	n/a	39%	45%	29%	18%	9%	29.4	27.5	26.7	n/a	4B	4B
Liberty Primary	60%	60%	64%	n/a	46%	49%	14%	13%	11%	27.0	26.9	27.2	n/a	4B	4B
Links Primary School	80%	76%	72%	n/a	63%	48%	18%	16%	17%	27.9	28.4	28.3	n/a	4A	4A
Lonesome Primary School	52%	69%	75%	n/a	56%	69%	10%	8%	19%	26.7	27.5	29.6	n/a	4B	4A
Malmesbury Primary School	61%	69%	75%	n/a	49%	52%	2%	10%	13%	26.8	27.6	28.2	n/a	4B	4A
Merton Abbey Primary School	86%	81%	74%	n/a	67%	65%	25%	30%	39%	28.6	28.9	29.0	n/a	4A	4A
Merton Park Primary School	79%	81%	88%	n/a	77%	88%	18%	42%	31%	29.5	30.3	30.5	n/a	5C	5C
Morden Primary School	66%	76%	77%	n/a	59%	63%	14%	17%	27%	28.1	28.9	29.1	n/a	4A	4A
Pelham Primary School	83%	66%	91%	n/a	62%	78%	54%	38%	30%	30.5	29.0	30.5	n/a	4A	5C
Poplar Primary School	79%	79%	79%	n/a	79%	63%	18%	26%	21%	29.1	30.4	29.3	n/a	5C	4A
The Priory CofE School	74%	73%	86%	n/a	69%	75%	32%	33%	45%	28.6	29.1	30.3	n/a	4A	5C

*A different calculation was used for the Average Point Score in 2012 therefore the 2012 APS results are not directly comparable to the 2013 and 2014 results for this measure.

	% achieving reading, writing and maths									Average point score*			Average level		
	Level 4+			Level 4B+			Level 5+			2012	2013	2014	2012	2013	2014
	2012	2013	2014	2012	2013	2014	2012	2013	2014						
LA Average	76%	78%	79%	n/a	68%	69%	24%	25%	26%	28.6	29.1	29.3	n/a	4A	4A
England Average	75%	75%	79%	n/a	63%	67%	20%	21%	24%	28.3	28.4	28.7	n/a	4A	4A
Primary Schools															
Sacred Heart Catholic Primary School	89%	80%	80%	n/a	70%	70%	41%	52%	29%	30.2	30.3	29.9	n/a	5C	4A
St John Fisher RC Primary School	90%	83%	75%	n/a	78%	71%	29%	19%	22%	30.2	29.8	28.9	n/a	4A	4A
St Mark's Primary School	88%	100%	93%	n/a	92%	90%	19%	17%	24%	29.0	30.1	29.9	n/a	5C	4A
St Mary's Catholic Primary School	77%	93%	97%	n/a	75%	90%	20%	25%	47%	29.3	29.7	31.7	n/a	4A	5C
St Matthew's CofE Primary School	83%	81%	87%	n/a	74%	73%	38%	41%	30%	30.1	29.9	29.8	n/a	4A	4A
St Peter and Paul Catholic Primary School	75%	69%	78%	n/a	56%	62%	18%	17%	20%	27.8	27.3	28.4	n/a	4B	4A
St Teresa's Catholic Primary School	73%	79%	83%	n/a	70%	65%	17%	18%	15%	28.2	28.4	28.3	n/a	4A	4A
St Thomas of Canterbury Catholic Primary School	64%	65%	73%	n/a	61%	59%	9%	22%	18%	26.7	27.4	28.3	n/a	4B	4A
The Sherwood School	70%	82%	79%	n/a	73%	69%	21%	25%	29%	28.0	29.5	29.5	n/a	4A	4A
Singlegate Primary School	87%	97%	90%	n/a	90%	76%	23%	20%	28%	28.7	30.3	29.3	n/a	5C	4A
Stanford Primary School	73%	59%	65%	n/a	47%	52%	12%	8%	21%	27.7	26.6	28.3	n/a	4B	4A
West Wimbledon Primary School	94%	93%	89%	n/a	80%	73%	32%	27%	24%	30.1	29.5	29.9	n/a	4A	4A
William Morris Primary School	85%	88%	75%	n/a	73%	71%	19%	27%	18%	27.3	28.8	27.9	n/a	4A	4B
Wimbledon Chase Primary School	95%	90%	96%	n/a	86%	87%	46%	40%	51%	31.1	31.3	31.6	n/a	5C	5C
Wimbledon Park Primary School	82%	82%	85%	n/a	72%	77%	27%	20%	36%	29.9	29.7	30.4	n/a	4A	5C
Special Schools															
Cricket Green School	No children at the end of Key Stage 2 programme of study														
Perseid School	No children at the end of Key Stage 2 programme of study														

*A different calculation was used for the Average Point Score in 2012 therefore the 2012 APS results are not directly comparable to the 2013 and 2014 results for this measure.

E. Appendices

E.2 Performance Tables for Key Stage 4

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

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

	% expected progress in English			% expected progress in maths		
	2012	2013	2014	2012	2013	2014
LA Average	70.8%	75.3%	81.2%	78.2%	77.9%	76.1%
England Average – state funded schools only	68.0%	70.4%	71.6%	68.7%	70.7%	65.5%
Secondary Schools						
Harris Academy Morden <i>(2012, 2013 data relates to Bishopsford Arts College)</i>	65%	72%	75%	74%	72%	77%
Harris Academy Merton	72%	76%	68%	88%	93%	84%
Raynes Park High School	54%	58%	76%	77%	65%	69%
Ricards Lodge High School	79%	83%	90%	68%	80%	79%
Rutlish School	89%	77%	90%	82%	76%	78%
St Mark's Church of England Academy	72%	79%	78%	75%	68%	60%
Ursuline High School Wimbledon	86%	81%	92%	95%	93%	94%
Wimbledon College	58%	90%	91%	81%	88%	80%
Special Schools						
Cricket Green School	0%	0%	<i>not entered.</i>	0%	0%	<i>not entered</i>
Melrose School	10%	0%	8%	0%	13%	8%
Perseid School	0%	<i>suppressed</i>	<i>not entered.</i>	0%	<i>suppressed</i>	<i>not entered</i>

DfE Performance Tables GCSE – Value Added:

	Value Added											
	Value Added Score KS2 –KS4			Value Added Confidence interval						Coverage		
	2012	2013	2014	Lower Limit			Upper Limit			2012	2013	2014
				2012	2013	2014	2012	2013	2014			
Secondary Schools												
Harris Academy Morden <i>(2012, 2013 data relates to Bishopsford Arts College)</i>	1000.9	973.9	990.3	989.3	962.5	975.9	1012.5	985.3	1004.6	79%	71%	81%
Harris Academy Merton	1035.8	1037.0	1021.1	1025.8	1027.0	1009.8	1045.9	1046.9	1032.4	97%	99%	94%
Raynes Park High School	985.1	973.6	978.3	975.9	965.3	968.2	994.2	982.0	988.4	86%	95%	93%
Ricards Lodge High School	1026.0	1039.0	1038.2	1017.4	1030.5	1028.5	1034.6	1047.5	1048.0	94%	92%	93%
Rutlish School	1012.5	1015.0	1051.3	1003.0	1006.2	1041.2	1022.1	1023.8	1061.3	88%	86%	89%
St Mark's Church of England Academy	1013.4	1007.0	987.5	1002.8	996.9	974.2	1024.1	1017.1	1000.8	83%	85%	78%
Ursuline High School Wimbledon	1035.7	1031.8	1061.6	1026.5	1023.0	1051.4	1045.0	1040.5	1071.9	96%	96%	97%
Wimbledon College	988.4	1010.2	1026.1	979.3	1001.5	1015.7	997.4	1018.9	1036.5	98%	99%	96%
Special Schools												
Cricket Green School	884.4	876.4	<i>not entered</i>	854.3	848.2	<i>not entered</i>	914.5	904.5	<i>not entered</i>	53%	50%	<i>not entered</i>
Melrose School	938.0	913.8	781.8	907.1	883.2	740.4	969.0	944.4	823.3	73%	89%	100%
Perseid School	<i>suppressed</i>	<i>suppressed</i>	<i>not entered</i>	<i>suppressed</i>	<i>suppressed</i>	<i>not entered</i>	<i>suppressed</i>	<i>suppressed</i>	<i>not entered</i>	<i>suppressed</i>	<i>suppressed</i>	<i>not entered</i>

Notes:

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

not entered – The school or college has no students entered for the qualifications reported.

DfE Performance Tables GCSE - Outcomes:

	Results of Key Stage 4 pupils																	
	% of pupils achieving 5+ A*-C (or equiv) including English and maths GCSEs			% of pupils achieving English Baccalaureate			% of pupils achieving A*-C GCSE in English and maths			% of pupils achieving 5+ A*-C (or equiv)			% of pupils achieving 5+ A*-G (or equiv)			% of pupils achieving at least one qualification		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
LA Average	59.1%	62.6%	64.2%	14.2%	30.2%	31.3%	59.7%	63.2%	66.5%	84.6%	85.6%	70.8%	95.2%	95.1%	92.1%	99.6%	99.2%	96.8%
England Average	59.4%	59.2%	53.4%	18.3%	23.0%	22.9%	59.9%	59.9%	55.5%	81.8%	81.8%	63.8%	94.0%	94.3%	89.7%	99.5%	99.6%	97.7%
Secondary Schools																		
Harris Academy Morden <i>(2012, 2013 data relates to Bishopsford Arts College)</i>	47%	56%	56%	0%	6%	17%	47%	58%	64%	79%	78%	60%	90%	91%	88%	99%	99%	96%
Harris Academy Merton	62%	74%	58%	1%	17%	14%	63%	74%	61%	99%	100%	68%	99%	100%	92%	100%	100%	97%
Raynes Park High School	44%	44%	56%	15%	23%	21%	45%	46%	59%	75%	71%	62%	95%	93%	88%	99%	99%	99%
Ricards Lodge High School	59%	68%	71%	18%	46%	39%	60%	68%	71%	87%	95%	79%	98%	99%	95%	100%	100%	100%
Rutlish School	74%	64%	70%	10%	34%	43%	76%	65%	70%	89%	85%	81%	99%	99%	100%	100%	100%	100%
St Mark's Church of England Academy	54%	52%	49%	5%	14%	11%	55%	52%	54%	88%	86%	51%	93%	92%	91%	100%	98%	98%
Ursuline High School Wimbledon	84%	75%	87%	38%	54%	61%	84%	75%	87%	99%	97%	94%	99%	100%	99%	100%	100%	100%
Wimbledon College	57%	80%	72%	22%	39%	36%	57%	81%	75%	77%	90%	74%	99%	100%	98%	99%	100%	99%
Special Schools																		
Cricket Green School	0%	0%	not entered	0%	0%	not entered	0%	0%	not entered	0%	0%	not entered	0%	0%	not entered	94%	82%	not entered
Melrose School	0%	0%	0%	0%	0%	0%	0%	0%	0%	9%	0%	suppressed	55%	67%	33%	91%	100%	75%
Perseid School	0%	suppressed	not entered	0%	suppressed	not entered	0%	suppressed	not entered	0%	suppressed	not entered	0%	suppressed	not entered	100%	suppressed	not entered

E.3 Performance Tables for Post 16

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

DfE Performance Tables Post 16 – Value Added:

	A level Value Added measure											
	Value Added Score			Confidence limit						Number of A level entries		
	2012	2013	2014	Lower Limit			Upper Limit			2012	2013	2014
				2012	2013	2014	2012	2013	2014			
Secondary Schools												
Raynes Park High School	n/a	0.04	-0.07	n/a	-0.12	-0.21	n/a	0.20	0.07	n/a	94	133
Ricards Lodge High School	n/a	-0.09	-0.44	n/a	-0.27	-0.59	n/a	0.09	-0.28	n/a	41	78
Rutlish School	n/a	-0.16	-0.07	n/a	-0.33	-0.23	n/a	0.02	0.09	n/a	54	61
St Mark's Church of England Academy	n/a	-0.28	-0.16	n/a	-0.65	-0.44	n/a	0.09	0.11	n/a	17	17
Ursuline High School Wimbledon	n/a	0.09	-0.02	n/a	-0.01	0.12	n/a	0.19	0.07	n/a	292	299
Wimbledon College	n/a	-0.13	-0.03	n/a	-0.23	-0.13	n/a	-0.02	0.08	n/a	254	240
Sixth Form Centre/Consortia												
RR6	not measured		-0.34	not measured		-0.46	not measured		-0.21	not measured		139

DfE Performance Tables Post 16 - Outcomes:

	% of A level students achieving														
	Average point score per A level student (full-time equivalent)			Average point score per A level entry			% achieving at least 3 A levels at A*-E			% achieving at least 2 A levels at A*-E			% achieving at least 1 A level at A*-E		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
LA Average	727.2	746.8	694.4	218.0	211.9	205.3	84.4%	67.7%	65.6%	97.1%	87.1%	87.3%	99.7%	99.4%	99.2%
England Average (excluding independent schools)	714.3	782.3	772.7	209.3	211.3	211.2	81.2%	79.0%	77.9%	93.1%	92.3%	91.8%	99.9%	99.6%	99.6%
Secondary Schools															
Raynes Park High School	558.3	699.9	604.4	199.0	199.2	194.9	67%	71%	48%	94%	92%	85%	100%	100%	100%
Ricards Lodge High School	599.3	659.9	633.0	181.6	194.7	199.2	85%	50%	55%	100%	83%	76%	100%	100%	100%
Rutlish School	617.7	668.4	665.6	214.6	192.6	197.8	33%	75%	78%	89%	90%	96%	100%	100%	100%
St Mark's Church of England Academy	769.2	637.1	551.6	225.1	194.3	154.9	91%	22%	10%	100%	44%	50%	100%	100%	100%
Ursuline High School Wimbledon	743.9	786.8	761.5	219.9	223.6	215.2	82%	90%	78%	95%	96%	92%	99%	100%	98%
Wimbledon College	558.3	761.8	688.0	199.0	214.6	203.3	67%	53%	70%	94%	85%	91%	100%	99%	99%
Sixth Form Centre/Consortia															
RR6	579.9	664.6	647.6	189.1	193.5	198.5	76%	63%	64%	97%	87%	84%	100%	100%	100%

Notes:

1. 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.

2. The sixth form consortia RR6 is a consortia of Ricards Lodge High School and Rutlish School.

E.4 Pupil Groups Summary

Disadvantaged

Key Stage 2

Contextual Groups	Number of Pupils	% Expected Progress in reading		% Expected Progress in writing		% Expected Progress in maths		% Level 4+ attainment in reading, writing and maths			Average Point Score (APS)		
		Merton	National	Merton	National	Merton	National	Merton	London	National	Merton	London	National
All Pupils													
All Pupils	1789	94%	91%	96%	93%	92%	90%	79%	82%	79%	29.3	n/a	28.7
Disadvantaged (FSM in last 6 years and looked after children)													
Disadvantaged pupils	492	90%	88%	95%	91%	89%	86%	70%	n/a	67%	27.4	n/a	27.0
All other pupils	1297	96%	92%	97%	94%	93%	91%	83%		84%	30.0		29.4

- Merton is closing the gap between its disadvantaged pupils and others, reducing the gap for attainment by 8% on 2012.
- Expected progress in maths and writing from key stage 1 to key stage 2 is significantly above the national averages for pupils who are disadvantaged.

Key Stage 4

Contextual Groups	Number of Pupils	% making expected progress in English between KS2-KS4			% making expected progress in maths between KS2-KS4			% 5+ A*-C grades (or equiv) including English and maths GCSEs			% 5+ A*-C grades (or equiv)		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
All Pupils													
All Pupils	1569	81%	78%	72%	76%	72%	66%	64%	62%	53%	71%	71%	64%
Disadvantaged Pupils (FSM in last 6 years and looked after children)													
Disadvantaged pupils	495	72%	n/a	59%	60%	n/a	49%	46%	49%	37%	54%	59%	45%
All other pupils	1074	86%		76%	84%		72%	73%	70%	64%	78%	78%	73%

- Merton disadvantaged pupils outcomes at the key attainment measures, 5+A*-C including English & maths GCSE's, total point score and average point score are significantly above that of the national groups. Pupils making Expected Progress in English and maths is also significantly above national.
- The attainment (5+ A*-C including English & maths) gap between disadvantaged pupils and their peers is equal to national. The English progress gap is narrower than national, maths progress is in line.

E. Appendices

E.4 Pupil Groups Summary

Looked After Children

Key Stage 2

Contextual Groups	Number of Pupils	% Expected Progress in reading		% Expected Progress in writing		% Expected Progress in maths		% Level 4+ attainment in reading, writing and maths			Average Point Score (APS)		
		Merton	National	Merton	National	Merton	National	Merton	London	National	Merton	London	National
All Pupils													
All Pupils	1789	94%	91%	96%	93%	92%	90%	79%	82%	79%	29.3	n/a	28.7
Looked After Children (LAC)													
Looked After	<10	100%	81%	100%	82%	100%	76%	0%	n/a	48%	21.8	n/a	24.6
Not Looked After	≥1779	94%	91%	96%	93%	92%	89%	80%	n/a	79%	29.3	n/a	28.7

- Whilst small in number, progress of Looked After children educated in Merton schools at Key Stage 2 exceeds national averages in all subjects.

Key Stage 4

Contextual Groups	Number of Pupils	% making expected progress in English between KS2-KS4			% making expected progress in maths between KS2-KS4			% 5+ A*-C grades (or equiv) including English and maths GCSEs			% 5+ A*-C grades (or equiv)		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
All Pupils													
All Pupils	1569	81%	78%	72%	76%	72%	66%	64%	62%	53%	71%	71%	64%
Looked After Children (LAC)													
Looked After	15	38%	n/a	39%	58%	n/a	29%	20%	n/a	15%	27%	n/a	n/a
Not Looked After	1554	82%	n/a	70%	76%	n/a	65%	65%	n/a	56%	71%	n/a	n/a

- Looked After Children within Merton schools achieve above national children in care averages for expected progress in maths. In line with national for progress in English.

E. Appendices

E.4 Pupil Groups Summary

Special Educational Needs

Key Stage 2

Contextual Groups	Number of Pupils	% Expected Progress in reading		% Expected Progress in writing		% Expected Progress in maths		% Level 4+ attainment in reading, writing and maths			Average Point Score (APS)		
		Merton	National	Merton	National	Merton	National	Merton	London	National	Merton	London	National
All Pupils													
All Pupils	1789	94%	91%	96%	93%	92%	90%	79%	82%	79%	29.3	n/a	28.7
Special Educational Needs (SEN)													
No Special Educational Needs	1434	97%	94%	98%	96%	96%	94%	90%	92%	90%	30.5	n/a	30.0
School Action	197	89%	86%	93%	88%	86%	81%	49%	60%	47%	25.9		25.5
School Action Plus	110	80%	80%	87%	84%	72%	76%	24%	44%	36%	23.1		24.2
Statement	43	77%	49%	81%	52%	56%	48%	23%	18%	15%	22.2		18.6

- Merton children with SEN but no statement in Key Stage 2 attain below national and London children with SEN. Children with a statement attain above their national peers.
- Expected progress in writing for all SEN groups is above national, school action and children with a statement progress is significantly above national averages.

Key Stage 4

Contextual Groups	Number of Pupils	% making expected progress in English between KS2-KS4			% making expected progress in maths between KS2-KS4			% 5+ A*-C grades (or equiv) including English and maths GCSEs			% 5+ A*-C grades (or equiv)		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
All Pupils													
All Pupils	1569	81%	78%	72%	76%	72%	66%	64%	62%	53%	71%	71%	64%
Special Educational Needs (SEN)													
No Special Educational Needs	1245	87%	n/a	77%	85%	n/a	73%	74%	71%	65%	80%	80%	75%
School Action	157	73%		57%	62%		44%	39%	33%	25%	46%	44%	34%
School Action Plus	94	58%		49%	34%		35%	21%	28%	21%	33%	37%	27%
Statement	73	27%		28%	17%		19%	8%	10%	8%	10%	14%	11%

- SEN pupils on School Action in Merton are significantly above that of the national groups. Expected progress in English and maths is also significantly above national.

E.5 Virtual School Annual Report

MERTON COUNCIL

The Virtual School for Looked After Children and Care Leavers



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Annual report 2013 - 2014

www.merton.gov.uk



THE VIRTUAL SCHOOL for LOOKED AFTER CHILDREN & CARE LEAVERS

ANNUAL REPORT 2013-14

**Merton Virtual School for Looked After Children
Annual Report
Academic Year 2013- 2014**

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**Acknowledgement
Front cover picture by Krystal aged 10**

1. INTRODUCTION

Ensuring that Looked After Children receive a high quality education is fundamental to improving their life chances and future success as active, emotionally and economically secure adults.

Under the Children Act 1989 Local Authorities have a duty to promote the educational achievement of a child looked after by them. The Children and Families Act 2014 amended the Children Act 1989 to require local authorities in England to appoint a Virtual School Head to discharge the local authority's duty to promote the educational achievement of its Looked After Children, wherever they live or are educated.

In Merton, the Virtual School Head has responsibilities at a strategic and operational level and is responsible for The Virtual School for Children and Care Leavers.

The core purpose of the Virtual School is to promote the best educational outcomes and raise attainment for all Looked After Children and Care Leavers. This includes children looked after by Merton that have been placed in schools and education settings in Merton or other boroughs (Merton 1) and children looked after by other boroughs and attending education in Merton (Merton 2).

The operational goals of the Virtual School are to improve attendance; raise attainment, accelerate progress; promote positive participation and to improve education, employment and training opportunities for Care Leavers.

The Virtual School tracks the progress, attainment of Merton's Looked After Children and Young People and the support and interventions they receive, wherever they are placed across a large number of authorities, and education settings, as though they were one school.

In addition The Virtual School has responsibility for the distribution of the Pupil Premium Grant for Looked After Children. The terms and conditions for the distribution of this grant changed during the course of this academic year, making the collection and analysis of pupil performance essential to its distribution and use to accelerate progress and close the attainment gap for Looked After Children.

Data is collected and analysed termly but cohort sizes can be very small resulting in percentile data not presenting a statistically secure analysis. So, a personalized approach to ensuring that every child and young person succeeds and reaches his or her potential underpins the strategies and actions of the Virtual School Merton

The Department for Education (DfE) also collects information on the educational outcomes of Looked After Children in Annexe A of the SSDA 903 return. This information is collected annually on the basis of children who have been continually looked after for at least twelve months at 31st March. These statistics are published in the DfE Statistical First Release but, as such, represent only a subset of the school roll.

The Statistical First Release (SFR) relating to the outcomes for the academic year is SFR 49/2014. Reference is made to national figures where these are deemed to be useful.

Where available RAISEonline averages are included. RAISEonline data identifies children who are Looked After on the day of the school census which is near to the start of the school year and allows for comparison with local /Merton's pupil performance.

2. THE VIRTUAL SCHOOL ROLL

2.1 Overview

The Virtual School roll consists of any child or young person of statutory school age who was or became Looked After by Merton during the academic year (1st September 2013 and 25th July 2014). The Virtual School also works with children below and above statutory school age as well as care leavers.

If and when a child ceases to be Looked After they are removed from the Virtual School roll even if some involvement continues.

The Virtual School endeavours to keep an overview of children in Merton Schools who ceased to be Looked After through adoption, Special Guardianship or Residence Order. Although no data for this cohort is received from the boroughs' academies, The Virtual School is aware of 52 previously Looked After Children on roll at primary schools and 10 previously Looked After young people attending Merton's secondary schools.

With the point of reference being the last Friday in June i.e. 27th June 14, the number of school aged children, from Reception to Year 11 was 88.

2.2 Table of Pupil Numbers by Key Stage

	Reception	KS1	KS2	KS3	KS4	total
In borough school/ education setting	1	6	6	8	17	38
Out of borough school /education setting	0	3	15	15	17	50
Total	1	9	21	23	34	88

2.3 Types of School

Merton Virtual School recognises the variety of types of schools now available to children and young people and seeks to ensure the setting that most meets the needs of the child.

	LA	LA Sp	LA Alt	Academy	Ind	Ind Sp	Total
EY/Primary	27	2	0	1	0	1	31
Secondary	16	6	10	16	0	9	57

Comment

Equal regard is paid to the education of children who are placed out of borough as well as those who live in Merton and we ensure we address the challenges of distant placements including attendance at Pupil Education Planning Meetings.

2.4 Quality of School

The Virtual School strives to ensure that all Looked After Children attend good or outstanding schools and consequently records the overall judgement awarded at the schools' most recent Ofsted inspection. Children would not normally be placed in schools or settings where the judgment is below good or outstanding.

Where a school's category changes downwards, discussion is held regarding the appropriateness for the child to remain at the school and monitoring by the Virtual School increases. Only in exceptional circumstances would a child change school as a result of a change of category.

2.4.1. Table of quality of schools attended by Merton LAC

	Schooled in	Outstanding	Good	Satisfactory/ RI	Special M	No category	Total
EY/Primary (31 children)	Merton	1	9	2	0	0	12
	Other	7	5	7	0	0	19
Secondary (57 children)	Merton	5	15	1	0	4	25
	Other	4	25	0	2	1	32
		17 19.3%	54 61.3%	10 11.3%	2 2.2%	5 5.6%	88 99.8%

Summary and Comment

80.6% of Merton's Looked After Children attended schools or education settings rated by Ofsted as good or outstanding.

2.5 Special Educational Needs

Nationally, in 2014, 2.8% of all children and 29% of Looked After Children had a Statement of Educational Need.¹

In Merton, 28 children (31.8%) of the Virtual School roll had a Statement of Educational Need and represents an increase from 22.4% in 2012-13

2.5.1 Table of numbers and schools for Merton LAC with Statements of Educational Need

	Merton Schools	Out of Borough	Total
KS2	0	6	6
KS3	3	8	11
KS4	5	6	11
total	8	20	28

¹ DfE SRF 49/2014 Outcomes for Children Looked After by Local Authorities in England as at 31 March 2014
Statistical First Release

This increase in the proportion of Merton Looked After Children can, in part, be attributed to changes in the short breaks arrangement/regulation. i.e. where the short breaks exceed a total of 17 days per placement/ 75 days per 12 month period and/or take place in more than one setting the child becomes Looked After.

2.6 Looked After Children applying to Schools in Merton

Ensuring that, wherever possible, a change to Care Placement does not disrupt education is essential to the educational opportunity for children and young people.

In order to discharge responsibility to all Looked After Children within the borough, the Virtual School Head works with the Admissions Team at Merton to ensure applications to Merton Schools are processed as quickly as possible.

If the School Admissions team note any delay or concerns regarding school placement then the children's details are referred to The Children Missing Education (CME) Panel.

In this academic year, there were 3 applications to Merton schools for Merton LAC and 28 applications from other borough Looked After Children to Merton Schools.

The one primary Merton Looked After Child made a planned transition to a Merton School.

2.6.1 Table of time, in days, between Merton receiving application for a school place and child going on a school roll

No of days	0 – 20	21 -30	31 - 40	41 - 50	50+
Primary (11)	8	0			3*
Secondary (20)	11	3	5	1	

*There was an interval of 91 days for 3 children as part of a planned move to permanent carers. This enabled a change of school at the end of term. These pupils were not out of school. They stayed at their existing school until the new arrangements were in place.

3. ATTENDANCE

3.1 Overview

School attendance is essential for children and young people to make academic progress. There are also strong links between school attendance and safeguarding.

Robust and rigorous processes are in place to monitor and track pupil attendance. The Virtual School commissions Welfare Call to contact every school/education setting with a Merton Looked After Child and record attendance.

Developments within the service provided by Welfare Call means that The Virtual School is able to access an Individual Pupil Report (IPR), an attendance register, for each child, 24 hours a day and from anywhere, through a secure portal.

Further improvements to the monitoring of attendance have been made by ensuring that, with the exception of children in hospital schools and those remanded in custody, daily calls are made to the setting where the child or young person receives their education on that day. This allows for more accurate information about pupils accessing courses across a variety of sites and settings.

Attendance data is used to address any emergency or emerging issues, and Advisory Teachers contribute to action plans to address attendance and punctuality with foster carers, schools, social workers and other professionals.

More positively, the Virtual School celebrates 100% or significant improvement in attendance and acknowledges with a personal letter and vouchers to spend at WH Smith.

The Virtual School also collects attendance data for other borough Looked After Children accessing education in Merton schools and academies.

3.2 Whole School Attendance Data

The table below shows the attendance figures for Merton LAC in all schools/education settings (i.e. not only those pupils who have been in care for 12/6 months plus as used for national statistics).

There are no national comparators for this cohort

Academic Year	2013-2014	2012-13	2011-2012	2010-2011
Total Pupils - % (number)	(88)	(98)	(80)	(82)
Average Attendance	90.67%	87.14%	89.39%	88.26%
Pupils with 25+ days absence	17%(15)	21.4% (21)	24%(19)	23% (19)
Pupils with attendance >90%	70.4%(62)	67.3%(66)	68.8%(55)	80% (56)
Pupils with attendance >95%	55.6%(49)	54% (53)	48.8%(39)	46% (38)

3.2.1 Summary and Comment

Average attendance is calculated as the number of sessions actually attended as a percentage of the sessions available to attend.

The range is from 0% attendance from two young people (two school refusers, one of whom was on maternity leave) to 100% attendance.

After a slight dip in 2012-2013 there is an underlying upward trend in attendance

There has been a reduction in the number of pupils with 25 days plus absence.

3.2.2. Attendance by Age Phase/Key Stage

	EYFS	KS1	KS2	KS3	Yr 10	Yr 11
Total Pupils – % (number)	1.1% (1)	10.2% (9)	23.9% (21)	26.1% (23)	17% (15)	21.6% (19)
Average Attendance 13-14 (12-13)	94.7% (92.4%)	89.9% (95.2%)	97.4% (94.5%)	93.2% (94.9%)	91.3% (75.4%)	77.6% (74.1%)
Pupils 25+ days absence as %age of their age/phase cohort	0% (0)	0% (0)	0% (0)	8.6% (3)	20% (3)	47.3% (9)
Pupils attendance >85%	100% (1)	88.8% (8)	90.4% (19)	86.95 (20)	80% (12)	36.8% (7)
Pupils attendance >90%	100% (1)	88.8% (8)	90.4% (19)	82.6% (19)	60% (9)	31.5% (6)
Pupils attendance >95%	0% (0)	77.7% (7)	80.9% (17)	65.2% (15)	40% (6)	21% (4)

3.2.3 Summary and Comment

Although the numbers are small it is pleasing that attendance has improved at EYFS, KS2, Year 10 and Yr. 11 with a significant increase in Yr 10 attendance.

The average attendance is 94% in EY and Primary Age Phase and 87.3% in the Secondary Age Phase.

Year 11 results are affected because study leave is recorded as absence, and although there has been an improvement, this remains an area for further focus.

Without the Yr 11 cohort average attendance was 93.3%

The average attendance for Merton Looked After pupils attending Merton Schools is higher than those attending schools out of borough

3.3 Children Out of School Pending Educational Placement

	NC Year	SEN Statement	Days	Comment
	5	yes	52	Placed for permanency in xxxx. All mainstream schools consulted on meeting statement for SEN refused – eventually directed
	6	yes	52	Placed for permanency in xxxx. All mainstream schools consulted on meeting statement for SEN refused – eventually directed
	8	yes	30	Independent Special School Kent gave notice that they were unable to meet child's needs. Mainstream special eventually named
	9	yes	158	Placement breakdowns – tuition throughout
	9	yes	10	Placement breakdowns
	11	no	8	Unaccompanied Asylum Seeker
	11	no	100	Alt Ed arranged refused to attend
	11	no	31	Unaccompanied Asylum Seeker

3.3.1 Summary & Comment

The Virtual School actively strives to ensure that days out of school are at a minimum.

The Virtual School organises and funds tuition for those students who are awaiting a school place. Unfortunately in the case of two pupils the complexity of their needs meant that they were without tutors

These two brothers of primary school age, both with Statements of Educational Needs were placed out of borough to achieve permanency. After consultation via the SEN process a school was directed to admit the boys and tuition. Tuition, via the school, was offered during the summer holiday.

Children without a school place and for whom tuition is not their long term plan is monitored through the Children Missing Education Panel.

The Virtual School takes seriously the issue of children missing education and has representation on Merton's Children Missing Education Panel (CME).

3.4. Other Borough Looked After Children attending Merton Schools

The Virtual School Merton strives to ensure an accurate register of other borough Looked After Children in Merton Schools.

Each term the Virtual School sends a proforma to all schools requesting details of any Looked After Child on their roll.

Merton School Admissions Team advises The Virtual School of applications and admissions to the Borough and the number of days between the application and going on roll of a Merton School is tracked and followed up as necessary.

Welfare Call monitors and collects attendance data for other borough children and young people attending Merton Schools.

Other Borough LAC in Merton School	2013-2014	2012-2013	2011-2012
Total Pupils	61	53	51
Average attendance	92%	84%	85%
Pupils with 25+ days absence	6.5%(4)	32% (17)	27% (14)
Pupils with attendance > 85%	53%(53)	68% (36)	67% (34)
Pupils with attendance > 90%	80.3%(49)	58% (31)	63% (32)
Pupils with attendance > 95%	54%(33)	43% (23)	39% (20)

3.4.1 Summary and Comment

The Virtual School works hard to ensure collection of data for out of borough Looked After Children attending Merton Schools

According to the Virtual School LAC list for other borough Looked After Children there are 61 pupils attending Merton schools. This is an increase on previous years and compares with 37 Merton Looked After Children attending Merton schools.

Average attendance for Other Borough LAC in Merton Schools is slightly higher than the average attendance of Merton Looked After Children in all schools,

The Virtual School Head (VSH), Merton liaises, as required, with other Virtual School Heads regarding issue such as attendance and behaviour.

3. EXCLUSIONS 2013-14

Overview

The Virtual School seeks to inform all schools of the impact of exclusion (fixed term or permanent) and works to reduce the need for such sanction/consequences.

Advisory Teachers encourage schools and foster carers to contact the Virtual School if a pupil is at risk of exclusion and exclusions are always followed up by The Virtual School.

4.1 Exclusions Merton Looked After Children

4.1.1 Table showing number of exclusions

	2013-14	2012-13	2011-12	2010-11
Merton Permanent Exclusions (all)	0%	0%	0%	0%
Fixed Term & Lunchtime (all)	11%(10)	9% (9)	24% (19)	16% (13)
National Fixed Term for LAC DfE Statistical Release (Dec)		9.78%	11.36%	

4.1.2 Table showing patterns of exclusions per pupil

	1 fixed term exclusion	2 fixed term exclusion	3 fixed term exclusion	4 fixed term exclusion	6 fixed term exclusion
No of pupils (12/13)	5 (2)	3 (4)	2 (1)	0 (1)	0 (1)

4.1.3 Reasons for exclusion

Pupil	KS	Borough/Area School Type (DfE Category)	LAC since	No X days fixed term exclusion	Reasons/Actions
	1	Primary	June 08	1 X 4 days 1 X 1 day	Aggressive behaviour Change of school
	4	LA Alt ED	May 13	1 X 3 days	Physical assault (pupil)
	4	Special	May 14	1 X 1 day	Threatening behaviour
	4	Secondary	July 13	3 X 1 day 1 X 2 days 1 X 5 days	Disruptive Behaviour Non-cooperation with staff Unacceptable behaviour Referred to Alt Ed
	4	LA Alt Ed	June 13	1 X 1 day 1 X ½ day	Persistent Disruptive Behaviour
	3	Alt Ed Independent Special	July 13	1X 3 days 1X 2 days 2 X 1½ days	Criminal damage Theft Unacceptable behaviour
	3	Independent Special	Feb 12	1 X1 day	Unacceptable behaviour Place withdrawn
	4	Academy	May 14	1 X 1 day	Verbal abuse, threatening behaviour Alternative Education Programme
	3	Secondary	Feb 09	1 X ½ day	Unacceptable behaviour
	4	LA Alt Ed	May 13	2 X 1 day	Physical assault (pupil) Bullying

*Children with Statements of SEN

4.1.4 Summary & Comment

The latest national exclusions data available is from the academic year 2012/13 and shows that although the Permanent Exclusion rate for Looked After Children is decreasing it is still twice as high as for all children (0.11% and 0.06% respectively).

We are delighted that we have sustained our record for having no permanent exclusions for 6 years. This means that our rates of permanent exclusion are significantly better than for Looked After Children nationally.

National figures for fixed term exclusions show that Looked After Children are five times greater than for all children (9.78% and 1.92% respectively).

The reasons for fixed term exclusions range from physical assault to unacceptable behaviour. Since the number of children on roll is very small, every exclusion features significantly as a percentage. Nevertheless it is disappointing to notice the slight increase in fixed term exclusions over the year and that this includes more exclusions from Merton Schools (10.5% of Merton Looked After children in Merton Schools and 14% in Out of Borough Schools).

The Virtual School Headteacher has held discussions with Merton Headteachers to discuss alternatives to this sanction and followed up with Heads at out of borough schools and setting. Of the children receiving a fixed term exclusion, 50% had been in care for less than a year and 60% had a change of care placement during the academic year.

60% of children receiving a fixed term exclusion were in special schools or Alternative Education. The Virtual School believes that the support it can offer, e.g. via Advisory Teacher, and access to behaviour specialists is helpful in keeping to the use and frequency of exclusion as a sanction to a minimum.

5. ATTAINMENT & PROGRESS

Overview

When a child or young person becomes Looked After, The Virtual School strives to complete a chronology which includes detail of schools attended and educational attainment and progress to date. This data is used to track individual and cohort performance and allows analysis against local and national indicators

The collection and analysis of performance data is an on-going process with the results from national statutory assessments reported in the Virtual School Annual report.

The results detailed in the Virtual School annual report differ from those reported by the DfE and/or Merton Research and Information team. This is because the qualifying criteria for inclusion in national statistics includes children who have been in care for at least 12 months on the census day (March 31st) rather than all children on the Virtual School roll on June 30th 2014.

The National Assessments are:

- Early Years Foundation Stage
- Phonics Screening
- Key Stage 1 Statutory Assessment Tests
- Key Stage 2 Statutory Assessment Tests
- GCSE examinations

Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage profile is an assessment against the Early Learning Goals (ELG). These assessments are completed and reported for each child by the end of the academic year in which they reach the age of 5 i.e. Yr. R (Reception)

There are 17 ELGs grouped into the following prime areas: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy and Mathematics.

Assessments are also made in the categories: Understanding the World, Expressive Arts and Design and Making.

A 3 point scale is used to generate a child's profile. 1 is used to indicate that the child has not yet reached expected levels of development, 2 is used to indicate expected levels of development and 3 is used to where the child exceeds expected levels of development.

The maximum number of points that can be scored is 51 with 34 being the average. A child with scores of 2 across the five prime areas and with an average point score of 2 would be considered to have a good level of development.

5.1 Early Years Foundation Stage Results

Child	Months in Care	Average point score	Comment
	2m	1	Progress to be monitored -anticipate accelerated progress now in foster care

Summary & Comment

The small number of children in this cohort and only recently into care suggests effectiveness of Early Help to prevent children becoming Looked After, or permanency achieved for children through adoption.

Child's pattern of scores suggests that early experience has had an impact on development of the key areas that are essential for learning in school.

5.2 Key Stage 1 (KS1) Attainment

There are two reported assessments during KS1: Phonics Screening and Standard Assessment Tests.

5.2.1 Phonic Screening

The phonics screening is a reading test based on the recognition of words and sounds (phonics). Children either achieve this or they do not. There are no grades.

The DfE Statistical First Release does not include data for phonic screening results but limited comparison can be made using RAISEonline² (ROL) data.

Year 1 (7 pupils)

1 pupil was not screened because of social, emotional and behavioural difficulties.

2 pupils achieved national expectations in the phonic screening test

4 pupils did not achieve national expectations in the phonics screening test

Year 2 (2 pupils)

1 child achieved national expectations in the phonics screening retest

Summary & Comment

- Numbers are very small so percentages are not helpful.
- 29% of Merton LAC achieved at year 1 which is lower than the national average for LAC of 53% (ROL)
- 100% of Merton LAC achieved at year 2 which is higher than the national average for LAC of 50% (ROL).

5.2.2 Key Stage One (KS1) Statutory Assessment Tests (SATs)

SATs take place in Year 2 (at the end of KS10 throughout May. Each child is teacher assessed in Reading, Writing (including spelling and handwriting) and Maths (including number, shape and measurement).

By the end of KS1, pupils are expected to achieve level 2, the national expectation. This level is further divided: level 2c is just into the level; 2b is securely at level 2; level 2a is at the top of level 2. Other descriptors for children's attainment are W (working toward level 1) and P levels which are generally used to describe the attainment of those children with Special Educational Need who are working below National Curriculum levels.

Levels are converted to points which are used to make judgments on attainment and progress. Level W is 3 points; level 1c is 7 points; level 1b is 9 points; level 1a is 11 points i.e. each sub level equating to 2 points

2 pupils were teacher assessed at the end of KS1

Result for Key Stage One (KS1) Statutory Assessment (SATs)

	SEN Statement	Months in care	Reading	Writing	Maths	APS	Comment
	no	86m	2b (15 pts)	2b (15 pts)	2c (13 pts)	14.3	Just below national expectations in maths but good progress since year R
	no	13 m	2b (15 pts)	2c (13 pts)	2b (15 pts)	14.3	Just below national expectations in reading
National Average All			2b	2b	2b	15.9	
National Average LAC ROL and APS			2c 13.6pts	1a 12.2pts	2c 13.4pts	13.1	
Merton LAC APS			15 pts	14 pts	14 pts	14.3	
No of pupils achieving level 2 or above as per DfE SFR Dec 14 ³			71%	61%	72%		

Summary & Comment

- This was a very small data set
- Both children achieved the national expectation of a 2c plus
- In reading, they achieved as well as the national average
- They achieved better than LAC children nationally
- Both children now matched for permanency and started at new school

² RAISEonline is the DfE/Ofsted data tool which allows schools to use their results to analyse and their overall performance and that of groups of pupils' against local and national data.

³ DfE SFR 49/2014 Statistical First Release (SFR) Dec 14 Outcomes for Children Looked After by Local Authorities who have been in care for at least 12 months as at 31 March 14.

5.3 Key Stage Two (KS2) Statutory Assessment Tests

6 children in cohort (1 child disappplied SEN statement)

	Reading	Writing	Gram Punct Sp (GPS)	Maths	Science	Level 4 English & Maths	2 levels progress Reading	2 levels progress Writing	2 levels progress Maths
	L5 (W) 33 pts	5 (W) 33 pts	5 33 pts	4(W) 27 pts	-	✓	✓ (5)	✓	✓ (4)
	4 (W) 27 pts	3 (W) 21 pts	3 21 pts	3 (1) 21 pts	3 (1)	x	✓ (4)	✓	✓
	4 (W) 27 pts	4 (W) 27 pts	4 27 pts	4 (1) 27 pts	4	✓	✓ (4)	✓	✓ (3)
	5 (2) 33 pts	4 (2) 27pts	5 33 pts	5 (2) 33 pts	5	✓	✓	✓	✓
	5 (2) 33 pts	4 (2) 27pts	5 33 pts	4 (2) 27pts	4	✓	✓	✓	✓
Total achieving National Expectations	5 100%	4 80%	5 80%	4 80%	4	4 80%	5 100%		4 100%
National LAC figures	68%	59%	49%	61%		48%	81%	82%	76%
Merton LAC APS	30.6	27	29.4	27					
National Average LAC ROL APS	25.5	23.5	24.4	24.8					
National Average ROL 2014 for all	29	27.9	28.6	29		79%	91%	93%	89%

(Key Stage 1 results in brackets)

Summary & Comment

- Nationally, the percentage of LAC achieving level 4 in reading, writing and maths rose from 45% to 48% in 2014.⁴
- In Merton 80% of the pupils gained L4 + in reading, writing and maths.
- 100% of cohort made expected progress or more in all three subjects as compared with 75% noted in the SFR Dec 14.
- The results as measured by levels and APS are significantly higher than LAC children nationally and higher than all children nationally.
- Only two children sat KS2 SATs in 2013 so difficult to make a year on year comparison but 100% of pupils achieving at least 2 levels of progress maintained.
- 60% of cohort exceeded national expectations in reading and GPS.
- 20% of cohort exceeded national expectations in Maths.
- Some outstanding progress in English and Maths with some success attributable to the 1:1 bespoke tuition

⁴ DfE SFR 49/2014 Statistical First Release Dec 14 Outcomes for Children Looked After by Local Authorities who have been in care for at least 12 months as at 31 March 14.

5.4 Key Stage 3 (KS3)

Although there is no longer a statutory requirement for pupils to sit statutory tests at the end of KS3 (Year 9), the Virtual School collects performance data at the end of the academic as for all pupils. Some schools are now exercising their choice to move away from using national curriculum level descriptors to plot progress and appear to be using GCSE grade descriptors.

5.4.1 Table of grades and progress for LAC at the end of Year 9

	SEN Statement	Time in Care	English	Maths	Science	Comment
	-	3 m				No results- previously independent sector
	✓	1yr 1m	4c (B)	4c (B)	4c (B)	Out of school prior to becoming LAC
	-	5yr 7m	5 (3)	6 (n)	5 (2)	Good progress since KS2
	✓	4yr 7m	3b (3)	3b (2)	4c (3)	Not expected progress
	✓	5yr 9m				P levels
	-	3m	6 (5)	7 (5)	C (5)	Expected progress
	✓	1yr	4(4)	4(4)	4(4)	Not expected progress
	-	2yr 10m	5 (4)	C- (3)	6b (4)	As expected progress
	-	5yr 5m	E (3)	E (3)	E(3)	As expected progress
	-	7yr 7m	5c(4)	4c(2)	4a(4)	Not expected progress
	-	1yr 2m	5a (4)	4b(4)	Btech 1 (4)	Not expected progress .Was in Alt Ed when became LAC became school refuser

Summary & Comment

Children in Year 9 would be expected to achieve level 5/6. Four children achieved at this level. This cohort has 36% of pupils with statements of SEN which is higher than the national average of 29%.

Of children without statements and KS2 data available (6 children) 3 have made expected progress. Of the three children not making expected progress one has had multiple care placement moves, one was placed in Alt Ed (now back at school) and one has now moved out of area and to a new school at her own request.

5.5 Key Stage 4

5.5.1 Yr 10 Externally Accredited Examination Results

One pupil MT sat a GCSE in biology and achieved a grade

5.5.2 Key Stage 4 Year 11 Pupils

There were 20 year 11 pupils on roll at 30th June 2014 (the last day of statutory schooling for year 11 pupils)

5.5.3Yr 11 Externally Accredited Examination Results & Progression

	Into care	1 GCSE (A-G)	5 GCSE (A-G) or equiv	5 GCSE (A-C) or equiv	5 GCSE A-C inc Eng & Maths	Other	Progress from KS2	Destination & Courses
		✓ (7)	✓	✓	✓		expected	College A level /BTech
		✓ (7)	✓	✓	x		expected	College Level 2
		x	x	x	x	FS	did not sit	College GCSE
		x	x	x	x		<expected	Entered but did not sit NEET
		✓ (7)	✓	x	x		expected	Animal Care
		x	x	x	x		<expected	Did not sit custody
		x	x	x	x		<expected	Did not sit NEET
		✓ (7)	✓	x	x		expected	College Car Mechanics
		x	x	x	x		did not sit	NEET
		x	x	x	x		did not sit	UASC ESOL1
		✓ (7)	✓	x	x		No recorded primary	College BTech L1 Business Studies
		✓ (6)	✓	✓	✓		expected	College BTech Fashion & Textiles
		✓ (1)	x	x	x	FS	<expected	NEET
		✓ (4)	x	x	x		<expected	WBL Provider Health & Social Care
		✓ (7)	✓	✓	✓ (7)		Did not sit	UASC Applied Science Level 3
		✓ (6)	✓	x	x		<expected	College H 7 SC Law, App Science
		x	x	x	x	FS	<expected	SEN Statement Hospital
		✓ (10)	✓	✓	✓		expected	Sixth form A levels
		x	x	x	x		<expected	Maternity Leave NEET
		x	x	x	x		<expected	SEN Statement Hospital Ed

* denotes Statement of Educational Need

Summary & comment

For the academic year 13-14 there have been changes to GCSEs and to the calculation of performance measures data. These changes include:

- a restriction on the qualifications counted as GCSE equivalent
- the prevention of any qualifications from counting as larger than one GCSE
- the move from modular to linear GCSE formats
- the removal of the Speaking and Listening component from English examinations.

Some of these changes are likely to have had a negative impact on results for Looked After Children but direct comparison with previous years is not possible.

Of the 20 Yr 11 pupils, 5 had Statements of Educational Need. This is 25% of the cohort which is lower than the national average of 29% of looked after children with Statements⁵.

⁵ DfE SFR 49/2014 Statistical First Release Dec 14 Outcomes for Children Looked After by Local Authorities who have been in care for at least 12 months as at 31 March 14.

11 had been in care for less than a year and only 6 pupils (40%) of the pupils for whom there was data had made expected progress since KS2.

Of the 7 pupils did not sit any external examinations,

- 3 had Statements of SEN
- 2 were being treated as inpatients for mental health difficulties and too unwell to complete examination courses or sit examinations
- 1 pupil, previously a school refuser, was on maternity leave
- 3 pupils refused to engage with their education plan
- 1 pupil came into care as an Unaccompanied Asylum Seeker in May 14
-

Of the 13 pupils sitting external examinations

- 4 pupils, 20% of the cohort achieved 5A-C including English and Maths. This is above the national average of 12% as per SFR 49/2014 and 15% in RAISEonline 2014.
- 5 pupils, 25% achieved 5 A-C
- 9 pupils, 45% achieved 5A-G GCSEs
- 11 pupils, 55% achieved at least 1 A-G
- 3 pupils achieved Functional Skills

This cohort has included some particular challenges, including changes of care placements, but The Virtual School has contributed to the success of the Year 11 cohort by ensuring prompt placement in appropriate education provision, support to re-engage with education and improve attendance laptops and one to one tuition

12 pupils have successfully transferred into Post 16 Education

5.5.4 Post 16 Results and Progression

5.5.4i

4 students achieved AS levels

	subject & grade	subject & grade	subject & grade	Comment
	Eng Lit B	Soc D	BTech Art	University applications made
	Eng Lit C	PsyE	Soc D	University applications made
	Eng Lit	Hist D	Soc D	University applications made
	Art & Des E	3D Design	Media D	University applications made

5.5.4ii other courses

level	number	successful	Not successful	comment
Degree completed	6	6	0	3 in employment 3 seeking employment
Studying for degree	16	12	4	12 continuing to next year of degree/HND
Level 3 completed	2	2	0	1 to university 1 to employment
Studying for level 3	8	6	2	6 continue onto 2 nd year of course 2 have decided to leave A levels and go onto apprenticeships
Level 2 completed	10	8	2	8 students continuing at college 2 NEET
Level 1 completed	14	11	3	8 students continuing at college 3 students have limited engagement, maybe relating to immigration issues 2 NEET 1 deported
ESOL (entry) completed	10	9	1	10 continuing at college
Entry Level completed	2	2	0	2 continuing at college
Studying for Entry Level	3	3	0	1 continuing at school 1 continuing at college 1 moving to new specialist provision

Comment and Summary

6 Care Leavers successfully completed a degree and 3 are already in employment

Most of those studying for a degree completed the year successfully

The 2 students completing level 3 courses were successful.

4 of this cohort are currently NEET

80% of those studying at level 3 are continuing their courses. The 20% who have left have moved into apprenticeships.

Of the 24 at level 1 or 2, 19 have been successful

Of those studying at entry level or pre entry level all but one was successful

6. THE WORK OF THE VIRTUAL SCHOOL

The Virtual school works with a range of education, health, social care and youth justice professionals. This includes representation on the Edge of Care & Rehabilitation Panel, Special Educational Needs Panels, Children Missing Education Panel (CME), Fair Access Panel, Multi Agency Sexual Exploitation Panel (MASE) and Legal Aid, Sentencing of Offenders Act (LASPOA).

6.1 Personal Education Plans (PEPs)

The Virtual School works in close partnership with social workers to coordinate PEP meetings and record and administer PEP.

There is a statutory requirement for Personal Education Planning meetings need to take place within 20 days of a child becoming Looked After. The Virtual School has developed systems to track, monitor and report on this requirement.

The interval between PEP meetings has now been reviewed and are planned at 5 monthly intervals. This is to ensure that Education Plans can be considered at children and young people's LAC reviews. Where a need is identified more frequent meetings are convened to review the child's plan. A change of school or care placement will trigger the need for a review of the child's education plan. The Virtual School has introduced systems to monitor the timeliness of PEP meetings and quality of Personal Education Plans.

The Statutory Guidance for Looked After Children July 2014 requires that Personal Education Plans are reviewed termly.

6.1.1 Initial PEPs

37 initial PEPs for children new into care were required during the academic year

30 PEPs were completed within 20 days of a child becoming Looked After. This is 81% of all initial PEPs

Reasons for initial PEPs not being completed within timescales are:

- No school place (although tuition in place)
- Becoming LAC during school holiday period
- Remanded to Secure Training Centre – alignment of meetings outside 20 day

6.1.2 Review PEPs

158 PEP reviews were completed during the school year 13-14. 143 (91%) were completed within six months of the previous PEP.

Reasons for review PEPs not being completed within the six months requirement were generally as a result of school holidays and transitions.

6.1.3 Early Years PEPs

The increase in the number of children being placed for adoption means that this is a small cohort.

The process for completing Early Years PEPs is a partnership between The Virtual School and Early Years. PEP meetings are convened for those children attending Early Years settings either in Merton or neighbouring authorities. .

6.1.4 Pupil Voice

The Virtual School encourages pupils and students to participate in their Personal Education Planning meetings either by attending for some or all of the meeting, as appropriate, or by completing the pupil view sheet. During the academic year the data systems were developed to record whether the child or young person's views contributed to meeting and subsequent plan.

6.2 Pupil Premium

A change to the amount and conditions of the Pupil Premium grant for Looked After Children was introduced during the financial year 14-15. This means that qualifying schools received 2 payments of £300 and 1 payment of £600.

Payment of the grant was dependent on an agreed focus of the cost of implementing the pupil's personal education plan.

The PEP document was changed to include a finance sheet to track provision available and accessed by our pupil's and funded by Pupil Premium.

Expenditure has been categorised and used for:

- Learning Resources
- Intervention Programmes (academic)
- Intervention Programmes (behaviour/emotional)
- Additional 1:1 support
- Out of School Learning – e.g. trips
- Hardware/Software
- Specialist Tuition/Equipment e.g. music lessons
- Subject Tuition
- Clubs and Activities

The Virtual School monitors the impact of pupil premium funded interventions via the Pupil's Education Plan.

6.3 One to One Tuition

The Sutton Trust data⁶ shows that 1:1 tuition is particularly effective in accelerating progress for children at KS but is available through the Virtual School tuition budget for all children and young people as part of their education or pathway plan.

The Virtual School has generally been provided by two key agencies; Harrison Allen Tutors who work locally and Fleet tutors who are a national network. Occasionally 1:1 tuition is provided outside the school day by school staff.

No of pupils and students accessing 1:1 tuition

Key Stage	Total students recorded as having tuition (2012-13)	Tuition for less than one term >1	Tuition for 1 to 2 terms	Tuition for more than 2 terms and on-going
KS1 (yrs 1,2)	1	0	0	1
KS2 (yrs 3,4,5,6,)	15 (9)	0	0	15
KS3 (yrs 7,8,9)	10(4)	1	1	8
KS 4 (yrs 10, 11)	19 (14)	0	0	19
Post 16	29 (11)	0	1	28
Total	74 (38)	1	2	71

The above table includes students who began tuition during the school year 2013-14

The figures for total number of LAC show an increase in the number of children across all key stages compared to 2012-13 LAC

There has been an increase in tuition in KS2, KS4 and Post 16 with post 16 representing the largest increase, doubling in number.

Students attending schools outside Merton account for nearly half of those having tuition (35 in total). The Virtual School has worked particularly with Harrison Allen during this academic year to provide advice on improvements to their new website. This was particularly with a view to the Virtual School improving the monitoring of tuition and evaluating its impact. With effect from September 13 Harrison Allen website now allows designated teachers to log on and view individual progress electronically.

6.4 Development and Training

The Virtual School contributes to the development and training of education, social care, youth justice personnel and foster carers.

6.4.1 Social Workers

The Virtual School is happy to attend social care team meetings

6.4.2 Newly Qualified Teachers

The Virtual School Headteacher gave a presentation on the role of the Virtual School for newly qualified teachers at their Induction Day.

⁶ The Sutton Trust is an educational charity which manages, develops and evaluates programmes to address educational inequality.

6.4.3 Designated Teachers for Looked After Children

During the academic year 33 Merton Schools had Looked After Children including those children from other boroughs known to The Virtual School.

The Virtual School staff meets with Designated Teachers for Looked After Children when they visit schools and contacts them as appropriate by phone and email.

This year the Virtual School scheduled two training sessions for Designated Teachers and offered a 'drop in' session during the summer term. The autumn term was led by a guest speaker from the Post Adoption Centre whose focus was on the impact of attachment and trauma on learning. There were only 7 attendees. The spring term meeting at which Merton's expert practitioner was due to speak about the social workers role and responsibility for Looked After Children was cancelled as this was a strike action day and no viable alternative could be arranged. No designated teachers used the occasion to 'drop in.' Response to follow-up calls, however, was positive in that the Designated Teachers felt they had easy access to The Virtual School and they could contact Advisory Teachers at any time

The Virtual School discussed this unusual level of attendance and attributed the following factors: scheduled meeting too close to SEN and safeguarding meetings, The LSCB training day focus on attachment and trauma. It is pleasing to note that this trend reversed with the autumn term meeting 2014 which saw 16 designated teachers attend The Virtual School Headteacher's briefing.

6.4.4 Foster Carers

The Virtual School is committed to ensuring that all Looked After Children are encouraged and supported to achieve their best educational outcomes and that foster carers have an important role in this.

The importance of education is highlighted by the membership of The Virtual School Head on the Fostering, Adoption and Permanency Panel which endorses approval and reviews of foster carers. The Virtual School is also represented at The Foster Carers' Annual reception.

The Virtual School leads training for all new foster carers and those requiring a refresher course on how they can best support their young people to achieve in education. Topics covered included: choosing a nursery or school; admissions processes and supporting transitions; the importance of children and young people's attendance and participation in all aspects of school life; special educational needs; home/school partnerships; parent/teacher interviews and attending parents' evenings; examination preparation

In addition to support for learning at home as detailed below foster cares also use The Virtual School as a resource for advice, guidance and support for educational matters. Consequently, Advisory Teachers have been involved in such activities as providing telephone support and accompanying carers to school meetings.

The views of foster carers relating to the work of The Virtual School are sought in the Annual Foster Carers' survey.

6.5 The Virtual School Newsletter

The Virtual School keeps partners informed through a bi-annual newsletter and regular contributions to Young Merton Together, an e-magazine that features key aspects of the work of the Children, Schools and Families Department and Children's Trust partners.

7 LEARNING AT HOME & ENRICHMENT

The Virtual School believes that all children should be supported to achieve their best academically and that foster carers and key workers play a significant role in helping their children and young people to aspire to, and achieve, academic success. We also believe that education is more than academic performance alone. To support this, The Virtual School has:

- funded participation in The Letterbox project for 16 children. Each child enrolled received a parcel of books, maths activities and games and puzzles once each month from May to October.
- project boxes available for loan to Foster Carers which includes puzzles, games, CD and DVDs.
- encourages active library membership for all Looked After Children and actively promoted Merton Library's 'Mythical Maze' Summer Reading Challenge.
- with some exceptions generally related to safeguarding, funded laptop computers for secondary aged pupils who have been in care for six months.

7.1 Aim Higher/Raising Aspirations

The Virtual School welcomes the widening participation agenda has supported the continuation of a local Aim Higher Project (previously government funded) and actively seeks to encourage university visits for young people.

4 university visits were arranged during the academic year but with a disappointing take up.

- Kingston University visit in November - one student attended
- St Georges Medical School in March – one student was due but failed to attend
- St Mary's in June – one student attended
- Post 16 Conference at Kingston University- only one of five students attended

7.2 Art

The Virtual School produced a desk calendar for the academic year 2013-14 and during this time started work on the 2014- 15 calendar. The calendar featured children's art work from across the age range, including work from our children and young people with special educational needs. Children's art work was featured further in the Virtual School Christmas card.

7.3 Theatre

The Virtual School organized the following theatre trips for Looked After children and their carers:

- 30 tickets for The Royal Tournament at Earls Court (for children over 8yrs)
- 16 tickets for 'Gorilla' at The Polka Theatre (for children 3 – 5yrs)
- 9 tickets for 'Poetry Joe' (star of CBeebies Rhyme Rocket) for 5- 8

All 3 to 5 year olds were given a copy of Anthony Browne's book Gorilla which was the basis for the production

7.4 Music

The Virtual School continues to fund out of school music lessons for those who express an interest.

- 2 students had piano lessons
- 1 student had keyboard
- 1 student had voice lessons
- 1 student had guitar lessons

7.5 Sport

The Virtual School encourages all Looked After Children to participate in sports including after school clubs. Since April 2014 has actively promoted and funded swimming lessons. 2 students had one to one swimming lessons funded by the Virtual School.

7.6 Other

In June, 3 foster carers and their children attended a military parade and drumhead service and reception at The Royal Hospital Chelsea in the presence of Her Majesty the Queen.

8. PRIORITIES FOR 2014-15

In July 2014 the DFE published statutory guidance on the role of the Virtual School Head. The majority of the requirements in the guidance are already in place but inform and reinforce identified priorities to improve the opportunities for our looked after children to achieve their academic potential.

8.1 Continuing

- To raise educational aspirations to narrow the attainment gap for Looked After Children by ensuring that the impact of care upon education outcomes is more accurately understood and proactively addressed by foster carers, social workers, school governors, leaders and managers, teaching and support staff in all education and care settings.
- To continue to improve the quality of the education data set for Looked After Children to inform timely and targeted support and intervention to accelerate progress for individuals and groups.
- To challenge and support schools to ensure that each Looked After Child (4 to 16) has a robust Personal Education Plan that can be shared, monitored, and tracked for timeliness, quality, entitlement to funding from the pupil premium plus grant, and evaluated for impact.
- To extend partnerships with the Early Years and Central Social Work Team to ensure quality Personal Education Plans for children aged two and above, including registration at Children's Centres where available.
- To extend partnerships with 14 plus team, My Futures, Youth Offending Team and colleges to ensure that *all young people aged 14 to 18 have plans for education, employment and training (either a PEP or within their Pathway Plan) and that these are monitored and tracked for support and progress.
- To extend partnerships with Foster Care team, including supervising social workers and the Access to Resources Team to ensure children's learning and development is supported at home.
- To assist with the transfer to Education, Health and Care Plans for eligible.

8.2 New

- To ensure that the work of the Virtual School is accommodated within Framework-i/mosaic, and that staff are trained and competent in its use.
- To increase pupil participation at Personal Education Planning meetings.
- To establish the Merton Virtual School website as a one stop portal for professionals working with Merton's Looked After Children and Care Leavers.
- To expand the designated teacher network to include Merton Schools, local colleges, commissioned Alternative Providers and local Independent Schools who have on their roll, Looked After Children and children adopted from care.
- To work with the Virtual Behaviour Service to ensure all Merton Schools with Looked After Children and children adopted from care have knowledge of attachment theory of human development and social relationships and use this to inform their work with children.

E.6 Merton Local Authority RAISEonline Report 2014

The Merton RAISEonline report has just been published. It contains attainment and progress data for Merton pupils, compared to national averages. There is data for all pupils and a wide range of pupil groups. Do note that this version is the first summary (known as the un-validated version). The final summary will be published later in the year.

- The attached show a summary of some of the key data for Merton secondary and primary schools.
- Some measures have been tested for significance. Outcomes significantly higher than national levels are shaded **green**. Outcomes significantly below national averages are shaded **blue**. Where significance judgements are available, the above colours will be used.
- Although significance judgements are not given for value added progress, we are confident that these measures are very high for Merton. The RAISEonline report gives percentile rankings for these measures [1 is highest, 100 is lowest].
- The percentile ranking for the **best 8 subjects at KS4 (VA)** for secondary pupils is **10**. This means that Merton pupils made more progress than pupils in 90% of other LAs nationally.
- The percentile ranking for overall VA for primary pupils is **16**. This means that Merton pupils made more progress than pupils in 84% of other LAs nationally.

Explanations of the key datasets

Secondary:

- **KS4 VA** is the main value added progress measure from KS2 [Y6, age 11] to KS4 [Y11, age 16]. It is based on the amount of progress made from the average point score at the end of KS2 to the CAPS score at the end of KS4.
- **CAPS** is the capped average point score-the main attainment point score, for the best 8 GCSE or equivalent subjects including, GCSE English and maths.
- **% 5+ A*-C En/Ma** is the main threshold attainment measure of 5+ A*-C grades in English and maths.
- **The % progress in Eng** is the percentage of pupils making the expected 3 levels of progress in English, from KS2 to KS4. **The % for more than expected progress (MTE)** is the percentage of pupils making 4 levels of progress from KS2 to KS4.
- **The % progress in maths** is the percentage of pupils making the expected 3 levels of progress in maths, from KS2 to KS4. **The % for more than expected progress (MTE)** is the percentage of pupils making 4 levels of progress from KS2 to KS4.
- There are some new measurements which will be referred to, for example, the % of pupils achieving the EBACC qualification and also destinations on leaving school at year 11. Do note that this latter measurement is time lagged as it uses student data collected more than a year after students left school and **refers to 2011 leavers** who progressed to a sustained destination.

Primary:

- **KS2 VA** is the main value added progress measure from KS1 [Y2, age 7] to KS2 [Y6, age 11]. It is based on the amount of progress made from the APS at the end of KS1 to the APS at the end of KS2 in reading, writing and maths.
- **KS2 APS** is the average point score for attainment in reading, writing and maths. **The % L4+ in reading, writing and maths** is the main threshold attainment measure.
- **The % progress in reading** is the percentage of pupils making the expected 2 levels of progress in reading from KS1 to KS2.
- **The % progress in writing** is the percentage of pupils making the expected 2 levels of progress in writing from KS1 to KS2.
- **The % progress in maths** is the percentage of pupils making the expected 2 levels of progress in maths, from KS1 to KS2.
- **The % for more than expected progress (MTE)** is the percentage of pupils making 3 levels of progress from KS1 to KS2 in the above areas.

Pupil groups:

The summary shows outcomes for all pupils and for the most vulnerable groups:

- Pupil Premium(PP)-pupils entitled to free school meals and children looked after
- CLA-Children who are looked after
- SEN SA-pupils who are on the special educational needs register at School Action
- SEN SA+-pupils who are on the special educational needs register at School Action Plus
- SEN Statement-pupils who are on the special educational needs register with a Statement.

The summary outcomes for other substantial groups:

- Boys
- Girls
- FLO: pupils whose first language is not English
- Pupils with low prior attainment
- Pupils with middle prior attainment
- Pupils with high prior attainment.

The summary also shows data for the largest ethnic groups in Merton. The report concludes with a summary of Pupil Premium attainment and how far this compares to non-PP outcomes, and where appropriate, national data.

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Secondary					Primary				
	Merton 2012	Merton 2013	Merton 2014	National 2014		Merton 2012	Merton 2013	Merton 2014	National 2014
All pupils [1608]					All Pupils [1822]				
KS4 VA	1,010.4	1009.9	1019.7	1000	KS2 VA	100.6	100.8	100.6	100
KS4 CAPS	343.0	342.4	318.5	306.9	KS2 APS	28.6	29.1	29.1	28.7
%5A*-C En/Ma	59	62	64	55	% L4+ Re/Wr/Ma	79	77	75	79
% Progress in Eng	71	75	80	64	% Progress reading	93	93	94	91
% Progress in maths	78	78	76	65	% Progress writing		95	96	93
% MTE in Eng			41	32	% Progress maths	88	92	92	89
% MTE in maths			40	35	% MTE in reading			37	35
EBACC			31	24	% MTE in writing			40	33
Destination measures			90	89	% MTE in maths			40	35
Target groups					Target groups				
Pupil Premium(using disadvantaged measurement pupils in 2014-488 pupils)					Pupil premium (using disadvantaged measurement pupils in 2014- 492 pupils)				
KS4 VA	1,001.6	996.4	995.4	977.5	KS2 VA (496)	100.0	100.4	99.9	99.7
KS4 CAPS	319.5	315.6	273.6	257.7	KS2 APS	26.4	27.4	27.4	27.0
%5A*-C En/Ma	46	46	45	36	% L4+ Re/Wr/Ma	65	68	66	67
%Progress in Eng	65	65	72	58	% Progress reading	92	92	90	88
%Progress in maths	65	65	61	48	% progress writing		95	95	90
					% Progress maths	81	90	89	85
Children Looked After [10]					Children Looked After [<10]				
KS4 VA	894.1	929.2	977.8	944.4	KS2 VA	98.8	103.2	101.9	99.8
KS4 CAPS	222.3	246.6	195.5	176.9	KS2 APS	25.0	27.5	21.8	24.6
%5A*-C En/Ma	40	29	15	5	%L4+ Re/Wr/Ma	50	100	0	48
%Progress in Eng	38	33	38	39	% progress reading	80	100	100	81
%Progress in maths	40	45	58	29	% progress writing		100	100	82
					% progress in maths	80	100	100	76
SEN School Action[157]					SEN School Action [198]				
KS4 VA	1,003.0	1006.5	1016.5	984.5	KS2 VA	100.2	100.2	100.1	99.6
KS4 CAPS	313.5	318.1	280.6	249.5	KS2 APS	24.9	25.0	25.8	25.5
%5A*-C En/Ma	31	39	39	24	%L4+ Re/Wr/Ma	49	38	45	47
%Progress in Eng	59	72	74	56	% Progress reading	94	90	89	86
%Progress in maths	63	67	61	44	% Progress writing		89	93	88
					%Progress in maths	79	81	72	76
SEN School Action Plus [88]					SEN School Action Plus [99]				
KS4 VA	977.0	954.9	950.8	946.6	KS2 VA	99.3	99.7	99.0	99.1
KS4 CAPS	294.8	271.5	217.6	213.9	KS2 APS	23.0	23.1	23.0	24.2
%5A*-C En/Ma	31	24	22	20	%L4+ Re/Wr/Ma	34	25	18	36
%Progress in Eng	56	45	62	48	% Progress reading	83	78	89	86
%Progress in maths	54	40	35	34	% Progress writing		82	93	88
					%Progress in maths	61	79	86	81
SEN Statement [69]					SEN Statement (43)				
KS4 VA	925.6	950.2	910.1	968.5	KS2 VA	97.2	100.0	97.8	97.9
KS4 CAPS	166.6	189.0	112.2	106.8	KS2 APS	19.4	22.8	21.9	18.6
%5A*-C En/Ma	10	14	9	8	%L4+ Re/Wr/Ma	16	33	36	42
%Progress in Eng	22	31	29	27	% Progress reading	54	77	77	49
%Progress in maths	26	28	17	19	% Progress writing		81	81	51
					%Progress in maths	56	62	56	48

Secondary					Primary				
	Merton 2012	Merton 2013	Merton 2014	National 2014		Merton 2012	Merton 2013	Merton 2014	National 2014
Other Groups					Other Groups				
Boys [747]					Boys [909]				
KS4 VA	1,000.4	998.7	1012.1	988.9	KS2 VA	100.6	101.0	100.9	100.1
KS4 CAPS	330.5	326.5	309.4	293.2	KS2 APS	28.3	29.0	29.1	28.5
%5A*-C En/Ma	54	61	59	50	%L4+ Re/Wr/Ma	77	74	74	76
%Progress in Eng	66	72	80	64	% Progress reading	92	93	94	90
%Progress in maths	78	77	73	62	% Progress writing		95	95	91
					%Progress in maths	88	92	93	90
Girls [663]					Girls [913]				
KS4 VA	1,021.4	1022.4	1028.2	1011.3	KS2 VA	100.6	100.5	100.3	99.8
KS4 CAPS	356.7	357.4	328.8	321.2	KS2 APS	28.8	28.9	29.1	28.9
%5A*-C En/Ma	64	64	69	61	%L4+ Re/Wr/Ma	81	80	76	82
%Progress in Eng	75	77	83	76	% Progress reading	96	94	93	91
%Progress in maths	79	78	80	67	% Progress writing		96	97	94
					%Progress in maths	88	91	91	89
First Language Other than English [495]					First Language Other than English [808]				
KS4 VA	1,043.8	1041.1	1056.9	1034.9	KS2 VA	101.1	101.3	101.2	100.8
KS4 CAPS	358.6	355.5	334.6	309.9	KS2 APS	28.7	29.0	29.2	28.3
%5A*-C En/Ma	62	65	69	54	%L4+ Re/Wr/Ma	81	76	74	75
%Progress in Eng	80	82	87	76	% Progress reading	95	92	97	94
%Progress in maths	88	86	85	72	% Progress writing		94	93	91
					%Progress in maths	92	94	91	89
Low Prior Attainment [231]					Low Prior Attainment [317]				
KS4 VA	1,024.1	1007.0	1020.5	99.7	KS2 VA	100.4	101.0	100.7	100.2
KS4 CAPS	293.1	282.0	211.6	183.4	KS2 APS	23.3	23.8	24.3	23.1
%5A*-C En/Ma	18	15	14	5	%L4+ Re/Wr/Ma	35	31	32	30
%Progress in Eng	61	55	68	47	% Progress reading	89	88	88	79
%Progress in maths	53	50	46	26	% Progress writing		93	94	86
					%Progress in maths	74	83	79	76
Mid Prior Attainment [801]					Mid Prior Attainment [944]				
KS4 VA	1,006.1	1009.0	1022.0	999.9	KS2 VA	100.6	100.7	100.5	100.0
KS4 CAPS	341.7	343.5	319.9	302.4	KS2 APS	29.2	29.2	29.3	28.8
%5A*-C En/Ma	61	66	66		%L4+ Re/Wr/Ma	91	87	85	86
%Progress in Eng	69	76	83	69	% Progress reading	97	96	96	94
%Progress in maths	80	81	78	65	% Progress writing		96	96	95
					%Progress in maths	91	92	94	92
High Prior Attainment [378]					High Prior Attainment [385]				
KS4 VA	1,009.5	1014.2	1014.2	1000.3	KS2 VA	100.5	100.6	100.5	99.8
KS4 CAPS	402.5	401.5	394.1	384.6	KS2 APS	32.9	33.5	33.9	33.0
%5A*-C En/Ma	93	96	95	50	%L4+ Re/Wr/Ma	100	99	99	99
%Progress in Eng	84	91	88	85	% Progress reading	92	94	95	92
%Progress in maths	93	92	92	84	% Progress writing		97	99	95
					%Progress in maths	95	98	97	94

Secondary					Primary				
	Merton 2012	Merton 2013	Merton 2014	National 2014		Merton 2012	Merton 2013	Merton 2014	National 2014
Ethnic Groups					Ethnic Groups				
White British [584]					White British [624]				
KS4 VA	991.0	986.6	996.4	993.9	KS2 VA	100.3	100.4	100.2	99.8
KS4 CAPS	331.2	326.7	306.8	308.2	KS2 APS	28.7	29.2	29.2	28.8
%5A*-C En/Ma	55	59	62	56	%L4+ Re/Wr/Ma	78	80	76	79
%Progress in Eng	64	69	77	69	% Progress reading	92	95	95	91
%Progress in maths	72	71	71	64	% Progress writing		96	96	93
					%Progress in maths	86	91	89	89
White Other [171]					White Other [207]				
KS4 VA	1,030.2	1035.9	1057.8	1032.7	KS2 VA	101.5	101.5	100.9	101.0
KS4 CAPS	355.9	348.3	340.4	306.8	KS2 APS	28.4	29.0	28.4	28.0
%5A*-C En/Ma	61	68	71	52	%L4+ Re/Wr/Ma	80	76	70	71
%Progress in Eng	71	82	89	76	% Progress reading	98	94	95	91
%Progress in maths	85	87	86	71	% Progress writing		93	92	93
					% Progress in maths	94	94	93	92
Black African [168]					Black African [162]				
KS4 VA	1,027.0	1022.7	1041.3	1034.0	KS2 VA	100.4	100.5	100.1	100.7
KS4 CAPS	339.0	343.4	317.1	312.7	KS2 APS	27.2	27.9	27.9	28.4
%5A*-C En/Ma	55	60	58	56	%L4+ Re/Wr/Ma	74	74	69	78
%Progress in Eng	76	81	85	79	% Progress reading	94	93	89	92
%Progress in maths	81	77	76	73	% Progress writing		95	96	94
					% Progress in maths	86	88	89	91
Black Caribbean [111]					Black Caribbean [88]				
KS4 VA	1,014.6	1000.8	1004.9	1001.9	KS2 VA	99.6	99.8	99.4	99.8
KS4 CAPS	338.2	323.4	317.1	312.7	KS2 APS	27.2	27.1	27.2	27.5
%5A*-C En/Ma	48	47	54	46	%L4+ Re/Wr/Ma	70	64	73	73
%Progress in Eng	73	67	78	69	% Progress reading	93	89	88	89
%Progress in maths	67	68	70	60	% Progress writing		96	94	92
					%Progress in maths	77	83	92	87
Black Other [42]					Black Other [49]				
KS4 VA	1,018.8	1016.8	1009.9	1012.2	KS2 VA	99.9	100.4	99.9	100.2
KS4 CAPS	363.1	352.0	296.7	294.6	KS2 APS	27.9	28.1	27.9	27.7
%5A*-C En/Ma	69	62	50	48	%L4+ Re/Wr/Ma	85	82	67	74
% Progress in Eng	73	81	75	71	% Progress reading	92	92	82	89
% Progress in maths	84	71	68	62	% Progress writing		94	96	92
					% Progress in maths	88	92	91	88
Bangladeshi [26]					Bangladeshi [25]				
KS4 VA	1,024.2	1024.0	1041.2	1030.1	KS2 VA	100.6	100.8	101.0	101.7
KS4 CAPS	356.1	358.5	337.1	320.4	KS2 APS	28.6	29.0	29.7	28.7
%5A*-C En/Ma	79	59	77	60	%L4+ Re/Wr/Ma	80	75	88	80
% Progress in Eng	78	63	92	79	% Progress reading	89	97	93	90
%Progress in maths	82	81	88	73	% Progress writing		97	100	93
					% Progress in maths	89	100	94	89

Secondary					Primary				
	Merton 2012	Merton 2013	Merton 2014	National 2014		Merton 2012	Merton 2013	Merton 2014	National 2014
Ethnic Groups					Ethnic Groups				
Indian [42]					Indian [57]				
KS4 VA	1,042.9	1040.2	1039.4	1035.2	KS2 VA	100.8	101.2	101.7	100.8
KS4 CAPS	382.2	389.4	347.8	350.5	KS2 APS	30.3	30.2	29.1	28.0
%5A*-C En/Ma	74	88	79	72	%L4+ Re/Wr/Ma	93	85	79	86
%Progress in Eng	75	87	81	83	% Progress reading	94	89	96	93
%Progress in maths	94	91	88	83	% Progress writing		98	96	95
					%Progress in maths	97	96	94	94
Pakistani [96]					Pakistani [100]				
KS4 VA	1,047.4	1053.5	1066.1	1018.1	KS2 VA	101.0	101.2	101.2	100.2
KS4 CAPS	364.4	380.4	351.6	302.7	KS2 APS	28.1	28.1	29.1	28.0
%5A*-C En/Ma	69	72	70	51	%L4+ Re/Wr/Ma	77	65	73	75
%Progress in Eng	88	88	92	79	% Progress reading	94	91	93	90
%Progress in maths	89	93	88	73	% Progress writing		90	100	93
					%Progress in maths	89	94	94	89
Asian Other [118]					Asian Other [222]				
KS4 VA	1,041.9	1038.0	1043.0	1041.3	KS2 VA	101.2	101.9	101.8	101.1
KS4 CAPS	357.8	344.7	326.5	328.6	KS2 APS	29.4	31.0	31.0	29.7
%5A*-C En/Ma	64	62	72	62	%L4+ Re/Wr/Ma	86	87	86	83
%Progress in Eng	81	76	87	81	% Progress reading	94	93	96	93
%Progress in maths	87	87	87	81	% Progress writing		98	98	94
					% Progress in maths	94	97	97	94
Mixed White/Black Caribbean [40]					Mixed White/Black Caribbean [50]				
KS4 VA	1,002.7	1003.3	1016.9	984.3	KS2 VA	100.1	100.2	99.9	99.7
KS4 CAPS	349.1	338.3	312.0	290.5	KS2 APS	27.0	27.7	28.7	28.1
%5A*-C En/Ma	70	55	65	48	%L4+ Re/Wr/Ma	72	71	76	75
%Progress in Eng	71	74	78	67	% Progress reading	94	94	98	90
%Progress in maths	84	74	75	56	% Progress writing		96	96	93
					% Progress in maths	91	96	88	87
Mixed Other [53]					Mixed Other [68]				
KS4 VA	985.1	1029.6	999.8	1009.3	KS2 VA	100.7	101.1	100.2	100.4
KS4 CAPS	335.4	363.5	307.2	321.7	KS2 APS	29.5	28.7	28.2	29.1
%5A*-C En/Ma	67	70	58	60	%L4+ Re/Wr/Ma	88	76	71	81
%Progress in Eng	70	81	74	75	% Progress reading	100	93	94	92
%Progress in maths	73	83	69	69	% Progress writing		94	98	94
					%Progress in maths	88	92	90	91
Ethnic Other [28]					Ethnic Other [59]				
KS4 VA	1,030.9	1049.5	1044.0	1041.4	KS2 VA	101.8	101.6	101.1	101.0
KS4 CAPS	376.9	379.4	318.6	313.5	KS2 APS	30.5	28.9	28.2	28.2
%5A*-C En/Ma	69	74	61	56	%L4+ Re/Wr/Ma	94	84	75	73
%Progress in Eng	82	81	85	79	% Progress reading	100	93	90	91
%Progress in maths	94	98	80	74	% Progress writing		91	94	93
					%Progress in maths	98	89	96	92

Pupil Premium (PP) outcomes

When schools are inspected, one of the important data that is analysed is the attainment gap between Pupil Premium and other pupils. Here is a summary of the 2 year trends in primary (KS2) and secondary schools (KS4). The key issue for schools is to close the attainment gap between PP and non-PP pupils. Where available, Merton data will be compared to national data.

Primary

Reading, writing, maths APS gap	2013	2014	2014 national
PP/non-PP gap	-2.4	-2.3	-2.4

APS gap	2013	2014
Reading	-2.1	-2.1
Writing	-2.2	-1.6
Maths	-2.5	-2.4

Secondary

APS gap	2013	2014	2014 national (where available)
English	-5.8	-5.6	
Maths	-6.4	-8.0	
Capped APS	-34.5	-65.4	-67.1

E.7 School Ofsted Outcomes – December 2014

Outstanding	Good	Requiring improvement	Inadequate
Primary Bishop Gilpin Dundonald Holy Trinity Singlegate St Mary's West Wimbledon Wimbledon Chase Secondary Ursuline Special Perseid Cricket Green Academies Harris Merton	Primary Abbotsbury All Saints Aragon Beecholme Cranmer Garfield Haslemere Hatfeild Hillcross Hollymount Joseph Hood Links Merton Abbey Merton Park Morden Pelham Poplar Priory Sherwood St John Fisher St Mark's St Matthews St Teresa's St Thomas of Cant William Morris Wimbledon Park Secondary Ricards Lodge Rutlish Wimbledon College Special Melrose PRU Smart Centre Academies St Mark's CofE	Primary Liberty Bond Lonesome Gorringe Park Stanford Malmesbury SS Peter & Paul Sacred Heart Secondary Raynes Park	
Merton 21% (11 schools)	Merton 17% (32 schools)	Merton 17% (9 schools)	Merton 0% (0 schools)
National 21% London 29%	National 57% London 55%	National 18% London 14%	National 4% London 2%

Note: Benedict , Harris Primary Merton and and Harris Morden are categorised as not yet inspected. Hence percentage based on 52 schools.

E.8 Longitudinal Contextual Analysis

This appendix entitled 'Merton Attainment by Pupil Groups' commonly known as 'Merton Joggers' analyses the key stage attainment for pupils at the end of Key Stage 4 by their pupil groups. The GCSE pupils 2014 are matched to their Key Stage 3 from 2012 (teacher assessment), Key Stage 2 from 2009 and Key Stage 1 in 2005. It attempts to show the impact of pupil groups on attainment across the key stages.

- The disadvantaged gap is present from Key stage1 and is evident across all the key stages. The gap widens in Key Stage 3 and further in Key stage 4.
- The disadvantaged group contains children looked after and as a standalone group looked after children in comparison with their peers follow the same pattern.
- Asian or Asian British Pakistani pupils at Key Stage 1 attained below average levels and progress to average levels at Key Stage 2, this progression rate continues at Key Stage 3, a level above expected and they attain a strong 'C' grade per GCSE entry (or equivalent) at Key Stage 4. Although few in number, those children from a Gypsy/Roma heritage that have been in school consistently have achieved high outcomes at each key stage.
- Pupils with a first language of English attain above those pupils with a first language other than English at Key Stage 1, this gap reduces with even outcomes at Key Stage 2 and from Key Stage 3 the gap widens with first language other than English pupils attaining above their peers.
- Boys and girls attain similar levels/points across Key Stage 1 and 2, with girls taking a lead and attaining higher levels and grades at Key Stage 3 and Key Stage 4.
- The special educational needs gap is present from Key stage1 and is evident across all the key stages. Children with special educational needs attain below those with no special education needs and this gap widens as the children progress through the key stages.

