

# Merton Council Children and Young People Overview and Scrutiny Panel



Date: 8 February 2017

Time: 7.15 pm

Venue: Committee rooms C, D & E - Merton Civic Centre, London Road, Morden  
SM4 5DX

## AGENDA

Page Number

1	Apologies for absence	
2	Declarations of pecuniary interest	
3	Minutes of the previous meeting	1 - 6
4	Responsible Cabinet Member review Updates against portfolio priorities will be provided by: <ul style="list-style-type: none"><li>• Cabinet Member for Education (Councillor Cooper-Marbiah); and</li><li>• Cabinet Member for Children's Services (Councillor Neep).</li></ul>	
5	Update report: schools annual report The Panel will be addressed by Jane White, Headteacher at The Priory Church of England Primary School, regarding difficulties in recruitment and retention of teaching staff.	7 - 104
6	Performance monitoring	105 - 112
7	Task group draft report: Routes into Employment for Vulnerable Cohorts	113 - 134
8	Work Programme	135 - 146

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**This is a public meeting – members of the public are very welcome to attend.  
The meeting room will be open to members of the public from 7.00 p.m.**

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## Children and Young People Overview and Scrutiny Panel membership

### Councillors:

Dennis Pearce (Chair)  
Linda Taylor OBE (Vice-Chair)  
Mike Brunt  
Pauline Cowper  
Charlie Chirico  
Edward Foley  
Joan Henry  
James Holmes  
Jerome Neil  
Marsie Skeete

### Substitute Members:

Agatha Mary Akyigyina  
Sally Kenny  
Adam Bush  
Jill West  
Peter Southgate

### Co-opted Representatives

Mansoor Ahmad, Representing Primary Sector  
Helen Forbes, Parent Governor Representative - Secondary and Special Sector  
Colin Powell, Church of England diocese

### Note on declarations of interest

Members are advised to declare any Disclosable Pecuniary Interest in any matter to be considered at the meeting. If a pecuniary interest is declared they should withdraw from the meeting room during the whole of the consideration of that matter and must not participate in any vote on that matter. If members consider they should not participate because of a non-pecuniary interest which may give rise to a perception of bias, they should declare this, withdraw and not participate in consideration of the item. For further advice please speak with the Assistant Director of Corporate Governance.

### What is Overview and Scrutiny?

Overview and Scrutiny describes the way Merton's scrutiny councillors hold the Council's Executive (the Cabinet) to account to make sure that they take the right decisions for the Borough. Scrutiny panels also carry out reviews of Council services or issues to identify ways the Council can improve or develop new policy to meet the needs of local people. From May 2008, the Overview & Scrutiny Commission and Panels have been restructured and the Panels renamed to reflect the Local Area Agreement strategic themes.

Scrutiny's work falls into four broad areas:

- ⇒ **Call-in:** If three (non-executive) councillors feel that a decision made by the Cabinet is inappropriate they can 'call the decision in' after it has been made to prevent the decision taking immediate effect. They can then interview the Cabinet Member or Council Officers and make recommendations to the decision-maker suggesting improvements.
- ⇒ **Policy Reviews:** The panels carry out detailed, evidence-based assessments of Council services or issues that affect the lives of local people. At the end of the review the panels issue a report setting out their findings and recommendations for improvement and present it to Cabinet and other partner agencies. During the reviews, panels will gather information, evidence and opinions from Council officers, external bodies and organisations and members of the public to help them understand the key issues relating to the review topic.
- ⇒ **One-Off Reviews:** Panels often want to have a quick, one-off review of a topic and will ask Council officers to come and speak to them about a particular service or issue before making recommendations to the Cabinet.
- ⇒ **Scrutiny of Council Documents:** Panels also examine key Council documents, such as the budget, the Business Plan and the Best Value Performance Plan.

Scrutiny panels need the help of local people, partners and community groups to make sure that Merton delivers effective services. If you think there is something that scrutiny should look at, or have views on current reviews being carried out by scrutiny, let us know.

For more information, please contact the Scrutiny Team on 020 8545 4035 or by e-mail on [scrutiny@merton.gov.uk](mailto:scrutiny@merton.gov.uk). Alternatively, visit [www.merton.gov.uk/scrutiny](http://www.merton.gov.uk/scrutiny)

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# Agenda Item 3

All minutes are draft until agreed at the next meeting of the committee/panel. To find out the date of the next meeting please check the calendar of events at your local library or online at [www.merton.gov.uk/committee](http://www.merton.gov.uk/committee).

## CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

11 JANUARY 2017

(7.17 pm - 9.40 pm)

PRESENT: Councillors Dennis Pearce (in the Chair), Linda Taylor OBE, Mike Brunt, Pauline Cowper, Charlie Chirico, Edward Foley, Joan Henry, James Holmes, Jerome Neil and Sally Kenny

Co-opted Members Mansoor Ahmad, Helen Forbes and Colin Powell

ALSO PRESENT: Councillors Mark Allison (Deputy Leader and Cabinet Member for Finance), Caroline Cooper-Marbiah (Cabinet Member for Education), Paul Ballatt (Assistant Director Commissioning, Strategy and Performance, CSF), Julia Groom, Caroline Holland (Director of Corporate Services), Yvette Stanley (Director, Children, Schools & Families Department), Dr Dagmar Zeuner (Director, Public Health), Janet Lewis (Director – Children’s Services, CLCH), Shelly Heffernan (Clinical Business Unit Manager, CLCH) and Annette Wiles (Scrutiny Officer)

### 1 APOLOGIES FOR ABSENCE (Agenda Item 1)

Councillor Skeete gave her apologies with Councillor Kenny substituting on her behalf.

### 2 DECLARATIONS OF PECUNIARY INTEREST (Agenda Item 2)

There were no declarations of pecuniary interest.

### 3 MINUTES OF THE PREVIOUS MEETING (Agenda Item 3)

The minutes were accepted as a true and accurate record of the meeting with the addition of a note that six Unaccompanied Asylum Seeker Children had been placed with Merton.

### 4 BUDGET AND BUSINESS PLAN (Agenda Item 4)

Caroline Holland, Director of Corporate Services, introduced the budget and business plan item:

- At the time of the October 2016 report to Cabinet, there was no budget gap in years 2017/18 and 2018/19, and only a small gap in 2019/20;
- However, subsequent to this substantial growth has been built into the budget from 2017/18 to benefit Adult Social Care, waste and regeneration, *futureMerton* and Children, Schools and Families;

- This will be funded using the balancing the budget fund leaving a gap (£1.6m in 2017/18, rising to £14.3m in 2018/19, £15,107m in 2019/20 and £21,450m in 2020/2021); and
- Other budget complications were noted including whether the level of funding from the *Better Care Fund* (from the Merton Clinical Commissioning Group) will remain unchanged, the announcement in the Financial Settlement of a potential Adult Social Care precept of 3% for 2017/18 and 2018/19, and the redistribution of the new homes bonus (now being given over 5 and not 6 years) for which the effect is roughly even for Merton in 2017/18 only.

In response to member questions, officers clarified:

- The £9.3m growth for Adult Social Care has been proposed based on further research conducted by Cabinet Members looking at delivery, overspend, savings and the need to deliver safe services against a backdrop of more complex needs. Further meetings are happening to better understand the cost implications of the reduction in residential and shift to home care; and
- Agreed that if increases to Council Tax are insufficient to cover budget gaps, it will be difficult for Corporate Services, as the only department without a growth budget, to cover any budget gap;
- Pressures on the budget for the Children's Schools and Families Department (CSF) are being caused by a range of factors including; demographic increases, the more complex needs of Merton's children, the requirement to support children in care for longer (potentially up to the age of 25 for those with complex needs or in education) and the increase in Unaccompanied Asylum Seeking Children (and for families for which there is no recourse to public funds);
- Examples of how CSF is seeking to alleviate budget pressures were highlighted; a new contract has been put in place to reduced SEND transport costs and placements are being negotiated to provide best value and cost reduction where possible. The success achieved in reducing SEND transport costs was noted as demonstrating saving proposals can be achieved despite being difficult;
- The cost to the Council of the new Harris Wimbledon Academy is not yet finalised but officers expect it to be in the region of £7.5m net. This represents a considerable saving on the typical cost of £30-40m for a new secondary school with the Education Funding Agency providing the rest of the funds. Merton's contribution includes approximately £200K towards the refurbishment of the new Adult Social Care centre and contingency costs;
- Proposed savings resulting from staff reductions will need to be carefully managed in order not to destabilise services. These will be carefully reviewed and managed in order to achieve required changes whilst maintaining services;
- Changes to revaluations were explained as resulting from changes to definitions of capital expenditure;
- Proposed savings to be achieved from setting-up a multi-borough adoption service are a work in progress and will continue to be refined as the deadline gets closer; and
- Savings proposed now for 2019/20 will continue to be reviewed and assessed over the intervening period to ensure they are realistic. Where it is assessed that they cannot be achieved or only partially achieved, alternative savings will need to

be brought forward. Given the extent to which the department is delivering statutory services, all savings and any alternatives require great care.

Councillor James Holmes proposed a motion; “The role of the Children and Young People Overview and Scrutiny Panel is to challenge and champion the role of the Children, Schools and Families Department. We therefore recommend to Cabinet that the Adult Social Care precept be taken in subsequent years to reduce the pressure on the Children, Schools and Families Departmental budget”. The motion put to the vote and fell.

#### 5 SAVINGS PROPOSALS CONSULTATION PACK (Agenda Item 5)

This was covered by the Panel under Agenda Item 4 (Budget and Business Plan).

#### 6 UPDATE REPORT: HEALTH AND WELLBEING STRATEGIES FOR CHILDREN AND FAMILIES (Agenda Item 6)

Dagmar Zeuner, Director of Public Health, and Julia Groom, Consultant in Public Health introduced the item, highlighting successes and challenges in the delivery of the Health and Wellbeing Strategy theme 1: Best start in life:

- **Access to child mental health services:** the single point of access approach has seen an improvement; access to a tier three Child and Adolescent Mental Health Service assessment has shortened by three weeks since 2013/14. Referrals for Autism Spectrum Disorder diagnosis takes longer but an Autism strategy for all is being developed;
- **School readiness:** the gap in school readiness is reducing although data for 2015/16 is awaited. Work is on-going through Children’s Centres and other settings to support school readiness;
- **Immunisation:** this remains a challenging area. The Public Health team and Merton Clinical Commissioning Group are working with NHS England to improve the quality of data, parental awareness, visit the least well performing GPs in the borough and promote immunisation through all available channels (including *MyMerton* and health visitors). In 2017, the focus will include working with Children’s Centres to promote immunisation; and
- **Childhood obesity:** whilst the childhood obesity target has been achieved, there are still 4,500 overweight and obese children in the borough. The healthy weight action plan focuses on work with partners to achieve a wider preventative approach including developing a better food environment (ie: getting a catering commitment from local food suppliers, influencing school catering contracts, work on holiday hunger and promoting healthy school programmes) and supporting access to parks etc.

In response to member questions, officers clarified:

- There is a continual need to challenge and cleanse child immunisation data received from GPs. This is an on-going process. It was also noted that a new childhood information system is being developed;

- A full report on childhood immunisations will be given to the Commission at its meeting on 7 March 2017. This will cover progress against the recommendations of child immunisation task group;
- Promotion to parents to encourage healthy eating is being achieved using national and local resources (ie: *Change for Life* and the *Health Matters* website) being distributed through schools and Children's Centres. The team is continuing to work on how to target families with healthy eating and weight management messages;
- The team agreed to contact school governors and make them aware of the support available for parents to tackle and prevent childhood obesity;
- It was highlighted that parents cannot be blamed for increasing childhood obesity. Rather the focus is on giving practical help and suggestions such as encouraging schools to get children participating in the *Daily Mile* initiative; and
- It was noted that only 10% of all funding for mental health goes towards the children's service and that currently it takes 18 weeks to achieve an Autism Spectrum Disorder diagnosis.

Janet Lewis (Director – Children's Services) and Shelly Heffernan (Clinical Business Unit Manager), of the Central London Community Healthcare NHS Trust (CLCH) addressed the Panel (a slide presentation was laid round and is provided for the minutes). CLCH has been the provider of Merton's children's public health service since April 2016 and has challenging targets that have been jointly set by the Council and the local Clinical Commissioning Group (CCG). These include that every baby born in the borough receives a visit from a health visitor in its first 14 days and has a one year review with the aim to provide the same at two years.

In response to member questions, CLCH's representatives clarified:

- It is in a strong position. It is getting support from the Children's Trust Board, it has been provided with a clear strategic direction and it was engaged through a joint commissioning process with the Council and the CCG working together. This was based on a robust procurement process, following a review of services and identification of gaps;
- It is fortunate to be working through Children's Centres which allows for better integration into the local community; CLCH now has 70 staff based in Children's Centres in Merton; and
- There is more work to be done to integrate GPs and hospital trusts into its joint working. Working with three local hospitals does make this more complex.

**RESOLVED:** The Panel resolved to receive a further, more detailed update on the childhood obesity strategy the timing for which is to be agreed.

## 7 RESPONSIBLE CABINET MEMBER REVIEW (Agenda Item 7)

The Cabinet Member for Education, (Councillor Caroline Cooper-Marbiah), highlighted the following:

- Harris Wimbledon: the location of the Merton's new secondary school was made public in November 2016. The Cabinet Member gave her thanks to officers for this achievement; and
- Ofsted inspections: Wimbledon Park and Priory Primary Schools have respectively been judged as outstanding and good. Liberty Primary School has been working with officers following its Requires Improvement judgement. A recent Ofsted monitoring visit has shown it is taking effective action.

In response to member questions, the Cabinet Member described how she holds regular meetings with officers to question, check and query the support and challenge they provide to schools and to keep informed of major issues eg to ensure Harris Wimbledon is delivered successfully.

#### 8 TASK GROUP DRAFT REPORT: ROUTES INTO EMPLOYMENT FOR VULNERABLE COHORTS (Agenda Item 8)

Members were informed that the task group's report is approaching finalisation. A further meeting with relevant Directors is planned with the intention of bringing the draft report to the Panel's next meeting.

#### 9 RAPPORTEUR SCRUTINY REVIEW OF USER VOICE: SCOPE AND TERMS OF REFERENCE (Agenda Item 9)

Councillor Neil introduced this item noting the focus on the voice of looked after children and young people. Additionally, he highlighted he would like to take a qualitative approach by hearing directly what children and young people have to say about their experience.

**RESOLVED:** To accept the terms of reference and scope of the review as well as appointing Councillor Neil to conduct the review.

#### 10 PERFORMANCE MONITORING (Agenda Item 10)

It was noted that due to the timing of the meeting, data doesn't fully represent performance in December. The percentage of Education, Health and Care Plans issued within the statutory 20 week timescale continues to be monitored by the Panel as this is currently falling behind target. It has been highlighted that this is a national issue and that Merton's performance is on par with other London councils. As part of the budget process, members have been informed that Merton will receive a specific £150K funding allocation from government which will enable the department to retain additional staff who are undertaking EHC planning.

#### 11 DEPARTMENT UPDATE REPORT (Agenda Item 11)

In response to member questions, officers clarified:

- The proposed youth foundation will be used to obtain funding that isn't available to the Council. It was highlighted that this model is used elsewhere and that alternative funding can be accessed eg from charitable trusts.

- Discussions are on-going with Merton Abbey Primary School in respect of the proposed transfer of some of its playing field to the new Harris secondary school. It has been agreed that Harris Wimbledon will need much less of Merton Abbey's playground space than originally proposed and that Merton Abbey's remaining playground area will be enhanced as part of the funding of the new secondary school;
- It was noted that Benedict Primary has been judged as requiring improvement by Ofsted and is a free standing academy. Officers highlighted their good relationship with the school and that improvement is being made; and
- The additional SEND funding being made available by central Government is being used to support the move to Education, Health and Care Plans.

## 12 WORK PROGRAMME (Agenda Item 12)

It was noted that a request has been made to the Housing team to support the Panel's scrutiny of corporate parenting at the March 2017 meeting. This will provide Panel members with the opportunity to look at housing solutions for care leavers as well as housing pressures that affect families and children.

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

**Date: 7 February 2017**

Agenda item:

Wards: All Wards

### **Subject: Annual Schools Standards Report 2015/16**

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

Lead member: Councillor Caroline Cooper-Marbiah

Forward Plan reference number: N/A

Contact officer: Elizabeth Fitzpatrick (Head of Merton School Improvement)

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#### **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.

Purpose of report and executive summary

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- 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 on the outcomes 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**

- 11.1. Appendix 1: School Standards Report 2015 - 2016

**12 BACKGROUND PAPERS**

N/A

# CELEBRATING SUCCESS

*ACHIEVEMENT IN  
MERTON SCHOOLS  
2015 -2016*

# CONTENTS

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1.	Executive Summary	2
	Summary of Performance Information for all Key Stages	4
	Summary of Priorities for 2016 - 2017	5
2.	Context for schools 2015 - 2016	7
	Local Authority Statutory Functions	7
	The national context for schools 2015 - 2016	8
	The principles of School Improvement in Merton	12
	School Improvement in Merton in practice	12
3.	Ofsted Outcomes and School Improvement	16
	2015 - 2016 School Improvement priorities, impact, and key actions taken	17
	School Improvement Priorities for 2016 – 2017	18
4.	Achievement of Merton Pupils	21
	<i>Early Years:</i>	
	Early Years Foundation Stage Profile (EYFSP)	22
	2015 - 2016 Early Years priorities, impact, and key actions taken	25
	Early Years Priorities for 2016 – 2017	27
	<i>Primary Phase:</i>	
	Year 1 and Year 2 Phonics Screening Check: performance information and analysis	28
	Key Stage 1: performance information and analysis	33
	Key Stage 2: performance information and analysis	38
	2015 - 2016 Primary phase priorities, impact and key actions taken	45
	Primary Phase Priorities for 2016 – 2017	47
	<i>Secondary Phase:</i>	
	Key Stage 4: performance information and analysis	49
	Key Stage 5: performance information and analysis	53
	2015 - 2016 Secondary phase priorities, impact and key actions taken	58
	Secondary Phase Priorities for 2016 – 2017	58
5.	Inclusion	61
	<i>Attendance</i>	
	Attendance data and analysis	61
	2015 - 2016 Attendance priorities, impact and key actions taken	64
	Attendance Priorities for 2016 – 2017	65
	<i>Exclusions</i>	
	Exclusions data and analysis	66
	2015 - 2016 exclusion and behaviour priorities, impact and key actions taken	69
	Exclusion and Behaviour Priorities for 2016 – 2017	69
6.	Appendices	71
	Appendix A: Ofsted outcomes by school as of December 2016	71
	Appendix B: Performance Tables: KS2	72
	Appendix C: Performance Tables: KS4	76
	Appendix D: Performance Tables: KS5	77
	Appendix E: Contextual Groups Tables	78
	Appendix F: Achievement of Pupils in the Virtual School	84
	Appendix G: Glossary of Acronyms	95

# 1. Executive Summary

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- 1.1 This report provides information about the education standards, and achievement of children and young people in Merton over the academic year 2015 - 2016. It clarifies the national and local context for schools in Merton and identifies how the Local Authority (LA) has worked with schools to secure and maintain improvement.
- 1.2 The proportion of schools judged to be good or better stood at 91% as of August 31<sup>st</sup> 2016 (the last point for which nationally comparable data is available). This is an improvement on the same point in time the previous year, when 85% of Merton schools were judged to be good or outstanding. 91% is above the national average and just below the London average. All secondary schools are now judged good or outstanding – an improvement on the same point last year.
- 1.3 Of the four remaining schools judged to require improvement, all are in the primary phase. One, received a monitoring visit from Her Majesty’s Inspectors (HMI) and was judged to be making progress in relation to the areas identified by the inspection.
- 1.4 Comparisons in relation to 2015 outcomes are possible in the Early Years Foundation Stage (EYFS) and in the Year 1 Phonics Screening Check. Outcomes improved in comparison with the LA’s previous performance at these statutory points of assessment. At other points of statutory assessment there were changes in assessment processes at a national level, meaning that comparisons with performance in previous years are not possible, though outcomes continue to be strong for Merton children and young people in comparison with national averages.
- In the EYFS, the proportion of pupils achieving the Good Level of Development (GLD) has risen by 3.5 percentage points to 71.2%, maintaining outcomes in Merton above the national average for the second year in a row, and in line with the London average. For the first time in Merton, the Average Point Score is above the national comparator, and in line with London.
  - In Year 1, the proportion of pupils achieving the expected standard in the Phonics Screening Check has risen by three percentage points to 80%, which is just below the national and Outer London averages.
  - At the end of Key Stage 1 (KS1), in Year 2, the proportion of pupils achieving the new expected standard in the core subjects is 74% in reading, 64% in writing and 73% in mathematics. Merton outcomes are in line with the national averages in reading and mathematics and just below in writing.
  - At the end of Key Stage 2 (KS2), in Year 6, the proportion of pupils achieving the new expected standard in the core subjects is 57% and four percentage points above the national average. No schools were below the Department for Education (DfE) Floor Standard. One primary school has hit the threshold for the new DfE Coasting Schools Standard.
  - At the end of Key Stage 4 (KS4), in year 11, the Attainment 8 score is 52.4 (in comparison with the national average of 48.5); and the new Progress 8 score is 0.27 (in comparison with the national average of -0.03). Comparisons can be made with 2015 performance with regard to the proportion of students achieving at least A\* - C grades in English and mathematics: this rose by eight percentage points to 70%. This remains well above the national average of 59%. Comparisons are also possible with regard to the proportion of students achieving the English Baccalaureate (EBacc): this remained steady at 30%. No Merton school was below the DfE Floor or new Coasting Schools’ Standards.

- Post 16, performance is broadly in line with national averages with the regard to the majority of indicators. The Average Point Score (APS) per entry for all level 3 students is just above the national average, and just below the London averages.

1.5 Attendance levels in primary and secondary schools have continued to be above national and London averages. In particular, special school attendance continues to be significantly above national and London averages. The new Persistent Absence (PA) threshold is now 10% (a much more challenging target for schools): however, Merton figures are better than National and London.

1.6 The number of permanent exclusions fell in 2015/16. There is a continued trend that no primary aged pupil has been permanently excluded. The number of fixed term exclusions in secondary schools has decreased in the last year, although this is still above the London averages. The number of fixed term exclusions in primary schools has increased in the last year.

# Summary of Performance Information for all Key Stages

	Compared to 2015	3 year trend	Compared to National 2016	2016 Outer London neighbours (quartile)	2016 Statistical neighbours (quartile)	2015 National Standing	2016 National Standing
<b>EYFS</b>							
Good level of development	3 ↑	11 ↑	2 ↑			54 <sup>th</sup>	43 <sup>rd</sup>

<b>KS1*</b>							
Year 1 phonics	3 ↑	4 ↑	1 ↓			57 <sup>th</sup>	83 <sup>rd</sup>
Expected Standard Reading	*	*	0 →			*	77 <sup>th</sup>
Expected Standard Writing	*	*	1 ↓			*	93 <sup>rd</sup>
Expected Standard Mathematics	*	*	0 →			*	72 <sup>nd</sup>
Higher Standard Reading	*	*	3 ↑			*	35 <sup>th</sup>
Higher Standard Writing	*	*	3 ↑			*	29 <sup>th</sup>
Higher Standard Mathematics	*	*	2 ↑			*	40 <sup>th</sup>

<b>KS2*</b>							
Expected Standard Reading	*	*	4 ↑			54 <sup>th</sup>	33 <sup>rd</sup>
Expected Standard Writing (TA)	*	*	1 ↓			30 <sup>th</sup>	100 <sup>th</sup>
Expected Standard Mathematics	*	*	6 ↑			52 <sup>nd</sup>	22 <sup>nd</sup>
Expected Standard Reading/Writing/Maths	*	*	4 ↑			59 <sup>th</sup>	39 <sup>th</sup>
Higher Standard Reading	*	*	3 ↑			39 <sup>th</sup>	27 <sup>th</sup>
Higher Standard Writing (TA)	*	*	1 ↑			36 <sup>th</sup>	59 <sup>th</sup>
Higher Standard Mathematics	*	*	8 ↑			36 <sup>th</sup>	9 <sup>th</sup>
Higher Standard Reading/Writing/Maths	*	*	2 ↑			34 <sup>th</sup>	26 <sup>th</sup>
Progress Score Reading	*	*	1.6 ↑			8 <sup>th</sup>	10 <sup>th</sup>
Progress Score Writing	*	*	0.4 ↑			4 <sup>th</sup>	64 <sup>th</sup>
Progress Score Mathematics	*	*	1.8 ↑			51 <sup>st</sup>	11 <sup>th</sup>

<b>KS4*</b>							
Attainment 8 Score	*	*	4 ↑			*	22 <sup>nd</sup>
Progress 8 Score	*	*	0.30 ↑			*	10 <sup>th</sup>
A*-C in English and maths	*	*	11 ↑			47 <sup>th</sup>	21 <sup>st</sup>
English Baccalaureate	0 →	1 ↓	7 ↑			28 <sup>th</sup>	30 <sup>th</sup>

<b>KS5*</b>							
Average points per entry	*	*	0 →			*	37 <sup>th</sup>

\* These figures are not available.

Note that changes in the calculation of performance measures for Key Stage 1, 2, 4 and 5 mean that results can not be directly compared with results before 2016

**Quartile Ranking**

Green	First quartile
Yellow	Second quartile
Orange	Third quartile
Red	Fourth quartile

This data identifies how performance at most key stages and in most indicators is above national. However, the ranking in relation to the Borough's statistical neighbours and to other Outer London boroughs identifies where further improvements could be secured.

## Summary of Priorities for 2016/17

### School Improvement

- a) To work with schools and leaders to develop the local collaborative school improvement model in the context of national changes in policy and funding, to secure the continued strong improvement of Merton schools.
- b) To further increase the proportion of schools judged to be good or better in the primary phase, and to ensure that no schools receives a weaker Ofsted inspection judgement, by embedding the impact of the new School Improvement Strategy and of Support and Challenge groups, and providing targeted support from a range of LA services, and brokering support from local outstanding providers.
- c) To further increase the proportion of schools judged as outstanding by Ofsted including by providing opportunities for peer review and improvement support.
- d) To increase the capacity of Merton schools to support each other to improve through the extension of the MLE and PET programmes, and by developing stronger cluster working.
- e) To ensure that leaders at all levels continue to develop their skills, providing a high quality workforce for the LA's schools, impacting on teaching and learning, and on pupil outcomes.
- f) To ensure that governance in all schools continues to be judged to be at least good in line with the increased expectations of the Ofsted framework.

### Early Years

- a) To ensure that all schools secure good progress for children across the EYFS, using accurate baseline information on entry to the school.
- b) To continue to maintain good outcomes with regard to the proportions of all children achieving the GLD and achieving exceeding judgements.
- c) To improve outcomes for children on SEN support so that they are at least in line with the same group nationally; and to further narrow the achievement gap for pupils in receipt of Free School Meals so that is at least as close as that in London.
- d) To support schools to implement the new 30 hour offer in Nursery classes, in the context of new national funding arrangements.

### Primary Phase

- a) To improve outcomes for pupils in receipt of SEN support at all statutory points of assessment, but particularly at KS1, by supporting schools to track the progress of these pupils; intervening where they are falling behind; and scrutinising the expectations for their achievement; also by ensuring schools have identified pupils who should be within this category using the SEN code of practice.
- b) To embed improved outcomes in the Phonics Screening Check in Years 1 and 2, so that the gaps with the Outer London averages close, and by continuing to support schools to focus on rigorous tracking and intervention across the EYFS and KS1, particularly for 'White Other' pupils.
- c) To improve outcomes at the end of KS1 so that they are more in line with the higher Outer London averages, particularly in writing; for boys; for disadvantaged pupils in reading and mathematics; and for Mixed Other pupils.
- d) To improve performance in the combined attainment indicator at KS2, by maintaining strong outcomes in reading and mathematics and improving performance in writing, particularly for the expected standard; and particularly for disadvantaged pupils and black pupil groups.
- e) To embed teachers' understanding of progress across each year group, ensuring accelerated progress from their starting points for those pupils working below the expected standard so that they are enabled to catch up.
- f) To ensure no school falls below the Floor or Coasting Standards.
- g) To embed teachers' understanding of what exemplifies performance when pupils are working at

- greater depth so that those judged to be at the higher standards increases.
- h) To embed standardisation and moderation processes using new materials developed by Merton schools.

## Secondary Phase

- a) To ensure all secondary schools remain good or outstanding.
- b) To embed changes to the curriculum and assessment at KS4 and sixth form.
- c) To maintain strong outcomes at KS4 by supporting schools to focus on students' good progress from their individual starting points at the end of KS2.
- d) To further narrow the gaps for disadvantaged and Black Caribbean students in all indicators.
- e) To improve outcomes for all A level students, and more able students in particular so that the performance of A Level students improves in the relevant performance so that performance is more in line with Outer London averages.
- f) To further reduce our Not Known performance through improved tracking; and to improve our NEET figures through increasing apprenticeship take up and referrals to external providers.
- g) To review and refocus resources on 16/17 year old NEET and not known to ensure they meet the participation requirement.
- h) To establish the Melbury Sixth form.

## Inclusion

- a) To support and challenge pupils and their parents who have poor attendance to maintain good attendance in line with national and outer London averages.
- b) To bring secondary PA in line with Outer London.
- c) To implement the new CME statutory guidance.
- d) To ensure that attendance data is included in all MASH responses from the Education Navigator.
- e) To support schools with their most vulnerable pupils to further reduce fixed term and permanent exclusions
- f) To maintain the dialogue between primary and secondary schools to plan effectively cross phase.
- g) To consult with primary schools on what provision is required from Melbury College.
- h) To work with the Clinical Commissioning Group (CCG) and Child and Adolescent Mental Health Services (CAMHS) providers to look at the effectiveness of support for pupils with Attention Deficit Hyperactivity Disorder (ADHD).
- i) To support schools to implement their mental health support plans.

## 2. Context for schools 2015 - 2016

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- 2.1 Merton Local Authority continues to secure the improvement of its schools within the national context for both schools and local authorities.

### Local Authority Statutory Functions

- 2.2 Local authorities have key statutory functions in relation to the education of its children and young people, and hence to securing the improvement of its schools. These are outlined by the Department for Education as being as follows:
- to ensure that efficient primary, secondary and further education is available to meet the needs of the population;
  - to ensure that education functions are exercised with a view to promoting high standards; and
  - to secure that sufficient schools for providing primary and secondary education are available for their area.
- 2.3 In addition, when delivering their school improvement function, local authorities must have regard to the Schools Causing Concern statutory guidance. This was updated and reissued in March 2016, and continues to provide clarity about the role of local authorities in delivering school improvement for maintained schools and for academies.
- 2.4 In order to promote high standards, the DfE has identified that local authorities have considerable freedom as to how they deliver their statutory responsibilities. Most importantly they should:
- understand the performance of maintained schools in their area, using data to identify those schools that require improvement and intervention;
  - encourage good and outstanding maintained schools to take responsibility for their own improvement and to support other schools; and
  - enable other schools to access such support .
- 2.5 In particular, the new guidance identifies the role of Regional School Commissioners (RSC) in schools causing concern, exercising powers on behalf of the Secretary of State for Education. The guidance clarifies that the RSCs should work 'closely and co-operatively' with local authorities to drive improvement in maintained schools causing concern.
- 2.6 Reciprocally, local authorities must facilitate the RSC when intervening in schools causing concern. This intervention includes:
- the issuing of an academy order for schools judged to be inadequate by Ofsted;
  - identifying action required in schools deemed to be 'coasting'.
- 2.7 With regard to academies, local authorities should raise any concerns they have about an academy's standards, leadership or governance directly with the relevant RSC.
- 2.8 The guidance notes the importance of early intervention, and of swift and robust action, to tackle underperformance in maintained schools. The guidance is also clear about the Government's expectation that academy status, with the support of a strong sponsor, is the best way of securing lasting improvement in these circumstances.

# The national context for schools 2015 – 2016

## Education Legislation

2.9 During 2015/16, there was the following legislative action which affected all schools:

- The **Education and Adoption Act** received royal assent in March 2016. It aims:
  - to make provision about schools in England that are causing concern, including provision about their conversion into Academies and about intervention powers; and
  - to make provision about joint arrangements for carrying out local authority adoption functions in England.

The act made law the aspects of the Schools Causing Concern Guidance outlined above. Further information about the impact of the Act on schools is identified below under the section entitled 'Schools deemed to be coasting'.

- The White Paper '**Educational Excellence Everywhere**' was published in March 2016. The paper outlined the government's plans for education up until 2020, including:
  - the expectation that all schools should become part of Multi-Academy Trusts (MATs) by 2020, or have firm plans to do so;
  - changing the role of local authorities.

The LA began to work closely with schools to prepare for the Education for All Bill, which would have enacted these plans. The new School Improvement Strategy (outlined below) was part of this. However, in October 2016 the government indicated that it no longer intends to introduce the Education for All Bill. The government's intention is still for all schools to become part of MATs, but there is no agenda of forced academisation. The LA will continue to work with schools to ensure that they are 'future proofed' to meet the expected changes regarding education nationally.

## Ofsted

2.10 In September 2015 major changes came into effect with regard to the Ofsted inspection framework. A new Common Inspection Framework (CIF) came into effect bringing into alignment the inspection of Early Years providers, maintained schools and academies, non-association independent schools and further education and skills providers.

2.11 The new CIF was accompanied by a new Inspection Handbook for schools, which identified the criteria against which schools would be judged with regard to:

- the effectiveness of leadership and management;
- the quality of teaching, learning and assessment;
- personal development, behaviour and welfare; and
- the outcomes for children and learners.

Schools were also judged as to whether their safeguarding arrangements were effective or not. The judgement options arising from inspections remained the same (outstanding/good/requires improvement/inadequate - serious weaknesses or requiring special measures).

2.12 In addition to changes to the framework, changes were made to the inspection cycle.

- Schools with an existing judgement of outstanding remained exempt from routine inspection.
- Schools with an existing judgement of good came into a new cycle of inspections which would take place every three to five years. Inspections for good schools would be new 'short' inspections (single day inspections) under Section 8 of inspection regulations. During the inspection, should the evidence indicate that a school's performance might be either better or worse than good, then the short inspection converts into a longer (two day) inspection under Section 5 of inspection

regulations. At the end of this, schools will either be judged to remain good, or that they are outstanding or require improvement.

- Schools with an existing judgement of requiring improvement would be inspected with a two day inspection every two years.
- Schools with a judgement of inadequate were expected to convert to academy status with a sponsor. This was confirmed in the new Schools Causing Concern Guidance (March 2016).

## Assessment and curriculum

- 2.13 2015/16 was an important year for changes in assessment in schools nationally.
- 2.14 There was a new, non-statutory Baseline Assessment of children entering Reception class in 2015/16, which all bar three Merton schools chose to take part in. This was a pilot in preparation for the expected statutory implementation of the assessment in 2016/17. However, the government has since decided that the assessment will not become statutory, and that it will be the decision of each school individually as to whether they will continue with the assessment. This will leave the Early Years Foundation Stage Profile (EYFSP) as the only statutory point of assessment in this phase until at least 2018.
- 2.15 Following changes to the National Curriculum in previous years, new assessment arrangements started for assessments at the end of KS1 and KS2. The new assessments reflected the raised expectations of the new National Curriculum across all year groups in the primary phase. As a result, the proportions of pupils nationally meeting the new 'Expected Standards' in reading, writing, mathematics and science (at both KS1 and KS2) and in Grammar, Punctuation and Spelling (GPS) (at KS2 only) were smaller than those achieving the expected levels, against which pupils were assessed before this year. These smaller proportions were seen in Merton as well.
- 2.16 Accountability measures (which appear in the Department for Education's (DfE) performance tables) changed in both the primary and secondary phases.
- 2.17 In the primary phase, the accountability measures reflect the changes in assessment. Schools' are held accountable for their performance using the following indicators:
- the proportions of pupils achieving the new expected standard in reading, writing and mathematics combined;
  - the proportions of pupils achieving the new higher standard in reading, writing and mathematics combined (indicating the performance of higher attaining pupils);
  - the average attainment score in each of reading and mathematics;
  - the average progress score for all pupils in Year 6 in each of reading, writing and mathematics (with the national average always being zero).
- 2.18 In the secondary phase, there are two new headline measures at the end of KS4. Because they are new, it is not possible to compare with previous performance. A score is calculated for each student for Attainment 8 and Progress 8. A school's score in each of these measures is calculated by averaging out the scores of all its students eligible for assessment.
- An attainment 8 score measures the achievement of a student across eight qualifications including mathematics (double weighted) and English (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) measure and three further qualifications that can be GCSE

qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

- A Progress 8 score will be calculated for each pupil by comparing their achievement –their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or ‘prior attainment’), calculated using assessment results from the end of primary school.

2.19 At the end of KS4, a school’s performance is also assessed in relation to the following indicators where comparisons with previous performance is possible :

- The proportion of students achieving the threshold in English and mathematics (grade C);
- The proportion of students achieving the English Baccalaureate;
- The proportion of students staying in education or employment after KS4.

2.20 There are also new headline accountability measures at the end of KS5. The five headline measures are:

- Progress: The progress of students is the main focus of the new accountability system.
- Attainment: The attainment measure shows the average point score per entry.
- English and maths progress (for those students who have not achieved a good pass at GCSE at the end of key stage 4): This measure shows the average change in grade separately for English and Maths, for those students who did not achieve a good pass at GCSE.
- Retention: This measure shows the proportion of students who are retained to the end of their main programme of study.
- Destinations: This measure shows the destination information for students after they have finished their programmes of study.

2.21 In addition to the headline measures, there are the following:

- Best 3 A levels: This measure is calculated for A level students only and shows the average points per entry of a student’s best 3 A levels.
- AAB in at least two facilitating subjects: This measure applies to A level students only. A student must have achieved three A levels, of which at least two are in facilitating subjects (identified by the DfE), at grades AAB.
- Tech Bacc: The Technical Baccalaureate (Tech Bacc) measure allows young people aspiring to a technical career a high-quality alternative to the A level route. This measure is a count of all students in a provider who have achieved the Tech Bacc.

2.22 In September 2015, at KS4, students started studying the new GCSEs, which will be graded 1 – 9 in English language and literature and in mathematics. These new GCSEs will be assessed for the first time in Summer 2017. Curricula addressing new GCSE assessments started in September 2016.

2.23 Also in September 2015, at KS5 (Year 13), students started studying new AS and A levels in some subjects. Curricula addressing new AS and A levels in more subjects started in September 2016.

2.24 Schools in Merton embedded their understanding of the new National Curriculum, and started implementation in Years 2 and 6, in line with national expectations.

## **Schools deemed to be ‘coasting’**

2.25 The government confirmed the action that would be taken with schools deemed to have reached the new coasting thresholds.

- 2.26 In 2016, a secondary school will be coasting if in 2014 and 2015, fewer than 60% of pupils achieved 5 A\*-C at GCSE (including English and mathematics), and the school has less than the national median percentage of pupils who achieved expected progress in English and in mathematics; and, in 2016, the school has a Progress 8 score below -0.25 and the upper band of the 95% confidence interval is below zero.
- 2.27 For Primary Schools in 2016, a coasting school will be one that had less than 85 per cent of children achieving Level 4 or above, and had below average proportions of pupils making expected progress in reading AND writing AND maths between Key Stage 1 and Key Stage 2 in 2014 and 2015; and, in 2016 fewer than 85% of pupils meet the expected standard in reading, writing and mathematics, and the school achieves a progress score below -2.5 in English reading or below -3.5 in English writing or below -2.5 in mathematics.
- 2.28 No secondary school in Merton is deemed coasting. Only one primary school is deemed coasting: three additional primary schools were at risk of being deemed coasting on the basis of their results in 2014 and 2015, but following improvements in 2016 this did not happen.
- 2.29 When a school is deemed to be coasting there are a range of actions that RSCs may take, following an consideration of the school's performance 'in the round'. These actions solutions include:
- no action because:
    - the school is supporting pupils well;
    - there has been a recent change of leadership;
    - the school wants to join a MAT;
    - there is a sufficient plan for improvement and capacity to improve;
  - additional support and challenge is required for the school to improve:
    - from the LA;
    - from high performing schools and National Leaders in Education;
  - requiring the Governing Body to enter into arrangements:
    - by strengthening governance through the recruitment of additional governors
    - by replacing the Governing Body with an Interim Executive Board (IEB);
  - requiring the school to accept an academy sponsor.

## New Floor Standard Thresholds

- 2.30 The Department of Education has had thresholds for some while, which, if a school falls below them with regard to performance at the end of KS2 and KS4 , means that they are deemed 'below the Floor Standard'. In line with the changes in statutory assessment nationally at the end of KS2, and the changes in the accountability measures at KS4, the Floor Standard threshold changed as well.
- 2.31 In 2016, a primary school was below the Floor Standard if:
- fewer than 65% of pupils met the expected standard in English reading, English writing and mathematics combined; or
  - the school achieved sufficient progress scores in all three subjects (at least -5 in English reading, -5 in mathematics and -7 in English writing)
- No school in Merton fell below the Floor Standard in 2015/16 at KS2.
- 2.32 In 2016, a secondary school was below the Floor Standard if its Progress 8 score was below -0.5. No school in Merton fell below the Floor Standard in 2015/16 at KS4.

## The principles of School Improvement in Merton

- 2.33 In this national context, Merton continues to carry out its school improvement functions using the following principles:
- All children and young people in Merton deserve to receive education that is at least good, and which they enjoy. The aspiration is for as many as possible to be in provision that is judged to be outstanding.
  - Much of the expertise which ensures schools are good or better is located in schools already. This expertise needs to be maximised and shared, building strong working relationships with education leaders in the area. This is particularly important as the government's vision of a schools' led system becomes embedded and the model of school improvement needs to change as national funding arrangements change.
  - Partnership working should explicitly ensure that all education professionals working in Merton, both in schools and the LA, work together for the benefit of all children and young people.
  - Support and challenge for all Merton schools is provided on the basis of the rich information gathered from schools themselves, and using the resources available to the Local Authority, including the work of Merton Education Partners and Advisors, and of other LA officers, with Merton Schools.
  - Support and challenge is provided to schools in inverse proportion to success. Where concerns are identified, both the support and challenge increase responsively.

## School Improvement in Merton in practice

### Partnership working

- 2.34 The Merton Education Partnership (MEP) is made up of members from primary, secondary and special schools across the Borough, as well as members of the Education Department of the Local Authority. It aims to improve the quality of learning and teaching through collaborative expertise; to share best practice in order to secure high quality provision in a cost effective way; and to develop Merton schools' collective ability to inspire, and support and challenge each other to enrich Merton schools and Merton communities. The Partnership provides financial support for clusters of schools to work together to improve standards in English and mathematics, as well as supporting pupil wellbeing.
- 2.35 During 2015/16 the MEP has provided funding for projects focusing on the following:
- improving teacher recruitment to the LA;
  - creating a Deputy Headteacher peer support process;
  - improving the teaching of grammar and raising standards in this subject;
  - increasing the proportions of higher attaining pupils in writing;
  - improving basic skills in spelling and mental maths;
  - developing a coaching programme for teachers and leaders;
  - developing challenge within the new curriculum;
  - developing formative assessment practices;
  - developing 'growth mindset' approaches to teaching and learning;
  - cross school moderation of teacher assessment in Reception, Year 2 and Year 6;
  - Pastoral support for headteachers.
- 2.36 Merton Leaders in Education (MLEs) provide school level support for leadership. This is a local programme, based on the local leaders in education programme. Working within a local programme,

MLEs are able to bring a local knowledge of systems and of high expectations for Merton children and young people. In 2015/16 MLEs worked in four schools. This is a reduction in comparison with the previous year, but the pieces of work undertaken were more substantial and targeted towards schools with the greatest needs.

- 2.37 The Special Schools' Teaching Alliance in Merton provides support for schools through coaching and leadership development programmes. This offer complements and enhances the local offer of support for Merton schools. The Teaching School Alliance also offers a Schools' Direct programme to maximise the new to teaching recruitment opportunities for Merton Schools.
- 2.38 Primary Expert Teachers (PETs) come from Merton's pool of excellent teachers, and provide hands on support for primary teachers in the classroom, focusing in particular on English and mathematics. In 2015/16 PETs worked in three schools intensively, working with teachers across phases to help improve identified aspects of their practices.
- 2.39 Teach Wimbledon is an alliance of local schools which, in partnership with the Local Authority, runs another Schools Direct new teacher training programme, again strengthening recruitment options for Merton schools.
- 2.40 The South West London School Effectiveness Partnership (SWLSEP) takes partnership working for the LA and Merton schools beyond the Borough border. Best practice and expertise is shared through joint programmes of professional development, focusing in particular on leadership, governance and curriculum development.
- 2.41 Where expertise is not yet available locally, Merton looks to draw on the expertise of education professionals further afield. These include National Leaders in Education (NLEs), National Leaders of Governance (NLGs) and Teaching School Alliances located outside Merton. In 2015/16 the LA brokered the support from an NLE in one Merton school. This was a very substantial piece of work with a school judged to require improvement by Ofsted.

## **Merton School Improvement (MSI) Team**

- 2.42 The Merton School Improvement team comprises inspectors (known as Merton Education Partners, MEPs) and advisors who work with schools, providing both in school support and challenge, and universal, central support, (mostly through continuing professional development opportunities).

## **Targeted support and challenge**

- 2.43 All maintained schools continue to be linked to a MEP, and receive at least two visits a year. During these visits, leaders and governors are challenged and supported, particularly with reference to the areas covered by the Ofsted framework, including safeguarding. Where schools are evaluating themselves to be less than good, or where there were concerns about performance, support from the MEP increases. Advisors offer targeted support for identified schools, focusing on raising standards and improving the quality of teaching with regard to English, mathematics, equalities (including for those pupils eligible for the Pupil Premium), assessment, the curriculum and Early Years.
- 2.44 In 2015/16, where schools were identified as facing particular challenges (for example, they had an Ofsted judgement that judged them to require improvement, or a range of data indicated that there

was a risk of a drop from a good or outstanding judgement), a new mechanism of a 'Support and Challenge Group' was implemented.

- 2.45 A Support and Challenge Group may be provided to schools causing concern in any area of the Ofsted framework for the inspection of schools related to achievement, teaching, behaviour and safety, and leadership and management. The LA uses the most robust intelligence available to determine whether a school might be causing concern.
- 2.46 Support and Challenge Groups are set up in partnership with the school, through first approaching the Headteacher and Chair of Governors, with the expectation that each school will engage in the process in the context of the LA duty to promote high standards.
- 2.47 The purpose of Support and Challenge Groups is to:
- challenge and hold the school to account for improvements required in line with the school's action plan/development plan;
  - monitor and evaluate progress towards those improvements;
  - provide the leadership of the school with an opportunity to rehearse key messages about the progress the school is making;
  - ensure support for the school is effectively co-ordinated, and broker additional support where needed;
  - provide advice and guidance to the school from a range of school improvement experts; and
  - enable the LA to get a better understanding of the school.
- 2.48 Recognising that a range of factors underpin the effectiveness of schools, the MSI team works closely with a range of other LA teams and services which contribute to the wider school improvement agenda in Merton. These include:
- Virtual School for Looked after Children
  - Schools' Management and Information Service Support Team (Schools' IT support)
  - Governor Services
  - Equalities and Diversity Team
  - Special Educational Needs and Disabilities Integrated Service (SENDIS)
  - Virtual Behaviour Service
  - Language and Learning Support Team
  - Vulnerable Children's Team
  - Supporting Families Team
  - Education Welfare Service
  - Traveller Education Service
  - Continuing Professional Development Team
  - Early Years' Service
  - Research and Information
- 2.49 Drawing on the range of information available, including pupil achievement data and schools' most recent Ofsted inspection outcome, support for schools is targeted towards those that require it most. Following an initial in-depth analysis of the information and deployment of resources at the beginning of the school year, support continues to be adapted throughout the year as situations change.

## The School Improvement Strategy

2.50 During 2015/16 a new School Improvement Strategy for 2016/17 was created and agreed with schools. It came into action in September 2016. It sets out the LA's principles, aims, priorities and mechanisms to ensure that all Merton schools are supported and challenged to continue to improve and to provide the best possible education for the children and young people in their care. The LA has set this strategy for one year only and is working with Head teachers and Chairs of Governors to develop a shared future strategy for all schools in Merton, in light of the changes with regard to the Education for All Bill (outlined above) and the proposed changes within the National Funding Formula.

## Universal offer for schools

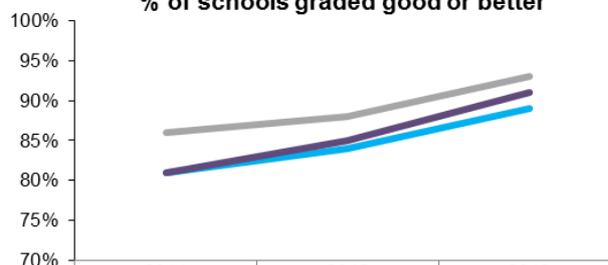
2.51 The universal offer for all schools, including central training, is also devised based on the knowledge of local school needs and in the context of the national education agenda. The MEP programme provides a framework for school self-evaluation, and a quality assurance function, giving external verification to self-evaluation for all schools. In general, the MSI team has supported schools with the following this year:

- updates on national changes and developments
- a quality assurance and accreditation programme for Newly Qualified Teachers (NQTs);
- guidance on assessment, and the collection, presentation and analysis of pupil achievement data;
- identification and sharing of local and national good practice;
- guidance in identifying, analysing, planning for and monitoring required improvements;
- preparation for Ofsted;
- advice and guidance to ensure any priorities identified in inspection are addressed;
- training, coaching and advice on the curriculum, pedagogy, assessment, and teaching and learning; and
- general support for leadership.

2.52 Many of the services listed in the section above ('Targeted support and challenge') also offer a buy back service through service level agreements for all Merton schools.

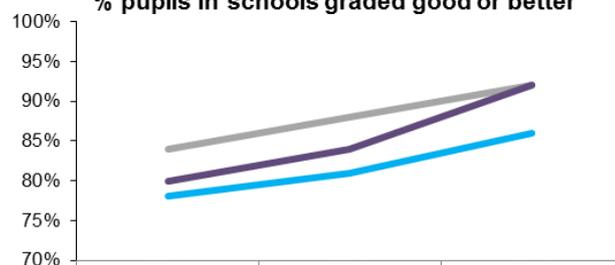
# 3 Ofsted Outcomes and School Improvement

**Ofsted Overall Effectiveness : 31 August**  
**% of schools graded good or better**



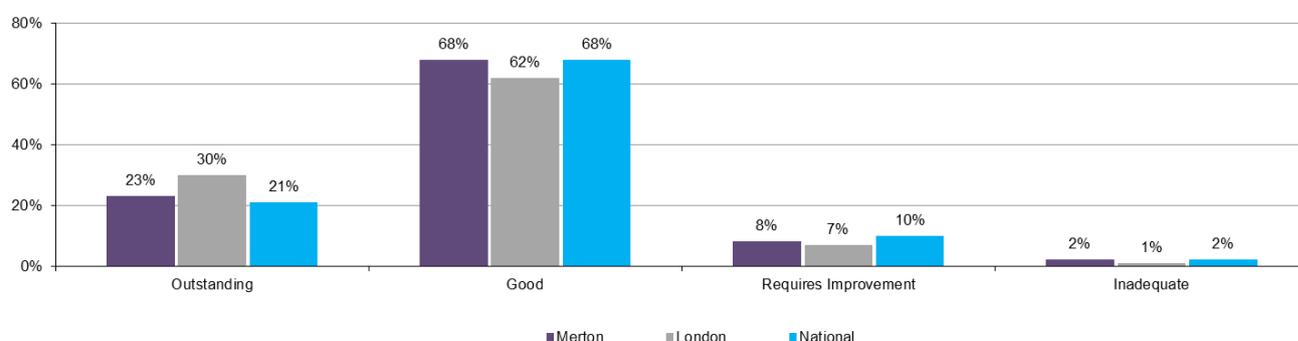
	2014	2015	2016
National	81%	84%	89%
London	86%	88%	93%
Merton	81%	85%	91%

**Ofsted Overall Effectiveness : 31 August**  
**% pupils in schools graded good or better**



	2014	2015	2016
National	78%	81%	86%
London	84%	88%	92%
Merton	80%	84%	92%

**School Ofsted: Overall Effectiveness - August 2016**



- 3.1 The proportion of schools judged to be good or better in Merton has risen from 85% to 91% over the course of the academic year. This proportion is now above the average nationally, but below the London average. All of the Council's secondary schools were judged to be good by August 2016. Five of the Borough's 41 primary schools were not yet judged to be good or better as of August 2016. This means that 88% of primary schools were judged to be good or better at that point, which, although an improvement of five percentage points on performance in comparison with the same point in 2015, was below both the national (90%) and London averages (93%) for this educational phase. The figure as of 31<sup>st</sup> December 2016 had improved to 90% (in line with the national average). Improving this proportion remains a key priority for 2016/2017.
- 3.2 The proportion of *pupils* in schools judged to be good or better has risen by eight percentage points to 92%. This increase is greater than that seen in London and nationally. At 92%, this is above the national average, and in line with the London average.
- 3.3 During 2015/2016, twelve LA maintained schools were inspected. Seven were judged to be good, four to require improvement, and one to require special measures. The judgements were an improvement for four of the schools (three of which were primary schools, and one secondary), all of which moved from requiring improvement to good. All the other schools inspected maintained their previous judgements (three as good, four as requiring improvement), with the exception of Beecholme Primary

School which declined from a good judgement to requiring special measures. Beecholme now has an academy sponsor (Chipstead Valley Academy Trust).

- 3.4 Where schools were judged to be good or better, strengths highlighted in the reports included the following:
- Leaders and governors have dealt rigorously with areas identified as in need of improvement at the last inspection. Teaching, learning and assessment are good and this has led to considerable improvement in pupils' progress and attainment.
  - Governors are now more challenging and share in planning actions for improvement and checking their impact.
  - The curriculum brings richness and breadth to pupils' learning.
  - Staff are vigilant in ensuring that they safeguard the well-being of all pupils. This includes teaching pupils how to take responsibility for looking after themselves.
  - Pupils want to learn. They are friendly and confident. They respect others and are polite to visitors. They know the school's values and take them to heart.
  - Leaders identify swiftly where additional support is needed to help pupils catch up if they are in danger of not reaching expectations for their age.
  - Disadvantaged pupils achieve well, and there is little difference between their achievement and that of other pupils. Pupils with a range of additional needs achieve well.
- 3.5 Where schools were judged to be less than good, issues identified included:
- Most pupils still do not make good progress in reading, writing and mathematics.
  - Teaching over time has not ensured pupils make the academic progress of which they are capable.
  - Leaders' judgements about how well the school is improving are too generous because their checks do not focus strongly enough upon whether pupils are making enough progress.
  - Governors have not rigorously held senior leaders to account for the impact of their work. As a result, improvements in the school have been slow.
  - Over time, disadvantaged pupils have not achieved as well as others in the school and nationally. Senior leaders and governors have only recently made sure additional funding is addressing this more effectively.
  - Attendance is not high enough. It is below average.

## 2015/16 School Improvement priorities, impact, and key actions taken

3.6

**Priority:**

To increase the proportion of schools judged to be good or better in the primary phase by further strengthening the Merton school improvement strategy, including the implementation of 'Support and Challenge' groups.

**Action taken to secure improvement:**

All schools judged to be less than good, and those where it was considered that there was a risk of a lower judgement being secured the next time they were inspected, had Support and Challenge groups set up around them. During 2015/16 eight schools had a Support and Challenge Group. During the meetings of these groups, chaired by the Assistant Director for Education or the Head of School Improvement, schools were challenged about the actions they were taking to secure improvements and the impact these actions were having, and it was ensured that schools were receiving the appropriate support from the LA and beyond according to their specific needs.

**Impact:**

The proportion of schools judged to be good or better in the primary phase has increased from 83% to 88%. At the end of August 2016, five primary schools were judged to be less than good (three fewer than in the previous year). All were inspected during 2015/16, and of these three had made such progress over the period since their previous inspection that aspects of their provision had improved to be judged as good (though not enough for them to be judged as good for overall effectiveness). All are making progress towards securing a good judgement the next time they are inspected. This has been validated in two of the schools which have received a monitoring inspection from Ofsted, where good progress was judged to be being made. It remains the goal of the Council for no schools to be judged less than good in Merton, and so the LA will continue to focus on reducing the number of schools judged to require improvement with speed.

3.7

**Priority:**

To further increase the proportion of schools judged as outstanding by Ofsted and thereby to enhance the capacity for improvement across the school improvement system in Merton.

**Action taken to secure improvement:**

Schools currently judged to be good with the capacity to move to outstanding were supported by their individual MEPs to enable the schools to focus on the particular areas for improvement required for them to move from good to outstanding. In addition, these schools (and especially the headteachers) were encouraged to support other schools through the MLE and the PET programmes, and also by working as NLEs where appropriate. Providing expertise to other schools is one of the criteria for the outstanding judgement with regard to leadership and management in the Ofsted inspection framework.

**Impact:**

Although no further schools were judged to be outstanding by Ofsted during 2015/16, one has since secured that judgement, moving from good to outstanding in October 2016. In addition, the feedback from the HMI carrying out the inspection of one school which retained a good judgement indicated that the school had improved to the point of almost securing an outstanding judgement. It should be noted that the proportion of schools improving their Ofsted judgement to secure outstanding nationally is very small. This priority will remain a focus for the LA in the coming year.

**Priority:**

To continue to support and challenge senior leaders including through the MEP programme, and clearly targeted training opportunities.

**Action taken to secure improvement:**

The LA worked to ensure that leaders at all levels had the support available to them, whatever their stage of leadership. A 'Leadership Development' document was created in association with the local Teaching School Alliance (TSA) and with SWLSEP identifying where development opportunities could be found, provided:

- within Merton by the LA or the TSA;
- within South West London, by local authorities within SWLSEP;
- beyond the local area, by national bodies including Future Leaders, the London Leadership Strategy and the Schools, Students and Teachers' Network (SSAT).

The programmes covered leadership roles from first leadership (eg subject leadership in primary schools), through middle and senior leadership, to opportunities for headteachers to develop their skills in their current roles as well as to become systems leaders (for example Executive Headteachers and NLEs).

Of particular note were the following programmes, designed to meet local needs in particular:

- In the context of wanting to ensure that the LA's pool of school leaders is as representative of the local population as possible, a new leadership programme for Black and Minority Ethnic (BAME) leaders was commissioned.
- The successful SWLSEP 'Aspiring to Senior Leadership' programme was run again, to ensure that, in a local and national context of needing to ensure a supply of strong candidates for headship, Merton is well supplied.

- **Impact:**

Take up from Merton schools across the leadership programmes was strong, although there needs to be a continued focus on increasing the numbers of leaders with systems leadership capacity within the LA.

14 leaders/aspiring leaders from Merton took part in the BAME leadership programme. A school led group of leaders has emerged from this programme, supported by the LA. This group continues to meet and to mutually support each other.

Nine leaders/aspiring leaders from Merton took part in the SWLSEP aspiring to senior leadership programme. As a result of this involvement, three have taken their leadership to the next level by supporting other schools. Merton has also benefited from one of the cohort being promoted to Deputy Head. Over the nine year life of the programme, approximately half of the participants have gone on to achieve a headship, and a further fifth have achieved the next step in senior leadership promotion, and so it is expected that the positive impact of last year's training will grow.

**Priority:**

To continue to support governors in developing their support and challenge role, including ensuring that new governors with relevant skills are recruited where necessary, and support is given to Chairs of Governors and clerks in particular.

**Action taken to secure improvement:**

New briefings for Merton Chairs of Governors were established to ensure that they were well informed of national changes affecting governance and schools in general. These were well attended by chairs from primary schools in particular, with some representation from secondary and special schools. This forum was particularly useful as the national context around school improvement and the DfE's plans for academisation developed across the year, to ensure that not only did chairs understand the national context and the LA's response, but also to ensure that the LA understood

schools' responses.

The successful clerks' development programme was continued this year, to ensure that clerks were developed in their roles as 'governance professionals' and were able to support their governing bodies to operate as effectively as possible. There was also a rich and well received general training programme for governors, including training for new chairs and new governors; sessions on the use of the Pupil Premium Grant and performance review; a focus on the accountability framework for schools; and various sessions on safeguarding..

Where Support and Challenge groups operated in schools these always included the Chair of Governors, and frequently, the Vice Chair and Chairs of Committees. The meetings of these groups focused on the effectiveness of governors, and ensured that the capacity, membership, structures and operation of the governing bodies were supporting the school to improve as fast as possible. External reviews of governance took place in two of these schools.

**Impact:**

Where schools improved their Ofsted judgements, governance was commented upon favourably. Of the schools that were continued to be judged to require improvement, leadership was judged to be good in two, and again comments about governance were strong:

- 'Governors are providing highly effective oversight of the school. They have made sure that they are well informed, and visit the school often to check on their judgements as to how effectively pupils are learning.'
- 'Working closely with school leaders, governors now contribute well to school improvement... Governors test out the schools policies for themselves.'

Both of these schools had Support and Challenge groups.

3.10

**Priority:**

To ensure that safeguarding practice in all schools is based on systematically shared best practice, and continues to fulfil statutory requirements.

**Action taken to secure improvement:**

A new model Safeguarding Policy and a new Safeguarding Audit were created for schools at the beginning of the academic year to reflect small changes to the national and local safeguarding agenda. During 2015/16 the DfE issued new draft statutory guidance for schools around safeguarding ('Keeping Children Safe in Education'). Schools were briefed about the changes through meetings for Designated Safeguarding Leads, and the LA again created a new model Safeguarding Policy and a new Safeguarding Audit.

Termly meetings were held for Designated Safeguarding Leads, ensuring that they were informed about the latest developments with regard to safeguarding. This involved the regular sharing of key messages from the Merton Safeguarding Children's Board (MSCB) (including the messages arising from serious case reviews); presentations from the Local Authority Designated Officer (LADO); briefings on local and national priorities (including Female Genital Mutilation and the Prevent agenda); and the sharing of best practice in schools.

All schools were asked to undertake the audit of safeguarding and this was monitored through the MEP programme.

Reviews of safeguarding were undertaken in a number of schools, sometimes at the request of the school themselves and sometimes as a result of concerns being raised by LA officers. Activities in the reviews included the audit of case files; scrutiny of the Single Central Record (SCR); and scrutiny of school's policy into practice, including interviews with staff and pupils.

**Impact:**

In all inspections safeguarding was judged to be effective (the only judgement given by Ofsted with regard to this area). Strengths identified included:

- Records are detailed and of high quality.
- There is a strong knowledge of procedures amongst staff and induction of new staff has been comprehensive.
- Governors have received training.
- Parent workshops have been provided and parent surveys identify confidence in the schools' practice.
- Schools are quick to involve other agencies.

Local information collected through MEP and LA officer scrutiny indicates that this is the case across most schools.

Where aspects of safeguarding were judged to be of some concern, schools acted promptly to improve policy and practice.

There were no qualifying complaints from Ofsted, indicating that safeguarding was of significant concern.

## School Improvement Priorities for 2016 – 2017

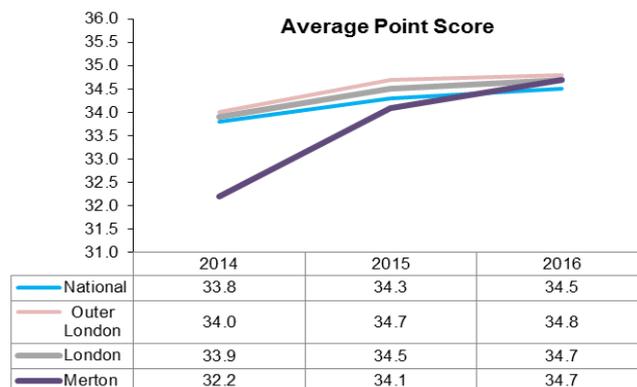
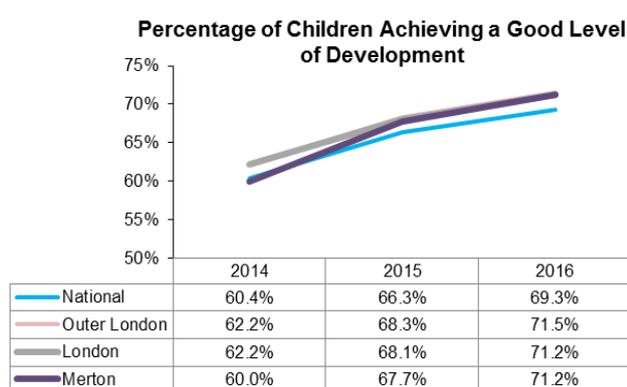
- To work with schools and leaders to develop the local collaborative school improvement model in the context of national changes in policy and funding, to secure the continued strong improvement of Merton schools.
- To further increase the proportion of schools judged to be good or better in the primary phase, and to ensure that no schools receives a weaker Ofsted inspection judgement, by embedding the impact of the new School Improvement Strategy and of Support and Challenge groups, and providing targeted support from a range of LA services, and brokering support from local outstanding providers.
- To further increase the proportion of schools judged as outstanding by Ofsted including by providing opportunities for peer review and improvement support.
- To increase the capacity of Merton schools to support each other to improve through the extension of the MLE and PET programmes, and by developing stronger cluster working.
- To ensure that leaders at all levels continue to develop their skills, providing a high quality workforce for the LA's schools, impacting on teaching and learning, and on pupil outcomes.
- To ensure that governance in all schools continues to be judged to be at least good in line with the increased expectations of the Ofsted framework.

# 4. Achievement of Merton Pupils

## 4.1 Early Years Foundation Stage Profile (EYFSP)

- 4.1.1 The EYFSP is an assessment against the 17 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. Reception Year.
- 4.1.2 The ELGs are grouped into the following ‘prime’ areas: Communication and Language; Physical Development; Personal, Social and Emotional Development; and Literacy and Mathematics. Achievement at least at the expected level in all these ‘prime’ areas would mean that a child has achieved a Good Level of Development (GLD). Assessments are also made in the areas of Understanding the World, and Expressive Arts and Design.
- 4.1.3 A three point scale is used to generate a child’s profile. ‘1’ is used to identify that the child has not yet reached expected levels of development; ‘2’ is used to indicate expected levels of development; and ‘3’ is used where the child exceeds expected levels of development.
- 4.1.4 The maximum number of points that can be scored across all the ELGs is 51, with 34 being achieved where a child scores 2 (the expected level) in all ELGs. These points are used to describe the APS below.

### EYFSP - headline performance information and analysis

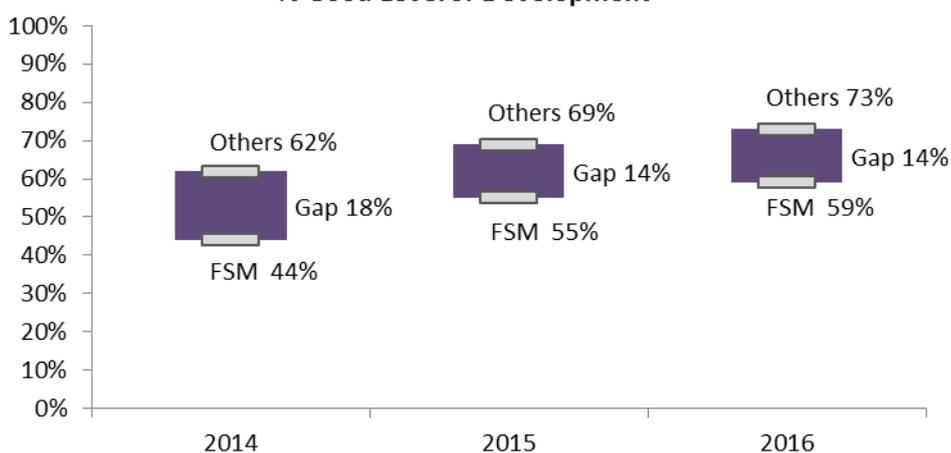


- 4.1.5 The proportion of pupils achieving the GLD in Merton has improved in comparison with performance in 2015. Since 2014 (a three year trend) there has been an increase of 11 percentage points which is greater than the improvements seen across London and nationally (nine percentage points). At 71%, the proportion of children achieving the GLD is in line with the London and outer London average and above the national average.
- 4.1.6 The APS has risen by 2.5 percentage points: a greater rate than that seen nationally and in London. At 34.7, for the first time in Merton this is now above national and in line with London averages.

## EYFSP - main pupil groups and analysis

Contextual Groups	Number of Pupils	% achieving a good level of development			Average Point Score		
		Merton	London	National	Merton	London	National
All Pupils	2689	71%	71%	69%	34.7	34.7	34.5
<b>Gender</b>							
Female	1309	78%	78%	77%	35.9	35.9	35.7
Male	1380	65%	65%	62%	33.6	33.5	33.2
Gap		13%	13%	15%	2.3	2.4	2.5
<b>Free School Meals</b>							
Free School Meals	316	59%	61%	54%	32.4	32.6	31.5
All other pupils	2373	73%	73%	72%	35.0	35.0	34.9
Gap		14%	12%	18%	2.6	2.4	3.4
<b>Special Educational Needs (SEN)</b>							
No Special Educational Needs	2360	77%	77%	75%	35.8	35.7	35.4
SEN Support	209	23%	31%	26%	25.7	27.3	26.7
SEN (with Statement or EHC plan)	36	2%	5%	4%	18.1	19.6	19.5
<b>Ethnic Group</b> (White British and five largest ethnic minority groups)							
White British	878	73%		72%	36.5		35.0
White Other	541	63%		62%	33.3		32.7
Asian Other	289	72%		69%	33.2		33.6
Black African	199	72%		69%	33.9		33.6
Asian Pakistani	151	70%		62%	32.5		32.3
Mixed Other	120	77%		71%	35.9		34.8

**Closing the gap: Free School Meals  
% Good Level of Development**



4.1.7 With regard to the GLD, Merton girls continue to do better than boys: however, the gender gap has narrowed by one percentage point to 13 and nationally the gap is wider.

4.1.8 The proportion of children eligible for Free School Meals (FSM) achieving the GLD has increased by four percentage points to 59%. All other pupils also improved their performance at the same rate, meaning that the 14 percentage point gap between these groups has been maintained. However, nationally, the gap is wider, at 18 percentage points.

- 4.1.9 Although the performance has improved in 2016, Merton children with Special Educational Needs (SEN) attain below both the national and London averages for children with SEN. The performance of children on SEN Support in particular will be a focus of improvement at this key stage, as it will be across other key stages.
- 4.1.10 The ethnic groups with the largest representation of pupils in the Merton EYFSP, (White British, White Other, Asian Other, Black African, Asian Pakistani and Mixed Other), outperformed children of the same ethnic heritage nationally. Of particular note is the improvement for Asian other children: the proportion achieving the GLD in this group rose by five percentage points, which is greater than the improvement seen for all children at this key stage.

## 4.2 2015/16 Early Years priorities, impact, and key actions taken

### 4.2.1

**Priority:**

- To further improve practitioner confidence in identifying more able children who are exceeding the Early Learning Goals.
- To raise attainment in literacy and numeracy, in order to increase the proportion of children achieving the GLD, so that Merton performance is at least in line with the London average.
- To improve performance in the prime areas so that Merton performance is at least in line with the London average.

**Action taken to secure improvement:**

The EYFS Adviser undertook a rigorous analysis of data to identify schools where pupils are under-achieving in the areas outlined above. As a result of this, identified schools were offered targeted support to address their individual issues.

Within moderation cycle, the EYFS adviser ensured that training was provided for all schools, and particularly for those schools where there were NQTs in Reception to ensure that their judgements for the EYFSP were accurate. Training focused on the areas identified above as well, using the Standards and Testing Agency's (STA) EYFSP exemplification materials. During EYFS leader meetings, exemplary practice from outstanding schools was shared, underlining the needs for children's learning to be progressed through all activities ('continuous provision').

The LA's English adviser was part of the moderation cycle, further developing the accuracy of judgements in literacy. This was also ensured through cross Borough moderation (with other South West London LAs).

**Impact:**

The APS for all pupils increased by 0.6 to 34.7, a significantly greater increase than that seen nationally and in London, and indicating that more able pupils are performing more strongly. This is underlined by the proportions of children exceeding the Early Learning Goals: this is above the national averages in 15 out of 17 of the areas of learning. In only one of the areas of learning writing is the LA average below the national average (by one percentage point).

The proportions of children achieving the Early Learning Goals in each area of literacy (including reading and writing, and areas covering verbal communication) and numeracy (including number and shape, space and measure) increased in 2016, and all areas remain above the national averages (except shape, space and measures which is one percentage point below).

The proportion of children achieving the Good Level of Development rose to 71%, which is in line with both the Inner and Outer London averages.

Performance in the prime areas (Communication and Language, Physical Development and Personal, Social and Emotional Development - PSED) improved in all aspects in comparison with performance in 2015. All Merton averages are above the national averages, except for in PSED where Merton is either in line with or just below the national averages. Comparison with London averages is not possible.

### 4.2.2

**Priority:** To support schools to work collaboratively with other early education providers to improve children's readiness for school in order to improve chances for disadvantaged children

**Action taken to secure impact:**

The LA's EYFS adviser worked with Private, Voluntary and Independent (PVI) EYFS settings where there were Reception age children, to ensure that there was consistency of assessment across these settings.

The adviser works between the Merton School Improvement team (responsible for schools) and the Merton Early Years service (responsible for PVIs), developing collaborative approaches to provision

and to improve their readiness for school. This is particularly with regard to children with SEN, to ensure that their transition is as smooth as possible.

The EYFS team have worked with 86 PVI settings who deliver early education funding. Twice annual visits were undertaken to support those who deliver funded places for disadvantaged 2 year olds, with a primary focus on helping them to support children to be 'nursery ready'. A high focus was given to supporting children's communication and language, their social skills and independence, and their physical development, particularly around toilet training and healthy eating. Visits to PVI settings delivering funded places for 3 and 4 year olds have focused on ensuring that assessment under the EYFS is precise and accurate and that they have a much greater awareness and understanding of how to deliver activities around Letters and Sounds Phase 1 and supporting children's mathematical development, so that they are better placed to enter nursery and reception and a good level of development, which will support them to work towards the early learning goals. All PVI settings were offered inclusion support and officers worked closely with SENCOs to ensure that effective SEN Support was put in place for those children who have developmental delay and ensure that when necessary, requests for an EHCP assessment and made quickly to ensure children enter school with the right level of support.

**Impact:**

Assessments of children are now more precise and accurate, reflected by Ofsted reports, where over 90% of PVI settings are currently good or outstanding.

EYFSP results have consistently increased year on year across all 17 early learning goals, and more children now have a good level of development when they enter Year 1, than before.

Requests for EHCP are made in a much more timely manner, and all requests where an inclusion officer has supported, have been agreed by the SEN panel.

#### 4.2.3

**Priority:** To embed baseline assessment, and to support schools with maintaining other complementary assessment and tracking systems to ensure children's progress across the EYFS and into Key Stage 1 is identified.

**Actions taken to secure impact:**

All but three Merton schools chose to undertake the non-statutory pilot of the Baseline Assessment in September 2015. A range of providers were chosen by the DfE for this assessment: the majority of Merton schools chose 'Early Excellence' as their provider, feeling that their assessment allowed the fairest and richest picture of performance of individual children to be captured. Merton schools worked with Early Excellence to try to ensure that their assessments were as accurate as possible, and to use the information the assessment provided to inform next steps in learning for each cohort, and for individual children. Schools were also supported by the LA EYFS adviser to ensure that baseline assessments were carried out in tandem with other assessments against the statutory EYFS curriculum, to ensure progress across the phase.

**Impact:**

Following the government's decision not to make the Baseline Assessment statutory, the vast majority of Merton schools chose not to continue with it, choosing to use the already embedded systems of assessment against the EYFS curriculum. This reflected the feeling that the Baseline Assessment was generally not useful to schools in identifying clear next steps in learning to form the basis of strong progress of every child on entry to Nursery or Reception classes.

#### 4.2.4

**Priority:** To improve rates of take up of the Early Years' Pupil Premium in schools, and to monitor its impact on children's achievement

**Actions taken to secure impact:**

Prior to the Schools Census date in the Spring Term 2016, all schools were contacted to ask that they

maximise the opportunities within their induction processes in order to increase uptake of the Pupil Premium Grant in the EYFS.

**Impact:**

Uptake of the Pupil Premium Grant has increased in LA schools.

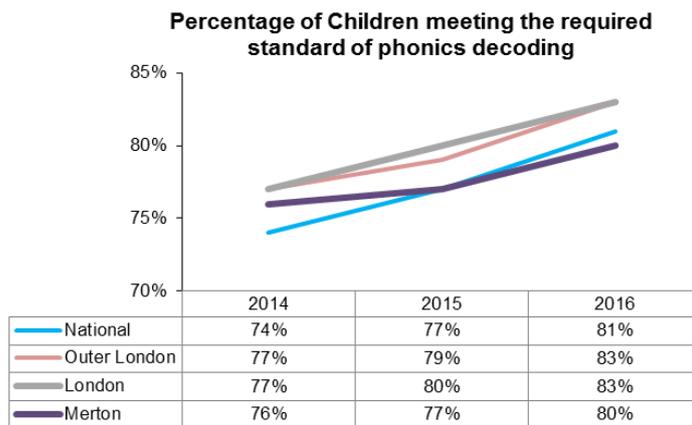
## Early Years Priorities for 2016 – 2017

- a) To ensure that all schools secure good progress for children across the EYFS, using accurate baseline information on entry to the school.
- b) To continue to maintain good outcomes with regard to the proportions of all children achieving the Good Level of Development and achieving exceeding judgements.
- c) To improve outcomes for children on SEN support so that they are at least in line with the same group nationally; and to further narrow the achievement gap for pupils in receipt of Free School Meals so that is at least as close as that in London.
- d) To support schools to implement the new 30 hour offer in Nursery classes, in the context of new national funding arrangements.
- e) To continue to close the gap for children eligible for FSM, and for White Other children.

## 4.3 Year 1 and 2 Phonics Screening Check: performance information and analysis

4.3.1 The Phonics Screening Check is a reading test based on pupils' ability to recognise words and sounds using phonic decoding strategies. Pupils' performance is reported on the basis of whether they have achieved the expected standard or not. There are no grades. All pupils in Year 1 are expected to be checked unless they have no phoneme/grapheme correspondence (ie they are unable to link letters on the page to the sound they make). The small numbers of pupils that do not achieve the expected standard in Year 1 are rechecked at the end of Year 2.

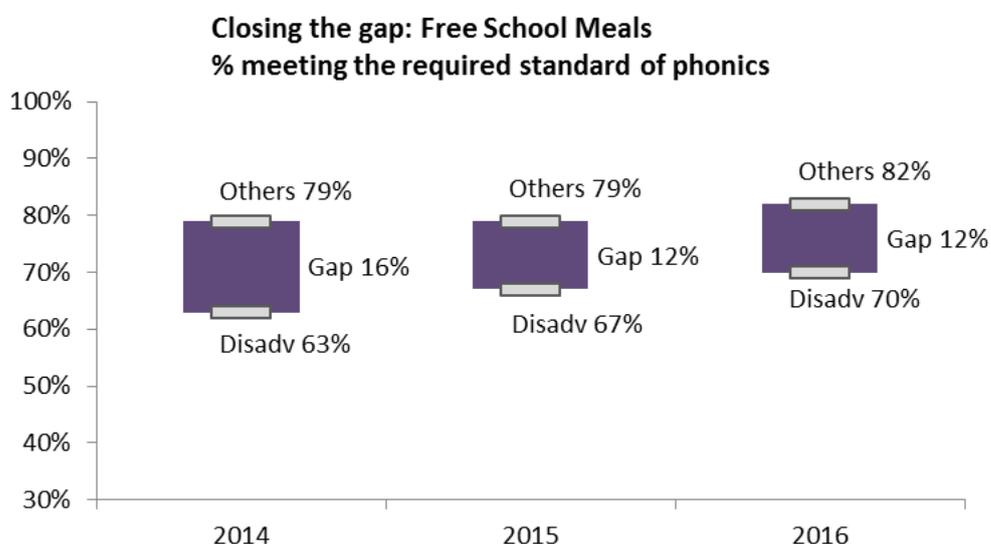
### Year 1 Phonics - headline performance information and analysis



4.3.2 80% of pupils reached the expected standard for phonics decoding in Merton, an improvement since 2014 of three percentage points. This maintains the LA's performance in line with the national average, but is below the London and Outer London averages. This improvement was one percentage point less than the improvements seen across London and nationally.

## Year 1 Phonics main pupil groups and analysis

Contextual Groups	Number of Pupils	% meeting the required standard of phonics decoding		
		Merton	London	National
All Pupils	2584	80%	83%	81%
<b>Gender</b>				
Female	1255	83%	86%	84%
Male	1329	77%	80%	77%
Gap		6%	6%	7%
<b>Disadvantaged</b>				
Disadvantaged pupils	432	70%	75%	70%
All other pupils	2151	82%	85%	83%
Gap		12%	10%	13%
<b>Special Educational Needs (SEN)</b>				
No Special Educational Needs	2200	86%	88%	86%
SEN Support	309	50%	57%	46%
SEN (with Statement or EHC plan)	46	22%	23%	18%
<b>Ethnic Group (White British and five largest ethnic minority groups)</b>				
White British	818	80%		81%
White Other	512	75%		78%
Asian Other	286	83%		85%
Black African	183	83%		84%
Mixed Other	134	84%		83%
Asian Pakistani	115	82%		81%

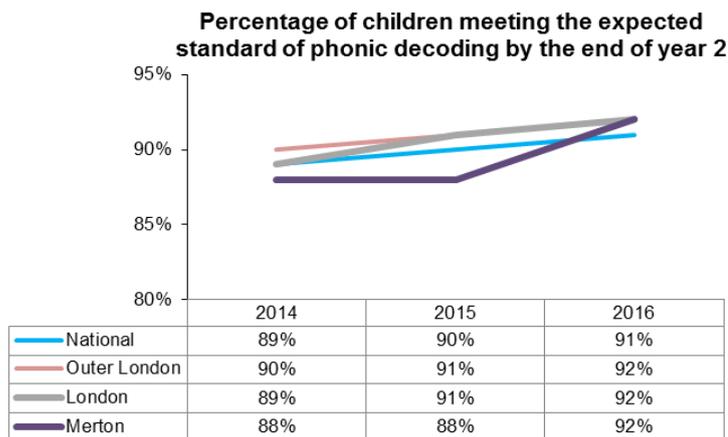


4.3.3 Merton girls performed better than boys in the Year 1 Phonics Screening Check, by six percentage points. However, the gender gap is narrower than that nationally and in line with that in London.

4.3.4 The attainment gap in Merton between disadvantaged pupils their peers is 12 percentage points: the gap has narrowed from 16 percentage points in 2014.

- 4.3.5 The performance of the largest ethnic groups represented in this year group in Merton was broadly in line with the averages for the same groups nationally, with the exception of White Other and Asian Other pupils, who did not do as well. However, White Other pupils are narrowing the gap with their peers in Merton, having improved their performance by five percentage points this year.
- 4.3.6 In Merton a large attainment gap can be found between pupils with special educational needs (SEN), pupils on SEN support, and their peers. At 36 percentage points, this is narrower than the gap seen nationally, but London has a smaller gap (31 percentage points).

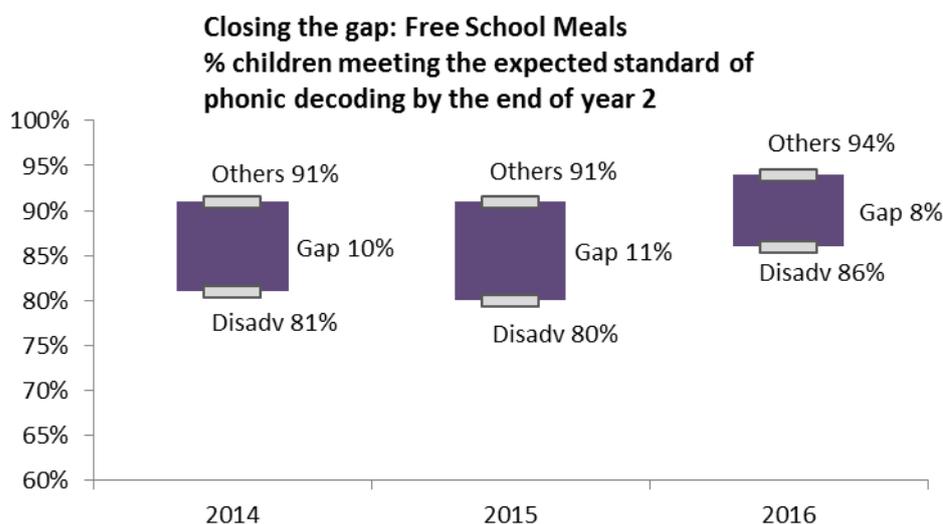
## End of Year 2 Phonics - headline performance information and analysis



- 4.3.7 92% of pupils reached the expected standard of phonic decoding by the end of Year 2 in Merton, an improvement of four percentage points in comparison with the previous year. This improvement was greater than the improvements seen across London and nationally, and brings Merton's performance in line with the London averages, and just above the national average.

## End of Year 2 Phonics main pupil groups and analysis

Contextual Groups	Number of Pupils	%children meeting the expected standard of phonic decoding by the end of year 2		
		Merton	London	National
All Pupils	2294	92%	92%	91%
<b>Gender</b>				
Female	1247	94%	93%	93%
Male	1237	91%	90%	89%
Gap		3%	3%	4%
<b>Disadvantaged</b>				
Disadvantaged pupils	478	86%		86%
All other pupils	2006	94%		93%
Gap		8%		7%
<b>Special Educational Needs (SEN)</b>				
No Special Educational Needs	2092	97%		96%
SEN Support	354	72%		69%
SEN (with Statement or EHC plan)	38	50%		29%
<b>Ethnic Group (White British and five largest ethnic minority groups)</b>				
White British	825	91%		92%
White Other	443	92%		89%
Asian Other	263	95%		93%
Black African	194	94%		92%
Asian Pakistani	131	93%		92%
Mixed Other	96	96%		92%



4.3.8 Merton girls performed better than boys at the end of Year 2 Phonics Screening Check, by three percentage points. However, the gender gap is narrower than that nationally and in line with that in London.

4.3.9 The attainment gap in Merton between disadvantaged pupils their peers is eight percentage points: the gap has narrowed from 10 percentage points in 2014.

4.3.10 The ethnic groups with the largest representation of pupils in Merton in this year group are all performing in line with or above the same groups nationally.

4.3.11 In Merton a large attainment gap can be found between pupils with special educational needs (SEN), pupils on SEN support, and their peers. However, at 25 percentage points, this is narrower than the gap seen nationally.

## 4.4 Key Stage 1: performance information and analysis

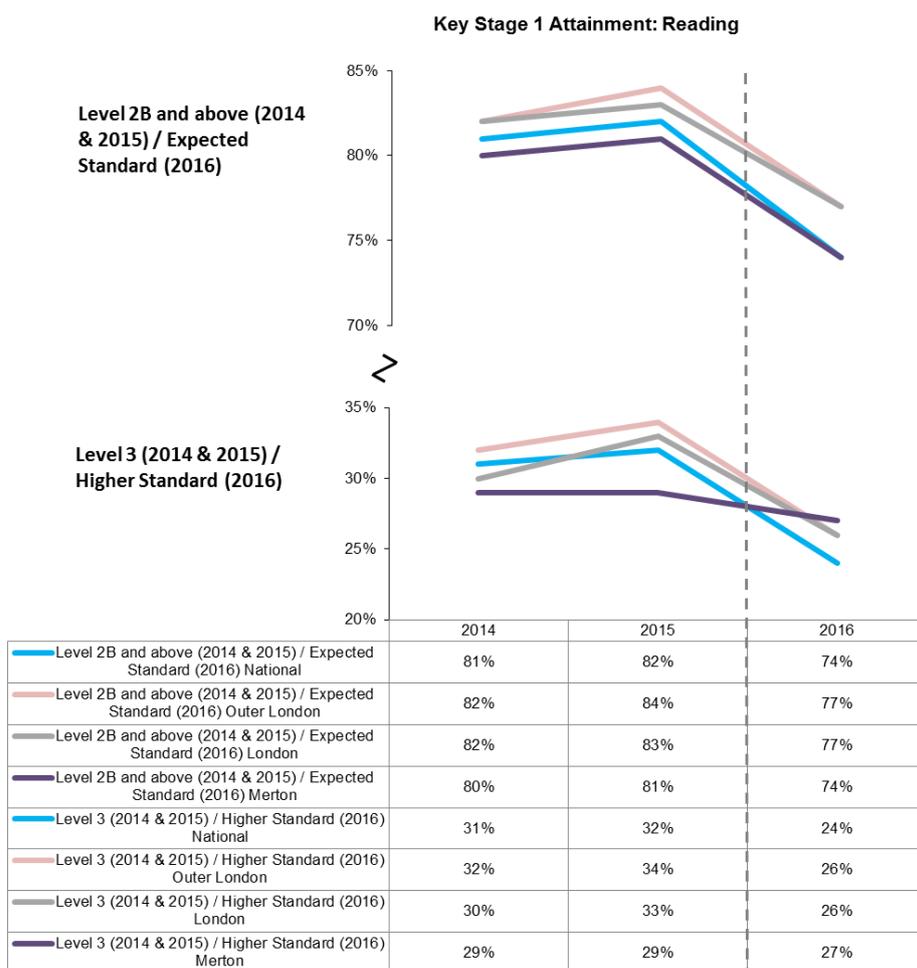
4.4.1 KS1 SATs take place in Year 2. Each pupil is teacher assessed in reading, writing and mathematics. This year changes were made to the assessment at the end of KS1 at a national level, which means that pupils are assessed relative to new 'Expected Standards', in reading, writing and mathematics. Pupils are judged to be working:

- below the Expected Standard;
- at the Expected Standard; or
- at the Higher Standard

4.4.2 The changes in assessment mean that all outcomes and analyses must be viewed with caution: as the system becomes more embedded in the coming years, outcomes will reflect more reliably the abilities of each pupil.

4.4.3 By the end of KS1, pupils are now expected to achieve at least at the Expected Standard, but because the new assessments reflect the higher expectations of the new National Curriculum, the proportions of pupils working at this standard nationally and in Merton is lower than the previous expected outcome of Level 2B or above. There is therefore no comparison between the outcomes in previous years and those achieved in 2016.

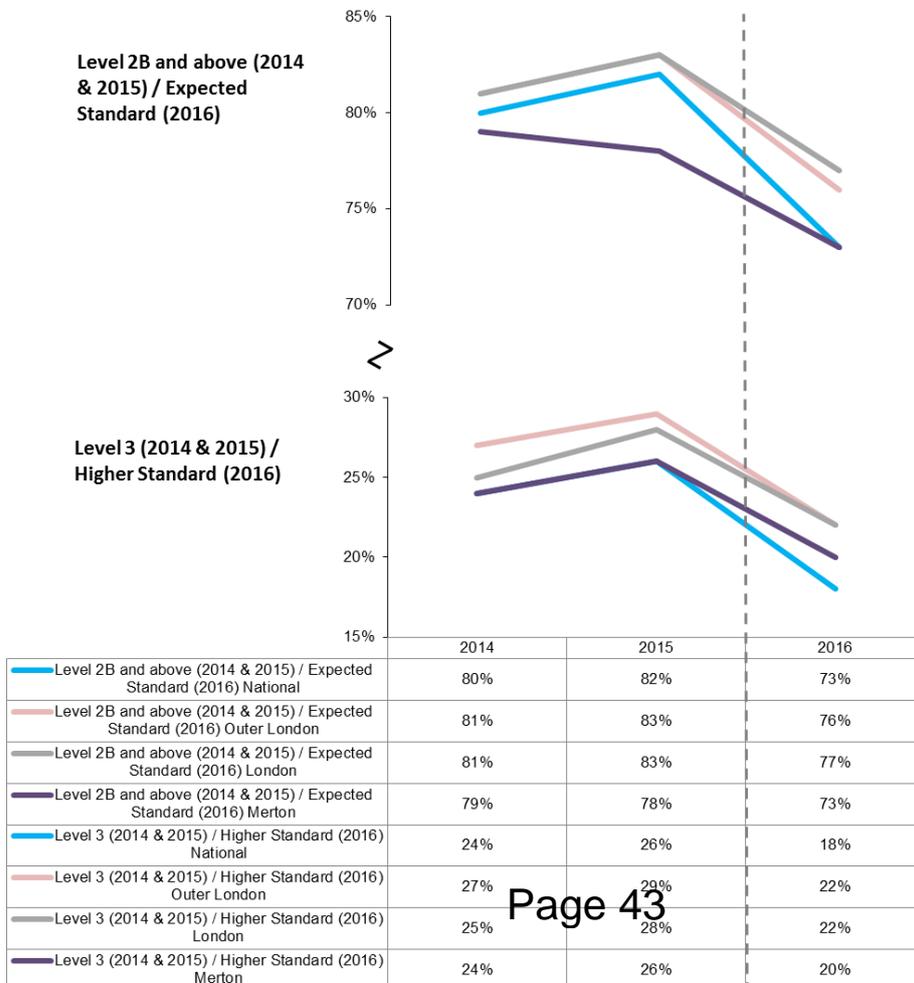
### KS1 - headline performance information and analysis



### Key Stage 1 Attainment: Writing



### Key Stage 1 Attainment: Maths



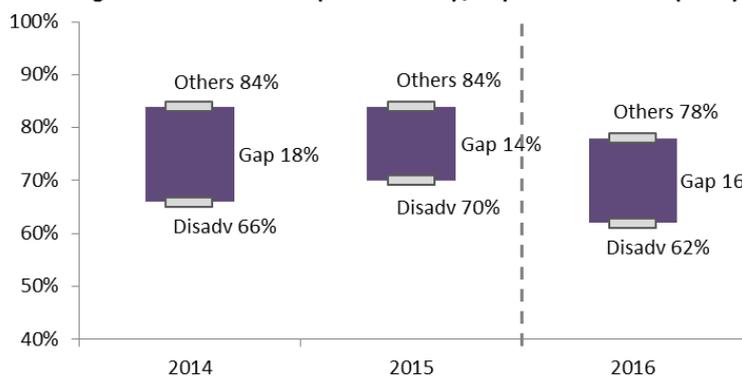
- 4.4.4 In reading, Merton pupils performed as well as pupils nationally, but not as well as pupils in London with regard to the Expected Standard. However, the proportion achieving the Higher Standard is above both national and London averages.
- 4.4.5 In writing, Merton pupils performed just below the national average, but more significantly below the London averages. It should be noted that Merton implemented the new moderation processes for teacher assessment at this key stage very rigorously; something other LAs (with reduced capacity) were not able to do. It is possible that this impacted in particular on outcomes for Merton, but writing will be a priority for the Local Authority for the coming year. At the higher standard, Merton's performance was above the national and in line with the London averages.
- 4.4.6 In mathematics, Merton pupils performed as well as pupils nationally, but not as well as pupils in London with regard to the Expected Standard. This picture was repeated at the higher standard.

## KS1 – main pupil groups and analysis

Contextual Groups	Number of Pupils	% reaching the expected standard in reading			% reaching the expected standard in writing			% reaching the expected standard in maths		
		Merton	London	National	Merton	London	National	Merton	London	National
All Pupils	2489	74%	77%	74%	64%	70%	65%	73%	77%	73%
<b>Gender</b>										
Female	1247	78%	81%	78%	70%	76%	73%	74%	77%	74%
Male	1242	71%	74%	70%	57%	64%	59%	72%	76%	72%
Gap		7%	7%	8%	13%	12%	14%	2%	1%	2%
<b>Disadvantaged</b>										
Disadvantaged	488	62%	68%	62%	52%	60%	53%	60%	66%	60%
All other pupils	2001	78%	79%	78%	67%	72%	70%	77%	79%	77%
Gap		15%	11%	16%	14%	12%	17%	17%	13%	17%
<b>Special Educational Needs (SEN)</b>										
No Special Educational Needs	2079	83%	85%	82%	73%	78%	74%	81%	84%	80%
SEN Support	354	31%	42%	32%	18%	32%	22%	33%	43%	33%
SEN (with Statement or EHC plan)	38	29%	16%	14%	18%	12%	9%	29%	17%	14%
<b>Ethnic Group (White British and five largest ethnic minority groups)</b>										
White British	823	75%		75%	64%		66%	72%		73%
White Other	442	72%		67%	60%		61%	73%		71%
Asian Other	267	79%		77%	72%		72%	80%		78%
Black African	195	80%		77%	66%		71%	74%		74%
Asian Pakistani	129	67%		71%	61%		63%	70%		69%
Mixed Other	101	68%		77%	58%		69%	69%		75%

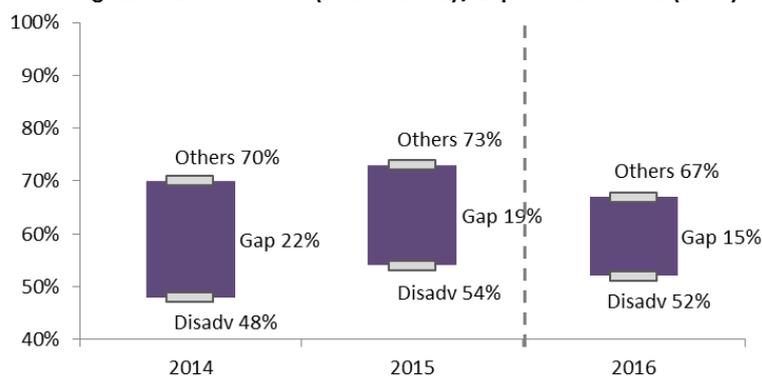
Closing the gap: Disadvantaged

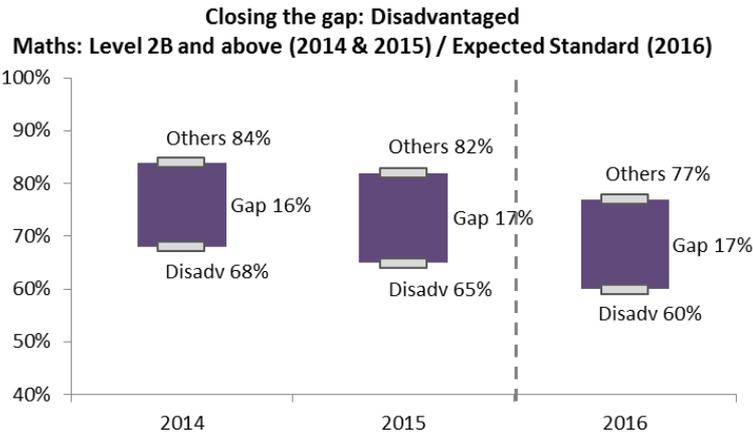
Reading: Level 2B and above (2014 & 2015) / Expected Standard (2016)



Closing the gap: Disadvantaged

Writing: Level 2B and above (2014 & 2015) / Expected Standard (2016)





- 4.4.7 Girls outperformed boys in all three subjects. The gap was widest in writing (13 percentage points), but all gaps for gender were narrower than or in line with those seen nationally, and wider or in line with London.
- 4.4.8 The gap between disadvantaged pupils and their peers has narrowed (against the proxy level 2B+ indicator) in writing; in mathematics the gap has been maintained from 2015; and in reading the gap has widened. In all three subjects the gaps are wider than those seen in London, but less than those nationally for reading and writing, and in line for maths.
- 4.4.9 SEN pupils with a statement or EHCP outperformed the same groups nationally and in London. However, the performance of pupils on SEN support is of particular concern: they did not perform as well as the same group in London in particular. For example, in writing, there is a 55 percentage point gap between these pupils and their peers in Merton, whilst in London the gap is 46 percentage points.
- 4.4.10 For the six largest ethnic groups at this key stage, there was generally a strong performance in reading and mathematics. For example, Asian Other and Black African pupils performed better than all pupils in the LA, and, in comparison with the same groups nationally, Asian Other pupils in Merton performed better or in line across all subjects. However, the performance of these groups in writing was not as strong, and the performance of Mixed Other pupils is of particular concern.

## 4.5 Key Stage 2: performance information and analysis

4.5.1 KS2 SATs take place in Year 6. Each pupil is tested in reading, mathematics and grammar, punctuation and spelling. They are also teacher assessed in reading, writing, mathematics and science. This year, as at KS1, changes were made to the assessment at the end of KS2 at a national level, which means that pupils are assessed relative to new 'Expected Standards', in reading, writing and mathematics. The changes in assessment mean that all outcomes and analyses must be viewed with caution: as the system becomes more embedded in the coming years, outcomes will reflect more reliably the abilities of each pupil.

4.5.2 Each pupil receives their test results as a scaled score and teacher assessment judgements are based on the standards in the interim framework. The expected standard in reading and mathematics tests is a scaled score of 100 or above. The expected standard in writing is a teacher assessment of 'working at the expected standard' (EXS). A higher standard is a scaled score of 110 or more in reading and mathematics and pupils assessed as working at greater depth within the expected standard (GDS) in writing. Pupils are judged to be working:

- below the Expected Standard
- at the Expected Standard, or
- at the Higher Standard

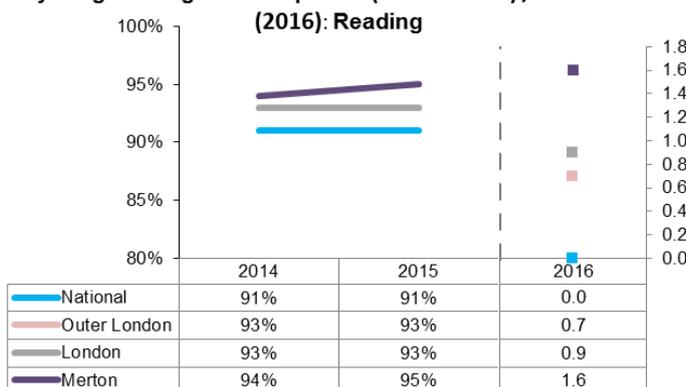
4.5.3 By the end of KS2, pupils are now expected to achieve at least at the Expected Standard, but because the new assessments reflect the higher standards of the new National Curriculum, the proportions of pupils working at this standard nationally and in Merton is lower than the previous expected outcome of a secure Level 4B or above. There is therefore no comparison between the outcomes in previous years and those achieved in 2016.

4.5.4 Pupils' progress across KS2 is also measured at the end of Year 6. These are new 'value-added' progress measures, which have been introduced to replace the previous 'expected progress' measures. Progress scores are calculated for each of reading, writing and mathematics; they are not combined. They are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment.

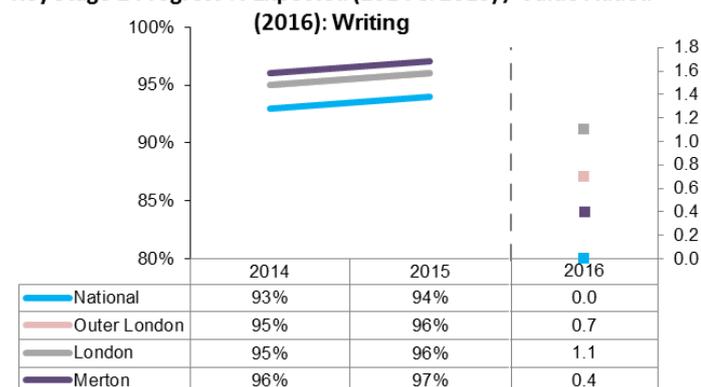
4.5.5 Pupils' performance in the combined indicator (attainment in reading, writing and mathematics combined) and in the indicators for progress across the key stage in each of reading, writing and mathematics are used to identify whether a school is below the government's Floor Standard or is at risk of being judged to be coasting.

### KS2 - headline performance information and analysis

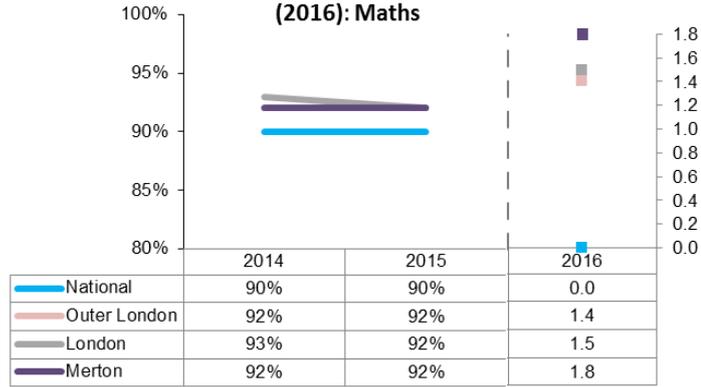
Key Stage 2 Progress % Expected (2014 & 2015) / Value Added



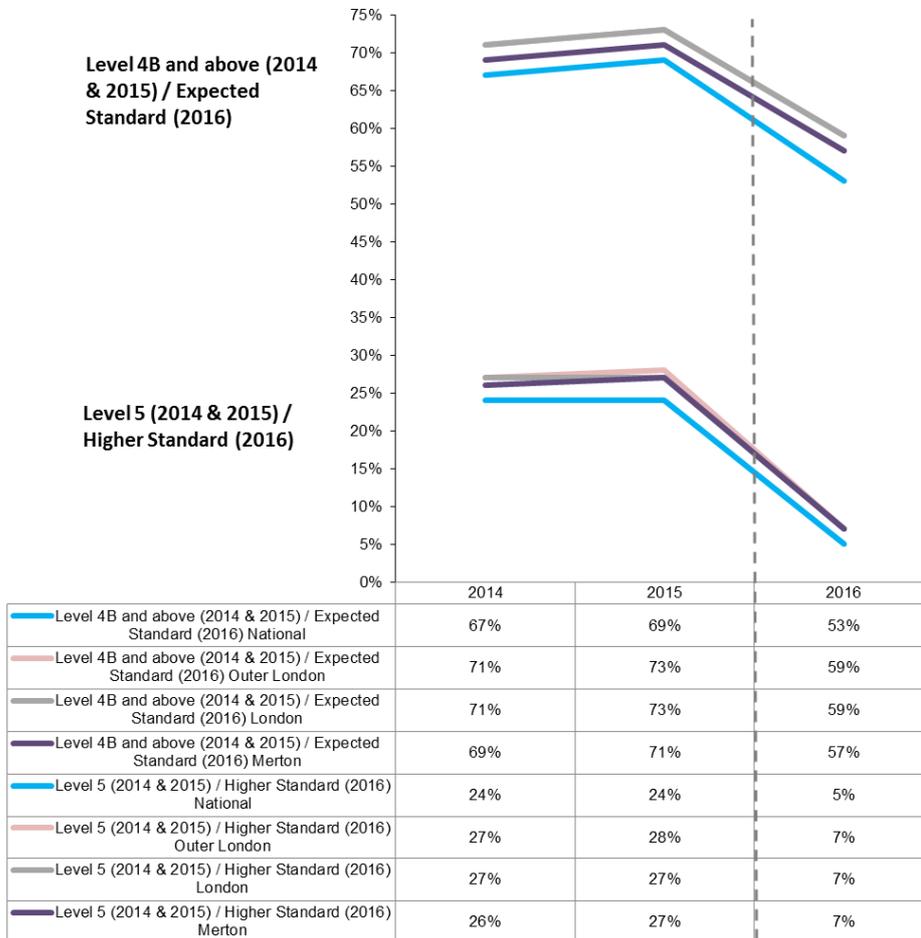
Key Stage 2 Progress % Expected (2014 & 2015) / Value Added



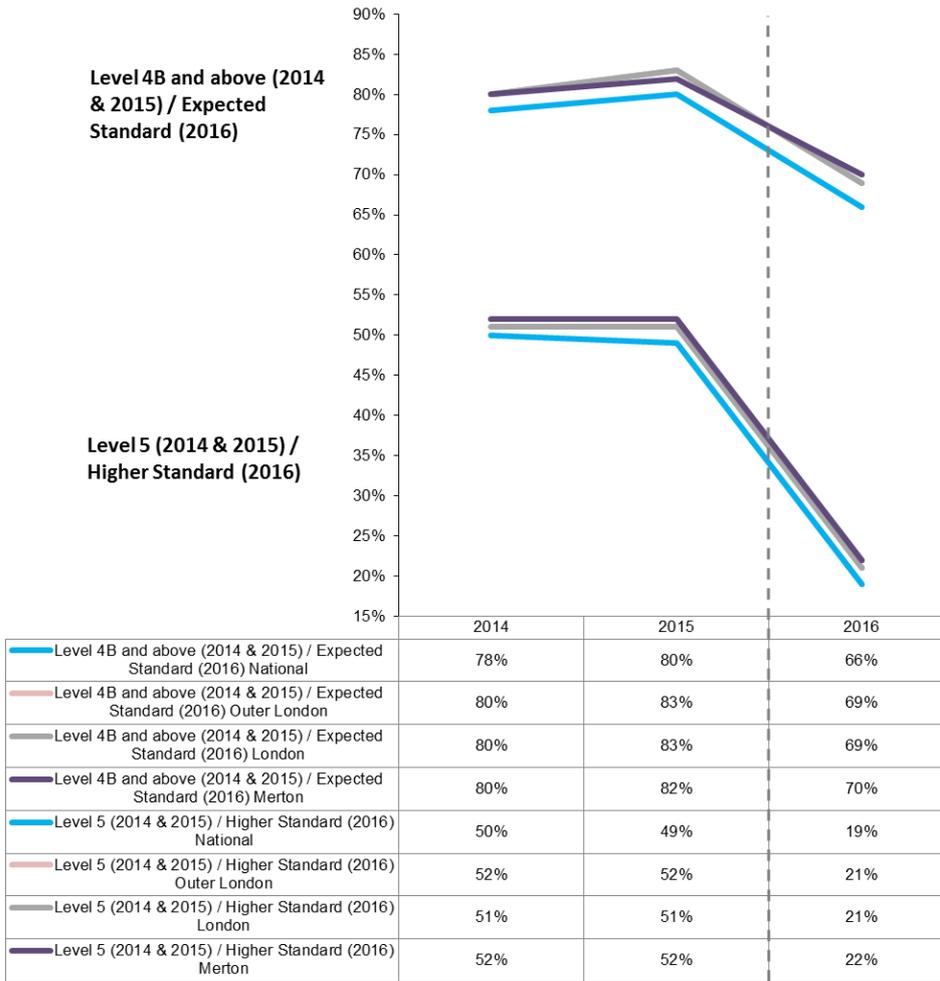
**Key Stage 2 Progress % Expected (2014 & 2015) / Value Added (2016): Maths**



**Key Stage 2 Attainment: Reading, writing and maths**



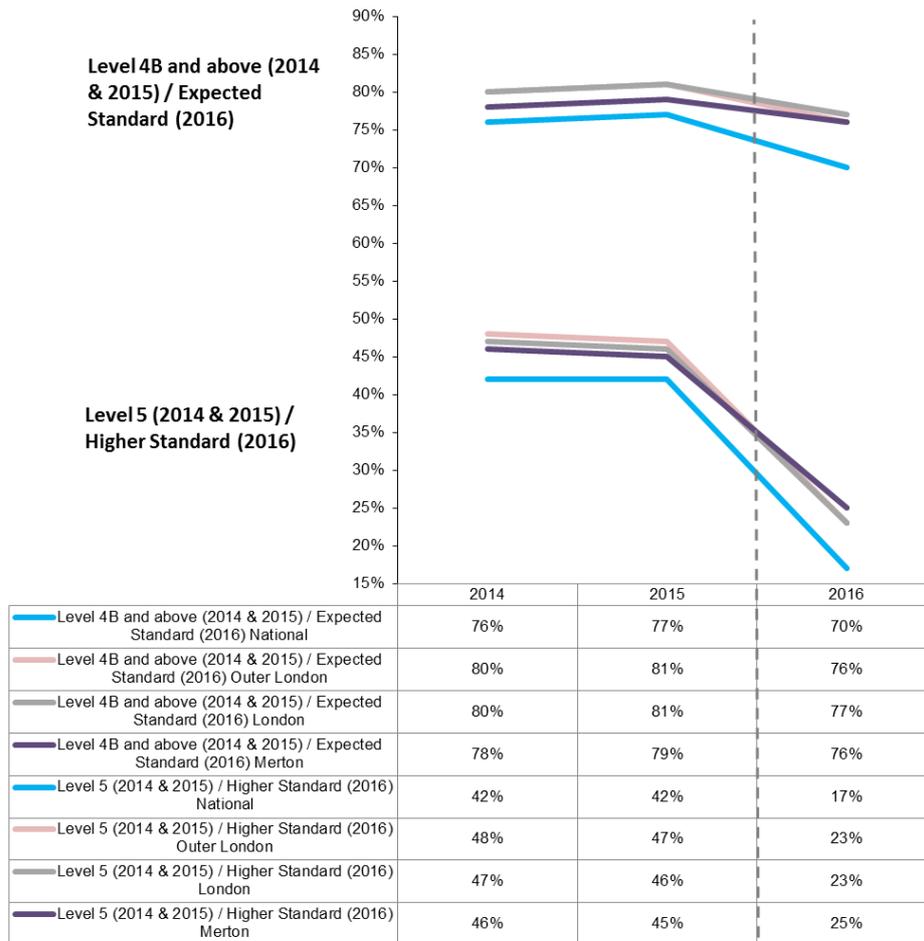
### Key Stage 2 Attainment: Reading



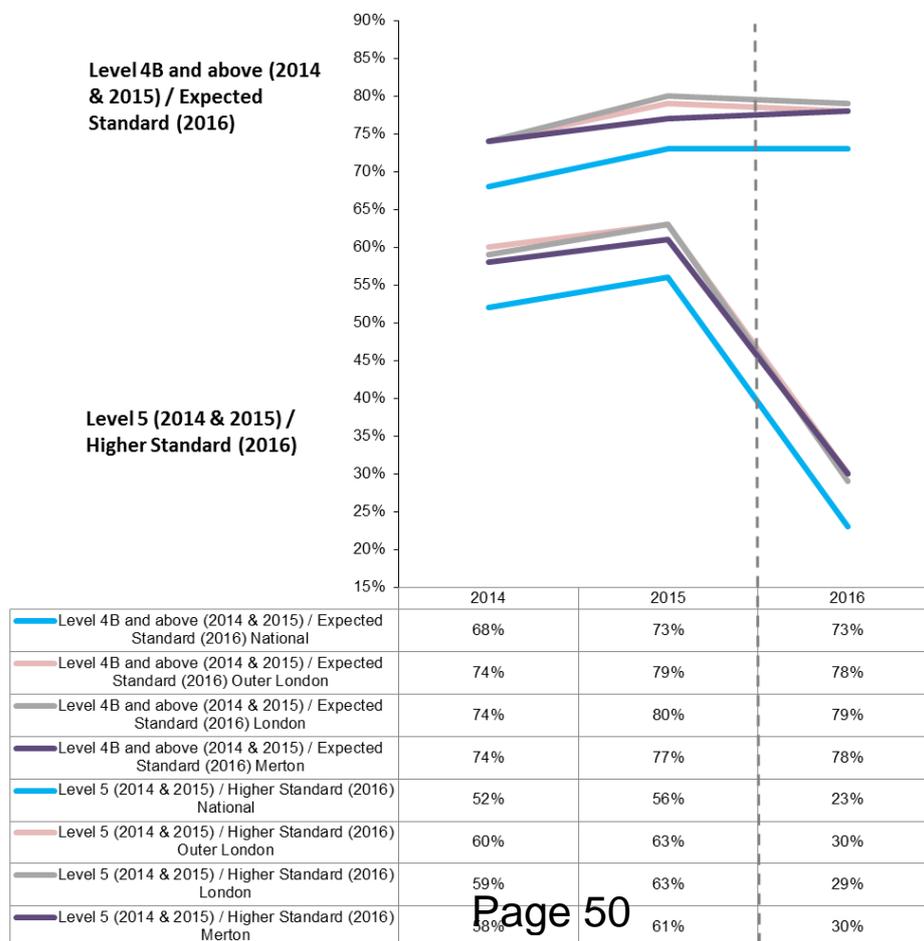
### Key Stage 2 Attainment: Writing



### Key Stage 2 Attainment: Maths



### Key Stage 2 Attainment: Grammar, punctuation and spelling

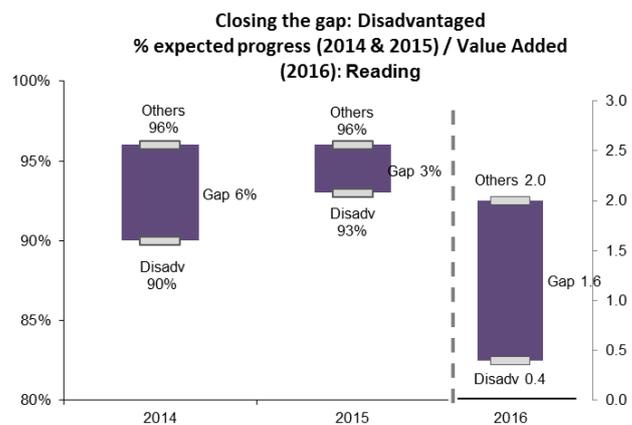
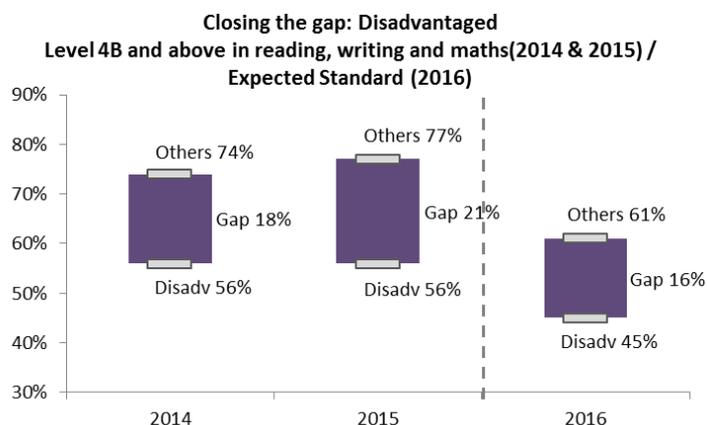


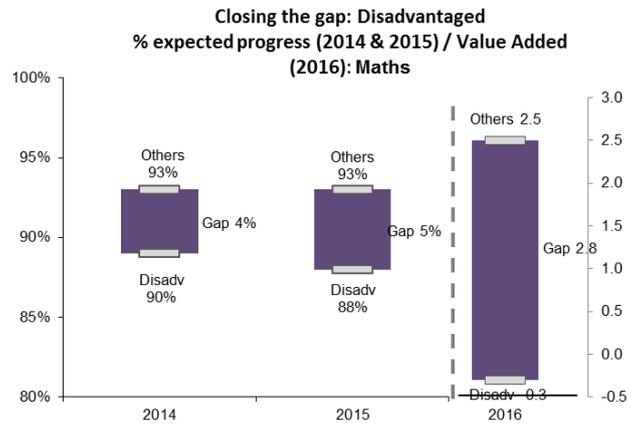
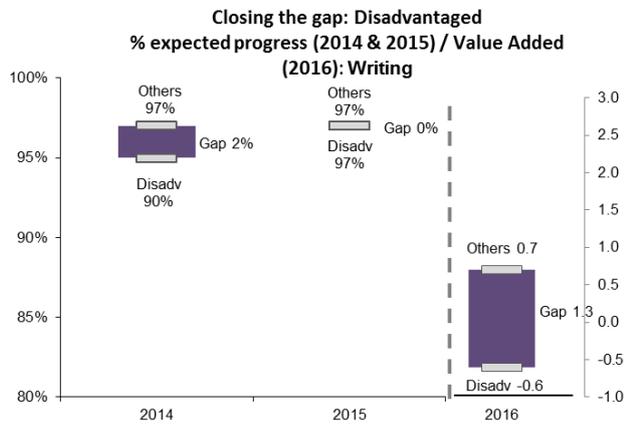
- 4.5.6 Performance in the combined indicator at 57%, identifying those pupils that achieved at least the expected standards in all of reading, writing and mathematics, is above the national average by four percentage points but two percentage points below the London averages. At the higher standard, however, performance in Merton is in line with London averages as well as being two percentage points above the national average.
- 4.5.7 Looking at the subjects separately, attainment in reading at both the expected standard and the higher standard is strong, being above both the national and London averages. It is also strong in mathematics, where performance is again above the national averages (by six and eight percentages at the expected and higher standards respectively) and in line with the London averages. In writing, however, as at KS1, performance in Merton is below the national and London averages at the expected standards. Once again it should be noted that the LA's moderation processes were particularly robust in this subject.
- 4.5.8 The progress scores in reading and mathematics, replicating the strong performance with regards to attainment are above the national and London averages. In writing the progress score is above the national average of 0, but below the London averages. Maintaining the steady progress of pupils across KS2 will continue to be a focus for Merton schools. Ofsted also continues to place considerably more emphasis on pupil progress.
- 4.5.9 No Merton school is below the Floor Standard this year. One primary school is deemed coasting.

## KS2 - main pupil groups and analysis

Performance in the key floor standard/coasting schools indicator.

Contextual Groups	Number of Pupils	% reaching the expected standard in reading, writing and maths			Value Added progress score in reading			Value Added progress score in writing			Value Added progress score in maths		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
All Pupils	2013	57%	59%	54%	1.6	0.9	0.0	0.4	1.1	0.0	1.8	1.5	0.0
<b>Gender</b>													
Female	1026	61%	63%	58%	2.2		0.4	1.3		0.8	1.2		-0.6
Male	987	53%	56%	50%	1.0		-0.3	-0.6		-0.8	2.3		0.6
Gap		8%	7%	8%	1.2		0.7	1.9		1.6	1.1		1.2
<b>Disadvantaged</b>													
Disadvantaged	528	45%	49%	39%	0.4		-0.7	-0.6		-0.3	-0.3		-0.5
All other pupils	1485	61%	66%	61%	2.0		0.3	0.7		0.1	2.5		-0.2
Gap		16%	17%	22%	1.6		1.0	1.3		0.4	2.8		0.3
<b>Prior Attainment (Key Stage 1)</b>													
Low	228	8%		6%	1.0		0.0	0.5		0.0	1.2		0.0
Middle	1196	53%		46%	1.6		0.0	0.3		0.0	1.8		0.0
High	454	96%		91%	1.9		0.0	0.5		0.0	2.1		0.0
<b>Special Educational Needs (SEN)</b>													
No Special Educational Needs	1625	67%	68%	62%	2.1		0.3	1.2		0.5	2.4		0.3
SEN Support	341	15%	24%	16%	-0.2		-1.3	-2.5		-2.4	-0.5		-1.1
SEN (with Statement or EHC plan)	43	9%	9%	7%	-4.2		-3.3	-5.6		-4.0	-2.7		-3.5
<b>Ethnic Group (White British and five largest ethnic minority groups)</b>													
White British	617	59%		54%	2.3		-0.1	0.0		-0.4	0.4		-0.5
White Other	293	51%		48%	2.0		1.2	0.6		1.7	2.9		2.3
Asian Other	237	72%		61%	1.4		0.3	1.0		1.4	5.4		3.0
Black African	226	52%		54%	0.6		0.2	0.8		1.5	0.4		1.2
Asian Pakistani	135	53%		47%	1.1		-0.7	0.7		0.8	2.6		0.9
Black Caribbean	83	47%		43%	-1.0		-0.7	-0.5		0.2	0.2		-0.8





- 4.5.10 Girls continued to outperform boys with regard to both attainment and progress, with the exception of mathematics where the progress score for boys was higher than that of girls. Reversing the pattern from the previous year, these gaps are larger than those seen nationally.
- 4.5.11 The performance of disadvantaged pupils is of particular concern: although they outperformed the same group nationally and in London with regard to attainment, the gaps between them and their non-disadvantaged peers with regard to progress was significantly wider than the gaps seen nationally in all subjects.
- 4.5.12 The performance of pupils on SEN support is in line with or better than the same group nationally with regard to progress across the key stage. However, the gaps between them and those without SEN in Merton are wider than the gaps seen nationally.
- 4.5.13 The largest ethnic groups at this key stage outperform the same groups nationally with regard to attainment, with the exception of Black African pupils who are two percentage points below. Progress scores are again generally strong in reading (with the exception of Black Caribbean pupils) and mathematics (with the exception of Black African pupils). Progress scores in writing are generally below those for the same groups nationally. Although again it should be noted that the rigour of the moderation process affected all pupils at this key stage, it seems to have affected Black African and Black Caribbean pupils in particular.

## 4.6 2015/16 Primary phase priorities, impact and key actions taken

### 4.6.1

**Priority:** To ensure no school falls below the Floor Standard and to ensure no school is judged to be 'coasting'.

**Actions taken to secure impact:**

Much work was done with primary schools throughout the year to ensure that there was a strong understanding of the higher expectations of the new National Curriculum in each year group. There was a focus on Year 2 and Year 6 where the new statutory assessments happened for the first time. Merton advisers provided briefings and training for headteachers, assessment coordinators, subject leaders and teachers in Years 2 and 6.

Schools with a Support and Challenge Group were supported to develop their assessment systems and to raise expectations for all pupils, including groups of pupils, but in particular for Years 2 and 6.

Targeted support for individual schools was provided by advisers.

This was a difficult year for all schools across the country, just as it was for schools in Merton: although the Curriculum describes what should be taught in each year group, there was no indication of what the expected standards for Years 2 and 6 would look like until the new Interim Teacher Assessment Frameworks were published in September 2015; and exemplification of these standards were only published in February 2016. This made teaching to the expected standard difficult.

**Impact:**

There were no schools below the Floor Standard; one school was judged to be 'coasting'.

The impact of advisers in targeted schools is as below. In all cases, targeted schools outperformed other schools in the LA.

Area of focus	Year 6 progress scores	
	Targeted schools	Other schools
Reading	+2.7	+1.65
Writing	+3.16	+0.05
GPS	N/A	N/A
Mathematics	+3.6	+2.2

### 4.6.2

**Priority:** To significantly improve the proportion of Year 2 pupils achieving the expected standard where they need to retake the Phonics Screening Check.

**Actions taken to secure impact:**

Key messages about performance in this area were shared with headteachers, English subject leaders and Year 2 teachers (especially those who were new to the year group).

Primary advisers delivered universal training for all Merton schools (teacher and leaders), and some in-school targeted training. They also worked with assessment leaders to ensure that the checks were carried out as expected by DfE requirements.

**Impact:**

The proportion of Year 2 pupils achieving the expected standard when retaking the Phonics Screening Check rose by four percentage points to in be in line with the national and London averages

### 4.6.3

**Priority:** To maximise the proportion of pupils achieving the new expected standard at the end of Key Stage 1 (KS1) and Key Stage 2 (KS2) and in mathematics in particular, and so that performance in comparison with statistical neighbours and other Outer London boroughs is improved.

**Actions taken to secure impact:**

With regard to mathematics there was central training on the concept of 'mastery teaching' (which is central to the new National Curriculum for this subject), and training on 'hard to teach/hard to learn' areas in the new curriculum such as fractions, statistics, and calculation. Identified schools were provided with targeted support on key areas such as differentiation, reasoning, problem solving and planning.

Significant work was undertaken with all schools to ensure that they were ready for the new end of key stage assessments. Briefings were delivered for headteachers; subject leaders received training on matters particularly pertaining to them; all teachers were given the opportunity to attend sessions on improving their understanding about the pitch required of teaching in their particular year groups and of the progression in expectations across year groups.

**Impact:**

At KS1 the proportions of pupils achieving the expected standard in reading and mathematics was in line with the national averages, but just below the Outer London averages; and in writing was just below both comparators.

At KS2, the proportions of pupils achieving the expected standard were above both the national and Outer London averages in reading; above the national and in line with the Outer London averages in maths; and below both averages in writing.

Ensuring that Merton maintains its performance in line with the Outer London averages will continue to be a priority.

## 4.6.4

**Priority:** To continue to narrow the gaps for disadvantaged pupils: where the gaps are wider than London averages, bring them more in line with these.

**Actions taken to secure impact:**

The majority of this work was carried out by the LA advisers in individual, identified schools to ensure that strategies planned to close the gaps for disadvantaged pupils were strong and evidence based, that the Pupil Premium Grant funding was used well, and that work in books identified the progress these pupils were making. Work was also carried out with these schools to ensure that regular monitoring of the performance of these pupils evaluated the impact of this work, and led to even more intensive targeting where needed.

All schools with Support and Challenge groups were regularly challenged about the performance of these pupils across the school.

Training was held for Pupil Premium Leads in schools, and governors with responsibility for the Pupil Premium.

**Impact:**

Disadvantaged pupils outperformed the same groups nationally and in London with regard to attainment at KS2, and performed broadly in line at KS1. However, their progress across KS2 was not as strong. This must remain a priority for the LA.

## 4.6.5

**Priority:** To improve outcomes for identified ethnic groups: in particular White Other in the Phonics Screening Check and at KS1, and Black African and Black Caribbean at KS2.

**Actions taken to secure impact:**

End of key stage data for all ethnic groups was analysed and disseminated to EMA and inclusion managers. Challenge and support was provided for these leaders in identified schools. Training was offered for all schools to support BME and EAL pupils. Schools (including governors) were supported to develop their equalities information and objectives to be compliant with Equality Act 2010.

Individual support was provided for teachers in schools to plan for and include pupils from diverse backgrounds . The 'Talk Volunteers' programme (intervention to develop English for EAL pupils) was delivered in five schools. Interpreter support was provided for schools on request to pupils and families. Support for refugees, asylum seekers and migrant families was via the South London Refugee Association.

**Impact:**

White Other pupils have narrowed the gap with their peers in the Phonics Screening Check, and with regard to reading and mathematics at the end of KS1. At KS2, Black African and Black Caribbean pupils have also narrowed the gap with regard to attainment in comparison with their peers (the latter group have narrowed the gap from 16 to ten percentage points). However, Black Caribbean attainment in particular remains well below the LA average and so must remain a priority.

4.6.6

**Priority:** To embed understanding of the new National Curriculum, and the progression of skills and knowledge within it.

**Actions taken to secure impact:**

Merton advisers developed new 'pitch and expectations' documents for teachers to use alongside the new National Curriculum to ensure there was a good understanding of the progression in skills in core subjects, and to support teachers with their planning and assessment. There was targeted training for each of Years 1 and 2, Years 3 and 4, and Years 5 and 6 looking at end of year expectations in the curriculum at those phases and how to meet the expectations. The development of exemplification materials, making explicit what should be achieved in each year group, was begun.

**Impact:**

Evidence from MEP visits and Support and Challenge groups would indicate that understanding of progression within the National Curriculum has strengthened. For example, pupils achieving the expected standard in all year groups (not just Years 2 and 6) have increased in all schools where there are Support and Challenge groups.

4.6.7

**Priority:** To embed understanding and effective practice for assessment using Herts for Learning (HfL).

**Actions taken to secure impact:**

Overlapping with work on the curriculum and on improving outcomes, much of the LA advisers' focus has been on providing support with this system of assessment. It has included:

- Training for senior leaders, assessment leaders, phase leaders, teachers in the structure and principles of HfL
- In-school support to develop HfL for specific schools having difficulties, including training for making assessment judgements using evidence, Introducing individual schools to the system through INSET, and providing support to analyse data.
- A pilot school group (where practice was particularly strong) developed links with other schools to provide support. They also met to plan strategically for the development of HfL in Merton schools.
- LA advisers created the 'Assessment in Merton' guidance document, providing comprehensive assessment advice in a world 'post-levels.

**Impact:**

Again, evidence from MEP visits and Support and Challenge groups would indicate that understanding of assessment practice and use of the HfL system has strengthened.

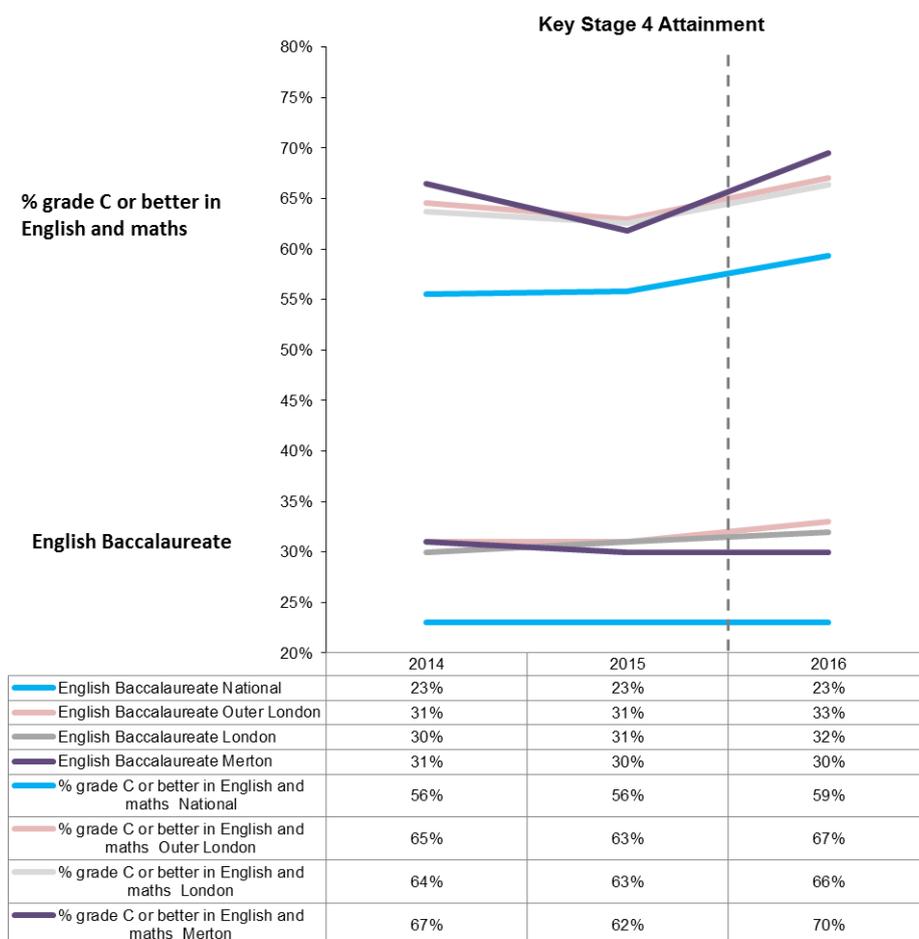
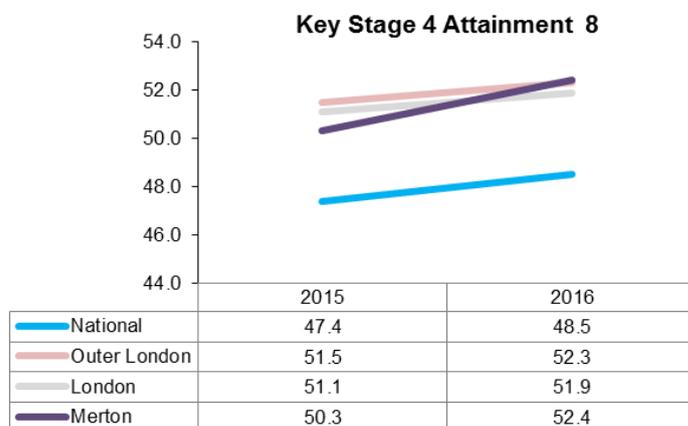
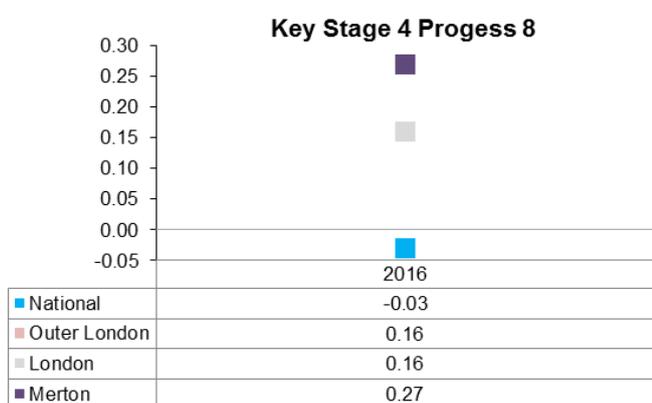
## Primary Phase Priorities for 2015 – 2016

- a) To improve outcomes for pupils in receipt of SEN support at all statutory points of assessment, but particularly at KS1, by supporting schools to track the progress of these pupils; intervening where they are falling behind; and scrutinising the expectations for their achievement; also by ensuring schools have identified pupils who should be within this category using the SEN code of practice.
- b) To embed improved outcomes in the Phonics Screening Check in Years 1 and 2, so that the gaps with the Outer London averages close, and by continuing to support schools to focus on rigorous tracking and intervention across the EYFS and KS1, particularly for 'White Other' pupils.
- c) To improve outcomes at the end of KS1 so that they are more in line with the higher Outer London averages, particularly in writing; for boys; for disadvantaged pupils in reading and mathematics; and for Mixed Other pupils.
- d) To improve performance in the combined attainment indicator at KS2, by maintaining strong outcomes in reading and mathematics and improving performance in writing, particularly for the expected standard; and particularly for disadvantaged pupils and black pupil groups.
- e) To embed teachers' understanding of progress across each year group, ensuring accelerated progress from their starting points for those pupils working below the expected standard so that they are enabled to catch up.
- f) To ensure no school falls below the Floor or Coasting Standards.
- g) To embed teachers' understanding of what exemplifies performance when pupils are working at greater depth so that those judged to be at the higher standards increases.
- h) To embed standardisation and moderation processes using new materials developed by Merton schools.

## 4.7 Key Stage 4: performance information and analysis

4.7.1 As changes are gradually introduced to the exams at the end of KS4, the accountability measures for schools, published in the performance tables are also changing. For more information about these, please see pages 9 and 10 of this report. Comparisons for the Progress 8 scores with 2015 performance is not possible: comparisons in the other measures are possible by virtue of calculating previous performance retrospectively: with the exception of performance in the English Baccalaureate these 2015 outcomes have not been published nationally or locally before.

### KS4 - headline performance information and analysis

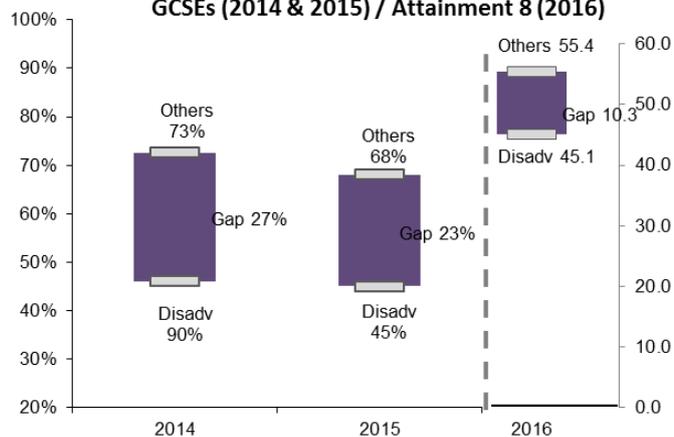


- 4.7.2 Performance in Merton secondary schools remains very strong in general.
- 4.7.3 At 0.27 the Progress 8 score in Merton is well above national and London averages. Three schools in Merton have scores which are described as being 'well above the national average' in the performance tables (Ursuline High School, Harris Academy Morden and Harris Academy Merton). Two schools' performance places them 'above the national average' (Ricards Lodge and Rutlish). Only one mainstream school is 'below the national average' (St Mark's Academy).
- 4.7.4 In the Attainment 8 indicator, Merton's average (52.4) is well above the national average, and in line with the Outer London average. This represents an improvement greater than that seen either nationally or in London. One Merton mainstream school is just below the national average (Raynes Park High School with a score of 47.2), and one is further below (St Mark's Academy with a score of 43.4). All other schools were above the national average.
- 4.7.5 The proportion of students achieving the English Bacculaureate was maintained at 30%, below the London averages, but still well above the national average. Particular successes were seen in Ursuline High School and Rutlish School where 55% and 39% of students achieved the English Bacculaureate respectively.
- 4.7.6 The proportion of students achieving a grade C or better in English and mathematics rose in 2016 to 70% by eight percentage points. This improvement is double that seen in Outer London over the same period. Particular successes were again seen in Ursuline High School (90%) and in Harris Academy Merton (78%). Strong improvements on previous performance were seen in St Mark's Academy, where performance at 54% remains below the national average, was a fourteen percentage point rise on performance in 2015.
- 4.7.7 No Merton school was below the Floor Standard this year. No secondary school is deemed coasting.

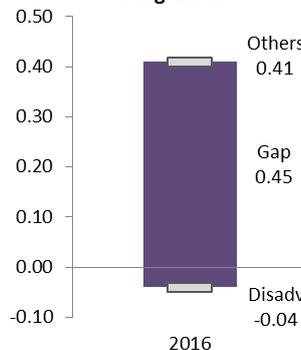
## KS4 - main pupil groups and analysis

Contextual Groups	Number of Pupils	Progress 8 score			Attainment 8 score			% achieving the English Baccalaureate			% achieving A*-C in English & mathematics		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
All Pupils	1440	0.27	0.16	-0.03	52.4	51.9	48.5	30%	32%	23%	70%	66%	59%
<b>Gender</b>													
Female	709	0.45	0.30	0.11	54.6	54.1	52.3	35%	38%	30%	73%	70%	67%
Male	731	0.10	0.02	-0.17	50.3	49.7	47.7	25%	26%	20%	66%	63%	59%
Gap		0.35	0.28	0.28	4.3	4.4	4.6	10%	12%	10%	7%	7%	8%
<b>Disadvantaged</b>													
Disadvantaged	422	-0.04	-0.02	-0.38	45.1	46.4	41.2	21%	19%	12%	54%	55%	43%
All other pupils	1018	0.41	0.28	0.10	55.4	55.4	53.5	39%	35%	30%	76%	74%	71%
Gap		0.45	0.30	0.48	10.3	9.0	12.3	17%	16%	18%	23%	19%	28%
<b>Prior Attainment (Key Stage 2)</b>													
Low	244	0.14		0.00	32.0		28.4	3%		1%	19%		11%
Middle	690	0.35		0.00	52.8		48.9	23%		15%	75%		62%
High	370	0.22		0.00	66.4		64.2	64%		55%	96%		95%
<b>Special Educational Needs (SEN)</b>													
No Special Educational Needs	1166	0.40	0.27	0.06	56.2	55.6	53.2	35%	37%	28%	77%	74%	70%
SEN Support	204	0.03	-0.17	-0.38	42.6	39.5	36.2	13%	9%	6%	45%	36%	29%
SEN (with Statement or EHC plan)	70	-1.05	-0.87	-1.03	17.8	18.7	17.0	6%	3%	2%	14%	13%	10%
<b>Ethnic Group (White British and five largest ethnic minority groups)</b>													
White British	526	0.04		-0.11	51.1		49.7	29%		23%	68%		63%
White Other	191	0.86		0.42	55.1		49.5	39%		28%	75%		59%
Black African	144	0.41		0.34	51.6		50.3	24%		26%	66%		63%
Black Caribbean	93	0.03		-0.15	47.7		45.4	24%		16%	56%		51%
Asian Pakistani	91	0.58		0.13	54.2		48.5	30%		22%	68%		58%
Asian Other	87	0.48		0.49	53.6		55.0	43%		38%	69%		73%

**Closing the gap: Disadvantaged**  
**% 5+ A\*-C including English & mathematics**  
**GCSEs (2014 & 2015) / Attainment 8 (2016)**



**Closing the gap: Disadvantaged**  
**Progress 8**



- 4.7.8 With regard to Progress 8 scores, all groups in Merton outperformed the same groups nationally and in London, with the exception of disadvantaged students and students with a statement of an Education Health and Care Plan (EHCP). As a result the gap for disadvantaged students is wider than that seen in London (though narrower than that nationally).
- 4.7.9 It is the same picture with regard to Attainment 8 scores and the proportion of students achieving at least grade C in English and mathematics, although Asian Other pupils do not perform as well as the same group nationally in these indicators.
- 4.7.10 There is a more mixed picture with regard to performance of groups in the EBacc indicator.
- 4.7.11 Girls outperform boys in all indicators although the gaps are similar to those seen nationally and in London, with the exception of the Progress 8 score where the gap is wider.

## 4.8 16 -18: performance information and analysis

4.8.1 In 2016, new headline accountability measures were introduced for post 16 courses. There is more information about this on page 10 of this report. As these are new measures there are no comparisons with previous years' performance. It is only possible to report on some of these measures, as others (including the destinations measure) will only be available in March 2017. Performance is split by the type of qualifications students are studying for into:

- Level 3 – including A level, NVQ level 3, GNVQ advanced and key skills level 3.
- A level – only A level outcomes
- Academic - A levels and a range of other academic qualifications taken at level 3, including AS levels, the International Baccalaureate, Applied A levels, Pre-U, Free-standing mathematics qualifications and the extended project.
- Tech level - defined by the DfE as 'rigorous level 3 qualifications for post-16 students wishing to specialise in a specific industry or occupation and that develop specialist knowledge and skills to enable entry to employment or progression to a related higher education course.'
- Applied general - defined by the DfE as 'rigorous level 3 qualifications for post-16 students who wish to continue their education through applied learning and that equip students with transferable knowledge and skills.'

### Post 16 - headline performance information

State funded school students	Number of students	Average Point Score per entry				Average Point Score per entry as a grade			
		Merton	London	Outer London	National	Merton	London	Outer London	National
Level 3 students	699	<b>32.18</b>	32.53	32.55	32.10				
A level students	644	<b>30.21</b>	31.42	31.45	30.84	<b>C</b>	C	C	C
Academic students	644	<b>30.28</b>	31.53	31.55	31.03	<b>C</b>	C	C	C
Tech level students	41	<b>36.50</b>	36.89	36.96	36.89	<b>Dist</b>	Dist+	Dist+	Dist+
Applied General students	218	<b>40.00</b>	37.64	38.06	37.99	<b>Dist+</b>	Dist+	Dist+	Dist+

A level students only	APS per entry, best 3	APS per entry, best 3 as a grade	Percentage of students achieving 3 A*-A grades or better at A level	Percentage of students achieving grades AAB or better at A level	Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects
Merton	<b>33.87</b>	<b>C+</b>	<b>7%</b>	<b>15%</b>	<b>13%</b>
London	34.79	C+	12%	20%	16%
Outer London	34.97	C+	12%	21%	17%
National	34.97	C+	13%	22%	17%

4.8.2 Overall, when considering APS per entry, level 3 Merton students perform just above the national average, and just below the London averages. However, when looking separately at groups within the level 3 cohort, Merton students perform just below the London or national averages, with the exception of Applied General students, who outperform the same groups both nationally and in London. The gaps with national and London averages are minimal with the result that the APS per entry expressed as a grade outcomes are almost exactly the same as those in London and nationally.

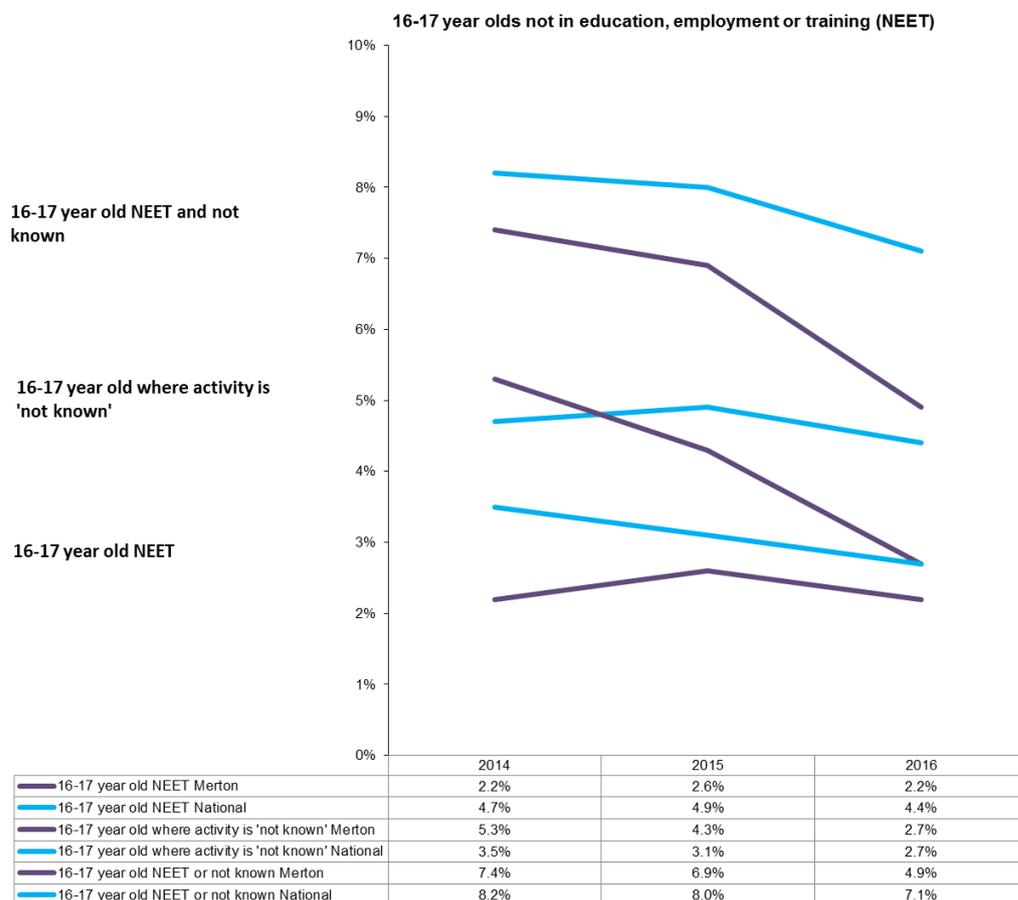
- 4.8.3 APS per entry outcomes for A level students only, looking at the best 3 A level results are again just below the national and London averages, with the result that when expressed as a grade, there is no difference with London and national outcomes.
- 4.8.4 Of greater concern are the proportions of students achieving the higher grades at A level: Merton outcomes are more significantly below those nationally and in London. The achievement of higher attaining students therefore needs to be a continued focus for Merton schools.
- 4.8.5 At individual maintained school level, progress scores are all in line with the national average, with the exception of two schools (St Mark's Academy and Wimbledon College) which are below. All schools meet the new minimum standard for this key stage (a progress score of above -0.5). The APS per entry score (attainment) for all schools is also above average, with the exception of three schools (St Mark's Academy, Wimbledon College and Raynes Park High School).

### **Post 16 main pupil groups**

This level of detail is not available Post 16.

## Not in Education, Employment and Training (NEET)

4.8.6 The headline indicator for the NEET measure changed in 2015/16 to include the combined figure for NEET and not known (therefore including the young people whose current education, employment or training status is not known). The DFE also now only publish 16/17 year old data to bring this in line with Raising Participation Age (RPA) duties. We continue to support young people post 17 to access European Social Fund (ESF) support.

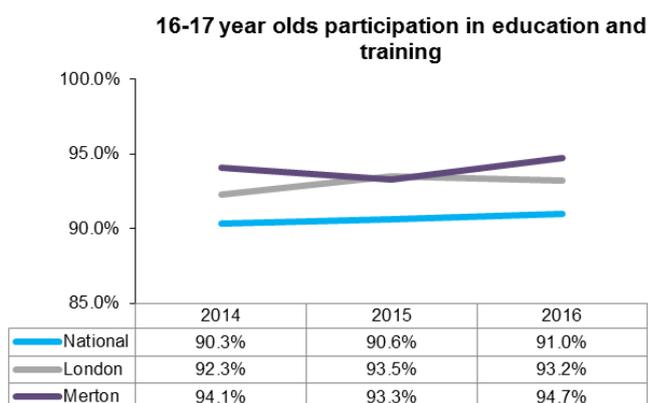


4.8.7 The proportions of young people who are Not in Education, Employment and Training (NEET), or whose status is not known, have again fallen and are better than national averages. The proportion of 16-17 year old 'not known' has fallen by 1.6 percentage points which is significantly greater than the fall seen nationally. This follows another significant fall in 2014/15, and is a three year trend.

4.8.8 The Merton proportions of NEET, and of NEET and not known combined place the LA in the second quintile nationally for each.

4.8.9 As young people are found (no longer 'not known') it is expected that the NEET would rise slightly as young people are identified. (Note: NEET is an adjusted figure nationally, containing 8% of the not known figure.) However, this NEET figure has fallen further in 2015-16.

## Raising the Participation Age (RPA)



Contextual Groups	2014			2015			2016		
	Merton	London	National	Merton	London	National	Merton	London	National
16-17 year olds participating in education and training	<b>94.1%</b>	92.3%	90.3%	<b>93.3%</b>	93.5%	90.6%	<b>94.7%</b>	93.2%	91.0%
- full time education	<b>91.4%</b>	88.7%	83.2%	<b>89.5%</b>	90.0%	93.1%	<b>89.9%</b>	88.7%	82.5%
- apprenticeships	<b>1.7%</b>	2.1%	4.2%	<b>2.3%</b>	2.1%	4.9%	<b>3.2%</b>	3.5%	6.3%
- other education and training	<b>1.0%</b>	1.5%	2.9%	<b>1.4%</b>	1.4%	2.6%	<b>1.6%</b>	1.0%	2.2%

4.8.10 In year performance has improved by 1.4 percentage points, and represents a three year upward trend.

4.8.11 The proportion of 16-17 year olds participating in full time education is higher than the London and national averages, an increase of 0.4 percentage points since last year.

4.8.12 The proportions in apprenticeships, or other education and training have also improved, with a three year improving trend from a low base. However, performance against the more challenging national averages is not so strong.

## Apprenticeship Participation

Figure under date refers to number of 16 - 18 academic age YP in Merton	Apprenticeship Participation						
	2016 (5,969 YP)	Rank	2015 (5,935 YP)	Rank	2014 (5,889 YP)	Rank	% change in year (2015 to 2016)
National	7.3%		6.1%		5.3%		19%
London	4.1%		3.0%		3.0%		36%
<b>Merton</b>	<b>4.7% (281YP)</b>	<b>4</b>	<b>3.3% (196YP)</b>	<b>5</b>	<b>2.8% (165YP)</b>	<b>7</b>	<b>42%</b>
Barnet	1.7%	9	1.1%	12	1.0%	12	50%
Ealing	3.0%	7	2.5%	8	2.1%	9	20%
Enfield	1.1%	11	1.6%	11	1.5%	11	-30%
Hillingdon	3.1%	6	3.7%	4	4.3%	3	-14%
Hounslow	1.6%	10	1.6%	10	2.2%	8	-1%
Kingston	5.7%	3	3.8%	3	3.4%	6	50%
Reading	5.8%	2	4.2%	2	4.4%	2	39%
Redbridge	2.6%	8	2.6%	7	3.6%	4	3%
Sutton	7.5%	1	4.9%	1	4.5%	1	52%
Wandsworth	3.9%	5	2.1%	9	1.9%	10	89%

4.8.13 When comparing the March 2015 apprenticeship participation rates of Merton's statistical neighbours to the March 2016 participation rates, Merton has the 5<sup>th</sup> greatest percentage increase of academic age 16-18 year olds participating in apprenticeships.

4.8.14 March 2016 data ranks Merton 4th in comparison to statistical neighbours: this is above the London average but below the national average.

## September Guarantee

4.8.15 The September Guarantee is an offer, by the end of September, of a "suitable" place in education or training for 16 and 17 year olds.

16 and 17 year olds	2013			2014			2015		
	Merton	London	National	Merton	London	National	Merton	London	National
Offer made	<b>93.0%</b>	91.1%	92.1%	<b>92.8%</b>	94.1%	93.2%	<b>95.0%</b>	95.0%	94.6%
Offer not appropriate	<b>0.4%</b>	0.3%	1.3%	<b>0.4%</b>	0.5%	1.1%	<b>0.4%</b>	0.4%	1.0%
No offer	<b>0.6%</b>	1.5%	1.4%	<b>1.0%</b>	1.0%	1.0%	<b>0.3%</b>	1.1%	1.0%

4.8.16 The proportion of 16 and 17 year olds receiving an offer was higher than in 2014. This is now in line with the London average, and just above the national average, (whereas the LA's performance in 2014 was below both).

## 4.9 2015/16 Secondary phase priorities, impact and key actions taken

### 4.9.1

**Priority:**

To ensure all secondary schools are judged good or outstanding.

**Actions taken to secure impact:**

MEP support has been given to all secondary schools. Sixth form reviews took place in four schools. In particular, targeted support took place in Raynes Park High School which was the only school to be judged less than good at the beginning of 2015/16.

The Outstanding Teacher Programme was delivered to a number of teachers from a range of Merton schools.

**Impact:**

All secondary schools are now good or outstanding in Merton.

The Outstanding Teacher Programme is now in its fourth year, with impacts being seen for teachers taking part.

### 4.9.2

**Priority:**

To support schools with changes to the curriculum and assessment at KS4 and sixth form.

**Actions taken to secure impact:**

The Raising Achievement and Curriculum Development forums as well as the Heads of 6<sup>th</sup> Form group met regularly throughout the year. Changes to the curriculum and assessment at KS4 and sixth form were central topics for discussion; best practice was shared. There were meetings also involving primary teachers and leaders with secondary colleagues to develop an understanding of the new assessment processes at the end of KS2 and the higher standards emerging from these assessments.

**Impact:**

Schools continued to find these meetings useful and developed their practice as a result. In particular, schools have developed their KS3 curriculum offer and pathways for students on the basis of their achievement on entry to the secondary phase. Target setting for secondary schools on the basis of the standards emerging from KS2 has emerged as an issue to be considered in 2016/17.

### 4.9.3

**Priority:** To maintain strong outcomes at KS4 and improve achievement at higher grades at A level.

**Actions taken to secure impact:**

The improvement of outcomes, building on already strong results, at the end of KS4 remained a priority for Merton schools.

With regard to higher grades at A level, the Merton Heads of 6<sup>th</sup> Form have continued to develop the aspirations programme for Year 12 and 13 students. This included collaborative activities aiming to increase the proportions applying to Oxbridge and Russell Group universities. Schools maintained strong links with a range of prestigious universities enabling students to have access to a range of expert support from these institutions, developing career aspirations.

**Impact:**

All outcomes remain strong across the majority of the secondary phase, with improvements seen in the Attainment 8 score and the proportion of students achieving at least a grade C in English and mathematics. The proportion of students achieving the EBacc remained well above the national average.

At A level, the achievement of higher attaining students did not improve: the proportion achieving three

A levels with A\* - A is six percentage points below the national average. All schools in Merton have this as an improvement priority in 2016/17.

#### 4.9.4

**Priority:** To further narrow the gaps for disadvantaged pupils in all indicators, and for Black Caribbean students with regard to attainment.

**Actions taken to secure impact:**

MEPs continued to support schools to track the progress and attainment of these groups across each school. Schools were also supported to strengthen their Pupil Premium strategies (the Pupil Premium grant is used to target the improved achievement of disadvantaged students).

**Impact:**

Black Caribbean students now outperform the same groups nationally in all published indicators. However, although it has not been possible to ascertain how achievement gaps have narrowed in the published indicators in comparison with all pupils, the gaps remain the widest for this BME group, and so their achievement will need to remain a significant priority for Merton schools in the coming year. With regard to disadvantaged students, the gaps are narrower than those seen nationally, but, particularly with regard to the Progress 8 score, are wider than those in London. Therefore both these groups will need to remain priorities for the Local Authority in 2016/17.

#### 4.9.5

**Priority:** To reduce the number of 16-17 year old NEET, by focusing on those young people that are known to the Youth Offending Team and who are at risk of NEET, and by planning for post 16 support or provision at Melbury College.

**Actions taken to secure impact:**

Clear referral processes have been set up to ensure that young offenders are picked up on exit from the YOT for support and the tracking has been focused on 16/17 year olds. Planning for post 16 provision at Melbury College is moving forward through consultation with the Dfe and the school Governors. The school have recruited extra management capacity in January 2017 to take this innovative project forward.

**Impact:**

The proportions of young people who are NEET, or whose status is not known, have again fallen and are better than national averages.

#### 4.9.6

**Priority:** To continue to track, support and monitor the cohort of young people 16 – 19, by targeting vulnerable young people in schools (who are at risk of becoming NEET) and in the community (for those who are already NEET).

**Actions taken to secure impact:**

The My Futures team have continued to support young people in schools pre 16 to prevent them becoming NEET. 16-19 year old NEET are being supported through referral to European Social Fund commissioned projects that are working in Merton. My Futures is running a triage system to refer young people picked up through tracking.

**Impact:**

This work has contributed to the fall in the number of NEET as previously noted.

**Priority:** To maximise the destinations for young people being worked with, by maintaining the relationships with providers.

**Actions taken to secure impact:**

Through the Economic Well being group and apprenticeship providers the LA have maintained links with providers beyond education.

**Impact:**

There has been a steady increase in apprenticeship take up across the last 3 years.

## Secondary Phase Priorities for 2015 – 2016

- a) To ensure all secondary schools remain good or outstanding.
- b) To embed changes to the curriculum and assessment at KS4 and sixth form.
- c) To maintain strong outcomes at KS4 by supporting schools to focus on students' good progress from their individual starting points at the end of KS2.
- d) To further narrow the gaps for disadvantaged and Black Caribbean students in all indicators.
- e) To improve outcomes for all A level students, and more able students in particular so that the performance of A Level students improves in the relevant performance so that performance is more in line with Outer London averages.
- f) To further reduce our Not Known performance through improved tracking; and to improve our NEET figures through increasing apprenticeship take up and referrals to external providers.
- g) To review and refocus resources on 16/17 year old NEET and not known to ensure they meet the participation requirement.
- h) To establish the Melbury Sixth form.

# 5. Inclusion

## 5.1 Attendance data and analysis

### Four half term headline data

5.1.1 There have been changes to the way that attendance is measured:

- Since September 2015, pupils have been identified as persistent absentees if they miss 10% or more of their possible sessions.
- Attendance is also now measured by the DFE both after four half terms and after six (ie a whole school year.) They have ceased to publish data that we have used previously.

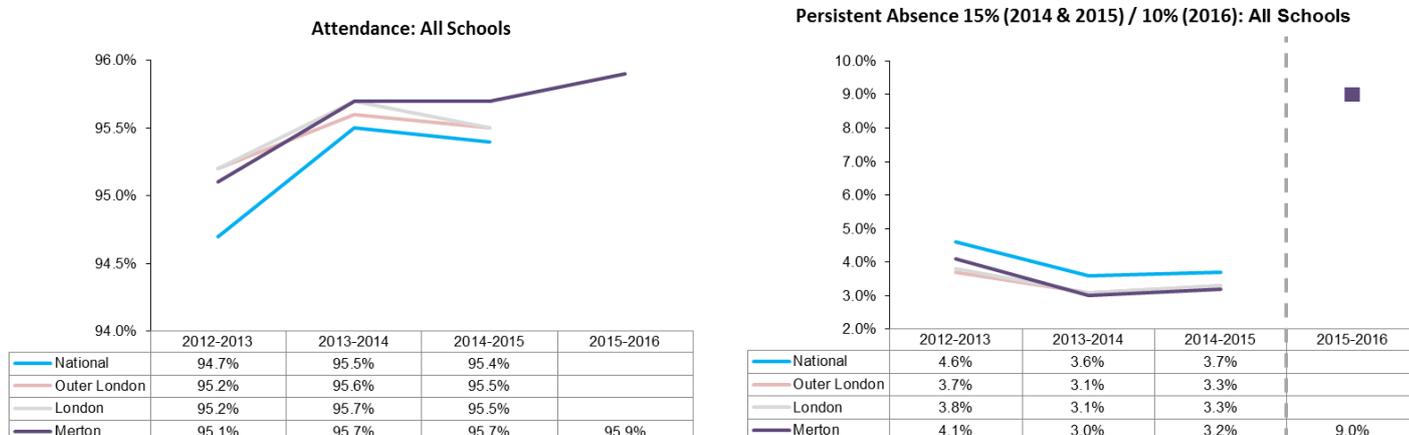
5.1.2 Attendance is measured at various points in the schools year. The data covering four half terms (up until Easter 2016) has been published and national and local comparators exist for this data set. Ofsted use the four half term data to judge attendance when they are inspecting schools. Rates of attendance in Merton are above the national and London averages for this period.

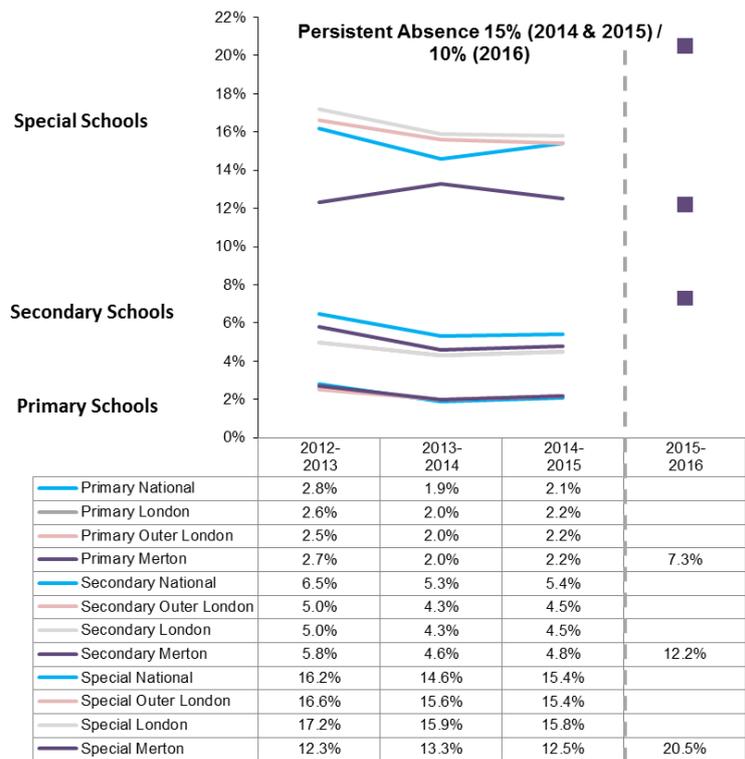
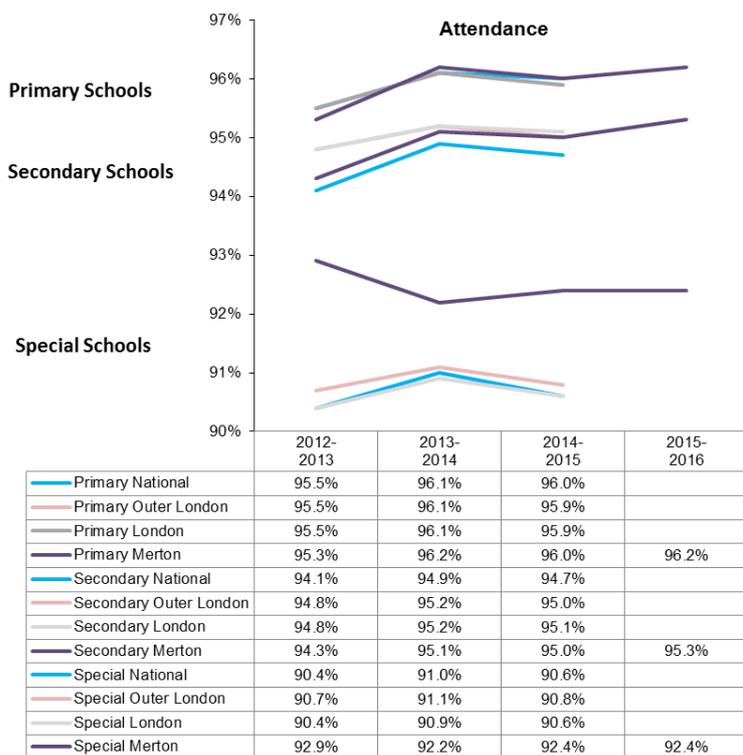
All Schools (primary and secondary)	Merton	London	Outer London	National
Attendance	95.9%	95.7%	95.7%	95.6%
Absence	4.1%	4.3%	4.3%	4.4%
Persistent Absence	9.3%	10.0%	10.0%	10.3%

### Six half term headline data

5.1.3 LAs' success in raising attendance for LA inspection purposes is measured using the data covering six terms (full academic year). Merton's performance using this data is presented below. National and local comparators are not available for this six term data until the end of March 2017 so the comparators below are from 2014/15.

*Analysis is based on six half terms. All schools including academies and free schools included.*





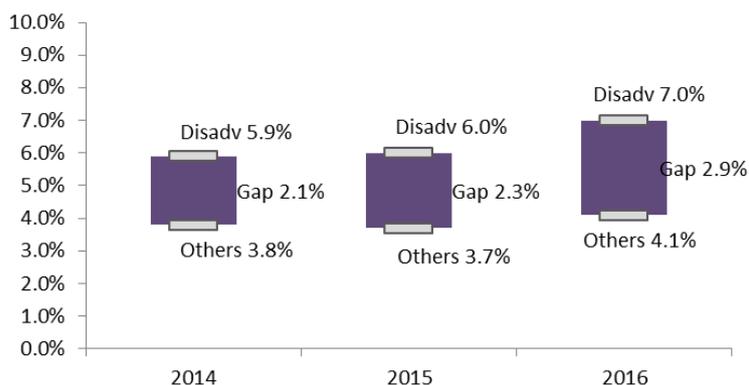
- 5.1.4 Using the six term data, across all types of schools, attendance in Merton is above the most recent national and London comparative data and has a three year upward trend.
- 5.1.5 The three year trends in attendance at both primary and secondary phases remain upwards after falling back last year in line with national and London trends. Primary has regained its 2013-14 high. Secondary attendance has risen to its highest level ever by 0.3%. Special school attendance continues to be significantly above both national and London averages.
- 5.1.6 The PA figure has a new threshold and we await national and London comparators. However, as the four half terms data demonstrated better performance in this indicator, we predict that Merton will be in line with or better than national and London averages.
- 5.1.7 Illness remains the most common reason for absence in Merton, accounting for 57% of all absences.

## Main pupil groups

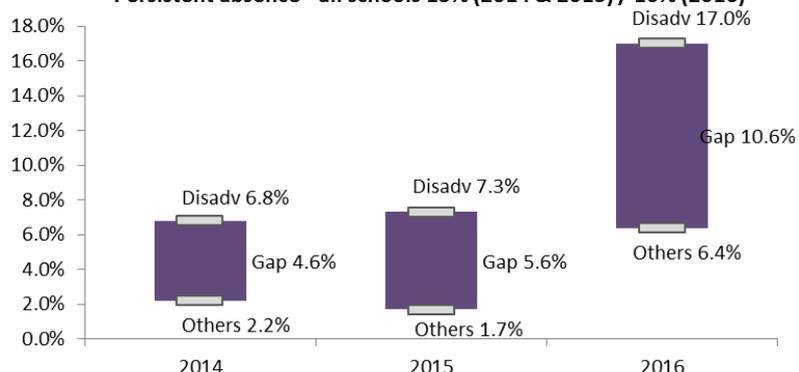
London comparators are unavailable for contextual groups: FSM is the benchmark for disadvantage. Since September 2015, pupils have been identified as persistent absentees if they miss 10% or more of their possible sessions. Benchmarking with this methodology is not available.

Contextual Groups	Number of Pupils	Overall Absence - All Schools			Persistence Absentees – All Schools		
		Merton 2015-16	London 2014-15	National 2014-15	Merton 2015-16	London 2014-15	National 2014-15
All Pupils	22867	4.1%	4.5%	4.6%	9.0%		
<b>Gender</b>							
Female	11237	4.1%		4.6%	8.4%		
Male	11575	4.2%		4.6%	9.6%		
Gap		0.1%		0.0%	1.2%		
<b>Disadvantaged</b>							
Disadvantaged	5717	5.8%		7.0%	17.0%		
All other pupils	17150	3.6%		4.1%	6.4%		
Gap		2.2%		2.9%	10.6%		
<b>Special Educational Needs (SEN)</b>							
No Special Educational Needs	18438	3.8%		4.2%	7.4%		
SEN Support	3319	5.5%		6.2%	15.4%		
SEN (with Statement or EHC plan)	762	6.3%		7.7%	18.8%		
<b>Ethnic Group (White British and five largest ethnic minority groups)</b>							
White British	7169	4.5%		4.6%	11.1%		
White Other	3752	4.2%		5.1%	7.8%		
Asian Other	2261	3.4%		3.8%	4.8%		
Black African	2134	2.6%		2.9%	3.9%		
Asian Pakistani	1310	5.2%		4.9%	11.7%		
Black Caribbean	976	4.5%		4.5%	12.3%		

Closing the gap: Disadvantaged % overall absence - all schools



Closing the gap: Disadvantaged Persistent absence - all schools 15% (2014 & 2015) / 10% (2016)



5.1.8 Overall, the absence rate for disadvantaged pupils in Merton was better than the national average; and persistent absence was lower in Merton than nationally for this group. Merton disadvantaged pupils are attending better than elsewhere nationally. However disadvantaged pupils are still not attending as

well as their peers. This gap has widened again in 2016. So attendance is improving for all pupils but the difference between groups is marked.

- 5.1.9 There is a small difference in the absence rate between boys and girls, which broadly mirrors the gap seen nationally.
- 5.1.10 Absence and PA rates for any pupil with an identified SEN are not as good as for pupils with no identified SEN, however absence rates are better than for SEN pupils nationally.
- 5.1.11 The rates of absence for all the largest ethnic groups are in line with or better than the same groups nationally, with the exception of Asian Pakistani pupils for the first time.

## 2015/16 Attendance priorities, impact and key actions taken

5.1.12

<p><b>Priority:</b> To continue to support and challenge schools and families to reduce absence, by supporting schools to implement the national 10% Persistent Absence threshold.</p> <p><b>Actions taken to secure improvement:</b></p> <ul style="list-style-type: none"><li>• Ensure all schools understood the change to 10% PA by individual student and focused resources at need</li><li>• Focused on secondary PA to reduce the gap between the Merton average and the London average</li><li>• Targeted casework where attendance was below 90%</li><li>• Use of sanctions including Penalty Notice Warnings and Penalty Notices</li><li>• Use of Penalty Notices for Unauthorised Leave of Absence</li></ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"><li>• Schools have focused on 10% absence by individual pupil and not by number of sessions.</li><li>• Merton secondary PA is 0.1% above the London average. This has improved as we were 0.3% above the London average for 3 terms in 2014-15.</li><li>• Casework targeted at students with the lowest attendance.</li><li>• Use of sanctions has continued.</li><li>• More schools have implemented the unauthorised leave of absence policy and asked us to issue Penalty Notices.</li></ul>
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5.1.13

<p><b>Priority:</b> To continue multi-agency support to reduce persistent absence, especially for disadvantaged pupils, by using the learning from the Chronic Absence Project (CAP), including targeted work with Child and Adolescent Mental Health Services (CAMHS) and GPs to support children with on going health needs.</p> <p><b>Action taken to secure impact:</b> This action was led by Public Health. Initial scoping work has been undertaken with a school and GP to look at the issues, and Public Health will be taking this work forward in the new academic year.</p> <p><b>Impact:</b> The lessons from the CAP project informed the new Health Provider contract and they are taking forward plans with each secondary school with regards to school nursing role.</p>
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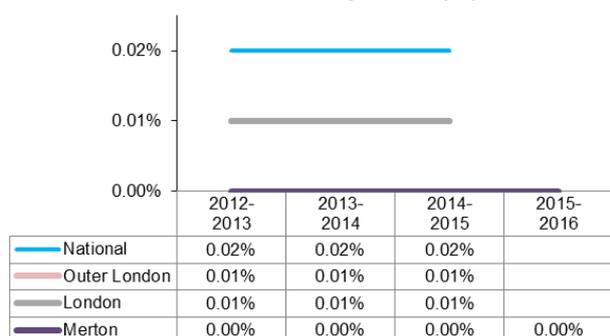
## Attendance Priorities for 2016/17

- a) To support and challenge pupils and their parents who have poor attendance to maintain good attendance in line with national and outer London averages.
- b) To bring secondary PA in line with Outer London.
- c) To implement the new CME statutory guidance.
- d) To ensure that attendance data is included in all MASH responses form the Education Navigator.

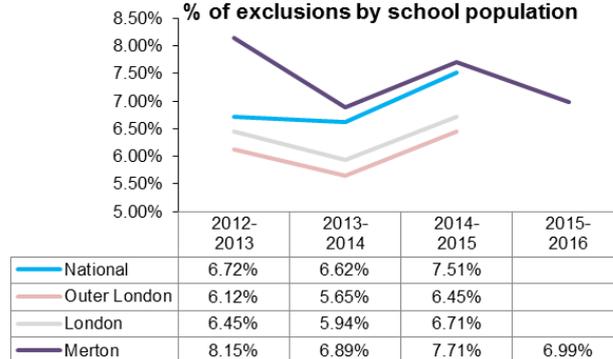
## 5.2 Exclusions data and analysis

### Headline data and analysis

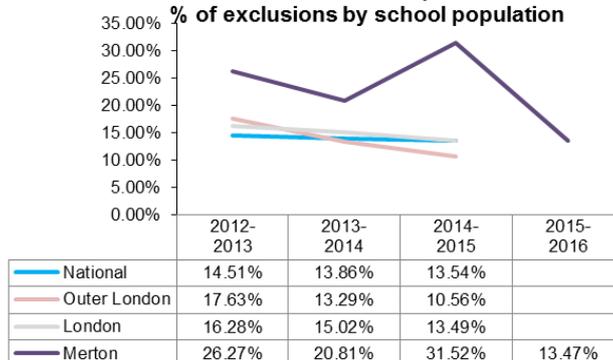
**Permanent Exclusions: Primary Schools**  
% of exclusions by school population



**Permanent Exclusions: Secondary Schools**  
% of exclusions by school population



**Permanent Exclusions: Special Schools**  
% of exclusions by school population



5.2.1 Permanent Exclusions from primary schools have remained at zero, better than the national and London averages. This has been the position for over 10 years and illustrates the impact of the significant and complex inclusion work carried out by primary schools and the LA's Virtual Behaviour Service (VBS).

5.2.2 The number of permanent exclusions in secondary schools has decreased to 17 after a rise last year. There is no data available yet for national or London comparisons, but it is predicted that Merton is now in line with the national average, having been well above (worse than) in 2012/13.

5.2.3 Of the 17 exclusions:

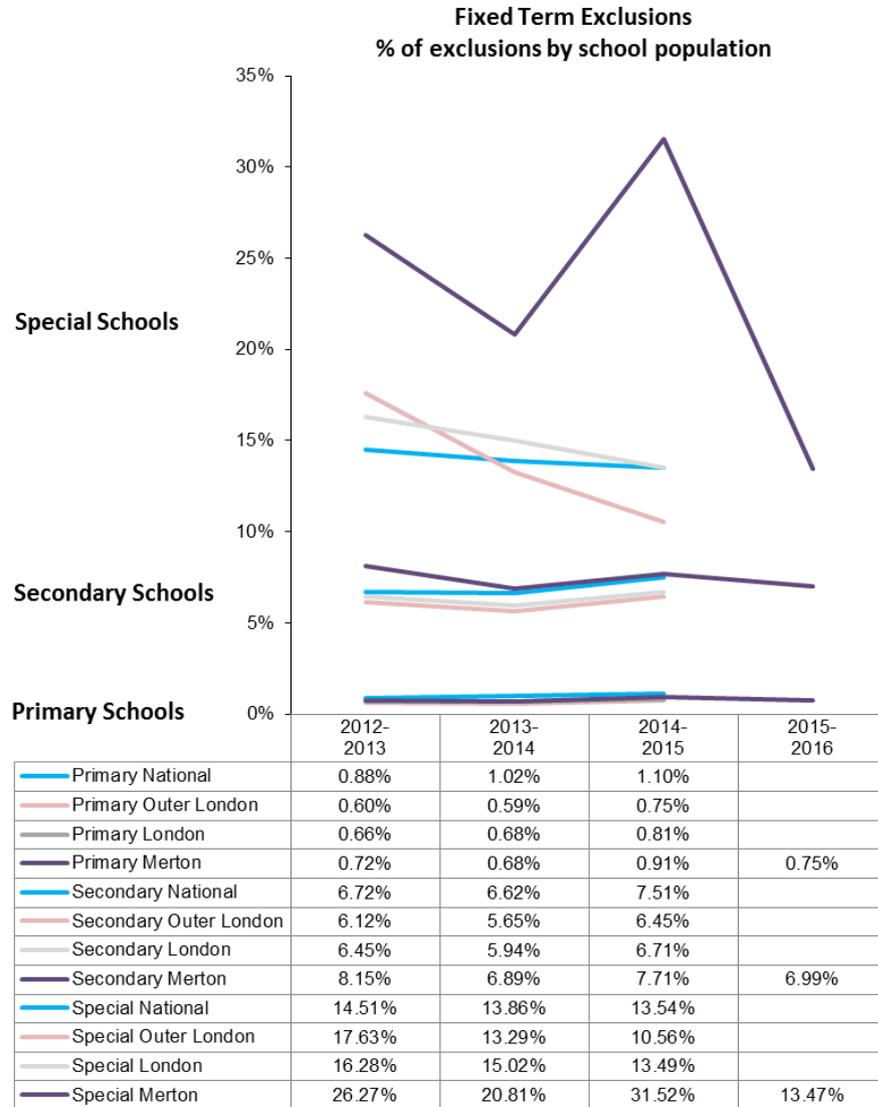
- 11 were in KS3 (one in Year 7; four in Year 8; six in Year 9) and six were in KS4 (six in Year 10; one in Year 11). This represents a slight increase in KS3 and a fall in KS4.
- 14 are for boys; three are for girls. This represents an equal fall for both.
- 13 live in Merton and four live out of borough (two in Wandsworth; one in Lewisham; one in Sutton)
- Ethnic background was:
  - 11 White British (increase by four)
  - two Black Caribbean (fall by two)
  - two White and Black Caribbean (increase by one)
  - one Black or Black British African (increase by one)
  - one Mixed White and Black Asian (increase by one)
  - no Black African (fall by two)

5.2.4 The reasons for permanent exclusion were:

- Five physical assault of pupil (increase of four)
- Five 'other' (increase of three)

- Three bullying (increase of two)
- Three persistent disruptive behaviour
- One drug & alcohol (fall of two)

5.2.5 There were 12 more potential permanent exclusions that were prevented in secondary schools through partnership work between schools and schools and Melbury College.



5.2.6 The number of fixed term exclusions in primary schools has decreased, and the rate remains below (better than) the national, and in line with the London, averages in 2014 – 15. We do not yet have comparative data for 2015-16. There was an increase from 16 to 23 with regard to the number of primaries where no pupil was excluded. There was a rise in pupils receiving single fixed term exclusions, but a fall in pupils receiving six or more. However five pupils still accounted for 24% of the primary exclusions. What this illustrates is the complexity of some children with high needs who require specialist support and assessment.

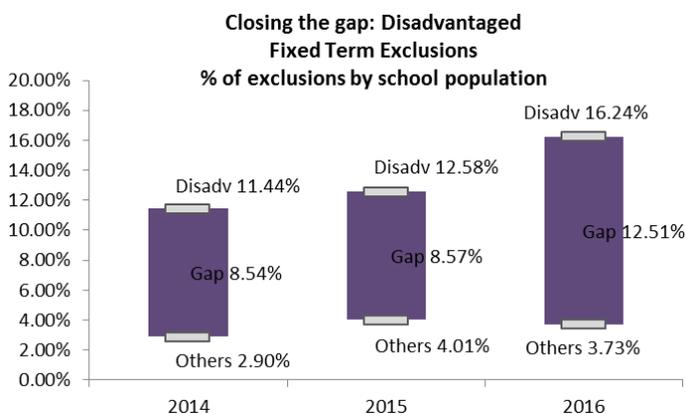
5.2.7 The number of fixed term exclusions in secondary schools has decreased in the last year, and are below (better than) national rates from 2014 - 15. This represents a significant reduction over time: Merton had the third highest fixed term exclusions in London in 2008 (14%), but the rates are now below the national average and only slightly above London.

5.2.8 We do not yet have comparative published data that allows us to analyse fixed term exclusions by reason.

5.2.9 The figures for fixed term exclusions in Special Schools are based on small cohorts. However, these figures have fallen significantly and are now in line with national and London averages.

## Main pupil groups

Contextual Groups	Number of Pupils	Fixed Term Exclusions: Secondary % of exclusions by school population		
		Merton 2015-16	London 2014-15	National 2014-15
All Pupils	8767	6.99%	6.71%	6.45%
<b>Gender</b>				
Female	4274	3.56%		4.68%
Male	4493	10.26%		10.50%
Gap		6.70%		5.82%
<b>Disadvantaged</b>				
Disadvantaged	2285	16.24%		18.77%
All other pupils	6482	3.73%		4.58%
Gap		12.51%		14.19%
<b>Special Educational Needs (SEN)</b>				
No Special Educational Needs	7293	4.26%		5.06%
SEN Support	1253	18.91%		22.76%
SEN (with Statement or EHC plan)	221	29.41%		23.85%
<b>Ethnic Group (White British and five largest ethnic minority groups)</b>				
White British	2865	8.20%		7.87%
White Other	1294	4.40%		6.10%
Black African	922	6.29%		7.31%
Asian Other	623	3.53%		2.63%
Asian Pakistani	532	2.63%		5.72%
Black Caribbean	529	12.48%		14.71%



- 5.2.10 For disadvantaged pupils there is a growing gap with their peers in relation to fixed term exclusions, although the average is lower than that seen nationally for 2014-15 for the same group.
- 5.2.11 29% of pupils with EHCPs or statements of special needs received fixed term exclusions in secondary school. This is higher than for the school population as a whole and for this group nationally compared to 2014/15. Fixed term exclusions for those on SEN Support is lower.
- 5.2.12 Although Black Caribbean and White British Pupils are pupils are more likely to be excluded than other groups, the rate of Black Caribbean is lower than the national average for the same group in 2014/15. This may link to levels of poverty in both groups

## 2015/16 exclusion and behaviour priorities, impact and key actions taken

5.2.13

**Priority:**

To continue to support and challenge schools and families to improve behaviour, through:

- behaviour and safety reviews;
- training and individual case support; and
- developing advice with schools on effective use of pupil premium funding to address the gap in fixed term exclusions for disadvantaged pupils.

**Actions taken to secure impact:**

Reviews and case support undertaken.

School improvement and Governors challenge and support re pupil premium.

**Impact:**

Behaviour and Safety reviews were carried out to support whole school improvement. These supported schools to identify training and systems issues to support vulnerable pupils. Individual case support by schools has reduced exclusions in all phases. Schools have been supported with advice on the use of pupil premium matched to outcome data to track impact. Schools have developed a range of provision with a notable growth in Nurture provision and Targeted Mental Health workers in primary schools.

5.2.14

**Priority:**

- To reduce the number of permanent and fixed term exclusions by:
  - investigating reasons for past exclusions and sharing the learning with headteachers; and
  - increasing the capacity of the VBS to meet the rising demand to support the most challenging pupils.
- To review permanent exclusion files with schools to create actions to address the rise in persistent disruptive behaviour.

**Actions taken to secure impact:**

Longitudinal research was carried out and case files of the education history of permanently excluded pupils was read and analysed. The basic pattern shows identification in key stage on and challenging behaviour, settling in key stage 2 with good support from SENCOS in primary schools. Well informed transitions in to secondary schools, but then children struggling to cope by year 8 with a wide variety of interventions by secondary schools. All pupils in the sample had been involved in CAMHS. Some had suffered significant Trauma. Heads have requested increased primary / secondary dialogue on planning for these pupils. As part of CAMHS transformation schools have been trained in mental health awareness.

VBS team has been increased by one TA to better meet demand for the most complex.

**Impact:**

This information has been fed into the LAs work in supporting adolescents and schools planning through feedback to primary and secondary heads. On going work with the Clinical Commissioning Group (CCG) and CAMHS partners to look at this work to support children and parents of children with challenging behaviour.

The number of pupils with six or more exclusions fell in 2015/16.

## Exclusion and Behaviour Priorities for 2016/17

- a) To support schools with their most vulnerable pupils to further reduce fixed term and permanent exclusions
- b) To maintain the dialogue between primary and secondary schools to plan effectively cross phase.
- c) To consult with primary schools on what provision is required from Melbury College.
- d) To work with the CCG and CAMHS providers to look at the effectiveness of support for pupils with Attention Deficit Hyperactivity Disorder (ADHD).
- e) To support schools to implement their mental health support plans.

## 6. Appendices

### Appendix A: Ofsted outcomes by school as of December 2016

Outstanding	Good	Requiring improvement	Inadequate
<p><b>Primary</b> Bishop Gilpin Dundonald Holy Trinity Merton Park Singlegate St Mary's West Wimbledon Wimbledon Chase Wimbledon Park</p> <p><b>Secondary</b> Ursuline</p> <p><b>Special</b> Perseid Cricket Green</p> <p><b>Academies</b> Harris Merton</p>	<p><b>Primary</b> Abbotsbury All Saints Aragon Bond Cranmer Garfield Haslemere Hatfeild Hillcross Hollymount Joseph Hood Links Lonesome Malmesbury Merton Abbey Morden Pelham Poplar SS Peter &amp; Paul St John Fisher St Mark's St Matthews St Teresa's St Thomas of Canterbury The Priory The Sherwood William Morris</p> <p><b>Secondary</b> Raynes Park Ricards Lodge Rutlish Wimbledon College</p> <p><b>Special</b> Melrose</p> <p><b>PRU</b> Smart Centre</p> <p><b>Academies</b> St Mark's CofE Harris Morden</p>	<p><b>Primary</b> Liberty Gorringe Park Stanford Sacred Heart</p> <p><b>Academies</b> Benedict</p>	

## Appendix B: Performance Tables: KS2

<https://www.compare-school-performance.service.gov.uk/>

### DfE Performance Tables Key Stage 2 – Progress score and confidence interval:

	Reading			Writing			Maths		
	Progress score	Lower confidence interval	Upper confidence interval	Progress score	Lower confidence interval	Upper confidence interval	Progress score	Lower confidence interval	Upper confidence interval
<b>LA Average</b>	<b>1.6</b>	<b>1.3</b>	<b>1.9</b>	<b>0.4</b>	<b>0.1</b>	<b>0.7</b>	<b>1.8</b>	<b>1.6</b>	<b>2.0</b>
<b>England Average</b>	<b>0.0</b>			<b>0.0</b>			<b>0.0</b>		
<b>Primary Schools</b>									
Abbotsbury Primary School	0.1	-1.6	1.8	-0.6	-2.3	1.1	1.6	0.1	3.1
All Saints' CofE Primary School	1.2	-1.3	3.7	2.7	0.2	5.2	3.1	1.0	5.2
Aragon Primary School	0.2	-1.5	1.9	1.5	-0.2	3.2	-0.6	-2.1	0.9
Beecholme Primary School	-0.1	-2.4	2.2	-1.7	-4.0	0.6	0.4	-1.5	2.3
Benedict Primary School	-0.2	-2.2	1.8	-0.7	-2.7	1.3	1.2	-0.5	2.9
Bishop Gilpin CofE Primary School	3.7	1.9	5.5	-1.3	-3.1	0.5	4.0	2.5	5.5
Bond Primary School	-1.1	-2.8	0.6	0.4	-1.3	2.1	6.2	4.7	7.7
Cranmer Primary School	-0.1	-1.7	1.5	-3.2	-4.8	-1.6	1.5	0.1	2.9
Dundonald Primary School	3.5	0.7	6.3	-1.7	-4.5	1.1	5.3	2.9	7.7
Garfield Primary School	0.9	-1.0	2.8	-1.1	-3.0	0.8	-1.0	-2.6	0.6
Gorringe Park Primary School	-3.3	-5.0	-1.6	-2.5	-4.2	-0.8	-1.3	-2.7	0.1
Harris Primary Academy Merton	1.6	-0.1	3.3	5.5	3.8	7.2	3.9	2.4	5.4
Haslemere Primary School	-2.5	-4.2	-0.8	0.4	-1.3	2.1	0.7	-0.7	2.1
Hatfeild Primary School	0.9	-0.7	2.5	-0.4	-2.0	1.2	1.2	-0.2	2.6
Hillcross Primary School	-1.0	-2.7	0.7	0.1	-1.6	1.8	1.8	0.4	3.2
Hollymount School	7.6	5.6	9.6	2.2	0.2	4.2	5.7	4.0	7.4
Holy Trinity CofE Primary School	4.0	2.3	5.7	2.2	0.5	3.9	0.5	-1.0	2.0
Joseph Hood Primary School	-0.1	-2.9	2.7	0.1	-2.7	2.9	-0.3	-2.6	2.0
Liberty Primary	3.8	2.1	5.5	3.6	1.9	5.3	3.6	2.2	5.0
Links Primary School	2.3	0.5	4.1	-3.1	-4.9	-1.3	1.9	0.4	3.4
Lonesome Primary School	1.8	0.0	3.6	2.6	0.8	4.4	1.6	0.1	3.1
Malmesbury Primary School	1.5	-0.1	3.1	4.0	2.4	5.6	-0.3	-1.7	1.1
Merton Abbey Primary School	-2.6	-5.0	-0.2	-1.6	-4.0	0.8	-0.2	-2.2	1.8
Merton Park Primary School	5.6	3.2	8.0	0.4	-2.0	2.8	2.3	0.3	4.3
Morden Primary School	-2.5	-4.9	-0.1	1.3	-1.1	3.7	-2.1	-4.1	-0.1
Pelham Primary School	3.9	1.4	6.4	3.5	1.0	6.0	2.3	0.2	4.4
Poplar Primary School	3.2	1.5	4.9	2.3	0.6	4.0	2.3	0.9	3.7
Sacred Heart Catholic Primary School	3.0	1.2	4.8	4.4	2.7	6.1	4.4	2.9	5.9
Singlegate Primary School	0.0	-2.3	2.3	-4.2	-6.5	-1.9	-0.6	-2.6	1.4
St John Fisher RC Primary School	1.7	0.0	3.4	-0.8	-2.5	0.9	1.3	-0.2	2.8
St Mark's Primary School	1.4	-0.9	3.7	2.3	0.0	4.6	4.0	2.0	6.0
St Mary's Catholic Primary School	7.3	5.0	9.6	3.4	1.1	5.7	5.3	3.4	7.2
St Matthew's CofE Primary School	0.0	-2.5	2.5	-0.8	-3.3	1.7	0.0	-2.1	2.1
St Peter and Paul Catholic Primary School	3.8	2.1	5.5	1.3	-0.4	3.0	2.5	1.1	3.9

	Reading			Writing			Maths		
	Progress score	Lower confidence interval	Upper confidence interval	Progress score	Lower confidence interval	Upper confidence interval	Progress score	Lower confidence interval	Upper confidence interval
<b>LA Average</b>	<b>1.6</b>	<b>1.3</b>	<b>1.9</b>	<b>0.4</b>	<b>0.1</b>	<b>0.7</b>	<b>1.8</b>	<b>1.6</b>	<b>2.0</b>
<b>England Average</b>	<b>0.0</b>			<b>0.0</b>			<b>0.0</b>		
<b>Primary Schools</b>									
St Teresa's Catholic Primary School	2.9	1.2	4.6	2.0	0.3	3.7	2.6	1.2	4.0
St Thomas of Canterbury Catholic Primary School	-0.4	-1.8	1.0	2.4	1.0	3.8	0.7	-0.5	1.9
Stanford Primary School	1.8	0.0	3.6	0.1	-1.7	1.9	3.4	1.9	4.9
The Priory CofE School	2.1	0.3	3.9	-1.7	-3.5	0.1	2.6	1.0	4.2
The Sherwood School	0.0	-1.7	1.7	-5.8	-7.5	-4.1	-0.5	-1.9	0.9
West Wimbledon Primary School	3.3	1.2	5.4	-4.0	-6.1	-1.9	3.6	1.8	5.4
William Morris Primary School	1.9	-0.5	4.3	-4.3	-6.7	-1.9	-0.4	-2.5	1.7
Wimbledon Chase Primary School	4.1	2.7	5.5	-0.9	-2.3	0.5	0.9	-0.3	2.1
Wimbledon Park Primary School	6.0	3.9	8.1	4.3	2.2	6.4	2.6	0.9	4.3
<b>Special Schools</b>									
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:**

	Reading 2016		Writing 2016		Maths 2016		Reading, writing and maths 2016	
	% meeting the expected standard	% meeting the a higher standard	% meeting the expected standard	% meeting the a higher standard	% meeting the expected standard	% meeting the a higher standard	% meeting the expected standard	% meeting the a higher standard
<b>LA Average</b>	<b>70%</b>	<b>22%</b>	<b>73%</b>	<b>16%</b>	<b>76%</b>	<b>25%</b>	<b>57%</b>	<b>7%</b>
<b>England Average</b>	<b>66%</b>	<b>19%</b>	<b>74%</b>	<b>15%</b>	<b>70%</b>	<b>17%</b>	<b>53%</b>	<b>5%</b>
<b>Primary Schools</b>								
Abbotsbury Primary School	64%	15%	62%	15%	68%	28%	49%	4%
All Saints' CofE Primary School	59%	15%	85%	15%	89%	19%	52%	4%
Aragon Primary School	72%	17%	77%	34%	74%	11%	57%	8%
Beecholme Primary School	67%	23%	70%	3%	73%	30%	60%	3%
Benedict Primary School	51%	4%	60%	0%	60%	13%	40%	0%
Bishop Gilpin CofE Primary School	91%	45%	80%	18%	95%	56%	80%	18%
Bond Primary School	43%	9%	69%	2%	80%	35%	37%	0%
Cranmer Primary School	60%	15%	53%	8%	67%	30%	45%	5%
Dundonald Primary School	72%	36%	60%	12%	84%	48%	56%	12%
Garfield Primary School	54%	19%	73%	19%	52%	17%	38%	6%
Gorringe Park Primary School	39%	5%	50%	18%	46%	11%	29%	2%
Harris Primary Academy Merton	74%	2%	94%	25%	89%	21%	68%	0%
Haslemere Primary School	61%	9%	82%	18%	79%	25%	59%	4%
Hatfeild Primary School	71%	22%	81%	7%	80%	24%	64%	2%
Hillcross Primary School	72%	19%	74%	33%	91%	33%	63%	14%
Hollymount School	95%	50%	86%	18%	95%	41%	84%	14%
Holy Trinity CofE Primary School	75%	37%	77%	23%	67%	27%	62%	15%
Joseph Hood Primary School	55%	18%	64%	9%	73%	14%	50%	5%
Liberty Primary	76%	7%	81%	7%	81%	15%	67%	4%
Links Primary School	69%	16%	62%	0%	65%	31%	49%	0%
Lonesome Primary School	55%	22%	69%	24%	73%	27%	51%	10%
Malmesbury Primary School	72%	19%	93%	19%	51%	18%	47%	9%
Merton Abbey Primary School	43%	0%	50%	7%	54%	7%	25%	0%
Merton Park Primary School	83%	37%	83%	7%	73%	27%	60%	7%
Morden Primary School	43%	18%	71%	18%	43%	18%	36%	11%
Pelham Primary School	74%	26%	74%	30%	81%	4%	63%	4%
Poplar Primary School	72%	23%	75%	21%	72%	19%	56%	11%
Sacred Heart Catholic Primary School	71%	23%	80%	30%	84%	30%	64%	13%
Singlegate Primary School	80%	30%	70%	7%	87%	30%	67%	3%
St John Fisher RC Primary School	83%	25%	75%	12%	75%	29%	65%	12%
St Mark's Primary School	71%	7%	93%	4%	96%	18%	71%	4%
St Mary's Catholic Primary School	90%	53%	93%	20%	93%	37%	87%	10%
St Matthew's CofE Primary School	68%	25%	61%	11%	68%	21%	54%	7%
St Peter and Paul Catholic Primary School	79%	26%	83%	10%	78%	28%	69%	9%

	Reading 2016		Writing 2016		Maths 2016		Reading, writing and maths 2016	
	% meeting the expected standard	% meeting the a higher standard	% meeting the expected standard	% meeting the a higher standard	% meeting the expected standard	% meeting the a higher standard	% meeting the expected standard	% meeting the a higher standard
<b>LA Average</b>	<b>70%</b>	<b>22%</b>	<b>73%</b>	<b>16%</b>	<b>76%</b>	<b>25%</b>	<b>57%</b>	<b>7%</b>
<b>England Average</b>	<b>66%</b>	<b>19%</b>	<b>74%</b>	<b>15%</b>	<b>70%</b>	<b>17%</b>	<b>53%</b>	<b>5%</b>
<b>Primary Schools</b>								
St Teresa's Catholic Primary School	76%	14%	71%	22%	80%	15%	53%	3%
St Thomas of Canterbury Catholic Primary School	65%	15%	82%	31%	70%	18%	61%	7%
Stanford Primary School	69%	20%	61%	10%	86%	20%	53%	4%
The Priory CofE School	70%	28%	64%	4%	80%	22%	54%	2%
The Sherwood School	63%	11%	33%	6%	70%	11%	30%	6%
West Wimbledon Primary School	78%	24%	56%	5%	85%	37%	54%	2%
William Morris Primary School	83%	23%	67%	10%	70%	23%	57%	7%
Wimbledon Chase Primary School	86%	48%	74%	18%	85%	35%	71%	12%
Wimbledon Park Primary School	93%	44%	98%	44%	95%	28%	91%	19%
<b>Special Schools</b>								
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							

## Appendix C: Performance Tables: KS4

<https://www.compare-school-performance.service.gov.uk/>

### DfE Performance Tables GCSE – Progress and attainment:

	Results of Key Stage 4 pupils 2016					
	Progress 8			Attainment 8 Score	% of pupils achieving English Baccalaureate	% of pupils achieving A*-C GCSE in English and maths
	Progress score	Lower confidence interval	Upper confidence interval			
<b>LA Average</b>	<b>0.27</b>	<b>0.22</b>	<b>0.33</b>	<b>52.4</b>	<b>30%</b>	<b>70%</b>
<b>England Average</b>	<b>-0.03</b>			<b>48.5</b>	<b>23%</b>	<b>59%</b>
<b>Secondary Schools</b>						
Harris Academy Merton	0.55	0.39	0.72	54.2	30%	78%
Harris Academy Morden	0.67	0.44	0.91	49.0	22%	58%
Raynes Park High School	-0.14	-0.32	0.03	47.2	14%	65%
Ricards Lodge High School	0.39	0.24	0.54	54.6	32%	67%
Rutlish School	0.36	0.22	0.51	55.7	39%	68%
St Mark's Church of England Academy	-0.27	-0.47	-0.07	43.4	13%	54%
Ursuline High School Wimbledon	0.76	0.61	0.91	62.6	55%	90%
Wimbledon College	0.10	-0.06	0.25	55.0	27%	76%
<b>Special Schools</b>						
Cricket Green School	NE	NE	NE	NE	NE	NE
Melrose School	-2.08	-2.92	-1.23	10.9	0%	0%
Perseid School	NE	NE	NE	NE	NE	NE

## Appendix D: Performance Tables: KS5

<https://www.compare-school-performance.service.gov.uk/>

### DfE Performance Tables Post 16 - Outcomes:

	A level performance at the end of 16 to 18 in 2016							
	Progress score			Average result		% achieving AAB or higher in at least 2 facilitating subjects	Students best 3 A Levels	
	Progress score	Lower confidence interval	Upper confidence interval	Grade	Point Score		Grade	Point Score
<b>LA Average</b>	NA	NA	NA	C	30.2	12.8%	C+	33.87
<b>England Average - state funded schools and colleges</b>	0.00	NA	NA	C	30.4	13.9%	C+	33.79
<b>Secondary Schools</b>								
Raynes Park High School	-0.12	0.04	-0.28	C-	26.9	2.2%	C	31.11
Ricards Lodge High School	-0.14	0.08	-0.36	C+	34.3	21.7%	B-	36.81
Rutlish School	-0.14	0.04	-0.33	C+	33.7	17.1%	B-	36.99
St Mark's Church of England Academy	-0.38	-0.11	-0.64	D-	16.9	0.0%	D	21.46
Ursuline High School Wimbledon	-0.03	0.08	-0.14	B-	36.4	18.4%	B	39.06
Wimbledon College	-0.24	-0.12	-0.37	C-	27.5	13.5%	C+	31.74
<b>Sixth Form Centre/Consortia</b>								
RR6	-0.14	0.00	-0.28	C+	33.9	18.8%	B-	36.93

## Appendix E: Contextual Groups Tables

The detail in the following tables is sourced from the Merton RAISEonline report. 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 tables 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.

The report shows a new way of benchmarking pupil groups with national comparators, for example, performance of disadvantage pupils (in school or local authority) is compared with that of other (non-disadvantaged) pupils nationally as it is this difference that needs to diminish collectively across the country for disadvantaged pupils nationally to do as well as others nationally.

Each group has a specified national comparator type which is 'all', 'same' or 'non'.

<b>Pupil Group</b>	<b>National Comparator Type</b>
All Pupils	All – all pupils
Male	Same – male
Female	Same – female
Disadvantaged pupils	Non – other pupils (non disadvantaged)
Other pupils	Same - other pupils (non disadvantaged)
Low prior attainment	Same – low prior attainment
Middle prior attainment	Same – middle prior attainment
High prior attainment	Same – high prior attainment
Pupils on roll throughout years 5 and 6 / 10 and 11	Same - pupils on roll throughout years 5 and 6 / 10 and 11
English or believed to be English	All – all pupils
Other than English or believed to be other	All – all pupils
No SEN	Same – No SEN
SEN support	All – all pupils
SEN with statement or EHC plan	All – all pupils
Ethnic Groups	All – all pupils

**Attainment:**

	Primary: Reading, writing & maths - % Level 4 and above (2014 & 2015) / Expected Standard (2016)					Secondary: % 5+ A-C grades (or equiv) including English and maths GCSEs (2014 & 2015) / Attainment 8 (2016)				
	No. of pupils 2016	Merton			National	No. of pupils 2016	Merton			National
		2014	2015	2016	2016		2014	2015	2016	2016
All Pupils	2062	79%	82%	55%	53%	1446	64%	60%	52.14	49.34
<b>Gender</b>										
Male	1014	79%	80%	51%	49%	730	59%	58%	50.11	47.11
Female	1048	80%	84%	60%	57%	716	70%	63%	54.21	51.67
<b>Disadvantaged pupils</b>										
Disadvantaged pupils	533	70%	72%	44%	60%	420	46%	45%	45.08	52.56
Other pupils	1529	83%	86%	59%	60%	1026	73%	68%	55.03	52.56
<b>Prior Attainment</b>										
Low	228	35%	35%	8%	6%	243	15%	15%	32.03	28.39
Middle	1196	88%	90%	52%	46%	687	66%	62%	52.79	48.86
High	454	100%	100%	96%	91%	370	96%	91%	66.22	64.17
<b>Non-mobile pupils</b>										
Pupils on roll throughout years 5 and 6 / 10 and 11	1922	80%	82%	57%	55%	1408	65%	60%	52.37	50.18
<b>English as a First Language</b>										
English or believed to be English	1060	80%	81%	56%	53%	971	62%	58%	51.36	49.34
Other than English or believed to be other	994	80%	83%	56%	53%	473	70%	64%	53.95	49.34
<b>Special Educational Needs</b>										
No SEN	1678	90%	92%	65%	61%	1177	74%	67%	55.80	52.47
SEN support	341	40%	39%	15%	53%	199	33%	34%	42.61	49.34
SEN with statement or EHC plan	43	23%	31%	9%	53%	70	8%	11%	17.75	49.34
<b>Ethnicity Group</b>										
White British	617	79%	83%	59%	53%	525	62%	58%	51.03	49.34
White Irish	14	92%	86%	71%	53%	18	89%	77%	50.72	49.34
Traveller of Irish Heritage	<10	80%	n/a	0%	53%	0	n/a	0%	n/a	49.34
Gypsy/Roma	<10	100%	50%	25%	53%	<10	67%	0%	35.50	49.34
Any other White background	319	77%	84%	67%	53%	192	71%	68%	54.70	49.34
Mixed White & Black Caribbean	48	78%	71%	46%	53%	51	63%	51%	51.34	49.34
Mixed White & Black African	22	92%	97%	41%	53%	21	62%	94%	50.05	49.34
Mixed White & Asian	34	85%	81%	50%	53%	26	73%	77%	60.75	49.34
Any other mixed background	73	75%	80%	53%	53%	56	58%	62%	53.80	49.34
Asian or Asian British Indian	60	86%	89%	70%	53%	25	77%	82%	60.34	49.34
Asian or Asian British Pakistani	138	76%	80%	52%	53%	90	71%	70%	54.23	49.34
Asian or Asian British Bangladeshi	29	100%	92%	66%	53%	20	77%	64%	53.45	49.34
Any other Asian background	243	90%	90%	70%	53%	87	72%	64%	53.78	49.34
Black or Black British Caribbean	83	75%	64%	46%	53%	93	53%	40%	47.53	49.34
Black or Black British African	227	70%	75%	51%	53%	145	58%	58%	51.61	49.34
Any other Black background	39	69%	72%	44%	53%	61	56%	39%	49.24	49.34
Chinese	14	92%	90%	79%	53%	<10	60%	80%	64.33	49.34
Any other ethnic group	72	79%	86%	54%	53%	18	64%	63%	58.61	49.34

Expected Progress:

	No. of pupils 2016	Primary: % expected progress in reading (2014 & 2015) / Reading Value Added (2016)				Primary: % expected progress in writing (2014 & 2015) / Writing Value Added (2016)				No. of pupils 2016	Secondary: % expected progress in English (2014 & 2015) / Progress 8 English element (2016)			
		Merton			National	Merton			National		Merton			National
		2014	2015	2016	2016	2014	2015	2016	2016		2014	2015	2016	2016
All Pupils	1863	94%	95%	1.57	0.00	96%	97%	0.40	0.00	1300	81%	79%	0.14	0.00
<b>Gender</b>														
Male	927	95%	95%	0.97	-0.34	96%	98%	-0.53	-0.82	648	79%	79%	-0.05	-0.24
Female	936	93%	95%	2.17	0.35	97%	97%	1.31	0.85	652	83%	78%	0.34	0.24
<b>Disadvantaged pupils</b>														
Disadvantaged pupils	498	90%	93%	0.37	0.33	95%	97%	-0.56	0.12	396	72%	69%	-0.08	0.09
Other pupils	1365	96%	96%	2.01	0.33	97%	97%	0.75	0.12	904	86%	84%	0.24	0.09
<b>Prior Attainment</b>														
Low	216	88%	88%	0.99	0.00	94%	96%	0.53	0.00	243	68%	63%	-0.04	0.00
Middle	1193	96%	97%	1.56	0.00	96%	97%	0.31	0.00	687	84%	80%	0.23	0.00
High	454	95%	96%	1.88	0.00	99%	99%	0.57	0.00	370	89%	88%	0.12	0.00
<b>Non-mobile pupils</b>														
Pupils on roll throughout years 5 and 6 / 10 and 11	1804	94%	95%	1.63	0.03	97%	97%	0.47	0.05	1285	82%	79%	0.15	0.01
<b>English as a First Language</b>														
English or believed to be English	1001	94%	95%	1.80	0.00	96%	97%	-0.16	0.00	921	79%	77%	0.04	0.00
Other than English or believed to be other	859	94%	96%	1.33	0.00	96%	98%	1.09	0.00	379	87%	84%	0.41	0.00
<b>Special Educational Needs</b>														
No SEN	1511	97%	97%	2.09	0.28	98%	99%	1.19	0.52	1055	87%	83%	0.26	0.05
SEN support	314	85%	86%	-0.23	0.00	91%	92%	-2.52	0.00	183	68%	71%	-0.04	0.00
SEN with statement or EHC plan	38	77%	75%	-4.28	0.00	81%	93%	-5.55	0.00	62	28%	38%	-1.23	0.00

	No. of pupils 2016	Primary: % expected progress in reading (2014 & 2015) / Reading Value Added (2016)				Primary: % expected progress in writing (2014 & 2015) / Writing Value Added (2016)				No. of pupils 2016	Secondary: % expected progress in English (2014 & 2015) / Progress 8 English element (2016)			
		Merton			National	Merton			National		Merton			National
		2014	2015	2016	2016	2014	2015	2016	2016		2014	2015	2016	2016
<b>Ethnicity Group</b>														
White British	598	94%	94%	2.33	0.00	96%	97%	0.01	0.00	507	77%	74%	-0.07	0.00
White Irish	13	100%	100%	2.47	0.00	100%	100%	0.20	0.00	18	100%	92%	0.03	0.00
Traveller of Irish Heritage	<10	100%	n/a	-1.67	0.00	100%	n/a	-5.25	0.00	0	n/a	0%	n/a	0.00
Gypsy/Roma	<10	100%	100%	2.96	0.00	100%	100%	0.48	0.00	<10	67%	0%	-1.23	0.00
Any other White background	237	97%	99%	2.08	0.00	95%	99%	0.60	0.00	142	89%	89%	0.54	0.00
Mixed White & Black Caribbean	46	98%	94%	0.89	0.00	96%	92%	-1.05	0.00	51	76%	73%	-0.01	0.00
Mixed White & Black African	21	92%	97%	-0.97	0.00	100%	100%	-2.77	0.00	18	75%	100%	0.25	0.00
Mixed White & Asian	30	97%	100%	2.70	0.00	97%	100%	0.30	0.00	24	88%	96%	0.31	0.00
Any other mixed background	69	94%	95%	0.46	0.00	98%	97%	-0.39	0.00	53	73%	84%	0.16	0.00
Asian or Asian British Indian	55	96%	98%	2.28	0.00	96%	100%	1.13	0.00	19	79%	95%	0.60	0.00
Asian or Asian British Pakistani	121	93%	94%	1.07	0.00	100%	98%	0.73	0.00	78	91%	85%	0.27	0.00
Asian or Asian British Bangladeshi	29	100%	100%	2.65	0.00	100%	100%	3.15	0.00	18	92%	85%	0.19	0.00
Any other Asian background	221	96%	95%	1.40	0.00	98%	97%	1.07	0.00	75	87%	82%	0.16	0.00
Black or Black British Caribbean	81	88%	94%	-1.02	0.00	94%	94%	-0.46	0.00	80	76%	67%	0.20	0.00
Black or Black British African	212	89%	93%	0.56	0.00	96%	100%	0.81	0.00	128	85%	82%	0.38	0.00
Any other Black background	34	82%	90%	1.00	0.00	96%	92%	-1.32	0.00	59	80%	69%	0.17	0.00
Chinese	12	100%	100%	2.73	0.00	100%	100%	0.97	0.00	<10	75%	100%	0.75	0.00
Any other ethnic group	62	92%	97%	1.33	0.00	96%	97%	2.51	0.00	17	85%	83%	0.35	0.00

	No. of pupils 2016	Primary: % expected progress in maths (2014 & 2015) / Maths Value Added (2016)				No. of pupils 2016	Secondary: % expected progress in maths (2014 & 2015) / Progress 8 maths element (2016)			
		Merton			National		Merton			National
		2014	2015	2016	2016		2014	2015	2016	2016
All Pupils	1870	92%	92%	1.57	0.00	1300	76%	74%	0.30	0.00
<b>Gender</b>										
Male	929	93%	93%	0.97	0.62	648	73%	73%	0.28	0.06
Female	941	91%	91%	2.17	-0.64	652	80%	74%	0.33	-0.06
<b>Disadvantaged pupils</b>										
Disadvantaged pupils	502	89%	88%	0.37	0.24	396	61%	57%	-0.01	0.11
Other pupils	1368	93%	93%	2.01	0.24	904	84%	82%	0.44	0.11
<b>Prior Attainment</b>										
Low	221	79%	84%	0.99	0.00	243	46%	47%	0.23	0.00
Middle	1195	97%	93%	1.56	0.00	687	78%	74%	0.35	0.00
High	454	97%	94%	1.88	0.00	370	92%	88%	0.28	0.00
<b>Non-mobile pupils</b>										
Pupils on roll throughout years 5 and 6 / 10 and 11	1811	92%	92%	1.63	0.06	1285	77%	74%	0.33	0.01
<b>English as a First Language</b>										
English or believed to be English	1006	90%	90%	1.80	0.00	921	72%	69%	0.14	0.00
Other than English or believed to be other	861	95%	95%	1.33	0.00	379	85%	82%	0.71	0.00
<b>Special Educational Needs</b>										
No SEN	1512	96%	94%	2.09	0.27	1055	85%	80%	0.40	0.04
SEN support	319	81%	82%	-0.23	0.00	183	52%	54%	0.04	0.00
SEN with statement or EHC plan	39	56%	80%	-4.28	0.00	62	17%	30%	-0.61	0.00
<b>Ethnicity Group</b>										
White British	599	89%	90%	2.33	0.00	507	71%	70%	0.15	0.00
White Irish	13	91%	100%	2.47	0.00	18	84%	85%	0.12	0.00
Traveller of Irish Heritage	<10	100%	n/a	-1.67	0.00	0	n/a	0%	n/a	0.00
Gypsy/Roma	<10	100%	100%	2.96	0.00	<10	67%	0%	-1.39	0.00
Any other White background	238	94%	95%	2.08	0.00	142	86%	83%	0.84	0.00
Mixed White & Black Caribbean	47	88%	92%	0.89	0.00	51	73%	62%	0.17	0.00
Mixed White & Black African	21	92%	90%	-0.97	0.00	18	83%	100%	0.17	0.00
Mixed White & Asian	30	97%	89%	2.70	0.00	24	85%	77%	-0.03	0.00
Any other mixed background	70	90%	92%	0.46	0.00	53	67%	73%	0.33	0.00
Asian or Asian British Indian	55	94%	96%	2.28	0.00	19	86%	81%	0.96	0.00
Asian or Asian British Pakistani	121	94%	93%	1.07	0.00	78	86%	90%	0.48	0.00
Asian or Asian British Bangladeshi	29	100%	96%	2.65	0.00	18	88%	85%	0.65	0.00
Any other Asian background	222	97%	98%	1.40	0.00	75	87%	84%	0.69	0.00
Black or Black British Caribbean	81	92%	80%	-1.02	0.00	80	69%	64%	-0.16	0.00
Black or Black British African	212	89%	90%	0.56	0.00	128	76%	70%	0.35	0.00
Any other Black background	34	91%	84%	1.00	0.00	59	68%	56%	0.02	0.00
Chinese	12	100%	90%	2.73	0.00	<10	70%	100%	1.89	0.00
Any other ethnic group	62	98%	98%	1.33	0.00	17	84%	85%	0.88	0.00

**Value Added:**

	Primary: Key Stage 1 to Key Stage 2 value added				Secondary: Key Stage 2 to Key Stage 4 value added (2014 & 2015) / Progress 8 (2016)					
	No. of pupils 2016	Merton			National	No. of pupils 2016	Merton			National
		2014	2015	2016	2016		2014	2015	2016	2016
All Pupils		100.6	100.6			1300	1019.2	1018.0	0.28	0.00
<b>Gender</b>										
Male		100.9	100.8			648	1011.9	1013.5	0.11	-0.12
Female		100.3	100.4			652	1027.4	1022.7	0.44	0.13
<b>Disadvantaged pupils</b>										
Disadvantaged pupils		99.9	100.2			396	994.7	988.2	-0.03	0.12
Other pupils		100.8	100.8			904	1031.3	1034.0	0.41	0.12
<b>Prior Attainment</b>										
Low		100.8	100.9			243	1018.2	1013.5	0.15	0.00
Middle		100.5	100.5			687	1021.9	1020.0	0.36	0.00
High		100.5	100.7			370	1014.1	1017.5	0.21	0.00
<b>Non-mobile pupils</b>										
Pupils on roll throughout years 5 and 6 / 10 and 11		100.6	100.6			1285	1021.9	1019.3	0.30	0.02
<b>English as a First Language</b>										
English or believed to be English		100.1	100.2			921	1005.0	1006.3	0.10	0.00
Other than English or believed to be other		101.2	101.2			379	1056.6	1044.1	0.71	0.00
<b>Special Educational Needs</b>										
No SEN		100.8	100.8			1055	1030.7	1026.0	0.40	0.06
SEN support		99.8	99.7			183	991.3	997.0	0.04	0.00
SEN with statement or EHC plan		98.0	99.4			62	908.7	944.2	-1.03	0.00
<b>Ethnicity Group</b>										
White British		100.2	100.2			507	995.8	1004.4	0.05	0.00
White Irish		100.9	100.1			18	1026.2	1049.0	0.06	0.00
Traveller of Irish Heritage		101.5	n/a			0	n/a	809.7	n/a	0.00
Gypsy/Roma		102.0	99.2			<10	922.8	809.7	-1.65	0.00
Any other White background		100.9	101.5			142	1057.4	1047.0	0.87	0.00
Mixed White & Black Caribbean		99.8	99.9			51	1016.6	996.0	0.11	0.00
Mixed White & Black African		99.5	100.5			18	1036.1	1053.0	0.25	0.00
Mixed White & Asian		101.5	100.5			24	1045.0	1025.3	0.24	0.00
Any other mixed background		100.2	100.4			53	999.6	1029.6	0.31	0.00
Asian or Asian British Indian		101.7	101.6			19	1039.5	1034.9	0.80	0.00
Asian or Asian British Pakistani		101.3	100.6			78	1065.8	1048.6	0.60	0.00
Asian or Asian British Bangladeshi		100.9	100.4			18	1042.6	1029.8	0.32	0.00
Any other Asian background		101.9	101.8			75	1042.5	1044.7	0.49	0.00
Black or Black British Caribbean		99.5	99.5			80	1002.6	998.2	0.04	0.00
Black or Black British African		100.1	100.7			128	1041.2	1022.0	0.41	0.00
Any other Black background		99.9	99.4			59	1010.3	987.4	0.16	0.00
Chinese		102.5	102.1			<10	1035.0	1114.8	1.46	0.00
Any other ethnic group		101.1	100.8			17	1044.7	1040.4	0.56	0.00

## Appendix F: Achievement of Pupils in the Virtual School

### Overview

1. The Department for Education (DfE) collects information on the educational outcomes of Looked After Children (LAC) in Annex A of the SSDA903 return. This information is collected annually on the basis of children who have been continuously looked after for at least 12 months on 31st March. There were 57 such children of statutory school age identified and it is their achievements which are reported here, allowing comparisons with national datasets that are collected at the same time.
2. The small numbers of pupils represented in each key stage (particularly in the Early Years Foundation Stage, at Year 1 and at the end of Key Stage 1) means that comparisons with national and local averages with such small numbers must be viewed with caution. Where data for LAC pupils nationally are not yet available this is recorded as NYA.
3. The national dataset regarding the achievement of LAC for 2016 is not yet available. The latest national comparisons that appear in this report are from 2015.
4. It should also be noted that, although their achievement is not noted in this report, the Virtual School supports all Merton LAC, however long they have been registered as such, and whether or not they are included in the SSDA903 return.

### Early Years Foundation Stage (EYFSP)

Table: EYFSP outcomes

EYFSP Good Level of Development (GLD)	2014		2015		2016	
	Percentage GLD	No. of Children	Percentage GLD	No. of Children	Percentage GLD	No. of Children
Merton LAC	0%	0	50%	2	N/A	0
Merton All Pupils	60%		68%		71%	
National All Pupils	60%		66%		69%	

- There were no 903 children in this cohort.
- Of the two children on roll as of 24<sup>th</sup> June 2016, both (100%) achieved the Good Level of Development.
- **This performance is above the national and Merton averages for this year.**
- No national LAC cohort information is available for comparison at this key stage.

5. The tiny number of children in this cohort mean that all data, especially when comparing with national averages, should be viewed with caution. However, this tiny number is also indicative of the success of the Borough's Early Help strategies that have either prevented children becoming looked after, or have achieved permanency for children through adoption.

### PHONICS SCREENING CHECK

Table: Year 1 Phonics Screening Check outcomes

Phonics Screening Check (Year 1)	2014		2015		2016	
	%achieving standard	No. of Children	%achieving standard	No. of Children	%achieving standard	No. of Children
Merton LAC	20%	5	n/a	0	100%	1
Merton 903 Pupils	76%		77%		80%	
National All Pupils	74%		77%		81%	

- 100% of 903 pupils achieved the expected standard.
- All pupils (three) on roll as of 24<sup>th</sup> June 2016 also achieved the expected standards.
- **This performance is above the national and local averages.**
- The performance of LAC children nationally is not released by the DfE.

## Key Stage 1 (KS1)

6. Please see information in the main Standards Report for information about changes to assessment at this key stage in 2016.

**Table: KS1 outcomes READING**

Key Stage 1 - READING	2014				2015				2016			
	2c+	2b+	3+	No.	2c+	2b+	3+	No.	WTS	EXS+	GDS	No.
<b>Merton LAC</b>	100%	100%	0%	1	83%	50%	0%	6	100%	<b>0%</b>	0%	1
<b>Merton All Pupils</b>	89%	80%	29%		90%	81%	29%		31%	<b>74%</b>	27%	
<b>National LAC</b>	71%				67%				NYA			
<b>National All Pupils</b>	90%	81%	31%		90%	82%	32%		33%	<b>74%</b>	24%	

WTS = working below expected standard; EXS+ = working at or above expected standard; GDS = working above expected standard.

- There was only one 903 pupil this year: that pupil did not achieve the expected standard because he has a special educational need. He is currently receiving intensive support to bring him back up to standard.
- Of the four pupils on roll as of 24<sup>th</sup> June, 50% achieved the expected standard.
- **This performance is above the national and local averages for all pupils.**
- Progress across KS1 in this subject was strong for the small cohort of LAC, with a greater proportion achieving the expected standard than in Merton or nationally from their individual starting points.

**Table: KS1 outcomes WRITING**

Key Stage 1 - WRITING	2014				2015				2016			
	2c+	2b+	3+	No.	2c+	2b+	3+	No.	WTS	EXS+	GDS	No.
<b>Merton LAC</b>	100%	100%	0%	1	83%	33%	0%	6	100%	<b>0%</b>	0%	1
<b>Merton All Pupils</b>	84%	65%	14%		87%	69%	16%		36%	<b>64%</b>	16%	
<b>National LAC</b>	61%				TBC				NYA			
<b>National All Pupils</b>	86%	70%	16%		88%	72%	18%		35%	<b>65%</b>	13%	

WTS = working below expected standard; EXS+ = working at or above expected standard; GDS = working above expected standard.

- There was only one 903 pupil this year. That pupil did not achieve the expected standard because he has a special educational need. He is currently receiving intensive support to bring him back up to standard.
- Of the four pupils on roll as of 24<sup>th</sup> June 25% achieved the expected standard.
- **This performance is below that of the national and local averages for all pupils.**
- Progress across KS1 in this subject was in line with the national and LA averages.

**Table: KS1 outcomes MATHEMATICS**

Key Stage 1 - MATHS	2014				2015				2016			
	2c+	2b+	3+	No.	2c+	2b+	3+	No.	WTS	EXS+	GDS	No.
Merton LAC	100%	0%	0%	1	83%	33%	0%	6	100%	0%	0%	1
Merton Schools All Pupils	92%	79%	24%		92%	78%	26%		27%	73%	20%	
National LAC	72%				TBC				NYA			
National All Pupils	92%	80%	24%		93%	82%	26%		27%	73%	18%	

WTS = working below expected standard; EXS+ = working at or above expected standard; GDS = working above expected standard.

- There was only one 903 pupil this year. That pupil did not achieve the expected standard because he has a special educational need. He is currently receiving intensive support to bring him back up to standard.
- Of the four pupils on roll as of 24<sup>th</sup> June 25% achieved the expected standard.
- **This performance is below that of the national and local averages for all pupils.**

## KS2 OUTCOMES

7. Please see information in the main Standards Report for information about changes to assessment at this key stage in 2016.

**Table: KS2 READING**

Key Stage 2 – READING	2014				2015				2016				
	4c+	4b+	5+	No.	4c+	4b+	5+	No.	NS	DIS	AS+	HS	No.
Merton LAC	100%	100%	60%	3	100%	100%	0%	2	74%	13%	13%	13%	8
Merton All Pupils	91%	80%	52%		91%	82%	52%		32%		68%	21%	
National LAC	68%				71%				NYA				
National All Pupils	89%	78%	50%		89%	80%	49%		34%		66%	19%	

NS = working below expected standard; AS+ = working at or above expected standard; HS = working above expected standard; DIS = disapplied

- 13% of pupils achieved at or above age related expectations.
- 50% of the cohort had a Statement of Educational Need or an Education Health and Care Plan.
- Of the nine pupils on roll as of 24<sup>th</sup> June 2016:
  - 11% were disapplied;
  - 38% achieved at or above age related expectations.
  - 45% had Statements of Educational Need or Education, Health and Care Plans. One of the pupils did sit the tests and although he did not achieve the expected standard it is commendable that he was entered.
- **This performance is below that of the national and local averages for all pupils.**
- **However, progress was strong for this cohort in reading: the average progress score was 3.42 (well above the national, and above the LA average).**

**Table: KS2 WRITING**

Key Stage 2 – WRITING	2014			2015			2016				
	4+	5+	No.	4+	5+	No.	WTS	DIS	EXS+	GDS	No.
<b>Merton LAC</b>	100%	0%	3	100%	50%	2	62%	13%	<b>26%</b>	13%	8
<b>Merton All Pupils</b>	86%	36%		89%	38%		29%		<b>71%</b>	16%	
<b>National LAC</b>	59%			61%			NYA				
<b>National All Pupils</b>	76%	52%		89%	43%		26%		<b>74%</b>	15%	

WTS = working below expected standard; EXS+ = working at or above expected standard; GDS = working above expected standard; DIS = disapplied

- 26% of pupils achieved at or above age related expectations.
- 50% of the cohort had a Statement of Educational Need or an Education Health and Care Plan.
- Of the nine pupils on roll as of 24<sup>th</sup> June 2016:
  - 11% were disapplied;
  - 38% achieved at or above age related expectations;
  - 45% had Statements of Educational Need or Education, Health and Care Plans. One of the pupils did sit the tests and although he did not achieve the expected standard it is commendable that he was entered.
- **This performance is below that of the national and local averages for all pupils.**
- **However, progress was again strong for this cohort in writing: the average progress score was 5.9 (well above the national, and above the LA average).**

**Table 5c KS2 MATHEMATICS**

Key Stage 2 - MATHS	2014				2015				2016				
	4c+	4b+	5+	No.	4c+	4b+	5+	No.	NS	DIS	AS+	HS	No.
<b>Merton LAC</b>	100 %	50%	0%	3	100 %	50%	50%	2	74%	13%	<b>13%</b>	0	8
<b>Merton All Pupils</b>	88%	78%	46 %		89%	79%	45%		25%		<b>75%</b>	24%	
<b>National LAC</b>	61%				64%				NYA				
<b>National All Pupils</b>	86%	76%	42 %		89%	80%	49%		30%		<b>70%</b>	17%	

NS = working below expected standard; AS+ = working at or above expected standard; HS = working above expected standard; DIS = disapplied

- 13% of pupils achieved at or above age related expectations.
- 50% of the cohort had a Statement of Educational Need or an Education Health and Care Plan.
- Of the nine pupils on roll as of 24<sup>th</sup> June 2016:
  - 30% were disapplied;
  - 22% achieved at or above age related expectations;
  - 45% had Statements of Educational Need or Education, Health and Care Plans. One of the pupils did sit the tests and although he did not achieve the expected standard it is commendable that he was entered.
- **This performance is below that of the national and local averages for all pupils, and below the 2015 national average for LAC.**
- Progress across KS2 was also not strong for this cohort in mathematics: the average progress score was -1.32 (below the national and LA averages).

## KS4 OUTCOMES

8. The data collected uses the headings from the 2015 performance tables, allowing comparison with previous years.

**Table: GCSE outcomes**

GCSE	2015					2016				
	Any passes	5+ GCSEs at Grade A*-G or equivalent	5+ GCSEs at Grade A*-C or equivalent	5+ GCSEs Grade A*-C incl En/maths	No. of Children	Any passes	5+ GCSEs at Grade A*-G or equivalent	5+ GCSEs at Grade A*-C or equivalent	5+ GCSEs Grade A*-C incl En/maths	No. of Children
Merton LAC	75%	33%	8%	8%	12	77%	46%	15%	15%	13
Merton Schools All Pupils		94%	69%	58%						
National LAC			18%	14%						

- 15% of Merton LAC achieved 5+ GCSEs A\*-C or equivalent: this is an improvement on 2015 performance and just below the national average (2015) for LAC of 18%.
- 15% of Merton LAC achieved 5+GCSEs A\*-C including English or maths: this is an improvement on 2015 performance and just above the national average (2015) for LAC of 14%.
- This is a strong performance in the context of these students SEN needs: five students had statements/EHCP, and in addition, four had Special Educational Needs
- Performance is not so strong for all 24 LAC students on roll as of the 24<sup>th</sup> June:
  - 13% achieved 5+ GCSEs A\*-C or equivalent – below the national average (2015);
  - 8% LAC achieved 5+GCSEs A\*-C including English or maths – below the national average (2015).

**Table: Progression to education or training in Year 12 (September 2016)**

Academic Year	No of young people	No of young people in education/training at the start of the academic year (Sept)	Proportion of young people in education/training at the start of the academic year (Sept)
15-16	13	12	92.3%
14-15	12	12	100%
13-14	5	4	80%

- One young person removed himself from care, with the result that the Virtual School was unable to track his destination.

## POST 16 OUTCOMES

9. There were no 'A' Level students during the academic year 15-16. 59 of 62 young people aged 16 or above have pursued and were successful in a range of courses, from Entry Level to Level 3.
10. 12 young people studied for degrees. Whilst 10 continue their studies into the new academic year, two graduated: one with a first class honours degree In pharmacology, and the other with a social work degree. Both are now in employment in their chosen field.
11. There will be eight Care Leavers starting at university in September 16. This includes two students who have received the Sanctuary Award at Kingston University. This award is for students who are seeking asylum and cannot access student finance. It funds university fees and provides an annual bursary of £3000.

## Actions undertaken by the Virtual School to secure outcomes

### Quality of Schools-Ofsted

12. The Virtual School continued to strive to ensure that all children and young people attend good or outstanding schools. Where a LAC remained in a school judged to be less than good in its most recent inspection, very careful consideration was given to the child’s situation, and it was decided that a move would not be in the child’s best interest, and monitoring of the pupil’s progress increased through the PEP process.
13. During 2015 – 2016, 90% of statutory school aged LAC attended schools, where a grade was known, that are good or better. This is a greater proportion than in the previous academic year.
14. In the primary phase 84% of pupils attended schools, where a grade was known, that are good or better. This is higher than in the previous year but remains lower than the LA average for all pupils. Of those attending other borough schools 76% attend good or better schools. This is an increase of 5 percentage points in comparison with the previous year.
15. In the secondary phase 93% of students attended schools, where a grade was known, that are good or better. Of those students attending in borough schools where a grade was known, 100% attended schools that are good or better. One student had a bespoke timetable provided by quality assured Alternative Education. Of those pupils attending other borough schools, 89% attended good or better schools. This difference reflects the current high standards in Merton secondary and special (with secondary age students) schools where 100% are judged good or better by Ofsted.

**Table – Quality of schools attended by Merton Looked After Children**

	At school in	Outstanding	Good	Satisfactory/ RI	No school roll/no current category	Total
<b>EY/Primary</b>	Merton	2	12	1	5	20
	Other borough	4	9	4	0	17
<b>Secondary</b>	Merton	6	17	0	1	24
	Other borough	12	20	4	3	39
<b>Total</b>		24	58	9	9	100
<b>% of Merton LAC</b>		24%	58%	9%	9%	

### Personal Education Plans (PEPs)

16. All LAC must have a care plan, of which the Personal Education Plan (PEP) is an integral part. The PEP is an evolving record of what needs to happen to ensure each child or young person makes expected progress and fulfils his or her potential. During the PEP process, the achievement of LAC is carefully tracked, and where they are falling behind, schools are challenged to identify how they might be supported to make accelerated progress, including how the Pupil Premium Grant for LAC might be best used to secure improved outcomes.

17. The Virtual School worked in close partnership with social workers to coordinate meetings and record and administer PEPs.
18. Statutory guidance requires that a child’s PEP is reviewed each term. In order to meet this requirement the Virtual School normally attends at least two meetings and consults for the third. During 2015-2016, 254 initial and review PEPs were completed. The Virtual School has robust systems and processes to track, monitor and report on their timeliness and quality. Equal regard is paid to the education of children who are placed out of borough as well as those who live in Merton and the Virtual School ensures the challenges of distant placements are met, including attendance at Personal Education Planning Meetings.
19. Work has continued during the academic year to ensure that the PEP embedded within the new Social Care Information System meets developing needs for planning and tracking progress.

**Table – Timescale of PEP Completion**

	Autumn 15	Spring 16	Summer 16	Academic Year 15-16
<b>No. who became LAC</b>	28	14	27	69 (64)
<b>Ceased being LAC before PEP</b>	10	5	7	22 (8)
<b>PEP completed within 20 days</b>	14	6	16	36 (47)
<b>PEP completed after 20 days</b>	4 (one by two days)	3 (one by one day)	4 (one by two days)	11 (9)

*Numbers in brackets indicate numbers from 2014 -2015.*

20. There is a statutory requirement for Personal Education Planning meetings to take place within 20 days of a child becoming looked after, or after a change in school placement. 69 initial PEPs for children new into care were required during the academic year but twenty two children ceased to be LAC before the PEP due date. 36 of the required 47 initial Personal Education Planning meetings (77%) were completed within 20 days of a child becoming Looked After. This is 7% fewer than in the previous year. Reasons for the remaining initial PEPs not being completed within the specified time scales were:

- no school place available but tuition provided whilst school being sourced;
- children becoming LAC during or very near the school holiday period;
- Unaccompanied Asylum Seeking Children arriving very late in school year in Year 11.

**Table – Timescale of PEP Review**

	Autumn 15	Spring 16	Summer 16	Academic Year 15-16
<b>No of PEPS to be reviewed</b>	72	70	65	207 (228)
<b>Completed within 6 months of previous PEP</b>	59	70	65	194 (218)
<b>% reviewed within time scales</b>	82% (93.5%)	100%	100%	94% (95.6%)

*Numbers in brackets indicate numbers from 2014 -2015.*

21. 94% of PEP reviews were completed within six months of the previous PEP which meant that they were updated in time for the child’s Care Plan Review. This was a slight reduction over the previous academic year, attributable to staff sickness during the autumn term.

## Pupil Premium

- 22.** For each Looked After Child, the government allocated a pupil premium grant of £1900. This grant was passed to schools in the maintained sector and non-maintained special schools attended by LAC, to remove barriers to learning and to accelerate progress. Qualifying schools received £600 per LAC per term during 2015-2016. This allowed for the grant to follow the child if a school move occurred. Payment of the grant was dependent on the implementation of interventions to support the child's education plan, which were detailed in the PEP. The PEP document includes a finance sheet to track provision available to and accessed by our pupils, and funded by Pupil Premium. The Virtual School monitors the impact of pupil premium funded interventions on pupils' academic progress via the Pupil's Education Plan.
- 23.** The grant was used for:
- Academic intervention programmes including additional 1:1 support and subject tuition
  - Behavioural, emotional, mental health Interventions
  - Learning Resources
  - Out of school learning including educational visits
  - Technology – hardware/software
  - Specialist tuition/equipment e.g. music lessons
  - Clubs and activities
- 24.** Analysis of pupil premium expenditure in school s shows that the grant was used for behavioural, emotional and mental health support for nearly 50% of pupils in eligible schools. 40% of pupils received academic interventions funded by pupil premium and just over 30% of pupils received additional one to one support or access to clubs and activities via the grant.
- 25.** The grant was also used to fund requests for additional resources for exceptional need and in several instances has helped a pupil to retain a mainstream school place during particularly difficult times.

## One to One Tuition

- 26.** The Sutton Trust research data shows that One to One Tuition is particularly effective in accelerating progress for children, particularly at KS2, and particularly in English and mathematics. Short, regular sessions of about 30 minutes, 3-5 times each week, and over a period of time (6-12 weeks) has optimum impact. In order to secure the best educational outcome for all Merton's LAC 1:1 tuition was considered as part of each child's or young person's Personal Education, or Pathway, Plan.
- 27.** Tuition funded by The Virtual School was provided in the majority of cases tuition agencies, and normally delivered in the care setting. Occasionally, but increasingly, schools are also providing 1:1 tuition outside the school day, delivered by school staff or their own commissioned tutors.

**Table - Number of LAC accessing 1:1 tuition**

Key Stage	Total students 2015-16	Tuition for less than one term	Tuition for one to two terms	Tuition for more than two terms and ongoing
KS1	1 (1)	1 (0)	0 (0)	0 (1)
KS2	6 (5)	3 (0)	3 (0)	0 (5)
KS3	8 (10)	2 (0)	3 (1)	3 (9)
KS4	17 (19)	11 (1)	4 (0)	2 (18)
Post 16	16 (30)	5 (0)	5 (2)	6 (28)
<b>Total</b>	<b>48 (65)</b>	<b>22 (1)</b>	<b>15 (3)</b>	<b>11 (61)</b>

*Numbers in brackets indicate numbers from 2014 -2015.*

28. 48 Merton LAC received 1:1 tuition over the course of 2015/16. Generally the focus for tuition in Key Stages 1, 2 and 3 was English and mathematics. The range of subjects broadened at KS4 to include GCSE examination subjects. The focus for post 16 pupils was generally for additional sessions for English for Speakers of Other Languages although there have been some requests for tuition to improve grades in English and Maths.

## Pupil Voice

29. The Virtual School continued to seek to develop a relationship with all its pupils and students and encouraged them to participate in their Personal Educational Planning meetings either by attending for some or all of the meeting, or by completing a view sheet.
30. An analysis of pupils' and students' contribution to PEP meetings indicated the following:
- They were aware that the purpose of school is to learn academically and socially.
  - 45% of primary pupils and 76% of secondary students had no worries at school.
  - All were able to identify at least one adult who could help them at school, and all but one could identify friends.
  - Children's concerns for bullying were much reduced with only one secondary pupil for whom bullying was an issue and one primary child reporting feeling bullied sometimes. In all incidences of reported bullying the Virtual School followed up concerns to ensure the physical and emotional safety of our pupils.
31. This year, in addition to undertaking a detailed analysis of children's responses in the pupil view sheet completed as part of the PEP process, the Virtual School asked pupils from Year 6 to Year 11 to complete a questionnaire in order to seek their views on Personal Education Plans and the work of the Virtual School. In summary the findings were that the majority of pupils agreed that having a PEP helped:
- to overcome problems at school;
  - teachers to understand them;
  - focus on their learning;
  - carers to help with learning;
  - support out of school learning and activities.

Although a significant part of the PEP process is the setting of targets, interestingly, pupils told us that that although they discuss their target with teachers, carers and social workers, only a fifth said that they remembered them. While 46% indicated they were happy to have targets on display at home or in their diaries or journals, they were not happy to save these to their phone or media device.

## REVIEW OF PRIORITIES FOR 2015-16

32. **Priority 1** - To review the membership and terms of reference of the Virtual School Steering Group/Governing Body to ensure strategic and operational decisions and processes support good educational outcomes for Looked After Children and Care Leavers.

**Outcomes** - Membership now reflects the wide variety of officers involved in the CSF overall strategy for LAC & Care Leavers. Terms of Reference have been agreed and an annual cycle of review and development is in place, allowing close cooperation and scrutiny of outcomes and provision for LAC.

33. **Priority 2** - To improve the educational outcomes for Looked After Children and reduce vulnerability to spending time not in employment, education or training (NEET).

**Outcomes (educational outcomes)** - These outcomes have been summarised in Chapter 3 in this report (the Achievement of pupils in the Virtual School). Particular successes include improvements at KS4; and all pupils achieving the expected standard in the Year 1 Phonics Screening Check. A key area for improvement for the Virtual School will be about improving outcomes at the end of KS2, although progress across KS2 for this year's cohort was strong in reading and writing.

**Outcomes (NEET)** -The Virtual School staffing complement now includes a designated keyworker for NEETs whose role is to support Looked After Children and Care Leavers to access Education, Training or Employment (ETE). The Virtual School has worked closely with Children's Social Care to ensure systems and processes for tracking and reporting are strong. Work has been undertaken with individuals and there is an underlying trend of reduced numbers of care leavers who are NEET. This work will be ongoing and needs to be developed to ensure all available support is accessed.

- 34. Priority 3** - To improve understanding of progress made by LAC by further developing the PEP and education section of Pathway plans to ensure that all LAC and Care Leavers achieve their potential.

**Outcomes** - This has been the first year of assessing the attainment and progress for pupils in KS1, 2 & 3 without the requirement to use National Curriculum levels. The PEP template has been revised in order to capture each school's approach to assessment and to ensure a focus on progress during the meetings with schools. The forms have also been adapted to capture more closely the use and impact of the Pupil Premium Grant. A subcommittee of the steering group has been established to monitor and report on the quality of plans and their effectiveness, in addition to the quality assurance carried out by the Virtual School Headteacher. For older children there is now an agreed format for completing the Education and Training section of the Pathway Plan. This practice now needs to be embedded and quality assurance processes agreed.

- 35. Priority 4** - To extend partnerships with the Early Years and Social Work and Intervention Services to ensure quality Personal Education Plans for children aged two and above, including registration at Children's Centres where appropriate.

**Outcomes** - There is now a designated early years officer working in partnership with the Virtual School. Monitoring shows an improvement in the quality of PEPs for our younger children. Processes for ensuring payment of the Early Years Pupil Premium to Early Years providers are in place. There is further work to be done to extend relationships with the Private and Voluntary Sector to understand and meet the needs of Looked After Children. The Early Years team now provides training for Merton Foster Carers and their contribution to children's learning needs to be incorporated into the PEP. This work needs to extend to include children with disabilities.

- 36. Priority 5** - To further improve the attendance of LAC and Care Leavers, especially in the secondary phase.

**Outcomes** - Chapter 6 gives an overview of attendance for 2015-16 and notes some improvements including an increase in the proportion of pupils attaining 95% attendance or above. The Virtual School participated in a peer review of Barnet Virtual School, which focused on attendance, particularly at KS4. The outcomes of the process gave Merton some ideas for improvement and actions will be incorporated into the improvement plan for 2016-17. A peer review of Merton Virtual School took place in early 2016 – 17, and will be reported on in the next annual report.

As also noted in Chapter 6, the newly commissioned service for monitoring pupil attendance is becoming embedded into the Virtual School systems and processes. Information sharing agreements

are being sought from post 16 providers and students in preparation for extending this service to include 17 and 18 year olds.

**37. Priority 6** - To improve the ability of care givers to support children's learning and development.

**Outcomes** - The Early Years team has delivered training to Merton Carers, and the Virtual School has delivered training to foster carers on developments in education for statutory school aged children. Actions for carers are specified on PEPs and the Virtual School signposts and provides resources. Details are included in chapter 5. When foster carers are evaluated (as part of their regular reviews by Social Care), their engagement with schools is a key part of the process. There is scope to develop this work further and so this priority will be on going.

**38. Priority 7** - To reduce fixed term exclusion rates for all LAC.

**Outcomes** - The expectation of the Virtual School, and one that is clearly communicated, is that understanding the child's needs and triggers, seeking appropriate referrals and developing alternative strategies reduces the need for the use of exclusion. During this past year, schools and settings have become increasingly aware of this expectation and consult with the Virtual School to try and avoid exclusion where possible. Also the newly commissioned attendance monitoring service gives prompt alerts to the Virtual School about exclusions and allows for immediate discussion. Chapter 7 gives an overview of exclusions for 2015-16 which shows fixed term exclusions to have reduced in frequency and duration, as a result of the tenacious activity of the Virtual School. This work will continue to be a priority, as LAC are more vulnerable to exclusion than the general population.

## **PRIORITIES FOR 2016-17**

**Priority 1** - To continue to strengthen governance of the Virtual School, ensuring increased membership (to include a care leaver, foster carer and headteachers) and developing ever deeper understanding of the aims and impact of the Virtual School.

**Priority 2** – To embed the PEP process and processes for supporting LAC achievement so that strong educational outcomes for Looked After Children are secured, especially at KS2 and building on the improvements at KS4 using the outcomes from the peer review.

**Priority 3** – To reduce vulnerability to spending time not in employment, education or training (NEET), by ensuring the Education Pathway Plans identify clear next steps for all young people, so that the proportion of NEETs reduces amongst the 16/17 year old LA population, and post 18.

**Priority 4** – Drawing on the learning from the recent peer review, to further improve the attendance of LAC and Care Leavers, especially in the secondary phase.

**Priority 5** - To improve the ability of care givers to support children's learning and development.

**Priority 6** – Building on the strengths of the advisory and business support teams, further develop its capacity to ensure sustained impact with regard to the analysis and use of data.

## Appendix G: Glossary of Acronyms

ADHD	Attention Deficit Hyperactivity Disorder
CAMHS	Child and Adolescent Mental Health Services
CAP	Chronic Absence Project
CIF	Common Inspection Framework
CPD	Continuing Professional Development
DfE	Department for Education
EHCP	Education, Health and Care Plan
ELG	Early Learning Goal
EBacc	English Baccalaureate
EPS	Educational Psychology Service
ESF	European Social Fund
ETE	Education Training and Employment
EXS	Working at the expected standard
EYFS	Early Years Foundation Stage
EYFSP	Early Years Foundation Stage Profile
FSM	Free School Meals
GCSE	General Certificate of Secondary Education
GDS	Working at greater depth within the expected standard
GLD	Good Level of Development
GPS	Grammar Punctuation and Spelling
HfL	Herts for Learning
HMI	Her Majesty's Inspector
IEB	Interim Executive Board
KS1/2/4	Key Stage 1/2/4
LA	Local Authority
LAC	Looked After Children
MAT	Multi Academy Trust
MEP	Merton Education Partner
MEP	Merton Education Partnership
MLE	Merton Leader in Education
MSI	Merton School Improvement
NEET	Not in Education, Employment or Training
NLE	National Leader in Education
NLG	National Leader in Governance
NQT	Newly Qualified Teacher
Ofsted	Office for standards in Education
PA	Persistent Absence
PEP	Personal Education Plan
PET	Primary Expert Teacher
PRU	Pupil Referral Unit
PVI	Private, Voluntary and Independent
RPA	Raising the Participation Age
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SENDIS	Special Educational Needs and Disabilities Integrated Service
SSAT	Schools, Students and Teachers' Network
SWLSEP	South West London School Effectiveness Partnership
TA	Teaching Assistant
TAMHS	Targeted Mental Health in Schools
VBS	Virtual Behaviour Service

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

**Date:** 08 February 2017

Agenda item:

Wards: All wards

**Subject:** Performance monitoring 2016/17 (December 2016)

Lead officer: Paul Ballatt, Assistant Director of Commissioning, Strategy and Performance, Children Schools and Families

Lead member(s): Councillor Katy Neep; Councillor Caroline Cooper-Marbiah.

Forward Plan reference number: n/a

Contact officer: Naheed Chaudhry, Head of Policy, Planning and Performance.

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**Recommendations:** That the Children and Young People's Overview and Scrutiny Panel;

- A. To review and consider appendix one: December 2016 Performance Index
  - B. Note appendix two: Performance Indicators – Rationale and linkages
- 

## 1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1. To provide the Children and Young People's Overview and Scrutiny Panel with a regular update on the performance of the Children, Schools and Families Department and key partners. Data provided in appendix one is as at the end of November 2016. December data was not complete at the point of publication.

## 2. DETAILS

- 2.1. At a Children and Young People Scrutiny Panel meeting in June 2007 it was agreed that the Children Schools and Families Department would submit a regular performance report on a range of key performance indicators. This performance report acts as a 'health check' for the Panel and as such is over and above the more detailed thematic reports scheduled to the Panel which relate to specific areas of activities such as the annual Schools Standards report, Corporate Parenting Report, MSCB annual report etc.
- 2.2. The Scrutiny performance index is periodically reviewed in line with good performance monitoring practice, most recently in October 2016. It was agreed that the current basket of performance measures presented to the CYP Panel in the index should be retained but that it could evolve gradually if/when needed. It was also agreed that officers would report on other indicators, not in the index, by exception should they have particular concerns or if they wished to report particularly good performance. Officers were asked to provide 'volumes' as well as percentage outturns in order to allow members to gain a sense of scale and relativity, these volume figures have been added for the year to date (see Index, appendix one). It was agreed that measures in the index that remain green will continue to be reported as they continue to be worthy of scrutiny oversight and can refer to practice that our regulators would expect to be regularly monitored by elected members.

2.3. Members also requested that further description be provided in relation to each indicator to help members understand its rationale and purpose. It was noted that the lead performance member is keen to understand and share with the panel the linkages between measures. Officers have responded to this request with detail as presented in appendix two.

2.4. **December 2016 Performance**

2.5. **KPI no. 3: Percentage of new Education, Health and Care plans issued within statutory 20 week timescale (new, including exceptions).**

2.6. As at the end of quarter three 20% of new requests for EHCPs were completed within 20 weeks. We have been asked by Scrutiny Members to provide timeliness data in relation to those EHCP completed over 20 weeks. We hope to be able to report on this as at the end of Quarter four and thereafter.

2.7. We continue to see an increase in new requests for EHCPs, in response to the demand issues we are using SEN Implementation Grant to increase the capacity within the SEND team, reconfiguring roles and streamlining business processes to enable improved performance. It is anticipated this will alleviate some of the demand pressures and increase our completion timeliness. Alongside responding to new requests for EHCPs, we are managing an ongoing challenging agenda, set by central government in relation to the transfer of SEN Statements and Learning Disability Assessments (LDA Section 139A) to EHCPs. In respect of the target to transfer all existing SEN Statements to EHC plans, Merton is currently performing relatively well, ranked 7th in London.

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

Appendix 1: CYPP performance index 2016/17 (December 2016)

Appendix 2: Children's Performance Indicators – Rationale and linkages

**2. BACKGROUND PAPERS**

CSF Performance Management Framework <http://intranet/departments/csf-index/csf-performance.htm>

# Children and Young People Overview and Scrutiny Panel - Performance Index 2016/17



No.	Performance Indicators	Frequency	Target 2016/17	Deviation	Polarity	Benchmarking and trend				BRAG rating	Merton 2016/17 performance										Notes
						Merton 2015/16	Merton 2014/15	England	London		Apr-16	May-16	Jun-16 / Q1	Jul-16	Aug-16	Sep-16 / Q2	Oct-16	Nov-16	Dec-16 / Q3	Jan-17	
<b>Assessments</b>																					
1	Number of Common and Shared Assessments undertaken (CASAs)	Quarterly	Not a target measure	n/a	n/a	589	443	No benchmarking available	No benchmarking available	Not a target measure			144			258			342		Quarterly (Time lag in collating CASAs from partner agencies) YTD
2	% of Single Assessments authorised within the statutory 45 days	Monthly	85%	2.5%	High	93%	91%	81% (CIN 2014-15)	80% (CIN 2014-15)	Green	99% (110/111)	94% (210/224)	92% (360/391)	94% (503/538)	93% (641/693)	92% (760/828)	91% (854/942)	89% (945/1063)	89% (1027/1160)		Year to Date
3	% of Education, Health and Care plans issued within statutory 20 week timescale (new, including exceptions)	Monthly	85%	2.5%	High	50%	58% (2015)	56% (2015)	64% (2015)	Red			27% (13/49)			23% (25/110)			20% (31/153)		Year to Date
<b>Child protection</b>																					
4	Child Protection Plans rate per 10,000	Monthly	Not a target measure	n/a	n/a	30.0	41.8	42.9 (CIN 2014-15)	40.6 (CIN 2014-15)	Not a target measure	27.7	30.5	31.2	31.2	32.5	32.9	33.8	32.7	33.1		Monthly - as at the end of the month
5	Number of children subject of a Child Protection Plan	Monthly	Not a target measure	n/a	n/a	138	180	No relevant benchmarking available	No relevant benchmarking available	Not a target measure	128	141	144	144	150	152	155	151	153		Monthly - as at the end of the month
6	Number of family groups subject of Child protection plans	Monthly	Not a target measure	n/a	n/a	72	84	No relevant benchmarking available	No relevant benchmarking available	Not a target measure	65	74	73	70	73	74	78	72	75		Monthly - as at the end of the month
7	% of Children subject of a Child Protection Plan with an allocated Social Worker	Monthly	100%	0%	High	100%	100%	No relevant benchmarking available	No relevant benchmarking available	Green	100% (128/128)	100% (141/141)	100% (144/144)	100% (144/144)	100% (150/150)	100% (152/152)	97% (152/156)	100% (151/151)	100% (153/153)		Monthly - as at the end of the month
8	% of quorate attendance at child protection conferences	Quarterly	Not a target measure	n/a	High	100%	91%	No relevant benchmarking available	No relevant benchmarking available	Not a target measure			89% (80/90)			85% (159/186)			67% (218/325)		Quarterly
9	% of reviews completed within timescale for Children with Child Protection Plans	Monthly	Not a target measure	n/a	High	100%	93%	94.0% (CIN 2014-15)	95.7% (CIN 2014-15)	Not a target measure	100% (16/16)	100% (46/46)	100% (73/73)	100% (81/81)	100% (92/92)	95% (98/103)	94% (102/109)	93% (92/99)	94% (104/111)		Year To Date (NI 67)
10	% of Children subject of a CP Plan who had a 4 weekly CP visit within timescales in the month	Monthly	Not a target measure	n/a	High	94%	No relevant benchmarking available	No relevant benchmarking available	No relevant benchmarking available	Not a target measure	95% (116/122)	91% (116/128)	92% (110/120)	96% (132/137)	86% (119/138)	89% (118/132)	90% (138/154)	95% (138/146)	94% (137/146)		Monthly - as at the end of the month - (reporting activities)
11	% of Children that became the subject of a Child Protection Plan the second or subsequent time	Monthly	16%	20%	Low	24%	17%	17% (CIN 2014-15)	14% (CIN 2014-15)	Green	17% (1/6)	14% (3/21)	7% (3/46)	5% (3/64)	4% (3/78)	11% (11/99)	16% (18/114)	15% (20/132)	16% (23/142)		Year To Date (NI 65)
<b>Looked After Children</b>																					
12	Looked After Children rate per 10,000	Monthly	Not a target measure	n/a	n/a	36	34	60 (903 2014-15)	52 (903 2014-15)	Not a target measure	34.6	34.8	36.1	36.4	33.5	32.7	33.8	34.8	35		End of the month snapshot
13	Number of Looked After Children	Monthly	Not a target measure	n/a	n/a	164	157	No relevant benchmarking available	No relevant benchmarking available	Not a target measure	160	161	167	168	155	151	156	161	162		End of the month snapshot
14	% of Looked After Children with an allocated Social Worker	Monthly	Not a target measure	n/a	High	100%	100%	No relevant benchmarking available	No relevant benchmarking available	Not a target measure	100% (160/160)	100% (161/161)	100% (167/167)	100% (168/168)	100% (155/155)	100% (151/151)	100% (156/156)	100% (161/161)	100% (162/162)		Year to Date
15	Average number of weeks taken to complete Care proceedings against a national target of 26 weeks	Quarterly	35 weeks	8%	Low	38 weeks (30 weeks target)	24	30	No relevant benchmarking available	Green			18			28			not av		Quarterly
16	% of Looked After Children cases which were reviewed within required timescales	Monthly	Not a target measure	n/a	High	97%	95%	Not published	Not published	Not a target measure	100% (30/30)	96% (64/67)	99% (94/95)	98% (123/126)	96% (130/135)	97% (142/147)	97% (143/148)	95% (143/151)	93% (142/152)		Year To Date (NI 66)
17	% of Looked After Children participating in their reviews in month	Monthly	Not a target measure	n/a	High	90%	66%	No relevant benchmarking available	No relevant benchmarking available	Not a target measure	100% (26/26)	98% (60/61)	100% (84/84)	99% (115/116)	100% (123/123)	98% (133/136)	99% (135/137)	99% (134/136)	98% (134/137)		Year to Date
18	Stability of placements of Looked After Children - number of moves (3 moves or more in the year)	Monthly	12%	n/a	Low	12%	14%	11% (903 2014-15)	No relevant benchmarking available	Green	0% (0/161)	0.6% (1/161)	1.2% (2/167)	4.2% (7/168)	7.1% (11/155)	8.6% (13/151)	10.3% (16/156)	10.6% (17/161)	9.9% (16/162)		Year To Date (NI 62)
19	Stability of placements of Looked After Children - length of placement	Monthly	68%	n/a	High	68%	46%	67% (903 2014-15)	No relevant benchmarking available	Green	74% (23/31)	77% (24/31)	80% (24/30)	80% (24/30)	80% (24/30)	75% (21/28)	71% (20/28)	76% (25/33)	73% (24/33)		End of the month snapshot (NI 63)
20	% of Looked After Children placed with agency foster carers	Quarterly	42%	12%	Low	37%	42%	39% (903 2014-15)	No relevant benchmarking available	Green			38% (42/111)			46% (45/99)			43% (46/106)		Quarterly
21	Number of in-house foster carers recruited	Quarterly	15	2	High	13	10	No relevant benchmarking available	No relevant benchmarking available	Green			4			6			11		Year to Date
22	Number of Looked After Children who were adopted and agency Special Guardianship Orders granted	Monthly	13	34% 1cyp	High	13	16	No relevant benchmarking available	No relevant benchmarking available	Green	3	3	3	4	5	8	8	8	9		Year to Date

No.	Performance Indicators	Frequency	Target 2016/17	Deviation	Polarity	Benchmarking and trend				BRAG rating	Merton 2016/17 performance												Notes
						Merton 2015/16	Merton 2014/15	England	London		Apr-16	May-16	Jun-16 / Q1	Jul-16	Aug-16	Sep-16 / Q2	Oct-16	Nov-16	Dec-16 / Q3	Jan-17	Feb-17	Mar-17 / Q4	
<b>Childrens Centres and Schools</b>																							
23	% outcome of all Children Centre Ofsted inspections good or outstanding (overall effectiveness)	Quarterly	100%	0%	High	100%	100%	66%	72%	Green			100% (5/5)			100% (5/5)			100% (5/5)	Year to Date. National and London Comparitors as at 31/08/2015.			
24	% of total 0-5 year estimated Census 2011 population from areas of deprivation (IDACI 30%) whose families have accessed children's centre services	Quarterly	75% (19% per Quarter)	n/a	High	72%	78%	No relevant benchmarking available	No relevant benchmarking available	Green			34% (1813 of 5285)			48% (2514 of 5285)			58% (3071 of 5285)	Year to Date Cumulates (Target 19% per quarter)			
25	% outcome of School Ofsted inspections good or outstanding (overall effectiveness)	Quarterly	91%	2.5%	High	89%	85%	85%	89%	Green			91% (48/53)			92% (48/52)			91% (48/53)	Year to Date. National and London Comparitors as at 31/12/2015.			
26	Number of Primary permanent exclusions (Number YTD Academic year)	Monthly	0	1cyp	Low	0	0 (Academic Year 2013-2014)	n/a	n/a	Green	0	0	0	0	0	0	0	0	0	August End of Acad. Yr. YTD (August data interim until November). September start of the new Acad. Yr.			
27	Number of Secondary permanent exclusions (Number YTD Academic year)	Monthly	19	4cyp per quarter	Low	9	7 (Academic Year 2013-2014)	n/a	n/a	Green	12	16	17	17	17	0	0	0	2	August End of Acad. Yr. YTD. September start of the new Acad. Yr.			
28	% of Secondary persistent absenteeism (15% absence)	Annual	Not a target measure	n/a	Low	4.8% (2015)	4.5% (2014)	5.4% (2015)	4.5% (2015)	Annual measure										Annual Measure 2.5 terms DfE Published SFR maintained and academies			
29	% of Reception year surplus places	Annual	5.5%	n/a	Low	6.2%	1.1%	No relevant benchmarking available	No relevant benchmarking available	Annual measure										Annual measure			
30	% of Secondary school (Year 7) surplus places inc. Academies	Annual	5%	n/a	Low	5.5%	11.3%	No relevant benchmarking available	No relevant benchmarking available	Annual measure										Annual measure			
<b>Young People and Services</b>																							
31	Youth service participation rate	Annual	Not a target measure	n/a	High	3,695	3,234	No relevant benchmarking available	No relevant benchmarking available	Annual measure										Annual Measure			
32	% of CYP (16 - 18 year olds) not in education, employment or training (NEET)	Monthly	4.7%	20%	Low	3.6%	4.3%	7% (2015)	No relevant benchmarking available	Not reported	3.6% (210/5969)	3.7% (213/5961)	3.8% (219/5993)	3.7% (220/6025)	3.9% (231/6009)	4.1% (243/6002)	KPI no longer measured see national replacement below relating to 16 and 17 year olds				Monthly (totals are adjusted)		
33	% of CYP (16 - 18 year olds) education, employment or training status 'not known'	Monthly	Not a target measure	n/a	Low	3.6%	6.6%	9.0%	10.4%	Not a target measure	4.4% (260/5969)	3.2% (193/5961)	3.4% (206/5993)	3.5% (212/6025)	2.8% (171/6009)	2.3% (141/6002)	KPI no longer measured see national replacement below relating to 16 and 17 year olds				Monthly (totals are adjusted)		
32B	% of CYP (16 - 17 year olds) not in education, employment or training (NEET) (new national replaces KPI 32)	Monthly	Not a target measure	n/a	Low	n/a	n/a	Avalible in Feb	Avalible in Feb								1.5%	1.4%		Monthly (totals are adjusted) - reported a month in arrears			
33B	% of CYP (16 - 17 year olds) education, employment or training status 'not known' (new national replaces KPI 33)	Monthly	Not a target measure	n/a	Low	n/a	n/a	Avalible in Feb	Avalible in Feb								7.5%	5.6%		Monthly (totals are adjusted) - reported a month in arrears			
34	Number of First Time Entrants (FTEs) to the Youth Justice System aged 10-17	Monthly	70	1cyp	Low	47	60	No relevant benchmarking available	No relevant benchmarking available	Green			12			34			49	Year to Date			
35	Rate of proven re-offending by young people in the youth justice system	Quarterly	Not a target measure	n/a	Low	0.88	1.05	1.04(2013)	1.10(2013)	Not a target measure			1.54			0.83			0.71	Quarterly (NI 19)			
36	TF: Number of Families engaged for year 1 of Expanded Programme	Quarterly	Not a target measure	n/a	High	300	326/370 88%	No relevant benchmarking available	No relevant benchmarking available	Not a target measure			320			320			320	Quarterly			
37	% of commissioned services for which quarterly monitoring was completed	Quarterly	100%	n/a	High	100%	100%	No relevant benchmarking available	No relevant benchmarking available	Green			100%			100%			100%	Quarterly (Time lag in collating from partner agencies)			

## Appendix 2: Children’s Performance indicators – Rational and linkages

### CYP Scrutiny Panel Performance Index

	<b>Performance Indicator</b>	<b>Rationale/Why Important</b>
1	Number of Common and Shared Assessments undertaken (CASA)	This is not a target measure. Numbers of CASAs undertaken is an indicator of early identification of problems/issues for a child. These are assessments undertaken by a wide range of the children’s workforce in the context of Merton’s Child and Young Person Wellbeing Model. The measure links to a suite of other indicators including numbers of contacts and referrals, single assessments, and CiN Plans.
2	Single Assessments completed within the statutory timeframe	Single Assessments are instigated after consideration of presenting issues by MASH. They are undertaken in order to identify whether or not statutory thresholds for children’s social care have been met and statutory services are required. There is a 45 day statutory timescale for completion. The measure links to CASAs; referrals; CiN Plans and Section47 safeguarding investigations.
3	Education, Health and Care Plans (EHCP) completed within the statutory timeframe	In line with Children and Families Act 2014, EHC plans replaced SEN Statements. They result from a multi-dimensional assessment of education, health and care needs. They specify outcomes to be achieved for a child and identify provision to meet those outcomes. There is a 20 week statutory timescale for completion. For the next few years conversion of ‘old’ SEN Statements and Learning Disability Assessments (LDA Section 139A) to ‘new’ EHC Plans will also be monitored against national targets.
4	Child Protection Rate per 10,000	This is a prevalence measure which is examined by managers and regulators alongside other rates including CiN and LAC. These provide a proxy for the ‘balance’ in the child care system. Can also reflect events/issues nationally e.g. media coverage of child abuse enquiries. Rates should be broadly in line with benchmarks, particularly statistical neighbours.
5	Number of Children on Child Protection Plans	Similarly this is not a performance measure but indicates prevalence of need for intensive social care intervention. Also volume of intensive casework and social worker capacity required to fulfil statutory duties. Links to Child Protection Plans for children subject to a CP plan for the second or subsequent time in respect of decisiveness and impact of child protection interventions.
6	Numbers of Family Groups subject of Child Protection Plan	With relatively low numbers of children on Child protection plans the numbers of family groups are monitored as they can have a disproportionate impact on overall percentages etc.
7	Allocated Social Workers Child Protection	It is a statutory requirement that all Child Protection Plan casework is allocated to qualified social workers. This is a proxy for high quality interventions undertaken by qualified practitioners who are subject to national professional standards.
8	Quoracy (Quorate attendance at child protection conferences)	Child protection plans almost invariably require input from a range of professional disciplines and agencies. This is a proxy for appropriate engagement of key agencies e.g. NHS; Police in Child protection planning and delivery.
9	Timeliness of Child protection reviews	There is a national framework of expectations around interventions with children requiring safeguarding (see also above). This measure is a proxy for appropriate management/IRO (Independent Reviewing Officer) oversight of complex casework and decisive social work planning.

10	Child protection visits	As above this demonstrates appropriate contact between a child and the allocated social worker and is, in effect, a minimum standard.
11	Percentage of Children subject of a Child protection plan for the second or subsequent time	If a second child protection plan is required for similar reasons, this could indicate potential lack of impact of earlier Child protection interventions. Often can demonstrate multiple risks/challenges faced by children and families. Prompts enquiry into whether or not other statutory interventions should be/should have been considered.
12	Looked After Children rate per 10,000	As above this is a prevalence measure to be looked at alongside others including CiN/CP rates and should also be, broadly, in line with statistical neighbours.
13	Number of Looked After Children	As above this is compared with appropriate benchmarks and the measure also indicates professional social work capacity and placements/budgets required to fulfil statutory responsibilities.
14	Allocated Social Workers Looked After Children	It is a statutory requirement that all LAC casework is allocated to qualified social workers. This is a proxy for high quality interventions undertaken by qualified practitioners who are subject to national professional standards.
15	Timeliness of Care proceedings	It is imperative to avoid 'drift' in making permanency plans for LAC. Time taken to undertake care proceedings is a proxy for decisive casework and can be looked at alongside timeliness of achieving adoptions. Measure can be affected by issues beyond professional control e.g. court delays.
16	Timeliness of Looked After Children reviews	There are statutory requirements for reviewing the care plans for LAC within set timescales. This measure is a proxy for appropriate management/IRO (Independent Reviewing Officer) oversight of complex casework and decisive social work planning.
17	Percentage of Looked After Children participating in there reviews	In line with best practice and Merton's own User Voice Strategy, LAC of sufficient age and understanding are encouraged to participate in a variety of ways in their own reviews – e.g. attending; chairing; written submissions; use of advocate.
18	Stability of placements, 3+ moves	There are two key measures for placement stability – the numbers of placement moves in a year and the long term stability of placements. Placement stability is a foundation stone for improving outcomes for LAC as it enables consistent relationships between young people and their carers; consistent school placements; a settled context in which young people can develop social networks etc. While some placement moves are 'positive' – eg move to a permanent home; move to withdraw a young person from a risky environment, others occur due to eg breakdown of relationships/behaviour issues etc and should be minimised.
19	Stability of placements, length 2+ years	There are two key measures for placement stability – the numbers of placement moves in a year and the long term stability of placements. The length of placement indicator refers to children under the age of 16 who have been in care for 2 and half years or more and have been in their current placement for 2 years or more. Placement stability is a foundation stone for improving outcomes for LAC as it enables consistent relationships between young people and their carers; consistent school placements; a settled context in which young people can develop social networks etc. While some placement moves are 'positive' – eg move to a permanent home; move to withdraw a young person from a risky environment, others occur due to eg breakdown of relationships/behaviour issues etc and should be minimised.

20	Percentage of Looked After Children in Independent Fostering Agencies	Although placements with foster carers are, almost invariably, the first option to be considered for LAC, a shortage of 'in house' carers i.e. recruited and approved by LB Merton results in placements being commissioned from independent sector providers. These are often profit making organisations, carers are often not local and carers are not supported or managed by Merton services. Also, placements are typically significantly more expensive thus adding to pressure on placement budgets. Our aim is to reduce dependency on IFA placements. This indicator should be reviewed with the numbers of children in care at any given point, the profile of these children and their likely needs and our progress in recruiting In-house foster carers.
21	Number in house carers recruited	In view of the above we have set ambitious targets for increasing the number and range of in-house foster carers.
22	Numbers of Looked After Children, adopted or subject of a Special Guardianship Order	The key aim for looked after children who cannot return to their families of origin is to find alternative permanent families. Numbers of adoptions and Special Guardianship arrangements are, therefore, closely monitored by managers. Central government, from time to time and including the present government, issues policies aimed at increasing the number of children adopted.
23	Percentage of Children's centres graded good or outstanding by Ofsted (overall effectiveness)	Like schools and other children's services, children's centres are subject to regulation from Ofsted. Our ambition is that services provided by LB Merton are at least good or better. This measure is a proxy for the quality of early years provision which is a key enabler of improved outcomes in later childhood.
24	Childrens Centre access from children living in deprived areas	Children's centres are, increasingly, targeted services which aim to 'reach' more disadvantaged families, including those from more 'deprived' areas of the borough. High quality early years provision is known to be a particularly important contributor to improved outcomes for disadvantaged children and to narrowing gaps in outcomes in line with Merton's Community Plan.
25	Percentage of Schools graded good or outstanding by Ofsted (overall effectiveness)	Schools are subject to regulation and inspection from Ofsted. Our ambition is that LB Merton schools are at least good or better. This measure, to be considered alongside eg Key Stage results, progress measures, attendance and exclusion data, is a proxy for the quality of Merton's schools provision.
26	Primary Permanent Exclusions	Permanent exclusion can severely disrupt a pupil's education and social networks and exclusion in the primary phase can be particularly damaging to education outcomes in the longer term. The LA has mechanisms in place to both minimise time out of education and to identify alternative provision for pupils who are permanently excluded. The measure needs monitoring even though Merton has not had a permanent exclusion from primary schools for some considerable time.
27	Secondary permanent exclusions	Permanent exclusion can severely disrupt a pupil's education and social networks. It can be extremely challenging to find alternative school/alternative education for pupils excluded in the secondary phase because of the nature of the factors leading to the exclusion. However, the LA has mechanisms in place to both minimise time out of education and to identify alternative provision for pupils who are permanently excluded.
28	Secondary persistent absence	The LA monitors persistent absence in primary, secondary and special school sectors. Persistent absence harms pupils' outcomes but also triggers powers and duties the LA has to ensure pupils' attendance.

29	Percentage of Reception year surplus places	The LA has a statutory duty to provide sufficient suitable school places for children and young people in the borough. The challenge is to have neither an over-supply nor an insufficiency of places. A reasonable level of surplus is required, however, to enable an element of parental choice.
30	Percentage of Secondary school (year 7) surplus places	The LA has a statutory duty to provide sufficient suitable school places for children and young people in the borough. The challenge is to have neither an over-supply nor an insufficiency of places. A reasonable level of surplus is required, however, to enable an element of parental choice.
31	Youth Service Participation	Participation in positive activities and informal educational curriculum provided by or enabled by LBM youth service supports positive outcomes for young people, particularly those from more disadvantaged areas.
32	Percentage of CYP who are Not in Education, Employment or Training (NEETs)	Non-participation in education, employment or training beyond age 16 is a major predictor of long-term unemployment and low income. This indicator should be reviewed alongside the 'Not Known' outturn.
33	Percentage of CYP who's 'Education, Employment or Training'(EET) status is "Not Known".	The EET status of young people can be difficult to ascertain eg once pupils leave Merton's schools. The aim is to have a low number of young people whose EET status is 'not known'. This indicator should be reviewed along side the NEET outturn.
34	First Time Entrants (FTE) in the youth justice system aged 0-17	Offending can be linked to factors such as truancy, low attainment, substance misuse, employability etc and the challenge to the council, schools and partner agencies in a local area is to prevent young people from entering the youth justice system.
35	Re-offending rate by young people in the Youth Justice system	This indicator measures the re-offending of specific cohorts of young people following an initial pre-court or court disposal.
36	Number of families 'turned around' by the local Transforming Families programme (nationally known as Troubled Families)	The national Troubled Families initiative aims to 'turn around' families identified with multiple issues including anti-social behaviour; worklessness; poor school attendance etc. Without effective intervention, these families are particularly likely to require statutory interventions and are potentially the most costly on the public purse.
37	Commissioned services Monitoring	The CSF department commissions some services to be delivered by third parties inc the local community and voluntary sector. It is important that these services are monitored to ensure compliance with service specifications and value for money.

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

**Date:** 8 February 2017

Wards: All

**Subject:** Routes into employment for vulnerable cohorts task group

Lead officer: Annette Wiles, Scrutiny Officer

Lead member: Cllr Dennis Pearce, Chair of the Children and Young People Overview and Scrutiny Panel

Contact Officer: Annette Wiles (annette.wiles@merton.gov.uk/020 8545 4035)

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## Recommendations:

- A. That the Children and Young People Overview and Scrutiny Panel considers and endorses the report arising from the scrutiny review of routes into employment for vulnerable cohorts, attached at Appendix 1; and
- B. That the Panel agrees to forward the review report to Cabinet for approval and implementation of the recommendations, by means of an action plan to be drawn up by officers working with the Cabinet Member(s) to be designated by Cabinet.

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## 1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 To present the routes into employment for vulnerable cohorts task group to the Children and Young People Overview and Scrutiny Panel for endorsement and to seek agreement to forward to Cabinet for its consideration.

## 2. DETAILS

- 2.1 The Children and Young People Overview and Scrutiny Panel has recognised that vulnerable young people in Merton are more likely than their peers to not be in education, employment or training. Through the work of a task group, the opportunity was taken to reflect on what Merton is doing right for its most vulnerable children and to look at what can be done better to help them into employment.
- 2.2 It was agreed that the focus of the task group should be children and young people in care/care leavers and /or those with Special Educational Needs and Disabilities.
- 2.3 The report of the routes into employment for vulnerable cohorts task group is attached at Appendix 1.

## 3. ALTERNATIVE OPTIONS

- 3.1 The Children and Young People Overview and Scrutiny Panel can select topics for scrutiny review and for other scrutiny work as it sees fit, taking into account views and suggestions from officers, partner organisations and the public.

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

4.1 In carrying out its review, the task group questioned council officers, heads of service and directors as well as consulting with the Economic Wellbeing Group, which is the key forum operating within Merton coordinating interventions to reduce unemployment and increase economic wellbeing.

4.2 Appendix 1 to the task group's report lists the witnesses at each meeting.

#### **5. TIMETABLE**

5.1 The task group was established by the Council's Children and Young People Overview and Scrutiny Panel and so this report will be presented to its meeting on 8 February 2017 for the Panel's approval, with a view to presenting to Cabinet at its meeting on 20 March 2017.

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

6.1 None for the purposes of this covering report. Any specific resource implications will be identified and presented to Cabinet prior to agreeing an action plan for implementing the report's recommendations.

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

7.1 None for the purposes of this report.

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

8.1 It is a fundamental aim of the scrutiny process to ensure that there is full and equal access to the democratic process through public involvement and engaging with local partners in scrutiny reviews. Furthermore, the outcomes of reviews are intended to broadly benefit all sections of the local community.

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

9.1 None for the purposes of this report.

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

10.1 None for the purposes of this report.

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

11.1 Appendix 1 – the routes into employment for vulnerable cohorts task group report

#### **12. BACKGROUND PAPERS**

12.1 None for the purposes of this report.



**DRAFT**

**London Borough of Merton**

**Report and recommendations arising from the scrutiny task group review of routes into employment for vulnerable cohorts in Merton**

**Children and Young People Overview and Scrutiny Panel**

**February 2017**

DRAFT

**VERSION CONTROL: VERSION 4**

## **Task group membership**

Councillor Katy Neep (Chair until May 2016)  
Councillor Dennis Pearce (Chair from May 2016)  
Councillor Agatha Akyigyina  
Councillor Charlie Chirico  
Councillor James Holmes  
Councillor Linda Taylor

## **Scrutiny support**

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## **Acknowledgements**

The task group would particularly like to thank the council officers and directors who shared their experiences and thoughts with us.

All contributors are listed in Appendix 1.

<b>Index</b>	<b>Page</b>
Task group membership	<b>2</b>
Scrutiny support	<b>2</b>
Acknowledgements	<b>2</b>
Forward by Councillor Dennis Pearce, Chair of the Routes into Employment Task Group	<b>4</b>
Executive Summary	<b>5</b>
List of the task group's recommendations	<b>6</b>
Report of the Routes into Employment Task Group:	<b>7</b>
• Purpose	<b>7</b>
• What the task group did	<b>8</b>
• Data analysis: evidence of need	<b>8</b>
• Fit with existing provision	<b>9</b>
• Adding value to existing provision <ul style="list-style-type: none"> <li>○ Improving access to existing provision</li> <li>○ Mentor support</li> <li>○ Work tasters/work experience</li> <li>○ Case studies</li> </ul>	<b>11</b>
• Engagement and demonstrable commitment	<b>15</b>
• Apprenticeships and careers guidance	<b>16</b>
• Conclusion	<b>18</b>
What happens next?	<b>19</b>
Appendix 1: witnesses at discussion meetings	<b>20</b>

## **Forward by Councillor Dennis Pearce, Chair of the Routes into Employment Task Group**



I've been a Merton Councillor for St Helier Ward for many years. During my time I have worked closely with officers and know first hand the skill and dedication they bring to their roles. I was also lucky to work alongside Councillor Maxi Martin who was a fellow St Helier Ward Councillor and the previous Cabinet Member for Children's Services. We sadly lost Maxi this year, but the insight she provided me with has reinforced that every child is different and needs support and care to achieve, that they don't always make the right choices first time and need more support when faced with failure. It is therefore important that we take this opportunity to reflect on what we are doing right for Merton's most vulnerable children and look at what we can do better to help them into employment.

When thinking about those in our care who need our support most, it is easy to think big. However, throughout our work, the task group has been mindful of two key issues: the council is operating in a period of unprecedented budget reductions and given our focus on vulnerable groups, there is a need for us to act quickly and effectively. The work of the task group has therefore been focused on how to add value to and develop the impact of existing services. We have been mindful to make all our recommendations realistic and achievable without significant cost implications.

The task group has received support from officers who have kindly shared their knowledge of children in and coming out of care and those with Special Educational Needs and Disabilities. They have also helped us examine our current provision and have highlighted opportunities for improvement. I would like to thank them all for their time and help. Lastly, I would like to make special mention of Councillor James Holmes, whose concern for the most vulnerable children in Merton has made him a very active member of the task group and who has offered me great support in my role.

## **Executive Summary**

Evidence clearly demonstrates that if you are a vulnerable young person in Merton you are more likely than your peers to not be in education, employment or training or what is described as 'NEET'. As a result, the Children and Young People Overview and Scrutiny Commission decided during the 2015/2016 municipal year to dedicate its task group activity to look at the support provided for vulnerable cohorts to progress into employment. It was agreed that this should specifically mean children and young people in care/care leavers and/or those with Special Educational Needs and Disabilities.

Throughout our work, we have been very mindful of operational realities namely unprecedented budget reductions but also given our focus on vulnerable groups, the need to act quickly and effectively.

We have been grateful for the advice of the Economic Wellbeing Group, which is the key forum operating within Merton coordinating interventions to reduce unemployment and increase economic wellbeing. As a result, we have accepted that there is sufficient local employment programmes and instead have focused on how we can add value to this to make it more effective. We have looked at a variety of successful initiatives to inform our recommendations on what might be done to add value to this existing provision. Our recommendations are summarised below.

Our thanks to all those that have supported us in conducting our work. We know that officers are increasingly stretched and therefore the good will, support and time that they have given to us is greatly appreciated. It is our greatest wish that our recommendations are successful in helping vulnerable young people in Merton achieve employment, economic wellbeing and ultimately a better start in life.

## List of the task group's recommendations

	Responsible decision making body
<p><b>Recommendation 1</b></p> <p>We recommend exploration of how to audit, keep updated and make accessible (to residents and all those working with vulnerable cohorts) information on current provision to support progression into employment.</p>	HR/ <i>futureMerton</i> /CSF team
<p><b>Recommendation 2</b></p> <p>We recommend that in order to better support target groups<sup>1</sup>, work taster/work experiences be provided. This should include extending the work of the Merton Employment Team in offering work taster/work experiences through the Council's contractors and other services providers (with exploration of how to build this as a requirement into standard contract terms and conditions). How these work taster/work experience opportunities are best delivered should be explored including consideration of the Traineeship framework, the <i>Work Experience Quality Standard</i>, the emerging Apprenticeship Strategy and the provision of a mentor to support each participant.</p>	HR/procurement/ <i>futureMerton</i>
<p><b>Recommendation 3</b></p> <p>To reflect that the aim of improving routes into employment for vulnerable cohorts requires the involvement of teams across the Council (including HR, Children, Schools and Families and <i>futureMerton</i>), we recommend that the Economic Wellbeing Group continue and be supported to be the main focus for reducing unemployment and increasing economic wellbeing in Merton. Attendance at the Economic Wellbeing Group for all appropriate departments, divisions and teams should be reinforced by making this a key performance indicator.</p>	HR/CSF/ <i>futureMerton</i> teams
<p><b>Recommendation 4</b></p> <p>We recommend how to engage target groups and demonstrate the Council's commitment to their employment be explored. This might be included in the <i>LAC/Care Leaver Pledge</i>.</p>	CSF team
<p><b>Recommendation 5</b></p>	HR/Economic Wellbeing

<sup>1</sup> The Panel agreed that target groups should specifically mean children and young people in care/care leavers and/or those with Special Educational Needs and Disabilities (SEND)

<p>We recommend that Merton Council actively supports the target groups through traineeships and apprenticeship opportunities that are advertised by the Council. It is proposed that a percentage of appropriate opportunities for our target groups is embedded in the Council's Apprenticeship Strategy and reflected in Merton's contribution to the Greater London Assembly Public Sector Apprenticeship target.</p>	<p>Group</p>
<p><b>Recommendation 6</b> As recommended in previous task groups<sup>2</sup>, the Council should build a requirement for its contractors and other service providers to offer apprenticeships for Merton residents in its standard contract terms and conditions. How to promote apprenticeships to the target groups should be explored including use of <i>London Ambitions</i>.</p>	<p>Procurement/futureMerton</p>
<p><b>Recommendation 7</b> We recommend that the Children and Young People Overview and Scrutiny Panel continues to receive data annually on the number of apprenticeships achieved through the Council. This is to demonstrate impact but also to inform practice in the future provision of apprenticeships. Reporting should include the number of apprenticeships achieved, completed and the destinations of those achieving apprenticeships directly through the Council (and in the future its contractors/service providers). Subset data on those from our target groups undertaking apprenticeships should also be provided.</p>	<p>HR</p>

## Report of the Routes into Employment Task Group

### Purpose

1. The Children and Young People Overview and Scrutiny Panel has recognised the need to bring scrutiny focus to the outcomes of the most vulnerable children and young people in Merton. The Panel agreed to achieve this during the 2015/2016 municipal year by dedicating its task group activity to this purpose.
2. Initially, the Panel took a broad approach considering:
  - a. The housing and health offer for care leavers and looked after children to prevent homelessness and unemployment; and
  - b. Educational attainment for disabled children and young people.

However, the Panel, as a result of its initial research, determined that the task group should focus more specifically on the support provided for vulnerable cohorts to progress

<sup>2</sup> Adult Skills and Employability 2013, Recommendation 3 ([here](#)) and Post 16 Career Pathways 2012 ([here](#))

into employment. By vulnerable cohorts the Panel agreed that this should specifically mean children and young people in care/care leavers and/or those with Special Educational Needs and Disabilities (SEND) (the target groups).

3. The task group operated under the following terms of reference:
  - a. To understand how the Council is currently supporting these vulnerable cohorts to gain access to employment;
  - b. To evaluate the effectiveness of this offer in supporting vulnerable cohorts to gain access to employment;
  - c. To consider how any weaknesses in provision might realistically be addressed; and
  - d. To research the approaches taken by other councils to provide vulnerable cohorts with routes into employment and consider how these approaches might inform Merton's practice.
4. Throughout its operation, the task group has been mindful of two key issues:
  - a. The council is operating in a period of unprecedented budget reductions. As a result there is a need to be realistic about the costs of any task group recommendations; and
  - b. Given the focus on vulnerable groups, there is a need to be able to implement recommendations quickly and effectively.

#### **What the task group did**

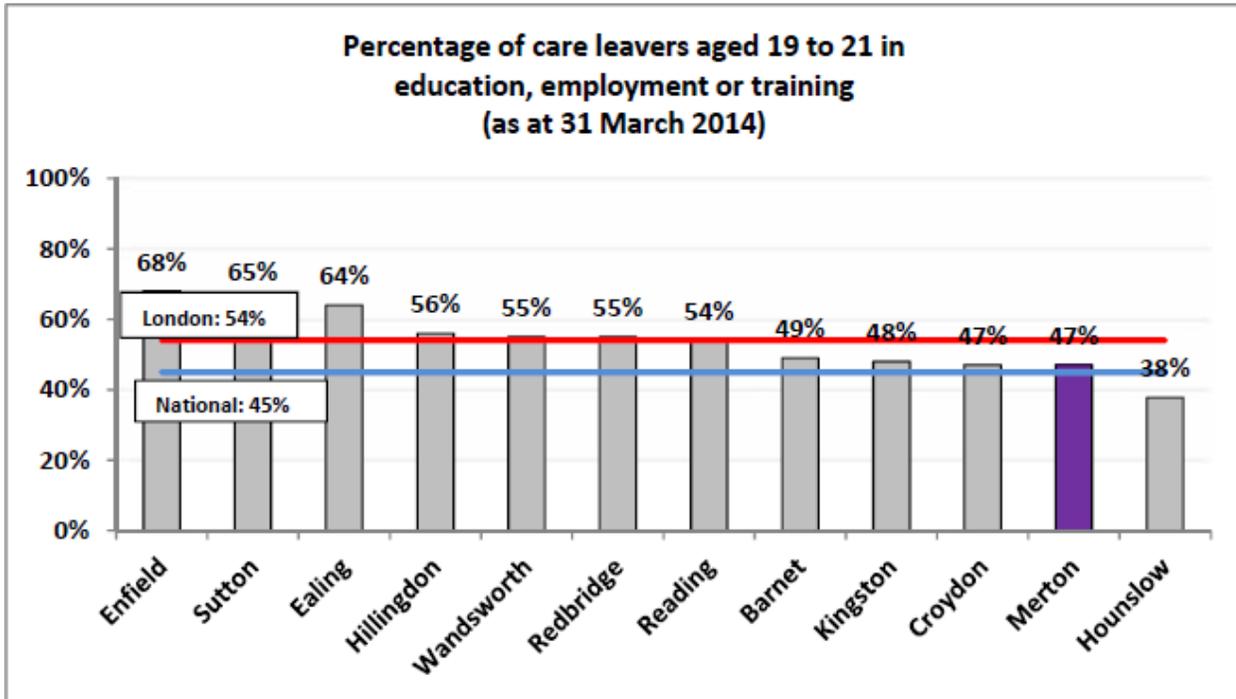
5. The task group has had four formal meetings plus a number of discussions with service managers, heads of service and directors. Having established services to support vulnerable cohorts into employment are delivered by all departments in the council, the task group undertook to map current provision to inform its work.
6. Appendix 1 lists the written evidence received by the task.
7. We established that the Merton Economic Wellbeing Group is a key forum with which to consult. This is part of the Merton Partnership and brings together a range of local organisations to coordinate interventions to reduce unemployment and increase economic wellbeing. We consulted with the group through our attendance at its meetings in November and December 2016. We would like to take this opportunity to thank the group for its support and for allowing us to consult it and receive its endorsement of our key recommendations.
8. This report sets out the task group's findings, conclusions and recommendations. The task group's recommendations run throughout the report and are set out in full in the executive summary at the front of this document.

#### **Data analysis: evidence of need**

9. The Children, Schools and Families Department presented the latest annual schools standards report in February 2016 ([here](#)). This highlighted:

- a. There has been a 27% rise in the number of young people with SEND in the 16 – 18 cohort and a rise in the number of them who are not in education, employment or training (NEET)<sup>3</sup>; and
- b. Those most at risk of being NEET have had support with their SEND at school, are known to social care and/or are also known to youth offending teams. The largest group (77%) received support with their SEND in school but did not have a statement of special education need<sup>4</sup>.

10. The Care Leaver Strategy 2015 – 2018 identifies that 38%<sup>5</sup> of the 19 – 21 years cohort are not in employment, education or training and provides comparative data for our statistical neighbours:



Source: DfE SFR – Children looked after in England, including adoption (Dec 2014)

11. The July 2015 report on Looked After Children, identified the number of care leavers who are not engaged in education, employment or training as an area of focus following a year-on-year decline in performance. In total, 82 out of 140 young people in the care leaver cohort (59%) were engaged in employment, education or training, with a remaining 41% or 58 young people in the looked-after children/care leaver cohort therefore defined as NEET<sup>6</sup>.

### Fit with existing provision

12. With the focus on routes into employment, we wanted to understand how the Council’s provision of apprenticeships is helping these vulnerable cohorts gain employment. We

<sup>3</sup> Celebrating Success: Achievement in Merton Schools 2014 – 2015 (p 45).- [here](#)

<sup>4</sup> Celebrating Success: Achievement in Merton Schools 2014 – 2015 (p 46) - [here](#)

<sup>5</sup> Care Leaver Strategy 2015 – 2018 London Borough of Merton (p18) - [here](#)

<sup>6</sup> LAC & Care Leaver Cohort Review July 2015, London Borough of Merton (p19) - [here](#)

heard from officers in the Children, Schools and Families Department and HR that apprenticeships do not provide a good solution for our target groups for a number of reasons:

- a. It was identified that the minimum academic level required to access an apprenticeship programme is often prohibitive for those in these groups;
- b. With complex needs, these cohorts often require additional help and support to sustain their involvement on any programme (drop out rates are higher for the target groups than their peers); and
- c. The Council needs to do more to provide entry level positions which would lend themselves well to apprenticeships and progression for these cohorts (for example, with teams in waste management, green spaces and customer contact).

13. We were interested to hear that difficulties faced in accessing apprenticeships have been reviewed by a Department for Business and Innovation and Skills (BIS) through its *Apprenticeships: improving access for people with learning disabilities task force*<sup>7</sup>. This was established because 'although rates for disabled apprentices have improved recently and more disabled people are employed than ever before, there is still work to be done in both areas. Employment rates for people with learning disabilities hover around 6.8% and the lifelong costs of economic activity are considerable'. The task force has recommended 'BIS investigates potential changes to the method of assessments for English and Maths for targeted groups as some people with learning difficulties may be able to demonstrate the minimum requirements in the workplace, but be unable to complete a formal assessment'.
14. We are mindful of the Council's responsibilities especially when it comes to those in care/care leavers, for whom the Council is also their Corporate Parent. Officers were at pains to highlight the need to act swiftly to provide a solution for those that are currently in the NEET cohort as would any other parent.
15. *Project Search* ([here](#)) was recommended by officers as a scheme operating locally which has successfully demonstrated its ability to support vulnerable cohorts into employment. This is an initiative developed in the USA and provides a school-to-work transition programme that takes place entirely within the work place. St George's University Hospitals NHS Foundation Trust has partnered with Cricket Green School and Action on Disability to give young adults aged 18 – 24 years with learning difficulties the chance to gain valuable work experience.
16. There are currently six trainees based at the hospital for one academic year, where they gain 30 weeks of placement experience in different hospital departments, such as medical records, medical staffing, logistics, catering, the sterile services department and the post room. The trainees are matched to their placements in terms of skills, abilities and interests, and this differs for each student. The trainees are supported by their job coach and their tutor to learn the skills required in each placement, until they can perform the tasks independently. They receive additional support from their mentors who work alongside them in each department.

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<sup>7</sup> Apprenticeships: improving access for people with learning disabilities, Department for Business, Innovation and Skills (July 2016) [here](#)

17. The trainees also receive classroom based learning, supported by their tutor. They learn about social skills, employability skills and health and safety in the hospital. The trainees receive training from Mitie, a sub-contracted company within St George's Hospital that provides soft and hard facilities management services including catering, domestic cleaning, vending and a help desk. All trainees who complete a two day Health and Safety in the Workplace course with Mitie pass and received a Level 1 qualification.
18. We are impressed by the *Project Search* model. Councillor Neep met with Celia Dawson, Headteacher at Cricket Green School, and established that 75% of the participants in *Project Search* have gained employment which is significantly larger than the national average for those in this cohort (around 6.8%).
19. The costs of *Project Search* became a focus for the task group. These were reported by officers to be prohibitive especially at the current time with a background of budget cuts and efficiency savings required across the Council.
20. *Ready for Work* ([here](#)), delivered by Business in the Community, is another programme that the task group considered. This has been successful in providing two week placements for disadvantaged young people (ie: those who have experienced homelessness). An individual mentor then provides help with on-going job search activities. The success of the programme is demonstrated by the Bristol based scheme where within three months of completing their work placements, 60% of participants have gained paid work.

### **Adding value to existing provision**

#### Improving access to existing provision

21. Whilst it is tempting to recommend additional/new provision aimed at the target groups, we listened carefully to the advice of the Economic Wellbeing Group that this is not required. The group feels that there is plenty of existing provision which is appropriate for the target groups but which isn't sufficiently utilised including apprenticeships. As a result, it has become our objective to ensure the Council can add value to this provision.
22. The Economic Wellbeing Group has also strongly advised us that access to existing provision needs to be achieved through a client centre approach, with each individual being supported to find and enrol on the training that best supports their needs. Despite cuts in provision, we are aware that there are a number of providers in Merton that can give this support and have client centred expertise. An example is those providers that are being funded by the European Social Fund (ESF) up until summer 2018. It is therefore important that all those inside the Council that interact with these vulnerable cohorts are aware that they should be signposting to these experts as is deemed appropriate based on individual need.
23. **We recommend exploration of how to audit, keep updated and make accessible (to residents and all those working with vulnerable cohorts) information on current provision to support progression into employment. (Recommendation 1)**

## Mentor support

24. The Economic Wellbeing Group agreed that as provided by both *Project Search* and *Ready for Work*, those in the target groups receiving employment training should benefit from a mentor. It was thought such a mentoring scheme would lend itself to an employee volunteering programme. To offer something back to the employee, these mentor opportunities could be offered to new and developing managers as the chance to enhance skills and experience. Linking this to graduate training schemes and higher level management and leadership apprenticeship frameworks might also be explored.
25. We are also interested in schemes such as that run by the City of London which give rewards to volunteers to thank them for their contribution: time credits can be earned by anyone who contributes their time to the City of London community and spent on various activities including access to the Council's fitness facilities and hiring CDs and DVDs at any community library.



The screenshot shows a social media post titled "Time credits" with a "Share" button and social media icons. The main image is a purple-themed graphic for "CITY OF LONDON" featuring a large "1" and the text "1 TIME CREDIT". A quote reads: "I dedicated an hour of my time to help my community". Below the image, the text explains that Time Credits are a way of thanking volunteers and can be earned by contributing time to the City of London community, spent on activities like swimming at Golden Lane Sport & Fitness or hiring CDs/DVDs at community libraries. It also lists places where credits can be spent: Lord's Cricket Ground, St Paul's, and the Tower of London. A link to the "London Time Credits Menu" is provided at the bottom.

26. We think it likely that any mentoring scheme will require initial formal training provided with on-going opportunities offered for mentors to continue to network, share experiences and support each other. We are aware that there are other such schemes running locally which might prove informative such as *Inspire* ([here](#)) and organisations like CIPD ([here](#)) provide training on how to establish mentoring programmes.
27. The voluntary sector representatives on the Economic Wellbeing group have indicated that they have expertise that can support the development of a mentoring scheme. There

is also potential to seek external funding with voluntary sector partners for example through the forthcoming round of funding from the Mayor of London's mentoring fund.

### Work tasters/work experience

28. The Economic Wellbeing Group agreed it would be advantageous for the Council to make a greater number and wider range of work tasters/work experiences available to provide those in the target groups with opportunities to develop work readiness. These would act as a bridge into longer term training opportunities (such as L1-3 Apprenticeships). The aim of this approach would be to prevent dropout which has been identified as an issue.
29. We have heard from local training providers that these work tasters/work experience opportunities might sit within the framework of formal Traineeships ([here](#)). These are targeted at those who are not currently in a job and have little work experience, are focused on work or the prospect of it; are aged between 16-19 and qualified below Level 3 or 19-24 and have not yet achieved a full Level 2, and providers and employers believe they have a reasonable chance of being ready for employment or in order to move onto an Apprenticeship within six months of engaging in a Traineeship. However, we have also noted that these are not intended for the most disengaged young people, who require very intensive support.
30. We became aware of the *Work Experience Quality Standard* ([here](#)). This is operated by Fair Train and is a national accreditation which provides external quality assurance for high quality work experience and employability programmes. This appears a good route by which to ensure work taster/work experience opportunities provide the best possible experience for participants. We particularly like that this requires regular opportunities for review of progress during the work taster, including praise for achievement and feedback on areas for improvement.
31. We have heard there is much benefit in being able to give our target groups the breadth of experience that other young people typically gain through their family and friends. This needs to involve supporting access to a range of work tasters/work experiences across a number of sectors.
32. We also feel it is important to consider what happens after a young person has completed their work taster/work experience. This should include a range of opportunities for progression including Apprenticeships where appropriate.

### Case studies

33. We have been impressed by the work of Nottingham City Council and its innovative Care Leavers scheme:

#### **Nottingham City Council Care Leavers scheme – case study**

In recognition of the fact not all young people leaving care feel prepared to make the step into a full time Apprenticeship, training or employment, the Leaving Care Service has launched a new in-house employability programme that supports Nottingham's

most disadvantaged and vulnerable care leavers to make positive steps towards training and employment. The DWP now recognises this programme as a valid contribution to the claimant commitment for Job Seekers.

The programme provides bespoke opportunities that aim to build a young person's confidence and give them the support that they need to develop the good habits and skills that are essential to sustaining mainstream training or employment. Young people are involved in all aspects of planning their programmes, ensuring that they are created around their individual interests, level of commitment and readiness.

Each bespoke programme gives young people the opportunity to gain meaningful work experience under the guidance of a mentor, provided by an ever increasing network of community partners and internal Nottingham City Council services. In addition, the *Leaving Care Service* has become an approved centre for the delivery of ASDAN courses and all young people have the opportunity to achieve employability qualifications (entry to level 2) by participating. Young people undertaking work experience with not for profit organisations are further acknowledged and rewarded via links to national volunteering schemes (e.g. WWV).

The programme strives for a holistic approach to supporting young people to progress. Those facing multiple barriers to entering or sustaining training and work are provided with a tailored resilience coaching and counselling service through a partnership with Lasting Differences (CIC). Further barriers to engagement that young people may experience such as the cost of travel and work clothing are also removed. Preparation and progression are at the heart of the programme and detailed transition planning takes place with each young person to ensure they are supported to continue their positive momentum towards regular training or employment.

34. We have also heard that the Community and Housing Department, through its Merton Employment Team, is already providing work experience/work readiness schemes for people in Merton with learning disabilities, physical disabilities and sensory impairment including working with local employers. This includes work placements with the Council itself and its contractors. The Employment Team has highlighted to the task group how it has worked with the Council's cleaning contractors to provide work placements which have proved a popular choice for the individuals it supports.
35. The aim of the team is to support suitable applicants into paid employment and provide on-going support in the workplace as required to achieve independence. It works with clients by getting to know them, learning about their experience and skills, making sure they have a current CV and providing a benefits check. It offers training and advice in applying for jobs and interview skills. It provides a regular job club to help with job searches and how to fill out job applications. It will accompany participants to meet employers and job interviews, providing support throughout the recruitment process and then help with learning the route from home to a new job or work training. It will also regularly visit participants in their new roles.
36. In our view, there has not been enough recognition of the work of the Merton Employment Team and its expertise in making placements available and successful for vulnerable

cohorts even though there is an overlap in provision given it works with young people from the age of 18 years. Whilst the team has emphasised it does not have resources to expand its scheme, it is willing to share its expertise.

37. We also feel that the work of the Merton Employment Team is important because it is unlikely that the Council can by itself provide sufficient quantity or range of work taster /work experience opportunities. There is potential to learn from the team and its engagement of local employers. The task group thought larger employers would be more suitable as they have sufficient size and resources to make their involvement realistic.
38. **We recommend that in order to better support target groups, work taster/work experiences be provided. This should include extending the work of the Merton Employment Team in offering work taster/work experiences through the Council's contractors and other services providers (with exploration of how to build this as a requirement into standard contract terms and conditions). How these work taster/work experience opportunities are best delivered should be explored including consideration of the Traineeship framework, the *Work Experience Quality Standard*, the emerging Apprenticeship Strategy and the provision of a mentor to support each participant. (Recommendation 2)**
39. **Additionally, to reflect that the aim of improving routes into employment for vulnerable cohorts requires the involvement of teams across the Council (including HR, Children, Schools and Families and *futureMerton*), we recommend that the Economic Wellbeing Group continue and be supported to be the main focus for reducing unemployment and increasing economic wellbeing in Merton. Attendance at the Economic Wellbeing Group for all appropriate departments, divisions and teams should be reinforced by making this a key performance indicator. (Recommendation 3)**

### **Engagement and demonstrable commitment**

40. We acknowledge the difficulties of engaging young people in the target groups. This is something to which the task group has given consideration and whilst it acknowledges that there is no quick fix, members do feel that those that have successfully participated in a work taster/experience may provide the best route through which to promote this opportunity to potential future participants. There is also potential for those that have been mentored to progress to become mentors themselves. This provides another opportunity for skills development.
41. Thought should be given to how this promotion should happen. This might include the development of printed promotional materials and asking young people to talk about their experiences to their peers for example, through opportunities such as the *Your Shout Group*. However, we feel that social media is probably the most important channel by which young people should be encourage to talk about their experiences to their peers. Social media channels such as *YouTube* are possibly the most appropriate.
42. As part of its work the task group has reviewed the Merton Council *Looked After Children and Care Leavers Pledge*, the pledge the Council makes to children in care and care

leavers. We note the pledge lacks specific reference to employability skills ([here](#)). Members of the task group consider that it is important for the Council to signal to those in care and care leavers, that it will provide practical support into employment. As a minimum, members of the task group feel it is important that vulnerable cohorts are supported to develop a skills profile. For example, (under 'Achieve economic well-being /Support for your future') include a promise to 'Help you develop a skills profile that can be used to gain access to a work experience opportunity'.

43. By a skills profile we envisage a proforma should be developed based on existing best practice including information on qualifications, skills, competencies, experiences, likes and ambitions (this reflects the framework used by *Project Search* for placement matching). We think that this might be provided through an online form with accompanying support.

**44. We recommend how to engage target groups and demonstrate the Council's commitment to their employment be explored. This might be included in the LAC/Care Leaver Pledge. (Recommendation 4)**

#### **Apprenticeships and careers guidance**

45. Whilst it was not our primary objective to consider the Council's existing provision of Apprenticeships, this naturally arose during our work. It is apparent that the Council has provided Apprenticeships over the last three years but the number is limited by the Council's own capacity.

46. We are interested that other councils (such as Southwark) are working effectively through their contractors:

#### **Southwark Council: Apprenticeship champion - case study**

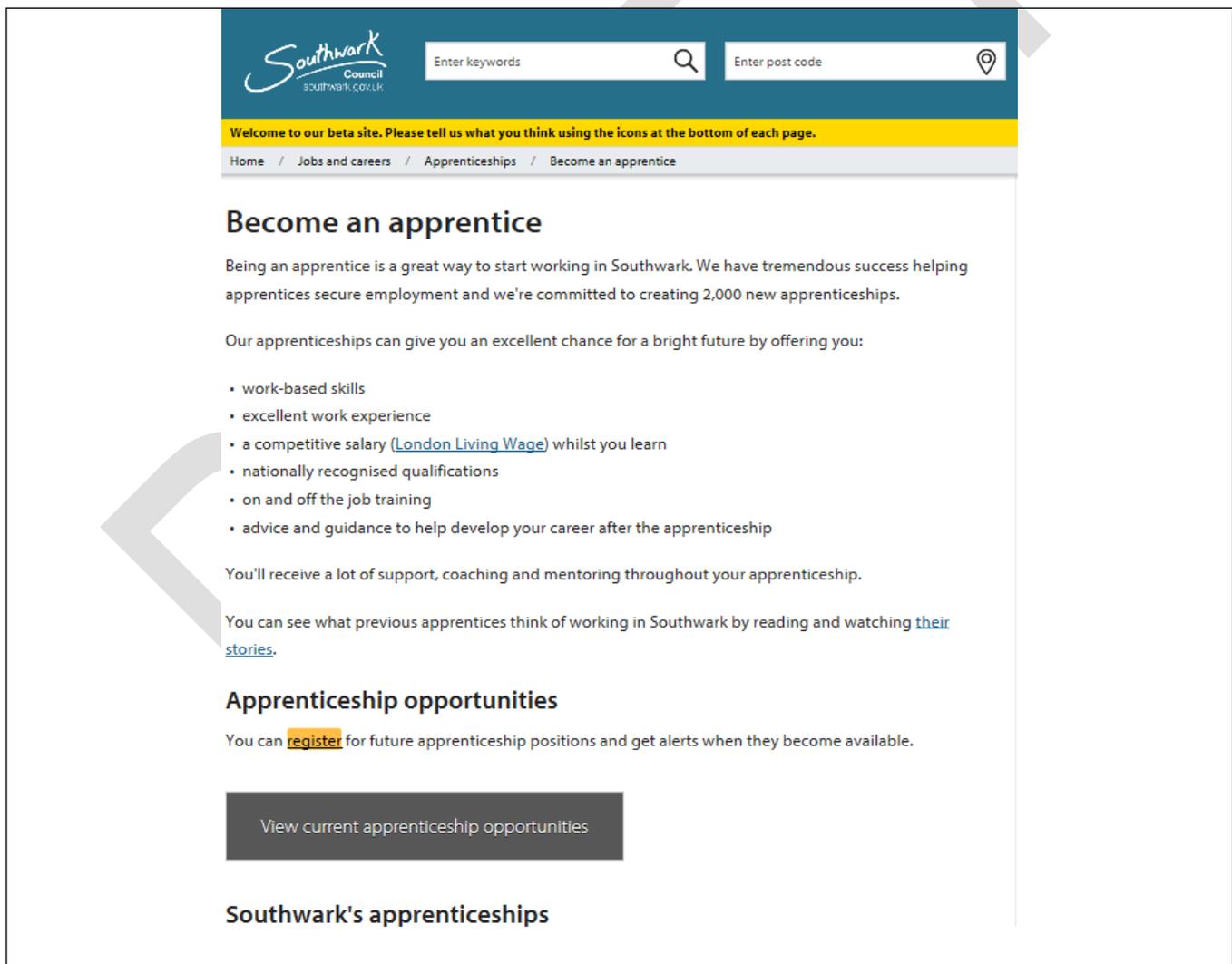
Southwark champions Apprenticeships during procurement to build targets into key council contracts. Last year contractors took on 92 new Apprentices across administration, IT, customer support and technical roles. The borough's employment programmes created 52 more with local employers and partners. And through S106 commitments 107 Apprentices started in construction. The Southwark Apprenticeship Standard continues to set the standard for quality local Apprenticeships with employers like PWC, the GLA, Essentia and smaller employers too.

In November 2015, the borough celebrated 23 signatories to the Apprenticeship Standard ([here](#)); these partners created over 100 Apprenticeships last year, offering the best in secure employment, a fair wage, Apprentice support and quality training to their Apprentices. Southwark's borough-wide approach focuses on sustained impact. Building on 412 Apprenticeships across some 60 employers, this year the borough is ramping up Apprenticeship promotion with a two year campaign in partnership with schools and colleges.

The London Borough of Southwark recently won a London Borough Apprenticeship Award for the best work with supply chains and/or small business to create new

Apprenticeships. The judges selected Southwark due to the innovative work it has undertaken to increase both the quantity and the quality of Apprenticeships. The judges felt Southwark is forward looking and always trying to generate new, high quality, opportunities for local residents.

47. As for work tasters/work experiences, we have also heard that there is high value for our target cohort in Apprenticeship opportunities that provide a range of experiences across a number of sectors (ie: public, private, charitable etc) to give our target groups and others a breadth of opportunities to inform their life choices.
48. We were told by officers that there is evidence Merton residents are taking up Apprenticeships outside of the borough, with some travelling a considerable distance all of which will add to the costs and difficulties of undertaking an Apprenticeship. Again, the task group found other councils (for example, Southwark) that are taking a strong role in promoting local Apprenticeships.



The screenshot shows the Southwark Council website's 'Become an apprentice' page. At the top, there is a navigation bar with the Southwark Council logo, a search bar, and a location input field. Below the navigation bar is a yellow banner with the text: 'Welcome to our beta site. Please tell us what you think using the icons at the bottom of each page.' The main content area features the heading 'Become an apprentice' and a sub-heading 'Being an apprentice is a great way to start working in Southwark. We have tremendous success helping apprentices secure employment and we're committed to creating 2,000 new apprenticeships.' Below this, there is a list of benefits of apprenticeships, including work-based skills, excellent work experience, a competitive salary (London Living Wage), nationally recognised qualifications, on and off the job training, and advice and guidance to help develop your career after the apprenticeship. A large grey arrow points to the left of this list. Further down, there is a section titled 'Apprenticeship opportunities' with a 'register' button and a link to 'View current apprenticeship opportunities'.

Southwark Council  
southwark.gov.uk

Enter keywords

Enter post code

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## Become an apprentice

Being an apprentice is a great way to start working in Southwark. We have tremendous success helping apprentices secure employment and we're committed to creating 2,000 new apprenticeships.

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You can see what previous apprentices think of working in Southwark by reading and watching [their stories](#).

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### Southwark's apprenticeships

49. We feel there are extensive opportunities for promoting Apprenticeships include regular features in *MyMerton*, in local media, on social media and promotion through libraries, youth centres, clubs etc. Information available through the Council's website could be improved to support those that are interested to register their data so they can be regularly sent information on new opportunities provided by the Council. Case studies could be provided and the Council could actively support *National Apprenticeship Week* ([here](#)) and promotion through schools and colleges at the point in the academic year when young people are considering their career choices. Parents are important too and they could be provided with information about Apprenticeships (and other choices information) through opportunities such as at parent evenings etc.
50. We took the opportunity to again look at *London Ambitions* ([here](#)) which aims to provide a successful careers offer for all young Londoners. This comprises personalised information, advice and guidance, 100 hours of experience of the world of work, a careers policy and curriculum, governors ensuring all students are supported, user friendly labour market intelligence, development of 'careers clusters' and use of the *London Ambitions* portal. We feel this is a strong offer that would benefit Merton's young people.
- 51. We recommend that Merton Council actively supports our target groups through traineeships and apprenticeship opportunities that are advertised by the Council. It is proposed that a percentage of appropriate opportunities for our target groups is embedded in the Council's Apprenticeship Strategy and reflected in Merton's contribution to the Greater London Assembly Public Sector Apprenticeship target. (Recommendation 5)**
- 52. As recommended in previous task groups<sup>8</sup>, the Council should build a requirement for its contractors and other service providers to offer apprenticeships for Merton residents in its standard contract terms and conditions. How to promote apprenticeships to the target groups should be explored including use of *London Ambitions*. (Recommendation 6)**

## Conclusion

53. This has been an interesting and useful task group and we have learned a lot about routes into employment for vulnerable cohorts, some of which has overlapped with consideration of Apprenticeships.
- 54. We recommend that the Children and Young People Overview and Scrutiny Panel continues to receive data annually on the number of Apprenticeships achieved through the Council. This is to demonstrate impact but also to inform practice in the future provision of Apprenticeships. Reporting should include the number of Apprenticeships achieved, completed and the destinations of those achieving Apprenticeships directly through the Council (and in the future its contractors/service providers). Subset data on those from our target groups undertaking Apprenticeships should also be provided. (Recommendation 7)**

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<sup>8</sup> Adult Skills and Employability 2013, Recommendation 3 ([here](#)) and Post 16 Career Pathways 2012 ([here](#))

## **What happens next?**

55. This task group was established by the Council's Children and Young People Overview and Scrutiny Panel and so this report will be presented to its meeting on 8 February 2017 for the Panel's approval.
56. Once approved by the Panel, it will go to Cabinet which will be asked to provide a formal response to the Panel within two months.
57. The Cabinet is asked to respond to each of the task group's recommendations, setting out whether the recommendation is accepted and how and when it will be implemented. If the Cabinet is unable to support the implementation of the recommendation, then it is expected that a clearly stated reason will be provided for each.
58. The lead Cabinet Member (or officer to whom this work is delegated) should ensure that other organisations to whom recommendations have been directed are contacted and their response to those recommendations is included in the report.
59. A further report will be sought by the Panel six months after the Cabinet response has been received, giving an update on progress with implementation of the recommendations.

## **Appendix 1: witnesses at meetings**

- Paul Angeli, Assistant Director Children’s Social Care and Youth Inclusion
- Kim Brown, Head of Organisation Development and HR Strategy
- Sarah Daly, Head of Service LAC, Permanency and Placements
- Celia Dawson, Head, Cricket Green School
- Clive Duke, Employment Adviser
- Karla Finikin, Services Manager, SEN Disabilities Integrated Service
- Anthony Hopkins, Head of Library and Heritage Services
- Jill Iliffe, Service Manager Adult Learning
- James McGinlay, Head of Sustainable Communities
- Jane McSherry, Assistant Director of Education
- Keith Shipman, Education Inclusion Manager
- Mellisa Stewart, Commissioning Manager Alternative Provision
- Sara Williams, Programme Manager Economy

Additionally, the task group met with the members of the Economic Wellbeing Group.

# Children and Young People Work Programme 2016/17



This table sets out the Children and Young People Overview and Scrutiny Panel work programme for 2016/17; the items listed were agreed by the Panel at its meeting on 29 June 2016. This work programme will be considered at every meeting of the Panel to enable it to respond to issues of concern and incorporate reviews or to comment on pre-decision items ahead of their consideration by Cabinet/Council.

The work programme table shows items on a meeting-by-meeting basis, identifying the issue under review, the nature of the scrutiny (pre-decision, policy development, issue specific, performance monitoring, partnership related) and the intended outcomes.

**Chair:** Cllr Dennis Pearce  
**Vice-chair:** Cllr Linda Taylor

## Scrutiny Support

For further information on the work programme of the Sustainable Communities Scrutiny Panel please contact: -  
Annette Wiles, Scrutiny Officer  
Tel: 020 8545 4035; Email: [annette.wiles@merton.gov.uk](mailto:annette.wiles@merton.gov.uk)

For more information about overview and scrutiny at LB Merton, please visit [www.merton.gov.uk/scrutiny](http://www.merton.gov.uk/scrutiny)

Meeting date: 29 June 2016 (*Deadline for papers: 12pm 21 June 2016*)

<b>Theme: setting the work programme</b>			
<b>Item</b>	<b>Purpose/intended outcome</b>	<b>Responsible officer/Member topic lead</b>	<b>External witnesses/representative in attendance</b>
<b>Elected Member and departmental portfolio priorities</b>	Outlining the portfolio priorities of Cabinet Members and officers' service priorities for 2016/17 to inform discussion of the Panel's work programme	Yvette Stanley, Director of Education, Schools and Families (CSF) Cabinet Members for Children's Services (Cllr Katy Neep) and Education (Cllr Caroline Cooper- Marbiah)	
<b>Performance monitoring</b>	<ul style="list-style-type: none"> <li>• Discussion of the existing basket of performance indicators for on-going monitoring; and</li> <li>• Selection of a Panel Member to act as a lead on performance monitoring</li> </ul>	Paul Ballatt, Assistant Director Commissioning, Strategy and Performance, CSF	
<b>Agreeing the Panel's work programme</b>	To agree the Panel's work programme and consider: <ul style="list-style-type: none"> <li>• a thematic approach to the work programme;</li> <li>• appointing topic leads;</li> <li>• getting the best from performance monitoring;</li> <li>• the Panel's use of task groups;</li> <li>• opportunities for pre-decision scrutiny; and</li> <li>• monitoring task group recommendations</li> </ul>	Cllr Dennis Pearce, Panel chair, and Annette Wiles, Scrutiny Officer	
<b>Task group update: routes into employment for vulnerable</b>	Review the progress of the task group	Annette Wiles, Scrutiny Officer	

<b>cohorts</b>			
<b>School provision: new secondary school required site approvals</b>	Pre-decision scrutiny prior to the required site approvals from Cabinet	Paul Ballatt, Assistant Director Commissioning, Strategy and Performance, CSF Cabinet Members for Children's Services (Cllr Katy Neep) and Education (Cllr Caroline Cooper-Marbiah)	

**Meeting date:** 11 October 2016 (*Deadline for papers: 12pm 3 October 2016*)

<b>Theme: schools</b>			
<b>Item</b>	<b>Purpose/intended outcome</b>	<b>Responsible officer/Member topic lead</b>	<b>External witnesses/representative in attendance</b>
<b>Matters arising</b>	Report back on the reference to Cabinet and call-in meeting on the site approval for Harris Wimbledon	Cllr Dennis Pearce	
<b>Responsible Cabinet Member review</b>	Update from the responsible Cabinet Members(s). Questions from the Panel	Cabinet Members for Children's Services (Cllr Katy Neep) and Education (Cllr Caroline Cooper-Marbiah)	
<b>School provision</b>	<u>Provision of Sufficient School Places in Merton</u> Following the recent decision in respect of Harris Wimbledon, a review of sufficiency of school places in the borough across primary, secondary and special school provision.	Paul Ballatt, Assistant Director Commissioning, Strategy and Performance, CSF	

	<u>The Changing National Landscape for Education and Merton's Work with Schools in the Borough</u> Merton's work with schools in the context of national Government's developing policy on education, including academisation and grammar schools		
<b>Performance monitoring</b>	Report back from the lead Member for Performance monitoring on the plan for 2016/17.	Cllr Mike Brunt and Paul Ballatt, Assistant Director Commissioning, Strategy and Performance, CSF	
<b>Update report</b>	Update on developments affecting the Children, Schools and Families Department since the last scrutiny Panel meeting. Questions will be taken from Panel members. As agreed at the June meeting, this will include a particular focus on policy changes affecting social workers.	Yvette Stanley, Director of Education, Schools and Families	
<b>Task group update – online strategies in schools task group</b>	<ul style="list-style-type: none"> <li>To enable the Panel to performance manage delivery of the task group's recommendations</li> <li>To appoint a topic lead to champion the work</li> </ul>	Paul Ballatt, Assistant Director Commissioning, Strategy and Performance, CSF	
<b>Task group update: routes into employment for vulnerable cohorts</b>	Verbal update	Annette Wiles, Scrutiny Officer	
<b>Glossary</b>	A glossary of acronyms will be provided to support		

	members (especially those new to CYP).		
<b>Setting the work programme</b>	To amend/agree the Panel's work programme and accommodate any pre-decision or other items that the Panel may wish to consider	Annette Wiles, Scrutiny Officer	

**Meeting date:** 9 November 2016 (*Deadline for papers: 12pm 1 November 2016*)

<b>Theme: safeguarding</b>			
<b>Item</b>	<b>Purpose/intended outcome</b>	<b>Responsible officer/Member topic lead</b>	<b>External witnesses/representative in attendance</b>
<b>Responsible Cabinet Member review</b>	Update from the responsible Cabinet Members(s). Questions from the Panel	Cabinet Members for Children's Services (Cllr Katy Neep) and Education (Cllr Caroline Cooper-Marbiah)	
<b>Children, Schools and Families Department budget proposals (Round 1)</b>	To enable the Panel to comment on the budget proposals and any new or revised savings as part of the first round of the process for agreeing the council's budget and business plan  The current budget required cost savings to the CSF department. This agenda item also provides the opportunity to understand if this objective is being realised and what impact this is having in terms of service provision	Yvette Stanley, Director of Education, Schools and Families and Zoe Church, Head of Business Planning	
<b>Safeguarding</b>	An in-depth focus on safeguarding for children and young people including the impact of any financial issues, budget cuts and/or deprivation. The report will contain a specific focus on Child Sexual Exploitation, Female Genital Mutilation and Radicalisation.	Cabinet Member for Children's Services (Cllr Katy Neep)	Keith Makin, Merton Safeguarding Children Board Chair Borough Commander

	To help Panel members, the Local Government Association has provided a practical <a href="#">guide</a> for overview and scrutiny councillors on safeguarding children. (Gloucester provides an interesting <a href="#">case study/framework</a> .)		
<b>Performance monitoring</b>	Presentation of any changes to the basket of indicators. Discussion of the CSF Dept's performance based on the indicators. In-depth exploration of one set of indicators.	Cllr Mike Brunt and Paul Ballatt, Assistant Director Commissioning, Strategy and Performance, CSF	
<b>Update report</b>	Update on developments affecting the Children, Schools and Families Department since the last scrutiny Panel meeting. Questions will be taken from Panel members.	Yvette Stanley, Director of Education, Schools and Families	
<b>Setting the work programme</b>	To amend/agree the Panel's work programme and accommodate any pre-decision or other items that the Panel may wish to consider	Annette Wiles, Scrutiny Officer	

**Meeting date:** 11 January 2017 (**Deadline for papers:** 12pm 3 January 2017)

<b>Theme: budget/health and wellbeing strategies for children and families</b>			
<b>Item</b>	<b>Purpose/intended outcome</b>	<b>Responsible officer/Member topic lead</b>	<b>External witnesses/representative in attendance</b>
<b>Responsible Cabinet Member review</b>	Update from the responsible Cabinet Members(s). Questions from the Panel	Cabinet Member for Education (Cllr Caroline Cooper-Marbiah)  Children's Services (Cllr Katy Neep) unavailable	

<b>Children, Schools and Families Department budget proposals (Round 2)</b>	<p>To enable the Panel to consider the Council's budget and business plan proposals and forward any comments/recommendations to the Overview and Scrutiny Commission to compile a scrutiny response on the Budget/Business Plan to Cabinet</p> <p>To include discussion of major projects identified in the CSF draft service plans</p>	Yvette Stanley, Director of Education, Schools and Families and Zoe Church, Head of Business Planning	
<b>Performance monitoring</b>	Discussion of the CSF Dept's performance based on the indicators. In-depth exploration of one set of indicators	Cllr Mike Brunt and Paul Ballatt, Assistant Director Commissioning, Strategy and Performance, CSF	
<b>Update report</b>	Update on developments affecting the Children, Schools and Families Department since the last scrutiny Panel meeting. Questions will be taken from Panel members.	Yvette Stanley, Director of Education, Schools and Families	
<b>Update on health and wellbeing strategies for children and families</b>	In partnership with public health service, look broadly at strategies to support the health and wellbeing of children and young people. Additionally, focus on identified key issues such as childhood obesity. The health and wellbeing of more vulnerable cohorts will also be considered (ie: LAC, care leavers, children with SEND)	Dagmar Zeuner, Director of Public Health	
<b>Task group update: routes into employment for vulnerable cohorts</b>	Verbal update	Annette Wiles, Scrutiny Officer	
<b>Rapporteur scrutiny review</b>	User voice – scope and terms of reference	Councillor Jerome Neil	

<b>Setting the work programme</b>	To amend/agree the Panel's work programme and accommodate any pre-decision or other items that the Panel may wish to consider	Annette Wiles, Scrutiny Officer	
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**Meeting date:** 8 February 2017 (*Deadline for papers: 12pm 31 January 2017*)

<b>Theme: schools annual report</b>			
<b>Item</b>	<b>Purpose/intended outcome</b>	<b>Responsible officer/Member topic lead</b>	<b>External witnesses/representative in attendance</b>
<b>Responsible Cabinet Member review</b>	Update from the responsible Cabinet Members(s). Questions from the Panel	Cabinet Members for Children's Services (Cllr Katy Neep) and Education (Cllr Caroline Cooper-Marbiah)	
<b>Performance monitoring</b>	Discussion of the CSF Dept's performance based on the indicators. In-depth exploration of one set of indicators	Cllr Mike Brunt and Paul Ballatt, Assistant Director Commissioning, Strategy and Performance, CSF	
<b>Schools annual report</b>	Annual report on attainment and progress of pupils in Merton schools. This will include issues around the shortage of teachers.  During the last municipal year, the Panel agreed to focus on specific cohorts (children with SEND, LAC and Black and Black Caribbean children). Again, the Local Government Association and the Centre for Public Scrutiny have provided <a href="#">guidance</a> on how	Jane McSherry, Assistant Director for Schools	

	scrutiny can influence local education and support school leaders to improve results		
<b>Task group update: routes into employment for vulnerable cohorts</b>	Presentation of draft report and recommendations	Annette Wiles, Scrutiny Officer	
<b>Setting the work programme</b>	To amend/agree the Panel's work programme and accommodate any pre-decision or other items that the Panel may wish to consider	Annette Wiles, Scrutiny Officer	

**Meeting date:** 21 March 2017 (*Deadline for papers: 12pm 13 March 2017*)

<b>Theme: corporate parenting</b>			
<b>Item</b>	<b>Purpose/intended outcome</b>	<b>Responsible officer/Member topic lead</b>	<b>External witnesses/representative in attendance</b>
<b>Responsible Cabinet Member review</b>	Update from the responsible Cabinet Members(s). Questions from the Panel	Cabinet Members for Children's Services (Cllr Katy Neep) and Education (Cllr Caroline Cooper-Marbiah)	
<b>Performance monitoring</b>	Discussion of the CSF Dept's performance based on the indicators. In-depth exploration of one set of indicators	Cllr Mike Brunt and Paul Ballatt, Assistant Director Commissioning, Strategy and Performance, CSF	
<b>Update report</b>	Update on developments affecting the Children, Schools and Families Department since the last	Yvette Stanley, Director of Education,	

	scrutiny Panel meeting. Questions will be taken from Panel members. There will be a focus on a key policy area as agreed by the Panel at its previous meeting	Schools and Families	
<b>Corporate parenting</b>	<p>During the last municipal year, the Panel highlighted several areas on which it wanted to focus during its on-going scrutiny of Merton's corporate parenting:</p> <ul style="list-style-type: none"> <li>• The percentage of children in and leaving care that are NEET;</li> <li>• The changing profile of the LAC population in Merton and the needs for service provision to reflect these changes;</li> <li>• The stability of placements;</li> <li>• Retention of Merton's high quality LAC team;</li> <li>• Increasing recruitment of foster carers that are resident in Merton (especially in the West of the borough) and those willing/able to care for adolescents;</li> <li>• Ensuring the right mix of placements are provided including within a children's home in borough;</li> <li>• Supporting foster carers so they understand the vulnerability and complexity of the children they are looking ; and</li> <li>• Looking in detail at the responses from children who identified themselves as dissatisfied</li> </ul> <p><a href="#">Guidance</a> is provided by the Local Government Association and the Centre for Public Scrutiny. This has already been recommended to and used by Panel members</p>	<p>Paul Angeli, Assistant Director, Children's Social Care and Youth Inclusion</p> <p>Input from Community and Housing</p>	
<b>Rapporteur scrutiny review</b>	User voice – presentation of findings	Councillor Jerome Neil	

<b>Setting the work programme</b>	To amend/agree the Panel's work programme and accommodate any pre-decision or other items that the Panel may wish to consider	Annette Wiles, Scrutiny Officer	
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