# CELEBRATING SUCCESS

*ACHIEVEMENT IN MERTON SCHOOLS 2015 -2016*

# CONTENTS


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

*Early Years:*

- 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*

*Primary Phase:*

- 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*

*Secondary Phase:*

- 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

*Attendance*

- Attendance data and analysis 61
- 2015 - 2016 Attendance priorities, impact and key actions taken 64
- Attendance Priorities for 2016 – 2017 65

*Exclusions*

- 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

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 31st 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 |
|---|---|---|---|---|---|---|---|
| **EYFS** | | | | | | | |
| Good level of development | 3 ↑ | 11 ↑ | 2 ↑ | | | 54th | 43rd |
| **KS1*** | | | | | | | |
| Year 1 phonics | 3 ↑ | 4 ↑ | 1 ↓ | | | 57th | 83rd |
| Expected Standard Reading | * | * | 0 → | | | * | 77th |
| Expected Standard Writing | * | * | 1 ↓ | | | * | 93rd |
| Expected Standard Mathematics | * | * | 0 → | | | * | 72nd |
| Higher Standard Reading | * | * | 3 ↑ | | | * | 35th |
| Higher Standard Writing | * | * | 3 ↑ | | | * | 29th |
| Higher Standard Mathematics | * | * | 2 ↑ | | | * | 40th |
| **KS2*** | | | | | | | |
| Expected Standard Reading | * | * | 4 ↑ | | | 54th | 33rd |
| Expected Standard Writing (TA) | * | * | 1 ↓ | | | 30th | 100th |
| Expected Standard Mathematics | * | * | 6 ↑ | | | 52nd | 22nd |
| Expected Standard Reading/Writing/Maths | * | * | 4 ↑ | | | 59th | 39th |
| Higher Standard Reading | * | * | 3 ↑ | | | 39th | 27th |
| Higher Standard Writing (TA) | * | * | 1 ↑ | | | 36th | 59th |
| Higher Standard Mathematics | * | * | 8 ↑ | | | 36th | 9th |
| Higher Standard Reading/Writing/Maths | * | * | 2 ↑ | | | 34th | 26th |
| Progress Score Reading | * | * | 1.6 ↑ | | | 8th | 10th |
| Progress Score Writing | * | * | 0.4 ↑ | | | 4th | 64th |
| Progress Score Mathematics | * | * | 1.8 ↑ | | | 51st | 11th |
| **KS4*** | | | | | | | |
| Attainment 8 Score | * | * | 4 ↑ | | | * | 22nd |
| Progress 8 Score | * | * | 0.30 ↑ | | | * | 10th |
| A*-C in English and maths | * | * | 11 ↑ | | | 47th | 21st |
| English Baccalaureate | 0 → | 1 ↓ | 7 ↑ | | | 28th | 30th |
| **KS5*** | | | | | | | |
| Average points per entry | * | * | 0 → | | | * | 37th |

*** 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**

| | |
|---|---|
| | First quartile |
| | Second quartile |
| | Third quartile |
| | 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 the 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 form 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 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 there mental health support plans.

# 2. Context for schools 2015 - 2016

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 20151/16, 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.

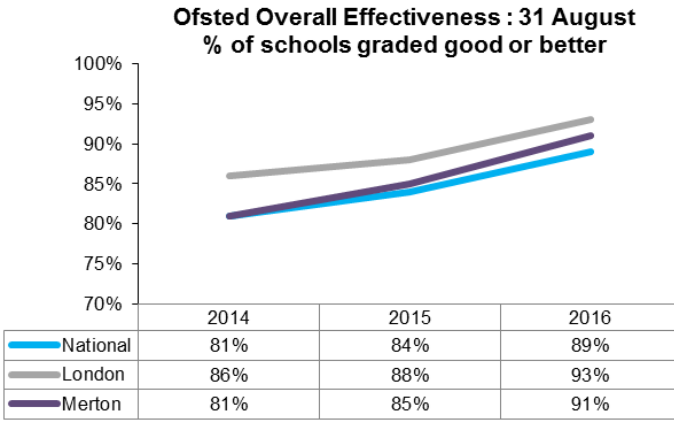
## Universal offer for schools

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:

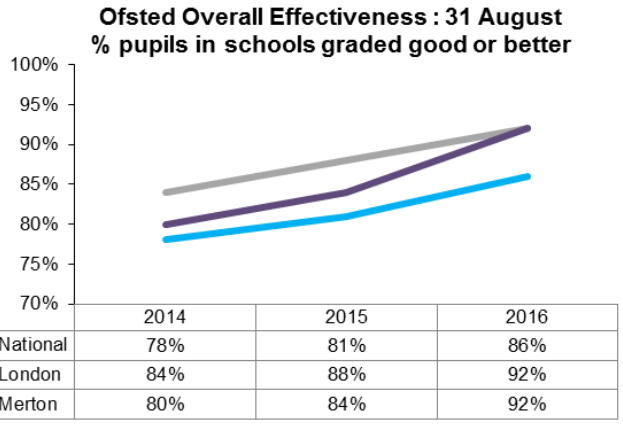
- updates on national changes and developments
- a quality assurance and accreditation programme for Newly Qualified Teachers (NQTs);
- guidance on assessment, and the collection, presentation and analysis of pupil achievement data;
- identification and sharing of local and national good practice;
- 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.

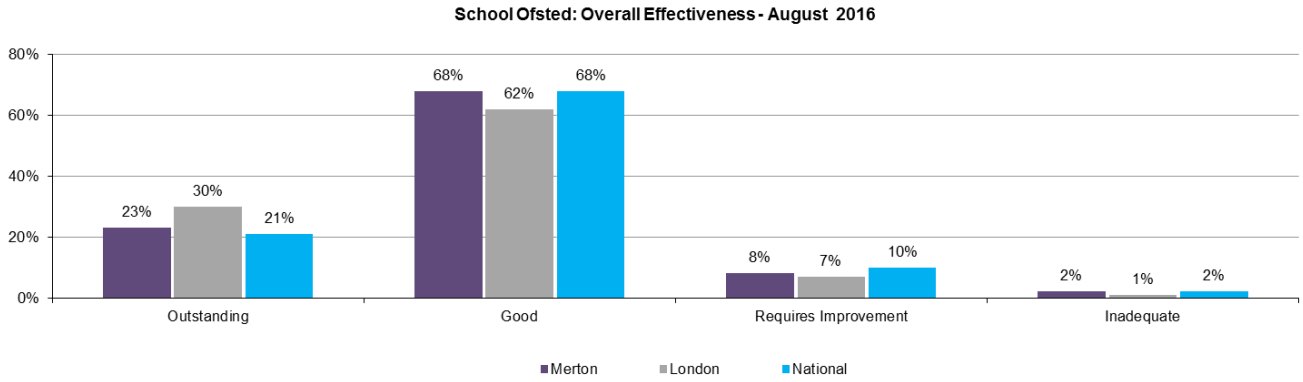
# 3 Ofsted Outcomes and School Improvement




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




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




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 31st 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.

3.8

**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.

3.9

**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 od 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

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.

# 4. Achievement of Merton Pupils

## 4.1 Early Years Foundation Stage Profile (EYFSP)

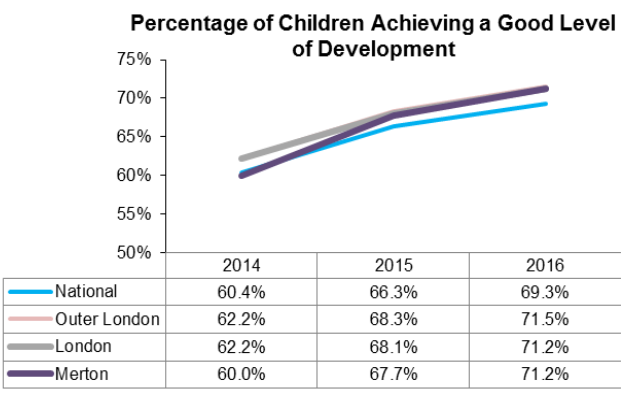
4.1.1 The EYFSP is an assessment against the 17 Early Learning Goals (ELG). These assessments are completed and reported for each child by the end of the academic year in which they reach the age of 5 i.e. Reception Year.

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.

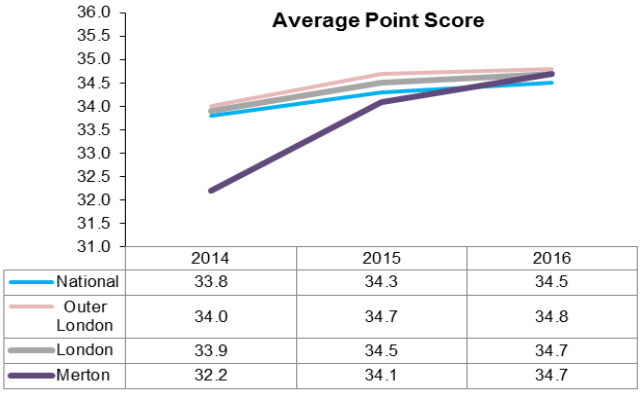
4.1.3 A three point scale is used to generate a child's profile. '1' is used to identify that the child has not yet reached expected levels of development; '2' is used to indicate expected levels of development; and '3' is used where the child exceeds expected levels of development.

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




| | 2014 | 2015 | 2016 |
|---|---|---|---|
| National | 60.4% | 66.3% | 69.3% |
| Outer London | 62.2% | 68.3% | 71.5% |
| London | 62.2% | 68.1% | 71.2% |
| Merton | 60.0% | 67.7% | 71.2% |



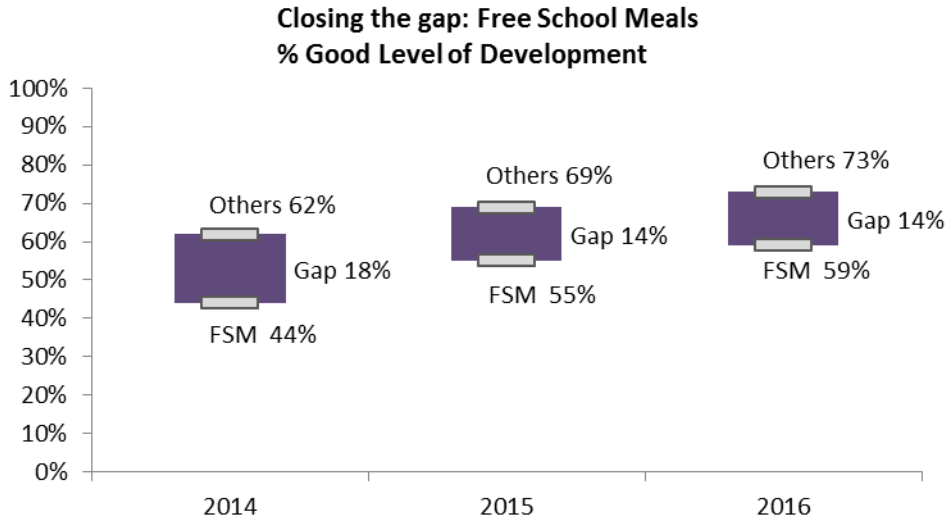

| | 2014 | 2015 | 2016 |
|---|---|---|---|
| National | 33.8 | 34.3 | 34.5 |
| Outer London | 34.0 | 34.7 | 34.8 |
| London | 33.9 | 34.5 | 34.7 |
| Merton | 32.2 | 34.1 | 34.7 |

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 |
| **Gender** | | | | | | | |
| 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 |
| **Free School Meals** | | | | | | | |
| 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 |
| **Special Educational Needs (SEN)** | | | | | | | |
| 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 |
| **Ethnic Group** (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 |




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 bar 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.

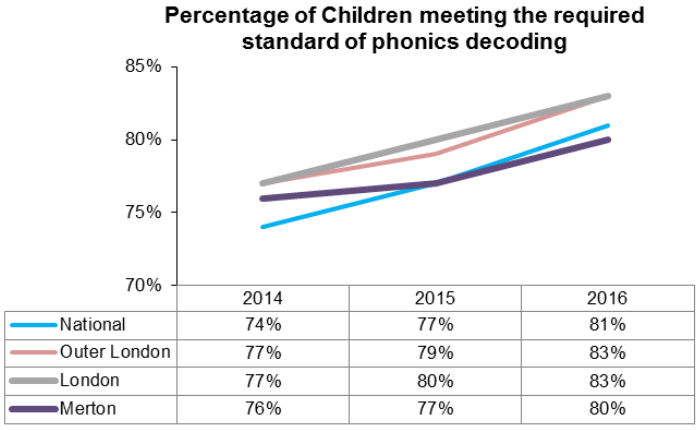
## Early Years Priorities for 2016 – 2017

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

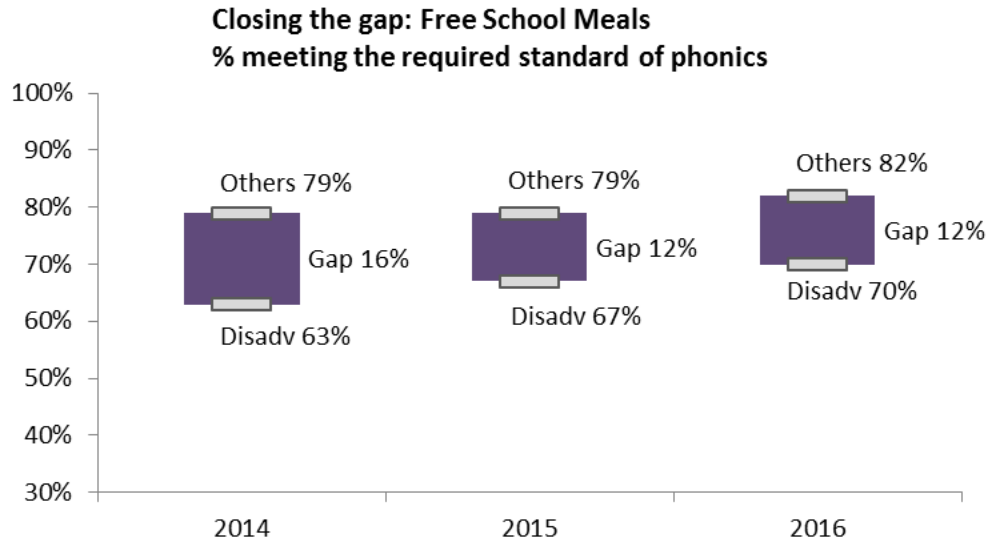



| | 2014 | 2015 | 2016 |
|---|---|---|---|
| National | 74% | 77% | 81% |
| Outer London | 77% | 79% | 83% |
| London | 77% | 80% | 83% |
| Merton | 76% | 77% | 80% |

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% |
| **Gender** | | | | |
| Female | **1255** | **83%** | 86% | 84% |
| Male | **1329** | **77%** | 80% | 77% |
| Gap | | **6%** | 6% | 7% |
| **Disadvantaged** | | | | |
| Disadvantaged pupils | **432** | **70%** | 75% | 70% |
| All other pupils | **2151** | **82%** | 85% | 83% |
| Gap | | **12%** | 10% | 13% |
| **Special Educational Needs (SEN)** | | | | |
| No Special Educational Needs | **2200** | **86%** | 88% | 86% |
| SEN Support | **309** | **50%** | 57% | 46% |
| SEN (with Statement or EHC plan) | **46** | **22%** | 23% | 18% |
| **Ethnic Group** (White British and five largest ethnic minority groups) | | | | |
| 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% |



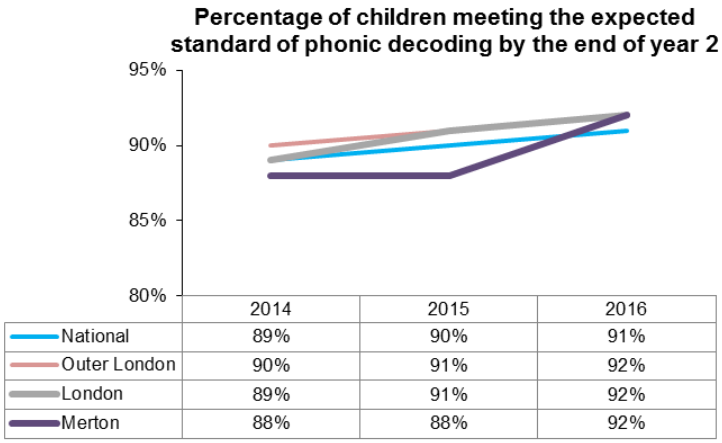

4.3.3 Merton girls performed better than boys in the Year 1 Phonics Screening Check, by six percentage points. However, the gender gap is narrower than that nationally and in line with that in London.

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 pupil 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

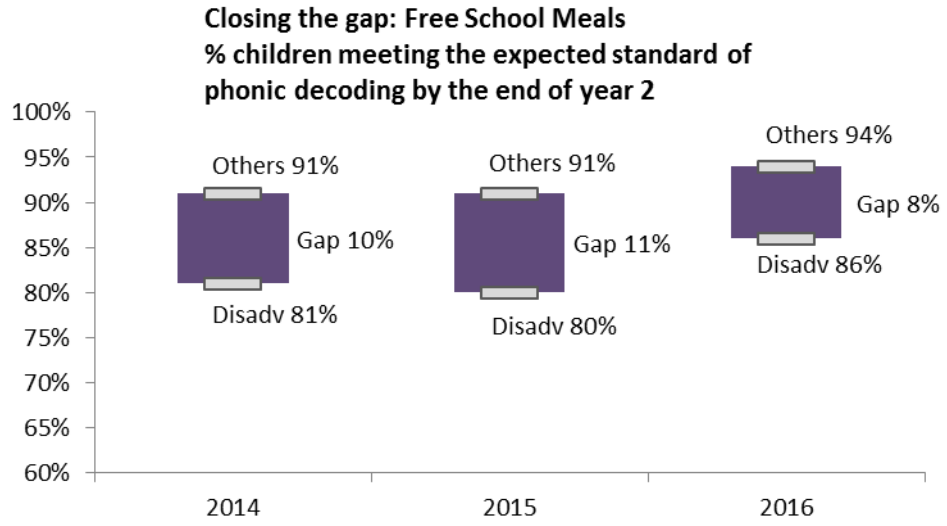



| | 2014 | 2015 | 2016 |
|---|---|---|---|
| National | 89% | 90% | 91% |
| Outer London | 90% | 91% | 92% |
| London | 89% | 91% | 92% |
| Merton | 88% | 88% | 92% |

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% |
| **Gender** | | | | |
| Female | **1247** | **94%** | 93% | 93% |
| Male | **1237** | **91%** | 90% | 89% |
| Gap | | **3%** | 3% | 4% |
| **Disadvantaged** | | | | |
| Disadvantaged pupils | **478** | **86%** | | 86% |
| All other pupils | **2006** | **94%** | | 93% |
| Gap | | **8%** | | 7% |
| **Special Educational Needs (SEN)** | | | | |
| No Special Educational Needs | **2092** | **97%** | | 96% |
| SEN Support | **354** | **72%** | | 69% |
| SEN (with Statement or EHC plan) | **38** | **50%** | | 29% |
| **Ethnic Group** (White British and five largest ethnic minority groups) | | | | |
| 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

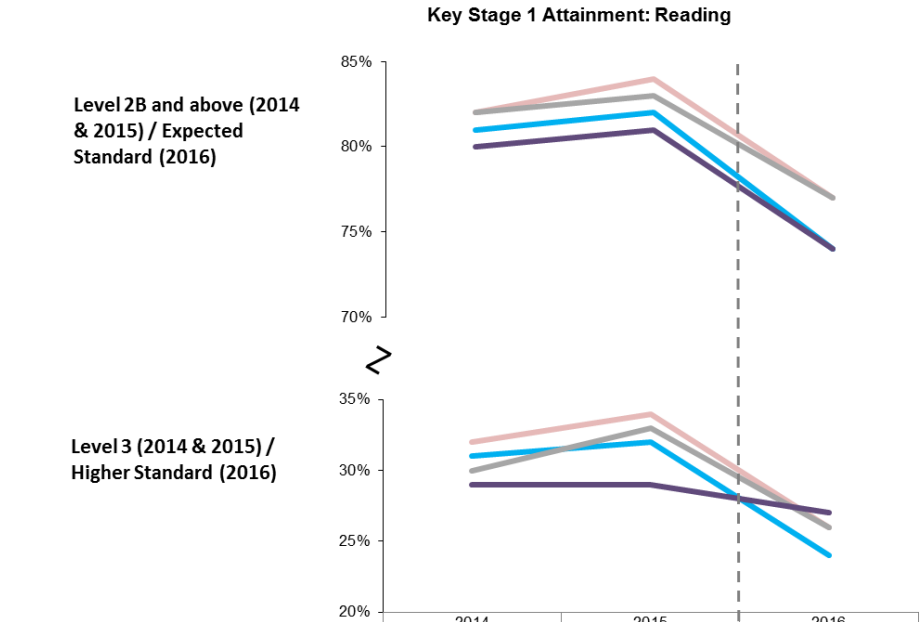
4.4.1 KS1 SATs take place in Year 2. Each pupil is teacher assessed in reading, writing and mathematics. This year changes were made to the assessment at the end of KS1 at a national level, which means that pupils are assessed relative to new 'Expected Standards', in reading, writing and mathematics.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

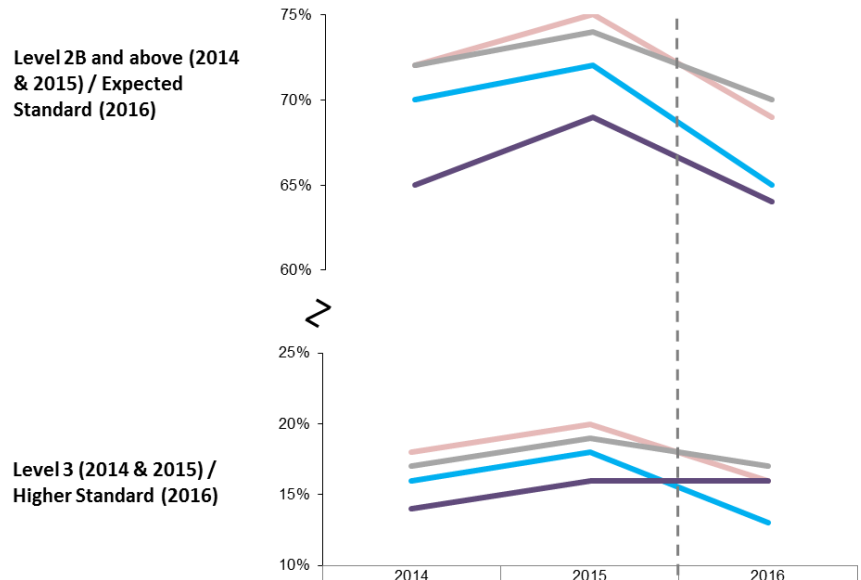
4.4.3 By the end of KS1, pupils are now expected to achieve at least at the Expected Standard, but because the new assessments reflect the higher expectations of the new National Curriculum, the proportions of pupils working at this standard nationally and in Merton is lower than the previous expected 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



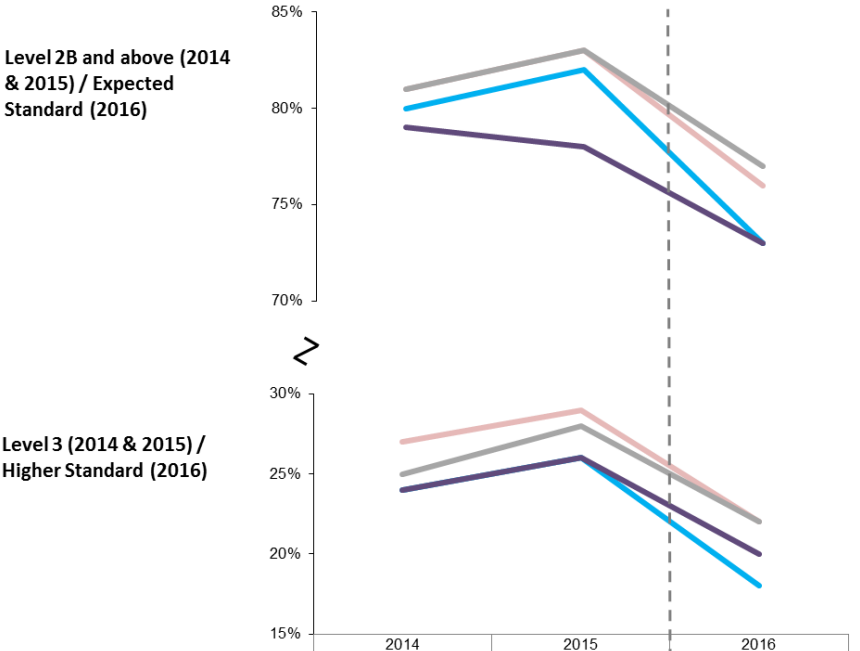

| | 2014 | 2015 | 2016 |
|---|---|---|---|
| Level 2B and above (2014 & 2015) / Expected Standard (2016) National | 81% | 82% | 74% |
| Level 2B and above (2014 & 2015) / Expected Standard (2016) Outer London | 82% | 84% | 77% |
| Level 2B and above (2014 & 2015) / Expected Standard (2016) London | 82% | 83% | 77% |
| Level 2B and above (2014 & 2015) / Expected Standard (2016) Merton | 80% | 81% | 74% |
| Level 3 (2014 & 2015) / Higher Standard (2016) National | 31% | 32% | 24% |
| Level 3 (2014 & 2015) / Higher Standard (2016) Outer London | 32% | 34% | 26% |
| Level 3 (2014 & 2015) / Higher Standard (2016) London | 30% | 33% | 26% |
| Level 3 (2014 & 2015) / Higher Standard (2016) Merton | 29% | 29% | 27% |

## Key Stage 1 Attainment: Writing




| | 2014 | 2015 | 2016 |
|---|---|---|---|
| Level 2B and above (2014 & 2015) / Expected Standard (2016) National | 70% | 72% | 65% |
| Level 2B and above (2014 & 2015) / Expected Standard (2016) Outer London | 72% | 75% | 69% |
| Level 2B and above (2014 & 2015) / Expected Standard (2016) London | 72% | 74% | 70% |
| Level 2B and above (2014 & 2015) / Expected Standard (2016) Merton | 65% | 69% | 64% |
| Level 3 (2014 & 2015) / Higher Standard (2016) National | 16% | 18% | 13% |
| Level 3 (2014 & 2015) / Higher Standard (2016) Outer London | 18% | 20% | 16% |
| Level 3 (2014 & 2015) / Higher Standard (2016) London | 17% | 19% | 17% |
| Level 3 (2014 & 2015) / Higher Standard (2016) Merton | 14% | 16% | 16% |

## Key Stage 1 Attainment: Maths




| | 2014 | 2015 | 2016 |
|---|---|---|---|
| Level 2B and above (2014 & 2015) / Expected Standard (2016) National | 80% | 82% | 73% |
| Level 2B and above (2014 & 2015) / Expected Standard (2016) Outer London | 81% | 83% | 76% |
| Level 2B and above (2014 & 2015) / Expected Standard (2016) London | 81% | 83% | 77% |
| Level 2B and above (2014 & 2015) / Expected Standard (2016) Merton | 79% | 78% | 73% |
| Level 3 (2014 & 2015) / Higher Standard (2016) National | 24% | 26% | 18% |
| Level 3 (2014 & 2015) / Higher Standard (2016) Outer London | 27% | 29% | 22% |
| Level 3 (2014 & 2015) / Higher Standard (2016) London | 25% | 28% | 22% |
| Level 3 (2014 & 2015) / Higher Standard (2016) Merton | 24% | 26% | 20% |

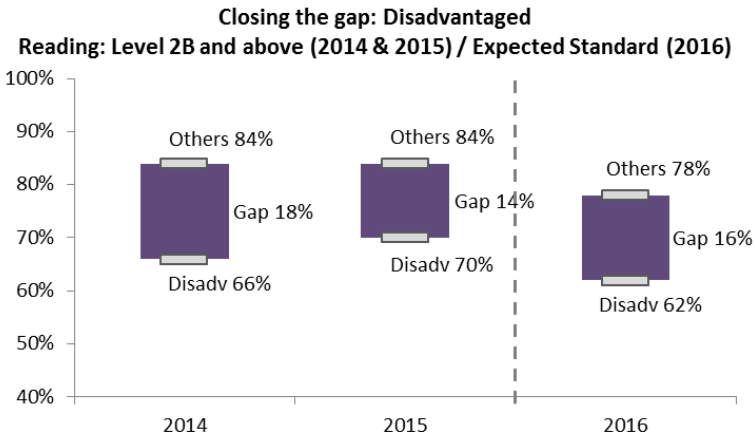
4.4.4 In reading, Merton pupils performed as well as pupils nationally, but not as well as pupils in London with regard to the Expected Standard. However, the proportion achieving the Higher Standard is above both national and London averages.

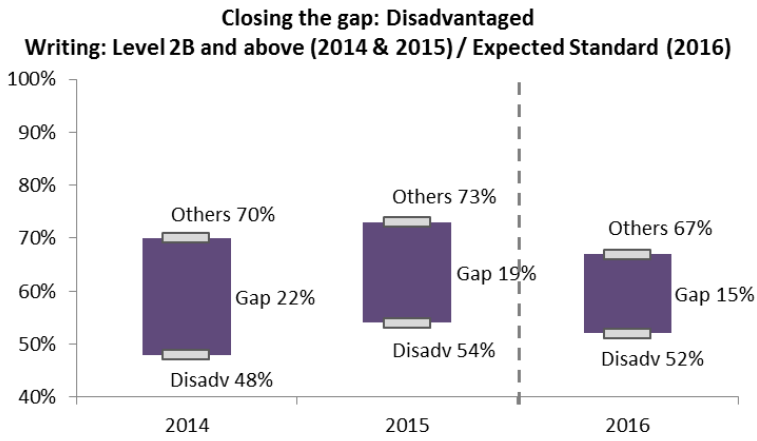
4.4.5 In writing, Merton pupils performed just below the national average, but more significantly below the London averages. It should be noted that Merton implemented the new moderation processes for teacher assessment at this key stage very rigorously; something other LAs (with reduced capacity) were 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.

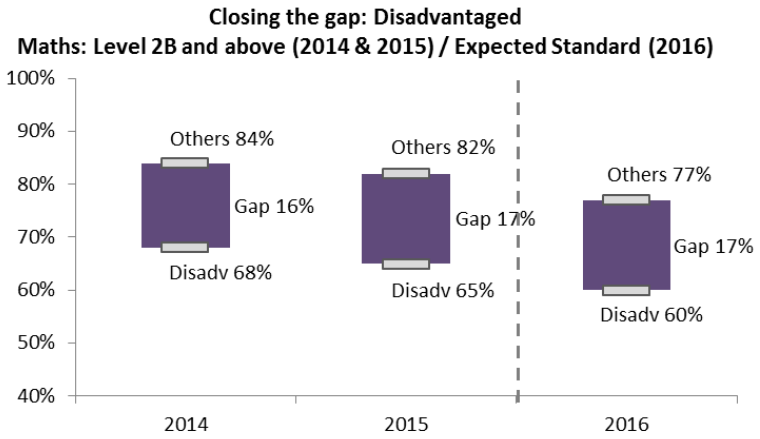
4.4.6 In mathematics, Merton pupils performed as well as pupils nationally, but not as well as pupils in London with regard to the Expected Standard. This picture was repeated at the higher standard.

## 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% |
| **Gender** | | | | | | | | | | |
| 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% |
| **Disadvantaged** | | | | | | | | | | |
| 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% |
| **Special Educational Needs (SEN)** | | | | | | | | | | |
| 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% |
| **Ethnic Group** (White British and five largest ethnic minority groups) | | | | | | | | | | |
| 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% |






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

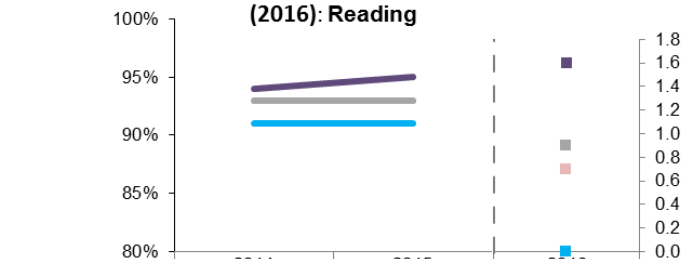
4.5.3 By the end of KS2, pupils are now expected to achieve at least at the Expected Standard, but because the new assessments reflect the higher standards of the new National Curriculum, the proportions of pupils working at this standard nationally and in Merton is lower than the previous expected outcome 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.

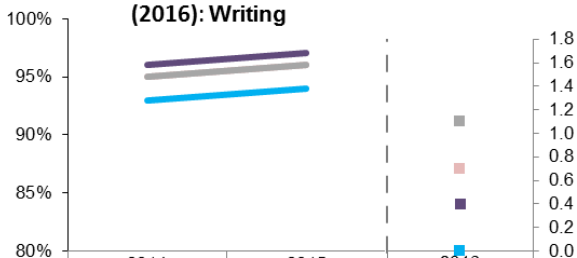
### KS2 - headline performance information and analysis

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

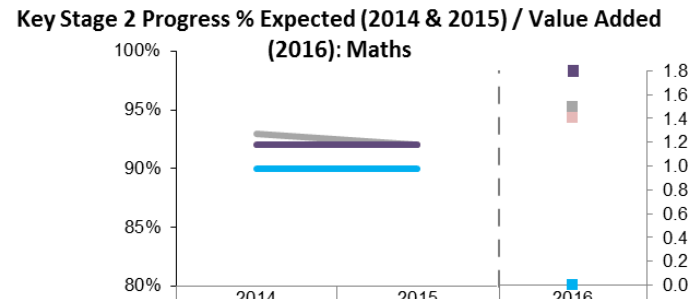



| | 2014 | 2015 | 2016 |
|---|---|---|---|
| National | 91% | 91% | 0.0 |
| Outer London | 93% | 93% | 0.7 |
| London | 93% | 93% | 0.9 |
| Merton | 94% | 95% | 1.6 |

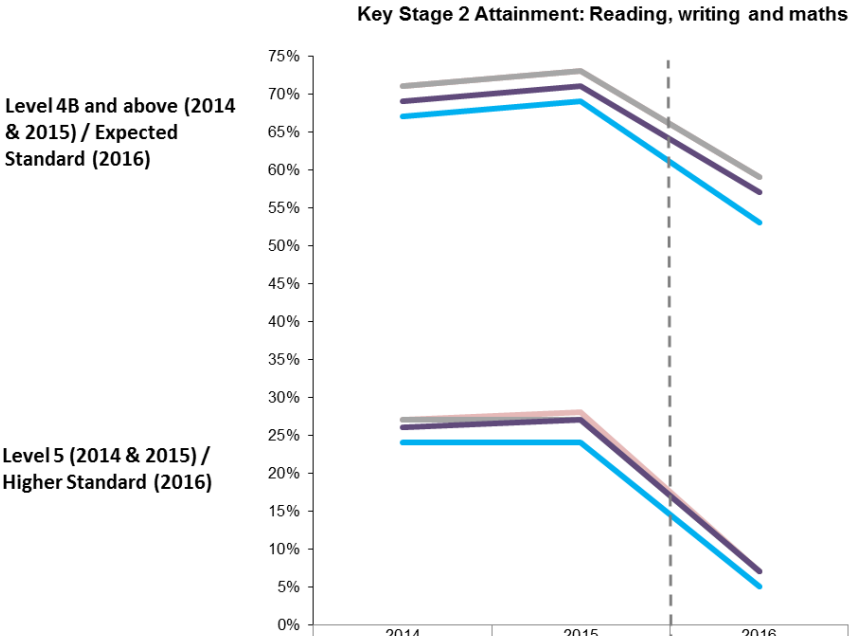
**Key Stage 2 Progress % Expected (2014 & 2015) / Value Added (2016): Writing**




| | 2014 | 2015 | 2016 |
|---|---|---|---|
| National | 93% | 94% | 0.0 |
| Outer London | 95% | 96% | 0.7 |
| London | 95% | 96% | 1.1 |
| Merton | 96% | 97% | 0.4 |

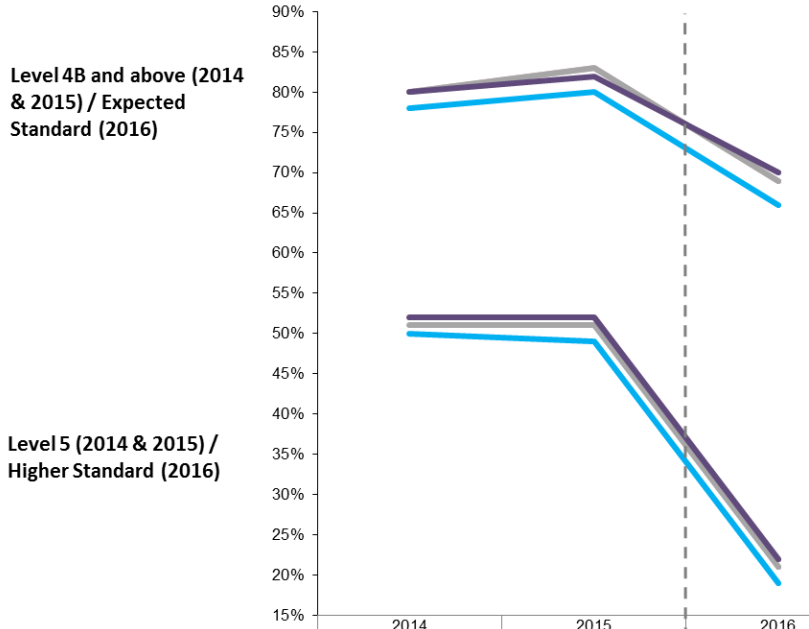



| | 2014 | 2015 | 2016 |
|---|---|---|---|
| National | 90% | 90% | 0.0 |
| Outer London | 92% | 92% | 1.4 |
| London | 93% | 92% | 1.5 |
| Merton | 92% | 92% | 1.8 |



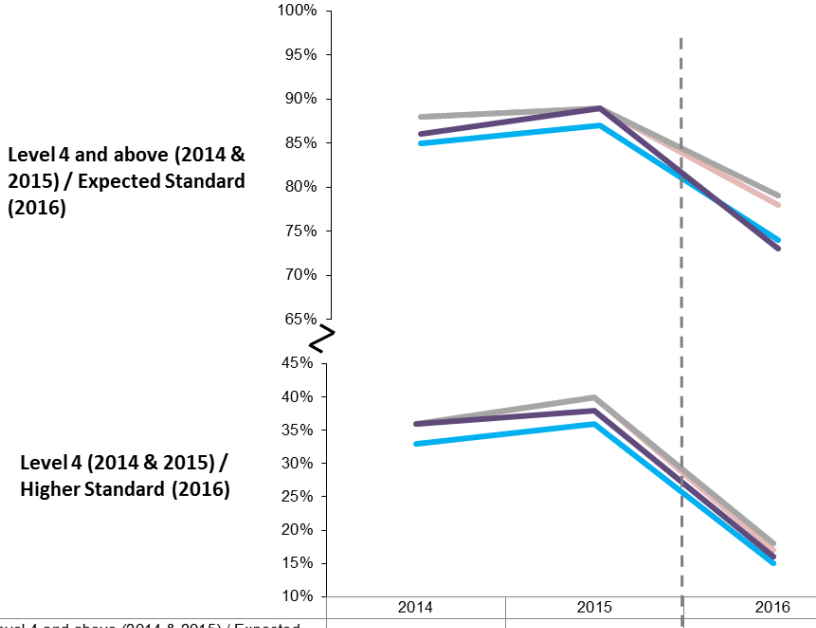

| | 2014 | 2015 | 2016 |
|---|---|---|---|
| Level 4B and above (2014 & 2015) / Expected Standard (2016) National | 67% | 69% | 53% |
| Level 4B and above (2014 & 2015) / Expected Standard (2016) Outer London | 71% | 73% | 59% |
| Level 4B and above (2014 & 2015) / Expected Standard (2016) London | 71% | 73% | 59% |
| Level 4B and above (2014 & 2015) / Expected Standard (2016) Merton | 69% | 71% | 57% |
| Level 5 (2014 & 2015) / Higher Standard (2016) National | 24% | 24% | 5% |
| Level 5 (2014 & 2015) / Higher Standard (2016) Outer London | 27% | 28% | 7% |
| Level 5 (2014 & 2015) / Higher Standard (2016) London | 27% | 27% | 7% |
| Level 5 (2014 & 2015) / Higher Standard (2016) Merton | 26% | 27% | 7% |

## Key Stage 2 Attainment: Reading



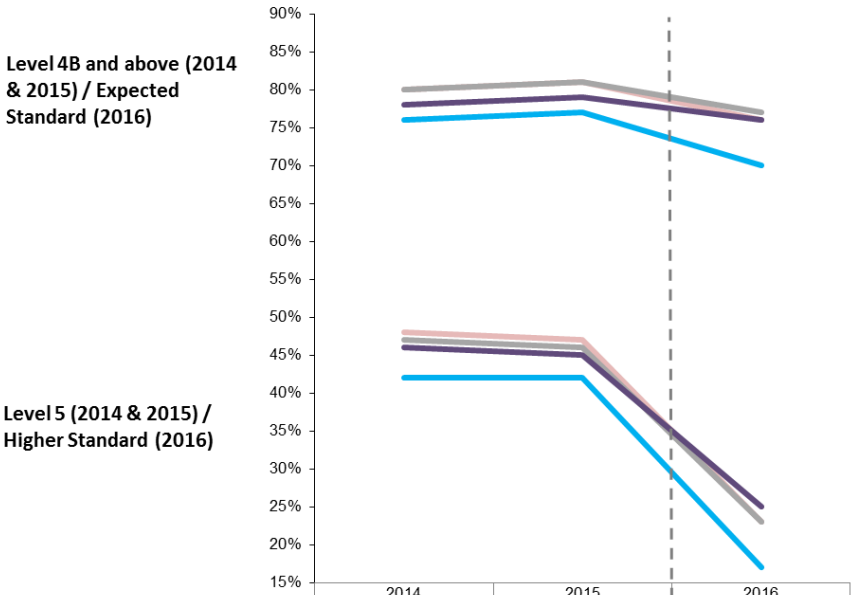

| | 2014 | 2015 | 2016 |
|---|---|---|---|
| Level 4B and above (2014 & 2015) / Expected Standard (2016) National | 78% | 80% | 66% |
| Level 4B and above (2014 & 2015) / Expected Standard (2016) Outer London | 80% | 83% | 69% |
| Level 4B and above (2014 & 2015) / Expected Standard (2016) London | 80% | 83% | 69% |
| Level 4B and above (2014 & 2015) / Expected Standard (2016) Merton | 80% | 82% | 70% |
| Level 5 (2014 & 2015) / Higher Standard (2016) National | 50% | 49% | 19% |
| Level 5 (2014 & 2015) / Higher Standard (2016) Outer London | 52% | 52% | 21% |
| Level 5 (2014 & 2015) / Higher Standard (2016) London | 51% | 51% | 21% |
| Level 5 (2014 & 2015) / Higher Standard (2016) Merton | 52% | 52% | 22% |

## Key Stage 2 Attainment: Writing



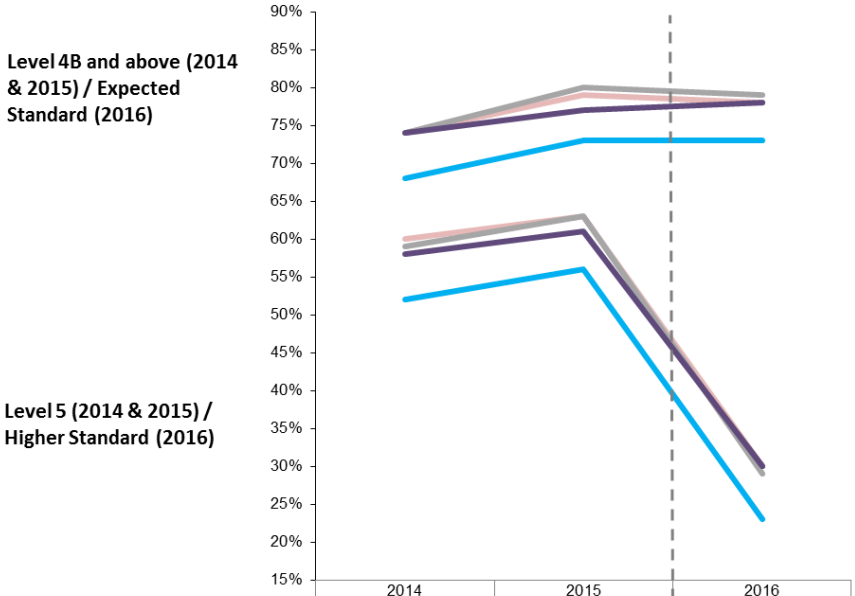

| | 2014 | 2015 | 2016 |
|---|---|---|---|
| Level 4 and above (2014 & 2015) / Expected Standard (2016) National | 85% | 87% | 74% |
| Level 4 and above (2014 & 2015) / Expected Standard (2016) Outer London | 88% | 89% | 78% |
| Level 4 and above (2014 & 2015) / Expected Standard (2016) London | 88% | 89% | 79% |
| Level 4 and above (2014 & 2015) / Expected Standard (2016) Merton | 86% | 89% | 73% |
| Level 5 (2014 & 2015) / Higher Standard (2016) National | 33% | 36% | 15% |
| Level 5 (2014 & 2015) / Higher Standard (2016) Outer London | 36% | 40% | 17% |
| Level 5 (2014 & 2015) / Higher Standard (2016) London | 36% | 40% | 18% |
| Level 5 (2014 & 2015) / Higher Standard (2016) Merton | 36% | 38% | 16% |

## Key Stage 2 Attainment: Maths




| | 2014 | 2015 | 2016 |
|---|---|---|---|
| Level 4B and above (2014 & 2015) / Expected Standard (2016) National | 76% | 77% | 70% |
| Level 4B and above (2014 & 2015) / Expected Standard (2016) Outer London | 80% | 81% | 76% |
| Level 4B and above (2014 & 2015) / Expected Standard (2016) London | 80% | 81% | 77% |
| Level 4B and above (2014 & 2015) / Expected Standard (2016) Merton | 78% | 79% | 76% |
| Level 5 (2014 & 2015) / Higher Standard (2016) National | 42% | 42% | 17% |
| Level 5 (2014 & 2015) / Higher Standard (2016) Outer London | 48% | 47% | 23% |
| Level 5 (2014 & 2015) / Higher Standard (2016) London | 47% | 46% | 23% |
| Level 5 (2014 & 2015) / Higher Standard (2016) Merton | 46% | 45% | 25% |

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




| | 2014 | 2015 | 2016 |
|---|---|---|---|
| Level 4B and above (2014 & 2015) / Expected Standard (2016) National | 68% | 73% | 73% |
| Level 4B and above (2014 & 2015) / Expected Standard (2016) Outer London | 74% | 79% | 78% |
| Level 4B and above (2014 & 2015) / Expected Standard (2016) London | 74% | 80% | 79% |
| Level 4B and above (2014 & 2015) / Expected Standard (2016) Merton | 74% | 77% | 78% |
| Level 5 (2014 & 2015) / Higher Standard (2016) National | 52% | 56% | 23% |
| Level 5 (2014 & 2015) / Higher Standard (2016) Outer London | 60% | 63% | 30% |
| Level 5 (2014 & 2015) / Higher Standard (2016) London | 59% | 63% | 29% |
| Level 5 (2014 & 2015) / Higher Standard (2016) Merton | 58% | 61% | 30% |

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.

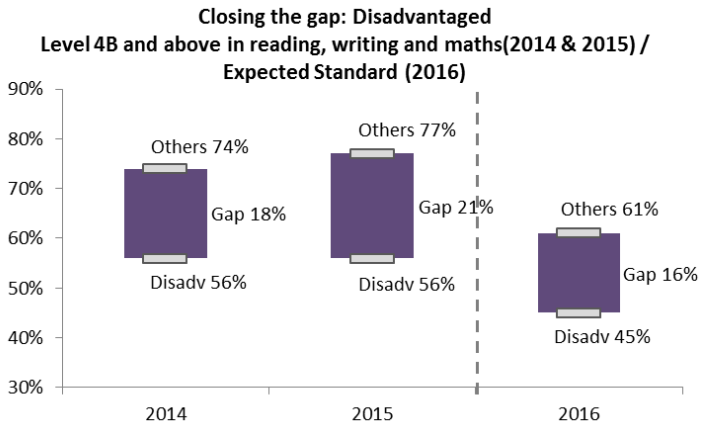
4.5.8 The progress scores in reading and mathematics, replicating the strong performance with regards to attainment are above the national and London averages. In writing the progress score is above the national average of 0, but below the London averages. Maintaining the steady progress of pupils across KS2 will continue to be a focus for Merton schools. Ofsted also continues to place considerably more emphasis on pupil progress.

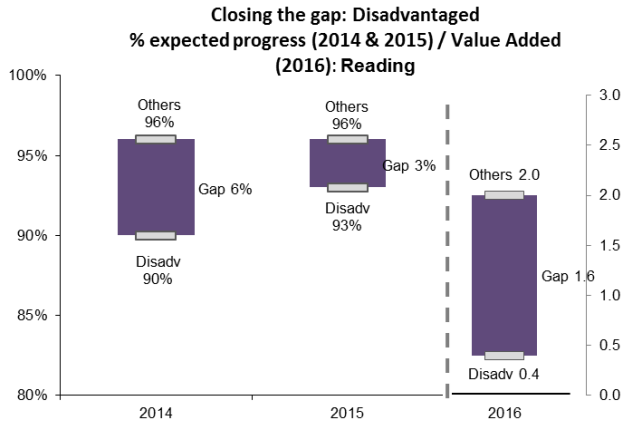
4.5.9 No Merton school is below the Floor Standard this year. One primary school is deemed coasting.

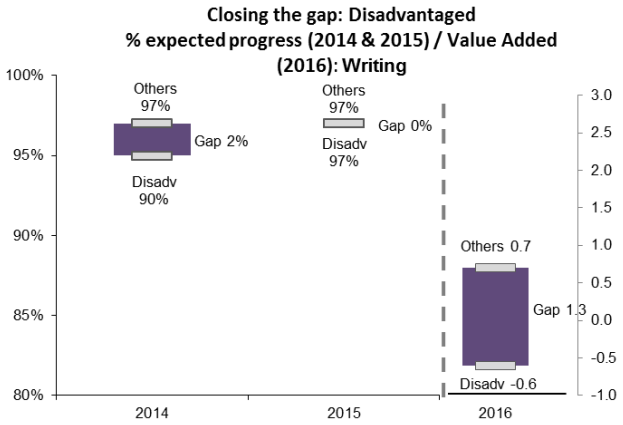
## KS2 - main pupil groups and analysis

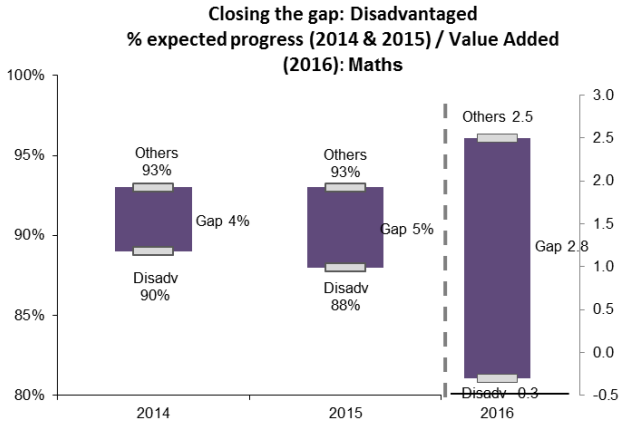
Performance in the key floor standard/coasting schools indicator.

| 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 |
| **Gender** | | | | | | | | | | | | | |
| 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 |
| **Disadvantaged** | | | | | | | | | | | | | |
| 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 |
| **Prior Attainment** (Key Stage 1) | | | | | | | | | | | | | |
| 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 |
| **Special Educational Needs (SEN)** | | | | | | | | | | | | | |
| 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 |
| **Ethnic Group** (White British and five largest ethnic minority groups) | | | | | | | | | | | | | |
| 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 KS1the 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.

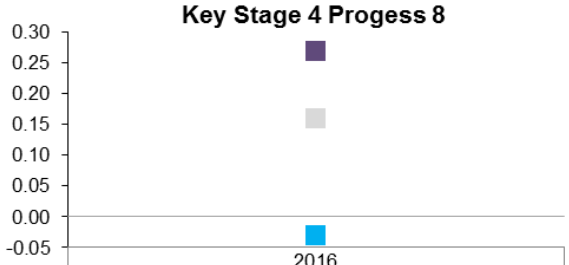
# Primary Phase Priorities for 2015 – 2016

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.

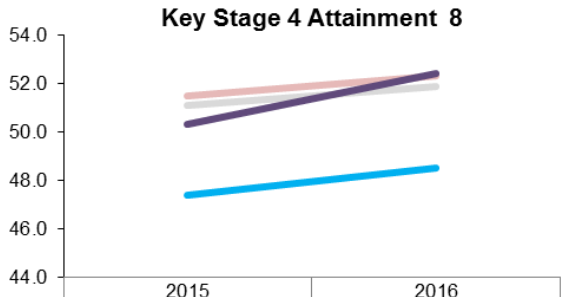
## 4.7 Key Stage 4: performance information and analysis

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.

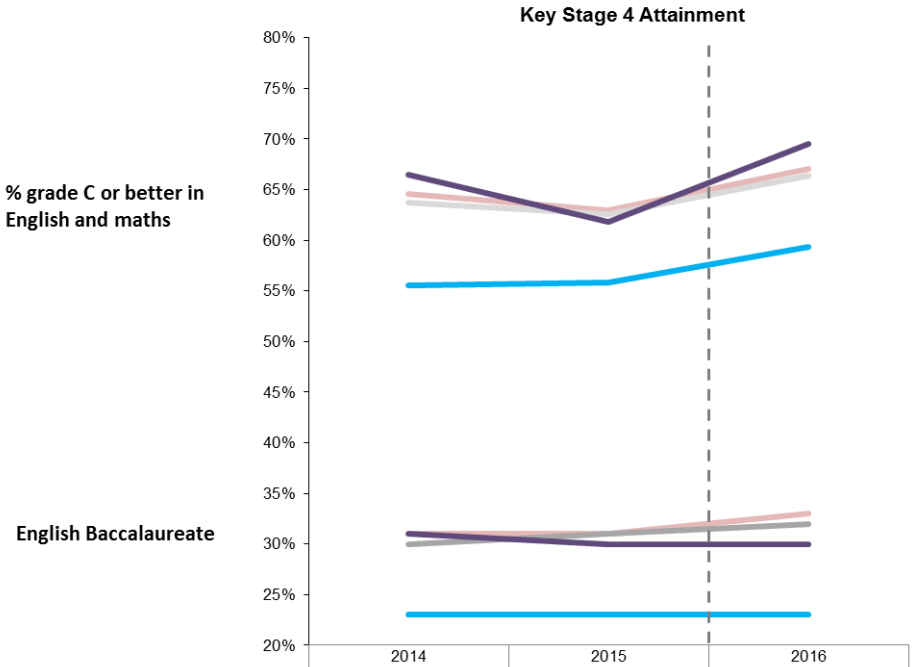
### KS4 - headline performance information and analysis




| | 2016 |
|---|---|
| National | -0.03 |
| Outer London | 0.16 |
| London | 0.16 |
| Merton | 0.27 |




| | 2015 | 2016 |
|---|---|---|
| National | 47.4 | 48.5 |
| Outer London | 51.5 | 52.3 |
| London | 51.1 | 51.9 |
| Merton | 50.3 | 52.4 |




| | 2014 | 2015 | 2016 |
|---|---|---|---|
| English Baccalaureate National | 23% | 23% | 23% |
| English Baccalaureate Outer London | 31% | 31% | 33% |
| English Baccalaureate London | 30% | 31% | 32% |
| English Baccalaureate Merton | 31% | 30% | 30% |
| % grade C or better in English and maths National | 56% | 56% | 59% |
| % grade C or better in English and maths Outer London | 65% | 63% | 67% |
| % grade C or better in English and maths London | 64% | 63% | 66% |
| % grade C or better in English and maths Merton | 67% | 62% | 70% |

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.

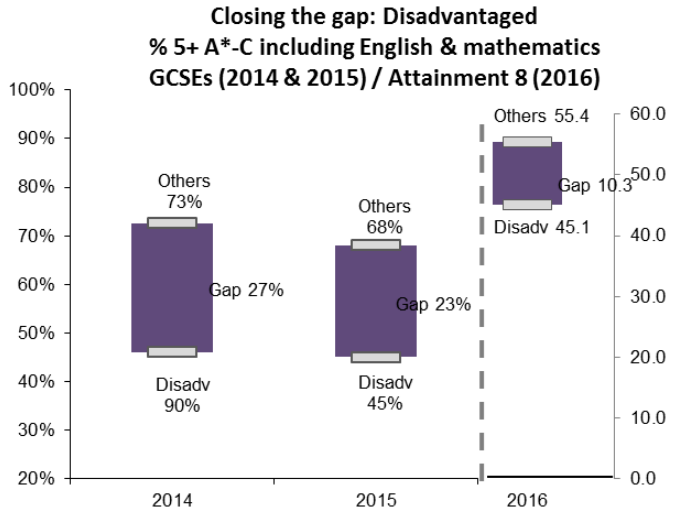
4.7.5 The proportion of students achieving the English Baccalaureate was maintained at 30%, below the London averages, but still well above the national average. Particular successes were seen in Ursuline High School and Rutlish School where 55% and 39% of students achieved the English Baccalaureate respectively.

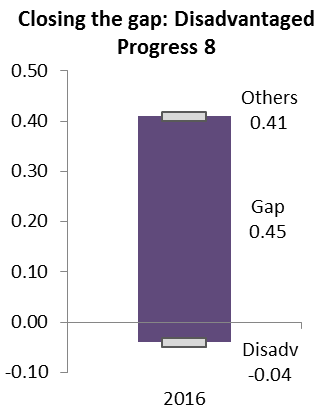
4.7.6 The proportion of students achieving a grade C or better in English and mathematics rose in 2016 to 70% by eight percentage points. This improvement is double that seen in Outer London over the same period. Particular successes were again seen in Ursuline High School (90%) and in Harris Academy 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% |
| **Gender** | | | | | | | | | | | | | |
| 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% |
| **Disadvantaged** | | | | | | | | | | | | | |
| 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% |
| **Prior Attainment** (Key Stage 2) | | | | | | | | | | | | | |
| 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% |
| **Special Educational Needs (SEN)** | | | | | | | | | | | | | |
| 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% |
| **Ethnic Group** (White British and five largest ethnic minority groups) | | | | | | | | | | | | | |
| 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% |



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 to 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 | **32.18** | 32.53 | 32.55 | 32.10 | | | | |
| A level students | 644 | **30.21** | 31.42 | 31.45 | 30.84 | **C** | C | C | C |
| Academic students | 644 | **30.28** | 31.53 | 31.55 | 31.03 | **C** | C | C | C |
| Tech level students | 41 | **36.50** | 36.89 | 36.96 | 36.89 | **Dist** | Dist+ | Dist+ | Dist+ |
| Applied General students | 218 | **40.00** | 37.64 | 38.06 | 37.99 | **Dist+** | 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 | **33.87** | **C+** | **7%** | **15%** | **13%** |
| 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.

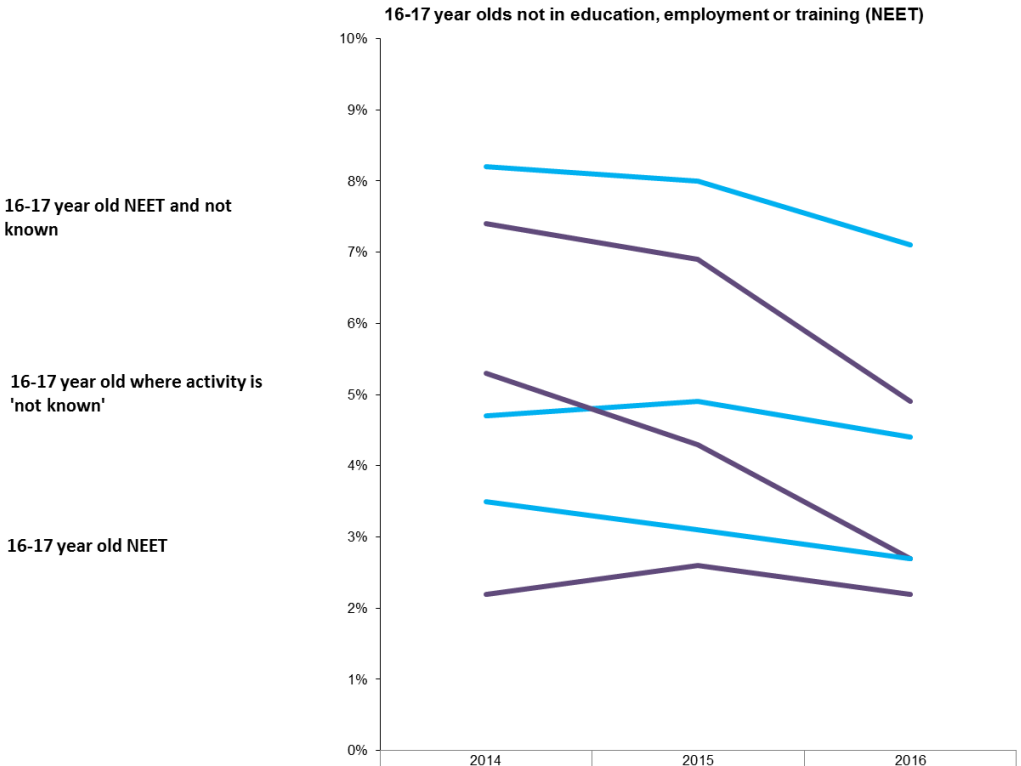
4.8.5 At individual maintained school level, progress scores are all in line with the national average, with the exception of two schools (St Mark's Academy and Wimbledon College) which are below. All schools meet the new minimum standard for this key stage (a progress score of above -0.5). The APS per 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.



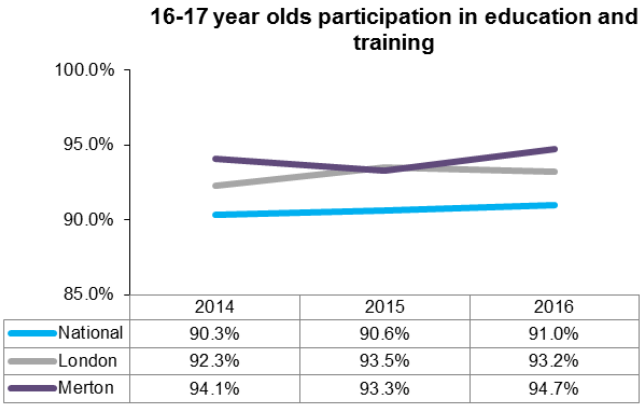

| | 2014 | 2015 | 2016 |
|---|---|---|---|
| 16-17 year old NEET Merton | 2.2% | 2.6% | 2.2% |
| 16-17 year old NEET National | 4.7% | 4.9% | 4.4% |
| 16-17 year old where activity is 'not known' Merton | 5.3% | 4.3% | 2.7% |
| 16-17 year old where activity is 'not known' National | 3.5% | 3.1% | 2.7% |
| 16-17 year old NEET or not known Merton | 7.4% | 6.9% | 4.9% |
| 16-17 year old NEET or not known National | 8.2% | 8.0% | 7.1% |

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 | **94.1%** | 92.3% | 90.3% | **93.3%** | 93.5% | 90.6% | **94.7%** | 93.2% | 91.0% |
| - full time education | **91.4%** | 88.7% | 83.2% | **89.5%** | 90.0% | 93.1% | **89.9%** | 88.7% | 82.5% |
| - apprenticeships | **1.7%** | 2.1% | 4.2% | **2.3%** | 2.1% | 4.9% | **3.2%** | 3.5% | 6.3% |
| - other education and training | **1.0%** | 1.5% | 2.9% | **1.4%** | 1.4% | 2.6% | **1.6%** | 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% |
| **Merton** | **4.7% (281YP)** | **4** | **3.3% (196YP)** | **5** | **2.8% (165YP)** | **7** | **42%** |
| 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 5th 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 | **93.0%** | 91.1% | 92.1% | **92.8%** | 94.1% | 93.2% | **95.0%** | 95.0% | 94.6% |
| Offer not appropriate | **0.4%** | 0.3% | 1.3% | **0.4%** | 0.5% | 1.1% | **0.4%** | 0.4% | 1.0% |
| No offer | **0.6%** | 1.5% | 1.4% | **1.0%** | 1.0% | 1.0% | **0.3%** | 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 6th 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 6th 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.

4.9.7

| |
|---|
| **Priority:** To maximise the destinations for young people being worked with, by maintaining the relationships with providers.<br><br>**Actions taken to secure impact:**<br>Through the Economic Well being group and apprenticeship providers the LA have maintained links with providers beyond education.<br><br>**Impact:**<br>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 the 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.

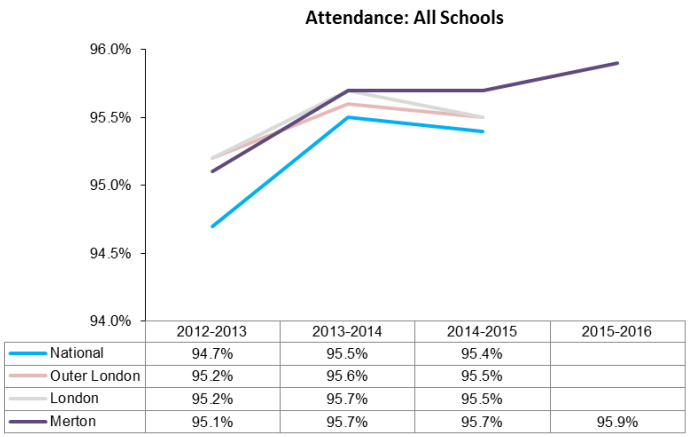
5.1.2 Attendance is measured at various points in the schools year. The data covering four half terms (up until Easter 2016) has been published and national and local comparators exist for this data set. Ofsted use the four half term data to judge attendance when they are inspecting schools. Rates of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

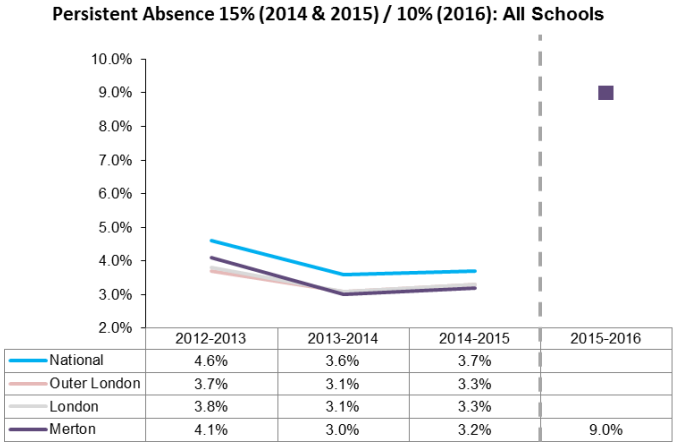
### Six half term headline data

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.

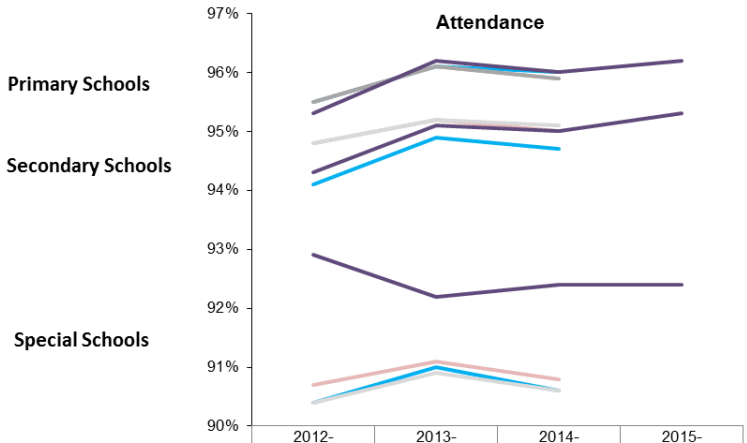
*Analysis is based on six half terms. All schools including academies and free schools included.*



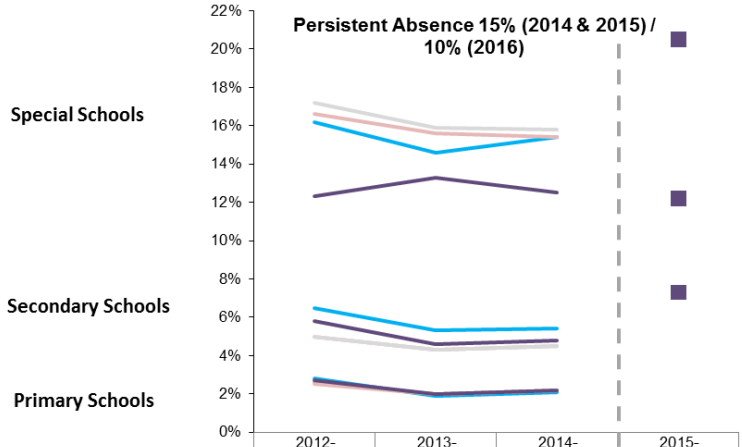

| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|
| National | 94.7% | 95.5% | 95.4% | |
| Outer London | 95.2% | 95.6% | 95.5% | |
| London | 95.2% | 95.7% | 95.5% | |
| Merton | 95.1% | 95.7% | 95.7% | 95.9% |




| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|
| National | 4.6% | 3.6% | 3.7% | |
| Outer London | 3.7% | 3.1% | 3.3% | |
| London | 3.8% | 3.1% | 3.3% | |
| Merton | 4.1% | 3.0% | 3.2% | 9.0% |




| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|
| Primary National | 95.5% | 96.1% | 96.0% | |
| Primary Outer London | 95.5% | 96.1% | 95.9% | |
| Primary London | 95.5% | 96.1% | 95.9% | |
| Primary Merton | 95.3% | 96.2% | 96.0% | 96.2% |
| Secondary National | 94.1% | 94.9% | 94.7% | |
| Secondary Outer London | 94.8% | 95.2% | 95.0% | |
| Secondary London | 94.8% | 95.2% | 95.1% | |
| Secondary Merton | 94.3% | 95.1% | 95.0% | 95.3% |
| Special National | 90.4% | 91.0% | 90.6% | |
| Special Outer London | 90.7% | 91.1% | 90.8% | |
| Special London | 90.4% | 90.9% | 90.6% | |
| Special Merton | 92.9% | 92.2% | 92.4% | 92.4% |




| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|
| Primary National | 2.8% | 1.9% | 2.1% | |
| Primary London | 2.6% | 2.0% | 2.2% | |
| Primary Outer London | 2.5% | 2.0% | 2.2% | |
| Primary Merton | 2.7% | 2.0% | 2.2% | 7.3% |
| Secondary National | 6.5% | 5.3% | 5.4% | |
| Secondary Outer London | 5.0% | 4.3% | 4.5% | |
| Secondary London | 5.0% | 4.3% | 4.5% | |
| Secondary Merton | 5.8% | 4.6% | 4.8% | 12.2% |
| Special National | 16.2% | 14.6% | 15.4% | |
| Special Outer London | 16.6% | 15.6% | 15.4% | |
| Special London | 17.2% | 15.9% | 15.8% | |
| Special Merton | 12.3% | 13.3% | 12.5% | 20.5% |

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.

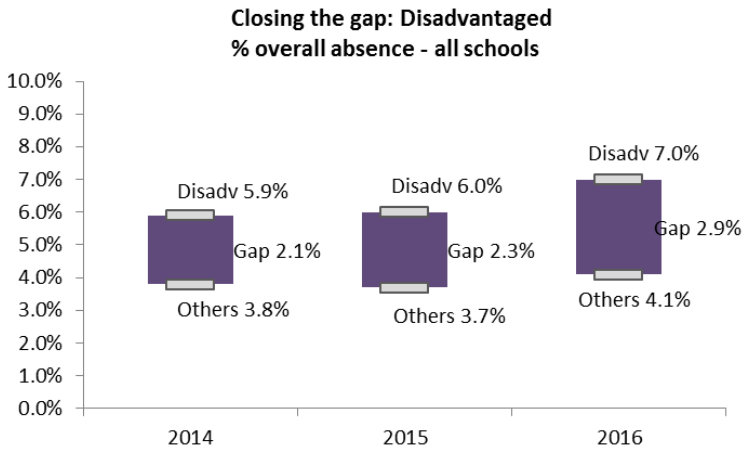
5.1.6 The PA figure has a new threshold and we await national and London comparators. However, as the four half terms data demonstrated better performance in this indicator, we predict that Merton will be in line with or better than national and London averages.

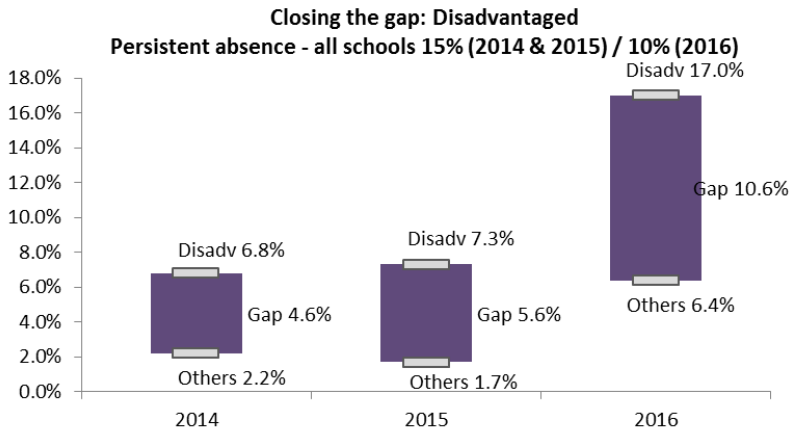
5.1.7 Illness remains the most common reason for absence in Merton, accounting for 57% of all absences.

## 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%** | | |
| **Gender** | | | | | | | |
| Female | **11237** | **4.1%** | | 4.6% | **8.4%** | | |
| Male | **11575** | **4.2%** | | 4.6% | **9.6%** | | |
| Gap | | **0.1%** | | 0.0% | **1.2%** | | |
| **Disadvantaged** | | | | | | | |
| 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%** | | |
| **Special Educational Needs (SEN)** | | | | | | | |
| 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%** | | |
| **Ethnic Group** (White British and five largest ethnic minority groups) | | | | | | | |
| 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%** | | |




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

**Priority:**
To continue to support and challenge schools and families to reduce absence, by supporting schools to implement the national 10% Persistent Absence threshold.

**Actions taken to secure improvement:**

- Ensure all schools understood the change to 10% PA by individual student and focused resources at need
- Focused on secondary PA to reduce the gap between the Merton average and the London average
- Targeted casework where attendance was below 90%
- Use of sanctions including Penalty Notice Warnings and Penalty Notices
- Use of Penalty Notices for Unauthorised Leave of Absence

**Impact:**

- Schools have focused on 10% absence by individual pupil and not by number of sessions.
- 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.
- Casework targeted at students with the lowest attendance.
- Use of sanctions has continued.
- More schools have implemented the unauthorised leave of absence policy and asked us to issue Penalty Notices.

5.1.13

**Priority:**
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.

**Action taken to secure impact:**
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.

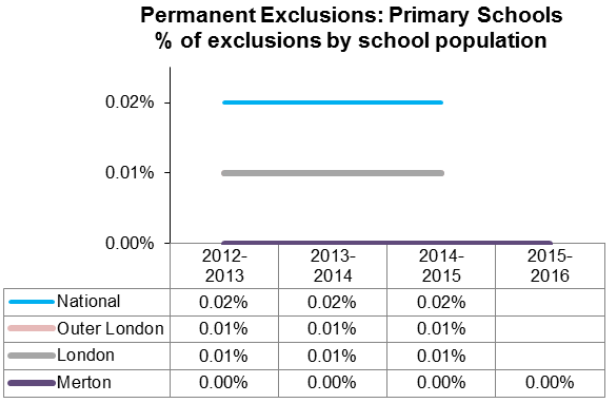
**Impact:**
The lessons from the CAP project informed the new Health Provider contract and they are taking forward plans with each secondary school with regards to school nursing role.

# Attendance Priorities for 2016/17

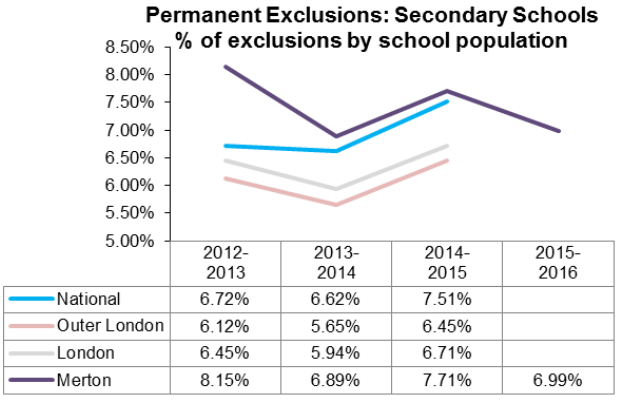
a) To support and challenge pupils and their parents who have poor attendance to maintain good attendance in line with national and outer London averages.
b) To bring secondary PA in line with Outer London.
c) To implement the new CME statutory guidance.
d) To ensure that attendance data is included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

# 5.2 Exclusions data and analysis

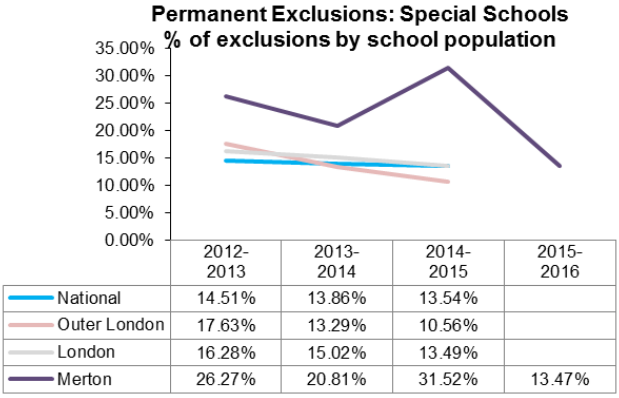
## Headline data and analysis




| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|
| National | 0.02% | 0.02% | 0.02% | |
| Outer London | 0.01% | 0.01% | 0.01% | |
| London | 0.01% | 0.01% | 0.01% | |
| Merton | 0.00% | 0.00% | 0.00% | 0.00% |




| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|
| National | 6.72% | 6.62% | 7.51% | |
| Outer London | 6.12% | 5.65% | 6.45% | |
| London | 6.45% | 5.94% | 6.71% | |
| Merton | 8.15% | 6.89% | 7.71% | 6.99% |




| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|
| National | 14.51% | 13.86% | 13.54% | |
| Outer London | 17.63% | 13.29% | 10.56% | |
| London | 16.28% | 15.02% | 13.49% | |
| Merton | 26.27% | 20.81% | 31.52% | 13.47% |

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:

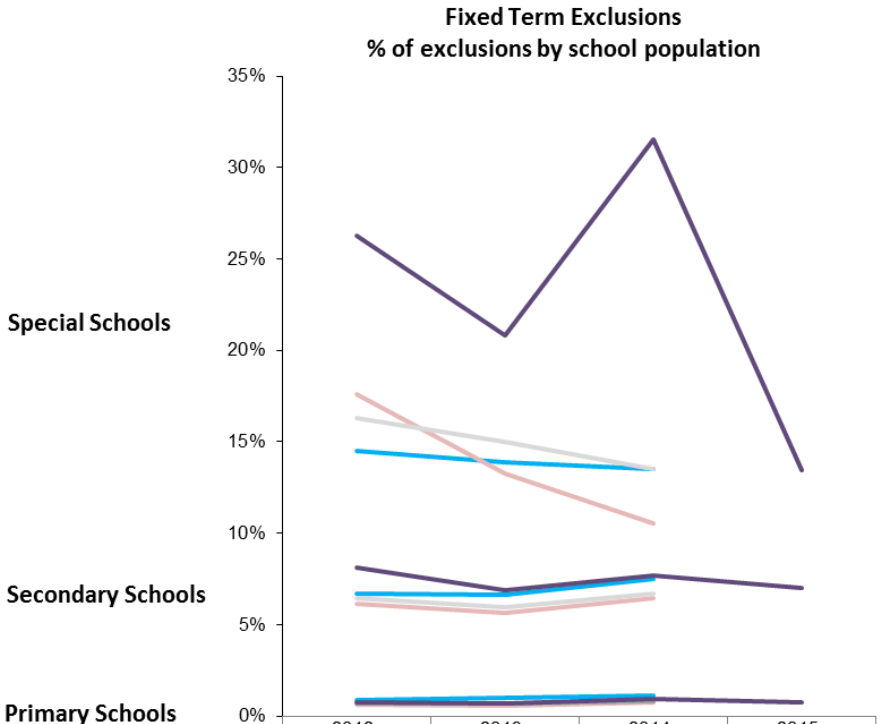
- 11 were in KS3 (one in Year 7; four in Year 8; six in Year 9) and six were in KS4 (six in Year 10; one in Year 11). This represents a slight increase in KS3 and a fall in KS4.
- 14 are for boys; three are for girls. This represents an equal fall for both.
- 13 live in Merton and four live out of borough (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.




| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|
| Primary National | 0.88% | 1.02% | 1.10% | |
| Primary Outer London | 0.60% | 0.59% | 0.75% | |
| Primary London | 0.66% | 0.68% | 0.81% | |
| Primary Merton | 0.72% | 0.68% | 0.91% | 0.75% |
| Secondary National | 6.72% | 6.62% | 7.51% | |
| Secondary Outer London | 6.12% | 5.65% | 6.45% | |
| Secondary London | 6.45% | 5.94% | 6.71% | |
| Secondary Merton | 8.15% | 6.89% | 7.71% | 6.99% |
| Special National | 14.51% | 13.86% | 13.54% | |
| Special Outer London | 17.63% | 13.29% | 10.56% | |
| Special London | 16.28% | 15.02% | 13.49% | |
| Special Merton | 26.27% | 20.81% | 31.52% | 13.47% |

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.

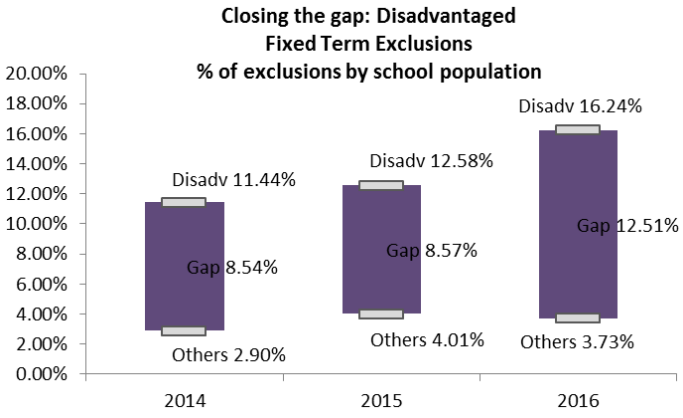
5.2.7 The number of fixed term exclusions in secondary schools has decreased in the last year, and are below (better than) national rates from 2014 - 15. This represents a significant reduction over time: Merton had the third highest fixed term exclusions in London in 2008 (14%), but the rates are now 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% |
| **Gender** | | | | |
| Female | **4274** | **3.56%** | | 4.68% |
| Male | **4493** | **10.26%** | | 10.50% |
| Gap | | **6.70%** | | 5.82% |
| **Disadvantaged** | | | | |
| Disadvantaged | **2285** | **16.24%** | | 18.77% |
| All other pupils | **6482** | **3.73%** | | 4.58% |
| Gap | | **12.51%** | | 14.19% |
| **Special Educational Needs (SEN)** | | | | |
| 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% |
| **Ethnic Group** (White British and five largest ethnic minority groups) | | | | |
| 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 CCGand CAMHS providers to look at the effectiveness of support for pupils with Attention Deficit Hyperactivity Disorder (ADHD).
e) To support schools to implement there mental health support plans.

# 6. Appendices

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

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

# 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 |
| **LA Average** | **1.6** | **1.3** | **1.9** | **0.4** | **0.1** | **0.7** | **1.8** | **1.6** | **2.0** |
| **England Average** | **0.0** | | | **0.0** | | | **0.0** | | |
| **Primary Schools** | | | | | | | | | |
| 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 |
| **LA Average** | **1.6** | **1.3** | **1.9** | **0.4** | **0.1** | **0.7** | **1.8** | **1.6** | **2.0** |
| **England Average** | **0.0** | | | **0.0** | | | **0.0** | | |
| **Primary Schools** | | | | | | | | | |
| 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 |
| **Special Schools** | | | | | | | | | |
| Cricket Green School | No children at the end of Key Stage 2 programme of study | | | | | | | | |
| Perseid School | No children at the end of Key Stage 2 programme of study | | | | | | | | |

## DfE Performance Tables Key Stage 2 - Attainment:

| | 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 |
| **LA Average** | **70%** | **22%** | **73%** | **16%** | **76%** | **25%** | **57%** | **7%** |
| **England Average** | **66%** | **19%** | **74%** | **15%** | **70%** | **17%** | **53%** | **5%** |
| **Primary Schools** | | | | | | | | |
| 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 |
| **LA Average** | **70%** | **22%** | **73%** | **16%** | **76%** | **25%** | **57%** | **7%** |
| **England Average** | **66%** | **19%** | **74%** | **15%** | **70%** | **17%** | **53%** | **5%** |
| **Primary Schools** | | | | | | | | |
| 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% |
| **Special Schools** | | | | | | | | |
| Cricket Green School | No children at the end of Key Stage 2 programme of study | | | | | | | |
| Perseid School | No children at the end of Key Stage 2 programme of study | | | | | | | |

# 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 | | | |
| **LA Average** | **0.27** | **0.22** | **0.33** | **52.4** | **30%** | **70%** |
| **England Average** | **-0.03** | | | **48.5** | **23%** | **59%** |
| **Secondary Schools** | | | | | | |
| 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% |
| **Special Schools** | | | | | | |
| 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 |
| **LA Average** | **NA** | **NA** | **NA** | **C** | **30.2** | **12.8%** | **C+** | **33.87** |
| **England Average - state funded schools and colleges** | **0.00** | **NA** | **NA** | **C** | **30.4** | **13.9%** | **C+** | **33.79** |
| **Secondary Schools** | | | | | | | | |
| 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 |
| **Sixth Form Centre/Consortia** | | | | | | | | |
| 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'.

| **Pupil Group** | **National Comparator Type** |
|---|---|
| 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 |
| **Gender** | | | | | | | | | | |
| 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 |
| **Disadvantaged pupils** | | | | | | | | | | |
| 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 |
| **Prior Attainment** | | | | | | | | | | |
| 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 |
| **Non-mobile pupils** | | | | | | | | | | |
| Pupils on roll throughout years 5 and 6 / 10 and 11 | 1922 | 80% | 82% | 57% | 55% | 1408 | 65% | 60% | 52.37 | 50.18 |
| **English as a First Language** | | | | | | | | | | |
| 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 |
| **Special Educational Needs** | | | | | | | | | | |
| 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 |
| **Ethnicity Group** | | | | | | | | | | |
| 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 |
| **Gender** | | | | | | | | | | | | | | |
| 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 |
| **Disadvantaged pupils** | | | | | | | | | | | | | | |
| 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 |
| **Prior Attainment** | | | | | | | | | | | | | | |
| 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 |
| **Non-mobile pupils** | | | | | | | | | | | | | | |
| 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 |
| **English as a First Language** | | | | | | | | | | | | | | |
| 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 |
| **Special Educational Needs** | | | | | | | | | | | | | | |
| 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 |
| **Ethnicity Group** | | | | | | | | | | | | | | |
| 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 |
| **Gender** | | | | | | | | | | |
| 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 |
| **Disadvantaged pupils** | | | | | | | | | | |
| 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 |
| **Prior Attainment** | | | | | | | | | | |
| 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 |
| **Non-mobile pupils** | | | | | | | | | | |
| 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 |
| **English as a First Language** | | | | | | | | | | |
| 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 |
| **Special Educational Needs** | | | | | | | | | | |
| 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 |
| **Ethnicity Group** | | | | | | | | | | |
| 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 |
| **Gender** | | | | | | | | | | |
| 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 |
| **Disadvantaged pupils** | | | | | | | | | | |
| 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 |
| **Prior Attainment** | | | | | | | | | | |
| 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 |
| **Non-mobile pupils** | | | | | | | | | | |
| Pupils on roll throughout years 5 and 6 / 10 and 11 | | 100.6 | 100.6 | | | 1285 | 1021.9 | 1019.3 | 0.30 | 0.02 |
| **English as a First Language** | | | | | | | | | | |
| 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 |
| **Special Educational Needs** | | | | | | | | | | |
| 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 |
| **Ethnicity Group** | | | | | | | | | | |
| 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 Annexe 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 24th 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 24th 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. |
| **Merton LAC** | 100% | 100% | 0% | 1 | 83% | 50% | 0% | 6 | 100% | **0%** | 0% | 1 |
| **Merton All Pupils** | 89% | 80% | 29% | | 90% | 81% | 29% | | 31% | **74%** | 27% | |
| **National LAC** | 71% | | | | 67% | | | | NYA | | | |
| **National All Pupils** | 90% | 81% | 31% | | 90% | 82% | 32% | | 33% | **74%** | 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 24th 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. |
| **Merton LAC** | 100% | 100% | 0% | 1 | 83% | 33% | 0% | 6 | 100% | **0%** | 0% | 1 |
| **Merton All Pupils** | 84% | 65% | 14% | | 87% | 69% | 16% | | 36% | **64%** | 16% | |
| **National LAC** | 61% | | | | TBC | | | | NYA | | | |
| **National All Pupils** | 86% | 70% | 16% | | 88% | 72% | 18% | | 35% | **65%** | 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 24th 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 24th 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 24th 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. |
| **Merton LAC** | 100% | 0% | 3 | 100% | 50% | 2 | 62% | 13% | **26%** | 13% | 8 |
| **Merton All Pupils** | 86% | 36% | | 89% | 38% | | 29% | | **71%** | 16% | |
| **National LAC** | 59% | | | 61% | | | NYA | | | | |
| **National All Pupils** | 76% | 52% | | 89% | 43% | | 26% | | **74%** | 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 24th 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. |
| **Merton LAC** | 100 % | 50% | 0% | 3 | 100 % | 50% | 50% | 2 | 74% | 13% | **13%** | 0 | 8 |
| **Merton All Pupils** | 88% | 78% | 46 % | | 89% | 79% | 45% | | 25% | | **75%** | 24% | |
| **National LAC** | 61% | | | | 64% | | | | NYA | | | | |
| **National All Pupils** | 86% | 76% | 42 % | | 89% | 80% | 49% | | 30% | | **70%** | 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 24th 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 24th 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 |
|---|---|---|---|---|---|---|
| **EY/Primary** | Merton | 2 | 12 | 1 | 5 | 20 |
| | Other borough | 4 | 9 | 4 | 0 | 17 |
| **Secondary** | Merton | 6 | 17 | 0 | 1 | 24 |
| | Other borough | 12 | 20 | 4 | 3 | 39 |
| **Total** | | 24 | 58 | 9 | 9 | 100 |
| **% of Merton LAC** | | 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 |
|---|---|---|---|---|
| **No. who became LAC** | 28 | 14 | 27 | 69 (64) |
| **Ceased being LAC before PEP** | 10 | 5 | 7 | 22 (8) |
| **PEP completed within 20 days** | 14 | 6 | 16 | 36 (47) |
| **PEP completed after 20 days** | 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 |
|---|---|---|---|---|
| **No of PEPS to be reviewed** | 72 | 70 | 65 | 207 (228) |
| **Completed within 6 months of previous PEP** | 59 | 70 | 65 | 194 (218) |
| **% reviewed within time scales** | 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) |
| **Total** | 48 (65) | 22 (1) | 15 (3) | 11 (61) |

*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 toe 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 |