

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

**Date: 13<sup>th</sup> March 2019**

Wards: All wards

### **Subject: Annual School Standards Report**

Lead officer: Rachael Wardell, Director of Children Schools and Families

Lead members: Cllr Kelly Braund, Cabinet Member for Children Services  
Cllr Caroline Cooper-Marbiah, Cabinet Member for Education

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#### **Recommendations:**

- A. Members of the panel note the contents of the Standards Report and discuss performance
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#### **1 PURPOSE OF REPORT AND EXECUTIVE SUMMARY**

The report provides information about the education standards, and achievement of children and young people in Merton over the academic year 2017 - 2018. 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.

#### **2 DETAILS**

- 2.1 The proportion of schools judged to be good or better in Merton rose from 88% to 93% over the course of the academic year. This proportion is above the London and national averages. All of the Council's secondary schools continued to be judged to be good, with the proportion judged as outstanding rising to 63% (well above national and local averages). Three of the Borough's 44 primary schools were not yet judged to be good or better as of August 2018. This means that 93% of primary schools were judged to be good or better at that point, which is above the national average of 87% for this educational phase.
- 2.2 Of the three remaining schools judged to require improvement as of August 2018, all are in the primary phase. All of these schools are receiving intensive support and challenge from Merton officers.
- 2.3 With regard to pupil outcomes, national rankings continue to be very strong in the progress measures at KS2 and for GCSE. Merton's performance has improved in comparison with the previous year in most indicators. In the

- three indicators where there have been drops in comparison with the previous year, these have been very small. The quartile performance in relation to the Borough's statistical neighbours and to other Outer London boroughs identifies that although there have been some improvements, there have also been some relative drops in performance in comparison, identifying where further improvements could still be secured.
- 2.4 In the EYFS, Merton pupils maintained their strong performance. At 73.5%, the proportion of children achieving the GLD remains in line with the London and outer London averages and above the national average. Performance in all areas of learning is above the national averages for 'Exceeding' standard (and in some areas, well above), whilst performance at the expected standard is in line with national averages.
- 2.5 85% of pupils reached the expected standard for phonics decoding in Merton in Year 1, an improvement since 2016 of five percentage points. This maintains the LA's strong performance, which is above the national average, and in line with the London and Outer London averages.
- 2.6 Outcomes at Key Stage 1 have remained in line with or improved on performance last year (with the exception of Greater Depth in reading where there was a drop of one percentage point). In reading and maths, performance is in line with the more challenging Outer London average; in writing, there have been further improvements, and performance is above the national average. Further focus is now required to ensure the performance of Merton's pupils matches that of their Outer London peers.
- 2.7 At Key Stage 2, the progress scores in reading, writing and mathematics, replicating the strong performance with regards to attainment, are above the national and London averages, and rank Merton 8th, 23rd and 6th in the country respectively. The improvement in ranking for the writing progress score is particularly pleasing following focused action by the LA and schools. However, performance in this subject is still not as strong as in reading and maths, and so focused attention will continue to be given to it so that it is closer to the London average. No Merton school is below the Floor Standard this year. No Merton primary school is deemed to be below the 'coasting' standard.
- 2.8 Performance in Merton secondary schools at KS4 remains very strong. At 0.44 the Progress 8 score in Merton is well above national and London averages, and ranks the Borough 9th in the country. In the Attainment 8 indicator, Merton's average (49.6) is above the national and the London averages. The proportion of pupils achieving grades 9-4 in the EBacc subjects, including English and maths rose by three percentage points this year to 34% which is above local and national averages. No Merton school

was below the Floor Standard this year. No secondary school is deemed to be below the 'coasting' standard.

- 2.9 When considering post 16 outcomes for all Level 3 qualifications together, students in Merton perform above the national and the London averages, and the national rank in this indicator has improved from 50th to 29th. When looking separately at the A level, Academic and Applied General groups within the Level 3 cohort, performance is also above national and local averages. This is an improvement on performance last year. The very small group of Tech level students perform above the London averages, but just below the national average. In particular it should be noted that the average grade for Applied General students is a 'Distinction –' which is above the London and national averages of 'Merit +'.
- 2.10 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 significantly better than national averages. Performance in all three indicators continues to place Merton in the top quintile of performance nationally. Merton NEET and not known combined score is the 10th lowest of all authorities nationally. The not known figure has continued to fall whereas it is rising nationally.
- 2.11 School attendance in Merton is above the most recent national and London comparative data for secondary and special schools, and in line with these averages for primary schools. The persistent absence figure has risen by 0.5 percentage points. However, based on 2017 performance we predict that Merton will continue to be better than national and London averages.
- 2.12 There were no permanent exclusions in primary and special schools during 2017-2018. The number of permanent exclusions in secondary schools has decreased significantly to be below the most recent national, London and outer London averages. This is against a national rising trend of permanent exclusions. The number of fixed term exclusions has fallen in primary, secondary and special schools (significantly so for secondary schools), and are below London and national averages.
- 2.13 There has been a 19% increase in children being electively home educated from the previous year. The numbers being home educated has risen steeply in comparison with the general school population increase. Between 2008 and 2016, the Merton school population grew by 16.8 %, while the numbers being electively home educated rose by 174%. From 2014/15, there has been a jump in secondary numbers. This has continued. There are equal numbers of boys and girls home educating. During 2017–2018 there were an additional 52 (up from 45 in 2016-17) enquiries by parents about home education who subsequently chose not to. We are

seeing a rise in EHE in primary and secondary school and in particular in year 8, 9 and 10.

- 2.14 The number of CME off roll cases has remained static as the school population has risen. The clear up rate in 2017-18 improved again to 95% within one month. However there were less cases closed at the end of the year. This was due to some admissions cases being opened at the last panel of the year and some SEN cases awaiting placement for the start of the autumn term in a new school. The numbers of pupils vulnerable to becoming CME has risen again for the third year. More cases were closed despite the volume being higher. 61% were actioned within 3 months which is an improvement. We have seen a rise in the number of children within the vulnerable cohort who have EHCPs from 22 in 2016-17 to 41 in 2017-18. This will be investigated but is related in part to demand exceeding provision.

### **3 ALTERNATIVE OPTIONS**

- 3.5. No specific implications for this report

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

- 4.5. No specific implications for this report

### **5 TIMETABLE**

- 5.5. No specific implications for this report

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

- 6.5. No specific implications for this report

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

- 7.5. No specific implications for this report

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

- 8.5. No specific implications for this report

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

- 9.5. No specific implications for this report

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

- 10.5. No specific implications for this report

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

- Appendix 1: Standards report

### **12 BACKGROUND PAPERS**

- 12.5. None