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Executive Summaries

1. Merton Approach to School improvement

2. Executive Summary

1. Merton Approach to School Improvement

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

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

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

The core statutory education duties remain unchanged, namely:

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

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

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

- Provide a framework for self evaluation
- Provide a Quality Assurance function giving external verification to self evaluation
- A quality assurance and accreditation programme for NQTs
- Provide all schools with a School Education Partner to challenge and support school leaders and Governors
- Provide proactive guidance on the collection and effective use of data
- Identification and sharing of local and national good practice
- Advice and guidance to school leaders on identifying, analysing, planning and monitoring required improvements
- Training, coaching and advice on the curriculum, pedagogy, assessment, teaching and learning
- Working with school leaders to put in place organisational change in support of school improvement
- Advice and guidance to schools on preparing for and following up Ofsted inspections.

2. Executive Summary

Work Undertaken in 2013

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

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

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

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

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

Impact of work undertaken in 2012/13

- Increased percentage of our schools (80% to 85%) as good or better at a time when the Ofsted inspection framework has become more rigorous.
- All schools judged by Ofsted as requiring improvement have been judged by HMI visits as making appropriate progress.
- Outcomes at Key Stage 2 and 4, in most areas are significantly above the national average as evidenced in the local authority RAISEonline (Appendix 6).

Specific Impact

- Merton has 85% of schools rated good or outstanding for overall effectiveness. This is above the national average of 78% and is the same as London averages.
- 84% of primary schools are good or better.
- Secondary school inspections with outcomes good or better, in 2013 have increased from 50% in December 2012 to 86% in December 2013.
- Key Stage 2, reading, writing and maths combined at level 4 and above has increased to 78%. This is above the national average.
- Progress in reading, writing and maths from Key Stage 1 to 2 is significantly better than nationally.
- Pupil progress as measured by value added from Key Stage 1 to Key Stage 2 has improved. Percentile rankings in value added ranks Merton 10, therefore Merton primary school pupils have made more progress than pupils in 90% of other local authorities nationally.
- GCSE performance is above national, with 62.6% of pupils achieving 5+A*-C including English and maths.
- Merton's GCSE value added score is above the average and Merton is percentile ranked 17, stating that secondary pupils have made more progress than 83% of other local authorities nationally. Expected progress in English and maths from key stage 2 to 4 is significantly above the national averages.
- A Level outcome per student has also increased this year with Merton pupils achieving an average points score of 733.0, which is above national and London averages.
- Overall attendance rates in Merton have shown an upward trajectory and are above national.
- Reducing persistent absenteeism (PA) has been the focus for the borough, targeted work with schools and pupils has significantly reduced these rates in 2010/11 from 5.7% to 4.1% for all schools at the 15% threshold, which is 1.1% better than the national average.
- Fixed term secondary school exclusions decreased from 10.28% to 9.36%, however, this is still above London and national rates.
- Permanent exclusions have halved in 2012/13 to 13 permanent exclusions from 24 in 2010/11. All permanent exclusions were pupils of secondary school age.

Focus of Work 2013-2014

- Successfully embed the new Early Years Foundation Stage framework and its related assessment requirements in all provision.
- Provide ongoing challenge to all schools and settings to raise achievement of all pupils in Early Years.
- Continue to focus on early language development programmes such as Every Child a Talker
- Develop and support the growing 2 year old provision.
- Continue to work with schools and settings to further improve early transitions.
- Raise awareness of the expected pupil progress rates in Key Stage 1 that are required to demonstrate good or better progress. This equates to at least a sub level of progress per term.
- Raise teacher expectations around writing and independent learning across primary..
- Offer guidance and challenge to all schools to use pupil premium funding to target appropriate support to increase rates of progress.
- Continue the successful targeted maths project for identified schools to increase rates of progress in maths in primary schools.
- Continue the successful targeted English group (for schools with results below national indicators for progress or attainment); to develop expertise to ensure most children make good or better progress in primary schools.
- Improve the use of data at class teacher level to identify early any individuals or groups where progress is slow (including higher attainers).
- Support governors in their role of challenging school performance and pupil outcomes.
- Continue to challenge and support to maintain the upward trend in Key Stage 4 outcomes.
- Continue to strengthen partnership arrangements e.g. with employers and work based learning providers to expand key stage 4 pathways and opportunities for young people including apprenticeships.
- Target adviser support in each secondary school to reduce NEET numbers.
- Share good practice Post 16 through the Post 16 forum.
- Revise school attendance policies to provide clarity over authorised and unauthorised absence.
- School based challenge and support to improve attendance.
- Multi-agency approaches to supporting some families and students to reduce persistent absence.
- Continue to use formal processes such as fines and attendance orders to make expectations clear to families.
- Advise and challenge schools where exclusions are increasing or not reducing.

A. Context

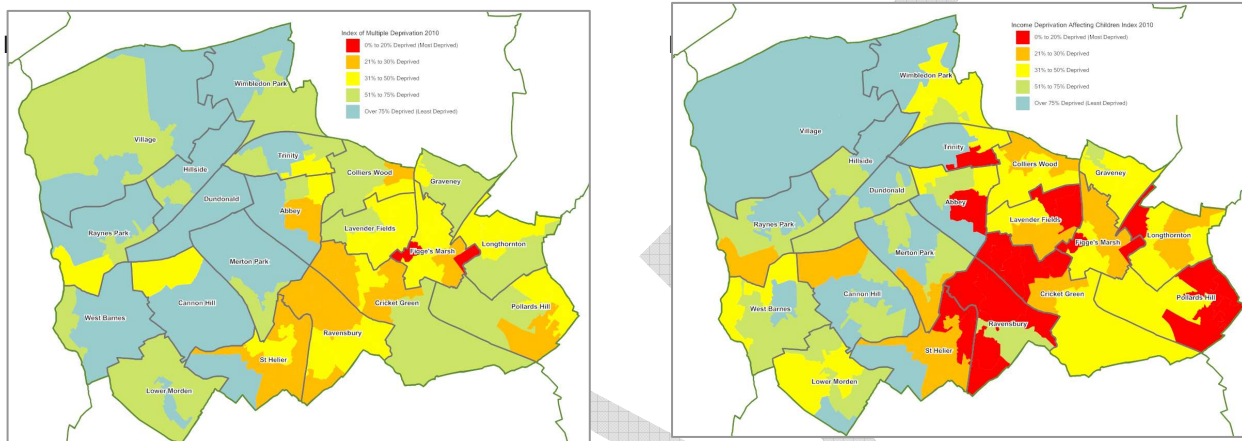
Merton is an outer London borough situated to the south west of central London and covers 14.7 square miles. Predominantly suburban in character, it is divided into 20 wards and has three main town centres; Wimbledon, Mitcham and Morden. Merton has a population of 199,693, including 47,100 children and young people aged 0-19. The population as a whole is predicated to increase by 2025. Merton has a younger population than the England average and there has been an increase, from 2,535 births in 2002 to 3,537 in 2011 a net increase of 40%. This increase in births in Merton and London, with other demographic factors has created the need for more school places and placed pressure on pre-school services. http://www.merton.gov.uk/democratic_services/w-agendas/w-fpreports/1124.pdf

Merton is the 23rd most diverse local authority nationally, and the 18th most diverse London borough, with a Black and minority ethnic population of 25% (2001 census). This has grown to 52% as recorded in the 2011 Census. The east of the borough is more diverse than the west. In addition, pupils in Merton schools also come from a more diverse background, with 64% from Black and minority ethnic groups, and over 120 languages spoken. The borough has, in particular, concentrations of Urdu speaking communities, Sri Lankan, South African and Polish residents. The proportion of pupils with a first language other than English is 41%.

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

Source: 2012 GLA Demographic Data

A characteristic of the borough is the difference between the poorer, more deprived east (Mitcham), and the wealthier, more prosperous west (Wimbledon). There a number of pockets of deprivation within the borough mainly in the eastern wards and some smaller pockets in the western wards. These wards have multiple deprivation having high scores on income deprivation, unemployment and lack of education attainment. Merton is less deprived than the national average, but 39 Super Output Areas (out of 124) are amongst the 30% most deprived Super Output Areas across England for children (*Source: Income Deprivation Affecting Children Index 2010*). The Income Deprivation Affecting Children Index (IDACI) comprises the percentage of children aged under 16 in each Super Output Area (SOA) living in families in receipt of certain means tested benefits. 45% of Merton school pupils are living in an area of deprivation (30% most deprived, IDACI 2010). The proportion of children and young people entitled to free school meals is 16.9%. This is an increase of 22% of children and young people eligible for free school meals in Merton schools since 2010.



According to the Indices of Multiple Deprivation (IMD) 2010 which combines the IDACI and Income Deprivation Affecting Older People Index (IDAPOI), a wide range of measures not specifically related to children, Merton is ranked 208th most deprived local authority district in the country (out of 326) local authorities, 4th least deprived authority in London (out of 33). In terms of income deprivation, it is the 17th most income deprived outer London borough (out of 20). However, this masks the widespread disadvantages and pockets of deprivation within the borough, and polarisation between the most deprived wards.

B. Attainment and Achievement of Merton Children & Young People

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

Overall Key Messages: Early Years Foundation Stage (EYFS)

- **Key attainment measures are below national and London averages.**
- **Writing is the area that continues to be a focus for improvement.**

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

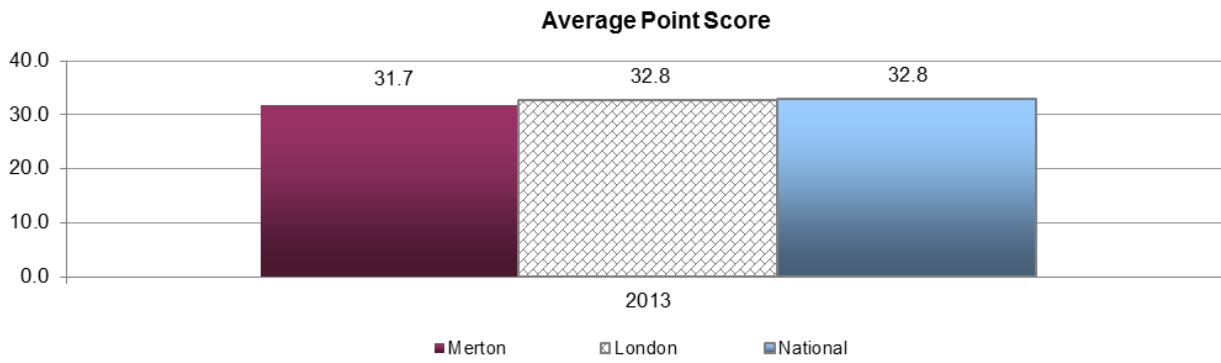
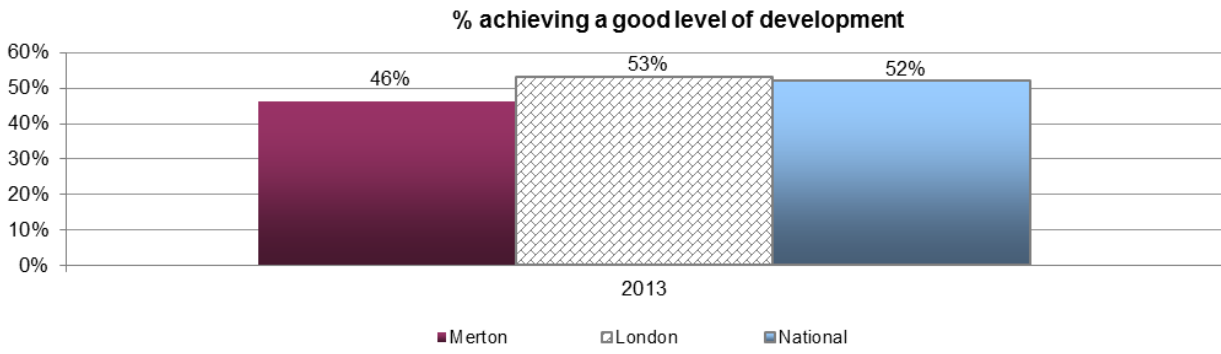
Following an independent review of the EYFS by Dame Clare Tickell, a new Profile was published and the new Profile was introduced with the first assessments have taken place in 2013. The new Profile's 'emerging', 'expected' and 'exceeding' scale are very different to the previous Profile's 117 point scale and the number of early learning goals has been reduced. This means that the results will not be comparable between 2012 and 2013.

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

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

	2013		
	Merton	London	National
% achieving a good level of development	46%	53%	52%
Average Point Score	31.7	32.8	32.8

Merton's results compared to London & National Results:



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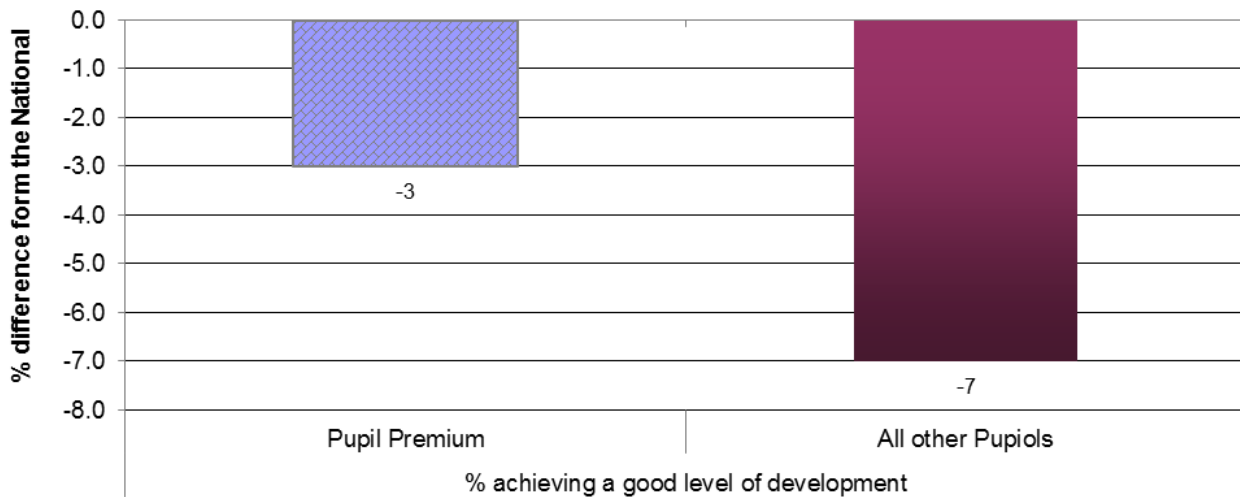
Key context messages in relation to pupil groups

- The gap in good level of development between pupil premium children and all other pupils is narrower than nationally (national is measured as eligible for free school meals).
- The widest pupil premium attainment gaps nationally are seen in the literacy goals of reading and writing (both with a 20% attainment gap), larger gaps are also seen in the mathematics area of learning. In Merton, reading shows the widest good level of development gap (18%) followed by 'numbers' from the mathematics area (16%).
- 54% of girls achieved achieve A good level of development compared with 38% of boys, a gap of 16%. This is the same gender gap as shown nationally.
- Merton children with SEN in the EYFS attained below National and London children with SEN.
- For pupils with SEN (both without a statement and those with a statement of SEN) 6% achieved a good level of development compared with 51% for those pupils with no identified SEN, an attainment gap of 45%. This is greater than the national gap of 42%.
- Merton pupils from most ethnic groups attained below the national average for their ethnic groups' good level of development. Children in Merton from any other mixed group, Indian, Pakistani, Black Caribbean and Chinese had a good level of development above the national. Indian children have the highest proportion of attainment of a good level of development with 69%.
- Children from the mixed heritage groups of mixed White and Black Caribbean, mixed White and Black African and mixed White and Asian in Merton have the widest gaps of the ethnic groups and their peers nationally.
- A greater proportion of children where the first language is English achieved a good level of development, compared to pupils for whom their first language is not English. Both groups attain below the London and national averages. In Merton the attainment gap is narrower than the national by 1% and wider than London by 1%.
- The widest gap is in speaking, 17% lower for pupils whose first language is other than English. This subject gap mirrors the national picture although the national gap is wider at 19%.

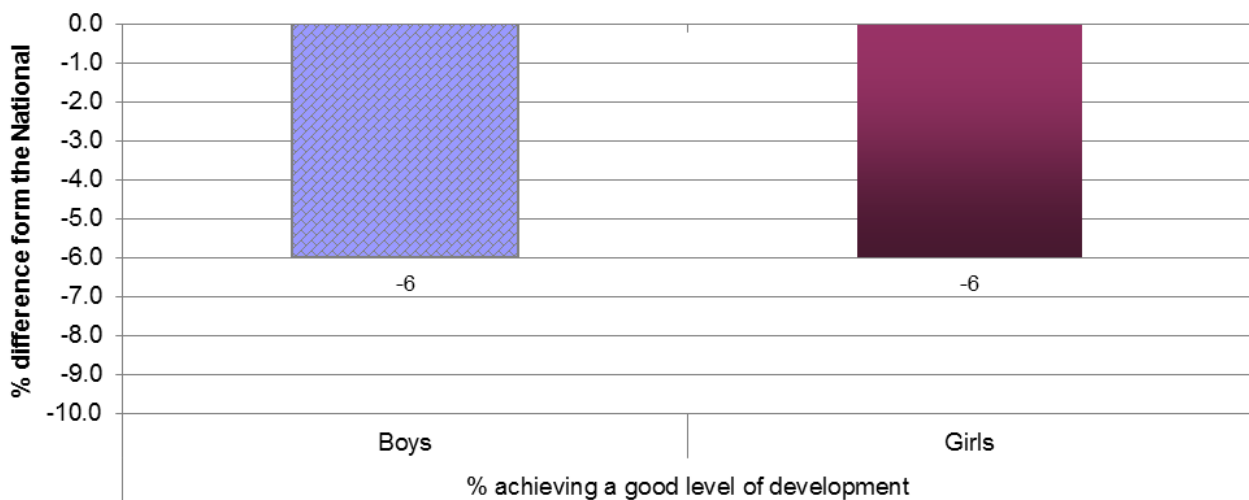
Early Years Foundation Stage achievements by contextual groups:

Contextual Groups	Number of Pupils	% achieving a good level of development			Average Point Score		
		Merton	London	National	Merton	London	National
All Pupils							
All Pupils	2713	46%	53%	52%	31.7	32.8	32.8
Pupil Premium (FSM)							
Pupil Premium	369	33%	42%	36%	29.1	31.1	29.9
All other pupils	2344	48%	55%	55%	32.1	33.3	33.5
Looked After Children (LAC)							
Looked After	LAC pupils are not identified within the Foundation Stage Profile						
Not Looked After							
Ethnic Group							
White	1401	45%	54%	53%	32.3	33.2	33.2
White British	957	49%	n/a	54%	33.4	n/a	33.4
Irish	24	50%		58%	33.1		34.2
Traveller of Irish Heritage	<10	33%		24%	28.7		28.2
Gypsy / Roma	<10	33%		16%	28.8		26.2
Any Other White Background	443	37%		41%	30.1		30.9
Mixed	237	47%	56%	53%	32.4	33.6	33.1
White and Black Caribbean	53	36%	n/a	49%	30.1	n/a	32.6
White and Black African	28	39%		52%	31.5		32.8
White and Asian	47	45%		57%	32.1		33.8
Any Other Mixed Background	109	56%		54%	33.8		33.3
Asian	562	48%	54%	47%	30.7	32.7	31.3
Indian	83	69%	n/a	57%	33.7	n/a	33.1
Pakistani	143	42%		41%	30.1		30.0
Bangladeshi	33	42%		45%	39.2		30.8
Any Other Asian Background	303	45%		48%	30.4		31.6
Black	391	47%	53%	51%	30.5	32.4	32.1
Black Caribbean	84	51%	n/a	49%	31.3	n/a	32.3
Black African	251	45%		51%	30.2		32.1
Any Other Black Background	56	45%		49%	30.6		31.9
Chinese	17	53%	54%	49%	31.0	32.8	32.3
Any Other Ethnic Group	87	43%	n/a	44%	31.0	n/a	31.0
Refused / Information not Obtained	18	44%		46%	31.7		32.3
First Language							
First Language: English	1491	50%	57%	54%	32.9	33.6	33.3
First Language: Other than English	1271	41%	49%	44%	30.2	32.0	30.8
Gender							
Female	1343	54%	60%	60%	33.0	34.0	34.1
Male	1370	38%	45%	44%	30.4	31.6	31.6
Special Educational Needs (SEN)							
No Special Educational Needs	2408	51%	58%	56%	32.8	33.8	33.7
School Action	186	6%	21%	17%	24.1	27.6	26.6
School Action Plus	82	9%	16%	15%	22.0	25.8	25.4
SEN (with Statement)	37	0%	2%	2%	18.8	19.4	19.6

Early Years Foundation Stage achievements by deprivation:



Early Years Foundation Stage achievements by gender:



Targeted actions to support continued improvement in Early Years

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

B. Attainment and Achievement of Merton Children & Young People

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

Overall Key Messages: Year 1 Phonic Screening Check

- In 2013, pupils were deemed to have met the required standard of phonic decoding if they scored 32 or more out of a possible 40 in the test. 68% of Year 1 pupils achieved the expected level in Merton. Merton is broadly in line with national outcomes but below London borough averages.
- The rate of improvement 2012 to 2013 in the proportion of children meeting the required standard is in line with national at 11%.
- There is variation between Merton schools in the percentage meeting the required standard of phonic decoding between 38% and 88%.

In September 2011, the Government announced that a new statutory phonics screening check for all children in Year 1 would be introduced during the 2011-2012 academic year. The purpose of the check is to confirm whether each child has learnt phonic decoding to an age-appropriate standard. The check comprises a list of 40 words (50% pseudo words) and a teacher known to the child is required to use their professional judgment about which responses are correct.

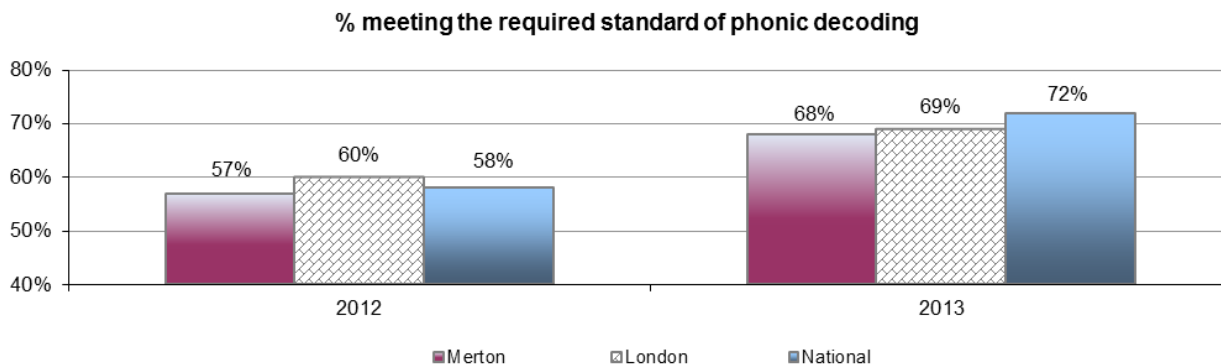
In 2013, pupils were deemed to have met the required standard of phonic decoding if they scored 32 or more out of a possible 40 in the check.

Pupils in year 2, (2014) who did not reach the required standard in year 1, (2013) or who were absent are required to re-sit the phonics screening check.

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

	2012			2013		
	Merton	London	National	Merton	London	National
% meeting the required standard of phonic decoding	57%	60%	58%	68%	72%	69%

Merton's results compared to London & National Results:



Key context messages in relation to pupil groups

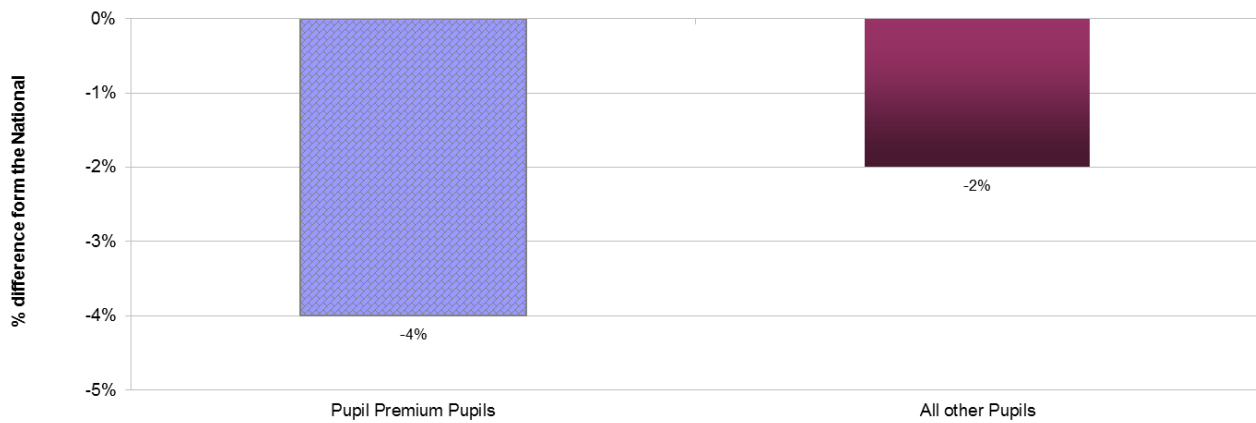
- The gap between children in receipt of pupil premium funding and all other pupils is wider than national.
- The looked after children in Merton schools in year 1 (fewer than 10 children) did not meet the expected standard of phonics decoding.
- Girls outperformed boys in the check with 72% per cent meeting the required standard compared to 64% of boys. Merton's gender gap is in line with national.
- Nationally the proportion of pupils achieving the required standard increased for all ethnic groupings when compared with 2012. Merton mirrored this trend with three exceptions, Mixed White and Black African, any other Black Background and Traveller of Irish Heritage. These ethnic groups standard of decoding is below the outcomes in 2012, below the overall Merton outcomes 2013 and below those of their peers nationally.
- Pupils from an Indian background, Chinese, and any other Asian background pupils had the highest percentage achieving the required standard.
- Pupils with SEN have outcomes below those with no SEN. Pupils with SEN at School Action and Statements of SEN, outcomes are above national peers with these levels of SEN. School Action Plus outcomes are in line with national.

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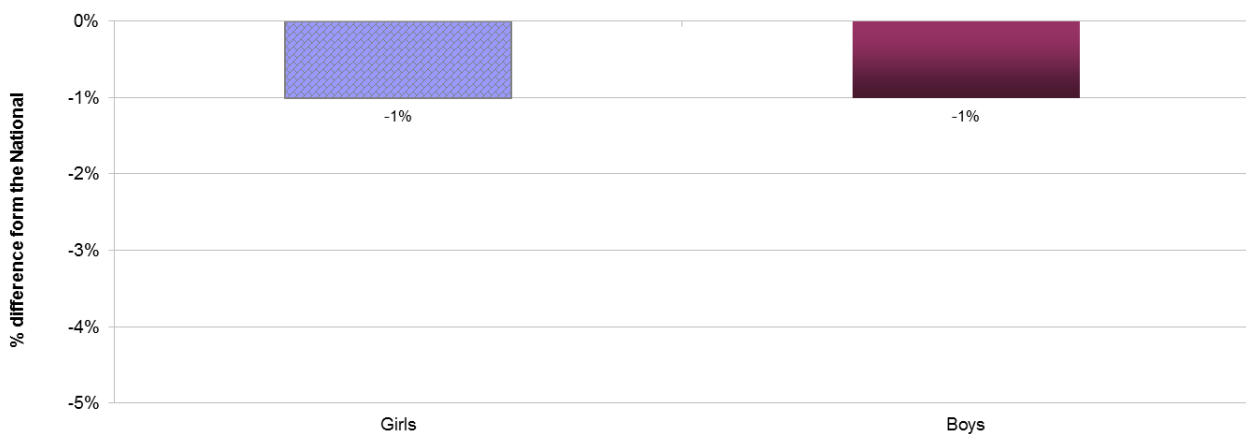
Year 1 Phonic Screening Check achievements by contextual groups:

Contextual Groups	Number of Pupils	% meeting the required standard of phonic decoding		
		Merton	London	National
All Pupils				
All Pupils	2619	68%	72%	69%
Pupil Premium (FSM in last 6 years and looked after children)				
Pupil Premium pupils	510	53%	n/a	57%
All other pupils	2109	71%		73%
Looked After Children (LAC)				
Looked After	<10	0%	n/a	47%
Not Looked After	≥2609	68%		69%
Ethnic Group				
White	1289	65%	71%	69%
White British	900	65%	n/a	69%
Irish	15	67%		69%
Traveller of Irish Heritage	<10	0%		28%
Gypsy / Roma	<10	20%		23%
Any Other White Background	365	67%		65%
Mixed	270	70%	73%	71%
White and Black Caribbean	76	70%	n/a	64%
White and Black African	38	63%		70%
White and Asian	60	72%		75%
Any Other Mixed Background	96	73%		73%
Asian	558	75%	77%	73%
Indian	85	80%	n/a	80%
Pakistani	137	72%		68%
Bangladeshi	38	71%		70%
Any Other Asian Background	298	76%		75%
Black	389	66%	72%	71%
Black Caribbean	95	66%	n/a	66%
Black African	246	68%		73%
Any Other Black Background	48	58%		69%
Chinese	18	78%	80%	77%
Any Other Ethnic Group	51	59%	n/a	69%
Unclassified	44	38%		51%
First Language				
First Language: English	1442	66%	72%	69%
First Language: Other than English	1151	71%	73%	69%
Gender				
Female	1267	72%	76%	73%
Male	1352	64%	69%	65%
Special Educational Needs (SEN)				
No Special Educational Needs	2240	74%	79%	76%
School Action	226	35%	45%	34%
School Action Plus	105	33%	41%	33%
SEN (with Statement)	48	15%	16%	14%

Year 1 Phonics Screening Check achievements by Pupil Premium:



Year 1 Phonics Screening Check achievements by gender:



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

- Ongoing training for staff to improve phonics teaching and assessment in all schools.
- Continuing focus on the achievement of pupil groups currently underperforming.

B. Attainment and Achievement of Merton Children & Young People

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

Overall Key Messages: Key Stage 1

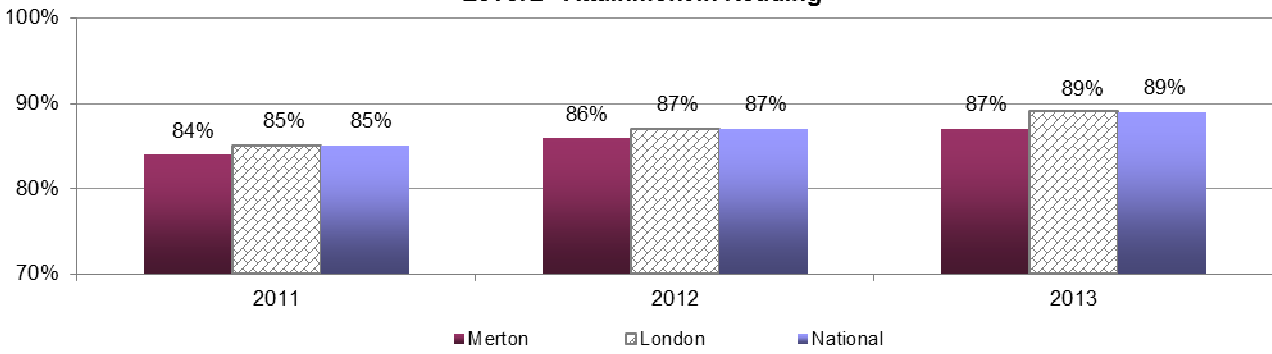
- Performance at Key Stage 1 has improved over the last 3 years.
- Nationally, the 2013 Key Stage 1 outcomes show that the percentage of pupils achieving the expected level has increased in all subjects, the largest increases in reading. Whilst reading and maths in Merton have improved, writing attainment is similar to 2012.
- Higher level attainment, level 2B and above is significantly below national averages in all subjects.
- Reading outcomes have increased significantly.
- Writing continues to be the focus for improvement although attainment has improved on the last 3 years.

Key Stage 1 is completed by most pupils in years 1 and 2 of primary school. Pupils are teacher assessed and schools may use tests to inform assessments. Pupils are measured against a range of English measures (speaking and listening, reading and writing) as well as maths and science. Pupils are expected to achieve a level 2, where level 2 is split into subdivision of 2C, 2B and 2A, a level 2B performance is considered to be expected performance.

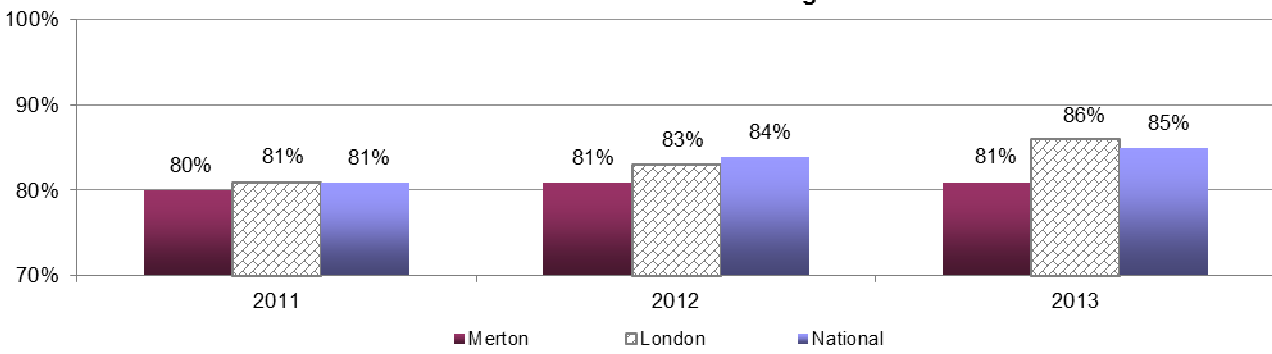
The key achievements at Key Stage 1 are set out below:

Teacher Assessments	2011			2012			2013		
	Merton	London	National	Merton	London	National	Merton	London	National
% Reading level 2+	84%	85%	85%	86%	87%	87%	87%	89%	89%
% Writing level 2+	80%	81%	81%	81%	83%	84%	81%	86%	85%
% Maths level 2+	89%	89%	90%	89%	90%	91%	90%	92%	91%
% Reading level 2B+	74%	73%	74%	74%	76%	77%	76%	79%	79%
% Writing level 2B+	59%	61%	61%	60%	64%	65%	62%	68%	67%
% Maths level 2B+	74%	73%	74%	73%	76%	77%	73%	78%	78%
% Reading level 3+	23%	24%	26%	24%	26%	27%	26%	28%	29%
% Writing level 3+	10%	12%	13%	12%	13%	14%	12%	15%	15%
% Maths level 3+	20%	20%	20%	19%	21%	22%	21%	23%	23%
Average Point Score (reading, writing & maths)	15.1	15.2	15.3	15.2	15.5	15.5	15.4	15.8	15.8

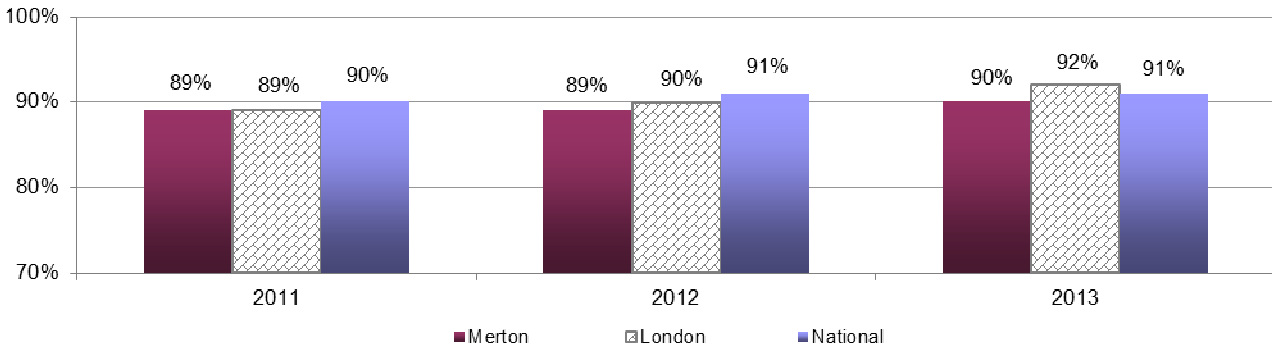
Level 2+ Attainment in Reading



Level 2+ Attainment in Writing



Level 2+ Attainment in Maths



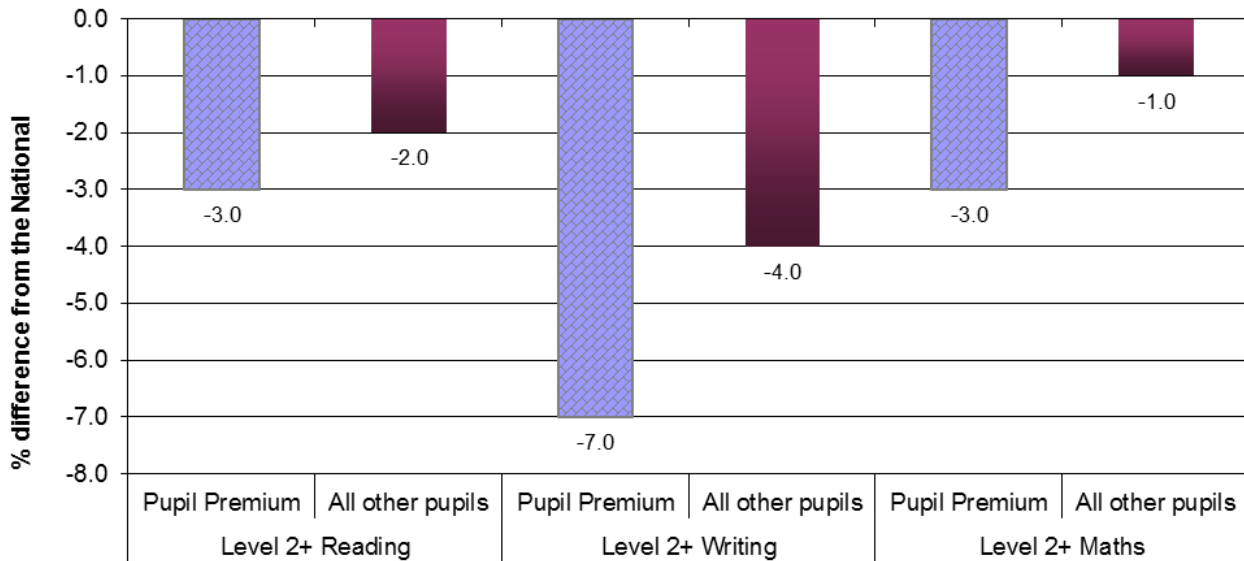
Key context messages in relation to pupil groups

- The gap between Pupil Premium children and all other children in Merton is equal to the national gap at 2.0 points.
- Merton follows the national trend of pupil premium children attaining a sub level lower than those not known to be eligible, an average level 2C to the all other pupil average of 2B.
- However pupil premium gaps vary across individual subjects. At level 2 and above in reading, pupil premium children are attaining significantly below the national. In writing the gap is at its widest.
- Attainment of Looked After children educated in Merton schools at Key Stage 1 exceeds national averages in all subjects. The gap in Merton is therefore smaller compared to the national.
- In Merton schools at Key Stage 1, girls continue to outperform boys in reading, writing and maths. Nationally boys also attain below girls in all subjects. Merton's gender gap is wider than the national.
- Low performance in writing is an issue for both genders. Boys attain 5% below boys nationally.
- Attainment for statemented pupils exceeds that of national and London averages in all subjects. School Action and School action plus children however at level 2 and above in reading are significantly below the national average.
- At Key Stage 1, there is variation in outcomes, between subjects of most ethnic groups and in comparison with national ethnic group averages, children within the Black ethnic attain below levels of their peers across all subject areas.
- At level 2 and above, in reading and maths, children of Black African heritage attain significantly below the national. In reading, at level 2 and above, White British children attain significantly below the national.
- At level 2 and above, in reading and maths, children of Asian Pakistani heritage attain significantly above the national.
- Although small in number, the traditionally lower attaining group of traveller of Irish heritage, Merton Key Stage 1 pupils from this group has attained above those nationally in all subjects.
- A greater proportion of children whose first language is other than English achieved at Key Stage 1 reading, compared to pupils for whom English is their first language. First language - English pupils are significantly below their national average in this subject. In writing and maths the first language groups outcomes at level 2 and above are the same, in contract to the national gap across all subjects where first language other than English pupils attain below their English first language peers.

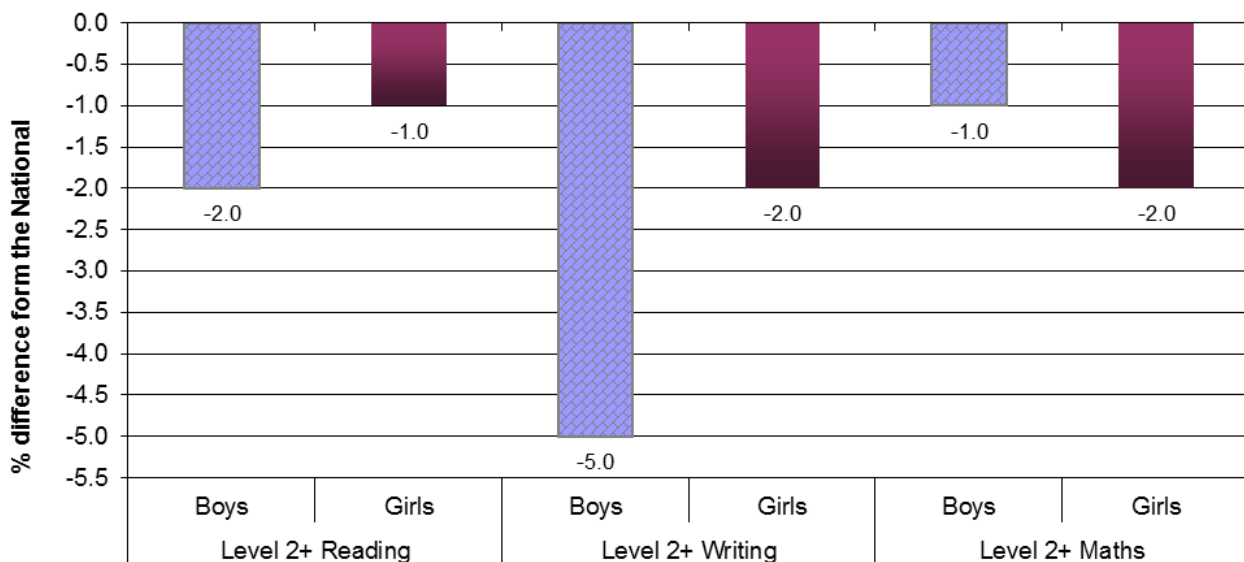
Key Stage 1 achievements by contextual groups:

Contextual Groups	Number of Pupils	% Level 2+ Attainment in Reading			% Level 2+ Attainment in Writing			% Level 2+ Attainment in Maths			Average Point Score (APS) reading, writing & maths		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
All Pupils													
All Pupils	2288	87%	89%	89%	81%	86%	85%	90%	92%	91%	15.4	n/a	15.8
Pupil Premium (FSM in last 6 years and looked after children)													
Pupil Premium pupils	501	77%	n/a	80%	68%	n/a	75%	82%	n/a	85%	13.8	n/a	14.3
All other pupils	1787	90%		92%	85%		89%	93%		93%	15.8		16.3
Looked After Children (LAC)													
Looked After	<10	100%	n/a	70%	67%	n/a	62%	100%	n/a	73%	13.9	n/a	12.9
Not Looked After	≥2279	87%		89%	81%		85%	90%		91%	15.4		15.8
Ethnic Group													
White	≥1056	86%	88%	89%	80%	85%	85%	90%	92%	92%	15.4	n/a	n/a
White British	747	87%		89%	81%		86%	91%		92%	15.5		15.9
Irish	15	87%		89%	87%		85%	93%		92%	16.0		16.2
Traveller of Irish Heritage	<10	100%	n/a	42%	50%	n/a	39%	100%	n/a	58%	14.0		11.0
Gypsy / Roma	<10	0%		44%	0%		39%	0%		57%	3.0		10.9
Any Other White Background	309	84%		81%	79%		78%	89%		88%	15.1		14.9
Mixed	228	89%	91%	90%	82%	87%	86%	92%	92%	92%	15.4		n/a
White and Black Caribbean	56	86%		87%	70%		83%	86%		90%	14.5		15.4
White and Black African	33	88%	n/a	90%	88%	n/a	86%	94%	n/a	91%	15.6		15.7
White and Asian	53	98%		92%	91%		89%	96%		93%	16.8		16.4
Any Other Mixed Background	86	86%		90%	83%		87%	92%		92%	15.2		16.0
Asian	493	92%	92%	90%	86%	89%	86%	93%	93%	91%	15.8		n/a
Indian	55	93%		94%	89%		92%	93%		95%	16.4		16.7
Pakistani	140	94%	n/a	87%	84%	n/a	83%	94%	n/a	88%	15.9		15.1
Bangladeshi	37	89%		89%	78%		86%	89%		90%	14.6		15.5
Any Other Asian Background	261	92%		90%	87%		87%	94%		92%	15.9		16.1
Black	378	85%	90%	89%	80%	86%	85%	86%	90%	90%	14.8		n/a
Black Caribbean	91	85%		88%	77%		82%	88%		89%	14.6		15.1
Black African	226	85%	n/a	90%	81%	n/a	86%	84%	n/a	90%	14.9		15.5
Any Other Black Background	61	85%		87%	82%		84%	90%		88%	15.1		15.2
Chinese	14	100%	93%	90%	100%	91%	88%	100%	97%	95%	18.4	16.8	
Any Other Ethnic Group	64	88%	n/a	85%	78%	n/a	81%	91%	n/a	89%	15.1	15.1	
First Language													
First Language: English	1253	87%	90%	89%	82%	86%	86%	90%	92%	92%	15.5	n/a	15.9
First Language: Other than English	1018	88%	89%	86%	82%	86%	82%	90%	91%	89%	15.3		15.2
Gender													
Female	1147	91%	92%	92%	88%	90%	90%	91%	93%	93%	15.9	n/a	16.2
Male	1141	84%	86%	86%	75%	81%	80%	89%	90%	90%	14.9		15.3
Special Educational Needs (SEN)													
No Special Educational Needs	1881	95%	96%	96%	90%	94%	94%	96%	97%	97%	16.2	n/a	16.7
School Action	252	57%	74%	67%	42%	65%	57%	68%	81%	76%	11.8		12.6
School Action Plus	110	39%	62%	54%	32%	53%	44%	49%	68%	62%	10.4		11.7
Statement	27	26%	26%	24%	22%	19%	18%	44%	27%	27%	8.7		7.3

Key Stage 1 achievements by deprivation:



Key Stage 1 achievements by gender:



Targeted actions to support continued improvement in Key Stage 1

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

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

Overall Key Messages: Key Stage 2

- Performance is above national for all headline achievement indicators. All key measures are significantly above the national average.
- Performance has improved on 2012 in all key indicators. Merton improvement is greater than national 2012 to 2013.
- Merton's outcomes in attainment are consistently above national at all threshold measures including level 6 (Merton Level 6 in reading is 1% compared to 0% nationally; maths in Merton is 12% level 6 to 7% nationally).
- A greater proportion of Merton's children achieved a 'good' (level 4B and above) than nationally in the joint indicator of reading, writing and maths.
- Expected progress in reading, writing and maths from key stage 1 to key stage 2 are significantly above the national averages.
- All expected progress outcomes are above London averages, with reading and writing progress percentages being the 2nd highest in London.
- Percentile rankings for value added ranks Merton 10, therefore Merton primary pupils have made more progress than pupils in 90% of other local authorities nationally. In reading, value added ranks Merton 6, writing 14 and maths a rank of 13.
- Merton has no schools below the school floor standard (a school is below the primary school floor standard if it meets all of the following conditions (i) fewer than 60 per cent of pupils achieve level 4 or above in all of reading, writing and mathematics, (ii) fewer than the median percentage make expected progress in reading, (iii) fewer than the median percentage make expected progress in writing, and (iv) fewer than the median percentage make expected progress in mathematics).

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

Key stage 2 national curriculum assessments are based on the outcome of national curriculum tests in reading, mathematics and grammar, punctuation and spelling carried out in May 2013 and teacher assessments for the 2012/13 academic year.

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

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

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

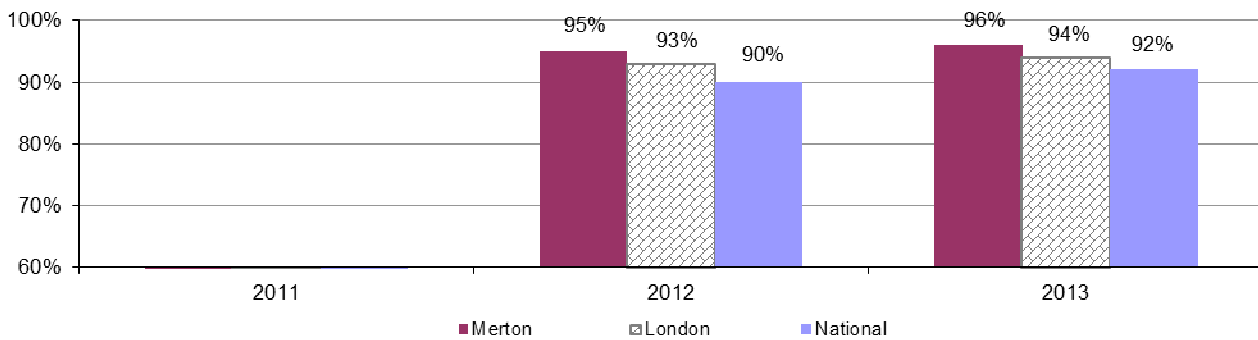
Key stage 2 Tests and Teacher Assessments	2011			2012			2013		
	Merton	London	National	Merton	London	National	Merton	London	National
% of expected Progress in reading	89%	88%	84%	93%	92%	90%	94%	91%	88%
% of expected Progress in writing				95%	93%	90%	96%	94%	92%
% of expected Progress in maths	87%	86%	83%	88%	90%	87%	92%	91%	88%
Value Added	100.6	n/a	100.0	100.6	n/a	100.0	100.7	n/a	100.0
% Level 4+ in reading, writing & maths	71%	n/a	67%	76%	77%	75%	78%	79%	75%
% Level 4+ reading	86%	n/a	84%	88%	88%	87%	90%	88%	86%
% Level 4+ writing	81%	n/a	75%	82%	83%	81%	85%	86%	84%
% Level 4+ maths	83%	82%	80%	84%	86%	84%	86%	87%	85%
% Level 4B+ in reading, writing & maths	n/a	n/a	n/a	n/a	n/a	n/a	68%	n/a	63%
% Level 4B+ reading	n/a	n/a	n/a	n/a	n/a	n/a	79%	77%	75%
% Level 4B+ maths	n/a	n/a	n/a	n/a	n/a	n/a	77%	77%	73%
% Level 5+ in reading, writing & maths	18%	n/a	13%	24%	22%	20%	25%	24%	21%
% Level 5+ reading	44%	n/a	43%	50%	49%	48%	49%	45%	45%
% Level 5+ writing	26%	n/a	20%	32%	30%	28%	33%	33%	30%
% Level 5+ maths	40%	38%	35%	43%	42%	39%	47%	46%	41%
Average Point Score (English & maths)	28.0	27.7	27.5	28.6	n/a	28.3	28.9	n/a	28.3

Merton's results compared to London & National Results:

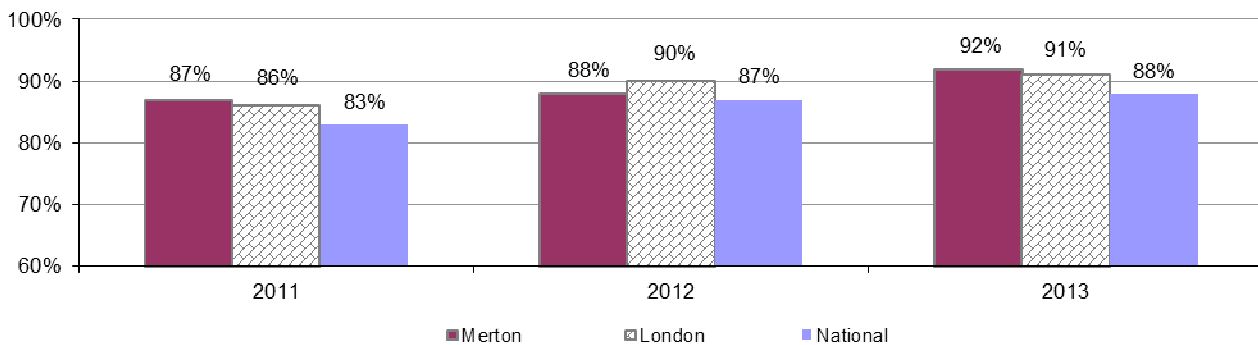
2 Levels of Progress - Reading



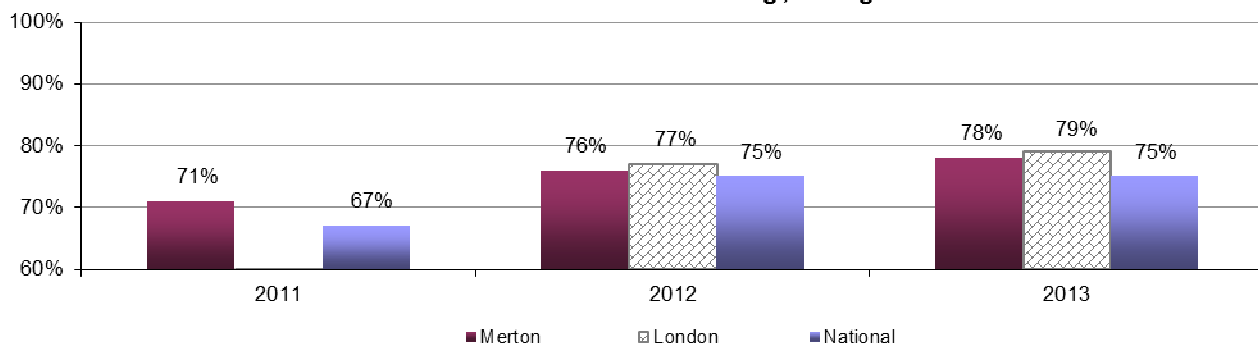
2 Levels of Progress - Writing



2 Levels of Progress - Maths



Level 4+ Attainment in reading , writing & maths



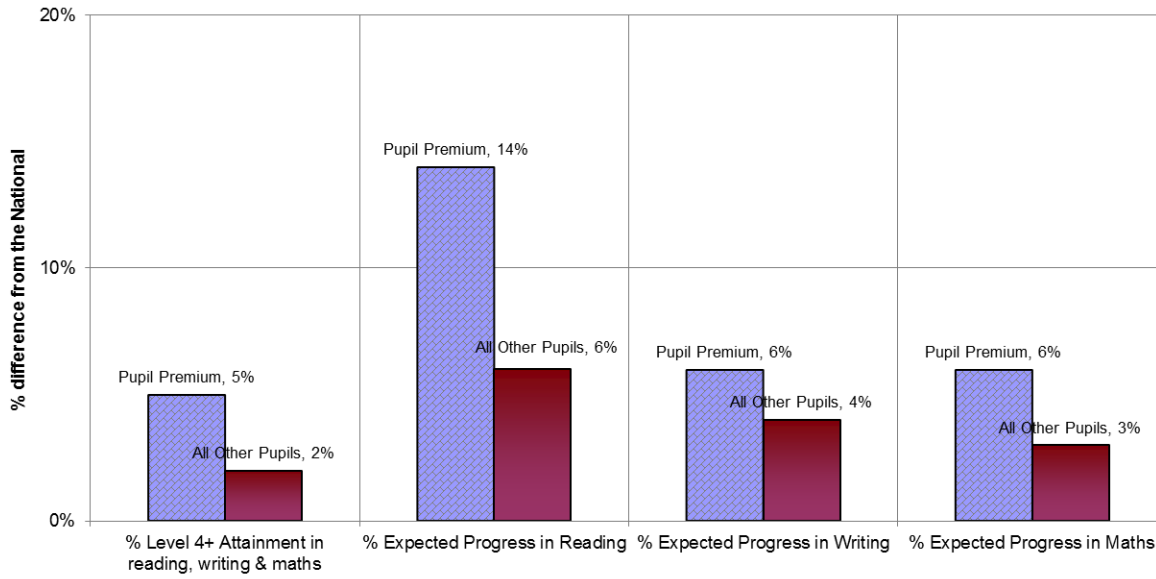
Key context messages in relation to pupil groups

- Merton is closing the gap between its pupil premium pupils and others, reducing the gap for attainment by 7% on 2012. The reduction in the gap has reduced consistently across all attainment and progress measures.
- All gaps between pupil premium pupils and others in Merton are narrower than the national gap.
- Expected progress in English from key stage 1 to key stage 2 is significantly above the national averages for pupils who are pupil premium.
- Attainment and Progress of Looked After children educated in Merton schools at Key Stage 2 exceeds national averages in all subjects and measures. The gap in Merton is therefore smaller compared to the national. Looked after children in Merton attain on average half a level above their peers nationally (4B to national 3A).
- All pupils in Merton, those with low, middle and high prior attainment, both genders, mobile and non-mobile pupils and those with English as an additional language are achieving and progressing above national averages for their groups.
- Merton pupils from most ethnic groups achieved above the national average for their ethnic group in the key attainment and progress measures.
- Expected progress in English from key stage 1 to key stage 2 is significantly above the national averages for White British in all three subjects and pupils from any other white background in reading, any other Asian background in writing and maths and the mixed heritage background White and Black Caribbean in maths. The combined Black group of pupils in Merton are the only group with expected progress in English below their group nationally.
- The gender gap at Key Stage 2 in Merton is the inverse to that nationally with boys attaining above girls.
- Both genders expected progress in all subjects is significantly above national averages.
- Merton children with SEN but no statement in Key Stage 2 attain below National and London children with SEN. Children with a statement attain above their national peers.
- Expected progress in reading for all SEN groups is above national, school action and children with a statement progress is significantly above national averages.
- Attainment shows no gap between children with a first language of English or a first language other than English. Nationally children with a first language of English attain on average higher levels at Key Stage 2.
- All pupils in Merton, those with low, middle and high prior attainment, both genders, mobile and non-mobile pupils and those with English as an additional language are achieving and progressing above national averages for their groups.

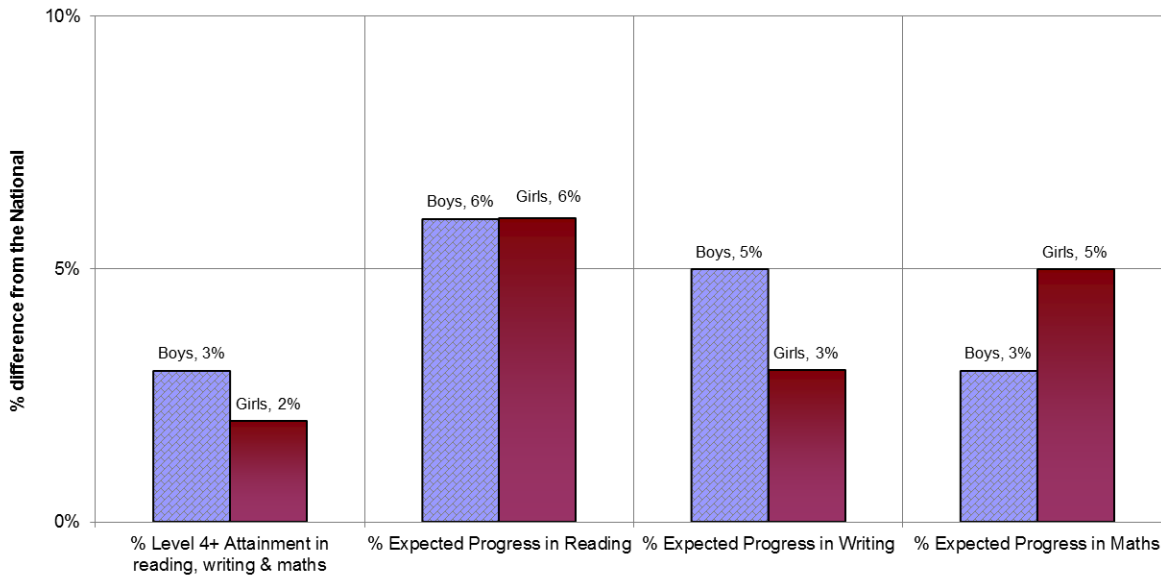
Key Stage 2 achievements by contextual groups:

Contextual Groups	Number of Pupils	% Expected Progress in reading		% Expected Progress in writing		% Expected Progress in maths		% Level 4+ attainment in reading, writing and maths			Average Point Score (APS)		
		Merton	National	Merton	National	Merton	National	Merton	London	National	Merton	London	National
All Pupils													
All Pupils	1779	94%	88%	96%	92%	92%	88%	78%	79%	75%	28.9	n/a	28.3
Pupil Premium (FSM in last 6 years and looked after children)													
Pupil Premium pupils	518	92%	78%	95%	89%	90%	84%	68%	n/a	63%	27.4	n/a	26.7
All other pupils	1261	95%	89%	97%	93%	93%	90%	83%		81%	29.6		29.1
Looked After Children (LAC)													
Looked After	<10	100%	77%	100%	81%	100%	74%	100%	n/a	45%	27.5	n/a	26.6
Not Looked After	≥2279	94%	88%	96%	92%	92%	88%	78%		76%	28.9		28.9
Ethnic Group													
White	≥871	95%	86%	96%	91%	91%	88%	79%	n/a	79%	76%	n/a	n/a
White British	683	95%	87%	96%	91%	91%	87%	80%		76%	29.2	28.5	
Irish	12	100%	92%	91%	93%	100%	91%	67%		82%	27.9	29.4	
Traveller of Irish Heritage	<10	100%	52%	50%	81%	0%	79%	0%		35%	18.8	22.9	
Gypsy / Roma	<10	100%	38%	100%	73%	100%	69%	33%		23%	23.0	21.2	
Any Other White Background	191	96%	78%	94%	92%	95%	91%	79%		68%	29.0	27.7	
Mixed	157	94%	87%	96%	92%	94%	88%	73%	n/a	80%	77%	n/a	n/a
White and Black Caribbean	48	94%	85%	96%	91%	96%	85%	71%		72%	27.7	27.7	
White and Black African	23	96%	86%	96%	93%	96%	88%	74%		75%	28.3	28.3	
White and Asian	29	89%	89%	96%	93%	93%	91%	66%		81%	29.2	29.4	
Any Other Mixed Background	57	96%	88%	96%	93%	92%	89%	79%		79%	28.7	28.8	
Asian	354	92%	85%	96%	93%	96%	91%	82%	n/a	82%	76%	n/a	n/a
Indian	53	89%	89%	98%	94%	96%	93%	87%		83%	30.2	29.6	
Pakistani	81	91%	82%	91%	92%	94%	88%	67%		71%	28.1	27.6	
Bangladeshi	32	97%	85%	97%	95%	100%	91%	75%		76%	29.0	28.2	
Any Other Asian Background	188	93%	85%	98%	93%	97%	93%	88%		78%	31.0	29.2	
Black	304	92%	84%	96%	92%	87%	89%	72%	n/a	75%	73%	n/a	n/a
Black Caribbean	106	89%	83%	96%	91%	83%	85%	64%		70%	27.1	27.2	
Black African	160	93%	85%	95%	92%	89%	91%	74%		75%	27.9	28.1	
Any Other Black Background	38	92%	83%	94%	91%	92%	87%	82%		70%	28.1	27.3	
Chinese	11	100%	90%	100%	95%	100%	96%	100%	90%	85%	30.4	31.0	
Any Other Ethnic Group	49	95%	79%	95%	92%	91%	92%	88%	n/a	70%	28.9	27.8	
First Language													
First Language: English	1086	94%	87%	96%	91%	90%	88%	78%	n/a	79%	76%	29.0	28.5
First Language: Other than English	688	93%	81%	95%	92%	94%	91%	78%		78%	72%	29.0	27.9
Gender													
Female	892	95%	89%	96%	93%	91%	88%	81%	n/a	82%	79%	28.9	28.6
Male	887	93%	87%	95%	90%	93%	88%	75%		76%	72%	29.0	28.1
Special Educational Needs (SEN)													
No Special Educational Needs	1406	96%	58%	98%	95%	95%	93%	90%	n/a	90%	88%	30.2	29.7
School Action	226	90%	68%	89%	85%	81%	79%	38%		54%	42%	25.0	25.2
School Action Plus	115	78%	55%	83%	81%	79%	74%	25%		39%	31%	23.1	23.7
Statement	27	80%	27%	85%	51%	64%	47%	33%		18%	14%	22.8	18.4

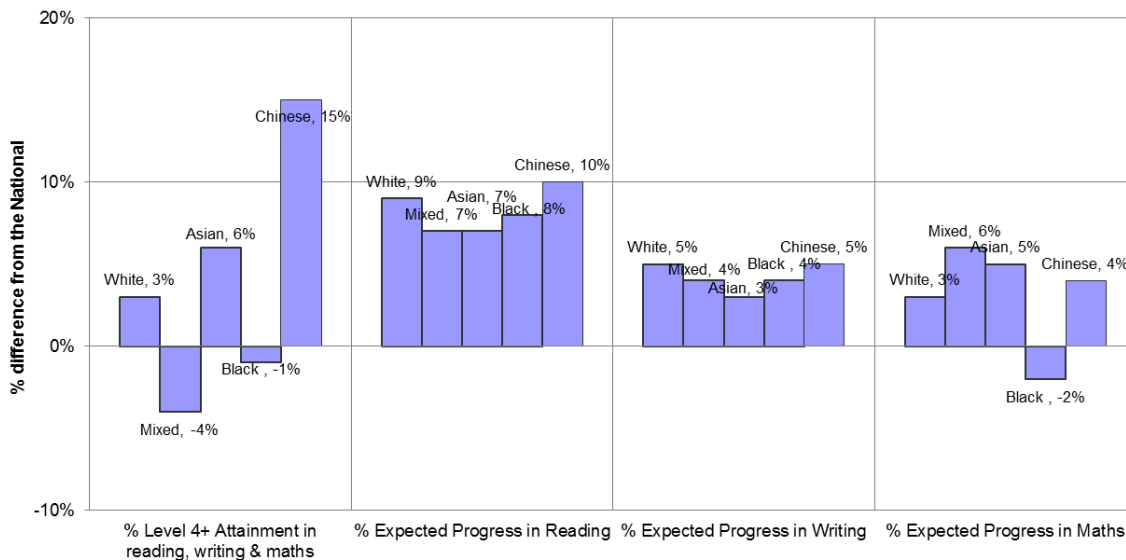
Key Stage 2 achievements by deprivation:



Key Stage 2 achievements by gender:



Key Stage 2 achievements by ethnic group:



Targeted actions to support continued improvement in Key Stage 2

- **Continuing the successful targeted maths project for identified schools to increase rates of progress in maths.**
- **Continuing the successful targeted English group (for schools with results below national indicators for progress or attainment); to develop expertise to ensure most children make good or better progress.**
- **Offer guidance and challenge to schools to use pupil premium funding to target appropriate support to increase rates of progress.**
- **Improve the use of data at class teacher level to identify early any individuals or groups where progress is slow (including higher attainers).**
- **Supporting governors in their role of challenging school performance and pupil outcomes.**

DRAFT

B. Attainment and Achievement of Merton Children & Young People

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

Overall Key Messages: Key Stage 4

- At 5+ GCSEs A*-C Merton has made a 24% improvement over 5 years. For 5+ GCSEs A*-C including English & maths a 16% improvement.
- Percentile rankings for value added ranks Merton 17, therefore Merton secondary pupils have made more progress than pupils in 83% of other local authorities nationally. In English value added ranks Merton 21, maths a rank of 9 and science a rank of 2.
- Expected progress in English and maths from key stage 2 to key stage 4 is significantly above the national averages. Expected progress in maths is 8% above national progress.
- Merton attained significant proportions of English Language and mathematics GCSEs graded A and A*.

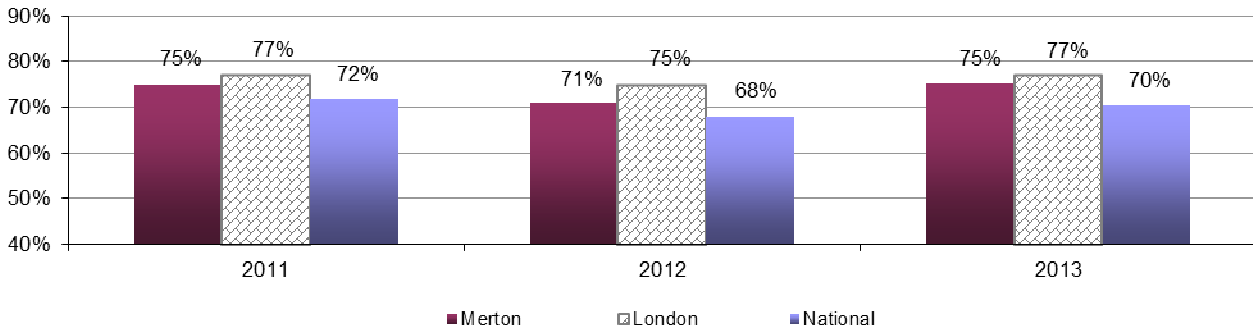
Key stage 4, known as GCSE (General Certificate of Secondary Education) are the main qualifications studied by pupils in years 10 and 11. GCSEs are studied in a wide range of academic and 'applied' (work related) subjects. Other accredited qualifications with GCSE equivalence are also included.

Achievement results for the previous 3 years:

Results of Key Stage 4 Pupils	2011			2012			2013		
	Merton	London	National	Merton	London	National	Merton	London	National
% making expected progress in English between KS2-KS4	74.7%	77.1%	72.0%	70.8%	75.0%	68.0%	75.3%	77.0%	70.4%
% making expected progress in maths between KS2-KS4	74.0%	72.5%	64.9%	78.2%	76.6%	68.7%	77.9%	77.4%	70.7%
Value Added	1013.9	n/a	1000.0	1011.0	n/a	1000.0	1009.9	n/a	1000.0
% 5+ A-C grades (or equiv) including English and maths GCSEs	59.8%	61.9%	58.9%	59.1%	62.3%	59.4%	62.6%	65.1%	59.2%
% 5+ A-C grades (or equiv)	85.8%	82.0%	79.5%	84.6%	84.1%	81.8%	85.6%	84.4%	81.8%
English Baccalaureate	14.0%	17.9%	17.6%	14.2%	19.5%	18.3%	30.2%	28.6%	23.0%
% achieving grades A-C in English and maths GCSE's	59.9%	62.4%	59.5%	59.7%	62.9%	59.9%	63.2%	65.9%	59.9%
% 5+ A-G grades (or equiv) including English and maths GCSEs	94.4%	94.5%	92.1%	94.2%	94.9%	92.4%	92.8%	94.9%	90.5%
% 5+ A-G grades (or equiv)	95.6%	95.6%	93.5%	95.2%	96.2%	94.0%	95.1%	96.4%	94.3%
% Any passes	99.3%	99.2%	99.2%	99.6%	99.3%	99.5%	99.2%	99.3%	99.6%
Capped average point score per pupil	346.8	343.2	336.6	343.4	347.1	341.0	343.5	347.0	339.8
Average total point score per pupil	475.2	465.8	462.9	475.5	474.9	472.0	468.7	466.6	458.9

Merton's results compared to London & National Results:

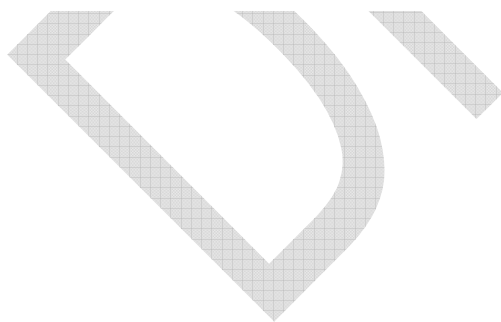
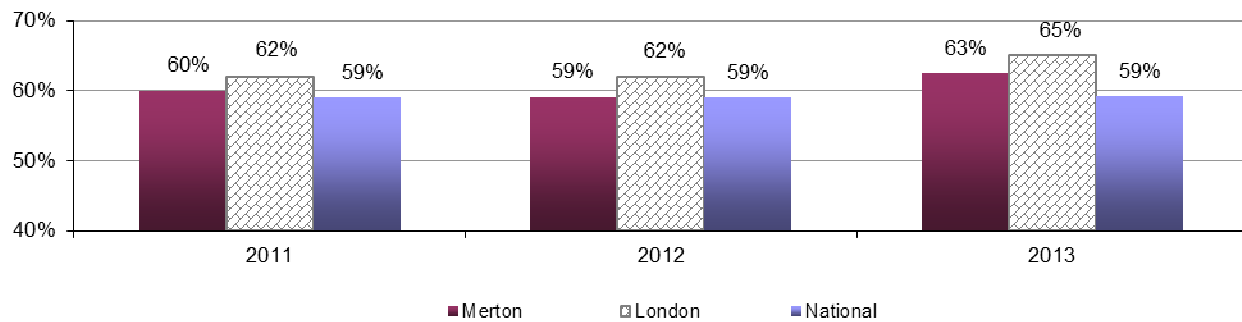
% making expected progress in English between KS2-KS4



% making expected progress in maths between KS2-KS4



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



Key context messages in relation to pupil groups

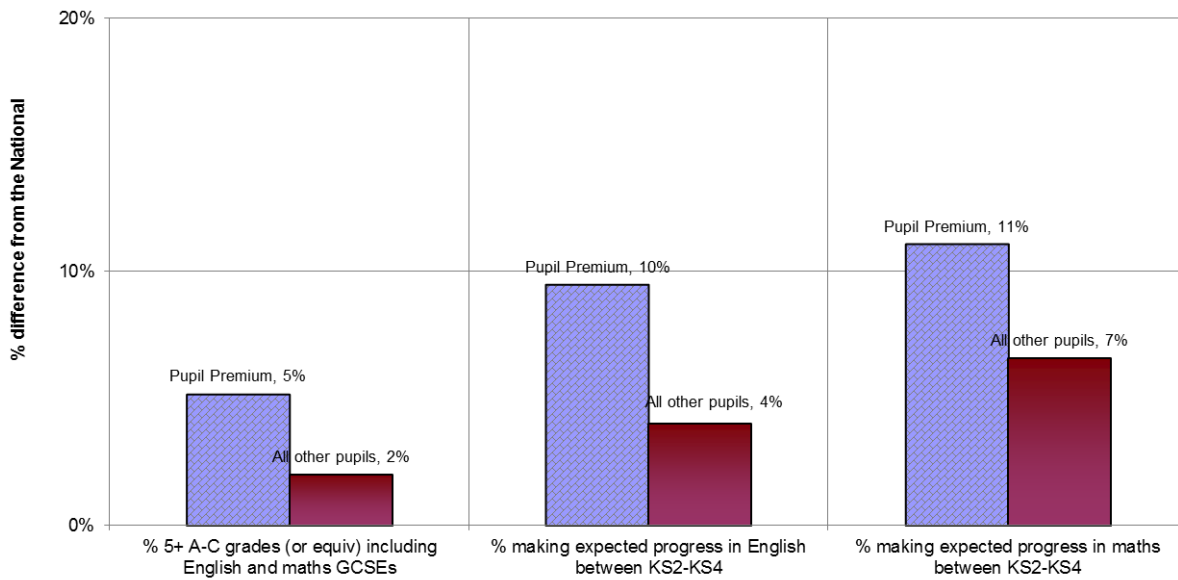
- **Merton Pupil Premium pupils outcomes at the key attainment measures, 5+A*-C including English & maths GCSE's, total point score and average point score are significantly above that of the national groups. Pupils making Expected Progress in English and maths is also significantly above National.**
- **The gap between Pupil Premium pupils and their peers is narrower than National.**
- **Looked After Children within Merton schools achieve above national children in care averages for expected progress.**
- **White British pupils are the only ethnic group with attainment measure significantly below the national average.**
- **As in 2012, Asian or Asian British Pakistani pupils have achieved significantly above National in all attainment and progress measures.**
- **Pupils from any other White background and any other ethnic group are significantly above national expected progress in maths.**
- **SEN pupils on School Action in Merton are significantly above that of the national groups. Expected progress in English and maths is also significantly above National.**
- **Progress for both genders in maths is significantly higher than national and boys also progress significantly above national in English.**
- **First Language other than English pupils outcomes at GCSE and equivalent are significantly above the national.**

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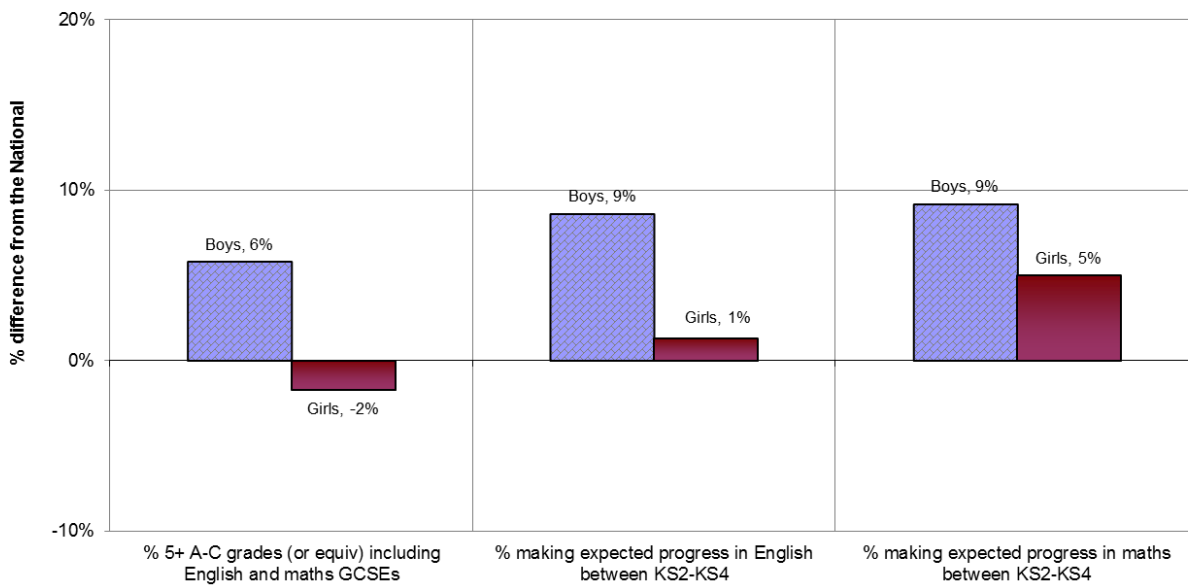
Key Stage 4 achievements by contextual groups:

Contextual Groups	Number of Pupils	% making expected progress in English between KS2-KS4			% making expected progress in maths between KS2-KS4			% 5+ A-C grades (or equiv) including English and maths GCSEs			% 5+ A-C grades (or equiv)		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
All Pupils													
All Pupils	1600	75%	77%	70%	78%	77%	71%	63%	65%	59%	86%	84%	82%
Pupil Premium (FSM in last 6 years and looked after children)													
Pupil Premium pupils	484	66%	n/a	57%	65%	n/a	54%	46%	n/a	41%	79%	n/a	71%
All other pupils	1116	79%		75%	83%		77%	70%		68%	88%	n/a	87%
Looked After Children (LAC)													
Looked After	15	39%	n/a	36%	46%	n/a	32%	33%	n/a	40%	47%	n/a	n/a
Not Looked After	1585	76%		70%	78%		70%	63%		67%	86%	n/a	n/a
Ethnic Group													
White	≥743	72%		69%	74%		69%	62%	64%	60%	81%	84%	69%
White British	577	70%		69%	71%		69%	59%		61%	80%		69%
Irish	32	78%		76%	78%		77%	75%		69%	88%		77%
Traveller of Irish Heritage	0	n/a		32%	n/a		27%	n/a	n/a	18%	n/a	n/a	27%
Gypsy / Roma	<10	33%		29%	0%		22%	33%		14%	33%		22%
Any Other White Background	141	84%		76%	87%		76%	70%		55%	88%		76%
Mixed	146	77%		73%	80%		71%	64%	66%	63%	90%	84%	71%
White and Black Caribbean	47	77%		67%	75%		63%	55%		55%	87%		63%
White and Black African	21	67%		76%	80%		72%	57%		63%	86%		72%
White and Asian	28	77%		77%	84%		77%	75%	n/a	70%	89%	n/a	77%
Any Other Mixed Background	50	81%	n/a	76%	83%	n/a	75%	70%		66%	96%		75%
Asian	277	81%		77%	90%		80%	69%	71%	64%	91%	87%	80%
Indian	24	87%		83%	91%		88%	88%		76%	96%		88%
Pakistani	110	88%		71%	93%		71%	73%	n/a	56%	96%	n/a	71%
Bangladeshi	27	63%		78%	82%		79%	59%		64%	82%	n/a	79%
Any Other Asian Background	116	79%		81%	88%		85%	64%		64%	87%		85%
Black	353	77%		76%	73%		74%	56%	60%	58%	87%	82%	74%
Black Caribbean	121	67%		70%	68%		67%	47%		53%	84%		67%
Black African	161	82%		80%	78%		79%	61%	n/a	61%	85%	n/a	79%
Any Other Black Background	71	81%		72%	71%		70%	62%		55%	94%		70%
Chinese	<10	75%		89%	100%		95%	57%	86%	78%	100%	95%	95%
Any Other Ethnic Group	59	81%		79%	98%		81%	75%	n/a	59%	95%	n/a	81%
First Language													
First Language: English	1084	72%	n/a	70%	74%	n/a	70%	61%	65%	61%	84%	84%	83%
First Language: Other than English	516	83%		77%	87%		78%	66%	65%	58%	89%	85%	83%
Gender													
Female	758	78%	n/a	77%	78%	n/a	73%	64%	69%	66%	90%	87%	87%
Male	842	73%		64%	78%		68%	61%	61%	56%	81%	82%	80%
Special Educational Needs (SEN)													
No Special Educational Needs	1242	81%		77%	89%		78%	72%	76%	70%	92%	91%	89%
School Action	176	73%	n/a	54%	67%	n/a	49%	39%	38%	27%	79%	74%	69%
School Action Plus	97	45%		44%	40%		39%	24%	31%	23%	59%	64%	58%
Statement	85	31%		26%	28%		22%	14%	12%	10%	35%	33%	29%

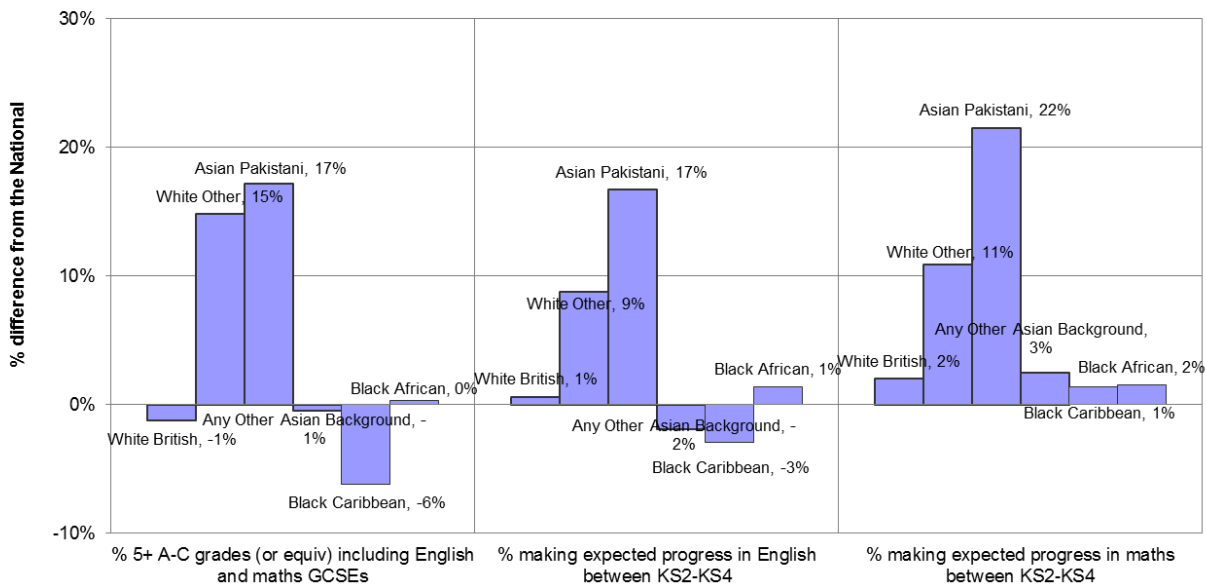
Key Stage 4 achievements by deprivation:



Key Stage 4 achievements by gender:



Key Stage 4 achievements by ethnic group:



Targeted actions to support continued improvement in Key Stage 4

- **Continue to challenge and support to maintain the upward trend in Key Stage outcomes.**
- **Offer challenge to schools to use pupil premium funding to target appropriate support to increase rates of progress.**

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

Overall Key Messages: Post 16

- Merton continues to attain above national in A levels and equivalents for the average point score per student.
- The increases shown by Merton are in contrast to the decline in London.
- The proportion of 16-18 young people not in education, employment or training has improved over the last 3 years and is consistently better than national 2012.
- 93% of Merton's 16-17 year olds received an offer of a suitable place in education or training, including 17 year olds continuing 2 year courses in 2013 under the September Guarantee. This is higher than in 2012.

Post 16 is the range of qualifications studied by students of sixth-form age (16-18) in secondary schools and further education sector colleges. These level 3 qualifications are commonly referred to as GCE and Applied GCE A/AS and equivalent qualifications in a broad range of subjects.

In July 2013, Merton had nine schools with sixth form provision, six schools with year 13 pupils, Ursuline High, Wimbledon College, St Mark's CofE Academy, Ricards Lodge High, Rutlish (under consortia as RR6) and Raynes Park High School. Harris Academy Merton although located in Merton does not appear in the school and college (key stage 5) achievement and attainment tables in Merton and does not contribute to the Merton outcomes. Harris Academy Merton is part of a post 16 South London federation. The outcomes for this federation are published in the achievement and attainment tables for the London Borough of Croydon.

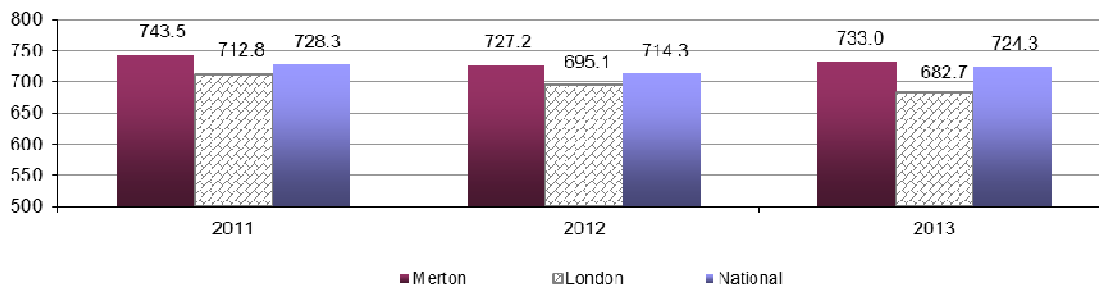
The DfE 2013 performance tables report two sets of post 16 qualifications; A level and vocational entry.

Achievement results for the previous 3 years:

All Level 3 qualifications	2011			2012			2013		
	Merton	London	National	Merton	London	National	Merton	London	National
Average Point Score Per Student	743.5	712.8	728.3	727.2	695.1	714.3	733.0	682.7	724.3
Average Point Score Per Examination Entry	216.1	214.5	213.1	218.0	209.3	209.3	212.1	209.5	213.7

Merton's results compared to London & National Results:

Average Point Score per Student



Average Point Score per Examination Entry



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

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

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

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

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

NEET & 'not known'	2011			2012			2013		
	Merton	London	National	Merton	London	National	Merton	London	National
16-18 year old NEET	5.5%	5.0%	6.0%	4.6%	4.5%	6.1%	4.0% (Jan 13 - 203 yp)	4.7%	5.8%
16-18 year old where activity is 'not known'	7.3%	6.3%	4.4%	17.7%	13.7%	9.4%	9.8% (Jan 13 - 522 yp)	11.6%	10.8%

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

16-18 year old NEET



Targeted actions to support continued improvement in Post 16

- Continue to strengthen partnership arrangements e.g. with employers and work based learning providers to expand pathways and opportunities for young people including apprenticeships.
- Targeted adviser working in each secondary school re. NEET prevention.
- Sharing good practice Post 16 through Post 16 forum.

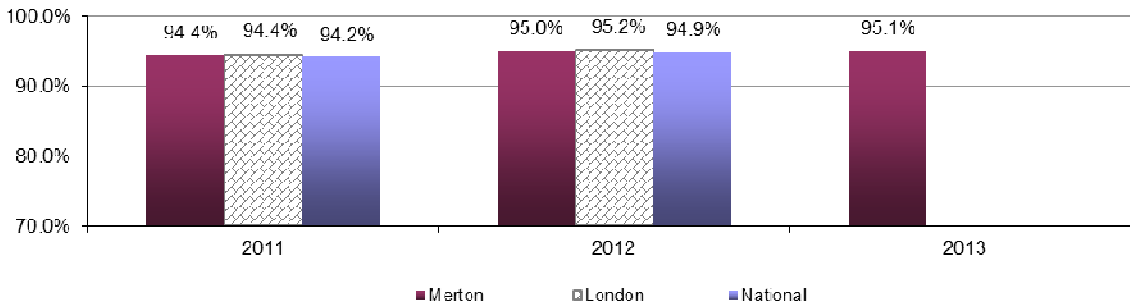
Overall Key Messages: Attendance

- Attendance rates for all schools have improved from 2012 across and are above the national rates.
- The unauthorised absence rate for Merton maintained secondary schools have improved from 2012 and is in line with the national secondary school percentage.
- Targeting pupils at risk of becoming Persistent Absentees has driven improvement in persistent absentee rates.
- Illness is the most frequent reason for absence.

In 2013 the collection of attendance data has changed to include the 6th half term of the academic year and extending the age range of pupils for whom data is collected to include the reception year. The DfE have not yet detailed how they will incorporate these changes in their reporting of attendance measures. Therefore to ensure compatibility over the time series within this report attendance has been measured across 2 and a half terms of the school year (autumn, spring and the summer term to the half term) and information is only reported for pupils of compulsory school age.

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

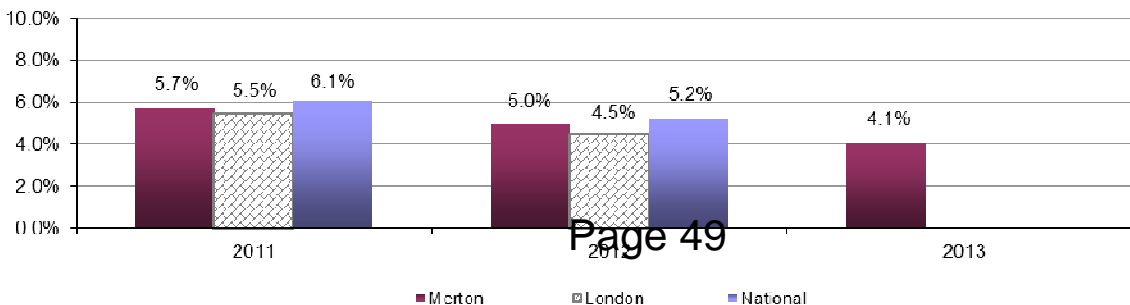
Attendance - All Schools



Overall Absence - All Schools



15% Persistent Absence - All Schools



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

Percentage Attendance/Absence by phase	2011			2012			2013		
	Merton	London	National	Merton	London	National	Merton*	London	National
Attendance Primary Schools	95.1%	94.6%	95.0%	95.8%	95.7%	95.6%	95.5%	n/a	n/a
Attendance Secondary Schools	93.5%	93.6%	93.5%	93.7%	94.7%	94.1%	94.4%		
Attendance Special Schools	91.1%	89.2%	90.0%	92.4%	90.1%	90.4%	92.7%		
Attendance All Schools	94.4%	94.1%	94.2%	95.0%	95.2%	94.9%	95.1%		
Overall Absence Primary Schools	4.9%	5.4%	5.0%	4.2%	4.3%	4.4%	4.5%	n/a	n/a
Overall Absence Secondary Schools	6.5%	6.4%	6.5%	6.3%	5.3%	5.9%	5.6%		
Overall Absence Special Schools	8.9%	10.8%	10.0%	7.6%	9.9%	9.6%	7.3%		
Overall Absence All Schools	5.6%	5.9%	5.8%	5.0%	4.8%	5.1%	4.9%		
Authorised Absence Primary Schools	4.3%	4.4%	4.3%	3.6%	3.5%	3.7%	3.8%	n/a	n/a
Authorised Absence Secondary Schools	5.0%	5.0%	5.1%	4.6%	4.0%	4.6%	4.3%		
Authorised Absence Special Schools	7.4%	9.1%	8.0%	6.6%	8.3%	7.6%	6.1%		
Authorised Absence All Schools	4.6%	4.7%	4.7%	4.0%	3.8%	4.1%	4.0%		
Unauthorised Absence Primary Schools	0.6%	1.0%	0.7%	0.6%	0.9%	0.7%	0.7%	n/a	n/a
Unauthorised Absence Secondary Schools	1.5%	1.4%	1.4%	1.6%	1.3%	1.3%	1.3%		
Unauthorised Absence Special Schools	1.5%	1.7%	2.0%	0.9%	1.7%	2.0%	1.2%		
Unauthorised Absence All Schools	1.0%	1.2%	1.1%	1.0%	1.1%	1.0%	0.9%		
15% Persistence Absence Primary Schools	4.0%	4.0%	3.9%	2.8%	3.0%	3.1%	3.1%	n/a	n/a
15% Persistence Absence Secondary Schools	8.1%	7.1%	8.4%	8.2%	6.1%	7.4%	6.0%		
15% Persistence Absence Special Schools	15.0%	19.4%	16.7%	14.9%	18.5%	16.3%	12.3%		
15% Persistence Absence All Schools	5.7%	5.5%	6.1%	5.0%	4.5%	5.2%	4.1%		
12.5% Persistence Absence Primary Schools	6.8%	n/a	7.0%	6.7%	n/a	n/a	5.2%	n/a	n/a
12.5% Persistence Absence Secondary Schools	12.1%		12.5%	13.7%					
12.5% Persistence Absence Special Schools	20.6%		21.8%	20.2%					
12.5% Persistence Absence All Schools	8.8%		9.7%	8.9%					
10% Persistence Absence Primary Schools	12.5%	n/a	12.6%	12.0%	n/a	n/a	9.7%	n/a	n/a
10% Persistence Absence Secondary Schools	19.3%		19.2%	21.1%					
10% Persistence Absence Special Schools	27.5%		29.1%	26.6%					
10% Persistence Absence All Schools	15.0%		15.8%	14.7%					

* 2013 secondary schools exclude academies.

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

Key context messages in relation to pupil groups

- **Pupil Premium pupils have greater rates of absence and persistent absence than all other children.**
- **Pupil Premium pupils in Merton are less likely to be absent or persistent absentees than their peers nationally.**
- **There is improvement in the overall attendance of Looked After Children.**
- **Rates of persistent absenteeism in Merton for White British, Asian or Asian British Bangladeshi, Asian or Asian British Indian, mixed White and Black African, and Black other pupils are above national averages.**
- **Absence and Persistent absence is greater for pupils whose first language is English.**
- **SEN pupils have higher rates of absence than pupils with no SEN. A greater proportion of pupils on School Action Plus are persistent absentees in comparison with statemented and school action pupils.**
- **Boys have a greater proportion of absence and more likely to be persistent absentees than girls in Merton. Merton reverses the national trend for Persistent Absence and gender, with more boys than girls being persistently absent, yet both genders have attendance better than the average for their group.**

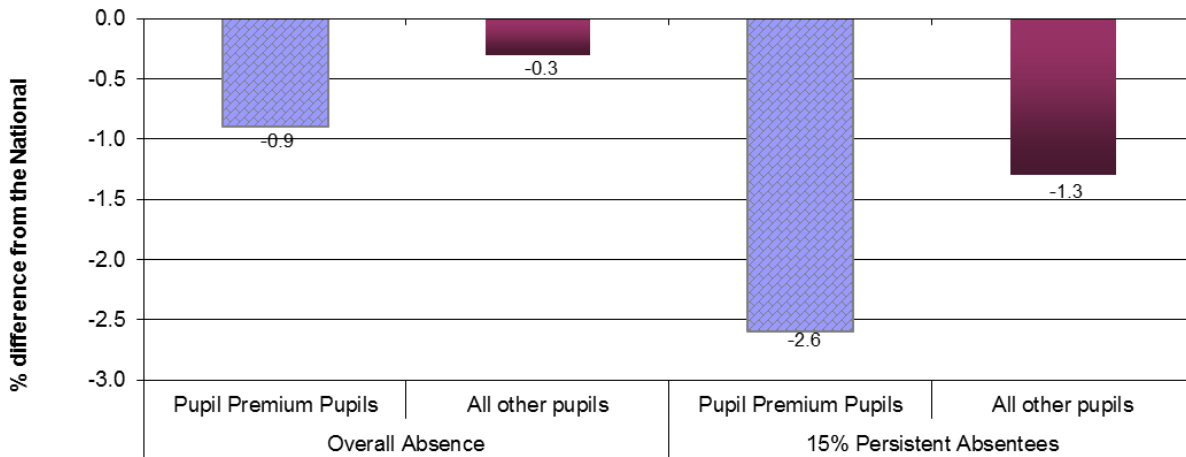
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Absence by contextual groups:

Contextual Groups	Number of Pupils	Overall Absence – All Schools			15% Persistent Absentees – All Schools		
		Merton 2012-13	London 2011-12	National 2011-12	Merton 2012-13	London 2011-12	National 2011-12
All Pupils							
All Pupils	19230	4.9%	4.8%	5.1%	4.1%	4.5	5.2%
Pupil Premium (FSM in last 6 years and looked after children)*							
Pupil Premium pupils	4821	6.5%	n/a	7.4%	8.4%	n/a	11.0%
All Other Pupils	14409	4.3%		4.6%	2.7%		4.0%
Looked After Children (LAC)							
Looked After	LAC is not measured within Attendance/Absence						
Not Looked After							
Ethnic Group							
White	9503	5.3%	n/a	5.2%	5.0%	n/a	5.6%
White British	6901	5.3%		5.1%	5.6%		5.4%
Irish	178	4.9%		5.7%	6.2%		6.9%
Traveller of Irish Heritage	18	15.2%		21.5%	38.9%		45.0%
Gypsy / Roma	41	10.7%		15.1%	12.2%		34.5%
Any Other White Background	2365	4.9%		5.7%	3.0%		6.1%
Mixed	1840	5.2%		5.4%	4.5%		6.1%
White and Black Caribbean	505	6.3%		6.2%	6.9%		8.1%
White and Black African	251	4.6%		4.9%	5.2%		4.8%
White and Asian	392	4.6%		5.0%	2.6%		4.9%
Any Other Mixed Background	692	4.8%		5.2%	3.6%		5.4%
Asian	3870	4.6%		4.7%	3.0%		4.0%
Indian	474	4.9%		4.1%	4.6%		2.6%
Pakistani	1173	5.4%		5.2%	4.0%		4.9%
Bangladeshi	297	5.6%		5.0%	4.7%		4.5%
Any Other Asian Background	1926	4.0%		4.3%	1.8%		3.2%
Black	3091	3.7%		3.8%	2.8%		3.0%
Black Caribbean	821	4.5%		4.8%	3.8%		5.1%
Black African	1820	3.1%		3.2%	1.8%		1.8%
Any Other Black Background	450	4.7%		4.3%	4.9%		4.0%
Chinese	122	2.8%	3.0%	0.0%	1.5%		
Any Other Ethnic Group	535	4.3%	4.8%	1.5%	3.9%		
First Language							
First Language: English	11329	5.2%	n/a	4.8%	5.1%	n/a	4.2%
First Language: Other than English	7864	4.4%		5.2%	2.6%		5.4%
Gender							
Female	9497	4.8%	n/a	5.1%	3.9%	n/a	5.3%
Male	9733	4.9%		5.1%	4.3%		5.1%
Special Educational Needs (SEN)							
No Special Educational Needs	15207	4.4%	n/a	4.6%	2.8%	n/a	3.8%
School Action	2281	6.0%		6.4%	7.7%		8.4%
School Action Plus	1001	7.2%		7.7%	11.0%		11.9%
Statement	741	6.7%		8.2%	9.9%		13.4%

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

Attendance by destination



Targeted actions to support continued improvement in Attendance

- **All school policies revised to provide clarity over authorised and unauthorised absence.**
- **School based challenge and support to improve outcomes.**
- **Multi-agency approaches to supporting some families and students.**
- **Continue to use formal processes such as fines and attendance orders to make expectations clear to families.**

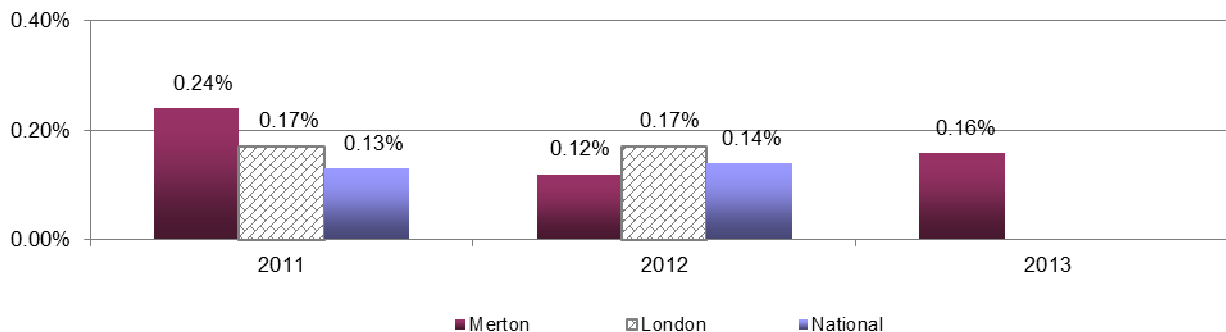
Overall Key Messages: Exclusions

- Permanent exclusions have increased by one in 2012-2013 to 13 permanent exclusions but the trend is downwards over time.
- The number of fixed term exclusions in secondary schools has decreased in the last year, but remain well above (worse than) national and London rates.
- The average length of exclusion has reduced to 2.3 days from last year.
- The prominent reason for Permanent Exclusion was for 'Physical Assault against an adult', 38% of the exclusions. Physical Assault against adults or children accounted for 54% of the permanent exclusions.
- The predominant reason for fixed term exclusion was 'Persistent Disruptive Behaviour' (25.7%), followed by 'Physical Assault against a Pupil' (19.1%) and 'Verbal Abuse/Threatening Behaviour against an Adult' (16.6%).
- Year 10 has the highest number of pupils excluded, 127 pupils (203 exclusions), followed closely by Year 9 with 111 pupils (243 exclusions).

Exclusions are reported on a termly basis through School Census and captured two terms in arrears, this delays national aggregation and publication. Please note the information included in the report is taken from the DfE publications for Exclusions and may not match that reported in provisional data collection analysis. 2013 is provisional from Merton's internal data collection.

Merton's exclusions compared to London & National Results:

Permanent Exclusions: LA Maintained Secondary & Academies - % of school population



Fixed Term Exclusions: LA Maintained Secondary & Academies - % of school population



Exclusions for the previous 3 years are set out below:

Exclusions by phase	2011			2012			2013		
	Merton	London	National	Merton	London	National	Merton*	London	National
Permanent Exclusions: Primary School number	0	60	610	0	50	690	0	n/a	n/a
Permanent Exclusions: LA Maintained Secondary School number	21	n/a	n/a	12	n/a	n/a	9		
Permanent Exclusions: LA Maintained & Academy Secondary School number	21	780	4370	12	800	4390	12		
Permanent Exclusions: Special School number	0	30	110	0	20	80	1		
Permanent Exclusions: Primary - % of school population	0.00%	0.01%	0.01%	0.00%	0.01%	0.02%	0.00%		
Permanent Exclusions: LA Maintained Secondary - % of school population	0.24%	n/a	n/a	0.20%	n/a	n/a	0.17%		
Permanent Exclusions: LA Maintained & Academy Secondary - % of school population	0.24%	0.17%	0.13%	0.12%	0.17%	0.14%	0.16%		
Permanent Exclusions: Special - % of school population	0.00%	0.21%	0.12%	0.00%	0.20%	0.09%	0.36%		
Fixed Term Exclusions: Primary School number	121	4920	37790	95	4720	37790	129		
Fixed Term Exclusions: LA Maintained Secondary School number	774	n/a	n/a	741	n/a	n/a	468		
Fixed Term Exclusions: LA Maintained & Academy Secondary School number	1109	38250	271980	893	34543	252210	709		
Fixed Term Exclusions: Special School number	46	2160	14340	64	1770	14370	84		
Fixed Term Exclusions: Primary - % of school population	0.72%	0.75%	0.91%	0.57%	0.70%	0.90%	0.83%		
Fixed Term Exclusions: LA Maintained Secondary - % of school population	12.88%	n/a	n/a	12.18%	n/a	n/a	8.71%		
Fixed Term Exclusions: LA Maintained & Academy Secondary - % of school population	12.88%	8.36%	8.40%	10.28%	7.49%	7.85%	9.36%		
Fixed Term Exclusions: Special - % of school population	18.40%	17.94%	15.66%	23.81%	14.44%	15.39%	30.43%		

Data on Exclusions is collected via School Census two terms in arrears. 2012-2013 academic year data is collected during the summer term 2013, autumn term 2012 and spring term 2013 censuses. Publication of national and London exclusions is expected in July 2014.

Key context messages in relation to pupil groups

- **Pupil Premium pupils in secondary schools have greater rates of fixed term exclusions than their peers in Merton.**
- **Pupil Premium pupils in Merton secondary schools are less likely to be excluded than their peers nationally.**
- **There is a continued trend for no looked after child being permanently excluded.**
- **A larger proportion of boys than girls are excluded (77% of fixed term exclusions are made to boys, 23% to girls).**
- **A number of ethnic groups in Merton's secondary and academy schools have a rate of fixed term exclusions above the national group's averages. Proportionally 5% more Mixed White and Black African pupils are excluded than nationally, 4% more Black Caribbean pupil and also 4% more White British pupils.**
- **54% of Permanent Exclusions are from the Black ethnic groups (38% Black Caribbean and 15% Black African).**

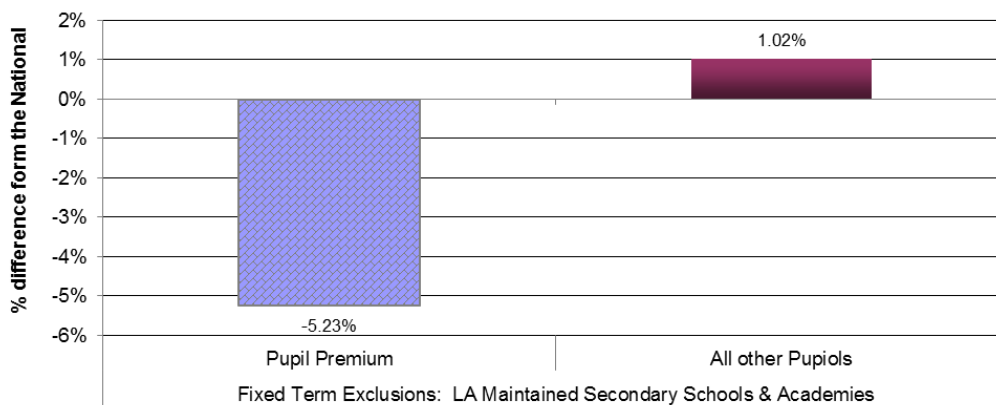
DRAFT

Exclusions by contextual groups:

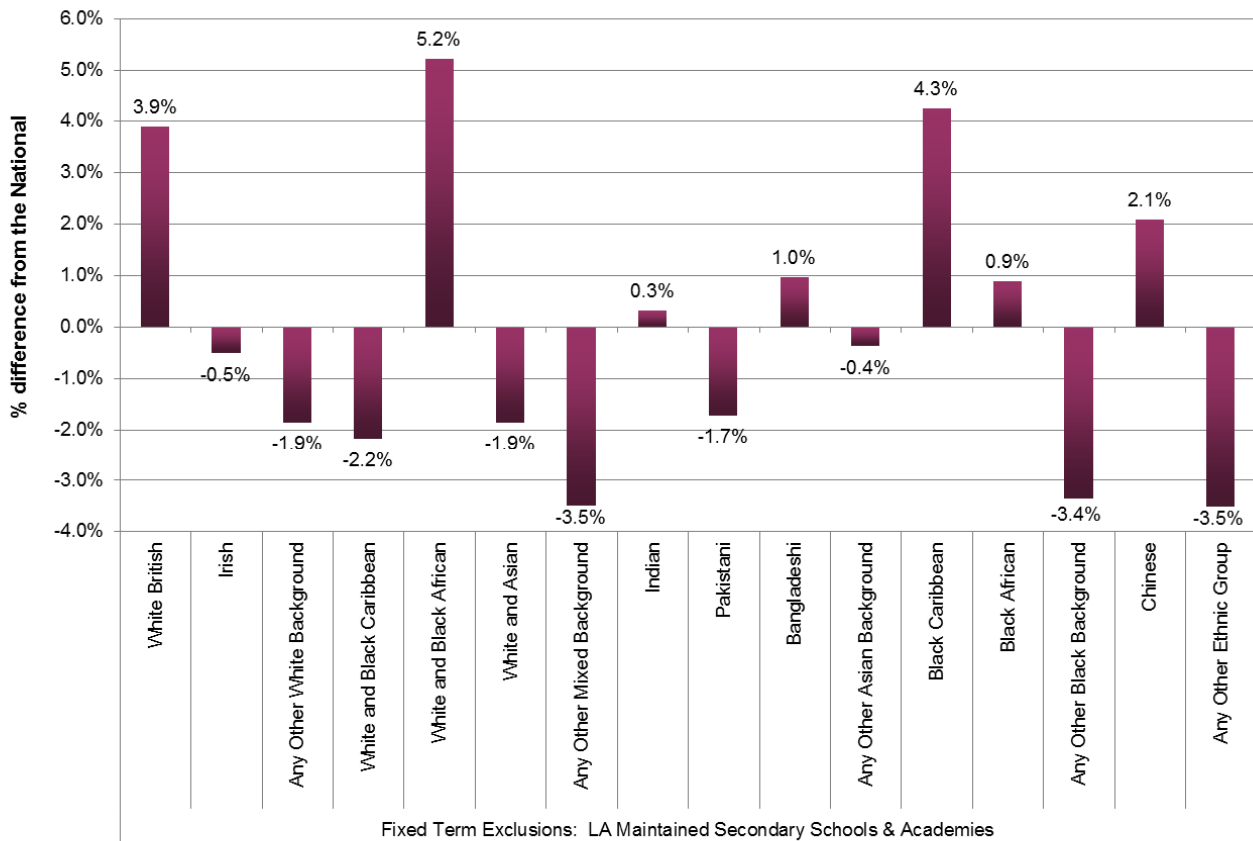
Contextual Groups	Number of Pupils	% Fixed Term Exclusions: LA Maintained Secondary Schools & Academies			% of pupils with Fixed Term Exclusions: LA Maintained Secondary Schools & Academies			Average length (days) of Fixed Term Exclusions: LA Maintained Secondary Schools & Academies		
		Merton	London 2011-12	National 2011-12	Merton	London 2011-12	National 2011-12	Merton	London 2011-12	National 2011-12
All Pupils										
All Pupils	7573	9.36%	7.49%	7.85%	5.69%	n/a	n/a	2.3	n/a	2.4
Pupil Premium (FSM in last 6 years and looked after children)*										
Pupil Premium pupils	2515	14.59%	n/a	19.82%	8.39%	n/a	n/a	2.3	n/a	n/a
All Other Pupils	5058	6.76%		5.74%	4.35%			2.3		
Looked After Children (LAC)										
Looked After	LAC is not measured within Exclusion									
Not Looked After										
Ethnic Group										
White	3720	10.19%	7.10%	7.97%	5.56%	n/a	n/a	2.2	n/a	n/a
White British	2760	11.88%	7.32%	7.99%	6.20%			2.3		
Irish	101	7.92%	8.02%	8.44%	5.94%			2.9		
Traveller of Irish Heritage	<10	n/a	49.21%	45.27%	n/a			n/a		
Gypsy / Roma	17	52.94%	22.71%	35.88%	23.53%			2.3		
Any Other White Background	840	4.05%	5.71%	5.91%	3.10%			1.8		
Mixed	732	9.43%	10.30%	10.82%	5.74%			2.5		
White and Black Caribbean	244	14.34%	15.52%	16.53%	8.20%			2.3		
White and Black African	99	15.15%	9.51%	9.94%	7.07%			1.9		
White and Asian	127	3.94%	4.23%	5.81%	3.94%			4.2		
Any Other Mixed Background	262	5.34%	8.86%	8.84%	3.82%			2.0		
Asian	1231	3.66%	3.33%	4.14%	2.92%			2.3		
Indian	135	2.22%	1.96%	1.91%	2.22%			2.7		
Pakistani	465	4.09%	4.18%	5.82%	3.23%			2.0		
Bangladeshi	119	5.88%	4.59%	4.91%	4.20%			2.4		
Any Other Asian Background	512	3.13%	2.97%	3.51%	2.54%			2.4		
Black	1612	12.59%	11.55%	10.85%	8.37%			2.4		
Black Caribbean	533	18.95%	14.61%	14.70%	11.07%			2.5		
Black African	797	9.66%	9.98%	8.77%	7.40%			2.2		
Any Other Black Background	282	8.87%	12.04%	12.24%	6.03%			2.3		
Chinese	35	2.86%	0.75%	0.77%	2.86%			2.0		
Any Other Ethnic Group	190	2.63%	6.50%	6.16%	2.63%			2.4		
First Language										
First Language: English	5094	11.29%	n/a	n/a	6.42%	n/a	n/a	2.3	n/a	n/a
First Language: Other than English	2479	5.37%			4.15%			2.2		
Gender										
Female	3640	4.40%	n/a	n/a	2.69%	n/a	n/a	2.4	n/a	n/a
Male	3933	13.96%			8.47%			2.2		
Special Educational Needs (SEN)										
No Special Educational Needs	2722	13.15%	n/a	4.08%	9.22%	n/a	n/a	2.3	n/a	n/a
School Action	1025	14.93%		22.46%	8.68%			2.1		
School Action Plus	514	27.43%		12.65%	2.5					
Statement	219	26.03%		26.42%	11.87%			2.4		

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

Exclusion by deprivation:



Exclusion by ethnic group:



Targeted actions to support continued improvement in Exclusions

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

E. Appendices

E.1 Performance Tables for Key Stage 2

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

DfE Performance Tables Key Stage 2 – Expected Progress:

	% making expected progress in reading	% making expected progress in writing	% making expected progress in maths
LA Average	94%	96%	92%
England Average	88%	91%	88%
Primary Schools			
Abbotsbury Primary School	90%	100%	85%
All Saints' CofE Primary School	92%	100%	100%
Aragon Primary School	95%	95%	97%
Beecholme Primary School	95%	100%	86%
Benedict Primary School	100%	95%	74%
Bishop Gilpin CofE Primary School	100%	100%	98%
Bond Primary School	95%	98%	93%
Cranmer Primary School	91%	96%	96%
Dundonald Primary School	100%	100%	93%
Garden Primary School	96%	98%	96%
Garfield Primary School	100%	100%	92%
Gorrige Park Primary School	91%	93%	82%
Haslemere Primary School	94%	100%	98%
Hatfield Primary School	90%	98%	98%
Hillcross Primary School	94%	96%	84%
Hollymount School	100%	95%	100%
Holy Trinity CofE Primary School	100%	100%	89%
Joseph Hood Primary School	88%	88%	92%
Liberty Primary	86%	98%	79%
Links Primary School	93%	89%	93%
Lonesome Primary School	100%	95%	92%
Malmesbury Primary School	91%	93%	93%
Merton Abbey Primary School	100%	95%	100%
Merton Park Primary School	96%	96%	92%
Morden Primary School	85%	100%	88%
Pelham Primary School	77%	88%	81%
Poplar Primary School	100%	92%	100%
The Priory CofE School	89%	98%	94%
Sacred Heart Catholic Primary School	92%	93%	88%
St John Fisher RC Primary School	100%	96%	94%
St Mark's Primary School	96%	100%	100%
St Mary's Catholic Primary School	96%	96%	96%
St Matthew's CofE Primary School	96%	96%	85%
St Peter and Paul Catholic Primary School	86%	94%	75%
St Teresa's Catholic Primary School	96%	96%	95%
St Thomas of Canterbury Catholic Primary School	91%	98%	83%
The Sherwood School	98%	98%	96%
Singlegate Primary School	100%	97%	100%
Stanford Primary School	92%	94%	79%
West Wimbledon Primary School	100%	100%	98%
William Morris Primary School	91%	96%	96%
Wimbledon Chase Primary School	91%	94%	98%
Wimbledon Park Primary School	95%	86%	95%
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 – Value Added:

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

DfE Performance Tables Key Stage 2 - Attainment:

	% achieving reading, writing and maths			Average point score	Average level
	Level 4+	Level 4B+	Level 5+		
LA Average	78%	68%	25%	29.1	4A
England Average	75%	63%	21%	28.4	4A
Primary Schools					
Abbotsbury Primary School	70%	41%	9%	27.4	4B
All Saints' CofE Primary School	85%	73%	19%	28.8	4A
Aragon Primary School	85%	77%	12%	29.1	4A
Beecholme Primary School	73%	64%	18%	27.9	4B
Benedict Primary School	65%	60%	20%	27.5	4B
Bishop Gilpin CofE Primary School	95%	95%	70%	33.2	5B
Bond Primary School	75%	68%	14%	28.6	4A
Cranmer Primary School	88%	66%	38%	30.9	5C
Dundonald Primary School	90%	90%	62%	32.6	5B
Garden Primary School	53%	45%	18%	26.2	4B
Garfield Primary School	88%	81%	42%	30.5	5C
Gorringe Park Primary School	63%	43%	7%	27.4	4B
Haslemere Primary School	75%	67%	20%	28.6	4A
Hatfield Primary School	90%	88%	29%	30.4	5C
Hillcross Primary School	84%	68%	26%	28.9	4A
Hollymount School	96%	92%	48%	32.4	5B
Holy Trinity CofE Primary School	71%	71%	43%	30.4	5C
Joseph Hood Primary School	64%	39%	18%	27.5	4B
Liberty Primary	60%	46%	13%	26.9	4B
Links Primary School	76%	63%	16%	28.4	4A
Lonesome Primary School	69%	56%	8%	27.5	4B
Malmesbury Primary School	69%	49%	10%	27.6	4B
Merton Abbey Primary School	81%	67%	30%	28.9	4A
Merton Park Primary School	81%	77%	42%	30.3	5C
Morden Primary School	76%	59%	17%	28.9	4A
Pelham Primary School	66%	62%	38%	29.0	4A
Poplar Primary School	79%	79%	26%	30.4	5C
The Priory CofE School	73%	69%	33%	29.1	4A

	% achieving reading, writing and maths			Average point score Level 4+	Average level Level 4B+
	Level 4+	Level 4B+	Level 5+		
LA Average	78%	68%	25%	29.1	4A
England Average	75%	63%	21%	28.4	4A
Primary Schools					
Sacred Heart Catholic Primary School	80%	70%	52%	30.3	5C
St John Fisher RC Primary School	83%	78%	19%	29.8	4A
St Mark's Primary School	100%	92%	17%	30.1	5C
St Mary's Catholic Primary School	93%	75%	25%	29.7	4A
St Matthew's CofE Primary School	81%	74%	41%	29.9	4A
St Peter and Paul Catholic Primary School	69%	56%	17%	27.3	4B
St Teresa's Catholic Primary School	79%	70%	18%	28.4	4A
St Thomas of Canterbury Catholic Primary School	65%	61%	22%	27.4	4B
The Sherwood School	82%	73%	25%	29.5	4A
Singlegate Primary School	97%	90%	20%	30.3	5C
Stanford Primary School	59%	47%	8%	26.6	4B
West Wimbledon Primary School	93%	80%	27%	29.5	4A
William Morris Primary School	88%	73%	27%	28.8	4A
Wimbledon Chase Primary School	90%	86%	40%	31.3	5C
Wimbledon Park Primary School	82%	72%	20%	29.7	4A
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				

E. Appendices

E.2 Performance Tables for Key Stage 4

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

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

	% making expected progress in English	% making expected progress in maths
LA Average	75.3%	77.9%
England Average – state funded schools only	70.4%	70.7%
Secondary Schools		
Bishopsford Arts College	72%	72%
Harris Academy Merton	76%	93%
Raynes Park High School	58%	65%
Ricards Lodge High School	83%	80%
Rutlish School	77%	76%
St Mark's Church of England Academy	79%	68%
Ursuline High School Wimbledon	81%	93%
Wimbledon College	90%	88%
Special Schools		
Cricket Green School	0%	0%
Melrose School	0%	13%
Perseid School	<i>suppressed</i>	<i>suppressed</i>

DfE Performance Tables GCSE – Value Added:

	Value Added			
	VA Score KS2 –KS4	KS2-4 VA Score VA Confidence interval		Coverage
		Lower Limit	Upper Limit	
Secondary Schools				
Bishopsford Arts College	973.9	962.5	985.3	71%
Harris Academy Merton	1037.0	1027.0	1046.9	99%
Raynes Park High School	973.6	965.3	982.0	95%
Ricards Lodge High School	1039.0	1030.5	1047.5	92%
Rutlish School	1015.0	1006.2	1023.8	86%
St Mark's Church of England Academy	1007.0	996.9	1017.1	85%
Ursuline High School Wimbledon	1031.8	1023.0	1040.5	96%
Wimbledon College	1010.2	1001.5	1018.9	99%
Special Schools				
Cricket Green School	876.4	848.2	904.5	50%
Melrose School	913.8	883.2	944.4	89%
Perseid School	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>

Notes:

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

DfE Performance Tables GCSE - Outcomes:

	Results of Key Stage 4 pupils								
	% of pupils achieving						Average point score per pupil (uncapped)	Capped (best 8) average point score per pupil	Average entries per pupil (all qualifications)
	5+ A*-C (or equiv) including English and maths GCSEs	English Baccalaureate	A*-C GCSE in English and maths	5+ A*-C (or equiv)	5+ A*-G (or equiv)	at least one qualification			
LA Average	62.6%	30.2%	63.2%	85.6%	95.1%	99.2%	468.7	343.5	11.2
England Average	59.2%	23.0%	59.9%	81.8%	94.3%	99.6%	458.9	339.8	11.0
Secondary Schools									
Bishopsford Arts College	56%	6%	58%	78%	91%	99%	404.3	303.6	10.4
Harris Academy Merton	74%	17%	74%	100%	100%	100%	598.6	370.1	14.2
Raynes Park High School	44%	23%	46%	71%	93%	99%	363.0	308.8	9.6
Ricards Lodge High School	68%	46%	68%	95%	99%	100%	534.8	379.3	11.8
Rutlish School	64%	34%	65%	85%	99%	100%	500.4	351.5	12.3
St Mark's Church of England Academy	52%	14%	52%	86%	92%	98%	489.4	333.6	11.8
Ursuline High School Wimbledon	75%	54%	75%	97%	100%	100%	505.5	383.1	10.9
Wimbledon College	80%	39%	81%	90%	100%	100%	448.4	362.2	10.4
Special Schools									
Cricket Green School	0%	0%	0%	0%	0%	82%	35.3	35.3	1.8
Melrose School	0%	0%	0%	0%	67%	100%	159.5	151.3	7.1
Perseid School	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>	<i>suppressed</i>

E.3 Performance Tables for Post 16

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

DfE Performance Tables Post 16 – Value Added:

	A level Value Added measure			
	Value Added Score	Confidence limit		Number of A level entries
		Lower	Upper	
Secondary Schools				
Raynes Park High School	0.04	-0.12	0.20	94
Ricards Lodge High School	-0.09	-0.27	0.09	41
Rutlish School	-0.16	-0.33	0.02	54
St Mark's Church of England Academy	-0.28	-0.65	0.09	17
Ursuline High School Wimbledon	0.09	-0.01	0.19	292
Wimbledon College	-0.13	-0.23	-0.02	254
RR6				
	Value added is not measured at consortia level			

DfE Performance Tables Post 16 - Outcomes:

	% of A level students achieving				
	Average point score per A level student (full-time equivalent)	Average point score per A level entry	% achieving at least 3 A levels at A*-E	% achieving at least 2 A levels at A*-E	% achieving at least 1 A level at A*-E
LA Average	746.8	211.9	67.7%	87.1%	99.4%
England Average (excluding independent schools)	782.3	211.3	79.0%	92.3%	99.6%
Schools					
Raynes Park High School	699.9	199.2	71%	92%	100%
Ricards Lodge High School	659.9	194.7	50%	83%	100%
Rutlish School	668.4	192.6	75%	90%	100%
St Mark's Church of England Academy	637.1	194.3	22%	44%	100%
Ursuline High School Wimbledon	786.8	223.6	90%	96%	100%
Wimbledon College	761.8	214.6	53%	85%	99%
Sixth Form Centre/Consortia					
RR6	664.6	193.5	63%	87%	100%

Notes:

1. Harris Academy Merton does not appear in the school and college (key stage 5) achievement and attainment tables in Merton and does not contribute to the Merton outcomes. Harris Academy Merton is part of a post 16 South London federation. The outcomes for this federation are published in the achievement and attainment tables for the London Borough of Croydon.

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

E. Appendices

E.4 Pupil Groups Summary

Pupil Premium

Key Stage 2

Contextual Groups	Number of Pupils	% Expected Progress in reading		% Expected Progress in writing		% Expected Progress in maths		% Level 4+ attainment in reading, writing and maths			Average Point Score (APS)		
		Merton	National	Merton	National	Merton	National	Merton	London	National	Merton	London	National
All Pupils													
All Pupils	1779	94%	88%	96%	92%	92%	88%	78%	79%	75%	28.9	n/a	28.3
Pupil Premium (FSM in last 6 years and looked after children)													
Pupil Premium pupils	518	92%	78%	95%	89%	90%	84%	68%	n/a	63%	27.4	n/a	26.7
All other pupils	1261	95%	89%	97%	93%	93%	90%	83%	n/a	81%	29.6	n/a	29.1

- Merton is closing the gap between its pupil premium pupils and others, reducing the gap for attainment by 7% on 2012. The reduction in the gap has reduced consistently across all attainment and progress measures.
- All gaps between pupil premium pupils and others in Merton are narrower than the national gap.
- Expected progress in English from key stage 1 to key stage 2 is significantly above the national averages for pupils who are pupil premium.

Key Stage 4

Contextual Groups	Number of Pupils	% making expected progress in English between KS2-KS4			% making expected progress in maths between KS2-KS4			% 5+ A-C grades (or equiv) including English and maths GCSEs			% 5+ A-C grades (or equiv)		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
All Pupils													
All Pupils	1600	75%	77%	70%	78%	77%	71%	63%	65%	59%	86%	84%	82%
Pupil Premium (FSM in last 6 years and looked after children)													
Pupil Premium pupils	484	66%	n/a	57%	65%	n/a	54%	46%	n/a	41%	79%	n/a	71%
All other pupils	1116	79%	n/a	75%	83%	n/a	77%	70%	n/a	68%	88%	n/a	87%

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

E.4 Pupil Groups Summary

Looked After Children

Key Stage 2

Contextual Groups	Number of Pupils	% Expected Progress in reading		% Expected Progress in writing		% Expected Progress in maths		% Level 4+ attainment in reading, writing and maths			Average Point Score (APS)		
		Merton	National	Merton	National	Merton	National	Merton	London	National	Merton	London	National
All Pupils													
All Pupils	1779	94%	88%	96%	92%	92%	88%	78%	79%	75%	28.9	n/a	28.3
Looked After Children (LAC)													
Looked After	<10	100%	77%	100%	81%	100%	74%	100%	n/a	45%	27.5	n/a	26.6
Not Looked After	≥2279	94%	88%	96%	92%	92%	88%	78%		76%	28.9	n/a	28.9

- Attainment and Progress of Looked After children educated in Merton schools at Key Stage 2 exceeds national averages in all subjects and measures. The gap in Merton is therefore smaller compared to the national. Looked after children in Merton attain on average half a level above their peers nationally (4B to national 3A).

Key Stage 4

Contextual Groups	Number of Pupils	% making expected progress in English between KS2-KS4			% making expected progress in maths between KS2-KS4			% 5+ A-C grades (or equiv) including English and maths GCSEs			% 5+ A-C grades (or equiv)		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
All Pupils													
All Pupils	1600	75%	77%	70%	78%	77%	71%	63%	65%	59%	86%	84%	82%
Looked After Children (LAC)													
Looked After	15	39%	n/a	36%	46%	n/a	32%	33%	n/a	40%	47%	n/a	n/a
Not Looked After	1585	76%		70%	78%		70%	63%		67%	86%	n/a	n/a

- Looked After Children within Merton schools achieve above national children in care averages for expected progress.

E. Appendices

E.4 Pupil Groups Summary

Special Educational Needs

Key Stage 2

Contextual Groups	Number of Pupils	% Expected Progress in reading		% Expected Progress in writing		% Expected Progress in maths		% Level 4+ attainment in reading, writing and maths			Average Point Score (APS)		
		Merton	National	Merton	National	Merton	National	Merton	London	National	Merton	London	National
All Pupils													
All Pupils	1779	94%	88%	96%	92%	92%	88%	78%	79%	75%	28.9	n/a	28.3
Special Educational Needs (SEN)													
No Special Educational Needs	1406	96%	58%	98%	95%	95%	93%	90%	90%	88%	30.2	n/a	29.7
School Action	226	90%	68%	89%	85%	81%	79%	38%	54%	42%	25.0		25.2
School Action Plus	115	78%	55%	83%	81%	79%	74%	25%	39%	31%	23.1		23.7
Statement	27	80%	27%	85%	51%	64%	47%	33%	18%	14%	22.8		18.4

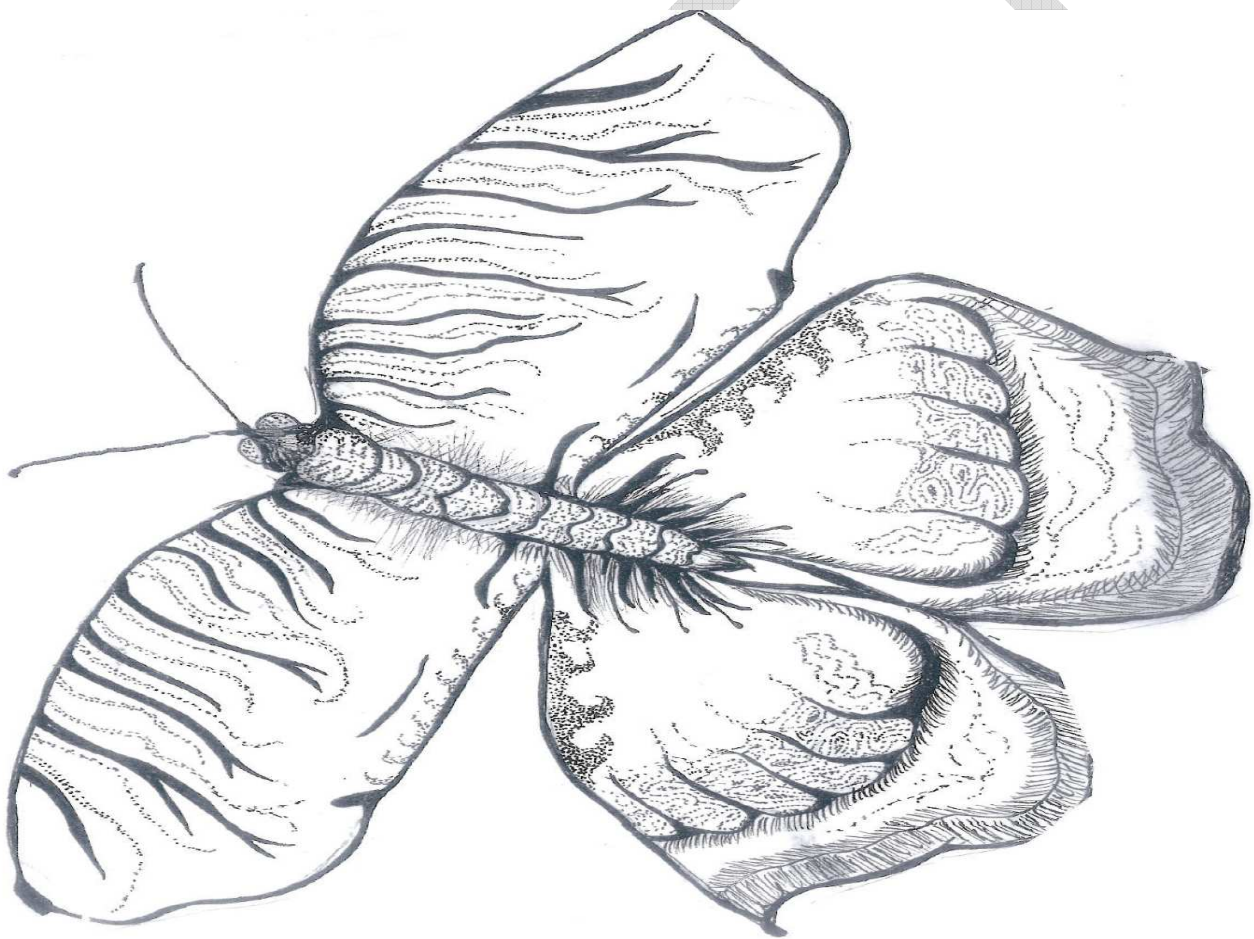
- Merton children with SEN but no statement in Key Stage 2 attain below National and London children with SEN. Children with a statement attain above their national peers.
- Expected progress in reading for all SEN groups is above national, school action and children with a statement progress is significantly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

Key Stage 4

Contextual Groups	Number of Pupils	% making expected progress in English between KS2-KS4			% making expected progress in maths between KS2-KS4			% 5+ A-C grades (or equiv) including English and maths GCSEs			% 5+ A-C grades (or equiv)		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
All Pupils													
All Pupils	1600	75%	77%	70%	78%	77%	71%	63%	65%	59%	86%	84%	82%
Special Educational Needs (SEN)													
No Special Educational Needs	1242	81%	n/a	77%	89%	n/a	78%	72%	76%	70%	92%	91%	89%
School Action	176	73%		54%	67%		49%	39%	38%	27%	79%	74%	69%
School Action Plus	97	45%		44%	40%		39%	24%	31%	23%	59%	64%	58%
Statement	85	31%		26%	28%		22%	14%	12%	10%	35%	33%	29%

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

**THE VIRTUAL SCHOOL
FOR
LOOKED AFTER CHILDREN
&
CARE LEAVERS**



**ANNUAL REPORT
2012-13**

Merton Virtual School for Looked After Children

Annual Report

Academic Year 2012 – 2013

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Acknowledgement

Front cover picture by Kristen when aged 12

1. INTRODUCTION

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

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

Although Merton Looked After Children are being educated across a large number of authorities and settings the Virtual School tracks their progress and attainment as though they were in a single school.

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

The Department for Education (DfE) also collects information on the educational outcomes of Looked After Children on the SSDA903 return. The information collected is on the basis of children who have been continuously looked after for at least 12 months at 31st March. This means that the DfE data for Merton represents a subset of the total school roll.

The first statistical release of Outcomes for Children Looked After by Local Authorities in England as at 31 March 2013 was released in December 2013. Reference is made to national figures where these are deemed to be useful but direct comparison would be statistically inaccurate.

2. THE VIRTUAL SCHOOL ROLL

2.1 Overview

The Virtual School roll consists of any child or young person of statutory school age who was, or became Looked After by Merton during the academic year (1st September 2012 and 24th July 2013) (1st September 2012 to 30th June 2013 for Year 11 pupils).

The Virtual School also works with children below and above statutory school age as well as care leavers.

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

With the point of reference being the last day of the academic year 2012-13 the number of school aged children from reception to Year 11 had increased from 80 in 2011-2012 to 98.

59.1% of the cohort were of secondary school age and includes 25.5% Yr 11 students. 9 pupils had a period when they were not on a school roll. 1:1 tuition was offered in all but one case where the child was off roll for 5 days when moving to an adoptive placement.

46 (47%) attended Schools, Academies or Alternative Education in Merton: (21% primary, 26% secondary).

52 children (53%) were educated out of borough: (19% primary, 34% secondary). Equal regard is paid to the Health, Education and Care of Looked After Children out of borough as well as those in our schools and we ensure we address the challenges of distant placements

2.2 Special Educational Need

22 children and young people (22.4%) of the school roll had a Statement of Educational Need. This is lower than the national figure (statistical release Dec13) of 29.4%

Of those children with a Statement of Educational Need, 39% were in education in Merton. (13% in mainstream schools or academies and 26% in the Borough's special schools). Of the 61% in receiving education out of borough, 22% attended mainstream schools, 8.6% local authority special schools, 17.4% independent special school, 8.6% were in hospital and 4.4% were remanded in secure accommodation

35% of pupils with Statements of Education Need attend mainstream schools or academies.

3. ATTENDANCE

3.1 Overview

Robust and rigorous processes are in place to monitor and track pupil attendance. The Virtual School commissions Welfare Call to contact every school with a Merton Looked After child of statutory school age and record attendance.

The Virtual School also collects attendance data for other borough Looked After children accessing education in Merton.

The Virtual School receives daily reports which lists all absences reported for that day and also a report of all children who are absent for 3 continuous days or more on that day.

Attendance data is used to address any emergency or emerging issues, including referral to the Virtual School designated Education Welfare Officer. Advisory teachers contribute to action plans to address attendance with foster carers, schools, social workers and other professionals. For example: one Year 11 pupil re-engaged with education after moving to The Pupil Referral Unit and achieved 5 GCSEs; another pupil, with court hearings pending and finding it difficult to sustain concentration, improved attendance when she reduced the number of GCSE subjects she was studying. She completed the agreed courses and achieved 5 GCSEs at grades A to C including English and Maths.

Pupils who achieved 100% attendance or significant improvement in attendance are rewarded. This year the Virtual School rewarded qualifying students with a personal letter and vouchers for W H Smith.

3.2 Whole School Attendance Data

The tables below shows the attendance figures for Merton LAC in all schools, (i.e. not only the pupils in care for 12 months plus as used for national statistics). There are no national comparators for this cohort.

Academic Year	2012-13	2011-2012	2010-2011	2009-2010
Total Pupils - % (number)	(98)	(80)	(82)	(80)
Average Attendance	87.14%	89.39%	88.26%	85.79%
Pupils with 25+ days absence	21.4% (21)	24% (19)	23% (19)	24% (19)
Pupils with attendance >90%	67.3% (66)	68.8% (55)	80% (56)	68% (55)
Pupils with attendance >95%	54% (53)	48.8% (39)	46% (38)	45% (36)

3.2.1 Attendance by Age Phase/Key Stage

	EYSF	KS 1	KS 2	KS 3	Yr 10	Yr 11
Total pupils % (no)	10.2% (10)	6.1% (6)	24.4% (24)	22.4% (22)	11.2% (11)	25.5% (25)
Average Attendance (12-13) (11-12)	92.4% (93.2%)	95.2% (97.8%)	94.5% (96.4%)	94.9% (93.8%)	75.4% (83.5%)	74.1% (70%)
Pupils 25+ days absence	0% (0)	0% (0)	4.1% (1)	9% (2)	45.4% (5)	25% (13)
Pupil attendance > 85%	90% (9)	83% (5)	91.6% (22)	86.3% (19)	45.4% (5)	40% (10)
Pupil attendance > 90%	80% (8)	83% (5)	87.5% (21)	86.3% (19)	45.4% (5)	32% (8)
Pupil attendance > 95%	50% (5)	75% (4)	83.3% (20)	63.6% (14)	36.3% (4)	24% (6)

3.2.2 Summary

- Overall attendance was slightly down on 2011-2012 but has improved from 2010.
- The downturn was in part due to the reporting arrangements for Y11 which meant that study leave was classified as absence.
- Average attendance for primary phase pupils was 94.8%
- Without the Y11 cohort average attendance was 91.5%
- The Y11 cohort was a large group (25). While the overall picture of their attendance was not good it is an improvement on the previous year's attendance and represents some significant improvement on their pre- LAC attendance.

3.3 Children Out of School Pending Education Placement

Age phase	Days	Comment
EY	5	Transition to adoption- new school identified
KS1	97	Complex SEN, moved to achieved permanency special school identified but delays in support package to receiving local authority – now in school
KS3	28	Referred to PRU but parents refused a placement
KS3	16	Delayed start date for mainstream school
KS4	10	Moved to therapeutic placement
KS4	29	Receiving 1:1 tuition while SEN assessment undertaken.
KS4	71	Off roll following move OOB. Tuition whilst waiting alternative education near placement
KS4	29	Unaccompanied Asylum Seeker – changed school preference which delayed start date

3.3.1 Summary

- The Virtual School actively strives to ensure that days out of school are at a minimum.
- Only 3 children during the academic year were temporarily without a school place following change of care placement.
- The Virtual School always organises and funds tuition for those students who are awaiting a school place
- CME Policy clarified in relation to specific cases

3.4 Other Borough Looked After Children attending Merton Schools

3.4.1 Overview

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

Merton School Admissions Team advises The Virtual School of applications and admissions to the Borough.

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

Welfare Call monitors and collects attendance data for other borough Looked After Children attending Merton Schools

3.4.2

Other Borough LAC in Merton Schools	2012-13	2011 - 2012
Total pupils % (number)	53	51
Average attendance	84%	85%
Pupils with 25 + days absence	32% (17)	27% (14)
Pupils with attendance >85%	68% (36)	67% (34)
Pupils with attendance > 90%	58% (31)	63% (32)
Pupils with attendance > 95%	43% (23)	39% (20)

3.4.3 Summary

- Attendance for other Borough LAC in Merton schools is less than for all Merton LAC
- 2 young people with significant attendance issues were resident in the registered adolescent care home.

4 EXCLUSIONS

4.1 Overview

Advisory Teachers encourages schools to contact the Virtual School if a pupil is at risk of exclusion.

In general, schools and/ or foster carers contact the Virtual School if there is a possibility that exclusion is being considered. Welfare Call also collects exclusion data. Exclusions are always followed up by The Virtual School.

4.2 Exclusions Merton Looked After Children

	2012-2013	2011-2012	2010-2011	*2009
Merton Permanent Exclusions (all)	0% (0)	0% (0)	0% (0)	0% (0)
Fixed Term & Lunchtime (all)	9% (9)	24%(19)	16% (13)	9% (5)
Latest National Figure (Statistical 1 st Release Dec 13)		11.36%		

Pattern of exclusions per pupil.

	1 fixed period	2 fixed periods	3 fixed periods	4 fixed periods	6 fixed periods
No pupils	2	4	1	1	1

4.2.1 Reasons for Exclusions

KS	School Type (DfE category)	Looked After > 12 months	No X Days Fixed Term Exclusions	Reason /Actions
2	Community Primary		1 x 4 days 1 x 4 ½ days 2 x ½ days	Persistent Disruptive Behaviour/Aggression (moved to residential therapeutic school)
4	Other Independent Special		1 x 1/2days	Verbal Abuse/Threatening behaviour toward adult
4	Special		1 day	Verbal Abuse/Threatening behaviour toward adult
4	Academy	Yes	1 x 1day 1x2 day	Unacceptable behaviour
4	Other Independent Special		1x3 days	Damage
3	Other Independent Special		4x 1 day 1x2 days 1x5 days	Physical aggression/violence with intent .Permanency achieved, more settled at school, considering return to mainstream
	Community Secondary		1 x 1day	Physical assault
4	Non-maintained secondary	Yes	1x2 days 1x3 days	Unacceptable/Aggressive behaviour
3	Other Independent Special	Yes	1x1 day 1x 6 days	Physical assault adult Physical assault staff
	Community Special		2x 1 day 1x 4days	Disruptive behaviour Physical assault on staff

4.2.2 Summary

- Nationally the pattern of permanent exclusions for Looked After Children has remained broadly constant at 0.3 or 0.4 per cent per year from 2008 to 2011 (the latest data available) Merton Virtual School's exclusion rates are significantly better than national.
- It is pleasing that there have been no permanent exclusions of Merton LAC for five years.
- Nationally the proportion of children with at least one fixed term exclusion has been decreasing steadily, from 14.2% in 2008 to 12.4% in 2011(Statistical First Release Dec 2013).
- Fixed term exclusions have, after three years of an upward trend have been significantly reduced and are lower than the national average.
- Of the 9 pupils who have been excluded, only three have been LAC for six months or more.
- One independent special school was identified and challenged for the use of 'informal exclusion'
- Analysis shows that there were fewer exclusions from maintained schools than from independent schools.
- 2 of 46 pupils attending Merton schools received fixed term exclusions. This is 4.3% and well below national figures.
- 7 of 52 pupils accessing education out of borough received fixed term exclusions. This is 13.4% and above the national figures. **Page 75**

- The Virtual School believes that schools' commitment to Merton Looked After Children and the support offered by the Virtual School has helped reduce the number of exclusions.

5. ATTAINMENT & PROGRESS

5.1 Overview

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

The collection of and analysis of performance data is an ongoing process with the following National Assessments reported in The Virtual School Annual Report

- Early Years Foundation Stage
- Phonics Screening
- Key Stage One Statutory Assessment Tests (SATs)
- Key Stage Two Statutory Assessment Tests (SATs)
- GCSE

5.2 Early Years Foundation Stage (EYFS)

The Early Years Foundation profile is an assessment against Early Learning Goals (ELG). These assessments are completed and reported on for children by the end of the academic year in which they reach the age of 5 (Reception).

There are 17 ELGs grouped into the following prime areas: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy and Mathematics. In addition Understanding the World; Expressive Arts and Design and Making are also assessed.

A 3 point scale is used to generate the profile. 1 is used to indicate that the child has not 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.

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

5.2.1 Early Years Foundation Stage results

Months in Care	Average point score	Comment
40m	2.8	Very good level development. Lower scores for Communication & Language
49m	1.4	Lower scores for language and communication, Reading Writing, Maths and Understanding of the Word
55m	1.9	Lower scores for more formal aspects of learning (Reading, Writing, Maths)
5m	2.1	Good level of development
3m	1.6	Lower scores for more formal aspects of learning (Reading, Writing, Maths)
14m	1.3	Lower scores for language and communication, Reading Writing, Maths and Understanding of the Word
52m	1	Child attending special school
36	2	Good level of development

5.2.2 Summary

- The pattern of the scores suggests that the children's early experiences could have had an effect on their development in key areas for learning at school.

5.3 Key Stage One (KS1) Attainment

There are two reported assessments during Key Stage One: Phonic Screening and Standard Assessment Tests (SATs)

5.3.1 Phonics Screening

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

6 pupils were screened for phonics (on roll pupils June 12)

5.3.2 Phonics Screening Results

Year 1 (3 pupils)

2 pupils achieved national expectations in the phonics screening test.

1 pupil did not achieve national expectations in the phonics screening test.

Year 2 (3 pupils)

2 pupils achieved national expectations in the phonics screening recheck.

1 pupil did not achieve national expectations in the phonics screening test.

5.3.3 Summary

- Numbers are very small so percentages are not particularly helpful.
- 66% Merton LAC achieved compared with 47% National for LAC (Raise on Line (ROL) 2013).

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

SATs take place in year 2 (at the end of KS1) throughout May. Each child is teacher assessed in Reading, Writing (including spelling and handwriting) and Maths (including number, shape, space and measurement). By the end of KS1 pupils are expected to achieve level 2, The National Expectation. This level is further divided: 2c is just into level; 2b is securely at level2; 2a at the top end of level 2.

P levels are used for SEN children who are working below National Curriculum levels.

This data is based on the Virtual School roll of May 2013 and data collected from schools.

2 pupils were teacher assessed at the end of KS1

5.4.1KS1 results

	SEN Statement	Months In Care	Reading	Writing	Maths	APS	Comment
	N	72m	3	2a	3	19	Exceeding National Expectations (2b)
	Statement	0m	P7	P5	1	9	Well below National Expectation. Plan in place
National Average All children			2b	2b	2b	15.8	
National Average LAC 2013 (ROL)			2c (13.4pts)	2c (12.0pts)	2c (13.3pts)	12.9	

5.4.2 Summary

- Small data set (Child 2) would not feature in National Statistics
- Child 1 has a love of learning, foster carers and school offering excellent support
- Child 2 attends in borough special school, Ofsted rated 'Outstanding'.

5.5 Key Stage Two (KS2) Statutory Assessment Tests

This data is based on the Virtual School roll of May 2013 and data collected from schools.

5 pupils in Year 6

2 pupils sat the tests

3 children with Statements of Educational Needs did not sit tests as they had not completed the Programme of Study for KS2.

5.5.1 . KS2 Results - % pupils achieving national expectations (L4+)

	Reading	Writing (Gr,Punct,Sp,	Maths	Science	Achieved N E (L4)	L4 in Eng & Maths	2 levels progress English	2 levels progress Maths
	5 (2b)	5 (1)	4 (2b)	4	✓	✓	yes	yes
	4(W)	4 (W)	4 (1)	4	✓	✓	yes	yes
Total achieving national expectations	2	2	2 (1)	2	2	2	2	2
	100%	100%	100%		100%	100%	100%	100%
National Average LAC (ROL2013)	63%	54%	60%			45%	R 77% W 81%	74%

Key Stage 1 result in brackets

5.5.2 Summary

- Only one child at Year 6 during 2011-2012 so no year on year comparison
- Outstanding progress in English & Maths with some success attributable to the 1:1 bespoke tuition funded by The Virtual School
- The 3 children with Special Educational Needs are in special schools and making good progress

5.6 Key Stage Three (KS3)

Although there is no longer a statutory requirement for pupils to sit statutory tests at the end of Key Stage 3, The Virtual School collects performance data at the end of the academic year as for all pupils.

5.6.1 Key Stage 3 results

SEN Statement	Months in Care	English	Maths	Science	Comment
N	10yr 6m	4a	6b	6b	Not expected in English, good in maths & science
Y	4yr 4m	P5	P5	P4	Progress in line with needs
N	9yr 1m	4a	5a	5b	Not expected
Y	1yr 10m	2c/b	2c	2	Not expected progress
N	1m	6	6	5	Expected
Y	3yr 4m	3c	3a	3a	Not expected
N	1yr 7m	3c	5b	3a	Good progress
N	3yr 1m	6b	7b	6c	Good progress
Y	9yr 6m	S&L 1b R 1c W P8	Nu 1a Sh P8	P8	Expected

5.6.1 Summary

9 pupils in Year 9

The 5 pupils with Statements of Special Educational Need are attending Special School Where progress is not as expected, explanations are sought and plans are put in place, including 1:1 tuition.

5.7 KS4 Yr 11 Pupils

Although there were only 25 pupils on roll at 30th June 2013 (the last day of school for year 11 pupils), 33 year 11 pupils were on roll during the course of the academic year. The Virtual School collected examination results for these pupils and worked to ensure each young person had a plan for continuing education training or employment.

2 students not entered for external exams because of complex special educational need (FH, QW)

1 student (UG) did not sit external examinations – complex youth justice – now serving a custodial sentence.

1 student (ZA) was missing from care. Now found and no longer LAC but tuition package in place

2 UASC (FN, EQ) age assessment delayed school application. Virtual School funded place at Just2Learn as their Local Authority of residence did not provide in a timely manner (FN)

27 students took externally accredited qualifications.

20 students sat GCSE

1 student (AM) attained GCSE module in Year 10

5 students sat other Entry Level/ Functional Skills

1 student ASDAN

5.7.1 Yr 11 Externally Accredited Examination Results & Progression

Into Care	1 GCSE A- G	5 GCSE A-G or equivt	5 GCSE A – C or equivt	5 GCSE A-C inc Eng & Maths	Other	Progress (from KS2)	Destination & Courses
2/13	-	-	-	-	Functional skills	no KS2 data	FE College ESOL
6/11	✓(5)	✓	-	-	-	< expected	Lambeth BTech Business (L2)
1/13	✓(1)	-	-	-	-	< expected	SMART Centre GCSE
4/08	✓(2)	-	-	-	-	no KS2 data	Motor Vehicle (L2) S. Essex
5/10	✓(3)	-	-	-	-	<expected	Animal Care College
11/12	-	-	-	-	Functional Skills	no KS2 data	College ESOL/Mechanics
2/11	✓(10)	✓	✓(5)	✓	-	expected	Health & Soc Care (L3)
3/13	✓(2)	-	-	-	-	no KS2 data	Mechanics
4/13	-	-	-	-	Asdan Bronze	expected	6 th Form Cricket Green
7/12	-	-	-	-	C & G unit	<expected	Plastering Wanting to take GCSE
11/10	✓(7)	✓	-	-	-	< expected	A levels SFX
11/97	✓(2)	-	-	-	-	< expected	Electric Barnfield College
6/13	✓(9)	✓	✓ (6)	✓	-	no KS2 data	A levels Glenthorne
6/13	✓(2)	-	-	-	-	< expected	Custody
2/13	-	-	-	-	Functional Skills	No KS2 data	College ESOL
5/10	-	-	-	-	GCSE module	< expected	Plumbing South Thames
1/05	✓(5)	✓	-	-	-	< expected	6 th form St Doms/Plumbing Guildford
2/02	-	-	-	-	Entry level Eng 3 Maths 2	expected	6th form Cricket Green
11/11	✓(8)	✓	✓	✓	-	expected	A level Ricards Lodge
11/12	✓(5)	✓	-	-	-	< expected	FE College Perf Arts
1/13	✓(5)	✓	✓	✓	-	expected	A levels
5/13	✓(9)	✓	-	-	-	no KS2 data	Croydon College IT
9/12	✓(11)	✓	✓	✓	-	expected	A levels
6/05	✓(10)	✓	✓	✓	-	expected	On course (not now A levels)
1/09	✓(3)	-	-	-	-	no KS2 data	Motor Vehicle Mechanics Canterbury
2/12	✓(8)	✓	✓ (6)	✓	-	expected	Health & Social Care
9/10	✓(5)	✓	-	-	-	no KS2 data	Art & Design Nescot

5.7.2. Summary

- % of young people sitting external examinations achieved an award
- 95% following a GCSE course gained at least one GCSE
- 21% achieved 5 GCSEs including English and Maths (This compares favorably with the national figures for LAC children -RaiseonLine 2013- 20% for LAC achieving 5 or more GCSE including English and Maths and 15% described in the DfE Statistical Release Dec 13 for Children Looked After continuously for 12 months during the year ending 31 March 12)
- For those with KS2 results 44% made expected progress. This compares with a national figure of 31% (statistical release Dec 13)
- The Virtual School has contributed to the success of these pupils by:
 - Prompt placement in appropriate education provision
 - Support to reengage with learning
 - Support to improve attendance
 - 1:1 tuition

5.8 Post 16 Results & Progression 2013

This cohort is taken from the 14 plus client database and includes Looked After Children, Care Leavers and those awaiting leave to remain in the country. We take our responsibility to Care Leavers very seriously and provide appropriate support to help secure their progression and well being.

level	number	successful	not successful	comment
Degree completed	0	0	0	No students in final year
Studying for degree	15	12	3	2 did not complete academic year 1 to retake
Level 3 completed	10	10	0	5 progressing to degree course 1 progressing to foundation course 2 starting apprenticeships 1 seeking employment in catering 1 cannot study or work because of immigration status
Studying for level 3	6	5	1	1 has decided to pursue a different level 3 qualification
Level 2 completed	5	4	1	1 year college course 2 have gone on to level 3 courses 1 has gone onto an apprenticeship. 1 NEET
Level 1 completed	13	8	5	1 year college course 8 are continuing to study at college, mostly on level two courses. 4NEET(one mental health issues) 1 missing due to immigration issues
ESOL completed	18	15	3	ESOL courses are ongoing 13 continuing ESOL/Vocational programmes 2 into employment 2 missing- maybe linked to immigration status 1 NEET
Entry level completed	0	0	0	
Studying for entry level	0	0	0	

5.8.1 Summary

- Of the 15 care leavers at university this year, 12 have completed successfully.
- The Virtual School offers tuition to support academic and careers advice
- Students are confident to approach The Virtual School for support
- The Virtual School has supported 10 care leavers to achieve level 3 qualifications, 5 of whom are progressing to university to study for a degree.

6 THE WORK OF THE VIRTUAL SCHOOL

6.1 Personal Education Plans (PEPs)

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

The Virtual School works to ensure that Personal Education Planning meetings take place within 20 days of a child coming into care and has now developed systems to track and monitor this requirement.

A recent audit indicated that the 20 day time scale is not always met.

Following the audit, systems have improved and currently the percentage of PEP meetings being completed within 20 days is 83% with four of those children coming into care during or just before the school holidays accounting for delay. The fifth PEP related to an unaccompanied asylum seeker and was held once the young person was placed on roll.

An Early Years Personal Education Plan has been introduced as a pilot project for a small number of identified children who are not yet of school age. This will be revised and formalised in 2014.

PEPs are reviewed at six monthly intervals or more frequently if a need is identified.

6.2 One to One Tuition

Tuition funded by The Virtual School has been provided by: 2 key agencies (Harrison Allen & Fleet) and pupils' school staff.

Key stages	Total students recorded as having tuition	Tuition for less than one term < 1	Tuition for 1 to 2 terms	Tuition for more than 2 terms and ongoing
KS1-yrs 1,2,3	1	0	0	1
KS2-yrs 4.5.6	9	0	0	9
KS3-yrs 7,8,9	4	1	1	2
KS4- yrs10.11	14	1	2	11
Post 16	11	0	1	10
Total	39	2	4	33

The above table includes students who began tuition in the school year and are continuing

The figures of 39 LAC show an increase in total numbers having tuition compared to 2011-2012 – (27 LAC).

There has been an increase in tuition in KS2, KS4 and Post 16, with KS4 doubling in numbers.

The Virtual School Advisory Teachers monitor the impact of 1:1 tuition and can evidence the intervention contributing to the confidence of learners and their educational progress.

Virtual school staff has worked with Harrison Allen during this year to provide advice on improvements for their new website.

The new website allows designated teachers to log on and view individual progress electronically.

6.3 Pupil Premium

Pupil Premium for Looked After Children is distributed via Virtual School in 3 tranches for LAC pupil who has been in care for 6 months and is on roll at the beginning of each term

Expenditure of Pupil Premium is discussed at PEP meetings.

The Virtual School challenges schools' use of Pupil Premium to enhance learning opportunities and experiences

Pupil Premium has been reported to be used for:

- School Trips
- Overnight stay to access extra curricular activity
- Additional TA support (younger pupils)
- Books & Resources
- Laptops
- Mentor/Coaching (older students)
- Therapeutic input (SALT)
- Music lessons

The Virtual School continues to challenge schools to consider how to monitor the impact of Pupil Premium for individual pupils.

6.4 Development and Training

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

6.4.1 Newly Qualified Teachers

The Virtual School Headteacher gave a presentation on the role of the Virtual School for Newly Qualified Teachers at their Induction Day.

6.4.2 Designated Teachers for Looked After Children

The Virtual School staff meets with designated teachers for Looked After Children when they visit s schools and contact them as appropriate by phone and email.

They are termly meetings for Designated Teachers. This year the programme included training for teachers new to this role and visiting speakers from Early Years and Child and Adolescent Mental Health (CAMHS).

The Virtual School is able to offer financial support to schools to offer attendance at these meetings.

23 of 56 Merton Schools have Looked After Children (including Looked After Children to Other Boroughs)

	Autumn 12	Spring 13	Summer 13
Attendees	15	12	10

50% of Designated Teachers for Looked After Children have attended at least one designated teacher training session during the academic year.

6.4.3 Foster Carers

The Virtual School is committed to ensuring that all Looked After Children are encouraged and supported to achieve their best. To ensure that the importance of education is highlighted, The Virtual School Headteacher has attended Foster Carer recruitment sessions.

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

In addition to support for learning at home as described below, foster carers also use The Virtual School as a resource for advice, guidance and support for educational matters. As a result Advisory Teachers have been involved in such activities as providing telephone support, accompanying carers for school meetings including, disciplinary hearings, and visiting potential schools and settings,

7 ENRICHMENT ACTIVITIES

7.1 Overviews

Following the withdrawal of the Personal Education Allowance (PEA) The Virtual School was allocated funding to support enrichment activities for Looked After Children. Additional funding from the Designated Schools' Grant has been awarded for the financial year 2013-14.

7.2 Learning at home

10 children participated in the Letterbox Project. Each child enrolled received a parcel of books, maths activities and other materials once each month from May to October.

3 children and their carers participated in TEXT now, a project for teenagers which promotes the enjoyment of reading and encourages carers and children to read together.

The Virtual School has project boxes for loan to Foster Carers which includes books, puzzles, games, CD's and DVD's.

The Virtual School encourages active library membership for all Looked After Children and actively promoted the 'Creepy House' Summer Reading Challenge.

Merton Schools ICT Manager has assisted the Virtual School to secure installation, e-safety training and ongoing support for the 6 Olympic Legacy Computers for foster carers in need of a PC. .

7.3 Aim Higher/raising aspirations

The Virtual School has supported the Aim Higher Project (previously government funded) which encourages young people to aspire to a university education.

4 Merton Looked After Children attended university taster days at; St Mary's. St Georges Medical School, Kingston University and Goldsmiths.

7.4 Art

We were disappointed to learn that Flourish, the National Arts programme which showcases art work by care-experienced children and young people has lost its funding. There was, however, a private viewing and pieces by two of our children were exhibited. The children were taken to the Foundling Museum to see their work and they received a catalogue. Their framed work has been returned to them to keep.

The Virtual School produced a desk calendar for the academic year 2012-13 featuring children's artwork.

The Virtual School Christmas Card was designed using a photograph taken by one of our Looked After Children

7.5 Theatre

The Virtual School organized the following theatre trips for Looked after Children and their carers.

"60 minutes to Save Christmas" Barbican: one family

"Wind and The Willows" Polka Theatre: 6 carers and their children

Circus visit: 3 carers and their children

7.6 Music

The Virtual School continued to fund music lessons for those children who expressed an interest. One child has subsequently been awarded the London Mayor's Music Scholarship.

7.7 Literacy Event

The Virtual School held a Literacy Event in the Civic Library, Morden to promote reading and writing.

The event which was opened by The Mayor and attended by The Leader of the Council and Cabinet Member for Children's Services children and Director for Children, Schools and Families, foster carers social workers teachers and school staff.

There was an exhibition of children's written work and two children read their pieces aloud. One young person read her piece of writing about her dreams and aspirations in Polish.

Pat Hutchins, children's author and illustrator (Titch, Rosie's Walk, and many other titles) was a guest visitor. She encouraged the children to write as well as read. All the children who attended the event were able to choose one of her books and to have it signed.

7.8 Sport

The Virtual School encourages all Looked after Children to participate in sports, including after school clubs at school.

8 OTHER ACHIEVEMENTS

8.1 Pupil Voice

The Virtual School consulted via an online questionnaire to capture the views of our young people on various aspects of school life. The questionnaire replicated a previous survey undertaken in 2010.

In 2013 60% of Looked After Children responded which was an increase of 18%. As in 2010, the key findings were that the large majority of children and young people liked school and

were feeling confident in reading and mathematics. As a result of the previous survey, one to one tuition is now discussed in more detail at PEP meetings so that elements of the tutoring can be discussed in more depth and impact improved. The recent survey identified that there is still work to be done to ensure that tuition sessions meet individual needs by increased communication between the tutor and the relevant subject teacher.

The overall results of the survey have been shared with Designated Teachers and included in the Virtual school newsletter Autumn 2013.

8.2 Virtual School Newsletter

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

8.2 Staffing

The Virtual School appointed a 0.92 f.t.e School Data and Support Administrator (one year fixed term contract to end Dec 2013) with expertise in School Information System (SIMS). There is still some work needed to set up assessment sheets for all year groups in order to monitor pupil progress throughout their school career. The Schools Information Management Systems (SIMS) team is aware and will support this work.

Additional administrative support, up to 3 days each week during term time was provided via experienced education administrator.

The Headteacher attended adoption and fostering information sessions for interested persons.

Headteacher attended training and is now a member of the Central List for Merton's Fostering, Adoption and Permanency Panel (currently 3 monthly rotation)

The Early Years Officer brought a specialism into the Virtual School and to support introduction of an Early Years PEP.

Since the restructuring of Children's Social Care, The Virtual School now works with a broader group of social workers

9. PRIORITIES FOR 2013-14

9.1 Continuing

To raise educational aspirations to narrow the attainment gap for Looked After Children by ensuring that the impact of care upon education outcomes is more accurately understood by foster carers, social workers, schools and teachers and pro-actively addressed.

To ensure each Looked After Child has a robust PEP that can be shared, monitored and tracked using the electronic system (i.e.Carefirst) for timeliness, quality, and impact.

To extend partnership working with the Early Years Team and increase the number of pre-school children with PEPS.

To improve the quality, accessibility and analysis of pupil data set in order to accelerate pupil progress through timely and targeted support and intervention.

To monitor the use Looked after Pupil Premium funding to ensure that schools are using Pupil Premium to benefit individual Looked after Children's Education.

To review Children Missing Education (CME) /LAC processes to reduce the length of time Looked after Children are on the CME database

9.2 New

To develop Maths, Science and ICT enrichment opportunities during 2014

To ensure that all Merton Looked after Children have the opportunity to learn to swim

Recently additional DSG funding has been allocated to the Virtual School in order to upgrade ICT hardware for Looked after Children, Young People and Care Leavers.

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E.6 Merton LA RAISEonline Report 2013

The Merton RAISEonline report has just been published. It contains attainment and progress data for Merton pupils, compared to national averages. There is data for all pupils and a wide range of groups.

- The four pages attached show a summary of some of the key data for Merton secondary and primary schools.
- Some measures have been tested for significance. Outcomes significantly higher than national levels are shaded **green**. Outcomes significantly below national averages are shaded **blue**.
- Although significance judgements are not given for value added progress, we are confident that these measures are very high for Merton. The RAISEonline report gives percentile rankings for these measures [1 is highest, 100 is lowest].
- The percentile ranking for overall VA for secondary pupils is **17**. This means that Merton pupils made more progress than pupils in 83% of other LAs nationally.
- The percentile ranking for overall VA for primary pupils is **10**. This means that Merton pupils made more progress than pupils in 90% of other LAs nationally.

Secondary [data for the 2013 Year 11 cohort]

- **KS4 VA** is the main value added progress measure from KS2 [Y6, age 11] to KS4 [Y11, age 16]. It is based on the amount of progress made from the average point score at the end of KS2 to the CAPS score at the end of KS4. There are no significance judgements for these measures [but see above about percentile rankings].
- **CAPS** is the capped average point score: the main attainment point score, for the best 8 GCSE or equivalent subjects including GCSE English and maths. Significance judgements are available.
- **%5+ A*-C En/Ma** is the main threshold attainment measure of 5+ A*-C grades, including GCSE in English and maths. Significance judgements are available.
- **%Progress in Eng** is the percentage of pupils making the expected 3 levels of progress in English, from KS2 to KS4. Significance judgements are available.
- **%Progress in maths** is the percentage of pupils making the expected 3 levels of progress in maths, from KS2 to KS4. Significance judgements are available.

Primary

- **KS2 VA** is the main value added progress measure from KS1 [Y2, age 7] to KS2 [Y6, age 11]. It is based on the amount of progress made from the APS at the end of KS1 to the APS at the end of KS2 in reading, writing and maths. There are no significance judgements for these measures.
- **KS2 APS** is the average point score for attainment in reading, writing and maths. Significance judgements are available.
- **%L4+ Re/Wr/Ma** is the main threshold attainment measure of level 4+ in reading, writing and maths. Significance judgements are available.
- **%Progress in reading** is the percentage of pupils making the expected 2 levels of progress in reading from KS1 to KS2. Significance judgements are available.
- **%Progress in writing** is the percentage of pupils making the expected 2 levels of progress in writing from KS1 to KS2. Significance judgements are available.
- **%Progress in maths** is the percentage of pupils making the expected 2 levels of progress in maths, from KS1 to KS2. Significance judgements are available.

Pupil Groups

Page 2 shows outcomes for all pupils and for the most vulnerable groups:

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

Page 3 shows outcomes for other substantial groups:

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

Pages 4 & 5 show outcomes for the twelve biggest ethnic groups in Merton.

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RAISEonline headlines Merton LA Report 2013							
Secondary				Primary			
	Merton 2012	Merton 2013	National 2013		Merton 2012	Merton 2013	National 2013
All pupils [1608]				All Pupils [1801]			
KS4 VA	1,010.4	1009.9	1000	KS2 VA	100.6	100.7	100
KS4 CAPS	343.0	342.4	338.3	KS2 APS	28.6	28.9	28.3
%5A*-C En/Ma	59	62	60	% L4+ Re/Wr/Ma	79	77	75
%Progress in Eng	71	75	69	% Progress reading	93	93	88
%Progress in maths	78	78	70	% Progress writing		95	91
				% Progress maths	88	92	88
Target groups				Target groups			
Pupil Premium (486)				Pupil premium (520)			
KS4 VA (448)	1,001.6	996.4	983.2	KS2 VA (496)	100.0	100.4	99.8
KS4 CAPS	319.5	315.6	303.9	KS2 APS	26.4	27.4	26.7
%5A*-C En/Ma	46	46	40	% L4+ Re/Wr/Ma	65	68	63
%Progress in Eng	65	65	56	% Progress reading	92	92	84
%Progress in maths	65	65	54	% progress writing		95	89
				% Progress maths	81	90	84
Children Looked After [17]				Children Looked After [3]			
KS4 VA (10)	894.1	929.2	949.6	KS2 VA	98.8	103.2	99.9
KS4 CAPS	222.3	246.6	231.0	KS2 APS	25.0	27.5	24.1
%5A*-C En/Ma	40	29	20	%L4+ Re/Wr/Ma	50	100	45
%Progress in Eng	38	33	36	% Progress reading	80	100	77
%Progress in maths	40	45	32	% Progress writing		100	81
				%Progress in maths	80	100	74
SEN School Action[177]				SEN School Action [227]			
KS4 VA	1,003.0	1006.5	991.4	KS2 VA	100.2	100.2	99.4
KS4 CAPS	313.5	318.1	306.3	KS2 APS	24.9	25.0	25.2
%5A*-C En/Ma	31	39	28	%L4+ Re/Wr/Ma	49	38	42
%Progress in Eng	59	72	53	% Progress reading	94	90	82
%Progress in maths	63	67	49	% Progress writing		89	85
				%Progress in maths	79	81	78
SEN School Action Plus [97]				SEN School Action Plus [117]			
KS4 VA	977.0	954.9	954.2	KS2 VA	99.3	99.7	99.1
KS4 CAPS	294.8	271.5	270.6	KS2 APS	23.0	23.1	23.7
%5A*-C En/Ma	31	24	22	%L4+ Re/Wr/Ma	34	25	31
%Progress in Eng	56	45	44	% Progress reading	83	78	75
%Progress in maths	54	40	39	% Progress writing		82	81
				%Progress in maths	61	79	74
SEN Statement [85]				SEN Statement (28)			
KS4 VA	925.6	950.2	975.8	KS2 VA	97.2	100.0	97.9
KS4 CAPS	166.6	189.0	172.5	KS2 APS	19.4	22.8	18.4
%5A*-C En/Ma	10	14	9	%L4+ Re/Wr/Ma	16	33	14
%Progress in Eng	22	31	26	% Progress reading	54	77	47
%Progress in maths	26	28	21	% Progress writing		81	51
				%Progress in maths	56	62	47

Secondary				Primary			
	Merton 2012	Merton 2013	National 2013		Merton 2012	Merton 2013	National 2013
Other Groups							
Boys [847]				Boys [898]			
KS4 VA	1,000.4	998.7	990.0	KS2 VA	100.6	101.0	100.0
KS4 CAPS	330.5	326.5	328.8	KS2 APS	28.3	29.0	28.1
%5A*-C En/Ma	54	61	55	%L4+ Re/Wr/Ma	77	74	72
%Progress in Eng	66	72	63	% Progress reading	92	93	87
%Progress in maths	78	77	68	% Progress writing		95	90
				%Progress in maths	88	92	88
Girls [761]				Girls [904]			
KS4 VA	1,021.4	1022.4	1009.0	KS2 VA	100.6	100.5	99.8
KS4 CAPS	356.7	357.4	350.6	KS2 APS	28.8	28.9	28.6
%5A*-C En/Ma	64	64	65	%L4+ Re/Wr/Ma	81	80	79
%Progress in Eng	75	77	76	% Progress reading	96	94	89
%Progress in maths	79	78	72	% Progress writing		96	93
				%Progress in maths	88	91	88
First Language Other than English [524]				First Language Other than English [706]			
KS4 VA	1,043.8	1041.1	1027.8	KS2 VA	101.1	101.3	100.8
KS4 CAPS	358.6	355.5	342.9	KS2 APS	28.7	29.0	27.9
%5A*-C En/Ma	62	65	58	%L4+ Re/Wr/Ma	81	76	72
%Progress in Eng	80	82	77	% Progress reading	95	92	89
%Progress in maths	88	86	78	% Progress writing		94	92
				%Progress in maths	92	94	91
Low Prior Attainment [263]				Low Prior Attainment [326]			
KS4 VA	1,024.1	1007.0	998.6	KS2 VA	100.4	101.0	100.2
KS4 CAPS	293.1	282.0	260.2	KS2 APS	23.3	23.8	22.7
%5A*-C En/Ma	18	15	7	%L4+ Re/Wr/Ma	35	31	26
%Progress in Eng	61	55	44	% Progress reading	89	88	76
%Progress in maths	53	50	29	% Progress writing		93	84
				%Progress in maths	74	83	74
Mid Prior Attainment [810]				Mid Prior Attainment [947]			
KS4 VA	1,006.1	1009.0	999.2	KS2 VA	100.6	100.7	100.0
KS4 CAPS	341.7	343.5	334.2	KS2 APS	29.2	29.2	28.5
%5A*-C En/Ma	61	66	57	%L4+ Re/Wr/Ma	91	87	83
%Progress in Eng	69	76	68	% Progress reading	97	96	92
%Progress in maths	80	81	72	% Progress writing		96	93
				%Progress in maths	91	92	90
High Prior Attainment [368]				High Prior Attainment [395]			
KS4 VA	1,009.5	1014.2	1001.5	KS2 VA	100.5	100.6	99.8
KS4 CAPS	402.5	401.5	394.8	KS2 APS	32.9	33.5	32.7
%5A*-C En/Ma	93	96	94	%L4+ Re/Wr/Ma	100	99	99
%Progress in Eng	84	91	86	% Progress reading	92	94	89
%Progress in maths	93	92	87	% Progress writing		97	94
				%Progress in maths	95	98	93

Secondary				Primary			
	Merton 2012	Merton 2013	National 2013		Merton 2012	Merton 2013	National 2013
Ethnic Groups							
White British [577]				White British [683]			
KS4 VA	991.0	986.6	995.5	KS2 VA	100.3	100.4	99.7
KS4 CAPS	331.2	326.7	340.1	KS2 APS	28.7	29.2	28.5
%5A*-C En/Ma	55	59	60	%L4+ Re/Wr/Ma	78	80	76
%Progress in Eng	64	69	69	% Progress reading	92	95	88
%Progress in maths	72	71	69	% Progress writing		96	91
				%Progress in maths	86	91	87
White Other [146]				White Other [198]			
KS4 VA	1,030.2	1035.9	1022.7	KS2 VA	101.5	101.5	101.1
KS4 CAPS	355.9	348.3	337.1	KS2 APS	28.4	29.0	27.7
%5A*-C En/Ma	61	68	55	%L4+ Re/Wr/Ma	80	76	68
%Progress in Eng	71	82	75	% Progress reading	98	94	89
%Progress in maths	85	87	76	% Progress writing		93	92
				%Progress in maths	94	94	91
Black African [163]				Black African [161]			
KS4 VA	1,027.0	1022.7	1023.1	KS2 VA	100.4	100.5	100.8
KS4 CAPS	339.0	343.4	340.9	KS2 APS	27.2	27.9	28.1
%5A*-C En/Ma	55	60	61	%L4+ Re/Wr/Ma	74	74	75
%Progress in Eng	76	81	80	% Progress reading	94	93	89
%Progress in maths	81	77	79	% Progress writing		95	92
				%Progress in maths	86	88	91
Black Caribbean [121]				Black Caribbean [106]			
KS4 VA	1,014.6	1000.8	1000.4	KS2 VA	99.6	99.8	99.9
KS4 CAPS	338.2	323.4	327.5	KS2 APS	27.2	27.1	27.2
%5A*-C En/Ma	48	47	53	%L4+ Re/Wr/Ma	70	64	70
%Progress in Eng	73	67	70	% Progress reading	93	89	86
%Progress in maths	67	68	67	% Progress writing		96	91
				%Progress in maths	77	83	85
Black Other [71]				Black Other [38]			
KS4 VA	1,018.8	1016.8	1007.8	KS2 VA	99.9	100.4	100.2
KS4 CAPS	363.1	352.0	332.4	KS2 APS	27.9	28.1	27.3
%5A*-C En/Ma	69	62	54	%L4+ Re/Wr/Ma	85	82	70
%Progress in Eng	73	81	72	% Progress reading	92	92	87
%Progress in maths	84	71	69	% Progress writing		94	91
				%Progress in maths	88	92	87
Bangladeshi [27]				Bangladeshi [32]			
KS4 VA	1,024.2	1024.0	1022.8	KS2 VA	100.6	100.8	100.8
KS4 CAPS	356.1	358.5	347.7	KS2 APS	28.6	29.0	28.2
%5A*-C En/Ma	79	59	63	%L4+ Re/Wr/Ma	80	75	76
%Progress in Eng	78	63	78	% Progress reading	89	97	89
%Progress in maths	82	81	79	% Progress writing		97	95
				%Progress in maths	89	100	91

Secondary				Primary			
	Merton 2012	Merton 2013	National 2013		Merton 2012	Merton 2013	National 2013
Ethnic Groups							
Indian [24]				Indian [54]			
KS4 VA	1,042.9	1040.2	1029.0	KS2 VA	100.8	101.2	100.7
KS4 CAPS	382.2	389.4	372.4	KS2 APS	30.3	30.2	29.6
%5A*-C En/Ma	74	88	75	%L4+ Re/Wr/Ma	93	85	83
%Progress in Eng	75	87	83	% Progress reading	94	89	90
%Progress in maths	94	91	88	% Progress writing		98	94
				%Progress in maths	97	96	93
Pakistani [109]				Pakistani [83]			
KS4 VA	1,047.4	1053.5	1018.8	KS2 VA	101.0	101.2	100.3
KS4 CAPS	364.4	380.4	341.1	KS2 APS	28.1	28.1	27.6
%5A*-C En/Ma	69	72	55	%L4+ Re/Wr/Ma	77	65	71
%Progress in Eng	88	88	71	% Progress reading	94	91	87
%Progress in maths	89	93	71	% Progress writing		90	92
				%Progress in maths	89	94	88
Asian Other [119]				Asian Other [190]			
KS4 VA	1,041.9	1038.0	1031.5	KS2 VA	101.2	101.9	101.1
KS4 CAPS	357.8	344.7	352.9	KS2 APS	29.4	31.0	29.2
%5A*-C En/Ma	64	62	64	%L4+ Re/Wr/Ma	86	87	78
%Progress in Eng	81	76	80	% Progress reading	94	93	90
%Progress in maths	87	87	85	% Progress writing		98	93
				% Progress in maths	94	97	93
Mixed White/Black Caribbean [47]				Mixed White/Black Caribbean [48]			
KS4 VA	1,002.7	1003.3	988.9	KS2 VA	100.1	100.2	99.7
KS4 CAPS	349.1	338.3	329.5	KS2 APS	27.0	27.7	27.7
%5A*-C En/Ma	70	55	54	%L4+ Re/Wr/Ma	72	71	72
%Progress in Eng	71	74	67	% Progress reading	94	94	87
%Progress in maths	84	74	63	% Progress writing		96	91
				% Progress in maths	91	96	85
Mixed Other [50]				Mixed Other [59]			
KS4 VA	985.1	1029.6	1003.6	KS2 VA	100.7	101.1	100.4
KS4 CAPS	335.4	363.5	346.7	KS2 APS	29.5	28.7	28.8
%5A*-C En/Ma	67	70	65	%L4+ Re/Wr/Ma	88	76	79
%Progress in Eng	70	81	75	% Progress reading	100	93	90
%Progress in maths	73	83	74	% Progress writing		94	93
				%Progress in maths	88	92	89
Ethnic Other [58]				Ethnic Other [51]			
KS4 VA	1,030.9	1049.5	1030.6	KS2 VA	101.8	101.6	101.0
KS4 CAPS	376.9	379.4	343.7	KS2 APS	30.5	28.9	27.8
%5A*-C En/Ma	69	74	59	%L4+ Re/Wr/Ma	94	84	70
%Progress in Eng	82	81	78	% Progress reading	100	93	89
%Progress in maths	94	98	80	% Progress writing		91	92
				%Progress in maths	98	89	92

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