For General Release

REPORT TO:	**CABINET 18 January 2016**
AGENDA ITEM:	**9**
SUBJECT:	**Education Quality and Standards**
LEAD OFFICER:	**Paul Greenhalgh, Executive Director, People Department**
CABINET MEMBER:	**Councillor Alisa Flemming, Cabinet Member for Children, Families and Learning**
WARDS:	**All**

CORPORATE PRIORITY/POLICY CONTEXT

Ambition Priority 2: Independence

- Education and Learning:

    • Continue to improve the proportion of schools which are judged good or better by OFSTED and support and challenge schools to improve the standards being achieved.

Independence Strategy Priority 3

- Provide people with the best opportunity to maximise their life chances and have a good quality of life through the provision of high quality universal services, including an excellent learning offer.

AMBITIOUS FOR CROYDON & WHY ARE WE DOING THIS:

Education and Learning: working in partnership with all Croydon schools to deliver the very best for all our young people. Working with schools to ensure that resources are targeted at those social groups that currently under-perform in school exam attainment.

FINANCIAL IMPACT

There are no financial considerations with this report.

FORWARD PLAN KEY DECISION REFERENCE NO.: This is not a key executive decision.

The Leader of the Council has delegated to the Cabinet the power to make the decisions set out in the recommendations below

1.   **RECOMMENDATIONS**
     It is recommended that Cabinet:

1.1   Notes this report, commend the continued improvement in the percentage of schools judged good or better by OFSTED, and also notes that this paper will

| form a subject of Children and Young People's Scrutiny Committee on 12 January 2016. |
| 1.2   Agrees the framework for the revised School Improvement Plan as set out in Appendix 6. |

2.   EXECUTIVE SUMMARY

This report summarises the performance of children and young people in Croydon schools for 2015. The report covers attainment in assessments, tests and examinations for 2015 in the Early Years Foundation Stage, Key Stages 1, 2, and 4 and Post-16. The report is provided at this point of the year so that we can compare with the national average, London average and with similar areas (Statistical Neighbours). Our Statistical Neighbours are: Birmingham, Ealing, Enfield, Greenwich, Merton, Waltham Forest, Brent, Haringey, Lambeth and Lewisham. An explanation of Statistical Neighbours and how they are calculated can be found at Appendix 5. The report also provides up-to-date information on school attendance and exclusions.

Borough Context

In the last education year Croydon achieved some significant steps forward – significant improvements in the early years foundation stage, high Ofsted ratings of our primary schools, and sustained improvement at GCSEs which remain significantly above the national average. This was achieved in the context of a significant growing population, which is becoming more deprived.

The report sets out standards achieved in the 2014-2015 education year, which can be summarised as follows:

- Croydon performance in the Early Years Foundation Stage at age 5 improved significantly (by 8%) from 2014 and is now only slightly below statistical neighbours, London and national averages.
- At Key Stage 1 tests at age 7 Croydon maintains its broadly upward five year trend at Level 2+ across all subjects. With a 1% increase in reading and mathematics and maintaining our writing attainment this has meant that we are in line with our statistical neighbours in reading, 3% below in writing and 1% below in mathematics.
- At Key Stage 2 tests at age 11, Croydon results in the expected level of achievement (Level 4+) in reading, writing and mathematics combined improved by 2% to 77%. This is set in the context of a 2% national increase.
- At Key Stage 4, GCSE results were above the national and statistical neighbours average and 1.2% below the London average, based on unvalidated data.
- At Key Stage 5 (based on unvalidated data) Croydon level 3 learners continue to perform below the national average against the APS per student, although the gap has closed slightly. Croydon's APS per entry is now in line with national averages following several years of being below.
- We have our highest proportion ever of Croydon schools judged by Ofsted at good or better. In November 2015 90% of primary schools were judged to be good or better and 71% of secondary schools, an

improvement from 61% and 68% respectively in summer 2012. The higher percentage of schools now judged good or better indicates a stronger platform for success in the 2015-16 academic year.

- Absence rates at primary schools increased by 0.4%.
- Absence rates at secondary schools increased by 0.1% but are 0.3% better than the national average.
- Croydon's rate of exclusion from school has increased slightly in the last year, although Croydon still remains in the bottom quartile in performance on exclusion rates when compared with other authorities. The reason for the increase is based on one schools exclusions being a quarter of the borough in total.

Given the Administrations ambitions for children, we are working hard to make edcuational opportunities even better. This report also sets out the highlights of our revised School Improvement Plan, (see appendix 6).

3.   PRIMARY AND SECONDARY SCHOOL RESULTS

3.1   Early Years Foundation Stage

Croydon children's performance at the end of the Early Years Foundation Stage, at age 4/5 years old, improved significantly from 2014 and is now only slightly below statistical neighbours, London and national figures.

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). The EYFS Profile requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against 17 Early Learning Goals (ELGs).

In June 2015 the total number of 4 and 5 year olds assessed in Croydon was 5089. A child has a Good Level of Development (GLD) if they achieve (or exceed) the Early Learning Goals in Communication & language (3 ELGs); Physical Development (2 ELGs); Personal, Social & Emotional Development (3 ELGs); Literacy (2 ELGs); and Mathematics (2 ELGs).

In 2015, the number of Croydon children achieving a GLD increased this year by 8%, reducing the gap between Croydon and England, London and our statistical neighbours.

Table 1 shows the percentage of children who achieved each of the Early Learning Goals (ELGs) in the 7 areas of learning, when assessed at the end of the reception year 2015 and the comparisons with National, London and statistical neighbours. The column highlighted in pink, shows the percentage of children who achieved the Good Level of Development (GLD). Figures in brackets are 2014 figures for comparison.

Another key indicator of attainment at age 4/5 is the difference between the lowest achievers and the average. This difference is known as the Attainment Gap. We have closed the attainment gap from 37.9% in 2014 to 34.7% in 2015 against a national gap of 32.1% (See Table 2 below). There is less of a gap this year between children performing in the lowest 20% and the median for all children.

The significant improvement in outcomes this year have been as a result of very focused and targeted work with settings to enable them to strengthen the leadership of learning.

Table 1

All Pupils 2015	GLD %	Communi-cation & Language %	Physical Develop-ment %	Personal, Social & Emotional Develop-ment %	Literacy %	Mathe-matics %	Under-standing the World %	Expres-sive Arts & Design %
England	66 (60)	80 (77)	87 (86)	84 (81)	70 (66)	76 (72)	82 (80)	85 (83)
London	68 (62)	81 (78)	88 (86)	84 (82)	72 (68)	78 (74)	83 (80)	87 (85)
Inner London	68 (62)	80 (77)	88 (87)	84 (81)	72 (68)	78 (74)	82 (80)	86 (84)
Outer London	68 (62)	81 (78)	88 (86)	85 (82)	73 (68)	78 (74)	83 (80)	87 (85)
Croydon	65 (57)	78 (73)	85 (81)	82 (77)	69 (63)	74 (68)	80 (76)	82 (79)

Statistical Neighbour average	68 (62)	81 (77)	88 (86)	84 (68)	72 (74)	77 (74)	81 (80)	86 (84)
Diff Stat Neigh/Croydon	-3 (-5)	-3 (-4)	-3 (-5)	-2 (-5)	-3 (-5)	-3 (-6)	-1 (-4)	-4 (-5)
Diff England/Croydon	-1 (-3)	-2 (-4)	-2 (-5)	-2 (-4)	-1 (-3)	-2 (-4)	-2 (-4)	-3 (-4)

Table 2

Year	Average (All Children)	Median	Average (Lowest 20% attaining children)	Percent attainment gap between all children and bottom 20%
2013	31.3	33	20.1	39.1
2014	32.3	34	21.1	37.9
2015	33.5	34	22.2	34.7

Inspection Outcomes for Early Years Providers

'The Early Learning and Primary Prevention' team closely monitor inspection judgements for all day nurseries, pre-schools and child-minders so that there is a clear understanding about the quality of these settings.

Tables 3, 4 & 5 show the Ofsted judgements of early years providers in Croydon as of March 2015.

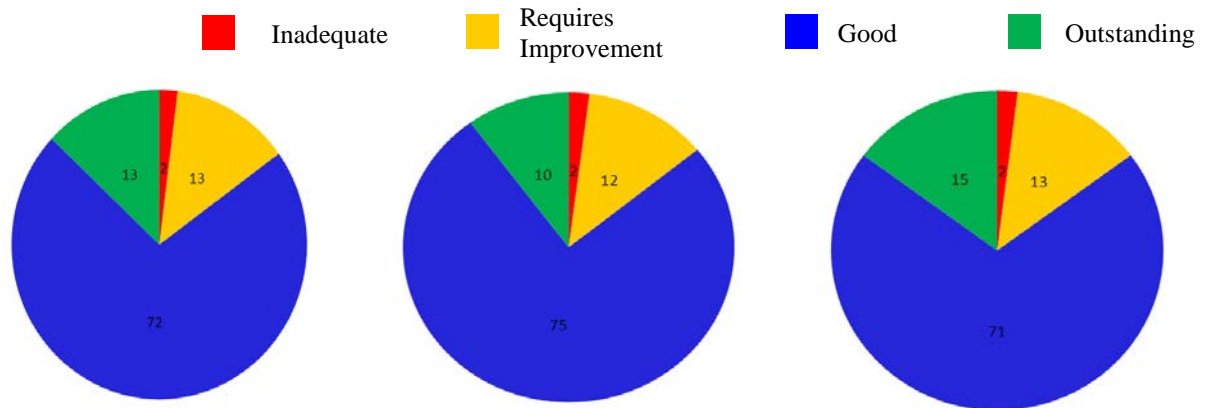| Inadequate | Requires Improvement | Good | Outstanding |

Table 3 – all providers

Table 4 – day nurseries, pre-schools & out of school
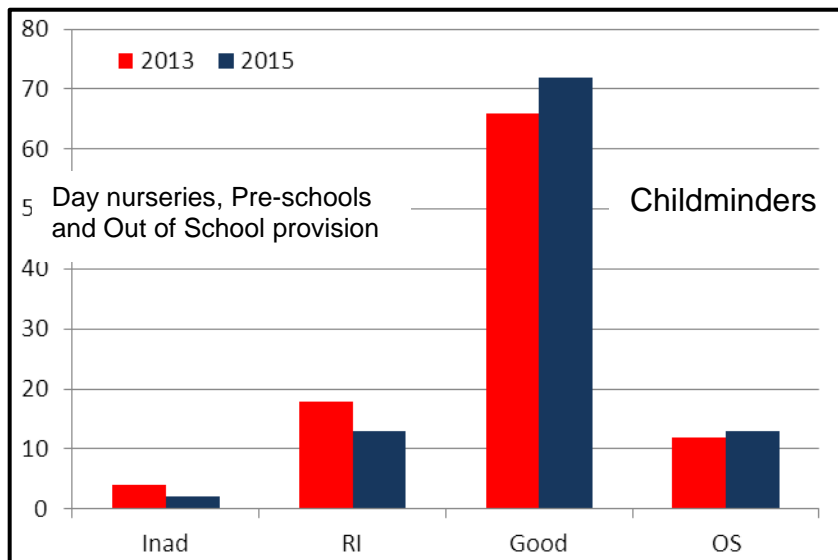
Table 5 - childminders

Table 6

Table 6 shows the Ofsted judgements for all early years provision 2013-2015. The percentage of provision judged Good or Outstanding has risen from 78% in 2013 to 85% in 2015.

3.2   What are we doing to address areas for development in the EYFS?

- Using recent research, in particular the Effective Pre-School, Primary & Secondary Education (EPPSE) study, we are working with all early years settings to support children's Home Learning Environment (HLE), with reference to early communication and literacy skills.
- Settings and schools in the north of the borough are engaging in the Early Language Development Programme (ELDP) project to develop children's language and communication skills.

- In April 2015, the Early Years Pupil Premium was introduced for all eligible 3 and 4 year olds. We are working with our settings to ensure that this additional funding impacts positively on the attainment and progress of the most vulnerable children and closes the attainment gap.
- Teachers who are new to teaching in Reception are provided with training opportunities to ensure familiarity with the requirements of the Early Years Foundation Stage and Profile assessment arrangements.
- All schools with reception classes must attend training and agreement trialling for the EYFS Profile.
- In line with Ofsted expectations and to support good transitions for all children, we are facilitating opportunities for schools and other early years providers to share expertise when assessing children's achievement and tracking their progress.
- Early years advisers offer challenge and support for all early years settings through a range of programmes. These include structured programmes for settings in Ofsted categories of Requires Improvement or Inadequate; a pre-Ofsted programme; and training for leaders/managers.

3.3   Key Stage 1

The number of children at key stage 1 in Croydon continues to grow. The number of seven year olds who have taken their SATs tests at the end of year 2 increased by 231 in 2015 compared to 2014, the equivalent of 8 additional classes.

Croydon maintained a four year upward trend in Key Stage 1 outcomes, at Level 2+ across all subjects until 2014. After a slight dip in results across reading, writing and maths in 2014 our results in 2015 have risen again in reading and mathematics and remained static in writing.

In reading, Croydon had shown an upward trend between 2011 and 2013 with a 6% cumulative improvement in comparison with 4% nationally. Despite a 1% dip in 2014 we are now in line with our statistical neighbours and national figures with only a 1% gap with London averages.

The results for the phonics test in Year 1 2014/15 academic year show continued improvement with a 13% increase since 2012. When taken together with the higher percentage of schools now judged good or better this indicates a strong platform for success in the 2015-16 academic year.

Despite a continued improvement in phonics this year there is a 3% gap with our statistical neighbours and a 1% gap with national.

Following the rise of writing at Level 2+ over the three previous years, the results dipped by 1% in 2014 and this figure was maintained in 2015. This puts Croydon 3% below national and our statistical neighbours and 4% below London.

Mathematics at level 2+ mirrored reading and writing, with a 1% dip in 2014 but in 2015 we have increased our averages back to where they were in 2013. This places Croydon 1% below national and our statistical neighbours and 1%

below London. This year showed a closing of the gap between Croydon and London averages.

At level 3 achievement in Croydon was 1% below national in reading, 2% below in mathematics and 3% writing.

Girls outperformed boys in all subjects at all levels. This reflects the national picture. Boys' attainment remained static in reading but improved in mathematics and writing; girls' attainment remained static in reading and mathematics but improved in writing.

The free school meals achievement gap for pupils achieving expected levels continues to be better in Croydon (6% reading, 6% writing, 4% mathematics) than nationally (10% reading, 13% writing, 6% mathematics), showing that Croydon schools are relatively strong in terms of inclusion. Croydon has closed the gap further this academic year.

In 2014 there was only one school below the key performance indicator in reading (70% of pupils at Level 2+). In 2015 this has reduced to no schools.

Cohort numbers eligible for assessment: KS1					
2010	2011	2012	2013	2014	2015
3,943	4,104	4,315	4,371	4,630	4,861

Source: KS1 Provisional (2015) Statistical First Release SFR32-2015 - DFE published data

Key Stage 1 attainment at the national expectation of Level 2 and above:

	Percentage of pupils achieving level 2 or above in reading					
	2010	2011	2012	2013	2014	2015
National average	85	85	87	89	90	90
Croydon	85	84	88	90	89	90
Statistical neighbour average	85	84	86	88	90	90
London	84	85	87	89	90	91
Difference S/N ave Croydon	3	0	2	2	-1	0
Difference England Croydon	0	-1	1	1	-1	0
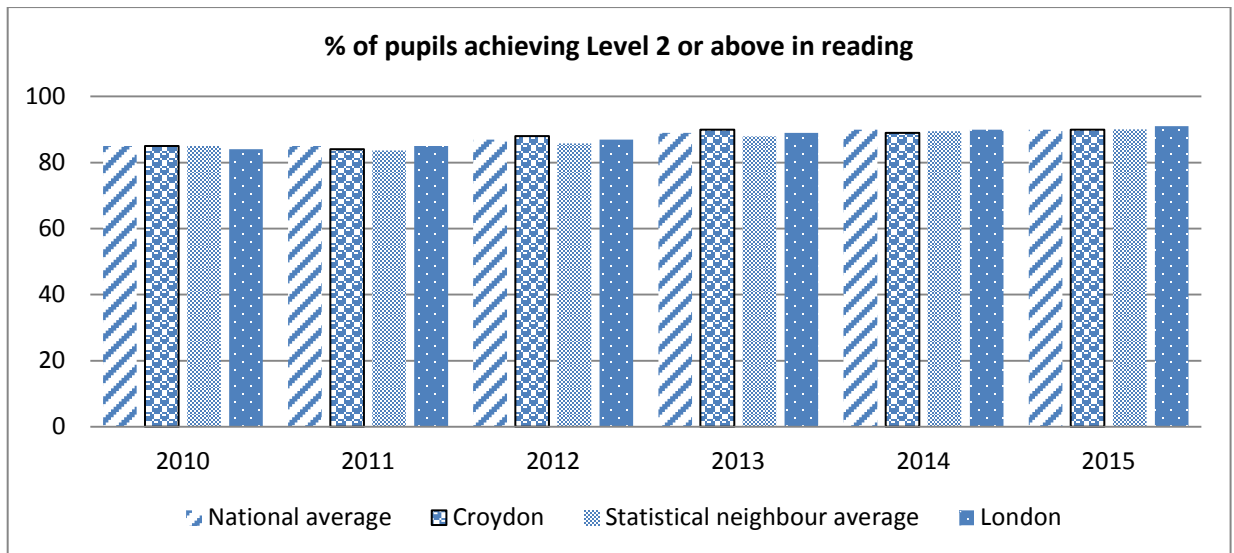
% of pupils achieving Level 2 or above in reading

National average   **Croydon**   **Statistical neighbour average**   **London**

Source: KS1 Provisional (2015) Statistical First Release SFR32-2015 - DFE published data

	Percentage of pupils achieving level 2 or above in writing					
	2010	**2011**	**2012**	**2013**	**2014**	**2015**
National average	81	81	83	85	86	88
Croydon	79	79	83	86	85	85
Statistical neighbour average	77	79	82	85	86	88
London	80	81	83	86	87	89
Difference S/N ave Croydon	2	0	2	1	-1	-3
Difference England Croydon	-2	-2	0	1	-1	-3
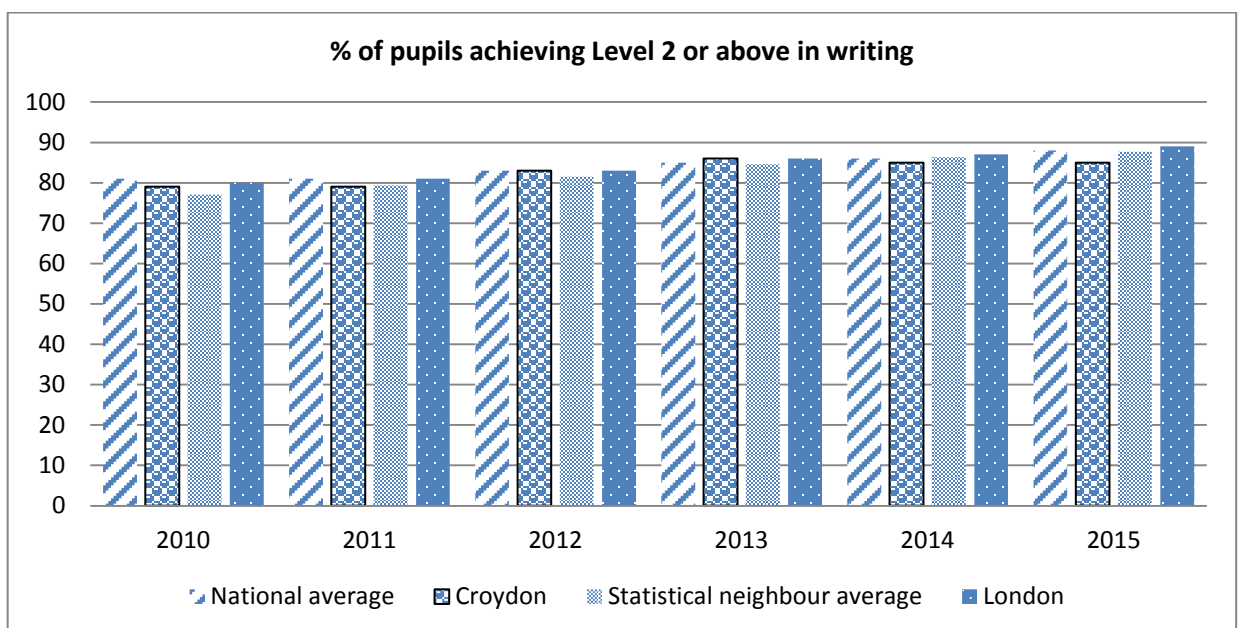
% of pupils achieving Level 2 or above in writing

National average   **Croydon**   **Statistical neighbour average**   **London**

Source: KS1 Provisional (2015) Statistical First Release SFR32-2015 - DFE published data

	Percentage of pupils achieving level 2 or above in mathematics					
	2010	2011	2012	2013	2014	2015
National average	89	90	91	91	92	93
Croydon	89	88	90	92	91	92
Statistical neighbour average	87	88	89	91	92	93
London	88	89	90	92	93	93
Difference S/N ave Croydon	2	0	1	1	-1	-1
Difference England Croydon	0	-2	-1	1	-1	-1

% of pupils achieving Level 2 or above in maths

Legend: National average, Croydon, Statistical neighbour average, London
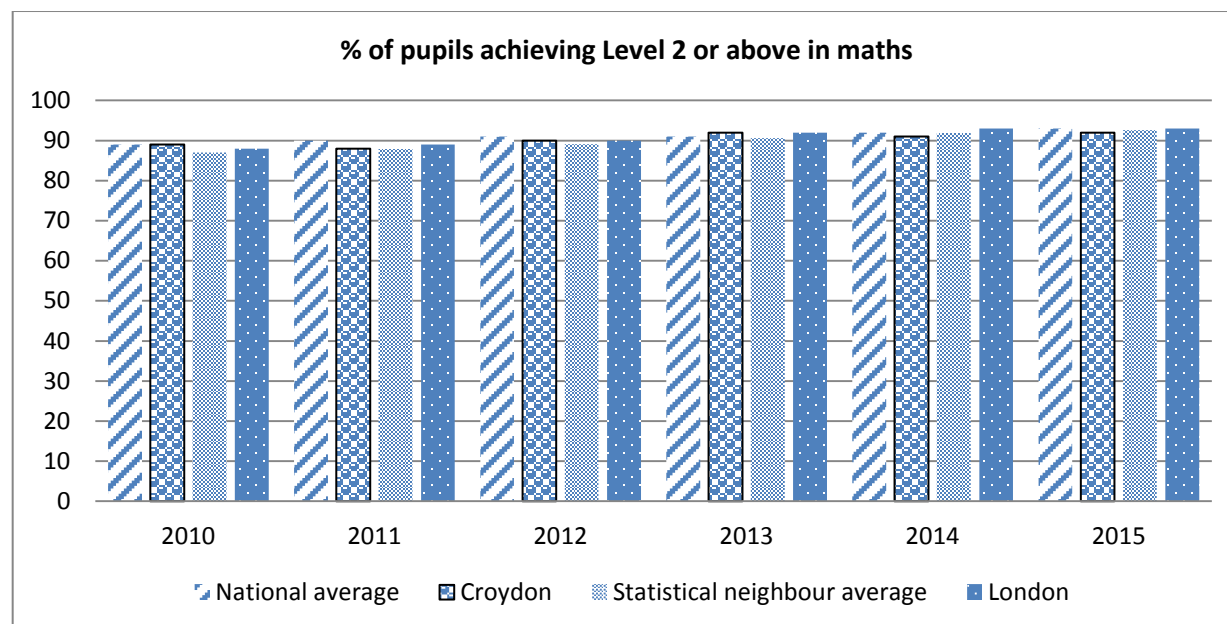
Source: KS1 Provisional (2015) Statistical First Release SFR32-2015 - DFE published data

3.4 What are we doing to address areas for development at KS1?

- The School Improvement Service, through the commissioning of the Link Adviser role to Octavo Partnership, ensures that challenging targets are set for pupils in KS1 and that schools use pupil progress meetings to ensure that all pupils are making at least expected progress, and all schools address specific issues in reading, writing and mathematics. Quality assurance visits to schools are robust and provide key information about the progress of current KS1 pupils.

- Teaching and learning reviews are carried out in our most vulnerable schools and, increasingly, as a traded service to other schools. These reviews include both lesson observations in KS1 classes and book scrutiny for evidence of progress. This ensures that any issues are picked up quickly and schools supported with making improvements. All of our maintained schools that are graded as a 3 or 4 by the local authority are automatically enrolled onto our School Progress Review Meeting (SPRM) programme. This ensures that appropriate challenge and support is given to the leadership and management of the school to ensure accelerated progress.

- The 'Croydon Improvement Challenge' has been developed with Octavo

Partnership to target support to schools where there are concerns about pupil outcomes. This training will provide bespoke support in leadership, mathematics and literacy.

- A range of training, through Octavo Partnership, targeting specific aspects of underachievement at KS1 is being offered, including specific courses that support teachers with moderating pupils' work, to ensure consistency. Other key courses include developing acuracy skills in KS1 – embedding the essentials of spelling, grammar and handwriting and changes to statutory KS1 assessment. There is also training focusing on strategies to support and challenge more able pupils at KS1.

- Continue to work in conjunction with the Early Years team in moderating all Reception classes.The quality of baseline data is now more accurate as children enter year 1. This has enabled teachers in years 1 and 2 to plan to meet the needs of children in KS1 more accurately.

- We have continued to develop our model of KS1 moderation which has been praised by the Standards and Testing Agency for being both robust and accurate.

- Subject leader network meetings are co-ordinated across Croydon, enabling teachers to work alongside one another, share best practice and keep up to date on current areas of priority for improvement.

- Teachers who are new to teaching in Year 2 are provided with training opportunities to ensure there is accurate implementation of the new expectations within the national curriculum and of the testing / moderation arrangements.

- We currently have four teaching schools in Croydon; their role is to provide high quality 'school to school' support. The local authority works closely with them to ensure that support is targeted from them to our schools most in need. This academic year one of our teaching schools is providing additional literacy support to a range of Croydon schools.

3.5   Key Stage 2

The number of children in Croydon schools at KS2 continues to rise, with 1,717 more children taking their KS2 tests in 2015 in comparison to 2010, the equivalent of approximately 58 more classes. Mostly due to migration within London and new arrivals to the country. There are many challenges associated with this rapid increase in pupil numbers: recruiting a larger number of high quality teaching and support staff and addressing the needs of an increasingly diverse and complex pupil population in terms of Special Educational Needs and English as an Additional Language.

The 2015 data included in this report is currently unvalidated as Ofsted do not release validated data until early in the spring term following the completion of the national appeals and disapplication processes. At this point it is only possible to compare validated 2014 data with 2015 unvalidated results. It is

expected that there will be some upward movement in Croydon results at this point and so the content of this is subject to variation. A number of schools are applying for discounts and this will potentially improve the boroughs attainment at end of KS2.

In 2014 the level of challenge was further raised when the so called floor standard, the basic minimum standard expected of schools, was raised from 60% of pupils achieving the expected standard in reading, writing and mathematics, to 65%. In 2015 the floor standard remained the same.

Croydon results in reading, writing and mathematics L4+ combined improved by 2% to 77%. This is set in the context of a 2% national increase. Croydon schools attained 4% lower than our statistical neighbours.

Within the individual subjects, reading at L4+ remained the same, closing the gap with national by a further 1% to a 2% gap. Writing increased by 1% to 84% which is 3% below national and mathematics increased by 2% placing us 3% below national. There has been a further closing of the gap in writing and mathematics between Croydon and National.

In spelling, grammar and punctuation, which is reported separately from the combined figures, at Level 4 we achieved in line with national figures for all pupils.

Our Children Looked After (CLA), for whom we are corporate parent – 80% of these pupils achieved age-related expectations in reading, 47% in writing and 53% in mathematics. At the time of this report there are no national figures with which to make comparisons.

Attainment at level 5 in reading decreased by 2%. In comparison, nationally there was a 2% increase. Writing increased by 4% in Croydon but nationally there was a 3% increase and mathematics decreased by 1% versus a 1% rise nationally. As can be seen in the tables below, Croydon is currently achieving 3% below its statistical neighbours in the combined Level 5 attainment, although the gap is closing and attainment at this level is on a consistent upward trend.

Girls outperformed boys in combined attainment in reading and writing at Level 4 and at Level 5. The gap between boys and girls was similar to the national gap in writing and mathematics at Level 4 and 2% wider in reading. Boys outperformed girls at Level 5+ mathematics.

Ten schools were below the 2014 higher floor standards both for attainment and progress compared to ten schools below this year (This is subject to change and we anticipate seven schools being below floor standards once their discounts have been applied). In the 2015-16 academic year, of the seven schools we anticipate to be below floor, four of these are maintained and three are academies. Four of these schools that were below floor standards in 2014/15 have made significant improvements and are now not below floor. Two of our academies have been below floor for two academic years.

Ten primary schools are in receipt of targeted support and challenge from the Local Authority. This reflects a robust approach to school categorisation

against a more rigorous inspection and testing regime.

Based on provisional figures Croydon is 1% below national averages for expected progress in reading and writing and 3% below in mathematics. The gap in writing between Croydon and National has narrowed from 3% in 2014 to 1% in 2015. The gap in reading and mathematics has widened slightly to 1% and 3% respectively.

The performance of academies at key stage 2:

At the time of Key Stage 2 testing in May 2015, 27 of Croydon's 71 primary schools were Academies (38%). Two Academies fell below the government floor standard of 65% attainment in reading, writing and mathematics, they were also below floor standards in the previous academic year.

Where there are concerns about the performance of Academies it is the responsibility of the Regional Schools Commissioner (RSC) to challenge and seek assurance. The RSC has the same powers of intervention as a Local Authority in maintained schools, such as issuing warning notices, and in addition may ultimately require an Academy to be partnered with a new sponsor.

The following tables include the performance of all Croydon children in both maintained schools and academies.

Cohort Numbers eligible for assessment: KS2					
2010	**2011**	**2012**	**2013**	**2014**	**2015**
2,385	3,873	3,777	3,776	3,920	4,102

Reading test, writing Teacher Assessment and mathematics test combined

Source: KS2 Provisional (2015) Statistical First Release SFR30-2015 - DFE published data

	Percentage achieving level 4 or above			
	2012	**2013**	**2014**	**2015**
National average	**75**	**76**	**79**	**82**
Croydon	74	74	75	77
Statistical neighbour average	77	78	80	81
London	**77**	**79**	**82**	**82**
Difference S/N ave Croydon	-3	-4	-5	-4
Difference England Croydon	-1	-2	-4	-3
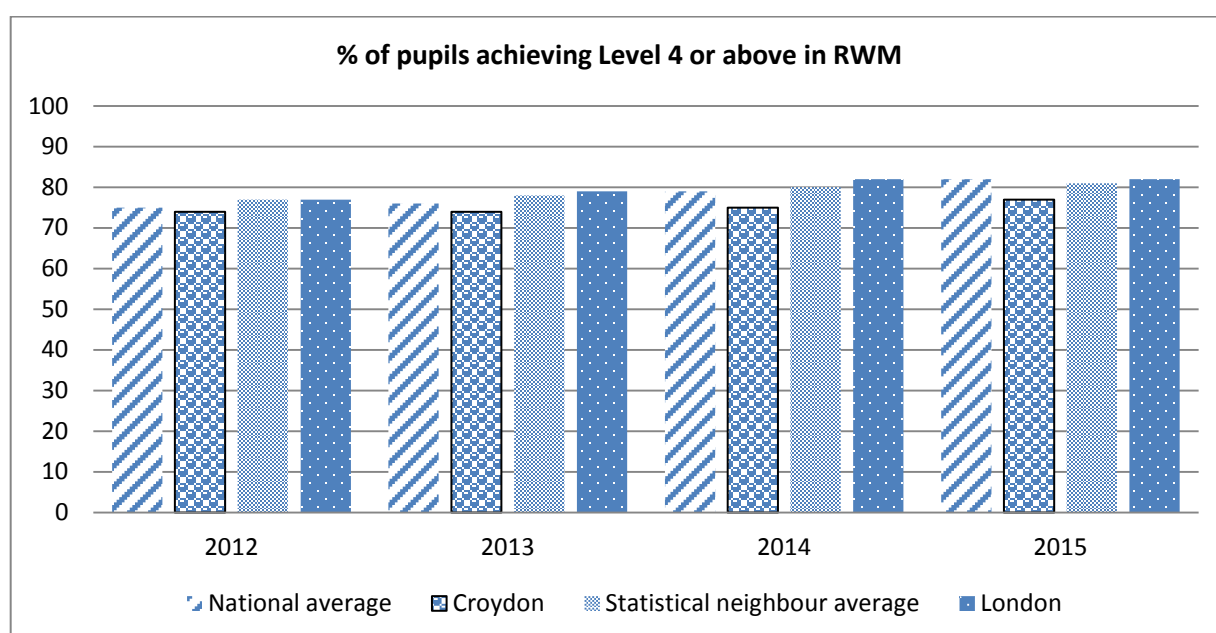
Reading test, writing Teacher Assessment and mathematics test combined

	Percentage achieving level 5 or above[2]			
	2012	**2013**	**2014**	**2015**
National average	**20**	**20**	**24**	**24**
Croydon	19	19	21	22
Statistical neighbour average	21	23	25	25
London	**22**	**24**	**27**	**27**
Difference S/N ave Croydon	-2	-4	-4	-3
Difference England Croydon	-1	-2	-3	-2

Source: KS2 Provisional (2015) Statistical First Release SFR30-2015 - DFE published data

% of pupils achieving Level 5 or above in RWM
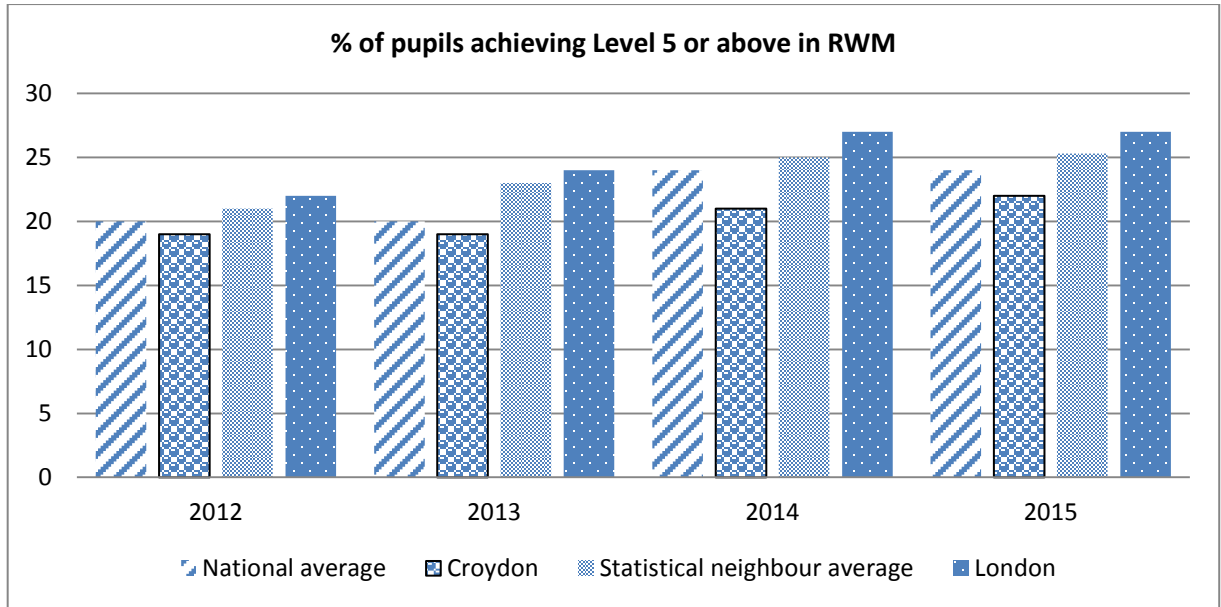
Percentage of pupils making two levels of progress in reading Ks1-Ks2

	2012	2013	2014	2015
National average	**90**	**88**	**91**	**91**
Croydon	89	88	91	90
Statistical neighbour average	92	91	93	92
London	**92**	**91**	**93**	**93**

Difference S/N ave Croydon	-3	-3	-2	-2
Difference England Croydon	-1	0	0	-1

Source: KS2 Provisional (2015) Statistical First Release SFR30-2015 - DFE published data

% of pupils making expected progress in reading Ks1-Ks2

Pupils making expected progress in writing KS1 -KS2

	2012	2013	2014	2015
National average	**90**	**92**	**93**	**94**
Croydon	90	90	90	93
Statistical neighbour average	93	94	95	95
London	**93**	**94**	**95**	**95**

	2012	2013	2014	2015
Difference S/N ave Croydon	-3	-4	-5	-2
Difference England Croydon	0	-2	-3	-1

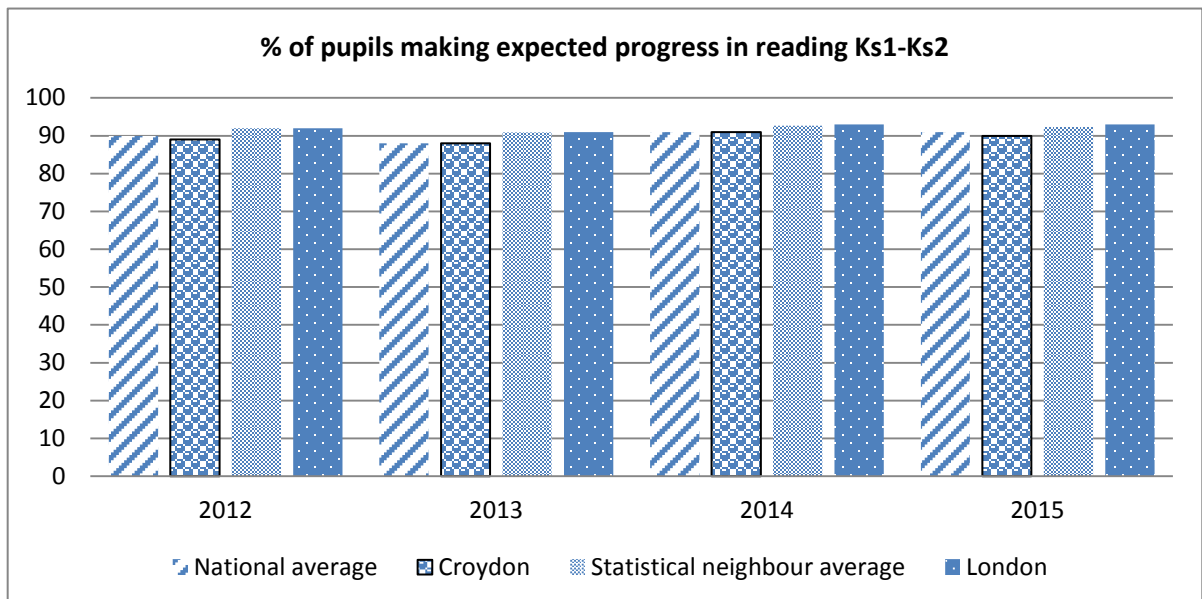**Source: KS2 Provisional (2015) Statistical First Release SFR30-2015 - DFE published data**

% of pupils making expected progress in writing Ks1-Ks2
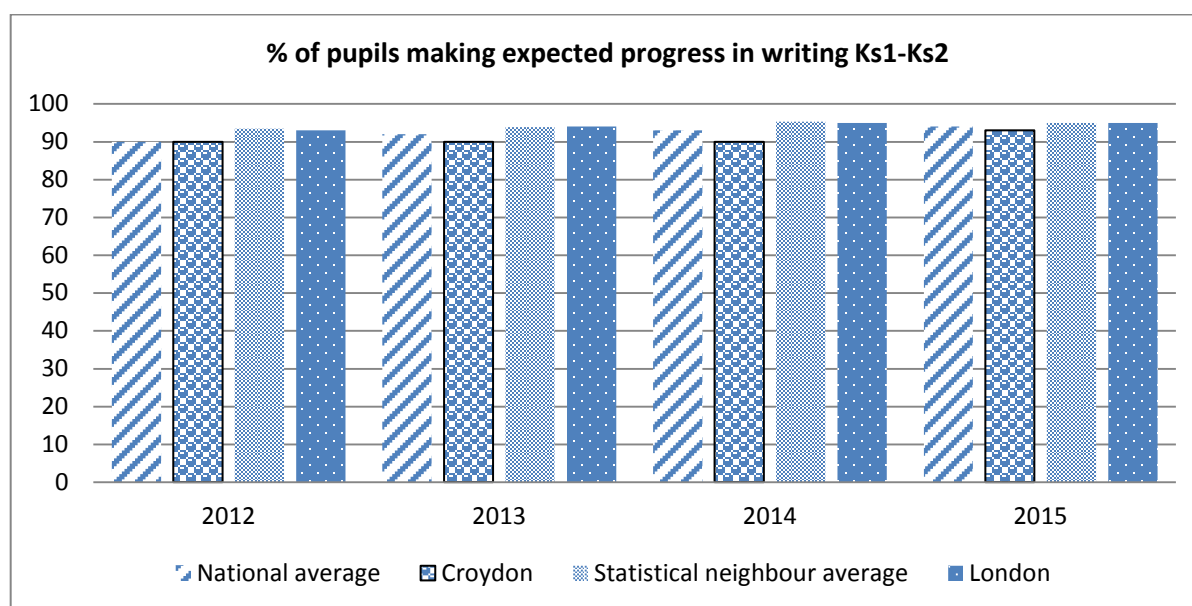
Pupils making expected progress in maths KS1 -KS2

	2009	2010	2011	2012	2013	2014	2015
National average	**80**	**82**	**83**	**87**	**88**	**90**	**90**
Croydon	82	81	81	86	88	88	87
Statistical neighbour average	82	86	86	90	91	93	92
London	**83**	**85**	**86**	**90**	**91**	**93**	**92**

	2009	2010	2011	2012	2013	2014	2015
Difference S/N ave Croydon	0	-5	-5	-4	-3	-5	-5
Difference England Croydon	2	-1	-2	-1	0	-2	-3

Source: KS2 Provisional (2015) Statistical First Release SFR30-2015 - DFE published data

% of pupils making expected progress in maths Ks1-Ks2

Legend: National average, Croydon, Statistical neighbour average, London

Years: 2009, 2010, 2011, 2012, 2013, 2014, 2015
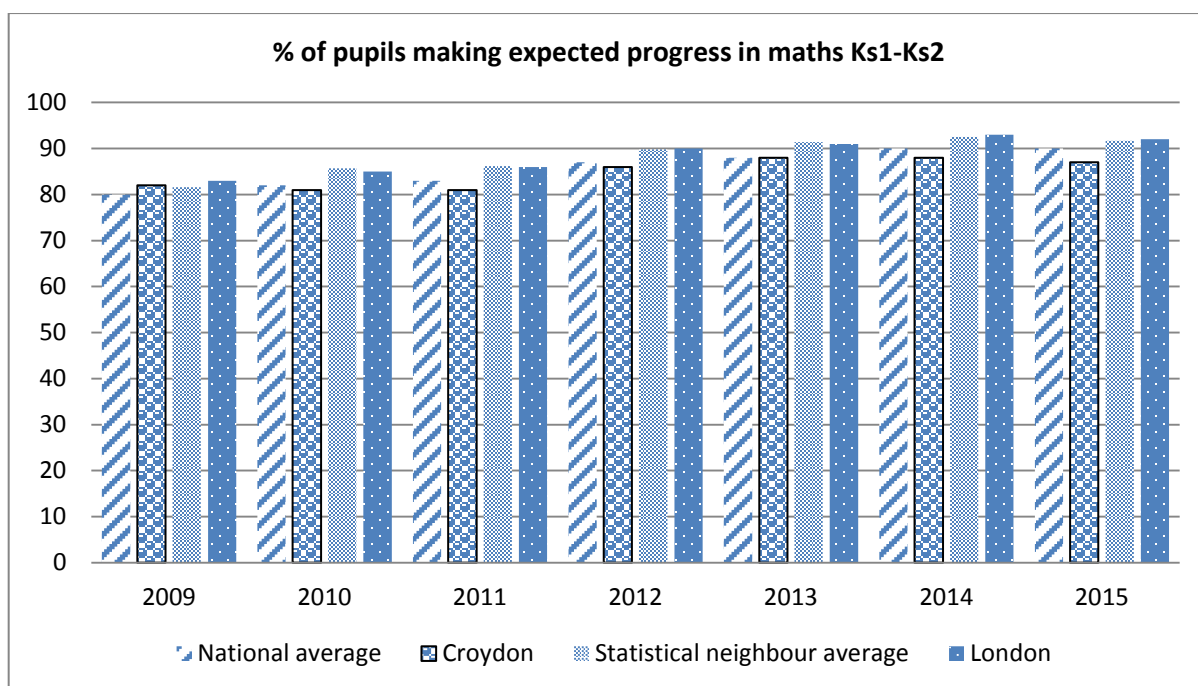
Appendix 4 shows the results for individual schools both maintained and academies

Key stage 2 pupil migration of high achievers between primary and secondary schools

More than half (51.4%) of Croydon children who attain at the highest level at the end of Key Stage 2 (Level 6) do not enter Croydon maintained secondary schools and academies. The table below shows the figures for pupils who have achieved a level 6 in mathematics (the largest group of achievers) and their destination authorities. The two highest are Sutton (where there is selective education available) and Bromley. This inevitably impacts on the percentage of higher attainers at the end of Key Stages 4 and 5.

High achievers destination of year 6 pupils transferring to a secondary school in 2015 (obtained a level 6 maths test result):

	No of pupils	% of pupils
Croydon	210	48.6%
Sutton	169	39.1%
Bromley	30	6.9%
Surrey	11	2.5%
Southwark	4	0.9%
Hammersmith	2	0.5%
Lambeth	2	0.5%
Wandsworth	2	0.5%
Bedfordshire 97	1	0.2%
Merton	1	0.2%

Total pupils	432

Source: Confirmed places September admissions

3.6   What are we doing to address areas for development at KS2?

- It is clear there is too wide a gap between our highest performing and lowest performing schools. The strengthening the quality of leadership and management in our schools has been successful, as seen reflected in OfSTED inspection outcomes. There is inevitably a "lag" between improved leadership and improved outcomes. So in order to accelerate this improvement we have revised the LA School Improvement Plan (Appendix 6) which sets aspirational targets and details specific actions to support improved English and mathematics outcomes, by securing differentiated, quality assured training and development. This plan will be reflected in our work with schools nad our commissioning of school improvement work by Octavo, and our brokerage of teaching schools and other providers.

- All schools with low pupil outcomes at KS2 are identified for our 'Croydon Improvement Challenge', which includes training, support and challenge for schools including developing some partnerships with good to outstanding schools. Progress against the improvement agenda is monitored through termly meetings with the senior leadership team and Chair of Governors. Teaching and learning reviews are also strongly recommended in these schools as part of our traded support. Support and challenge is targeted to address specific issues in reading, writing and mathematics in individual schools. As an LA we also commission and work alongside Octavo to carry out Leadership and Management reviews in these schools where there are concerns about this.

- We make use of "best practice" wherever it exists in the Borough through brokering school-to-school support, the use of our Teaching School Alliances and our local Excellent Practitioners scheme.

- There are a number of Croydon schools currently graded as good by Ofsted but where we have concerns about pupil outcomes. For these schools we have recategorised them as a 2b school; they will receive further support and challenge from their link adviser. We will also be inviting the headteachers and Chair of Governors to meet with us and agree what actions they will be taking to bring about rapid improvements.

- We are working with our Head Teacher Advisory Group, which comprises head teachers of maintained, church schools and Academies, to agree and take action on whole Borough key priorities for improvement and co-ordinated, collaborative work to address those priorities. We monitor the impact against these key priorities through quality assurance of the school improvement work commissioned to Octavo.

- To reflect the new assessment arrangements at KS2 a programme to support schools has been put in place including frequent moderation cluster meetings and courses to improve teachers' subject knowledge. Courses are also being run to train teachers in the demands of the new curriculum in English and mathematics. Specific programmes to support children's achievement in writing, reading and mathematics are being put in place. Our processes have been held up as models of good practice and we have been asked to moderate other authorities as a result.

- Link adviser visits are more focused on challenging schools about in-year progress and tracking of pupils to ensure that they have improved outcomes by the end of the year. Schools are advised, where appropriate, to engage with bespoke support from a range of providers.

- A range of training targeting specific aspects of underachievement at KS2 is being offered, including strategies to support and challenge more able pupils, targeted support for mathematics and improving engagement and attainment in writing.

- The Local Authority carried out a review last year to look at best practice in developing writing. Advisers met with a range of schools whose progress in writing has been in the top quartile for the Borough and with those where progress has been in the lowest quartile so that best practice is shared effectively. As a result of this review a range of courses reflecting the good practice are being developed and delivered by Octavo, with support from one of our teaching schools.

- Borough networks and training for English and mathematics co-coordinators support the development of subject leaders in schools. Through the network meetings we are helping subject leaders to analyse their school results and improve provision for pupils not meeting expected standards.

- As stated previously, we are working closely with three of our local teaching schools to use additional training capacity to best effect. We have also linked a number of a vulnerable schools with teaching schools, the teaching schools have bid for extra funding to support the action plans created by the schools.

- The school improvement service is working closely with schools to challenge any underachievement and support improvement, including through partnerships with Academy chains and other good or outstanding schools where necessary. These partnerships are designed to bring about rapid improvement and develop capacity for sustained improvement in standards, quality of teaching and effectiveness of leadership and management.

3.7 Key Stage 4

In the key indicator of 5 or more A*-C GCSEs including English and mathematics, against a two year trend of decline nationally, the rate has improved in Croydon. At 58.8%, the percentage of students attaining 5+ A*-C including English and mathematics grades shows a rise of 2% on 2014 against a background of a 0.6% decline in results nationally.

Comparisons with statistical neighbours show that Croydon's GCSE results in 2015 are higher than our statistical neighbours in 5+ A*-C grades including English and mathematics (Croydon:58.8%; St.Neighbours: 56%). The results of our statistical neighbours have declined by a faster rate of 2% than the national decline (0.6%).

A full school listing of GCSE results can be found at Appendix 1. There is a mixed picture in performance in schools. The results of three schools (Meridian, St Mary's and Quest) are below the floor target of 40%, while six others (Edenham, Harris Academy Crystal Palace, Norbury Manor, Oasis Acadey Coulsdon, St Joseph's College and The BRIT) improved by between 5% and 23%.

The performance of academies at key stage 4: The data in Appendix 1 shows performance by Academies and enables comparison both with predecessor schools and non-academies.

It is not yet possible to report on the achievement of specific pupil groups at Key Stage 4 as the data was not yet available at the time of writing. This will be published in January 2016.

The following tables include the performance of all Croydon children in both maintained schools and academies.

Cohort numbers eligible for assessment: KS4						
2010	**2011**	**2012**	**2013**	**2014**	**2014**	**2015**
3,701	3,722	3,637	3,770	3,716	3,716	3,664

Source: 2043/15 key stage 4 attainment data (Provisional)

	Percentage of pupils at the end of key stage 4 achieving at 5+ A*-C grades including English and mathematics GCSEs					
	2009/10	**2010/11**	**2011/12**	**2012/13**	**2013/14**	**2014/15**
National average	53.5	59	59.4	59.2	53.4	52.8
Croydon	54.4	61	62.2	64.4	56.8	58.8
Statistical neighbour average	53	58	58	62	58	56
London	58	62	62	65	62	60
Difference S/N ave Croydon	1	3	4	3	-2	3
Difference England Croydon	1	2	3	5	3	6

Source: 2043/15 key stage 4 attainment data (Provisional

5+ A*-C grades including English and mathematics GCSEs

| | 2009/10 | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |

National average · Croydon · Statistical neighbour average · London
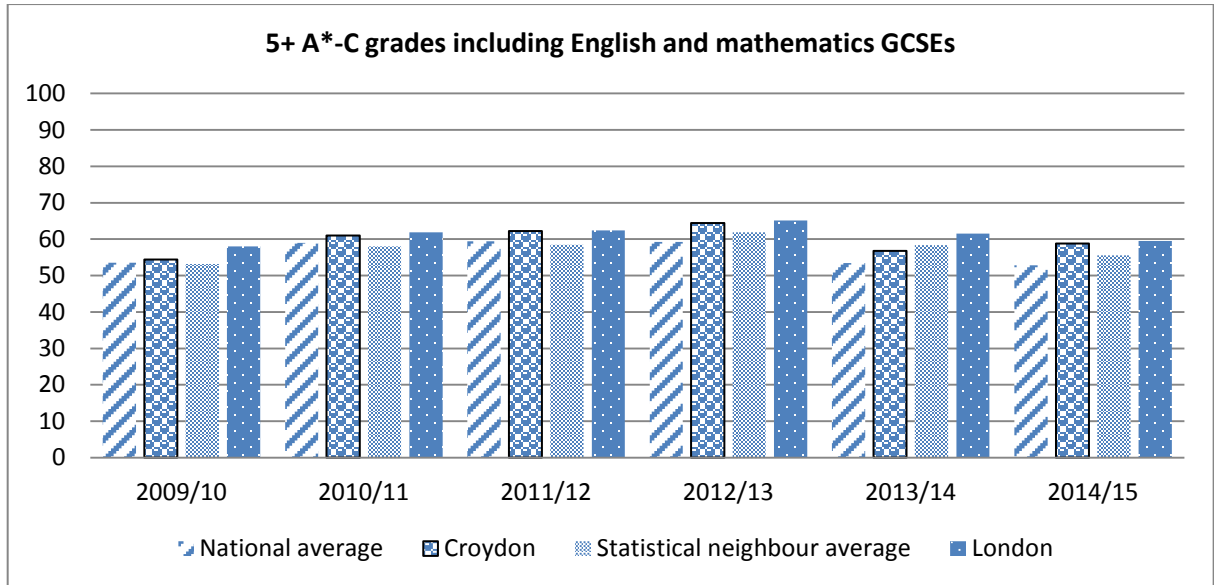
Key stage 4 pupils making expected progress KS2-KS4

A key indicator in terms of the impact Croydon schools have on outcomes for learners is the progress they make. In both English and mathematics young people consistently make better progress between the end of Key Stage 2 and Key Stage 4 than their peers nationally. When compared to statistical neighbours, young people in Croydon made comparable progress to their peers in English and better progress in maths.

	Expected progress in English						
	2009	2010	2011	2012	2013	2014	2015
National average	**65.7**	**70.4**	**73**	**69.2**	**71.6**	**72.9**	**71.3**
Croydon	67.8	71.9	74.9	74.2	77.3	73.9	75.6
Statistical neighbour average	70	74	77	74	77	80	76
London	**71.8**	**75.8**	**78.4**	**75**	78.2	79.5	**75.9**
Difference S/N ave Croydon	-2	-2	-2	0	0	-6	0
Difference England Croydon	2	2	2	5	6	2	4

KS 2-4 % of pupils making expected progress in English

Legend: National average, Croydon, Statistical neighbour average, London
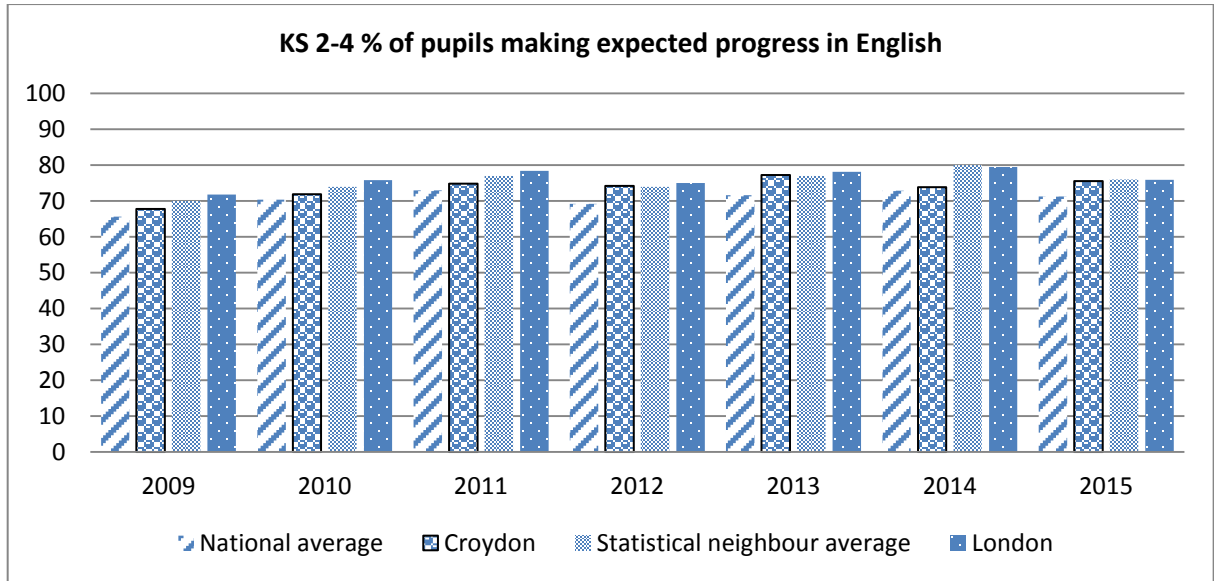
	Expected progress in Maths						
	2009	2010	2011	2012	2013	2014	2015
National average	58.8	62.9	65.9	69.8	71.9	66.6	67.7
Croydon	64.2	67.8	72.8	74.5	76.6	71.2	71.6
Statistical neighbour average	64	67	72	75	77	71	70
London	67	70.3	73.7	76.6	78.6	73.2	72.5
Difference S/N ave Croydon	0	1	1	0	-1	0	2
Difference England Croydon	5	5	7	5	5	5	4

KS 2-4 % of pupils making expected progress in Maths

Legend: National average, Croydon, Statistical neighbour average, London
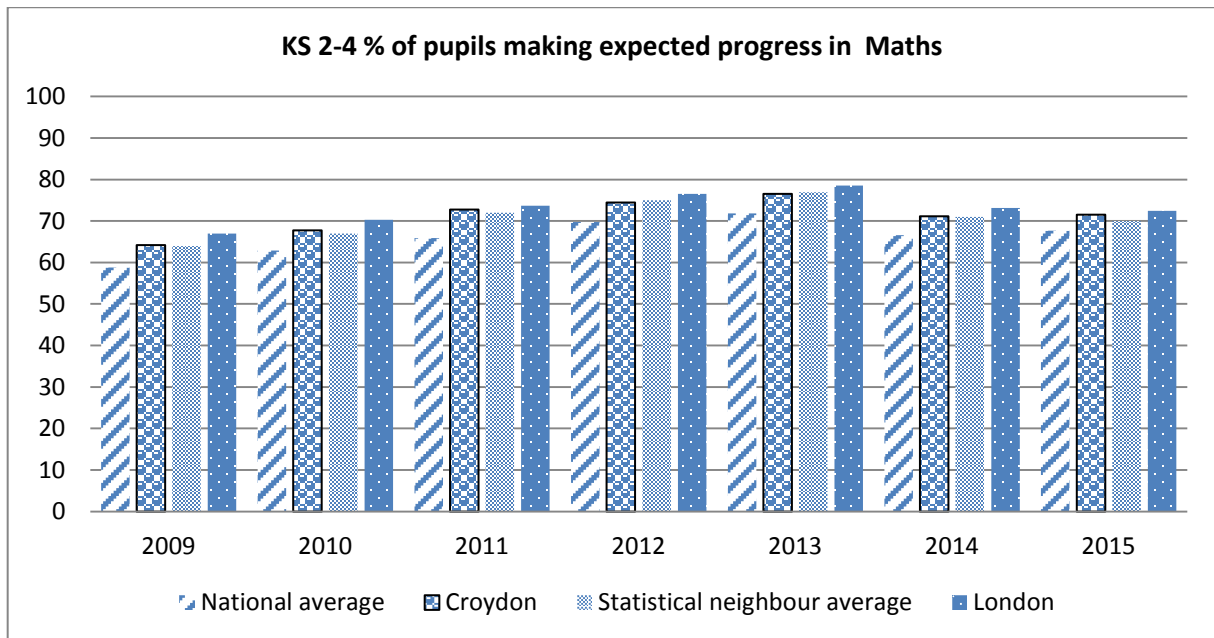
3.8   What are we doing to address areas for development at KS4?

- The Local Authority has commissioned Octavo to provide Link advisers to all publicly funded schools. They are challenging schools to achieve the very demanding targets set for 2016 and monitoring their progress.

- We are continuing to ask schools to set targets for the percentage of pupils in receipt of the Pupil Premium Grant making at least expected progress, reflecting the importance of closing the gap between these learners and their peers. The schools' impact of any interventions funded by the Pupil Premium Grant is carefully scrutinised and, where such interventions have not had the desired impact, head teachers are required to identify how their evaluations are informing future plans for spending this funding.

- Vulnerable schools have termly School Progress Review Meetings with the Local Authority to review their progress against identified priorities. Each vulnerable school is subject to a LA led review of teaching and learning which informs the School Progress Review meeting.

- There is a key focus on supporting good schools to become outstanding and schools requiring improvement to become good, through targeted Professional Development. This includes bespoke training for governors so that they are able to clearly demonstrate that they offer both challenge and support to schools by focusing on key areas for development whilst holding head teachers to account.

3.9   Post-16 (KS5)

All data is based on students in state-funded mainstream schools, academies, free schools, maintained special schools, FE and sixth form colleges. Two sets of data are available. Resident data covers the achievement of our Croydon residents irrespective of where they study, i.e. educated both in and outside of Croydon. School data covers the achievement of all students within Croydon's schools and colleges, irrespective of their borough of residency. Approximately 50% of Croydon residents aged 16-19 study in Croydon schools and colleges. Typically, students in Croydon school sixth forms and colleges have slightly lower KS4/GCSE results on entry to level 3 courses than the national average, although this does vary greatly between our institutions.Data quoted below pertains to those educated in Croydon schools and colleges, unless otherwise stated.

The data is unvalidated and cannot be considered accurate until the validated data is published in January, at which time the commentary may also change.

Approximately half of level 3 students in Croydon undertake academic programmes (e.g. A levels) and half take vocational programmes (e.g. BTECs).

Croydon's Average Point Score (APS) per student of 674.5 in 2015 was a decrease from 716.8 in 2014. Although still below the national average, Croydon's APS fell less steeply than nationally thereby closing the gap by half.

Average point score per student
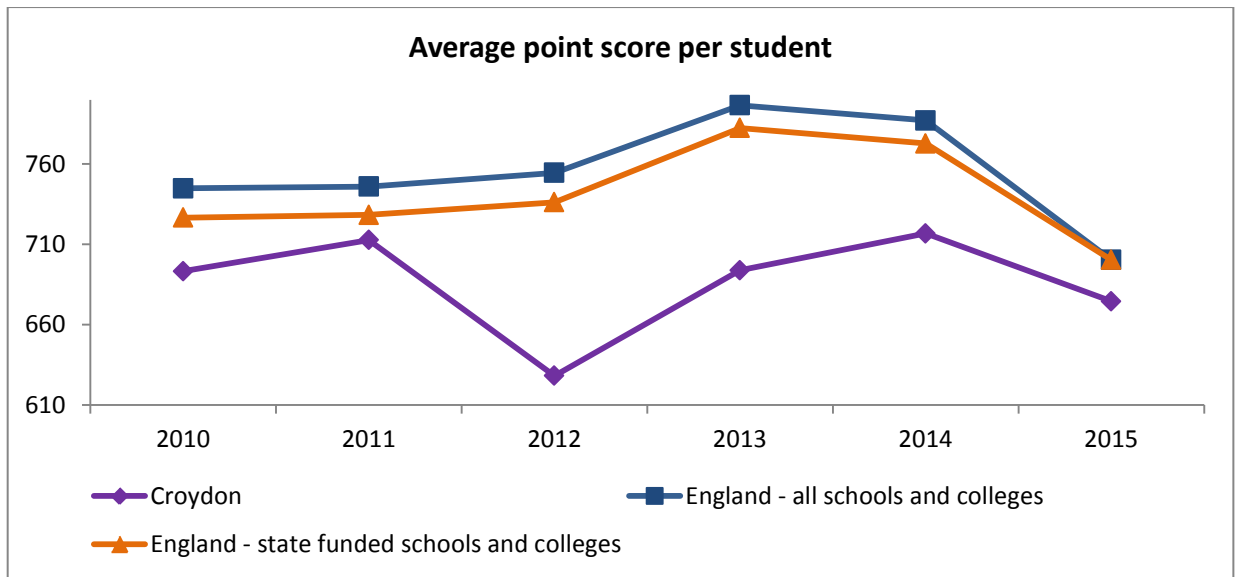
The APS per entry shows that Croydon's post-16 learners improved by 9.4 in 2015 (from 205.4 in 2014 to 214.8 in 2015). This point score is equivalent to a grade C (a C grade is 210 points). This increase in Croydon is against a fairly static picture nationally which has resulted in the gap being closed and Croydon now being in line with the national average following several years of being below.

Average point score per examination entry
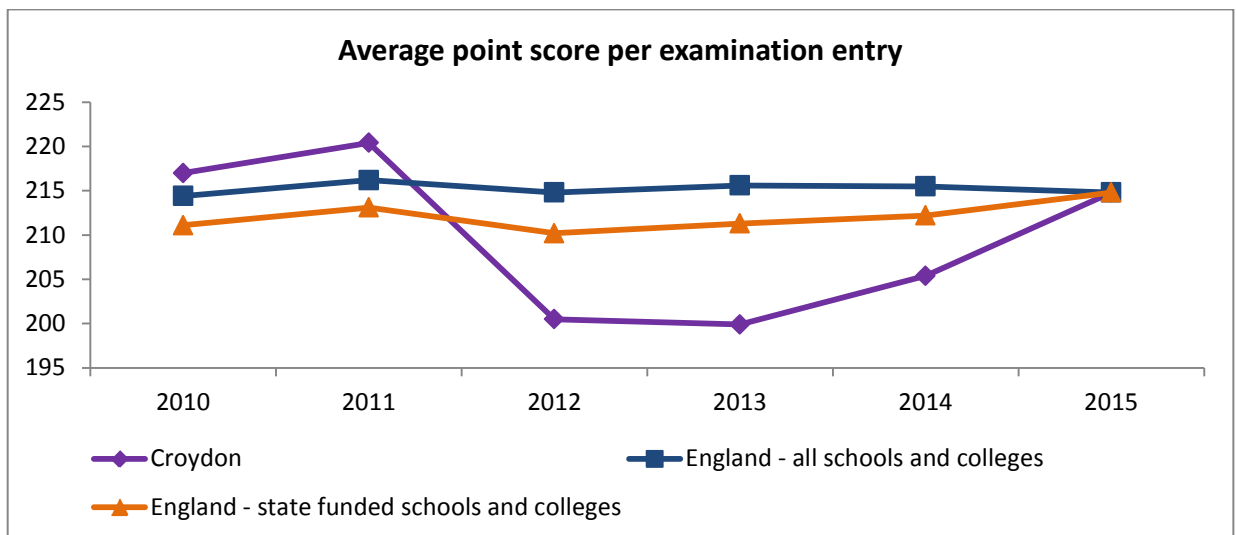
The APS per student (674.5) and per entry (214.8) suggests that overall Croydon's learners are doing slightly smaller programmes than is typical nationally.

Unvalidated data states that the A level pass rate (A*-E grades) in Croydon (98.1%) is in line with the national average (98.2%). But there remains an issue in Croydon about the percentage of students achieving higher grades and also a lower proportion of Croydon students achieving 3+ A levels.

Croydon continues to have strong L3 vocational performance, with the vocational APS per student/entry well above national average – Croydon

640.1/232.4 compared to national average of 548.9/219.3.

In summary, the unvalidated 2015 data is indicating that:
- APS per entry rose to the national average in 2015, whilst the gap in APS per student between Croydon and national was reduced.
- Vocational level 3 achievement continues to be strong.
- The average grade achieved at A level in 2015 was a C.
- The achievement of high grades (A*-B) at A level, continues to be an area for development.

3.10 What are we doing to address areas for development at post-16?

- Termly post-16 development days for school and college sixth form managers continues to support quality improvement through data analysis, policy updates, professional development opportunities and peer-to-peer support to share good practice.

- The local authority are working with a group of post-16 providers on a proposal to work collaboratively and share provision for post-16 students in the next academic year and beyond. The aim is to give students a greater choice of subjects, leading to improved outcomes.

- Provision of local management information and advisory support to CHTA to inform nature and scope of collaborative post-16 working arrangements including timetable synergy and joint delivery for piloting in 2016/17.

- Commissioned link advisor challenge and support for all school sixth forms (2 days per school), with a specific focus on quality and viability of their 6th form provision, progress being made by all learners and raising expectations and achievement of the most able learners.

- Schools and colleges can access a range of professional development opportunities, conferences, and post-16 networks through a funding agreement with Learning Plus UK.

- Support to improve the local careers advice and guidance offer, via faciliation of a termly careers leads network, regular newsletter and audits of individual schools' careers provision.

- Provision of detailed anlaysis on school leavers destinations to inform individual curriculum and careers advice offers.

3.11   Outcomes for Children Looked After

Attainment of Children Looked After by the Local Authority can vary widely from year to year due to cohort sizes and other factors that contribute significantly such as Special Educational Needs, their general health and well-being and the length of time children have been in care.

At Key Stage 1 the CLA cohort consisted of 15 pupils. Only 6 of these pupils were in continuous care for 12 months or more and contribute to the national statistics presented by the DfE for the 2014/15 academic year. Of the 6 eligible CLA, 2 have statements of SEN and the remaining 4 are on additional support packages. 33% of the eligible cohort achieved the expected level of attainment in reading, writing and maths.

At Key Stage 2 the eligible Year 6 cohort consisted of 15 pupils, 9 of whom (60%) had either a Statement of Special Educational Needs, an Education, Health and Care Plan (EHCP) or were receiving significant levels of in-school support. 40% achieved a combined expected level of attainment in reading, writing and mathematics. 53% made expected progress and 33% made more than expected progress in reading. 47% and 27% in writing and 40% and 33% in mathematics. Approximately 75% of the cohort made expected or exceeded progress between Key Stage 1 and Key Stage 2. Since 2012 the percentage of children looked after under the care of Croydon who have been in care continuously for 12 months achieving the expected level in reading and maths at the end of Key Stage 2 has improved or been maintained.

At Key Stage 4 there were 86 pupils in the cohort, of whom only 46 were sitting 5 or more GCSE's. Of these, 8% achieved 5 A*- C GCSEs including English and mathematics. The profile of Croydon's CLA cohort by the end of Key Stage 4 makes data comparisons with other Local Authorities and Statistical Neighbours impossible. This is due to the fact that the majority were Unaccompanied Asylum Seeking Children (UASC) who entered the UK from a non-English speaking country and half this cohort had been in care for less than 2 years. Of the CLA with SEN in the cohort, 9 have Statements or EHCP's, 5 attending special schools, and a further 13 were on additional support packages. . In August 2014 70% of the CLA cohort for whom we held historic and current data were making expected rates of progress. In August 2015 this figure had increased to 72%. For the UASC undertaking ESOL qualifications, all passed at their respective levels and were assessed by their educational provision as having made good in year progress. There were no changes in school placement for any of the pupils who achieved 5 A* - C GCSEs.

3.12   Challenge to underperforming schools

Where schools are underperforming, a range of actions are taken to challenge them to improve. In the first instance challenge is provided by the school's Link Adviser. Where further intervention is judged to be necessary, for example where the school is not improving rapidly enough or when it is vulnerable in terms of an adverse OFSTED inspection, the school is subject to detailed termly school progress review meetings (SPRMs). In the most serious situations the LA uses its statutory powers of intervention to do one or all of the following:
- Apply to the Secretary of State for the governing body to be replaced with an Interim Executive Board (IEB)
- Withdrawal of delegated budget
- Appointment of additional governors
- Issue a Warning Notice

We also issue non-statutory letters of concern which result in formal meetings with the head teacher and chair of governors. Where appropriate we support and challenge the governing body to follow necessary performance management / capability processes.

In addition, schools are encouraged to collaborate with good and outstanding schools, through either informal or formal arrangements.

4.   Attendance

DfE validated data used in this report is for the 2014/15 autumn and spring terms unless indicated otherwise. Full academic year data for 2014/15 will be published in approximately March 2016.

4.1   Absence from school

Primary overall absence has increased by 0.4% when compared to the previous year. There has been an increase nationally though not to the same degree.

The DfE attributes the rise in absence to a rise in illness, which increased from 2.7 per cent of all possible sessions in autumn 2013 and spring 2014 to 2.9 per cent of all possible sessions in autumn 2014 and spring 2015. Illness is the most common reason for absence, accounting for 64.7 per cent of all absences nationally. Secondary overall absence at 4.9% in 2014/15 represents a 0.1% increase compared to 4.8% in 2013/14 and is 0.3% better than the national average (5.2%).

Borough overall absence performance trends

Year	Croydon Primary Schools %	England average %	Year	Croydon Secondary Schools %	England average %
2006/2007	5.89	5.16	2006/07	8.16	7.87
2007/2008	5.91	5.26	2007/08	8.1	7.36
2008/09	5.82	5.34	2008/09	7.29	7.25
2009/10	5.9	5.34	2009/10	6.58	6.84
2010/11	5.5	5.14	2010/11	6.06	6.52
2011/12	4.5	4.4	2011/12	5.3	5.7
2012/13	4.6	4.8	2012/13	5.2	5.8
2013/14	3.9	3.9	2013/14	4.8	5.1
2014/15	4.3	4	2014/15	4.9	5.2

(* Lower values are better in this table)

Primary Overall Absence Croydon Vs National

Legend: Croydon (solid line), England average (dashed line)

X-axis: 2002/2003, 2003/2004, 2004/2005, 2005/2006, 2006/2007, 2007/2008, 2008/09, 2009/10, 2010/11, 2011/12, 2012/13, 2013/14, 2014/15

Secondary Overall Absence Croydon Vs National

Legend: Croydon (solid line), England average (dashed line)

X-axis: 2002/03, 2003/04, 2004/05, 2005/06, 2006/07, 2007/08, 2008/09, 2009/10, 2010/11, 2011/12, 2012/13, 2013/14, 2014/15

4.2 Borough absence performance in comparison to statistical neighbours

Croydon's primary overall absence is 0.2% higher than the average for statistical neighbours and the percentage of persistent absentees (PA) are 0.1% higher the average of our statistical neighbours.

Croydon's secondary overall absence is the same as the average of our statistical neighbours, but percentage of persistent absentees is 0.2% lower than the average of our statistical neighbours.

Primary Absence	No of pupil enrolments	2014/15 Overall Absence	2014/15 Number of PA Pupils @ 85%	2014/15 Percentage of PA Pupils @ 85%
Croydon	27,475	4.3	865	3.1
Average of Statistical Neighbour	27,937	4.1	872	3

Secondary Absence	No of pupil enrolments	2014/15 Overall Absence	2014/15 Number of PA Pupils @ 85%	2014/15 Percentage of PA Pupils @ 85%
Croydon	18,411	4.9	868	4.7
Average of Statistical Neighbour	18,388	4.9	899	4.9

4.3 Persistent absence

In the reporting period Persistent Absence was defined as a pupil missing 15% or more (38 sessions during autumn and spring terms) of education. Persistent absence is a serious problem for pupils. Much of the work children miss when they are not at school is never made up, leaving these pupils at a considerable disadvantage for the remainder of their school career. There is also clear evidence of a link between poor attendance at school and low levels of achievement:

- Of pupils who miss more than 50 per cent of school, only three per cent manage to achieve five A* to Cs including English and Mathematics.

- Of pupils who miss between 10 per cent and 20 per cent of school, only 35 per cent manage to achieve five A* to C GCSEs including English

and Mathematics.

- Of pupils who miss less than five per cent of school, 73 per cent achieve five A* to Cs including English and Mathematics.

Primary persistent absence in 2014/15 (3.1%) has increased by 0.2% compared to the same period last year. This is now 0.4% higher than the national average (2.7%).

Croydon secondary persistent absence levels have risen from 5.1% in 2013/14 to 5.2% in 2013/14. This is 0.3% better than the national average (4.9%).

Borough Persistent Absence (PA) performance trends

Year	Croydon Primary Schools %	England average %	Year	Croydon Secondary Schools	England average %
2010/11	5.5	5.2	2010/11	8	9.5
2011/12	3.5	3.4	2011/12	5.6	6.8
2012/13	3.5	3.6	2012/13	5.3	6.5
2013/14	2.9	2.8	2013/14	5.1	5.8
2014/15	**3.1**	**2.7**	**2014/15**	**5.2**	**4.9**

Primary Persistent Absence

Primary Persistant Absence -Croydon Vs National

PA %	2010/11	2011/12	2012/13	2013/14	2014/15
Croydon Primary Schools %	5.5	3.5	3.5	2.9	3.1
England average %	5.2	3.4	3.6	2.8	2.7
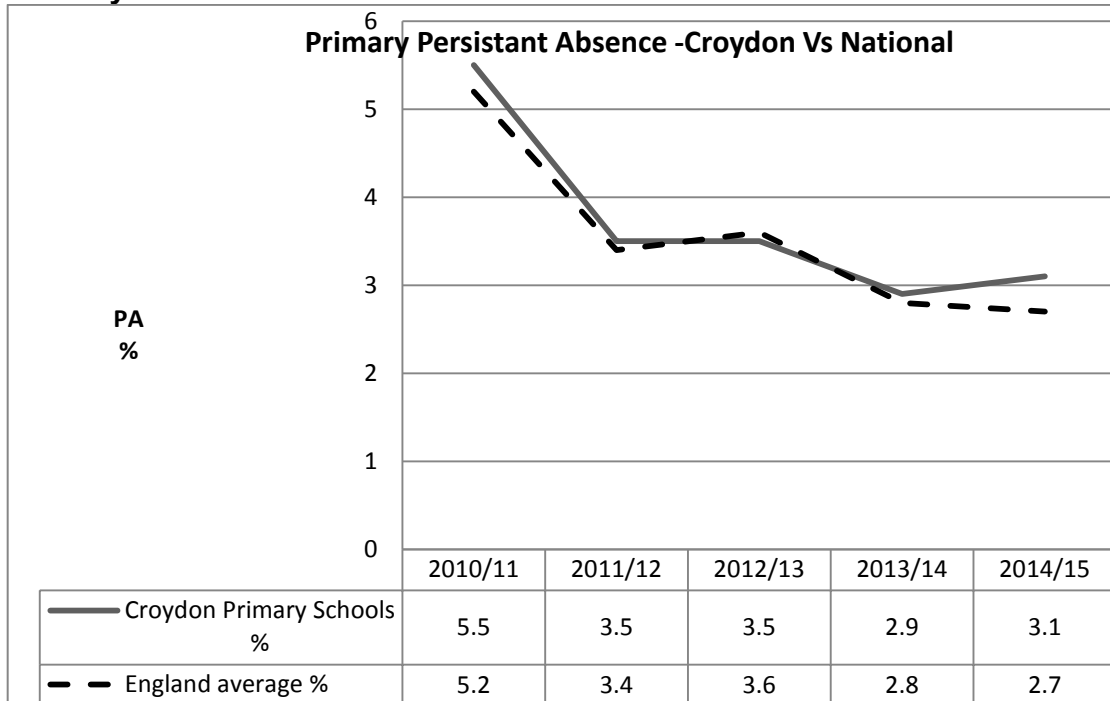
(* Low is better in this graph)

Secondary Persistent Absence

Secondary Persistant Absence -Croydon Vs National

PA %	2010/11	2011/12	2012/13	2013/14	2014/15
Croydon Secondary Schools	8	5.6	5.3	5.1	5.2
England average %	9.5	6.8	6.5	5.8	4.9
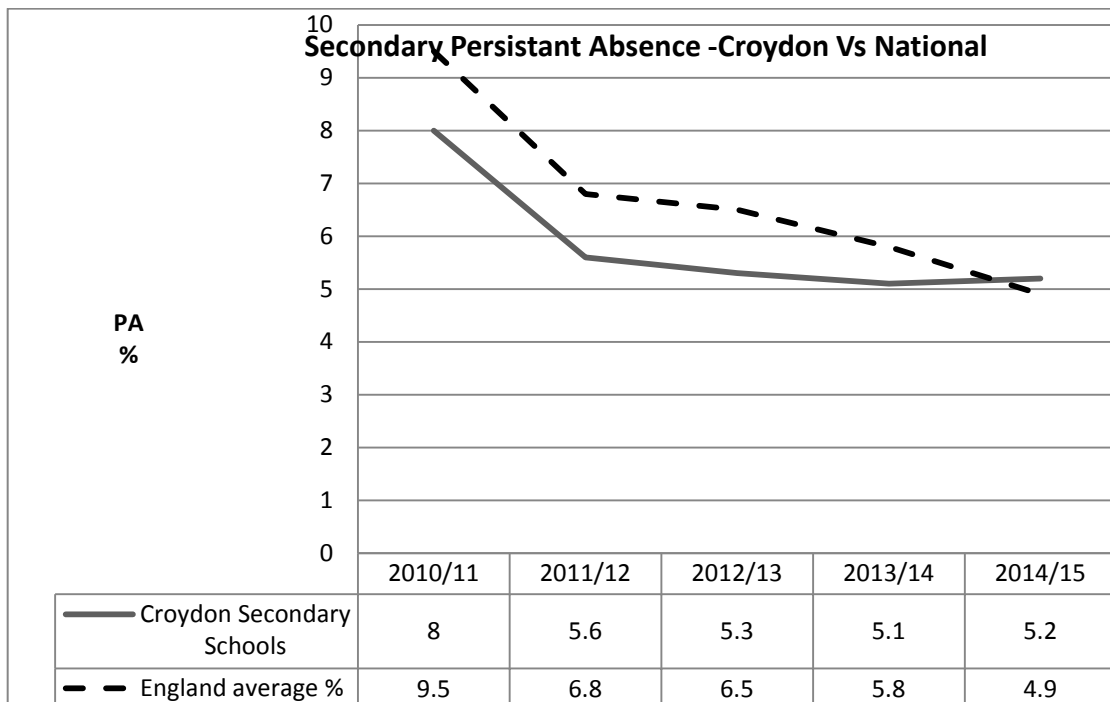
(* Low is better in this graph)

4.4 What are we doing to address areas for development to improve pupil attendance?

There is a strong correlation between good school attendance and achieving positive outcomes for children. It is recognised that attending school regularly can be a protective factor for children and young people.

The Department for Education has revised the threshold for Persistent absence which has reduced from 15% to 10% from September 2015. The DfE recognises the successful work undertaken by schools to improve overall attendance rates and reduce the numbers of PA pupils and now wants to increase the level of challenge.

As a result the Education Welfare Service will be focused on reducing the persistent absence rate in Croydon schools. The EWS monitors those pupils who are "on track" to be a persistent absentee on a half termly basis to ensure that appropriate early intervention to reduce absence is taking place. There will be a greater focus on improving attendance for vulnerable pupils in Primary schools.

The Local Authority will support schools in taking a rigorous line in reducing absence. While the predominant focus is always to build strong positive relationships between parents, pupils and education providers, the Local Authority will prosecute parents/ carers where it is deemed appropriate.

The service will support schools to ensure identification of families where poor attendance is systemic, for example, via engagement with the 'Troubled Families' programme to offer intensive support and intervention. The service will work with schools to encourage a whole family approach working holistically to overcome barriers through more effective use of the Croydon Early Help pathway with appropriate levels of intervention.

The Service will support schools in the use of a wider range of support and sanctions from Early Help assessments to criminal prosecution .The legal process will be made more robust, streamlined and effective by:

- Developing Magistrates' understanding of the supportive partnership work carried out by schools and Local Authority with families to improve school attendance prior to moving to prosecution.
- Working with Magistrates to develop consistent sentencing policy and guidelines including the range of community sentence options.
- Actively pursue prosecution for those parents who fail to carry out their legal responsibility of ensuring their children attend school regularly.
- Strengthening the use of Fixed Penalty Notice Warning for persistent unauthorised absence from school

There has also been progress made in improving education data management, which will ultimately lead to improvements in the collection and processing of attendance data from schools. 90 Croydon schools are now sending attendance data to the Local Authority electronically on a regular basis. Improvements in data collection will help the local authority to target support and challenge more effectively to schools. This will include the

comparison between the numbers of parents per school referred to the Local Authority for enforcement intervention and a school's attendance to ensure that parents are being held to account properly by schools with high levels of pupil absence and persistent absence.

5. Exclusions

There were 24 permanent exclusions from Croydon maintained schools, academies and free schools during the 2014/15 academic year, giving a borough exclusion rate of 0.04%. This is an increase on the 2013/14 academic year which saw 13 permanent exclusions. One school had six permanent exclusions during the year (a quarter of the borough's total). The local authority has been supporting and challenging the school around its management of behaviour in the school.

However this increase is small compared with the level of exclusions historically (See table) and will still put us either in or very near the best quartile in the country. This compares favourably with the last published data for statistical neighbours and is lower than the England and London rates. Nationally, both permanent and fixed term exclusions have increased according to the most recent published national data on exclusions (Statistical First Release 30th July 2015). The trend diagram for permanent exclusions demonstrates the improvement for Croydon from 80 permanent exclusions in 2008/9 to 2014/15, with a significant drop in 2013/14.

Exclusions Performance pack- Trend Information (Academic Year 2008/9 to Academic Year 2014/15)

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14*	2014/15
Number of permanent exclusions	80	70	80	60	60	20	24
Croydon % of permanent exclusions	0.16	0.15	0.15	0.12	0.12	0.02	0.04
National	0.09	0.08	0.07	0.07	0.07	0.06	*
London	0.11	0.1	0.08	0.08	0.08	0.07	*
SN Average**	0.07	0.07	0.06	0.08	0.08	0.09	*

*Please note that the figures for 2014/15 are not yet published

** S/N Average is the figure based on average of averages. For some of the Statistical neighbours the figures were suppressed.

Source DFE published data and local data

Percent of permanent exclusions in Croydon
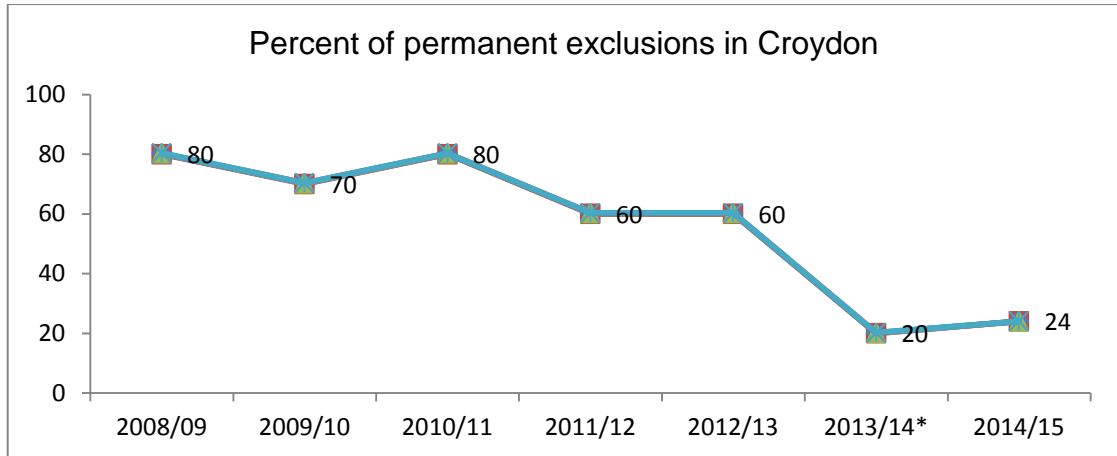
Exclusions by FSM Source: local data

	2010/11		2011/12		2012/2013		2013/2014		2014/2015	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Not Eligible	621	23	661	15	779	33	973	12	1164	20
Eligible	1255	54	1234	49	724	32	281	1	453	4
Total Numbers	1876	77	1895	64	1503	65	1254	13	1617	24

Girls accounted for 4 % of permanent exclusions during 2014/15 compared to 46% during 2013/14. This was a drop from 5 to1 permanent exclusion of girls. Girls accounted for 29 % of fixed term exclusions during 2014/15 compared to 26% during 2013/14.

Nationally boys are over three times more likely to receive a permanent exclusion and almost three times more likely to receive a fixed term exclusion than girls according to the most recent published national data on exclusions (Statistical First Release 30th July 2015).

Permanent exclusions of SEN pupils have been decreasing for a number of years and this decrease has continued this year with 6 permanent exclusions of pupils on the SEN register.

Academic Year	Permanent exclusions of pupils with a Statement / EHC plan for SEN
2010/11	42
2011/12	34
2012/13	13
2013/14	10
2014/15	6

During 2014/15 1.3% of all exclusions were of Children looked after compared to 1.8% during 2013/4 and 2.7% in 2012/13. The number of incidents of exclusion relating to children looked after has fallen slightly from zero permanent exclusions and 23 fixed term exclusions in 2013/14 to zero permanent exclusions and 22 fixed term exclusions during 2014/15.

Permanent exclusions of SEN pupils have been decreasing for a number of years.

Black Caribbean pupils made up 17% of permanent exclusions and 27% of fixed term exclusions during 2014/15 compared with 15% during 2013/14. (Black Caribbean pupils accounted for 11% of the school age population). This was a slight increase on 2013/14, when black Caribbean pupils accounted for 23% of fixed term exclusions.

White British pupils account for 21% of permanent exclusions and 25% of fixed term exclusions. They accounted for 29% of the school age population. Black African pupils account for 25% of permanent exclusions and 13% of fixed term exclusions. 15% of the school age population were Black African.

There has been a slight increase in both permanent and fixed term exclusions of black African pupils. There were six permanent exclusions of black African pupils during 2014/15 compared with 3 permanent exclusions of Black African pupils in 2013/14. There were 213 fixed term exclusions of black African pupils during 2014/15 compared to 190 fixed term exclusions of black African pupils in 2013/14.
There has also been a slight increase in the number of fixed term exclusions of white British pupils from 348 during 2013/14 to 403 during 2014/15 There were five permanent exclusions of white British pupils during 2014/15 compared with 4 permanent exclusions of white British pupils during 2013/14.

Appendix 4 includes data showing the percentage of pupils within each ethnic group that have been on a fixed term / permanent exclusion.

The government introduced new guidance on appeals and exclusions from September 2012. The 2014/15 academic year was the third full year under the new independent review arrangements. The independent review panels do not have the power to reinstate or overturn the decision of governors to uphold the head teacher's decision to permanently exclude pupils in contrast to the predecessor independent appeal panels (IAPs). No appeals against permanent exclusion were considered during the 2014/15 academic year.

5.1 What are we doing to address areas for development in maintaining low levels of exclusion and promoting inclusion?

The Local Authority continues to develop the work of the primary and secondary Fair Access panels to support schools in reducing exclusion.

All Croydon secondary schools are active participants in the Fair Access Panel which considered 348 pupil referrals during the 2013/14 academic year. Representatives from Police, Children's social care and Youth Offending Service also contribute to the panel.

The primary Fair Access Panel has been strengthened to include more representation from schools. Eight primary headteachers regularly attend the panel which meet on a monthly basis.

An offensive weapons steering group has been established at the instigation of the Secondary Fair Access Panel (FAP) as there had been an increase in the number of pupils referred to the FAP by schools following incidents involving offensive weapons. A guidance document will be produced and a launch training event supported by the Met Police Trident operation will be held for Croydon Schools in the 2016 Spring term.

A vulnerable girls group has been established building upon the work of an earlier group looking at the needs of girls. The group was formed in response to feedback from schools and the experience of the Learning Access team around the challenges faced meeting the needs of vulnerable girls and young women in education.

Membership of the working group consisted of key stakeholders in schools, PRUs and the local authority. Members of the working group researched and visited a range of current projects that exist to support girls. The Local Authority will continue to develop an approach with key partners to support vulnerable girls to maintain their educational placements.

We are currently developing an offer to schools around supporting restorative approaches, mediation, internal panels for pupils at risk of exclusion as well as training around emotional resilience for staff in order to increase the capacity of schools to manage difficult behaviour.

The Learning Access team provides a rapid response approach to schools which are experiencing difficulties with a student. Members of the team will then arrange to visit the school, often the same day or the very next day to meet with relevant staff and offer support and advice.

6. OFSTED INSPECTION OUTCOMES

6.1 At the beginning of the academic year in September 2014 further revisions were made to the OfSTED framework. From September 2015 the 'Common Inspection Framework' was in place in schools. These revisions raised the bar further in terms of expectations on schools, particularly in terms of leadership, including governance, and safeguarding. Inspectors now reach judgments on four areas: outcomes for pupils, quality of teaching, learning and assessment, effectiveness of leadership and management and personal development behaviour and welfare. Within the new 'CIF' a judgement will also be made about the effectiveness of the early years provision and 16-19 study programmes.
Another key difference for the inspection process is that all schools currently judged as good will be subject to a Section 8 one day 'short inspection' to confirm whether they are still good. Where more evidence is needed to confirm this these inspections can be changed to a section 5 inspection.

6.2   A total of 22 schools (not including PRUs or Special Schools) were inspected during the academic year 2014-2015.

6.3   At the beginning of September 2012 67% of Croydon's schools were judged by OFSTED to be good or better. By the end of July 2013 this percentage had risen to 73%. This placed Croydon 2% above the national figure. This upward trend has continued in the autumn term 2015.

7.   CONSULTATION

There are no needs for consultation arising from this report.

8.   FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

There are no financial considerations or risk with this report.
Approved by – Lisa Taylor – Head of Finance and Deputy S151 Officer

9.   COMMENTS OF THE COUNCIL SOLICITOR AND MONITORING OFFICER

The Solicitor to the Council comments that there are no legal implications arising from this report.

Approved by J Harris Baker, head of social care and education law on behalf of the Director of Democratic and legal services

10.   HUMAN RESOURCES IMPACT

There are no Human Resources considerations arising from this report.

Approved by Debbie Calliste, HR Business Partner on behalf of the Director, Workforce and Community Relations.

11.   EQUALITIES IMPACT

As the quality of Croydon's schools continues to improve there is a positive impact for all pupil groups, including the most disadvantaged. Schools continue to be challenged to set demanding targets for the achievement of pupils in receipt of the pupil premium grant and are expected to demonstrate the impact this funding has to close the gap between these pupils and their peers. The work, commissioned through Octavo, of the inclusion team supports achievement amongst the most vulnerable groups of pupils, including white working class boys and girls, those with English as an Additional Language, traveller children and asylum seekers / those newly arrived to the country. The evidence shows that whilst there is still a gap between white working class children, children of Carribbean heritage and white / Caribbean dual heritage children and their peers the gap is narrowing. The team will be focusing on closing the gap for Black Caribbean and Pupil Premium pupils in the borough at KS2 further in the coming year. Children Looked After by the Local Authority make good progress from often low

starting points. Whilst attainment for this cohort of pupils appears low this includes the very large number of young people recently arrived from overseas. Funding for the Virtual School for Children Looked After will continue to provide support, guidance and challenge for this group of learners and their schools in order to continue the upward trajectory in the progress they make.

12. ENVIRONMENTAL IMPACT

There are no direct implications contained in this report.

13. CRIME AND DISORDER REDUCTION IMPACT

There are no direct implications contained in this report.

14. REASONS FOR RECOMMENDATIONS/PROPOSED DECISION

14.1 This report is for information and there are no recommendations other than to note its contents. The report has been included on the agenda for the next relevant scrutiny committee.

15. OPTIONS CONSIDERED AND REJECTED

15.1 Not relevant.

CONTACT OFFICER: David Butler, Head of School Standards, Commissioning and Learning Access

Background papers: none

Appendices attached:

Appendix 1: KS2 Test results for RWM at Level 4+ AY 2014/2015
Appendix 2: Secondary School GCSE results 2008 – 2015
Appendix 3: Exclusions from Croydon maintained schools and academies for the 2014/15 academic year
Appendix 4: Exclusions from maintained schools and academies for 2014/15 for children with SEN, Children Looked After and by ethnic group
Appendix 5: Explanation and identification of Statistical Neighbours
Appendix 6: Croydon School Improvement Plan

Appendix 1 KS2 Floor standard for AY 2014/15 (unvalidated data)

In order to be below the government's "floor standard" fewer than 65% of children need to achieve less than a Level 4 (expected standard at age 11) in reading, writing and mathematics combined <u>and</u> make less than the national median of progress in each of reading, writing and mathematics.

These figures do not take account of potential discounts for pupils who arrived in the country in Years 5 or 6 and are therefore subject to revision.

Est. No.	School	NOR	Small School	L4+ RWM	2 Levels of Progress			Measures Failed	Met Floor Standard
					Reading	Writing	Maths		
-	National Threshold	-	-	65	94	96	93	-	-
3417	Aerodrome Primary Academy	60		80	95	96	93	0	Yes
3000	All Saints CofE Primary School	57		74	96	94	90	2	Yes
2016	Applegarth Academy	45		69	81	81	86	3	Yes
2013	Ark Oval Primary Academy	87		56	92	95	74	4	No
5202	Atwood Primary Academy	60		87	97	88	86	2	Yes
2062	Beaumont Primary School	29		97	100	100	96	0	Yes
7004	Beckmead School	18		6	59	24	29	4	No
2003	Beulah Junior School	89		72	93	96	88	2	Yes
2082	Broadmead Primary Academy	88		58	83	90	84	4	No
2035	Castle Hill Academy	63		44	78	97	54	3	Yes
2057	Chipstead Valley Primary School	59		86	97	100	93	0	Yes
3301	Christ Church CofE Primary School (Purley)	30		80	87	97	93	1	Yes
3300	Coulsdon CofE Primary School	30		87	93	93	100	2	Yes
2086	Courtwood Primary School	30		80	89	86	93	2	Yes
2007	Cypress Primary School	89		76	85	99	85	2	Yes
200	David Livingstone	30		93	100	100	97	0	Yes

ID	School							
8	Academy							
3414	Davidson Primary School	60	60	88	86	84	4	No
2093	Downsview Primary and Nursery School	60	85	98	100	84	1	Yes
3419	Ecclesbourne Primary School	54	78	85	98	90	2	Yes
2012	Elmwood Junior School	119	88	94	98	97	0	Yes
2103	Fairchildes Primary School	60	85	93	98	95	1	Yes
2109	Forest Academy	50	84	100	100	95	0	Yes
2084	Forestdale Primary School	27	78	92	100	100	1	Yes
3416	Gilbert Scott Primary School	29	59	89	79	67	4	No
2019	Gonville Academy	59	81	89	94	98	2	Yes
3400	Good Shepherd Catholic Primary School	30	83	79	86	89	3	Yes
2098	Greenvale Primary School	31	87	87	100	90	2	Yes
2065	Gresham Primary School	29	90	100	100	96	0	Yes
2034	Harris Primary Academy Benson	60	90	98	100	100	0	Yes
2031	Harris Primary Academy Kenley	52	94	100	100	100	0	Yes
2090	Heavers Farm Primary School	60	83	93	98	93	1	Yes
2020	Howard Primary School	29	72	96	92	92	2	Yes
2058	Kenley Primary School	30	87	89	97	93	1	Yes
3415	Kensington Avenue Primary School	86	70	86	87	79	3	Yes
2004	Keston Primary School	58	84	91	98	89	2	Yes
2110	Kingsley Primary School	89	61	86	90	84	4	No
3404	Margaret Roper	31	81	96	89	97	1	Yes

	Catholic Primary School								
2025	Monks Orchard School	59	71	89	88	80		3	Yes
2088	New Valley Primary School	17	88	100	100	100		0	Yes
2105	Norbury Manor Primary School	58	64	86	84	94		3	Yes
2111	Oasis Academy Byron	17	88	100	100	100		0	Yes
2073	Oasis Academy Ryelands	53	70	88	78	78		3	Yes
6909	Oasis Academy Shirley Park	60	87	88	98	95		1	Yes
2083	Orchard Way Primary School	30	93	100	100	97		0	Yes
2076	Park Hill Junior School	117	79	97	95	89		2	Yes
2033	Purley Oaks Primary School	58	64	84	98	82		3	Yes
7006	Red Gates School	22	0	0	0	0		4	No
3408	Regina Coeli Catholic Primary School	55	91	98	100	93		0	Yes
2107	Ridgeway Primary School	89	91	96	99	88		1	Yes
2102	Rockmount Primary School	60	95	100	100	100		0	Yes
2085	Rowdown Primary School	48	71	91	98	89		2	Yes
5200	Selsdon Primary and Nursery School	90	74	93	99	85		2	Yes
2067	Smitham Primary School	56	79	93	98	93		1	Yes
2039	South Norwood Primary School	60	53	88	86	69		4	No
3409	St Aidan's Catholic Primary School	24	88	88	96	100		1	Yes
3411	St Chad's Catholic Primary School	57	77	94	91	89		2	Yes
3008	St Cyprian's Greek Orthodox Primary Academy	43	98	98	98	95		0	Yes

7001	St Giles School	7	Yes	0	0	0	0	4	n/a
5201	St James the Great RC Primary and Nursery School	58		88	100	98	93	0	Yes
3003	St John's CofE Primary School	29		93	100	100	93	0	Yes
3401	St Joseph's RC Junior School	52		63	77	96	75	3	Yes
2091	St Mark's Church of England Primary Academy	27		78	90	95	100	2	Yes
3405	St Mary's RC Junior School	60		72	83	92	77	3	Yes
7005	St Nicholas School	21		0	24	10	24	4	No
2043	St Peter's Primary School	30		83	93	79	93	2	Yes
3403	St Thomas Becket Catholic Primary School	57		95	95	96	95	0	Yes
2068	The Hayes Primary School	56		75	91	91	87	3	Yes
3006	The Minster Junior School	91		71	93	92	80	3	Yes
2046	West Thornton Primary School	90		90	94	97	94	0	Yes
2047	Whitehorse Manor Junior School	57		86	81	98	91	2	Yes
2081	Winterbourne Boys' Academy	49		94	95	100	100	0	Yes
2050	Winterbourne Junior Girls' School	86		80	94	89	91	2	Yes
2036	Wolsey Junior Academy	86		71	79	92	76	3	Yes
3418	Woodcote Primary School	89		83	93	95	92	3	Yes
2055	Woodside Primary School and Children's Centre	117		77	88	99	90	2	Yes

Appendix 2: Secondary School GCSE results 2010 – 2015 by school
<u>Provisional</u> results

Croydon Secondary Schools (figures for 2015 are provisional)	Percentage of pupils achieving 5+ A*-C GCSE grades						Percentage of pupils achieving 5+ A*-C GCSE grades including English and mathematics					
	2010	2011	2012	2013	2014	2015	2010	2011	2012	2013	2014	2015
Meridian High	79	80	88	88	43	50	38	35	46	49	35	37
Archbishop Tenison Cof E High	91	81	78	77	82	77	77	69	65	68	71	68
Coloma Convent Girls	98	96	97	98	97	93	88	90	94	95	90	85
Edenham High	77	90	90	84	53	62	44	51	47	58	44	52
Harris Academy Purley	**85**	**92**	**96**	**94**	**85**	**65**	**47**	**61**	**63**	76	78	57
Harris Academy South Norwood	**100**	**100**	**100**	**99**	**78**	**70**	**60**	**75**	**80**	78	66	57
Harris Academy Upper Norwood	66	84	79	**80**	**55**	**64**	41	48	35	N/A	52	44
Harris City Academy Crystal Palace	**99**	**100**	**100**	**96**	**88**	**90**	**88**	**95**	**99**	84	77	82
Norbury Manor College for Girls	81	90	88	80	72	79	61	68	62	66	62	68
Oasis Academy Coulsdon	**82**	**93**	**92**	**94**	**58**	**74**	**37**	**49**	**67**	63	43	66
Oasis Academy Shirley Park	**94**	**94**	**100**	100	64	**52**	**46**	**51**	**66**	64	57	48
Riddlesdown Collegiate	84	89	90	**88**	**79**	**79**	66	69	59	67	74	71
Shirley High Performing Arts College	97	100	99	**98**	**72**	**74**	60	71	72	63	52	54
St Andrew's Cof E High	84	91	87	**83**	**70**	**72**	56	65	68	67	0	64
St Joseph's College	93	92	90	**85**	**68**	**77**	64	67	65	66	55	70
St Mary's Catholic High	59	70	53	**52**	**52**	**47**	45	51	40	55	42	37
The Archbishop Lanfranc High	68	68	69	54	53	54	45	48	47	39	47	43
The Brit School for Performing Arts	**97**	**99**	**96**	96	68	**77**	**66**	**68**	**60**	70	56	68
The Quest Academy	61	**64**	**80**	95	67	**52**	23	**41**	**46**	62	56	31
Thomas More Catholic High	93	97	97	97	67	70	51	57	75	80	63	59
Woodcote High	93	97	97	94	81	83	65	68	69	83	73	70
Virgo Fidelis Convent Senior	91	94	91	84	62	65	54	74	68	77	44	62

NB: Data for 2015 is not yet validated and may change.

Academies

The Council has not shied away from enacting structural solutions where local authority schools have been significantly underperforming. The results for the academies (in **bold**) in the chart can be compared and contrasted with the non-bold results for its predecessor school. The move to academy status remains one of the strategies the local authority is ready and willing to use, where appropriate, to effect rapid improvement in its schools. The Council continues to support and challenge all schools, regardless of status (for example through the link adviser mechanism).

Schools which have only recently become academies may not yet show improved outcomes. Where the local authority is concerned that improvement is not sufficiently rapid, the local authority holds to account the Regional Schools Commissioner (responsible for standards in academies) through regular discussion.

Appendix 3: Exclusions from maintained schools and academies for 2014/15

Phase	School	FIXD	PERM	RPER	RFIX	Total
All though Academy	Oasis Academy Shirley Park	73				73
Primary academy	Applegarth Academy	9	1			10
Primary academy	Kenley Primary School	5				5
Primary academy	St Mary's RC Junior School	6				6
Primary academy	St Cyprian's Greek Orthodox Primary Academy	8				8
Primary academy	West Thornton Academy	6				6
Primary academy	Harris Primary Academy Kenley	2	1			3
Primary academy	Aerodrome Primary Academy	14				14
Primary academy	Gonville Academy	2				2
Primary academy	Wolsey Junior Academy	9				9
Primary academy	Broadmead Primary Academy	4				4
Primary academy	Oasis Academy Ryelands	16				16
Primary academy	Castle Hill Academy	31				31
Primary academy	Harris Primary Academy Benson	5				5
Primary academy	Harris Primary Academy Haling Park	1				1
Primary academy	St Mark's Church of England Primary Academy	2				2
Primary Maintained	Cypress Primary School	11				11
Primary Maintained	Kensington Avenue Primary School	3				3
Primary Maintained	Selsdon Primary and Nursery School	15				15
Primary Maintained	Winterbourne Nursery and Infant School	3				3
Primary Maintained	Heavers Farm Primary School	10				10
Primary Maintained	St Joseph's RC Junior School	3				3
Primary Maintained	South Norwood Primary School	9				9
Primary Maintained	Davidson Primary School	2				2
Primary Maintained	Rockmount Primary School	2				2
Primary Maintained	Woodside Primary School	10				10
Primary Maintained	Ridgeway Primary School	11				11
Primary Maintained	St Mary's Catholic Infant School	2				2
Primary Maintained	The Crescent Primary School	9				9
Primary Maintained	Beulah Junior School	8				8
Primary Maintained	Courtwood Primary School	10				10
Primary Maintained	Norbury Manor Primary School	24	1			25
Primary Maintained	Keston Primary School	1				1
Primary Maintained	Purley Oaks Primary School	9				9
Primary Maintained	Howard Primary School	1				1
Primary Maintained	Elmwood Junior School	2				2
Primary Maintained	Woodcote Primary School	2				2
Primary Maintained	St John's CofE Primary School	1				1
Primary Maintained	St Peter's Primary School	4				4
Primary Maintained	Atwood Primary Academy	2				2
Primary Maintained	Monks Orchard Primary School and Nursery	1				1
Primary Maintained	Parish Church CofE Junior School A	1				1
Primary Maintained	Parish Church C of E Nursery & Infant School A	1				1

Primary Special school	St Nicholas School	3				3
Secondary academy	Edenham High School	147	2			149
Secondary academy	Riddlesdown Collegiate	27	1			28
Secondary academy	Shirley High School Performing Arts College	52				52
Secondary academy	St Joseph's College	58	3			61
Secondary academy	Oasis Academy Coulsdon	34				34
Secondary academy	Harris City Academy Crystal Palace	65	2			67
Secondary academy	Woodcote High School	12	1			13
Secondary academy	The Quest Academy - Coloma Trust		1			1
Secondary academy	Norbury Manor Bus. & Enterprise College For Girls	35				35
Secondary academy	Addington High School A	13		1		14
Secondary maintained	Archbishop Tenison's CofE High School	69				69
Secondary maintained	St Andrew's CofE Voluntary Aided High School	66				66
Secondary maintained	Thomas More Catholic School	48	2	1	1	52
Secondary maintained	Virgo Fidelis Convent Senior School	100	1			101
Secondary maintained	St Mary's Catholic High School	66	2			68
Secondary maintained	The Archbishop Lanfranc Academy - Coloma Trust	67	6			73
PRU	Coningsby Centre (PRU)	96				96
PRU	Moving On (PRU)	178				178
PRU	Phil Edwards Centre (PRU)	111				111
PRU	Cotelands Centre (PRU)	1				1
Secondary special school	Beckmead School	16				16
Secondary special school	Bensham Manor School	2				2
Secondary special school	Priory School	1				1
Total		1617	24	2	1	1644

Appendix 4: Exclusions from maintained schools and academies for 2014/15 for children with SEN, Children Looked After and by ethnic group.

Exclusions by SEN Source: local data

	2010/11		2011/12		2012/2013		2013/2014		2014/2015	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Non-SEN	606	35	581	30	659	39	512	3	1307	18
School Action	333	4	309	1	208	4	196	6	71	2
School Action Plus	537	20	687	28	391	16	429	3	150	3
Statemented	400	18	318	5	245	6	117	1	89	1
Total Numbers	1876	77	1895	64	1503	65	1254	13	1617	24

Exclusions by looked after children (LAC) Source: local data

	2010/11		2011/12		2012/2013		2013/2014		2014/2015	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Not Looked After	1817	75	1850	64	1461	64	1231	13	1596	24
Looked After Children	59		45		42	1	23		21	
Total Numbers	1876	75	1895	64	1503	65	1254	13	1617	24

Exclusions by Ethnicity Source: local data

	2010/11		2011/12		2012/2013		2013/2014		2014/2015	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
ABAN - Bangladeshi	4	1	10	1	5		7		8	
AIND - Indian	6	1	12		12		6		7	1
AOTH - Any other Asian background	53	2	44		23		22		22	
APKN - Pakistani	13		11		25		12		27	1
BAFR - African	261	5	270	7	240	11	190	3	213	6
BCRB - Black Caribbean	440	18	435	11	310	11	294	2	430	4
BOTH - Any other Black background	62	2	70	1	61			2	92	1
CHNE – Chinese			1			2	50			
MOTH - Any other Mixed background	73	4	70	4	82	2	52		77	
MWAS - White/Asian	12		14	1	13		2		11	
MWBA - White/Black African	25	3	40	1	22	2	19		27	1
MWBC - White/Black Caribbean	134	9	170	5	127	5	105		143	1
NOBT - Info not obtained	7		6	1	5	1	48	1	46	3
OOTH - Any other Ethnic Group	11		18		36		8		15	1
REFU – Refused	10		16	1	17		17	1	14	
WBRI – British	702	30	638	27	459	26	348		403	5
WIRI – Irish	4		6	1	6		8	4	35	
WIRT - Traveller - Irish Heritage			6		8	2	5		6	
WOTH - Any other White background	58	2	54	3	49	2	61		39	
WROM - Roma/Roma Gypsy	1		4		3	1			2	
Total Exclusions	1876	77	1895	64	1503	65	1254	13	1617	24

Exclusions by BME (Black African, Black Caribbean and Black Other) Source: local data

	2010/11		2011/12		2012/2013		2013/2014		2014/2015	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
BME Groups	763	25	775	19	611	22	484	7	735	11
Other	1113	52	1120	45	892	43	770	6	882	13
Total exclusions	1876	77	1895	64	1503	65	1254	13	1617	24

Reasons for exclusions Source: local data

	2010/11		2011/12		2012/2013		2013/2014		2014/2015	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Bullying	32	1	36	2	34		33		35	
Damage	46	2	62	3	58		53		62	1
Drug and alcohol related	49		65	5	54	3	51		66	1
Other	187	2	155	4	115	2	72		131	2
Persistent disruptive behaviour	471	32	455	15	295	26	314	3	399	3
Physical assault against adult	246	6	218	5	160	9	105	2	150	1
Physical assault against pupil	384	10	390	15	354	6	255	3	322	3
Possession of Offensive Weapon	7	8	22	8	15	8	25	3	29	5
Racist abuse	22		36		11		14		15	
Sexual misconduct	21	3	25	1	31	3	29		20	2
Theft	79	5	55		61	1	29		41	
Verb abuse/threat behaviour adult	248	8	264	5	233	3	201	1	258	4
Verb abuse/threat behaviour pupil	84		112	1	82	4	73	1	89	2
Total Exclusions	1876	77	1895	64	1503	65	1254	13	1617	24

Excluded pupils as percentage of school population Source: local data

	2015 Individual pupils*			Pupils on roll Jan 2015 census	Excluded pupils as percentage of school population 2015		
	Fixed	Perm	Total		Fixed	Perm	Total
ABAN - Bangladeshi	2		2	554	0.36	0.00	0.36
AIND - Indian	6	1	7	2709	0.22	0.04	0.26
AOTH - Any other Asian background	16		16	2856	0.56	0.00	0.56
APKN - Pakistani	17		17	2370	0.72	0.00	0.72
BAFR - African	130	4	136	8213	1.58	0.05	1.66
BCRB - Black Caribbean	217	3	221	6045	3.59	0.05	3.66
BOTH - Any other Black background	51		51	1810	2.82	0.00	2.82
CHNE – Chinese				275	0.00	0.00	0.00
MOTH - Any other Mixed background	47		47	2773	1.69	0.00	1.69
MWAS - White/Asian	8		8	974	0.82	0.00	0.82
MWBA - White/Black African	21		21	971	2.16	0.00	2.16
MWBC - White/Black Caribbean	74	1	75	2491	2.97	0.04	3.01
NOBT - Info not obtained	32	2	33	1099	2.91	0.18	3.00
OOTH - Any other Ethnic Group	8	1	9	1007	0.79	0.10	0.89
REFU – Refused	12		12	463	2.59	0.00	2.59
WBRI – British	210	2	212	16309	1.29	0.01	1.30
WIRI – Irish	13		13	237	5.49	0.00	5.49
WIRT - Traveller - Irish Heritage	3		3	41	7.32	0.00	7.32
WOTH - Any other White background	24		24	4262	0.56	0.00	0.56
WROM - Roma/Roma Gypsy	2		2	63	3.17	0.00	3.17
Total Exclusions	892	14	909	55522	1.607	0.03	1.637

Appendix 5: Explanation and identification of Statistical Neighbours

The National Foundation for Educational Research (NFER) was commissioned in 2007 by the Department to identify and group similar LAs in terms of the socio-economic characteristics, each LA was assign 10 such neighbours. The original set of statistical neighbours was calculated from the following factors:

• 2001 Census

• Annual population surveys between 2001 and 2005

• Labour force survey four quarterly averages – June 2004 to May 2005

• Annual survey of hours and earnings 2005

• The ODPM (Office of the Deputy Prime Minister) indices of multiple deprivation

• The DfE local authority data matrix

• DVLA information on vehicle numbers and ages

• CIPFA (Chartered Institute of Public Finance and Accountancy) information on availability of services

Statistical neighbours were reviewed in 2014 using information from the 2011 census. This resulted in changes to Croydon's neighbours which shows we are increasingly compared with inner London Boroughs and therefore suggests a change in our demographic to becoming increasingly similar to inner London Boroughs.

Long term statistical neighbours	New statistical neighbours	Previous statistical neighbours
Birmingham	Brent (Outer London)	Hillingdon (Outer London)
Ealing (Outer London)	Haringey (Inner London)	Luton
Enfield (Outer London)	Lambeth (Inner London)	Reading
Greenwich (Outer London)	Lewisham (Inner London)	Redbridge (Outer London)
Merton (Outer London)		
Waltham Forest (Outer London)		

Appendix 6: Croydon School Improvement Plan

Croydon Council and its partners agencies working with children, young people and families in Croydon share high aspirations and ambition for their future. To secure our ambition, we need to deliver the very best services. The progress made by Croydon schools in terms of inspection outcomes has been heartening: nevertheless we continue to press for <u>all</u> schools to be good or outstanding and for children to achieve outcomes in line with their peers in London at all key stages.

There are two key strands to our vision:
1. Every school a school of choice: every pupil in Croydon educated in a school providing at least a good standard of education
2. Excellent outcomes for children and young people: every child becoming the best they can be, with high comparative outcomes and vulnerable groups in line with their peers

Our School Improvement Plan sets the framework for this work, presenting a clear direction of travel and explicit priorities for action. The key priorities have been developed as a result of a detailed analysis of our local authority data, they form the basis for some aspirational targets. The key priorities are as follows:

- Promote high standards in all schools, particularly where areas of weakness have been identified i.e. KS2 outcomes

- Ensure that vulnerable schools and schools causing concern improve rapidly by building on the success of the SPRM process and robustly challenging any slow progress, making full use of statutory powers when required

- To enable schools to improve English and mathematics outcomes at a faster rate, in all key stages, by securing differentiated, quality assured training and development

- Support and challenge post-16 collaboration to strengthen post-16 curriculum, viability and standards

The following page sets out our vision, key priorities, targets and improvement partners to ensure we achieve the best outcomes for all our children and young people. The Council's governance mechanism for school improvement, its Learning and Improvement Board, will monitor the delivery and impact of the action plan that sets out how we will deliver these priorities.

Croydon council vision for school quality and standards

1. Every school a school of choice: every pupil in Croydon educated in a school providing at least a good standard of education

2. Excellent outcomes for children and young people: every child becoming the best they can be, with high comparative outcomes and vulnerable groups in line with their peers

School Improvement Plan: Key Priorities

Promote high standards in all schools, particulary where areas of weakness have been identified i.e. KS2 outcomes

Ensure that vulnerable schools and schools causing concern improve rapidly by building on the success of the SPRM process and robustly challenging any slow progress, making full use of statutory powers when required

To enable schools to improve English and mathematics outcomes at a faster rate, in all key stages, by securing differentiated, quality assured training and development

Support and challenge post-16 collaboration to strengthen post-16 curriculum, viability and standards

School Improvement plan: Targets

Improve EYFS outcomes by a further 4% in 2016 so that we are in line with London averages and a further 3% improvement in 2017 and remain on an upward trajectory beyond 2017

Improve KS1 attainment in reading, writing and mathematics by at least 3% in 2016 so that it is in line with or above London attainment and a further 3% in 2017 so that we are above London averages

Decrease the number of schools that fall below government floor standards by at least 50% in 2016 so that less than five schools fall below the floor standards; and no schools below floor by 2017

All schools are judged to be good or better by OFSTED by 2017

Increase the percentage of pupils achieving the expected level of combined attainment at the end of KS2 by at least a further 5% in 2016 to be in line with last year's London average and continue to increase in line with London in 2017

Close the progress gap, in all key stages, between Croydon's schools and the London averages by 2017

Increase the number of pupils achieving 5A* - C GCSE results by 1% in 2016 to be in line with London and a further 1% in 2017 to be in line with outer London

School Improvement plan: Enablers

Local Authority

Octavo Partnership

Teaching Schools

Other quality assured