

For General Release

REPORT TO:	CABINET 23 January 2017
AGENDA ITEM:	10
SUBJECT:	Education Quality and Standards
LEAD OFFICER:	Barbara Peacock, Executive Director, People Department
CABINET MEMBER:	Councillor Alisa Flemming, Cabinet Member for Children, Young People and Learning
WARDS:	All
CORPORATE PRIORITY/POLICY CONTEXT	
Ambition Priority 2: Independence	
<ul style="list-style-type: none">• Education and Learning:<ul style="list-style-type: none">• 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	
<ul style="list-style-type: none">• 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 7 February 2017.
- 1.2 Agrees the framework for the revised School Improvement Plan as set out in Appendix 7.

2. **EXECUTIVE SUMMARY**

This report summarises the performance of children and young people in Croydon schools for the academic year 2015 / 2016. The report covers attainment in assessments, tests and examinations for 2016 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 – continued improvements in the early years foundation stage, above national attainment at the end of both key stage one and key stage two, improved Ofsted ratings of our secondary schools, and progress 8 / attainment 8 figures above the national average. This was achieved despite Croydon having a significant growing population, which is becoming more deprived and brings with it challenges such as recruiting leaders and teachers that are able provide a high standard of education within challenging contexts.

The report sets out standards achieved in the 2015-2016 education year, which can be summarised as follows:

- Croydon's performance in the Early Years Foundation Stage at age 5 improved significantly (by 5.7%) from 2015 to 70.4% and is now only slightly below statistical neighbours and London but higher than the national average of 69.3%.
- At Key Stage 1 tests at age 7, the percentage of pupils achieving both the expected standard and the higher standard is above the national average in reading, writing and mathematics. We are also above or in-line with our statistical neighbours in all subjects except for reaching the

expected standard in mathematics / reaching the higher standard in writing where there is a 1% difference.

- At Key Stage 2 tests at age 11, the percentage of pupils achieving the expected standard in combined reading, writing and mathematics was above the national average and our statistical neighbour average for the first time in a number of years.
- At Key Stage 4, English and mathematics combined GCSE results were above the national average. They were below the London average and our statistical neighbour average based on unvalidated data.
- At Key stage 4 Croydon's attainment 8 average is above the national average and slightly below our statistical neighbour average.
- At Key Stage 5 (based on unvalidated and incomplete data) Croydon A level learners perform in line with the national average.
- Vocational Level 3 achievement continues to be strong.
- We have our highest proportion ever of Croydon secondary schools judged by Ofsted at good or better. 80% of these schools are good or better and 40% are outstanding. 86% of our secondary school pupils now attend a good or better school and almost 50% attend an outstanding school. The percentage of primary schools that are good or better has declined slightly as a result of two of our schools being judged inadequate, one of these being an academy school and one a maintained school.
- Absence rates at primary schools reduced by 0.2%.
- Absence rates at secondary schools is lower than our statistical neighbours.
- Croydon's rate of exclusion from school has decreased in the last year, and Croydon remains in the bottom quartile (where bottom quartile is the best) in performance on exclusion rates when compared with other authorities.

We continue to work hard as a local authority to make educational opportunities even better for all our children, pupils and learners. We are ambitious for all our Croydon children to achieve the best that they can and that no child is left behind. We ensure that this message is translated to all of our schools through the close partnership that we have with them. 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

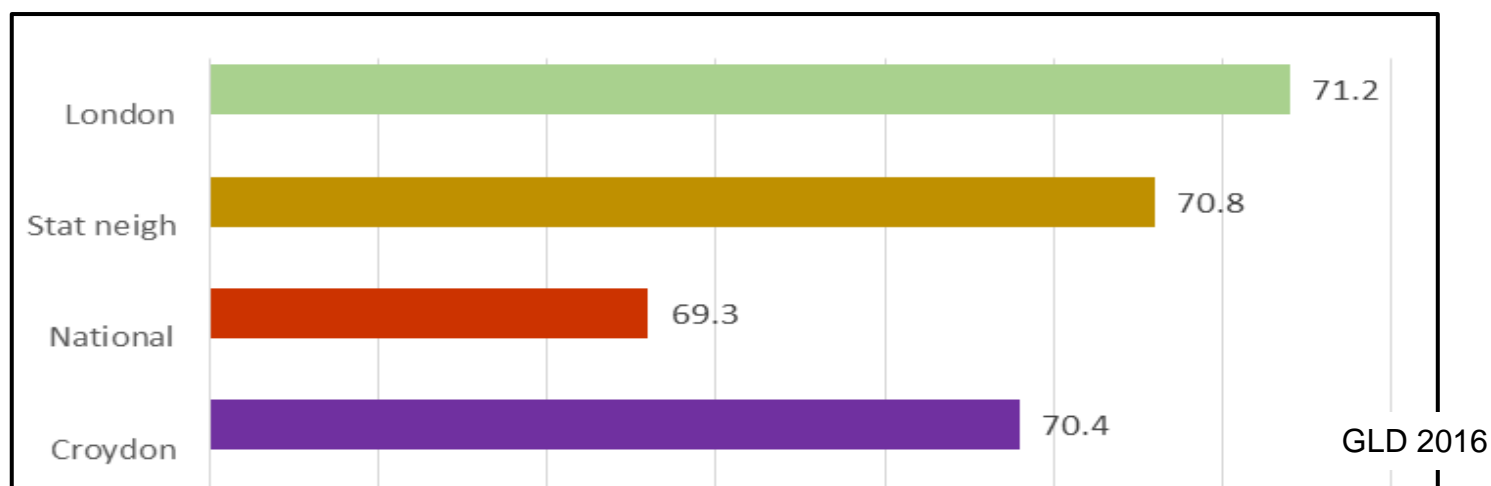
Croydon children's performance at the end of the Early Years Foundation Stage, at age 4/5 years old, improved from 2015.

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).

For the second year in succession, Croydon has had the highest number of children at EYFSP of all 33 London boroughs. In June 2016 the total number of 4 and 5 year olds assessed in Croydon was 5057. 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 2016, the number of Croydon children achieving a GLD increased by 5.7%. This is higher than the national average but remains below the London figure and slightly below our statistical neighbours.



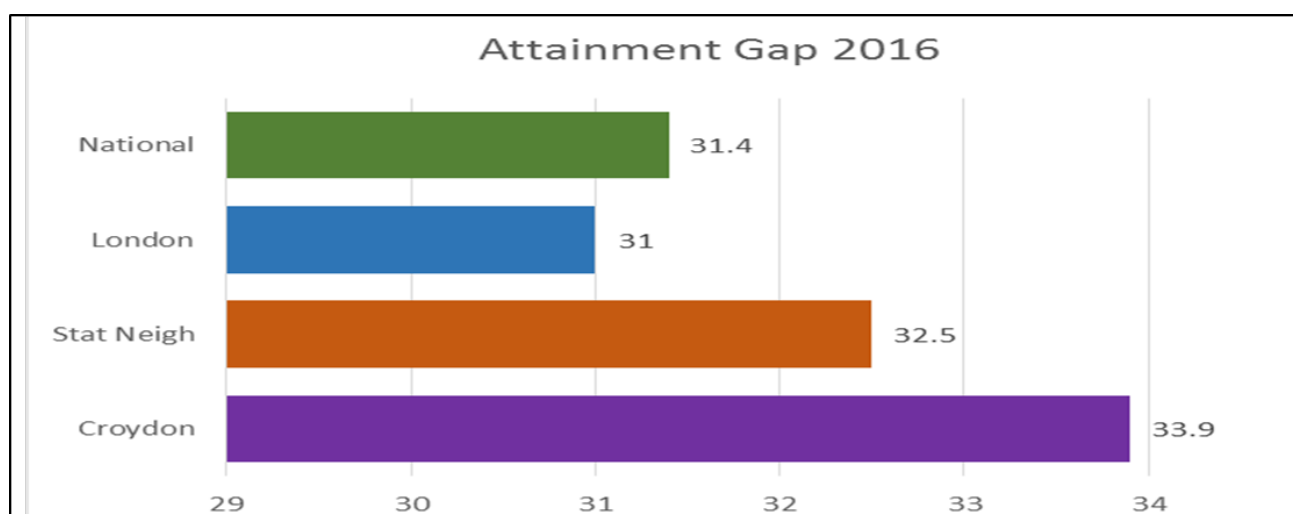
The following table and graph shows how Croydon children compare to National, London and Statistical Neighbours in achieving at least “Expected” in each of the 17 Early Learning Goals (ELGs)

Table 1

All Pupils 2016	GLD %	Communication & Language %	Physical Development %	Personal, Social & Emotional Development %	Literacy %	Mathematics %	Understanding the World %	Expressive Arts & Design %
England	69 (66)	82 (80)	88 (87)	85 (84)	72 (70)	77 (76)	83 (82)	(85)
London	71 (68)	82 (81)	88 (88)	85 (84)	74 (72)	79 (78)	84 (83)	(87)
Inner London	72 (68)	83 (80)	88 (88)	86 (84)	74 (72)	79 (78)	84 (82)	(86)
Outer London	71 (68)	81 (81)	88 (88)	85 (85)	74 (73)	79 (78)	84 (83)	(87)
Croydon	70 (65)	80 (78)	87 (85)	85 (82)	73 (69)	77 (74)	82 (80)	(82)
Statistical Neighbour average	71 (68)	81 (81)	88 (88)	85 (84)	73 (72)	78 (77)	82 (80)	(86)
Diff Stat Neigh/Croydon	(-3)	(-3)	(-3)	(-2)	(-3)	(-3)	(-1)	(-4)
Diff England/Croydon	(-1)	(-2)	(-2)	(-2)	(-1)	(-2)	(-2)	(-3)

Whilst Croydon achieve above our statistical neighbours and national average and in line with London averages in reading we remain below London, national and statistical neighbours in the majority of aspects.

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 2016 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 LA has undertaken targeted work to support the development of communication and language. As a prime area of learning, the aspects of Understanding, Listening & Attention and Speaking underpin the “academic” aspects in the Early Years Foundation Stage curriculum.

Further work is being undertaken to support vulnerable groups in targeted areas of the borough, including boys and those eligible for the Pupil Premium funding.

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
2016	34	34	22.5	33.9

Inspection Outcomes for Early Years Providers:

'The Best Start Early Years 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.

Quality of childcare in Croydon

Ofsted inspect all registered provision and the table below shows the current quality judgements along with the national average.

	Outstanding		Good		Requires Improvement		Inadequate		Awaiting	
Day nurseries	6	7%	83	89%	2	2%	2	2%	8	n/a
Pre-school	8	19%	31	74%	3	7%	0	0%	7	n/a
Schools with nursery	22	35%	29	47%	10	16%	1	2%	0	n/a
Childminders	43	12%	261	73%	30	8%	24	7%	63	n/a
Out of School	12	18%	45	68%	7	11%	2	3%	12	n/a
Holiday Play schemes	1	4%	20	80%	3	12%	1	4%	9	n/a

The table below shows the Croydon's Ofsted outcomes compared to the national Ofsted outcomes

Figures correct as of August 2016 (figures rounded)	Outstanding	Good	Requires Improvement	Inadequate
National	15%	76%	8%	1%
Croydon	15%	76%	8%	2%

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

- The Best Start Learning Collaboration is a partner commissioned to provide support for the Early Years sector. The collaboration members are Portland Bill who is a private provider of early year's provision, New Addington Children Centres, CALAT and the lead is Crosfield Nursery School. The aim of the collaboration is to provide pedagogical leadership and encourage peer-to-peer support and self-reflective practice for staff in the full range of early year's settings.
- The Early Language Development Programme (ELDP) project, which supports the development of children's language and communication skills, concludes in the north of the Borough in spring 2017. Outcomes from the project will drive the next stage of development across the Borough.
- We are working with our settings to support the identification of children eligible for Early Years Pupil Premium funding to ensure that available monies are used to support 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 and enable practitioners to make accurate judgements on children's attainment.
- All schools with reception classes must attend training and agreement

trailing for the EYFS Profile.

- EYFS Profile data is shared with the Early Years sector to develop the understanding of the needs of Croydon children and to promote the best possible teaching and learning in all settings of early years provision.
- 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.
- Best Start Early Learning Collaboration 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 and managers.

Phoncs Screening check

Percentage of year 1 pupils meeting the required standard of phonic deco

	2012	2013	2014	2015	2016
ENGLAND (state-funded schools)	58	69	74	77	81
London	60	72	77	80	83
Outer London	61	72	77	79	83
Inner London	60	73	78	81	84
Croydon	63	71	75	76	79
Statistical neighbours	61	71	76	78	82

Gender gap of year 1 pupils meeting the required standard of decoding

	2012	2013	2014	2015	2016
ENGLAND (state-funded schools)	-8	-8	-8	-8	-7
London	-7	-7	-7	-6	-6
Outer London	-7	-7	-8	-6	-6
Inner London	-6	-7	-8	-6	-6
Croydon	-6	-6	-9	-7	-6
Statistical neighbours	-7	-7	-7	-7	-7

3.3 Key Stage 1

The key performance indicators for the 2015/16 academic year have changed since the previous academic year. Schools' performance at the end of KS1 will be judged against the following indicators: the percentage of pupils achieving the expected standard in reading, writing and mathematics.

Croydon's Key Stage 1 outcomes, across reading, writing and maths in 2016 were extremely positive against national figures. With 76% of our pupils achieving the expected standard in reading we were 2% above the national

average, with 69% in writing we are 4% above the national average and with 74% in mathematics we are 1% above the national average.

In reading, writing and mathematics Croydon has a higher percentage of pupils achieving the higher standard compared with national averages. This is in comparison with Croydon being below the national average in all three subjects at the higher levels in previous years. In writing the percentage of pupils achieving the higher standards is above our statistical neighbours and in mathematics it is in line. Croydon is very slightly below our statistical neighbours in writing at this level.

The results for the phonics test in Year 1 2015/16 academic year show continued improvement with a 16% increase since 2012.

Despite a continued improvement in phonics this year there is a 3% gap with our statistical neighbours and a 2% gap with national.

Croydon's writing outcomes are in line with our statistical neighbours, though are 4% below the Outer London average. Similarly mathematics outcomes are in line with statistical neighbours and 3% below Outer London.

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 the expected standard continues to be better in Croydon (12% reading, 14% writing, 14% mathematics) than nationally (17% reading, 18% writing, 17% mathematics), showing that Croydon schools are relatively strong in terms of inclusion.

Outcomes for pupils with special educational needs and disabilities at the end of key stage 1 in reading and writing is above the national average when compared with similar pupils, in mathematics these pupils are in-line with the national average. Croydon's SEND pupils perform less well than their peers in London but the difference is diminishing.

Outcomes for pupils whose first language is other than English are above both the national average and statistical neighbour average and there is only a very slight difference with the London average. (1% in reading and mathematics and 2% in writing)

Cohort numbers eligible for assessment: KS1						
2010	2011	2012	2013	2014	2015	2016
3,943	4,104	4,315	4,371	4,630	4,861	4,753

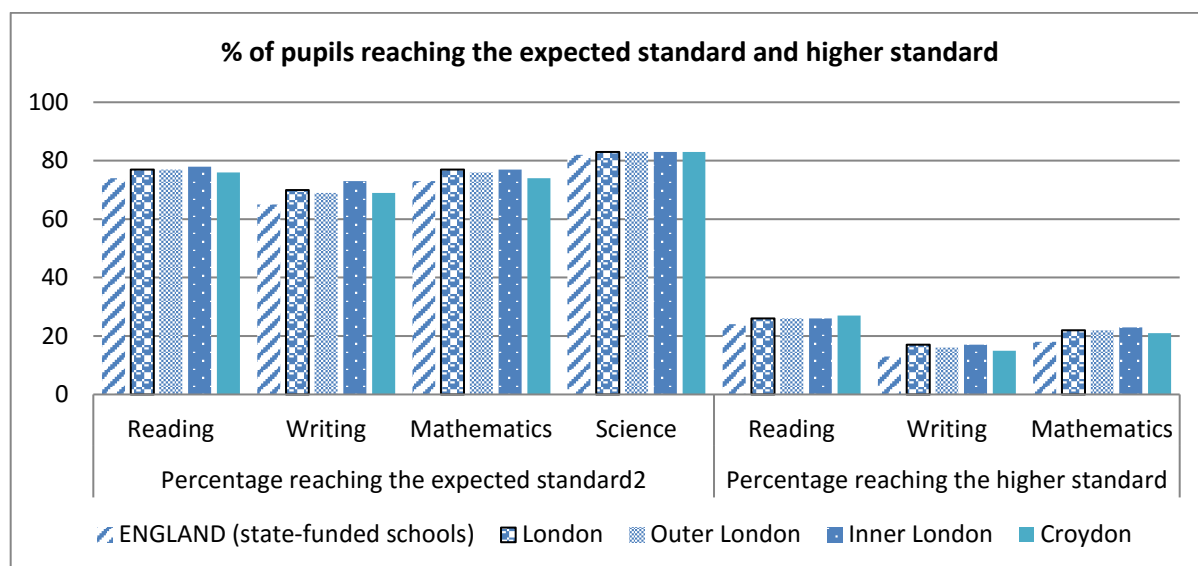
Key Stage 1 2016 percent of pupils reaching the expected standard

Source: KS1 Provisional (2016) Statistical First Release SFR42-2016 - DFE published data

Pupils were assessed against the new more challenging curriculum, which was introduced in 2014, for the first time this year. Results are no longer reported as levels and the interim frameworks for teacher assessment have been used by teachers to assess if a pupil has met the new, higher expected standard. Because of these assessment changes, figures for 2016 are not comparable to those for earlier years.

	Percentage reaching the expected standard				Percentage reaching the higher standard		
	Reading	Writing	Maths	Science	Reading	Writing	Maths
ENGLAND (state-funded schools)	74	65	73	82	24	13	18
London	77	70	77	83	26	17	22
Outer London	77	69	76	83	26	16	22
Inner London	78	73	77	83	26	17	23
Croydon	76	69	74	83	27	15	21

Statistical neighbour average	76	69	75	82	25	16	21
Difference S/N ave Croydon	0	0	-1	1	2	-1	0
Difference England Croydon	2	4	1	1	3	2	3



Key Stage 1 2016 gender gap national and local

Boys results compared to girls	Percentage reaching the expected standard				Percentage reaching the higher standard		
	Reading	Writing	Maths	Science	Reading	Writing	Maths
ENGLAND (state-funded schools)	-8	-14	-2	-5	-7	-7	3
London	-7	-12	-1	-5	-7	-8	4
Outer London	-8	-12	-2	-5	-7	-8	4
Inner London	-7	-11	-3	-5	-7	-8	5
Croydon	-7	-13	-2	-6	-6	-7	6
Statistical neighbour average	-7	-12	-2	-5	-6	-7	4

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 achieving the expected standard, 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. Where necessary our maintained schools are 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 2' has been developed with Octavo Partnership to target support to schools where there are concerns about pupil outcomes. This training will provide tailored support in leadership, mathematics and literacy based on pupil outcomes and evidence of what the school needs are.
- 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. Training continues to be provided on assessment procedures and moderation opportunities for teachers in year 2 in reading, writing and mathematics are provided. This year it is developing 'Best Practice networks' for teachers in year 1, which will provide additional moderation opportunities.
- English and mathematics continuing professional development (CPD) is increasingly held in schools to enable the whole staff to hear messages first hand, and whole school approaches to be worked out. Examples include

“Developing a whole school reading strategy”, “Developing subject knowledge in mathematics” and “Exploring working at greater depth in mathematics.” These are pertinent to current school development needs.

- We 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 was praised by the Standards and Testing Agency in 2015/16 for being both robust and accurate.
- Subject leader network meetings continue to be 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 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 leadership support to a Croydon school.

3.5 Key Stage 2

The number of children in Croydon schools at KS2 continues to rise, with 1,841 more children taking their KS2 tests in 2016 in comparison to 2010, the equivalent of approximately 61 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 2016 data included in this report is currently unvalidated as the DfE do not release validated data until early in the spring term following the completion of the national appeals and disapplication processes. It is not possible to compare this year’s results with our 2015 results as there is a new way of measuring pupils’ achievement. It is expected that there will be some upward movement in Croydon results at this point and so the content of this report is subject to variation. A number of schools are applying for discounts and this will potentially improve the borough’s attainment at end of KS2.

In 2016 the floor standard was set by the government at at least 65% of pupils achieving the expected standard in reading, writing and mathematics attainment and the progress floor standard was a score below -7.0 in writing and -5.0 in reading and mathematics. A school is deemed to be below floor

standard if their attainment was below 65% and their progress score was below the above figures in either reading, writing or mathematics. In 2015 Croydon had ten schools below the floor standard and in 2016 we have only one school that is below.

Croydon results in combined reading, writing and mathematics achieving the expected standard in 2016 was 54% compared to 52% nationally. This means that for the first time in at least 5 years Croydon's outcomes at the end of KS2 are above the national average.

In spelling, grammar and punctuation, which is reported separately from the combined figures, the percentage of pupils achieving the expected standard is above the national figures for all pupils.

Attainment at the higher standard in reading was only slightly below national averages. Writing was above the national average and mathematics was also above the national average.

Girls outperformed boys in combined attainment both at the expected standard and the higher standard. The gap between boys and girls was similar to the national gap in combined attainment.

Outcomes in combined reading, writing and mathematics for pupils with special educational needs and disabilities is above national averages for pupils with SEN support and in-line with national averages for pupils with an Education Health and Care Plan.

Outcomes in combined reading, writing and mathematics for pupils whose first language is other than English is above both the national and statistical neighbour average and in-line with London averages.

Seven primary schools are in receipt of targeted support and challenge from the Local Authority. This reflects a robust approach to improving standards against a more rigorous inspection and testing regime. This approach proved successful last year in the schools that received additional support.

The performance of academies at key stage 2:

At the time of Key Stage 2 testing in May 2016, 39 of Croydon's 87 primary schools were Academies (44%). The only school that is predicted to be below the government's floor standard is an academy. This school was 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.

We have regular meetings with the RSC to discuss any concerns that we have about any of Croydon's academies.

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	2016
2,385	3,873	3,777	3,776	3,920	4,102	4,226

Key Stage 2 2016 percentage of pupils reaching the expected standard in reading writing and matematics combined

In 2016, the new more challenging national curriculum, which was introduced in 2014, was assessed by new tests and interim frameworks for teacher assessment. Results are no longer reported as levels: each pupil receives their test results as a scaled score and teacher assessments based on the standards in the interim framework. Data for previous years is not comparable.

	Percentage of pupils reaching the expected standard			Percentage of pupils reaching a higher standard		
	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools) ⁵	52	49	56	5	5	6
London	57	54	60	7	6	8
Outer London	56	53	60	7	6	8
Inner London	57	54	61	7	6	8

Croydon	54	50	57	6	5	6
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Statistical neighbour average	53	50	56	6	5	7
Difference S/N ave Croydon	1	0	1	0	0	-1
Difference England Croydon	2	1	1	1	0	0

Key Stage 2 2016 provisional test results

2016 Provisional Ks2 Test Results	Percentage reaching the expected standard			Percentage achieving a high score		
	Reading	Grammar, punctuation and spelling	Maths	Reading	Grammar, punctuation and spelling	Maths
ENGLAND (state-funded schools) ⁶	66	72	70	19	22	17
London	68	77	76	20	29	22
Outer London	68	77	75	20	29	23
Inner London	68	77	76	20	28	21
Croydon	65	74	69	17	25	18
Statistical neighbour average	64	74	73	18	26	20

Key Stage 2 2016 teacher assessment

TA Results 2016	Percentage reaching the expected standard				Percentage working at greater depth in writing
	Reading	Writing	Maths	Science	
ENGLAND (state-funded schools)	78	73	77	80	14
London	80	76	80	81	17
Outer London	79	75	79	81	17
Inner London	80	78	80	82	19
Croydon	79	76	78	80	15
Statistical neighbour average	77	74	78	79	16

KS1 –KS2 progress 2016

Comparative data for England and our Borough statistical neighbours is not currently available. Please see the appendix for the provisional data for Croydon schools.

No school will be confirmed as being below the floor until December 2016 when schools' performance tables are published. Further statistical information on primary progress scores, including the number and percentage of schools below the floor in 2016, will be available on GOV.UK when revised data is published from December 2016

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

Nearly half (48.6%) of Croydon children who attain at the highest level at the end of Key Stage 2 do not enter Croydon maintained secondary schools and academies. The table below shows the figures for pupils who have achieved a higher standard in mathematics (the largest group of achievers) and their destination authorities. The two highest are Sutton and Bromley. This inevitably impacts on the percentage of higher attainers at the end of Key Stages 4 and 5.

The destination of high achieving pupils in year 6 transferring to a secondary school in 2016 (obtained a higher standard 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%
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Total pupils	432
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Source: Confirmed places September admissions

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

- 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 and 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 2', 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 those schools where there are concerns.
- 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. They will receive further support and challenge from their link adviser. Where necessary 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.
- A programme to support schools with moderation of teachers' judgements has been put in place. Work includes frequent moderation cluster meetings and courses to improve teachers' subject knowledge. 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 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.
- 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.
- 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 vulnerable schools with teaching schools who have bid for extra funding from the National College of Teaching and Leadership 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.

Actions being taken to improve Ofsted judgements:

- We are commissioning training for school leaders and governors in relation to the Ofsted framework – Ofsted trained staff will deliver this training. We will be inviting schools that are due for an inspection to be part of this training.
- The Local Authority have commissioned Octavo to give a number of schools some additional funded support from the advisors and consultants. All aspects of this will support the school to be prepared for any upcoming inspection. This support is across a range of areas and will be tailored to each school's priorities. The support will include improving teaching and learning in schools by working alongside subject and middle leaders to audit needs and implement changes as well as using the subject knowledge of the consultants in whole school training in particular aspects of subjects. It will also include support for the school SENCO to review school needs in this area, which may include issues and current systems concerning pupils at risk of exclusion, the graduated response for pupils with SEMH needs, or review of the effectiveness of provision currently in place for SEND pupils.
- Additional Link Adviser time for leadership will be offered where appropriate; this may involve analysis of in-school outcomes and of Teaching and Learning, and how this links in to the school's development plan and aspirations. It may involve work with particular layers of leadership, as school needs dictate.

- Ofsted continues to be an agenda item on all Headteacher Breakfast meeting agendas. We always share any information / training that we have received as qualified Ofsted inspectors to support schools with inspection activities and ensure they have up to date knowledge about the framework.

3.7 Key Stage 4

This year the key indicators being used to measure the performance of schools at the end of key stage 4 are Progress 8, Attainment 8 (see appendix 8 for an explanation) and percentage of students who achieved A*-C in both English and mathematics. Croydon compares favourably with England's overall performance in all of these measures. The only data available for comparison over time is Attainment 8 (2015 and 2016) and this shows a very slight decline has occurred in Croydon since 2015 (49.9 to 48.4), although it remains above England's average.

A positive Progress 8 score suggests that students achieved higher grades than expected, given their results at the end of primary school. Progress 8 is used by Ofsted and the DfE to judge schools and Local Authorities as it takes into consideration the starting points of the students (their results from the end of primary school) and their subsequent achievement in 8 qualifications (GCSE or equivalent) including English and mathematics (which are double weighted).

The Progress 8 score for Croydon is positive (0.08) and significantly above the national score for state funded schools (-0.03). The progress made in English GCSE is in line with London at 0.14 and significantly above the national (-0.04) and the borough's statistical neighbours (0.10). The progress score for mathematics is very positive against the national score at 0.06 for Croydon's students compared to a national of -0.02. There remains a slight difference in that achieved by London overall (0.18) and the statistical neighbour average.

Seventeen of Croydon's twenty two mainstream schools achieved a positive Progress 8 score. Ten of the borough's schools achieved a progress 8 score above London's average of 0.16; four of these made average progress of over 0.4 (Harris Upper Norwood, 0.59; St Mary's Catholic High, 0.46; Coloma Convent School, 0.44; Harris South Norwood, 0.43 and Harris Crystal Palace, 0.43). Five of Croydon's schools received a negative progress score, which means that the students achieved lower results than expected, given their results at the end of primary school. These were Shirley High (-0.02); Meridian (-0.07); St Joseph's (-0.09); St Andrew's (-0.16) and The BRIT (-0.46).

The floor or minimum standard for Progress 8 has not been set as yet, but is expected to be -0.5 and therefore it is expected that all of the borough's schools will be above floor standards.

A high Attainment 8 score indicates that students did well at a school in terms of the grades gained in 8 subjects including English and maths (which are double weighted). Sixteen of the borough's schools achieved an Attainment 8 score that was above the England average of 48.2. The highest Attainment 8 score was achieved by Coloma (62.1), with other notable achievement being made by Harris Crystal Palace (59.5); Harris South Norwood (54.7); Archbishop Tenison (53.8); Woodcote (53.8) and Riddlesdown (53). The lowest Attainment 8 score was 42.3 and this was achieved by Meridian.

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.

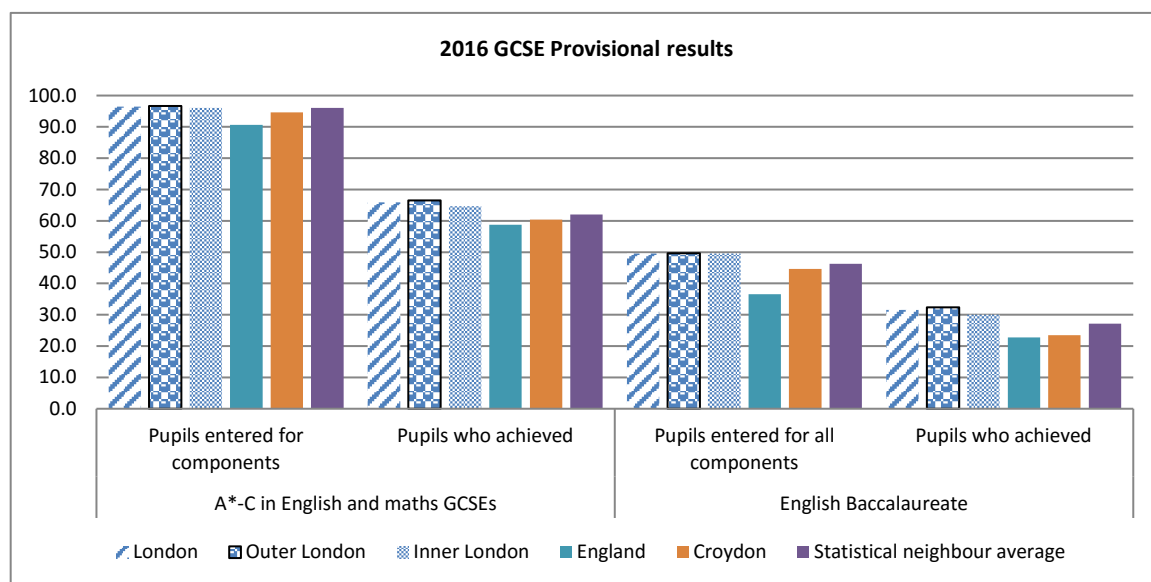
It is not yet possible to report on the achievement of specific pupil groups at Key Stage 4 as the data was not yet available at the time of writing. This will be published in January 2017.

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	2016
3,701	3,722	3,637	3,770	3,716	3,716	3,664	3,844

Source: 2015/16 key stage 4 attainment data (Provisional)

Region/ Local Authority ¹	Average Attainment 8 score per pupil	A*-C in English and maths GCSEs		English Baccalaureate		Progress 8
		Pupils entered for components	Pupils who achieved	Pupils entered for all components	Pupils who achieved	Average Progress 8 score
Total (state-funded sector)	49.9	96.8	62.8	39.7	24.6	-0.03
England	48.2	90.6	58.7	36.6	22.8	.
London	51.7	96.5	65.9	49.5	31.6	0.16
Outer London	52.0	96.7	66.5	49.6	32.4	0.16
Inner London	51.0	96.1	64.7	49.5	30.0	0.17
Croydon	48.4	94.6	60.4	44.6	23.5	0.08
Statistical neighbour average	49.8	96.1	62.0	46.2	27.1	0.1



	Average Attainment 8 score per pupil	
	2014/15	2015/16
Total (state-funded sector)²	48.6	49.9
England²	47.4	48.2
London	51.1	51.7
Outer London	51.5	52.0
Inner London	50.2	51.0
Croydon	49.9	48.4
Statistical neighbour average	49.2	49.8

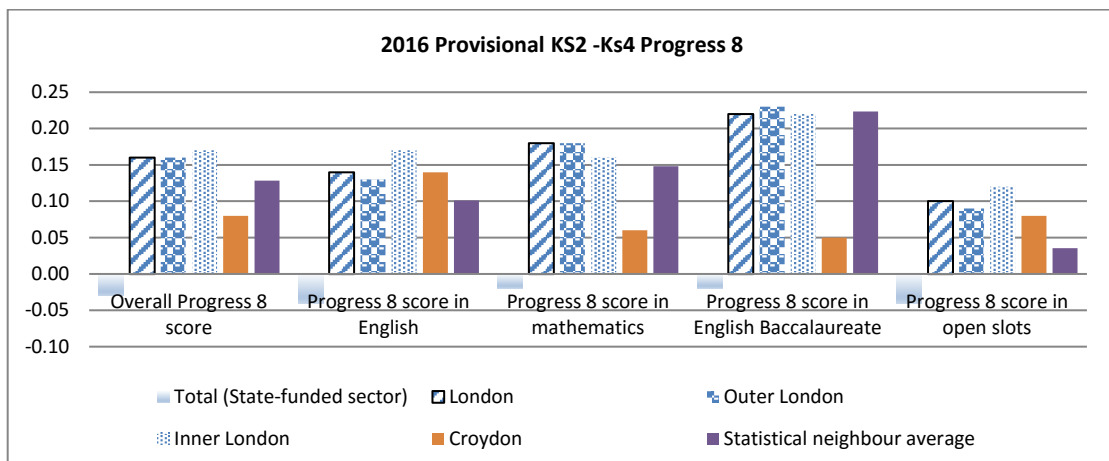
Attainment 8 and Progress 8 are part of the new secondary accountability system being implemented for all schools from 2016. Attainment 8 is calculated for all schools, in 2014/15 however the 2015 data does not reflect behavioural change in line with the new performance measures for the majority of schools.

Source: 2015/16 key stage 4 attainment data (Provisional)

Key stage 4 pupils making expected progress KS2-KS4

A Progress 8 score of 1.0 means pupils in the group make on average a grade more progress than the national average; a score of -0.5 means they make on average half a grade less progress than average. Progress 8 scores should be interpreted alongside the associated confidence intervals. If the lower bound of the confidence interval is greater than zero, it can be interpreted as meaning that the group achieves greater than average progress compared to pupils in mainstream schools nationally and that this is statistically significant. If the upper bound is negative, this means that the group achieves lower than average progress compared to pupils in mainstream schools nationally and that this is statistically significant.

	Overall Progress 8 score	Progress 8 score in English	Progress 8 score in mathematics	Progress 8 score in English Baccalaureate	Progress 8 score in open slots
Total (State-funded sector)	-0.03	-0.04	-0.02	-0.02	-0.04
London	0.16	0.14	0.18	0.22	0.10
Outer London	0.16	0.13	0.18	0.23	0.09
Inner London	0.17	0.17	0.16	0.22	0.12
Croydon	0.08	0.14	0.06	0.05	0.08
Statistical neighbour average	0.13	0.10	0.15	0.22	0.04



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 2017 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 impact of any interventions put in place by schools that are 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.
- This year more of our schools have termly School Progress Review Meetings with the Local Authority to review their progress against identified priorities. Each school identified for this support 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.
- Octavo have also been commissioned to provide CPD focused on improving results in mathematics and English GCSEs.

3.9 Post-16 (KS5)

A new 16-18 school and college accountability system has been implemented in 2016, which includes new headline accountability measures and changes to the methodology for calculating 16-18 results.

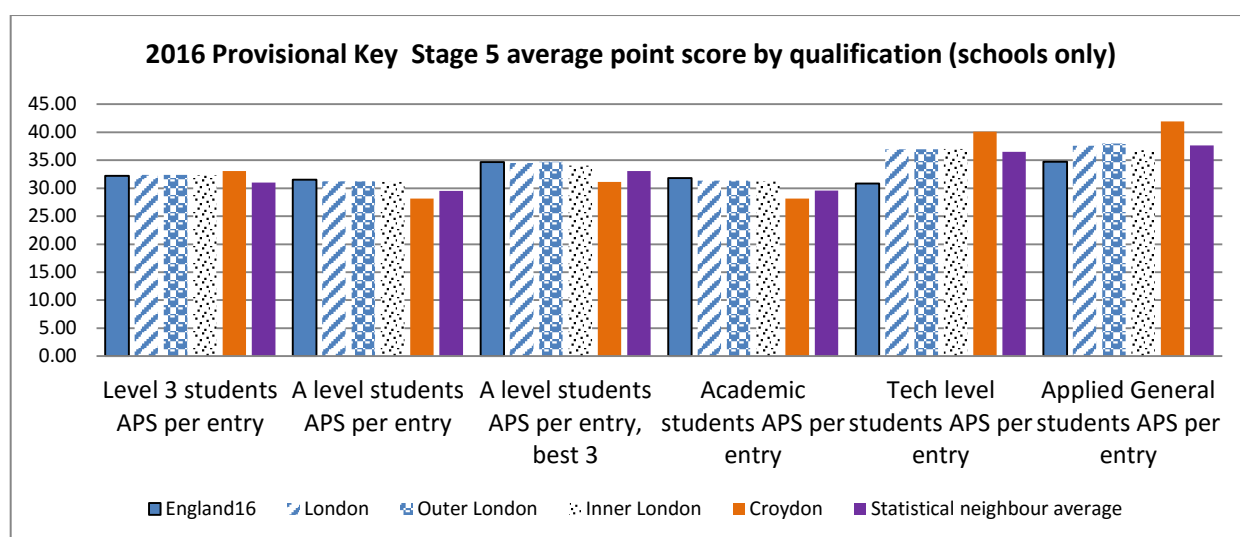
Average attainment is reported separately for students studying different types of qualifications, e.g. for students studying A levels, applied general and technical level qualifications (replacing 'vocational'). The average point score (APS) per entry measures continue to be reported (however this is not comparable with historic data). A new measure has been included showing the average point score and grade for a student's best 3 A levels.

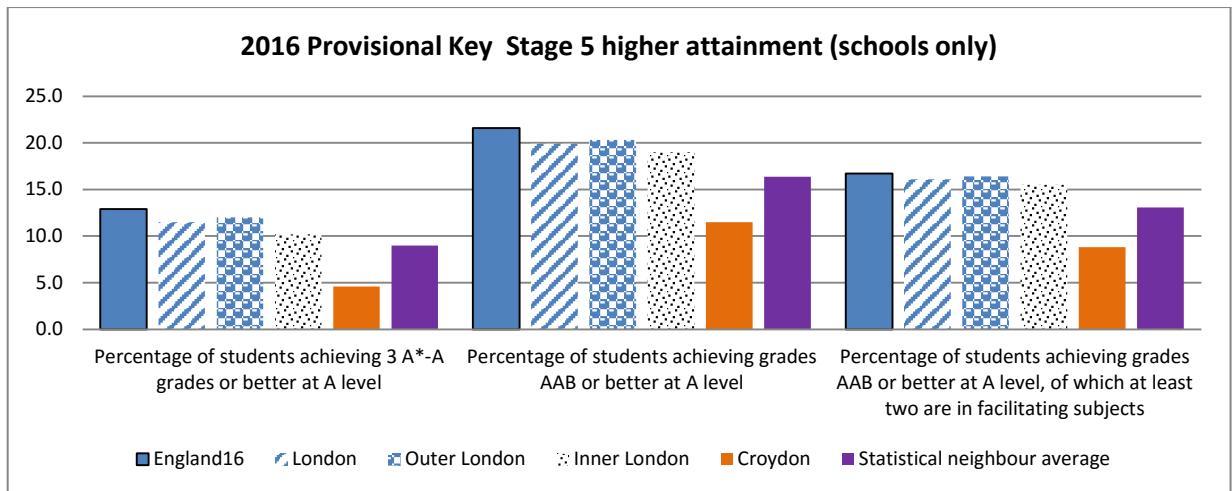
Schools and colleges

	Level 3 students APS per entry	A level students APS per entry	A level students APS per entry, best 3	Percentage of students achieving 3 A*-A grades or better at A level	Percentage of students achieving grades AAB or better at A level	Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects	Academic students APS per entry	Tech level students APS per entry	Applied General students APS per entry
England	32.23	31.52	34.64	12.9	21.6	16.7	31.83	30.83	34.70
London	31.03	30.22	33.42	10.2	17.9	14.4	30.32	31.53	33.32
Outer London	31.46	30.73	34.09	11.3	19.2	15.4	30.83	31.82	33.87
Inner London	30.18	29.08	31.97	7.9	15.1	12.2	29.23	30.99	32.53
Croydon	32.31	27.58	30.77	4.4	11.3	8.3	27.62	37.43	37.35
Statistical neighbour average	31	29	32	8	15	12	29	33	35

Schools

	Level 3 students APS per entry	A level students APS per entry	A level students APS per entry, best 3	Percentage of students achieving 3 A*-A grades or better at A level	Percentage of students achieving grades AAB or better at A level	Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects	Academic students APS per entry	Tech level students APS per entry	Applied General students APS per entry
England	32.23	31.52	34.64	12.9	21.6	16.7	31.83	30.83	34.70
London	32.36	31.22	34.52	11.5	19.9	16.1	31.33	36.97	37.60
Outer London	32.38	31.26	34.71	12.0	20.3	16.4	31.36	36.96	38.01
Inner London	32.31	31.13	34.04	10.2	19.0	15.5	31.26	36.99	36.80
Croydon	33.08	28.13	31.15	4.6	11.5	8.8	28.17	40.07	41.90
Statistical neighbour average	31	30	33	9	16	13	30	36	38





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

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. Data quoted below pertains to those educated in Croydon schools and colleges, unless otherwise stated.

Approximately half of level 3 students in Croydon undertake academic programmes (e.g. A levels) and half take general applied or technical programmes (previously referred to as vocational qualifications).

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.

The APS per entry at Level 3 shows that on average Croydon's post-16 level 3 learners perform better than regional, national and statistical neighbour averages. This is mainly due to very strong performance by high volumes of students taking technical and applied general qualifications. On average Croydon students achieve a Distinction+ compared to achievement of a Distinction- elsewhere.

However, our APS per entry for A levels only is below all comparator averages. On average our A level pass rates are in line with national average, but students are achieving lower grades – typically a grade C- compared to a C regionally and nationally. Our proportion of A level students achieving high grades (A*-B) is also lower than comparitors. However, we need to bear in mind the lower than average prior attainment levels of Croydon post-16 students. Validated data for 2016 will include progress data, based on prior (GCSE) attainment, for the first time. It will be interesting to assess whether, despite achieving lower than average grades at A level, Croydon A level students are making expected

progress taking their prior attainment into account. This measure will be more useful in targeting appropriate support and challenge.

In summary, the unvalidated 2016 data is indicating that:

- Technical and Applied General (previously vocational) level 3 achievement continues to be strong.
- The average grade achieved at A level in 2016 was a C-.
- The achievement of high grades (A*-B) at A level, continues to be an area for development but data made available in the validated data will enable us to assess whether acceptable progress is being made.

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 is supporting a group of post-16 schools on the development and implementation of shared provision for post-16 students. For example, a student can choose to study 2 A levels at their 'home' school and study a 3rd A level at a partner school. The aim is to give students a greater choice of subjects, schools to play to their strengths, schools to be able to deliver minority subjects to a broader range and greater number of students, leading to improved outcomes.
- Provision of local management information and advisory support to Croydon Head Teacher's Association (CHTA) to inform nature and scope of post-16 offer and encourage collaborative working.
- Commissioned challenge and support for all school sixth forms (aligned to KS3/4 support), 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. Additional commissioned and LA support is targetted at those schools who are deemed to require greater levels of need, based upon forensic analysis of data and performance.
- Schools and colleges can access a range of professional development opportunities, conferences, and post-16 networks through a funding agreement (commissioned by the LA) with Learning Plus UK.
- Support to improve the local careers advice and guidance offer, via facilitation of a termly careers leads network, regular newsletter, audits of individual schools' careers provision and availability of careers events for both staff and students.
- Provision of detailed analysis (upon request) to individual schools/colleges on school leavers destinations to inform individual curriculum and careers advice offers.
- Brokerage by the LA of NEET prevention, careers advice and employability related support supplied by 3rd party organisations.

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 and the length of time children have been in care. It is also important to consider the considerable number of children looked after by Croydon who are UASC (unaccompanied asylum seeking children) compared to statistical neighbours such as Merton and Greenwich Borough Councils. The number of CLA in Croydon as at March 2016 was a total of 800 children compared to 165 in Merton and 520 in Greenwich. In addition to this, the UASC population in Croydon as at March 2016 was 430, whilst the London Borough of Merton looked after 25 and London Borough of Greenwich looked after 20 in the same time period. This difference makes comparisons with other Local Authorities difficult.

Although outcomes for Croydon CLA who have been in continuous care for 12 months or more remain low, with 36%, 27% and 18% achieving age related expectations or above in reading, writing and maths, with 18% achieving all three at the end of KS2 and 14.8% (based on unvalidated results) achieving 5 A*-C EM at the end of KS4, it is important to reflect that those who contribute to the national statistics are a small percentage in many cases of the total cohort within those year groups. For example in Year 11 the total cohort size at the end of the 2015/16 academic year was 178, with only 74 contributing to national indicators. These young people, a large percentage of whom are UASC, still need to be supported and in many cases are the most challenging with no education experience or provision in place when they enter the care system. These learners go on to make considerable progress, achieving at a level appropriate to their starting point and are successfully supported into suitable courses post 16. The successes enjoyed by our post 16 learners are testament to this and a result of the heavy investment made into this area of work.

The **Key stage 1** CLA cohort consisted of 12 young people, however, only 7 of these have been in continuous care for 12 months or more and hence will contribute to the national statistics presented by the Department for Education for the 2015/16 academic year. Of the 7 eligible CLA, 3 have statements of SEN and 2 are on additional support packages. The targets for 2015/16 were set using data gathered from schools for Reading, Writing & Maths were 33%, 22% and 56% respectively in the previous year. The actual attainment for 2015/16 over the whole eligible cohort were 43%, 14% and 43%. Two students out of the 7 eligible students did not sit SATS, this is 29% of the eligible cohort. Overall statistics show that this cohort did not reach age related expectations in combined Reading, Writing and Maths which is reflective of the needs and abilities of this cohort. It should be noted however, when looking at their achievements in each subject, 4 children exceeded age related expectations in reading; three children in writing and 2 in maths at key stage 1.

At **Key Stage 2** the Year 6 cohort who contribute to national statistics consisted of 11 CLA pupils, 6 of whom had either a Statement of Special Educational Needs, an Education, Health & Care Plan (EHCP) or were receiving significant levels of in-school support. The attainment of the cohort in reading, writing and maths at the end of KS2 was 36%, 27% and 18% respectively which is below age related expectations. It should however be noted that, 2 children successfully reached the aged related expectations in combined Reading, Writing and Maths. In addition to this, 3 children exceeded in reading; 2

exceeded in writing and 2 exceeded in maths at the end of key stage 2. National figures for comparison are not yet available.

Our focus has and will continue to be to improve results in both KS1 and KS2 by working with Designated Teachers to set the PEP targets and identifying the support that can be provided in school for students that are underachieving by utilising the Pupil Premium Plus.

At **KS4**, Croydon has one of the highest cohort sizes compared to other London Boroughs. As a Virtual School we support the whole Year 11 cohort which equates to 178 learners, 123 of whom are UASC and 14 who have SEN. Due to our high number of UASC in the Year 11 cohort, whose results are not reported when they have been in education in the country for less than 12 months, and their age on arrival in the country, only 74 children in the cohort contribute to reported statistics. Of the 104 who have been in care for less than 12 months, there were only 5 who were sitting 5 or more GCSE's. 6 of Croydon's Looked After Children achieved 9 or more A*-C at GCSE including English and Mathematics. Our UASC population come to the UK having had a wide variety of educational experiences and a number have had little or no experience of education at all.

For children that have been in care for 5 years or more, the cohort size was 19 and all but three achieved GCSE qualifications, with 6 achieving the 5 A*-C including English and Mathematics benchmark. The three learners who did not achieve any GCSE qualification all had Statements or Education Health and Care Plans and were attending Special Schools working at P levels. For the UASC undertaking ESOL qualifications, most 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 2015/16 autumn and spring terms unless indicated otherwise. Full academic year data for 2015/16 will be published in approximately March 2017.

4.1 Absence from school

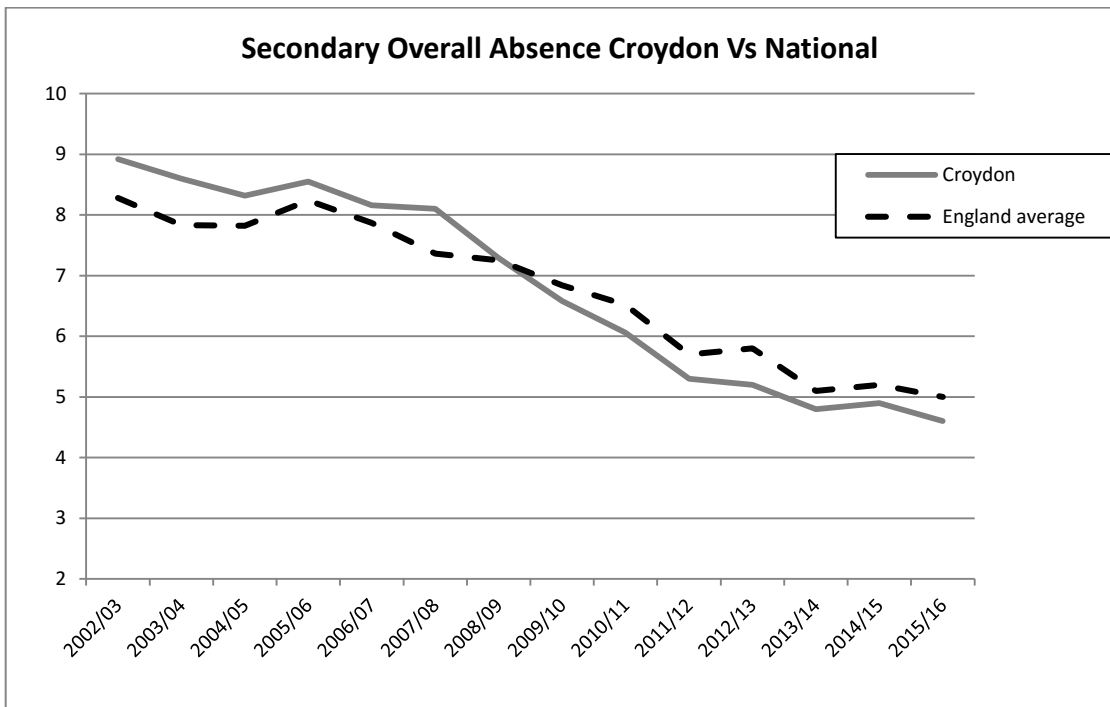
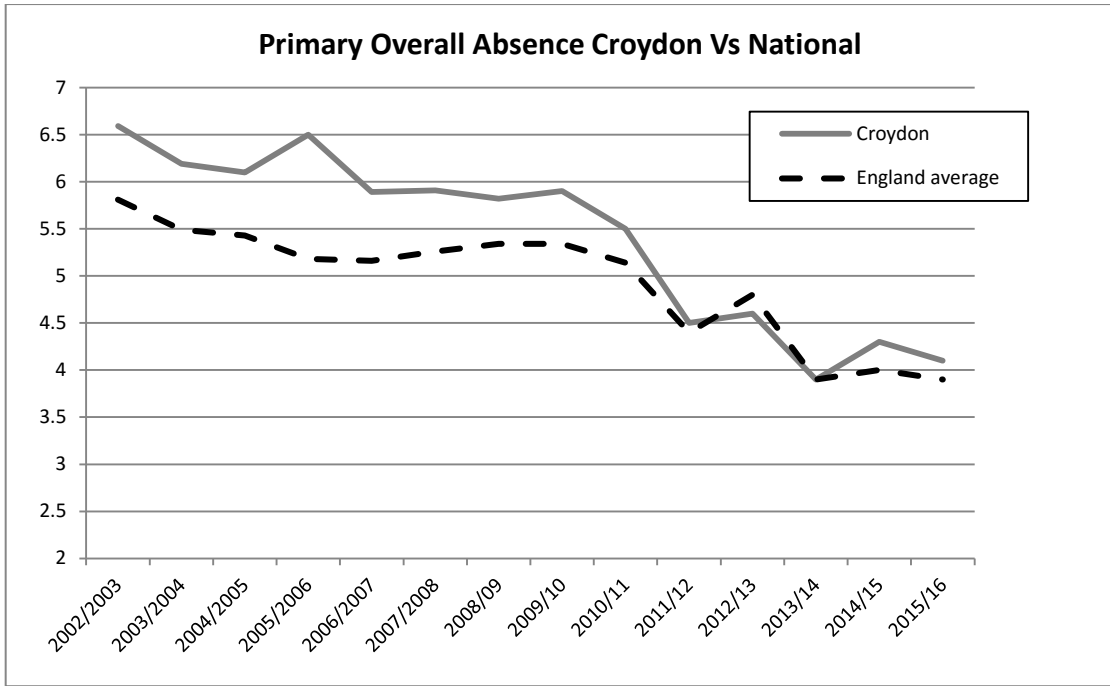
Primary overall absence has decreased by 0.2% when compared to the previous year. There has been a decrease nationally though not to the same degree.

The DfE attributes the decrease in national absence to a fall in illness, which fell from 2.9 per cent of all possible sessions in autumn 2014 and spring 2015 to 2.7 per cent of all possible sessions in autumn 2015 and spring 2016. Illness is the most common reason for absence, accounting for 62.2 per cent of all absences nationally. Secondary overall absence at 4.6% in 2015/16 represents a 0.3% decrease compared to 4.9% in 2014/15 and is 0.4% better than the national average (5.0%).

Borough overall absence performance trends

Year	Croydon Primary Schools %	England average %	Year	Croydon Secondary Schools %	England average %
2002/2003	6.59	5.81	2002/03	8.92	8.28
2003/2004	6.19	5.49	2003/04	8.6	7.83
2004/2005	6.1	5.43	2004/05	8.32	7.82
2005/2006	6.5	5.18	2005/06	8.55	8.24
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
2015/16	4.1	3.9	2015/16	4.6	5

(* Lower values are better in this table)



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 than the average of our statistical neighbours.

Croydon's secondary overall absence is lower than that of our statistical neighbours by 0.1%, and the persistent absentees are 0.7% lower than the average of our statistical neighbours.

4.3 Persistent absence

In the reporting period Persistent Absence was defined as a pupil missing 10% or more 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 2015/16 (9.6%) has decreased by 0.4% compared to the same period last year. This is now 0.8% higher than the national average (8.8%).

Croydon secondary persistent absence levels have decreased from 12.1% in 2014/15 to 11% in 2015/16. This is 1.3% better than the national average (12.3%).

Borough Persistent Absence (PA) performance trends

Persistent absence is when a pupil enrolment's overall absence equates to 10 per cent or more of their possible sessions, in the table below PA has been re-calculated for the historic data showing a clear downwards trend locally and nationally.

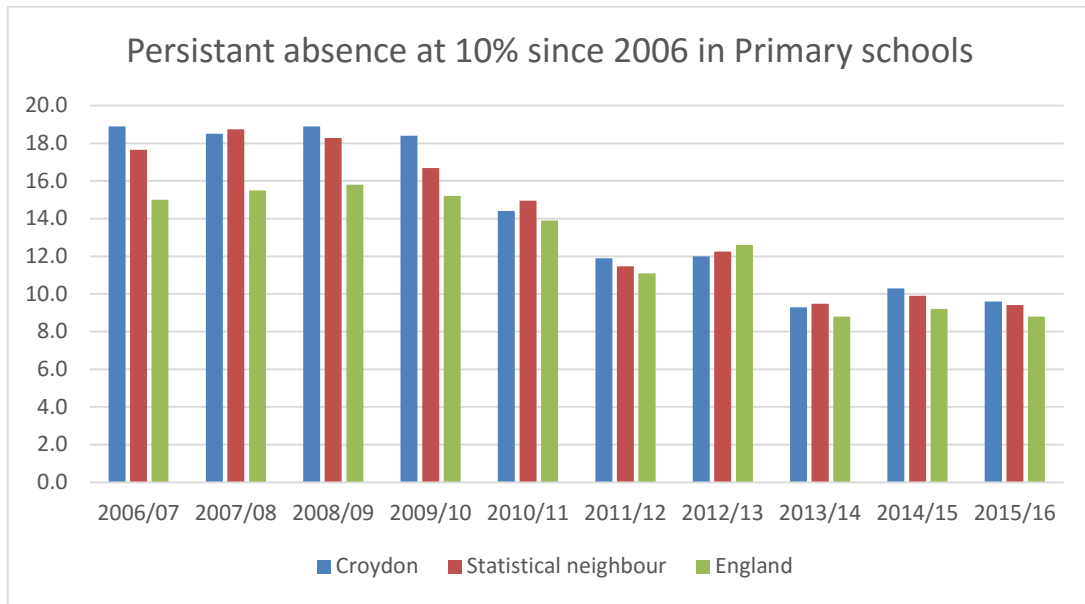
Primary Schools PA

	Croydon	Statistical neighbour	England
2006/07	18.9	17.7	15.0
2007/08	18.5	18.7	15.5
2008/09	18.9	18.3	15.8
2009/10	18.4	16.7	15.2
2010/11	14.4	15.0	13.9
2011/12	11.9	11.5	11.1
2012/13	12.0	12.2	12.6
2013/14	9.3	9.5	8.8
2014/15	10.3	9.9	9.2
2015/16	9.6	9.4	8.8

Secondary Schools PA

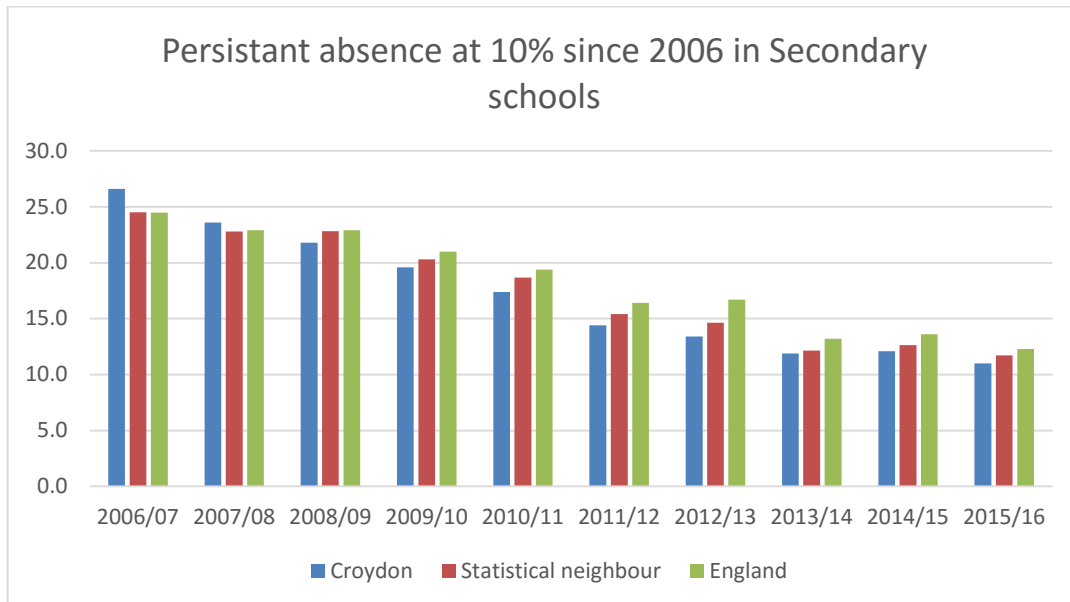
	Croydon	Statistical neighbour	England
2006/07	26.6	24.5	24.5
2007/08	23.6	22.8	22.9
2008/09	21.8	22.8	22.9
2009/10	19.6	20.3	21.0
2010/11	17.4	18.7	19.4
2011/12	14.4	15.4	16.4
2012/13	13.4	14.6	16.7
2013/14	11.9	12.1	13.2
2014/15	12.1	12.6	13.6
2015/16	11.0	11.7	12.3

Primary Persistent Absence



(* Low is better in this graph)

Secondary Persistent Absence



(* 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 revised the threshold for Persistent absence in September 2015 from 15% to 10%. 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 continue to 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. In the 2015/16 academic year 1051 fixed penalty notices were issued for non-attendance at school and 174 court prosecutions were undertaken by the service.

The service will support schools to ensure identification of families where poor attendance is systemic via engagement with Early Help services 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.

To enhance targeted intervention in schools the service will be adopting a “Team Around the School” model where a school has been identified as having high levels of persistent absence. The service will work with target schools to identify the appropriate services to work together. This will ensure that appropriate early intervention is put in place to support families before non-attendance become entrenched.

The Service will continue to support schools in the use of a wider range of support and sanctions from Early Help assessments to criminal prosecution.

5. Exclusions

Exclusions from Croydon schools, academies and free schools during 2015/16

There were 22 permanent exclusions from Croydon maintained schools, academies and free schools during the 2015/16 academic year giving a borough exclusion rate of 0.04%. This is a slight decrease on the 2014/15 academic year which saw 24 permanent exclusions and means that Croydon

continues to be in the bottom quartile nationally for permanent exclusions; making us amongst the best performing authorities in the country. One school had five permanent exclusions during the year (a quarter of the borough's total). All five of these exclusions took place during the first half of the autumn term 2015. Following support and challenge from the LA about the rate of exclusion from the school there were no more permanent exclusions from that school for the academic year.

Croydon's permanent exclusion rate of 0.04% compares favourably with the last published data for statistical neighbours and is lower than the England and London rates. The slight decrease in the number of permanent exclusions has taken place in the context of a slight increase nationally.

"The (national) overall rate of permanent exclusions has increased slightly from 0.06 per cent of pupil enrolments in 2013/14 to 0.07 per cent in 2014/15. The rate of permanent exclusions has increased since 2013/14 for both state-funded secondary schools and special schools, but has remained the same for state-funded primary schools",

Statistical First Release 26, published 21st July 2016.

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16*
Number of permanent exclusions	81	75	77	65	65	13	24	22
Croydon % of permanent exclusions	0.16	0.15	0.15	0.12	0.10	0.04	0.04	0.04
National	0.09	0.08	0.07	0.07	0.07	0.06	0.07	*
London	0.11	0.1	0.08	0.08	0.08	0.07	0.07	*
SN Average**	0.07	0.07	0.06	0.08	0.08	0.09	0.07	*

*Please note that the figures for 2015/16 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

Fixed term exclusions from Croydon schools, academies and free schools during 2015/16

A detailed breakdown of exclusions can be found in Appendices 3 and 4.

Croydon's fixed term exclusion rate is lower than the National rate, the overall London rate, and the Outer and Inner London rates. It is also lower than the rate of eight out of ten of its statistical neighbours.

The number of fixed term exclusions during 2015/16 shows a slight increase on the figure for 2014/15 which was 1635.

A significant feature during 2015/16 was the high number of fixed term exclusions from the Croydon PRUs (253 – 126 from Phil Edwards, 71 from Moving On and 55 from the Coningsby PRU). The early signs are that this won't be repeated during 2016/17. The LA has had dialogue with the Saffron Valley Federation about reducing the need for exclusions.

	Number of fixed period exclusions	Fixed period exclusion rate
England	302980	3.88
London	40250	3.28
Outer London	25520	3.15
Inner London	14730	3.52
Croydon	1680	3.01
Birmingham	7660	4.06
Haringey	1290	3.5
Lambeth	1000	2.79
Lewisham	1650	4.04
Brent	1660	3.52
Ealing	1520	2.93
Enfield	2680	4.76
Greenwich	1930	4.7
Merton	960	3.37
Waltham Forest	1720	4.14

Black Caribbean pupils made up 18% of permanent exclusions and 27% of fixed term exclusions from Croydon schools, academies and free schools during the 2015/16 academic year; almost the same proportion as the previous year 2014/15. During that year black Caribbean pupils made up 17% of permanent exclusions and 27% of fixed term exclusions from Croydon schools, academies and free schools. Black Caribbean pupils account for 11% of the school age population.

White British pupils account for 18% of permanent exclusions and 24% of fixed term exclusions from Croydon schools, academies and free schools during the 2015/16 academic year; a slight reduction on the previous year (2014/15). During that year white British pupils accounted for 21% of permanent exclusions and 25% of fixed term exclusions from Croydon schools, academies and free schools. White British pupils account for 29% of the school age population.

Black African pupils account for 18% of permanent exclusions and 14% of fixed term exclusions from Croydon schools, academies and free schools during the 2015/16 academic year; a reduction on the previous year in the percentage of permanent exclusions and almost the same percentage in relation to fixed term exclusions. Black African pupils make up 15% of the school age population.

Exclusion of pupils on the SEN register

There were three permanent exclusions from Croydon schools, academies and free schools of pupils with an education health and care plan during 2015/16; 14% of the total. A further three which were initially permanent exclusions were reinstated by governors. There were 193 fixed term exclusions from Croydon schools, academies and free schools of pupils with an EHC plan or statement of SEN during 2015/16; 12% of the total. This is a slight increase in respect of permanent exclusions and a decrease in respect of fixed term exclusions related to pupils with an EHC plan or statement of SEN compared to the previous academic year; 2014/15.

Exclusions of Children Looked After

There were two permanent exclusions and 113 fixed term exclusions of 'looked after children' during 2015/16, an increase in permanent exclusions and a slight decrease in fixed term exclusions. There were no permanent exclusions from Croydon schools, academies or free schools during 2014/15. There were 117 fixed term exclusions from Croydon schools, academies and free schools during 2014/15 related to 'looked after children'. It is important to note that this data relates to children 'looked after' to a number of authorities; not just Croydon 'looked after children'. The significant factor is that they attend a Croydon school, academy or free school.

Fair Access Panel

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

All Croydon secondary schools are active participants in the Fair Access Panel which considered 517 pupil referrals during the 2015/16 academic year. 199 cases were presented as an alternative to permanent exclusion, 213 cases were presented at panel as being hard to place in school through normal admissions procedures and 105 cases were presented as a request for a managed move between schools. Representatives from Police, Children's Social Care, Early Help and Youth Offending Service contribute to

the panel to ensure a holistic multi-agency approach is taken to support an appropriate placement at another setting. (See appendix 6)

6. OFSTED INSPECTION OUTCOMES

- 6.1 Minor revisions were made to the Ofsted Framework from September 2016. These were mainly related to safeguarding.
- 6.2 A total of 16 schools (not including PRUs or Special Schools) were inspected during the academic year 2015-2016.
- 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%. The percentage of secondary schools currently judged good or outstanding is 80%, which is slightly above the national average, whilst 47.9% of secondary age students attend an outstanding school, significantly above the national average of 26.7%. There has been a slight decline in the percentage of primary schools that are good or better at 82.9% following one maintained school and one Academy being judged to be in special measures. We have a plan of support in place for not only continuing to support schools with improving outcomes but also for improving the percentage of schools that are good or better

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 – Assistant Director 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, Acting Council Solicitor and Monitoring Officer

10. HUMAN RESOURCES IMPACT

There are no Human Resources considerations arising from this report.

Approved by Debbie Calliste, HR Business Partner

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 Caribbean 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 2015/16 academic year

Appendix 4: Exclusions from maintained schools and academies for 2015/16
for children with SEN, Children Looked After and by ethnic group

Appendix 5: Explanation and identification of Statistical Neighbours

Appendix 6: Explanation of and information on Fair Access Panel

Appendix 7: Croydon School Improvement Plan

Appendix 8: Definition of Attainment and Progress 8

Appendix 1 KS2 Floor standard for AY 2015/16 (unvalidated data)

In 2016, a school will be above the floor if:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics;
- or** • the school achieves sufficient progress scores in all three subjects. **At least -5 in English reading, -5 in mathematics and -7 in English writing.**

The attainment element is a combined measure. This means an individual pupil needs to meet the 'expected standard' in English reading, English writing and mathematics, in order to be counted towards the attainment element.

Est No	School	Reading progress score	Writing progress score	Maths progress score	% RWM
3062003	Beulah Juniors	-2.6	0.0	0.7	33.7
3062004	KESTON PRIMARY SCHOOL	2.1	1.2	2.6	70.2
3062007	Cypress Primary School	0.3	0.3	-1.9	38.6
3062008	David Livingstone Academy	-3.1	2.8	0.2	40
3062012	Elmwood Junior School	0.3	0.7	0.9	63.2
3062013	Ark Oval Primary	-3.0	1.5	-1.2	46.6
3062016	Applegarth Academy	4.8	4.7	7.0	73.5
3062019	Gonville Academy	-0.5	0.4	-0.1	39.3
3062020	Howard Primary School	0.8	3.4	2.0	53.3
3062025	Monks Orchard Primary School	-1.0	-2.4	-2.0	51.7
3062031	Harris Primary Academy Kenley	4.7	3.5	4.4	71.4
3062033	Purley Oaks Primary School	0.2	2.3	0.9	50
3062034	Harris Primary Academy Benson	3.0	4.8	4.0	76.3
3062035	Castle Hill Primary	-6.6	-3.0	-4.0	17
3062036	Wolsey Junior Academy	-4.2	-0.7	-1.5	39.5
3062099	South Norwood Primary	-2.7	1.2	-1.5	43.4
3062043	St Peter's Primary School	0.6	0.4	-1.6	56.7
3062046	West Thornton Primary Academy	0.8	0.8	-1.4	54.5
3062047	WHITEHORSE MANOR JUNIOR	-0.8	-0.4	-1.4	60.5
3062050	WINTERBOURNE JUNIOR GIRLS'	-2.5	5.2	-0.4	48.9
3062055	Woodside Primary School and Children's Centre	-1.2	-0.9	-0.4	54.5
3062057	Chipstead Valley Primary Academy	0.5	1.2	-0.8	58.3
3062058	Kenley	1.0	2.8	-0.2	33.3
3062062	Beaumont Primary	3.1	3.8	5.6	81.5
3062065	Gresham Primary School	0.0	0.4	1.6	67.2
3062067	Smitham Primary School	1.3	-1.0	0.2	51.9
3062068	The Hayes Primary	1.7	1.1	0.3	63.8
3062073	Oasis Academy Ryelands	-0.1	1.0	-0.3	43.1
3062076	Park Hill Junior	2.0	1.0	2.8	72.3
3062081	Winterbourne Jnr boys	1.4	3.0	5.9	69
3062082	Broadmead Primary Academy	0.9	1.2	2.4	36.5
3062083	Orchard Way Primary School	1.8	1.8	2.2	75.9
3062084	Forestdale Primary School	1.0	2.2	0.6	62.1

3062085	Rowdown primary	1.6	3.9	4.1	43.2
3062086	Courtwood Primary	0.9	-0.7	-0.5	58.6
3062088	New Valley Primary School (Wattenden)	3.2	4.3	4.0	68.4
3062090	HEAVERS FARM PRIMARY	0.4	2.0	2.0	68.3
3062091	St Mark's Church of England Primary Academy	0.9	0.8	-0.2	32
3062093	Downsview Primary School	0.3	4.1	4.6	61.7
3062097	St Mary's RC Junior School	1.7	1.6	3.8	71.4
3062098	Greenvale Primary School	0.4	-0.5	1.3	71
3062102	Rockmount Primary School	3.3	-0.1	1.5	66.7
3062103	Fairchildes Primary School	1.2	2.8	4.1	63.9
3062105	Norbury Manor Primary	-0.5	0.6	-0.9	39.3
3062107	Ridgeway Primary School and Nursery	-0.6	-2.6	-1.9	63.2
3062109	Forest Academy	-3.9	3.8	-2.8	35.7
3062110	Kingsley Primary School	-1.7	-0.6	0.0	35.9
3062111	Oasis Academy Byron	7.5	3.8	7.1	83.3
3063000	All Saints C of E Primary School	-1.8	-4.4	-0.2	42.4
3063003	St John's C of E School	1.9	4.4	0.1	62.1
3063006	Parish Church Junior School	-0.2	-2.4	-2.3	49.1
3063008	St Cyprian's Greek Orthodox VA	5.1	1.4	3.7	83.9
3063300	Coulsdon C. of E. School	1.0	-0.4	1.5	82.8
3063301	Christ Church C of E Primary School	2.9	-1.3	1.3	63.3
3063400	Good Shepherd RC Primary	6.7	4.4	3.2	70.4
3063401	St. Joseph's Junior	1.9	2.5	3.5	76.8
3063403	St Thomas Becket Catholic Primary	-0.3	-0.9	-0.3	66.7
3063404	Margaret Roper Catholic Primary	2.7	-1.9	1.1	64.5
3063408	REGINA COELI PRIMARY SCHOOL	7.8	7.6	8.7	67.8
3063409	St Aidan's RC Primary	0.4	-0.4	2.1	60.7
3063411	St Chad's Primary	4.1	1.4	1.6	69.1
3062100	Davidson Primary School	0.3	no data	-0.2	31.6
3063415	Kensington Avenue Primary	0.1	3.2	0.4	51.8
3063416	Gilbert Scott Primary School	-4.7	-0.4	-2.8	33.3
3063417	Aerodrome Primary Academy	0.2	1.8	-1.3	33.3
3063418	Woodcote Primary School	-0.3	1.6	-0.8	60
3063419	Ecclesbourne Primary School	-3.7	-1.4	-3.5	19.6
3065200	SELSDON PRIMARY SCHOOL	-0.9	2.1	0.6	50.6
3065201	ST JAMES THE GREAT R.C. PRIMARY AND NURSERY	2.7	0.8	1.6	74.6
3065202	ATWOOD PRIMARY SCHOOL	0.0	-1.1	-0.5	65.1
3066909	Oasis Academy Shirley Park	2.1	4.8	0.4	64.4
3067001	St Giles School	-6.5	-6.4	-7.7	0
3067004	Beckmead School	-5.2	-8.2	-4.9	0
3067005	St Nicholas School	-5.9	-6.7	-6.6	0
3067006	Red Gates School	-7.5	-7.4	-8.2	0
Total	Borough	0.2	0.9	0.6	54.1

N.B this is provisional data Davidson primary submitted to late to be included in these results.

Appendix 2: Secondary School GCSE results 2010 – 2015 by school
Provisional 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 2015/16

	School	FIXD	PERM	Total
All Through Academy	Oasis Academy Shirley Park	10		10
Primary Academy	Aerodrome Primary Academy	6		6
Primary Academy	Applegarth Academy	3		3
Primary Academy	Broadmead Primary Academy	87	2	89
Primary Academy	Castle Hill Academy	12		12
Primary Academy	Chestnut Park Primary School	4		4
Primary Academy	David Livingstone Primary Academy	2		2
Primary Academy	Ecclesbourne Primary - Pegasus Academy Trust	2		2
Primary Academy	Fairchildes Primary Academy	1		1
Primary Academy	Forest Academy	18		18
Primary Academy	Gonville Academy	12		12
Primary Academy	Harris Primary Academy Benson	2		2
Primary Academy	Harris Primary Academy Kenley	1		1
Primary Academy	Oasis Academy Byron	1		1
Primary Academy	Oasis Academy Ryelands	20		20
Primary Academy	Rowdown Primary Academy	3		3
Primary Academy	St Cyprian's Greek Orthodox Primary Academy	9		9
Primary Academy	St Mark's CofE Primary Academy	4		4
Primary Academy	St Mary's RC Junior School	5		5
Primary Academy	St Thomas Becket Catholic Primary School	1		1
Primary Academy	The Crescent Primary School	26	2	28
Primary Academy	The Robert Fitzroy Academy	3		3
Primary Academy	The South Norwood Academy	2		2
Primary Academy	West Thornton Academy	2		2
Primary Academy	Winterbourne Boys Academy	2		2
Primary Academy	Wolsey Junior Academy	8		8
Primary Maintained	All Saints CofE Primary School	1		1
Primary Maintained	Beulah Junior School	1		1
Primary Maintained	Christ Church CofE Primary School (Purley)	3		3
Primary Maintained	Courtwood Primary School	2		2
Primary Maintained	Cypress Primary School	15		15
Primary Maintained	Davidson Primary School	2		2
Primary Maintained	Downsview Primary and Nursery School	4		4
Primary Maintained	Elmwood Junior School	1		1
Primary Maintained	Gresham Primary School	1		1
Primary Maintained	Heavers Farm Primary School	20		20
Primary Maintained	Howard Primary School	7		7
Primary Maintained	Kenley Primary School	2		2
Primary Maintained	Kensington Avenue Primary School	5		5
Primary Maintained	Keston Primary School	1		1
Primary Maintained	Kingsley Primary School	20		20
Primary Maintained	Monks Orchard Primary School and Nursery	6		6
Primary Maintained	Norbury Manor Primary School	6		6

Primary Maintained	Purley Oaks Primary School	14		14
Primary Maintained	Ridgeway Primary School	8		8
Primary Maintained	Rockmount Primary School	12		12
Primary Maintained	Selsdon Primary and Nursery School	34		34
Primary Maintained	Smitham Primary School	5		5
Primary Maintained	South Norwood Primary	1		1
Primary Maintained	St Joseph's RC Junior School	1		1
Primary Maintained	St Peter's Primary School	2		2
Primary Maintained	The Minster Nursery & Infant School	3		3
Primary Maintained	Wolsey Infant School	16		16
Primary Maintained	Woodcote Primary School	1		1
Primary Maintained	Woodside Primary School	13		13
Secondary Academy	Edenham High School	112		112
Secondary Academy	Harris Academy Purley	2		2
Secondary Academy	Harris City Academy Crystal Palace	63	3	66
Secondary Academy	Harris Invictus Academy Croydon	1	1	2
Secondary Academy	Meridian High School	36	1	37
Secondary Academy	Norbury Manor Bus. & Enterprise College For Girls	75	1	76
Secondary Academy	Oasis Academy Arena	3		3
Secondary Academy	Oasis Academy Coulsdon	32	1	33
Secondary Academy	Riddlesdown Collegiate	48		48
Secondary Academy	Shirley High School Performing Arts College	70		70
Secondary Academy	St Joseph's College	32	3	35
Secondary Academy	The Archbishop Lanfranc Academy - Coloma Trust	15	5	20
Secondary Academy	The Quest Academy - Coloma Trust	12		12
Secondary Academy	Woodcote High School	47		47
Secondary Indendent	Kingsdown Secondary School	14		14
Secondary Maintained	Archbishop Tenison's CofE High School	53		53
Secondary Maintained	St Andrew's CofE Voluntary Aided High School	115	1	116
Secondary Maintained	St Mary's Catholic High School	46	2	48
Secondary Maintained	Thomas More School	52	2	54
Secondary Maintained	Virgo Fidelis Convent Senior School	88		88
Secondary PRU	Coningsby Centre (PRU)	55		55
Secondary PRU	Cotelands Centre (PRU)	2		2
Secondary PRU	Moving On (PRU)	73		73
Secondary PRU	Phil Edwards Centre (PRU)	127		127
Secondary Special	Beckmead School	18		18
Secondary Special	Bensham Manor School	10		10
	Total	1652	24	1676

Appendix 4: Exclusions from maintained schools and academies for 2015/16 for children with SEN, Children Looked After and by ethnic group.

Exclusions by SEN Source: local data

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Non-SEN	581	30	659	39	996	3	1379	20	770	12
School Action	309	1	208	4	92	6	60	2	61	0
School Action Plus	687	28	391	16	273	3	122	1	53	4
Statemented	318	5	245	6	91	1	74	1	52	0
EHCP									141	3
Support									575	5
Total Numbers	1895	64	1503	65	1452	13	1635	24	1652	24

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

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Not Looked After	1850	64	1461	64	1423	13	1613	24	1540	21
Looked After Children	45		42	1	29	0	22		112	3
Total Numbers	1895	64	1503	65	1452	13	1635	24	1652	24

Exclusions by Ethnicity Source: local data

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
ABAN - Bangladeshi	10	1	5		7	0	9	0	7	1
AIND - Indian	12		12		6	0	8	1	11	0
AOTH - Any other Asian background	44		23		23	0	21	0	15	2
APKN - Pakistani	11		25		14	0	30	1	12	0
BAFR - African	270	7	240	11	215	3	209	6	237	4
BCRB - Black Caribbean	435	11	310	11	350	2	438	5	439	5
BOTH - Any other Black background	70	1	61		66	2	97	1	99	3
CHNE – Chinese	1			2	0	0	0	0	0	0
MOTH - Any other Mixed background	70	4	82	2	73	0	90	0	77	1
MWAS - White/Asian	14	1	13		15	0	11	0	14	0
MWBA - White/Black African	40	1	22	2	25	0	29	1	45	0
MWBC - White/Black Caribbean	170	5	127	5	114	1	138	1	130	1
NOBT - Info not obtained	6	1	5	1	29	1	32	2	35	0
OOTH - Any other Ethnic Group	18		36		9	0	16	1	5	1
REFU – Refused	16	1	17		18	0	13	0	28	2
WBRI – British	638	27	459	26	419	4	445	5	425	4
WIRI – Irish	6	1	6		14	0	0	0	6	0
WIRT - Traveller - Irish Heritage	6		8	2	1	0	6	0	0	0
WOTH - Any other White background	54	3	49	2	49	0	41	0	65	0
WROM - Roma/Roma Gypsy	4		3	1	5	0	2	0	2	0
Total Exclusions	1895	64	1503	65	1452	13	1635	24	1652	24

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

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
BME Groups	775	19	611	22	631	7	744	12	775	12
Other	1120	45	892	43	821	6	891	12	877	12
Total exclusions	1895	64	1503	65	1452	13	1635	24	1652	24

Reasons for exclusions Source: local data

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Bullying	36	2	34		33	0	35	0	30	1
Damage	62	3	58		54	0	63	1	50	0
Drug and alcohol related	65	5	54	3	53	0	68	1	71	1
Other	155	4	115	2	112	0	135	2	67	0
Persistent disruptive behaviour	455	15	295	26	333	3	400	3	477	6
Physical assault against adult	218	5	160	9	126	2	151	1	181	2
Physical assault against pupil	390	15	354	6	316	3	328	3	400	7
Possession of Offensive Weapon	22	8	15	8	25	3	29	5	24	3
Racist abuse	36		11		14	0	15	0	18	0
Sexual misconduct	25	1	31	3	33	0	20	2	13	0
Theft	55		61	1	34	0	42	0	32	1
Verb abuse/threat behaviour adult	264	5	233	3	237	1	259	4	188	3
Verb abuse/threat behaviour pupil	112	1	82	4	82	1	90	2	101	0
Total Exclusions	1895	64	1503	65	1452	13	1635	24	1652	24

Excluded pupils as percentage of school population Source: local data

	2016 Individual pupils*			Pupils on roll Jan 2016 census
	Fixed	Perm	Total	
ABAN - Bangladeshi	7	1	8	572
AIND - Indian	11		11	2777
AOTH - Any other Asian background	15	2	17	2956
APKN - Pakistani	12		12	2432
BAFR - African	237	4	241	8402
BCRB - Black Caribbean	439	5	444	5934
BOTH - Any other Black background	99	3	102	1877
CHNE – Chinese			0	304
MOTH - Any other Mixed background	77	1	78	2930
MWAS - White/Asian	14		14	1026
MWBA - White/Black African	45		45	1047
MWBC - White/Black Caribbean	130	1	131	2586
NOBT - Info not obtained	35		35	1176
OOTH - Any other Ethnic Group	5	1	6	1118
REFU – Refused	28	2	30	528
WBRI – British	425	4	429	15896
WIRI – Irish	6		6	221
WIRT - Traveller - Irish Heritage			0	36
WOTH - Any other White background	65		65	4682
WROM - Roma/Roma Gypsy	2		2	65
Total Exclusions	1652	24	1676	56565

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:Explanation of Fair Access Process and breakdown of school referrals.

The School Admissions code requires each Local Authority to agree a fair access protocol with the majority of schools in its area to ensure that the most vulnerable children are found a place in a school without delay. The code instructs Local Authorities that the list of children considered under the protocol should be agreed locally but must include the following that can have difficulty obtaining a school place

1. *“a) children from the criminal justice system or Pupil Referral Units who need to be reintegrated into mainstream education;*
2. *b) children who have been out of education for two months or more;*
3. *c) children of Gypsies, Roma, Travellers, refugees and asylum seekers;*
4. *d) children who are homeless;*
5. *e) children with unsupportive family backgrounds for whom a place has not been sought;*
6. *f) children who are carers; and*
g) children with special educational needs, disabilities or medical conditions (but without a statement or Education, Health and Care Plan)”

Operation of the Fair Access Panel

The secondary Fair Access Panel involves the participation of all of the secondary schools in the borough. The panel has been operating since 2013 and is subject to a locally agreed published protocol. The panel comprises of representatives from secondary schools and partnership agencies and the attendance rate at panel is usually in the region of 45 members. Each school nominates at least one member of the school leadership team to be its representative at the panel. Schools from other boroughs are also invited to attend the panel where a case involves a pupil resident in the borough of Croydon who attends an out of borough school. The remaining panel members are officers from the Local Authority or other relevant agencies. These officers provide schools with additional support, information, advice and guidance regarding the pupils under review, so that schools are able to obtain a holistic view of the needs of the pupil.

Services represented at the panel include Children’s Social Care, Early Help Services, Special Educational Needs Service, Educational Psychology, Children & Adolescent Mental Health Services, Youth Offending Service, Police and School Admissions Service. Head Teachers of independent alternative education provision schools and Pupil Referral Units are also represented.

The panel is operated by the Local Authority Learning Access Service. The Local Authority is represented by the Head of Learning Access and the Fair Access Manager, who is responsible for administering the Panel. Other Learning Access Team members attend including the Exclusions and Reintegration Officer.

The Fair Access Panel considers referrals for agreed managed moves between schools or placement for pupils at a PRU or independent alternative provision provider as an alternative to permanent exclusion. The panel also considers placement for those

children who have been unable to be placed at a school through the normal in year admissions procedures. Such pupils are considered by the Admissions Code to be hard to place. The panel chair is the chief executive of a Multi Academy Trust and the vice chair is a secondary school head teacher. The panel meets every 3 weeks during school term time. An average panel will consider presentations regarding between 25 and 40 cases dependent on the amount of referrals received. Nominated school representatives make a presentation for the panel's consideration during which details of the case are outlined.

Cases presented at Secondary Fair Access Panel by School in 15/16

517 pupil referrals were considered by the Fair Access Panel during the 2015/16 academic year. 213 cases were presented at panel as pupils requiring school places who were unable to be placed though the normal admissions procedures

When cases were presented at panel by schools in 2015/16 they were considered under the following categories:

- A. Avoidance. Cases were presented in this category when a pupil was at risk of permanent exclusion
- B. Prevention. Cases were presented in this category it was judged by the school that a pupil would benefit from a fresh start in another setting
- C. Breakdown. Cases were presented in this category when placemnet peviously agreed at the Fair Access Panel had not been successful.

In 2015/16 199 cases were presented by schools under the aviodance category and and 105 cases were prevented under the category of prevention.

The following table gives the number of cases presented by Croydon secondary schools in each category during the 2015/16 academic year.

School	Number of FAP referral 2015/16
Harris South Norwood	31
Archbishop Lanfranc	28
Edenham	23
The Quest Academy	20
Oasis Academy Shirley Park	18
Oasis Academy Coulsdon	18
St Andrew's CE	17
Meridian	16
St Mary's RC	13
Riddlesdown	13
Thomas More RC	11
Shirley High	11
Virgo Fidelis	6
Harris Crystal Palace	5
Woodcote	4

St Joseph's College	4
Harris Purley	3
Harris Invictus	3
John Ruskin	3
Archbishop Tenisons CE	2
NMBEC	2
Oasis Arena	1
Coloma	0

Appendix 7: Croydon School Improvement Plan

Croydon Council and its partner 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 all 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, particularly where areas of weakness have been identified i.e. Outcomes for CLA, close the difference between our highest attaining and lowest attaining schools

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

Increasing post-16 participation in education, employment and training. Close the gaps in attainment by age 19

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

Sustain the reduction in the number of schools falling below floor standards

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

Maintain the percentage of pupils achieving the expected level of combined attainment at the end of in 2017 to be in line with or above the London average and continue to diminish the difference with London averages in 2017 / 18

Close the progress gap, at key stages 4 and 5, between Croydon's schools and our statistical neighbours and towards London averages for all key stages 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

Appendix 8

Definition of Progress 8 / Attainment 8:

Progress 8 and Attainment 8 are two measures that schools will be judged against from 2016. They are designed to encourage schools to offer a broad and balanced curriculum at KS4.

Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment. It is based on a student's progress measured across 8 subjects:

- English
- Mathematics
- Three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages)
- Three further subjects, which can be from the range of EBacc subjects, or can be any other GCSE or approved academic or vocational qualification

Attainment 8 will measure the average achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.