

For General Release

REPORT TO:	INFORMAL CABINET - 7 January 2013
AGENDA ITEM:	5
SUBJECT:	Educational Standards
LEAD OFFICER:	Paul Greenhalgh, Executive Director, Children, Families and Learning
CABINET MEMBER:	Councillor Tim Pollard, Deputy Leader (Communication) and Cabinet Member for Children, Families and Learning
WARDS:	All
CORPORATE PRIORITY/POLICY CONTEXT: Corporate Plan 2011-13: PS16 - In Croydon schools continue to increase: <ul style="list-style-type: none">levels of 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. Draft RECOMMENDATIONS

1.1 The Cabinet is recommended to note and welcome the assessment, test and examination results in this report.

2. EXECUTIVE SUMMARY

This report summarises the performance of children, young people and learners in Croydon for 2012. The report covers attainment in assessments, tests and examinations for 2012 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 both the national average and with similar areas (Statistical Neighbours). The report also provides up-to-date information on school attendance and exclusions.

The report shows:

- Croydon performance in the Early Years Foundation Stage is above statistical neighbours and national averages.
- Croydon performance at the end of Key Stage 1 (age 7) is better than statistical neighbour in reading, writing and maths.
- At Key Stage 2 (age 11) Croydon results are in line with statistical neighbour and national averages.
- At Key Stage 4, GCSE results are notably better than statistical neighbour and national averages.
- At age 19 Croydon learners continue to perform above the national average on Average Point Score.
- Attendance at primary schools has improved and is now only very marginally under the national average.
- Attendance at secondary schools has improved and is better than the national average.
- The exclusion rate has improved significantly, and in 2011-12 was the lowest since this data was first reported in 2000.

3. PRIMARY AND SECONDARY SCHOOL RESULTS

3.1 Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) Profile is a statutory assessment for all children at the end of their reception year. Children are assessed against 6 areas of learning, as set out in the Early Years Foundation Stage. The profile results for 2012 represent sustained performance above national averages and a consistently upward trend over the past 5 years (as shown in table and graph form below). The percentage of pupils achieving the target of at least 78 points and 6+ in all aspects of Personal, Social and Emotional (PSE) Development and Communication, Language and Literacy (CLL) reached 65%, an increase of 2% on the previous year.

Comparisons with our statistical neighbours (similar areas) show that Croydon is outperforming the average for statistical neighbours in key indicators (as shown in table and graph form below). The percentage of children judged to be achieving a good level of development (78+ points in total and 6+ in PSE and CLL) is above the statistical neighbour average. This indicates strong school readiness for the children of Croydon.

The percentage gap in Croydon between the median (middle score 92) and the bottom 20% is 29.9. There was a slight widening of the gap this year but it has closed overall by 4.7% since 2009, and remains narrower than the national or statistical neighbour gap. Numbers of children in the cohort increased by almost 300 children, many placed in bulge classes with

movement between classes during the year.

Pupils eligible for Free School Meals (FSM) have outperformed the same group nationally and the FSM achievement gap for pupils achieving a good level of development continues to be narrower in Croydon (14%) than nationally (19%).

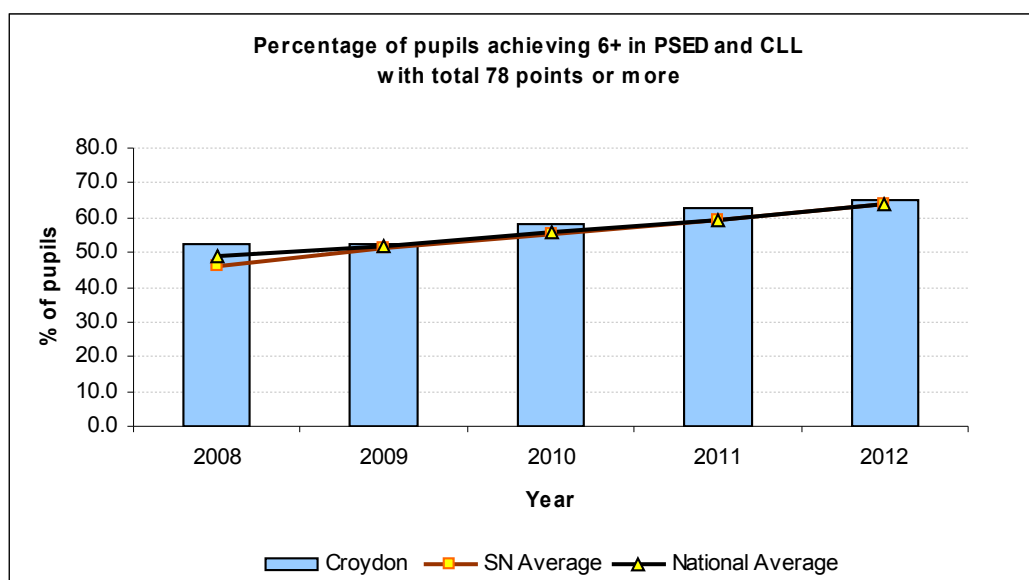
Cohort Numbers eligible for assessment: EYFS				
2008	2009	2010	2011	2012
3,949	4,031	4,249	4,299	4,621

Source: - Keypas – NEXUS National Consortium for Examination Results

Percentage of children achieving a good level of development

	Percentage achieving 6+ in PSED and CLL with total 78 points or more				
	2008	2009	2010	2011	2012
Croydon	52.6	52.4	58.2	63	65
Statistical Neighbour Average	46	51	55	59	64
National Average	49	52	56	59	64

Source: Early Years Foundation Stage Profile Results Statistical First Release 17/10/2012 - DFE published data

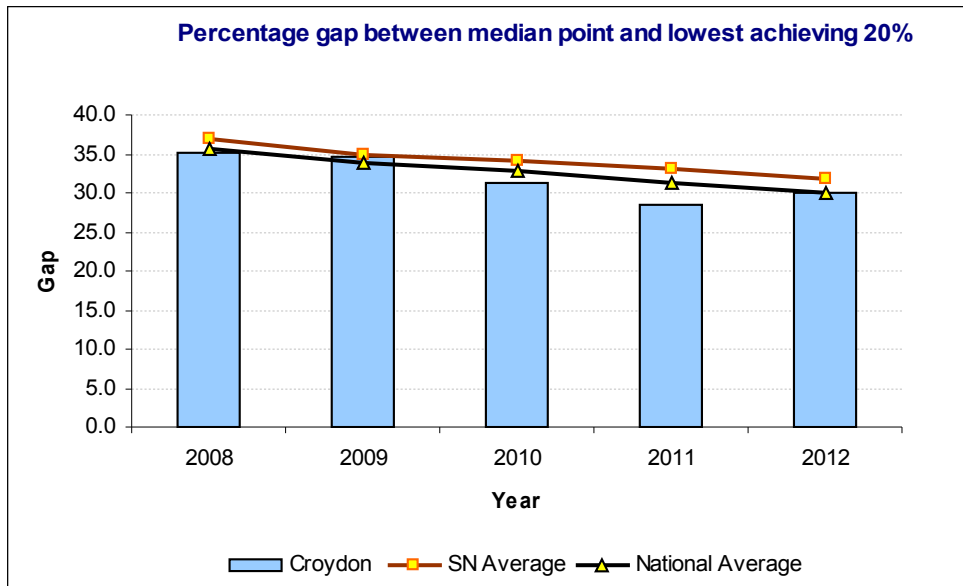


Narrowing the gap between the lowest achieving 20% in EYFS

Percentage gap between median point and lowest achieving 20%

	2008	2009	2010	2011	2012
Croydon	35.1	34.6	31.4	28.4	29.9
Statistical Neighbour Average	37.0	35.0	34.0	33.0	31.8
National Average	35.6	33.9	32.7	31.4	30.1

Source: Early Years Foundation Stage Profile Results Statistical First Release 17/10/2012 - DFE published Data



Note: a low value is good for this indicator

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

- The moderation team will analyse profile data to identify key areas for development at school level and implications for settings in the local area. Those schools with identified areas for development will receive targeted support from Early Years Consultants throughout the year, including visits to schools with good practice.
- Analysis of data for each assessment scale shows 3 areas of learning have decreased slightly this year – Language for Communication and Thinking, Shape, Space and Measures and Knowledge and Understanding of the World. Achievement in these 3 areas is heavily dependent on children being able to use language effectively. As a result, the Early Learning Development Project is being delivered by the Team Around the Setting (TAS) in partnership with a Speech and Language Therapist across Children’s Centres and early years settings. The aim is to develop the early speech and language attainment of vulnerable learners in the community.
- The moderation programme will continue to ensure 50% of schools will receive termly support visits. Moderation events for schools not receiving moderation visits will take place in Learning Communities during the year

to support practitioners in making accurate judgements. Discussion regarding this will be held during EYFS co-ordinator events.

- All schools and settings are now required to track children’s progress against EYFS development bands to identify vulnerable learners early in order to put appropriate support programmes in place. This is in line with the proposed changes to the EYFS profile. A variety of training, moderation and support sessions will be on offer throughout the borough.
- Support is offered for the schools with bulge classes in reception, particularly those opening during the year.

3.3 Key Stage 1

Key Stage 1 results, both nationally and locally, have shown improvement in 2012, having been largely static for the previous five years (as shown in table and graph form below). Particularly pleasing in Croydon is the improvement at Level 2+ (expected level of attainment) in reading, writing and mathematics. Croydon’s results have improved and are better than statistical neighbours in reading, writing and maths.

Results at Level 3+ (above expected attainment) have improved in reading and writing in Croydon and remained the same as 2011 in mathematics. However, they remain below the national average at this level.

Comparisons with statistical neighbours show that Croydon’s KS1 results in 2012 are above the statistical neighbour averages at Level 2+.

Girls outperformed boys in reading, writing and mathematics at all levels except mathematics at Level 3. This mirrors the national picture.

Pupils eligible for Free School Meals (FSM) have outperformed the same group nationally at expected levels in reading, writing and mathematics. The FSM achievement gap for pupils achieving expected levels continues to be narrower in Croydon (8% reading, 12% writing, 9% mathematics) than nationally (14% reading, 16% writing, 11% mathematics).

In 2012 there was only one school below the key performance indicator in reading (70% of pupils at Level 2+). This represents sustained year on year improvement from nine schools in 2009 and five schools in 2011.

Cohort numbers eligible for assessment: KS1				
2008	2009	2010	2011	2012
3,797	3,755	3,943	4,104	4,315

Source: KS1 Provisional Statistical First Release 27/09/12 - DFE published data

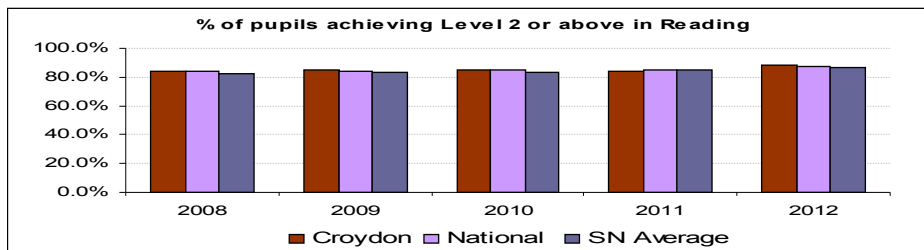
Key Stage 1 attainment at the national expectation of Level 2 and above:

Percentage of pupils achieving level 2 or above in
--

	reading				
	2008	2009	2010	2011	2012
Croydon	84.3	84.5	84.8	84.3	88
Statistical Neighbour Average	82	83	83	85	86.3
National Average	84	84	85	85	87

Source: KS1 Provisional (2012) Statistical First Release 27/09/2012 - DFE published data

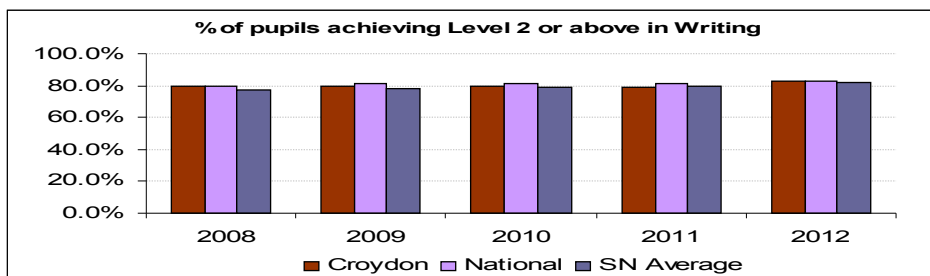
	% of pupils achieving level 2 or above				
READING	2008	2009	2010	2011	2012
Croydon	84.3%	84.5%	84.8%	84.3%	88.0%
SN Average	82.0%	83.0%	83.0%	85.0%	86.3%
National	84.0%	84.0%	85.0%	85.0%	87.0%



	Percentage of pupils achieving level 2 or above in writing				
	2008	2009	2010	2011	2012
Croydon	80.1	80	79.5	78.7	83
Statistical Neighbour Average	77	78	79	80	81.7
National Average	80	81	81	81	83

Source: KS1 Provisional (2012) Statistical First Release 27/09/2012 - DFE published data

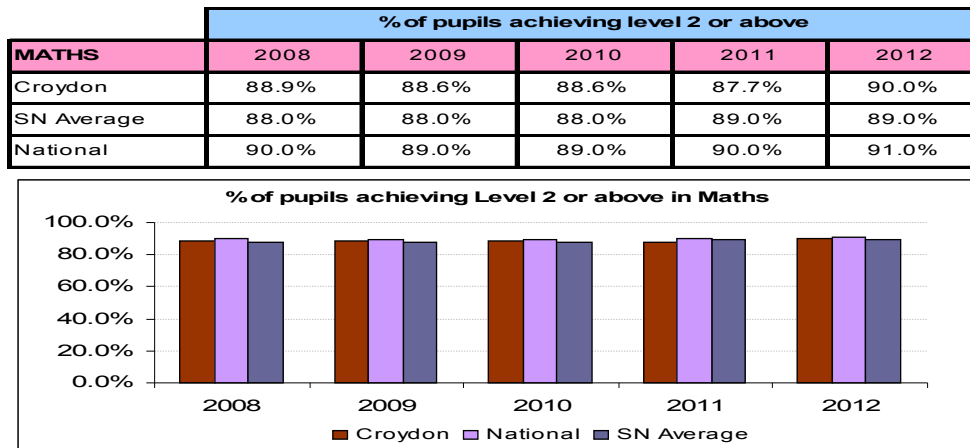
	% of pupils achieving level 2 or above				
WRITING	2008	2009	2010	2011	2012
Croydon	80.1%	80.0%	79.5%	78.7%	83.0%
SN Average	77.0%	78.0%	79.0%	80.0%	81.7%
National	80.0%	81.0%	81.0%	81.0%	83.0%



Percentage of pupils achieving level 2 or above in mathematics

	2008	2009	2010	2011	2012
Croydon	88.9	88.6	88.6	87.7	90
Statistical Neighbour Average	88	88	88	89	89
National Average	90	89	89	90	91

Source: KS1 Provisional (2012) Statistical First Release 27/09/2012 - DFE published Data



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

- The School Improvement Service ensures that challenging targets are set for pupils in KS1 and that schools use pupil progress meetings to ensure that all pupils are making at least expected progress.
- This year Croydon was awarded National Centre for the Teaching of Mathematics status as a result of the excellence of the support given to schools in mathematics. This enables our consultants to draw on recent best practice from across the network of National Centres of Excellence.
- Individual school data at KS1 has been analysed in order that support can be targeted to address specific issues in reading, writing and mathematics.
- Teaching and learning reviews are carried out in all our 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. As in Ofsted inspections reviews include hearing children read in order to analyse provision and identify areas for improvement.
- A range of training targeting specific aspects of underachievement at KS1 is being offered, including specific courses that support teachers with moderating pupils' work to ensure consistency. Schools where KS1 is a particular area for improvement have been targeted for an extended course on raising attainment at KS1. There is also training focusing on

strategies to support and challenge more able pupils at KS1. We evaluate all these courses to ensure that they are having an impact.

- This academic year we have developed a new project involving 'Nrich'. This is to enable teachers to incorporate enrichment tasks into their mathematical teaching at KS1 and increase pupils' confidence in mathematics. The aim is that this will have an impact on attainment in mathematics. A large number of primary schools are engaging in this exciting project.
- There is a planned project to target support for Year 1 teachers in improving transition from the Early Years and making use of the outcomes in the new Early Years profile.
- We have developed courses to improve guided reading in reception classes to start good early reading habits.
- Challenging and assessing more able pupils in Year 2 in reading, writing and mathematics will be a main focus of the LA KS1 moderation process.
- A number of partnership projects, involving LA officers and schools, have been set up focusing on initiatives which will impact on outcomes at the end of both KS1 and KS2. Focus areas include improving teaching from good to outstanding, feedback and marking working groups, developing Assessment for Learning across all subjects and support with phonics teaching to improve attainment in reading and writing.
- With the introduction of the phonics screening test in Year 1 (age 6) we are running training courses for teachers to develop their subject knowledge and ensure that phonics is well taught across the borough. We are including a discussion about the number of pupils not reaching the standard in our target setting meetings to ensure that appropriate support is put in place for these pupils to reach the standard.

3.5 Key Stage 2

Croydon results in English, reading, writing and mathematics are improved at all levels on 2011, markedly so in writing at Level 4+ (expected level of attainment) and English, reading and writing at Level 5+ (above expected level). In terms of the key national indicator of pupils attaining both English and mathematics, at Level 4+ and Level 5+ Croydon's results are significantly improved on 2011.

Comparisons with statistical neighbour and national averages (in table and graph form below) show that Croydon's KS2 results for 2012 are in line with the national and statistical neighbour averages at both Level 4+ and Level 5+. This is an improvement on 2011, when Croydon's results at Level 5+ were below these averages. In terms of pupil progress measures, the percentage of pupils making at least expected progress across KS2 in English is above national and in mathematics is in line with national.

Girls outperformed boys in English, reading, writing and mathematics at all CYP 20130205 AR07 APPENDIX 1

levels, except mathematics at Level 5+. This mirrors the national picture.

Comparison data with national results is not yet available for pupils entitled to Free School Meals (FSM) at KS2. However, the FSM achievement gap at KS2 for pupils attaining L4+ in English and mathematics combined has continued to reduce year on year in Croydon to 14% in 2012 against a national average for 2011 of 20%.

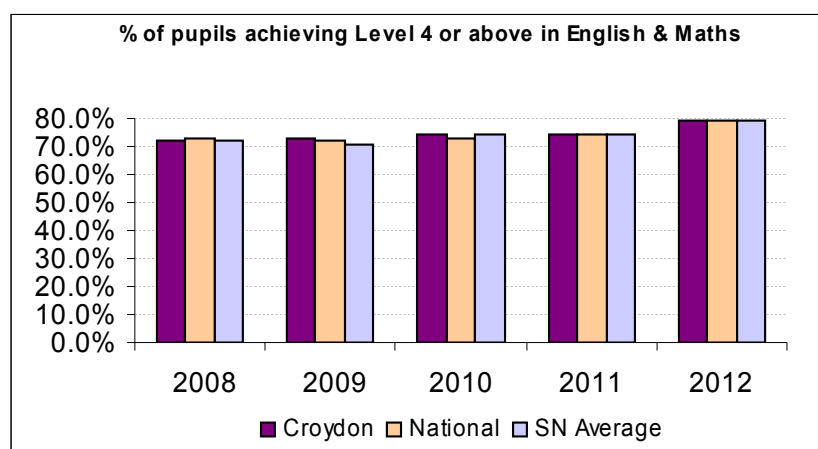
On unvalidated provisional results, it is likely that a maximum of three schools will be below the nationally specified 'floor standard' (or minimum expectation set by government) for attainment (60% L4+ for combined English and mathematics, and below the national median of 87% for two levels progress in English and 86% for two levels in mathematics). This would be a reduction from four schools in 2011. The number of primary schools in receipt of targeted support from the LA has reduced from 23 in 2011/12 to 12 in 2012/13.

Cohort Numbers eligible for assessment: KS2				
2008	2009	2010	2011	2012
3,870	3,838	2,385	3,873	3,777

Source: KS2 LA Raiseonline - DFE published Data

Percentage of pupils in English and mathematics achieving level 4 or above					
	2008	2009	2010	2011	2012
Croydon	72	73	74	74	79
Statistical Neighbour Average	72	71	74	74	79
National Average	73	72	73	74	79

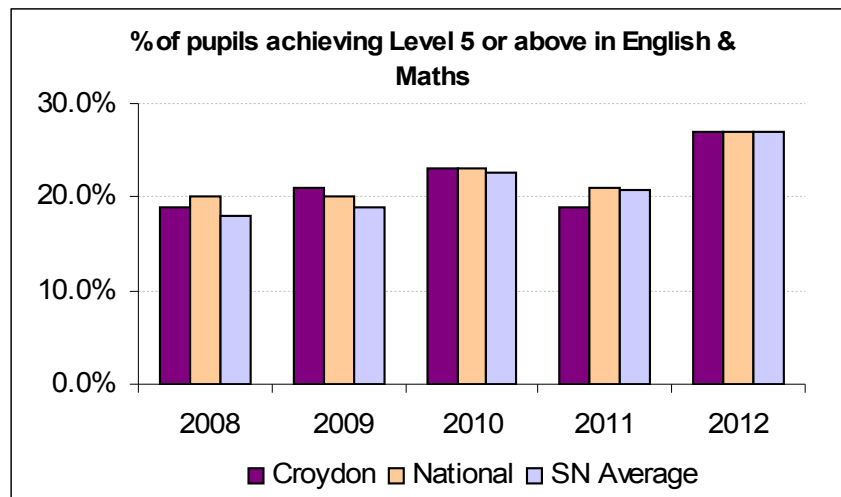
Source: KS2 Statistical First Release (unvalidated 2012) Performance Tables - DFE published data



Percentage of pupils in English and mathematics achieving level 5 or above

	2008	2009	2010	2011	2012
Croydon	19	21	23	19	27
Statistical Neighbour Average	18	19	22.6	20.8	27
National Average	20	20	23	21	27

Source: KS2 Statistical First Release (unvalidated 2012) Performance Tables - DFE published Data



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

- All schools with low pupil outcomes at KS2 are identified for our vulnerable schools programme, which brokers support for schools including 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 carried out in these schools as part of this support. The purpose of the review is to evaluate impact of any support and improvements that have been made as well as identifying any further areas for development.
- This year Croydon was awarded National Centre for the Teaching of Mathematics status as a result of the excellence of the support given to schools in mathematics. This enables our consultants to draw on recent best practice from across the network of National Centres of Excellence.
- Individual school data for KS2 has been analysed in order that support can be targeted to address specific issues in reading, writing and mathematics.
- Our English consultant has brokered support for schools from the 'Power of Reading' project which aims to develop the curriculum through the use of books to excite and stimulate children.
- To reflect the new assessment arrangements for English at KS2 a programme to support schools has been put in place including frequent moderation cluster meetings and courses to improve teachers' subject knowledge for the new grammar, spelling and punctuation tests to be

introduced in 2013. Courses are also being run to train teachers in the demands of the Level 6 tests in English and mathematics.

- A range of training targeting specific aspects of underachievement at KS2 is being offered, including strategies to support and challenge more able pupils, targeted support for mathematics and improving engagement and attainment in writing.
- Borough networks and training for English and mathematics co-ordinators will 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 also provide specific support to teachers new to subject leadership. We are encouraging schools to work in networks to share best practice.
- A number of partnership projects, involving LA officers and schools, have been set up focusing on initiatives which will impact on outcomes at the end of both KS1 and KS2. Focus areas include raising standards in reading from Year 2 to Year 3, embedding higher level attainment in mathematics, developing a more able gifted and talented action research project and supporting literacy skills across the range of curriculum subjects.
- The school improvement service has brokered 19 school to school partnerships to date, using funding allocated by the Schools' Forum, whereby good to outstanding schools are partnered with vulnerable schools. These partnerships are designed to bring about improvement and develop capacity for sustained improvement in standards, quality of teaching and effectiveness of leadership and management.

3.7 Key Stage 4

In the key indicator of 5 A* - C GCSEs including English and maths, our student pass rates have risen in Croydon for the ninth year in a row and the borough continues to perform well. Unvalidated results show that, against key performance indicators, Croydon's results have risen from in line with the national average in 2008 to well above the national average in 2012. At 61.6%, the percentage of students attaining 5+ A*-C including English and maths grades shows an improvement of 0.6% on 2011 against a background of static results nationally of 58.4% so that, despite a modest increase, Croydon has bucked the national trend. The changes to GCSE grade boundaries in English have impacted both national and Croydon results. The percentage of students achieving 5 A* - C grades in 2012 remains, at 87.4%, well above the national figure.

Comparisons with statistical neighbours show that Croydon's GCSE results in 2012 are well above the averages for our statistical neighbours in 5+ A*-C grades including English and mathematics and 5+ A*-C grades.

A full school listing of GCSE results can be found at Appendix 1. Whilst this

shows a mixed picture with some schools being badly affected by the change in English grade boundaries, other schools in the borough achieved their best ever results in 2012. Notably, Thomas More Catholic School's results rose by more than 17%. One secondary school (Addington High), with 44%, met the floor standard for 5+ A*-C grades including English and mathematics with a rise of almost 10% from 2011. This is almost certain to rise once the results have been validated. One school (Westwood College for Languages and Arts) failed to meet the floor standard with a fall in its results of 15.5%. All sponsored academies show a 5 year upward trend.

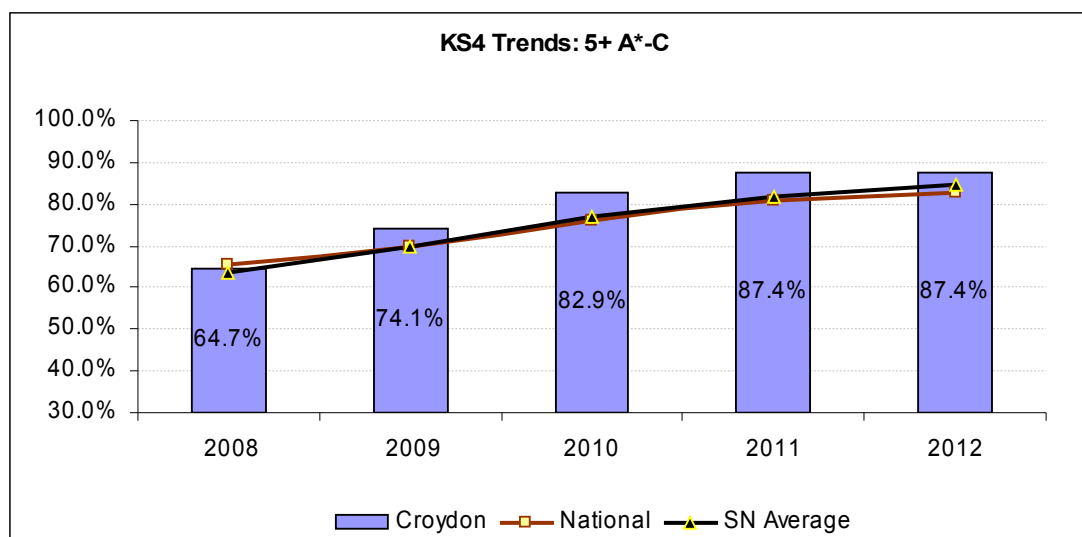
Pupils eligible for Free School Meals (FSM) in Croydon have outperformed the same group nationally at %+ A*-C including English and mathematics, at 42% against the national average of 36%. The FSM achievement gap for pupils achieving this key indicator continues to be narrower in Croydon (23%) than nationally (26%).

Cohort numbers eligible for assessment: KS4				
2008	2009	2010	2011	2012
4,026	3,656	3,701	3,722	3,647*

Source: KS4 LA Raiseonline and Statistical First Release (provisional 2012) - DFE published data
*number on roll provisional

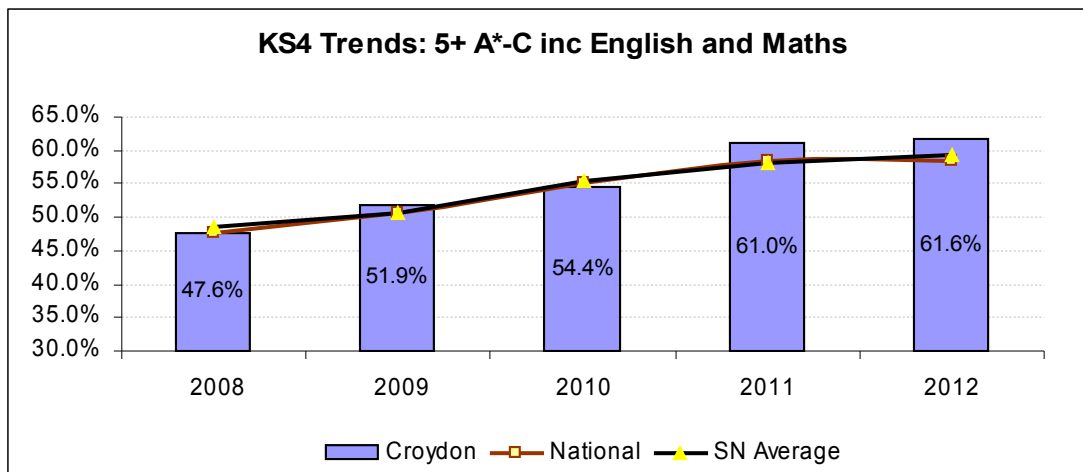
Percentage of pupils achieving 5+ A*-C grades					
	2008	2009	2010	2011	2012
Croydon	64.7	74.1	82.9	87.4	87.4
Statistical Neighbour Average	63.8	69.7	77.1	81.7	84.7
National Average	65.3	69.8	76.2	80.7	82.7

Source: KS4 Statistical First Release (provisional 2012) - DFE published data



Percentage of pupils achieving 5+ A*-C grades including English and mathematics					
	2008	2009	2010	2011	2012
Croydon	47.6	51.9	54.4	61	61.6
Statistical Neighbour Average	48.5	50.6	55.3	58.1	59.3
National Average	47.6	50.7	55.2	58.4	58.4

Source: KS4 Statistical First Release (provisional 2012) - DFE published Data



3.8 What are we doing to address areas for development at KS4?

- Link advisers are challenging schools to achieve the very demanding targets set for 2013 in relation to the percentage of pupils scoring five or more good GCSEs including English and mathematics and making at least three levels of progress across key stages 3 and 4. Schools are additionally being asked to set targets for the percentage of students making 4 levels of progress to reflect the increased demands on the proportion of students making more than expected progress.
- Vulnerable schools have termly School Progress Review Meetings with the Local Authority to review their progress against identified priorities. Each vulnerable school is subject to a 2 day LA led review of teaching and learning which informs the School Progress review meeting, validates the judgements of senior and middle leaders and models best practice in lesson observation feedback.
- There is enhanced scrutiny of data to tackle under-achieving groups of learners e.g. pupils eligible for free school meals and Looked After Children, ensuring that schools focus on increasing the percentage of learners attaining 3 or more A*/A grades at GCSE. Five schools are participating in a project focusing on raising the attainment and progress of White British boys on Free School Meals. Schools have been made aware of best practice in the use of the Pupil Premium in order to maximise impact.

- The More Able Learners project was launched with 6 secondary schools to increase the percentage of A*/A grades in English and maths at GCSE primarily focusing on sustainable improvements in the quality of teaching and learning. Qualitative evidence to date indicates improved use of data to track and inform progress and interventions to better prepare students for accessing the higher grades.
- Subject specific consultants will target the development of middle managers and pedagogy in the core subjects and Modern Foreign Languages.
- School self evaluation will be validated through paired lesson observation with senior leaders and school reviews will help schools prepare for Ofsted.
- Schools will be enabled to share outstanding practice in Ofsted outcomes and self-evaluation through the learning and teaching network as well as to be kept up to date with latest developments.
- There will be a key focus on supporting good schools to become outstanding and satisfactory schools good, through targeted Professional Development.

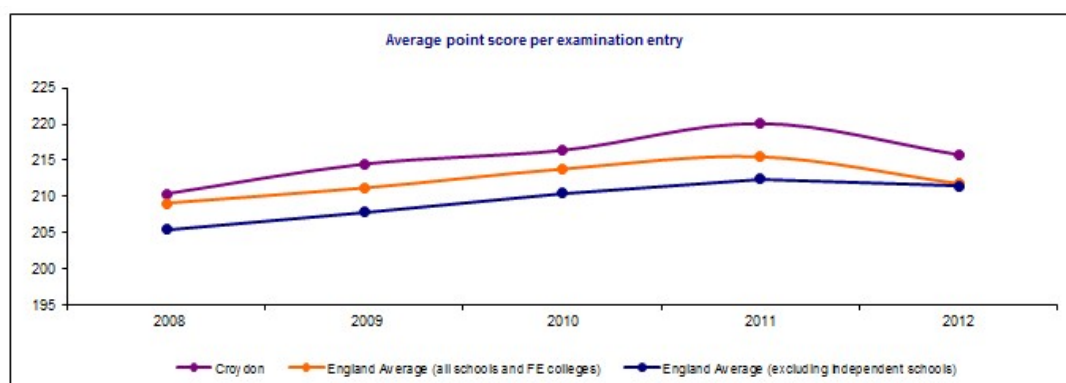
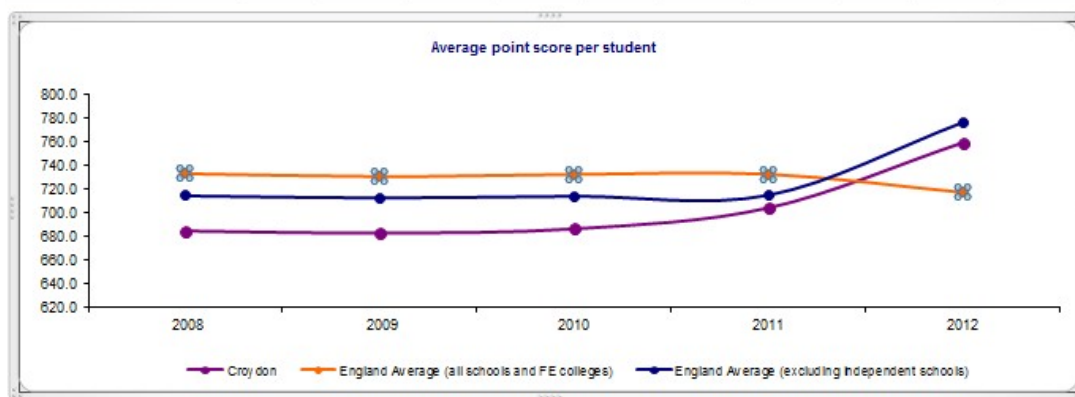
3.9 Post-16

The data illustrated in the graphs below is based on maintained institutions in Croydon and includes examination results from school 6th forms, Croydon FE College, John Ruskin and Coulsdon 6th form colleges. The data is unvalidated and cannot be considered accurate until the validated data is published in January.

The Average Point Score (APS) per student shows that Croydon students have been entered for more courses on average this year leading to an increase of 55.1 points (759.7 compared to 704.6 in 2011). This is significantly above the England average for the first time.

The APS per entry shows that Croydon's post-16 learners achieved lower points per examination entry than they did last year (215.8 compared to 220.1) but that they continue to be above the national average (215.8 compared to 211.8). This point score is equivalent to a grade C (the C range is 210-240). More candidates achieved 2 or more passes than nationally (97.6% compared to 91.7%). This includes A-E passes at A level and distinctions, merits and passes in vocational subjects.

The percentage of candidates achieving 3 or more A*-A has risen (5.7% compared to 4.4% in 2011), which is encouraging but is still less than half the England average of 12.5%.



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

- A borough network for post-16 school and college managers continues to support quality improvement through data analysis, policy updates, professional development opportunities and peer-to-peer support.
- Specific development opportunities show-casing Croydon-based areas of excellence in Post-16 are planned for the spring term. Examples of excellence will also be drawn from the private sector e.g. a session about how to achieve the highest grades at A level.
- Link Advisers will challenge schools on the quality of their 6th form provision and question the level of expectations set for the most able.
- Schools and colleges can access a range of professional development opportunities, conferences and post-16 networks through a funding agreement with Learning Plus UK.
- Schools and colleges are making use of School Improvement's specific bespoke support packages to undertake quality audits in a range of areas such as Post-16 leadership and management, teaching and learning and information, advice and guidance for learners.

4. Attendance

DfE validated data used in this report is for the 2011/12 autumn and spring terms. Full academic year data for 2011/12 will be published in March 2013.

4.1 Borough overall absence performance trends

Primary overall absence at 4.5% is 0.1% under the national average but significantly reduced by 1% compared to 5.5% in 2010/11. It would appear that prioritising early intervention support to primary schools has been a significant contributor to the reduction in overall absence.

Secondary overall absence at 5.3% in 2011/12 represents a 0.76% reduction compared to 6.06% in 2010/11 and is 0.4% better than the national average (5.7%).

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

4.2 Attendance Performance in comparison to statistical neighbours

Croydon's primary overall absence is 0.1% higher than the average for statistical neighbours and the number and percentage of persistent absentees are in line with statistical neighbours.

Croydon's secondary overall absence is 0.2% better than the statistical neighbour average and the number and percentage of persistent absentees is better than statistical neighbours despite having a higher number of pupil enrolments.

Primary Absence	No of pupil enrolments	2011/12 Overall Absence	2011/12 Number of PA Pupils @ 85%	2011/12 Percentage of PA Pupils @ 85%
Croydon	24,941	4.5	881	3.5
Average of Statistical Neighbour	25,069	4.4	884	3.5

Secondary Absence	No of pupil Enrolments	2011/12 Overall Absence	2011/12 Number of PA Pupils @ 85%	2011/12 Percentage of PA Pupils @ 85%

Croydon	18,991	5.3	1058	5.6
Average of Statistical Neighbour	18,110	5.5	1065	6.0

4.3 Borough performance in persistent absence trends

We work with school to reduce the amount of so-called 'persistent absence' Pupils are deemed to be persistently absent if their attendance falls below 85%. (46 absence sessions) in an academic year.

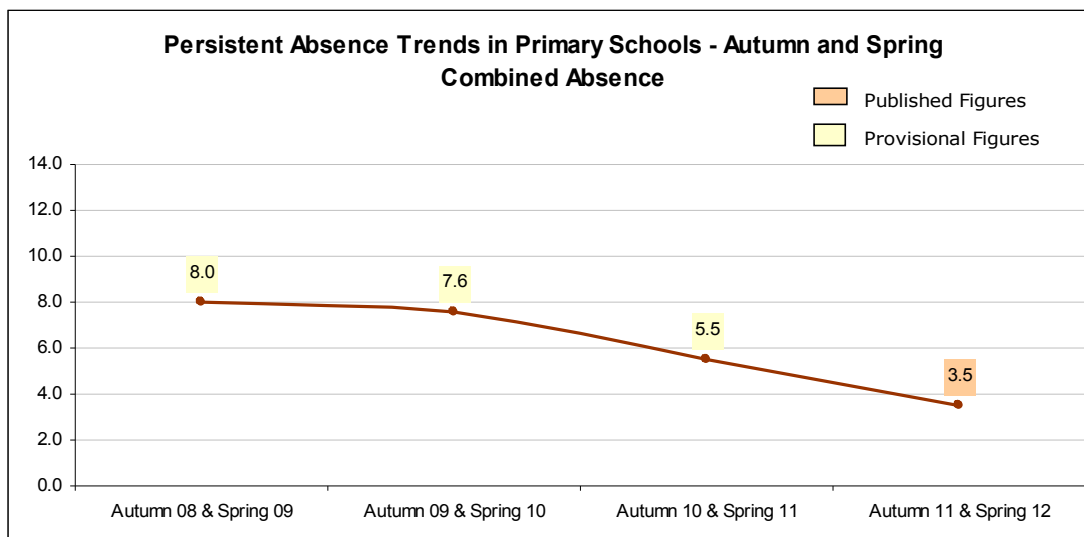
Primary persistent absence in 2011/12 (3.5%) significantly reduced by 2% compared to 5.5% in 2010/11 but this is 0.1% worse than the national average (3.4%) and 0.2% worse than the London average (3.3%).

Croydon successfully reduced secondary persistent absence levels from 8% in 2010/11 to 5.6% in 2011/12. This is 1.2% better than the national average (6.8%) and in line with the Outer London average (5.6%).

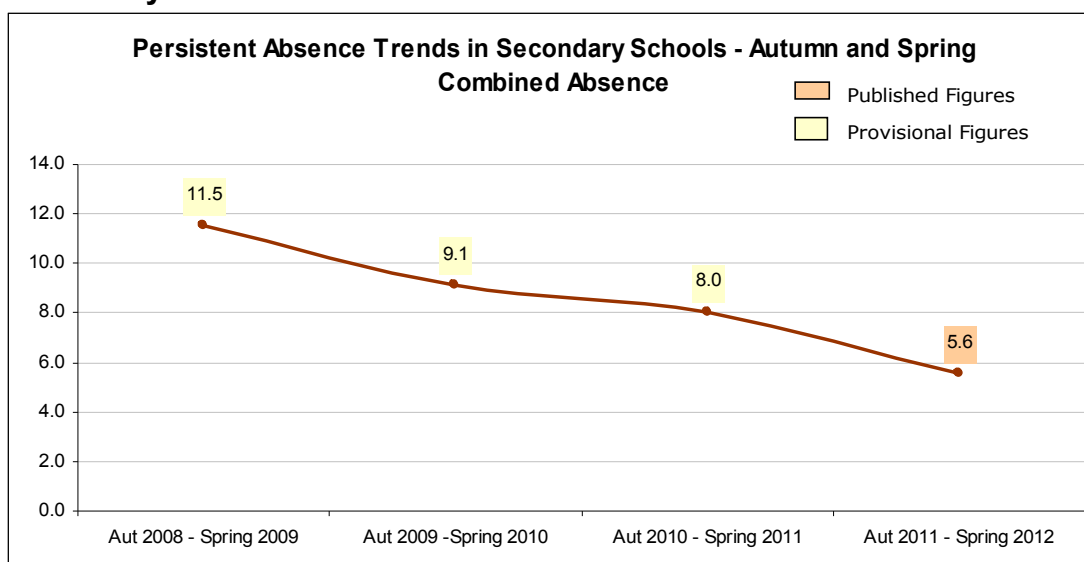
Pupils who are persistently absent from school are a particularly vulnerable group. In analysing this data further in terms of key vulnerable groups, pupils with SEN (93%) and pupils on free school meals (93%) have attendance levels below the overall school population (95%). In 2011/12 there was a significant reduction in persistently absent pupils (1,901) compared to 2,766 in 2010/11.

The analysis of ethnicity indicates that White British pupils disproportionately represent the persistent absentee group at 37% of the group which is, however, an improved level in comparison to 44.8% in 2010/11. The next highest group are Black Caribbean pupils at 12% of the group.

Primary Persistent Absence



Secondary Persistent Absence



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

- Early intervention practices have been effective, as evidenced through the significant reductions in persistent and overall absence levels achieved both at primary and secondary level. Early intervention meetings have built the capacity to meet a wider number of parents.
- Pupil absence through sickness is addressed through school based Attendance and Welfare Officer early intervention meetings with parents prior to attendance issues becoming entrenched. The borough rate of absence through illness has increased from 54% in 2010/11 to 55% in 2011/12. Referrals are made to the school nurse service for advice and guidance in a smaller number of cases with high levels of absences for manageable conditions.
- The Service is maintaining a strong emphasis on multi-disciplinary working

through joint visits and EWS representation at borough level panels such as the Troubled Families Programme Panel, Multi-agency Risk Assessment Conference for domestic violence, Anti-Social Behaviour Board and School Review Group meetings lead by the School Improvement Service. This ensures a holistic approach to attendance.

- Specialist roles introduced in the service last year are now embedded, fostering closer working with relevant services and their lead officers for PRU pupils, unplaced pupils, attendance promotion, pupil and parent voice, and closer links with poor attending pupils known to the Youth Offending Service. These posts support the emphasis on multi-agency working.
- Parent support work continues to be provided for parents subject to a parenting order, most notably resulting in the engagement of parents which schools and services have previously found the hardest to engage.
- The Service recognises the importance of engaging parents in promoting attendance and has published a guide for parents on the benefits of school attendance.
- Partnership working with school staff is promoted through Attendance Coordinators' meetings each term, sharing national and local good practice. The training provided through these meetings has helped Attendance Coordinators gain a better understanding of their role in improving attendance.
- The service has carried out an annual review of the Penalty Notice Guidance in consultation with schools and another provider of education welfare services (WPA). It has been important to work collaboratively with WPA in order to ensure consistency of practice in supporting our mutual aim of improving attendance to which they have contributed.
- In October 2012 the penalty notice protocol included additional criteria to address extended leave taken during term-time; where schools have already authorised ten days under special circumstances and the period of absence is extended through unauthorised absence. Extended leave during term-time across the borough is low (0.10%) but the impact on individual school absence is significant. In some schools, extended leave requests have been made by parents for anything up to a three month period.
- The Service continues to fulfil the statutory function of enforcement and is developing a more effective early response. There were 220 parental prosecutions for failing to ensure their children's regular attendance at school during 2011/12. This is an increase in comparison to 207 in 2010/11, 158 in 2009/10 and 165 in 2008/09. Penalty notices are used as a form of early intervention in less entrenched cases or where unauthorised holidays are taken during term-time. In 2011/12 there were 350 penalty notice referrals received from schools, 74% for poor attendance and 26% for unauthorised holidays. Fast track prosecutions

are also being used more as a tool in addressing attendance issues.

5. Exclusions

New guidance on exclusions from school came in to effect on 1 September 2012. The previous independent appeal panel process for challenging permanent exclusions from maintained schools has been replaced with a review panel process.

The most important difference is the ending of the power to reinstate pupils back into school and the participation of a special educational needs (SEN) expert in the hearing. The new review panel has three decisions it can make. It can uphold the decision to exclude, recommend that the governing body reconsiders its decision or quash the governing body's decision and direct that the governing body considers the exclusion again.

There were 64 permanent exclusions from Croydon maintained schools and academies during the 2011/12 academic year. When the figures are reported nationally they are counted to the nearest 10 which means our figure will be 60. This equates to a borough exclusion rate of 0.12%. This is the lowest Croydon rate since national school exclusions data was first reported in 1999/2000.

The establishment of the Primary Fair Access Panel has been the significant factor in shifting the figure from the middle 70s of the previous two academic years to this year's 64. Intensive support and challenge for previously high excluding schools has also seen their permanent exclusions reduce over the last two years, allowing us to reap the benefit of the reduction in primary permanent exclusions. There were just three primary permanent exclusions during the 2011/12 academic and there have been none since the Primary Fair Access panel has been established. We expect to have zero permanent exclusions at primary phase during the 2012/13 academic year.

Croydon schools overall have generally improved their processes for maintaining pupil discipline without the need for the ultimate sanction of permanent exclusion from school. The trend diagram for permanent exclusions demonstrates the improvements for Croydon: from 0.21 as a percentage of population in 2006/7 to 0.15 in 2009/10. The London average had moved from 0.13 in 2006/7 to 0.10 in 2009/10.

Boys are just under four times more likely to be excluded than girls for both permanent and fixed term exclusions. This is consistent with the national picture. Croydon exclusions for 2011/12 by gender overall – boys 76%, girls 24%.

The following profile of exclusions in terms of vulnerable groups is based on analysis of all exclusions, both permanent and fixed term unless otherwise indicated. In 2011/12 2.4% of all exclusions were of Looked After children compared to 3.1% in 2010/11, 68% of excluded pupils were in receipt of free school meals compared to 66% in 2010/11. Permanent exclusions of SEN pupils have decreased from 42 in 2010/11 to 34 in 2011/12. Of the 34, 5 were permanent exclusions of pupils with SEN statements compared with 18

permanent exclusions of pupils with SEN statements during 2010/11 (see table for full breakdown). There has been a reduction in the rate of exclusions of Looked After Children from 59 fixed terms and 2 permanents in 2010/11 to 45 fixed terms and zero permanents in 2011/12.

Exclusions relating to black Caribbean pupils have been of concern at national and borough level for a number of years. Black Caribbean pupils make up just over 11% of the Croydon school population but constitute 17% of permanent exclusions and 23% of fixed term exclusions. This is the first time, in recent years, that permanent exclusions of black Caribbean pupils have been less than two times the percentage in the overall population, and compares favorably with the national picture of three times the percentage in the overall population.

Exclusions Performance Pack - Trend Information (AY 2007/08 to AY 2011/12)

Data Source: EMS Reports
 Date of last Update: 15-Nov-12
 Updated By: Performance Team

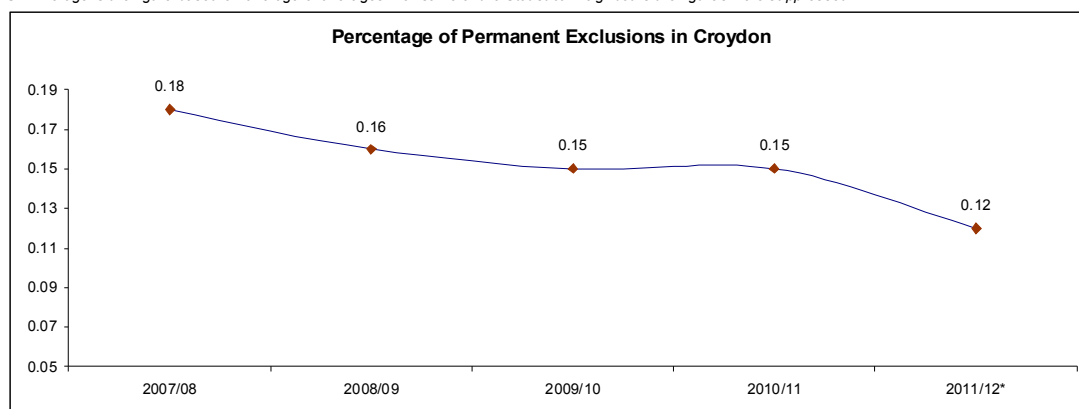
Number of Permanent Exclusions - Published Figures

Source: DFE published data

	2007/08	2008/09	2009/10	2010/11	2011/12*
Number of Permanent Exclusions	90	80	70	80	64
Croydon % of Permanent Exclusions	0.18	0.16	0.15	0.15	0.12
National	0.11	0.09	0.08	0.07	
London	0.13	0.11	0.10	0.08	
SN Average *	0.09	0.07	0.07	0.06	

* Please note that the figures for 2011/12 are provisional figures

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



Exclusions by Free School Meals (FSM)

	2007/08		2008/09		2009/10		2010/11		2011/12	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Non-FSM	644	36	732	33	673	23	621	23	661	15
FSM Eligible	1079	54	1070	48	1116	52	1255	54	1234	49

Exclusions by Special Educational Needs (SEN)

	2007/08		2008/09		2009/10		2010/11		2011/12	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Non-SEN	854	48	734	40	624	16	606	35	581	30
School Action	267	11	289	9	301	12	333	4	309	1
School Action Plus	417	22	453	22	481	22	537	20	687	28
Statemented	185	9	326	10	383	25	400	18	318	5
Total Numbers	1723	90	1802	81	1789	75	1876	77	1895	64

Exclusions by Looked After Children (LAC)

	2007/08		2008/09		2009/10		2010/11		2011/12	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Not Looked After	1631	84	1736	76	1733	74	1817	75	1850	64
Looked After Children	92	6	66	5	56	1	59	2	45	
Total Numbers	1723	90	1802	81	1789	75	1876	77	1895	64

Exclusions by Ethnicity

	2007/08		2008/09		2009/10		2010/11		2011/12	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
ABAN - Bangladeshi	4		2		3		4	1	10	1
AIND - Indian	14		6	2	8		6	1	12	
AOTH - Any other Asian backgro	15		36	1	32	1	53	2	44	
APKN - Pakistani	22		6	1	25		13		11	
BAFR - African	234	14	226	5	222	10	261	5	270	7
BCRB - Black Caribbean	414	25	448	18	438	24	440	18	435	11
BOTH - Any other Black backgro	112	6	111	7	76	6	62	2	70	1
CHNE - Chinese		1			2				1	
MOTH - Any other Mixed backgro	70	3	69	2	60	4	73	4	70	4
MWAS - White/Asian	18		12	3	4		12		14	1
MWBA - White/Black African	28	2	30	1	35		25	3	40	1
MWBC - White/Black Carribea	138	12	117	8	162	9	134	9	170	5
NOBT - Info not obtained	12	1	9		11	2	7		6	1
OOTH - Any other Ethnic Group	19	1	26		23		11		18	
REFU - Refused	7	1	19	1	15	1	10		16	1
WBRI - British	549	23	622	32	616	15	702	30	638	27
WIRI - Irish	10		12		11	1	4		6	1
WIRT - Traveller - Irish Herit	2		9		3				6	
WOTH - Any other White backgro	53	1	38		38	2	58	2	54	3
WROM - Roma/Roma Gypsy	2		4		5		1		4	
Total Exclusions	1723	90	1802	81	1789	75	1876	77	1895	64

Exclusions by BME (Blacn African, Black Carribean and Black Other)

	2007/08		2008/09		2009/10		2010/11		2011/12	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
BME Groups (Black African, Black Carribean an	760	45	785	30	736	40	763	25	775	19
Other	963	45	1017	51	1053	35	1113	52	1120	45
Total Exclusions	1723	90	1802	81	1789	75	1876	77	1895	64

Reasons for exclusions

	2007/08		2008/09		2009/10		2010/11		2011/12	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Bullying	46	2	29		37		32	1	36	2
Damage	97	3	61	2	79	1	46	2	62	3
Drug and alcohol related	56	3	62	4	25	1	49		65	5
Other	48		71		40		187	2	155	4
Persistent disruptive behaviou	379	26	423	25	467	24	471	32	455	15
Physical assault against adult	229	15	220	9	186	12	246	6	218	5
Physical assault against pupil	415	23	435	17	455	22	384	10	390	15
Possession of Offensive Weapon	13	4	11	6	12	9	7	8	22	8
Racist abuse	19		26		8		22		36	
Sexual misconduct	26	2	27	3	23	3	21	3	25	1
Theft	43		38	1	45		79	5	55	
Verb abuse/threat behav adult	257	7	314	8	314	2	248	8	264	5
Verb abuse/threat behav pupil	95	5	85	6	98	1	84		112	1
Total Exclusions	1723	90	1802	81	1789	75	1876	77	1895	64

5.1 What are we doing to address areas for development in reducing exclusions and promoting inclusion?

- We have had success in considerably reducing the level of permanent exclusions of pupils with statements of SEN. We are continuing to work with schools and SEN colleagues to reduce exclusions for this group.
- A key area for development has been the development of our Primary Behaviour Strategy. The Primary Behaviour Service has been reorganised to more effectively deliver a preventative strategy to schools. As part of this the new Primary Fair Access Panel established in partnership with schools, from March 2012, includes a process to prevent exclusions. Our focus this academic year is on embedding these processes so that we can establish a culture of zero permanent exclusion in the primary phase.
- Further work is underway to develop a similar process in the secondary phase. There are currently two panels for secondary aged pupils: one ensures placement of young people in provision by the 6th day where they have been excluded and the other places young people, considered hard to place, in mainstream school through the Secondary Fair Access Panel. A number of secondary head teachers have agreed to be part of a task and finish group to see how we can find a way to provide an alternative to exclusion as part of a process that prevents permanent exclusions. This is going to be essential to the work of achieving the challenging target of a further significant reduction in the rate of permanent exclusions. The Department of Education (DfE) count the rate of exclusion to the nearest 10. For the 2012/13 academic year we are aiming for a target of less than 55 permanent exclusions which would give us an exclusion rate of 0.11%.
- We have focused on strengthening early support for secondary schools and have established an early intervention project as part of the Phil Edwards PRU provision. We are now looking at how the Coningsby PRU in the southern part of the borough can develop similar preventative provision to support schools.
- We continue to develop a multi-agency early intervention approach. This has been particularly effective with the Early Intervention and Family Support Service where their team has attended and supported the work of the Primary Fair Access panel. This work is being extended through an innovative 'Team Around the Primary School' that includes the Primary Behaviour Service and the School Improvement Service. We are also looking at the potential for a 'Team Around the Secondary School' approach involving the Integrated Youth Support Service.
- We work closely with our School Improvement colleagues to ensure a coordinated approach to schools in developing effective inclusive practice. This includes joint intervention with targeted schools, including Academies, that have high exclusions to help reduce exclusions and improve reintegration.
- We have developed joint intervention work with School Improvement colleagues in supporting schools to analyse their exclusions data to identify levels of exclusions of pupils by specific groups, including black and minority groups and follow up with support and challenge where

disproportionality has been identified. We have worked with some schools in this way and will continue this targeted support as appropriate. We have had some success as mentioned in reducing the disproportionality in the exclusions of black Caribbean students. A multi-agency approach in supporting these students is developed where possible, e.g. the IYSS team with a youth group called 'Heads Up.' This is led by the officer for targeted support for BME young people and involves working with disaffected Black and Asian young men 11-19 by offering them structured activities like the Forest Project, to encourage engagement and participation in positive activities.

6. CONSULTATION

There are no needs for consultation arising from this report.

7. FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

There are no financial considerations or risk with this report.

Approved by Lisa Taylor, Head of Finance CFL on behalf of the Director of Finance.

8. COMMENTS OF THE COUNCIL SOLICITOR AND MONITORING OFFICER

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

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

9. HUMAN RESOURCES IMPACT

There are no Human Resources considerations arising from this report.

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

10. EQUALITIES IMPACT

There are no direct implications contained in this report.

11. ENVIRONMENTAL IMPACT

There are no direct implications contained in this report.

12. CRIME AND DISORDER REDUCTION IMPACT

There are no direct implications contained in this report.

13. REASONS FOR RECOMMENDATIONS/PROPOSED DECISION

13.1 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.

14. OPTIONS CONSIDERED AND REJECTED

14.1 Not relevant.

CONTACT OFFICER: Sylvia McNamara, Director of Learning, School Improvement and Inclusion, 0208 760 5690

Background papers: none

Appendices attached:

Appendix 1: Secondary School GCSE results 2008 – 2012

Appendix 2: Exclusions from Croydon maintained schools and academies for the 2011/12 academic year

Appendix 1: Secondary School GCSE results 2008 – 2012 by school

Croydon Secondary Schools	Percentage of pupils achieving 5+ A*-C GCSE grades					Percentage of pupils achieving 5+ A*-C GCSE grades including English and mathematics				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Addington High	54.5	69.1	74.3	78.4	86.3	30.5	35.5	35.3	32.9	44.1
Archbishop Tenison Cof E High	85.7	85.0	91.0	81.4	77.5	81.6	82.0	77.0	68.6	65.7
Coloma Convent Girls	91.3	98.7	98.1	96.1	96.6	82.0	91.4	87.7	90.3	93.3
Edenham High	65.6	63.8	75.5	90.7	89.5	61.1	53.2	54.4	51.9	45.5
Harris Academy Purley	76.0	79.0	86.0	90.0	95.9	25.0	33.0	47.0	59.3	61.5
Harris Academy South Norwood	57.0	93.0	100.0	100.0	100.5	30.0	43.0	60.0	75.0	80.2
Harris City Academy	92.0	99.0	99.0	100.0	100.0	78.0	82.0	88.0	95.5	99.4
Crystal Palace										
Norbury Manor Business and Enterprise College for	67.7	63.9	81.4	90.4	88.6	62.4	53.4	61.0	67.6	62.0
Oasis Academy Coulsdon	50.6	63.0	81.2	94.3	90.9	40.9	44.0	36.4	49.2	66.7
Oasis Academy Shirley Park	43.9	50.7	93.4	93.0	99.0	35.7	24.4	43.6	50.0	64.7
Riddlesdown Collegiate	67.2	74.8	83.1	88.8	89.8	58.6	67.4	66.8	68.8	59.4
Shirley High Performing Arts College	69.6	86.3	97.7	100.0	99.4	50.5	61.1	60.0	70.4	71.5
St Andrew's Cof E High	69.6	75.7	83.8	91.9	82.4	62.5	62.2	58.1	66.2	65.6
St Joseph's College	78.3	86.8	92.9	92.2	89.1	48.9	63.5	65.3	67.5	64.0
St Mary's Catholic High	54.7	60.9	57.3	69.6	53.5	47.6	45.7	43.4	50.7	40.3
The Archbishop Lanfranc High	45.1	62.2	67.6	68.1	69.8	31.4	43.5	44.8	48.4	47.2
The Brit School for Performing Arts and	99.3	99.3	97.2	98.6	N/A	65.9	63.9	66.4	67.6	N/A
The Quest Academy	44.2	49.3	56.2	64.0	N/A	29.1	25.6	20.2	41.0	N/A
Thomas More Catholic High	62.7	81.7	92.8	95.9	95.7	41.2	49.3	52.5	56.6	74.8
Westwood Girls College for Language and Arts	47.1	46.2	65.6	82.3	73.5	36.2	38.0	40.8	47.0	32.5
Woodcote High	75.7	90.8	93.2	97.1	97.0	64.6	66.0	64.6	67.6	69.2
Virgo Fidelis Convent Senior	77.3	90.4	90.7	91.8	87.0	68.2	89.5	69.2	70.9	66.1

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. In each case, the attainment of pupils has been improved very significantly and there increasing numbers of pupils are now able to fulfil their full potential than in the past. 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 school.

Appendix 2: Exclusions from maintained schools and academies for 2011/12

Phase	School	DFE No.	Permanent	Fixed	Reinstated Permanent
Academy	Harris Academy Crystal Palace	3066906	2	2	0
Academy	Harris Academy Purley	3066908	0	2	0
Academy	Harris Academy South Norwood	3066905	5	0	0
Academy	Oasis Academy - Coulsdon	3066907	3	86	0
Academy	The Quest Academy - Coloma Trust	3066910	4	73	0
Nursery	Cypress Primary School	3062007	0	1	0
Primary	Aerodrome School	3063417	0	8	0
Primary	All Saints CofE Primary School	3063000	0	8	0
Primary	All Saints Infant School	3062077	0	5	0
Primary	Applegarth Junior School	3062075	1	25	0
Primary	Applegarth Infant School	3062074	0	2	0
Primary	Atwood Primary School	3065202	0	2	0
Primary	Beaumont Primary School	3062062	0	1	0
Primary	Benson Primary and Nursery School	3062002	0	4	0
Primary	Beulah Junior School	3062003	0	9	0
Primary	Broadmead Primary	3062112	0	1	0
Primary	Castle Hill Primary School	3062106	0	12	0
Primary	Courtwood Primary School	3062086	0	1	0
Primary	Cypress Junior School	3062006	0	21	0
Primary	Cypress Primary School	3062007	0	1	0
Primary	Davidson Primary School	3063414	0	5	0
Primary	Ecclesbourne Primary - Pegasus Academy Trust	3063419	0	6	0
Primary	Elmwood Junior School	3062012	0	3	0
Primary	Fairchildes Primary School	3062103	0	1	0
Primary	Gilbert Scott Primary School	3063416	0	10	0
Primary	Gonville Academy	3062019	0	6	0
Primary	Good Shepherd Catholic Primary School	3063400	0	3	0
Primary	Heavers Farm Primary School	3062090	0	9	0
Primary	Howard Primary School	3062020	0	2	0
Primary	Kenley Primary School	3062058	0	2	0
Primary	Kensington Avenue Primary School	3063415	0	5	0
Primary	Norbury Manor Primary School	3062105	0	1	0
Primary	Oasis Academy Byron	3062111	0	1	0
Primary	Out of School	3063980	0	2	0
Primary	Park Hill Junior School	3062076	0	1	0
Primary	Regina Coeli Catholic Primary School	3063408	0	5	0
Primary	Ridgeway Primary School	3062107	0	7	0
Primary	Rockmount Primary School	3062102	0	4	0
Primary	Rowdown Primary School	3062108	0	1	0
Primary	Ryelands Primary School	3062032	1	16	0
Primary	Selsdon Primary and Nursery School	3065200	1	43	0
Primary	Smitham Primary School	3062067	0	2	0
Primary	South Norwood Primary School	3062039	0	2	0
Phase	School	DFE No.	Permanent	Fixed	Reinstated

					Permanent
Primary	Spring Park Primary School	3062109	0	2	0
Primary	St Chad's Catholic Primary School	3063411	0	5	0
Primary	St Cyprian's Greek Orthodox Primary School	3063008	0	18	0
Primary	St Joseph's RC Junior School	3063401	0	5	0
Primary	St Mary's RC Junior School	3063405	0	4	0
Primary	St Peter's Primary School	3062043	0	1	0
Primary	West Thornton Academy	3062046	0	4	0
Primary	Whitehorse Manor Infant - Pegasus Academy Trust	3062048	0	1	0
Primary	Winterbourne Junior Boys' School	3062049	0	13	0
Primary	Wolsey Junior School	3062052	0	20	0
Primary	Woodside Junior School	3062054	0	21	0
PRU	Coningsby Centre (PRU)	3061100	0	99	0
PRU	Moving On (PRU)	3061107	0	56	0
PRU	Phil Edwards Centre (PRU)	3061105	0	48	0
PRU	Victoria House PRU	3061101	0	68	0
Secondary	Addington High School	3064042	9	107	0
Secondary	Archbishop Tenison's CofE High School	3064600	0	38	0
Secondary	Edenham High School	3065401	5	197	0
Secondary	Norbury Manor Business and Enterprise College for Girls	3065406	2	9	0
Secondary	Oasis Academy Shirley Park	3066909	6	132	0
Secondary	Riddlesdown Collegiate	3065400	2	43	0
Secondary	Shirley High School Performing Arts College	3065407	2	53	0
Secondary	St Andrew's CofE Voluntary Aided High School	3064603	2	78	1
Secondary	St Joseph's College	3065402	4	89	1
Secondary	St Mary's High School	3064702	5	64	0
Secondary	The Archbishop Lanfranc School	3065408	2	8	0
Secondary	Thomas More Catholic School	3065403	4	25	0
Secondary	Virgo Fidelis Convent Senior School	3065900	0	63	1
Secondary	Westwood Girls College for Languages and Arts	3064024	0	60	0
Secondary	Woodcote High School	3064031	2	38	0
Sixth Form	Archbishop Tenison's CofE High School	3064600	0	1	0
Sixth Form	Riddlesdown Collegiate	3065400	0	5	0
Sixth Form	Shirley High School Performing Arts College	3065407	0	1	0
Sixth Form	St Joseph's College	3065402	0	1	0
SPE	Beckmead School	3067004	1	89	0
SPE	Bensham Manor School	3067000	0	18	0
SPE	St Nicholas School	3067005	0	2	0