

## Appendix 1

<b>REPORT TO:</b>	<b>CABINET 19 January 2015</b>
<b>AGENDA ITEM:</b>	<b>12</b>
<b>SUBJECT:</b>	<b>Education Quality and Standards</b>
<b>LEAD OFFICER:</b>	<b>Paul Greenhalgh, Acting Executive Director - People</b>
<b>CABINET MEMBER:</b>	<b>Councillor Alisa Flemming, Cabinet Member for Children, Families and Learning</b>
<b>WARDS:</b>	<b>All</b>
<p><b>CORPORATE PRIORITY/POLICY CONTEXT</b>  Croydon Corporate Plan 2013-15  C3. A place where people can learn and fulfil their true potential</p> <ul style="list-style-type: none"> <li>• Continued increase in the number of schools judged as good or outstanding</li> <li>• Continued improvement in educational attainment</li> <li>• Continued reduction of fixed term and permanent exclusions from schools</li> <li>• Reduction in the gap in educational outcomes between vulnerable or disadvantaged young people and their peers</li> </ul>	
<p><b>AMBITIOUS FOR CROYDON &amp; WHY ARE WE DOING THIS:</b>  <b>Education and Learning:</b> 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.</p>	
<p><b>FINANCIAL IMPACT</b>  There are no financial considerations with this report.</p>	
<p><b>FORWARD PLAN KEY DECISION REFERENCE NO.:</b> This is not a key executive decision.</p>	
<p>The Leader of the Council has delegated to the Cabinet the power to make the decisions set out in the recommendations below</p> <p><b>1. RECOMMENDATIONS</b></p> <p>1.1 It is recommended that Cabinet notes this report, commend the improvement in the percentage of schools judged good or better, and also notes that this paper will form a subject of Children and Young People’s Scrutiny Committee on 3 February 2015.</p>	

## 2. EXECUTIVE SUMMARY

This report summarises the performance of children and young people in Croydon schools for 2014. The report covers attainment in assessments, tests and examinations for 2014 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). The report also provides up-to-date information on school attendance and exclusions.

The report sets out standards achieved in the 2013-2014 education year, which can be summarised as follows:

- Croydon performance in the Early Years Foundation Stage at age 5 improved significantly from 2013 and is now only slightly below statistical neighbours, London and national averages.
- At Key Stage 1 tests at age 7 Croydon maintains its broadly upward five year trend at Level 2+ across all subjects but a 1% dip in reading, writing and mathematics in 2014 means that whilst we are in line with our statistical neighbours in reading we are 1% below in writing and mathematics.
- At Key Stage 2 tests at age 11 Croydon results in the expected level of achievement (Level 4+) in reading, writing and mathematics combined was maintained at 74%. This is set in the context of a 5% national increase.
- At Key Stage 4, GCSE results were above the national average, in line with statistical neighbours but below the London average based on unvalidated data.
- At Key Stage 5 (based on unvalidated data) Croydon level 3 learners continue to perform above both the national and London averages on Average Point Score per entry and per student, but below average for high grades achieved.
- We have our highest proportion ever of Croydon schools judged by Ofsted at good or better. In November 2014 this figure was 82%, an improvement from 64% in summer 2012. The higher percentage of schools now judged good or better this indicates a stronger platform for success in the 2014-15 academic year.
- Absence rates at primary schools reduced significantly by 0.7%.
- Absence rates at secondary schools reduced by 0.4% and is 0.3% better than the national average.
- Croydon's rate of exclusion from school has reduced significantly in the last year, moving Croydon to the top quartile in performance on exclusion rates when compared with other authorities.

### 3. PRIMARY AND SECONDARY SCHOOL RESULTS

#### 3.1 Early Years Foundation Stage

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 new EYFS Profile was introduced in September 2012 and requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against each of the new 17 early learning goals.

In Croydon the Good Level of Development (GLD) increased this year by 11%, reducing the gap between Croydon, London and statistical neighbours. However, we remain slightly below when compared with these groups.

**Table 1: Scores for Good Level of Development (GLD) at age 5**

All pupils 2014	Communication and language	Physical development	Personal, social and emotional development	Literacy	Mathematics	Understanding the World	Expressive arts, designing and making	GLD
<b>ENGLAND</b>	77	86	81	66	72	80	83	60
<b>LONDON</b>	78	86	82	68	74	80	85	62
INNER LONDON	77	87	81	68	74	80	84	62
OUTER LONDON	78	86	82	68	74	80	85	62
Croydon	73	81	77	63	68	76	79	57
Birmingham	72	82	77	63	68	73	77	56
Haringey	74	87	82	65	72	80	85	61
Lambeth	72	83	77	61	68	77	83	56
Lewisham	86	93	90	79	85	90	93	75
Brent	73	86	81	67	71	76	83	58
Ealing	78	88	83	71	77	82	87	64
Enfield	73	85	79	65	71	77	84	58
Greenwich	83	89	86	76	81	86	88	73
Merton	80	82	80	64	68	77	80	60
Waltham Forest	77	86	82	69	75	79	84	63
<b>Statistical neighbour average</b>	77	86	82	68	74	80	84	62
<b>Difference S/N ave Croydon</b>	-4	-5	-5	-5	-6	-4	-5	-5
<b>Difference England Croydon</b>	-4	-5	-4	-3	-4	-4	-4	-3

(Source SFR39\_2014)

Table 1 shows the percentage of children who achieved a the Early Learning Goal (ELG) in each of the 7 areas of learning, when assessed at the end of the reception year 2014 and the comparisons with National, London and statistical neighbors.

Another key indicator of attainment at age 5 is the difference between poor achievers and their peers. We have closed the attainment gap from 39% to

38%, which means that more of our lowest achievers are reaching a higher level of development. The most significant area of increase is in literacy, where we have targeted support for the development of early writing skills throughout 2013 and this is shown in the improved Early Learning Goal (ELG) scores. The national gap narrowed from 37% in 2013 to 34% in 2014.

**Table 2: Gap between low achievers and their peers, age 5**

	Standard score		Lowest 20 per cent of achievers	Achievement gap %
	Median score	Mean score	Mean score	
2014				
<b>ENGLAND</b>	<b>34</b>	<b>33.8</b>	<b>22.5</b>	<b>33.9</b>
<b>LONDON</b>	<b>34</b>	<b>33.9</b>	<b>22.8</b>	<b>32.8</b>
INNER LONDON	34	33.7	22.7	33.2
OUTER LONDON	34	34.0	22.9	32.6
Croydon	34	32.3	21.1	37.9
<b>Statistical neighbour average</b>	34	34	23	33
<b>Difference S/N ave Croydon</b>	0	-1	-2	<b>5</b>
<b>Difference England Croydon</b>	0	-2	-1	4

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

- The use of data within each of the 5 learning communities is crucial. Practitioners from across the early years sector are coming together to analyse the data and prioritise areas for development within each community. The east of the Borough showed the highest percentage improvements in all areas of learning and we are learning lessons from this learning community. Each locality has an improvement plan targeting specific areas for development.
- The Early Language Development Programme (ELDP) has been implemented in the east and west of the Borough to support the workforce in their delivery of high quality language and communication experiences. Improvements have been particularly noticeable in the East of the borough, as a result of the project. The ELDP builds the capacity of the sector to reflect and act on learning opportunities. The project has been rolled out across the voluntary childcare sector so will target children under two and their parents. In 2015 the ELDP is being rolled out borough-wide.
- There is on-going support for the sector in assessing and tracking individual children's progress so that staff can identify children who are not developing in line with expectations and then put in place actions to address the gap.
- As part of Croydon Best Start there will be opportunities to further develop collaboration across the under 5's sector. In particular there will be greater emphasis on joint work with parents to support

children's learning, working closely with children's sector and the informal childcare sector.

### 3.3 Key Stage 1

Key Stage 1 continues to be a fast growing education sector in Croydon. The number of seven year olds who have taken their SATs tests at the end of year 2 increased by 687 in 2014 compared to 2013, the equivalent of 23 additional classes.

Croydon maintained a four year upward trend until 2014 at Level 2+ across all subjects. A 1% dip in results across reading, writing and maths in 2014 has impacted on Croydon scores relative to national and its statistical neighbours.

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

The results for the phonics test in Year 1 showed that Croydon was 1% above national. When taken together with the higher percentage of schools now judged good or better this indicates a stronger platform for success in the 2014-15 academic year.

Following the rise of writing at Level 2+ over the three previous years, the results dipped by 1% in 2014. This puts Croydon 1% below national and our statistical neighbours and 2% below inner and outer London.

Mathematics at level 2+ mirrored reading and writing with a 1% dip. This places Croydon 1% below national and our statistical neighbours and 2% below London.

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

Girls outperformed boys in all subjects at all levels. This reflects the national picture.

The free school meals achievement gap for pupils achieving expected levels continues to be narrower in Croydon (7% reading, 9% writing, 6% mathematics) than nationally (8% reading, 10% writing, 6% mathematics), showing that Croydon schools are relatively strong in terms of inclusion.

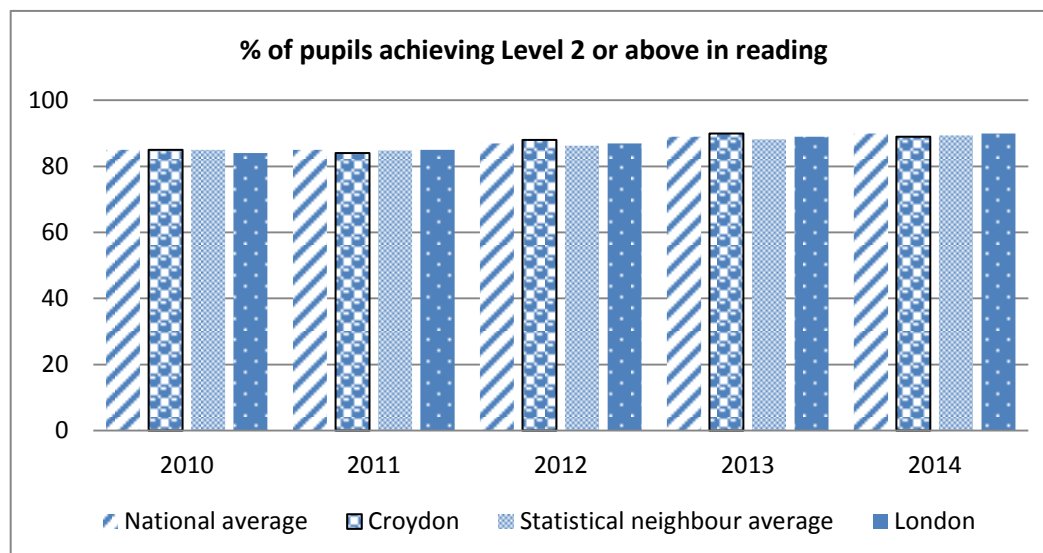
In 2013 there were two schools below the key performance indicator in reading (70% of pupils at Level 2+). In 2014 this has reduced to one school, which is now part of an Academy Trust.

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

(Source: KS1 Provisional (2014) Statistical First Release SFR34-2014 - DFE published data)

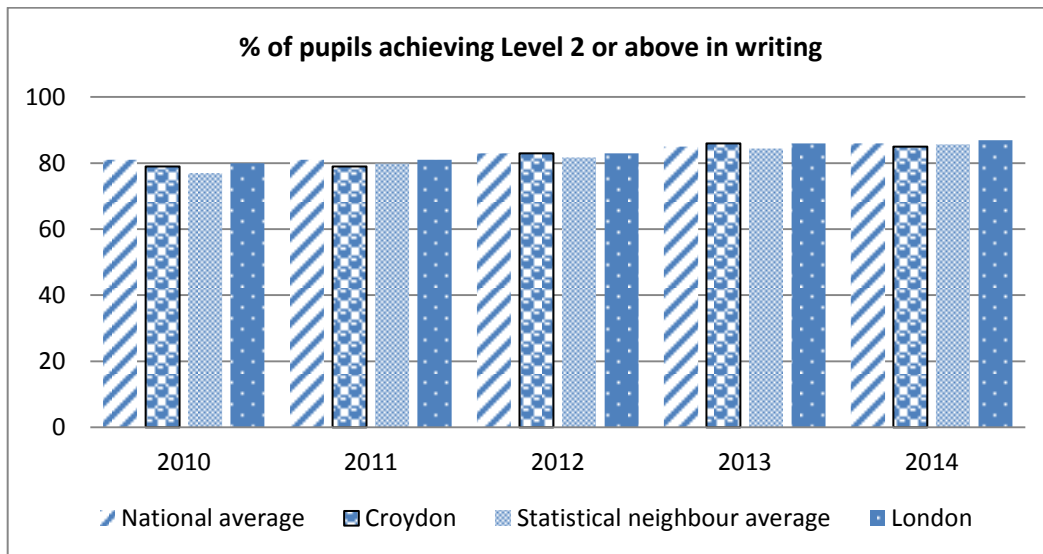
**Key Stage 1 attainment at the national expectation of Level 2 and above – the following tables provide this information by subject, i.e. reading, writing and maths.**

	Percentage of pupils achieving level 2 or above in reading				
	2010	2011	2012	2013	2014
<b>National average</b>	85	85	87	89	90
Croydon	85	84	88	90	89
<b>Statistical neighbour average</b>	85	85	86	88	89
<b>London</b>	84	85	87	89	90
<b>Statistical neighbour average</b>	82	85	86	88	89
<b>Difference S/N ave Croydon</b>	3	-1	2	2	0
<b>Difference England Croydon</b>	0	-1	1	1	-1



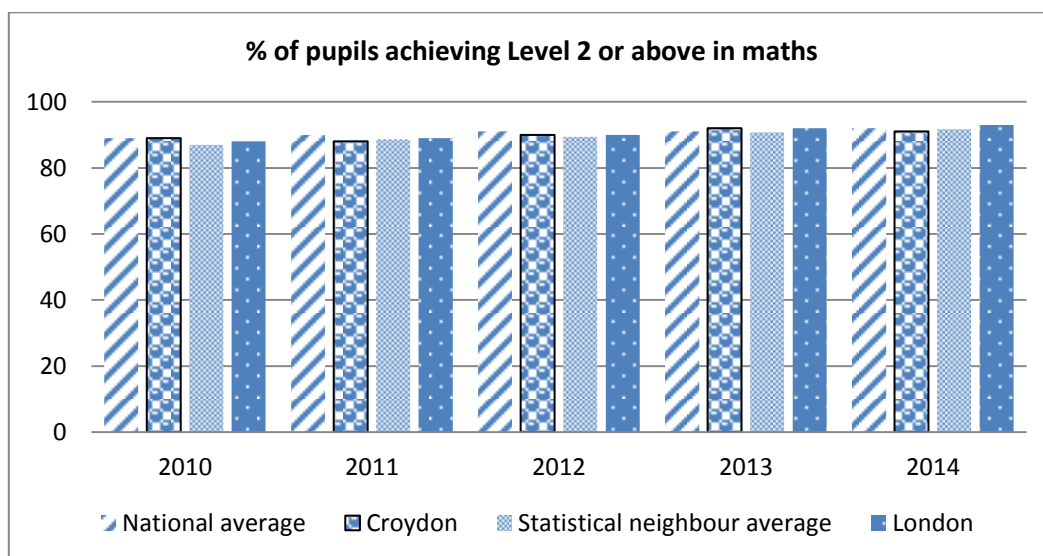
(Source: KS1 Provisional (2014) Statistical First Release SFR34-2014 - DFE published data)

	Percentage of pupils achieving level 2 or above in writing				
	2010	2011	2012	2013	2014
<b>National average</b>	81	81	83	85	86
Croydon	79	79	83	86	85
<b>Statistical neighbour average</b>	77	80	82	84	86
<b>London</b>	80	81	83	86	87
<b>Statistical neighbour average</b>	77	80	82	84	86
<b>Difference S/N ave Croydon</b>	2	-1	1	2	-1
<b>Difference England Croydon</b>	-2	-2	0	1	-1



(Source: KS1 Provisional (2014) Statistical First Release SFR34-2014 - DFE published data)

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



(Source: KS1 Provisional (2014) Statistical First Release SFR34-2014 - 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, and all schools address specific issues in reading, writing and mathematics.
- Teaching and learning reviews are carried out in our most vulnerable schools and, increasingly, as a traded service to other schools. These reviews include both lesson observations in KS1 classes and book scrutiny for evidence of progress. This ensures that any issues are picked up quickly and schools supported with making improvements. All of our maintained schools that are graded as a 3 or 4 by the local authority are automatically enrolled onto our School Progress Review Meeting (SPRM) programme. This ensures that appropriate challenge and support is given to the leadership and management of the school to ensure accelerated progress.
- 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. There is also training focusing on strategies to support and challenge more able pupils at KS1.
- Work in conjunction with the Early Years team in moderating all Reception classes over the past two years mean that the quality of baseline data is now more accurate as children enter year 1. In turn this should enable teachers in years 1 and 2 to plan to meet the needs of children in KS1 more accurately.
- We have continued to develop our model of KS1 moderation which has been praised by the Standards and Testing Agency.
- Subject leader network meetings are co-ordinated across Croydon, enabling teachers to work alongside one another, share best practice and keep up to date on current areas of priority for improvement.
- Teachers who are new to teaching in Year 2 are provided with training opportunities to ensure familiarity with the curriculum and testing arrangements.

### 3.5 Key Stage 2

The number of children in Croydon schools at KS2 continues to rise with 1,535 more children taking their KS2 tests in 2014 in comparison to 2010, the equivalent of approximately 51 more classes.

The 2014 data included in this report is currently unvalidated as Ofsted do not release validated data until early in the spring term following the completion of the national appeals and disapplication processes. At this point it is only possible to compare validated 2013 data with 2014 unvalidated results. It is expected that there will be some upward movement in Croydon results at this



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point and so the content of this is subject to variation.

Testing at Key Stage 2 (KS2) has once again been subject to change. In 2014 the level of challenge was further raised when the floor standard, the basic minimum standard expected of schools, was raised from 60% of pupils achieving the expected standard in reading, writing and mathematics, to 65%.

Croydon results in reading, writing and mathematics L4+ combined maintained at 74%. This is set in the context of a 5% national increase. Croydon schools attained 3% lower than our statistical neighbours.

Within the individual subjects, reading at L4+ decreased by 1%, placing us 3% below national figures, writing decreased by 1% to 81% which is 4% below national and mathematics decreased by 2% placing us 4% below national.

In spelling, grammar and punctuation, which is reported separately from the combined figures, at Level 4 we achieved significantly above national figures for all pupils and with all pupils groups, excluding high prior attainers, achieving above national figures.

Our Children Looked After (CLA), for whom we are corporate parent, have attained significantly above their peers nationally in reading and grammar, punctuation and spelling. Reading was 24% above national and grammar was 22% above national.

The percentage of pupils achieving Level 5 in grammar, punctuation and spelling, at 54%, is significantly higher than the national average. Girls in particular attained well at 3% above their peers nationally. Children Looked After attained 14% above their peers. Pupils whose prior attainment was in the low and middle band also attained significantly above national, as did pupils who had been enrolled in a Croydon school for more than two years, demonstrating the impact high levels of mobility in the Borough can have on pupil attainment.

Attainment at level 5 in reading increased by 2%. In comparison, nationally there was a 5% increase. Writing increased by 2% but nationally there was a 3% increase and mathematics decreased by 1% versus a 1% rise nationally. As can be seen in the tables below, Croydon is currently achieving 3% below its statistical neighbours.

Girls outperformed boys in all subjects at Level 4 and in reading and writing at Level 5. The gap between boys and girls was the same as national in writing at Level 4 and 2% wider in reading and mathematics. Boys outperformed girls at Level 5+ mathematics.

Ten schools were below the 2014 higher floor standards both for attainment and progress. In the 2014-15 academic year half of these are maintained and half are academies. This is a higher figure than last year but due to the change in floor standards from 60% to 65% the two figures are not directly comparable.

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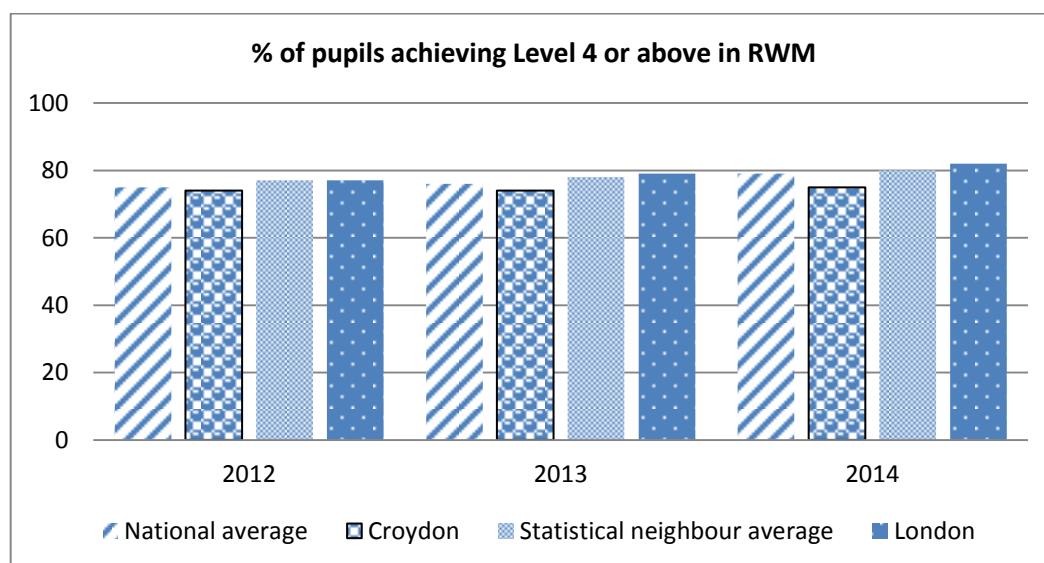
Sixteen primary schools are in receipt of targeted support and challenge from the LA. This reflects a robust approach to school categorisation against a more rigorous inspection and testing regime.

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

KS2 Attainment – The following tables provide this information by reading test, writing teacher assessment and maths test combined:

	Percentage achieving level 4 or above in Reading, Writing and Maths		
	2012	2013	2014
National average	75	76	78
Croydon	74	74	74
Statistical neighbour average	75	75	77
London	77	79	80
Difference S/N ave Croydon	-1	-1	-3
Difference England Croydon	-1	-2	-4

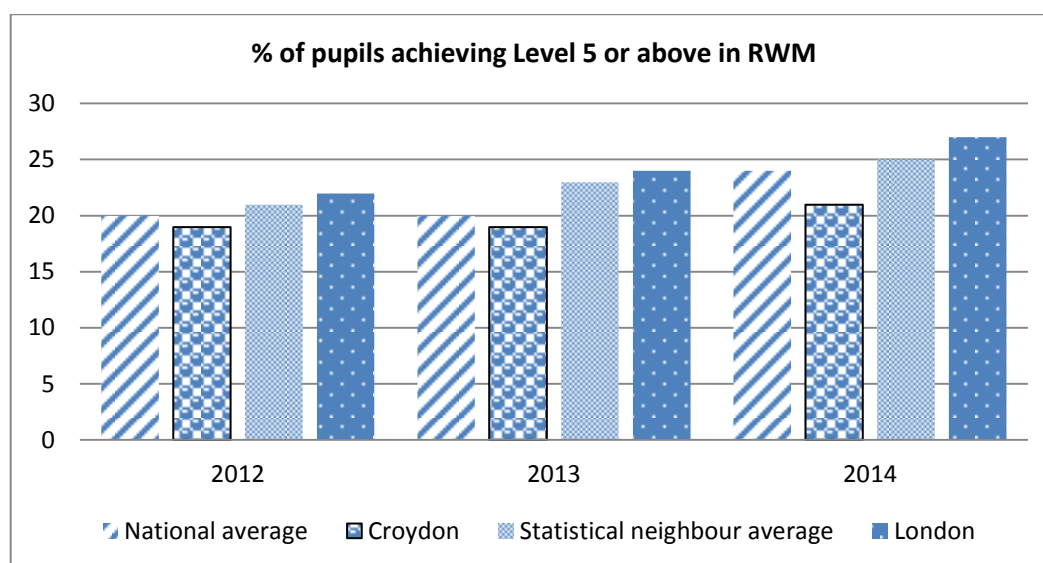
(Source: KS2 Provisional (2014) Statistical First Release SFR30-2014 - DFE published data)



Percentage achieving level 5 or above in Reading, Writing and Maths

	2012	2013	2014
<b>National average</b>	<b>20</b>	<b>21</b>	<b>23</b>
Croydon	19	19	21
<b>Statistical neighbour average</b>	20	21	24
<b>London</b>	<b>22</b>	<b>24</b>	<b>26</b>
Difference S/N ave Croydon	-1	-2	-3
Difference England Croydon	-1	-2	-2

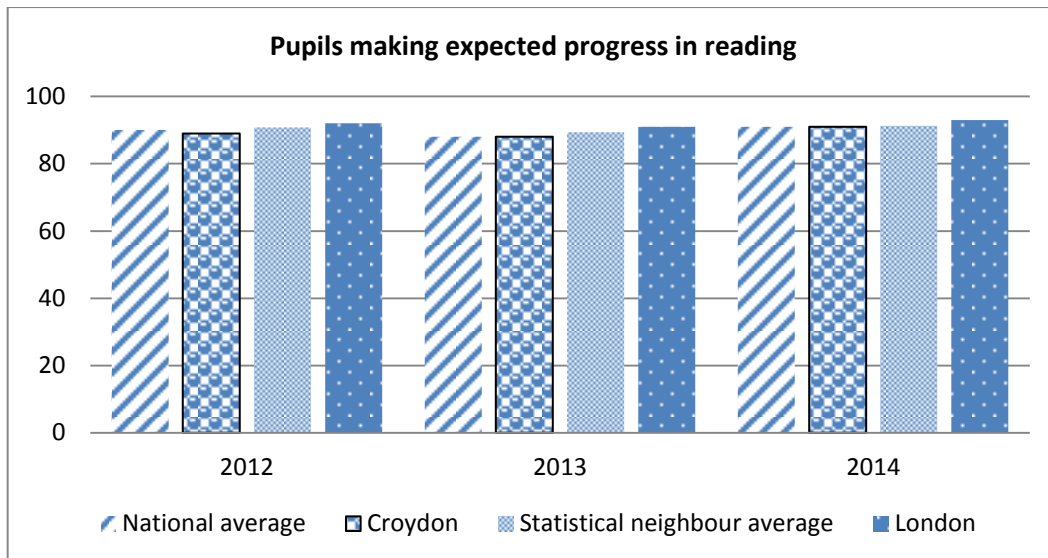
(Source: KS2 Provisional (2014) Statistical First Release SFR30-2014 - DFE published data)



### Percentage of pupils making two levels of progress in reading Ks1-Ks2

	Percentage of pupils making two levels of progress in reading Ks1-Ks2		
	2012	2013	2014
<b>National average</b>	<b>90</b>	<b>88</b>	<b>91</b>
Croydon	89	88	91
<b>Statistical neighbour average</b>	91	89	91
<b>London</b>	<b>92</b>	<b>91</b>	<b>93</b>
Difference S/N ave Croydon	-2	-1	0
Difference England Croydon	-1	0	0

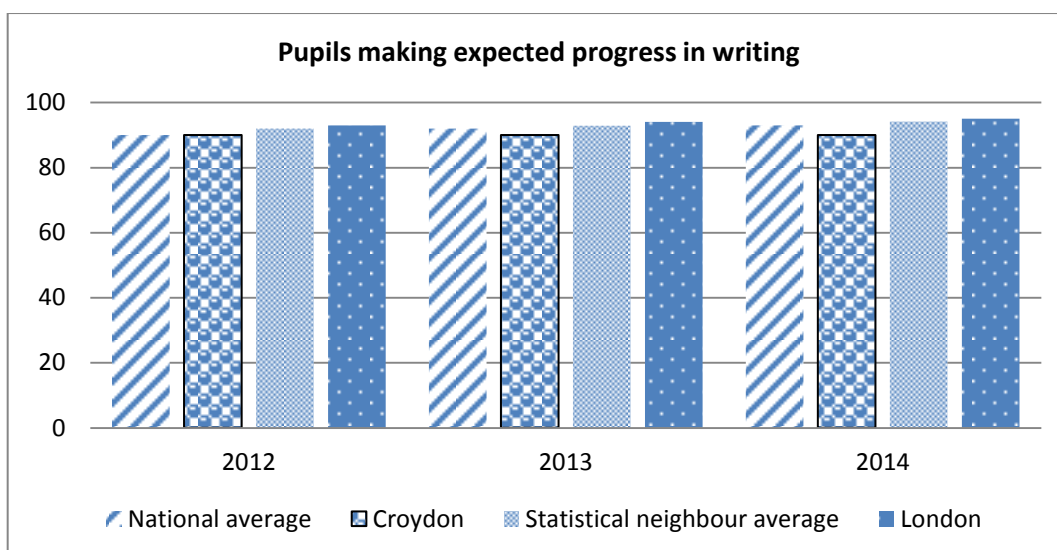
(Source: KS2 Provisional (2014) Statistical First Release SFR30-2014 - DFE published data)



**Pupils making expected progress in writing KS1 -KS2**

	Pupils making expected progress in writing KS1 -KS2		
	2012	2013	2014
<b>National average</b>	<b>90</b>	<b>92</b>	<b>93</b>
<b>Croydon</b>	<b>90</b>	<b>90</b>	<b>90</b>
<b>Statistical neighbour average</b>	<b>92</b>	<b>93</b>	<b>94</b>
<b>London</b>	<b>93</b>	<b>94</b>	<b>95</b>
Difference S/N ave Croydon	-2	-3	-4
Difference England Croydon	0	-2	-3

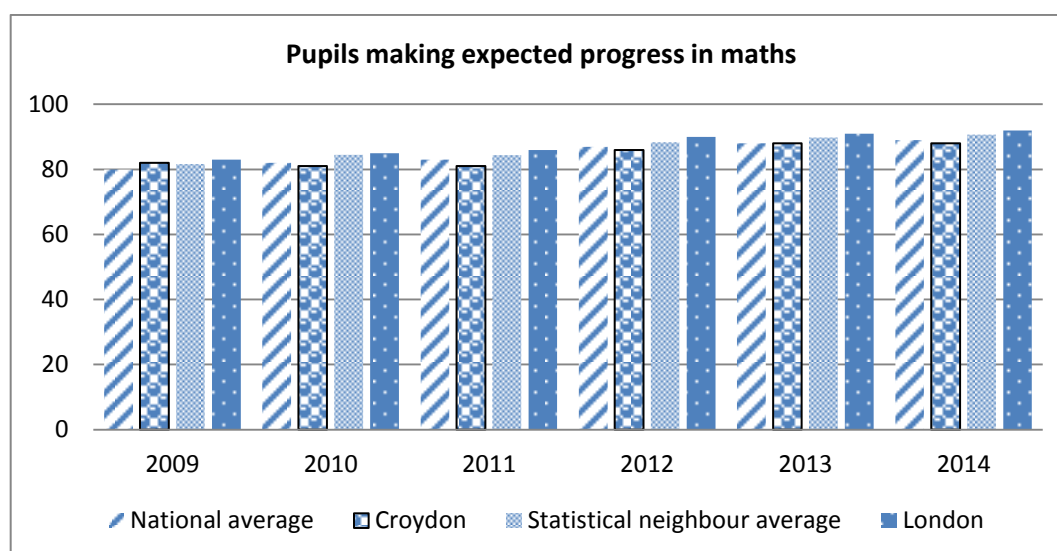
*(Source: KS2 Provisional (2014) Statistical First Release SFR30-2014 - DFE published data)*



## Pupils making expected progress in maths KS1 -KS2

	Pupils making expected progress in maths KS1 -KS2					
	2009	2010	2011	2012	2013	2014
<b>National average</b>	<b>80</b>	<b>82</b>	<b>83</b>	<b>87</b>	<b>88</b>	<b>89</b>
Croydon	82	81	81	86	88	88
<b>Statistical neighbour average</b>	82	84	84	88	90	91
<b>London</b>	<b>83</b>	<b>85</b>	<b>86</b>	<b>90</b>	<b>91</b>	<b>92</b>
Difference S/N ave Croydon	0	-3	-3	-2	-2	-3
Difference England Croydon	2	-1	-2	-1	0	-1

(Source: KS2 Provisional (2014) Statistical First Release SFR30-2014 - DFE published data)



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

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

Borough	No of pupils	% of pupils
Croydon	210	48%
Sutton	140	32%
Unknown	37	8%
Bromley	30	7%
Surrey	9	2%
Lambeth	4	1%
Hammersmith and Fulham	2	0%
Merton	2	0%
Southwark	1	0%
Wandsworth	1	0%
Total	436	

(Source: Confirmed places September admissions )

#### The performance of academies at key stage 2:

At the time of Key Stage 2 testing in May 2014, 23 Croydon primary schools were Academies, although two were very recent conversions. Five Academies fell below the government floor standard of 65% attainment in reading, writing and mathematics. All five of these were new Academies which had converted with low standards.

### **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 and challenge 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 also encouraged 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.
- 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 priorities for improvement and co-ordinated, collaborative work to address those priorities.
- Support for schools has been provided from the 'Power of Reading' project following a successful bid to the The Mayor's London Schools' Excellence Fund. 35 schools have benefitted from this training and support which uses books to excite and stimulate children's writing.
- 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. Courses are also being run to train teachers in the demands of the Level 6 tests in English and mathematics. Specific programmes to support children's achievement in writing 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.

- A range of training targeting specific aspects of underachievement at KS2 is being offered, including strategies to support and challenge more able pupils, targeted support for mathematics and improving engagement and attainment in writing.
- The Local Authority is engaging with schools to discuss best practice in developing writing. Advisers are meeting with a range of schools whose progress in writing has been in the top quartile for the Borough and with those where progress has been in the lowest quartile so that best practice is shared effectively.
- Borough networks and training for English and mathematics co-ordinators 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 our three new teaching schools to use additional training capacity to best effect.
- We continue to support a research based gifted and talented programme to support our more able students.
- The school improvement service is working closely with schools to challenge any underachievement and support improvement, including through partnerships with Academy chains and other good or outstanding schools where necessary. These partnerships are designed to bring about rapid improvement and develop capacity for sustained improvement in standards, quality of teaching and effectiveness of leadership and management.

### **3.7 Key Stage 4**

In the key indicator of 5 or more A\*-C GCSEs including English and mathematics, in line with a significant decline nationally, our student pass rates have declined in Croydon for the first time in nine years. At 56.3% the percentage of students attaining 5+ A\*-C including English and mathematics grades shows a decline of 8% on 2013 against a background of a 6% decline in results nationally. The percentage of students achieving 5 A\* - C grades in 2013 has decreased by 3% at 85% but remains 2.3% above the national average.

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Comparisons with statistical neighbours show that Croydon's GCSE results in 2014 are in line with our statistical neighbours in 5+ A\*-C grades including English and mathematics (57.7% v 56.3%) and 5+ A\*-C grades (84.5% v 82.7%). It should be noted that in 2014 there were amendments to Croydon's group of statistical neighbours.

A full school listing of GCSE results can be found at Appendix 1. There is a mixed picture in performances in schools in the areas of English and mathematics. English results are variable with some schools making improvements whilst others fared less well.

Declines can be attributed to a range of factors including the following: speaking and listening no longer commanding 20% weighting in favour of reading and writing which now command 100% (speaking and listening skills are reported separately on GCSE certificates); some schools persisting with early entries in English, contrary to advice that a student's first grade will be publicly reported rather than their best grade. Mathematics results were also variable. Those making expected progress in English were 2% above the national average and 5% above in mathematics whilst 25.2 % of students achieved the English Baccalaureate as compared with 24.0% nationally. Addington High is the one school which failed to meet the floor standard. This school became part of the Ravens Wood Trust in June 2013 and the LA is confident that the newly appointed head teacher has the capacity to bring about rapid progress.

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

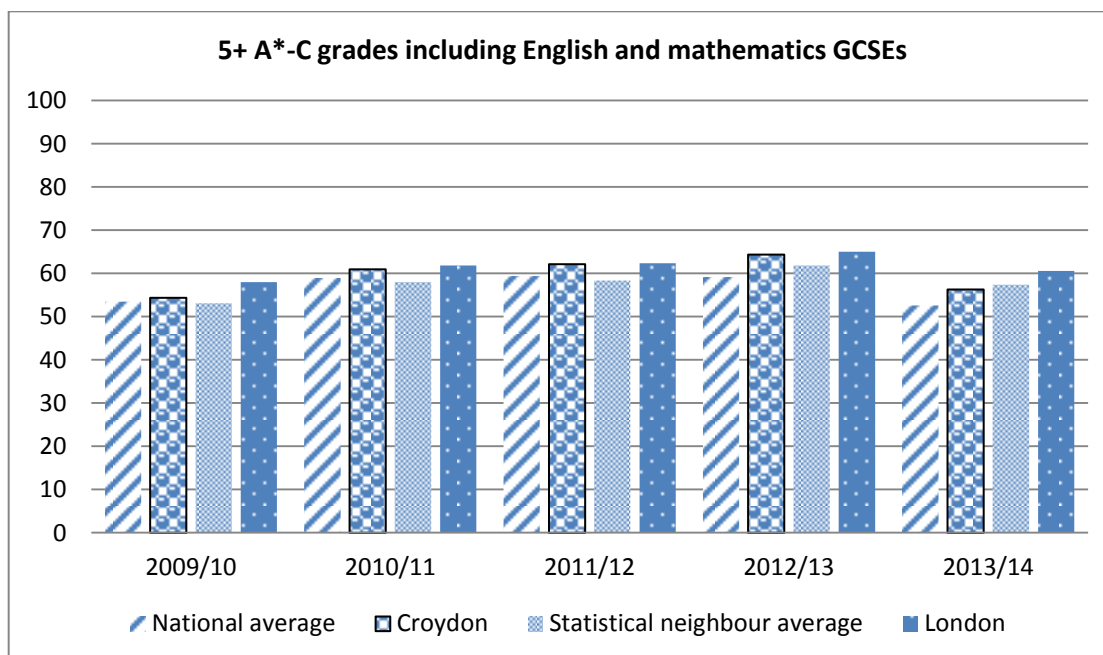
(Source: 2013/14 key stage 4 attainment data (Provisional))

### Percentage of pupils at the end of Key Stage 4 achieving 5 A\*-C GCSEs including English and mathematics

	Percentage of pupils at the end of key stage 4 achieving at 5+ A*-C grades including English and mathematics GCSEs				
	2009/10	2010/11	2011/12	2012/13	2013/14
National average	53.5	59.0	59.4	59.2	52.6
Croydon	54.4	61.0	62.2	64.4	56.3
Statistical neighbour average	53	58	58	62	57
London	58.0	61.9	62.4	65.1	60.6
Difference S/N ave Croydon	1	3	4	3	-1
Difference England Croydon	1	2	3	5	4

Source: 2013/14 key stage 4 attainment data (Provisional)

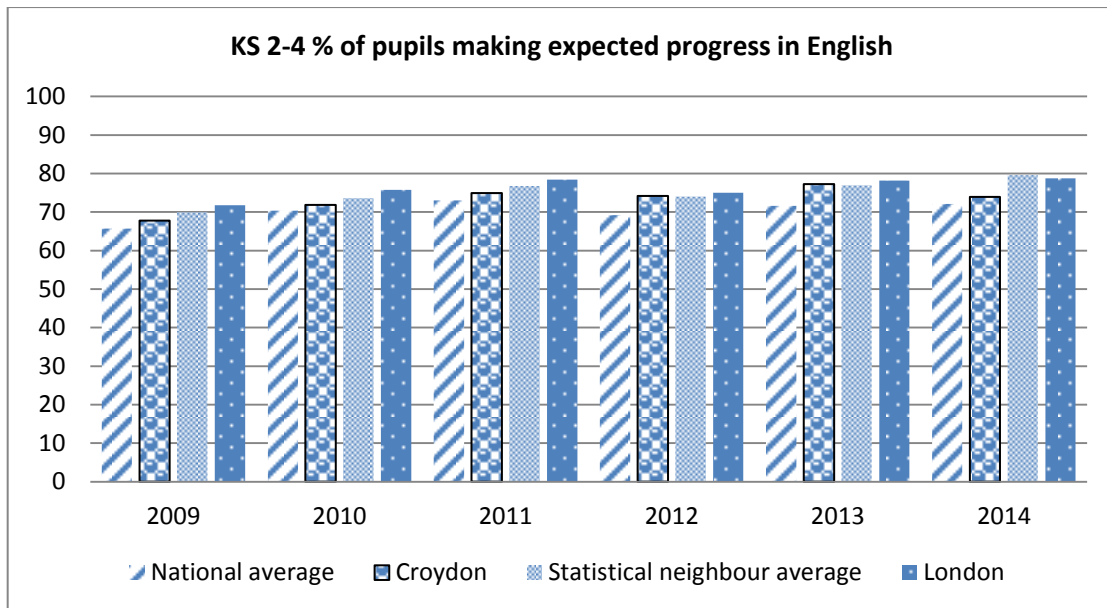




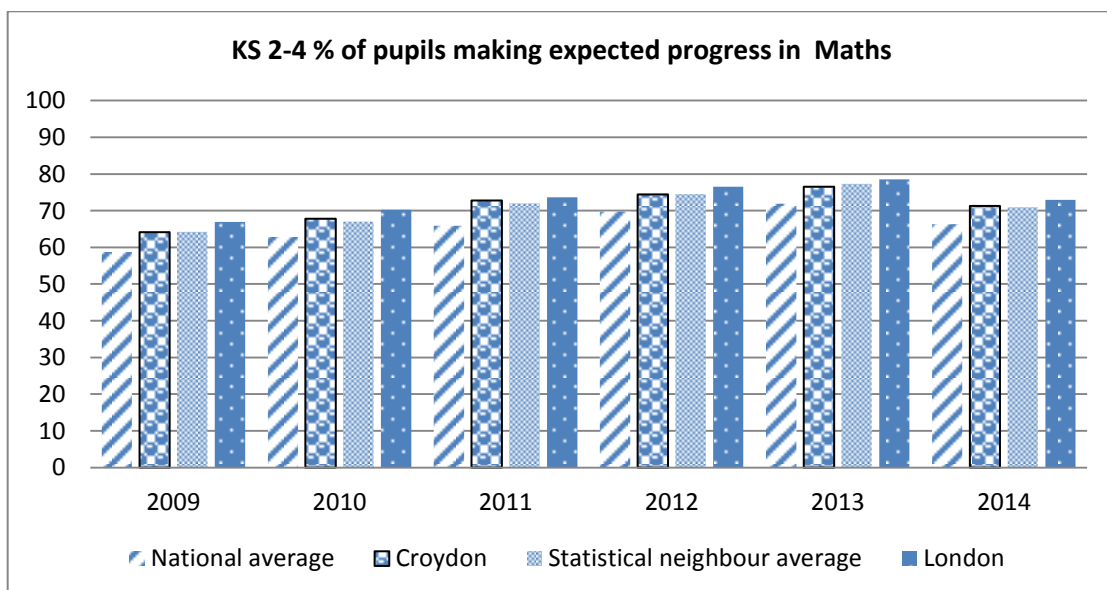
#### Key stage 4 pupils making expected progress KS2-KS4

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

	Expected progress in English					
	2009	2010	2011	2012	2013	2014
<b>National average</b>	<b>65.7</b>	<b>70.4</b>	<b>73.0</b>	<b>69.2</b>	<b>71.6</b>	<b>72.1</b>
Croydon	67.8	71.9	74.9	74.2	77.3	73.9
<b>Statistical neighbour average</b>	70	74	77	74	77	80
<b>London</b>	<b>71.8</b>	<b>75.8</b>	<b>78.4</b>	<b>75.0</b>	<b>78.2</b>	<b>78.8</b>
<b>Difference S/N ave Croydon</b>	-2	-2	-2	0	0	-6
<b>Difference England Croydon</b>	2	2	2	5	6	2



	Expected progress in Maths					
	2009	2010	2011	2012	2013	2014
<b>National average</b>	<b>58.8</b>	<b>62.9</b>	<b>65.9</b>	<b>69.8</b>	<b>71.9</b>	<b>66.4</b>
<b>Croydon</b>	<b>64.2</b>	<b>67.8</b>	<b>72.8</b>	<b>74.5</b>	<b>76.6</b>	<b>71.3</b>
<b>Statistical neighbour average</b>	64	67	72	75	77	71
<b>London</b>	<b>67.0</b>	<b>70.3</b>	<b>73.7</b>	<b>76.6</b>	<b>78.6</b>	<b>73.0</b>
<b>Difference S/N ave Croydon</b>	0	1	1	0	-1	0
<b>Difference England Croydon</b>	5	5	7	5	5	5



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 is not yet available. This will be published in January 2015. However, Her Majesty's Inspectors have published a report based on 2013 data which shows Croydon to have the 15<sup>th</sup> narrowest gap of 150 Local Authorities nationally in terms of the percentage of pupils eligible / not eligible for Free School Meals who achieved 5 A\* - C GCSE's including English and mathematics. This shows very strong performance by secondary schools in relation to inclusion and lower attaining young people.

### **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 2015.
- We are continuing to ask schools to set targets for the percentage of pupils in receipt of the Pupil Premium Grant making at least expected progress, reflecting the importance of closing the gap between these learners and their peers. The schools' impact of any interventions funded by the Pupil Premium Grant is carefully scrutinised and, where such interventions have not had the desired impact, head teachers are required to identify how their evaluations are informing future plans for spending this funding.
- Vulnerable schools have termly School Progress Review Meetings with the Local Authority to review their progress against identified priorities. Each vulnerable school is subject to a LA led review of teaching and learning which informs the School Progress Review meeting.
- There is a key focus on supporting good schools to become outstanding and schools requiring improvement to become good, through targeted Professional Development. This includes bespoke training for governors so that they are able to clearly demonstrate that they offer both challenge and support to schools by focusing on key areas for development whilst holding head teachers to account.
- Schools will be engaged in a cross-phase literacy project to develop extended and increasingly complex writing which is a priority in the new curriculum.

### **3.9 Post-16 (KS5)**

All data is based on students in state-funded mainstream schools, academies, free schools, maintained special schools, FE and sixth form colleges. Two sets of data are available. Resident data covers the achievement of our Croydon residents irrespective of where they study, i.e. educated both in and outside of Croydon. School data covers the achievement of all students within Croydon's schools and colleges, irrespective of their borough of residency.

## Appendix 1

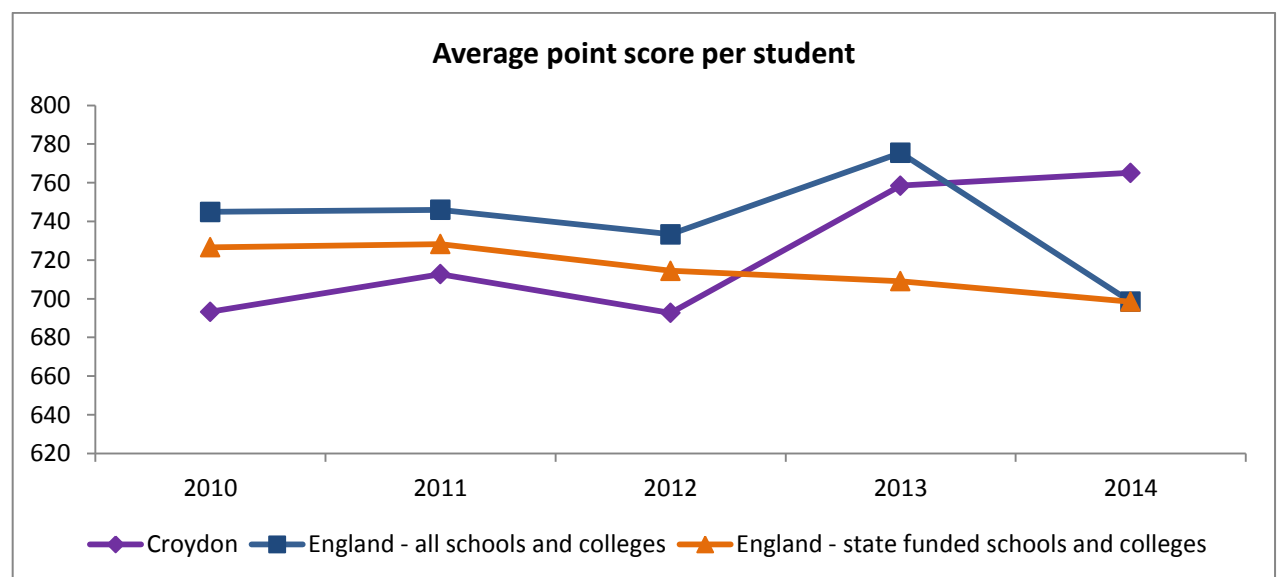
Approximately 50% of Croydon residents aged 16-19 study in Croydon schools and colleges. Typically, students in Croydon school sixth forms and colleges have slightly lower KS4/GCSE results on entry to level 3 courses than the national average, although this does vary greatly between our institutions.

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

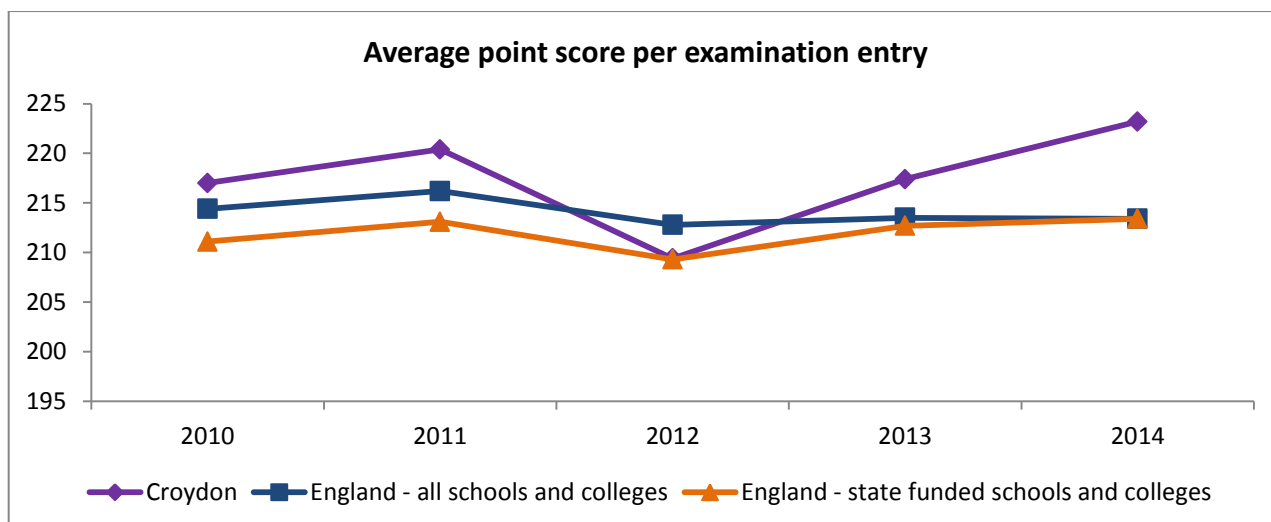
The data is unvalidated and cannot be considered accurate until the validated data is published in January, at which time the commentary may also change.

A total of 1648 students in Croydon schools and colleges were entered for at least one Level 3 qualification. More girls than boys were entered at this level with 912 girls compared to 736 boys.

Croydon's Average Point Score (APS) per student rose slightly to 765.1 from 758.5 in 2013, which compares favourably to the London average (752.1) and significantly better than the national average (698.5).



The APS per entry shows that Croydon's post-16 learners achieved slightly higher points per examination entry than they did last year (218.8 compared to 217.4) and that they continue to be above the national (213.4) and London (216.5) averages. This point score is equivalent to a grade C (a C grade attracts is 210 points). Once again more learners achieved 2 or more passes than nationally (98.3% compared to 88.6%). This includes A-E passes at A level and distinctions, merits and passes in vocational subjects.



Our residents' APS per student (673.6) and per entry (213.6) suggests that overall our residents are doing smaller programmes and/or getting slightly lower grades than students studying in Croydon.

The percentage of Croydon students achieving 3 or more A\*-A has increased to 5.2%, compared to 4.4% in 2013. The England average is 11.6%. Whilst there remains an issue in Croydon about the percentage of students achieving higher grades, in 2014 Croydon improved on its position compared to the national and reflects the large percentage of more able learners who move to other local authorities or the independent sector at the end of Key Stage 2.

In summary, the unvalidated 2014 data is indicating that:

- Students in our Croydon schools and colleges are achieving better than our overall resident cohort, approximately half of which study outside of Croydon.
- APS per entry and per student achieved in Croydon schools and colleges continues to be better than the London and National averages.
- The achievement of high grades at A level, continues to be an area for development.

### 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 to share good practice.
- Encouraging schools via CHTA to consider collaborative post-16 offers which will support sharing of practice between providers and more effective sixth forms.
- Link Advisers challenge schools on the quality of their 6th form provision, progress being made by learners 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 can also make use of the School Improvement service'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.

### **3.11 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**

The Department for Education validated data used in this report is for the 2013/14 autumn and spring terms unless indicated otherwise. Full academic year data for 2013/14 will be published in approximately March 2015.

### **4.1 Absence from school**

Overall absence in primary schools has decreased significantly by 0.7% when compared to the previous year. This decrease broadly matched that seen nationally, which has led to Croydon matching the national.

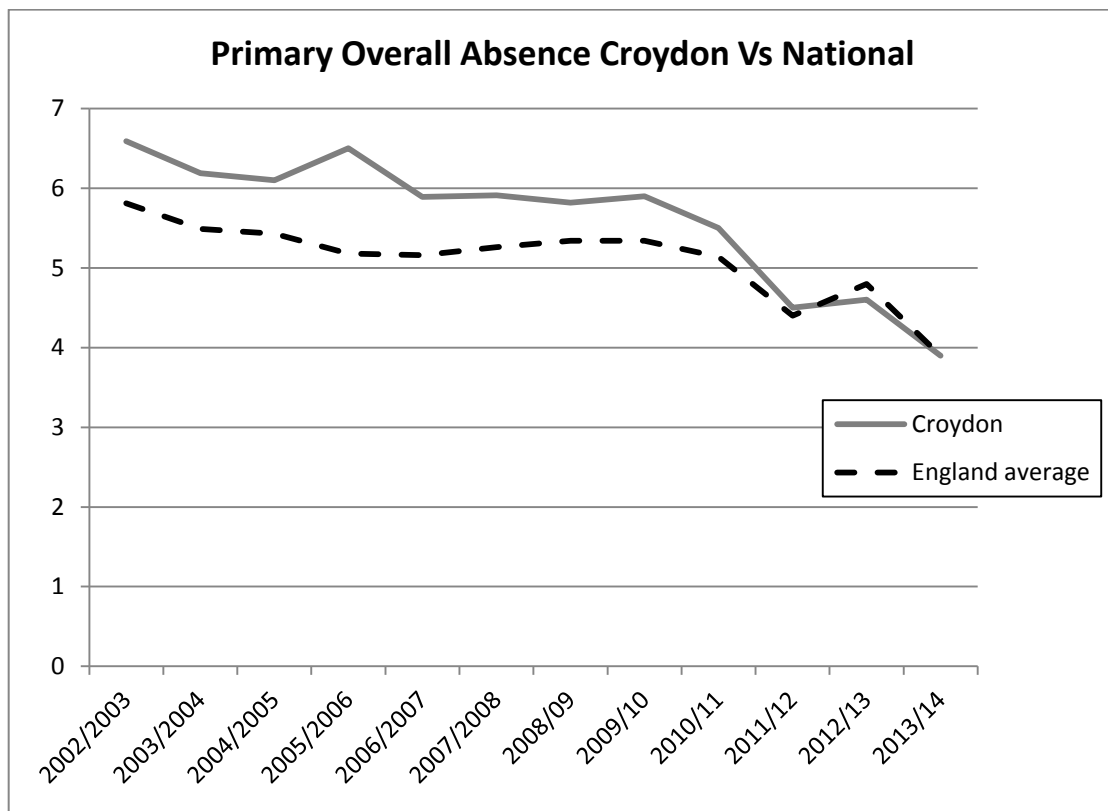
Secondary overall absence at 4.8% in 2013/14 represents a 0.4% reduction compared to 5.2% in 2012/13 and is 0.3% better than the national average

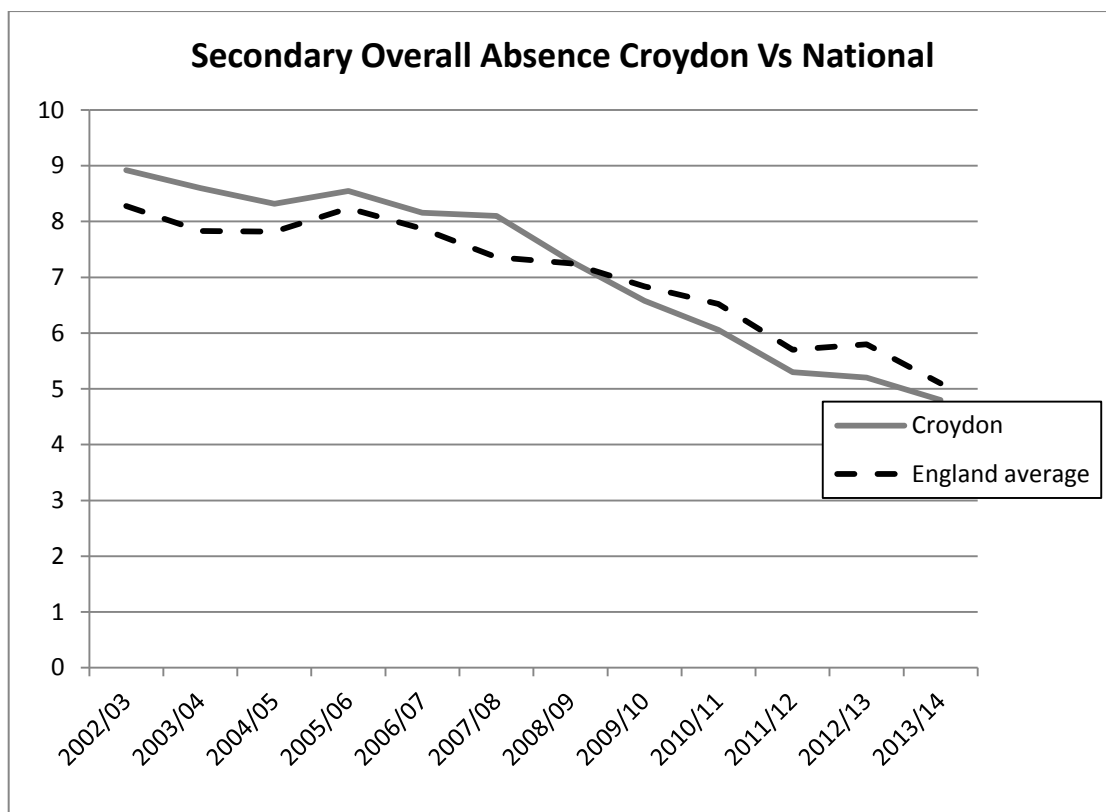
(5.1%).

**Borough overall absence performance trends**

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

(\* Lower values are better in this table)





#### 4.2 Borough absence performance in comparison to statistical neighbours

It is noteworthy to mention that the DfE recently revised all national LA statistical neighbours, which means that Croydon is being compared to a different set of Local Authorities.

Croydon's primary overall absence is 0.1% lower than the average for statistical neighbours.

Croydon's secondary overall absence is the same as the average of our statistical neighbours.

Primary Absence	No of pupil enrolments	2013/14	2013/14	2013/14
		Overall Absence	Number of PA Pupils @ 85%	Percentage of PA Pupils @ 85%
Croydon	26,739	4.6	773	2.8



## Appendix 1

Average of Statistical Neighbour	27,536	4	870	2.9
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Secondary Absence	No of pupil enrolments	2013/14 Overall Absence	2013/14 Number of PA Pupils @ 85%	2013/14 Percentage of PA Pupils @ 85%
Croydon	18,522	4.8	946	5.1
Average of Statistical Neighbour	17,825	4.8	895	5

### 4.3 Persistent absence

Persistent Absence is defined as a pupil missing 15% or more (46 sessions during autumn and spring terms) of education. Persistent absence is a serious problem for pupils. Much of the work children miss when they are not at school is never made up, leaving these pupils at a considerable disadvantage for the remainder of their school career. There is also clear evidence of a link between poor attendance at school and low levels of achievement:

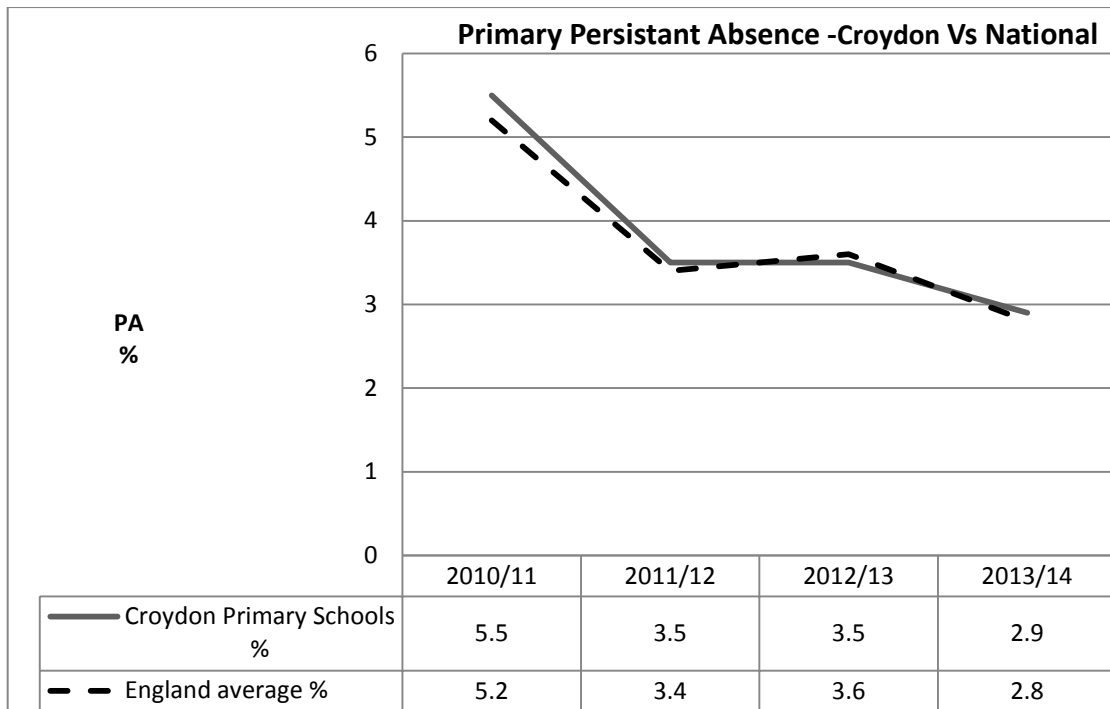
Primary persistent absence in 2013/14 (2.9%) has reduced significantly by 0.6% compared to the same period last year, which is now in line with national and London averages.

Croydon successfully reduced secondary persistent absence levels from 5.3% in 2013/14 to 5.1% in 2012/13. This is 0.7% better than the national average (5.8%), but 0.4% higher than the London average (4.7%).

### Borough Persistent Absence (PA) performance trends

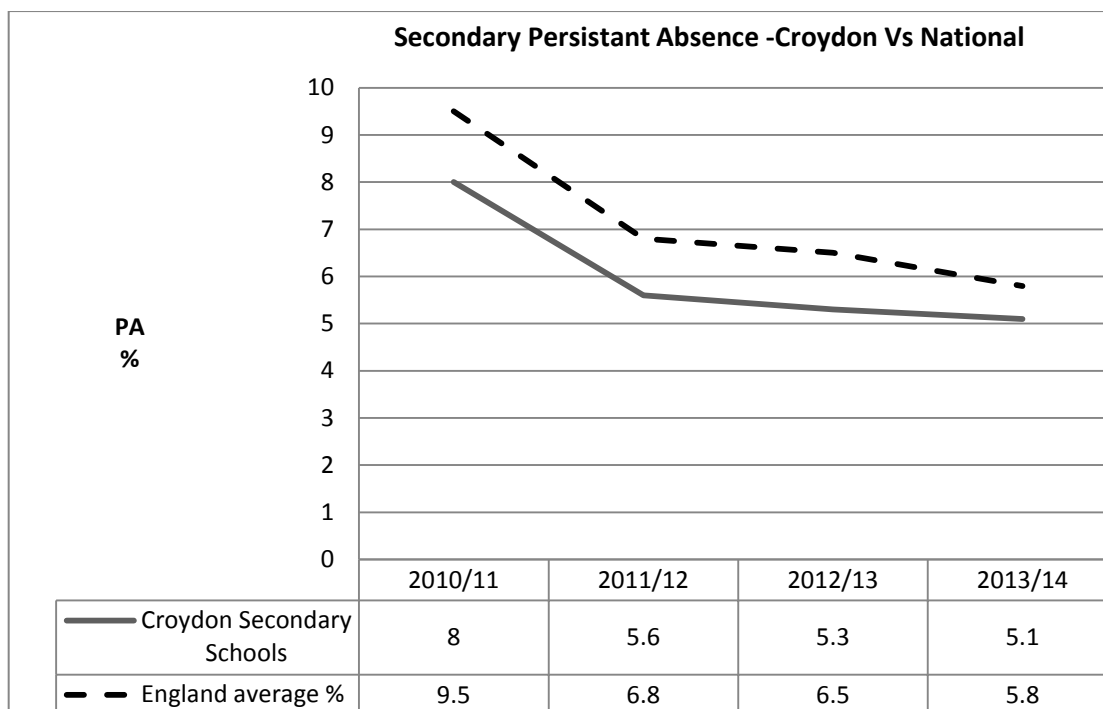
Year	Croydon Primary Schools %	England average %	Year	Croydon Secondary Schools %	England average %
2010/11	5.5	5.2	2010/11	8.0	9.5
2011/12	3.5	3.4	2011/12	5.6	6.8
2012/13	3.5	3.6	2012/13	5.3	6.5
<b>2013/14</b>	<b>2.9</b>	<b>2.8</b>	<b>2013/14</b>	<b>5.1</b>	<b>5.8</b>

### 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?

Recent revised statutory guidance on attendance has led to the reassessment of how the local authority delivers its statutory duties, with the council taking responsibility for the investigation and enforcement in relation to poor attendance of individual pupils, whilst supporting schools to take responsibility for ensuring absence is addressed early before enforcement action is taken.

From January 2015 the Education Welfare Service has been redesigned to Education Safeguarding and Investigation and Family Liaison and Attendance Services.

There has also been progress made in improving education data management, which will ultimately lead to improvements in the collection and processing of attendance data from schools. Improvements in data collection will help the local authority to target support and challenge more effectively to schools.

#### 5. Exclusions

Croydon's rate of exclusion from school has reduced significantly in the last year, moving Croydon to the best performance quartile on exclusion rates in the country. There were 13 permanent exclusions from Croydon maintained schools and academies during the 2013/14 academic year, giving a borough exclusion rate of 0.024% or 2.4 permanent exclusions per 10,000 pupils. The trend diagram for permanent exclusions demonstrates the improvement for

## Appendix 1

Croydon: from 80 permanent exclusions in 2008/9 to 13 in 2013/4, with a significant drop from 60 to 13 in the past year.

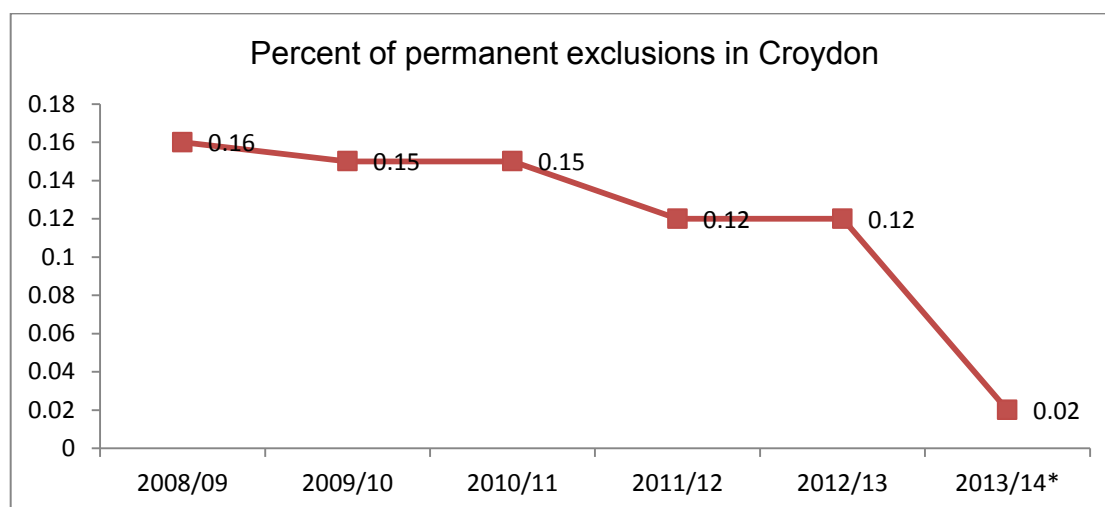
### Exclusions Performance pack- Trend Information (Academic Year 2008/9 to Academic Year 2013/14)

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

\*Please note that the figures for 2013/14 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)



**Exclusions by FSM Source: local data**

## Appendix 1

	2009/10		2010/11		2011/12		2012/2013		2013/2014	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Not Eligible	673	23	621	23	661	15	779	33	973	12
Eligible	1116	52	1255	54	1234	49	724	32	281	1
Total Numbers	1789	75	1876	77	1895	64	1503	65	1254	13

There has been a further increase in the share of permanent exclusions relating to girls. Girls accounted for 46% of permanent exclusions compared to 30% during 2012/13. However it is important to see this increase in context. The percentage increase is less statistically meaningful with such a small raw total number of permanent exclusions (a total of 13 for 2013/14 compared with 65 during 2012/13).

Girls accounted for 35% of fixed term exclusions during the 2013/14 academic year compared with 42% during 2012/13. Although the percentage of exclusions in respect of girls reduced in the last year the percentage is still higher than in 2011/12 where the exclusions rate was 24% for girls and 76% for boys which is consistent with the national picture.

Nationally boys are around three times more likely to receive a permanent or fixed period exclusion than girls according to the most recent published national data on exclusions (Statistical First Release 31<sup>st</sup> July 2014) and this is a trend that has been consistent for a number of years.

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 2013/14 30% of pupils were eligible for free school meals compared to 50% in 2012/13 and 68% in 2011/12.

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

Academic Year	Permanent exclusions of SEN pupils
2010/11	42
2011/12	34
2012/13	13
2013/14	10

During 2013/14 1.8% of all exclusions were of Children Looked After compared to 2.7% in 2012/13 and 2.4% in 2011/12. The number of incidents of exclusion relating to Children Looked After has fallen from 45 fixed terms and zero permanents in 2011/12 to zero permanents and 24 fixed terms in 2012/13 and now zero permanents and 23 fixed terms in 2013/14.

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. There has been a further reduction in their share of permanent exclusions. Black Caribbean pupils made up 7% of the permanent exclusions during 2013/14 compared with 13% CYP20150203 AR07 APPENDIX 1

## Appendix 1

during 2012/13. Black Caribbean pupils accounted for 23% of the fixed term exclusions during 2013/14 which represents a slight increase on last year's (2012/13) 20% share although the raw figure fell from 310 fixed terms to 293.

White British pupils account for 40% of permanent exclusions and 37% of fixed term exclusions. Their share of the Croydon school population is 30%. Black African pupils account for 23% of permanent exclusions and 15% of fixed term exclusions. Their share of the Croydon school population is 13.7%.

There have been reductions in the fixed term exclusions of both black African and white British pupils. There were 190 fixed term exclusions of black African pupils during 2013/14 compared with 240 fixed term exclusions of black African pupils in 2012/13. The number of permanent exclusions of black African pupils has decreased from 11 permanent exclusions during 2012/13 to 4 permanent exclusions during 2013/14. The reduction in the fixed term exclusions of white British pupils was more pronounced; 348 fixed terms during 2013/14 compared with 459 during 2012/13. There were 4 permanent exclusions of white British pupils during 2013/4 compared with 26 permanent exclusions of white British pupils in 2012/13.

The government introduced new guidance on appeals and exclusions from September 2012. The 2013/14 academic year was the second full year under the new independent review arrangements. The independent review panels do not have the power to reinstate or overturn the decision of governors to uphold the head teacher's decision to permanently exclude pupils in contrast to the predecessor independent appeal panels (IAPs). Two appeals against permanent exclusions were considered by independent review panels during 2013/14. Of these one was rejected meaning the permanent exclusion decision was upheld and in the case of the other the independent review panel quashed the permanent exclusion decision and directed that the governors reconsider their decision. This compares with 2012/13 when there were five appeals against permanent exclusion. Of these four were rejected meaning the permanent exclusion decision was upheld and in the case of the fifth the independent review panel recommended that the governors reconsider their decision.

A number of measures have been introduced to achieve this level of improved performance. Building on the work of the Primary Fair Access Panel a new process for preventing exclusions has been established through the Secondary Fair Access panel. The Secondary Fair Access Panel, meeting on a 3 weekly cycle, includes a high level of representation from head teachers in the borough and service heads from other agencies. The majority of Croydon secondary schools attend as do schools in neighbouring boroughs where appropriate. The panel provides the mechanism for schools to present 'prevention' cases so that early intervention support can be put in place swiftly and effectively. The panel has also led to an effective early intervention approach, for example, a reduction in the number of pupil discipline committees meetings in relation to permanent exclusions has led to a corresponding increase in officers' capacity to support Pastoral Support Plans implemented by schools which more effectively support pupils at risk of

exclusion. The process has provided mutual support and accountability between head teachers around challenging the management of pupil behaviour in their schools. Schools now have greater clarity around referral pathways and thresholds enabling more effective engagement of relevant support when needed.

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

We are working closely with the Education Management System (EMS) transformation team to improve data management. This will ensure that we are able to make improved use of data to facilitate early intervention and inform analysis of trends for future strategy.

We will be working with the newly established Education Data Quality Team to encourage all schools in the borough to engage in regular data exchange. This will enable the service to obtain reliable monthly data on schools allowing us to see significant changes or anomalies in exclusions trends at the earliest opportunity.

Strengthened alternative provision commissioning and quality assurance processes are enabling success in maintaining vulnerable pupils in appropriate provision. This enables us to gauge capacity and emerging issues, informing decisions around placements and packages of support.

We have developed links with a number of neighbouring boroughs and are in the process of developing cross-borough reciprocal arrangements with the aim of ensuring that pupils who are resident in Croydon but educated in another borough can benefit from Fair Access (Prevention of Exclusion) arrangements in the same way as pupils who attend school in the borough.

## **6. OFSTED INSPECTION OUTCOMES**

- 6.1 At the beginning of the academic year in September 2013 further revisions were made to the OfSTED framework, with more changes from September 2014. These revisions raised the bar further in terms of expectations on schools, particularly in terms of leadership, including governance, and safeguarding. Inspectors reach judgments on four areas: achievement, quality of teaching, leadership and management and behavior and safety.
- 6.2 A total of 21 schools (not including PRUs or Special Schools) were inspected during the academic year 2013-2014.
- 6.3 At the beginning of September 2012 67% of Croydon's schools were judged by OFSTED to be good or better. By the end of July 2013 this percentage had risen to 73%. This placed Croydon 2% above the national figure. This upward trend has continued. Of the Croydon schools that have been inspected the percentage that have been judged good or better currently stands at 82%.

**7. CONSULTATION**

There are no needs for consultation arising from this report.

**8. FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS**

There are no financial considerations or risk with this report.

Approved by Lisa Taylor, Head of Finance and Deputy S151 Officer.

**9. COMMENTS OF THE COUNCIL SOLICITOR AND MONITORING OFFICER**

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

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

**10. HUMAN RESOURCES IMPACT**

There are no Human Resources considerations arising from this report.

Approved by Debbie Calliste, HR Business Partner CFL on behalf of the Director of Human Resources.

**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. The gap in attainment in terms of the percentage of pupils eligible / not eligible for pupil premium grant who achieved 5 A\* - C GCSEs including English and mathematics at age 16 was the 15<sup>th</sup> narrowest in the country in 2013 (validated data is not yet available for 2014). 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 of the Croydon 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 and narrower than that seen nationally. Children Looked After by the Local Authority performed better than their peers nationally but continue to underperform compared to their peers. 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.

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**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 – 2014

Appendix 2: Exclusions from Croydon maintained schools and academies for the 2013/14 academic year

Appendix 3: Exclusions from maintained schools and academies for 2013/14 for children with SEN, Children Looked After and by ethnic group

Appendix 4: KS2 Test results for RWM at Level 4+ AY 2013/2014

**Appendix 1: Secondary School GCSE results 2010 – 2014 by school**  
**Provisional results 2014 for first entry.**

Croydon Secondary Schools (figures for 2014 are provisional)	Percentage of pupils achieving 5+ A*-C GCSE grades						Percentage of pupils achieving 5+ A*-C GCSE grades including English and mathematics					
	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014
Addington High	70	79	80	88	88	43	37	38	35	46	49	35
Archbishop Tenison Cof E High	86	91	81	78	77	82	78	77	69	65	68	71
Coloma Convent Girls	99	98	96	97	98	97	91	88	90	94	95	90
Edenham High	64	77	90	90	84	53	44	44	51	47	58	44
Harris Academy Purley	79	<b>85</b>	<b>92</b>	<b>96</b>	<b>94</b>	85	33	<b>47</b>	<b>61</b>	<b>63</b>	76	78
Harris Academy South Norwood	<b>93</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>99</b>	78	<b>43</b>	<b>60</b>	<b>75</b>	<b>80</b>	78	66
Harris Academy Upper Norwood	46	66	84	79	<b>80</b>	55	34	41	48	35	N/A	52
Harris City Academy Crystal Palace	<b>99</b>	<b>99</b>	<b>100</b>	<b>100</b>	<b>96</b>	88	<b>82</b>	<b>88</b>	<b>95</b>	<b>99</b>	84	77
Norbury Manor College for Girls	64	81	90	88	80	72	53	61	68	62	66	62
Oasis Academy Coulsdon	<b>63</b>	<b>82</b>	<b>93</b>	<b>92</b>	<b>94</b>	58	<b>44</b>	<b>37</b>	<b>49</b>	<b>67</b>	63	43
Oasis Academy Shirley Park	<b>55</b>	<b>94</b>	<b>94</b>	<b>100</b>	<b>100</b>	64	<b>26</b>	<b>46</b>	<b>51</b>	<b>66</b>	64	57
Riddlesdown Collegiate	75	84	89	90	<b>88</b>	79	66	66	69	59	67	74
Shirley High Performing Arts College	87	97	100	99	<b>98</b>	72	61	60	71	72	63	52
St Andrew's Cof E High	76	84	91	87	<b>83</b>	70	62	56	65	68	67	0
St Joseph's College	87	93	92	90	<b>85</b>	68	63	64	67	65	66	55
St Mary's Catholic High	62	59	70	53	<b>52</b>	52	47	45	51	40	55	42
The Archbishop Lanfranc High	62	68	68	69	54	53	44	45	48	47	41	46
The Brit School for Performing Arts	<b>99</b>	<b>97</b>	<b>99</b>	<b>96</b>	96	68	<b>63</b>	<b>66</b>	<b>68</b>	<b>60</b>	70	56
The Quest Academy	52	61	<b>64</b>	<b>80</b>	95	67	28	23	<b>41</b>	<b>46</b>	62	56
Thomas More Catholic High	84	93	97	97	97	67	46	51	57	75	80	63
Woodcote High	92	93	97	97	94	81	62	65	68	69	83	73
Virgo Fidelis Convent Senior	91	91	94	91	84	62	57	54	74	68	77	44

NB: Data for 2014 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. In each case, the attainment of pupils has been improved very significantly and 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 schools.

## Appendix 2: Exclusions from maintained schools and academies for 2013/14

Phase	School	Permanent	Fixed	Reinstated Permanent
Primary academy	Kenley Primary School	0	4	
Primary academy	Aerodrome Primary Academy	0	2	
Primary academy	Applegarth Academy	0	3	
Primary academy	Chipstead Valley Primary Academy	0	1	
Primary academy	Forest Academy	0	6	
Primary academy	Gonville Academy	0	18	
Primary academy	St Cyprian's Greek Orthodox Primary Academy	0	7	
Primary academy	St Thomas Becket Catholic Primary School	0	1	
Primary academy	West Thornton Academy	0	6	
Primary academy	Wolsey Junior Academy	0	2	
Primary academy	Woodcote High School	0	4	
Primary academy	Ark Oval Primary Academy	0	1	
Primary academy	St Mark's Church of England Primary Academy	0	1	
Secondary academy	Riddlesdown Collegiate	0	37	
Secondary academy	Oasis Academy Shirley Park	0	4	
Secondary academy	St Joseph's College	4	76	
Secondary academy	Addington High School	0	49	
Secondary academy	Harris Academy South Norwood	0	30	
Secondary academy	Harris Academy Upper Norwood	1	30	
Secondary academy	Harris City Academy Crystal Palace	2	34	
Secondary academy	Harris Primary Academy Kenley	0	4	
Secondary academy	Oasis Academy Coulsdon	0	19	
Secondary academy	Oasis Academy Ryelands	0	5	
Secondary academy	Shirley High School Performing Arts College	1	36	
Secondary academy	Norbury Manor Business and Enterprise College for Girls	0	18	
Secondary academy	Oasis Academy Shirley Park	0	87	
Primary	All Saints CofE Primary School	0	11	
Primary	Beulah Junior School	0	6	
Primary	Broadmead Primary	0	6	
Primary	Castle Hill Primary School	0	1	
Primary	Christ Church CofE Primary School (Purley)	0	2	
Primary	Courtwood Primary School	0	1	
Primary	Cypress Primary School	0	12	
Primary	Davidson Primary School	0	5	
Primary	Heavers Farm Primary School	0	4	
Primary	Kensington Avenue Primary School	0	9	
Primary	Norbury Manor Primary School	0	1	
Primary	Park Hill Junior School	0	2	
Primary	Ridgeway Primary School	0	4	
Primary	Rockmount Primary School	0	10	
Primary	Rowdown Primary	0	3	

Phase	School	Permanent	Fixed	Reinstated Permanent
Primary	Ryelands Primary School	0	17	
Primary	Selsdon Primary and Nursery School	0	17	
Primary	Smitham Primary School	0	1	
Primary	South Norwood Primary School	0	3	
Primary	St Chad's Catholic Primary School	0	8	
Primary	St Joseph's RC Junior School	0	3	
Primary	St Mary's Catholic Infant School	0	1	
Primary	St Mary's RC Junior School	0	8	
Primary	The Crescent Primary School	0	1	
Primary	Winterbourne Junior Boy's School	0	3	
Primary	Winterbourne Junior Girls' School	0	3	
Primary	Winterbourne Nursery and Infant School	0	3	
Primary	Woodside Primary School	0	11	
PRU	Coningsby Centre (PRU)	0	62	
PRU	Moving On (PRU)	0	85	
PRU	Phil Edwards Centre (PRU)	0	86	
Secondary	Addington High School	0	1	
Secondary	Archbishop Tenison's CofE High School	0	54	
Secondary	Coloma Convent Girls' School	0	3	
Secondary	Edenham High School	0	58	
Secondary	St Andrew's CofE Voluntary Aided High School	0	69	2
Secondary	St Mary's Catholic High School	1	60	
Secondary	The Archbishop Lanfranc Academy - Coloma Trust	1	10	
Secondary	Thomas More Catholic School	0	43	
Secondary	Virgo Fidelis Convent Senior School	3	74	
Secondary	Westwood Girls College for Languages and Arts	0	6	
SPE	Beckmead School	0	1	
SPE	St Nicholas School	0	2	

### Appendix 3: Exclusions from maintained schools and academies for 2013/14 for children with SEN, Children Looked After and by ethnic group.

#### Exclusions by SEN Source: local data

	2009/10		2010/11		2011/12		2012/2013		2013/2014	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Non-SEN	624	16	606	35	581	30	659	39	512	3
School Action	301	12	333	4	309	1	208	4	196	6
School Action Plus	481	22	537	20	687	28	391	16	429	3
Statemented	383	25	400	18	318	5	245	6	117	1
Total Numbers	1789	75	1876	77	1895	64	1503	65	1254	13

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

	2009/10		2010/11		2011/12		2012/2013		2013/2014	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Not Looked After	1733	74	1817	75	1850	64	1461	64	1231	13
Looked After Children	56	1	59		45		42	1	23	
Total Numbers	1789	75	1876	75	1895	64	1503	65	1254	13

#### Exclusions by Ethnicity Source: local data

	2009/10		2010/11		2011/12		2012/2013		2013/2014	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
ABAN - Bangladeshi	3		4	1	10	1	5		7	
AIND - Indian	8		6	1	12		12		6	
AOTH - Any other Asian background	32	1	53	2	44		23		22	
APKN - Pakistani	25		13		11		25		12	
BAFR - African	222	10	261	5	270	7	240	11	190	3
BCRB - Black Caribbean	438	24	440	18	435	11	310	11	294	2
BOTH - Any other Black background	76	6	62	2	70	1	61			2
CHNE – Chinese	2				1			2	50	
MOTH - Any other Mixed background	60	4	73	4	70	4	82	2	52	
MWAS - White/Asian	4		12		14	1	13		2	
MWBA - White/Black African	35		25	3	40	1	22	2	19	
MWBC - White/Black Caribbean	162	9	134	9	170	5	127	5	105	
NOBT - Info not obtained	11	2	7		6	1	5	1	48	1
OOTh - Any other Ethnic Group	23		11		18		36		8	
REFU – Refused	15	1	10		16	1	17		17	1
WBRI – British	616	15	702	30	638	27	459	26	348	
WIRI – Irish	11	1	4		6	1	6		8	4
WIRT - Traveller - Irish Heritage	3				6		8	2	5	
WOTH - Any other White background	38	2	58	2	54	3	49	2	61	

WROM - Roma/Roma Gypsy	5		1		4		3	1		
Total Exclusions	1789	75	1876	77	1895	64	1503	65	1254	13

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

	2009/10		2010/11		2011/12		2012/2013		2013/2014	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
BME Groups	736	40	763	25	775	19	611	22	484	7
Other	1053	35	1113	52	1120	45	892	43	770	6
Total exclusions	1789	75	1876	77	1895	64	1503	65	1254	13

Reasons for exclusions Source: local data

	2009/10		2010/11		2011/12		2012/2013		2013/2014	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Bullying	37		32	1	36	2	34		33	
Damage	79	1	46	2	62	3	58		53	
Drug and alcohol related	25	1	49		65	5	54	3	51	
Other	40		187	2	155	4	115	2	72	
Persistent disruptive behaviour	467	24	471	32	455	15	295	26	314	3
Physical assault against adult	186	12	246	6	218	5	160	9	105	2
Physical assault against pupil	455	22	384	10	390	15	354	6	255	3
Possession of Offensive Weapon	12	9	7	8	22	8	15	8	25	3
Racist abuse	8		22		36		11		14	
Sexual misconduct	23	3	21	3	25	1	31	3	29	
Theft	45		79	5	55		61	1	29	
Verb abuse/threat behaviour adult	314	2	248	8	264	5	233	3	201	1
Verb abuse/threat behaviour pupil	98	1	84		112	1	82	4	73	1
Total Exclusions	1789	75	1876	77	1895	64	1503	65	1254	13

## Appendix 4 KS2 Test results for RWM at Level 4+ AY 2013/14

Test Results 2014	% achieving reading, writing and maths					
	Level 3 or below	Level 4 or above	Level 4b or above in reading and maths and level 4 or above in writing	Level 5 or above	Average point score	Average level per pupil
Source DFE: published performance tables						
<b>England - all schools</b>	6%	79%	67%	24%	28.7	4A
<b>England - state funded schools only</b>	6%	79%	67%	24%	28.7	4A
<b>Local Authority</b>	8%	75%	64%	21%	28.5	4A

ARK Oval Primary Academy	5%	64%	50%	7%	27.3	4B
Aerodrome Primary Academy	5%	80%	56%	7%	27.2	4B
All Saints CofE Primary School	11%	58%	44%	14%	27.2	4B
Applegarth Academy	12%	70%	52%	12%	27.5	4B
Atwood Primary School	5%	84%	67%	23%	29.4	4A
Beaumont Primary School	0%	96%	79%	25%	30.7	5C
Beulah Junior School	6%	75%	54%	9%	27.6	4B
Broadmead Primary School	15%	52%	41%	6%	25.5	4C
Castle Hill Primary School	25%	50%	36%	2%	24.3	4C
Chipstead Valley Primary School	2%	86%	77%	41%	30.3	5C
Christ Church CofE Primary School (Purley)	6%	87%	84%	32%	30.6	5C
Coulsdon CofE Primary School	0%	93%	90%	14%	30.4	5C
Courtwood Primary School	3%	87%	80%	23%	29.4	4A
The Crescent Primary School	NA	NA	NA	NA	NA	NA
Cypress Primary School	7%	76%	62%	22%	28.4	4A
David Livingstone Academy	0%	83%	79%	21%	28.8	4A
Davidson Primary School	15%	53%	36%	13%	26.3	4B
Downsview Primary and Nursery School	5%	81%	70%	30%	29.5	4A
Ecclesbourne Primary School	10%	73%	54%	4%	26.8	4B
Elmwood Junior School	1%	84%	71%	26%	29.7	4A
Fairchildes Primary School	0%	98%	95%	27%	30.2	5C
Forest Academy	6%	79%	57%	21%	27.6	4B
Forestdale Primary School	4%	81%	65%	15%	29.5	4A
Gilbert Scott Primary School	4%	70%	30%	13%	27.7	4B
Gonville Academy	0%	83%	67%	17%	29	4A
Good Shepherd Catholic Primary School	4%	83%	83%	26%	29.8	4A
Greenvale Primary School	6%	78%	66%	38%	30	5C
Gresham Primary School	3%	93%	83%	37%	31.1	5C
Harris Primary Academy Benson	7%	82%	68%	23%	29	4A
Harris Primary Academy Haling Road	NA	NA	NA	NA	NA	NA
Harris Primary Academy Kenley	2%	94%	87%	32%	30.9	5C
The Hayes Primary School	4%	86%	74%	36%	29.9	4A
<b>Test Results 2014</b>	<b>% achieving reading, writing and maths</b>					

Source DFE: published performance tables	Level 3 or below	Level 4 or above	Level 4b or above in reading and maths and level 4 or above in writing	Level 5 or above	Average point score	Average level per pupil
Howard Primary School	0%	86%	79%	24%	29.7	4A
Kenley Primary School	4%	92%	67%	21%	29.6	4A
Kensington Avenue Primary School	2%	82%	67%	15%	28.5	4A
Keston Primary School	3%	82%	73%	20%	29.1	4A
Margaret Roper Catholic Primary School	0%	82%	76%	56%	30.4	5C
Monks Orchard School	12%	69%	56%	25%	28.2	4A
Norbury Manor Primary School	17%	70%	68%	19%	27.2	4B
Oasis Academy Byron	5%	80%	80%	40%	30.9	5C
Oasis Academy Shirley Park	6%	83%	61%	11%	27.8	4B
Oasis Ryelands	NA	NA	NA	NA	NA	NA
Orchard Way Primary School	3%	90%	83%	34%	29.5	4A
Parish Church CofE Junior School	5%	83%	71%	24%	29.6	4A
Park Hill Junior School	4%	78%	71%	40%	30.3	5C
Purley Oaks Primary School	7%	79%	59%	17%	28.6	4A
Regina Coeli Catholic Primary School	3%	81%	71%	31%	29.4	4A
Ridgeway Primary School	3%	87%	87%	55%	31.5	5C
Rockmount Primary School	2%	87%	65%	25%	29.5	4A
Rowdown Primary School	14%	66%	51%	3%	27	4B
Ryelands Primary School	16%	40%	29%	7%	25.2	4C
St Aidan's Catholic Primary School	0%	93%	80%	33%	30.8	5C
St Chad's Catholic Primary School	4%	85%	73%	33%	29.3	4A
St Cyprian's Greek Orthodox Primary Academy	0%	83%	71%	28%	29.9	4A
St James the Great RC Primary and Nursery School	2%	87%	83%	42%	31.1	5C
St John's CofE Primary School	3%	93%	87%	30%	30.3	5C
St Joseph's RC Junior School	13%	65%	62%	13%	27.6	4B
St Mark's CofE Primary School	7%	61%	46%	7%	26.3	4B
St Mary's RC Junior School	13%	52%	43%	8%	26.5	4B
St Peter's Primary School	7%	86%	62%	14%	28.9	4A
St Thomas Becket Catholic Primary School	0%	93%	86%	43%	31.1	5C
Selsdon Primary and Nursery School	3%	85%	68%	23%	29.2	4A
Smitham Primary School	7%	80%	75%	24%	29.8	4A
South Norwood Primary School	16%	59%	41%	16%	26.4	4B
Wattenden Primary School	0%	100%	94%	44%	32.1	5B
West Thornton Primary School	4%	89%	83%	29%	30.3	5C
Whitehorse Manor Junior School	3%	84%	78%	21%	28.7	4A
Winterbourne Junior Boys' School	10%	56%	42%	4%	26.6	4B
Winterbourne Junior Girls' School	18%	49%	43%	0%	25.9	4C
Wolsey Junior School	12%	65%	58%	11%	27	4B
<b>Test Results 2014</b>	<b>% achieving reading, writing and maths</b>					



Source DFE: published performance tables	Level 3 or below	Level 4 or above	Level 4b or above in reading and maths and level 4 or above in writing	Level 5 or above	Average point score	Average level per pupil
Woodcote Primary School	6%	84%	77%	38%	30.3	5C
Woodside Primary School and Children's Centre	3%	84%	80%	17%	29.6	4A
Special schools						
Beckmead School	52%	10%	10%	0%	20.1	3B
Red Gates School	100%	0%	0%	0%	12	2
St Giles School	100%	0%	0%	0%	12.8	2
St Nicholas School	100%	0%	0%	0%	13.7	2