

Scrutiny Children & Young People Sub-Committee Agenda



To: Councillor Jan Buttinger (Chair)
Councillor Sean Fitzsimons (Vice-Chair)
Councillors Sue Bennett, Patricia Hay-Justice, Maddie Henson,
Maria Gatland, Bernadette Khan, Andrew Rendle, Dave Harvey,
Elaine Jones and Leo Morrell

Reserve Members: Simon Brew, Margaret Bird, Sherwan Chowdhury,
Patsy Cummings, Humayun Kabir, Andy Stranack and David Wood

A meeting of the **Scrutiny Children & Young People Sub-Committee** which you are hereby summoned to attend, will be held on **Tuesday, 6 February 2018 at 6.30 pm** in **The Council Chamber, Town Hall, Katharine Street, Croydon CR0 1NX**.
There will be a pre-meet for members only in room F5 at 6pm

JACQUELINE HARRIS-BAKER
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www.croydon.gov.uk/meetings
Monday, 29 January 2018

Members of the public are welcome to attend this meeting.
If you require any assistance, please contact the person detailed above, on the righthand side.

N.B This meeting will be paperless. The agenda can be accessed online at www.croydon.gov.uk/meetings

AGENDA – PART A

1. Apologies for absence

To receive any apologies for absence from any members of the Committee.

2. Minutes of the previous sub-committee meeting (Pages 5 - 12)

To approve the minutes of the meeting held on 28 November 2017 as an accurate record.

3. Disclosures of interest

In accordance with the Council's Code of Conduct and the statutory provisions of the Localism Act, Members and co-opted Members of the Council are reminded that it is a requirement to register disclosable pecuniary interests (DPIs) and gifts and hospitality to the value of which exceeds £50 or multiple gifts and/or instances of hospitality with a cumulative value of £50 or more when received from a single donor within a rolling twelve month period. In addition, Members and co-opted Members are reminded that unless their disclosable pecuniary interest is registered on the register of interests or is the subject of a pending notification to the Monitoring Officer, they are required to disclose those disclosable pecuniary interests at the meeting. This should be done by completing the Disclosure of Interest form and handing it to the Democratic Services representative at the start of the meeting. The Chair will then invite Members to make their disclosure orally at the commencement of Agenda item 3. Completed disclosure forms will be provided to the Monitoring Officer for inclusion on the Register of Members' Interests.

4. Urgent Business (if any)

To receive notice of any business not on the agenda which in the opinion of the Chair, by reason of special circumstances, be considered as a matter of urgency.

5. The Children's Improvement Plan

Oral Update

6. Update on Missing Children Statistics and Return Home Interviews (Pages 13 - 16)

This report provides an update on Missing Children and Return Home interviews.

7. The Education Budget 2018/19 (Pages 17 - 28)

This report outlines the proposals for the Education Budget 2018/19.

8. The Education Standards Cabinet Report (Pages 29 - 92)

This report summarises the performance of children and young people in Croydon schools for the academic year 2016 / 2017

9. Work Programme 2017/2018 (Pages 93 - 94)

To note the work programme for 2017/2018 municipal year.

10. Exclusion of the Press and Public

The following motion is to be moved and seconded where it is proposed to exclude the press and public from the remainder of a meeting:

“That, under Section 100A(4) of the Local Government Act, 1972, the press and public be excluded from the meeting for the following items of business on the grounds that it involves the likely disclosure of exempt information falling within those paragraphs indicated in Part 1 of Schedule 12A of the Local Government Act 1972, as amended.”

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Scrutiny Children & Young People Sub-Committee

Meeting of held on Tuesday, 28 November 2017 at 6.30 pm in Council Chamber, Town Hall,
Katharine Street, Croydon CR0 1NX

MINUTES

Present: Councillor Jan Buttinger (Chair);
Councillor Sean Fitzsimons (Vice-Chair);
Councillors Sue Bennett, Margaret Bird, Patricia Hay-Justice, Maddie Henson,
Bernadette Khan and Andrew Rendle

Also Present: Councillor Alisa Flemming

Apologies: Councillor Maria Gatland

PART A

40/17 **Apologies for absence**

Apologies were given by Councillor Maria Gatland (represented by Cllr Margaret Bird at this meeting), Dave Harvey and Elaine Jones.

41/17 **Minutes of the previous sub-committee meeting**

The minutes were agreed.

RESOLVED THAT: the minutes of the meeting held on 17 October 2017 be signed as a correct record.

42/17 **Disclosures of interest**

There were none.

43/17 **Urgent Business (if any)**

There were none.

44/17 **The Annual Report of the Croydon Safeguarding Children Board**

Di Smith, Interim Independent Chair of Croydon Safeguarding Children Board, was in attendance for this item. She explained that she was an experienced Director of Children's Services, and that she had extensive experience of working on children's services improvement plans with various councils.

Di Smith explained that the Annual Report of the Croydon Safeguarding Children Board predated the recent Ofsted inspection of children's services,

in which the annual report had been found not to be fit for purpose. It had been criticised for its lack of evidence and evaluative rigour.

The covering report produced by Di Smith sought to emphasise current activity and progress in improving children's services. A key objective of the Croydon Safeguarding Children's Board will be to develop effective partnership work between the council, the police and health service providers and a steering group bringing together representatives of each of these authorities has been created to take this work forward. In addition, a development day bringing together key stakeholders was recently held, in which all present acknowledged the safeguarding partnership had failed and that measures had to be taken to ensure that children's safeguarding became more effective. Partners worked on prioritisation, ways of evidencing respectful challenge and of achieving "effective impact" as urged by Ofsted.

Members were advised that improvements would need to follow the latest government guidance on "Working Together to Safeguard Children".

Members asked how partners would balance action and statutory reporting responsibilities. They were informed that the priorities set out in the 2016-17 annual report would be maintained and that partners would have to implement the objectives set out in the Ofsted improvement plan. As regards statutory reporting on performance, the Interim Chair acknowledged that this could take up significant amounts of officer time and that this needed to be better balanced with implementation of improvements.

Members asked how they could access agendas and reports of the safeguarding board as they wished to compare new agendas and minutes to documents published before the Ofsted inspection. They had noticed that older agendas had been significantly overloaded and wondered whether this had improved. The Executive Director (People) stated that agendas should usually be published on the web, although this was not always the case. Members were also reminded that the CSCB was *not* a council body and had different publishing procedures. The Interim Chair explained that she would have to work with partners to agree to publish their meeting papers on a regular basis. Members expressed the hope that this could be achieved so that they could monitor the work of the Safeguarding Board and satisfy themselves that its challenging role was becoming more robust.

Members asked for health and police partners to attend future scrutiny meetings focusing on the work of the children's safeguarding board, as their role in this work was critical. They stressed the importance of scrutinising the effectiveness and impact of their partnership work to safeguard children. The Interim Chair stated that she was willing to coordinate the attendance of health and police representatives alongside herself and council officers at future meetings discussing the work of the Safeguarding Children Board.

Members asked how the structure of the safeguarding board was going to change. They were advised that this had not been finalised and that the board was not yet fully active. Draft proposals should have been drawn up by February

2018, however. Priorities will also need to be agreed and funding identified to implement them.

Members asked whether reserve officers attended safeguarding board meetings if the usual representatives were unable to do so. The Interim Chair undertook to enquire whether this was standard practice. As regards representation from schools, members were advised that their staff agreed among themselves to share out attendance at a wide variety of different networks including the safeguarding board, and to provide feedback on discussions at head teachers' meetings.

Members asked whether the safeguarding board had any representation from special schools. While this was not the case on the main board, members were advised that there was a very active education sub-group in the CSCB, which was regularly attended by about 60-70 school representatives. In addition, Ofsted Improvement Board meetings are attended by primary, secondary and special school representatives.

Members asked who would represent the police on the board and were advised that this had not yet been finalised because of an ongoing reorganisation. The Borough Commander was currently involved in the safeguarding board.

Members asked what the partnership planned to do to improve children's safeguarding. They were advised that the partnership was focusing on developing a multi-agency approach to neglect, and was planning to adopt a tool developed by the NSPCC to do this work. The partnership was also reviewing serious case reviews carried out in the last two years to identify learning points and include them in the improvement plan developed after this summer's Ofsted inspection. Members welcomed this approach and asked that officers should evidence how lessons had been learnt and applied to improve children's safeguarding procedures and practice.

Asked to provide further information regarding the tool developed by the NSPCC, officers explained that this resource, which helps social workers with their decision-making, was called "Graded Care Profile 2" and had been identified through the activity of a Task and Finish group focusing on tackling the needs of neglected children. Three teams have volunteered to pilot the new tool and five "champions" are being trained to train teams to use it, with a view to rolling out the tool to 500 practitioners.

Members informed the Interim Chair that they had previously been prevented by officers from observing Safeguarding Board meetings. They asked for these hurdles to be tackled so that they could monitor the activity of the Safeguarding Board and familiarise themselves with its work.

Members highlighted a number of projects which had been implemented in past years to provide improved support to troubled families and children, such as the Strengthening Families programme, the Troubled Families programme and the social work academy. They asked what these initiatives

had achieved and whether any lessons had been learnt and implemented. Keen to ascertain whether there had been continuity of learning and understanding from these initiatives, they urged officers to find and share information on them.

The Interim Independent Chair of Croydon Safeguarding Children Board was thanked for her answers to members' questions.

Resolved that:

- health and police partners be invited to the next meeting scrutinising the Croydon Safeguarding Children Board
- Information be obtained on the achievements and lessons learnt from the Strengthening Families programme, the Troubled Families programme and the social work academy, to be enshrined in future good practice

45/17 Statistics on missing children

The following officers were in attendance for this item:

- Barbara Peacock Executive Director (People)
- Philip Segurola, Interim Director, Early Help and Children's Social Care

The Interim Director of Early Help and Children's Social Care gave an overview of the statistics on missing children and percentage of Return Home Interviews (RHIs) carried out from April 2017 onwards. He stated that the performance of completed RHIs was improving but still needed to improve considerably.

Members were advised that additional staffing had been recruited to carry out RHIs. Their background is in improving family resilience and their focus is on completing these interviews with high risk adolescents on the edge of care. Staff are holding daily meetings to discuss missing children and agree ways of tackling the issues causing these absences. Officers added that the organisation commissioned to organise out of borough placements for children in care would be asked to organise RHIs for any such young person going missing, within 72 hours of their return home.

Members welcomed the report. However, they asked for future reports on RHIs to provide not only percentages, but also numbers of RHIs completed.

Asked about the age of children and young people going missing, officers explained that the vast majority were adolescents, with a significant number in the 15-16 year age band.

Members expressed concerns about the possibility of young girls going missing because they were being abused sexually at home. Officers concurred that home circumstances could be the cause of young people going missing. The job of staff carrying out RHIs was to develop a good rapport with the young person being interviewed so that this information could be drawn out of them and solutions developed to tackle abuse.

Asked about the motivation of young people going missing, officers stated that they did so for a wide variety of reasons. One particularly worrying trend, called “county lines”, is that of young people being groomed to sell drugs a considerable distance away from their home town, making it very difficult for local services to combat this practice. Members were also advised of a rise in the number of girls being recruited to get involved in county lines.

Members highlighted the fact that there existed specialist charities focusing on providing support to children in care. Officers concurred, citing “Safer in London” among other voluntary sector organisations carrying out such work.

Officers observed that there was no national benchmark for RHIs but stated that they were committed to raising the percentage of RHIs to 50% of missing episodes.

Members heard that “Achieving for Children”, an organisation working in Kingston and Richmond, usually achieved a 60-65% response rate, which members challenged the council to aspire to. Officers were asked whether they used a range of different ways of contacting young people to conduct RHIs, such as Skype calls. Officers replied that face to face contact was preferable but that officers were flexible in their approach to young people coming back from a missing episode.

It was suggested that the new head of service and an officer who conducts RHIs should be invited to the next meeting of the sub-committee, at which a further update on missing children and RHIs would be considered. Members also asked to receive a sample of the types of questions asked at these interviews.

The Cabinet Member for Children, Families and Learning also encouraged the members of the sub-committee to attend a training event on Wednesday 6 December, illustrating the journey of a young person through the council’s children’s services.

A member of the sub-committee shared experiences of a recent conversation with social workers. They had told her that they had a very heavy caseload, which included significant amounts of administration. They had told their managers that their workload was unmanageable but felt that they had not been listened to. These officers had welcomed the outcome of the Ofsted inspection, which reiterated the concerns they had previously shared with their managers.

Members highlighted the safeguarding risks faced by families and young people placed in Bed and Breakfast. They expressed concerns about the fact that no policies appeared to be in place to safeguard the welfare of the young people concerned. They asked to be provided with information on the training provided to staff working in such establishments, where some very vulnerable people were temporarily housed.

Officers were thanked for their answers to Members' questions and Members agreed to have updates on missing children at both the February and March meetings of the sub-committee.

RESOLVED:

- 1) to note the report
- 2) to receive update reports on missing children and RHIs at the February and March meetings of the sub-committee
- 3) to invite the new head of service and an officer conducting Return Home Interviews to the February meeting of the sub-committee
- 4) to receive information on safeguarding provision and training at Bed and Breakfast establishments

46/17 Use of pre-birth assessment and legal planning to support early permanency decision making

Members were given an outline of this topic by officers. They stressed that each meeting of the sub-committee needed to have an item on the progress of the improvement plan, which officers committed themselves to providing.

Officers emphasised that Public Law Outline (PLO) was a critical part of the process for protecting vulnerable babies and children and yet had not been valued or used to the full by children's services. They explained that PLO had two benefits:

- It entailed all the preparation work being completed ahead of court appearances, thus avoiding delays
- The application process itself can be a wake-up call for families and present an opportunity to acknowledge problems and put things right

The Council had previously carried out poor preparation for PLO cases, leading to difficulties during court cases and harming the relationship between the council and the court.

Following the Ofsted inspection, PLOs have become a priority. The number of care proceedings has increased significantly: 92 have been issued in the first five and a half of this financial year. Officers observed that pre-birth has been a factor in many of the referrals. This rise in the number of cases has presented a major challenge for resources, as a result of which two new teams have been created and a third one is now being recruited to.

Officers highlighted the fact that support for children was often hampered by the fact that information on their histories was often unavailable or of poor quality as the families concerned tended to move from borough to borough and information sharing from one council to another was an issue.

Officers explained that social workers dealing with such cases were being trained on court processes and trials to feel more confident when presenting a case. Members asked whether they could observe this training.

Members enquired why the council was having to deal with such high numbers of cases and asked whether parenting skills training could be provided to prevent problems from emerging in the first place. The Cabinet Member for Children, Families and Learning suggested that such support or training could be provided through the means of community engagement. Members agreed that this needed to be prioritised as prevention was far better than cure.

Officers were thanked for their responses to members' questions.

RESOLVED to note the report.

47/17 **Work Programme Report**

Members discussed the work programme for the 6 February and 13 March 2018 sub-committee meetings. They agreed to have follow-up items on missing children and Return Home Interviews and on the Ofsted improvement plan at the February and March 2018 meetings.

Members discussed what difference had been made as a result of scrutiny work. Officers highlighted the usefulness of members' questioning on safeguarding in Bed and Breakfast establishments and their challenge to the Interim Chair of the CSCB regarding the representation of staff teaching disabled children on the safeguarding board. The Cabinet Member for Children, Families and Learning stated that she had particularly valued the following:

- the sub-committee's questions on missing children and RHIs
- the discussions held by members with social workers, revealing their concerns over heavy workloads and management's lack of response to these concerns
- the sub-committee's request to engage parents and help them acquire better parenting skills to nip children's problems in the bud.

Members asked officers to provide them with the protocol for police action in schools. Officers acknowledged that such a protocol existed, and was due to be reissued in January 2018. They undertook to have it circulated to members of the sub-committee and to invite comment from them on its content. It was suggested that there was a need for a community group to monitor cases where young people were arrested by the police to ensure compliance with the protocol.

Members asked to receive the report which is to be written by the children's commissioner on her findings about the council's progress on implementing its improvement plan.

RESOLVED to:

- (i) have an agenda item on missing children and RHIs at both the February and March sub-committee meetings
- (ii) consider an agenda item on progress with the Ofsted Improvement Plan at both the February and March sub-committee meetings

- (iii) request a copy of the protocol for police action in schools
- (iv) request a copy of the report to be written by the children's commissioner on her findings regarding the council's progress on implementing its improvement plan.

The meeting ended at 8.45 pm

Signed:

Date:

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REPORT TO:	Children and Young People Scrutiny Sub-Committee 6 February 2018
SUBJECT:	Missing Children and Return Home Interviews
LEAD OFFICER:	Barbara Peacock, Executive Director, People
CABINET MEMBER:	Councillor Alisa Flemming
PERSON LEADING AT SCRUTINY COMMITTEE MEETING:	Philip Segurola, Director of Early Help and Children's Social Care

ORIGIN OF ITEM:	This item is contained in the sub-committee's agreed work programme.
BRIEF FOR THE COMMITTEE:	There are still a significant number of children and young people going missing, with several of these repeatedly. The return home interview rate is gradually improving and the process has been reviewed. This is being communicated to staff this week and implemented over the coming months and should result in a substantial improvement in the number of return interviews being offered and accepted. There is improved intelligence being collated and disseminated to senior and operational managers to assist in future planning.

1. EXECUTIVE SUMMARY

1.1 There are five key areas that are which are looked at month by month –

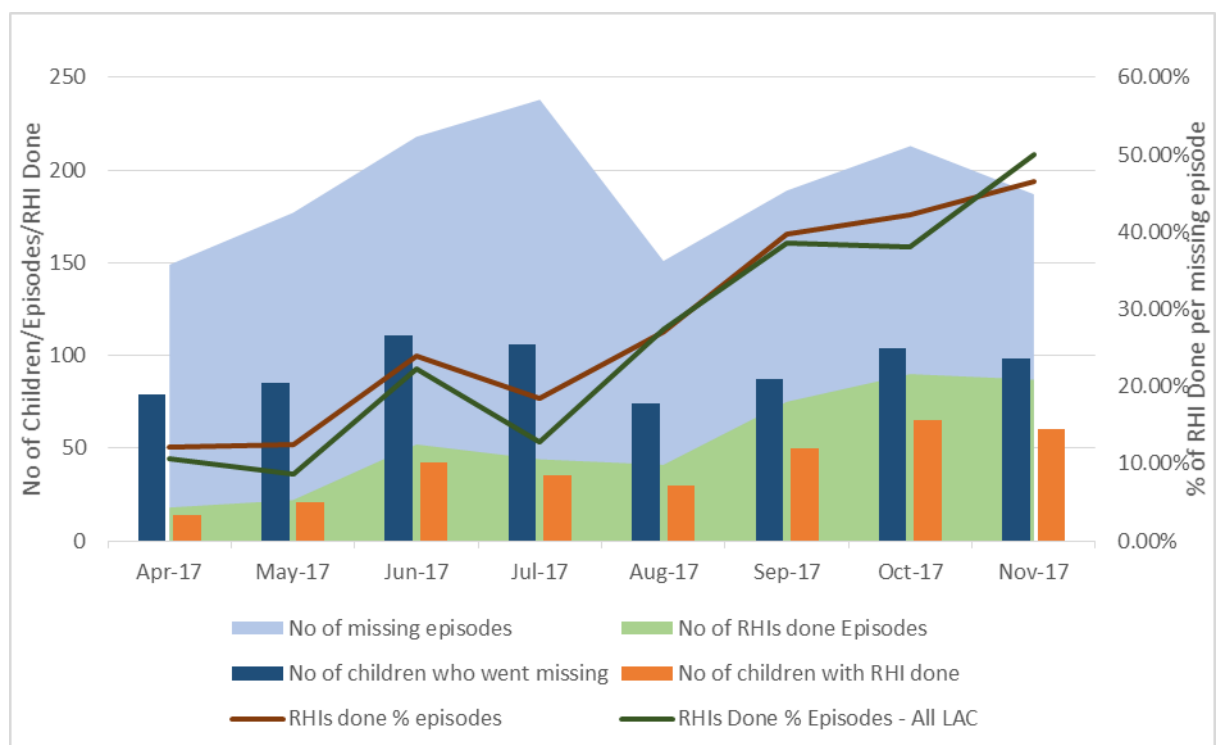
- **No of children who went missing** – this is the number of children who were missing from home or care during the month; if a child goes missing more than once a month then they will only be counted once
- **No of children where RHI was offered** - this is the number of children who were offered a return home interview (RHI) during the month, it is not the acceptance rate (see below)
- **No of children with RHI done** – this is the number of children who were offered and accepted a RHI during the month; there will be some children who have more than one RHI in a month
- **No of missing episodes** – this is the total number of all missing episodes which happened during the month – one child may have multiple episodes and each is counted
- **No of RHIs done episodes** – number of episodes where the child have been offered and accepted a return interview

- **% of episodes with RHI** – this is the % of episodes which have a completed RHI, the higher the better for this figure
- **% of LAC missing episodes with RHI** – this is the % of episodes for LAC which have a completed RHI, placed both in and out of borough

Important note – the figures below do not include OLAs (children who are looked after by another Local Authority), as it is not the responsibility of Croydon to carry out the RHI

The table and graph below show the data for April 2017 to November 2017

	Apr-17	May-17	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17
No of children who went missing	79	85	111	106	74	87	104	98
No of children were RHI were offered	26	31	65	64	47	62	77	73
No of children with RHI done	14	21	42	35	30	50	65	60
No of missing episodes	149	177	218	238	151	189	213	187
No of RHIs done Episodes	18	22	52	44	41	75	90	87
RHI % offer rate for children	32.91%	36.47%	58.56%	60.38%	63.51%	71.26%	74.04%	74.49%
RHIs done % episodes	12.08%	12.43%	23.85%	18.49%	27.15%	39.68%	42.25%	46.52%
RHIs Done % Episodes - All LAC	10.66%	8.70%	22.35%	12.87%	27.41%	38.51%	38.04%	50.00%



- 1.1 The return interview rate is gradually improving but remains lower than expected. In interrogating the system there have been a number of issues identified, including incorrect recording: of both episodes and of interviews. In order to address this the missing team will shortly be tasked with entering all missing and found notifications – this should ensure consistency and assurance in the numbers and will be communicated to all teams in the next week. There have been some problems with recording when interviews have been completed and this is now being monitored and tracked by the missing team. The oversight has already meant an improvement in return rate and this is ongoing.
- 1.2 The missing team has been able to complete some initial analysis of the cohort of children and young people who are going missing. There are a number of 17.5 year olds who are repeatedly going missing, some as frequently as five or six times a month, and are refusing to make themselves available or complete return interviews after each episode. From discussion with workers it appears that most are with friends and resent any questions as to their whereabouts and well-being as they feel it is unnecessary and sometimes intrusive. Workers continue to offer interviews and are looking at who are the most appropriate workers to complete these. Analysts within the team are beginning to look at the detail of missing episodes as well as information gathered from return interviews and are beginning to develop an intelligence picture, for example concerning Albanian based criminality. The young people aged 17+ are responsible for a large number of the missing episodes and the low percentage of return interviews in relation to these.
- 1.3 The table above demonstrates this ie in November there were 98 children who went missing, 73 of these were offered a return interview (74%) and 60 had at least one completed (61%). When looking at episodes the number completed is much lower and some of this is accountable to these regular missing children and young people who are either unavailable for an interview (are missing again) or are refusing (46%).
- 1.4 The LAC rate is also lower than expected. The current system is that social workers complete all RHIs for children who are looked after, this can mean that they are having to travel some distance or, in the case of some of the repeat missing young people placed in other London boroughs such as Waltham Forest. This has been time consuming and often results in a visit where the young person is not available because they have refused to wait. It has been agreed that for those children and young people placed outside of Croydon or the neighbouring boroughs can have their return interviews ‘spot purchased’ by recognised, approved providers.
- 1.5 In addition to this work has been completed on reviewing the missing and return home interview process. This will be rolled out across the teams in the next two weeks. There will now be more independent workers completing interviews in an attempt to gain a greater understanding from children and young people as to why they are going missing, locations and any safeguarding concerns. There will also be an expectation that short, targeted interventions will be offered at an early point to try and stop children and young people from repeatedly going missing.
- 1.6 The team hold daily meetings to discuss children and young people who are reported as missing, these are short and explore any information that needs to be shared wider or actions that may need to be taken. In addition to that there will now be a weekly meeting with police and other, relevant agencies to discuss high risk young people who are or have been missing

for operational management oversight, information from this meeting will feed into the monthly missing panel which is jointly chaired with police colleagues. The monthly missing panel provides strategic oversight with intelligence and performance information and is multi agency. The analysts within the missing team have developed a weekly high risk missing list that is sent to the senior management team for oversight; this provides updates on the specific cases but also highlights when actions need to be undertaken. Discussions are also taking place with the police who are hoping to have staff situated at BWH alongside the missing team, hopefully early this year. This should further develop the partnership working between the two agencies.

CONTACT OFFICER: Hannah Doughty

BACKGROUND DOCUMENTS: None

APPENDICES: None

REPORT TO:	SCRUTINY SUB COMMITTEE – CHILDREN AND YOUNG PEOPLE 6 February 2018
SUBJECT:	EDUCATION BUDGET - 2018/19
LEAD OFFICER:	Josephine Lyseight, Head of Finance - People
CABINET MEMBER:	Councillor Alisa Flemming – Cabinet Member for Children, Young People & Learning Councillor Simon Hall, Cabinet Member for Finance and Treasury

ORIGIN OF ITEM	This item is contained in the Committee's work programme
BRIEF FOR THE COMMITTEE	To scrutinise the proposed 2018/19 Education Budget

1. INTRODUCTION AND BACKGROUND TO FUNDING

- 1.1 The report sets out the various components of the 2018/19 Education Budget to enable this committee to review the proposals for the coming year.
- 1.2 The Education budget can broadly be split into three areas, which are;
 - Day to day running costs of schools, funded via the **Dedicated Schools Grant (DSG)**;
 - Services the council provides as the Local Education Authority, funded from the council's general fund budget;
 - Capital expenditure in relation to the requirement to provide school places.
- 1.3 The report will cover each area in turn.

2. DEDICATED SCHOOLS GRANT

- 2.1 In March 2016 the DfE announced Fair Funding proposals and in the two consultations that followed set out the intentions for funding going forward. The intention was to implement the National Funding Formula (NFF) by December 2016, however due to delays the government announced in May 2017 that the NFF would be in place from April 2018. A soft implementation of the NFF is available to Local Authorities for the next two years. This option allows Local Authorities following Schools Forum approval to apply local factors (such as

Minimum Funding Guarantee, income deprivation affecting children) to the funding prior to the distribution of funding to schools.

- 2.2 The 2018/19 DSG allocation was published on the 19th December 2017. The majority of funding for education in Croydon comes from the Department of Education (DfE) in the form of the DSG. The DSG is a grant that is received by the local authority on a financial year basis and funds all aspects of education that relate directly to children. The grant is split into four blocks: a schools block, a high needs block, an early year's block and for 2018/19 a new central schools services block.

The total 2018/19 DSG allocation for Croydon is £337.82m and is detailed in table 1 below.

Table 1 - DSG allocation

Financial Year	Schools block (before recoupment)	Early years block	High needs block (before recoupment)	Central Services Schools block	Total DSG allocation
	(£million)	(£million)	(£million)	(£million)	(£million)
Final 2017-18	241.77	27.2	58.82	N/A	327.79
2018-19	243.87	28.8	58.97	6.18	337.82
Movement between 2017-18 and 2018-19	2.10	1.6	0.15	6.18	10.03

- 2.3 In 2018/19, Croydon will see an increase in the level of DSG funding of £10.03m compared to 2017/18. Reasons for the increases are detailed below:

2.3.1 Schools Block (before recoupment) net increase of £2.1m

The increased funding for this block is due to the following factors :-

There has been an increase in pupil numbers by 240 to 50,777 in 2018/19. As a result there is an increase in funding of £1.15m.

The schools block has also seen an increase as a result of the creation of the new Central Services Schools block and the removal of previously top sliced items from the schools block to the new block, including £0.2m funding for termination costs.

The new block is also made up of the former Education Services Grant (ESG), which was £0.724m in 2017/18.

2.3.2 Early Years Block – £1.6m increase

The increased funding is the result of an increase in pupil numbers for 3 and 4 year olds.

Work is continuing on the Early Years allocation and could be subject to further adjusted following the finalisation of the January 2018 census.

2.3.3 High Needs Block – £0.15m increase

Funding for this block has increased by £0.15m.

The funding for High Needs through the NFF for 2018/19 is split between two elements; basic entitlement factor and the import/export adjustments. There has been a gains calculation that has allocated an additional £0.15m to the basic element factor.

The import/export adjustments element will be updated following the submission of the LAs revised import/export data in November 2017. The intention is to reflect more precisely the movement of pupils and students, and therefore the funding.

2.3.4 Central Services Schools Block – £6.18m increase

The National Funding Formula (NFF) created a new fourth block within the DSG called the Central Services Schools Block (CSSB). This block is made up of two parts –Reported spend on Ongoing Functions and Reported spend on Historic Commitments.

The Reported spend on Ongoing Functions, which includes services such as School Improvement and Education Welfare, totals £2.97m.

The Reported spend on Historic Commitments, which includes prudential borrowing costs for a PFI contract and historic teacher pension costs, totals £3.21m.

Historic spend is expected to reduce in in future years, with the allocation reduced to reflect this.

2.4 DSG Funding Formula

2.4.1 The DSG funding formula is maintained by the finance function of the local authority and agreed by the schools forum and its working groups. The Schools Forum is actively involved in working with the Local Authority to agree the principles of the DSG funding formula and there are dedicated working groups for schools, early years and high needs funding blocks. These working groups are attended by representatives from all education establishments in the borough.

2.4.2 The Schools Block funding formula was submitted to the DfE on the 19th January 2018 using the budget principles agreed by Schools Forum over the autumn period. Once agreed by the DfE the detailed school budgets will be finalised and these will be issued to schools in March 2018.

2.4.3 In 2017/18 Croydon's funding rate for the Schools block was £4,794.79 per pupil. In 2018/19 the NFF has used a similar allocation methodology, but rather than one rate for all pupils they have split the funding to be one rate for primary pupils and one for secondary pupils. The rates per pupil are £4,238.50 for primary pupils and £5,317.93 for secondary pupils, which may contribute to the increase in funding Croydon schools received since the introduction of the NFF.

Tables 2 and 3 below set out the 10 highest and 10 lowest funded local authorities in London on a per pupil basis for primary and secondary pupils, with Croydon ranked 24th out of 32 London boroughs. This is the same ranking position as 2017/18. Although Croydon has seen an increase in its funding allocation the amount which other boroughs have received has increased and this results in the continuation of the gap between how much extra a pupil in one of our nearest neighbours for example Lambeth is funded compared to Croydon.

Table 2 - DSG 2018/19 Schools block allocations per pupil – Highest Funded London Authorities

Rank	Local Authority	2018-19 schools block primary unit of funding (£s)	2018-19 schools block secondary unit of funding (£s)
1	Tower Hamlets	5,893.04	7,806.48
2	Hackney	5,887.20	7,840.42
3	Southwark	5,520.87	7,745.73
4	Lambeth	5,450.39	7,364.62
5	Camden	5,375.80	6,894.66
6	Newham	5,345.14	6,694.22
7	Kensington and Chelsea	5,302.78	6,721.23
8	Westminster	5,247.30	6,755.65
9	Islington	5,235.12	7,130.11
10	Hammersmith and Fulham	5,193.77	6,998.26

Table 3 - DSG 2018/19 Schools block allocations per pupil – Lowest Funded London Authorities

Rank	Local Authority	2018-19 schools block primary unit of funding (£s)	2018-19 schools block secondary unit of funding (£s)
23	Hillingdon	4,255.69	5,566.68
24	Croydon	4,238.50	5,317.93
25	Bromley	4,194.22	5,118.38
26	Harrow	4,164.56	5,833.91
27	Sutton	4,082.20	5,017.81

28	Kingston upon Thames	4,039.50	5,048.99
29	Redbridge	4,007.16	5,250.93
30	Havering	4,004.60	5,474.26
31	Bexley	3,932.86	5,272.71
32	Richmond upon Thames	3,788.66	5,290.73

The allocation amounts above are the amounts set by the NFF per pupil type. The amounts are multiplied by the number of pupils on roll to determine the LA's allocation shown in table 1 above. The LA then applies local factors that have been set by Schools Forum in order to determine the actual allocation per pupil and the individual schools budgets. Local factors include growth, de-delegation and deprivation. Therefore the amounts set out above will change to smooth out the transition to NFF rates as per the decisions made by Schools Forum. The LA will submit the proposed budget per school to the DFE for approval, once approved the schools will be issued individual budgets.

2.4.4 The minimum funding guarantee (MFG) will continue to be applied, hence no school or academy will see a reduction of more than minus 1.5% per pupil compared to its 2017/18 budget (this excludes sixth form funding). MFG protects schools' budgets from large changes in funding based on factor changes. It protects on a £/per pupil basis. This means it will not protect a school against falling roll numbers.

2.4.5 The Early years block allocation for Croydon is based on a rate of £5.13 per child hour, the allocation will be updated following the January 2018 census. Based on the indicative 2018/19 allocation, the following components of the draft budget for 2018/19 was agreed by schools forum on 15th January 2018:

- The nationally set hourly basic rate for 2 and 3 year olds of £5.66
- Increase in rate for 3 and 4 year olds in 2018/19 to £4.50 (£4.30 in 2017/18)

2.4.6 The 2018/19 High Needs indicative allocation is £58.97m and is based on the October 2017 census, with further adjustments made for January 2018 census data, February 2018 Individualised Learner Record data and adjustments for hospital education funding. The draft budget for 2018/19 was agreed by schools forum on the 15th January 2018. At Q1 2017/18, the High needs block forecast overspend was £7.8m (including previous years overspends). Based on this forecast, on the 6th November 2017, Schools Forum agreed to transfer funding of 0.5% in 2018/19 (from the 2018/19 funding to be used for the 2017/18 overspend) from the Schools Block to the High Needs Block. 0.5% equates to £1.137m.

2.4.7 The High Needs Block continues to face increased demand without any corresponding increase in per pupil funding. Despite Croydon's strong response to the NFF consultation the funding for High Needs in 2018/19 continues to be funded based on 45% on historic spend factor. The allocation

does not factor in that Croydon has seen the number of EHCP's increase from 1800 to 2500 in 2017/18.

- 2.4.8** Work is ongoing to review the High Needs provision within the borough and reduce costs. This includes the creation of more in borough places and a review of all placements and costs to ensure the funding is managed and this overspend is reduced.

2.5 Academies

- 2.5.1** Academies are funded directly from the Education Funding Agency (EFA) on an academic year basis.
- 2.5.2** Academies funding is included within the DSG allocation for the local authority for transparency but is not actually paid to the local authority and is instead passed directly to academies. The removal of funding from the DSG allocation for academies is known as recoupment and it is anticipated to be in excess of £150m and will be recouped from the DSG schools block allocation in 2018/19. This amount will be subject to change depending on the number of schools that convert to academies during the year. Of the 50,777 pupils on roll in 2018/19, 32,982 (65%) are in academy schools. This is an increase of 4% since 2017/18.
- 2.5.3** Croydon currently has three open free schools with plans for an additional free school to open in September 2018 (Coombe Wood School). The existing free schools (The Harris Invictus Free, Paxton Academy Sports and Science and Krishna Avanti Primary school) are all funded by the EFA in the same manner as academies are funded. Funding for non-mainstream free schools (e.g. special or alternative provision free schools) are funded differently, Croydon has plans to open one special free school in 2019 for the borough's high needs pupils.

2.6 Pupil Premium

- 2.6.1** Pupil Premium funding is awarded in addition to the DSG and is allocated on a per pupil basis for pupils who meet the criteria. The aim of the funding is to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Funding is currently awarded on a per pupil basis for any pupil who has :-
- been eligible for Free School Meals in the last 6 years.
 - Children who have been looked after for one day or more, adopted from care or leave care under a special guardianship or residency order,
 - and children whose parents are in the armed forces are also eligible.

The 2018/19 funding allocation is yet to be announced. The 2017/18 allocation was updated in December 2017 to take account for the October census data. The rates per pupil remained at the 2016/17 levels. This

resulted in an allocation of £24m for Croydon, based on per pupil rates of £1,320 for children in reception year 1 to year 6, and £935 for pupils in year 7 to year 11 and £1,900 for looked after children (LAC) being distributed to the schools fully.

2.7 Revenue Funding

- 2.7.1 The Council is required to provide some education functions as a statutory duty. These include statutory education welfare, the Virtual School for Looked After Children, exclusions, children who are electively home educated, the commissioning of Alternative Provision, and intervention in schools causing concern. In addition, the School Improvement team has oversight of standards in primary, secondary, special schools and pupil referral units. They generally focus on improving service delivery, raising standards, narrowing the gap, enriching the curriculum and building learning communities. Other services include 16-19 services (NEET tracking), the schools music service, and commissioning of Octavo (the school improvement mutual).
- 2.7.2 The DSG and other grants do not fund the statutory functions of the Local Authority. These services are funded entirely from the Council's revenue budget which is due to be approved by Council in February 2018.
- 2.7.3 The Council faces financial challenges in the coming years as a result of reductions in funding and grants provided by central government. Over the medium-term (two years) to 2018/20 the Council has a projected funding gap of £7.226m.
- 2.7.4 Overall, the council needs to make £17.52m of savings to deliver within the envelope of the 2018/19 revenue budget. In 2017/18, as part of its savings proposals, the council introduced charging to schools for council provided services. The services which schools will be charged for are exclusions, admissions appeals and academisation of schools. The total estimated income from the charging for 2018/19 is £0.075m.
- 2.7.5 No additional savings are expected from the existing Octavo contract. Octavo commenced trading on the 1st April 2015, and is commissioned by the Local Authority to provide educational psychology services, education welfare services and school improvement services. Council Officers meet regularly at both an operational and strategic level to review the performance of Octavo against the key performance indicators included in the contract.

The commissioning contract with Octavo for 2018/19 is valued at £754k.

2.8 Capital Funding

- 2.8.1 The need for school places within the borough continues to grow. The 4 year education capital programme, along with the necessary funding required for the supply of these places, was presented to Council in January 2018 as part of the council's Croydon's Education Estates Strategy.

2.8.2 The cost of this programme over the 4 year period is estimated to be £106m. This is predominantly funded from a combination of council borrowing and other funding grants, as detailed in Table 4 below.

2.8.3 Full details of the programme are included in Appendix 1 of this report.

Table 4 – Education capital programme

Funding Source	17/18 £m	18/19 £m	19/20 £m	20/21 £m
School Condition Funding	7.316	3.770	0	0
Basic Needs	5.841	0	6.833	0
EFA Invest to Save	0	0.969	0.969	0.969
S106 funding	0.963	0	0	0
Borrowing	34.763	30.788	11.539	2.000
Total Cost of Education Programme	48.883	35.527	19.341	2.969

3. CONSULTATION

3.1 All Departments have been consulted during the preparation of this report. Individual projects and programmes within the budget will also be subject to necessary consultation as required.

4 FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

4.1 The report is submitted by Lisa Taylor – Director of Finance, Investment and Risk (Deputy S151 Officer).

5 COMMENTS OF THE COUNCIL SOLICITOR & MONITORING OFFICER

5.1 The Solicitor to the Council comments that the Council is under a duty to ensure that it maintains a balanced budget and to take any remedial action as required in year.

Approved by: Sandra Herbert, Head of Litigation and Corporate Law on behalf of Jacqueline Harris-Baker Director of Law and Monitoring Officer.

6 HUMAN RESOURCES IMPACT

6.1 There are no direct Human Resources considerations arising from this report as such, but items from savings packages and action plans included in the report or those that need to be developed in response to the report are likely to have significant HR impact. These can vary from posts not being filled or deleted, through to possible redundancies. Where that is the case, the Council's existing policies and procedures must be observed and HR advice must be sought.

Approved by: Sue Moorman Director of Human Resources

7 EQUALITIES IMPACT

- 7.1 The funding allocations and formulae are set nationally and are therefore already subject to an equality assessment.
- 7.2 In setting the Education Budget 2018/19, the Council has taken into account the need to ensure targeted funding is available for work on raising the attainment of disadvantaged pupils who are likely to share a “protected characteristic” (as defined in the Equality Act 2010) and close the gap between them and their peers.

8 ENVIRONMENTAL IMPACT

- 8.1 There are no direct implications contained in this report.

9 CRIME AND DISORDER REDUCTION IMPACT

- 9.1 There are no direct implications contained in this report.

10 REASONS FOR RECOMMENDATIONS/PROPOSED DECISION

- 10.1 The recommendations are to note the budget position for education funding. There is no direct action requested at this point.

11 OPTIONS CONSIDERED AND REJECTED

- 11.1 Given the current budget position there is no requirement for additional action at this time.

CONTACT OFFICER:	Lisa Taylor, Director of Finance Investment and Risk (Deputy S151 Officer)
BACKGROUND DOCUMENTS:	None
APPENDICES:	Capital Programme Budget Summary

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	Education Capital Programme Budget Summary					APPENDIX 1
Planning Area	Provision Location	Cashflowed Budgets				
		2017/18	2018/19	2019/20	2020/21	Totals
		£	£	£	£	£
	Table 1 - Primary School Places					
	Permanent Expansions					
North West	2FE West Thornton Academy, Canterbury Road	7,478,959	4,225,819	-	-	11,704,778
North West	3FE Chestnut Park Academy	826,211	50,000	-	-	876,211
North West	3FE Ark Bayes New Free School (2019-20)	-	-	-	-	-
Central	3FE Harris Academy, Purley Way	5,240,109	584,161	-	-	5,824,270
Central	2FE Heathfield Academy, Aberdeen Road	5,812,153	271,521	-	-	6,083,674
Central	1FE Ark Oval Academy	778,913	-	-	-	778,913
East	1FE St John's C of E	1,648,859	169,742	-	-	1,818,601
East	1FE Heavers Farm	1,315,519	190,701	-	-	1,506,220
South	1FE Christ Church	1,907,585	283,875	-	-	2,191,460
South	2FE Collegiate New Free School (2019-20)	-	-	-	-	-
South West	1FE Chipstead Valley	2,723,136	-	-	-	2,723,136
South West	1FE Woodcote	4,774,668	182,611	-	-	4,957,279
South West	1FE Smitham	2,587,874	5,080,436	-	-	7,668,310
	Bulges	-	-	-	-	-
Central	1FE Krishna Avanti Free School 18-19	-	-	-	-	-
East	1FE The Robert Fitzroy Academy 2019-20	-	-	300,000	-	300,000
Various	Contingency Provision	-	600,000	595,798	-	1,195,798
	Table 1 Sub-Totals	35,093,986	11,638,866	895,798	-	47,628,650
	Table 2 - Secondary School Places					
North	6FE School at Arena	683,115	-	-	-	683,115
North	2.3FE Archbishop Lanfranc - Priority School Building Programme 2 (PSBP2)	5,818	-	-	-	5,818
North	6FE Ark Blake New Free School Morland Road (2020-21)	-	-	-	-	-
North	6FE New Free School - Harris Academy (Site TBC)	-	-	-	-	-
South	6FE Free School (Wallington County Free School - Site TBC) (2018-19)	-	-	-	-	-
	Table 2 Sub-Totals	688,933	-	-	-	688,933
	Table 3 - SEN Places					
South	2FE St Nicholas Special School	1,376,646	13,425,000	7,543,385	-	22,345,031
South	2FE(Bulge) Red Gates Special School	1,062,573	391,633	-	-	1,454,206
South	Additional Primary ELP for Boys and Girls with ASD (TBC)	35,000	915,000	50,000	-	1,000,000
South	Enhanced Learning Provision for MLD (14 places) (TBC)	35,000	915,000	50,000	-	1,000,000
South	Proposed New Free School Post 19 Provision for PMLD (TBC)	-	-	-	-	-
South	Proposed New Free Special School (120-150 places) for ASD (Site TBC)(2019-20)	-	-	-	-	-
North	Beckmead School on Tennsion Road	252,135	-	-	-	252,135
South East	Girls Provision at Salcott Crescent	497,187	134,207	-	-	631,394
Various	Nurture Provision in 3 Primary Schools	1,367,116	-	-	-	1,367,116
Various	Invest to Save Projects	-	968,855	968,855	968,854	2,906,564
Central	Post 16 SEN Provision with FE College	-	-	-	-	-
	Table 3 Sub-Totals	4,625,657	16,749,695	8,612,240	968,854	30,956,446
	Table 4 - Major Maintenance					
Various	Major Maintenance Works	2,724,358	3,019,870	2,000,000	-	7,744,228
Various	Fire Safety Works (Additional Funding Requirement)	-	2,000,000	1,000,000	-	3,000,000
Various	Major Maintenance Works 2020/21 (Additional Funding Requirement)	-	-	-	2,000,000	2,000,000
	Table 4 Sub-Totals	2,724,358	5,019,870	3,000,000	2,000,000	12,744,228
	Table 5 - Other Education Schemes					
Various	Actual and Planned Expenditure on Other Education Programme Capital Projects***	5,749,676	2,118,250	-	-	7,867,926
Various	Basic Need Allocation	-	-	6,833,299	-	6,833,299
	Table 5 Sub-Totals	5,749,676	2,118,250	6,833,299	-	14,701,225
					check	106,719,482
	Totals	48,882,610	35,526,681	19,341,337	2,968,854	106,719,482
					double check	106,719,482
KEY						
	Free schools - primary, secondary and SEN.					
***	This refers to all other planned expenditure within the overall Education Capital Programme and Budget and, in order to be consistent with financial reporting generally, has been included in this Appendix A, as supported by Finance. Other Education Schemes comprise:					
	DDA Works - £0.08m					
	Cypress Juniors Replacement Kitchen Accommodation - £1.39m					
	Fixed Term Expansion (FTE) Schemes - £1.67m					
	Two Year Old Entitlement Schemes - £0.64m					
	Grant Funded Kitchen Works - £0.18m					
	Capitalisation/Asset Resources - £0.39m					
	Other Primary and Secondary Projects - £2.26m					
	Other SEN Projects - £0.87m					
	Beckmead Garden Room - £0.39m					
	Total £7.87m					
	of which circa 75% is currently programmed be expended in the current financial year, 2017-18.					

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For general release

REPORT TO:	Children and Young People Scrutiny Sub-Committee 6 February 2018
SUBJECT:	Education Quality and Standards
LEAD OFFICER:	Barbara Peacock Executive Director People Department
CABINET MEMBER:	Councillor Alisa Flemming, Cabinet Member for Children, Young People and Learning
PERSON LEADING AT SCRUTINY COMMITTEE MEETING:	David Butler Director of Education and Youth Engagement Shelley Davies Head of Standards, Safeguarding and Youth Engagement

ORIGIN OF ITEM:	This item is contained in the Sub-Committee's agreed work programme.
BRIEF FOR THE COMMITTEE:	To review academic outcomes in the 2016/17 academic year in early years, primary and secondary settings across the borough.

2. EXECUTIVE SUMMARY

This report summarises the performance of children and young people in Croydon schools for the academic year 2016 / 2017. The report covers attainment and progress in assessments, tests and examinations for 2017 in the Early Years Foundation Stage, Key Stages 1, 2, and 4 and Post-16. The report is provided at this point of the year so that we can compare with the national average, London average and with similar areas (Statistical Neighbours). Our Statistical Neighbours are: Birmingham, Ealing, Enfield, Greenwich, Merton, Waltham Forest, Brent, Haringey, Lambeth and Lewisham. An explanation of Statistical Neighbours and how they are calculated can be found at Appendix 5. The report also provides up-to-date information on school attendance and exclusions.

Borough Context

In the last education year Croydon achieved some significant steps forward: continued improvements in the early years foundation stage, above national attainment at the end of both key stage one and key stage two, improved Ofsted ratings of our secondary schools, and early years, phonics, KS1, KS2 and progress 8 figures above the national average. This was achieved despite Croydon having a significant growing youth population, with large pockets of deprivation bringing challenges such as recruiting leaders and teachers that are able provide a high standard of education within challenging contexts.

The Youth congress that took place in July 2017 was a significant event with which to end the academic year. The event enabled us to gauge the views of our pupils / young people in how to support them with ensuring that they become successful adults in our vibrant and developing borough.

Summary of outcomes:

The data included in this report is based on what is currently available, some of this data is validated i.e. EYFS, KS1 and KS2, however we do not currently have validated data for both KS4 and KS5 and for our CLA pupils.

The data is provided by our data and performance team and in some sections of the report there is variability in terms of the benchmarking data that is available.

The report sets out standards achieved in the 2016-2017 education year, which can be summarised as follows:

- Croydon's performance in the Early Years Foundation Stage at age 5 has improved significantly from 2017 (70%) to 73% and is now above our statistical neighbours, (72%) the national average of 70% and in line with London (73%)
- In the Phonics Screening check the outcomes for Croydon pupils are above the national average, in line with our statistical neighbours and 1% below the London average.
- At Key Stage 1 tests at age 7, the percentage of pupils achieving both the expected standard and the higher standard is above the national average in reading, writing and mathematics. We are also above or in-line with our statistical neighbours in all subjects except for reaching the expected standard in mathematics / reaching the higher standard in writing where our statistical neighbours are 1% higher.
- At Key Stage 2 tests at age 11, the percentage of pupils achieving the expected standard in combined reading, writing and mathematics was above the national average and our statistical neighbour average for the second year in a row.
- Unvalidated progress 8 figures show that Croydon's pupils are making better progress than pupils nationally from key stage 2 to key stage 4. We remain below both London and our statistical neighbours figures for this performance indicator.
- At Key Stage 4, English and mathematics combined GCSE grade 9 -4 were above the national (England) average. They were below the

London average and our statistical neighbour average based on unvalidated data. (25th January)

- At Key stage 4 Croydon's attainment 8 average is above the national average and slightly below our statistical neighbour average.
- At Key Stage 5 Croydon's Level 3 (all programmes) learners achieve better than statistical neighbours, regional and national averages.
- Technical and applied general (KS5) Level 3 achievement continues to be very strong.
- A level achievement is below average, with a Grade C- achieved on average compared to C nationally.
- We have our highest proportion ever of Croydon secondary schools judged by Ofsted at good or better. 90% of these schools are good or better and 47% are outstanding. 86% of our secondary school pupils now attend a good or better school and almost 50% attend an outstanding school. The percentage of primary schools that are good or better is 86.8%
- Absence rates at primary schools in Croydon has remained static against a national increase.
- Absence rates at secondary schools are lower than the national average but have increased slightly on the previous year.
- Croydon's rate of exclusion from schools has increased from the last reporting year, but Croydon data is still favourable when compared with both London and our statistical neighbours.

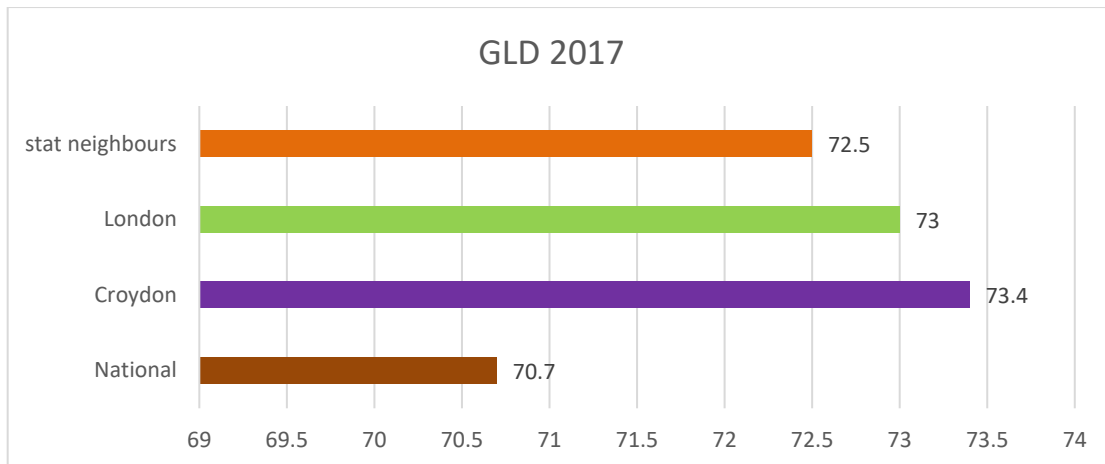
We continue to work hard as a local authority to make educational opportunities even better for all our children, pupils and learners. We are ambitious for all Croydon children to achieve the best that they can and that no child is left behind. We ensure that this message is shared with all of our schools through the close partnership we have with them. This report also sets out the highlights of our revised School Improvement Plan, (see appendix 6).

3. PRIMARY AND SECONDARY SCHOOL RESULTS

3.1 Early Years Foundation Stage

The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment of children's development at the end of the EYFS (the end of the academic year in which the child turns five). The EYFS Profile requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against 17 Early Learning Goals (ELGs).

For the third year in succession, Croydon had the highest number of children at EYFSP of all 32 London boroughs. In June 2017 the total number of 4 and 5 year olds assessed in Croydon was 5052. A child has a Good Level of Development (GLD) if they achieve (or exceed) the Early Learning Goals in Communication & language (3 ELGs); Physical Development (2 ELGs); Personal, Social & Emotional Development (3 ELGs); Literacy (2 ELGs); and Mathematics (2 ELGs).



In 2017, the number of Croydon children achieving a GLD increased by 3%. This is higher than the national average, London average and our statistical neighbours.

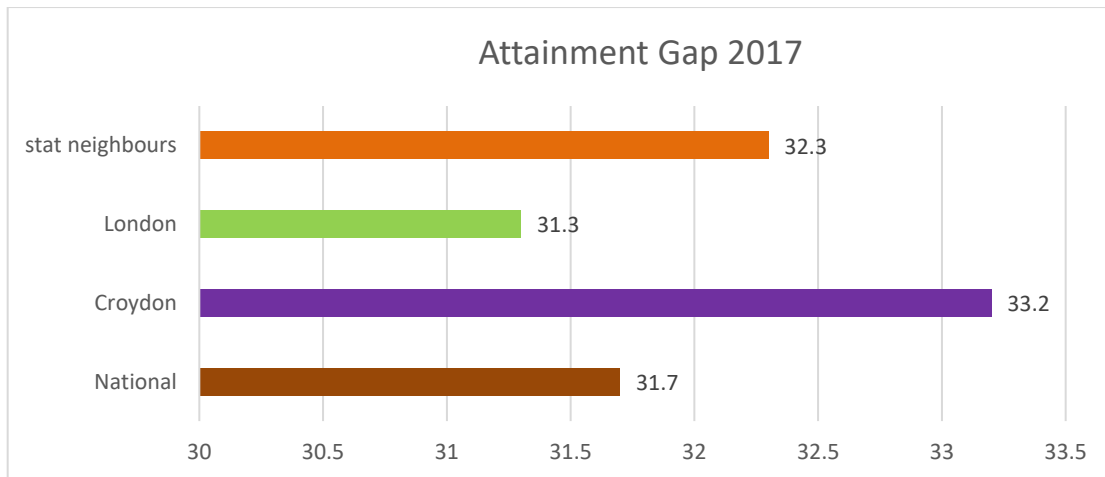
75% of our looked after pupils achieved a good level of development.

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

Table 1

<i>All pupils 2017</i> <i>2016 in brackets</i>	% GLD	Communi- cation & Languag e	Physical Develop- ment	Personal Social & Emotion al Dev	Literacy	Mathem atics	Under- standing the World	Expres- sive Arts & Design
<i>England</i>	70.7 (69)	72.8 (82)	87.5 (88)	85.2 (85)	82.1 (72)	77.9 (77)	83.6 (83)	86.7 (86.4)
<i>London</i>	73 (71)	82.6 (82)	88.2 (88)	85.7 (85)	75.3 (74)	79.7 (79)	83.8 (84)	87.8 (87.7)
<i>Inner London</i>	72.8 (72)	81.8 (83)	88.1 (88)	85.3 (86)	75.2 (74)	79.7 (79)	83.3 (84)	87.4 (87.3)
<i>Outer London</i>	73.2 (71)	83 (81)	88.3 (88)	85.9 (85)	75.3 (74)	79.6 (79)	84 (84)	88.1 (87.9)
<i>Croydon</i>	73.4 (70)	75.8 (80)	87.1 (87)	85 (85)	81.7 (73)	79.6 (77)	82.3 (82)	86.4 (85.4)
<i>Statistical Neighbour average</i>	72.5 (71)	74.5 (81)	88 (88)	85.1 (85)	81.8 (73)	78.7 (78)	83 (82)	87.3 (86.6)
<i>Diff Stat Neigh/Croydon</i>	0.9 (1)	1.3 (1)	-0.9 (1)	-0.1 (0)	-0.1 (0)	0.9 (1)	-0.7 (0)	-0.9 (1.19)
<i>Diff England/Croydon</i>	2.7 (-1)	3 (2)	-0.4 (1)	-0.2 (0)	-0.4 (-1)	1.7 (0)	-1.3 (1)	-0.3 (1)

73.4% of Croydon children achieved a GLD which was higher than our statistical neighbours and both the national and London average. However, apart from in Literacy, Croydon children were below London in the other aspects.



Another key indicator of attainment at age 4/5 is the difference between the lowest achievers and the average. This difference is known as the Attainment Gap. We have closed the attainment gap from 33.9% in 2016 to 33.2% in 2017 against a national gap of 31.7% (See Table 2 below). There is less of a gap this year between children performing in the lowest 20% and the median for all children.

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

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

Table 2

Year	Average (All Children)	Median	Average (Lowest 20% attaining children)	Percent attainment gap between all children and bottom 20%
2013	31.3	31.3	20.1	39.1
2014	32.3	32.3	21.1	37.9
2015	33.5	33.5	22.2	34.7
2016	34	34	22.5	33.9
2017	34	34.2	22.7	33.2

Gender gap	England	London	Outer London	Inner London	Croydon	Stat neighbour average
2015	15.6	14.5	14.4	14.7	14.8	14.7
2016	14.7	13.4	13.5	13.1	13	12.9
2017	13.7	12.7	13	12.1	15.1	12.5

2017	White	Mixed	Asian	Black	Chinese	All pupils
England	72	73	69	70	74	71
London	74	76	75	71	80	73
Outer London	74	76	76	71	79	73
Inner London	76	76	73	72	82	73
Croydon	74	74	75	74	78	73
Stat neighbour average	74	77	74	71	77	73

2017	no identified SEN	SEN Support	SEN with a statement or EHC plan	All pupils
England	76	27	4	71
London	79	31	5	73
Outer London	79	31	4	73
Inner London	80	31	5	73
Croydon	79	29	5	73
Stat neighbour average	79	31	8	73

2017	Pupils known to be eligible for free school meals	All other pupils	All pupils
England	56	73	71
London	64	75	73
Outer London	63	75	73
Inner London	65	75	73
Croydon	63	75	73
Stat neighbour average	64	74	73

2017	Pupils whose first language is English	Pupils whose first language is other than English	All pupils
England	73	65	71
London	77	71	73
Outer London	77	70	73
Inner London	77	71	73
Croydon	76	70	73
Stat neighbour average	77	70	73

Inspection Outcomes for Early Years Providers:

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

Quality of childcare in Croydon

Ofsted inspect all registered Early Years provision and the table below shows the quality judgements recorded as at August 2017 and published in the 2017 Childcare Sufficiency Assessment for Croydon.

	Outstanding		Good		Requires Improvement		Inadequate		Awaiting	
Day nurseries	10	11%	68	77%	7	8%	3	4%	11	n/a
Pre-school	9	22%	31	76%	1	2%	0	0%	8	n/a
Schools with nursery classes	22	37%	27	46%	9	15%	1	2%	2	n/a
Childminders	44	13%	267	79%	4	1%	23	7%	89	n/a
Out of School	13	19%	46	69%	6	9%	2	3%	14	n/a
Holiday Playschemes	1	4%	21	92%	1	4%	0	0%	8	n/a

The recorded position for schools with nursery classes is affected by schools converting to academy status. As at 31st December 2017 there are five maintained schools with nursery classes with an Ofsted grading of Requires Improvement and none are graded as Inadequate.

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

Figures correct as of August 2017 (figures rounded)	Outstanding	Good	Requires Improvement	Inadequate	Awaiting Judgement
National	16%	77%	6%	1%	N/A
Croydon	14%	63%	4%	4%	15%

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

- The Best Start Learning Collaboration provides pedagogical leadership and encourages peer-to-peer support and self-reflective practice for staff in the full range of Early Years settings. The Collaboration ensures that all children have access to high quality early education through the analysis of EYFS Profile data and Ofsted reports.
- The Early Language Development Programme (ELDP) project, which supports the development of children's language and communication skills, is being rolled out in the West of the Borough.
- We are working with our settings to support the identification of children

eligible for Early Years Pupil Premium (EYPP) funding and to ensure that those children have outcomes as good as those of children not eligible for EYPP funding.

- Teachers who are new to teaching in Reception are provided with training opportunities to ensure familiarity with the requirements of the Early Years Foundation Stage and Profile assessment arrangements and enable practitioners to make accurate judgements on children's attainment.
- A minimum of 25% of schools are moderated for the Early Years Foundation Stage assessments, in line with STA guidance and the statutory framework.
- EYFS Profile data is shared with the Early Years sector to develop the understanding of the needs of Croydon children and to promote the best possible teaching and learning in all settings of early years provision.
- We are facilitating action research projects in a number of schools to support children's development in writing.
- Best Start Early Learning Collaboration Early Years advisers continue to offer challenge and support for all Early Years settings through a range of programmes. These include structured programmes for settings in Ofsted categories of Requires Improvement or Inadequate; a pre-Ofsted programme; training for leaders and managers; and workforce development programmes for Early Years practitioners.

Phonics Screening check

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

All pupils

	2012	2013	2014	2015	2016	2017
ENGLAND (state-funded schools)	58	69	74	77	81	81
London	60	72	77	80	83	84
Inner London	60	73	78	81	84	85
Outer London	61	72	77	79	83	84
Croydon	63	71	75	76	79	83
Statistical neighbour average	61	71	76	79	82	83

Difference S/N ave Croydon	2	0	-1	-3	-3	0
Difference England / Croydon	5	2	1	-1	-2	2

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

Gender Gap

	2012	2013	2014	2015	2016	2017
ENGLAND (state-funded schools)	-8	-8	-8	-8	-7	-7
London	-7	-7	-7	-6	-6	-7
Inner London	-6	-7	-8	-6	-6	-7
Outer London	-7	-7	-8	-6	-6	-6
Croydon	-6	-6	-9	-7	-6	-6
Statistical neighbour average	-7	-7	-7	-7	-7	-6

2017

Percentage of pupils meeting the expected standard of phonic decoding

	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)	81	81	83	85	83	89
London	84	83	85	88	83	91
Inner London	85	85	85	87	83	89
Outer London	84	83	85	88	83	93
Croydon	83	80	82	88	83	X
Statistical neighbour average	83	82	84	86	82	87
Difference S/N ave Croydon	0	-2	-2	2	1	X

2017	Percentage of pupils meeting the expected standard of phonic decoding			Percentage of boys meeting the expected standard of phonic decoding			Percentage of girls meeting the expected standard of phonic decoding		
	FSM eligible	All other pupils	All pupils	FSM eligible	All other pupils	All pupils	FSM eligible	All other pupils	All pupils
ENGLAND (state-funded schools)	68	84	81	63	80	78	74	87	85
London	75	86	84	71	83	81	80	89	88
Inner London	77	87	85	72	84	81	82	89	88
Outer London	74	86	84	70	83	81	78	89	87
Croydon	73	85	83	68	82	80	78	88	86
Statistical neighbour average	74	85	83	69	82	80	78	87	86
Difference S/N ave Croydon	-1	1	0	-1	0	0	0	1	0
Difference England / Croydon	5	1	2	5	2	2	4	1	1

2017	All				Boys				Girls			
	SEN with a statement or EHC plan	SEN support	Pupils with no identified SEN	All girls	SEN with a statement or EHC plan	SEN support	Pupils with no identified SEN	All girls	SEN with a statement or EHC plan	SEN support	Pupils with no identified SEN	All girls
ENGLAND (state-funded schools)	18	47	87	81	19	47	85	78	15	47	89	85
London	22	57	89	84	23	57	88	81	18	58	91	88
Inner London	23	58	90	85	25	57	89	81	19	59	91	88
Outer London	21	57	89	84	23	57	88	81	18	57	90	87
Croydon	18	55	88	83	17	56	86	80	20	54	89	86
Statistical neighbour average	17.5	56	88	83	18	55	87	80	13	55	90	86
Difference S/N ave Croydon	0.5	-1	0	0	-1	1	-1	0	7	-1	-1	0
Difference England / Croydon	0	8	1	2	-2	9	1	2	5	7	0	1

Croydon have received a letter from Nick Gibb MP, Minister of State for Schools, congratulating us for being one of the ten most improved local authorities for the phonics screening check.

For Children Looked After, the year 1 phonics screening check shows that 44% of our pupils achieved the expected standard.

The results for the phonics test in Year 1 2016/17 academic year show continued improvement with a further 3% rise from the previous year.

Alongside this continued improvement in phonics this year we are now above the national average and in-line with our statistical neighbours.

SEN support pupils performed well in the phonics screening check against their peers nationally and pupils on an EHC plan performed in line with their peers nationally.

We need to work with schools to ensure that our white and mixed pupils are doing as well in the phonics screening check as their peers nationally and as well as other ethnic groups in Croydon.

3.3 Key Stage 1

2017 KS1 combined subjects	RWM	RWMS
ENGLAND (state-funded schools)	63.7	63.3
Croydon	65	64.8

Schools' performance at the end of KS1 2016/17 will be judged against the following indicators: the percentage of pupils achieving the combined expected standard in reading, writing and mathematics. This is the same indicator as 2015/16.

Croydon's Key Stage 1 outcomes, across reading, writing and maths in 2017 were extremely positive against national figures. With 77% of our pupils achieving the expected standard in reading (a 1% improvement on last academic year) we are 1% above the national average, with 69% in writing we are 1% above the national average and with 76% in mathematics we are 1% above the national average.

In reading, writing and mathematics Croydon continues to have a higher percentage of pupils working at a greater depth compared with national averages. In reading the percentage of pupils achieving the higher standards is above our statistical neighbours and in mathematics it is in line. Croydon is very slightly below our statistical neighbours in writing at this level.

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

The free school meals achievement gap for pupils achieving the expected standard continues to be better / or similar in Croydon (15% reading, 20% writing, 15% mathematics) to national (17% reading, 19% writing, 18% mathematics), showing that Croydon schools alongside schools nationally need to continue put actions in to close this gap.

Outcomes for pupils with SEN support at the end of key stage 1 in reading, writing and mathematics is above the national average when compared with similar pupils nationally. Croydon's pupils with an EHC plan perform less well than their peers nationally in all three subjects.

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

Outcomes in reading at the end of KS1 were positive against national averages for our White and Asian pupils, however there is a slight gap in the outcomes of our Mixed and Black pupils.

Outcomes in writing at the end of KS1 were positive against national averages for Asian and Chinese pupils, however there is a slight gap in the outcomes for White, Mixed and Black pupils.

Outcomes in mathematics at the end of KS1 were positive against national averages for White and Asian pupils, in line with National for Black pupils and a slight gap for our Mixed pupils.

Outcomes for our looked after children in 2016/17 were positive with 66.7% of these pupils meeting the expected standard in combined reading, writing and mathematics.

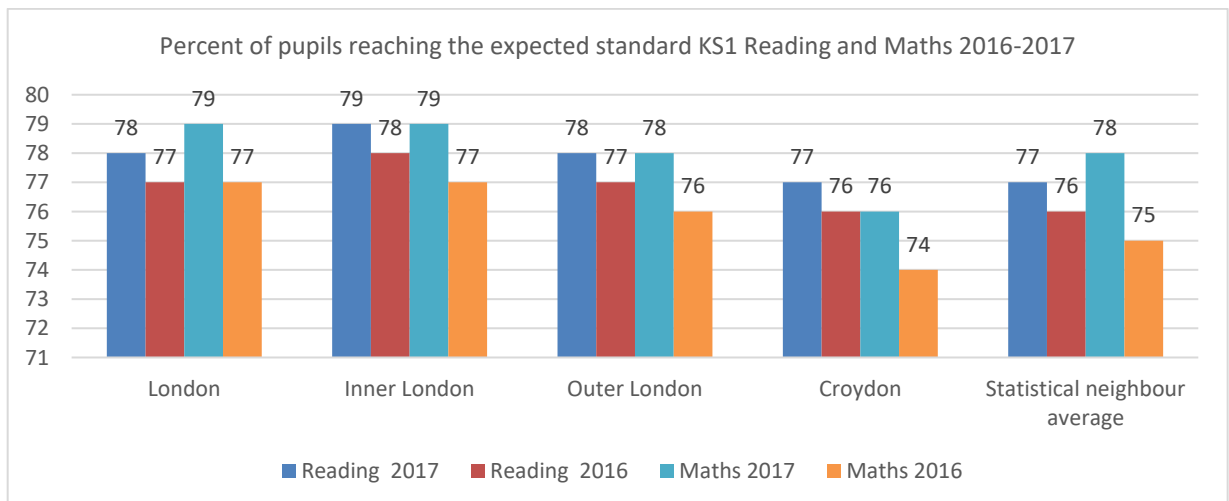
Cohort numbers eligible for assessment: KS1							
2010	2011	2012	2013	2014	2015	2016	2017
3,943	4,104	4,315	4,371	4,630	4,861	4,753	4,830

Key Stage 1 2017 percent of pupils reaching the expected standard

Source: KS1 Provisional (2017) Statistical First Release SFR49-2017 - DFE published data

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

2017	Percent reaching the expected standard								Percent working at greater depth					
	Reading		Writing		Maths		Science		Reading		Writing		Maths	
	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016
ENGLAND (state-funded schools)	76	74	68	65	75	73	83	82	25	24	16	13	21	18
London	78	77	72	70	79	77	84	83	27	26	18	17	24	22
Inner London	79	78	73	73	79	77	84	83	27	26	19	17	24	23
Outer London	78	77	71	69	78	76	85	83	28	26	18	16	24	22
Croydon	77	76	69	69	76	74	85	83	26	27	16	15	23	21
Statistical neighbour average	77	76	71	69	78	75	83	82	26	25	17	16	23	21
Difference S/N ave Croydon	0	0	-2	0	-2	-1	2	1	0	2	-1	-1	0	0
Difference England / Croydon	1	2	1	4	1	1	2	1	1	3	0	2	2	3



Key Stage 1 2017 gender gap (negative figures are percentage points boys less than girls, positive boys better than girls)

	Reaching the expected standard				Working at greater depth		
2017 provisional gender gap	Reading	Writing	Maths	Science	Reading	Writing	Maths
ENGLAND (state-funded schools)	-8	-13	-3	-5	-7	-9	3
London	-8	-12	-3	-5	-7	-9	3
Inner London	-8	-12	-2	-6	-7	-9	3
Outer London	-8	-13	-3	-5	-7	-9	3
Croydon	-9	-14	-5	-7	-9	-9	3
Statistical neighbour average	-8.5	-12.4	-2.6	-5.5	-7.1	-8.8	3
Difference S/N ave Croydon	-0.5	-1.6	-2.4	-1.5	-1.4	-0.2	0
Difference England / Croydon	-1	-1	-2	-2	-2	0	0

KS1 ethnicity comparisons

English Reading

2017	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)	76	76	78	77	77	84
London	78	78	80	81	78	88
Inner London	79	80	81	79	78	87
Outer London	78	77	80	82	78	89
Croydon	77	77	77	80	76	x
Statistical neighbour average	77	77	80	81	77	84

English Writing

2017	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)	68	68	70	72	71	82
London	72	70	73	76	72	85
Inner London	73	73	74	75	73	85
Outer London	71	69	72	77	72	85
Croydon	69	67	69	74	68	83
Statistical neighbour average	71	70	73	77	71	83

Mathematics

2017	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)	75	75	76	77	73	91
London	79	79	79	82	75	91
Inner London	79	81	80	80	75	89
Outer London	78	78	78	83	75	92
Croydon	76	77	75	81	73	X
Statistical neighbour average	78	78	78	81	75	91

KS1 language comparisons

English Reading

2017	Pupils whose first language is English			Pupils whose first language is other than English			All pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	77	73	81	72	68	76	76	72	80
London	80	76	84	77	73	81	78	75	83
Inner London	81	77	85	77	74	81	79	75	83
Outer London	80	76	84	76	72	81	78	74	82
Croydon	78	73	83	76	73	80	77	73	82
Statistical neighbour average	80	76	84	75	71	79	77	73	82

English Writing

2017	Pupils whose first language is English			Pupils whose first language is other than English			All pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	69	62	76	67	61	73	68	62	75
London	72	66	79	72	66	78	72	66	78
Inner London	74	68	80	73	68	79	73	68	80
Outer London	72	66	78	71	65	77	71	65	78
Croydon	69	62	76	69	62	77	69	62	76
Statistical neighbour average	73	66	79	70	64	76	71	65	77

Mathematics

2017	Pupils whose first language is English			Pupils whose first language is other than English			All pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	76	74	77	74	73	76	75	74	77
London	79	78	80	78	77	80	79	77	80
Inner London	79	78	81	79	77	80	79	78	80
Outer London	79	78	80	78	77	80	78	77	80
Croydon	75	73	78	78	76	80	76	74	79
Statistical neighbour average	78	77	80	77	75	78	78	76	79

KS1 FSM comparisons

English Reading

2017	Pupils known to be eligible and claiming free school meals			All other pupils			All pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls

ENGLAND (state-funded schools)	61	56	66	78	74	82	76	72	80
London	68	63	73	80	77	84	78	75	83
Inner London	70	66	75	81	78	85	79	75	83
Outer London	65	60	71	80	76	84	78	74	82
Croydon	65	60	72	80	77	84	77	73	82
Statistical neighbour average	67	61	73	79	76	83	77	73	82

English Writing

2017	Pupils known to be eligible and claiming free school meals			All other pupils			All pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	52	44	60	71	65	78	68	62	75
London	60	53	67	74	69	80	72	66	78
Inner London	64	58	71	76	70	82	73	68	80
Outer London	56	48	64	74	68	80	71	65	78
Croydon	53	45	64	73	67	79	69	62	76
Statistical neighbour average	59	51	68	73	68	79	71	65	77

Mathematics

2017	Pupils known to be eligible and claiming free school meals			All other pupils			All pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	60	59	62	78	77	79	75	74	77
London	67	65	69	81	80	82	79	77	80
Inner London	70	69	71	81	80	83	79	78	80
Outer London	64	62	67	80	80	81	78	77	80
Croydon	64	61	67	79	77	81	76	74	79
Statistical neighbour average	66	63	69	80	79	81	78	76	79

KS1 SEND comparisons

English Reading

	SEN with a statement or EHC plan			SEN support			Pupils with no identified SEN			All pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	14	14	12	34	34	32	84	82	85	76	72	80
London	16	16	15	43	44	42	86	84	87	78	75	83
Inner London	17	18	15	45	46	42	87	85	88	79	75	83
Outer London	15	15	14	43	43	41	85	83	87	78	74	82
Croydon	7	x	x	41	41	41	85	82	87	77	73	82
Statistical neighbour average	15	15	12	42	43	42	85	83	87	77	73	82

English Writing

	SEN with a statement or EHC plan	SEN support	Pupils with no identified SEN	All pupils
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	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	9	9	10	23	22	25	77	72	81	68	62	75
London	11	11	12	33	32	34	80	76	83	72	66	78
Inner London	13	13	13	35	35	36	82	78	85	73	68	80
Outer London	10	10	11	32	31	33	79	75	83	71	65	78
Croydon	5	x	x	29	30	28	76	71	82	69	62	76
Statistical neighbour average	11	10	11	32	32	33	80	76	83	71	65	77

Mathematics												
	SEN with a statement or EHC plan			SEN support			Pupils with no identified SEN			All pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	14	15	10	35	39	28	83	84	82	75	74	77
London	17	18	12	45	48	39	85	86	85	79	77	80
Inner London	18	20	13	46	50	39	86	87	85	79	78	80
Outer London	16	17	11	44	47	39	85	86	84	78	77	80
Croydon	8	x	x	40	42	38	83	83	84	76	74	79
Statistical neighbour average	15	16	11	44	47	38	85	86	84	78	76	79

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

- As a result of the continued improvement at KS1 and the impact of our work we will continue to commission the Link Adviser role to Octavo Partnership. Our expectation is to ensure that challenging targets are set for pupils in KS1 and that schools use pupil progress meetings to ensure that all pupils are achieving the expected standard, and all schools address specific issues in reading, writing and mathematics. Quality assurance visits to schools are robust and provide key information about the progress of current KS1 pupils. There is an expectation through the link adviser visits that schools will be challenged about how they are ensuring improved outcomes for any underachieving groups, in particular boys at this key stage.
- Teaching and learning reviews are carried out in our most vulnerable schools and, increasingly, as a traded service to other schools. These reviews include both lesson observations in KS1 classes and book scrutiny for evidence of progress. This ensures that any issues are picked up quickly and schools supported with making improvements. Where necessary our maintained schools are enrolled onto our School Progress Review Meeting (SPRM) programme. This ensures that appropriate challenge and support is given to the leadership and management of the school to ensure accelerated progress.
- The Octavo Partnership has bespoke training packages to target support to schools where there are concerns about pupil outcomes. This training will provide tailored support in leadership, mathematics and literacy based on pupil outcomes and evidence of what the schools needs are.

- A range of training, through Octavo Partnership, targeting specific aspects of underachievement at KS1 is being offered, including specific courses that support teachers with moderating pupils' work, to ensure consistency. Training continues to be provided on assessment procedures and moderation opportunities for teachers in year 2 in reading, writing and mathematics are provided. 'Best Practice networks' are used for teachers in year 1, which will provide additional moderation opportunities.
- English and mathematics continuing professional development (CPD) is increasingly held in schools to enable the whole staff to hear messages first hand, and whole school approaches to be worked out. Examples include "Developing a whole school reading strategy", "Developing subject knowledge in mathematics" and "Exploring working at greater depth in mathematics." These are pertinent to current school development needs.
- We continue to work in conjunction with the Early Years team in moderating all Reception classes. The quality of baseline data is now more accurate as children enter year 1. This has enabled teachers in years 1 and 2 to plan to meet the needs of children in KS1 more accurately.
- We have continued to develop our model of KS1 moderation and ensure that we carry out a moderation visit to 10% of our schools.
- Subject leader network meetings continue to be co-ordinated across Croydon, enabling teachers to work alongside one another, share best practice and keep up to date on current areas of priority for improvement.
- Teachers who are new to teaching in Year 2 are provided with training opportunities to ensure there is accurate implementation of the expectations within the national curriculum and of the testing / moderation arrangements.
- The SEN adviser post will have a focus on supporting our EHCP pupils in mainstream schools to ensure that their outcomes improve to be in line with national.

3.5 Key Stage 2

2017 KS2 combined subjects	RWM
ENGLAND (state-funded schools)	62
Croydon	64

The number of children in Croydon schools at KS2 has stabilised since 2015, with a similar number of children taking their KS2 tests in 2016/17 in comparison to 2015/16. As a borough we continue to have high mobility across all key stages; there are many challenges associated with this high mobility. As in all other local authorities across the country we are still finding it challenging to recruit a larger number of high quality teaching and support staff to address the needs of our diverse and complex pupil population in terms of Special Educational Needs and English as an Additional Language.

The 2017 data included in this report has been validated by the DfE and unlike last years report it is possible to compare this year's results with our 2016 results as this is the second year of measuring pupil assessment in this way.

In 2017 the floor standard set by the government is expected to remain the same as 2016 - at at least 65% of pupils achieving the expected standard in reading, writing and mathematics attainment and the progress floor standard was a score below -7.0 in writing and -5.0 in reading and mathematics. A school is deemed to be below floor standard if their attainment was below 65% and their progress score was below the above figures in either reading, writing or mathematics. In 2015 Croydon had ten schools below the floor standard and in 2016 we had only one school that was below. In 2017 we anticipate that only one school will be below the floor standard, the same school that has been for the past three academic years.

Croydon results in combined reading, writing and mathematics achieving the expected standard in 2017 was 64% compared to 62% nationally. This means that for the second time in at least 5 years Croydon's outcomes at the end of KS2 are above the national average. We are 1% below our statistical neighbours and 3% below the London average. This represents a 10% improvement from the previous year.

In spelling, grammar and punctuation, which is reported separately from the combined figures, the percentage of pupils achieving the expected standard is above the national figures for all pupils. There is a 1% gap with our statistical neighbours and a 3% gap with London in this outcome.

Attainment at the higher standard in reading was slightly below the national average and our statistical neighbour average and 3% below London averages. Writing was above the national average but below both our statistical neighbours and London average and mathematics was also above the national average, in line with our statistical neighbours and below London average.

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

Pupils in receipt of free school meals performed better than their peers nationally but not as well as our statistical neighbours or London.

Outcomes in combined reading, writing and mathematics for pupils with special educational needs and disabilities is above national averages and statistical neighbours but below London by 2% for pupils with SEN support and slightly below national, London and statistical neighbours average for pupils with an Education Health and Care Plan.

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

In terms of ethnicity our White, Mixed, Asian and Chinese pupils combined outcomes were above the national average but below our statistical neighbours and London average. Outcomes for our Black pupils were below the national

(3%), statistical neighbour (2%) and London average(5%).

25% of our Looked After Children reached the expected standard or above in combined reading, writing and mathematics. This is a 6% increase from 2016. The performance in the individual subjects was better than the combined outcomes; 41% in reading and mathematics and 46% in writing. However the small size of this cohort can lead to variability from year to year.

Six primary schools are in receipt of targeted support and challenge from the Local Authority, through the SPRM process. This reflects a robust approach to improving standards against the rigorous inspection and testing regime that is in place. This approach proved highly successful last year in the schools that received additional support, in terms of both their improved outcomes and also in their Ofsted grading.

The performance of academies at key stage 2:

At the time of Key Stage 2 testing in May 2017, 39 of Croydon's 75 primary schools (with year 6 pupils) were Academies (52%). The only school that is predicted to be below the government's floor standard is an academy. This school was also below floor standards in the previous three academic years.

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

We have regular meetings with the RSC to discuss any concerns that we have about any of Croydon's academies. We are able to demonstrate the impact of the meetings that we have with the RSC through the rebrokering that took place of two of our academies during the last academic year. (This includes the school that has been below floor standards for the at least the past two years)

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

Cohort Numbers eligible for assessment: KS2							
2010	2011	2012	2013	2014	2015	2016	2017
2,385	3,873	3,777	3,776	3,920	4,102	4,226	4,172

Key Stage 2 2017 percentage of pupils reaching the expected standard in reading writing and matematics combined

Since 2016, the new more challenging national curriculum, which was introduced in 2014, is assessed by new tests and interim frameworks for teacher assessment. Results are no longer reported as levels: each pupil receives their test results as a scaled score and teacher assessments based on the standards in the interim framework. We are therefore only able to make comparisons over the last two years data.

	Percentage of pupils reaching the expected standard			Percentage of pupils reaching a higher standard		
2016 Final 2017 final	All pupils 2017	All pupils 2016	Difference previous - current	All pupils 2017	All pupils 2016	Difference previous – current
ENGLAND (state-funded schools) ⁵	62	54	7	9	5	4
London	67	59	7	11	7	4
Outer London	67	60	5	11	8	3
Inner London	68	59	7	11	7	4
Croydon	64	55	8	10	6	3

Statistical neighbour average	65	56	7	10	7	3
Difference S/N ave Croydon	-0.5	-1	1	-0.2	-1	0
Difference England Croydon	2.0	1	1	1.0	1	-1

Key Stage 2 2017gender gap

2017 final	Percentage of pupils reaching the expected standard				Percentage of pupils reaching a higher standard			
	All	Boys	Girls	gap	All	Boys	Girls	gap
ENGLAND (state-funded schools) ⁵	62	58	66	-8	9	7	10	-3
London	67	64	71	-7	11	9	13	-4
Outer London	67	63	71	-8	11	9	13	-4
Inner London	68	65	71	-6	11	10	13	-3
Croydon	64	60	69	-9	10	8	11	-3

Statistical neighbour average	65	61	68	-8	10	8	12	-4
Difference S/N ave Croydon	-0.5	-0.6	0.8	-1	-0.2	-0.3	-0.9	1
Difference England Croydon	2.0	2.0	3.0	-1	1.0	1.0	1.0	0

Key Stage 2 2017 test results

2017 final	Percentage reaching the expected standard	Percentage achieving a high score
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	Reading	Grammar, punctuation and spelling	Mathematics	Reading	Grammar, punctuation and spelling	Mathematics
ENGLAND (state-funded schools)	72	78	75	25	31	23
London	75	83	81	27	40	30
Outer London	75	83	81	28	41	31
Inner London	76	83	81	27	40	29
Croydon	73	80	78	24	35	27

Statistical neighbour average	73	81	79	25	38	27
Difference S/N ave Croydon	0.3	-1.1	-0.5	-1.3	-2.9	-0.4
Difference England Croydon	1.0	2.0	3.0	-1.0	4.0	4.0

Key Stage 2 2017 teacher assesement

	Percentage reaching the expected standard				Percentage working at greater depth in writing
	Reading	Writing	Mathematics	Science	
ENGLAND (state-funded schools)	80	77	78	82	18
London	82	81	82	85	21
Inner London	82	80	82	85	20
Outer London	82	81	82	85	22
Croydon	80	78	79	84	18
Statistical neighbour average	80	79	80	83	19

KS2 Test Contextual results

Ks2 Final 2017

Percentage of pupils reaching the expected standard

	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools) ^{1,5}	62	61	63	64	61	78
London	67	68	68	71	63	83
Outer London	67	67	68	71	63	85
Inner London	68	70	68	70	63	79
Croydon	64	65	65	73	58	85
Statistical neighbour average	65	66	65	70	60	78

KS2 Final 2017

Pupils whose first language is known to be English

All other pupils

All pupils

ENGLAND (state-funded schools)	62	61	62
London	68	67	67
Outer London	68	66	67
Inner London	68	68	68
Croydon	64	66	64
Statistical neighbour average	66	63	65

KS2 Final 2017

FSM Eligible

All other pupils

All pupils

ENGLAND (state-funded schools)	43	65	62
London	54	70	67
Outer London	50	70	67
Inner London	58	71	68
Croydon	51	68	64
Statistical neighbour average	52	67	65

KS2 Final 2017	Pupils with no identified SEN	SEN support	SEN with a statement or EHC plan	All pupils
ENGLAND (state-funded schools)	71	21	8	62
London	76	29	9	67
Outer London	76	27	8	67
Inner London	78	32	11	68
Croydon	72	27	7	64
Statistical neighbour average	74	26	8	65

KS1 –KS2 progress 2017

	Reading	Writing	Mathematics
ENGLAND (state-funded schools)	0.0	0.0	0.0
London	0.8	1.0	1.6
Outer London	0.6	0.7	1.4
Inner London	1.2	1.5	1.8
Croydon	0.2	0.2	0.8
Statistical neighbour average	0.6	0.8	1.3

No school will be confirmed as being below the floor until January 2018. Further statistical information on primary progress scores, including the number and percentage of schools below the floor in 2018, will be available on GOV.UK /ASP when revised data is published from December 2017 onwards.

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

Nearly half (44.6%) of Croydon children who attain at the highest level at the end of Key Stage 2 did not enter Croydon maintained secondary schools and academies. The table below shows the figures for pupils who have achieved a scaled score at or above the higher threshold in mathematics (the largest group of achievers) and their destination authorities. The three highest are Sutton (where there is selective education available) unknown and Bromley. This mobility inevitably impacts on the percentage of higher attainers at the end of Key Stages 4 and 5.

Destination LA	All pupils	High achievers	percent of high achievers
Barnet	3	3	0.3%
Bromley	163	44	3.9%
Croydon	2850	624	55.4%
Essex	1	1	0.1%
Greenwich	1		0.0%

Hammersmith and Fulham	4		0.0%
Kent	4	4	0.4%
Lambeth	102	26	2.3%
Lewisham	2	1	0.1%
Medway	1		0.0%
Merton	54	15	1.3%
Southwark	33	12	1.1%
Surrey	107	23	2.0%
Sutton	366	266	23.6%
Wandsworth	7	3	0.3%
Westminster	3	1	0.1%
Unknown	422	104	9.2%
Grand Total	4123	1127	100.0%

Source: * **Confirmed places** September admissions

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

- We have revised the LA School Improvement Plan (Appendix 6) which sets aspirational targets and details specific actions to support improved English and mathematics outcomes, by securing differentiated, quality assured training and development. Our targets very specifically include closing the outcomes gaps for our looked after children. This plan will be reflected in our work with schools and our commissioning of school improvement work to Octavo, and our brokerage of teaching schools and other providers.
- All schools with low pupil outcomes at KS2 in mathematics have been identified for our 'Strategic School Improvement Fund' project (SSIF), which includes training, coaching support and challenge for schools, including developing some partnerships with good to outstanding schools. We are monitoring the project through regular meetings with Octavo who are delivering the project on behalf of the LA. This project is a result of a successful bid to the DfE for funding.
- Progress against the improvement agenda for our schools that are requiring improvement is monitored through termly meetings (SPRM) with the senior leadership team and Chair of Governors. Teaching and learning reviews are also strongly recommended in these schools as part of our traded support. Support and challenge is targeted to address specific issues in reading, writing and mathematics in individual schools. As an LA we also commission and work alongside Octavo to carry out Leadership and Management reviews in those schools where there are concerns.
- We make use of "best practice" wherever it exists in the Borough through brokering school-to-school support, the use of our Teaching School Alliances and our local Excellent Practitioners scheme.
- We are working with our Head Teacher Advisory Group, which comprises

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

- A programme to support schools with moderation of teachers' judgements has been put in place. Work includes frequent moderation cluster meetings and courses to improve teachers' subject knowledge. Specific programmes to support children's achievement in writing, reading and mathematics are being put in place. Our processes have been held up as models of good practice by the Standards and Testing Agency and we continue to moderate other local authorities as a result.
- Link adviser visits are focused on challenging schools about in-year progress and tracking of pupils to ensure that they have improved outcomes by the end of the year. Schools are advised, where appropriate, to engage with bespoke support from a range of providers.
- A range of training targeting specific aspects of underachievement at KS2 is being offered, including strategies to support and challenge more able pupils.
- Borough networks and training for English and mathematics coordinators support the development of subject leaders in schools. Through the network meetings we are helping subject leaders to analyse their school results and improve provision for pupils not meeting expected standards.
- We continue to work closely with our local teaching schools to support, where appropriate, any schools causing concern. For example two of our teaching school alliances are working with us to deliver the SSIF project.
- 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.
- The Learning and Inclusion Board, whose membership includes the Lead Cabinet Member and the Executive Director of the People department, provides challenge to the school improvement team about the effectiveness of actions that are being taken to improve outcomes in those schools judged by Ofsted to be less than good.

Actions being taken to improve Ofsted judgements:

- We are commissioning training for school leaders and governors in relation to the Ofsted framework – Ofsted trained staff will deliver this training. We will be inviting schools that are due for an inspection to be part of this training.
- The Local Authority has commissioned Octavo to give a number of schools some additional funded support from the advisors and consultants. All aspects of this will support the school to be prepared for any upcoming inspection. This support is across a range of areas and will be tailored to each school's priorities. The support will include improving teaching and learning in schools by working alongside subject and middle leaders to audit needs and implement changes as well as using the subject knowledge of the consultants in whole school training in particular aspects of subjects. It will also include support for the school SENCO to review school needs in this area, which may include issues and current systems concerning pupils at risk of exclusion, the graduated response for pupils with SEMH (social, emotional and mental health) needs, or review of the effectiveness of provision currently in place for SEND pupils.
- Additional Link Adviser time for leadership will be offered where appropriate; this may involve analysis of in-school outcomes and of Teaching and Learning, and how this links in to the school's development plan and aspirations. It may involve work with particular layers of leadership, as school needs dictate.
- Ofsted continues to be an agenda item on all Headteacher Breakfast meeting agendas. We always share any information / training that we have received as qualified Ofsted inspectors to support schools with inspection activities and ensure they have up to date knowledge about the framework.
- For those schools that are subject to the SPRM process we will include additional 'inspection readiness' support and challenge.

3.7 Key Stage 4

English and maths GCSE	9-4 pass	Average Attainment 8 score	Average progress 8 score
ENGLAND (state-funded schools)	58.5	44.2	-0.03
Croydon	60.4	44.7	0.06

The number of children in Croydon schools at KS4 has stabilised since 2016, there has been a slight decrease in the number of children taking their GCSE tests in 2016/17 in comparison to 2015/16. As noted at key stage two as a borough we continue to have high mobility across all key stages; in particular at key stage four it is important to note that a high percentage of our most able student that do not transfer from key stage two to Croydon secondary schools.

This year the key indicators being used to measure the performance of schools at the end of key stage 4 are Progress 8, Attainment 8 (see appendix 8 for an explanation) and percentage of students who achieved a level 9 - 4 pass in both English and mathematics. The only data available for comparison over time is Attainment 8 (2015 and 2016) and progress 8 (2016) as this is the first year that students have been assessed at the new level system in English and mathematics.

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

The Progress 8 score for Croydon is positive (0.06) and above the national score for state funded schools (-0.03). The progress made in English GCSE (0.17) is below London (at 0.34) and our statistical neighbours (0.25) but is significantly above the national (-0.03). The progress score for mathematics is the same as the national score at -0.02 for Croydon students. There remains a difference in that achieved by London overall (0.23) and the statistical neighbour average in mathematics. (please see actions being taken in section 8.3)

Twelve of Croydon's twenty six mainstream and SEN schools achieved a positive Progress 8 score. Twelve of the borough's schools also achieved a progress score above London's average of 0.22. Six of these schools achieved a progress 8 of over 0.4 (Harris Purley, 0.67; NMBEC 0.57; Coloma Convent School, 0.60; Harris South Norwood, 0.64, The Quest Academy 0.49 and Harris Crystal Palace, 0.55). Fourteen of Croydon's schools received a negative progress score, which means that the students achieved lower results than expected, given their results at the end of primary school. (Pease see table in appendix 2 showing all schools results.)

The floor or minimum standard for Progress 8 has not been set as yet, once we have been informed by the DfE what it will be we will be able to report on any

schools falling below this.

The percentage of Croydon pupils achieving a Level 9 – 4 pass in combined English and mathematics is 60.4%. This figure is not comparable with other academic years as it is the first time that pupils have been assessed using the new measures for GCSE English and mathematics. Whilst our pupil outcomes in this measure are not as good as London or our statistical neighbours they are above the England average.

A high Attainment 8 score indicates that students did well at a school in terms of the grades gained in 8 subjects including English and mathematics (which are double weighted). There has been a decline in our overall attainment 8 figures since 2015 (49.9 to 44.7), although it remains above England's average, it is below our statistical neighbours and London.

Sixteen of the borough's schools achieved an Attainment 8 score that was above the England average of 44.2. The highest Attainment 8 score was achieved by Harris City Academy Crystal Palace (61.6), with other notable achievement being made by a number of schools. (Please see table in appendix 2 showing all schools results.)

Girls outperformed boys in both attainment 8 and in the percentage of pupils achieving at level 9 – 4 in combined English and mathematics GCSEs. We have a larger gap in the attainment of our boys compared to both our statistical neighbours and London.

The cohort of Children Looked After comprised of a total of 74 eligible pupils who have been in care for the last 12 months. 7% of these pupils (4 out of 61 students) achieved 5+ A*-C including at least a level 4 in English and mathematics

Progress 8 achievement for our CLA pupils, is -1.62, which is lower than our statistical neighbours who achieved a positive progress 8 figure of 0.31 and national at -1.46. For Attainment 8, Children Looked After shows a figure of 15.5 compared to the national figure of 20.9.

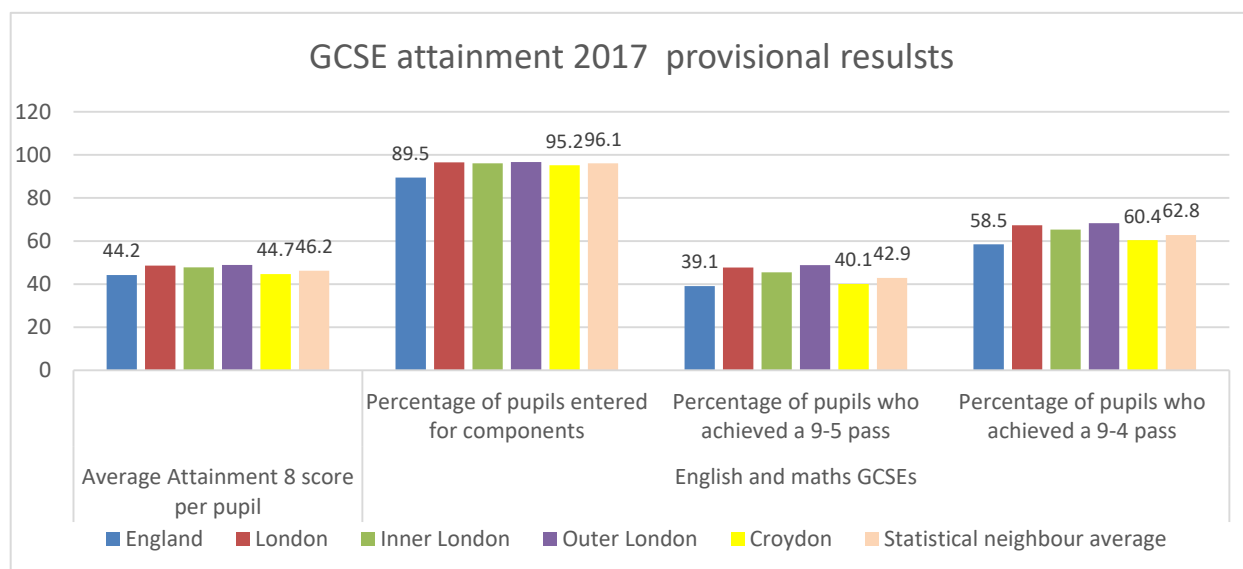
It is not yet possible to report on the achievement of specific pupil groups such as those in receipt of free school meals, SEN and ethnicity at Key Stage 4 as the data was not yet available at the time of writing.

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

Cohort numbers eligible for assessment: KS4								
2010	2011	2012	2013	2014	2014	2015	2016	2017
3,701	3,722	3,637	3,770	3,716	3,716	3,664	3,844	3,593

Source: 2016/17 key stage 4 attainment data (Provisional)

2017 provisional	Average Attainment 8 score per pupil	English and maths GCSEs			English Baccalaureate			Progress 8			
		Percentage of pupils entered for components	Percentage of pupils who achieved a 9-5 pass	Percentage of pupils who achieved a 9-4 pass	Percentage of pupils entered for all components	% achieved all components (including a 9-5 pass in English and maths)	% achieved all components (including a 9-4 pass in English and maths)	Number of pupils included in the measure	Average Progress 8 score ⁴	Lower confidence interval	Upper confidence interval
England	44.2	89.5	39.1	58.5	34.9	19.5	21.7
London	48.6	96.5	47.7	67.3	49.8	28.5	31.7	68,900	0.22	0.21	0.23
Inner London	47.8	96.1	45.5	65.3	50.8	27.5	31.2	22,859	0.21	0.19	0.23
Outer London	48.9	96.7	48.8	68.3	49.3	29.0	31.9	46,041	0.23	0.22	0.24
Croydon	44.7	95.2	40.1	60.4	42.5	20.2	23.2	3,201	0.06	0.02	0.11
Statistical neighbour average	46.2	96.1	42.9	62.8	45.3	23.7	26.7		0.1	0.1	0.2



Average attainment 8 score per pupil			
	2014/15	2015/16	2016/17
England ²	47.4	48.5	44.2
London	51.1	51.9	48.6
Inner London	50.2	51.3	47.8
Outer London	51.5	52.3	48.9
Croydon	49.9	48.5	44.7
Statistical neighbour average	49.2	50.0	46.2

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

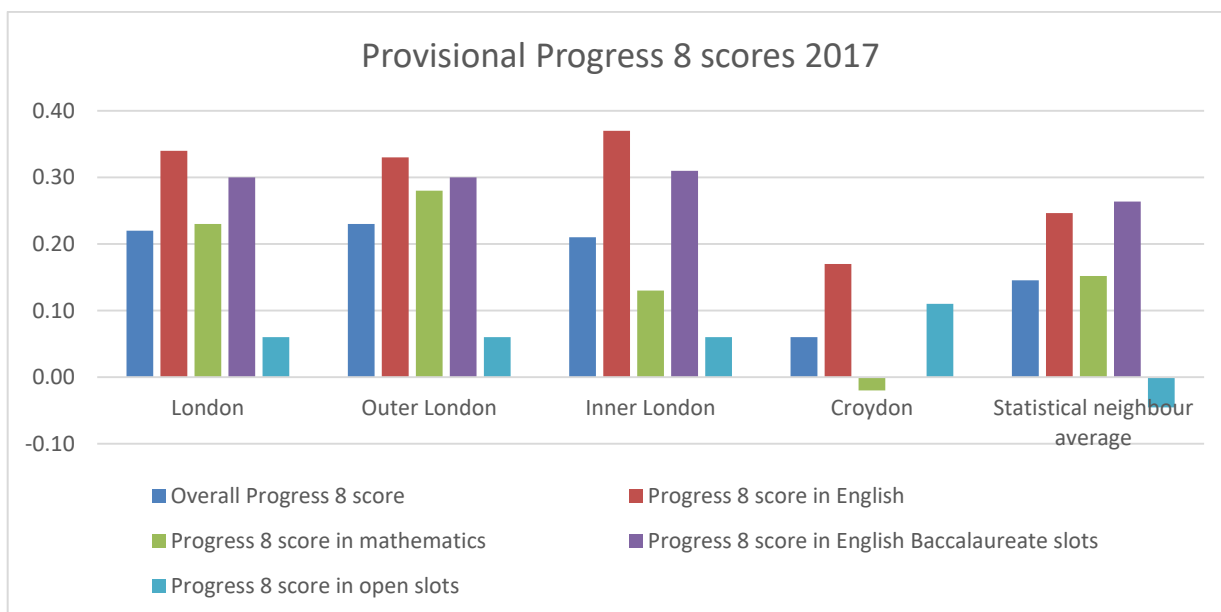
Provisional 2017	Overall Progress 8 score			Progress 8 score in English			Progress 8 score in mathematics		
	Score	Lower confidence interval	Upper confidence interval	Score	Lower confidence interval	Upper confidence interval	Score	Lower confidence interval	Upper confidence interval
Total (State-funded sector)	-0.03	.	.	-0.03	.	.	-0.02	.	.
London	0.22	0.21	0.23	0.34	0.33	0.35	0.23	0.22	0.24
Outer London	0.23	0.22	0.24	0.33	0.31	0.34	0.28	0.27	0.29
Inner London	0.21	0.19	0.23	0.37	0.35	0.39	0.13	0.11	0.15
Croydon	0.06	0.02	0.11	0.17	0.12	0.22	-0.02	-0.07	0.03
Statistical neighbours	0.15	0.10	0.20	0.25	0.18	0.31	0.15	0.09	0.21

Boys					Girls				Gap			
2017 provisional	Average Attainment 8 score per pupil	English and maths GCSEs			Average Attainment 8 score per pupil	English and maths GCSEs			Average Attainment 8 score per pupil	English and maths GCSEs		
		% entered for components	% a 9-5 pass	% achieved a 9-4 pass		% entered for components	% a 9-5 pass	% achieved a 9-4 pass		% entered for components	% a 9-5 pass	% achieved a 9-4 pass
Total (state-funded sector)	43.5	95.8	39.3	59.9	48.8	97.7	45.5	67.3	-5.3	-1.9	-6.2	-7.4
England	41.4	88.0	36.0	54.6	47.2	91.1	42.5	62.6	-5.8	-3.1	-6.5	-8.0
London	45.9	95.5	45.1	64.5	51.2	97.5	50.3	70.3	-5.3	-2.0	-5.2	-5.8
Outer London	46.3	95.7	46.3	65.4	51.6	97.7	51.4	71.3	-5.3	-2.0	-5.1	-5.9
Inner London	45.2	95.1	42.7	62.5	50.4	97.1	48.2	68.1	-5.2	-2.0	-5.5	-5.6
Croydon	41.0	92.5	36.8	55.3	48.2	97.7	43.0	65.2	-7.2	-5.2	-6.2	-9.9
Stat neighbour average	43.6	94.8	40.5	60.0	49.0	97.3	45.4	65.6	-5.4	-2.5	-4.9	-5.6

Key stage 4 pupils making expected progress KS2-KS4

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

Provisional 2017	Overall Progress 8 score	Progress 8 score ¹ in English	Progress 8 score ¹ in mathematics	Progress 8 score ¹ in English Baccalaureate slots	Progress 8 score ¹ in open slots
Total (State-funded sector) ²	-0.03	-0.03	-0.02	-0.03	-0.04
London	0.22	0.34	0.23	0.30	0.06
Outer London	0.23	0.33	0.28	0.30	0.06
Inner London	0.21	0.37	0.13	0.31	0.06
Croydon	0.06	0.17	-0.02	0.00	0.11
Statistical neighbour average	0.15	0.25	0.15	0.26	-0.05



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

- The Local Authority has commissioned Octavo to provide Link Advisers to all publicly funded schools. They are challenging schools to achieve the very demanding targets set and monitoring their progress.
- We are continuing to ask schools to set targets for the percentage of pupils in receipt of the Pupil Premium Grant making at least expected progress, reflecting the importance of closing the gap between these learners and their peers. The impact of any interventions put in place by schools that are funded by the Pupil Premium Grant is carefully scrutinised and, where such interventions have not had the desired impact, head teachers are required to identify how their evaluations are informing future plans for spending this funding.
- This year a number of our secondary schools have termly School Progress Review Meetings with the Local Authority to review their progress against identified priorities. Each school identified for this support is subject to a LA led review of teaching and learning which informs the School Progress Review meeting.
- A group of secondary schools have been selected to receive support through the 'Strategic school improvement fund' project. The aim of the project is to improve outcomes in mathematics. The LA will be closely monitoring the impact of this project.
- There is a key focus on supporting 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.

- The Learning and Inclusion Board provides challenge to the school improvement team about the effectiveness of actions that are being taken to improve outcomes in those schools judged by Ofsted and the LA to be less than good.
- We will need to ensure that schools continue to focus on underachieving groups, in particular the attainment of boys.

3.9 Post-16 (KS5)

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

Average attainment is reported separately for students studying different types of qualifications, i.e. for students studying A levels, applied general and technical level qualifications (replacing 'vocational'). The average point score (APS) per entry measures continue to be reported but in a different format pre-2016, so is not comparable to historic data. A new measure has been included showing the average point score and grade for a student's best 3 A levels.

At the time of writing validated performance data for 2017 has not been published, so information in this report cannot be considered accurate and therefore both data and narrative is subject to change.

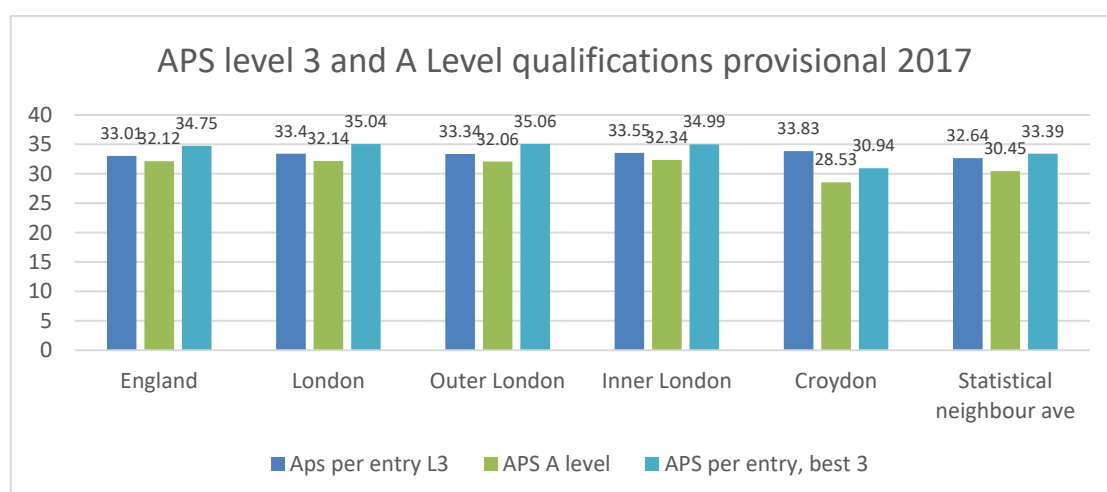
Approximately 50% of Croydon residents aged 16-19 study in Croydon schools and colleges. Data quoted below pertains to those educated in Croydon schools and colleges, unless otherwise stated.

Approximately 50% of level 3 students in Croydon undertake academic programmes (e.g. A levels) and 50% take general applied or technical programmes (previously referred to as vocational qualifications). This is not typical and is mainly due to the fact that Croydon has three colleges plus the BRIT School which have a strong focus on applied general and technical programmes, as well as a small number of school sixth forms having small but successful applied general/technical offers.

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.

Schools and colleges Level 3 attainment at the end of 16-18 study 2017

	Level 3 students		A level Students						Academic		Tec	General
2017 Level 3 provisional	APS per entry	% at least substantial level 3 qualifications	APS per entry	% at least 2 A levels	APS per entry, best 3	% 3 A*-A grades or better at A level	% AAB or better at A level	% grades AAB or better at A level, (of which at least two are in facilitating subjects)	APS per entry	% least 2 substantial level 3 academic qualifications	APS per entry	APS per entry
England	33.01	82.6	32.12	76.2	34.75	13.0	21.8	16.6	32.43	76.3	32.24	35.64
London	33.40	82.9	32.14	74.5	35.04	12.3	21.4	17.1	32.26	74.4	38.26	39.43
Outer London	33.34	83.5	32.06	75.2	35.06	12.6	21.5	17.2	32.16	75.0	38.51	39.86
Inner London	33.55	81.5	32.34	73.0	34.99	11.5	21.2	16.9	32.51	72.9	37.58	38.57
Croydon	33.83	81.7	28.53	59.6	30.94	5.6	13.2	8.2	28.57	58.9	40.85	43.49
Statistical neighbour ave	32.64	80.05	30.45	68.55	33.39	10.05	17.86	14.23	30.49	68.29	37.83	39.36



The Average Point Score (APS) per entry at Level 3 shows that on average Croydon's post-16 level 3 learners perform better than regional, national and statistical neighbour averages. This is due to very strong performance by high volumes of students taking technical and applied general qualifications but masks below average performance at A level.

A real strength in Croydon, is Level 3 performance on technical and applied general programmes. On average Croydon students undertaking these programmes achieved a Distinction+ compared to achievement of a Distinction- elsewhere, with significantly higher APS than all benchmarked comparitors. In 2016 (most recent data available) progress was significantly above average at Shirley High School, Woodcote High School, BRIT and Harris Federation.

APS per entry for A levels only is below all comparator averages. On average our A level pass rate is just below the national average which is mainly due to a very small number of school sixth forms/sixth form colleges having particularly high A level fail rates. A level students in Croydon are also achieving lower grades – typically a grade C- compared to a C regionally and nationally. Our proportion of A level students achieving high grades (A*-B) is also lower than comparitors. Validated A level Progress performance data for 2016 shows that approximately half of Croydon schools/colleges did not make expected progress.

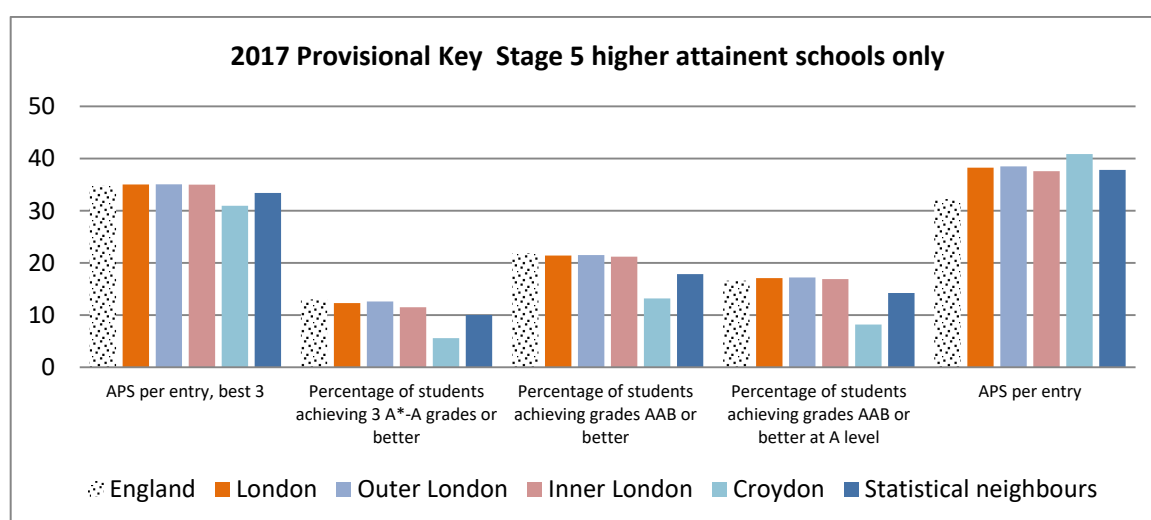
Unvalidated Progress data shows that across all aspects of Level 3 is positive and an increase on last academic year - +0.08 at A-Level, +0.33 at applied General, +0.39 in mathematics GCSE, +0.40 at Technical Level and +0.59 in English GCSE.

The current (Oct 2017) Not in Education, Employment or Training (NEET) rate for the cohort is 1.2% which is in line with the London average and significantly better than national.

The Virtual School has worked with 300 young people in total in this age group, including sourcing suitable provision and supporting applications for over 100 young people. 286 of these young people were UASC and 49 with Special Educational Needs and Disabilities. The NEET figure for this cohort is 24% and for the first time, there is a drop in our NEET figure. At the end of the academic year 2016/17, 392 aged 16-19 young people were engaged in education, or training.

Schools only Level 3 attainment at the end of 16-18 study 2017

	Level 3 students		A level Students						Academic		Tec	General
2017 Level 3 provisional	APS per entry	% at least substantial level 3 qualifications	APS per entry	% at least 2 A levels	APS per entry, best 3	% 3 A*-A grades or better at A level	% AAB or better at A level	% grades AAB or better at A level, (of which at least two are in facilitating subjects)	APS per entry	% least 2 substantial level 3 academic qualifications	APS per entry	APS per entry
England	33.01	82.6	32.12	76.2	34.75	13.0	21.8	16.6	32.43	76.3	32.24	35.64
London	33.40	82.9	32.14	74.5	35.04	12.3	21.4	17.1	32.26	74.4	38.26	39.43
Outer London	33.34	83.5	32.06	75.2	35.06	12.6	21.5	17.2	32.16	75.0	38.51	39.86
Inner London	33.55	81.5	32.34	73.0	34.99	11.5	21.2	16.9	32.51	72.9	37.58	38.57
Croydon	33.83	81.7	28.53	59.6	30.94	5.6	13.2	8.2	28.57	58.9	40.85	43.49
Statistical neighbour ave	32.64	80.05	30.45	68.55	33.39	10.05	17.86	14.23	30.49	68.29	37.83	39.36



When schools only performance data is extrapolated, a similar pattern is seen to that of overall (schools and colleges) performance, with stronger applied general/technical achievement and weaker A level.

In summary, the unvalidated 2017 data is indicating that:

- Technical and applied general (previously vocational) level 3 achievement continues to be strong, with a large number of students in Croydon studying these programmes.
- The average grade achieved at A level in 2017 was below the national average at C-.
- The achievement of high grades (A*-B) at A level, continues to be an area for development and progress (based on 2016 validated data) is an area of improvement for a number of schools/colleges.

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

- Commissioned challenge and support for all school sixth forms (aligned to KS3/4 support), with a specific focus on quality and viability of their 6th form provision, progress being made by all learners and raising expectations and achievement of the most able learners. Additional commissioned and LA support is targeted at those schools who are deemed to require greater levels of need, based upon detailed analysis of data and performance. This includes support with robust action planning and monitoring.
- Termly post-16 development days for school and college sixth form managers continues to support quality improvement through data analysis, policy updates, professional development opportunities and peer-to-peer support to share good practice.
- A-level improvement programme focusing on specific subjects where progress has been identified as below average at a number of post-16 centres, aimed at subject leads.
- Croydon Council brokered a data management, analysis and monitoring tool (ALPS) for local post-16 centres, which included a training session at the Autumn-17 Development Day and individual centre visits. This tool is used to identify areas for improvement and strength, enabling sharing of good practice across centres.
- Agreement that centres with particularly poor A level performance and low demand, cease offering an A level curriculum and focus on areas of strength.
- Support to improve the local careers advice and guidance offer, via facilitation of a termly careers leads network, regular newsletter, audits of individual schools' careers provision and availability of careers events for both staff and students.
- Provision of detailed analysis (upon request) to individual schools/colleges on school leavers destinations to inform individual curriculum and careers advice offers.
- Brokerage by the LA of NEET prevention, careers advice and employability related support supplied by 3rd party organisations.

3.11 Outcomes for Children Looked After

Attainment of Children Looked After by the Local Authority can vary widely from year to year due to cohort sizes and other factors that contribute significantly such as Special Educational Needs and the length of time children have been in care and the length of time in the country. The number of statutory school age CLA in Croydon as at March 2017 was a total of 434 children. In the analysis of our data we bear in mind the number of children looked after by Croydon who are UASC (unaccompanied asylum seeking children) as our numbers are significantly greater than our statistical neighbours. The UASC population of statutory school age in Croydon as at March 2017 was 195,

This difference in pupil numbers can make comparisons with other Local Authorities more complicated, nevertheless we do look at this data and ensure that we are aware of any gaps and what we can do to develop our practices .

Although outcomes for Croydon CLA remain low, particularly at the end of key stage 2 and key stage 4, it is important to reflect that those who contribute to the national statistics are only a small percentage, in many cases, of the total cohort within those year groups. Additionally, it is important to note that 70% of our KS4 cohort were UASC students, who are a welcome addition to our cohort but need to be supported differently as in many cases they have no prior education experience and limited or no English when they enter the care system. These learners do however go on to make considerable progress, achieving at a level appropriate to their starting points and are successfully supported into suitable courses post 16. The successes enjoyed by our post 16 learners are testament to this and a result of the heavy investment made into this area of work.

The Virtual School work closely with our SEND colleagues to ensure the swift placement of CLA with statements or an EHCP, who require a new school to be identified due to placement changes. In many cases we act as the intermediary with other SEN teams or Virtual Schools for CLA with SEN moving into Croydon under the care of other local authorities or for Croydon CLA being placed out of borough.

In 2016/17, the national figure for all children whom had a special educational need was 14.4%. In 2016/17, Croydon had a CLA cohort identified with SEND needs of 27.1% which is higher than the figure for all children.

In 2015/16, 6.64% of our CLA cohort had Education Health Care Plan (EHC plan) compared with 3% nationally. In 2016/17 the percentage of Croydon CLA with an EHC plan rose significantly so that we have 12.2% on an EHCP.

In 2016/17 the **Key stage 1** cohort consisted of 15 looked after children. Combined attainment of reading, writing and maths for these pupils at end of KS1 was 63% reaching the expected standard and above. This was above the national attainment for all children which was 61%. (CLA Data to be validated by the DfE)

The **Key Stage 2** cohort consisted of 16 looked after children. 2016/17 data shows that 25% of these pupils reached the expected standard or above in the headline measure reading, writing and mathematics combined. This is lower

than the percentage reaching the expected standard or above in individual subjects which ranges from 41% in reading and mathematics to 46% in writing. There is a gap in the attainment of our looked after children compared to non looked after children at the end of KS2 as there is nationally. National figures for CLA comparison are not yet available. Much of the work of the Virtual School is focused on narrowing this gap as far as possible.

Our focus has and will continue to be to improve results in both KS1 and KS2 by working with Designated Teachers to set appropriate but aspirational Personal Education Plan targets (SMART) and identify the support that can be provided in school for students that are underachieving by utilising the Pupil Premium Plus.

At **KS4** the Virtual School supported the whole Year 11 cohort which equates to 141 learners, 99 of whom were UASC and 32 who had SEND needs in 2016/17

13 of our looked after pupils achieved 5 A*-C including English and mathematics level 9 - 4 as recorded by the DfE and Croydon Virtual School.

Croydon looked after pupils achieved a Progress 8 figure of -1.62, which is lower than both our statistical neighbours at 0.31 and national at -1.46.

Attainment 8, our looked after children achieved a figure of 15.5 compared to the national figure of 20.9.

KS4 data includes any UASC students who have been in the country and education for two years or more.

*** In the final report we will include a section here outlining our plans for improving CLA outcomes.*

3.12 Challenge to underperforming schools

Where schools are underperforming, a range of actions are taken to challenge them to improve. In the first instance challenge is provided by the school's Link Adviser. Where further intervention is judged to be necessary, for example where the school is not improving rapidly enough or when it is vulnerable in terms of an adverse OFSTED inspection, the school is subject to detailed termly school progress review meetings (SPRMs). In the most serious situations the LA uses its statutory powers of intervention to do one or all of the following:

- Apply to the Secretary of State for the governing body to be replaced with an Interim Executive Board (IEB)
- Withdrawal of delegated budget
- Appointment of additional governors
- Issue a Warning Notice

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

In addition, schools are encouraged to collaborate with good and outstanding

schools, through either informal or formal arrangements.

Where we are concerned about the performance of academies we have formal conversations with the regional schools commissioner.

4. Attendance

The DfE validated data used is for the 2016/17 autumn and spring terms unless indicated otherwise. Full academic year data for 2016/17 will be published in March/April 2018.

4.1 Absence from school

Nationally primary overall absence has increased by 0.01% from 3.9% to 4.0%. However in Croydon the percentage has remained static at 4.1%.

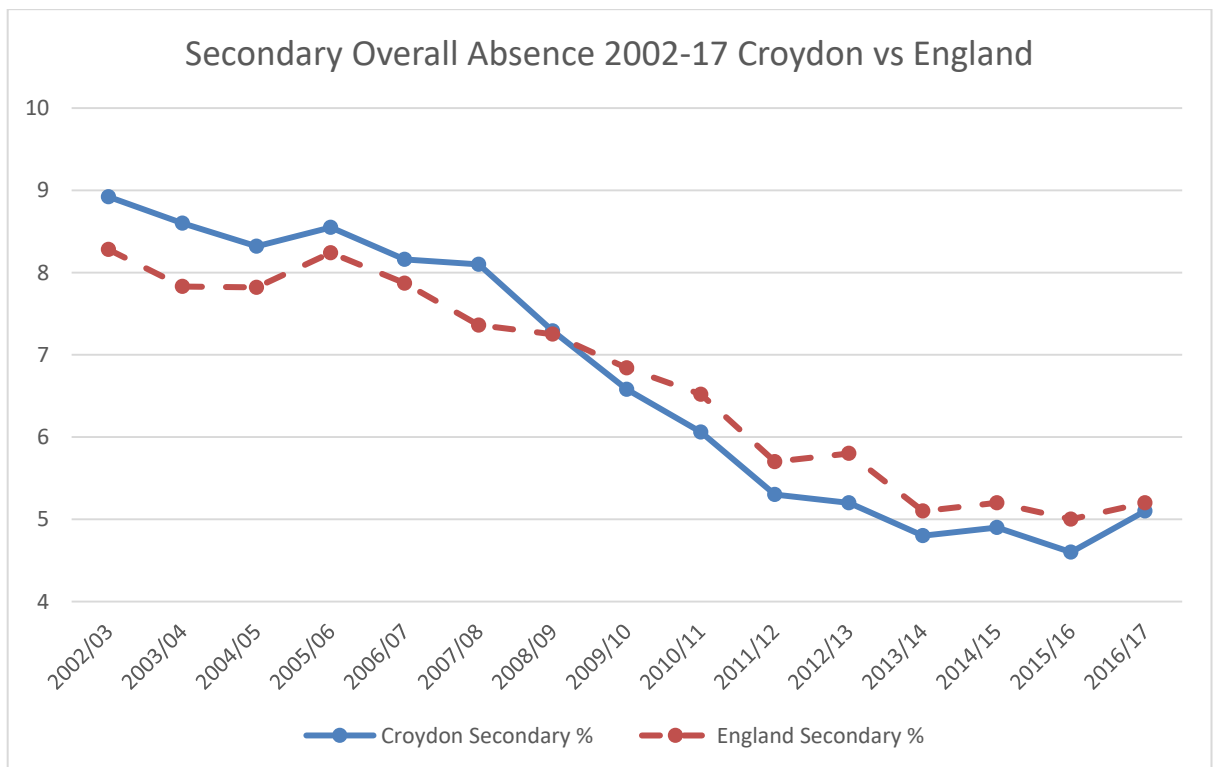
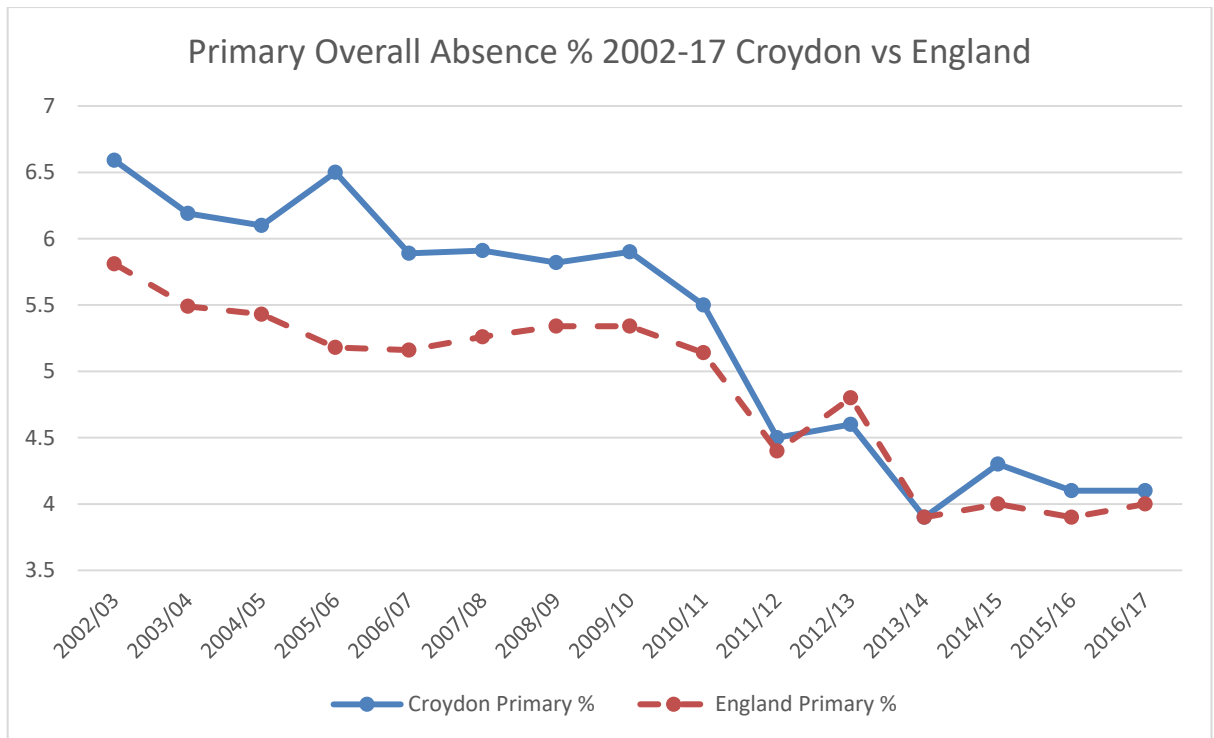
Croydon secondary overall absence at 5.1% in 2016/17 represents a 0.5% increase compared to 4.6% in 2015/16. This however remain 0.1% better than the national average of 5.2%.

The DfE attributes the increase in overall absence nationally to increased levels of unauthorised family holiday and other unauthorised absence, which has risen from 0.9% to 1.1%. Illness remains the most common reason for absence and accounts for 2.7% of possible sessions, which is the same as 2015/16. Nationally illness accounts for 60.1% of all absences.

Croydon vs England Overall Absence Trend 2002-2017

Year	Croydon Primary %	England Primary %	Year	Croydon Secondary %	England Secondary %
2002/03	6.59	5.81	2002/03	8.92	8.28
2003/04	6.19	5.49	2003/04	8.6	7.83
2004/05	6.1	5.43	2004/05	8.32	7.82
2005/06	6.5	5.18	2005/06	8.55	8.24
2006/07	5.89	5.16	2006/07	8.16	7.87
2007/08	5.91	5.26	2007/08	8.1	7.36
2008/09	5.82	5.34	2008/09	7.29	7.25
2009/10	5.9	5.34	2009/10	6.58	6.84
2010/11	5.5	5.14	2010/11	6.06	6.52
2011/12	4.5	4.4	2011/12	5.3	5.7
2012/13	4.6	4.8	2012/13	5.2	5.8
2013/14	3.9	3.9	2013/14	4.8	5.1
2014/15	4.3	4	2014/15	4.9	5.2
2015/16	4.1	3.9	2015/16	4.6	5
2016/17	4.1	4	2016/17	5.1	5.2

(NB – lower values are better in this table)



4.3 Persistent absence

In the reporting period persistent absence was defined as a pupil missing 10% or more of possible sessions. Persistent absence is a serious issue for pupils as much of the missed learning is never made up and places pupils at a disadvantage compared to peers and impacts upon future attainment.

There is evidence of a causal link between poor attendance and low levels of attainment.

- Of pupils who miss more than 50% of school only 3% manage to achieve five A*-C (4+) GCSEs including English and mathematics.
- Of pupils who miss between 10% and 20% of school only 35% manage to achieve five A*-C (4+) GCSEs including English and mathematics.
- Of pupils who miss less than 5% of school 73% achieve five A*-C (4+) GCSEs including English and mathematics.

Croydon primary persistent absence in 2016/17 was 10% and this has increased 0.4% compared to the same period in 2015/16. This now stands at 1.3% higher than the national average of 8.7%. i.e. 10% of Croydon Primary aged pupils had attendance less than 90%.

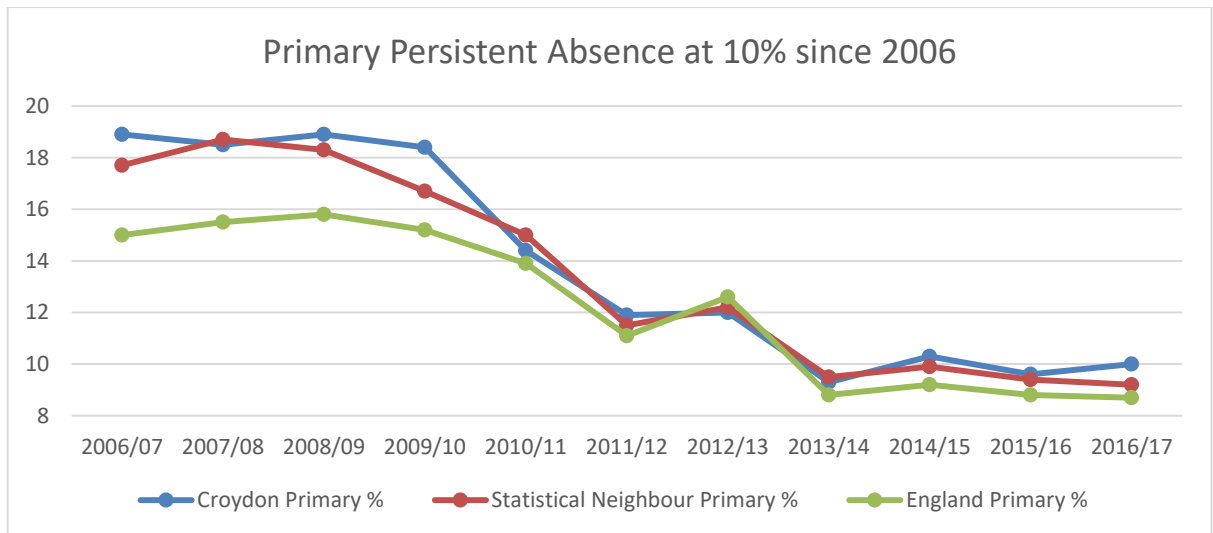
Croydon secondary persistent absence levels in 2016/17 have also increased from 11% in 2015/16 to 12.5% in 2016/17. This however remains 0.3% better than the national average of 12.8%.

Croydon vs Statistical Neighbour vs England PA Trend 2006-2017

Persistent absence is when a pupil is absent for 10% or more of possible sessions. These absences cover both authorised and unauthorised absences. The tables below have been recalculated for the historic data and are based on the 10% threshold. The lower the figure the better in these tables and graphs.

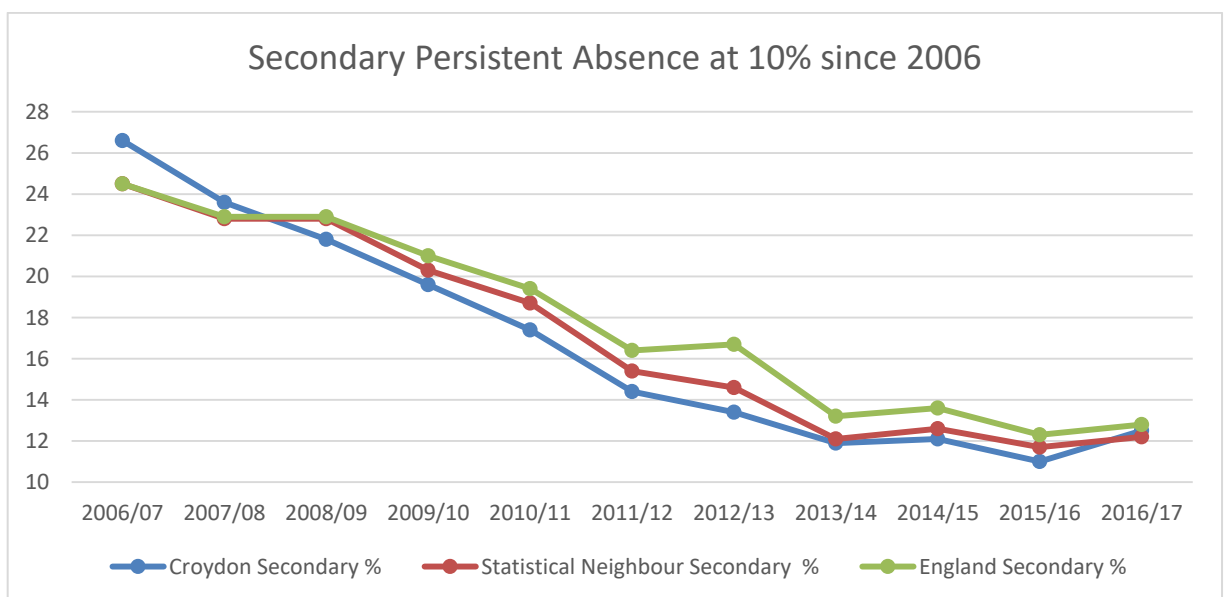
Primary Persistent Absence 2006-17

Year	Croydon Primary %	Statistical Neighbour Primary %	England Primary %
2006/07	18.9	17.7	15
2007/08	18.5	18.7	15.5
2008/09	18.9	18.3	15.8
2009/10	18.4	16.7	15.2
2010/11	14.4	15	13.9
2011/12	11.9	11.5	11.1
2012/13	12	12.2	12.6
2013/14	9.3	9.5	8.8
2014/15	10.3	9.9	9.2
2015/16	9.6	9.4	8.8
2016/17	10	9.2	8.7



Secondary Persistent Absence 2006-17

Year	Croydon Secondary %	Statistical Neighbour Secondary %	England Secondary %
2006/07	26.6	24.5	24.5
2007/08	23.6	22.8	22.9
2008/09	21.8	22.8	22.9
2009/10	19.6	20.3	21
2010/11	17.4	18.7	19.4
2011/12	14.4	15.4	16.4
2012/13	13.4	14.6	16.7
2013/14	11.9	12.1	13.2
2014/15	12.1	12.6	13.6
2015/16	11.0	11.7	12.3
2016/17	12.5	12.2	12.8



4.3 Croydon's overall and persistent absence in comparison to statistical neighbours

Croydon primary overall absence is 0.1% higher than the average for our

statistical neighbours and the percentage for persistent absence is 0.8% higher than the average of our statistical neighbours.

Croydon's secondary overall absence is 0.1% higher than the average for our statistical neighbours and the percentage of persistent absence is 0.3% higher than the average for our statistical neighbours.

4.4 What are we doing to improve overall and persistent absence?

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

The Department for Education, in September 2015, reduced the persistent absence threshold from 15% absences to 10% absences. 15% was in turn a reduction from 20%, which was the threshold when the measure was first introduced. This has led to a steady improvement in attendance as what is considered good attendance has gone higher and there has been sharper focus on intervention to ensure ever greater numbers of young people are on the right side of the threshold.

Croydon Council's Learning Access team has been restructured to provide us with school facing attendance improvement practitioners. This will provide resourcing to support our work with schools and parents alongside our attendance enforcement work. The team will ensure that parents are signposted to other support that they might need in order to improve their children's attendance.

The attendance improvement practitioners will provide support and challenge around attendance by holding schools to account for their actions around individual pupils whose attendance is a cause for concern, promote the use of the Early Help pathway to provide support for parents to address attendance concerns and conducted reviews of whole school attendance practice in targeted schools.

The local authority will also support schools by taking enforcement action, where this is appropriate, against parents who fail to ensure their children attend school regularly. In the 2016/17 academic year 798 penalty notices were issued for poor attendance at school and 119 prosecutions were undertaken by the service.

The service will continue to work with parents/carers, young people and schools to promote good attendance with a range of interventions through the offer of support through the early help pathways through to criminal prosecution.

5. Exclusions

Exclusions from Croydon schools, academies and free schools during 2016/17

There were 33 permanent exclusions from Croydon maintained schools, academies and free schools during the 2016/17 academic year giving a borough exclusion rate of 0.06%. This is an increase on the 2015/16

academic year in which there were 22 permanent exclusions giving a borough exclusion rate of 0.04%.

One secondary school had four permanent exclusions and an additional 4 permanent exclusions which were withdrawn because an alternative to exclusion was found through the fair access process.

There has been a large increase in primary permanent exclusions in Croydon.

There were 9 permanent exclusions of primary pupils during 2016/17 compared to 2 permanent exclusions of primary pupils during 2015/16.

Croydon's permanent exclusion rate of 0.06% compares favourably with the last published data for statistical neighbours and is lower than the England (0.08%), London (0.07%) and statistical neighbour rate.

Two of Croydon's 10 statistical neighbours have a lower permanent exclusion rate.

The (national) overall rate of permanent exclusions has increased for the third year running. It was 0.06% in 2013/14, 0.07% in 2014/15 and is 0.08% in 2015/16.

The table below shows the trend in the number of permanent exclusions from maintained Croydon schools, academies and free schools over recent years as well as the permanent exclusion rates compared with National, London and Statistical Neighbours

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17*
Number of permanent exclusions	81	75	77	65	65	13	24	22	33
Croydon % of permanent exclusions	0.16	0.15	0.15	0.12	0.10	0.04	0.04	0.04	0.06
National	0.09	0.08	0.07	0.07	0.07	0.06	0.07	0.08	*
London	0.11	0.10	0.08	0.08	0.08	0.07	0.07	0.07	*
SN Average**	0.07	0.07	0.06	0.08	0.08	0.09	0.07	0.08	*

*Please note the figures for 2016/17 are not yet published.

**SN average is the figure based on averages of averages.

Fixed term exclusions from Croydon schools, academies and free schools during 2016/17

Croydon's fixed term exclusion rate is lower than the National, London and statistical neighbour rate.

The National rate has increased from 3.88 in 2014/15 to 4.29 in 2015/16

whilst the Croydon rate has decreased from 3.01 in 2015/16 to 2.48 in 2016/17.

There were 1330 fixed term exclusions from maintained Croydon schools, academies and free schools during 2016/17. This is a reduction on the 2015/16 when there were 1646 fixed term exclusions from maintained Croydon schools, academies and free schools.

Six secondary schools significantly reduced the number of fixed term exclusions they issued during 2016/17 compared with 2015/16 and there was also a sharp drop in the number of fixed term exclusions reported by Saffron Valley Collegiate PRU.

Exclusions by ethnicity

Black Caribbean pupils made up 9% of permanent exclusions and 26% of fixed term exclusions from Croydon schools, academies and free schools during the 2016/17 academic year; down slightly on the previous year 2015/16. During that year black Caribbean pupils made up 12% of permanent exclusions and 27% of fixed term exclusions from all schools in Croydon. Black Caribbean pupils account for 11% of the school age population.

White British pupils account for 33% of permanent exclusions and 21% of fixed term exclusions from Croydon schools, academies and free schools during the 2015/16 academic year; an increase in respect of permanent exclusions on the previous year (2015/16) and a slight reduction in respect of fixed term exclusions. During that year white British pupils accounted for 18% of permanent exclusions and 24% of fixed term exclusions from Croydon schools, academies and free schools. White British pupils account for 29% of the school age population.

Black African pupils account for 9% of permanent exclusions and 16% of fixed term exclusions from all schools in Croydon during the 2015/16 academic year. Black African pupils make up 15% of the school age population.

ETHNICITY	FIXD	PERM	RPER
ABAN – Bangladeshi	3		
AIND – Indian	2		
AOTH - Any other Asian background	19		
APKN – Pakistani	8		
BAFR - Black African	212	3	
BCRB - Black Caribbean	345	3	
BOTH - Any other Black background	92	1	1
MOTH - Any other Mixed background	80	2	
MWAS - White and Asian	10	1	
MWBA - White and Black African	23	1	
MWBC - White and Black Caribbean	119	3	
NOBT - Info not yet obtained	20		
OOTh - Any other Ethnic Group	19	1	
REFU – Refused	14	1	
WBRI - White British	282	12	

WENG - White English	22		
WIRI - White Irish	4		
WIRT - Traveller - Irish Heritage	1		
WOTH - Any other White background	37	2	
WROM - Gypsy/Roma	2		
(blank)	16	3	
Grand Total	1330	33	1

Exclusions of pupils on the SEN register

There were three permanent exclusions in Croydon secondary schools of pupils with an Education Health and Care Plan (EHCP) during 2016/17; this accounts for 9% of the total permanent exclusions for the borough.

In addition to these a fourth permanently excluded pupil with an EHCP was reinstated by governors.

There were 158 fixed term exclusions from Croydon schools for pupils with an EHCP during 2016/17; this accounts for 12% of the total fixed term exclusions for the borough.

The number of permanent exclusions of pupils with an EHCP remains the same as last year.

The number of fixed term exclusions of pupils with an EHCP has decreased from the previous year.

Exclusions of Looked After Children

There were no permanent exclusions and 52 fixed term exclusions of 'Looked After Children' (LAC) during the 2016/17 academic year, a decrease in both permanent and fixed term exclusions.

There were two permanent exclusions and 113 fixed term exclusions of LAC children in 2015/16. It is important to note that this data relates to children 'looked after' to any local authorities; not just Croydon 'looked after children'. The significant factor is that they attend a Croydon school.

Fair Access Panel

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

A total of 55 pupils were referred to Primary Fair Access during 2016/17. Five of these were hard to place referrals the remainder were referrals from primary schools for pupils considered at risk of permanent exclusion.

All Croydon secondary schools are active participants in the Fair Access Panel which considered 375 pupil referrals during the 2016/17 academic year.

140 cases were presented as an alternative to permanent exclusion, 122 cases were presented at panel as being hard to place in school through normal admissions procedures and 113 cases were presented as a request for a managed move between schools.

Both panels are chaired by school leaders from their respective sectors. Representatives from Police, Children's Social Care, Early Help and Youth Offending Service also contribute to the panel to ensure a holistic multi-agency approach is taken to support an appropriate placement at another setting. (See appendix 6)

6. OFSTED INSPECTION OUTCOMES

- 6.1 There were no key revisions made to the Ofsted Framework from September 2017 and the Section 5 / Section 8 inspections remained as they had in the previous year. There will however be changes to how good schools will be inspected from January 2017.
- 6.2 At the beginning of September 2012 67% of all Croydon's schools were judged by OFSTED to be good or better. The current percentage is 87.5%

Currently, 90% of our secondary schools are judged to be Good or Outstanding by Ofsted, which is a substantial improvement and higher than the national average. Furthermore, almost 50% of secondary aged pupils attend an Outstanding School, significantly higher than the national average of 27%.

There has been a slight decline in the % of primary schools judged good or better, although recent inspections indicate a reversal of this decline. Currently 86.8% of our schools are good or better compared to 90.4% of schools nationally. We have a plan of support in place for not only continuing to support schools with improving outcomes but also for improving the percentage of schools that are good or better. Support includes additional inspection readiness training as part of our school progress review meetings.

7. CONSULTATION

There are no needs for consultation arising from this report.

8. FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

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

9. COMMENTS OF THE COUNCIL SOLICITOR AND MONITORING OFFICER

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

Approved by J Harris Baker, Acting Council Solicitor and Monitoring Officer

10. HUMAN RESOURCES IMPACT

There are no Human Resources considerations arising from this report.

Approved by Debbie Calliste, HR Business Partner

11. EQUALITIES IMPACT

As the quality of Croydon's schools continues to improve there is a positive impact for all pupil groups, including the most disadvantaged. Schools continue to be challenged to set demanding targets for the achievement of pupils in receipt of the pupil premium grant and are expected to demonstrate the impact this funding has to close the gap between these pupils and their peers. The work, commissioned through Octavo, of the inclusion team supports achievement amongst the most vulnerable groups of pupils, including white working class boys and girls, those with English as an Additional Language, traveller children and asylum seekers / those newly arrived to the country. The evidence shows that whilst there is still a gap between white working class pupils, black pupils, those of mixed heritage pupils and their peers the gap is narrowing. The team will be focusing on closing the gap for Black Caribbean and Pupil Premium pupils in the borough at KS2 further in the coming year. Children Looked After by the Local Authority make good progress from often low starting points. Whilst attainment for this cohort of pupils appears low this includes the very large number of young people recently arrived from overseas. Funding for the Virtual School for Children Looked After will continue to provide support, guidance and challenge for this group of learners and their schools in order to continue the upward trajectory in the progress they make.

12. ENVIRONMENTAL IMPACT

There are no direct implications contained in this report.

13. CRIME AND DISORDER REDUCTION IMPACT

There are no direct implications contained in this report.

14. REASONS FOR RECOMMENDATIONS/PROPOSED DECISION

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

15. OPTIONS CONSIDERED AND REJECTED

15.1 Not relevant.

CONTACT OFFICER: David Butler, Director of Education and Youth Engagement.
Shelley Davies, Head of Standards, Safeguarding and Learning Access.

BACKGROUND DOCUMENTS: None

APPENDICES:

- Appendix 1: KS2 Test results for RWM at expected standard AY 2015/2016
- Appendix 2: Secondary School GCSE results 2016
- Appendix 3: Exclusions from Croydon maintained schools and academies for the 2015/16 academic year
- Appendix 4: Exclusions from maintained schools and academies for 2015/16 for children with SEN, Children Looked After and by ethnic group
- Appendix 5: Explanation and identification of Statistical Neighbours
- Appendix 6: Explanation of and information on Fair Access Panel
- Appendix 7: Croydon School Improvement Plan
- Appendix 8: Definition of Attainment and Progress 8

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

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

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

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

Est No	School	Reading progress score	Writing progress score	Maths progress score
3062003	Beulah Juniors	-2.6	0.0	0.7
3062004	KESTON PRIMARY SCHOOL	2.1	1.2	2.6
3062007	Cypress Primary School	0.3	0.3	-1.9
3062008	David Livingstone Academy	-3.1	2.8	0.2
3062012	Elmwood Junior School	0.3	0.7	0.9
3062013	Ark Oval Primary	-3.0	1.5	-1.2
3062016	Applegarth Academy	4.8	4.7	7.0
3062019	Gonville Academy	-0.5	0.4	-0.1
3062020	Howard Primary School	0.8	3.4	2.0
3062025	Monks Orchard Primary School	-1.0	-2.4	-2.0
3062031	Harris Primary Academy Kenley	4.7	3.5	4.4
3062033	Purley Oaks Primary School	0.2	2.3	0.9
3062034	Harris Primary Academy Benson	3.0	4.8	4.0
3062035	Castle Hill Primary	-6.6	-3.0	-4.0
3062036	Wolsey Junior Academy	-4.2	-0.7	-1.5
3062099	South Norwood Primary	-2.7	1.2	-1.5
3062043	St Peter's Primary School	0.6	0.4	-1.6
3062046	West Thornton Primary Academy	0.8	0.8	-1.4
3062047	WHITEHORSE MANOR JUNIOR	-0.8	-0.4	-1.4
3062050	WINTERBOURNE JUNIOR GIRLS'	-2.5	5.2	-0.4
3062055	Woodside Primary School and Children's Centre	-1.2	-0.9	-0.4
3062057	Chipstead Valley Primary Academy	0.5	1.2	-0.8
3062058	Kenley	1.0	2.8	-0.2
3062062	Beaumont Primary	3.1	3.8	5.6
3062065	Gresham Primary School	0.0	0.4	1.6
3062067	Smitham Primary School	1.3	-1.0	0.2
3062068	The Hayes Primary	1.7	1.1	0.3
3062073	Oasis Academy Ryelands	-0.1	1.0	-0.3
3062076	Park Hill Junior	2.0	1.0	2.8
3062081	Winterbourne Jnr boys	1.4	3.0	5.9
3062082	Broadmead Primary Academy	0.9	1.2	2.4

% RWM	% FSM	% EHCP or state mented
33.7	30.0%	0.0%
70.2	5.3%	0.0%
38.6	26.7%	2.2%
40	30.0%	3.3%
63.2	23.3%	0.8%
46.6	20.3%	1.7%
73.5	42.9%	2.1%
39.3	10.1%	1.1%
53.3	26.7%	0.0%
51.7	20.3%	1.7%
71.4	12.2%	2.0%
50	33.9%	1.8%
76.3	11.9%	0.0%
17	49.1%	9.1%
39.5	41.9%	1.2%
43.4	29.9%	2.3%
56.7	16.7%	3.3%
54.5	15.9%	4.7%
60.5	26.8%	2.4%
48.9	19.3%	0.0%
54.5	20.5%	0.0%
58.3	8.3%	5.0%
33.3	12.5%	0.0%
81.5	14.8%	0.0%
67.2	3.4%	3.4%
51.9	15.0%	2.5%
63.8	5.2%	1.7%
43.1	39.0%	1.7%
72.3	10.8%	4.9%
69	36.2%	0.0%
36.5	29.2%	2.3%

3062083	Orchard Way Primary School	1.8	1.8	2.2	75.9	17.2%	0.0%
3062084	Forestdale Primary School	1.0	2.2	0.6	62.1	6.9%	0.0%
3062085	Rowdown primary	1.6	3.9	4.1	43.2	25.0%	2.3%
3062086	Courtwood Primary	0.9	-0.7	-0.5	58.6	0.0%	13.8%
3062088	New Valley Primary School (Wattenden)	3.2	4.3	4.0	68.4	26.3%	0.0%
3062090	HEAVERS FARM PRIMARY	0.4	2.0	2.0	68.3	38.3%	3.3%
3062091	St Mark's Church of England Primary Academy	0.9	0.8	-0.2	32	20.0%	0.0%
3062093	Downsview Primary School	0.3	4.1	4.6	61.7	13.3%	0.0%
3062097	St Mary's RC Junior School	1.7	1.6	3.8	71.4	8.9%	0.0%
3062098	Greenvale Primary School	0.4	-0.5	1.3	71	6.5%	0.0%
3062102	Rockmount Primary School	3.3	-0.1	1.5	66.7	18.3%	1.7%
3062103	Fairchildes Primary School	1.2	2.8	4.1	63.9	25.8%	3.2%
3062105	Norbury Manor Primary	-0.5	0.6	-0.9	39.3	16.1%	1.8%
3062107	Ridgeway Primary School and Nursery	-0.6	-2.6	-1.9	63.2	5.7%	1.1%
3062109	Forest Academy	-3.9	3.8	-2.8	35.7	32.1%	3.6%
3062110	Kingsley Primary School	-1.7	-0.6	0.0	35.9	42.0%	3.4%
3062111	Oasis Academy Byron	7.5	3.8	7.1	83.3	33.3%	11.8%
3063000	All Saints C of E Primary School	-1.8	-4.4	-0.2	42.4	37.3%	1.7%
3063003	St John's C of E School	1.9	4.4	0.1	62.1	0.0%	0.0%
3063006	Parish Church Junior School	-0.2	-2.4	-2.3	49.1	24.1%	0.9%
3063008	St Cyprian's Greek Orthodox VA	5.1	1.4	3.7	83.9	14.3%	0.0%
3063300	Coulsdon C. of E. School	1.0	-0.4	1.5	82.8	3.3%	3.3%
3063301	Christ Church C of E Primary School	2.9	-1.3	1.3	63.3	10.0%	3.3%
3063400	Good Shepherd RC Primary	6.7	4.4	3.2	70.4	33.3%	3.7%
3063401	St. Joseph's Junior	1.9	2.5	3.5	76.8	16.1%	3.6%
3063403	St Thomas Becket Catholic Primary	-0.3	-0.9	-0.3	66.7	5.0%	3.3%
3063404	Margaret Roper Catholic Primary	2.7	-1.9	1.1	64.5	6.5%	3.2%
3063408	REGINA COELI PRIMARY SCHOOL	7.8	7.6	8.7	67.8	15.0%	1.7%
3063409	St Aidan's RC Primary	0.4	-0.4	2.1	60.7	17.9%	3.6%
3063411	St Chad's Primary	4.1	1.4	1.6	69.1	33.9%	1.8%
3062100	Davidson Primary School	0.3	no data	-0.2	31.6	30.5%	0.0%
3063415	Kensington Avenue Primary	0.1	3.2	0.4	51.8	38.4%	2.4%
3063416	Gilbert Scott Primary School	-4.7	-0.4	-2.8	33.3	48.1%	14.8%
3063417	Aerodrome Primary Academy	0.2	1.8	-1.3	33.3	40.0%	3.4%
3063418	Woodcote Primary School	-0.3	1.6	-0.8	60	10.0%	4.4%
3063419	Ecclesbourne Primary School	-3.7	-1.4	-3.5	19.6	25.0%	0.0%
3065200	SELSDON PRIMARY SCHOOL	-0.9	2.1	0.6	50.6	18.8%	2.5%
3065201	ST JAMES THE GREAT R.C. PRIMARY AND NURSERY	2.7	0.8	1.6	74.6	8.5%	0.0%
3065202	ATWOOD PRIMARY SCHOOL	0.0	-1.1	-0.5	65.1	7.0%	2.3%
3066909	Oasis Academy Shirley Park	2.1	4.8	0.4	64.4	30.5%	1.7%
3067001	St Giles School	-6.5	-6.4	-7.7	0	12.5%	100.0 %
3067004	Beckmead School	-5.2	-8.2	-4.9	0	34.8%	72.7%
3067005	St Nicholas School	-5.9	-6.7	-6.6	0	27.8%	100.0 %
3067006	Red Gates School	-7.5	-7.4	-8.2	0	56.3%	100.0 %
Total	Borough	0.2	0.9	0.6	54.1	22.0%	3.5%

Appendix 2: Secondary School GCSE results 2017 by school

Provisional results

Etab. Name	Cohort	Attainment 8	Progress 8				Not Met Floor	A*-C/9-5				EBacc ²		Any Qual.	EBacc Slots	Other Slots	Entry	
			Cov.	Avg. Score	Conf. Int.	Avg Score + CI		EBacc Eng. LL	EBacc Mat.	E&M	5+ Inc E&M ¹	Entry	Att.				Triple Sci.	≥2 Lang.
LA (state-funded schools)	3,593	44.7	89.1%	+0.06	± 0.04	0.11	-	61.0%	44.8%	40.1%	57.7%	42.5%	20.2%	97.0%	2.7	2.8	21.1%	5.5%
Archbishop Tenison's CofE High School	110	46.3	93.6%	-0.08	± 0.24	0.16		70.9%	45.5%	41.8%	60.0%	60.9%	31.8%	100.0%	2.8	2.9	29.1%	10.0%
Beckmead School	25	3.3	92.0%	-3.28	± 0.51	-2.78	N/A	0.0%	4.0%	0.0%	0.0%	0.0%	0.0%	64.0%	0.0	0.0	0.0%	0.0%
Bensham Manor School	28	1.8	82.1%	-1.65	± 0.51	-1.14	N/A	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	64.3%	0.0	0.6	0.0%	0.0%
BRIT School for Performing Arts and Technology	180	48.1	87.2%	-0.21	± 0.19	-0.01		82.2%	45.6%	44.4%	66.1%	19.4%	8.3%	99.4%	2.6	2.9	12.2%	2.8%
Coloma Convent Girls' School	154	60.0	98.1%	+0.60	± 0.20	0.80		91.6%	63.0%	61.0%	84.4%	96.8%	55.8%	100.0%	3.0	3.0	73.4%	20.1%
Harris Academy Purley	161	51.2	99.4%	+0.67	± 0.19	0.86		72.0%	42.2%	39.8%	67.1%	40.4%	24.8%	100.0%	2.7	3.0	16.1%	4.3%
Harris Academy South Norwood	183	48.3	96.7%	+0.24	± 0.18	0.43		76.0%	46.4%	43.2%	63.9%	65.0%	32.2%	98.9%	2.9	2.9	30.1%	6.0%
Harris Academy Upper Norwood	63	44.9	93.7%	+0.64	± 0.32	0.95		69.8%	27.0%	27.0%	47.6%	63.5%	22.2%	100.0%	3.0	3.0	38.1%	9.5%
Harris City Academy Crystal Palace	164	61.6	97.0%	+0.55	± 0.19	0.74		88.4%	78.7%	75.0%	89.6%	78.7%	57.9%	100.0%	3.0	3.0	47.6%	15.2%
Meridian High School	117	32.6	82.9%	-0.69	± 0.25	-0.44	□	35.0%	23.9%	17.1%	29.1%	24.8%	4.3%	99.1%	2.7	2.8	12.8%	1.7%
Norbury Manor Business and Enterprise College for	187	52.2	93.0%	+0.57	± 0.18	0.75		81.3%	61.0%	57.8%	71.1%	42.2%	25.1%	99.5%	2.8	2.9	16.6%	6.4%
Oasis Academy Coudsdon	114	48.3	90.4%	+0.33	± 0.24	0.57		63.2%	53.5%	44.7%	63.2%	57.0%	26.3%	99.1%	2.7	2.9	0.0%	0.9%
Oasis Academy Shirley Park	175	42.5	97.1%	+0.34	± 0.19	0.53		49.1%	32.6%	25.1%	49.7%	58.9%	16.6%	100.0%	2.7	2.9	0.0%	5.1%
Orchard Park High (Croydon)	200	39.7	81.0%	-0.35	± 0.19	-0.16		41.5%	35.0%	25.5%	46.5%	17.0%	6.5%	98.5%	2.7	2.7	0.0%	2.5%
Priory School	7	0.0	85.7%	-1.36	± 0.99	-0.36	N/A	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0	0.0	0.0%	0.0%
Riddlesdown Collegiate	322	52.1	92.5%	+0.35	± 0.14	0.49		76.4%	59.6%	57.1%	74.2%	46.9%	27.0%	99.4%	2.9	2.9	34.2%	7.5%
Shirley High School Performing Arts College	161	40.3	95.7%	-0.36	± 0.20	-0.16		42.9%	26.7%	23.6%	41.0%	39.8%	9.9%	100.0%	2.9	2.9	16.1%	5.6%
St Andrew's CofE School	141	37.2	90.1%	-0.61	± 0.22	-0.40	□	51.1%	36.2%	30.5%	41.1%	9.2%	5.0%	99.3%	2.7	2.9	19.9%	3.5%
St Giles School	6	0.0	83.3%	-1.57	± 1.09	-0.48	N/A	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0	0.0	0.0%	0.0%
St Joseph's College	163	48.6	93.3%	+0.15	± 0.20	0.35		66.3%	55.2%	47.2%	69.9%	42.3%	17.2%	100.0%	2.9	3.0	17.8%	4.3%
St Mary's Catholic High School	136	36.0	73.5%	-0.28	± 0.24	-0.04		38.2%	34.6%	29.4%	39.7%	16.2%	3.7%	97.1%	2.4	2.7	19.1%	5.1%
The Archbishop Lanfranc Academy	143	40.8	89.5%	-0.02	± 0.21	0.19		49.7%	38.5%	32.2%	46.2%	40.6%	14.0%	97.9%	2.7	2.9	16.8%	7.0%
The Quest Academy	86	48.4	77.9%	+0.49	± 0.30	0.79		65.1%	55.8%	48.8%	62.8%	11.6%	9.3%	100.0%	2.9	3.0	27.9%	4.7%
Thomas More Catholic School	145	43.7	91.7%	-0.07	± 0.21	0.14		53.1%	53.1%	44.1%	62.8%	47.6%	11.0%	100.0%	2.8	3.0	21.4%	0.7%
Virgo Fidelis Convent Senior School	115	41.6	79.1%	-0.20	± 0.25	0.05		51.3%	33.9%	28.7%	45.2%	24.3%	9.6%	99.1%	2.5	2.9	10.4%	2.6%
Woodcote High School	208	49.0	94.2%	+0.24	± 0.17	0.41		65.4%	50.5%	45.2%	68.3%	62.0%	28.8%	99.5%	2.9	2.9	25.0%	1.4%

NB: Data for 2017 is not yet validated and may change.

Academies

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

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

Appendix 3: Exclusions from maintained schools and academies for 2016/17

School	FIXD	PERM	Total
Aerodrome Primary Academy		17	17
All Saints CofE Primary School	1	10	11
Applegarth Academy	1	12	13
Archbishop Tenison's CofE High School		46	46
Ark Oval Primary Academy	1		1
Beckmead School		24	24
Bensham Manor School		6	6
Beulah Junior School		4	4
Broadmead Primary Academy		36	36
Castle Hill Academy (DUMMY BASE A&T USE)		34	34
Chestnut Park Primary School	1	3	4
Christ Church CofE Primary School (Purley)		2	2
Coloma Convent Girls' School	1		1
Cypress Primary School (A&T DUMMY BASE)		29	29
David Livingstone Primary Academy		1	1
Downsview Primary and Nursery School		10	10
Ecclesbourne Primary - Pegasus Academy Trust		6	6
Elmwood Junior School		1	1
Forest Academy	2	15	17
Gonville Academy		7	7
Greenvale Primary School		1	1
Harris Academy Purley	1		1
Harris City Academy Crystal Palace	2	9	11
Harris Invictus Academy Croydon	3		3
Harris Primary Academy Benson		3	3
Harris Primary Academy Haling Park		2	2
Harris Primary Academy Kenley		2	2
Heathfield Academy		1	1
Heavers Farm Primary School	1	9	10
Howard Primary School		4	4
Kenley Primary School		7	7
Kensington Avenue Primary School		8	8
Kingsley Primary Academy		16	16
Kingsley Primary School		4	4
Meridian High School	2	26	28
Monks Orchard Primary School and Nursery	1	18	19
New Valley Primary School		2	2
Norbury Manor Bus. & Enterprise College For Girls		39	39
Norbury Manor Primary School		5	5
Oasis Academy Arena	3	106	109
Oasis Academy Ryelands		13	13

Oasis Academy Shirley Park	1	142	143
Orchard Way Primary School		4	4
Park Hill Junior School		2	2
Phil Edwards Centre (PRU)		16	16
Purley Oaks Primary School		10	10
Regina Coeli RC Primary School		1	1
Riddlesdown Collegiate	1	48	49
Ridgeway Primary School		4	4
Rockmount Primary School		14	14
Rowdown Primary Academy		29	29
Saffron Valley Collegiate	1	8	9
Selsdon Primary and Nursery School		31	31
Shirley High School Performing Arts College		49	49
Smitham Primary School		5	5
St Andrew's CofE Voluntary Aided High School		143	143
St Cyprian's Greek Orthodox Primary Academy		2	2
St John's CofE Primary School		1	1
St Joseph's College		34	34
St Mark's CofE Primary Academy		6	6
St Mary's Catholic High School	4	57	61
St Peter's Primary School		1	1
The Archbishop Lanfranc Academy - Coloma Trust	3	6	9
The Crescent Primary School		6	6
The Minster Junior School		2	2
The Minster Nursery & Infant School		4	4
The Robert Fitzroy Academy		5	5
The Woodside Academy		5	5
Thomas More School	2	76	78
Virgo Fidelis Convent Senior School		52	52
West Thornton Academy		13	13
Whitehorse Manor Junior - Pegasus Academy Trust		9	9
Winterbourne Junior Girls' School	1	1	2
Wolsey Junior Academy		2	2
Woodcote High School		2	2
Woodcote Primary School		2	2
Grand Total	33	1330	1363

Appendix 4: Exclusions from maintained schools and academies for 2016/17 for children with SEN, Children Looked After and by ethnic group.

Exclusions by SEN Source: local data

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016		2016/2017	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Non-SEN	581	30	659	39	996	3	1379	20	816	10	663	16
School Action	309	1	208	4	92	6	60	2	56	0	29	2
School Action Plus	687	28	391	16	273	3	122	1	47	4	12	1
Statemented	318	5	245	6	91	1	74	1	50	0	4	0
EHCP									159	3	155	3
Support									581	5	467	11
Total Numbers	1895	64	1503	65	1452	13	1635	24	1709	22	1330	33

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

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016		2016/2017	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Not Looked After	1850	64	1461	64	1423	13	1613	24	1597	20	1276	33
Looked After Children	45		42	1	29	0	22		112	2	54	0
Total Numbers	1895	64	1503	65	1452	13	1635	24	1709	22	1330	33

Exclusions by Ethnicity Source: local data

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016		2016/2017	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
ABAN - Bangladeshi	10	1	5		7	0	7	1	7	1	3	
AIND - Indian	12		12		6	0	11		11	0	2	
AOTH - Any other Asian background	44		23		23	0	17	1	17	1	19	
APKN - Pakistani	11		25		14	0	15		15	0	8	
BAFR - African	270	7	240	11	215	3	247	4	247	4	212	3
BCRB - Black Caribbean	435	11	310	11	350	2	450	4	450	4	345	3
BOTH - Any other Black background	70	1	61		66	2	106	3	106	3	92	1
CHNE – Chinese	1			2	0	0	0		0	0	0	
MOTH - Any other Mixed background	70	4	82	2	73	0	76	1	76	1	80	2
MWAS - White/Asian	14	1	13		15	0	14		14	0	10	1
MWBA - White/Black African	40	1	22	2	25	0	37		37	0	23	1
MWBC - White/Black Caribbean	170	5	127	5	114	1	152	1	152	1	119	3
NOBT - Info not obtained	6	1	5	1	29	1	32		32	0	36	3
OOTH - Any other Ethnic Group	18		36		9	0	7	1	7	1	19	1
REFU – Refused	16	1	17		18	0	36	2	36	2	14	1
WBRI – British	638	27	459	26	419	4	433	4	433	4	304	12
WIRI – Irish	6	1	6		14	0	6		6	0	4	
WIRT - Traveller - Irish Heritage	6		8	2	1	0	57		57	0	1	

WOTH - Any other White background	54	3	49	2	49	0	6		6	0	37	2
WROM - Roma/Roma Gypsy	4		3	1	5	0	0		0	0	2	
Total Exclusions	1895	64	1503	65	1452	13	1635	24	1709	22	1330	33

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

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016		2016/2017	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
BME Groups	775	19	611	22	631	7	744	12	803	11	649	7
Other	1120	45	892	43	821	6	891	12	906	11	681	26
Total exclusions	1895	64	1503	65	1452	13	1635	24	1709	22	1330	33

Reasons for exclusions Source: local data

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016		2016/2017	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Bullying	36	2	34		33	0	35	0	28	1	13	0
Damage	62	3	58		54	0	63	1	44	0	36	3
Drug and alcohol related	65	5	54	3	53	0	68	1	58	1	33	3
Other	155	4	115	2	112	0	135	2	201	0	238	2
Persistent disruptive behaviour	455	15	295	26	333	3	400	3	457	6	242	12
Physical assault against adult	218	5	160	9	126	2	151	1	170	1	198	2
Physical assault against pupil	390	15	354	6	316	3	328	3	394	6	305	3
Possession of Offensive Weapon	22	8	15	8	25	3	29	5	22	3	15	4
Racist abuse	36		11		14	0	15	0	17	0	7	0
Sexual misconduct	25	1	31	3	33	0	20	2	14	0	15	3
Theft	55		61	1	34	0	42	0	34	1	19	0
Verb abuse/threat behaviour adult	264	5	233	3	237	1	259	4	176	3	151	1
Verb abuse/threat behaviour pupil	112	1	82	4	82	1	90	2	94	0	58	0
Total Exclusions	1895	64	1503	65	1452	13	1635	24	1709	22	1330	33

Excluded pupils as percentage of school population Source: local data

	2017 EXCLUSIONS BY ETHNIC GROUP			Pupils on roll Jan 2017 census	Excluded pupils as percentage of school population 2017		
	Fixed	Perm	Total		Fixed	Perm	Total
ABAN - Bangladeshi	3		3	606	0.50	0.00	0.50
AIND - Indian	2		2	2844	0.07		0.07
AOTH - Any other Asian background	19		19	3013	0.63	0.00	0.63
APKN - Pakistani	8		8	2585	0.31		0.31
BAFR - African	212	3	215	8586	2.47	0.03	2.50
BCRB - Black Caribbean	345	3	348	5970	5.78	0.05	5.83
BOTH - Any other Black background	92	1	93	1596	5.76	0.06	5.83
CHNE – Chinese	0		0	312			
MOTH - Any other Mixed background	80	2	82	3630	2.20	0.06	2.26
MWAS - White/Asian	10	1	11	1118	0.89		0.98
MWBA - White/Black African	23	1	24	1101	2.09		2.18
MWBC - White/Black Caribbean	119	3	122	2667	4.46	0.11	4.57
NOBT - Info not obtained	36	3	39	377	9.55		10.34
OOTH - Any other Ethnic Group	19	1	20	1146	1.66	0.09	1.75
REFU – Refused	14	1	15	557	2.51	0.18	2.69
WBRI – British	304	12	316	15459	1.97	0.08	2.04
WIRI – Irish	4		4	209	1.91		1.91
WIRT - Traveller - Irish Heritage	1		1	36	2.78		
WOTH - Any other White background	37	2	39	4844	0.76		0.81
WROM - Roma/Roma Gypsy	2		2	74	2.70		2.70
Total Exclusions	1330	33	1363	56730	2.34	0.06	2.40

Appendix 5: Explanation and identification of Statistical Neighbours

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

- 2001 Census
- Annual population surveys between 2001 and 2005
- Labour force survey four quarterly averages – June 2004 to May 2005
- Annual survey of hours and earnings 2005
- The ODPM (Office of the Deputy Prime Minister) indices of multiple deprivation
- The DfE local authority data matrix
- DVLA information on vehicle numbers and ages
- CIPFA (Chartered Institute of Public Finance and Accountancy) information on availability of services

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

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

Appendix 6: Explanation of Fair Access Process and breakdown of school referrals.

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

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

Operation of the Fair Access Panel

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

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

The panel is operated by the Local Authority Learning Access Service. The Local Authority is represented by the Head of Learning Access and the Fair Access Manager, who is responsible for administering the Panel.

The Fair Access Panel considers referrals for agreed managed moves between schools or placement for pupils at a PRU or independent alternative provision provider as an alternative to permanent exclusion. The panel also considers placement for those children who have been unable to be placed at a school through the normal in year

admissions procedures. Such pupils are considered by the Admissions Code to be hard to place. The panel chair is the chief executive of a Multi Academy Trust and the vice chair is a secondary school head teacher. The panel meets every 3 weeks during school term time. An average panel will consider presentations regarding between 40 and 50 cases dependent on the amount of referrals received. Nominated school representatives make a presentation for the panel's consideration during which details of the case are outlined.

Cases presented at Secondary Fair Access Panel by School in 2016/17

375 pupil referrals were considered by the Fair Access Panel during the 2016/17 academic year. 122 cases were presented at panel as pupils requiring school places who were unable to be placed through the normal admissions procedures

When cases were presented at panel by schools in 2016/17 they were considered under the following categories:

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

In 2016/17 140 cases were presented by schools under the avoidance category and 113 cases were prevented under the category of prevention.

The following table gives the number of cases presented by Croydon secondary schools in each category during the 2016/17 academic year.

School	Number of FAP referral 2015/16
Edenham	27
St Mary's	24
Oasis Coulsdon	23
Out of borough schools	21
Meridian	20
Harris South & Upper Norwood	19
St Andrew's	18
Lanfranc	15
Oasis Shirley Park	13
Riddlesdown	13
Quest	13
St Joseph's	11
Oasis Arena	10
Shirley High	10
Woodcote	9
Harris Purley	7

Thomas More	5
Coloma	4
Harris Invictus	4
FE Colleges (Y11 ESOL)	3
Harris Crystal Palace	2
NMBEC	1
Virgo Fidelis	0

Appendix 7: Croydon School Improvement Plan

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

There are two key strands to our vision:

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

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

- Promote high standards in all schools, particularly where areas of weakness have been identified i.e. Outcomes for CLA, close the difference between our highest attaining and lowest attaining schools
- Ensure that vulnerable schools and schools causing concern improve rapidly by building on the success of the SPRM process and robustly challenging any slow progress, making full use of statutory powers when required. Where appropriate hold challenging conversations with the RSc and Diocese
- To enable schools to improve English and mathematics outcomes at a faster rate, in all key stages, by securing differentiated, quality assured training and development Monitor closely the impact of any projects. (SSIF)
- Support and challenge post-16 collaboration to strengthen post-16 curriculum, viability and standards

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

Croydon council vision for school quality and standards

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

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

School Improvement Plan: Key Priorities

Promote high standards in all schools, particularly where areas of weakness have been identified i.e. Outcomes for CLA, close the difference between our highest attaining and lowest attaining schools

Ensure that vulnerable schools and schools causing concern improve rapidly by building on the success of the SPRM process and robustly challenging any slow progress, making full use of statutory powers when required. Where appropriate hold challenging conversations with the RSc and Diocese

To enable schools to improve English and mathematics outcomes at a faster rate, in all key stages, by securing differentiated, quality assured training and development. Monitor closely the impact of any projects.

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

School Improvement plan: Targets

Sustain EYFS outcomes so that we are in line with London averages and remain on an upward trajectory beyond 2017

Improve / sustain KS1 attainment in reading, writing and mathematics so that we remain above national but close the gaps with London.

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

Reduce the number of schools judged as requiring improvement by Ofsted

Maintain the percentage of pupils achieving the expected level of combined attainment at the end of KS2 to be above national. Close the gaps in outcomes with other London boroughs

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

Increase the number of pupils achieving a combined English and mathematics grade Level 9 -5 so that Croydon pupils do as well as their peers across London

School Improvement plan: Enablers

Local Authority

Octavo Partnership

Teaching Schools

Other quality assured

Appendix 8

Definition of Progress 8 / Attainment 8:

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

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

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

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

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For general release

REPORT TO:	Scrutiny Children & Young People Sub-Committee 6 February 2018
SUBJECT:	WORK PROGRAMME
LEAD OFFICER:	Stephen Rowan, Head of Democratic Services & Scrutiny
PERSON LEADING AT SCRUTINY COMMITTEE MEETING:	Councillor Jan Buttinger, Chair of the Sub-Committee

ORIGIN OF ITEM:	The Sub-Committee agreed at its previous meeting to amend its work programme in light of the recent Ofsted Inspection findings.
BRIEF FOR THE COMMITTEE:	To consider a revised work programme for the Sub-Committee and agree any amendments considered necessary.

1. EXECUTIVE SUMMARY

- 1.1 At its meeting on 5 September 2017, the Scrutiny and Overview Committee resolved that Children and Young People's Scrutiny Meetings would have items on key themes in the Improvement Plan following the recent Ofsted inspection of Children's Social Care in Croydon.

2. PROPOSED CHANGES TO THE WORK PROGRAMME

- 2.1 The current planned work programme for the Sub-Committee for the remainder of this municipal year is as follows:

28 November 17	6 February 18	13 March 18
Children's Safeguarding Board Annual Report	Education Budget	Children, Young People & Learning Q & A
Missing children and RHI statistics	Education Standards	Missing children and RHI statistics
Deep Dives: Public Law Outline and Early Permanence	Missing children and RHI statistics	Options Report on the Children's Improvement Plan
	Oral report on The Children's Improvement Plan	

- 2.2 At the 28 November meeting it was agreed to invite an officer conducting Return Home Interviews to the 6 February 2018 meeting of the sub-committee.

CONTACT OFFICER: Stephen Rowan, Head of Democratic Services & Scrutiny

BACKGROUND DOCUMENTS: None