

For general release

REPORT TO:	Children and Young People Scrutiny Committee 27 November 2018
SUBJECT:	Performance of academy schools in Croydon Overview and analysis of elective home education, fair access panel and children missing education.
LEAD OFFICER:	David Butler, Director of Education
CABINET MEMBER:	Councillor Alisa Flemming Cabinet Member for Children Young People and Learning
PERSON LEADING AT SCRUTINY COMMITTEE MEETING:	David Butler – Director of Education Shelley Davies – Head of Education Standards, Safeguarding and Inclusion
ORIGIN OF ITEM:	This item is contained in the Sub-Committee’s approved work programme.
BRIEF FOR THE COMMITTEE:	To consider the performance of children and young people with SEN, the work of the 0-25 team and SEN funding.

1. EXECUTIVE SUMMARY

This report summarises / compares the performance of children and young people in Croydon Local Authority maintained schools and academies for the academic years 2015/16 and 2016/17.

In July 2017 17 of our secondary schools were academies and 43 of our primary schools were academies.

The report compares and analyses the performance and exclusions in our local authority schools with our academy schools. It also provides detail and analysis of elective home education, Fair Access Panel and ‘Children Missing education’ (CME).

2. Performance (outcomes and exclusions) of academy schools in Croydon compared with local authority schools. Overview and analysis of elective home education and children missing education.

2.1 Borough Context

The large majority of our secondary schools are Academies and those that are not are Diocesan schools and 43 of our primary schools are academies. We have a small number of ‘stand alone’ academies but the majority are part of a ‘Multi Academy Trust’

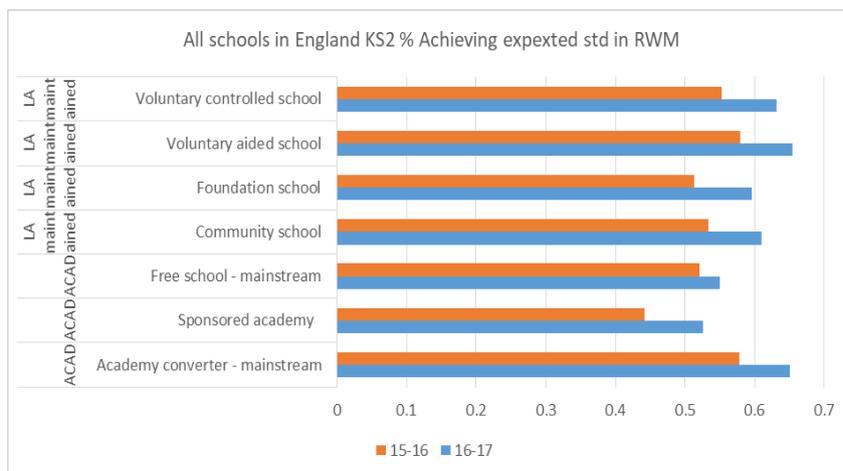
Overall in 2015/16 and 2016/17 Croydon achieved some significant steps forward: continued improvements in the early years foundation stage, above national attainment at the end of both key stage one and key stage two, improved Ofsted ratings of our secondary schools, and early years, phonics, KS1, KS2 and progress 8 figures above the national average.

Outcomes for the most recent academic year are yet to be validated but unvalidated figures, which will be reported in the standards report to Cabinet in March, show a continuing upward trend at all Key Stages.

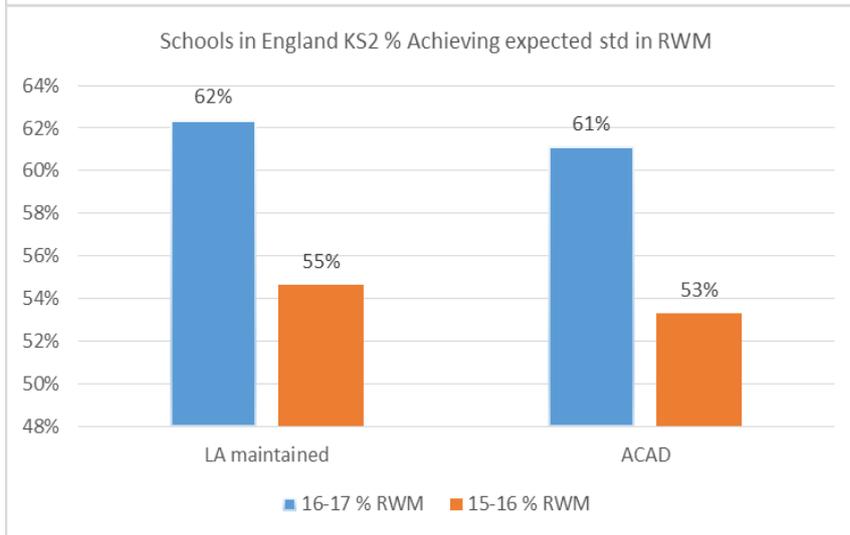
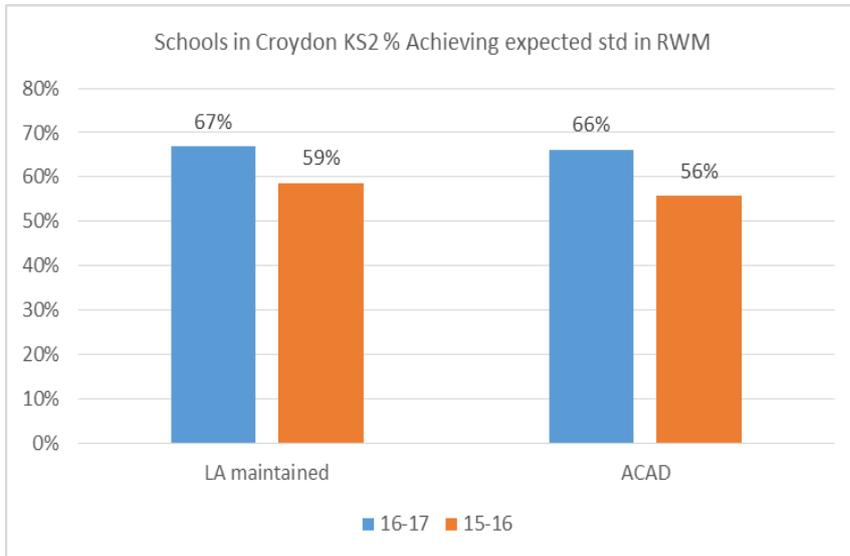
2.2 Overview of Academies (performance, exclusions, FAP and comparison with our Local Authority maintained schools.

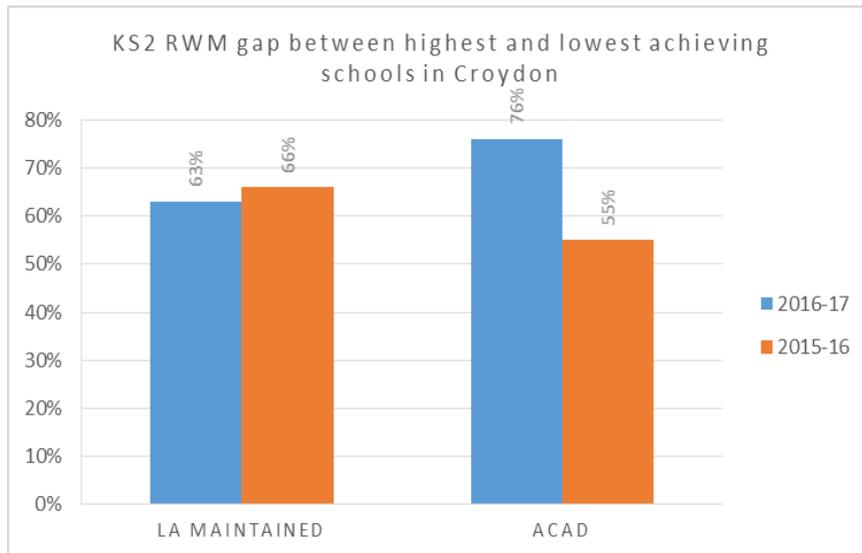
Performance:

KS2 – combined reading, writing and mathematics attainment



N.B England average includes special schools





KS2 outcomes across all schools in combined reading, writing and mathematics for Croydon pupils were above the national average in both 2015/16 and 2016/17. However the performance of our local authority maintained schools was above (by 2%) that of our academies. This is due in part to the extremely low outcomes in two of our academy schools which have since been re-brokered to another academy chain. It also masks the good outcomes that were achieved by other academy schools.

There is a big gap between the outcomes in our highest and lowest LA maintained schools and academy schools in Croydon. In 2016/17 there was a 76% difference between our highest performing academy school and our lowest performing and this can mask the positive outcomes in a larger number of our academies.

In both academic years 2015/16 and 2016/17 our academy schools were in line with the England average and our LA maintained schools were above. However the outcomes of our pupils in academies were very low in a small number of these schools

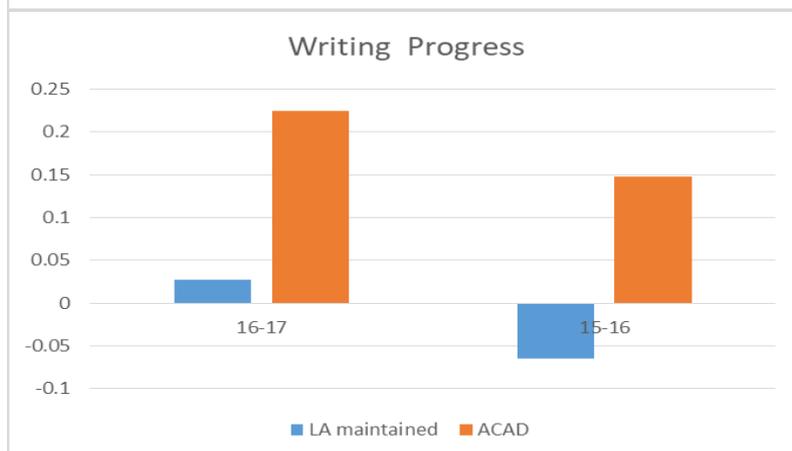
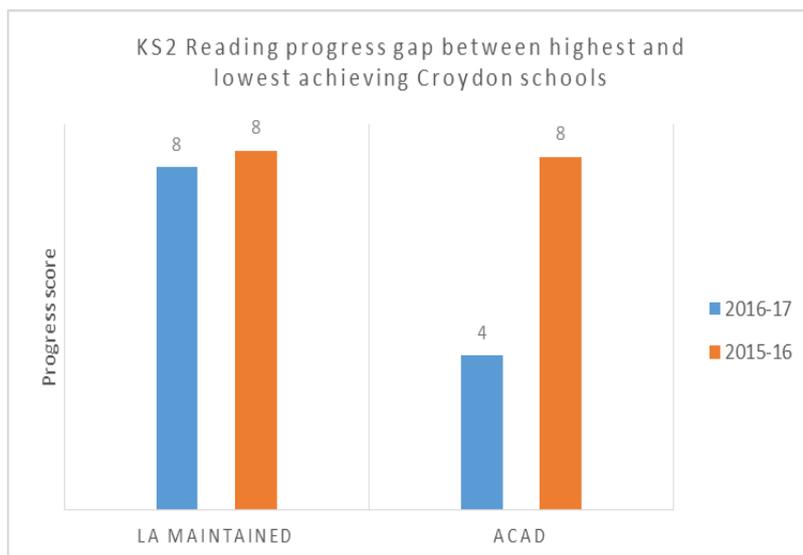
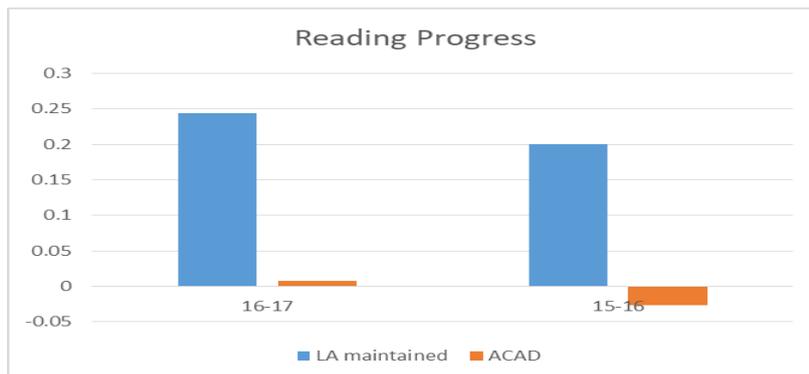
As a result of the low outcomes in our academy schools over these academic years we ensured that this was followed up with the RSC (Regional Schools Commissioner) in two of our schools this resulted in a re-brokering to a new academy sponsor.

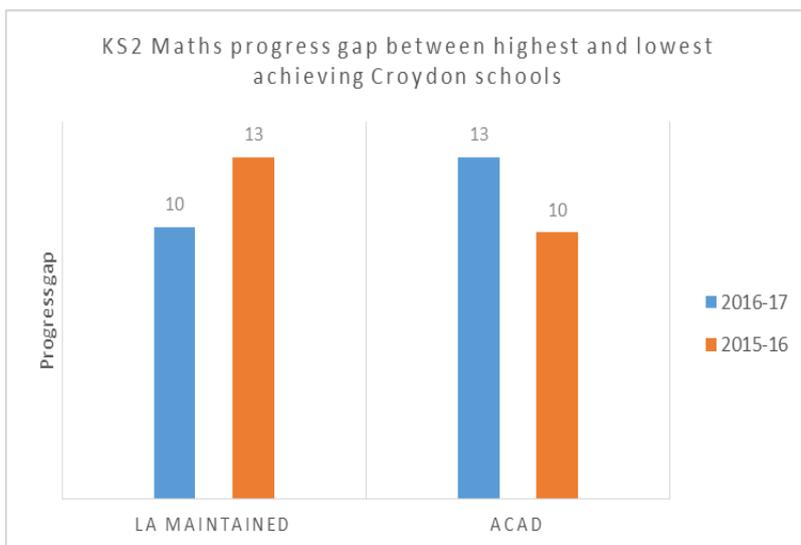
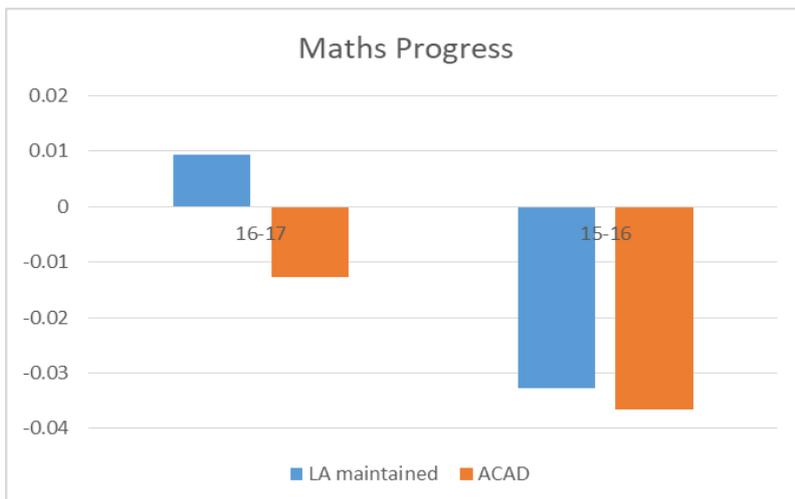
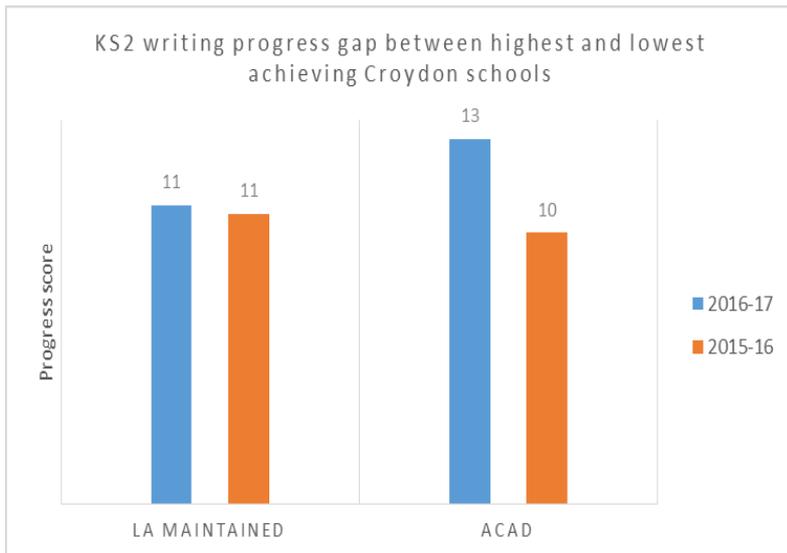
Maintained schools with low outcomes in these two academic years were challenged and supported through our SPRM (School Progress Review Meeting) process to ensure rapid improvements. We have seen positive impact of this programme in a number of schools.

Progress in Reading, Writing and Mathematics

Alongside attainment a key government measure at the end of key stage two is the progress made by pupils in individual subjects (reading, writing and mathematics) from their key stage one outcomes.

KS2 Progress in England is always 0 in reading, writing and mathematics.





When comparing the progress made by pupils in our maintained schools with our academy schools there is a varied picture across the three subjects. You will also note that there is a big difference in the schools where pupils make the best progress and those where the least progress is made across all three subjects. For example in 2016/17 there were 13 progress points difference between the schools where pupils made the best progress compared with schools where pupils made the least progress.

In reading, the progress made by pupils in our LA maintained schools was better than by pupils in our academy schools in both 2015/16 and 2016/17. In 2015/16 the progress in reading made by our pupils attending an academy school was below the national average.

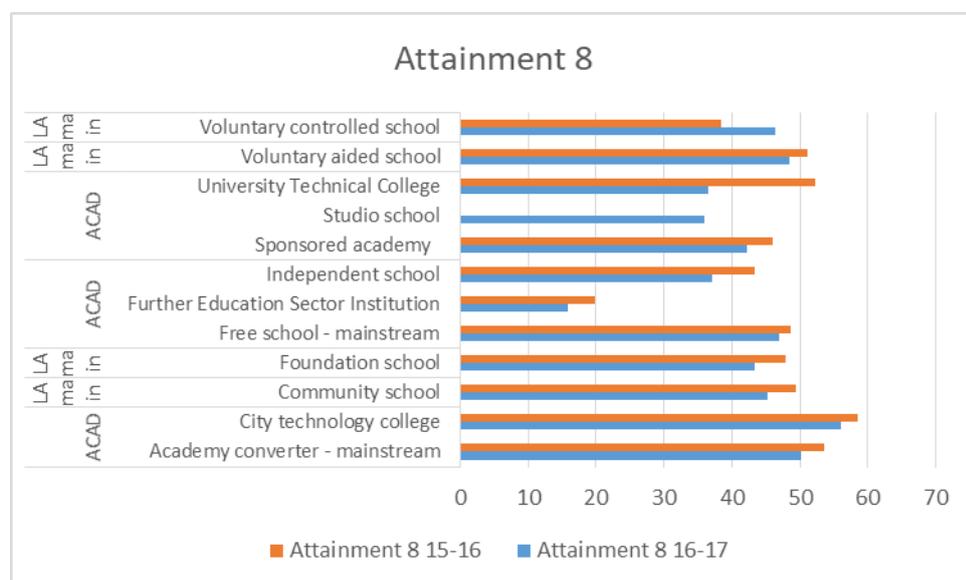
In writing, the progress made by pupils in our academy schools was better than by the pupils in our LA maintained schools in both 2015/16 and 2016/17. In 2015/16 the progress made in writing made by pupils in our LA maintained schools was below the national average.

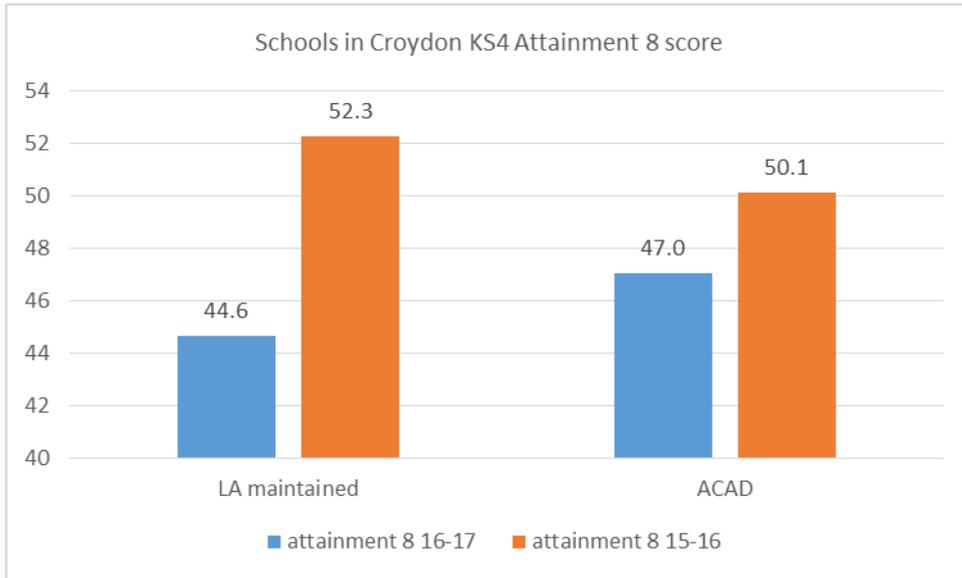
In mathematics, in 2015/16 the progress made by pupils in both our maintained and academy schools was below the national average. The progress made by pupils in our LA maintained schools was above the national average in 2016/17 and below for pupils in our academy schools.

Where pupil progress was low in either reading, writing or mathematics in these academic years subject specific support was commissioned by the local authority for these schools.

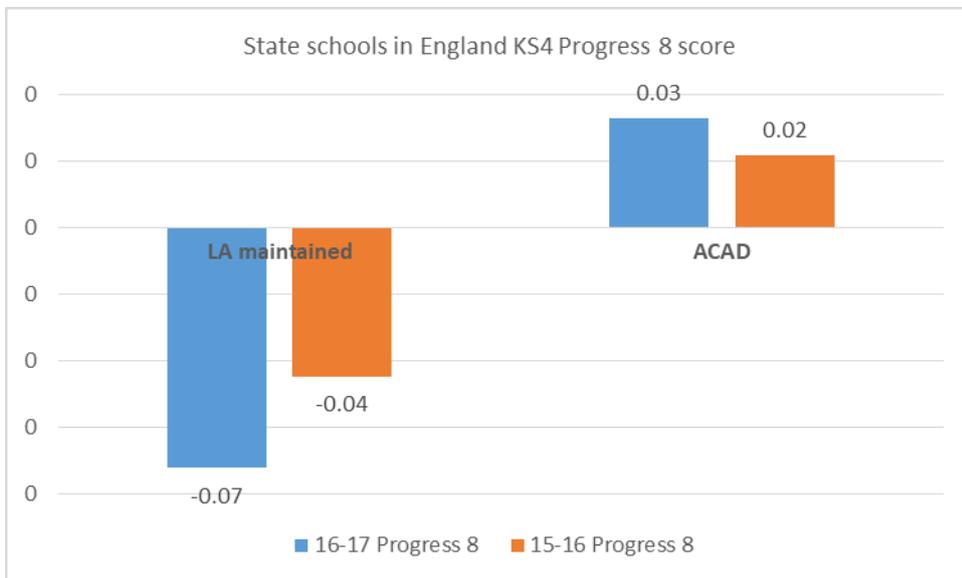
See appendix 2 for Key Stage 2 outcomes by school (2016/17)

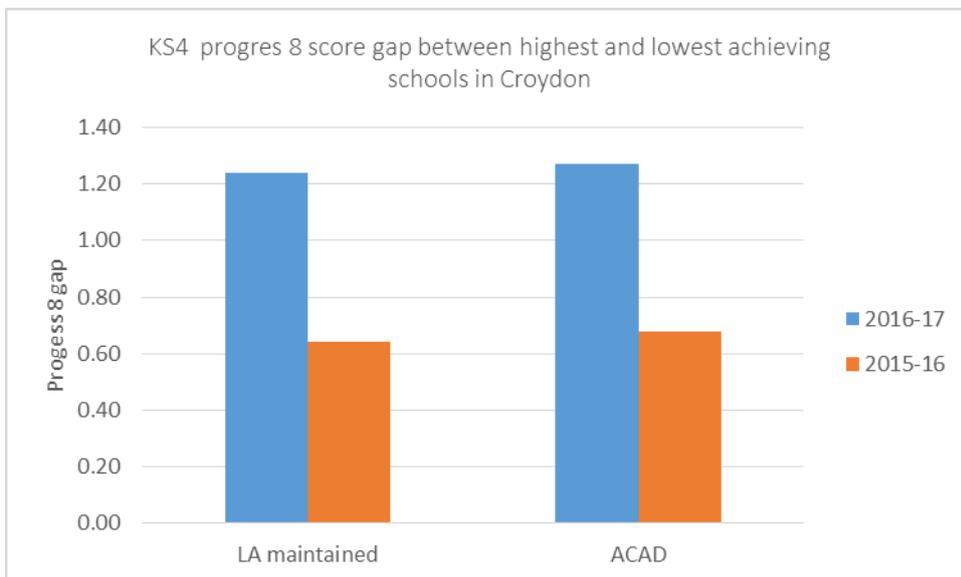
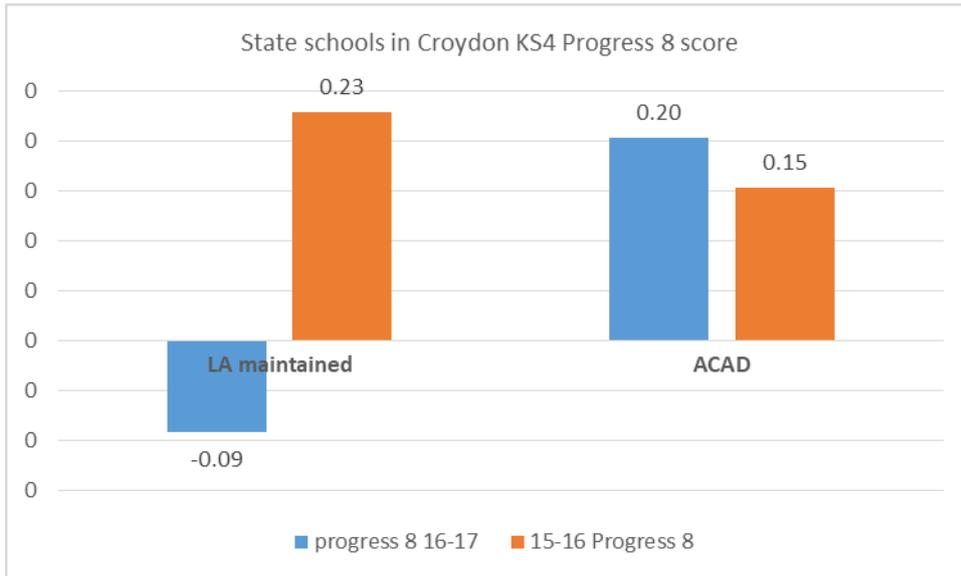
KS4 – pupil outcomes in attainment 8 and progress 8 measures (See Appendix 1 for definitions)





The progress score is -0.03 for state maintained schools in England whereas for all schools, including independent schools and colleges, the England figure is 0





Key stage 4 progress 8 outcomes for pupils attending an academy were above the England average in both 2015/16 and 2016/17. In our local authority maintained schools they were slightly below the England average in 2016/17. We commissioned additional support for those schools with concerning progress 8 outcomes across this academic years.

Progress 8 outcomes for pupils attending an academy school were better than for those pupils attending an LA maintained school in 2016/17 as shown in the data.

Key Stage 4 attainment 8 outcomes are very similar to progress 8 outcomes in terms of comparisons against the England average. Across both of these academic years pupils attainment 8 outcomes in academy schools was above the England average.

Attainment 8 outcomes for pupils attending a LA maintained school were slightly above those attending an academy school in 2015/16 and below those pupils attending an academy school in 2016/17.

The gap between the school where pupils make the best progress compared with the school that made the least progress was similar in both LA maintained and academy schools. In 2016/17 this was a wide gap of over 1.20 progress points.

See appendix 2 for Key stage 4 outcomes by school (2016/17)

2.3 Exclusions:

Exclusion from school

Pupils can be excluded from school either permanently or for a fixed period. These are formal sanctions that occur in response to breaches of the schools behaviour policy and there are regulations and guidance covering their use. Parents have various rights of representation in response an exclusion.

The national context

The Department for Education publishes the national comparative rate for exclusions from academies and from local authority maintained schools. This data is published annually in the summer following each academic year once it has been validated. The most recent national data release was for the 2016/17 academic year, which was published in July 2018. Validated data for the 2017/18 academic year will be published in July 2019.

The data captures three measures, which are broken down by primary and secondary schools.

These are:

- The number of permanent exclusions & this as a percentage of total pupil numbers;
- The number of fixed period of exclusions & this as a percentage of total pupil numbers; and
- The number of pupils with one or more fixed period exclusions & this as a percentage of total pupil numbers.

The percentage of total pupil numbers is particularly key. This is because with the rising school age population the headline numbers of exclusions may rise but it may not actually rise as a proportion vis-à-vis the total number of pupils in the cohort.

When assessing the Croydon exclusion figures for academies and local authority maintained schools these need to be benchmarked against the national figures to judge comparative performance. As the most recent national data is for 2016/17 it is not possible to make comparative judgements for any provisional 2017/18 data in this report.

As has been much reported 2016/17 saw a national rise in the number and rate of permanent and fixed term exclusions. The overall headline rate for permanent exclusions rose from 0.08 in 2015/16 to 0.10 in 2016/17. Fixed period exclusions

increased from 4.29% in 2015/16 to 4.76% in 2016/17. The rise nationally was principally attributed to an increase in exclusions in secondary schools.

Permanent Exclusions from Primary Schools

Nationally at primary school you are twice as likely to receive a permanent exclusion from a primary academy than from a local authority maintained primary school.

The data for 2016/17 comparing Croydon with England shows the following:
Permanent exclusions (Primary)

2016/17	% of the pupil cohort permanently excluded (England)	No of permanent exclusions (Croydon)	% of the pupil cohort permanently excluded (Croydon)
All Primary Schools	0.03%	9	0.03%
LA maintained Primary Schools	0.02%	3	0.02%
Primary Academies	0.04%	6	0.03%

In 2016/17 there were nine permanent exclusions from Croydon primary schools.

Of the nine permanent exclusions in 2016/17 three were from local authority maintained schools and six were from academies. Croydon's overall rate of permanent exclusion from primary schools' and the rate from local authority maintained primary schools in 2016/17 was in line with the national figures. The percentage rate of permanent exclusions from primary academies in Croydon was slightly better than the national figure.

The number of permanent exclusions in 2016/17 was an increase on the four permanent exclusions there were from primary schools in 2015/16, which were all from academies.

Exclusion data for 2017/18 is still provisional but local data indicates that the number of permanent exclusions from primary schools has remained static at nine, with three from local authority maintained primary schools and six from primary academies.

Fixed Period Exclusions in Primary Schools

In 2016/17 Department for Education data shows that there were 402 fixed term exclusions from Croydon primary schools. There were 205 pupils who received at least one fixed term exclusion during the academic year.

The data for 2016/17 comparing Croydon with England shows the following:
Fixed period exclusions (Primary)

2016/17	% of fixed period exclusions vis-à-vis cohort (England)	No of fixed period exclusions (Croydon)	% of fixed period exclusions vis-à-vis cohort (Croydon)
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All Primary Schools	1.37%	402	1.18
LA maintained Primary Schools	1.23%	118	0.87
Primary Academies	1.86%	284	1.38

No. of pupils receiving one of more fixed period exclusions (Primary)

2016/17	% of pupils with 1+ fixed period exclusion (England)	No of pupils with 1+ fixed period exclusion (Croydon)	% of pupils with 1+ fixed period exclusion (Croydon)
All Primary Schools	0.62%	205	0.60%
LA maintained Primary Schools	0.56%	57	0.42%
Primary Academies	0.80%	148	0.72%

The rates of fixed term exclusions and the percentage of pupils receiving fixed term exclusions from Croydon primary schools (academies & local authority maintained) compares favourably to the figures for England overall.

However like the data for England overall there is a greater percentage use of fixed term exclusions in Croydon primary academies when compared to the percentage in local authority maintained schools; and a greater proportion of pupils in Croydon primary academies receive a fixed term exclusion. Eleven of the twelve Croydon primary schools with the highest percentage of pupils receiving a fixed period exclusion are academies.

Permanent Exclusions from Secondary Schools

Nationally pupils are slightly more likely to be permanently excluded from a local authority maintained secondary school than they are from a secondary academy.

Croydon's rate of permanent exclusion compares favourably with the figures for England overall. This is in part due to use of the Fair Access Panel, which brokers managed moves to other schools or makes offers of placements in alternative provision as an alternative to permanent exclusion of a pupil. Whilst this has the advantage of ensuring pupils remain in full time education the LA is aware of the need to monitor carefully to ensure all schools are inclusive and that students are not unnecessarily moved from their school where they have established relationships and support.

Like the national picture the percentage of pupils excluded from a local authority maintained secondary school is greater than that from a secondary academy. Of the two Croydon schools with the highest number of permanent exclusions in 2016/17 one was an academy and the other was local authority maintained.

The data for 2016/17 comparing Croydon with England shows the following:
Permanent exclusions (Secondary)

2016/17	% of the pupil cohort permanently excluded (England)	No of permanent exclusions (Croydon)	% of the pupil cohort permanently excluded (Croydon)
All Secondary Schools	0.20%	32	0.14
LA maintained Secondary Schools	0.21%	10	0.17
Secondary Academies	0.19%	22	0.13

This was an increase in 2015/16 when there was 20 permanent exclusions from Croydon secondary schools. Of these 15 were from secondary academies and five were local authority maintained schools.

The provisional exclusion date for 2017/18 indicates that there have been 25 permanent exclusions from Croydon secondary schools. Of these 14 were from secondary academies and 11 were from local authority maintained schools.

Fixed term exclusions in Secondary Schools

As a percentage Croydon secondary schools (both local authority maintained and academy) issue fewer fixed term exclusions when compared to the national percentage. One secondary academy in Croydon accounted for 19.3% of all Croydon secondary fixed term exclusions and 26.1% of all Croydon secondary academy fixed term exclusions.

However the percentage of pupils who received at least one fixed period exclusion was greater than the comparative national figure with one in twenty of secondary age pupils receiving at least one fixed term exclusion during 2016/17.

There were four Croydon secondary schools where more than 10% of pupils received a one or more fixed term exclusions during the academic year. Two of these were academies and two were local authority maintained.

The data for 2016/17 comparing Croydon with England shows the following:
Fixed period exclusions (Secondary)

2016/17	% of fixed period	No of fixed	% of fixed period
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	exclusions vis-à-vis cohort (England)	period exclusions (Croydon)	exclusions vis-à-vis cohort (Croydon)
All Secondary Schools	9.40%	1,689	7.61
LA maintained Secondary Schools	8.85%	444	7.78
Secondary Academies	9.66%	1245	7.54

No. of pupils receiving one or more fixed period exclusions (Secondary)

2016/17	% of pupils with 1+ fixed period exclusion (England)	No of pupils with 1+ fixed period exclusion (Croydon)	% of pupils with 1+ fixed period exclusion (Croydon)
All Secondary Schools	4.62%	1,142	5.14
LA maintained Secondary Schools	4.68%	316	5.54
Secondary Academies	4.59%	826	5.00

Looked After Children

There is no national published comparative data for the exclusion rates for looked after children.

Local data however indicates that in 2016/17 that there were no permanent exclusions for looked after children from Croydon schools. There were however 60 fixed period exclusion issued to looked after children. 16 of these were from primary schools and 44 were from secondary schools. This related to 11 primary age pupils and 36 secondary age pupils.

Students at risk of exclusion are identified and supported with the allocation of a Virtual School officer to intervene and/or advocate on behalf of the student. Intervention can often be in the form of negotiations with relevant stakeholders to identify strategies to assist the student to remain within their current education setting or identification of suitable alternative full-time education setting to meet the needs of the student. The aim to always avoid a permanent exclusion for our students.

2.4 Fair Access Panel

Since 2013 Croydon has utilised its Fair Access Panels to support Primary and Secondary Schools to prevent the need for permanent exclusions.

Primary Fair Access

The Primary Fair Access panel was used as a forum to provide advice to schools and acted as gatekeeper to primary PRU places at Bramley Bank. Primary schools could refer pupils to the panel to see if a place could be offered at Bramley Bank as an alternative to permanent exclusion. The panel consisted of a number of head teachers from Croydon primary schools; the head teacher from Bramley Bank; and the appropriate specialist officers from the local authority.

In 2016/17 55 pupils were referred to the Primary Fair Access Panel. Five of these were hard to place pupils who required a mainstream school place. The remainder were cases presented by schools of pupils who were considered at risk of permanent exclusion. Only a small proportion of these were offered a place at Bramley Bank.

A lack of available places at Bramley Bank meant it was decided to revise the existing primary fair access process during at the end of the autumn term of 2017/18. This was carried out in consultation with primary headteachers.

A new staged approach was launched in the summer term of 2018 and separates the advice to schools stage from the stage that enables access to primary PRU places at Bramley Bank. The new Primary Inclusion Forum is a collaborative meeting where schools meet as a group to discuss pupils of concern, devise strategies and offer mutual support and advice. Feedback from those schools that have attended the forum has been positive. We have been able to support a number of successful managed moves across our primary school thus negating the need to move these pupils to the primary PRU.

Places at Bramley Bank, as an alternative to permanent exclusion, will continue to be offered through the Primary Fair Access Panel to suitable cases. All referrals to the panel require the consents of the child's parents/carers before they can be discussed and considered for a place.

At present priority for places is for pupils who have been permanently excluded from school. There is currently no additional available capacity at Bramley Bank to offer alternative placements through Fair Access. Arrangements are being put in place to create additional places. It is expected that these places would become available from January 2019.

Secondary Fair Access

Since 2013 Croydon's Secondary Fair Access Panel has been successful in reducing the number of permanent exclusions from Croydon secondary schools.

Prior to the panel there were in the region of 70 to 80 permanent exclusions a year from Croydon schools. In addition to this schools used to arrange managed moves between themselves as alternatives to permanent exclusions. The number of managed moves that occurred was not recorded as this was arranged at school to school level so it is not possible to compare data.

The Fair Access Panel formalised much of the managed moves that had previously occurred between secondary schools. The panel acts in part as a managed move brokerage for Croydon schools and provides a greater level of scrutiny, transparency and accountability than the previous system where managed moves were individually negotiated at school level. All referrals to the panel must have the consent of the pupil's parent/carer before they can be considered.

The panel can offer pupils who have been referred either a place at another mainstream secondary school or a place either at Saffron Valley Collegiate, our secondary PRU or in another alternative provider. Parents can decline the offer from the fair access panel if they wish. In those circumstances it would be for the headteacher of the school to decide whether they then wished to proceed with the formal permanent exclusion process.

The panel also considers hard to place pupils from admissions. These could be pupils who are new to Croydon who are in need of a school place but whose personal histories make securing a school place more challenging or they could be pupils considered ready for reintegration to a mainstream school from Saffron Valley Collegiate.

The panel is coordinated by the local authority and chaired by a senior leader from a Croydon academy. Senior representatives from most Croydon secondary schools attend as do key people from the police, children's social care, the virtual school and the youth offending service ensuring there is a holistic multi-agency approach to deliberations and the decision on any new placement is informed by a range of information.

Referrals to the fair access panel are considered under one of three categories. These are:

- Cases – hard to place pupils who are unable to secure a school place through normal admission procedures and need to be placed under the Fair Access Protocol
- Alternative to exclusion – referrals from schools as an alternative to permanent exclusion
- Prevention – referrals from schools for other reasons (i.e. a breakdown in relationships) where a managed move is felt to be desirable

In 2016/17 a total of 375 pupils were discussed at the Secondary Fair Access Panel. These broke down as follows:

- Cases - 122
- Alternative to exclusion – 140
- Prevention – 113

Seven schools referred 15 or more pupils to the panel. Of these five were Croydon academies and two local authority maintained.

In 2017/18 the number of pupils discussed at the Secondary Fair Access Panel had reduced to 319. These broken down as follows:

- Cases – 101
- Alternative to exclusion – 115
- Prevention – 79
- Placement breakdown - 14

There were 179 pupils referred to the panel from Croydon secondary schools and those schools offered places to 206 pupils.

	No. of Offers	No. of Referrals
LA Maintained	64	32
Academies	142	147
PRU and AP	81	40

71% of the offers made by the panel were offers of a place in a mainstream school.

2.5 Elective Home Education – Croydon numbers and reasons for parents choosing this type of education:

Parents/carers have the right to educate their children at home. When opting to home educate the parent assumes full responsibility for their education; including teaching, curriculum content and any exam arrangements. There is no nationally published data that enables us to compare Croydon's data with data nationally.

In 2016/17 100 children were newly registered as elective home education in Croydon. There were a range of reasons given for this by parents/carers. The most commonly cited reasons given for opting to home educate a child of compulsory school age were:

- a short term intervention (i.e. waiting for a place at a school of choice)
- philosophical/ideological; and
- dissatisfaction with the education system

Of the 100 children newly registering in 2016/17 71 previously attended a Croydon school with academies accounting for 58 of the newly register pupils. 39 had attended a Croydon primary academy and 19 previously attended a Croydon secondary academy.

A total of 13 children previously attended local authority maintained schools. Of these 12 attended a local authority maintained primary school and one previously attended a local authority maintained secondary school.

In 2016/17 the percentage of the pupils leaving both the primary or secondary phases and registering for elective home education were disproportionately from

academies.

Academy (Primary)	LA Maintained (Primary)	Academy (Secondary)	LA Maintained (Secondary)	OOB/Ind/Other
39 (76.5%)	12 (23.5%)	19 (95%)	1 (5%)	29

The other 29 children came from a mix of independent schools, academies and maintained schools in other local authority areas and parents who are already home educating their children who have moved to Croydon.

The pattern was similar in 2017/18 with 87 children being newly registered at elective home education. (See bullet points above citing main reasons for this) These again disproportionately previously attended Croydon academies. Twenty-nine had previously attended a Croydon primary academy and 18 having previously attended a Croydon secondary academy. One primary academy accounted for ten of the newly registered pupils during this year.

A total of 13 had previously attended local authority maintained schools. Of these 11 had attended maintained primary schools and two had attended maintained secondary schools.

Academy (Primary)	LA Maintained (Primary)	Academy (Secondary)	LA Maintained (Secondary)	OOB/Ind/Other
29 (72.5%)	11 (27.5%)	18 (90%)	2 (10%)	27

The other 27, similar to 2016/17 had previously attended independent schools or schools and academies in other local authority areas or who had moved to Croydon and were already home educating their children.

2.6 Children Missing from Education and how they are tracked:

Children Missing from Education (CME) are children who leave a school roll and have no known new school destination. This could be because they have moved abroad; moved to another part of the country and have not yet secured a new school place; or have stopped attending the school and the school has not been able to locate the family.

These pupils are referred to the local authority who will attempt to trace pupils. This fulfils both an essential safeguarding function and ensures young people who are in the UK and remain missing from education are supported to secure education where they are living.

There is no national data against which Croydon's data can be benchmarked.

The number of CME referrals by type of school and phase for 2016/17 and 2017/18 is:

Primary School CME Referrals	2016/17	2017/18
Croydon LA Maintained	205	233
Croydon Academies	337	434

Secondary School CME Referrals	2016/17	2017/18
Croydon LA Maintained	27	63
Croydon Academies	155	184

On receipt of a referral the CME Officer conducts an initial risk assessment based on the presenting information and an initial check to see if the child is currently known to Children's Social Care. The risk assessment process will help prioritise the CME caseload to ensure the most urgent cases are dealt with promptly and appropriately.

Once a case has been prioritised in our weekly triage, checks are carried out to gather information in relation to the child and their family which may help to locate the child.

These checks may include but not exhaustive of:

- Information to be gathered from the previous school, e.g. attendance, behaviour, any risk factors;
- If the child has any siblings of school age, is there any information available in relation to the siblings' current educational status;
- Are the family known to the Youth Offending Service;
- Are any of the family members known to any internal agencies, e.g. Family Resilience Service, CYPRS, SEN
- Is any helpful information available on the Council Tax Register

All CME cases are continuously risk assessed to ensure actions are conducted based on the current level of risk. We hold a monthly case review to look at older cases that maybe stuck, to identify a new course of action and avoid long periods of drift.

Response times may differ dependant on current CME caseloads. The aim is to take action on level 1-2 cases with low risk within 5-10 days, with more vulnerable families and complex cases being actioned between 1-2 days.

As of the start of the academic year 18/19 we have received 397 CME referrals. The average time from receiving the referral to the child being located and cased close currently stands at 19 days.

2.7 Engagement with the Council, Relationships and Local Accountability:

It is paramount that we have positive relationships with all of our schools including academies in order to ensure that all of our pupils have at least a good standard of education, good outcomes and are prepared for the next stage in their education / training /future beyond school. In the view of the Local Authority the type of school is immaterial – they all educate Croydon children and we have a duty to work together.

As a Local Authority we commission link advisers for all of our schools including academies as we recognise that it is important to have a good understanding of the education that all our pupils are receiving. This also ensures that we know where additional support needs to be given and where we can share best practice. Link advisers visit our academies at least once a year but for academies causing concern we offer additional support through our ‘School progress review meeting’ programme. A number of academies have engaged with this type of support although not all of those causing concern. Where an academy declines to accept a link adviser visit we carry out a desk top exercise of key indicators to inform our view of the school. Such indicators include attainment and progress data, attendance, exclusions, complaints and safeguarding referrals from Ofsted.

There are various levels of engagement from all of our schools but we ensure that we have representatives from both LA maintained school and academies on our Educations Sub-groups (CSCB), headteacher advisory panel and all headteachers are invited to attend the primary headteacher breakfast briefing and the secondary Croydon Head Teachers Association meetings, which are always attended by the Director of Education and Youth Engagement.

All of our schools regardless of their status are engaged in the secondary fair access panel – this ensures that there are transparent discussions about individual pupils and the best next steps for each of them in terms of a managed move to another school.

In terms of our local authority categorisation procedures (see appendix) this is carried out for all schools regardless of their status. Both academies and LA maintained schools are discussed at the ‘Learning and Inclusion’ board chaired by our Lead Cabinet Member.

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, for example, the

positive re-brokering that took place of two of our academies during the last academic year. We have seen significant improvement in these two schools within the first term of the re-brokering.

2.5 **Information on the Secondary School Heads Network (How does the council fit into this, how is good practice and learning shared)**

Croydon Secondary headteachers all belong to the CHTA (Croydon Head Teachers Association) and they attend a regular meeting which is chaired by an elected head teacher. This meeting has a clear agenda that is set by the group and includes discussions on attainment, progress, safeguarding, curriculum initiatives, a verbal report from the Local Authority including updates, joint working and agreed priorities. Any matters of concern from the Local Authority are also raised to be addressed by the group. Included within this meeting are opportunities for head teachers to share good practice and work in partnership. Head teachers from the large majority of secondary schools attend this meeting.

CONTACT OFFICER: Shelley Davies, Head of School Standards, Safeguarding and Inclusion

BACKGROUND DOCUMENTS: None

APPENCICES: Appendix 1 Changes to how pupil attainment is measured (Progress 8 Attainment and measurement)
Appendix 2 Key stage 2 and 4 outcomes by school (2016/17)
Appendix 3 Exclusions from Croydon Secondary Schools (2016/17) – order by % number of pupils receiving one or more FPEX
Secondary Fair Access- Referrals and Offers 2017/18
Appendix 4 Elective Home Education