

For General Release

REPORT TO:	SCRUTINY CHILDREN AND YOUNG PEOPLE SUB-COMMITTEE 5 FEBRUARY 2019
SUBJECT:	Education Quality and Standards
LEAD OFFICER:	Robert Henderson – Executive Director, Children, Families and Education David Butler – Director, Education and Youth Engagement Shelley Davies – Head of Education Standards, Safeguarding and Inclusion
CABINET MEMBER:	Councillor Alisa Flemming, Cabinet Member for Children, Young People and Learning
WARDS:	All
CORPORATE PRIORITY/POLICY CONTEXT Corporate Plan 2018 - 2022 The recommendations in this report are in line with the new operating model – ‘getting the basics right for residents’ and will contribute to the delivery of the following key priority / outcome: ‘Our children and young people thrive and reach their full potential: <ul style="list-style-type: none">• Children and young people in Croydon are safe, healthy and happy, and aspire to be the best they can be• Every child and young person can access high quality education and youth facilities• Ensure there are high quality school places for Croydon's increasing numbers of children and young people	
AMBITIOUS FOR CROYDON & WHY ARE WE DOING THIS: Education and Learning: working in partnership with all Croydon schools to deliver the very best for all our young people. Working with schools to ensure that resources are targeted at those social groups that currently under-perform in school exam attainment.	
FINANCIAL IMPACT There are no financial considerations with this report.	
FORWARD PLAN KEY DECISION REFERENCE NO.:	

This is not a key executive decision.

1. **RECOMMENDATIONS**

It is recommended that the Children and Young People Scrutiny Sub-Committee:

- 1.1 Notes this report, commend the continued improvement in the percentage of schools judged good or better by OFSTED, and the actions being taken to secure further improvement. Also to note improved pupil outcomes.

2. **EXECUTIVE SUMMARY**

This report summarises the performance of children and young people in Croydon schools for the academic year 2017/2018. The report covers attainment and progress in assessments, tests and examinations for 2018 in the Early Years Foundation Stage, Key Stages 1, 2, 4 and 5 (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: above national attainment at the end of early years, phonics at both key stage one and key stage two 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, although school leaders are reporting that recruitment is improving.

Our Youth Congress has been a significant event over the last two years and has 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.

We have been able to engage with a range of young people via a variety of means and show them the changes that have been made.

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 either KS4 or KS5, nor for our Children Looked After (CLA) pupils.

The report sets out standards achieved in the 2017-2018 education year, which can be summarised as follows:

- Croydon's performance in the Early Years Foundation Stage at age 4/5 has improved slightly from 2016/17 (73.4%) to 73.8% and is above our statistical neighbours (73.2%), significantly above the national average of 71.5% and in line with London (73.8%)
- In the Phonics Screening check the outcomes for Croydon pupils are above the national and statistical neighbours average and in-line with 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 the London average in reading and writing.
- At Key Stage 2 tests at age 11, the percentage of pupils achieving the expected standard in combined reading, writing and mathematics remains above the national average and our statistical neighbour average.
- 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 both the national and our statistical neighbour averages, but below the London average based on unvalidated data.
- At Key stage 4 Croydon's attainment 8 average is above the national average and below our statistical neighbour and London averages.
- At Key Stage 5 Croydon's Level 3 (overall) learners achieve less well than statistical neighbours, regional and national averages.
- Technical (vocational) Level 3 achievement continues to be good, with boys typically achieving higher grades than girls.
- A level achievement is below average, with a Grade C- achieved on average compared to C+ nationally, with girls typically achieving higher grades than boys.
- NEET rates are in line or better than London averages and substantially better than national, but 'not knowns' continue to be a challenge
- We have a good proportion of Croydon secondary schools judged by Ofsted at good or better. 86% of these schools are good or better and 33% are outstanding. 86% of our secondary school pupils now attend a good or better school and almost 50% attend an outstanding school.
- We have one secondary school that is inadequate and two that require improvement.
- The percentage of primary schools that are good or better is 86%
- We have no inadequate primary schools but we do have seven that require improvement
- Absence rates at primary schools in Croydon have increased slightly against a bigger national increase.
- Absence rates at secondary schools are lower than the national average but have increased very slightly on the previous year.
- Croydon's rate of permanent exclusion from school is lower than the national, statistical neighbours and London averages.

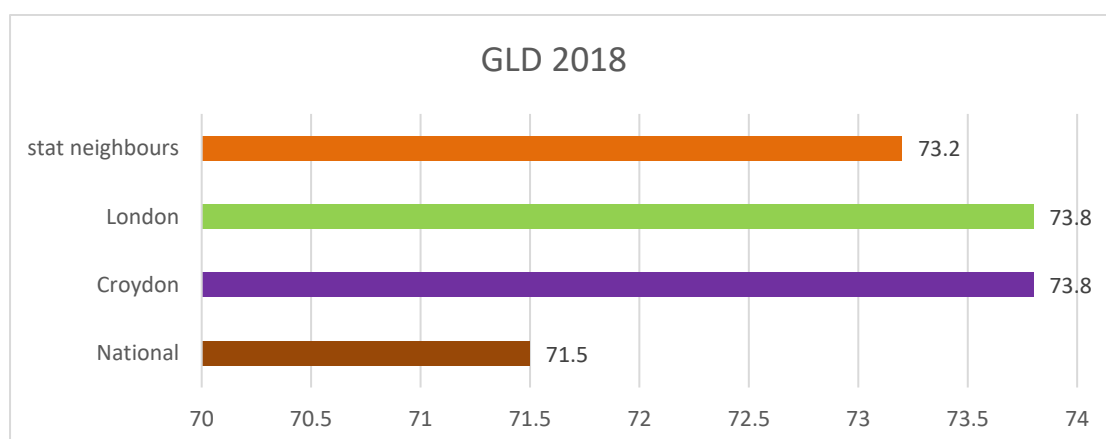
We continue to work hard as a local authority to make educational opportunities even better for all our children and young people. We are ambitious for all Croydon children to achieve the best that they can and that no child is left behind. We ensure that this message is shared with all of our schools through the close partnership we have with them and at regular meetings including the Primary Headteacher breakfast meeting and Secondary meeting. This report also sets out the key targets in our School Improvement Plan, (see appendix 7).

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 EYFSP requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against 17 Early Learning Goals (ELGs).

Croydon continues to have one of the highest number of children at EYFSP of all 32 London boroughs. In June 2018 the total number of 4 and 5 year olds assessed in Croydon was 4,898. 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).



The number of Croydon children achieving a GLD increased by 0.4% from the previous year. This is higher than the national and our statistical neighbours' figures and in line with the London figure.

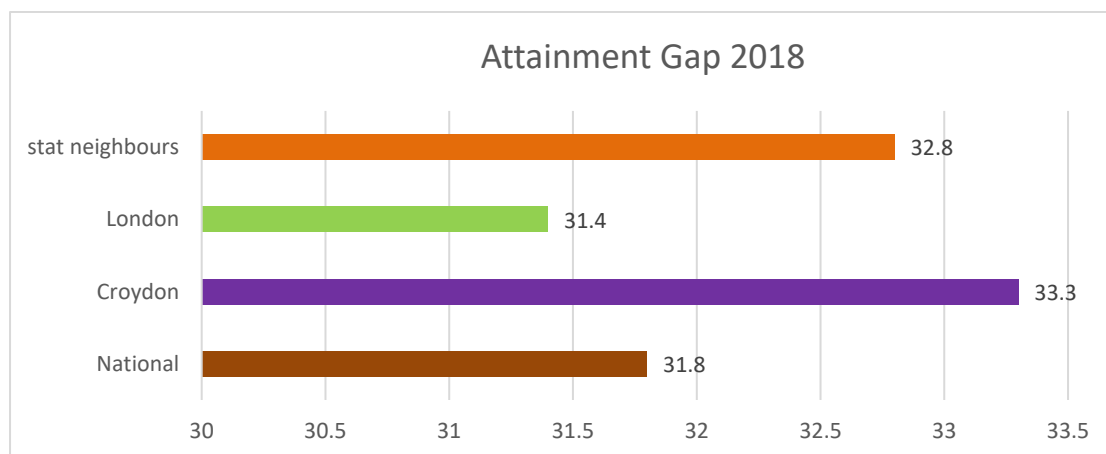
Table 1 shows how Croydon children compare to National, London (Inner and Outer) and Statistical Neighbours in achieving at least "Expected" in each of the 7 Areas of Learning

Table 1

All pupils 2018	GLD %	Communication & Language	Physical Development	Personal, Social & Emotional Development %	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
England	71.5 (70.7)	82.4 (72.8)	87.4 (87.5)	85.2 (85.2)	70.9 (82.1)	78.3 (77.9)	84 (83.6)	87.2 (86.7)
London	73.8 (73)	83 (82.6)	88.3 (88.2)	85.7 (85.7)	73.3 (75.3)	80.1 (79.7)	84.2 (83.8)	88.1 (87.8)
Inner London	73.7 (72.8)	82.2 (81.8)	88.3 (88.1)	85.1 (85.3)	73.4 (75.2)	80.4 (79.7)	84 (83.3)	87.7 (87.4)
Outer London	73.8 (73.2)	83.5 (83)	88.3 (88.3)	86 (85.9)	73.3 (75.3)	79.9 (79.6)	84.4 (84)	88.3 (88.1)
Croydon	73.8 (73.4)	81.2 (75.8)	87.1 (87.1)	85.1 (85)	73 (81.7)	79.4 (79.6)	82.9 (82.3)	87.5 (86.4)

Statistical Neighbour average	73.2 (72.5)	81.9 (74.5)	87.8 (88)	85.2 (85.1)	72.8 (81.8)	78.9 (78.7)	83.6 (83)	87.6 (87.3)
Diff Stat Neigh/Croydon	0.6 (0.9)	-0.7 (1.3)	-0.7 (-0.9)	-0.1 (-0.1)	0.2 (-0.1)	0.5 (0.9)	-0.7 (-0.7)	-0.1 (-0.9)
Diff England/Croydon	2.3 (2.7)	-1.2 (3)	-0.3 (-0.4)	-0.1 (-0.2)	2.1 (-0.4)	1.1 (1.7)	-1.1 (-1.3)	0.3 (-0.3)

Fewest children achieve the ELGs for Literacy and Mathematics. This is in line with the National trend each year.



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. The attainment gap in Croydon has widened slightly from 33.2% in 2017 to 33.3% in 2018 against a national gap of 31.8%, also up from 31.7% in 2017 (See Table 2 below).

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
2018	34.2	34	22.7	33.3

The following tables show gender gaps; attainment by ethnicity; attainment by SEND group; and attainment of Pupil Premium Grant (PPG) funded pupils

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

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
2018	13.5	12.8	13	12.3	15.3	13.1

The gender gap in Croydon has widened due, in the main, to girls having raised attainment.

2018	White	Mixed	Asian	Black	Chinese	All pupils
England	72	73	71	70	79	72
London	75	77	76	72	84	74
Inner London	78	76	73	72	83	74
Outer London	74	77	77	71	85	74
Croydon	75	77	75	71	71	74
Stat neighbour average	75	76	74	71	80	73

2018	no identified SEN	SEN Support	SEN with a statement or EHC plan	All pupils
England	77	28	5	72
London	80	32	5	74
Inner London	81	31	7	74
Outer London	80	33	4	74
Croydon	79	28	4	74
Stat neighbour average	79	32	6	73

Croydon children who were eligible for free school meals out performed children nationally and in London, with 67% of them attaining the GLD (see table below).

2018	Pupils known to be eligible for free school meals	All other pupils	All pupils
England	57	74	72
London	64	75	74
Inner London	65	75	74
Outer London	63	75	74
Croydon	67	76	74
Stat neighbour average	64	75	73

2018	Pupils whose first language is English	Pupils whose first language is other than English	All pupils
England	73	66	72

London	77	72	74
Inner London	77	72	74
Outer London	77	71	74
Croydon	77	69	74
Stat neighbour average	77	70	73

The following table shows the percent of children who were assessed as having the GLD (Good Level of Development) by term of birth and gender. It is worth noting that there is a 6-11 month age difference between children born in the autumn term and those born in the summer term.

Croydon GLD by term of birth			
	All pupils	Girls	Boys
Autumn	83.0	88.9	76.7
Spring	73.7	83.5	64.0
Summer	64.8	71.8	58.4

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 2018 and published in the 2018 Childcare Sufficiency Assessment for Croydon.

	Outstanding		Good		Requires Improvement		Inadequate		Awaiting	
Day nurseries	11	13%	69	78%	5	6%	3	3%	11	n/a
Pre-school	11	26%	31	74%	0	0%	0	0%	5	n/a
Schools with nursery classes	17	36%	22	47%	8	17%	0	0%	11	n/a
Childminders	42	13%	256	79%	5	1%	22	7%	85	n/a
Out of School	11	17%	44	69%	6	9%	3	5%	16	n/a
Holiday Play Schemes	1	6%	17	94%	0	0%	0	0%	11	n/a

3.2 Areas for development and what are we doing to address them in the EYFS?

1. To reduce the attainment gap between the average and lowest pupils
2. Narrow the gender gap particularly in early literacy skills
3. Further narrow the gap between children eligible for FSM and those not eligible
4. Ensure the Integrated 2 Year Old Review is fully embedded across the Borough

- The Best Start Learning Collaboration, commissioned by the Local Authority, 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 works to ensure that all children have access to high quality early education through the analysis of EYFS Profile data and Ofsted reports, which leads to relevant training and support.
- The Early Language Development Programme (ELDP) project, which supports the development of children's language and communication skills, is being delivered to settings across the LA.
- We are working with our settings to support the identification of children eligible for Early Years Pupil Premium (EYPP) funding (this has the same economic criteria as the eligibility for free school meals) to ensure that the gap between FSM and non-FSM children closes rapidly.
- The LA is looking at the attainment of boys in early years with an emphasis on boys' early literacy and physical skills
- 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.
- The LA has introduced the 2 year old Integrated Review, working with health to ensure the early identification of additional needs. This brings together the child's family, education setting and health service to provide appropriate support in a timely fashion.
- We are continuing to focus on early writing skills across the Early Years sector, both in schools and the private sector.
- 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.
- The LA is monitoring developments in Early Years (new baseline assessment for 4 year olds; revised ELGs; revised Ofsted framework) to ensure that all settings are equipped with the correct information to deliver high quality education to our youngest children.

Phonics Screening check

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

	2012	2013	2014	2015	2016	2017	2018
ENGLAND (state-funded schools)	58	69	74	77	81	81	82
London	60	72	77	80	83	84	85
Inner London	60	73	78	81	84	84	85
Outer London	61	72	77	79	83	84	85
Croydon	63	71	75	76	79	82	85
Statistical neighbour average	61	71	76	78	82	82	84

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

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

Gender Gap

	2012	2013	2014	2015	2016	2017	2018
ENGLAND (state-funded schools)	-8	-8	-8	-8	-7	-7	-7
London	-7	-7	-7	-6	-6	-7	-6
Inner London	-6	-7	-8	-6	-6	-7	-6
Outer London	-7	-7	-8	-6	-6	-6	-5
Croydon	-6	-6	-9	-7	-6	-6	-7
Statistical neighbour average	-7	-7	-7	-7	-7	-6	-6

2018

Percentage of pupils meeting the expected standard of phonic decoding

	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)	82	82	84	85	84	91
London	85	85	86	88	84	94
Inner London	85	84	86	89	84	95
Outer London	85	86	86	87	84	92
Croydon	85	83	84	90	86	x
Statistical neighbour average	84	84	85	88	83	92
Difference S/N ave Croydon	1	-1	-1	2	3	X

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

2018	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)	70	84	82	65	81	79	75	88	86
London	77	86	85	73	84	82	81	89	88
Inner London	75	86	85	71	84	82	80	89	88
Outer London	78	87	85	75	85	83	82	89	88
Croydon	76	87	85	70	84	81	83	89	88
Statistical neighbour average	76	86	84	72	83	81	80	88	87
Difference S/N ave Croydon	0	1	1	-2	1	0	3	1	1
Difference England / Croydon	6	3	3	5	3	2	8	1	2

	All				Boys				Girls			
2018	SEN with a statement or EHC plan	SEN support	Pupils with no identified SEN	All	SEN with a statement or EHC plan	SEN support	Pupils with no identified SEN	All Boys	SEN with a statement or EHC plan	SEN support	Pupils with no identified SEN	All Girls
ENGLAND (state-funded schools)	19	48	89	82	20	49	87	79	16	48	90	86
London	23	59	91	85	25	59	89	82	18	58	92	88
Inner London	23	59	90	85	24	59	89	82	18	58	91	88
Outer London	25	59	91	85	27	59	90	83	17	58	92	88
Croydon	22	55	90	85	24	54	89	81	17	57	92	88
Statistical neighbour average	21	58	90	84	23	58	89	81	19	58	91	87
Difference S/N ave Croydon	1	-3	0	1	1	-4	0	0	-2	-1	1	1
Difference England / Croydon	3	7	1	3	4	5	2	2	1	9	2	2

For Children Looked After, the year 1 phonics screening check shows that 50% of our pupils achieved the expected standard, a 10% increase on outcomes from the previous academic year.

The results for the phonics test in Year 1 2017/18 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 and our statistical neighbour average and in line with London averages.

There is a gap between our pupils eligible for FSM and our non FSM pupils, although this gap is narrower than nationally.

Pupils with an EHC plan performed well in the phonics screening check against their peers nationally and statistical neighbours and pupils on SEN support performed in line with their peers nationally, although not as well as our statistical neighbours where there was a 3% gap.

We need to continue 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

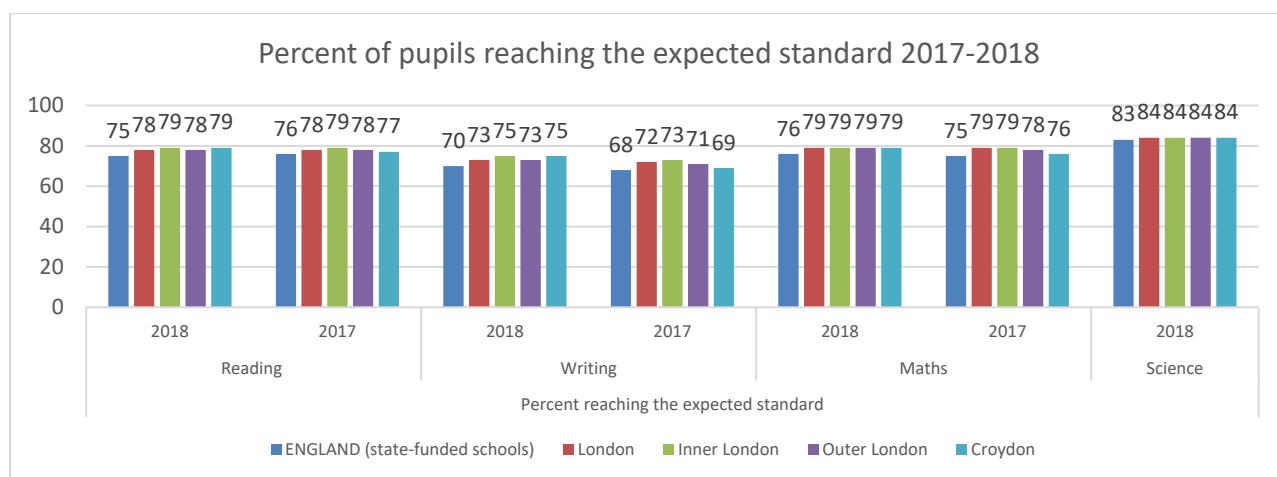
Key Stage 1 2018 percent of pupils reaching the expected standard in combined reading, writing and mathematics:

2018 KS1 combined subjects	RWM	RWMS
ENGLAND (state-funded schools)	65.3%	65%
Croydon	68%	67.4%

Cohort numbers eligible for assessment: KS1								
2010	2011	2012	2013	2014	2015	2016	2017	2018
3,943	4,104	4,315	4,371	4,630	4,861	4,753	4,830	4,822

Key Stage 1 2018 percent of pupils reaching the expected standard

2018	Percent reaching the expected standard								Percent working at greater depth					
	Reading		Writing		Maths		Science		Reading		Writing		Maths	
	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017
ENGLAND (state-funded schools)	75	76	70	68	76	75	83	83	26	25	16	16	22	21
London	78	78	73	72	79	79	84	84	28	27	19	18	25	24
Inner London	79	79	75	73	79	79	84	84	27	27	19	19	25	24
Outer London	78	78	73	71	79	78	84	85	29	28	19	18	26	24
Croydon	79	77	75	69	79	76	84	85	27	26	17	16	25	23
Statistical neighbour average	77	77	72	71	77	78	83	83	27	26	18	17	24	23
Difference S/N ave Croydon	0	0	0	-2	1	-2	2	2	0	0	-1	-1	1	0
Difference England / Croydon	2	1	2	1	2	1	2	2	1	1	1	0	3	2



Key Stage 1 2018 gender gap (negative figures are percentage points boys less than girls, positive boys better than girls)

2018 provisional gender gap	Reaching the expected standard				Working at greater depth		
	Reading	Writing	Maths	Science	Reading	Writing	Maths
ENGLAND (state-funded schools)	-9	-14	-2	-5	-7	-8	4
London	-7	-11	-2	-6	-7	-8	5
inner London	-8	-11	-3	-5	-6	-8	6
Outer London	-8	-12	-2	-5	-7	-8	3
Croydon	-7	-13	-2	-5	-7	-9	2
Statistical neighbour average	-8	-12	-2	-5	-6	-8	4
Difference S/N ave Croydon	1	-1	0	0	-1	-1	-2
Difference England / Croydon	2	1	0	0	0	-1	-2

KS1 ethnicity comparisons:

2018	English Reading					
	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)	75	75	77	78	77	84
London	78	77	80	82	78	87
Inner London	79	79	80	80	78	83
Outer London	78	77	80	83	78	89
Croydon	77	76	77	81	79	x
Statistical neighbour average	77	76	79	81	77	81

	English Writing					
2018	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)	70	69	72	74	72	83
London	73	72	74	79	73	86
inner London	75	75	75	77	73	84
Outer London	73	71	74	80	73	88
Croydon	72	71	72	77	73	x
Statistical neighbour average	72	71	73	77	71	80

	Mathematics					
2018	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)	76	76	77	78	74	91
London	79	79	79	83	76	92
inner London	79	81	80	81	76	89
Outer London	79	79	79	84	76	95
Croydon	78	79	77	83	77	x
Statistical neighbour average	77	78	78	82	75	88

KS1 Language Comparisons:

Reading

2018	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	72	81	73	69	77	75	71	80
London	80	77	84	77	73	81	78	75	82
Inner London	81	77	84	77	73	81	79	75	83
Outer London	80	77	84	77	73	81	78	74	82
Croydon	80	76	84	74	70	78	77	74	81
Statistical neighbour average	80	76	83	74	70	79	77	73	81

Writing

2018	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)	70	64	77	69	63	75	70	63	77
London	74	68	80	73	68	79	73	68	79
Inner London	76	70	81	74	69	80	75	69	80

Outer London	74	68	80	73	67	78	73	67	79
Croydon	74	68	80	71	65	77	72	66	79
Statistical neighbour average	73	68	80	71	65	77	72	66	78

Mathematics

2018	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	75	78	75	74	77	76	75	77
London	80	79	81	79	78	81	79	78	80
Inner London	80	79	81	79	78	81	79	78	81
Outer London	80	79	81	79	78	80	79	78	80
Croydon	79	79	80	77	76	78	78	77	79
Statistical neighbour average	79	78	80	77	75	78	77	76	79

KS1 FSM comparisons:

Reading

2018	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	55	66	78	74	82	75	71	80
London	68	63	73	80	77	84	78	75	82
Inner London	66	61	70	80	76	84	78	74	82
Outer London	70	65	76	81	77	84	79	75	83
Croydon	69	65	73	80	76	84	77	74	81
Statistical neighbour average	67	62	72	79	75	82	77	73	81

Writing

2018	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)	53	45	61	73	66	79	70	63	77
London	62	55	69	75	70	81	73	68	79

Inner London	65	59	72	77	72	82	75	69	80
Outer London	58	51	66	75	69	81	73	67	79
Croydon	62	56	68	75	69	81	72	66	79
Statistical neighbour average	61	53	68	74	68	80	72	66	78

Mathematics

2018	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	59	63	79	77	80	76	75	77
London	68	66	69	81	80	82	79	78	80
Inner London	70	69	72	82	80	83	79	78	81
Outer London	66	64	67	81	80	82	79	78	80
Croydon	68	67	69	81	80	82	78	77	79
Statistical neighbour average	66	65	68	79	79	80	77	76	79

KS1 SEND comparisons:

Reading

2018	SEN with a statement or EHC plan			SEN support			Pupils with no identified SEN		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	13	13	12	33	34	32	84	82	85
London	15	15	14	43	43	41	86	84	87
Inner London	17	17	18	42	43	41	87	86	88
Outer London	13	14	11	43	44	42	85	84	87
Croydon	13	14	10	43	44	41	84	82	86
Statistical neighbour average	13	12	16	41	42	39	85	83	86

Writing

2018	SEN with a statement or EHC plan			SEN support			Pupils with no identified SEN		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	9	9	9	25	24	26	79	74	83
London	12	12	11	34	33	36	82	78	85
Inner London	14	14	13	35	33	37	83	80	86
Outer London	11	11	10	34	33	35	81	77	84

Croydon	11	11	13	34	33	35	80	76	83
Statistical neighbour average	10	10	13	32	32	33	80	77	83

Mathematics

2018	SEN with a statement or EHC plan			SEN support			Pupils with no identified SEN		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	13	14	10	36	40	29	84	85	83
London	16	17	13	46	49	38	86	87	85
Inner London	19	20	16	46	50	39	87	88	86
Outer London	15	16	11	46	49	38	86	87	85
Croydon	14	14	13	43	47	35	85	86	84
Statistical neighbour average	15	14	15	44	48	35	85	86	84

Schools' performance at the end of KS1 2017/18 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 the last academic year.

A greater percentage of Croydon pupils achieved the expected standard in 2017/18 in combined reading, writing and mathematics than their peers nationally.

Croydon's Key Stage 1 outcomes, across reading, writing and maths in 2017/18 were extremely positive against national figures. With 79% of our pupils achieving the expected standard in reading (a 2% improvement on last academic year) we are 4% above the national average, with 75% in writing we are 5% above the national average and with 79% in mathematics we are 3% above the national average.

We are also above the London average in separate reading and writing attainment and in line in mathematics.

In reading, writing and mathematics Croydon continues to have a higher percentage of pupils working at a greater depth compared with national averages. In mathematics the percentage of pupils achieving the higher standards is above our statistical neighbours and in reading 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 but the gap is narrower for Croydon pupils compared with the national gap.

The free school meals achievement gap for pupils achieving the expected standard is now better in Croydon (11% reading, 13% writing, 13% mathematics) compared to national (17% reading, 19% writing, 18% mathematics) and we have narrowed the gap further from the previous academic year. Croydon schools alongside schools nationally need to continue put actions in to close this gap even further but have had impact from actions taken to close the gap from 2016/17.

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

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

Outcomes in reading at the end of KS1 were positive against national averages for our White, Asian, Mixed and Black pupils.

Outcomes in writing at the end of KS1 were positive against national averages for Asian, White, Mixed and Black pupils.

Outcomes in mathematics at the end of KS1 were positive against national averages for White and Asian, Black and Mixed pupils.

Outcomes for our looked after children in 2017/18 were positive with 60% of these pupils meeting the expected standard in combined reading, writing and mathematics. This is slightly lower than the previous year.

3.5 Key Stage 2

2018 KS2 combined subjects	RWM
ENGLAND (state-funded schools)	65%
Croydon	67%

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	2018
2,385	3,873	3,777	3,776	3,920	4,102	4,226	4,172	4,460

Key Stage 2 2018 percentage of pupils reaching the expected standard in reading writing and mathematics 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 able to make comparisons over the last three years data.

	Percentage of pupils reaching the expected standard			Percentage of pupils reaching a higher standard		
2018 Final	All pupils 2018	All pupils 2017	Difference previous - current	All pupils 2018	All pupils 2017	Difference previous – current
ENGLAND (state-funded schools) ⁵	65	62	3	10	9	1
London	70	67	3	13	11	2
Inner London	71	67	4	13	11	2
Outer London	70	68	2	13	11	2
Croydon	67	64	3	11	10	1

Statistical neighbour average	67	65	2	12	10	2
Difference S/N ave Croydon	0	-0.5	1	-1	0	-2
Difference England Croydon	2	2	0	1	1	0

Key Stage 2 2018 gender gap

2018 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	65	61	69	-8	10	8	12	-4
London	70	66	74	-8	13	11	15	-4
Inner London	71	67	75	-8	13	11	15	-4
Outer London	70	66	74	-8	13	11	15	-4
Croydon	67	63	72	-9	11	9	13	-4

Statistical neighbour average	67	63	71	-8	12	10	13	-4
Difference S/N ave Croydon	0	0	1	-1	-1	-1	0	0
Difference England Croydon	2	2	3	-1	1	1	1	0

Key Stage 2 2018 test results

2018 final	Percentage reaching the expected standard			Percentage achieving a high score		
	Reading	Grammar, punctuation and spelling	Mathematics	Reading	Grammar, punctuation and spelling	Mathematics
ENGLAND (state-funded schools)	76	78	76	28	35	24
London	79	83	81	31	44	31
Inner London	79	84	81	31	43	30
Outer London	79	83	81	31	44	31
Croydon	77	81	78	29	40	29

Statistical neighbour average	77	81	78	30	40	27
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Difference S/N ave Croydon	0	0	0	-1	0	2
Difference England Croydon	1	3	2	1	5	5

Key Stage 2 2018 teacher assesement

TA	Percentage reaching the expected standard				Percentage working at greater depth in writing
	Reading	Writing	Mathematics	Science	
ENGLAND (state-funded schools)	81	79	79	83	20
London	83	82	83	85	24
Inner London	83	82	83	85	24
Outer London	83	82	83	85	23
Croydon	82	80	81	84	20
Statistical neighbour average	82	79	80	84	21

KS2 Test Contextual results

Ks2 Final 2018

Percentage of pupils reaching the expected standard

	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools) ^{1,5}	65	64	66	69	64	82
London	70	70	71	75	66	86
Inner London	71	73	72	75	66	83
Outer London	70	69	70	75	66	88
Croydon	67	66	68	76	64	87
Statistical neighbour average	65	65	66	72	60	83

KS2 Final 2018

Pupils whose first language is known to be English

All other pupils whose first language is not English

All pupils

ENGLAND (state-funded schools)	65	65	65
London	70	70	70
Inner London	71	71	71
Outer London	70	69	70
Croydon	66	70	67
Statistical neighbour average	66	66	65

KS2 Final 2018

FSM Eligible

All other pupils

All pupils

ENGLAND (state-funded schools)	46	68	65
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London	56	73	70
Inner London	59	74	71
Outer London	53	73	70
Croydon	55	71	67
Statistical neighbour average	46	69	65

KS2 Final 2018	Pupils with no identified SEN	SEN support	SEN with a statement or EHC plan	All pupils
ENGLAND (state-funded schools)	74	24	9	65
London	79	33	11	70
Inner London	81	36	12	71
Outer London	78	31	10	70
Croydon	77	29	7	67
Statistical neighbour average	75	26	10	65

KS1 - KS2 Progress 2018

	Reading	Writing	Mathematics
ENGLAND (state-funded schools)	0	0	0
London	0.8	0.8	1.3
Inner London	1.2	1.2	1.6
Outer London	0.6	0.6	1.2
Croydon	0.7	0.6	1.1
Statistical neighbour average	0.1	0.1	0.2

No school will be confirmed as being below the floor until January 2019. Further statistical information on primary progress scores, including the number and percentage of schools below the floor in 2019, will be available on GOV.UK /ASP when revised data is published.

The number of children in Croydon schools at KS2 has increased since 2016/17, with a higher number of children taking their KS2 tests in 2017/18 in comparison to 2016/17. As a borough we continue to have high mobility across all key stages in some areas of the borough; there are many challenges associated with this high mobility. As in all other local authorities across the country, we have previously found 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 but this has improved over the last academic year. Schools have reported that recruitment is becoming less challenging.

The 2017/18 data included in this report has been validated by the DfE and as you will note in the charts it is possible to compare this year's results with previous results as this is the third year of measuring pupil assessment in this way.

In 2018 the floor standard set by the government is expected to remain the same as 2017 - 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 2015/16 Croydon had ten schools below the floor standard and in 2016/17 we had only one school that was below. In 2017/18 we anticipate that only one school will be below the floor standard, this is a different school to the one that had been below for the previous two academic years.

Croydon results in combined reading, writing and mathematics achieving the expected standard in 2017/18 was 67% compared to 65% nationally. This means that for the third time in at least 5 years Croydon's outcomes at the end of KS2 are above the national average. We are now in line with our statistical neighbours and 3% below the London average. This represents a 3% 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, in line with our statistical neighbours and a 2% gap with London in this outcome. This represents an improvement from the previous academic year where there was a gap with our statistical neighbours and a wider gap with London.

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 and our statistical neighbours but we remain below London averages by 1% and are narrowing this gap.

Outcomes in combined reading, writing and mathematics for pupils with special educational needs and disabilities is significantly above national averages and our statistical neighbour average but below London by 4% 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 and in line with London averages.

In terms of ethnicity all of our pupils (White, Mixed, Asian, Black and Chinese pupils) combined outcomes were either in line with or above the national average and our statistical neighbours but below London average. This represents an improvement from the previous

academic year.

55% of our Looked After Children reached the expected standard or above in combined reading, writing and mathematics. This is a 19% increase from 2016/17.

Croydon pupils are making on average better progress from KS1 – KS2 compared with pupils nationally and our statistical neighbours however there is a gap with the progress pupils made on average in London.

Seven of our primary schools were in receipt of targeted support and challenge from the Local Authority last year, through the SPRM process. This reflected 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. One of these schools was judged as outstanding by Ofsted having previously been requiring improvement.

The performance of academies at Key Stage 2:

At the time of Key Stage 2 testing in May 2018, 43 of Croydon's 75 primary schools (with year 6 pupils) were Academies.

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 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 responses that have been taken where we have shared concerns.

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

A fifth of Croydon children who attained at the highest level at the end of Key Stage 2 did not enter Croydon maintained secondary schools and academies. This compares to over half not entering in the previous academic year.

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), Bromley and Lambeth. This mobility inevitably impacts on the percentage of higher attainers at the end of Key Stages 4 and 5.

Row Labels	Destination LA	All Pupils	High achievers	
306	Croydon	3816	1882	81%
319	Sutton	370	175	7%

305	Bromley	166	91	4%
208	Lambeth	120	69	3%
936	Surrey	101	60	3%
315	Merton	55	29	1%
210	Southwark	45	19	1%
212	Wandsworth	9	5	0%
886	Kent	7	2	0%
205	Hammersmith and Fulham	3	2	0%
887	Medway	2		0%
209	Lewisham	2		0%
207	Kensington and Chelsea	2	1	0%
868	Windsor and Maidenhead	1	1	0%
213	Westminster	1		0%
881	Essex	1		0%
203	Greenwich	1	1	0%
204	Hackney	1		0%
891	Nottinghamshire	1		0%
800	Bath and North East Somerset	1		0%
938	West Sussex	1		0%
302	Barnet	1		0%
Grand Total		4707	2337	100%

Source: * **Confirmed places** September admissions

3.6 Areas for development and what are we doing to address them at KS1 and KS2?

1.Close the gap in outcomes between our highest and lowest performing schools
2. Work closely to support and challenge our schools that are not yet good
3. Improve outcomes for boys at key stage 2
4.Close the gap for our FSM pupils in the phonics screening check

- As a result of the continued improvement at KS2 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 KS2 and that schools use pupil progress meetings to ensure that all pupils, except those with the most complex needs, are achieving the expected standard, with an increasing proportion at the higher standard,

and that 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 KS2 pupils in all year groups. 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, including disadvantaged pupils.

- A Pupil Premium network for school leaders to learn from research and good quality practice in other schools in raising achievement for these pupils.
- Learning walks are carried out in our most vulnerable schools and, increasingly, as a traded service to other schools. These can include both lesson observations in KS2 classes and book scrutiny for evidence of progress. This ensures that any issues are picked up quickly and school leaders supported with making improvements. All vulnerable maintained schools and a number of vulnerable academies 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. An element of inspection readiness is introduced into the programme at the appropriate time, and often includes preparing middle leaders and governors for their part in the process.
- The Octavo Partnership has bespoke training packages to target support to schools where there are concerns about pupil outcomes. This training provides tailored support in leadership, mathematics and literacy based on pupil outcomes and evidence of the schools' needs.
- The Octavo Partnership has a universal offer of training on current areas of priority such as vocabulary development and science leadership. Participation is monitored and encouraged to ensure vulnerable schools access this programme where necessary
- We have continued to develop our model of KS2 writing moderation and ensure that we carry out moderation visits to 25% of our schools. In addition the majority of schools attend moderation cluster meetings run by advisers in their localities to ensure consistency of judgements between schools. For Years 3, 4 and 5, Best Practice networks are run, with opportunities to moderate judgements with each other. Assessment leader briefings prepare schools for changes in assessment and accountability.
- Subject leader network meetings in English and mathematics 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. With the emphasis on the wider curriculum, briefings for Humanities and Arts leaders commenced in the Summer term 2018.
- A Mathematics Coaching Project was implemented in 2017/18 with funding awarded from the Strategic School Improvement Fund to impact on 2 teachers in each of the 17 schools participating. The majority of teachers are in KS2, and the programme has improved their subject knowledge and teaching methods. The project has involved close working with maths hubs, and this will develop further in 2018/19 in mastery readiness programmes and a SEND maths development group.
- Teachers who are new to teaching in Year 6 are provided with training opportunities to

ensure there is accurate implementation of the expectations within the national curriculum and of the testing / moderation arrangements.

- 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.
- A successful phonics roadshow was run in conjunction with the DfE, targetted at schools where performance in the phonics check in Y1 was below national averages. The LA average in this check in 2018 is now 3% above national averages.
- We have appointed to the SEN adviser post, starting in January 2019, this role will have a focus on supporting our EHCP pupils in mainstream schools to ensure that their outcomes continue to improve.
- We have revised the LA School Improvement Plan (Appendix 7) 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 and for our pupils with special educational needs and disabilities. This plan will be reflected in our work with schools and our commissioning of school improvement work to The Octavo Partnership, and our brokerage of teaching schools and other providers.
- We continue to work 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.

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. In line with the new Ofsted Framework we will ensure that schools have an broad and balanced curriculum that meets the needs of all pupils in the school.

- 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 Children, Families & Education 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 have been 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 targeted 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 includes 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.
- Our new Inclusion Adviser will support the 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 mainstream provision currently in place for SEND pupils.
- Additional Link Adviser time for leadership is 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

Provisional 2018	English and maths GCSE 9-5 pass	Average Attainment 8 score	Average progress 8 score
ENGLAND (state-funded schools)	43.5	44.3	-0.04
Croydon	44.7	45.7	0.05

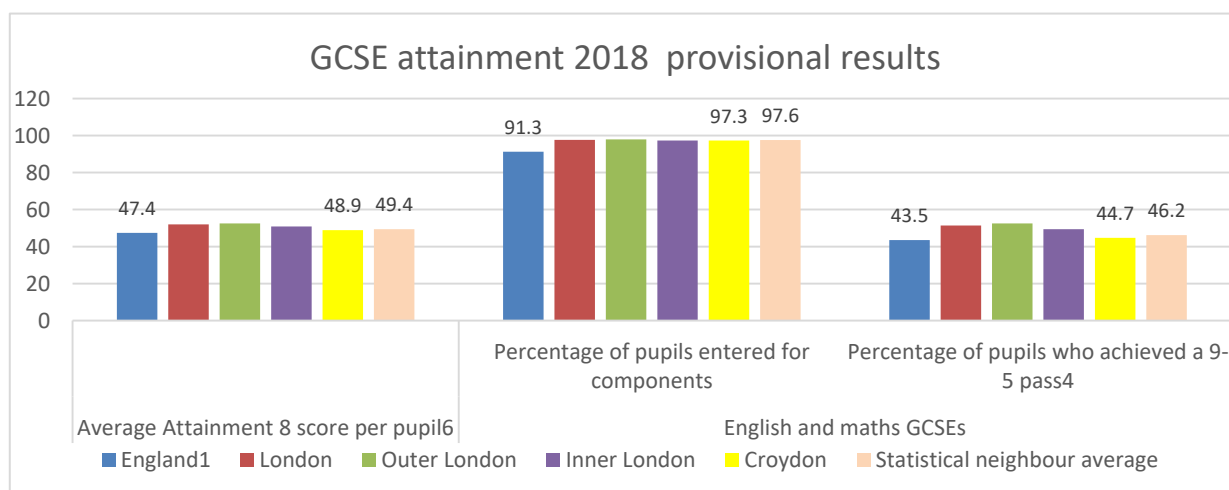
The following tables include the performance of all Croydon children in both maintained schools and academies.

Cohort numbers eligible for assessment: KS4							
2010	2012	2013	2014	2015	2016	2017	2018

3,701	3,637	3,770	3,716	3,664	3,844	3,593	3,454
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Source: 2017/18 key stage 4 attainment data (Provisional)

Provisional 2018	Number of pupils at the end of key stage 4	Average Attainment 8 score per pupil ⁶	English and maths GCSEs			English Baccalaureate		Progress 8 ³			
			Percentage of pupils entered for components	Percentage of pupils who achieved a 9-5 pass ⁴	Percentage of pupils who achieved a 9-4 pass ⁴	Percentage of pupils entered for all components	Average Point Score per pupil	Number of pupils included in the measure	Average Progress 8 score ³	Lower confidence interval	Upper confidence interval
England ¹	285067	47.4	91.3	43.5	63.3	40.7	4.1	246086	0.17	0.17	0.18
London	38027	52	97.7	51.4	70.7	57.5	4.67	34752	0.45	0.43	0.46
Outer London	25111	52.5	97.9	52.5	71.5	57.5	4.72	22919	0.46	0.45	0.48
Inner London	12916	50.9	97.3	49.4	69.1	57.4	4.57	11833	0.42	0.39	0.44
Croydon	1783	48.9	97.3	44.7	66.7	51.7	4.29	1603	0.27	0.21	0.33
Statistical neighbour average		49.4	97.6	46.2	66.2	55.8	4.4		0.4	0.3	0.4



Average attainment 8 score per pupil				
	2014/15	2015/16	2016/17	2017/18
England ²	47.4	48.5	44.6	44.3
London	51.1	51.9	48.9	49.2
Inner London	51.5	52.3	49.2	49.8
Outer London	50.2	51.3	48.2	48.1
Croydon	49.9	48.5	45	45.7
Statistical neighbour	49.2	50	46.2	47

Attainment 8 and Progress 8 are part of the new secondary accountability system 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.

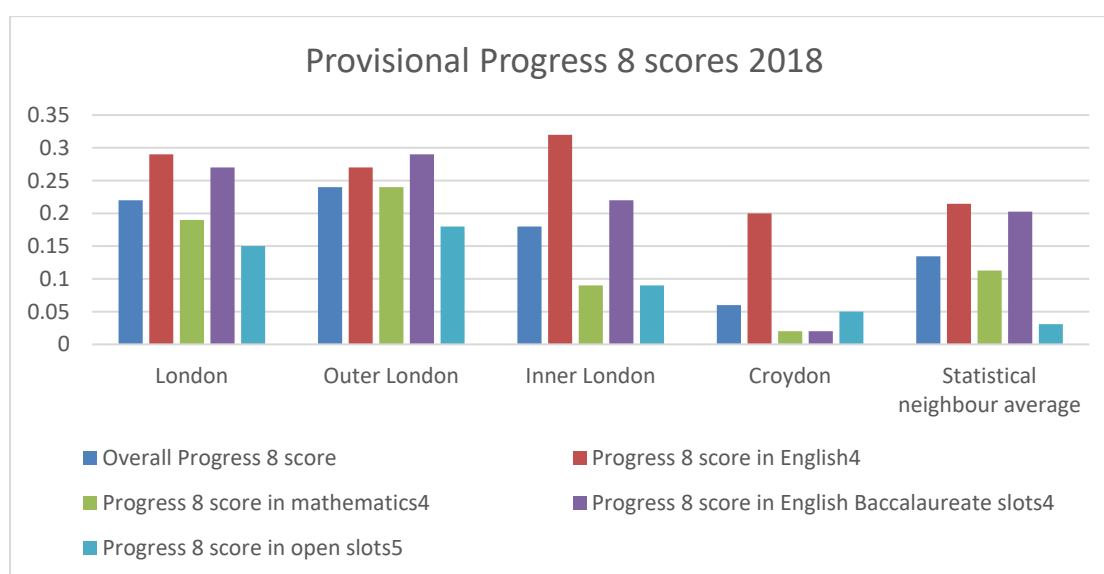
Provisional 2018	Overall Progress 8 score			Progress 8 score in English			Progress 8 score in mathematics		
	Score	Lower confidence interval	Upper confidence interval	Score	Lower confidence interval	Upper confidence interval	Score	Lower confidence interval	Upper confidence interval
Total (State-funded sector)	-0.03	-0.03	-0.03	-0.04	-0.04	-0.03	-0.02	-0.02	-0.02
London	0.22	0.21	0.23	0.29	0.28	0.3	0.19	0.18	0.2
Outer London	0.24	0.23	0.25	0.27	0.26	0.29	0.24	0.23	0.25
Inner London	0.18	0.16	0.19	0.32	0.3	0.34	0.09	0.07	0.11
Croydon	0.06	0.02	0.11	0.2	0.15	0.25	0.02	-0.03	0.07
Statistical neighbours	0.142	0.091	0.194	0.216	0.153	0.277	0.122	0.065	0.178

Boys					Girls				Gap			
2018 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)	43.8	96.1	39.9	60.4	49.3	97.9	46.6	68	-5.5	-1.8	-6.7	-7.6
England	41.3	88.5	36.4	55.1	47.4	91.3	43.5	63.3	-6.1	-2.8	-7.1	-8.2
London	46.5	95.8	45.5	64.7	52	97.7	51.4	70.7	-5.5	-1.9	-5.9	-6
Outer London	47.1	96	46.9	65.8	52.5	97.9	52.5	71.5	-5.4	-1.9	-5.6	-5.7
Inner London	45.2	95.4	42.8	62.4	50.9	97.3	49.4	69.1	-5.7	-1.9	-6.6	-6.7
Croydon	42.3	93.7	39.6	59.1	48.9	97.3	44.7	66.7	-6.6	-3.6	-5.1	-7.6
Stat neighbour average	44	95	40	60	49	98	46	66	-5.7	-2.2	-5.8	-6.3

Key stage 4 pupils making expected progress KS2-KS4

A Progress 8 score of 1.0 means pupils in the group make on average one 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.

<i>Provisional 2018</i>	Overall Progress 8 score	Progress 8 score in English⁴	Progress 8 score in mathematics⁴	Progress 8 score in English Baccalaureate slots⁴	Progress 8 score in open slots⁵
<i>Total (State-funded sector)¹</i>	-0.03	-0.04	-0.02	-0.03	-0.04
<i>London</i>	0.22	0.29	0.19	0.27	0.15
<i>Outer London</i>	0.24	0.27	0.24	0.29	0.18
<i>Inner London</i>	0.18	0.32	0.09	0.22	0.09
<i>Croydon</i>	0.06	0.2	0.02	0.02	0.05
<i>Statistical neighbour average</i>	0.13	0.21	0.11	0.20	0.03



The number of children in Croydon schools at KS4 has remained relatively stabilised since 2016/17, there was a very slight decrease in the number of children taking their GCSE tests in 2017/18. 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 remain the same as last academic year. These 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 (2015/16 and 2016/17) and Progress 8 since 2016

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 (0.05) and above the national score for state funded schools (-0.04) This was a slight decline from last year.

The progress made in English GCSE (+0.2) is below London (at 0.29) and our statistical neighbours (0.27) but is significantly above the national (-0.04). Croydon's outcomes represent an improvement from the previous year against a decline nationally and in London overall.

The progress score for mathematics is above the national average score at 0.02 for Croydon students. There remains a difference in that achieved by London overall (0.19) and the statistical neighbour average in mathematics.

Thirteen of Croydon's twenty five mainstream and SEN schools achieved a positive Progress 8 score. Eight of the borough's schools also achieved a progress score above London's average of 0.22.

Twelve 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. This was less than the previous academic year. (Refer to 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 66.7%. Whilst our pupil outcomes in this measure are not as good as London, they are above the England and statistical neighbour 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 an increase in our overall attainment 8 figures since 2016/17 (44.7 to 48.9), although it remains above England's average, it is still below our statistical neighbours and London.

Eight of the borough's schools achieved an Attainment 8 score that was above the England average of 47.4. The highest Attainment 8 score was achieved by Coloma Convent (61.5), with other notable achievement being made by a number of schools. (Refer to 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.

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.

3.8 Areas for development and what are we doing to address them at KS4?

1.Close the gap in outcomes between our highest and lowest performing schools
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2. Work closely to support and challenge our schools that are not yet good
3. Improve outcomes for boys at key stage 4 so that the gap between them and the girls is narrowed
4. Analyse the achievement of specific pupil groups and address where we have gaps in outcomes at key stage 4

- 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. The secondary improvement adviser has been commissioned to provide more bespoke in school support for our vulnerable schools and we will be quality assuring this work
- 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 had 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 learning walk which informs the School Progress Review meeting. These meetings are supported by our 'challenge' improvement adviser from Octavo.
- 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 ensure that schools continue to focus on underachieving groups.

3.9 Post-16 (KS5)

At the time of writing validated performance data for 2018 has not been published, so information in this report cannot be considered accurate and therefore both data and narrative are subject to change.

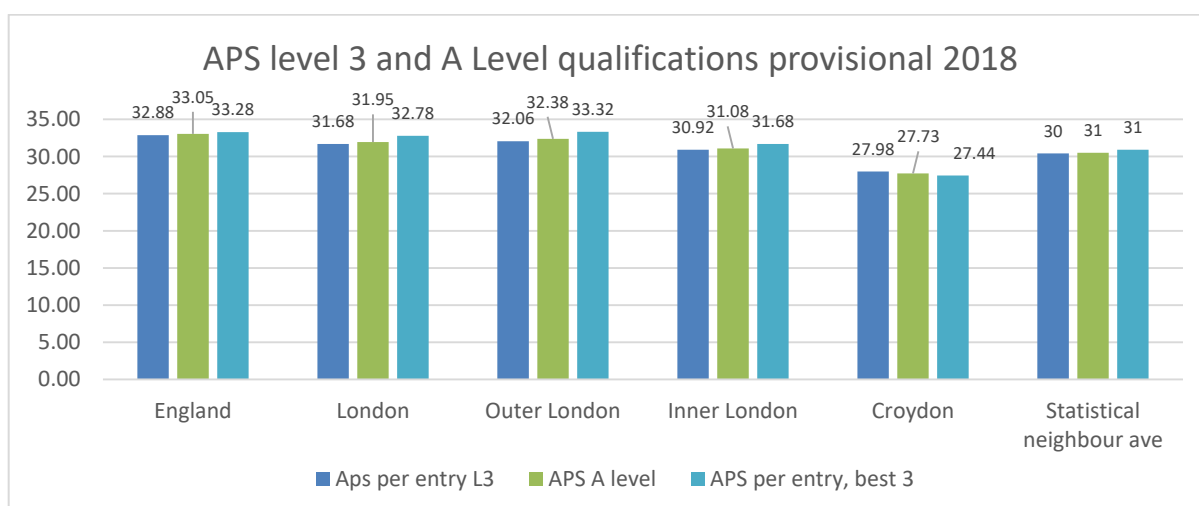
Approximately 50% of Croydon residents aged 16-19 study in Croydon schools and colleges with the remainder studying in neighbouring boroughs such as Sutton, Bromley and Surrey. Data quoted below pertains to performance of Croydon schools and colleges, unless otherwise stated.

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 lower KS4/GCSE results on entry to level 3 courses than the national average, although this does vary greatly between our institutions, meaning that Progress scores are usually a better comparator Measure.

Schools and colleges Level 3 attainment at the end of 16-18 study 2018

	Level 3 Students		A Level Students						Academic		Tech level students	Applied General students	Tech Bacc
A Level results 2018 Provisional	APS ¹⁰ per entry	% least 2 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	% grades AAB or better at A level	% AAB or better at least two are in facilitating subjects	APS per entry	% at least 2 substantial level 3 academic qualifications	APS per entry	APS per entry	Number of students achieving Tech Bacc
England	32.88	80.3	33.05	77.2	33.28	12.5	20.6	15.9	33.38	77.2	28.33	28.26	153
London	31.68	78.4	31.95	74.7	32.78	11.3	18.7	14.7	32.04	74.2	29.38	28.49	20
Outer London	32.06	79.6	32.38	75.8	33.32	12	19.5	15.4	32.46	75.4	29.51	28.27	0
Inner London	30.92	75.9	31.08	72.5	31.68	10	17.1	13.2	31.18	71.7	29.14	28.88	15
Croydon	27.98	65.3	27.73	58.8	27.44	4.7	8.4	5.9	27.84	58.4	30.79	27.57	0
Statistical neighbour	30	76	31	71	31	9	15	12	31	70	30	29	1



The Average Point Score (APS) per entry at Level 3 shows that on average Croydon's post-16 level 3 learners fell and performed below regional, national and statistical neighbour averages. This is predominantly due to lower than average grades achieved at A level, although this needs to be considered in conjunction with lower than average KS4 (GCSE) results achieved by the student cohort. In 2018 Croydon achieved an average grade C- compared to C+ nationally.

A small number of schools/colleges (4) had particularly high A level fail rates which have impacted on the overall borough performance. Two of these institutions have now ceased to offer A level courses.

KS5 Progress data has not yet been published, but will provide a better benchmark comparison. For example, in 2017 the average A level grade achieved at one school was an E+ (compared to C+ nationally) but the Progress Score was well above average at +0.47 meaning that students at this school achieved half a grade higher than was expected based upon their GCSE attainment. Whilst another (independent) Croydon school achieved an average grade of A- but a Progress Score of 0.00 meaning pupils achieved what was expected.

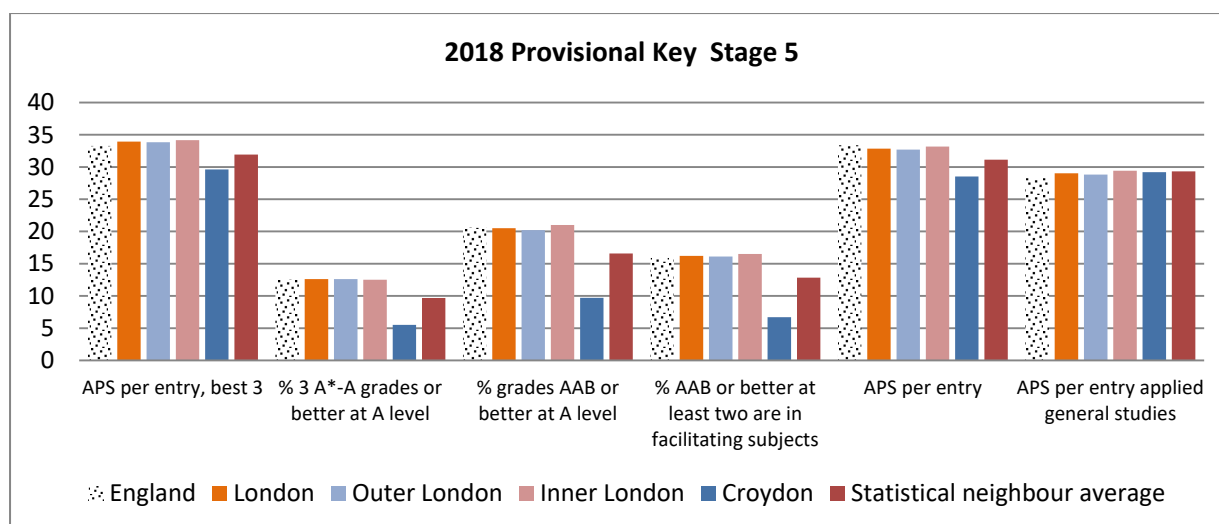
A strength in Croydon, is Level 3 performance on technical (vocational) programmes. On average in 2018 Croydon students undertaking these programmes achieved a Distinction- compared to achievement of a Merit+ elsewhere, with higher APS than all benchmarked comparitors. In 2017 (most recent detailed validated data available) those institutions who were significantly above average were Woodcote High School, BRIT and Harris Federation.

Applied General (L3) students performed in line with comparator averages, achieving a Merit+.

Girls in Croydon continue to achieve higher grades at A level than boys, with girls achieving an average grade C at A level compared to a C- by boys. This corresponds with the national/London trend. Conversely boys in Croydon achieve better (Distinction -) than girls (Merit+) on technical L3 courses.

Post-16 students on L2 technical courses achieved in line with London and regional averages, gaining a Merit-.

The current (Oct-2018) Not in Education, Employment or Training (NEET) rate for the cohort is 0.9% (improvement of 0.3% compared to Oct-2017) which is below both the London average (1.2%) and significantly better than national (2.1%). However, our not knowns are higher than comparitors (although significantly improved compared to 2017) and may include some unidentified NEET young people.



In summary,

- Technical (previously vocational) level 2 & level 3 achievement continues to be good.
- The average grade achieved at A level in 2018 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 2017 validated and 2018 unvalidated data) is an area of improvement for our more able students at a number of schools.

3.10 Areas for development and what are we doing to address them at Post-16?

1. Improve the attainment of our pupils at A level, in particular increase the percentage of pupils achieving high grades
2. Improve outcomes for boys at key stage 5
3. Improve the careers advice and guidance offer for our pupils
4. Improved tracking and support of our not known young people

Commissioned challenge and support for all school sixth forms with Octavo (aligned to KS3/4 support), with a specific focus on quality and viability of their 6th form provision, progress being made by all learners and raising expectations and achievement of the most able learners.

- Additional commissioned and LA support is targetted at those schools who are deemed to require greater levels of need, based upon detailed analysis of data and performance. This includes support with robust action planning and monitoring.
- Croydon Council brokered a data management, analysis and monitoring tool (ALPS) for local post-16 centres, which includes training sessions. 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, closing, cease offering an A level curriculum and/or 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 and availability of careers events for both staff and students.
- NEET prevention programme delivered in high NEET generating schools. One school piloted in Autumn 2018, with roll-out to 3 further schools in Spring 2019.
- Additional resource being deployed to track not known young people aged 16/17 years and identify this who are NEET, enabling support to be offered.

3.11 Outcomes for Children Looked After

Phonics Screening Check

Phonics Screening Check	% achieving the expected standard in phonics at end of year 1 (CLA)	% achieving expected standard in phonics at end of year 1 (Croydon)	% achieving expected standard in phonics at end of year 1 (national)
2017/18	50%	85%	82%

In the 2017-2018 academic year there was an overall increase in those achieving the expected standard in phonics screening by 10%.

Key Stage 1

KS1 SATs	Number in cohort	Number eligible	Number of CLA who achieving the combined in R,W &M,	% of CLA achieving the expected standard in combined R,W & M
KS1 - 2016/17	10	9	6	66%
KS1 - 2017/18	19	10	6	60%

% of CLA working at expected standard for the eligible cohort (2017-2018)

	%
Working at the expected standard in reading	70%
Working at the expected standard in writing	60%
Working at the expected standard in mathematics	70%
Working at the expected standard combined	60%

KS1 performance in 2017/18 SATs fell by 6% compared to the previous year, with 60% of children, gaining the required levels in combined reading, writing and mathematics. (6/10).

Key Stage 2

KS2 SATs	Number of CLA in cohort	Number of CLA eligible	Number of CLA achieving the combined in R,W & M	% achieving the expected standard
KS2 - 2016/17	18	14	5	36%
KS2 - 2017/18	33	20	11	55%

% of CLA working at expected standard for the eligible cohort 2017-2018

	%
Working at the expected standard in reading	55%
Working at the expected standard in writing	55%
Working at the expected standard in mathematics	60%
Working at the expected standard combined	55%

KS2 SATs	% achieving expected standard in reading, writing and maths (CLA)	% achieving expected standard in reading, writing and maths (Croydon)	% achieving expected standard in reading, writing and maths (National)
2017/18	55%	66%	64%

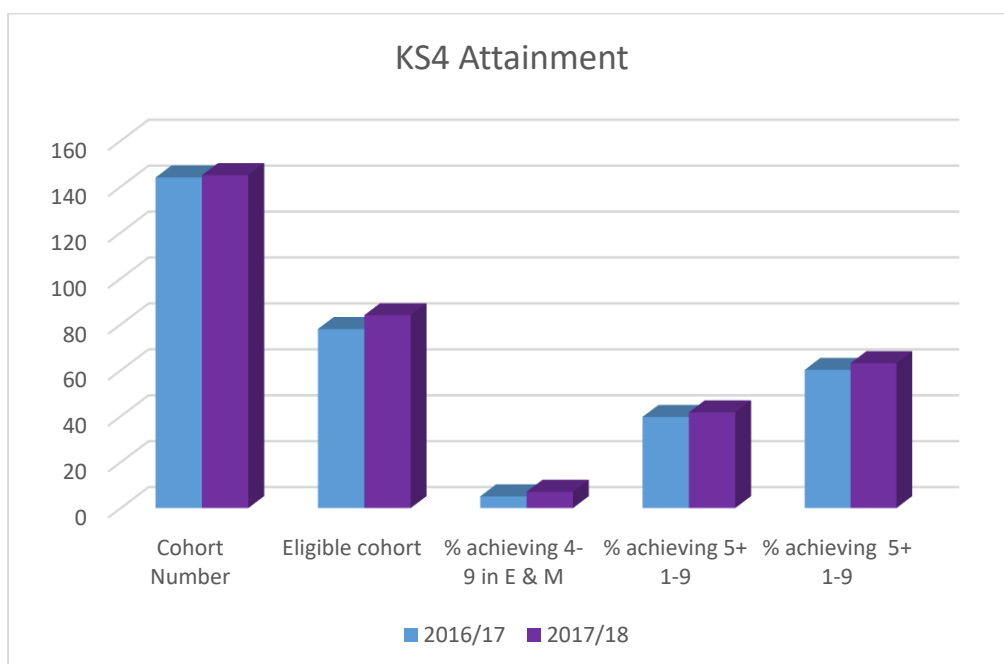
KS2 performance in 2017/18 improved with an overall 55% of our looked after children achieving the expected standard in reading, writing and mathematics.

In 2017-2018 there was an overall increase in those achieving the expected standard by 19% in combined reading, writing and mathematics.

4.5. Key Stage 4

	Number in cohort	Eligible Cohort	% achieving 4-9 in English &	% achieving 5+ 1-9	% achieving at least 1 grade 1-9
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			Maths		
2016/17	144	78	5.1%	39.7%	60.2%
2017/18	145	84	7.1%	41.7%	63.1%



The number of children achieving the expected standard of grade 4 and above in English & Maths has increased by 2% this year.

Whilst the number of our cohort achieving the expected standard continues to be low compared to local and national outcomes, we continue to see an increase in the number of children achieving 5+ GCSEs.

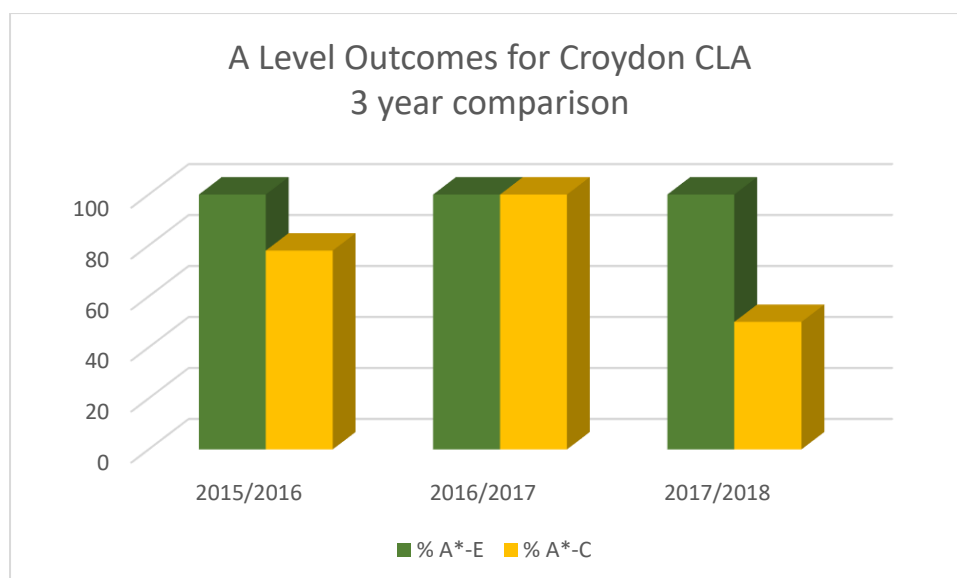
An increase is also seen in the attainment of 1+ GCSE grade which can be an exceptional achievement for some students, in particular our UASC cohort who often still have limited English at the end of Key Stage 4.

When comparing the Croydon CLA attainment with local and national data, we see that whilst there remains an attainment gap Croydon CLA has made a 2% increase compared to 0.9% nationally.

Please note that validated data for Attainment 8 is not yet available for CLA outcomes

Key Stage 5

	2015/2016	2016/2017	2017/2018
% A*-E	100	100	100
% A*-C	78	100	50



The trend of 100% pass rate at A Level has continued for the last 3 years.

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.

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.

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 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 a large percentage 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.

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 and followed up by the Head of Standards where necessary and appropriate. This will often have a positive impact on schools and support them with taking appropriate actions to improve outcomes.

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 most recent DfE validated data is for the autumn and spring terms of the 2017/18 academic years and is used in this report unless indicated otherwise. Full academic year data for 2017/18 will be published in March/April 2019.

There are two measures for absence from school. These are overall absence and persistent absence. Overall absence is the percentage of total school sessions that were recorded as an absence. Persistent absence is the percentage of pupils who are absent from school for more than 10% of the possible sessions.

4.1 Overall absence from school

Nationally the rate of primary school overall absence has increased by 0.2% from 3.9% to 4.1%. In Croydon the percentage has increased by 0.1% and our rate of overall absence is now on a par with the percentage for England at 4.1%.

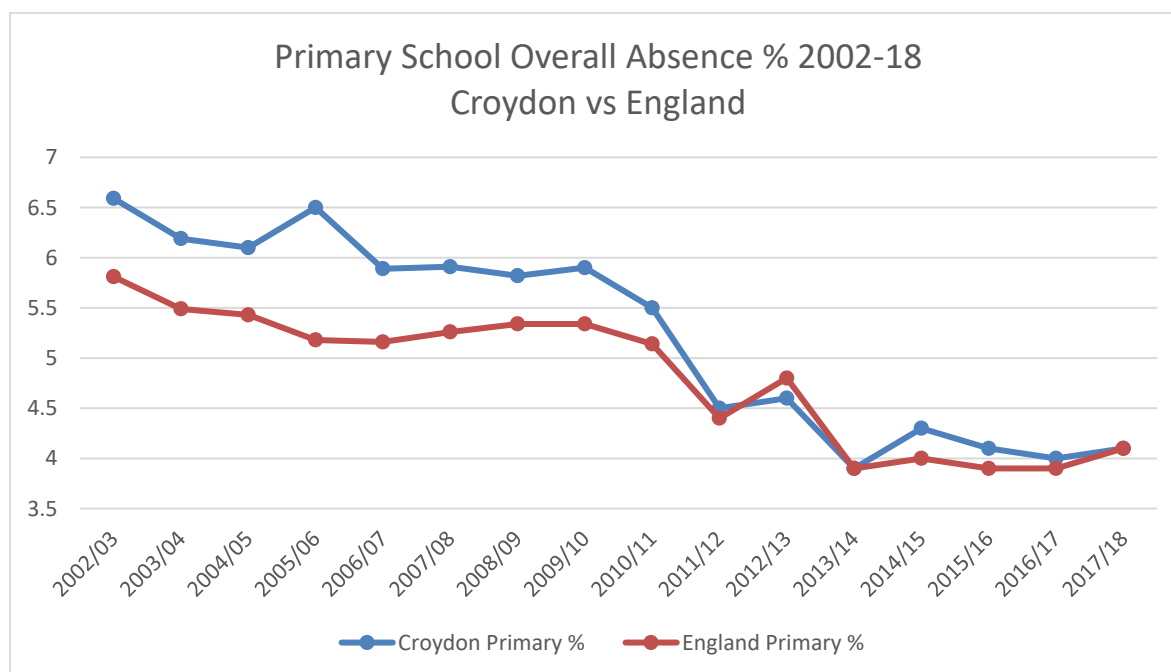
Like the overall absence rate for primary schools, the Croydon secondary schools rate has seen an increase of 0.1% in overall absence, which now stands at 5.2%. Nationally the overall absence rate has also increased by 0.2% to 5.3%, and therefore Croydon is 0.1% better than the national overall absence rate.

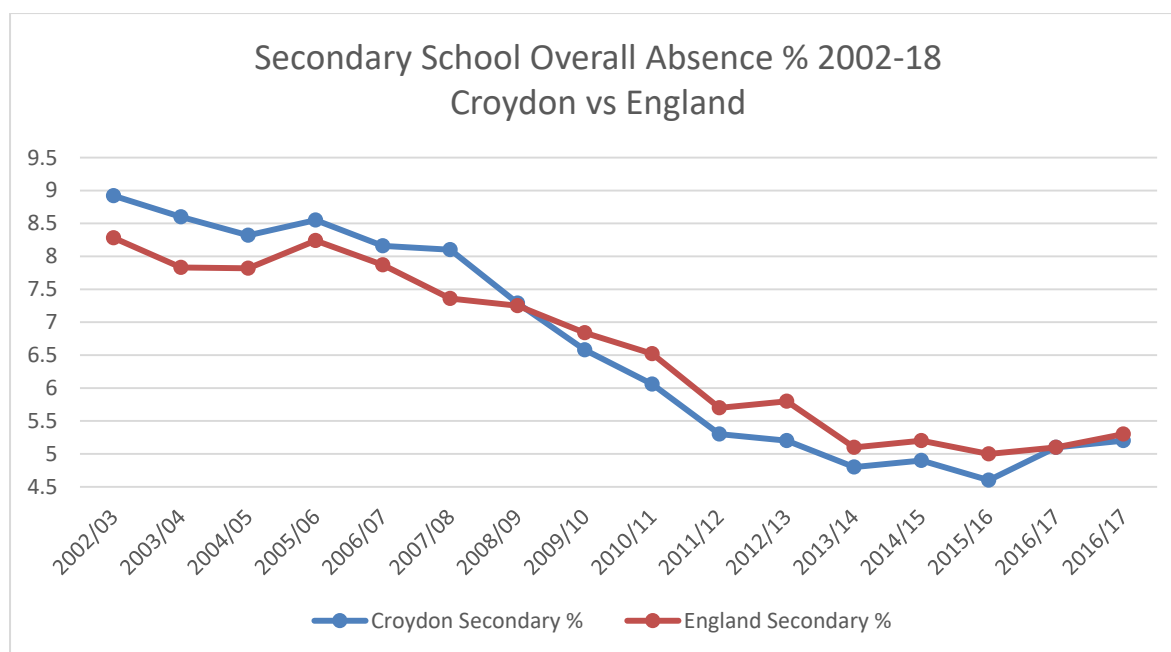
The DfE attributes the increase in overall absence nationally to increased levels of

unauthorised family holiday and other unauthorised absence. Illness remains the most common reason for absence and accounts for 2.8% of possible sessions, which is an increase of 0.1% on 2016/17. Nationally illness accounts for 60% of all absences.

Overall Absence Trend 2002-2018 (Lower values are better in this table)

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	4.0	3.9	2016/17	5.1	5.1
2017/18	4.1	4.1	2017/18	5.2	5.3





4.3 Persistent absence

In the reporting period persistent absence was defined as a pupil missing more than 10% 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 link between poor attendance and low levels of attainment.

Croydon primary school persistent absence rate in 2017/18 was 9.8% and this was a decrease of 0.1% compared to the same period in 2016/17. This now stands at 0.2% higher than the national rate of 9.6%. Nationally there was a 0.9% increase in the rate compared to 2016/17. Therefore Croydon has reduced its percentage persistent absence rate against a significant rise in the same rate nationally and is now 0.2% higher than the England rate.

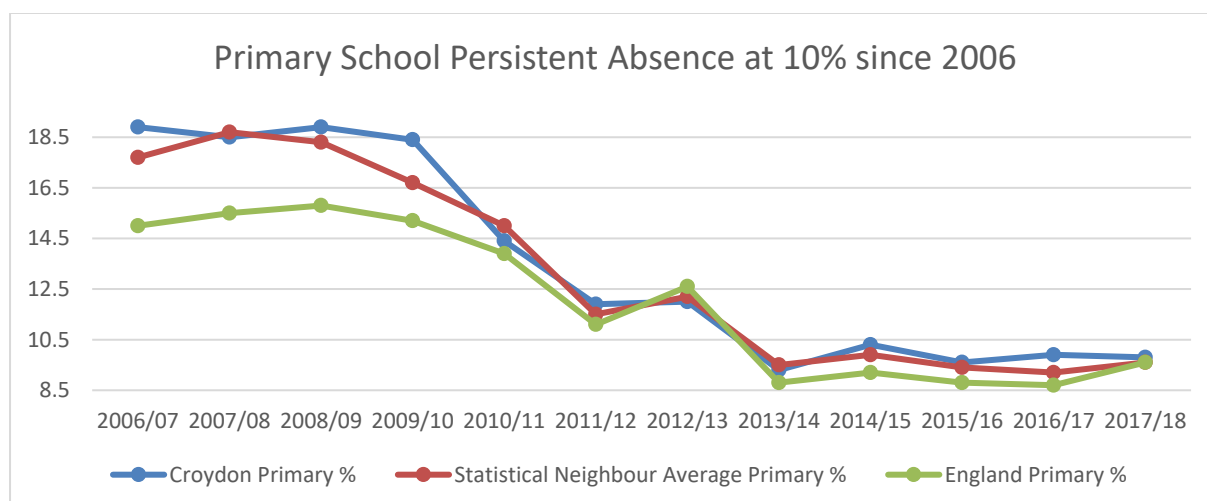
Croydon secondary schools persistent absence rate in 2017/18 has increased 0.8% from 12.4% in 2016/17 to 13.2%. This is the same as the increase nationally, which has risen from 12.7% to 13.5%. Croydon's secondary school percentage rate for persistent absence therefore remains 0.3% better than the rate for England overall.

Croydon vs Statistical Neighbour vs England PA Trend 2006-2018

Persistent absence is when a pupil is absent for more than 10% 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.

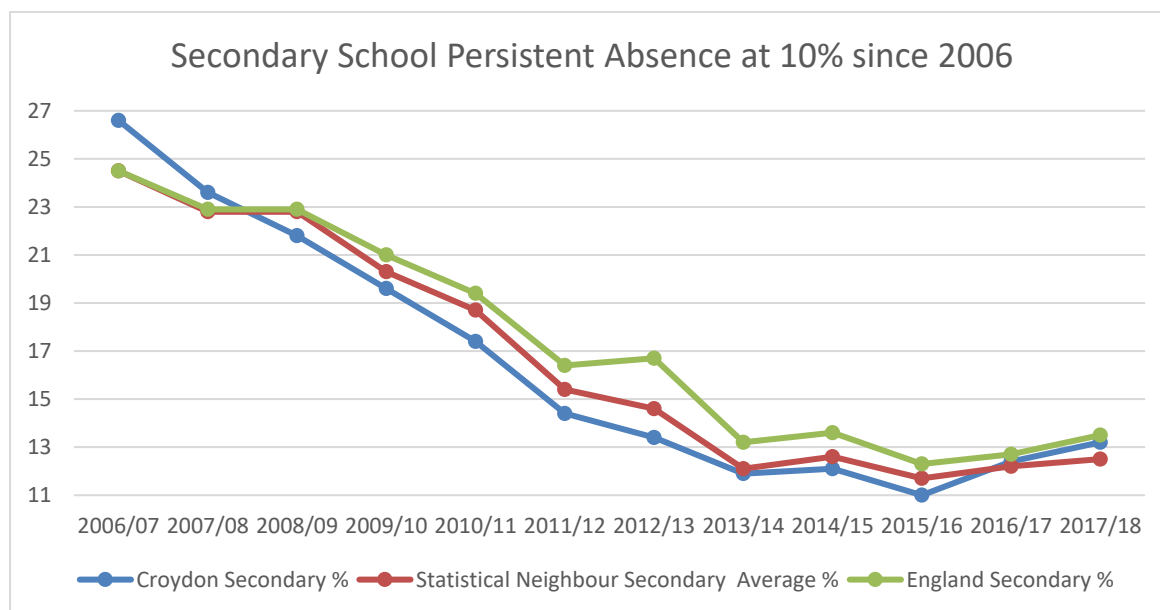
Primary School Persistent Absence 2006-18

Year	Croydon Primary %	Statistical Neighbour Average 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	9.9	9.2	8.7
2017/18	9.8	9.6	9.6



Secondary School Persistent Absence 2006-18

Year	Croydon Secondary %	Statistical Neighbour Secondary Average %	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	12.4	12.2	12.7
2017/18	13.2	12.5	13.5



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

Croydon primary school overall absence is the same as that of the average for our statistical neighbours at 4.1% and the percentage for persistent absence is 0.2% higher than the average of our statistical neighbours.

Croydon's secondary school overall absence is 0.3% higher than the average for our statistical neighbours and the percentage of persistent absence is 0.7% higher than the average for our statistical neighbours.

Where as the gap at primary schools between Croydon, our statistical neighbours and national rates has narrowed since 2016/17 it has widened in secondary schools.

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.

The creation of Octavo led to funding and responsibility for education welfare services being delegated to schools. Croydon Council retained responsibility for statutory enforcement services with schools assuming responsibility for improving attendance and casework around individual pupils.

Schools either undertake this casework in house or commission independent education welfare providers to carry this out. There are two main independent education welfare providers operating in Croydon. Octavo ceased offering this as a traded service last academic year.

Croydon Council's Learning Access was restructured last year to provide us with a small team of school facing attendance improvement practitioners. This enables us to work with schools and parents to improve attendance in addition to our attendance enforcement work.

The attendance improvement practitioners provide targetted support and challenge around attendance, holding them accountable for their actions around individual pupils; promote the use of the Early Help pathway and conducted reviews of whole school attendance practice in schools where this is a concern.

The local authority also support schools by taking enforcement action, where this is appropriate, against parents who fail to ensure their children attend school regularly. In the 2017/18 academic year 959 penalty notices were issued for unauthorised absence at school and 103 prosecutions were undertaken by the service.

The service will continue to work to improve attendance through individual casework with appropriate cases; whole school support with priority schools; liaison with independent education welfare providers; raising awareness of attendance; and exploring opportunities provided by the new locality early help teams.

5. Exclusions

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 to an exclusion.

The national context

The Department for Education publishes the national comparative rates 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 and this as a percentage of total pupil numbers;
- The number of fixed period of exclusions and this as a percentage of total pupil numbers; and
- The number of pupils with one or more fixed period exclusions and 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 of the total number of pupils in the cohort.

5.1 Permanent exclusions from Croydon schools during 2017/18

There were 39 permanent exclusions from Croydon maintained schools during the 2017/18 academic year giving a Croydon exclusion rate of 0.07%. This is decrease in the number of actual permanent exclusions for the 2016/17 academic year when there were 41 permanent exclusions. The Croydon exclusion rate remained the same at 0.07%. Three secondary schools accounted for 21 permanent between them; just over 50% of the borough's total.

There were 9 permanent exclusions of primary school pupils during 2017/18. This is the same as 2016/17.

At further 10 permanent exclusions were subsequently withdrawn and two pupils were reinstated to the school by the governing body.

Croydon's permanent exclusion rate is lower than the average rate for statistical neighbours for 2016/17 (0.09%). It was also lower than the rates for England (0.10%) London (0.09%) and Inner London (0.08%) for the last published year.

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	2017/18*
Number of PEx (Croydon)	81	75	77	65	65	13	24	22	41	39
% of PEx (Croydon)	0.16	0.15	0.15	0.12	0.10	0.04	0.04	0.04	0.07	0.07
% of PEx (England)	0.09	0.08	0.07	0.07	0.07	0.06	0.07	0.08	0.10	*
% of PEx (London)	0.11	0.10	0.08	0.08	0.08	0.07	0.07	0.07	0.09	*
% of PEx (SN Average**)	0.07	0.07	0.06	0.08	0.08	0.09	0.07	0.08	0.09	*

*Please note the figures for 2017/18 are not yet published.

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

5.2 Fixed term exclusions from Croydon schools during 2017/18

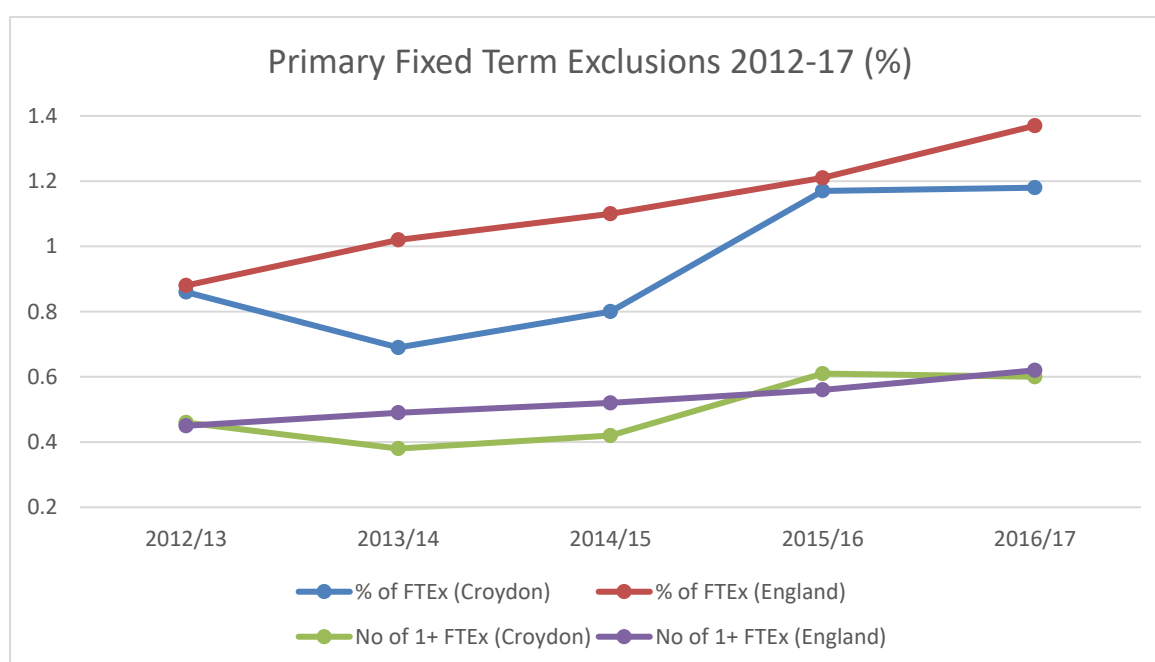
Validated fixed term exclusion data for 2017/18 will not be available until July 2019. The Croydon fixed term exclusion figure for 2017/18 are locally reported and should be considered provisional at this stage, which means any analysis based on locally reported data is subject to change once the validated data is published.

The current local reported figure for all schools is 1522; with 1073 exclusions from

secondary schools, 390 from primary schools and 59 from AP & special school. This figure is almost certain to increase on previous years.

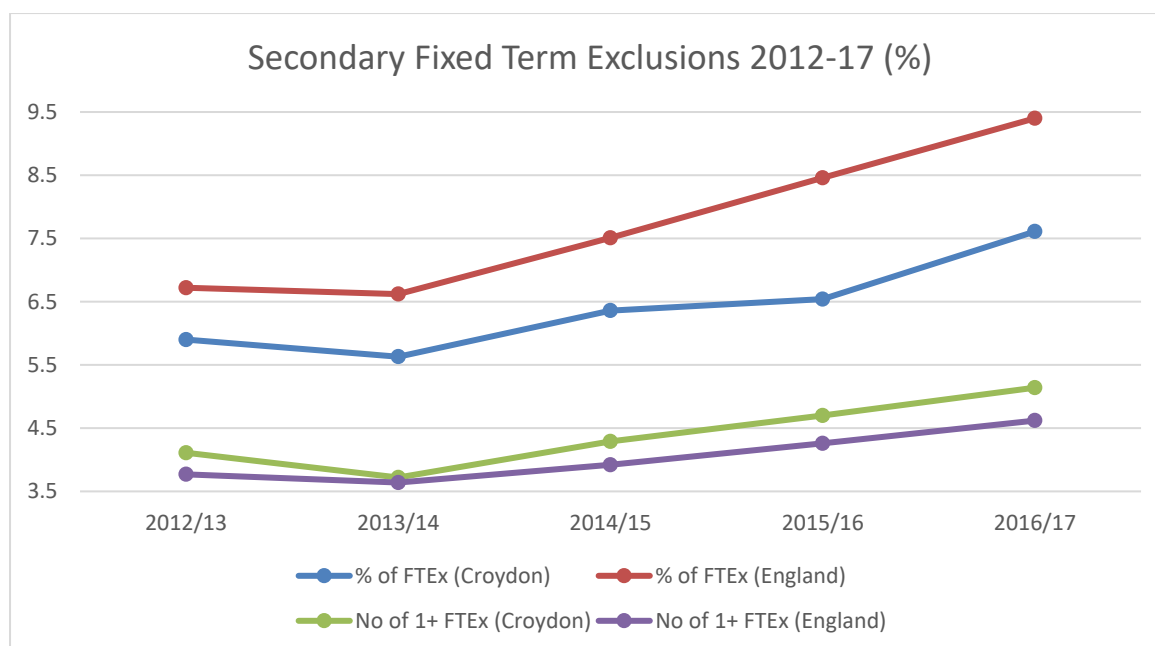
Primary Fixed Term Exclusion 2012-17 (Source: DfE statistical data)

	2012/13	2013/14	2014/15	2015/16	2016/17
No. of FTEEx (Croydon)	273	223	264	396	402
% of FTEEx (Croydon)	0.86	0.69	0.80	1.17	1.18
% of FTEEx (England)	0.88	1.02	1.10	1.21	1.37
No of 1+ FTEEx (Croydon)	145	122	141	206	205
No of 1+ FTEEx (Croydon)	0.46	0.38	0.42	0.61	0.60
No of 1+ FTEEx (England)	0.45	0.49	0.52	0.56	0.62



Secondary Fixed Term Exclusion 2012-17 (Source: DfE statistical data)

	2012/13	2013/14	2014/15	2015/16	2016/17
No. of FTEEx (Croydon)	1303	1245	1400	1452	1689
% of FTEEx (Croydon)	5.90	5.63	6.36	6.54	7.61
% of FTEEx (England)	6.72	6.62	7.51	8.46	9.40
No of 1+ FTEEx (Croydon)	908	822	944	1042	1142
No of 1+ FTEEx (Croydon)	4.11	3.72	4.29	4.70	5.14
No of 1+ FTEEx (England)	3.77	3.64	3.92	4.26	4.62



5.3 Exclusions by ethnicity 2017/18

Black Caribbean pupils made up 23% of permanent exclusions (at a rate of 0.15%) and 24.7% of fixed term exclusions (at a rate of 6.31%) from Croydon schools during the 2017/18 academic year. Black Caribbean pupils account for 10.5% of the Croydon school age population.

Like with England as a whole, Black Caribbean pupils in Croydon have the greatest level of disproportionality when it comes to exclusion from school. However the level of disproportionality in Croydon schools compares favourably to the levels found in England. Croydon's permanent exclusion rate (0.15%) is nearly half the national rate for 2016/17 (0.28%) and our fixed term exclusion rate (6.31%) is two thirds of the 2016/17 national rate (10.2%).

White British pupils account for 23% of permanent exclusions and 21.8% of fixed term exclusions from Croydon schools, academies and free schools during the 2017/18 academic year. White British pupils account for 27.2% of the Croydon school age population.

Black African pupils account for 17.9% of permanent exclusions and 14.9% of fixed term exclusions from all schools in Croydon during the 2017/18 academic year. Black African pupils make up 15.1% of the Croydon school age population.

ETHNICITY	FPEX	PEX	PEX Reinstated	PEX Withdrawn	Grand Total
ABAN - Bangladeshi	2				2
AIND - Indian	5				5
AOTH - Any Other Asian b'ground	24				24
APKN - Pakistani	12	1			13
BAFR - Black African	227	7		2	236
BCRB - Black Caribbean	377	9		2	388
BOTH - Any Other Black b'ground	64	1		2	67

CHNE - Chinese	1				1
MOTH - Any Other Mixed b'ground	72	3			75
MWAS - White and Asian	16	2			18
MWBA - White and Black African	23	1			24
MWBC - White & Black Caribbean	191	5	1	1	198
NOBT - Info not yet obtained	79			1	80
OOTH - Any other Ethnic Group	15				15
REFU - Refused	23	2			25
WBRI - White British	332	8	1	2	343
WIRI - White Irish	1				1
WIRT - Traveller - Irish Herit	2				2
WOTH - Any Other White b'ground	55				55
WROM - Gypsy/Roma	1				1
Grand Total	1522	39	2	10	1573

5.4 Exclusions of pupils with an EHCP 2017/18

There were five permanent exclusions (3x primary & 2x secondary) from Croydon secondary schools of pupils with an Education Health and Care Plan (EHCP) during 2017/18. This is an increase from the three permanent exclusions the previous year (2016/17). In addition to this two pupils had permanent exclusions withdrawn. Permanent exclusions of pupils with an EHCP account for 13% of the total permanent exclusions for the borough.

There were 169 fixed term exclusions from Croydon mainstream schools for pupils with an EHCP during 2017/18, with a further 31 from AP and special schools. This takes the total to 200 fixed term exclusions, which accounts for 13.1% of Croydon's total fixed term exclusions.

5.5 Exclusions of Looked After Children

There were two permanent exclusions and 80 reported fixed term exclusions of 'Looked After Children' (LAC) during the 2017/18 academic year, an increase in both permanent and fixed term exclusions on the previous year.

This data relates to children 'looked after' to any local authorities; not just Croydon LAC. The significant factor is that they attend a Croydon school.

The Virtual School officers follow up on all cases of permanent and fixed term exclusions in relation to any LAC pupils that are looked after to Croydon.

5.6 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 established 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 review the existing primary fair access process at the end of the autumn term of 2017/18 and revise the model. Working with a group of primary school leaders a new staged approach was developed.

The new staged approach was launched to head teachers 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.

Places at Bramley Bank will continue to be offered through the Primary Fair Access Panel to suitable cases. These will be for a time-limited intervention. All referrals to the panel require the consents of the child's parents/carers before they can be discussed.

At present, priority for places is for pupils who have been permanently excluded from school. Arrangements were recently put in place to create additional places, which became available in January 2019. These will be both at Bramley Bank and at a new provision, which will be known as The Beck. Both these provisions are part of the Beckmead Family of Schools.

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 head teacher of the school to decide whether or not they then wish 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 or other alternative providers.

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 and the youth offending service ensuring that there is a holistic multi-agency approach to deliberations and the decision on any new placement is informed by a range of information from panel members.

Referrals to the Fair Access Panel are considered under one of the following categories:

- 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
- Breakdown – referrals from schools that are referred back to the panel after a placement has broken down

In 2017/18 the number of pupils discussed at the Secondary Fair Access Panel had reduced to 309. These broken down as follows:

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

This was a reduction on 2016/17 when a total of 375 pupils were discussed at the Secondary Fair Access Panel.

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

Conscious steps have been taken in recent years to reduce the number of referrals to the panel; particularly referrals for 'alternative to exclusion' by tightening up the referral criteria. These have successfully led to a reduction in referrals and the data shows that there has not been a corresponding rise in the number of permanent exclusions

5.7 What are we doing to reduce exclusions?

A number of steps are being taken to work with schools to reduce their need to exclude pupils. These include:

- At primary level to promote collaborative working through the Primary Inclusion Forum and offer respite AP placements through the Primary Fair Access Panel
- At secondary level continue to utilise the the Secondary Fair Access Panel as a forum to broker managed moves to other schools and offer AP placements for pupils at risks of permanent exclusion; whilst also providing greater challenge to schools around the referrals they seek to make to the panel.
- Exclusions prevention officer to provide support for individual cases where appropriate before the permanenet exclsuion is given
- Promote the use of devolved cluster funding to support pupils with additional needs who are at risk of exclusion.
- Pro-actively indentify from fixed term exclusion data pupils who are becoming at risk of exclusion and seek to work with schools regarding those pupils.
- Work with schools where they identify a pupil at risk of exclusion and seek to find alternative solutions that prevent the need to exclude.
- Provide challenge and support to targetted high excluding schools to seek to reduce those school's use of exclusions.

6. OFSTED INSPECTION OUTCOMES

- 6.1 There were no major revisions made to the Ofsted Framework from September 2017 and the Section inspections remained as they had in the previous year. Section 8 inspections changed slightly during 2017/18 as they were no longer converting to section 5 inspections if the Lead Inspector had judged that things had changed significantly since the last inspection.

There will be a new Ofsted Framework in place from September 2019

- 6.2 At the beginning of January 2018 87% of all Croydon's schools were judged by OFSTED to be good or better. The current percentage is 86%.

Recent inspections of our RI schools have been positive with one being judged as outstanding and one as good.

We have had one secondary school judged as Inadequate and we are working closely with the Academy Trust to ensure rapid and robust action is being taken to make the necessary improvements.

7. CONSULTATION

There are no needs for consultation arising from this report.

8. FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

There are no direct financial considerations or risks associated with this report.
Approved by Lisa Taylor – Director of Finance, Investment and Risk.

1. 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, Director of Law and Governance
Monitoring Officer

10. HUMAN RESOURCES IMPACT

There are no direct Human Resources considerations arising from this report for Council employees. Should there be a future need to make any changes within the schools workforce, as a result of School Improvement Plan, then this would be handled by the relevant schools' governing body in accordance with their HR policy and procedures.

Approved by Debbie Calliste, Head of HR for Health, Wellbeing and Adults, on behalf of the Director of Human Resources

11. EQUALITIES IMPACT

As the quality of Croydon's schools continues to improve there is a positive impact for all pupil groups, including the most disadvantaged. Schools continue to be challenged to set demanding targets for the achievement of pupils in receipt of the pupil premium grant and are expected to demonstrate the impact this funding has to close the gap between these pupils and their peers.

The work, commissioned through Octavo, of the inclusion team supports achievement amongst the most vulnerable groups of pupils, including white working class boys and girls, those with English as an Additional Language, traveller children and asylum seekers / those newly arrived to the country. The evidence shows that whilst there is still a gap between white working class children, children of Caribbean heritage and white / Caribbean dual heritage children and their peers the gap is narrowing. The team is focusing on closing the gap for Black Caribbean and Pupil Premium pupils in the borough at KS2.

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 2017/18 Final data

In 2017, a school was 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.

Estab. Name	Cohort	Progress			Attainment
		Reading	Writing	Maths	
		Avg. Prog. Score	Avg. Prog. Score	Avg. Prog. Score	% RWM Expected standard
National Threshold	-	-5.0	-7.0	-5.0	65%
Aerodrome Primary Academy	90	-0.9	-0.1	+0.5	59%
All Saints CofE Primary School	59	-0.3	-0.5	+0.7	61%
Applegarth Academy	58	+9.9	+5.4	+9.8	93%
Ark Oval Primary Academy	57	-3.0	+2.5	+0.0	47%
Atwood Primary Academy	60	+2.0	+1.8	+3.7	83%
Beaumont Primary School	31	+4.7	+4.4	+4.5	97%
Beulah Junior School	88	-0.7	+0.2	+1.3	60%
Broadmead Primary School	78	+1.1	+0.1	+0.2	42%
Castle Hill Academy	61	-1.1	+0.6	-0.1	49%
Chipstead Valley Primary School	59	+3.2	+2.7	+1.8	83%
Christ Church CofE Primary School (Purley)	53	-1.1	+0.9	-1.6	70%
Coulsdon CofE Primary School	29	+3.7	-2.3	+1.5	72%
Courtwood Primary School	32	-2.5	+0.0	-2.7	63%
Cypress Primary School	88	+0.8	+2.0	+1.0	66%
David Livingstone Academy	30	+2.7	+1.7	+3.2	83%
Davidson Primary Academy	65	+1.2	+1.2	-1.0	63%
Downsview Primary and Nursery School	60	+1.7	-0.4	+2.5	83%
Ecclesbourne Primary School	54	-1.1	-0.8	+0.9	70%
Elmwood Junior School	118	-1.0	-0.2	+0.8	65%
Fairchildes Primary School	61	+0.9	+0.7	+2.2	77%
Forest Academy	69	-2.0	-0.5	-1.3	68%
Forestdale Primary School	28	+3.2	+1.8	+4.3	82%
Gilbert Scott Primary School	28	-6.0	-2.1	-1.8	43%
Gonville Academy	59	+3.0	+1.0	+3.4	63%

Good Shepherd Catholic Primary and Nursery School	31	+1.0	+1.5	+2.4	74%
Greenvale Primary School	32	-0.4	+1.1	-0.1	71%
Gresham Primary School	32	-0.7	+1.5	+0.2	75%
Harris Primary Academy Benson	53	+0.3	+2.5	+1.6	77%
Harris Primary Academy Kenley	53	+1.6	-0.7	+0.6	77%
Heavers Farm Primary School	108	-1.8	+1.4	-1.6	69%
Howard Primary School	29	+1.9	+3.4	+2.6	86%
Kenley Primary School	28	+0.3	-1.6	+2.0	57%
Kensington Avenue Primary School	88	+2.5	+1.9	+3.2	68%
Keston Primary School	59	+1.6	+1.9	+0.9	66%
Kingsley Primary Academy	115	-2.7	-0.8	-2.2	43%
Margaret Roper Catholic Primary School	32	-0.8	+1.2	+1.3	69%
Monks Orchard School	60	-3.9	-4.3	-2.9	60%
New Valley Primary School	27	+3.5	+2.2	+2.8	70%
Norbury Manor Primary School	51	+4.6	+2.0	+7.2	63%
Oasis Academy Byron	49	+3.4	+2.5	+4.0	88%
Oasis Academy Ryelands	57	+2.3	+2.0	+3.3	65%
Oasis Academy Shirley Park	60	+3.6	+3.1	+4.1	88%
Orchard Way Primary School	30	-2.1	-0.1	-0.4	73%
Park Hill Junior School	88	+1.0	-3.1	+2.4	73%
Purley Oaks Primary School	86	+3.3	+2.0	+2.4	65%
Regina Coeli Catholic Primary School	58	+4.9	+3.3	+3.4	83%
Ridgeway Primary School	90	-0.3	-1.8	-0.7	66%
Rockmount Primary School	57	-0.4	+0.5	+1.6	74%
Rowdown Primary School	44	+1.8	+4.6	+3.3	52%
Selsdon Primary and Nursery School	89	+0.7	+1.4	+2.1	56%
Smitham Primary School	57	-0.3	-0.2	-1.4	65%
St Aidan's Catholic Primary School	32	+2.3	+0.4	+1.6	75%
St Chad's Catholic Primary School	58	+3.0	+3.0	+1.9	76%
St Cyprian's Greek Orthodox Primary Academy	65	+0.8	+0.8	+3.7	88%
St James the Great RC Primary and Nursery School	57	+4.8	+0.9	+2.7	81%
St John's CofE Primary School	32	+3.8	+2.9	+0.9	78%
St Joseph's RC Junior School	54	+2.5	+6.3	+2.5	74%
St Mark's Church of England Primary Academy	21	+1.3	+1.4	+1.3	71%
St Peter's Primary School	60	+1.6	-3.1	+0.7	52%
St Thomas Becket Catholic Primary School	58	+0.1	+0.9	-0.1	74%
St. Mary's Catholic Junior School	57	+0.8	-0.8	+4.4	70%
The Crescent Primary School	141	-0.7	-6.6	-3.5	34%
The Hayes Primary School	55	+3.0	+0.4	+0.4	76%
The Minster Junior School	87	+1.8	+1.0	-0.1	68%
The South Norwood Academy	71	+0.2	-1.4	+0.9	59%

The Woodside Academy	112	+2.8	+1.3	+3.1	76%
Tudor Academy	86	-2.3	-1.7	-2.7	71%
West Thornton Primary Academy	90	-1.0	-1.0	+0.6	68%
Whitehorse Junior School	83	-1.0	-1.8	-0.1	71%
Winterbourne Boys' Academy	74	+2.3	+5.2	+5.4	61%
Winterbourne Junior Girls' School	88	+2.8	+8.4	+3.8	69%
Woodcote Primary School	89	-1.5	+0.5	-0.8	70%

Appendix 2: Secondary School GCSE results 2018 by school

Provisional results

Estab. Name	Cohort	Att. 8	Progress 8		9-5			
			Cov.	Avg. Score	EBac c Eng. LL	EBac c Mat.	E&M	5+ Including E&M ¹
National (all schools)	584340	44.3	86.2%	-0.08	56.5%	46.1%	39.9%	55.2%
National (state-funded schools)	523760	46.4	94.5%	-0.02	60.1%	49.1%	43.0%	59.7%
DfE Region - London	76280	49.2	91.1%	0.23	66.6%	53.6%	48.5%	63.8%
LA (state-funded schools) - Croydon	3454	45.7	89.1%	0.07	62.5%	47.4%	42.2%	58.0%
Archbishop Tenison's CofE High School	106	52.3	93.4%	0.35	75.5%	52.8%	50.9%	69.8%
Beckmead School	37	5.5	94.6%	-2.45	0.0%	0.0%	0.0%	2.7%
Bensham Manor School	24	1.2	79.2%	-1.6	0.0%	0.0%	0.0%	0.0%
BRIT School for Performing Arts and Technology	187	50.8	85.0%	-0.13	83.4%	47.6%	46.0%	69.5%
Coloma Convent Girls' School	148	61.5	95.9%	0.9	87.8%	70.9%	68.2%	87.2%
Harris Academy Purley	150	45.2	96.7%	0.1	50.7%	51.3%	38.0%	58.7%
Harris Academy South Norwood	246	46.8	90.2%	0.29	66.7%	51.6%	46.7%	58.1%
Harris City Academy Crystal Palace	169	55.9	95.3%	0.44	73.4%	63.3%	59.2%	77.5%
Meridian High School	76	36	90.8%	-0.5	51.3%	25.0%	22.4%	36.8%
Norbury Manor Business and Enterprise College for Girls	191	52.5	95.8%	0.41	80.6%	47.1%	44.0%	69.1%
Oasis Academy Coulsdon	139	45.5	87.8%	0.12	65.5%	51.1%	46.8%	51.1%
Oasis Academy Shirley Park	158	42.3	95.6%	0.04	50.6%	42.4%	34.8%	51.9%
Orchard Park High (Croydon)	204	43.2	86.3%	-0.04	54.4%	38.2%	31.9%	50.5%
Priory School	11	0	90.9%	-1.34	0.0%	0.0%	0.0%	0.0%
Riddlesdown Collegiate	307	54.9	95.8%	0.6	83.4%	64.2%	61.9%	73.9%
Shirley High School Performing Arts College	173	40.6	96.5%	-0.6	55.5%	36.4%	30.1%	48.0%
St Andrew's C of E School	129	37.6	86.0%	-0.63	46.5%	40.3%	31.0%	38.0%
St Giles School	3	0	100.0%	-1.34	0.0%	0.0%	0.0%	0.0%
St Joseph's College	165	53.5	95.8%	0.35	72.7%	63.0%	57.6%	77.6%
St Mary's Catholic High School	107	31.8	56.1%	-0.62	31.8%	24.3%	20.6%	25.2%
The Archbishop Lanfranc Academy	98	42.2	86.7%	-0.01	52.0%	33.7%	30.6%	48.0%
The Quest Academy	112	41.4	84.8%	0.16	54.5%	41.1%	30.4%	54.5%
Thomas More Catholic School	136	46.3	82.4%	0.08	66.9%	52.2%	46.3%	60.3%
Virgo Fidelis Convent Senior School	106	43.7	81.1%	-0.15	51.9%	38.7%	33.0%	50.9%
Woodcote High School	210	48.1	95.2%	0.07	62.9%	55.7%	47.1%	64.3%

1 Pupils achieving A*-C/9-4 in 5 or more subjects including English and Maths

Significantly above
Significantly below

NB: Data for 2018 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 2017/18

School	FPEX	PEX	PEX Withdrawn	PEX Reinstated	Total
Aerodrome Primary Academy	3				3
All Saints CofE Primary School	11				11
Applegarth Academy	9	1			10
Archbishop Tenison's CofE High School	57				57
Atwood Primary Academy	2				2
Beckmead School	24				24
Bensham Manor School	1				1
Beulah Junior School	5				5
Broadmead Primary Academy	7				7
Castle Hill Academy	15				15
Chestnut Park Primary School	6				6
Christ Church CofE Primary School (Purley)	1				1
Cypress Primary Academy	2				2
David Livingstone Primary Academy	6				6
Downsview Primary and Nursery School	8				8
Fairchildes Primary Academy	2	1			3
Forest Academy	1				1
Gilbert Scott Primary School	5				5
Gonville Academy	6				6
Harris Academy Purley	108	1	1		110
Harris Academy South Norwood	1	5	3		9
Harris City Academy Crystal Palace	13	2			15
Harris Invictus Academy Croydon		1			1
Harris Primary Academy Benson	3	1			4
Harris Primary Academy Haling Park	3	2			5
Harris Primary Academy Kenley	1				1
Heavers Farm Primary School	61	2			63
Howard Primary School	2				2
Kenley Primary School	5				5
Kensington Avenue Primary School	4				4
Kingsley Primary Academy	31				31
Meridian High School	15	2			17
Monks Orchard Primary School and Nursery	16				16
New Valley Primary School	5				5
Norbury Manor Bus. & Enterprise College	33				33
Norbury Manor Primary School	8				8
Oasis Academy Arena	110	1			111
Oasis Academy Ryelands	4				4
Oasis Academy Shirley Park	94				94
Orchard Park High School	167	6	3	1	177
Park Hill Infant School	3				3
Purley Oaks Primary School	3				3
Riddlesdown Collegiate	36				36
Ridgeway Primary School	11				11
Rockmount Primary School	11				11
Rowdown Primary Academy	4				4

Saffron Valley Collegiate	38				38
Selsdon Primary and Nursery School	8				8
Shirley High School Performing Arts College	27				27
Smitham Primary School	23	1			24
St Andrew's CofE Voluntary Aided High School	123				123
St Cyprian's Greek Orthodox Primary Academy	3				3
St John's CofE Primary School	4				4
St Joseph's College	66				66
St Joseph's RC Infant School	15				15
St Mark's CofE Primary Academy	4				4
St Mary's Catholic High School	42	1	3		46
St Mary's Catholic Junior School	4				4
St Peter's Primary School	1				1
The Archbishop Lanfranc Academy - Coloma Trust	15				15
The Crescent Primary School	2				2
The Minster Junior School	3				3
The Quest Academy		1			1
The Robert Fitzroy Academy	2				2
The Woodside Academy	4	1			5
Thomas More School	108	10			118
Virgo Fidelis Convent Senior School	52				52
West Thornton Academy	14				14
Whitehorse Manor Infant - Pegasus Academy Trust	5				5
Whitehorse Manor Junior - Pegasus Academy Trust	2				2
Wolsey Infant School - closed	3				3
Wolsey Junior Academy - closed	26				26
Woodcote Primary School	4			1	5
Grand Total	1522	39	10	2	1573

Appendix 4: Exclusions from maintained schools and academies for 2017/18 for children with SEN, Children Looked After and by ethnic group.

Exclusions by SEN Source: local data

	2012/2013		2013/2014		2014/2015		2015/2016		2016/2017		2017/2018	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Non-SEN	659	39	996	3	1379	20	816	10	663	16	744	6
School Action	208	4	92	6	60	2	56	0	29	2	25	
School Action Plus	391	16	273	3	122	1	47	4	12	1	18	1
Statemented	245	6	91	1	74	1	50	0	4	0	1	
EHCP							159	3	155	3	199	5
Support							581	5	467	11	535	27
Total Numbers	1503	65	1452	13	1635	24	1709	22	1330	33	1522	39

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

	2012/2013		2013/2014		2014/2015		2015/2016		2016/2017		2017/2018	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Not Looked After	1461	64	1423	13	1613	24	1597	20	1276	33	1442	37
Looked After Children	42	1	29	0	22		112	2	54	0	80	2
Total Numbers	1503	65	1452	13	1635	24	1709	22	1330	33	1522	39

Exclusions by Ethnicity Source: local data

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016		2017/2018	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
ABAN - Bangladeshi	5		7	0	7	1	7	1	3		2	
AIND - Indian	12		6	0	11		11	0	2		5	
AOTH - Any other Asian background	23		23	0	17	1	17	1	19		24	
APKN - Pakistani	25		14	0	15		15	0	8		12	1
BAFR - African	240	11	215	3	247	4	247	4	212	3	227	7
BCRB - Black Caribbean	310	11	350	2	450	4	450	4	345	3	377	9
BOTH - Any other Black background	61		66	2	106	3	106	3	92	1	64	1
CHNE – Chinese		2	0	0	0		0	0	0		1	
MOTH - Any other Mixed background	82	2	73	0	76	1	76	1	80	2	72	3
MWAS - White/Asian	13		15	0	14		14	0	10	1	16	2
MWBA - White/Black African	22	2	25	0	37		37	0	23	1	23	1
MWBC - White/Black Caribbean	127	5	114	1	152	1	152	1	119	3	191	5
NOBT - Info not obtained	5	1	29	1	32		32	0	36	3	79	
OOTH - Any other Ethnic Group	36		9	0	7	1	7	1	19	1	15	
REFU – Refused	17		18	0	36	2	36	2	14	1	23	2
WBRI – British	459	26	419	4	433	4	433	4	304	12	332	8
WIRI – Irish	6		14	0	6		6	0	4		1	
WIRT - Traveller - Irish Heritage	8	2	1	0	57		57	0	1		2	

WOTH - Any other White background	49	2	49	0	6		6	0	37	2	55	
WROM - Roma/Roma Gypsy	3	1	5	0	0		0	0	2		1	
Total Exclusions	1503	65	1452	13	1635	24	1709	22	1330	33	1522	39

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

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016		2017/2018	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
BME Groups	611	22	631	7	744	12	803	11	649	7	669	17
Other	892	43	821	6	891	12	906	11	681	26	853	22
Total exclusions	1503	65	1452	13	1635	24	1709	22	1330	33	1522	39

Reasons for exclusions Source: local data

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016		2017/2018	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Bullying	34		33	0	35	0	28	1	13	0	14	
Damage	58		54	0	63	1	44	0	36	3	39	2
Drug and alcohol related	54	3	53	0	68	1	58	1	33	3	38	2
Other	115	2	112	0	135	2	201	0	238	2	155	2
Persistent disruptive behaviour	295	26	333	3	400	3	457	6	242	12	376	11
Physical assault against adult	160	9	126	2	151	1	170	1	198	2	203	8
Physical assault against pupil	354	6	316	3	328	3	394	6	305	3	401	5
Possession of Offensive Weapon	15	8	25	3	29	5	22	3	15	4	10	4
Racist abuse	11		14	0	15	0	17	0	7	0	11	
Sexual misconduct	31	3	33	0	20	2	14	0	15	3	16	1
Theft	61	1	34	0	42	0	34	1	19	0	26	
Verb abuse/threat behaviour adult	233	3	237	1	259	4	176	3	151	1	165	4
Verb abuse/threat behaviour pupil	82	4	82	1	90	2	94	0	58	0	68	
Total Exclusions	1503	65	1452	13	1635	24	1709	22	1330	33	1522	39

Excluded pupils as percentage of school population Source: local data

	2018 EXCLUSIONS BY ETHNIC GROUP			Pupils on roll Jan 2018 census
	Fixed	Perm	Total	
ABAN - Bangladeshi	2		2	606
AIND - Indian	5		5	2844
AOTH - Any Oth Asian b'ground	24		24	3013
APKN - Pakistani	12	1	13	2585
BAFR - Black African	227	7	236	8586
BCRB - Black Caribbean	377	9	388	5970
BOTH - Any Oth Black b'ground	64	1	67	1596
CHNE - Chinese	1		1	312
MOTH - Any Oth Mixed b'ground	72	3	75	3630
MWAS - White and Asian	16	2	18	1118
MWBA - White and Black African	23	1	24	1101
MWBC - White & Black Caribbean	191	5	198	2667
NOBT - Info not yet obtained	79		24	377
OOTH - Any other Ethnic Group	15		15	1146
REFU - Refused	23	2	25	557
WBRI - White British	332	8	343	15459
WIRI - White Irish	1		1	209
WIRT - Traveller - Irish Herit	2		2	36
WOTH - Any Oth White b'ground	55		55	4844
WROM - Gypsy/Roma	1		1	74
Grand Total	1522	39	1573	56730

Excluded pupils as percentage of
school population 2018

Fixed	Perm	Total
0.33	0.00	0.33
0.18		0.18
0.80	0.00	0.80
0.46		0.50
2.64	0.08	2.75
6.31	0.15	6.50
4.01	0.06	4.20
1.98	0.08	2.07
1.43		1.61
2.09		2.18
7.16	0.19	7.42
20.95		6.37
1.31	0.00	1.31
4.13	0.36	4.49
2.15	0.05	2.22
0.48		0.48
5.56		
1.14		1.14
1.35		1.35
2.68	0.07	2.77

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 assigned 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

- a) children from the criminal justice system or Pupil Referral Units who need to be reintegrated into mainstream education;
- b) children who have been out of education for two months or more;
- c) children of Gypsies, Roma, Travellers, refugees and asylum seekers;
- d) children who are homeless;
- e) children with unsupportive family backgrounds for whom a place has not been sought;
- 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)

Cases presented at Secondary Fair Access Panel by School in 2017/18

309 pupil referrals were considered by the Fair Access Panel during the 2017/18 academic year. 101 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 2017/18 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 when 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 2017/18 115 cases were presented by schools under the avoidance category; 79 cases were under the category of prevention; and 14 were placement breakdowns.

The following table gives the number of cases presented by Croydon secondary schools in each category during the 2017/18 academic year.

Secondary Fair Access - Referrals and Offers 2017/18

Croydon Establishment	No. of Offers	No. of Referrals
Archbishop Lanfranc	7	8
Archbishop Tenison	3	1
Beckmead CLT (AP)	9	0
BRIT School	0	0
CACFO (AP)	0	2
Coloma Convent	0	0
Harris Crystal Palace	0	3
Harris Invictus	2	12
Harris Purley	12	4
Harris South Norwood	17	20
John Ruskin	1	0
Meridian High School	9	21
Norbury Manor BEC	9	2
Oasis Academy Arena	10	10
Oasis Academy Coulsdon	4	8
Oasis Academy Shirley Park	8	7
Orchard Park	12	19
Riddlesdown Collegiate	15	8
Shirley High School	8	4
St Andrews	33	19
St Joseph's	6	5
St Mary's Catholic	10	6
Saffron Valley (AP)	72	38
The Quest Academy	10	13
Thomas More Catholic	4	3
Virgo Fidelis	14	3
Woodcote High	12	3

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, outcomes for pupils with an EHCP and close the difference between our highest attaining and lowest attaining schools
- Ensure that vulnerable schools and schools causing concern, including academies, 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). Particularly boys attainment at KS4
- 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, outcomes for pupils with an EHCP and close the difference between our highest attaining and lowest attaining schools

Ensure that vulnerable schools and schools causing concern, including academies, 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. In particular outcomes for boys at KS4
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 and narrow gaps with London where appropriate.

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

Increase the number of pupils achieving a combined English and mathematics grade Level 9 -4 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 providers

Appendix 8

Definition of Progress 8 / Attainment 8:

Progress 8 and Attainment 8 are two measures that schools have been judged against since 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 compulsory secondary school education. 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 pupil'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.