For General Release

REPORT TO:	**Children and Young People Sub-Committee** **21 January 2019**
SUBJECT:	**Education Quality and Standards**
LEAD OFFICER:	**Robert Henderson – Executive Director, Children, Families and Education** **Shelley Davies – Interim Director, Education and Youth Engagement** **Michael McKeaveney – Interim 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/ AMBITIOUS FOR CROYDON

Corporate Plan for Croydon 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:

- 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

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.

The Leader of the Council has delegated to the Cabinet the power to make the decisions set out in the recommendations below

1.   **RECOMMENDATIONS**
        The Cabinet is recommended to

   1.1   Note this report, commend the continued improvement in the percentage n of schools judged good or better by OFSTED, and the actions being taken to secure further improvement.
   1.2   Note pupil outcomes
   1.3   Note the actions in the framework for the School Effectiveness Plan as set out in Appendix 7

2.   EXECUTIVE SUMMARY

2.1   This report summarises the performance of children and young people in Croydon schools for the academic year 2018/2019. The report covers attainment and progress in assessments, tests and examinations for 2019 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.

2.2   **Borough Context**

2.3   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, for the fourth consecutive year. 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.

2.4   Performance at Key Stage 4 was not on the same trajectory as early years and key stages one and two. This was due to a small number of schools seeing a significant drop in results that was large enough to have an impact on the overall Croydon attainment and provisional progress 8 scores.

2.5   Our Youth Congress has been a significant event over the last three 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.

2.6   The Vulnerable Adolescents review recommended that schools take a central role in supporting multi agency work in this area and this was warmly welcomed by headteachers and governors.

2.7   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.

2.8   Summary of outcomes:

2.9   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.

2.10   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 2017/18 (73.8%) to 74.6% and is a above the national average of 71.8% and in line with London (74%)
- 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 broadly in line with 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.
- Unvalidated progress 8 figures show a decline from the previous year.
- 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 below the national average and below our statistical neigbour 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 that 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.
- The percentage of primary schools that are good or better is 86%
- According to the DfE published performance tables we have:
  - two secondary schools that are inadequate and two that require improvement.
  - We have one inadequate primary school and we have six 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 neigbours and London averages.

2.11   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 Effectiveness Plan, (see appendix 7).

3.   PRIMARY AND SECONDARY SCHOOL RESULTS

3.1   Early Years Foundation Stage

3.2   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).

3.3   Croydon continues to have one of the highest number of children at EYFSP of all 32 London boroughs. In June 2019 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).
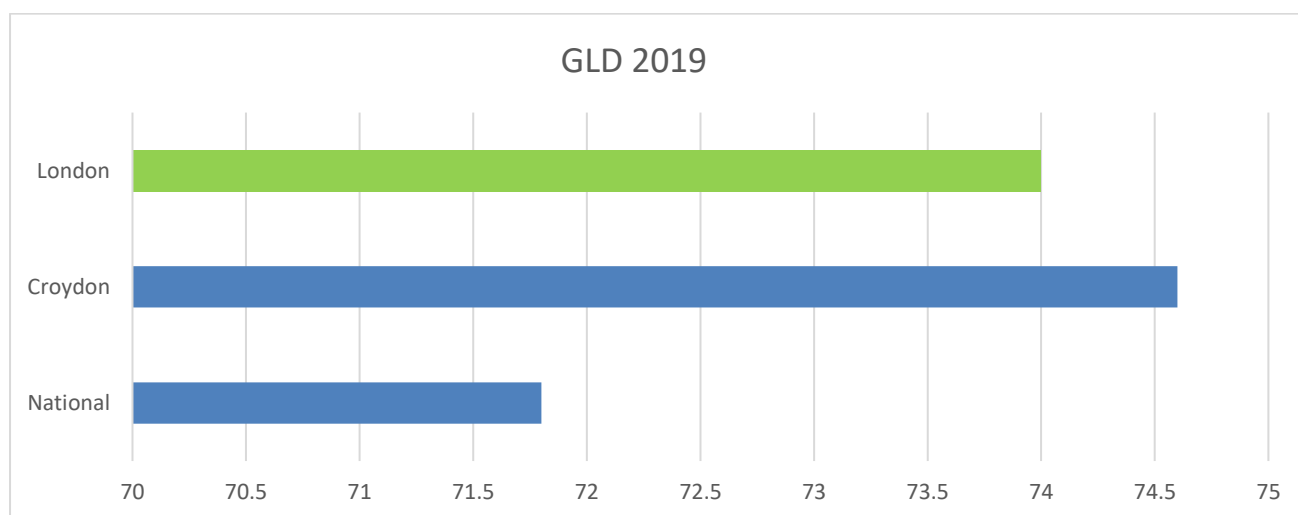
3.4   The number of Croydon children achieving a GLD increased by 0.8% from the previous year (double in increase, 0.4%, seen in 2017/2018). This is higher than the national and our statistical neighbours' figures and in line with the London figure.

3.5   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

	GLD	Avg. Total Pts.	COM	PHY	PSE	Prime Goals	LIT	MAT	UTW	EXP	Specific Goals	All Goals
NCER National	71.8% (71.5%)	34.6 (34.6)	82.2% (82.4%)	87.1% (87.4%)	84.8% (85.2%)	79.2% (79.4%)	73.4% (73.3%)	78.5% (78.3%)	83.9% (84.0%)	87.2% (87.2%)	71.4% (70.9%)	70.7% (70.2%)
DfE Region - DfE Region - London	74.0% (73.8%)	34.8 (34.9)	82.6% (83.0%)	87.7% (88.3%)	85.1% (85.7%)	80.1% (80.3%)	75.8% (75.7%)	79.8% (80.0%)	83.6% (84.2%)	87.6% (88.1%)	73.7% (73.3%)	73.0% (72.6%)
Croydon	74.6% (73.8%)	34.2 (34.2)	82.0% (81.2%)	86.7% (87.1%)	84.8% (85.1%)	79.8% (79.1%)	76.1% (75.4%)	79.6% (79.4%)	84.0% (82.9%)	87.4% (87.5%)	74.0% (73.0%)	73.4% (72.2%)

Previous year 2018 in brackets

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

Attainment Gap 2018

	Value
stat neighbours	32.8
London	31.4
Croydon	33.3
National	31.8
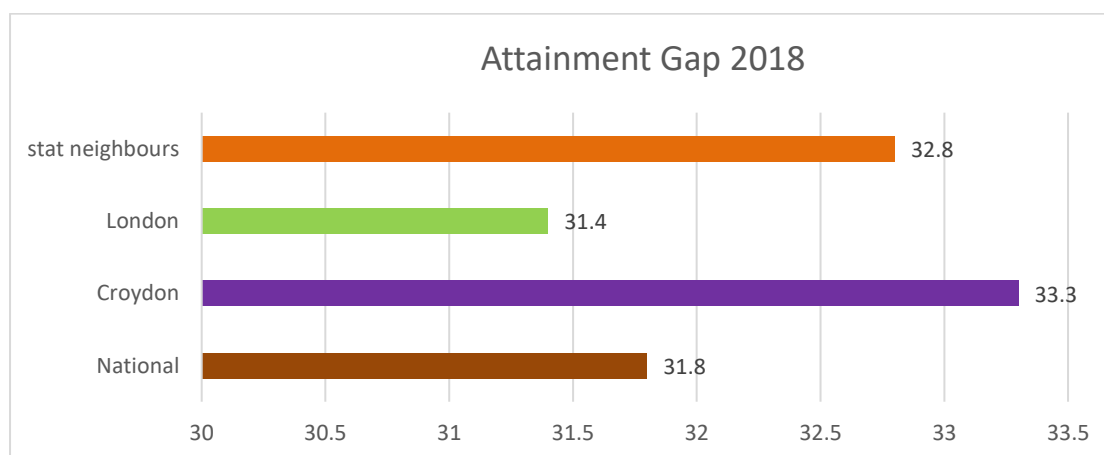
3.7   Another key indicator of attainment at age 4/5 is the difference between the lowest achievers and the average. This difference is known as the Attainment Gap. The attainment gap in Croydon had widened slightly from 33.2% in 2017 to 33.3% in 2018 against a national gap of 31.8%, also up from 31.7% in 2017 (See Table 2 below). Validated figures for 2019 are still not available.

Table 2

Year	Average (All Children)	Median	Average (Lowest 20% attaining children)	Percent attainment gap between all children and bottom 20%
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
2019	-	-	-	-

N.B data for 2019 due for release December 2019

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

3.9   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
2019	11.9	11.2	-	-	12.2	-

N.B data for 2019 due for release November 2019

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

2019	White	Mixed	Asian	Black	Chinese	All pupils
England	72	73	71	70	79	72
London	75	77	76	72	84	74
Inner London						
Outer London						
Croydon	75	77	75	71	71	74
Stat neighbour average						

2019	no identified SEN	SEN Support	SEN with a statement or EHC plan	All pupils
England	77.3%	28.5%	4.5%	71.8%
London	80.4%	32.3%	4.7%	74.0%
Inner London				
Outer London				
Croydon	80.3%	31.8%	0.8%	74.6%
Stat neighbour average				

3.11   Croydon children who were eligible for free school meals out performed children nationally and in London, with 66% of them attaining the GLD (see table below). Children whose first language is other than English performed below expectations against National and London averages.

2019	Pupils known to be eligible for free school meals	All other pupils	All pupils
England	56.3%	74.8%	71.8%
London	63.6%	76.6%	74.0%
Inner London			
Outer London			
Croydon	66.0%	77.2%	74.6%
Stat neighbour average			

2019	Pupils whose first language is English	Pupils whose first language is other than English	All pupils
England	73.6%	66.6%	71.8%
London	77.5%	71.7%	74.0%
Inner London			
Outer London			
Croydon	76.7%	62.0%	72
Stat neighbour average			

3.12   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.

GLD 2019	Male			Female		
	Autumn	Spring	Summer	Autumn	Spring	Summer
England	75.6%	66.4%	54.8%	86.5%	79.4%	69.5%
London	77.3%	69.5%	58.3%	87.4%	81.4%	72.6%
Croydon	77.8%	70.5%	59.7%	89.3%	79.8%	71.7%

Gender difference by birth term 2019	Autumn	Spring	Summer
England	-10.9%	-13.0%	-14.7%
London	-10.1%	-11.9%	-14.3%
Croydon	-11.5%	-9.3%	-12.0%

3.13 Inspection Outcomes for Early Years Providers:

3.14 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.

3.15 Quality of childcare in Croydon

3.16 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

3.17 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. **Rapidly improve the outcomes for pupils whose first language is other than English.**
5. **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 continued 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. Work continues to ensure consistency across all settings.
- We are continuing to focus on early writing and numeracy 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.

3.18   Phonics Screening check

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

All pupils								
	2012	2013	2014	2015	2016	2017	2018	2019
ENGLAND (state-funded schools)	58	69	74	77	81	81	82	82
London	60	72	77	80	83	84	85	84
Inner London	60	73	78	81	84	84	85	84
Outer London	61	72	77	79	83	84	85	84
Croydon	63	71	75	76	79	82	85	84
Statistical neighbour average	61	71	76	79	82	82	84	83

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

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

Gender Gap	2012	2013	2014	2015	2016	2017	2018	2019
ENGLAND (state-funded schools)	-8	-8	-8	-8	-7	-7	-7	-6
London	-7	-7	-7	-6	-6	-7	-6	-5
Inner London	-6	-7	-8	-6	-6	-7	-6	-4
Outer London	-7	-7	-8	-6	-6	-6	-5	-5
Croydon	-6	-6	-9	-7	-6	-6	-7	-6
Statistical neighbour average	-7	-7	-7	-7	-7	-6	-6	-5

2019 Percentage of pupils meeting the expected standard of phonic decoding

	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)	82.0	83.7	85.3	87.8	83.7	93.9
London	84.2	83.9	85.4	81.9	83.8	94.1
Inner London	84.4	85.7	85.1	85.8	83.5	91.7
Outer London	84.1	82.9	85.4	88.7	83.9	93.7
Croydon	83.5	84.2	84.3	87.2	81.3	90.3
Statistical neighbour average	82.9	83.4	84.1	86.4	82.5	92.3
Difference S/N ave Croydon	0.6	0.8	0.2	0.7	-1.2	-2.0

2019	Percentage of pupils meeting the expected standard of phonic decoding			Percentage of boys meeting the expected standard of phonic decoding			Percentage of girls meeting the expected standard of phonic decoding		
	FSM eligible	All other pupils	All pupils	FSM eligible	All other pupils	All boys	FSM eligible	All other pupils	All girls
ENGLAND (state-funded schools)	76.2	85.8	82.0	72.0	83.2	79.0	80.5	88.5	85.0
London	76.2	86.5	84.0	72.1	83.9	82.0	80.3	89.2	87.0
Inner London	77.7	86.2	84.0	74.1	83.9	83.0	81.8	88.6	87.0
Outer London	74.9	85.6	84.0	70.5	82.9	82.0	79.4	88.4	87.0
Croydon	77.3	85.5	84.0	72.9	82.1	81.0	81.9	89.0	87.0
Statistical neighbour average	75.3	84.6	82.8	72.1	81.9	80.0	78.7	87.4	85.9
Difference S/N ave Croydon	2	1	1	1	0	1	3	2	1
Difference England / Croydon	1	0	2	1	-1	2	1	0	2

2019	All				Boys				Girls			
	SEN with a statement or EHC plan	SEN support	Pupils with no identified SEN	All pupils	SEN with a statement or EHC plan	SEN support	Pupils with no identified SEN	All girls	SEN with a statement or EHC plan	SEN support	Pupils with no identified SEN	All girls
ENGLAND (state-funded schools)	26.6	58.4	89.9	82.0	28.4	58.9	88.7	79.0	21.7	57.1	91.1	85.0
London	26.9	58.5	89.9	84.2	29.0	59.0	88.7	82.0	21.0	57.2	91.0	87.0
Inner London	29.3	58.4	90.4	84.4	30.9	59.2	89.4	83.0	25.0	57.6	91.2	87.0
Outer London	25.0	58.3	89.7	84.1	27.0	58.8	88.4	82.0	19.6	57.2	91.0	87.0
Croydon	27.1	55.0	89.0	83.5	28.3	54.5	87.1	81.0	24.4	56.3	90.6	87.0
Statistical neighbour average	23.2	56.8	89.1	82.9	25.2	57.8	87.9	80.0	17.3	54.5	90.1	85.9
Difference S/N ave Croydon	4	-2	0	1	3	-3	-1	1	7	2	0	1
Difference England / Croydon	0	-3	-1	2	0	-4	-2	2	3	-1	0	2

3.19   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.

3.20   The results for the phonics test in Year 1 2018/19 academic year showed results in line with National Trends. Croydon (84%) maintained its performance above the National Average (82%) and was also in line with the London Average (84%).

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

3.22   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 Inner London pupils where there was a 2.2% gap. This gap has been closed from 4.3% in 2017/18.

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

3.24 Key Stage 1

Key Stage 1 2019 percent of pupils reaching the expected standard in combined reading, writing and mathematics.

2019 KS1 combined subjects	RWM	RWMS
ENGLAND (state-funded schools)	64.9%	64.6%
Croydon	68.9%	68.7%

Croydon numbers eligible for assessment kS1									
2010	*2011*	*2012*	*2013*	*2014*	*2015*	*2016*	*2017*	*2018*	*2019*
3,943	*4,104*	*4,315*	*4,371*	*4,630*	*4,861*	*4,753*	*4,830*	*4,822*	*4,875*

Key Stage 1 2019 percent of pupils reaching the expected standard

KS1 trends	Percent reaching the expected standard								Percent working at greater depth					
	Reading		Writing		Maths		Science		Reading		Writing		Maths	
	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018
ENGLAND (state-funded schools)	75	75	69	70	76	76	82	83	25	26	69	16	76	22
London	77	78	73	73	78	79	83	84	28	28	73	19	78	25
Inner London	78	79	73	75	78	79	83	84	27	27	73	19	78	25
Outer London	77	78	72	73	79	79	84	84	28	29	72	19	79	26
Croydon	77	79	72	75	78	79	84	84	27	27	72	17	78	25

Statistical neighbour average	76	77	76	72	76	77	76	83	26	27	71	18	77	24
Difference S/N ave Croydon	1	0	-4	0	2	1	8	2	1	0	1	-1	1	1
Difference England / Croydon	2	2	3	2	2	2	2	2	2	1	3	1	2	3

Percent of pupils reaching the expected standard 2017-2019
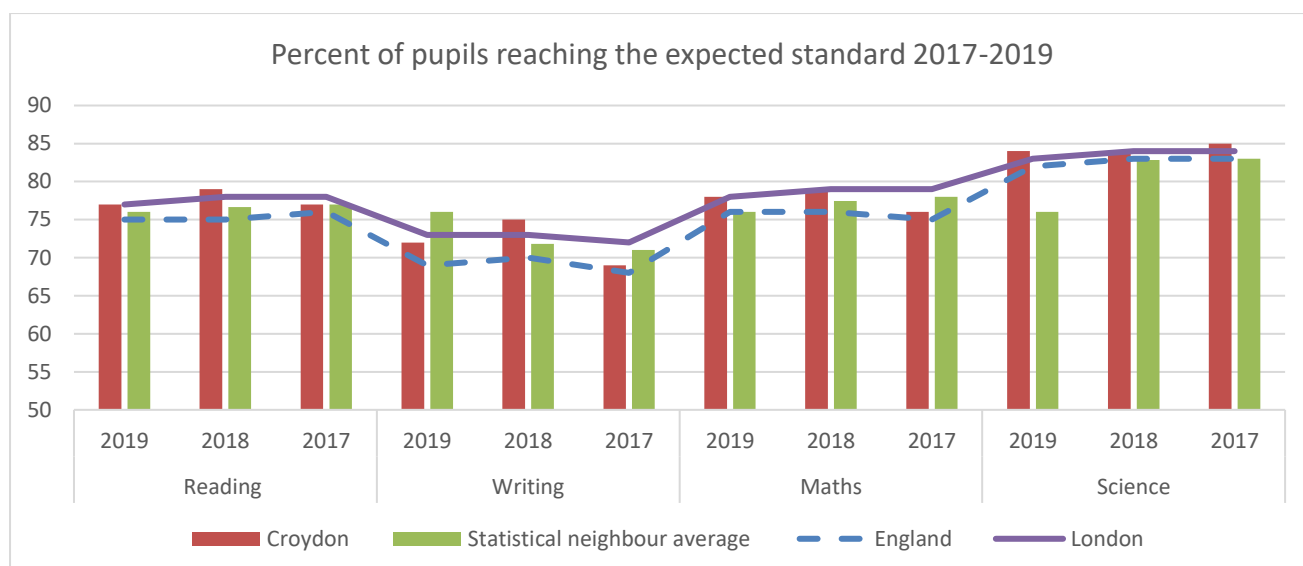
Key Stage 1 2019 gender gap (negative figures are percentage points boys less than girls, positive boys better than girls)

2019 provisional gender gap	Reaching the expected standard				Working at greater depth		
	Reading	Writing	Maths	Science	Reading	Writing	Maths
ENGLAND (state-funded schools)	-8	-13	-2	-5	-7	-8	5
London	-7	-11	-3	-5	-7	-8	4
inner London	-7	-10	-3	-6	-7	-8	5
Outer London	-8	-11	-3	-5	-7	-7	5
Croydon	-9	-11	-3	-7	-8	-7	4
Statistical neighbour average	-9	-12	-3	-6	-7	-7	4
Difference S/N ave Croydon	-1	1	0	-1	-1	0	0
Difference England / Croydon	-1	2	-1	-2	-1	1	-1

KS1 Ethnicity comparisons:

English Reading						
2019	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)	74.9	74.9	77.2	76.7	75.9	84.4
London	77.4	76.9	79.8	80.6	77.2	89.6
Inner London	77.7	79.3	79.2	78.7	77.0	87.1
Outer London	77.3	76.0	80.0	81.4	77.5	90.8
Croydon	77.4	75.2	78.8	82.1	78.3	86.2
Statistical neighbour average	75.8	75.6	79.0	79.3	75.5	89.1

English Writing

2019	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)	69.2	68.7	71.3	73.0	71.0	83.2
London	72.6	71.1	74.2	77.5	72.5	87.5
inner London	73.2	74.1	73.5	75.7	72.4	83.9
Outer London	72.3	70.1	74.5	78.3	72.5	87.7
Croydon	72.5	68.7	74.0	78.8	74.2	86.2
Statistical neighbour average	70.8	69.8	73.5	76.1	69.8	87.4

Mathematics

2019	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)	75.6	75.6	76.4	78.0	74.2	91.2
London	78.5	78.8	79.2	82.2	75.4	92.7
inner London	78.4	81.1	79.2	80.0	75.0	93.5
Outer London	78.5	77.9	79.0	83.2	75.8	93.8
Croydon	77.9	77.5	76.4	84.2	76.1	86.2
Statistical neighbour average	77.1	78.0	78.9	81.4	73.1	92.4

KS1 Language Comparisions:

English Reading

2019	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)	76.0	71.9	80.3	72.0	67.8	76.5	75.0	70.8	79.2
London	79.6	80.3	83.5	76.0	72.3	80.0	77.0	73.7	81.4
Inner London	79.8	82.2	83.2	76.7	73.2	80.2	78.0	74.4	81.2
Outer London	79.5	79.5	83.6	75.7	71.7	79.9	77.0	73.3	81.4
Croydon	78.7	82.7	82.2	76.0	70.5	81.6	77.0	73.2	81.6
Statistical neighbour average	79.3	80.0	83.5	73.7	69.5	78.1	76.0	71.7	80.1

English Writing

2019	Pupils whose first language is English			Pupils whose first language is other than English			All pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	69.8	63.3	76.6	68.2	62.4	74.4	69.0	62.9	75.9
London	73.7	67.8	79.7	72.3	67.2	77.6	72.6	67.2	78.3
Inner London	74.1	68.8	79.4	73.1	68.4	78.1	73.2	68.2	78.4
Outer London	73.5	67.4	79.8	71.8	66.5	77.4	72.3	66.7	78.3
Croydon	73.5	67.6	79.3	71.6	66.2	77.2	72.5	66.8	78.2
Statistical neighbour average	73.1	66.9	79.7	69.7	64.2	75.5	70.8	64.8	76.9

Mathematics

2019	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)	**76.1**	**75.0**	**77.2**	**74.9**	**73.5**	**76.4**	**76.0**	**74.5**	**76.8**
London	**79.1**	**77.7**	**80.6**	**78.6**	**77.3**	**79.9**	**78.5**	**77.2**	**79.9**
Inner London	**79.0**	**77.4**	**80.6**	**78.6**	**77.6**	**79.7**	**78.4**	**77.2**	**79.7**
Outer London	**79.1**	**77.8**	**80.6**	**78.6**	**77.2**	**80.1**	**78.5**	**77.2**	**79.9**
Croydon	78.4	77.3	79.5	77.8	75.2	80.4	**77.9**	**76.3**	**79.5**
Statistical neighbour average	78.4	76.9	80.0	76.8	75.3	78.4	**77.1**	**75.5**	**78.7**

KS1 FSM comparisons:

Reading

2019	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)	**60.3**	**55.2**	**65.8**	**78**	**74**	**82.1**	**75.0**	**70.8**	**79.2**
London	**67.6**	**72.4**	**63.0**	**79.4**	**75.8**	**83.1**	**77.0**	**73.7**	**81.4**
Inner London	**69.5**	**65.9**	**73.4**	**80.2**	**76.9**	**83.5**	**78.0**	**74.4**	**81.2**
Outer London	**65.9**	**60.5**	**71.7**	**79.1**	**75.4**	**82.9**	**77.0**	**73.3**	**81.4**
Croydon	**69.6**	**64.0**	**75.6**	**79.7**	**75.9**	**83.3**	**77.0**	**73.2**	**81.6**
Statistical neighbour average	**66.5**	**61.8**	**71.7**	**77.7**	**73.8**	**81.8**	**76.0**	**71.7**	**80.1**

Writing

2019	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)	**53.3**	**46.0**	**61.0**	**72.5**	**66.3**	**79**	**69.0**	**62.9**	**75.9**
London	**61.5**	**55.3**	**68.1**	**74.8**	**69.5**	**80.3**	**72.6**	**67.2**	**78.3**
Inner London	64.1	58.8	69.7	**75.9**	**71.1**	**80.8**	**73.2**	**68.2**	**78.4**
Outer London	**59.6**	**52.9**	**66.8**	**74.3**	**68.8**	**80.0**	**72.3**	**66.7**	**78.3**
Croydon	63.5	57.5	70.0	**75.0**	**69.5**	**80.4**	**72.5**	**66.8**	**78.2**
Statistical neighbour average	60.6	54.6	67.2	72.9	67	78.8	**70.8**	**64.8**	**76.9**

Mathematics

2019	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)	61.0	59.4	62.6	78.6	77.6	79.7	76.0	74.5	76.8
London	67.6	66.2	69.2	80.6	79.4	81.9	78.5	77.2	79.9
Inner London	69.3	68.1	70.5	81.1	79.9	82.4	78.4	77.2	79.7
Outer London	66.1	64.4	67.9	80.4	79.2	81.8	78.5	77.2	79.9
Croydon	69.0	67.4	70.7	80.4	79.0	81.8	77.9	76.3	79.5
Statistical neighbour average	66.6	64.6	68.8	79.2	77.7	80.8	77.1	75.5	78.7

KS1 SEND comparisons:

Reading

2019	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)	12.7	13.3	11.0	33.3	34.2	31.3	83.3	81.4	85.0
London	14.5	15.5	13.0	42.5	43.4	40.5	85.2	83.5	86.7
Inner London	15.5	16.9	11.5	43.2	44.1	41.3	86.0	84.9	87.1
Outer London	14.0	14.1	14.0	42.0	42.9	40.1	84.8	82.9	86.5
Croydon	17.0	16.1	19.5	37.9	39.1	35.3	85.3	83.7	86.8
Statistical neighbour average	13.4	14.0	11.6	41.4	41.8	40.6	84.1	82.3	85.7

Writing

2019	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)	8.6	8.5	8.7	24.5	24.0	25.6	78.0	73.8	81.9
London	10.6	10.6	10.4	33.5	33.1	34.4	80.9	77.7	83.9
Inner London	11.7	13.0	11.5	34.9	34.3	36.1	82.1	79.6	84.3
Outer London	9.5	9.4	10.0	32.8	32.6	33.3	80.4	76.8	83.7
Croydon	11.9	12.7	9.8	31.2	31.7	30.0	80.6	77.2	83.6
Statistical neighbour average	9.1	11.6	10.4	32.4	31.7	33.9	79.6	76.0	82.8

Mathematics

2019	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)	14.0	15.3	10.3	36.5	39.9	29.5	83.6	84.7	82.5
London	16.8	18.6	11.7	45.6	48.8	38.8	85.8	92.7	85.2
Inner London	18.4	20.8	11.5	46.0	49.0	40.0	86.3	94.9	85.5
Outer London	16.0	17.4	14.0	45.3	48.6	38.1	85.6	91.6	85.0
Croydon	17.6	20.3	9.8	43.8	45.9	39.4	85.1	96.1	84.3
Statistical neighbour average	14.3	15.3	11.4	44.1	46.6	38.7	85.1	92.8	84.3

3.25   Schools' performance at the end of KS1 2018/19 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.

3.26   A greater percentage of Croydon pupils (68.7%) achieved the expected standard in 2018/19 in combined reading, writing and mathematics than their peers nationally (64.6%).

3.27   Croydon's Key Stage 1 outcomes, across reading, writing and maths in 2018/19 were extremely positive against national figures. With a 2% improvement on National in reading, 3% above the National in writing, and 3% above the National in Mathematics.

3.28   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 above our statistical neighbours in writing at this level.

3.29   Girls outperformed boys in all subjects at all levels, with the exception of Mathematics at Greater Depth, this reflects the national picture but the gap is narrower for Croydon pupils compared with he national gap.

3.30   The free school meals achievement gap for pupils achieving the expected standard is now better in Croydon (11% reading, 12% writing, 11% mathematics) compared to national (18% reading, 19% writing, 17% 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 this gap.

3.31   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 better than their peers nationally in all three subjects.

3.32   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 mathematics.

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

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

3.35   Outcomes in mathematics at the end of KS1 were positive against national averages for White, Black ad Asian Pupils and in line with national for Mixed pupils but below national for Chinese pupils.

3.36   Outcomes for our looked after children in 2018/19 were positive with 58% of these pupils meeting the expected standard in combined reading, writing and mathematics. This is slightly lower than the previous year.

3.37   Key Stage 2

2019 KS2 combined subjects	RWM
ENGLAND (state-funded schools)	65
Croydon	66

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

Cohort Numbers eligible for assessment: KS2 maintained schools									
2010	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**
2,385	3,873	3,777	3,776	3,920	4,102	4,226	4,172	4,460	4,680

Key Stage 2 2018 percentage of pupils reaching the expected standard in reading writing and matematics combined

3.38   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.

2019 provisional	Percentage of pupils reaching the expected standard			Percentage of pupils reaching a higher standard		
	All pupils 2019	All pupils 2018	Difference previous - current	All pupils 2019	All pupils 2018	Difference previous – current
ENGLAND (state-funded schools)[5]	65	65	0	10	10	0
London	69	70	-1	14	13	1
Inner London	69	71	-2	14	13	1
Outer London	69	70	-1	14	13	1
Croydon	66	67	-1	12	11	1

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

Key Stage 2 2019 gender gap

2019 provisional	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	60	70	-10	10	9	12	-3
London	69	65	74	-9	14	11	16	-5
Inner London	69	65	74	-9	14	11	17	-6
Outer London	69	64	74	-10	14	12	16	-4
Croydon	66	60	72	-12	12	9	15	-6

Statistical neighbour average	67	63	72	-9	12	10	14	-5
Difference S/N ave Croydon	-1	-3	0	-3	0	-1	1	-1
Difference England Croydon	1	0	2	-2	2	0	3	-3

Key Stage 2 2019 test results

2019 provisional	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)	73	78	79	27	36	27
London	76	82	82	30	45	34
Inner London	76	83	83	31	45	34
Outer London	76	82	82	30	44	32
Croydon	74	79	79	27	39	30

Statistical neighbour average	74	81	81	29	43	31
Difference S/N ave Croydon	-0.4	-2.1	-2	-1.7	-3.7	-1.3
Difference England Croydon	1	1	0	0	3	3

Key Stage 2 2019 teacher assessement

TA 2019	Percentage reaching the expected standard		Percentage working at greater depth in writing
2019 provisional	**Writing**	**Science**	
ENGLAND (state-funded schools)	78	83	20
London	81	85	24
Inner London	81	85	23
Outer London	81	84	24
Croydon	79	83	20
Statistical neighbour average	67	70	19

KS2 Test Contextual results

Percentage of pupils reaching the expected standard

2019 provisional	All pupils	White	Mixed	Asian	Black	Chinese	Unclassified
ENGLAND (state-funded schools)[1,5]	65	64.5	66.1	69	64	78.8	49.4
London	69.7	69.8	69.8	74.8	65.8	81.2	53.9
Inner London	69						
Outer London	69						
Croydon	66	66.4	61.6	75.5	62.7	81.3	55.7
Statistical neighbour average	67						

2019 provisional	Pupils whose first language is known to be English	All other pupils	All pupils
ENGLAND (state-funded schools)	65.3	64	65
London	69.7	69.2	69.7
Inner London			69
Outer London			69
Croydon	66.2	65.9	66
Statistical neighbour average			67.2

KS2 provisional 2019	FSM Eligible	All other pupils	All pupils
ENGLAND (state-funded schools)	**47.3**	**68.4**	**65**
London	58.1	72.5	70
Inner London			
Outer London			
Croydon	53.6	70.1	63
Statistical neighbour average			

KS2 provisional 2019	Pupils with no identified SEN	SEN support	SEN with a statement or EHC plan	All pupils
ENGLAND (state-funded schools)	**74.3**	**25.1**	**9.3**	**64.9**
London	78.4	33.7	12.2	69.7
Inner London				
Outer London				
Croydon	75	29.9	12.6	66
Statistical neighbour average				

KS1 - KS2 Progress 2019

Ks1-Ks2 progress Provisional 2019

	Reading	Writing	Mathematics
ENGLAND (state-funded schools)	**+0.05**	**+0.04**	**+0.06**
London	+1.03	+0.88	+1.43
Inner London			
Outer London			
Croydon	+0.80	+0.65	+0.90
Statistical neighbour average			

3.39   No school will be confirmed as being below the floor until January 2020. Further statistical information on primary progress scores, including the number and percentage of schools below the floor in 2020, will be available on GOV.UK /ASP when revised data is published.

3.40   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.

3.41   Croydon results in combined reading, writing and mathematics achieving the expected standard in 2018/19 was 66% compared to 65% nationally. This means that for the fourth 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.

3.42   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, but below our statistical neighbours and a 3% gap with London in this outcome.

3.43   Attainment at the higher standard in reading was in line with the national average and below our statistical neighbour average and 3% below London averages. SPAG 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.

3.44   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.

3.45   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.

3.46   Outcomes in combined reading, writing and mathematics for pupils with special educational needs and disabilities is significantly above national averages.

3.47   Outcomes in combined reading, writing and mathematics for pupils whose first language is other than English is above the national average.

3.48   In terms of ethnicity White, Asian and Chinese were above National but below, or in line with London average. This represents an improvement from the previous academic year.

3.49   60% 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.

3.50   Croydon pupils are making on average better progress from KS1 – KS2 compared with pupils nationally.

3.51   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.

3.52   The performance of academies at Key Stage 2:

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

3.54   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.

3.55   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.

3.56   Key stage 2 2019 pupil migration of high achievers between primary and secondary schools

3.57   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.

3.58   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.

Destination borough 2019	Achieved	Total	Maths high achievers
Croydon	839	3214	66%
Sutton	230	338	18%
Bromley	62	197	5%
Surrey	40	128	3%
Lambeth	29	107	2%
Merton	25	64	2%
Southwark	25	47	2%
Kent	6	11	0%
Wandsworth	3	8	0%
Hammersmith and Fulham	2	3	0%
Lewisham	1	2	0%
West Sussex		2	0%
Westminster		2	0%
Bexley		1	0%

Bournemouth	1	1	0%
Brighton and Hove		1	0%
Greenwich		1	0%
Hampshire		1	0%
Hounslow		1	0%
Medway		1	0%
Nottinghamshire		1	0%
Suffolk		1	0%
Grand Total	**1263**	**4132**	**100%**

Source: * **Confirmed places** September admissions

3.59 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 Preminum 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.

- 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 was developed 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.

- The SEN adviser post, starting in January 2019, this role has a focus on supporting our EHCP pupils in mainstream schools to ensure that their outcomes continue to improve.

- We have revised the LA School Effectiveness 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 effectiveness 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 be inviting schools that are due for an inspection to be part of this training.

- The Local Authority has commissioned Octavo to give a number of 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 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.

3.60 Key Stage 4

Provisional 2019	English and maths GCSE 9-5 pass	Average Attainment 8 score	Average progress 8 score
ENGLAND (state-funded schools)	43.2	46.7	-0.03
Croydon	40.3	45.4	0.03

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**	**2019**
3,701	3,637	3,770	3,716	3,664	3,844	3,593	3,454	3,641

Source: 2018/19 key stage 4 attainment data (Provisional)

Provisional 2019	Average Attainment 8 score per pupil	English and maths GCSEs			English Baccalaureate				Progress 8[3]			
		Percentage of pupils who achieved a 9-5 pass	Percentage of pupils who achieved a 9-4 pass	Percentage of pupils entered for all components	Average EBACC Point Score per pupil	EBACC Entry	EBACC 9-5	EBACC 9-4	Number of pupils included in the measure	Average Progress 8 score per pupil	Progress 8 lower 95% confidence interval	Upper confidence interval
England	46.7	43.2	64.6	40.1	4.08	40.1	17.1	24.9	513055	-0.03	-0.03	-0.02
London	49.5	48.8	67.95	53.95	4.435	53.95	23.35	33.2	36394	0.21	0.195	0.225
Inner London	48.3	45.6	66.3	54.6	4.34	54.6	21.9	32	24657	0.18	0.16	0.19
Outer London	50.2	50.4	69.6	53.3	4.53	53.3	24.8	34.4	48131	0.24	0.23	0.26
Croydon	45.4	40.3	61	46.7	3.96	46.7	14.5	23.4	3293	0.07	0.03	0.12
Statistical neighbour average	46.9	43.7	63.5	51.0	4.2	51.0	19.9	29.4	3239.6	0.2	0.1	0.2
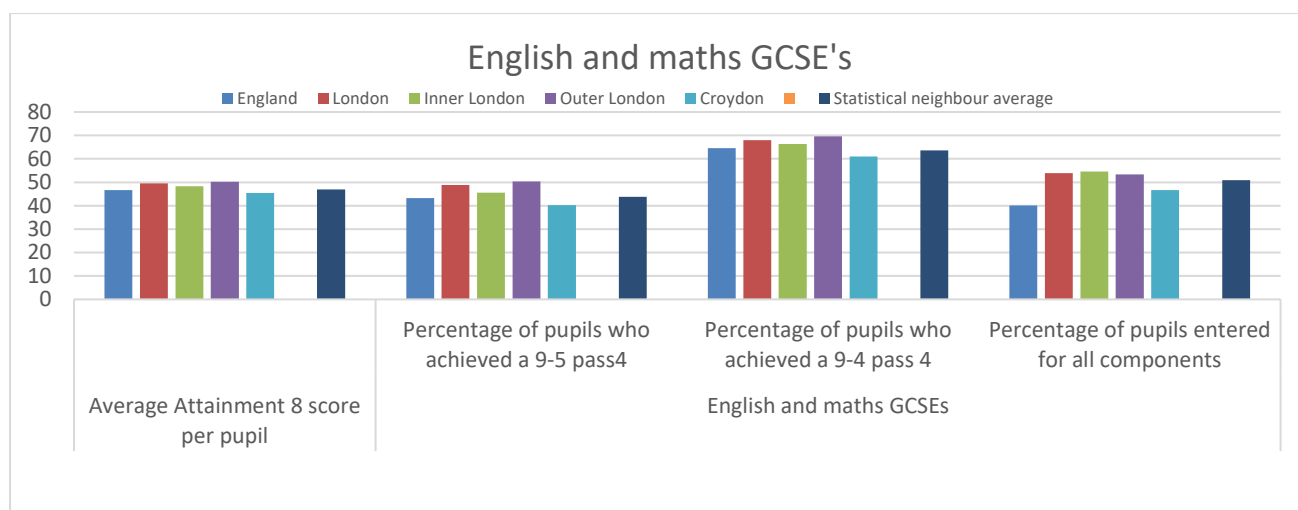
Attainment 8 and Progress 8 are part of the new secondary accountability system implemented for all schools from 2016. Attainment 8 is calculated for all schools, in 2014 /15 however the 2015 data does not reflect behavioural change in line with the new performance measures for the majority of schools.

Average attainment 8 score per pupil					
	2014/15	2015/16	2016/17	2017/18	2018/19
England[2]	47.4	48.5	44.6	44.3	46.7
London	51.1	51.9	48.9	49.2	49.5
Inner London	51.5	52.3	49.2	49.8	48.3
Outer London	50.2	51.3	48.2	48.1	50.2
Croydon	49.9	48.5	45	45.7	45.4
Statistical neighbour	49.2	50	46.2	47	47

2019 provisional	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*
England	-0.03	-0.03	-0.02	-0.04	-0.04	-0.03	-0.02	-0.03	-0.02
London	0.24	-	-	0.30	-	-	0.23	-	-
Inner London	0.18	0.16	0.19	0.31	0.29	0.33	0.07	0.06	0.09
Outer London	0.24	0.23	0.26	0.29	0.27	0.30	0.25	0.24	0.26

Croydon	0.07	0.03	0.12	0.28	0.24	0.32	-0.05	-0.09	0.00
Statistical neighbours	0.16	0.11	0.21	0.24	0.19	0.29	0.13	0.08	0.18

	Boys				Girls				Gap			
	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		
2019 provisional		% 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
England	44	96.3	39.9	61	49.4	97.9	46.5	68.4	-5.40	-1.60	-6.60	-7.40
London	47		46.5	-	52.9		53	-	-5.90	-	-6.50	-
Outer London	45.5	95.8	42.5	63.3	51.1	97.8	48.5	69.2	-5.60	-2.00	-6.00	-5.90
Inner London	47.4	96.3	46.9	66.2	53.2	98.1	53.9	73.1	-5.80	-1.80	-7.00	-6.90
Croydon	42.2	95.1	37	57.3	48.4	98	43.5	64.6	-6.20	-2.90	-6.50	-7.30
Stat neighbour average	44.1	96.0	40.9	60.5	50.1	98.1	47.4	67.4	-6.03	-2.08	-6.56	-6.91

3.61   Key stage 4 pupils making expected progress KS2-KS4

3.62   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.

2019 provisional	Overall Progress 8 score	Progress 8 score in English	Progress 8 score in mathematics	Progress 8 score in English Baccalaureate slots	Progress 8 score in open slots
England	-0.03	-0.04	-0.02	-0.03	-0.04
London	0.24	0.30	0.23	-	-
Inner London	0.18	0.31	0.07	0.22	0.08
Outer London	0.24	0.29	0.25	0.28	0.14
Croydon	0.07	0.28	-0.05	0.03	0.01
Statistical neighbours	0.16	0.24	0.13	0.2	0.0

progress 8 scores 2019

	Overall Progress 8 score	Progress 8 score in English	Progress 8 score in mathematics	Progress 8 score in English Baccalaureate slots	Progress 8 score in open slots
	0.24	0.30	0.23	-	-
	-0.03	-0.04	-0.02	-0.03	-0.04

■ Inner London　■ Outer London　■ Croydon　■ Statistical neighbours
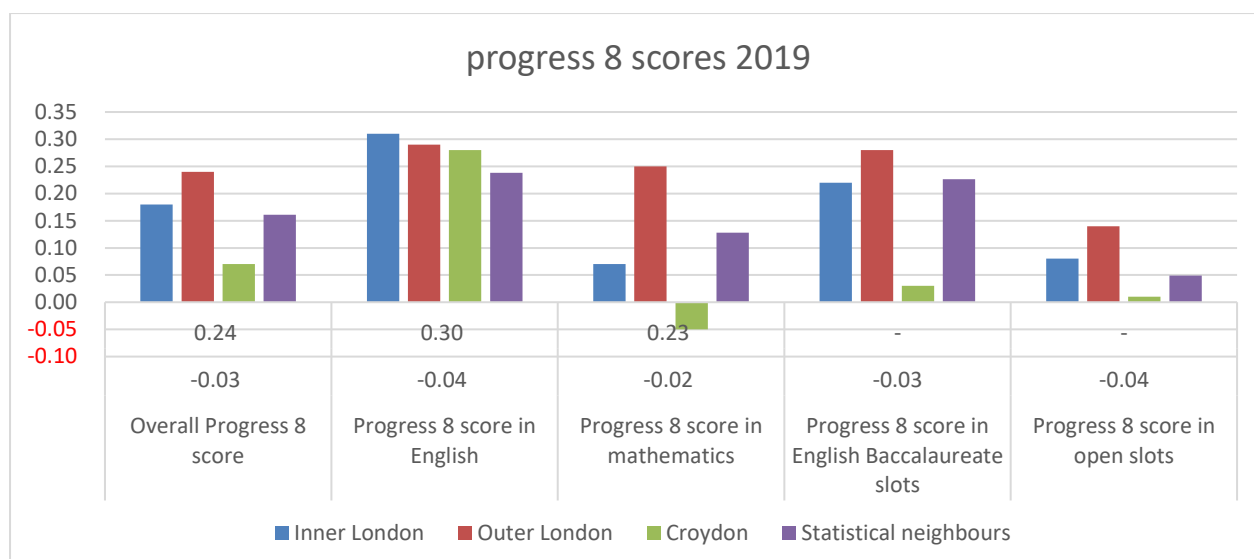
3.63   The number of children in Croydon schools at KS4 has remained relatively stabilised since 2016/17. As noted at key stage two as a borough we continue to have high mobility across all key stages; in particular at key stage four it is important to note that a high percentage of our most able student that do not transfer from key stage two to Croydon secondary schools.

3.64   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 comparision over time is Attainment 8 (2015/16 to present) and Progress 8 since 2016

3.65   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).

3.66   The Progress 8 score for Croydon is positive (0.03) and above the national score for state funded schools (-0.03) This was a slight decline from last year.

3.67   The progress made in English GCSE (+0.28) is below London (at 0.29) but above our statistical neighbours (0.24) but is significantly above the national (-0.03). Croydon's outcomes represent no change from the previous year in regard to Pupil Progress.

3.68   The progress score for mathematics is below the national average score at -0.05 for Croydon students. There remains a difference in that achieved by London overall (0.23) and the statistical neighbour average in mathematics.

3.69   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.

3.70   The percentage of Croydon pupils achieving a Level 9 – 4 pass in combined English and mathematics is 61%. This is beow the National, London and Statistical Neighbour Averages and is due a small number of schools unexpectely performing not to standard in 2019.

3.71   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.

3.72   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.

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

3.74   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
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
5 Ensure targetted support for those schools with unexpected drops in pupil outcomes.

- The Local Authority has appointed two part time secondary 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 advisers have been appointed 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.

- 2019/2020 has seen a number of our secondary schools join the 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 meeting are supported by our Secondary Effectiveness Partners and Head of Standards, Safeguarding and Inclusion

- 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 effectiveness team about the impact 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.

3.75 Post-16 (KS5)

3.76 At the time of writing validated performance data for 2019 has not been published, so information in this report cannot be considered accurate and therefore both data and narrative are subject to change.

3.77 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.

3.78 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 few school sixth forms having small applied general/technical offers.

3.79 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, but these are not available until validated data is received.

Schools and colleges Level 3 attainment at the end of 16-18 study 2019

A Level results 2019 Provisional	Level 3 Students		A Level Students						Academic		Tech level students	Applied General students	Tech Bacc
	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	33.21	83.7	33.77	80.7	33.26	12.3	20.3	15.8	34.09	80.4	28.43	28.37	178
London	32	84	33	80	33	11	18	15	33	79	29	29	18
Outer London	31.68	81.7	32.1	78.2	32.16	10.8	18.1	14.6	32.15	76.9	29.26	29.3	8
Inner London	32	85	33	80	33	11	19	15	33	80	29	28	10
Croydon	28.87	74.2	29.27	66	28.09	4.1	9.7	7.1	29.33	65.8	30.11	27.06	0
Statistical neighbour	31	82	32	76	32	9	15	12	32	75	28	30	1

3.80   The Average Point Score (APS) per entry at Level 3 increased slightly compared to 2018 (27.93) but remained 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 our student cohort. In 2018 Croydon achieved an average grade C- compared to C+ nationally, but this was what was expected considering their starting point.

3.81   Four schools had particularly high A level fail rates which has impacted on the overall borough performance. One of these sixth forms has now closed and another one will close at the end of the 2019/20 academic year. Closure is partly due to viability challenges (low student numbers), but also quality concerns and difficulties in the ability to have a broad curriculum offer which is attractive to pupils.

3.82   KS5 Progress data for 2019 has not yet been published, but will provide a better benchmark comparison. For example, in 2018 the average A level grade achieved at one school was an C- (compared to C+ nationally) but the Progress Score was well above average at +0.39 meaning that students at this school achieved almost 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 -0.06 meaning pupils achieved slightly less than what was expected.

3.83   A strength in Croydon, is Level 3 performance on technical programmes, with APS above statistical neighbours, regional and national averages. On average in 2019 Croydon students undertaking these programmes achieved a Distinction- compared to achievement of a Merit+ elsewhere.

3.84   Applied General (L3) students APS fell slightly compared to 2018, but students achieved a Merit+ on average which is in line comparitor averages.

3.85 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 techincial L3 courses.

Post-16 students on L2 technical courses achieved in line with London and regional averages, gaining a Merit-.
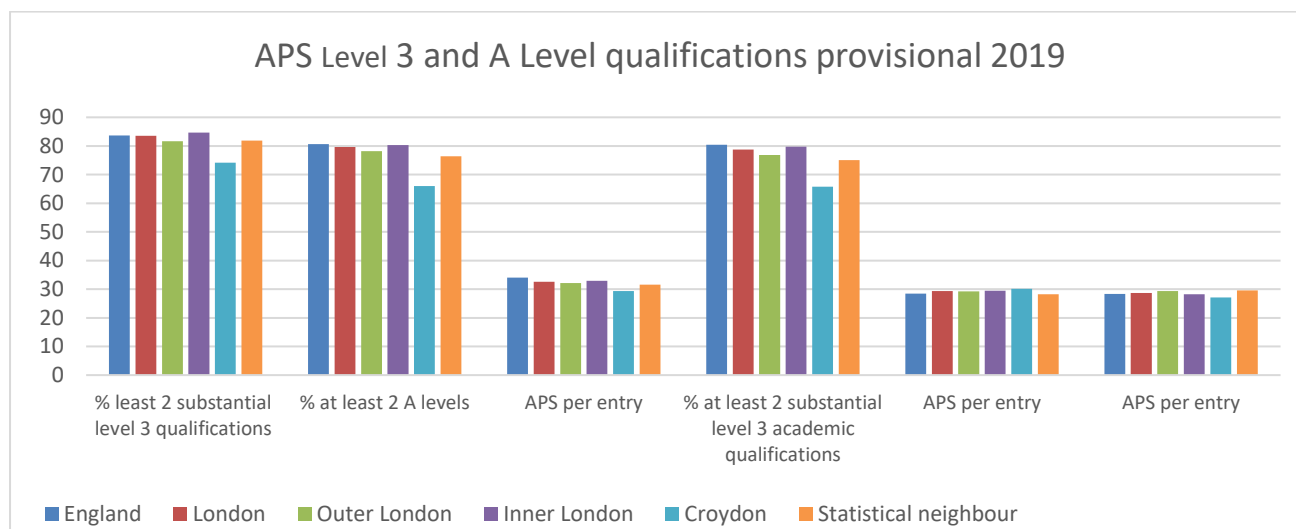
3.86 The current (Aug-19) combined Not in Education, Employment or Training (NEET)/not known rate for the cohort is 4.9% (improvement of 1.9% compared to Aug-2018) which is better than both the London and national averages, mainly due to our success in reducing the volume of not knowns. However, our NEET rate of 2.9% is higher than London (2%) but below national (3.2%).

3.87 In summary,
o Technical level 2 & level 3 achievement continues to be good.
o The average grade achieved at A level in 2018 was below the national average at C-
o The reduction in the volume of A level fails at some schools continues to be an area of focus.
o Post-16 participation rates are rising, but there is a gradual increase in the volume of young people who are NEET. This is likely as a result of us significantly reducing our 'not knowns' which were likely to include unidentified NEET young people.

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

1. Improve the attainment of our pupils at A level, and in particular reduce the volume of fails
2. Close achievement gaps
3. Improve the careers advice and guidance offer for our pupils
4. Improved support for our NEET young people

KS5 challenge and support functions for all school sixth forms (aligned to KS3/4 support) has been brought back in house. Experienced school improvement specialists have been tasked with working with our school sixth forms, 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 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 or cease offering an A level curriuculum and/or focus on areas of strength. One school sixth form closed in summer 2019 and another is scheduled to close in summer 2020. There is ample capacity in the system to accommodate these closures.

- Support to improve the local careers advice and guidance offer, via faciliation of a termly careers leads network, regular newsletter and availability of careers events for both staff and students.

- Widening participation programme being developed with Churchill College, Cambridge University for roll-out in Croydon schools in 2020. This is aimed at engaging pupil from year 9 onwards in HE who may not consider progression to university as an option and also preparing academically able students (year 12) for applying to selective universities.

- NEET prevention programme delivered in high NEET generating schools. Two schools successfully piloted in 2018/19 academic year and expanding into a further 3 schools in 2019/20.

- Additional resource being deployed to track not known young people aged 16/17 years and identify this who are NEET. Three new NEET caseworkers employed from Sept-19 to provide focussed advice and support to help young people into education and training.

4 Outcomes for Children Looked After

Phonics Screening Check

Phonics Screening Check	% achieving the expected standard in phonics at end of year 1 (CLA)	National % 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%**
2018/19	**45.5%**	**63.6%**	**83.5%**	**81.9%**

4.1   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%
KS1 - 2018/19	36	36	21	58.3

% of CLA working at expected standard for the eligible cohort (2018-2019)

	%
Working at the expected standard in reading	72.2%
Working at the expected standard in writing	75 %
Working at the expected standard in mathematics	66.7%
Working at the expected standard combined	**58.3%**

4.2   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%
KS2 - 2018/19	30	30	15	50%

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

	%
Working at the expected standard in reading	**63.3%**
Working at the expected standard in writing	**70%**
Working at the expected standard in mathematics	**63.3%**
Working at the expected standard combined	**60%**

KS2 SATs	% achieving expected standard in reading, writing and maths (CLA) Croydon virtual school	% achieving expected standard in reading, writing and maths (Croydon)	% achieving expected standard in reading, writing and maths (National CLA)	% achieving expected standard in reading, writing and maths (National)
2018/19	**50%**	**66%**	**36%**	**64.9%**

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

4.4   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 & Maths	% achieving 5+ 1-9	% achieving at least 1 grade 1-9
2016/17	144	78	5.1%	39.7%	60.2%
2017/18	145	84	7.1%	41.7%	63.1%

ks4 provisional 2018/19

	Number in cohort	Eligible Cohort	EBacc Eng	**9-5** EBacc mat	**E & M**
2017/18		50	22%	12%	8%
2018/19		45	31.1%	15.6%	11.1%

KS4 Attainment
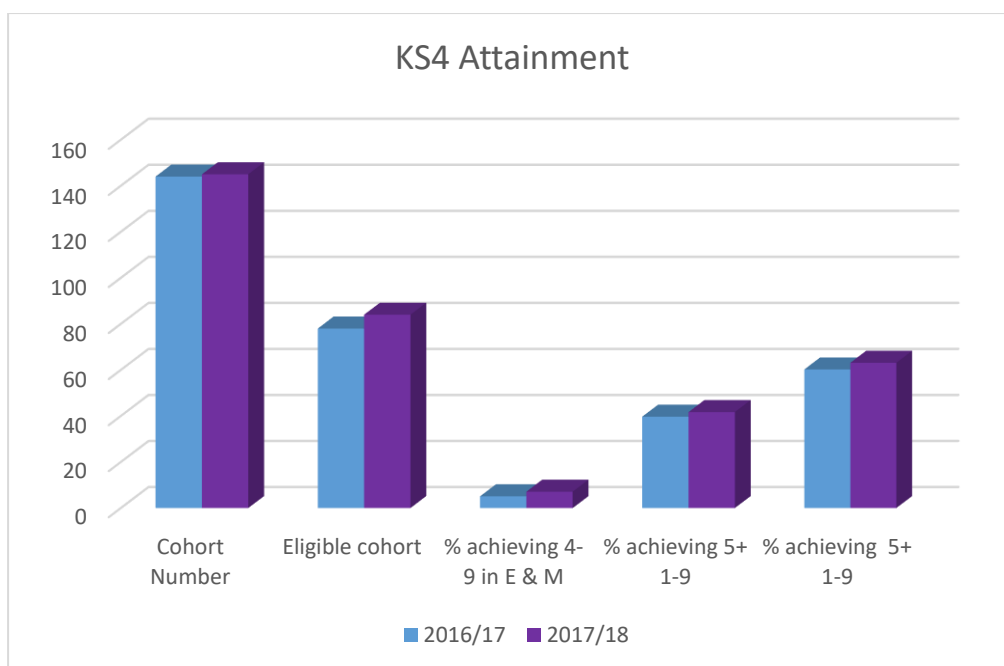
4.6   The number of children achieving the expected standard of grade 4 and above in English & Maths has increased by 2% this year.

4.7   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.

4.8   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.

4.9   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.

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

4.11   Key Stage 5

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

A Level Outcomes for Croydon CLA
3 year comparison

Legend: ■ % A*-E ■ % A*-C
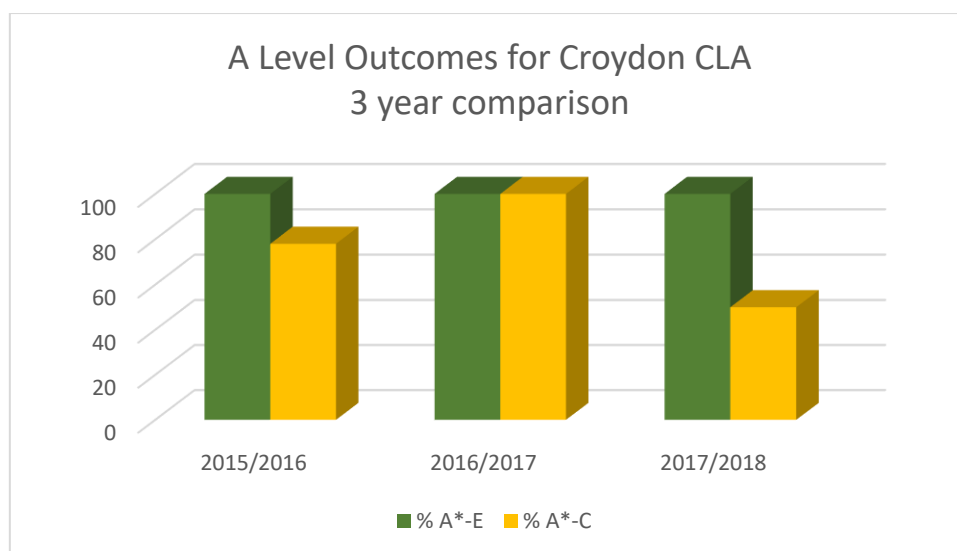
4.12   The trend of 100% pass rate at A Level has continued for the last 3 years.

4.13   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.

4.14   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.

4.15   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 .

4.16   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.

4.17   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.

5 Challenge to underperforming schools

5.1   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.

5.2   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

5.3   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.

5.4   In addition, schools are encouraged to collaborate with good and outstanding schools, through either informal or formal arrangements.

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

6.   Attendance

6.1   The most recent DfE validated data is for the autumn and spring terms of the 2018/19 academoc years and is used in this report unless indicated otherwise. Full academic year data for 2018/19 will be published in March/April 2020.

6.2   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 that 10% of the possible sessions.

6.3   Overall absence from school

6.4   Nationally the rate of primary school overall absence has decreased by 0.3% from 4.1% to 3.8%. In Croydon the percentage also decreased by 0.3% and our rate of overall absence is on a par with the percentage for England at 3.8%.

6.5   Like the overall absence rate for primary schools the rate Croydon secondary schools have seen a decrease of 0.2% in overall absence, which now stands at at 5.0%. Nationally the overall absence rate has also decreased but only by 0.1% to 5.2%, and

therefore Croydon is 0.2% better than the national overall absence rate.

6.6   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 57.6% of all absences. This is an improvement on 2017/18 when it accounted for 60% of absences.

Overall Absence Trend 2002-2019 (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
2018/19	3.8	3.8	2018/19	5.0	5.2

Secondary Overall Absence 2002-2019
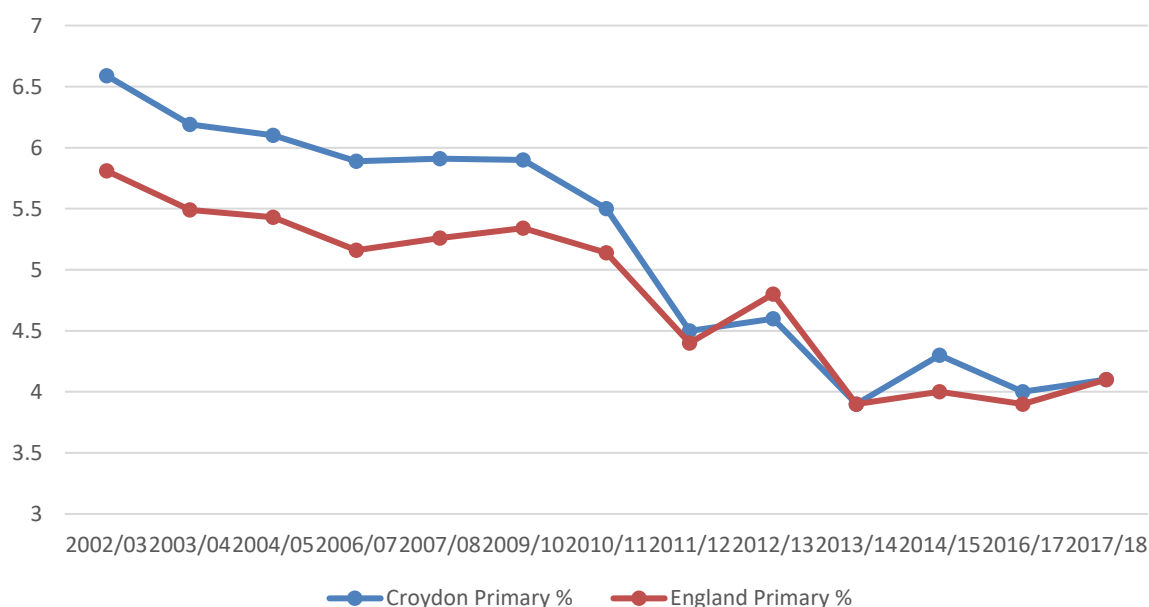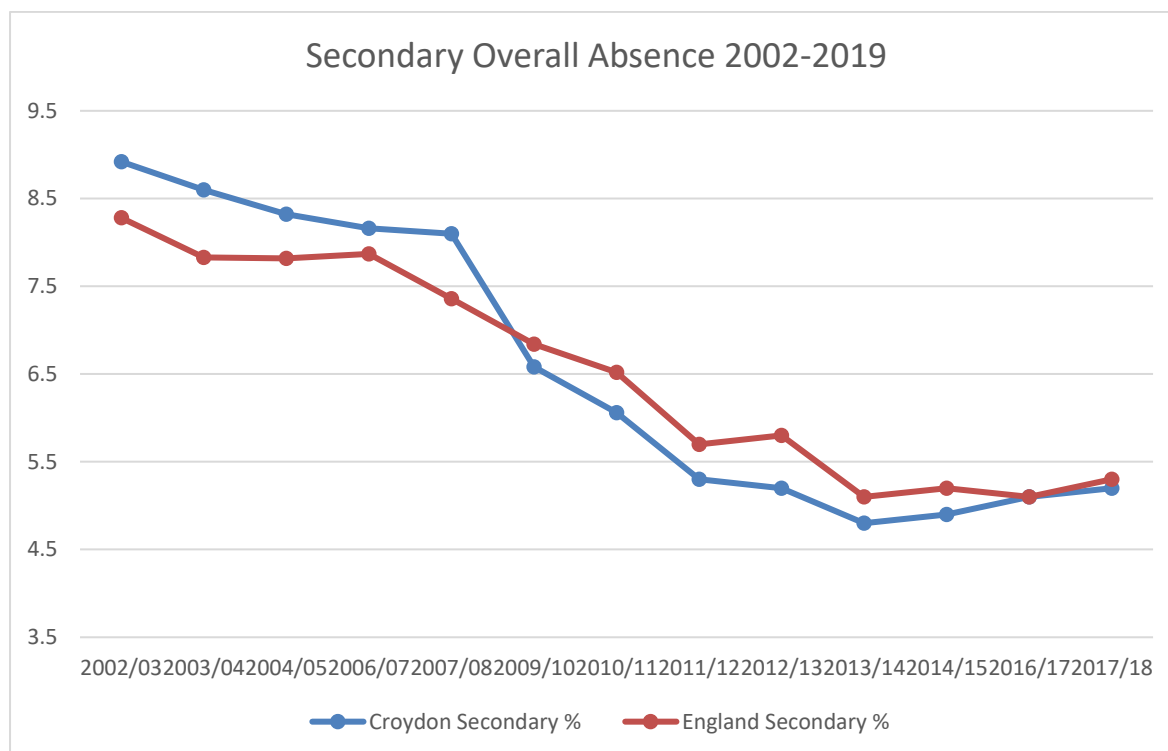
6.7 Persistent absence

6.8   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 as a disadvantage compared to peers and impacts upon future attainment. There is evidence of a link between poor attendance and low levels of attainment.

6.9   Croydon primary school persistent absence rate in 2018/19 was 8.7% and this was a decrease of 1.1% compared to the same period in 2017/18. This now stands at 0.4% higher than the national rate of 8.3%. Nationally there was a 1.3% increase in the rate compared to 2017/18. Therefore Croydon has reduced its percentage persistent absence rate to its lowest ever rate but remains 0.2% higher than the England rate.

6.10   Croydon secondary schools persistent absence rate in 2018/19 has decreased 0.6% from 13.2% in 2017/18 to 12.6%. This is line with a decrease nationally, which fell from 13.5% to 12.7%. Croydon's secondary school percentage rate for persistent absence therefore remains 0.3% better than the rate for England overall.

6.11   Croydon vs Statistical Neighbour vs England PA Trend 2006-2019

6.12   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 2006-19

Year	Croydon Primary %	England Primary %
2006/07	18.9	15
2007/08	18.5	15.5
2008/09	18.9	15.8
2009/10	18.4	15.2
2010/11	14.4	13.9
2011/12	11.9	11.1
2012/13	12	12.6
2013/14	9.3	8.8
2014/15	10.3	9.2
2015/16	9.6	8.8
2016/17	9.9	8.7
2017/18	9.8	9.6
2018/19	8.7	8.3

Primary Persistent Absence at 10% 2006-2019
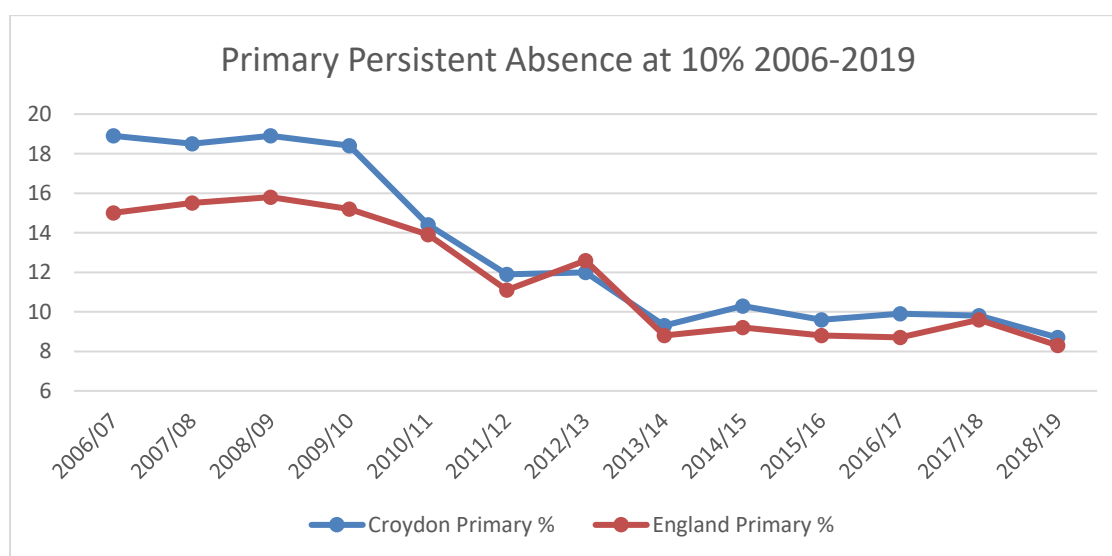
Secondary School Persistent Absence 2006-18

Year	Croydon Secondary %	England Secondary %
2006/07	26.6	24.5
2007/08	23.6	22.9
2008/09	21.8	22.9
2009/10	19.6	21
2010/11	17.4	19.4
2011/12	14.4	16.4
2012/13	13.4	16.7
2013/14	11.9	13.2
2014/15	12.1	13.6
2015/16	11.0	12.3
2016/17	12.4	12.7
2017/18	13.2	13.5
2018/19	12.6	12.7

Secondary Persistent Absence at 10 % 2006-2019
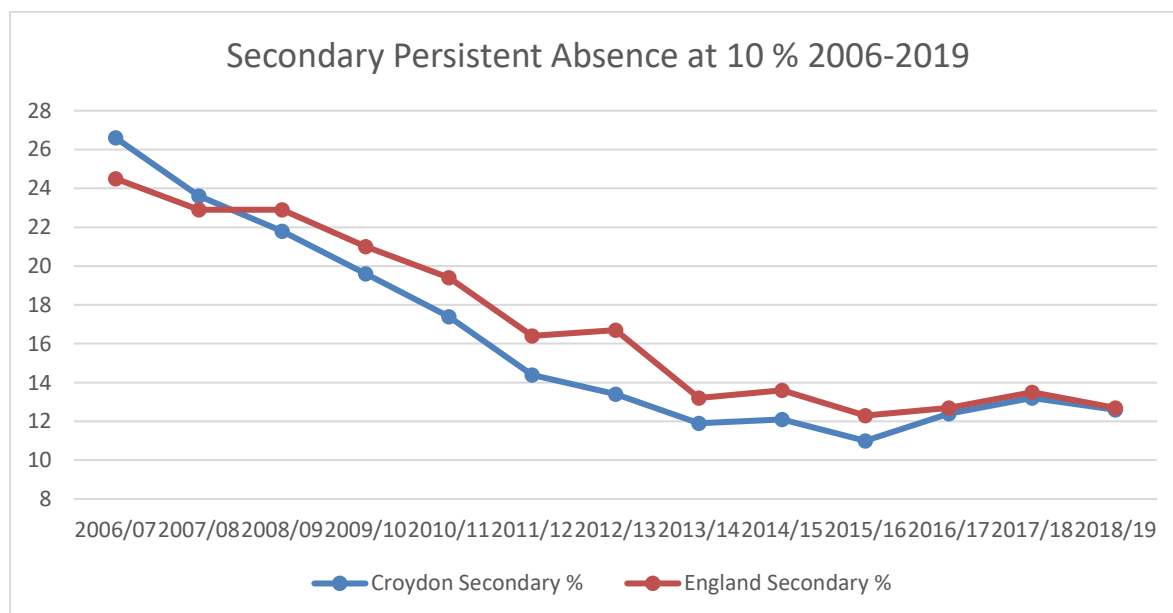
6.13 What are we doing to improve overall and persistent absence?

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

6.15 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 go 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.

6.16   Since the creation of Octavo 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.

6.17   Schools either undertake this casework in house or commission independent education welfre providers to carry this out. There are two main independent education welfare providers operating in Croydon. Octavo ceased offering this as a traded service in 2017.

6.18   Croydon Council's Learning Access has a small team of school facing attendance improvement practitioners, which is able to work with schools and parents to improve attendance in addition to our attendance enforcement work.

6.19   The attendance improvement practitioners undertake individual casework around complex cases of children who are missing out on education. They also promote the use of the Early Help pathway and conducted reviews of whole school attendance practice in schools where this is a concern.

6.20   6.21   The local authority will also support schools by taking enforcement action, where this is appropriate, against parents who fail to ensure their children attend school regularly. In the 2018/19 academic year 1,063 penalty notices were issued for unauthorised absence at school and 81 prosecutions were undertaken by the service.

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

7. Exclusions

7.1   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.

7.2   <u>The national context</u>

7.3   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 2017/18 academic year, which was published in August 2019. Validated data for the 2018/19 academic year will be published in August 2020.

7.4   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.

7.5 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.

7.6 Permanent exclusions from Croydon schools during 2017/18

7.7 There were 43 permanent exclusions from Croydon maintained schools during the 2018/19 academic year. This is an increase in the number of actual permanent exclusions for the 2017/18 academic year when there were 37 permanent exclusions. In 2018/19 five primary schools and 15 secondary schools had at least one permanent exclusion.

7.8 There were five permanent exclusions of primary school pupils during 2018/19, which is a reduction on the eight in 2017/18. The remaining 38 permanent exclusions were all from secondary schools. There were six permanent exlusions of Croydon resident pupils from schools in other local authority areas.

7.9 At further eight permanent exclusions were subsequently withdrawn and two were reinstated by the governing body.

7.10 The most recent comparative data is for 2017/18, which shows Croydon's permanent exclusion rate of 0.06% as being lower than the rates for England (0.10%) and London (0.08%).

7.11 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	2018/19*
Number of PEx (Croydon)	81	75	77	65	65	13	24	22	41	39	43
% of PEx (Croydon)	0.16	0.15	0.15	0.12	0.10	0.04	0.04	0.04	0.07	0.06	*
% of PEx (England)	0.09	0.08	0.07	0.07	0.07	0.06	0.07	0.08	0.10	0.10	*
% of PEx (London)	0.11	0.10	0.08	0.08	0.08	0.07	0.07	0.07	0.09	0.08	*

*Please note the figures for 2018/19 are not yet published.

7.12 Fixed term exclusions from Croydon schools during 2017/18

7.13 Validated fixed term exclusion data for 2018/19 will not be available until Augsut 2020. The Croydon fixed term exclusion figure for 2018/19 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.

7.14 The current local reported figure for all schools in 2018/19 is 1609; with 1051 exclusions from secondary schools, 425 from primary schools and 132 from AP & special school. This figure is almost certain to increase when the validated data is published.

Primary Fixed Term Exclusion 2012-18 (Source: DfE published data)

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
No. of FTEx (Croydon)	273	223	264	396	402	426
% of FTEx (Croydon)	*0.86*	*0.69*	*0.80*	*1.17*	*1.18*	*1.25*
% of FTEx (England)	*0.88*	*1.02*	*1.10*	*1.21*	*1.37*	*1.40*
No of 1+ FTEx (Croydon)	145	122	141	206	205	197
No of 1+ FTEx (Croydon)	*0.46*	*0.38*	*0.42*	*0.61*	*0.60*	*0.58*
No of 1+ FTEx (England)	*0.45*	*0.49*	*0.52*	*0.56*	*0.62*	*0.62*
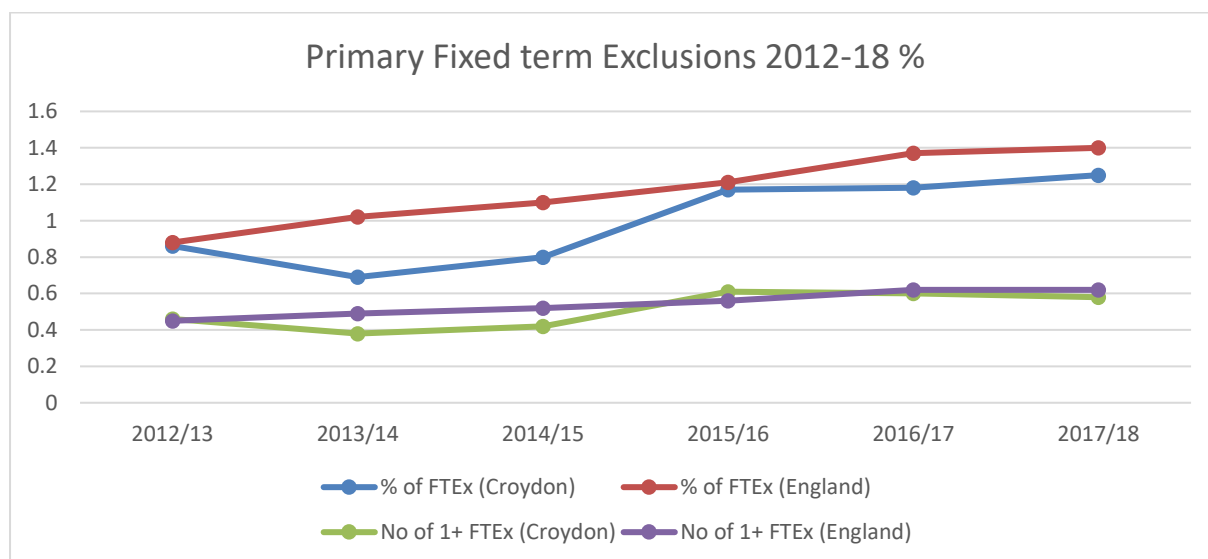
Primary Fixed term Exclusions 2012-18 %

Secondary Fixed Term Exclusion 2012-18 (Source: DfE published data)

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
No. of FTEx (Croydon)	1303	1245	1400	1452	1689	1740
% of FTEx (Croydon)	*5.90*	*5.63*	*6.36*	*6.54*	*7.61*	*7.84*
% of FTEx (England)	*6.72*	*6.62*	*7.51*	*8.46*	*9.40*	*10.13*
No of 1+ FTEx (Croydon)	908	822	944	1042	1142	1126
No of 1+ FTEx (Croydon)	*4.11*	*3.72*	*4.29*	*4.70*	*5.14*	*5.07*
No of 1+ FTEx (England)	*3.77*	*3.64*	*3.92*	*4.26*	*4.62*	*4.71*

Secondary Fixed Term Exclusion % 2012-2018

Legend: % of FTEx (Croydon), % of FTEx (England), No of 1+ FTEx (Croydon), No of 1+ FTEx (England)
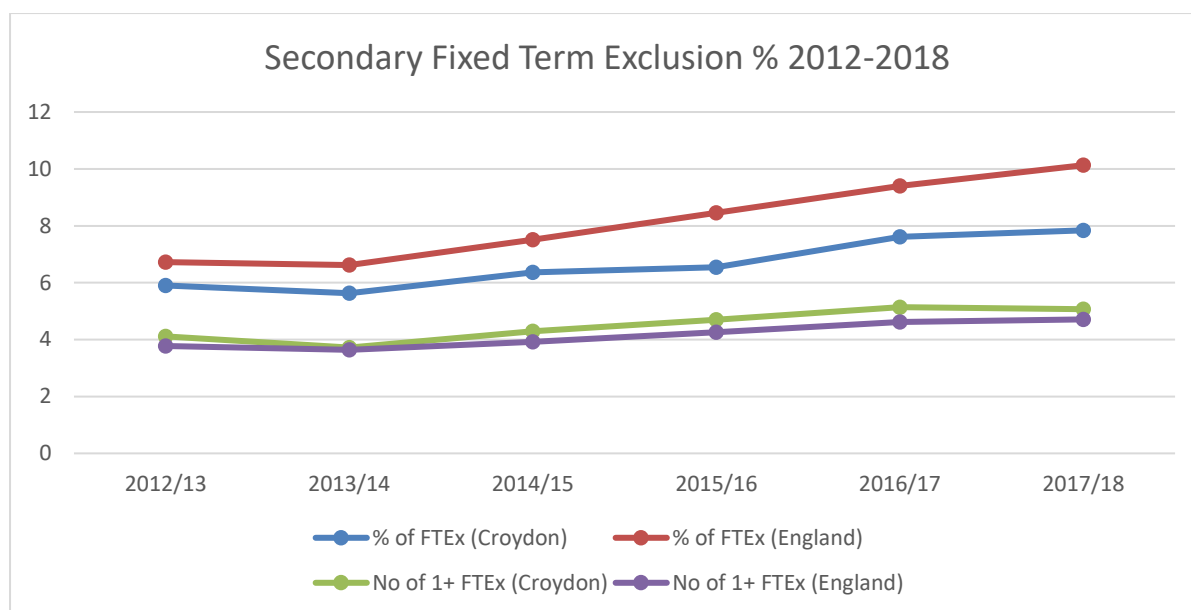
7.15   Exclusions by ethnicity 2018/19

7.16   Black Caribbean pupils made up 30% of permanent exclusions and 25.8% of fixed term exclusions from Croydon schools during the 2018/19 academic year. Black Caribbean pupils account for 10.5% of the Croydon school age population.

7.17   Like with England as a whole Black Caribbean pupils in Croydon have the greatest level of disproportionately when it comes to exclusion from school.

7.18   White British pupils account for 18.6% of permanent exclusions and 19.3% of fixed term exclusions from Croydon schools, academies and free schools during the 2018/19 academic year. White British pupils account for 27.2% of the Croydon school age population.

7.19   Black African pupils account for 6.9% of permanent exclusions and 12.5% of fixed term exclusions from all schools in Croydon during the 2018/19 academic year. Black African pupils make up 15.1% of the Croydon school age population.

ETHNICITY	FPEX	PEX	REINSTATED	WITHDRAWN	Grand Total
ABAN - Bangladeshi	5				5
AIND - Indian	5				5
AOTH - Any Oth Asian b'ground	18				18
APKN - Pakistani	21				21
BAFR - Black African	202	3	1	2	208
BCRB - Black Caribbean	416	13		1	430
BOTH - Any Oth Black b'ground	75	2	1		78
CHNE - Chinese	1				1
MOTH - Any Oth Mixed b'ground	91	2		1	94
MWAS - White and Asian	19			1	20
MWBA - White and Black African	46	2			48
MWBC - White & Black Caribbean	160	6			166
NOBT - Info not yet obtained	29				29
OOTH - Any other Ethnic Group	30			1	31

REFU - Refused	17				17
WBRI - White British	311	10		1	322
WIRI - White Irish	3			1	4
WIRT - Traveller - Irish Herit	1				1
WOTH - Any Oth White b'ground	73	3			76
WROM - Gypsy/Roma	5				5
(blank)	81	8			89
Grand Total	**1609**	**49**	**2**	**8**	**1668**

7.20 Exclusions of pupils with an EHCP 2017/18

7.21   There were four permanent exclusions (1xPrimary & 3xSecondary) from Croydon secondary schools of pupils with an Education Health and Care Plan (EHCP) during 2018/19. This is one fewer than the previous year. In addition to this two pupils had permanent exclusions withdrawn and two were reinstated by the governing body.

7.22   There were 195 fixed term exclusions from Croydon schools for pupils with an EHCP during 2018/19.

7.23 Exclusions of Looked After Children

7.24   There was one permanent exclusions (not a Croydon CLA) and 53 reported fixed term exclusions of 'Looked After Children' (LAC) during the 2018/19 academic year. A further two permanent exclusions were subsequently withdrawn following the intervention of the local authority.

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

7.26   Fair Access Panel

7.27   Since 2013 Croydon has utilised its Fair Access Panels to support primary and secondary schools to prevent the need for permanent exclusions.

7.28   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 AP places at Beckmead. 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.

7.29   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 to support the schools. Pupils can then either be reintegtrated back into their maistream schools or transfer to specialist provision with an EHCP. All referrals to the panel require the consents of the child's parents/carers before they can be discussed.

7.30   In 2018/19 a total of 34 children were discussed at the forum.

7.31   Secondary Fair Access

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

7.33   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.

7.34   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.

7.35   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.

7.36   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.

7.37   The panel is co-ordinated 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 so ensuring there is a holistic multi-agency approach to deliberations and the decision on any new placement is informed by a range of information.

7.38   Referrals to the fair access panel are considered under one of three categories. These are:
- Cases – hard to place pupils who are unable to secure a school place through normal admission procedures and need to be placed under the Fair Access Protocol
- Alternative to exclusion – referrals from schools as an alternative to permanent exclusion
- Prevention – referrals from schools for other reasons (i.e. a breakdown in relationships) where a managed move is felt to be desirable
- Breakdown – referrals from schools that are referred back to the panel after a placement has broken down

7.39   In 2018/19 the number of pupils discussed at the Secondary Fair Access Panel had reduced to 251. These broken down as follows:

- Cases – 79
- Alternative to exclusion – 74
- Prevention – 81
- Placement breakdown - 17

7.40   This was a reduction on 2017/18 when a total of 309 pupils were discussed at the Secondary Fair Access Panel.

7.41   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 it would appear that there has not been a corresponding rise in the number of permanent exclusions.

7.42 What are we doing to reduce exclusions?

7.43 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 riks 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 permananet 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

8.   **OFSTED INSPECTION OUTCOMES**

8.1   A new OFSTED inspection framework came into effect on Seprember 2019. Prior to that 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.

8.2   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 and two primary schools judged as Inadequate and we are working closely with the Academy Trusts to ensure rapid and robust action is being taken to make the necessary improvements.

9.   CONSULTATION

There are no needs for consultation arising from this report.

10 PRE-DECISION SCRUTINY

10.1   This item was discussed on the 17th December 2019

11.   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.

To Be Approved by Nadine Maloney - Head of HR

12.   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 Carribbean 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.

13. ENVIRONMENTAL IMPACT

There are no direct implications contained in this report.

14. CRIME AND DISORDER REDUCTION IMPACT

There are no direct implications contained in this report.

15. REASONS FOR RECOMMENDATIONS/PROPOSED DECISION

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.

16. OPTIONS CONSIDERED AND REJECTED

Not relevant.

17. DATA PROTECTION IMPLICATIONS

WILL THE SUBJECT OF THE REPORT INVOLVE THE PROCESSING OF 'PERSONAL DATA'?

NO

CONTACT OFFICER:
Shelley Davies, Director of Education and Youth Engagement. (Interim)
Michael McKeaveney – Head of Standards, Safeguarding and Inclusion (Interim)

BACKGROUND PAPERS: None

APPENDICES:

Appendix 1: KS2 Test results for RWM at expected standard AY 2018/2019
Appendix 2: Secondary School GCSE results 2016
Appendix 3: Exclusions from Croydon maintained schools and academies for the 2018/19 academic year
Appendix 4: Exclusions from maintained schools and academies for 2018/19 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