

For General Release

REPORT TO:	Cabinet 18 February 2021
SUBJECT:	Education Quality and Standards
LEAD OFFICER:	Debbie Jones – Interim Executive Director, Children, Families and Education Shelley Davies – Interim Director, Education and Youth Engagement
CABINET MEMBER:	Councillor Alisa Flemming, Cabinet Member for Children, Young People and Learning
WARDS:	All
CORPORATE PRIORITY/POLICY CONTEXT/ AMBITIOUS FOR CROYDON The recommendations in this report are in line with the new corporate priorities and new Ways for renewing Croydon: <ul style="list-style-type: none">- We will live within our means, balance the books and provide value for money for our residents.- We will focus on tackling ingrained inequality and poverty in the borough.- We will focus on providing the best quality core service we can afford.	
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 note the contents of the report and to recognise the work of staff in schools to support Croydon’s children and young people.	

2. EXECUTIVE SUMMARY

2.1 This report summarises the performance of children and young people in Croydon schools for the academic year 2019/2020. The academic year 2019/2020 was unprecedented in education, and the whole country, with regard to the Covid-19

pandemic. The Department for Education (DfE) took the decision to progress with Centre Assessed Grades for pupil performance at Key Stages 4 and 5 (GCSE and A level equivalents). Statutory assessment for primary schools (EYFS profile, phonics screening check and KS1 and 2 tests and teacher assessments were cancelled in 2019-20). Performance data will not be published by the DfE and schools/ academies were not obliged to share their outcomes. This report, therefore, does not cover pupil performance for the academic year.

Borough Context

- 2.2 Previous reports to this Committee that detail the work the Directorate undertook to support schools and academies through the 'walking alongside agenda' are not reported here. These reports are part of the public record and can be read in conjunction with this report.

Summary of outcomes:

- 2.3 Progress data for the close of the academic year 2020 was based on teacher assessment as per instruction from the DfE. No progress data is being published by the DfE and no 2020 progress data is being included as part of OFSTED inspection reports. To that end, no achievement data for 2019-2020 is recorded in this report.
- 2.4 Although statutory assessments in primary schools (EYFS, Key Stage One and Key Stage Two) were cancelled for the academic year 2019-20, following the full opening of schools in September 2020, the government took the decision that primary schools should administer the phonics screening check (PSC) to all Year 2 pupils after the Autumn term half term; this being the cohort who should have taken the check as Year 1 pupils in June 2020. It should be noted that the administration of the check in Autumn 2020 differed to the normal requirements e.g. schools were asked to use previous versions of check materials and not new materials that were unfamiliar to schools. It is important to note that the results should not be used for accountability purposes but were intended to provide the DfE with information about the proportion of pupils that had not met the required standard. The emphasis on the phonics screening check aligns with governmental and local recognition of the importance of early reading skills.
- 2.5 The interim results of the Year 2 Autumn term PSC need to be approached with caution due to challenges relating to the pandemic e.g. the impact of partial school closure from March to July as well as COVID related pupil absences during the Autumn term and Year 2 bubble closures in the second half of the autumn term. It is currently unvalidated data. With these caveats in mind, it can be noted that the interim results indicate that 80% of Year 2 pupils achieved the PSC threshold in Autumn term 2020. These results are lower than Year 1 results in 2019 for Croydon (84%) and nationally (82%) but above the national results for Autumn term 2020 (79%). There is a significant gap in Croydon between the attainment of pupils in receipt of free school meals and other pupils (-10%) but this gap is narrower than at a national level (18%). There has already been a strong focus in schools on providing catch-up support for early reading skills and this remains a continuing priority.

3. 0 – 19 Provision

3.1 Early Years

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 in language and literacy
2. Further narrow the gap between children eligible for FSM and those not eligible
3. Ensure the Integrated 2 Year Old Review is fully embedded across the Borough
4. To improve the health of the under 5s by reducing the number of children at age 5 classed as 'overweight' or 'obese'

- 3.2 This academic year (2020/21) will see major changes in the EYFS. The Government has introduced a new Statutory Framework with changes to the Educational Programmes, the Early Learning Goals and the assessment of pupils at the end of their reception year (the EYFS Profile). Schools were invited to become early adopters of the new framework, from September 2020, and 12 Croydon schools have done so (Nationally, 2,900 schools are early adopters). All schools and early years settings will be required to use the new Framework from September 2021. One of the changes is the removal of the LA statutory duty to moderate the EYFS Profile from September 2021. The LA statutory duty to offer training and support for the Profile, for all practitioners who require it, remains.
- 3.3 Whilst, in recent years, Croydon's GLD (Good Level of Development) has been above the national, it has remained stubbornly lower in all aspects of language development, particularly in the aspect of 'speaking'. To address this, the LA is part funding a 3 year project to develop and embed the use of 'Helicopter Stories' in our early years settings and schools. This evidence based approach to developing language and literacy skills will be led by Make Believe Arts with funding from the Paul Hamlyn Trust.
- 3.4 Due to the pandemic, the 2 year old integrated reviews between setting and health practitioners have not progressed as intended. This is a development for the forthcoming year.
- 3.5 The Early Years team is also working with health colleagues to support weight management for our youngest children in Croydon.

Inspection Outcomes for Early Years:

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

Quality of childcare in Croydon

3.7 Ofsted inspect all registered Early Years provision and the table below shows the quality judgements recorded as at August 2020 and published in the 2020 Childcare Sufficiency Assessment for Croydon.

	Outstanding		Good		Sub-total	Requires Improvement		Inadequate		Awaiting	
Day nurseries	10	12%	74	87%	99%	0	0%	1	1%	22	n/a
Pre-school	7	18%	31	82%	100%	0	0%	0	0%	8	n/a
Schools with nursery	12	26%	30	66%	92%	4	8%	0	0%	11	n/a
Childminders	32	12%	226	79%	91%	4	1%	22	8%	85	n/a
Out of School	9	19%	37	76%	95%	2	3%	1	2%	21	n/a
Holiday Play schemes	1	7%	11	79%	85%	0	0%	2	14%	5	n/a

3.8 Ofsted's data as at 31.8.20 show that the proportion of Croydon childcare providers on the Early Years Register judged to be good or outstanding was 95%. This is in line with the London average of 95% and slightly below the national average of 96%.

3.9 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 has supported settings to remain open during lockdown and to open more widely from June 2020. The Collaboration is offering a full range of training via Zoom to ensure continuing high quality provision for the youngest children.

3.10 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

3.11 Every Croydon school has a Link Adviser, including academies and free schools, who provide challenge and support to its leaders. A graduated model is used so that schools with inspection outcomes of less than good, with lower pupil outcomes or which are vulnerable in another way, for instance with new leadership, receive more Link Adviser time in order to close the gap between the highest and lowest performing schools. For all schools, discussion focuses on vulnerable groups' achievement and strategies for improvement, including boys' achievement where this is an issue for the school. Link adviser visits include a focus on challenging schools about in-year progress and tracking of pupils to ensure that they have improved outcomes by the end of the year.

3.12 School Progress Review meetings take place termly with the Local Authority to review several schools' performance against their particular priorities. These schools are

among those judged by Ofsted to be less than good, and the meetings provide the challenge to ensure that schools are on track to receive a good judgement at their next inspection.

- 3.13 Link Advisers broker bespoke support from other members of the School Effectiveness team, where necessary, to ensure improvement against school priorities. This includes support for subject leaders to be able to accelerate improvements in reading, writing, mathematics and Early Years provision, support for SEN and Inclusion leads, safeguarding audits, training for Governing boards to improve aspects of their practice and work to ensure accurate assessments of standards in the core subjects.
- 3.14 Prior to partial school closure, a robust programme to recruit moderators for all primary key stages was in place along with a comprehensive CPD programme to support teachers' understanding of national standards, including extremely well-attended moderation clusters for writing (Key Stage 1 and 2) and reading and maths (Key Stage 1) run in localities throughout the borough and facilitated by lead moderators and the moderation manager in order to ensure consistency of teacher assessment judgements. Termly assessment leader briefings prepare primary school leaders for changes in assessment and accountability and, in addition in the Summer Term, provided support for assessment issues relating to the full return to school in September.
- 3.15 The LA mathematics adviser works closely with a local maths hubs in the targeting of schools for and the delivery of mathematics mastery readiness programmes and SEND maths development groups.
- 3.16 The Local Authority is working with an English hub, set up by the DfE to provide support for schools with phonics and early reading provision through audits, funded training and provision of resources. Support is targeted to those schools where the results of the phonics screening are lower than national averages. Within the group of schools eligible for this support, the English Adviser ensures a focus on schools where FSM achievement is particularly low.
- 3.17 Teachers who are new to teaching in year groups involved in statutory assessment (Reception, Year 2 and Year 6) are provided with training opportunities to support their understanding of national standards and the requirements for the administration of the national curriculum tests and for teacher assessment. Training is also provided for teachers administering the phonics screening check. These training events are well-attended and evaluated positively by schools.
- 3.18 We continually revise the LA School Effectiveness Plan 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.
- 3.19 In line with the new Ofsted Framework the school effectiveness team has provided training for subject leaders of science and foundation subjects such as art and MFL led by high quality external trainers this year, often from the subject associations, to support schools to have a broad, balanced and well sequenced curriculum that meets

the needs of all pupils in the school. Link adviser visits and Ofsted preparation training have also had a focus on this.

- 3.20 School effectiveness advisers have been involved in the school initiated project on Curriculum and Change as a response to the Black Lives Matter agenda, acting as critical friend to the group, writing resources and brokering training from Hackney LA on cultural competence.
- 3.21 The school effectiveness team works closely with schools to challenge any underachievement and support improvement, including through partnerships with other good or outstanding schools where appropriate. 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. In brokering mentors for new headteachers from good and outstanding Croydon schools, we build leadership capacity for the future.
- 3.22 In response to the pandemic, a significant amount of work has been undertaken with schools to support pupil transition, particularly for those pupils beginning primary school, as well as transition from primary to secondary school. Transition booklets, developed in partnership with schools, were made available to all settings and, despite the challenges of remote working, usual transition meetings for SEND pupils transferring to secondary school took place.
- 3.23 The Learning and Inclusion Board, the membership of which includes the Lead Cabinet Member and the Executive Director of Children, Families & Education Department, 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 to be less than good.

3.24 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.

- 3.25 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.

- 3.26 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 meetings are supported by our Secondary Effectiveness Partners and Head of Standards, Safeguarding and Inclusion
- 3.27 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.
- 3.28 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.
- 3.29 In our challenge discussions with schools, we ensure that schools continue to focus on underachieving groups. In the light of the pandemic, we have emphasised the importance of closing emerging gaps for vulnerable pupils as a result of partial school closures.
- 3.30 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

- 3.31 KS5 challenge and support functions for all school sixth forms has now been aligned to support covering KS3 & KS4 with link advisers covering all school improvement across key stage 3 to key stage 5 inclusive. Experienced school improvement specialists have been 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.
- 3.32 Additional LA support is targeted at those schools who are deemed to require greater levels of need, based upon detailed analysis of data and performance. This includes support with robust action planning and monitoring.
- 3.33 Croydon Council brokers 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, as well as supporting pupil tracking and monitoring.

- 3.34 Agreement that centres with particularly poor A level performance and low demand, cease offering an A level curriculum and/or focus on areas of strength. One school sixth form ceased delivery in summer 2019 and another in summer 2020. There is currently ample capacity in the system to accommodate these reductions in provision.
- 3.35 Support to improve the local careers advice and guidance offer, via
- Facilitation of a termly careers leads network, regular updates and availability of careers events and EET opportunities shared with staff and students.
 - Formation of Croydon Careers Partnership group to strategically streamline a cohesive careers education offer for schools & colleges. Group members consist of Croydon Council NEET and also the Economic Growth (Employment & Skills) teams, the Careers Cluster lead from the Education Development Trust and the borough lead from the London Enterprise Adviser Network.
- 3.36 Creation (both hardcopy and digital) of the Post 16 prospectus; distributed to schools and colleges in the borough and available online. This year's edition updated to incorporate a SEND section, which is also available online as a stand-alone copy on the Young Croydon and Local offer websites.
- 3.37 Widening participation programme developed with Churchill College, Cambridge University began roll-out with Croydon schools in January 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. The pandemic resulting on a hold being placed on the programme.
- 3.38 Three new NEET caseworkers employed from Sept-19 to provide focussed advice and support to help young people aged 16-18 into education and training. Face to face support has been replaced with virtual support since the commencement of the pandemic.
- 3.39 NEET prevention programme delivered in high NEET generating schools. Programme rolled out in two schools during 2019/2020. Delivery in further 2 schools postponed due to COVID lockdown. As an alternative, schools have been offered virtual support. Learners were also tracked by the NEET caseworkers during the summer holiday to ensure post 16 plans were actioned and confirmed.
- 3.40 1 new CLA NEET officer employed from May 2020 as a dedicated resource for the Leaving Care Service due to high NEET rates amongst the care leaving cohort. This officer shares EET opportunities with social workers and personal advisers, supports with solving EET queries for cases and brokers contact between providers, professionals and young people.
- 3.41 Developed more structured and robust cross council team collaboration to identify and allocate appropriate resource to support NEET young people. This activity includes, but is not restricted to, regular exchange of data, bi-weekly meetings to

determine activity, social media presence, organising and delivering events. Teams which are actively involved are NEET, Virtual School, YOS, SEND, Croydon Works, Youth Service and Economic Growth.

- 3.42 Creation of explicit referral mechanisms: completed referral form via a dedicated inbox and creation of a NEET Panel whereby NEET cases are presented from varying teams and allocated to the most appropriate teams. Plan to amalgamate this panel with the Economic Growth's Training Provider network (to broker direct contact between provider and cases) delayed due to COVID lockdown restrictions / business continuity priorities but will be actioned at the earliest opportunity..
- 3.43 Our virtual offer to schools / colleges has been enhanced during COVID particularly for Yr. 11 – 13 leavers; 1:1 and group contact offered. FAQ brochure developed and shared. Amended provider offer shared with schools, parents / carers and young people. A week of virtual activities arranged for NEET young people during exam results period (culminating in a live event in Croydon Town Centre on GCSE results day). Focus included next steps IAG, opportunity offers from Apprenticeship employers and self-promotion hosted by LinkedIn.

4 Outcomes for Children Looked After

- 4.1 2019-20 is an unprecedented year for national data and standardised results. There will be no formal, external published data or league tables of comparison for any key stage this year due to the impact of school closures under covid-19.
- 4.2 No examinations took place for any pupils. Formal grades were not submitted to examination boards by schools for EYFS, Year 1 pupils or KS1 pupils.

Virtual School Cohort: School Ofsted Ratings

- 4.3 At the end of 2019/20, 90% of statutory school age CLA attended schools rated by Ofsted as 'Outstanding' or 'Good'. Compared to 80.1% the previous year.
- 4.4 The Ofsted rating of a school where the child moves in-year remains a priority for Croydon and there is now a dedicated section in the e-PEP to monitor school moves more closely.

School Ofsted Ratings

	Number
In schools with Ofsted Good or better rating	290
In schools with Ofsted RI rating	25
In schools with Ofsted Inadequate rating	4
In schools where no Ofsted rating was recorded	29 (not yet rated)
Statutory school age not in education	14

- 4.5 Where possible, children are placed in schools rated 'good' or better. However, if a child comes into care while in a school rated less than good, or if a schools' rating is

altered following OFSTED, it may be inappropriate to move their school place simply on the basis of the Ofsted rating of their current school. In these instances, a full risk assessment would be conducted by the VS senior team in collaboration with the school Headteacher and Designated CLA teacher.

Attendance data for children and young people looked after in 2019-20

- 4.6 At the time of writing, attendance for 2019/20 cannot be compared to any attendance data for previous years due to COVID-19 and non-compulsory attendance at school. It has not yet been agreed how school attendance will be monitored and compared nationally, as schools have a range of flexible options that are bespoke and based on their context.
- 4.7 At Croydon Virtual School we continue to receive school data via our online collection system, ASSET. This takes data directly from the schools registration system. We currently collect 96.4% data in this way. The rest is ascertained manually through PEPs and calls to schools.
- 4.8 During the ‘lockdown’ period of school closures (28 March- July 03 2020) we monitored individual pupil attendance through calls to carers. Our message to carers and establishments, as VS, was that if children and young people were safer at home during this time then they should stay at home. Where individual children needed schooling we advocated for them as key vulnerable children to attend. We called carers weekly to ensure any changing needs were considered. Our attendance figures at their greatest were as follows:

	Rating	Attending School During Covid 19 Lockdown?
Pre School	Nursery	8
Primary School	Year R	8
	KS 1	14
	KS 2	22
	Primary	44
Secondary School	KS 3	14
	KS4	17
	Secondary	31
Post 16		10
		93

Exclusions for CLA

4.9 Permanent exclusions

- There were 2 permanent exclusions of (Secondary) Croydon CLA during the 2019/20 academic year, which is an increase on the previous year’s figure of 0. There were no permanent exclusions of primary age pupils. Each of these cases were an extreme incidence of behaviour that was unable to be mitigated despite intense collaboration and involvement of the VS with the school.
- Additional permanent exclusions were issued by schools to Croydon CLA during

2019/20 (one primary age & 2 secondary age), which were subsequently rescinded/revoked following the intervention of the Virtual School.

- A further 3 Croydon CLA were at risk of permanent exclusion, but these never proceeded to permanent exclusion following the intervention of the Virtual School and securing of EHCPs to allow for movement to appropriate specialist settings. (Identifiable pupil data cannot be included here for safeguarding reasons.)

4.10 Fixed term exclusions

School location	2018/19		2019/20	
	No. of Croydon CLA receiving 1 or more FPEX	No. of FPEX issued to Croydon CLA	No. of Croydon CLA receiving 1 or more FPEX	No. of FPEX issued to Croydon CLA
Croydon school	35	59	34	65
Out of LA school	24	48	26	41
TOTAL	59	107	60	106

- A total of 60 Croydon CLA received a total of 106 fixed term exclusions during the 2019/20 academic year. This represents 12.1 % of Croydon's statutory school age CLA cohort of 493 .This is broadly in line with last year (18/19) when a total of pupils with fixed term exclusions, which represented 11.8% of an eligible cohort of 501.
- Broken down by those Croydon CLA in 2019/20 who are educated in Croydon and those who are educated in other local authority areas the figures are as follows:

No. of fixed term exclusions issued to CLA in Croydon 19-20

- The Virtual school focus between January and July 2019/20 was on avoiding permanent exclusions and in training staff in 'highest exclusion risk' establishments to work in ways that will have longer term effects on reducing the need for permanent exclusion.
- A full day's training was delivered to over 100 Saffron Valley staff; this centred around working effectively with young people who have experienced significant trauma. The impact of this may be evident in their not having excluded any CLA child this year. The training was followed up with some onsite work at KS4 North; however it needs more time and investment over a longer period to truly be deemed effective.

Key Challenges 2019/20

- 4.11 **Persistent absence rates remain a focus for 20-21.** School Development Plan that continues to be a priority for the Virtual School.

4.12 **Funding and finance- accuracy of monitoring of PPG Spend**

4.13 Croydon Children Looked After **who do not have a full time school offer**. An ongoing focus area will be working closely with admissions and schools to reduce the wait time for children and Young People without a school place, accessing a part-time timetable or being educated offsite.

4.14 **Children not in education and post 16 NEETs**: weekly tracking of our children and young people out of education, employment or training has helped us to identify children and young people not accessing education in much more time focused way. This is working well across statutory school age (only 16 YP were MIE at the end of the academic year 2020 and 10 of these were newly arrived)

4.15 At Post 16, however, the challenge remains more significant as we still lack funds to effect staffing change. We have though grown our capacity from 1- 3 through CMF Grant finds and are ensuring that our strategic plan for collaboration with other key services in the council mean we have this in sharp focus and can work systematically on these cases.

4.16 COVID-19 continuing to provide responsive online support as needed to schools, social workers, carers and CLA as the circumstances continually change.

5. **Attendance**

5.1 Full academic year attendance data for 2019/20 will be published in March/April 2021.

5.2 Attendance information is included as part of the Education Data Dashboard.

5.3 **Persistent absence**

- In the academic year 19/20 the data set was significantly reduced due to the first lockdown that took place from March 23rd 2020. While there was no formal submission, the Education Directorate kept fully in touch with the schools and academies on this.
- Attendance data was shared with the DfE in relation to the period from March 2020 to July 2020

What are we doing to improve overall and persistent absence?

- There is a strong correlation between good school attendance and achieving positive outcomes for young people. It is recognised that attending school regularly is also a protective factor for children and young people.
- Croydon Council's Learning Access has a small team of school facing attendance improvement practitioners, who work directly with schools and parents to improve attendance in addition to our attendance enforcement work.

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

6. Exclusions

6.1 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.

6.2 The national context

- The Department for Education publishes the national comparative rates for exclusions from academies and from local authority maintained schools. This data is published annually in the summer following each academic year once it has been validated. The most recent national data release was for the 2017/18 academic year, which was published in August 2019. Validated data for the 2018/19 academic year will be published in due course.
- The data captures three measures, which are broken down by primary and secondary schools. These are:
 - The number of permanent exclusions and this as a percentage of total pupil numbers;
 - The number of fixed period of exclusions and this as a percentage of total pupil numbers; and
 - The number of pupils with one or more fixed period exclusions and this as a percentage of total pupil numbers.
- The percentage of total pupil numbers is particularly key. This is because with the rising school age population the headline numbers of exclusions may rise but it may not actually rise as a proportion of the total number of pupils in the cohort.

6.3 Primary Inclusion Forum and Fair Access Panel

- The Primary inclusion Forum is used as a staged approach process and a collaborative meeting where all primary schools can refer cases for discussion. We aim to have a maximum of 6 cases per forum. Feedback from schools who have attended with complex cases continues to be positive. Due to the forum being multi agency a number of positive strategies have been offered and

ensured we had less pupil movement.

- During the academic year 2019/2020 33 cases were discussed between October – March inclusive. No further meetings were held in that academic year due to COVID 19 lockdown.
- This academic year we have had 8 cases in the autumn term.

6.4 Secondary Fair Access

- The Fair Access Panel formalised much of the managed moves that had previously occurred between secondary schools. The panel acts in part as a managed move brokerage for Croydon schools and provides a greater level of scrutiny, transparency and accountability than the previous system where managed moves were individually negotiated at school level. All referrals to the panel must have the consent of the pupil's parent/carer before they can be considered.
- The panel can offer pupils who have been referred either a place at another mainstream secondary school or a place either at Saffron Valley Collegiate, our secondary PRU or in another alternative provider. Parents can decline the offer from the fair access panel if they wish. In those circumstances it would be for the head teacher of the school to decide whether or not they then wish to proceed with the formal permanent exclusion process.
- The panel also considers hard to place pupils from admissions. These could be pupils who are new to Croydon who are in need of a school place but whose personal histories make securing a school place more challenging or they could be pupils considered ready for reintegration to a mainstream school from Saffron Valley Collegiate.
- 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.
- 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

Secondary 2019/20 -	Alternative to Permanent Exclusion	57
	Cases	45
	Prevention	68
	Breakdown Total	24

- Numbers were reduced as Secondary FAP was cancelled from March –June 2020 due to COVID 19.
- This current year we have all schools supporting pupils more in school and were clear that limited movement should take place due the young people going through a extremely turbulent time. Many suffering from trurma and loss of family members during the period of lock down. Current numbers for the autumn term are reduced.

Secondary 2020/21 -	Alternative to Permanent Exclusion	13
	Cases	24
	Prevention	20

- All our secondary schools have worked hard to maintain placements and ensured that we do not manage move pupils without a just reason. They have worked well with the local authority requesting support at the earliest opportunity.
- Secondary FAP is now held via TEAMS and this has been very successful. Schools now present via a powerpoint summary of the agenda is also sent out in advance.

6.5 What are we doing to reduce exclusions?

- A number of steps are being taken to work with schools to reduce their need to exclude pupils. These include:
 - Renewed focus on disproportionality of exclusions in different groups of pupils this was a major piece of work that began in February 2020. Schools and academies are supported with Inclusion in the following ways:
 - Officer & adviser visits (Inclusion Adviser, School Effectiveness Partners, Fair Access Manager, Exclusions Officer, Interim Head of Standards, Safeguarding and Inclusion, Pupil Wellbeing Adviser) this totals to 9.8 FTE officers and advisers to support 123 schools.
 - Safeguarding visit follow up where exclusions are a standing item to be recorded.
 - One voice approach to walk alongside schools
 - Support with pupils who are at risk of exclusion through Attendance Officers and School Effectiveness Partners
 - A collaborative approach at Fair Access Panel where schools and academies must be able to be collegiate in accepting referrals as well as

offering them.

- Safeguarding visits take particular note of exclusion rates in schools and there is a discussion about how the safeguarding of these pupils is ensured. This is then recorded in the note of visit which is copied to the headteacher and governing body.
- Concerns raised by officers and advisers can be referred to the Safeguarding team for further study, if appropriate.
- School to school behaviour support is also brokered by the Directorate where schools face similar challenges.
- Curriculum and timetabling support has also been provided to schools through supporting identification of behavioural hotspots (eg times of the week or particular subject areas) or on curricular timetabling for vulnerable groups.
- Links with businesses and technical institutions are being piloted by a small number of schools in Croydon to ensure that destinations points (other than Universities) are highlighted with pupils and parents. All schools meet the Independent Careers Education Advice and Guidance requirements.
- Work has been undertaken by the Fair Access Panel Manager to ensure that ethnicity is recorded on all cases being brought to FAP prior to discussion. Resource input is required for retrospective analyses of this data.
- At primary level to promote collaborative working through the Primary Inclusion Forum and offer respite AP placements through the Primary Fair Access Panel
- At secondary level continue to utilise the the Secondary Fair Access Panel as a forum to broker managed moves to other schools and offer AP placements for pupils at risks of permanent exclusion; whilst also providing greater challenge to schools around the referrals they seek to make to the panel.
- Exclusions prevention officer to provide support for individual cases where appropriate before the permanenet exclusuion is given
- Promote the use of devolved cluster funding to support pupils with additional needs who are at risk of exclusion.
- Pro-actively indentify from fixed term exclusion data pupils who are becoming at risk of exclusion and seek to work with schools regarding those pupils.
- Work with schools where they identify a pupil at risk of exclusion and seek to find alternative solutions that prevent the need to exclude.
- Provide challenge and support to targetted high excluding schools to seek to reduce those school's use of exclusions

6.6 Use of Internal Withdrawal Systems in Schools

- Croydon Schools and Academies have a variety of ways of reducing exclusions. These include systems of withdrawal from lessons. In some schools these are tiered, in that subject areas operate their own withdrawal systems where pupils can work in other classes, and then an escalation to a whole school withdrawal area. In other schools and academies there is a universal, centralised approach, where one specific area is identified and pupils are removed to that area.

- The Local Authority does not hold data on referrals to these systems within the schools.
- An examination of the different groups of pupils being referred to these areas prior to any formalised exclusion would be of use.
- A short study into how governors are informed of these referrals, frequency and outcomes would be of use. This will be investigated by the Safeguarding and Inclusion Team.

7. OFSTED INSPECTION OUTCOMES

- 7.1 A new Ofsted inspection framework came into effect in September 2019. The main changes were to strengthen the focus on the wider curriculum with “deep dives” into foundation subjects, and to mark out the outstanding judgement as “exceptional.” All routine inspections and the publication of inspection reports were suspended in March 2020 due to COVID-19.
- 7.2 15 inspections took place in Croydon schools in 2019-20 and three monitoring visits.

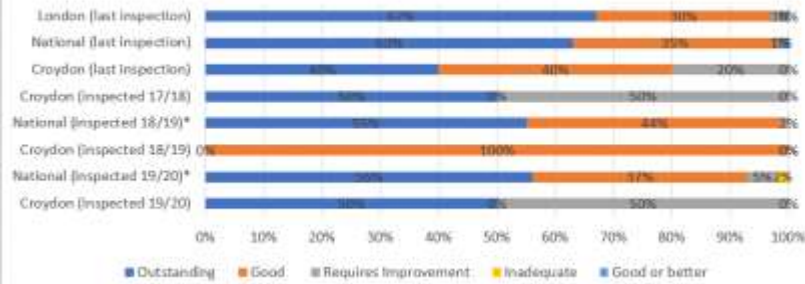
Ofsted judgement	Primary	Secondary	Total
Outstanding	0	0	0
Good	8 ¹	1	9
Requires Improvement	2	1	3
Inadequate	3	0	3

This year nationally 78% of schools have been judged good or outstanding for overall effectiveness, a decrease from 80% last year. The percentage judged outstanding has decreased by 3 percentage points compared with last year, while the percentage judged good remains the same.

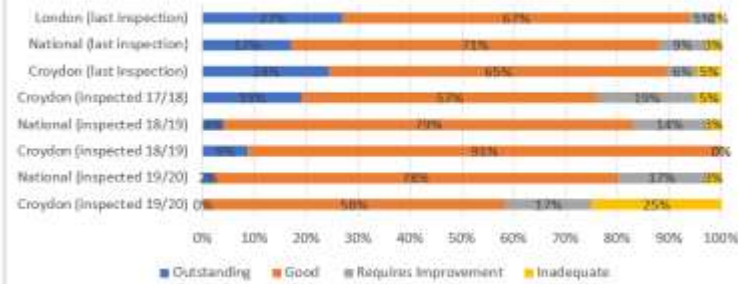
Currently, 90% of all Croydon’s schools that have been inspected were judged by OFSTED to be good or better. The current national average is 86%. This is broken down into phases below.

¹ including one which indicated that the outcome might improve in a section 5 inspection

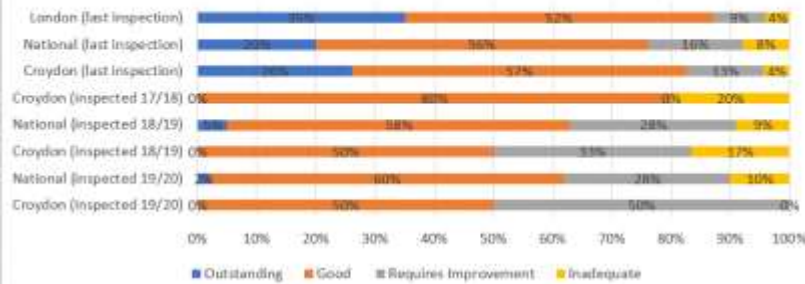
Nursery Ofsted inspections 31.07.20



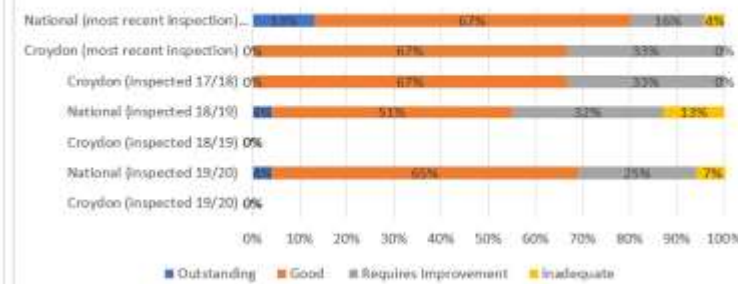
Primary Ofsted inspections 31.07.20



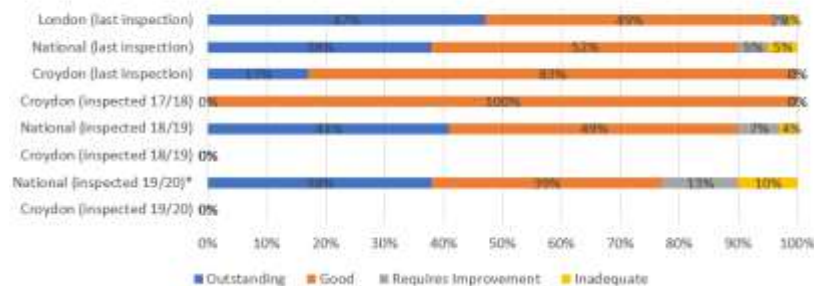
Secondary Ofsted Inspections 31.07.20



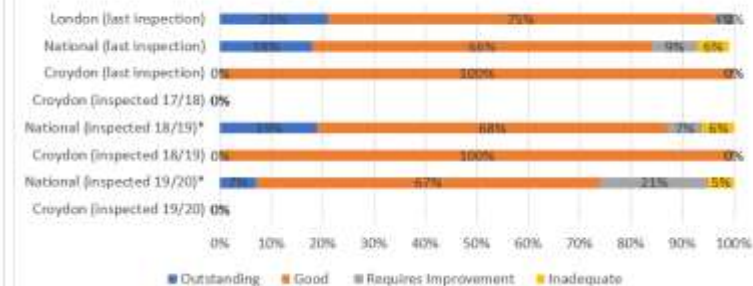
College Ofsted Inspections 30.06.20



Special School Ofsted Inspections 31.07.20



PRU Ofsted Inspections 31.07.20



7.3 Actions being taken to improve Ofsted judgements:

- Training for school leaders and governors has been provided in relation to the Ofsted framework and is refreshed at frequent intervals. Ofsted trained staff deliver this training. Although this is available for all schools, we target schools that are due for an inspection to be part of this training. Bespoke training is also available where necessary for individual governing boards, leadership teams and MATs. Coaching for middle leaders also takes place as subject leads are a key part of the inspection process in the new framework with its focus on the wider curriculum. English leads have been prepared for the “deep dive” into reading which is now part of every primary inspection.
- All aspects of school improvement work (as detailed in section 3.12 to 3.26) support schools to be prepared for any upcoming inspection. This support is across a range of areas, will be tailored to each school’s priorities and 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 advisers in whole school training in particular aspects of subjects.
- In accordance with the graduated school improvement offer, additional support is provided to schools with an Ofsted judgement that is less than good and to good or better schools with emerging vulnerabilities. Support given is bespoke to school needs and may include additional Link Adviser time to strengthen leadership e.g. support for development planning and subsequent actions including monitoring and evaluation of impact. It may involve work with particular layers of leadership, including governance, as school needs dictate.
- Additional work with schools may include support from the other members of the school effectiveness team e.g. the inclusion and learning access advisers, subject advisers and the assessment adviser.
- The school effectiveness team has provided a universal offer of training based on identified areas of priority such as vocabulary development, reading fluency and comprehension skills for KS2 readers and curriculum subject leadership. Participation is monitored and vulnerable schools are targeted in order to ensure their attendance and the impact on pupil outcomes is followed up by the link adviser. Additionally, specific training has been held for Year 6 teachers in order to accelerate pupil progress in reading and writing in preparation for national curriculum assessments.

7.4 Challenge to underperforming schools

- Where schools are underperforming, a range of actions are taken to challenge them to improve. In the first instance challenge is provided by the school’s Link Adviser and followed up by the Head of Standards where necessary and appropriate. This will often have a positive impact on schools and support them with taking appropriate actions to improve outcomes.
- Where further intervention is judged to be necessary, for example where the school

is not improving rapidly enough or when it is vulnerable in terms of an adverse OFSTED inspection, the school is subject to detailed termly school progress review meetings (SPRMs). In the most serious situations the LA uses its statutory powers of intervention to do one or all of the following:

- Apply to the Secretary of State for the governing body to be replaced with an Interim Executive Board (IEB)
 - Withdrawal of delegated budget
 - Appointment of additional governors
 - Issue a Warning Notice
- We also issue non-statutory letters of concern which result in formal meetings with the head teacher and chair of governors. Where appropriate we support and challenge the governing body to follow necessary performance management / capability processes.
 - In addition, schools are encouraged to collaborate with good and outstanding schools, through either informal or formal arrangements.
 - Where we are concerned about the performance of academies we have formal conversations with the regional schools commissioner.

8. PRE-DECISION SCRUTINY

8.1 This report went to Children and young People's scrutiny 19 January 2021.

9. FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

9.1 There are no financial implications to this report

Approved by: Lisa Taylor – Director of Finance, Investment and Risk and Section 151 Officer

10. LEGAL CONSIDERATIONS

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

Approved by: Doutimi Aseh, Head of Social Care & Education Law for and on behalf of the Borough Solicitor and Monitoring Officer.

11. HUMAN RESOURCES IMPACT

There are no direct HR implications arising from this report.

Approved by: Nadine Maloney, Head of HR CFE on behalf of Sue Moorman, Director of HR

12. EQUALITIES IMPACT

- 12.1 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
- 12.2 A graduated model is used so that schools with inspection outcomes of less than good, with lower pupil outcomes or which are vulnerable in another way, for instance with new leadership, receive more Link Adviser time in order to close the gap between the highest and lowest performing schools. For all schools, discussion focuses on vulnerable groups' achievement and strategies for improvement, including boys' achievement where this is an issue for the school.
- 12.3 The Local Authority is working with an English hub, set up by the DfE to provide support for schools with phonics and early reading provision through audits, funded training and provision of resources. Support is targeted to those schools where the results of the phonics screening are lower than national averages. Within the group of schools eligible for this support, the English Adviser ensures a focus on schools where FSM achievement is particularly low.
- 12.4 School effectiveness advisers have been involved in the school initiated project on Curriculum and Change as a response to the Black Lives Matter agenda, acting as critical friend to the group, writing resources and brokering training from Hackney LA on cultural competence.
- 12.5 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.
- 12.6 In our challenge discussions with schools, we ensure that schools continue to focus on underachieving groups. In the light of the pandemic, we have emphasised the importance of closing emerging gaps for vulnerable pupils as a result of partial school closures.
- 12.7 Croydon Children Looked After who do not have a full time school offer. An ongoing focus area will be working closely with admissions and schools to reduce the wait time for children and Young People without a school place, accessing a part-time timetable or being educated offsite.
- 12.8 Children not in education and post 16 NEETs: weekly tracking of our children and young people out of education, employment or training has helped us to identify

children and young people not accessing education in much more time focused way. This is working well across statutory school age (only 16 YP were MIE at the end of the academic year 2020 and 10 of these were newly arrived)

- 12.9 A number of steps are being taken to work with schools to reduce their need to exclude pupils. These can be found in section 6.5

Approved by: Yvonne Okiyo, Equalities Manager

13. ENVIRONMENTAL IMPACT

- 13.1 N/A

14. CRIME AND DISORDER REDUCTION IMPACT

- 14.1 N/A

15. OPTIONS CONSIDERED AND REJECTED

- 15.1 N/A

16. DATA PROTECTION IMPLICATIONS

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

NO

16.2 HAS A DATA PROTECTION IMPACT ASSESSMENT (DPIA) BEEN COMPLETED

NO

This report does not include any personal data.

Approved by: Shelley Davies, Interim Director of Education

CONTACT OFFICER: Shelley Davies, Director of Education and Youth Engagement. (Interim)

BACKGROUND DOCUMENTS: None