

# Overview of performance across Education KPIs

## GOING WELL OR BETTER

- In 2019/20 and 2018/19, the percentage of 19 year olds qualified to level 3 increased by 2.1% points to 63.3%. This is higher than both England (60.2%) and our statistical neighbors' average (63.0%).
- In 2019/20 the rate of permanent exclusions\* was 0.05 (the equivalent of 5 in every 10,000 pupils), which is slightly lower than England (0.06) and ranks in the top performing third of LAs.

\* While permanent exclusions and suspensions were still possible throughout the academic year, school closures have had a substantial effect on the number of permanent exclusions and suspension and therefore caution should be taken when comparing figures across years.

## ONES TO WATCH

- There have been 5 permanent exclusions already in 2021/22- just in September 2021 (However the lowest annual number of p. exclusions (21) was reported in 20/21 – with 6 rescinds arranged over the period due to LA intervention.
- In September 2021/22, 618 pupils were home educated, an increase of 27 compared to the Summer term.
- The percentage of pupils in all schools with an EHCP continues to rise, up 0.2% points to 3.9% in 2021 and is above England (3.7%). In contrast, the percentage of pupils in all schools with SEN Support has decreased by 0.4% points to 11.9% in 2021 and is now below the England average (12.2%).

## THINGS TO DO BETTER

- The rate of pupils with more than one suspension\* (previously known as 'fixed period exclusions') was 2.27 in 2019/20 which is above both England (1.87) and our statistical neighbours (1.73). This ranks Croydon in the bottom 25% of LAs.
- In 2019/20, the Average Attainment 8 score per pupil\*\* in Croydon was 48.9, which is lower than both England (50.2) and our statistical neighbours (50.8).
- In 2019/20, 48.9% of pupils achieved grades 9-5 in English and Maths\*\* in Croydon, which is lower than both England (49.9%) and our statistical neighbours (51.0%).

\*\* Due to the COVID-19 pandemic, the summer exam series was cancelled in 2020. Grades awarded were based on either a centre assessment grade or their calculated grade using a model developed by Ofqual - whichever was the higher of the two. As a result the 2019/20 data should not be directly compared to attainment data from previous years for the purposes of measuring changes in student performance.