

# **Merton Council Council**

**3 April 2019**

## **Supplementary agenda**

7b Strategic theme: Main report – Supporting documentation

1 - 104

The attached School Standards Report 2017-18 has been published in electronic format as supporting documentation to Item 7b, but does not form part of the Council agenda. Hard copies will only be available on request.

This page is intentionally left blank

# CELEBRATING SUCCESS

*ACHIEVEMENT IN  
MERTON SCHOOLS  
2017 -2018*

# CONTENTS

---

1. Executive Summary	2
Summary of Performance Information for all Key Stages	5
Summary of Priorities for 2018/19	7
2. Context for schools 2017/18	9
Local Authority Statutory Functions	9
The National Context for Schools 2017/18	10
The Principles of School Improvement in Merton	14
School Improvement in Merton in Practice	15
3. Ofsted Outcomes and School Improvement	19
2017/18 School Improvement priorities, impact, and key actions taken	21
School Improvement Priorities for 2018/19	24
4. Achievement of Merton Pupils	25
Early Years Foundation Stage Profile (EYFSP)	25
2017/18 Early Years priorities, impact, and key actions taken	28
Early Years Priorities for 2018/19	30
Year 1 Phonics Screening Check: performance information and analysis	31
Key Stage 1: performance information and analysis	34
Key Stage 2: performance information and analysis	38
2017/18 Primary phase priorities, impact and key actions taken	45
Primary Phase Priorities for 2018/19	48
Key Stage 4: performance information and analysis	49
16 -18: performance information and analysis	53
Not in Education, Employment and Training (NEET)	55
Raising the Participation Age (RPA)	56
Apprenticeship Participation	57
September Guarantee	57
2017/18 Secondary phase priorities, impact and key actions taken	58
Secondary Phase Priorities for 2018/19	60
5. Inclusion	61
Attendance data and analysis	61
2017/18 Attendance priorities, impact and key actions taken	62
Attendance Priorities for 2018/2019	64
Exclusions data and analysis	65
2017/18 Exclusion and behaviour priorities, impact and key actions taken	69
Exclusion and Behaviour Priorities for 2018/19	70
Elective Home Education (EHE)	71
Children Missing Education (CME)	74
4. Appendices	76
Appendix A: Ofsted outcomes by school as of December 2018	76
Appendix B: Performance Tables: KS2	77
Appendix C: Performance Tables: KS4	81
Appendix D: Performance Tables: KS5	82
Appendix E: Contextual Groups Tables	83
Appendix F: Achievement of Pupils in the Virtual School	87
Appendix G: Glossary of Acronyms	103

# 1. Executive Summary

---

1. This report provides information about the education standards, and achievement of children and young people in Merton over the academic year 2017 - 2018. It clarifies the national and local context for schools in Merton and identifies how the Local Authority (LA) has worked with schools to secure and maintain improvement.
2. The proportion of schools judged to be good or better in Merton rose from 88% to 93% over the course of the academic year. This proportion is above the London and national averages. All of the Council's secondary schools continued to be judged to be good, with the proportion judged as outstanding rising to 63% (well above national and local averages). Three of the Borough's 44 primary schools were not yet judged to be good or better as of August 2018. This means that 93% of primary schools were judged to be good or better at that point, which is above the national average of 87% for this educational phase. All of the schools not yet judged to be good are receiving intensive support and challenge from Merton officers.
3. With regard to pupil outcomes, national rankings continue to be very strong in the progress measures at KS2 and for GCSE. Merton's performance has improved in comparison with the previous year in most indicators. In the three indicators where there have been drops in comparison with the previous year, these have been very small. The quartile performance in relation to the Borough's statistical neighbours and to other Outer London boroughs identifies that although there have been some improvements, there have also been some relative drops in performance in comparison, identifying where further improvements could still be secured.
4. In the EYFS, Merton pupils maintained their strong performance. At 73.5%, the proportion of children achieving the GLD remains in line with the London and outer London averages and above the national average. Performance in all areas of learning is above the national averages for the 'Exceeding' standard (and in some areas, well above), whilst performance at the expected standard is in line with national averages.
5. 85% of pupils reached the expected standard for phonics decoding in Merton in Year 1, an improvement since 2016 of five percentage points. This maintains the LA's strong performance, which is above the national average, and in line with the London and Outer London averages.
6. Outcomes at Key Stage 1 have remained in line with or improved on performance last year (with the exception of Greater Depth in reading where there was a drop of one percentage point). In reading and maths, performance is in line with the more challenging Outer London average; in writing, there have been further improvements, and performance is above the national average. Further focus is now required to ensure the performance of Merton's pupils matches that of their Outer London peers.
7. At Key Stage 2, the progress scores in reading, writing and mathematics, replicating the strong performance with regards to attainment, are above the national and London averages, and rank Merton 8th, 23rd and 6th in the country respectively. The improvement in ranking for the writing progress score is particularly pleasing following focused action by the LA and schools. However, performance in this subject is still not as strong as in reading and maths, and so focused attention will continue to be given to it so that it is closer to the London average. No Merton school is below the Floor Standard this year. No Merton primary school is deemed to be below the 'coasting' standard.

8. Performance in Merton secondary schools at KS4 remains very strong. At 0.44 the Progress 8 score in Merton is well above national and London averages, and ranks the Borough 9th in the country. In the Attainment 8 indicator, Merton's average (49.6) is above the national and the London averages. The proportion of pupils achieving grades 9-4 in the EBacc subjects, including English and maths rose by three percentage points this year to 34% which is above local and national averages. No Merton school was below the Floor Standard this year. No secondary school is deemed to be below the 'coasting' standard.
9. When considering post 16 outcomes for all Level 3 qualifications together, students in Merton perform above the national and the London averages, and the national rank in this indicator has improved from 50<sup>th</sup> to 29<sup>th</sup>. When looking separately at the A level, Academic and Applied General groups within the Level 3 cohort, performance is also above national and local averages. This is an improvement on performance last year. The very small group of Tech level students perform above the London averages, but just below the national average. In particular it should be noted that the average grade for Applied General students is a 'Distinction –' which is above the London and national averages of 'Merit +'. Of greater and continuing concern are the proportions of students achieving the higher grades at A level: Merton outcomes are below those nationally and in London. The achievement of higher attaining students therefore needs to be a continued focus for Merton schools.
10. The proportions of young people who are Not in Education, Employment and Training (NEET), or whose status is not known, have again fallen and are significantly better than national averages. Performance in all three indicators continues to place Merton in the top quintile of performance nationally. Merton NEET and not known combined score is the 10th lowest of all authorities nationally. The not known figure has continued to fall whereas it is rising nationally.
11. Attendance in Merton is above the most recent national and London comparative data for secondary and special schools, and in line with these averages for primary schools. The persistent absence figure has risen by 0.5 percentage points. However, based on 2017 performance we predict that Merton will continue to be better than national and London averages.
12. There were no permanent exclusions in primary and special schools during 2017-2018. The number of permanent exclusions in secondary schools has decreased significantly to be below the most recent national, London and outer London averages. This is against a national rising trend of permanent exclusions. The number of fixed term exclusions has fallen in primary, secondary and special schools (significantly so for secondary schools), and are below London and national averages.
13. There has been a 19% increase in children being electively home educated from the previous year. The numbers being home educated has risen steeply in comparison with the general school population increase. Between 2008 and 2016, the Merton school population grew by 16.8 %, while the numbers being electively home educated rose by 174%. We are seeing a rise in EHE in primary and secondary school and in particular in year 8, 9 and 10. Since 2014/15, there has been a significant rise in secondary numbers. There are equal numbers of boys and girls home educating. During 2017– 2018 there were an additional 52 (up from 45 in 2016-17) enquiries by parents about home education who subsequently chose not to.

14. The number of CME off roll cases has remained static as the school population has risen. The clear up rate in 2017-18 improved again to 95% within one month. However there were fewer cases closed at the end of the year. This was due to some admissions cases being opened at the last panel of the year and some SEN cases awaiting placement for the start of the autumn term in a new school. The numbers of pupils vulnerable to becoming CME has risen again for the third year. More cases were closed despite the volume being higher. 61% were actioned within 3 months which is an improvement. We have seen a rise in the number of children within the vulnerable cohort who have EHCPs from 22 in 2016-17 to 41 in 2017-18. This will be investigated but is related in part to demand exceeding provision.

# Summary of Performance Information for all Key Stages

	Compared to 2017	3 year trend	Compared to National 2018**	2018 Outer London neighbours (quartile)**	2018 Statistical neighbours (quartile)**	2017 National Standing**	2018 National Standing**
<b>EYFS</b>							
Good level of development	=	2.3↑	2↑	↓	↓	31 <sup>st</sup>	41 <sup>st</sup>

<b>KS1</b>							
Year 1 phonics	1↑	5↑	3↑	↑	↓	22 <sup>nd</sup>	26 <sup>th</sup>
Expected Standard Reading	1↑	4↑	3↑			38 <sup>th</sup>	28 <sup>th</sup>
Expected Standard Writing	2↑	7↑	1↑			53 <sup>rd</sup>	58 <sup>th</sup>
Expected Standard Mathematics	=	5↑	2↑			31 <sup>st</sup>	32 <sup>nd</sup>
Higher Standard Reading	1↓	2↑	3↑		↓	32 <sup>nd</sup>	24 <sup>th</sup>
Higher Standard Writing	=	2↑	2↑	↑		31 <sup>st</sup>	33 <sup>rd</sup>
Higher Standard Mathematics	1↑	6↑	4↑	↑		17 <sup>th</sup>	17 <sup>th</sup>

<b>KS2</b>							
Expected Standard Reading	3↑	10↑	4↑		↓	28 <sup>th</sup>	19 <sup>th</sup>
Expected Standard Writing (TA)	4↑	6↑	1↑		↑	106 <sup>th</sup>	72 <sup>nd</sup>
Expected Standard Mathematics	2↑	9↑	9↑	↑	↑	22 <sup>nd</sup>	8 <sup>th</sup>
Expected Standard Reading/Writing/Maths	3↑	12↑	5↑		↓	28 <sup>th</sup>	32 <sup>nd</sup>
High Score Reading	5↑	12↑	6↑			18 <sup>th</sup>	19 <sup>th</sup>
Greater Depth Standard Writing (TA)	4↑	6↑	2↑	↑	↑	86 <sup>th</sup>	49 <sup>th</sup>
High Score Mathematics	1↑	7↑	8↑			11 <sup>th</sup>	11 <sup>th</sup>
Higher Standard Reading/Writing/Maths	2↑	6↑	3↑	↓	↑	24 <sup>th</sup>	21 <sup>st</sup>
Progress Score Reading	0.1↓	0.1↓	1.5↑			10 <sup>th</sup>	8 <sup>th</sup>
Progress Score Writing	0.3↑	0.5↑	0.9↑	↑	↑	46 <sup>th</sup>	23 <sup>rd</sup>
Progress Score Mathematics	=	0.2↑	2.0↑			10 <sup>th</sup>	6 <sup>th</sup>

<b>KS4</b>							
Attainment 8 Score	0.4↑	*	5.2↑	↓	↓	17 <sup>th</sup>	27 <sup>th</sup>
Progress 8 Score	0.07↓	*	0.44↑	↓	↓	1 <sup>st</sup>	9 <sup>th</sup>
Grades 9-4 in English and maths	6↑	*	1↓	↓		26 <sup>th</sup>	41 <sup>st</sup>
English Baccalaureate	*	*	0.59↑			*	27 <sup>th</sup>

<b>KS5</b>							
Average points per entry	0.91↑	0.75↑	0.17↑			50 <sup>th</sup>	29 <sup>th</sup>

<b>Exclusions</b>							
Permanent Exclusions - primary	0.01↓	=	0.03↓			1 <sup>st</sup> =	26 <sup>th</sup> =
Permanent Exclusions – secondary	0.09↓	0.11↓	0.12↓			87 <sup>th</sup>	55 <sup>th</sup>
Permanent Exclusions – special	=	=	0.07↓			1 <sup>st</sup> =	1 <sup>st</sup> =
Fixed Term Exclusions - primary	0.27↓	0.11↓	0.67↓			43 <sup>rd</sup>	48 <sup>th</sup>
Fixed Term Exclusions – secondary	0.75↓	0.5↑	2.31↓			56 <sup>th</sup>	63 <sup>rd</sup>
Fixed Term Exclusions – special	8.15↓	1.82↓	2.28+↓			92 <sup>nd</sup>	112 <sup>th</sup>

<b>Attendance</b>							
Absence - primary	0.1↓	0.2↓	=			26 <sup>th</sup> =	35 <sup>th</sup> =
Absence – secondary	=	0.1↑	0.8↑			16 <sup>th</sup>	8 <sup>th</sup>
Absence – special	0.1↑	0.9↓	1.2↑			29 <sup>th</sup>	46 <sup>th</sup>
Persistent Absence - primary	1.1↑	1.2↑	3.3↑			35 <sup>th</sup>	39 <sup>th</sup> =
Persistent Absence – secondary	0.2↑	0.8↓	2.8↓			34 <sup>th</sup>	12 <sup>th</sup>
Persistent Absence – special	4.9↑	13.5↑	5↑			14 <sup>th</sup>	77 <sup>th</sup>







Arrows indicate performance relative to the previous year's performance (the 'Compared to 2017' column); in comparison with national performance (in the 'Compared to National 2017' column); or compared to previous quartile performance. Please note that in the majority of cases upward arrows are positive, but in the case of exclusions and persistent absence relative to 2017 or national data, downward arrows indicate positive performance.

\*indicates that this data is not available

\*\* 2018 national rankings and quartile performance are for 2018 for all indicators except for attendance and exclusions which are for 2017 (the most recent London and national data available). Similarly 2017 national rankings are for 2017 for all indicators except for attendance and exclusions which are for 2016.

#### Quartile Ranking

	First quartile
	Second quartile
	Third quartile
	Fourth quartile

- This data identifies how performance at all key stages and in most indicators continues to be above national averages. This now includes performance post 16, an improvement on last year.
- National rankings continue to be very strong in the progress measures at KS2 and for GCSE.
- Merton's performance has improved in comparison with the previous year in most indicators. In the four indicators where there have been drops, these have been very small.
- The quartile performance in relation to the Borough's statistical neighbours and to other Outer London boroughs identifies that although there have been some improvements, there have also been some relative drops in performance in comparison, identifying where further improvements could still be secured.

## Summary of Priorities for 2018/19

### School Improvement

- a) To continue to ensure all schools are judged to be at least good when inspected by Ofsted, through the effective use of the Merton School Improvement Strategy, including Support and Challenge groups.
- b) To ensure all schools currently judged to be outstanding achieve outstanding outcomes in their next Ofsted inspections (in light of the raised standards of the Ofsted Framework for Inspection).
- c) To support schools to prepare for the proposed new Ofsted Framework for Inspection.
- d) To continue to ensure that the local offer for leadership development enables leaders at all levels to have the skills to implement their roles successfully and to progress to the next level, thereby providing Merton schools with strong leaders for the future.
- e) To support schools to implement a range of strategies to secure senior leadership, including headship.
- f) To ensure 'Attain' (formerly known as the Merton Strategic School Effectiveness Partnership) continues to go from strength to strength, systematising school-to-school support and addressing local priorities effectively.

### Early Years

- a) To further improve the proportion of children achieving the Good Level of Development so that Merton's performance is stronger in relation to Outer London and statistical neighbours.
- b) To work with strong local providers (including the English hub) to support schools to improve early language development.
- c) To improve EYFS outcomes for SEN support so that they are in line with London average.

### Primary Phase

- a) To continue to support schools to use maths mastery strategies to develop practice and building on existing strengths, including through liaison with the South West London maths hub.
- b) To continue to improve writing so that attainment at the expected standard is more in line with Outer London and statistical neighbour averages, including through liaison with the South West London English hub.
- c) To further improve outcome in reading by ensuring that schools' approaches are finely planned to meet the needs of all pupils and provide pupils with meaningful experiences to develop reading for pleasure, including through a focus on the development of whole class guided reading.
- d) To ensure that outcomes for Pupil Premium eligible pupils continue to improve, through the provision of targeted support for schools, and central training.
- e) To continue to improve provision and outcomes of pupils in receipt of SEN support through work with school leaders (including SENCOs and subject leaders) and teachers, so that they are correctly identified (avoiding over identification of some groups of pupils), their needs are met, and outcomes improve in relation to Outer London and statistical neighbours. To develop an assessment approach for this group of pupils.
- f) To support schools to develop their wider curriculum and their offer for pupils' personal development in light of Ofsted changes so that there is a clear idea of progression in all subjects;

manageable assessment; a clear rationale for their curriculum meeting the needs of their pupils; and a strong offer of broader experiences (for example through educational visits).

## Secondary Phase

- a) To ensure all Merton secondary schools remain good or outstanding
- b) To improve outcomes for the most able pupils post 16 so that the proportions achieving the higher A level outcomes improve, and the gap between disadvantaged pupils and their peers narrow at this key stage.
- c) To narrow the gaps for key groups at KS4: disadvantaged pupils, boys, pupils in receipt of SEN support, White British and Black Caribbean pupils.

## Inclusion

- a) To support and challenge pupils and their parents who have poor attendance to maintain good attendance in line with national and outer London averages.
- b) To develop a new CME dashboard to improve team level tracking.
- c) To target special school attendance if in the three terms data this continues to be a concern.
- d) To improve persistent absence rates for pupils in special schools.
- e) In partnership with the CCG implement the Mental Health in schools pilot programme.
- f) To develop provision for Primary SEMH Pupils in borough.
- g) To review and embed the David Nicholas model for supporting primary aged pupils with SEMH.
- h) To implement a Mental Health pilot programme with the CCG.
- i) To develop capacity and approach in schools to support children from complex families and with SEMH needs.

## 2. Context for schools 2017/18

---

- 2.1 Merton Local Authority continues to secure the improvement of its schools within the national context for both schools and local authorities.

### Local Authority Statutory Functions

- 2.2 Local authorities continue to have key statutory functions in relation to the education of its children and young people, and hence to securing the improvement of its schools. These are outlined by the Department for Education as being as follows:
- to ensure that efficient primary, secondary and further education is available to meet the needs of the population;
  - to ensure that education functions are exercised with a view to promoting high standards; and
  - to secure that sufficient schools for providing primary and secondary education are available for their area.
- 2.3 In order to promote high standards, the DfE has identified that local authorities have considerable freedom as to how they deliver their statutory responsibilities. Most importantly they should:
- Understand the performance of maintained schools in their area, using data as a starting point to identify any that are underperforming, while working with them to explore ways to support progress;
  - Work closely with the relevant Regional Schools Commissioner (RSC) and other local partners to ensure schools receive the support they need to improve;
  - Where underperformance has been recognised in a maintained school, proactively work with the relevant RSC, combining local and regional expertise to ensure the right approach, including sending warning notices and using intervention powers where this will improve leadership and standards; and
  - Encourage good and outstanding maintained schools to take responsibility for their own improvement; support other schools; and enable other schools to access the support they need to improve.
- 2.4 In addition, when delivering their school improvement function, local authorities must have regard to the 'Schools Causing Concern' (SCC) statutory guidance. This was updated and reissued in January 2018, and continues to provide clarity about the role of local authorities in delivering school improvement for maintained schools and for academies. A key change in the guidance was that schools will only be forced to become academies, or transfer to a different sponsor, if Ofsted rates them "inadequate".
- 2.5 In particular, the guidance identifies the role of Regional School Commissioners (RSC) in SCC, exercising powers on behalf of the Secretary of State for Education. The guidance clarifies that the RSCs should work with local authorities to build 'a supportive schools culture' to 'work with school leaders to drive school improvement'. This focus on a supportive culture is a shift in emphasis for the SCC guidance.
- 2.6 The guidance identifies the processes local authorities can take with RSCs may take in SCC that are eligible for intervention

- 2.7 In schools that meet the ‘coasting definition’, support is offered prior to any formal intervention takes place.
- 2.8 Local authorities and RSCs may give warning notices to maintained schools where they have concerns about unacceptable educational performance (including results below the floor standards), a breakdown in leadership and governance, or where the safety of pupils or staff may be being threatened. Where a maintained school does not comply with a warning notice, it will become eligible for formal intervention.
- 2.9 Formal intervention by LAs is defined as the power to:
- require the governing body to enter into arrangements;
  - appoint additional governors;
  - appoint an interim executive board (IEB);
  - suspend the delegated budget.
- 2.10 The RSC also has the power to:
- direct closure of a school;
  - take over responsibility for an IEB;
  - make an academy order.
- 2.11 In schools that have been judged inadequate by Ofsted, an academy order will be issued by the RSC, requiring them to become sponsored academies.

## The National Context for Schools 2017/18

### Department for Education

- 2.12 In December 2017, the then Secretary of State for Education, Justine Greening, launched the ‘Social Mobility Action Plan with the following aims:
- Closing the word gap - Boosting access to high quality early language and literacy, both in the classroom and at home, ensuring more disadvantaged children leave school having mastered the basic of literacy that many take for granted.
  - Closing the attainment gap - Raising standards for every pupil, supporting teachers early in their career as well as getting more great teachers in areas where there remain significant challenges.
  - Real choice at post-16 - Creating world-class technical education, backed by a half a billion pounds in investment, and increasing the options for all young people regardless of their background.
  - Rewarding careers for all - Boosting skills and confidence to make the leap from education into work, raising their career aspirations. Building a new type of partnership with businesses to improve advice, information and experiences for young people.
- 2.13 In her speech about principles for a ‘Clear and Simple Accountability System’, the Secretary of State announced the following:
- A consultation on replacing the “confusing” floor standards and coasting schools’ categories with a single measure. ‘Schools that are above this standard, and are not rated “inadequate”, will know they will not be caught up in the accountability system.’
  - Performance data alone will no longer trigger mandatory academy conversion.
  - RSCs will no longer conduct shadow inspections of schools.
  - Schools that are identified as “under-performing” will be offered support, but not forced to take it.

- More transparency about the workings of the RSCs and headteacher boards.
- A more rigorous regime to oversee and challenge the financial performance of multi-academy trusts.

- 2.14 The government published its consultation response to the paper 'Schools that Work for Everyone':
- Allowing for the expansion of existing grammar schools.
  - Grammar schools seeking to expand will have to submit a fair access and partnership plan, including undertakings to give children receiving pupil premium funding a priority in their access arrangements, and a commitment to carry out outreach with primary schools.
  - Councils to be given the opportunity to open faith schools jointly with religious groups (voluntary aided, fully selective on the grounds of religion), as they have done in the past.
- 2.15 A teachers' workload advisory group was established to build on the findings and recommendations of the three independent workload review groups (which reported in the previous year). The group was tasked to look at a range of issues related to school data collection and management. In particular, the recording and reporting of pupil attainment and progress, and its use beyond the classroom to manage school, teacher and pupil performance, and the practice of evidence gathering for external bodies (including the Department/RSCs, Ofsted, or at MAT or LA level, and school transition).
- 2.16 The government published its consultation response on 'Strengthening Qualified Teacher Status and Improving Career Progression for Teachers'. In this it was announced that there will be an extension of the induction period for new teachers to two years. Therefore, after completing their Initial Teacher Training, teachers will have a two-year statutory induction period rather than the current one-year period.

## Safeguarding

- 2.17 In February 2018 the DfE published new statutory guidance for the 'Designated teacher for Looked After Children and Previously Looked After Children', taking into account changes arising from the Children and Social Work Act (2017). The statutory guidance now applies to academies, and to children who were previously a looked after child. 'Previously LAC' is defined as a child who is no longer LAC because they have been adopted, placed under a special guardianship order, or a child arrangements order. The guidance also refers specifically to the higher likelihood that such young people will experience periods of mental ill-health as a result of their early experiences. In particular, the guidance says that designated staff should have a good understanding of attachment issues, and should raise awareness of these issues with staff.
- 2.18 The changes to 'Working Together to Safeguard Children' (statutory guidance) announced during 2017 - 2018 had two particular impacts for schools:
- the introduction of statutory relationships education to pupils in primary schools, and relationship and sex education to secondary-aged pupils from September 2020; and
  - the exclusion of education (including schools) from being a 'safeguarding partner' in the new local Safeguarding Partnerships, as defined in law.
- In the Children and Social Work Act (2017) the safeguarding partners are defined as the local authority; the local clinical commissioning group, and the local police chief officer. The respondents to the consultation about 'Working Together....' made much of this apparent gap in the contribution of the knowledge and expertise of schools. The consultation notes that 'a significant number of respondents reflected the view that 'education' should be included as the fourth safeguarding partner'.

## Ofsted

2.19 There were minor changes made to the way Ofsted inspects schools:

- From January 2018, when a good school was inspected with a short (single day) inspection and it was identified that the school's effectiveness might change to either outstanding or requires improvement, the conversion to a full inspection to confirm this change would happen some months later (and not the next day as had previously been the case). This happened for one Merton school, Harris Academy Morden, in the summer term of 2018.
- Immediate conversions would still happen when there are serious concerns about safeguarding behaviour or the quality of education.

A new framework for inspection, with new handbooks will introduced in September 2019.

2.20 Nationally, themes coming through from inspections included:

- assessing the capacity and impact of school leaders and managers, especially in schools in challenging circumstances;
- inspecting the practice and impact of safeguarding in schools;
- examining the new inspection data summary reports and how they can be used to support reliable, meaningful judgements of pupils' outcomes. "There should be no knee jerk reactions to new GCSE or A level results this year and no over interpretation of variability in results at school level"; and
- inspecting, challenging and reporting on any unusual examination entry patterns that are to the detriment of future opportunities for pupils.

2.21 The National Audit Office published its report identifying some key concerns about the performance of Ofsted:

- 'The current inspection model, with some schools exempt from re-inspection, others subject to light-touch inspection and the average time between inspections rising, raises questions about whether there is enough independent assurance about schools' effectiveness to meet the needs of parents, taxpayers and the Department itself.'
- 'Although government has protected the overall schools budget, it has reduced Ofsted's budget every year for over a decade while asking it to do more. We think that government needs to be clearer about how it sees Ofsted's present and future inspection role in the school system as a whole, and resource it accordingly.'
- 'The ultimate measure of the value for money of Ofsted's inspection of schools is the impact it has on the quality of education, relative to the cost. Ofsted's spending on school inspection has fallen significantly but it does not have reliable information on efficiency. It also has limited information on impact. Until Ofsted has better information it will be unable to demonstrate that its inspection of schools represents value for money.'

2.22 From June 2018 Ofsted changed its statistical reporting of inspection outcomes for maintained schools and academies. This meant that where schools have become academies, grades of predecessor schools are now included in Ofsted's statistical reporting.

## Careers Guidance

2.23 The DfE published its statutory guidance 'Careers guidance and access for education and training providers' in January 2018. The need for a new careers strategy was backed by a number of recent studies that found the current state of careers education and guidance to be inconsistent in delivery.

The studies also showed that there is still some way to go before all schools can demonstrate the best practice identified by the Gatsby Foundation and encapsulated in their eight benchmarks for good careers provision. Schools are now expected to meet all of the Gatsby benchmarks by the end of 2020.

- 2.24 The statutory guidance sets out details of a new legal duty to ensure that there is an opportunity for a range of education and training providers to access all Year 8 to 13 pupils to inform them about technical education and apprenticeships.

## Assessment and curriculum

- 2.25 From September 2015, schools in England began teaching new, revised GCSE and A Level programmes. Students sat the first set of examinations in summer 2017 in English language, English literature and mathematics, and more subjects were examined in the same way in summer 2018. Assessment for the new-style GCSEs has moved away from coursework assessment to be mostly by exam. A new grading scale of 9–1 is used, with 9 being the highest grade. This allows for greater differentiation, particularly at the top, where the new grade 9 is higher than the current A\*. All subjects will be examined under the new system in summer 2019.
- 2.26 Changes to primary assessment were announced in the autumn of 2017, which will come into effect later:
- A new Baseline Assessment will be introduced for administration at the beginning of the Reception year. This will be implemented from September 2020, and will form the baseline measurement for pupil progress scores at the end of KS2. At the same time improvements will be made to the Early Years Foundation Stage Profile (EYFSP) conducted at the end of Reception year.
  - A multiplication test will be introduced from summer 2020 for Year 4 pupils.
  - KS1 assessments will become non-statutory in 2023.
  - 2019 will be the last year in which Year 6 pupils are teacher assessed in reading and mathematics (test in those subjects will remain).
- 2.27 Changes to the teacher assessment of writing at the end of KS2 were made during 2017-2018 to give teachers greater scope to use their professional judgement when assessing pupils. The 'pre-key stage standards' which were trialed in 2017 were made permanent to support teachers in the assessment of pupils working out of their chronological key stage.
- 2.28 Grants were made available to schools through the 'Strategic School Improvement Fund' (SSIF) and the 'Teaching and Leadership Innovation Fund'. This funding had to be bid for. Groups of Merton schools made bids for this funding, but unfortunately were not successful. No funding came to South West London at all, and it would appear that the vast majority of funding was made available to schools in the Government's 'Opportunity Areas'.
- 2.29 New English hubs were set up around the country, with a focus on improving phonics outcomes and on developing early language and literacy in the Early Years Foundation Stage and KS1. The Wandle Teaching School Alliance operates the local English hub in South West London.

## 'Floor' and 'Coasting' Standards

- 2.30 The floor and coasting standards for primary and secondary schools remained the same as in the previous year.



- 2.31 A secondary school is defined as coasting if in 2016 and 2017 and 2018 the school's Progress 8 score was below -0.25, or as below the Floor Standard if its Progress 8 score was below -0.5.
- 2.32 A primary school is below the Floor Standard if fewer than 65% of pupils met the expected standard in English reading, English writing and mathematics combined and the school achieved insufficient progress scores in all three subjects (below -5 in English reading, -5 in mathematics and -7 in English writing).
- 2.33 A primary school is defined as coasting if in 2016 and 2017 and 2018 fewer than 85% of pupils achieved the expected standard at the end of primary schools and average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing.
- 2.34 Both primary and secondary schools have to be below the relevant coasting thresholds in all three years to fall within the overall coasting definition.
- 2.35 No primary or secondary school in Merton is below the floor standard or deemed to be coasting.

## GDPR

- 2.36 The DfE published a GDPR Toolkit for schools in April 2018 to help schools develop policies and processes for data management, from collecting and handling the data through to the ability to respond quickly and appropriately to data breaches.
- 2.37 The Merton Schools' ICT support team are also supporting Merton schools to implement the new requirements, and are fulfilling the role of 'Data Protection Officer' for all schools.

## The Principles of School Improvement in Merton

- 2.38 In this national context, Merton continues to carry out its school improvement functions using the following principles:
- All children and young people in Merton deserve to receive education that is at least good, and which they enjoy. The aspiration is for as many as possible to be in provision that is judged to be outstanding.
  - Much of the expertise which ensures schools are good or better is located in schools already. This expertise needs to be maximised and shared, building strong working relationships with education leaders in the area. This is particularly important as the government's vision of a schools' led system becomes embedded and the model of school improvement needs to change as national funding arrangements change.
  - Partnership working should explicitly ensure that all education professionals working in Merton, both in schools and the LA, work together for the benefit of all children and young people.
  - Support and challenge for all Merton schools is provided on the basis of the rich information gathered from schools themselves, and using the resources available to the Local Authority, including the work of Merton Education Partners and Advisors, and of other LA officers, with Merton Schools.
  - Support and challenge is provided to schools in inverse proportion to success. Where concerns are identified, both the support and challenge increase responsively.

# School Improvement in Merton in Practice

## School Improvement Strategy

- 2.39 Merton refreshed its School Improvement Strategy for 2017 – 2018 in light of the current local and national contexts. This set out the LA’s principles, aims, priorities and mechanisms to ensure that all Merton schools are supported and challenged to continue to improve and to provide the best possible education for the children and young people in their care.

The Strategy outlined:

- the principles and aims of School Improvement in Merton;
- priorities for improvement in Merton;
- partnership working in Merton between schools, the Local Authority and other partners;
- the Local Authority’s role in monitoring, providing challenge and support, and intervention in Merton schools;
- school categorisation and levels of support.

## Partnership working

- 2.40 The LA worked with representatives from schools across the Borough in the Merton Strategic School Effectiveness Partnership (MSSEP) to further strengthen partnership working.
- 2.41 Co-chaired by the Headteacher of Cricket Green and the Assistant Director (Education), the MSSEP Board met throughout the year. The Board’s priorities were the following, which were addressed through a strategic plan involving all partners in the Borough:
- recruitment and retention in Merton Schools;
  - co-ordinated CPD for Merton schools;
  - leadership development;
  - financial stability;
  - KS5 outcomes;
  - primary writing outcomes; and
  - improving outcomes for pupils in receipt of SEN support.
- 2.42 Specific activity during 2017 - 2018 involved the following:
- A successful expression of interest to the DfE to lead on Recruitment and Retention work with schools in the local area.
  - A successful pilot of peer reviews for schools which will be rolled out to a wider group of schools in the coming academic year.
  - The appointment of a coordinator for the partnership who will help the Board drive its priorities.
  - The submission of bids to the Strategic School Improvement Fund for
    - Improving outcomes at KS5 (Ursuline and Ricards Lodge in collaboration with other local secondary schools and across south London)
    - Improving outcomes for pupils in receipt of SEN support (the Merton Special Teaching Alliance, in collaboration with Merton, Wandsworth, Richmond and Kingston local authorities)
  - The submission of a bid to create a leadership development opportunity for Black and Minority Ethnic teachers and leaders.

- 2.43 Future activities include:
- The development of a peer review process for school finances
  - The development of a website
  - The development of branding for the Partnership
- 2.44 National Leaders in Education (NLEs) provide school level support. During 2017 - 2018 two local NLEs provided substantial support in Merton primary schools (The Sherwood and Sacred Heart primary schools). This work has been very successful, with the schools moving forward strongly under the leadership of the NLEs. During 2017 – 2018 both schools were inspected, and achieved good outcomes.
- 2.45 Merton Leaders in Education (MLEs) also provide school level support for leadership. This is a local programme, based on the local leaders in education programme. Working within a local programme, MLEs are able to bring a local knowledge of systems and of high expectations for Merton children and young people.
- 2.46 The Merton Special Teaching Alliance (MSTA) provides support for schools through coaching and leadership development programmes. This offer complements and enhances the local offer of support for Merton schools. The Teaching School Alliance also offers a Schools' Direct programme to maximise the new to teaching recruitment opportunities for Merton Schools. Merton is working closely with the MSTa to ensure support for schools is coordinated and targeted appropriately.
- 2.47 Primary Expert Teachers (PETs) come from Merton's pool of excellent teachers, and provide hands on support for primary teachers in the classroom, focusing in particular on English and mathematics. In 2018 Merton had twenty-three primary expert teachers with a range of subject specialisms across EYFS and the primary phases, with three new members of the team. Where deployed, particularly in vulnerable schools, they made a positive contribution to improve the practice of individual teachers.
- 2.48 Teach Wimbledon is an alliance of local schools which, in partnership with the Local Authority, runs another Schools Direct new teacher training programme, again strengthening recruitment options for Merton schools.
- 2.49 The South West London School Effectiveness Partnership (SWLSEP) takes partnership working for the LA and Merton schools beyond the Borough border. Best practice and expertise is shared through joint programmes of professional development, focusing in particular on leadership, governance and curriculum development.

## **Merton School Improvement (MSI) Team**

- 2.50 The Merton School Improvement team comprises inspectors (known as Merton Education Partners, MEPs) and advisors who work with schools, providing both in school support and challenge, and universal, central support, (mostly through continuing professional development opportunities).

## **Targeted support and challenge**

- 2.51 All maintained schools continue to be linked to a MEP, and receive at least two visits a year. During these visits, leaders and governors are challenged and supported, particularly with reference to the areas covered by the Ofsted framework, including safeguarding. Where schools are evaluating themselves to be less than good, or where there were concerns about performance, support from the

MEP increases. Advisors offer targeted support for identified schools, focusing on raising standards and improving the quality of teaching with regard to English, mathematics, equalities (including for those pupils eligible for the Pupil Premium), assessment, the curriculum and Early Years.

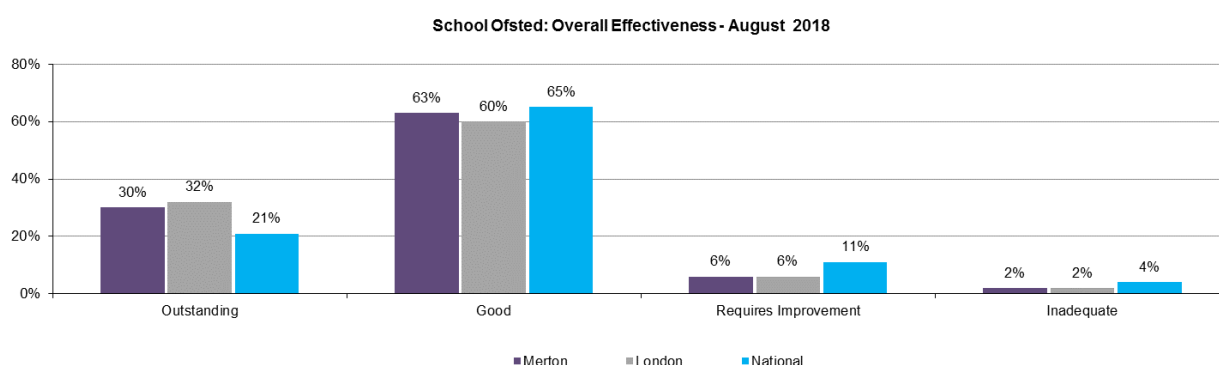
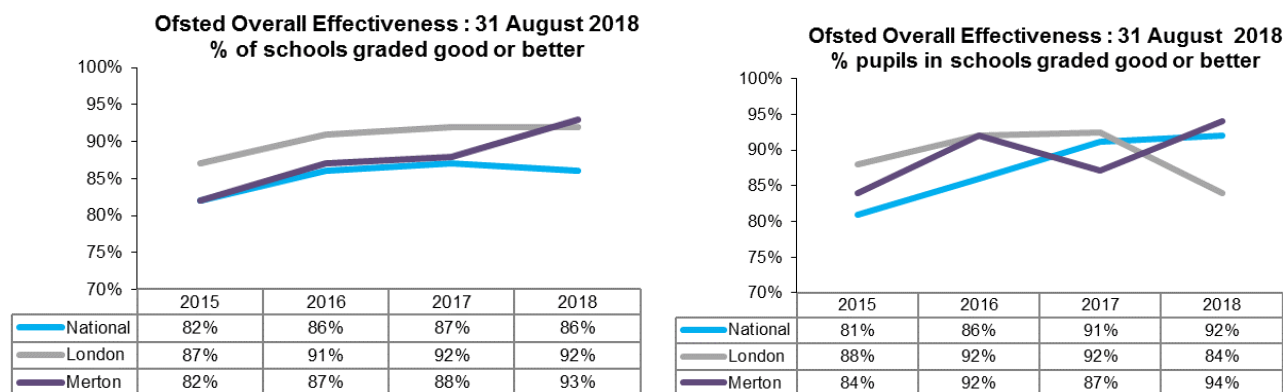
- 2.52 In 2016 - 2017, where schools were identified as facing particular challenges (for example, they had an Ofsted judgement that judged them to require improvement, or a range of data indicated that there was a risk of a drop from a good or outstanding judgement), a 'Support and Challenge Group' was implemented.
- 2.53 A Support and Challenge Group may be provided to schools causing concern in any area of the Ofsted framework for the inspection of schools related to achievement, teaching, behaviour and safety, and leadership and management. The LA uses the most robust intelligence available to determine whether a school might be causing concern.
- 2.54 Support and Challenge Groups are set up in partnership with the school, through first approaching the Headteacher, with the expectation that each school will engage in the process in the context of the LA duty to promote high standards.
- 2.55 The purpose of Support and Challenge Groups is to:
- challenge and hold the school to account for improvements required in line with the school's action plan/development plan;
  - monitor and evaluate progress towards those improvements;
  - provide the leadership of the school with an opportunity to rehearse key messages about the progress the school is making;
  - ensure support for the school is effectively co-ordinated, and broker additional support where needed;
  - provide advice and guidance to the school from a range of school improvement experts; and
  - enable the LA to get a better understanding of the school.
- 2.56 Recognising that a range of factors underpin the effectiveness of schools, the MSI team works closely with a range of other LA teams and services which contribute to the wider school improvement agenda in Merton. These include:
- Virtual School for Looked after Children
  - Schools' Management and Information Service Support Team (Schools' IT support)
  - Governor Services
  - Equalities and Diversity Team
  - Special Educational Needs and Disabilities Integrated Service (SENDIS)
  - Virtual Behaviour Service
  - Language and Learning Support Team
  - Vulnerable Children's Team
  - Supporting Families Team
  - Education Welfare Service
  - Traveller Education Service
  - Continuing Professional Development Team
  - Early Years' Service

- 2.57 Drawing on the range of information available, including pupil achievement data and schools' most recent Ofsted inspection outcome, support for schools is targeted towards those that require it most. Following an initial in-depth analysis of the information and deployment of resources at the beginning of the school year, support continues to be adapted throughout the year as situations change.

### Universal offer for schools

- 2.58 The universal offer for all schools, including central training, is also devised based on the knowledge of local school needs and in the context of the national education agenda. The MEP programme provides a framework for school self-evaluation, and a quality assurance function, giving external verification to self-evaluation for all schools. In general, the MSI team has supported schools with the following this year:
- updates on national changes and developments;
  - a quality assurance and accreditation programme for Newly Qualified Teachers (NQTs);
  - guidance on assessment, and the collection, presentation and analysis of pupil achievement data;
  - identification and sharing of local and national good practice;
  - guidance in identifying, analysing, planning for and monitoring required improvements;
  - preparation for Ofsted;
  - advice and guidance to ensure any priorities identified in inspection are addressed;
  - training, coaching and advice on the curriculum, pedagogy, assessment, and teaching and learning; and
  - general support for leadership.
- 2.59 Many of the services listed in the section above ('Targeted support and challenge') also offer a buy back service through service level agreements for all Merton schools.

### 3. Ofsted Outcomes and School Improvement



- 3.1 The proportion of schools judged to be good or better in Merton rose from 88% to 93% over the course of the academic year. This proportion is above the London and national averages. All of the Council's secondary schools continued to be judged to be good, with the proportion judged as outstanding rising to 63% (well above national and local averages). Three of the Borough's 44 primary schools were not yet judged to be good or better as of August 2018. This means that 93% of primary schools were judged to be good or better at that point, which is above the national average of 87% for this educational phase.
- 3.2 During this year Ofsted changed its methodology for calculating these figures, to reincorporate schools judged to be inadequate, and which have converted to academies but which have not yet been inspected as an academy. This new methodology meant that the judgement for Beecholme (judged to be inadequate in the autumn of 2015) was brought back into Merton's figures.
- 3.3 The proportion of *pupils* in schools judged to be good or better rose by seven percentage points to 94%, which is above both the national and London averages.
- 3.4 During 2017/2018, fifteen LA maintained schools, academies and free schools in Merton were inspected. None were judged to be any less than good. Two moved from good to outstanding (Ricards Lodge and Harris Morden); four moved from requires improvement to good (The Sherwood, Gorrington Park, Sacred Heart and Liberty); and nine retained their good judgements (St John Fisher, Abbotsbury, St Mark's Academy, Wimbledon College, St Matthew's, Hillcross, Melrose, Hollymount and Cranmer).

3.5 Where schools were judged to be outstanding, strengths highlighted in the reports included the following:

- The strong and determined leadership of the headteacher ensures excellent standards in all aspects of the school's work.
- Pupils achieve exceptional outcomes in public examinations. Current pupils are making outstanding progress.
- Governance is very effective. Governors are skilled and are committed to the success of the school.
- The school community has turned the school's vision of 'Trust, Equality, Resilience and Aspiration' into a reality. Leaders fully prepare pupils, and students in the sixth form, for their role as women in the 21st century.
- Pupils' spiritual, moral, social and cultural (SMSC) awareness is exceptional. The impact of the 'Youth That Care' and 'LGBTQ+' groups are just two examples of how pupils educate and support each other on staying safe and promoting equality of opportunity.
- Leaders ensure that teachers receive the high quality training that they need to improve their teaching. As a result, teachers are highly skilled in meeting pupils' different needs. Teachers challenge pupils to think deeply about their learning.

3.6 Where schools were judged to be good, strengths included:

- Senior leaders provide strong leadership. They have a good understanding of the school's strengths and areas for improvement. Together, they ensure that pupils receive a good standard of education.
- The quality of teaching, learning and assessment is good. This has made a positive difference to the progress that pupils make in English, mathematics and other subjects.
- The school's provision for pupils' spiritual, moral, social and cultural development is effective. Fundamental British values are at the core of the school's work and this prepares pupils well for their futures in modern Britain.
- There is strong support for leadership among staff, who feel they are well led. As a result, their morale is high. Staff, pupils and the vast majority of parents who responded to Ofsted's online questionnaire, Parent View, are very supportive of the school and appreciate the work it does.
- [The school has] placed pupils' welfare and personal development at the heart of the school's work. Pupils benefit from strong levels of support, guidance and care through the chaplaincy and pastoral teams. This contributes effectively to their positive attitudes to learning and prepares them well for the next steps in their education.
- Governors understand their role well and carefully scrutinise the information available to them. They bring a wide range of skills to the school, which they use to support improvement.
- Children in the early years learn and play together well in a safe learning environment. They make good progress during their time in the early years. Consequently, they are well prepared for their learning in Year 1.

## 2017/18 School Improvement priorities, impact, and key actions taken

3.7

<b>Priority:</b> To secure strong working from the new Merton Strategic School Effectiveness Partnership (MSSEP), so that together Merton's schools continue to secure the best outcomes for Merton pupils, and schools benefit from mutual support.	3.6
<b>Action taken to secure improvement:</b> The new Partnership was established in the Autumn term of 2017, with the MSSEP Board meeting for the first time in November of that term. Membership for the Board was established, drawing on the structure of cluster working across the Local Authority, which ensured that all maintained schools (and some academies) in Merton were involved. Terms of operation were created, and co-chairs for the Board elected; these were the Headteacher of Cricket Green Primary School and the Assistant Director for Education. A Partnership Coordinator was appointed at the end of the year.	
<b>Impact:</b> The MSSEP grew in strength across the year. Key priorities were established, drawing on the range of information about the strengths and areas for improvement in Merton schools. These were: improving outcomes for pupils in receipt of SEN support; recruitment and retention; leadership development and a coordinated CPD offer; financial stability; outcomes at KS5 and writing in the primary phase. The Partnership was successful in its bid to the DfE to become a delivery agent for the DfE's own priority of supporting schools with recruitment and retention. The MSSEP was also a major partner in bids which were made to the Strategic School Improvement Fund (SSIF) to support the priorities around improving outcomes for SEN support pupils, and at KS5. Unfortunately, these were not successful, with the majority of funding from the SSIF being directed towards the government's 'Opportunity Areas'. The MSSEP piloted a peer review process involving three local schools. This was very successful, and is gradually being rolled out across the Local Authority.	

3.8

<b>Priority:</b> To increase the proportion of schools judged to be at least good in the primary phase, through the effective implementation of strategies such as Support and Challenge groups.	
<b>Action taken to secure improvement:</b> Support and Challenge Groups were put in place for all schools judged by Ofsted in their last inspection to require improvement, and for good or outstanding schools where the Local Authority identified that there was a risk that they would be judged less than good when next inspected. These schools received significant and tailored support from members of Merton School Improvement and officers from other teams and services.	
<b>Impact:</b>	



The proportion of schools judged to be at least good in the primary phase rose from 86% to 93% over the course of the academic year. All schools that had Support and Challenge Groups in place and who were inspected by Ofsted during the year received a good judgement.

3.9

**Priority:**

To increase the proportion of schools judged to be outstanding in the Borough so that it is line with the higher London average.

**Action taken to secure improvement:**

Schools with current judgements of good or requires improvement are always challenged through the Council's School Improvement Strategy to strive towards outstanding outcomes. By virtue of the fact that schools on the verge of being outstanding are so because they require little if no intensive support, the work of the Council's officers was very different in these schools.

**Impact:**

The proportion of schools judged to be outstanding rose from 26% to 30% over the course of the academic year. One school (Liberty primary school) moved from requires to improvement to being judged outstanding in its Early Years.

3.10

**Priority:**

To use a range of leadership development strategies including Executive Headship, support from outstanding leaders and training to improve leadership at all levels, particularly in vulnerable schools.

**Action taken to secure improvement:**

National Leaders in Education from Merton schools provided support to two schools. As part of the Council's support for new head teachers a core group of Local Leaders in Education and other experienced Head Teachers offered mentoring for new primary headteachers.

Experienced Head Teachers were used as mentors on the South West London School Effectiveness Partnership (SWLSEP) Senior Leadership programme. These mentors support small groups of aspiring HTs and provide 1 to 1 support as appropriate. Two of these headteacher mentors sit on the SWLSEP steering programme to support the co-ordination of the programme.

The leadership ladder, created to bring together all the local development opportunities for leadership at all levels has been strengthened through ongoing partnership working within the MSSEP. This included opportunities for middle leaders to attend the National Professional Qualification for Middle Leadership, delivered locally by the Merton Special Teaching Alliance.

A successful bid was made to the DfE to run a senior leadership development programme for local Black and Minority Ethnic (BAME) leaders. This is facilitated in conjunction with the Wandle Teaching School Alliance, with sessions co-delivered by the Principal of St. Marks Academy.

Plans were made to set up a development group for current deputy and assistant headteachers in Merton and Wandsworth (to include seminars and a residential conference).

**Impact:**

Both schools supported by National Leaders in Education moved from requires improvement to good in their Ofsted inspections during the year.

3.11

**Priority:**

To continue to strengthen governance, particularly in identified schools through targeted support including reviews of governance.

**Action taken to secure improvement:**

The Merton Governors' Support Team continued to support all Merton schools. This included:

- support to recruit people with skills and experience to contribute to effective governance;
- the provision of a comprehensive training programme including welcome to governance, induction for new Chairs, safeguarding, safeguarding for link governors etc.;
- the offer of online training for those governors unable to attend face to face sessions;
- termly chairs' briefings with updates on national and local issues;
- termly clerks' briefings
- additional briefing and support for new clerks;
- the provision of a model agenda meeting statutory requirements of governing boards;
- the provision of a termly newsletter containing local and national updates to ensure governors are aware of all key issues;
- the provision of telephone/email support for queries from Chairs, governors, clerks and Headteacher (SLA)

Targeted support was also provided as needed, including:

- support for two schools to find Chairs of Governors with appropriate skills to lead the governing board effectively;
- two reviews of governance were conducted to support the governing board to identify strengths and areas for further development;
- meetings with headteachers and chairs of governors to discuss actions for further development and general support;
- attendance at individual governing board meetings to give feedback on the effectiveness of the board and meeting;
- bespoke training sessions for two schools on governors' roles and responsibilities and how to work more strategically and hold the school to account;
- support to prepare for Ofsted inspection.

**Impact:**

In all schools inspected, leadership including governance was judged to be at least good.

## School Improvement Priorities for 2018/19

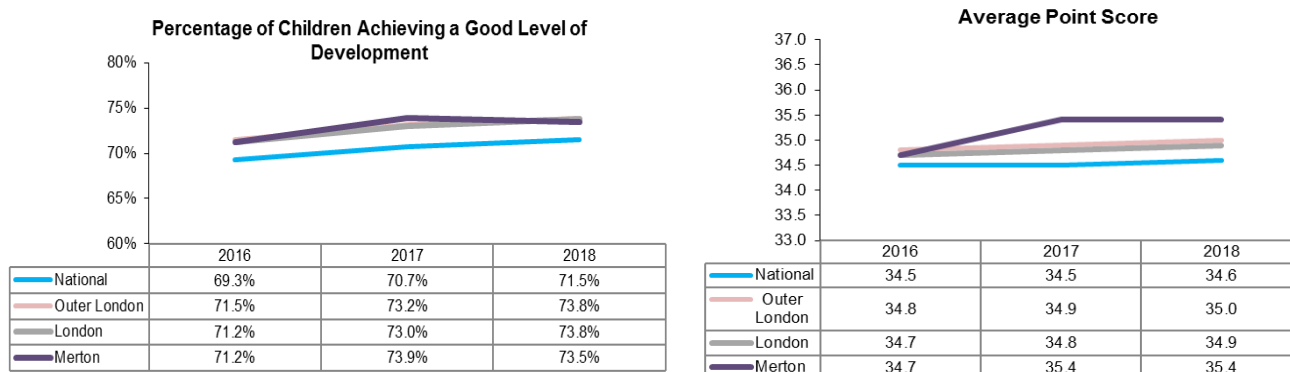
- a) To continue to ensure all schools are judged to be at least good when inspected by Ofsted, through the effective use of the Merton School Improvement Strategy, including Support and Challenge groups.
- b) To ensure all schools currently judged to be outstanding achieve outstanding outcomes in their next Ofsted inspections (in light of the raised standards of the Ofsted Framework for Inspection).
- c) To support schools to prepare for the proposed new Ofsted Framework for Inspection.
- d) To continue to ensure that the local offer for leadership development enables leaders at all levels to have the skills to implement their roles successfully and to progress to the next level, thereby providing Merton schools with strong leaders for the future.
- e) To support schools to implement a range of strategies to secure senior leadership, including headship.
- f) To ensure 'Attain' (formerly known as the Merton Strategic School Effectiveness Partnership) continue to go from strength to strength, systematising school to school support and addressing local priorities effectively.

## 4. Achievement of Merton Pupils

### Early Years Foundation Stage Profile (EYFSP)

- 4.1.1 The EYFSP is an assessment against the 17 Early Learning Goals (ELG). These assessments are completed and reported for each child by the end of the academic year in which they reach the age of 5 i.e. Reception Year.
- 4.1.2 The ELGs are grouped into the following 'prime' areas: Communication and Language; Physical Development; Personal, Social and Emotional Development; and Literacy and Mathematics. Achievement at least at the expected level in all these 'prime' areas would mean that a child has achieved a Good Level of Development (GLD). Assessments are also made in the areas of Understanding the World, and Expressive Arts and Design.
- 4.1.3 A three-point scale is used to generate a child's profile. '1' is used to identify that the child has not yet reached expected levels of development; '2' is used to indicate expected levels of development; and '3' is used where the child exceeds expected levels of development.
- 4.1.4 The maximum number of points that can be scored across all the ELGs is 51, with 34 being achieved where a child scores 2 (the expected level) in all ELGs. These points are used to describe the Average Point Score (APS) below.

### EYFSP - headline performance information and analysis

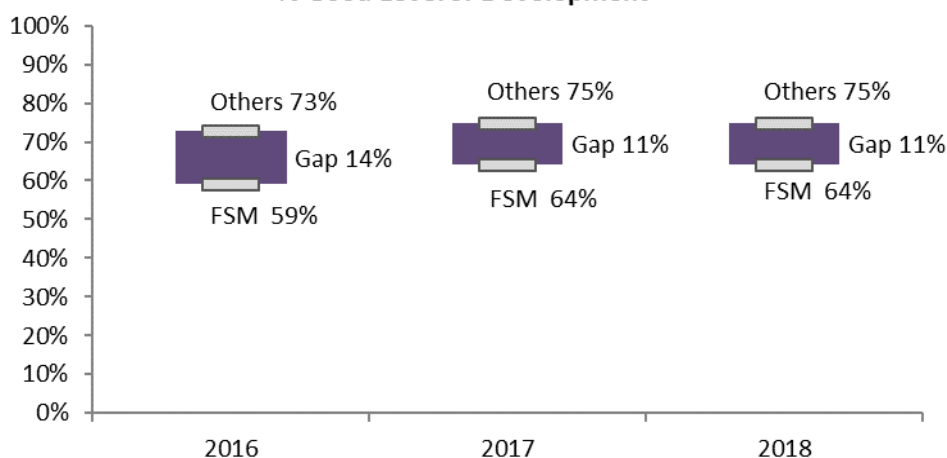


- 4.1.5 Merton pupils maintained their strong performance at this key stage. At 73.5%, the proportion of children achieving the GLD remains in line with the London and outer London averages and above the national average. Performance in all areas of learning is above the national averages for 'Exceeding' standard (and in some areas, well above), whilst performance at the expected standard is in line with national averages.
- 4.1.6 Strong performance has also been maintained in the APS. At 35.4, Merton remains above national and London averages. This indicates that the most able pupils are performing particularly well.

## EYFSP - main pupil groups and analysis

Contextual Groups	Number of Pupils	% achieving a good level of development			Average Point Score		
		Merton	London	National	Merton	London	National
All Pupils	2478	74%	74%	72%	35.4	34.9	34.6
<b>Gender</b>							
Female	1231	80%	80%	78%	36.5	36.1	35.8
Male	1247	67%	68%	65%	34.3	33.7	33.4
Gap		12%	13%	13%	2.2	2.4	2.4
<b>Free School Meals</b>							
Free School Meals	334	64%	64%	57%	33.4	32.8	31.5
All other pupils	2144	75%	75%	74%	35.7	35.2	35.0
Gap		11%	11%	17%	2.3	2.4	3.5
<b>Special Educational Needs (SEN)</b>							
No Special Educational Needs	2179	79%	80%	77%	36.6	36.1	35.6
SEN Support	179	28%	32%	28%	26.8	27.0	26.6
SEN (with Statement or EHC plan)	49	8%	5%	5%	20.9	19.8	19.6
<b>Ethnic Group</b> (White British, five largest and priority ethnic minority groups)							
White British	592	77%		73%	36.8		35.1
White Other	348	75%		66%	35.5		33.0
Asian Other	194	76%		71%	34.5		33.6
Asian Pakistani	100	70%		65%	33.6		32.5
Black African	97	65%		71%	33.5		33.6
Mixed Other	97	75%		74%	36.2		35.1
Black Caribbean	37	76%		69%	33.6		33.8

**Closing the gap: Free School Meals**  
**% Good Level of Development**



- 4.1.7 With regard to the GLD, Merton girls continue to do better than boys, and the gap has widened slightly (by two percentage points) between the two groups this year, although it remains similar to the London and national gaps.
- 4.1.8 Children eligible for Free School Meals (FSM) maintained their strong performance in achievement of the GLD (following a good increase of five percentage points in 2017). The gap between these children and their peers is similar to that in London, and narrower than that seen nationally.
- 4.1.9 The performance of Merton children with Special Educational Needs (SEN) has improved again this year (by three percentage points for both those in receipt of SEN support and those with EHCPs). Pupils with EHCPs now perform better than the same group nationally and in London, and SEN support pupils are now in line with the national average for the same pupils, but below the London average.
- 4.1.10 The ethnic groups with the largest representation of pupils in the Merton EYFSP, (White British, White Other, Asian Other, Black African, Mixed Other and Asian Pakistani and Black Caribbean), outperformed or performed at the same level with children of the same ethnic heritage nationally with the exception of Black African pupils. Of particular note is the improvement for White other children: the proportion achieving the GLD in this group rose by five percentage points, following a seven percentage point improvement in 2017.

## 2017/18 Early Years priorities, impact, and key actions taken

4.1.11

### **Priorities:**

To maintain the strong outcomes for all pupils at this key stage.

### **Action taken to secure improvement:**

The Local Authority offers a rolling programme of training for all Foundation Stage practitioners; which includes courses that have been identified by need, as well as those that cover all 17 ELGs over a 4-year cycle. This includes understanding the expectations of the EYFS profile and good practice in assessment. It is an essential requirement to attend training on agreement trialling to ensure EYFS profile assessments are in line with the requirements set out in the EYFS statutory framework.

The training programme for the academic year 2017-18 included:

- EYFS Leaders' meeting- data analysis and data entry
- Provision for more able writers
- NQTs and new to EYFS moderation meeting
- Maths in Reception
- Moderation Training
- Drop-in-support session
- Using the baseline to inform provision
- Significant observations
- Assessment leaders' meetings updates
- Mathematical graphics
- NQT training

16 schools have been supported individually for specific targeted support, with one of those schools moving to outstanding within the early years. Support has been on:

- Using the Characteristics of Effective Learning to plan for a high quality environment where children can be active thinkers
- The place of formative and summative assessment in tracking progress and locating attainment
- Organising and planning for basic and continuous provision- including differentiation to support all children
- Displays reflecting children's knowledge, skills and learning
- Effective ways to inspire children
- Constructing and analysing progress and attainment through GSA (Gap and Strength Analysis)
- Support on specific ELGs including mathematics and Literacy
- The effective use of role play to enhance interest
- Safeguarding and Welfare requirements
- Transition support from PVI to nursery and reception to Year1
- NQT support
- Moderation support

### **Impact:**

Merton pupils maintained their strong performance at this key stage. At 73.5%, the proportion of children achieving the GLD remains in line with the London and outer London averages and above the national average. Performance in all areas of learning is above the national averages for 'Exceeding' standard (and in some areas, well above), whilst performance at the expected standard is in line with national averages.

#### 4.1.12

##### **Priority:**

To continue to ensure that baseline assessments are accurate on entry to the EYFS so that children's progress can be accurately tracked, and appropriate interventions implemented where appropriate.

##### **Actions taken to secure impact:**

- Baseline training has been delivered centrally and on an individual school basis for nursery and reception classes.
- Agreement trialling of nursery baseline.
- Analysing data within training sessions to identify strengths and gaps.
- Attending Private and Voluntary Institution Managers' meetings and presenting on expectations.

##### **Impact:**

Teachers' understanding of baseline assessments continue to improve and provision, resources and organisation are linking to assessment.

#### 4.1.13

##### **Priority:**

To improve outcomes for children on SEN support so that they are at least in line with the same group nationally.

##### **Actions taken to secure impact:**

The Early Years' service have worked with the local Early Years Hub (operating out of the Wandle Teaching School Alliance) to create training modules for SENCOs, in order to improve their understanding and identification of SEND pupils in the Early Years. This was identified as a development need because the majority of school SENCOs have teaching background from KS1 and KS2, and not necessarily from the Early Years. Staff have accessed a range of training events including Attention Autism by the Gina Davis Training company and nine staff completed all 4 modules of the SEN level 3 accredited course. Evaluation from these costs show increasing confidence levels as well as improved skills.

Good liaison has taken place between the Early Years Adviser and Merton Inclusion Officers to ensure there is stronger identification of SEN in Nursery and Reception classes.

Identified schools have been supported to improve SEN provision through training and advice.

##### **Impact:**

The performance of Merton children with Special Educational Needs (SEN) has improved again this year, by three percentage points for those in receipt of SEN support. SEN support pupils are now in line with the national average for the same pupils, but below the London average.

#### 4.1.14

##### **Priority:**

To expand the 30 hours' provision available in Nurseries to meet local need, and to ensure that the quality of provision in schools and academies is strong.

##### **Actions taken to secure impact:**

A workshop was delivered for headteachers, EYFS leaders and teachers, and support staff, which supported schools to consider how they might implement the 30 hour offer, and also shared best



practice from those schools already doing so. Schools are also being supported to ensure that they plan for pupils that are in their Nurseries for 30 hours (which will require a different approach from planning for the part time places over 15 hours).

**Impact:**

Over half of Merton schools have implemented the offer, and there are other schools planning to do so in the near future.

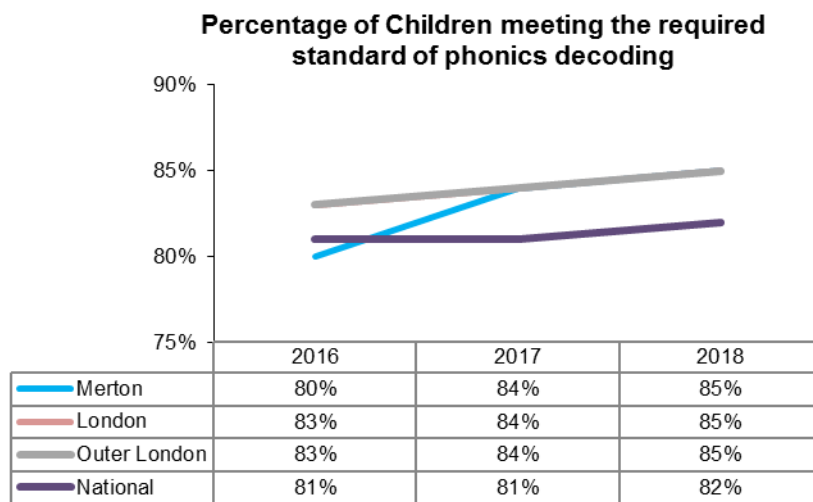
## Early Years Priorities for 2018/19

- a) To further improve the proportion of children achieving the Good Level of Development so that Merton's performance is stronger in relation to Outer London and statistical neighbours.
- b) To work with strong local providers (including the English hub) to support schools to improve early language development.
- c) To improve EYFS outcomes for SEN support so that they are in line with London average.

## Year 1 Phonics Screening Check: performance information and analysis

- 4.2.1 The Phonics Screening Check is a reading test based on pupils' ability to recognise words and sounds using phonic decoding strategies. Pupils' performance is reported on the basis of whether they have achieved the expected standard or not. There are no grades. All pupils in Year 1 are expected to be checked unless they have no phoneme/grapheme correspondence (i.e. they are unable to link letters on the page to the sound they make). The small numbers of pupils that do not achieve the expected standard in Year 1 are rechecked at the end of Year 2.

### Year 1 Phonics - headline performance information and analysis

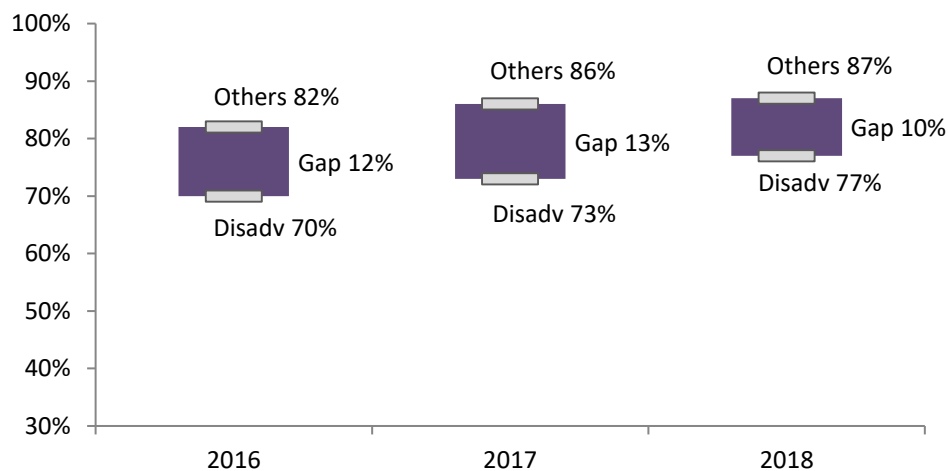


- 4.2.2 85% of pupils reached the expected standard for phonics decoding in Merton, an improvement since 2016 of five percentage points. This maintains the LA's strong performance, which is above the national average, and in line with the London and Outer London averages.
- 4.2.3 Phonics teaching is well embedded in Merton schools; there are only nine schools below the national average for this indicator, and all but one of these are within 10 percent of the national average. The one school that is more significantly below is being supported by their academy trust to improve.

## Year 1 Phonics main pupil groups and analysis

Contextual Groups	Number of Pupils	% meeting the required standard of phonics decoding		
		Merton	London	National
All Pupils	2478	85%	85%	82%
<b>Gender</b>				
Female	1245	87%	88%	86%
Male	1233	84%	82%	79%
Gap		3%	6%	7%
<b>Disadvantaged</b>				
Disadvantaged pupils	443	77%	77%	72%
All other pupils	2036	87%	86%	85%
Gap		10%	9%	13%
<b>Special Educational Needs (SEN)</b>				
No Special Educational Needs	2109	91%	91%	89%
SEN Support	302	55%	59%	48%
SEN (with Statement or EHC plan)	63	30%	23%	19%
<b>Ethnic Group</b> (White British and six largest and priority ethnic minority groups)				
White British	741	85%		83%
White Other	510	87%		81%
Asian Other	233	91%		87%
Black African	192	85%		85%
Mixed Other	124	90%		82%
Asian Pakistani	110	87%		85%
Asian Indian	84	94%		80%

**Closing the gap: Free School Meals**  
% meeting the required standard of phonics



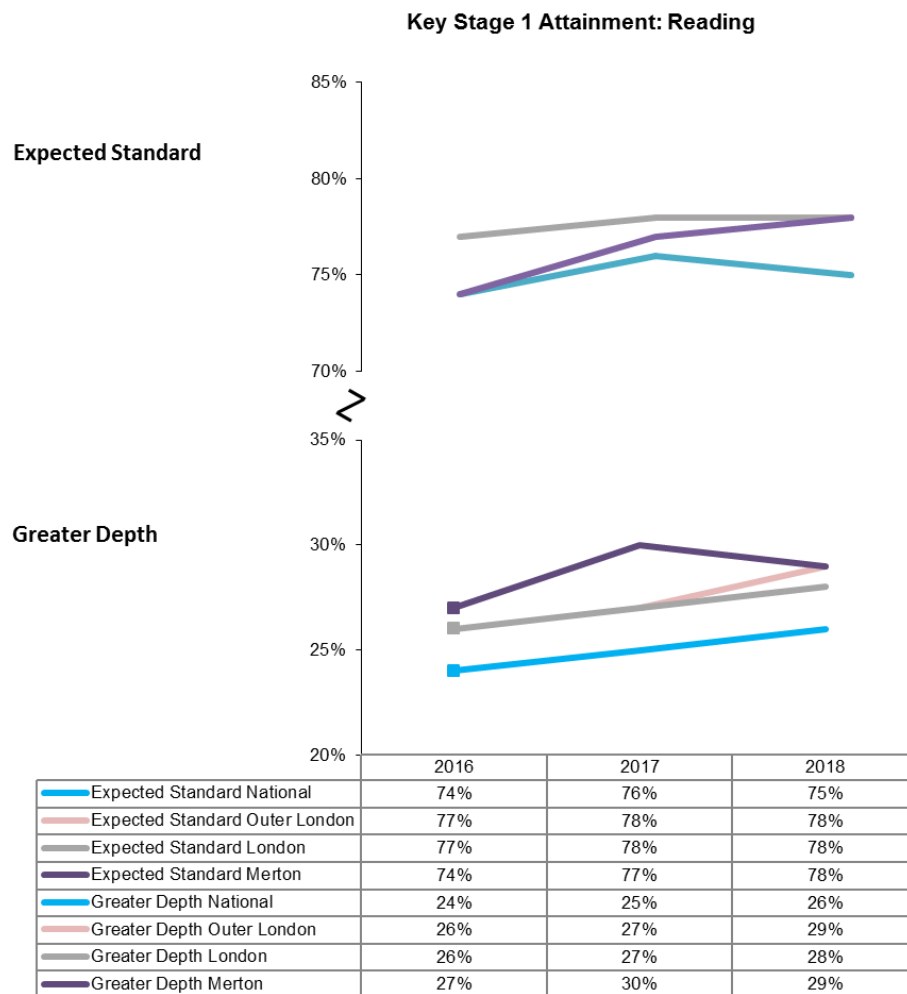
- 4.2.4 Merton girls again performed better than boys in the Year 1 Phonics Screening Check, by three percentage points (a slight widening of this gap in comparison with last year). However, the gender gap is narrower than that nationally and in London. Boys attain above both London and national boys by two and five percentage points respectively.
- 4.2.5 The attainment gap in Merton between disadvantaged pupils their peers has narrowed to 10 percentage points. Following this improvement, it is now narrower than the gap nationally and in line with the gap in London.
- 4.2.6 The performance of the largest and priority ethnic groups represented in this year group in Merton exceeded the averages for the same groups nationally, with the exception of Black African heritage pupils, which is in line. In particular, White Other pupil have further improved their performance by 11 percentage points this year.
- 4.2.7 In Merton a large attainment gap can be found between pupils in receipt of SEN support and their peers. At 36 percentage points, this is slightly narrower than the gap in Merton last year, and narrower than the gap seen nationally, but London has a smaller gap (32 percentage points). Pupils with EHCPs perform better than the same cohort nationally and in London.

## Key Stage 1: performance information and analysis

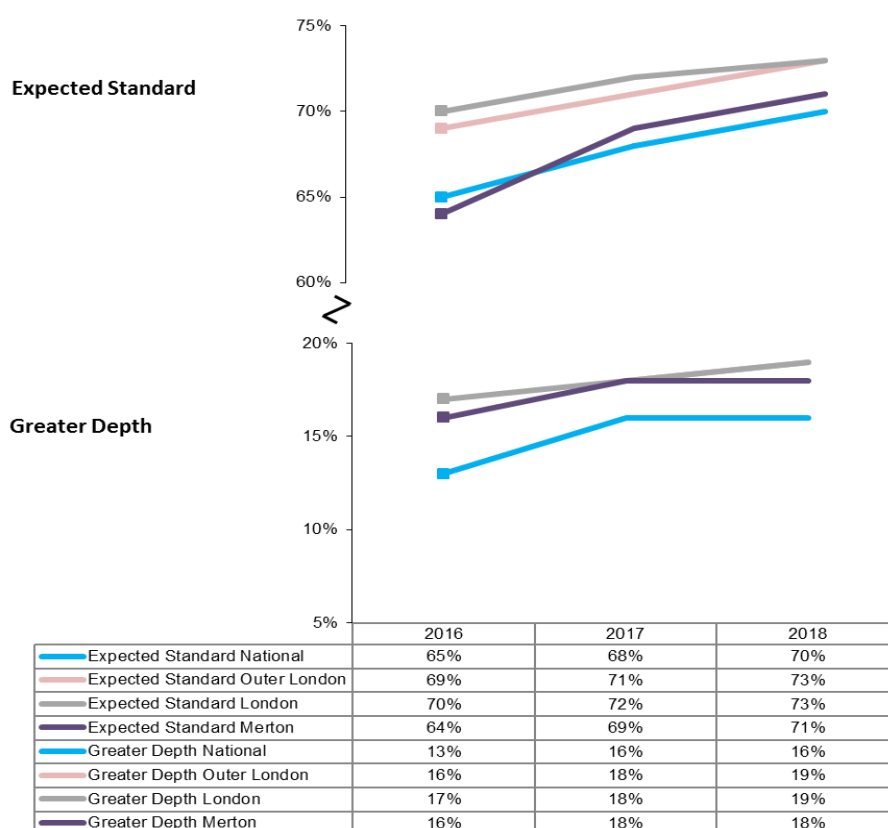
4.3.1 KS1 SATs take place in Year 2. Each pupil is teacher assessed in reading, writing and mathematics. Pupils are assessed relative to the 'Expected Standards', in reading, writing and mathematics. Pupils are judged to be working:

- below the Expected Standard;
- at the Expected Standard; or
- at Greater Depth

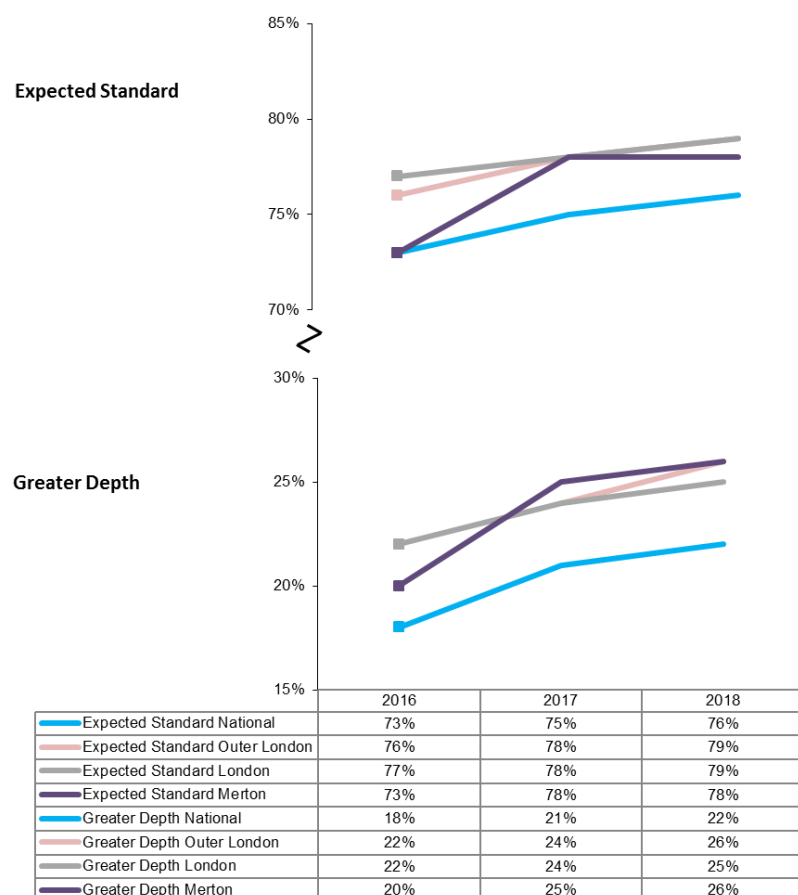
### KS1 - headline performance information and analysis



### Key Stage 1 Attainment: Writing



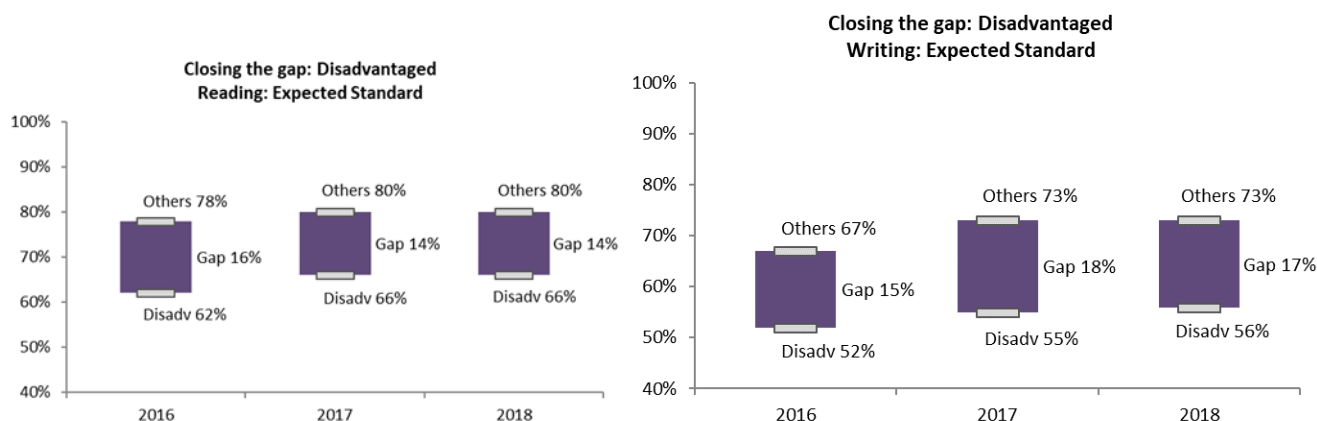
### Key Stage 1 Attainment: Maths

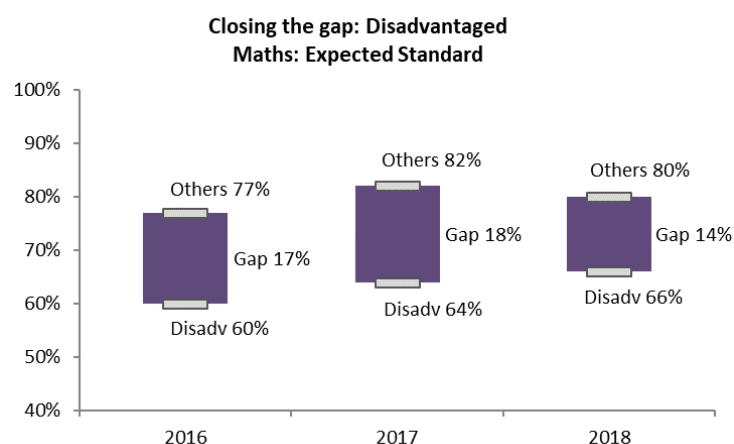


4.3.2 Outcomes have this key stage have remained in line with or improved on performance last year (with the exception of Greater Depth in reading where there was a drop of one percentage point). In reading and maths, performance is in line with the more challenging Outer London average; in writing, there have been further improvements, and performance is above the national average. Further focus is now required to ensure the performance of Merton's pupils matches that of their Outer London peers.

## KS1 – main pupil groups and analysis

Contextual Groups	Number of Pupils	% reaching the expected standard in reading			% reaching the expected standard in writing			% reaching the expected standard in maths		
		Merton	London	National	Merton	London	National	Merton	London	National
All Pupils	2520	78%	78%	75%	71%	73%	70%	78%	79%	76%
<b>Gender</b>										
Female	1229	82%	82%	80%	76%	79%	77%	79%	80%	77%
Male	1291	75%	75%	71%	66%	68%	63%	78%	78%	75%
Gap		7%	7%	9%	10%	11%	14%	1%	2%	2%
<b>Disadvantaged</b>										
Disadvantaged	331	66%	68%	62%	56%	62%	55%	66%	68%	63%
All other pupils	2189	80%	80%	79%	73%	75%	74%	80%	81%	80%
Gap		14%	12%	17%	17%	13%	19%	14%	13%	17%
<b>Special Educational Needs (SEN)</b>										
No Special Educational Needs	2095	87%	86%	84%	80%	82%	79%	86%	86%	84%
SEN Support	361	39%	43%	33%	27%	34%	25%	42%	46%	36%
SEN (with Statement or EHC plan)	50	10%	15%	13%	7%	12%	9%	18%	16%	13%
<b>Ethnic Group (White British and six largest and priority ethnic minority groups)</b>										
White British	813	79%		76%	70%		70%	78%		76%
White Other	496	75%		71%	68%		67%	77%		75%
Asian Other	268	84%		79%	77%		76%	86%		81%
Black African	196	81%		78%	73%		74%	78%		76%
Asian Pakistani	135	83%		73%	81%		68%	79%		73%
Mixed Other	117	79%		78%	71%		73%	84%		78%
Black Caribbean	53	74%		73%	60%		66%	64%		69%





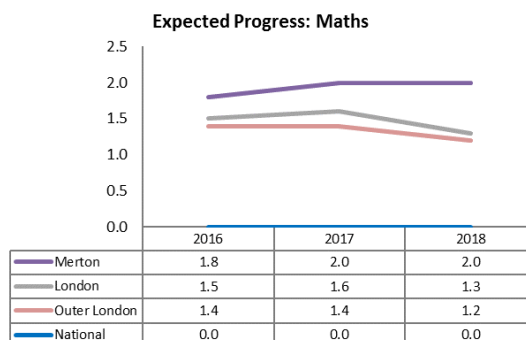
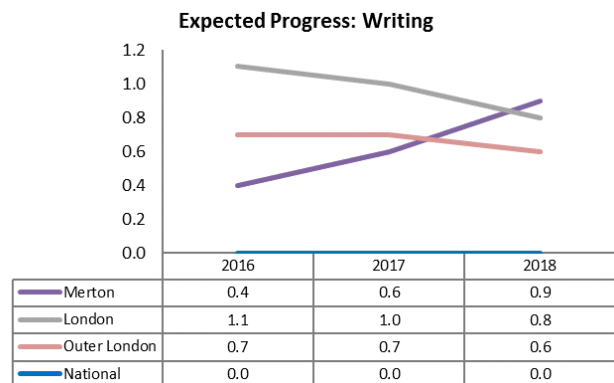
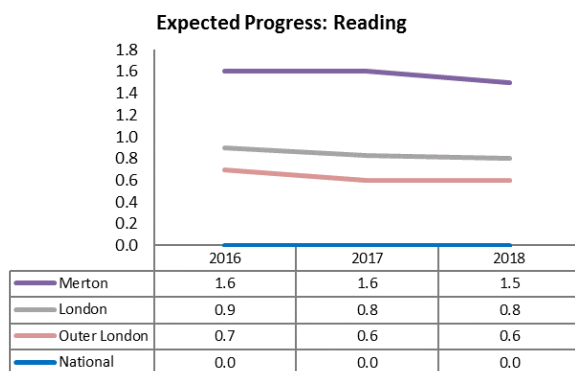
- 4.3.3 Girls outperformed boys in all three subjects. The gap was widest in writing (10 percentage points), but all gaps for gender were narrower than those seen nationally, and similar to those in London. Interestingly, despite their strong performance in comparison with boys, girls in Merton do not perform as well as girls in London in writing and maths.
- 4.3.4 The gap between disadvantaged pupils and their peers has narrowed in writing and mathematics following a widening in those subjects last year. As last year, in all three subjects the gaps are wider than those seen in London, but less than those nationally.
- 4.3.5 The performance of the relatively small and diverse group of SEN pupils with an EHCP dropped slightly this year, and is below the national and London averages in reading and writing, and above in mathematics.
- 4.3.6 For the second year in a row, the performance of pupils on SEN support improved, and is better than that of the same group nationally. However, they did not perform as well as the same group in London.
- 4.3.7 For the seven largest and priority ethnic groups at this key stage, performance is above the London averages for the same groups, with the exception of Black Caribbean, Mixed Other and Black African pupils in writing, and Black Caribbean pupils in mathematics. The performance of the growing group of Pakistani pupils (135 pupils this year in comparison with 116 last year) is particularly pleasing with improvements of ten, eleven and six percentage points in reading, writing and maths respectively.



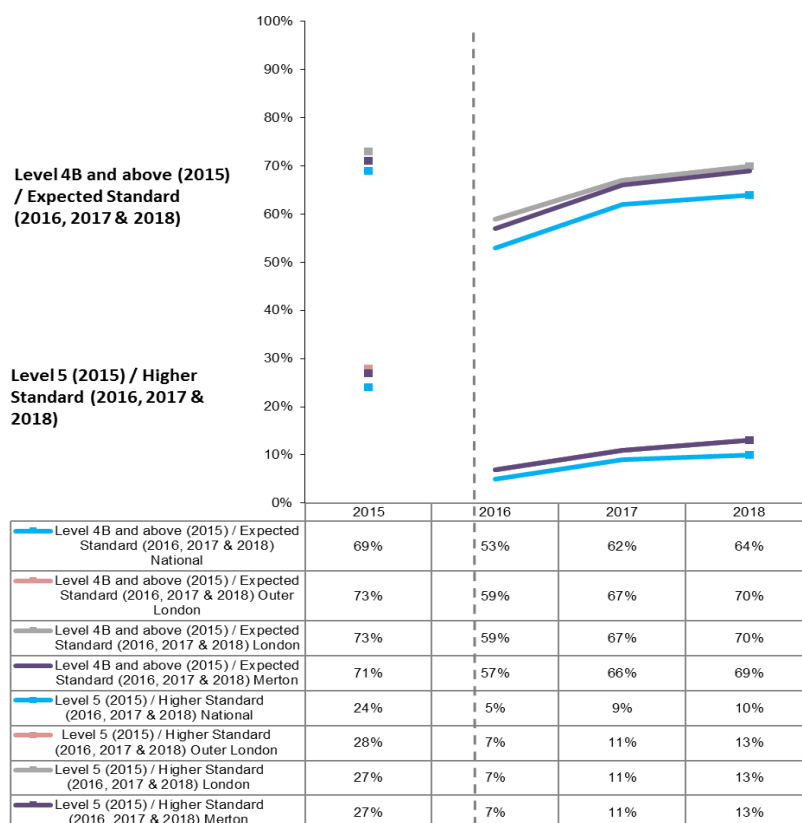
## Key Stage 2: performance information and analysis

- 4.4.1 KS2 SATs take place in Year 6. Each pupil is tested in reading, mathematics and grammar, punctuation and spelling. They are also teacher assessed in reading, writing, mathematics and science. Pupils are assessed relative to the 'Expected Standards', in reading, writing and mathematics.
- 4.4.2 Each pupil receives their test results as a scaled score whilst teacher assessment judgements are based on the standards in the interim framework. The expected standard in reading and mathematics tests is a scaled score of 100 or above. The expected standard in writing is a teacher assessment of 'working at the expected standard' (EXS). A higher standard is a scaled score of 110 or more in reading and mathematics, and pupils assessed as working at greater depth within the expected standard (GDS) in writing. Pupils are judged to be working:
- below the Expected Standard;
  - at the Expected Standard; or
  - at the Higher Standard.
- 4.4.3 Pupils' progress across KS2 is also measured at the end of Year 6. These are 'value-added' progress measures which mean that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment. Progress scores are calculated for each of reading, writing and mathematics.
- 4.4.4 Pupils' performance in the combined indicator (attainment in reading, writing and mathematics combined) and in the indicators for progress across the key stage in each of reading, writing and mathematics are used to identify whether a school is below the government's Floor Standard or is at risk of being judged to be coasting.

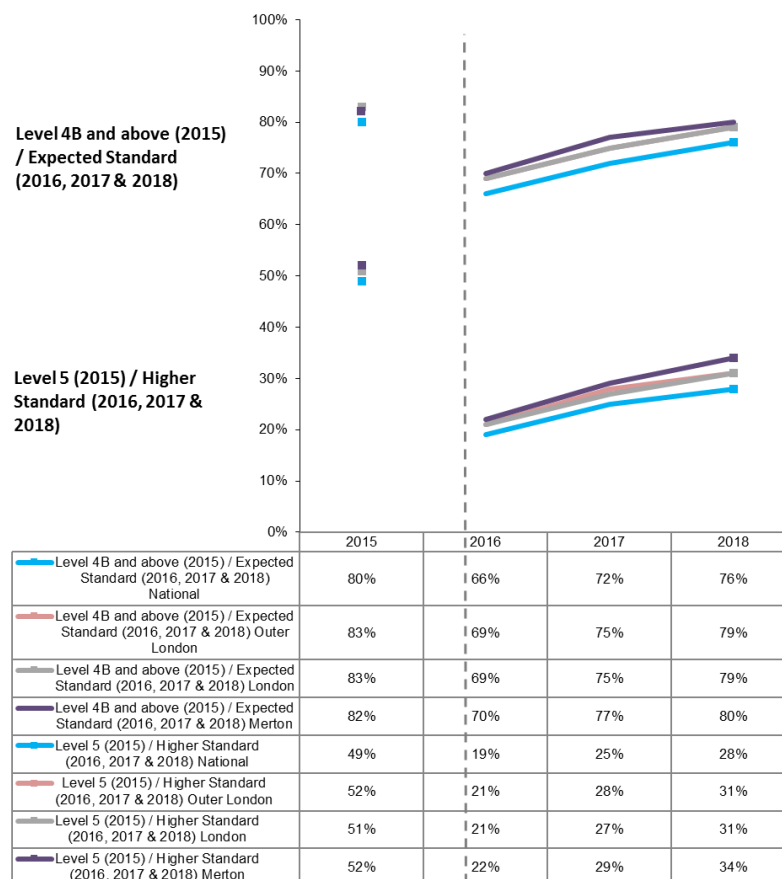
### KS2 - headline performance information and analysis



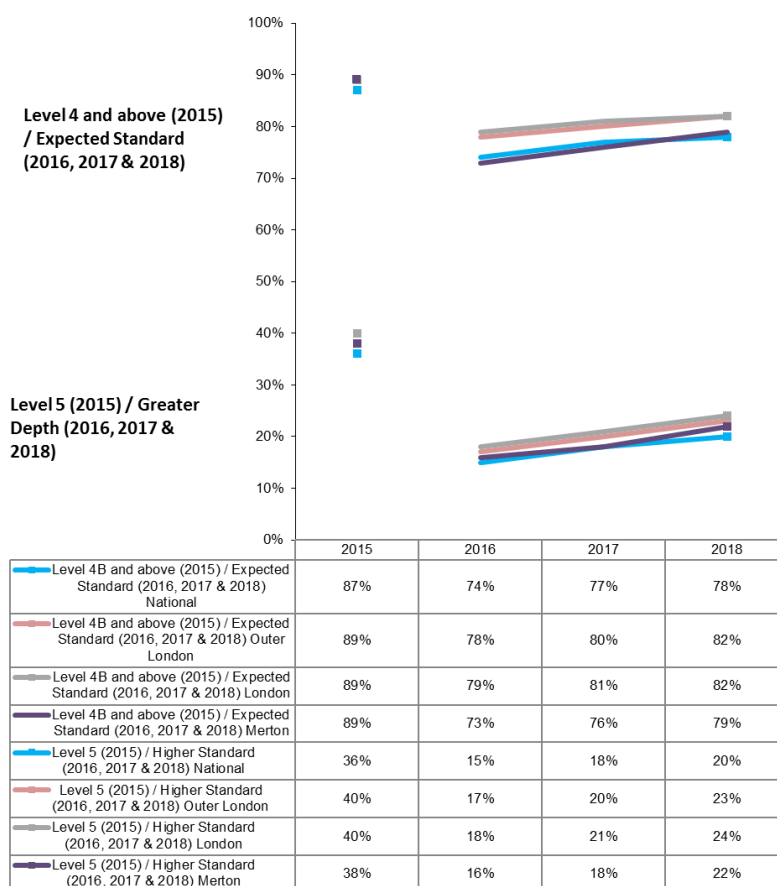
### Key Stage 2 Attainment: Reading, writing and mathematics



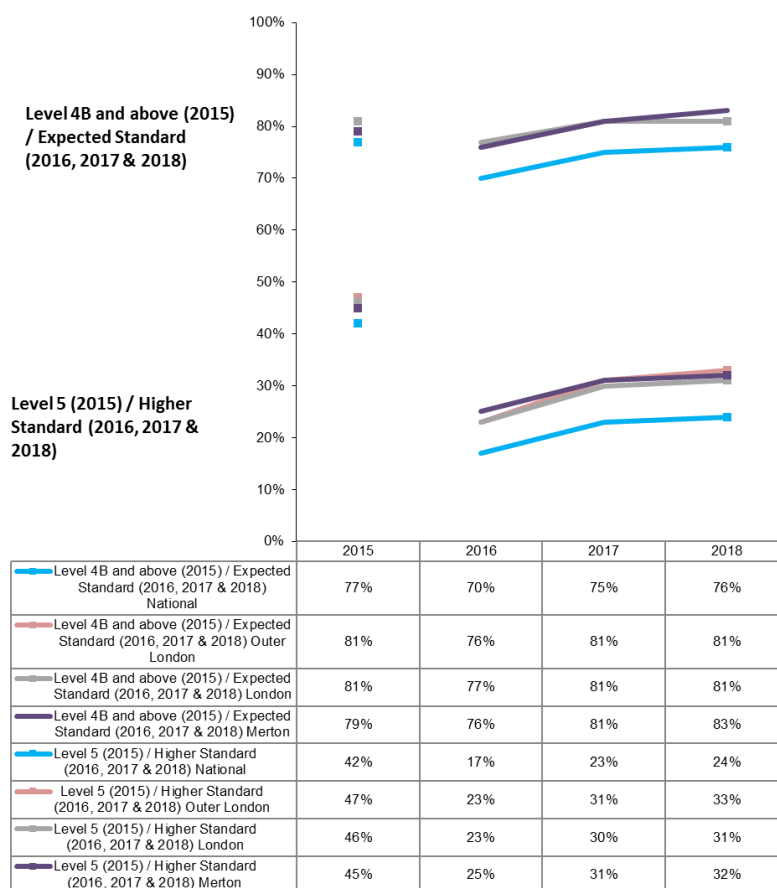
### Key Stage 2 Attainment: Reading



## Key Stage 2 Attainment: Writing



## Key Stage 2 Attainment: Maths



- 4.4.5 The progress scores in reading, writing and mathematics, replicating the strong performance with regards to attainment, are above the national and London averages, and rank Merton 8<sup>th</sup>, 23<sup>rd</sup> and 6<sup>th</sup> in the country respectively. The improvement in ranking for the writing progress score is particularly pleasing following focused action by the LA and schools. However, performance in this subject is still not as strong as in reading and maths, and so focused attention will continue to be given to it so that it is closer to the London average.
- 4.4.6 Performance in the combined attainment indicator at 69%, identifying those pupils that achieved at least the expected standards in all of reading, writing and mathematics, has extended the gap above the national average to five percentage points, but it remains one percentage point below the London average. At the higher standard, however, performance in Merton is in line with London averages as well as being three percentage points above the national average.
- 4.4.7 Looking at the subjects separately, attainment in reading at both the expected standard and the higher standard is again strong, being above both the national and London averages, and ranking Merton 19<sup>th</sup> in the country. It is also strong in mathematics, where performance is again above the national averages (by nine and eight percentages at the expected and higher standards respectively) and in line with the London averages. Attainment at the expected standard ranks Merton 8<sup>th</sup> in the country. In writing, for the first time since the new assessments were introduced at KS2, Merton's performance is above the national averages at both the expected and greater depth standard. Further improvements need to be made to bring the LA's results more in line with the London averages.
- 4.4.8 No Merton school is below the Floor Standard this year. No Merton primary school is deemed to be below the 'coasting' standard.

## KS2 - main pupil groups and analysis

Performance in the key indicators.

Contextual Groups	Number of Pupils	% reaching the expected standard in reading, writing and maths			Value Added progress score in reading			Value Added progress score in writing			Value Added progress score in maths		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
All Pupils	3515	69%	69%	64%	1.5	0.8	0.0	0.9	1.0	0.0	2.0	1.6	0.0
<b>Gender</b>													
Female	1134	73%	73%	68%	2.1		0.4	1.8		0.8	1.1		-0.7
Male	1181	64%	65%	61%	1.0		-0.4	0.1		-0.8	3.0		0.7
Gap		9%	8%	7%	1.1		0.8	1.7		1.6	1.9		1.4
<b>Disadvantaged</b>													
Disadvantaged	645	56%	60%	51%	0.9	0.2	-0.6	1.4	0.4	-0.4	0.8	0.5	-0.6
All other pupils	1670	74%	76%	71%	1.8	1.1	0.3	1.1	1.1	0.2	2.5	1.8	0.3
Gap		18%	16%	20%	0.9	0.9	0.9	0.3	0.7	0.7	1.7	1.3	0.9
<b>Prior Attainment (Key Stage 1)</b>													
Low	193	11%		6%	2.3			2.7			2.6		
Middle	1280	65%		47%	1.5			0.6			1.9		
High	646	97%		91%	1.4			0.9			2.1		
<b>Special Educational Needs (SEN)</b>													
No Special Educational Needs	1875	80%	76%	71%	1.9	1.1	0.3	1.4	1.4	0.5	2.4	1.9	0.3
SEN Support	378	22%	29%	21%	0.0	0.1	-1.2	-2.0	-0.6	-2.2	0.3	0.4	-1.1
SEN (with Statement or EHC plan)	62	18%	9%	8%	-0.1	-2.8	-3.7	-2.0	-3.0	-4.3	0.0	-2.6	-4.1
<b>Ethnic Group (White British and six largest and priority ethnic minority groups)</b>													
White British	713	68%		65%	1.7		-0.1	0.5		-0.3	0.8		-0.5
White Other	357	71%		61%	2.2		1.2	1.9		1.6	3.5		2.2
Asian Other	287	75%		72%	0.3		0.4	1.3		1.1	4.9		2.8
Black African	211	66%		68%	1.4		0.4	1.1		0.9	1.1		0.9
Asian Pakistani	148	73%		61%	2.3		-0.2	1.7		0.6	4.3		1.1
Black Caribbean	86	56%		66%	-0.2		-0.5	0.0		-0.4	-1.1		-1.3
Mixed Other	84	73%		68%	2.1		0.7	0.3		0.6	1.3		0.6



- 4.4.9 Girls continued to outperform boys with regard to both attainment and progress, with the exception of mathematics where the progress score for boys was higher than that of girls. The gaps between the genders are in line for attainment and larger than those seen nationally for progress.
- 4.4.10 The performance gap between disadvantaged pupils and their peers has narrowed in all key indicators at this key stage, and is narrower than that seen in London for writing progress, but wider for the combined attainment and maths progress indicators. The performance of this group of pupils will continue to be a focus in 2018/2019, as it always will be until and unless the gap has closed.
- 4.4.11 The attainment and progress of the very small group of pupils with EHCPs has improved in all key indicators, and these are above national and local averages. In maths and reading, the progress made by the pupils is in line with all pupils nationally.
- 4.4.12 The performance of pupils in receipt of SEN support has also improved in all key indicators, except writing progress (where performance is in line with the national average for the same group, but below the London average). In reading, these pupils make the same progress as all pupils nationally, and in maths better progress than all pupils nationally. Attainment for this group is line with the average for the same group nationally but below the London average.
- 4.4.13 The largest and priority ethnic groups at this key stage outperform the same groups nationally with regard to attainment and progress, with the exception of Black African pupils (lower attainment), Asian Other (reading progress) and Mixed Other (writing progress). The attainment gaps between these groups and the all pupils group has narrowed for White British pupils (one percentage point below) and

for White Other pupils (who outperformed the all pupils group this year by two percentage points). However, the gap has widened for Black Caribbean pupils.

## 2017/18 Primary phase priorities, impact and key actions taken

4.4.14

**Priority:** To maintain strong outcomes across the primary phase for all pupils in relation to national and London averages.

**Actions taken to secure impact:**

A strong professional development programme was again offered to all primary schools which covered key aspects of the core curriculum (English, maths and science) as well as the broader curriculum and pedagogy. Please see below for detail about the training in the core subjects of writing and maths. For reading, there was a focus on the strategies for teaching reading, especially in the context of guided group reading, and teachers can use their time most effectively during these sessions.

Schools were particularly supported for their leadership of the core curriculum, to secure a 'cascade' model for the dissemination of best practice. There were high levels of attendance at the termly network meetings for subject leaders in both English and mathematics. These sessions included subject understanding, teaching strategies, leadership skills as well as providing opportunities to share good practice from within Merton and beyond.

Nine schools received intensive support for mathematics and three for English during the year which included staff training to develop subject knowledge and pedagogy. There was also in-depth support for individual teachers and work with subject leaders to develop their leadership capacity.

**Impact:**

Outcomes have improved in the majority of the 18 key indicators in the primary phase; where there were no improvements, performance remained the same as in 2017 for:

- KS1 expected standard mathematics;
- KS1 higher standard writing; and
- KS2 progress score for mathematics.

There were small drops for:

- KS1 higher standard reading;
- KS2 progress score for reading.

However, national rankings in these indicators remained broadly similar to last year or improved.

Although there have been improvements in relation to the London averages, comparison with these remains mixed.

4.4.15

**Priority:** To improve outcomes for pupils on SEN support as a result of targeted interventions and more accurate assessment.

**Actions taken to secure impact:**

Significant work has been undertaken with SENCOs in all schools through the SENCO forum. This has included work to improve accurate identification of pupils requiring SEN support, and to ensure that the provision they receive is appropriate. It has also included work with maths and English subject leaders, to embed the concept that every class teacher is a teacher of SEND pupils, and that their progress is the teachers' responsibility.

In addition, the SENCO Working Group has met regularly throughout the year had the following priorities:

- Develop guidance and tools to support measuring progress for pupils with SEND.
- Moderation meetings for the identification of pupils requiring SEN Support
- Moderation meetings for the judgement of attainment and progress for pupils with SEND



- Draw up a list of quality first teaching strategies that support different primary needs e.g. ASD

**Impact:**

Outcomes for pupils in receipt of SEN support have improved at all key stages in the primary phase:

- In the Year 1 Phonics Screening Check, the proportion achieving the expected standard has risen and the gap with their peers has narrowed slightly.
- At KS1, for the second year in a row, the performance of pupils on SEN support improved, and is better than that of the same group nationally.
- The performance of pupils in receipt of SEN support has also improved in all key indicators, except writing progress (where performance is in line with the national average for the same group, but below the London average). In reading, these pupils make the same progress as all pupils nationally, and in maths better progress than all pupils nationally. Attainment for this group is line with the average for the same group nationally but below the London average.

4.4.16

**Priority:** To narrow the gaps for pupils eligible for the pupil premium so that they are in line with the gaps seen in London.

**Actions taken to secure impact:**

The Local Authority's Equalities Adviser has provided in depth support for identified schools which focussed on ensuring that the Pupil Premium Strategy is an effective document, identifying appropriate strategies to improve outcomes for Pupil Premium eligible pupils. Her work has also supported schools to evaluate the impact of these strategies and how they might be continued or changed, dependent on their effectiveness. The Pupil Premium Strategy is a document that schools must complete and publish on their website, and which is scrutinised by Ofsted during inspection.

Central training has been delivered to Pupil Premium leads in schools, and training has also been offered to governors.

The Equalities Adviser has supported schools to review how effectively they use their teaching assistants (many of whom are funded by a school's Pupil Premium Grant, and who are deployed to secure outcomes for theses pupils). This has resulted in positive outcomes for all schools that have engaged with the programme, often shedding light on matters that need to addressed.

**Impact:**

Gaps have narrowed for disadvantaged pupils at all key stages in the primary phase:

- In the Year 1 Phonics Screening Check, the attainment gap in Merton between disadvantaged pupils their peers has narrowed to 10 percentage points. Following this improvement, it is now narrower than the gap nationally and in line with the gap in London.
- At the end of KS1, the gap between disadvantaged pupils and their peers has narrowed in writing and mathematics following a widening in those subjects last year. As last year, in all three subjects the gaps are wider than those seen in London, but less than those nationally.
- At the end of KS2, the performance gap between disadvantaged pupils and their peers has narrowed in all key indicators at this key stage, and is narrower than that seen in London for writing progress, but wider for the combined attainment and maths progress indicators.

The performance of this group of pupils will continue to be a focus in 2018/2019, as it always will be until and unless the gap has closed.

**Priority:** To improve outcomes in writing at both KS1 and KS2, through the development of writing exemplification materials to support teachers' understanding of progression and standards, and the delivery of training focusing on the pedagogy of writing.

**Actions taken to secure impact:**

Writing exemplification materials for each year group have been developed using writing samples from Merton schools. These materials have been shared with all schools and training has been provided for Subject Leaders and teachers. Identified schools have also been provided with targeted support for their use of the materials.

Training on the teaching of writing has been delivered for subject leaders and teachers, focusing on the pedagogy of writing, particularly in relation to shared and modelled writing.

Training also focused on the transition between the EYFS and Year 1, bringing together EYFS coordinators and English subject leaders. This improved the transition for pupils between these two key stages, particularly ensuring that there was a better understanding by practitioners in each phase about the different curriculum and assessment processes.

**Impact:**

Teachers have a better understanding of the standards for their individual year groups, and of the progression of skills across the primary phase.

Outcomes in writing attainment improved by two percentage points at the end of KS1, and by four percentage points at the end of KS2. As a result, Merton's rank within all Local Authorities rose by 34 places to 72<sup>nd</sup>. The progress score for writing improved to 0.9, improving Merton's rank from 46<sup>th</sup> to 23<sup>rd</sup> nationally, and placing the Local Authority in the top quartile of performance in comparison with Outer London and statistical neighbours.

**Priority:** To improve the progress made by Black Caribbean pupils across KS2.

**Actions taken to secure impact:**

MEPs and the LA's Equalities Adviser have had focused discussions with schools where the larger cohorts of this group can be found to ensure that the achievement of Black Caribbean pupils is at the heart of improvement strategies in each school. This is a relatively small group of pupils, who are scattered amongst Merton's primary schools, with the result that each school has only a small number.

**Impact:**

Attainment in reading at the end of KS1 has improved for this groups, as has their progress from Key Stage 1 to Key Stage 2 also in reading, as has their attainment. Progress scores are better for these same group nationally.

**Priority:** To ensure Merton schools remain at the forefront of national initiatives in the teaching of mathematics.

**Actions taken to secure impact:**

The mathematics central training programme, which was open to all schools, included sessions on teaching specific mathematical concepts and introducing schools to the features of teaching for mastery. These specific mastery strategies included variation theory, the use of representations,

small steps in learning, and planning for progression. Training has also included subject specific focuses for the 'harder to teach' topics, and a focus on differentiation (in particular to improve outcomes for lower ability pupils) and on developing challenge for higher attainers. As for writing, training was delivered to improve the transition between the Reception and Year 1, and the curriculum and assessment of the Early Years Foundation Stage and the National Curriculum.

Five Merton schools participated in a project funded by the London South-West Maths Hub with a focus on Assessing Greater Depth in Mathematics.

In their network meetings, maths subject leaders have had a significant focus on assessment to ensure that standards are well understood, ready for wider school dissemination.

**Impact:**

Attainment again improved in mathematics at the end of KS2 (by two percentage points, and with a three-year trend of nine percentage points improvement), improving Merton's rank nationally from 22<sup>nd</sup> to 8<sup>th</sup>. Progress across KS2 ranks Merton 6<sup>th</sup> nationally, and places the borough in the top quartile in comparison with Outer London and statistical neighbours.

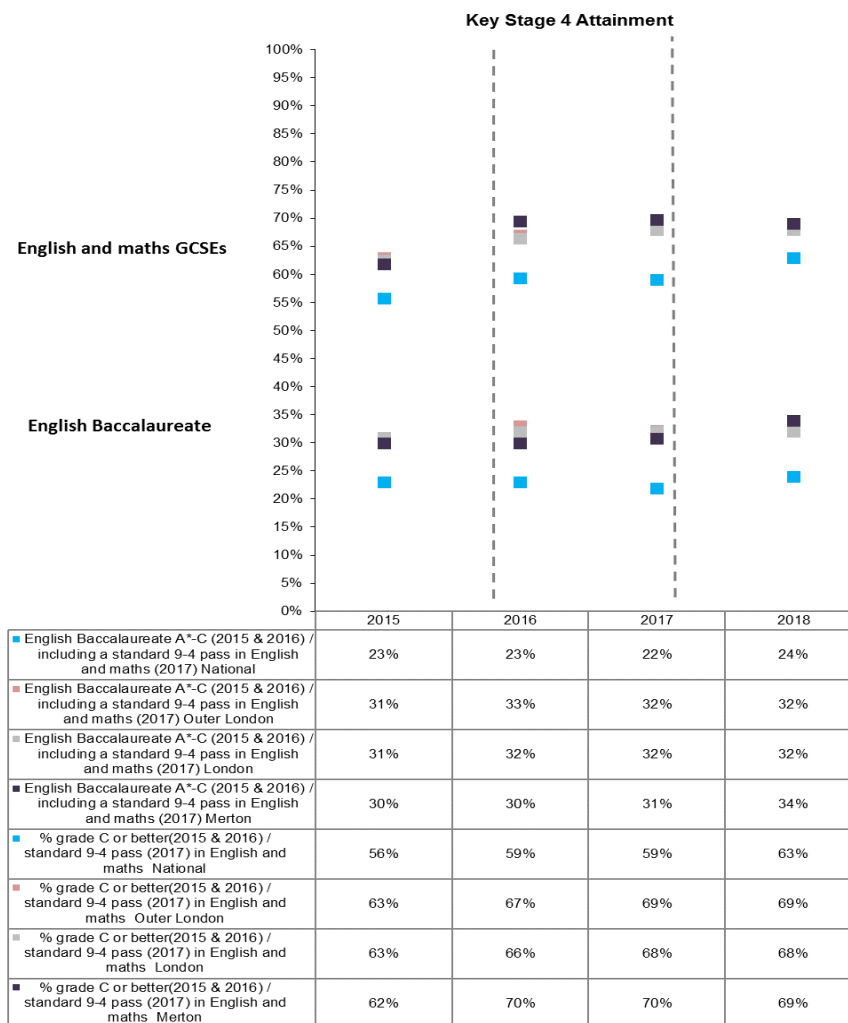
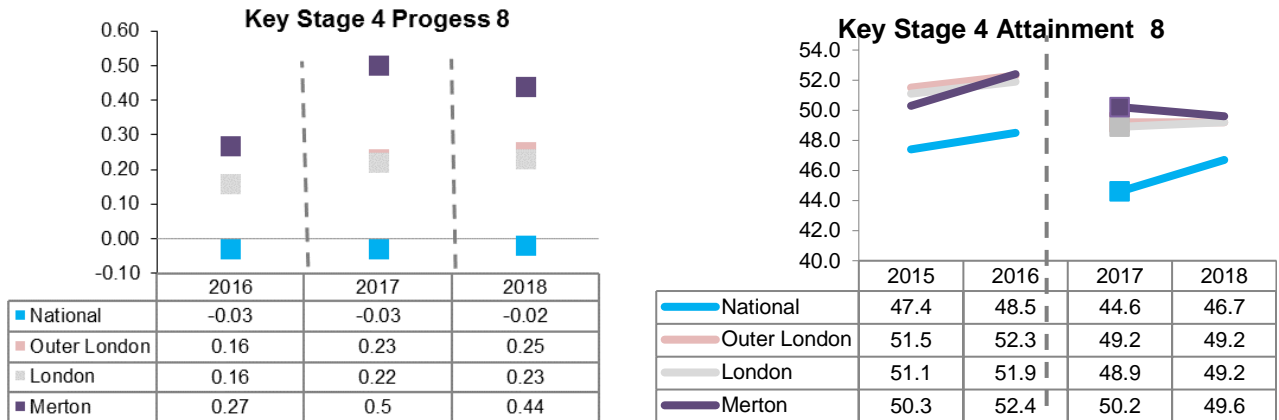
## Primary Phase Priorities for 2018/19

- a) To continue to support schools to use maths mastery strategies to develop practice and building on existing strengths, including through liaison with the South West London maths hub.
- b) To continue to improve writing so that attainment at the expected standard is more in line with Outer London and statistical neighbour averages, including through liaison with the South West London English hub.
- c) To further improve outcome in reading by ensuring that schools' approaches are finely planned to meet the needs of all pupils and provide pupils with meaningful experiences to develop reading for pleasure, including through a focus on the development of whole class guided reading.
- d) To ensure that outcomes for Pupil Premium eligible pupils continue to improve, through the provision of targeted support for schools, and central training.
- e) To continue to improve provision and outcomes of pupils in receipt of SEN support through work with school leaders (including SENCOs and subject leaders) and teachers, so that they are correctly identified (avoiding over identification of some groups of pupils), their needs are met, and outcomes improve in relation to Outer London and statistical neighbours. To develop an assessment approach for this group of pupils.
- f) To support schools to develop their wider curriculum and their offer for pupils' personal development in light of Ofsted changes so that there is a clear idea of progression in all subjects; manageable assessment; a clear rationale for their curriculum meeting the needs of their pupils; and a strong offer of broader experiences (for example through educational visits).

## Key Stage 4: performance information and analysis

4.5.1 As changes have been gradually introduced to the exams at the end of KS4, the accountability measures for schools, published in the performance tables have also changed. Comparisons for the Attainment 8 and Progress 8 scores with 2016 and 2017 performance are not possible as the methodology has changed with introduction of reformed GCSEs in the majority of subjects. Caution must be taken when making comparisons in these and other performance measures.

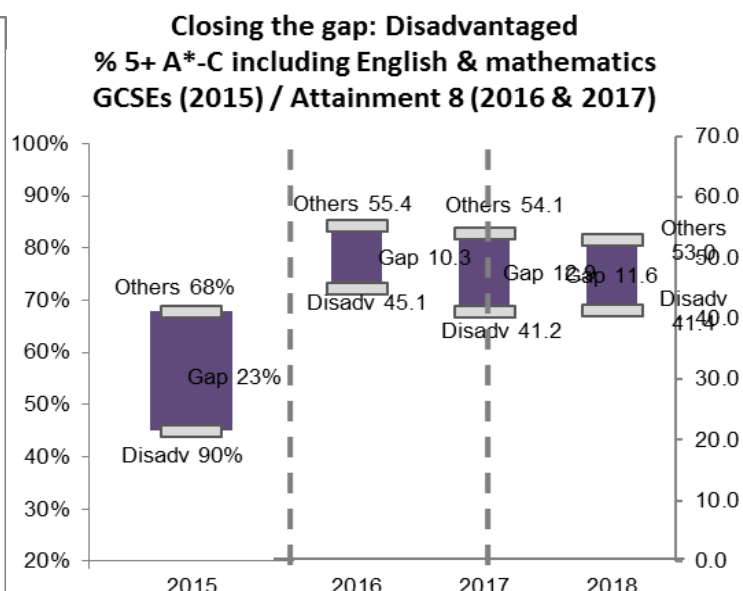
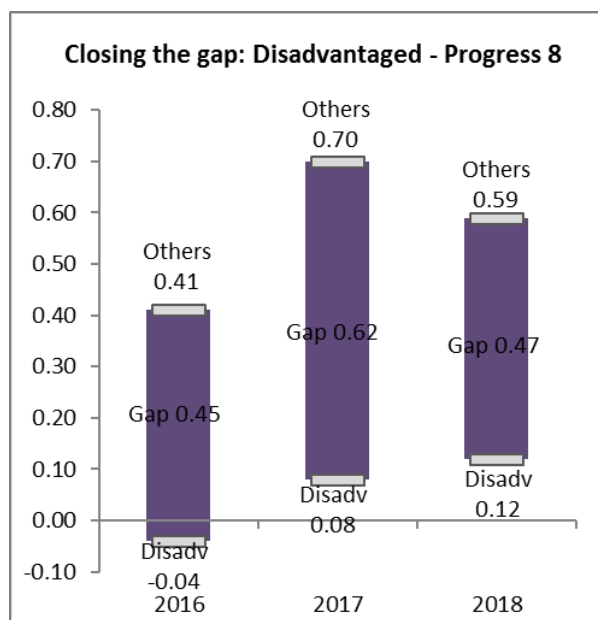
### KS4 - headline performance information and analysis



- 4.5.2 Performance in Merton secondary schools at KS4 remains very strong.
- 4.5.3 At 0.44 the Progress 8 score in Merton is well above national and London averages, and ranks the Borough 9<sup>th</sup> in the country. Four schools in Merton have scores which are described as being 'well above the national average' in the performance tables (Ursuline High School, Harris Academy Morden, Ricards Lodge High School and Rutlish School). Three schools' performance places them 'above the national average' (Harris Academy Merton, Wimbledon College and St Mark's Academy). Only one mainstream school is 'at the national average' (Raynes Park High School).
- 4.5.4 In the Attainment 8 indicator, Merton's average (49.6) is above the national and the London averages. Only one Merton mainstream school is just below the national average (St Mark's Academy with a score of 42.4). All other schools were above the national average. It should be noted that progress, as in the primary phase, is the key indicator scrutinised by Ofsted when they inspect schools.
- 4.5.5 The proportion of pupils achieving grades 9-4 in the EBacc subjects, including English and maths rose by three percentage points this year to 34% which is above local and national averages. The government also introduced a new Average Points Score indicator by which to measure performance in the EBacc measure. Merton (4.44) is in line with the London average (4.48), but still well above the national average (3.85). Particular successes were again seen in Ursuline High School and Wimbledon College, where the APS was 5.48 and 5.08 respectively.
- 4.5.6 The proportion of students achieving a standard 9-4 pass in English and mathematics is in line with London average but above the national average. Particular successes were again seen in Ursuline High School (82%) and in Wimbledon College (81%).
- 4.5.7 No Merton school was below the Floor Standard this year. No secondary school is deemed to be below the 'coasting' standard.

## KS4 - main pupil groups and analysis

Contextual Groups	Number of Pupils	Progress 8 score			Attainment 8 score			% achieving the English Baccalaureate (including a standard 9-4 pass in English and maths)			% achieving a standard 9-4 pass in English and maths GCSEs		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
All Pupils	1404	0.44	0.25	-0.02	49.6	49.2	46.7	34%	33%	24%	69%	68%	63%
<b>Gender</b>													
Female	683	0.85	0.45	0.22	52.1	52.0	49.5	40%	39%	30%	72%	71%	67%
Male	721	0.24	0.00	-0.25	47.2	46.5	44.0	28%	27%	19%	68%	65%	58%
Gap		0.61	0.45	0.47	4.9	5.5	5.5	12%	12%	11%	4%	6%	9%
<b>Disadvantaged</b>													
Disadvantaged	409	0.12	-0.01	-0.44	41.4	42.8	36.8	19%	22%	12%	56%	56%	46%
All other pupils	995	0.59	0.37	0.14	53.0	52.6	50.3	40%	38%	29%	69%	75%	67%
Gap		0.47	0.38	0.58	11.6	9.8	13.5	21%	16%	17%	13%	19%	21%
<b>Prior Attainment (Key Stage 2)</b>													
Low	163	0.58		-0.17	30.7		22.60	6%		1%	29%		11%
Middle	568	0.47		0.00	45.3		40.80	21%		11%	50%		38%
High	498	0.37		0.02	64.0		61.10	61%		45%	85%		79%
<b>Special Educational Needs (SEN)</b>													
No Special Educational Needs	1142	0.54	0.35	0.08	53.4	52.6	49.9	40%	37%	27%	70%	75%	64%
SEN Support	190	0.20	-0.24	-0.43	40.0	35.1	32.2	11%	10%	6%	54%	37%	41%
SEN (with Statement or EHC plan)	72	-0.73	-0.88	-1.11	15.1	15.7	12.9	0%	3%	2%	20%	30%	43%
<b>Ethnic Group (White British and six largest and priority ethnic minority groups)</b>													
White British	471	0.17		-0.14	49.5		46.0	32%		22%	77%		63%
White Other	193	0.78		0.51	53.8		47.8	50%		31%	73%		61%
Black African	142	0.45		0.32	49.2		47.9	30%		28%	62%		56%
Asian Other	102	0.87		0.65	52.4		54.4	48%		39%	86%		71%
Black Caribbean	88	0.08		-0.30	40.8		39.5	14%		15%	32%		42%
Asian Pakistani	79	0.99		0.23	52.4		45.8	37%		23%	60%		56%
Mixed Other	71	0.40		0.13	48.4		49.2	20%		30%	50%		65%



- 4.5.8 With regard to Progress 8 scores, all groups in Merton outperformed the same groups nationally and in London. Students with a statement or an Education Health and Care Plan (EHCP) are the only group with negative progress between Key Stage 2 and 4.
- 4.5.9 The gap between disadvantaged pupils and their peers has narrowed in the Progress 8 indicator (from 0.62 to 0.47) but the gaps between these pupils, boys, pupils in receipt of SEN support, White British and Black Caribbean pupils; and the all pupils group are the widest.
- 4.5.10 Despite these gaps, the attainment of these groups is above the attainment for the same groups nationally and locally, with the exception of disadvantaged pupils whose performance is above the national average for the same group, but just below the London average.
- 4.5.11 Girls outperform boys in all indicators although the gaps are similar to those seen nationally and in London, except in the Progress 8 indicator where the gap is wider.
- 4.5.12 Pupils in receipt of SEN support have maintained their very strong Progress 8 score (0.20) which is better than the average progress made by all pupils nationally. The proportion achieving the standard 9-4 pass in English and maths has risen to 54% and is even further above national and local averages. The average Attainment 8 score for 2018 dropped slightly, but still remains well above the national average for the same group.
- 4.5.13 The Progress 8 and Attainment 8 scores for pupils with EHCPs has risen slightly, and are above national averages but below London averages. The proportion achieving the standard grade 9-4 passes in English and maths is below the national and local averages for the same group.

## 16 -18: performance information and analysis

4.6.1 In 2016, new headline accountability measures were introduced for post 16 courses. In 2017 these measures were expanded to include the second tranche of reformed AS levels. Performance is split by the type of qualifications students are studying for into:

- Level 3 – including A level, NVQ level 3, GNVQ advanced and key skills level 3.
- A level – only A level outcomes.
- Academic - A levels and a range of other academic qualifications taken at level 3, including AS levels, the International Baccalaureate, Applied A levels, Pre-U, Free-standing mathematics qualifications and the extended project.
- Tech level - defined by the DfE as 'rigorous level 3 qualifications for post-16 students wishing to specialise in a specific industry or occupation and that develop specialist knowledge and skills to enable entry to employment or progression to a related higher education course.'
- Applied general - defined by the DfE as 'rigorous level 3 qualifications for post-16 students who wish to continue their education through applied learning and that equip students with transferable knowledge and skills.'

### Post 16 - headline performance information

State funded school students	Number of students	Average Point Score per entry				Average Point Score per entry as a grade			
		Merton	London	Outer London	National	Merton	London	Outer London	National
Level 3 students	663	<b>32.93</b>	31.92	32.29	31.84				
A level students	594	<b>33.27</b>	32.22	32.62	32.12	<b>C+</b>	C	C+	C+
Academic students	600	<b>33.36</b>	32.30	32.70	32.29	<b>C+</b>	C	C+	C+
Tech level students	24	<b>31.00</b>	29.32	29.60	28.11	<b>Dist-</b>	Merit+	Merit+	Merit+
Applied General students	169	<b>30.75</b>	28.60	28.43	28.43	<b>Dist-</b>	Merit+	Merit+	Merit+

A level students	APS per entry, best 3	APS per entry, best 3 as a grade	Percentage of students achieving 3 A*-A grades or better at A level	Percentage of students achieving grades AAB or better at A level	Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects
Merton	<b>32.61</b>	<b>C+</b>	<b>9%</b>	<b>16%</b>	<b>14%</b>
London	33.09	C+	12%	19%	15%
Outer London	33.58	C+	12%	20%	16%
National	32.49	C+	11%	18%	14%

4.6.2 When considering APS per entry for all Level 3 qualifications together, students in Merton perform above the national and the London averages, and national rank in this indicator has improved from 50<sup>th</sup> to 29<sup>th</sup>. When looking separately at the A level, Academic and Applied General groups within the Level 3 cohort, performance is also above national and local averages. This is an improvement on performance last year. The very small group of Tech level students perform above the London



averages, but just below the national average. In particular, it should be noted that the average grade for Applied General students is a 'Distinction –' which is above the London and national averages of 'Merit +'.

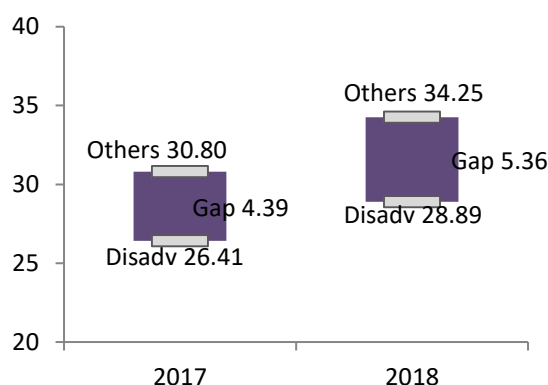
- 4.6.3 Of greater and continuing concern are the proportions of students achieving the higher grades at A level: Merton outcomes are below those nationally and in London. The achievement of higher attaining students therefore needs to be a continued focus for Merton schools.
- 4.6.4 At individual maintained school level, progress scores for A level qualifications are all in line with the national average, with the exception of three schools (Wimbledon College, Ursuline High School and Raynes Park) which are below. Progress scores for Applied General qualifications are well above average at St Mark's Academy, above average for Ricards and Rutlish, and in line with the national average in others schools. All schools meet the DfE minimum standards for this key stage.

## Post 16 main pupil groups

This is only available for gender and disadvantaged status, related to A level performance.

Contextual Groups	Number of Pupils	Average Point Score per A level entry		
		Merton	London	National
All Pupils	594	33.27	32.22	32.12
<b>Gender</b>				
Female	299	34.47	32.83	32.84
Male	295	32.03	31.45	31.21
Gap		2.44	1.38	1.63
<b>Disadvantaged</b> (includes children outside the state funded sector)				
Disadvantaged		28.89		27.86
All other pupils		34.25		32.82
Gap		5.36		4.96

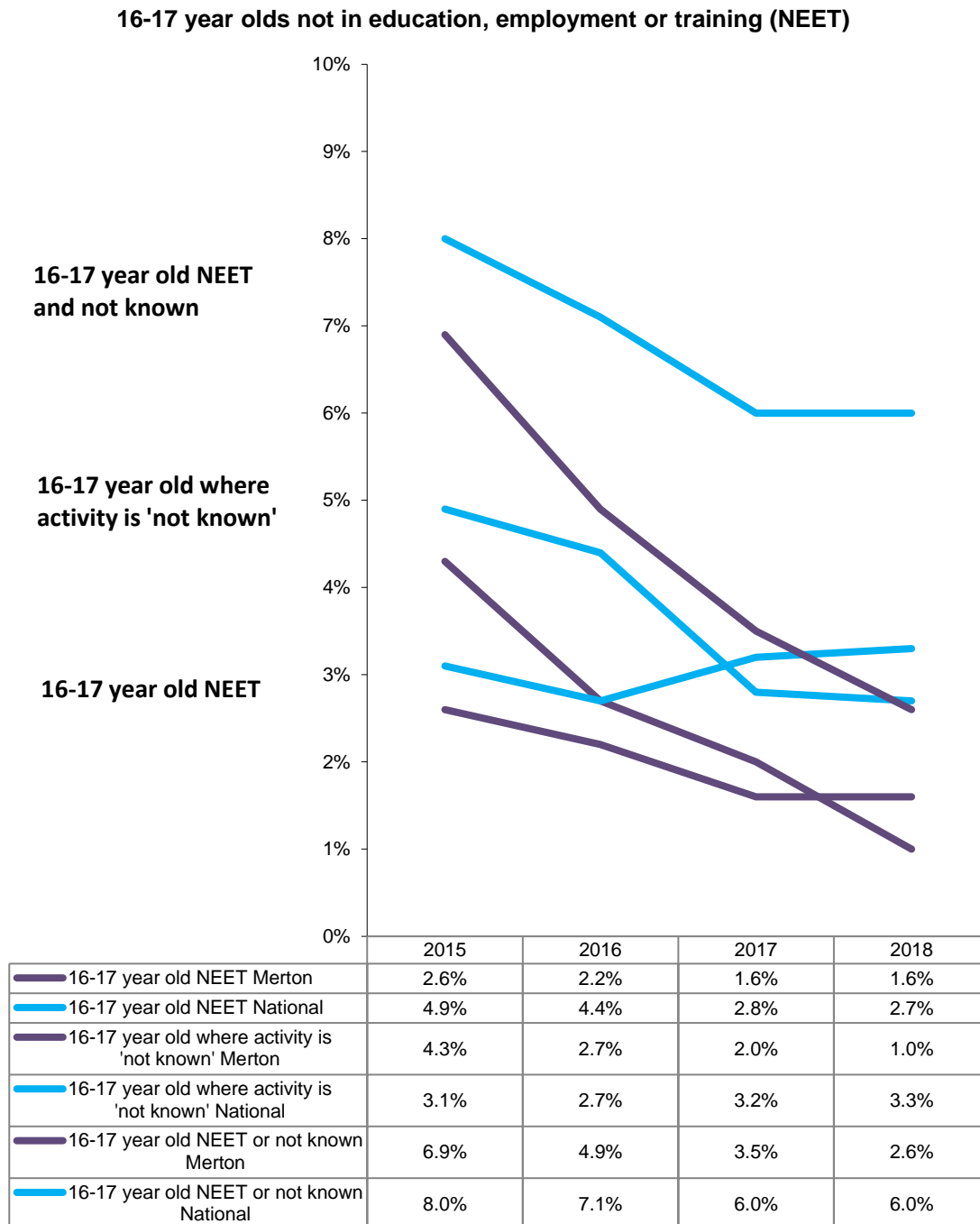
**Closing the gap: Average Point Score per A level entry**



- 4.6.5 Girls continue to outperform boys, and the Merton gap for average point score per A level entry remains wider to those seen nationally and in London.
- 4.6.6 Attainment is lower for disadvantaged pupils compared to non-disadvantaged students, and the gap in Merton between these pupils and their peers has widened this year and is wider than the gap seen nationally.

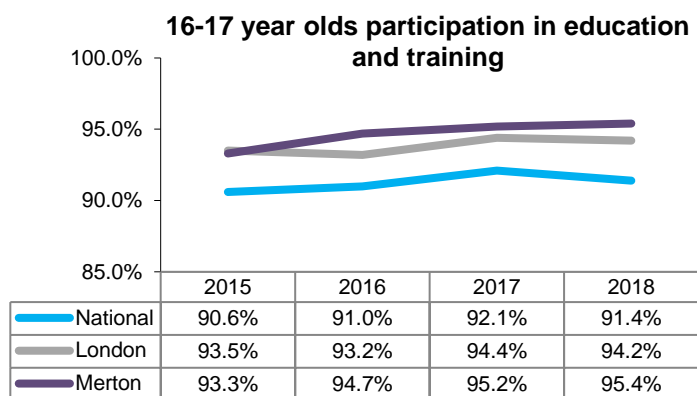
## Not in Education, Employment and Training (NEET)

4.7.1 The headline indicator for the NEET measure includes the combined figure for NEET and not known (therefore including the young people whose current education, employment or training status is not known). The DFE only publish 16/17-year-old data to bring this in line with Raising Participation Age (RPA) duties. We continue to support young people post 17 to access European Social Fund (ESF) support.



4.7.2 The proportions of young people who are Not in Education, Employment and Training (NEET), or whose status is not known, have again fallen and are significantly better than national averages. Performance in all three indicators continues to place Merton in the top quintile of performance nationally. Merton NEET and not known combined score is the 10th lowest of all authorities nationally. The not known figure has continued to fall whereas it is rising nationally. This is achieved through significant tracking and partnership working across schools, colleges and CSF teams.

## Raising the Participation Age (RPA)



Contextual Groups	2016			2017			2018		
	Merton	London	National	Merton	London	National	Merton	London	National
16-17 year olds participating in education and training	94.7%	93.2%	91.0%	95.2%	94.4%	92.1%	95.4%	94.2%	91.4%
- full time education	89.9%	88.7%	82.5%	90.3%	88.9%	83.3%	90.6%	88.7%	82.5%
- apprenticeships	3.2%	3.5%	6.3%	3.0%	4.3%	6.4%	3.4%	4.5%	6.7%
- other education and training	1.6%	1.0%	2.2%	1.9%	1.2%	2.4%	1.9%	1.1%	2.2%

- 4.7.3 In year performance of 16 – 17 year olds meeting the participation duty has improved by 0.2 percentage points, and represents a four-year upward trend. Merton’s performance is in the first quintile (best performance) in comparison with other Local Authorities in England. Merton is ranked 9th out of all English Authorities. (February 2018)
- 4.7.4 The proportion of 16-17 year olds participating in full time education is higher than the London and national averages, with a rise of 0.3% percentage points since last year.
- 4.7.5 The proportions in apprenticeships, or other education and training have improved. However, performance against the more challenging national averages is not so strong. Apprenticeship percentages are lower in areas where education and training are higher.

## Apprenticeship Participation

Figure under date refers to number of 16 and 17 year olds academic age	Apprenticeship Participation								
	2018	Rank	2017	Rank	2016	Rank	2015	Rank	% change in year (2017 to 2018)
National	6.4%		6.4%		5.8%		4.9%		0.0%
<b>Merton</b>	<b>3.2%</b>	<b>5</b>	<b>3.0%</b>	<b>5</b>	<b>2.9%</b>	<b>4</b>	<b>2.3%</b>	<b>4</b>	<b>0.2%</b>
Barnet	1.3%	11	1.3%	11	1.0%	9	1.1%	10	0.0%
Ealing	2.3%	10	2.1%	10	1.9%	7	1.5%	6	0.2%
Enfield	2.7%	8	2.5%	8	1.0%	10	1.2%	9	0.2%
Hillingdon	8.0%	1	8.3%	1	2.2%	6	2.1%	5	-0.3%
Hounslow	2.4%	9	2.4%	9	0.9%	11	1.1%	11	0.0%
Kingston upon Thames	3.0%	7	2.9%	7	4.1%	3	2.7%	3	0.1%
Reading	4.1%	4	4.0%	4	4.7%	2	3.7%	2	0.1%
Redbridge	5.3%	3	5.1%	3	1.8%	8	1.5%	8	0.2%
Sutton	5.4%	2	5.3%	2	5.6%	1	3.7%	1	0.1%
Wandsworth	3.0%	6	2.9%	6	2.8%	5	1.5%	7	0.1%

4.7.6 When comparing the March 2018 apprenticeship participation rates of Merton to those in the previous year, Merton has seen an increase in 16-17 year olds participating in apprenticeships in line with the majority of statistical neighbour local authorities.

4.7.7 2017 performance ranks Merton 5th in comparison to statistical neighbours, although this is below the national average.

4.7.8 Apprenticeships for Merton are low due to high education participation in the academic age 16/17-year-old group.

## September Guarantee

4.7.9 The September Guarantee is an offer, by the end of the month of September, of a "suitable" place in education or training for 16 and 17 year olds. For the academic year 2017- 2018 this was measured in September 2017.

16 and 17 year olds	2015			2016			2017		
	Merton	London	National	Merton	London	National	Merton	London	National
Offer made	<b>95.0%</b>	95.0%	94.6%	<b>95.5%</b>	95.3%	94.5%	<b>96.7%</b>	95.7%	94.7%
Offer not appropriate	<b>0.4%</b>	0.4%	1.0%	<b>0.4%</b>	0.4%	1.0%	<b>0.6%</b>	0.4%	1.0%
No offer	<b>0.3%</b>	1.1%	1.0%	<b>0.1%</b>	0.6%	0.9%	<b>0.3%</b>	0.8%	0.9%

4.7.10 The proportion of 16 and 17 year olds receiving an offer was slightly higher than in 2016, shows a three-year trend of growth and is rising faster than national. Performance remains stronger than the London and national averages. For pupils in Year 11 the figure relates to our school population; however for Year 12 pupils the figure relates to Merton's resident population and requires significant tracking of individuals across South West London and Surrey.

## 2017/18 Secondary phase priorities, impact and key actions taken

4.8.1

**Priorities:** To ensure all Merton secondary schools remain good or outstanding.

**Actions taken to secure impact:**

All secondary schools continued to be supported as appropriate through the Local Authority's Merton Education Partner programme. All schools were also supported through groups for senior leaders, heads of sixth form, curriculum leads and deputy headteachers. These are fora where schools are briefed on current issues and best practice; they also provide an opportunity for schools to share practice. The fora also facilitated networking across secondary schools in the borough and school-to-school support, as appropriate. Whole school and sixth form reviews were negotiated with headteachers through the Merton Education Partners in order to provide an external judgement on aspects of practice or an external validation of the school's own self-evaluation.

**Impact:**

All secondary schools remain good or outstanding. The proportion judged outstanding has increased from 38% to 63%.

4.8.2

**Priority:**

To further embed changes to the curriculum and assessment at KS4 and sixth form.

**Actions taken to secure impact:**

Schools worked as departments to ensure that changes to the curriculum and assessment were well known and that programmes of study were updated. A number of teachers were markers for the examination boards and shared their knowledge with other colleagues.

**Impact:**

The strength of KS4 outcomes would indicate that these changes have been well embedded so far. A level outcomes are not as strong and would suggest that there is a need to examine how the rapid progress made by pupils at Key Stage 4 is sustained as they move into the sixth form.

4.8.3

**Priority:** To further narrow the gaps for disadvantaged students in all indicators.

**Actions taken to secure impact:**

Analysis to identify groups of underachieving pupils was part of the work of data managers in schools; school leaders then provided interventions to support these groups of pupils on an ongoing basis. Merton Education Partners discussed this and provide support and challenge as appropriate during their autumn term visits.

**Impact:**

Pupils eligible for the Pupil Premium have achieved better Progress 8 scores in 2017 (an increase of 0.04), are making progress comparable to non-disadvantaged pupils in many other local authorities, and the gaps between these pupils and their peers has narrowed.

**Priority:**

To improve outcomes in A levels at KS5, particularly at the higher grades, particularly for boys.

**Actions taken to secure impact:**

Merton Education Partners reviewed the strengths and areas for development in sixth form performance in terms of examination outcomes on a subject by subject basis in the autumn term visit. Headteachers, senior leaders and heads of sixth form have subsequently reviewed strategies for improving value added in the sixth form, and the local authority has facilitated the sharing of practice between schools through, for example, sharing information on the experience of A level examining on a subject-by-subject basis across the borough. Merton Education Partners also undertook sixth form reviews in the spring term/ early summer term in all schools, negotiated with relevant headteachers and governing bodies. The reviews provided an external judgement on aspects of practice or an external validation of the school's own self-evaluation.

**Impact:**

Overall, when considering APS per entry, Level 3 students in Merton perform just above the national and the London averages. This is also the case when looking separately at the A level, Academic and Applied General groups within the level 3 cohort. This is an improvement on performance last year. The very small group of Tech level students perform above the London averages, but just below the national average. In particular it should be noted that the average grade for Applied General students is a 'Distinction –' which is above the London and national averages of 'Merit +'. Of greater and continuing concern are the proportions of students achieving the higher grades at A level: Merton outcomes are below those nationally and in London. The achievement of higher attaining students therefore needs to be a continued focus for Merton schools.

**Priorities:** To further reduce our Not Known performance through improved tracking; and to improve our NEET figures through increasing apprenticeship take up and referrals to external providers. Maintain a low NEET/ Not Known figure through focused tracking and partnership working. Develop targeted projects to meet specific high risk cohorts of NEET young people and those at risk of NEET. Develop our support for Access to university for NEET young people.

**Actions taken to secure impact:**

Low NEET and not known figures have been maintained and improved through effective tracking across schools and colleges. Cross Borough working is supported by our membership of the South London partnership where we collectively purchase support services from Kingston. An annual calendar of tracking and data sharing with partners, followed up by letters, texts, phone calls and weekend home visits allow us to identify young people who are ETE and offer services to those who are NEET. A highly effective employability route has been added to support young people into employability through local employers and contractors. The young people undertaking work experience rewarded by vouchers and if they are successful they move into jobs and or apprenticeships. 104 young people have benefitted from the scheme (by January 2019). We can now confirm that 70, (67%) referred are Merton residents. Of those 70 Merton residents:

- 20, (41%), are or were known to YOT
- 19, (27%), are care leavers.

- 16, (23%), have SEN, but do not have EHCPs
- 12, (17%), have EHCPs
- or less, (6%), are care leavers with EHCPs who are or were known to YOT.

An aspirations group has been set up to support young people to consider university as an exit from being NEET. This is being delivered in partnership with Kingston University. Five or less young people have been supported to apply for university from the scheme which runs each summer.

**Impact:**

Improved NEET/ Not Known figures.

4.8.6

**Priority:**

To ensure outcomes for pupils with SEND are maximised by focusing on good transition from the primary phase; accurate identification of need; and effective tracking, teaching and intervention.

**Actions taken to secure impact:**

Significant work has been undertaken with SENCOs in all schools through the SENCO forum. This has included work to improve accurate identification of pupils requiring SEN support, and to ensure that the provision they receive is appropriate.

In addition, the SENCO Working Group has met regularly throughout the year had the following priorities:

- Develop guidance and tools to support measuring progress for pupils with SEND.
- Moderation meetings for the identification of pupils requiring SEN Support
- Moderation meetings for the judgement of attainment and progress for pupils with SEND
- Draw up a list of quality first teaching strategies that support different primary needs e.g. ASD

**Impact:**

Pupils in receipt of SEN support have maintained their very strong Progress 8 score (0.20) which is better than the average progress made by all pupils nationally. The proportion achieving the standard 9-4 pass in English and maths has risen to 54% and is even further above national and local averages. The average Attainment 8 score for 2018 dropped slightly, but still remains well above the national average for the same group.

The Progress 8 and Attainment 8 scores for pupils with EHCPs has risen slightly, and are above national averages but below London averages. The proportion achieving the standard grade 9-4 passes in English and maths is below the national and local averages for the same group.

## Secondary Phase Priorities for 2018/19

- To ensure all Merton secondary schools remain good or outstanding.
- To improve outcomes for the most able pupils post 16 so that the proportions achieving the higher A level outcomes improve, and the gap between disadvantaged pupils and their peers narrow at this key stage.
- To narrow the gaps for key groups at KS4: disadvantaged pupils, boys, pupils in receipt of SEN support, White British and Black Caribbean pupils.

# 5. Inclusion

## Attendance data and analysis

5.1.1 There are two attendance indicators:

- Persistent Absence (PA): Pupils have been identified as persistent absentees if they miss 10% or more of their possible sessions. This threshold replaced that which identified PA as missing 15% or more, in 2014/2015.
- Attendance: Attendance is measured by the DFE both after four half terms and after six (i.e. a whole school year.)

In 2017- 18, nationally and in London, attendance at school dropped, and PA. Data must be read in that context.

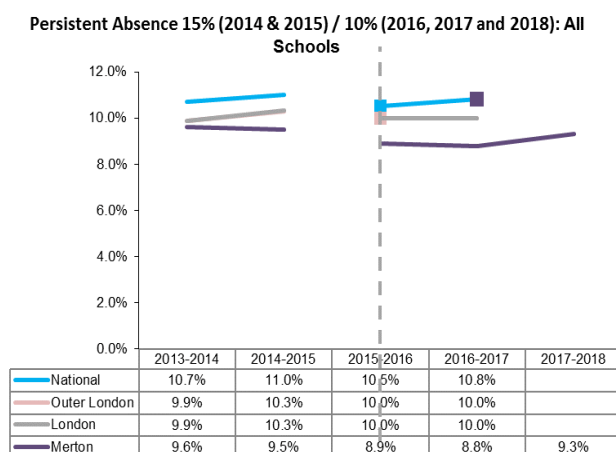
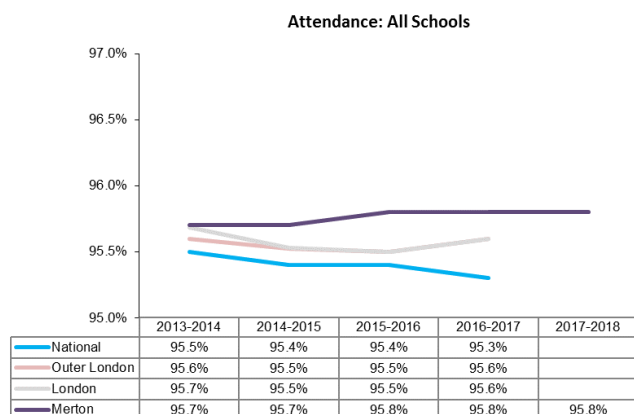
### Four half term headline data

5.1.2 Attendance is measured at various points in the schools year. The data covering four half terms (up until Easter 2018) has been published and national and local comparators exist for this data set. Ofsted use the four half term data to judge attendance when they are inspecting schools. Rates of attendance in Merton are above the national and London averages for this period. Persistent Absence is substantially better than all comparators. This above average performance has been maintained for a number of years.

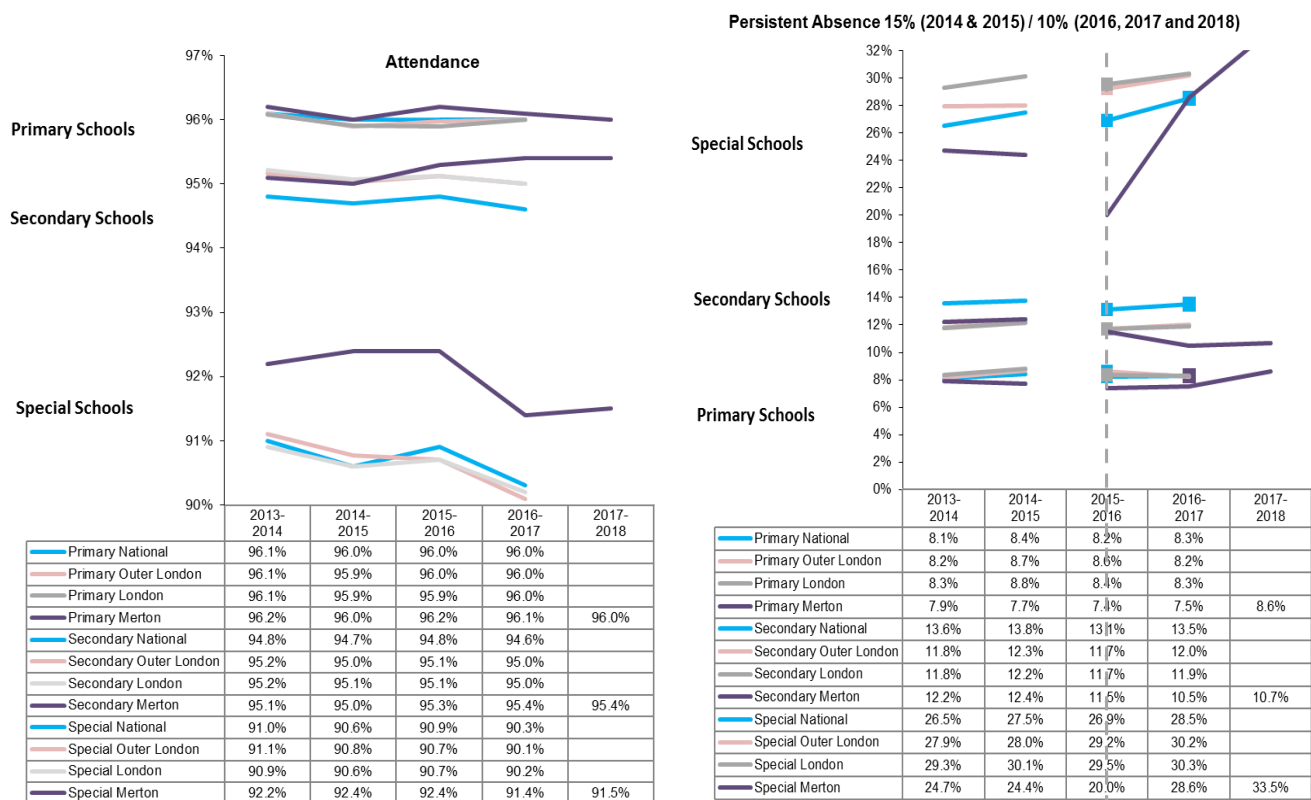
All Schools (primary and secondary)	Merton	London	Outer London	National
Attendance	95.8%	95.5%	95.6%	95.3%
Absence	4.2%	4.5%	4.4%	4.7%
Persistent Absence	9.3%	10.1%	10.2%	11.3%

### Six half term headline data

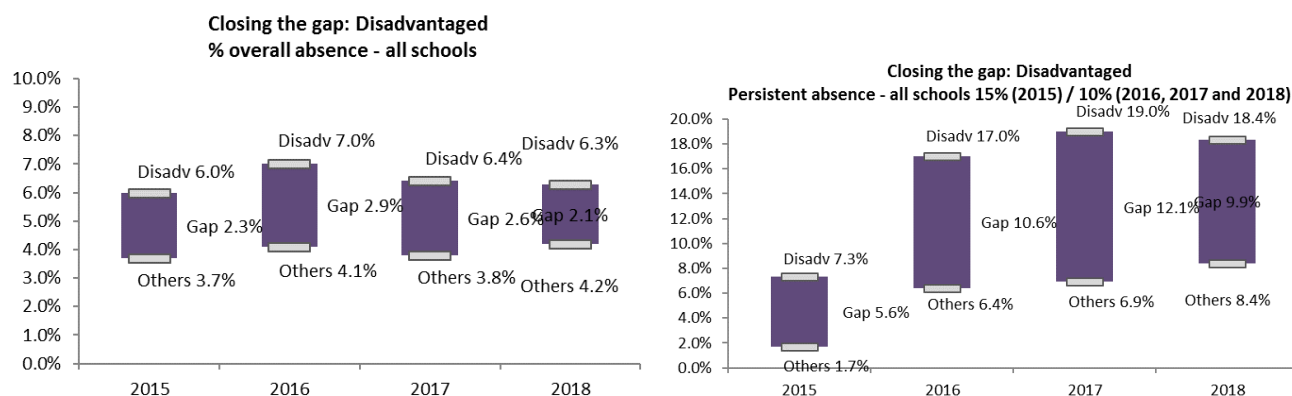
5.1.3 Merton's success in raising attendance for LA inspection purposes is measured using the data covering six terms (full academic year). Merton's performance using this data is presented below. National and local comparators are not available for this six term data until later so the comparators below are from 2016/17.







- 5.1.4 Using the six term data, attendance in Merton is above the most recent national and London comparative data for secondary and special schools, and in line with these averages for primary schools.
- 5.1.5 The persistent absence figure has risen by 0.5 percentage points. However, based on 2017 performance we predict that Merton will continue to be better than national and London averages.
- 5.1.6 Levels of Persistent Absence in special schools have increased. This may be to do with higher levels of illness for children with disabilities, but does require investigation.



- 5.1.7 Overall, the absence rate for disadvantaged pupils in Merton was better than the national average; and persistent absence was lower in Merton than nationally for this group, and the gaps between these pupils and their peers is narrower than those seen nationally and in London..

## 2017/18 Attendance priorities, impact and key actions taken

### 5.2.1

**Priority:** To support and challenge pupils and their parents who have poor attendance to maintain good attendance in line with national and outer London averages.

**Actions taken to secure improvement:**

The Merton Education Welfare Service (EWS) has taken on 566 cases, which represents a 9 percentage point increase compared with the previous year. 553 Penalty Warnings were issued (representing 39 percentage point increase), which in turn led to 326 Penalty Notices being served (a 77 percentage point increase) and prosecution of 100 parents (a 37 percentage point increase). The EWS and schools also work in partnership with families and agencies to improve attendance.

**Impact:**

Based on two terms attendance data in 2017 -2018, Merton is currently 42nd out of 152 LA's in the country for primary attendance, 10th in the country for secondary attendance and 11th overall nationally when primary and secondary attendance is combined.

### 5.2.2

**Priority:** To explore the reasons for higher levels of PA at 10% for children in special schools and take appropriate action

**Action taken to secure impact:**

Levels of PA for pupils with EHCPs includes a number of factors – physical health, mental health and anxiety and poor family engagement in a small number of cases. Travel to school may be an issue where placement is out of borough.

**Impact:**

The attendance of pupils in receipt of SEN support or with EHCPs is still disproportionately lower but better than the performance of the same groups nationally. Merton is expanding the volume of placements available in in-borough special schools.

### 5.2.3

**Priority:** To implement the Children Missing Education (CME) action plan

**Action taken to secure impact:**

The CME action plan was implemented. There was improved identification of CME and close multi-agency working with social care and the Youth Offending Team (YOT) on many cases.

**Impact:**

95% of all off roll cases were closed within 34 days (i.e. within 2 panel meetings). There has been a rise in CME on roll cases and a rise in Elective Home Education (EHE).

### 5.2.4

**Priority:** To implement the new IT system to bring in live attendance data to support safeguarding decisions in the MASH.

**Action taken to secure impact:**

The system has been set up and is importing data.

**Impact:**

The MASH education navigator staff have access to live school level data on attendance and contact details from all SIMS-using schools in Merton.

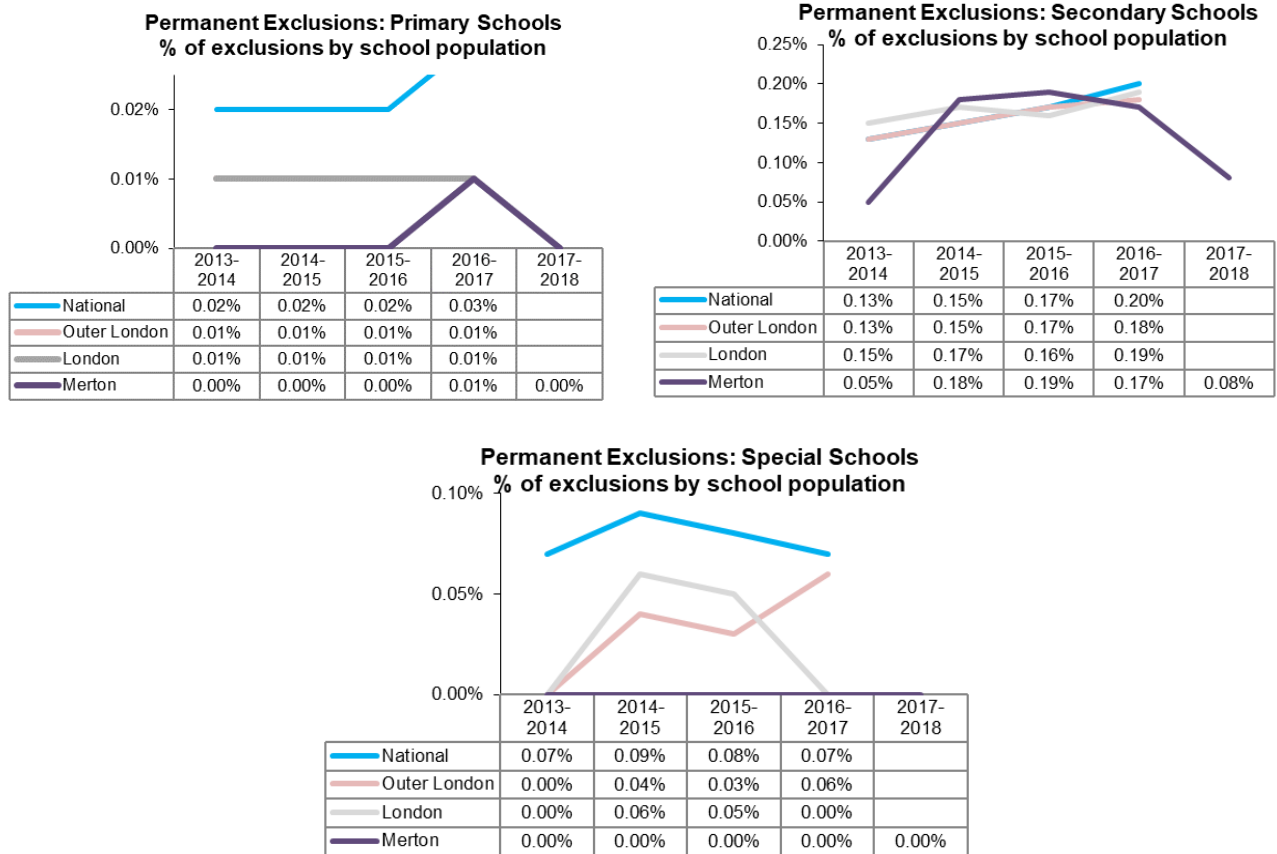
## Attendance Priorities for 2018/2019

- a) To support and challenge pupils and their parents who have poor attendance to maintain good attendance in line with national and outer London averages.
- b) To develop a new CME dashboard to improve team level tracking.
- c) To target special school attendance if in the three terms data this continues to be a concern.
- d) In partnership with the CCG implement the Mental Health in schools pilot programme.
- e) To improve persistent absence rates for pupils in special schools.

## Exclusions data and analysis

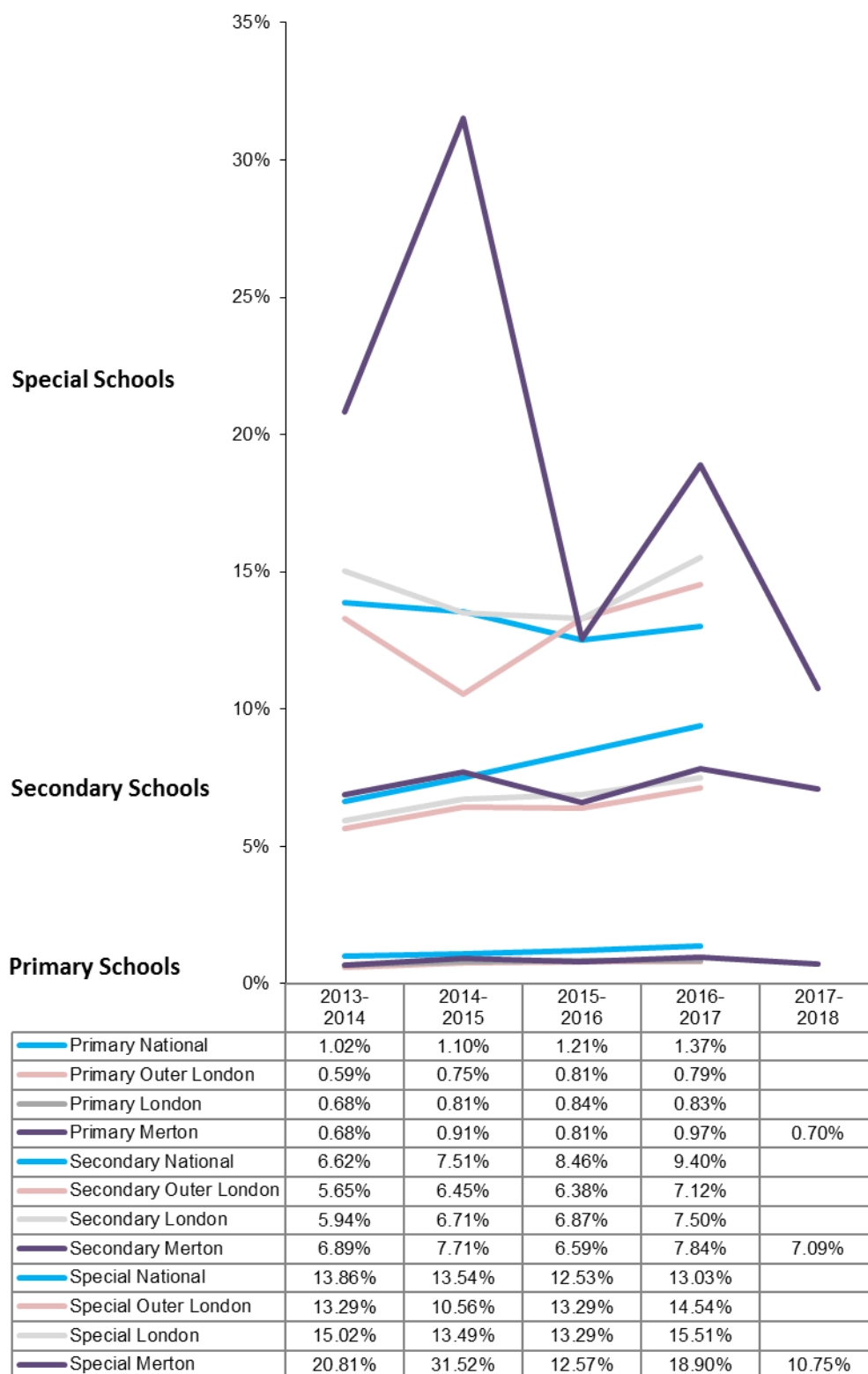
### Headline data and analysis

- 5.3.1 Merton data is available for 2017 -2018, but the most recent data available for the national and London averages comes from 2016-2017. When comparisons are made between Merton and the national and London averages, this should be noted.



- 5.3.2 Merton had no primary permanent exclusions in 2017-2018. This was achieved through significant and complex inclusion work carried out by primary schools and the LA's Virtual Behaviour Service (VBS). There were no permanent exclusions from special schools.
- 5.3.3 The number of permanent exclusions in secondary schools has decreased significantly to be below the most recent national, London and outer London averages. This is against a national rising trend of permanent exclusions.
- 5.3.4 There were 12 more potential permanent exclusions that were prevented in secondary schools through partnership work between schools, and between schools and Melbury College.

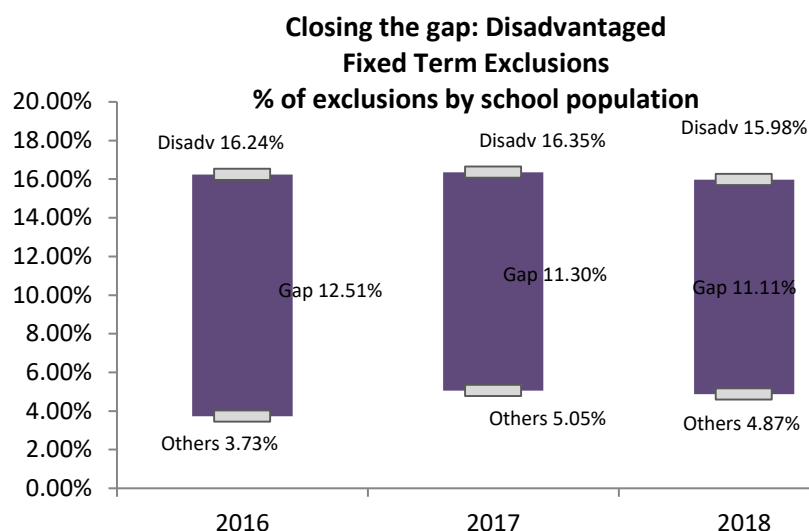
# **Fixed Term Exclusions** **% of exclusions by school population**



- 5.3.5 The number of fixed term exclusions has fallen in primary schools against a rising national trend. This is likely to be below national, London and outer London.
- 5.3.6 The number of fixed term exclusions in secondary schools has fallen and is likely to be below London and National.
- 5.3.7 The comparative data that allows analysis of fixed term exclusions by reason is not yet available.
- 5.3.8 The figures for fixed term exclusions in Special Schools are based on small cohorts. However, these figures have decreased and have diverged away from the national and London averages 2016-17 due to a fall in fixed term exclusions in our SEMH school. Again these are below national and London averages.

### Main pupil groups (secondary phase)

Contextual Groups	Number of Pupils	Fixed Term Exclusions: Secondary % of exclusions by school population		
		Merton 2017-18	London 2016-17	National 2016-17
All Pupils	8913	7.09%	7.50%	9.40%
<b>Gender</b>				
Female	4384	3.33%	4.23%	5.61%
Male	4529	10.73%	9.51%	13.15%
Gap		7.40%	5.28%	7.54%
<b>Disadvantaged</b>				
Disadvantaged	1233	15.98%	13.26%	23.07%
All other pupils	7680	4.87%	5.39%	5.73%
Gap		11.11%	7.87%	17.34%
<b>Special Educational Needs (SEN)</b>				
No Special Educational Needs	7513	5.31%	4.96%	6.90%
SEN Support	1198	15.11%	18.69%	27.18%
SEN (with Statement or EHC plan)	203	25.62%	18.70%	26.64%
<b>Ethnic Group</b> (White British and six largest or priority ethnic minority groups)				
White British	2708	8.20%	6.72%	10.01%
White Other	1161	5.94%	4.99%	6.56%
Asian Other	656	3.35%	2.08%	3.10%
Black African	846	8.04%	9.19%	8.80%
Asian Pakistani	570	1.23%	3.60%	5.96%
Mixed Other	302	7.62%	8.15%	9.48%
Black Caribbean	438	13.01%	15.51%	17.15%



- 5.3.9 For disadvantaged pupils the gap has narrowed again slightly with their peers with regard to fixed term exclusions. Disadvantaged pupils were much more likely to be excluded than their peers in Merton, even though this figure is less than is seen nationally and higher than London.
- 5.3.10 Fixed term exclusions of pupils in receipt of SEN Support have fallen significantly (from 19.14% to 15.11%) and are well below national and London averages for the same group. Fixed term exclusions for children with EHCPs are higher than those for SEN support, but are reduced from 2016 – 17 (29.63%) and better than the national average but not as good as London.
- 5.3.11 Fixed term exclusion are still higher for disadvantaged white and white other boys than London averages.

## 2017/18 Exclusion and behaviour priorities, impact and key actions taken

### 5.4.1

**Priority:** To investigate the small cohort of primary pupils who had 17 % of the primary exclusions with schools and determine what support was required to reduce this figure to bring Merton Primary schools exclusions to be in line with London Averages.

**Actions taken to secure impact:**

Targeted support was provided by the VBS Teaching Assistants and teachers to reduce multiple exclusions.

**Impact:**

Reduced primary fixed term exclusions, and no permanent exclusions.

### 5.4.2

**Priority:** To investigate special schools' exclusions and the rate of exclusion for pupils with EHCPs in secondary schools to consider causes and what might be done to reduce disproportionality evident in Merton secondary school exclusions.

**Actions taken to secure impact:**

Investigation showed that this high rate of exclusion was affected in particular by figures for one secondary school, and for one special school. Policies were reviewed and internal inclusion implemented in the special school

**Impact:**

Exclusions for pupils with EHCPs, and for pupils in special schools reduced.

### 5.4.3

**Priority:** To work with the CCG and CAMHS providers to look at the effectiveness of support for pupils with Attention Deficit Hyperactivity Disorder (ADHD).

**Actions taken to secure impact:**

ADHD training has been set up for partners. The pathway has been adapted to local CAMHS.

**Impact:**

Impact so far has been limited. The ASD pathway is under review and the ADHD training will be linked to that.

### 5.4.4

**Priority:** White British boys are more highly represented in the exclusion data compared to London averages. It is likely that these boys will be on recipients of pupil premium. School Improvement and Behaviour support will work with schools to consider the impact of pupil premium interventions are on this group.

**Actions taken to secure impact:**

Discussions have taken place with secondary headteachers.

**Impact:**

There has been a significant drop in exclusions for white British pupils.



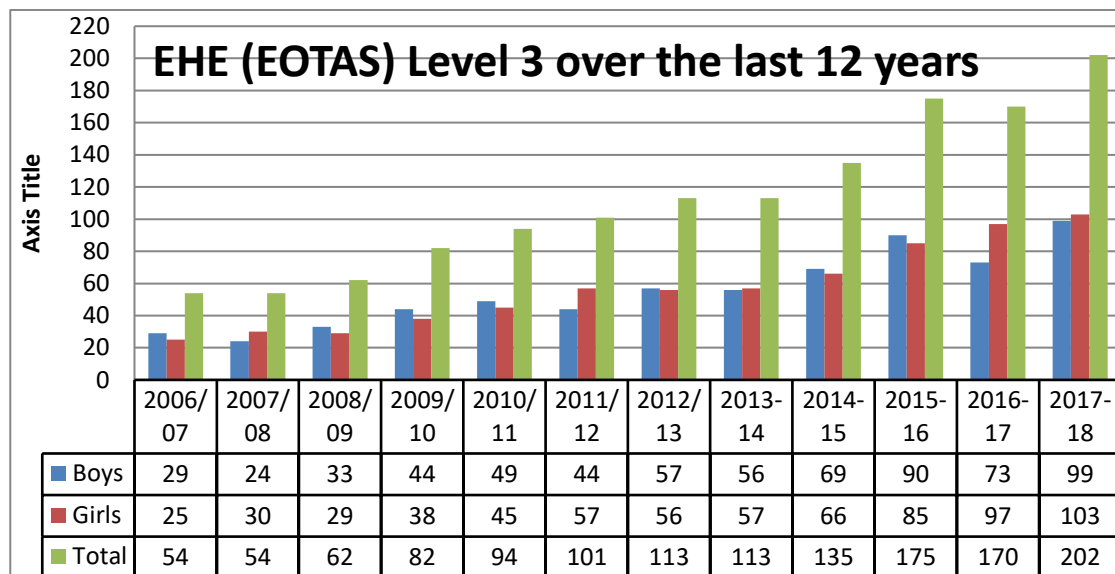
## Exclusion and Behaviour Priorities for 2018/19

- a) To develop provision for Primary SEMH Pupils in borough.
- b) To review and embed the David Nicholas model for supporting primary aged pupils with SEMH.
- c) To implement a Mental Health pilot programme with the CCG.
- d) To develop capacity and approach in schools to support children from complex families and with SEMH needs.

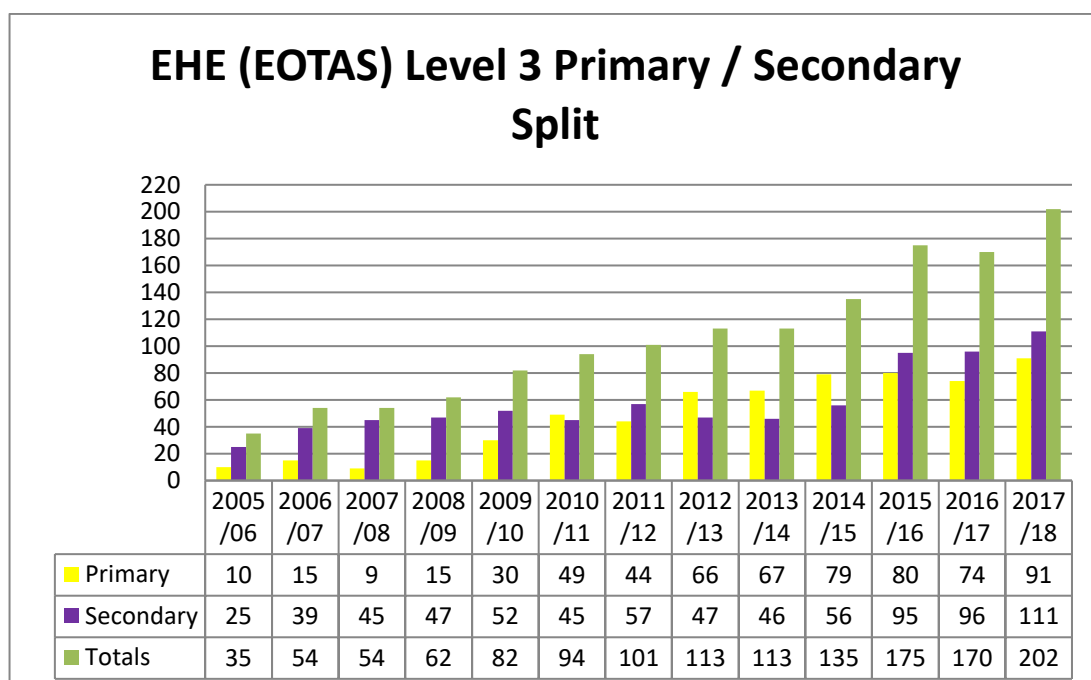
## Elective Home Education (EHE)

5.5.1 Parents have the right to electively home educate their children. The Education Welfare Service and School Improvement team track these cases and ensure that education is being provided. There has been a 19% increase in children being electively home educated from the previous year. The numbers being home educated has risen steeply in comparison with the general school population increase. Between 2008 and 2016, the Merton school population grew by 16.8 %, while the numbers being electively home educated rose by 174%. We are seeing a rise in EHE in primary and secondary school and in particular in year 8, 9 and 10. Since 2014/15 there has been a significant rise in secondary numbers. There are equal numbers of boys and girls home educating. During 2017– 2018 there were an additional 52 (up from 45 in 2016-17) enquiries by parents about home education who subsequently chose not to.

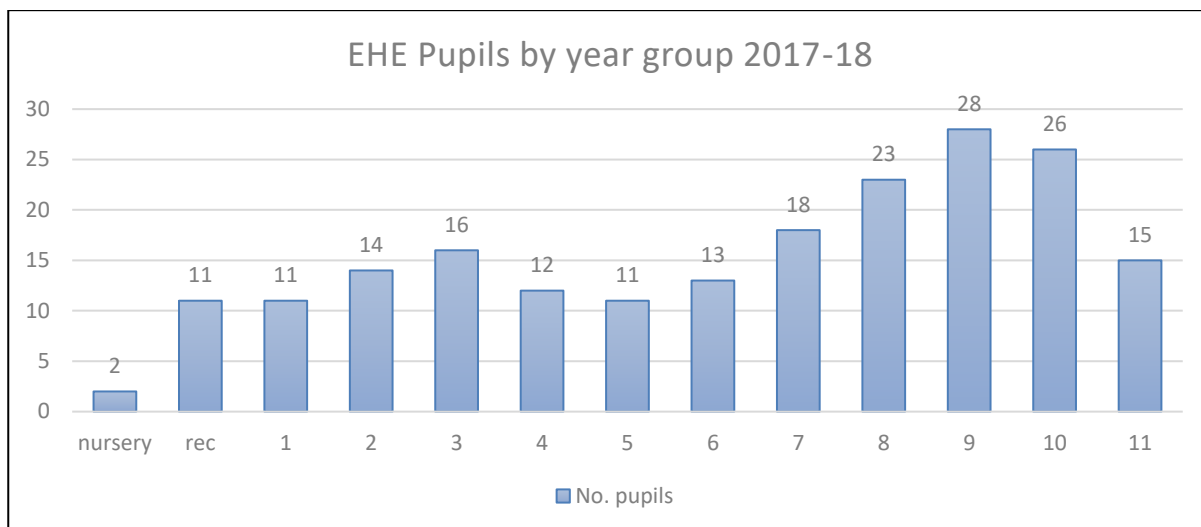
5.5.2



5.5.3



#### 5.5.4



- 5.5.5 All families are offered a visit or the opportunity to provide a report, which is reviewed by School Improvement and the Education Welfare Service (EWS). In 2017 to 18, 68% of families chose to have a home visit or meeting for a review of the education provision, a slight drop on the year before (77%). 29.6% of families provided evidence in the form of reports or information to allow reviews.
- 5.5.6 The home educated child was present at 99% of the home visits/meetings.
- 5.5.7 17 families in the academic year 2017 to 2018 advised that they were unable to continue to provide home education and their children then became “children missing education” after withdrawing to electively home educate and required placing back into education. 14 children from year 1- 11 currently had a “not appropriate” review on their home education (a rise from 10 in 2016-17).
- 5.5.8 In the absence of any information being provided by a family/carers we will assume no education is occurring and proceed accordingly. In 2017 to 2018 we commenced 12 (a rise from 8 in 2016-17) SAO processes (1<sup>st</sup> stage being a request for an opportunity to make a review by asking the family to provide information or arrange a visit/meeting to enable this). From these 12, a total of 5 or less SAO’s were issued.
- 5.5.9 On registering a child as being home educated, checks are made so we are aware if there are any safeguarding concerns, if this is the case the lead professional is informed of this change in education provision and we liaise with them during the process. 6.5% (13 – a rise from 6 in 2016-17) of children who are home educating are or were subject to CIN or CP plans in 2017/18.
- 5.5.10 There has been a slight fall in parents who have a child with an EHCP choosing to Electively Home educate to 7 which has been the number in previous years. A specialist SEN adviser undertakes reviews of this provision. The families work closely with SENDIS to meet the children’s needs.
- 5.5.11 In 2017 - 2018 there were 22 referrals received by the EWS as “CME Off Rolling Notifications” for children who left their school in Merton to be electively home educated in the borough where they reside (not in Merton) (slight drop from 30 in 2016-17). Some of these moved a long way away or abroad, but the majority resided in neighbouring boroughs (Lambeth, Wandsworth, Sutton, Croydon or Kingston). These notifications were passed to the relevant borough to ensure that the children continued in education. The number of such referrals received by Merton from neighbouring boroughs

about Merton residents has been inconsistent. Neighbouring boroughs have been contacted proactively to request that Merton be notified.

## Children Missing Education (CME)

5.6.1 All partners within the Local Safeguarding Children's Board have a duty to identify children who are missing education. Merton's multi agency process was evaluated by Ofsted as "Good". The LA has set a target that 90% of children who are off roll should be back in school within three months.

5.6.2

CME Panel 2015-16	CME (Off Roll)	Vulnerable to CME (On Roll)
<b>Number of cases discussed</b>	128 CME cases were discussed at CME panel during 2015 – 2016. 26 of these cases remained open at the end of the academic year; 102 were closed.	123 pupils who were vulnerable to CME were discussed at CME panel during 2015 – 2016. 36 of these cases remained open at the end of the academic year; 87 were closed.
<b>Panel timeliness</b>	96% of CME cases were actioned and closed by CME panel during 2015-16 within three months of case start date. This was a rise from 80% in 2014 - 2015.	57% of vulnerable to CME cases were actioned and closed by CME Panel during 2015 - 2016 within three months of case start date. This was in line with 2014 – 2015.
CME Panel 2016-17	CME (Off Roll)	Vulnerable to CME (On Roll)
<b>Number of cases discussed</b>	129 CME cases were discussed at CME Panel during 2016 – 2017. 25 of these cases (19%) remained open at the end of the academic year: 104 cases were closed.	131 pupils who were vulnerable to CME were discussed at CME Panel during 2016 – 2017. 61 of these cases remained open at the end of the academic year: 70 were closed.
<b>Panel timeliness</b>	89% of CME cases were actioned and closed by CME Panel during 2016 - 2017 within three months of case start date.	52% of vulnerable to CME cases were actioned and closed by CME Panel during 2016-17 within three months of case start date
CME Panel 2016-17	CME (Off Roll)	Vulnerable to CME (On Roll)
<b>Number of cases discussed</b>	125 CME (Off Roll) cases discussed at CME Panel during 2017-18 AY (44 cases open & 81 cases closed during AY).	175 Vulnerable to CME (On Roll) cases discussed at CME Panel during 2017-18 AY (88 cases open at end of AY; 87 cases closed). This is a 24% increase in the previous AY 2016-17.
<b>Panel timeliness</b>	95% CME (Off Roll) cases actioned and closed by CME Panel during 2017-18 Academic Year within 34 days of case start date	61% Vulnerable to CME (On Roll) cases actioned and closed by CME Panel during 2017-18 Academic Year within 91 days of case start date.

5.6.3 From this three-year data we can see that the number of CME off roll cases has remained static as the school population has risen. The clear up rate in 2017-18 improved again to 95% within one month. However, there were fewer cases closed at the end of the year. This was due to some admissions cases

being opened at the last panel of the year and some SEN cases awaiting placement for the start of the autumn term in a new school.

- 5.6.4 The numbers of pupils vulnerable to becoming CME has risen again for the third year. More cases were closed despite the volume being higher. 61% were actioned within 3 months which is an improvement.
- 5.6.5 We have seen a rise in the number of children within the vulnerable cohort who have EHCPs from 22 in 2016-17 to 41 in 2017-18. This will be investigated but is related in part to demand exceeding provision.

## Removing pupils from school rolls

- 5.6.6 Since September 2016 the LA has had a new statutory duty to be notified of all students being added to or taken off a school's roll. This duty has related to private/independent schools, as well as maintained schools and academies. All schools in Merton were briefed about these requirements. Schools have been encouraged to refer in a timely way.

5.6.7

Academic Year	Total	School Resolved	EWS cases	EWS resolved	Unresolved	EWS Working on
September 16 – July 17	2551	2022	529	517	12	0
September 17 – July 18	2317	1785	532	523	9	0

- 5.6.8 We seen a slight fall in off rolling however an increase in complex cases that required an EWS referral. The main reasons for removing a child from roll is a family move away from Merton. These can be related to working abroad, eviction or returning home to another country.

## 4. Appendices

### Appendix A: Ofsted outcomes by school as of December 2018

Outstanding	Good	Requiring improvement	Inadequate
<b>Primary</b> Bishop Gilpin Dundonald Holy Trinity Merton Park Singlegate St Mary's Wimbledon Chase Wimbledon Park  <b>Secondary</b> Ricards Lodge Rutlish Ursuline  <b>Special</b> Perseid Cricket Green  <b>Academies</b> Harris Merton Harris Morden Harris Primary Merton	<b>Primary</b> Abbotsbury All Saints Bond Cranmer Garfield Gorringer Park Haslemere Hatfeild Hillcross Hollymount Joseph Hood Liberty Links Lonesome Malmesbury Morden Pelham Poplar Sacred Heart SS Peter & Paul St John Fisher St Mark's St Matthews St Teresa's St Thomas of Canterbury The Priory The Sherwood William Morris  <b>Secondary</b> Raynes Park Wimbledon College  <b>Special</b> Melrose  <b>PRU</b> Smart Centre  <b>Academies &amp; Free Schools</b> Park Community St Mark's Academy	<b>Primary</b> Merton Abbey Stanford West Wimbledon  <b>Academies</b> Benedict	<b>Primary</b> Beecholme
<b>Not yet inspected:</b> Harris Wimbledon			

## Appendix B: Performance Tables: KS2

### DfE Performance Tables Key Stage 2 – Progress score and confidence interval

#### Progress score and confidence interval

	Reading			Writing			Maths		
	Progress score	Lower confidence interval	Upper confidence interval	Progress score	Lower confidence interval	Upper confidence interval	Progress score	Lower confidence interval	Upper confidence interval
<b>LA Average</b>	<b>1.6</b>	<b>1.2</b>	<b>1.8</b>	<b>0.9</b>	<b>0.7</b>	<b>1.1</b>	<b>2.0</b>	<b>1.8</b>	<b>2.2</b>
<b>England Average</b>	<b>0.0</b>			<b>0.0</b>			<b>0.0</b>		
<b>Primary Schools</b>									
Abbotsbury Primary School (2077)	0.3	-1.40	+2.00	0.3	-1.30	+1.90	3.1	+1.60	+4.60
All Saints' CofE Primary School (3300)	2.3	+0.40	+4.20	2.8	+1.00	+4.60	2.2	+0.50	+3.90
Aragon Primary School (2094)	-0.1	-1.50	+1.30	0.5	-0.80	+1.80	1.2	-0.10	+2.50
Beechholme Primary School (2003)	3.3	+1.00	+5.60	2.8	+0.60	+5.00	6.8	+4.70	+8.90
Benedict Primary School (2000)	-0.6	-2.70	+1.50	0.5	-1.40	+2.40	2.3	+0.40	+4.20
Bishop Gilpin CofE Primary School (3304)	3.2	+1.60	+4.80	1.4	-0.20	+3.00	3.0	+1.50	+4.50
Bond Primary School (2052)	0.9	-0.80	+2.60	1.7	+0.10	+3.30	4.1	+2.50	+5.70
Cranmer Primary School (2082)	0.1	-1.20	+1.40	-0.5	-1.80	+0.80	2.1	+0.90	+3.30
Dundonald Primary School (2055)	3.8	+2.10	+5.50	0.5	-1.10	+2.10	4.1	+2.50	+5.70
Garfield Primary School (2056)	0.3	-1.50	+2.10	0.8	-0.90	+2.50	0.3	-1.30	+1.90
Gorringer Park Primary School (2083)	-1.6	-3.00	-0.20	1.3	0.00	+2.60	3.1	+1.80	+4.40
Harris Primary Academy Merton (2002)	4.2	+2.60	+5.80	4.8	+3.30	+6.30	5.1	+3.60	+6.60
Haslemere Primary School (2071)	-0.5	-2.10	+1.10	0.9	-0.60	+2.40	1.6	+0.20	+3.00
Hatfield Primary School (2059)	0.4	-1.20	+2.00	-3.1	-4.70	-1.50	0.9	-0.60	+2.40
Hillcross Primary School (2084)	1.0	-0.40	+2.40	1.6	+0.20	+3.00	1.7	+0.40	+3.00
Hollymount School (2061)	4.3	+2.60	+6.00	3.2	+1.60	+4.80	2.9	+1.40	+4.40
Holy Trinity CofE Primary School (3303)	2.7	+1.00	+4.40	-0.6	-2.20	+1.00	0.5	-1.00	+2.00
Joseph Hood Primary School (2062)	4.2	+2.20	+6.20	3.9	+1.90	+5.90	5.1	+3.20	+7.00
Liberty School (2085)	0.2	-1.20	+1.60	4.8	+3.50	+6.10	-0.1	-1.40	+1.20
Links Primary School (2063)	1.8	0.00	+3.60	1.6	-0.10	+3.30	3.3	+1.70	+4.90
Lonesome Primary School (2064)	-0.1	-1.90	+1.70	1.8	+0.10	+3.50	-1.4	-3.00	+0.20
Malmesbury Primary School (2092)	-0.7	-2.40	+1.00	0.1	-1.50	+1.70	1.2	-0.30	+2.70
Merton Abbey Primary School (2066)	-1.7	-3.50	+0.10	-2.6	-4.30	-0.90	-0.7	-2.30	+0.90
Merton Park Primary School (2067)	5.4	+3.10	+7.70	0.6	-1.60	+2.80	3.7	+1.60	+5.80
Morden Primary School (2068)	-2.1	-4.40	+0.20	-1.0	-3.20	+1.20	-0.9	-2.90	+1.10
Pelham Primary School (2070)	3.7	+1.30	+6.10	0.4	-1.90	+2.70	0.7	-1.50	+2.90
Poplar Primary School (2072)	3.0	+1.40	+4.60	0.0	-1.60	+1.60	5.3	+3.80	+6.80
Sacred Heart Catholic Primary School (3501)	1.4	-0.30	+3.10	1.7	+0.10	+3.30	1.5	0.00	+3.00
Singlegate Primary School (2075)	1.2	-0.50	+2.90	1.4	-0.20	+3.00	1.7	+0.20	+3.20
St John Fisher RC Primary School (3505)	3.5	+1.90	+5.10	1.3	-0.20	+2.80	0.3	-1.10	+1.70
St Mark's Primary School (2073)	4.8	+2.10	+7.50	3.7	+1.10	+6.30	3.5	+1.10	+5.90
St Mary's Catholic Primary School (3503)	2.5	+0.90	+4.10	1.3	-0.20	+2.80	2.7	+1.30	+4.10
St Matthew's CofE Primary School (3302)	-0.4	-3.10	+2.30	0.1	-2.50	+2.70	1.7	-0.70	+4.10
St Peter and Paul Catholic Primary School (3500)	-2.0	-3.70	-0.30	-0.4	-2.00	+1.20	-0.9	-2.40	+0.60
St Teresa's Catholic Primary School (3502)	3.5	+2.00	+5.00	2.6	+1.10	+4.10	2.9	+1.50	+4.30
St Thomas of Canterbury Catholic Primary School (3507)	-0.5	-1.90	+0.90	-4.0	-5.30	-2.70	-0.6	-1.80	+0.60



	Reading	Writing	Maths		Reading	Writing	Maths		Reading
	Progress score	Lower confidence interval	Upper confidence interval		Progress score	Lower confidence interval	Upper confidence interval		Progress score
Stanford Primary School (2089)	-0.4	-2.20	+1.40	-2.3	-4.00	-0.60	1.2	-0.40	+2.80
The Priory CofE School (3506)	2.3	+0.90	+3.70	-1.1	-2.40	+0.20	0.9	-0.40	+2.20
The Sherwood School (2074)	-1.8	-3.40	-0.20	0.2	-1.30	+1.70	0.7	-0.70	+2.10
West Wimbledon Primary School (2081)	2.8	+1.20	+4.40	-0.3	-1.90	+1.30	1.7	+0.20	+3.20
William Morris Primary School (2090)	2.4	+0.40	+4.40	2.0	+0.20	+3.80	1.8	0.00	+3.60
Wimbledon Chase Primary School (2091)	6.0	+4.70	+7.30	0.5	-0.80	+1.80	2.6	+1.40	+3.80
Wimbledon Park Primary School (2076)	5.1	+3.70	+6.50	5.1	+3.80	+6.40	5.6	+4.40	+6.80

## DfE Performance Tables Key Stage 2 - Attainment:

	Reading		Writing		Maths		Reading, writing and maths	
	% meeting the expected standard	% meeting the a higher standard	% meeting the expected standard	% meeting the a higher standard	% meeting the expected standard	% meeting the a higher standard	% meeting the expected standard	% meeting the a higher standard
<b>LA Average</b>	<b>79%</b>	<b>33%</b>	<b>77%</b>	<b>22%</b>	<b>82%</b>	<b>31%</b>	<b>68%</b>	<b>13%</b>
<b>England Average</b>	<b>75%</b>	<b>28%</b>	<b>78%</b>	<b>20%</b>	<b>76%</b>	<b>24%</b>	<b>64%</b>	<b>10%</b>
<b>Primary Schools</b>								
Abbotsbury Primary School (2077)	72%	17%	74%	13%	85%	30%	63%	6%
All Saints' CofE Primary School (3300)	74%	21%	81%	19%	83%	26%	67%	14%
Aragon Primary School (2094)	77%	23%	79%	19%	77%	28%	67%	9%
Beechholme Primary School (2003)	72%	28%	83%	17%	83%	45%	72%	14%
Benedict Primary School (2000)	51%	10%	62%	10%	69%	10%	41%	3%
Bishop Gilpin CofE Primary School (3304)	95%	59%	91%	35%	91%	53%	88%	26%
Bond Primary School (2052)	60%	28%	65%	18%	81%	25%	54%	9%
Cranmer Primary School (2082)	81%	28%	81%	15%	86%	33%	69%	9%
Dundonald Primary School (2055)	93%	58%	86%	31%	97%	63%	85%	25%
Garfield Primary School (2056)	76%	22%	74%	20%	71%	20%	57%	10%
Gorringe Park Primary School (2083)	68%	19%	70%	28%	80%	38%	58%	15%
Harris Primary Academy Merton (2002)	88%	31%	88%	25%	92%	37%	85%	14%
Haslemere Primary School (2071)	64%	15%	68%	15%	71%	19%	54%	3%
Hatfeild Primary School (2059)	82%	33%	64%	6%	84%	22%	62%	6%
Hillcross Primary School (2084)	77%	27%	76%	28%	78%	31%	69%	10%
Hollymount School (2061)	94%	49%	94%	45%	96%	40%	91%	23%
Holy Trinity CofE Primary School (3303)	83%	43%	74%	17%	80%	32%	69%	13%
Joseph Hood Primary School (2062)	70%	38%	70%	24%	78%	27%	62%	14%
Liberty School (2085)	76%	12%	90%	29%	75%	8%	66%	1%
Links Primary School (2063)	76%	26%	78%	20%	85%	39%	61%	13%
Lonesome Primary School (2064)	59%	17%	62%	17%	51%	11%	42%	4%
Malmesbury Primary School (2092)	73%	27%	73%	21%	77%	27%	64%	13%
Merton Abbey Primary School (2066)	65%	17%	65%	8%	75%	19%	54%	2%
Merton Park Primary School (2067)	93%	68%	93%	14%	86%	54%	75%	14%
Morden Primary School (2068)	63%	17%	77%	10%	73%	20%	57%	3%
Pelham Primary School (2070)	82%	46%	82%	18%	93%	21%	71%	11%
Poplar Primary School (2072)	86%	46%	71%	29%	93%	52%	71%	23%
Sacred Heart Catholic Primary School (3501)	84%	40%	88%	24%	74%	36%	68%	12%
Singlegate Primary School (2075)	87%	35%	90%	31%	94%	42%	81%	25%
St John Fisher RC Primary School (3505)	81%	48%	78%	20%	71%	20%	66%	10%
St Mark's Primary School (2073)	81%	42%	81%	27%	85%	23%	77%	8%
St Mary's Catholic Primary School (3503)	88%	32%	82%	23%	93%	30%	77%	17%
St Matthew's CofE Primary School (3302)	71%	43%	91%	29%	91%	48%	71%	19%
St Peter and Paul Catholic Primary School (3500)	79%	26%	74%	28%	81%	25%	74%	13%
St Teresa's Catholic Primary School (3502)	97%	42%	85%	42%	97%	39%	83%	24%

	Reading	Writing	Maths	Reading, writing and maths		Reading	Writing	Maths
	% meeting the expected standard	% meeting the a higher standard	% meeting the expected standard	% meeting the a higher standard		% meeting the expected standard	% meeting the a higher standard	% meeting the expected standard
St Thomas of Canterbury Catholic Primary School (3507)	68%	23%	49%	6%	67%	23%	40%	4%
Stanford Primary School (2089)	71%	29%	71%	4%	79%	25%	65%	4%
The Priory CofE School (3506)	82%	38%	74%	10%	77%	30%	63%	10%
The Sherwood School (2074)	69%	26%	79%	24%	79%	31%	66%	17%
West Wimbledon Primary School (2081)	88%	35%	74%	14%	83%	26%	70%	12%
William Morris Primary School (2090)	82%	27%	84%	21%	75%	23%	61%	14%
Wimbledon Chase Primary School (2091)	94%	66%	84%	25%	89%	39%	80%	20%
Wimbledon Park Primary School (2076)	89%	55%	92%	49%	98%	54%	87%	32%

## Appendix C: Performance Tables: KS4

### DfE Performance Tables GCSE – Progress and attainment:

	Progress 8	Attainment 8 Score	% of pupils achieving English Baccalaureate at grade 4 in both English and maths/C or above in the remaining elements	% of pupils achieving English Baccalaureate at grade 5 in both English and maths/C or above in the remaining elements	% of pupils achieving Grade 4 or above in English & maths GCSEs (grades 9-4 - standard passes)	% of pupils achieving Grade 5 or above in English & maths GCSEs (grades 9-5 - strong passes)
<b>LA Average</b>	<b>0.5</b>	<b>49.70</b>	<b>68.3%</b>	<b>46.6%</b>	<b>34.0%</b>	<b>23.9%</b>
<b>England Average</b>		<b>46.50</b>	<b>64.2%</b>	<b>43.3%</b>	<b>24.1%</b>	<b>16.7%</b>
Harris Academy Merton	0.7	47.90	64%	43%	18%	14%
Harris Academy Morden	0.9	49.00	71%	40%	37%	25%
Raynes Park High School	0.1	44.70	65%	45%	16%	13%
Ricards Lodge High School	0.7	51.40	66%	45%	40%	28%
Rutlish School	0.7	52.70	71%	53%	33%	23%
St Mark's Church of England Academy	0.7	42.40	53%	30%	23%	8%
Ursuline High School Wimbledon	1.0	59.00	85%	61%	55%	41%
Wimbledon College	0.4	53.20	77%	52%	43%	32%
Cricket Green School	SUPP	NE	NE	NE	NE	NE
Melrose School	SUPP	5.30	0%	0%	0%	0%
Perseid School	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP

## Appendix D: Performance Tables: KS5

### DfE Performance Tables Post 16 - Outcomes:

	A level performance at the end of 16 to 18					
	Progress score	Average result		% achieving AAB or higher in at least 2 facilitating subjects	Students best 3 A Levels	
		Grade	Point Score		Grade	Point Score
LA Average	NA	C+	33.27	13.5%	C+	32.61
England Average - state funded schools and colleges	0.00	C+	32.12	13.7%	C+	32.49
<b>Secondary Schools</b>						
Raynes Park High School	-0.10	D+	23.56	1.9%	D	19.62
Ricards Lodge High School	0.07	B-	36.32	17.9%	B-	35.38
Rutlish School	0.10	B-	37.31	18.2%	B-	38.23
St Mark's Church of England Academy	0.17	C-	27.26	0%	C	30.30
Ursuline High School Wimbledon	-0.13	B-	37.28	18.0%	B-	36.83
Wimbledon College	-0.16	C+	31.73	13.9%	C	30.07
<b>Sixth Form Centre/Consortia</b>						
RR6	0.09	B-	36.92	18.1%	B-	37.17

## Appendix E: Contextual Groups Tables

The detail in the following tables is sourced from the FFT aspire self-evaluation report. It contains attainment and progress data for Merton pupils, compared to national averages. There is data for all pupils and a wide range of pupil groups. Please note that this version is the first summary (known as the un-validated version). The final summary will be published later in the year.

Progress compares the attainment of pupils in the school with the attainment of 'similar pupils' nationally. The 'similar pupils' attainment becomes an estimate of performance. The difference between the Merton's attainment and the estimate is progress, which can be a positive, negative or a neutral value.

Statistical significance symbols indicate that the particular area may be worthy of further investigation as part of the self-evaluation process. **Green** (above) and **red** (below) compare the pupil group's performance with the national average. Smaller cohorts are more unlikely to be statistically significant.

FFT Aspire works on a 'similar pupils method', differing to the DfE and Ofsted presentation of benchmarking pupil groups with national comparators. For example, in the Ofsted presentation the performance of disadvantaged pupils (in a school or local authority) is compared with that of other (non-disadvantaged) pupils nationally as it is this difference that needs to diminish collectively across the country for disadvantaged pupils nationally to do as well as others nationally. FFT Aspire will compare the performance of disadvantaged pupils in a local authority with the same group nationally.

Each group has a specified national comparator type which is 'all', 'same' or 'non'.

<b>Pupil Group</b>	<b>National Comparator Type</b>
All Pupils	All – all pupils
Male	Same – male
Female	Same – female
Disadvantaged pupils	Non – other pupils (non disadvantaged)
Other pupils	Same - other pupils (non disadvantaged)
Low prior attainment	Same – low prior attainment
Middle prior attainment	Same – middle prior attainment
High prior attainment	Same – high prior attainment
Pupils on roll throughout years 5 and 6 / 10 and 11	Same - pupils on roll throughout years 5 and 6 / 10 and 11
English or believed to be English	All – all pupils
Other than English or believed to be other	All – all pupils
No SEN	Same – No SEN
SEN support	All – all pupils
SEN with statement or EHC plan	All – all pupils
Ethnic Groups	All – all pupils

	Primary: Reading, writing & maths - Expected Standard		Secondary: Attainment 8	
	No. of pupils	Percentage	No. of pupils	Score
All Pupils	2315	69%	1404	49.6
<b>Gender</b>				
Male	1134	73%	683	52.1
Female	1181	64%	721	47.2
<b>Disadvantaged pupils</b>				
Disadvantaged pupils	645	56%	995	53.0
Other pupils	1670	74%	409	41.4
<b>Prior Attainment</b>				
Low	193	11%	163	30.7
Middle	1280	65%	568	45.3
High	646	97%	498	64.0
<b>Non-mobile pupils</b>				
Pupils on roll throughout years 5 and 6 / 10 and 11	1880	71%		
<b>English as a First Language</b>				
English or believed to be English	1230	68%	879	48.9
Other than English or believed to be other	1085	70%	525	50.8
<b>Special Educational Needs</b>				
No SEN	1875	80%	1142	53.4
SEN support	378	22%	190	40.0
SEN with statement or EHC plan	62	18%	72	15.1
<b>Ethnicity Group</b>				
White	1094	43%	677	42.6
Black Caribbean	86	56%	88	40.8
Black African	211	66%	142	49.2
Asian Indian	71	76%	23	58.0
Asian Pakistani	148	73%	79	52.4
Asian Bangladeshi	41	73%	28	49.5
Other Asian background	287	75%	54	48.6
Chinese	19	84%	10	67.7
Any Other Ethnic Group	54	57%	102	52.4

	Primary: Reading Expected Standard		Primary: Writing Expected Standard		Secondary: Progress 8 English element	
	No. of pupils	Score	No. of pupils	Score	No. of pupils	Score
All Pupils	2102	1.52	2118	0.91	1404	0.45
<b>Gender</b>						
Female	1037	2.06	1041	1.75	683	0.97
Male	1065	0.99	1077	0.10	721	-0.07
<b>Disadvantaged pupils</b>						
Disadvantaged pupils	586	0.88	598	0.40	995	0.57
Other pupils	1516	1.77	1520	1.11	409	0.16
<b>Prior Attainment</b>						
Low	1702	1.89	1706	1.40	163	0.68
Middle	349	-0.04	355	-0.95	568	0.48
High	51	-0.12	57	-1.96	498	0.33
<b>Non-mobile pupils</b>						
Pupils on roll throughout years 5 and 6 / 10 and 11	1855	1.57	1865	1.05		
<b>English as a First Language</b>						
English or believed to be English	1161	1.56	1172	0.39	879	0.31
Other than English or believed to be other	941	1.47	946	1.57	525	0.71
<b>Special Educational Needs</b>						
No SEN	181	2.29	192	2.69	1142	0.55
SEN support	1276	1.48	1280	0.65	190	0.14
SEN with statement or EHC plan	645	1.38	646	0.91	72	-80%
<b>Ethnicity Group</b>						
White	1007	0.11	1014	-1.17	677	-0.18
Black Caribbean	85	-0.24	85	0.00	88	0.35
Black African	192	1.40	193	1.10	142	0.72
Asian Indian	65	1.37	66	0.10	23	1.08
Asian Pakistani	128	2.34	128	1.70	79	0.92
Asian Bangladeshi	36	1.95	36	2.04	28	1.20
Other Asian background	257	0.30	257	1.33	54	0.51
Chinese	17	1.02	17	-0.02	10	1.09
Any Other Ethnic Group	43	0.22	44	1.25	102	0.48



	Primary: Mathematics Expected Standard		Secondary: Progress 8 mathematics element	
	No. of pupils	Score	No. of pupils	Score
All Pupils	2104	2.02	1404	0.32
<b>Gender</b>				
Male	1037	1.06	683	0.26
Female	1067	2.95	721	0.38
<b>Disadvantaged pupils</b>				
Disadvantaged pupils	589	0.80	995	0.45
Other pupils	1515	2.50	409	0.01
<b>Prior Attainment</b>				
Low	183	2.59	163	0.56
Middle	1275	1.90	568	0.30
High	646	2.10	498	0.26
<b>Non-mobile pupils</b>				
Pupils on roll throughout years 5 and 6 / 10 and 11	1855	2.13		
<b>English as a First Language</b>				
English or believed to be English	1163	0.71	879	0.13
Other than English or believed to be other	941	3.64	525	0.68
<b>Special Educational Needs</b>				
No SEN	1703	2.44	1142	0.37
SEN support	351	0.25	190	0.27
SEN with statement or EHC plan	50	0.04	72	-0.63
<b>Ethnicity Group</b>				
White	1006	-0.44	677	-0.46
Black Caribbean	85	-1.09	88	-0.21
Black African	192	1.10	142	0.28
Asian Indian	66	4.25	23	1.31
Asian Pakistani	128	4.32	79	0.84
Asian Bangladeshi	36	1.91	28	0.94
Other Asian background	257	4.87	54	0.73
Chinese	17	4.63	10	2.45
Any Other Ethnic Group	43	3.18	102	1.21

## Appendix F: Achievement of Pupils in the Virtual School

### Overview

1. The achievement of pupils aged from three to sixteen is tracked very regularly through the statutory process of the development and termly review of their Personal Education Plans. In addition, for children of school age, the Virtual School requires an update on pupil progress at the end of each term and a copy of the child's annual report.
2. Where pupils are not making the progress that is expected of them, the Virtual School becomes even more involved, with more frequent communication and challenge to their school to ensure that progress is secured. The use of the Pupil Premium Grant is scrutinised more closely and where appropriate, consideration given to further funding to provide additional interventions or resources to ensure that pupils have the support they require. Pupils who are not making progress are also tracked through monthly concern meetings attended by the Head of the Virtual School, the Head of SENDIS, the Head of Service for Looked After Children, Permanency and Placements and chaired by the Head of School Improvement. The impact of these processes ensures that, where possible, pupils' progress comes back on track.
3. The Department for Education (DfE) collects information on the educational outcomes of Looked After Children (LAC) in Annexe A of the SSDA903 return. This information is collected annually for children who have been continuously looked after for at least 12 months on 31st March. This definition is used because 12 months is considered an appropriate length of time to gauge the possible association of being looked after on educational attainment.
4. The local authority return was for 63 such pupils of statutory school age on roll at the end of June. This is an increase of eight pupils on the previous year. Achievement of the 903 cohort is reported in the tables in this chapter, to allow for comparisons with national datasets that are collected at the same time. The achievement of all pupils on roll of the Virtual School (not just those on roll on 31<sup>st</sup> March) is also reported.
5. **Table: Numbers of children in the Virtual School in the SSDA903 return (31/3/18) and on roll at 30/6/18**

	Reception	KS1	KS2	KS3	KS4	Total
In borough school or education setting	2	1	10	5	6	24
Out of borough school or education setting	1 (33.3%)	0 (0%)	9 (47.4%)	16 (76.2%)	13 (64.4%)	39 (61.9%)
<b>Total</b>	3	1	19	21	19	63

5. Of pupils who attend out of borough schools, 43.6% are on roll of schools in neighbouring boroughs. Those at schools at greater distances are pupils who have been placed for permanence, who attend special schools or who are placed in therapeutic care settings and accessing education at the linked registered independent school.

6. The small numbers of pupils represented in each key stage (particularly in the Early Years Foundation Stage, at Year 1 and at the end of Key Stage 1) means that comparisons by percentage of local with national data, must be interpreted with caution.
7. The national dataset regarding the achievement of LAC for 2018 (published for outcomes at the end of KS1, KS2 and at GCSE) is not yet available. The latest national comparisons that appear in this report are from 2017 as published in Statistical First Release: 20/2018 (March 2018). Where national data for LAC pupils are not yet available (NYA) this is recorded as such in the tables.

## Early Years Foundation Stage (EYFSP)

### 9. Table: EYFSP outcomes

EYFSP Good Level of Development (GLD)	2016		2017		2018	
	Percentage GLD	No. of Children	Percentage GLD	No. of Children	Percentage GLD	No. of Children
Merton LAC			50%	2	0	5
Merton 903 Pupils	N/A	0	100%	1	0	3
Merton All Pupils	71%		74%		73.5%	
National All Pupils	69%		71%		71.5%	

- There were five pupils on roll of the Virtual School at this assessment point, two became LAC during the academic year. Three were identified in the 903 cohort, one of whom has an Education Health and Care Plan for learning needs and moved to special school at the start of KS1.
- It is not unusual for children who become looked after to not achieve a Good Level of Development at this age and stage because the circumstances leading to their becoming looked after are likely to have impacted on their development. The Virtual School will be looking to accelerate their academic progress to try to ensure they reach age related expectations as soon as possible.
- This performance is below the national and Merton averages for this year.
- No national LAC cohort performance information is published at this assessment point.

## Key Stage 1 (KS1)

### 10. Table: Year 1 Phonics Screening Check outcomes

Phonics Screening Check (Year 1)	2016		2017		2018	
	%achieving standard	No. of Children	%achieving standard	No. of Children	%achieving standard	No. of Children
Merton LAC			50%	2	33.3%	3
Merton 903 Pupils	100%	1	100%	1	N/A	0
Merton All Pupils	80%		84%		85%	
National All Pupils	81%		81%		82%	

- Of the three children in Year 1, there were no children in the 903 cohort.
- In the whole cohort of Merton LAC, one child achieved the national standard for phonics awareness and competence. One child who had been in the country and attending school for less than a year was working toward the expected standard. He is now having intensive phonics support. The third child was not assessed because of significant social emotional and mental health needs.
- **This performance is below national and local averages for all pupils.**
- No national LAC cohort performance information is published at this information point.

11. There were two pupils in Year 2 who did not achieve the expected standard when they were in Year 1. These pupils were screened again at the end of Year 2 and, as a result of successful intervention, were assessed as working at the expected standard.

### End of Key Stage One Assessment

12. The Year 2 cohort at the end of the academic year 2017-2018 was four pupils all of whom are receiving support for their educational need.

13. **Table: KS1 outcomes READING**

Key Stage 1 READING	2016			2017			2018		
	EXS+	GDS	No.	EXS+	GDS	No.	EXS+	GDS	No.
Merton LAC				67%	33%	3	50%	50%	4
Merton 903 pupils	0%	0%	1	100%	100%	1	0%	0%	1
Merton All Pupils	74%	27%		77%	30%		78%	29%	
National LAC	50%			51%			NYA		
National All Pupils	74%	24%		76%	25%		75%	26%	

- There was one 903 pupil this year in the cohort of four Year 2 pupils. This pupil did not achieve the expected standard in reading.
- **This performance is below the 2017 national average for all LAC pupils.**
- In the entire Year 2 cohort of Merton LAC, two children are working above age related expectation and are assessed as working at Greater Depth Standard.
- All children are reported to have made expected progress from their EYFS scores in reading.

14. **Table: KS1 outcomes WRITING**

Key Stage 1 WRITING	2016			2017			2018		
	EXS+	GDS	No.	EXS+	GDS	No.	EXS+	GDS	No.
Merton LAC				67%	0%	3	50%	0%	4
Merton 903 pupils	0%	0%	1	100%	0%	1	0%	0%	1
Merton All Pupils	64%	16%		69%	18%		71%	18%	
National LAC	37%			39%			NYA		
National All Pupils	65%	13%		68%	16%		70%	16%	

- There was one 903 pupil this year in the cohort of four Year 2 pupils. This child was working towards expected standard in writing.
- **This performance is below the 2017 national average for all LAC pupils.**
- In the entire Year 2 cohort of Merton LAC, two children are working at age related expectation and interventions are in place to support accelerated progress for those who have not reached expected standard.
- All children are reported to have made expected progress from their EYFS scores in writing.

15. Table: KS1 outcomes MATHEMATICS

Key Stage 1 MATHEMATICS	2016			2017			2018		
	EXS+	GDS	No.	EXS+	GDS	No.	EXS+	GDS	No.
Merton LAC				67%	0%	3	50%	0%	4
Merton 903 pupils	0%	0%	1	100%	0%	1	0%	0%	1
Merton All Pupils	73%	26%		78%	25%		78%	26%	
National LAC	47%			46%			NYA		
National All Pupils	73%	18%		75%	21%		76%	22%	

- There was one 903 pupil this year in the cohort of four Year 2 pupils. This child was working towards expected standard in mathematics.
- **This performance is below the 2017 national average for all LAC pupils.**
- In the entire Year 2 cohort of Merton LAC, two children are working at age related expectation and interventions are in place to support accelerated progress for those who have not reached expected standard.

All children are reported to have made expected progress from their EYFS scores in mathematics.

### End of Key Stage 2 Outcomes

16. The proportion of pupils with a Special Educational Need is high at this key stage. Of the twelve Year 6 pupils on roll at this assessment point seven have an SEN. Of the eight 903 pupils, one has an EHCP for Social, Emotional and Mental Health Need, one is currently being assessed for an EHCP for cognition, and two are receiving school support for their SEN.

17. Table: KS2 READING

Key Stage 2 READING	2016				2017				2018				
	DIS	EXS+	HS	No.	DIS	EXS+	HS	No.	DIS	EXS+	HS	Progress	No.
Merton LAC					25%	75%	0%	4	17%	58%	25%	2.24	12
Merton 903	13%	13%	13%	8	25%	75%	0%	4	13%	42%	13%	0.59	8
Merton All		68%	21%			75%	29%			79%	33%	1.6	
National LAC		41%				45%				NYA		NYA	
National All		66%	19%			72%	25%			75%	28%	0	

- Of the twelve Year 6 pupils on roll at this assessment point, three did not sit tests. This included two pupils who did not complete the key stage and one pupil who refused. It is disappointing that the pupil who refused the test did not participate as she has been teacher assessed as being At Standard.
- Of the eight 903 pupils, 42% achieved at or above age related expectations. Their progress score range was -5.66 to 3.6, giving a mean average score of 0.59.
- **This performance is above the 2017 national average for all pupils (as well as LAC) in terms of progress, but below in terms of attainment.**
- 58% of the total cohort achieved the expected standard in reading which is above the national average for Looked After Children. Their progress score range was -5.6 to 14.89, giving a mean average progress score of 2.24, well above the national averages.
- The latest national average progress score for LAC with no SEN was 1.0. The average score for Merton 903 identified pupils with no SEN was well above this at 2.48.

- Although a cohort of only two, the progress scores for Merton LAC at SEN School support were similarly worse than national averages (at -6.36 compared with -0.8).

**18. Table: KS2 WRITING**

Key Stage 2 WRITING	2016				2017				2018				
	DIS	EXS+	GDS	No	DIS	EXS+	GDS	No	DIS	EXS+	GDS	Progress	No
Merton LAC					25%	75%	0%	4	17%	<b>58%</b>	8%	<b>-1.95</b>	12
Merton 903	13%	26%	26%	8	25%	75%	0%	4	13%	<b>75%</b>	0%	<b>-2.66</b>	8
Merton All		71%	16%			74%	17%			<b>77%</b>	22%	<b>0.6</b>	
National LAC		46%				48%				<b>NYA</b>		<b>NYA</b>	
National All		74%	15%			76%	18%			<b>78%</b>	20%	<b>0</b>	

- Twelve Year 6 pupils at this assessment point were assessed.
- 75% of the 903 cohort achieved at or above age related expectations. Their progress scores ranged from -19.7 to +6.24., giving a mean average score of -2.6.
- **This performance is above the 2017 national average for LAC, in terms of attainment, but below in terms of progress**
- Twelve Year 6 pupils at this assessment point were assessed. 58% of the total cohort achieved the expected standard in writing which is above the national average for Looked After Children.
- The progress score for the whole cohort ranged between -19.7 and +6.24, giving a mean average score of -1.95 with a median score of -0.24
- **The average score for Merton 903 identified pupils with no SEN was 1.62 this is above the nation average progress score of 1.3**
- Although a cohort of only two, the average progress scores in writing for Merton LAC in receipt of SEN support was -6.96. This is below national average of -1.4 for these children. The one child with the lowest progress score of -19.7 now has an EHCP.

**19. Table: KS2 MATHEMATICS**

Key Stage 2 MATHEMATICS	2016				2017				2018				
	DIS	EXS+	HS	No.	DIS	EXS+	HS	No.	DIS	EXS+	HS	Progress	No.
Merton LAC					25%	75%	0%	4	17%	<b>42%</b>	8%		12
Merton 903	13%	13%	0	8	25%	75%	0%	4	13%	<b>38%</b>	13%	<b>-2.08</b>	8
Merton All		75%	25%			80%	31%			<b>82%</b>	31%	<b>2.0</b>	
National LAC		41%				46%				<b>NYA</b>		<b>NYA</b>	
National All		70%	17%			75%	23%			<b>75%</b>	24%	<b>0</b>	

- Of the twelve Year 6 pupils on roll at this assessment point, eight were 903 pupils. One of these 903 pupils had an EHCP and was absent for the tests, another was disapplied leaving six pupils who sat the assessments.
- 38% of the 903 cohort achieved at or above age related expectations. Their progress score range was -7.63 to 2.4 giving a mean average score of -2.08. This is below the national average progress scores for LAC of -1.1
- **This performance is below the 2017 national averages for LAC, both in terms of attainment and progress.**
- 42% of the total cohort achieved at or above age related expectations, which is broadly in line with the national average for Looked After Children. Their progress score range was between -7.63 to 13.13, giving a mean average progress score of -1.8.

- The average score for Merton 903 identified pupils with no identified SEN was 0.1. This is below 0.6, the latest national average progress score for this group of LAC.
- Although a cohort of only two, the progress scores for Merton LAC at SEN School support were similarly below national averages at -6.46 compared with -1.1.

## End of KS4 Outcomes (GCSE)

20. There were 28 Year 11 pupils on the roll of the Merton Virtual School on the 29<sup>th</sup> June 2018, the last day of statutory schooling. This is significantly higher than in previous years. 15 of these pupils become looked after during the academic year. Of these, ten (37%), were Unaccompanied Asylum Seeking Children.
21. Ten pupils had identified Special Educational Needs, with six having Education Health and Care Plans. Five of these were identified in the 903 return. This is 38.5% of the 903 cohort: higher than the national average of 26.7% for Looked After Children and 2.8% for all children.
22. 16 Merton LAC followed GCSE courses at KS4. Two of these, with EHCPs, did not complete the course leaving fourteen who were entered for GCSE or equivalent examinations.
23. Of the thirteen 903 cohort, eight sat GCSE English and maths with 23% achieving English and Maths at grade 4 and above. This is higher than the most recent national average of 17.5 % for LAC.
24. The educational needs and progress of all children are tracked closely. Interventions are put in place to ensure that they maintain school places, have access to, engage with and make as much progress as possible in an appropriate curriculum.
25. **Table: KS4 GCSE or equivalent GCSE results**

Year 11 cohort	Students examined at GCSE; BTec level2	8 examined subjects	English & Maths Standard Pass (grades 4-9)	English & Maths Strong Pass (grades 5-9)
All (28)	14 (50%)	5	5	1
903 (13)	8 (61.5%)	3	3	1

26. At the end of Year 11 the destinations of all these pupils are known, with 100% having plans for continuing into education. These pupils continue to be tracked and supported in partnership with CSC. All the young people that are not UASC and/or SEN moved onto Level 2 or 3 courses in school 6th forms or colleges. This is in line with the national picture.
27. **Table: Progression to education or training in Year 12 (September 2018)**

Academic Year	Total number of young people in cohort	No. of young people in education/training at the start of the academic year (Sept)	Proportion of young people in education/training at the start of the academic year (Sept)
17-18	29	27	93.1%
16-17	24	21	87.5%
15-16	13	12	92.3%

- Two young people were not in education or training at the beginning of the academic year 2018. One of these, whose EHCP is being reviewed in tandem in now receiving one to one tuition via SEN personal budget.
- The other has now moved residential placements and is seeking employment with support from key worker, social worker and the Virtual School.

## POST 16 OUTCOMES

- 28.** The Virtual School works in close partnership to support Looked After Children and Care Leavers to continue with education and training until the age of 25 and in some cases beyond.
- 29.** 61 young people were aged 16 to 18 during the academic year 2017 -18. 48 of the young people have pursued and were successful in a range of courses, from Entry Level to Level 3, suitable to their needs and ambitions. Of those not in education or training, extensive efforts are made to keep in touch with the young people and support them into appropriate provision.

**30. Table: Yr 12 & Yr 13 students**

Year Group	Sep-17		Jun-18	
	EET	NEET	EET	NEET
Yr 12	19	1	25	5
Yr 13	27	7	23	8

- At the end of the academic year the number of students in Year 12 had increased from 20 to 30. Of the 25 in education or training, 12 completed their courses including nine who completed their first year of 'A' level, BTec or SEN courses.
- At the end of the academic year the number of students in Year 13 had decreased from 34 to 31. One young person was in employment and of the 22 in education or training, 11 completed their courses with six completing their year of study.

**31. Year 14 and beyond**

Extensive efforts are made by social workers and personal advisers to keep in touch with Care Leavers to support them to appropriate employment or education and training. The Virtual School provides both consultation to colleagues and the young people directly.

There were 57 young people in education. 31 completed their courses. 17 completed the year in education. 8 did not complete the course and one has to repeat the year.

- 32.** 15 Care Leavers were studying for degrees during the 17-18. Whilst two did not continue their studies into the new academic year, two graduated: one with a degree in Law and Business, the other with a degree in Psychology and Counselling. One graduate is planning to work as a volunteer because her immigration status remains unresolved and she is awaiting the outcome of the appeals process. The other graduate is working in her chosen field as a counsellor.



## Actions undertaken by the Virtual School to secure outcomes

### Quality of Schools - Ofsted

33. The Virtual School continued to strive to ensure that all children and young people attend good or outstanding schools. Where a LAC remained in a school judged to be less than good in its most recent inspection, very careful consideration was given to the children's situation, and it was decided that a move would not be in their best interest, and monitoring of the pupil's progress increased through the PEP and LAC Concern processes.
34. As of 29<sup>th</sup> June 2018, 83.8% of statutory school aged LAC attended schools, where a grade was known, that are good or better. This is a reduction of 6% from the previous year.
35. In the primary phase 69% of pupils attended schools, where a grade was known, that are good or better. This is a reduction of 15% to the previous year of and largely attributable to a newly looked after sibling group of 3 coming into care during the year. They attended the same Merton Primary School which is judged to require improvement. Of those attending other borough schools, 80 % attend good or better schools. This is four percentage points increase when compared to the previous academic year.
36. In the secondary phase 92.4% of students attended schools, where a grade was known, that are good or better. This is a slight decrease on the previous year. Of those students attending in borough schools where a grade was known, 100% attended schools that are good or better. Of those pupils attending other borough schools, 88% attended good or better schools, which is similar to the previous year. This difference reflects the current high standards in Merton secondary and special schools, where 100% are judged good or better by Ofsted.

40. **Table – Quality of schools attended by Merton Looked After Children**

	At school in	Outstanding	Good	Satisfactory or RI	No school roll/no current category	Total
<b>EY/Primary</b>	Merton	3	12	9	0	24
	Other borough	2	10	2	1	15
<b>Secondary</b>	Merton	6	18	0	0	24
	Other borough	12	25	2	3	42
<b>Total</b>		23	65	13	4	105
<b>% of Merton LAC</b>		21.9%	61.9%	12.4%	3.8%	100%

### Personal Education Plans (PEPs)

41. All LAC must have a care plan, of which the Personal Education Plan (PEP) is an integral part. The PEP is an evolving record of what needs to happen to ensure each child or young person makes expected progress and fulfils his or her potential. During the PEP process, the achievement of LAC is carefully tracked, and where they are falling behind, schools are challenged to identify how they might be supported to make accelerated progress, including how the Pupil Premium Grant for LAC might be best used to secure improved outcomes.
42. The Virtual School works in close partnership with social workers, designated teachers, and carers to coordinate meetings and record and administer PEPs.

43. Statutory guidance requires that a child's PEP is reviewed each term. In order to meet this requirement, the Virtual School normally attends at least two meetings and consults for the third. The Virtual School has robust systems and processes to track, monitor and report on their timeliness and quality. Equal regard is paid to the education of children who are placed out of borough as to those who live in Merton, and the Virtual School ensures the challenges of distant placements are met, including attendance at Personal Education Planning Meetings. During 2017-2018, 276 initial and review PEPs were completed.
44. Work has continued during the academic year to ensure that the PEP embedded within the new Social Care Information System meets developing needs for planning and tracking progress.

45. **Table – Timescale of first PEP Completion**

	Autumn 17	Spring 18	Summer 18	Academic Year 17-18
<b>No. who became LAC</b>	32	9	18*	59 (36)
<b>Ceased being LAC before PEP</b>	4	3	2	9 (12)
<b>PEP completed within 20 days</b>	19	3	8	30 (19)
<b>PEP completed after 20 days</b>	9	3	4	15 (11)

*Numbers in brackets indicate numbers from 2017 -2018.*

*\* includes 4 UASC one of whom was age disputed; 3 arrived after 29.6.18*

46. There is a statutory requirement for Personal Education Planning meetings to take place within 20 days of a child becoming looked after, or after a change in school placement. 59 initial PEPs for children new into care were required during the academic year but nine children ceased to be LAC before the PEP due date. 30 of the required 46 initial Personal Education Planning meetings (65.2%) were completed within 20 days of a child becoming Looked After. This is a reduction of fourteen percent from the previous academic year. Reasons for the remaining initial PEPs not being completed within the specified time scales were:

- late notification to Virtual School: Mosaic not delivering automatic notification;
- no school place available but tuition provided whilst school being sourced;
- children becoming LAC during or very near the school holiday period;
- nearly a fifty percent increase in comparison with the previous year of students joining the Virtual School in the autumn, which coincided with staff being new to the Virtual School;
- the number of new students in the summer term nearly tripled, including Unaccompanied Asylum Seeking Children arriving very late in school year in Year 11.

47. **Table – Timescale of PEP Review**

	Autumn 17	Spring 18	Summer 18	Academic Year 17-18
<b>No of PEPS to be reviewed</b>	68 (81)	79 (74)	84 (51)	231 (206)
<b>Completed within 6 months of previous PEP</b>	67	79	84	230 (204)
<b>% reviewed within time scales</b>	98.5% (97.5%)	100% (100%)	100% (100%)	99.6% (99%)

*Numbers in brackets indicate numbers from 2016-2017.*

48. 99.6% of PEP reviews were completed within six months of the previous PEP which meant that they were updated in time for the child's Care Plan Review. This was an increase in comparison with the previous academic year and a considerable achievement on the part of the Virtual School Team.

### Pupil Premium

49. For each Looked After Child, in 2017-2018 the government allocated a pupil premium grant. This grant increased to £2,300 at the start of the financial year 2018-19. The purpose of the grant is to remove barriers to learning and accelerate progress and was passed to schools in the maintained sector and non-maintained special schools attended by Merton LAC. Qualifying schools received a proportion of the total grant per LAC each term during the academic year. This allowed for the grant to follow the child if a school move occurred. The Virtual School monitors the impact of pupil premium funded interventions on pupils' academic progress via the Pupil's Education Plan. Payment of the grant was dependent on the implementation of interventions to support the child's education plan, which were detailed in the PEP. The PEP document includes a finance sheet to track provision available to and accessed by our pupils, and funded by Pupil Premium.

50. The grant was used for:

- Academic intervention programmes
- Behavioural, emotional, mental health Interventions
- Additional 1:1 support
- Learning Resources
- Out of school learning including educational visits
- Technology – hardware/software
- Specialist tuition/equipment e.g. music lessons
- Subject tuition
- Clubs and activities

In some cases, the impact of this support resulted in early and readily measurable outcomes. In others, the impact of interventions was less immediate and more difficult to quantify. In these cases, impact will be seen in longer term, and further reaching and enduring changes to self-esteem, aspiration, confidence and attitude to learning.

51. Analysis of pupil premium expenditure in schools has shown an increase in its use for academic interventions to support LAC, from 54% of eligible pupils in 16-17 to 65% in 17-18. The percentage of pupils receiving interventions to support social, emotional and mental health needs and funded by pupil premium also increased, from 45% to 67%. This year, 8% more pupils had one to one tuition funded by pupil premium, and bringing to 34% the percentage the pupils receiving this support at school. 42% of pupils benefited from clubs and activities which is a 6% increase on the previous year.
52. The Virtual School retained around 5% of pupil premium to commission services for the equivalent of one day each week from the Education Psychology Service
53. Additional funding was paid to St Mark's Academy, which consistently has the highest number of Looked after Children on roll (often as many as thirty) and the SMART Choice provision for Yr 11 UASC on site, as a contribution toward appointing a LAC Champion.
54. The grant was also used to fund requests for additional resources for exceptional need. In several instances requests for additional pupil premium has helped a pupil to retain a mainstream school place during particularly difficult times.

### One to One Tuition

55. The Sutton Trust research data shows that One to One Tuition is particularly effective in accelerating progress for children, particularly at KS2, and particularly in English and mathematics. Short, regular

sessions of about 30 minutes, 3-5 times each week, and over a period of time (6-12 weeks) has optimum impact. In order to secure the best educational outcome for all Merton's LAC One to One Tuition was considered as part of each child's or young person's Personal Education, or Pathway, Plan.

56. Tuition funded by the Virtual School was provided in the majority of cases by two key agencies: Harrison Allen Tutors and Fleet Tutors, and normally delivered in the care setting. Occasionally, but increasingly, schools are also providing One to One Tuition outside the school day, delivered by school staff or their own commissioned tutors.

57. **Table - Number of LAC accessing 1:1 tuition**

Key Stage	Total students recorded as having tuition 2017-18	Tuition for less than one term	Tuition for one to two terms	Tuition for more than two terms and ongoing
KS1	0 (0)	0 (0)	0 (0)	0 (0)
KS2	2 (3)	1 (0)	1(1)	0 (2)
KS3	6(5)	3 (2)	2 (2)	1 (1)
KS4	4 (9)	3 (8)	1 (0)	0 (1)
Post 16	8 (14)	6(10)	2(1)	0 (3)
<b>Total</b>	20 (31)	13(20)	6 (4)	1 (7)

*Numbers in brackets indicate numbers from 2016 -2017.*

58. 21 Merton LAC received one to one Tuition over the course of 2017/18. This continues the trend of fewer children and young people accessing out of school subject specific tuition. Generally, the focus for tuition in Key Stages, 2 and 3 was English and mathematics. The range of subjects broadened at KS4 to include GCSE examination subjects. The focus for post 16 pupils was generally for additional sessions for English for Speakers of Other Languages and for post 16 requests were for tuition to support 'A' level studies and undergraduate studies.

## Pupil Voice

59. The Virtual School continued to seek to develop a relationship with all its pupils and students and encouraged them to participate in their Personal Educational Planning meetings either by attending for some or all of the meeting, or by completing a view sheet. This year the Virtual School trialled an alternative pupil view sheet using similar headings to those used in the Signs of Safety practice model.
60. An analysis of pupils' and students' contribution to PEP meetings indicated the following:
- They were aware that the purpose of school is to learn academically and socially.
  - Of primary pupil views collected, 38% recorded no worries at schools. This is a smaller percentage than the previous year but might be attributable to change in approach. Worries identified by the children the majority related to friendships rather than curriculum. Any worries are always followed up with actions being incorporated in the PEP as appropriate.
  - Of secondary pupils' views collected, 62% recorded no worries at school. Again this was a reduction from 16-17. Apart from one student who worried about French, the worries identified related to other students.
  - All were able to identify at least one adult who could help them at school, and all could identify friends.
  - Children's concerns for bullying were increased with seven primary and four secondary pupils reporting friendship or bullying concerns. In all incidences of reported bullying the Virtual School followed up concerns to ensure the physical and emotional safety of our pupils.

61. During this academic year an additional source of pupil voice was via the children social care commissioned survey. "Brightspots". Reported findings from this survey were that 100% of 4-7 year olds, 89% of 8-11 year olds and 84% of 11-18 year olds liked school a lot or a bit.
62. Pleasingly, Brightspots also found that a higher proportion of young people in Merton liked school (84%) and felt that their carers showed an interest in their education (97%) compared to their peers in the general population.
63. Conversely and as a worrying surprise to the Virtual School, five young people and three children reported that they were afraid to go to school because of bullying. Of course we were concerned to hear this, and particularly because we always ask about bullying as part of the PEP. As the research methodology was via on line questionnaire and could be completed anonymously and independently by children and young people, it is highly likely that this result is a more accurate reflection of our students' feelings of being bullied.

## Development & Training of the Workforce

64. The Virtual School staff continue to keep themselves updated of research and developments in good practice for supporting the best educational outcomes for Looked After Children and Care Leavers. They do this by memberships and contribution to local and national associations and forums, personal study and attendance at staff development courses and seminars.
65. The Virtual School continued to contribute to the development and training of education workers, including school governors, social care, youth justice workers and foster carers.
66. The Virtual School gave presentations at the bi-monthly meetings for newly appointed children's social care and youth justice staff, and presented with colleagues from Health and CAMHS at two courses for those wishing to update their knowledge of developments in these fields.
67. The Virtual School gave a brief presentation on the role of the Virtual School for newly qualified teachers and for newly appointed Headteachers as part of their induction.
68. During 2017-18, and as per the previous year, 25 Merton schools and academies had LAC on their roll. This included LAC from other boroughs, as well as Merton LAC. To ensure that all schools (whether they currently host LAC or not) were prepared to support LAC, the Virtual School supported the designated teachers for LAC in all Merton schools, academies, independent schools and alternative providers, in particular through termly network meetings.
69. The focus for the termly network meetings were:
  - Briefing on the Children & Social Work Act 2017. Reporting to Governing Bodies.
  - Contributing to Merton's LAC & Care Leavers Strategy.
  - Briefing on the 2018 Statutory Responsibilities for Designated Teachers for Looked After Children and Previously Looked After Children
70. The Virtual School Headteachers for Merton and Sutton worked collaboratively to deliver a training session for Governors with responsibility for LAC. The training included understanding their statutory responsibilities and how to support and challenge schools to meet children's needs. This year the training also addressed governors' responsibilities for Previously Looked After Children.
71. The Virtual School led training for all new foster carers and those requiring updates on how they can support their young people to achieve in education. This training was extended to include a contribution from the Early Years Team and the Virtual Behaviour Support Service. Carers were given resources to use at home with their children.

72. In addition to support for learning at home, foster carers also used the Virtual School as a resource for advice, guidance and support for educational matters. This means that Advisory Teachers provided telephone support; gave advice with regard to the choice of school; and accompanied carers to school meetings.

### The Virtual School Newsletter & Young Merton Together

73. The Virtual School kept partners informed via newsletter and regular contributions to Young Merton Together, an e-magazine that features key aspects of the work of the Children's Schools and Families Department and Children's Trust partners.

### Review of priorities for 2017/18

74. The priorities as set out below, have formed the basis for the Virtual School Improvement Plan during 2017-18. Each priority in the plan identifies a lead officer and links within the Directorate and beyond. Progress, in terms of actions to be taken and outcomes sought and achieved is monitored through both the line management structures within the Directorate and the Steering Group. Impact and outcomes with regard to each priority for 2017-18 are summarised below.

#### Priority 1 –

**To continue to improve pupil outcomes, particularly at the end of KS4, by ensuring that all pupils make good progress from their starting points and intervening swiftly when concerns arise.**

##### **Impact and outcomes:**

The academic outcomes for Merton LAC were below the 2017 averages for LAC (the latest national comparators available) for assessed subjects at KS1 and KS2 assessments in maths, but at the end of year 6, performance in reading and writing was strong.

The headline academic outcomes at KS4 was pleasing with more pupils sitting GCSE examinations and with a higher percentage of young people achieving grade 4 and above in English and Maths than the most recent national average. Attainment and progress scores for KS4 pupils are pending

The Virtual School has ensured frequent challenge and support to schools when pupils are not making progress toward their personal targets. These children are monitored through the monthly LAC concern group.

#### Priority 2 –

**To extend the support for young people's education and training in line with the changes outlined in the Children and Social Work Act 2017.**

##### **Impact and outcomes:**

Headteachers have been briefed on their new responsibilities and training given to Designated Teachers and School Governors. The Virtual School has worked in close partnership with the Virtual Behaviour and Education Psychology Services to ensure an offer of staff development opportunities in Attachment Aware and Trauma Informed practice. An action plan, which aims to ensure all Merton Schools have an understanding of the emotional and psychological needs of Looked After Children and Previously looked After Children and which identifies personnel, timescales and costs, is in place.

### Priority 3

**To further improve attendance of LAC, especially at KS4 and KS5, by continuing to monitor closely and intervene robustly when issues arise.**

#### **Impact and outcomes:**

This year the average attendance of LAC decreased by nearly 1.5 percentage points. The average across the school of 91.2% remains below the national average for LAC of 95.7%. There is a continued reduction in the percentage of students who are persistent absentees. Average attendance at year 11 increased by 3.6 percentage points. The overall drop is largely attributable to a group of young people who were school refusers. Attendance of LAC, particularly at KS4 remains a priority for The Virtual School.

### Priority 4

**To reduce the number of fixed term exclusions in the secondary phase, building on strong relationships with schools to ensure the Virtual School is given good notice of concerns potentially leading to exclusion and intervening where appropriate.**

#### **Impact and outcomes:**

There were, again, no permanent exclusions for Merton LAC. This year, however, although the percentage of children receiving fixed term exclusions reduced slightly, and is aligned with national figures, more sessions were missed than in the previous year. Analysis of incidents resulting in exclusion shows that students are vulnerable to behaviours resulting in physical assault at the time of, or shortly after becoming looked after or at the time of changes in care placement. The need to provide additional support around these times and the reduction in sessions missed because of exclusion remains a priority for The Virtual School.

### Priority 5

**To reduce young people's vulnerability to spending time not in employment, education or training, (NEET), by ensuring early intervention and ensuring Education Pathway Plans identify clearer next steps and support for all young people so that the proportion of NEET reduces amongst the 16/17 year old LAC population and at post 18.**

#### **Impact and outcomes:**

The Virtual School Post 16 Advisory Teacher continues to lead on the college network for designated members of staff to ensure they understand the needs and issues for Looked After young people and Care Leavers. She also liaises regularly with colleges and providers to ensure appropriate support for all 16 and 17 year olds and those over 18 in order to maintain their college placements. Although the number of young people who were EET reduced over the year, 73% were recorded as being in education, employment or education at the end of the academic year.

The EET keyworker provides intensive ongoing support for a selected group of NEET young people, and those at KS4 who have been identified as being at risk of NEET to ensure progression toward EET. Comprehensive records are kept within the Virtual School which tracks this progression.

#### **Priority 6**

**To further improve the monitoring and evaluation of the use of pupil premium for impact on pupil progress by linking pupils' targets more clearly to funded interventions.**

##### **Impact and outcomes:**

Qualifying schools have continued to receive termly funding to contribute to, or fund interventions and support identified in the pupils' personal education plan. Progress is monitored.

#### **Priority 7**

**To work with partners to develop the offer of support for schools with children who have left care through Adoption Order, Special Guardianship Order or Residence Order, to ensure compliance with the Children and Social Work Act 2017).**

##### **Impact and outcomes:**

With effect from April 18, the Virtual School has increased capacity by 0.1 fte (half day) for an Advisory Teacher to upskill, and draw together the local authority offer for this extension to the responsibilities of the VSH. Designated Teachers, Heads and Governors have been briefed and there is an action plan to ensure all schools and settings develop and awareness of attachment aware and trauma informed practice. The Virtual School has provided consultation for the post adoption support worker, schools and parents.

#### **Priority 8**

**To secure substantive staff as secondary Advisory Teachers ensuring that there is strong expertise with regard to Special Educational Need.**

##### **Impact and outcomes:**

The Virtual School has sought the expertise of the Merton Special School Alliance who has agreed for the Assistant Headteacher at Perseid School to lead on PEP meetings for the small group of children who are Looked After and sit within the Children with Disabilities Team.

#### **Priority 9**

**To continue to strengthen governance of the Virtual School, ensuring increased membership (to include a care leaver, foster carer and Headteachers) and developing ever deeper understanding of the aims and impact of the Virtual School.**

##### **Impact and outcomes:**

Membership has not yet increased to include others beyond officers involved in the CSF overall strategy for LAC and Care Leavers but Governance of the Virtual School continues through regular meetings with agreed agenda. The Headteacher's termly report allows for close scrutiny of provision and outcomes and continues to enhance understanding of the inter-relationship between being looked after and



education, in order to inform professionals' decision making and improve access to, and stability in, the best appropriate education provision.

## Priorities 2018/19

**Priority 1** - to continue to improve pupil outcomes, particularly at KS4 by early identification and support for cognitive, social, emotional or mental health barriers to learning and progress, and particularly for Unaccompanied Asylum Seeking Children, and pupils with SEND.

**Priority 2** – to improve coordinated work around Looked After Children and Care Leavers (aged 0 – 25) with EHCPs

**Priority 3** – to further improve attendance of LAC especially at KS4 and KS5, especially for school refusers/pupils at risk of missing education, by continuing to monitor closely and intervene robustly when issues arise.

**Priority 4** – to reduce the number of fixed term exclusions by analysis of antecedence of previous history of exclusion and pre-emptively planning to reduce vulnerability, including those children and young people on the edge of care or for whom a change of care placement is planned; raising their profile with officers in the Children with Disabilities, and Safeguarding and Care Planning teams.

**Priority 5** – to increase young people's opportunity to sustain education and training courses by: working with school, colleges and providers to recognise and meet individual needs; ensuring coordinated support for these young people; and maintaining strong strategic oversight of the cohort. Thus to reduce young people's vulnerability to spending time not in employment, education or training (NEET)

**Priority 6** – to further improve the use and impact of pupil premium by enhancing opportunity to access specialist assessment and consultation centrally and by monitoring and evaluation of schools' use of pupil premium for impact on pupil progress.

**Priority 7** - to work with partners to develop the offer of support for schools with children who have left care through adoption, special guardianship order or residence order (in compliance with the Children and Social Work Act 2017).

## Appendix G: Glossary of Acronyms

ADHD	Attention Deficit Hyperactivity Disorder
CAMHS	Child and Adolescent Mental Health Services
CAP	Chronic Absence Project
CIF	Common Inspection Framework
CME	Children Missing Education
CPD	Continuing Professional Development
DfE	Department for Education
EHE	Elective Home Education
EHCP	Education, Health and Care Plan
ELG	Early Learning Goal
EBacc	English Baccalaureate
EPS	Educational Psychology Service
ESF	European Social Fund
ETE	Education Training and Employment
EXS	Working at the expected standard
EYFS	Early Years Foundation Stage
EYFSP	Early Years Foundation Stage Profile
FSM	Free School Meals
GCSE	General Certificate of Secondary Education
GDS	Working at greater depth within the expected standard
GLD	Good Level of Development
GPS	Grammar Punctuation and Spelling
HfL	Herts for Learning
HMI	Her Majesty's Inspector
IEB	Interim Executive Board
K	In receipt of SEN Support
KS1/2/4	Key Stage 1/2/4
LA	Local Authority
LAC	Looked After Children
MAT	Multi Academy Trust
MEP	Merton Education Partner
MEP	Merton Education Partnership
MLE	Merton Leader in Education
MSI	Merton School Improvement
NEET	Not in Education, Employment or Training
NLE	National Leader in Education
NLG	National Leader in Governance
NQT	Newly Qualified Teacher
Ofsted	Office for standards in Education
PA	Persistent Absence
PEP	Personal Education Plan
PET	Primary Expert Teacher
PRU	Pupil Referral Unit
PVI	Private, Voluntary and Independent
RPA	Raising the Participation Age
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SENDIS	Special Educational Needs and Disabilities Integrated Service
SSAT	Schools, Students and Teachers' Network
SWLSEP	South West London School Effectiveness Partnership
TA	Teaching Assistant
TAMHS	Targeted Mental Health in Schools
VBS	Virtual Behaviour Service
YOT	Youth Offending Team