

Merton Council Children and Young People Overview and Scrutiny Panel



Date: 10 February 2016

Time: 7.15 pm

Venue: Committee rooms C, D & E - Merton Civic Centre, London Road, Morden
SM4 5DX

AGENDA

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**This is a public meeting – members of the public are very welcome to attend.
The meeting room will be open to members of the public from 7.00 p.m.**

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Children and Young People Overview and Scrutiny Panel membership

Councillors:

Linda Taylor OBE (Vice-Chair)
Charlie Chirico
Edward Foley
Joan Henry
James Holmes
Katy Neep (Chair)
Marsie Skeete
Dennis Pearce
Jeff Hanna
Agatha Mary Akyigyina

Substitute Members:

Sally Kenny
Peter Southgate
Fidelis Gadzama
Najeeb Latif
Stephen Crowe

Co-opted Representatives

Colin Powell, Church of England diocese
Simon Bennett, Secondary and Special
School Parent Governor Representative
Denis Popovs, Primary School Parent
Governor Representative

Note on declarations of interest

Members are advised to declare any Disclosable Pecuniary Interest in any matter to be considered at the meeting. If a pecuniary interest is declared they should withdraw from the meeting room during the whole of the consideration of that matter and must not participate in any vote on that matter. If members consider they should not participate because of a non-pecuniary interest which may give rise to a perception of bias, they should declare this, withdraw and not participate in consideration of the item. For further advice please speak with the Assistant Director of Corporate Governance.

What is Overview and Scrutiny?

Overview and Scrutiny describes the way Merton's scrutiny councillors hold the Council's Executive (the Cabinet) to account to make sure that they take the right decisions for the Borough. Scrutiny panels also carry out reviews of Council services or issues to identify ways the Council can improve or develop new policy to meet the needs of local people. From May 2008, the Overview & Scrutiny Commission and Panels have been restructured and the Panels renamed to reflect the Local Area Agreement strategic themes.

Scrutiny's work falls into four broad areas:

- ⇒ **Call-in:** If three (non-executive) councillors feel that a decision made by the Cabinet is inappropriate they can 'call the decision in' after it has been made to prevent the decision taking immediate effect. They can then interview the Cabinet Member or Council Officers and make recommendations to the decision-maker suggesting improvements.
- ⇒ **Policy Reviews:** The panels carry out detailed, evidence-based assessments of Council services or issues that affect the lives of local people. At the end of the review the panels issue a report setting out their findings and recommendations for improvement and present it to Cabinet and other partner agencies. During the reviews, panels will gather information, evidence and opinions from Council officers, external bodies and organisations and members of the public to help them understand the key issues relating to the review topic.
- ⇒ **One-Off Reviews:** Panels often want to have a quick, one-off review of a topic and will ask Council officers to come and speak to them about a particular service or issue before making recommendations to the Cabinet.
- ⇒ **Scrutiny of Council Documents:** Panels also examine key Council documents, such as the budget, the Business Plan and the Best Value Performance Plan.

Scrutiny panels need the help of local people, partners and community groups to make sure that Merton delivers effective services. If you think there is something that scrutiny should look at, or have views on current reviews being carried out by scrutiny, let us know.

For more information, please contact the Scrutiny Team on 020 8545 4035 or by e-mail on scrutiny@merton.gov.uk. Alternatively, visit www.merton.gov.uk/scrutiny

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CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL 13 JANUARY 2016

(19.15 - 21.05)

PRESENT: Councillor Charlie Chirico, Councillor Edward Foley,
Councillor Joan Henry, Councillor James Holmes,
Councillor Marsie Skeete, Councillor Sally Kenny,
Councillor Dennis Pearce, Councillor Jeff Hanna,
Councillor Agatha Mary Akyigyina and Councillor Najeeb Latif
Co-opted member Denis Popovs

ALSO PRESENT: Councillors Mark Allison and Martin Whelton

Jane McSherry (Head of Education, CSF), Paul Angeli (Head of Childrens' Social Care), Paul Ballatt (Head of Commissioning, Strategy and Performance, CSF), Caroline Holland (Director of Corporate Services), Yvette Stanley (Director, Children, Schools & Families Department) and Julia Regan (Head of Democracy Services)

1 APOLOGIES FOR ABSENCE (Agenda Item 1)

Apologies were received from the Chair, Councillor Katy Neep, and the Vice Chair, Councillor Linda Taylor.

Members of the Panel therefore unanimously RESOLVED to appoint Councillor Jeff Hanna as Chair for this meeting.

Apologies were also received from the Cabinet Member for Children's Services, Councillor Maxi Martin and from co-opted member Peter Connellan.

Apologies for lateness were received from Councillor Charlie Chirico.

2 DECLARATIONS OF PECUNIARY INTEREST (Agenda Item 2)

None.

3 MINUTES OF THE PREVIOUS MEETING (Agenda Item 3)

The minutes were agreed as an accurate record of the meeting.

4 BUDGET AND BUSINESS PLAN 2016-2020 (Agenda Item 4)

The Panel agreed to take agenda item 10 (impact of savings proposals on specific vulnerable residents) and item 9 (business plan savings proposals consultation pack) with this item.

The Director of Corporate Services, Caroline Holland, provided a brief introduction to outline the main features of the updated medium term financial strategy and to draw the Panel's attention to the draft service plans.

In response to Panel members' questions about the medium term financial strategy, Caroline Holland explained that the shortfall for departments who had not met their savings targets was carried forward to ensure that other departments who had met targets were not unfairly penalised.

RESOLVED:

- The Panel noted the additional information in item 10 on the approach that had been taken to services for children, including disabled children
- Panel noted that recommendation 1 of the report had been dealt with at the Panel's meeting on 3 November 2015

The Panel considered the draft capital programme 2016-20 as set out in the report. In response to a question about the indicative costs of the secondary school expansion, Caroline Holland said that these were based on in-house provision and that costs would be adjusted if the Harris Academy option was chosen. In response to a question about the contingency for inflation, Caroline Holland said that adjustments had been made to individual schemes and that this would be lower risk in future.

The Director of Children Schools and Families, Yvette Stanley, and the Assistant Director of Education, Jane McSherry, provided more information on SEN provision in response to questions. The SEN population aged 0-18 has grown by 13% between 2012 and 2015 compared to growth of 4% in the overall child population. SEN provision has been expanded in mainstream schools as well as at Cricket Green and Perseid special schools. Officers are currently reviewing the specific and diverse needs of SEN children and young people in Merton and the mix of service delivery that will be required.

RESOLVED: to note the draft capital programme 2016-20.

The Chair directed the Panel's attention to the draft savings proposal CSF2015-07 "review of CSF staffing structure beneath management level" set out on page 61 of the consultation pack and the associated equality impact assessment on page 145.

Yvette Stanley explained that, because the proposal relates to 2017/18 and 2018/19, the description is high level at present. The proposal provides the financial envelope for service redesign but may be re-profiled between the two years once detailed planning work and discussion, including with schools and other partners, has taken place. Alternative proposals would be drawn up if required once the impact of service redesign had been fully assessed. Panel members requested that updates be provided to the Panel during the course of the service transformation work.

In response to questions about income generation, Yvette Stanley said that careful management was required to ensure that schools would want to buy services from the local authority rather than other providers.

RESOLVED: that the Panel accept the savings proposal CSF2015-07 “review of CSF staffing structure beneath management level” in principle, subject to receiving progress reports at appropriate points setting out the proposed mechanism and predicted impact for delivery of this saving.

Panel members commented that the performance targets set out in the draft service plan for Education did not seem to be sufficiently challenging. Jane McSherry undertook to review these and to provide the most up-to-date national comparative data as part of the school standards report to the Panel meeting on 10 February 2016. The Cabinet Member for Education, Councillor Martin Whelton, agreed that he would be involved in this review.

ACTION: Assistant Director of Education

RESOLVED: that the Panel note the draft service plans

5 UPDATE REPORT (Agenda Item 6)

The Panel welcomed the good news on school performance in paragraph 2.2 and the validated key stage 2 results in paragraph 2.3.

A panel member expressed disappointment that fees for under 5s day care places (paragraph 2.8) had not been reviewed for some time and that an opportunity for income had been missed. The Director of Children Schools and Families, Yvette Stanley, explained that combination of loss of and changes in government grant funding had meant that we had to review how all aspects of the service were funded and these changes had exposed the issue of subsidy and the council is now trying to set childcare rates that are comparable to those in neighbouring boroughs. The free places for eligible 2 and 3 year olds were unaffected.

The Panel noted the funding that had been obtained from alternative sources to enable two youth centres, Pollards Hill and Phipps Bridge, to continue operating until at least the end of 2016-17 (paragraph 2.9). In response to a question about whether it would be able to get sponsorship for other services, Caroline Holland, Director of Corporate Services, said that across the council all options for sponsorship and commercialisation were being explored. Yvette Stanley said that getting funding for core statutory CSF services would be a massive challenge but would be explored including as an example discussion with London Funders and other charitable organisations. .

In response to a question about social impact bonds (paragraph 2.10), the Assistant Director of Commissioning Strategy and Performance, Paul Ballatt, said that the key issues were that there were a limited number of social investors and logistical difficulties in getting groups of London authorities together to work on developing the social impact bond approach. Officers are actively exploring options but remain cautious. The cabinet member for Finance, Councillor Mark Allison, added that it was important to ensure that managers had the freedom to explore initiatives such as this.

The Panel requested that the human rights, equalities and community cohesion section of the report should be used to address pertinent issues, for example in

relation to child sexual exploitation (paragraph 2.12) and homeless families from Tower Hamlets (paragraph 2.13) in future.

ACTION: Director of Children Schools and Families

Yvette Stanley provided an update on the situation in relation to the homeless families from Tower Hamlets that have been placed in Vantage House. She said that the families were likely to remain there for some time due to the long housing waiting list in Tower Hamlets. Services have been provided ranging from a weekly drop-in session for parents through to more high level support where required.

RESOLVED: to note the report

6 CSF DEPARTMENT TARGET OPERATING MODEL - MAJOR PROJECTS 2016-17 (Agenda Item 5)

RESOLVED: that the Panel notes the major projects outlined the report. Discussion of these took part as part of the discussion on the budget and business plan item elsewhere on this agenda.

7 PERFORMANCE REPORT (Agenda Item 7)

The Children's Social Care and Youth Inclusion, Paul Angeli, provided additional information in response to questions:

- The reasons why a child may be subject to a child protection plan for a second or subsequent time are varied. The increase in numbers is a cause for concern and officers are working to ensure the child protection plan is sufficiently outcome focussed to reduce the likelihood of a subsequent intervention being required. There would be training built into the work programme for the coming year to address learning from reviewing these specific cases
- A child protection conference is defined as inquorate when fewer than 80% of the agencies involved with the child are in attendance. Officers phone the agencies in advance to try to ensure maximum attendance.

RESOLVED: to note the report

8 WORK PROGRAMME (Agenda Item 8)

RESOLVED: to agree the work programme as set out in the agenda

9 SAVINGS PROPOSAL CONSULTATION PACK (Agenda Item 9)

This item was discussed as part of agenda item 4 – budget and business plan 2016-20

10 IMPACT OF SAVINGS PROPOSALS FOR 2016-2017 ON SPECIFIC VULNERABLE RESIDENTS, INCLUDING ADULT SOCIAL CARE SAVINGS

CONSULTATION RESULTS (Agenda Item 10)

This item was discussed as part of agenda item 4 – budget and business plan 2016-20

Committee: Children and Young People Overview and Scrutiny Panel

Date: 10 February 2016

Agenda item:

Wards: All Wards

Subject: Annual Schools Standards Report 2014/15

Lead officer: Yvette Stanley (Director of Children, Schools and Families),

Lead member: Councillor Martin Whelton

Forward Plan reference number: N/A

Contact officer: Elizabeth Fitzpatrick (Head of Merton School Improvement)

Recommendations:

- A. That the Children and Young People Overview and Scrutiny Panel discuss and comment on the current levels of performance set out in the attached report.

Purpose of report and executive summary

- 1.1. To provide the Overview and Scrutiny Panel with an annual school standards report.

2 DETAILS

- 2.1 This report provides information about the educational standards and achievements of children and young people in Merton over the academic year 2014-15. It clarifies the national and local context for schools in Merton and identifies how the Local Authority has worked with schools to secure and maintain improvement.
- 2.2 The proportion of schools judged to be good or better stood at 85% as of August 2015 (the last point for which nationally comparable data is available). This is an improvement on the same point in time the previous year, when 81% of Merton schools were judged to be good or outstanding. 85% is above the national average, but just below the London average. Since then, the performance of Merton schools has improved even further, and the proportion judged to be good or better as of December 2015 was 89%.
- 2.3 The schools judged to require improvement which received monitoring visits from Her Majesty's Inspectors (HMI) were judged to be making progress in relation to the areas identified by the inspection.

2.4 In summary, outcomes continue to improve for Merton children and young people, except at Key Stage 4 (KS4).

- In the Early Years, the proportion of pupils achieving the Good Level of Development has risen by eight percentage points to 68%, taking outcomes in Merton to above the indicative national average for the first time, and in line with the London average.
- In Year 1, the proportion of pupils achieving the expected standard in the Phonics Screening Check has risen by one percentage point to 77%, which is in line with the indicative national average.
- At the end of Key Stage 1 (KS1), in Year 2, the proportion of pupils achieving at the expected Level 2 and above has risen in reading and writing, and held steady in mathematics. Merton outcomes are just below the indicative national averages in these indicators.
- At the end of Key Stage 2 (KS2), in Year 6, the proportion of pupils achieving at the expected Level 4 and above in reading, writing and mathematics has risen by three percentage points to 82%, two percentage points above the indicative national average. No schools were below the Department for Education (DfE) Floor Standard.
- At the end of Key Stage 4 (KS4), in year 11, the proportion of student achieving at least five A* - C grades including English and mathematics dropped by four percentage points. This remains above the national average, and the outcomes in the LA's maintained schools (when Academy results are removed from the average) held steady on the back of the strong improvements made in 2014. Nevertheless this Key Stage will be a focus for improvement for 2015/16. No Merton school was below the DfE Floor Standard.
- In the 6th form, performance was improved in all key indicators, bar one, for A levels.

2.5 Following improvements in 2011-2014, over which time attendance and persistent absence levels for all schools in Merton rose to above the national and London averages, rates of attendance have now dropped slightly in comparison with 2013-14, though they are better than the Merton 2012-13 averages; and rates of persistent absence have plateaued. It is likely that once 2014/15 comparative data is available, Merton performance will still be above national and London averages.

2.6 The number of permanent exclusions has increased in 2014-2015, to 19. These were all in secondary schools, and there is a continued trend that no primary aged pupil has been permanently excluded. The number of fixed term exclusions in secondary schools has decreased in the last year, while the number of fixed term exclusions in primary schools has increased in the last year, yet remains below (better than) national rates.

- 3 ALTERNATIVE OPTIONS**
- 3.1. None for the purpose of this report.
- 4 CONSULTATION UNDERTAKEN OR PROPOSED**
- 4.1. None for the purpose of this report.
- 5 TIMETABLE**
- 5.1. None relating to this covering report.
- 6 FINANCIAL, RESOURCE AND PROPERTY IMPLICATIONS**
- 6.1. None relating to this covering report.
- 7 LEGAL AND STATUTORY IMPLICATIONS**
- 7.1. None relating to this covering report.
- 8 HUMAN RIGHTS, EQUALITIES AND COMMUNITY COHESION IMPLICATIONS**
- 8.1. All equalities issues raised in data, or from other sources, are considered both with Headteachers collectively and importantly with each individual school so that action can be taken if required.
- 9 CRIME AND DISORDER IMPLICATIONS**
- 9.1. None relating to this covering report.
- 10 RISK MANAGEMENT AND HEALTH AND SAFETY IMPLICATIONS**
- 10.1. None relating to this covering report.
- 11 APPENDICES – THE FOLLOWING DOCUMENTS ARE TO BE PUBLISHED WITH THIS REPORT AND FORM PART OF THE REPORT**
- 11.1 Annual Standards Report
- 12 BACKGROUND PAPERS**
- 12.1 N/A

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*ACHIEVEMENT IN
MERTON SCHOOLS
2014 -2015*

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Executive Summary

- 1.1 This report provides information about the education standards, and achievement of children and young people in Merton over the academic year 2014 - 2015. 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.
- 1.2 The proportion of schools judged to be good or better stood at 85% as of August 2015 (the last point for which nationally comparable data is available). This is an improvement on the same point in time the previous year, when 81% of Merton schools were judged to be good or outstanding. 85% is above the national average, but just below the London average. Since then, the performance of Merton schools has improved even further, and the proportion judged to be good or better as of December 2015 was 89%.
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- 1.6 The number of permanent exclusions has increased in 2014-2015, to 19. These were all in secondary schools, and there is a continued trend that no primary aged pupil has been permanently excluded. The number of fixed term exclusions in secondary schools has decreased in the last year, while the number of fixed term exclusions in primary schools has increased in the last year, yet remains below (better than) national rates.

Summary of Performance Information for all Key Stages

	2014	Compared to 2014	3 year trend	Compared to National 2015	2015 Outer Lon neighbours (quartile)	2015 Statistical neighbours (quartile)	2014 National Standing	2015 National Standing***
EYFS								
Good level of development		8 ↑	22 ↑	2 ↑			77 th	54 th

KS1								
Year 1 phonics		1 ↑	9 ↑	0 →			51 st	57 th
Level 2+ Reading		1 ↑	3 ↑	0 →				
Level 2+ Writing		3 ↑	6 ↑	1 ↓				
Level 2+ Mathematics		0 →	2 ↑	1 ↓				
Level 3+ Reading		0 →	3 ↑	3 ↓				
Level 3+ Writing		2 ↑	4 ↑	2 ↓				
Level 3+ Mathematics		2 ↑	5 ↑	0 →				

KS2								
Level 4+ Reading		0 →	1 ↑	2 ↑			-	54 th
Level 4+ Writing (TA)		3 ↑	4 ↑	2 ↑			-	30 th
Level 4+ Mathematics		1 ↑	3 ↑	2 ↑			-	52 nd
Level 4+ Reading/Writing/Math		2 ↑	4 ↑	2 ↑			67 th	59 th
Level 5+ Reading		0 →	3 ↑	3 ↑			-	39 th
Level 5+ Writing (TA)		2 ↑	5 ↑	2 ↑			-	36 th
Level 5+ Mathematics		1 ↓	2 ↓	3 ↑			-	36 th
Level 5+ Reading/Writing/Math		1 ↑	2 ↑	3 ↑			34 th	34 th
2 Level Gains Reading		1 ↑	1 ↑	4 ↑			10 th	8 th
2 Level Gains Writing		1 ↑	1 ↑	3 ↑			14 th	4 th
2 Level Gains Mathematics		0 →	0 →	2 ↑			42 nd	51 st

KS4*								
% 5+ A*-C		0 →	*	6 ↑				
% 5+ A*-C inc GCSE En/Ma		4 ↓	*	6 ↑				
% 5+ A*-G		0 →	*	5 ↑				
3LG English		2 ↓	*	8 ↑				
3LG Mathematics		2 ↓	*	7 ↑				
EBacc		1 ↓	*	7 ↑				

KS5								
Average points per candidate		33.1 ↑	10.4 ↓	549.3 ↓				
Average points per entry		8.3 ↑	5.4 ↑	1.6 ↑				

* Note that changes in the calculation of performance measures for Key Stage 4 mean that results can not be directly compared with results before 2014.

First quartile ranking is highlighted green, second quartile yellow, third quartile orange, and fourth quartile red.

This data identifies how performance at most key stages and in most indicators has improved. However, the ranking in relation to the Borough's statistical neighbours and to other Outer London boroughs identifies where further improvements could be secured.

Summary of Priorities for 2015/16

School Improvement

- a) To increase the proportion of schools judged to be good or better in the primary phase by further strengthening the Merton school improvement strategy, including the implementation of 'Support and Challenge' groups.
- b) To further increase the proportion of schools judged as outstanding by Ofsted and thereby to enhance the capacity for improvement across the school improvement system in Merton.
- c) To continue to support and challenge senior leaders including through the Merton Education Partner programme, and clearly targeted training opportunities.
- d) To continue to support governors in developing their support and challenge role, including ensuring that new governors with relevant skills are recruited where necessary, and support is given to Chairs of Governors and clerks in particular.
- e) To ensure that safeguarding practice in all schools is based on systematically shared best practice, and continues to fulfil statutory requirements.

Early Years

- a) To further improve practitioner confidence in identifying more able children who are exceeding the Early Learning Goals
- b) To raise attainment in literacy and numeracy, in order to increase the proportion of children achieving the GLD, so that Merton performance is at least in line with the London average.
- c) To improve performance in the prime areas so that Merton performance is at least in line with the London average.
- d) To support schools to work collaboratively with other early education providers to improve children's readiness for school in order to improve chances for disadvantaged children.
- e) To embed baseline assessment, and to support schools with maintaining other complementary assessment and tracking systems to ensure children's progress across the EYFS and into Key Stage 1 is identified.
- f) To improve rates of take up of the Early Years' Pupil Premium in schools, and to monitor its impact on children's achievement.

Primary Phase

- a) To ensure no school falls below the Floor Standard.
- b) To ensure no school is judged to be 'coasting'.
- c) To significantly improve the proportion of Year 2 pupils achieving the expected standard where they need to retake the Phonics Screening Check.
- d) To maximise the proportion of pupils achieving the new expected standard at the end of Key Stage 1 (KS1) and Key Stage 2 (KS2) and in mathematics in particular, and so that performance in comparison with statistical neighbours and other Outer London boroughs is improved.
- e) To continue to narrow the gaps for disadvantaged pupils: where the gaps are wider than London averages, bring them more in line with these.
- f) To improve outcomes for identified ethnic groups: in particular White Other in the Phonics Screening Check and at KS1, and Black African at KS2.
- g) To embed understanding of the new National Curriculum, and the progression of skills and knowledge within it.
- h) To embed understanding and effective practice for assessment using Herts for Learning.

Secondary Phase

- a) To ensure all schools are good or outstanding.
- b) To support schools with changes to the curriculum and assessment at Key Stage 4 (KS4) and sixth form.
- c) To maintain strong outcomes at KS4 and improve achievement at higher grades at A level.
- d) To further narrow the gaps for disadvantaged pupils in all indicators, and for Black Caribbean pupils with regard to attainment.
- e) To reduce the number of 16-17 year old young people Not in Education Employment or Training (NEET), by focusing on those young people that are known to the Youth Offending Team and who are at risk of NEET, and by planning for post 16 support or provision at Melbury College.
- f) To continue to track, support and monitor the cohort of young people 16 – 19, by targeting vulnerable young people in schools (who are at risk of becoming NEET) and in the community (for those who are already NEET).
- g) To maximise the destinations for young people being worked with, by maintaining the relationships with providers.

Inclusion

- a) To continue to support and challenge schools and families to reduce absence, by supporting schools to implement the national 10% Persistent Absence threshold.
- b) To continue multi-agency support to reduce persistent absence, by using the learning from the Chronic Absence Project (CAP), including targeted work with Child and Adolescent Mental Health Services (CAMHS) and GPs to support children with on going health needs.
- c) To continue to support and challenge schools and families to improve behaviour, through:
 - behaviour and safety reviews;
 - training and individual case support; and
 - developing advice with schools on effective use of pupil premium funding to address the gap in fixed term exclusions for disadvantaged pupils.
- d) To reduce the number of fixed term exclusions, including by increasing the capacity of the VBS to meet the rising demand to support the most challenging pupils.
- e) To review permanent exclusion files with schools to create actions to address the rise in persistent disruptive behaviour.
- f) To review fixed term exclusions in special schools and agree recommendations with special school headteachers.

2. Context for schools 2014 - 2015

- 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 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 ensuring fair access to opportunity for education and learning, and promote the fulfilment of learning potential; and
 - to secure that sufficient schools for providing primary and secondary education are available for their area.
- 2.3 In addition, when delivering their school improvement function, local authorities must have regard to the Schools Causing Concern statutory guidance. This guidance provides clarity about the role of local authorities in delivering school improvement for maintained schools and for academies. The guidance notes the importance of early intervention, and of swift and robust action, to tackle underperformance in maintained schools. The guidance is also clear about the Government's expectation that academy status, with the support of a strong sponsor, is the best way of securing lasting improvement in these circumstances.
- 2.4 In summary, local authorities which champion educational excellence are expected to do the following:
- understand the performance of maintained schools in their area, using data to identify those schools that require improvement and intervention;
 - take swift and effective action when failure occurs in a maintained school, using Warning Notices and IEBs whenever necessary to get leadership and standards back up to at least "good";
 - intervene early where the performance of a maintained school is declining, ensuring that schools secure the support needed to improve to at least "good";
 - encourage good and outstanding maintained schools to take responsibility for their own improvement and to support other schools;
 - build strong working relationships with education leaders in their area and encourage high calibre school leaders to support and challenge others;
 - delegate funding to the frontline, so that as much as possible reaches pupils;
 - enable maintained schools to purchase from a diverse market of excellent providers;
 - signpost where schools can access appropriate support;
 - secure strong leadership and governance for maintained schools that are not providing a good enough education, by identifying and supporting successful sponsors; and
 - seek to work constructively with academies and alert the Department for Education when they have concerns about standards or leadership in an academy.

- 2.5 It should also be noted that local authorities are discharging its duties within the context of increasing autonomy and changing accountability for schools, alongside an expectation that improvement should be led by schools themselves.

The national context for schools 2014 – 2015

Ofsted

- 2.6 During the academic year, the Ofsted handbook for inspection of schools was updated two times. These changes focused on the following:
- an increased focus on safeguarding;
 - separate judgements to be made for Early Years, and for 6th Forms;
 - no judgements made about the quality of teaching in individual lessons, but rather a judgement about the quality of teaching across the school, over time, and its impact on pupil learning;
 - the broad and balanced curriculum; and
 - increased scrutiny of governance.
- 2.7 In addition to these changes, in the summer term of 2015 Ofsted announced major changes to the inspection framework which would come into effect from September 2015. Schools spent some time and energy preparing for these changes before they came into effect.

Curriculum and assessment

- 2.8 2014 – 2015 was the year in which the new National Curriculum requirements, with its higher expectations of pupil achievement, came into force for Years 1, 3, 4, 5, 7, 8 and 9. This required schools not only to take on board the proscribed changes, but to adapt the curriculum to meet the needs of their own pupils, on the basis that the National Curriculum leaves space in the timetable for local and school level aspects of the curriculum to be addressed.
- 2.9 Whilst pupils were assessed at national, statutory assessment points using levels in Years 2 and 6, the new National Curriculum came with the removal of National Curriculum levels for pupils in other year groups. There will be no replacement for levels for schools, and so schools began to grapple with how to measure and track the assessment of pupils in a post level world. With the changes also came an opportunity for schools to ensure that they develop strong principles and practice for excellent ongoing assessment to underpin the strongest teaching and learning.
- 2.10 The government announced changes to assessment in the Early Years, with a new, non-statutory baseline assessment for Reception class children being piloted from September 2015. All bar three Merton schools chose to take part in the pilot and prepared for its implementation during 2014/15.
- 2.11 In secondary schools, changes to assessment at GCSE and A level were published, and schools prepared to start teaching for the new specifications in English Language, English Literature and mathematics at GCSE, and in ten subjects including English, the sciences and some humanities at A level.

The new 'Coasting Standard'

- 2.12 The government announced the draft criteria for its new 'coasting standard'. The definition can only be applied properly in 2016 as the criteria at both primary and secondary phases will be based on performance over the three years 2014, 2015 and 2016 (with the last obviously not yet known). The current definition of 'coasting' is as follows:
- In 2016, a 'coasting' Secondary School will be one that:

- In 2014 and 2015 had a five A*-C GCSE pass rate (including English and Maths) of below 60%;
- And had a below average proportion of pupils making expected progress in English AND maths between Key Stage 2 and Key Stage 4;
- And in 2016 receives a below-standard score on the new Progress 8 measure. (This standard will be set after the 2016 results to ensure it is at a suitable level).
- For Primary Schools in 2016, a coasting school will be one that had less than 85 per cent of children achieving Level 4 or above, in each year between 2014, 2015 and 2016, and had below average proportions of pupils making expected progress in reading AND writing AND maths between Key Stage 1 and Key Stage 2.

2.13 Using the information already known from 2014 and 2015 outcomes, no secondary and four primary schools are at risk of being deemed coasting in 2016 should their results not improve.

The principles of School Improvement in Merton

- 2.14 In this national context, Merton carries 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.
 - Partnership working should explicitly ensure that all education professionals working in Merton, both in schools and the Local Authority, 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

Partnership working

2.15 The Merton Education Partnership (MEP) is made up of members from primary, secondary and special schools across the Borough, as well as members of the Education Department of the Local Authority. It aims to improve the quality of learning and teaching through collaborative expertise; to share best practice in order to secure high quality provision in a cost effective way; and to develop Merton schools' collective ability to inspire, and support and challenge each other to enrich Merton schools and Merton communities. The Partnership provides financial support for clusters of schools to work together to improve standards in English and mathematics, as well as supporting pupil wellbeing.

2.16 During 2014/15 the MEP has provided funding for projects focusing on the following:

- Pastoral support for school leaders. A number of Merton headteachers received support from the two recently retired headteachers appointed to provide this support.
- Developing assessment practice in writing in a world without levels.
- Using a peer coaching approach to improve the quality of teaching.
- Raising standards in literacy.
- Improving spelling (the East Mitcham 'Spelling Bee')
- Improving mental calculation (the '24 Game')

The MEP also developed a recruitment website aimed at teachers interested in working in Merton schools, and designed to attract the strongest teachers by identifying the many positive features of working in the Borough.

- 2.17 Merton Leaders in Education (MLEs) 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. In 2014/15 MLEs worked in 13 schools.
- 2.18 The Special Schools' Teaching Alliance in Merton 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.
- 2.19 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.
- 2.20 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.
- 2.21 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.
- 2.22 Where expertise is not yet available locally, Merton looks to draw on the expertise of education professionals further afield. These include National Leaders in Education (NLEs), National Leaders of Governance (NLGs) and Teaching School Alliances located outside Merton.

Merton School Improvement (MSI) Team

- 2.23 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

- 2.24 All schools are 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 are 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

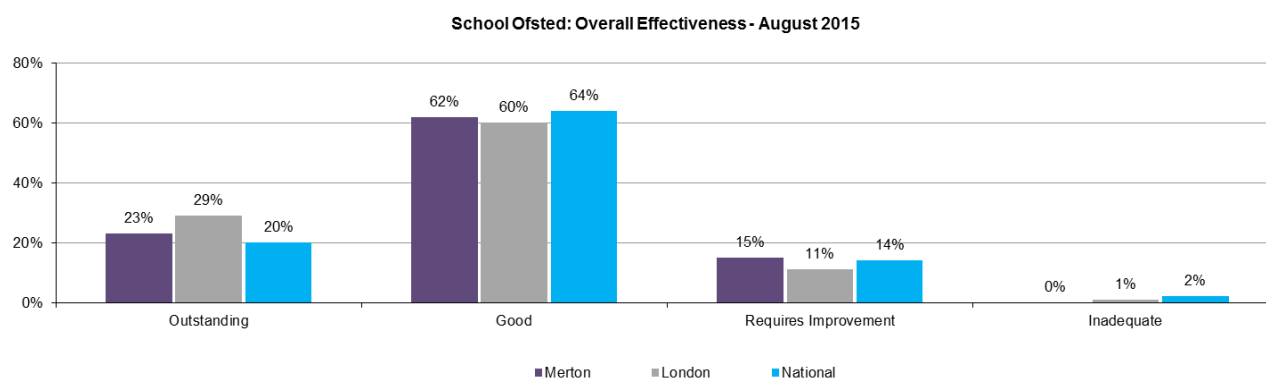
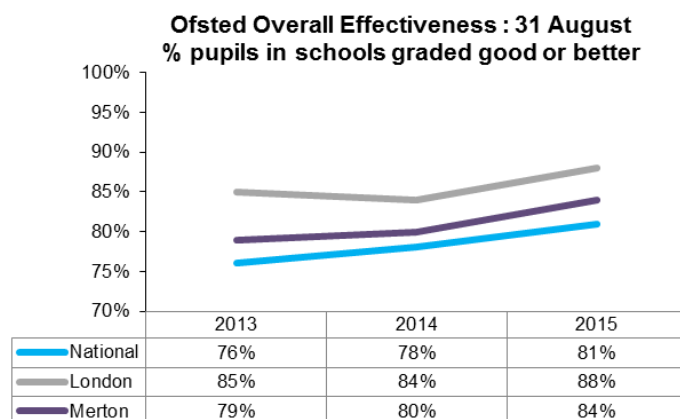
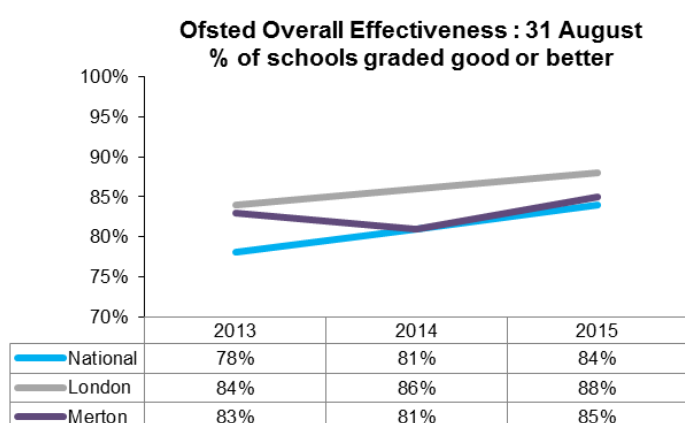
regard to English, mathematics, equalities (including for those pupils eligible for the Pupil Premium), assessment, the curriculum and Early Years. Schools where concerns are identified are also invited to join the 'Securing Good' programme, a series of meetings focusing on key strategies for school improvement, and which automatically include increased MEP and advisor support.

- 2.25 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
 - SEN and Disabilities Integrated Service
 - 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
- 2.26 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

- 2.27 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 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.
- 2.28 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 has risen from 81% to 85% over the course of the academic year. This is above the average nationally, but below the London average. All but one of the Council’s secondary schools were judged to be good by August 2015, and the remaining secondary school judged to require improvement has since been judged to be good. Seven of the Borough’s 41 primary schools were not yet judged to be good or better as of August 2015. This means that 83% of primary schools were judged to be good or better at that point, which was below both the national and London averages for this educational phase. One primary school was inspected in October 2015 and moved from a judgement of requiring improvement to one of good, taking the proportion of primary schools in Merton judged to be good or better to 85%, which is above the national average but still below the London average. Improving this proportion remains a key priority for 2015/2016.
- 3.2 The proportion of pupils in schools judged to be good or better has risen by four percentage points, in line with the increase seen in London, but greater than the rise seen nationally. At 84%, this is above the national average, but again below the London average. Since August 2015 this proportion has risen to 89%, which is above both national and London averages.
- 3.3 During 2014/2015, seven LA maintained schools were inspected. Five were judged to be good, one to be outstanding and one to require improvement. This was an improvement for two of the schools (both primary schools), one of which moved from requiring improvement to good, and the other moved from good to outstanding. All the other schools inspected maintained their previous judgement.

3.4 In addition, one academy located in the Borough was inspected during 2014/15 and judged to be good.

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

- Leaders, including governors, are relentless in their ambition to make the school the best it can be.
- Disadvantaged pupils, and those who are disabled or have special educational needs, receive excellent support and make good progress.
- Teachers are highly professional. They assiduously plan lessons that will inspire pupils and give them memorable learning opportunities. As a result, pupils love coming to school and make excellent progress.
- Parents overwhelmingly support the school and would recommend it to others.
- Pupils have excellent attitudes to learning.
- Safeguarding is effective.

3.6 Where schools were judged to be less than good, issues identified included:

- Standards and progress are too low.
- Leaders and managers have not tackled weaknesses in teaching effectively enough over time.
- Over time, disadvantaged pupils have not achieved as well as others in the school and nationally. Senior leaders and governors have only recently made sure additional funding is addressing this more effectively.
- Attendance is not high enough. It is below average.

2014/15 School Improvement priorities, impact, and key actions taken.

Improving schools that are not securely good.

3.7

Priority:

- Monitor and challenge schools which require improvement.
- Implement the Securing Good programme to strengthen and support leadership in Requiring Improvement (RI) schools.

Action taken to secure improvement:

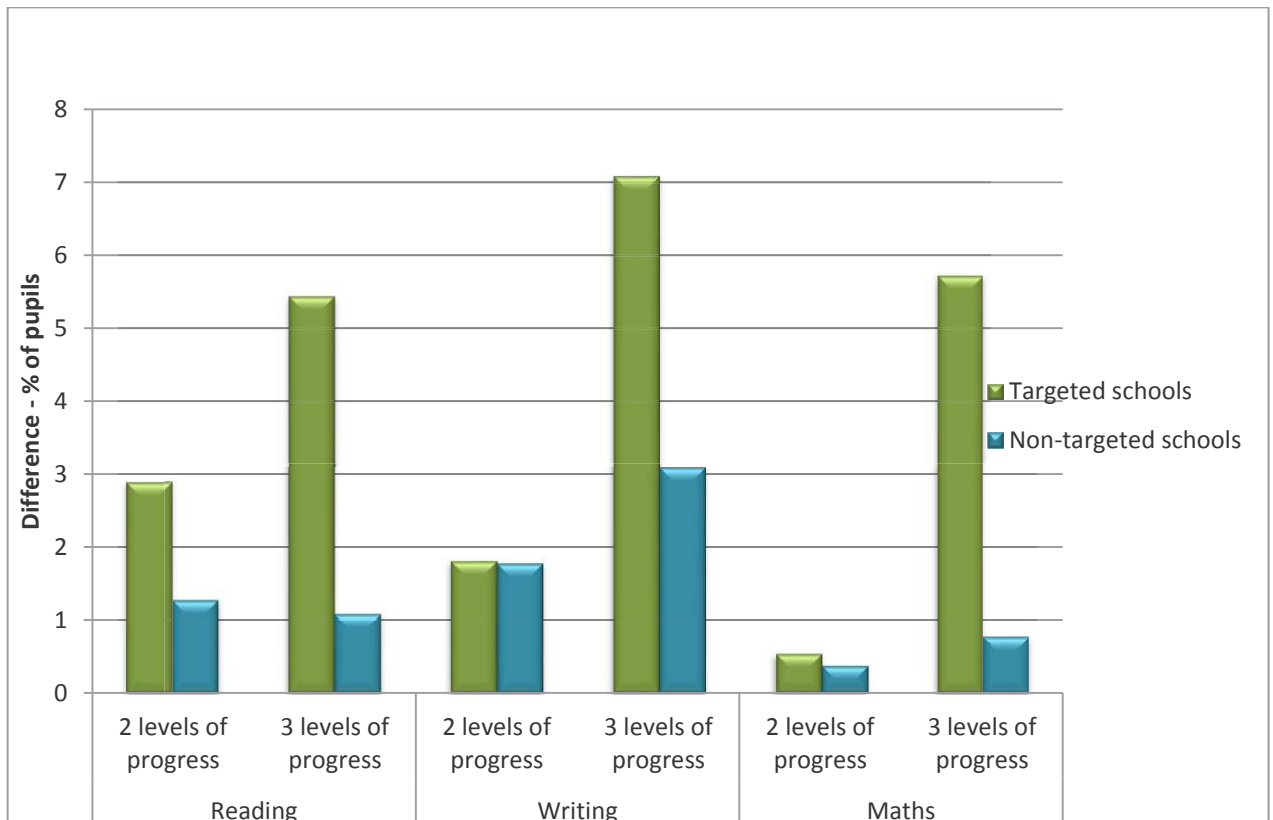
The MSI team undertook a rigorous analysis of pupil outcomes in all Merton primary schools, and using this data alongside schools' most recent Ofsted judgements and wider information about schools' effectiveness, identified schools for more targeted and intensive support from members of the team. These twelve primary schools were invited to join the 'Securing Good' Programme, and were also able to access the LA's comprehensive universal CPD offer, often at no cost. Leaders in many of these schools were also supported by MLEs, and received additional MEP support. Targeted work from other LA officers (including from those with specific expertise in behaviour, Special Educational Needs, attendance and safeguarding) also supported these schools to improve.

Impact:

Of the twelve schools involved in the 'Securing Good' Programme, three have subsequently been inspected by Ofsted and two were judged to be good. Greater proportions of pupils in schools involved in the programme made accelerated progress across KS2 than their peers in other schools (see chart below). The one secondary school judged to require improvement at the end of the academic year has now secured a good judgement. Monitoring visits for schools judged to require improvement have identified that these schools are making progress. The proportion of schools judged to be good or better has risen by two percentage points across the academic year to 85%, and

by December 2015 had risen to 89%.

3.8 **Chart:** Difference in proportion of pupils making expected progress (two levels) and better than expected progress (at least three levels) across KS1, between schools involved in the ‘Securing Good’ Programme and all other Merton schools.



Supporting schools to be securely good or outstanding

3.9

Priority:

- Ensure that schools are aware of changes in the Ofsted framework and well prepared for inspection.
- Support school self-evaluation and provide external evaluation through Merton Education Partner support and reviews (of teaching, leadership, behaviour and safeguarding).
- Support and challenge schools and individual teachers in the use of pupil achievement data to inform lesson planning, intervention and groupings.
- Support and challenge school leaders in their monitoring and development of teaching.

Action taken to secure improvement:

- School leaders, including governors, received regular briefings about changes to the Ofsted framework and to the handbook for inspection.
- All Merton schools received support and challenge through the MEP programme. Reports from the programme provided schools with evaluative comments about their effectiveness. 16 primary schools were supported with reviews of teaching and learning, achievement and leadership.
- All schools in the ‘Securing Good’ programme received support with the presentation and analysis of pupil achievement data. These schools and two others received targeted and bespoke support from LA advisors, to improve the outcomes for pupils in the core subjects; the quality of teaching; and the quality of subject leadership.
- Network meetings for English and mathematics subject leaders, and for SENCOs, supported leaders to further develop their monitoring skills, and to improve the quality of teaching and learning in

their schools. Leaders in targeted schools were also supported in school.

Impact:

The proportion of schools judged to be good or better across Merton rose from 81% to 85%. Leaders' skills to monitor provision and outcomes are improved, particularly in targeted schools. Senior leaders are better equipped to self evaluate their schools accurately.

Using and developing Merton's school leaders, governors and teachers

3.10

Priority:

- Further develop the use of Merton's skilled school professionals through the Merton Leader in Education and Primary Expert Teacher programme.
- Work with the Teaching School to coordinate a strong CPD offer for schools.
- Share good practice through primary and secondary meetings.

Actions taken to secure impact:

There are 20 Primary Expert Teachers (PETs) in Merton, all of whom have been observed by members of the MSI team to validate their quality. They received regular opportunities to further develop their skills through centrally delivered training sessions. They were deployed to secure improvements in teaching in three Merton schools.

Teaching School Alliances were involved in the following:

- Perseid School, as part of the Merton Special School Teaching Alliance ran a leadership coaching programme. The LA identified schools who would find this programme particularly useful.
- Chipstead Valley (Croydon) and St. Elphege's (Sutton) ran follow up sessions for the LA's leadership courses.
- Wandle Teaching School Alliance (Wandsworth) contributed to leadership development opportunities in Merton.

Good practice was regularly shared at primary and secondary meetings.

Impact:

All three of the schools that received support from PETs were inspected during 2014/15, and two were judged to be good. Relationships were further developed with Teaching School Alliances, both in Merton and beyond, in order to ensure a strong CPD programme for Merton schools, drawing on local best practice. MLEs successfully supported in eleven schools, focusing on aspects of school improvement particular to each school.

3.11

Priority:

- Support governors to use reconstitution to enhance their skill set.
- Support governors in further developing their support and challenge role.

Action taken to secure improvement:

- Governing bodies were supported by a range of training events that covered the needs of governors new to the role, all the way through to experienced Chairs of Governors. Many of these events were courses accredited through the National College.
- A model skills' audit was provided to headteachers, chairs of governors and clerks, enabling governing bodies to focus, during the reconstitution process, on the requirement for skilled governors who are able to contribute to effective governance.
- Regular articles in the termly newsletter for Merton governors included a focus on the requirements of reconstitution, as well as the role of governors in supporting and challenging schools, and the requirements of the increasingly professional role of governors.
- Regular clerks' briefings ensured that they were aware that all governors should be recruited on

their skills and ability to contribute to effective governance, and also included a focus on governors' role to support and challenge role, and ensuring this role is reflected in the minutes of meetings.

- Merton Governors' services worked closely with a governor recruitment organisation and schools to help find perspective governors with the requisite skills.

Impact:

All governing bodies in Merton schools have reconstituted their governing bodies, and many took the opportunity to ensure the skills needed to support and challenge schools were strongly represented as a result. Merton governors' skills were enhanced across a range of areas, and many are now more effective in their roles. However, this is not the case in all schools, and the development of governors' skills so that they are as effective as they can be remains an ongoing priority.

3.12

Priority:

Revise the Merton School Safeguarding Audit and monitor schools' completion of it.

Impact:

The Merton School Safeguarding Audit was revised to ensure that all schools were able to identify strengths and areas for development in their safeguarding practice and keep up to date on national and local safeguarding priorities. Schools' completion of it was monitored through the programme of Merton Education Partner visits.

School Improvement Priorities for 2015 – 2016

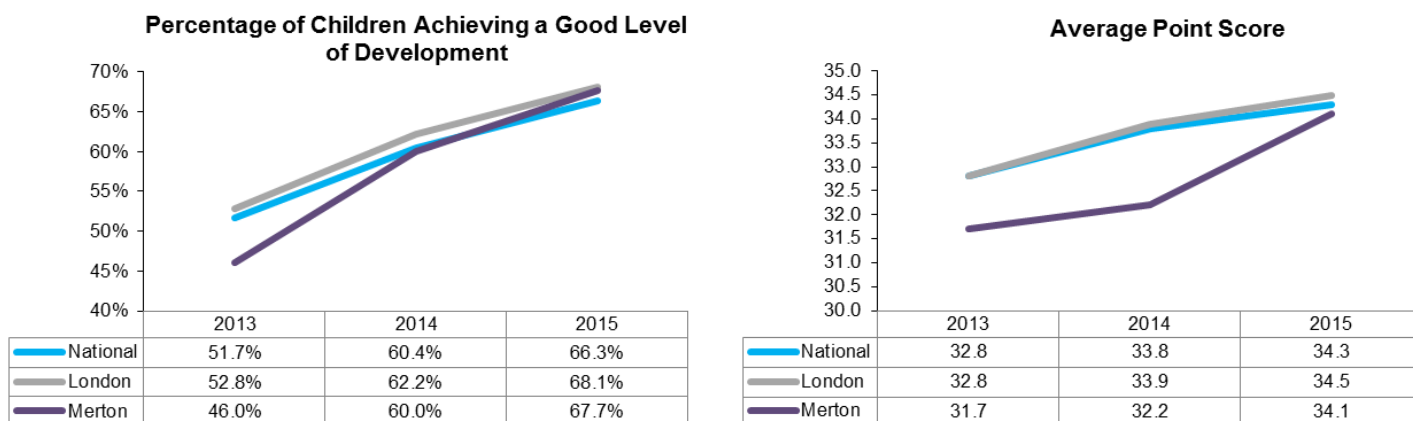
- a) To increase the proportion of schools judged to be good or better in the primary phase by further strengthening the Merton school improvement strategy, including the implementation of 'Support and Challenge' groups.
- b) To further increase the proportion of schools judged as outstanding by Ofsted and thereby to enhance the capacity for improvement across the school improvement system in Merton.
- c) To continue to support and challenge senior leaders including through the MEP programme, and clearly targeted training opportunities.
- d) To continue to support governors in developing their support and challenge role, including ensuring that new governors with relevant skills are recruited where necessary, and support is given to Chairs of Governors and clerks in particular.
- e) To ensure that safeguarding practice in all schools is based on systematically shared best practice, and continues to fulfil statutory requirements.

4 Achievement of Merton Pupils

4.1 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 Points Score (APS) below.

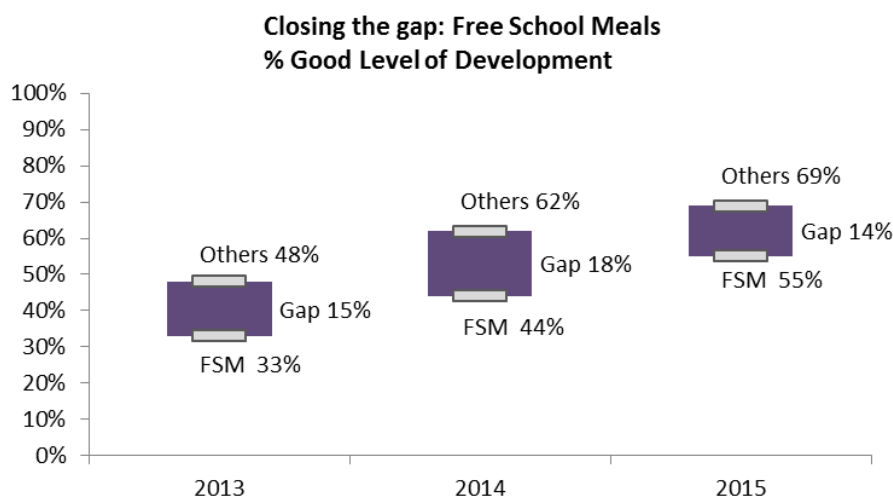
EYFSP - headline performance information and analysis



- 4.1.5 The proportion of pupils achieving the GLD in Merton has improved in comparison with performance in 2014. Since 2013 (a three year trend) there has been an increase of 22 percentage points which is greater than the improvements seen across London and nationally (15 percentage points). At 68%, the proportion of children achieving the GLD is in line with the London average and above the indicative national average
- 4.1.6 The APS has risen by 1.9, at a greater rate than that seen nationally and in London: at 34.1 this is now just below national and local averages.+

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	2702	68%	68%	66%	34.1	34.5	34.3
Gender							
Female	1300	75%	76%	74%	35.4	35.8	35.7
Male	1402	61%	61%	59%	32.8	33.3	33.1
Gap		14%	15%	16%	2.5	2.5	2.6
Free School Meals							
Free School Meals	282	55%	59%	51%	31.1	32.5	31.3
All other pupils	2420	69%	70%	69%	34.4	34.6	34.9
Gap		14%	11%	18%	3.3	2.1	3.6
Special Educational Needs (SEN)							
No Special Educational Needs	2358	73%	74%	71%	35.2	35.6	35.3
SEN Support	220	22%	42%	24%	25.4	27.5	26.7
SEN (with Statement or EHC plan)	38	3%	6%	4%	17.9	19.7	19.7
Ethnic Group (White British and two largest ethnic minority groups)							
White British	886	74%		69%	36.1		34.9
White Other	512	61%		57%	37.2		32.5
Asian Other	308	67%		65%	33		33.5



4.1.7 With regard to the GLD, Merton girls continue to do better than boys and the gender gap has remained the same at 14 percentage points. However, nationally and in London the gap is wider.

4.1.8 The proportion of children eligible for Free School Meals (FSM) achieving the GLD has increased by 11 percentage points to 55%. Whilst all other pupils have also improved their performance, the gap between these groups has reduced. Nationally, the gap is wider at 18 percentage points.

- 4.1.9 Merton children with Special Educational Needs (SEN) attain below both the national and London averages for children with SEN.
- 4.1.10 The ethnic groups with the largest representation of pupils in the Merton EYFSP, (White British, White Other and Asian Other), outperformed children of the same ethnic heritage nationally. There is a gap however between White British and both White other and Asian other which is larger than national.

4.2 2014/15 Early Years priorities, impact, and key actions taken.

Continue to challenge schools and settings to further improve Early Years provision.

4.2.1

Priority:

- Implement a Narrowing the Gap project with targeted schools, focusing on early language development
- Provide ongoing challenge to all schools and settings to raise achievement of all pupils in the Early Years

Action taken to secure improvement:

15 schools were targeted for support to improve the proportions of their pupils achieving the GLD. They received training, an additional school visit, and additional resources to cascade training to all their staff.

Impact:

The proportion of pupils achieving the Good Level of Development across the Borough rose substantially. Of 15 schools targeted to secure improvement through the Narrowing the Gap project, twelve improved their proportions of pupils achieving the GLD, with the mean improvement being 12 percentage point (above the LA rate of improvement).

4.2.2

Priority:

Further improve practitioner confidence in teaching the EYFS framework and its related assessments.

Action taken to secure improvement:

- Training and support visits to schools focused on schools where there were Newly Qualified Teachers (NQTs) and teachers new to the Foundation Stage.
- Nursery baseline training was undertaken with nursery teachers: PVI's were also encouraged to attend.
- Specific moderation and agreement trialling training for teachers working in Special Needs provision has developed their confidence to award an ELG where it is appropriate.
- All schools were offered an EYFSP spring support visit. Twenty-two schools requested such a visit.
- Merton's moderation manager, working closely with the moderation manager for Richmond and Kingston to develop cross Borough consistency, plan and wrote moderation training and agreement trialling sessions.

Impact:

Early Years practitioners have developed their confidence significantly over the year to make accurate and robust assessment judgements associated within the Early Years Foundation Stage Profile. In particular, NQTs and practitioners new to the Foundation Stage are now more confident.

4.2.3

Priority:

Advise schools on the new baseline assessment programmes.

Actions taken to secure impact:

EYFS coordinators and headteachers were advised on the features of each of the programmes available nationally to schools to support them in their choice for the pilot baseline assessments.

Impact:

All but three of Merton primary schools undertook a pilot baseline assessment in September 2015, recognising the importance of having a baseline against which to judge pupils' progress by the time these Reception children reach the end of KS2 in 2021.

4.2.4

Priority:

Work across teams to improve early identification of need and support for SEND pupils.

Action taken to secure impact:

New referral pathways were produced to support families with accessing inclusion advice, support and guidance. The Portage Service and referral process were redesigned, and the Triple P parenting programme was piloted. The groups to be targeted were redefined, and new funding criteria were developed with a protocol for SEN support funding across Private, Voluntary and Independent (PVI) settings and school nursery classes. A new level of support was created in Children's Centres to support families with specific needs, including the early identification of SEN including speech and language difficulties.

Impact:

80 providers made a referral for early intervention and inclusion; 58 children received additional funding to support education needs and learning at SEN support level.

20 professionals made 37 referrals to the Portage Service; 122 families attended support and targeted programmes for families with SEN/D age 0 – 5. 110 referrals to Children's Centres were for support with child development and speech and language.

4.2.5

Priority:

Develop and support the growing 2 year old provision

Actions taken to secure impact:

Training was provided to 750 staff to improve their skills and knowledge to work with 2 year olds. Settings were supported to deliver services to funded 2 year olds. All eligible settings were visited by a member of the early years service to review children's progress. Providers were worked with to set up and create additional places in partnership with schools and the local PVI sector.

Impact:

The number of providers offering 2 year funded places increased resulting in 100% of children taking up their place in good or above provision

4.2.6

Priority:

Monitor schools' use of the new pupil premium funding for eligible pupils in the nursery.

Actions taken to secure impact:

Schools' use of the pupil premium funding was monitored through the MEP programme of visits.

Impact:

Schools' use of the funding is in its early stages. The number of children registered through the census as being eligible for pupil premium funding in the early years was lower than expected. Support for schools to secure registration, and to draw on the examples of national best practice identified by the Sutton Foundation will remain a priority for 2015/6.

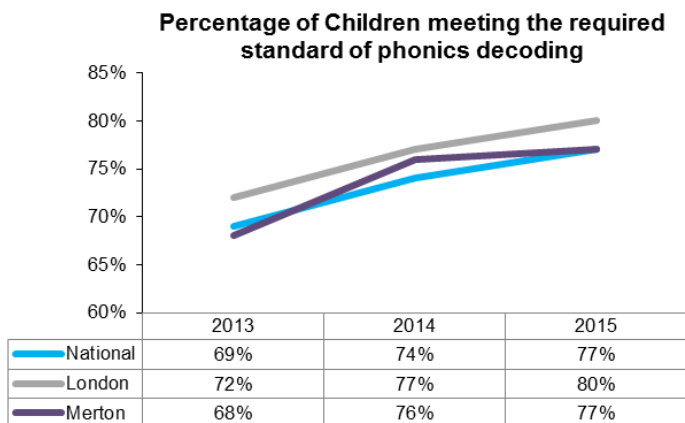
Early Years Priorities for 2015 – 2016

- g) To further improve practitioner confidence in identifying more able children who are exceeding the Early Learning Goals
- h) To raise attainment in literacy and numeracy, in order to increase the proportion of children achieving the GLD, so that Merton performance is at least in line with the London average.
- i) To improve performance in the prime areas so that Merton performance is at least in line with the London average.
- j) To support schools to work collaboratively with other early education providers to improve children's readiness for school in order to improve chances for disadvantaged children.
- k) To embed baseline assessment, and to support schools with maintaining other complementary assessment and tracking systems to ensure children's progress across the EYFS and into Key Stage 1 is identified.
- l) To improve rates of take up of the Early Years' Pupil Premium in schools, and to monitor its impact on children's achievement.

4.3 Year 1 Phonics Screening Check

4.3.1 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 (ie 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

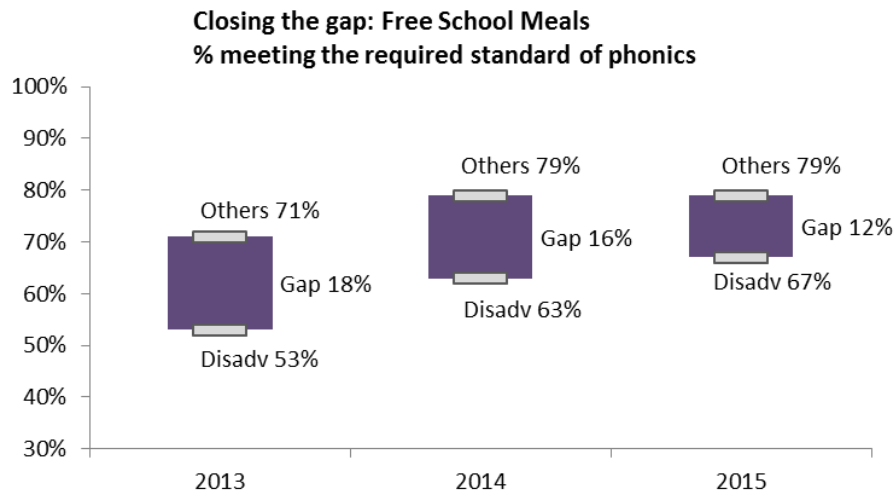


4.3.2 77% of pupils reached the expected standard for phonics decoding in Merton, an improvement since 2013 of nine percentage points. This improvement was greater than the improvements seen across London and nationally.

4.3.3 The 2015 outcomes in the Year 1 Phonics Screening Check were in line with the indicative national average, but below the London average.

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	2536	77%	80%	77%
Gender				
Female	1275	80%	83%	81%
Male	1261	74%	77%	73%
Gap		6%	6%	8%
Disadvantaged				
Disadvantaged pupils	469	67%	72%	66%
All other pupils	2067	79%	82%	80%
Gap		12%	10%	14%
Special Educational Needs (SEN)				
No Special Educational Needs	2165	84%	86%	83%
SEN Support	302	41%	52%	42%
SEN (with Statement or EHC plan)	44	23%	22%	18%
Ethnic Group (White British and two largest ethnic minority groups)				
White British	841	77%		77%
White Other	443	70%		73%
Asian Other	273	83%		82%



4.3.4 Merton girls performed better than boys in the Year 1 Phonics Screening Check, by six percentage points. However, the gender gap is narrower than that nationally and in line with that in London.

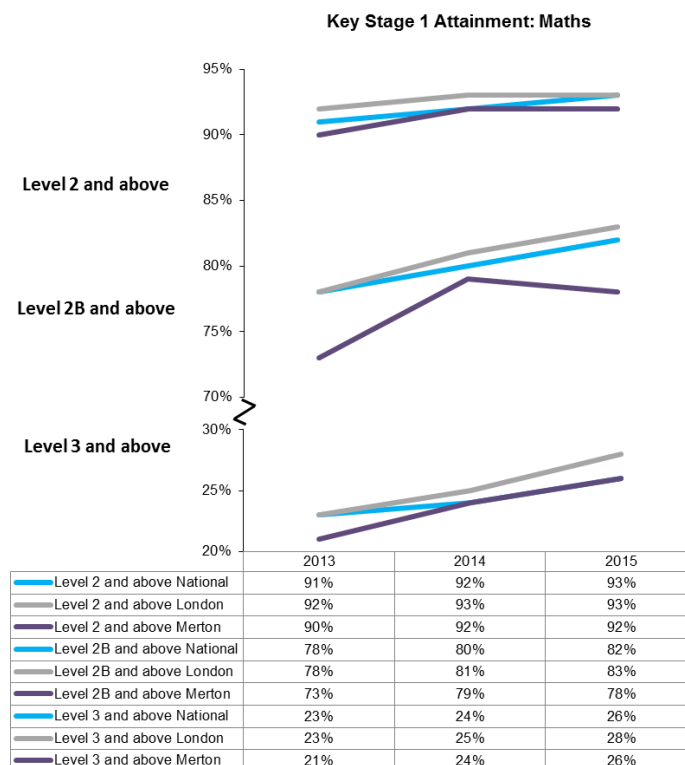
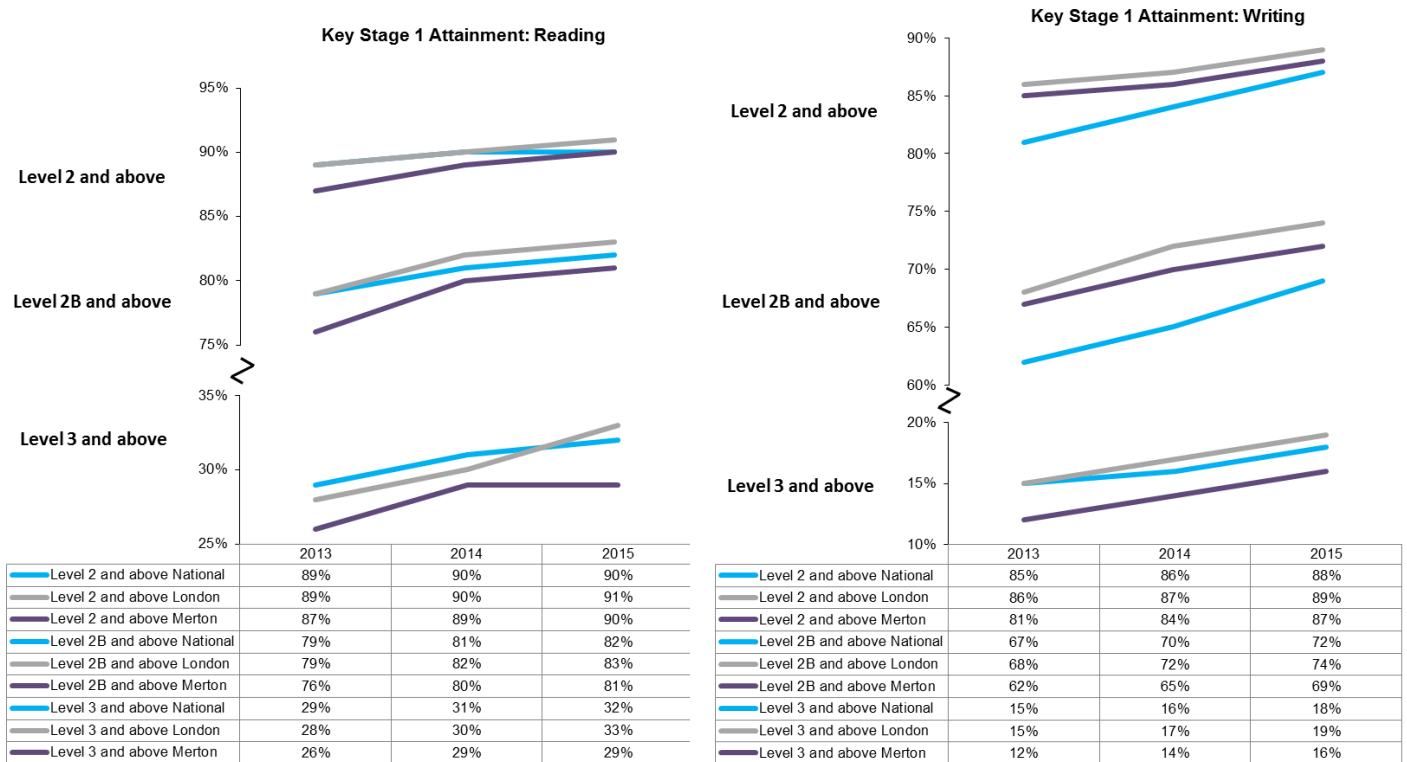
4.3.5 The attainment gap in Merton between disadvantaged pupils their peers is 12 percentage points: the gap has narrowed from 18 percentage points in 2013.

- 4.3.6 The ethnic groups with the largest representation of pupils in Merton that met the expected standard in the Phonics Screening Check are White British, White Other and Asian Other. The attainment of these groups varies: White British and Asian Other pupils' attainment was in line with the national for these ethnic heritage groups. White Other pupils performance was below the other majority groups and below their peers nationally.
- 4.3.7 In Merton a large attainment gap can be found between pupils with special educational needs (SEN), pupils on SEN support, and their peers. At 43 percentage points, this reflects the similar gap seen nationally, but London has a smaller gap (34 percentage points).

4.4 Key Stage 1

4.4.1 KS1 SATs take place in Year 2. Each pupil is teacher assessed in reading, writing and mathematics. By the end of KS1, pupils are expected to achieve at least at Level 2. This level is further divided: Level 2C is just into the level; Level 2B is securely at Level 2; and Level 2A is at the top of Level 2. The performance of pupils working towards Level 1 is described as 'W'. P levels are used to describe the attainment of those children with Special Educational Need who are working below National Curriculum levels.

KS1 - headline performance information and analysis

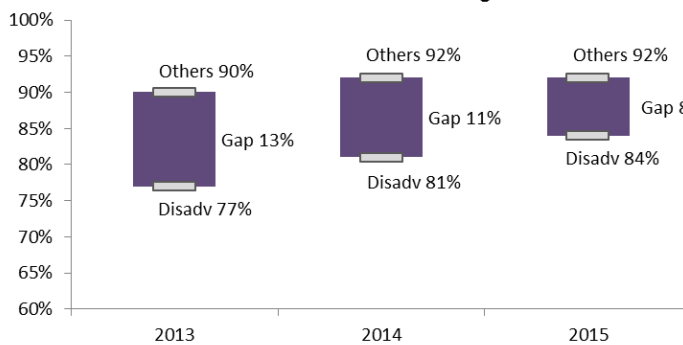


- 4.4.2 In reading, the proportions of pupils achieving the expected Level 2 or above, and the more secure Level 2B or above, both rose by one percentage point, in line with improvements seen nationally and locally. Merton pupils achieved in line with pupils nationally in this subject at these levels, but below the London average at Level 2B and above. Achievement at the higher Level 3 remained static, and is below the London and national averages.
- 4.4.3 In writing, the proportions of pupils achieving at each level rose, and particularly strongly at Level 2 and above, and at Level 2B and above (by three and four percentage points respectively). However, performance in Merton continues to be below the national and London averages in this subject.
- 4.4.4 In mathematics, performance improved at Level 3. Performance dropped slightly at Level 2B and above, where Merton is now more significantly below the national and London averages.

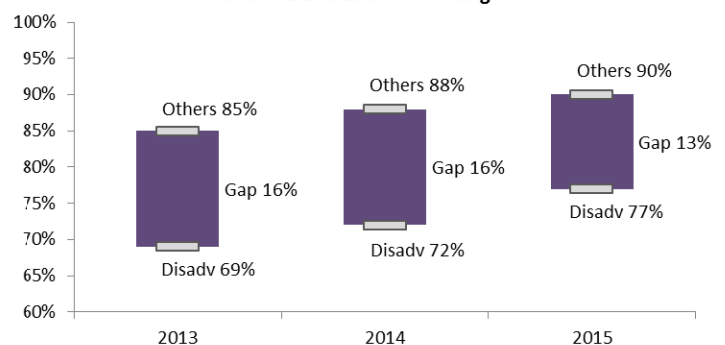
KS1 – main pupil groups and analysis

Contextual Groups	Number of Pupils	% level 2 and above in reading			% level 2 and above in writing			% level 2 and above in maths		
		Merton	London	National	Merton	London	National	Merton	London	National
All Pupils	2530	90%	91%	90%	87%	89%	88%	92%	93%	93%
Gender										
Female	1244	92%	94%	93%	90%	92%	92%	93%	95%	94%
Male	1286	89%	89%	88%	84%	85%	83%	92%	92%	91%
Gap		3%	5%	5%	6%	7%	9%	1%	3%	3%
Disadvantaged										
Disadvantaged	529	84%	86%	84%	77%	82%	79%	86%	89%	87%
All other pupils	2001	92%	92%	93%	90%	90%	91%	94%	94%	95%
Gap		8%	6%	9%	13%	8%	12%	8%	5%	8%
Special Educational Needs (SEN)										
No Special Educational Needs	2140	96%	96%	96%	94%	95%	95%	97%	98%	98%
SEN Support	321	64%	72%	64%	52%	64%	55%	72%	79%	73%
SEN (with Statement or EHC plan)	49	33%	28%	27%	27%	23%	21%	35%	31%	29%
Ethnic Group (White British and two largest ethnic minority groups)										
White British	802	92%		91%	88%		88%	94%		94%
White Other	461	87%		85%	83%		82%	92%		91%
Asian Other	278	93%		92%	91%		89%	95%		93%

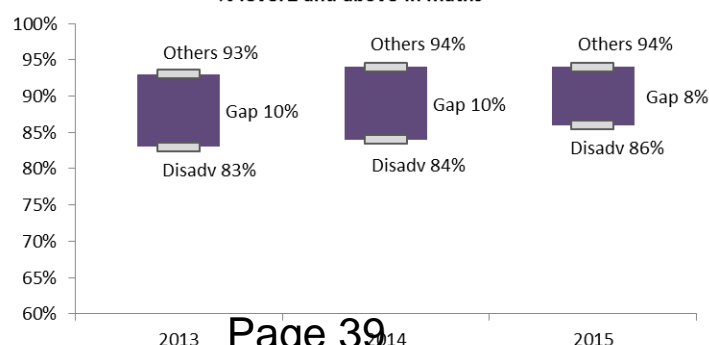
Closing the gap: Disadvantaged % level 2 and above in reading



Closing the gap: Disadvantaged % level 2 and above in writing



Closing the gap: Disadvantaged % level 2 and above in maths



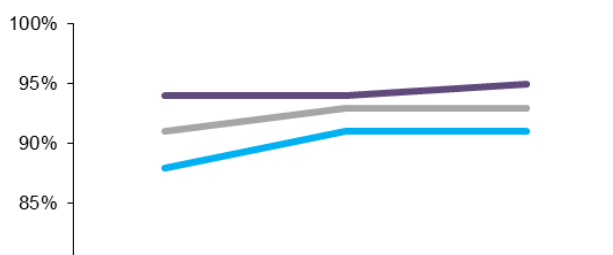
- 4.4.4 Girls outperformed boys in all three subjects. The gap was widest in writing (six percentage points), but all gaps for gender were narrower than those seen nationally and in London.
- 4.4.5 The gap between disadvantaged pupils and their peers has narrowed in all three subjects, although the gaps are wider than those seen in London (and nationally for writing).
- 4.4.6 SEN pupils with a statement or EHCP outperformed the same groups nationally. However, pupils on SEN support did not perform as well as the same group in London in particular. For example, in writing, there is a 12 percentage point gap between these pupils in Merton and the same group in London.
- 4.4.7 Of the three largest ethnic groups at this key stage, White British and Asian Other pupils performed better than all pupils, but White Other pupils did not do so well. In comparison with the same groups nationally, White British, White Other and Asian Other pupils in Merton all performed better.

4.5 Key Stage 2

- 4.5.1 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. By the end of KS2, pupils are expected to achieve at least at Level 4. This level is further divided for the subjects tested (but not teacher assessed): Level 4C is just into the level; Level 4B represents more secure achievement; and Level 4a is at the top of the level. Pupils attaining Level 5 or Level 6 are working above age related expectations.
- 4.5.2 Pupils' progress across KS2 is also measured at the end of Year 6. Pupils are expected to have made at least two levels progress across the key stage. Pupils making more than two levels progress have made better than expected progress.
- 4.5.3 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.

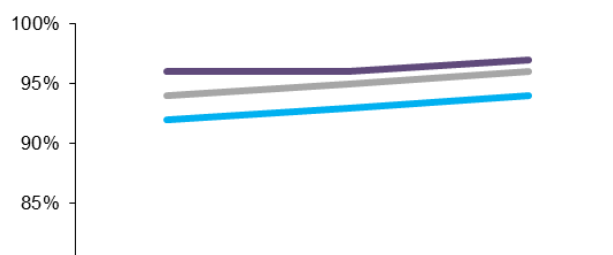
KS2 - headline performance information and analysis

Key Stage 2 Expected Progress: Reading



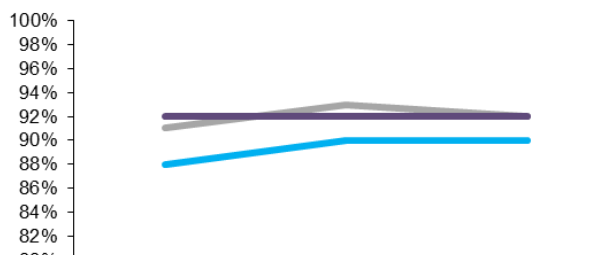
	2013	2014	2015
National	88%	91%	91%
London	91%	93%	93%
Merton	94%	94%	95%

Key Stage 2 Expected Progress: Writing



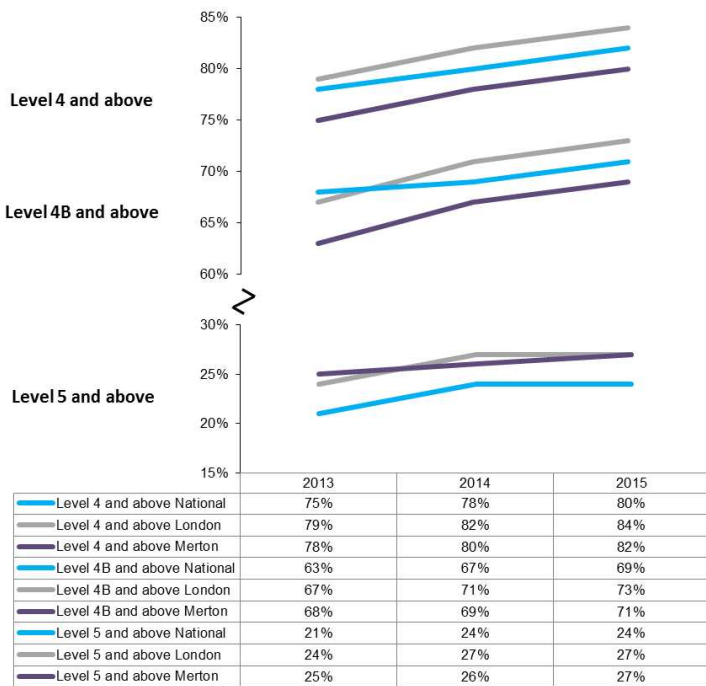
	2013	2014	2015
National	92%	93%	94%
London	94%	95%	96%
Merton	96%	96%	97%

Key Stage 2 Expected Progress: Maths

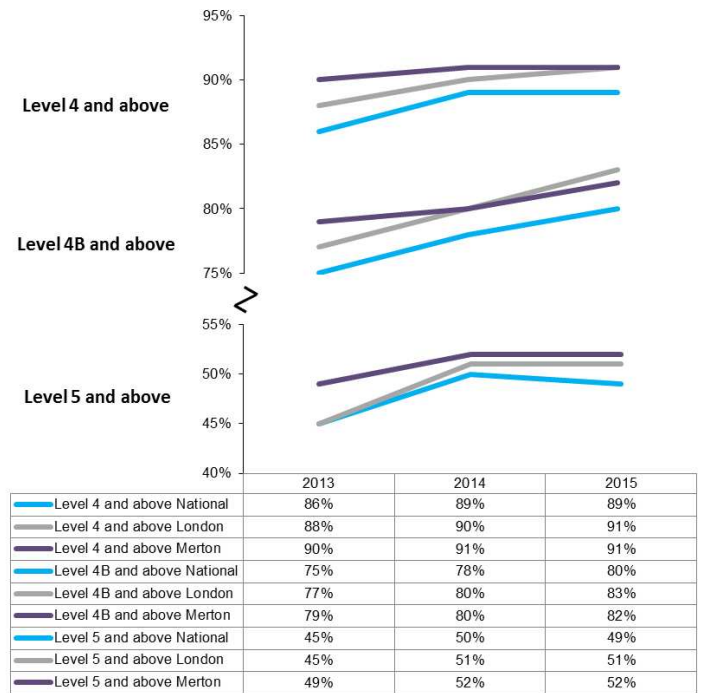


	2013	2014	2015
National	88%	90%	90%
London	91%	93%	92%
Merton	92%	92%	92%

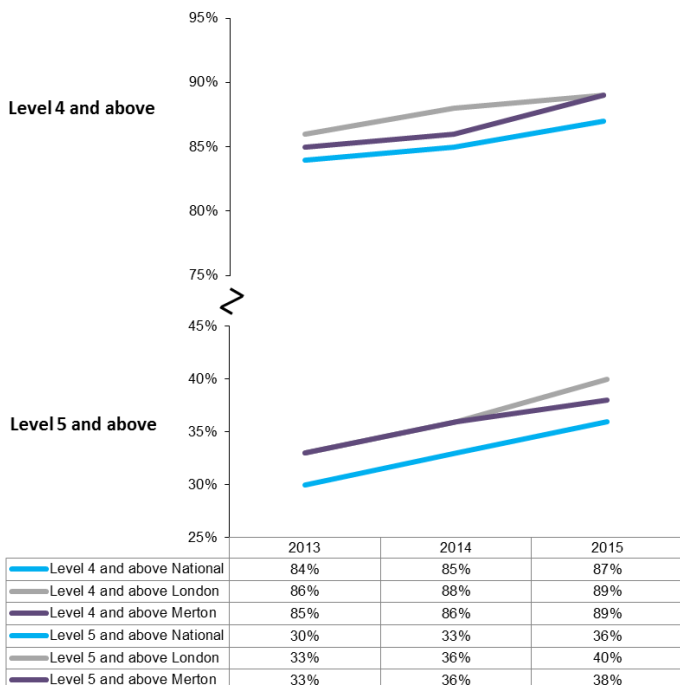
Key Stage 2 Attainment: reading, writing and maths



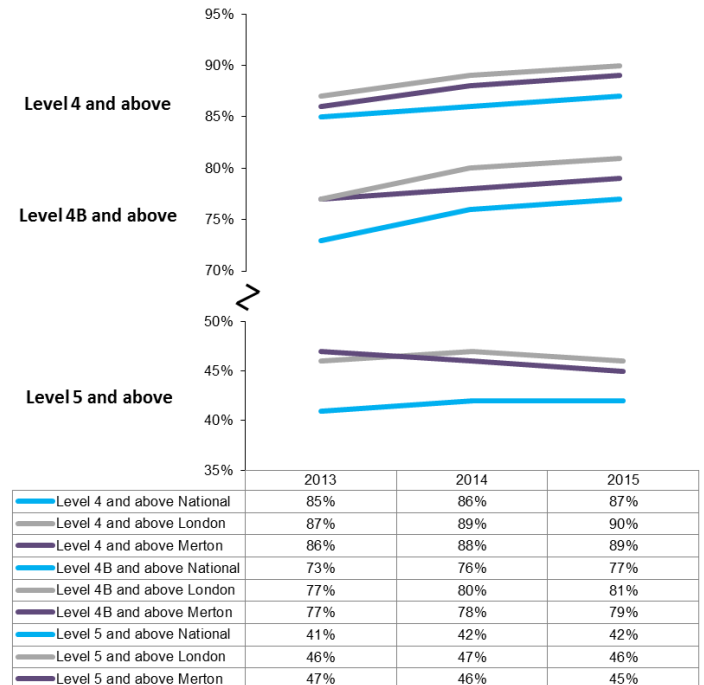
Key Stage 2 Attainment: Reading



Key Stage 2 Attainment: Writing



Key Stage 2 Attainment: Maths



4.5.4 Performance in the combined attainment indicator (for reading, writing and mathematics) rose at Level 4, Level 4B and Level 5 and above. Merton averages are now above the national at each level, but below the London averages, except at Level 5, where performance is in line. Improvements at each level are in line with those seen nationally and in London, except at Level 5 where Merton bucked the trend as no improvements were seen nationally or in London.

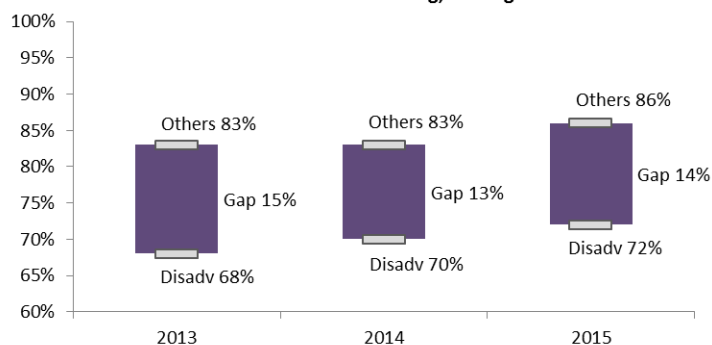
- 4.5.5 The proportions of pupils making at least expected progress in reading and writing improved in comparison with 2014, and remained static in mathematics. The improvements seen in reading bucked the trend seen nationally and in London, where there was no improved performance in this indicator. The proportions of pupils making at least expected progress will continue to be important indicators for schools and the Local Authority, as the median averages form part of the indicator set used to identify whether a school could be deemed to be below the floor standard or coasting. Ofsted also continues to place considerably more emphasis on pupil progress than it has done previously.
- 4.5.6 Separately, in reading and mathematics, the improvements seen in the proportions of pupils achieving the more secure Level 4B or above are particularly pleasing. This is the 'secondary ready' level, and the government has indicated that this will be more like what is expected as the national standard at the end of KS2 under the new assessment regime.
- 4.5.7 However it should be noted that some of the improvements seen in attainment in Merton were not as strong as those seen across the rest of London (four percent more pupils achieved Level 5 or above in writing in London than in 2014, in comparison with only a two percentage rise in Merton).
- 4.5.8 No Merton school was below the Floor Standard this year. Four primary schools are at risk of being deemed coasting – this will only be confirmed one way or the other once performance outcomes for 2016 are known.

KS2 - main pupil groups and analysis

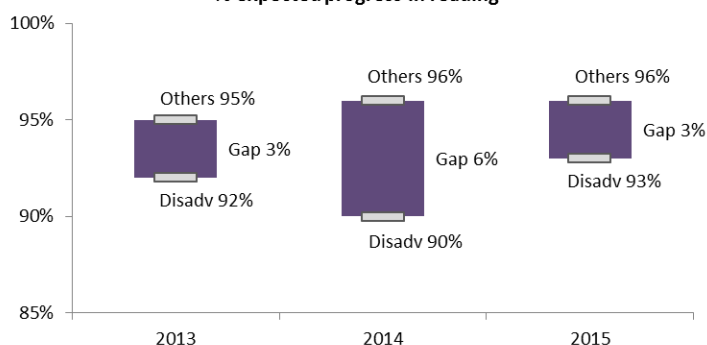
Performance in the key floor standard/coasting schools indicator.

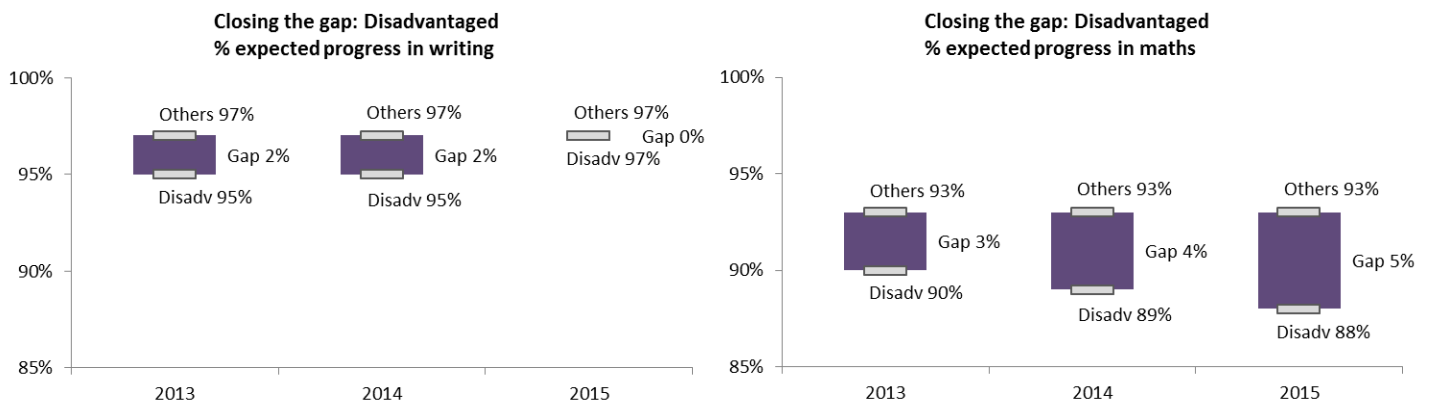
Contextual Groups	Number of Pupils	% level 4 and above in reading, writing and maths			% expected progress in reading			% expected progress in writing			% expected progress in maths		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
All Pupils	1971	82%	84%	80%	95%	93%	91%	97%	96%	94%	92%	92%	90%
Gender													
Female	978	84%	86%	83%	95%		92%	97%		96%	91%		89%
Male	993	80%	81%	77%	95%		90%	98%		93%	93%		90%
Gap		4%	5%	6%	-		2%	1%		3%	2%		1%
Disadvantaged													
Disadvantaged	554	72%	78%	70%	93%		88%	97%		92%	88%		86%
All other pupils	1417	86%	88%	85%	96%		92%	97%		95%	93%		91%
Gap		14%	10%	15%	3%		4%	-		3%	5%		5%
Special Educational Needs (SEN)													
No Special Educational Needs	1615	92%	92%	90%	97%		94%	99%		97%	94%		93%
SEN Support	299	39%	55%	43%	86%		83%	92%		89%	82%		79%
SEN (with Statement or EHC plan)	55	31%	20%	16%	75%		50%	93%		54%	80%		48%
Ethnic Group (White British and three largest ethnic minority groups)													
White British	650	83%		81%	94%		91%	97%		94%	90%		89%
White Other	245	84%		73%	95%		91%	99%		94%	95%		92%
Asian Other	222	90%		84%	99%		92%	97%		95%	98%		94%
Black African	218	75%		81%	93%		92%	100%		95%	90%		91%

Closing the gap: Disadvantaged % level 4 and above in reading, writing and maths



Closing the gap: Disadvantaged % expected progress in reading





4.5.9 Girls outperformed boys with regard to attainment in the combined indicator, but the proportion of boys making at least expected progress in writing and mathematics was slightly higher than that of girls. These gaps are not as large as those seen nationally.

4.5.10 Disadvantaged pupils did not perform as well as their peers, particularly with regard to attainment where there is a 14 percentage point gap. This is slightly wider than that seen for disadvantaged pupils in Merton last year: it remains smaller than the gap seen nationally, but is not as small as the gap for the same group in London.

4.5.11 The gap for disadvantaged pupils with regard to progress has been closed for writing and narrowed in reading. These are considerable successes for Merton pupils. However, it has widened slightly in mathematics.

4.5.12 Pupils on SEN support or with a statement/EHCP made significantly better progress across the key stage than the same groups nationally. However, attainment for pupils on SEN support was significantly below the national averages nationally and in London.

4.5.13 Of the four largest ethnic groups at this key stage, White British, Asian Other and White Other attained better than all pupils. Black African pupils' attainment however was below that of all pupils, and is significantly below national averages in the LA RAISEonline report (please see appendix). The other group of concern at this key stage is Black Caribbean pupils whose attainment is significantly below the national average in the combined attainment indicator for this group. At 91, this is the sixth largest ethnic group in the Borough at this key stage. However, the proportions making at least expected progress across the key stage are greater than for this group nationally in reading and writing. Progress in maths is of concern for this group.

4.5.14 All four of these groups made better progress across the Key Stage than the same groups nationally, but Black Africans again do not make as good progress as all pupils in Merton in reading and mathematics.

4.6 2014/15 Primary phase priorities, impact and key actions taken

Improving achievement

4.6.1

Priority:

- Continue to challenge primary schools to improve KS1 and KS2 outcomes, especially those schools where outcomes are significantly lower than national averages.
- Continue to raise awareness of the expected pupil progress rates that are required to demonstrate good or better progress.
- Improve the use of data at class teacher level to identify any individuals or groups where progress is slow (including higher attainers).

Actions taken to secure impact:

All schools where outcomes at statutory points of assessment were significantly lower than national averages were asked to identify how they planned to improve these outcomes. These plans were scrutinised by MEPs and schools were supported to secure improved outcomes across the year. In particular, schools were variously challenged and supported to be able to demonstrate how they were securing at least expected progress for the majority of pupils in all year groups across the year. In schools identified for targeted support, teachers were encouraged to take ownership of their pupils' progress and attainment data.

Impact:

Outcomes have improved in the Year 1 Phonics Screening Check, and end of KS1 and KS2 assessments. In 2014, five schools were below the 65% national threshold for attaining Level 4 or above at KS2 in reading, writing and mathematics. In 2015 no Merton schools were below this threshold (though one academy was). Schools are now more confident in identifying how pupils are making progress across the year using National Curriculum levels to describe this, as well as using the progress seen in children's books. This will need to continue to be a focus as the transition is made to assessing without levels. As the transition began to be made, schools began to develop an early understanding of how progress might be demonstrated using the new Herts for Learning tracking system, underpinned by visible progress in pupils' books. In schools identified for support in particular the use of data at class teacher level was much improved.

4.6.2

Priority:

KS1 writing:

- Opportunities to improve the teaching of writing.
- Raise teacher expectations around writing and independent learning

Actions taken to secure impact:

Schools received a variety of training to support them to secure improvements in this subject. This included foci on: Challenging Higher Attainers in Writing; grammar subject knowledge; phonics; guided writing; and targeting gaps in pupils' knowledge and skills. Materials exemplifying pupils' writing at each level were used at consensus moderation sessions to support teachers in understanding what higher expectations look like.

Impact:

Outcomes in writing improved at KS1.

4.6.3

Priority:

Groups

- Support schools in identifying appropriate strategies to increase the progress of key groups including pupil premium and higher achievers.
- Offer guidance and challenge to schools to use pupil premium funding to target appropriate support to increase rates of progress.
- Focused CPD to raise skills and expectations in mathematics eg Aspiring to Level 6; Level 6 lessons for primary schools at Ursuline; mathematics subject knowledge CPD at Rutlish.
- Further exploration of underperformance of girls, SEN groups and Black African pupils.
- Continue to support the FAST project in targeted schools

Actions taken to secure impact:

Challenge and support has been given to senior leaders, governors and teachers through in-school support from advisors. A very successful conference was held for Merton schools sharing strategies for how the Pupil Premium could be most effectively spent. In addition a comprehensive CPD programme addressing these issues included:

- White British underachievement workshop.
- Training for those responsible for leading on the Pupil Premium.
- British values workshop for senior leaders

Pupil Premium reviews were carried out in 14 schools (12 by Merton officers, and two by external providers). Support for English subject leaders focussed on the needs of Afro-Caribbean boys in reading. The Head of Mathematics at Rutlish Secondary School delivered workshops designed to improve teachers' subject knowledge in light of the higher expectations of the new curriculum in algebra and fraction. Workshops for Year 6 pupils, developing skills at Level 6 of the National Curriculum, were held at Ursuline. The LA delivered a series of 'Aspiring to Level 6 in writing and maths' courses.

Impact:

Gaps have narrowed for the majority of significant groups, including those eligible for the pupil premium. 14% of pupils attained Level 6 in mathematics at the end of KS2: this maintains the strong performance of the previous year, and is well above the national average (9%). The FAST project was delivered in 12 schools.

Improving the quality of teaching

4.6.4

Priority:

- Offer focused CPD to support reading, writing and maths in primary schools.
- Focused CPD for Y3 and Y4 teachers.
- Introduce the Outstanding Primary Teacher Programme.

Actions taken to secure impact:

The central training programme was complemented by in school training for identified schools. Themes of all training included:

- The aims of the new National Curriculum.
- Differentiation
- Developing understanding of the 'Concrete, Pictorial, Abstract' (CPA) approach to teaching mathematics.
- Teaching the 'harder to teach and assess' areas of the new curriculum.
- Questioning to develop reasoning.

A series of 3 days of training focussed on the pitch and expectations of the new curriculum for Years 3 and 4. The Outstanding Teacher Programme was introduced.

Impact:

The comprehensive programme of CPD enabled teachers and leaders to become more familiar with the new National Curriculum. Observation in schools has identified the impact this training has had, including:

- teachers are more conscious of using the CPA approach and using concrete resources to support struggling learners;
- teachers have developed their teaching of reasoning using questioning that challenges thinking;
- schools are beginning to differentiate according to the requirements of the curriculum – this includes challenging higher attaining pupils.

The outstanding teacher programme had very high take up and sustained attendance, and there was a good level of engagement, discussion and debate. Where schools had multiple participants they reported enhanced participation in professional development at school, for example, at SS Peter and Paul. Others teachers raised questions and challenged practice. The course has helped identify a core group of high performing teachers who can contribute to school improvement across Merton in the longer term.

Preparing and supporting schools for national changes

4.6.5

Priority:

- Research and develop a Merton solution to the new assessment framework in schools.
- Monitor the implementation of the new national curriculum in schools, especially on opportunities for and progress in writing.
- Monitor and support schools in developing plans for promoting British values.

Actions taken to secure impact:

A significant amount of work was undertaken with schools to support them to begin to make the transition to assessment without National Curriculum levels. In order to ensure that there remains a common language (previously provided by the 'language of levels') for teachers to use when assessing pupils' achievement, and to help identify their standard of attainment, all primary schools were encouraged to use the 'Herts for Learning' assessment system which was purchased by the LA. The system was introduced to schools during the course of the year, and leaders were supported to develop their understanding. 'Pathfinder' schools developed their use of the system before others and so were able to share their practice and how they had overcome barriers.

The implementation of the new National Curriculum was monitored through the MEP programme of visits, as was school's planning for promoting British values.

Impact:

All but three Merton primary schools have a new, common system of assessment post levels in place. The vast majority of primary schools were ready by the end of the academic year to implement the new National Curriculum across all year groups for September 2015.

4.6.6

Priority:

Support schools in implementing the new SEN Code of Practice, especially the new Education, Health and Care plans.

Actions taken to secure impact:

Termly SENCO forums and workshops provided regular updates and reminders on the requirements of the SEN Code of Practice. Each forum and workshop included activities which provided models and shared good practice with regard to the new code of practice. This included Merton models to record the 'Assess, Plan, Do and Review' cycle for Nursery through to Secondary. The forums and workshops

also gave regular updates on the EHCP processes including application. SENCOs heard directly from parents to inform practice. Presentations on the code of practice were given at meetings for Primary Head teachers, Deputy Head Teachers, and Secondary Senior Leaders. Through the Language for Behaviour and Learning service buy back schools have been able to request Structured Conversations training and training on evidence-based practice. Schools were able to identify through their applications for EHCPs where they needed support for the process. New or inexperienced SENCOs were supported through school visits.

Impact:

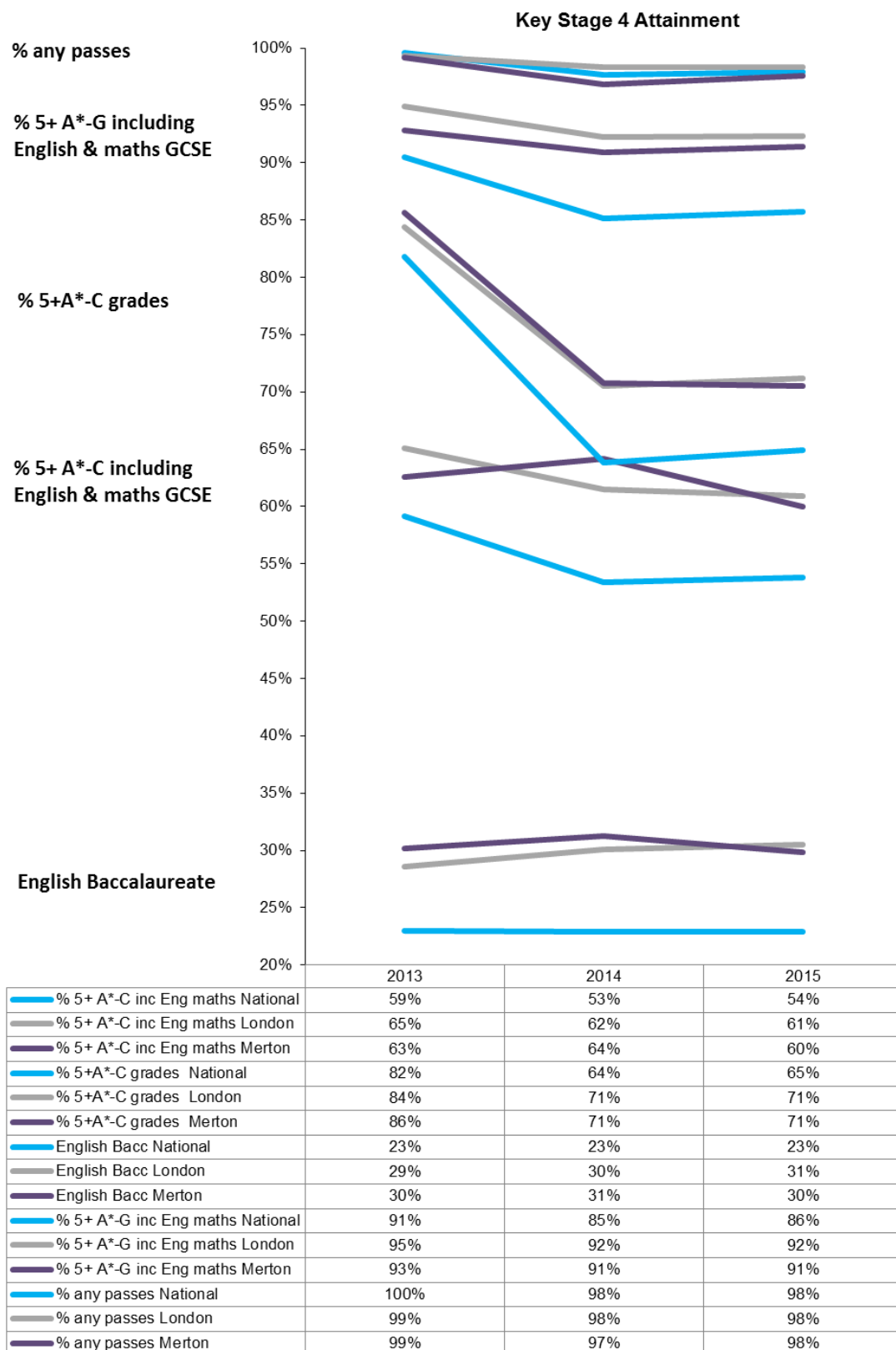
Understanding of the new SEN code of practice is strengthened and all schools are using the code to ensure children and young people with SEN are effectively identified and supported with their need.

Primary Phase Priorities for 2015 – 2016

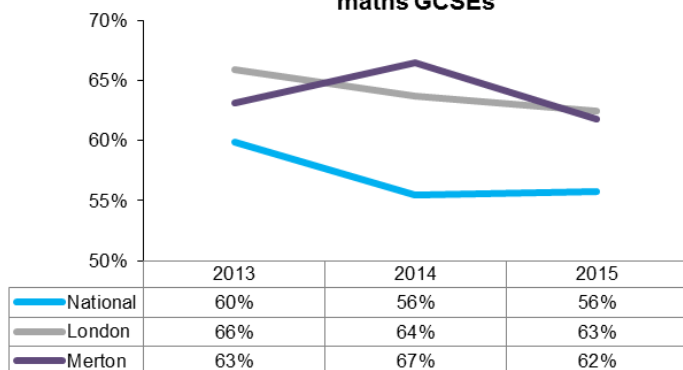
- a) To ensure no school falls below the Floor Standard.
- b) To ensure no school is judged to be 'coasting'.
- c) To significantly improve the proportion of Year 2 pupils achieving the expected standard where they need to retake the Phonics Screening Check.
- d) To maximise the proportion of pupils achieving the new expected standard at the end of Key Stage 1 (KS1) and Key Stage 2 (KS2) and in mathematics in particular, and so that performance in comparison with statistical neighbours and other Outer London boroughs is improved.
- e) To continue to narrow the gaps for disadvantaged pupils: where the gaps are wider than London averages, bring them more in line with these.
- f) To improve outcomes for identified ethnic groups: in particular White Other in the Phonics Screening Check and at KS1, and Black African and Black Caribbean at KS2.
- g) To embed understanding of the new National Curriculum, and the progression of skills and knowledge within it.
- h) To embed understanding and effective practice for assessment using Herts for Learning.

4.7 Key Stage 4

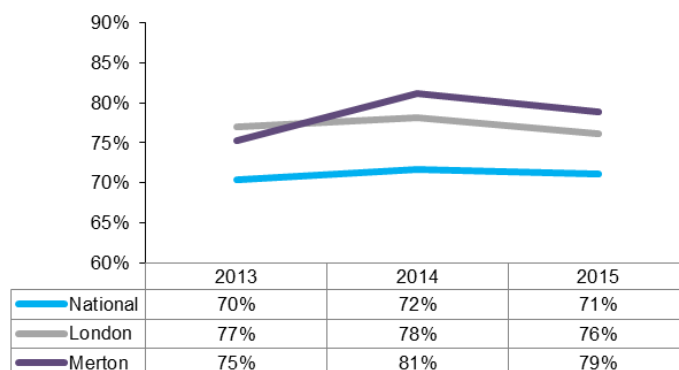
KS4 - headline performance information and analysis



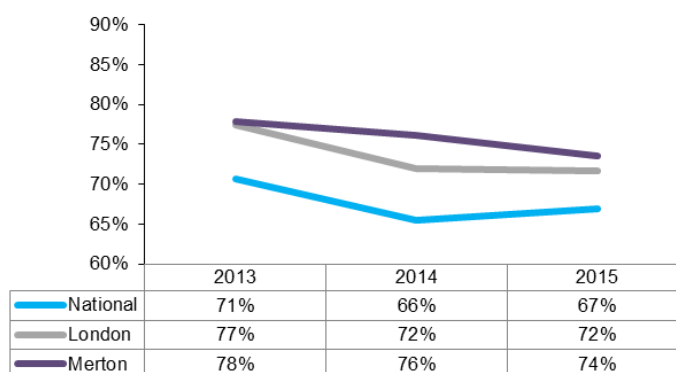
Key Stage 4 Attainment: % A*-C in English and maths GCSEs



Key Stage 4 Expected Progress: English



Key Stage 4 Expected Progress: maths

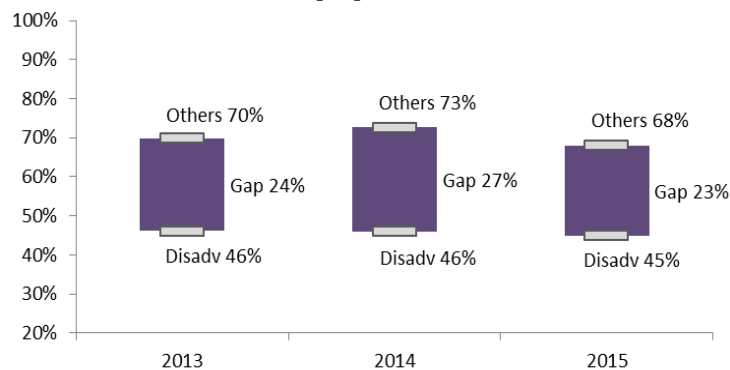


- 4.7.1 The proportion of students achieving at least 5 A*-C including English and mathematics dropped by four percentage points to 60%. When achievement in Merton maintained schools only is considered (without academies), performance is in line with that seen in 2014, when Merton was the only LA in London where outcomes improved in relation to this indicator. Performance at 60% remains well above the national average of 54%, but is just below the London average of 61%.
- 4.7.2 In the 5+ A*-C indicator performance in Merton was in line with that seen in 2014, above the national average and in line with the London average. There is a very similar picture for the 5+ A*-G indicator.
- 4.7.3 The proportion of students achieving any passes rose slightly, and is in line with London and national averages. The proportion of students achieving the English Baccalaureate fell by one percentage point to just below the London average, but remains well above the London average.
- 4.7.4 The proportion of students making a least expected progress in English fell by two percentage points (as it did across the London). At 79% performance in this indicator is above both London and national averages. Expected progress in mathematics is also above London and national averages, but in this indicator Merton again dropped while the London average held steady, and the national average improved.

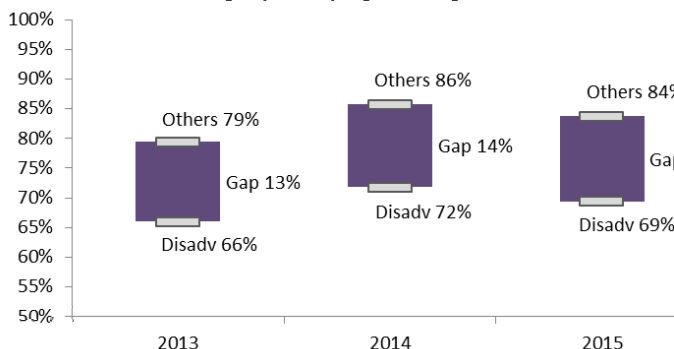
KS4 - main pupil groups and analysis

Contextual Groups	Number of Pupils	% 5+ A*-C including English & mathematics GCSEs			% 5+A*-C grades			% making expected progress - English			% making expected progress - maths		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
All Pupils	1507	60%	61%	57%	71%	71%	67%	79%	76%	71%	74%	72%	67%
Gender													
Female	721	63%	65%	62%	74%	76%	72%	78%		77%	74%		69%
Male	786	58%	57%	53%	67%	66%	61%	79%		66%	73%		65%
Gap		5%	7%	9%	6%	10%	11%	-1%		11%	2%		4%
Disadvantaged													
Disadvantaged	511	45%	48%	37%	55%	60%	46%	69%		59%	57%		50%
All other pupils	996	68%	69%	65%	79%	79%	74%	84%		76%	82%		73%
Gap		23%	21%	28%	24%	19%	28%	14%		17%	25%		24%
Special Educational Needs (SEN)													
No Special Educational Needs	1241	67%	69%	65%	78%	79%	74%	83%		75%	80%		73%
SEN Support	187	34%	30%	24%	46%	41%	32%	71%		55%	54%		43%
SEN (with Statement or EHC plan)	79	11%	10%	9%	17%	14%	12%	38%		30%	30%		21%
Ethnic Group (White British and two largest ethnic minority groups)													
White British	531	58%		57%	70%		66%	74%		70%	70%		66%
White Other	180	68%		53%	78%		63%	89%		76%	83%		71%
Black African	168	58%		56%	69%		68%	82%		77%	70%		73%

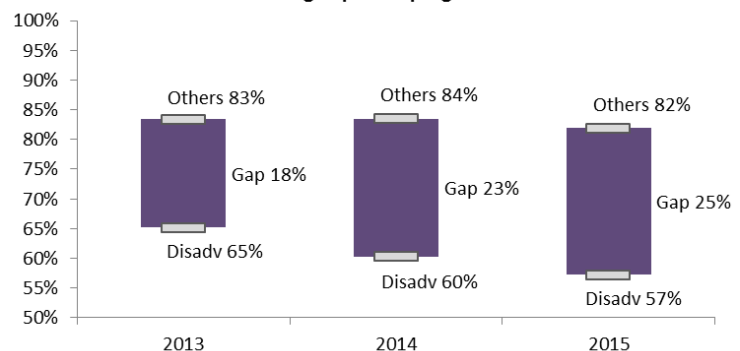
Closing the gap: Disadvantaged
% 5+ A*-C including English & mathematics GCSEs



Closing the gap: Disadvantaged
% making expected progress - English



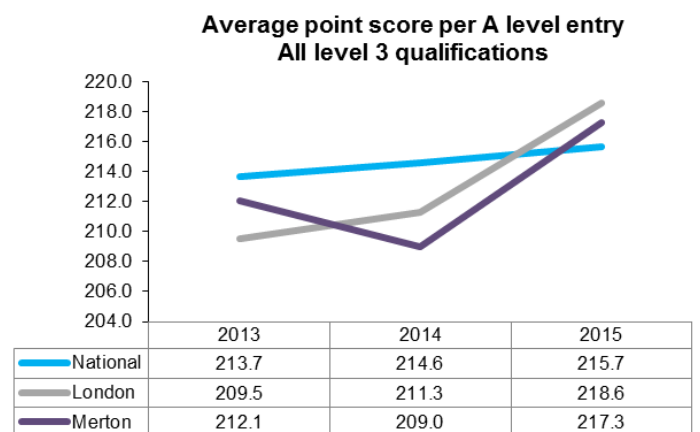
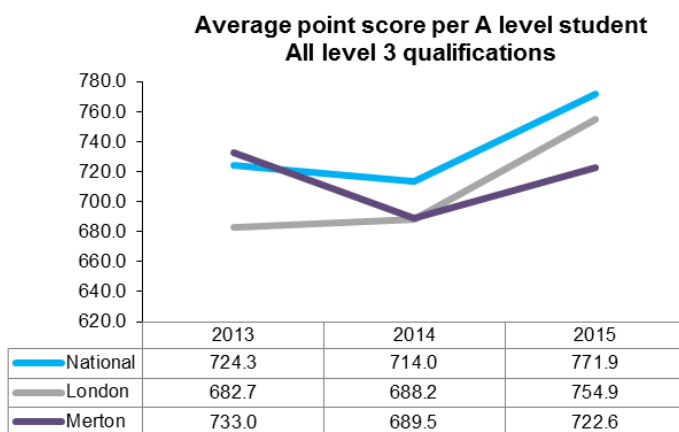
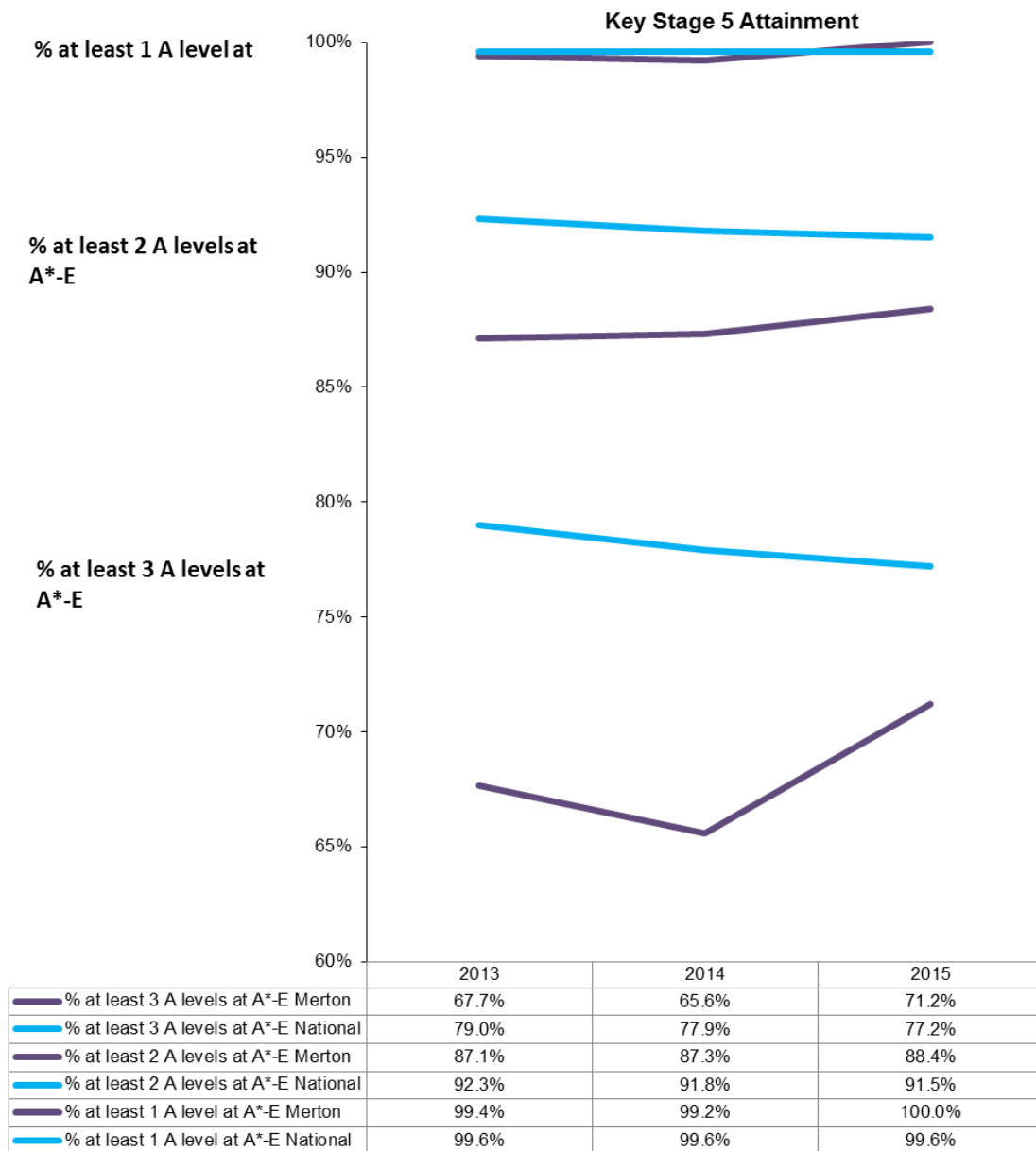
Closing the gap: Disadvantaged
% making expected progress - maths



- 4.7.5 Girls outperformed boys in the key indicators shown, except with regard to the proportions making at least expected progress in English where boys slightly outperform girls – this significantly bucks the trend seen nationally in this indicator where girls did much better than boys. As at other key stages, the gender gaps are not as great as those nationally.
- 4.7.6 45% of disadvantaged students achieved at least 5*A- C including English and mathematics: this is above the national average for this group. The gap of 23% in Merton is lower than the national gap of 28%.
- 4.7.7 69% of disadvantaged students made at least expected progress in English (above the national average for this group). The gap this with their peers (14%) is narrower than that seen nationally (17%). 57% made at least expected progress in mathematics (above the national average for this group). This represents a gap of 25% in Merton between disadvantaged pupils and their peers, compared to a gap of 24% nationally. Although the achievement gaps for this group are generally narrower than those nationally, they are still wider than the London averages.
- 4.7.8 Students receiving SEN support, and those with a statement/EHCP do not perform as well as their peers, but outperform those groups nationally and in London.
- 4.7.9 Reversing the picture seen in KS1, White Other students do better than all students, and White British students do not do so well. The fifth largest ethnic group at this key stage is Black Caribbean pupils: having noted concern at KS2 regarding the outcomes for this group, attainment for this group is the lowest for all ethnic groups in the 5+ A* - C including English and mathematics indicator. Again, however, the proportions making at least progress across the key stage are above the national averages for this group.

4.8 Post 16 achievement

Post 16 - headline performance information

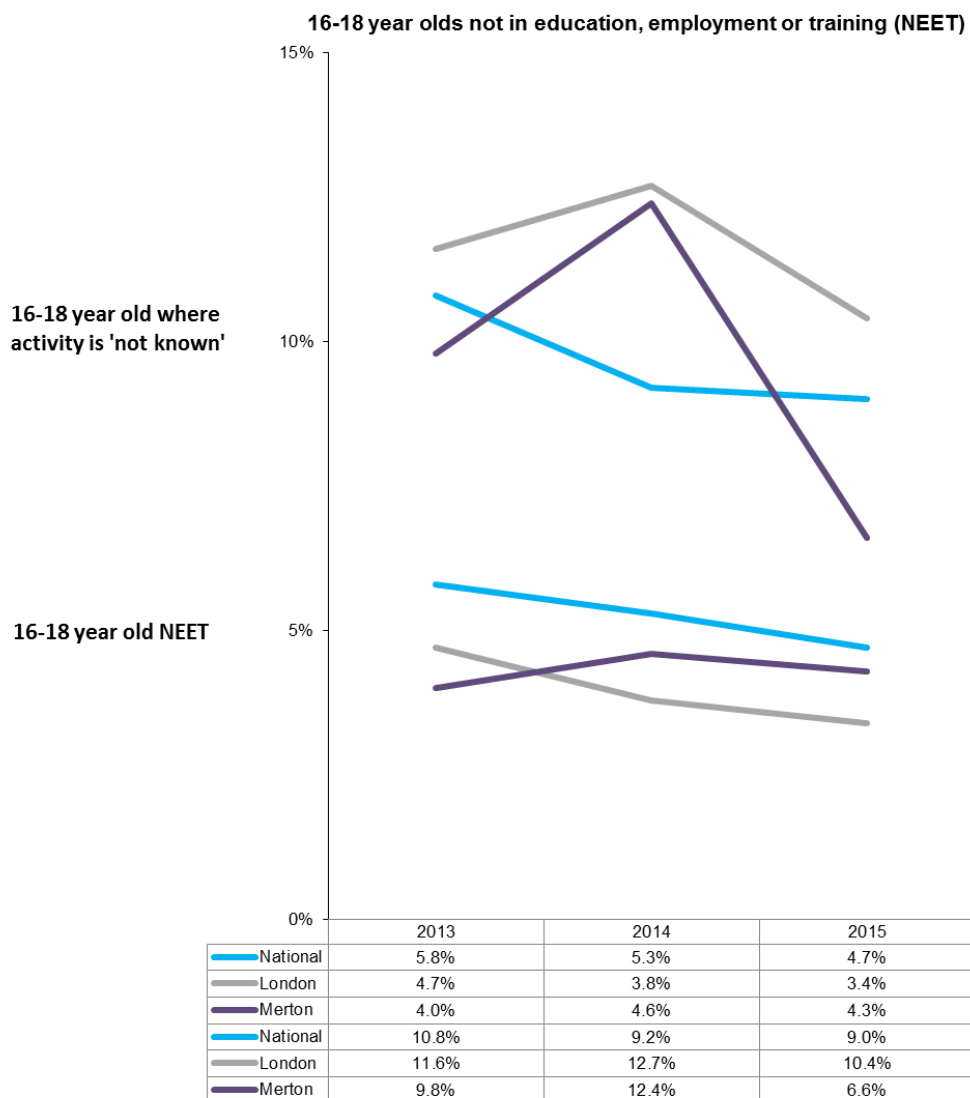


- 4.8.1 Performance in all indicators improved in Merton at A Level.
- 4.8.2 Most significantly, the proportion of students achieving at least 3 A levels at A*-E improved by 5.6 percentage points, compared with a slight drop in the national average, bringing the LA average to within six percentage points of the national average. Also, the Average Point Score per A level entry rose by 8.3 points in Merton, in comparison with smaller rises nationally (1.1 points) and in London (7.3 points). This takes Merton's performance in this indicator to above the national average.
- 4.8.3 However, although the Average Point Score per A level student rose by 33.1 points, this was not as significant as the rises nationally (57.9 points) or in London (66.7 points). Merton performance is now below both that in London and nationally.

Post 16 main pupil groups

This level of detail is not available at KS5.

Not in Education, Employment and Training (NEET)

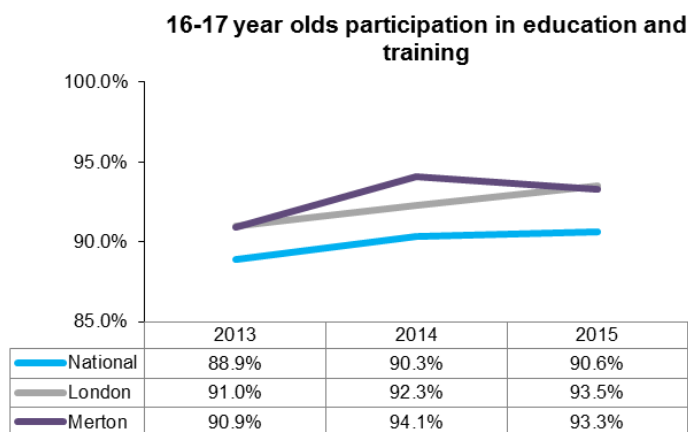


- 4.8.4 The proportions of young people who are Not in Education, Employment and Training (NEET), or whose status is not known, have fallen and are better than national. The proportion of 16-18 year old NEET has dropped by 0.3 percentage points which is in line with the drop seen in London (0.4). The LA is now challenging itself to be better than London with regard to this figure.
- 4.8.5 In particular, there has been significant success in Merton in reducing the numbers of 16-18 year olds where activity is not known. This has dropped by 5.8 percentage points, in comparison with a drop of 2.3 percentage points in London, and of 0.2 percentage points nationally.
- 4.8.6 As young people are found (no longer 'not known') it is expected that the NEET would rise slightly as young people are identified. (Note: NEET is an adjusted figure nationally, containing 8% of the not known figure.) However, this NEET figure has fallen further in 2015-16.
- 4.8.7 There has been a 27 percentage point rise in the number of young people with SEN in the 16 – 18 cohort and a rise in the number of them who are NEET. However, the proportion of these young people whose status is not known is much lower than London and England. Thus, again, Merton is successfully identifying these young people.
- 4.8.8 The number of teenage mothers, within the NEET cohort has increased. While Merton has successfully reduced its level of teenage pregnancy by 50% over 10 years, the number of teenage mothers as a

proportion of the NEET group has stayed static. Case information informs us that these mothers are moving into Merton post 16.

4.8.9 A summary of the information available indicates that those at most risk of being NEET have had support with their SEN at school, were known to social care and/or were also known to YOT. The most disproportion of these is that 77% received support with their SEN in school, but did not have a statement of special educational needs.

Raising Participation Age (RPA)



Contextual Groups	2013			2014			2015		
	Merton	London	National	Merton	London	National	Merton	London	National
16-17 year olds participating in education and training	90.9%	91.0%	88.9%	94.1%	92.3%	90.3%	93.3%	93.5%	90.6%
- full time education	90.0%	89.0%	83.8%	91.4%	88.7%	83.2%	89.5%	90.0%	83.1%
- apprenticeships	0.5%	1.5%	3.6%	1.7%	2.1%	4.2%	2.3%	2.1%	4.9%
- other education and training	0.3%	0.4%	1.5%	1.0%	1.5%	2.9%	1.4%	1.4%	2.6%

4.8.10 The proportion of 16-17 year olds participating in education and training is in line with the London average, and higher than the national average, although it has dropped by 0.8 percentage points since last year.

4.8.11 The proportions in full time education, in apprenticeships, or other education and training is again in line with London averages, and above national averages. Improving access to apprenticeships was a significant target in 2013/14 and has risen by 0.5 percentage points to 4.9% over three years.

Figure under date refers to number of 16 - 18 academic age YP in Merton	Apprenticeship Participation				
	March15 (5,935 YP)	Rank	March 14 (5,889 YP)	Rank	% change in year
ENGLAND	6.1%		5.3%		15%
LONDON	3.0%		3.0%		0%
Merton	3.3% (196YP)	5	2.8% (165YP)	7	19%
Barnet	1.1%	12	1.0%	12	14%
Croydon	3.0%	6	3.6%	5	-16%
Ealing	2.5%	8	2.1%	9	17%
Enfield	1.6%	11	1.5%	11	8%
Hillingdon	3.7%	4	4.3%	3	-14%
Hounslow	1.6%	10	2.2%	8	-26%
Kingston	3.8%	3	3.4%	6	9%
Reading	4.2%	2	4.4%	2	-6%
Redbridge	2.6%	7	3.6%	4	-29%
Sutton	4.9%	1	4.5%	1	9%
Wandsworth	2.1%	9	1.9%	10	9%

4.8.12 When comparing the March 2014 apprenticeship participation rates of Merton's statistical neighbours to the March 2015 participation rates, Merton has seen the greatest percentage increase, (19), of academic age 16-18 year olds participating in apprenticeships.

4.8.13 March 2015 data ranks Merton 5th in comparison to statistical neighbours: this is above the London average but below the national average.

4.9 2014/15 Secondary phase priorities, impact and key actions taken

Improving achievement

4.9.1

Priority:

- Continue to challenge secondary schools to maintain the upward trend in KS4 results and further improve outcomes at A level.
- Repeat the Outstanding Secondary Teacher programme.
- Share good practice in schools through Raising Achievement and Curriculum Development forums.
- Offer challenge to schools to use pupil premium funding to target appropriate support to increase rates of progress.

Actions taken to secure impact:

MEP support has been given to all secondary schools. Sixth form reviews took place in 2 schools. The Outstanding Teacher Programme was delivered to a number of teachers from a range of Merton schools. The Raising Achievement and Curriculum Development forums met regularly throughout the year.

Impact:

Although the proportion of students achieving at least 5A*-C including English and mathematics dropped this year, it remains above the national average.

At A level and for vocational subjects, APS per entry is above the national average for state funded schools and colleges.

The Outstanding Teacher Programme is now in its third year, with impacts being seen for teachers taking part. The Curriculum Development Forum developed the Higher Education and Employment Aspiration Programme which enables sixth form students to participate in collaborative aspiration programmes.

Raising the Participation Age

4.9.2

Priority:

- Continue to reduce NEET figures through support and partnership work.
- Continue to strengthen partnership arrangements eg with employers and work based learning providers to expand pathways and opportunities for young people including apprenticeships and make those apprenticeships more accessible.
- Support the market to provide pre-apprenticeship opportunities.
- My Futures team will continue to track and support young people 16-19 and target prevention through school based NEET prevention workers. A particular focus is on supporting young people with mental health problems.
- Map 16-25 SEN provision and support the market to develop routes to employability and social skills for young adults with disabilities.
- Share good practice Post 16 through Post 16 forum.

Actions taken to secure impact:

The Economic Well-Being Group meets regularly and this brings together a range of partners, including the local Chamber of Commerce. This group implemented the highly successful "Take One" initiative (to encourage local employers to arrange employment/taster opportunities for one young person in their organisation) and this group will continue to develop a range of employment and apprenticeship opportunities for young people in the borough.

A new NEET support post has been created in the Virtual School to support Merton's care leavers.

Young people with mental health issues who are NEET have been supported by the My Futures team.

The new risk and resilience service has been commissioned from Catch 22 which also helps to remove

drug taking as a barrier to employment and training.

The RPA executive group and partnership group have developed an RPA needs analysis that has enabled the LA to identify who is at risk of NEET post 16 and what provision they may need. This needs analysis will inform the LA action plan in 2016. Schools, colleges and the My Futures team are sharing data effectively to enable the Not Known figures to be reduced significantly.

Impact:

The proportion of NEET has dropped. Partnership arrangements have been strengthened through the RPA Executive Group. Merton has seen the greatest percentage increase, in comparison with its statistical neighbours, of academic age 16-18 year olds participating in apprenticeships. Merton LA currently has 28 apprentices employed in the council (22 in Sutton). There is a target of 100 apprentices per borough over the next 3 years.

Secondary Priorities for 2015 – 2016

- a) To ensure all secondary schools are judged good or outstanding.
- b) To support schools with changes to the curriculum and assessment at KS4 and sixth form.
- c) To maintain strong outcomes at KS4 and improve achievement at higher grades at A level.
- d) To further narrow the gaps for disadvantaged pupils in all indicators, and for Black Caribbean pupils with regard to attainment.
- e) To reduce the number of 16-17 year old NEET, by focusing on those young people that are known to the Youth Offending Team and who are at risk of NEET, and by planning for post 16 support or provision at Melbury College.
- f) To continue to track, support and monitor the cohort of young people 16 – 19, by targeting vulnerable young people in schools (who are at risk of becoming NEET) and in the community (for those who are already NEET).
- g) To maximise the destinations for young people being worked with, by maintaining the relationships with providers.

5 Inclusion

5.1 Attendance

5.1.1 Attendance is measured at various points in the schools year. The data covering four half terms (up until Easter 2015) has been published and national and local comparators exist for this data set. Ofsted use the four half term data to measure schools attendance. Rates of attendance in Merton are above the national and outer London averages for this period.

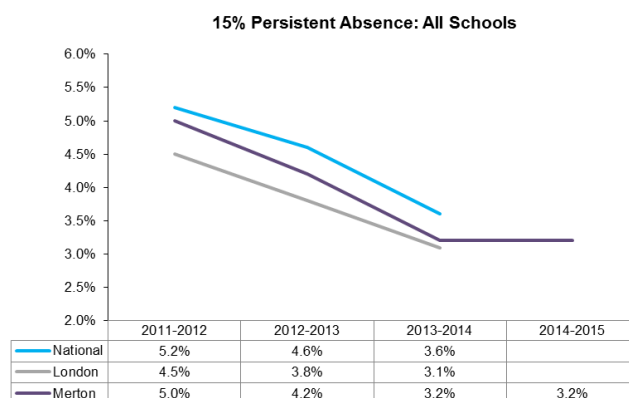
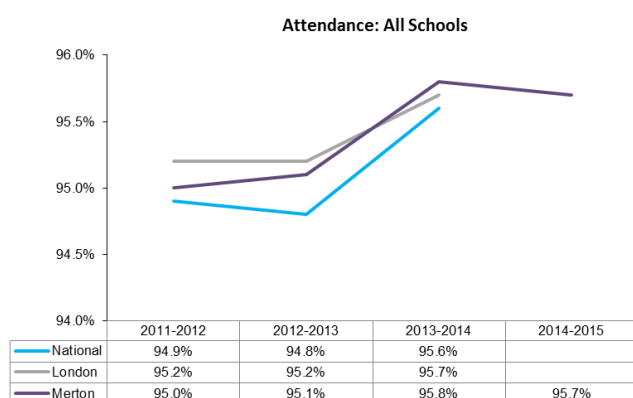
Overall (primary and secondary)	Merton 2014/15 Four half terms	National 2014/15 Four half terms	Outer London 2014/15 Four half terms
Attendance	95.70%	95.50%	95.60%
Absence	4.30%	4.50%	4.40%
PA 15%	3.3% (38+ sessions)	3.90%	3.50%

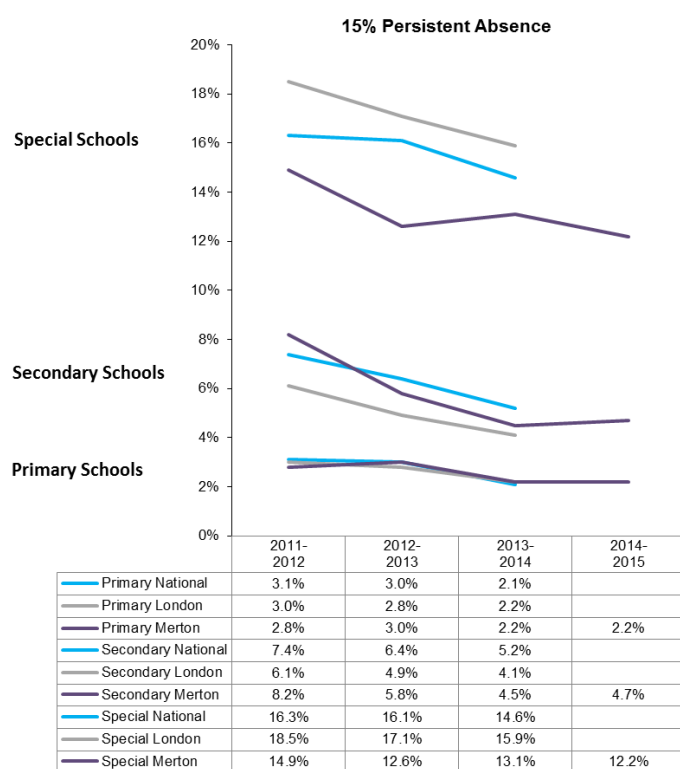
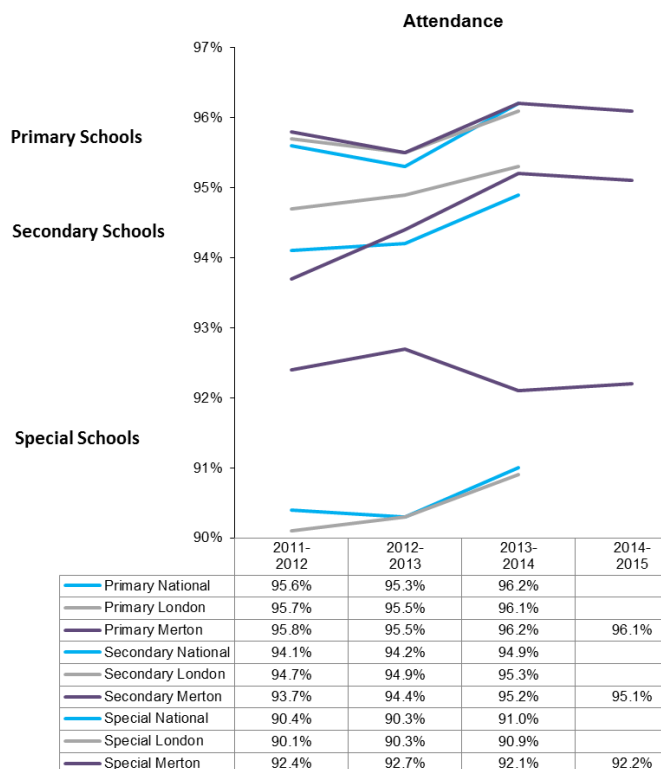
5.1.2 Rates of attendance in Merton fell over this time in line with the drop seen nationally. Nationally, this drop has in part been linked to a significant population rise in the younger years in primary schools where attendance is weaker largely due to childhood illnesses.

5.1.3 LAs' success in raising attendance for LA inspection purposes is measured using the data covering five terms (up until the summer half term). Merton's performance using this data is presented below. National and local comparators are not available for this five term data until the end of March 2016 so the comparators below are from 2013/14. However, as the four half terms data has fallen nationally, we expect that the five half terms will be lower too, in line with Merton's trend.

Headline data

Analysis is based on five half terms. All schools including academies and free schools included.



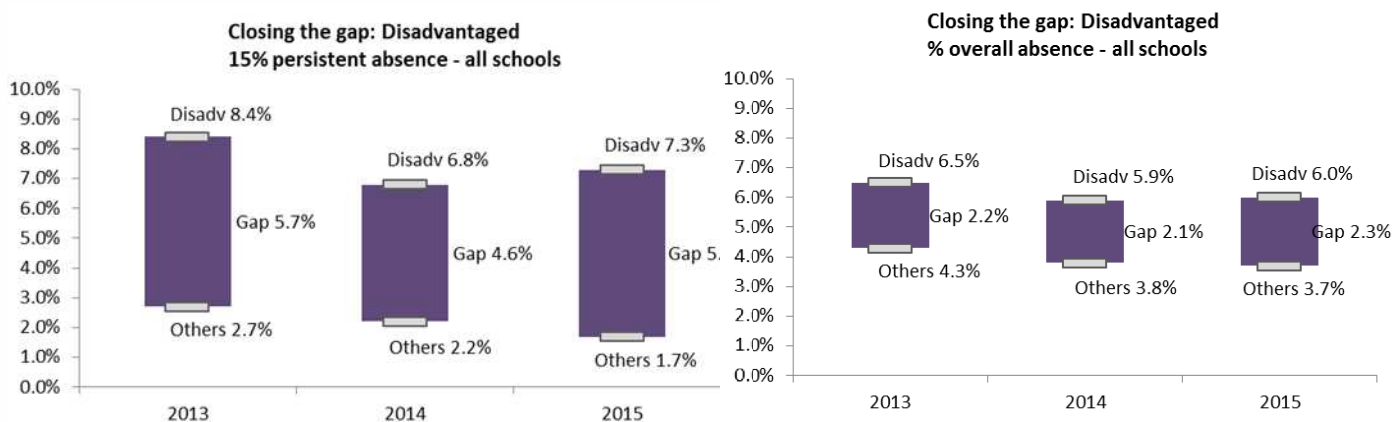


- 5.1.4 Following improvements in 2011-2014, over which time attendance and persistent absence (PA) levels for all schools in Merton rose to above the national and London averages, rates of attendance have now dropped slightly in comparison with 2013-14, though they are better than the Merton 2012-13 averages; and rates of persistent absence have plateaued. It is likely that once 2014/15 comparative data is available, Merton performance will still be above national and London averages.
- 5.1.5 PA is below the 2013/14 London average, but above the national average (by 0.1 percentage point) and has levelled off after a significant fall.
- 5.1.6 The three year trends in attendance at both primary and secondary phases remain upwards, although both figures have dropped very slightly (by 0.1 percentage points) this year. Attendance in the primary phase remains in line with London and national averages; in the secondary phase, it remains just above the national average.
- 5.1.7 PA has remained at a low level in primary (and is in line with national and London averages), but has risen slightly in secondary schools. At this phase, the rate of PA is better than the national average but not as low as that in London.
- 5.1.8 Special school attendance continues to be significantly above national and London averages and has improved by 0.1 percentage point. PA is significantly better in special schools in Merton than the national or London averages.
- 5.1.9 Illness remains the most common reason for absence in Merton, accounting for 63% of all absences.

Main pupil groups

London comparators are unavailable for contextual groups: FSM is the benchmark for disadvantage. The transition to the new SEN coding took place during 2014-2015, and new code benchmarking data is not available from the 2013-2014 release which is the national comparative data here.

Contextual Groups	Number of Pupils	Overall Absence - All Schools			15% Persistence Absentees – All Schools		
		Merton 2014-15	London 2013-14	National 2013-14	Merton 2014-15	London 2013-14	National 2013-14
All Pupils	25296	4.3%	4.3%	4.4%	3.2%	3.1%	3.6%
Gender							
Female	12359	4.2%		4.5%	2.9%		3.6%
Male	12937	4.4%		4.4%	3.5%		3.6%
Gap		-0.2%		0.1%	-0.6%		0.0%
Disadvantaged							
Disadvantaged	6320	6.0%		6.7%	7.3%		8.2%
All other pupils	18976	3.7%		4.0%	1.7%		2.6%
Gap		2.3%		2.7%	5.6%		5.6%
Special Educational Needs (SEN)							
No Special Educational Needs	20805	3.9%		4.0%	2.3%		2.6%
SEN Support	3504	5.7%			6.6%		
School Action	75	6.3%		5.6%	9.3%		5.9%
School Action Plus	28	9.6%		6.7%	16.7%		8.8%
SEN (with Statement or EHC plan)	884	6.6%		7.5%	9.2%		11.0%
Ethnic Group (White British and two largest ethnic minority groups)							
White British	8720	4.8%		4.5%	4.5%		3.7%
White Other	3698	4.4%		4.9%	2.1%		3.7%
Asian Other	2438	3.5%		3.7%	1.6%		2.0%



- 5.1.10 Overall absence for disadvantaged pupils in Merton was better than the national average and persistent absence was lower in Merton than nationally for this group. However disadvantaged pupils are still not attending as well as their peers. The gap in Merton however is less than it is nationally. This gap reduced slightly in 2014, but has widened again in 2015
- 5.1.11 There is a small difference in the absence rate between boys and girls, which broadly mirrors the gap seen nationally. However, with regard to persistent absence, the rate for Merton girls is lower than that for the same group nationally, while for boys it is in line with the national average. This has resulted in a gap for boys.
- 5.1.12 Absence and PA rates for any pupil with an identified SEN are not as good as for pupils with no identified SEN, however they are better than for SEN pupils nationally. This data set has small number in the old categories of school action and action plus – this data isn't statistically significant.
- 5.1.13 The ethnic groups with the largest representation of pupils in Merton are White British, White Other and Asian Other. The attendance of these groups varies:
- Asian Other pupils' absence and persistent absence follows the national trends.
 - White British absence and persistent absence rates are above the 2013-2014 national averages.
 - White Other pupils in Merton have lower absence for both the key measures than nationally.
 - The performance between these two white heritage groups varies widely, with White British having double the proportion of persistent absentees than White Other.

2014/15 Attendance priorities, impact, and key actions taken

5.1.14

Priority:

Continue to support and challenge schools and families to reduce absence

Actions taken to secure improvement:

Schools were challenged through the LA's school improvement processes, and by governors and proprietors to ensure that effective policies and procedures to improve attendance were in place. In 2014/15 the Education Welfare Service (EWS) supported schools in particular by reviewing attendance policies to include the provision for penalty notices for unauthorised holidays in term time; and by offering case advice regarding individual pupils. Attendance reviews were also carried out as part of behaviour and safety reviews. The EWS supported schools by using the Council's statutory powers to ensure attendance. This was done by issuing warning letters, penalty notices and then ultimately pursuing court action to ensure attendance.

Impact:

- Schools are continuing to support and challenge families where children have poor attendance.
- There was a 21 percentage point rise in the issuing of warning letters to 482 in 2014/15; and a 45 percentage point rise in penalty notices issued, to 195. Most warning letters led to an improvement in attendance. The LA have proceeded to court with 68 cases in 2014/15, a 40 percentage point rise.

Priority:

Continue multi-agency support to reduce persistent absence.

Action taken to secure impact

In 2014/ 15 the LA piloted the Chronic Absence Project (CAP) project. This was funded for one year as a research pilot project to target children at the point of transition from primary to secondary school, who have had chronic absence over three years, but remain above the Persistent Absence (PA) threshold of 15%. This was also designed to directly target pupils whose attendance is statistically likely to significantly affect their attainment at the end of Year 6. The key issues preventing attendance for those involved in the project were identified as being:

- physical health of parent (52%)
- workless family 42% and physical health of the child - with debt and housing issues.

The key learning was that where a worker supported and challenged in the family home it improved attendance significantly; that a major reason for chronic absence is the complex ill health of a parent and child; and that families were not aware that their child's attendance was below expected levels until the project became involved.

Impact:

The project has been evaluated and the learning is being disseminated. Key outcomes include:

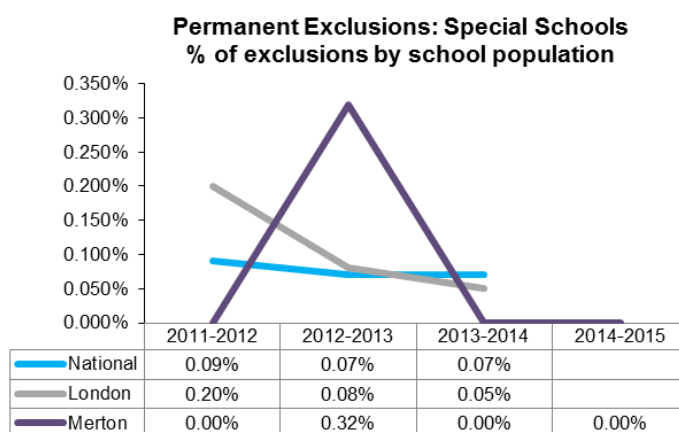
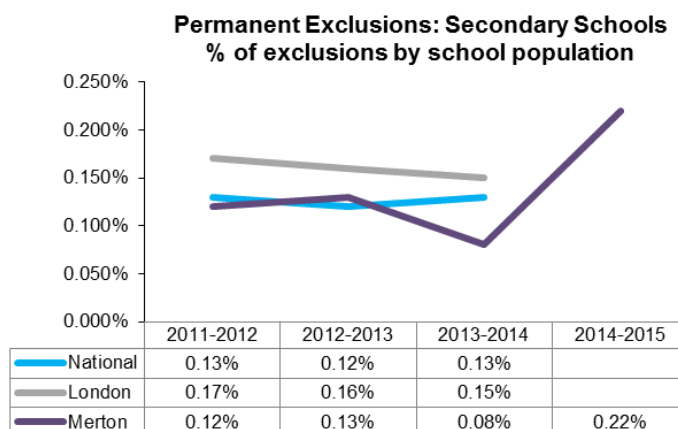
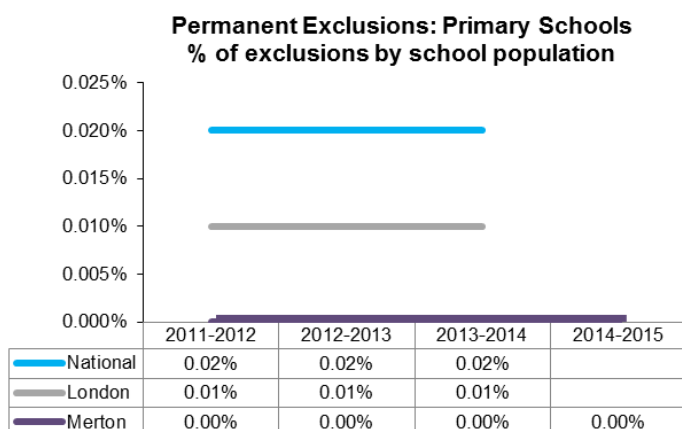
- 82% of pupils involved improved their attendance.
- On average attendance improved by 5.45%.
- 72% of the targeted children improved their attendance to above 90%.
- The average attendance for pupils involved in the programme in the autumn term was 92% , in comparison with attendance for the control group of 90%, showing that the CAP intervention was making on average a 2 percentage point extra difference to attendance.

Attendance Priorities for 2015 – 2016

- a) To continue to support and challenge schools and families to reduce absence, by supporting schools to implement the national 10% Persistent Absence threshold.
- b) To continue multi-agency support to reduce persistent absence, especially for disadvantaged pupils, by using the learning from the Chronic Absence Project (CAP), including targeted work with Child and Adolescent Mental Health Services (CAMHS) and GPs to support children with on going health needs.

5.2 Exclusions

Headline data and analysis

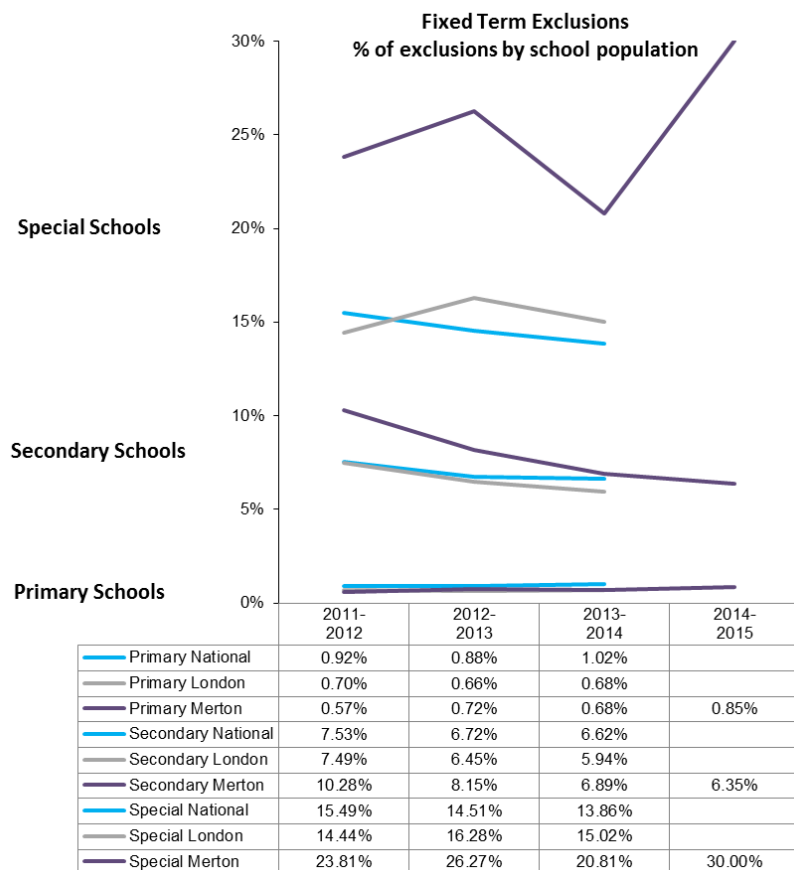


5.2.1 Permanent Exclusions from primary schools have remained at zero, better than the national and London averages. This has been the position for over 10 years and illustrates the impact of the significant and complex inclusion work carried out by primary schools and the LA's Virtual Behaviour Service (VBS).

5.2.2 Permanent exclusions in secondary schools have increased in to 19. Analysis of this significant increase has identified the following:

- Four of the 19 exclusions occurred at the start of the autumn term 2014 for incidents which occurred in the previous school year. Thus, in 2013/14 there were in fact 11 incidents that led to permanent exclusion, not seven (as previously reported), and 15 in 2014/15, as opposed to 19. These shifts would have placed Merton broadly in line with national and London in both years.
- Reasons for exclusions changed in 2014 -15 to include incidents involving weapons; of physical assaults between pupils; and of persistent disruptive behaviour. Nationally, approximately 33% of permanent exclusions are for persistent disruptive behaviour. In Merton in 2014-15 this figure was 63%.
- Exclusions rose for both Merton and non-Merton residents: however the rise for non Merton residents was the greater. Of the Merton residents excluded, all required speech and language support and Educational Psychology Service (EPS) assessments due to concerns about their educational needs.
- Permanent exclusions for boys and girls have both risen.
- Permanent exclusions have risen at both KS4 and KS5.

5.2.3 This analysis has been presented to headteachers, and it has been decided that the files for all Merton permanent exclusions will be re-read, to identify any trends and key factors. A primary and a secondary headteacher involved with this will develop proposals aimed at securing a reduction in the number of permanent exclusions, which will then be brought to all headteachers for consideration and action.



5.2.4 The number of fixed term exclusions in secondary schools has decreased in the last year, and are below (better than) national rates. This represents a significant reduction over time: Merton had the third highest fixed term exclusions in London in 2008 (14%), but the rates are now in line with the national average and slightly above London.

5.2.5 The number of fixed term exclusions in primary schools has increased, yet the rate remains below (better than) the national average and in line with London. Analysis indicates that this slight rise is due to a small number of children that have four or more exclusions. These are the pupils who are supported by the VBS. Based on this data headteachers have agreed the funding of an additional Teaching Assistant (TA) post in the VBS team to support these pupils.

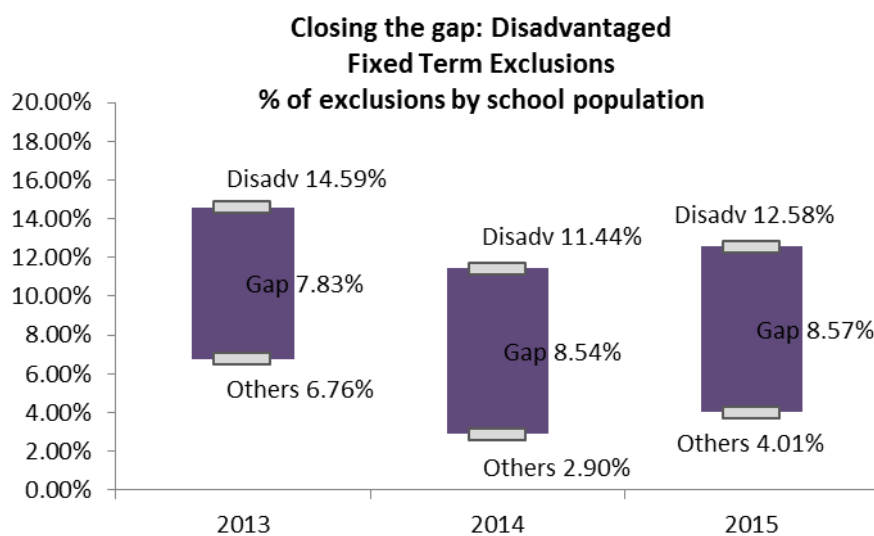
5.2.6 The average length of fixed term exclusion has reduced from 2.5 days in 2013/14 to 2.2. This is in line with the national average.

5.2.7 The predominant reason for fixed term exclusion in secondary schools was 'Persistent Disruptive Behaviour' (33.3%), followed by 'Physical Assault against a Pupil' (19.0%) and 'Verbal Abuse/Threatening Behaviour against an Adult' (17.2%). Again, persistent disruptive behaviour at 33% is above the national average (24%).

- 5.2.8 Year 10 has the highest number of pupils excluded, 88 pupils (159 exclusions), followed closely by Year 9 with 93 pupils (147 exclusions). This is in line with national averages.
- 5.2.9 The figures for fixed term exclusions in Special Schools are based on small cohorts. However, these figures are significantly above national and London and averages.

Main pupil groups

Contextual Groups	Number of Pupils	Fixed Term Exclusions % of exclusions by school population		
		Merton 2014-15	London 2013-14	National 2013-14
All Pupils	8809	6.35%	5.94%	6.62%
Gender				
Female	4284	3.45%		
Male	4525	9.08%		
Gap		-5.63%		
Disadvantaged				
Disadvantaged	2401	12.58%		
All other pupils	6408	4.01%		
Gap		8.57%		
Special Educational Needs (SEN)				
No Special Educational Needs	7507	4.47%		3.84%
SEN Support	867	17.07%		
School Action	178	10.11%		19.10%
School Action Plus	36	19.44%		
SEN (with Statement or EHC plan)	221	22.17%		22.34%
Ethnic Group (White British and two largest ethnic minority groups)				
White British	2989	7.53%	6.06%	6.84%
Black African	943	6.89%	7.08%	6.40%
Black Caribbean	563	8.70%	12.47%	12.32%



5.2.10 For disadvantaged pupils there is a significant and slightly growing gap with their peers in relation to fixed term exclusions.

- 5.2.11 22% of pupils with EHCPs or statements of special needs received fixed term exclusions. Although this is significantly higher than for the school population as a whole, this is lower than for this group nationally.
- 5.2.12 Although Black Caribbean pupils are more likely to be excluded than White British pupils, rates of exclusion are much lower than for this group across London and nationally.

2014/15 exclusion and behaviour priorities, impact, and key actions taken

5.2.13

Priority:

Support and challenge schools in their management of behaviour.

Actions taken to secure impact:

- The VBS continued to support schools with the development of their provision for behaviour. This included TAMHS (Targeted Mental Health in Schools) and Nurture Provision.
- Training for staff in schools focused on a range of topics to address the management of behaviour.
- Support for challenging children was provided on an individual basis in primary schools. This was designed to ensure that school staff had the skills to continue to support pupils in their schools.
- Behaviour and Safety reviews provided support and challenge for both primary and secondary schools. These reviews identified what is working well in schools, and where challenges remain. Reviews were often at the request of the school but were also, in some cases, driven by LA concerns.

Impact:

In 2014/ 2015, given increasing pupil numbers and a growing complexity with regard to pupil need, the continued zero permanent exclusions in primary schools is significant. All Secondary and Special schools, as well as the Smart Centre have maintained 100% good or outstanding judgements for Behaviour and Safety in Ofsted inspections. 90% of primary schools are judged to be good or better with regard to Behaviour and Safety. The Nurture Group Network Census of July 2015 identified that Merton Nurture Provision was 'the best in the country.'

Exclusion and Behaviour Priorities for 2015 – 2016

- a) To continue to support and challenge schools and families to improve behaviour, through:
 - behaviour and safety reviews;
 - training and individual case support; and
 - developing advice with schools on effective use of pupil premium funding to address the gap in fixed term exclusions for disadvantaged pupils.
- b) To reduce the number of permanent and fixed term exclusions by:
 - investigating reasons for past exclusions and sharing the learning with headteachers; and
 - increasing the capacity of the VBS to meet the rising demand to support the most challenging pupils.
- c) To review permanent exclusion files with schools to create actions to address the rise in persistent disruptive behaviour.
- d) To review fixed term exclusions in special schools and agree recommendations with special school headteachers.

6 Appendices

Appendix A: Ofsted outcomes by school as of December 2015

Outstanding	Good	Requiring improvement	Inadequate
<p>Primary Bishop Gilpin Dundonald Holy Trinity Merton Park Singlegate St Mary's West Wimbledon Wimbledon Chase</p> <p>Secondary Ursuline</p> <p>Special Perseid Cricket Green</p> <p>Academies Harris Merton</p>	<p>Primary Abbotsbury All Saints Aragon Beecholme Bond Cranmer Garfield Haslemere Hatfeild Hillcross Hollymount Joseph Hood Links Lonesome Merton Abbey Morden Pelham Poplar Priory Sherwood St John Fisher St Mark's St Matthews St Teresa's St Thomas of Cant William Morris Wimbledon Park</p> <p>Secondary Raynes Park Ricards Lodge Rutlish Wimbledon College</p> <p>Special Melrose</p> <p>PRU Smart Centre</p> <p>Academies St Mark's CofE</p>	<p>Primary Liberty Gorringe Park Stanford Malmesbury SS Peter & Paul Sacred Heart</p>	

Appendix B: Performance Tables: KS2

<http://www.education.gov.uk/schools/performance/>

DfE Performance Tables Key Stage 2 – Expected Progress:

	% expected progress in reading			% expected progress in writing			% expected progress in maths		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
LA Average	94%	94%	92%	96%	96%	97%	92%	92%	92%
England Average	88%	91%	90%	91%	93%	94%	88%	89%	90%
Primary Schools									
Abbotsbury Primary School	90%	95%	98%	100%	100%	98%	85%	87%	94%
All Saints' CofE Primary School	92%	100%	96%	100%	92%	100%	100%	88%	100%
Aragon Primary School	95%	94%	91%	95%	88%	89%	97%	90%	89%
Beecholme Primary School	95%	92%	87%	100%	72%	96%	86%	88%	87%
Benedict Primary School	100%	73%	87%	95%	80%	100%	74%	73%	80%
Bishop Gilpin CofE Primary School	100%	97%	98%	100%	100%	100%	98%	97%	94%
Bond Primary School	95%	97%	95%	98%	100%	98%	93%	94%	100%
Cranmer Primary School	91%	91%	95%	96%	100%	100%	96%	93%	95%
Dundonald Primary School	100%	96%	100%	100%	100%	100%	93%	100%	100%
Garden Primary School	96%	87%	95%	98%	100%	98%	96%	96%	79%
Garfield Primary School	100%	94%	85%	100%	94%	96%	92%	92%	65%
Gorringe Park Primary School	91%	90%	86%	93%	94%	100%	82%	85%	75%
Haslemere Primary School	94%	90%	96%	100%	100%	100%	98%	94%	95%
Hatfeild Primary School	90%	98%	100%	98%	98%	98%	98%	96%	92%
Hillcross Primary School	94%	91%	81%	96%	100%	84%	84%	80%	77%
Hollymount School	100%	100%	100%	95%	93%	95%	100%	96%	96%
Holy Trinity CofE Primary School	100%	95%	100%	100%	82%	89%	89%	95%	96%
Joseph Hood Primary School	88%	78%	95%	88%	89%	100%	92%	78%	95%
Liberty Primary	86%	91%	98%	98%	95%	100%	79%	89%	98%
Links Primary School	93%	94%	98%	89%	96%	98%	93%	88%	100%
Lonesome Primary School	100%	93%	98%	95%	97%	100%	92%	97%	84%
Malmesbury Primary School	91%	94%	100%	93%	98%	98%	93%	94%	96%
Merton Abbey Primary School	100%	95%	83%	95%	95%	92%	100%	90%	92%
Merton Park Primary School	96%	96%	100%	96%	91%	100%	92%	87%	96%
Morden Primary School	85%	97%	94%	100%	100%	100%	88%	93%	90%
Pelham Primary School	77%	90%	95%	88%	100%	95%	81%	95%	95%
Poplar Primary School	100%	96%	94%	92%	98%	93%	100%	96%	87%
The Priory CofE School	89%	95%	95%	98%	98%	98%	94%	95%	93%
Sacred Heart Catholic Primary School	92%	94%	94%	93%	96%	98%	88%	87%	76%
St John Fisher RC Primary School	100%	98%	100%	96%	93%	98%	94%	83%	100%
St Mark's Primary School	96%	100%	100%	100%	96%	100%	100%	100%	100%
St Mary's Catholic Primary School	96%	97%	100%	96%	100%	97%	96%	97%	100%
St Matthew's CofE Primary School	96%	93%	94%	96%	93%	100%	85%	93%	88%
St Peter and Paul Catholic Primary School	86%	98%	95%	94%	96%	98%	75%	85%	95%
St Teresa's Catholic Primary School	96%	95%	91%	96%	96%	100%	95%	95%	97%
St Thomas of Canterbury Catholic Primary School	91%	87%	96%	98%	100%	100%	83%	91%	95%
The Sherwood School	98%	96%	97%	98%	98%	98%	96%	96%	97%

	% expected progress in reading			% expected progress in writing			% expected progress in maths		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
LA Average	94%	94%	92%	96%	96%	97%	92%	92%	92%
England Average	88%	91%	90%	91%	93%	94%	88%	89%	90%
Primary Schools									
Singlegate Primary School	100%	96%	96%	97%	93%	100%	100%	96%	100%
Stanford Primary School	92%	84%	98%	94%	98%	98%	79%	90%	96%
West Wimbledon Primary School	100%	98%	94%	100%	100%	98%	98%	96%	90%
William Morris Primary School	91%	93%	100%	96%	100%	100%	96%	93%	100%
Wimbledon Chase Primary School	91%	100%	94%	94%	98%	93%	98%	100%	97%
Wimbledon Park Primary School	95%	100%	100%	86%	100%	100%	95%	97%	98%
Special Schools									
Cricket Green School	No children at the end of Key Stage 2 programme of study								
Perseid School	No children at the end of Key Stage 2 programme of study								

DfE Performance Tables Key Stage 2 - Attainment:

	% achieving reading 2015			% achieving writing 2015		% achieving maths 2015			% achieving reading, writing and maths								
	Level 4 or above	Level 4B or above	Level 5 or above	Level 4 or above	Level 5 or above	Level 4 or above	Level 4B or above	Level 5 or above	Level 4 or above			Level 4B or above			Level 5 or above		
									2013	2014	2015	2013	2014	2015	2013	2014	2015
LA Average	89%	79%	45%	89%	38%	91%	82%	52%	78%	79%	82%	68%	69%	71%	25%	26%	27%
England Average	87%	77%	42%	87%	36%	89%	80%	49%	75%	79%	80%	63%	67%	69%	21%	24%	24%
Primary Schools																	
Abbotsbury Primary School	86%	68%	33%	86%	16%	88%	79%	35%	70%	80%	81%	41%	60%	61%	9%	20%	12%
All Saints' CofE Primary School	96%	92%	44%	96%	36%	96%	88%	52%	85%	89%	92%	73%	78%	84%	19%	22%	16%
Aragon Primary School	89%	79%	38%	77%	14%	91%	82%	50%	85%	71%	77%	77%	66%	68%	12%	13%	11%
Beecholme Primary School	85%	73%	38%	88%	23%	77%	73%	35%	73%	65%	73%	64%	62%	65%	18%	12%	23%
Benedict Primary School	67%	37%	13%	83%	37%	80%	47%	20%	65%	47%	63%	60%	42%	30%	20%	0%	10%
Bishop Gilpin CofE Primary School	98%	96%	72%	100%	69%	98%	98%	78%	95%	100%	96%	95%	95%	94%	70%	73%	57%
Bond Primary School	85%	77%	54%	67%	19%	75%	69%	44%	75%	71%	67%	68%	56%	63%	14%	17%	19%
Cranmer Primary School	96%	91%	61%	98%	60%	96%	86%	68%	88%	92%	95%	66%	88%	86%	38%	39%	49%
Dundonald Primary School	92%	92%	85%	92%	58%	100%	96%	88%	90%	93%	92%	90%	89%	92%	62%	56%	54%
Garden Primary School	84%	79%	35%	91%	37%	98%	86%	42%	53%	65%	74%	45%	48%	63%	18%	8%	21%
Garfield Primary School	82%	71%	36%	85%	20%	80%	67%	29%	88%	77%	67%	81%	70%	60%	42%	51%	11%
Gorringe Park Primary School	64%	46%	27%	88%	32%	83%	59%	24%	63%	80%	61%	43%	75%	37%	7%	14%	17%
Haslemere Primary School	97%	90%	41%	90%	29%	91%	79%	43%	75%	69%	84%	67%	60%	72%	20%	20%	19%
Hatfeild Primary School	89%	83%	56%	87%	20%	98%	83%	57%	90%	86%	85%	88%	80%	72%	29%	24%	19%
Hillcross Primary School	83%	73%	41%	73%	25%	81%	68%	39%	84%	73%	66%	68%	69%	58%	26%	33%	15%
Hollymount School	96%	96%	74%	96%	57%	100%	100%	87%	96%	93%	96%	92%	93%	96%	48%	47%	57%
Holy Trinity CofE Primary School	94%	88%	50%	88%	42%	100%	98%	75%	71%	79%	85%	71%	79%	79%	43%	21%	35%
Joseph Hood Primary School	80%	68%	32%	84%	40%	72%	68%	32%	64%	55%	72%	39%	45%	64%	18%	9%	16%
Liberty Primary	96%	79%	32%	81%	26%	79%	53%	32%	60%	64%	72%	46%	49%	47%	13%	11%	19%
Links Primary School	84%	75%	50%	91%	29%	86%	73%	43%	76%	72%	77%	63%	48%	64%	16%	17%	27%
Lonesome Primary School	81%	72%	33%	95%	34%	95%	86%	43%	69%	75%	79%	56%	69%	67%	8%	19%	12%

	% achieving reading 2015			% achieving writing 2015		% achieving maths 2015			% achieving reading, writing and maths								
	Level 4 or above	Level 4B or above	Level 5 or above	Level 4 or above	Level 5 or above	Level 4 or above	Level 4B or above	Level 5 or above	Level 4 or above			Level 4B or above			Level 5 or above		
									2013	2014	2015	2013	2014	2015	2013	2014	2015
LA Average	89%	79%	45%	89%	38%	91%	82%	52%	78%	79%	82%	68%	69%	71%	25%	26%	27%
England Average	87%	77%	42%	87%	36%	89%	80%	49%	75%	79%	80%	63%	67%	69%	21%	24%	24%
Primary Schools																	
Malmesbury Primary School	91%	81%	41%	83%	31%	90%	83%	57%	69%	75%	81%	49%	52%	69%	10%	13%	24%
Merton Abbey Primary School	84%	56%	20%	80%	24%	76%	68%	28%	81%	74%	72%	67%	65%	48%	30%	39%	8%
Merton Park Primary School	100%	93%	64%	100%	68%	100%	96%	79%	81%	88%	100%	77%	88%	89%	42%	31%	57%
Morden Primary School	87%	81%	39%	97%	39%	94%	81%	48%	76%	77%	84%	59%	63%	77%	17%	27%	29%
Pelham Primary School	86%	86%	73%	91%	50%	91%	91%	82%	66%	91%	86%	62%	78%	86%	38%	30%	50%
Poplar Primary School	80%	64%	29%	79%	32%	91%	80%	50%	79%	79%	75%	79%	63%	59%	26%	21%	20%
The Priory CofE School	86%	80%	59%	91%	50%	93%	91%	64%	73%	86%	86%	69%	75%	80%	33%	45%	41%
Sacred Heart Catholic Primary School	77%	67%	50%	90%	50%	90%	88%	50%	80%	80%	75%	70%	70%	67%	52%	29%	37%
St John Fisher RC Primary School	96%	88%	52%	95%	48%	100%	98%	64%	83%	75%	93%	78%	71%	84%	19%	22%	29%
St Mark's Primary School	100%	86%	50%	100%	46%	100%	96%	64%	100%	93%	100%	92%	90%	86%	17%	24%	36%
St Mary's Catholic Primary School	100%	93%	57%	100%	60%	100%	100%	80%	93%	97%	100%	75%	90%	93%	25%	47%	43%
St Matthew's CofE Primary School	83%	67%	28%	78%	28%	78%	72%	44%	81%	87%	72%	74%	73%	61%	41%	30%	11%
St Peter and Paul RC Primary School	88%	69%	41%	98%	37%	95%	83%	53%	69%	78%	85%	56%	62%	66%	17%	20%	27%
St Teresa's RC Primary School	93%	88%	53%	97%	47%	95%	90%	60%	79%	83%	91%	70%	65%	84%	18%	15%	29%
St Thomas of Canterbury RC Primary	92%	83%	34%	93%	48%	92%	81%	49%	65%	73%	86%	61%	59%	76%	22%	18%	25%
The Sherwood School	91%	84%	36%	90%	47%	95%	88%	50%	82%	79%	84%	73%	69%	78%	25%	29%	29%
Singlegate Primary School	96%	93%	59%	96%	63%	96%	96%	59%	97%	90%	96%	90%	76%	93%	20%	28%	44%
Stanford Primary School	89%	75%	39%	75%	20%	88%	73%	41%	59%	65%	70%	47%	52%	59%	8%	21%	18%
West Wimbledon Primary School	80%	64%	39%	93%	43%	89%	77%	45%	93%	89%	73%	80%	73%	57%	27%	24%	30%
William Morris Primary School	100%	97%	20%	93%	30%	97%	90%	33%	88%	75%	90%	73%	71%	80%	27%	18%	10%
Wimbledon Chase Primary School	97%	94%	66%	91%	52%	97%	94%	79%	90%	96%	91%	86%	87%	88%	40%	51%	43%
Wimbledon Park Primary School	98%	88%	60%	100%	46%	100%	98%	66%	82%	85%	98%	72%	77%	88%	20%	36%	36%

Appendix C: Performance Tables: KS4

<http://www.education.gov.uk/schools/performance/>

DfE Performance Tables GCSE – Key Stage 2-4 Progress Measures:

	% expected progress in English			% expected progress in maths		
	2013	2014	2015	2013	2014	2015
LA Average	75%	81%	79%	78%	76%	74%
England Average – state funded schools only	70%	72%	71%	71%	66%	67%
Secondary Schools						
Harris Academy Merton	76%	68%	77%	93%	84%	72%
Harris Academy Morden (2013 data relates to Bishopsford Arts College)	72%	75%	51%	72%	77%	78%
Raynes Park High School	58%	76%	81%	65%	69%	74%
Ricards Lodge High School	83%	90%	82%	80%	79%	75%
Rutlish School	77%	90%	82%	76%	78%	81%
St Mark's Church of England Academy	79%	78%	77%	68%	60%	51%
Ursuline High School Wimbledon	81%	92%	89%	93%	94%	90%
Wimbledon College	90%	91%	88%	88%	80%	75%
Special Schools						
Cricket Green School	0%	not entered	not entered	0%	not entered	not entered
Melrose School	0%	8%	8%	13%	8%	8%
Perseid School	suppressed	not entered	suppressed	suppressed	not entered	suppressed

DfE Performance Tables Key Stage 4 - Attainment:

	Results of Key Stage 4 pupils																	
	% of pupils achieving 5+ A*-C (or equiv) including English and maths GCSEs			% of pupils achieving English Baccalaureate			% of pupils achieving A*-C GCSE in English and maths			% of pupils achieving 5+ A*-C (or equiv)			% of pupils achieving 5+ A*-G (or equiv)			% of pupils achieving at least one qualification		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
LA Average	63%	64%	60%	30%	31%	30%	63%	67%	62%	86%	71%	71%	95%	92%	94%	99%	97%	98%
England Average	59%	53%	54%	23%	23%	23%	60%	56%	56%	82%	64%	65%	94%	90%	91%	100%	98%	98%
Secondary Schools																		
Harris Academy Merton	74%	58%	57%	17%	14%	8%	74%	61%	60%	100%	68%	65%	100%	92%	94%	100%	97%	100%
Harris Academy Morden	56%	56%	40%	6%	17%	5%	58%	64%	40%	78%	60%	69%	91%	88%	91%	99%	96%	95%
Raynes Park High School	44%	56%	63%	23%	21%	21%	46%	59%	64%	71%	62%	69%	93%	88%	96%	99%	99%	100%
Ricards Lodge High School	68%	71%	66%	46%	39%	34%	68%	71%	68%	95%	79%	78%	99%	95%	95%	100%	100%	100%
Rutlish School	64%	70%	64%	34%	43%	44%	65%	70%	64%	85%	81%	82%	99%	100%	99%	100%	100%	100%
St Mark's Church of England Academy	52%	49%	34%	14%	11%	7%	52%	54%	39%	86%	51%	39%	92%	91%	93%	98%	98%	98%
Ursuline High School Wimbledon	75%	87%	82%	54%	61%	63%	75%	87%	82%	97%	94%	93%	100%	99%	100%	100%	100%	100%
Wimbledon College	80%	72%	66%	39%	36%	34%	81%	75%	70%	90%	74%	71%	100%	98%	98%	100%	99%	99%
Special Schools																		
Cricket Green School	0%	NE	NE	0%	NE	NE	0%	NE	NE	0%	NE	NE	0%	NE	NE	82%	NE	NE
Melrose School	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	SUPP	0%	67%	33%	25%	100%	75%	83%
Perseid School	SUPP	NE	SUPP	SUPP	SUPP	SUPP	SUPP	NE	SUPP	SUPP	NE	SUPP	SUPP	NE	SUPP	SUPP	NE	SUPP

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Appendix D: Performance Tables: KS5

<http://www.education.gov.uk/schools/performance/>

DfE Performance Tables Post 16 - Outcomes:

	% of A level students achieving														
	Average point score per A level student (full-time equivalent)			Average point score per A level entry			% achieving at least 3 A levels at A*-E			% achieving at least 2 A levels at A*-E			% achieving at least 1 A level at A*-E		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
LA Average	746.8	694.4	726.3	211.9	205.3	213.4	68%	66%	71%	87%	87%	88%	99%	99%	100%
England Average - state funded schools and colleges	782.3	772.7	763.9	211.3	211.2	211.9	79%	78%	77%	92%	92%	92%	100%	100%	100%
Secondary Schools															
Raynes Park High School	699.9	604.4	626.0	199.2	194.9	205.1	71%	48%	48%	92%	85%	77%	100%	100%	99%
Ricards Lodge High School	659.9	633.0	702.2	194.7	199.2	212.0	50%	55%	71%	83%	76%	89%	100%	100%	100%
Rutlish School	668.4	665.6	757.0	192.6	197.8	223.1	75%	78%	90%	90%	96%	97%	100%	100%	100%
St Mark's Church of England Academy	637.1	551.6	701.2	194.3	154.9	196.2	22%	10%	46%	44%	50%	83%	100%	100%	100%
Ursuline High School Wimbledon	786.8	761.5	786.7	223.6	215.2	224.0	90%	78%	81%	96%	92%	90%	100%	98%	100%
Wimbledon College	761.8	688.0	727.4	214.6	203.3	205.7	53%	70%	82%	85%	91%	95%	99%	99%	100%
Sixth Form Centre/Consortia															
RR6	664.6	647.6	724.3	193.5	198.5	216.5	63%	64%	78%	87%	84%	92%	100%	100%	100%

DfE Performance Tables Post 16 – Value Added:

	A level Value Added measure											
	Value Added Score			Confidence limit						Number of A level entries		
	2013	2014	2015	Lower Limit			Upper Limit			2013	2014	2015
				2013	2014	2015	2013	2014	2015			
Secondary Schools												
Raynes Park High School	0.04	-0.07	0.01	-0.12	-0.21	-0.10	0.20	0.07	0.12	94	133	201
Ricards Lodge High School	-0.09	-0.44	-0.10	-0.27	-0.59	-0.22	0.09	-0.28	0.02	41	78	149
Rutlish School	-0.16	-0.07	0.08	-0.33	-0.23	-0.06	0.02	0.09	0.21	54	61	103
St Mark's Church of England Academy	-0.28	-0.16	-0.27	-0.65	-0.44	-0.44	0.09	0.11	-0.10	17	17	79
Ursuline High School Wimbledon	0.09	-0.02	-0.02	-0.01	0.12	-0.09	0.19	0.07	0.06	292	299	528
Wimbledon College	-0.13	-0.03	-0.19	-0.23	-0.13	-0.28	-0.02	0.08	-0.11	254	240	422
Sixth Form Centre/Consortia												
RR6		-0.34	-0.05		-0.46	-0.15		-0.21	0.05		139	252

Appendix E: Contextual Groups Tables

The detail in the following tables is sourced from the Merton RAISEonline 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. Do note that this version is the first summary (known as the un-validated version). The final summary will be published later in the year.

The attached show a summary of some of the key data for Merton secondary and primary schools.

Some measures have been tested for significance. Outcomes significantly higher than national levels are shaded green. Outcomes significantly below national averages are shaded blue. Where significance judgements are available, the above colours will be used.

Although significance judgements are not given for value added progress, the RAISEonline report gives percentile rankings for these measures [1 is highest, 100 is lowest].

The percentile ranking for overall VA for primary pupils is 11. This means that Merton pupils made more progress than pupils in 89% of other LAs nationally.

The percentile ranking for the best 8 subjects at KS4 (VA) for secondary pupils is 8. This means that Merton pupils made more progress than pupils in 92% of other LAs nationally.

Attainment:

	Primary: % Level 4 and above in reading, writing & maths					Secondary: % 5+ A-C grades (or equiv) including English and maths GCSEs				
	No. of pupils 2015	Merton			National	No. of pupils 2015	Merton			National
		2013	2014	2015	2015		2013	2014	2015	2015
All Pupils	2015	78%	79%	80%	80%	1528	63%	64%	58%	56%
Gender										
Male	1020	75%	79%	87%	77%	798	61%	59%	55%	51%
Female	995	81%	80%	83%	83%	730	64%	70%	60%	60%
Disadvantaged pupils										
Disadvantaged pupils	554	68%	70%	72%	70%	521	46%	46%	41%	36%
Other pupils	1461	83%	83%	83%	85%	1007	70%	73%	66%	63%
Prior Attainment										
Low	328	31%	35%	35%	33%	271	15%	15%	14%	6%
Middle	1123	87%	88%	90%	88%	697	66%	66%	59%	50%
High	403	100%	100%	100%	99%	390	96%	96%	91%	90%
Non-mobile pupils										
Pupils on roll throughout years 5 and 6 / 10 and 11	1867	79%	80%	82%	81%	1466	63%	65%	59%	57%
English as a First Language										
English or believed to be English	1072	78%	80%	81%	81%	991	61%	62%	56%	56%
Other than English or believed to be other	929	78%	80%	80%	77%	537	66%	70%	60%	54%
Special Educational Needs										
No SEN	1660	90%	90%	89%	90%	1260	72%	74%	64%	63%
SEN support	300	34%	40%	39%	43%	188	34%	33%	32%	23%
SEN with statement or EHC plan	55	33%	23%	31%	16%	80	14%	8%	11%	9%
Ethnicity Group										
White British	650	80%	79%	83%	81%	537	59%	62%	57%	56%
White Irish	7	67%	92%	86%	85%	13	75%	89%	77%	66%
Traveller of Irish Heritage	0	0%	80%	n/a	43%	<10	n/a	n/a	0%	17%
Gypsy/Roma	<10	33%	100%	50%	29%	<10	33%	67%	0%	8%
Any other White background	258	79%	77%	80%	73%	186	70%	71%	63%	52%
Mixed White & Black Caribbean	53	71%	78%	70%	77%	55	55%	63%	47%	48%
Mixed White & Black African	30	74%	92%	97%	81%	18	57%	62%	94%	58%
Mixed White & Asian	31	66%	85%	77%	85%	26	75%	73%	77%	66%
Any other mixed background	73	79%	75%	78%	82%	45	70%	58%	62%	60%
Asian or Asian British Indian	53	87%	86%	89%	87%	22	88%	77%	82%	71%
Asian or Asian British Pakistani	124	67%	76%	79%	77%	82	73%	71%	66%	50%
Asian or Asian British Bangladeshi	26	75%	100%	92%	83%	22	59%	77%	59%	61%
Any other Asian background	229	88%	90%	87%	84%	120	64%	72%	63%	64%
Black or Black British Caribbean	91	64%	75%	64%	75%	110	47%	53%	40%	45%
Black or Black British African	219	74%	70%	75%	81%	171	61%	58%	54%	55%
Any other Black background	53	82%	69%	72%	77%	49	62%	56%	35%	45%
Chinese	22	100%	92%	86%	88%	<10	57%	60%	80%	76%
Any other ethnic group	70	88%	79%	81%	76%	47	75%	64%	60%	56%

Expected Progress:

	No. of pupils 2015	Primary: % expected progress in reading				Primary: % expected progress in writing				No. of pupils 2015	Secondary: % expected progress in English			
		Merton			National	Merton			National		Merton			National
		2013	2014	2015	2015	2013	2014	2015	2015		2013	2014	2015	2015
All Pupils	2015	94%	94%	94%	91%	96%	96%	97%	94%	1528	75%	81%	77%	69%
Gender														
Male	1020	93%	95%	94%	90%	95%	96%	97%	93%	798	73%	79%	77%	64%
Female	995	95%	93%	94%	92%	96%	97%	97%	95%	730	78%	83%	76%	75%
Disadvantaged pupils														
Disadvantaged pupils	554	92%	90%	92%	88%	95%	95%	97%	92%	521	66%	72%	67%	57%
Other pupils	1461	95%	96%	95%	92%	97%	97%	97%	95%	1007	79%	86%	82%	74%
Prior Attainment														
Low	328	88%	88%	88%	80%	94%	94%	96%	87%	271	55%	68%	63%	52%
Middle	1123	96%	96%	97%	95%	96%	96%	97%	96%	697	76%	84%	78%	68%
High	403	94%	95%	96%	92%	97%	99%	99%	96%	390	92%	89%	87%	81%
Non-mobile pupils														
Pupils on roll throughout years 5 and 6 / 10 and 11	1867	94%	94%	95%	91%	96%	97%	97%	95%	1466	76%	82%	77%	71%
English as a First Language														
English or believed to be English	1072	94%	94%	94%	91%	96%	96%	96%	94%	991	72%	79%	75%	69%
Other than English or believed to be other	929	93%	94%	95%	91%	95%	96%	98%	94%	537	83%	87%	81%	75%
Special Educational Needs														
No SEN	1660	96%	97%	97%	94%	98%	98%	98%	97%	1260	81%	87%	81%	74%
SEN support	300	86%	85%	86%	83%	87%	91%	91%	88%	188	63%	68%	69%	54%
SEN with statement or EHC plan	55	80%	77%	73%	49%	85%	81%	93%	54%	80	31%	28%	38%	29%

	No. of pupils 2015	Primary: % expected progress in reading				Primary: % expected progress in writing				No. of pupils 2015	Secondary: % expected progress in English			
		Merton			National	Merton			National		Merton			National
		2013	2014	2015	2015	2013	2014	2015	2015		2013	2014	2015	2015
Ethnicity Group														
White British	650	95%	94%	94%	91%	96%	96%	97%	94%	537	70%	77%	72%	69%
White Irish	7	100%	100%	83%	94%	91%	100%	100%	97%	13	78%	100%	92%	77%
Traveller of Irish Heritage	0	100%	100%	n/a	83%	50%	100%	n/a	86%	<10	n/a	n/a	0%	35%
Gypsy/Roma	<10	100%	100%	100%	74%	100%	100%	100%	78%	<10	33%	67%	0%	34%
Any other White background	258	96%	97%	98%	91%	94%	95%	98%	94%	186	84%	89%	85%	75%
Mixed White & Black Caribbean	53	94%	98%	94%	91%	96%	96%	92%	94%	55	77%	76%	69%	65%
Mixed White & Black African	30	96%	92%	97%	91%	96%	100%	100%	94%	18	67%	75%	100%	75%
Mixed White & Asian	31	89%	97%	96%	93%	96%	97%	96%	95%	26	77%	88%	96%	76%
Any other mixed background	73	96%	94%	95%	92%	96%	98%	97%	95%	45	81%	73%	84%	74%
Asian or Asian British Indian	53	89%	96%	98%	93%	98%	96%	100%	96%	22	87%	79%	90%	81%
Asian or Asian British Pakistani	124	91%	93%	94%	89%	91%	100%	98%	94%	82	88%	91%	86%	70%
Asian or Asian British Bangladeshi	26	97%	100%	100%	93%	97%	100%	100%	96%	22	63%	92%	80%	78%
Any other Asian background	229	93%	96%	95%	92%	98%	98%	96%	95%	120	79%	87%	80%	80%
Black or Black British Caribbean	91	89%	88%	94%	90%	96%	94%	94%	93%	110	67%	76%	67%	66%
Black or Black British African	219	93%	89%	92%	92%	95%	96%	99%	95%	171	82%	85%	79%	75%
Any other Black background	53	92%	82%	90%	90%	94%	96%	92%	93%	49	81%	80%	69%	68%
Chinese	22	100%	100%	94%	94%	100%	100%	100%	97%	<10	75%	75%	100%	85%
Any other ethnic group	70	95%	92%	95%	91%	95%	96%	95%	94%	47	81%	85%	78%	76%

	No. of pupils 2015	Primary: % expected progress in maths				No. of pupils 2015	Secondary: % expected progress in maths			
		Merton			National		Merton			National
		2013	2014	2015	2015		2013	2014	2015	2015
All Pupils	2015	92%	92%	92%	90%	1528	78%	76%	72%	66%
Gender										
Male	1020	93%	93%	93%	90%	798	78%	73%	71%	64%
Female	995	91%	91%	91%	89%	730	78%	80%	74%	68%
Disadvantaged pupils										
Disadvantaged pupils	554	90%	89%	88%	86%	521	65%	61%	56%	49%
Other pupils	1461	93%	93%	93%	91%	1007	83%	84%	81%	72%
Prior Attainment										
Low	328	83%	79%	84%	76%	271	50%	46%	47%	32%
Middle	1123	92%	97%	93%	92%	697	81%	78%	73%	67%
High	403	98%	97%	94%	93%	390	92%	92%	88%	82%
Non-mobile pupils										
Pupils on roll throughout years 5 and 6 / 10 and 11	1867	92%	92%	92%	90%	1466	79%	77%	73%	67%
English as a First Language										
English or believed to be English	1072	90%	90%	90%	89%	991	74%	72%	69%	66%
Other than English or believed to be other	929	94%	95%	94%	92%	537	87%	85%	80%	72%
Special Educational Needs										
No SEN	1660	95%	96%	94%	93%	1260	86%	85%	78%	72%
SEN support	300	81%	81%	82%	79%	188	57%	52%	54%	42%
SEN with statement or EHC plan	55	64%	56%	80%	47%	80	28%	17%	30%	21%
Ethnicity Group										
White British	650	91%	89%	90%	89%	537	71%	71%	69%	65%
White Irish	7	100%	91%	100%	91%	13	78%	84%	85%	71%
Traveller of Irish Heritage	0	0%	100%	n/a	81%	<10	n/a	n/a	0%	24%
Gypsy/Roma	<10	100%	100%	100%	76%	<10	0%	67%	0%	19%
Any other White background	258	95%	94%	95%	92%	186	87%	86%	80%	71%
Mixed White & Black Caribbean	53	96%	88%	90%	87%	55	74%	73%	62%	56%
Mixed White & Black African	30	96%	92%	90%	90%	18	80%	83%	100%	68%
Mixed White & Asian	31	93%	97%	85%	92%	26	84%	85%	77%	73%
Any other mixed background	73	92%	90%	92%	90%	45	83%	67%	73%	69%
Asian or Asian British Indian	53	96%	94%	96%	94%	22	91%	86%	81%	83%
Asian or Asian British Pakistani	124	94%	94%	92%	90%	82	93%	86%	88%	65%
Asian or Asian British Bangladeshi	26	100%	100%	96%	92%	22	81%	88%	85%	75%
Any other Asian background	229	97%	97%	98%	93%	120	88%	87%	83%	82%
Black or Black British Caribbean	91	83%	92%	80%	87%	110	68%	69%	64%	58%
Black or Black British African	219	89%	89%	90%	91%	171	78%	76%	69%	72%
Any other Black background	53	92%	91%	84%	87%	49	71%	68%	53%	61%
Chinese	22	100%	100%	90%	97%	<10	100%	70%	100%	93%
Any other ethnic group	70	91%	98%	98%	92%	47	98%	84%	83%	75%

Value Added:

	Primary: Key Stage 1 to Key Stage 2 value added					Secondary: Key Stage 2 to Key Stage 4 value added				
	No. of pupils 2015	Merton			National	No. of pupils 2015	Merton			National
		2013	2014	2015	2015		2013	2014	2015	2015
All Pupils	1854	100.8	100.6	100.6	100.0	1358	1009.7	1019.2	1017.7	1000.0
Gender										
Male	929	101.0	100.9	100.8	100.1	691	998.9	1011.9	1012.9	991.2
Female	925	100.5	100.3	100.4	99.8	667	1021.7	1027.4	1022.6	1009.0
Disadvantaged pupils										
Disadvantaged pupils	535	100.4	99.9	100.2	99.8	476	996.3	994.7	987.5	975.9
Other pupils	1319	100.9	100.8	100.8	100.1	882	1015.8	1031.3	1034.0	1008.8
Prior Attainment										
Low	328	101.0	100.8	100.9	100.2	271	1005.8	1018.2	1011.7	1000.1
Middle	1123	100.7	100.5	100.5	100.0	697	1008.8	1021.9	1019.9	1000.0
High	403	100.6	100.5	100.7	99.8	390	1014.6	1014.1	1017.9	999.9
Non-mobile pupils										
Pupils on roll throughout years 5 and 6 / 10 and 11	1787	100.8	100.6	100.6	100.0	1332	1012.8	1021.9	1018.9	1001.2
English as a First Language										
English or believed to be English	1037	100.4	100.1	100.2	99.8	948	997.7	1005.0	1006.3	996.1
Other than English or believed to be other	816	101.3	101.2	101.2	100.7	410	1041.9	1056.6	1044.1	1029.0
Special Educational Needs										
No SEN	1513	101.0	100.8	100.8	100.1	1105	1018.6	1030.7	1026.0	1004.7
SEN support	287	100.0	99.8	99.7	99.3	178	986.6	991.3	997.0	972.1
SEN with statement or EHC plan	54	100.0	98.0	99.4	97.9	75	948.7	908.7	944.2	975.2
Ethnicity Group										
White British	647	100.4	100.2	100.2	99.8	518	986.1	995.8	1004.4	994.9
White Irish	<10	101.2	100.9	100.0	100.4	13	996.7	1026.2	1049.0	1005.5
Traveller of Irish Heritage	0	97.1	101.5	n/a	99.7	<10	n/a	n/a	809.7	906.1
Gypsy/Roma	<10	100.4	102.0	99.2	99.6	<10	887.8	922.8	809.7	950.0
Any other White background	205	101.6	100.9	101.5	101.0	126	1035.0	1057.4	1047.0	1030.5
Mixed White & Black Caribbean	50	100.2	99.8	99.8	99.7	55	1002.5	1016.6	996.0	985.2
Mixed White & Black African	29	100.5	99.5	100.5	100.1	18	1005.7	1036.1	1053.0	1006.9
Mixed White & Asian	24	100.7	101.5	100.5	100.3	24	1010.8	1045.0	1025.3	1009.5
Any other mixed background	66	101.1	100.2	100.4	100.3	43	1028.9	999.6	1029.6	1007.3
Asian or Asian British Indian	48	101.2	101.7	101.6	100.7	20	1039.5	1039.5	1034.9	1031.1
Asian or Asian British Pakistani	109	101.3	101.3	100.6	100.1	62	1053.0	1065.8	1048.6	1010.4
Asian or Asian British Bangladeshi	25	100.8	100.9	100.4	100.6	19	1023.1	1042.6	1029.8	1027.8
Any other Asian background	213	101.9	101.9	101.8	101.0	99	1040.9	1042.5	1044.7	1036.1
Black or Black British Caribbean	88	99.8	99.5	99.5	99.7	105	1000.2	1002.6	998.2	996.7
Black or Black British African	205	100.5	100.1	100.7	100.5	153	1024.0	1041.2	1022.0	1024.4
Any other Black background	51	100.4	99.9	99.4	100.2	45	1016.1	1010.3	987.4	1008.0
Chinese	18	101.6	102.5	102.1	101.6	<10	1031.4	1035.0	1114.8	1043.9
Any other ethnic group	58	101.1	101.1	100.8	100.9	38	1048.9	1044.7	1040.4	1037.6

Appendix F: The Achievement of Pupils in the Virtual School

1. 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 on the basis of children who have been continuously looked after for at least 12 months on 31st March. This is the data that is used in this report, allowing comparisons with national datasets which are collected at the same time.
2. The national dataset regarding the achievement of LAC for 2015 is not yet available. The latest national comparisons that appear in this report are from 2014.
3. It should also be noted that, although their achievement is not noted in this report, the Virtual School supports all Merton LAC, however long they have been registered as such, and whether they are included in the SSDA903 return.
4. When a child or young person becomes looked after, the Virtual School strives to complete a retrospective chronology which includes details of schools attended and educational attainment and progress to date. This data is used to track individual and cohort performance and allows analysis against local and national indicators.
5. Please refer to Chapter 4 of this report for background information about these assessments

Early Years Foundation Stage

6. EYFSP outcomes

EYFSP Good Level of Development (GLD)	2014		2015	
	Percentage GLD	No. of Children	Percentage GLD	No. of Children
Merton LAC	0%	0	50%	2
Merton All Pupils	60%		68%	
National All Pupils	60%		66%	

7. One child who was assessed using the EYFSP achieved the good level of development. The other child scored well, achieving the expected standard in many areas, but was missing achievement in a few key areas (notably in those related to social communication), meaning she didn't achieve the GLD. This child has now transitioned to Year 1 and ongoing tracking of her progress indicates this is accelerating.
8. The tiny number of children in this cohort mean that all data, especially when comparing with national averages, should be viewed with caution. However, this tiny number is also indicative of the success of the Borough's Early Help strategies that have either prevented children becoming looked after, or have achieved permanency for children through adoption.
9. No national LAC cohort information is available for comparison at this key stage.

Key Stage 1

10. Year 1 Phonics Screening Check outcomes

Phonics Screening Check (Year 1)	2013		2014		2015	
	Percentage achieving standard	No. of Children	Percentage achieving standard	No. of Children	Percentage achieving standard	No. of Children
Merton LAC	0%	1	20%	5	n/a	0
Merton All Pupils	68%		76%		77%	
National All Pupils	69%		74%		77%	

11. No Merton LAC were on roll in Year 1 as of the 31st March, and so there are no Merton outcomes for this year.

12. KS1 SATs outcomes

Key Stage 1 - READING	2013				2014				2015			
	2c+	2b+	3+	No.	2c+	2b+	3+	No.	2c+	2b+	3+	No.
Merton LAC	100%	100%	100%	1	100%	100%	0%	1	83%	50%	0%	6
Merton All Pupils	87%	76%	26%		89%	80%	29%		90%	81%	29%	
National LAC	69%				71%				TBC			
National All Pupils	89%	79%	29%		90%	81%	31%		90%	82%	32%	

Key Stage 1 - WRITING	2013				2014				2015			
	2c+	2b+	3+	No.	2c+	2b+	3+	No.	2c+	2b+	3+	No.
Merton LAC	100%	100%	0%	1	100%	100%	0%	1	83%	33%	0%	6
Merton All Pupils	81%	62%	12%		84%	65%	14%		87%	69%	16%	
National LAC	61%				61%				TBC			
National All Pupils	85%	67%	15%		86%	70%	16%		88%	72%	18%	

Key Stage 1 - MATHS	2013				2014				2015			
	2c+	2b+	3+	No.	2c+	2b+	3+	No.	2c+	2b+	3+	No.
Merton LAC	100%	100%	100%	1	100%	0%	0%	1	83%	33%	0%	6
Merton Schools All Pupils	90%	73%	21%		92%	79%	24%		92%	78%	26%	
National LAC	71%				72%				TBC			
National All Pupils	91%	78%	23%		92%	80%	24%		93%	82%	26%	

13. 83% of Merton LAC (five of the cohort of six) attained the expected Level 2c or above in reading, writing and mathematics. This is below the national averages for all pupils in each of these subjects, but above the national averages for LAC nationally in 2014. The one child that did not achieve the expected Level 2 or above made slow progress over the key stage, and will be targeted for support as she moves into Year 3.

Key Stage 2

14. Key Stage 2 SATs outcomes

Key Stage 2 - Reading	2013				2014				2015			
	4c+	4b+	5+	No.	4c+	4b+	5+	No.	4c+	4b+	5+	No.
Merton LAC	100%	100%	67%	5	100%	100%	50%	3	100%	100%	0%	2
Merton All Pupils	90%	79%	49%		91%	80%	52%		91%	82%	52%	
National LAC	63%				68%				TBC			
National All Pupils	86%	75%	45%		89%	78%	50%		89%	80%	49%	

Key Stage 2 - Writing	2013			2014			2015		
	4+	5+	No.	4+	5+	No.	4+	5+	No.
Merton LAC	100%	33%	5	100%	0%	3	100%	50%	2
Merton All Pupils	85%	33%		86%	36%		89%	38%	
National LAC	55%			59%			TBC		
National All Pupils	74%	48%		76%	52%		89%	43%	

Key Stage 2 - Maths	2013				2014				2015			
	4c+	4b+	5+	No.	4c+	4b+	5+	No.	4c+	4b+	5+	No.
Merton LAC	100%	67%	33%	5	100%	50%	0%	3	100%	50%	50%	2
Merton All Pupils	86%	77%	47%		88%	78%	46%		89%	79%	45%	
National LAC	59%				61%				TBC			
National All Pupils	85%	73%	41%		86%	76%	42%		89%	80%	49%	

15. Both LAC pupils in Year 6 achieved the expected Level 4 or above in all three subjects: one child achieved the higher Level 5. The percentage puts the achievement of LAC in Merton well above the national averages.

Key Stage 4

16. Key Stage Four outcomes

GCSE	2014					2015				
	Any passes	5+ GCSEs at Grade A*-G or equivalent	5+ GCSEs at Grade A*-C or equivalent	5+ GCSEs Grade A*-C (or equivalent) incl En/maths	No. of Children	Any passes	5+ GCSEs at Grade A*-G or equivalent	5+ GCSEs at Grade A*-C or equivalent	5+ GCSEs Grade A*-C (or equivalent) incl En/maths	No. of Children
Merton LAC	60%	60%	40%	0%	5	75%	33%	8%	8%	12
Merton Schools All Pupils	97%	92%	71%	64%			94%	69%	58%	
National LAC			16%	12%		To be published 2016				

17. 8% of Merton LAC achieved 5+ GCSEs at Grade A*-C including English and mathematics (this represents one child). This is below the 2014 national average for LAC of 12%. The achievement of students at this key stage will be an ongoing priority for the Virtual School in the coming year.
18. Of the 12 students in this cohort, eight (67%) had special educational needs, including seven with statements. These proportions are well above national averages, and well above the proportion of LAC students last year with SEN (20%).

Post 16

19. Post 16 Outcomes

20. Three young people followed A level/ A level equivalent courses.

Young Person	Courses and grades as shared by student	Destination
A	Btech Performing Arts (Distinction) Btech Art (Merit) 'A' level Sociology	Roehampton University to read psychology
B	'A' level English Literature, Psychology and Sociology (grades CDE)	Christ Church Canterbury
C	3 A levels	Gap year

21. 52 out of 67 young people aged 16 or above have pursued were successful in a range of courses, from Entry Level to Level 3.
22. Six young people have completed their degrees (three in nursing; one in Computer Science; one HND in Health and Social Care; one HND in Event Management (Hospitality)).

Actions undertaken by the Virtual School to secure outcomes

Ofsted

23. The Virtual School strives to ensure that all children and young people attend good or outstanding schools and consequently records the overall judgement awarded at the school's most recent Ofsted Inspection. Where a LAC remains in a school judged to be less than good, very careful consideration has been given to the child's situation, and it has been decided that a move would not be in the child's best interest. Children would not normally be placed in schools or settings where the judgement is less than good. Where a school's category changes to become less than good, discussions are held as to whether it remains appropriate for the child to remain at the school, and monitoring of the pupil's progress increases.
24. 81% of statutory school aged pupils attend schools, where a grade is known, that are good or better. This is the same as the proportion attending such schools in 2014.
25. In the primary phase 76% of pupils attend schools, where a grade is known, that are good or better. Of those attending in borough primary schools where a grade is known, 70% attend schools that are good or better. Of those attending other borough schools, 71% attend good or better schools.
26. In the secondary phase 87% of pupils attend schools, where a grade is known, that are good or better. Of those pupils attending in borough schools where a grade is known 93% attend schools that are good or better. Of those pupils attending other borough schools 81% attend good or better schools.
- 27.

	At school in	Outstanding	Good	Satisfactory/ RI	No current category	Total
EY/Primary	Merton	1	6	3	4	14
	Other borough	1	14	6	0	21
Secondary	Merton	6	20	2	1	29
	Other borough	10	16	6	5	37
Total		18	56	17	10	101
% of Merton LAC		17.8%	55.4%	14.6%	11.9%	

Personal Education Plans (PEPs)

28. All LAC must have a care plan, of which a 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.
29. During 2014/15 281 initial and review PEPs were completed. 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. Statutory guidance issued in July 2014 also requires that a child's PEP is reviewed each term. In order to comply with this increased requirement in the context of the school's current capacity, one review each year now needs to be completed by telephone consultation.

The Virtual School has robust systems and processes to track, monitor and report on their timeliness and quality.

30. Much work has been undertaken during the academic year to ensure that the PEP embedded with the new Social Care Information System meets developing needs for planning and tracking progress. The Virtual School works in close partnership with social workers to coordinate meetings and record and administer PEPs. The Virtual School has now taken responsibility for ensuring PEP data is entered on CareFirst which has improved the accuracy of educational data for monitoring and tracking purposes.

Pupil Premium

31. The Virtual School is allocated a pupil premium grant of £1900 for each Looked After Child by the government. This grant is passed to schools in the maintained sector and non-maintained special schools attended by LAC, to remove barriers to learning and to accelerate progress. Qualifying schools received £600 per LAC per term during 2014/15, allowing for the grant to follow the child if a school move occurred. 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. The Virtual School monitors the impact of pupil premium funded interventions via the Pupil's Education Plan.
32. The grant was used for:
- Learning resources
 - Academic intervention programmes
 - Behavioural, emotional, mental health Interventions
 - Additional 1:1 support
 - Out of school learning including educational visits
 - Technology – hardware/software
 - Specialist tuition/equipment e.g. music lessons
 - Subject tuition
 - Clubs and activities
33. The grant was also used to fund requests for additional resources for exceptional need and in several instances has helped a pupil to retain a mainstream school place during particularly difficult times.

Key priorities of the Virtual School 2014/15

- a) To improve the educational outcomes for Looked After Children and reduce vulnerability to spending time not in employment, education or training (NEET) remains a national and local priority. In Merton, the particular focus is to improve educational outcomes at Key Stage 4.
- b) To review the membership and terms of reference of the Virtual School Steering Group/Governing Body to ensure strategic and operational decisions and processes support good educational outcomes for Looked After Children and Care Leavers.

Appendix G: Glossary of Acronymns

CAP	Chronic Absence Project
CPD	Continuing Professional Development
EHCP	Education, Health and Care Plan
ELG	Early Learning Goal
EPS	Educational Psychology Service
ETE	Education Training and Employment
EYFSP	Early Years Foundation Stage Profile
FSM	Free School Meals
GLD	Good Level of Development
KS1/2/4/5	Key Stage 1/2/4/5
LA	Local Authority
LAC	Looked After Children
MEP	Merton Education Partner
MEP	Merton Education Partnership
MLE	Merton Leader in Education
MSI	Merton School Improvement
NEET	Not in Education, Employment or Training
NQT	Newly Qualified Teacher
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
TA	Teaching Assistant
TAMHS	Targeted Mental Health in Schools
VBS	Virtual Behaviour Service

SCRUTINY REVIEW OF SCHOOL LEADERSHIP SUCCESSION PLANNING

ACTION PLAN

RECOMMENDATIONS	ACTIONS	BY WHOM	UPDATE February 2016
<p>1. That Cabinet develop a council policy on succession planning which includes a number of principles and support mechanisms available to schools to support them in developing their individual school policies.</p>	<p>Schools ask to share any existing policies on succession planning</p> <p>Draft succession planning policy to be developed with schools and sent to Governing Bodies.</p>	<p>SIS</p>	<p>No formal council policy has been established.</p> <p>Succession planning policy being discussed with head teachers. This is part of the revised school improvement strategy being developed by the MSI team.</p>
<p>2a. That Cabinet ensure that the corporate communications team run a campaign, as part of their work programme, which shares the good news stories from schools, profiling headteachers and their experiences, communicating how worthwhile the role is to prospective candidates.</p>	<p>My Merton editorial team to plan in school articles for 2015-2016</p>	<p>Comms</p>	<p>Positive news stories about Merton schools routinely appear in My Merton.</p> <p>Future emphasis needs to be more focused on placing helpful articles etc in teacher/headteacher 'trade' press.</p> <p>Grebot Donnelly – Celebrating Success – highlight exam results and good news stories.</p>

<p>2b. The communications team should also seek to promote and publicise the range of development programmes and resources available to schools to support leadership development, alongside the campaign.</p>	<p>The SAMs CPD website promoted Merton Education Partnership (MEP) recruitment materials to be published when ready.</p>	<p>MEP Comms</p>	<p>Merton Education Partnership with LA officers' support has developed a website with information on leadership development opportunities and support available for prospective school leaders. This is linked to Merton's recruitment website and the national 'e-teach' website.</p> <p>News page on website used to direct senior leaders to other opportunities – LA courses, local teaching school programmes, National College NPQSL and NPQML</p> <p>Currently 16 specific leadership programmes advertised on the website.</p>
<p>3. That Cabinet include ensuring diversity in school leadership as a key commitment in the corporate equality scheme.</p>	<p>Corporate Equalities and CSF equalities plan include diversity within leadership as an action</p>	<p>CS</p>	<p>To be progressed in 2015-16 CSF Dept Equalities and Community Cohesion Action (ECCA) Plan. CSF rep on corporate equalities group also to promote objective in 2015-16 refresh of Corporate Equalities Strategy</p> <p>2x ½ day sessions delivered to HT and senior leaders around diversity training.</p>
<p>4. That Cabinet consult schools and the Merton Education Partnership on setting up refresher training for heads and governors, at appropriate intervals, on</p>	<p>Scope opportunities and costings for diversity training for heads and Governors</p> <p>Produce Draft model of succession planning policy</p>	<p>SIS</p>	<p>Heads were consulted and refresher training was delivered in March 15. A further session is planned for summer term and will be repeated periodically.</p> <p>New Headteacher Induction programme refreshed. 7 new headteachers in September 2015.</p>

incorporating diversity in schools succession planning policies.			<ul style="list-style-type: none"> - New induction booklet - 2 x half day briefing sessions from team managers - 2 full day workshops on stress management
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<p>5. That Cabinet, in consultation with the Merton Education Partnership, establish a mentoring and coaching programme and confidential forum for teachers, aspiring heads and headteachers to support career progressions and succession planning, in particular that female and BME coaches and mentors be employed to support aspiring heads in these groups and that any barriers be identified to progression.</p>	<p>Develop existing mentoring and coaching programmes for aspiring leaders to include BME participants</p>	<p>SIS</p>	<p>Heads have agreed to the establishment of a BME forum for teachers. School Improvement Service is currently seeking to identify/encourage leadership for the forum. Any mentoring and coaching would need to be undertaken by forum members as the LA has no available resources.</p> <p>Merton Education Partnership has employed two retired Merton head teachers to provide confidential coaching for all headteachers.</p>
<p>6. That Cabinet commission the ISN to undertake a survey of female and BME teachers to identify issues and gaps to better support career progression and professional development opportunities for women and BME candidates.</p>	<p>Commission a survey of BME staff</p>	<p>SIS</p>	<p>This survey has been completed and findings were reported to CYP Scrutiny Panel in Feb 2015</p> <p>As a result of BAME survey completed in June by www.innnerstregthconsulting.co.uk</p> <ul style="list-style-type: none"> - 2 sessions of diversity training - Commissioning of BAME leadership programme <p>BAME Leadership programme commissioned from Wandle Teaching School alliance. Will cover 10 sessions, delivered through Chestnut Grove Secondary School and costing £300. Includes 1 to 1 coaching and training.</p>

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<p>7. That Cabinet, in consultation with schools, explore the possibility of establishing a Future Leaders Programme for aspiring headteachers which may be match funded by schools or facilitated through other funding sources, for example, from the National College of teaching and leadership or the Merton Education Partnership. This programme could act on a scholarship basis with the most talented prospective heads approached or nominated by schools across the borough to participate, offering a fast track programme to enable outstanding teachers to apply for headship sooner.</p>	<p>Individual schools will be able to be consider this option.</p>	<p>N/A</p>	<p>There is a substantial programme of leadership development available through Merton’s own Continuous Professional Development offer and provided by the South West London School Effectiveness Partnership. Leaders and future leaders can also access opportunities provided by the National College of School Leadership(NCSL) and other national bodies.</p> <p>Currently promoting a range of other programmes –</p> <ul style="list-style-type: none"> - Primary deputies shadowing programme. Funded to £5,000 by MEP board. - SWLSEP succession planning programme for aspiring senior leaders - Early Leadership courses and twilight sessions - Opportunities for teachers to work in other schools through our Primary Expert Teacher programme.
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<p>8. That Cabinet encourage workforce information be collected more frequently and shared across SWLSEP and Merton schools to aid succession planning. In particular, talent spotting and opportunities for progression.</p>	<p>Formal collection of data is not practical as many schools have their own HR providers not linked to the council so any data would be partial and not likely to be helpful. Informally talent spotting opportunities are already used</p>	<p>N/A</p>	<p>Staff in the School Improvement Service routinely carry out 'talent spotting' and support teaching staff to apply for more senior positions when they become available. Formal coaching and feedback is provided.</p> <p>Over the last two years seven Merton deputies have been successful in obtaining Merton headships of whom three were from BME backgrounds.</p> <p>SWLSEP succession programme currently in 9th year of programme.</p> <p>Have promoted 115 teachers to HT position, who have attended the course.</p> <p>Merton currently chairs the group.</p>
<p>9. That Cabinet invest in publicity materials to attract graduates and those who may be pursuing teaching as a second career to Merton. Promoting the borough as a great place to live and work,</p>	<p>MEP to commission web—based information badging Merton as an excellent place to work and setting out career development opportunities</p>	<p>MEP</p>	<p>Marketing is a key feature in website noted above in 2b.</p> <p>Merton MSI team approached Ricards and Ursuline to develop a Schools Direct programme.</p> <p>Teacher Wimbledon.</p>

<p>with investment in career development and progression opportunities.</p>			<p>Programme to identify and train 'in house' graduates from other professions.</p> <p>Currently identified 35 people.</p> <p>This also runs alongside the Merton Special Teaching School Schools Direct Programme</p>
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10. That Cabinet work with schools to encourage more BME candidates to take up school governor posts to work towards addressing under-representation of women and BME governors and that a comprehensive induction programme be offered to better prepare governors for the role.	Almost all Governing bodies need to reconstitute during 2014-2015 and this could include consideration of the make up of the GB to reflect/represent their community	Merton and Sutton Governor Services	Data currently being obtained. Merton provides a wide-ranging and well evaluated governor training programme.	
11. Bespoke training for governors to refresh when appointment of a new head-teacher is coming up.	Governor training is available to all schools that buy into the Service Level Agreement. Only 2 schools do not and they could not spot purchase.	SIS	Recruitment training for governors is routinely provided in programme noted in 10.	
12. That Cabinet produce and share guidelines with schools to ensure governing bodies are thinking about representation and diversity when appointing headteachers and undertaking succession planning.	Existing guidance to be reviewed in the autumn term	SIS	Recruitment guidance is in place and provides appropriate focus on diversity in school leadership.	

Committee: Children and Young People Overview and Scrutiny Panel

Date: 10 February 2016

Agenda item:

Wards: All

Subject: Update on Developments Affecting Children, Schools and Families Department

Lead officer: Yvette Stanley, Director of Children, Schools and Families Dept

Lead members: Cllr Maxi Martin, Cllr Martin Whelton

Forward Plan reference number: N/A

Contact officer: Paul Ballatt, Assistant Director, Commissioning, Strategy and Performance

Recommendations:

A. Members of the panel note the contents of the report.

1 PURPOSE OF REPORT AND EXECUTIVE SUMMARY

1.1. The report provides members of the panel with information on key developments affecting Children, Schools and Families Department since the panel's last meeting in January 2016.

2 DETAILS

- 2.1 Members of the panel will be aware of the bomb alerts which have disrupted schools in Merton, across London, nationally and in France. The schools affected in Merton included Raynes Park, Ursuline, Wimbledon College, Harris Merton, Ricards Lodge and Bishop Gilpin. These incidents clearly created anxiety and disruption although schools, the council and the police responded well together to minimise the impact on school communities. These alerts appear to have been a combination of co-ordinated recorded messages and copy cat hoaxes and Avon and Somerset Police have been asked to lead a national investigation. At a London level, the DCS is in close contact with senior colleagues in the Metropolitan Police to consider learning from these events and future responses. The council is also reviewing its guidance to schools on responding to critical incidents in light of the threats.
- 2.2 A number of school inspection reports have been published since the last update report. Perseid Special School has retained its rating of outstanding although Beecholme has received a judgement of inadequate. As is required by regulation, an academy sponsor will now need to be identified for the school and the council is working closely with the Department for Education towards this end. Parents and staff of the school have been kept fully informed. Officers are also examining closely the findings of the inspection to inform future school improvement activity.

- 2.3 Brightwell children's home has also received its regular inspection and although the report has not yet been received, verbal feedback on progress made since the last inspection was positive.
- 2.4 Yet another new inspection framework for children's services has been published by Ofsted. The Joint Targeted Area Inspection, to be undertaken jointly by Ofsted, CQC, HMIC and HMIP, will focus on the response by local agencies to all forms of child abuse, neglect and exploitation at the point of identification and will include a detailed examination of the functioning of Multi-agency Safeguarding Hubs, case tracking of assessment and planning activity, the effectiveness of protective responses and risk management and a thematic 'deep dive' into a particular area of safeguarding practice including for children at risk of child sexual exploitation, children missing from home, care or education. This inspection will not be rolled out nationally at this stage but will be undertaken on a risk basis or where a local authority area is thought to have particularly good practice in these issues. Merton is currently preparing a self evaluation and an evidence pack for this inspection.
- 2.5 Ofsted has also recently consulted local authorities on a new inspection framework to examine local areas' effectiveness in identifying and meeting the needs of disabled children and young people and those who have special educational needs. This framework is likely to go live from Spring 2016 and Merton will, as ever, prepare prudently.
- 2.6 The council is currently holding a consultation on school admissions arrangements for 2016-17. Views are being sought on a number of potential changes to arrangements and details of these proposed changes and rationale are contained at **Appendix One**.
- 2.7 Central government has indicated that the Troubled Families Grant to Local Authorities, which Merton has used to implement the successful Transforming Families programme locally, will be reduced in 2016-17. Although details have not yet been provided, officers have been planning to enable the service to be sustained, albeit with lower capacity. Because of the effectiveness of the service to date, the council has been provided with additional funding in the current year. Future funding for the service will be supported by continuing payment by results from central government. In the last few years, the Transforming Families service has been a key element of our approach to minimise the escalation of need for young people who are at risk of entering local authority care or who are engaged in significant criminal/ anti-social behaviour. It is anticipated that the service will retain its focus on these young people in future years.
- 2.8 The department is currently refreshing its Target Operating Model (TOM) documentation which is supporting the next phase of our service transformation and the delivery of the savings the department is required to make over the next two to three years. In addition to an overarching departmental level document, specific TOM documents are being refreshed in respect of early years and children's centres; education and preventive and statutory integrated services. Key elements of the department's approach include reviewing thresholds for services and focusing resources on our statutory duties; streamlining access points for service users; increasing use of new technology to improve efficiency where possible; delivering service

specific change projects; reviewing the department's property needs and refreshing our workforce strategy. Significant re-organisation of the department's functions will also be required. The panel has already received details of some of the major project work in process or planned to deliver our TOMs and further updates can be provided at later meetings.

3. ALTERNATIVE OPTIONS

3.1 None for the purposes of this report.

4. CONSULTATION UNDERTAKEN OR PROPOSED

4.1 None for the purposes of this report.

5. TIMETABLE

5.1 N/A

6. FINANCIAL, RESOURCE AND PROPERTY IMPLICATIONS

6.1 No specific implications from this report.

7. LEGAL AND STATUTORY IMPLICATIONS

7.1 No specific implications from this report..

8. HUMAN RIGHTS, EQUALITIES AND COMMUNITY COHESION IMPLICATIONS

8.1 No specific implications from this report.

9. CRIME AND DISORDER IMPLICATIONS

9.1 No specific implications from this report.

10. RISK MANAGEMENT AND HEALTH AND SAFETY IMPLICATIONS

10.1 No specific implications from this report..

11. APPENDICES – THE FOLLOWING DOCUMENTS ARE TO BE PUBLISHED WITH THIS REPORT AND FORM PART OF THE REPORT

11.1 N/A

BACKGROUND PAPERS

12.1 None

Appendix 1

School Admissions arrangements for 2017 – annual consultation Children and Young People Overview and Scrutiny Panel 10 February 2016

Background

The council should consult annually on its admissions arrangements prior to determination in the spring. There is then an opportunity for stakeholders to appeal to the Office of the School Adjudicator before the arrangements are finally published in August /September for the following year's entry.

The London Borough of Merton is presently consulting on the admission arrangements for all community and voluntary controlled schools for September 2017. The consultation commenced on 7 January and runs until 18 February 2016.

A summary of the changes being consulted on is as follows:

1. Community Primary Schools
 - Amendment to the wording around delayed entry to primary school to specify the application to summer born children, and to remove the application of the policy in 'exceptional circumstances' only
 - Reduction in the Admissions Priority Area (APA)* for Wimbledon Chase Primary School
 - Introduction of an Admissions Priority Area (APA) for Dundonald Primary School
 - A change to the sibling rule for Wimbledon Chase and Dundonald Primary Schools, to prioritise siblings and then other families living within the APA above other siblings and families living outside the APA
2. Community and Voluntary Controlled Secondary Schools
 - Changes to the sixth form entry requirements to RR6 (joint sixth form between Ricards Lodge and Rutlish School)
 - Introduction of a cross sibling policy between Ricards Lodge and Rutlish School

* An Admissions Priority Area (APA) is a defined area whereby residents living inside it will receive a higher priority for entry to a school than those outside it. It does not guarantee entry to a school

Full details of the consultation and the changes being proposed are detailed on the council's website http://www.merton.gov.uk/admission_arrangments_2017-18

3. The consultation has gone to:
 - all Merton primary and secondary schools with requests to share with parents through newsletters/notices
 - neighbouring LAs with a request to share with any interested parties/schools as appropriate
 - nursery applicants naming Wimbledon Chase or Dundonald in the last three rounds
 - all early years providers with a request to share with interested parents

Detail

1. Changes to wording around summer born pupils has been in place since the autumn to comply with the Schools Minister's letter on the subject, and the changes to the sixth form entry requirements for Rutlish and Ricards Lodge are detailed matters on entry requirements.

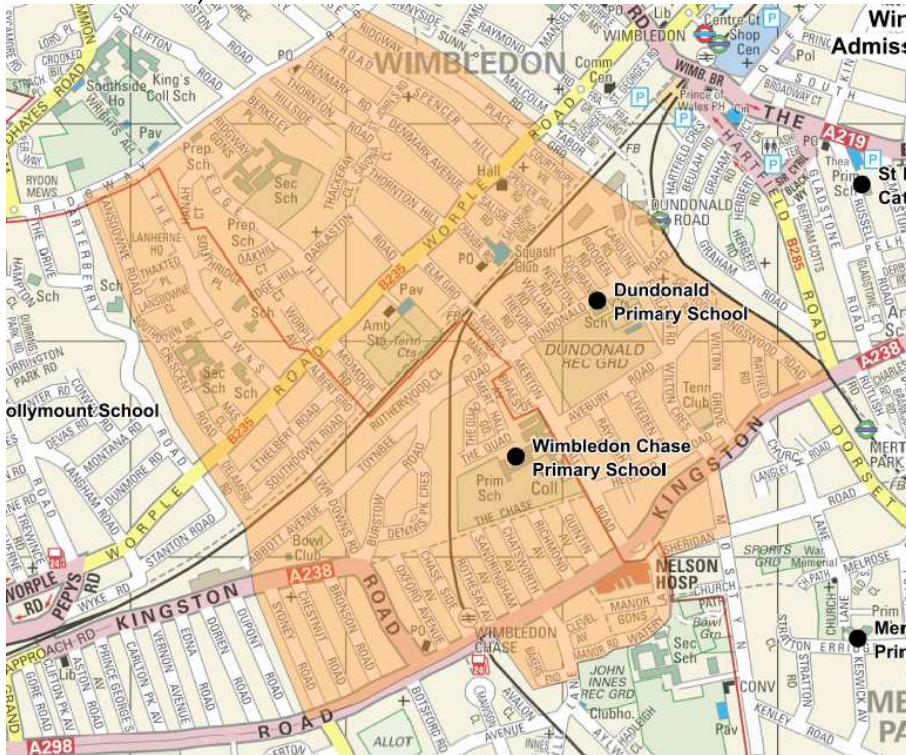
2. Therefore the two significant changes that are being consulted relate to (i) Wimbledon Chase and Dundonald Primary School Admissions Priority area and siblings, and (ii) Ricards and Rutlish joint siblings. The rationale for these changes is therefore outlined below.

Wimbledon Chase and Dundonald Primary School Admissions Priority area and siblings – background and rationale

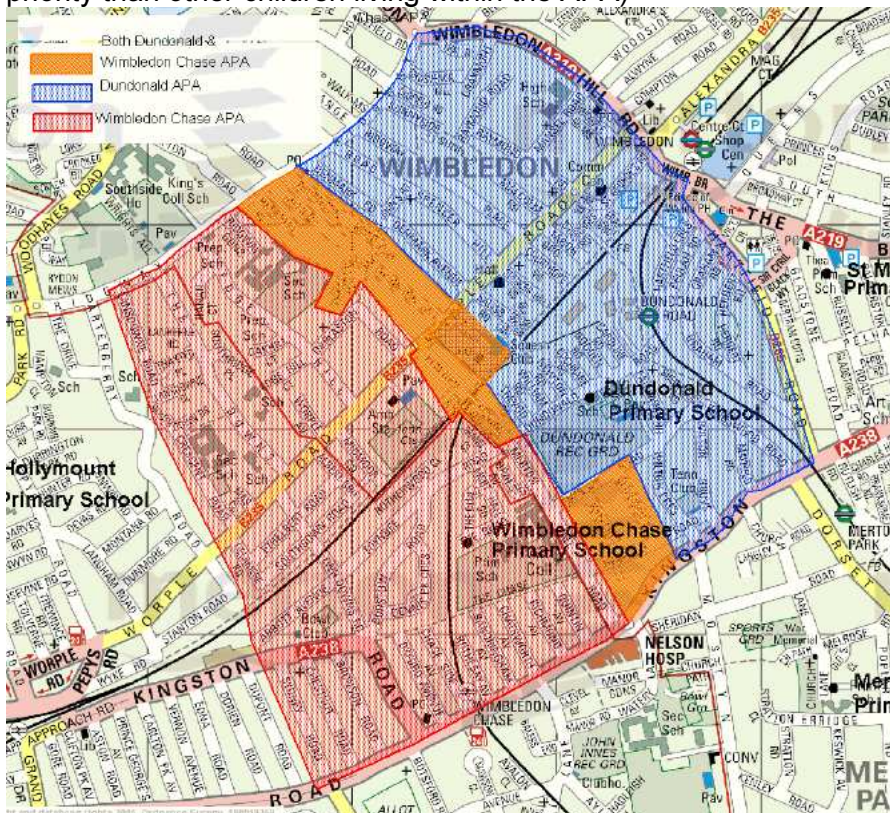
3. To date the council has been robust in defending admissions policies that give priority to siblings, to ensure that families with young children are not inconvenienced by separate school drop-offs.
4. The Schools Minister has indicated a future Admissions Code will strengthen this requirement but the promised consultation is now not due until at least late February.
5. The only place the council's siblings policy has really been challenged through complaints in recent years is for Dundonald and Wimbledon Chase Schools, which are only a few hundred metres apart and in an area where there has been most controversy in providing sufficient local places. Here, parents are concerned about admissions applications from people moving into the area through a property letting for a short period purely to get access into the schools, and then getting priority for all their siblings despite subsequently moving away, thus reducing the distance that the schools can offer places to non-siblings.
6. There have been complaints regarding this issue at Dundonald Primary School for a number of years (though less so last year as the expansion meant it offered to a greater distance), and a growing number of complaints with regard to Wimbledon Chase because the school only offered to 269 metres in 2015 within their Admissions Priority Area (APA); 55 of their 90 places went to siblings
7. Officers have considered having a maximum distance for all siblings, as is being implemented in 2016 for LB Wandsworth for all schools. However, setting a distance for Wimbledon Chase would be random when the distance offered changes from year to year, and is complicated by their APA.
8. The fact that Wimbledon Chase school currently has a large APA (much larger than the actual distance offered) provides the opportunity to ensure that priority is only given to siblings living within the general vicinity of the school.
9. Officers have consulted the headteachers and chairs of governors at both Wimbledon Chase and Dundonald Schools. Both schools would like an APA to be implemented with priority only given to local siblings as a means to address the issue outlined in paragraph 6 above.
10. As can be seen from the map below, the present Wimbledon Chase APA is extremely large compared to the distance it can offer places and it includes the Dundonald Primary School site since, when it was established, Dundonald Primary School only offered its 30 places to just over 100 metres.
11. With Dundonald expanding to 60 places, there is therefore a logic to both schools having complementary admission primary areas and the proposal below ensures all areas currently in the Wimbledon Chase APA either continue in their APA or are in the Dundonald APA, except a small area to the south of the Kingston Road, which

is well served by primary places – for example last year these residents would have been offered a place at either Joseph Hood, Poplar or The Park schools, but, even though they were in the APA, were some distance of being able to obtain a place at Wimbledon Chase.

Existing Wimbledon Chase APA (siblings outside the APA get priority ahead of other children living within the APA)



Proposed Wimbledon Chase and Dundonald APA (siblings living outside the APA get a lower priority than other children living within the APA)



12. Because Dundonald and Wimbledon Chase are so close to each other it is necessary for a small area to be in both APAs to prevent an address being caught in the middle of no places being offered even when it is only 200-300 metres from either school.

Ricards and Rutlish joint siblings – background and rationale

13. Ricards Lodge (Girls) and Rutlish (Boys) are the only non-faith single sex schools state secondary schools in the borough, and are currently the only non-faith schools in the general Wimbledon area, except Raynes Park, to the south west of Raynes Park town centre.

14. Ricards and Rutlish have increased their close links over the past few years, with a joint governor committee and a joint 6th form including a pooled sixth form budget.

15. With aspiring parents in the area looking at many options for secondary schooling such as Grammar Schools, the schools market themselves jointly as ‘the best option for local families in the Wimbledon area’. As part of this ‘offer’ they would like to give families the security that once one sibling is offered a place, so would others of either sex.

16. However, the schools are some 2.2 km apart (straight line distance). Therefore they have different catchment areas.

17. The distance offered in the last 3 years is as follows:

RUTLISH

	Distance on offer day	Distance by end of autumn term
2015	2804	5854
2014	3471	5523
2013	3061	8043

RICARDS

	Distance on offer day	Distance by end of autumn term
2015	3377	4083
2014	3265	4918
2013	3566	4097

Implications of existing policy

18. The different catchment areas of Ricards and Rutlish mean siblings of the same family do not have the same opportunity, with boys to the north of the borough, and girls further south in the borough having less opportunity of a place.

19. This will be an increasing issue if, as expected, the catchment areas of the schools reduce, as demand for places increases.

20. The perception of the schools is that this makes them less popular, as families with boys and girls are put off by the lack of certainty that all their children could receive a comparable education, and inhibits closer links with families.

Estimated practical implications

21. Given the location of Rutlish to the south of Wimbledon town centre, most of the additional siblings for Ricards who would not already be eligible under distance are likely to come from towards the Morden and Mitcham areas. The impact on Rutlish would be the converse, with girls to the north of Wimbledon being able to benefit. However, in considering the admissions patterns over the past few years, the impact on opportunity for school places is likely to be relatively minimal, so there appears to be few negative implications to offset the positive benefit that the schools can market themselves as providing a local offer for a family with boys and girls.

Committee: Children and Young People Overview and Scrutiny Panel

Date: 10 February 2016

Agenda item:

Wards: All wards

Subject: Performance monitoring 2015/16 (Quarter 3/ December 2015)

Lead officer: Paul Ballatt, Assistant Director of Commissioning, Strategy and Performance, Children Schools and Families

Lead member(s): Councillor Maxi Martin; Councillor Martin Whelton.

Forward Plan reference number: n/a

Contact officer: Naheed Chaudhry, Head of Policy, Planning and Performance.

Recommendations: That the Children and Young People's Overview and Scrutiny Panel;

- A. Note the current level of performance as at the end of Quarter 3/ December 2015 (appendix 1)
-

1. **PURPOSE OF REPORT AND EXECUTIVE SUMMARY**

- 1.1. To provide the Children and Young People's Overview and Scrutiny Panel (CYP panel) with a regular update on the performance of the Children, Schools and Families Department and key partners.
- 1.2. Data provided in appendix one is as at the end of December 2015. At the point of publishing this report the January 2016 data had not yet been validated.

2. **DETAILS**

- 2.1. At a Children and Young People Scrutiny Panel meeting in June 2007 it was agreed that the Children Schools and Families Department would submit a regular performance report on a range of key performance indicators.
- 2.2. This performance monitoring report acts as a 'health check' for the Panel and as such is over and above the more detailed performance reports scheduled to the Panel which relate to specific areas of activities such as the annual Schools Standards report, Corporate Parenting Report, MSCB annual report etc.
- 2.3. This performance index is periodically reviewed and revised by Members. A new dataset was agreed at the January 2015 Scrutiny meeting and has been implemented from April 2015. Officers also agreed to flag with Members any additional KPIs on which there may be additional management oversight at any given point in the year.
- 2.4. With the exception of those reported below, as at 29 January 2016, no additional KPIs are of particular concern to DMT.
- 2.5. **December 2015 Performance commentary**
- 2.6. Appendix one presents the performance dataset for 2015/16. Comments are provided below on exception only for those indicators reporting as Red or Amber.

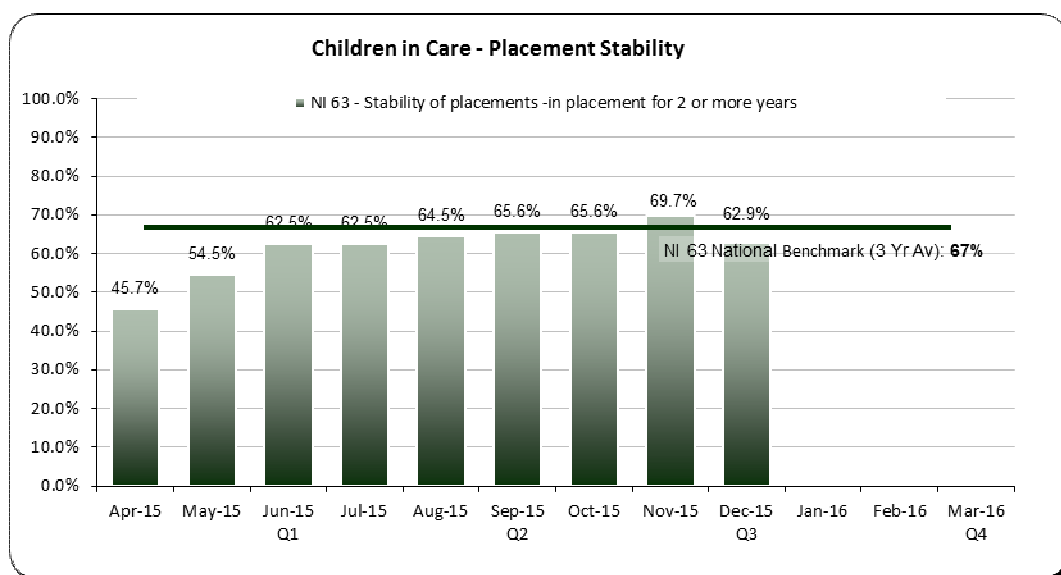
- 2.7. **Line 3 Percentage of Education, Health and Care plans issued within statutory 20 week timescale (Year to Date) – Red (Quarterly indicator).**
- 2.8. 60% of all new Education Health and Care (EHC) plans have been completed within 20 weeks as at the end of Quarter three - this related to 53 of 89 plans against a target of 85%.
- 2.9. We are continuing to embed this new statutory process but there are considerable challenges in meeting this target and converting Merton's 1033 statements to EHCPs at the same time. We are continuing to develop working practices with other statutory agencies to ensure a timely response to advise and guidance. We have also increased project support to manage the pressures of SEN/EHC transfers and new EHC applications. The SEN reform grant which has been confirmed for next year will be used to add additional capacity.
- 2.10. The target set for this new measure was aspirational with no national benchmarking available at the time. We will be able to see national trends by mid 2016 and will review the target at that point.
- 2.11. **Line 8 Percentage of quorate attendance at child protection conferences (Quarterly) – Red. (Quarterly indicator).**
- 2.12. Ninety per cent of all child protection conferences were quorate, this indicator is now back in line with our trend performance but remains below our aspirational targeted of 95%. No national benchmarking data is published for this indicator.
- 2.13. Since Quarter two (82%) when the MSCB Chair was notified of the dip multi agency conference attendance performance has improved. The multi-agency attendance data was reviewed to find that no particular patterns of non-attendance attributed to any agencies. LBM Officers continued to ensure that conference invitations were sent out in a timely way. We continue to monitor this KPI and attendance at these key meetings.
- 2.14. **Line 11 Percentage of children that became the subject of a Child Protection Plan for the second or subsequent time – Red.**
- 2.15. Twenty six per cent of children subject to a child protection plan were the subject of a plan for the second or subsequent time. This indicator relates to 39 children with previous plans (new child protection plans started YTD 152).
- 2.16. The indicator has increased significantly in 2015/16 and is higher than Merton's norm. This indicator is also above the national average of 16.6% and above the London average of 13.8% (CIN census 2014/15).
- 2.17. An audit of all cases has been completed to examine possible causes. There are no specific common features. Some plans have been ended prematurely without sufficient evidence of change resulting in the need for a further plan at a later date. Some inconsistency was also found in the application of Child protection /Child in Need thresholds.
- 2.18. Auditors have fed back to Child Protection Conference chairs and training workshops have been held. This training has focused on helping social workers develop Child Protection plans which are more outcome focused and which are more clearly identifying the specific changes which are required before a Child Protection plan can be ended. Managers are closely monitoring the impact of this training on this indicator.
- 2.19. **Line 16 Percentage of Looked After Children cases which were reviewed within required timescales (Year to Date) – Red.**
- 2.20. 97% of child children in care cases were reviewed within the required timescale, although below an ambitious target of 100%, this outturn performance is considered to be within thresholds of appropriate levels of performance. Internal procedures exist to notify the Assistant Director for Children's Social Care and Youth Inclusion

when LAC reviews are missed and he is able to seek reassurance that reviews are followed up quickly after. The DfE no longer publish national comparable data for this performance indicator.

2.21. **Line 19 Stability of placements of Looked After Children - length of placement – Red.**

2.22. This length of placement indicator refers to a small cohort of children under the age of 16 who have been in care for 2 and half years or more and have been in their current placement for 2 years or more. As at the end of December 63% of this cohort had been in placements for 2 years or more.

2.23. Since stabilised this KPI during 2015/16 this is our first dip in performance below the national average. This remains a key area of oversight for managers. Each child and young people is tracked and monitored by Heads of Service. Placement stability remains a challenge particularly with the teenage LAC cohort.



2.24. **Line 21 Number of in-house foster carers recruited (Year to Date) – Red. (Quarterly indicator)**

2.25. We had delivered 10 new foster carer approvals YTD, with a further 10 in the assessment process at the end of Q3 to help meet our stretch target of 20 new foster carer approvals. However some of pending ten foster carers may not come to approval by the end of the financial year due to delays in DBS checks being returned etc. We have improved the controllable timescale for assessment of foster carers to make the process more attractive to potential candidates, now delivered within 5 months.

2.26. We have also undertaken 3 assessments of supported lodgings to increase the pool of carers available to offer placements for young people aged 16/17.

2.27. We are continuing to deliver our recruitment strategy vigorously and have recently refreshed our annual sufficiency assessment to support us to target need.

3. APPENDICES – THE FOLLOWING DOCUMENTS ARE TO BE PUBLISHED WITH THIS REPORT AND FORM PART OF THE REPORT

Appendix 1: CYPP performance index 2015/16 (December 2015)

4. BACKGROUND PAPERS

CSF Performance Management Framework <http://intranet/departments/csf-index/csf-performance.htm>

Children and Young People Overview and Scrutiny Panel - Performance Index 2015/16



No.	Performance Indicators	Target 2015/16	Deviation	Polarity	Benchmarking and trend				BRAG rating	Merton 2015/16 performance											Notes	
					Merton 2013/14	Merton 2014/15	England 2014/15	London 2014/15		Apr-15	May-15	Jun-15 / Q1	Jul-15	Aug-15	Sep-15 / Q2	Oct-15	Nov-15	Dec-15 / Q3	Jan-16	Feb-16		Mar-16 / Q4
1	Number of Common and Shared Assessments undertaken (CASAs)	Not a target measure	n/a	High	707	443	No benchmarking available	No benchmarking available	Not a target measure			162			300			401				Quarterly (Time lag in collating CASAs from partner agencies) YTD
2	% of Single Assessments completed within the statutory 45 days	82% (National)	2.5%	High	81%	91%	81%	80%	Green	93%	92%	93%	93%	94%	95%	94%	95%	93%				Year to Date
3	% of Education, Health and Care plans issued within statutory 20 week timescale	85%	2.5%	High	100% (SEN2)	Due in Jan 2016	61.5% (SEN2 2013/14)	64.0% (SEN2 2013/14)	Red			87%			72%			60%				Year to Date
Child protection																						
4	Child Protection Plans rate per 10,000	Not a target measure	n/a	n/a	39	42	43	41	Not a target measure	35.9	35.6	35.4	35.2	36.9	37.2	35.2	35.6	33.0				Monthly - as at the end of the month
5	Number of children subject of a Child Protection Plan	Not a target measure	n/a	n/a	182	180	No relevant benchmarking available	No relevant benchmarking available	Not a target measure	165	164	163	162	170	171	162	164	152				Monthly - as at the end of the month
6	Number of family groups subject of Child protection plans	Not a target measure	n/a	n/a	86	84	No relevant benchmarking available	No relevant benchmarking available	Not a target measure	94	96	94	86	90	88	83	84	78				Monthly - as at the end of the month
7	% of Children subject of a Child Protection Plan with an allocated Social Worker	100%	n/a	High	100%	100%	No relevant benchmarking available	No relevant benchmarking available	Green	100%	100%	100%	100%	100%	100%	100%	100%	100%				Monthly - as at the end of the month
8	% of quorate attendance at child protection conferences	95%	2.5%	High	93%	91%	No relevant benchmarking available	No relevant benchmarking available	Red			92.3%			82.7%			90.0%				Quarterly
9	% of reviews completed within timescale for Children with Child Protection Plans	96% (National)	n/a	High	93%	93%	94%	96%	Green	100%	100%	98%	98%	98%	98%	98%	98%	97%				Year To Date (NI 67)
10	Percentage of Children subject of a CP Plan who had a 4 weekly CP visit within timescales in the month - (reporting activities)*	Not a target measure	n/a	High	No relevant benchmarking available	No relevant benchmarking available	No relevant benchmarking available	No relevant benchmarking available	Not a target measure	92%	90%	82%	87%	80%	79%	84%	87%	89%				*Measure reviewed mid year to meet local managements needs (Dec 2015)
11	% of Children that became the subject of a Child Protection Plan for the second or subsequent time	13% (London)	20%	Low	11%	17%	17%	14%	Red	22%	22%	21%	26%	24%	25%	26%	28%	26%				Year To Date (NI 65)
Looked After Children																						
12	Looked After Children rate per 10,000	Not a target measure	n/a	n/a	33	34	60	52	Not a target measure	34.3	34.8	35.9	35.4	34.8	34.8	33.3	33.9	35.90				End of the month snapshot
13	Number of Looked After Children	Not a target measure	n/a	n/a	150	157	No relevant benchmarking available	No relevant benchmarking available	Not a target measure	158	160	165	163	160	160	153	156	165				End of the month snapshot
14	% of Looked After Children with an allocated Social Worker	100%	n/a	High	100%	100%	No relevant benchmarking available	No relevant benchmarking available	Green	100%	100%	100%	100%	100%	100%	100%	100%	100%				Year to Date
15	Average number of weeks taken to complete Care proceedings against a national target of 26 weeks	37 weeks	8%	Low	29	24 weeks (Q4)	30	No relevant benchmarking available	Green			28 weeks			31 weeks			not yet published				Quarterly
16	% of Looked After Children cases which were reviewed within required timescales	100%	1%	High	97%	95%	Not published	Not published	Red	97%	100%	100%	100%	99%	99%	98%	97%	97%				Year To Date (NI 66)
17	% of Looked After Children participating in their reviews in month	90%	2%	High	87%	66%	No relevant benchmarking available	No relevant benchmarking available	Green	84%	95%	86%	90%	88%	88%	91%	89%	88%				Year to Date
18	Stability of placements of Looked After Children - number of moves (3 moves or more in the year)	15%	n/a	Low	13%	14%	11%	No relevant benchmarking available	Green	1%	2%	3%	3%	4%	6%	5%	7%	10%				Year To Date (NI 62)
19	Stability of placements of Looked After Children - length of placement	68%	2%	High	58%	46%	67%	No relevant benchmarking available	Red	46%	55%	63%	63%	65%	66%	66%	70%	63%				End of the month snapshot (NI 63)
20	% of Looked After Children placed with agency foster carers	46%	12%	Low	50%	41.8%	39%	No relevant benchmarking available	Green			40.6%			37.5%			43.6%				Quarterly
21	Number of in-house foster carers recruited	20	10%	High	14	10	No relevant benchmarking available	No relevant benchmarking available	Red			4			7			10				Year to Date
22	Number of Looked After Children who were adopted and agency Special Guardianship Orders granted	13	8%	High	15	16	No relevant benchmarking available	No relevant benchmarking available	Green	2	4	4	5	6	9	11	11	12				Year to Date

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No.	Performance Indicators	Target 2015/16	Deviation	Polarity	Benchmarking and trend				BRAG rating	Merton 2015/16 performance											Notes
					Merton 2013/14	Merton 2014/15	England 2014/15	London 2014/15		Apr-15	May-15	Jun-15 / Q1	Jul-15	Aug-15	Sep-15 / Q2	Oct-15	Nov-15	Dec-15 / Q3	Jan-16	Feb-16	
Childrens Centres and Schools																					
23	% outcome of all Children Centre Ofsted inspections good or outstanding (overall effectiveness)	100%	0%	High	100%	100%	66%	72%	Green			100%			100%			100%		Year to Date. National and London Comparitors as at 31/08/2015.	
24	% of total 0-5 year estimated ACORN estimated population from areas of deprivation (IDACI 30%) whose families have accessed children's centre services	75%	n/a	High	78%	78%	No relevant benchmarking available	No relevant benchmarking available	Green			33.4% (see note)			50.6% (see note)			62.4% (see note)		Year to Date Cumulates (Target 19% per quarter)	
25	% outcome of School Ofsted inspections good or outstanding (overall effectiveness)	86%	2.5%	High	87%	85%	84%	88%	Green			85%			85%			89%		Year to Date. National and London Comparitors as at 31/08/2015.	
26	Number of Primary permanent exclusions (Number YTD Academic year)	0	n/a	Low	0 (Academic Year 2012-2013)	0 (Academic Year 2013-2014)	n/a	n/a	Green	0	0	0	0	0	0	0	0	0		August End of Acad. Yr. YTD (August data interim until November). September start of the new Acad. Yr.	
27	Number of Secondary permanent exclusions (Number YTD Academic year)	19	n/a	Low	12 (Academic Year 2012-2013)	7 (Academic Year 2013-2014)	n/a	n/a	Green	10	12	13	15	15	0	0	2	2		Awaiting confirmation of 4x Academy exclusions. August End of Acad. Yr. YTD. September start of the new Acad. Yr.	
28	% of Secondary persistent absenteeism (15% absence)	5%	n/a	Low	5.8% (2013)	4.5% (2014)	5.3% (2014)	4.2% (2014)	Annual											Annual Measure 2.5 terms DfE Published SFR maintained and academies	
29	% of Reception year surplus places	5%	n/a	Low	3.8%	1.10%	No relevant benchmarking available	No relevant benchmarking available	Annual											Annual measure	
30	% of Secondary school (Year 7) surplus places inc. Academies	5%	n/a	Low	12.3%	11.32%	No relevant benchmarking available	No relevant benchmarking available	Annual											Annual measure	
Young People and Services																					
31	Youth service participation rate	1,800	n/a	High	2032	3,234	No relevant benchmarking available	No relevant benchmarking available	Annual											Annual Measure	
32	% of CYP (16 - 18 year olds) not in education, employment or training (NEET)	5%	20%	Low	4.0%	4.3%	7% (2014)	No relevant benchmarking available	Green	4.2%	4.2%	4.2%	4.0%	4.1%	5.5%	4.3%	2.5%	3.2%		Monthly	
33	% of CYP (16 - 18 year olds) education, employment or training status 'not known'	Not a target measure	n/a	Low	9.8%	6.6%	9.0%	10.4%	Not a target measure	4.9%	5.0%	5.1%	4.7%	4.1%	27.8%	38.9%	16.7%	7.6%		Monthly	
34	Rate of proven re-offending by young people in the youth justice system	1.10	n/a	Low	1.10	1.05	1.04 (2013)	1.10 (2013)	Green			0.50			0.45			0.63		Quarterly (NI 19)	
35	Number of First Time Entrants (FTEs) to the Youth Justice System aged 10-17	80	5%	Low	88	60	No relevant benchmarking available	No relevant benchmarking available	Green			9			21			39		Year to Date	
36	Number of 'Troubled families' turned around (Transforming families programme)	378	n/a	High	185 TD	326/370 88%	No relevant benchmarking available	No relevant benchmarking available	Data not yet published			370			370			370		Quarterly	
37	% of commissioned services for which quarterly monitoring was completed	100%	2%	High	100%	100%	No relevant benchmarking available	No relevant benchmarking available	Green			100%			100%			Not Supplied		Quarterly (Time lag in collating from partner agencies)	

Children and Young People Scrutiny Panel –Work Programme 2015/16

Meeting Date – 1 July 2015

Theme: Setting the work programme			
Item	Purpose/intended outcome	Responsible officer /Member Topic Lead	External Witnesses /Representatives in attendance
Elected Member & Departmental Portfolio Priorities	Outlining the portfolio priorities of Cabinet Members and officers' service priorities for 2015-16 to inform discussion of the Panels work programme for 2015/16	Paul Ballatt/Yvette Stanley Cabinet Members – Cllrs Whelton and Martin	
Agreeing the Work Programme 2015/16	To agree work programme and consider: <ul style="list-style-type: none"> • thematic approach to work programme • appointing topic leads • getting the best from performance monitoring • how shorter task groups will operate • opportunities for pre decision scrutiny • monitoring of task group recommendations 	Cllr Katy Neep/Rebecca Redman	
Draft Final Report – Online Strategies in Schools Task Group	Panel to endorse report and recommendations for submission to Cabinet for consideration.	Rebecca Redman	
Performance Report	Discussion of proposed 'basket' of performance indicators for on-going monitoring	Paul Ballatt	

Meeting Date - 21 October 2015

Theme: Improving Health Outcomes for children and young people			
Item	Purpose/intended outcome	Responsible officer /Member Topic Lead	External Witnesses /Representatives in attendance
Looked after children and corporate parenting report	This is a standard item looking at services across the borough to support looked after children, pre and post-adoption.	Paul Ballatt	NHS Police
Annual report and business plan of Merton's Safeguarding Children Board	To enable the Panel to consider the work and performance of Merton's Safeguarding Children Board	Paul Ballatt	Invite Chair of MSCB and partner agencies.
Update Report	Update on developments affecting CSF department since the last scrutiny meeting for information.	Paul Ballatt	
Performance Report	Report on basket of indicators selected by Panel with commentary on areas of concern/underperformance.	Paul Ballatt	
Housing and employment offer for care leavers task group	To agree scope for cross cutting review to be undertaken over 2/3 meetings, to report back to the Panel at its March 2016 meeting.	Rebecca Redman	
Educational attainment of disabled children and young people task group	To agree scope for task group, to report back to Panel at meeting in February 2016.	TBD	
Work programme		Rebecca Redman	

Meeting Date – 3 November 2015

Theme: Safeguarding/Corporate Parenting			
Item	Purpose/intended outcome	Responsible officer /Member Topic Lead	External Witnesses /Representatives in attendance
CSF Budget Proposals (Round 1)	To enable the Panel to comment on the budget proposals and any new or revised savings as part of the first round of the process for agreeing the councils budget and business plan.	Yvette Stanley/Zoe Church	
Executive Response and Action Plan – Online Strategies in Schools Task Group	To provide a response from Cabinet outlining which recommendations from the review have been agreed and how they will be implemented going forward.	TBD	
Update Report	Update on developments affecting CSF department since the last scrutiny meeting	Paul Ballatt	
Performance Report	Report on basket of indicators selected by Panel with commentary on areas of concern/underperformance.	Paul Ballatt	
Work programme		Rebecca Redman	
Transfer of public health functions to the local authority and broader engagement of health in service provision - task group	To agree scope of potential task group review	TBD	Witnesses/partners to be identified. Public Health CCG Head of Community Health Services provision

Meeting Date – 13 January 2016

Theme: Budget Scrutiny			
Item	Purpose/intended outcome	Responsible officer/Member Topic Lead	External Witnesses/Representatives in attendance
CSF Budget Proposals (Round 2)	To enable the Panel to consider the councils budget and business plan proposals and forward any comments/recommendations to the Overview and Scrutiny Commission to compile a scrutiny response on the Budget/Business Plan to Cabinet. To include discussion of major projects identified in CSF draft service plans.	Yvette Stanley/Zoe Church	
Update Report	Update on developments affecting CSF department since the last scrutiny meeting for information.	Paul Ballatt	
Performance Report	Report on basket of indicators selected by Panel with commentary on areas of concern/underperformance. Members may wish to select areas for more in-depth scrutiny if there is persistent underperformance in a particular service/area.	Paul Ballatt	
Work programme		Julia Regan	

Meeting Date – 10 February 2016

Theme: School Standards			
Item	Purpose/intended outcome	Responsible officer /Member Topic Lead	External Witnesses /Representatives
Responsible Cabinet Member review	Update from the responsible Cabinet Member(s). Questions from panel members.	Martin Whelton/Maxi Martin	
School Standards	Annual Report on Attainment and Progress of Pupils in Merton Schools. To include consideration of attainment of disabled children and young people	Jane McSherry Cllr Katy Neep to report back on task group work	
Briefing- School Standards Committee	To gain a more in depth understanding of the role and work of this Committee and to seek the view of the Chair of the School Standards Committee on areas of concern and how scrutiny might support this work.	Cllr Dennis Pearce Jane McSherry	
Progress Update - School leadership succession planning task group	<ul style="list-style-type: none"> • To enable the Panel to performance manage delivery of the task group's recommendations • Topic leads should be appointed to champion this work through a follow up meeting with lead officers mid-year 	Jane McSherry	
Update Report	Update on developments affecting CSF department since the last scrutiny meeting	Paul Ballatt	
Performance Report	Report on basket of indicators selected by Panel with commentary on areas of concern/underperformance.	Paul Ballatt	
Work programme	Chair to outline ideas for March meeting.	Annette Wiles	

Meeting Date – 22 March 2016

Theme: Transition between child and adult social care and health services			
Item	Purpose/intended outcome	Responsible officer/Member Topic Lead	External Witnesses/Representatives in attendance
Responsible Cabinet Member review	Update from the responsible Cabinet Member(s).	Martin Whelton/Maxi Martin	
BREAKOUT GROUPS			
Looked after children and corporate parenting report	Update to October 2015 report if available - looking at services across the borough to support looked after children, pre and post-adoption.	Paul Angeli	Invite partners.
Report of housing and employment offer for care leavers task group	Report back from the task group and recommendations for agreement to forward to Cabinet (and partners where appropriate) for consideration	Councillor Katy Neep Julia Regan	
Recruitment of foster carers and other placements for looked after children	Report on the recruitment of foster carers with a view to identifying any areas for further scrutiny/or make any recommendations to Cabinet or partners.	Paul Ballatt	
PLENARY SESSION			
Update Report	Update on developments affecting CSF department since the last scrutiny meeting	Paul Ballatt	

Performance Report	Report on basket of indicators selected by Panel with commentary on areas of concern/underperformance.	Paul Ballatt	
Work programme		Annette Wiles	
Topic Suggestions	Panel to raise any topics for the 2016/17 work programme to consider at the Topic Workshops in May/June 2016	Annette Wiles	

Special meeting – date to be determined.

Pre decision scrutiny – School Expansion Programme	To enable the Panel to comment at pre decision stage on revised proposals for the school expansion programme.	Paul Ballatt	
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Forward plan for next municipal year

June/July meeting

Progress Update – online strategies in schools task group	<ul style="list-style-type: none"> • To enable the Panel to performance manage delivery of the task group’s recommendations • To appoint topic leads to champion the work 	Paul Ballatt	
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