

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 students 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

