

CELEBRATING SUCCESS

*ACHIEVEMENT IN
MERTON SCHOOLS
2014 -2015*

CONTENTS

1. Executive Summary	2
Summary of Performance Information for all Key Stages	4
Summary of Priorities for 2015/16	5
2. Context for schools 2014 – 2015	7
Local Authority Statutory Functions	7
The national context for schools 2014/15	8
The principles of school improvement in Merton	9
School Improvement in Merton in practice	9
3. Ofsted Outcomes and School Improvement	12
2014/15 School Improvement priorities, impact and key actions taken	13
School Improvement Priorities for 2015/16	16
4. Achievement of Merton Pupils	
<i>Early Years:</i>	
Early Years Foundation Stage Profile: performance information and analysis	17
2014/15 Early Years Foundation Stage priorities, impact and key actions taken	20
Early Years Priorities for 2015/16	22
<i>Primary phase:</i>	
Phonics Screening Check: performance information and analysis	23
Key Stage 1: performance information and analysis	26
Key Stage 2: performance information and analysis	30
2014/15 Primary phase priorities, impact and key actions taken	35
Primary Phase Priorities for 2015/16	38
<i>Secondary phase:</i>	
Key Stage 4: performance information and analysis	39
Key Stage 5: performance information and analysis	43
2014/15 Secondary phase priorities, impact and key actions taken	48
Secondary Phase Priorities for 2015/16	49
5. Inclusion	
<i>Attendance</i>	
Attendance data and analysis	50
2014/15 Attendance priorities, impact, and key actions taken	53
Attendance Priorities for 2015/16	54
<i>Exclusions</i>	
Exclusions data and analysis	55
2014/15 exclusion and behaviour priorities, impact, and key actions taken	59
Exclusion and Behaviour Priorities for 2015/16	59
6. Appendices	
A: Ofsted outcomes by school	60
B: Performance tables: KS2	61
C: Performance tables: KS4	65
D: Performance tables: KS5	67
E: Contextual Groups Tables	69
F: Achievement of Pupils in the Virtual School	75
G: Glossary of Acronyms	82

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%.
- 1.3 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.
- 1.4 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 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.
- 1.5 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.

- 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

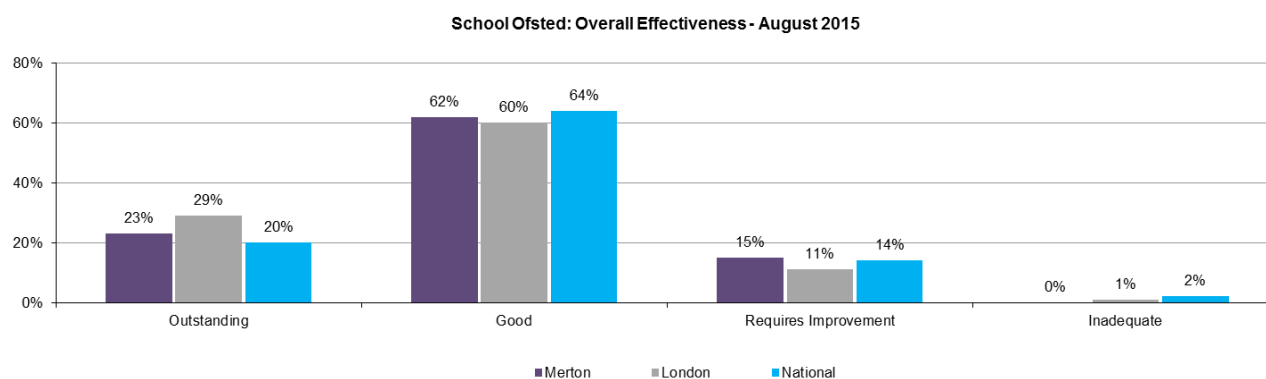
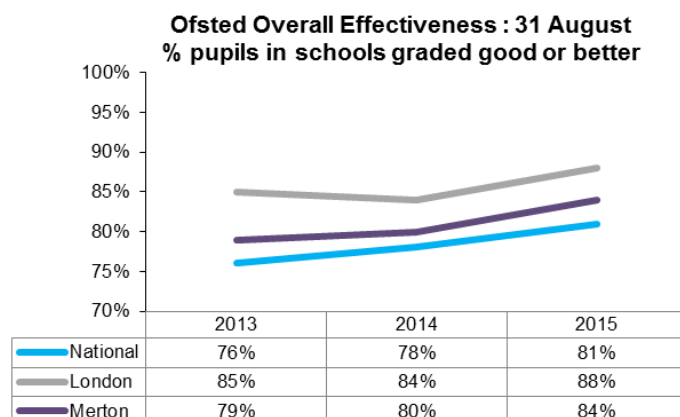
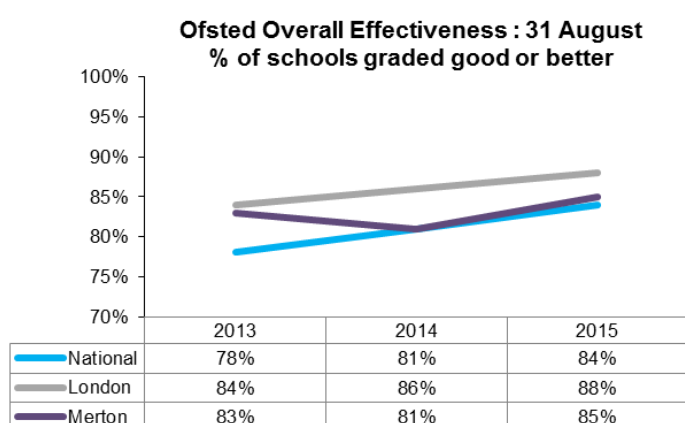
regard to English, mathematics, equalities (including for those pupils eligible for the Pupil Premium), assessment, the curriculum and Early Years. Schools where concerns are identified are also invited to join the 'Securing Good' programme, a series of meetings focusing on key strategies for school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

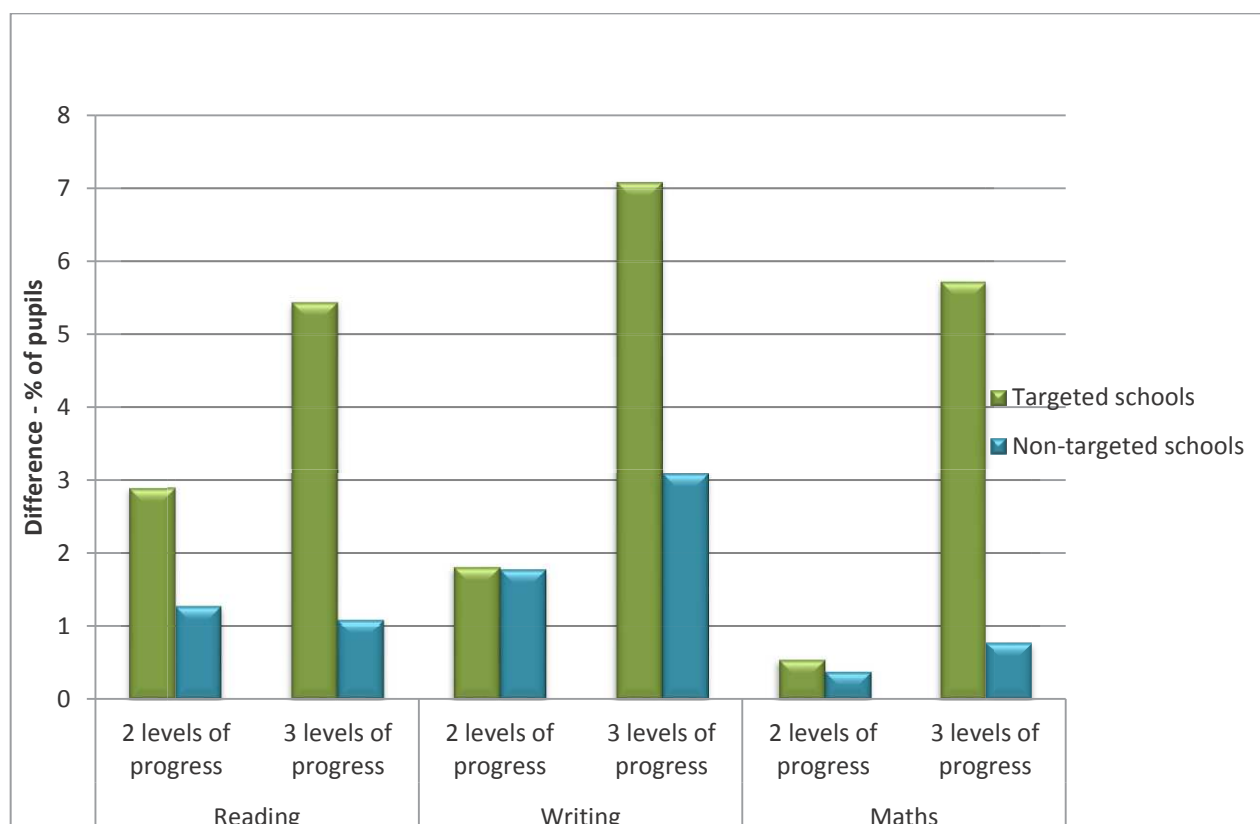
The MSI team undertook a rigorous analysis of pupil outcomes in all Merton primary schools, and using this data alongside schools' most recent Ofsted judgements and wider information about schools' effectiveness, identified schools for more targeted and intensive support from members of the team. These 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

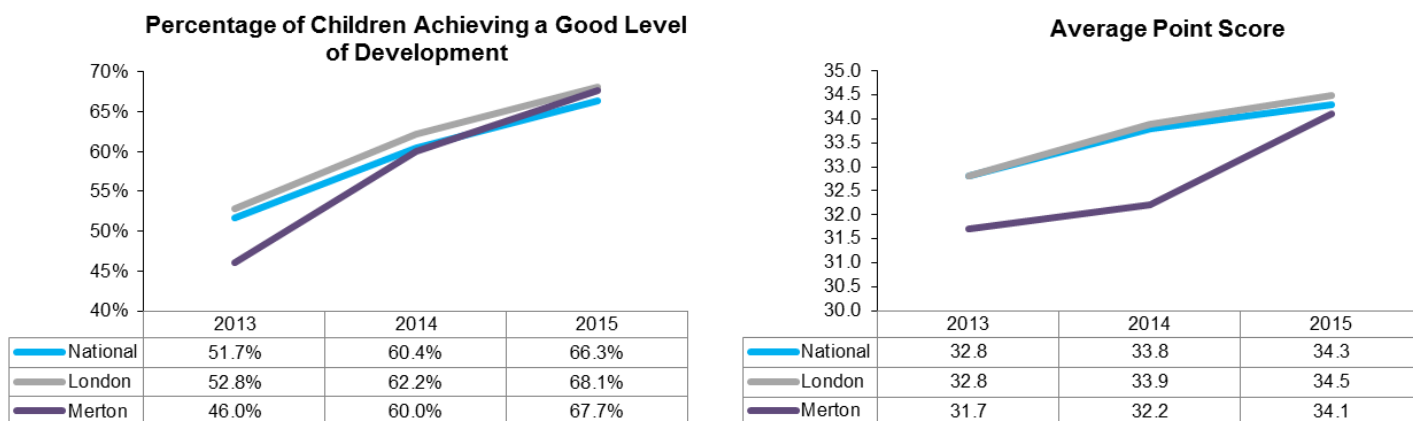
- a) To increase the proportion of schools judged to be good or better in the primary phase by further strengthening the Merton school improvement strategy, including the implementation of 'Support and Challenge' groups.
- b) To further increase the proportion of schools judged as outstanding by Ofsted 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.

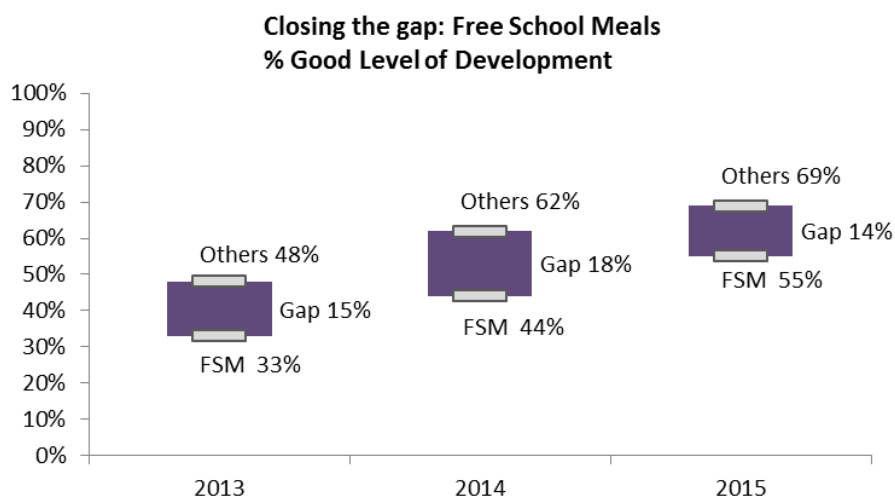
EYFSP - headline performance information and analysis



- 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.

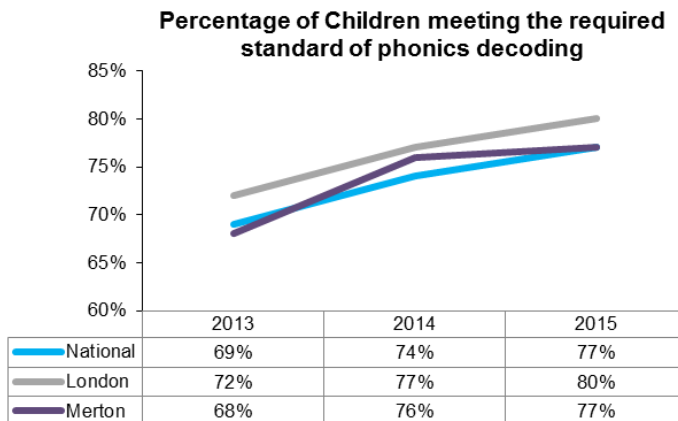
Early Years Priorities for 2015 – 2016

- 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

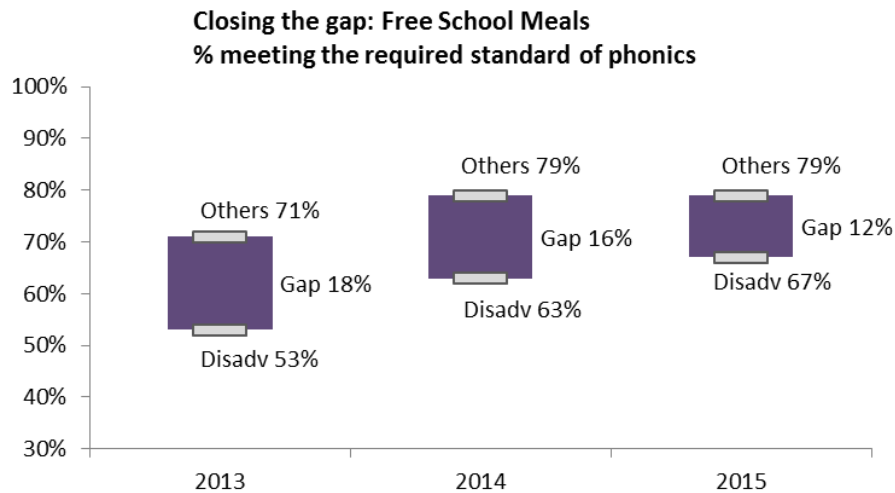


4.3.2 77% of pupils reached the expected standard for phonics decoding in Merton, an improvement since 2013 of nine percentage points. This improvement was greater than the improvements seen across London and nationally.

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.

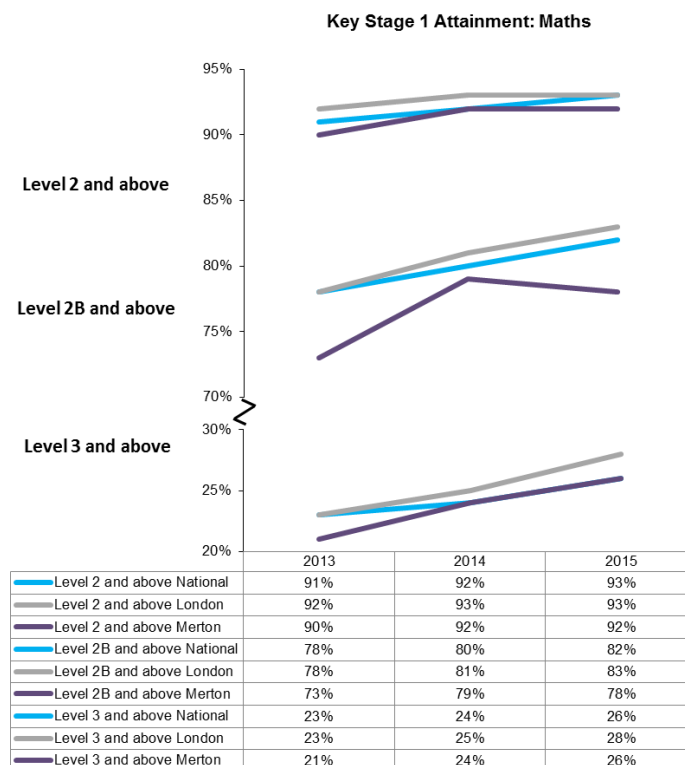
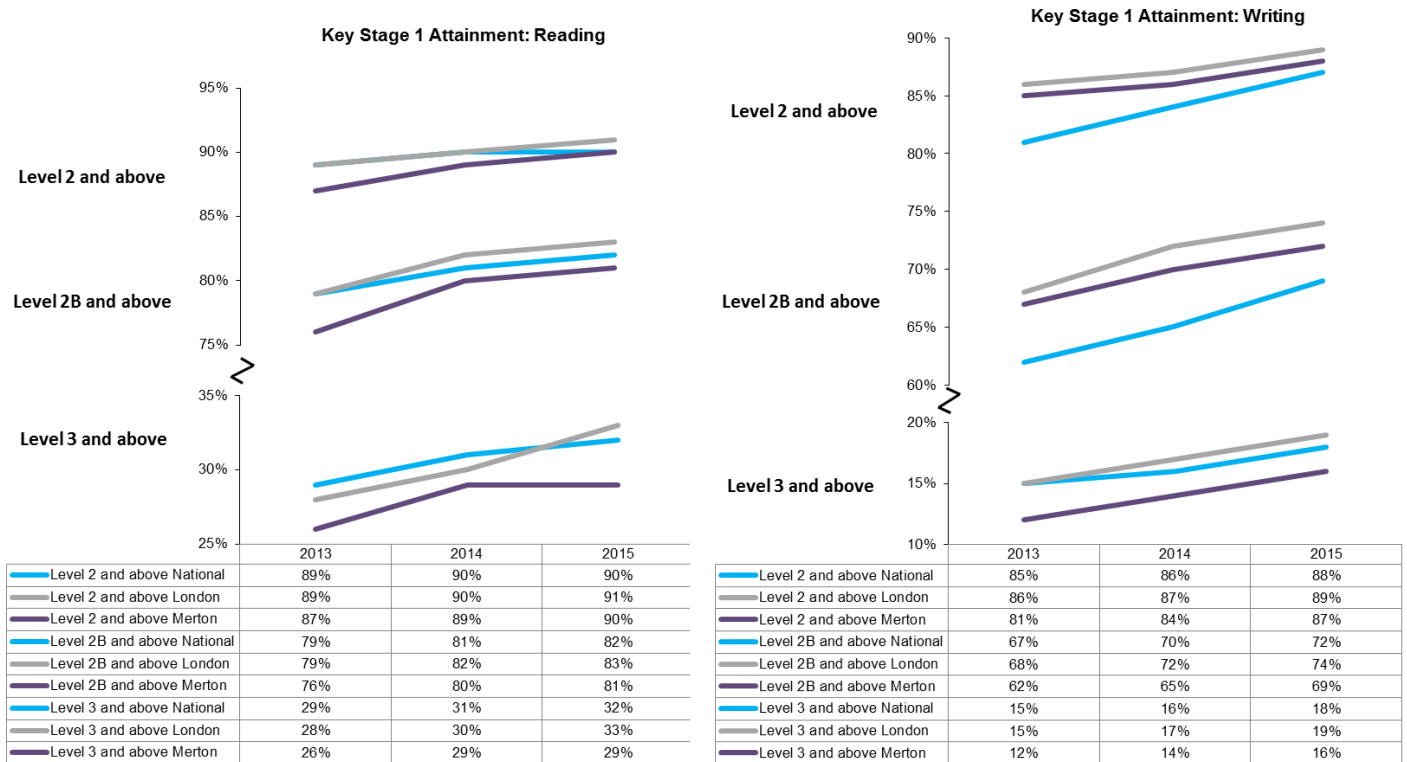
4.3.5 The attainment gap in Merton between disadvantaged pupils their peers is 12 percentage points: the gap has narrowed from 18 percentage points in 2013.

- 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

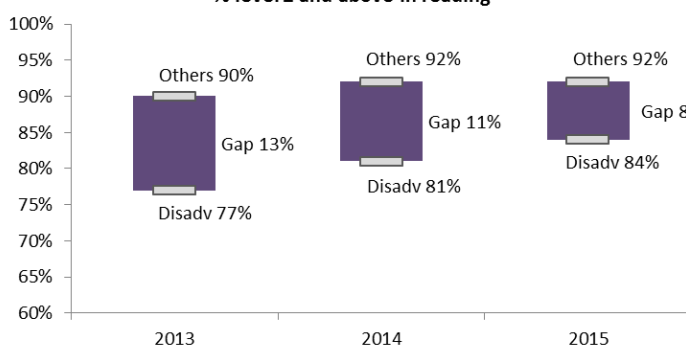


- 4.4.2 In reading, the proportions of pupils achieving the expected Level 2 or above, and the more secure Level 2B or above, both rose by one percentage point, in line with improvements seen nationally and locally. Merton pupils achieved in line with pupils nationally in this subject at these levels, 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.

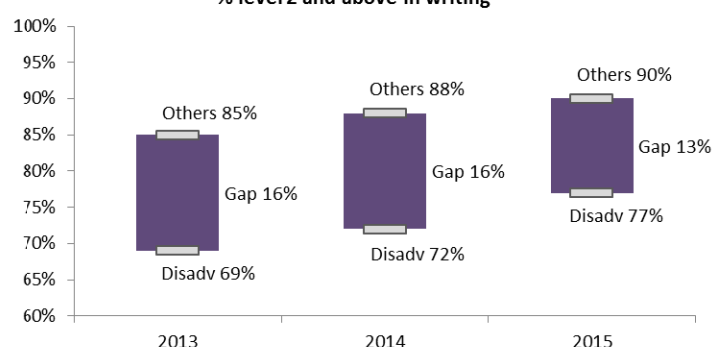
KS1 – main pupil groups and analysis

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%

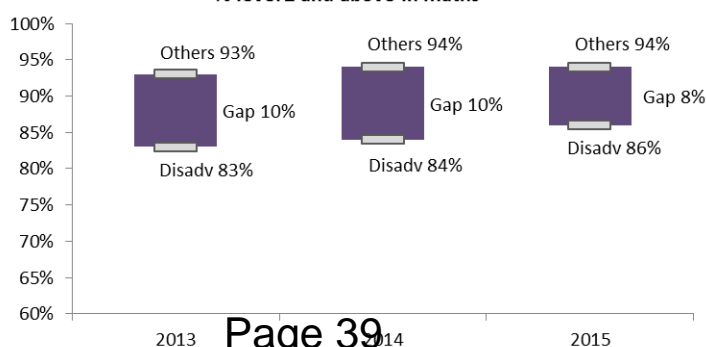
Closing the gap: Disadvantaged % level 2 and above in reading



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



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



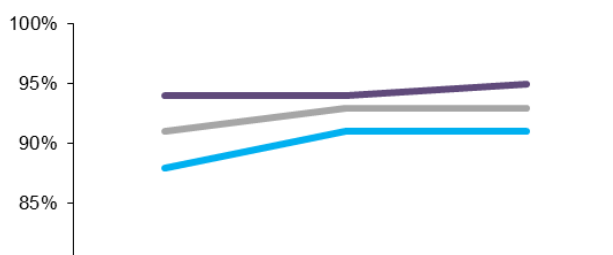
- 4.4.4 Girls outperformed boys in all three subjects. The gap was widest in writing (six percentage points), but all gaps for gender were narrower than those seen nationally and in London.
- 4.4.5 The gap between disadvantaged pupils and their peers has narrowed in all three subjects, although the gaps 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.

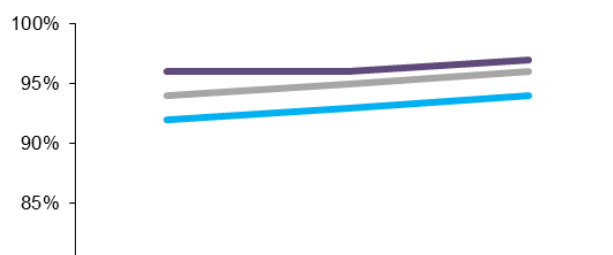
KS2 - headline performance information and analysis

Key Stage 2 Expected Progress: Reading



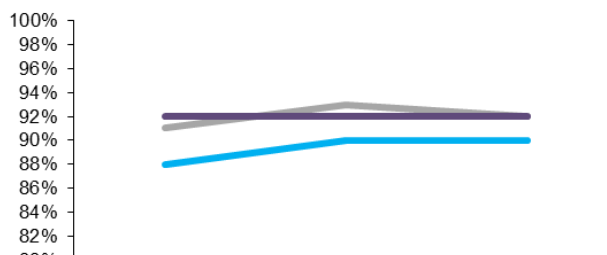
	2013	2014	2015
National	88%	91%	91%
London	91%	93%	93%
Merton	94%	94%	95%

Key Stage 2 Expected Progress: Writing



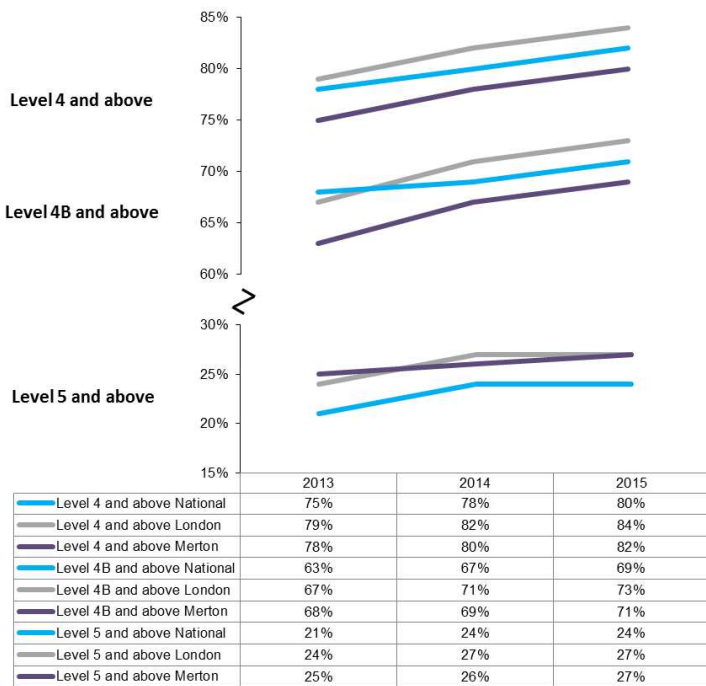
	2013	2014	2015
National	92%	93%	94%
London	94%	95%	96%
Merton	96%	96%	97%

Key Stage 2 Expected Progress: Maths

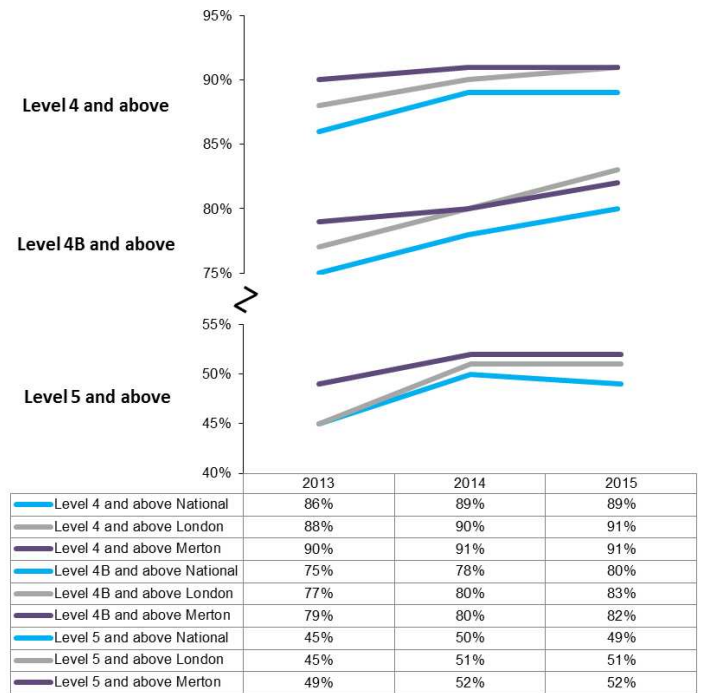


	2013	2014	2015
National	88%	90%	90%
London	91%	93%	92%
Merton	92%	92%	92%

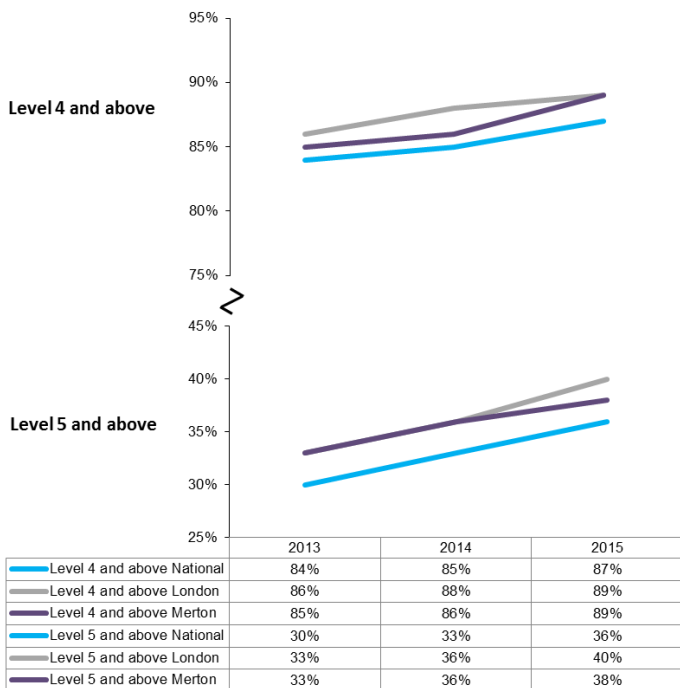
Key Stage 2 Attainment: reading, writing and maths



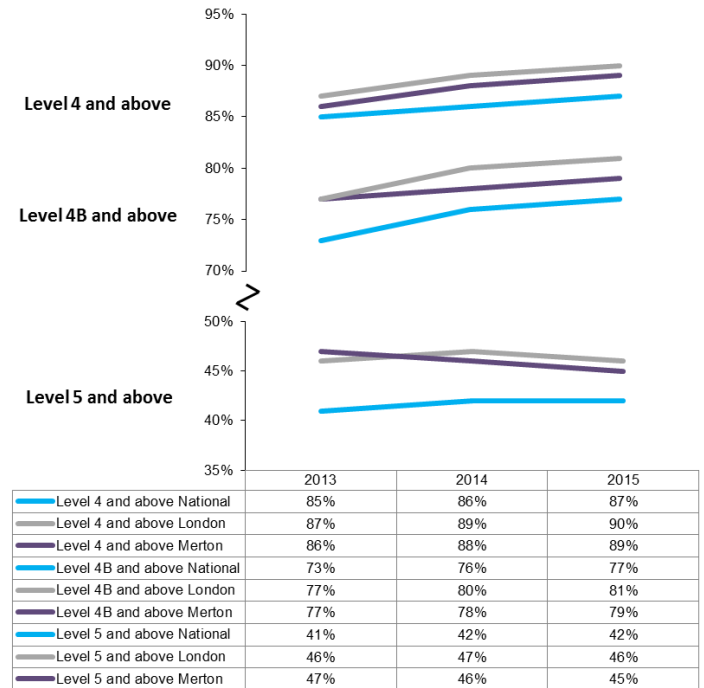
Key Stage 2 Attainment: Reading



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.

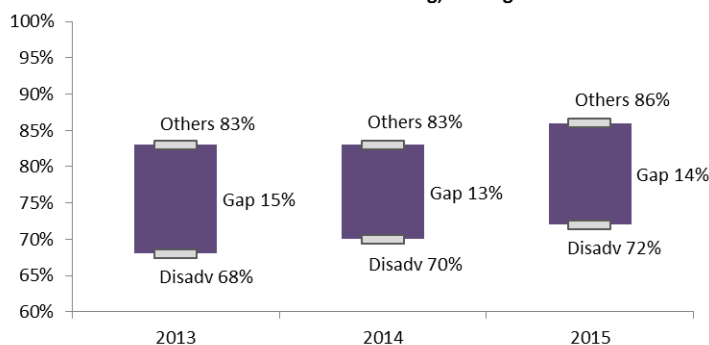
- 4.5.5 The proportions of pupils making at least expected progress in reading and writing improved in comparison with 2014, and remained static in mathematics. The improvements seen in reading bucked the trend seen nationally and in London, where there was no improved performance in this indicator. 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

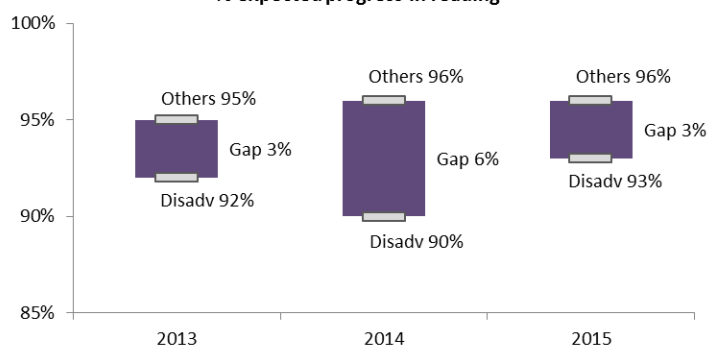
Performance in the key floor standard/coasting schools indicator.

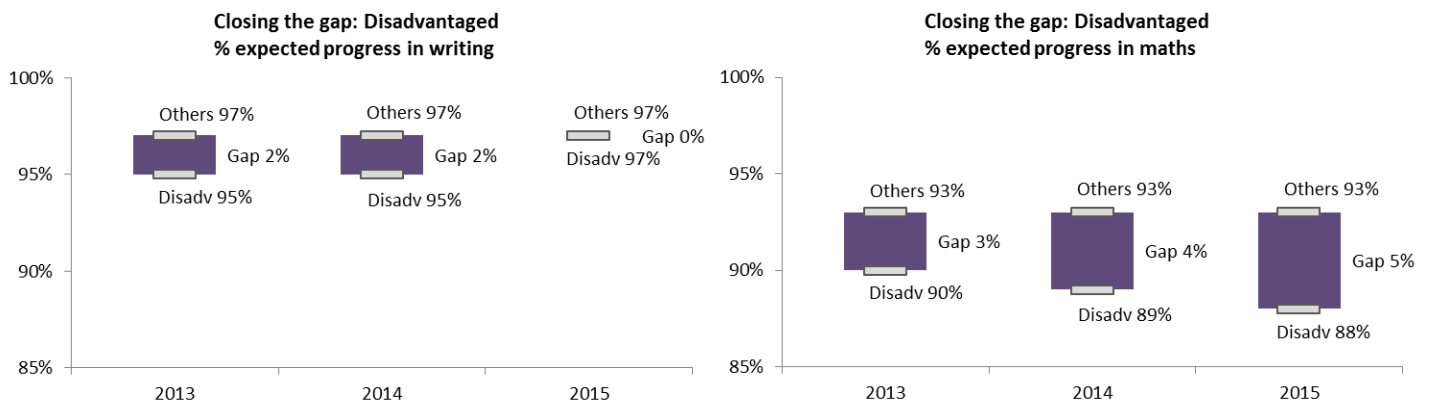
Contextual Groups	Number of Pupils	% level 4 and above in reading, writing and maths			% expected progress in reading			% expected progress in writing			% expected progress in maths		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
All Pupils	1971	82%	84%	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:

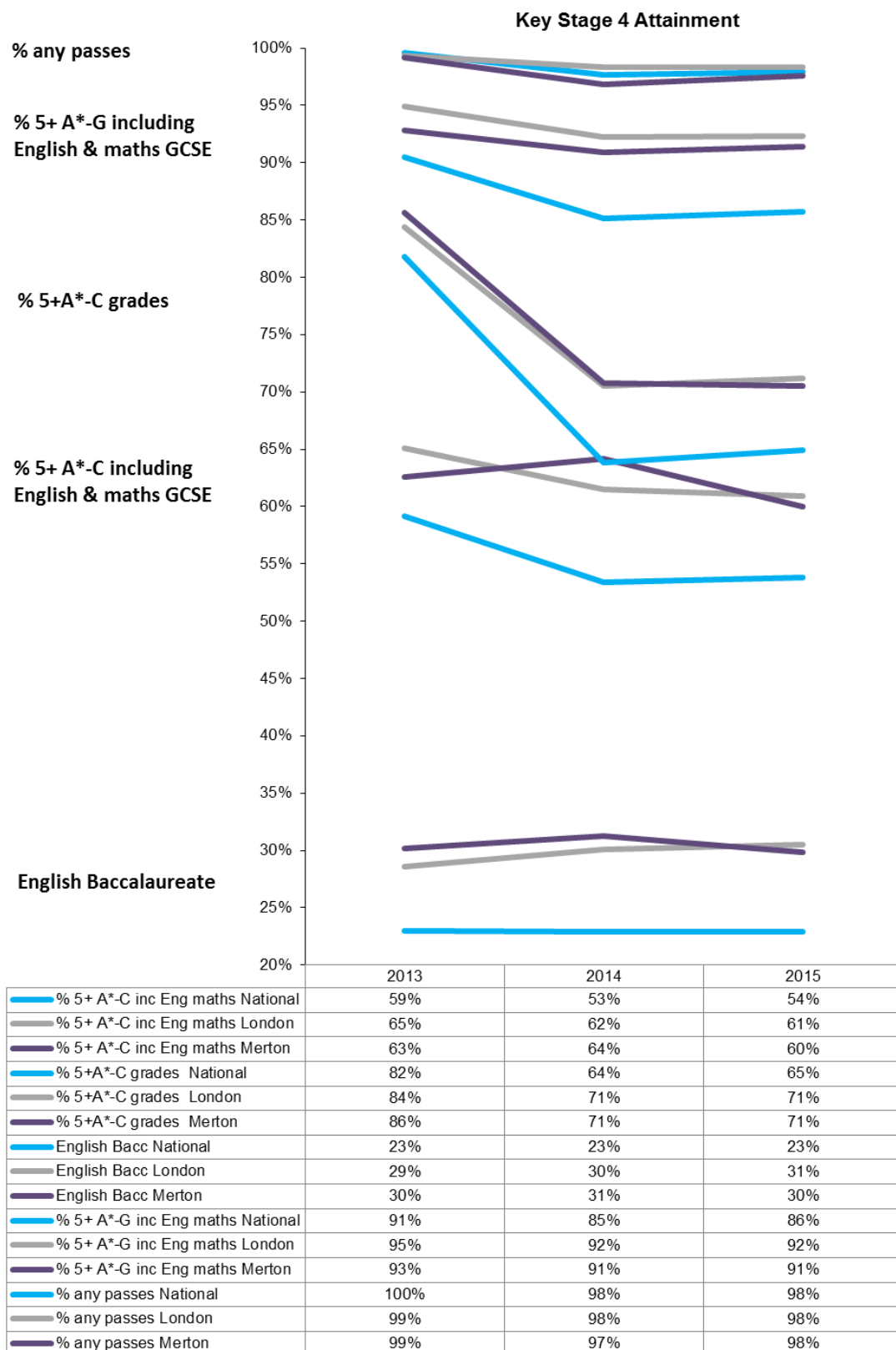
Understanding of the new SEN code of practice is strengthened and all schools are using the code to ensure children and young people with SEN are effectively identified and supported with their need.

Primary Phase Priorities for 2015 – 2016

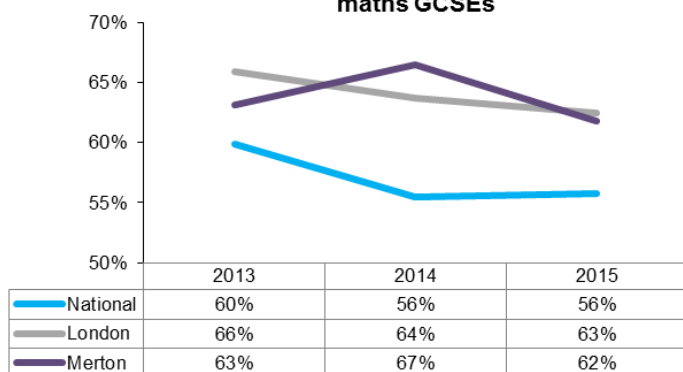
- a) To ensure no school falls below the Floor Standard.
- b) To ensure no school is judged to be 'coasting'.
- c) To significantly improve the proportion of Year 2 pupils achieving the expected standard where they need to retake the Phonics Screening Check.
- d) To maximise the proportion of pupils 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

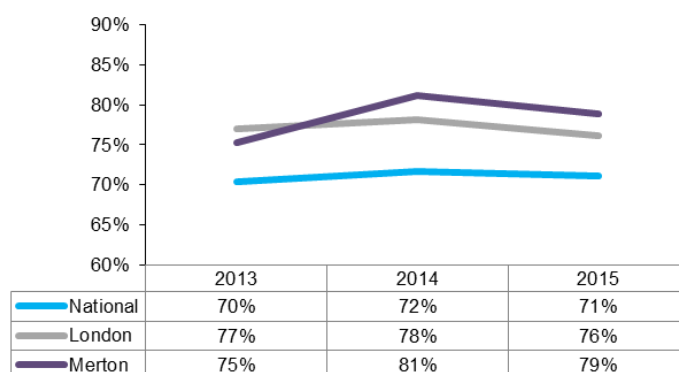
KS4 - headline performance information and analysis



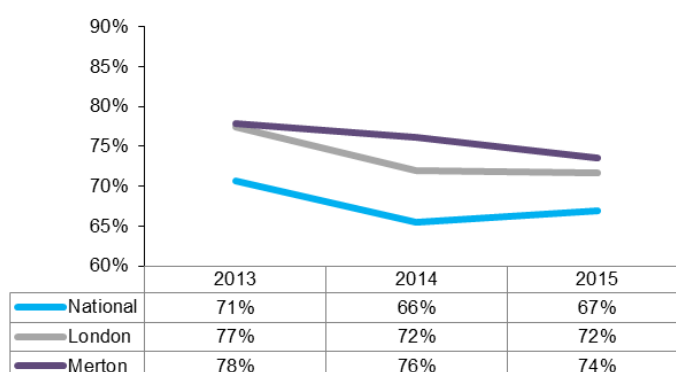
Key Stage 4 Attainment: % A*-C in English and maths GCSEs



Key Stage 4 Expected Progress: English



Key Stage 4 Expected Progress: maths

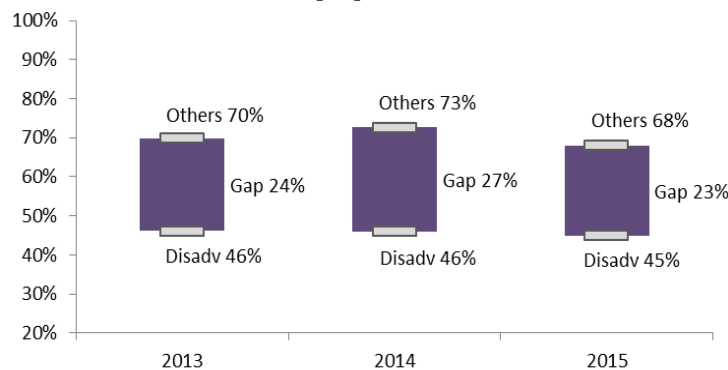


- 4.7.1 The proportion of students achieving at least 5 A*-C including English and mathematics dropped by four percentage points to 60%. When achievement in Merton maintained schools only is considered (without academies), performance is in line with that seen in 2014, when Merton was the only LA in 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.

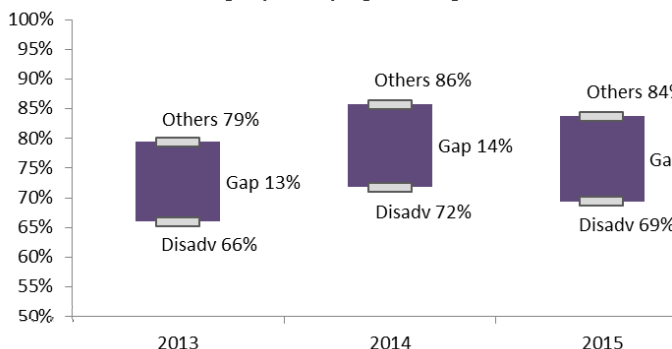
KS4 - main pupil groups and analysis

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%

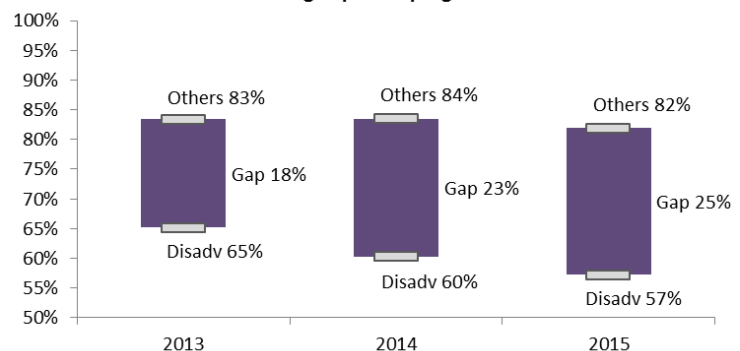
Closing the gap: Disadvantaged
% 5+ A*-C including English & mathematics GCSEs



Closing the gap: Disadvantaged
% making expected progress - English



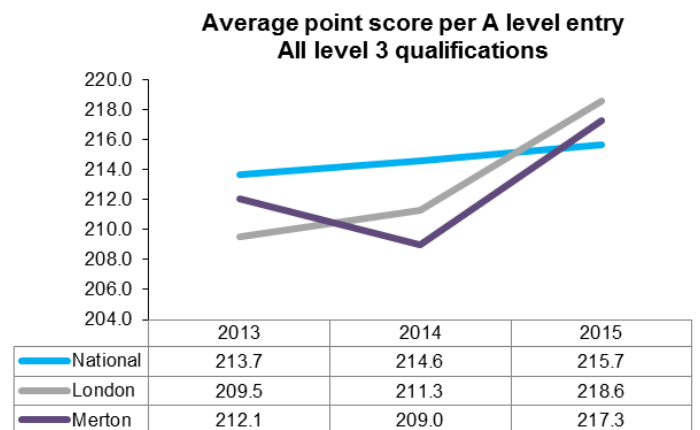
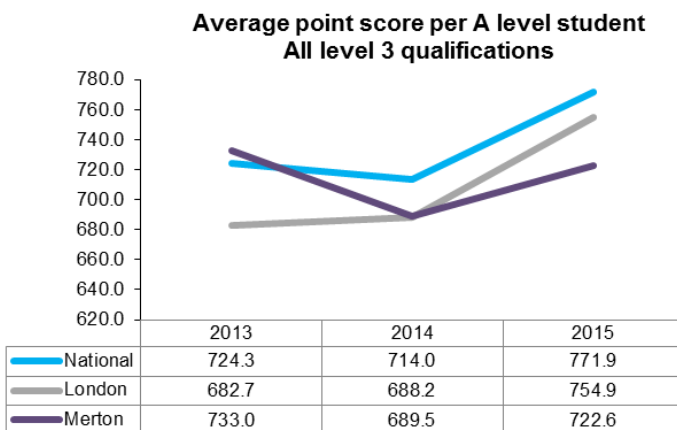
Closing the gap: Disadvantaged
% making expected progress - maths



- 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

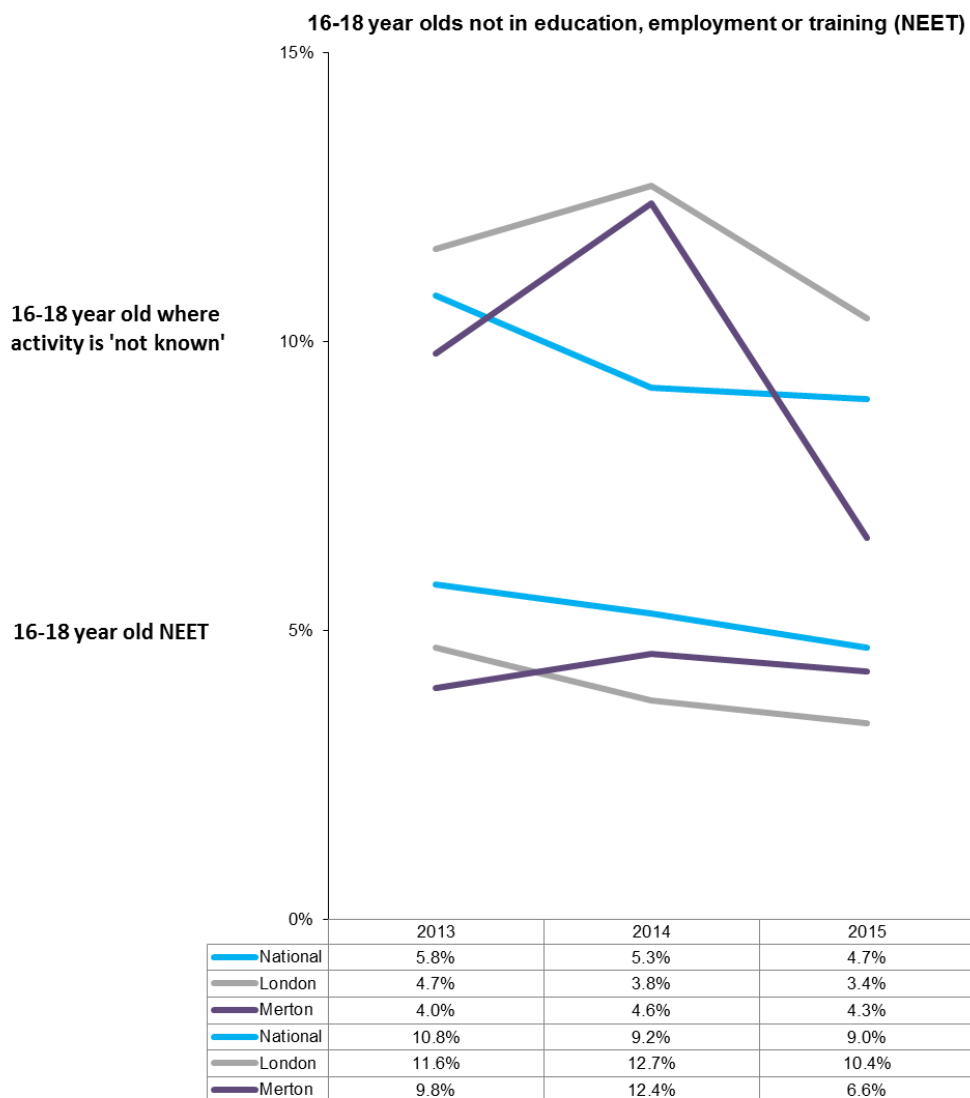


- 4.8.1 Performance in all indicators improved in Merton at A Level.
- 4.8.2 Most significantly, the proportion of students achieving at least 3 A levels at A*-E improved by 5.6 percentage points, compared with a slight drop in the national average, bringing the LA average to within six percentage points 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)

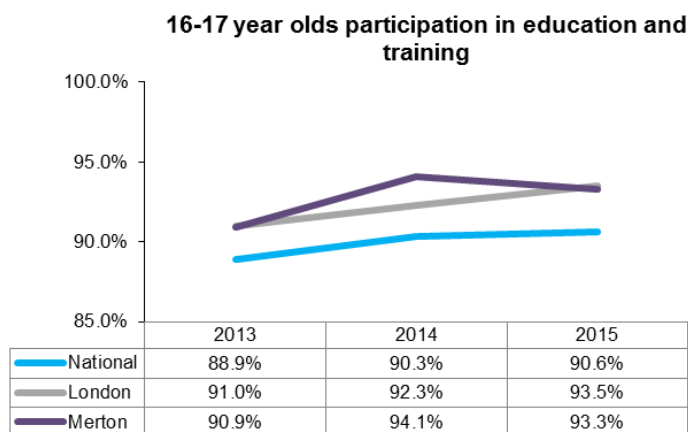


- 4.8.4 The proportions of young people who are Not in Education, Employment and Training (NEET), or whose status is not known, have fallen and are better than national. The proportion of 16-18 year old NEET has dropped by 0.3 percentage points which is in line with the drop seen in London (0.4). The 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.

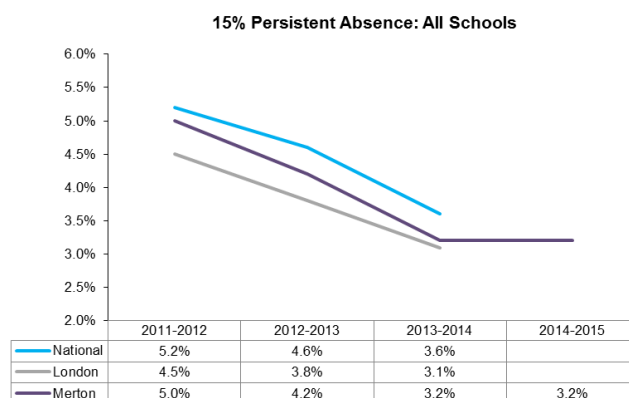
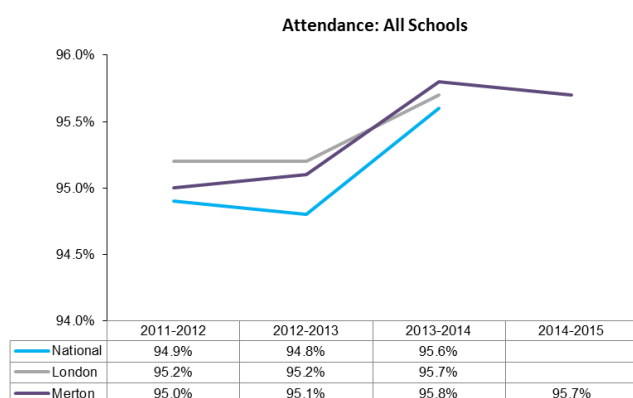
Overall (primary and secondary)	Merton 2014/15 Four half terms	National 2014/15 Four half terms	Outer London 2014/15 Four half terms
Attendance	95.70%	95.50%	95.60%
Absence	4.30%	4.50%	4.40%
PA 15%	3.3% (38+ sessions)	3.90%	3.50%

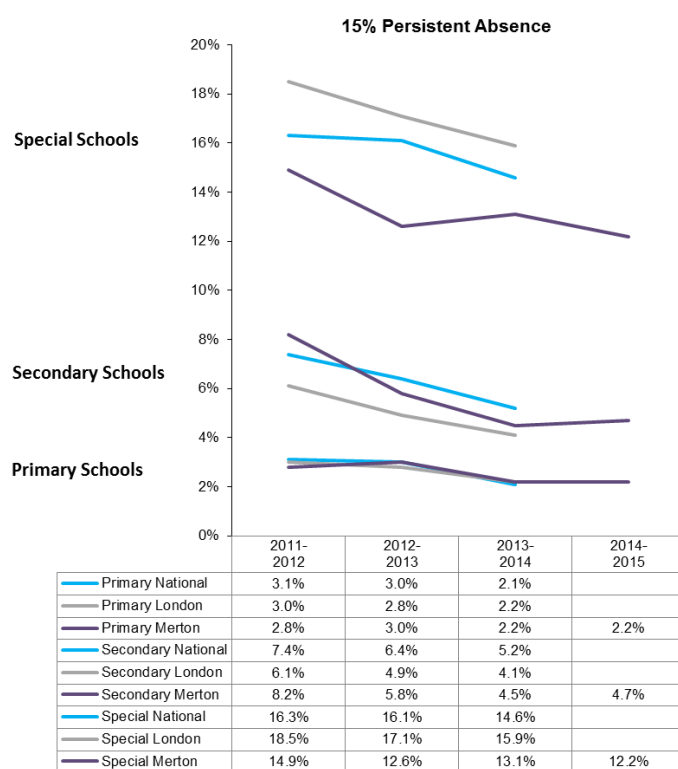
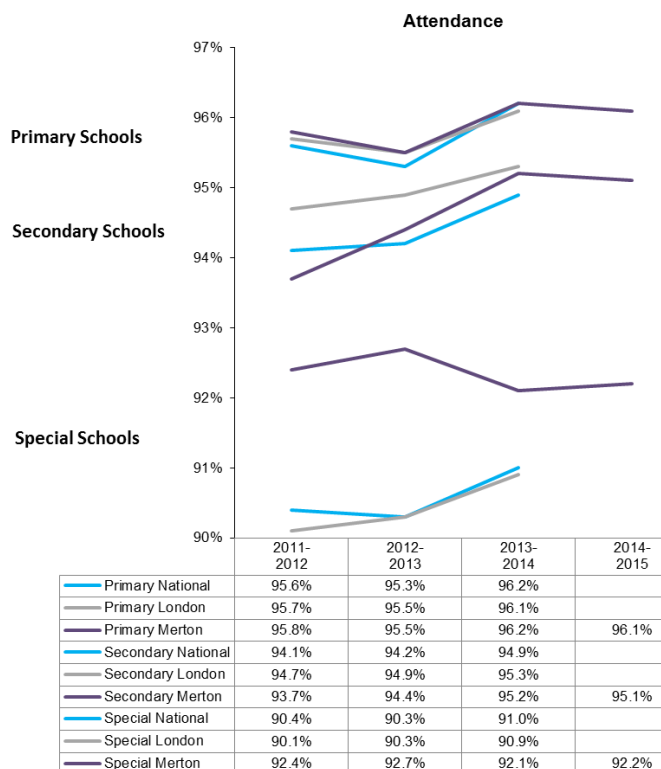
5.1.2 Rates of attendance in Merton fell over this time in line with the drop seen nationally. Nationally, this drop has in part been linked to a significant population rise in the younger years in primary schools where attendance is weaker largely due to childhood illnesses.

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.



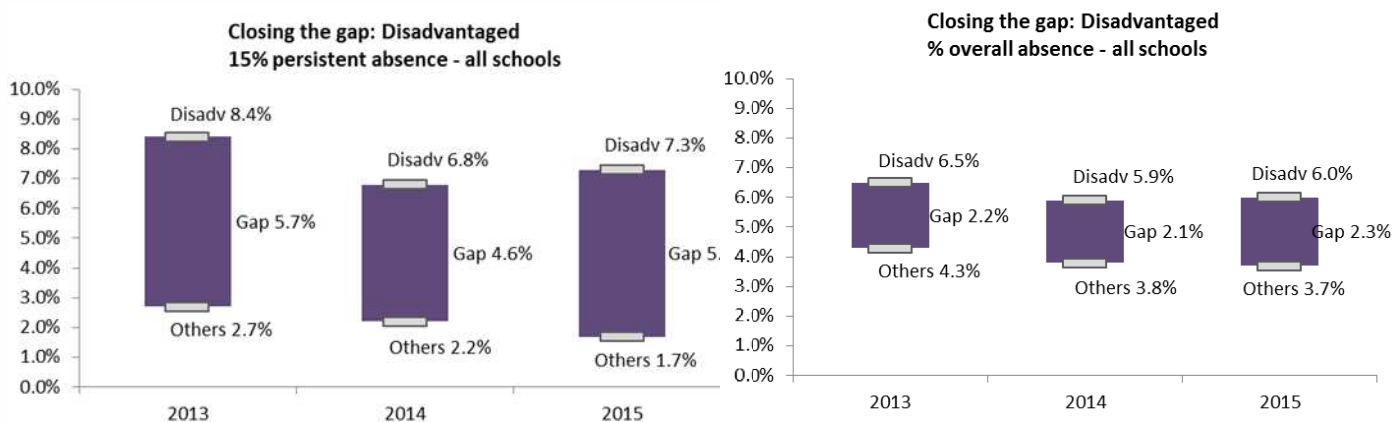


- 5.1.4 Following improvements in 2011-2014, over which time attendance and persistent absence (PA) levels for all schools in Merton rose to above the national and London averages, rates of attendance have now dropped slightly in comparison with 2013-14, though they are better than the Merton 2012-13 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:

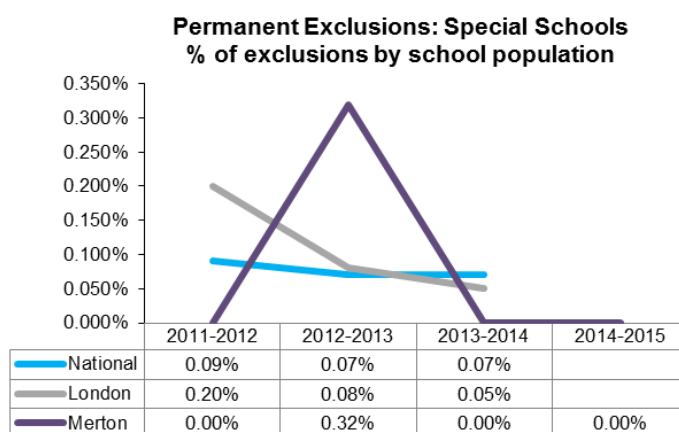
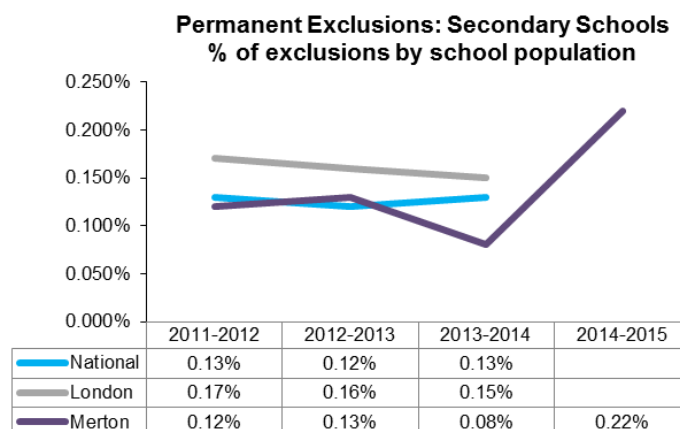
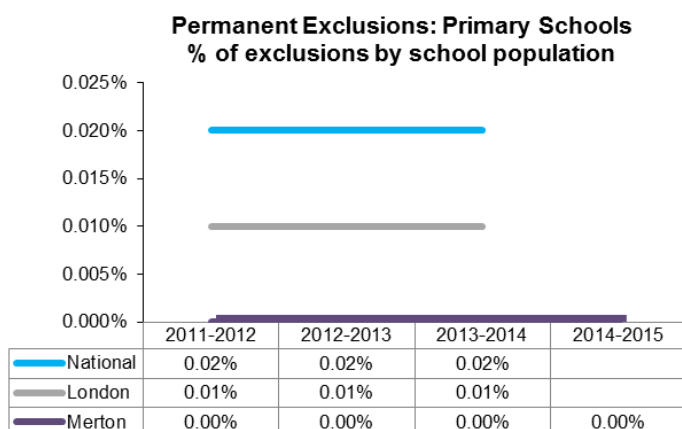
- 82% of pupils involved improved their attendance.
- On average attendance improved by 5.45%.
- 72% of the targeted children improved their attendance to above 90%.
- The average attendance for pupils involved in the programme in the autumn term was 92% , in comparison with attendance for the control 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

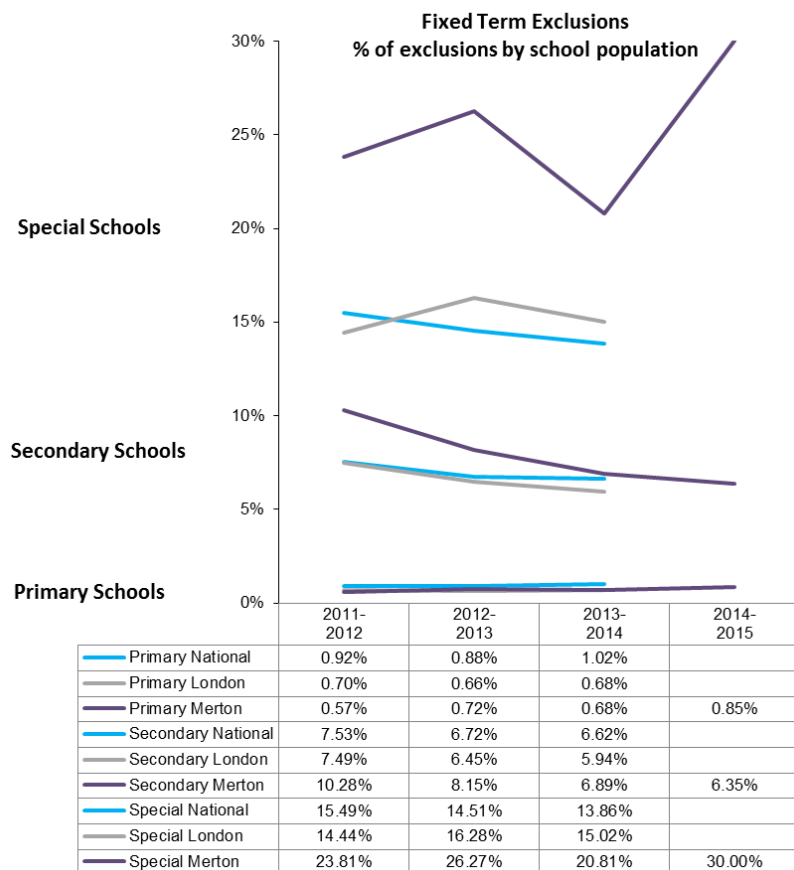


5.2.1 Permanent Exclusions from primary schools have remained at zero, better than the national and London averages. This has been the position for over 10 years and illustrates the impact of the significant and complex inclusion work carried out by primary schools and the LA's Virtual Behaviour Service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

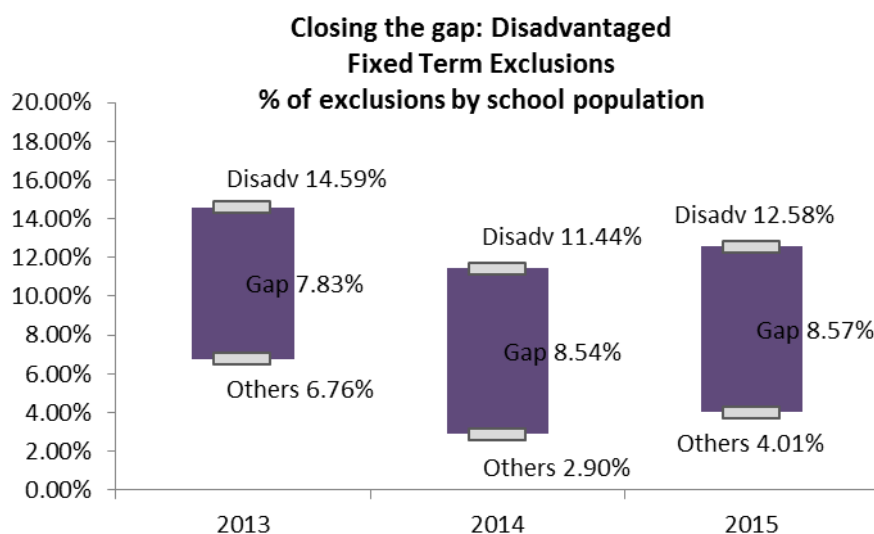
5.2.6 The average length of fixed term exclusion has reduced from 2.5 days in 2013/14 to 2.2. This is in line with the national average.

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%
Gorrington Park Primary School	91%	90%	86%	93%	94%	100%	82%	85%	75%
Haslemere Primary School	94%	90%	96%	100%	100%	100%	98%	94%	95%
Hatfield 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

Page 77

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