

# CELEBRATING SUCCESS

*ACHIEVEMENT IN  
MERTON SCHOOLS  
2016 -2017*

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# 1. Executive Summary

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- 1.1 This report provides information about the education standards, and achievement of children and young people in Merton over the academic year 2016 - 2017. 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 2016 - 2017 was a year when some significant national changes were embedded within schools, with regard to changes in the Ofsted inspection framework, and changes in assessment in both the primary and secondary phases. 2016 – 2017 saw further changes in assessment for secondary schools at both KS4 and KS5.
- 1.3 The proportion of schools judged to be good or better stood at 89% as of August 31<sup>st</sup> 2017. This was a slight drop in performance on the same point in time the previous year, when 91% of Merton schools were judged to be good or outstanding. 89% is just below both the national and London averages. However, all secondary schools remained good or outstanding, with an increase in the proportion judged as outstanding (37.5%) following the inspection of Rutlish School. Since August 2017, the proportion of all schools judged good or outstanding has risen again to 91%, and 50% of secondary schools are now outstanding, demonstrating that the trajectory of improvement over time remains upwards.
- 1.4 Of the six remaining schools judged to require improvement, all are in the primary phase. One has been inspected since August 2017 and was judged to be good. Another received a monitoring visit from Her Majesty’s Inspectors (HMI) during 2016-2017 and was judged to be making progress in relation to the areas identified by the inspection. All of these schools are receiving intensive support and challenge from Merton officers.
- 1.5 With regard to pupil outcomes, comparisons can be made in relation to 2016 performance at statutory assessment points in the primary phase. At these points, outcomes improved in comparison with the LA’s previous performance.
- 1.6 Changes to assessment nationally at KS4 and KS5 make comparisons with previous years’ performance in the majority of indicators not possible, though outcomes continue to be strong for Merton children and young people in comparison with national averages.
- 1.7 In the EYFS, the proportion of pupils achieving the Good Level of Development (GLD) has risen by 2.7 percentage points to 73.9%, maintaining outcomes in Merton above the national average, and moving them to just above London averages for the first time.
- 1.8 84% of pupils reached the expected standard for phonics decoding in Merton, an improvement of four percentage points since 2016. This improvement has been noted by the Minister of State for School Standards as representing one of the ten largest increases in results by a local authority in the country.
- 1.9 At the end of KS1, in Year 2, the strong improvements in performance at the Expected Standard in comparison with 2016 are higher than those seen both nationally and in London, meaning that Merton pupils outperform those nationally, but still less well than those in London. At the Greater Depth

Standard, Merton pupils now outperform the national and London averages, indicating that the most able pupils are doing particularly well.

- 1.10 At the end of Key Stage 2 (KS2), in Year 6, the progress pupils make ranks Merton 10<sup>th</sup> nationally in reading and 10<sup>th</sup> in maths. This is well above the national and London averages, and maintains the very strong performance from the previous year. The proportion of pupils achieving the expected standard in the core subjects (attainment) is 66% and four percentage points above the national average. This is just below the London averages. No schools were below the Department for Education (DfE) Floor Standard. One primary school has hit the threshold for the new DfE Coasting Schools Standard, but is not yet deemed coasting, as this requires a school to be below the threshold three years in a row.
- 1.11 At KS4 the Progress 8 score in Merton of 0.50 is well above national and London averages. This is the highest progress score of all 152 local authorities in England. In the Attainment 8 indicator, Merton's average (50.2) is well above the national average, and above the London averages. This score ranks Merton 17<sup>th</sup> nationally. The proportion of students achieving a standard 9-4 pass in English and mathematics maintained the 2016 graded A\*-C outcome of 70%. Merton is above the London and National averages. The proportion of students achieving the English Baccalaureate (EBacc) increased to 31%, whilst nationally there was a decrease of one percentage point. Merton is below the London averages, but still well above the national average. No Merton school was below the DfE Floor or Coasting Schools' Standards.
- 1.12 Post 16, performance is just above the national average when considering APS per entry for all level 3 qualifications. However, when looking separately at groups within the level 3 cohort, Merton students perform just below the London or national averages, with the exception of Tech level and Applied General students, who outperform the same groups both nationally and in London.
- 1.13 The proportion of 16-17 year olds who are not in education, employment or training (NEET) or whose activity is not known has fallen by 1.4 percentage points which is greater than the fall seen nationally. This follows falls in 2014-15 and 2015-16, and is a three year trend. The Merton proportions of NEET, and of NEET and not known combined place the LA in the first quintile nationally for each (an improvement on second quintile performance the previous year).
- 1.14 Attendance levels in primary and secondary schools have continued to be above national and London averages. In particular, special school attendance continues to be significantly above national and London averages. The proportion of pupils who have attendance below 90% and are therefore classed as Persistent Absentees (PA) has fallen and is well below the most recent London and national figures.
- 1.15 Merton had one primary phase permanent exclusion in 2016-2017, the first for over 10 years. The number of permanent exclusions in secondary schools has increased to 19. There is no data available yet for national or London comparisons, but it is predicted that Merton will remain in line with the national average. The number of fixed term exclusions in primary schools has increased, but the rate remains below (better than) the most recent national data.

# Summary of Performance Information for all Key Stages

	Compared to 2016	3 year trend	Compared to National 2017	2017 Outer London neighbours (quartile)	2017 Statistical neighbours (quartile)	2016 National Standing	2017 National Standing
<b>EYFS</b>							
Good level of development	3↑	6↑	3↑		↑	43 <sup>rd</sup>	31 <sup>st</sup>
<b>KS1</b>							
Year 1 phonics	4↑	7↑	3↑	↑	↑	83 <sup>rd</sup>	22 <sup>nd</sup>
Expected Standard Reading	4↑	*	2↑	↑		77 <sup>th</sup>	38 <sup>th</sup>
Expected Standard Writing	6↑	*	2↑	↑	↑	93 <sup>rd</sup>	53 <sup>rd</sup>
Expected Standard Mathematics	5↑	*	3↑	↑		72 <sup>nd</sup>	31 <sup>st</sup>
Higher Standard Reading	3↑	*	5↑		↑	35 <sup>th</sup>	32 <sup>nd</sup>
Higher Standard Writing	2↑	*	2↑	↓		29 <sup>th</sup>	31 <sup>st</sup>
Higher Standard Mathematics	5↑	*	4↑			40 <sup>th</sup>	17 <sup>th</sup>
<b>KS2</b>							
Expected Standard Reading	7↑	*	5↑		↑	33 <sup>rd</sup>	28 <sup>th</sup>
Expected Standard Writing (TA)	3↑	*	=			100 <sup>th</sup>	106 <sup>th</sup>
Expected Standard Mathematics	5↑	*	6↑	↑		22 <sup>nd</sup>	22 <sup>nd</sup>
Expected Standard Reading/Writing/Maths	9↑	*	5↑		↑	59 <sup>th</sup>	28 <sup>th</sup>
Higher Standard Reading	7↑	*	4↑			27 <sup>th</sup>	18 <sup>th</sup>
Higher Standard Writing (TA)	2↑	*	=	↓	↓	59 <sup>th</sup>	86 <sup>th</sup>
Higher Standard Mathematics	6↑	*	8↑			9 <sup>th</sup>	11 <sup>th</sup>
Higher Standard Reading/Writing/Maths	4↑	*	2↑	↑		34 <sup>th</sup>	24 <sup>th</sup>
Progress Score Reading	=	*	1.6↑			10 <sup>th</sup>	10 <sup>th</sup>
Progress Score Writing	0.2↑	*	0.6↑		↓	64 <sup>th</sup>	46 <sup>th</sup>
Progress Score Mathematics	0.2↑	*	2.0↑			11 <sup>th</sup>	10 <sup>th</sup>
<b>KS4</b>							
Attainment 8 Score	*	*	4↑	↑		22 <sup>nd</sup>	17 <sup>th</sup>
Progress 8 Score	*	*	0.51↑	↑	↑	10 <sup>th</sup>	1 <sup>st</sup>
Grades 9-4 in English and Mathematics	*	*	6↑		↓	21 <sup>st</sup>	26 <sup>th</sup>
English Baccalaureate	*	*	7↑	↑		30 <sup>th</sup>	30 <sup>th</sup>
<b>KS5</b>							
Average points per entry	*	*	0.43↑		↓	37 <sup>th</sup>	50 <sup>th</sup>
<b>NEET and not known</b>							
NEET and not known	1.4↓	3.4↓	2.5↓	↑	↑	57 <sup>th</sup>	8 <sup>th</sup>
Raising the Participation Age	0.5↑	1.9↑	3.1↑	↑	↑	14 <sup>th</sup>	17 <sup>th</sup>
<b>Inclusion</b>							
Attendance all schools**	0.7↑	0.9↑	1.1↑	↑			=8 <sup>th</sup>
Persistent absence all schools**	2.5↓	*	4.1↓	↑			=14 <sup>th</sup>
Permanent exclusions primary**	0.01↑	0.01↑	0.01↓				
Permanent exclusions secondary**	0.02↑	0.03↑	0.04↑				
Fixed term exclusions primary**	0.11↑	0.01↑	0.29↓				
Fixed term exclusions secondary**	1.4↑	0.28↑	0.47↓				

\* These figures are not available.

\*\* National comparators are from 2016, the latest available

Note that changes in the calculation of performance measures for Key Stages 1 and 2 mean that results can not be directly compared with results before 2016. Changes for Key Stages 4 and 5 in 2017 mean that they cannot be directly compared with results before this year.

Arrows indicate performance relative to the previous year's performance (the 'Compared to 2016 column'); in comparison with national performance (in the 'Compared to National 2017' column); or compared to previous quartile performance.

## Quartile Ranking

First quartile
Second quartile
Third quartile
Fourth quartile

This data identifies how performance at all key stages and in most indicators is above national, with the exception of A level performance at KS5. The ranking in relation to the Borough's statistical neighbours and to other Outer London boroughs identifies that although there have been improvements, further improvements could still be secured.

## Summary of Priorities for 2017/18

### School Improvement

- a) To establish and develop the new Merton Strategic School Effectiveness Partnership, so that together Merton's schools continue to secure the best outcomes for Merton pupils, and schools benefit from robust support and challenge.
- b) To increase the proportion of schools judged to be at least good in the primary phase, through the effective implementation of strategies such as Support and Challenge groups.
- c) To increase the proportion of schools judged to be outstanding in the Borough so that it is in line with the higher London average.
- d) To use a range of leadership development strategies including Executive Headship, support from outstanding leaders and training to improve leadership at all levels, particularly in vulnerable schools.
- e) To continue to strengthen governance, particularly in identified schools through targeted support including reviews of governance.

### Early Years

- a) To maintain the strong outcomes for all pupils at this key stage.
- b) To continue to ensure that baseline assessments are accurate on entry to the EYFS so that children's progress can be accurately tracked, and appropriate interventions implemented where appropriate.
- c) To improve outcomes for children in receipt of SEN support so that they are at least in line with the same group nationally, including by embedding the new system by which schools access funding for these pupils.
- d) To embed and extend the 30 hours offer in Nursery classes.

### Primary Phase

- a) To maintain strong outcomes across the primary phase for all pupils in relation to national and London averages.
- b) To improve outcomes for pupils in receipt of SEN support as a result of targeted interventions and more accurate assessment.
- c) To narrow the gaps for pupils eligible for the pupil premium so that they are in line with the gaps seen in London.
- d) To improve outcomes in writing at both KS1 and KS2, through the development of writing exemplification materials to support teachers' understanding of progression and standards, and the delivery of training focusing on the pedagogy of writing.
- e) To improve the progress made by Black Caribbean pupils across KS2.
- f) To ensure Merton schools remain at the forefront of national initiatives in the teaching of mathematics.

### Secondary Phase

- a) To ensure all Merton secondary schools remain good or outstanding.
- b) To further embed changes to the curriculum and assessment at KS4 and sixth form.
- c) To further narrow the gaps for disadvantaged students in all indicators.
- d) To ensure outcomes for pupils with SEND are maximised by focusing on good transition from the primary phase; accurate identification of need; and effective tracking, teaching and intervention.
- e) To improve outcomes in A levels at KS5, particularly at the higher grades, and particularly for boys.
- f) To maintain a low NEET/ Not Known figure through focused tracking and partnership working; increasing

apprenticeship take up; developing targeted projects for high risk cohorts of NEET young people; and developing support for access to university.

### **Inclusion**

- a) To support and challenge pupils and their parents who have poor attendance to maintain good attendance in line with national and outer London averages.
- b) To explore the reasons for higher levels of PA at 10% for children in special schools and take appropriate action
- c) To implement the CME action plan.
- d) To implement the new IT system to bring in live attendance data to support safeguarding decisions in the MASH.
- e) To explore the small cohort of primary pupils who had 17% of the primary exclusions with schools and determine what support was required to reduce this figure to bring Merton Primary schools exclusions to be in line with London Averages.
- f) To explore special schools exclusions and the rate of exclusion for pupils with EHCPs in secondary schools.
- g) To work with the CCG and CAMHS providers to look at the effectiveness of support for pupils with Attention Deficit Hyperactivity Disorder (ADHD).
- h) To improve exclusion rates for White British boys.



## 2. Context for schools 2016 - 2017

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

### Local Authority Statutory Functions

- 2.2 Local authorities continue to have key statutory functions in relation to the education of its children and young people, and hence to securing the improvement of its schools. These are outlined by the Department for Education as being as follows:
- to ensure that efficient primary, secondary and further education is available to meet the needs of the population;
  - to ensure that education functions are exercised with a view to promoting high standards; and
  - to secure that sufficient schools for providing primary and secondary education are available for their area.
- 2.3 In addition, when delivering their school improvement function, local authorities must have regard to the Schools Causing Concern statutory guidance. This was updated and reissued in March 2016, and continues to provide clarity about the role of local authorities in delivering school improvement for maintained schools and for academies.
- 2.4 In order to promote high standards, the DfE has identified that local authorities have considerable freedom as to how they deliver their statutory responsibilities. Most importantly they should:
- understand the performance of maintained schools in their area, using data to identify those schools that require improvement and intervention;
  - encourage good and outstanding maintained schools to take responsibility for their own improvement and to support other schools; and
  - enable other schools to access such support .
- 2.5 In particular, the guidance identifies the role of Regional School Commissioners (RSC) in schools causing concern, exercising powers on behalf of the Secretary of State for Education. The guidance clarifies that the RSCs should work 'closely and co-operatively' with local authorities to drive improvement in maintained schools causing concern.
- 2.6 Reciprocally, local authorities must facilitate the RSC when intervening in schools causing concern. This intervention includes:
- the issuing of an academy order for schools judged to be inadequate by Ofsted;
  - identifying action required in schools deemed to be 'coasting'.
- 2.7 With regard to academies, local authorities should raise any concerns they have about an academy's standards, leadership or governance directly with the relevant RSC.
- 2.8 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.

# The national context for schools 2016 – 2017

## Academies

- 2.9 Following on from the government's Education Bill earlier in 2016 that announced that all schools should become academies by 2020, schools across the country began the academic year 2016 – 2017 considering their response to this requirement.
- 2.10 This requirement was then rescinded in October 2016. The government's ambition remained that all schools should benefit from academy status. The focus however shifted to building capacity in the system and encouraging schools to convert voluntarily.

## Education Legislation

- 2.11 During 2016 – 2017 there was the following legislative action which affected all schools:
- The **Children and Social Work Act** received royal assent in April 2017. It places a duty on the governing body of a maintained school to designate a member of school staff to have responsibility for promoting the educational achievement of previously looked after children, including those who are now the subject of an adoption, special guardianship or child arrangements order. It also requires that all schools and academies in England provide relationships education to pupils receiving primary education, and relationships and sex education to pupils receiving secondary education.

## Safeguarding

- 2.12 The Department for Education (DfE) published an updated version of its statutory safeguarding guidance for schools, Keeping Children Safe in Education, which took effect on 5 September 2016. The main changes are related to:
- The guidance that all staff working in schools are required to follow
  - The role of the designated safeguarding lead
  - Required safeguarding training for staff
  - Safer recruitment
  - The reporting of concerns
  - Online safety
  - Teaching pupils about safeguarding
  - Specific safeguarding issues

Merton schools were provided with a new model safeguarding policy and audit document reflecting these changes.

- 2.13 New regulations were brought in regarding Disclosure and Barring Service (DBS) checks for governors. Under the new rules maintained schools must apply for enhanced DBS certificates for all governors.

## New requirements regarding the roll

- 2.14 From 1 September 2016, the new Children Missing Education statutory guidance for Local Authorities placed a statutory duty on schools to inform their LA when a pupil is added to or removed from the admission register (also known as the roll). This was designed to ensure that pupils have less chance of 'going missing' after they have left a school. Schools are now required to:

- Record details of the pupil's residence, the name of the person with whom he/she will reside, the date from which he/she will reside there, and the name of the destination school.
- Inform their LA of the pupil's destination school and home address if the pupil is moving to a new school.
- Inform their LA within five days of registering a new pupil of his/her address and previous school.

## Ofsted

2.15 Small changes were made to the way Ofsted inspect schools:

- In order to ensure that Ofsted's aim to inspect all schools with a current judgement of good closer to three years after their previous inspection was achieved, they announced that these inspections no longer needed to be led by one of Her Majesty's Inspectors (HMIs) from September 2016. Instead they could be led by an ordinary Ofsted Inspector. As a result, there were more inspections nationally, and this was replicated in Merton.

Ofsted have stated that more significant changes will be made to the way schools are inspected from 2019, when a new framework for inspection will be introduced.

2.16 The post of Her Majesty's Chief Inspector for schools passed from Sir Michael Wilshaw to Amanda Spielman in December 2016.

2.17 Ofsted continued to place a stronger focus on the wider curriculum (beyond English and mathematics) when inspecting schools.

## Pupil premium

2.18 From the 1 September 2016, schools maintained by the local authority were required to publish their strategy for the school's use of the pupil premium on their websites. Schools are required to publish for the previous academic year:

- how the pupil premium allocation was spent;
- the impact of the expenditure on eligible and 'other' pupils;
- review of the impact of the spending .

For the coming academic year schools should also include:

- the amount of the school's allocation of pupil premium grant;
- current attainment for pupils eligible for Pupil Premium compared with non-pupil premium;
- key barriers to educational achievement for pupils eligible for pupils premium;
- desired outcomes for pupils eligible for Pupil Premium;
- planned expenditure;
- how the allocation will be spent to address the barriers and why these approaches were chosen;
- how the school will measure the impact of the pupil premium.

Merton supported schools with their reporting through training and the creation of model templates.

## Assessment and curriculum

2.19 From September 2015, schools in England began teaching new, revised GCSE and A Level programmes. Students sat the first set of examinations in summer 2017 in English language, English literature and mathematics. Assessment for the new-style GCSEs has moved away from coursework assessment to be

mostly by exam. A new grading scale of 9–1 is used, with 9 being the highest grade. This allows for greater differentiation, particularly at the top, where the new grade 9 is higher than the current A\*. Further subjects will be introduced until summer 2019, when all subjects will be taught under the new system. Exam resits are only be available in November, and only in English language and maths.

- 2.20 New AS and A Levels have also been taught in schools in England since September 2015. The first results for the new A Levels were published in 2017. As with the GCSEs, the main changes are that assessment will be mainly by exam. AS and A Levels are being ‘decoupled’, meaning that AS results will no longer count towards an A Level in the way they do now.
- 2.21 During the autumn 2016 census and from spring 2017 annually onwards, it became a statutory requirement for a school to assess all of its pupils for whom English is not their first language against a five-point scale of reading, writing and spoken language proficiency. The breakdown into five proficiency stages has enabled schools to track different groups of learners who speak English as an additional language (EAL) to determine whether all are making similar progress and to inform decisions concerning support and provision. Although the DfE has issued criteria and guidance for each of these five proficiency stages, there is no single national assessment tool. Furthermore, the outcomes are not moderated so it will be for a school to determine its own assessment arrangements and outcomes.

## **Governors**

- 2.22 A Competency Framework for Governance: the knowledge, skills and behaviours needed for effective governance in maintained schools, academies and multi-academy trusts was published by the DfE in January 2016. This non-statutory guidance is intended to help governing bodies and training providers by providing them with clear definitions of the knowledge, skills, and behaviours needed for effective governance. A new Competency Framework for Governors was published.
- 2.23 A Clerking Competency Framework was also published. This document recognises the value of professional quality clerking which can provide an “invaluable contribution to the efficiency, effectiveness, productivity and compliance of the governing board”.

## **National Funding Formula**

- 2.24 The government published its fair funding proposals, which plans to replace the current system with a new formula to ensure that children with similar characteristics and similar needs attract similar levels of funding - regardless of where their families happen to live. As a result of the proposed national funding formula, due to be introduced from 2018 to 2019:
- more than 10,000 schools will gain funding, including more than 3,000 receiving an increase of more than 5% - up to 3% in per pupil funding in 2018 to 2019 and a further 2.5% in 2019 to 2020
  - significant protections have also been built into the formula so that no school will face a reduction of more than more than 1.5% per pupil per year or 3% per pupil overall
  - for pupils with high-level special educational needs (high needs), where funding changes could be even more acutely felt by the most vulnerable young people in our society, no area will see their funding reduced.

## Schools deemed to be 'coasting'

- 2.25 Schools defined as coasting by the government are targeted for intervention. For LA maintained schools, this can include forced transfer to an academy sponsor, while coasting academies can face being re-brokered to a new sponsor. In 2017, a secondary school will be defined as coasting if it meets the following thresholds:
- in 2015, fewer than 60% of pupils achieved 5 A\*-C at GCSE (including English and maths) and less than the national median achieved expected progress in English and in maths; and
  - in 2016, the school's Progress 8 score was below -0.25; and
  - in 2017, the school's Progress 8 score was below -0.25.
- 2.26 A primary school will be defined as coasting if it meets the following thresholds:
- in 2015, fewer than 85% of pupils achieved level 4 in English reading, English writing and mathematics and below the national median percentage of pupils achieved expected progress in all of English reading, English writing and mathematics; and
  - in 2016, fewer than 85% of pupils achieved the expected standard at the end of primary schools and average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing; and
  - in 2017, fewer than 85% of pupils achieved the expected standard at the end of primary schools and average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing.
- 2.27 Both primary and secondary schools have to be below the relevant coasting thresholds in all three years to fall within the overall coasting definition.
- 2.28 No primary or secondary school in Merton is deemed coasting. Should the coasting regulations stay the same one primary school is at risk of being deemed coasting in 2018 following being below the threshold in 2016 and 2017.

## Floor Standard Thresholds

- 2.29 The Department of Education has had thresholds for some while, which, if a school falls below them with regard to performance at the end of KS2 and KS4, means that they are deemed 'below the Floor Standard'. Again, this makes a school eligible for intervention.
- 2.30 In 2017, a primary school was below the Floor Standard if:
- fewer than 65% of pupils met the expected standard in English reading, English writing and mathematics combined; or
  - the school achieved sufficient progress scores in all three subjects (at least -5 in English reading, -5 in mathematics and -7 in English writing)
- No school in Merton fell below the Floor Standard in 2015/16 at KS2.
- 2.31 In 2017, a secondary school was below the Floor Standard if its Progress 8 score was below -0.5. No school in Merton fell below the Floor Standard in 2016 - 2017 at KS4, despite a rise to 12% of all schools nationally.

## The principles of School Improvement in Merton

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

### School Improvement in Merton in practice

#### School Improvement Strategy

- 2.33 Merton created a new School Improvement Strategy for 2016 – 2017. This set out the LA's principles, aims, priorities and mechanisms to ensure that all Merton schools are supported and challenged to continue to improve and to provide the best possible education for the children and young people in their care. The strategy was initially set for one year only, on the basis that the national agenda around academies might require a different relationship in the future.

The Strategy outlined:

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

#### Partnership working

- 2.34 The LA worked with representatives from schools across the Borough in the School Improvement Steering Group to further develop partnership working in response to national changes, including the government's changing policy around academies. Building on the strengths of the previous Merton Education Partnership, values and vision for partnership were re-established, and it was agreed to form the new Merton Strategic School Effectiveness Partnership from September 2017, with priorities focusing on teacher recruitment and retention; collaborative CPD; and leadership development.

- 2.35 Although one school (Aragon Primary) prepared to convert to an academy during the year, joining a multi-academy trust in September 2017, Merton schools have not seen academisation as an advantage and prefer to maintain their current maintained status. The financial context is however likely to mean that schools need to work together more effectively and efficiently to gain economies of scale. Collaboration including soft or hard federation assists this as well as helping to address the demographic issues of an ageing workforce at head and deputy level.
- 2.36 National Leaders in Education (NLEs) provide school level support. During 2016- 2017 two local NLEs provided substantial support in Merton primary schools (The Sherwood and Sacred Heart primary schools). This work has been very successful, with the schools moving forward strongly under the leadership of the NLEs. During 2017 – 2018 both schools have been inspected. The report of one of these inspections has been published, and the school achieved a good outcome.
- 2.37 Merton Leaders in Education (MLEs) also provide school level support for leadership. This is a local programme, based on the local leaders in education programme. Working within a local programme, MLEs are able to bring a local knowledge of systems and of high expectations for Merton children and young people. In 2016/17 MLEs worked in four schools, with good impact in each. Their work has focused for example on improving assessment practice and improvement planning.
- 2.38 The Merton Special Teaching Alliance (MSTA) provides support for schools through coaching and leadership development programmes. This offer complements and enhances the local offer of support for Merton schools. The Teaching School Alliance also offers a Schools’ Direct programme to maximise the new to teaching recruitment opportunities for Merton Schools. Merton is working closely with the MSTA to ensure support for schools is coordinated and targeted appropriately.
- 2.39 Primary Expert Teachers (PETs) come from Merton’s pool of excellent teachers, and provide hands on support for primary teachers in the classroom, focusing in particular on English and mathematics. In 2016/17 PETs worked in four schools intensively, working with teachers across phases to help improve identified aspects of their practices. Another expert teacher in the primary phase delivered training on the teaching of art for Merton schools.
- 2.40 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.
- 2.41 The South West London School Effectiveness Partnership (SWLSEP) takes partnership working for the LA and Merton schools beyond the Borough border. Best practice and expertise is shared through joint programmes of professional development, focusing in particular on leadership, governance and curriculum development.

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

- 2.42 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

- 2.43 All maintained schools continue to be linked to a MEP, and receive at least two visits a year. During these visits, leaders and governors are challenged and supported, particularly with reference to the areas covered by the Ofsted framework, including safeguarding. Where schools are evaluating themselves to be less than good, or where there were concerns about performance, support from the MEP increases. Advisors offer targeted support for identified schools, focusing on raising standards and improving the quality of teaching with regard to English, mathematics, equalities (including for those pupils eligible for the Pupil Premium), assessment, the curriculum and Early Years.
- 2.44 In 2016 - 2017, where schools were identified as facing particular challenges (for example, they had an Ofsted judgement that judged them to require improvement, or a range of data indicated that there was a risk of a drop from a good or outstanding judgement), a 'Support and Challenge Group' was implemented.
- 2.45 A Support and Challenge Group may be provided to schools causing concern in any area of the Ofsted framework for the inspection of schools related to achievement, teaching, behaviour and safety, and leadership and management. The LA uses the most robust intelligence available to determine whether a school might be causing concern.
- 2.46 Support and Challenge Groups are set up in partnership with the school, through first approaching the Headteacher, with the expectation that each school will engage in the process in the context of the LA duty to promote high standards.
- 2.47 The purpose of Support and Challenge Groups is to:
- challenge and hold the school to account for improvements required in line with the school's action plan/development plan;
  - monitor and evaluate progress towards those improvements;
  - provide the leadership of the school with an opportunity to rehearse key messages about the progress the school is making;
  - ensure support for the school is effectively co-ordinated, and broker additional support where needed;
  - provide advice and guidance to the school from a range of school improvement experts; and
  - enable the LA to get a better understanding of the school.
- 2.48 Recognising that a range of factors underpin the effectiveness of schools, the MSI team works closely with a range of other LA teams and services which contribute to the wider school improvement agenda in Merton. These include:
- Virtual School for Looked after Children
  - Schools' Management and Information Service Support Team (Schools' IT support)
  - Governor Services
  - Equalities and Diversity Team
  - Special Educational Needs and Disabilities Integrated Service (SENDIS)
  - Virtual Behaviour Service
  - Language and Learning Support Team
  - Vulnerable Children's Team
  - Supporting Families Team
  - Education Welfare Service



- Traveller Education Service
- Continuing Professional Development Team
- Early Years' Service

2.49 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**

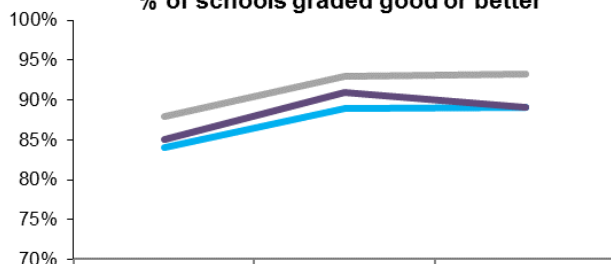
2.50 The universal offer for all schools, including central training, is also devised based on the knowledge of local school needs and in the context of the national education agenda. The MEP programme provides a framework for school self-evaluation, and a quality assurance function, giving external verification to self-evaluation for all schools. In general, the MSI team has supported schools with the following this year:

- updates on national changes and developments;
- a quality assurance and accreditation programme for Newly Qualified Teachers (NQTs);
- guidance on assessment, and the collection, presentation and analysis of pupil achievement data;
- identification and sharing of local and national good practice;
- guidance in identifying, analysing, planning for and monitoring required improvements;
- preparation for Ofsted;
- advice and guidance to ensure any priorities identified in inspection are addressed;
- training, coaching and advice on the curriculum, pedagogy, assessment, and teaching and learning; and
- general support for leadership.

2.51 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.

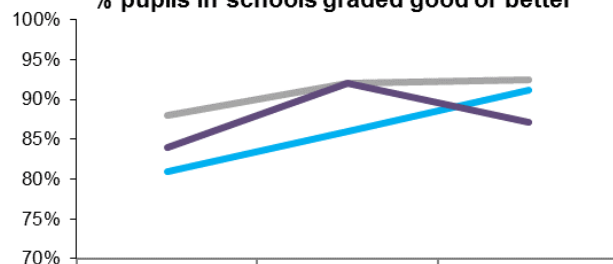
# 3. Ofsted Outcomes and School Improvement

**Ofsted Overall Effectiveness : 31 August  
% of schools graded good or better**



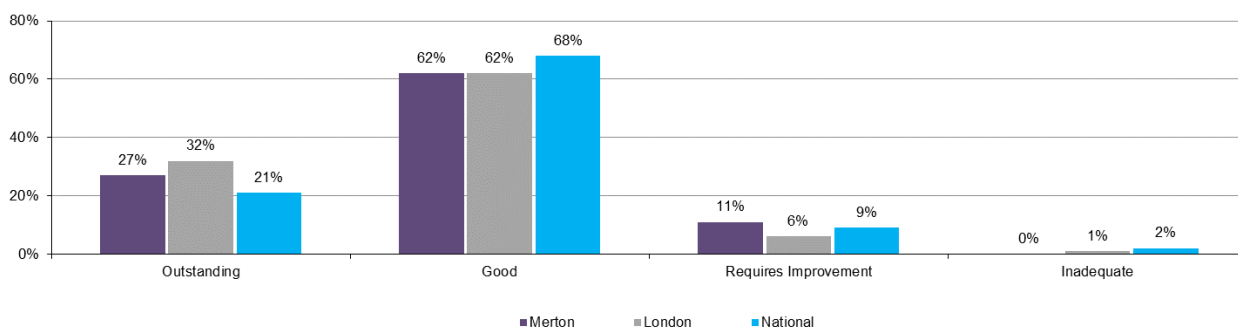
	2015	2016	2017
National	84%	89%	89%
London	88%	93%	93%
Merton	85%	91%	89%

**Ofsted Overall Effectiveness : 31 August  
% pupils in schools graded good or better**



	2015	2016	2017
National	81%	86%	91%
London	88%	92%	92%
Merton	84%	92%	87%

**School Ofsted: Overall Effectiveness - August 2017**



- 3.1 The proportion of schools judged to be good or better in Merton has fallen from 91% to 89% over the course of the academic year. This proportion is above the average nationally, but below the London average. All of the Council’s secondary schools were judged to be good by August 2017. Six of the Borough’s 43 primary schools were not yet judged to be good or better as of August 2017. This means that 86% of primary schools were judged to be good or better at that point, which is below both the national (91%) and London averages (94%) for this educational phase. Improving this proportion remains a key priority for 2017/2018, and the figure as of 31<sup>st</sup> December 2017 had improved to 91% (in line with the national average).
- 3.2 The proportion of *pupils* in schools judged to be good or better fell by five percentage points to 87% at the end of the academic year. Again, as this has continued to be a focus for improvement for 2017 – 2018, the figure as of 31<sup>st</sup> December 2017 had improved to 93% (in line with the London and above the national averages).
- 3.3 During 2016/2017, fourteen LA maintained schools, academies and free schools in Merton were inspected. Three were judged outstanding, (Wimbledon Park, Rutlish and Harris Primary); nine were judged to be good, (The Priory, Links, St Teresa’s, William Morris, Aragon, Pelham, Hatfeild, Joseph Hood, St Thomas of Canterbury, Park primary schools); and two to require improvement (Benedict and Merton Abbey primary schools). The judgements were an improvement for two of the schools (one primary school, and one secondary), both of which moved from good to outstanding. All the other schools inspected maintained their previous judgements (good), with the exception of Merton Abbey Primary which declined from a good judgement to requiring improvement.

- 3.4 Where schools were judged to be good or better, strengths highlighted in the reports included the following:
- Leadership team and governors have ensured that all safeguarding arrangements are fit for purpose and records are detailed and of a high quality
  - Staff, pupils and governors are ambitious and committed to ensuring that the school provides an excellent education.
  - Leaders evaluate the school's work to ensure that it is constantly improving. Leaders seek out great teaching practice in school and in other schools, and use it to benefit pupils.
  - Senior leaders have maintained a single-minded approach to raising standards.
  - Teachers have good subject knowledge and questioning skills. They plan imaginative activities which meet pupils' needs. The balance of high-quality teaching and additional support ensures that all pupils succeed.
  - The curriculum is a strength of the school. Pupils are involved in its review and design and it reflects their interests as well as national requirements.
  - Pupils have very positive attitudes to learning. They enjoy the many leadership opportunities they have in school and develop into confident young people.
  - Leaders are rightly proud of the inclusive nature of the school. The personal development of the boys is as much a priority as academic excellence.
  - Pupils who have special needs and/or disabilities are very well supported and are making good progress.
- 3.5 Where schools were judged to be less than good, issues identified included:
- School leaders have not acted swiftly enough to address weaknesses in pupils' performance.
  - Governors have not been successful in holding school leaders to account for pupils' performance.
  - Teachers do not plan challenging enough work for pupils to make good progress.
  - School leaders are overgenerous in their evaluation of teaching and learning over time.
  - The quality of teaching is variable
  - Pupils are not making fast enough progress to make up for previous underperformance
  - Pupils are not always given sufficient opportunities to improve their work or learn from their mistakes. This slows their rate of progress.
  - Some teachers do not have high enough expectations for the most able pupils, including those that are disadvantaged.
- 3.6 Comments about LA support for schools inspected are not now regularly included in Ofsted reports. In 2016 – 2017 the comments included the following, indicating just some of the work undertaken by the LA with schools:
- 'Governors, with the support of Merton local authority, recently undertook a review of their own structure and practice. As a result, there have been substantial changes to the way in which governors challenge and support [the] leadership team.'
  - 'Partnerships with the local authority are productive.'
  - 'Governors moved swiftly in September 2016 to ensure that weaknesses which led to a dip in results were addressed. They promptly commissioned a teaching and learning review with the support of Merton local authority and took forward the recommendations to improve the school.'

## 2016/17 School Improvement priorities, impact, and key actions taken

3.7

**Priority:**

To work with schools and leaders to develop the local collaborative school improvement model in the context of national changes in policy and funding, to secure the continued strong improvement of Merton schools.

**Action taken to secure improvement:**

At the beginning of the academic year 2016 -2017 the Local Authority began to work with its schools to identify how they might respond to the national policy of all schools becoming academies by 2020, and to develop a shared future strategy for all schools in Merton. This began with briefings for headteachers and chairs of governors in the early Autumn on 2016. Once the policy had been rescinded nationally, the Local Authority worked with a newly formed School Improvement Steering Group, made up of representative headteachers from primary, secondary and special schools, and of chairs of governors. This group explored how schools might want to further develop collaborative working between themselves and with the LA.

**Impact:**

Following several meetings it was agreed to form a new partnership vehicle for Merton schools called the Merton Strategic School Effectiveness Partnership (MSSEP).

The MSSEP Board met for the first time in the autumn of 2017, and the partnership working will grow out of this. The Board is made up of representatives from all the local cluster groups, and includes members from primary, secondary and special schools across the Borough, as well as members of the Education Department of the LA. The MSSEP priorities for 2017 – 2018 are recruitment and retention of teachers, the coordination of a strong CPD offer across the local area, and leadership development. The partnership aims to ‘future proof’ schools in the national context of academisation still being the government’s preferred way forward, by: strengthening partnership working; building on the collaboration of schools within their clusters; finding financial efficiencies where possible; and promoting formal and informal partnerships between schools to strengthen outcomes and leadership where appropriate.

3.8

**Priority:**

To further increase the proportion of schools judged to be good or better in the primary phase, and to ensure that no schools receives a weaker Ofsted inspection judgement, by embedding the impact of the new School Improvement Strategy and of Support and Challenge groups, and providing targeted support from a range of LA services, and brokering support from local outstanding providers.

**Action taken to secure improvement:**

School that had a current judgement of Requires and Improvement, and those that were identified as being at risk of being judged less than good received significantly higher levels of support from their MEP and other LA officers, and had Support and Challenge Groups, chaired by the Head of School Improvement. Support was tailored to each individual school’s needs, and ranged from the issuing of pre-warning notice letters and brokering of significant support from an outstanding leader from another school, through support and challenge for senior and leaders to ensure that their skills are able to secure improvements, to very focused work with individual teachers, focusing on improvements in individual classrooms.

**Impact:**

Support and challenge for identified schools with previously good judgements, but at risk of being judged less than good on their next inspection, ensured that they retained their good judgements when inspected during 2016 -2017. Nevertheless, the proportion of schools judged to be good or better decreased slightly following the first inspection of Benedict as an academy, and the drop in judgement for Merton Abbey.

3.9

**Priority:**

To further increase the proportion of schools judged as outstanding by Ofsted including by providing opportunities for peer review and improvement support.

**Action taken to secure improvement:**

Merton's ambition remains for as many pupils as possible to benefit from an outstanding education. Through the MEP programme, schools are encouraged to have the highest ambitions for their pupils, and to develop systems and structures and leadership skills in order to move to the next level. Schools with the capacity to move from good to outstanding were given support appropriate to their needs. In particular this constituted supporting leaders to fine tune their systems for monitoring and evaluation and for securing improvement to ensure that all areas for improvement were rigorously addressed.

**Impact:**

Two schools moved from good to outstanding, and a third was judged outstanding in its first inspection as an academy. At the end of the academic year, 38% of the Borough's secondary schools were judged outstanding, which is well above the national average of 23%. Overall the proportion of outstanding schools increased from 23% to 27% in 2016 – 2017. This is also above the national average.

3.10

**Priority:**

To increase the capacity of Merton schools to support each other to improve through the extension of the MLE and PET programmes, and by developing stronger cluster working.

**Action taken to secure improvement:**

National and Merton Leaders in Education, and other strong senior leaders, were deployed in schools where support was required. The capacity in the system was sufficient to ensure that no school was without support where this was needed, and it was not necessary to look beyond Merton for this support. Headteachers new to the role and to the Borough also received mentoring from established strong leaders in the Borough. Three additional Primary Expert Teachers were recruited to support at classroom and middle leadership levels. Clusters worked to secure improvements.

**Impact:**

Leadership support has ensured that schools have greater strength particularly at senior level. This has included ensuring that systems and structures are securely in place; that teachers and leaders are held clearly to account for outcomes as well as supported in an effective way; that leaders are provided

with coaching and mentoring, particularly when new to the role, to ensure that they are equipped to meet the demands of the role; and that key areas for improvement in individual schools are addressed. Cluster working has strengthened across the Borough. The cluster of Catholic schools implemented peer reviews in triads, involving headteachers and senior leaders. The West Wimbledon Cluster strengthened their partnership working around common improvement priorities. The East Mitcham Cluster also improved their planning and actions to address areas of under performance with regards to pupil outcomes. This happened despite the fact that in this area of the Borough there were a number of new heads and some interim leadership arrangements.

3.11

**Priority:**  
To ensure that leaders at all levels continue to develop their skills, providing a high quality workforce for the LA's schools, impacting on teaching and learning, and on pupil outcomes.

**Action taken to secure improvement:**  
There was a rich offer of leadership development opportunities from schools, the LA and from the South West London School Effectiveness Partnership. This included training for aspiring headteachers, senior leaders, middle leaders and teachers wanting to take the first step into leadership.

**Impact:**  
Leadership and management was judged to be good in thirteen of the fourteen schools inspected.

3.12

**Priority:**  
To ensure that governance in all schools continues to be judged to be at least good in line with the increased expectations of the Ofsted framework

**Action taken to secure improvement:**  
A range of training was provided to governors in Merton schools, including briefings for chairs of governors, for clerks, and for training governors. Other events focused on increasing their knowledge and skills around Teachers' Pay, Appraisal and Headteacher Performance Review, Safeguarding, the Pupil Premium, SEND, Prevent and British Values, Ofsted, and how to challenge and support their schools. These events ensured that governors were kept up to speed with national and local initiatives. There was a priority to ensure that Governing Boards were fully recruited to with members with the requisite skills. The Governor Support Service held regular events for prospective new governors, and actively sought people with specific skills on behalf of some Governing Boards. 10 Governing Boards were supported intensively with advice and guidance on improving governance in their schools.

**Impact:**  
In Ofsted inspections of Merton schools in 2016 -2017, governance was judged to be good in 93% of cases. Training and support from the Governor Support service was very positively reviewed and attendance at events was strong on the basis that the quality of service provided continues to be good and valued. Targeted support resulted variously and specifically to individual schools in :

- strengthened chairing arrangements;

- Governing Body working more cohesively;
- sharper action planning for the Governing Body;
- improved relationships between governors and school leaders;
- more knowledgeable and skilful governors.

## School Improvement Priorities for 2017 – 2018

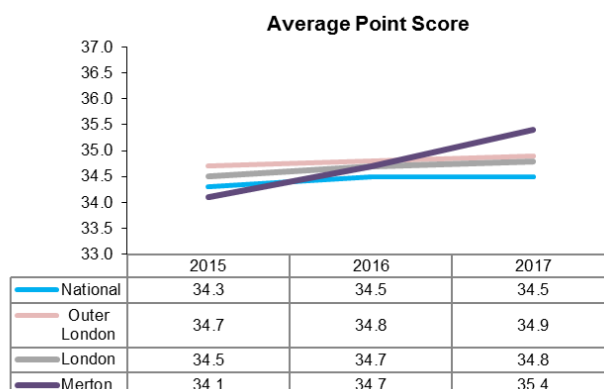
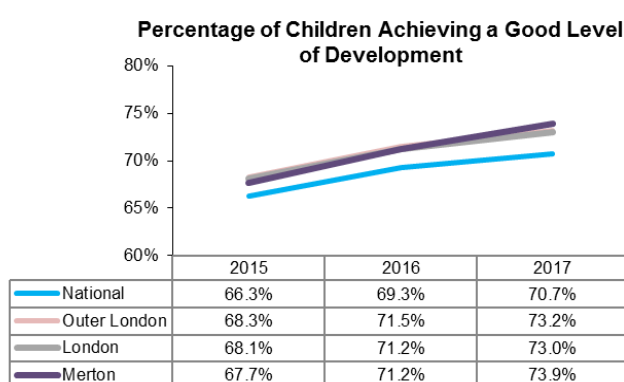
- a) To establish and develop the new Merton Strategic School Effectiveness Partnership, so that together Merton's schools continue to secure the best outcomes for Merton pupils, and schools benefit from robust support and challenge.
- b) To increase the proportion of schools judged to be at least good in the primary phase, through the effective implementation of strategies such as Support and Challenge groups.
- c) To increase the proportion of schools judged to be outstanding in the Borough so that it is line with the higher London average.
- d) To use a range of leadership development strategies including Executive Headship, support from outstanding leaders and training to improve leadership at all levels, particularly in vulnerable schools.
- e) To continue to strengthen governance, particularly in identified schools through targeted support including reviews of governance.

# 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 APS below.

### EYFSP - headline performance information and analysis



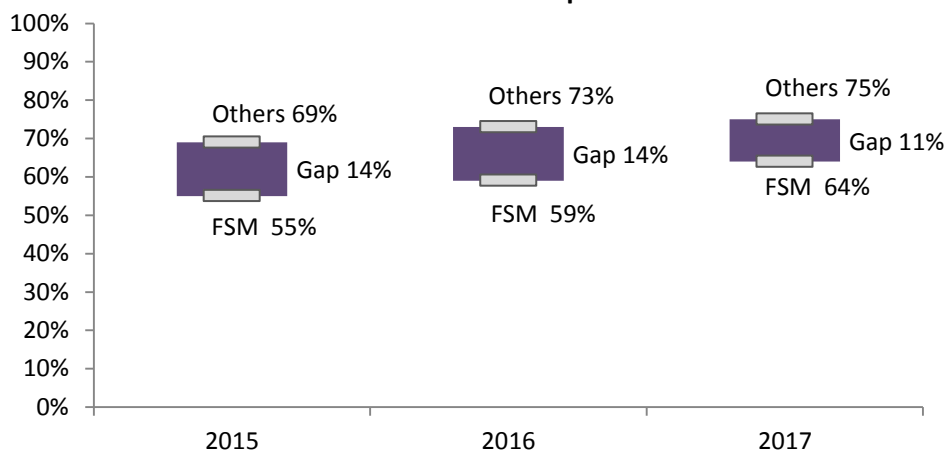
- 4.1.5 Merton pupils had the strongest performance at this key stage since the introduction of the EYFSP. The proportion of pupils achieving the GLD in Merton has improved in comparison with performance in 2016. Since 2015 (a three year trend) there has been an increase of six percentage points which is greater than the improvements seen across London and nationally (five and four percentage points respectively). At 74%, the proportion of children achieving the GLD is in line with the London and outer London average and above the national average. Performance in all areas of learning is above the national averages for both the ‘Expected’ and ‘Exceeding’ standards, with the exception of ‘Self-confidence and self-awareness’ which is in line.
- 4.1.6 The APS has risen by 1.3 percentage points since 2015: a greater rate than that seen nationally and in London. At 35.4, Merton remains above national and London averages. This indicates that the most able pupils are performing particularly well.



## EYFSP - main pupil groups and analysis

Contextual Groups	Number of Pupils	% achieving a good level of development			Average Point Score		
		Merton	London	National	Merton	London	National
All Pupils	2549	74%	73%	71%	35.4	34.8	34.5
<b>Gender</b>							
Female	1269	79%	80%	78%	36.4	36.0	35.7
Male	1280	68%	67%	64%	34.4	33.6	33.3
Gap		11%	13%	14%	2.0	2.4	2.4
<b>Free School Meals</b>							
Free School Meals	324	64%	64%	56%	32.9	32.8	31.5
All other pupils	2225	75%	75%	73%	35.7	35.1	34.9
Gap		11%	11%	17%	2.8	2.3	3.4
<b>Special Educational Needs (SEN)</b>							
No Special Educational Needs	2238	80%	79%	76%	36.6	35.8	35.4
SEN Support	204	25%	31%	27%	26.5	27.0	26.6
SEN (with Statement or EHC plan)	39	5%	5%	4%	18.9	19.5	19.5
<b>Ethnic Group (White British, five largest and priority ethnic minority groups)</b>							
White British	772	77%		73%	36.8		35.0
White Other	515	70%		64%	34.8		32.8
Asian Other	240	78%		70%	35.2		33.6
Black African	187	70%		70%	34.0		33.6
Mixed Other	121	81%		73%	36.5		34.9
Asian Pakistani	109	67%		64%	32.5		32.4
Black Caribbean	62	68%		68%	34.9		33.7

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



4.1.7 With regard to the GLD, Merton girls continue to do better than boys: however, the gender gap has narrowed by one percentage point to 11 and nationally the gap is wider.

- 4.1.8 The proportion of children eligible for Free School Meals (FSM) achieving the GLD has increased by five percentage points to 64%. All other pupils also improved their performance but at a smaller rate, meaning that the percentage point gap between these groups has reduced from 14% to 11%. Nationally, the gap is wider, at 17 percentage points.
- 4.1.9 Although their performance has improved in 2017, Merton children with Special Educational Needs (SEN) attain below both the national and London averages for children with SEN Support, and in line with London and national for children with EHCPs/statements. The performance of children in receipt of SEN Support in particular will be a focus of improvement at this key stage, as it will be across other key stages.
- 4.1.10 The ethnic groups with the largest representation of pupils in the Merton EYFSP, (White British, White Other, Asian Other, Black African, Mixed Other and Asian Pakistani and priority group Black Caribbean), outperformed or performed at the same level with children of the same ethnic heritage nationally. Of particular note is the improvement for White other children: the proportion achieving the GLD in this group rose by seven percentage points, which is greater than the improvement seen for all children at this key stage.

## 4.2 2016/17 Early Years priorities, impact, and key actions taken

### 4.2.1

**Priorities:**

To ensure that all schools secure good progress for children across the EYFS, using accurate baseline information on entry to the school.

To continue to maintain good outcomes with regard to the proportions of all children achieving the Good Level of Development and achieving exceeding judgements.

**Action taken to secure improvement:**

Central training and support for identified schools enabled leaders and teachers to focus on improving provision for pupils' learning both inside and outside the classroom. Teachers were supported to improve their planning; pupils' achievements (in their 'learning journeys') were scrutinised and feedback given to teachers to improve outcomes; and training provided a focus on children's mathematical understanding.

**Impact:**

Performance in all areas of learning and at both the 'Expected' and 'Exceeding' standards performance improved in 2017, with the exceptions of the areas of learning 'Understanding' and 'Reading' at the 'Exceeding' standard where performance was static, but still above the national averages.

Ofsted reports for half of the primary schools inspected in 2016 – 2017 explicitly identified that pupils make good progress and/or that schools are working to improve these outcomes. For example:

- 'Children in the early years have an excellent start to their education. Staff work closely together to track children's progress and provide activities to meet their needs.'
- 'Secure plans are in place to increase the speed of progress, with a particular emphasis on the early years.'
- 'Skilled leaders have ensured that all pupils make good progress [in the Early Years].'
- 'As a result of good leadership and effective teaching, children in Reception make at least good progress from below-average starting points. Many children make strong progress.'

### 4.2.2

**Priorities:**

To improve outcomes for children in receipt of SEN support so that they are at least in line with the same group nationally; and to further narrow the achievement gap for pupils in receipt of Free School Meals so that is at least as close as that in London.

To continue to close the gap for white other pupils.

**Actions taken to secure impact:**

Work in identified schools from MEPs and the LA's Early Years adviser included a focus on the analysis of achievement by pupil groups, and the provision of strategies to improve outcomes for these groups. In particular, for pupils eligible for the pupil premium, they have focused on developing early language.

**Impact:**

The outcomes for pupils in receipt of SEN support improved in comparison with 2016, but only by two percentage points in comparison with an improvement of three percentage points for all children, meaning that the gap has widened and that attainment is still below that seen nationally for this group of pupils. The gap remains wider than that seen in London and nationally and so must remain a

priority for improvement.

The outcomes for pupil premium eligible pupils improved by five percentage points meaning that the gap has narrowed, and is in line with that seen in London.

The outcomes for white other pupils improved by seven percentage points meaning that the gap has narrowed, and is narrower than that seen nationally.

#### 4.2.3

**Priority:**

To support schools to implement the new 30 hour offer in Nursery classes, in the context of new national funding arrangements.

**Actions taken to secure impact:**

In preparation for the delivery of 30 hours, which became a requirement on 1st September 2017 the LA worked with schools to support the implementation of the 30 hour offer. In practice this meant that schools increased the amount of time for some Nursery children to be in school, from half a day to a full day. This is available to children in families where both parents are in work. The LA:

- produced information and promotional materials for the whole sector to inform their local planning and raising the profile of the offer with parents;
- attended planning meetings with individual settings and schools to develop sustainable provision, places and practice;
- brokered relationships between settings and schools to facilitate joint working and access to the extended entitlement across more than one provider;
- shared models of good practice for extending the child's day from 15 -30 hours with a focus on continuous improvement and child development;
- analysed the sufficiency of provision within the market place and targeted geographical areas where provision may be limited;
- supported settings and parents to be ready to take up places in September, maximising communication channels and to share information about processes for eligibility and provider validation processes.

**Impact:**

20 maintained schools or academies were ready to deliver 30 hours provision from 2017.

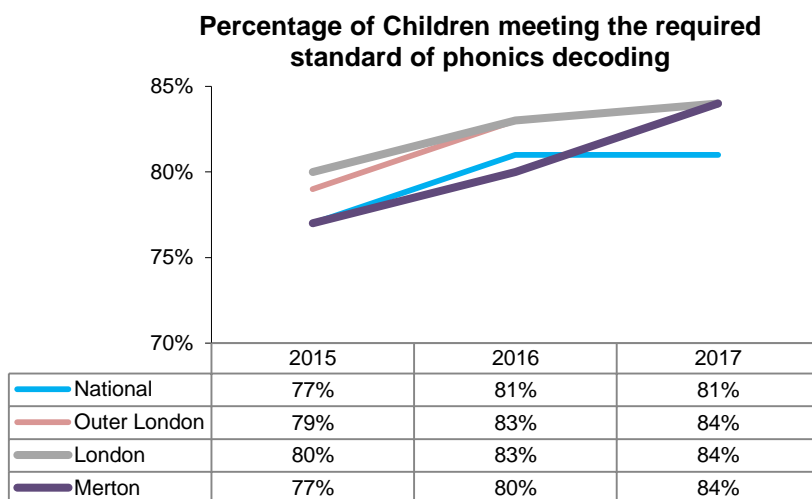
## Early Years Priorities for 2017 – 2018

- a) To maintain the strong outcomes for all pupils at this key stage.
- b) To continue to ensure that baseline assessments are accurate on entry to the EYFS so that children's progress can be accurately tracked, and appropriate interventions implemented where appropriate.
- c) To improve outcomes for children in receipt of SEN support so that they are at least in line with the same group nationally, including by embedding the new system by which schools access funding for these pupils.
- d) To embed and extend the 30 hours offer in Nursery classes.

## 4.3 Year 1 and 2 Phonics Screening Check: performance information and analysis

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 (i.e. they are unable to link letters on the page to the sound they make). The small numbers of pupils that do not achieve the expected standard in Year 1 are rechecked at the end of Year 2.

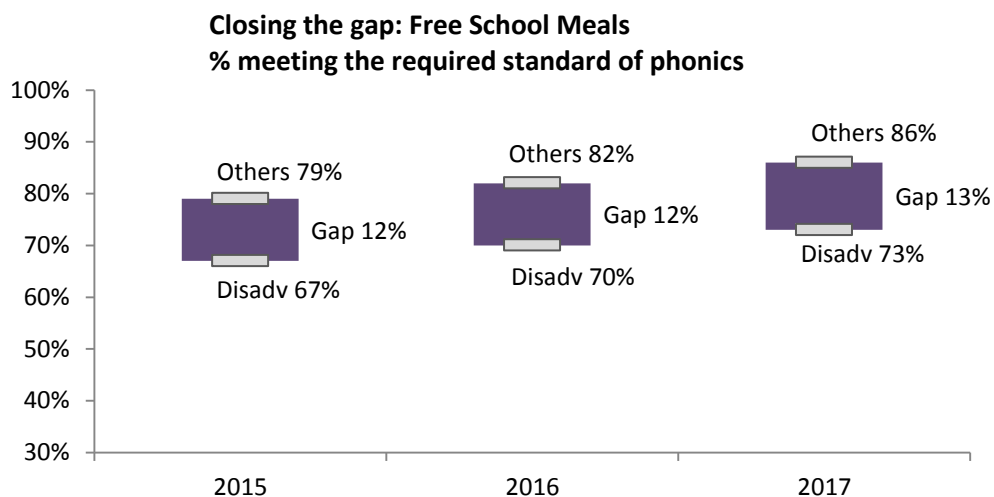
### Year 1 Phonics - headline performance information and analysis



4.3.2 84% of pupils reached the expected standard for phonics decoding in Merton, an improvement since 2015 of seven percentage points. This maintains the LA's strong performance. The improvements mean that it is now in line with the London and Outer London averages, and exceeds the national average. This improvement of four percentage points on 2016 has been noted by the Minister of State for School Standards as representing one of the ten largest increases in results by a local authority in the country.

## Year 1 Phonics main pupil groups and analysis

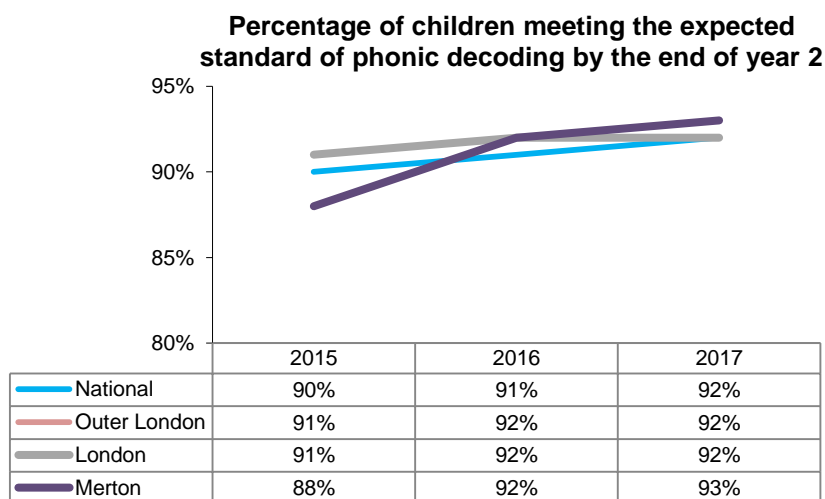
Contextual Groups	Number of Pupils	% meeting the required standard of phonics decoding		
		Merton	London	National
All Pupils	2596	84%	84%	81%
<b>Gender</b>				
Female	1265	85%	87%	85%
Male	1331	83%	81%	78%
Gap		2%	6%	7%
<b>Disadvantaged</b>				
Disadvantaged pupils	431	73%	75%	70%
All other pupils	2165	86%	85%	84%
Gap		13%	10%	14%
<b>Special Educational Needs (SEN)</b>				
No Special Educational Needs	2219	90%	89%	87%
SEN Support	323	53%	57%	47%
SEN (with Statement or EHC plan)	54	16%	22%	18%
<b>Ethnic Group (White British and six largest and priority ethnic minority groups)</b>				
White British	828	83%		81%
White Other	511	86%		79%
Asian Other	274	88%		85%
Black African	195	84%		84%
Asian Pakistani	144	89%		81%
Mixed Other	115	90%		83%
Black Caribbean	62	82%		79%



4.3.3 Merton girls performed better than boys in the Year 1 Phonics Screening Check, by two percentage points. However, the gender gap is narrower than that nationally and in London. Boys attain above both London and national boys by two and five percentage points respectively.

- 4.3.4 The attainment gap in Merton between disadvantaged pupils their peers is 13 percentage points: this gap remains broadly the same as that seen over the past three years. Though in line with the national gap, it is wider than that in London for these pupils.
- 4.3.5 The performance of the largest and priority ethnic groups represented in this year group in Merton exceeded the averages for the same groups nationally, with the exception of Black African heritage pupils, which is in line. In particular, White Other pupil have further improved their performance by 11 percentage points this year.
- 4.3.6 In Merton a large attainment gap can be found between pupils with special educational needs (SEN), pupils in receipt of SEN support, and their peers. At 37 percentage points, this is narrower than the gap seen nationally, but London has a smaller gap (32 percentage points).

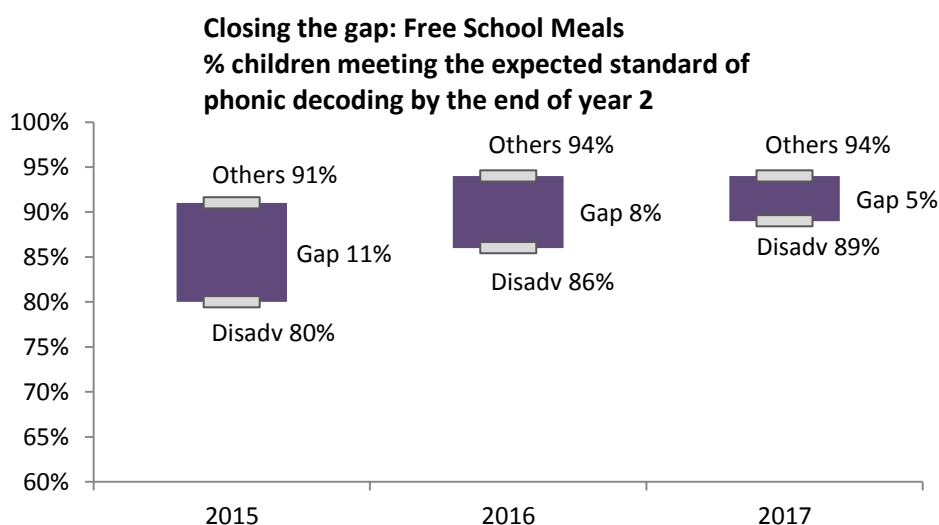
### End of Year 2 Phonics - headline performance information and analysis



- 4.3.7 93% of pupils reached the expected standard of phonic decoding by the end of Year 2 in Merton, an improvement of one percentage point in comparison with the previous year and five percentage points on 2015. This improvement was greater than the improvements seen across London and nationally, and brings Merton’s performance just above the London and national averages.

## End of Year 2 Phonics main pupil groups and analysis

Contextual Groups	Number of Pupils	%children meeting the expected standard of phonic decoding by the end of year 2		
		Merton	London	National
All Pupils	2529	93%	92%	92%
<b>Gender</b>				
Female	1225	95%	94%	94%
Male	1304	91%	91%	90%
Gap		4%	3%	4%
<b>Disadvantaged</b>				
Disadvantaged pupils	503	89%		86%
All other pupils	2026	94%		93%
Gap		5%		7%
<b>Special Educational Needs (SEN)</b>				
No Special Educational Needs	2085	97%		97%
SEN Support	387	77%		69%
SEN (with Statement or EHC plan)	56	46%		28%
<b>Ethnic Group</b> (White British and six largest and priority ethnic minority groups)				
White British	777	94%		92%
White Other	512	89%		90%
Asian Other	284	94%		93%
Black African	178	96%		92%
Mixed Other	128	95%		93%
Asian Pakistani	116	91%		92%
Black Caribbean	63	90%		90%





- 4.3.8 Merton girls performed better than boys at the end of Year 2 Phonics Screening Check, by four percentage points. However, the gender gap is in line with that in London and one percentage point wider than national.
- 4.3.9 The attainment gap in Merton between disadvantaged pupils their peers is five percentage points: the gap has narrowed from 11 percentage points in 2015.
- 4.3.10 The ethnic groups with the largest representation of pupils and priority groups in Merton in this year group are all performing broadly in line with or above the same groups nationally.
- 4.3.11 In Merton a large attainment gap can be found between pupils with special educational needs (SEN), pupils in receipt of SEN support, and their peers. However, at 20 percentage points, this is narrower than the gap seen nationally and a reduction from 2016.

## 4.4 Key Stage 1: performance information and analysis

4.4.1 KS1 SATs take place in Year 2. Each pupil is teacher assessed in reading, writing and mathematics. In 2016 changes were made to the assessment at the end of KS1 at a national level, which means that pupils are assessed relative to new 'Expected Standards', in reading, writing and mathematics. Pupils are judged to be working:

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

4.4.2 The changes in assessment 2016 mean that all outcomes and analyses must be viewed with caution: as the system becomes more embedded in the coming years, outcomes will reflect more reliably the abilities of each pupil.

4.4.3 There is therefore no comparison between the outcomes in 2015 and before, and those achieved in 2016 and 2017.

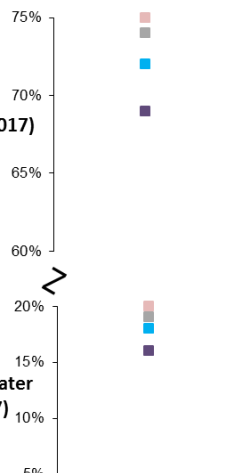
### KS1 - headline performance information and analysis



### Key Stage 1 Attainment: Writing

Level 2B and above  
(2015) / Expected  
Standard (2016 & 2017)

Level 3 (2015) / Greater  
Depth (2016 & 2017)

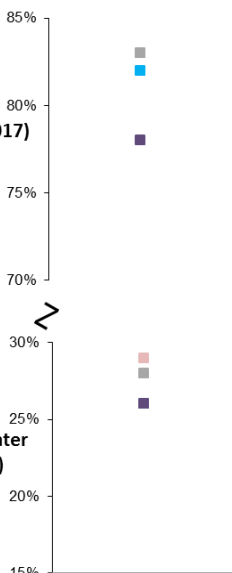


	2015	2016	2017
Level 2B and above (2015) / Expected Standard (2016 & 2017) National	72%	65%	68%
Level 2B and above (2015) / Expected Standard (2016 & 2017) Outer London	75%	69%	71%
Level 2B and above (2015) / Expected Standard (2016 & 2017) London	74%	70%	72%
Level 2B and above (2015) / Expected Standard (2016 & 2017) Merton	69%	64%	69%
Level 3 (2015) / Greater Depth (2016 & 2017) National	18%	13%	16%
Level 3 (2015) / Greater Depth (2016 & 2017) Outer London	20%	16%	18%
Level 3 (2015) / Greater Depth (2016 & 2017) London	19%	17%	18%
Level 3 (2015) / Greater Depth (2016 & 2017) Merton	16%	16%	18%

### Key Stage 1 Attainment: Maths

Level 2B and above  
(2015) / Expected  
Standard (2016 & 2017)

Level 3 (2015) / Greater  
Depth (2016 & 2017)



	2015	2016	2017
Level 2B and above (2015) / Expected Standard (2016 & 2017) National	82%	73%	75%
Level 2B and above (2015) / Expected Standard (2016 & 2017) Outer London	83%	76%	78%
Level 2B and above (2015) / Expected Standard (2016 & 2017) London	83%	77%	78%
Level 2B and above (2015) / Expected Standard (2016 & 2017) Merton	78%	73%	78%
Level 3 (2015) / Greater Depth (2016 & 2017) National	26%	18%	21%
Level 3 (2015) / Greater Depth (2016 & 2017) Outer London	29%	22%	24%
Level 3 (2015) / Greater Depth (2016 & 2017) London	28%	22%	24%
Level 3 (2015) / Greater Depth (2016 & 2017) Merton	26%	20%	25%

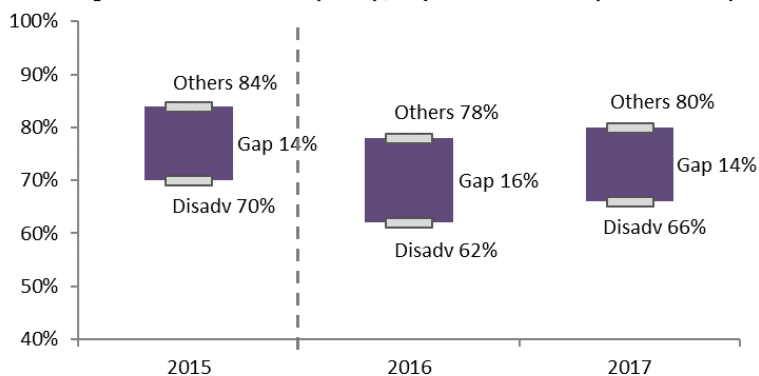
- 4.4.4 There have been good improvements at this Key Stage, with performance improving at a faster rate than that seen nationally in all of reading, writing and mathematics (with the exception of Greater Depth in writing).
- 4.4.5 In reading, Merton pupils performed above pupils nationally, but not as well as pupils in London with regard to the Expected Standard. However, the proportion achieving the Higher Standard is above both national and London averages.
- 4.4.6 In writing, Merton pupils performed above the national average, but below the London averages. At the higher standard, Merton's performance was above the national and in line with the London averages.
- 4.4.7 In mathematics, Merton pupils performed above pupils nationally, and in line with pupils in London with regard to the Expected Standard. This picture was repeated at the higher standard.

## KS1 – main pupil groups and analysis

Contextual Groups	Number of Pupils	% reaching the expected standard in reading			% reaching the expected standard in writing			% reaching the expected standard in maths		
		Merton	London	National	Merton	London	National	Merton	London	National
All Pupils	2529	77%	78%	96%	69%	72%	68%	78%	78%	75%
<b>Gender</b>										
Female	1225	81%	82%	80%	76%	78%	75%	79%	80%	76%
Male	1304	75%	74%	71%	63%	66%	61%	78%	77%	74%
Gap		6%	8%	9%	13%	12%	14%	1%	3%	2%
<b>Disadvantaged</b>										
Disadvantaged	503	66%	68%	63%	55%	60%	54%	64%	67%	62%
All other pupils	2026	80%	80%	79%	73%	74%	72%	82%	80%	79%
Gap		14%	12%	16%	18%	14%	18%	18%	13%	17%
<b>Special Educational Needs (SEN)</b>										
No Special Educational Needs	2085	86%	86%	84%	79%	80%	77%	86%	85%	83%
SEN Support	387	38%	43%	34%	24%	33%	23%	41%	45%	35%
SEN (with Statement or EHC plan)	56	27%	16%	14%	19%	11%	9%	27%	17%	14%
<b>Ethnic Group (White British and six largest and priority ethnic minority groups)</b>										
White British	777	80%		76%	69%		68%	78%		76%
White Other	512	73%		70%	64%		64%	78%		75%
Asian Other	284	77%		78%	75%		74%	84%		79%
Black African	178	76%		78%	72%		72%	76%		75%
Mixed Other	128	81%		79%	69%		71%	77%		77%
Asian Pakistani	116	73%		72%	70%		66%	73%		72%
Black Caribbean	63	73%		74%	65%		66%	75%		68%

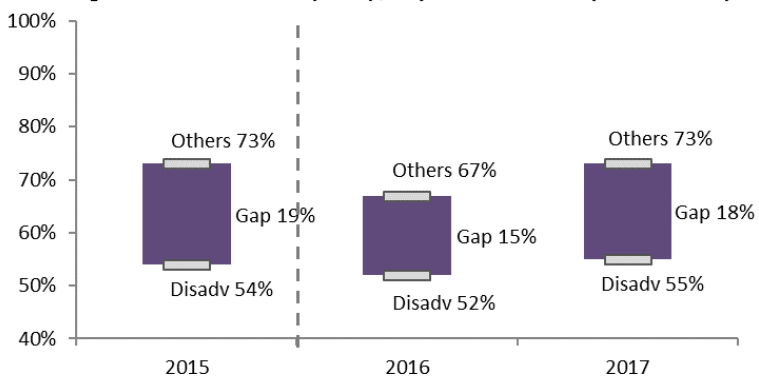
**Closing the gap: Disadvantaged**

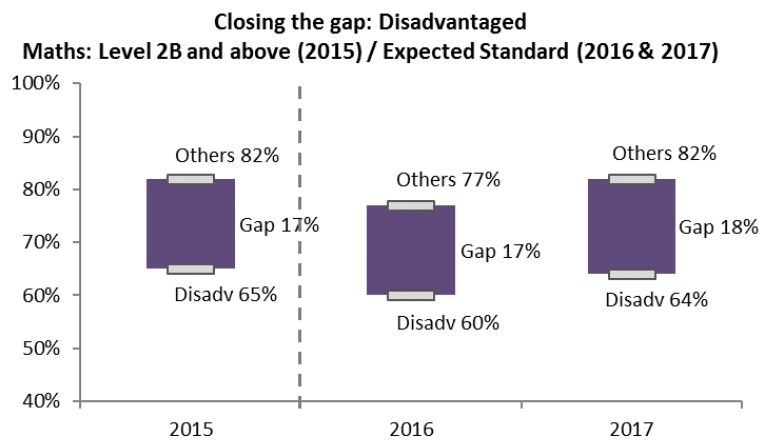
Reading: Level 2B and above (2015) / Expected Standard (2016 & 2017)



**Closing the gap: Disadvantaged**

Writing: Level 2B and above (2015) / Expected Standard (2016 & 2017)





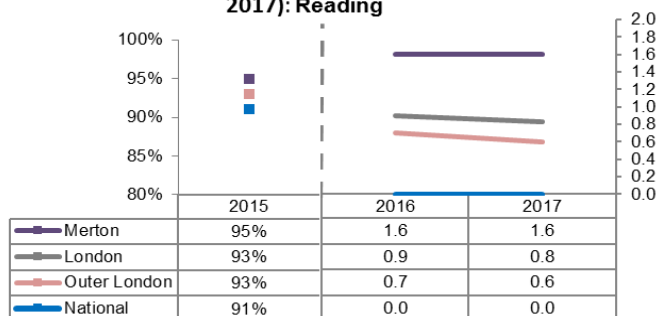
- 4.4.8 Girls outperformed boys in all three subjects. The gap was widest in writing (13 percentage points), but all gaps for gender were narrower than those seen nationally, and in comparison with London averages, narrower for reading and mathematics, and wider in writing by one percentage point.
- 4.4.9 The gap between disadvantaged pupils and their peers has narrowed in reading; in writing and mathematics, however, the gap has widened. In all three subjects the gaps are wider than those seen in London, but less than those nationally for reading.
- 4.4.10 SEN pupils with a statement or EHCP outperformed the same groups nationally and in London. However, although the performance of pupils in receipt of SEN support improved in comparison with 2016 meaning that the gap has been narrowed with their peers, it remains of particular concern: they did not perform as well as the same group in London in particular. For example, in writing, there is a 55 percentage point gap between these pupils and their non-SEN peers in Merton, whilst in London the gap is 47 percentage points.
- 4.4.11 For the seven largest and priority ethnic groups at this key stage, there was generally a strong performance in reading and mathematics. However, the performance of these groups in writing was not as strong, and the performance of White Other and Black Caribbean pupils is of particular concern in this subject.

## 4.5 Key Stage 2: performance information and analysis

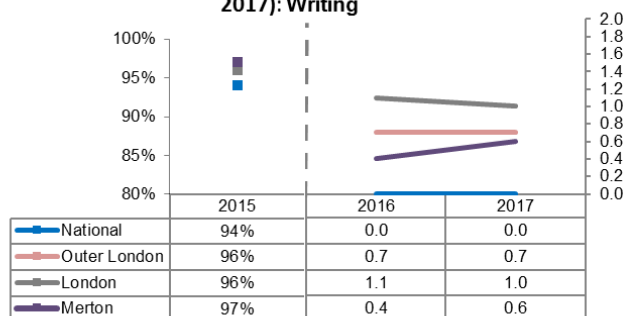
- 4.5.1 KS2 SATs take place in Year 6. Each pupil is tested in reading, mathematics and grammar, punctuation and spelling. They are also teacher assessed in reading, writing, mathematics and science. In 2016, as at KS1, changes were made to the assessment at the end of KS2 at a national level, which means that pupils are assessed relative to new 'Expected Standards', in reading, writing and mathematics. The changes in assessment mean that all outcomes and analyses must be viewed with caution, particularly in writing: as the system becomes more embedded in the coming years, outcomes will reflect more reliably the abilities of each pupil.
- 4.5.2 Each pupil receives their test results as a scaled score and teacher assessment judgements are based on the standards in the interim framework. The expected standard in reading and mathematics tests is a scaled score of 100 or above. The expected standard in writing is a teacher assessment of 'working at the expected standard' (EXS). A higher standard is a scaled score of 110 or more in reading and mathematics and pupils assessed as working at greater depth within the expected standard (GDS) in writing. Pupils are judged to be working:
- 2..1 below the Expected Standard
  - 2..2 at the Expected Standard, or
  - 2..3 at the Higher Standard
- 4.5.3 There is therefore no comparison between the outcomes in 2015 and before, and those achieved in 2016 and 2017.
- 4.5.4 Pupils' progress across KS2 is also measured at the end of Year 6. These are 'value-added' progress measures which mean that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment. Progress scores are calculated for each of reading, writing and mathematics.
- 4.5.5 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

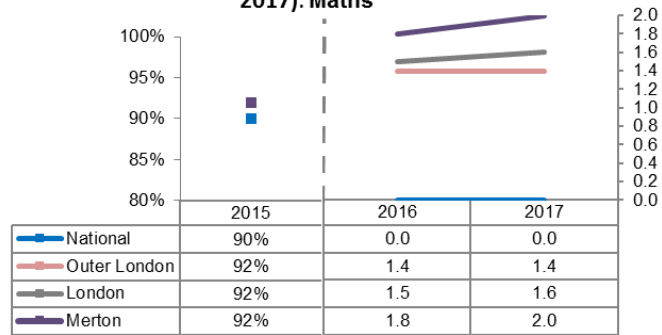
Key Stage 2 Progress % Expected (2015) / Value Added (2016 & 2017): Reading



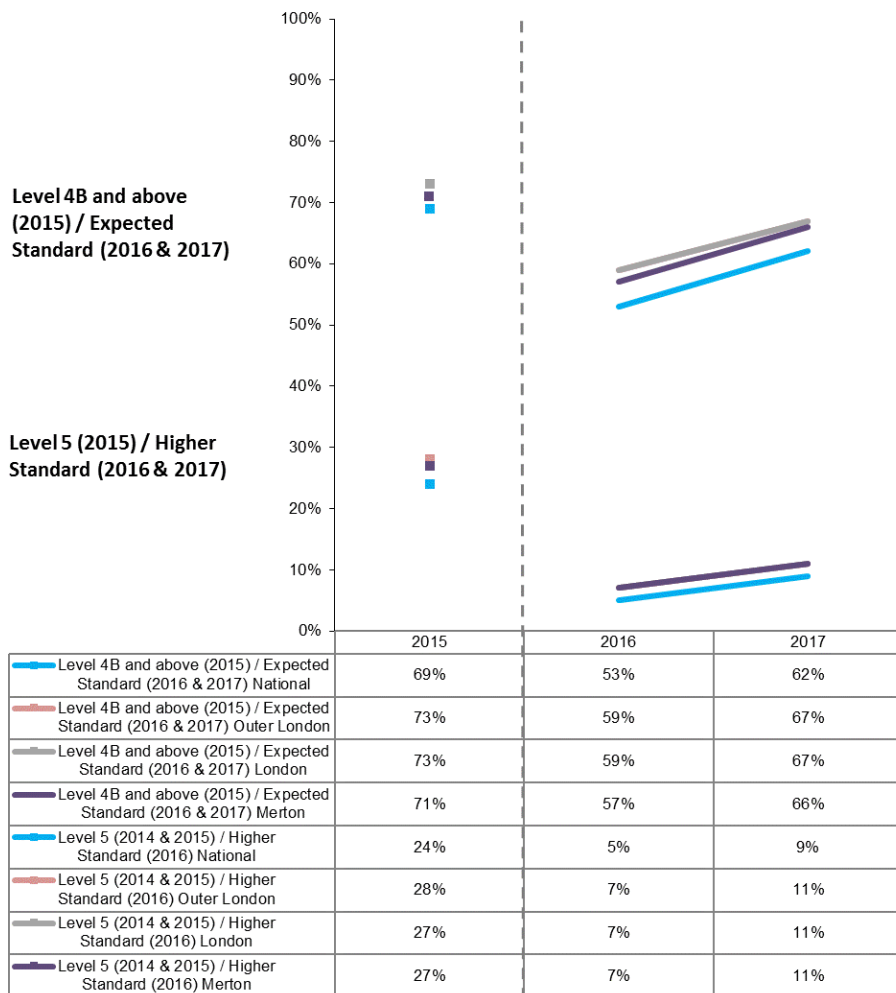
Key Stage 2 Progress % Expected (2015) / Value Added (2016 & 2017): Writing



**Key Stage 2 Progress % Expected (2015) / Value Added (2016 & 2017): Maths**

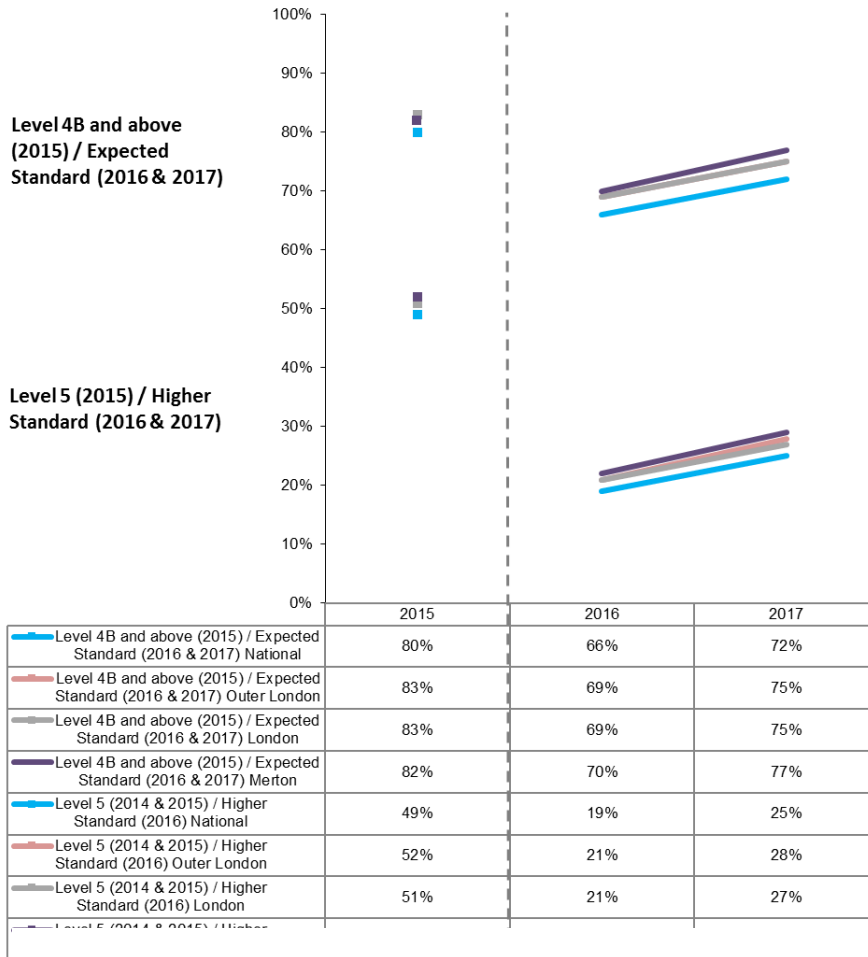


**Key Stage 2 Attainment: Reading, writing and mathematics**





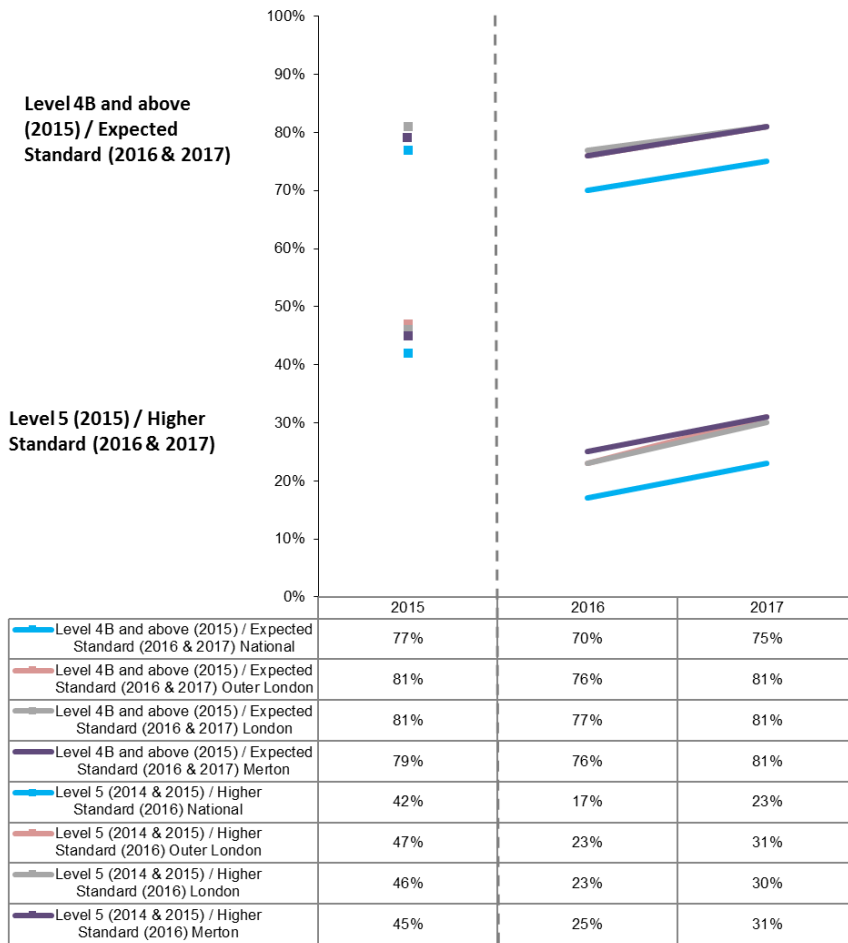
Key Stage 2 Attainment: Reading



Key Stage 2 Attainment: Writing



### Key Stage 2 Attainment: Maths



### Key Stage 2 Attainment: Grammar, punctuation and spelling

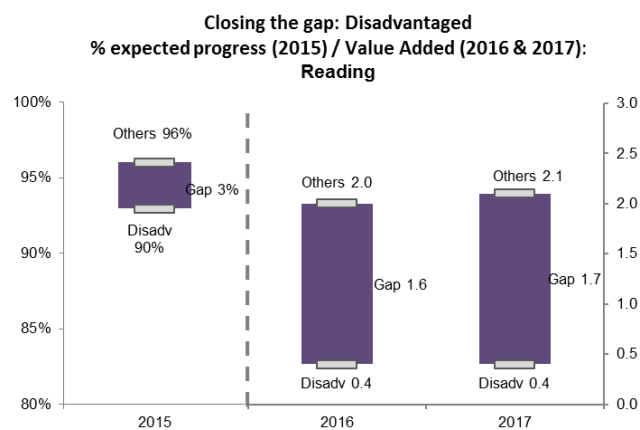
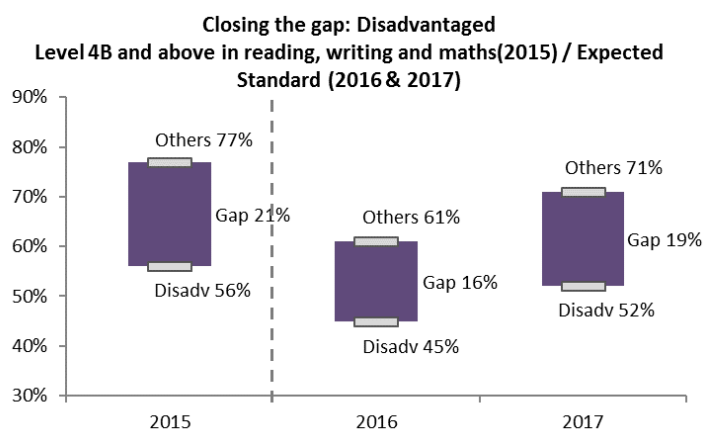


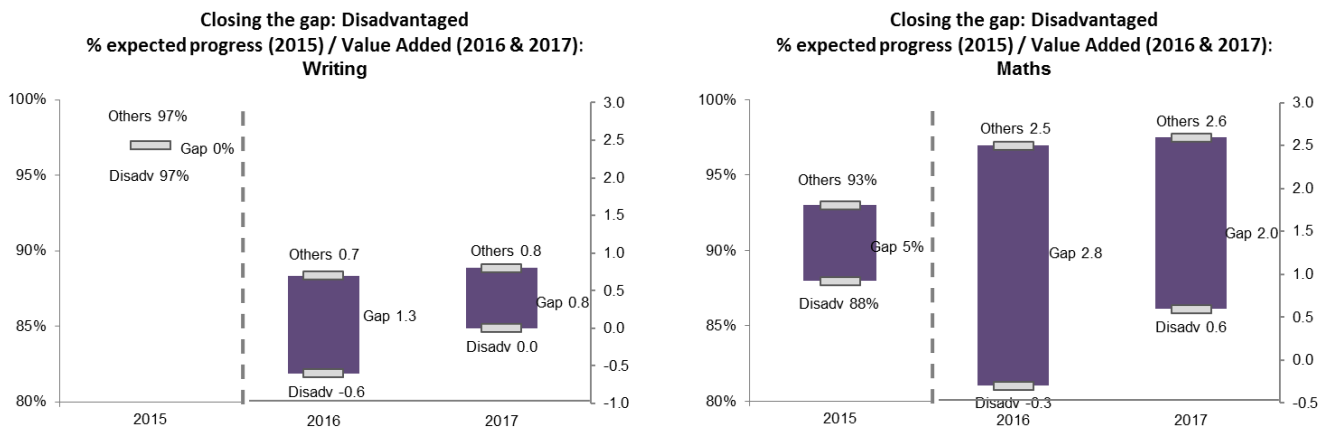
- 4.5.6 The progress scores in reading and mathematics, replicating the strong performance with regards to attainment, are above the national and London averages, and ranking Merton 10<sup>th</sup> in the country. However, although the writing progress score is above the national average of 0, and has improved since last year (now ranking Merton 46<sup>th</sup> in the country in comparison with 64<sup>th</sup> in 2016), it is below the London average. Maintaining the steady progress of pupils across KS2 will continue to be a focus for Merton schools. Ofsted also continues to place considerably more emphasis on pupil progress.
- 4.5.7 Performance in the combined attainment indicator at 66%, identifying those pupils that achieved at least the expected standards in all of reading, writing and mathematics, is above the national average by four percentage points but one percentage point below the London average. At the higher standard, however, performance in Merton is in line with London averages as well as being two percentage points above the national average. Merton's improvement on 2016 is in line with improvements seen nationally.
- 4.5.8 Looking at the subjects separately, attainment in reading at both the expected standard and the higher standard is strong, being above both the national and London averages. It is also strong in mathematics, where performance is again above the national averages (by six and eight percentages at the expected and higher standards respectively) and in line with the London averages. In writing, however, as at KS1, performance in Merton is below the national and London averages at the expected standards. As in 2016, it should be noted that the LA's moderation processes were particularly robust in this subject. The LA has a lead moderator who has been appointed by the DfE to moderate other local authorities: Merton feels that these outcomes are therefore perhaps more accurate than those seen in other local authorities nationally, and is not necessarily an indication of poor performance. Nevertheless, writing continues to be a focus for improvement to ensure outcomes continue to rise.
- 4.5.9 No Merton school is below the Floor Standard this year. No Merton primary school is deemed coasting.

## KS2 - main pupil groups and analysis

Performance in the key floor standard/coasting schools indicators.

Contextual Groups	Number of Pupils	% reaching the expected standard in reading, writing and maths			Value Added progress score in reading			Value Added progress score in writing			Value Added progress score in maths		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
All Pupils	2059	66%	67%	62%	1.6	0.8	0.0	0.6	1.0	0.0	2.0	1.6	0.0
<b>Gender</b>													
Female	1058	70%	71%	66%	1.9		0.3	1.5		0.8	1.1		-0.7
Male	1001	62%	64%	58%	1.2		-0.3	-0.4		-0.8	2.9		0.6
Gap		8%	7%	8%	0.7		0.6	1.9		1.6	1.8		1.3
<b>Disadvantaged</b>													
Disadvantaged	570	52%	58%	48%	0.4	0.3	-0.7	0.0	0.8	-0.4	0.6	0.9	-0.6
All other pupils	1489	71%	73%	68%	2.1	1.2	0.3	0.8	1.1	0.2	2.6	2.0	0.3
Gap		19%	15%	20%	1.7	0.9	1.0	0.8	0.3	0.6	2.0	1.1	0.9
<b>Prior Attainment (Key Stage 1)</b>													
Low	213	9%		7%	0.8			1.0			1.8		
Middle	1186	63%		56%	1.9			0.6			1.9		
High	514	98%		95%	1.2			0.5			2.2		
<b>Special Educational Needs (SEN)</b>													
No Special Educational Needs	1687	77%	76%	71%	2.1	1.1	0.3	1.2	1.4	0.5	2.6	1.9	0.3
SEN Support	332	17%	29%	21%	-0.2	0.1	-1.2	-2.0	-0.6	-2.2	-0.5	0.4	-1.1
SEN (with Statement or EHC plan)	38	13%	9%	8%	-4.3	-2.8	-3.7	-4.7	-3.0	-4.3	-1.0	-2.6	-4.1
<b>Ethnic Group (White British and six largest and priority ethnic minority groups)</b>													
White British	624	63%		62%	2.0		-0.1	-0.2		-0.4	0.6		-0.5
White Other	309	63%		56%	2.5		1.3	0.4		1.6	3.5		2.2
Asian Other	260	73%		68%	0.8		0.2	1.1		1.1	5.5		2.9
Black African	204	65%		62%	1.3		0.2	2.0		1.2	1.3		1.2
Asian Pakistani	134	69%		56%	1.2		-0.7	1.6		0.7	3.1		1.1
Black Caribbean	84	56%		54%	-0.5		-0.4	-0.2		-0.2	-0.7		-0.9
Mixed Other	74	66%		64%	0.3		0.7	0.5		0.6	1.5		0.4





4.5.10 Girls continued to outperform boys with regard to both attainment and progress, with the exception of mathematics where the progress score for boys was higher than that of girls. The gaps between the genders are in line for attainment and larger than those seen nationally for progress.

4.5.11 The performance of disadvantaged pupils is of particular concern: although they outperformed the same group nationally and in London, the gaps between them and their non-disadvantaged peers with regard to progress was significantly wider than the gaps seen nationally in all subjects. Gaps have reduced in writing and mathematics from 2016.

4.5.12 The performance of pupils in receipt of SEN support is in line with or better than the same group nationally with regard to progress across the key stage. However, the gaps between them and those without SEN in Merton are wider than the gaps seen nationally.

4.5.13 The largest and priority ethnic groups at this key stage outperform the same groups nationally with regard to attainment. Performance has significantly improved since 2016 in the combined attainment indicator for the following groups, narrowing the gaps with their peers: Pakistani (+16 percentage points), Black African (+13pp), White Other (+12pp), Black Caribbean (+9pp). There is also some strong performance with regard to progress scores for the majority of these groups. However, the progress of Black Caribbean pupils is a concern.

## 4.6 2016/17 Primary phase priorities, impact and key actions taken

### 4.6.1

**Priority:**

To improve outcomes for pupils in receipt of SEN support at all statutory points of assessment, but particularly at KS1, by supporting schools to track the progress of these pupils; intervening where they are falling behind; and scrutinising the expectations for their achievement; also by ensuring schools have identified pupils who should be within this category using the SEN code of practice.

**Actions taken to secure impact:**

Schools worked together in the Strategic Assessment Group to develop local understanding about how the progress of these pupils might be tracked in a world without levels, taking advice from a local special school. Training was also delivered for subject leaders and SENCOs to improve their understanding of the curriculum in lower year groups, and how provision for these pupils might be improved. This equipped leaders to support class teachers to use their understanding of where pupils are in order to plan for their next steps in learning. This has also been a focus during teaching and learning reviews, and in MEP and adviser visits, for example interventions were observed and books were scrutinised. Because of the overlap between this group of pupils and pupils eligible for the pupil premium, adviser visits focusing on the latter have also impacted on the former.

**Impact:**

The performance of pupils in receipt of SEN support improved strongly at KS1: in reading it rose by seven percentage points, in writing by six, and in mathematics by eight, meaning that the gaps narrowed with their peers. There were also some improvements at KS2, (in the combined attainment indicator and in writing progress), but the actions taken with individual schools have not had enough impact and gaps have not narrowed at this key stage. The performance of this group remains a priority for 2017 – 2018.

### 4.6.2

**Priority:**

To embed improved outcomes in the Phonics Screening Check in Years 1 and 2, so that the gaps with the Outer London averages close, and by continuing to support schools to focus on rigorous tracking and intervention across the EYFS and KS1, particularly for 'White Other' pupils.

**Actions taken to secure impact:**

Schools have continued to build on already strong practice to further improve these outcomes, This has included the use a range of published resources to plan and deliver focused learning experiences. The Local Authority delivered training for teachers new to year 1 and to ensure that they were as skilled as their more experienced colleagues in administering the phonics screening check. Schools where results were not strong in 2016 were supported by their MEPs and through Support and Challenge groups to improve their outcomes. There was also focus on the EAL issues impacting on phonics knowledge and application during EMA coordinators network meetings and training, and in advice to schools

**Impact:**

84% of pupils reached the expected standard for phonics decoding in Merton, an improvement since 2015 of seven percentage points. This maintains the LA's strong performance. The improvements mean that it is now in line with the London and Outer London averages, and exceeds the national average. This improvement of four percentage points on 2016 has been noted by the Minister of State

for School Standards as representing one of the ten largest increases in results by a local authority in the country.  
The performance of White Other pupils has improved by eleven percentage points and is in line with other pupils.

#### 4.6.3

**Priority:** To improve outcomes at the end of KS1 so that they are more in line with the higher Outer London averages, particularly in writing; for boys; for disadvantaged pupils in reading and mathematics; and for Mixed Other pupils.

**Actions taken to secure impact:**

English training over the past two to three years has focused on improving grammar subject knowledge for teachers, and embedding the teaching of grammar within English lessons on a daily basis as a new requirement at KS1. The impact of this has started to come through in pupil writing outcomes. Last year, central training also focused on guided reading at KS1, which has helped to secure improved outcomes in this subject. Work in identified schools has supported the development of a structured approach in both writing and reading, with the expectation that sequences of lessons are planned for to specifically target pupils' needs. Central training in mathematics focused on place value and number at KS1, securing a strong basis for pupils' mathematical understanding, and drawing strongly on the teaching for mastery approaches as seen in countries where pupils perform strongly in international tests, and as promoted by the government.

**Impact:**

There have been good improvements at this Key Stage, with performance improving at a faster rate than that seen nationally in all of reading, writing and mathematics (with the exception of Greater Depth in writing). As a result, outcomes in mathematics and at the Greater Depth Standard are in line with or above the London averages. However, performance at the Expected Standard is not yet at the same level as that seen in London in reading and writing.  
The gaps for boys have narrowed slightly in reading and maths, but it is static in writing.  
The performance of mixed other pupils has improved significantly, and is now either in line with or just above the performance of all pupils.

#### 4.6.4

**Priority:**  
To improve performance in the combined attainment indicator at KS2, by maintaining strong outcomes in reading and mathematics and improving performance in writing, particularly for the expected standard; and particularly for disadvantaged pupils and black pupil groups.

**Actions taken to secure impact:**

Support for identified schools has been particularly impactful on the headline outcome in the combined attainment indicator. In all of these schools, leaders were encouraged to focus on projected outcomes in all three subjects and the overlap. Support from advisers was focused on the core subjects, including a structured approach to reading and writing, and the development of problem solving and reasoning in mathematics, to ensure that pupils' performance improved across the board. In 2016 the LA noticed that pupils were not performing as strongly in the reasoning as the arithmetic papers, therefore there was a drive to improve this in all schools. As a result, pupils' books now include significantly more and richer responses to their learning. Advice was provided to schools on their Pupil Premium strategy through central training and in school support. Advice was also provided

to schools about support for Black and Minority Ethnic groups.

**Impact:**

Strong performance has been maintained at KS2, particularly in reading and mathematics. Despite improvements in writing progress and attainment, Merton performance has not caught up with that in London.

There have been strong improvements in outcomes for disadvantaged pupils (an improvement of seven percentage points in the combined attainment indicator; greater improvements in progress scores than those seen for all pupils). These have resulted in the gaps narrowing with their peers in writing and mathematics. However, the gaps remain static in the combined attainment indicator and in reading progress.

Outcomes have significantly improved for Black African pupils (+13 percentage points in the combined attainment indicator) and for Black Caribbean pupils (+9pp). However, as already noted, progress for Black Caribbean pupils across the key stage remains a concern.

4.6.5

**Priority:**

To embed teachers' understanding of progress across each year group, ensuring accelerated progress from their starting points for those pupils working below the expected standard so that they are enabled to catch up.

**Actions taken to secure impact:**

Significant work has been undertaken with identified schools, through Support and Challenge Groups and increased officer support, to monitor in year pupil progress, to challenge when this has not been high enough, and to provide support for senior and middle leader to ensure teaching in class and through interventions is appropriately targeted and impactful. Building on the common assessment framework that the majority of Merton schools use, work with teachers has robustly focused on improving their understanding of assessment, and on moderation of judgements.

**Impact:**

Evidence from Support and Challenge Groups is that in year pupil progress is becoming stronger and more consistent in identified schools.

In year pupil progress was collected for the first time from all schools in the summer of 2017. It will be possible to identify how these figures are improving in future years.

4.6.6

**Priority:**

To ensure no school falls below the Floor or Coasting Standards.

**Actions taken to secure impact:**

Targeted support was provided to schools where predicted outcomes at the end of KS2 were low.

**Impact:**

No school was below the Floor Standard. One school was below the Coasting Standard threshold in writing, but is not yet defined as a Coasting School as that threshold must not be met for three years for the Standard to apply.

One school that had been below the Coasting Standard in 2014/2015/2016, rose above the threshold in 2017, and has subsequently been inspected by Ofsted and judged to be good.



**Priorities:**

To embed teachers' understanding of what exemplifies performance when pupils are working at greater depth so that those judged to be at the higher standards increases.

To embed standardisation and moderation processes using new materials developed by Merton schools.

**Actions taken to secure impact:**

Statutory assessment training for teachers, leaders and moderators ensured that there was a strong and common understanding of what constitutes greater depth, in reading, writing and maths at KS1, and in writing at KS2. Eight schools worked together with the LA maths adviser on an assessment project to develop materials providing exemplification and guidance about what constitutes the expected and greater depth standards. This was for Years 1 – 6, and the exemplification and guidance was shared with all schools through well attended training.

**Impact:**

Moderation of teachers' judgements has improved across the Borough. At the statutory points of assessment, fewer judgements needed to be changed during the moderation process, because of this improved accuracy.

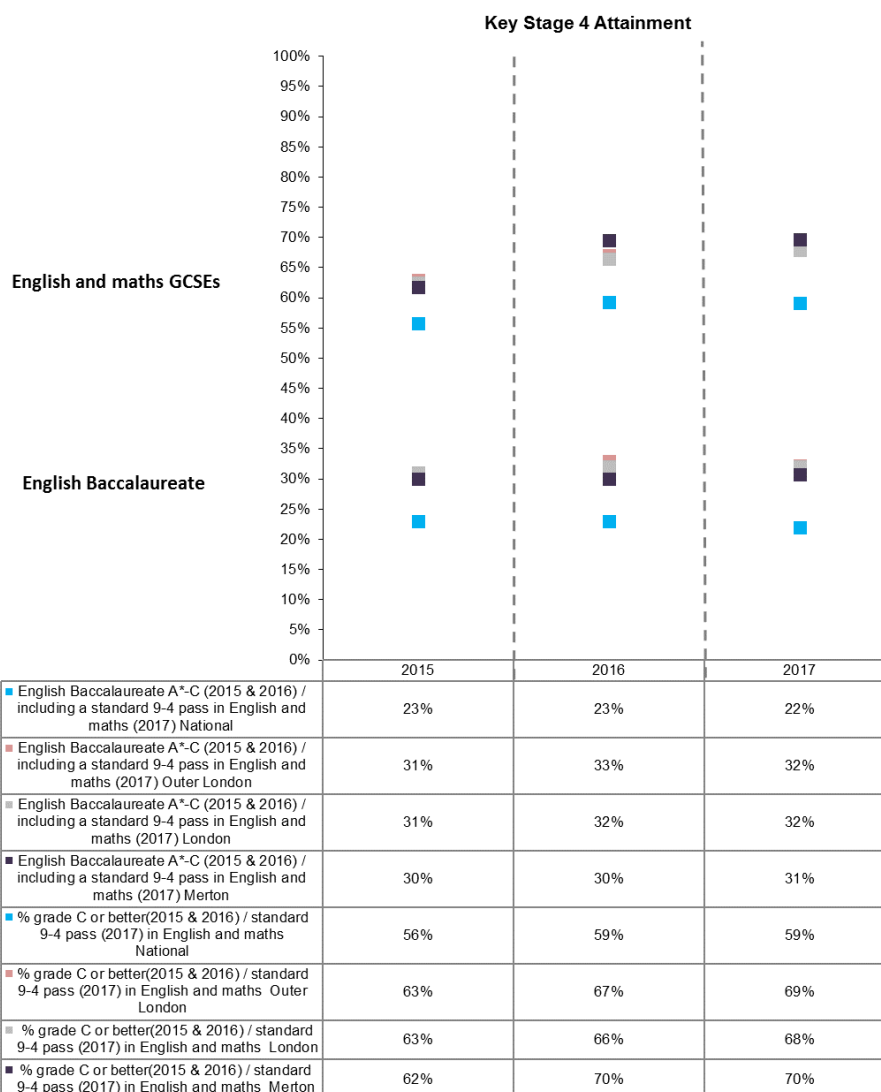
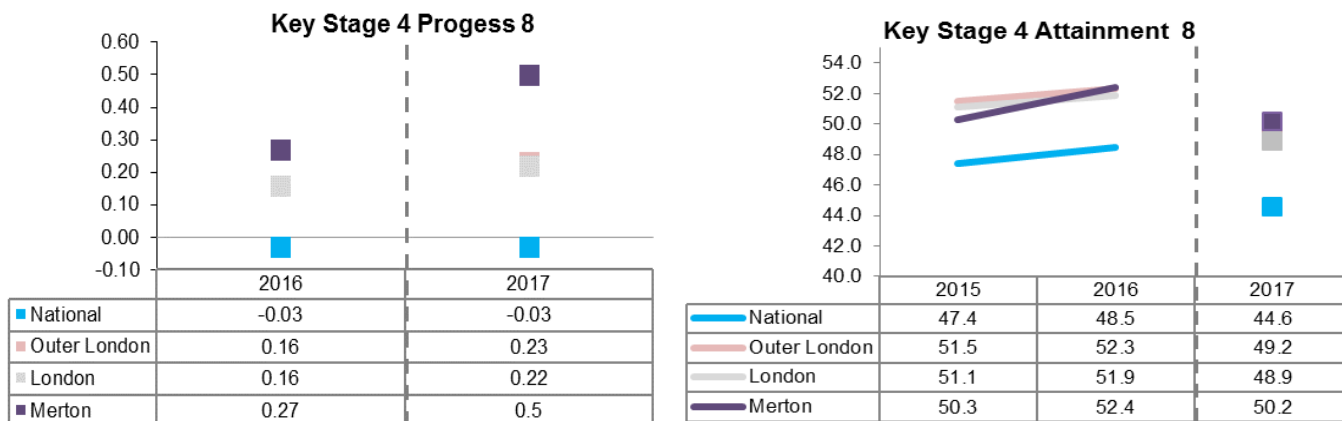
## Primary Phase Priorities for 2017 – 2018

- a) To maintain strong outcomes across the primary phase for all pupils in relation to national and London averages.
- b) To improve outcomes for pupils in receipt of SEN support as a result of targeted interventions and more accurate assessment.
- c) To narrow the gaps for pupils eligible for the pupil premium so that they are in line with the gaps seen in London.
- d) To improve outcomes in writing at both KS1 and KS2, through the development of writing exemplification materials to support teachers' understanding of progression and standards, and the delivery of training focusing on the pedagogy of writing.
- e) To improve the progress made by Black Caribbean pupils across KS2.
- f) To ensure Merton schools remain at the forefront of national initiatives in the teaching of mathematics.

## 4.7 Key Stage 4: performance information and analysis

4.7.1 As changes are gradually introduced to the exams at the end of KS4, the accountability measures for schools, published in the performance tables are also changing. For more information about these, please see pages 9 and 10 of this report. Comparisons for the Attainment 8 and Progress 8 scores with 2016 performance are not possible as the methodology has changed with introduction of reformed GCSEs in English language, English literature and mathematics for the first time, graded on a 9 to 1 scale. Caution must be taken when making comparisons with this and other performance measures.

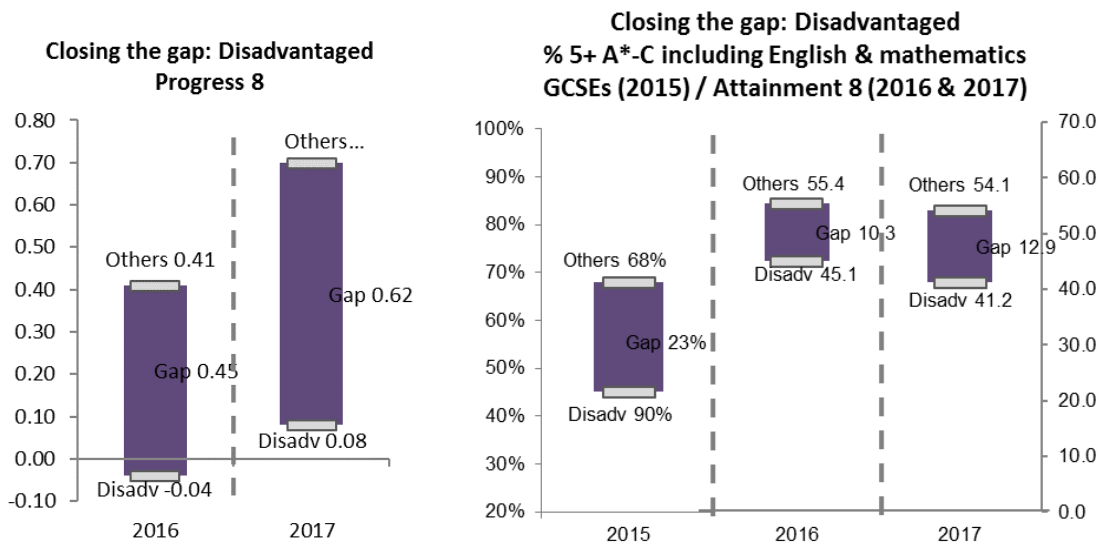
### KS4 - headline performance information and analysis



- 4.7.2 Performance in Merton secondary schools at KS4 remains very strong.
- 4.7.3 At 0.50 the Progress 8 score in Merton is well above national and London averages. This is the highest progress score of all 152 local authorities in England. Five schools in Merton have scores which are described as being 'well above the national average' in the performance tables (Harris Academy Morden, Ursuline High School, Ricards Lodge High School, Harris Academy Merton and Rutlish School). Two schools' performance places them 'above the national average' (Wimbledon College and St Mark's Academy). Only one mainstream school is 'at the national average' (Raynes Park High School).
- 4.7.4 In the Attainment 8 indicator, Merton's average (50.2) is well above the national average, and above the London averages. This represents a smaller drop than that seen either nationally or in London with the introduction of the new grading system in English and mathematics. One Merton mainstream school is just below the national average (St Mark's Academy with a score of 43.2), and one is further below (Raynes Park High School with a score of 42.6). All other schools were above the national average. It should be noted however that progress, as in the primary phase, is the key indicator scrutinised by Ofsted when they inspect schools.
- 4.7.5 The proportion of students achieving the English Bacculaureate increased to 31%, whilst nationally there was a decrease of one percentage point. Merton is below the London averages, but still well above the national average. Particular successes were seen in Ursuline High School and Wimbledon College, where 46% and 45% of students achieved the English Bacculaureate 'standard' grade at grade 4 in both English and maths, and C or above in the remaining elements respectively.
- 4.7.6 The proportion of students achieving a standard 9-4 pass in English and mathematics maintained the 2016 graded A\*-C outcome of 70%. Merton is above the London and National averages. Particular successes were again seen in Ursuline High School (82%) and in Wimbledon College (81%).
- 4.7.7 No Merton school was below the Floor Standard this year. No secondary school is deemed coasting.

## KS4 - main pupil groups and analysis

Contextual Groups	Number of Pupils	Progress 8 score			Attainment 8 score			% achieving the English Baccalaureate (including a standard 9-4 pass in English and maths)			% achieving a standard 9-4 pass in English and maths GCSEs		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
All Pupils	1420	0.50	0.22	-0.03	50.2	48.9	44.6	31%	32%	22%	70%	68%	59%
<b>Gender</b>													
Female	695	0.70	0.43	0.18	53.0	51.5	47.6	35%	37%	27%	74%	71%	63%
Male	725	0.30	0.02	-0.24	47.5	46.3	41.8	27%	27%	17%	66%	65%	55%
Gap		0.40	0.41	0.42	5.5	5.2	5.8	8%	10%	10%	8%	6%	8%
<b>Disadvantaged</b>													
Disadvantaged	429	0.08	-0.01	-0.40	41.2	42.8	37.1	17%	22%	12%	52%	56%	45%
All other pupils	991	0.70	0.37	0.11	54.1	52.6	49.9	37%	38%	28%	78%	75%	72%
Gap		0.62	0.38	0.51	12.9	9.8	12.8	20%	16%	17%	26%	19%	27%
<b>Prior Attainment (Key Stage 2)</b>													
Low	184	0.37			28.3			3%			18%		
Middle	586	0.56			46.4			19%			68%		
High	477	0.47			64.8			59%			95%		
<b>Special Educational Needs (SEN)</b>													
No Special Educational Needs	1155	0.63	0.35	0.07	54.1	52.6	49.7	36%	37%	27%	77%	75%	71%
SEN Support	187	0.20	-0.24	-0.43	41.0	35.1	31.9	13%	10%	6%	48%	37%	30%
SEN (with Statement or EHC plan)	77	-0.78	-0.88	-1.04	15.0	15.7	13.9	4%	3%	2%	13%	30%	11%
<b>Ethnic Group (White British and six largest and priority ethnic minority groups)</b>													
White British	474	0.13		-0.14	48.7		45.9	30%		22%	67%		64%
White Other	179	1.05		0.49	54.4		46.5	42%		28%	78%		61%
Black African	157	0.59		0.37	48.7		46.9	25%		27%	68%		64%
Asian Other	93	0.76		0.67	49.4		52.3	20%		37%	68%		74%
Black Caribbean	88	0.33		-0.23	42.4		40.5	17%		16%	53%		51%
Asian Pakistani	86	1.17		0.25	54.8		45.0	33%		22%	86%		60%
Mixed Other	85	0.57		0.12	52.3		48.8	31%		30%	67%		67%



4.7.8 With regard to Progress 8 scores, all groups in Merton outperformed the same groups nationally and in London. Whilst progress is above all national groups, disadvantaged students and students with a statement or an Education Health and Care Plan (EHCP) score is closer to the national average. As a result the gap for disadvantaged students is wider than that seen in London and nationally. Students with a statement or an Education Health and Care Plan (EHCP) are the only group with negative progress between Key Stage 2 and 4.

4.7.9 It is the same picture with regard to Attainment 8 scores, the proportion achieving the English Baccalaureate (including a standard 9-4 pass in English and maths) and the proportion of students achieving a standard 9-4 pass in English and maths GCSEs, although Asian Other pupils do not perform as well as the same group nationally in these indicators.

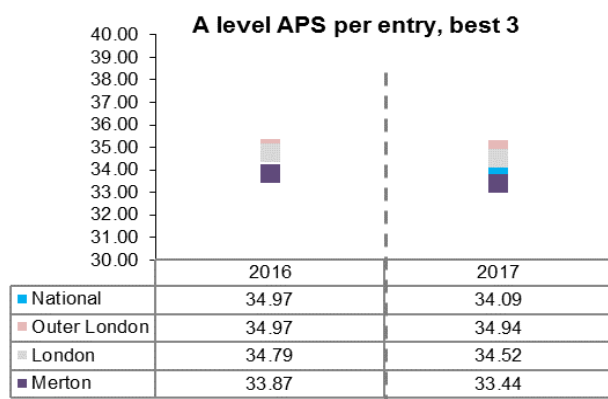
4.7.10 Girls outperform boys in all indicators although the gaps are similar to those seen nationally and in London.

## 4.8 16 -18: performance information and analysis

4.8.1 In 2016, new headline accountability measures were introduced for post 16 courses. In 2017 these measured were expanded to include the second tranche of reformed AS levels. There is more information about this on page 10 of this report. Performance is split by the type of qualifications students are studying for into:

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

### Post 16 - headline performance information



State funded school students	Number of students	Average Point Score per entry				Average Point Score per entry as a grade			
		Merton	London	Outer London	National	Merton	London	Outer London	National
Level 3 students	710	<b>32.76</b>	32.25	32.70	32.33				
A level students	612	<b>30.00</b>	31.43	31.83	31.13	<b>C</b>	C	C+	C
Academic students	620	<b>29.99</b>	31.55	31.92	31.32	<b>C</b>	C	C+	C
Tech level students	55	<b>37.41</b>	32.74	33.18	32.25	<b>Dist+</b>	Dist-	Dist-	Dist-
Applied General students	246	<b>41.56</b>	34.37	35.44	35.69	<b>Dist+</b>	Dist	Dist	Dist

A level students only	APS per entry, best 3	APS per entry, best 3 as a grade	Percentage of students achieving 3 A*-A grades or better at A level	Percentage of students achieving grades AAB or better at A level	Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects
Merton	<b>33.44</b>	<b>C+</b>	<b>10%</b>	<b>17%</b>	<b>15%</b>
London	34.52	C+	12%	30%	16%
Outer London	34.94	C+	12%	21%	17%
National	34.09	C+	11%	19%	14%

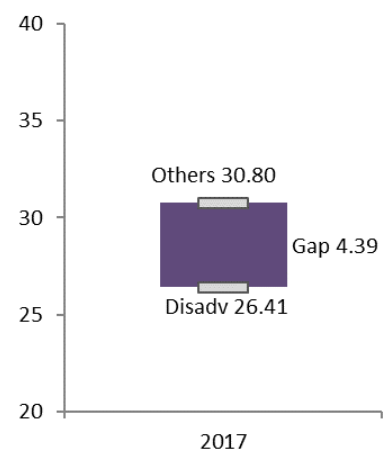
- 4.8.2 Overall, when considering APS per entry, level 3 Merton students perform just above the national and the London averages. However, when looking separately at groups within the level 3 cohort, Merton students perform just below the London or national averages, with the exception of Tech level and Applied General students, who outperform the same groups both nationally and in London. The gaps with national and London averages are minimal with the result that the APS per entry expressed as a grade outcomes are almost exactly the same as those in London and nationally.
- 4.8.3 APS per entry outcomes for A level students only, looking at the best 3 A level results are again below the national and London averages, with the result that when expressed as a grade, there is no difference with London and national outcomes.
- 4.8.4 Of greater concern are the proportions of students achieving the higher grades at A level: Merton outcomes are below those nationally and in London. The achievement of higher attaining students therefore needs to be a continued focus for Merton schools.
- 4.8.5 At individual maintained school level, progress scores are all in line with the national average, with the exception of three schools (Wimbledon College, Ursuline High School and St Mark's Academy) which are below. All schools meet the new minimum standard for this key stage (a progress score of above -0.52).

## Post 16 main pupil groups

This level of detail is not available Post 16. However, in 2017 the DfE published the 16-18 performance measures broken down by students' disadvantaged status at the end of key stage 4 for the first time.

Contextual Groups	Number of Pupils	Average Point Score per A level entry		
		Merton	London	National
All Pupils	612	30.00	31.43	31.13
<b>Gender</b>				
Female	296	32.27	32.11	32.00
Male	316	27.93	30.58	30.05
Gap		4.34	1.53	1.95
<b>Disadvantaged</b> (includes children outside the state funded sector)				
Disadvantaged		26.41		27.06
All other pupils		30.80		31.78
Gap		4.39		4.72

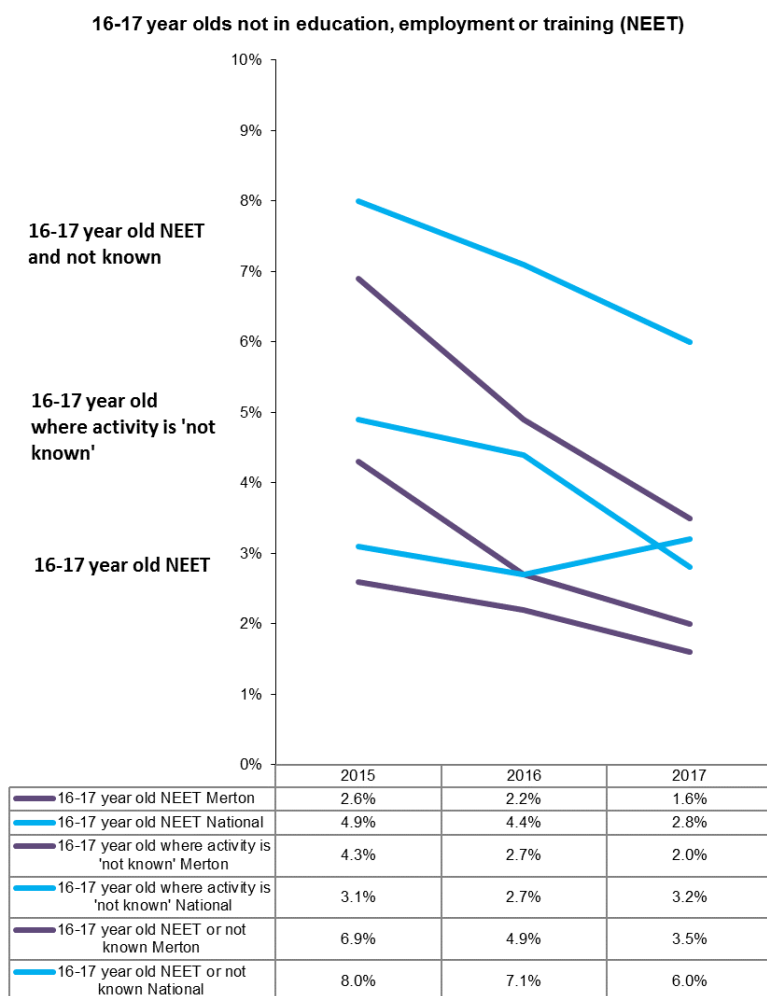
Closing the gap: Average Point Score per A level entry



- 4.8.6 Girls outperform boys. The Merton gap for average point score per A level entry are wider to those seen nationally and in London.
- 4.8.7 Attainment is lower for disadvantaged pupils compared to non-disadvantaged students. The average grade for A levels was C- for disadvantaged students, and C for non-disadvantaged students. Merton's gap is narrower than national, yet performance by both groups are below national.

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

4.8.8 The headline indicator for the NEET measure changed in 2015/16 to include the combined figure for NEET and not known (therefore including the young people whose current education, employment or training status is not known). The DFE also now only publish 16-17 year old data to bring this in line with Raising Participation Age (RPA) duties. We continue to support young people post 17 to access European Social Fund (ESF) support.



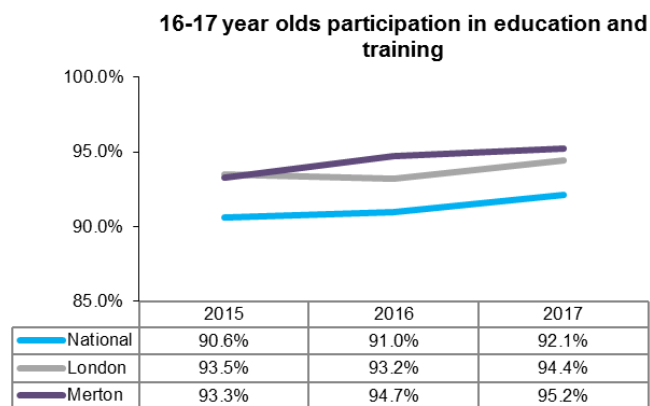
4.8.9 The proportions of young people who are Not in Education, Employment and Training (NEET), or whose status is not known, have again fallen and are better than national averages. The proportion of 16-17 year old 'NEET or activity not known' has fallen by 1.4 percentage points which is greater than the fall seen nationally. This follows falls in 2014-15 and 2015-16, and is a three year trend.

4.8.10 The Merton proportions of NEET, and of NEET and not known combined place the LA in the first quintile nationally for each. Merton's Figure is 3.5%, London Average is 5.3 and as such Merton is ranked 8th in London and 18th nationally.

4.8.11 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 2016-17.



## Raising the Participation Age (RPA)



Contextual Groups	2015			2016			2017		
	Merton	London	National	Merton	London	National	Merton	London	National
16-17 year olds participating in education and training	<b>93.3%</b>	93.5%	90.6%	<b>94.7%</b>	93.2%	91.0%	<b>95.2%</b>	94.4%	92.1%
- full time education	<b>89.5%</b>	90.0%	93.1%	<b>89.9%</b>	88.7%	82.5%	<b>90.3%</b>	88.9%	83.3%
- apprenticeships	<b>2.3%</b>	2.1%	4.9%	<b>3.2%</b>	3.5%	6.3%	<b>3.0%</b>	4.3%	6.4%
- other education and training	<b>1.4%</b>	1.4%	2.6%	<b>1.6%</b>	1.0%	2.2%	<b>1.9%</b>	1.2%	2.4%

4.8.12 In year performance has improved by 1.3 percentage points, and represents a three year upward trend. Merton’s performance is in the first quintile (best performance) in comparison with other Local Authorities in England. Merton is ranked 17th out of all English Authorities.

4.8.13 The proportion of 16-17 year olds participating in full time education is higher than the London and national averages, an increase of 0.3 percentage points since last year.

4.8.14 The proportions in apprenticeships, or other education and training have also improved, with a three year improving trend from a low base. However, performance against the more challenging national averages is not so strong. Apprenticeship percentages are lower in areas where education and training are higher.

## Apprenticeship Participation

Figure under date refers to number of 16 and 17 year olds academic age	Apprenticeship Participation						
	2017	Rank	2016	Rank	2015	Rank	% change in year (2016 to 2017)
National	6.4%		5.8%		4.9%		1%
<b>Merton</b>	<b>3.0%</b>	<b>5</b>	<b>2.9%</b>	<b>4</b>	<b>2.3%</b>	<b>4</b>	<b>0%</b>
Barnet	1.3%	11	1.0%	9	1.1%	10	0%
Ealing	2.1%	10	1.9%	7	1.5%	6	0%
Enfield	2.5%	8	1.0%	10	1.2%	9	2%
Hillingdon	8.3%	1	2.2%	6	2.1%	5	6%
Hounslow	2.4%	9	0.9%	11	1.1%	11	1%
Kingston upon Thames	2.9%	7	4.1%	3	2.7%	3	-1%
Reading	4.0%	4	4.7%	2	3.7%	2	-1%
Redbridge	5.1%	3	1.8%	8	1.5%	8	3%
Sutton	5.3%	2	5.6%	1	3.7%	1	0%
Wandsworth	2.9%	6	2.8%	5	1.5%	7	0%

4.8.15 When comparing the March 2017 apprenticeship participation rates of Merton to those in the previous year, Merton has seen an increase in 16-17 year olds participating in apprenticeships in line with the majority of local authorities.

4.8.16 2017 performance ranks Merton 5th in comparison to statistical neighbours, although this is below the national average.

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

## September Guarantee

4.8.18 The September Guarantee is an offer, by the end of the month of September, of a "suitable" place in education or training for 16 and 17 year olds. For the academic year 2016 2017 this was measured in September 2016.

16 and 17 year olds	2014			2015			2016		
	Merton	London	National	Merton	London	National	Merton	London	National
Offer made	<b>92.8%</b>	94.1%	93.2%	<b>95.0%</b>	95.0%	94.6%	<b>95.5%</b>	95.3%	94.5%
Offer not appropriate	<b>0.4%</b>	0.5%	1.1%	<b>0.4%</b>	0.4%	1.0%	<b>0.4%</b>	0.4%	1.0%
No offer	<b>1.0%</b>	1.0%	1.0%	<b>0.3%</b>	1.1%	1.0%	<b>0.1%</b>	0.6%	0.9%

4.8.19 The proportion of 16 and 17 year olds receiving an offer was higher than in 2015, and represents a three year upward trend, and is now above the London and national averages. For pupils in Year 11 the figure relates to our school population; however for Year 12 pupils the figure relates to Merton's resident population and requires significant tracking of individuals across South West London and Surrey.

## 4.9 2016/17 Secondary phase priorities, impact and key actions taken

### 4.9.1

**Priorities:**

To ensure all secondary schools remain good or outstanding.

To maintain strong outcomes at KS4 by supporting schools to focus on students' good progress from their individual starting points at the end of KS2.

**Actions taken to secure impact:**

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

**Impact:**

All secondary schools remain good or outstanding. The proportion judged outstanding has increased from 25% to 38%.

### 4.9.2

**Priority:**

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

**Actions taken to secure impact:**

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

**Impact:**

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

### 4.9.3

**Priority:**

To further narrow the gaps for disadvantaged and Black Caribbean students in all indicators.

**Actions taken to secure impact:**

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

**Impact:**

Although pupils eligible for the Pupil Premium have achieved better Progress 8 scores in 2017 (an

increase of 0.12), and are making comparable progress to non-disadvantaged pupils in many other local authorities, the gaps between these pupils and their peers have widened.

The Progress 8 scores for Black Caribbean pupils have significantly improved by 0.3 (the equivalent of a third of a grade difference), and they have outperformed the same group nationally and in London. This performance has narrowed the gap with their peers.

#### 4.9.4

**Priority:**

To improve outcomes for all A level students, and more able students in particular so that the performance of A Level students improves in the relevant performance so that performance is more in line with Outer London averages.

**Actions taken to secure impact:**

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

**Impact:**

Overall, when considering APS per entry, level 3 Merton students perform just above the national and the London averages. However, when looking separately at groups within the level 3 cohort, Merton students perform just below the London or national averages, with the exception of Tech level and Applied General students, who outperform the same groups both nationally and in London. This priority will need continued focus.

#### 4.9.5

**Priority:**

To further reduce our Not Known performance through improved tracking; and to improve our NEET figures through increasing apprenticeship take up and referrals to external providers.

**Actions taken to secure impact:**

There was significantly improved and coordinated tracking by the My Futures team and partners working with Kingston as our CCIS database provider. This allowed the staff then to identify young people who were NEET and support them.

**Impact:**

Improved NEET/ Not Known figures.

#### 4.9.6

**Priority:**

To review and refocus resources on 16/17 year old NEET and not known to ensure they meet the participation requirement.

**Actions taken to secure impact:**

The My Futures team moved into the Education Inclusion service in the Education Department. A review was carried out with schools to refocus resources on prevention and post 16 intervention.

**Impact:**

The move provided clarity to roles and functions in the My Futures team, and clear focused case work on prevention in schools and support for 16/17 year olds. RPA outcomes improved for Merton young people.

#### 4.9.7

**Priority:**

To establish the Melbury Sixth form.

**Actions taken to secure impact:**

Scoping work was undertaken to establish how such a sixth form could be set up and how it might be funded. A bid was submitted to DfE as an innovation project which was unfortunately unsuccessful. Based on this scoping it was agreed that a sixth form would need to be set up in stages with Melrose first.

**Impact:**

Scoping work is in place and the issues are understood. The cohorts who would have benefitted from this provision were tracked and supported.

## Secondary Phase Priorities for 2017 – 2018

- a) To ensure all Merton secondary schools remain good or outstanding.
- b) To further embed changes to the curriculum and assessment at KS4 and sixth form.
- c) To further narrow the gaps for disadvantaged students in all indicators.
- d) To ensure outcomes for pupils with SEND are maximised by focusing on good transition from the primary phase; accurate identification of need; and effective tracking, teaching and intervention.
- e) To improve outcomes in A levels at KS5, particularly at the higher grades, and particularly for boys.
- f) To maintain a low NEET/ Not Known figure through focused tracking and partnership working; increasing apprenticeship take up; developing targeted projects for high risk cohorts of NEET young people; and developing support for access to university.

# 5. Inclusion

## 5.1 Attendance data and analysis

5.1.1 There are two attendance indicators:

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

### Four half term headline data

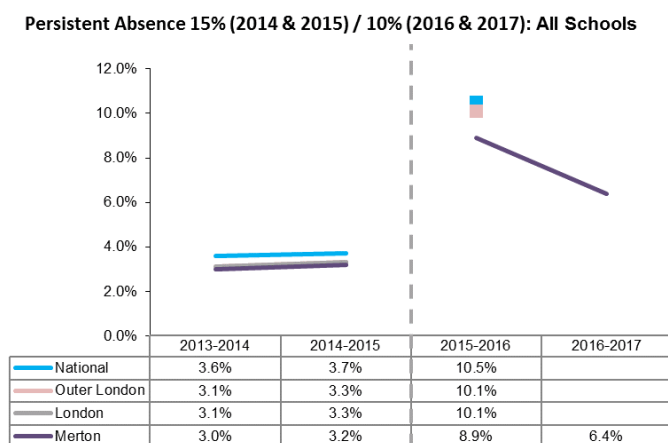
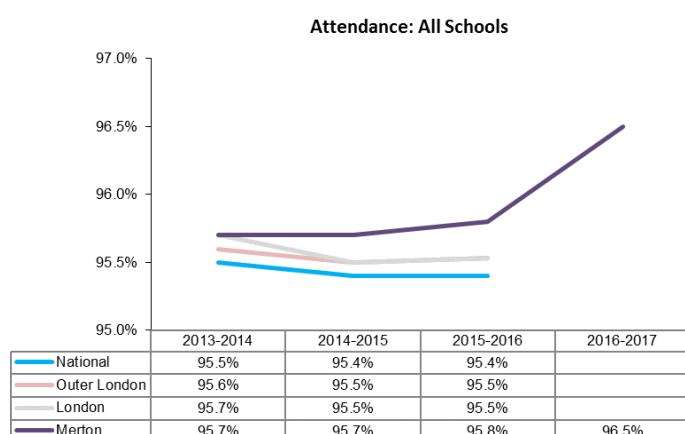
5.1.2 Attendance is measured at various points in the schools year. The data covering four half terms (up until Easter 2017) has been published and national and local comparators exist for this data set. Ofsted use the four half term data to judge attendance when they are inspecting schools. Rates of attendance in Merton are above the national and London averages for this period. Persistent Absence is substantially better than all comparators. This above average performance has been maintained for a number of years.

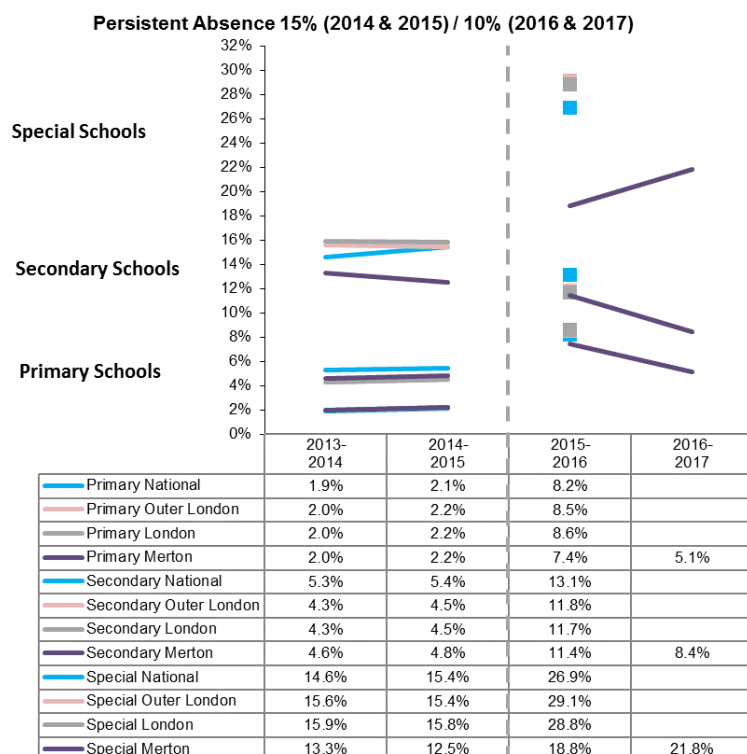
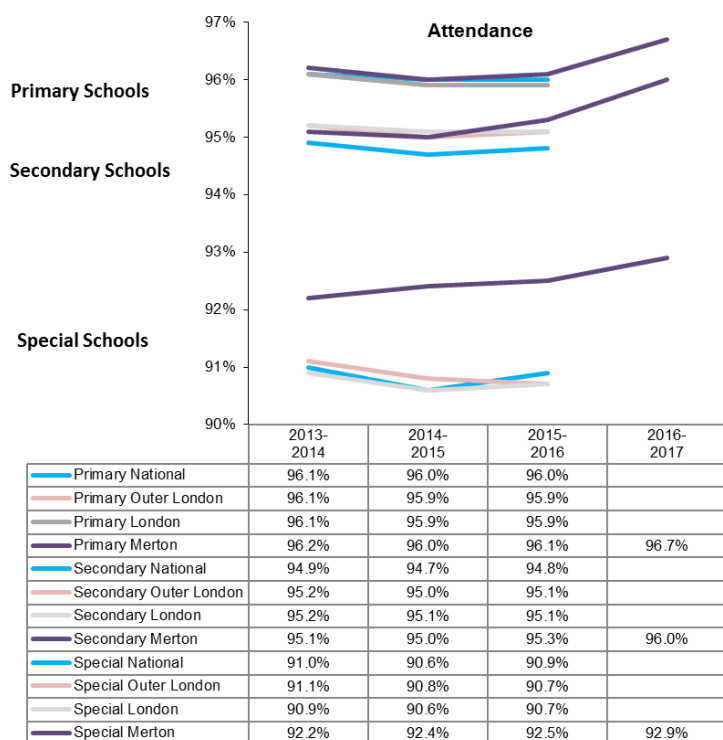
All Schools (primary and secondary)	Merton	London	Outer London	National
Attendance	95.9%	95.7%	95.7%	95.5%
Absence	4.1%	4.3%	4.3%	4.5%
Persistent Absence	8.9%	10.0%	9.9%	10.4%

### Six half term headline data

5.1.3 Merton's success in raising attendance for LA inspection purposes is measured using the data covering six terms (full academic year). Merton's performance using this data is presented below. National and local comparators are not available for this six term data until April 2018 so the comparators below are from 2015-2016.

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

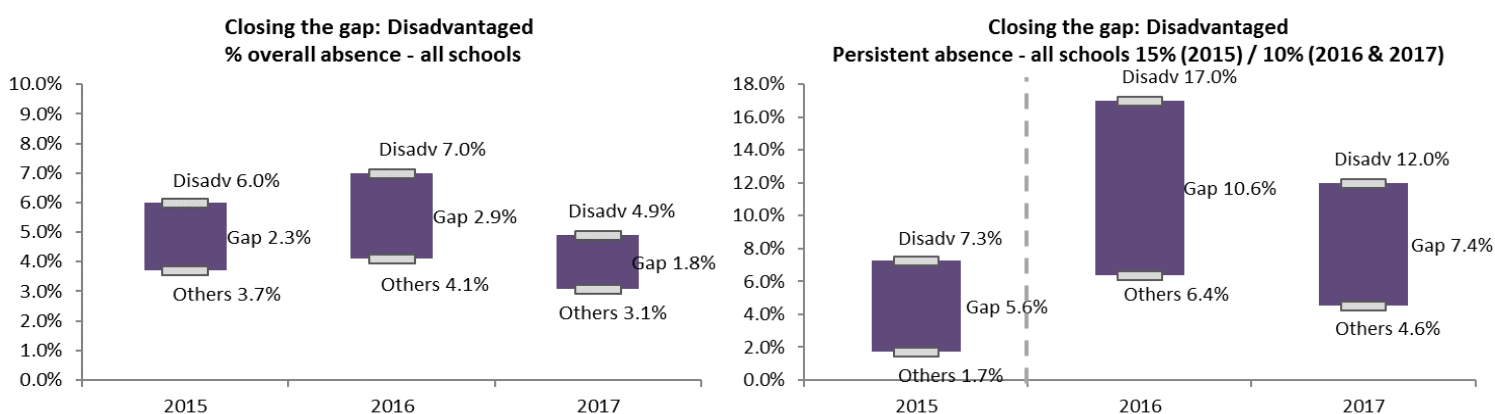




- 5.1.4 Using the six term data, across all types of schools, attendance in Merton is above the most recent national and London comparative data and has a three year upward trend.
- 5.1.5 The three year trends in attendance at both primary and secondary phases remain upwards whilst national and London trends have plateaued. Attendance in all phases is at an all time high for the Borough. 2016 secondary absence ranked 9<sup>th</sup> in London, and 16<sup>th</sup> nationally. Special school attendance continues to be substantially above both national and London averages.
- 5.1.6 The persistent absence figure has reduced by two and a half percentage points. Based on 2016 performance we predict that Merton will be better than national and London averages.
- 5.1.7 Illness remains the most common reason for absence in Merton, accounting for 59% of all absence sessions.
- 5.1.8 Whilst still significantly better than national and London averages, levels of Persistent Absence in special schools have increased now that the 10% threshold has been introduced. This may be to do with higher levels of illness for children with disabilities, but does require investigation.

## Main pupil groups

Contextual Groups	Number of Pupils	Overall Absence - All Schools			Persistence Absentees – All Schools		
		Merton 2016-17	London 2015-16	National 2015-16	Merton 2016-17	London 2015-16	National 2015-16
All Pupils	23173	3.5%	4.5%	4.6%	6.4%	10.0%	10.5%
<b>Gender</b>							
Female	11360	3.5%	4.4%	4.5%	6.0%	9.7%	10.4%
Male	11813	3.6%	4.5%	4.6%	6.8%	10.4%	10.6%
Gap		0.1%	0.2%	0.1%	0.8%	0.7%	0.2%
<b>Disadvantaged</b>							
Disadvantaged	5812	4.9%	5.6%	6.4%	12.0%	15.3%	19.0%
All other pupils	17361	3.1%	3.8%	3.8%	4.6%	6.7%	6.8%
Gap		1.8%	1.8%	2.6%	7.4%	8.5%	12.2%
<b>Special Educational Needs (SEN)</b>							
No Special Educational Needs	18827	3.2%	4.1%	4.2%	5.0%	8.3%	8.8%
SEN Support	3458	4.7%	5.8%	6.2%	11.2%	16.4%	17.5%
SEN (with Statement or EHC plan)	888	6.3%	7.3%	7.7%	18.2%	21.9%	22.6%
<b>Ethnic Group (White British and five largest or priority ethnic minority groups)</b>							
White British	7093	3.9%	4.9%	4.6%	7.7%	11.9%	10.4%
White Other	3859	3.6%	4.5%	4.8%	5.2%	9.8%	11.5%
Asian Other	2257	2.7%	3.7%	3.9%	3.1%	6.5%	7.5%
Black African	2070	2.2%	3.1%	3.0%	3.3%	5.4%	5.1%
Asian Pakistani	1295	4.1%	5.6%	5.4%	6.5%	13.4%	12.6%
Mixed Other	1103	3.7%	4.7%	4.7%	7.3%	11.3%	11.3%
Black Caribbean	903	3.7%	4.7%	4.6%	8.4%	12.3%	11.7%



5.1.9 Overall, the absence rate for disadvantaged pupils in Merton was better than the national average; and persistent absence was lower in Merton than nationally for this group. Merton disadvantaged pupils (2017) are attending in line with the top five percent of local authorities (2016). However although the gap has reduced, disadvantaged pupils are still not attending as well as their peers.



- 5.1.10 There is a small difference in the absence rate between boys and girls, which broadly mirrors the gap seen nationally and in London.
- 5.1.11 Absence and persistent absence rates for any pupil with an identified SEN are not as good as for pupils with no identified SEN, however absence rates are better than for SEN pupils nationally.
- 5.1.12 The rates of absence for all the largest and priority ethnic groups are in line with or better than the same groups nationally and London averages, several are significantly better.

## 2016/17 Attendance priorities, impact and key actions taken

5.1.13

**Priority:**

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

**Actions taken to secure improvement:**

- Targeted and increased support for schools with lowest attendance
- Targeted casework where attendance was below 90%
- Use of sanctions including Penalty Notice Warnings and Penalty Notices
- Use of Penalty Notices for Unauthorised Leave of Absence

**Impact:**

Attendance is now consistently better than national and London averages in all phases.

5.1.14

**Priority:**

To bring secondary PA in line with Outer London.

**Action taken to secure impact:**

- Focused work by secondary schools to establish 90% as benchmark for intervention.
- Whole school promotion of good attendance
- Targeted case work by schools supported by EWS statutory work.

**Impact:**

Secondary Persistent Absence has fallen significantly. It is predicted that Merton secondary schools will perform significantly better than the outer London average when this is published.

5.1.15

**Priority:**

To implement the new CME statutory guidance.

**Action taken to secure impact:**

The new statutory guidance required the Education Welfare Service (EWS) to set up a process to collect and track off roll cases from all Merton Schools, Academies and Independent schools. This new duty was accomplished despite the 85% rise in case load that it resulted in for the EWS. In 2015-16 there were EWS cases 505. In 2016-17 there were 938.

**Impact:**

In the academic year 2016-17 2545 notifications were made to the EWS. Of these, 2017 were resolved by the school, and 528 cases were referred to the EWS. Of these the EWS located 516 children. It was not possible to confirm the whereabouts of 10 children, most of whom had moved abroad. The EWS continue to work on two cases. This process was scrutinized during the Merton Safeguarding inspection and the written report states that the process was "Good". In the verbal feedback on the whole CME process in Merton Ofsted reported that the Council have some of the best processes and most robust data seen in the country.

**Priority:**

To ensure that attendance data is included in all MASH responses from the Education Navigator.

**Action taken to secure impact:**

All MASH assessments by the EWS education navigator refer to attendance of the child.

**Impact:**

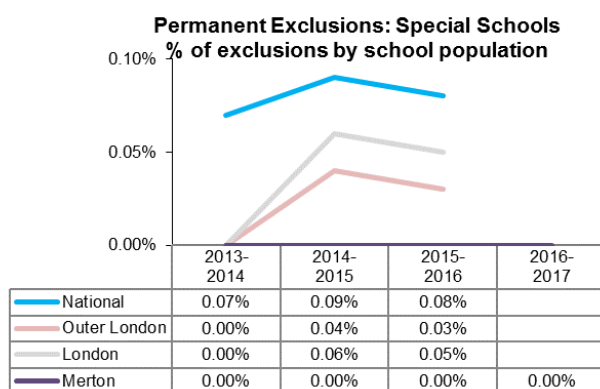
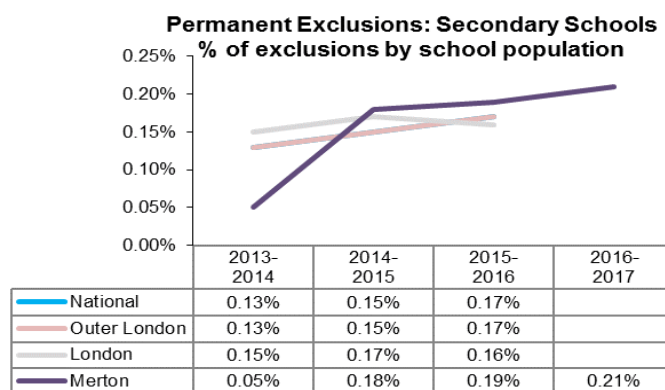
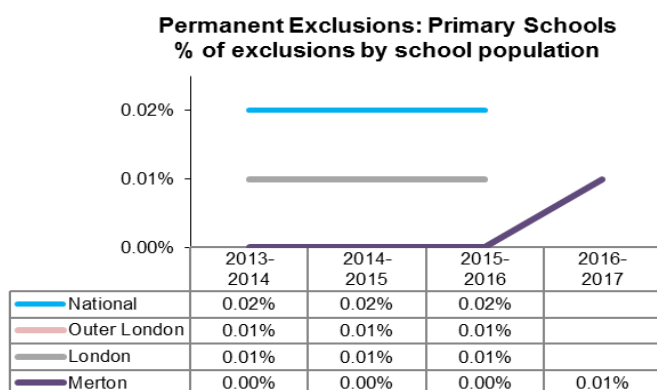
This was checked at two quality assurance points in the year and all was in place.

## Attendance Priorities for 2017/18

- a) To support and challenge pupils and their parents who have poor attendance to maintain good attendance in line with national and outer London averages.
- b) To explore the reasons for higher levels of PA at 10% for children in special schools and take appropriate action
- c) To implement the CME action plan.
- d) To implement the new IT system to bring in live attendance data to support safeguarding decisions in the MASH.

## 5.2 Exclusions data and analysis

### Headline data and analysis

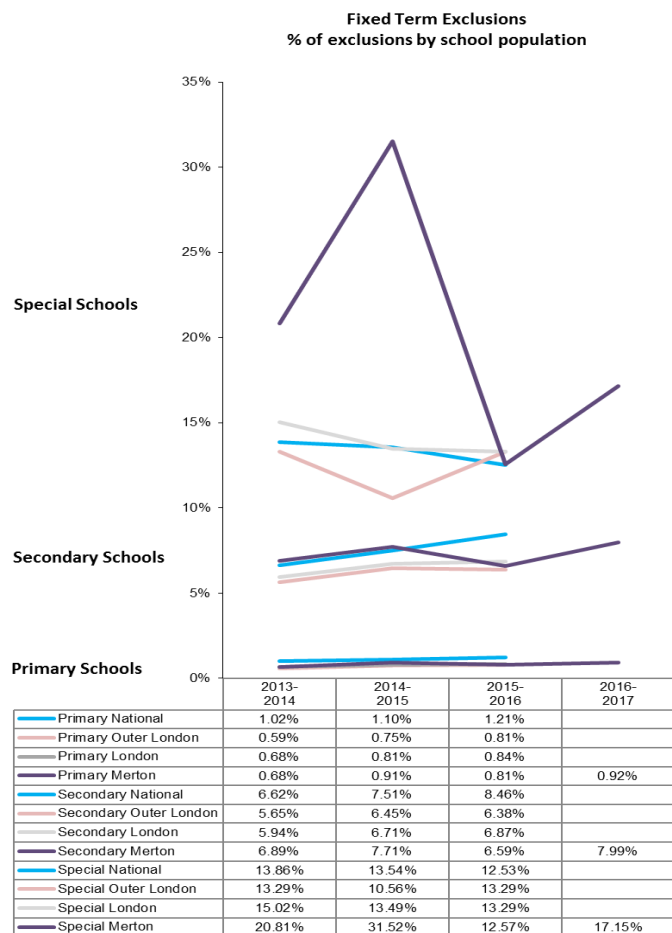


- 5.2.1 Merton had one primary permanent exclusion in 2016-2017, the first for over 10 years: this is disappointing but does not detract from the impact of the significant and complex inclusion work carried out by primary schools and the LA's Virtual Behaviour Service (VBS).
- 5.2.2 The number of permanent exclusions in secondary schools has increased to 19. There is no data available yet for national or London comparisons, but it is predicted that Merton will remain in line with the national average. Merton has also seen three permanent exclusions from sixth form provision which has contributed to the rise in secondary numbers. The number of permanent exclusions from year 7 – 11 were in line with previous years with a slight fall in KS3.
- 5.2.3 Of the permanent exclusions:
- one was in KS2, nine in KS 3, seven in KS 4 and three were in KS5. This represents a slight decrease in KS3 from the previous year.
  - 15 were for boys; five for girls.
  - 14 live in Merton and six live out of borough.

Permanent exclusions are from a broader range of ethnic groups than seen previously. The small numbers in each group are not statistically valid: White British is the largest group represented with five permanent exclusions.

The reasons for permanent exclusion were for a variety of reasons with persistent disruptive behaviour as the most common reason cited, resulting in seven permanent exclusions.

5.2.4 There were 12 more potential permanent exclusions that were prevented in secondary schools through partnership work between schools, and between schools and Melbury College.



5.2.5 The number of fixed term exclusions in primary schools has increased. It should however be noted that the school population has also increased, and so the proportion remains below (better than) the national, yet above the London, averages in 2015 – 16. Comparative data for 2016-17 is not yet available. The number of primary schools where no pupil was excluded decreased from 23 to 13. There was a rise in pupils receiving single fixed term exclusions, but a fall in pupils receiving six or more. This demonstrates the effectiveness of the partnership working between schools, the VBS and the David Nicholas Centre in supporting pupils with Social Emotional and Mental Health issues in primary schools. Five pupils accounted for 17% of the primary exclusions. This illustrates the complexity of some children with high needs who require specialist support and assessment.

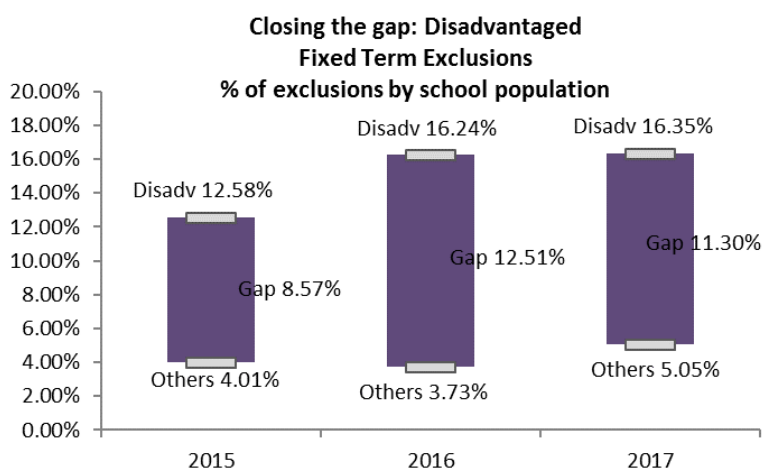
5.2.6 The number of fixed term exclusions in secondary schools has increased in the last year, but are below (better than) national rates from 2015 - 16. This represents a significant reduction over time: Merton had the third highest fixed term exclusions in London in 2008 (14%), but the rates are now below the national average and only slightly above London. 56 percent of pupils had two or more fixed term exclusions in the year.

5.2.7 The comparative data that allows analysis of fixed term exclusions by reason is not yet available.

5.2.8 The figures for fixed term exclusions in Special Schools are based on small cohorts. However, these figures have increased and have diverged away from the national and London averages 2015-16.

## Main pupil groups

Contextual Groups	Number of Pupils	Fixed Term Exclusions: Secondary % of exclusions by school population		
		Merton 2016-17	London 2015-16	National 2015-16
All Pupils	8838	7.99%	6.87%	8.46%
<b>Gender</b>				
Female	4324	4.14%	4.23%	5.16%
Male	4514	11.67%	9.51%	11.73%
Gap		7.54%	5.28%	6.57%
<b>Disadvantaged</b>				
Disadvantaged	2300	16.35%	13.26%	20.97%
All other pupils	6538	5.05%	5.39%	5.04%
Gap		11.30%	7.87%	15.93%
<b>Special Educational Needs (SEN)</b>				
No Special Educational Needs	7577	5.75%	4.96%	6.01%
SEN Support	1045	19.14%	18.69%	25.33%
SEN (with Statement or EHC plan)	216	29.63%	18.70%	24.88%
<b>Ethnic Group (White British and six largest or priority ethnic minority groups)</b>				
White British	2788	10.80%	6.72%	8.89%
White Other	1312	6.40%	4.99%	6.33%
Black African	917	8.51%	9.19%	8.48%
Asian Other	635	4.25%	2.08%	2.66%
Asian Pakistani	528	1.14%	3.60%	5.59%
Mixed Other	517	8.90%	8.15%	9.00%
Black Caribbean	477	11.74%	15.51%	15.38%



5.2.9 For disadvantaged pupils the gap has reduced with their peers with regard to fixed term exclusions, and the average is lower than that seen nationally for 2015-16 for the same group.

- 5.2.10 30% of pupils with EHCPs or statements of special needs received fixed term exclusions in secondary school. This is higher than for the school population as a whole. Fixed term exclusions for those in receipt of SEN Support is lower than for the same group nationally.
- 5.2.11 82% of fixed term exclusions in the primary phase are for pupils with SEN. In primary schools 10% of exclusions are for pupils with an ASD diagnosis, whilst over 50% are for pupils with Social, Emotional, and Mental Health needs.
- 5.2.12 Although Black Caribbean and White British Pupils are pupils are more likely to be excluded than other groups, the rate of Black Caribbean is lower than the national average for the same group in 2015-16. This may link to levels of poverty in both groups.

## 2016- 2017 Exclusion and behaviour priorities, impact and key actions taken

5.2.13

**Priority:**

To support schools with their most vulnerable pupils to further reduce fixed term and permanent exclusions

**Actions taken to secure impact:**

Targeted case work was undertaken by schools supported by Targeted Mental Health workers, VBS, MAOS, Transforming Families and a range of services commissioned by schools. Training was also delivered for primary schools.

**Impact:**

Fixed term exclusions have risen in all phases last year despite significant work to support children. The levels are in line with national but have not reduced. Permanent exclusions in in KS3 have reduced but been maintained in KS4. Behaviour is good or outstanding in all Merton secondary schools and exclusions are sanctions used by schools to maintain high levels of good behaviour.

5.2.14

**Priority:**

To maintain the dialogue between primary and secondary schools to plan effectively cross phase.

**Actions taken to secure impact:**

A transition working group was formed. Comprehensive information was passed over for pupils with needs on the transition between primary and secondary schools. In the SENCO forum, primary and secondary SENCOs looked at transition issues together. Primary schools are encouraged to identify needs earlier than has been happening in some cases. The LA has audited cases that are of concern to secondary headteachers, in order to identify common themes for learning in all phases.

**Impact:**

Primary schools are identifying more children with needs earlier in KS1 who are subsequently going on to have EHCPs. Transition information is allowing secondary schools to plan more effectively for pupils' arrival in Year 7. The audits did not find that primary schools had delayed processes; however inclusion issues in primary and secondary are different and the dialogue between the two phases continues.

5.2.15

**Priority:**

To consult with primary schools on what provision is required from Melbury College.

**Actions taken to secure impact:**

Primary Schools Headteachers were consulted with about what was required to support them with regards to challenging behaviour. This work is on-going through an SEMH steering group. This group oversaw the setting up of the David Nicholas Centre as an out of school assessment centre for children



with SEMH needs in primary schools undergoing an assessment for an Education Health and Care Plan. The group is also considering SEN placement data to see if there is a demand for a Primary SEMH school in Merton in the future. The consultation flagged up the need to support teaching assistants in schools. Additional support and training has been provided. In parallel the number of pupils with an Autistic Spectrum Disorder (ASD) diagnosis who have received a fixed term exclusion was reviewed as part of a process of refreshing the MAOS service, who support schools with pupils with an ASD diagnosis. This will be taken forward as part of the ASD strategy action plan.

**Impact:**

David Nicholas has been running for a year and has supported pupils to progress on the EHCPs and avoided permanent exclusion.

5.2.16

**Priority:**

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

**Actions taken to secure impact:**

This work was discussed at the CAMHS transformation board and it was agreed to move this to 2018-2019 as the current priority is Autistic Spectrum Disorder. ADHD diagnosis has been considered as part of the CCG review but no pathway work with schools has been undertaken.

**Impact:**

This work has not been completed and will be actioned next year.

5.2.17

**Priority:**

To support schools to implement their mental health support plans.

**Actions taken to secure impact:**

The CAMHS transformation board prioritised schools understanding of mental health needs. Training support was provided to help schools develop their own implementation plans for wider understanding of mental health in schools. In addition schools were regular attenders at the multi-agency Mental Health Network training events.

**Impact:**

Feedback from the training was good and schools reported improved understanding of the mental health needs of pupils. Attendance by schools at the network events is strong. The proposals in the Government green paper of Mental Health in schools and in line with the work that Merton Schools are undertaking.

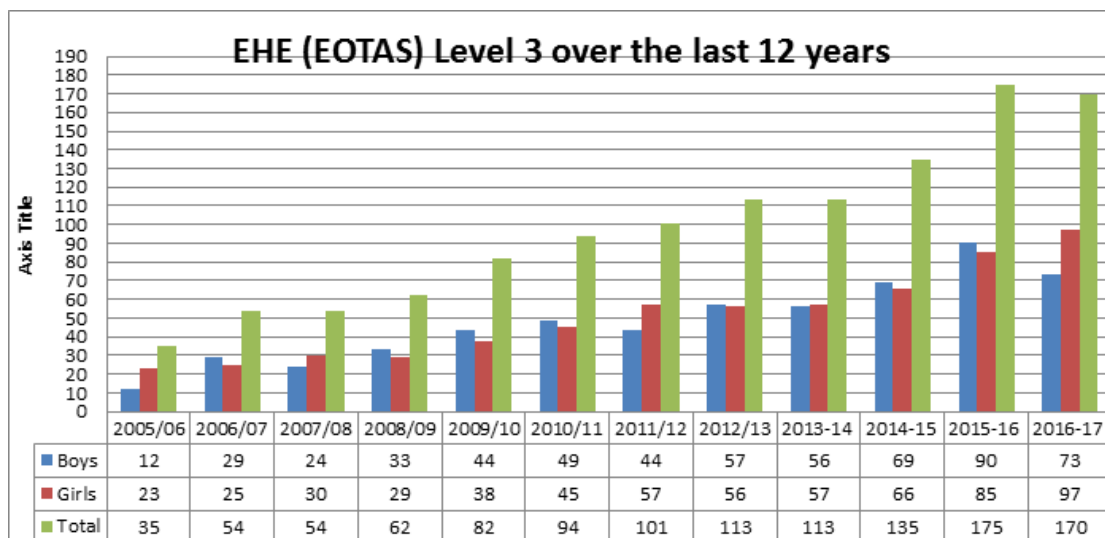
## Exclusion and Behaviour Priorities for 2017-2018

- a) To explore the small cohort of primary pupils who had 17% of the primary exclusions with schools and determine what support was required to reduce this figure to bring Merton Primary schools exclusions to be in line with London Averages.
- b) To explore special schools exclusions and the rate of exclusion for pupils with EHCPs in secondary schools.
- c) To work with the CCG and CAMHS providers to look at the effectiveness of support for pupils with Attention Deficit Hyperactivity Disorder (ADHD).
- d) To improve exclusion rates for White British.

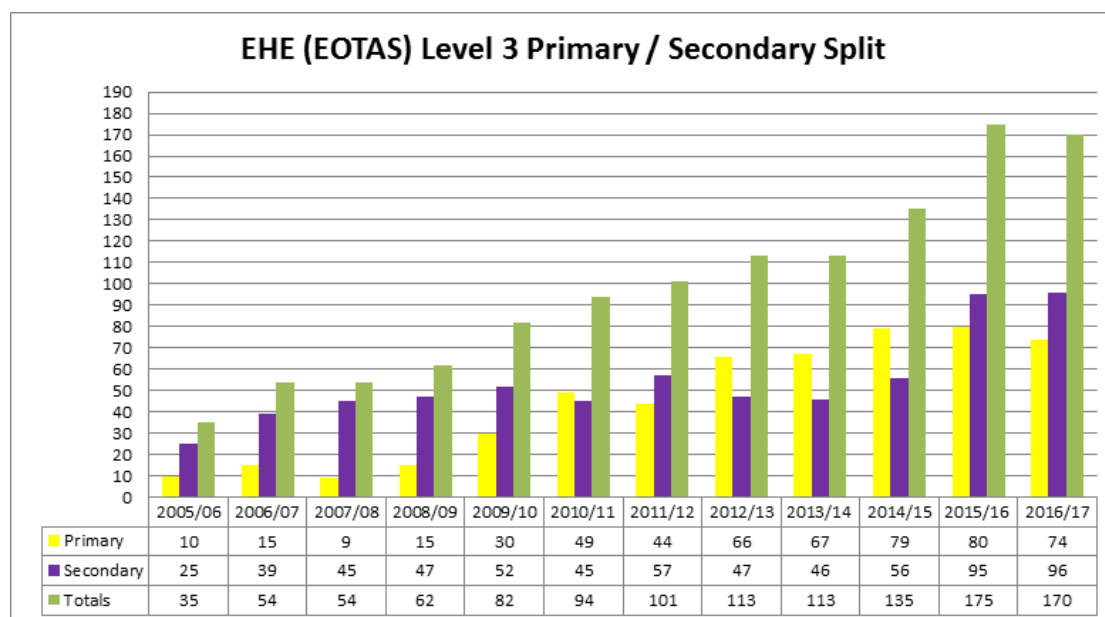
## 5.3 Elective Home Education (EHE)

5.3.1 Parents have the right to electively home educate their children. The Education Welfare Service and School Improvement team track these cases and ensure that education is being provided. There has been a slight reduction in children being electively home educated from the previous year. However, the numbers being home educated has risen steeply in comparison with the general school population increase. Between 2008 and 2016, the Merton school population grew by 16.8 %, while the numbers being electively home educated rose by 174%. During 2016 – 2017 there were an additional 45 enquiries by parents about home education who subsequently chose not to.

5.3.2



5.3.3



There has been a steady growth in primary numbers over 7 years and a slight fall in 2016-17. From 2014/15 there has been a jump in secondary numbers.

5.3.4 There are currently 31 children in Years 9 and 10 who are being electively home educated. 22 of these commenced since 2016.

5.3.5 Of the secondary population, 11 moved into borough with no school and their parents chose to electively home educate. 33 started in secondary education (in 15 different schools) but subsequently

parents chose to electively home educate. Parents have cited a range of reasons for choosing to home educate. In agreement with schools, the EWS has now provided schools with a parent clarification sheet which parents are asked to sign so it is clear to parents what they are committing to when they choose to home educate.

- 5.3.6 All families where children are being electively home educated are offered a visit or the opportunity to provide a report about the education being provided, which is reviewed by officers from School Improvement and the Education Welfare Service (EWS). In 2016 2017, 77% of families chose to have a visit/meeting and 22% chose to provide a report. This compares with 2015 2016, when 72% of families chose to have a visit/meeting and 28% chose to provide reports.
- 5.3.7 10 of 170 families have been deemed to be providing education that is “not appropriate”. A judgement of “not appropriate” was more likely to be made for secondary aged children. In these cases parents can then apply for a new school. If they do not then the LA instigates a School Attendance Order (SAO) and name a school. In 2016 - 2017 eight SAO processes were begun.
- 5.3.8 There has been an increase of parents of children aged 6 to 11 with EHCPs choosing to electively home educate. A specialist SEN adviser undertakes reviews of this provision. The families work closely with SENDIS to meet the children’s needs.
- 5.3.9 There are currently six children who are being electively home educated who are or were subject to CIN or CP plans. A BRAG rating has been introduced for all these open cases, to reflect the different levels of concern. If any concerns are encountered, referrals are made to the Multi Agency Safeguarding Hub (MASH) where appropriate. In the academic year 2016 - 2017 there were fewer than five referrals made to the MASH.
- 5.3.10 In 2016 - 2017 there were 30 referrals received by the EWS as “CME Off Rolling Notifications” for children who left their school in Merton to be electively home educated in the borough where they reside (not in Merton). Some of these moved a long way away or abroad, but the majority resided in neighbouring boroughs (Lambeth, Wandsworth, Sutton, Croydon or Kingston). These notifications were passed to the relevant borough to ensure that the children continued in education. The number of such referrals received by Merton from neighbouring boroughs about Merton residents has been inconsistent. Neighbouring boroughs have been contacted proactively to request that Merton be notified.

## 5.4 Children Missing Education (CME)

5.4.1 All partners within the Local Safeguarding Children’s Board have a duty to identify children who are missing education. Merton’s multi agency process was evaluated by Ofsted as “Good”. The LA has set a target that 90% of children who are off roll should be back in school within three months. In verbal feedback by an Ofsted inspector it was identified that Merton was unique in setting such a target. There is a multi agency panel that meets monthly, supporting families to get their children to back into school. It also reviews children who are on roll but who are at risk of becoming CME, who have usually been identified because their attendance is very low. Again Merton was praised for supporting this wider group who often have significant safeguarding and / or health issues.

5.4.2

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

5.4.3 The number of CME cases in 2016 – 2017 was in line with the previous year. The number of cases closed within three months, at 89%, remains strong and is very close to the target of 90%.

5.4.4 The numbers of pupils identified as being vulnerable to CME rose, with a slight fall in closure rate.

### Removing pupils from school rolls

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

5.4.6 In 2016 – 2017 there were 2544 cases of pupils being removed from the roll of schools in Merton. 2019 of these cases were resolved by schools (with the destinations found). The EWS took on 525 cases

where further investigation was required. Of the 525 referrals, the EWS resolved 505 cases (96.2%). It was not possible to locate eight pupils (1.5%) and the EWS is continuing to work on 12 cases (2.3%).

- 5.4.7 The main reasons for parents removing their child from the roll of a school were: moving to a new school in Merton or another borough; moving to another area or abroad; opting for elective home education; and being permanently excluded.

## 6. Appendices

### Appendix A: Ofsted outcomes by school as of December 2017

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

## Appendix B: Performance Tables: KS2

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

	Reading			Writing			Maths		
	Progress score	Lower confidence interval	Upper confidence interval	Progress score	Lower confidence interval	Upper confidence interval	Progress score	Lower confidence interval	Upper confidence interval
<b>LA Average</b>	<b>1.6</b>	<b>1.3</b>	<b>1.9</b>	<b>0.6</b>	<b>0.3</b>	<b>0.9</b>	<b>2.0</b>	<b>1.7</b>	<b>2.3</b>
<b>England Average</b>	<b>0.0</b>			<b>0.0</b>			<b>0.0</b>		
<b>Primary Schools</b>									
Abbotsbury Primary School	1.4	-0.3	3.1	0.9	-0.8	2.6	2.8	1.2	4.4
All Saints' CofE Primary School	0.9	-1.7	3.5	-3.2	-5.7	-0.7	2.4	0.0	4.8
Aragon Primary School	1.1	-0.3	2.5	1.8	0.4	3.2	1.6	0.3	2.9
Beecholme Primary School	2.3	0.0	4.6	3.5	1.3	5.7	6.0	4.0	8.0
Benedict Primary School	1.6	-0.6	3.8	1.2	-0.8	3.2	3.1	1.2	5.0
Bishop Gilpin CofE Primary School	2.8	1.3	4.3	-1.7	-3.2	-0.2	2.0	0.6	3.4
Bond Primary School	1.1	-0.7	2.9	-0.7	-2.4	1.0	7.0	5.4	8.6
Cranmer Primary School	-1.3	-2.6	0.0	-1.4	-2.7	-0.1	0.4	-0.8	1.6
Dundonald Primary School	4.8	2.1	7.5	-2.7	-5.3	-0.1	4.1	1.7	6.5
Garfield Primary School	0.2	-1.7	2.1	-1.9	-3.7	-0.1	0.9	-0.8	2.6
Gorringe Park Primary School	0.5	-1.3	2.3	1.4	-0.3	3.1	3.9	2.2	5.6
Harris Primary Academy Merton	7.9	6.3	9.5	8.0	6.4	9.6	8.2	6.7	9.7
Haslemere Primary School	-0.3	-2.0	1.4	0.0	-1.6	1.6	1.1	-0.4	2.6
Hatfeild Primary School	1.0	-0.7	2.7	0.4	-1.3	2.1	0.1	-1.5	1.7
Hillcross Primary School	-0.6	-2.3	1.1	-2.8	-4.4	-1.2	0.0	-1.5	1.5
Hollymount School	7.0	5.2	8.8	1.9	0.2	3.6	4.4	2.8	6.0
Holy Trinity CofE Primary School	4.7	2.9	6.5	2.2	0.4	4.0	2.9	1.2	4.6
Joseph Hood Primary School	1.3	-1.1	3.7	2.0	-0.4	4.4	2.3	0.1	4.5
Liberty Primary	1.3	-0.4	3.0	1.9	0.2	3.6	2.7	1.2	4.2
Links Primary School	0.8	-1.0	2.6	-3.0	-4.7	-1.3	2.9	1.3	4.5
Lonesome Primary School	1.6	-0.1	3.3	-0.2	-1.9	1.5	0.2	-1.4	1.8
Malmesbury Primary School	0.3	-1.4	2.0	-0.1	-1.7	1.5	2.1	0.6	3.6
Merton Abbey Primary School	-0.1	-2.5	2.3	-2.5	-4.9	-0.1	-0.9	-3.1	1.3
Merton Park Primary School	3.3	0.8	5.8	-0.9	-3.3	1.5	2.4	0.1	4.7
Morden Primary School	0.3	-2.0	2.6	2.7	0.5	4.9	1.5	-0.5	3.5
Pelham Primary School	2.8	0.2	5.4	0.8	-1.7	3.3	3.5	1.1	5.9
Poplar Primary School	3.7	2.0	5.4	1.6	0.0	3.2	4.0	2.5	5.5
Sacred Heart Catholic Primary School	3.1	1.3	4.9	2.0	0.3	3.7	4.0	2.4	5.6
Singlegate Primary School	-0.4	-2.7	1.9	-4.8	-7.0	-2.6	-0.2	-2.2	1.8
St John Fisher RC Primary School	3.8	2.2	5.4	1.1	-0.4	2.6	1.6	0.2	3.0
St Mark's Primary School	2.5	0.0	5.0	1.5	-0.9	3.9	1.6	-0.7	3.9
St Mary's Catholic Primary School	4.2	1.9	6.5	4.3	2.0	6.6	4.1	2.0	6.2
St Matthew's CofE Primary School	1.6	-1.3	4.5	-0.9	-3.7	1.9	-1.3	-3.9	1.3
St Peter and Paul Catholic Primary School	0.7	-0.9	2.3	1.6	0.0	3.2	1.5	0.0	3.0



	Reading			Writing			Maths		
	Progress score	Lower confidence interval	Upper confidence interval	Progress score	Lower confidence interval	Upper confidence interval	Progress score	Lower confidence interval	Upper confidence interval
<b>LA Average</b>	<b>1.6</b>	<b>1.3</b>	<b>1.9</b>	<b>0.6</b>	<b>0.3</b>	<b>0.9</b>	<b>2.0</b>	<b>1.7</b>	<b>2.3</b>
<b>England Average</b>	<b>0.0</b>			<b>0.0</b>			<b>0.0</b>		
<b>Primary Schools</b>									
St Teresa's Catholic Primary School	2.6	1.0	4.2	3.1	1.5	4.7	2.1	0.6	3.6
St Thomas of Canterbury Catholic Primary School	-0.1	-1.6	1.4	2.9	1.5	4.3	1.1	-0.2	2.4
Stanford Primary School	-1.4	-3.2	0.4	-0.8	-2.5	0.9	-0.4	-2.0	1.2
The Priory CofE School	-1.6	-3.5	0.3	0.4	-1.4	2.2	-0.5	-2.2	1.2
The Sherwood School	-1.4	-3.1	0.3	-2.3	-4.0	-0.6	-1.0	-2.6	0.6
West Wimbledon Primary School	-0.4	-2.2	1.4	-0.7	-2.4	1.0	-1.6	-3.2	0.0
William Morris Primary School	0.0	-2.5	2.5	0.9	-1.5	3.3	-1.6	-3.9	0.7
Wimbledon Chase Primary School	2.7	1.3	4.1	-1.2	-2.5	0.1	1.7	0.5	2.9
Wimbledon Park Primary School	5.5	3.5	7.5	5.9	4.0	7.8	5.0	3.2	6.8
<b>Special Schools</b>									
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:

	Reading		Writing		Maths		Reading, writing and maths	
	% meeting the expected standard	% meeting the a higher standard	% meeting the expected standard	% meeting the a higher standard	% meeting the expected standard	% meeting the a higher standard	% meeting the expected standard	% meeting the a higher standard
<b>LA Average</b>	<b>77%</b>	<b>29%</b>	<b>76%</b>	<b>18%</b>	<b>81%</b>	<b>31%</b>	<b>66%</b>	<b>11%</b>
<b>England Average</b>	<b>72%</b>	<b>25%</b>	<b>76%</b>	<b>18%</b>	<b>75%</b>	<b>23%</b>	<b>61%</b>	<b>9%</b>
<b>Primary Schools</b>								
Abbotsbury Primary School	74%	25%	72%	15%	77%	30%	58%	8%
All Saints' CofE Primary School	76%	16%	52%	8%	88%	16%	52%	4%
Aragon Primary School	74%	19%	79%	22%	81%	23%	64%	4%
Beecholme Primary School	79%	28%	83%	21%	93%	41%	76%	17%
Benedict Primary School	66%	5%	53%	11%	66%	8%	42%	0%
Bishop Gilpin CofE Primary School	95%	59%	88%	20%	93%	53%	86%	18%
Bond Primary School	65%	19%	67%	0%	91%	46%	57%	0%
Cranmer Primary School	69%	20%	71%	10%	76%	28%	57%	8%
Dundonald Primary School	88%	60%	80%	16%	88%	56%	72%	16%
Garfield Primary School	62%	13%	62%	0%	64%	27%	49%	0%
Gorringe Park Primary School	73%	21%	77%	23%	75%	40%	65%	15%
Harris Primary Academy Merton	91%	33%	93%	28%	88%	35%	86%	14%
Haslemere Primary School	89%	20%	83%	20%	91%	35%	81%	6%
Hatfeild Primary School	72%	24%	70%	17%	74%	20%	59%	11%
Hillcross Primary School	82%	27%	69%	16%	82%	45%	67%	13%
Hollymount School	100%	72%	94%	34%	96%	52%	94%	28%
Holy Trinity CofE Primary School	78%	52%	80%	28%	84%	46%	70%	26%
Joseph Hood Primary School	69%	27%	77%	19%	77%	19%	65%	12%
Liberty Primary	89%	26%	85%	26%	91%	33%	83%	17%
Links Primary School	69%	29%	67%	6%	84%	25%	61%	6%
Lonesome Primary School	71%	30%	68%	11%	70%	25%	63%	7%
Malmesbury Primary School	62%	13%	68%	7%	80%	15%	57%	2%
Merton Abbey Primary School	64%	21%	64%	4%	68%	29%	54%	4%
Merton Park Primary School	96%	52%	81%	15%	96%	44%	81%	15%
Morden Primary School	67%	13%	73%	17%	77%	17%	53%	10%
Pelham Primary School	88%	44%	72%	36%	96%	48%	68%	28%
Poplar Primary School	76%	37%	75%	24%	90%	34%	63%	17%
Sacred Heart Catholic Primary School	87%	43%	87%	30%	91%	50%	78%	24%
Singlegate Primary School	86%	38%	79%	17%	93%	45%	76%	17%
St John Fisher RC Primary School	88%	34%	78%	15%	76%	34%	63%	10%
St Mark's Primary School	88%	24%	92%	4%	96%	8%	84%	0%
St Mary's Catholic Primary School	83%	41%	97%	24%	93%	34%	79%	7%
St Matthew's CofE Primary School	81%	48%	76%	29%	71%	33%	71%	14%
St Peter and Paul Catholic Primary School	65%	28%	67%	26%	68%	28%	56%	12%

	Reading		Writing		Maths		Reading, writing and maths	
	% meeting the expected standard	% meeting the a higher standard	% meeting the expected standard	% meeting the a higher standard	% meeting the expected standard	% meeting the a higher standard	% meeting the expected standard	% meeting the a higher standard
<b>LA Average</b>	<b>77%</b>	<b>29%</b>	<b>76%</b>	<b>18%</b>	<b>81%</b>	<b>31%</b>	<b>66%</b>	<b>11%</b>
<b>England Average</b>	<b>72%</b>	<b>25%</b>	<b>76%</b>	<b>18%</b>	<b>75%</b>	<b>23%</b>	<b>61%</b>	<b>9%</b>
<b>Primary Schools</b>								
St Teresa's Catholic Primary School	70%	28%	75%	28%	80%	17%	60%	10%
St Thomas of Canterbury Catholic Primary School	71%	16%	76%	25%	75%	25%	65%	11%
Stanford Primary School	61%	14%	71%	10%	71%	20%	51%	4%
The Priory CofE School	62%	12%	76%	12%	71%	17%	48%	7%
The Sherwood School	62%	17%	60%	4%	68%	21%	40%	2%
West Wimbledon Primary School	63%	23%	65%	17%	67%	15%	52%	10%
William Morris Primary School	89%	19%	89%	15%	74%	19%	70%	7%
Wimbledon Chase Primary School	92%	43%	82%	19%	87%	39%	78%	12%
Wimbledon Park Primary School	85%	46%	88%	52%	98%	42%	81%	27%
<b>Special Schools</b>								
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							

## Appendix C: Performance Tables: KS4

<https://www.compare-school-performance.service.gov.uk/>

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

	Progress 8			Attainment 8 Score	% of pupils achieving English Baccalaureate at grade 4 in both English and maths/C or above in the remaining elements	% of pupils achieving English Baccalaureate at grade 5 in both English and maths/C or above in the remaining elements	% of pupils achieving Grade 4 or above in English & maths GCSEs (grades 9-4 - standard passes)	% of pupils achieving Grade 5 or above in English & maths GCSEs (grades 9-5 - strong passes)
	Progress score	Lower confidence interval	Upper confidence interval					
<b>LA Average</b>	<b>0.50</b>	<b>0.43</b>	<b>0.57</b>	<b>50.2</b>	<b>30.8%</b>	<b>27.5%</b>	<b>69.7%</b>	<b>49.2%</b>
<b>England Average</b>	<b>-0.03</b>			<b>44.6</b>	<b>21.9%</b>	<b>19.7%</b>	<b>59.1%</b>	<b>39.6%</b>
<b>Secondary Schools</b>								
Harris Academy Merton	0.59	0.39	0.78	49.6	16%	14%	68%	47%
Harris Academy Morden	1.01	0.75	1.28	50.9	29%	22%	71%	36%
Raynes Park High School	-0.08	-0.30	0.14	42.6	14%	13%	59%	45%
Ricards Lodge High School	0.71	0.55	0.88	54.4	38%	34%	78%	54%
Rutlish School	0.51	0.34	0.69	51.7	36%	32%	70%	49%
St Mark's Church of England Academy	0.40	0.16	0.64	43.2	15%	12%	54%	33%
Ursuline High School Wimbledon	0.78	0.61	0.95	59.0	46%	44%	82%	65%
Wimbledon College	0.46	0.28	0.65	55.3	45%	38%	81%	62%
<b>Special Schools</b>								
Cricket Green School	NE	NE	NE	NE	NE	NE	NE	NE
Melrose School	-2.86	-3.62	-2.10	7.6	0%	0%	0%	0%
Perseid School	NE	NE	NE	NE	NE	NE	NE	NE

## Appendix D: Performance Tables: KS5

<https://www.compare-school-performance.service.gov.uk/>

### DfE Performance Tables Post 16 - Outcomes:

	A level performance at the end of 16 to 18							
	Progress score			Average result		% achieving AAB or higher in at least 2 facilitating subjects	Students best 3 A Levels	
	Progress score	Lower confidence interval	Upper confidence interval	Grade	Point Score		Grade	Point Score
<b>LA Average</b>	NA	NA	NA	C	30.00	18.8%	C+	33.44
<b>England Average - state funded schools and colleges</b>	0.00	NA	NA	C	31.13	14.3%	C+	34.09
<b>Secondary Schools</b>								
Raynes Park High School	-0.10	-0.23	0.04	C-	26.13	11.6%	C+	33.33
Ricards Lodge High School	-0.12	-0.31	0.06	C+	32.49	3.6%	B-	35.60
Rutlish School	-0.01	-0.17	0.16	C	31.00	15.0%	B-	35.08
St Mark's Church of England Academy	-0.42	-0.77	-0.08	E+	14.31	SUPP	SUPP	SUPP
Ursuline High School Wimbledon	-0.31	-0.41	-0.20	C+	34.99	22.3%	B-	35.38
Wimbledon College	-0.16	-0.27	-0.05	C-	28.21	9.8%	C	30.87
<b>Sixth Form Centre/Consortia</b>								
RR6	-0.06	-0.18	0.07	C	31.65	10.3%	B-	35.29

## Appendix E: Contextual Groups Tables

The detail in the following tables is sourced from the FFT aspire self-evaluation report. It contains attainment and progress data for Merton pupils, compared to national averages. There is data for all pupils and a wide range of pupil groups. 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.

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

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

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

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

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

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

## Attainment

	Primary: Reading, writing & maths - Expected Standard		Secondary: Attainment 8	
	No. of pupils	Percentage	No. of pupils	Score
All Pupils	2059	66%	1421	5.0
<b>Gender</b>				
Male	1000	62%	725	4.7
Female	1058	70%	696	5.3
<b>Disadvantaged pupils</b>				
Disadvantaged pupils	559	52%	995	5.4
Other pupils	1498	71%	230	4.1
<b>Prior Attainment</b>				
Low	691	30%	435	3.5
Middle	628	79%	440	5.2
High	595	97%	379	6.7
<b>Non-mobile pupils</b>				
Pupils on roll throughout years 5 and 6 / 10 and 11	1950	67%	1392	5.0
<b>English as a First Language</b>				
English or believed to be English	1083	64%	905	4.9
Other than English or believed to be other	974	68%	515	5.1
<b>Special Educational Needs</b>				
No SEN	1687	77%	1155	5.4
SEN support	332	17%	188	4.1
SEN with statement or EHC plan	38	13%	77	1.5
<b>Ethnicity Group</b>				
White	946	63%	674	5.0
Black Caribbean	136	55%	140	4.3
Black African	301	64%	214	5.0
Asian Indian	52	85%	24	5.6
Asian Pakistani	134	69%	85	5.5
Asian Bangladeshi	33	73%	27	5.4
Other Asian background	298	74%	111	5.1
Chinese	13	92%	<10	5.7
Any Other Ethnic Group	132	68%	129	5.1

## Progress

	Primary: Reading Expected Standard		Primary: Writing Expected Standard		Secondary: Progress 8 English element	
	No. of pupils	Percentage	No. of pupils	Percentage	No. of pupils	Score
All Pupils	2059	6%	2059	1%	1421	0.57
<b>Gender</b>						
Male	1000	7%	1000	1%	725	0.07
Female	1058	6%	1058	0%	696	1.08
<b>Disadvantaged pupils</b>						
Disadvantaged pupils	559	3%	559	-1%	995	0.08
Other pupils	1498	7%	1498	1%	230	0.80
<b>Prior Attainment</b>						
Low	691	7%	691	1%	435	0.38
Middle	628	9%	628	1%	440	0.74
High	595	2%	595	0%	379	0.59
<b>Non-mobile pupils</b>						
Pupils on roll throughout years 5 and 6 / 10 and 11	1950	7%	1950	1%	1392	0.57
<b>English as a First Language</b>						
English or believed to be English	1083	6%	1083	-2%	905	0.44
Other than English or believed to be other	974	6%	974	4%	515	0.86
<b>Special Educational Needs</b>						
No SEN	1687	9%	1687	5%	1155	0.74
SEN support	332	-3%	332	-16%	188	0.16
SEN with statement or EHC plan	38	-13%	38	-19%	77	-88%
<b>Ethnicity Group</b>						
White	946	6%	946	-3%	674	0.33
Black Caribbean	136	2%	136	-3%	140	0.55
Black African	301	8%	301	4%	214	0.82
Asian Indian	52	10%	52	4%	24	1.05
Asian Pakistani	134	2%	134	4%	85	1.19
Asian Bangladeshi	33	6%	33	6%	27	1.09
Other Asian background	298	7%	298	5%	111	0.81
Chinese	13	14%	13	-2%	<10	0.70
Any Other Ethnic Group	132	7%	132	6%	129	0.71



	Primary: Mathematics Expected Standard		Secondary: Progress 8 mathematics element	
	No. of pupils	Percentage	No. of pupils	Score
All Pupils	2059	7%	1421	0.43
<b>Gender</b>				
Male	1000	8%	725	0.46
Female	1058	6%	696	0.39
<b>Disadvantaged pupils</b>				
Disadvantaged pupils	559	5%	995	0.03
Other pupils	1498	8%	230	0.61
<b>Prior Attainment</b>				
Low	691	10%	435	0.38
Middle	628	8%	440	0.47
High	595	2%	379	0.44
<b>Non-mobile pupils</b>				
Pupils on roll throughout years 5 and 6 / 10 and 11	1950	7%	1392	0.43
<b>English as a First Language</b>				
English or believed to be English	1083	2%	905	0.23
Other than English or believed to be other	974	14%	515	0.85
<b>Special Educational Needs</b>				
No SEN	1687	10%	1155	0.54
SEN support	332	-7%	188	0.11
SEN with statement or EHC plan	38	-4%	77	-0.49
<b>Ethnicity Group</b>				
White	946	4%	674	0.28
Black Caribbean	136	-1%	140	-0.07
Black African	301	8%	214	0.48
Asian Indian	52	14%	24	1.07
Asian Pakistani	134	14%	85	1.10
Asian Bangladeshi	33	19%	27	0.70
Other Asian background	298	15%	111	0.97
Chinese	13	10%	<10	2.17
Any Other Ethnic Group	132	8%	129	0.52

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

1. During the Ofsted SIF inspection, the Virtual School's processes and outcomes were closely scrutinised. Although there is no separate judgement about the Virtual School, the comments made were very positive. In particular, the following were comments about the positive impact the Virtual School has on the outcomes for LAC and care leavers.
2. *'Children and young people receive good support from the virtual school wherever they live. Staff maintain good oversight of the progress of children looked after. They know the circumstances of individual children and use this information very effectively to work with others, such as social workers, carers and schools, to plan the support that children need to make progress in their learning. The large majority of children looked after (96%) go to a school judged good or better by Ofsted. When they do not, staff carefully consider whether the setting is meeting the individual needs of children.'*
3. *'Advisory teachers and the virtual school headteacher take the lead on the planning of the education of children looked after. As a result, children have good-quality, up-to-date and timely personal education plans that reflect their needs well. Their education targets are clear and they help carers and professionals to maintain good oversight of children's progress. The pupil premium grant and additional funding from the virtual school are used well to support children's academic progress and their personal development.'*

### Overview

4. The achievement of all pupils in the Virtual School is tracked very regularly through PEPs (three times per year) and through termly reports from schools attended by each pupil. Where pupils are not making the progress that is expected of them, the Virtual School becomes even more involved, and schools are challenged to ensure that progress picks up. The use of the Pupil Premium Grant is scrutinised more closely, and further resources are sometimes provided by the Virtual School to ensure that pupils have the support they require. In these circumstances, these pupils are also tracked through monthly concern meetings chaired by the Head of School Improvement, and attended by the Head of SENDIS, the Head of Looked After Children, Permanency and Placements and the Headteacher of the Virtual School. The impact of these processes ensures that, where possible, pupils' progress comes back on track.
5. There were 55 such pupils (in the '903 cohort') of statutory school age on roll at the end of June: their achievement is reported in the tables in this chapter, (alongside the achievement of all pupils on roll of the Virtual School) allowing comparisons with national datasets that are collected at the same time.

**Table: Numbers of children in the Virtual School in the SSDA903 return (31/3/17) and on roll at 30/6/17**

	Reception	KS1	KS2	KS3	KS4	Total
<b>In borough school or education setting</b>	0	0	4	3	7	14
<b>Out of borough school or education setting</b>	1	2	13	14	11	41
<b>Total</b>	1	2	17	17	18	55

6. The small numbers of pupils represented in each key stage (particularly in the Early Years Foundation Stage, at Year 1 and at the end of Key Stage 1) means that comparisons with national and local averages with such small numbers must be viewed with caution.

7. The national dataset regarding the achievement of LAC for 2017 is not yet available. The latest national comparisons that appear in this report are from 2016 as published in Statistical First Release 12/2017 (March 2017). Where national data for LAC pupils are not yet available (NYA) this is recorded as such in the tables.

### Early Years Foundation Stage (EYFSP)

8. Table: EYFSP outcomes

EYFSP Good Level of Development (GLD)	2015		2016		2017	
	Percentage GLD	No. of Children	Percentage GLD	No. of Children	Percentage GLD	No. of Children
Merton LAC					50%	2
Merton 903 Pupils	50%	2	N/A	0	100%	1
Merton All Pupils	68%		71%		74%	
National All Pupils	66%		69%		71%	

- There was one 903 pupil in this cohort, who achieved their target of achieving the GLD.
  - **This performance is above the national and Merton averages for this year.**
  - No national LAC cohort performance information is published at this assessment point.
9. There were two pupils on roll of the Virtual School at this assessment point. One had only just become LAC (16.06.17). He did not reach the expected level in literacy and mathematics and so did not achieve the Good Level of Development.

### Phonics Screening Check

10. Table: Year 1 Phonics Screening Check outcomes

Phonics Screening Check (Year 1)	2015		2016		2017	
	%achieving standard	No. of Children	%achieving standard	No. of Children	%achieving standard	No. of Children
Merton LAC					50%	2
Merton 903 Pupils	n/a	0	100%	1	100%	1
Merton All Pupils	77%		80%		84%	
National All Pupils	77%		81%		81%	

- There was one 903 pupil in this cohort, who achieved their target of achieving the expected standard.
  - **This performance is above the national and local averages.**
  - No national LAC cohort performance information is published at this assessment point.
11. Of the two pupils on roll at this assessment point, one did not achieve the expected standard in the phonics screening. She had not achieved GLD at the end of EYFS and is receiving additional support for her special educational needs.
12. There were two pupils in Year 2 who did not achieve the expected standard when they were in Year 1. These pupils were screened again at the end of year 2 and, as a result of successful intervention, were assessed as working at the expected standard.

## Key Stage 1

### 13. Table: KS1 outcomes READING

Key Stage 1 - READING	2015				2016			2017		
	2c+	2b+	3+	No.	EXS+	GDS	No.	EXS+	GDS	No.
Merton LAC								67%	33%	3
Merton 903 pupils	83%	50%	0%	6	0%	0%	1	100%	100%	1
Merton All Pupils	90%	81%	29%		74%	27%		77%	30%	
National LAC	67%				50%			NYA		
National All Pupils	90%	82%	32%		74%	24%		76%	25%	

- There was one 903 pupil in this cohort, this pupil achieved her target to be working at Greater Depth Standard.
- **This performance is above the 2016 national average for all LAC pupils.**

Of the three pupils on roll at this assessment point, 67% achieved the expected standard. Both these pupils made accelerated progress from their EYSF scores. The third child is receiving school support for their special educational needs.

### 14. Table: KS1 outcomes WRITING

Key Stage 1 - WRITING	2015				2016			2017		
	2c+	2b+	3+	No.	EXS+	GDS	No.	EXS+	GDS	No.
Merton LAC								67%	0%	3
Merton 903 pupils	83%	33%	0%	6	0%	0%	1	100%	0%	1
Merton All Pupils	87%	69%	16%		64%	16%		69%	18%	
National LAC	71%				37%			NYA		
National All Pupils	88%	72%	18%		65%	13%		68%	16%	

- There was only one 903 pupil this year. They achieved the national expected standard.
- **This performance is above the 2016 national average for all LAC pupils.**

Of the three pupils on roll at this assessment point, 67% achieved the expected standard. Both these pupils made accelerated progress from their EYSF scores. The third child is receiving school support for her special educational needs.

### 15. Table: KS1 outcomes MATHEMATICS

Key Stage 1 - MATHS	2015				2016			2017		
	2c+	2b+	3+	No.	EXS+	GDS	No.	EXS+	GDS	No.
Merton LAC								67%	0%	3
Merton 903 pupils	83%	33%	0%	6	0%	0%	1	100%	0%	1
Merton All Pupils	92%	78%	26%		73%	26%		78%	25%	
National LAC	73%				47%			NYA		
National All Pupils	93%	82%	26%		73%	18%		75%	21%	

- There was only one 903 pupil this year. They achieved the national expected standard.
- **This performance is above the 2016 national average for all LAC pupils.**

Of the three pupils on roll at this assessment point, 67% achieved the expected standard. Both these pupils made accelerated progress from their EYSF scores. The third child is receiving school support for her special educational needs.

## Key Stage 2

### 16. Table: KS2 READING

Key Stage 2 – READING	2015				2016				2017			
	4c+	4b+	5+	No.	DIS	EXS+	HS	No.	DIS	EXS+	HS	No.
Merton LAC									25%	75%	0%	4
Merton 903 Pupils	100%	100%	0%	2	13%	13%	13%	8	25%	75%	0%	4
Merton All Pupils	91%	82%	52%			68%	21%			75%	29%	
National LAC	71%					41%				NYA		
National All Pupils	89%	80%	49%			66%	19%			72%	25%	

- Of the four Year 6 pupils on roll at this assessment point, all were 903 qualifying pupils. 75% of the cohort achieved age related expectations.
- **This performance is above the 2016 national average for LAC.**
- The pupil that was disapplied had a Statement of Educational Need or an Education Health and Care Plan.

### 17. Table: KS2 WRITING

Key Stage 2 WRITING	2015			2016				2017			
	4+	5+	No	DIS	EXS+	GDS	No	DIS	EXS+	GDS	No
Merton LAC								25%	75%	0%	4
Merton 903 Pupils	100%	50%	2	13%	26%	26%	8	25%	75%	0%	4
Merton All Pupils	89%	38%			71%	16%			74%	17%	
National LAC	61%				46%				NYA		
National All Pupils	89%	43%			74%	15%			76%	18%	

- Of the four Year 6 pupils on roll at this assessment point, all were 903 qualifying pupils. 75% of the cohort achieved age related expectations.
- **This performance is above the 2016 national average for LAC.**
- The pupil that was disapplied had a Statement of Educational Need or an Education Health and Care Plan.

### 18. Table: KS2 MATHS

Key Stage 2 – MATHS	2015				2016				2017			
	4c+	4b+	5+	No	DIS	AS+	HS	No.	DIS	AS+	HS	No.
Merton LAC									25%	75%	0%	4
Merton 903 Pupils	100%	50%	50%	2	13%	13%	0	8	25%	75%	0%	4
Merton All Pupils	89%	79%	45%			75%	25%			80%	31%	
National LAC	64%					41%				NYA		
National All Pupils	89%	80%	49%			70%	17%			75%	23%	

- Of the four Year 6 pupils on roll at this assessment point, all were 903 qualifying pupils. 75% of the cohort achieved age related expectations. One pupils made accelerated progress across KS2.
- **This performance is above the 2016 national average for LAC.**
- The pupil that was disappiled had a Statement of Educational Need or an Education Health and Care Plan.

## Key Stage 4 (GCSE)

19. No Merton LAC sat 8 GCSEs and so none qualified for an Attainment 8 or Progress 8 score, and no pupils in the 903 cohort sat GCSE English and Maths. This is a disappointing outcome but this was a very unusual cohort with complex needs. The achievement of these pupils was tracked closely and, at least whilst they were LAC, intervention was put in place to ensure they were able to make as much progress as possible. However the serious needs were prohibitive to the pupils achieving at the expected standards.

- Of the total cohort 43.8% were Unaccompanied Asylum Seeking Children (UASC). This represents seven out of 16, six of whom arrived in the UK during Year 11).
- An additional 37.5% (6/16) had Education, Health and Care Plans.
- One student became LAC on the last day of statutory school age.

Two students followed and were entered for GCSE courses. Previous attainment suggested that three of the cohort should have been able to achieve at age related expectations but their needs were complex.

These outcomes were discussed in detail with inspectors during the recent Ofsted inspection, and they were satisfied that the Virtual School had done as much as possible to help maintain school placements, pupil engagement, and to ensure they made as much progress as was possible. The destinations of all these pupils are known, with all bar three continuing into education. These pupils are continuing to be tracked and supported.

## 20. Table: KS4 pupil outcomes and destinations

Pupil	SEN status	UASC	Comments/context	Destination
A	EHCP		Cerebral Palsy - working below Entry Level.	St Elizabeth's 6 <sup>th</sup> Form
B		UASC	LAC since 05.06.17 from Angola – joined SMART Choice within one week of becoming known to Virtual School.	South Thames - ESOL
C		UASC	LAC since 05.12.16 from Afghanistan – not previously been to school. Does not read or write in Pashtu.	Croydon College - ESOL
D	EHCP		Working at Entry Level 1.	Carshalton College – Skills for Life
E		UASC	LAC since 30.03.17 from Vietnam	South Thames - ESOL
F		UASC	LAC since 20.12.16 from Angola where he has attended school. Sat ESOL3 and Entry Level in maths, science and ICT.	John Ruskin 6 <sup>th</sup> form
G	EHCP		Has completed Entry Level 3 In English and Maths with plan for achieving Functional Skills Level.	Beckmead 6 <sup>th</sup> Form College
H	EHCP		Did not sit KS2 tests; three secondary schools prior to LAC (January 2015) and three on becoming LAC. At Melrose has achieved Entry Level 2 in Science and Entry level 2 PE (certificated). Achieved Duke of Edinburgh Bronze Award (certificated).	Refused college offer of Motor Vehicle Maintenance Course (Kingston College) in favour of employment - opportunity in construction.

I		UASC	LAC since 19.01.17 from Albania. Has previously attended school. ESOL qualifications.	Courses suggested and arrangement made for enrolment at Sutton & District and Croydon College, but did not attend.
J			Six care episodes since start of Year 10. Placed at SMART Centre to avoid exclusion. Was entered for GCSE examinations and a support plan including transport to SMART Centre was put in place but would not engage.	Employment.
K			Became LAC in May 2016 after a much disrupted Year 10. Personal situation, poor attendance and change of school impacted on expected progress from KS2. English Grade 1; English Lit 2; Art E.	Stoke on Trent College, Level 1 in Art & Design
L		UASC	LAC since 30.06.17	Beats Learning ESOL
M		UASC	LAC since 09.07.15 from Afghanistan. No previous schooling. Offered out of year placement to enable him to achieve ESOL before GCSE. Completed 1 <sup>st</sup> year of GCSE, but did not wish to remain at school.	Croydon College – ESOL
M	EHCP		Several LAC episodes. Achieved 5 GCSEs whilst in year 10 and at Melrose. English 2 (previously F) ; Maths 2 (previously F );Science G (previously D); Art C; Design & Technology E.	SEN putting tuition in place
O			LAC since May 2015. Attended three primary schools. One permanent exclusion and multiple fixed term exclusions. Referred to Alternative Education, and then 1:1 tuition. Care placement move to Wales. Had said that he would like to get GCSE but did not attend or engage with the provision offered.	Enrolled for level 1 multi-skills course in construction at Sutton & District
P	EHCP		Entry Level qualifications in English, maths, science and ICT. Also achieved Arts Award and Duke of Edinburgh Bronze Award.	Cricket Green 6 <sup>th</sup> form

21. **Table: Progression to education or training in Year 12 (September 2017)**

Academic Year	Total number of young people in cohort	No. of young people in education/training at the start of the academic year (Sept)	Proportion of young people in education/training at the start of the academic year (Sept)
16-17	24	21	87.5%
15-16	13	12	92.3%
14-15	12	12	100%

- Three young people were not in education or training at the beginning of the academic year. They continue to be tracked, and are being supported by the Virtual School's Education, Employment and Training Keyworker.

**Post 16 outcomes**

22. 46 young people were aged 16 – 18 during the academic year 2016 – 2017. 37 of the 46 young people have pursued and were successful in a range of courses, from Entry Level to Level 3, suitable to their

needs and ambitions. Two students followed A level courses. Of those not in education or training, extensive efforts are made to keep in touch with the young people and support them into appropriate provision.

23. Of this cohort, five were students with disabilities attending special schools. These young people attended full time education and were following courses to ensure their continuing engagement and progress.

24. **Table: Level 3 results**

Student	Achievements	Destinations
A	A level: Geography B; Psychology C; Sociology A.	Waiting for immigration issues to be resolved before going to university to study for a social work degree. In employment.
B	BTech: Performing Arts	Passed and accepted to Performing Arts at Canterbury.
C	Access Course achieved	Intending to study for social work degree. Continuing with English & Maths via Learn Direct
D	A level: Maths A; Chemistry B.	Continuing with A level study in Further Maths and Physics at The Westminster Kingsway.
E	BTech: Business Distinction * (The highest grade)	Waiting for immigration issues to be resolved before going to university to study Business. In employment.
F	BTech	Accepted on 4 year foundation degree to study Fashion and Textiles at UEL
G	BTech: Music	Not engaging with social work team
H	Access Course achieved	Accepted to Social Work course – Kingston University

- Eight care leavers achieved Level 3 qualifications.
- Three students started university in 2017.
- Two students have offers of university places but are waiting for immigration issues to be resolved before taking up their places.
- One student is returning to college to study for a further 2 A levels
- One student is continuing with their studies in order to achieve a place to study for a social work qualification at university.

### Higher Education

25. 10 young people studied for degrees. Whilst seven continued their studies into the new academic year, three graduated with degrees: one in medicine (who has now qualified as a medical doctor), one in Business and Tourism, and one in Early Childhood Studies. After lengthy periods of study, the doctor is now spending some time travelling whilst the other two are now in employment in their chosen field.

### Actions undertaken by the Virtual School to secure outcomes

#### Quality of Schools - Ofsted

26. The Virtual School continued to strive to ensure that all children and young people attend good or outstanding schools. Where a LAC remained in a school judged to be less than good in its most recent



inspection, very careful consideration was given to the children’s situation, and it was decided that a move would not be in their best interest, and monitoring of the pupil’s progress increased through the PEP and LAC Concern processes.

27. As of 30<sup>th</sup> June 2017 90% of statutory school aged LAC attended schools, where a grade was known, that are good or better. This is a similar proportion to previous academic years.

28. In the primary phase 84% of pupils attended schools, where a grade was known, that are good or better. This is similar to the previous year but remains lower than the LA average for all pupils.

Of those attending other borough schools 76% attend good or better schools. This is similar to the previous academic year which had seen an increase of 5 percentage points.

29. In the secondary phase 94.2% of students attended schools, where a grade was known, that are good or better. This is a slight increase on the previous year. Of those students attending in borough schools where a grade was known, 100% attended schools that are good or better. Of those pupils attending other borough schools, 90.9% attended good or better schools, which is a slight increase on the previous year. This difference reflects the current high standards in Merton secondary and special schools, where 100% are judged good or better by Ofsted.

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

	At school in	Outstanding	Good	Satisfactory/ RI	No school roll/no current category	Total
<b>EY/Primary</b>	Merton	4	10	1	0	15
	Other borough	6	7	3	1	17
<b>Secondary</b>	Merton	5	14	0	0	19
	Other borough	14	16	0	3	33
<b>Total</b>		29	47	4	4	84
<b>% of Merton LAC</b>		34.5%	55.9%	4.8%	4.8%	

### Personal Education Plans (PEPs)

31. All LAC must have a care plan, of which the Personal Education Plan (PEP) is an integral part. The PEP is an evolving record of what needs to happen to ensure each child or young person makes expected progress and fulfils his or her potential. During the PEP process, the achievement of LAC is carefully tracked, and where they are falling behind, schools are challenged to identify how they might be supported to make accelerated progress, including how the Pupil Premium Grant for LAC might be best used to secure improved outcomes.

32. The Virtual School works in close partnership with social workers, designated teachers, and carers to coordinate meetings and record and administer PEPs.

33. Statutory guidance requires that a child’s PEP is reviewed each term. In order to meet this requirement the Virtual School normally attends at least two meetings and consults for the third. During 2016-2017, 210 initial and review PEPs were completed. The Virtual School has robust systems and processes

to track, monitor and report on their timeliness and quality. Equal regard is paid to the education of children who are placed out of borough as to those who live in Merton, and the Virtual School ensures the challenges of distant placements are met, including attendance at Personal Education Planning Meetings.

34. Work has continued during the academic year to ensure that the PEP embedded within the new Social Care Information System meets developing needs for planning and tracking progress.

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

	Autumn 16	Spring 17	Summer 17	Academic Year 16-17
<b>No. who became LAC</b>	21	8	7	36 (69)
<b>Ceased being LAC before PEP</b>	9	3	0	12 (22)
<b>PEP completed within 20 days</b>	8	4	7	19(36)
<b>PEP completed after 20 days</b>	4	1	0	5 (11)

*Numbers in brackets indicate numbers from 2015 -2016.*

36. 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. 36 initial PEPs for children new into care were required during the academic year but twelve children ceased to be LAC before the PEP due date. 19 of the required 24 initial Personal Education Planning meetings (79.1%) were completed within 20 days of a child becoming Looked After. This is 2% more than in the previous year. Reasons for the remaining initial PEPs not being completed within the specified time scales were:

- staff absence;
- no school place available but tuition provided whilst school being sourced;
- children becoming LAC during or very near the school holiday period;
- Unaccompanied Asylum Seeking Children arriving very late in school year in Year 11.

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

	Autumn 16	Spring 17	Summer 17	Academic Year 16-17
<b>No of PEPS to be reviewed</b>	81	74	51	206 (207)
<b>Completed within 6 months of previous PEP</b>	79	74	51	204 (194)
<b>% reviewed within time scales</b>	97.5% (82%)	100% (100%)	100% (100%)	99% (94%)

*Numbers in brackets indicate numbers from 2015-2016.*

38. 99% of PEP reviews were completed within six months of the previous PEP which meant that they were updated in time for the child’s Care Plan Review. This was an increase over the previous academic year, attributable to the decrease in the number of children who were Looked After, but nonetheless a considerable achievement on the part of the Virtual School Team.

## Pupil Premium

39. For each Looked After Child, in 2016-2017 the government allocated a pupil premium grant of £1900. This grant was 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 a

proportion of the total grant per LAC each term during 2015-2016. This allowed for the grant to follow the child if a school move occurred. The Virtual School monitors the impact of pupil premium funded interventions on pupils' academic progress via the Pupil's Education Plan. Payment of the grant was dependent on the implementation of interventions to support the child's education plan, which were detailed in the PEP. The PEP document includes a finance sheet to track provision available to and accessed by our pupils, and funded by Pupil Premium.

40. The grant was used for:

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

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

Analysis of pupil premium expenditure in schools has shown an increase in its use for academic intervention programmes (from 40% of pupils receiving this intervention to 54%) and a reduction in interventions to support emotional and behavioural needs (from 50% to 45%). There was also a reduction in the number of pupils receiving One to One Tuition via pupil premium (from 30% to 25%) but there was an increase in the number of interventions categories as other.

41. 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.

### One to One Tuition

42. The Sutton Trust research data shows that One to One Tuition is particularly effective in accelerating progress for children, particularly at KS2, and particularly in English and mathematics. Short, regular sessions of about 30 minutes, 3-5 times each week, and over a period of time (6-12 weeks) has optimum impact. In order to secure the best educational outcome for all Merton's LAC One to One Tuition was considered as part of each child's or young person's Personal Education, or Pathway, Plan.

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

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

Key Stage	Total students recorded as having tuition	Tuition for less than one term	Tuition for one to two terms	Tuition for more than two terms and ongoing
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	2016-17			
KS1	0 (1)	0 (1)	0 (0)	0 (0)
KS2	3 (6)	0 (3)	1 (3)	2 (0)
KS3	5 (8)	2 (2)	2 (3)	1 (3)
KS4	9 (17)	8 (11)	0 (4)	1 (2)
Post 16	14 (16)	10 (5)	1(5)	3 (6)
<b>Total</b>	<b>31 (48)</b>	<b>20 (22)</b>	<b>4 (15)</b>	<b>7 (11)</b>

*Numbers in brackets indicate numbers from 2015 -2016.*

45. 31 Merton LAC received One to One Tuition over the course of 2016/17. Generally the focus for tuition in Key Stages 1, 2 and 3 was English and mathematics. The range of subjects broadened at KS4 to include GCSE examination subjects. The focus for post 16 pupils was generally for additional sessions for English for Speakers of Other Languages although there have been some requests for tuition to improve grades in English and Maths.

### Pupil Voice

46. The Virtual School continued to seek to develop a relationship with all its pupils and students and encouraged them to participate in their Personal Educational Planning meetings either by attending for some or all of the meeting, or by completing a view sheet.
47. During this academic year The Virtual School began to trial a different approach to seeking primary aged pupils' views on their school experience. The approach relies less on closed questions and more on recording the child's views during a focused discussion with a member of staff. In line with the 'Signs of Safety' approach used by colleagues in children's social care, scaling questions are used as a way of accessing the child's perspective and providing an alert to any concerns.
48. An analysis of pupils' and students' contribution to PEP meetings indicated the following:
- They were aware that the purpose of school is to learn academically and socially.
  - 71% of primary and 70% of secondary pupils reported that they had no worries at school. This is a much improved picture for primary aged pupils. Of those reporting worries, 60% of primary children worried about school work, whereas for secondary pupils, the majority, just under 70%, reported worries relating to friendship issues. Where worries were identified the Virtual School ensured that this was addressed with the school within the PEP.
  - Of the four students who were unable to identify at least one adult who could help them at school, all were secondary students, three of whom had special educational needs. All students were advised of names of staff who were able to support.
  - All primary age pupils were able to name at least one friend. Of the seven secondary pupils who were not able or not willing to name friends, four had attended at least three different secondary schools recently.
  - Children's concerns for bullying increased, with 16% of secondary pupils reporting themselves to have experienced unkind or intimidating behaviours. Of these pupils, 38% attended special schools. Where friendship or social skills were identified as needing support this was discussed as part of the

PEP and in some instances incorporated into personal targets. In all incidences of reported bullying, the Virtual School followed up concerns to ensure the physical and emotional safety of our pupils.

### **Development & Training of the Workforce**

49. The Virtual School continued to contribute to the development and training of education workers, including school governors, social care, youth justice workers and foster carers.
50. The Virtual School gave presentations at the bi-monthly meetings for newly appointed children's social care and youth justice staff, and six monthly refresher courses for those wishing to update their knowledge of developments in education.
51. The Virtual School gave a brief presentation on the role of the Virtual School for newly qualified teachers as part of their induction.
52. During 2016-17, 25 Merton schools and academies had LAC on their roll. This is fewer than the previous year. This included LAC from other boroughs, as well as Merton LAC. To ensure that all schools (whether they currently host LAC or not) were prepared to support LAC, the Virtual School supported the designated teachers for LAC in all Merton schools, academies, independent schools and alternative providers.

The focus for the termly network meetings were:

- the statutory responsibility of the Designated Teacher for Looked After Children;
- Training on using the Strengths and Difficulties Questionnaire in order to inform assessment of emotional wellbeing
- The use of a child centre/Signs of Safety approach to capturing children's views to contribute to their Personal Education Plan;

53. The Virtual School Headteachers for Merton and Sutton worked collaboratively to deliver a training session for Governors with responsibility for LAC. The training included understanding their statutory responsibilities and how to support and challenge schools to meet children's needs. A bespoke training was given to governors at Perseid School.
54. The Virtual School led training for all new foster carers and those requiring updates on how they can support their young people to achieve in education. This training was extended to include a contribution from the Early Years Team. A focus for the Virtual School during this academic year was on the support for carers to help their children with mathematics. There was a workshop for carers focused on the use of structured and everyday resources for teaching mathematical concepts and reinforcing skills. Carers were given resources to use at home with their children.
55. In addition to support for learning at home, foster carers also used the Virtual School as a resource for advice, guidance and support for educational matters. This means that Advisory Teachers provided telephone support; gave advice with regard to the choice of school; and accompanied carers to school meetings.

### **The Virtual School Newsletter & Young Merton Together**

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

## REVIEW OF PRIORITIES FOR 2015-16

### Priority 1

**To improve outcomes for all LAC at statutory points of assessment, and in every year group, by further developing the PEP process, and processes for supporting achievement, including the use and impact of pupil premium.**

#### Impact and outcomes

During 2016/17 the academic outcomes for Merton LAC were above the 2016 national averages for LAC (the latest national comparators available) for the KS1 and KS2 assessments. Performance was also strong in the Early Years Foundation Stage and the Year 1 Phonics Screening Check.

Although the headline outcomes at KS4 were disappointing, they reflected the very unusual cohort with highly complex needs (please see summary of outcomes for individual pupils in section 4).

Changes to the PEP document have enabled the Virtual School to be more rigorous in monitoring the use and impact of the Pupil Premium to fund specific interventions and resources to improve outcomes.

### Priority 2

**To enhance data collection and analysis which leads to specific actions to enable pupils to make progress from their individual starting points and achieve strong educational outcomes.**

#### Impact and outcomes

The progress made by all pupils on an individual basis was tracked very carefully, and was maximised by the prompt actions of the Virtual School.

The use of the Fischer Family Trust Virtual School data analysis module, and the commissioned service for end of term collection of pupil data, are both now well embedded in Virtual School processes, and allow for better analysis and prompt attention from the Virtual School when pupil progress has stalled or is at risk. The regular meetings of the LAC Concern group which draws together service managers enhances understanding of the impact of care on education, supports the escalation of unresolved issues and, where necessary, identifies actions to remove barriers.

### Priority 3

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

#### Impact and outcomes

The post of key worker in the Virtual School to support LAC and care leavers was substantively filled. There has been close liaison between the Virtual School, social work teams, My Futures and service managers to ensure a comprehensive ETE/NEET data set for 16+ students.

The underlying trend of reduced numbers of LAC and care leavers who are NEET continues. The regular auditing of Education, Employment and Training sections of Pathway Plans ensure appropriate detail. The permanent ETE keyworker, provides intensive support for LAC and Care Leavers and, for those very

vulnerable young people who are not in education, employment or training, newly defined descriptors are being used to track progress into training or work.

#### **Priority 4**

**To further improve the attendance of LAC especially in the secondary phase.**

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

Chapter 7 gives an overview of attendance for 2016-17 and notes continuing improvements.

This year the average attendance of LAC increased by nearly two percentage points. However the figure of 92.61% is below the national average for LAC of 96.1%, and the attendance of LAC, particularly at KS4 remains a priority for the Virtual School.

#### **Priority 5**

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

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

Governance of the Virtual School continues through regular meetings with agreed agenda. The development of the Headteacher's termly report to resemble that of a school and allow for close scrutiny of outcomes and provision for the educational opportunity and outcomes, has enhanced understanding and informed operational and strategic developments both within the Virtual School and across a variety of departments. Membership has not yet increased to include others beyond officers involved in the CSF overall strategy for LAC.

#### **Priority 6**

**To improve the skills of carers to support children's learning, and develop opportunities with Participation/CiCC to provide enrichment opportunities for Looked After Children & Care Leavers.**

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

The Early Years Team and the Virtual School have continued to deliver training for Merton foster carers to enable them to support the learning of their children, and to liaise effectively with school. The Headteacher has also regularly attended Merton Foster Carers meetings. Actions for carers are specified as part of children's PEPs and the Virtual School signposts and provides resources through these meetings as well. Details are included in Chapter 6. The Virtual School supported the Merton Foster Carer Association's Black History event and theatre trips.

#### **Priority 7**

**To ensure 'the voice of the child' is heard, contributes to educational planning and decisions, and the evaluation and development of the Virtual School.**

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

The voice of the child is now heard even more strongly through the updated PEP. This has been very powerful to ensure that children's views are understood, and contribute to their education plans. Issues raised are also feeding into the strategic development of the Virtual School.

Several LAC and care leavers have attended training and are now able to participate fully in recruitment panels

## **PRIORITIES 2017-18**

**Priority 1** - to continue to improve pupil outcomes, particularly at the end of KS4, by ensuring that all pupils make good progress from their starting points, and by intervening swiftly when concerns arise.

**Priority 2** – to extend the support for young people's education and training in line with the changes outline in the Children and Social Work Act 2017.

**Priority 3** – to further improve attendance of LAC especially at KS4 and KS5, by continuing to monitor closely and intervene robustly when issues arise.

**Priority 4** – to reduce the number of fixed term exclusions in the secondary phase, building on strong relationships with schools to ensure the Virtual School is given good notice of concerns potentially leading to exclusion, and intervening where appropriate.

**Priority 5** – to reduce young people's vulnerability to spending time not in employment, education or training (NEET), by ensuring early intervention and Education Pathway Plans identify clearer next steps and support for all young people, so that the proportion of NEETs reduces amongst the 16/17 year old LA population, and post 18.

**Priority 6** – to further improve the monitoring and evaluation of the use of pupil premium for impact on pupil progress, by linking pupils' targets more clearly to funded interventions.

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

**Priority 8** – to secure substantive staff as secondary advisory teachers, ensuring that there is continued strong expertise with regards to Special Educational Needs.

**Priority 9** - to continue to strengthen governance of the Virtual School, ensuring increased membership (to include a care leaver, foster carer and headteachers) and developing ever deeper understanding of the aims and impact of the Virtual School.



## Appendix G: Glossary of Acronyms

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

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