

CELEBRATING
SUCCESS

*ACHIEVEMENT IN
MERTON SCHOOLS
2018 -2019*

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1. Executive Summary

1. This report provides information about the education standards, and achievement of children and young people in Merton over the academic year 2018 - 2019. It clarifies the national and local context for schools in Merton and identifies how the Local Authority (LA) has worked with schools to secure and maintain improvement.
2. The proportion of schools judged to be good or better in Merton rose from 93% to 95% over the course of the academic year. This proportion is above the London and national averages. All of the Council's secondary and special schools continued to be judged to be good or better, with the proportion of secondary schools judged as outstanding remaining at 63% (well above national and local averages). Two out of the three special schools are judged as outstanding; 38% of special schools nationally are judged outstanding. Three of the Borough's 44 primary schools were not yet judged to be good or better as of August 2019. This means that 93% of primary schools were judged to be good or better at that point, which is above the national average of 88% for this educational phase. All of the LA maintained schools not yet judged to be good are receiving intensive support and challenge from Merton officers. For more information please see page 19.
3. With regard to pupil outcomes, national rankings continue to be strong in the progress measures in particular at KS2 and for GCSE. Attainment at all key stages and in most indicators continues to be above national averages, with the exception of outcomes post 16. The quartile performance in relation to the Borough's statistical neighbours and to other Outer London boroughs identifies that although there have been some improvements, there have also been some relative drops in performance in comparison, identifying where further improvements could still be secured. For more information please see page 6.
4. The proportion of children achieving the Good Level of Development (GLD) at the end of the Early Years Foundation Stage (EYFS) improved by two percentage points, in comparison with more modest increases in the national and local averages, and Merton's performance is now securely above these averages. With regard to achievement in the individual Early Learning Goals, performance is particularly strong at the 'Exceeding' level, with Merton averages being between four and nine percentage points above the national averages. For more information please see page 26.
5. 83% of pupils in Year 1 reached the expected standard for phonics decoding in Merton, a drop of two percentage points since 2018. Although this is above the national average, it is just below the London averages, and quartile rankings in comparison with statistical and Outer London neighbours is low. Although phonics teaching is well embedded in Merton schools, improvement in this indicator will be a priority for the coming year. For more information please see page 31.
6. At Key Stage 1 (KS1), in reading and maths, performance has either improved slightly or held steady in comparison with 2018, and remains above the London and national averages. In writing, the drop of one percentage point at both the expected and greater depth standards mirrors the trends nationally and locally, and represents performance above the national, but below the London averages. Pleasingly, performance in reading and maths is now improved in comparison with Outer London and statistical neighbours (second quartile ranking), and Merton is ranked 11th nationally in reading and 20th in maths. For more information please see page 34.

7. At Key Stage 2 (KS2), the progress and attainment scores in reading and mathematics are all above the national averages, and above or in line with London averages. The progress scores in reading and mathematics rank Merton 11th and 12th in the country respectively. In writing performance is above the national averages, but just below the London averages, and again the national ranking at the Expected Standard has improved (102nd in 2017, 72nd in 2018, and 54th in 2019), a pleasing improvement following an ongoing focus by schools with the support of the Local Authority (LA). For more information please see page 38.
8. Performance in Merton secondary schools at KS4 remains very strong. At 0.55 the Progress 8 score in Merton is well above national and London averages, and ranks the Borough 3rd in the country. Five schools in Merton have scores which are described as being 'well above the national average' in the performance tables (Harris Academy Morden, Rutlish School, Ricards Lodge High School, Ursuline High School and Harris Academy Merton). Two schools' performance places them 'above the national average' (St Mark's Academy and Wimbledon College). Only one mainstream school is 'at the national average' (Raynes Park High School). For more information please see page 50.
9. When considering KS5 outcomes: for all Level 3 qualifications together, the performance of students in Merton has dropped below the national and the London averages this year, and the national rank in this indicator has also dropped from 29th to 52nd. When looking separately at the A level and Academic groups within the Level 3 cohort, performance is also just below national and local averages. However, it should be noted that the average grade (C+ for both the A level and Academic indicators) is the same as that seen nationally and locally. Performance in the Applied General indicator remains above the national and local averages. In particular, it should be noted that the average grade for Applied General students is a 'Distinction –' which is above the London and national averages of 'Merit +'. The proportions of students achieving the higher grades at A level improved this year: however, these outcomes are below those nationally and in London, and so the achievement of higher attaining students therefore needs to be a continued focus for Merton schools. For more information please see page 56.
10. The performance of pupil groups varied across the key stages. The difference between boys' and girls' performance varied, with a narrowing in some indicators but a widening in others. Likewise for pupils eligible for the pupil premium: whilst there has been a narrowing of the gap at KS1, and with regard to KS2 progress scores in reading and maths, there has been a widening at KS4. There has been some research carried out nationally about the impact of the reformed GCSEs on the achievement of disadvantaged pupils which has found that they are performing less well than their peers, particularly with regard to performance at the strong pass level. Pupils with EHCPs have improved their performance in all indicators at all key stages. Whilst there have been some drops in performance for pupils in receipt of SEN support, their performance remains above the national averages for the same group nationally in all indicators, with the exception of writing progress at KS2 which is in line. The groups requiring focused attention across the key stages remain those eligible for Free School Meals or the Pupil Premium grant, and, importantly, black pupil groups (Black Caribbean and Black African) for whom gaps remain wide in some indicators at all assessment points. For more information please see commentary in each phase with regard to achievement.
11. The proportions of young people who are Not in Education, Employment and Training (NEET), or whose status is not known, have again fallen and are significantly better than national averages. Performance

in all three indicators continues to place Merton in the top quintile of performance nationally. Merton NEET and not known combined score is the 12th lowest of all authorities nationally. The not known figure has continued to fall whereas it is rising nationally. This is achieved through significant tracking and partnership working across schools, colleges and CSF teams. We now predict that the figure may have reached an equilibrium where the NEET has been maintained consistently at the same very low level for 3 years. For more information please see page 59.

12. Overall, pupil attendance in Merton is above the most recent national and London comparative data. It has a three year rising trend against a national falling trend. The persistent absence figure has fallen for three years against a rising trend in London and nationally. Persistent absence has fallen significantly in secondary schools, but has risen slightly in primary. However, attendance in special schools has fallen for three years and is worse than London and national. Levels of Persistent Absence in special schools have fallen slightly and are in line with outer London. For more information please see page 81.
13. Merton had no primary permanent exclusions in 2018-2019. There were fewer than five permanent exclusions from special schools; due to small cohorts this looks disproportionate. The number of permanent exclusions in secondary schools has increased significantly to be at or above the most recent national, London and outer London averages. This is a rise from our lowest level which was well below national, London and outer London in 2017/18. There were 26 additional potential permanent exclusions that were prevented in secondary schools as a result of partnership work with families, and work with the VBS, between schools, and between schools and Melbury College. Secondary Headteachers are looking collectively at the drivers behind the rise in permanent exclusions. The number of fixed term exclusions has fallen in primary schools against a rising national trend, but the rate is again above London and outer London averages. The number of fixed term exclusions in secondary schools has risen slightly but is likely to be below Outer London, London and National. The figures for fixed term exclusions in Special Schools are based on small cohorts. An individual exclusion will still record a higher percentage in Merton. On this basis we would argue that Merton is in line with national but no better. For more information please see page 85.
14. There has been a further 13 percentage point increase in children being electively home educated from the previous year. The numbers being home educated has risen steeply in comparison with the general school population increase. Between 2008 and 2016, the Merton school population grew by 16.8 %, while the numbers being electively home educated rose by 174%. The rise in 2018/19 has been largely from primary aged pupils. There has been a rise in the secondary school population so this is probably a demographic increase, however there are still significant numbers of parents of secondary pupils electing to home educate particularly in Years 9 and 10. There are similar numbers of boys and girls being home educated. For more information please see page 92.
15. Merton tracks all children who are off roll and missing education (CME) through a multi-agency missing education panel. Additionally Merton tracks children who are still on roll, but have very poor attendance or are at risk of becoming CME. The number of off roll cases has fallen for the first time in four years. This is because schools admissions cases are moving in quicker to school and not needing to trigger panel discussions. A consequence of this is that those still on the panel are more complex and the so timeliness has reduced. The numbers of pupils vulnerable to becoming CME has risen again for the fourth year. The number of cases closed has risen significantly, and the percentage of cases that were closed in three months is static and high: 62 % were actioned within 3 months, which represents strong performance. For more information, please see page 95.

Summary of Performance Information for all Key Stages

	Compared to 2018	3 year trend	Compared to National 2019	2019 Outer London neighbours (quartile)*	2019 Statistical neighbours (quartile)*	2018 National Standing*	2019 National Standing*
EYFS							
Good Level of Development	+2	+2.6	3.7↑	↑		41 st	21 st

KS1

Year 1 phonics	-2	+1	1↑	↓	↓	26 th	45 th
Expected Standard Reading	+1	+3	4↑	↑	↑	28 th	11 th
Expected Standard Writing	-1	+1	1↑			58 th	59 th
Expected Standard Mathematics	+1	+1	3↑	↑	↑	32 nd	20 th
Higher Standard Reading	+1	-1	4↑			24 th	21 st
Higher Standard Writing	-1	-1	2↑			33 rd	30 th
Higher Standard Mathematics	+1	+2	5↑			17 th	11 th

KS2

Expected Standard Reading	-1	+2	6↑		↑	19 th	13 th
Expected Standard Writing (TA)	+1	+4	2↑			72 nd	54 th
Expected Standard Mathematics	=	+2	4↑	↓	↓	8 th	25 th
Expected Standard Reading/Writing/Maths	=	+3	4↑			32 nd	31 st
High Score Reading	-2	+3	5↑			19 th	19 th
Greater Depth Standard Writing (TA)	-1	+4	2↑	↓		49 th	48 th
High Score Mathematics	+3	+4	8↑			11 th	15 th
Higher Standard Reading/Writing/Maths	+1	+3	3↑		↓	21 st	19 th
Progress Score Reading	=	-0.1	1.5↑			8 th	11 th
Progress Score Writing	-0.2	+0.1	0.7↑	↓	↓	23 rd	32 nd
Progress Score Mathematics	-0.4	-0.4	1.6↑	↓		6 th	12 th

KS4

Attainment 8 Score	+1.4	+0.9	4.3↑		↑	27 th	16 th
Progress 8 Score	+0.11	+0.05	0.58↑	↑	↑	9 th	3 rd
Grades 9-4 in English and maths	+1	-1	4↑			41 st	33 rd
English Baccalaureate	+2	+5	11↑			27 th	15 th

KS5

Average points per entry (level 3)	-0.49	-0.32	0.34↓		↑	29 th	52 nd
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Exclusions

Permanent Exclusions - primary	-0.01	-0.01	0.03↓	↓		26 th	36 th
Permanent Exclusions - secondary	+0.15	+0.07	0.04↑	↑	↑	55 th	21 st
Permanent Exclusions - special	+0.27	+0.27	0.2↑	**	**	1 st	**
Fixed Term Exclusions - primary	-0.08	-0.06	0.49↓			48 th	47 th
Fixed Term Exclusions - secondary	+0.06	-1.74	4.03↓	↑		63 rd	25 th
Fixed Term Exclusions - special	+0.93	-2.23	4.33↑	**	**	112 th	**

Attendance





Absence - primary	+0.2	+0.1	0.4↑			35 th	25 th
Absence - secondary	+0.1	+0.1	1↑			8 th	4 th
Absence - special	-0.9	-1.8	0.2↓	**	**	46 th	**
Persistent Absence - primary	+0.2	+0.1	1.1↓	↑	↑	39 th	20 th
Persistent Absence - secondary	-0.7	-1.2	4.6↓		↑	12 th	7 th
Persistent Absence - special	-0.3	+2.6	1.6↑	**	**	77 th	**

Arrows/plus or minus signs indicate performance relative to the previous year's performance (the 'Compared to 2018' column); in comparison with national performance (in the 'Compared to National 2019' column); or compared to previous quartile performance. Please note that in the majority of cases upward arrows are positive, but in the case of exclusions and persistent absence relative to 2018 or national data, downward arrows indicate positive performance.

*2019 national rankings and quartile performance are for 2019 for all indicators except for attendance and exclusions which are for 2018 (the most recent London and national data available). Similarly 2018 national rankings are for 2018 for all indicators except for attendance and exclusions which are for 2017.

**quartile performance and national rankings for special school attendance and exclusions are not yet available.

Quartile Ranking

	First quartile
	Second quartile
	Third quartile
	Fourth quartile

- This data identifies how performance at all key stages and in most indicators continues to be above national averages. Post 16 outcomes, and aspects of attendance and exclusions are the areas of where Merton is below national averages.
- National rankings continue to be strong in the progress measures at KS2 and for GCSE.
- Merton's performance has improved or remained broadly in line in comparison with the previous year in most indicators.
- The quartile performance in relation to the Borough's statistical neighbours and to other Outer London boroughs identifies that although there have been some improvements, there have also been some relative drops in performance in comparison, identifying where further improvements could still be secured.

Summary of Priorities for 2019/20

School Improvement

- a) To continue to ensure all schools are judged to be at least good when inspected by Ofsted, through the effective use of the Merton School Improvement Strategy, including Support and Challenge groups.
- b) To ensure all schools currently judged to be outstanding achieve outstanding outcomes in their next Ofsted inspections (in light of the proposal to remove their exemption from routine inspection).
- c) To support schools to prepare for inspection under the new Ofsted Framework for Inspection.
- d) To ensure ATAIN continues to provide strong local collaborative leadership, addressing local priorities effectively.

Early Years

- a) To continue to work with strong local providers (including the English hub) to support schools to improve early language development.
- b) To improve PSED outcomes so that they are more in line with London averages.
- c) To improve outcomes for children eligible for Free School Meals; and for Black Caribbean and Asian Pakistani children.

Primary Phase

- a) Further embed and improve primary writing outcomes, especially for boys.
- b) Provide support for leaders to review the broader curriculum offer, and further develop the skills of middle leaders.
- c) Refine school target setting processes, injecting further aspiration so that second or first quartile performance is achieved in comparison with statistical and Outer London neighbours.
- d) Support schools to continue to embed a mastery approach to the teaching of mathematics.
- e) Improve outcomes in the phonics screening check.
- f) Improve outcomes for Black Caribbean and Black African pupils.
- g) Further support schools to strengthen their pupil premium strategies and narrow the gaps for disadvantaged pupils.
- h) Continue to support schools to develop inclusive practice for pupils with SEND, and to improve outcomes.

Secondary Phase

- a) To ensure all Merton secondary schools remain good or outstanding.
- b) To maintain a focus on improving outcomes for the most able pupils post 16 so that the proportions achieving the higher A level outcomes improve.
- c) To narrow the gaps for key groups at KS4: disadvantaged pupils, pupils in receipt of SEN support and Black Caribbean pupils.

Inclusion

- a) To support and challenge pupils and their parents who have poor attendance to maintain good attendance above national and outer London averages.
- b) To investigate the issues behind the drop in CME off roll timeliness and the increase in SEND referrals.

- c) To work with the schools in the mental health trailblazers to improve support for low to medium mental health needs in schools
- d) To work with the Merton Medical Service to plan and expansion of services for children out of school with medical needs.
- e) To improve attendance and persistent absence rates for pupils in special schools.
- f) To set up provision for Primary SEMH Pupils as part of Melrose School.
- g) To carry out a deep dive into the rise in permanent exclusions in secondary schools and review the findings with secondary head teachers.
- h) To embed the mental health Trailblazer projects in Merton schools.
- i) To work with the Early Help service, primary schools and SENDIS/ Inclusion to further improve the support processes for children in primary schools.

2. Context for schools 2018/19

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 include ensuring that 'education functions are exercised with a view to promoting high standards ensuring fair access to opportunity for education and learning, and promote the fulfilment of learning potential'.

2.3 In order to promote high standards, the DfE has identified that local authorities have considerable freedom as to how they deliver their statutory responsibilities. Most importantly they should:

- Understand the performance of maintained schools in their area, using data as a starting point to identify any that are underperforming, while working with them to explore ways to support progress;
- Work closely with the relevant Regional Schools Commissioner (RSC) and other local partners to ensure schools receive the support they need to improve;
- Where underperformance has been recognised in a maintained school, proactively work with the relevant RSC, combining local and regional expertise to ensure the right approach, including sending warning notices and using intervention powers where this will improve leadership and standards; and
- Encourage good and outstanding maintained schools to take responsibility for their own improvement; support other schools; and enable other schools to access the support they need to improve.

2.4 In addition, when delivering their school improvement function, local authorities must have regard to the 'Schools Causing Concern' (SCC) statutory guidance. This was updated and reissued in November 2018.

2.5 In particular, the guidance identifies the role of Regional School Commissioners (RSC) in SCC, exercising powers on behalf of the Secretary of State for Education. The guidance clarifies that the RSCs should work with local authorities to build 'a supportive schools culture' to 'work with school leaders to drive school improvement'.

2.6 The guidance identifies the processes local authorities can take with RSCs may take in SCC that are eligible for intervention

2.7 In schools that meet the 'coasting definition', support is offered prior to any formal intervention takes place.

2.8 Local authorities and RSCs may give warning notices to maintained schools where they have concerns about unacceptable educational performance (including results below the floor standards), a breakdown in leadership and governance, or where the safety of pupils or staff may be being threatened. Where a maintained school does not comply with a warning notice, it will become eligible for formal intervention.

- 2.9 Formal intervention by LAs is defined as the power to:
- require the governing body to enter into arrangements;
 - appoint additional governors;
 - appoint an interim executive board (IEB);
 - suspend the delegated budget.
- 2.10 The RSC also has the power to:
- direct closure of a school;
 - take over responsibility for an IEB;
 - make an academy order.
- 2.11 In schools that have been judged inadequate by Ofsted, an academy order will be issued by the RSC, requiring them to become sponsored academies.

The National Context for Schools 2018/19

Department for Education

- 2.12 The DfE increased its focus on the reduction of teacher workload. A workload reduction toolkit was published, enabling schools to identify and address workload issues, and to evaluate the impact of action undertaken to reduce workload. It also included workload reduction case studies from schools. The Schools' Partnership Board formed a working party to identify how these strategies might be introduced to schools and developed by them, and in the spring of 2019, the Education Secretary announced the formation of an expert group to work with government to look for new ways to support teachers.
- 2.13 The DfE published a new EdTech Strategy, 'Realising the potential of technology in education'. The strategy was developed to support all stages of the education sector and aims to support reducing teacher workload; increasing efficiency; improving accessibility and inclusion; supporting excellent teaching; and improving student outcomes
- 2.14 The DfE launched a new free service for schools to advertise teacher vacancies, which aims to disrupt the more established, and in some cases very expensive, vehicles for advertising vacancies.
- 2.15 The DfE launched a call for evidence to consider how the SEND and alternative provision financial arrangements in England could be improved to help local authorities, schools, colleges and other providers in supporting children and young people with special educational needs and disability and those who require alternative provision or are at risk of exclusion from school.

Ofsted

- 2.16 There were minor changes made to the way Ofsted inspects schools in September 2018. There were new foci on:
- Children who are missing or not being educated in school as part of assessing the effectiveness of schools' safeguarding arrangements.
 - How a school's vision for its curriculum facilitates a rich and ambitious programme for all pupils, including the presumption of them studying a modern foreign language and history or geography.

This change provided an indication of the changes that Ofsted introduced in their new inspection framework from September 2019.

- 2.17 In September 2019, the Education Select Committee published a report on the effectiveness of Ofsted. It identified shortcomings in Ofsted's performance, in particular how it had failed to meet its targets for how often schools should be inspected, meaning that schools were being left for longer between inspections. It also identified that Ofsted was not providing a level of independent assurance about the quality of education needed by schools and parents, because good schools were only being inspected through short one-day inspections, and outstanding schools remained exempt from routine inspection. This followed on from a National Audit Office report about Ofsted in the previous academic year which was equally critical about the inspection model, and questioned its value for money and level of impact on the education system.
- 2.18 In November 2018, Ofsted launched its new Electronic Evidence Gathering (EEG) tool. The new tool allows inspectors to collect evidence electronically, straight onto an electronic device during inspection. The EEG tool was used on all school inspections from the summer term 2019.
- 2.19 In January 2019, Ofsted published draft handbooks and framework for the new Education Inspection Framework, prior to it being put into practice in September 2019. The new framework is a significant shift in direction for the inspection of schools. Amanda Spielman, her Majesty's Chief Inspector identified two linked themes that run all the way through the framework: 'the substance of education, and integrity'. Through the framework Ofsted are proposing an evolutionary shift that rebalances inspection to look rather more closely at the substance of education: what is taught and how it is taught, with test and exam outcomes looked at in that context, not in isolation.
- 2.20 The key features of the new inspection process include the following:
- Good schools are subject to two days of Section 8 inspection, an increase from one day.
 - Section 5 inspections are also two days. The size of the inspection team varies according to the size and nature of the school.
 - Outstanding schools remain exempt. However, the government have stated their intention that outstanding schools should no longer be exempt and are currently consulting on this change. In the interim, Ofsted have stated that they will inspect at least 10% of outstanding schools this year (as they did in 2018/19), choosing these schools on the basis of their desk top risk analysis.
 - Good schools will continue to be re-inspected approximately every four years, unless Ofsted's desk top risk analysis indicates that there are concerns.
- 2.21 At the heart of the EIF is the new 'Quality of Education' judgement, the stated purpose of which is to put a single conversation about education at the centre of inspection. This conversation draws together curriculum, teaching, assessment and standards.
- 2.22 In doing this, Ofsted draws heavily on the working definition of the curriculum that it has developed over the last couple of years following significant research. This definition uses the concepts of 'intent', 'implementation' and 'impact' to recognise that the curriculum passes through different states: it is conceived, taught and experienced. Leaders and teachers design, structure and sequence a curriculum, which is then implemented through classroom teaching. The end result of a good, well-taught curriculum is that pupils know more and are able to do more. The positive results of pupils' learning can

then be seen in the standards they achieve. The EIF starts from the understanding that all of these steps are connected.

2.23 During 2018/2019 Ofsted carried out over 200 pilots of the EIF.

Budget

2.24 The government announced that there would be an increase in the employer contribution rate of the Teachers' Pension Scheme (TPS) from 16.4% to 23.6%, and that maintained schools and academies would be funded to cover this for 2019 to 2020.

2.25 A pay rise of 3.5% for some teachers was implemented in September 2018 after a recommendation by the School Teachers' Review Body (STRB). Again, schools received additional funding to cover this.

2.26 Ofsted published a literature review and research proposal on school funding in October 2018. The outcome of this has not yet been published.

Assessment and curriculum

2.27 A pilot for a new baseline assessment in the Reception year took place in September 2018 with selected schools from local authorities across the country. This is now expected to become statutory in September 2020.

2.28 A new framework for the delivery of the Early Years Foundation Stage and its associated assessment (for the end of the Reception year) was piloted in 25 schools across the country. This is expected to become statutory from September 2021, with schools adopting it on a voluntary basis should they wish to do so from September 2020.

2.29 In the summer of 2019, the DfE asked for schools to act as early adopters of the new Relationships and Sex Education (RSE) curriculum, prior to this becoming statutory in September 2020.

2.30 As of summer 2019 almost all GCSEs were graded using the scale of 9–1, 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*.

'Floor' and 'Coasting' Standards

2.31 Although the floor and coasting standards were still relevant for the academic year 2018/2019 (the period covered by this report), the standards were not applied to the summer 2019 pupil outcomes data as a result of their removal from the Schools Causing Concern guidance published in September 2019.

Behaviour

2.32 In December 2018 the DfE published a Respectful School Communities toolkit designed to support schools to develop a whole-school approach which promotes respect and discipline, and to combat bullying, harassment and prejudice of any kind.

2.33 In the summer of 2019 Edward Timpson's review of exclusions was published along with the government's response to the 30 recommendations he put forward for change. The report noted that

fixed term and permanent exclusions have been rising for the last five years or so, but that there is significant variation both within and between places noting that this difference goes beyond the influence of local context. Learners with special educational needs, from poorer backgrounds, from some ethnic groups and those who are in contact with children's social care are more likely than their peers to be excluded. Parents told the review team how disruptive poorly managed exclusions can be and there was again great variance in the quality of alternative arrangements put in place. Off-rolling was also covered. Whilst there are examples of impressive practice in the system, which this review highlighted, it concluded that systemic improvement is required. These fall under four 'pillars' or categories:

- Leadership recommendations include a review and update of exclusions guidance; that the DfE should clarify the role of the LA in the education system; and that diversity amongst school leadership should be increased.
- School-level recommendations include greater support for the workforce to manage and meet behavioural needs; a new Practice Improvement Fund to develop and/or share good practice; and, that the DfE should raise the profile of alternative provision whilst investing in this workforce and facilities.
- Incentivising inclusion recommendations include making schools accountable for the outcomes of learners they exclude; Ofsted should consider use of exclusions in its judgements; and the DfE should build capacity in governors to offer challenge in this area.
- Safeguarding recommendations include new guidance suggested on managed moves based on best practice; DfE to consider a 'right to return' period for pupils who become educated at home; and, the DfE to consider new safeguards to stop schools refusing to admit pupils when they should.

2.34 The Home Office published a consultation on its plans to introduce a new multi-agency approach to preventing and tackling serious youth violence. The consultation set out three options for change:

- New legislative duty on specific organisations to have due regard to the prevention and tackling of serious violence. Here partners would determine themselves how to address and comply with this duty
- New duty through legislation to revise Community Safety Partnerships in order to make them the lead a partnership in addressing serious violence
- A voluntary and non-legislative approach to encourage closer multi-agency working, this proposal seeks to mirror arrangements already in place in Scotland and London.

The Principles of School Improvement in Merton

2.35 In this national context, Merton continues to carry out its school improvement functions. There is no expectation from national government that they are carried out in the way outlined in the next few pages, and funding to do so from central government is limited. However, the Council and the Schools' Forum have made the decision to maintain funding for this school improvement offer in order to support the maintenance of the high standards currently achieved by Merton schools. There is a commitment from continued partnership working to continue to support schools in this way.

2.36 The following principles are used for school improvement in Merton:

- 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

2.37 Merton refreshed its School Improvement Strategy for 2018 – 2019 in light of the current local and national contexts. This set out the LA's principles, aims, priorities and mechanisms to ensure that all Merton schools are supported and challenged to continue to improve and to provide the best possible education for the children and young people in their care.

The Strategy outlined:

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

Partnership working

2.38 Collaboration between Merton schools is strong, and Merton recognises that building on this strength is of paramount importance in seeking to secure the best outcomes for Merton's children and young people. The following are key existing mechanisms for collaboration and partnership working within Merton.

2.39 The majority of Merton schools are members of local school clusters. These are organised as follows:

- East Mitcham
- Mitcham Town
- Morden
- West Wimbledon
- Wimbledon

In addition, there is a cluster of Catholic schools, and a secondary phase cluster. Many schools will use not just the cluster relationships, but links with other schools both within Merton and beyond to share and gather best practice.

2.40 The schools' partnership, ATTAIN, is made up of members from primary, secondary and special schools across the Borough, as well as members of the Education Department of the Local Authority. It aims to

improve the quality of learning and teaching through collaborative expertise; to share best practice in order to secure high quality provision in a cost effective way; and to develop Merton schools' collective ability to inspire, and support and challenge each other to enrich Merton schools and Merton communities.

- 2.41 Merton Leaders in Education (MLEs) provide school level support for leadership. This is a local programme, based on the local leaders in education programme. Working within a local programme, MLEs are able to bring a local knowledge of systems and of high expectations for Merton children and young people.
- 2.42 Primary Expert Teachers (PETs) come from Merton's pool of excellent teachers, and provide hands on support for primary teachers in the classroom, focusing in particular on English and mathematics.
- 2.43 The Merton Special Teaching Alliance (MSTA) provides support for schools including coaching and leadership development programmes. This offer complements and enhances the local offer of support for Merton schools. The MSTA also offers a Schools' Direct programme to maximise the new to teaching recruitment opportunities for Merton Schools.
- 2.44 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.
- 2.45 A number of schools (19 at present) are engaged in a peer review process, guided by Merton inspectors.
- 2.46 Merton also seeks to develop collaborative relationships beyond its boundaries. The South West London School Effectiveness Partnership (SWLSEP) takes partnership working for the LA and Merton schools beyond the Borough border. Best practice and expertise is shared through joint programmes of professional development, focusing in particular on leadership, governance and curriculum development.
- 2.47 Where expertise is not yet available locally, Merton looks to draw on the expertise of education professionals further afield. These include National Leaders in Education (NLEs), National Leaders of Governance (NLGs) and Teaching School Alliances located outside Merton.

Merton School Improvement (MSI) Team

- 2.48 Merton continues to:
- Support and challenge schools to remain good or outstanding;
 - Support and challenge schools to improve from an Ofsted 'requires improvement' judgement as soon as possible;
 - Support schools in responding to national policy changes and government initiatives.
- 2.49 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

- 2.50 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.
- 2.51 In 2018/2019, 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.
- 2.52 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.
- 2.53 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.
- 2.54 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.
- 2.55 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

2.56 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.

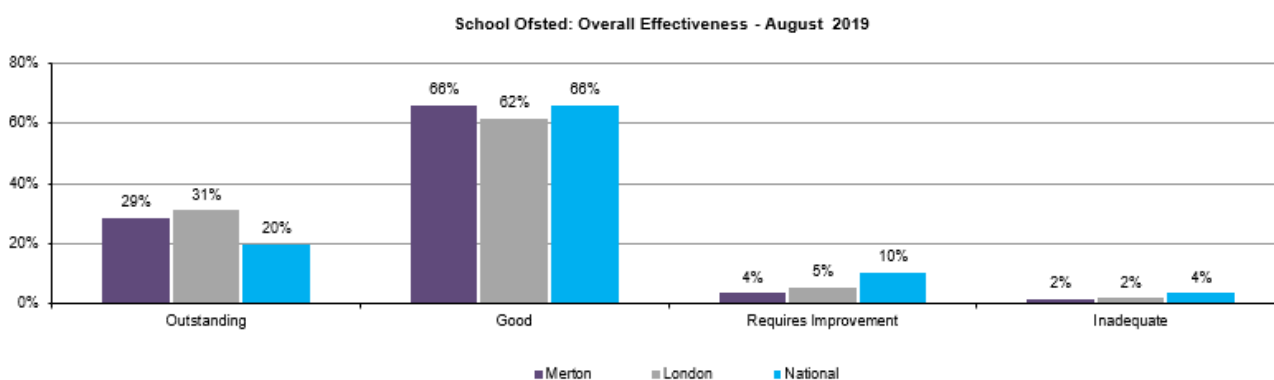
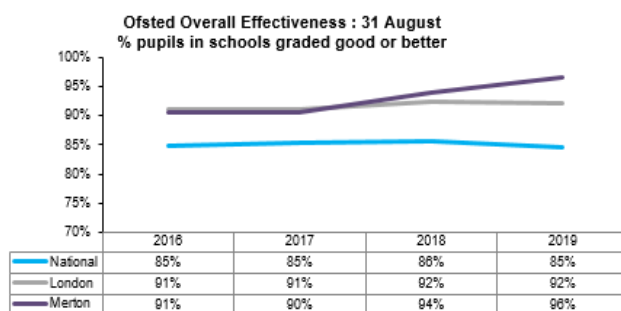
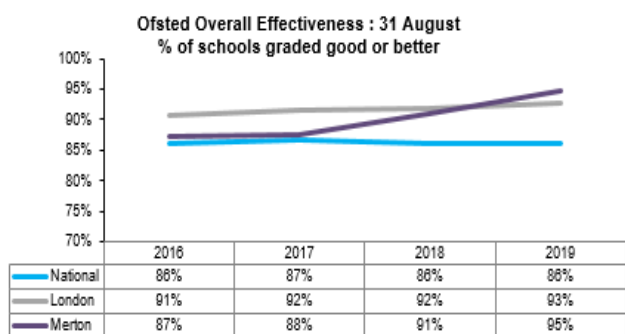
Universal offer for schools

2.57 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.

2.58 Many of the services listed in the section above ('Targeted support and challenge') also offer a buy back service through service level agreements for all Merton schools.

3. Ofsted Outcomes and School Improvement



- 3.1 The proportion of schools judged to be good or better in Merton rose from 93% to 95% over the course of the academic year. This proportion is above the London and national averages. All of the Council’s secondary and special schools continued to be judged to be good or better, with the proportion of secondary schools judged as outstanding remaining at 63% (well above national and local averages). Two out of the three special schools are judged as outstanding; 38% of special schools nationally are judged outstanding. Three of the Borough’s 44 primary schools were not yet judged to be good or better as of August 2019. This means that 93% of primary schools were judged to be good or better at that point, which is above the national average of 88% for this educational phase. All of the LA maintained schools not yet judged to be good are receiving intensive support and challenge from Merton officers.
- 3.2 The proportion of *pupils* in schools judged to be good or better rose by two percentage points to 96%, which is above both the national and London averages.
- 3.3 During 2018/2019, 13 LA maintained schools, academies and free schools in Merton were inspected. All except two were judged to be at least good. Perseid retained its judgement of outstanding; Lonesome, St Mark’s Primary, the SMART Centre, Poplar, Garfield, Bond, Raynes Park and Morden all retained their good judgements; Merton Abbey moved to a good judgement (having previously been judged to require improvement); Beecholme was judged to be good (having previously been judged to be inadequate); Benedict was judged to be inadequate (having previously been judged to require improvement); and West Wimbledon was judged to require improvement (having previously been judged to be outstanding).

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

- Leaders provide excellent leadership within the school. Middle leadership is extremely well developed and plays a significant part in school improvement.
- Governors are committed and have a range of expertise and skills. They know the school very well and offer a healthy balance of challenge and support to leaders.
- Staff are very appreciative of leaders' commitment to reducing workloads and also to considering their emotional well-being.
- The school invests in high quality professional development for staff. Training benefits the pupils.
- Leaders pride themselves on developing positive relationships with families and ensuring each child has a range of opportunities open to them.
- Leaders' provision for pupils' emotional well-being is exceptional. There is a strong focus on meeting pupils' needs so that they are ready to learn.
- Leaders know the strengths and weaknesses of the school and have clear plans to improve the school further.
- Pupils talk confidently about the many learning experiences they enjoy and engage in, in and out of classrooms.
- Pupils' work in books demonstrate good progress from a range of different starting points.
- The support for pupils with special educational needs and/or disabilities (SEND), and for those who speak English as an additional language, is a strength. Pupils receive personalised, intensive support so they achieve well.
- Safeguarding is well-organised and thorough. Pupils feel safe and are alert to contemporary risks because of the guidance they receive.
- Leaders use research to drive improvements in the school.
- The school offers a curriculum that enables pupils to build their knowledge and skills effectively over time, particularly in English and mathematics.

Evidence of the impact of local authority support was also found in these reports, as well as of good partnership working between schools:

- Evidence of leadership teams working with partners and extending the influence and impact of expertise, for example, through executive headship support.
- The local authority took decisive action to support governors and senior leaders in raising the quality of education at the school.
- The local authority's school improvement service has a good understanding of the school and has provided the school with advice. It has also helped in the development of the federation and increasing leadership capacity at the school.
- Leaders work in partnership with other local schools to share successful practice.
- Through the support of the local authority, leaders have established strong links with other schools in the area. Such links have provided subject leaders with many opportunities to observe and learn from good practice. As a result, the actions they have drawn up for improvement in their respective areas of responsibility are effective.
- The work of the school is enhanced by links with outside organisations. Leaders draw productively on sources of external support, including the local authority. Collaboration with local schools and universities provides valuable developmental opportunities for staff and pupils.

- Strong support from the trust and working closely with the local authority has had a positive impact on teaching and learning.

3.5 Where schools were judged to be less than good, weaknesses identified included:

- The quality of teaching and learning is inconsistent across the school.
- Teachers' expectations are not consistently high.
- Governors do not hold not hold leaders to account well enough for pupils' progress, attainment and the use of additional funding.
- Staff and leadership turbulence have had an adverse affect on the quality of education provided.
- Senior leaders do not have the information they need to make accurate judgements about the quality of education.

These judgements help to inform the school improvement offer for Merton schools.

2018/19 School Improvement priorities, impact, and key actions taken

3.6

<p>Priority: To continue to ensure all schools are judged to be at least good when inspected by Ofsted, through the effective use of the Merton School Improvement Strategy, including Support and Challenge groups.</p> <p>Action taken to secure improvement: All maintained schools and three academies were supported during the year through the Merton School Improvement Strategy (details of which can be found on page 14).</p> <p>Support and Challenge Groups were put in place for all schools judged by Ofsted in their last inspection to require improvement, and for good or outstanding schools where the Local Authority identified that there was a risk that they would be judged less than good when next inspected. These schools received significant and tailored support from members of Merton School Improvement and officers from other teams and services.</p> <p>Impact: Eleven out of the thirteen schools inspected during the year achieved at least a good judgement.</p> <p>Three of the four schools which had Support and Challenge groups in place and which were also inspected by Ofsted during the year received good judgements.</p>

3.7

<p>Priority: To ensure all schools currently judged to be outstanding achieve outstanding outcomes in their next Ofsted inspections (in light of the raised standards of the Ofsted Framework for Inspection).</p> <p>Action taken to secure improvement: Schools with current judgements of good or requires improvement are always challenged through the Council's School Improvement Strategy to strive towards outstanding outcomes. By virtue of the fact that schools on the verge of being outstanding are so because they require little if no intensive support, the work of the Council's officers was very different in these schools. A seminar was held for the leadership teams of all primary schools which have an outstanding judgement of more than three years standing, where the criteria for an outstanding judgement (using the framework current at that time) were discussed and best practice shared.</p> <p>Impact: Perseid retained its outstanding judgement when it was inspected in July 2019. One school (Beecholme primary school) moved from inadequate to good overall, but from requires to improvement to being judged outstanding in the Personal Development, Behaviour and Welfare judgement.</p>

3.8

Priority:

To support schools to prepare for the proposed new Ofsted Framework for Inspection.

Action taken to secure improvement:

The draft framework and handbook for inspection was published in January 2019. Senior HMI from Ofsted spoke at meetings for primary and secondary headteachers about the new handbook, and the significant shift of the focus of inspection. All schools were also invited to attend a workshop for Merton senior leaders, put on by the Merton School Improvement team, where the criteria for each judgement were unpicked in greater detail. Schools which were expecting inspection in the Autumn term were supported by their MEPs to prepare for inspection under the new regime. All schools received updates from Merton School Improvement as more detail became known, especially as the experiences of pilot inspections became public.

Impact:

Schools reported feeling well supported in preparation for the new framework. As at the time of the writing of this report (February 2020) all schools that have been inspected so far have retained their good judgements.

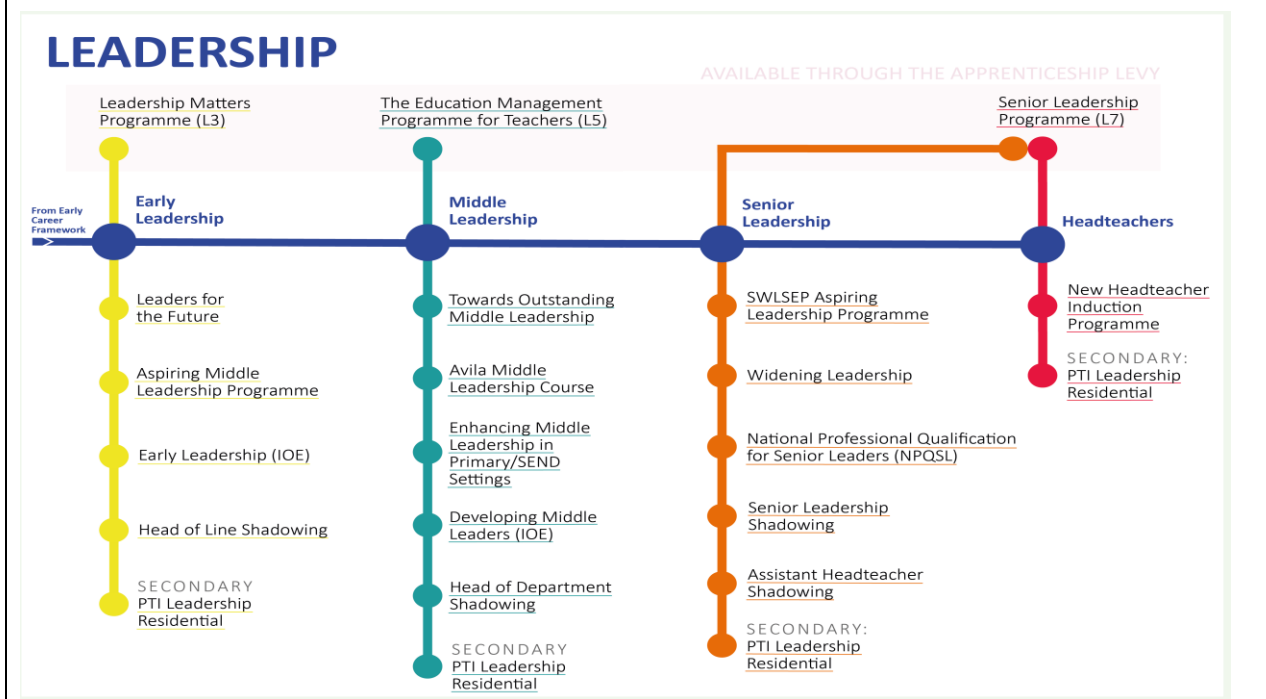
3.9

Priority:

To continue to ensure that the local offer for leadership development enables leaders at all levels to have the skills to implement their roles successfully and to progress to the next level, thereby providing Merton schools with strong leaders for the future.

Action taken to secure improvement:

There has continued to be a rich local offer for leadership development at all levels. With ATTAIN, the new leadership 'tube map' was created and advertised.



In particular, the following programmes have been delivered successfully locally:

- SWLSEP Leadership Programme (for aspiring headteacher)
- The new National Professional Qualification for Senior Leadership (NPQSL), which was delivered by the Merton Special Teaching Alliance.
- The new 'Diverse Leadership Programme' (for Black and minority ethnic aspirant leaders), which Merton commissioned from the Wandle Teaching School Alliance.

Impact:

Attendance at and feedback from locally delivered programmes has been good. Attendees at the different types of training have progressed to their next stage of leadership.

3.10

Priority:

To support schools to implement a range of strategies to secure senior leadership, including headship.

Action taken to secure improvement:

National Leaders in Education from Merton schools provided support to headteachers in four schools. This included a range of activities including coaching; more intensive support for headteachers new to role; and support targeted towards a school's needs (for example, to develop SEND systems and structures).

Local Leaders in Education provided support to senior leadership three schools. Their activity ranged from full time support as Executive Headteacher across two schools, to support targeted towards a school's needs (for example developing assessment and tracking mechanisms, and support to plan for the budget) and to providing pastoral support for headteachers.

Five schools were also supported to secure interim headship arrangements for part or all of the year.

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

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

Impact:

Strong senior leadership was developed and secured in schools across Merton, particularly at times of transition and change for some schools. During 2018/19:

- One interim headteacher ensured their school achieved a good outcome when inspected under her leadership.
- One LLE and two NLE supported schools to be judged good when inspected.

Priority:

To ensure ATTAIN (formerly known as the Merton Strategic School Effectiveness Partnership) continue to go from strength to strength, systematising school to school support and addressing local priorities effectively.

Action taken to secure improvement:

ATTAIN has gone from strength to strength across the year. The Board (made up of headteacher representatives from school clusters and LA officers) has met regularly, identifying priorities for improvement, and addressing these through well thought out strategies. The partnership's coordinator attended cluster meetings regularly to ensure that all schools felt involved in ATTAIN and its work, reinforcing the governance structure and clarifying processes to headteachers to increase their engagement. The partnership's work has deepened across its strategic priorities. Sub-groups now lead on the priorities of: improving Primary Writing in Years 5 and 6; improving Sixth Form outcomes (particularly at the higher A level grades); teacher recruitment and retention; leadership development; and coordinated CPD. Schools have benefited from improved coordination of the local CPD offer (encompassing training delivered by Merton School Improvement, the Merton Special Teaching Alliance and Teach Wimbledon), which was clearly presented and made easily available in a print and online brochure.

Impact:

ATTAIN is in a strong position to continue its collaborative work to address local priorities, drawing on the strengths already in Merton schools.

School Improvement Priorities for 2019/20

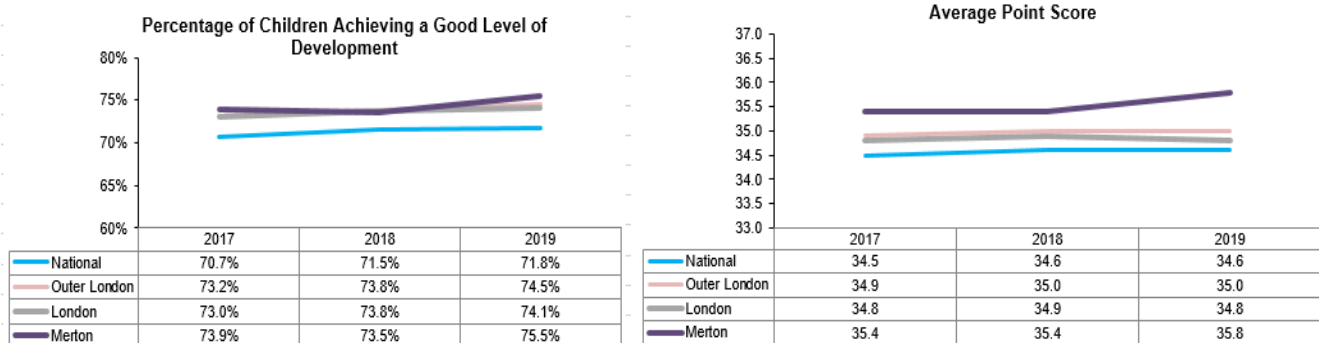
- a) To continue to ensure all schools are judged to be at least good when inspected by Ofsted, through the effective use of the Merton School Improvement Strategy, including Support and Challenge groups.
- b) To ensure all schools currently judged to be outstanding achieve outstanding outcomes in their next Ofsted inspections (in light of the proposal to remove their exemption from routine inspection).
- c) To support schools to prepare for inspection under the new Ofsted Framework for Inspection.
- d) To ensure ATTAIN continues to provide strong local collaborative leadership, addressing local priorities effectively.

4. Achievement of Merton Pupils

Early Years Foundation Stage Profile (EYFSP): performance information and analysis

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

EYFSP - headline performance information

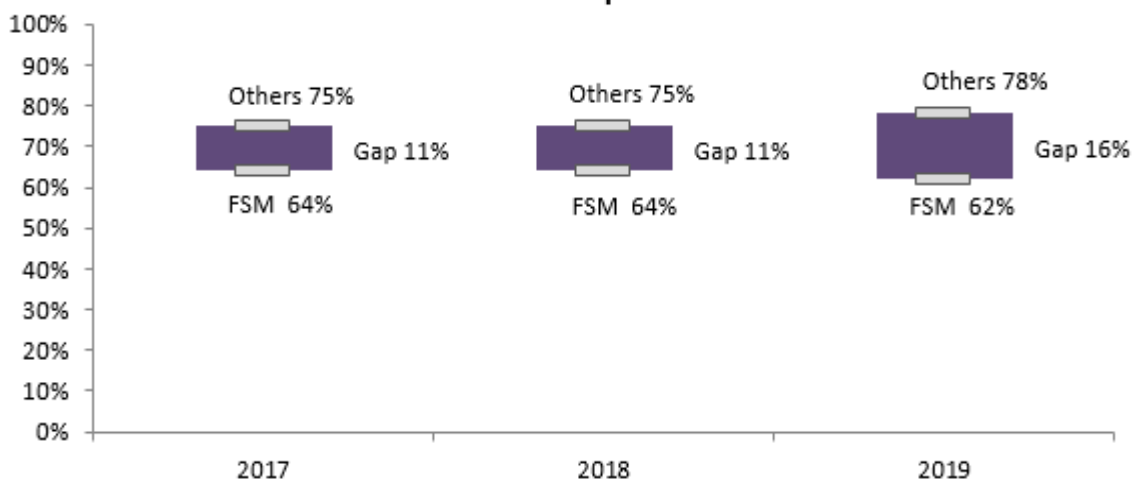


- 4.1.5 The proportion of children achieving the Good Level of Development improved by two percentage points, in comparison with more modest increases in the national and local averages, and Merton’s performance is now securely above these averages. With regard to achievement in the individual Early Learning Goals, performance is particularly strong at the ‘Exceeding’ level, with Merton averages being between four and nine percentage points above the national averages. At the ‘Expected’ level, performance is above the national and local averages in all ELGs, with the exception of Personal, Social and Emotional Development (PSED), Understanding the World, and Being Imaginative (which are all one percentage point below the national average).
- 4.1.6 This strong performance at the ‘Exceeding’ level has translated into an improved Average Point Score, which is also above local and national averages.

EYFSP - main pupil groups and analysis

Contextual Groups	Number of Pupils	% achieving a good level of development			Average Point Score		
		Merton	London	National	Merton	London	National
All Pupils	2350	76%	74%	72%	35.8	34.8	34.6
Gender							
Female	1124	82%	80%	78%	37.3	36.1	35.8
Male	1226	70%	68%	66%	34.3	33.7	33.4
Gap		12%	12%	12%	3.0	2.4	2.4
Free School Meals							
Free School Meals	313	62%	64%	57%	33.1	32.6	31.5
All other pupils	2037	78%	76%	74%	36.2	35.2	35.1
Gap		16%	12%	17%	3.1	2.6	3.6
Special Educational Needs (SEN)							
No Special Educational Needs	2034	81%	81%	77%	37.1	36.1	35.6
SEN Support	198	36%	33%	29%	27.5	26.8	26.6
SEN (with Statement or EHC plan)	41	7%	5%	5%	20.0	19.5	19.5
Ethnic Group (White British, five largest and priority ethnic minority groups)							
White British	760	79%		74%	37.5		35.1
White Other	465	76%		67%	35.3		33.2
Asian Other	205	75%		71%	34.4		33.6
Black African	150	73%		70%	35.4		33.4
Mixed Other	119	77%		74%	35.5		34.9
Asian Pakistani	139	65%		66%	32.8		32.7
Black Caribbean	41	61%		69%	32.1		33.6

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



4.1.7 The performance of both boys and girls has improved this year (by three and two percentage points respectively in the GLD). The improvement in boys' performance is particularly pleasing as it now takes them above the London Average. However, the gap between them remains the same (at 12 percentage points).

- 4.1.8 The performance of children eligible for Free School Meals (FSM) dropped by two percentage points, whilst the performance of their peers improved, meaning that the gap has widened to 16 percentage points. This is a priority for improvement in 2019/20.
- 4.1.9 The performance of Merton children in receipt of SEN support has improved again this year (by eight percentage points), and is now well above local and national averages. Although the performance of pupils with EHCPs dropped by one percentage point to 7%, they continue to perform better than the same group nationally and in London.
- 4.1.10 The ethnic groups with the largest representation of pupils in the Merton EYFSP, (White British, White Other, Asian Other, Black African, Mixed Other and Asian Pakistani and Black Caribbean), outperformed or performed in line with children of the same ethnic heritage nationally with the exception of Black Caribbean pupils. Performance improved for White British, White Other, Black African and Mixed Other groups. The drop for Asian other was small (one percentage point) but the drops for Asian Pakistani and Black Caribbean (five and fifteen percentage points respectively) are more concerning. Their performance is a priority for improvement in 2019/20.

2018/19 Early Years priorities, impact, and key actions taken

4.1.11

Priority:

To further improve the proportion of children achieving the Good Level of Development so that Merton's performance is stronger in relation to Outer London and statistical neighbours.

Action taken to secure improvement:

Engagement with schools

- Nine schools received moderation support. Following these visits two schools triggered a full moderation visit.
- 17 schools received a moderation visit (including two independent schools and two special schools)
- Four private nurseries, which had reception children in the summer term, were moderated.

Training

- All schools not being moderated attended central moderation and agreement trialling training.
- Foundation Stage leaders received quality assurance training.
- Termly attendance by Merton Moderation Manager at the Inter Borough Moderation Group (Croydon, Lambeth, Greenwich, Southwark, Kingston, Richmond, Surrey, Sutton and Lewisham)
- Joint planning of moderation and agreement trialling training with Kingston and Richmond.
- Cross-borough moderation with Kingston and Richmond.

Impact:

- The percentage of children achieving a Good Level of Development continues to increase in Merton
- Merton is now ranked 21st in the country (in comparison with 41st last year).
- Merton has improved its quartile performance in comparison with its Outer London neighbours from 3rd to 2nd, and is 0.1 percentage points away from top quartile performance in comparison with its statistical neighbours.

4.1.12

Priority:

To work with strong local providers (including the English hub) to support schools to improve early language development.

Action taken to secure improvement:

Engagement with the English hub to develop phonics teaching and closing of the vocabulary gap

- 31 schools have attended a showcase event at Chesterton Primary School In Wandsworth – Merton is the most engaged borough with the Wandle English Hub (run out of Chesterton).
- Six schools have been received an Early Reading audit & six schools have attended further CPD events
- Merton has two literacy specialists who have undergone specific training to work with the English hub.

Central training

- Provision for Exceeding Writers in EYFS
- English Subject leaders' network meeting – takeaway staff meeting on vocabulary development

Impact:

Performance in all the communication and literacy related ELGS improved at both the expected and exceeding levels (with the exception of 'Understanding' where performance dropped by one percentage point at the exceeding level).

4.1.13

Priority:

To improve EYFS outcomes for SEN support so that they are in line with London average.

Actions taken to secure impact:

- Delivered fully accredited (level 3) Early Years SEND training – so far 20 Merton schools have completed the training and another 10 are due to be trained. This provides teachers in the early years with the knowledge, skills and practice to be able to support the needs of children with SEN, with a high focus around children with ASD and/or social communication difficulties, which make up 80% of all children in the Early Years on SEN Support
- Delivered training to PVI SENCOs on 'Reasonable Adjustments' in the Early Years
- Increased the number of 'Incredible Years' SEN courses for parents of children on SEN Support; an increased number of schools made referrals for parents to attend these courses.
- Increased the range of training for teachers and teaching staff in the early years, to support them to improve outcomes for children with SEN, including those being delivered by the Early Years Inclusion Team, and the Merton Special Teaching Alliance.
- Increased the number of schools and PVI settings receiving child led additional funding in the Early Years to ensure that practitioners can deliver effective interventions and strategies and enhance staffing ratios (which is known as SENIF funding).
- Increased the number of children with SEN in the early years receiving multi-professional working through Educational Psychology Services.
- Two special schools received a moderation visit to confirm judgements

Impact:

- The proportion of children in receipt of SEN support achieving the GLD improved by eight percentage points.
- Greater staff skills and knowledge to meet needs of children.
- Children receiving more effective assessment of need.
- Improved timeliness around identification of need and referrals to other professionals and services.
- Improved 'parent voice' as staff take a more holistic approach and seek additional parenting support for parents struggling at home.
- Better targeting of finances within school to improve outcomes for children with SEN, particularly in early years where schools and PVI setting have termly monitoring visits to ensure effective use of SENIF.

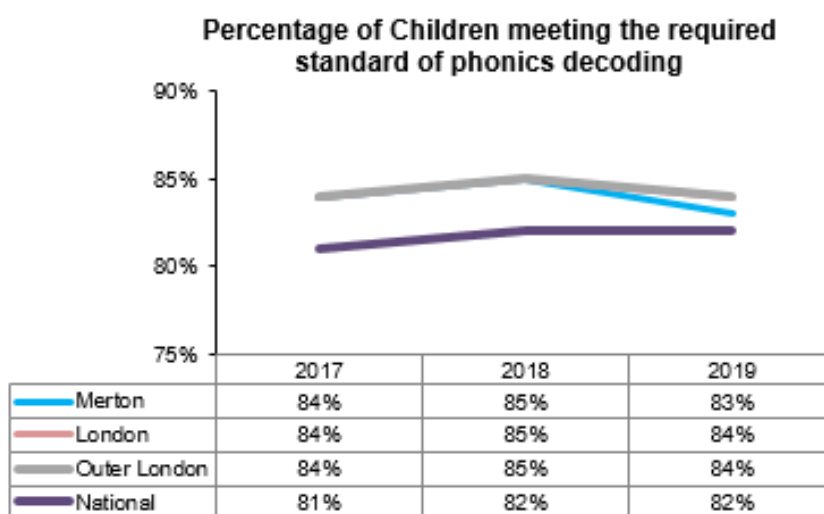
Early Years Priorities for 2019/20

- a) To continue to work with strong local providers (including the English hub) to support schools to improve early language development.
- b) To improve PSED outcomes so that they are more in line with London averages.
- c) To improve outcomes for children eligible for Free School Meals; and for Black Caribbean and Asian Pakistani children.

Year 1 Phonics Screening Check: performance information and analysis

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

Year 1 Phonics - headline performance information and analysis

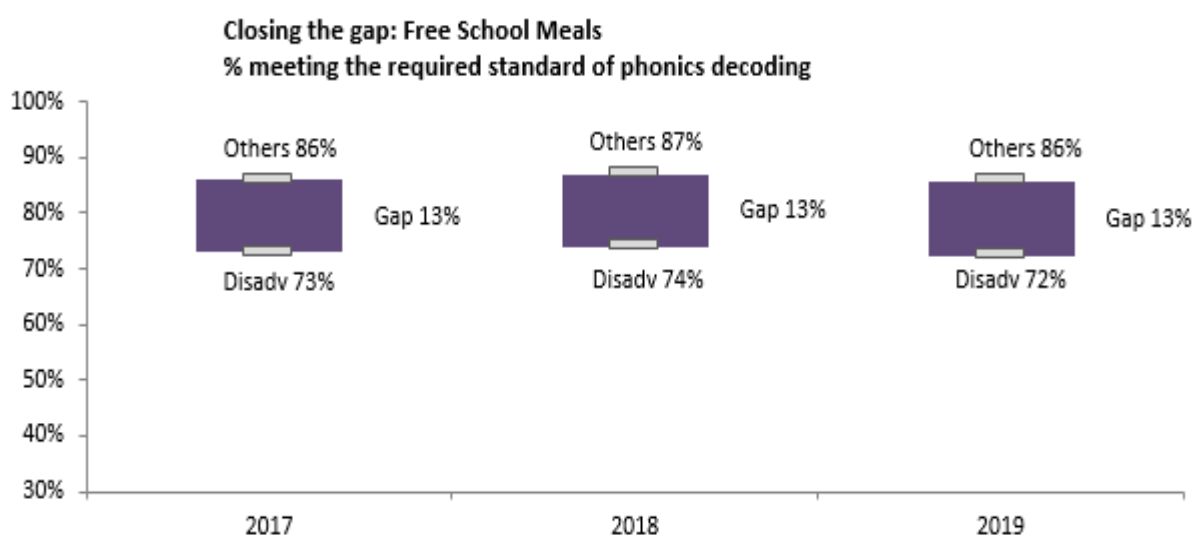


4.2.2 83% of pupils reached the expected standard for phonics decoding in Merton, a drop of two percentage points since 2018. Although this is above the national average, it is just below the London averages, and quartile rankings in comparison with statistical and Outer London neighbours is low. Although phonics teaching is well embedded in Merton schools, improvement in this indicator will be a priority for the coming year.

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	2414	83%	84%	82%
Gender				
Female	1217	85%	87%	85%
Male	1197	82%	81%	78%
Gap		3%	6%	7%
Disadvantaged				
Disadvantaged pupils	424	72%	76%	71%
All other pupils	1990	86%	86%	84%
Gap		13%	10%	13%
Special Educational Needs (SEN)				
No Special Educational Needs	2062	90%	90%	88%
SEN Support	259	53%	58%	48%
SEN (with Statement or EHC plan)	60	28%	27%	20%
Ethnic Group (White British and six largest and priority ethnic minority groups)				
White British	749	83%		82%
White Other	463	87%		81%
Asian Other	261	90%		85%
Black African	150	80%		85%
Mixed Other	127	83%		84%
Asian Pakistani	140	85%		82%
Asian Indian	63	86%		90%

* London Disadvantaged is FSM



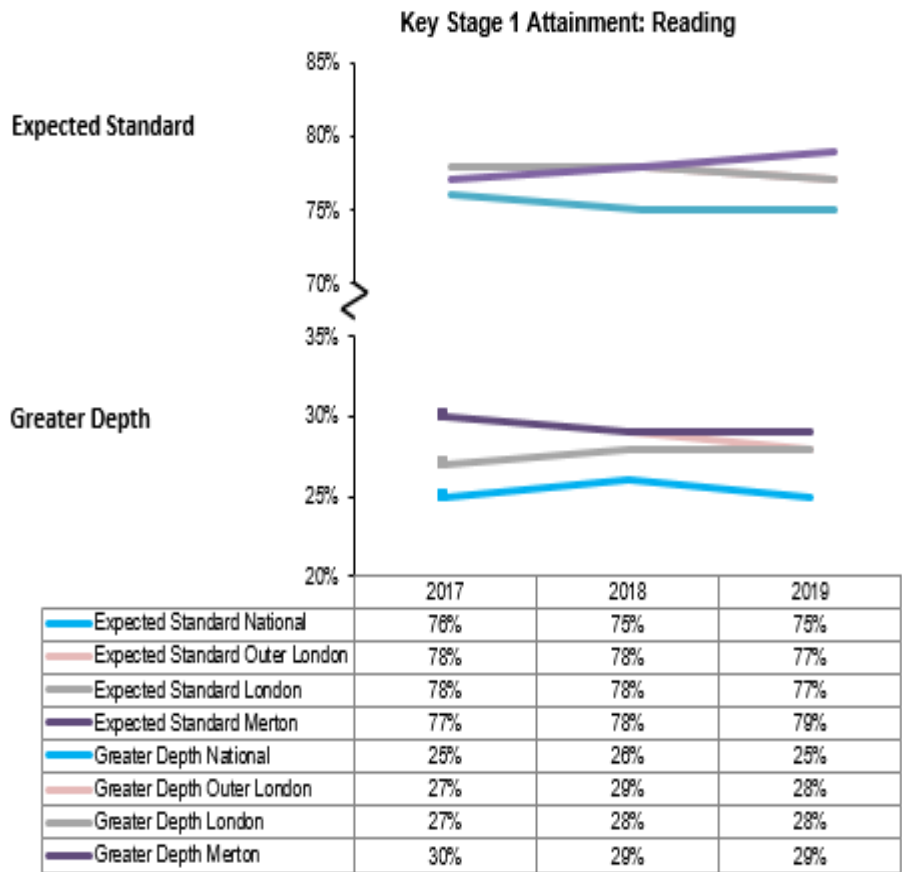
- 4.2.3 The performance of boys and girls has dropped in equal measure meaning that the gap remains three percentage points (smaller than the gaps seen nationally and locally).
- 4.2.4 The gap between pupils eligible for the pupil premium remains at 13 percentage points, (in line with the national gap, but wider than that seen in London).
- 4.2.5 The gap between pupils eligible for SEN support and their peers remains very wide (37 percentage points), and although it is narrower than the gap seen nationally, London has a smaller gap (32 percentage points). Pupils with EHCPs perform better than the same cohort nationally and in London.
- 4.2.6 The performance of the largest and priority ethnic groups represented in this year group in Merton exceeded the averages for the same groups nationally, with the exception of Black African, Mixed Other and Asian Indian pupil groups.

Key Stage 1: performance information and analysis

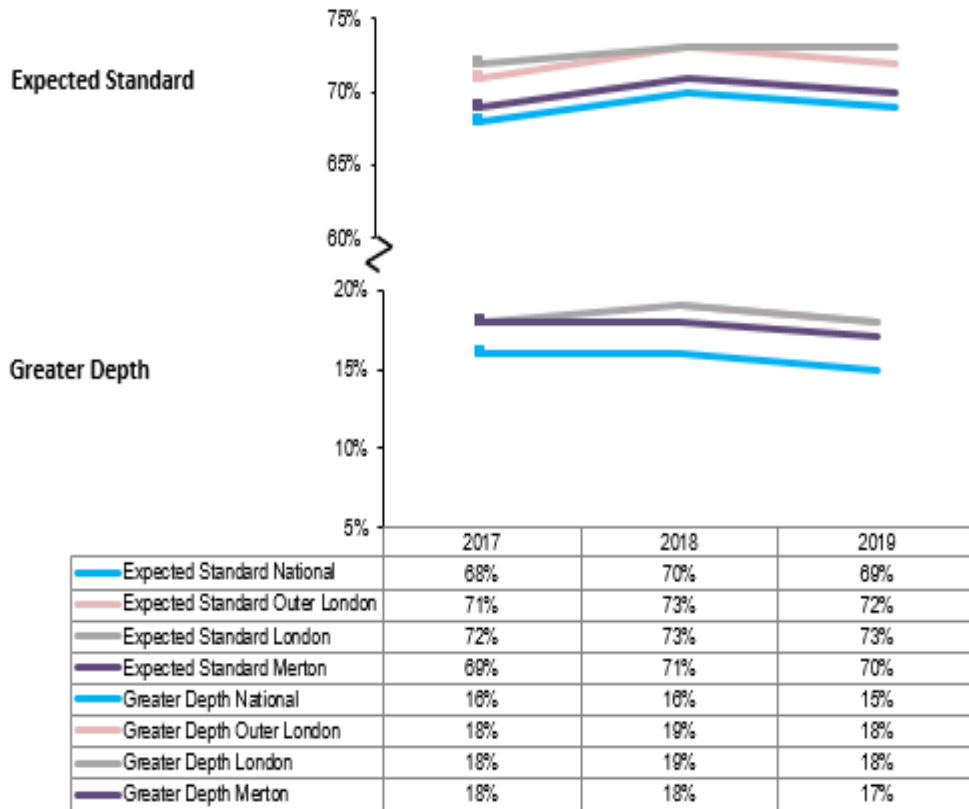
4.3.1 KS1 SATs take place in Year 2. Each pupil is teacher assessed in reading, writing and mathematics. Pupils are assessed relative to the 'Expected Standard', in reading, writing and mathematics. Pupils are judged to be working:

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

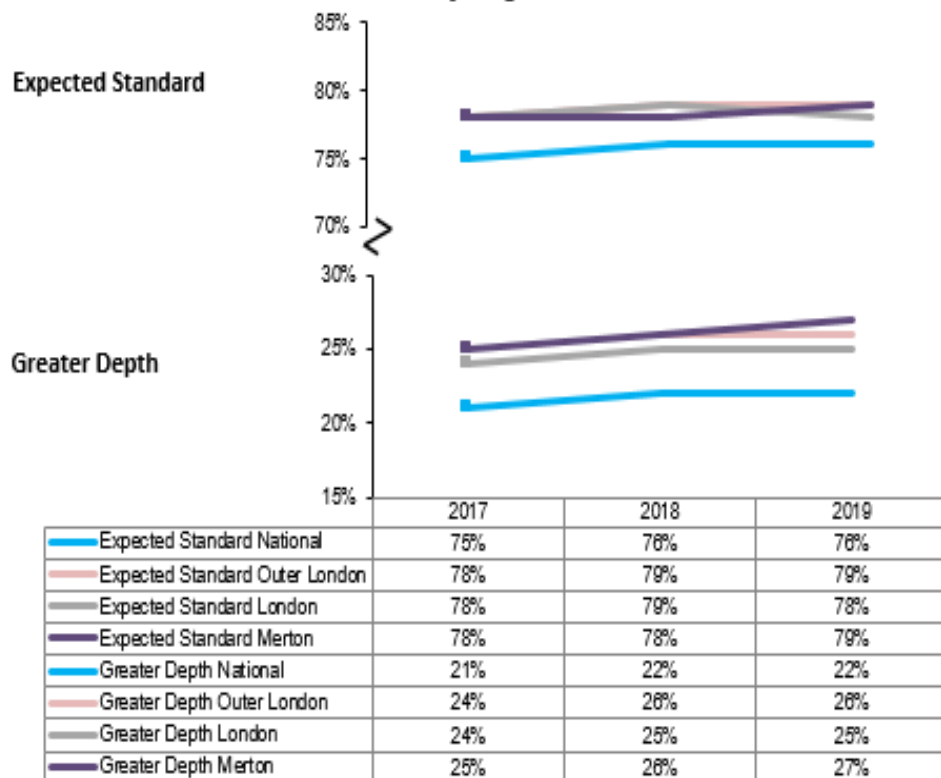
KS1 - headline performance information and analysis



Key Stage 1 Attainment: Writing



Key Stage 1 Attainment: Maths



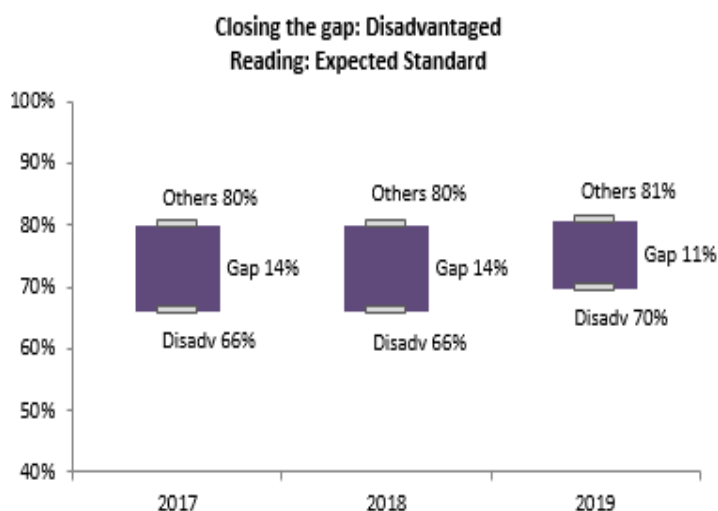
4.3.2 In reading and maths, performance has either improved slightly or held steady in comparison with 2018, and remains above the London and national averages. In writing, the drop of one percentage point at both the expected and greater depth standards mirrors the trends nationally and locally, and represents

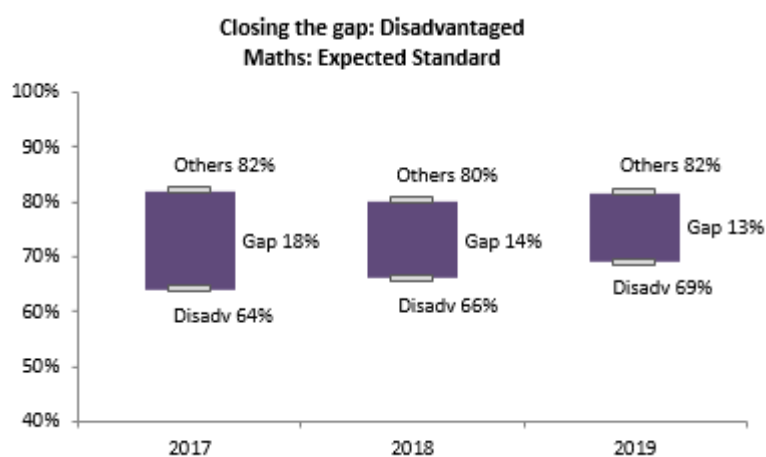
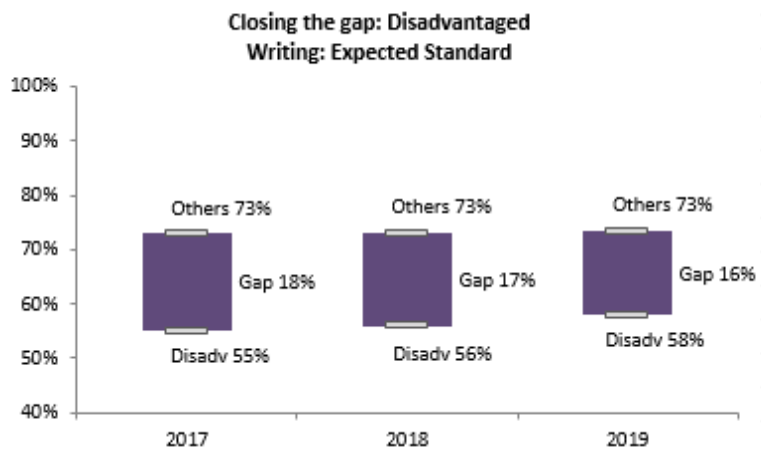
performance above the national, but below the London averages. Pleasingly, performance in reading and maths is now improved in comparison with Outer London and statistical neighbours (second quartile ranking), and Merton is ranked 11th nationally in reading and 20th in maths.

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	2425	79%	77%	75%	70%	73%	69%	79%	78%	76%
Gender										
Female	1221	81%	81%	79%	76%	78%	76%	79%	80%	77%
Male	1204	76%	74%	71%	65%	67%	63%	79%	77%	75%
Gap		5%	7%	8%	11%	11%	13%	0%	3%	2%
Disadvantaged										
Disadvantaged	494	70%	68%	62%	58%	62%	55%	69%	68%	62%
All other pupils	1932	81%	79%	78%	73%	75%	73%	82%	81%	79%
Gap		11%	12%	16%	16%	13%	18%	13%	13%	17%
Special Educational Needs (SEN)										
No Special Educational Needs	2016	87%	85%	83%	80%	81%	78%	88%	86%	84%
SEN Support	306	38%	42%	33%	24%	34%	25%	41%	46%	36%
SEN (with Statement or EHC plan)	79	23%	15%	13%	13%	11%	9%	22%	17%	14%
Ethnic Group (White British and six largest and priority ethnic minority groups)										
White British	702	81%		76%	69%		69%	81%		76%
White Other	499	79%		71%	71%		67%	82%		75%
Asian Other	236	85%		77%	80%		74%	89%		79%
Black African	187	76%		78%	64%		73%	67%		76%
Mixed Other	120	81%		78%	73%		72%	77%		77%
Asian Pakistani	105	73%		72%	70%		68%	80%		73%
Black Caribbean	63	67%		71%	62%		65%	65%		68%

* London Disadvantaged is FSM





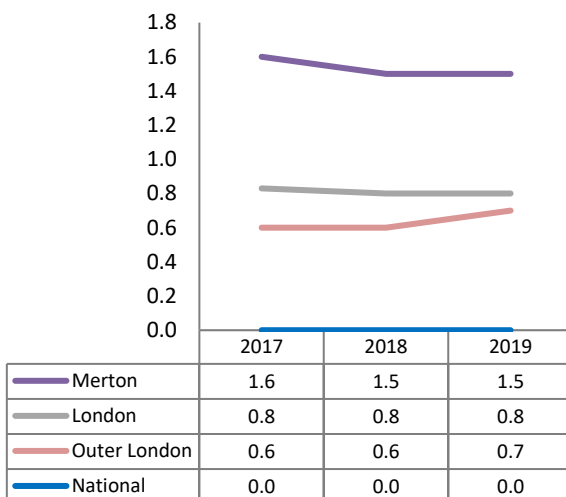
- 4.3.3 Girls outperformed boys in reading and writing, but in maths there is no gender gap, and the gap in reading has narrowed to five percentage points. The gap in writing (11 percentage points) is narrower than that seen nationally, and in line with London.
- 4.3.4 The gap between disadvantaged pupils and their peers has narrowed in writing and mathematics for the second year in a row. The gaps are narrower than those seen nationally and in line with London. In writing, there has also been a narrowing of the gap this year, but this remains wider than that seen in London.
- 4.3.5 The performance of the relatively small and diverse group of SEN pupils with an EHCP has improved this year (substantially in reading, by 13 percentage points) and is above the national and London averages.
- 4.3.6 The performance of pupils on SEN support has dropped slightly, and is better than that of the same group nationally in reading and maths. However, they did not perform as well as the same group in London.
- 4.3.7 For the seven largest and priority ethnic groups at this key stage, performance is above the London averages for the same groups, with the exception of Black Caribbean and Black African pupils.

Key Stage 2: performance information and analysis

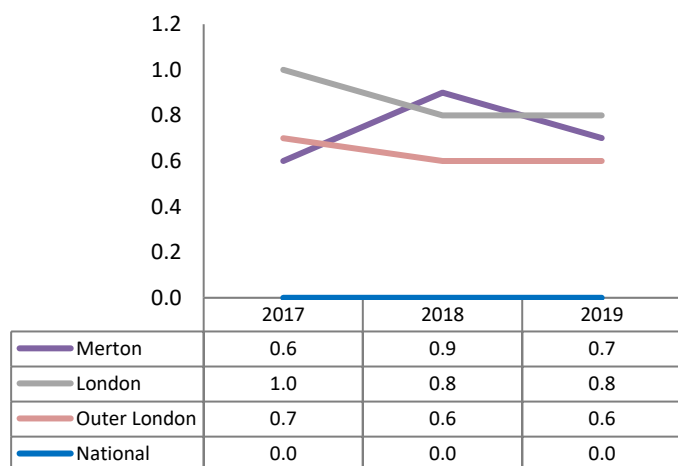
- 4.4.1 KS2 SATs take place in Year 6. Each pupil is tested in reading, mathematics and grammar, punctuation and spelling. They are also teacher assessed in reading, writing, mathematics and science. Pupils are assessed relative to the 'Expected Standards', in reading, writing and mathematics.
- 4.4.2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

KS2 - headline performance information and analysis

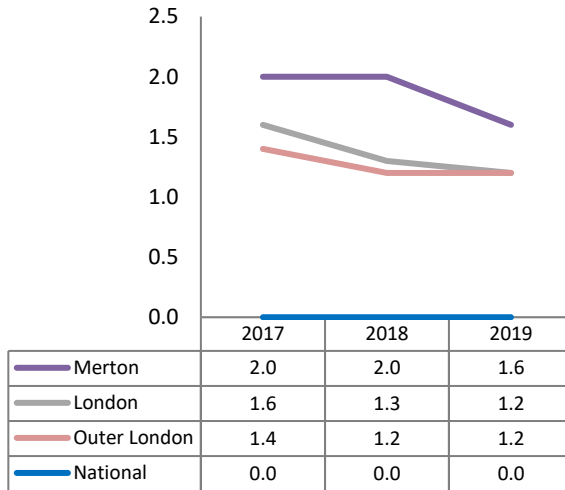
Expected Progress: Reading



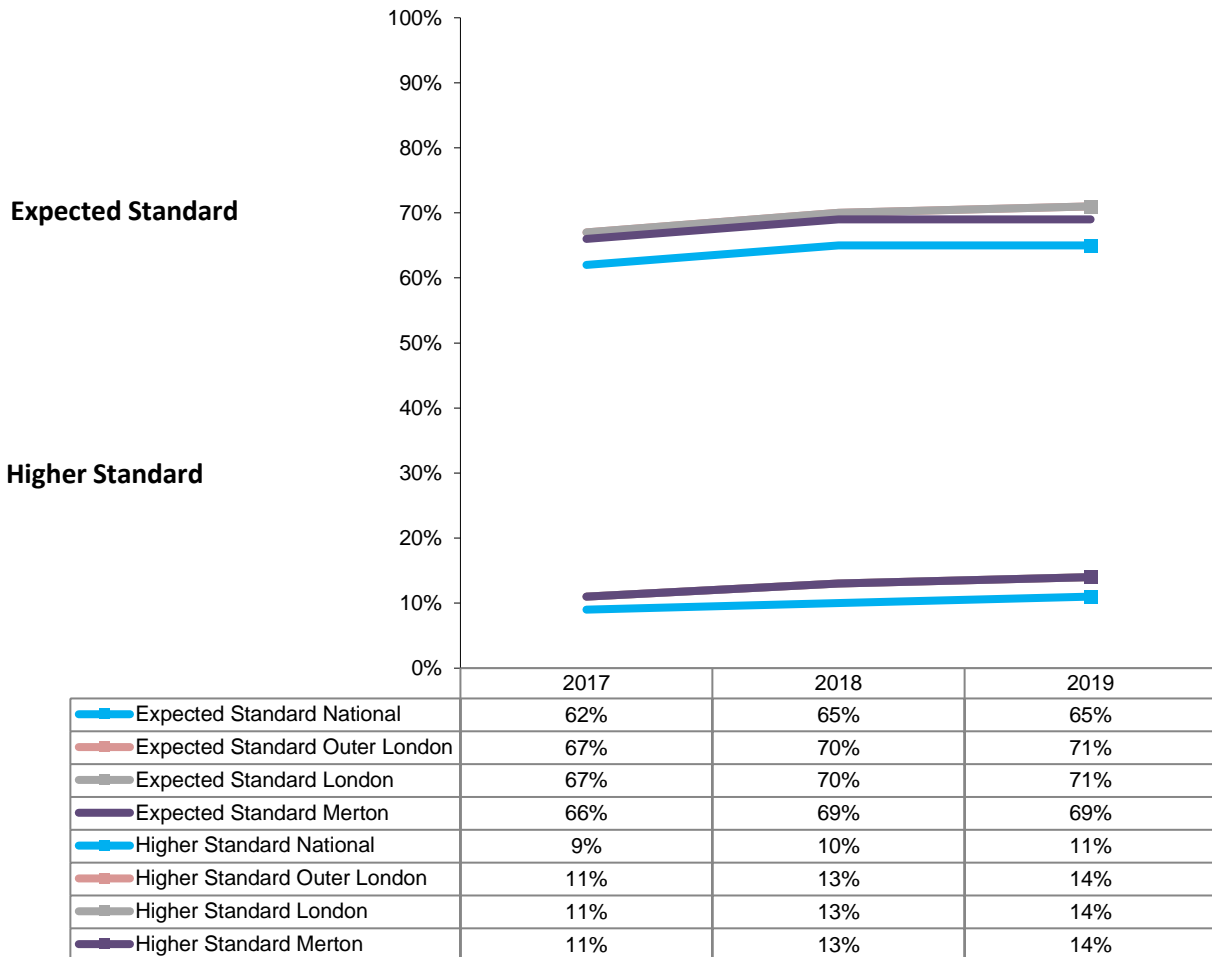
Expected Progress: Writing



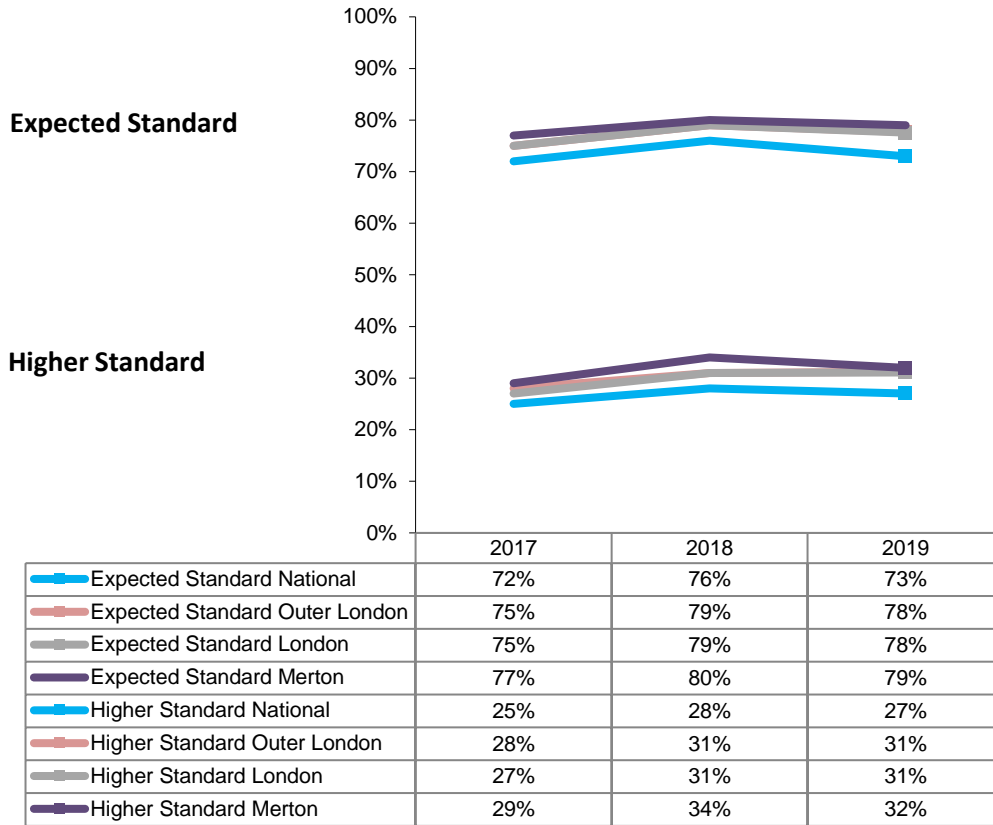
Expected Progress: Maths



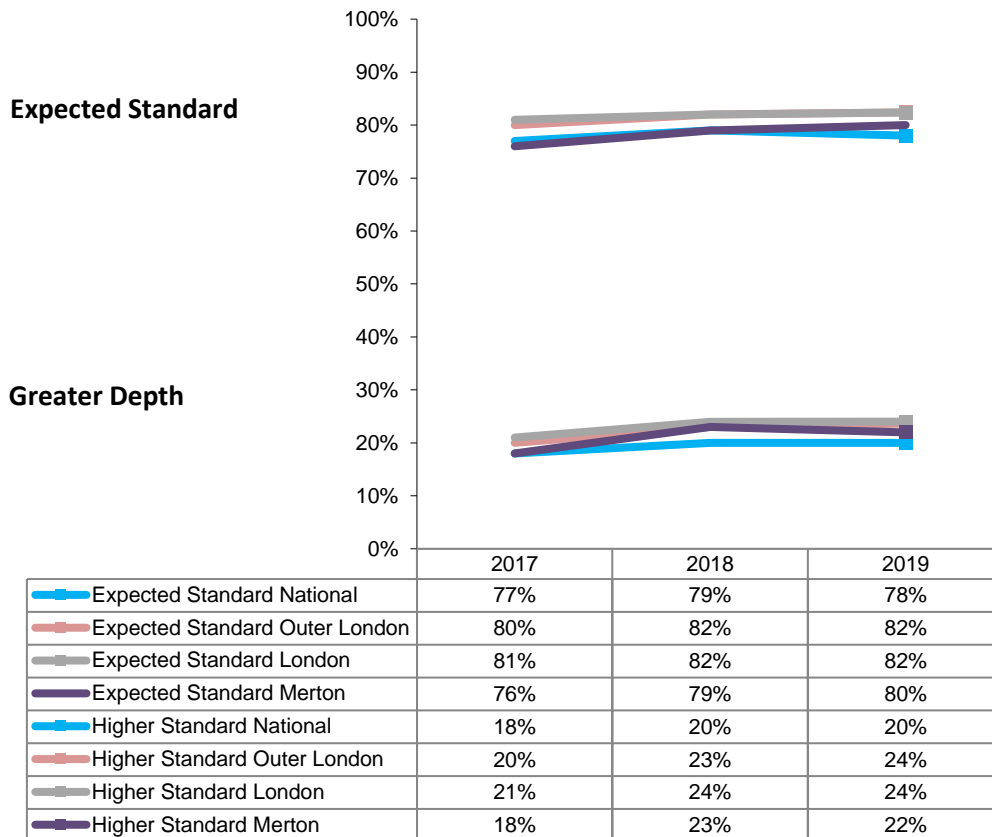
Key Stage 2 Attainment (2017-2019): Reading, writing and mathematics



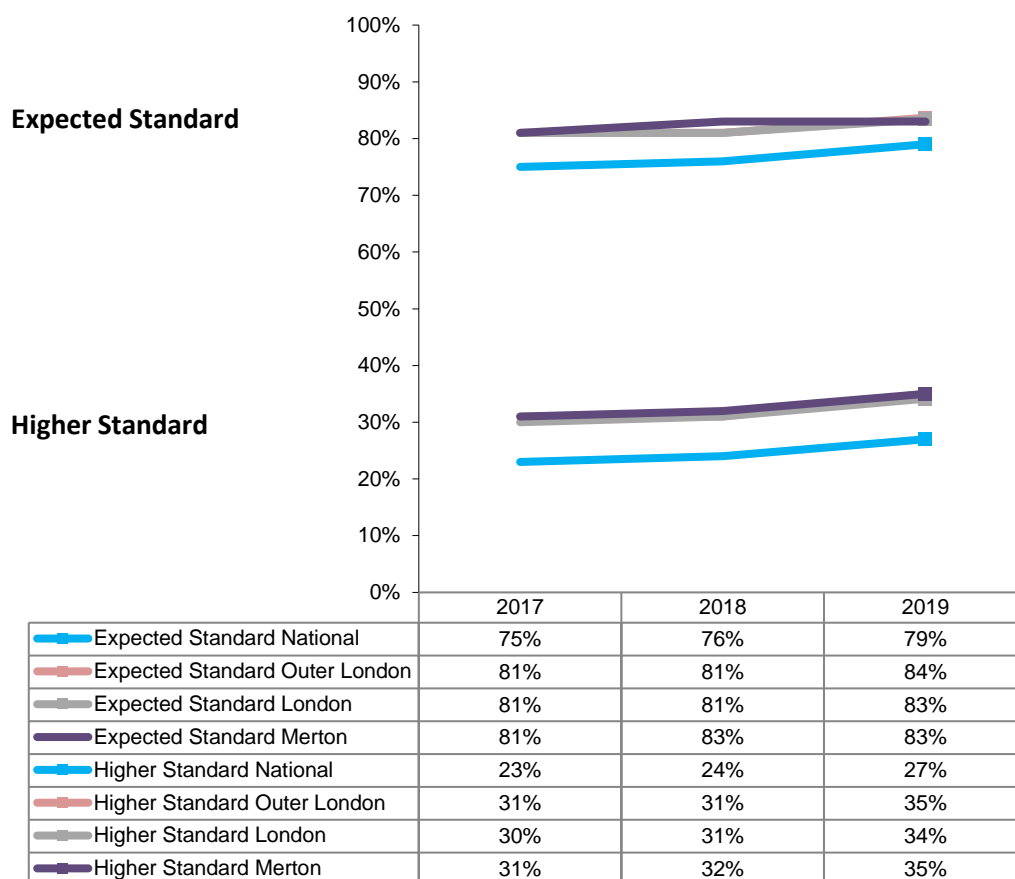
Key Stage 2 Attainment (2017-2019): Reading



Key Stage 2 Attainment (2017-2019): Writing



Key Stage 2 Attainment (2017-2019): Maths



4.4.5 The progress and attainment scores in reading and mathematics are all above the national averages, and above or in line with London averages. The progress scores in reading and mathematics rank Merton 11th and 12th in the country respectively. In writing performance is above the national averages, but just below the London averages, and again the national ranking at the Expected Standard has improved (102nd in 2017, 72nd in 2018, and 54th in 2019), a pleasing improvement following an ongoing focus by schools with the support of the LA.

4.4.6 Performance in the combined attainment indicator at 69%, identifying those pupils that achieved at least the expected standards in all of reading, writing and mathematics, has maintained the gap above the national average at five percentage points, but it remains two percentage points below the London average. At the higher standard, however, performance in Merton is in line with London averages as well as being three percentage points above the national average.

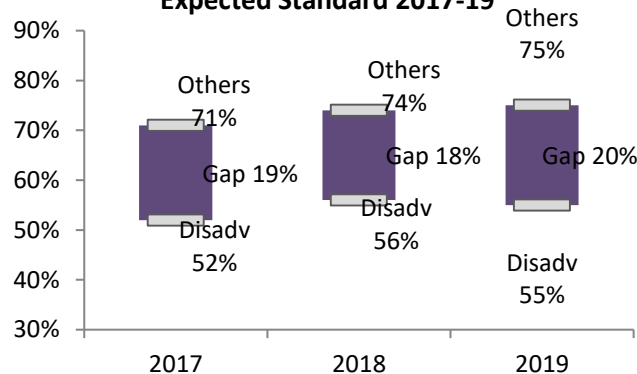
4.4.7 Quartile rankings in comparison with statistical and Outer London neighbours place Merton in the 2nd or 3rd quartile for the majority of indicators, with the exception of: progress, and attainment in the high score, in reading (which are in the first quartile); and of attainment at the expected standard in writing (in the fourth quartile in comparison with Outer London neighbours) . In some indicators this represents a slight drop in comparison with 2018. Writing in particular will remain a focus for improvement at this key stage.

KS2 - main pupil groups and analysis

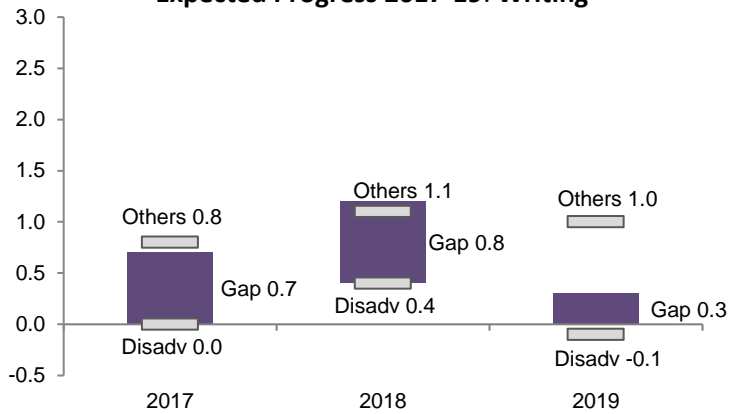
Performance in the key indicators.

Contextual Groups	Number of Pupils	% reaching the expected standard in reading, writing and maths			Value Added progress score in reading			Value Added progress score in writing			Value Added progress score in maths		
		Merton	London	National	Merton	London	National	Merton	London	National	Merton	London	National
All Pupils	2,301	69%	71%	65%	1.5	0.8		0.7	0.8		1.6	1.2	
Gender													
Female	1,137	74%	75%	70%	2.3		0.6	1.4		0.8	0.9		-0.7
Male	1,164	64%	66%	61%	0.7		-0.5	-0.1		-0.7	2.3		0.7
Gap		10%	9%	9%	1.6		1.1	1.5		1.5	1.4		1.4
Disadvantaged													
Disadvantaged	623	55%	61%	51%	0.9	0.2	-0.6	-0.1	0.3	-0.5	0.3	0.3	-0.7
All other pupils	1,678	75%	76%	71%	1.7	1.2	0.3	1.0	1.0	0.3	2.1	1.7	0.4
Gap		20%	15%	20%	0.8	1.0	0.9	1.1	0.7	0.8	1.8	1.4	1.1
Prior Attainment (Key Stage 1)													
Low	199	11%		7%	3.2			2.1			3.0		
Middle	1,244	64%		58%	1.5			0.5			1.4		
High	706	97%		95%	1.0			0.6			1.5		
Special Educational Needs (SEN)													
No Special Educational Needs	1,854	80%	80%	74%	1.8	1.2	0.4	1.1	1.2	0.5	2.0	1.5	0.4
SEN Support	377	26%	34%	25%	0.0	0.0	-1.0	-1.0	-0.6	-1.7	-0.1	0.2	-1.0
SEN (with Statement or EHC plan)	68	21%	12%	9%	0.3	-2.8	-3.6	-1.8	-2.9	-4.3	-0.1	-2.8	-4.0
Ethnic Group (White British and six largest and priority ethnic minority groups)													
White British	675	71%		65%	1.7		-0.2	0.5		-0.3	1.0		-0.5
White Other	436	69%		63%	2.3		1.2	1.4		1.4	3.0		2.2
Asian Other	273	77%		71%	1.2		0.7	1.6		1.2	3.6		2.6
Black African	220	61%		67%	0.1		0.5	-0.6		0.8	-0.5		0.9
Asian Pakistani	119	76%		62%	1.2		0.2	0.8		0.6	3.0		1.1
Black Caribbean	74	57%		56%	-0.5		-0.6	-1.3		-0.5	-1.5		-1.4
Mixed Other	111	70%		68%	1.7		0.6	1.6		0.6	1.0		0.4

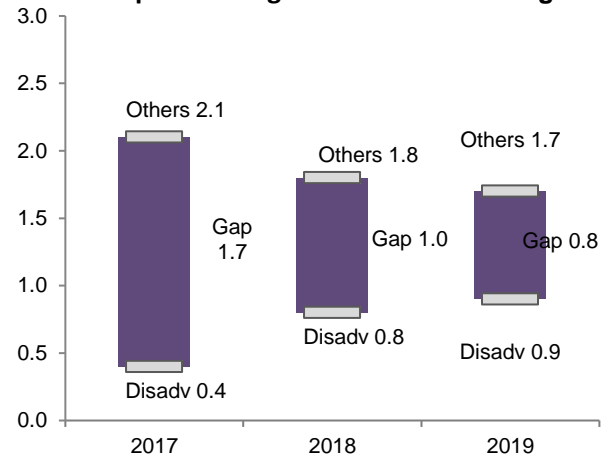
Closing the gap: Disadvantaged Expected Standard 2017-19



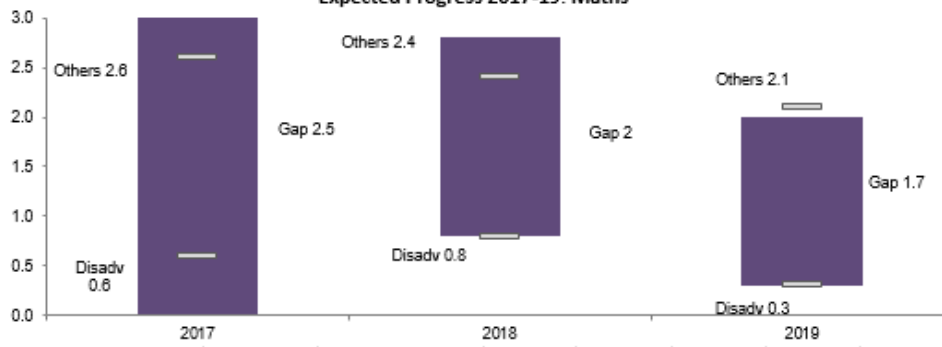
**Closing the gap: Disadvantaged
Expected Progress 2017-19: Writing**



**Closing the gap: Disadvantaged
Expected Progress 2017-19: Reading**



**Closing the gap: Disadvantaged
Expected Progress 2017-19: Maths**



- 4.4.8 Girls continued to outperform boys with regard to both attainment and progress in reading and writing; the reverse is the case in mathematics. These gaps, having narrowed this year (except in writing progress) are in line with those seen nationally, with the exception of reading where it is larger.
- 4.4.9 The performance gap between disadvantaged pupils and their peers has narrowed in the maths and reading progress indicators, but widened in the combined attainment and writing progress indicators. In reading the gap is narrower than nationally and in London; however, in the other indicators the gaps are wider. The performance of this group of pupils will continue to be a focus in 2018/2019, and until the gap has closed.
- 4.4.10 The attainment and progress of the very small group of pupils with EHCPs has improved in all key indicators, and these are above national and local averages. In maths and reading, the progress made by the pupils is in line with all pupils nationally.
- 4.4.11 The performance of pupils in receipt of SEN support has also improved in all key indicators, except writing progress (where performance is in line with the national average for the same group, but below the London average). In reading and maths, these pupils make the same progress as all pupils nationally. Attainment for this group is line with the average for the same group nationally but below the London average. This is a pleasing improvement following the priority given to the achievement of these pupils by the schools' partnership, ATTAIN.

4.4.12 The largest and priority ethnic groups at this key stage outperform the same groups nationally with regard to attainment and progress, with the exception of Black African and Black Caribbean pupils.

2018/19 Primary phase priorities, impact and key actions taken

4.4.13

Priority:

To continue to support schools to use maths mastery strategies to develop practice and building on existing strengths, including through liaison with the South West London maths hub.

Actions taken to secure impact:

Maths hubs across the country are providing support with the roll out of a mastery approach to the teaching of maths

A project was carried out on behalf of the London South-West Maths Hub: SEND Partnerships. This was designed to strengthen the relationships between mathematics subject leaders and SENCOs to be able to support SEND pupils in the mainstream classroom. It also aimed to deepen the understanding of SENCOs in the principles of Teaching for Mastery so that advice provided to teachers and TAs reflects these principles. The project was also designed to explore the ways in which pupils struggling with mathematics can be best supported in a teaching for mastery context. There were 23 participants from 13 Merton schools, one of which was a special school and included two participants from two different ARPs. An outcome of the project was the publication of 'Supporting pupils with SEND in a mastery context', a document which can be used by class teachers, and which was distributed to all schools in Merton.

The number of schools in Merton engaged in activities linked to the London South-West maths hub is as follows:

1. Involved in any Maths Hub activity in the last academic year 2018-19: 34 schools, including Cricket Green
2. Involved in any Maths Hub activity ever: 44 schools, including Cricket Green, Perseid and Date Valley
3. Number of schools part of Teacher Research groups: 39 schools

Merton School Improvement also provided training for schools, involving teaching for mastery principles

- Teaching multiplication facts
- Introduction to teaching for mastery
- Training for NQTs: the fundamentals of teaching mathematics in the primary phase; reasoning and problem-solving
- Reasoning and problem-solving
- Bar modelling
- Subject leader development meetings, once a term. A balance of middle-leader development and subject specific work

Support and training was also provided in targeted schools for specific identified areas of need, including 1:1 support for identified teaching staff, TA training sessions, whole school INSET, staff meetings, maths teams development and subject leader development work.

Impact:

Attainment has improved in maths at both KS1 and KS2 at both the expected and higher standards. Teachers and leaders report being more confident to teach using a mastery approach in mathematics.

Priority:

To continue to improve writing so that attainment at the expected standard is more in line with Outer London and statistical neighbour averages, including through liaison with the South West London English hub.

Actions taken to secure impact:

Actions took place on three levels:

- 1) Central CPD offer delivered by Merton School Improvement
 - Exploring cohesion at KS2
 - Challenging greater depth writers at KS2
 - Meeting the needs of pupils working below ARE in writing
 - English subject leaders' network meeting – takeaway staff meetings on 'Vocabulary development' and 'Tricky areas of grammar for EAL learners'
 - Consensus moderation at KS1 & KS2 (38 schools attended each event)
 - NQT training: Teaching writing
 - Addressing the Needs of EAL writers
 - Standards in Yr 2 & Yr 6

- 2) Attain writing project
 - The Attain Writing Moderation Project focussed on developing a consistent model for writing moderation and improving accuracy of teacher assessment judgments. As a result of this project, 12 subject leaders were trained in the model, which was then put into practice with teachers from Years 3-6 in project schools. The model was shared with other schools through cluster moderation events and English subject leaders' network meetings. The model was cascaded to other subject leaders and teachers through the 12 subject leaders trained on the project. Sessions also included input on writing subject knowledge in KS2.
 - A guidance document, 'Writing Moderation Guide' was written and circulated to all schools so that implementation of the model could continue after the project ended. Schools have since reported that they are going to continue to use the model within their clusters and their own schools.

- 3) School based training & support

The support is delivered through 1:1 support for identified teaching staff, TA training sessions, whole school INSET, staff meetings and subject leader development work.

Impact:

The accuracy of writing teacher assessment judgements moderated during moderation visits has improved slightly from an already strong position. Although outcomes improved at the Expected Standard at KS2, impact is still not coming through strongly in other indicators. Writing will continue to be a focus in the coming year.

Priority: To further improve outcome in reading by ensuring that schools' approaches are finely planned to meet the needs of all pupils and provide pupils with meaningful experiences to develop reading for pleasure, including through a focus on the development of whole class guided reading.

Actions taken to secure impact:

Actions took place on four levels:

- 1) Central CPD delivered by Merton School Improvement

- English subject leaders' network meeting – takeaway staff meetings on 'Vocabulary development'; discussion of reading guidance materials
 - Standards in Yr 2 & Yr 6
- 2) Guidance materials produced for schools
- Reading progression map
 - Guidance document to support schools in devising a consistent approach to the teaching of reading
- 3) Targeted school support
This support is delivered through 1:1 support for identified teaching staff, TA training sessions, whole school INSET, staff meetings and subject leader development work.
- Targeted school support in structure of reading lessons
- 4) Engagement with English hub (please see notes on page 28)

Impact:

Reading outcomes at KS1 have improved. Although there have been small drops at KS2, these are in line with the drops seen nationally.

4.4.16

Priority:

To ensure that outcomes for Pupil Premium eligible pupils continue to improve, through the provision of targeted support for schools, and central training.

Actions taken to secure impact:

Support and central training was offered for senior leaders with responsibility for the Pupil Premium Grant throughout 2018-19 by the MSI team. Vulnerable schools and those due for Ofsted inspections received targeted support for senior leaders responsible for the PPG from Equalities Adviser.

Impact:

At KS2 the performance gap between disadvantaged pupils and their peers has narrowed in the maths and reading progress indicators, but widened in the combined attainment and writing progress indicators. In reading the gap is narrower than nationally and in London; however, in the other indicators the gaps are wider. The performance of this group of pupils will continue to be a focus in 2018/2019, as it always will be until and unless the gap has closed.

4.4.17

Priority:

To continue to improve provision and outcomes of pupils in receipt of SEN support through work with school leaders (including SENCOs and subject leaders) and teachers, so that they are correctly identified (avoiding over identification of some groups of pupils), their needs are met, and outcomes improve in relation to Outer London and statistical neighbours. To develop an assessment approach for this group of pupils.

Actions taken to secure impact:

A range of activity has been undertaken to address and improve the provision and outcome of pupils in receipt of SEN support:

- Both the Merton Special Teaching Alliance (MSTA) and officers from the Merton inclusion service have run a number of training events designed to support teachers and support staff to improve their knowledge and skills to support these pupils (for example, 'Good Autism Practice', and 'Understanding Sensory Processing Difficulties')

- The MSTA has delivered nationally approved training for SENCOs (the SENCO qualification).
- Merton School Improvement have run termly SENCO forums, which have been very well attended, as a vehicle for problem solving, training and sharing best practice.
- The termly SENCO working group has taken the lead on the development of initiatives for SENCOs across Merton. This has included the development of a cross borough moderation of identification of SEND.
- An ATTAIN funded project has started, focusing on measuring progress for pupils with SEND with a focus on those identified as SEN Support. A toolkit will be produced to support the measuring of progress alongside the creation of a termly moderation platform for schools to moderate their judgements.

Impact:

Outcomes for pupils in receipt of SEND support have improved in the EYFS and KS2 and are above national averages for this group. Although outcomes have dropped slightly at KS1 and at GCSE, they remain above national averages for this group.

4.4.18

Priority:

To support schools to develop their wider curriculum and their offer for pupils' personal development in light of Ofsted changes so that there is a clear idea of progression in all subjects; manageable assessment; a clear rationale for their curriculum meeting the needs of their pupils; and a strong offer of broader experiences (for example through educational visits).

Actions taken to secure impact:

- 1) Central CPD offer
 - Exploration of new Ofsted framework with English and maths subject leaders, and curriculum leaders
 - Established curriculum leaders' network meetings
 - Action planning with curriculum leaders, prioritising areas for development in their schools in light of new framework
- 2) Guidance materials produced for schools
 - Curriculum analysis toolkit
 - Subject leaders' support package
- 3) Targeted school based staff training
 - Middle leadership training

Impact:

The subject leader support materials have been very well received in schools, supporting the development of early leaders, as well as raising the profile of foundation subjects and ensuring that planning for and improving provision in these subjects is strengthened. Individual schools vary in their current situations with regard to curriculum development and so the development of the broader curriculum remains a focus for the primary phase in the coming year.

Primary Phase Priorities for 2019/20

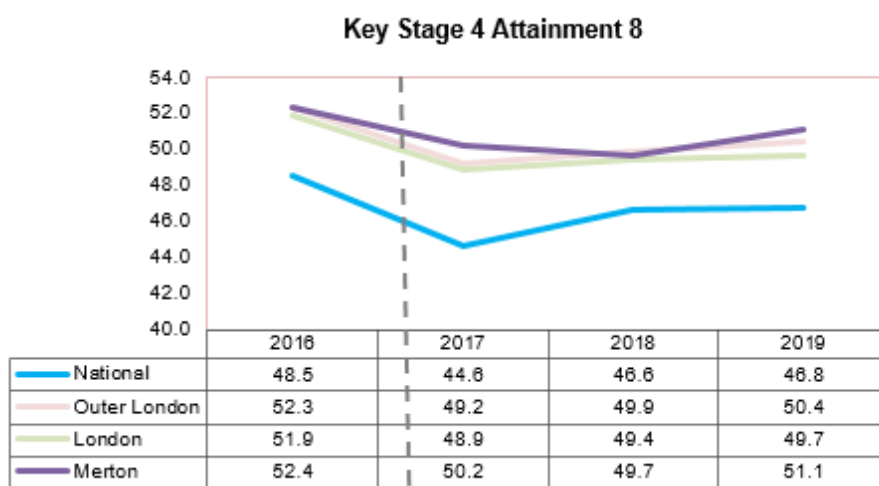
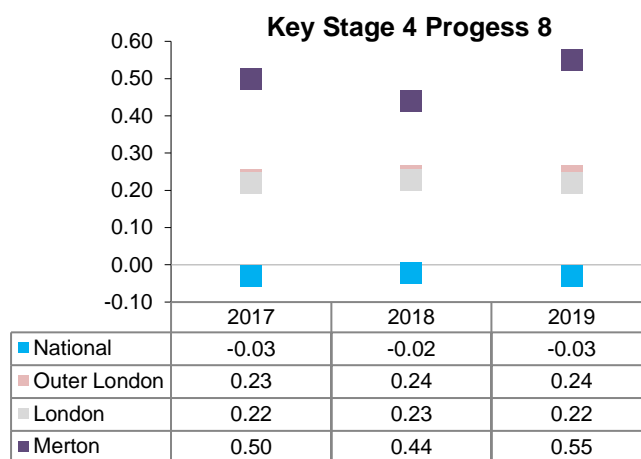
- a) Further embed and improve primary writing outcomes, especially for boys.
- b) Provide support for leaders to review the broader curriculum offer, and further develop the skills of middle leaders.

- c) Refine school target setting processes, injecting further aspiration so that second or first quartile performance is achieved in comparison with statistical and Outer London neighbours.
- d) Support schools to continue to embed a mastery approach to the teaching of mathematics.
- e) Improve outcomes in the phonics screening check.
- f) Improve outcomes for Black Caribbean and Black African pupils.
- g) Further support schools to strengthen their pupil premium strategies and narrow the gaps for disadvantaged pupils.
- h) Continue to support schools to develop inclusive practice for pupils with SEND, and to improve outcomes.

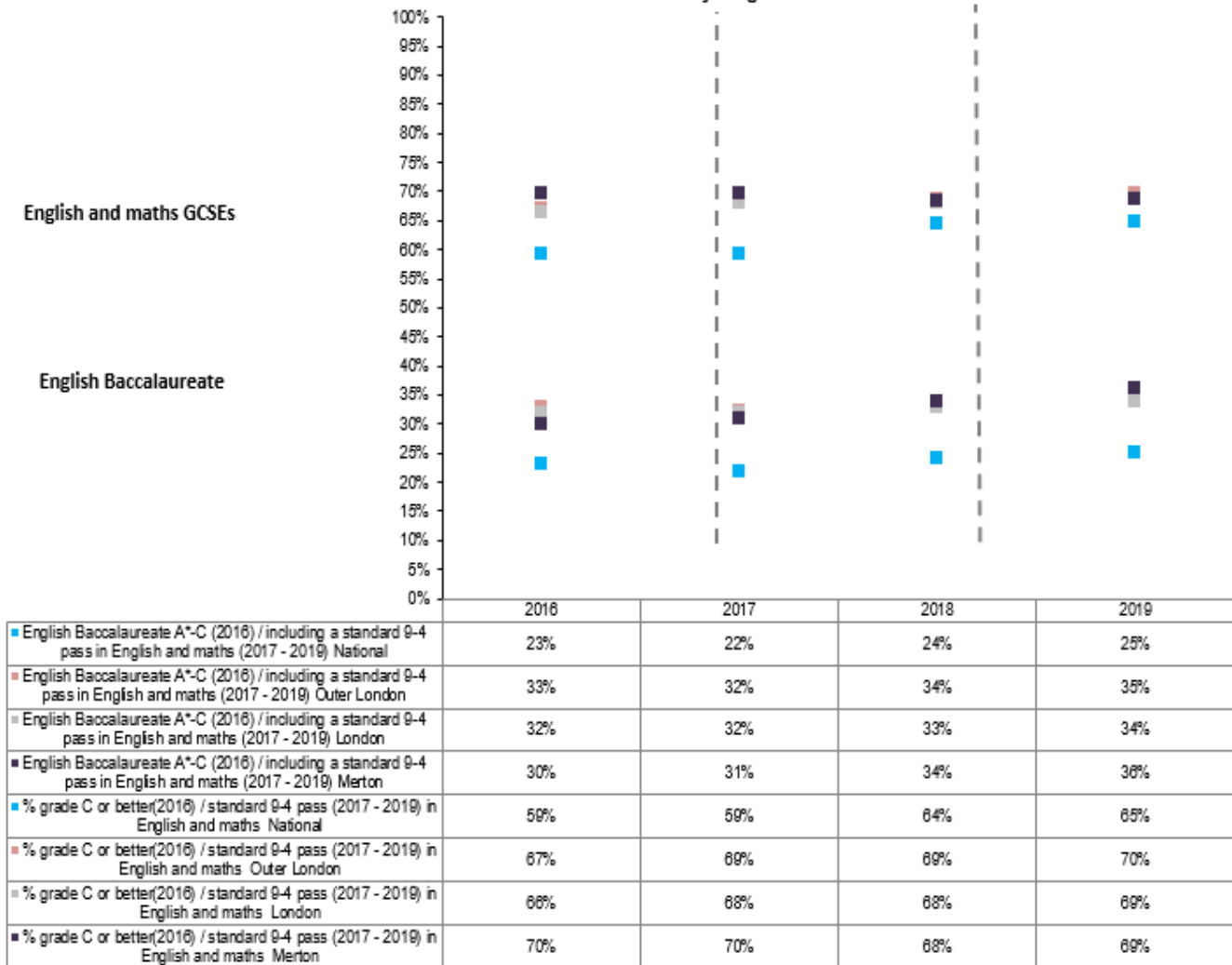
Key Stage 4: performance information and analysis

4.5.1 As changes have been gradually introduced to the exams at the end of KS4, the accountability measures for schools, published in the performance tables have also changed. Comparisons for the Attainment 8 and Progress 8 scores with 2017 and 2018 performance are not possible as the methodology has changed with the introduction of reformed GCSEs in the majority of subjects. Caution must be taken when making comparisons in these and other performance measures.

KS4 - headline performance information and analysis



Key Stage 4 Attainment



4.5.2 Performance in Merton secondary schools at KS4 remains very strong.

4.5.3 At 0.55, the Progress 8 score in Merton is well above national and London averages, and ranks the Borough 3rd in the country. Five schools in Merton have scores which are described as being ‘well above the national average’ in the performance tables (Harris Academy Morden, Rutlish School, Ricards Lodge High School, Ursuline High School and Harris Academy Merton). Two schools’ performance places them ‘above the national average’ (St Mark’s Academy and Wimbledon College). Only one mainstream school is ‘at the national average’ (Raynes Park High School).

4.5.4 In the Attainment 8 indicator, Merton’s average (51.1) is above the national and the London averages. Two Merton mainstream schools are just below the national average (St Mark’s Academy and Raynes Park High School, both with a score of 44). All other schools are above the national average. It should be noted that progress, as in the primary phase, is the key indicator scrutinised by Ofsted when they inspect schools.

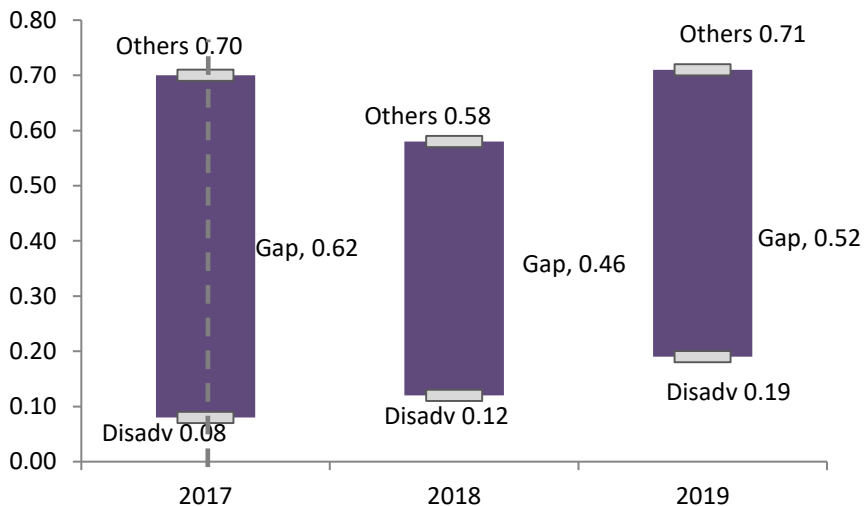
4.5.5 The proportion of pupils achieving grades 9-4 in the EBacc subjects, including English and maths rose by two percentage points to 36%, which is therefore now above the local as well as the national average. This is one indication of the breadth of curriculum being offered in Merton schools at KS4. The outcomes for Ursuline High School and Ricards Lodge High School were particularly strong in this indicator.

4.5.6 The proportion of students achieving a standard 9-4 pass in English and mathematics is in line with London average but above the national average. Particular successes were again seen in Ursuline High School (82%) and in Wimbledon College (79%).

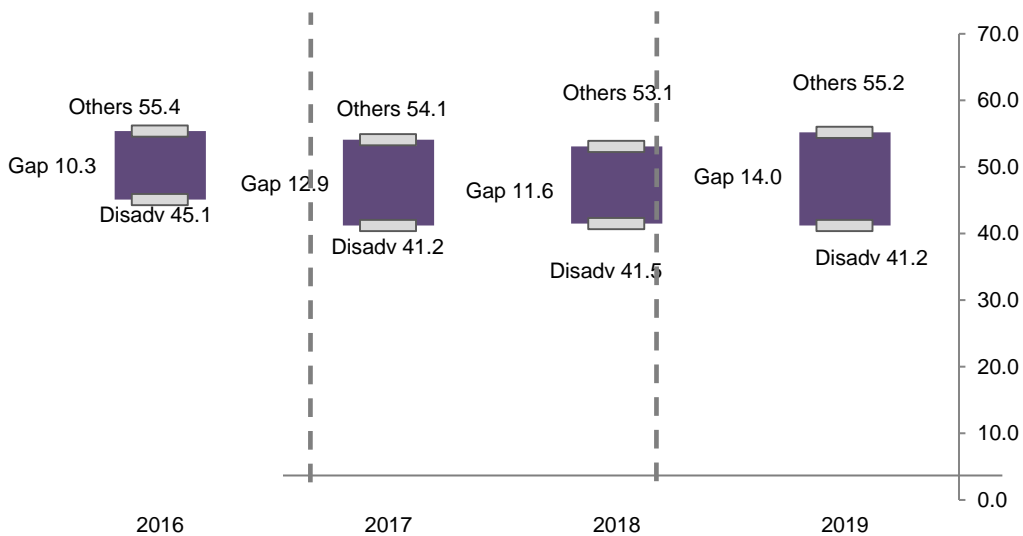
KS4 - main pupil groups and analysis

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	1455	0.55	0.22	-0.03	51.1	49.7	46.8	36%	34%	25%	69%	69%	65%
Gender													
Female	713	0.72	0.48	0.22	53.7	52.6	49.6	42%	40%	31%	72%	72%	69%
Male	742	0.38	-0.04	-0.27	48.6	46.9	44.2	31%	28%	20%	66%	66%	61%
Gap		0.34	0.52	0.49	5.1	5.7	5.4	12%	12%	11%	7%	6%	7%
Disadvantaged													
Disadvantaged	428	0.19	-0.07	-0.45	41.2	42.6	36.8	24%	23%	13%	50%	56%	45%
All other pupils	1027	0.71	0.39	0.13	55.2	53.6	50.5	42%	40%	30%	77%	76%	72%
Gap		0.52	0.46	0.58	14.0	11.0	13.7	18%	17%	17%	27%	19%	27%
Prior Attainment (Key Stage 2)													
Low	172	0.41		-0.22	28.0		21.20	2%		1%	16%		8%
Middle	585	0.59		-0.02	46.0		40.10	23%		11%	63%		53%
High	526	0.56		0.01	66.0		60.90	65%		46%	95%		93%
Special Educational Needs (SEN)													
No Special Educational Needs	1185	0.70	0.34	0.08	55.3	53.2	50.1	42%	38%	28%	77%	75%	71%
SEN Support	187	0.06	-0.25	-0.43	37.9	36.1	32.6	13%	11%	7%	37%	39%	32%
SEN (with Statement or EHC plan)	83	-0.51	-0.99	-1.17	20.9	15.6	13.7	8%	3%	2%	18%	14%	11%
Ethnic Group (White British and six largest and priority ethnic minority groups)													
White British	430	0.36		-0.14	50.9		46.2	34%		23%	69%		65%
White Other	238	0.99		0.45	54.8		46.8	50%		30%	80%		62%
Black African	148	0.50		0.33	46.8		47.3	29%		28%	55%		64%
Asian Other	115	0.83		0.66	54.1		54.5	43%		40%	79%		76%
Black Caribbean	82	0.06		-0.31	42.4		39.4	20%		16%	52%		48%
Asian Pakistani	88	1.16		0.24	55.4		46.2	36%		24%	78%		62%
Mixed Other	104	0.55		0.14	51.2		49.2	37%		31%	65%		68%

Closing the gap: Disadvantaged Progress 8



Closing the gap: Disadvantaged Attainment 8



- 4.5.7 With regard to Progress 8 scores, all groups in Merton outperformed the same groups nationally and in London . Students with an Education Health and Care Plan (EHCP) are the only group with negative progress between Key Stage 2 and 4.
- 4.5.8 The gap between disadvantaged pupils and their peers has widened in the Progress 8 indicator (from 0.46 to 0.52), and the gaps between these pupils, pupils in receipt of SEN support or with an EHCP, and Black Caribbean pupils; with the all pupils group are the widest.
- 4.5.9 Despite these gaps, the attainment of these groups is above the attainment for the same groups nationally and locally, with the exception of disadvantaged pupils whose performance is above the national average for the same group, but just below the London average.
- 4.5.10 Girls outperform boys in all indicators although the gaps are similar to those seen nationally and in London.
- 4.5.11 Pupils in receipt of SEN support have maintained their strong Progress 8 score (0.06) which is better than the average progress made by all pupils nationally. The average Attainment 8 score for 2019 dropped slightly, but still remains well above the national average for the same group.
- 4.5.12 The Progress 8 and Attainment 8 scores for pupils with EHCPs has risen for the second year running, and are above national and local averages.

16 -18: performance information and analysis

4.6.1 Performance measures in the 16-18 phase 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 (state-funded)	Merton	London	Outer London	National (state-funded)
Level 3 students	726	32.44	32.91	32.63	32.78				
A level students	642	32.89	33.39	33.10	33.09	C+	C+	C+	C+
Academic students	643	33.00	33.46	33.20	33.25	C+	C+	C+	C+
Tech level students	41	30.94	30.95	31.00	32.32	Dist-	Dist-	Dist-	Dist-
Applied General students	220	30.37	29.55	29.12	29.70	Dist-	Merit+	Merit+	Merit+

A level students	APS per entry, best 3	APS per entry, best 3 as a grade	Percentage of students achieving 3 A*-A grades or better at A level	Percentage of students achieving grades AAB or better at A level	Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects
Merton	33.19	C+	9%	15%	13%
London	34.31	C+	13%	21%	17%
Outer London	33.93	C+	12%	20%	16%
National (state-funded)	33.78	C+	12%	20%	16%

- 4.6.2 When considering APS per entry for all Level 3 qualifications together, the performance of students in Merton has dropped below the national and the London averages this year, and the national rank in this indicator has also dropped from 29th to 52nd.. When looking separately at the A level and Academic groups within the Level 3 cohort, performance is also just below national and local averages. However, it should be noted that the average grade (C+ for both the A level and Academic indicators) is the same as that seen nationally and locally. Performance in the Applied General indicator remains above the national and local averages. In particular, it should be noted that the average grade for Applied General students is a 'Distinction –' which is above the London and national averages of 'Merit +'.
- 4.6.3 The proportions of students achieving the higher grades at A level improved this year: however, these outcomes are below those nationally and in London, and so the achievement of higher attaining students therefore needs to be a continued focus for Merton schools.
- 4.6.4 At individual school level, progress scores for A level qualifications are all in line with the national average, with the exception of two schools (Wimbledon College and Harris Merton) which are below. Progress scores for Applied General qualifications are above average at St Mark's Academy, Ricards, Rutlish and Harris Merton, in line with the national average at Ursuline and well below at Wimbledon College.

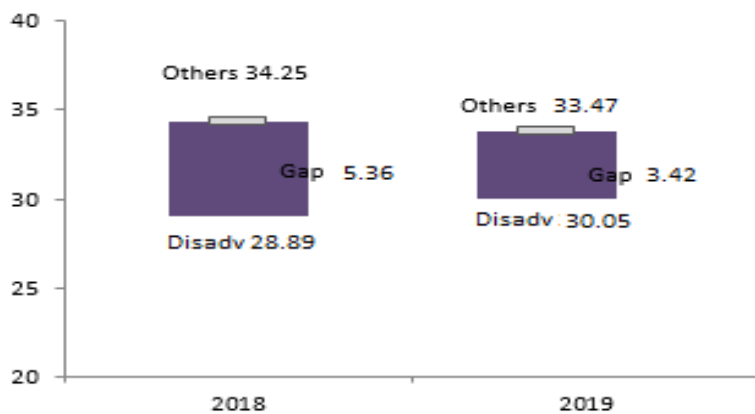
Post 16 main pupil groups

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

Contextual Groups	Number of Pupils	Average Point Score per A level entry		
		Merton	London	National (state-funded)
All Pupils	642	32.89	33.39	33.09
Gender				
Female	324	34.10	34.04	33.77
Male	318	31.62	32.62	32.28
Gap		2.48	1.42	1.49
Disadvantaged (no of students at the end of 16-18 study who entered for at least one A level qualification)				
Disadvantaged	129	30.05		28.70
All other pupils	500	33.47		33.58
Gap		3.42		4.88

Disadvantaged figures refer to all state-funded schools and colleges

Closing the gap: Average Point Score per A level entry



- 4.6.5 Girls continue to outperform boys, and the Merton gap for average point score per A level entry remains wider to those seen nationally and in London.
- 4.6.6 The attainment of disadvantaged pupils has improved, and the gap in Merton between these pupils and their peers has narrowed this year and is now also narrower than the gap seen nationally.

Not in Education, Employment and Training (NEET)

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

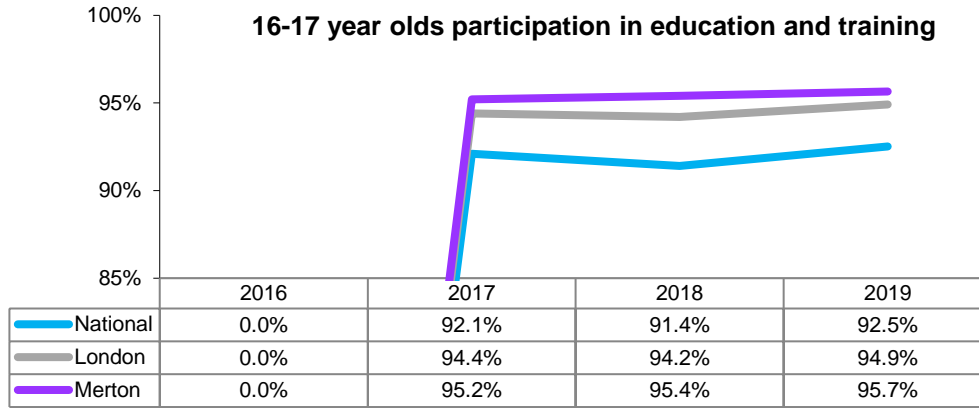
16-17 year olds not in education, employment or training (NEET)



4.7.2 The proportions of young people who are Not in Education, Employment and Training (NEET), or whose status is not known, have again fallen and are significantly better than national averages. Performance in all three indicators continues to place Merton in the top quintile of performance nationally. Merton NEET and not known combined score is the 12th lowest of all authorities nationally. The not known figure has continued to fall whereas it is rising nationally. This is achieved through significant tracking and partnership working across schools, colleges and CSF teams. We now predict that the figure may have reached an equilibrium where the NEET has been maintained consistently at the same very low level for 3 years.

4.7.3 Our key focus for reducing NEET is to reduce the proportion of NEET within the following groups: those with SEND; care experienced young people and those who are open to the youth offending service or previously known to that team.

Raising the Participation Age (RPA)



Contextual Groups	2017			2018			2019		
	Merton	London	National	Merton	London	National	Merton	London	National
16-17 year olds participating in education and training	95.2%	94.4%	92.1%	95.4%	94.2%	91.4%	95.7%	94.9%	92.5%
- full time education	90.3%	88.9%	83.3%	90.2%	88.7%	82.5%	92.7%	91.1%	84.8%
- apprenticeships	3.0%	4.3%	6.4%	3.2%	4.5%	6.7%	1.9%	2.5%	5.5%
- other education and training	1.9%	1.2%	2.4%	2.0%	1.1%	2.2%	1.1%	1.3%	2.2%

4.7.4 In year performance of 16 – 17 year olds meeting the participation duty has improved by 0.3 percentage points, and represents a four-year upward trend (against a fluctuating picture nationally) 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 (January 2019), this is a lower position than in previous years.

4.7.5 The proportion of 16-17 year olds participating in full time education is higher than the London and national averages, with a rise of 2.5% percentage points since last year, which is a significant rise.

4.7.6 The proportions in apprenticeships, or other education and training has consequently fallen. 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								
	2019	Rank	2018	Rank	2017	Rank	2016	Rank	% change in year 2018 to 2019
National	5.5%		6.4%		6.4%		5.8%		-0.9%
Merton	1.9%	6	3.2%	5	3.0%	5	2.9%	4	-1.3%
Barnet	1.2%	11	1.3%	11	1.3%	11	1.0%	9	-0.1%
Ealing	1.3%	10	2.3%	10	2.1%	10	1.9%	7	-1.0%
Enfield	1.6%	8	2.7%	8	2.5%	8	1.0%	10	-1.1%
Hillingdon	3.9%	3	8.0%	1	8.3%	1	2.2%	6	-4.1%
Hounslow	1.3%	9	2.4%	9	2.4%	9	0.9%	11	-1.1%
Kingston upon Thames	2.6%	4	3.0%	7	2.9%	7	4.1%	3	-0.4%
Reading	4.0%	2	4.1%	4	4.0%	4	4.7%	2	-0.1%
Redbridge	2.3%	5	5.3%	3	5.1%	3	1.8%	8	-3.0%
Sutton	4.1%	1	5.4%	2	5.3%	2	5.6%	1	-1.3%
Wandsworth	1.8%	7	3.0%	6	2.9%	6	2.8%	5	-1.2%

- 4.7.7 When comparing the apprenticeship participation rates of Merton to those in the previous year, Merton has seen a fall in 16-17 year olds participating in apprenticeships in line with the majority of statistical neighbour local authorities.
- 4.7.8 2019 performance ranks Merton 6th in comparison to statistical neighbours, although this is below the national average and is a gradual fall over 3 years.
- 4.7.9 Apprenticeships for Merton are low due to high education participation in the academic age 16/17-year-old group. Apprenticeships are taken up post 17 notably as the follow on from our in house employability scheme.

September Guarantee

- 4.7.10 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 16 year olds the cohort is the Merton school population. For the 17 year olds it is our resident population.
- 4.7.11 The proportion of 16 and 17 year olds receiving an offer has increased slightly higher (0.1%) than in 2018. Performance remains stronger than the London and national averages. The 17 year old cohort requires significant tracking and in 2018-19 we identified that a lack of offers from South Thames College for 1 year students has impacted on our figures significantly as 18% of Merton 17 year olds are educated in one of the South Thames College sites.

16 and 17 year olds	2017			2018			2019		
	Merton	London	National	Merton	London	National	Merton	London	National
Offer made	96.7%	95.7%	94.7%	96.7%	95.1%	94.5%	96.8%	95.5%	95.0%
Offer not appropriate	0.6%	0.4%	1.0%	0.8%	0.4%	1.0%	0.7%	0.3%	1.0%
No offer	0.3%	0.8%	0.9%	0.2%	1.2%	0.9%	1.2%	0.9%	0.9%

2018/19 Secondary phase priorities, impact and key actions taken

4.8.1

Priorities:

To ensure all Merton secondary schools remain good or outstanding.

Actions taken to secure impact:

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

Impact:

All secondary schools remain good or outstanding. During the last academic year Raynes Park High School was inspected by Ofsted and continued to be judged as good.

4.8.2

Priority:

To improve outcomes for the most able pupils post 16 so that the proportions achieving the higher A level outcomes improve, and the gap between disadvantaged pupils and their peers narrow at this key stage.

Actions taken to secure impact:

Through the ATTAIN partnership, schools have received support to improve outcomes at the higher grades at A level. This has included funding to encourage teachers to become examiners, training led by senior examiners for teachers and funding to enable all A level teachers to join professional associations. All of these, and LA reviews of sixth form provision, will continue this academic year.

Impact:

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

4.8.3

Priority: To narrow the gaps for key groups at KS4: disadvantaged pupils, boys, pupils in receipt of SEN support, White British and Black Caribbean pupils.

Actions taken to secure impact:

Support for schools and central training for senior leaders responsible for the Pupil Premium Grant was offered throughout the year 2018-19 by Merton School Improvement. Termly Secondary EMA and EAL leads' network meetings continue to be supported by the LA, enabling key staff to develop support for student groups.

The cross phase Equalities Working party met termly with the LA to support development of areas relating to Equality Duty 2010 including ethnicity and race. Initiatives to support achievement of minority groups have included Windrush Day celebrations and a programme of events in Merton including an intergenerational arts project in two secondary schools funded by a successful bid from

Ministry of Housing Communities Local Government. A diverse range of students with their staff took part in this successful project. Schools gained an insight into the history and culture of the Caribbean community by working with local elders. Agents for Change, Young People Combatting Islamophobia , a cross phase project funded by Mayor’s Office Policing And Crime, in partnership with MSI, Equaliteach and Muslim Women of Merton engaged with two secondary schools.

Impact:

The gender gap has narrowed in the Progress 8 and attainment 8 indicators. The gap has also narrowed for White British pupils

Although the Progress 8 score for disadvantaged pupils improved, the gap between them and their peers widened slightly. The gaps remain wide for pupils in receipt of SEN support and Black Caribbean pupils. The performance of these groups needs to remain a focus for improvement

Secondary Phase Priorities for 2019/20

- a) To ensure all Merton secondary schools remain good or outstanding.
- b) To maintain a focus on improving outcomes for the most able pupils post 16 so that the proportions achieving the higher A level outcomes improve.
- c) To narrow the gaps for key groups at KS4: disadvantaged pupils, pupils in receipt of SEN support and Black Caribbean pupils.

5. Achievement of Pupils in the Virtual School

Overview

- 5.1 The achievement of children aged from three to sixteen is tracked very regularly through the statutory process of the development and termly review of their Personal Education Plans and half-termly Virtual School Progress tracking meetings. In addition, for children of school age, the Virtual School collects an update on children's progress and attainment at the end of each term and receives a copy of the child's annual report.
- 5.2 Where children are not making the progress that is expected of them, the Virtual School works more closely with key stakeholders, providing support and challenge, where appropriate, to ensure that progress is secured. Where appropriate, consideration is given to provide additional funding for additional interventions or resources to ensure that child have the support they require. Children who are not making progress are closely monitored and tracked through half-termly Virtual School Progress Monitoring Meetings attended by the Virtual School Headteacher, Head of SENDIS, Head of Service for Looked after children, Permanency and Placements and chaired by the Head of School Improvement. The impact of these processes ensures that, where possible, children's progress comes back on track.
- 5.3 The Department for Education (DfE) collects information on the educational outcomes of looked after children in Annexe A of the SSDA903 return. This information is collected annually for children who have been continuously looked after for at least 12 months on 31st March. This definition is used because 12 months is considered an appropriate length of time to gauge the possible impact of being looked after on educational attainment.
- 5.4 The local authority return was for 73 children of statutory school age on roll at the end of March. This is an increase of twelve children on the previous year. Achievement of the '903 cohort' is reported in the tables in this chapter, to allow for comparisons with national datasets that are collected at the same time. The achievement of all children on roll of the Virtual School (not just those on roll on 31st March) is also reported.
- 5.5 The small numbers of pupils represented in each key stage means that comparisons by percentage of local with national data, must be interpreted with caution.
- 5.6 The national dataset regarding the achievement of looked after children for 2019 (published for outcomes at the end of KS1, KS2 and at GCSE) is not yet available. The latest national comparisons that appear in this report are from 2018 as published in Statistical First Release. Where national data for looked after children pupils are not yet available (NYA) this is recorded as such in the tables.

Early Years Foundation Stage (EYFSP)

5.7 EYFSP outcomes

EYFSP Good Level of Development (GLD)	2017		2018		2019	
	Percentage GLD	No. of Children	Percentage GLD	No. of Children	Percentage GLD	No. of Children
Merton Looked After Children	50%	<5	0%	5	0%	5
Merton 903 Children	100%	<5	0%	<5	0%	<5
Merton All Children	74%		73.5%		75.2%	
National All Children	71.1%		71.5%		71.8%	

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

Key Stage 1 (KS1)

5.8 Year 1 Phonics Screening Check outcomes

Phonics Screening Check (Year 1)	2017		2018		2019	
	%achieving standard	No. of Children	%achieving standard	No. of Children	%achieving standard	No. of Children
Merton Looked After Children	50%	<5	33.3%	Fewer than five	40%	5
Merton 903 Children	100%	<5	NA	0	50%	<5
Merton All Children	84%		85%		83%	
National All Children	81%		82%		82%	

- Of the five children in Year 1, there were fewer than five children in the 903 cohort.
- In the whole cohort of Merton looked after children, fewer than five children achieved the national standard for phonics awareness and competence.
- This performance is below national and local averages for all children.
- No national looked after cohort performance information is published at this information point.

5.9 There were fewer than five children in Year 2 who did not achieve the expected standard when they were in Year 1. These children were screened again at the end of Year 2 and did not achieve at the national standard for phonics. These children, who have SEND, had improved their test score by 50% from Year 1 with targeted intervention.

End of Key Stage One Assessment

5.10 Of the five children in year 2, fewer than five were in the 903 cohort. Of the 903 cohort over half had SEND.

5.11 KS1 outcomes READING

Key Stage 1 READING	2017			2018			2019		
	EXS+	GDS	No.	EXS+	GDS	No.	EXS+	GDS	No.
Merton Looked After Children	67%	33%	<5	50%	50%	<5	60%	0%	5
Merton 903 Children	100%	100%	<5	0%	0%	<5	33%	0%	<5
Merton All Children	77%	30%		78%	29%		79%	29%	
National looked after Children	51%			51%			NYA		
National All Children	76%	25%		75%	26%		75%	25%	

- In the 903 cohort, fewer than five children achieved the expected standard in reading.
- Although this performance is below the 2019 national average for all looked after children, all children are reported to have made expected progress from their EYFS scores in reading.

5.12 KS1 outcomes WRITING

Key Stage 1 WRITING	2017			2018			2019		
	EXS+	GDS	No.	EXS+	GDS	No.	EXS+	GDS	No.
Merton Looked After Children	67%	0%	<5	50%	0%	<5	40%	0%	5
Merton 903 Children	100%	0%	<5	0%	0%	<5	33%	0%	<5
Merton All Children	69%	18%		71%	18%		70%	17%	
National Looked After Children	39%			42%			NYA		
National All Children	68%	16%		70%	16%		69%	15%	

- In the 903 cohort, fewer than five children were working at the expected standard in writing.
- This performance is below the 2019 national average for all looked after children.
- In the entire Year 2 cohort of Merton looked after children, fewer than five children were working at age related expectation. One to one support and targeted interventions are in place to support accelerated progress for those who have not reached expected standard.
- Although this performance is below the 2019 national average for all looked after children, all children are reported to have made expected progress from their EYFS scores in writing.

5.13 KS1 outcomes MATHEMATICS

Key Stage 1 MATHEMATICS	2017			2018			2019		
	EXS+	GDS	No.	EXS+	GDS	No.	EXS+	GDS	No.
Merton Looked After Children	67%	0%	<5	50%	0%	<5	60%	0%	5
Merton 903 Children	100%	0%	<5	0%	0%	<5	33%	0%	<5

Merton All Children	78%	25%		78%	26%		79%	27%	
National Looked After Children	46%			49%			NYA		
National All Children	75%	21%		76%	22%		76%	22%	

- In the 903 cohort, fewer than five children were working at expected standard in mathematics.
- In the entire Year 2 cohort of Merton looked after children, fewer than five children were working at age related expectation and interventions are in place to support accelerated progress for those who have not reached expected standard at the end of KS1.
- Although this performance is below the 2019 national average for all looked after children, all children are reported to have made expected progress from their EYFS scores in mathematics.

End of Key Stage 2 Outcomes

5.14 There were 10 children on the roll of the Virtual School at the end of Key Stage 2. Of these, fewer than five came into care during the summer term. There were seven children making up the 903 cohort at the point of assessment. 100% of the 10 children have Special Educational Needs. These SEND needs have all been identified since the children came into care.

5.15 KS2 READING

Key Stage 2 READING	2017				2018					2019				
	B	EXS+	GDS	No	B	EXS+	GDS	Progress	No	B	EXS+	GDS	Progress	No
Merton Looked After Children	25%	75%	0%	<5	17%	58%	25%	2.24	12	30%	30%	0%	-2.27	10
Merton 903 Children	25%	75%	0%	<5	13%	42%	13%	0.59	8	14%	50%	0%	-1.67	7
Merton All Children		75%	29%			79%	33%	1.6			78%	31%	1.47	
National Looked After Children		45%				51%		-0.2			NYA		NYA	
National All Children		72%	25%			75%	28%	0			73%	27%	0	

- Of the ten Year 6 children on roll at this assessment point, fewer than five did not sit tests. This included fewer than five children who were working below the level of the test.
- Of the 903 cohort who took the test 50% made expected or greater than expected progress in reading. Their progress score range was -8.69 to +0.69, giving a mean average score of -1.67. Of those who achieved the standard, their progress score range was 3.36 to 0.69, giving a mean average score of 2.04.
- Of the 903 cohort who took the test 50% made expected or greater than expected progress in reading.
- This performance is below the 2018 national average for all looked after children.
- The average progress score of the five 903 children who are on SEN support is - 2.1 compared to the 2018 national average 903 reading progress of 0.2

5.16 KS2 WRITING

Key Stage 2 WRITING	2017				2018					2019				
	B	EXS+	GDS	No	B	EXS+	GDS	Progress	No	B	EXS+	GDS	Progress	No
Merton Looked After Children	25%	75%	0%	<5	17%	58%	8%	-1.95	12	30%	40%	0%	-1.4	10
Merton 903 Children	25%	75%	0%	<5	13%	75%	0%	-2.66	8	14%	67%	0%	-0.47	7
Merton All Children		74%	17%			77%	22%	0.6			79%	22%	-0.68	
National Looked After Children		48%				49%		-0.8			NYA		NYA	
National All Children		76%	18%			78%	20%	0			79%	20%	0	

- Of the 10 Year 6 children at this assessment point, seven were assessed in writing.
- Of the seven 903 children, 67% of those who were assessed achieved at or above age related expectations. Their progress scores ranged from -5.36 to 3.9, giving a mean average score of -0.85. Of those who achieved the standard, their progress score range was -1.47 to 3.9, giving a mean average score of 0.47.
- Of the 903 cohort who took the test 33% made expected or greater than expected progress in writing.
- This performance is below the 2018 national average for all looked after children.
- The average progress score of the five 903 children who are on SEN support is - 0.61 compared to the 2018 national average 903 reading progress of -1.0.

5.17 KS2 MATHEMATICS

Key Stage 2 MATHEMATICS	2017				2018					2019				
	B	EXS+	GDS	No	B	EXS+	GDS	Progress	No.	B	EXS+	GDS	Progress	No.
Merton Looked After Children	25%	75%	0%	<5	17%	42%	8%		12	30%	40%	0%	-0.2	10
Merton 903 Children	25%	75%	0%	<5	13%	38%	13%	-2.08	8	14%	50%	0%	-0.08	7
Merton All Children		80%	31%			82%	31%	2.0			82%	34%	1.56	
National Looked After Children		46%				47%		-0.8			NYA		NYA	
National All		75%	23%			75%	24%	0			79%	27%	0	

- Of the ten Year 6 children on roll at this assessment point, seven were 903 children. Fewer than five of the 903 cohort were withdrawn from the assessment as they were working below the level of the test.
- 50% of the 903 cohort who took the test achieved at or above age related expectations. Their progress score range was -7.47 to 5.66, giving a mean average score of -1.30. Of the three who achieved the standard, their progress score range was from -3.09 to 0.21 giving a mean average score of -1.03.
- Of the 903 cohort who took the test 50% made expected or greater than expected progress in maths.
- This performance is above the 2018 national average for all looked after children for attainment and in line with the national average for progress.
- The average progress score of the five 903 children who are on SEN support is -2.22 compared to the 2018 national average 903 maths progress of -0.4

End of KS4 Outcomes (GCSE)

- 5.18 There were 16 Y11 on the roll of the Merton Virtual School on 28th June 2019 the last day of statutory schooling. Eight children had been continuously looked after for a period of 12 months up to 31st March 2019 and were therefore included in 903 return.
- 5.19 As this is a small cohort, the results for this year will not be included or published in the national statistical tables.
- 5.20 Of the whole cohort, seven became looked after during the academic year. Of these, fewer than five were Unaccompanied Asylum Seeking Children, some of whom arrived too late to achieve external qualifications.
- 5.21 62.5% of the 903 cohort were identified as having Special Education Needs (SEN). 37.5% of this year's 903 cohort had special needs to a level needing extra support via an Education Health and Care Plan (EHCP), and attended specialist provision both in and out of Borough. This is markedly higher than average for this cohort with nationally 48% of CLA having SEN and 24% having EHCP's.
- 5.22 NCER NEXUS data for this year calculates that the national average Attainment 8 score for the 903 cohort is 24.8, compared to 46.7 for non-looked after children. The Merton 903 overall cohort scored 17.4. Fewer than five children however scored above the national average 903 Attainment 8 score with 53.0, 29.0 and 26.5 respectively.
- 5.23 NCER NEXUS data for this year calculates that the national average Progress 8 score for looked after children at -0.97 compared to -0.02 for non-looked after children. Seven of the children in the Merton 903 cohort had both KS2 and KS4 data and therefore contributed to the overall Progress 8 score of -2.37 for the Borough.
- 5.24 The EBacc average attainment score for the national 903 cohort is 6.6, compared to the Merton 903 score of 4.3.
- 5.25 Of the eight 903 cohort, seven sat GCSEs with six taking both English and Maths. Fewer than five of these achieved a grade 1 – 9 in both. This equates to 12.5% of the Merton cohort achieving strong English & maths passes as compared to 10% nationally for the 903 cohort.
- 5.26 The educational needs and progress of all children are tracked closely. Interventions are put in place to ensure that they maintain school places, have access to, engage with and make as much progress as possible in an appropriate curriculum.
- 5.27 **KS4 GCSE or equivalent GCSE results**

Year 11 cohort	Attained at least one GCSE pass	Achievement in 5 subjects or more (grades 1-9)	English & Maths (grades 1-9)	Standard Pass (grades 4-9)	English & Maths Standard Pass (grades 4-9)	English & Maths Strong Pass (grades 5-9)
All (16)	43.7%	18.75%	25%	18.75%	6.25%	6.25%
903 (8)	87.5%	37.5%	50%	37.5%	12.5%	12.5%

5.28 At the end of Year 11, 87.5 % (14) of the children had onward destinations. All children who remain looked-after continue to be tracked and supported in partnership with social care.

5.29 **Progression to education or training in Year 12 (September 2018)**

Academic Year	Total number of young people in cohort	No. of young people in education/training at the start of the academic year (Sept)	Proportion of young people in education/training at the start of the academic year (Sept)
18 - 19	16	12	75%
17-18	29	27	93.1%
16-17	24	21	87.5%

- Fewer than five young people were not in education, employment or training at the start of Y12.

Post 16 Outcomes

5.30 The Virtual School works in close partnership to support Looked after children and Care Leavers to continue with education and training until the age of 25 and in some cases beyond.

5.31 At the end of the academic year there were 77 young people aged 16 to 18. 59 of the young people have pursued and were successful in a range of courses, from Entry Level to Level 3, suitable to their needs and ambitions and three were in employment. Of those not in education or training (15), extensive efforts were made to keep in touch with the young people and support them into appropriate provision.

5.32 **Yr 12 & Yr 13 students**

Year Group	Sep-18		Jul-19	
	EET	NEET	EET	NEET
12	31	<5	38	<5
13	26	6	24	11

- At the end of the academic year the number of looked after children in Year 12 had increased from 32 to 42. Of the 38 in education or training, 26 gained a qualification and 12 completed their first year of 'A' level, BTec or SEN courses.
- At the end of the academic year the number of looked after children in Year 13 had increased from 32 to 35. Fewer than five young people were in employment and of the 22 in education or training, 16 completed their courses, fewer than five completed their year of study or did not complete the year.

YEAR 14 AND BEYOND

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

5.34 There were 52 young people in education (HE/FE). 26 completed their courses. 20 completed the year in education. Five did not complete the course and one has to repeat the year.

5.35 Fewer than five care experienced young adults started on the foundation year of the BA in Business at London School of Commerce during 2018/19 (LSC offer start points throughout the year).

5.36 There were 24 Care Leavers who were studying for degrees during 18-19. Whilst fewer than five did not continue their studies into the new academic year, 14 are continuing onto the next academic year and one is retaking two modules. Six graduated: they obtained degrees in Fine Arts, Performing Arts, Architecture, Psychology, Construction Management and Health Promotion and Public Health.

Actions undertaken by the Virtual School to secure outcomes

Quality of Schools - Ofsted

5.37 The Virtual School continued to strive to ensure that all children and young people attend good or outstanding schools. Where a looked after child 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. Monitoring of the pupil's progress increased through the Virtual School Education Progress Monitoring Meetings and internal monitoring within the Virtual School progress tracking meetings.

5.38 As of 31st August 2019, 90.2% of statutory school aged looked after children attended schools, where a grade was known, that are good or outstanding. This is an increase of 6.4% from the previous year.

5.39 In the primary phase 89.7% of looked after children attended schools, where a grade was known, that are good or outstanding. This is an increase of 20.7% when compared to the previous year. Of those children attending Merton schools, 80% attended good or outstanding schools, an increase of 17.5%. Of those children attending other borough schools, 100% attended good or outstanding schools, which is an increase of 20% when compared to the previous year.

5.40 In the secondary phase 90.5% of looked after children attended schools, where a grade was known, that are good or outstanding. This is a slight decrease of 1.9% from the previous year. Of those children attending in borough schools where a grade was known, 100% attended schools that are good or better. Of those children attending other borough schools, 90% attended good or better schools, which is an increase of 2% when compared to the previous year. This difference reflects the current high standards in Merton secondary and special schools, where 100% are judged good or better by Ofsted.

5.41 Quality of schools attended by Merton Looked After Children

	At school in	Outstanding	Good	Requires Improvement	Inadequate	No school roll/no current category	Total
EY/Primary	Merton	5	11	0	<5	<5	20
	Other borough	<5	15	0	0	0	19
Secondary	Merton	13	10	0	0	<5	25
	Other borough	10	24	<5	0	0	38
Total		32	60	<5	<5	<5	102
% of Merton looked after children		31.4%	58.8%	3.9%	2.9%	2.9	

Personal Education Plans (PEPs)

5.42 All looked after children must have a care plan, of which the Personal Education Plan (PEP) is an integral part. During the PEP process, the progress and achievement of looked after children 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 looked after children might be best used to secure improved outcomes.

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

5.44 Statutory guidance requires that a child's PEP is reviewed each term. In order to meet this requirement the Virtual School normally attends at least two meetings and consults for the third. The Virtual School has robust systems and processes to track, monitor and report on their timeliness and quality. Equal regard is paid to the education of children who are placed out of borough as to those who live in Merton, and the Virtual School ensures the challenges of distant placements are met, including attendance at Personal Education Planning Meetings.

5.45 During 2018-2018, 290 initial and review PEPs were completed.

5.46 The PEP for Year 12 and 13 is completed as part of the Pathway Plan. However, this is currently being reviewed with the plan to introduce a Year 12 and 13 PEP from September 2021.

5.47 Timescale of first PEP Completion

	Autumn 18	Spring 19	Summer 19	Academic Year 18-19
No. who became looked after	9	9	20	38
Ceased being looked after before PEP	1	1	0	2
PEP completed within 20 days	2	1	4	7
PEP completed after 20 days	6	7	15**	28

** 1 year 11 arrived after 28.6.18, ** 12 arrived during the school holidays*

5.48 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. 38 initial PEPs for children new into care were required during the academic year but two children ceased to be looked after before the PEP due date.

5.49 9 of the required 35 initial Personal Education Planning meetings (26%) were completed within 20 days of a child becoming Looked After. This is a significant reduction of 39% from the previous academic year. Reasons for initial PEPs not being completed within the specified time scales were:

- late notification to Virtual School: Mosaic not delivering automatic notification;
- children becoming looked after during the school holiday period (61%);
- the number of new students in the summer term increased, 12 children becoming looked after during the summer holiday period.

5.50 Timescale of PEP Review

	Autumn 17	Spring 18	Summer 18	Academic Year 17-18
No of PEPS to be reviewed	79	84	91	254

Completed within 6 months of previous PEP	76	84	91	251
% reviewed within time scales	96.2%	100%	100%	98.8%

5.51 98.8% 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.

Pupil Premium

5.52 For each Looked After Child, in 2018-2019 the government allocated a pupil premium grant. This grant increased to £2,300 in April 2018. The purpose of the grant is to remove barriers to learning and accelerate progress and was passed to schools in the maintained sector and non-maintained special schools attended by Merton looked after children. Qualifying schools received a proportion of the total grant, £1800 per looked after child each term during the academic year. This allowed for the grant to follow the child if a school move occurred. The Virtual School monitors the impact of pupil premium funded interventions on pupils’ academic progress via the Pupil’s Education Plan. Payment of the grant was dependent on the implementation of interventions to support the child’s education plan, which were detailed in the PEP. The PEP document includes a finance sheet to track provision available to and accessed by our pupils, and funded by Pupil Premium.

5.53 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

5.54 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.

5.55 Analysis of pupil premium expenditure in schools has shown an increase in its use for academic interventions to support looked after children, from 64% of eligible pupils in 17-18 to 78% in 18-19. The percentage of pupils receiving interventions to support social, emotional and mental health needs and funded by pupil premium decreased, from 67% to 63%. This year, 13% more pupils had one to one tuition funded by pupil premium, and bringing to 47% the percentage the pupils receiving this support at school. 52% of pupils benefited from clubs and activities which is a 10% increase on the previous year.

5.56 The Virtual School retained around 5% of pupil premium to commission services for the equivalent of one day each week from the Education Psychology Service to enable expeditious access for looked after children, when required.

5.57 The grant was also used to fund requests for additional resources for exceptional need. In several instances requests for additional pupil premium has helped a pupil to retain a mainstream school place during particularly difficult times.

One to One Tuition

5.58 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 looked after children One to One Tuition was considered as part of each child’s or young person’s Personal Education, or Pathway, Plan.

5.59 Tuition funded by the Virtual School was provided in the majority of cases by three key agencies: Harrison Allen Tutors, Fleet Tutors and Fresh Start, normally delivered in a library or 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.

5.60 **Table - Number of looked after children accessing 1:1 tuition**

	Key Stage	One	Two	Three	Four	Five	Total
Number of Children receiving Tuition		0	2	4	5	9	20

5.61 20 Merton looked after children received one to one Tuition over the course of 2018/19. This continues the trend of fewer children and young people accessing out of school subject specific tuition. Generally the focus for tuition in Key Stages, 2 and 3 and 4 was English and mathematics. The range of subjects broadened at KS4 to include GCSE examination subjects. The focus for post 16 pupils was generally for additional sessions for English for Speakers of Other Languages and for tuition to support ‘A’ level studies and undergraduate studies.

Pupil Voice

5.62 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 pupil view sheet.

5.63 An analysis of pupils’ and students’ contribution to PEP meetings indicated the following:

- They were aware that the purpose of school is to learn academically and socially.
- Of primary aged children’s views collected, 39% recorded no worries at schools. This is a similar percentage than the previous year (38%). Worries identified by the children were related equally to friendships and curriculum. Any worries are always followed up with actions being incorporated in the PEP as appropriate.
- Of secondary aged children’s views collected, 63% recorded no worries at school. This was a similar percentage to the previous year (62%). Apart from a small number of students who worried about curriculum, the worries identified related to other students and matters outside of school.
- All primary pupils were able to identify at least one adult who could help them at school, and all could identify friends.
- 87% of all secondary pupils were able to identify at least one adult who could help them at school and 87% identified friends.
- Children’s concerns for bullying were increased with nine primary and six secondary pupils reporting friendship or bullying concerns. In all incidences of reported bullying the Virtual School followed up

concerns to both ensure the physical and emotional safety of our pupils and that the school had appropriate interventions in place to address the concerns.

Development & Training of the Workforce

- 5.64 The Virtual School staff continue to keep themselves updated of research and developments in good practice for supporting the best educational outcomes for looked after children and care leavers. They do this by memberships and contribution to local and national associations and forums, personal study and attendance at staff development courses and seminars.
- 5.65 The Virtual School continued to contribute to the development and training of education workers, including school governors, social care, youth justice workers and foster carers.
- 5.66 The Virtual School gave presentations at the bi-monthly induction meetings for newly appointed children's social care and youth justice staff.
- 5.67 The Virtual School gave a presentation on the role of the Virtual School for newly qualified teachers and for newly appointed Headteachers as part of their induction.
- 5.68 To ensure that all schools (whether they currently have looked after children on roll or not) were prepared to support looked after children, the Virtual School supported the designated teachers for looked after children in all Merton schools, academies, independent schools and alternative providers through termly network meetings.
- 5.69 The focus for the termly network meetings were:
- Briefing on the 2018 Statutory Responsibilities for Designated Teachers for Looked After Children and Previously Looked After Children
 - The Primary Pilot for Previously Looked After Children – audit
 - Presentation from the Post-Adoption Centre on supporting looked after and previously looked after children in education.
- 5.70 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. The Virtual School arranged training for foster carers on supporting pupils with independent learning at home by the Education Psychology Service.
- 5.71 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.

Previously Looked-After Children

- 5.72 During 2018-19, advice has been provided for schools, parents and social care colleagues. The Virtual School Advisory Teacher for Previously Looked After Children leads on providing support and guidance. However, all Virtual School staff are able to provide support and guidance, when required.
- 5.73 The Virtual School Conference aimed at increasing knowledge and understanding of supporting previously looked-after children was held 12th July 2019. The conference (12th July 2019) 'Settling to Learn' focussed on supporting children with attachment difficulties due to early childhood trauma and adverse life experiences (ACEs) and the impact of these on behaviour and the ability to learn.
- 5.74 The conference was very well attended with 72 delegates. Attendees included 25 Merton primary schools, five Merton secondary schools, five Early Years Providers and 2 Independent Providers.

- 5.75 The evaluations were overwhelmingly positive. 81% of delegates said the conference fully helped with better understanding the impact of developmental trauma and attachment on pupil's settling to learn and provided ideas for trauma informed practice.
- 5.76 In addition to the conference, the Virtual School also commissioned the Education Psychology Service to deliver training to foster carer focussing on:
- Understanding Special Educational Needs processes including Education, Health and Care Plans and SEN Support
 - Understanding how childhood adversity affects children in school
 - Understanding how relationships affect learning
 - Ways to help vulnerable students experience success with their learning
- 5.77 The Virtual School, working in partnership with the Virtual Behaviour Support Service and four Morden primary schools, undertook a pilot programme throughout the academic year. The purpose of the pilot was to support the schools in developing attachment aware and trauma informed practice in their own schools and enable sharing of good practice with other primary schools. Wimbledon College have agreed to be the secondary pilot school during 2019-20.

2018- 2019 Virtual School priorities, impact and key actions taken

- 5.78 Performance data is collected and analysed in order to identify both trends and children who require individual interventions to ensure all looked after children and Care Leavers secure the best outcomes. Areas for developments identified through this data are prioritised within the virtual School Development Plan.
- 5.79 The priorities set out below, have formed the basis for the Virtual School Improvement Plan during 2018-19. Each priority in the plan identifies a lead officer and links within the Directorate and beyond. Progress, in terms of actions to be taken and outcomes sought and achieved is monitored through both the line management structures within the Directorate and the Steering Group. Impact and outcomes with regard to each priority for 2018-19 are summarised below.
- 5.80

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

Impact and outcomes:

The academic outcomes for Merton looked after children were below the national comparators for EYFS, KS1, KS2 (Reading) and KS4 outcomes. Key Stage 2 performance in Mathematics was above the 2018 national average for both progress and attainment. 12.5% of the Key Stage four cohort achieved a strong English and Maths pass, compared to 10% nationally. This performance requires improvement and the Virtual School implemented a new process in September 2019 with robust tracking and monitoring of all children identified as not making adequate progress or at risk of not achieving age related expectations. This process ensures timely interventions are in place and the impact of the interventions is reviewed regularly to ensure accelerated improvement.

5.81

Priority: To improve coordinated work around Looked After Children and Care Leavers (aged 0 – 25) with EHCPs

Impact and outcomes:

The Virtual School increased the commissioned hours of Educational Psychology to enable immediate access to EP advice where required, help maintain stability of placement and ensure appropriate support is accessible for looked after children and care leavers with an EHCP. The Virtual School and SEND work closely together with a dedicated SEN caseworker linked to the Virtual School. The Virtual School ensures immediate and ongoing contact with other Local Authority SEND teams when children are placed out of borough to ensure that educational needs are being met. Merton SEND team maintains the administration of an EHCP until a placement is stable for those children placed out of borough. The Post 16 Advisory Teacher continues to work closely with post 16 and care leavers who have an EHCP.

5.82

Priority: To further improve attendance of looked after children especially at KS4 and KS5, especially for school refusers/pupils at risk of missing education, by continuing to monitor closely and intervene robustly when issues arise.

Impact and outcomes

The Virtual School tracks daily the attendance of key stage 4 children and ensures an action plan is in place for all children who are/at risk of becoming persistent absentees. Average attendance is below the national average and remains a priority. Placements are also impacting on attendance. KS5 attendance is tracked and monitored half-termly by the Virtual School and a priority for the next academic year is to commission daily monitoring of Key Stage 5 attendance. Where concerns regarding attendance are identified, the Virtual School liaises with the key stakeholders to identify the issues and address barriers to attendance. The Virtual School has an Education, Employment and Training Keyworker who supports both key stage 4 and post 16 children who are at risk of becoming or are currently NEET. A new attendance policy with detailed levels of escalation will be implemented in the spring term.

5.83

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

Impact and outcomes

There were no permanent exclusions and fixed-period exclusions reduced last academic year. More significantly, repeat fixed-period exclusions reduced significantly evidencing the success of support plans put in place to address antecedents to exclusions. The Virtual school attends Placement Care Planning Meetings for all children where a change of placement is planned to ensure appropriate support is in place prior to a change of placement taking place. Daily monitoring of exclusions is in place to ensure an immediate response by the Virtual School.

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

Impact and outcomes

The Virtual School Post 16 Advisory Teacher continues to lead on the college network for designated members of staff to ensure they understand and respond appropriately to the needs and issues for Looked after young people and care Leavers. The Virtual School also continues to work in partnership with Aim Higher to ensure looked-after young people and Care Leavers have access to a bespoke programme ‘Your Future, Your Choice Programme’. Regular liaison with colleges and providers ensures appropriate support is provided for all 16 and 17 year olds and those over 18 in order to maintain their college placements. 84% of year 12 and 13 were recorded as being in education, employment or education at the end of the academic year, this is an increase when compared to 2017/2018 (73%).

The EET keyworker provides intensive ongoing support for a selected group of NEET young people, and those at KS4 who have been identified as being at risk of NEET to ensure progression toward EET. Comprehensive records are kept within the Virtual School which tracks this progression. The EET Keyworker attends the ETE network meeting to ensure there is a link with local provision and opportunities.

Priority: To further improve the use and impact of pupil premium by enhancing opportunity to access specialist assessment and consultation centrally and by monitoring and evaluation of schools’ use of pupil premium for impact on pupil progress.

Impact and outcomes

The Virtual School commissions EP time directly to ensure immediate access to specialist assessment, where required. The Virtual School also provides funding for direct commissioning of Virtual Behaviour Support, Language and Learning and The Sensory Team when required for children placed within borough and those placed out of borough.

Pupil premium expenditure and impact is monitored and evaluated through the termly PEP process. Additional funding is only considered when pupil premium spend and impact is evidenced.

Priority: 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).

Impact and outcomes

The Virtual School Advisory Teacher for Previously Looked After Children leads on providing support and guidance. However, all Virtual School staff have provided support and guidance, when required.

The Virtual School Conference aimed at increasing knowledge and understanding of supporting Previously looked-after children was held 12th July 2019. The conference was attended by 72 delegates from 25 Merton primary schools, five Merton secondary schools, five Early Years Providers 2 Independent Providers and officers from a number of services within the borough.

In addition to the conference, the Virtual School also commissioned the Education Psychology Service and Virtual Behaviour to support the delivery of training.

Virtual School Priorities 2019-20

- a) To continue to build an effective leadership team, including governance, to support school improvement.
- b) To develop systems and processes to ensure improved outcomes for looked after children, previously looked after children and care leavers.
- c) To ensure all children make good progress based on their starting points and, where appropriate, achieve or exceed age related expectations.
- d) To improve overall attendance and reduce the number of persistent absentees, particularly at key stage 4.
- e) To develop training to ensure increased knowledge and understanding of education for all stakeholders.
- f) To continue to develop support and guidance for care leavers and previously looked after children.

6. Inclusion

Attendance performance information and analysis

6.1.1 There are two attendance indicators:

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

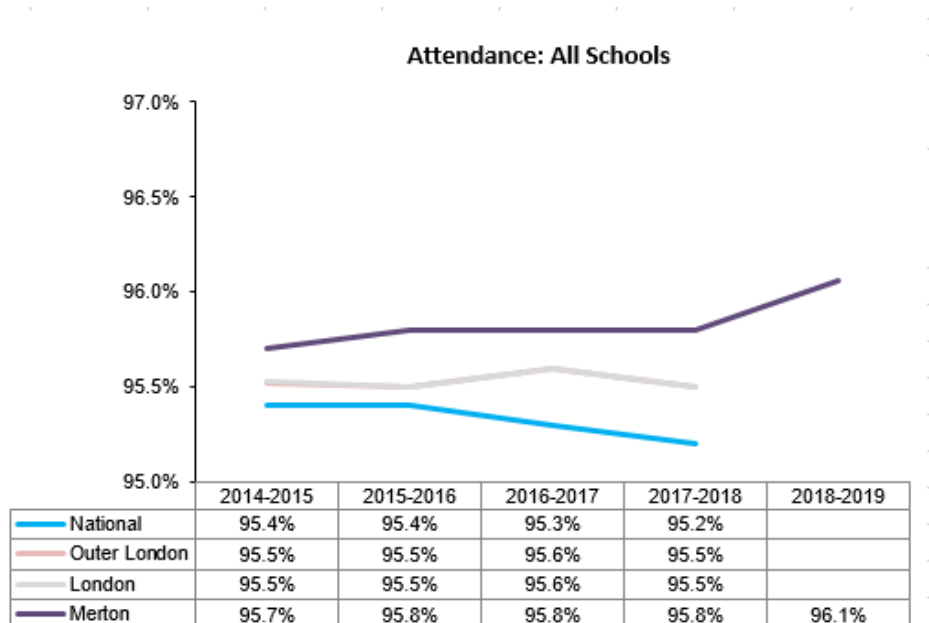
Four half term headline data

6.1.2 Attendance is measured at various points in the schools year. The data covering four half terms (up until Easter 2019) 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 continue to be above the national, London and outer 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.

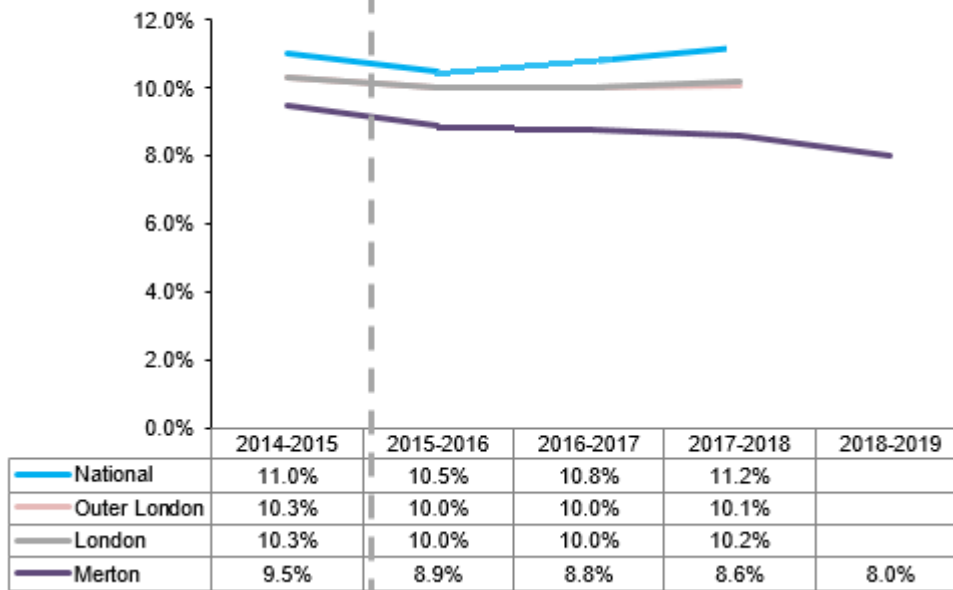
All Schools (primary and secondary)	Merton	London	Outer London	National
Attendance	96.1%	95.8%	95.8%	95.5%
Absence	3.9%	4.2%	4.2%	4.5%
Persistent Absence	8.0%	9.6%	9.3%	10.3%

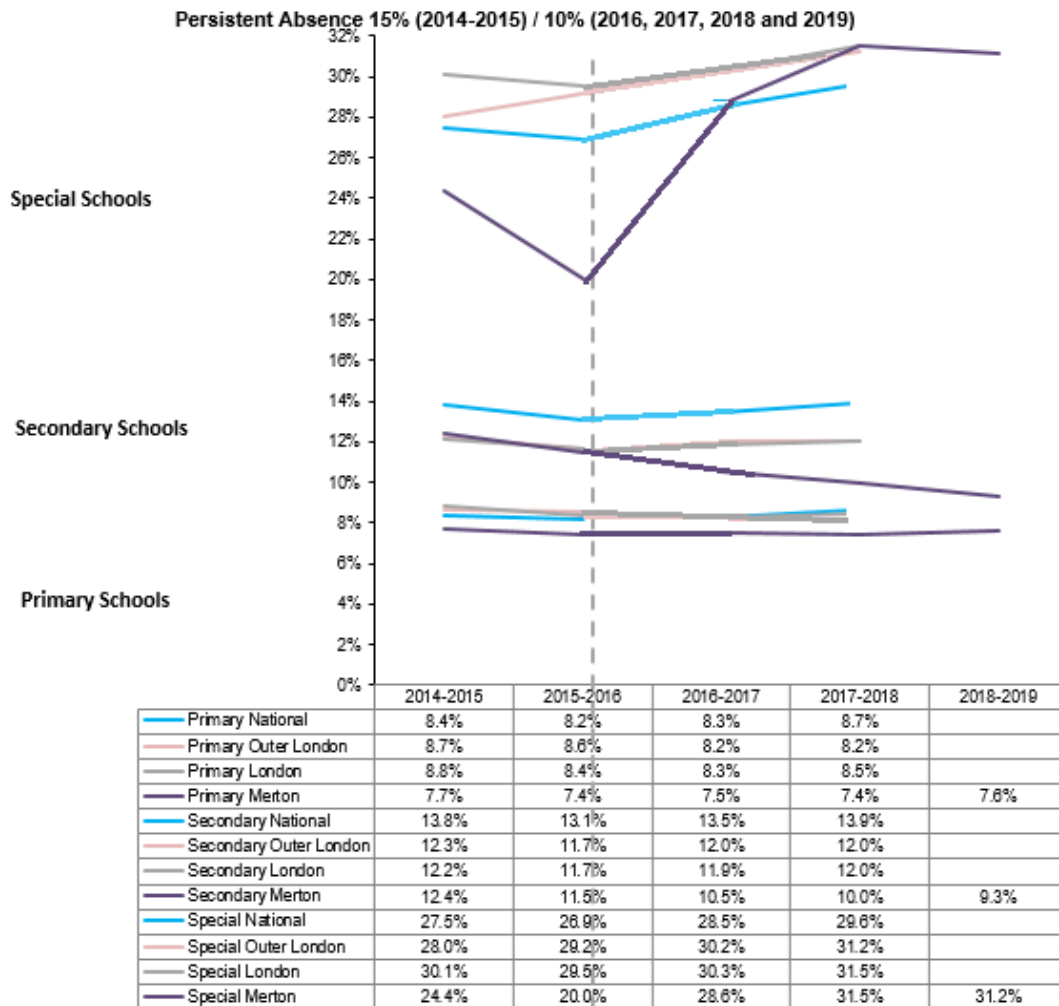
Six half term headline data

6.1.3 Merton’s success in raising attendance is also measured using the data covering six terms (full academic year). Merton’s performance using this data is presented below. National and local comparators are not available for this six term data until later so the comparators below are from 2017/18.

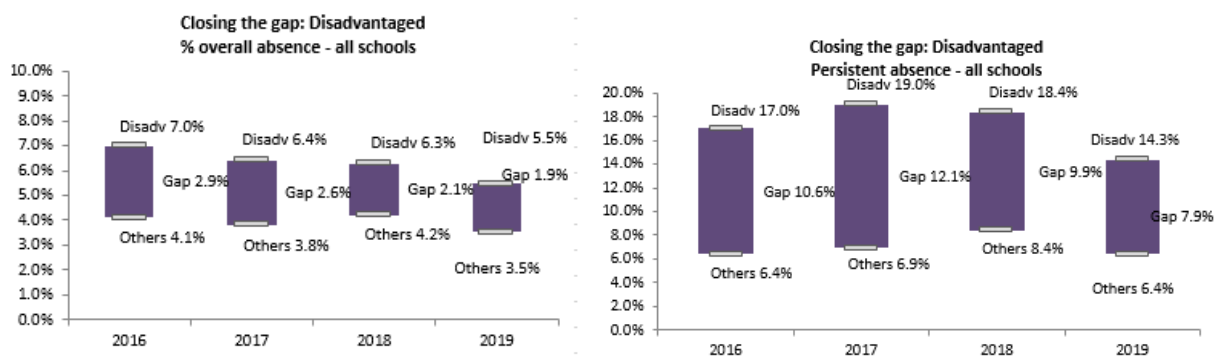


Persistent Absence 15% (2014-2015) / 10% (2016, 2017 and 2018): All Schools





- 6.1.4 Using the six term data, attendance in Merton is above the most recent national and London comparative data. It has a three year rising trend against a national falling trend. Primary and secondary schools have a rising trend of attendance against a national picture of a slight fall.
- 6.1.5 The persistent absence figure has fallen for three years against a rising trend in London and nationally. Persistent absence has fallen significantly in secondary schools, but has risen slightly in primary.
- 6.1.6 Attendance in special schools has fallen for three years and is worse than London and national. Levels of Persistent Absence in special schools have fallen slightly and are in line with outer London. This may be to do with higher levels of illness for children with disabilities.



- 6.1.7 The gap between disadvantaged and all pupils is closing in terms of attendance and PA.

2018/19 Attendance priorities, impact and key actions taken

6.2.1

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

Actions taken to secure improvement:

Merton EWS has continued to work with schools to challenge poor attendance.

Impact:

Four year rising attendance against falling attendance nationally.

6.2.2

Priority: To develop a new CME dashboard to improve team level tracking.

Action taken to secure impact:

New dashboard developed and implemented improving data quality. Focused work on SEND tracking and links to social care teams.

Impact:

Better data quality and data across years. A fuller analysis will be possible. Strong identification of on roll and clear up. Concerning fall in off roll timeliness.

6.2.3

Priority: To target special school attendance if in the three terms data this continues to be a concern.

Action taken to secure impact:

Special school heads reviewed their attendance and illness was a major factor.

Impact:

Attendance and PA are still a concern

6.2.4

Priority: To improve persistent absence rates for pupils in special schools.

Action taken to secure impact:

EWOs increased tracking of PA in special schools

Impact:

Special school PA improved and is better than London and in line with outer London, but worse than national.

Attendance Priorities for 2019/2020

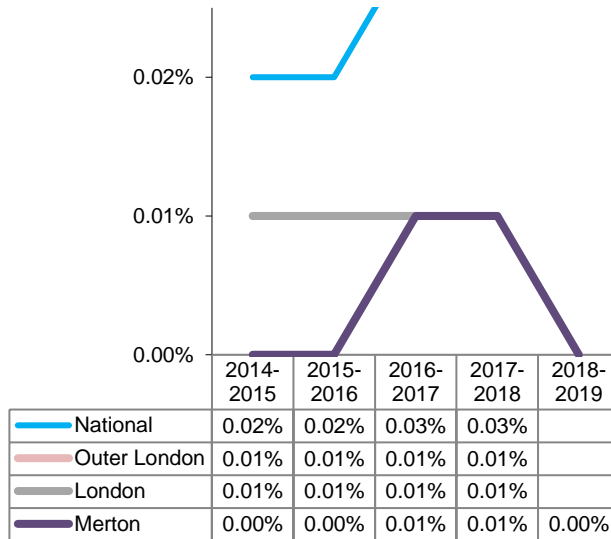
- a) To support and challenge pupils and their parents who have poor attendance to maintain good attendance above national and outer London averages.
- b) To investigate the issues behind the drop in CME off roll timeliness and the increase in SEND referrals.
- c) To work with the schools in the mental health trailblazers to improve support for low to medium mental health needs in schools
- d) To work with the Merton Medical Service to plan and expansion of services for children out of school with medical needs.
- e) To improve attendance and persistent absence rates for pupils in special schools.

Exclusions performance information and analysis

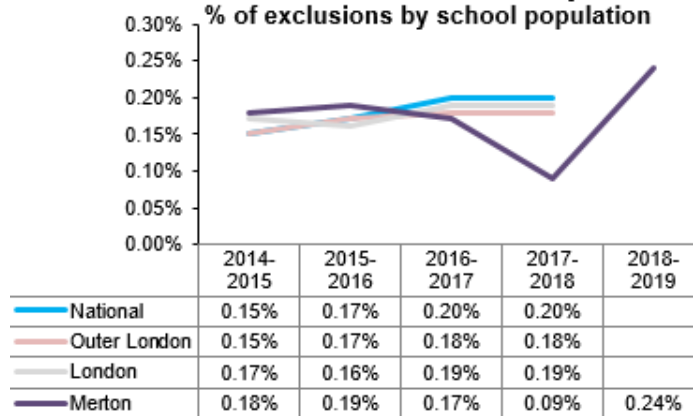
Headline data and analysis

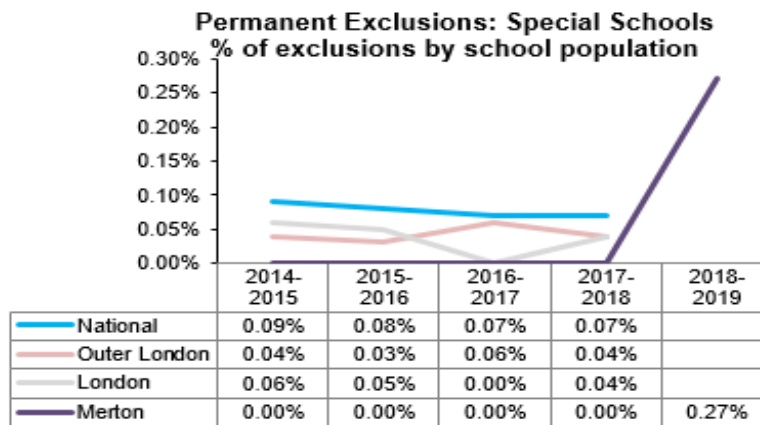
6.3.1 Merton data is available for 2018 -2019, but the most recent data available for the national and London averages is from 2017-2018.

Permanent Exclusions: Primary Schools
 % of exclusions by school population



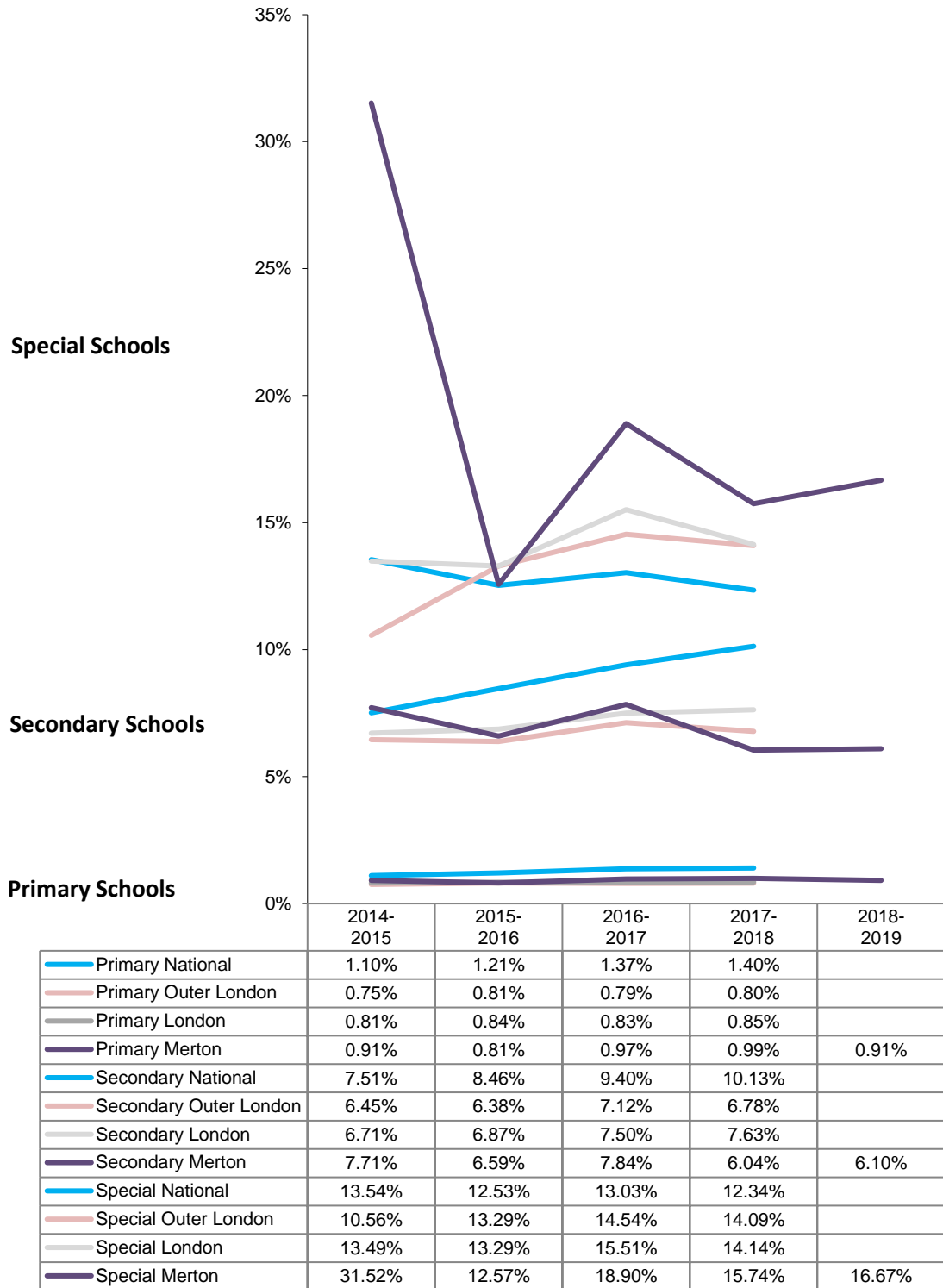
Permanent Exclusions: Secondary Schools
 % of exclusions by school population





- 6.3.2 Merton had no primary permanent exclusions in 2018-2019. This was achieved through significant and complex inclusion work carried out by primary schools and the LA’s Virtual Behaviour Service (VBS). There were fewer than five permanent exclusions from a special school; due to small cohorts this looks disproportionate.
- 6.3.3 The number of permanent exclusions in secondary schools has increased significantly to be at or above the most recent national, London and outer London averages. This is a rise from our lowest level which was well below national, London and outer London in 2017/18. The rise is to the same level seen in 2014/15 in volume. It has been initially analysed by secondary heads and the rise is in part due to one off incidents in schools and a strong line on weapons in schools. A further analysis will take place in 2019/20 and the matter will be discussed with secondary school headteachers. Nationally there has been a rise over four years when Merton has fallen and risen.
- 6.3.4 There were 26 additional potential permanent exclusions that were prevented in secondary schools as a result of partnership work with families, and work with the VBS, between schools, and between schools and Melbury College. This is a rise from 12 in the previous year. Together with the rise in permanent exclusions, this is evidence of the level of complex cases presenting in schools.

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



6.3.5 The number of fixed term exclusions has fallen in primary schools against a rising national trend, but the rate is again above London and outer London averages. This data has been analysed and relates in part

to a small number of pupils with multiple exclusions. The VBS is now monitoring multiple exclusions and contacting schools to see if they want support.

6.3.6 The number of fixed term exclusions in secondary schools has risen slightly but is likely to be below Outer London, London and National.

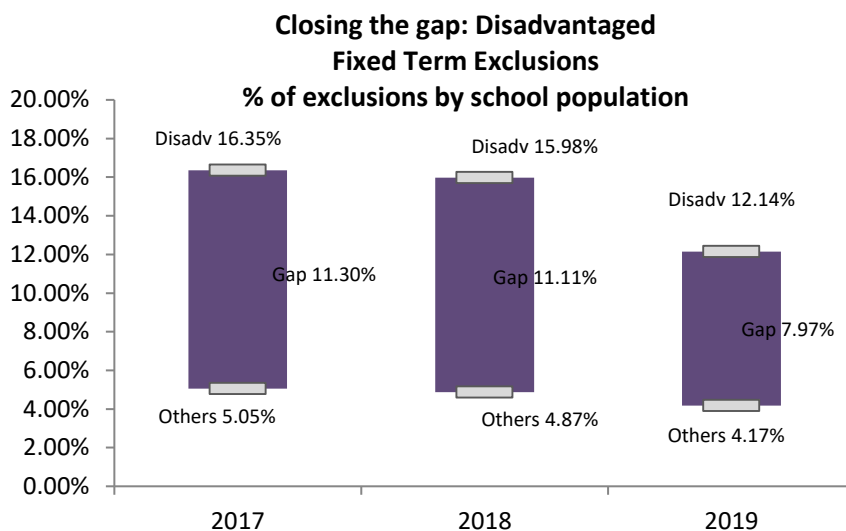
6.3.7 The comparative data that allows analysis of fixed term exclusions by reason is not yet available.

6.3.8 The figures for fixed term exclusions in Special Schools are based on small cohorts. An individual exclusion will still record a higher percentage in Merton. On this basis we would argue that Merton is in line with national but no better.

Main pupil groups (fixed term exclusions, secondary phase)

Contextual Groups	Number of Pupils	Fixed Term Exclusions: Secondary % of exclusions by school population		
		Merton 2018-19	London 2017-18	National 2017-18
All Pupils	9314	6.10%	7.63%	10.13%
Gender				
Female	4576	3.15%	4.63%	6.32%
Male	4738	8.95%	10.64%	13.90%
Gap		5.80%	6.01%	7.58%
Disadvantaged				
Disadvantaged	2248	12.14%	15.33%	24.93%
All other pupils	7066	4.17%	6.17%	6.15%
Gap		7.97%	9.16%	18.78%
Special Educational Needs (SEN)				
No Special Educational Needs	7756	4.19%	5.77%	7.57%
SEN Support	1326	14.86%	20.87%	28.47%
SEN (with Statement or EHC plan)	232	19.83%	19.82%	28.19%
Ethnic Group (White British and six largest or priority ethnic minority groups)				
White British	2720	6.99%	7.71%	11.09%
White Other	1192	2.85%	6.01%	6.75%
Asian Other	677	1.18%	2.54%	3.16%
Black African	874	8.70%	9.43%	8.32%
Asian Pakistani	592	2.20%	3.74%	5.73%
Mixed Other	324	6.48%	8.56%	9.48%
Black Caribbean	465	12.04%	18.06%	17.75%

FSM was used in calculating the disadvantaged table



6.3.9 The gap between exclusions for disadvantaged pupils and all pupils excluded has significantly narrowed. However disadvantaged pupils were more likely to be excluded than their peers in Merton, even though this figure is less than is seen nationally and in London.

6.3.10 Fixed term exclusions of pupils in receipt of SEN Support have fallen significantly (from 18.91% to 15.11%) and are well below national and London averages for the same group. Fixed term exclusions for children with EHCPs are higher than those for SEN support, but have reduced over three years (29.1%, 25.62%, 19.83%) and better than the national average and in line with London. This is a very positive direction of travel.

6.3.11 Fixed term exclusion for Black Caribbean pupils are still disproportionate but less so than in 2017/18 (13.01% to 12.04%). Black African pupils are excluded at a higher rate than nationally, but below the London rate; however this figure has been increasing over 3 years (6.29%, 8.04%, and 8.70%)

2018/19 Exclusion and behaviour priorities, impact and key actions taken

6.4.1

Priority: To develop provision for Primary SEMH Pupils in borough

Actions taken to secure impact:

A model has been agreed, capital secured and scoping for building work on the Melrose site is underway for a new primary aged Melrose provision. An interim solution will be set up from September 2020.

Impact:

There are greater opportunities to place primary SEMH pupils in borough through the permanent David Nicholas offer, and a respite model to enhance VBS support.

6.4.2

Priority: To review and embed the David Nicholas model for supporting primary aged pupils with SEMH.

Actions taken to secure impact:

David Nicholas has continued to provide placements for assessment of EHCPs in Primary School.

Impact:

In 2018-19 six pupils were assessed there. All were assessed and given EHCPs. Two returned to mainstream and four went to special schools.

6.4.3

Priority: To implement a Mental Health pilot programme with the CCG.

Actions taken to secure impact:

The pilot programme was implemented and became a successful Trailblazer bid for a Mental Health Support Team for a group of schools; further funding has been secured through two more successful Trailblazer bids, enabling more schools across the Borough to be supported. The Anna Freud centre ran training for the majority of schools in Merton on mental health.

Impact:

The initial Trailblazer cluster is running with an action plan and team in place. The SEND Trailblazer with Sutton is starting up, as is the FE trailblazer.

6.4.4

Priority: To develop capacity and approach in schools to support children from complex families and with SEMH needs.

Actions taken to secure impact:

Work to prevent permanent exclusions included working with families and schools to broker solutions such as managed moves; purchasing alternative provision; EHCP assessment places at the Smart Centre; timed interventions; and working with the SENDIS service to agree tuition and changes of placement. The VBS team structure was reviewed.

Impact:

Transition working group has further enhanced the primary secondary information sharing process. A pilot VBS structure will be tested in 2019/20. Guidance on the use of part time timetables was produced for schools.

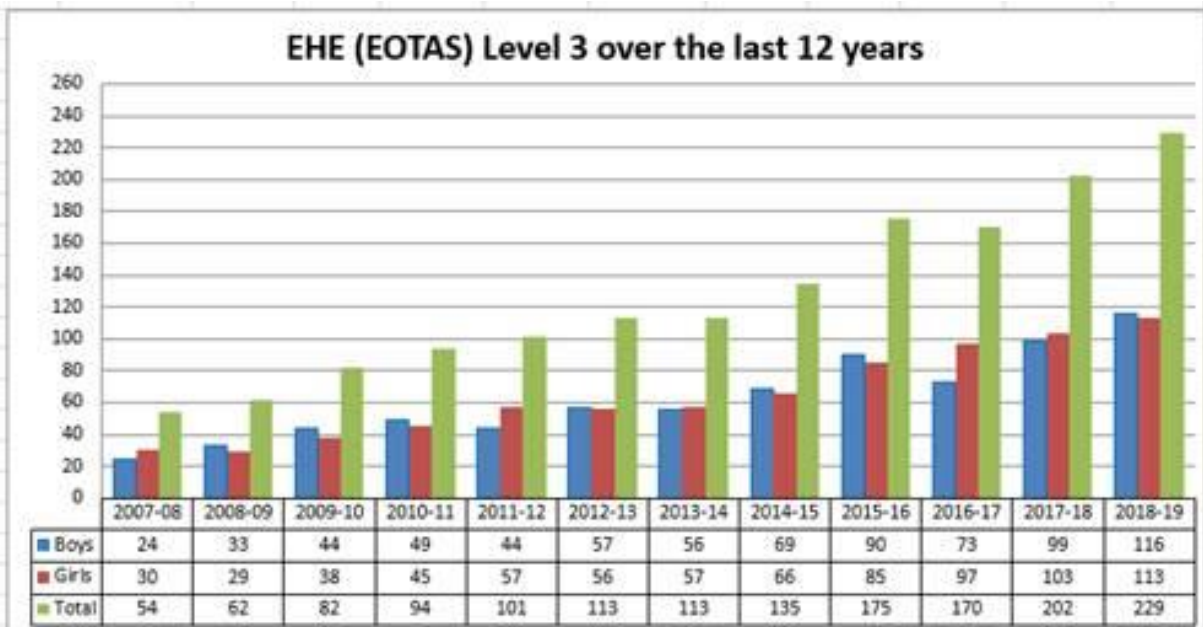
Exclusion and Behaviour Priorities for 2019/20

- a) To set up provision for Primary SEMH Pupils as part of Melrose School.
- b) To carry out a deep dive into the rise in permanent exclusions in secondary schools and review the findings with secondary head teachers.
- c) To embed the mental health Trailblazer projects in Merton schools.
- d) To work with the Early Help service, primary schools and SENDIS/ Inclusion to further improve the support processes for children in primary schools.

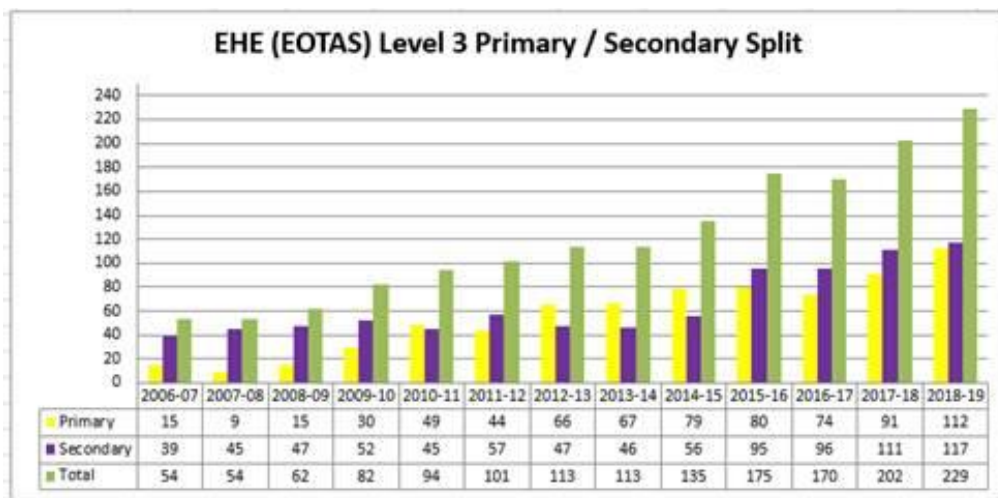
Elective Home Education (EHE)

6.5.1 Parents have the right to electively home educate their children. The Education Welfare Service and Merton School Improvement track these cases and ensure that education is being provided. There has been a further 13% increase in children being electively home educated from the previous year. The numbers being home educated has risen steeply in comparison with the general school population increase. Between 2008 and 2016, the Merton school population grew by 16.8 %, while the numbers being electively home educated rose by 174%. The rise in 2018/19 has been largely from primary aged pupils. There has been a rise in the secondary school population so this is probably a demographic increase, however there are still significant numbers of parents of secondary pupils electing to home educate particularly in Years 9 and 10. There are similar numbers of boys and girls being home educated. During 2018 - 2019 there were an additional 45 (down from 52 in 2017-18) enquiries by parents about home education who subsequently chose not to. There has also been increased network identification of electively home educated pupils following attendance at Accident and Emergency and from school nurses.

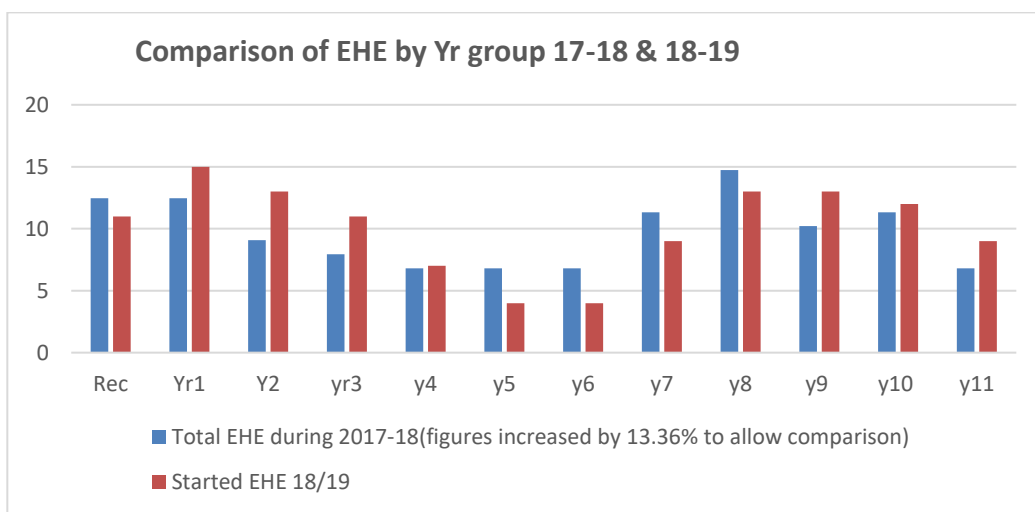
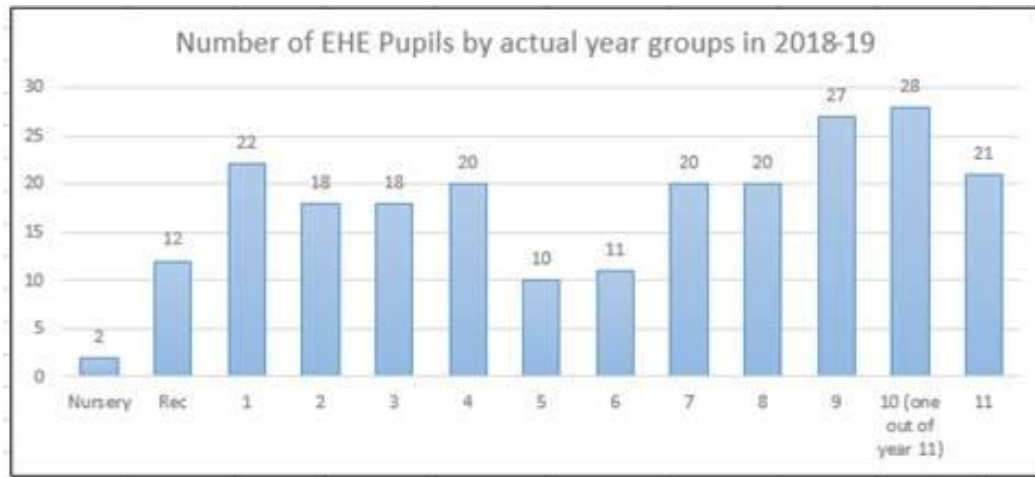
6.5.2



6.5.3



6.5.4



6.5.5 In 2018-19 55% of families electively home educating their children chose to have a home visit or meeting for a review of the education provision; this represents a three year downward trend (77%, 68%). 45% of families provided evidence in the form of reports or information to allow reviews (an increase from 29.6% in 2017/18).

If there are concerns about the efficiency and suitability of the education provided, the EWS and Merton School Improvement will agree actions. We continue to work in partnership with other teams in Children, Schools and Families (CSF) to agree common procedures and develop flow charts to improve our efficiency and clarify responsibilities. Monthly meetings were held with the Elective Home Education Advisors to ensure that reviews of the home education were completed on time and to enable discussion of cases.

6.5.6 The home educated child was present at 93% of the home visits/meetings. This also represents a slight fall in comparison with the previous year.

6.5.7 16 families in the academic year 2018 /2019 (in line with 2017/18 but a smaller proportion of a larger cohort) advised that they were unable to continue to provide home education. Following the withdrawal of these children from EHE, school places needed to be found; until this was achieved the children were designated “children missing education” (CME), and were discussed at the CME panel to








expedite their return to school. Eleven children from Years 1- 11 had one “not appropriate” review on their home education; this is a lower number than in 2017/18.

- 6.5.8 In the absence of any information being provided by a family/carer Merton, will assume no education is occurring and proceed accordingly. In 2018 to 2019 three School Attendance Order (SAO) processes were commenced; two SAOs were actually issued, but then later withdrawn. This is a considerably drop in comparison with 2017/18 (12 and eight).
- 6.5.9 On registering a child as being home educated, checks are made for any safeguarding concerns. If there are concerns, the lead professional is informed of the change in education provision to EHE and the EWS liaise with them during the process. 4% of EHE pupils were on a CIN or CP plan in 2018/2019, representing a significant fall from 13 in 2017/18 . There were five MASH referrals on children electively home educated.
- 6.5.10 There has been a slight fall in the number of electively home educated children with EHCPs; this is within the context of the number of children with EHCPs rising in Merton and nationally. The families work closely with SENDIS to meet the children’s needs.
- 6.5.11 In 2018/2019 there were 79 referrals received as CME Off Rolling Notifications (an increase from 22 in 2017/18). Schools have been required to make these notifications to the LA since September 2016, for children who have left education provision in Merton to electively home educate. Where these children were living in other boroughs, notifications were passed to the resident borough to ensure that the children continued in education.

Children Missing Education (CME)

6.6.1 All partners within the Local Safeguarding Children’s Board have a duty to identify children who are missing education. The Local Authority runs a multi-agency Children Missing Education (CME) panel monthly to track all CME children of school age. This is the first year of using a more accurate tracking dashboard which is intended to improve data quality and track across academic years. The panel tracks two types of cases - children that are already off roll, and those that are still on the roll of a school but where that education placement is at risk. We have a statutory duty to track off roll pupils. On roll pupils is a preventative process where the child’s access to education is very low.

6.6.2 CME Panel Analysis: Cases discussed at CME Panel during 2018-19 Academic Year

CME Panel 2018-19	CME (Off Roll)	YoY	Vulnerable to CME (On Roll)	YoY
Number of cases discussed	<p>113 CME (Off Roll) cases discussed at CME Panel during 2018-19 AY (37 cases open & 76 cases closed during AY). This is a 10% decrease on cases discussed from the previous AY.</p> <p>In comparison for 2017-18, 125 cases discussed at CME Panel (44 Open and 81 Closed).</p>		<p>205 Vulnerable to CME (On Roll) cases discussed at CME Panel during 2018-19 AY (66 cases open at end of AY; 139 cases closed). This is a 17% increase in the previous AY 2017-18 which was 175.</p> <p>There has been a 25% decrease in the number of Open cases (22), and 60% increase in the number of cases closed (52).</p>	 
Panel timeliness	<p>48% CME (Off Roll) cases actioned and closed by CME Panel during 2018-19 Academic Year within 34 days of case start date (compared to 2017-18, when 95% were completed in 34 days)</p>		<p>62% Vulnerable to CME (On Roll) cases actioned and closed by CME Panel during 2018-19 Academic Year within 91 days of case start date.</p> <p>In comparison 61% were resolved within 91 days in 2017-18.</p>	
Age	<p>Children in Year 10 (22%) and Year 11 (17%) during 2018-19 were present in CME cohort which is in line with the Merton School Population (Jan 2018).</p> <p>In comparison for 2017-18, Year 9 (19%) and Year 10 (24%)</p>		<p>Children in Year 10 (24%), Year 11 (26%) and Year 9 (13%) were over-represented in the 2018-19 Vulnerable to CME cohort compared to the Merton School Population (6%). In comparison for 2017-18, Year 9 (18%), Year 10 (21%) and Year 11 (14%).</p>	
Gender	<p>Males over-represented 52% of the 2018-19 CME cohort compared to 51% of the School Population (Jan 2019).</p> <p>In comparison for 2017-18, 59% of the CME cohort were Male, which is a reduction of 6%.</p>		<p>Males over-represented 68% (140) of the Vulnerable to CME cohort compared to the Merton School Population which is 51%.</p> <p>In comparison there is a decrease from 2017-18 of 4% (72%).</p>	

CME Panel 2018-19	CME (Off Roll)	YoY		YoY
		Vulnerable to CME (On Roll)		
Ethnicity	<p>35% of CME (Off Roll) cases had no ethnicity data specified at case start date and this is followed by 25% White British.</p> <p>In comparison for 2017-18, (27%) cases were White British.</p> <p>Note pupils when they arrive in admissions may have no ethnicity data</p>		<p>8% of cases represented had not yet obtained ethnicity data but the highest percentage was 43% for 'White British' children in the 2018-19 cohort compared to the Merton School Population which was (31%). In comparison for 2017-18, 35% cases were White British. This is a big improvement in data quality.</p>	
Special Education al Needs	<p>27 Children with a EHC Plan were in the 2018-19 CME cohort In comparison with 16 in the 2017-18, CME cohort and 7 in 2016 –17. We can see over 3 years that this number has been increasing.</p>	↑	<p>80 Children with a EHC Plan in the 2018-19 cohort were Vulnerable to CME in comparison with 41 in 2017-18) this is a rising cohort</p>	↑
Free School Meals Eligibility	<p>68% of children have been recorded as unknown when it came to their FSM eligibility for CME (Off Roll) cases.</p>		<p>85% of children have been recorded as unknown when it came to their FSM eligibility for Vulnerable to CME (on Roll) cases during 2018-19. This is an area where it is proving hard to collect the data, so figures may not be accurate.</p>	
Missing Children episodes	<p>There were no missing children episodes in the CME (Off Roll) cohort during 2018-19 AY. 2017-18 (6)</p>	↓	<p>There were 5 missing children episodes in the Vulnerable to CME cohort during 2018-19 AY. 2017-18 (8)</p>	↓
CSE risk	<p>There were fewer than five CME (Off Roll) cases discussed at CME Panel during 2018-19 with a CSE referral. In comparison there was no cases discussed in 2017-18 AY.</p>	=	<p>Fewer than five Vulnerable to CME (On Roll) cases discussed at CME Panel during 2018-19 with a CSE referral, which in comparison to fewer than five in 2017-18 AY.</p>	=
Looked After Children	<p>CME (Off Roll) open cases were fewer than five. In comparison there were fewer than 5 in the 2017-18 cohort.</p>	↓	<p>(On Roll) open cases (20). In comparison there were (12) in 2017-18</p>	↑
CP Plan	<p>Fewer than five children were subject to a Child Protection Plan. This was a small increase of fewer than five compared to 2017-18 AY.</p>	↑	<p>17 Children were previously subject to a CP Plan; matching the 2017-18 AY.</p>	=
Known to Youth Offending Team	<p>Fewer than five children were known to the Youth Offending Team</p>	=	<p>10 children were known to the Youth Offending Team. In comparison 8 children were known to YOT in 2017-18.</p>	↑

CME Panel 2018-19	CME (Off Roll)	YoY		YoY
		Vulnerable to CME (On Roll)		
Transforming Families involvement	Transforming Families worked with 1% of CME (Off Roll) children discussed at CME Panel during 2018-19 (1 child). Matching the previous AY.	=	Transforming Families worked with (3%) of Vulnerable to CME children discussed at CME Panel during 2018-19 (7 children). An increase of 3 child from the previous AY.	

6.6.3 From this three-year data we can see that the number of CME off roll cases has fallen for the first time in four years. However, the clear up rate (children returning to education within one month) in 2018-19 has fallen very significantly to 48%, while the actual number of cases closed has fallen by five. School admissions cases are no longer coming to panel as schools are taking children in more quickly. This means that the cases still on the panel are more complex. The dashboard also measures re-opened cases differently which may be decreasing timeliness. However a similar number closed to the panel.

6.6.4 The numbers of pupils vulnerable to becoming CME has risen again for the fourth year. The number of cases closed has risen significantly, and the percentage of cases that were closed in three months is static and high: 62% were actioned within 3 months which represents strong performance.

6.6.5 We have seen a rise in the number of children within the vulnerable cohort (who are still on school rolls) who have EHCPs, from 22 in 2016-17 to 41 in 2017-18, and now 80 in 2018-19. This is due largely to a lack of provision in special schools which will be addressed through Merton’s special school expansion and the complexity of cases. The numbers of pupils who were also missing, on CP plans or on YOT orders has remained at the low levels of previous years. However, YOT numbers are falling overall, and so the numbers that are CME represent a higher proportion of YOT cases. The numbers of looked after children who were vulnerable to CME, and were discussed by the panel, rose in 2018/2019. Further analysis of this will be led by the Virtual School Steering Group.

Removing pupils from school rolls

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

6.6.7

Academic Year	Total	School Resolved	EWS cases	EWS resolved	Unresolved	EWS Working on
September 17 – July 18	2317	1785	532	523	9	0
September 18 – July 19	2652	2082	570	543	27	0

6.6.8 Cases that are unresolved is where a child has moved abroad and this has been confirmed by a number of checks and a home address or a school address hasn't been achieved, but we have confirmed that the child is no longer in the UK.

Appendices

Appendix A: Ofsted outcomes by school as of September 2019

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

Appendix B: Performance Tables: KS2

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

Progress score and confidence interval

	Reading			Writing			Maths		
	Progress score	Lower confidence interval	Upper confidence interval	Progress score	Lower confidence interval	Upper confidence interval	Progress score	Lower confidence interval	Upper confidence interval
LA Average	1.5	+1.2	+1.8	0.7	+0.4	+0.9	1.6	+1.4	+1.8
England Average	0.0			0.0			0.0		
Primary Schools									
Abbotsbury Primary School (2077)	1.2	-0.4	+2.9	0.0	-1.5	+1.5	1.2	-0.2	+2.6
All Saints' CofE Primary School (3300)	2.3	+0.0	+4.5	-0.3	-2.3	+1.8	1.3	-0.7	+3.2
Aragon Primary School (2094)	2.0	+0.6	+3.3	2.2	+1.0	+3.5	3.7	+2.6	+4.9
Beecholme Primary School (2003)	-1.7	-4.0	+0.5	0.0	-2.0	+2.1	3.9	+1.9	+5.8
Benedict Primary School (2000)	1.2	-0.6	+3.1	1.3	-0.4	+3.0	1.2	-0.4	+2.8
Bishop Gilpin CofE Primary School (3304)	2.3	+0.6	+4.0	2.0	+0.4	+3.6	3.2	+1.7	+4.7
Bond Primary School (2052)	1.9	+0.3	+3.6	0.7	-0.8	+2.3	2.1	+0.7	+3.5
Cranmer Primary School (2082)	0.3	-1.0	+1.7	0.5	-0.8	+1.7	0.9	-0.3	+2.1
Dundonald Primary School (2055)	4.9	+2.5	+7.3	1.6	-0.6	+3.8	6.2	+4.1	+8.4
Garfield Primary School (2056)	1.1	-0.6	+2.8	4.8	+3.2	+6.4	1.9	+0.4	+3.4
Gorrington Park Primary School (2083)	3.3	+1.8	+4.8	3.0	+1.6	+4.4	2.6	+1.3	+3.9
Harris Primary Academy Merton (2002)	2.1	+0.5	+3.7	2.4	+0.9	+3.9	3.8	+2.4	+5.3
Haslemere Primary School (2071)	-1.2	-2.8	+0.4	-1.1	-2.6	+0.4	-0.9	-2.3	+0.5
Hatfield Primary School (2059)	0.1	-1.6	+1.8	-1.7	-3.2	-0.1	-0.8	-2.3	+0.6
Hillcross Primary School (2084)	2.0	+0.5	+3.6	2.5	+1.0	+3.9	2.3	+1.0	+3.7
Hollymount School (2061)	2.1	+0.4	+3.8	2.5	+0.9	+4.0	1.5	+0.0	+3.0
Holy Trinity CofE Primary School (3303)	3.6	+1.7	+5.4	2.5	+0.8	+4.2	2.1	+0.5	+3.7
Joseph Hood Primary School (2062)	2.3	-0.2	+4.7	-0.5	-2.8	+1.8	4.5	+2.4	+6.7
Liberty Primary (2085)	-0.2	-1.8	+1.4	3.0	+1.5	+4.5	1.3	-0.1	+2.8
Links Primary School (2063)	0.3	-1.5	+2.2	-4.4	-6.1	-2.7	1.9	+0.2	+3.5
Lonesome Primary School (2064)	0.1	-1.7	+2.0	-1.7	-3.4	+0.0	-0.8	-2.5	+0.8
Malmesbury Primary School (2092)	0.6	-1.1	+2.4	0.2	-1.4	+1.8	-0.1	-1.6	+1.4
Merton Abbey Primary School (2066)	-0.2	-2.1	+1.7	-1.4	-3.2	+0.3	1.5	-0.1	+3.2
Merton Park Primary School (2067)	3.3	+0.9	+5.6	1.2	-1.0	+3.4	1.9	-0.2	+4.0
Morden Primary School (2068)	-0.6	-2.9	+1.8	0.2	-2.0	+2.3	-0.3	-2.3	+1.7
Pelham Primary School (2070)	2.4	+0.6	+4.1	-0.2	-1.8	+1.4	0.7	-0.8	+2.3
Poplar Primary School (2072)	3.8	+2.5	+5.2	0.7	-0.5	+2.0	3.9	+2.7	+5.1
Sacred Heart Catholic Primary School (3501)	0.2	-1.5	+1.8	-0.4	-1.9	+1.1	-1.3	-2.8	+0.1
Singlegate Primary School (2075)	1.6	-0.1	+3.4	0.6	-1.0	+2.2	1.9	+0.4	+3.5
St John Fisher RC Primary School (3505)	3.0	+1.4	+4.6	1.8	+0.3	+3.3	1.7	+0.3	+3.1
St Mark's Primary School (2073)	1.8	-0.7	+4.3	-1.3	-3.7	+1.0	1.4	-0.8	+3.6
St Mary's Catholic Primary School (3503)	4.1	+2.4	+5.7	-0.1	-1.6	+1.4	2.7	+1.3	+4.2
St Matthew's CofE Primary School (3302)	2.8	+0.3	+5.2	1.1	-1.2	+3.4	1.5	-0.6	+3.7

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
St Peter and Paul Catholic Primary School (3500)	-5.6	-7.2	-4.0	-3.7	-5.2	-2.3	-4.8	-6.2	-3.4
St Teresa's Catholic Primary School (3502)	1.3	-0.2	+2.9	3.2	+1.7	+4.6	3.4	+2.0	+4.7
St Thomas of Canterbury Catholic Primary School (3507)	-0.9	-2.3	+0.5	-3.4	-4.7	-2.1	-2.6	-3.8	-1.3
Stanford Primary School (2089)	0.2	-1.8	+2.3	-2.9	-4.8	-1.0	-0.1	-1.8	+1.7
The Priory CofE School (3506)	3.6	+1.7	+5.5	0.7	-1.1	+2.4	2.4	+0.7	+4.1
The Sherwood School (2074)	1.3	-0.5	+3.2	1.3	-0.4	+3.0	0.5	-1.1	+2.0
West Wimbledon Primary School (2081)	2.1	+0.4	+3.9	-1.3	-2.9	+0.3	2.2	+0.7	+3.8
William Morris Primary School (2090)	1.5	-0.3	+3.2	3.3	+1.7	+4.9	2.1	+0.5	+3.7
Wimbledon Chase Primary School (2091)	5.4	+4.0	+6.9	1.9	+0.6	+3.3	4.2	+3.0	+5.5
Wimbledon Park Primary School (2076)	2.4	+1.0	+3.9	2.9	+1.6	+4.2	3.6	+2.3	+4.9
Special Schools									
Cricket Green School	No children at the end of Key Stage 2 programme of study								
Perseid School	No children at the end of Key Stage 2 programme of study								

DfE Performance Tables Key Stage 2 - Attainment:

	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
LA Average	79%	32%	80%	22%	83%	35%	69%	14%
England Average	73%	27%	78%	20%	79%	27%	65%	11%
Primary Schools								
Abbotsbury Primary School (2077)	76%	26%	78%	12%	79%	38%	66%	9%
All Saints' CofE Primary School (3300)	97%	34%	90%	14%	93%	34%	86%	14%
Aragon Primary School (2094)	86%	31%	90%	28%	89%	52%	76%	21%
Beecholme Primary School (2003)	70%	13%	80%	17%	90%	37%	70%	7%
Benedict Primary School (2000)	69%	13%	69%	16%	78%	13%	49%	2%
Bishop Gilpin CofE Primary School (3304)	93%	53%	95%	41%	98%	64%	90%	28%
Bond Primary School (2052)	75%	33%	79%	12%	81%	33%	72%	9%
Cranmer Primary School (2082)	74%	25%	82%	14%	79%	27%	66%	7%
Dundonald Primary School (2055)	96%	61%	96%	36%	100%	68%	93%	36%
Garfield Primary School (2056)	71%	20%	88%	34%	80%	29%	66%	13%
Gorrington Park Primary School (2083)	72%	30%	70%	28%	81%	31%	58%	16%
Harris Primary Academy Merton (2002)	82%	25%	88%	19%	91%	40%	77%	11%
Haslemere Primary School (2071)	67%	32%	72%	19%	77%	26%	63%	12%
Hatfield Primary School (2059)	82%	29%	80%	7%	86%	27%	70%	5%
Hillcross Primary School (2084)	71%	26%	76%	26%	76%	35%	65%	13%
Hollymount School (2061)	93%	50%	97%	45%	95%	55%	92%	27%
Holy Trinity CofE Primary School (3303)	87%	50%	83%	35%	77%	52%	71%	23%
Joseph Hood Primary School (2062)	82%	29%	79%	25%	86%	46%	75%	21%
Liberty Primary (2085)	68%	14%	81%	25%	74%	25%	63%	7%
Links Primary School (2063)	61%	32%	52%	9%	68%	34%	48%	7%
Lonesome Primary School (2064)	72%	15%	70%	11%	74%	21%	60%	4%
Malmesbury Primary School (2092)	77%	30%	77%	15%	77%	23%	66%	6%
Merton Abbey Primary School (2066)	65%	35%	67%	14%	86%	28%	56%	7%
Merton Park Primary School (2067)	86%	46%	93%	25%	93%	50%	86%	18%
Morden Primary School (2068)	73%	23%	83%	10%	73%	20%	53%	7%
Pelham Primary School (2070)	80%	38%	75%	18%	82%	29%	70%	11%
Poplar Primary School (2072)	85%	34%	72%	24%	89%	45%	69%	20%
Sacred Heart Catholic Primary School (3501)	70%	28%	84%	16%	74%	28%	65%	7%
Singlegate Primary School (2075)	80%	43%	85%	30%	87%	44%	74%	22%
St John Fisher RC Primary School (3505)	90%	43%	83%	34%	83%	28%	71%	16%
St Mark's Primary School (2073)	89%	37%	78%	19%	93%	26%	74%	11%
St Mary's Catholic Primary School (3503)	92%	45%	83%	17%	93%	37%	77%	15%
St Matthew's CofE Primary School (3302)	92%	52%	92%	36%	88%	48%	84%	20%
St Peter and Paul Catholic Primary School (3500)	69%	15%	71%	27%	75%	17%	56%	7%
St Teresa's Catholic Primary School (3502)	83%	31%	86%	41%	97%	42%	80%	17%
St Thomas of Canterbury Catholic Primary School (3507)	70%	19%	61%	6%	63%	18%	52%	4%

	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
Stanford Primary School (2089)	74%	23%	64%	10%	77%	15%	54%	5%
The Priory CofE School (3506)	78%	30%	76%	15%	85%	37%	67%	11%
The Sherwood School (2074)	73%	25%	84%	16%	82%	23%	68%	9%
West Wimbledon Primary School (2081)	77%	39%	74%	9%	82%	33%	70%	9%
William Morris Primary School (2090)	71%	20%	86%	22%	76%	22%	65%	8%
Wimbledon Chase Primary School (2091)	93%	48%	86%	32%	87%	52%	83%	29%
Wimbledon Park Primary School (2076)	81%	37%	90%	36%	96%	44%	78%	24%
Special Schools								
Cricket Green School	No children at the end of Key Stage 2 programme of study							
Perseid School	No children at the end of Key Stage 2 programme of study							

Appendix C: Performance Tables: KS4

DfE Performance Tables GCSE – Progress and attainment:

	Progress 8			Attainment 8 Score	% of pupils achieving English Baccalaureate at grade 4 in both English and maths/C or above in the remaining elements	% of pupils achieving English Baccalaureate at grade 5 in both English and maths/C or above in the remaining elements	% of pupils achieving Grade 4 or above in English & maths GCSEs (grades 9-4 - standard passes)	% of pupils achieving Grade 5 or above in English & maths GCSEs (grades 9-5 - strong passes)
	Progress score	lower 95% confidence interval for adjusted average	upper 95% confidence interval for adjusted average					
LA Average	0.55	0.48	0.62	51.1	36%	25%	69%	49%
England Average	-0.03			46.7	25%	17%	65%	43%
Secondary Schools								
Harris Academy Merton	0.55	0.36	0.75	49.3	31%	22%	62%	47%
Harris Academy Morden	0.84	0.60	1.08	51.3	29%	21%	62%	46%
Raynes Park High School	0.02	-0.22	0.27	44.0	15%	11%	61%	39%
Ricards Lodge High School	0.81	0.64	0.98	54.8	49%	33%	76%	50%
Rutlish School	0.82	0.64	0.99	54.9	33%	20%	74%	52%
St Mark's Church of England Academy	0.37	0.11	0.62	44.0	26%	16%	53%	36%
Ursuline High School Wimbledon	0.76	0.58	0.94	59.6	51%	39%	82%	63%
Wimbledon College	0.26	0.07	0.46	53.8	48%	29%	79%	57%
Special Schools								
Cricket Green School	NE	NE	NE	NE	NE	NE	NE	NE
Melrose School	-2.28	-2.95	-1.61	9.5	0%	0%	7%	0%
Perseid School	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP

Appendix D: Performance Tables: KS5

DfE Performance Tables Post 16 - Outcomes:

	A level performance at the end of 16 to 18							
	Progress score			Average point score per A level entry		% of A level students achieving at least three levels at grades AAB or better, at least two of which are in facilitating subjects	Average point score in best 3 A level entries	
	Progress score	Lower confidence interval	Upper confidence interval	Expressed as a Grade	Point Score		Expressed as a Grade	Point Score
LA Average	NA	NA	NA	C+	32.90	13.0%	C+	33.19
England Average - state funded schools and colleges	0.00	-0.01	-0.01	C+	32.87	14.1%	C+	32.89
Secondary Schools								
Harris Academy Merton	-0.38	-0.51	-0.26	C-	26.29	3.8%	C-	28.14
Raynes Park High School	0.01	-0.16	0.18	C	29.52	11.1%	C	28.80
Ricards Lodge High School	-0.02	-0.18	0.15	B-	35.94	18.9%	B-	36.22
Rutlish School	0.03	-0.13	0.18	B-	37.64	27.1%	B	39.03
St Mark's Church of England Academy	-0.12	-0.34	0.10	C-	27.27	10.5%	C-	27.72
Ursuline High School Wimbledon	-0.07	-0.18	0.03	B-	37.41	15.9%	B-	37.51
Wimbledon College	-0.18	-0.30	-0.06	C+	32.18	9.0%	C	30.43
Sixth Form Centre/Consortia								
RR6	0.00	-0.11	0.12	B-	36.84	23.5%	B-	37.80

Appendix E: Contextual Groups Tables

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

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

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

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

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

Pupil Group	National Comparator Type
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	2,301	69%	1455	51.1
Gender				
Female	1,137	74%	713	53.7
Male	1,164	64%	742	48.6
Disadvantaged pupils				
Disadvantaged pupils	623	55%	428	41.2
Other pupils	1,678	75%	1027	55.2
Prior Attainment				
Low	199	11%	172	28.0
Middle	1,244	64%	585	46.0
High	706	97%	526	66.0
Non-mobile pupils				
Eligible pupils classified as non-mobile	2180	70%		
English as a First Language				
English or believed to be English	1,233	68%	904	50.2
Other than English or believed to be other	1,066	71%	551	52.6
Special Educational Needs				
No SEN	1,854	80%	1185	55.3
SEN support	377	26%	187	37.9
SEN with statement or EHC plan	68	21%	83	20.9
Ethnicity Group				
White	1,132	70%	686	52.1
Black Caribbean	74	57%	82	42.4
Black African	220	61%	148	46.8
Asian Indian	63	78%	25	52.7
Asian Pakistani	119	76%	88	55.4
Asian Bangladeshi	36	67%	21	52.7
Other Asian background	273	77%	115	54.1
Chinese	15	93%	5	72.3
Any Other Ethnic Group	72	76%	50	50.8

Progress

	Primary: Reading Expected Standard		Primary: Writing Expected Standard		Secondary: Progress 8 English element	
	No. of pupils	Score	No. of pupils	Score	No. of pupils	Score
All Pupils	2301	1.5	2301	0.7	1455	0.58
Gender						
Female	1137	2.3	1137	1.4	713	1.03
Male	1164	0.7	1164	-0.1	742	0.13
Disadvantaged pupils						
Disadvantaged pupils	623	0.9	623	-0.1	428	0.15
Other pupils	1678	1.7	1678	1.0	1027	0.77
Prior Attainment						
Low	199	3.2	199	2.1	172	0.44
Middle	1244	1.5	1244	0.5	585	0.65
High	706	1.0	706	0.6	526	0.55
Non-mobile pupils						
Eligible pupils classified as non-mobile	2180	1.5	2180	0.7		
English as a First Language						
English or believed to be English	1233	1.3	1233	0.3	904	0.41
Other than English or believed to be other	1066	1.7	1066	1.1	551	0.90
Special Educational Needs						
No SEN	1854	1.8	1854	1.1	1185	0.75
SEN support	377	0.0	377	-1.0	187	-0.01
SEN with statement or EHC plan	68	0.3	68	-1.8	83	-0.62
Ethnicity Group						
White	1132	1.9	1132	0.7	686	0.53
Black Caribbean	74	-0.5	74	-1.3	82	0.17
Black African	220	0.1	220	-0.6	148	0.64
Asian Indian	63	1.3	63	0.2	25	0.56
Asian Pakistani	119	1.2	119	0.8	88	0.95
Asian Bangladeshi	36	2.8	36	1.1	21	1.21
Other Asian background	273	1.2	273	1.6	115	0.70
Chinese	15	3.5	15	1.7	5	1.14
Any Other Ethnic Group	72	2.6	72	1.5	50	1.01

	Primary: Mathematics Expected Standard		Secondary: Progress 8 mathematics element	
	No. of pupils	Score	No. of pupils	Score
All Pupils	2301	1.6	1455	0.36
Gender				
Female	1137	0.9	713	0.27
Male	1164	2.3	742	0.44
Disadvantaged pupils				
Disadvantaged pupils	623	0.3	428	0.06
Other pupils	1678	2.1	1027	0.49
Prior Attainment				
Low	199	3.0	172	0.3
Middle	1244	1.4	585	0.33
High	706	1.5	526	0.41
Non-mobile pupils				
Eligible pupils classified as non-mobile	2180	1.6		
English as a First Language				
English or believed to be English	1233	0.5	904	0.13
Other than English or believed to be other	1066	3.0	551	0.8
Special Educational Needs				
No SEN	1854	2.0	1185	0.46
SEN support	377	-0.1	187	-0.01
SEN with statement or EHC plan	68	-0.1	83	-0.37
Ethnicity Group				
White	1132	1.6	686	0.34
Black Caribbean	74	-1.5	82	-0.12
Black African	220	-0.5	148	0.17
Asian Indian	63	4.0	25	1
Asian Pakistani	119	3.0	88	1.05
Asian Bangladeshi	36	1.2	21	0.64
Other Asian background	273	3.6	115	1.02
Chinese	15	4.8	5	1.48
Any Other Ethnic Group	72	3.9	50	0.67

Appendix F: Glossary of Acronyms

ADHD	Attention Deficit Hyperactivity Disorder
CAMHS	Child and Adolescent Mental Health Services
CAP	Chronic Absence Project
CIF	Common Inspection Framework
CME	Children Missing Education
CPD	Continuing Professional Development
DfE	Department for Education
EHE	Elective Home Education
EHCP	Education, Health and Care Plan
EIF	Education Inspection Framework
ELG	Early Learning Goal
EBacc	English Baccalaureate
EPS	Educational Psychology Service
ESF	European Social Fund
ETE	Education Training and Employment
EXS	Working at the expected standard
EYFS	Early Years Foundation Stage
EYFSP	Early Years Foundation Stage Profile
FSM	Free School Meals
GCSE	General Certificate of Secondary Education
GDS	Working at greater depth within the expected standard
GLD	Good Level of Development
GPS	Grammar Punctuation and Spelling
HfL	Herts for Learning
HMI	Her Majesty's Inspector
IEB	Interim Executive Board
K	In receipt of SEN Support
KS1/2/4	Key Stage 1/2/4
LA	Local Authority
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
RSE	Relationships and Sex Education
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SENDIS	Special Educational Needs and Disabilities Integrated Service
SENIF	Special Educational Needs Inclusion Fund
SSAT	Schools, Students and Teachers' Network
SWLSEP	South West London School Effectiveness Partnership
TA	Teaching Assistant
TAMHS	Targeted Mental Health in Schools
VBS	Virtual Behaviour Service
YOT	Youth Offending Team

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