CELEBRATING SUCCESS

ACHIEVEMENT IN MERTON SCHOOLS 2021 -2022

Contents

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 2021 - 2022. It identifies how the Local Authority (LA) has worked in partnership with schools to secure and maintain improvement.

2.   The proportion of schools judged to be good or better in Merton rose from 95% to 96% 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 44% of secondary schools judged as outstanding (well above national and London averages). Two out of the three special schools are judged as outstanding; 34% of special schools nationally are judged outstanding. Two of the Borough's 44 primary schools were not yet judged to be good or better as of August 2022. This means that 95% of primary schools were judged to be good or better at that point, which is above the national average of 89% for this educational phase.   Where a school is not yet judged to be good or better, or where LA monitoring or school self-evaluation would identify there is a risk that a school would be judged as less than good the next time they are inspected, they are supported and challenged as per the LA's school improvement strategy. For more information please see .

3.   In 2022 attainment at all key stages and in the vast majority of indicators is above national averages. However, the outcomes for 2022 in most primary phase indicators are lower in comparison with pre-pandemic performance (as has happened nationally), whilst it has risen slightly in most secondary phase indicators (again mirroring the national picture). National rankings continue to be strong in particular in the progress measures at KS2 for reading and maths, and for GCSE. 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

4.   The proportion of children in Merton schools achieving a Good Level of Development (GLD) in 2022 is 3.8 percentage points above the national average and 1.2 percentage points above the London average. There has however been a significant dip in national, London and Merton proportions of pupils achieving the GLD in 2021/2022 compared with the last two years in which there was published data. This reflects the unique circumstances this cohort of pupils experienced in Nursery and Reception as well as the changes in how their achievement was assessed and reported. For more information please see .

5.   80% of pupils reached the expected standard for phonics decoding in Merton, this is above both London and national averages. Although Merton outcomes represent a drop of three percentage points since 2019, this is less of a decline than that seen in London (six percentage points) and nationally (seven percentage points). For more information please see .

6.   At Key Stage 1 (KS1), in reading and in maths performance remains slightly above London averages at both the expected standard and greater depth, and performance continues to be well above national averages. Performance in writing is above national averages, but is in line with or below London averages. However, post pandemic, in each subject, performance at the expected standard and at

greater depth has fallen in Merton, mirroring the trend in London and nationally. This reflects the disruption to pupils' learning caused by the pandemic. Pleasingly, performance in all three subjects at the Greater Depth standard ranks Merton highly in comparison with all other LAs (maths = 7th nationally, reading and writing = 16th nationally), and in comparison with its statistical neighbours and other Outer London boroughs in reading and maths. For more information please see .

7.   At Key Stage 2 (KS2), the progress and attainment scores in each of reading, writing and mathematics are all above the national averages, and above or in line with London averages, with the exception of writing where the progress score and attainment at the Expected Standard is below London. The progress score in mathematics ranks Merton 13th. For more information please see .

8.   Performance in Merton secondary schools at KS4 remains very strong. At 0.52, the Progress 8 score in Merton is well above national and London averages, and ranks the Borough 2nd in the country. This strong performance has been maintained for many years. In the Attainment 8 indicator, Merton's average (53.6) is above the national and the London averages. Three Merton mainstream schools are just below the national average (Harris Academy Morden, St Mark's Academy and Raynes Park High School). The proportion of pupils achieving grades 9-4 in the EBacc subjects, including English and maths is 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 proportion of students achieving a standard 9-4 pass in English and mathematics is in line with London average but above the national average. For more information, please see .

9.   For KS5 qualifications the Average Point Score (APS) per entry is above the national averages for all qualification types. Whilst being above London averages for Tech Level and Applied General qualifications, outcomes for A level and Academic qualifications is just below. Merton's ranking in comparison with other LAs for Applied General qualifications has improved significantly (from 58th to 32nd), and the average grade is Distinction. For more information please see .

10.   The proportions of young people who are Not in Education, Employment and Training (NEET) and whose status is not known, have again fallen and are significantly better than national and London averages. Performance in all three indicators continues to place Merton in the top quintile of performance nationally. Merton has now moved to 5th best performance in England. This has been achieved as a result of significant and robust tracking and partnership working across schools, colleges and CSF teams. For more information please see .

11.   This year the proportion of 16 – 17 year olds participating in education and training has increased by 0.5 percentage points, and continues 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. For more information please see

12.   Attendance is at lower levels nationally than before the Pandemic and remains a national challenge. The most recent data for overall pupil attendance shows that Merton's performance is above the national average and just below the London average. This follows a number of years where we have been above London. The picture is the same for persistent absence. Attendance in special schools, affected particularly by the pandemic and the ongoing requirements to self-isolate following contact with Covid cases, is lower than London and national. For more information please see .

13.   Merton had no primary or special school permanent exclusions in 2021-2022. This has been true for a number of years. This was achieved through ongoing significant and complex inclusion work carried out by primary schools and the LA's Virtual Behaviour Service (VBS). The number of permanent exclusions in secondary schools has increased slightly but remains below the national average and in lines with London averages. The number of fixed term exclusions has risen slightly in primary schools and though the rate is below that seen nationally, is just above the London averages. The number of fixed term exclusions in secondary schools has risen slightly but is below London and national averages. The figures for fixed term exclusions in Special Schools are based on small cohorts, with individual exclusions therefore being recorded as a high percentage. Nevertheless the significant rise is concerning and is a focus for 2022/23.   For more information please see

14.   For children who are electively home educated, following the steep rise in numbers in 2020/21, which was mirrored nationally, for which the impact of the pandemic was cited as a key reason, there has been a small drop this year. Nevertheless, numbers remain high and are well above pre-pandemic levels at both the primary and the secondary phase. Over the past decade numbers have risen by over 200%, with the larger rise being seen in the primary phase. The numbers of boys and girls being electively home educated are broadly similar. The numbers starting to be home educated in Reception and in Year 7 remain higher than in other year groups, resulting in overall spikes at the beginning of both the primary and secondary phases. For more information please see .

Summary of Performance Information for all Key Stages

	Compared to Merton 2019	Compared to National 2022	2022 Outer London neighbours (quartile)	2022 Statistical neighbours (quartile)	2019 National Standing	2022 National Standing
EYFS						
Good Level of Development	-6.5	3.8↑			21st	24th
KS1						
Year 1 phonics	-3	5↑			45th	16th
Expected Standard Reading	-8	4↑			11th	19th
Expected Standard Writing	-10	2↑			59th	38th
Expected Standard Mathematics	-7	4↑			20th	18th
Greater Depth Reading	-6	5↑			21st	16th
Greater Depth Writing	-5	4↑			30th	16th
Higher Standard Mathematics	-5	7↑			11th	7th
KS2						
Expected Standard Reading	+1	5↑			13th	16th
Expected Standard Writing (TA)	-10	=			54th	70th
Expected Standard Mathematics	-4	7↑			25th	13th
Expected Standard Reading/Writing/Maths	-6	4↑			31st	32nd
High Score Reading	+1	5↑			19th	22nd
Greater Depth Standard Writing (TA)	-4	5↑			48th	16th
High Score Mathematics	-2	10↑			15th	7th
Higher Standard Reading/Writing/Maths	-3	4↑			19th	5th
Progress Score Reading	-0.8	0.7↑			11th	34th
Progress Score Writing	-0.4	0.3↑			32nd	60th
Progress Score Mathematics	-0.1	1.5↑			12th	13th
KS4						
Attainment 8 Score	+0.4	4.7↑			16th	19th
Progress 8 Score	-0.3	0.52↑			3rd	2nd
Grades 9-4 in English and maths	+3	7↑			33rd	21st
English Baccalaureate	+1	11↑			15th	20th
KS5						
Average points per entry (A level)	+5.35	0.39↑			61st	61st
Average points per entry (Applied General)	+48	3.26↑			58th	32nd
Exclusions						
Permanent Exclusions – primary*	=	0.01↓			36th	1st
Permanent Exclusions – secondary*	-0.17	0.03↓			21st	39th
Permanent Exclusions – special*	-0.27	0.03↓				1st
Fixed Term Exclusions – primary*	-0.25	0.33↓			47th	21st
Fixed Term Exclusions – secondary*	-1.5	43.79↓			25th	6th
Fixed Term Exclusions – special*	+8.27	17.63↑				107th
Attendance						
Absence - primary	-2.1	0.3↑			25th	
Absence – secondary	-2.5	1.5↑			4th	
Absence – special	-3.4	0.5↓				
Persistent Absence - primary	+9.8	1.1↓			20th	
Persistent Absence – secondary	+11.4	5↓			7th	
Persistent Absence – special	+4.5	0.3↓				

There has been no published data for primary phase outcomes (with the exception of the phonics screening check for year 2 pupils) since 2019. Whilst secondary outcomes were published at headline level in 2020 and 2021, there can be no comparison between those figures and those from before the pandemic. Therefore,

2019 has been chosen as the year to compare 2022 performance with because that was the last year fully unaffected by the pandemic.

Arrows/plus or minus signs indicate performance relative to performance in 2019 (the 'Compared to 2019' column); or in comparison with national performance (in the 'Compared to National 2022' column). Please note that in the majority of cases upward arrows are positive, but in the case of exclusions and persistent absence relative to 2019 or national data, downward arrows indicate positive performance.

*Please note that the rankings and quartile performance for exclusions data is for the Autumn 2021 only as data combining all three terms is not 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. Aspects of attendance and exclusions are the areas of where Merton is below national averages.
- National rankings continue to be strong in particular in the progress measures at KS2 for reading and maths, and for GCSE.
- Merton's performance has dropped in most primary phase indicators in comparison with pre-pandemic performance (as has happened nationally), but risen in most secondary phase indicators (again mirroring the national picture).
- 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 2022/23

School Improvement

a) 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) Aspire to securing outstanding for outcomes within a graded inspection for all schools currently judged to be outstanding and for currently good schools

c) Continue to support school senior and middle leaders to prepare for inspection under the 2019 Ofsted Framework for Inspection.

d) Support and challenge schools to ensure strong leadership of SEN and staff confidence in the resources within the school and local authority SENDIS and LBL teams to meet the needs of more SEND pupils in a mainstream setting

e) Involve schools, alongside local communities, in marking the 75th anniversary of Windrush and the themes that this significant milestone highlights, for example:

- identifying inequalities in academic outcomes and raising pupils' academic achievement
- celebrating diversity and inclusion through an inclusive curriculum
- being ambitious for a cultural capital to enrich life and educational aspiration for all and particularly Black and ethnic minority pupils

f) Ensure ATTAIN continues to provide strong local collaborative leadership, addressing local priorities effectively and continue to work in partnership with Teaching Hubs, Wandle, MSTA and Merton school leaders

g) Ensure that safeguarding vigilance is a strength of our schools and that they work effectively with the Hub and Early Help

Early Years

a) Continue to work with strong local providers to support schools to improve early language development

b) Continue to close the attainment gap so that similar proportions of boys and girls achieve a Good Level of Development

c) Narrow the gap for children eligible for Free School Meals and improve outcomes for Black/African/ Caribbean and Asian/Asian British children

Primary Phase

a) Further embed and improve primary writing outcomes at Key Stage 1 and Key Stage 2, especially for boys.

b) Further improve outcomes in the phonics screening check for boys, disadvantaged and Black pupils

c) Support schools in addressing the oracy needs of pupils post-pandemic through support for schools including training and sharing examples of good practice

d) Support schools to continue to embed a mastery approach to the teaching of mathematics which is inclusive of SEND pupils

e) Improve outcomes for Black Caribbean and Black African pupils at all key stages and analyse the achievement of each of those groups separately.

f) Further support schools to strengthen their pupil premium strategies and narrow the gaps for disadvantaged pupils.

g) Continue to support leaders in their delivery of a broad and rich curriculum and further develop the skills of middle leaders in the foundation subjects, in sequencing content and supporting class teachers to help children retain key knowledge and apply it to their new learning

Secondary Phase

a) Ensure all Merton secondary schools remain good or outstanding.

b) Support pupils in Y7 who have not met the standard for reading at the end of KS2, building on the primary phase fluency projects, ensuring these strategies for developing reading fluency are used by teachers across the curriculum not just in English lessons.

c) Sustain the focus on improving outcomes for the most able pupils post 16 so that the proportions achieving the higher A level outcomes continue to improve.

d) Narrow the gaps for key groups at KS4: disadvantaged pupils, pupils in receipt of SEN support and Black pupils and those of mixed heritage.

e) Focus on SEND NEET post 16 and set up a SEND employability forum.

Inclusion

a) To work with special schools to address lower attendance and higher suspension (fixed term exclusion) rates

b) To work with all schools to implement the Government's proposed new attendance guidance prior to full implementation in September 2023 in particular focus on developing an approach to severe absence

c) To develop an offer for emotionally based school avoidance in line with the I-thrive model

d) To develop an approach across all school support services to build ordinarily available SEND capacity in schools.

e) To establish a new site for Merton Medical Education Service to expand the offer to children out of school due to their medical needs

2. Ofsted Outcomes and School Improvement

Ofsted Overall Effectiveness : 31 August % of schools graded good or better
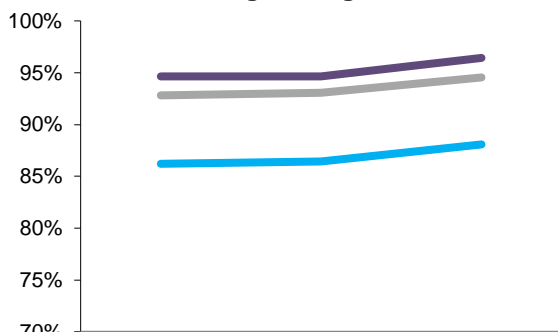
	2020	2021	2022
National	86%	86%	88%
London	93%	93%	95%
Merton	95%	95%	96%

Ofsted Overall Effectiveness : 31 August % pupils in schools graded good or better
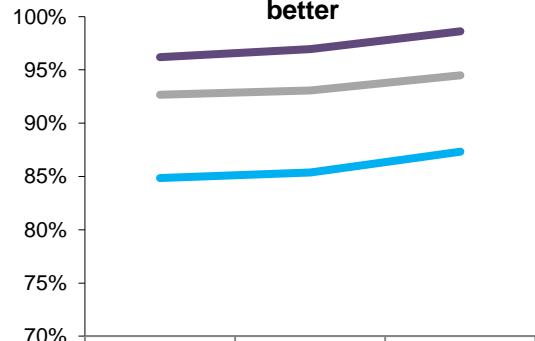
	2020	2021	2022
National	85%	85%	87%
London	93%	93%	94%
Merton	96%	97%	99%

School Ofsted: Overall Effectiveness - August

	Outstanding	Good	Requires Improvement	Inadequate
Merton	25%	71%	2%	2%
London	28%	66%	4%	1%
National	18%	70%	9%	3%

2.1   The proportion of schools judged to be good or better in Merton rose from 95% to 96% 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 44% of secondary schools judged as outstanding (well above national and London averages). Two out of the three special schools are judged as outstanding; 34% of special schools nationally are judged outstanding. Two of the Borough's 44 primary schools were not yet judged to be good or better as of August 2022. This means that 95% of primary schools were judged to be good or better at that point, which is above the national average of 89% for this educational phase.   Where a school is not yet judged to be good or better, or where LA monitoring or school self-evaluation would identify there is a risk that a school would be judged as less than good the next time they are inspected, they are supported and challenged as per the LA's school improvement strategy (please see Appendix C for details).

2.2   The proportion of *pupils* in schools judged to be good or better rose by two percentage points to 99%, which is above both the national and London averages.

2.3   During 2021/2022, ten LA maintained schools and academies in Merton were inspected. This is a lower number than in usual years, with Ofsted's ability to inspect still affected by the pandemic during this

year. All were judged to be at least good. Ursuline High School and St Mary's RC Primary School were both judged to good through a graded inspection; Links Primary School, Joseph Hood Primary School, William Morris Primary School, Pelham Primary School and St Teresa's Primary School all retained their good judgements through 'ungraded' inspections (Section 8); The Priory Primary school retained its good judgement in an ungraded inspection and would receive a graded inspection in the following academic year; West Wimbledon moved to a good judgement (having previously been judged to require improvement); and Rutlish School retained its outstanding judgement in an ungraded inspection, but will receive a full inspection within a year.

2.4   Where schools were judged to be good or better, strengths highlighted in the reports included the following:
- Pupils are proud of their school. They confidently explain how their school values encourage them to make the right choices.
- Leaders are ambitious for all pupils. Every pupil has access to the school's broad and rich curriculum.
- Pupils talk in detail about their learning and what they know and remember.
- Pupils achieve very well across the curriculum.
- Pupils have many opportunities to learn beyond the classroom.
- This is a happy school that sits at the heart of the community.
- Leaders celebrate individuality and diversity through their vision of 'strength through difference'.
- Staff have high expectations of pupils. This includes pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils.
- Governors and leaders pay great attention to pupils' well-being. Pupils show respect and kindness towards each other.
- Pupils behave exceptionally well. On the rare occasion that there is any off-task behaviour, staff deal with it swiftly and effectively.

2.5   Next steps for improvement included the following:
- In a few cases, aspects of the school's curriculum intent and implementation are not embedded securely and consistently.
- Sometimes, teaching does not identify and revisit the knowledge and concepts that pupils need to be secure with.
- On occasion, some weaker readers are given books that contain sounds with which they are not confident. This means that they are not able to practise reading with fluency.
- Planning in a few subjects is not fully broken down into steps that support teachers to plan effectively.
- Sometimes, pupils with SEND do not get enough individual support during whole class sessions to be clear about their learning.
- In some subjects, middle leaders are in early stages of development and receiving support from senior leaders.

2021/22 School Improvement priorities, impact, and key actions taken

2.6

> **Priority:**
> Following the resumption of Ofsted inspections in September 2021, to continue to ensure all schools are judged to be at least good when inspected by Ofsted.
>
> **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 in Appendix C).
> Support and Challenge Groups were put in place for all LA maintained 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.
>
> **Impact:**
> All schools inspected during the year achieved at least a good judgement.
> All three schools which had Support and Challenge groups in place and which were also inspected by Ofsted during the year received at least good judgements.

2.7

> **Priority:**
> To maintain the ambition that as many schools as are able should be judged outstanding by Ofsted, including by supporting schools currently judged as outstanding, and particularly those that have not been inspected for many years, to prepare for inspection.
>
> **Action taken to secure improvement:**
> The achievement of an outstanding judgement is now much harder under the current inspection framework, with Ofsted's stated aim that it expects there to be fewer outstanding schools as a result of changed criteria.
> 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.
>
> **Impact:**
> Ursuline High School achieved outstanding judgements for 'Behaviour and Attitudes', 'Personal Development' and for its 6th form. St Mary's Primary School achieved an outstanding judgement for 'Behaviour and Attitudes'.

2.8

Priority:
In line with Merton's SEND Strategy, and underpinned by the Safety Valve plan, enable schools to support pupils with SEND to achieve the best outcomes in the least restrictive environment.

Action taken to secure improvement:
Significant work was undertaken in the area of SEND across the Local Authority during 2021/22, and this has been regularly reported to the Children and Young People's Overview and Scrutiny Committee. In particular the Council's investment in additional capacity has meant that SENDIS and School Improvement teams have been better able to support teachers and leaders in schools.
The Merton SENCO forums (for schools, and for Early Years settings) are regularly well attended, with well-planned agendas, overseen by the SENCO working group, and which address the needs of pupils and schools. Schools are able to access a rich range of Professional Development opportunities provided by the LA and by MSTA.

Impact:
Outcomes for pupils with SEND remain strong in comparison with similar groups nationally at statutory points of assessment, and in most cases are above national averages.
This work will continue in 2022/23 and beyond in line with the expected publication of the Government's response to its Green Paper consultation, and the aims of objectives of Merton's SEND Strategy (which will be refreshed in 2023).

2.9

Priority: In the context of the Covid-19 pandemic, to focus on the wellbeing of pupils, staff and leaders.

Action taken to secure improvement:

The arrangements established during the pandemic - for ensuring up to date communication, information sharing and identifying where school leaders were experiencing significant pressures – were sustained in 2021/2022. There were brief weekly meetings of primary cluster headteacher representatives and of secondary heads when they could hear ongoing updates from Public Health about local infection rates, outbreaks and the pupil vaccination programmes. There was a continuation of a regular email (gradually moving from daily to weekly) so that national pandemic guidance from the DfE and Public Health were immediately accessible.

The role of MEP Inspectors, have well-established links with headteachers and Chairs of Governors in their group of schools, continued to be important in sharing concerns and pressures with the Education Senior Leaders.

Regular meetings with and support for school Mental Health leads enabled schools to maintain a focus on pupil and staff wellbeing. All schools are part of a Mental Health in Schools cluster. These cluster meetings, plans and support have focused in the wellbeing of children and staff. Many schools included this as a priority within their school development plans.

Impact:

School leadership sustained their focus on school improvement, standards and the return to statutory assessments and tests, and on inspection readiness, whilst managing high levels of staff absence and the impact upon coverage of classes and keeping the school open for all pupils. Schools deployed specialist trained staff, including ELSAs and mental health leads, to ensure that pupils' mental health and their anxieties about returning to school were identified and school-based and external support matched to needs.

2.10

Priority: Equalities:
- To maintain the momentum in relation to race equality in Merton schools.
- To support schools in developing their strategies to promote diversity, particularly listening to pupils and acting on the outcomes and developing monitoring systems.
- To maintain the momentum addressing race equality in schools, and to promote all aspects of equality in line with the Equality Duty

Action taken to secure improvement has included:
The **Black Lives Matter and Equalities Forum** met every half term throughout the academic year and have had presentations by Merton school leaders, pupil groups and external guest speakers.
The **Equality Adviser** has led termly network meetings for school Equality Leads
A **Conference for Merton secondary pupils** was held in autumn term 2021 and there were further meetings with a representative group of pupils which resulted in the publication of a manifesto shared with the Black Lives Matter and Equalities Forum
An end of year **Race Equality conference for Merton school staff** attended by Cllr Sally Kenny and Cllr Usaama Kaweesa with key note speakers Laura Henry-Allain MBE and Professor Paul Miller PhD. Workshops included 'From powerful protests to Champions of change' – Headteacher Alison Jerrard and Pupil cultural Ambassadors, Richards Lodge High School - and by Viv Grant – Integrity coaching
Equaliteach training for school governors that has covered **'unconscious bias'** and actions governor panels can take to mitigate the degree to which bias influences decisions made in recruitment, progression and disciplinary decisions.

Impact:
Evaluative feedback from forum members confirmed that the forum had provided:
- access to a wider range of 'voices' leading training who spoke on Equalities from their lived experiences and from a highly qualified professional and/or or academic background
- research-led influence on work in schools and services including the way colleagues interact and engage with parents and young people
- the work of The Black Curriculum had provided challenged thinking and improved curriculum intent although pace and impact had been variable and limited by the capacity of the external team to fulfil demand
Through the Equalities Network
- school staff have learnt about new EDI initiatives and current knowledge around different protected characteristics
- have shared good practice opportunities

Networks for school leaders – Equalities, Inclusion and Diversity (EID); Pupil Premium; English as an additional language
The termly EID network meetings provide school leaders with updates on statutory advice and guidance, reference to the LA Black Lives Matter and Diversity strategy, advice from external organisations, liaison with local agencies and partners, exemplification of current good practice and current research nationally and locally, access to resources.
The agendas for the termly **EAL network** meeting have included a focus on new arrivals and assessment of EAL progress. Themes covered this year have included Understanding EAL pupils, Recognising the key characteristics of English language learners to best shape provision, the fundamentals of effective teaching for EAL pupils in mainstream classes, Practical tips to adapt lessons to meet the needs of EAL pupils.
The termly **Pupil Premium (PP) network** provides opportunities to network with other Secondary PP leads and discuss good practice for evaluating the evidence of the effectiveness of the PPG in school. The Network reviews the impact and effectiveness of a range of activities and strategies widely used nationally and locally to diminish the difference between those entitled to PP and Others.

2.11

Priority:
In preparation for the education White Paper in 2022, to ensure that partnership working through Attain, and with the new teaching School Hub, the Merton Special Training Alliance and Teach Wimbledon, provides strong strategic direction for schools in Merton.

Action taken to secure improvement:
Partnership work continues to flourish both to support recruitment of teachers and to provide excellent professional development opportunities as part of the DfE golden thread of career development in teaching.

Teach Wimbledon is a partnership of 16 schools across Merton: 6 secondary schools (Ursuline, Ricards Lodge, Wimbledon college, Rutlish, Raynes Park and St. Marks Academy) and 10 primary. Teach Wimbledon works alongside the University of Roehampton and Merton, to deliver routes into teaching through the offer of a high-quality training programme delivered at the University, in host schools and through a complementary training programme delivered by the Merton School Improvement Team. As the accrediting body for trainees at Teach Wimbledon, the University of Roehampton has a strong and well-established relationship. As our local university, many trainee students, PGCE students and teachers come from Roehampton. Merton accesses support from Roehampton in the development of its school training programme, offering particular support for curriculum development.

A number of schools have now started to access routes into teaching through the use of the apprenticeship levy. Currently this partnership is focused with Coventry University, but this is likely to expand in the future to other providers.

The school improvement team has a close working relationship with the newly established Wandle Teaching Hub. Staff from both Merton schools and the school improvement team support in delivering work on behalf of the Maths Hub, English Hub and locally facilitated ECT programme.
Access to a wider range of NPQ courses, delivered through the Wandle Teaching Hub has enhanced the offer and career progression of many teacher in Merton.

Attain has commissioned and funded the following initiatives:
- Roehampton University deliver **subject leader seminars for foundation subjects** including RE, Art & Design, IT, Science, Design and Technology. Sessions delivered between February-May 2022 were well attended, with over 30 schools in attendance.
- **School Business Managers working group with a focus on mentoring,** training and succession planning, apprenticeships Financial Support Benchmarking
- **Herts for Learning Reading Fluency Project** involving central training by the Herts for Learning consultants, 3 Merton specialists delivering the mid-project training and carrying out early support visits.
- **NQT +1 programmes** for those whose induction and early teaching experience had been severely disrupted by the pandemic. Training was delivered by our training partners **MSTA** (Primary) and Teach Wimbledon (Secondary). Ofsted have also stressed the importance in prioritising the professional development of this group of teachers who have been impacted by the pandemic and also are not able to access the ECF programme.

Impact:
Teach Wimbledon provides a strong local network of support ensuring all trainees are successful in finding teaching places at the end of the programme, with the vast majority securing places in Merton schools.

Teach Wimbledon provides the largest cohort of trainees working with the University of Roehampton and over the last 6 years the number of applicants has increased year on year – with 44 applications in

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2019 - 2020, to 124 in 2021 – 2022. The impact of Merton's partnership with Teach Wimbledon has included:

- Increases in applicants for non-salaried places on the Teach Wimbledon programme.
- Securing staff for shortage places in secondary school – including science and MFL.
- Providing a wider set of routes to access 'getting into teaching'.

The new ECT programme, supported through the Wandle Teaching Hub, has ensured continuity of delivery for new teachers entering the profession. The new National Professional Qualification programme, supported through the Wandle Teaching Hub, has ensured a nationally recognised suite of courses to support leadership opportunities with Merton schools.

School Improvement Priorities for 2022/23

a) 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) Aspire to securing outstanding for outcomes within a graded inspection for all schools currently judged to be outstanding and for currently good schools

c) Continue to support school senior and middle leaders to prepare for inspection under the 2019 Ofsted Framework for Inspection.

d) Support and challenge schools to ensure strong leadership of SEN and staff confidence in the resources within the school and local authority SENDIS and LBL teams to meet the needs of more SEND pupils in a mainstream setting

e) Involve schools, alongside local communities, in marking the 75th anniversary of Windrush and the themes that this significant milestone highlights, for example:
   - identifying inequalities in academic outcomes and raising pupils' academic achievement
   - celebrating diversity and inclusion through an inclusive curriculum
   - being ambitious for a cultural capital to enrich life and educational aspiration for all and particularly Black and ethnic minority pupils

f) Ensure ATTAIN continues to provide strong local collaborative leadership, addressing local priorities effectively and continue to work in partnership with Teaching Hubs, Wandle, MSTA and Merton school leaders

g) Ensure that safeguarding vigilance is a strength of our schools and that they work effectively with the Hub and Early Help

3. Achievement of Merton Pupils

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

3.1.1   Early Years Foundation Stage Profile (EYFSP) statistics report on teacher assessments of children's development at the end of the early years foundation stage (EYFS), specifically the end of the academic year in which a child turns 5. This is typically the summer term of reception year.

3.1.2   The main purpose of the profile assessment at the end of the EYFS is to support a successful transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and year 1 teachers. This should inform year 1 teachers about each child's stage of development and learning needs and help them to plan the year 1 curriculum to meet the needs of all children. The EYFS profile is also used to inform parents about their child's development.

3.1.3   The assessment framework, or EYFS profile, consists of 17 early learning goals (ELGs) across 7 areas of learning. Practitioners are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do.

3.1.4   The ELGs are grouped into three 'prime' areas: Communication and Language; Physical Development; Personal, Social and Emotional Development. Assessments are also made in the areas of LIteracy, Maths, Understanding the World, and Expressive Arts and Design.

3.1.5   Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level in the ELGs within the three prime areas of learning and the specific areas of mathematics and literacy. This helps teachers and parents to understand broadly what a child can do in relation to national expectations.

3.1.6   For each ELG, teachers must judge whether a child is: meeting the level of development expected at the end of the EYFS (expected); or not yet reaching this level (emerging) The ELGs are based on typical child development at the age of 5, so most children are likely to meet the 'expected' level of development. Teachers should use their professional knowledge of the child to decide whether each ELG description best fits the child's learning and development.

3.1.7   Local Authorities no longer have a statutory duty to moderate teacher assessment in a proportion of schools each year. Moderation of EYFS profile assessments is expected to be a collaborative process and schools often arrange to work together so that Early Years teachers can share experiences and develop their assessment skills.

3.1.8   This is the first publication of EYFS statistics since the 2021/22 EYFS reforms were introduced in September 2021. As part of those reforms, the EYFSP was significantly revised. The DfE has therefore confirmed that it is not possible to directly compare 2021/22 assessment outcomes with earlier years.

3.1.9   These are also the first published statistics since 2018/19, as the 2019/20 and 2020/21 data collections were cancelled due to coronavirus (COVID-19). During the academic year when this 2021/22 cohort was in Reception class, schools locally and nationally were still experiencing infection outbreaks, often significant pupil and staff absences and, in some schools, closures of year groups for a period of days. This cohort of children will have experienced interruptions to the provision of their EYFS entitlement and their opportunities to develop socially and emotionally.

EYFSP - headline performance information

Percentage of Children Achieving a Good Level of Development

	2018	2019	2022
■ Merton	73.5%	75.5%	69.0%
□ London	73.8%	74.1%	67.8%
□ National	71.5%	71.8%	65.2%
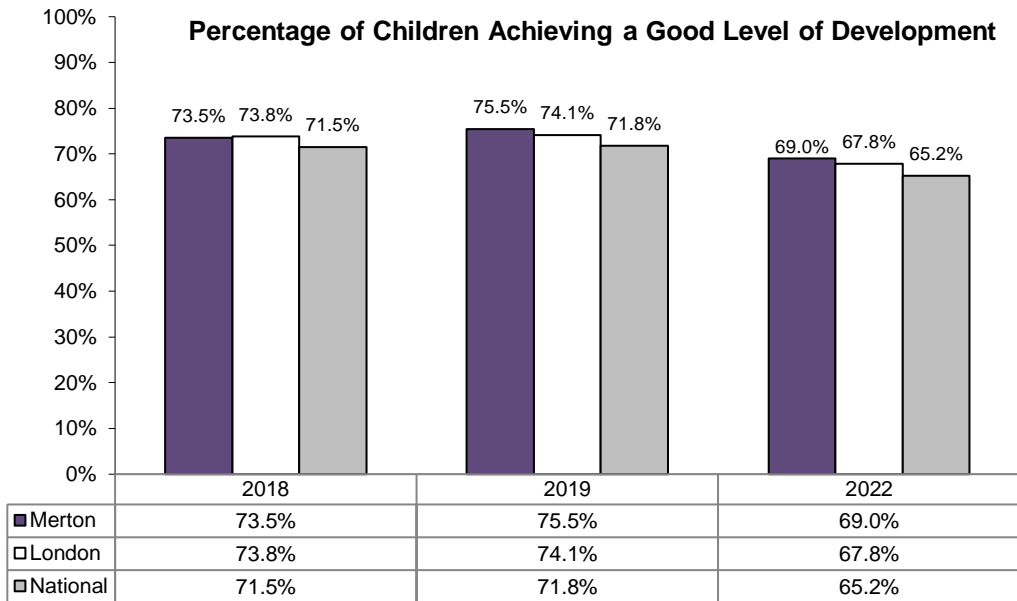
3.1.10   The proportion of children in Merton schools achieving a Good Level of Development in 2022 is 3.8 percentage points above the national average and broadly in line with the London average. The significant dip in national, London and Merton percentages of pupils at GLD in 2021/2022 compared with the last two years in which there was published data (in the region of 6.6ppts to 6.3 ppts) reflects the unique circumstances this cohort of pupils experienced in Nursery and Reception as well as the changes in how their achievement was assessed and reported.

EYFSP - main pupil groups and analysis

Contextual Groups	Number of children	% achieving a good level of development			% at expected level across all Early Learning Goals		
		Merton	London	National	Merton	London	National
All Pupils	2226	69%	68%	65%	68%	66%	63%
Gender							
Female	1086	75%	74%	72%	74%	72%	71%
Male	1140	64%	62%	59%	62%	59%	57%
Gap		11%	12%	13%	12%	13%	14%
Free School Meals							
Free School Meals	386	55%	56%	49%	54%	54%	47%
All other pupils	1840	72%	70%	69%	71%	68%	67%
Gap		17%	-14%	-20%	17%	-14%	-20%
Special Educational Needs (SEN)							
No Special Educational Needs	1955	76%	74%	71%	75%	72%	69%
SEN Support	162	25%	26%	23%	24%	25%	22%
SEN (with Statement or EHC plan)	66	2%	5%	4%	2%	4%	3%
Ethnic Group							
White	1158	71%	70%	66%	70%	68%	65%
Asian/Asian British	451	70%	71%	65%	70%	68%	62%
Black/African/Caribbean/Black British	201	62%	62%	61%	62%	60%	58%
Mixed/multiple ethnic groups	300	74%	71%	67%	74%	69%	65%
Other ethnic group	53	57%	59%	55%	55%	57%	53%
Unclassified	63	37%	51%	50%	35%	49%	48%

Closing the gap: Free School Meals
% Good Level of Development
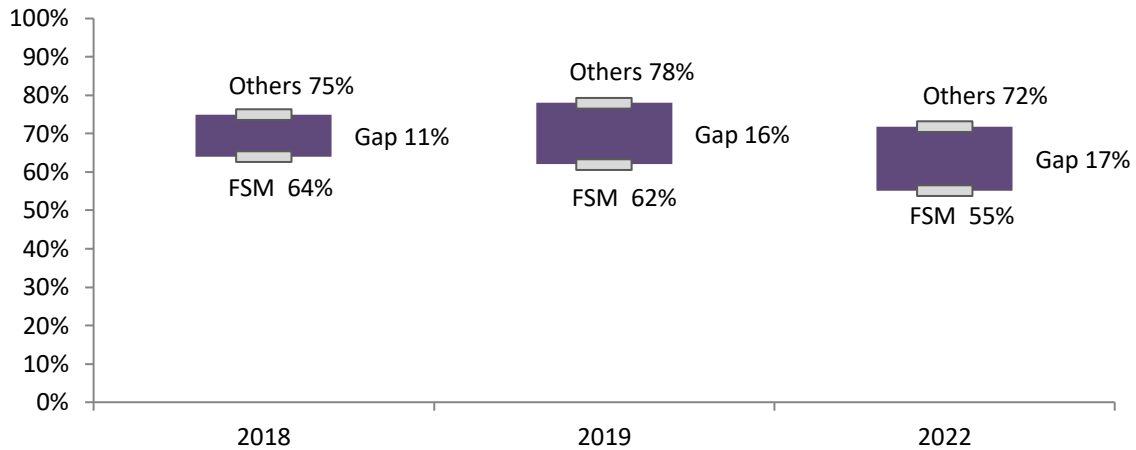
3.1.11   At the GLD performance measure, girls achieve broadly in line with and boys slightly above the London averages; the gap between the achievement of girls and boys is similar. It is a similar picture with regard to the proportion of girls and boys achieving the expected level across all the ELGs.

3.1.12   In 2022 the percentage of children eligible for Free School Meals (FSM) achieving a GLD has fallen by 7ppts compared with the last published results in 2019 and the performance of their non-FSM peers (Other) has fallen by 6ppts. The gap between FSM and Other pupils has widened very slightly and is

3ppts wider than the London FSM/Other gap. Narrowing this gap remains a priority for improvement in 2022/2023.

3.1.13   The performance of Merton children in receipt of SEN support is similar to the London average but the performance of pupils with EHCPs is 3 percentage points below.

3.1.14   The ethnic groups with the largest representation of pupils in the Merton EYFSP, (White British, Asian/Asian British, Black African Caribbean/Black British, Mixed/Multiple Ethnic Groups) outperformed children of the same ethnic heritage nationally and in line with their London peers, with the exception of Black Caribbean pupils where performance was in line with both the London and national averages.

2021/22 Early Years priorities, impact, and key actions taken

These priorities were set before the 2021/2022 EYFS Reforms and the identification of a pandemic.

3.1.15

Priority:
To continue to support schools in the development of the new EYFS requirements, maintaining a focus on early language development post pandemic.

Action taken to secure improvement:
EYFS leaders' termly seminars included a focus on the roll-out of the new EYFS Profile using examples of those who were Early Adopters. Strong EYFS practice, identified by MEP Inspectors, was disseminated through the Early Years Adviser. Support continued through remote meetings with priority schools.

Impact:
Early Years leaders have an enhanced understanding of planning and delivery of the EYFS Profile.

3.1.16

Priority:
To support schools with the EYFS statutory assessment requirements, including the use of exemplification material once this is produced by the DFE.

Action taken to secure improvement:
The Early Years Adviser and LA Primary Assessment lead worked alongside Early Adopters to lead training for EYFS leaders with a particular focus on assessment arrangements.
The Early Years Adviser supported Early Adopters and cluster groups in their moderation of EYFS teacher assessment and in developing their understanding of new thresholds.

Impact:
SIMS assessment forms are in line with the new EYFS profile.

3.1.17

Priority:
To continue to work with both FS leaders and subject leaders in KS1 and KS2 to improve the subject knowledge required in the early years of education so that pupils move to KS1 with the prerequisite skills needed to make progress in the primary phase

Actions taken to secure impact:
An increased focus on early reading and the adoption of recognised systematic synthetic phonics programmes (SSPs) has ensured an increased focus on language development. Many Merton schools are currently accessing the Little Wandle Letters and Sounds Phonics Scheme, including guidance on the delivery of 3 reading focused sessions during the week. Divided into comprehension, prosody and decoding, pupils are supported in a deepening of their vocabulary as matched books are used during these sessions.
Early Years training has also encouraged greater use of funded and researched programmes focusing on vocabulary acquisition. Schools continue to access the funded NELI programme and others such as the Shrec, Education Endowment Foundation resources, strategies to focus on high quality – high impact adult interactions.

Impact:
Overall impact has seen LA averages for the communication strand within the EYFS profile above national averages (LA at 82.4% National at 79.5%).
There is a greater awareness and planning by all EYFS Subject Leaders in accessing resources to support early vocabulary acquisitions, which is supported through visits to priority schools by LA Early Years Advisers.

Early Years Priorities for 2022/2023

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

b)   Continue to close the attainment gap so that similar proportions of boys and girls achieve a Good Level of Development

c)   Improve outcomes for children eligible for Free School Meals; and for Black Caribbean, Black African and Black British children.

Year 1 Phonics Screening Check: performance information and analysis

3.2.1   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.

3.2.2   These are the first year 1 phonics screening check statistics since 2019, after assessments were cancelled in 2020 and 2021 due to the pandemic. Although phonics screening tests were undertaken in Autumn 2020 and Autumn 2021, this was for year 2 pupils and the data has not been published.

3.2.3   These statistics cover the attainment of year 1 pupils who took the assessments in summer 2022. These pupils experienced unprecedented disruption to their learning during the pandemic.

Year 1 Phonics - headline performance information and analysis

Percentage of Children meeting the required standard of phonics decoding

	2018	2019	2022
Merton	85%	83%	80%
London	85%	84%	78%
Outer London	85%	84%	78%
National	82%	82%	75%
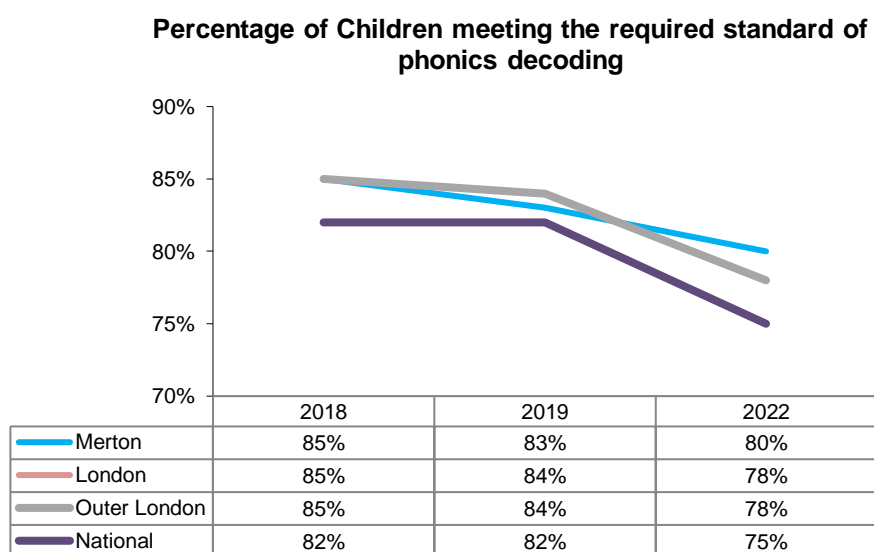
3.2.4   80% of pupils reached the expected standard for phonics decoding in Merton, this is slightly above London and above national averages. Although Merton outcomes represent a drop of three percentage points since 2019, this is less of a decline than for London (6 percentage points) and nationally (7 percentage points).

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	2064	80%	78%	75%
Gender				
Female	980	82%	81%	79%
Male	1084	78%	75%	72%
Gap		4%	6%	7%
Disadvantaged				
Disadvantaged pupils	480	69%	69%	62%
Non disadvantaged	1584	83%	81%	79%
Gap		14%	-12%	-17%
Special Educational Needs (SEN)				
No Special Educational Needs	1716	87%	85%	82%
SEN Support	223	52%	52%	44%
SEN (with Statement or EHC plan)	84	40%	24%	19%
Ethnic Group				
White	1053	81%	79%	76%
Asian	447	85%	82%	79%
Black	198	71%	75%	76%
Mixed	254	83%	80%	77%
Any other ethnic group	44	75%	74%	71%
Unclassified	68	53%	59%	54%

* *Disadvantaged is FSM*

Closing the gap: Free School Meals
% meeting the required standard of phonics decoding

- 2018: Others 87%, Disadv 74%, Gap 13%
- 2019: Others 85%, Disadv 72%, Gap 13%
- 2022: Others 83%, Disadv 69%, Gap 14%
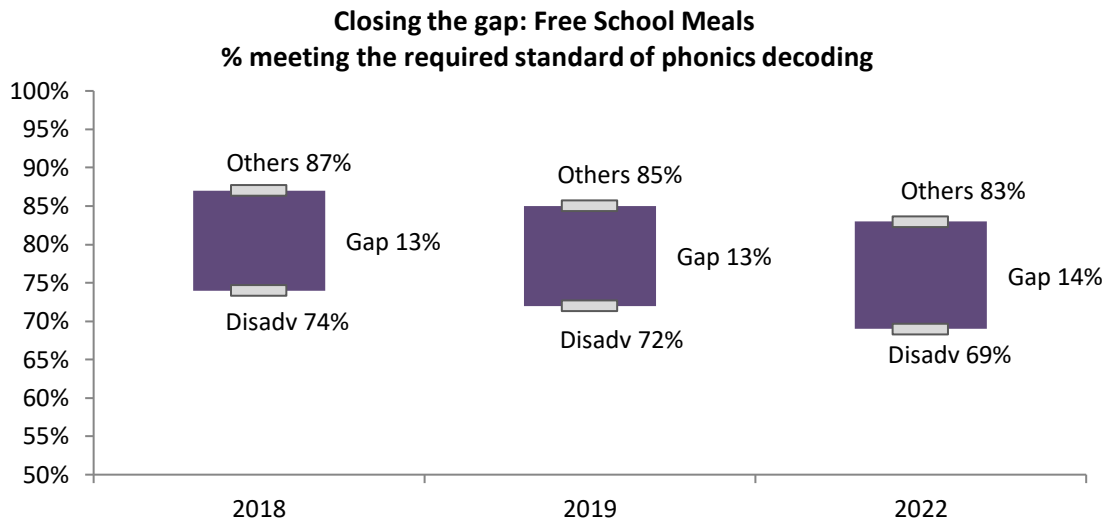
3.2.5   The performance of girls is broadly in line with the London average and the performance of boys is six percentage points above national and three above the London average. The gap between boys and girls is four percentage points (smaller than the gaps seen nationally and locally).

3.2.6   Outcomes for both disadvantaged and non-disadvantaged pupil groups have decreased by 5 ppts and 4ppts respectively since 2019; outcomes for disadvantaged pupils continue to be below their non-disadvantaged peers – a gap of 14%. Since 2019 the gap has increased slightly. In 2022 the

performance of disadvantaged pupils is in line with the London average and above the national. Non-disadvantaged pupils' performance is two percentage points higher than London and therefore the gap between disadvantaged pupils and their non-disadvantaged peers is two percentage points greater than London but smaller than the national gap.

3.2.7   The gap between pupils eligible for SEN support and their peers remains very wide (35 percentage points). It is narrower than the gap seen nationally but in line with London. 40% of pupils with EHCPs reached the expected standard in the phonics screening check, which is significantly higher (16 percentage points) than the same cohort in London and 21 ppts above national.

3.2.8   The largest ethnic groups are White, Asian, Black and the Mixed ethnic group, with Asian pupils outperforming all other groups in Merton. The performance of each of these ethnic groups exceeded the averages for the same groups nationally, except for the group identified as Black pupils. The percentage of Black pupils reaching the expected standard in the phonics screening check is four percentage points less than London and five ppts less than the national group. Raising outcomes for Black pupils is a priority for 2022/2023 and further consistent analysis of the data is required.

Key Stage 1: performance information and analysis

3.3.1   These are the first key stage 1 attainment statistics since 2019, because assessments were cancelled in 2020 and 2021 due to the pandemic. These statistics cover the attainment of year 2 pupils who took these assessments in summer 2022. These pupils experienced disruption to their learning during the pandemic.

3.3.2   Teacher assessment judgments in reading, writing, maths and science are reported for each pupil at the end of key stage 1 (typically aged 7). Teacher assessments are based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts. Pupils are assessed relative to the 'Expected Standard', in reading, writing and mathematics. Pupils are judged to be working:

- towards the expected standard;
- at the expected standard; or
- at greater depth

KS1 - headline performance information and analysis

Key Stage 1 Attainment: Reading

	2018	2019	2022
Expected Standard National	75%	75%	67%
Expected Standard Outer London	78%	77%	70%
Expected Standard London	78%	77%	70%
Expected Standard Merton	78%	79%	71%
Greater Depth National	26%	25%	18%
Greater Depth Outer London	29%	28%	22%
Greater Depth London	28%	28%	22%
Greater Depth Merton	29%	29%	23%

Key Stage 1 Attainment: Writing

Expected Standard

Greater Depth

	2018	2019	2022
Expected Standard National	70%	69%	58%
Expected Standard Outer London	73%	72%	62%
Expected Standard London	73%	73%	63%
Expected Standard Merton	71%	70%	60%
Greater Depth National	16%	15%	8%
Greater Depth Outer London	19%	18%	11%
Greater Depth London	19%	18%	12%
Greater Depth Merton	18%	17%	12%

Key Stage 1 Attainment: Maths

Expected Standard

Greater Depth

	2018	2019	2022
Expected Standard National	76%	76%	68%
Expected Standard Outer London	79%	79%	71%
Expected Standard London	79%	78%	71%
Expected Standard Merton	78%	79%	72%
Greater Depth National	22%	22%	15%
Greater Depth Outer London	26%	26%	20%
Greater Depth London	25%	25%	20%
Greater Depth Merton	26%	27%	22%

3.3.3 In reading and in maths performance remains broadly in line with London averages at both the expected standard and greater depth, and performance continues to be well above national averages. Performance in writing is above the national average, but is in line with or below London averages. However post-pandemic, in each subject, performance at the expected standard and at greater depth has fallen in Merton, mirroring the trend in London and nationally. This reflects the disruption to pupils' learning caused by the pandemic.

3.3.4   The greatest drop has been in writing where the percentage of pupils reaching the expected standard fell by ten percentage points, as in London, whilst nationally there was an eleven percent fall. At Greater Depth, outcomes fell by five percentage points in Merton in comparison with six percentage points nationally.

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	2255	71%	70%	67%	60%	63%	58%	72%	71%	68%
Gender										
Female	1042	75%	74%	71%	66%	68%	64%	72%	71%	67%
Male	1213	68%	67%	63%	54%	57%	52%	72%	71%	68%
Gap		7%	7%	8%	12%	11%	12%	0%	0%	-1%
Disadvantaged										
Disadvantaged	521	58%	59%	51%	44%	50%	41%	57%	59%	52%
All other pupils	1734	75%	74%	72%	64%	67%	63%	76%	75%	73%
Gap		17%	15%	21%	20%	17%	22%	19%	16%	21%
Special Educational Needs (SEN)										
No Special Educational Needs	1818	81%	78%	75%	69%	71%	66%	81%	79%	75%
SEN Support	300	39%	39%	30%	21%	29%	20%	39%	42%	33%
SEN (with Statement or EHC plan)	100	19%	13%	12%	12%	9%	7%	22%	16%	14%
Ethnic Group										
White	1106	74%	71%	67%	61%	62%	57%	75%	72%	68%
Asian	519	72%	74%	69%	65%	68%	62%	77%	76%	71%
Black	224	65%	69%	67%	51%	60%	59%	61%	66%	64%
Mixed	278	71%	73%	70%	57%	65%	60%	69%	72%	69%
Any other ethnic group	68	63%	62%	59%	49%	55%	52%	62%	65%	62%
Unclassified	60	38%	49%	48%	33%	43%	40%	47%	52%	50%

Closing the gap: Disadvantaged
Reading: Expected Standard
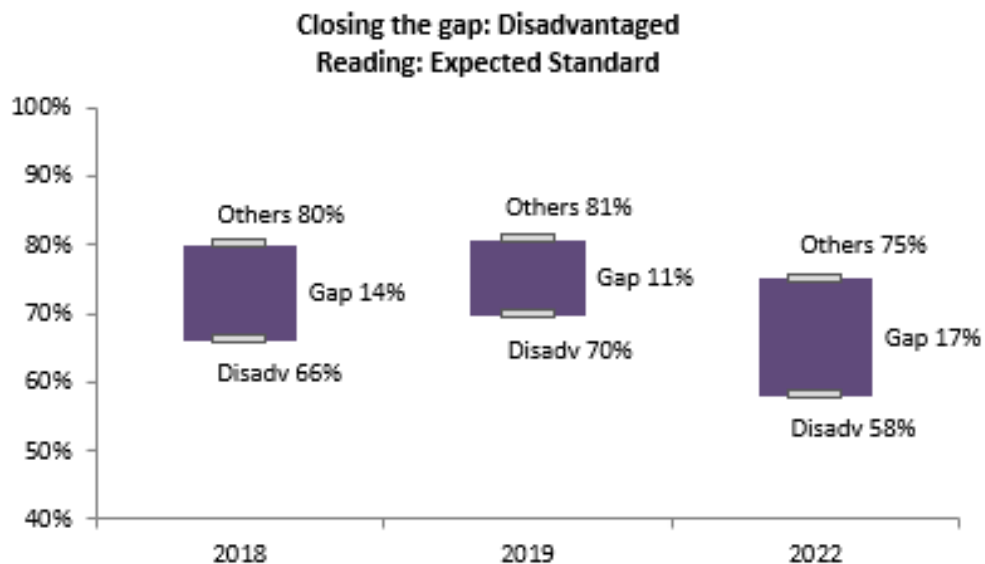
Closing the gap: Disadvantaged
Writing: Expected Standard
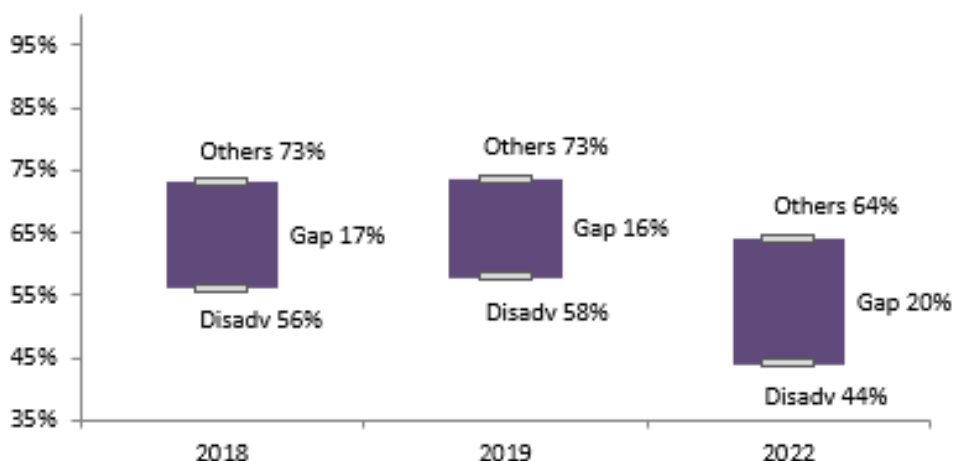
Closing the gap: Disadvantaged
Maths: Expected Standard
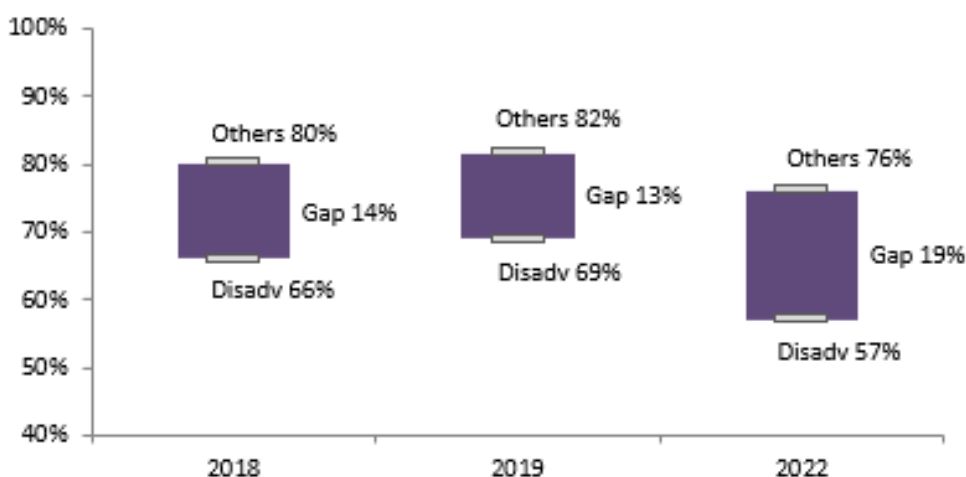
3.3.5 Girls outperformed boys in reading and by a 12 percentage point gap in writing; in maths there is no gender gap.

3.3.6 The gap between disadvantaged pupils and their peers has widened in all subjects and this is mirrored in London and national outcomes. The gaps are narrower than those seen nationally but slightly wider in comparison with London. The widest gap is in writing.

3.3.7 In reading and in maths, non-SEN pupils outperformed their peers in London and nationally but children eligible for SEN support performed similarly to their London peers and therefore the Merton gaps are wider (three percentage points in reading and five in maths). In writing, outcomes for both SEN support and non-SEN groups are below their London counterparts and the gap is wider than nationally.

3.3.8 The small cohort of 100 pupils with an EHCP achieved better than their peers across London and nationally in each subject and particularly in reading and maths.

3.3.9   For the two largest ethnic groups at this key stage (White and Asian) performance is broadly similar to London averages for the same groups in reading and in maths. However, the outcomes for Black pupils are slightly below those for London and particularly in writing.

Key Stage 2: performance information and analysis

3.4.1   KS2 standard assessment tests and tasks in reading, writing and maths were re-introduced in 2022, having been cancelled in summer 2020 and again in 2021 because of the pandemic. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 4 and in year 5. Year 6 pupils were tested in reading, mathematics and grammar, punctuation and spelling. They were also teacher assessed in reading, writing, mathematics and science. Pupils are assessed relative to the 'Expected Standards', in reading, writing and mathematics.

3.4.2   Each pupil receives their test results as a scaled score whilst teacher assessment judgements are based on whether they are working below the expected standard, at the expected standard or working at greater depth within the expected standard. 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. In 2021/22 pre-key stage standards were used to report teacher assessment in English reading, English writing and mathematics for pupils working below the standard of national curriculum assessments engaged in subject-specific study.

3.4.3   Pupils' progress across KS2 is also calculated 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.

KS2 - headline performance information and analysis

Expected Progress: Reading

	2018	2019	2022
National	0.0	0.0	0.0
Outer London	0.6	0.7	0.7
London	0.8	0.8	0.7
Merton	1.5	1.5	0.7
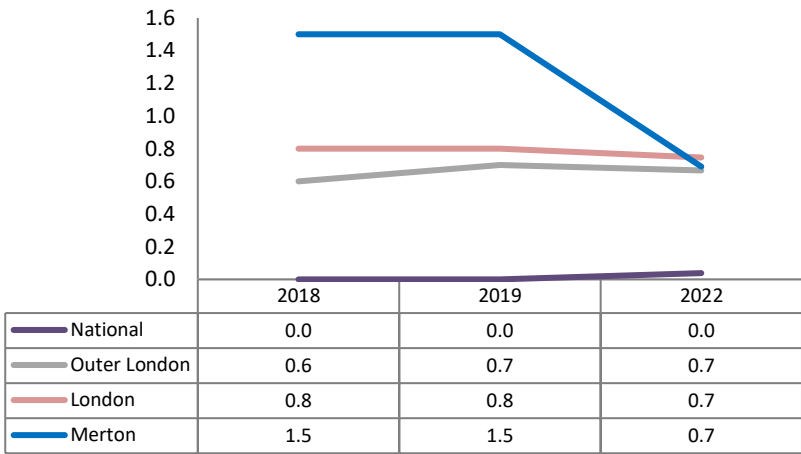
Expected Progress: Writing
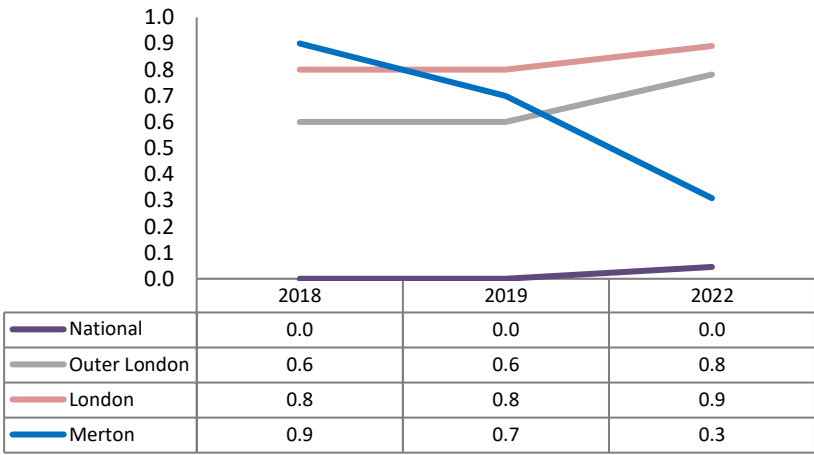
	2018	2019	2022
National	0.0	0.0	0.0
Outer London	0.6	0.6	0.8
London	0.8	0.8	0.9
Merton	0.9	0.7	0.3

Expected Progress: Maths

	2018	2019	2022
National	0.0	0.0	0.0
Outer London	1.2	1.2	1.2
London	1.3	1.2	1.2
Merton	2.0	1.6	1.5

Key Stage 2 Attainment (2018-2022): Reading

Expected Standard

Higher Standard

	2018	2019	2022
Merton	80%	79%	80%
London	79%	78%	79%
Outer London	79%	78%	79%
National	76%	73%	75%
Merton	34%	32%	33%
London	31%	31%	33%
Outer London	31%	31%	33%
National	28%	27%	28%
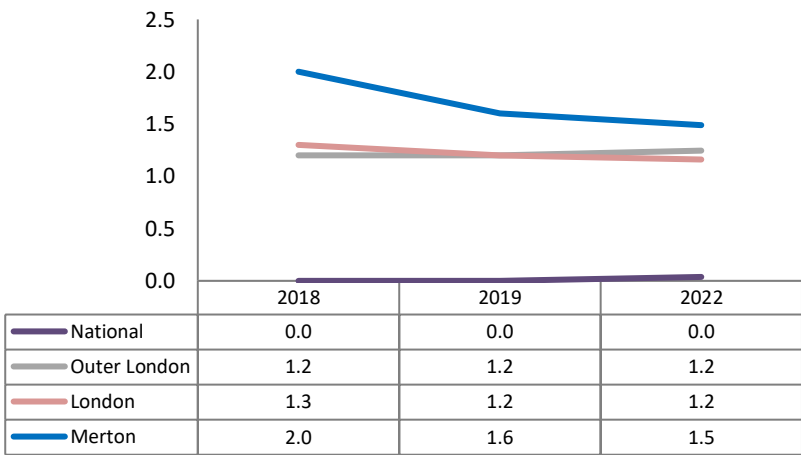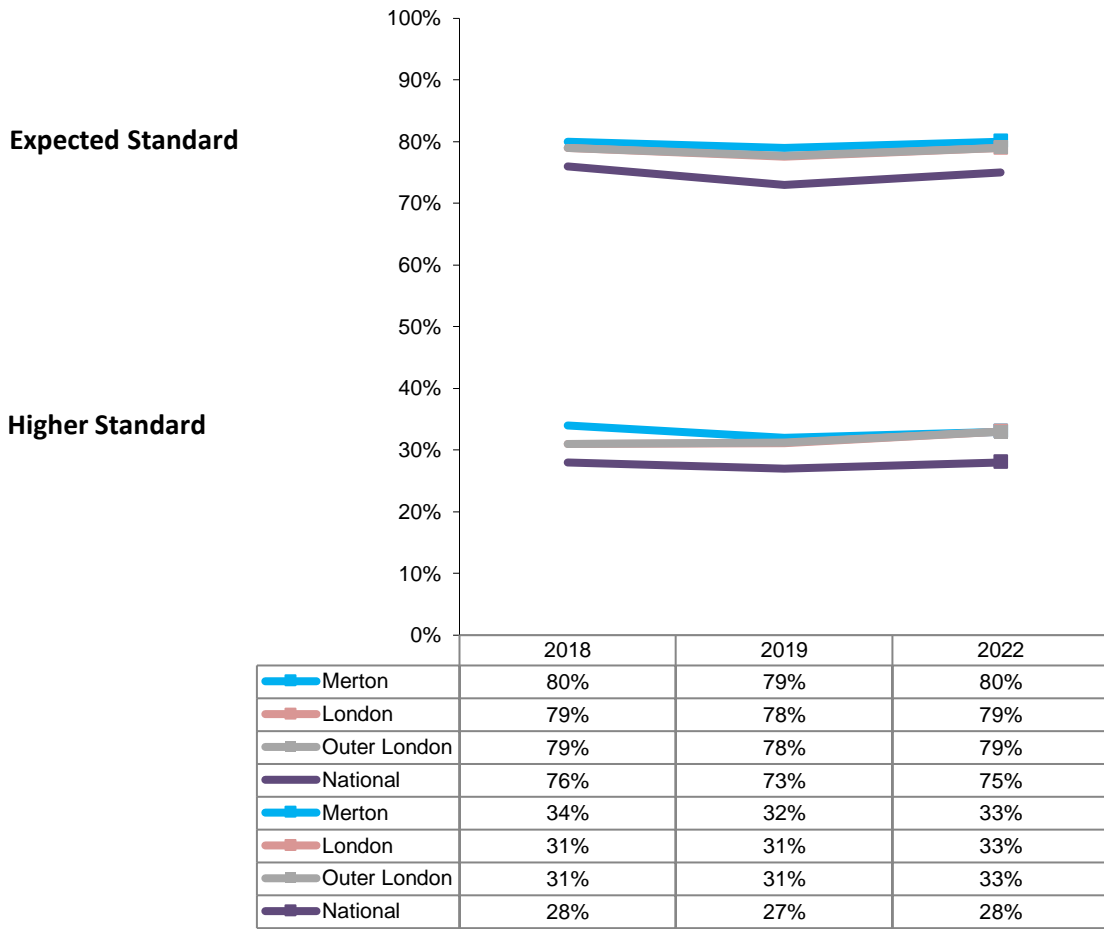
Key Stage 2 Attainment (2018-2022): Writing

Expected Standard

Greater Depth

	2018	2019	2022
National	79%	78%	70%
Outer London	82%	82%	75%
London	82%	82%	75%
Merton	79%	80%	70%
National	20%	20%	13%
Outer London	23%	24%	17%
London	24%	24%	17%
Merton	23%	22%	18%

Key Stage 2 Attainment (2018 - 2022): Maths

	2018	2019	2022
National	76%	79%	72%
Outer London	81%	84%	78%
London	81%	83%	78%
Merton	83%	83%	79%
National	24%	27%	23%
Outer London	31%	35%	31%
London	31%	34%	30%
Merton	32%	35%	33%
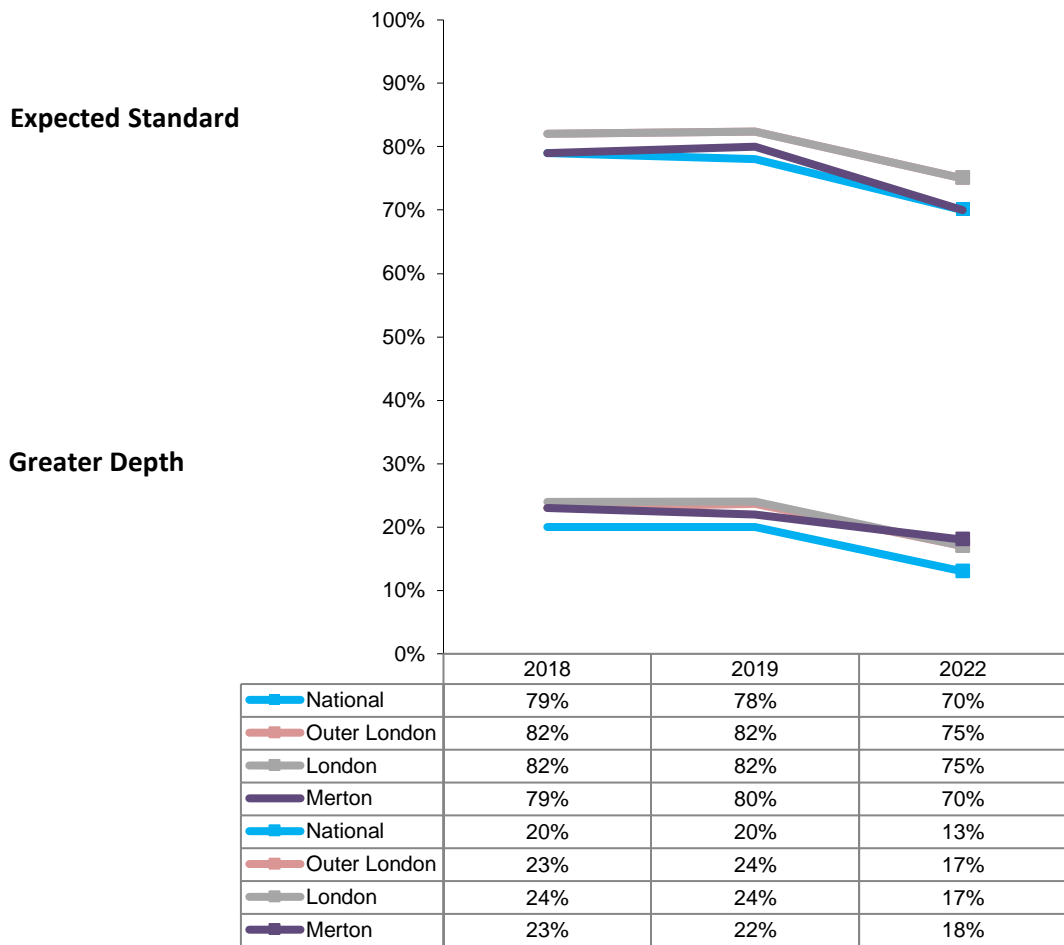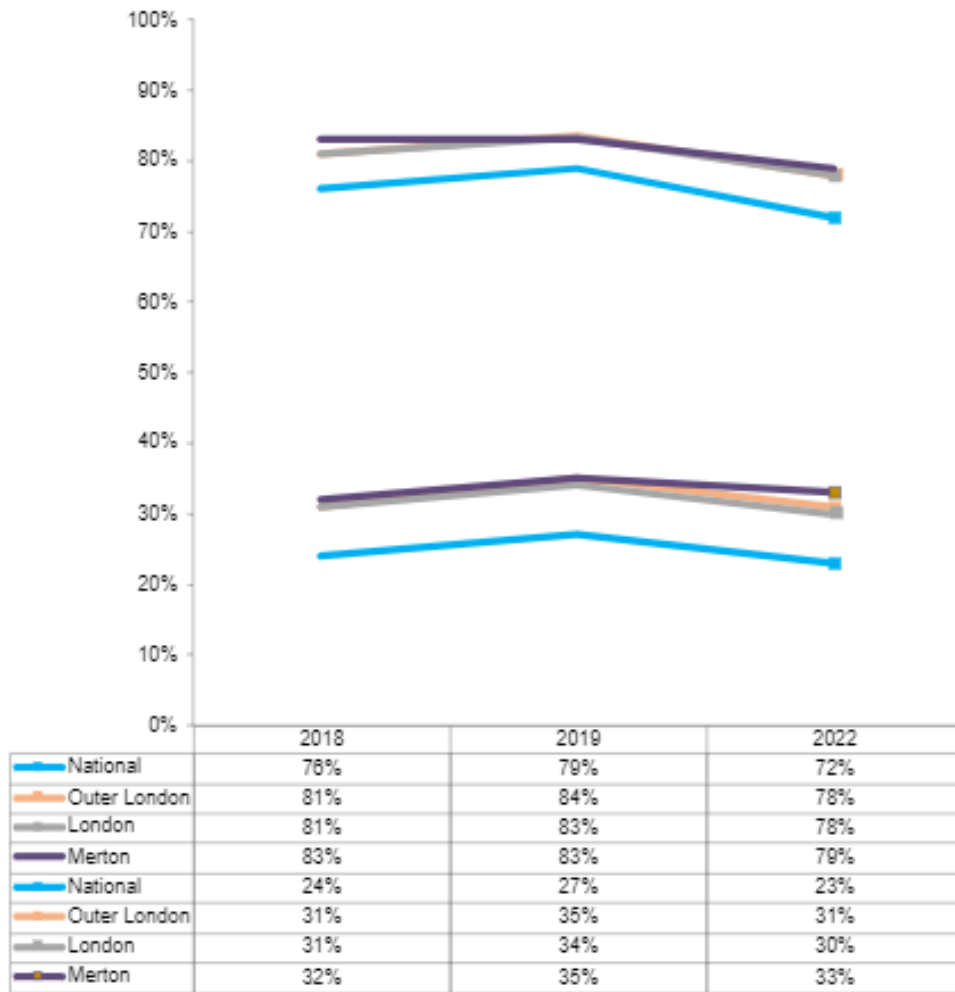
Key Stage 2 Attainment (2018-2022): Reading, writing and mathematics

Expected Standard

Higher Standard

	2018	2019	2022
National	65%	65%	59%
Outer London	70%	71%	66%
London	70%	71%	66%
Merton	69%	69%	63%
National	10%	11%	7%
Outer London	13%	14%	11%
London	13%	14%	11%
Merton	13%	14%	11%
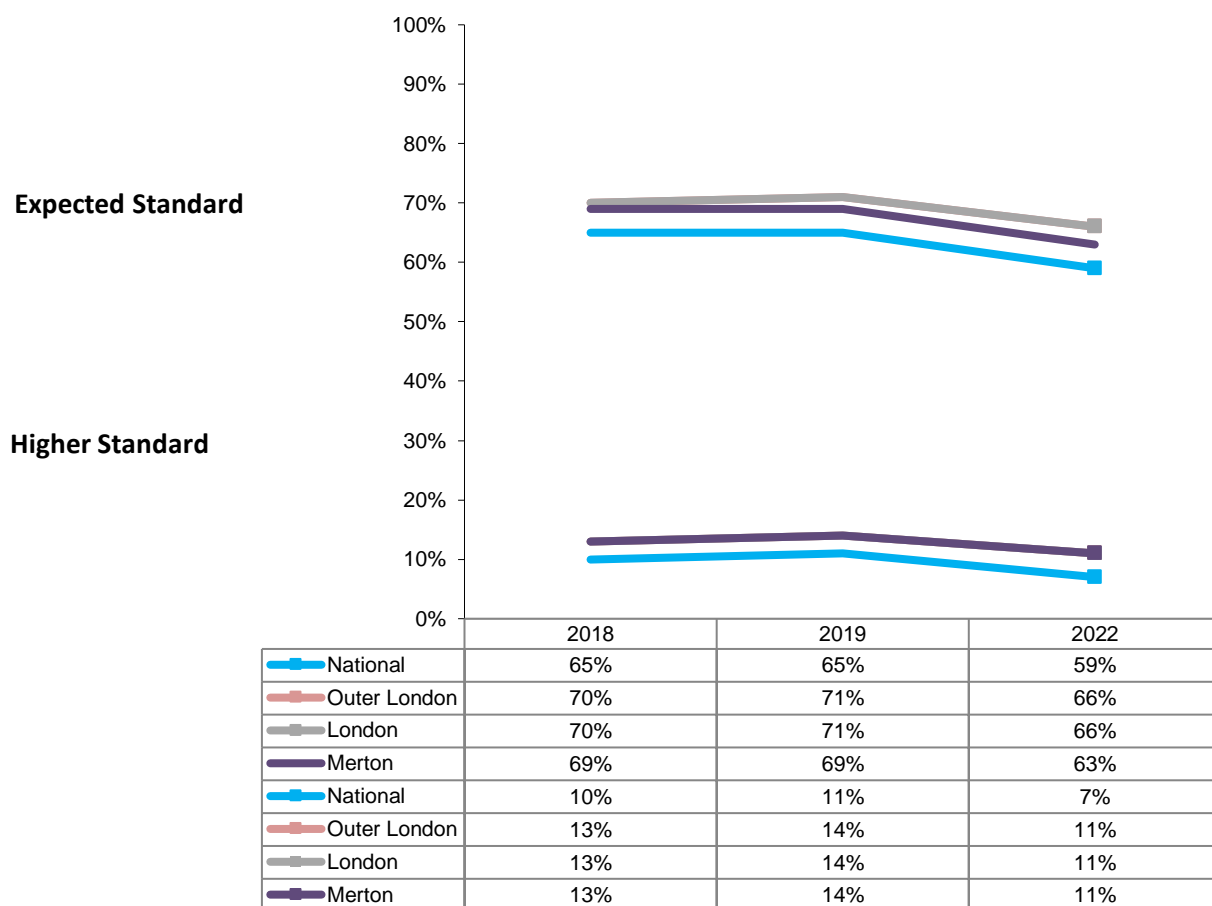
3.4.4   Schools, well supported by Merton School Improvement Service resources, sustained pupils' reading skills throughout 2020 - 2021 and published performance in the reading statutory tests remains, at both the Expected and Higher standards, very similar to pre-pandemic outcomes. Merton outcomes are aligned with London and 5 percentage points above national averages.

3.4.5   In mathematics, while there was a drop in performance, this was not as great as that seen nationally or in London. Merton is ranked 13th of all Local Authorities for achievement at the Expected Standard, and 7th for achievement at the Higher Standard.

3.4.6   At Key Stage 2, writing is the curriculum area most impacted by the pandemic. Nationally there was a dip of eight percentage points at the Expected standard and in Merton pupil outcomes fell by ten percentage points. Although the performance at the Greater Depth Standard (at 18%) is above national and local averages, the performance of pupils at the Expected standard in writing is in line with the national average but below London and the gap has widened compared with 2019. It remains a priority for 2023 to improve pupil outcomes in writing to at least London averages.

3.4.7   Performance in the combined attainment measure, identifying those pupils that achieved at least the expected standards in all of reading, writing and mathematics, remains above the national average but, as in 2019, is slightly below London averages, impacted by writing outcomes in particular.

3.4.8   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: attainment in the high score in reading and in maths (which is in the first quartile in comparison with statistical neighbours); and of attainment at the expected standard and of the progress score in writing (in the fourth quartile in comparison with other Outer London boroughs). 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	2,231	63%	66%	59%	0.7	0.7	0.0	0.3	0.9	0.0	1.5	1.2	0.0
Gender													
Girls	1,080	68%	70%	63%	1.4	1.5	0.9	1.3	1.6	0.9	0.7	0.5	-0.8
Boys	1,151	58%	62%	55%	0.0	0.0	-0.7	-0.6	0.2	-0.8	2.2	1.8	0.8
Gap		10%	8%	8%	1.4	1.5	1.6	1.8	1.5	1.7	1.4	1.4	1.6
Disadvantaged													
Disadvantaged	686	51%	53%	43%	-0.3	0.0	-0.8	-0.4	0.3	-0.8	0.1	-0.1	-1.1
Not known to be disadvantaged	1,545	68%	72%	66%	1.1	1.1	0.4	0.6	1.2	0.4	2.1	1.8	0.5
Gap		17%	19%	23%	1.5	1.1	1.2	1.1	0.9	1.1	2.0	1.9	1.7
Prior Attainment (Key Stage 1)													
Low	403	13%			-0.1			-0.2			0.8		
Middle	972	64%			1.1			0.2			1.9		
High	718	92%			0.5			0.7			1.4		
Special Educational Needs (SEN)													
No Sen	1,740	75%	76%	69%	1.4	1.2	0.5	1.1	1.4	0.6	2.2	1.6	0.4
SEN Support	359	25%	31%	21%	-0.5	-0.2	-1.2	-1.7	-0.4	-1.6	0.1	0.1	-0.9
EHC Plan	127	10%	9%	7%	-5.0	-3.7	-4.5	-4.0	-2.8	-4.1	-3.7	-2.9	-3.9
Ethnic Group													
White British	677	61%	65%	57%	0.5	0.5	-0.3	-0.4	0.3	-0.3	0.5	0.2	-0.5
White Other	423	69%	66%	61%	1.3	1.1	0.9	1.2	1.5	1.3	2.7	2.3	2.0
Black African	191	62%	65%	63%	0.8	0.6	0.7	0.6	0.9	0.9	0.4	0.5	0.6
Black Caribbean	58	52%	51%	49%	0.0	-0.3	-0.3	-0.7	-0.2	-0.4	-1.3	-1.6	-1.7
White & Black Caribbean	60	33%	53%	49%	-1.7	-0.1	-0.3	-2.0	-0.2	-0.6	-2.9	-1.3	-1.6
Other mixed background	116	59%	67%	64%	1.1	0.9	0.6	-0.9	1.0	0.6	0.7	0.9	0.5
Indian	64	80%	76%	75%	0.4	1.1	1.2	2.2	1.5	1.3	4.2	3.3	3.0
Bangladeshi	25	56%	72%	68%	1.0	1.3	1.2	1.3	1.9	1.4	2.4	2.1	1.9
Pakistani	115	66%	69%	59%	1.6	0.9	0.6	0.0	1.1	0.6	2.8	1.9	1.1
Other Asian background	248	66%	73%	68%	0.4	0.9	0.9	0.6	1.2	1.3	3.4	3.1	2.8

Closing the gap: Disadvantaged
Expected Standard in Reading, Writing and Maths 2018-22

- 2018: Others 74%, Gap 18%, Disadv 56%
- 2019: Others 75%, Gap 20%, Disadv 55%
- 2022: Others 68%, Gap 17%, Disadv 51%
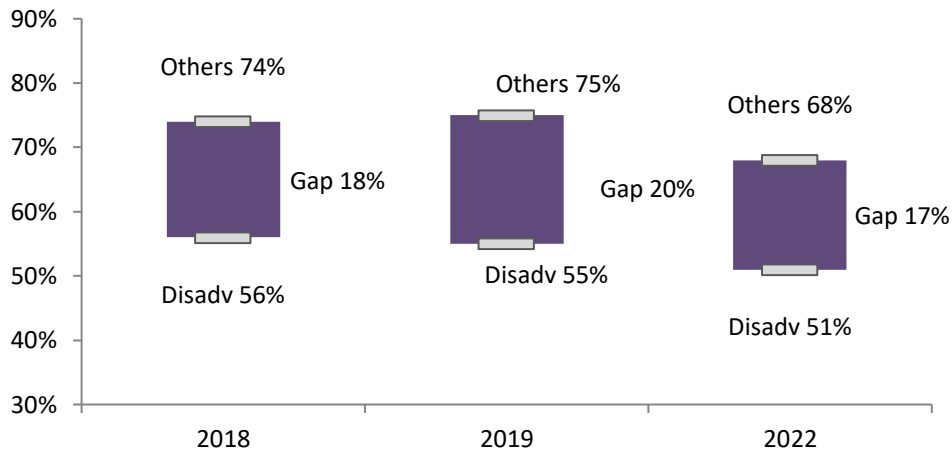
Closing the gap: Disadvantaged
Expected Progress 2018-22: Reading

2018 — Others 1.8, Disadv 0.8, Gap 1.0
2019 — Others 1.7, Disadv 0.9, Gap 0.8
2022 — Others 1.1, Disadv -0.3, Gap 1.5

Closing the gap: Disadvantaged
Expected Progress 2018-22 Writing

2018 — Others 1.1, Disadv 0.4, Gap, 0.7
2019 — Others 1.0, Disadv -0.1, Gap, 1.1
2022 — Others 0.6, Disadv -0.4, Gap, 1.1

Closing the gap: Disadvantaged
Expected Progress 2018-22: Maths

2018 — Others 2.4, Disadv 0.8, Gap, 1.6
2019 — Others 2.1, Disadv 0.3, Gap, 1.8
2022 — Others 2.1, Disadv 0.1, Gap, 2.0
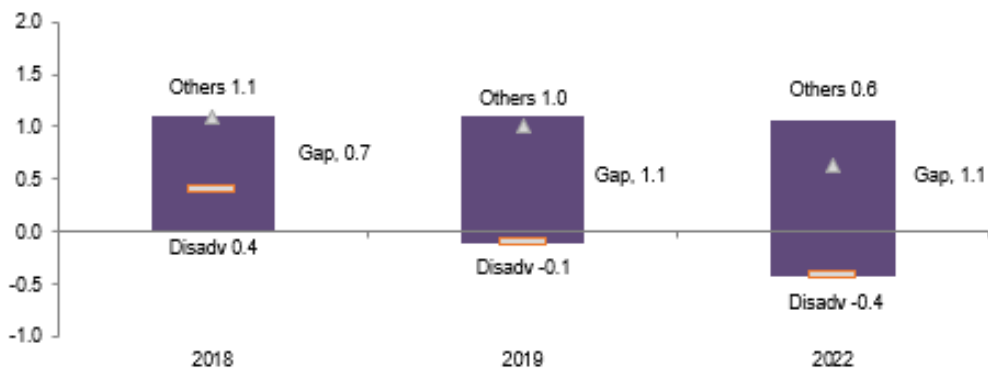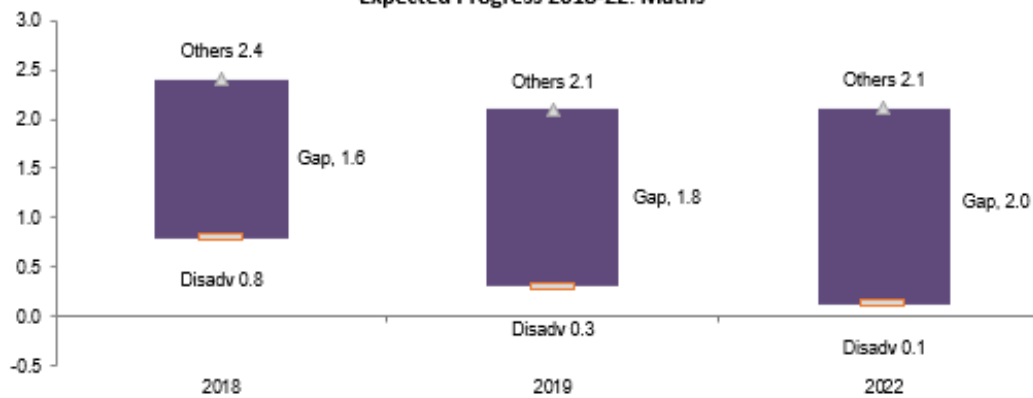
3.4.9   Girls continued to outperform boys with regard to both attainment and progress in reading and writing; the reverse continues to be the case in mathematics.

3.4.10   The gap between disadvantaged pupils and their peers has widened in the progress indicators, but narrowed in the combined attainment indicator. The wider gaps seem to be mirrored locally and nationally, and may be indicative of the impact of the pandemic.

3.4.11   In reading and maths, pupils in receipt of SEN support pupils make better progress than the same group nationally. However, attainment and progress is not as good as for the same group locally.

3.4.12   The performance of the largest and priority ethnic groups at this key stage varies considerably and needs to remain a focus, including through the schools' Black Lives Matter and Equalities Forum.

2021/22 Primary phase priorities, impact and key actions taken

3.4.13

> **Priority:**
> To support schools to improve outcomes in mathematics and English at the end of KS1 and KS2 so they are at least in-line with pre-pandemic (2019) national standards.
>
> **Actions taken to secure impact:**
> **Maths:**
> Online CPD for maths subject leaders to support them in
> - using the DfE/NCTM Ready to Progress guidance, to effectively adjust long term planning and therefore address areas of the maths curriculum not secured during online teaching provision during periods of lockdown
> - using formative assessment to identify areas where teaching needs to return to earlier content before moving forward to avoid gaps in knowledge widening.
>
> Training for Y2 and Y6 teachers to ensure that they know the standards
> **English:**
> - Online CPD for subject leaders to address gaps in Y6 writing
> - Training to support writing in lower KS2 and supporting greater depth writing through KS2
> - Exploring cohesion and the progression of skills through KS1 and KS2
> - Early reading with EYFS and lower KS1 teachers
> - Subject leader support: spelling and oracy 'take-away' staff meeting packs for subject leaders building on support already in place for writing, early reading, reading and spelling
> - Networks established for schools using the same Systematic Synthetic Phonics programmes to share good practice
> - KS1 Fluency project (funded through Attain). Outcomes are very strong across the 11 schools: on average pupils made 24 months progress in reading comprehension, and 13.4 months in reading fluency (over a period of less than two terms); Black pupils made on average over 2 years 7 months progress in reading comprehension; White British learners in receipt of the PPG on average made 3+ years progress in reading comprehension.
> - KS2 fluency project (funded through Attain): similarly strong gains, with the majority of pupils now with a standardised score of 97 or above (100 indicates that pupils are working at age related expectations). If the focus on fluency continues for these pupils, they will reach the expected standard in early Y7.
>
> **Impact:**
> Attainment dropped at the expected and higher standards particularly in writing, but these actions helped to mitigate the drops, particularly in reading and maths. Progress scores in maths remained similar to 2019 and were high.

3.4.14

> **Priority:**
> To support schools to implement strategies that help pupils on SEN Support make continued progress from their starting points.
>
> **Actions taken to secure impact:**
> Support for subject leaders in supporting their own teachers to track pupils where gaps in knowledge had widened. Please also see activity noted within the School Improvement priorities with regard to SEND.
>
> **Impact:**

While attainment fell for pupils with SEND it did not drop as significantly as nationally and progress was above that made by the same groups nationally.

3.4.15

Priority: To further support schools to embed and refine the mastery approach to teaching mathematics and to the teaching of early reading.

Actions taken to secure impact:
- Support for schools to reinforce the mastery approach through one-to-one teacher support, bespoke professional development for school staff teams, and leadership planning to implement mastery school wide.
- Support for subject leaders focussed upon effective diagnostic assessment, aspects of subject knowledge, lesson design for coherence and addressing the needs of those working below their year group curriculum.

Impact:
Schools are now refining their provision for pupils using the mastery approach. This is becoming more consistent in many schools and schools are 'owning' their own professional development.

Primary Phase Priorities for 2022/23

a) Further embed and improve primary writing outcomes at Key Stage 1 and Key Stage 2, especially for boys.
b) Further improve outcomes in the phonics screening check for boys, disadvantaged and Black pupils

c) Support schools in addressing the oracy needs of pupils post-pandemic, through support for schools including training and sharing examples of good practice.
d) Support schools to continue to embed a mastery approach to the teaching of mathematics which is inclusive of SEND pupils
e) Improve outcomes for Black Caribbean and Black African pupils at all key stages and analyse the achievement of each of those groups separately.
f) Further support schools to strengthen their pupil premium strategies and narrow the gaps for disadvantaged pupils.
g) Continue to support leaders in their delivery of a broad and rich curriculum and further develop the skills of middle leaders in the foundation subjects, in sequencing content and supporting class teachers to help children retain key knowledge and apply it to their new learning

Key Stage 4: performance information and analysis

3.5.1 Post pandemic, assessment at Key Stage 4 (KS4) in 2022 moved closer to the pre-pandemic structure, but is not yet fully aligned. Therefore comparison of outcomes should be made with caution. For the year 11 students who undertook their GCSEs this year, their entire Key Stage 4 had been disrupted every year to a greater or lesser extent by the pandemic.

KS4 - headline performance information and analysis

Key Stage 4 Progess 8

	2018	2019	2022
National	-0.02	-0.03	-0.03
Outer London	0.24	0.24	0.25
London	0.23	0.22	0.23
Merton	0.44	0.55	0.52

Key Stage 4 Attainment 8

	2019	2020	2021	2022
National	46.8	50.2	50.9	48.9
Outer London	50.4	53.6	54.5	53.1
London	49.7	53.2	54.1	52.7
Merton	51.1	53.1	53.2	53.6

Key Stage 4 Attainment

	2019	2020	2021	2022
English Baccalaureate including a standard 9-4 pass in English and maths National	25%	30%	30%	27%
English Baccalaureate including a standard 9-4 pass in English and maths Outer London	35%	41%	40%	37%
English Baccalaureate including a standard 9-4 pass in English and maths London	34%	41%	40%	37%
English Baccalaureate including a standard 9-4 pass in English and maths Merton	36%	41%	37%	38%
% standard 9-4 pass in English and maths National	65%	71%	72%	69%
% standard 9-4 pass in English and maths Outer London	70%	76%	76%	75%
% standard 9-4 pass in English and maths London	69%	75%	76%	74%
% standard 9-4 pass in English and maths Merton	69%	75%	73%	76%

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

3.5.3   At 0.52, the Progress 8 score in Merton is well above national and London averages, and ranks the Borough 2nd in the country. This strong performance has been maintained for many years

3.5.4   In the Attainment 8 indicator, Merton's average (53.6) is above the national and the London averages. Three Merton mainstream schools are just below the national average (Harris Academy Morden, St Mark's Academy and Raynes Park High School).

3.5.5   The proportion of pupils achieving grades 9-4 in the EBacc subjects, including English and maths is 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.

3.5.6   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.

KS4 - main pupil groups and analysis

Key Stage 4 achievements by contextual groups:

Contextual Groups	Number of Pupils	Progress 8 score (2019)			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	1568	0.52	0.23	-0.03	53.6	52.7	48.9	38%	37%	27%	76%	74%	69%
Gender													
Female	767	0.65	0.40	0.15	55.5	55.1	51.5	40%	42%	32%	77%	77%	72%
Male	801	0.39	0.07	-0.21	51.8	50.4	46.4	36%	33%	22%	75%	72%	66%
Gap		0.26	0.33	0.36	3.7	4.7	5.1	4%	9%	10%	1%	4%	5%
Disadvantaged													
Disadvantaged	503	0.05	-0.15	-0.55	44.5	44.5	37.7	23%	26%	14%	59%	61%	49%
All other pupils	1065	0.75	0.42	0.15	57.9	56.6	52.9	45%	43%	31%	84%	81%	76%
Gap		0.70	0.57	0.70	13.4	12.1	15.2	23%	17%	17%	25%	19%	28%
Special Educational Needs (SEN)													
No Special Educational Needs	1234	0.70	0.37	0.10	58.5	56.6	52.6	45%	43%	31%	84%	81%	76%
SEN Support	253	0.14	-0.28	-0.47	42.3	39.1	34.9	15%	14%	9%	55%	48%	39%
SEN (with Statement or EHC plan)	81	-1.50	-1.07	-1.33	14.9	16.8	14.3	1%	4%	2%	15%	17%	14%
Ethnic Group													
ASIAN	284	0.88	0.67	0.54	56.7	58.4	55.0	42%	44%	36%	83%	82%	78%
BLACK	289	0.34	0.09	0.18	49.6	48.8	48.9	27%	32%	29%	65%	70%	69%
CHINESE	8	1.44	0.83	0.99	71.4	67.9	66.8	75%	60%	54%	100%	91%	90%
MIXED	194	0.33	0.01	-0.04	50.8	51.4	49.5	36%	36%	29%	71%	72%	69%
WHITE	708	0.48	0.08	-0.14	54.7	51.9	47.9	43%	37%	25%	79%	73%	68%

Closing the gap: Disadvantaged Progress 8

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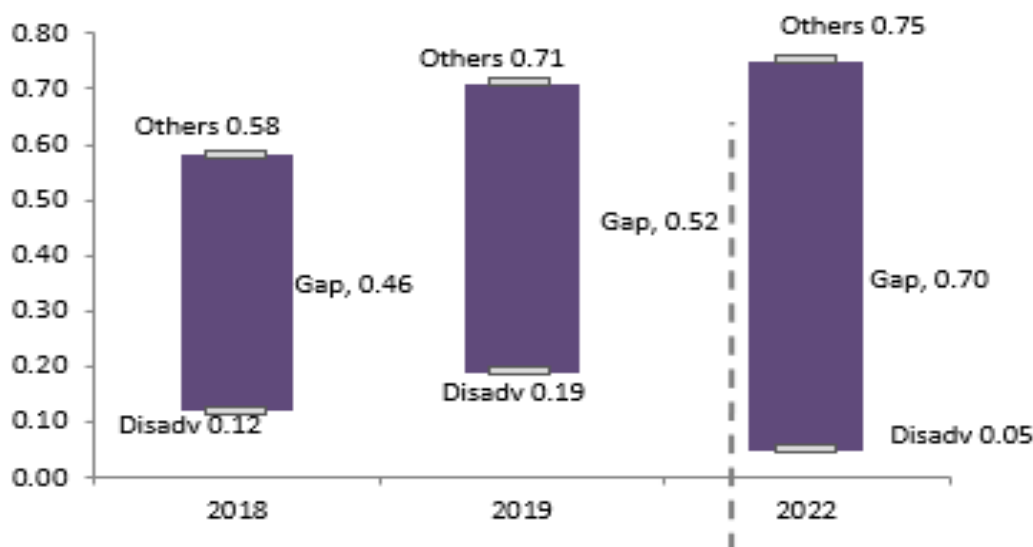
Closing the gap: Disadvantaged
Attainment 8

	2019	2020	2021	2022
Others	55.2	56.7	56.8	57.9
Gap	14.0	12.2	12.1	13.4
Disadv	41.2	44.5	44.7	44.5
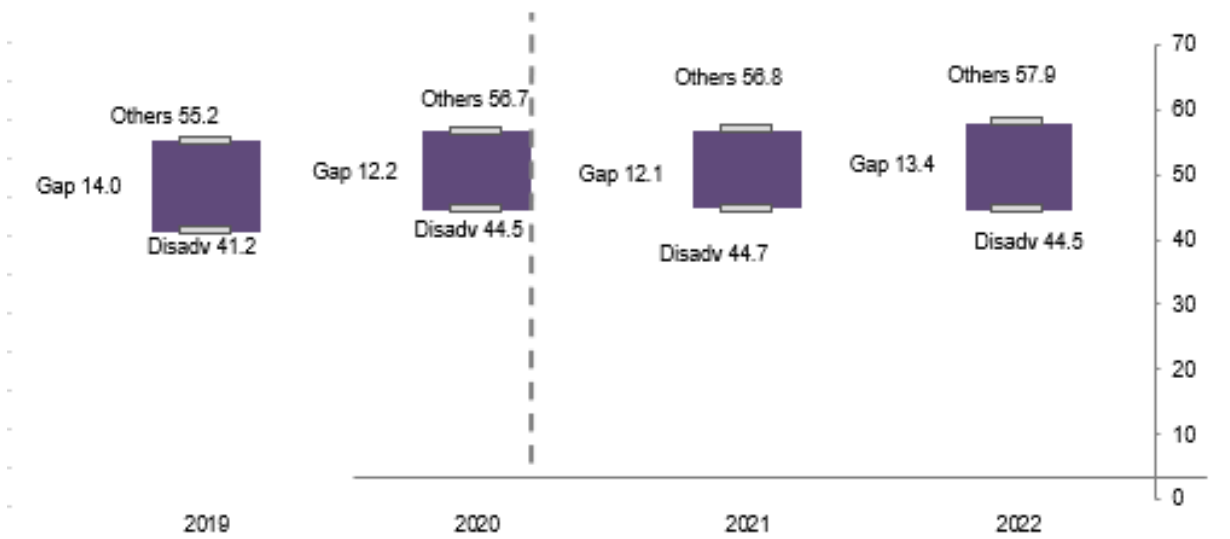
3.5.7 With regard to Progress 8 scores, all groups in Merton outperformed the same groups nationally and in London. Students with an Education Health and Care Plan (EHCP) are the only group with negative progress between Key Stage 2 and 4.

3.5.8 The gap between disadvantaged pupils and their peers has widened in the Progress 8 indicator (from 0.52 to 0.70). There are also gaps in the attainment indicators which suggest that the gaps are wider in Merton than they are elsewhere in London, but narrower than those seen nationally.

3.5.9 Girls outperform boys in all indicators although the gaps are narrower than those seen nationally and in London.

3.5.10 The performance of black students, and those deemed of mixed heritage, although better than or in line with groups nationally and in London for the majority of indicators, is notably not as strong as other students in Merton. Closing that gap remains a priority for the Local Authority.

16 -18: performance information and analysis

3.6.1 Performance measures in the 16-18 phase is split by the type of qualifications students are studying for into:

- 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	National	Merton	London	National
A level students	603	38.25	38.35	37.86	B-	B	B-
Academic students	603	38.27	38.36	37.92	B-	B	B-
Tech level students	64	32.41	29.88	30.54	Dist-	Merit+	Dist-
Applied General students	280	35.17	30.74	31.91	Dist	Dist-	Dist-

A level students	APS per entry, best 3	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	38.97	18.2	30.6	20.8
London	38.52	21.7	32.5	22.6
National	38.25	20.3	31.4	20.7

3.6.2 Average Point Score (APS) per entry is above the national averages for all qualification types. Whilst being above London averages for Tech Level and Applied General qualifications, outcomes for A level and Academic qualifications is just below. Merton's ranking in comparison with other LAs for Applied General qualifications has improved significantly (from 58th to 32nd), and the average grade is Distinction.

3.6.3 The proportions of students achieving the higher grades at A level significantly improved this year, as happened at the national and London levels. However, these outcomes should be viewed with

significant caution as the assessment and marking of these exams was not yet back to pre-pandemic levels.

3.6.4   At individual school level, A level performance is in line with or above the national average.

Post 16 main pupil groups

Contextual Groups	Number of A level students	Average Point Score per A level entry		
		Merton	London	National
All Pupils	603	38.25	38.35	37.86
Gender				
Female	286	37.73	38.74	39.52
Male	317	38.70	37.86	38.10
Gap		-0.97	0.88	1.42
Disadvantaged				
Disadvantaged	121	36.00	34.67	33.46
Non-Disadvantaged	475	38.85	39.50	38.55
Gap		-2.85	-4.83	-5.09
SEN Provision				
No Special Educational Needs	552	38.51	38.46	37.96
SEN Support	29	35.15	35.91	35.76
SEN (with Statement or EHC plan)	5	32.50	36.19	35.78
Ethnicity				
Asian or Asian British	136	37.38	38.37	37.22
Black or Black British	95	34.86	34.40	34.06
Chinese	4	51.67	44.16	43.66
Mixed background	67	38.18	38.61	38.09
White	257	40.23	40.31	38.31

Closing the gap: Average Point Score per A level entry

2021: Others, 43.59 — Disadv 39.73 — Gap 3.85
2022: Others, 38.85 — Disadv 36.00 — Gap 2.85

3.6.5   Girls continue to outperform boys, and the Merton gap for average point score per A level entry remains wider to that seen in London, but narrower than nationally.

3.6.6   The gap between disadvantaged students and their peers has narrowed this year and is remains (as it was in 2019) narrower than the gap seen nationally.

3.6.7   Students in receipt of SEND support perform in line with their peers nationally and in London, but those with EHCPs do not perform as well.

3.6.8   The five largest ethnic groups outperform the same groups nationally.

Not in Education, Employment and Training (NEET)

3.7.1 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).

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

16-17 year old NEET and not known

16-17 year old NEET

16-17 year old where activity is 'not known'

	2019	2020	2021	2022
16-17 year old NEET Merton	1.6%	1.5%	1.4%	1.1%
16-17 year old NEET National	2.6%	2.7%	2.8%	2.6%
16-17 year old where activity is 'not known' Merton	0.8%	0.9%	1.1%	1.1%
16-17 year old where activity is 'not known' National	2.9%	2.8%	2.7%	2.2%
16-17 year old NEET or not known Merton	2.3%	2.3%	2.5%	2.1%
16-17 year old NEET or not known National	5.5%	5.5%	5.5%	4.7%

3.7.2 The proportions of young people who are Not in Education, Employment and Training (NEET) and whose status is not known, have again fallen and are significantly better than national and London averages. Performance in all three indicators continues to place Merton in the top quintile of performance nationally. Merton has now moved to 5th best performance in England. This has been achieved as a result of significant and robust tracking and partnership working across schools, colleges and CSF teams. These low levels have been maintained for over 3 years. We know that a higher number of young people are struggling to maintain college placements due to their mental health, we aim to

keep NEET low, but we accept that this will require ongoing support for young people to hold their places in college.

3.7.3 Our key focus remains 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. Merton's current proportion of vulnerable pupils as a proportion of the total NEET population is lower than national and London.

Raising the Participation Age (RPA)

16-17 year olds participation in education and training

	2020	2021	2022
National	92.6%	93.2%	92.9%
London	95.5%	96.0%	96.2%
Merton	96.6%	96.7%	97.2%
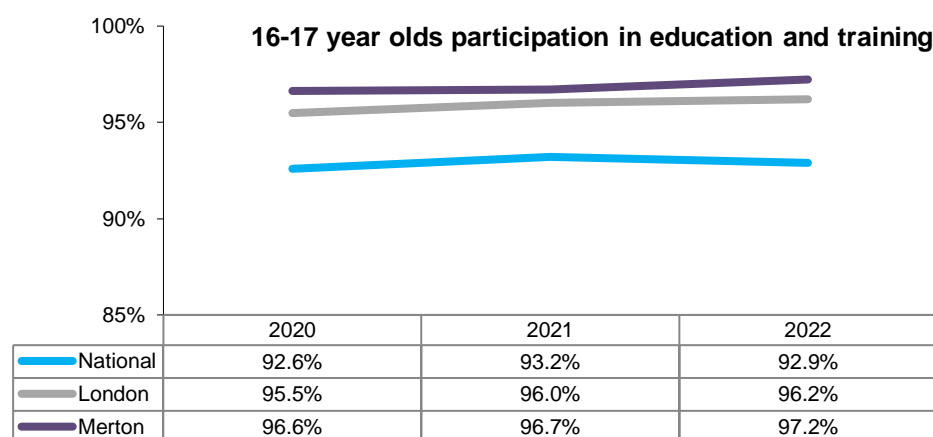
Contextual Groups	2020			2021			2022		
	Merton	London	National	**Merton**	London	National	**Merton**	London	National
16-17 year olds participating in - education and training	**96.6%**	95.5%	92.6%	**96.7%**	96.0%	93.2%	**97.2%**	96.2%	92.9%
- full time education	**92.9%**	91.9%	85.4%	**93.8%**	93.4%	87.4%	**94.4%**	93.5%	86.6%
- apprenticeships	**2.4%**	2.2%	5.1%	**1.3%**	1.4%	3.8%	**1.7%**	1.7%	4.4%
- other education and training	**1.3%**	1.4%	2.2%	**1.6%**	1.2%	2.0%	**1.1%**	1.0%	1.9%

3.7.4 This year the proportion of 16 – 17 year olds participating in education and training has increased by 0.5 percentage points, and continues 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.

3.7.5 The proportion of 16-17 year olds participating in full time education is higher than the London and national averages, with a significant rise of 0.6% percentage points since last year. This continues a rising three-year trend.

3.7.6   The proportions in apprenticeships, or other education and training is consequently lower. Proportions in apprenticeships are lower in areas where education and training are higher; however it has risen slightly and is in line with London averages.

Apprenticeship Participation

Figure under date refers to number of 16 and 17 year olds academic age	Apprenticeship Participation								
	2022	Rank	2021	Rank	2020	Rank	2019	Rank	% change in year 2021 to 2022
National	4.4%		3.8%		5.1%		5.5%		0.6%
Merton	**1.7%**	**5**	**1.3%**	**6**	**2.4%**	**6**	**1.9%**	**6**	**0.4%**
Barnet	1.3%	8	0.9%	8	1.4%	11	1.2%	11	0.4%
Ealing	1.2%	9	0.8%	9	1.2%	10	1.3%	10	0.5%
Enfield	1.5%	7	1.5%	5	2.3%	8	1.6%	8	0.0%
Hillingdon	2.8%	3	2.4%	3	2.6%	3	3.9%	3	0.4%
Hounslow	1.5%	6	0.7%	11	1.8%	9	1.3%	9	0.8%
Kingston upon Thames	1.7%	4	1.7%	4	2.6%	4	2.6%	4	0.0%
Reading	3.5%	1	2.5%	2	3.8%	2	4.0%	2	1.1%
Redbridge	1.0%	11	0.9%	7	1.6%	5	2.3%	5	0.1%
Sutton	3.2%	2	2.6%	1	4.2%	1	4.1%	1	0.6%
Wandsworth	1.0%	10	0.7%	10	1.3%	7	1.8%	7	0.3%

3.7.7   When comparing the apprenticeship participation rates in Merton to those in the previous year, Merton has seen a rise in 16-17 year olds participating in apprenticeships in line with the majority of statistical neighbour local authorities.

3.7.8   2019 performance ranks Merton 5th in comparison with 10 statistical neighbours.

3.7.9   As noted above, apprenticeships are low due to high education participation in the 16/17-year-old group. Apprenticeships are taken up after the age of 17 notably as a result of the work undertaken with some young people by Merton's own employability scheme.

2021/22 Secondary phase priorities, impact and key actions taken

3.8.1

Priority: 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. **Actions taken to secure impact:** Targeted work with SEND, Care Experienced Young People and those on Youth Justice Orders has continued. Staff with remit for key vulnerable groups are brought together in an Education, Training and Employment (ETE) Network of staff to share information and skills to support. There is regular tracking of data relating to targeted NEET groups at strategic boards, including Corporate Parenting, SEND board and Youth Justice Board. A base line project will look to track Post 16 SEND NEET. **Impact:** Rates of ETE among young people open to the Youth Justice Service are well above national and London comparators. ETE rates for care experienced young people are rising and performing above National comparators. Project looking at NEET rates for young people with SEND is improving data quality and has supported more EHCP plans to be appropriately ceased.

3.8.2

Priority: Post pandemic and with the reintroduction of public examinations at KS4 and post 16, to support schools to maximise outcomes for pupils, and particularly for those in vulnerable groups. **Actions taken to secure impact:** Termly meetings for secondary deputy heads and Heads of Department support members to analyse data, share impactful strategies and good practice, and consider research-led initiatives. Merton Education Partner (MEP) Inspectors engage in professional dialogue with senior school leaders and support department-focussed Deep Dives and school reviews.   **Impact:** School leaders, in Merton's good and outstanding schools, sustain their reputation for strong teaching and learning and accurate knowledge of examination syllabi and provide all groups of pupils with challenge and high expectations.

3.8.3

Priority: To support schools to implement strategies that help pupils on SEN Support make continued progress from their starting points. **Actions taken to secure impact:** Merton has a strong secondary SENCO forum and SEN Working Group. These continue to make an important contribution, for example, in sharing strategies and research-led practice. **Impact:** The above is evidence of strong practice and leadership in Merton.

Secondary Phase Priorities for 2022/23

a) Ensure all Merton secondary schools remain good or outstanding.
b) Support pupils in Y7 who have not met the standard for reading at the end of KS2, building on the primary phase fluency projects, ensuring these strategies for developing reading fluency are used by teachers across the curriculum not just in English lessons
c) Sustain the focus on improving outcomes for the most able pupils post 16 so that the proportions achieving the higher A level outcomes continue to improve.
d) Narrow the gaps for key groups at KS4: disadvantaged pupils, pupils in receipt of SEN support and Black pupils and those of mixed heritage.
e) Focus on SEND NEET post 16 and set up a SEND employability forum.

4. Achievement of Pupils in the Virtual School

Context

4.2.1 In February 2022, the Merton's Children's Services were inspected by Ofsted. This inspection included scrutiny of the work of the Virtual School. The Local Authority was judged to be Outstanding in this inspection, and inspectors commented very favourably on the work of the Virtual School.

4.2.2 "The work of the virtual school team is excellent. Strong strategic leadership and management oversight by the virtual school headteacher mean that outcomes for children looked after are consistently good. Innovative approaches that enable children to reach their full potential start from a very young age and continue throughout their school time and beyond. Virtual schoolteachers know children well, tracking their progress and swiftly intervening when necessary. As a result, outcomes for most children improve when they enter care. Attendance at school or college for children in care is high. Support for children placed outside the local authority area is as strong as it is for those within the borough. Staff work very closely with designated teachers and school leaders. Pupil premium funding supports individual tuition where children are not making expected progress. Personal education plans are highly effective, and targets are precise and helpful for children."

4.2.3 The achievement of children aged from age two to sixteen who are looked after by the Local Authority is tracked very regularly through the statutory process of the development and termly review of their Personal Education Plans (PEPs). 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 for analysis and any necessary subsequent actions. Additional reports and assessments are reviewed in PEP Meetings and attached to the online PEP file as appropriate.

4.2.4 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. In March 2022 there were 76 children of statutory school age on the roll of the Virtual School. There were also 64 young people over the age of 16 (not of statutory school age) most of whom turned 18 and left care at some point during the academic year. This is a decrease of two school age children and 10 young people over the age of 16 in comparison with the previous year.

4.2.5 Included within the roll of the Virtual School, at the end of the summer term there were 10 Unaccompanied Asylum Seeking Children (UASC) of statutory school age, in Year 9 and above. There were also 25 UASC in Years 12 and 13.

UASC Statutory School Aged Summer 2022				UASC Post 16 Summer 2022		
Year Groups	Total number	%		Year Groups	Total number	% Yr 12 & 13
Year 9	1	1.28%		Year 12	8	11.94%
Year 10	3	3.85%		Year 13	3	4.47%
Year 11	6	7.69%		Year 13 (CL)	14	20.89%
Total	10	12.82%		Total	25	37.30%

4.2.6 The Virtual School ensures that every UASC registered in care to Merton receives a swift and efficient service to be placed in education, according to the individual's needs. School age children are placed in schools or colleges with specialist ESOL programmes. Young people post 16 are placed in college and are supported through additional tuition for support for language development as required.

4.2.7 Results for 2022 Key Stages 1, 2 and 4 for this cohort are due to be published at the DfE at the end of March 2023, but the Virtual School collects data from schools in advance of this. It is this data which is included in the information below.

4.2.8 Results for fewer than five pupils are supressed to protect anonymity. 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.

4.2.9 There was no data for primary aged children in 2020 or 2021, due to the pandemic.

4.2.10 **Special Educational Needs and Disabilities (SEND)**

School age children with SEN	Total EHCPs	% of Total School Age (78) EHCP	SEN Support	% Total SEN	Total SEN (EHCP + SEN Support)	% Total SEN
Primary	6	7.69%	7	8.97%	13	16.67%
Secondary	22	28.21%	14	17.95%	36	46.15%
Total	28	35.90%	21	26.92%	49	62.82%

4.2.11 The proportion of pupils on roll with the Virtual School with a Special Educational Need or Disability is high, and at 62.82% is above the latest published national average of 56.3%. However, this represents a small drop in comparison with the previous year, when the rate was 74%.

Outcomes

4.3.1 **EYFSP outcomes**

EYFSP Good Level of Development (GLD)	2018		2019		2022	
	Percentage GLD	No. of Children	Percentage GLD	No. of Children	Percentage GLD	No. of Children
Merton Looked After Children	0%	5	0%	5	N/A	N/A
Merton 903 Children	0%	<5	0%	<5	N/A	N/A
Merton All Children	73.5%		75.2%			
National All Children	71.5%		71.8%			

- There were no Merton children in care at this assessment point in 2022.

4.3.2   **Year 1 Phonics Screening Check outcomes**

Phonics Screening Check (Year 1)	2018		2019		2022	
	% achieving standard	No. of Children	% achieving standard	No. of Children	% achieving standard	No. of Children
Merton Looked After Children	33.3%	Fewer than five	40%	5	100%	<5
Merton 903 Children	NA	0	50%	<5	100%	<5
Merton All Children	85%		83%		79.1%	
National All Children	82%		82%		75%	

- There were no children in Year 2 who did not achieve the expected standard when they were in Year 1 therefore no children were screened again during 2021/2022.

4.3.3   **End of KS1 Assessment - READING**

Key Stage 1 READING	2018			2019			2022		
	EXS+	GDS	No.	EXS+	GDS	No.	EXS+	GDS	No.
Merton Looked After Children	50%	50%	<5	60%	0%	5	50%	0%	<5
Merton 903 Children	0%	0%	<5	33%	0%	<5	50%	0%	<5
Merton All Children	78%	29%		79%	29%		71.2%	23%	
National looked after Children	51%			NYA			45%		
National All Children	75%	26%		75%	25%		67%	18%	

4.3.4   **End of KS1 Assessment - WRITING**

Key Stage 1 WRITING	2018			2019			2022		
	EXS+	GDS	No.	EXS+	GDS	No.	EXS+	GDS	No.
Merton Looked After Children	50%	0%	<5	40%	0%	5	50%	0%	<5
Merton 903 Children	0%	0%	<5	33%	0%	<5	50%	0%	<5
Merton All Children	71%	18%		70%	17%		59.6%	12%	
National Looked After Children	42%			NYA			34%		
National All Children	70%	16%		69%	15%		58%	8%	

4.3.5   **End of KS1 Assessment - MATHEMATICS**

Key Stage 1 MATHMATICS	2018			2019			2022		
	EXS+	GDS	No.	EXS+	GDS	No.	EXS+	GDS	No.
Merton Looked After Children	50%	0%	<5	60%	0%	5	50%	0%	<5
Merton 903 Children	0%	0%	<5	33%	0%	<5	50%	0%	<5
Merton All Children	78%	26%		79%	27%		72%	22%	
National Looked After Children	49%			NYA			43%		
National All Children	76%	22%		76%	22%		68%	15%	

End of KS2 Outcomes

4.3.6   There were six children in care at the end of Key Stage 2. Two of the six children had an EHCP.   Four of the six (67.7%) children achieved the expected standard in all of reading, writing and maths. This compares with 32% of children looked after nationally, and with 61.1% of all pupils in Merton schools

4.3.7 KS2 READING

Key Stage 2 READING	2018				2019				2022			
	EXS+	GDS	Progress	No	EXS+	GDS	Progress	No	EXS+	GDS	Progress	No
Merton Looked After Children	58%	25%	2.24	12	30%	0%	-2.27	10	66.7%	16.7%	4.72	6
Merton 903 Children	42%	13%	0.59	8	50%	0%	-1.67	7	66.7%	16.7%	4.72	6
Merton All Children	79%	33%	1.6		78%	31%	1.47		90%	33%	0.7	
National Looked After Children	51%		-0.2		NYA	NYA	NYA		52%			
National All Children	75%	28%	0		73%	27%	0		75%	28%		

4.3.8 KS2 WRITING

Key Stage 2 WRITING	2018				2019				2022			
	EXS+	GDS	Progress	No	EXS+	GDS	Progress	No	EXS+	GDS	Progress	No
Merton Looked After Children	58%	8%	-1.95	12	40%	0%	-1.4	10	66.7%	16.7%	+6	6
Merton 903 Children	75%	0%	-2.66	8	67%	0%	-0.47	7	66.7%	16.7%	+6	6
Merton All Children	77%	22%	0.6		79%	22%	-0.68		70%	18%	0.3	
National Looked After Children	49%		-0.8		NYA		NYA		43%			
National All Children	78%	20%	0		79%	20%	0		70%	13%		

4.3.9 KS2 MATHEMATICS

Key Stage 2 MATHEMATICS	2018				2019				2022			
	EXS+	GDS	Progress	No.	EXS+	GDS	Progress	No.	EXS+	GDS	Progress	No.
Merton Looked After Children	42%	8%		12	40%	0%	-0.2	10	66.7%	0%	3.23	6
Merton 903 Children	38%	13	-2.08	8	50%	0%	-0.08	7	66.7%	0%	3.23	6
Merton All Children	82%	31	2.0		82%	34%	1.56		79%	33%	1.5	
National Looked After Children	47%		-0.8		NYA		NYA		45%			
National All	75%	24	0		79%	27%	0		72%	23%		

End of KS4 Outcomes (GCSE)

4.3.10   In addition to the GCSE results noted below, our children in care also achieve other qualifications according to their individual goals. For example, young people who arrive as Unaccompanied Asylum Seeking Children achieve qualifications in ESOL and in entry level qualifications.

		English & Maths (grades 1-9)	English & Maths Standard Pass (grades 4-9)
2020	**Merton All (16)**	25%	6.25%
	Merton 903 (8)	50%	12.5%
	National		24.4%
2021	**Merton All (15)**	66.6%	20%
	Merton 903 (12)	75%	16.7%
	National		28.8%
2022	**Merton All (16)**	37%	19%
	Merton 903 (8)	62.5%	37.5%
	National		NYA

4.3.11 All Year 11 pupils had a planned destination for autumn 2022.

Post 16

4.3.12 The Virtual School works in close partnership with the network of professionals to support children in care from the age of 16 to 18 years as per the statutory duty of the Virtual School Headteacher. The Virtual School continues to support those young people who are entitled to a service from the local authority, of 18 – 25 years with education and training until the age of 25. Additionally, the Virtual School supports young people aged 18 – 25 years who have more challenges in becoming EET, through the work of the EET Support Worker.

4.3.13 Young people at the end of Year 13 have usually turned 18 and left care. It is often the case that the young person does not share their exam results with the Virtual School. However, where possible we gather the information about individuals for the purpose of supporting them further.

4.3.14 Of the Year 13 students on Level 3 Courses, two achieved BTEC qualifications; one achieved a mix of Level 3 and Level 2 Qualifications, and one achieved a mix of T Levels and A Level Qualifications.

Higher Education

4.3.16 Eight young people started university in October 2022, of whom two were previously unaccompanied asylum-seeking children. In total there were 16 undergraduate students during the year. There were also two postgraduate students during the year, one of whom obtained a Masters degree.

4.3.17 The final year University results in the summer of 2022 were as follows:
- One young person secured a First-class degree in BA Hons Business Management, Enterprise and Entrepreneurship.
- One young person passed BSc Live Sound Technology.

General Progress and Attainment

4.3.18 Academic Progress updates are provided by schools through PEP meetings and an overview is collected by Welfare Call and reported to the Virtual School at the start of each term to reflect the previous term. Attitude to Learning scores are also included which provide insight into each pupil's engagement in learning.

4.3.19 Virtual School Monitoring meetings take place on a weekly basis over the first half term of each term. Advisory Teachers and the Virtual School Headteacher analyse progress data to track individuals;

subgroups such as year groups, key stages, EHCPs, schools, gender, ethnicity, etc. Relevant actions are assigned to the Advisory Teacher with targets for school to consider and address, as appropriate.

4.3.20   Of those in care for all of the academic year 2021/2022, 62.5% consistently made progress against their own targets each term. For those where progress is not being made as expected (for example as a result of placement disruption, health issues, or contextual safeguarding issues) the Virtual School works with the network to try to maximise those outcomes. Of those who did not make progress earlier in the year, 43% made progress as the academic year went on.

Attendance

4.3.21

Cumulative Attendance	All CIC %	903 Cohort %
Primary Attendance	96.85	96.61
Secondary Attendance	88.30	89.54
Overall Attendance	91.26	92.13

Overall attendance has improved since 2020/2021, when the country continued to experience lockdowns as a result of the pandemic. The attendance of children in care compares favourably with that of all pupils in Merton, though, like all children, they have faced the same issues post pandemic of increased concerns regarding their mental health.

Exclusions and suspensions

4.3.22

Suspensions	2020/21 Primary	2020/21 Secondary	2021/22 Primary	2021/22 Secondary
Number of pupils with first suspensions	1	6	1	7
Number of pupils with more than one suspension	1	7	0	5

The number of first suspensions remains broadly similar to that in previous years, but there has been a small drop in the number of pupils with more than one suspension where the rate (6.6%) is lower than the most recently published national average of 9.38% (from 2019/20).

4.3.23   There were no permanent exclusions of children in care to Merton during 2021/2022, as in previous years. This compares with the latest figure published nationally of 0.05% (from 2019/20)

Supporting young people into Education, Employment or Training (EET)

4.3.24   At the end of the academic year 2021/22 85% of Post 16 (Year 12 and 13) were in Employment, education or Training with most engaging in college courses. This is an increase of five percentage points in comparison with the previous year.

4.3.25 Educational Placements as at end of academic year 2021/2022

EET/NEET end of academic year	Total No. Young people	No.EET	% EET of total Post 16 (inc. CL)	College	School	Training	Apprenticeship	Employment	Tuition	No. NEET	% NEET of total Post 16 (inc. CL)
Year 12	25	23	34.33%	14	6	2	0	1	0	2	2.99%
Year 13	2	2	2.99%	1	0	1	0	0	0	0	0.00%
Year 13 (CL)	40	32	47.76%	19	2	5	2	3	1	8	11.94%

4.3.26 At the end of the academic year 2021/2022 there were 18 young people who were being supported by the EET Support Worker into Education, Employment or Training between the ages of 19 and 25 years. Eight young people moved from NEET to EET during the autumn term with the support of the EET Support Worker, and five more young people had moved from NEET to EET by the end of the summer term 2022.

Actions undertaken by the Virtual School to secure outcomes

Quality of schools attended by Merton Looked After Children end of academic year 2021/22

The Virtual School continues to monitor the quality of education provided by schools attended by children in care, and to place children in schools judged Good or Outstanding by Ofsted.

4.3.27

School Ofsted Ratings Number of Statutory CIC	Within Merton Borough Schools	% of total CIC	Primary	Secondary	Within Other London Borough Schools	% of total CIC	Primary	Secondary	Outside of London Borough Schools	% of total CIC	Primary	Secondary	Overall Total	Overall % of total CIC
Newly Registered School	1	1.28%	0	1	0	0.00%	0	0	0	0.00%	0	0	1	1.28%
Academy	2	2.56%	1	1	1	1.28%	1	0	4	5.13%	4	0	7	8.97%
Outstanding	11	14.10%	0	11	10	12.82%	6	4	0	0.00%	0	0	21	26.92%
Good	17	21.79%	4	13	14	17.95%	4	10	10	12.82%	2	8	41	52.56%
Requiries Improvement	0	0.00%	0	0	2	2.56%	0	2	3	3.85%	0	3	5	6.41%
Inadequate	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%
Total of CIC	30	39.74%	5	25	27	34.62%	11	16	17	21.79%	6	11	74	96.15%

4.3.28 Where a child is already on roll of a school that Ofsted judges to Require Improvement when they come into care, or the school's rating becomes less than Good, the Virtual School Headteacher and Advisory Teacher study the Ofsted report and make direct contact with the school's Headteacher for discussion about the salient points. A recommendation to move the child's school will be made if the child's best interests are no longer potentially to be served by remaining in that school, including if they are not making academic progress.

4.3.29 Where it is deemed to be unsettling for the children to be moved when their schools arere judged to require Improvement, the Advisory Teacher monitors the situation closely and visits the school, including those out of borough and out of London, on more than one occasion.

4.3.30 Ofsted ratings of Early Years settings attended by children in care are also monitored by the Virtual School.

Personal Education Plans (PEPs)

4.3.31   All children in care 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 Plus grant for looked after children might be best used to secure improved outcomes. The Merton PEP, is an online version (an 'E-PEP'), commissioned from Welfare Call.

4.3.32   The Virtual School Advisory Teachers lead on the PEP meetings. Meetings for an initial PEP (within 20 school days of coming into care) is arranged by the business support staff within the Virtual School for the child's network of professionals. In the first year, PEPs are then held every three months so that the Virtual School has oversight of the plan in the earliest of stages and the Advisory Teachers can take swift action as required. Thereafter, PEP meetings are held each term, in accordance with the statutory guidance. These enable the Virtual School to check progress against the targets and actions laid out in the PEP.

4.3.33   Additional PEP meetings take place as necessary, for example when a child is transitioning between care and adoption/special guardianship, or when there is a foster placement or school move.

4.3.34   PEP meetings take place either online or face to face. Started as a result of the pandemic lockdowns, online meetings have proved successful, with often more attendance by the wide network of adults involved in a child in care's life, and also by children. The Advisory Teacher attends every PEP meeting, and supports the Designated Teacher in the school attended by the child, the foster carer, the social worker and others, in between PEP meetings, to ensure that actions and targets are on track for completion.

4.3.35   During the academic year 2012/2022, 100% PEPs were completed on time, including both Initial PEPs and termly Review PEPs.

4.3.36   All school age PEPs were quality assured against robust criteria, which are rigorously applied consistently: Gold (Outstanding); Green (Good); Amber (Requires Improvement) and Red (Inadequate). In the summer term 2022, the QA process identified that 3% of PEPs were Gold, 76% Green, 19% Amber and 1% Red. This was an improvement from the launch in the autumn term 2021, where most were quality assured as Amber. During 2021/2022 the QA process for Post 16 PEPs was designed for launch in 2022/2023.

Pupil Premium Plus (PPS) Funding

4.3.37   The Pupil Premium Plus grant funded by the DfE for looked after children in Merton was £2345 in 2021/2022. The Virtual School Headteacher has responsibility for managing the funding and making best use of the grant to support the educational outcomes of children in care, from Reception to Year 11.

4.3.38   The funding is released only once a target has been agreed in the PEP meeting and is either sent to the school to cover their cost or the Virtual School pays directly for a service. This ensures accountability and there is an evidence trail of impact. All allocations of funding for school age children are logged on the PEP document.

4.3.39   The Advisory Teacher has delegated authority from the Virtual School Headteacher to approve funding within or outside of the PEP meetings to an agreed limit. This is to enable a swift response and to give the Advisory Teachers status within the network. Funding requests which are rather more substantial or for a more unusual purpose are required to have approval from the Virtual School Headteacher.

4.3.40   In 2021/2022, the PPP funding was used for a variety of interventions and programmes for individual children in care, including:

- Academic intervention programmes
- Behavioural, emotional, mental health interventions
- Additional 1:1 support
- Learning Resources
- Out of school learning participation activities through 'Activities in Action'.
- Technology – hardware/software
- Specialist tuition/equipment e.g. music lessons
- Subject tuition
- Therapeutic Interventions e.g. play therapy, equine therapy
- Temporary alternative programmes to prevent exclusion or whilst waiting for a school place
- Rewards
- Careers advice through 1:1 coaching

4.3.41   The impact of 'Activities in Action' funding is measured through feedback from foster carers and school staff as a formal part of the PEP meeting. This encourages carers and school staff to note the difference participation in activities has made to the child. In the summer term 2022, 58% of children of school age participated in an out of school activity, such as football, gym, athletics, music, performing arts, and academic achievement related activities such as tutoring and workshops. Other activities included horse riding, swimming and volunteering for refugees.

4.3.42   Feedback from foster carers cited that for those children who had participated in them, they enjoyed these activities. Foster carers noticed a boost in the children's confidence; that they were more settled; and that their social skills were developed, contributing to the improvement of their overall wellbeing. Overall, the schools' feedback matched the foster carers' and in addition, for those children who were participating in activities that were more academically orientated, the school noticed their improvement in terms of achievement.

4.3.43   Most PPP is used to fund individual tuition. The Virtual School became a registered school in the National Tutoring Programme (NTP) during 2021/22, and additional funding was allocated by the DfE for NTP tuition. One to one tuition was provided in the majority of cases by Targeted Provision, which has a Service Level Agreement with Merton.

4.3.44   The Virtual School Headteacher retained around 15% of Pupil Premium Plus to commission broader services, e.g. Welfare Call for attendance tracking; Welfare Call for the management and access to E-PEP and its reporting capabilities; and Educational Psychology and Speech and Language services. The grant was also used to fund requests for additional resources for exceptional need, for example a short spell of alternative provision; an additional TA to support in school for an interim period.

Pupil Views

4.3.45 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 Plan meetings either by attending for some or all of the meeting or sharing their views by school staff beforehand.

4.3.46 The views of the child are gathered as part of the preparation for the PEP meeting and school staff are asked to have a one-to-one conversation with the child for this purpose. Sometimes the child does not wish to do so, and school staff will try again at another time. Those views are captured in the first section of the PEP document so that professionals know and understand those views in determining subsequent actions and targets. 80% of young people shared their views for this purpose. In addition, on average, 45% of young people attended their PEP meetings.

4.3.47 All young people of primary, secondary or post 16 age receive a young person version of their PEP document.

4.3.48 Examples of targets which reflect the child's view are:

- Child A's worry about maths has been addressed with maths tuition.
- Child B indicated she was less secure with her maths and a tutor will now be put in place to support her to achieve a grade 4 in this subject.
- Child C needs are reflected in the targets as she will continue to get support for emotional wellbeing through drama therapy.
- Child D wanted science tutoring to continue into the summer term and this has been extended accordingly.

Bright Spots Survey (Your Life, Your Care)

4.3.49 From November 2021 to March 2022 all children in care aged 4-18yrs were asked to take part in an online survey to find out how they felt about their lives. 81 children in care responded to the survey from a total eligible of 124 (65%). When asked, "how much do you like school/college?", all the youngest children reported they liked school 'a lot', and 83% of the 11-18yrs liked school or college 'a lot' or 'a bit', which is a greater proportion than in the general population (70%).

4.3.50 These results were identified as a 'Bright Spot' of practice within the broader survey, indicating a 'good news' story, or a positive aspect of practice in our local authority. This is where children and young people are doing significantly better than children in care in other LAs.

Previously Looked-After Children

4.3.51 The Virtual School also has a role in the education of Previously Looked After Children, and an Advisory Teacher leads on providing support and guidance to all stakeholders.

4.3.52 The Virtual School supports the transition between care and adoption / Special Guardianship Order by providing continued funding for a limited amount of time for activities; in school support; one to one tuition etc. Requests for support and guidance during 2021/2022 came from headteachers and other school staff, social workers, parents and other Virtual Schools. In addition, there was one query from Adopt London South. Types of enquiries were as follows:

  o Admission regulations advice

- o Additional support available
- o Exclusion rules
- o Social Care status regards child in care and previously looked after
- o PLAC PPP funding and how to draw down through Census
- o SENDIS/EHCP
- o Secondary school transition
- o Possible permanent exclusion

Extended Role of the Virtual School Headteacher

4.3.53   From September 2021 the Virtual School Headteacher was given a wider responsibility by the DfE to be the strategic lead for the education of all children with a social worker (in other words those with a Child Protection or Child In Need Plan).

4.3.54   This additional role of the Virtual School Head does not require the Virtual School to provide direct intervention, help and support for individual children with a social worker or their families, rather to champion their education, and in particular their regular attendance at school (of particular importance post pandemic) and to ensure professionals working with these children are supported.

4.3.55   Merton Virtual School initially focused the work on understanding and knowing the cohort of young people on a Child in Need plan or Child Protection plan. A database was constructed capturing relevant information.   This work was completed by the end of March 2022.

4.3.56   Bespoke surveys were designed to assist in understanding of pupil and school demographics and the team successfully managed to gather a raft of information from schools, EYFS providers, colleges, and social workers.

4.3.57   The Virtual School commissioned Welfare Call to track the attendance of children with a social worker. Tracking of attendance against Children's Services data also enabled identification of children with no school place or those who do not attend at all.

4.3.58   The Virtual School also commissioned additional Educational Psychology Service provision to influence more precise and targeted assessment and support for children with a social worker who may have special educational needs.

4.3.59   Externally, Merton's Virtual School partnered with National Association of Virtual School Heads (NAVSH) and through the Association, the Rees Charity Foundation who evaluated the pilot on behalf of the DfE.

Development & Training of the Workforce

4.3.60   A full programme of training was delivered to a range of stakeholders, including social workers, Designated Teachers, school governors and foster carers. This training covered a range of subject areas including:
- Virtual School Core Training
- Supporting Y11's into Post 16
- Y6 transition
- Online Safety
- Understanding speech and language needs of CYP

- Positive behaviour strategies
- Supporting Primary reading
- Attachment and Developmental Trauma
- EPEP Training
- The Governor's role and responsibilities.
- Getting the most from the Adopters Hub

4.3.61   Training was well received with 85% of evaluation responses rating it as excellent and 15% as good.

5. Inclusion

Attendance performance information and analysis

5.1.1   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

5.1.2   Attendance is measured at various points in the school year. The data covering four half terms (up until Easter 2022) 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 have dropped during this period, as they have done nationally, demonstrating the impact of the pandemic as schools have moved back to normal expectations of attendance. Anxiety on the part of both children and their parents is affecting attendance levels. Merton continues to be above the national average for attendance, but has dropped just below the London averages for this period. Merton's rate of Persistent Absence is also better than the national average, but below the London average for this period. Improving attendance will be a significant priority for Merton in 2022/23, as it is nationally, and in line with newly issued guidance from the Government. Attendance is 2% below pre – pandemic levels and Persistence Absence is running at double the pre pandemic level based on 2 term data.

All Schools (primary and secondary)	Merton	London	Outer London	National
Attendance	**93.6%**	93.8%	93.7%	92.7%
Absence	**6.4%**	6.2%	6.3%	7.3%
Persistent Absence	**18.9%**	18.4%	18.5%	22.0%

Date for 2 terms, Autumn 2021 and Spring 2022

Attendance by disadvantaged groups and those with SEN support or EHCP is better in Merton than national or London. Attendance and PA by pupils of Black Caribbean, Pakistani and black African heritage is worse than London and National.
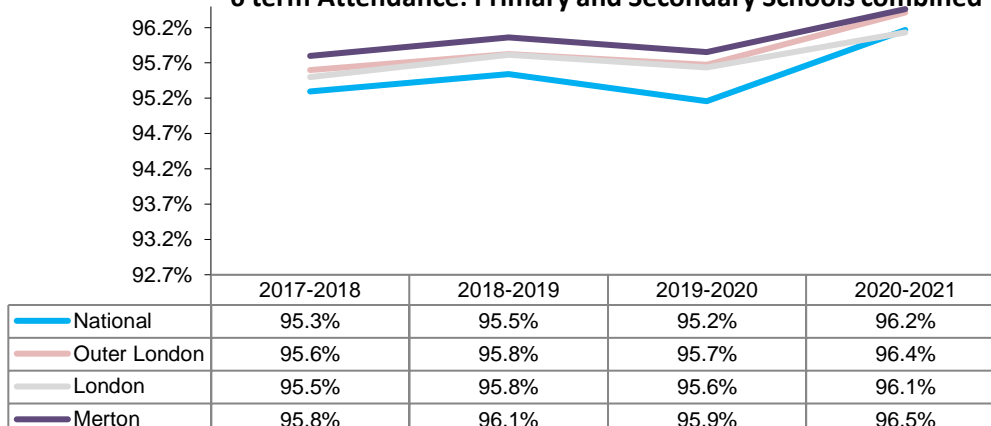
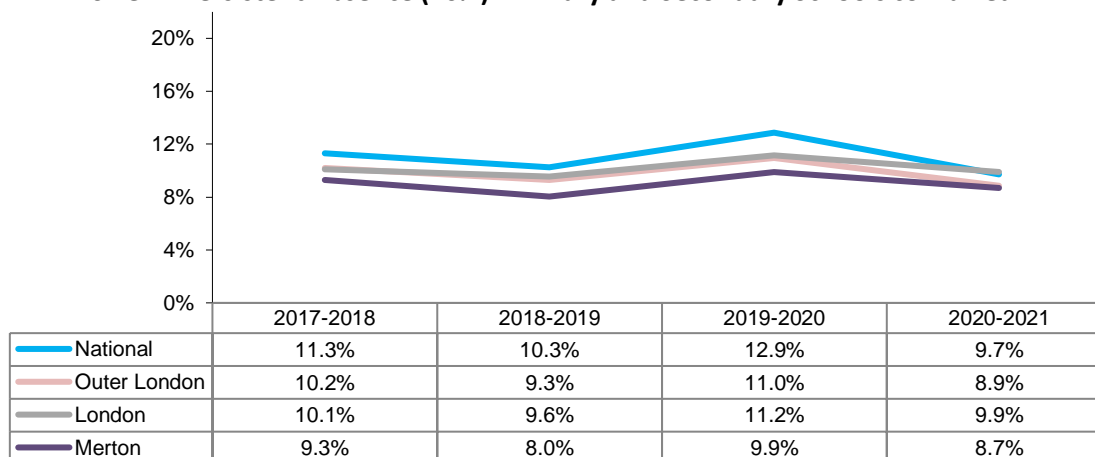| Contextual Groups	Number of Pupils	Overall Absence - All Schools				Persistence Absentees – All Schools			
		Merton 2021-22	Merton 2020-21	London 2021-22	National 2021-22	Merton 2021-22	Merton 2020-21	London 2021-22	National 2021-22
All Pupils	23057	6.4%	3.5%	6.2%	7.3%	18.9%	8.7%	18.4%	18.5%
Gender									
Female	11104	6.5%	3.5%	6.3%	7.4%	19.1%	8.5%	18.6%	22.4%
Male	11953	6.5%	4.3%	6.2%	7.2%	19.4%	10.8%	18.3%	21.6%
Gap		0.1%	0.7%	-0.1%	-0.2%	0.3%	2.3%	-0.4%	-0.7%
Disadvantaged									
Disadvantaged	5782	8.7%	6.6%	8.1%	10.3%	30.0%	18.9%	26.8%	35.0%
All other pupils	17275	5.7%	3.1%	5.6%	6.4%	15.7%	7.1%	15.6%	18.1%
Gap		3.0%	3.5%	2.4%	3.9%	14.3%	11.8%	11.2%	17.0%
Special Educational Needs (SEN)									
No Identified SEN or unclassified	18580	5.9%	2.9%	5.9%	6.8%	17.0%	6.6%	17.0%	20.2%
SEN Support	3279	8.3%	5.2%	8.1%	9.7%	27.5%	14.0%	26.0%	31.2%
SEN (EHC plan)	1198	10.3%	17.3%	8.9%	11.3%	32.0%	51.1%	28.5%	34.2%
Ethnic Group (White British and five largest or priority ethnic minority groups)									
White British	6692	7.4%	4.3%	7.3%	7.7%	21.8%	11.2%	21.7%	23.3%
White Other	4168	6.0%	2.8%	6.2%	6.8%	17.1%	5.8%	18.1%	20.7%
Mixed Ethnicity	2847	7.3%	4.7%	6.9%	7.4%	22.8%	12.2%	21.4%	23.0%
Asian Other	2229	5.1%	3.4%	5.0%	5.3%	12.4%	7.4%	13.1%	14.6%
Black African	1863	4.5%	3.3%	4.2%	4.0%	11.6%	8.1%	10.2%	9.4%
Asian Pakistani	1234	7.2%	4.5%	6.9%	7.0%	24.9%	11.9%	22.8%	23.5%
Black Caribbean	737	7.7%	5.6%	7.1%	7.0%	26.1%	15.9%	22.9%	22.6%
White and Black Caribbean	669	9.0%	7.0%	8.8%	9.0%	30.2%	20.5%	29.4%	29.8%

Disadvantaged is FSM Eligible

Six half term headline data

5.1.3   Attendance is also measured using the data covering six terms (full academic year). For the academic year 2021/22, this data will not be available until later in March this year, and so Merton's performance using this data is presented below up until 2020/21.

6 term Attendance: Primary and Secondary Schools combined

	2017-2018	2018-2019	2019-2020	2020-2021
National	95.3%	95.5%	95.2%	96.2%
Outer London	95.6%	95.8%	95.7%	96.4%
London	95.5%	95.8%	95.6%	96.1%
Merton	95.8%	96.1%	95.9%	96.5%

6 Term Persistent Absence (10%): Primary and Secondary Schools combined

	2017-2018	2018-2019	2019-2020	2020-2021
National	11.3%	10.3%	12.9%	9.7%
Outer London	10.2%	9.3%	11.0%	8.9%
London	10.1%	9.6%	11.2%	9.9%
Merton	9.3%	8.0%	9.9%	8.7%

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6 Term Attendance by phase

Primary Schools

Secondary Schools

Special Schools
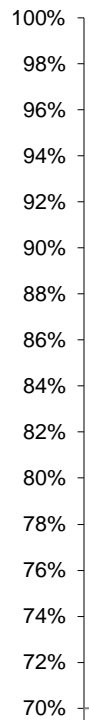
	2017-2018	2018-2019	2019-2020	2020-2021
State-funded Primary National	95.8%	96.0%	95.7%	96.7%
State-funded Primary Outer London	96.0%	96.1%	96.1%	96.8%
State-funded Primary London	95.9%	96.0%	96.0%	96.7%
State-funded Primary Merton	96.0%	96.2%	96.1%	96.9%
State-funded secondary National	94.5%	94.5%	94.4%	95.4%
State-funded secondary Outer London	94.9%	95.0%	95.2%	95.9%
State-funded secondary London	95.0%	95.0%	95.2%	95.8%
State-funded secondary Merton	95.4%	95.4%	95.4%	95.8%
Special National	89.8%	89.9%	89.5%	82.8%
Special Outer London	89.8%	90.1%	90.1%	84.4%
Special London	89.8%	90.1%	89.9%	85.1%
Special Merton	90.5%	89.7%	90.0%	70.9%

6 Term Persistent Absence (10%) by phase

Special Schools

Secondary Schools

Primary Schools

	2017-2018	2018-2019	2019-2020	2020-2021
State-funded Primary National	8.7%	8.2%	11.2%	8.1%
State-funded Primary Outer London	8.2%	7.9%	9.8%	7.8%
State-funded Primary London	8.5%	8.2%	10.1%	8.2%
State-funded Primary Merton	7.4%	7.3%	9.3%	7.5%
State-funded secondary National	13.9%	13.7%	15.0%	11.7%
State-funded secondary Outer London	12.0%	12.0%	12.4%	10.2%
State-funded secondary London	12.0%	12.0%	12.5%	10.4%
State-funded secondary Merton	10.0%	10.3%	10.9%	10.6%
Special National	29.6%	28.8%	30.0%	49.4%
Special Outer London	31.2%	30.2%	29.5%	45.3%
Special London	31.5%	30.1%	30.1%	43.1%
Special Merton	31.5%	35.4%	31.3%	77.7%

5.1.4   Using the six term data for 2020/21, attendance in Merton is above the most recent national and London comparative data in primary and secondary schools. Primary and secondary schools are seeing a rising trend in the area of school attendance.

5.1.5   The persistent absence figure for primary and secondary has fallen following a slight rise in 2019/20, mirroring the national.

5.1.6   Attendance in special schools has fallen for three years and is below London and national comparators. 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. The new category of Severe Absence (under50%) has been established by the Government. The 4 terms data shows SA for special school is particularly high. The low attendance levels is influenced considerably by the very low attendance levels of a small number of children.
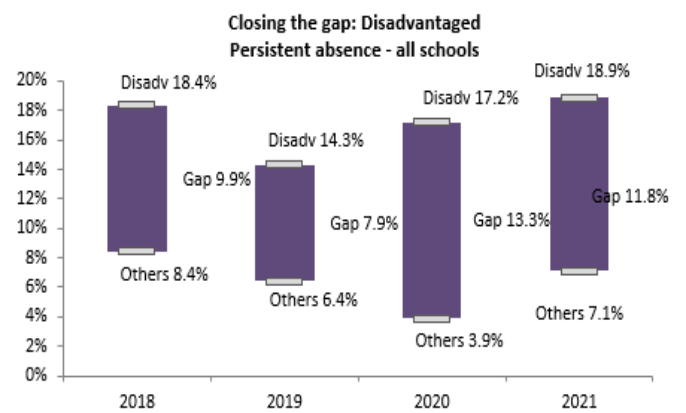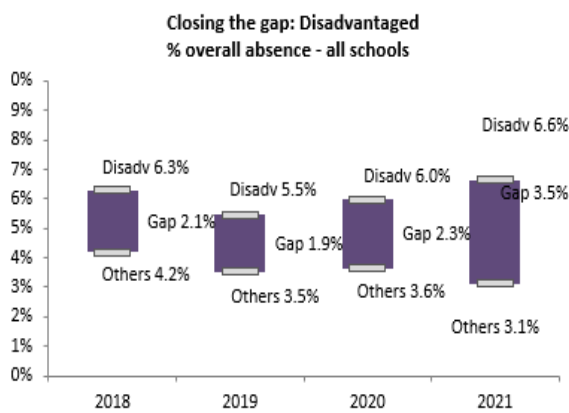
5.1.7   The gap between disadvantaged and all pupils is closing in terms of attendance and PA.
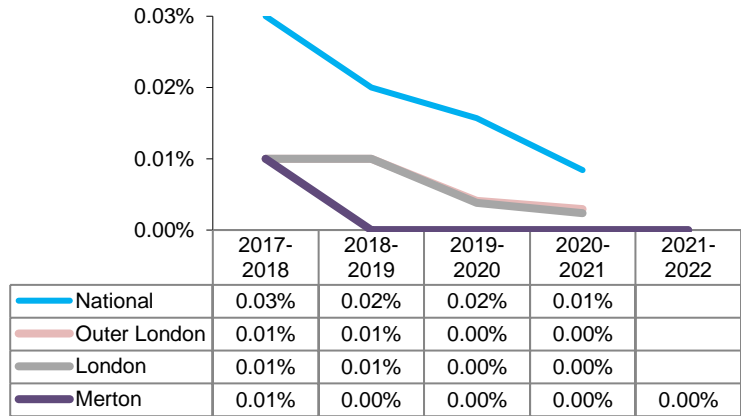
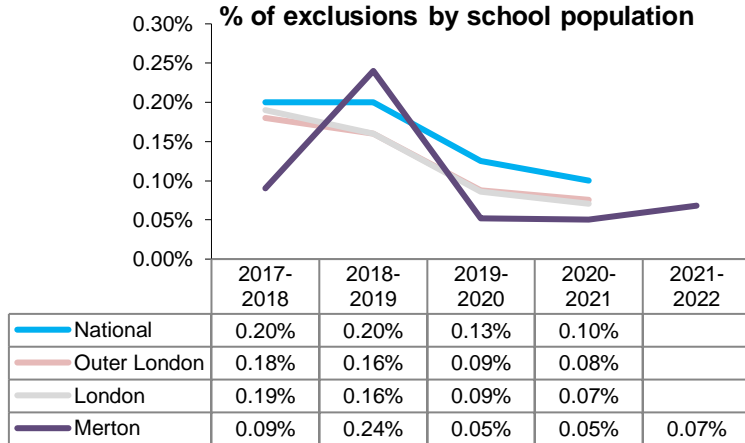# Exclusions performance information and analysis

Headline data and analysis

5.2.1 Merton data is available for 2021 -2022, but the most recent data available for the national and London averages is from 2020-2021.
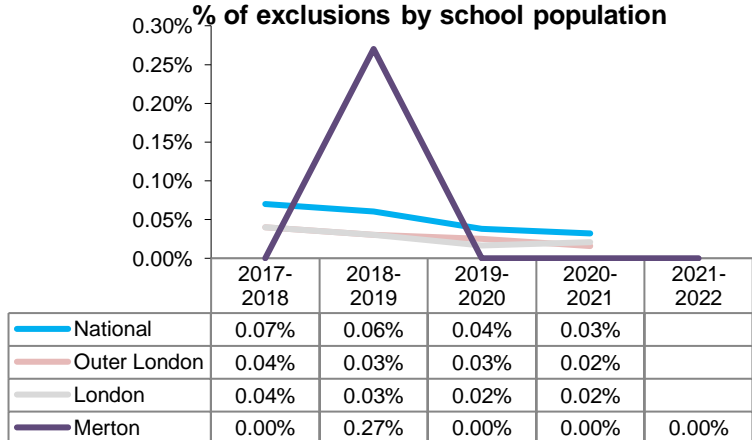
Permanent Exclusions: Primary Schools
% of exclusions by school population

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
National	0.03%	0.02%	0.02%	0.01%	
Outer London	0.01%	0.01%	0.00%	0.00%	
London	0.01%	0.01%	0.00%	0.00%	
Merton	0.01%	0.00%	0.00%	0.00%	0.00%

Permanent Exclusions: Secondary Schools
% of exclusions by school population

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
National	0.20%	0.20%	0.13%	0.10%	
Outer London	0.18%	0.16%	0.09%	0.08%	
London	0.19%	0.16%	0.09%	0.07%	
Merton	0.09%	0.24%	0.05%	0.05%	0.07%

Permanent Exclusions: Special Schools
% of exclusions by school population

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
National	0.07%	0.06%	0.04%	0.03%	
Outer London	0.04%	0.03%	0.03%	0.02%	
London	0.04%	0.03%	0.02%	0.02%	
Merton	0.00%	0.27%	0.00%	0.00%	0.00%

5.2.2 Merton had no primary or special school permanent exclusions in 2021-2022. This was achieved through ongoing significant and complex inclusion work carried out by primary schools and the Local Authority's Virtual Behaviour Service (VBS).

5.2.3 The number of permanent exclusions in secondary schools has increased slightly but remains below the national average and in lines with London averages.

5.2.4 There were 12 additional potential permanent exclusions that were prevented in secondary schools as a result of our partnership work with families, as well as with the VBS, schools and Melbury College. This is a fall from 26 in the previous year and back in line with 19/20. Together with the small rise in permanent exclusions in secondaries, this is evidence of the level of complex cases presenting in schools.

Fixed Term Exclusions
## % of exclusions by school population

Special Schools

Secondary Schools

Primary Schools
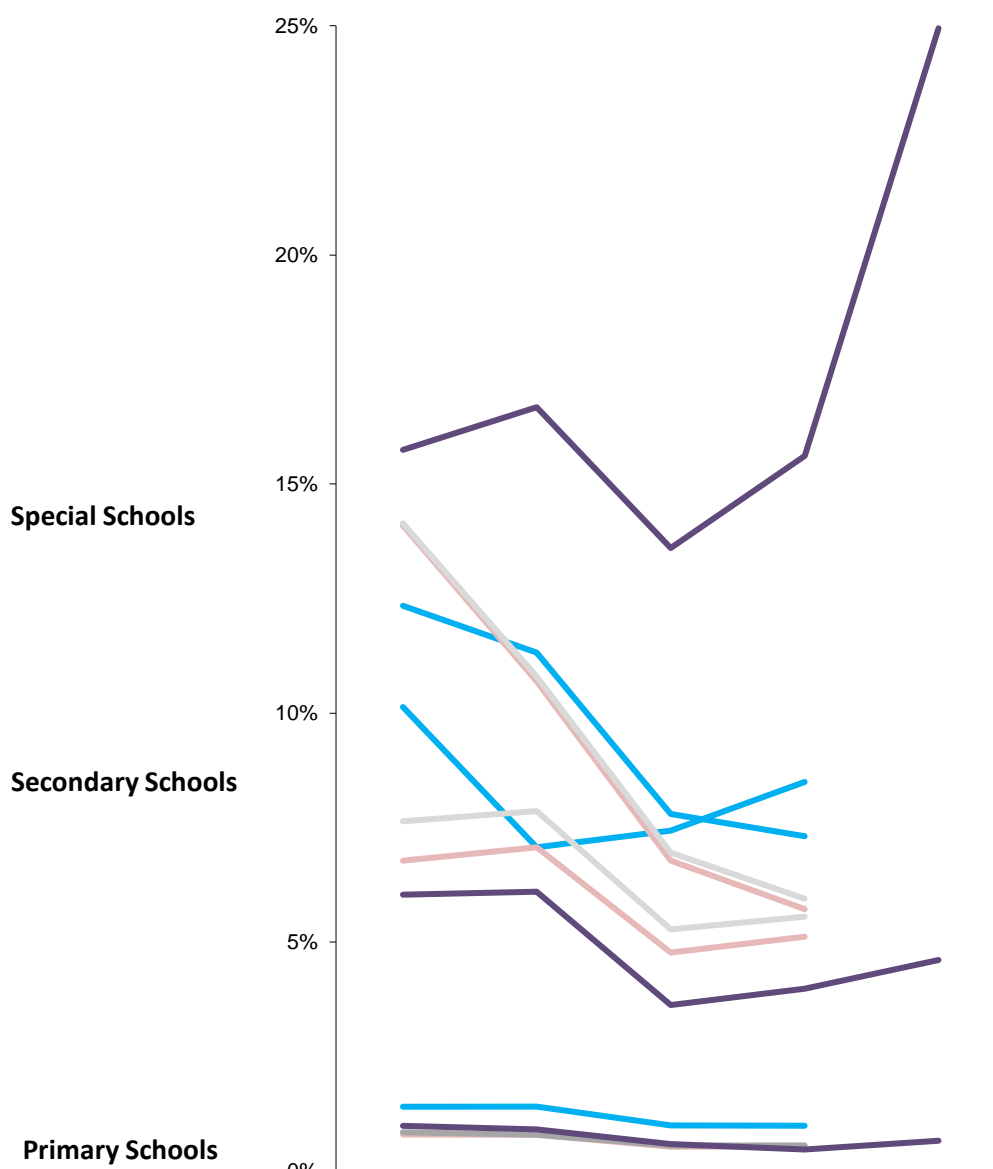
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Primary National	1.40%	1.41%	1.01%	0.99%	
Primary Outer London	0.80%	0.79%	0.54%	0.54%	
Primary London	0.85%	0.80%	0.56%	0.56%	
Primary Merton	0.99%	0.91%	0.59%	0.47%	0.66%
Secondary National	10.13%	7.07%	7.43%	8.49%	
Secondary Outer London	6.78%	7.07%	4.77%	5.11%	
Secondary London	7.63%	7.86%	5.28%	5.55%	
Secondary Merton	6.04%	6.10%	3.63%	3.98%	4.60%
Special National	12.34%	11.32%	7.79%	7.31%	
Special Outer London	14.09%	10.69%	6.78%	5.72%	
Special London	14.14%	10.79%	6.96%	5.95%	
Special Merton	15.74%	16.67%	13.60%	15.61%	24.94%

5.2.5   The number of fixed term exclusions has risen slightly in primary schools and, though the rate is below that seen nationally, is just above the London averages. This data has been further analysed and we know it relates in part to a small number of pupils with multiple exclusions.

5.2.6   The number of fixed term exclusions in secondary schools has risen slightly but is below London and national averages.

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

5.2.8   The figures for fixed term exclusions in Special Schools are based on small cohorts, with individual exclusions therefore being recorded as a high percentage. Nevertheless, the significant rise is concerning and will be monitored closely.

Main pupil groups (fixed term exclusions, secondary phase)

Contextual Groups	Number of Pupils	Fixed Term Exclusions: Secondary % of exclusions by school population		
		Merton 2021-22	London 2020-21	National 2020-21
All Pupils	10253	4.60%	5.55%	8.49%
Gender				
Female	4882	2.77%	3.65%	5.62%
Male	5371	6.27%	7.46%	11.34%
Gap		3.51%	3.81%	5.73%
Disadvantaged				
Disadvantaged	2519	7.98%	10.71%	20.80%
All other pupils	7734	3.50%	4.08%	5.64%
Gap		4.48%	6.63%	15.16%
Special Educational Needs (SEN)				
No Special Educational Needs	8402	2.65%	4.12%	6.16%
SEN Support	1521	12.03%	14.52%	22.82%
SEN (with Statement or EHC plan)	330	20.00%	17.40%	27.27%
Ethnic Group (White British and six largest or priority ethnic minority groups)				
White British	2769	5.78%	6.44%	9.53%
White Other	1968	4.78%	5.10%	5.67%
Asian Other	1279	1.25%	3.99%	5.30%
Black African	985	6.50%	6.32%	6.01%
Asian Pakistani	594	1.52%	3.16%	5.49%
Mixed Other	1232	5.36%	6.57%	7.57%
Black Caribbean	452	6.64%	12.23%	12.69%

FSM was used in calculating the disadvantaged table

**Closing the gap: Disadvantaged
Fixed Term Exclusions
% of exclusions by school population**
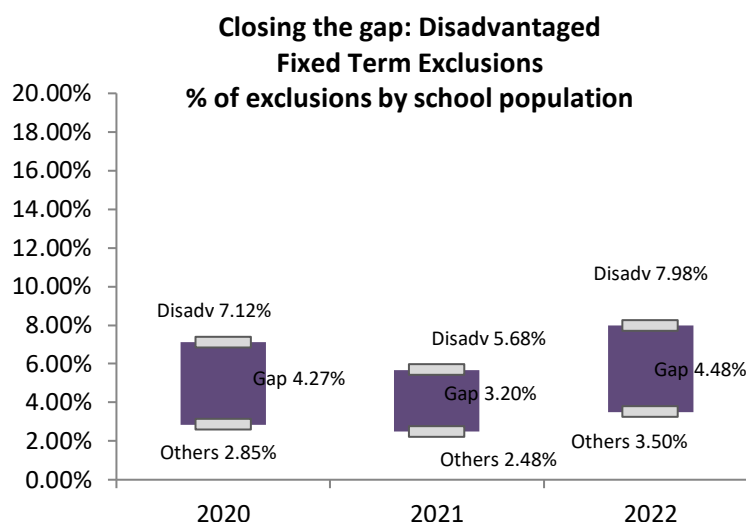
5.2.9 The gap between exclusions for disadvantaged pupils and all pupils excluded has risen slightly but in Merton the numbers of disadvantaged students excluded and the gap with their peers both remain significantly below the national and London averages.

5.2.10 Fixed term exclusions of pupils in receipt of SEN Support have risen (from 6.68% to 12.03%) but are below national and London averages for the same group. Fixed term exclusions for children with EHCPs are higher than those for SEN support, and are above those for the same group across London but are better than the national average.

5.2.11 Fixed term exclusion for Black Caribbean pupils are still disproportionate but less so than in 2020/21 (when the rate of exclusions was 8.24%). Black African pupils are excluded at a higher rate than nationally and across London, and numbers have risen over the past year.

Elective Home Education (EHE)

5.3.1   Parents have the right to electively home educate their children. The Education Welfare Service (EWS) and Merton School Improvement track these children to ensure that education is being provided. Following the steep rise in 2020/21, which was mirrored nationally, and for which the impact of the pandemic was cited as a key reason, there has been a small drop this year. Nevertheless, numbers remain high and are considerably above pre-pandemic levels at both the primary and secondary phases. Over the past decade, numbers have risen by over 200%, with the larger rise being seen in the primary phase. The numbers of boys and girls being electively home educated are broadly similar. The numbers starting to be home educated in Reception and in Year 7 remain higher than in other year groups, resulting in overall spikes at the beginning of both the primary and secondary phases.
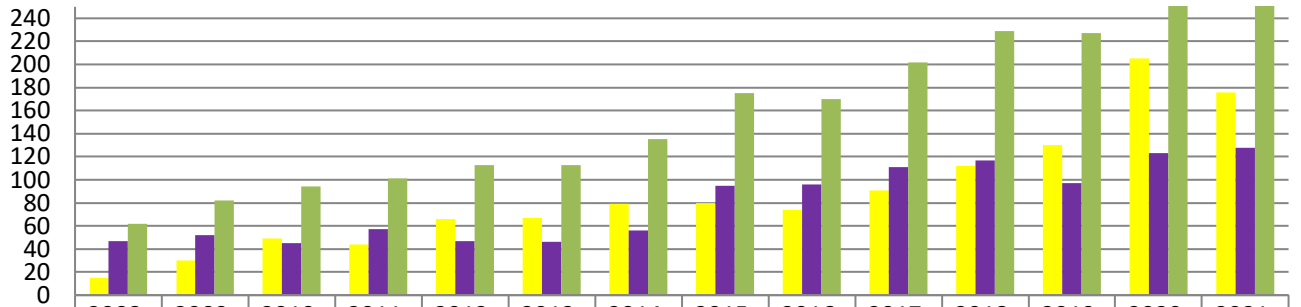
5.3.2   There has been a rise in the number of electively home educated children with EHCPs. The families work closely with SENDIS to meet the children's needs.

5.3.3

**EHE (EOTAS) Level 3 over the last 13 years**
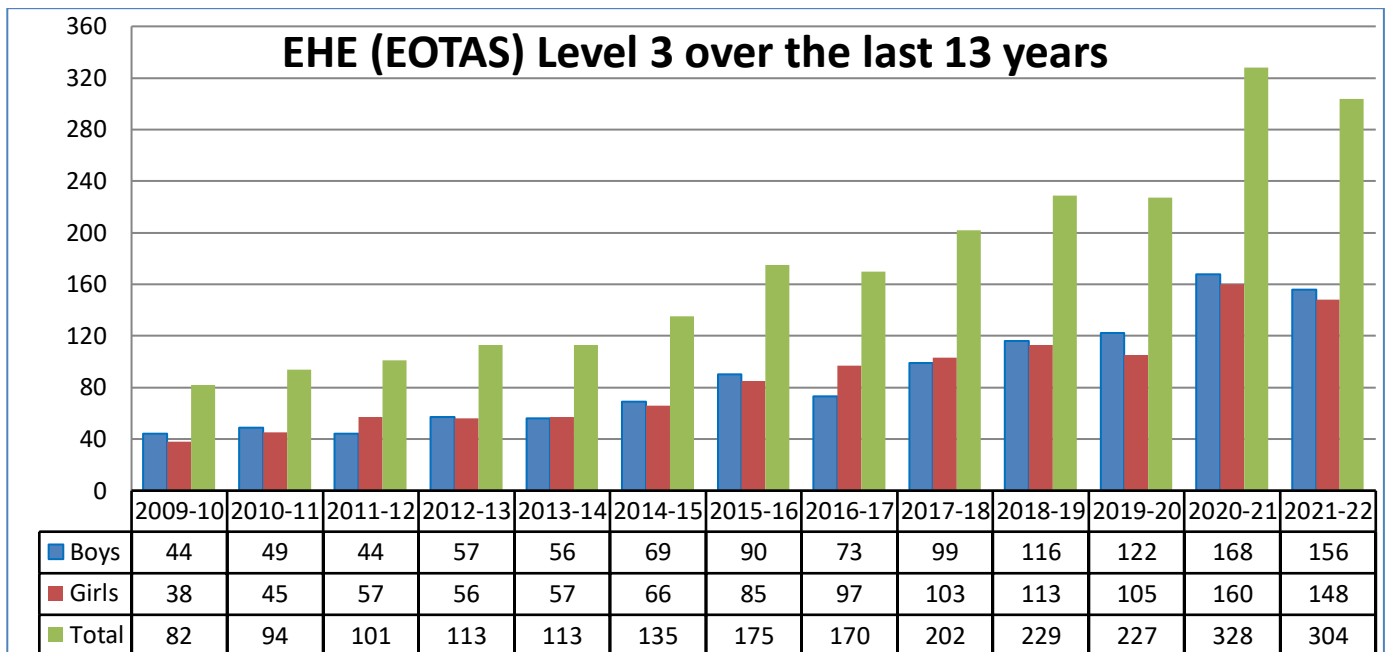
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Boys	44	49	44	57	56	69	90	73	99	116	122	168	156
Girls	38	45	57	56	57	66	85	97	103	113	105	160	148
Total	82	94	101	113	113	135	175	170	202	229	227	328	304

EHE (EOTAS) Level 3 Primary / Secondary Split

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Primary	15	30	49	44	66	67	79	80	74	91	112	130	205	176
Secondary	47	52	45	57	47	46	56	95	96	111	117	97	123	128
Total	62	82	94	101	113	113	135	175	170	202	229	227	328	304

5.3.5

Number of EHE Pupils by actual year groups in 2021-22

Nursery	Rec	1	2	3	4	5	6	7	8	9	10	11
0	44	32	24	18	30	20	17	39	27	22	19	12
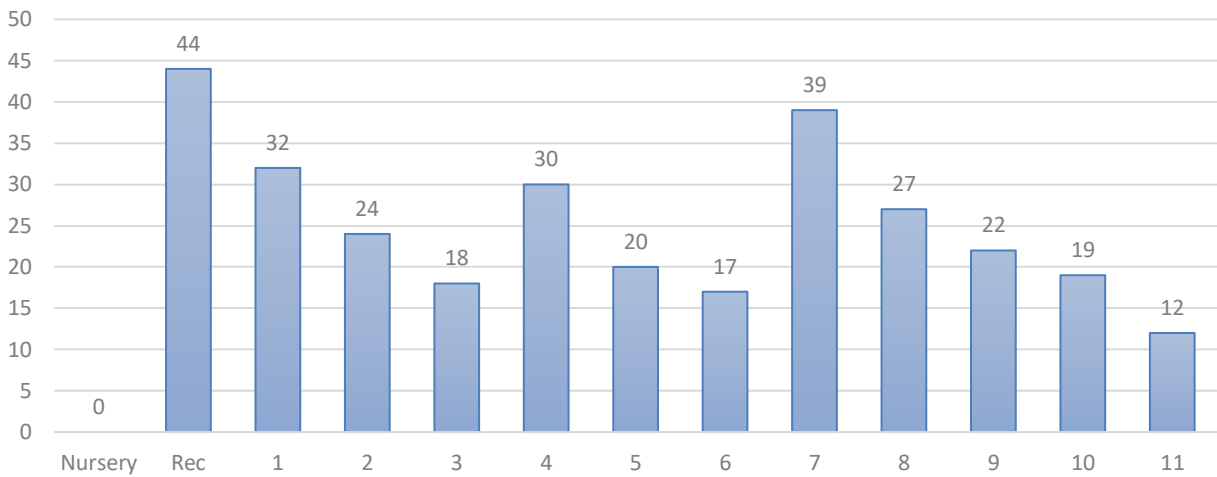
5.3.6

Comparison of EHE by Yr group 20-21 & 21-22

Started EHE 20/21 — Started EHE 21/22

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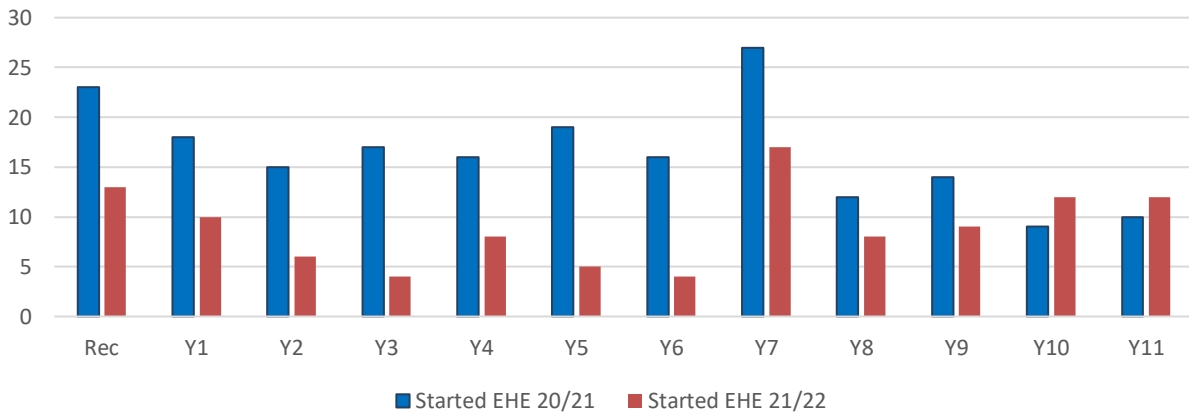
5.3.7   In 2021-22 only 4% of families chose to have a home visit – and this is probably a residual effect from the pandemic. 28% of families chose to provide evidence in the form of reports or information to allow reviews. The majority of families (68%) chose to join a video meeting to allow a review to their education provision. Pre – pandemic (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 downward trend (77%, 68%). 45% of families provided evidence in the form of reports or

to allow reviews (an increase from 29.6% in 2017/18). The majority of reviews are now online.

5.3.8   If there are concerns about the efficiency and suitability of the education provided, the EWS and Merton School Improvement will agree actions. 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.

5.3.9   In 2021-22 the home educated child was present at 69% of reviews either in person or via a video call. In 2018/19 pre pandemic the child was present at 93% of the home visits/meetings. The advisor can encourage that the child is on the video call but cannot insist. 6 families in the academic year 2021-22 advised that they were unable to continue to provide education and their children became CME. 3 additional children were deemed to be CME and were advised to   cease EHE as they had had two consecutive reviews deemed "not appropriate". This is a significant   reduction from 2018/19 when the figures were 16 and 11. Thus the education support offered was   deemed appropriate in more cases that previously

5.3.10   In the absence of any information being provided by a family/carer, Merton will assume no education is occurring and proceed accordingly. In 2021 to 2022 five School Attendance Order   (SAO) were commenced; we did not issue any SAO's as the first stage letter was enough to   encourage a response. This was a rise from 3 in 2018/19

5.3.11   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 of education provision to EHE and the EWS liaise with them during the process. 5% of EHE pupils were on a CIN or CP plan in 2021/2022, representing a slight increase from previous years.

5.3.12   In 2021/2022 there were 90 referrals received as CME off roll notifications. Schools have been required to make this notification to the local authority 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 on to the resident borough to ensure that the children continued in education. This is a rise from 79 in 2018/19 and is in line with the rise in cases that are electing to home educate.

2021/22 Inclusion priorities, impact and key actions taken

5.4.1

> **Priority:** To support a return to expected levels of attendance across the school system.
>
> **Actions taken to secure impact:**
> Merton re-established post covid our expectations to attend education settings. We have also provided support for schools to improve systems around attendance. We are also making use of Merton's Mental Health in Schools Teams to support prevention and early intervention.
>
> **Impact:**
> Rates of school attendance continue to be below pre pandemic levels and is a priority area. There are now re-established systems with schools around support and challenge on attendance, and school-based plans provide support where young people's mental health is a factor. However, illness remains a significant issue in schools, with viruses spreading more following less community sharing under covid. This has impacted some communities more than others.

5.4.2

> **Priority:** To support an improvement in attendance for children in special schools in particular.
>
> **Actions taken to secure impact:**
> There are targeted meetings with each special school to address issues of school attendance. Merton's Children Missing Education Panel is reviewing more children with special educational needs and disabilities. An attendance panel has also been set up at Cricket Green.
>
> **Impact:**
> Two terms data shows higher levels of attendance in Merton Special schools despite higher level of severe absence, which is an improvement.

5.4.3

> **Priority:** To manage the growth in off rolling and maintain high levels of tracking.
>
> **Actions taken to secure impact:**
> Merton continues with robust tracking processes and feedback is provided to schools where off rolling data was late.
>
> **Impact:**
> We are still seeing high levels of off rolling as families move – either because of work, moving abroad or due to eviction. There continues to be high levels of mobility in the school population.

5.4.4

> **Priority:** To further strengthen our work on mental health by developing another partnership so that all schools in Merton are supported.
>
> **Actions taken to secure impact:**
> The Wimbledon Partnership was established led by Bishop Gilpin School. In addition, all cluster lead headteachers attend the CAMHS board.
>
> **Impact:**
> All Merton schools can now access a Mental Health in Schools team and all schools have a whole school mental health plan.

5.4.5

> **Priority:** To build a new primary Melrose base and expand Melrose offer to more children.
>
> **Actions taken to secure impact:**
> There is now in place in Melrose School a new Primary Building and sports hall. There is a new Primary school for children with Social Emotional and Mental Health (SEMH) needs.
>
> **Impact:**
> The school was opened in Autumn 2022 following some delay on build due to supply of materials. Children with EHCPs for SMEH no longer have to travel to out of borough schools and we have had positive feedback from parents

5.4.6

> **Priority:** To maintain support for children with SEMH through Covid regulations.
>
> **Actions taken to secure impact:**
> The Merton Young Residents survey highlighted the need for a focus on Mental Health within schools. Behaviour support one-to-ones have been maintained throughout covid to support children to access school. Merton also runs termly forums for mental health leads and mental health training networks. Mental health leads training has been promoted to schools resulting in high take up. CAMHS board has an oversight of service waiting times and offer to children and families. Mental health support materials are shared regularly.
>
> **Impact:**
> Referrals to mental health services have increased and remained high. There has been an increased investment in CAMHS; however, a lag in recruitment processes means waiting time for some support remains.

Inclusion Priorities for 2022/23

a) To work with special schools to address lower attendance and higher suspension (fixed term exclusion) rates
b) To work with all schools to implement the Government's proposed new attendance guidance prior to full implementation in September 2023 in particular focus on developing an approach to severe absence
c) To develop an offer for emotionally based school avoidance in line with the I-thrive model
d) To develop an approach across all school support services to build ordinarily available SEND capacity in schools.
e) To establish a new base for the Merton Medical Education Service and expand the offer for children out of school with medical needs

Appendices

Appendix A: Ofsted outcomes by school as of September 2022

Outstanding	Good	Requiring improvement	Inadequate
Primary Bishop Gilpin Dundonald Holy Trinity Merton Park Singlegate Wimbledon Chase Wimbledon Park **Secondary** Ricards Lodge Rutlish **Special** Perseid Cricket Green **Academies** Harris Merton Harris Morden Harris Primary Merton	**Primary** Abbotsbury All Saints Bond Cranmer Garfield Gorringe 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 Mary's St Matthews St Teresa's St Thomas of Canterbury The Priory The Sherwood West Wimbledon William Morris **Secondary** Raynes Park Ursuline Wimbledon College **Special** Melrose **PRU** Smart Centre **Academies & Free Schools** Beecholme Park Community St Mark's Academy	**Primary** **Academies** Stanford	**Primary** **Academies** Benedict
Not yet inspected: Harris Wimbledon			

Appendix B: Context for 2021/22

1. In 2021 – 2022, Merton schools remained open and provided a face-to-face education for all children whilst managing outbreaks of infections, high levels of staff illness and absences and the budget pressures of using agency staffing when it was available. Throughout all of this, headteachers sought to provide children once again with the social, cultural and curriculum enrichment experiences of plays and performances, school trips and residentials, visits and visitors, school fetes and fund-raising events.

2. There were three lockdowns during the Covid pandemic of 2020 – 2021 when only the children of front-line workers and children identified as vulnerable were attending school. The Children's Commissioner reported data from interviews conducted over five days at the end of April 2020, which indicated, of that sample, 96% were not attending school (94.9% of children 12 and under and 97.8% 13+). The autumn term of 2021/22 in particular was further disrupted by the pandemic, even though there were no lockdowns. Students who sat their A levels in 2022 had never sat a public examination before and those who sat their GCSEs did not know until January 2022 whether or not they would be examined. Although there were no further lockdowns in 2021/22, attendance continued to be affected in relation to outbreaks and requirements to self-isolate throughout the year.

3. Key focuses for school leaders during the academic year 2021 – 2022 included:
    *   Addressing the impact of remote learning, lockdowns and of illness and death within families and communities upon children's resilience, anxiety, confidence, behaviour, social skills and aptitudes/habits for learning;
    *   Responding to and supporting parental concerns with regards to:
        o   infections and Covid vaccinations;
        o   attendance – including managing parental 'push back' when schools communicated a return to high expectations for pupil attendance;
        o   the personal and economic challenges that many families continue to face;
    *   Co-ordinating parental consent for and managing on-site Covid vaccination programmes, some of which initially attracted unpleasant attention from small but vociferous protest groups;
    *   Managing staff workload so that staff felt supported in maintaining positive health and wellbeing and enabled to do their jobs;
    *   Identifying the gaps in children's learning - for example in phonics, oracy and their stamina for writing - and then adapting the curriculum and teaching styles in order to revisit concepts and prioritise knowledge that pupils hadn't learned well remotely;
    *   Assessing developmental gaps for particular cohorts and groups of children including those in the Early Years, those with special educational needs and disabilities and disadvantaged pupils;
    *   Managing school-led tutoring and intervention programmes and accessing hard-pressed services to support children's mental health and wellbeing;
    *   Preparing staff and children and young people for the return of statutory assessments and public examinations in summer 2022 and engaging with moderation training and activities at LA and cluster level in order to engage with teacher assessment in EYFS and KS 2 writing;
    *   Managing increased numbers of safeguarding concerns particularly domestic abuse, sexual violence and sexual harassment;
    *   Continuing to address issues associated with racism and inequality including the impact of national and local incidents and published reviews, such as the Child Q Local Child Safeguarding Practice Review.

4. Merton schools have strong relationships with Merton's Children's Social Care services, with the Virtual School for Children in Care and Children with a Social Worker and with the Merton Safeguarding Children Partnership. School staff understand local processes for accessing support for vulnerable children and families and for making referrals to the Children's Hub when seeking to safeguard their learners. Amongst many strengths identified during the Inspection of Merton's Local Authority Children's Services were the effectiveness of strong and respectful safeguarding partnerships enriching

the daily lived experiences of children while making them safer. The innovative 'Social Worker in Schools' programme was recognised through inspection, and some schools in Merton benefit from a DSL supervision programme.

5. The Government published its Education White paper ('Opportunity for All') in early 2022, and followed this with a Schools' Bill to address the aspects of their White Paper ambitions which required legislations. The White Paper set out the government's vision for education, which included:

- a range of programmes for teacher development and recruitment
- additional support for schools to secure the fundamentals of behaviour, attendance and wellbeing for all
- various interventions to target support to those who need it most
- introducing a fully trust-led system with a singular regulatory body

The paper identified a number of initiatives to address this vision. As of the date of writing this report the following initiatives from the paper had been delivered:

- Scholarships for language graduates
- ITT course to get engineers teaching physics
- 'National data solution' for attendance tracking
- Updated national music education plan
- At least £100 million to fund the Education Endowment Foundation
- £86 million in trust capacity funding
- Powers to force "coasting" schools to convert or change trusts
- Regional schools commissioners rebranded as regional directors
- Priority education investment areas targeted for new academically focused 16-19 free schools

Other aspects remain on track for delivery including:

- Digital service to recognise international teaching qualifications and relocation premium
- Literacy and numeracy sample test for year 9s
- Network of modern foreign language hubs from 2023
- New cultural education plan
- Turn Oak Academy into an arms length curriculum body
- Tutoring to become a "core academic option" funded by the pupil premium and a "vibrant tutoring market" from 2024
- Transparency for MAT top-slicing
- £40 million for 24 priority education investment areas
- New system of proactive assurance with safeguarding audits every three years

The Schools' Bill was pulled from the parliamentary process late in 2023, following a change of leadership within the Government, and as of the time of writing this report, it is not clear which of the initiatives within the paper and Bill which have yet to be delivered are to be pursued.

6. The Government also published its SEND Green Paper ('SEND Review: Right support, Right place, Right time '). This Green Paper was consulted on over 2022 but the Government's response is yet to be published. The Paper sets out the government's proposals to ensure that every child and young person has their needs identified quickly and met more consistently. This includes:

- establishing a single national special educational needs and disability (SEND) and alternative provision (AP) system that sets clear standards for the provision that children and young people should expect to receive;
- strengthened accountabilities and investment that will help to deliver real change for children, young people and their families;
- creating a single national system that has high aspirations and ambitions for children and young people with SEND and those in AP, which is financially sustainable.

Appendix C: School Improvement in Merton

The Principles

1. Merton Local Authority continued to secure the improvement of its schools during 2021/22, working in partnership with leaders and other partners to ensure that local maintained schools and academies provide the best educational offer for children and young people.

2. There is no expectation from national government that school improvement functions 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.

3. 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.

Merton's School Improvement Strategy

4. Merton refreshed its School Improvement Strategy for 2021 – 2022 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 national and local contexts for schools (in particular in relation to the pandemic)
    *   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

5. 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.

6. 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.

7.   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 and Early Help 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.

8.   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.

9.   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.

10.   The Merton Special Training 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 offered a Schools' Direct programme to maximise the new to teaching recruitment opportunities for Merton Schools.

11.   Teach Wimbledon is an alliance of local schools which, in partnership with the Local Authority, ran another Schools Direct new teacher training programme, again strengthening recruitment options for Merton schools.

12.   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.

13.   In addition, Merton Local Authority is a strategic partner with the Wandle Teaching School Hub, the Hub covering South West London as established by the DfE.

14.   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

15.   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;
- Focus on support for pupils pastorally and academically;
- Focus on support for staff, particularly Early Career Teachers (ECTs) whose training programmes were disrupted during the pandemic

16.　　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

17.　　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.

18.　　Where schools are 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' is implemented.

19.　　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.

20.　　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.

21.　　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.

22.　　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
- Children's Social Care
- Education Welfare Service
- Traveller Education Service
- Early Years' Service

23.　　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

24.   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 Early Career Teachers (ECTs);
- 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.

25.   Many of the services listed in the section above ('Universal Offer for Schools') also offer a buy back service through service level agreements for all Merton schools.

Local Authority Statutory Functions

26.   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'.

27.   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 Director (RD) 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.

28.   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 September 2022.

29.   In particular, the guidance identifies the role of RD in SCC, exercising powers on behalf of the Secretary of State for Education. The guidance clarifies that the RD should work with local authorities to build 'a supportive schools culture' to 'work with school leaders to drive school improvement'.

30. The guidance identifies the processes local authorities can take with RDs may take in SCC that are eligible for intervention

31. Local authorities and RDs 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.

32. 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.

33. The RD also has the power to:
   - direct closure of a school;
   - take over responsibility for an IEB;
   - make an academy order.

34. In schools that have been judged inadequate by Ofsted, an academy order will be issued by the RSC, requiring them to become sponsored academies.

Appendix D: 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					
Merton	**0.52**	**0.45**	**0.60**	**53.6**	**38%**	**28%**	**76%**	**57%**
National (maintained schools)	**-0.03**			**48.8**	**27%**	**20%**	**69%**	**50%**
Secondary Schools								
Harris Academy Merton	0.49	0.29	0.68	52.9	26%	18%	72%	53%
Harris Academy Morden	0.19	-0.04	0.42	47.5	32%	23%	64%	40%
Raynes Park High School	0.22	-0.02	0.46	46.3	19%	10%	70%	52%
Ricards Lodge High School	0.96	0.77	1.15	60.9	53%	44%	83%	68%
Rutlish School	0.72	0.53	0.91	58.0	43%	30%	86%	63%
St Mark's Church of England Academy	0.59	0.31	0.87	47.0	25%	14%	62%	38%
Ursuline High School Wimbledon	0.72	0.52	0.92	62.1	47%	37%	89%	72%
Wimbledon College	0.61	0.40	0.82	59.5	57%	39%	90%	70%
Special Schools								
Cricket Green School	SUPP	SUPP	SUPP	NE	NE	NE	NE	NE
Melrose School	-4.12	-4.77	-3.47	2.9	0%	0%	6%	6%
Perseid School	NE	NE	NE	NE	NE	NE	NE	NE

Appendix E: Performance Tables: KS5

DfE Performance Tables Post 16 - Outcomes:

| | A level performance at the end of 16 to 18 | | | | |
| | 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 | |
	Expressed as a Grade	Point Score		Expressed as a Grade	Point Score
Merton	**B-**	**38.25**	**20.8%**	**B**	**38.97**
National (state-funded schools and colleges)	**B-**	**37.86**	**20.7%**	**B-**	**38.25**
Secondary Schools					
Harris Academy Merton	B-	36.80	10.7%	B	38.63
Raynes Park High School	B	39.31	31.6%	B	40.70
Ricards Lodge High School	B	40.15	19.2%	B	40.13
Rutlish School	B	40.00	31.6%	B	41.58
St Mark's Church of England Academy	B-	37.11	15.4%	B-	35.90
Ursuline High School Wimbledon	B-	36.35	12.4%	B-	36.69
Wimbledon College	B	39.41	28.7%	B	40.18
Sixth Form Centre/Consortia					
RR6	B	40.05	28.4%	B	41.21

Appendix F: Glossary of Acronyms

ADCS	Association of Directors of Children's Services
CAMHS	Child and Adolescent Mental Health Services
CME	Children Missing Education
CSC	Children's Social Care
CSF	Children, Schools and Families
CPD	Continuing Professional Development
DfE	Department for Education
ECT	Early Career Teacher
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
ETE	Education Training and Employment
EWS	Education Welfare Service
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
HMI	His Majesty's Inspector for Ofsted
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
MLE	Merton Leader in Education
MSI	Merton School Improvement
NEET	Not in Education, Employment or Training
NELI	Nuffield Early Language Intervention
NLE	National Leader in Education
NLG	National Leader in Governance
NRPF	No Recourse to Public Funds
Ofsted	Office for standards in Education
PA	Persistent Absence
PEP	Personal Education Plan
PET	Primary Expert Teacher
PRU	Pupil Referral Unit
PSED	Personal, Social and Emotional Development
PVI	Private, Voluntary and Independent (Early Years provision)
RPA	Raising the Participation Age
RSE	Relationships and Sex Education
SAO	School Attendance Order
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs or Disabilities
SENCO	Special Educational Needs Co-ordinator
SENDIS	Special Educational Needs and Disabilities Integrated Service
SENIF	Special Educational Needs Inclusion Fund
SWLSEP	South West London School Effectiveness Partnership
TA	Teaching Assistant
TAMHS	Targeted Mental Health in Schools
VBS	Virtual Behaviour Service
YOT	Youth Offending Team