

For General Release

REPORT TO:	CABINET 20 January 2014
AGENDA ITEM:	8
SUBJECT:	Education Quality and Standards
LEAD OFFICER:	Paul Greenhalgh, Executive Director, Children, Families and Learning
CABINET MEMBER:	Councillor Tim Pollard, Deputy Leader (Communication) and Cabinet Member for Children, Families and Learning
WARDS:	All
CORPORATE PRIORITY/POLICY CONTEXT: Corporate Plan 2011-13: PS16 - In Croydon schools continue to increase: <ul style="list-style-type: none">• levels of attainment	

FINANCIAL IMPACT

There are no financial considerations with this report.

FORWARD PLAN KEY DECISION REFERENCE NO.:

This is not a key executive decision.

The Leader of the Council has delegated to the Cabinet the power to make the decisions set out in the recommendations below

1. RECOMMENDATIONS

- 1.1 The Cabinet is recommended to note this report, and note that this paper will form the subject of Children and Young People's Scrutiny Committee on 11 February 2014.

2. EXECUTIVE SUMMARY

This report summarises the performance of children, young people and learners in Croydon for 2013. The report covers attainment in assessments, tests and examinations for 2013 in the Early Years Foundation Stage, Key Stages 1, 2, and 4 and Post-16. The report is provided at this point of the year so that we can compare with the national average, London average and with similar areas (Statistical Neighbours). The report also provides up-to-date information on school attendance and exclusions.

The report sets out standards achieved in the 2012-2013 education year, which can be summarised as follows:

- At Key Stage 4, GCSE results were notably better than statistical neighbour and national averages and, based on unvalidated data, similar to London averages.
- At age 19 Croydon learners performed above the national average on Average Point Score.
- Croydon performance at the end of Key Stage 1 (age 7) was better than statistical neighbours and national in reading, writing and maths, better than the London average in mathematics and equal to the London average in reading and writing.
- At Key Stage 2 (age 11) Croydon results were above statistical neighbour and national averages in reading at Level 4 (expected attainment) and mathematics at Level 5 (more than expected attainment), in line in reading at Level 5 and below in writing and mathematics at Level 4. When compared with the London average, Croydon was better in reading at Level 4 but below in reading at Level 5, writing and mathematics.
- A new methodology was introduced to measure performance in the Early Years Foundation Stage, which resulted in a change to previous trends, with Croydon's performance being below statistical neighbours, London and national averages.
- Attendance at primary schools was better than the national average.
- Attendance at secondary schools has improved, in contrast to the national trend and continues to be better than the national average. Croydon outperforms statistical neighbours in terms of attendance and levels of persistent absence.
- There were no permanent exclusions from primary schools; a very slight increase in permanent exclusions in secondary schools is now being successfully addressed through the fair access process, and in the current education year the trend has markedly improved.

In section 6 the report gives a summary of the quality of the quality of provision in schools, as judged by OFSTED. At the time of writing the percentage of schools judged good or better has risen to 78%.

3. PRIMARY AND SECONDARY SCHOOL RESULTS

3.1 Early Years Foundation Stage

The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment of children's development at the end of the EYFS (the end of the academic year in which the child turns five).

Following an independent review of the EYFS by Dame Clare Tickell, a new Profile was published for implementation for the 2012/13 school year. The new Profile and revised EYFS have a stronger emphasis on the three prime areas which are most essential for children's healthy development: communication and language; physical; and personal, social and emotional development. The new Profile made changes to the way in which children are assessed at the end of the EYFS and requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against each of the new 17 early learning goals.

The new Profile was introduced in September 2012 and the first assessments took place in summer 2013. The new Profile's 'emerging', 'expected' and 'exceeding' scale are very different to the previous Profile's 117 point scale and the number of early learning goals has been reduced. The results were not comparable between 2012 and 2013.

Children who are assessed at "expected" or above in all the aspects of the Prime Areas AND all the aspects of literacy and maths (12 aspects in total) are deemed to have a Good Level of Development (GLD). The aspects within the areas of Understanding the World and Expressive Arts, Designing and Making are NOT included in the GLD.

Table 1 shows that the percentage of children who achieved a GLD, when assessed at the end of the reception year 2013.

	Communication, and Language	Physical Development	Personal, Social & Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts, designing & making	Good Level of Development
National	72	83	76	61	66	75	78	52
London	72	83	77	62	68	75	79	53

Birmingham	69	81	73	59	62	71	74	50
Luton	65	80	72	58	60	68	71	47
Croydon	65	75	70	56	61	70	72	46
Ealing	75	85	79	67	73	78	83	56
Enfield	69	79	75	58	64	70	76	49
Greenwich	82	89	85	74	78	83	87	69
Hillingdon	64	77	71	58	55	67	72	41
Merton	73	81	72	53	61	68	74	46
Redbridge	77	88	84	67	73	80	85	60
Waltham Forest	72	84	79	63	70	74	81	56
Reading	73	85	78	61	68	72	77	51

Stat. Neigh. Ave	71	82	76	61	66	73	77	52
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This shows Croydon to be lower than the National figure of 52%, below the CYP 20140211 AR06 APPENDIX 1 CABINET REPORT

London average (53%) and below the average of statistical neighbors (52%).

Table 2 shows the Achievement Gap between the average of the total cohort and the average of the bottom 20% of the cohort. Under the previous methodology the 'gap' in Croydon was better than the national average. Under the new methodology this is no longer the case: Croydon's 'gap' is now wider than the national average and that of statistical neighbours.

	Achievement Gap
National	36.6

Birmingham	40.6
Luton	38.9
Croydon	39.1
Ealing	33.4
Enfield	39.8
Greenwich	29.3
Hillingdon	36.6
Merton	38.9
Redbridge	32.0
Waltham Forest	36.3
Reading	33.3

Stat. Neigh. Ave	36.2
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3.2 What are we doing to address areas for development in the EYFS?

- Initial discussions with schools indicate that practitioners may have been over cautious in making their judgements. The moderation programme this academic year will support every school which was not part of last year's programme. This means that, by the end of the year 2013/14, every school in the borough will have received support visits and a moderation visit. This will support practitioners in making accurate judgements. Agreement trailing and "best-fit" training are offered through EYFS co-ordinator events, Learning Community events and individual school visits.
- All settings are required to track children's progress against EYFS development bands. The Early Learning and Primary Prevention team will be moderating the judgements of practitioners in settings, in order to ensure that children who are below national expectations are quickly identified and supported to make good progress in all the areas of learning.
- Learning Communities are developing strengthened for practitioners to ensure that all children are "ready for school". The analysis of data and discussions with practitioners will identify local trends and issues will be addressed with schools and settings working together.

3.3 Key Stage 1

Key Stage 1 results, both nationally and locally, have shown improvement in 2013, the second year in a row there has been such a rise, having been largely static for the previous five years (as shown in table and graph form below). Particularly pleasing in Croydon is the improvement at Level 2+ (expected level of attainment) in reading, writing and mathematics. Croydon's results have improved and are better than statistical neighbours and national averages in reading, writing and maths. For the first time Croydon's results at Level 2+ exceed the national.

Results at Level 3+ (above expected attainment) have improved in reading, writing and mathematics in Croydon. They remain below the national average at this level, however the gap between Croydon and national in writing and mathematics has narrowed to 2% in writing and 1% in mathematics.

Comparisons with statistical neighbours show that Croydon's KS1 results in 2013 are above the statistical neighbour averages at Level 2+ and are equal to or better than London averages in all subjects.

Girls outperformed boys in reading, writing and mathematics at all levels except mathematics at Level 3. This mirrors the national picture.

Pupils eligible for Free School Meals (FSM) have outperformed the same group nationally at expected levels in reading, writing and mathematics. At better than expected levels Croydon's FSM children attain in line with their peers nationally. The FSM achievement gap for pupils achieving expected levels continues to be narrower in Croydon (9% reading, 13% writing, 6% mathematics) than nationally (12% reading, 15% writing, 9% mathematics). There has been a particular reduction in the gap in 2013 in mathematics.

In 2013 there were two schools below the key performance indicator in reading (70% of pupils at Level 2+). This represents a slight increase on 2012 but follows sustained year on year improvement from nine schools in 2009 and five schools in 2011.

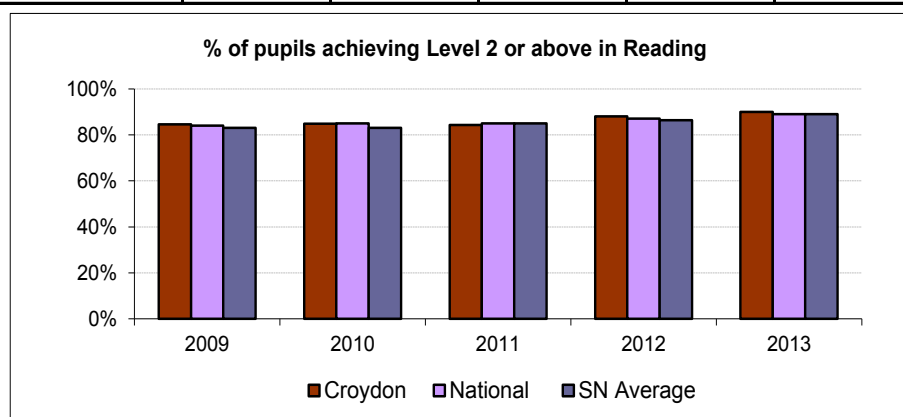
Cohort numbers eligible for assessment: KS1				
2009	2010	2011	2012	2013
3,755	3,943	4,104	4,315	4,371

Source: KS1 Provisional (2013) Statistical First Release 03/10/13 - DFE published data

Key Stage 1 attainment at the national expectation of Level 2 and above:

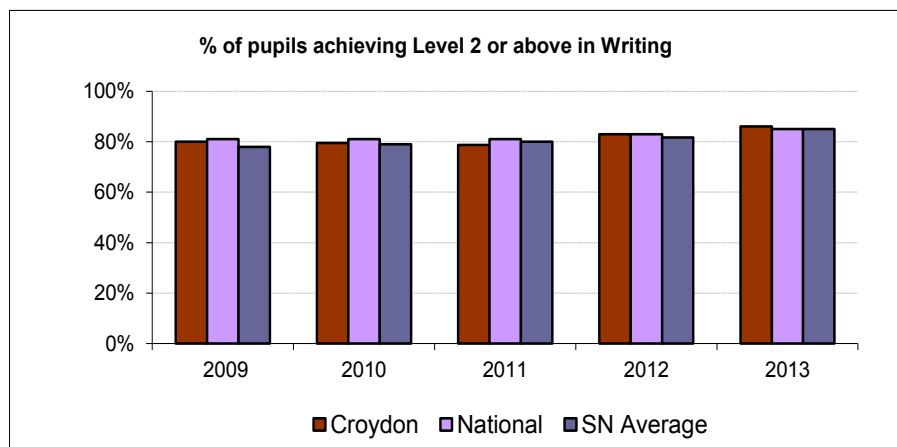
	Percentage of pupils achieving level 2 or above in reading				
	2009	2010	2011	2012	2013
Croydon	85	85	84	88	90
Statistical Neighbour Average	83	83	85	87	89
London Average	84	84	85	87	90
National Average	84	85	85	87	89

Source: KS1 Provisional (2013) Statistical First Release 03/10/13 - DFE published data



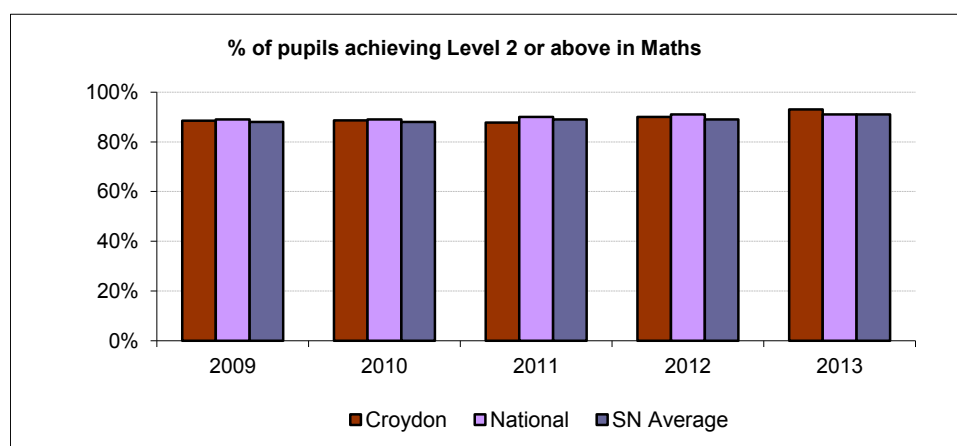
	Percentage of pupils achieving level 2 or above in writing				
	2009	2010	2011	2012	2013
Croydon	80	80	79	83	86
Statistical Neighbour Average	78	79	80	82	85
London Average	80	80	81	84	86
National Average	81	81	81	83	85

Source: KS1 Provisional (2013) Statistical First Release 03/10/13 - DFE published data



	Percentage of pupils achieving level 2 or above in mathematics				
	2009	2010	2011	2012	2013
Croydon	89	89	88	90	93
Statistical Neighbour Average	88	88	89	89	91
London Average	89	89	89	91	92
National Average	89	89	90	91	91

Source: KS1 Provisional (2013) Statistical First Release 03/10/13 - DFE published data



3.4 What are we doing to address areas for development at KS1?

- The School Improvement Service ensures that challenging targets are set for pupils in KS1 and that schools use pupil progress meetings to ensure that all pupils are making at least expected progress.
- Following the award to Croydon last year of National Centre for the Teaching of Mathematics status as a result of the excellence of the support given to schools in mathematics our consultants have been able to draw on recent best practice from across the network of National Centres of Excellence.
- Individual school data at KS1 has been analysed in order that support can be targeted to address specific issues in reading, writing and mathematics.
- Teaching and learning reviews are carried out in all our vulnerable schools and increasingly, as a traded service to other schools. These reviews include both lesson observations in KS1 classes and book scrutiny for evidence of progress. This ensures that any issues are picked up quickly and schools supported with making improvements. As in Ofsted inspections reviews include hearing children read in order to analyse provision and identify areas for improvement.

- A range of training targeting specific aspects of underachievement at KS1 is being offered, including specific courses that support teachers with moderating pupils' work to ensure consistency. Schools where KS1 is a particular area for improvement have been targeted for an extended course on raising attainment at KS1. There is also training focusing on strategies to support and challenge more able pupils at KS1. We evaluate all these courses for quality and to ensure that they are having an impact.
- The 'Nrich' project enables teachers to incorporate enrichment tasks into their mathematical teaching at KS1 and increase pupils' confidence in mathematics. The aim is that this will have an impact on attainment in mathematics. A large number of primary schools have engaged in this project.
- Work is under way to support Year 1 teachers in improving transition from the new Early Years Foundation Stage curriculum, making best use of data generated by outcomes in the Early Years profile.
- Challenging and assessing more able pupils in Year 2 in reading, writing and mathematics will be a main focus of the LA KS1 moderation process.
- Subject leader network meetings are co-ordinated across Croydon, enabling teachers to work alongside one another, share best practice and keep up to date on current areas of priority for improvement.
- Teachers who are new to teaching in Year 2 are provided with training opportunities to ensure familiarity with the curriculum and testing arrangements.

3.5 Key Stage 2

There were three important changes to testing and reporting in 2013. First, for the first time pupils sat a test in grammar, spelling and punctuation. Second, there is no longer an overall level given for English. Instead results are reported separately for reading, writing and mathematics and the national "floor standard", or minimum benchmark set by the government, has been changed to the percentage of children who attain Level 4+ in all of reading writing and mathematics. The floor standard remains at 60%. This new, more rigorous, measure where a higher level in reading, for example, cannot be used to 'compensate' for a lower level in writing, has resulted in an increase in the number of schools falling below the floor standard both nationally and locally. Finally, in 2013 there was not an externally marked Key Stage 2 writing test. Results in this area are now solely based on teacher assessment. As a result, direct comparisons with previous years are not possible.

Croydon results in reading were above national, having been below national in 2012. In writing, whilst attainment was higher than in 2012 Croydon was 1% below national. In mathematics Croydon's results were 2% improved on 2012. At the expected level of attainment Croydon's children performed 1% below the national average. However, at better than expected levels (Level 5+ and Level 6) Croydon's children performed better than their peers nationally, significantly so at Level 6.

On the new measure of the percentage of children attaining Level 4+ in all of reading writing and mathematics Croydon was 1% below national. There is no comparable figure from previous years. At Level 5+ Croydon again performed slightly less well than the national average. Reflecting the national picture, girls outperformed boys. Boys made better progress than their peers nationally in reading and mathematics and better than all pupils nationally in mathematics.

The new grammar, punctuation and spelling test, set for the first time in 2013, showed Croydon's results to be above national at all levels.

Comparisons with statistical neighbour and national averages (in table and graph form below) show that Croydon's KS2 results for 2013 are above the national and statistical neighbour averages at Level 4+ in reading, above national averages in mathematics at Level 5+, in line with statistical neighbor and national averages in reading at Level 5+ and below in writing at Levels 4+ and Level 5 and mathematics at Level 4+. In terms of pupil progress measures, the percentage of pupils making at least expected progress across KS2 in reading and mathematics is in line with national averages and is slightly below in mathematics.

London schools have improved more rapidly than those in the rest of the country. As a consequence, where we compare well with national and SN, we compare less well with other London authorities. When compared with the London average, Croydon was better in reading at Level 4 but just below at level 5 and below in writing and mathematics at levels 4 and 5.

Girls outperformed boys in reading and writing at Levels 4 and 5. Boys performed as well as girls at Level 4+ in mathematics and outperformed them at Levels 5 and 6. This mirrors the national picture.

Comparison data with national results is not yet available for pupils entitled to Free School Meals (FSM) at KS2. However, the FSM achievement gap at KS2 for pupils attaining L4+ in reading, writing and mathematics combined has remained at 14% in 2013 against a more demanding national floor standard.

Six schools were below the nationally specified 'floor standard' (or minimum expectation set by government) for attainment (60% L4+ for combined reading, writing and mathematics, and below the national median of 91% for two levels progress in reading, 95% for writing and 92% for two levels in mathematics). This is an increase from three schools in 2012, although the measure has changed and is therefore not comparable. The number of primary schools in receipt of targeted support from the LA has increased from 12 in 2012/13 to 17 in 2013/14. This reflects a more robust approach to school categorization against a more rigorous inspection and testing regime.

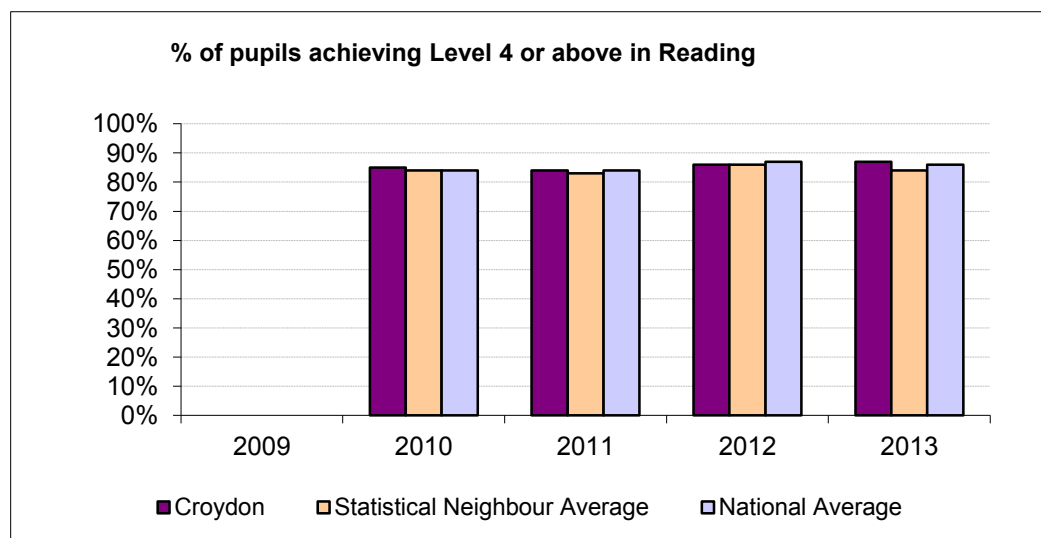
Cohort Numbers eligible for assessment: KS2				
2009	2010	2011	2012	2013
3,838	2,385	3,873	3,777	3,776*

Source: KS2 LA Raiseonline – DFE published Data

*Provisional figures from local data

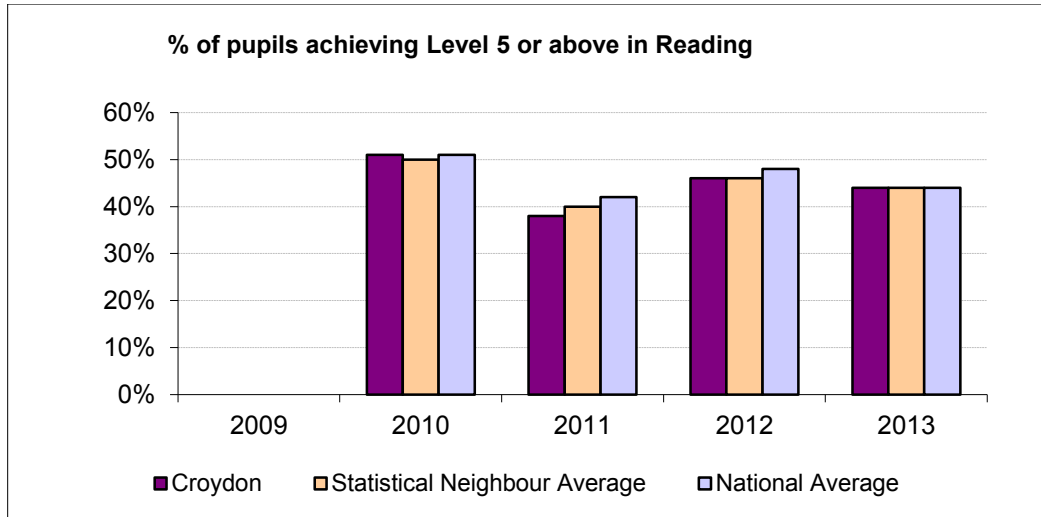
	Percentage of pupils in Reading achieving level 4 or above				
	2009	2010	2011	2012	2013
Croydon	-	85%	84%	86%	87%
Statistical Neighbour Average	-	84%	83%	86%	84%
London Average	-	85%	85%	88%	86%
National Average	-	84%	84%	87%	86%

Source: DFE KS2 performance Tables



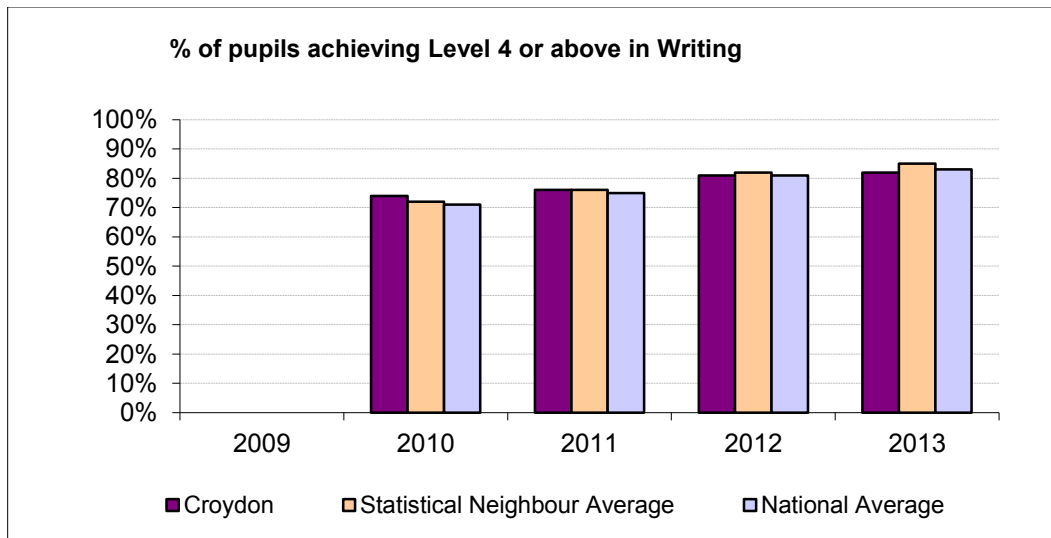
	Percentage of pupils in Reading achieving level 5 or above				
	2009	2010	2011	2012	2013
Croydon	-	51%	38%	46%	44%
Statistical Neighbour Average	-	50%	40%	46%	44%
London Average	-	52%	43%	49%	45%
National Average	-	51%	42%	48%	44%

Source: DFE KS2 performance Tables



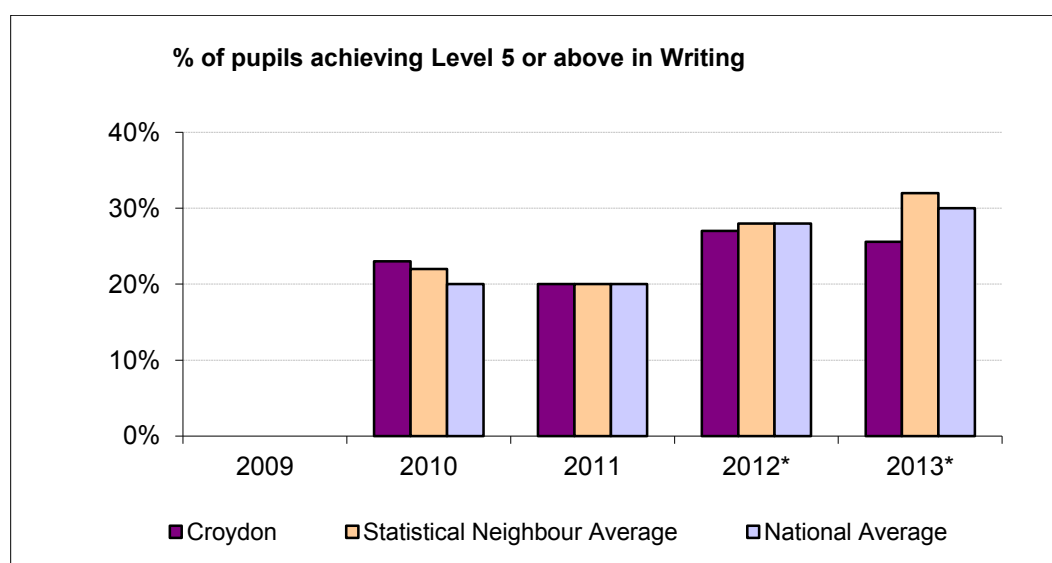
		Percentage of pupils in Writing achieving level 4 or above				
		2009	2010	2011	2012*	2013*
Croydon		-	74%	76%	81%	82%
Statistical Neighbour Average		-	72%	76%	82%	85%
London Average		-	74%	77%	83%	84%
National Average		-	71%	75%	81%	83%

Source: DFE KS2 performance Tables



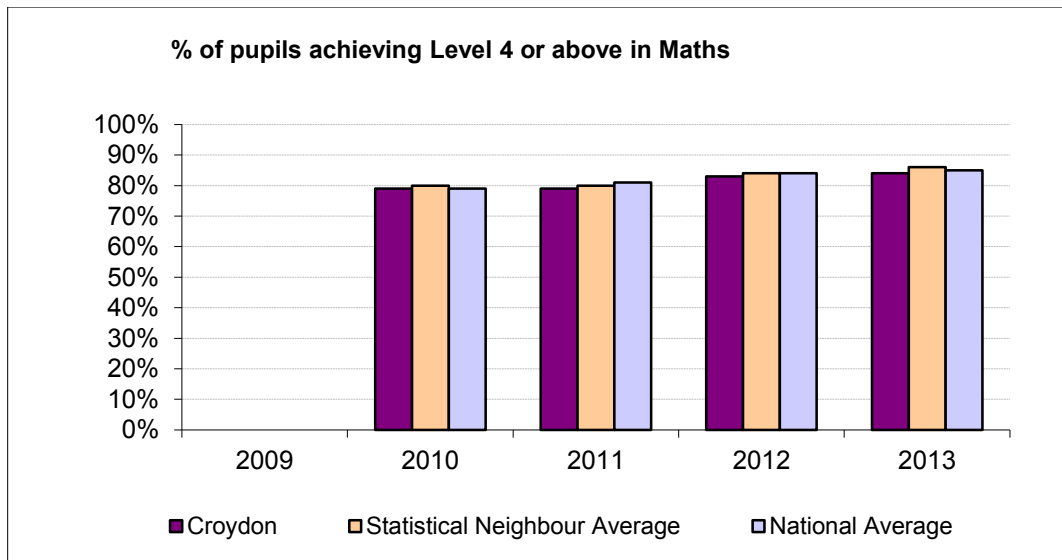
	Percentage of pupils in Writing achieving level 5 or above				
	2009	2010	2011	2012*	2013*
Croydon	-	23%	20%	27%	26%
Statistical Neighbour Average	-	22%	20%	28%	32%
London Average	-	22%	22%	30%	32%
National Average	-	20%	20%	28%	30%

Source: DFE KS2 performance Tables



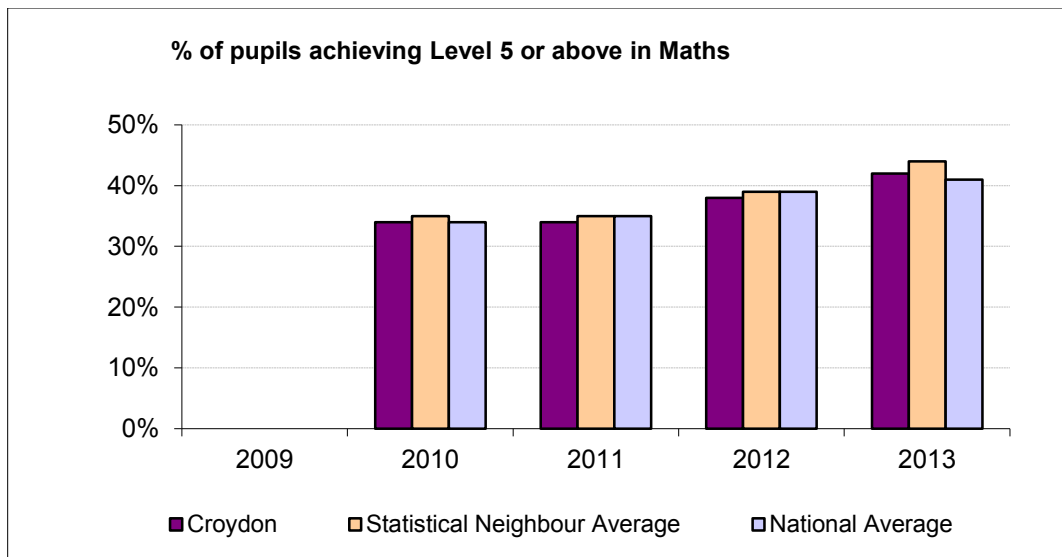
	Percentage of pupils in Maths achieving level 4 or above				
	2009	2010	2011	2012	2013
Croydon	-	79%	79%	83%	84%
Statistical Neighbour Average	-	80%	80%	84%	86%
London Average	-	82%	82%	86%	87%
National Average	-	79%	81%	84%	85%

Source: DFE KS2 performance Tables



Percentage of pupils in Maths achieving level 5 or above					
	2009	2010	2011	2012	2013
Croydon	-	34%	34%	38%	42%
Statistical Neighbour Average	-	35%	35%	39%	44%
London Average	-	37%	38%	42%	45%
National Average	-	34%	35%	39%	41%

Source: DFE KS2 performance Tables



The performance of academies at key stage 2: At the time of Key Stage 2 testing in May 2013 13 Croydon primary schools were Academies. The mean percentage of children achieving Level 4+ in reading, writing and mathematics was 82%, 9% above the Croydon average.

3.6 What are we doing to address areas for development at KS2?

- All schools with low pupil outcomes at KS2 are identified for our vulnerable schools programme, which brokers support for schools including partnerships with good to outstanding schools. Progress against the improvement agenda is monitored through termly meetings with the senior leadership team and Chair of Governors. Teaching and learning reviews are carried out in these schools as part of this support. The purpose of the review is to evaluate impact of any support and improvements that have been made as well as identifying any further areas for development.
- Individual school data for KS2 has been analysed in order that support can be targeted to address specific issues in reading, writing and mathematics.
- Our English consultant has brokered support for schools from the 'Power of Reading' project following a successful bid to the The Mayor's London Schools' Excellence Fund. This means the project is free to the 20 participating schools. The project aims to develop the curriculum through the use of books to excite and stimulate children.
- To reflect the new assessment arrangements for English at KS2 a programme to support schools has been put in place including frequent moderation cluster meetings and courses to improve teachers' subject knowledge. Courses are also being run to train teachers in the demands of the Level 6 tests in English and mathematics. Specific programmes to support children's achievement in writing are being planned.
- A range of training targeting specific aspects of underachievement at KS2 is being offered, including strategies to support and challenge more able pupils, targeted support for mathematics and improving engagement and attainment in writing.
- Borough networks and training for English and mathematics co-ordinators will support the development of subject leaders in schools. Through the network meetings we are helping subject leaders to analyse their school results and improve provision for pupils not meeting expected standards. We also provide specific support to teachers new to subject leadership. We are encouraging schools to work in networks to share best practice.
- A number of partnership projects, involving LA officers and schools, have been set up focusing on initiatives which will impact on outcomes at the end of both KS1 and KS2. Focus areas include raising standards in reading from Year 2 to Year 3, embedding higher level attainment in mathematics, developing a more able gifted and talented action research project and supporting literacy skills across the range of curriculum subjects.
- The school improvement service is working closely with schools to challenge any underachievement and support improvement, including through partnerships with Academy chains and other good or outstanding

schools where necessary. These partnerships are designed to bring about rapid improvement and develop capacity for sustained improvement in standards, quality of teaching and effectiveness of leadership and management.

3.7 Key Stage 4

In the key indicator of 5 A* - C GCSEs including English and mathematics, our student pass rates have risen in Croydon for the ninth year in a row and the borough continues to perform well. Against key performance indicators, Croydon's results have risen from in line with the national average in 2008 to well above the national average in 2013. At 62.4% the percentage of students attaining 5+ A*-C including English and mathematics grades shows an improvement of 2.0% on 2012 against a background of a 1.4% increase in results nationally at 60.4% so that Croydon's rate of improvement is better than the national. The percentage of students achieving 5 A* - C grades in 2013 has decreased by 3% at 85% but remains 2.3% above the national average.

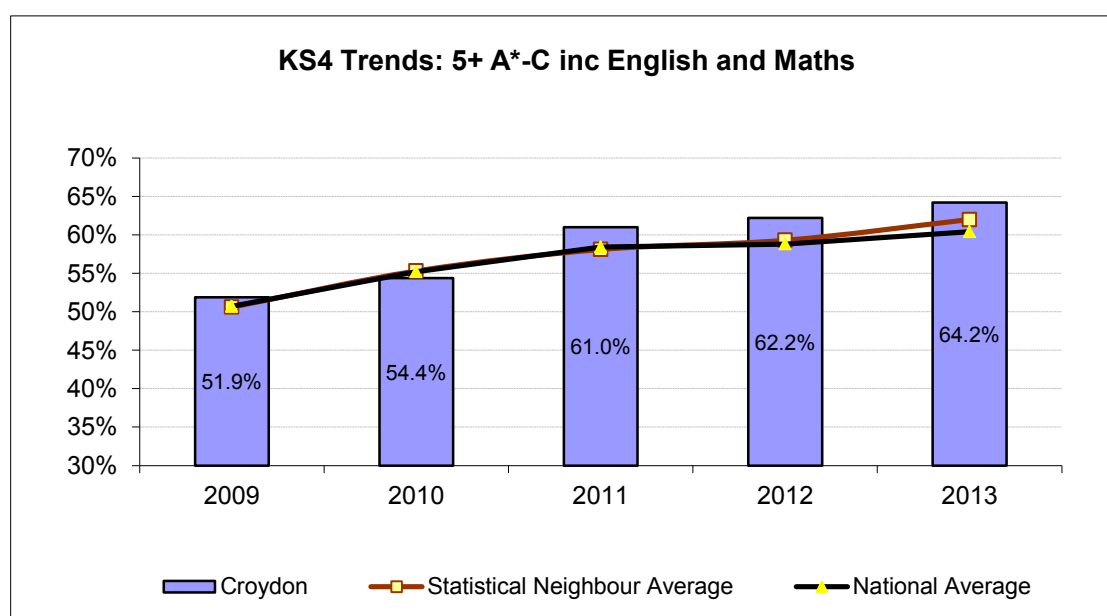
Comparisons with statistical neighbours show that Croydon's GCSE results in 2013 remain above the averages for our statistical neighbours in 5+ A*-C grades including English and mathematics (62.0% v 60.4%) and 5+ A*-C grades (84.5% v 82.7%).

A full school listing of GCSE results can be found at Appendix 1. It is very pleasing to see strong performances in many schools in the areas of English and mathematics. English results are up in eleven schools following last year's disappointing results due to changes in grade boundaries. Mathematics results improved in ten schools. Those making expected progress in English were 7% above the national average and 6% above in mathematics whilst 23.4% of students achieved the English Baccalaureate as compared with 22.7% nationally. The Archbishop Lanfranc School is the one school which failed to meet the floor standard. This school was inspected by OFSTED in autumn 2013: a sponsor for Academy conversion is now being sought.

Cohort numbers eligible for assessment: KS4				
2009	2010	2011	2012	2013
3,656	3,701	3,722	3,637	3,770

Source: KS4 LA Raiseonline and Statistical First Release (provisional 2012) - DFE published data
*number on roll provisional

Percentage of pupils achieving 5+ A*-C or equivalent grades including English and mathematics					
	2009	2010	2011	2012	2013
Croydon	51.9%	54.4%	61.0%	62.2%	64.2%
Statistical Neighbour Average	50.6%	55.3%	58.1%	59.3%	62.0%
London Average	54.0%	58.0%	61.9%	62.3%	64.4%
National Average	50.7%	55.2%	58.4%	58.8%	60.4%



The performance of academies at key stage 4: The data in Appendix 1 shows performance by Academies and enables comparison both with predecessor schools and non-academies.

The achievement of particular groups at key stage 4

Pupils eligible for Free School Meals (FSM) in Croydon have outperformed the same group nationally at %+ A*-C including English and mathematics, at 53% against the national average of 36%. The FSM achievement gap for pupils achieving this key indicator continues to be narrower in Croydon (17%) than nationally (25%). The gap has narrowed in Croydon this year by 5% compared with 1% nationally. This is a very positive development and both figures are sig+ in the unvalidated RAISEonline report.

The percentage of both boys and girls achieving 5+ A*-C GCSEs was significantly above the national average. 59% of boys achieved this benchmark, compared to 55% nationally, and 69% of girls compared to 65%

nationally.

White British pupils achieved significantly better than their peers nationally (67% versus 60%). Children of Pakistani background also achieved significantly well. Indian pupils were the only group who achieved significantly less well than their peers. All other pupil groups were not statistically significant.

3.8 What are we doing to address areas for development at KS4?

- Link advisers are challenging schools to achieve the very demanding targets set for 2014 in relation to the percentage of pupils scoring five or more good GCSEs including English and mathematics and making at least three levels of progress across key stages 3 and 4. Schools are additionally being asked to set targets for the percentage of students making 4 levels of progress to reflect the increased demands on the proportion of students making more than expected progress.
- This year, for the first time we are asking schools to set targets for the percentage of pupils in receipt of the Pupil Premium Grant making at least expected progress reflecting the importance of closing the gap between these learners and their peers.
- There is enhanced scrutiny of data to tackle under-achieving groups of learners e.g. pupils in receipt of the Pupil Premium grant and Looked After Children, ensuring that schools focus on increasing the percentage of learners attaining 3 or more A*/A grades at GCSE. Schools have been made aware of best practice in the use of the Pupil Premium in order to maximise impact and the Local Authority is offering a package of targeted training events to support schools in making good use of the funding.
- Vulnerable schools have termly School Progress Review Meetings with the Local Authority to review their progress against identified priorities. Each vulnerable school is subject to a LA led review of teaching and learning which informs the School Progress Review meeting, validates the judgements of senior and middle leaders and models best practice in lesson observation feedback. The impact of Local Authority actions is noted at each of these meetings.
- Subject specific consultants will target the development of middle managers and pedagogy in English and mathematics.
- School self- evaluation will be validated through paired lesson observation with senior leaders and school reviews will help schools prepare for Ofsted.
- There will be a key focus on supporting good schools to become outstanding and schools requiring improvement to become good, through targeted Professional Development. This will include bespoke training for governors so that they are able to clearly demonstrate that they offer both challenge and support to schools by focusing on key areas for

development whilst holding head teachers to account.

3.9 Post-16

A total of 1396 students were entered for at least one Level 3 qualification. More girls than boys were entered at this level with 803 girls compared to 593 boys.

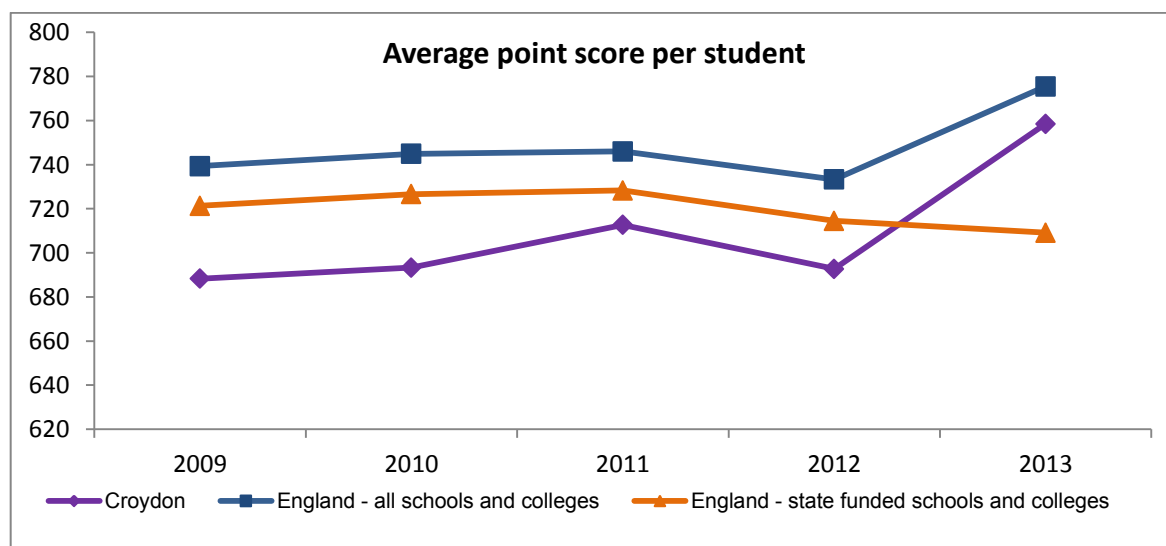
The data illustrated in the graphs below is based on maintained institutions in Croydon and includes examination results from school sixth forms, Croydon College of Further Education and John Ruskin and Coulsdon sixth form colleges. The data is unvalidated and cannot be considered accurate until the validated data is published in January, at which time the commentary may also change.

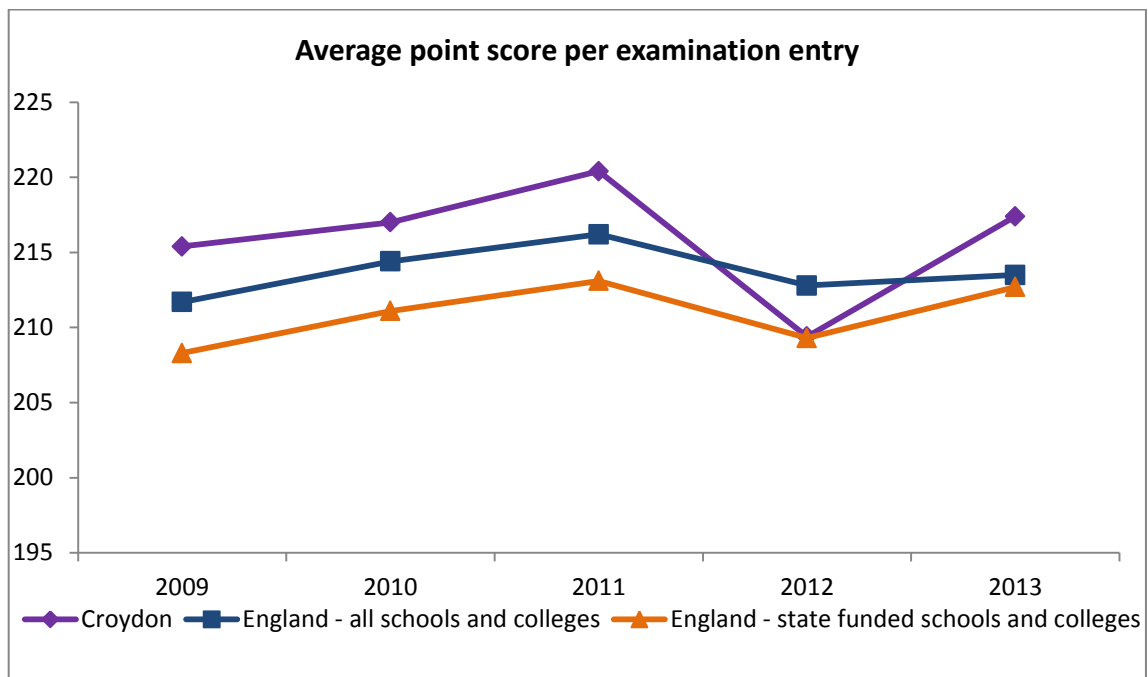
Croydon's Average Point Score (APS) per student has risen by 49.5 points (758.5 compared to 704.6 in 2012). This is showing that Croydon's post-16 institutions are continuing to enter their students for a larger number of qualifications, with a good level of success.

The APS per entry shows that Croydon's post-16 learners achieved higher points per examination entry than they did last year (217.4 compared to 209.4) and that they continue to be above the national average. This point score is equivalent to a grade C (a C grade attracts is 210 points). Once again more candidates achieved 2 or more passes than nationally (97.7% compared to 90.4%). This includes A-E passes at A level and distinctions, merits and passes in vocational subjects.

The percentage of candidates achieving 3 or more A*-A has fallen to 4.4%, compared to 5.1% in 2012. The England average is 10.5%.

A new statistic has been published this year; it is the percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects. The facilitating subjects are biology, chemistry, physics, mathematics, further mathematics, geography, history and English. 8.4% of students in Croydon achieved this, compared to 13.4% in England.





3.10 What are we doing to address areas for development at post-16?

- A borough network for post-16 school and college managers continues to support quality improvement through data analysis, policy updates, professional development opportunities and peer-to-peer support.
- Specific development opportunities show-casing Croydon-based areas of excellence in Post-16 have taken place over the last year and more are planned for 2014. Examples of excellence will also be drawn from the private sector e.g. a work shop about how to raise aspirations and create clear pathways into Russell Group Universities.
- Link Advisers will challenge schools on the quality of their 6th form provision, progress being made by learners and question the level of expectations set for the most able.
- Schools and colleges can access a range of professional development opportunities, conferences and post-16 networks through a funding agreement with Learning Plus UK.
- Schools and colleges can also make use of the School Improvement service's specific bespoke support packages to undertake quality audits in a range of areas such as Post-16 leadership and management, teaching and learning and information, advice and guidance for learners.

3.11 Challenge to underperforming schools

Where schools are underperforming a range of actions are taken to challenge them to improve. In the first instance challenge is provided by the school's

Link Adviser. Where further intervention is judged to be necessary, for example where the school is not improving rapidly enough or when it is vulnerable in terms of an adverse OFSTED inspection, the school is subject to detailed termly school progress review meetings (SPRMs). In the most serious situations the LA uses its statutory powers of intervention to do one or all of the following:

- Apply to the Secretary of State for the governing body to be replaced with an Interim Executive Board (IEB)
- Withdrawal of delegated budget
- Appointment of additional governors
- Require a school to enter into arrangements for specified services, to collaborate with the governing body of another school or to take specified steps for the purposes of creating or joining a federation
- Issue a Warning Notice

It is rare for any of these formal powers to be used, but the LA has and does use them where necessary. In the past year the LA has successfully applied to the Secretary of State for 2 Interim Executive Boards and has issued 2 Warning Notices.

In addition, schools are encouraged to collaborate with good and outstanding schools, including by becoming sponsored Academies with a Multi-Academy Trust. Proactive steps (i.e. not following an adverse OFSTED judgement, in which case other arrangements apply) have been taken to do this in six instances.

Where appropriate we support and challenge the governing body to follow necessary performance management / capability processes. This has led to head teachers leaving their schools in five instances in the last year.

4. Attendance

DfE validated data used in this report is for the 2012/13 autumn and spring terms. Full academic year data for 2012/13 will be published in approximately March 2014.

4.1 Borough overall absence performance trends

Primary overall absence at 4.6% is 0.4% better than the national average but has increased slightly by 0.1% compared to 4.5% in 2011/12. Despite this slight increase, Croydon has performed better compared to the national average, which increased by 0.4% compared to 4.4% last year. This is also the first time since 2002/2003 where Croydon's primary absence is better than the national average.

The DfE attributes the slight increase in the national absence figure to exceptionally lower levels of sickness absence in autumn 2011 and a subsequent return in 2012-13 to a more usual level of sickness absence.

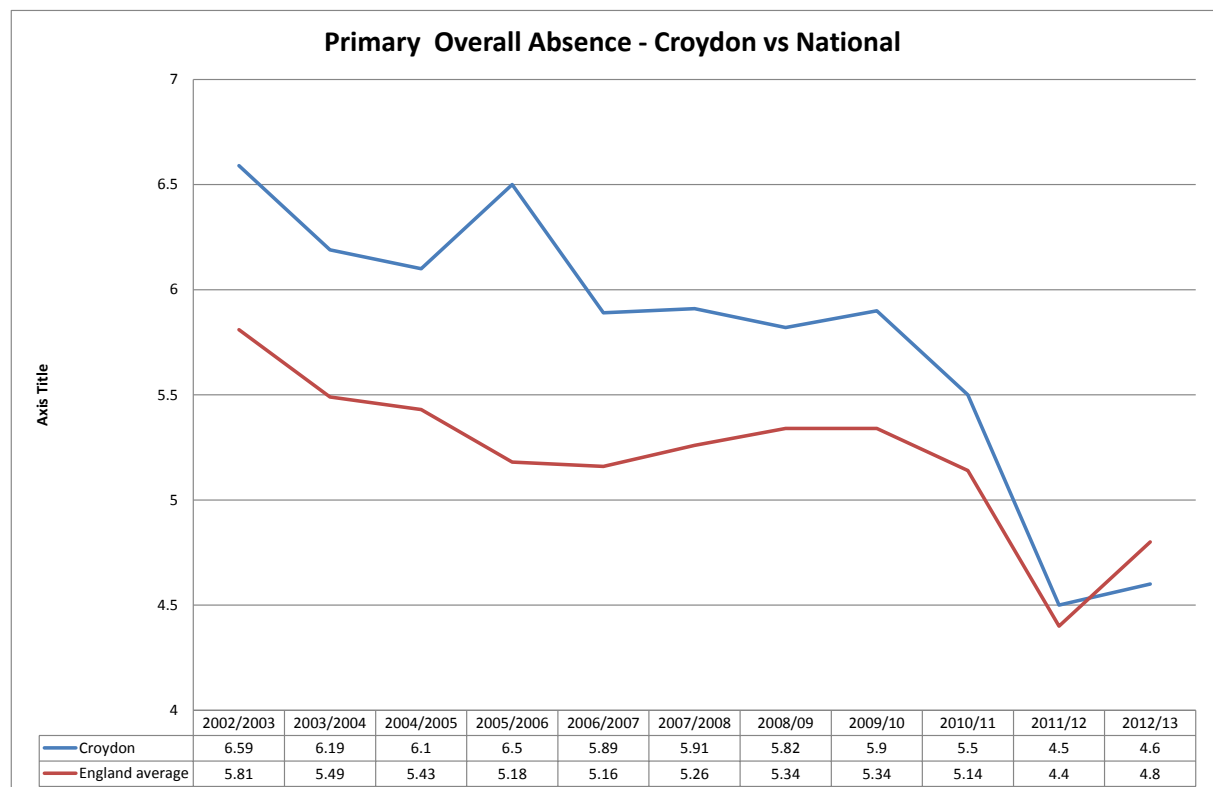
Secondary overall absence at 5.2% in 2012/13 represents a 0.1% reduction

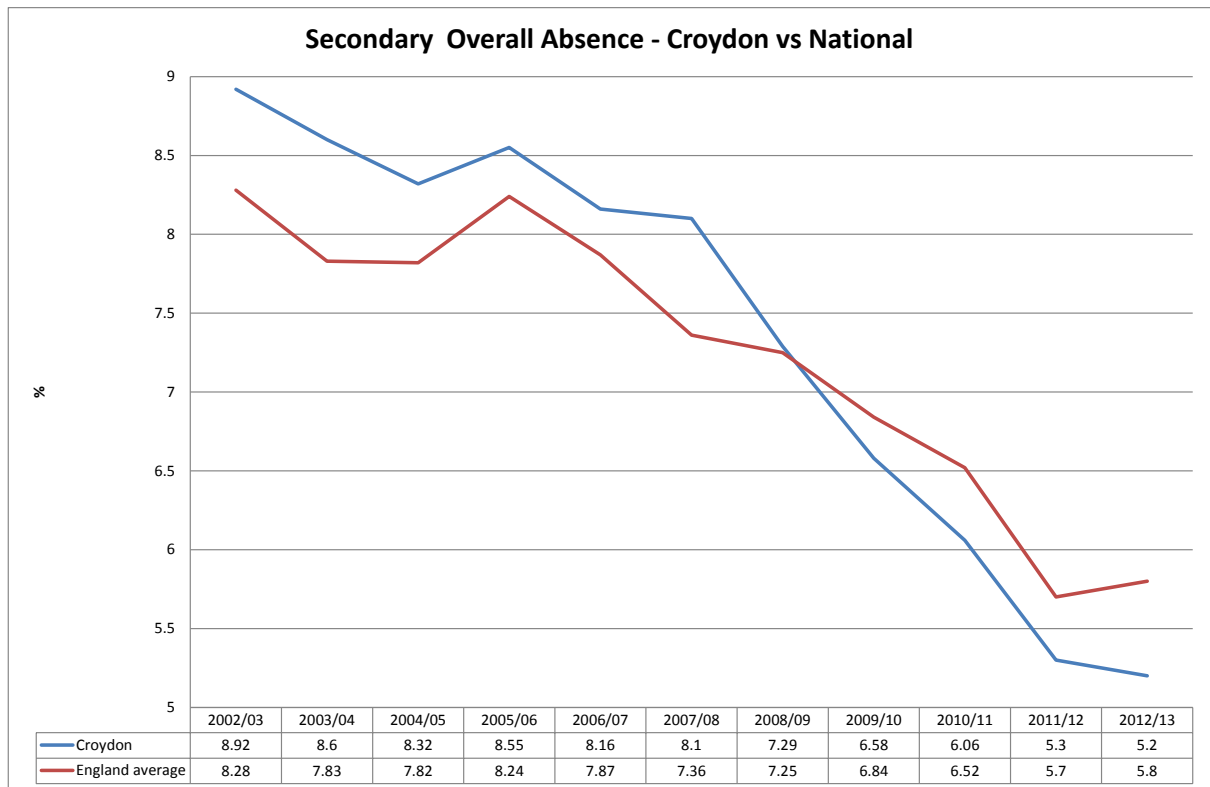
compared to 5.3% in 2011/12 and is 0.6% better than the national average (5.8%). It is also noteworthy that secondary overall absence decreased by 0.1%, whilst nationally the rate increased by 0.1% compared to 2011/12.

Borough overall absence performance trends

Year	Croydon Primary Schools %	England average %	Year	Croydon Secondary Schools %	England average %
2002/2003	6.59	5.81	2002/03	8.92	8.28
2003/2004	6.19	5.49	2003/04	8.6	7.83
2004/2005	6.1	5.43	2004/05	8.32	7.82
2005/2006	6.5	5.18	2005/06	8.55	8.24
2006/2007	5.89	5.16	2006/07	8.16	7.87
2007/2008	5.91	5.26	2007/08	8.1	7.36
2008/09	5.82	5.34	2008/09	7.29	7.25
2009/10	5.9	5.34	2009/10	6.58	6.84
2010/11	5.5	5.14	2010/11	6.06	6.52
2011/12	4.5	4.4	2011/12	5.3	5.7
2012/13	4.6	4.8	2012/13	5.2	5.8

(* Lower values are better in this table)





4.2 Borough absence performance in comparison to statistical neighbours

Croydon's primary overall absence is 0.3% lower than the average for statistical neighbours and the number and percentage of persistent absentees (PA) are also lower than statistical neighbours.

Croydon's secondary overall absence is 0.2% lower than the statistical neighbour average and the number and percentage of persistent absentees is 0.1% lower than statistical neighbours despite having a higher number of pupil enrolments.

Primary Absence	No of pupil enrolments	2012/13 Overall Absence	2012/13 Number of PA Pupils @ 85%	2012/13 Percentage of PA Pupils @ 85%
Croydon	25,758	4.6	904	3.5
Average of Statistical Neighbour	25,852	4.9	1009	3.9

Secondary Absence	No of pupil Enrolments	2012/13 Overall Absence	2012/13 Number of PA Pupils @ 85%	2012/13 Percentage of PA Pupils @ 85%
Croydon	18,894	5.2	1003	5.3
Average of Statistical Neighbour	18,167	5.4	990	5.4

4.3 Borough performance in persistent absence trends

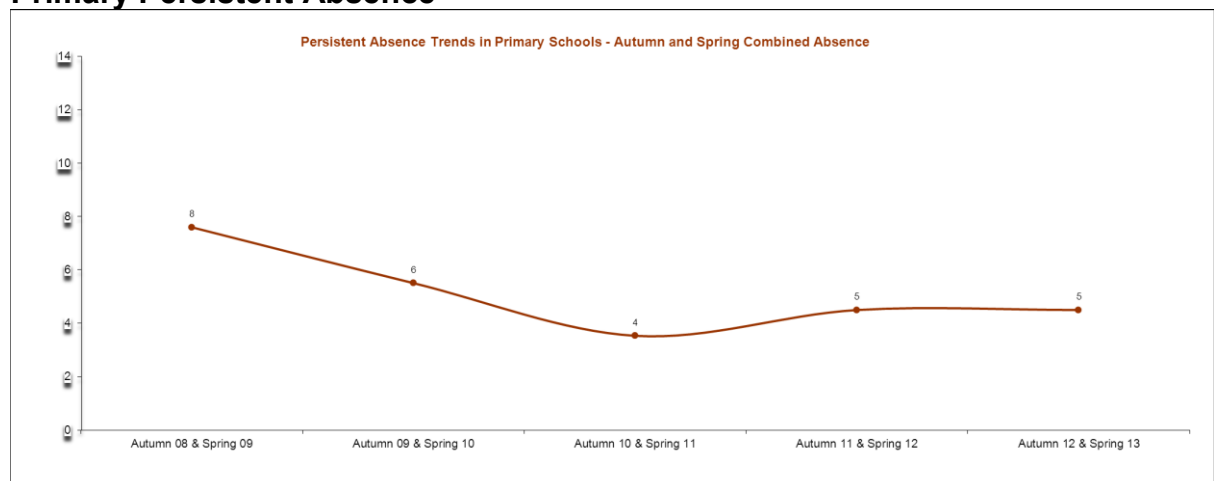
Persistent Absence is defined as a pupil missing 15% or more (46 sessions during autumn and spring terms) of education. Persistent absence is a serious problem for pupils. Much of the work children miss when they are not at school is never made up, leaving these pupils at a considerable disadvantage for the remainder of their school career. There is also clear evidence of a link between poor attendance at school and low levels of achievement:

- Of pupils who miss more than 50 per cent of school, only three per cent manage to achieve five A* to Cs including English and Mathematics.
- Of pupils who miss between 10 per cent and 20 per cent of school, only 35 per cent manage to achieve five A* to C GCSEs including English and Mathematics.
- Of pupils who miss less than five per cent of school, 73 per cent achieve five A* to Cs including English and Mathematics.

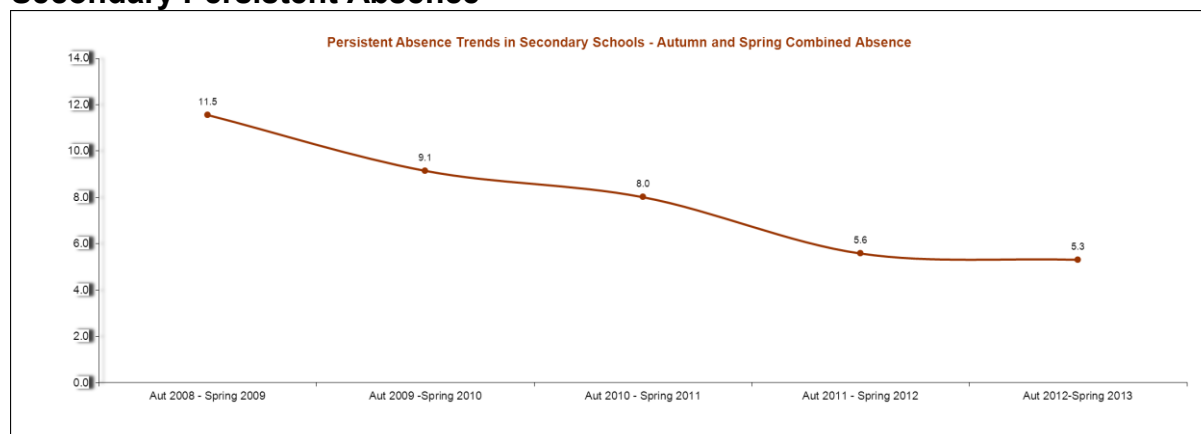
Primary persistent absence in 2012/13 (3.5%) has remained the same when compared to the same period last year, however this is now 0.1% lower than the national average (3.6%) and the same as the London average.

Croydon successfully reduced secondary persistent absence levels from 5.6% in 2012/13 to 5.3% in 2012/13. This is 0.9% better than the national average (6.5%) but 0.2% higher than the London average (5.1%).

Primary Persistent Absence



Secondary Persistent Absence



4.4 What are we doing to address areas for development to improve pupil attendance?

The DfE expects schools and local authorities to:

- promote good attendance and reduce absence, including persistent absence;
- ensure every pupil has access to full-time education to which they are entitled; and,
- act early to address patterns of absence.

Recent revised statutory guidance on attendance has led to the reassessment of how the local authority delivers its statutory duties, with the council taking responsibility for the investigation and enforcement in relation to poor attendance of individual pupils, whilst supporting schools to take responsibility for ensuring absence is addressed early before enforcement action is taken.

Early intervention support for attendance is being offered to schools on a traded basis. In addition every school and academy in Croydon will receive a consistent, free, independent investigation service, acting swiftly when early intervention support has been provided and improvements in attendance have not been secured. A pilot of the new approach to investigation compliant with PACE regulations and the Criminal Procedure and Investigations Act will be completed in February 2014, to ensure that new local authority procedures are fully compliant with statutory guidance.

The Education Welfare Service is developing a greater profile with regard to early help and safeguarding through:

- Full time presence within the Multi-Agency Safeguarding Hub (MASH), providing education information in relation to the holistic assessment of a child's needs.
- Supporting schools in ensuring they are completing statutory returns to the local authority in relation to children with poor attendance (less than 85% attendance) on a half-termly basis.
- Working with Admissions to ensure children out of school residing within the borough are placed on roll as soon as possible

The local authority is working closely with its information system provider to improve education data management, which will lead to improvements in the collection and processing of attendance data from schools. Improvements in data collection will help the local authority to target support and challenge more effectively to schools.

5. Exclusions

During the 2012/13 academic year Croydon had no permanent exclusions from primary schools. This is due to the procedures of the Primary Fair Access Panel now being fully embedded. There were 65 permanent exclusions from Croydon maintained secondary schools and academies, an increase of one on the total from the previous year. Our borough exclusion rate is 0.12% or 12 permanent exclusions per 10,000 pupils. The trend diagram for permanent exclusions demonstrates the improvement for Croydon: from 0.16 as a percentage of school population in 2008/9 to 0.12 as a percentage of school population in 2011/12. The London average has moved from 0.11 in 2008/9 to 0.08 in 2011/12.

There has been an increase in the share of both permanent and fixed term exclusions relating to girls. Girls accounted for 30% of the permanent exclusions and 42% of the fixed term exclusions during the 2012/13 academic year. This contrasts with 2011/12 where the exclusions by gender overall were boys 76%, girls 24% which was consistent with the national picture. Boys are around three times more likely to receive a permanent or fixed period exclusion than girls according to the most recent published national data on exclusions (Statistical First Release 25th July 2013).

The following profile of exclusions in terms of vulnerable groups is based on analysis of all exclusions, both permanent and fixed term unless otherwise indicated. In 2012/13 50% of pupils were eligible for free school meals compared to 68% in 2011/12 and 66% in 2010/11. Permanent exclusions of SEN pupils decreased from 42 in 2010/11 to 34 in 2011/12 and have further decreased to 26 in 2012/13. Of the 26, 6 were permanent exclusions of pupils with SEN statements compared with 18 permanent exclusions of pupils with SEN statements during 2010/11 and 5 during 2011/12. (see table for full breakdown).

In 2012/13 2.7% of all exclusions were of Children Looked After compared to 2.4% in 2011/12 and 3.1% in 2010/11. The number of incidents of exclusion relating to Children Looked After has fallen from 59 fixed terms and 2 permanents in 2010/11 to 45 fixed terms and zero permanents in 2011/12 and now to zero permanents and 24 fixed terms in 2012/13.

Exclusions relating to black Caribbean pupils have been of concern at national and borough level for a number of years. Black Caribbean pupils make up just over 11% of the Croydon school population. There has been a further reduction in their share of exclusions. Black Caribbean pupils accounted for 17% of permanent exclusions and 20 % of fixed term exclusions compared

with 17% for permanent exclusions and 23 % for fixed terms during 2011/12. This represents a further improvement on last year's figures.

White British account for 40% of permanent exclusions and 30% of fixed term exclusions. Their share of the Croydon school population is 31%.

Black African Pupils account for 17% of permanent exclusions and 16% of fixed term exclusions. Their share of the Croydon school population is 12%.

There have been reductions in the fixed term exclusions of both black African and white British pupils. There were 240 fixed term exclusions of black African pupils during 2012/13 compared with 270 fixed term exclusions of black African pupils in 2011/12. The number of permanent exclusions of black African pupils has increased from 7 permanent exclusions during 2011/12 to 11 permanent exclusions during 2012/13. The reduction in the fixed term exclusions of white British pupils was more pronounced; 459 fixed terms during 2012/13 compared with 638 during 2011/12. There were 26 permanent exclusions of white British pupils during 2012/13 compared with 27 permanent exclusions of white British pupils in 2011/12.

In terms of reasons for exclusions, we have seen a rise in permanent exclusions for persistent disruptive behaviour, although there has been a significant decrease in fixed term exclusions for this reason. There has also been an ongoing decrease since 2008/9 in both permanent and fixed term exclusions for physical assault against another pupil.

The government introduced new guidance on appeals and exclusions from September 2012. The 2012/13 academic year was the first full year under the new independent review arrangements. The independent review panels do not have the power to reinstate or overturn the decision of governors to uphold the head teacher's decision to permanently exclude pupils in contrast to the predecessor independent appeal panels (IAPs). Five appeals against permanent exclusions were considered by independent review panels during 2012/13. Of these four were rejected meaning the permanent exclusion decision was upheld and in the case of the fifth the independent review panel recommended that the governors reconsider their decision. This compares with 2011/12 when there were seven appeals against permanent exclusion. In four of these cases the original decision of the school was upheld. Of the three that were decided in the pupils' favour, two were reinstated.

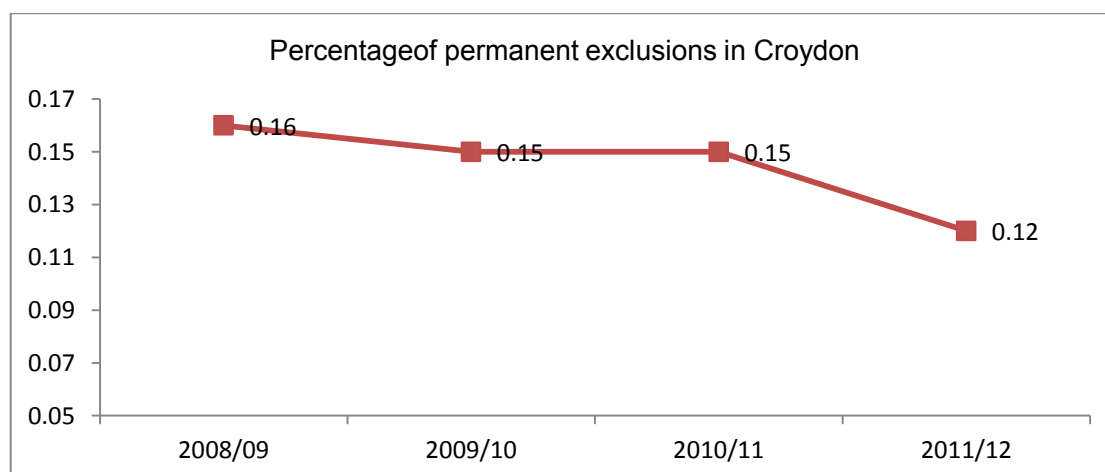
Exclusions Performance pack- Trend Information (AY 2008/9 to AY 2012/13)
Data source: EMS Reports

Source DFE published data

	2008/09	2009/10	2010/11	2011/12	2012/13*
Number of permanent exclusions	80	70	80	60	65
Croydon % of permanent exclusions	0.16	0.15	0.15	0.12	0.12
National	0.09	0.08	0.07	0.07	
London	0.11	0.1	0.08	0.08	
SN Average**	0.07	0.07	0.06	0.08	

*Please note that the figures for 2012/13 are not published yet, 12/13 are provisional figures. Please also note that the DFE count permanent exclusions to the nearest ten.

** Statistical Neighbour (SN) Average is the figure based on an average of averages of Statistical neighbours. For some of the Statistical neighbours the figures were suppressed.



Exclusions by FSM Source: local data

	2008/09		2009/10		2010/11		2011/12		2012/2013	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Not Eligible	732	33	673	23	621	23	661	15	779	33
Eligible	1070	48	1116	52	1255	54	1234	49	724	32
Total Numbers	1802	81	1789	75	1876	77	1895	64	1503	65

Appendix 3 shows the data on exclusions for children with SEN, Children Looked After and by ethnic group.

5.1 What are we doing to address areas for development in reducing exclusions and promoting inclusion?

- Strengthened partnership working has contributed to further success in reducing the number of fixed and permanent exclusions of pupils with Special Educational Needs (SEN). For example senior SEN colleagues now regularly attend both the Primary and Secondary Fair Access Panels. Improved partnership working with the Virtual School has helped to ensure early intervention to prevent the need for permanent exclusions of Children Looked After.
- Joint intervention work across Learning and Inclusion teams has focused on targeted schools, where exclusions are high and has included identifying levels of exclusions of pupils by specific groups, including black and minority groups. The borough's Exclusions and Reintegration Officer has provided up to date school level data so that when School Improvement Advisors visit schools they are able to review these with school leaders, explore reasons for any anomalies and plan strategic school based interventions. In practice this has led in one school to the development of a new internal provision for pupils at risk of exclusion. This joint working has been important in reducing the disproportionality in the exclusions of black and minority ethnic pupils.
- One project this year has been 'I-Mentoring' which was funded by the London Mayor's Office to support 140 black boys over a 12 month period. The aim is to support the children 'to reach their potential through positive behaviours and making better life choices'. In fact the project has exceeded expectations in that 165 children have been engaged on the programme and 170+ mentors have been trained. Three secondary schools and a number of primary schools have provided referrals to the project.
- The Primary Fair Access Panel established in partnership with schools, from March 2012, includes a process to prevent exclusions. This process is now embedded and has led to zero permanent exclusions from primary schools during the 2012/13 academic year. The process has also provided mutual support and accountability between head teachers around challenging the management of pupil behaviour in their schools.
- Building on the work of the Primary Panel a new process for preventing exclusions has been established through the Secondary Fair Access Panel. A number of secondary Head teachers and PRU Head teachers participated in a working group in the summer term to see if a way could be found to provide an alternative to permanent exclusion as part of the secondary fair access process. This led to a pilot in the summer term and from September 2013 the panel has been implementing the new processes. The autumn term has seen a dramatic reduction in permanent exclusions. There have been five permanent exclusions during the autumn term compared with 24 permanent exclusions for the same period last year. This makes the prospects for 2013/14 very positive.

- Part of the borough's strategy has been to strengthen early support for secondary schools and we have established an early intervention project as part of the Phil Edwards Pupil Referral Unit (PRU) provision. The Coningsby PRU in the southern part of the borough is also offering early support places where appropriate as part of preventative provision to support schools. The Secondary Fair Access Panel, meeting on a 3 weekly cycle, now provides the mechanism for schools to present 'prevention' cases so that early intervention support can be put in place swiftly and effectively. The panel has also led to a more early intervention approach, for example, a reduction in the number of pupil discipline committees meetings in relation to permanent exclusions has led to a corresponding increase in officers' capacity to support Pastoral Support Plans implemented by schools which more effectively support pupils at risk of exclusion.
- A multi-agency approach is central to the developments we are making, reflecting Croydon's four staged approach to intervention. Key agencies now attend the primary and secondary Fair Access panels. These include social care and the new early intervention Children and Young Peoples Resilience Service (CYPRS) team whose representatives attend both panels. At the secondary panel the police and Youth Offending Service (YOS) are among a number of key agencies in regular attendance who can offer services to the children and families. Information sharing and joint working has led to some positive outcomes for individual children and young people. This includes an effective transfer for a fresh start at a new school for a pupil with a statement of SEN who would otherwise have been permanently excluded. The Learning Access Team contributes to a number of multi-agency panels in addition to the Pupil Placement Panel and Fair Access Panels which are run by Learning Access. These include Anti-Social Behaviour Forum, Pathways (YOS panel concerned with gangs), the Youth Offending Team's Risk Management and Vulnerability Panel, the Multi-agency Safeguarding Hub, the Children Missing Panel and the Sexual Exploitation Panel.

6. OFSTED INSPECTION OUTCOMES

- 6.1 At the beginning of the academic year in September 2012 a new OfSTED framework came in to force. The new framework raised the bar significantly in terms of expectations on schools. There were two major changes. The first is that the framework now requires inspectors to reach judgments on just four areas: achievement, quality of teaching, leadership and management and behavior and safety. The second is that the previous category of "satisfactory" was replaced with "requires improvement", based on the assumption that only a good or better school is good enough.
- 6.2 A total of 38 schools were inspected during the academic year 2012-2013. Of these, 3 (8%) were judged outstanding, 19 (50%) were judged good, 13 (34%) were judged to require improvement and 3 (8%) were judged inadequate.

- 6.3 At the beginning of September 2012 67% of Croydon's schools were judged by OFSTED to be good or better. By the end of July 2013 this percentage had risen to 73%. This placed Croydon 2% above the national figure. This upward trend has continued. A further 15 inspections have taken place during the autumn term 2013, taking the percentage of Croydon schools judged good or better to 78%.

7. CONSULTATION

There are no needs for consultation arising from this report.

8. FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

There are no financial considerations or risk with this report.

Approved by Lisa Taylor, Head of Finance CFL on behalf of the Director of Finance.

9. COMMENTS OF THE COUNCIL SOLICITOR AND MONITORING OFFICER

The Solicitor to the Council comments that there are no legal implications arising from this report.

Approved by J Harris Baker, head of social care and education law on behalf of the Director of Democratic and legal services

10. HUMAN RESOURCES IMPACT

There are no Human Resources considerations arising from this report.

Approved by Atia Williams, HR Business Partner on behalf of the Director, Workforce and Community Relations.

11. EQUALITIES IMPACT

There are no direct implications contained in this report.

12. ENVIRONMENTAL IMPACT

There are no direct implications contained in this report.

13. CRIME AND DISORDER REDUCTION IMPACT

There are no direct implications contained in this report.

14. REASONS FOR RECOMMENDATIONS/PROPOSED DECISION

- 14.1 This report is for information and there are no recommendations other than to note its contents. The report has been included on the agenda for the next relevant scrutiny committee.

15. OPTIONS CONSIDERED AND REJECTED

15.1 Not relevant.

CONTACT OFFICER: Sylvia McNamara, Director of Learning, School Improvement and Inclusion, 0208 760 5690

Background papers: none

Appendices attached:

Appendix 1: Secondary School GCSE results 2008 – 2013

Appendix 2: Exclusions from Croydon maintained schools and academies for the 2012/13 academic year

Appendix 3: Exclusions from maintained schools and academies for 2012/13 for children with SEN, Children Looked After and by ethnic group

Appendix 4: Local Authority grant and spend per primary pupil in LA maintained schools by London Borough (by free school meals band)

Appendix 1: Secondary School GCSE results 2009 – 2013 by school

Croydon Secondary Schools (figures for 2013 are provisional)	Percentage of pupils achieving 5+ A*-C GCSE grades					Percentage of pupils achieving 5+ A*-C GCSE grades including English and mathematics				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Addington High	70	79	80	88	88.0	37	38	35	46	49.0
Archbishop Tenison Cof E High	86	91	81	78	77.0	78	77	69	65	68.0
Coloma Convent Girls	99	98	96	97	98.0	91	88	90	94	95.0
Edenham High	64	77	90	90	84.0	44	44	51	47	58.0
Harris Academy Purley	79	85	92	96	94.0	33	47	61	63	76.0
Harris Academy South Norwood	93	100	100	100	99.0	43	60	75	80	78.0
Harris Academy Upper Norwood	46	66	84	79	80.0	34	41	48	35	41.0
Harris City Academy Crystal Palace	99	99	100	100	96.0	82	88	95	99	83.0
Norbury Manor Business and Enterprise College for	64	81	90	88	80.0	53	61	68	62	65.0
Oasis Academy Coulsdon	63	82	93	92	94.0	44	37	49	67	63.0
Oasis Academy Shirley Park	55	94	94	100	100.0	26	46	51	66	63.0
Riddlesdown Collegiate	75	84	89	90	88.0	66	66	69	59	67.0
Shirley High Performing Arts College	87	97	100	99	98.0	61	60	71	72	63.0
St Andrew's Cof E High	76	84	91	87	83.0	62	56	65	68	65.0
St Joseph's College	87	93	92	90	85.0	63	64	67	65	64.0
St Mary's Catholic High	62	59	70	53	52.0	47	45	51	40	49.0
The Archbishop Lanfranc High	62	68	68	69	54.0	44	45	48	47	38.0
The Brit School for Performing Arts and	99	97	99	96	96.0	63	66	68	60	68.0
The Quest Academy	52	61	64	80	95.0	28	23	41	46	61.0
Thomas More Catholic High	84	93	97	97	97.0	46	51	57	75	80.0
Woodcote High	92	93	97	97	94.0	62	65	68	69	82.0
Virgo Fidelis Convent Senior	91	91	94	91	84.0	57	54	74	68	73.0

NB: Data for 2013 is not yet nationally validated and may change.

Academies

The Council has not shied away from enacting structural solutions where local authority schools have been significantly underperforming. The results for the academies (in **bold**) in the chart can be compared and contrasted with the non-bold results for its predecessor school. In each case, the attainment of pupils has been improved very significantly and increasing numbers of pupils are now able to fulfill their full potential than in the past. The move to academy status remains one of the strategies the local authority is ready and willing to use, where appropriate, to effect rapid improvement in its schools.

Appendix 2: Exclusions from maintained schools and academies for 2012/13

Phase	School	DFE_No	PERM	FIXD	Reinstated Permanent
Academy	David Livingstone Primary Academy	3062008		2	
Academy	Applegarth Academy	3062016		1	
Academy	West Thornton Academy	3062046		1	
Academy	Whitehorse Manor Junior - Pegasus Academy Trust	3062047		1	
Academy	Harris Primary Academy Kenley	3062063		6	
Academy	Forest Academy	3062109		2	
Academy	Oasis Academy Byron	3062111		2	
Academy	St Cyprian's Greek Orthodox Primary School	3063008		10	
Academy	Aerodrome School	3063417		7	
Academy	Ecclesbourne Primary - Pegasus Academy Trust	3063419		8	
Academy	Woodcote High School	3064031	2	8	
Academy	Riddlesdown Collegiate	3065400	5	56	
Academy	St Joseph's College	3065402	4	52	
Academy	Shirley High School Performing Arts College	3065407	2	49	
Academy	Harris Academy South Norwood	3066905	2		
Academy	Oasis Academy - Coulsdon	3066907	3	45	
Academy	The Quest Academy - Coloma Trust	3066910	4	41	
Academy	Harris City Academy Crystal Palace	3066906	4		
Primary	Beulah Junior School	3062003		9	
Primary	Keston Primary School	3062004		5	
Primary	Cypress Primary School	3062007		5	
Primary	Elmwood Junior School	3062012		2	
Primary	Ryelands Primary School	3062032		21	
Primary	South Norwood Primary School	3062039		2	
Primary	Winterbourne Junior Boys' School	3062049		53	
Primary	Winterbourne Nursery and Infant School	3062051		2	
Primary	Wolsey Junior School	3062052		16	
Primary	Woodside Primary School	3062055		19	
Primary	Kenley Primary School	3062058		4	
Primary	Beaumont Primary School	3062062		1	
Primary	Smitham Primary School	3062067		1	
Primary	Applegarth School	3062074		3	
Primary	The Wattenden School	3062078		10	
Primary	Courtwood Primary School	3062086		2	
Primary	Heavers Farm Primary School	3062090		12	
Primary	Norbury Manor Primary School	3062105		3	
Primary	Castle Hill Primary School	3062106		12	
Primary	Ridgeway Primary School	3062107		2	
Primary	Rowdown Primary School	3062108		9	
Primary	Broadmead Primary	3062112		1	
Primary	All Saints CofE Primary School	3063000		4	
Primary	Coulsdon CofE Primary School	3063300		1	

Primary	Good Shepherd Catholic Primary School	3063400		1	
Primary	St Joseph's RC Junior School	3063401		4	
Primary	St Mary's RC Junior School	3063405		10	
Primary	St Mary's Catholic Infant School	3063406		2	
Primary	Regina Coeli Catholic Primary School	3063408		2	
Primary	St Chad's Catholic Primary School	3063411		2	
Primary	Davidson Primary School	3063414		4	
Primary	Kensington Avenue Primary School	3063415		6	
Primary	Gilbert Scott Primary School	3063416		4	
Primary	The Crescent Primary School	3063420		5	
Primary	Selsdon Primary and Nursery School	3065200		24	
Primary	Oasis Academy Shirley Park	3066909		3	
PRU	Coningsby Centre (PRU)	3061100		92	
PRU	Victoria House PRU	3061101		33	
PRU	Phil Edwards Centre (PRU)	3061105		79	
PRU	Moving On (PRU)	3061107		76	
Secondary	Westwood Girls College for Languages and Arts	3064024	1	61	
Secondary	Addington High School	3064042	11	53	
Secondary	Archbishop Tenison's CofE High School	3064600		61	
Secondary	St Andrew's CofE Voluntary Aided High School	3064603	3	56	1
Secondary	St Mary's High School	3064702	3	39	
Secondary	Edenham High School	3065401	9	132	
Secondary	Thomas More Catholic School	3065403	4	44	3
Secondary	Norbury Manor Business and Enterprise College for Girls	3065406	1	19	1
Secondary	Virgo Fidelis Convent Senior School	3065900	3	115	
Secondary	Oasis Academy Shirley Park	3066909	3	28	
Sixth Form	Archbishop Tenison's CofE High School	3064600		3	
SPE	Coleby Court (Chaffinch Brook)	3067004		2	
SPE	Bensham Manor School	3067000		22	
SPE	Beckmead School	3067004	1	28	
SPE	St Nicholas School	3067005		2	
SPE	Priory School	3067008		1	

Appendix 3: Exclusions from maintained schools and academies for 2012/13 for children with SEN, Children Looked After and by ethnic group.

Exclusions by SEN Source: local data

	2008/09		2009/10		2010/11		2011/12		2012/2013	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Non-SEN	734	40	624	16	606	35	581	30	659	39
School Action	289	9	301	12	333	4	309	1	208	4
School Action Plus	453	22	481	22	537	20	687	28	391	16
Statemented	326	10	383	25	400	18	318	5	245	6
Total Numbers	1802	81	1789	75	1876	77	1895	64	1503	65

Exclusions by looked after children (LAC) Source: local data

	2008/09		2009/10		2010/11		2011/12		2012/2013	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Not Looked After	1736	76	1733	74	1817	75	1850	64	1461	64
Looked After Children	66	5	56	1	59		45		42	1
Total Numbers	1802	81	1789	75	1876	75	1895	64	1503	65

Exclusions by Ethnicity Source: local data

	2008/09		2009/10		2010/11		2011/12		2012/2013	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
ABAN - Bangladeshi	2		3		4	1	10	1	5	
AIND - Indian	6	2	8		6	1	12		12	
AOTH - Any other Asian background	36	1	32	1	53	2	44		23	
APKN - Pakistani	6	1	25		13		11		25	
BAFR - African	226	5	222	10	261	5	270	7	240	11
BCRB - Black Caribbean	448	18	438	24	440	18	435	11	310	11
BOTH - Any other Black background	111	7	76	6	62	2	70	1	61	
CHNE – Chinese			2				1			2
MOTH - Any other Mixed background	69	2	60	4	73	4	70	4	82	2
MWAS - White/Asian	12	3	4		12		14	1	13	
MWBA - White/Black African	30	1	35		25	3	40	1	22	2
MWBC - White/Black Caribbean	117	8	162	9	134	9	170	5	127	5
NOBT - Info not obtained	9		11	2	7		6	1	5	1
OOTH - Any other Ethnic Group	26		23		11		18		36	
REFU – Refused	19	1	15	1	10		16	1	17	
WBRI – British	622	32	616	15	702	30	638	27	459	26
WIRI – Irish	12		11	1	4		6	1	6	

WIRT - Traveller - Irish Heritage	9		3				6		8	2
WOTH - Any other White background	38		38	2	58	2	54	3	49	2
WROM - Roma/Roma Gypsy	4		5		1		4		3	1
Total Exclusions	1802	81	1789	75	1876	77	1895	64	1503	65

Exclusions by BME (Black African, Black Caribbean and Black Other) Source: local data

	2008/09		2009/10		2010/11		2011/12		2012/2013	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
BME Groups	785	30	736	40	763	25	775	19	611	22
Other	1017	51	1053	35	1113	52	1120	45	892	43
Total exclusions	1802	81	1789	75	1876	77	1895	64	1503	65

Reasons for exclusions Source: local data

	2008/09		2009/10		2010/11		2011/12		2012/2013	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Bullying	29		37		32	1	36	2	34	
Damage	61	2	79	1	46	2	62	3	58	
Drug and alcohol related	62	4	25	1	49		65	5	54	3
Other	71		40		187	2	155	4	115	2
Persistent disruptive behaviour	423	25	467	24	471	32	455	15	295	26
Physical assault against adult	220	9	186	12	246	6	218	5	160	9
Physical assault against pupil	435	17	455	22	384	10	390	15	354	6
Possession of Offensive Weapon	11	6	12	9	7	8	22	8	15	8
Racist abuse	26		8		22		36		11	
Sexual misconduct	27	3	23	3	21	3	25	1	31	3
Theft	38	1	45		79	5	55		61	1
Verb abuse/threat behaviour adult	314	8	314	2	248	8	264	5	233	3
Verb abuse/threat behaviour pupil	85	6	98	1	84		112	1	82	4
Total Exclusions	1802	81	1789	75	1876	77	1895	64	1503	65

Appendix 4: Local Authority median grant and spend per primary pupil in LA maintained schools by London Borough (by free school meals band)

Borough	Grant Funding High FSM	Grant Funding Medium FSM	Grant Funding Low FSM
Barking and Dagenham	4803	4619	4222
Barnet	53702	5233	4399
Bexley	4752	4760	4022
Brent	5504	5095	4876
Bromley	4826	4952	3592
Camden	6398	5611	5441
City	NA	9045	NA
Croydon	4481	4262	3875
Ealing	5535	4771	4276
Enfield	5256	4641	4320
Greenwich	5676	5311	4988
Hackney	6533	6312	6090
Hammersmith & Fulham	6679	5505	5033
Haringey	5650	5041	4310
Harrow	5230	4752	4251
Havering	5182	4468	4070
Hillingdon	5321	4855	4310
Hounslow	5114	4630	4264
Islington	5944	5043	4874
Kensington & Chelsea	6382	5972	5772
Kingston	5081	5081	4149
Lambeth	6468	6110	5618
Lewisham	5948	5509	5037
Merton	5500	4781	4123
Newham	5681	5230	4931
Redbridge	4909	4239	4077
Richmond	5721	4805	4009
Southwark	6706	6140	5758
Sutton	6940	4248	3911
Tower Hamlets	6590	6302	NA
Waltham Forest	5211	4702	4429
Wandsworth	5991	5529	4852
Westminster	6326	5951	4983

Funding per pupil is based on a range of factors. Figures are published in three bands, low, medium and high, depending on the percentage of pupils in a school in receipt of free school meals. The table above shows the central government grant funding for schools in each of the free school meals bands. This table demonstrates that grant

funding to Croydon is the lowest of all London Boroughs for high free school meals band schools, and £2522 per capita lower than neighbouring Sutton, the third lowest for medium free school meals band schools and the second lowest for schools in the low free school meals band.

Figures are not available for Academies and secondary schools.