

# Children & Young People Scrutiny Sub-Committee Agenda



To: Councillors Jan Buttinger (Chair), Sean Fitzsimons, Sue Bennett, Sherwan Chowdhury, Mario Creatura, Bernadette Khan, Andrew Rendle and Maddie Henson

Reserve members:

Councillors Kathy Bee, Margaret Bird, Simon Brew, Pat Clouder, Humayun Kabir, Loy Prince, Manju Shahul Hameed, Andrew Stranack and David Wood

Co-optees:

Parent Governor Representatives:  
Mr James Collins

Teacher Representative:  
Dave Harvey

Diocesan Representatives:  
Mrs Elaine Jones  
Mr Leo Morrell

A meeting of the **CHILDREN & YOUNG PEOPLE SCRUTINY SUB-COMMITTEE** which you are hereby summoned to attend, will be held on **Tuesday 7th February 2017 at 6:30 p.m.** in **The Council Chamber at the town hall, Katharine Street, Croydon CR0 1NX**

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31 January 2017

Members of the public are welcome to attend the meeting. If you require any assistance, please contact the Scrutiny team as detailed above.

PLEASE NOTE: This meeting will be recorded for live or subsequent broadcast on the Council's website at <http://www.croydon.public-i.tv/core/portal/home>

PRE MEETING FOR COMMITTEE MEMBERS ONLY Room F5 at 6.00pm  
Committee Members are expected to attend.

If on the day you are delayed or unable to attend please contact 0208 726 6000 x62683 or the Town Hall Reception - Direct line 0208 760 5525

## **AGENDA - PART A**

- 1. Apologies for absence**
- 2. Minutes of the meeting held on Tuesday 6th December 2016 (Page 1)**

To approve the minutes as a true and correct record.
- 3. Disclosure of Interest**

In accordance with the Council's Code of Conduct and the statutory provisions of the Localism Act, Members and co-opted Members of the Council are reminded that it is a requirement to register disclosable pecuniary interests (DPIs) and gifts and hospitality in excess of £50. In addition, Members and co-opted Members are reminded that unless their disclosable pecuniary interest is registered on the register of interests or is the subject of a pending notification to the Monitoring Officer, they are required to disclose those disclosable pecuniary interests at the meeting. This should be done by completing the Disclosure of Interest form and handing it to the Business Manager at the start of the meeting. The Chairman will then invite Members to make their disclosure orally at the commencement of Agenda item 3. Completed disclosure forms will be provided to the Monitoring Officer for inclusion on the Register of Members' Interests.
- 4. Urgent Business (if any)**

To receive notice from the Chair of any business not on the Agenda which should, in the opinion of the Chair, by reason of special circumstances, be considered as a matter of urgency.
- 5. Exempt Items**

To confirm the allocation of business between Part A and Part B of the Agenda.
- 6. Question Time: The Cabinet Member for Children, Young People and Learning (Page 13)**
- 7. The Education Budget 2017-18 (Page 15)**
- 8. Education Quality and Standards (Page 27)**
- 9. Scrutiny Work Programme 2016-2017 (Page 85)**
- 10. [The following motion is to be moved and seconded as the "camera resolution" where it is proposed to move into part B of a meeting]**

That, under Section 100A(4) of the Local Government Act, 1972, the press and public be excluded from the meeting for the following item of business on the grounds that it involves the likely disclosure of exempt information falling within those paragraphs indicated in Part 1 of Schedule 12A of the Local Government Act 1972, as amended.

### **AGENDA - PART B**

None

## **Children & Young People Scrutiny Sub-Committee**

**Meeting held on Tuesday 6th December 2016 at 6:30 p.m. in The Council Chamber at the town hall, Katharine Street, Croydon CR0 1NX**

### **MINUTES - PART A**

**Present:** Councillors Jan Buttinger (Chair), Sean Fitzsimons, Sue Bennett, Margaret Bird, Pat Clouder, Bernadette Khan, Andrew Rendle and Joy Prince

**Also present:** Cllr Alisa Flemming, Cabinet Member for Children, Young People and Learning

**Absent:** Councillors Maddie Henson, Sherwan Chowdhury and Mario Creatura James Collins, Dave Harvey, Elaine Jones and Leo Morrell

**Apologies:** Councillors Maddie Henson, Sherwan Chowdhury and Mario Creatura James Collins, Dave Harvey, Elaine Jones and Leo Morrell

#### **A45/16 Minutes of the meeting held on Tuesday 11th October 2016**

The minutes were agreed.

RESOLVED THAT: the minutes of the meeting held on 11 October 2016 be signed as a correct record.

#### **A46/16 Disclosure of Interest**

There were none.

#### **A47/16 Urgent Business (if any)**

There was none.

#### **A48/16 Exempt Items**

There were none.

#### **A49/16 Youth employability**

The following officers were in attendance for this item:  
- Barbara Peacock, Executive Director (People)

- David Butler, Head of School Standards, Commissioning and Learning Access
- Julie Ralphs, Post-16 Education, Skills & Commissioning Adviser

Contributions to this agenda item were also made by Neela Choudhury, (Assistant Principal, Oasis Academy Shirley Park) and Martin Giles (Head Teacher of Meridian High School) and pupils from these two schools.

Head teachers were invited to make brief statements about the challenges faced in choosing a career and the right training, and in finding a job, and the work being done by the schools to support pupils in tackling these challenges.

In terms of challenges, Neela Choudhury highlighted the need to make pupils aware of the extensive range of careers available to them in the work place, and particularly in the Croydon area. She felt that the pupils in her school were ambitious and wanted to go far, but were not sure where their talents could lead them.

To help pupils make better informed decisions, the school has been promoting the use of work experience, despite the fact that it is no longer compulsory. Neela Chowdhury stated that all year 10 pupils in Oasis Academy Shirley Park went on work experience at the end of that particular year and that the school made strenuous efforts to match them with work places of relevance to them. However, she admitted that this was becoming increasingly difficult, partly because of the students' age and related insurance matters, and partly because of the limited range of employers who were able or willing to engage with this initiative.

Neela Choudhury explained that the school provided preparation for A-levels, but also provided support to engage with other types of qualifications and training such as apprenticeships. This support was given through the work of the school's designated director of work experience and information and advice evenings and one to one guidance. The school also engages with "Teach First" and the insurance firm Allianz to further the opportunities available to pupils, and looking to forge better links with local businesses.

Martin Giles highlighted the context in which his school was working, and reminded members of the fact that New Addington was one of the most deprived areas in the borough. Addington High School, as the establishment had previously been named, had faced a number of challenges in terms of underperformance over the years. Staff have had to do a significant amount of work over the last two years to try and address the aspirations of the community.

Martin Giles feels the school is continuing to face a challenge in terms of careers advice and is likely to continue to do so over the next few years as this work also needs to engage with families to help them understand the options available to their children. He affirmed that this was a rapidly improving school which had now

reached the same standards as the national average, despite the fact that many pupils in the early years and primary classes have not had the support they should have had. He highlighted the mentoring carried out at the school as a powerful tool for raising the aspirations of its pupils and stressed the need for guidance in terms of future exam and training options from early on, from year 7 onwards.

Martin Giles emphasised the need for ambition, which he felt many pupils needed to develop further. He stated that there was very clear evidence that they were not always offered the best possible career paths. To counter this, pupils are advised that they have to fight for their future and to channel an “anger” for better prospects into assertive action to achieve better training options. He shared the fact that he himself grew up on a council estate on the outskirts of Dublin and is living proof of the effect of a successful education. He concluded his comments by emphasising the need to win the hearts and minds of pupils to bring about a deeper belief in their own potential and higher aspirations.

Pupils attending the meeting were invited to speak of their experiences of exploring career paths and opportunities for work experiences.

E. is in year 13. She did her work experience in the Houses of Parliament in the catering team, an unusual opportunity which had been highlighted at the school by the director of work experience. She observed that most pupils did their work experience with local employers, which evidently has practical advantages, but praised the director of work experience for working to create a broad range of contacts and opportunities.

G. has been given the opportunity to do an internship at an advertising agency through a personal contact established for her by the principal of the school, not a compulsory placement. She gained a great deal from this experience, which took her right out of her comfort zone and helped her to determine her career path

Members wished to know how Meridian High School worked with parents to raise their ambitions for their children. The head teacher stated that this was done in two ways:

- As regards the young people who are nearing the end of their studies at the school, the head teacher conveys messages regarding ambitions through the young people themselves. It is a matter of instilling the confidence in children so they can tell their parents “I want to do this career and am capable of doing so”. This is usually very well received by parents, who have high aspirations for their children but not always the experience and contacts to help them fulfil them.

- For the pupils who have arrived since Martin Giles has become head, he organises year 6 open evenings and induction evenings at the beginning of year 7. He also speaks about his humble background and the benefits of a good education and high and

realistic ambitions, and encourages parents to trust and support the school in fostering ambitious goals and encouraging the pupils to work hard towards them.

Members questioned school heads regarding careers advice and work experience opportunities for pupils with special educational needs, and the barriers faced by schools endeavouring to provide these opportunities. The head teacher of Meridian High School stated that the school did not provide work experience to any of its pupils because of their age range and the fact that there are very few high quality work experience opportunities for pupils aged 14-15.

The Assistant Principal of Oasis Academy Shirley Park stated that the school endeavoured to offer work experience opportunities to all its pupils. She conceded that finding placements for pupils with special educational needs represented a greater challenge, and explained that the school tackled these on a case by case approach. It involves being very mindful of health and safety issues, sharing key challenges with the prospective employer, and working with them to overcome them. The school endeavours to offer good placements to all pupils by developing a good range of contacts and good relationships with employers in Croydon and further afield. She emphasised that the school worked to instil a sense of ambition in all pupils including those with special needs, and to give them quality opportunities to develop them further.

Members asked the pupils about the age when they decided what careers they wanted to embark on, if they had already made that decision.

B. explained that he did not really know what he wanted to do when he was very young. In year 11, the school introduced mentoring for its pupils, which has helped students like him to find out about the choices open to them and to decide what careers they wanted to pursue. He added that because of where he lives, he has faced barriers to becoming what he wants to be. Now, thanks to his school, he has grown in confidence and feels able to become what he wants to be.

For some years, M did not know what he wanted to do when he grew up but agreed with B. that the reputation of the place where one lives can erect barriers to pursuing one's ambitions. He spoke of school assemblies where the head teacher urged pupils to obtain information on the types of salaries paid in different kinds of professions and the studies and training required to get into such professions. He added that pupils were provided with useful newsletters regarding different career paths, the qualifications they required and the level of pay they could command, to help pupils make decisions about their priorities for the future.

Mo. explained that she had always known what she wanted to do but like M., had concerns about the barriers presented by the reputation of her school and its location. She explained that she had



a mentor who had encouraged her to think that she could strive to fulfil her ambition, whatever school she attended.

Me. did not know what she wanted to do in years 10 or 11. In year 12, she found out from studying geography A-level that she definitely wanted to study this subject at university. She explained that what made her school's students' experience at school really different was their relationship with their teachers. Discussing options with them, even if the teacher did not have specific subject knowledge, could really help the students think about their future in a different and more transformative way. In addition, the contacts developed by teachers could provide students with unique opportunities and experiences, such as her attendance at an environmental conference at Goldman Sachs at which Barack Obama was a speaker.

P. explained that before he got a mentor, he was considering fairly humble career prospects in the construction industry His mentor has instilled greater aspirations in him and he now felt able to pursue more ambitious goals, including A-levels and university studies, and not just planning to be "like everyone else" and do what "everyone else is doing".

Members asked whether there were situations where students' ambitions were thwarted because the subject they wish to study are not offered by their school because the numbers of pupils interested in the subject are too low. They also wished to know what support was given to pupils in such a situation.

The assistant principal at Oasis Academy Shirley Park replied that this situation did occasionally occur, as the low numbers of pupils interested in certain A-level and B-tech courses made it financially unsustainable to offer the courses, particularly in the light of recent cuts in government funding. In such situations, pupils have been guided to take up an equivalent or similar option, which would be viewed positively by prospective universities. For instance, while some students wish to study English language and literature, which the school would find difficult to resource under current circumstances, the school only offers English literature, which universities consider more favourably than a qualification in English language, and suggest other subject choices which can provide them the opportunity to develop their English language skills and are attractive to employers.

The Vice-Chair quoted a recent article in the Guardian regarding the annual report of the Social Mobility Commission chaired by Alan Millburn, which revealed that children from low income households differed markedly from pupils with the same GCSE grades but from middle and higher income households in their choices of training subjects and establishments. He asked what lessons had been learnt at Meridian High School on how to overcome barriers to success and maximise opportunity for all pupils, regardless of their background and school.

The Head Teacher of Meridian High school replied that what was needed was a large scale programme of encouragement and mentoring to instil ambition in all pupils. However, he pointed out that mentoring took a lot of personal commitment and time to be effective. He also highlighted the importance of making the right curriculum choices from as early on as possible to point a pupil in the right direction and maximise his/her chances.

He explained how mentoring time was prioritised and how, in 2015-16, the school had mentored 32 GCSE pupils who had achieved borderline C-D grades in their mock exams to help them improve their grades. When exam results were examined, it was discovered that those who had been mentored obtained the same level of grades as pupils who came from higher starting points but who had not been mentored, thus demonstrating the effectiveness of the support given. The head teacher also pointed out that the school's data showed that those who were making the least progress were deprived white working class boys, a group which has been known to underperform for some years, and that a priority for him was to use mentoring to help these pupils to improve their educational outcomes.

It was acknowledged that Croydon did not have the capacity or financial resources to extend mentoring to all pupils in the borough but that a number of charities did currently provide mentoring to local children. The head teacher of Meridian High School was asked whether he would consider it a good idea to offer mentoring by individuals in relevant voluntary organisations or working in local businesses – with the relevant training - to supplement the mentoring work carried out by teachers. He replied that this would be beneficial in principle, if these individuals lived locally and were committed and well suited to the work. However, he stated that experience showed that employing mentors who worked some distance away from the school could present practical problems and cause disaffection if they were unable to attend appointments with pupils.

The head teacher of Meridian High School paid tribute to the commitment of the Head of School Standards, Commissioning and Learning Access and to his achievements within the very limited resources available to him. He also commended his vision to help every pupil in the borough to achieve the best possible educational outcomes, regardless of their background. He stated that good quality mentoring could be made available to a wider range of pupils if the council were given additional resources for such an initiative.

The Head of School Standards, Commissioning and Learning Access expressed his thanks for this kind comments. He stated that local employers have a great deal to contribute to help young people develop and pursue appropriate career goals in a mentoring capacity. He felt that the council should engage better with local businesses in this regard, to encourage suitable individuals to give advice and encouragement to pupils, particularly as it is known that

many are willing to take on such a role. Indeed, members were advised that this was currently happening through a number of small scale initiatives in the borough. He cited the example of work with PRUs in the borough to link pupils with suitable mentors from Croydon's business community to improve their aspirations and educational outcomes.

The Head of School Standards, Commissioning and Learning Access stated that the challenge of offering qualifications in subjects which did not have a high take-up had been exacerbated in the last two years by falling school rolls, leading to very small A-Level classes and to a reduced range of subjects on offer. As a result of this trend, a number of schools had had to close their sixth form temporarily. In addition, schools have had difficulty in recruiting high quality specialist teachers for some subjects.

To widen the A-level offer in Croydon, the council has been working with the Croydon Head Teacher Association to pool the teaching of subjects such as Mandarin in common timetabling blocks to attract interested pupils from schools across the borough to these courses. This initiative would this create viable size classes in those subjects, both from a financial perspective and an educational point of view. Members were advised that six schools and one sixth form college were taking part in this project, which was due to go live in September 2017 and to be publicised with year 11 pupils in the new year.

A student in Oasis Academy Shirley Park highlighted the case of two students, one studying Portuguese and another doing a Turkish qualification, both of whom were provided a tutor in these subjects. He praised the school for making efforts to address the academic preferences of its pupils whenever this is financially viable. The Assistant Principal of the school explained that the school was lucky enough to have a large, established 6th form and that many students were staying on rather than choosing to prepare for A-levels at a different establishment.

Members expressed concerns about schools with small A-level classes and limited subject options, and enquired whether the borough had the right number of 6th forms in the right locations, offering the right subjects. Officers were asked whether the borough should perhaps have a more limited number of schools with 6th forms, which would be larger, offer a wide range of subjects and attract pupils who might otherwise opt to study in neighbouring boroughs.

Officers explained that Bromley has a very long-established A-level offer whereas many of the sixth forms in Croydon are relatively new. They added that to be viable, a sixth form needed to have a minimum of 250 students, and Croydon only has a small number of schools with a sixth form of that size. By 2023, school rolls should have grown considerably in line with demographic trends and 6th forms are set to grow considerably at that point. Schools strive to have a 6th form for two main reasons: a school with a 6th form

attracts good quality teachers more easily, and can provide greater continuity for its pupils, particularly if they wish to take A-levels. However, council officers cannot oblige schools to have or close a 6th form, as today's schools are far more autonomous than decades ago. All officers can do is advise and influence if their working relationship with schools is positive.

Pupils were asked what they thought of the current 6th form offer in the borough. Members heard the following points of view from them:

- Two pupils felt they would not necessarily be choosing training in his vicinity as the best work choices in future might not be located near where he lived.
- Another student explained that applications were sometimes made not on the basis of location but on the reputation of the college or university, in order to maximise one's chances of getting into the university of one's choice.

Council officers remarked that the key point was to find a college that was right for the pupil, and could help him/her to flourish and fulfil their needs and aspirations. They highlighted that the borough still has a post-16 prospectus, given to every year 11 pupil, which can really help them research what is available for them and make well-informed and well-founded decisions about their future.

Members asked whether Meridian School had aspirational teachers, who could inspire pupils to aim high and reach out beyond their current circumstances. The head teacher expressed his appreciation of the question and said that yes, despite difficulties with recruitment, the school had acquired teachers who could encourage pupils to be ambitious and to work hard to reach their objectives. He spoke of the recruitment process and explained that his adverts for teaching jobs highlighted the challenges that working at his school represented and felt that this approach had encouraged some very able and committed teachers with strong moral purpose to apply.

Pupils were asked what types of careers they were aiming for. Many of the respondents had clear views about the career paths they wished to pursue in the future, in areas such as musical theatre, the law, merchant banking, creative media and child psychology. Some spoke of unrealistic hopes of becoming a footballer in their childhood but had reassessed their options since then in the light of emerging new skills, interests and opportunities.

Pupils stated that not everyone knew what they wanted to do and that this was an acceptable situation to be in, and involved obtaining a broad range of qualifications enabling one to have a good range of choices at the end of school. They added that while one might not have a clear idea of one's future career, one had to decide what general areas of interest one should pursue as young people usually know what they are interested in and what they dislike, and what strengths and weaknesses they have.

Students asked members what they wished to get out of these discussions. Members explained that one of their key ambitions was to improve the support local services provided to residents, including young people. The Cabinet Member for Children, Young People and Learning explained that her objective in such meetings was to obtain first-hand reports of young people's experiences to ascertain whether council policies were appropriate to young people's needs and whether local services were achieving what they were supposed to achieve. For instance, from discussion at this meeting, she had concluded that mentoring was progressing along a positive path.

Members thanked the staff and pupils of Oasis Academy Shirley Park and Meridian High School for their inspiring contributions to discussions.

Officers and members agreed that equipping young people with good communication skills was of great importance in maximising their chances of succeeding at interviews and obtaining a job or a place at a chosen college or university. One reason why the pupils' contributions were so impressive was that the two schools represented at this meeting took such communication skills seriously – these form part of the “toolkit” that can help young people to be resilient and to tackle a wide range of challenges in their adult lives.

Officers explained that up to GCSE, the national emphasis was on academic achievement and that vocational preparation has shifted to post-16 classes. It is now compulsory to do employability training in one's post-16 studies, in which one can choose to pursue an academic route or technical skills. Members heard that shortages in the work place were in the technical skills area and that the national curriculum was changing to address these shortages with specialist courses to be offered principally by colleges. Officers explained that they were now working much more closely with employers to establish where skills gaps lay and to broker more links between them and schools.

Members asked how young people could be equipped to deal with evolving circumstances and risks, such as Brexit, which might lead to reductions in careers prospects in a number of fields. The Executive Director (People) remarked reassuringly that Croydon had the fastest growing economy in the UK. She added that a new emphasis on entrepreneurial jobs was emerging which could lead to the creation of small and medium sized businesses in the borough.

In answer to members' questions on work experience and employment opportunities for disabled young adults, the Executive Director (People) stressed the council's commitment to working with partners to help this group of young adults find routes into employment and overcome hurdles to such opportunities. Members also heard that officers representing the interests of people with learning difficulties take an active part in the Croydon work steering group as well as in the council apprenticeship and work experience

steering group.

Members observed inequalities between schools in terms of work experience opportunities, particularly in the professions, and asked what the situation was in Croydon, at year 10 level and at post-16 level. Officers reminded members that there was no longer a statutory requirement to do work experience at year 10 level, although they remarked that most schools still offered it to their pupils at that stage. However, it is now compulsory at post-16 level and the requirement is that it has to be linked to a pupil's aspirations. The challenge is to find a placement that matches the needs of pupils who in the majority of cases have formed clear ideas about their future careers, when a school has limited or non-existent links to certain types of employers. Officers added that work was being done with 6th form pupils to give them the skills to find and secure employment as well as work experience opportunities.

Officers were thanked for their fulsome answers to members' questions.

Members agreed that mentoring had been shown to produce significantly improved aspirations and educational outcomes, and resolved to make the following recommendations.

**RESOLVED THAT:**

In view of:

- 1) the proven effectiveness of mentoring in raising young people's aspirations as they prepare for exams and explore future careers
- 2) current budget constraints currently restricting access to this form of support

...The Council is recommended to work with schools, businesses and the third sector to identify innovative ways of increasing the pool of effective local mentors, to encourage all pupils in the borough to raise their aspirations and work towards more ambitious qualifications and careers.

In connection with recommendation 4, officers undertook to share the protocol drafted by the Learning Access Service on working together when EHE is raised by the parent(s) of a child on a Child In Need or Child Protection plan.

Members agreed that a follow-up report would be requested in the new municipal year on the implementation of recommendations.

**A51/16 Scrutiny work programme 2016-2017**

Members confirmed the work programme for the following meetings.

**MINUTES - PART B**

None

The meeting ended at 9.13pm.

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**Councillor Alisa Flemming**  
Cabinet Member for Children, Young People & Learning (CYPL)  
Deputy, Councillor Shafi Khan

## Responsibilities

- Adult Learning
- Capital Delivery Schools
- Child Protection
- Children & Families Partnership
- Children's Commissioning
- Domestic & Sexual Violence – CSJ & FHSC\*
- Early Intervention
- Gateway – Children & Young People
- Looked After Children
- Safeguarding Children's Board
- School Standards, Commissioning & Inclusion
- Schools Admissions & Place Planning
- SEN, Children with Disabilities
- Youth Offending Service – CSJ\*

## Policy Developments

- Reductions in Government funding for Education and Social Care Services
- Children's Social Care Reform – a vision for change/Government intervention for local authorities judged 'Inadequate'
- National review of LSCBs
- National review of Youth Justice
- Children and Families Act 2014/0-25 SEN code of practice (e.g. SEND implementation)
- Further Education and Area Reviews
- Children and Social Work Bill breaks down barriers to adoption, improves social work standards and opportunities for young people in care
- Education for All Bill expands academies programme, introduces new role for councils and reforms National Funding Formula for schools

## Projects and Programmes

### Children's Social Care

- Best Start phase 2 commissioning to follow phase 1 launched in April
- Commission troubled families phase 2
- Implement children in need transformation programme

### Schools

- Implement School Improvement Plan – support schools to improve English and maths at a faster rate across all Key Stages, through support from Octavo and 'teaching schools'
- Set out a revised 3-year school placed planning strategy (Cabinet July 2016)
- Set out a 2 year maintenance plan (Cabinet July 2016)

### SEND

- Implement an integrated 0-25 SEND service and establish a 0-65 Disability Service by autumn 2016
- Children With Disabilities Short Breaks & Play
- SEN Transport

### Youth provision

- Delivery of the Onside Youth Zone

### Youth Justice

- Implementation of the Youth Justice Plan

### Adult Learning

- Explore potential delivery options for the delivery of CALAT's provision (cabinet report in June)

### Inspections/Ofsted feedback

- Inspection readiness/Ofsted comment – Social Care, SEND, Youth Offending, School Improvement, Adult Learning
- Children's social care/ Local Safeguarding Croydon Board (LSCB) to implement an improvement plan following joint targeted area inspection

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<b>REPORT TO:</b>	<b>CHILDREN AND YOUNG PEOPLE SCRUTINY SUB COMMITTEE</b>  7 February 2017
<b>AGENDA ITEM:</b>	7
<b>SUBJECT:</b>	<b>EDUCATION BUDGET - 2017/18</b>
<b>LEAD OFFICER:</b>	<b>Lisa Taylor - Director of Finance, Investment and Risk (Deputy S151 Officer)</b>
<b>CABINET MEMBER:</b>	<b>Councillor Alisa Flemming – Cabinet Member for Children, Young People &amp; Learning Councillor Simon Hall, Cabinet Member for Finance and Treasury</b>

<b>ORIGIN OF ITEM</b>	<b>This item is contained in the Committee’s work programme</b>
<b>BRIEF FOR THE COMMITTEE</b>	<b>To scrutinise the proposed 2017/18 Education Budget</b>

## **1. INTRODUCTION AND BACKGROUND TO FUNDING**

- 1.1 The report sets out the various components of the 2017/18 Education Budget to enable this committee to review the proposals for the coming year.
- 1.2 The Education budget can broadly be split into three areas, which are;
- The funding for the day to day running costs of schools which come via the Dedicated Schools Grant (DSG);
  - The services that the council is required to provide as the Local Education Authority which are funded from the council’s general fund budget;
  - Capital expenditure in relation to the requirement to provide school places.
- 1.3 The report will cover each area in turn.

## **2. DEDICATED SCHOOLS GRANT**

- 2.1 The 2017/18 DSG allocation was published on the 20<sup>th</sup> December 2016.

2.2 The majority of funding for education in Croydon comes from the Department of Education (DfE) in the form of the **Dedicated Schools Grant** (DSG). The DSG is a grant that is received by the local authority on a financial year basis and funds all aspects of education that relate directly to children. The grant is split into three blocks: a schools block, a high needs block, and an early years block. The total 2017/18 DSG allocation for Croydon is £324.69m and is detailed in table 1 below.

**Table 1 - DSG allocation**

<b>Financial Year</b>	<b>Schools Block (before recoupment) (£million)</b>	<b>Early Years Block (£million)</b>	<b>High Needs Block (after EFA deductions) (£million)</b>	<b>Total DSG Allocation (£million)</b>
<b>2016/17 – Final Allocation</b>	241.98	18.33	49.05	<b>309.36</b>
<b>2017/18 – Allocation</b>	241.77	27.20	55.72	<b>324.69</b>
<b>Variance</b>	<b>(0.21)</b>	<b>8.87</b>	<b>6.67</b>	<b>15.33</b>

2.3 There has been an increase in the level of DSG funding received by Croydon. The 2017/18 DSG allocation is £15.33m higher than the previous financial year as a result of additional funding within the early years and high needs blocks. The above allocations also reflect transfers to the DSG from other schools grant funding and the movement within the blocks as a result of the re-baselining exercise conducted by the DfE in anticipation of the National funding formula implementation in April 2018. The increase to the DSG funding as a result of transfers from other grants includes:

- Transfer of retained rate of Education Services Grant (ESG) into DSG (£0.82m).
- Transfer of post-16 funding to the High Needs block (£0.34m) that was previously managed directly by the EFA.

### 2.3.1 Schools Block – £0.21m decrease

- The Schools block now includes some agreed historic items (£3m prudential borrowing costs and £0.21m of historic teacher pension costs). These amounts are top sliced from the funding prior to the allocation.
- The Schools block also includes the £0.82m of ESG (see above) that will now be managed through DSG to fund school Improvement and school place planning.
- The adjusted total reflects £4.01m of previously agreed block transfers to the High Needs block that have now been transferred permanently.
- Finally, a reduction of £0.23m has been made to due to recoupment changes on the initial 16-17 allocation.

### 2.3.2 Early Years Block – £8.87m increase

- £2.57m has been added to the Early Years universal settlement for 3 and 4 year olds.
- £3.58m has been added for 2 year olds from the most disadvantaged backgrounds.
- A £3.18m increase has been provided to cover the additional 15 hours of free childcare for 3 and 4 year old children of eligible working parents from September 2017. The block also includes a £0.6m early year supplement for maintained nursery schools and £0.27m of pupil premium and disability access funding.
- Re-baselining has led to an increase of £0.18m.
- A permanent block transfer of £1.51m has been transferred to the High Needs block.

### 2.3.3 High Needs Block – £6.67m increase

- The 2017/18 total includes £4.01m and £1.51m of transfers from the Schools block and Early Year block respectively (see above). These amounts have been permanently added to the High Needs block.
- £0.34m of post-16 funding that was previously managed by the EfA has been added to this block.
- An increase in the block of £1.33m relating to population growth uplift (based on a projected 1,169 increase in the population for the 2-18 age group).
- An increase of £0.52m in the deduction to the High Needs block relating to the direct funding of places by the EFA (from £2.58m in 16/17 to £3.1m in 17/18).

## 2.4 DSG Funding Formula

2.4.1 The DSG funding formula is maintained by the finance function of the local authority and agreed by the schools forum and its working groups. The Schools Forum is actively involved in working with the Local Authority to agree the principles of the DSG funding formula and there are dedicated working groups for each of the funding blocks. These working groups are attended by representatives from all education establishments in the borough.

2.4.2 The Schools Block funding formula was submitted to the DfE on the 20<sup>th</sup> January 2017 using the budget principles agreed at the October and November Schools Forum meetings. Once agreed by the DfE the detailed school budgets will be finalised and these will be issued to schools by March.

2.4.3 In 2016/17 Croydon's funding rate for the Schools block was £4,855.90 per pupil. In 2017/18 the equivalent rate per pupil is £4,794.79, which is broadly equivalent to the 2016/17 rate once the block transfers described above have been reflected. Tables 2 and 3 below set out the 10 highest and 10 lowest

funded local authorities in London on a per pupil basis, with Croydon ranked 24<sup>th</sup> out of 32 London boroughs.

**Table 2 - DSG 2017/18 Schools block allocations per pupil – Highest Funded Greater London Authorities**

<b>Local Authority</b>	<b>PP allocation (£)</b>
Tower Hamlets	6,965.12
Hackney	6,847.43
Southwark	6,412.68
Lambeth	6,404.26
Hammersmith and Fulham	6,336.50
Camden	6,252.37
Islington	6,181.79
Kensington and Chelsea	6,098.99
Newham	6,085.13
Westminster	6,003.47

**Table 3 - DSG 2017/18 Schools block allocations per pupil – Lowest Funded Greater London Authorities**

<b>Local Authority</b>	<b>PP allocation (£)</b>
Hillingdon	4,825.44
<b>Croydon</b>	<b>4,794.79</b>
Merton	4,758.68
Havering	4,712.65
Redbridge	4,702.75
Bromley	4,649.44
Kingston upon Thames	4,616.93
Sutton	4,616.78
Bexley	4,567.79
Richmond upon Thames	4,424.70

2.4.4 The minimum funding guarantee will continue meaning no school or academy will see a reduction of more than 1.5% per pupil compared to its 2016/17 budget (excluding sixth form funding).

2.4.5 The Early years block for 3 and 4 year olds' formula factors were agreed at the schools forum in November 2016 with an hourly rate of £3.99 for 2017/18. Since then, the DfE have issued a consultation response on the changes to the EY funding formula mandating that local authorities pass on a minimum of £4 per hour to providers for 3 and 4 year olds. The response to the consultation by providers indicated that the proposed rate of £3.99 would not be sufficient to cover the cost of delivering early years education. As a consequence, the schools forum agreed to increase this rate to £4.30 in January 2017 in light of the increased allocation in Early Years DSG funding for 2017/18 (see paragraph 2.3.3 above).

- 2.4.6 The 2 year olds hourly rate of £5.66 was also agreed at schools forum. This is a reduction of £0.65 from the 2016/17 rate of £6.31. In previous years the rate was supplemented through the use of reserves but these have now been fully utilised. There is a risk that this change will affect the financial sustainability of some providers and work is required to establish the extent of this issue.
- 2.4.7 The 2017/18 High Needs draft budget was agreed at the Schools Forum in October 2016. The draft budget includes an on-going budget gap of £1.4m. Previous year overspends have been carried forward to be recovered via a top-slice from the DSG in 2017/18.
- 2.4.8 The High Needs Block has faced demand increases of 5% for the last three years without any corresponding increase in per pupil funding. This has been managed within the cash flat allocation for a number of years through re-directing DSG allocations within the Schools block. The re-baselining exercise by the DfE reflects this in the allocations for 2017/18 onwards.

## **2.5 Academies**

- 2.5.1 Academies are funded directly from the Education Funding Agency on an academic year basis.
- 2.5.2 Academies funding is included within the DSG allocation for the local authority for transparency but is not actually paid to the local authority and is instead passed directly to academies. The removal of funding from the DSG allocation for academies is known as recoupment and it is anticipated that £140m will be recouped from the DSG schools block allocation in 2017/18. This amount will be subject to change depending on the number of schools that convert to academies during the year. Of the 50,006 pupils on roll in 2016/17, 30,349 (61%) are in academy schools.

## **2.6 Pupil Premium**

- 2.6.1 Pupil Premium funding is awarded in addition to the DSG and is allocated on a per pupil basis for pupils who meet the criteria. The aim of the funding is to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Funding is currently awarded on a per pupil basis for any pupil who has been eligible for Free School Meals in the last 6 years. Children who have been looked after for one day or more, adopted from care or leave care under a special guardianship or residency order, and children whose parents are in the armed forces are also eligible. The 2017/18 funding allocation was announced on 20 December 2016 with the rates per pupil maintained at the 2016/17. This means an allocation of £24m for Croydon, which is based on per pupil rates of £1,320 for children in reception year 1 to year 6, and £935 for pupils in year 7 to year 11.

## **2.7 Revenue Funding**

- 2.7.1 The Council is required to provide some education functions as a statutory duty. These include statutory education welfare, the Virtual School for Looked After Children, exclusions, children who are electively home educated, the

commissioning of Alternative Provision, and intervention in schools causing concern. In addition, the School Improvement team has oversight of standards in primary, secondary, special schools and pupil referral units. They generally focus on improving service delivery, raising standards, narrowing the gap, enriching the curriculum and building learning communities. Other services include 16-19 services (NEET tracking), the schools music service, and commissioning of Octavo (the school improvement mutual).

2.7.2 The DSG and other grants do not fund the statutory functions of the Local Authority. These services are funded entirely from the Council's revenue budget which is due to be approved by Council in February 2017.

2.7.3 The Council faces financial challenges in the coming years as a result of reductions in funding and grants provided by central government. Over the medium-term to 2019/20 the Council has a projected funding gap of £60.15m.

2.7.4 Overall, the council needs to make £17.98m of savings to deliver within the envelope of the 2017/18 revenue budget. This total includes £170k of proposals linked to the Schools service, which are shown in Table 4 below.

**Table 4 – 2017/18 Schools service budget savings**

<b>Saving Description</b>	<b>Value (£m)</b>
Charging for exclusions	0.010
Charging for admissions appeals	0.005
Charging for academisation	0.060
Octavo contract savings	0.095
<b>TOTAL</b>	<b>0.170</b>

2.7.5 Included above is a £95k saving on the contract currently held with Octavo. Octavo commenced trading on the 1<sup>st</sup> April 2015, and is commissioned by the LA to provide educational psychology services, education welfare services and school improvement services. Council Officers meet regularly at both an operational and strategic level to review the performance of Octavo against the key performance indicators included in the contract.

2.7.6 The Education Services Grant (ESG) is currently paid to local authorities to fund central education functions. It is made up of two elements paid on a per pupil basis:

- the retained duties rate paid to the LA per pupil in maintained and non-maintained schools, and;
- the general funding rate paid to LA for maintained school pupils only and paid directly to academies.

2.7.7 In 2016/17 the ESG allocation for Croydon was £3.1m. The DfE announced that ESG funding would be changing as part of wider School funding reform which has removed the general funding rate component of the ESG in 2017/18. The ESG funding allocation for Croydon in 2017/18 totals £1.58m and includes:

- £820k for the retained duties element, which equates to a rate of £15



per pupil paid to the LA for all pupils in both maintained and non-maintained schools. This represents a reduction from the 16/17 year allocation of £855k.

- £762k of transitional funding to cover general funding for the period April to August 2017, which equates to £20 per pupil for the 5 month period. The 2016/17 allocation was £2.2m. This allocation is subject to change depending on in-year academy conversions.

The overall impact of the loss of the ESG funding for Croydon is a £1.5m reduction from the 2016/17 ESG allocation.

2.7.8 In addition to ESG, the School Improvement team will also receive a school improvement monitoring and brokering grant. This represents a share of a £50m national grant pot. Croydon has been allocated £120k which is in the lowest quartile nationally.

## 2.8 Capital Funding

2.8.1 The need for school places within the borough continues to grow. The 4 year education capital programme, along with the necessary funding required for the supply of these places, will be presented to Council in February 2017 as part of the council's whole capital budget to 2020.

2.8.2 The cost of this programme over the 4 year period is estimated to be £158m. This is predominantly funded from a combination of council borrowing and DfE grants, as detailed in Table 5 below.

2.8.3 Full details of the programme are included in Appendix 1 of this report.

**Table 5 – Draft education capital programme**

Funding Source	16/17 £m	17/18 £m	18/19 £m	19/20 £m	Total £m
DfE/Other Funding	60	3	2	0	65
Borrowing	11	61	19	2	93
<b>Total Cost of Education Programme</b>	<b>71</b>	<b>64</b>	<b>21</b>	<b>2</b>	<b>158</b>

## 3. CONSULTATION

3.1 All Departments have been consulted during the preparation of this report. Individual projects and programmes within the budget will also be subject to necessary consultation as required.

## 4 FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

4.1 The report is submitted by Lisa Taylor – Director of Finance, Investment and Risk (Deputy S151 Officer).

## **5 COMMENTS OF THE COUNCIL SOLICITOR & MONITORING OFFICER**

- 5.1 The Solicitor to the Council comments that the Council is under a duty to ensure that it maintains a balanced budget and to take any remedial action as required in year.

Approved by: Jacqueline Harris-Baker, Acting Council Solicitor & Acting Monitoring Officer.

## **6 HUMAN RESOURCES IMPACT**

- 6.1 There are no direct Human Resources considerations arising from this report as such, but items from savings packages and action plans included in the report or those that need to be developed in response to the report are likely to have significant HR impact. These can vary from posts not being filled or deleted, through to possible redundancies. Where that is the case, the Council's existing policies and procedures must be observed and HR advice must be sought.

Approved by: Debbie Calliste, Head of HR – People Department (on behalf of the Director of Human Resources).

## **7 EQUALITIES IMPACT**

- 7.1 The funding allocations and formulae are set nationally and are therefore already subject to an equality assessment.
- 7.2 In setting the Education Budget 2017/18, the Council has taken into account the need to ensure targeted funding is available for work on raising the attainment of disadvantaged pupils who are likely to share a “protected characteristic” (as defined in the Equality Act 2010) and close the gap between them and their peers.
- 7.2 This has been achieved through:
- The Pupil Premium funding that is awarded on a per pupil basis for any pupil who has been eligible for Free School Meals, any children who have been looked after, and for children who have been adopted from care or leave care under a special guardianship or residency order. The 2017/18 allocation for Croydon is £24m.

Approved by: Genine Whitehorn, Head of SCC Resources.

## **8 ENVIRONMENTAL IMPACT**

- 8.1 There are no direct implications contained in this report.

## **9 CRIME AND DISORDER REDUCTION IMPACT**

- 9.1 There are no direct implications contained in this report.

## **10 REASONS FOR RECOMMENDATIONS/PROPOSED DECISION**

- 10.1 The recommendations are to note the budget position for education funding. There is no direct action requested at this point.

## **11 OPTIONS CONSIDERED AND REJECTED**

- 11.1 Given the current budget position there is no requirement for additional action at this time.

**REPORT AUTHOR AND CONTACT: Lisa Taylor - Director of Finance,  
Investment and Risk (Deputy S151 Officer)**

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						APPENDIX 1
Planning Area	Provision Location	2016/17 (Outturn)	2017/18 Budget	2018/19 Budget	2019/20 Budget	Total
		£	£	£	£	£
<b>Table 1 - Proposed Primary Provision</b>						
<b>Permanent Expansions</b>						
North West	2FE West Thornton Academy, Canterbury Road	4,428,553	8,900,000	2,470,500	-	15,799,053
North West	3FE Chestnut Park	7,464,267	1,117,810	-	-	8,582,077
North West	3FE Ark Bayes Free School	-	-	-	-	-
Central	3FE Harris Academy Purley Way	5,632,128	7,474,032	-	-	13,106,160
Central	2FE Heathfield Academy, Aberdeen Road	4,950,312	7,604,033	-	-	12,554,345
Central	2FE Krishna Avanti Free School at Victoria House	-	-	-	-	-
Central	1FE Ark Oval	6,738,809	957,293	-	-	7,696,102
East	1FE St John's C of E	3,237,868	1,646,426	-	-	4,884,294
East	1FE Heavers Farm	3,179,962	2,182,557	-	-	5,362,519
South	1FE Christ Church	3,675,723	1,777,834	-	-	5,453,557
South	2FE New Free School	-	-	-	-	-
South West	1FE Chipstead Valley	3,185,511	1,949,696	-	-	5,135,207
South West	1FE Woodcote	467,914	4,450,000	1,068,456	-	5,986,370
South West	1FE Smitham	223,990	4,150,000	1,809,580	-	6,183,570
South West	1FE Oasis Bryon	35,000	-	-	-	35,000
<b>Bulges</b>						
East	2FE Crescent 17-18	-	738,026	17,632	-	755,658
Central	1FE Harris Academy Purley 17-18	-	250,000	-	-	250,000
East	1FE The Robert Fitzroy Academy 19-20	-	-	-	250,000	250,000
Various	Unidentified	-	500,000	500,000	130,000	1,130,000
<b>Table 1 Sub-Totals</b>		<b>43,220,037</b>	<b>43,697,707</b>	<b>5,868,168</b>	<b>380,000</b>	<b>93,163,912</b>
<b>Table 2 - Secondary School Places</b>						
North	6FE School at Arena	7,721,004	150,000	-	-	7,871,004
North	2FE Archbishop Lanfranc - Priority School Building Programme 2 (PSBP2)	18,341	-	-	-	18,341
North	6FE ARK Secondary Free School Morland Road	-	-	-	-	-
North	5FE New Free School - The Crescent Secondary	-	-	-	-	-
South	6FE Coombe Wood School (Wallington County Free School Site TBC)	-	-	-	-	-
<b>Table 2 Sub-Totals</b>		<b>7,739,345</b>	<b>150,000</b>	<b>-</b>	<b>-</b>	<b>7,889,345</b>
<b>Table 3 - Delivery of SEN Places</b>						
South	2FE St Nicholas Special School (TBC)	257,675	7,350,000	11,803,012	-	19,410,687
South	2FE(Bulge) Red Gates Special School	30,753	3,552,827	300,000	-	3,883,580
South	Additional Primary ELP for Boys and Girls with ASD (TBC)	-	750,000	250,000	-	1,000,000
South	Enhanced Learning Provision for MLD (14 places) (TBC)	-	750,000	250,000	-	1,000,000
South	Proposed New Free School Post 19 Provision for PMLD (TBC)	-	-	-	-	-
South	Proposed New Free Special School (120-150 places) for ASD (Site TBC)	-	-	-	-	-
North	Beckmead School on Tension Road	6,842,964	347,455	-	-	7,190,419
South East	Girls Provision (Site TBC)	-	500,000	-	-	500,000
Various	Nurture Provision in 3 Primary Schools	50,000	250,000	-	-	300,000
<b>Table 3 Sub-Totals</b>		<b>7,181,392</b>	<b>13,500,282</b>	<b>12,603,012</b>	<b>-</b>	<b>33,284,686</b>
<b>Table 4 - Major Maintenance</b>						
Various	Major Maintenance Works	3,960,083	2,000,000	2,000,000	2,000,000	9,960,083
<b>Table 4 Sub-Totals</b>		<b>3,960,083</b>	<b>2,000,000</b>	<b>2,000,000</b>	<b>2,000,000</b>	<b>9,960,083</b>
<b>Table 5 - Other Education Schemes</b>						
Various	Othe Education Schemes	9,265,897	4,382,726	-	-	13,648,623
<b>Table 5 Sub-Totals</b>		<b>9,265,897</b>	<b>4,382,726</b>	<b>-</b>	<b>-</b>	<b>13,648,623</b>
<b>Totals Required</b>		<b>71,366,754</b>	<b>63,730,715</b>	<b>20,469,180</b>	<b>2,380,000</b>	<b>157,946,649</b>
<b>Table 6 - Funding Sources</b>						
Targeted Basic Needs		8,579,000	-	-	-	8,579,000
Basic Needs		48,318,000	-	-	-	48,318,000
School Condition Maintenance Funding		2,497,000	2,104,000	2,000,000	-	6,601,000
EFA other funding		878,000	-	-	-	878,000
Borrowing		11,094,754	60,888,689	18,451,548	2,380,000	92,814,991
S106		-	738,026	17,632	-	755,658
<b>Total Funding</b>		<b>71,366,754</b>	<b>63,730,715</b>	<b>20,469,180</b>	<b>2,380,000</b>	<b>157,946,649</b>

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<b>REPORT TO:</b>	<b>CHILDREN AND YOUNG PEOPLE SCRUTINY SUB- COMMITTEE 7 FEBRUARY 2017</b>
<b>AGENDA ITEM:</b>	<b>8</b>
<b>SUBJECT:</b>	<b>Education Quality and Standards</b>
<b>LEAD OFFICER:</b>	<b>Barbara Peacock Executive Director - People</b>
<b>CABINET MEMBER:</b>	<b>Councillor Alisa Flemming, Cabinet Member for Children, Families and Learning</b>

<b>ORIGIN OF ITEM:</b>	This item is contained in the sub-committee's agreed work programme.
<b>BRIEF FOR THE COMMITTEE:</b>	To scrutinise the quality of attainment in the borough's schools

## **1. EXECUTIVE SUMMARY**

- 1.1** The report attached at Appendix 1 sets out the performance of children and young people in Croydon schools for 2015-2016. The report covers attainment in assessments, tests and examinations for 2015-2016 in the Early Years Foundation Stage, Key Stages 1, 2, and 4 and Post-16. The report also provides up-to-date information on school attendance and exclusions.
- 1.2** Members are invited to comment on the content of the Cabinet report and to agree recommendations for improvements in service delivery.

### **Appendix:**

#### **23 January 2017 draft report to Cabinet on Education Quality and Standards**

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**CONTACT OFFICER:** Ilona Kytomaa  
Members Services Manager (Scrutiny)  
020 8726 6000 x 62683

**BACKGROUND DOCUMENTS:** None

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**For General Release**

<b>REPORT TO:</b>	<b>CABINET 23 January 2017</b>
<b>AGENDA ITEM:</b>	<b>10</b>
<b>SUBJECT:</b>	<b>Education Quality and Standards</b>
<b>LEAD OFFICER:</b>	<b>Barbara Peacock, Executive Director, People Department</b>
<b>CABINET MEMBER:</b>	<b>Councillor Alisa Flemming, Cabinet Member for Children, Young People and Learning</b>
<b>WARDS:</b>	<b>All</b>
<b>CORPORATE PRIORITY/POLICY CONTEXT</b>	
Ambition Priority 2: Independence	
<ul style="list-style-type: none"><li>• Education and Learning:<ul style="list-style-type: none"><li>• Continue to improve the proportion of schools which are judged good or better by OFSTED and support and challenge schools to improve the standards being achieved.</li></ul></li></ul>	
Independence Strategy Priority 3	
<ul style="list-style-type: none"><li>• Provide people with the best opportunity to maximise their life chances and have a good quality of life through the provision of high quality universal services, including an excellent learning offer.</li></ul>	
<b>AMBITIOUS FOR CROYDON &amp; WHY ARE WE DOING THIS:</b>	
Education and Learning: working in partnership with all Croydon schools to deliver the very best for all our young people. Working with schools to ensure that resources are targeted at those social groups that currently under-perform in school exam attainment.	
<b>FINANCIAL IMPACT</b>	
There are no financial considerations with this report.	
<b>FORWARD PLAN KEY DECISION REFERENCE NO.:</b> 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**

It is recommended that Cabinet:

- 1.1 Notes this report, commend the continued improvement in the percentage of schools judged good or better by OFSTED, and also notes that this paper will form a subject of Children and Young People's Scrutiny Committee on 7 February 2017.
- 1.2 Agrees the framework for the revised School Improvement Plan as set out in Appendix 7.

2. **EXECUTIVE SUMMARY**

This report summarises the performance of children and young people in Croydon schools for the academic year 2015 / 2016. The report covers attainment in assessments, tests and examinations for 2016 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). Our Statistical Neighbours are: Birmingham, Ealing, Enfield, Greenwich, Merton, Waltham Forest, Brent, Haringey, Lambeth and Lewisham. An explanation of Statistical Neighbours and how they are calculated can be found at Appendix 5. The report also provides up-to-date information on school attendance and exclusions.

**Borough Context**

In the last education year Croydon achieved some significant steps forward – continued improvements in the early years foundation stage, above national attainment at the end of both key stage one and key stage two, improved Ofsted ratings of our secondary schools, and progress 8 / attainment 8 figures above the national average. This was achieved despite Croydon having a significant growing population, which is becoming more deprived and brings with it challenges such as recruiting leaders and teachers that are able provide a high standard of education within challenging contexts.

The report sets out standards achieved in the 2015-2016 education year, which can be summarised as follows:

- Croydon's performance in the Early Years Foundation Stage at age 5 improved significantly (by 5.7%) from 2015 to 70.4% and is now only slightly below statistical neighbours and London but higher than the national average of 69.3%.
- At Key Stage 1 tests at age 7, the percentage of pupils achieving both the expected standard and the higher standard is above the national average in reading, writing and mathematics. We are also above or in-line with our statistical neighbours in all subjects except for reaching the

expected standard in mathematics / reaching the higher standard in writing where there is a 1% difference.

- At Key Stage 2 tests at age 11, the percentage of pupils achieving the expected standard in combined reading, writing and mathematics was above the national average and our statistical neighbour average for the first time in a number of years.
- At Key Stage 4, English and mathematics combined GCSE results were above the national average. They were below the London average and our statistical neighbour average based on unvalidated data.
- At Key stage 4 Croydon's attainment 8 average is above the national average and slightly below our statistical neighbour average.
- At Key Stage 5 (based on unvalidated and incomplete data) Croydon A level learners perform in line with the national average.
- Vocational Level 3 achievement continues to be strong.
- We have our highest proportion ever of Croydon secondary schools judged by Ofsted at good or better. 80% of these schools are good or better and 40% are outstanding. 86% of our secondary school pupils now attend a good or better school and almost 50% attend an outstanding school. The percentage of primary schools that are good or better has declined slightly as a result of two of our schools being judged inadequate, one of these being an academy school and one a maintained school.
- Absence rates at primary schools reduced by 0.2%.
- Absence rates at secondary schools is lower than our statistical neighbours.
- Croydon's rate of exclusion from school has decreased in the last year, and Croydon remains in the bottom quartile (where bottom quartile is the best) in performance on exclusion rates when compared with other authorities.

We continue to work hard as a local authority to make educational opportunities even better for all our children, pupils and learners. We are ambitious for all our Croydon children to achieve the best that they can and that no child is left behind. We ensure that this message is translated to all of our schools through the close partnership that we have with them. This report also sets out the highlights of our revised School Improvement Plan, (see appendix 6).

### **3. PRIMARY AND SECONDARY SCHOOL RESULTS**

#### **3.1 Early Years Foundation Stage**

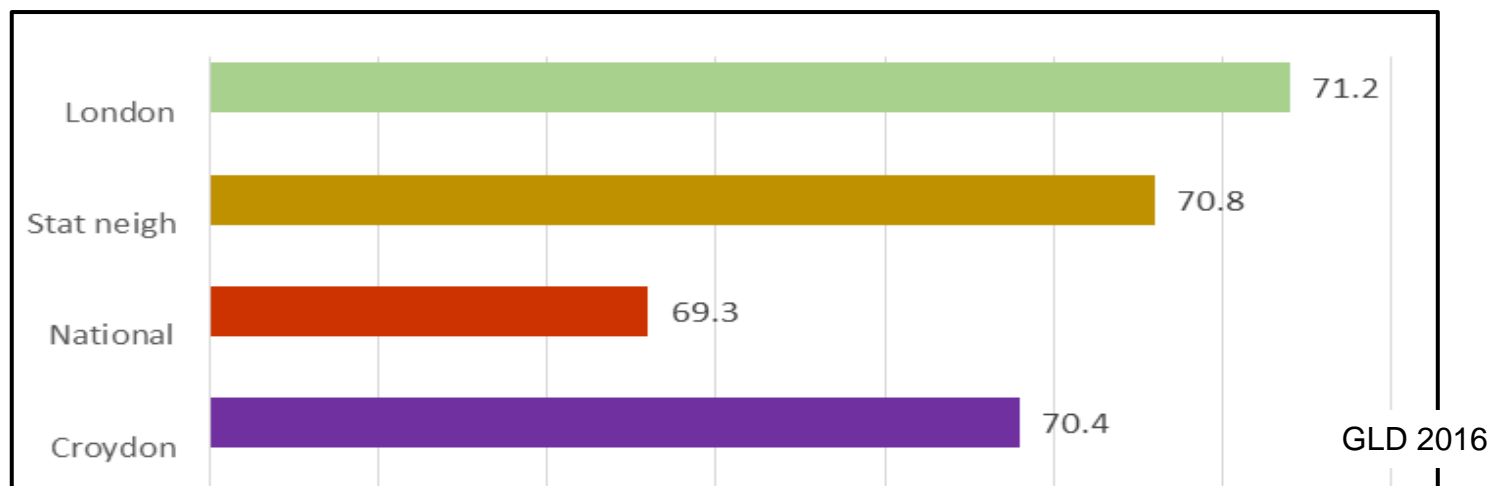
Croydon children's performance at the end of the Early Years Foundation Stage, at age 4/5 years old, improved from 2015.

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). The EYFS Profile requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against 17 Early Learning Goals (ELGs).

For the second year in succession, Croydon has had the highest number of children at EYFSP of all 33 London boroughs. In June 2016 the total number of 4 and 5 year olds assessed in Croydon was 5057. A child has a Good Level of

of Development (GLD) if they achieve (or exceed) the Early Learning Goals in Communication & language (3 ELGs); Physical Development (2 ELGs); Personal, Social & Emotional Development (3 ELGs); Literacy (2 ELGs); and Mathematics (2 ELGs).

In 2016, the number of Croydon children achieving a GLD increased by 5.7%. This is higher than the national average but remains below the London figure and slightly below our statistical neighbours.



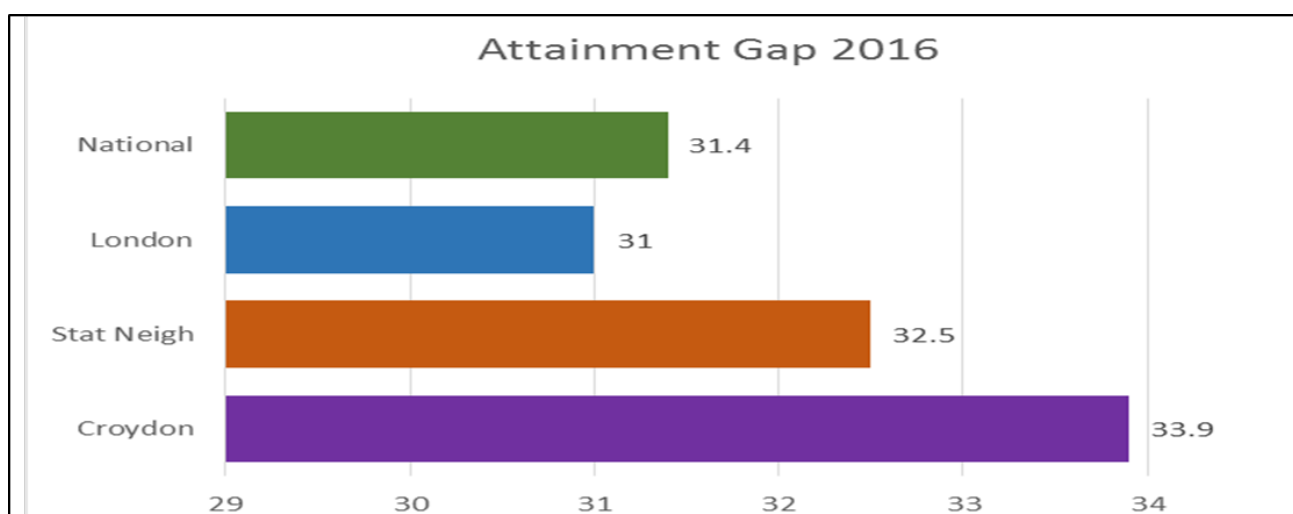
The following table and graph shows how Croydon children compare to National, London and Statistical Neighbours in achieving at least “Expected” in each of the 17 Early Learning Goals (ELGs)

**Table 1**

All Pupils 2016	GLD %	Communication & Language %	Physical Development %	Personal, Social & Emotional Development %	Literacy %	Mathematics %	Understanding the World %	Expressive Arts & Design %
England	69 (66)	82 (80)	88 (87)	85 (84)	72 (70)	77 (76)	83 (82)	(85)
London	71 (68)	82 (81)	88 (88)	85 (84)	74 (72)	79 (78)	84 (83)	(87)
Inner London	72 (68)	83 (80)	88 (88)	86 (84)	74 (72)	79 (78)	84 (82)	(86)
Outer London	71 (68)	81 (81)	88 (88)	85 (85)	74 (73)	79 (78)	84 (83)	(87)
Croydon	70 (65)	80 (78)	87 (85)	85 (82)	73 (69)	77 (74)	82 (80)	(82)
Statistical Neighbour average	71 (68)	81 (81)	88 (88)	85 (84)	73 (72)	78 (77)	82 (80)	(86)
Diff Stat Neigh/Croydon	(-3)	(-3)	(-3)	(-2)	(-3)	(-3)	(-1)	(-4)
Diff England/Croydon	(-1)	(-2)	(-2)	(-2)	(-1)	(-2)	(-2)	(-3)

Whilst Croydon achieve above our statistical neighbours and national average and in line with London averages in reading we remain below London, national and statistical neighbours in the majority of aspects.

Another key indicator of attainment at age 4/5 is the difference between the lowest achievers and the average. This difference is known as the Attainment Gap. We have closed the attainment gap from 37.9% in 2014 to 34.7% in 2016 against a national gap of 32.1% (See Table 2 below). There is less of a gap this year between children performing in the lowest 20% and the median for all children.



The LA has undertaken targeted work to support the development of communication and language. As a prime area of learning, the aspects of Understanding, Listening & Attention and Speaking underpin the “academic” aspects in the Early Years Foundation Stage curriculum.

Further work is being undertaken to support vulnerable groups in targeted areas of the borough, including boys and those eligible for the Pupil Premium funding.

**Table 2**

Year	Average (All Children)	Median	Average (Lowest 20% attaining children)	Percent attainment gap between all children and bottom 20%
2013	31.3	33	20.1	39.1
2014	32.3	34	21.1	37.9
2015	33.5	34	22.2	34.7
2016	34	34	22.5	33.9

'The Best Start Early Years team closely monitor inspection judgements for all day nurseries, pre-schools and child-minders so that there is a clear understanding about the quality of these settings.

## Quality of childcare in Croydon

Ofsted inspect all registered provision and the table below shows the current quality judgements along with the national average.

	Outstanding		Good		Requires Improvement		Inadequate		Awaiting	
Day nurseries	6	7%	83	89%	2	2%	2	2%	8	n/a
Pre-school	8	19%	31	74%	3	7%	0	0%	7	n/a
Schools with nursery	22	35%	29	47%	10	16%	1	2%	0	n/a
Childminders	43	12%	261	73%	30	8%	24	7%	63	n/a
Out of School	12	18%	45	68%	7	11%	2	3%	12	n/a
Holiday Play schemes	1	4%	20	80%	3	12%	1	4%	9	n/a

The table below shows the Croydon's Ofsted outcomes compared to the national Ofsted outcomes

Figures correct as of August 2016 (figures rounded)	Outstanding	Good	Requires Improvement	Inadequate
National	15%	76%	8%	1%
Croydon	15%	76%	8%	2%

### **3.2 What are we doing to address areas for development in the EYFS?**

- The Best Start Learning Collaboration is a partner commissioned to provide support for the Early Years sector. The collaboration members are Portland Bill who is a private provider of early year's provision, New Addington Children Centres, CALAT and the lead is Crosfield Nursery School. The aim of the collaboration is to provide pedagogical leadership and encourage peer-to-peer support and self-reflective practice for staff in the full range of early year's settings.
- The Early Language Development Programme (ELDP) project, which supports the development of children's language and communication skills, concludes in the north of the Borough in spring 2017. Outcomes from the project will drive the next stage of development across the Borough.
- We are working with our settings to support the identification of children eligible for Early Years Pupil Premium funding to ensure that available monies are used to support the attainment and progress of the most vulnerable children and closes the attainment gap.
- Teachers who are new to teaching in Reception are provided with training opportunities to ensure familiarity with the requirements of the Early Years Foundation Stage and Profile assessment arrangements and enable practitioners to make accurate judgements on children's attainment.
- All schools with reception classes must attend training and agreement

trailing for the EYFS Profile.

- EYFS Profile data is shared with the Early Years sector to develop the understanding of the needs of Croydon children and to promote the best possible teaching and learning in all settings of early years provision.
- In line with Ofsted expectations and to support good transitions for all children, we are facilitating opportunities for schools and other Early Years providers to share expertise when assessing children's achievement and tracking their progress.
- Best Start Early Learning Collaboration Early Years advisers offer challenge and support for all Early Years settings through a range of programmes. These include structured programmes for settings in Ofsted categories of Requires Improvement or Inadequate; a pre-Ofsted programme; and training for leaders and managers.

## Phonics Screening check

### Percentage of year 1 pupils meeting the required standard of phonic deco

	2012	2013	2014	2015	2016
<b>ENGLAND (state-funded schools)</b>	<b>58</b>	<b>69</b>	<b>74</b>	<b>77</b>	<b>81</b>
<b>London</b>	<b>60</b>	<b>72</b>	<b>77</b>	<b>80</b>	<b>83</b>
<b>Outer London</b>	<b>61</b>	<b>72</b>	<b>77</b>	<b>79</b>	<b>83</b>
<b>Inner London</b>	<b>60</b>	<b>73</b>	<b>78</b>	<b>81</b>	<b>84</b>
Croydon	63	71	75	76	79
<b>Statistical neighbours</b>	<b>61</b>	<b>71</b>	<b>76</b>	<b>78</b>	<b>82</b>

### Gender gap of year 1 pupils meeting the required standard of decoding

	2012	2013	2014	2015	2016
<b>ENGLAND (state-funded schools)</b>	<b>-8</b>	<b>-8</b>	<b>-8</b>	<b>-8</b>	<b>-7</b>
<b>London</b>	<b>-7</b>	<b>-7</b>	<b>-7</b>	<b>-6</b>	<b>-6</b>
<b>Outer London</b>	<b>-7</b>	<b>-7</b>	<b>-8</b>	<b>-6</b>	<b>-6</b>
<b>Inner London</b>	<b>-6</b>	<b>-7</b>	<b>-8</b>	<b>-6</b>	<b>-6</b>
Croydon	-6	-6	-9	-7	-6
<b>Statistical neighbours</b>	<b>-7</b>	<b>-7</b>	<b>-7</b>	<b>-7</b>	<b>-7</b>

## 3.3 Key Stage 1

The key performance indicators for the 2015/16 academic year have changed since the previous academic year. Schools' performance at the end of KS1 will be judged against the following indicators: the percentage of pupils achieving the expected standard in reading, writing and mathematics.

Croydon's Key Stage 1 outcomes, across reading, writing and maths in 2016 were extremely positive against national figures. With 76% of our pupils achieving the expected standard in reading we were 2% above the national



average, with 69% in writing we are 4% above the national average and with 74% in mathematics we are 1% above the national average.

In reading, writing and mathematics Croydon has a higher percentage of pupils achieving the higher standard compared with national averages. This is in comparison with Croydon being below the national average in all three subjects at the higher levels in previous years. In writing the percentage of pupils achieving the higher standards is above our statistical neighbours and in mathematics it is in line. Croydon is very slightly below our statistical neighbours in writing at this level.

The results for the phonics test in Year 1 2015/16 academic year show continued improvement with a 16% increase since 2012.

Despite a continued improvement in phonics this year there is a 3% gap with our statistical neighbours and a 2% gap with national.

Croydon's writing outcomes are in line with our statistical neighbours, though are 4% below the Outer London average. Similarly mathematics outcomes are in line with statistical neighbours and 3% below Outer London.

Girls outperformed boys in all subjects at all levels. This reflects the national picture. Boys' attainment remained static in reading but improved in mathematics and writing; girls' attainment remained static in reading and mathematics but improved in writing.

The free school meals achievement gap for pupils achieving the expected standard continues to be better in Croydon (12% reading, 14% writing, 14% mathematics) than nationally (17% reading, 18% writing, 17% mathematics), showing that Croydon schools are relatively strong in terms of inclusion.

Outcomes for pupils with special educational needs and disabilities at the end of key stage 1 in reading and writing is above the national average when compared with similar pupils, in mathematics these pupils are in-line with the national average. Croydon's SEND pupils perform less well than their peers in London but the difference is diminishing.

Outcomes for pupils whose first language is other than English are above both the national average and statistical neighbour average and there is only a very slight difference with the London average. (1% in reading and mathematics and 2% in writing)

Cohort numbers eligible for assessment: KS1						
2010	2011	2012	2013	2014	2015	2016
3,943	4,104	4,315	4,371	4,630	4,861	4,753

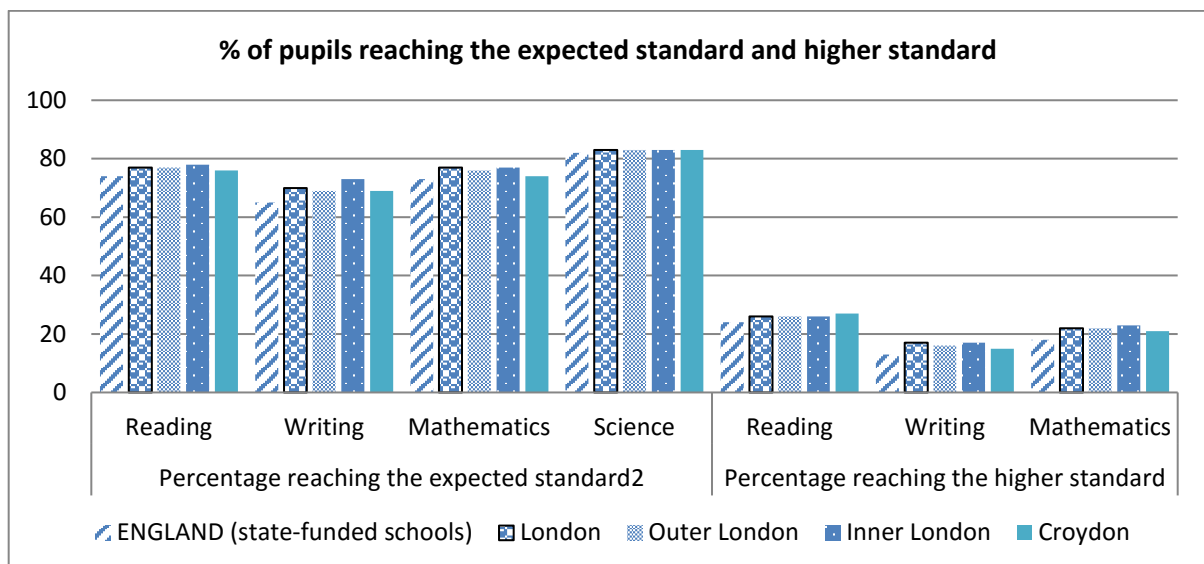
## Key Stage 1 2016 percent of pupils reaching the expected standard

Source: KS1 Provisional (2016) Statistical First Release SFR42-2016 - DFE published data

Pupils were assessed against the new more challenging curriculum, which was introduced in 2014, for the first time this year. Results are no longer reported as levels and the interim frameworks for teacher assessment have been used by teachers to assess if a pupil has met the new, higher expected standard. Because of these assessment changes, figures for 2016 are not comparable to those for earlier years.

	Percentage reaching the expected standard				Percentage reaching the higher standard		
	Reading	Writing	Maths	Science	Reading	Writing	Maths
ENGLAND (state-funded schools)	74	65	73	82	24	13	18
London	77	70	77	83	26	17	22
Outer London	77	69	76	83	26	16	22
Inner London	78	73	77	83	26	17	23
Croydon	76	69	74	83	27	15	21

Statistical neighbour average	76	69	75	82	25	16	21
Difference S/N ave Croydon	0	0	-1	1	2	-1	0
Difference England Croydon	2	4	1	1	3	2	3



## Key Stage 1 2016 gender gap national and local

Boys results compared to girls	Percentage reaching the expected standard				Percentage reaching the higher standard		
	Reading	Writing	Maths	Science	Reading	Writing	Maths
<b>ENGLAND (state-funded schools)</b>	-8	-14	-2	-5	-7	-7	3
<b>London</b>	-7	-12	-1	-5	-7	-8	4
<b>Outer London</b>	-8	-12	-2	-5	-7	-8	4
<b>Inner London</b>	-7	-11	-3	-5	-7	-8	5
Croydon	-7	-13	-2	-6	-6	-7	6
<b>Statistical neighbour average</b>	-7	-12	-2	-5	-6	-7	4

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

- The School Improvement Service, through the commissioning of the Link Adviser role to Octavo Partnership, ensures that challenging targets are set for pupils in KS1 and that schools use pupil progress meetings to ensure that all pupils are achieving the expected standard, and all schools address specific issues in reading, writing and mathematics. Quality assurance visits to schools are robust and provide key information about the progress of current KS1 pupils.
- Teaching and learning reviews are carried out in our most 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. Where necessary our maintained schools are enrolled onto our School Progress Review Meeting (SPRM) programme. This ensures that appropriate challenge and support is given to the leadership and management of the school to ensure accelerated progress.
- The 'Croydon Improvement Challenge 2' has been developed with Octavo Partnership to target support to schools where there are concerns about pupil outcomes. This training will provide tailored support in leadership, mathematics and literacy based on pupil outcomes and evidence of what the school needs are.
- A range of training, through Octavo Partnership, targeting specific aspects of underachievement at KS1 is being offered, including specific courses that support teachers with moderating pupils' work, to ensure consistency. Training continues to be provided on assessment procedures and moderation opportunities for teachers in year 2 in reading, writing and mathematics are provided. This year it is developing 'Best Practice networks' for teachers in year 1, which will provide additional moderation opportunities.
- English and mathematics continuing professional development (CPD) is increasingly held in schools to enable the whole staff to hear messages first hand, and whole school approaches to be worked out. Examples

“Developing a whole school reading strategy”, “Developing subject knowledge in mathematics” and “Exploring working at greater depth in mathematics.” These are pertinent to current school development needs.

- We continue to work in conjunction with the Early Years team in moderating all Reception classes. The quality of baseline data is now more accurate as children enter year 1. This has enabled teachers in years 1 and 2 to plan to meet the needs of children in KS1 more accurately.
- We have continued to develop our model of KS1 moderation which was praised by the Standards and Testing Agency in 2015/16 for being both robust and accurate.
- Subject leader network meetings continue to be 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 there is accurate implementation of the expectations within the national curriculum and of the testing / moderation arrangements.
- We currently have four teaching schools in Croydon; their role is to provide high quality ‘school to school’ support. The local authority works closely with them to ensure that support is targeted from them to our schools most in need. This academic year one of our teaching schools is providing additional leadership support to a Croydon school.

### **3.5 Key Stage 2**

The number of children in Croydon schools at KS2 continues to rise, with 1,841 more children taking their KS2 tests in 2016 in comparison to 2010, the equivalent of approximately 61 more classes, mostly due to migration within London and new arrivals to the country. There are many challenges associated with this rapid increase in pupil numbers: recruiting a larger number of high quality teaching and support staff and addressing the needs of an increasingly diverse and complex pupil population in terms of Special Educational Needs and English as an Additional Language.

The 2016 data included in this report is currently unvalidated as the DfE do not release validated data until early in the spring term following the completion of the national appeals and disapplication processes. It is not possible to compare this year’s results with our 2015 results as there is a new way of measuring pupils’ achievement. It is expected that there will be some upward movement in Croydon results at this point and so the content of this report is subject to variation. A number of schools are applying for discounts and this will potentially improve the borough’s attainment at end of KS2.

In 2016 the floor standard was set by the government at at least 65% of pupils achieving the expected standard in reading, writing and mathematics attainment and the progress floor standard was a score below -7.0 in writing and -5.0 in reading and mathematics. A school is deemed to be below floor

standard if their attainment was below 65% and their progress score was below the above figures in either reading, writing or mathematics. In 2015 Croydon had ten schools below the floor standard and in 2016 we have only one school that is below.

Croydon results in combined reading, writing and mathematics achieving the expected standard in 2016 was 54% compared to 52% nationally. This means that for the first time in at least 5 years Croydon's outcomes at the end of KS2 are above the national average.

In spelling, grammar and punctuation, which is reported separately from the combined figures, the percentage of pupils achieving the expected standard is above the national figures for all pupils.

Attainment at the higher standard in reading was only slightly below national averages. Writing was above the national average and mathematics was also above the national average.

Girls outperformed boys in combined attainment both at the expected standard and the higher standard. The gap between boys and girls was similar to the national gap in combined attainment.

Outcomes in combined reading, writing and mathematics for pupils with special educational needs and disabilities is above national averages for pupils with SEN support and in-line with national averages for pupils with an Education Health and Care Plan.

Outcomes in combined reading, writing and mathematics for pupils whose first language is other than English is above both the national and statistical neighbour average and in-line with London averages.

Seven primary schools are in receipt of targeted support and challenge from the Local Authority. This reflects a robust approach to improving standards against a more rigorous inspection and testing regime. This approach proved successful last year in the schools that received additional support.

### **The performance of academies at key stage 2:**

At the time of Key Stage 2 testing in May 2016, 39 of Croydon's 87 primary schools were Academies (44%). The only school that is predicted to be below the government's floor standard is an academy. This school was also below floor standards in the previous academic year.

Where there are concerns about the performance of Academies it is the responsibility of the Regional Schools Commissioner (RSC) to challenge and seek assurance. The RSC has the same powers of intervention as a Local Authority in maintained schools, such as issuing warning notices, and in addition may ultimately require an Academy to be partnered with a new sponsor.

We have regular meetings with the RSC to discuss any concerns that we have about any of Croydon's academies.

The following tables include the performance of all Croydon children in both maintained schools and academies.

Cohort Numbers eligible for assessment: KS2						
2010	2011	2012	2013	2014	2015	2016
2,385	3,873	3,777	3,776	3,920	4,102	4,226

### Key Stage 2 2016 percentage of pupils reaching the expected standard in reading writing and matematics combined

In 2016, the new more challenging national curriculum, which was introduced in 2014, was assessed by new tests and interim frameworks for teacher assessment. Results are no longer reported as levels: each pupil receives their test results as a scaled score and teacher assessments based on the standards in the interim framework. Data for previous years is not comparable.

	Percentage of pupils reaching the expected standard			Percentage of pupils reaching a higher standard		
	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools) <sup>5</sup>	52	49	56	5	5	6
London	57	54	60	7	6	8
Outer London	56	53	60	7	6	8
Inner London	57	54	61	7	6	8

Croydon	54	50	57	6	5	6
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Statistical neighbour average	53	50	56	6	5	7
Difference S/N ave Croydon	1	0	1	0	0	-1
Difference England Croydon	2	1	1	1	0	0

### Key Stage 2 2016 provisional test results

2016 Provisional Ks2 Test Results	Percentage reaching the expected standard			Percentage achieving a high score		
	Reading	Grammar, punctuation and spelling	Maths	Reading	Grammar, punctuation and spelling	Maths
ENGLAND (state-funded schools) <sup>6</sup>	66	72	70	19	22	17
London	68	77	76	20	29	22
Outer London	68	77	75	20	29	23
Inner London	68	77	76	20	28	21
Croydon	65	74	69	17	25	18
Statistical neighbour average	64	74	73	18	26	20

## Key Stage 2 2016 teacher assessment

TA Results 2016	Percentage reaching the expected standard				Percentage working at greater depth in writing
	Reading	Writing	Maths	Science	
<b>ENGLAND (state-funded schools)</b>	<b>78</b>	<b>73</b>	<b>77</b>	<b>80</b>	<b>14</b>
<b>London</b>	<b>80</b>	<b>76</b>	<b>80</b>	<b>81</b>	<b>17</b>
<b>Outer London</b>	<b>79</b>	<b>75</b>	<b>79</b>	<b>81</b>	<b>17</b>
<b>Inner London</b>	<b>80</b>	<b>78</b>	<b>80</b>	<b>82</b>	<b>19</b>
Croydon	79	76	78	80	15
Statistical neighbour average	77	74	78	79	16

### KS1 –KS2 progress 2016

Comparative data for England and our Borough statistical neighbours is not currently available. Please see the appendix for the provisional data for Croydon schools.

No school will be confirmed as being below the floor until December 2016 when schools' performance tables are published. Further statistical information on primary progress scores, including the number and percentage of schools below the floor in 2016, will be available on GOV.UK when revised data is published from December 2016

### Key stage 2 pupil migration of high achievers between primary and secondary schools

Nearly half (48.6%) of Croydon children who attain at the highest level at the end of Key Stage 2 do not enter Croydon maintained secondary schools and academies. The table below shows the figures for pupils who have achieved a higher standard in mathematics (the largest group of achievers) and their destination authorities. The two highest are Sutton and Bromley. This inevitably impacts on the percentage of higher attainers at the end of Key Stages 4 and 5.

The destination of high achieving pupils in year 6 transferring to a secondary school in 2016 (obtained a higher standard maths test result):

	No of pupils	% of pupils
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Croydon	210	48.6%
Sutton	169	39.1%
Bromley	30	6.9%
Surrey	11	2.5%
Southwark	4	0.9%
Hammersmith	2	0.5%
Lambeth	2	0.5%
Wandsworth	2	0.5%
Bedfordshire 97	1	0.2%

Merton	1	0.2%
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Total pupils	432
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Source: Confirmed places September admissions

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

- We have revised the LA School Improvement Plan (Appendix 6) which sets aspirational targets and details specific actions to support improved English and mathematics outcomes, by securing differentiated, quality assured training and development. This plan will be reflected in our work with schools and our commissioning of school improvement work by Octavo, and our brokerage of teaching schools and other providers.
- All schools with low pupil outcomes at KS2 are identified for our 'Croydon Improvement Challenge 2', which includes training, support and challenge for schools, including developing some 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 also strongly recommended in these schools as part of our traded support. Support and challenge is targeted to address specific issues in reading, writing and mathematics in individual schools. As an LA we also commission and work alongside Octavo to carry out Leadership and Management reviews in those schools where there are concerns.
- We make use of "best practice" wherever it exists in the Borough through brokering school-to-school support, the use of our Teaching School Alliances and our local Excellent Practitioners scheme.
- There are a number of Croydon schools currently graded as good by Ofsted but where we have concerns about pupil outcomes. They will receive further support and challenge from their link adviser. Where necessary we will also be inviting the headteachers and Chair of Governors to meet with us and agree what actions they will be taking to bring about rapid improvements.
- We are working with our Head Teacher Advisory Group, which comprises head teachers of maintained, church schools and Academies, to agree and take action on whole Borough key priorities for improvement and co-ordinated, collaborative work to address those priorities. We monitor the impact against these key priorities through quality assurance of the school improvement work commissioned to Octavo.
- A programme to support schools with moderation of teachers' judgements has been put in place. Work includes frequent moderation cluster meetings and courses to improve teachers' subject knowledge. Specific programmes to support children's achievement in writing, reading and mathematics are being put in place. Our processes have been held up as models of good practice and we have been asked to moderate other authorities as a result.



- Link adviser visits are focused on challenging schools about in-year progress and tracking of pupils to ensure that they have improved outcomes by the end of the year. Schools are advised, where appropriate, to engage with bespoke support from a range of providers.
- A range of training targeting specific aspects of underachievement at KS2 is being offered, including strategies to support and challenge more able pupils.
- Borough networks and training for English and mathematics co-coordinators 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 are working closely with three of our local teaching schools to use additional training capacity to best effect. We have also linked a number of vulnerable schools with teaching schools who have bid for extra funding from the National College of Teaching and Leadership to support the action plans created by the schools.
- 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.

#### **Actions being taken to improve Ofsted judgements:**

- We are commissioning training for school leaders and governors in relation to the Ofsted framework – Ofsted trained staff will deliver this training. We will be inviting schools that are due for an inspection to be part of this training.
- The Local Authority have commissioned Octavo to give a number of schools some additional funded support from the advisors and consultants. All aspects of this will support the school to be prepared for any upcoming inspection. This support is across a range of areas and will be tailored to each school's priorities. The support will include improving teaching and learning in schools by working alongside subject and middle leaders to audit needs and implement changes as well as using the subject knowledge of the consultants in whole school training in particular aspects of subjects. It will also include support for the school SENCO to review school needs in this area, which may include issues and current systems concerning pupils at risk of exclusion, the graduated response for pupils with SEMH needs, or review of the effectiveness of provision currently in place for SEND pupils.
- Additional Link Adviser time for leadership will be offered where appropriate; this may involve analysis of in-school outcomes and of Teaching and Learning, and how this links in to the school's development plan and aspirations. It may involve work with particular layers of leadership, as school needs dictate.

- Ofsted continues to be an agenda item on all Headteacher Breakfast meeting agendas. We always share any information / training that we have received as qualified Ofsted inspectors to support schools with inspection activities and ensure they have up to date knowledge about the framework.

### 3.7 Key Stage 4

This year the key indicators being used to measure the performance of schools at the end of key stage 4 are Progress 8, Attainment 8 (see appendix 8 for an explanation) and percentage of students who achieved A\*-C in both English and mathematics. Croydon compares favourably with England's overall performance in all of these measures. The only data available for comparison over time is Attainment 8 (2015 and 2016) and this shows a very slight decline has occurred in Croydon since 2015 (49.9 to 48.4), although it remains above England's average.

A positive Progress 8 score suggests that students achieved higher grades than expected, given their results at the end of primary school. Progress 8 is used by Ofsted and the DfE to judge schools and Local Authorities as it takes into consideration the starting points of the students (their results from the end of primary school) and their subsequent achievement in 8 qualifications (GCSE or equivalent) including English and mathematics (which are double weighted).

The Progress 8 score for Croydon is positive (0.08) and significantly above the national score for state funded schools (-0.03). The progress made in English GCSE is in line with London at 0.14 and significantly above the national (-0.04) and the borough's statistical neighbours (0.10). The progress score for mathematics is very positive against the national score at 0.06 for Croydon's students compared to a national of -0.02. There remains a slight difference in that achieved by London overall (0.18) and the statistical neighbour average.

Seventeen of Croydon's twenty two mainstream schools achieved a positive Progress 8 score. Ten of the borough's schools achieved a progress 8 score above London's average of 0.16; four of these made average progress of over 0.4 (Harris Upper Norwood, 0.59; St Mary's Catholic High, 0.46; Coloma Convent School, 0.44; Harris South Norwood, 0.43 and Harris Crystal Palace, 0.43). Five of Croydon's schools received a negative progress score, which means that the students achieved lower results than expected, given their results at the end of primary school. These were Shirley High (-0.02); Meridian (-0.07); St Joseph's (-0.09); St Andrew's (-0.16) and The BRIT (-0.46).

The floor or minimum standard for Progress 8 has not been set as yet, but is expected to be -0.5 and therefore it is expected that all of the borough's schools will be above floor standards.

A high Attainment 8 score indicates that students did well at a school in terms of the grades gained in 8 subjects including English and maths (which are double weighted). Sixteen of the borough's schools achieved an Attainment 8 score that was above the England average of 48.2. The highest Attainment 8 score was achieved by Coloma (62.1), with other notable achievement being made by Harris Crystal Palace (59.5); Harris South Norwood (54.7); Archbishop Tenison (53.8); Woodcote (53.8) and Riddlesdown (53). The lowest Attainment 8 score was 42.3 and this was achieved by Meridian.

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.

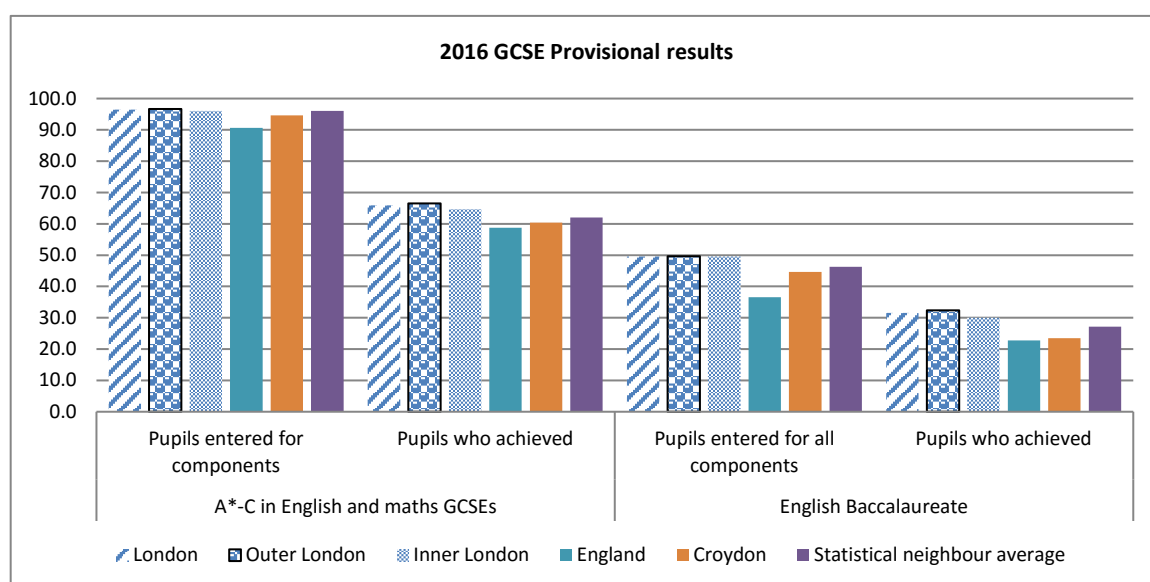
It is not yet possible to report on the achievement of specific pupil groups at Key Stage 4 as the data was not yet available at the time of writing. This will be published in January 2017.

The following tables include the performance of all Croydon children in both maintained schools and academies.

Cohort numbers eligible for assessment: KS4							
2010	2011	2012	2013	2014	2014	2015	2016
3,701	3,722	3,637	3,770	3,716	3,716	3,664	3,844

Source: 2015/16 key stage 4 attainment data (Provisional)

Region/ Local Authority <sup>1</sup>	Average Attainment 8 score per pupil	A*-C in English and maths GCSEs		English Baccalaureate		Progress 8
		Pupils entered for components	Pupils who achieved	Pupils entered for all components	Pupils who achieved	Average Progress 8 score
<b>Total (state-funded sector)</b>	<b>49.9</b>	<b>96.8</b>	<b>62.8</b>	<b>39.7</b>	<b>24.6</b>	<b>-0.03</b>
<b>England</b>	<b>48.2</b>	<b>90.6</b>	<b>58.7</b>	<b>36.6</b>	<b>22.8</b>	<b>.</b>
<b>London</b>	<b>51.7</b>	<b>96.5</b>	<b>65.9</b>	<b>49.5</b>	<b>31.6</b>	<b>0.16</b>
<b>Outer London</b>	<b>52.0</b>	<b>96.7</b>	<b>66.5</b>	<b>49.6</b>	<b>32.4</b>	<b>0.16</b>
<b>Inner London</b>	<b>51.0</b>	<b>96.1</b>	<b>64.7</b>	<b>49.5</b>	<b>30.0</b>	<b>0.17</b>
Croydon	48.4	94.6	60.4	44.6	23.5	0.08
Statistical neighbour average	49.8	96.1	62.0	46.2	27.1	0.1



	Average Attainment 8 score per pupil	
	2014/15	2015/16
<b>Total (state-funded sector)<sup>2</sup></b>	<b>48.6</b>	<b>49.9</b>
<b>England<sup>2</sup></b>	<b>47.4</b>	<b>48.2</b>
<b>London</b>	<b>51.1</b>	<b>51.7</b>
<b>Outer London</b>	<b>51.5</b>	<b>52.0</b>
<b>Inner London</b>	<b>50.2</b>	<b>51.0</b>
Croydon	49.9	48.4
Statistical neighbour average	49.2	49.8

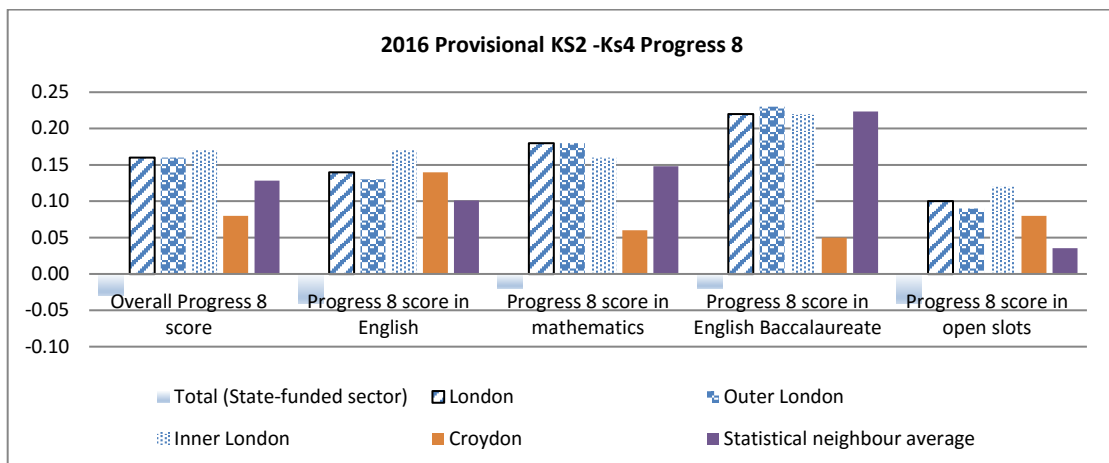
Attainment 8 and Progress 8 are part of the new secondary accountability system being implemented for all schools from 2016. Attainment 8 is calculated for all schools, in 2014/15 however the 2015 data does not reflect behavioural change in line with the new performance measures for the majority of schools.

Source: 2015/16 key stage 4 attainment data (Provisional)

## Key stage 4 pupils making expected progress KS2-KS4

A Progress 8 score of 1.0 means pupils in the group make on average a grade more progress than the national average; a score of -0.5 means they make on average half a grade less progress than average. Progress 8 scores should be interpreted alongside the associated confidence intervals. If the lower bound of the confidence interval is greater than zero, it can be interpreted as meaning that the group achieves greater than average progress compared to pupils in mainstream schools nationally and that this is statistically significant. If the upper bound is negative, this means that the group achieves lower than average progress compared to pupils in mainstream schools nationally and that this is statistically significant.

	Overall Progress 8 score	Progress 8 score in English	Progress 8 score in mathematics	Progress 8 score in English Baccalaureate	Progress 8 score in open slots
<b>Total (State-funded sector)</b>	<b>-0.03</b>	<b>-0.04</b>	<b>-0.02</b>	<b>-0.02</b>	<b>-0.04</b>
<b>London</b>	<b>0.16</b>	<b>0.14</b>	<b>0.18</b>	<b>0.22</b>	<b>0.10</b>
<b>Outer London</b>	<b>0.16</b>	<b>0.13</b>	<b>0.18</b>	<b>0.23</b>	<b>0.09</b>
<b>Inner London</b>	<b>0.17</b>	<b>0.17</b>	<b>0.16</b>	<b>0.22</b>	<b>0.12</b>
Croydon	0.08	0.14	0.06	0.05	0.08
Statistical neighbour average	<b>0.13</b>	<b>0.10</b>	<b>0.15</b>	<b>0.22</b>	<b>0.04</b>



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

- The Local Authority has commissioned Octavo to provide Link Advisers to all publicly funded schools. They are challenging schools to achieve the very demanding targets set for 2017 and monitoring their progress.
- We are continuing to ask 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. The impact of any interventions put in place by schools that are funded by the Pupil Premium Grant is carefully scrutinised and, where such interventions have not had the desired impact, head teachers are required to identify how their evaluations are informing future plans for spending this funding.
- This year more of our schools have termly School Progress Review Meetings with the Local Authority to review their progress against identified priorities. Each school identified for this support is subject to a LA led review of teaching and learning which informs the School Progress Review meeting.
- There is a key focus on supporting good schools to become outstanding and schools requiring improvement to become good, through targeted Professional Development. This includes 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.
- Octavo have also been commissioned to provide CPD focused on improving results in mathematics and English GCSEs.

### **3.9 Post-16 (KS5)**

A new 16-18 school and college accountability system has been implemented in 2016, which includes new headline accountability measures and changes to the methodology for calculating 16-18 results.

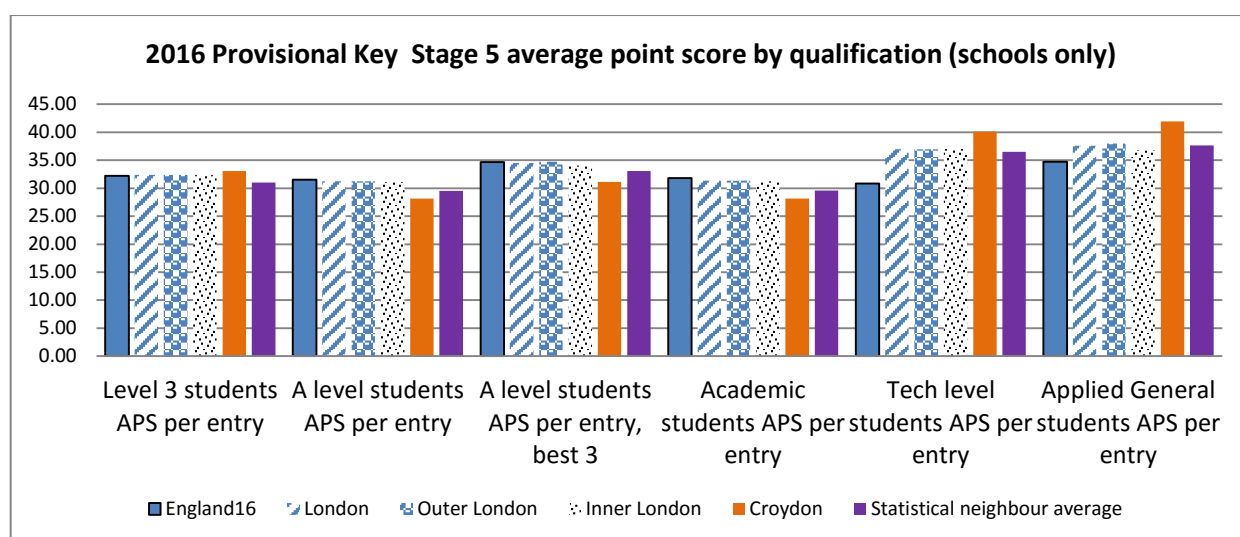
Average attainment is reported separately for students studying different types of qualifications, e.g. for students studying A levels, applied general and technical level qualifications (replacing 'vocational'). The average point score (APS) per entry measures continue to be reported (however this is not comparable with historic data). A new measure has been included showing the average point score and grade for a student's best 3 A levels.

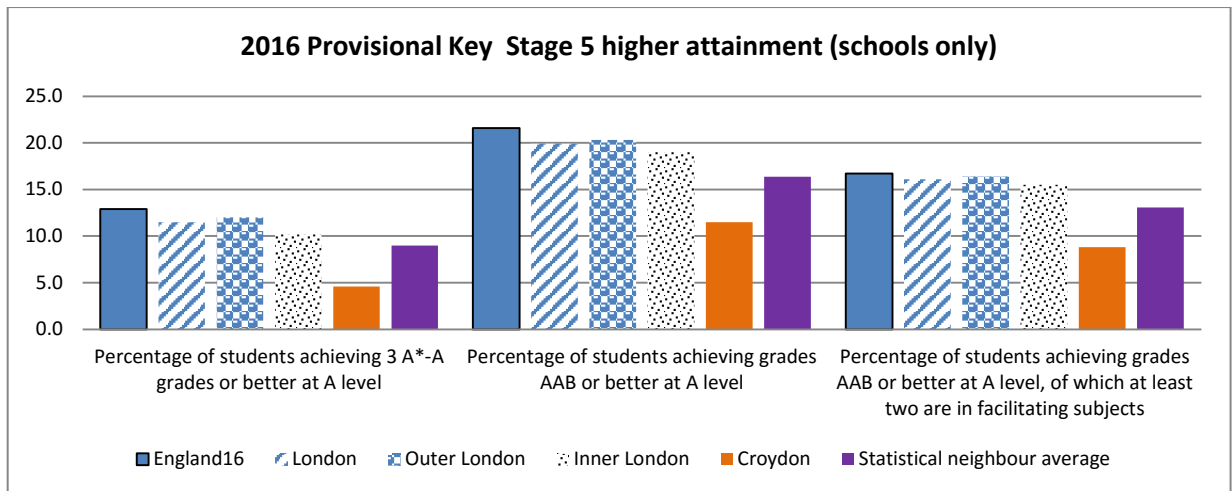
## Schools and colleges

	Level 3 students APS per entry	A level students APS per entry	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	Academic students APS per entry	Tech level students APS per entry	Applied General students APS per entry
<b>England</b>	<b>32.23</b>	<b>31.52</b>	<b>34.64</b>	<b>12.9</b>	<b>21.6</b>	<b>16.7</b>	<b>31.83</b>	<b>30.83</b>	<b>34.70</b>
<b>London</b>	<b>31.03</b>	<b>30.22</b>	<b>33.42</b>	<b>10.2</b>	<b>17.9</b>	<b>14.4</b>	<b>30.32</b>	<b>31.53</b>	<b>33.32</b>
<b>Outer London</b>	<b>31.46</b>	<b>30.73</b>	<b>34.09</b>	<b>11.3</b>	<b>19.2</b>	<b>15.4</b>	<b>30.83</b>	<b>31.82</b>	<b>33.87</b>
<b>Inner London</b>	<b>30.18</b>	<b>29.08</b>	<b>31.97</b>	<b>7.9</b>	<b>15.1</b>	<b>12.2</b>	<b>29.23</b>	<b>30.99</b>	<b>32.53</b>
Croydon	32.31	27.58	30.77	4.4	11.3	8.3	27.62	37.43	37.35
Statistical neighbour average	<b>31</b>	<b>29</b>	<b>32</b>	<b>8</b>	<b>15</b>	<b>12</b>	<b>29</b>	<b>33</b>	<b>35</b>

## Schools

	Level 3 students APS per entry	A level students APS per entry	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	Academic students APS per entry	Tech level students APS per entry	Applied General students APS per entry
England	<b>32.23</b>	<b>31.52</b>	<b>34.64</b>	<b>12.9</b>	<b>21.6</b>	<b>16.7</b>	<b>31.83</b>	<b>30.83</b>	<b>34.70</b>
London	<b>32.36</b>	<b>31.22</b>	<b>34.52</b>	<b>11.5</b>	<b>19.9</b>	<b>16.1</b>	<b>31.33</b>	<b>36.97</b>	<b>37.60</b>
Outer London	<b>32.38</b>	<b>31.26</b>	<b>34.71</b>	<b>12.0</b>	<b>20.3</b>	<b>16.4</b>	<b>31.36</b>	<b>36.96</b>	<b>38.01</b>
Inner London	<b>32.31</b>	<b>31.13</b>	<b>34.04</b>	<b>10.2</b>	<b>19.0</b>	<b>15.5</b>	<b>31.26</b>	<b>36.99</b>	<b>36.80</b>
Croydon	33.08	28.13	31.15	4.6	11.5	8.8	28.17	40.07	41.90
Statistical neighbour average	31	30	33	9	16	13	30	36	38





The data is both incomplete and unvalidated, so cannot be considered accurate until the validated data is published in January/February, at which time the commentary may also change.

All data is based on students in state-funded mainstream schools, academies, free schools, maintained special schools, FE and sixth form colleges. Two sets of data are available. Resident data covers the achievement of our Croydon residents irrespective of where they study, i.e. educated both in and outside of Croydon. School data covers the achievement of all students within Croydon's schools and colleges, irrespective of their borough of residency.

Approximately 50% of Croydon residents aged 16-19 study in Croydon schools and colleges. Data quoted below pertains to those educated in Croydon schools and colleges, unless otherwise stated.

Approximately half of level 3 students in Croydon undertake academic programmes (e.g. A levels) and half take general applied or technical programmes (previously referred to as vocational qualifications).

Typically, students in Croydon school sixth forms and colleges have slightly lower KS4/GCSE results on entry to level 3 courses than the national average, although this does vary greatly between our institutions.

The APS per entry at Level 3 shows that on average Croydon's post-16 level 3 learners perform better than regional, national and statistical neighbour averages. This is mainly due to very strong performance by high volumes of students taking technical and applied general qualifications. On average Croydon students achieve a Distinction+ compared to achievement of a Distinction- elsewhere.

However, our APS per entry for A levels only is below all comparator averages. On average our A level pass rates are in line with national average, but students are achieving lower grades – typically a grade C- compared to a C regionally and nationally. Our proportion of A level students achieving high grades (A\*-B) is also lower than comparitors. However, we need to bear in mind the lower than average prior attainment levels of Croydon post-16 students. Validated data for 2016 will include progress data, based on prior (GCSE) attainment, for the first time. It will be interesting to assess whether, despite achieving lower than average grades at A level, Croydon A level students are making expected



progress taking their prior attainment into account. This measure will be more useful in targeting appropriate support and challenge.

In summary, the unvalidated 2016 data is indicating that:

- Technical and Applied General (previously vocational) level 3 achievement continues to be strong.
- The average grade achieved at A level in 2016 was a C-.
- The achievement of high grades (A\*-B) at A level, continues to be an area for development but data made available in the validated data will enable us to assess whether acceptable progress is being made.

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

- Termly post-16 development days for school and college sixth form managers continues to support quality improvement through data analysis, policy updates, professional development opportunities and peer-to-peer support to share good practice.
- The local authority is supporting a group of post-16 schools on the development and implementation of shared provision for post-16 students. For example, a student can choose to study 2 A levels at their 'home' school and study a 3<sup>rd</sup> A level at a partner school. The aim is to give students a greater choice of subjects, schools to play to their strengths, schools to be able to deliver minority subjects to a broader range and greater number of students, leading to improved outcomes.
- Provision of local management information and advisory support to Croydon Head Teacher's Association (CHTA) to inform nature and scope of post-16 offer and encourage collaborative working.
- Commissioned challenge and support for all school sixth forms (aligned to KS3/4 support), with a specific focus on quality and viability of their 6th form provision, progress being made by all learners and raising expectations and achievement of the most able learners. Additional commissioned and LA support is targeted at those schools who are deemed to require greater levels of need, based upon forensic analysis of data and performance.
- Schools and colleges can access a range of professional development opportunities, conferences, and post-16 networks through a funding agreement (commissioned by the LA) with Learning Plus UK.
- Support to improve the local careers advice and guidance offer, via facilitation of a termly careers leads network, regular newsletter, audits of individual schools' careers provision and availability of careers events for both staff and students.
- Provision of detailed analysis (upon request) to individual schools/colleges on school leavers destinations to inform individual curriculum and careers advice offers.
- Brokerage by the LA of NEET prevention, careers advice and employability related support supplied by 3<sup>rd</sup> party organisations.



### 3.11 Outcomes for Children Looked After

Attainment of Children Looked After by the Local Authority can vary widely from year to year due to cohort sizes and other factors that contribute significantly such as Special Educational Needs and the length of time children have been in care. It is also important to consider the considerable number of children looked after by Croydon who are UASC (unaccompanied asylum seeking children) compared to statistical neighbours such as Merton and Greenwich Borough Councils. The number of CLA in Croydon as at March 2016 was a total of 800 children compared to 165 in Merton and 520 in Greenwich. In addition to this, the UASC population in Croydon as at March 2016 was 430, whilst the London Borough of Merton looked after 25 and London Borough of Greenwich looked after 20 in the same time period. This difference makes comparisons with other Local Authorities difficult.

Although outcomes for Croydon CLA who have been in continuous care for 12 months or more remain low, with 36%, 27% and 18% achieving age related expectations or above in reading, writing and maths, with 18% achieving all three at the end of KS2 and 14.8% (based on unvalidated results) achieving 5 A\*-C EM at the end of KS4, it is important to reflect that those who contribute to the national statistics are a small percentage in many cases of the total cohort within those year groups. For example in Year 11 the total cohort size at the end of the 2015/16 academic year was 178, with only 74 contributing to national indicators. These young people, a large percentage of whom are UASC, still need to be supported and in many cases are the most challenging with no education experience or provision in place when they enter the care system. These learners go on to make considerable progress, achieving at a level appropriate to their starting point and are successfully supported into suitable courses post 16. The successes enjoyed by our post 16 learners are testament to this and a result of the heavy investment made into this area of work.

The **Key stage 1** CLA cohort consisted of 12 young people, however, only 7 of these have been in continuous care for 12 months or more and hence will contribute to the national statistics presented by the Department for Education for the 2015/16 academic year. Of the 7 eligible CLA, 3 have statements of SEN and 2 are on additional support packages. The targets for 2015/16 were set using data gathered from schools for Reading, Writing & Maths were 33%, 22% and 56% respectively in the previous year. The actual attainment for 2015/16 over the whole eligible cohort were 43%, 14% and 43%. Two students out of the 7 eligible students did not sit SATS, this is 29% of the eligible cohort. Overall statistics show that this cohort did not reach age related expectations in combined Reading, Writing and Maths which is reflective of the needs and abilities of this cohort. It should be noted however, when looking at their achievements in each subject, 4 children exceeded age related expectations in reading; three children in writing and 2 in maths at key stage 1.

At **Key Stage 2** the Year 6 cohort who contribute to national statistics consisted of 11 CLA pupils, 6 of whom had either a Statement of Special Educational Needs, an Education, Health & Care Plan (EHCP) or were receiving significant levels of in-school support. The attainment of the cohort in reading, writing and maths at the end of KS2 was 36%, 27% and 18% respectively which is below age related expectations. It should however be noted that, 2 children successfully reached the aged related expectations in combined Reading, Writing and Maths. In addition to this, 3 children exceeded in reading, 2 in writing and 1 in maths.

exceeded in writing and 2 exceeded in maths at the end of key stage 2. National figures for comparison are not yet available.

Our focus has and will continue to be to improve results in both KS1 and KS2 by working with Designated Teachers to set the PEP targets and identifying the support that can be provided in school for students that are underachieving by utilising the Pupil Premium Plus.

At **KS4**, Croydon has one of the highest cohort sizes compared to other London Boroughs. As a Virtual School we support the whole Year 11 cohort which equates to 178 learners, 123 of whom are UASC and 14 who have SEN. Due to our high number of UASC in the Year 11 cohort, whose results are not reported when they have been in education in the country for less than 12 months, and their age on arrival in the country, only 74 children in the cohort contribute to reported statistics. Of the 104 who have been in care for less than 12 months, there were only 5 who were sitting 5 or more GCSE's. 6 of Croydon's Looked After Children achieved 9 or more A\*-C at GCSE including English and Mathematics. Our UASC population come to the UK having had a wide variety of educational experiences and a number have had little or no experience of education at all.

For children that have been in care for 5 years or more, the cohort size was 19 and all but three achieved GCSE qualifications, with 6 achieving the 5 A\*-C including English and Mathematics benchmark. The three learners who did not achieve any GCSE qualification all had Statements or Education Health and Care Plans and were attending Special Schools working at P levels. For the UASC undertaking ESOL qualifications, most passed at their respective levels and were assessed by their educational provision as having made good in year progress.

There were no changes in school placement for any of the pupils who achieved 5 A\* - C GCSEs.

### **3.12 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
- Issue a Warning Notice

We also issue non-statutory letters of concern which result in formal meetings with the head teacher and chair of governors. Where appropriate we support and challenge the governing body to follow necessary performance management / capability processes.

In addition, schools are encouraged to collaborate with good and outstanding schools, through either informal or formal arrangements.

#### 4. Attendance

DfE validated data used in this report is for the 2015/16 autumn and spring terms unless indicated otherwise. Full academic year data for 2015/16 will be published in approximately March 2017.

##### 4.1 Absence from school

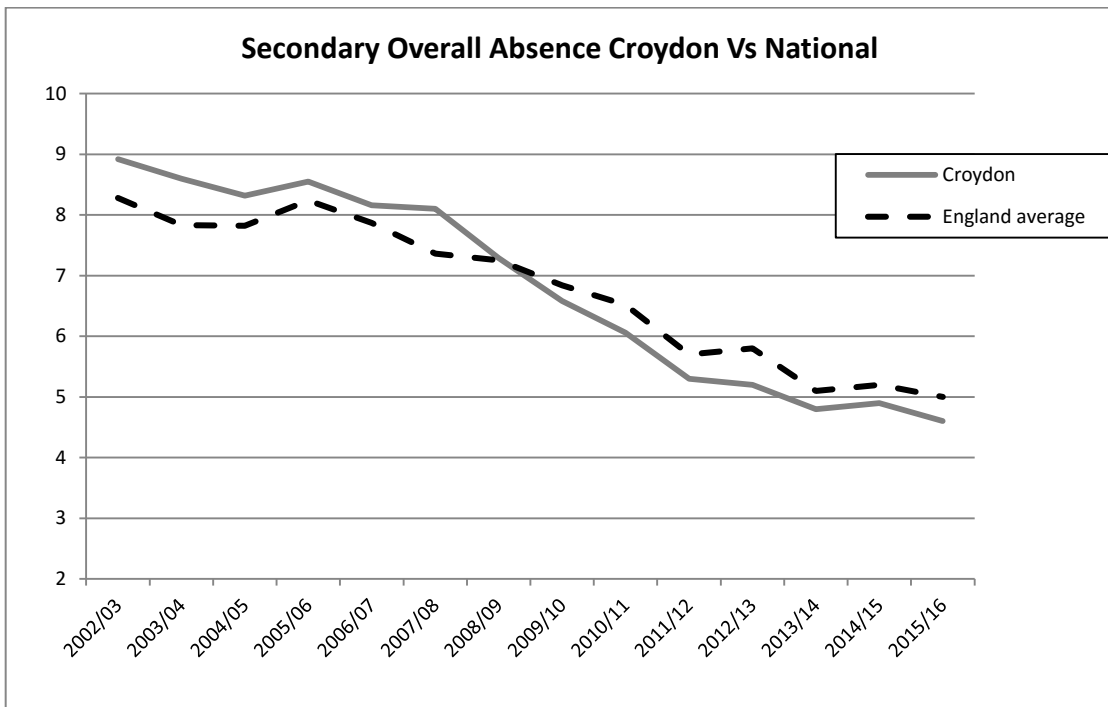
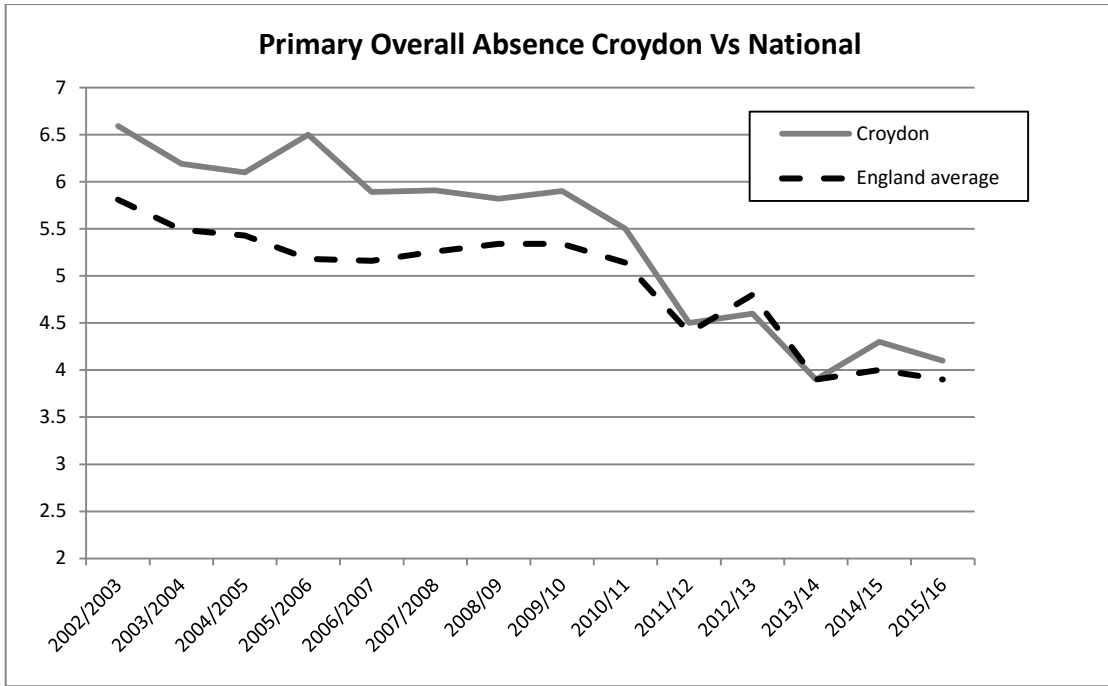
Primary overall absence has decreased by 0.2% when compared to the previous year. There has been a decrease nationally though not to the same degree.

The DfE attributes the decrease in national absence to a fall in illness, which fell from 2.9 per cent of all possible sessions in autumn 2014 and spring 2015 to 2.7 per cent of all possible sessions in autumn 2015 and spring 2016. Illness is the most common reason for absence, accounting for 62.2 per cent of all absences nationally. Secondary overall absence at 4.6% in 2015/16 represents a 0.3% decrease compared to 4.9% in 2014/15 and is 0.4% better than the national average (5.0%).

#### 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
2013/14	3.9	3.9	2013/14	4.8	5.1
2014/15	4.3	4	2014/15	4.9	5.2
2015/16	4.1	3.9	2015/16	4.6	5

(\* Lower values are better in this table)



## **4.2 Borough absence performance in comparison to statistical neighbours**

Croydon's primary overall absence is 0.2% higher than the average for statistical neighbours and the percentage of persistent absentees (PA) are 0.1% higher than the average of our statistical neighbours.

Croydon's secondary overall absence is lower than that of our statistical neighbours by 0.1%, and the persistent absentees are 0.7% lower than the average of our statistical neighbours.

## **4.3 Persistent absence**

In the reporting period Persistent Absence was defined as a pupil missing 10% or more 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 2015/16 (9.6%) has decreased by 0.4% compared to the same period last year. This is now 0.8% higher than the national average (8.8%).

Croydon secondary persistent absence levels have decreased from 12.1% in 2014/15 to 11% in 2015/16. This is 1.3% better than the national average (12.3%).

## Borough Persistent Absence (PA) performance trends

**Persistent absence** is when a pupil enrolment's overall absence equates to 10 per cent or more of their possible sessions, in the table below PA has been re-calculated for the historic data showing a clear downwards trend locally and nationally.

### Primary Schools PA

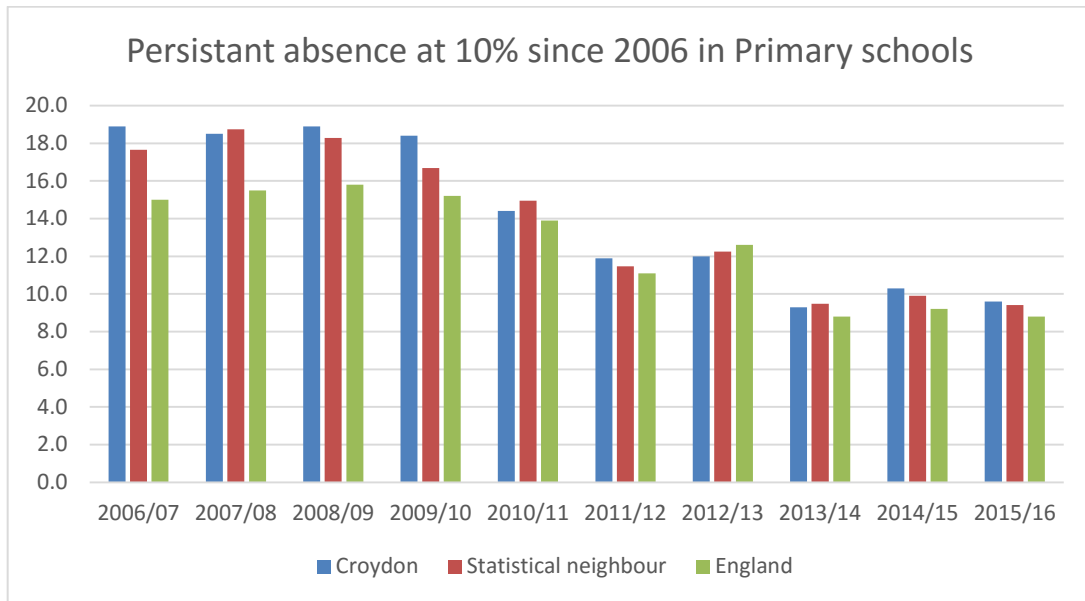
	Croydon	Statistical neighbour	England
2006/07	18.9	17.7	15.0
2007/08	18.5	18.7	15.5
2008/09	18.9	18.3	15.8
2009/10	18.4	16.7	15.2
2010/11	14.4	15.0	13.9
2011/12	11.9	11.5	11.1
2012/13	12.0	12.2	12.6
2013/14	9.3	9.5	8.8
2014/15	10.3	9.9	9.2
2015/16	9.6	9.4	8.8

### Secondary Schools PA

	Croydon	Statistical neighbour	England
2006/07	26.6	24.5	24.5
2007/08	23.6	22.8	22.9
2008/09	21.8	22.8	22.9
2009/10	19.6	20.3	21.0
2010/11	17.4	18.7	19.4
2011/12	14.4	15.4	16.4
2012/13	13.4	14.6	16.7
2013/14	11.9	12.1	13.2
2014/15	12.1	12.6	13.6
2015/16	11.0	11.7	12.3

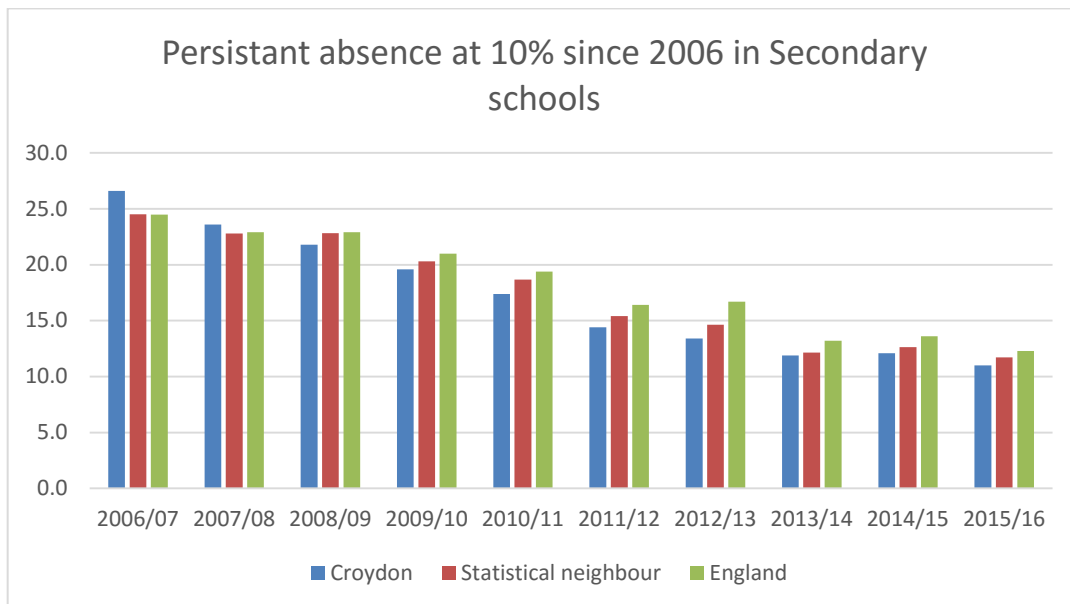


## Primary Persistent Absence



(\* Low is better in this graph)

## Secondary Persistent Absence



(\* Low is better in this graph)

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

There is a strong correlation between good school attendance and achieving positive outcomes for children. It is recognised that attending school regularly can be a protective factor for children and young people.

The Department for Education revised the threshold for Persistent absence in September 2015 from 15% to 10%. The DfE recognises the successful work undertaken by schools to improve overall attendance rates and reduce the numbers of PA pupils and now wants to increase the level of challenge.

As a result the Education Welfare Service will continue to be focused on reducing the persistent absence rate in Croydon schools. The EWS monitors those pupils who are “on track” to be a persistent absentee on a half termly basis to ensure that appropriate early intervention to reduce absence is taking place. There will be a greater focus on improving attendance for vulnerable pupils in Primary schools.

The Local Authority will support schools in taking a rigorous line in reducing absence. While the predominant focus is always to build strong positive relationships between parents, pupils and education providers, the Local Authority will prosecute parents/ carers where it is deemed appropriate. In the 2015/16 academic year 1051 fixed penalty notices were issued for non-attendance at school and 174 court prosecutions were undertaken by the service.

The service will support schools to ensure identification of families where poor attendance is systemic via engagement with Early Help services to offer intensive support and intervention. The service will work with schools to encourage a whole family approach working holistically to overcome barriers through more effective use of the Croydon Early Help pathway with appropriate levels of intervention.

To enhance targeted intervention in schools the service will be adopting a “Team Around the School” model where a school has been identified as having high levels of persistent absence. The service will work with target schools to identify the appropriate services to work together. This will ensure that appropriate early intervention is put in place to support families before non-attendance become entrenched.

The Service will continue to support schools in the use of a wider range of support and sanctions from Early Help assessments to criminal prosecution.

#### **5. Exclusions**

##### **Exclusions from Croydon schools, academies and free schools during 2015/16**

There were 22 permanent exclusions from Croydon maintained schools, academies and free schools during the 2015/16 academic year giving a borough exclusion rate of 0.04%. This is a slight decrease on the 2014/15 academic year which saw 24 permanent exclusions and means that Croydon

continues to be in the bottom quartile nationally for permanent exclusions; making us amongst the best performing authorities in the country. One school had five permanent exclusions during the year (a quarter of the borough's total). All five of these exclusions took place during the first half of the autumn term 2015. Following support and challenge from the LA about the rate of exclusion from the school there were no more permanent exclusions from that school for the academic year.

Croydon's permanent exclusion rate of 0.04% compares favourably with the last published data for statistical neighbours and is lower than the England and London rates. The slight decrease in the number of permanent exclusions has taken place in the context of a slight increase nationally.

"The (national) overall rate of permanent exclusions has increased slightly from 0.06 per cent of pupil enrolments in 2013/14 to 0.07 per cent in 2014/15. The rate of permanent exclusions has increased since 2013/14 for both state-funded secondary schools and special schools, but has remained the same for state-funded primary schools",

Statistical First Release 26, published 21<sup>st</sup> July 2016.

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16*
Number of permanent exclusions	81	75	77	65	65	13	24	22
Croydon % of permanent exclusions	0.16	0.15	0.15	0.12	0.10	0.04	0.04	0.04
National	0.09	0.08	0.07	0.07	0.07	0.06	0.07	*
London	0.11	0.1	0.08	0.08	0.08	0.07	0.07	*
SN Average**	0.07	0.07	0.06	0.08	0.08	0.09	0.07	*

\*Please note that the figures for 2015/16 are not yet published

\*\* S/N Average is the figure based on average of averages. For some of the Statistical neighbours the figures were suppressed. Source DFE published data and local data

## Fixed term exclusions from Croydon schools, academies and free schools during 2015/16

A detailed breakdown of exclusions can be found in Appendices 3 and 4.

Croydon's fixed term exclusion rate is lower than the National rate, the overall London rate, and the Outer and Inner London rates. It is also lower than the rate of eight out of ten of its statistical neighbours.

The number of fixed term exclusions during 2015/16 shows a slight increase on the figure for 2014/15 which was 1635.

A significant feature during 2015/16 was the high number of fixed term exclusions from the Croydon PRUs (253 – 126 from Phil Edwards, 71 from Moving On and 55 from the Coningsby PRU). The early signs are that this won't be repeated during 2016/17. The LA has had dialogue with the Saffron Valley Federation about reducing the need for exclusions.

	Number of fixed period exclusions	Fixed period exclusion rate
England	302980	3.88
London	40250	3.28
Outer London	25520	3.15
Inner London	14730	3.52
<b>Croydon</b>	<b>1680</b>	<b>3.01</b>
Birmingham	7660	4.06
Haringey	1290	3.5
Lambeth	1000	2.79
Lewisham	1650	4.04
Brent	1660	3.52
Ealing	1520	2.93
Enfield	2680	4.76
Greenwich	1930	4.7
Merton	960	3.37
Waltham Forest	1720	4.14

Black Caribbean pupils made up 18% of permanent exclusions and 27% of fixed term exclusions from Croydon schools, academies and free schools during the 2015/16 academic year; almost the same proportion as the previous year 2014/15. During that year black Caribbean pupils made up 17% of permanent exclusions and 27% of fixed term exclusions from Croydon schools, academies and free schools. Black Caribbean pupils account for 11% of the school age population.

White British pupils account for 18% of permanent exclusions and 24% of fixed term exclusions from Croydon schools, academies and free schools during the 2015/16 academic year; a slight reduction on the previous year (2014/15). During that year white British pupils accounted for 21% of permanent exclusions and 25% of fixed term exclusions from Croydon schools, academies and free schools. White British pupils account for 29% of the school age population.

Black African pupils account for 18% of permanent exclusions and 14% of fixed term exclusions from Croydon schools, academies and free schools during the 2015/16 academic year; a reduction on the previous year in the percentage of permanent exclusions and almost the same percentage in relation to fixed term exclusions. Black African pupils make up 15% of the school age population.

### **Exclusion of pupils on the SEN register**

There were three permanent exclusions from Croydon schools, academies and free schools of pupils with an education health and care plan during 2015/16; 14% of the total. A further three which were initially permanent exclusions were reinstated by governors. There were 193 fixed term exclusions from Croydon schools, academies and free schools of pupils with an EHC plan or statement of SEN during 2015/16; 12% of the total. This is a slight increase in respect of permanent exclusions and a decrease in respect of fixed term exclusions related to pupils with an EHC plan or statement of SEN compared to the previous academic year; 2014/15.

### **Exclusions of Children Looked After**

There were two permanent exclusions and 113 fixed term exclusions of 'looked after children' during 2015/16, an increase in permanent exclusions and a slight decrease in fixed term exclusions. There were no permanent exclusions from Croydon schools, academies or free schools during 2014/15. There were 117 fixed term exclusions from Croydon schools, academies and free schools during 2014/15 related to 'looked after children'. It is important to note that this data relates to children 'looked after' to a number of authorities; not just Croydon 'looked after children'. The significant factor is that they attend a Croydon school, academy or free school.

### **Fair Access Panel**

The Local Authority continues to develop the work of the primary and secondary Fair Access panels to support schools in reducing the need for exclusion.

All Croydon secondary schools are active participants in the Fair Access Panel which considered 517 pupil referrals during the 2015/16 academic year. 199 cases were presented as an alternative to permanent exclusion, 213 cases were presented at panel as being hard to place in school through normal admissions procedures and 105 cases were presented as a request for a managed move between schools. Representatives from Police, Children's Social Care, Early Help and Youth Offending Service contribute to

the panel to ensure a holistic multi-agency approach is taken to support an appropriate placement at another setting. (See appendix 6)

## **6. OFSTED INSPECTION OUTCOMES**

- 6.1 Minor revisions were made to the Ofsted Framework from September 2016. These were mainly related to safeguarding.
- 6.2 A total of 16 schools (not including PRUs or Special Schools) were inspected during the academic year 2015-2016.
- 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%. The percentage of secondary schools currently judged good or outstanding is 80%, which is slightly above the national average, whilst 47.9% of secondary age students attend an outstanding school, significantly above the national average of 26.7%. There has been a slight decline in the percentage of primary schools that are good or better at 82.9% following one maintained school and one Academy being judged to be in special measures. We have a plan of support in place for not only continuing to support schools with improving outcomes but also for improving the percentage of schools that are good or better

## **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 – Assistant Director of Finance and Deputy S151 Officer

## **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, Acting Council Solicitor and Monitoring Officer

## **10. HUMAN RESOURCES IMPACT**

There are no Human Resources considerations arising from this report.

Approved by Debbie Calliste, HR Business Partner

## **11. EQUALITIES IMPACT**

As the quality of Croydon's schools continues to improve there is a positive impact for all pupil groups, including the most disadvantaged. Schools continue to be challenged to set demanding targets for the achievement of pupils in receipt of the pupil premium grant and are expected to demonstrate the impact this funding has to close the gap between these pupils and their peers. The work, commissioned through Octavo, of the inclusion team supports achievement amongst the most vulnerable groups of pupils, including white working class boys and girls, those with English as an Additional Language, traveller children and asylum seekers / those newly arrived to the country. The evidence shows that whilst there is still a gap between white working class children, children of Caribbean heritage and white / Caribbean dual heritage children and their peers the gap is narrowing. The team will be focusing on closing the gap for Black Caribbean and Pupil Premium pupils in the borough at KS2 further in the coming year. Children Looked After by the Local Authority make good progress from often low starting points. Whilst attainment for this cohort of pupils appears low this includes the very large number of young people recently arrived from overseas. Funding for the Virtual School for Children Looked After will continue to provide support, guidance and challenge for this group of learners and their schools in order to continue the upward trajectory in the progress they make.

## **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.

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**CONTACT OFFICER:** David Butler, Head of School Standards,  
Commissioning and Learning Access

Background papers: none

**Appendices attached:**

Appendix 1: KS2 Test results for RWM at Level 4+ AY 2014/2015

Appendix 2: Secondary School GCSE results 2008 – 2015

Appendix 3: Exclusions from Croydon maintained schools and academies for

the 2015/16 academic year

Appendix 4: Exclusions from maintained schools and academies for 2015/16  
for children with SEN, Children Looked After and by ethnic group

Appendix 5: Explanation and identification of Statistical Neighbours

Appendix 6: Explanation of and information on Fair Access Panel

Appendix 7: Croydon School Improvement Plan

Appendix 8: Definition of Attainment and Progress 8



## Appendix 1 KS2 Floor standard for AY 2015/16 (unvalidated data)

In 2016, a school will be above the floor if:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics;
- or** • the school achieves sufficient progress scores in all three subjects. **At least -5 in English reading, -5 in mathematics and -7 in English writing.**

The attainment element is a combined measure. This means an individual pupil needs to meet the 'expected standard' in English reading, English writing and mathematics, in order to be counted towards the attainment element.

Est No	School	Reading progress score	Writing progress score	Maths progress score	% RWM
3062003	Beulah Juniors	-2.6	0.0	0.7	33.7
3062004	KESTON PRIMARY SCHOOL	2.1	1.2	2.6	70.2
3062007	Cypress Primary School	0.3	0.3	-1.9	38.6
3062008	David Livingstone Academy	-3.1	2.8	0.2	40
3062012	Elmwood Junior School	0.3	0.7	0.9	63.2
3062013	Ark Oval Primary	-3.0	1.5	-1.2	46.6
3062016	Applegarth Academy	4.8	4.7	7.0	73.5
3062019	Gonville Academy	-0.5	0.4	-0.1	39.3
3062020	Howard Primary School	0.8	3.4	2.0	53.3
3062025	Monks Orchard Primary School	-1.0	-2.4	-2.0	51.7
3062031	Harris Primary Academy Kenley	4.7	3.5	4.4	71.4
3062033	Purley Oaks Primary School	0.2	2.3	0.9	50
3062034	Harris Primary Academy Benson	3.0	4.8	4.0	76.3
3062035	Castle Hill Primary	-6.6	-3.0	-4.0	17
3062036	Wolsey Junior Academy	-4.2	-0.7	-1.5	39.5
3062099	South Norwood Primary	-2.7	1.2	-1.5	43.4
3062043	St Peter's Primary School	0.6	0.4	-1.6	56.7
3062046	West Thornton Primary Academy	0.8	0.8	-1.4	54.5
3062047	WHITEHORSE MANOR JUNIOR	-0.8	-0.4	-1.4	60.5
3062050	WINTERBOURNE JUNIOR GIRLS'	-2.5	5.2	-0.4	48.9
3062055	Woodside Primary School and Children's Centre	-1.2	-0.9	-0.4	54.5
3062057	Chipstead Valley Primary Academy	0.5	1.2	-0.8	58.3
3062058	Kenley	1.0	2.8	-0.2	33.3
3062062	Beaumont Primary	3.1	3.8	5.6	81.5
3062065	Gresham Primary School	0.0	0.4	1.6	67.2
3062067	Smitham Primary School	1.3	-1.0	0.2	51.9
3062068	The Hayes Primary	1.7	1.1	0.3	63.8
3062073	Oasis Academy Ryelands	-0.1	1.0	-0.3	43.1
3062076	Park Hill Junior	2.0	1.0	2.8	72.3
3062081	Winterbourne Jnr boys	1.4	3.0	5.9	69
3062082	Broadmead Primary Academy	0.9	1.2	2.4	36.5
3062083	Orchard Way Primary School	1.8	1.8	2.2	75.9
3062084	Forestdale Primary School	1.0	2.2	2.2	82.1

3062085	Rowdown primary	1.6	3.9	4.1	43.2
3062086	Courtwood Primary	0.9	-0.7	-0.5	58.6
3062088	New Valley Primary School (Wattenden)	3.2	4.3	4.0	68.4
3062090	HEAVERS FARM PRIMARY	0.4	2.0	2.0	68.3
3062091	St Mark's Church of England Primary Academy	0.9	0.8	-0.2	32
3062093	Downsview Primary School	0.3	4.1	4.6	61.7
3062097	St Mary's RC Junior School	1.7	1.6	3.8	71.4
3062098	Greenvale Primary School	0.4	-0.5	1.3	71
3062102	Rockmount Primary School	3.3	-0.1	1.5	66.7
3062103	Fairchildes Primary School	1.2	2.8	4.1	63.9
3062105	Norbury Manor Primary	-0.5	0.6	-0.9	39.3
3062107	Ridgeway Primary School and Nursery	-0.6	-2.6	-1.9	63.2
3062109	Forest Academy	-3.9	3.8	-2.8	35.7
3062110	Kingsley Primary School	-1.7	-0.6	0.0	35.9
3062111	Oasis Academy Byron	7.5	3.8	7.1	83.3
3063000	All Saints C of E Primary School	-1.8	-4.4	-0.2	42.4
3063003	St John's C of E School	1.9	4.4	0.1	62.1
3063006	Parish Church Junior School	-0.2	-2.4	-2.3	49.1
3063008	St Cyprian's Greek Orthodox VA	5.1	1.4	3.7	83.9
3063300	Coulsdon C. of E. School	1.0	-0.4	1.5	82.8
3063301	Christ Church C of E Primary School	2.9	-1.3	1.3	63.3
3063400	Good Shepherd RC Primary	6.7	4.4	3.2	70.4
3063401	St. Joseph's Junior	1.9	2.5	3.5	76.8
3063403	St Thomas Becket Catholic Primary	-0.3	-0.9	-0.3	66.7
3063404	Margaret Roper Catholic Primary	2.7	-1.9	1.1	64.5
3063408	REGINA COELI PRIMARY SCHOOL	7.8	7.6	8.7	67.8
3063409	St Aidan's RC Primary	0.4	-0.4	2.1	60.7
3063411	St Chad's Primary	4.1	1.4	1.6	69.1
3062100	Davidson Primary School	0.3	no data	-0.2	31.6
3063415	Kensington Avenue Primary	0.1	3.2	0.4	51.8
3063416	Gilbert Scott Primary School	-4.7	-0.4	-2.8	33.3
3063417	Aerodrome Primary Academy	0.2	1.8	-1.3	33.3
3063418	Woodcote Primary School	-0.3	1.6	-0.8	60
3063419	Ecclesbourne Primary School	-3.7	-1.4	-3.5	19.6
3065200	SELSDON PRIMARY SCHOOL	-0.9	2.1	0.6	50.6
3065201	ST JAMES THE GREAT R.C. PRIMARY AND NURSERY	2.7	0.8	1.6	74.6
3065202	ATWOOD PRIMARY SCHOOL	0.0	-1.1	-0.5	65.1
3066909	Oasis Academy Shirley Park	2.1	4.8	0.4	64.4
3067001	St Giles School	-6.5	-6.4	-7.7	0
3067004	Beckmead School	-5.2	-8.2	-4.9	0
3067005	St Nicholas School	-5.9	-6.7	-6.6	0
3067006	Red Gates School	-7.5	-7.4	-8.2	0
Total	Borough	0.2	0.9	0.6	54.1

N.B this is provisional data Davidson primary submitted to late to be included in these results.

**Appendix 2: Secondary School GCSE results 2010 – 2015 by school**  
**Provisional results**

Croydon Secondary Schools (figures for 2015 are provisional)	Percentage of pupils achieving 5+ A*-C GCSE grades						Percentage of pupils achieving 5+ A*-C GCSE grades including English and mathematics					
	2010	2011	2012	2013	2014	2015	2010	2011	2012	2013	2014	2015
Meridian High	79	80	88	88	43	50	38	35	46	49	35	37
Archbishop Tenison Cof E High	91	81	78	77	82	77	77	69	65	68	71	68
Coloma Convent Girls	98	96	97	98	97	93	88	90	94	95	90	85
Edenham High	77	90	90	84	53	62	44	51	47	58	44	52
Harris Academy Purley	<b>85</b>	<b>92</b>	<b>96</b>	<b>94</b>	<b>85</b>	<b>65</b>	<b>47</b>	<b>61</b>	<b>63</b>	76	78	57
Harris Academy South Norwood	<b>100</b>	<b>100</b>	<b>100</b>	<b>99</b>	<b>78</b>	<b>70</b>	<b>60</b>	<b>75</b>	<b>80</b>	78	66	57
Harris Academy Upper Norwood	66	84	79	<b>80</b>	<b>55</b>	<b>64</b>	41	48	35	N/A	52	44
Harris City Academy Crystal Palace	<b>99</b>	<b>100</b>	<b>100</b>	<b>96</b>	<b>88</b>	<b>90</b>	<b>88</b>	<b>95</b>	<b>99</b>	84	77	82
Norbury Manor College for Girls	81	90	88	80	72	79	61	68	62	66	62	68
Oasis Academy Coulsdon	<b>82</b>	<b>93</b>	<b>92</b>	<b>94</b>	<b>58</b>	<b>74</b>	<b>37</b>	<b>49</b>	<b>67</b>	63	43	66
Oasis Academy Shirley Park	<b>94</b>	<b>94</b>	<b>100</b>	<b>100</b>	<b>64</b>	<b>52</b>	<b>46</b>	<b>51</b>	<b>66</b>	64	57	48
Riddlesdown Collegiate	84	89	90	<b>88</b>	<b>79</b>	<b>79</b>	66	69	59	67	74	71
Shirley High Performing Arts College	97	100	99	<b>98</b>	<b>72</b>	<b>74</b>	60	71	72	63	52	54
St Andrew's Cof E High	84	91	87	<b>83</b>	<b>70</b>	<b>72</b>	56	65	68	67	0	64
St Joseph's College	93	92	90	<b>85</b>	<b>68</b>	<b>77</b>	64	67	65	66	55	70
St Mary's Catholic High	59	70	53	<b>52</b>	<b>52</b>	<b>47</b>	45	51	40	55	42	37
The Archbishop Lanfranc High	68	68	69	54	53	54	45	48	47	39	47	43
The Brit School for Performing Arts	<b>97</b>	<b>99</b>	<b>96</b>	96	68	77	<b>66</b>	<b>68</b>	<b>60</b>	70	56	68
The Quest Academy	61	<b>64</b>	<b>80</b>	95	67	52	23	<b>41</b>	<b>46</b>	62	56	31
Thomas More Catholic High	93	97	97	97	67	70	51	57	75	80	63	59
Woodcote High	93	97	97	94	81	83	65	68	69	83	73	70
Virgo Fidelis Convent Senior	91	94	91	84	62	65	54	74	68	77	44	62

NB: Data for 2015 is not yet 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. 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. The Council continues to support and challenge all schools, regardless of status (for example through the link adviser mechanism).

Schools which have only recently become academies may not yet show improved outcomes. Where the local authority is concerned that improvement is not sufficiently rapid, the local authority holds to account the Regional Schools Commissioner (responsible for standards in academies) through regular discussion.

### Appendix 3: Exclusions from maintained schools and academies for 2015/16

	School	FIXD	PERM	Total
All Through Academy	Oasis Academy Shirley Park	10		10
Primary Academy	Aerodrome Primary Academy	6		6
Primary Academy	Applegarth Academy	3		3
Primary Academy	Broadmead Primary Academy	87	2	89
Primary Academy	Castle Hill Academy	12		12
Primary Academy	Chestnut Park Primary School	4		4
Primary Academy	David Livingstone Primary Academy	2		2
Primary Academy	Ecclesbourne Primary - Pegasus Academy Trust	2		2
Primary Academy	Fairchildes Primary Academy	1		1
Primary Academy	Forest Academy	18		18
Primary Academy	Gonville Academy	12		12
Primary Academy	Harris Primary Academy Benson	2		2
Primary Academy	Harris Primary Academy Kenley	1		1
Primary Academy	Oasis Academy Byron	1		1
Primary Academy	Oasis Academy Ryelands	20		20
Primary Academy	Rowdown Primary Academy	3		3
Primary Academy	St Cyprian's Greek Orthodox Primary Academy	9		9
Primary Academy	St Mark's CofE Primary Academy	4		4
Primary Academy	St Mary's RC Junior School	5		5
Primary Academy	St Thomas Becket Catholic Primary School	1		1
Primary Academy	The Crescent Primary School	26	2	28
Primary Academy	The Robert Fitzroy Academy	3		3
Primary Academy	The South Norwood Academy	2		2
Primary Academy	West Thornton Academy	2		2
Primary Academy	Winterbourne Boys Academy	2		2
Primary Academy	Wolsey Junior Academy	8		8
Primary Maintained	All Saints CofE Primary School	1		1
Primary Maintained	Beulah Junior School	1		1
Primary Maintained	Christ Church CofE Primary School (Purley)	3		3
Primary Maintained	Courtwood Primary School	2		2
Primary Maintained	Cypress Primary School	15		15
Primary Maintained	Davidson Primary School	2		2
Primary Maintained	Downsview Primary and Nursery School	4		4
Primary Maintained	Elmwood Junior School	1		1
Primary Maintained	Gresham Primary School	1		1
Primary Maintained	Heavers Farm Primary School	20		20
Primary Maintained	Howard Primary School	7		7
Primary Maintained	Kenley Primary School	2		2
Primary Maintained	Kensington Avenue Primary School	5		5
Primary Maintained	Keston Primary School	1		1
Primary Maintained	Kingsley Primary School	20		20
Primary Maintained	Monks Orchard Primary School and Nursery	6		6
Primary Maintained	Norbury Manor Primary School	6		6

Primary Maintained	Purley Oaks Primary School	14		14
Primary Maintained	Ridgeway Primary School	8		8
Primary Maintained	Rockmount Primary School	12		12
Primary Maintained	Selsdon Primary and Nursery School	34		34
Primary Maintained	Smitham Primary School	5		5
Primary Maintained	South Norwood Primary	1		1
Primary Maintained	St Joseph's RC Junior School	1		1
Primary Maintained	St Peter's Primary School	2		2
Primary Maintained	The Minster Nursery & Infant School	3		3
Primary Maintained	Wolsey Infant School	16		16
Primary Maintained	Woodcote Primary School	1		1
Primary Maintained	Woodside Primary School	13		13
Secondary Academy	Edenham High School	112		112
Secondary Academy	Harris Academy Purley	2		2
Secondary Academy	Harris City Academy Crystal Palace	63	3	66
Secondary Academy	Harris Invictus Academy Croydon	1	1	2
Secondary Academy	Meridian High School	36	1	37
Secondary Academy	Norbury Manor Bus. & Enterprise College For Girls	75	1	76
Secondary Academy	Oasis Academy Arena	3		3
Secondary Academy	Oasis Academy Coulsdon	32	1	33
Secondary Academy	Riddlesdown Collegiate	48		48
Secondary Academy	Shirley High School Performing Arts College	70		70
Secondary Academy	St Joseph's College	32	3	35
Secondary Academy	The Archbishop Lanfranc Academy - Coloma Trust	15	5	20
Secondary Academy	The Quest Academy - Coloma Trust	12		12
Secondary Academy	Woodcote High School	47		47
Secondary Indendent	Kingsdown Secondary School	14		14
Secondary Maintained	Archbishop Tenison's CofE High School	53		53
Secondary Maintained	St Andrew's CofE Voluntary Aided High School	115	1	116
Secondary Maintained	St Mary's Catholic High School	46	2	48
Secondary Maintained	Thomas More School	52	2	54
Secondary Maintained	Virgo Fidelis Convent Senior School	88		88
Secondary PRU	Coningsby Centre (PRU)	55		55
Secondary PRU	Cotelands Centre (PRU)	2		2
Secondary PRU	Moving On (PRU)	73		73
Secondary PRU	Phil Edwards Centre (PRU)	127		127
Secondary Special	Beckmead School	18		18
Secondary Special	Bensham Manor School	10		10
	Total	1652	24	1676

## Appendix 4: Exclusions from maintained schools and academies for 2015/16 for children with SEN, Children Looked After and by ethnic group.

### Exclusions by SEN Source: local data

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Non-SEN	581	30	659	39	996	3	1379	20	770	12
School Action	309	1	208	4	92	6	60	2	61	0
School Action Plus	687	28	391	16	273	3	122	1	53	4
Statemented	318	5	245	6	91	1	74	1	52	0
EHCP									141	3
Support									575	5
Total Numbers	1895	64	1503	65	1452	13	1635	24	1652	24

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

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Not Looked After	1850	64	1461	64	1423	13	1613	24	1540	21
Looked After Children	45		42	1	29	0	22		112	3
Total Numbers	1895	64	1503	65	1452	13	1635	24	1652	24

### Exclusions by Ethnicity Source: local data

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
ABAN - Bangladeshi	10	1	5		7	0	9	0	7	1
AIND - Indian	12		12		6	0	8	1	11	0
AOTH - Any other Asian background	44		23		23	0	21	0	15	2
APKN - Pakistani	11		25		14	0	30	1	12	0
BAFR - African	270	7	240	11	215	3	209	6	237	4
BCRB - Black Caribbean	435	11	310	11	350	2	438	5	439	5
BOTH - Any other Black background	70	1	61		66	2	97	1	99	3
CHNE – Chinese	1			2	0	0	0	0	0	0
MOTH - Any other Mixed background	70	4	82	2	73	0	90	0	77	1
MWAS - White/Asian	14	1	13		15	0	11	0	14	0
MWBA - White/Black African	40	1	22	2	25	0	29	1	45	0
MWBC - White/Black Caribbean	170	5	127	5	114	1	138	1	130	1
NOBT - Info not obtained	6	1	5	1	29	1	32	2	35	0
OOTH - Any other Ethnic Group	18		36		9	0	16	1	5	1
REFU – Refused	16	1	17		18	0	13	0	28	2
WBRI – British	638	27	459	26	419	4	445	5	425	4
WIRI – Irish	6	1	6		14	0	0	0	6	0
WIRT - Traveller - Irish Heritage	6		8	2	1	0	6	0	0	0
WOTH - Any other White background	54	3	49	2	49	0	41	0	65	0
WROM - Roma/Roma Gypsy	4		3	1	5	0	2	0	2	0
Total Exclusions	1895	64	1503	65	1452	13	1635	24	1652	24

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

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
BME Groups	775	19	611	22	631	7	744	12	775	12
Other	1120	45	892	43	821	6	891	12	877	12
Total exclusions	1895	64	1503	65	1452	13	1635	24	1652	24

Reasons for exclusions Source: local data

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Bullying	36	2	34		33	0	35	0	30	1
Damage	62	3	58		54	0	63	1	50	0
Drug and alcohol related	65	5	54	3	53	0	68	1	71	1
Other	155	4	115	2	112	0	135	2	67	0
Persistent disruptive behaviour	455	15	295	26	333	3	400	3	477	6
Physical assault against adult	218	5	160	9	126	2	151	1	181	2
Physical assault against pupil	390	15	354	6	316	3	328	3	400	7
Possession of Offensive Weapon	22	8	15	8	25	3	29	5	24	3
Racist abuse	36		11		14	0	15	0	18	0
Sexual misconduct	25	1	31	3	33	0	20	2	13	0
Theft	55		61	1	34	0	42	0	32	1
Verb abuse/threat behaviour adult	264	5	233	3	237	1	259	4	188	3
Verb abuse/threat behaviour pupil	112	1	82	4	82	1	90	2	101	0
Total Exclusions	1895	64	1503	65	1452	13	1635	24	1652	24



Excluded pupils as percentage of school population Source: local data

	2016 Individual pupils*			Pupils on roll Jan 2016 census
	Fixed	Perm	Total	
ABAN - Bangladeshi	7	1	8	572
AIND - Indian	11		11	2777
AOTH - Any other Asian background	15	2	17	2956
APKN - Pakistani	12		12	2432
BAFR - African	237	4	241	8402
BCRB - Black Caribbean	439	5	444	5934
BOTH - Any other Black background	99	3	102	1877
CHNE – Chinese			0	304
MOTH - Any other Mixed background	77	1	78	2930
MWAS - White/Asian	14		14	1026
MWBA - White/Black African	45		45	1047
MWBC - White/Black Caribbean	130	1	131	2586
NOBT - Info not obtained	35		35	1176
OOTH - Any other Ethnic Group	5	1	6	1118
REFU – Refused	28	2	30	528
WBRI – British	425	4	429	15896
WIRI – Irish	6		6	221
WIRT - Traveller - Irish Heritage			0	36
WOTH - Any other White background	65		65	4682
WROM - Roma/Roma Gypsy	2		2	65
Total Exclusions	1652	24	1676	56565

## Appendix 5: Explanation and identification of Statistical Neighbours

The National Foundation for Educational Research (NFER) was commissioned in 2007 by the Department to identify and group similar LAs in terms of the socio-economic characteristics, each LA was assign 10 such neighbours. The original set of statistical neighbours was calculated from the following factors:

- 2001 Census
- Annual population surveys between 2001 and 2005
- Labour force survey four quarterly averages – June 2004 to May 2005
- Annual survey of hours and earnings 2005
- The ODPM (Office of the Deputy Prime Minister) indices of multiple deprivation
- The DfE local authority data matrix
- DVLA information on vehicle numbers and ages
- CIPFA (Chartered Institute of Public Finance and Accountancy) information on availability of services

Statistical neighbours were reviewed in 2014 using information from the 2011 census. This resulted in changes to Croydon’s neighbours which shows we are increasingly compared with inner London Boroughs and therefore suggests a change in our demographic to becoming increasingly similar to inner London Boroughs.

<b>Long term statistical neighbours</b>	<b>New statistical neighbours</b>	<b>Previous statistical neighbours</b>
<b>Birmingham</b>	<b>Brent (Outer London)</b>	<b>Hillingdon (Outer London)</b>
<b>Ealing (Outer London)</b>	<b>Haringey (Inner London)</b>	<b>Luton</b>
<b>Enfield (Outer London)</b>	<b>Lambeth (Inner London)</b>	<b>Reading</b>
<b>Greenwich (Outer London)</b>	<b>Lewisham (Inner London)</b>	<b>Redbridge (Outer London)</b>
<b>Merton (Outer London)</b>		
<b>Waltham Forest (Outer London)</b>		

## **Appendix 6:Explanation of Fair Access Process and breakdown of school referrals.**

The School Admissions code requires each Local Authority to agree a fair access protocol with the majority of schools in its area to ensure that the most vulnerable children are found a place in a school without delay. The code instructs Local Authorities that the list of children considered under the protocol should be agreed locally but must include the following that can have difficulty obtaining a school place

1. *“a) children from the criminal justice system or Pupil Referral Units who need to be reintegrated into mainstream education;*
2. *b) children who have been out of education for two months or more;*
3. *c) children of Gypsies, Roma, Travellers, refugees and asylum seekers;*
4. *d) children who are homeless;*
5. *e) children with unsupportive family backgrounds for whom a place has not been sought;*
6. *f) children who are carers; and*  
*g) children with special educational needs, disabilities or medical conditions (but without a statement or Education, Health and Care Plan)”*

### **Operation of the Fair Access Panel**

The secondary Fair Access Panel involves the participation of all of the secondary schools in the borough. The panel has been operating since 2013 and is subject to a locally agreed published protocol. The panel comprises of representatives from secondary schools and partnership agencies and the attendance rate at panel is usually in the region of 45 members. Each school nominates at least one member of the school leadership team to be its representative at the panel. Schools from other boroughs are also invited to attend the panel where a case involves a pupil resident in the borough of Croydon who attends an out of borough school. The remaining panel members are officers from the Local Authority or other relevant agencies. These officers provide schools with additional support, information, advice and guidance regarding the pupils under review, so that schools are able to obtain a holistic view of the needs of the pupil.

Services represented at the panel include Children’s Social Care, Early Help Services, Special Educational Needs Service, Educational Psychology, Children & Adolescent Mental Health Services, Youth Offending Service, Police and School Admissions Service. Head Teachers of independent alternative education provision schools and Pupil Referral Units are also represented.

The panel is operated by the Local Authority Learning Access Service. The Local Authority is represented by the Head of Learning Access and the Fair Access Manager, who is responsible for administering the Panel. Other Learning Access Team members attend including the Exclusions and Reintegration Officer.

The Fair Access Panel considers referrals for agreed managed moves between schools or placement for pupils at a PRU or independent alternative provision provider as an alternative to permanent exclusion. The panel also considers placement for those

children who have been unable to be placed at a school through the normal in year admissions procedures. Such pupils are considered by the Admissions Code to be hard to place. The panel chair is the chief executive of a Multi Academy Trust and the vice chair is a secondary school head teacher. The panel meets every 3 weeks during school term time. An average panel will consider presentations regarding between 25 and 40 cases dependent on the amount of referrals received. Nominated school representatives make a presentation for the panel's consideration during which details of the case are outlined.

### **Cases presented at Secondary Fair Access Panel by School in 15/16**

517 pupil referrals were considered by the Fair Access Panel during the 2015/16 academic year. 213 cases were presented at panel as pupils requiring school places who were unable to be placed though the normal admissions procedures

When cases were presented at panel by schools in 2015/16 they were considered under the following categories:

- A. Avoidance. Cases were presented in this category when a pupil was at risk of permanent exclusion
- B. Prevention. Cases were presented in this category it was judged by the school that a pupil would benefit from a fresh start in another setting
- C. Breakdown. Cases were presented in this category when placemnet peviously agreed at the Fair Access Panel had not been successful.

In 2015/16 199 cases were presented by schools under the aviodance category and and 105 cases were prevented under the category of prevention.

The following table gives the number of cases presented by Croydon secondary schools in each category during the 2015/16 academic year.

<b>School</b>	<b>Number of FAP referral 2015/16</b>
Harris South Norwood	31
Archbishop Lanfranc	28
Edenham	23
The Quest Academy	20
Oasis Academy Shirley Park	18
Oasis Academy Coulsdon	18
St Andrew's CE	17
Meridian	16
St Mary's RC	13
Riddlesdown	13
Thomas More RC	11
Shirley High	11
Virgo Fidelis	6
Harris Crystal Palace	5
Woodcote	4

St Joseph's College	4
Harris Purley	3
Harris Invictus	3
John Ruskin	3
Archbishop Tenisons CE	2
NMBEC	2
Oasis Arena	1
Coloma	0

## Appendix 7: Croydon School Improvement Plan

Croydon Council and its partner agencies working with children, young people and families in Croydon share high aspirations and ambition for their future. To secure our ambition, we need to deliver the very best services. The progress made by Croydon schools in terms of inspection outcomes has been heartening: nevertheless we continue to press for all schools to be good or outstanding and for children to achieve outcomes in line with their peers in London at all key stages.

There are two key strands to our vision:

1. Every school a school of choice: every pupil in Croydon educated in a school providing at least a good standard of education
2. Excellent outcomes for children and young people: every child becoming the best they can be, with high comparative outcomes and vulnerable groups in line with their peers

Our School Improvement Plan sets the framework for this work, presenting a clear direction of travel and explicit priorities for action. The key priorities have been developed as a result of a detailed analysis of our local authority data, they form the basis for some aspirational targets. The key priorities are as follows:

- Promote high standards in all schools, particularly where areas of weakness have been identified i.e. KS2 outcomes
- Ensure that vulnerable schools and schools causing concern improve rapidly by building on the success of the SPRM process and robustly challenging any slow progress, making full use of statutory powers when required
- To enable schools to improve English and mathematics outcomes at a faster rate, in all key stages, by securing differentiated, quality assured training and development
- Support and challenge post-16 collaboration to strengthen post-16 curriculum, viability and standards

The following page sets out our vision, key priorities, targets and improvement partners to ensure we achieve the best outcomes for all our children and young people. The Council's governance mechanism for school improvement, its Learning and Improvement Board, will monitor the delivery and impact of the action plan that sets out how we will deliver these priorities.

# Croydon council vision for school quality and standards

1. Every school a school of choice: every pupil in Croydon educated in a school providing at least a good standard of education

2. Excellent outcomes for children and young people: every child becoming the best they can be, with high comparative outcomes and vulnerable groups in line with their peers

## School Improvement Plan: Key Priorities

Promote high standards in all schools, particularly where areas of weakness have been identified i.e. Outcomes for CLA, close the difference between our highest attaining and lowest attaining schools

Ensure that vulnerable schools and schools causing concern improve rapidly by building on the success of the SPRM process and robustly challenging any slow progress, making full use of statutory powers when required

To enable schools to improve English and mathematics outcomes at a faster rate, in all key stages, by securing differentiated, quality assured training and development

Increasing post-16 participation in education, employment and training. Close the gaps in attainment by age 19

## School Improvement plan: Targets

Improve EYFS outcomes by a further 4% in 2016 so that we are in line with London averages and a further 3% improvement in 2017 and remain on an upward trajectory beyond 2017

Improve KS1 attainment in reading, writing and mathematics by at least 3% in 2016 so that it is in line with or above London attainment and a further 3% in 2017 so that we are above London averages

Sustain the reduction in the number of schools falling below floor standards

All schools are judged to be good or better by OFSTED by 2017

Maintain the percentage of pupils achieving the expected level of combined attainment at the end of in 2017 to be in line with or above the London average and continue to diminish the difference with London averages in 2017 / 18

Close the progress gap, at key stages 4 and 5, between Croydon's schools and our statistical neighbours and towards London averages for all key stages 2017

Increase the number of pupils achieving 5A\* - C GCSE results by 1% in 2016 to be in line with London and a further 1% in 2017 to be in line with outer London

## School Improvement plan: Enablers

Local Authority

Octavo Partnership

Teaching Schools

Other quality assured

## **Appendix 8**

### **Definition of Progress 8 / Attainment 8:**

Progress 8 and Attainment 8 are two measures that schools will be judged against from 2016. They are designed to encourage schools to offer a broad and balanced curriculum at KS4.

Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment. It is based on a student's progress measured across 8 subjects:

- English
- Mathematics
- Three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages)
- Three further subjects, which can be from the range of EBacc subjects, or can be any other GCSE or approved academic or vocational qualification

Attainment 8 will measure the average achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.



<b>REPORT TO:</b>	<b>CHILDREN AND YOUNG PEOPLE SCRUTINY SUB- COMMITTEE 7 FEBRUARY 2017</b>
<b>AGENDA ITEM:</b>	<b>9</b>
<b>SUBJECT:</b>	<b>CHILDREN AND YOUNG PEOPLE SCRUTINY SUB- COMMITTEE WORK PROGRAMME 2016-17</b>
<b>LEAD OFFICER:</b>	<b>Jacqueline Harris-Baker, Acting Council Solicitor and Acting Monitoring Officer</b>
<b>CABINET MEMBER:</b>	<b>Not applicable</b>

<b>ORIGIN OF ITEM:</b>	The Scrutiny Work Programme is scheduled for consideration at every ordinary meeting of the Scrutiny and Overview Committee. The Children and Young People Scrutiny Sub-Committee can establish its own work programme.
<b>BRIEF FOR THE COMMITTEE:</b>	To consider any additions, amendments or changes to the agreed work programme for the Committee in 2016/17.

## **1. EXECUTIVE SUMMARY**

- 1.1 This agenda item details the Sub-Committee's work programme for the 2016/17 municipal year.
- 1.2 The Sub-Committee has the opportunity to discuss any amendments or additions that it wishes to make to the work programme.

## **2. WORK PROGRAMME**

### **2.1 The work programme**

The proposed work programme is attached at **Appendix 1**.

### **2.2 Additional Scrutiny Topics**

Members of the Sub-Committee are invited to suggest any other items that they consider appropriate for the Work Programme. However, due to the time limitations at Committee meetings, it is suggested that no proposed agenda contain more than two items of substantive business in order to allow effective scrutiny of items already listed.

### **2.3 Participation in Scrutiny**

Members of the Sub-Committee are also requested to give consideration to any persons that it wishes to attend future meetings to assist in the consideration of agenda items. This may include Cabinet Members, Council or other public agency officers or representatives of relevant communities.

## **3 RECOMMENDATIONS**

- 3.1 The Sub-Committee is recommended to agree the Scrutiny Work Programme 2016/17 with any agreed amendments.
- 3.2 The Sub-Committee is recommended to agree that topic reports be produced for relevant substantive agenda items in the future.

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#### **CONTACT OFFICER:**

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#### **BACKGROUND DOCUMENTS:**

None

#### **APPENDIX 1**

Work Programme 2016/17 for the Children and Young People Scrutiny Sub-Committee.

## Children and Young People Scrutiny Sub-Committee Proposed Work Programme 2016/2017

<b>Meeting 1: 14 June 2016, 6.30 pm, Council Chamber, Town Hall, Croydon CR0 1NX</b>			
<b>Number</b>	<b>Item details and report authors</b>	<b>Responsible Director</b>	<b>Brief for the Committee</b>
1	Sub-Committee Terms of Reference & Confirmation of Chair and Vice-Chair	Solomon Agutu	To confirm the sub-committee's terms of reference, membership and chairmanship
2	Cabinet responses to recommendations on housing for young people arising from the 17 November CYP meeting	Mark Meehan Jo Negrini	To provide detailed information on Cabinet responses to recommendations, the rationale for the responses, and timetable and arrangements for the implementation of approved recommendations
3	Home schooling	Paul Greenhalgh	to examine the quality of home teaching and the quality of monitoring and inspection it is subject to
4	Scrutiny Work Programme including requests for local action mini reviews	Solomon Agutu	To agree the sub-committee's work programme for 2016-2017 and consider requests for mini-reviews

**Children and Young People Scrutiny Sub-Committee  
Proposed Work Programme 2016/2017**

(continued)

<b>Meeting 2: 13 September 2016, 6.30 pm, Council Chamber, Town Hall, Croydon CR0 1NX</b>			
<b>Number</b>	<b>Item details and report authors</b>	<b>Responsible Director</b>	<b>Brief for the Committee</b>
1	Council response to Lord Laming's report "In care and out of trouble" re Croydon context	Barbara Peacock	To scrutinise the extent of criminalisation of children in care in Croydon
2	Unaccompanied asylum seeking children in Croydon	Barbara Peacock	To scrutinise the quality of services provided to children in care and the funding due to the council for these services
3	Final report of the mini-review of school exclusions in Croydon	Stephen Rowan	To present the final report setting out the findings and recommendations of the working group on school exclusions in Croydon
4	Scrutiny Work Programme including requests for mini-reviews	Stephen Rowan	To agree the sub-committee's work programme for 2016-2017 and consider requests for mini-reviews

**Children and Young People Scrutiny Sub-Committee  
Proposed Work Programme 2016/2017**  
(continued)

<b>Meeting 3: 11 October 2016, 6.30 pm, The Council Chamber, Town Hall, Croydon CR0 1NX</b>			
<b>Number</b>	<b>Item details and report authors</b>	<b>Responsible Director</b>	<b>Brief for the Committee</b>
1	The work of the Croydon Safeguarding Children Board and its annual report	Barbara Peacock	To scrutinise the quality and effectiveness of partnership work within the Board and make any necessary recommendations for improvement
2	Scrutiny Work Programme including requests for mini-reviews	Stephen Rowan	To agree the sub-committee's work programme for 2016-2017 and consider requests for mini-reviews

**Children and Young People Scrutiny Sub-Committee  
Proposed Work Programme 2016/2017**  
(continued)

<b>Meeting 4: 6 December 2016, 6.30 pm, Council Chamber, Town Hall, Croydon CR0 1NX</b>			
<b>Number</b>	<b>Item details and report authors</b>	<b>Responsible Director</b>	<b>Brief for the Committee</b>
1	Youth employability	Barbara Peacock	To scrutinise systems in place to maximise youth employability in the borough
2	Scrutiny Work Programme including requests for mini-reviews	Stephen Rowan	To agree the sub-committee's work programme for 2016-2017 and consider requests for mini-reviews

**Children and Young People Scrutiny Sub-Committee  
Proposed Work Programme 2016/2017**  
(continued)

<b>Meeting 5: 7 February 2017, 6.30 pm, Council Chamber, Town Hall, Croydon CR0 1NX</b>			
<b>Number</b>	<b>Item details and report authors</b>	<b>Responsible Director</b>	<b>Brief for the Committee</b>
1	<p>Question Time with the Cabinet Member for Children Families and Learning</p> <p>This is to include questions on tackling bullying in schools and sport and physical education</p>	Barbara Peacock	To scrutinise the resources available for services to children and young people
2	The Education budget 2017-2018	Lisa Taylor	To scrutinise the proposed budget 2017-2018, as well as current and forthcoming pressures on the budget
3	School standards and inclusion (including attendances)	Barbara Peacock	To scrutinise achievement and challenges in Croydon's schools
4	Scrutiny Work Programme including requests for mini-reviews	Stephen Rowan	To agree the sub-committee's work programme for 2016-2017 and consider requests for mini-reviews

**Children and Young People Scrutiny Sub-Committee  
Proposed Work Programme 2016/2017**  
(continued)

<b>Meeting 6: 14 March 2017, 6.30 pm, Council Chamber, Town Hall, Croydon CR0 1NX</b>			
<b>Number</b>	<b>Item details and report authors</b>	<b>Responsible Director</b>	<b>Brief for the Committee</b>
1	Children's Social Care	Barbara Peacock	To scrutinise the quality of the council's Social Care Services for children and young people
2	Transition from children's social care to adult social care	Barbara Peacock	To scrutinise the procedures involved in the transition from children's social care to adult social care and make any necessary recommendations for improvement
3	Review of the Work Programme for 2016/2017 and suggestions for 2017-2018	Stephen Rowan	To review the work programme for 2016/2017 and to consider topics for inclusion in the 2017-2018 work programme