

Scrutiny Children & Young People Sub-Committee Agenda



To: Councillor Robert Ward (Chair)
Councillor Sean Fitzsimons (Vice-Chair)
Councillors Sue Bennett, Mary Croos, Jerry Fitzpatrick, Bernadette Khan, Gareth Streeter and Callton Young

Co-optee Members

Mr Leo Morrell (Voting Diocesan Representative), Ms Elaine Jones (Voting Diocesan Representative (Catholic Diocese)), Mr Dave Harvey (Non-voting Teacher representative), Geoff Hopper (Voting Parent Governor Representative) and Paul O'Donnell (Voting Parent Governor Representative)

Reserve Members: Margaret Bird, Sherwan Chowdhury, Patsy Cummings, Felicity Flynn, Patricia Hay-Justice, Helen Redfern, Andy Stranack and David Wood

A meeting of the **Scrutiny Children & Young People Sub-Committee** which you are hereby summoned to attend, will be held on **Tuesday, 21 January 2020 at 6.30 pm** in **The Council Chamber, Town Hall, Katharine Street, Croydon CR0 1NX**. A pre meet for Members only will take place in room F5 at 6:00pm.

JACQUELINE HARRIS BAKER
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Monday, 13 January 2020

Members of the public are welcome to attend this meeting.
If you require any assistance, please contact the person detailed above, on the righthand side.

N.B This meeting will be paperless. The agenda can be accessed online at
www.croydon.gov.uk/meetings

AGENDA – PART A

1. Apologies for absence

To receive any apologies for absence from any members of the Committee.

2. Minutes of the previous sub-committee meeting (Pages 5 - 12)

To approve the minutes of the meeting held on 5 November 2019 as an accurate record.

3. Disclosures 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 to the value of which exceeds £50 or multiple gifts and/or instances of hospitality with a cumulative value of £50 or more when received from a single donor within a rolling twelve month period. 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 Democratic Services representative at the start of the meeting. The Chair 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 of any business not on the agenda which in the opinion of the Chair, by reason of special circumstances, be considered as a matter of urgency.

5. Actions List Update

Discussion on the actions arising from previous meetings.

6. Education Budget (Pages 13 - 16)

To receive and review the proposed 2020/21 Education Budget.

7. Education Standards (Pages 17 - 126)

To receive a summary of the performance of children and young people in Croydon schools for the academic year 2018/2019

- 8. Children's Improvement Plan Update (Pages 127 - 142)**
To receive an update on the Children's Improvement Programme.
- 9. Children Young People and Families Plan**
To review the proposed Children and Families Partnership Plan.
(Presentation to follow)
- 10. What Difference has this meeting made to Croydon's Children**
To discuss the findings from this meeting and the expectations for Croydon's Children.
- 11. Work Programme 2019/20 (Pages 143 - 146)**
To note the work programme for the remainder of 2019/20 Municipal Year.
- 12. Exclusion of the Press and Public**
The following motion is to be moved and seconded where it is proposed to exclude the press and public from the remainder 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 items 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.”

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Agenda Item 2

Scrutiny Children & Young People Sub-Committee

Meeting of held on Tuesday, 5 November 2019 at 6.30 pm in The Council Chamber,
Town Hall, Katharine Street, Croydon CR0 1NX

MINUTES

Present: Councillor Robert Ward (Chair);
Councillor Sean Fitzsimons (Vice-Chair);
Councillors Sue Bennett, Mary Croos, Jerry Fitzpatrick, Bernadette Khan,
Gareth Streeter and Callton Young

Co-optee Members

Geoff Hopper (Voting Parent Governor Representative) and Paul O'Donnell
(Voting Parent Governor Representative)

Apologies: Dave Harvey and Elaine Jones

PART A

48/19 Apologies for absence

Apologies received from Dave Harvey and Elaine Jones

49/19 Minutes of the previous sub-committee meeting

The minutes of the meeting held on 17 September 2019 was agreed and signed as a accurate record.

50/19 Disclosures of interest

There were no disclosures of interest.

51/19 Urgent Business (if any)

There was none.

52/19 Actions List Update

The Chair advised that there were still some actions outstanding and reminders had been sent to relevant officers to advise that resolution was required. Some items were ongoing, do not have an end date and this was reflected in the list.

The following was also noted:

- It was important to engage in discussions on what scrutiny of the service would involve going forward.

- A process to be established on capturing the voice of the child at each meeting.
- Reference was made to the London Scrutiny Network meeting that took place on 1 November 2019 which included discussions on the varying forms in which this was captured by different LA's.

The Executive Director of Children, Families and Education welcomed discussions on further involvement and capturing of the voice of the child.

The Sub-Committee was informed that a relaunch of Empire, the children in care council had taken place and they would meet fortnightly to develop action plans on holding the Council to account. The leaving care forum for 18-25 year olds had been launched and in the future the service would be working on launching SEN, CWD and Young Offenders forum

Young people had been involved in the production of training for corporate parents which will be launched in 2020 and young commissioners have played a part on shaping services.

53/19 Croydon Adult Learning and Training (CALAT)

The Head of Employment and Skills delivery gave a presentation which included an overview of the service including Strengths Weaknesses, Opportunities and Tensions.

The following was noted:

- The service was accessible to all learners
- CALAT was working across different partners such as schools and businesses to reach different groups in the borough
- CALAT was exploring ways to address income deprivation and in-work poverty.
- Tutors to have skills gap analysis to upskill where necessary
- The service was cost neutral to the Council.

A Member congratulated the work carried out by the service and the figures. It was asked how the service could be beneficial and provide training in schools for teaching assistants. The officer replied that funding had been removed from schools for teaching assistants and they were currently in discussions as to how they can be supportive to schools.

It was asked how family learning at schools worked. The officer said that the school agreed an informal learning programme whereby parents were encouraged to learn with their child through activities such as reading workshops. Once confidence has been built up, the parent is encouraged to take up formal training by signing up to a suitable course.

In response to a member question on the percentage of students that already possessed a qualification in their country of origin and what assistance was in place to convert, the officer said the percentage was not known. There was a

system in place whereby overseas qualifications could be identified, and correlated to a UK qualification. A paid service was provided for conversion of a qualification.

It was asked how accessible the service was for older people and those with disabilities. The officer responded that CALAT was accessible to all and older people were also encouraged to sign up to ITC courses which were available in Croydon Libraries. There was a designated Learning Disabilities department at the Strand House site of CALAT

A Member asked what was being done to attract learners in New Addington which had been identified as an area of challenge for the service. The officer said that they were working with resident engagement teams, colleagues in the library as well as community service to find out ways to reach the community and improve their experience.

In response to questions of what could be done to improve collaboration with John Ruskin and Croydon College, the Officer responded that the key was to understand each other's strengths. It was understood that the quality of apprenticeships at both those setting were high but also that people that had not succeeded with other providers come to CALAT and do very well.

The officer was thanked for attendance at the meeting and answering questions. She was also commended for the work

Request for information

- What percentage of learners have an overseas qualification.
- The age range of people benefitting from CALAT courses.
- The percentage of learners that are self-funders, co-funded and fully funded.
- The criteria for community learning sites.

The Sub-Committee came to the following **Conclusions**:

- The service provided by CALAT to date was exemplary.
- It was important that they continue to find innovative ways to reach and serve the diverse community of Croydon
- It was encouraging that businesses and schools recognised the advantage of working in partnership with CALAT.
- There was a robust offer of courses available.
- A future visit to a learning site would be beneficial to Members

54/19 Children's Improvement Plan 2019/29

An update was provided on the improvement journey alongside a presentation on future governance and oversight arrangements which included the following:

- It was recognised that there had been sustained progress in all areas of the service in the last three monitoring visits.
- The quality of work in the assessment areas had improved but there was still a long way to go as there remain inconsistencies in practice.
- There has been a noted cultural change with improved staff morale.
- The final Ofsted inspection took place on 16 and 17 October, the letter has been received and will be published after the December 12 General Elections.
- A full inspection is anticipated anytime in the next six months
- Proposals are being put together on transitioning from the Improvement Board
- It is important to start considering what Scrutiny of the service would look like going forward
- Four possible options provided for consideration on ensuring political oversight of the service.

The Executive Director of Children Families and Education informed the Sub-Committee that the aspiration was to have the best possible children's service. They were consistently working on the development of quality social work practice through a strong performance culture with robust training, supervision and leadership support. The priority was to develop a sustainable workforce which was challenging as they had 40% vacancy rate.

It was asked what was being done to entice good quality social workers to Croydon and retain staff. Members were informed that there were many routes that were being explored, a Social work academy had been created and a welcome package to rival other LA's had been introduced. They were also working with Brick by Brick on projects to incentivise through Housing. Exit interviews were been conducted to gather intelligence on why staff took the decision to leave and the information gathered included financial issues, challenges with travelling across the vast borough of Croydon. Some social workers left due to the complexity and challenges of cases.

A Member questioned the level of caseloads and manageability. Officers responded that caseloads had decreased significantly, in assessments the average caseload was 15 and in social with families it was 14. It was also evident that whilst caseload had reduced, the complexity of cases remained a challenge which resulted in complications in providing quality intervention.

A Member suggested that consideration be given to Child, Adolescent Mental Health Services be based at schools due to the crucial role they play as a service. Officers responded that a team around a school scheme was being developed and trailblazer pilots were being conducted. A number of schools had been identified and signed up to the pilot where professionals such as psychologists will be based at the schools.

The Chair suggested to the sub-committee that discussions and thought be given to how Scrutiny of the service would look like following the final Ofsted Inspection and how the committee could constructively engage with the work of the partnership.

On discussions of the four options suggested, the following was noted:

- A blended view of the options should be considered as all options were relevant.
- Consideration could be given to following a model that may have been successful at another LA
- A monitoring and evaluation role should be taken as well as exploring how the committee fits in with work that was being completed by others such as corporate parenting.

Members extended their thanks to all staff in Children's Services for their hard work, dedication, continued efforts and going the extra mile for the families they support.

The Chair thanked officers for their attendance and responses to questions.

In Reaching its recommendations Sub-Committee came to the following **Conclusions:**

1. The Sub-Committee will need to take a blended view of future monitoring including a basket of Key Performance Indicators and some thematic reviews
2. The Sub-Committee need to rank subjects for thematic review by distance from the core roles and the seriousness of the impact on those affected
 - a. The next meeting of the Scrutiny Network will provide useful information on how others do this.
3. There will be no no-go areas
4. The visit programme is important and should continue
5. The Sub-Committee would welcome the opportunity to be able to influence and add value to the work of the Children's Improvement Board

The Sub-Committee resolved to **Recommend:**

- That the Executive Director for Children Families and Education and Chair of the Children's Improvement Board work with the Chair and Vice Chair of the Sub-Committee on the future work programme for Scrutiny.

55/19 Effective Data Sharing

The Chair informed the committee that it had been decided that this item would be taken at a later meeting in the 2019/20 cycle.

56/19 Interim Report of the Task and Finish Group: Exclusions and Offrolling in Croydon Schools

The Chair of the Task and Finish Group, Councillor Jerry Fitzpatrick introduced the report and update on the following:

- The five Members conducting the review had contributed well

- The quality of support and support provided by the officers in the Education department be commended.
- It was evident that there were concerns shared by all agencies on this matter.
- The Council had limited agency in terms of education matters, they can monitor and enforce as appropriate.
- There has been delays experienced by the Task and Finish group in the progression of the consultation which had been prepared by the group but had not been conducted to date due to obstacles experienced with the Council's Comms team approach.
- It was important that a meeting with the Council's Comms team take place to discuss progression of the consultation in order to prevent further delay to the final report.

Following further discussions, the following was noted:

- It was suggested that the ramifications and impact of exclusions was not fully understood by teachers and school governors.
- School governors have limited awareness of managed moves, fair access as well as permanent exclusion.
- It was important that the idea of the scale of the problem and understanding was important and that the final report provide a balance of where Croydon was on this matter in terms of good and bad outcomes. It was also important that the inability to source information is highlighted in the final report.
- It was important to note that when done well, managed moves can work in Croydon as there were officers who worked tirelessly to ensure that the process was seamless in order to improve outcomes for children.
- There may be a correlation between mental health and exclusions and it was important to explore alternative ways to get support into the school environment where children spend a lot of their time.

The Sub-Committee agreed to:

- (i) to note the report;
- (ii) to extend the life of the TFG in order to enable it to complete its receipt of evidence from relevant stakeholders, such as education professionals, parents/carers and pupils/students as agreed by the Sub-Committee at its meeting on 12 March 2019; and thereafter to prepare and present its final report.

In reaching its recommendations the Sub-Committee came to the following **Conclusions:**

1. It was disappointing to note that the work of the Task and Finish Group had been delayed due to the lack of communications and engagement support for the consultation process of the Review.

The Sub-Committee resolved to **Recommend to Cabinet:**

- a) To endorse the Statutory Guidance on Overview and Scrutiny in Local Government and Combined Authorities, which included the need for local authorities to ensure that support is provided for scrutiny to ensure it has a profile in the wider community; and
- b) That communication and engagement resources are made available to support the work of scrutiny.

57/19 What difference has this meeting made to Croydon's Children

- The discussions that took place on identifying and improving capturing the voice of the child at each meeting was constructive;
- In-depth honest information on the ongoing journey as part of the improving plan was valuable;
- The discussion and details provided by CALAT was informative;
- The leadership from Cllr Fitzpatrick was beneficial to the Task and Finish group;
- The inability for the October Monitoring Visits Ofsted letter to be shared/ published during the pre-election should be taken into account as the sub-committee was unable to discuss its findings;
- It was important to note that that Children's Improvement Board's performance indicator was not included in the report and without this the Sub-Committee was unable to challenge and hold to account;
- It was important that the Sub-Committee receive effective data in order to be able to appropriately hold departments and services to account therefore a complete set of the Improvement Board performance indicators must be included in future presentations to Scrutiny, if necessary in Part B;
- It was important that the Sub-Committee engage in discussions on what scrutiny and monitoring of the improvement journey going forward and post Ofsted would involve.

58/19 Work Programme 2019/2020

The work programme for the remainder of 2019/20 was noted.

The meeting ended at 9.19 pm

Signed:

Date:

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Agenda Item 6

REPORT TO:	SCRUTINY SUB COMMITTEE – CHILDREN AND YOUNG PEOPLE
	21st January 2020
SUBJECT:	EDUCATION BUDGET – 2020/21
LEAD OFFICER:	Kate Bingham, (Interim) Head of Finance – Children, Families and Education
CABINET MEMBER:	Councillor Alisa Flemming – Cabinet Member for Children, Young People and Learning Councillor Simon Hall, Cabinet Member for Finance and Resources

ORIGIN OF ITEM	This item is contained in the Committee's work programme
BRIEF FOR THE COMMITTEE	To scrutinise the proposed 2020/21 Education Budget

1. INTRODUCTION AND BACKGROUND TO FUNDING

- 1.1 The report sets out the various components of the 2020/21 Education Budget to enable this committee to review the basis for the allocations received by Croydon for the coming year.
- 1.2 The Education budget can broadly be split into two areas, which are:
 - Revenue expenditure, funded via the **Dedicated Schools Grant** (DSG), for the day to day running costs of schools, the provision for children and young people with special educational needs and disabilities as well as two, three and four years olds in addition to the services to fulfil the statutory services of the council; and
 - Capital expenditure in relation to the requirement to provide school places and essential maintenance.
- 1.3 The report will cover each area in turn.

2. DEDICATED SCHOOLS GRANT

2020/21 Spending Review

2.1 The Chancellor of the Exchequer delivered a statement on the 2020/21 Spending Review on 4th September 2019, followed by a more detailed statement by the Minister of State for School Standards. Whilst the majority of the Spending Review announcements outlined the government's departmental spending plans for 2020/21 only, the announcements as they relate to education, and specifically schools, funding cover a three-year period from 2020/21 to 2022/23.

2.2 The Spending Round confirmed:

- a) The government's commitment to a £7.1 billion increase in funding for schools by 2022/23 (£4.6 billion above inflation), compared to 2019/20 funding levels. Annual total and percentage increases are detailed in Table 1;

Table 1: Funding package for schools

		£ billion		Annual % increase
2019/20 DfE Spending Limit			43.5	
Annual increase:	2020/21	2.6		6%
	2021/22	2.2		5%
	2022/23	2.3	7.1	5%
2022/23 DfE Spending Limit			50.6	

- b) In 2020/21, the government will ensure that per pupil funding for all schools can rise in line with inflation (1.8%). The minimum per pupil amount increases are outlined below in Table 2;

Table 2: Rates for Minimum per pupil level funding

School phase	2019/20 £	2020/21 £	2021/22 £	2022/23 £
Primary School	3,500	3,750	4,000	4,000
Secondary School	4,800	5,000	5,000	5,000

- c) The additional schools funding includes over £700 million more in 2020/21 compared to 2019/20 funding levels to support children and young people with special educational needs;
- d) Increase early years spending by £66 million to increase the hourly rate paid to childcare providers through the government's free hours offers; and
- e) £400 million in 2020-21 for Further Education.

- 2.3 The Department for Education (DfE) settlement, taking into account the schools, Further Education and early years funding, represents a 3.3% increase in real terms to the overall resource budget from 2019/20 to 2020/21.
- 2.4 School capital allocations have already been set for 2020/21 with a full multi-year spending review of capital budgets to follow in 2020 as set out in Table 3. The DfE plans to announce Basic Need funding allocations for any places required by September 2022 in the Spring of 2020.

Table 3: Departmental Capital Budgets

Department	2019/20	2020/21
	£ billion	
Education	5	4.5

National Funding Formula

- 2.5 In March 2016 the DfE announced the National Funding Formula (NFF) proposals and in the two consultations that followed set out the intentions for school funding going forward. The intention was to implement the NFF by December 2016. However, in May 2017 the government announced that the NFF implementation would be delayed until April 2018 with a soft implementation of the NFF being available to Local Authorities (LAs) for 2018/19 and 2019/20 with a further extension to include 2020/21 (announced in July 2018).
- 2.6 It remains the government's intention that the schools budget should be set on the basis of a single NFF from 2021/22 and for 2020/21, LAs will continue to determine final funding allocations for schools through a local formula allowing LAs, following Schools Forum authorisation, to apply local rates / amounts to each of the factors that determine the allocation (such as Minimum Funding Guarantee and income deprivation affecting children) prior to the distribution of funding to schools. Croydon's School Forum finalised those decisions on 11th November 2019.

Decision Making

- 2.7 Whilst the School Forum is consulted with (on behalf of all schools) and authorises the funding formula factors, the LA is responsible for making the final decisions on the formula which includes political approval in line with the local scheme of delegation. In line with this Education and Skills Funding Agency (ESFA) guidance and Croydon's scheme of delegation, the Cabinet member for Children, Young People and Learning will be consulted and the Cabinet member for Finance and Resources will be requested to accept the recommendations of Croydon's Schools Forum on the 2020/21 funding formula for Croydon schools, prior to the submission of the authority proforma tool (APT) which specifies Croydon's schools funding formulae by 21st January 2020.

3. Croydon's 2020/21 DSG Allocation

- 3.1 The final 2020/21 DSG allocation was published on the 19th December 2019, following the spending round announcements in September and provisional allocation notification in October 2019.
- 3.2 The DSG is allocated on a financial year basis and funds all aspects of education that relate directly to children and young people. The grant is split into four blocks: a schools block, a high needs block, a central schools services block and an early year's block.
- 3.3 Funding for mainstream and special Academies is included within the DSG allocation for the LA for transparency but is not actually paid to the LA as it is passed directly to academies by the ESFA. The removal of funding from the DSG allocation for academies is known as recoupment and in 2019/20, the DSG allocation was recouped by more than £166 million against the schools and high needs block allocation.
- 3.4 The total 2020/21 DSG allocation for Croydon is £364.306 million and is detailed in Table 4 below.

Table 4: DSG allocation (before recoupment)

Financial Year	Schools Block £ million	High Needs Block £ million	Central Schools Services Block £ million	Early Years Block £ million	Total DSG Allocation £ million
2020/21 Final	262.963	66.804	5.831	28.707	364.306
2019/20 Final	247.512	61.086	6.117	28.264	342.979
Movement between 2019/20 and 2020/21	15.451	5.718	-0.286	0.443	21.326

- 3.5 In 2020/21, Croydon will see an increase in the level of DSG funding of £21.326 million compared to 2019/20. Reasons for the increases are detailed below:

Schools Block (before recoupment) - increase of £15.451 million

- 3.6 Whilst there has been a very small reduction in pupil numbers by 14.5 to 51,022.5 in 2020/21 (reflecting a decrease in primary pupils by 371 to 32,398 and an increase in secondary pupils by 356.5 to 18,634.5), there is an overall increase in funding of £15.451 million as a consequence of the primary and secondary pupil unit of funding being increased to accommodate the overall increase in Education funding for 2020/21.

- 3.7 The respective pupil units of funding now stands at £4,504.90 and £5,986.57 – an increase of £211.55 and £525.69 from 2019/20. As a result there is an increase in funding of £17.001 million offset by a reduction in the growth, premises and mobility factors of £1.550 million, the latter two due to changes in the local formula allocation in 2019/20 and the growth element being allocated on observed differences of changes in pupil numbers as opposed to being based on previous year's allocation amounts.

High Needs Block (before recoupment) - increase of £5.718 million

- 3.8 There is a net increase of £5.718 million in the High Needs Block. The funding for High Needs through the NFF for 2020/21 is based on three elements; the NFF allocation, the basic entitlement factor and the import/export adjustments.

3.8.1 NFF allocation

A significant increase in the NFF allocation of £5.402 million has been confirmed to accommodate the overall increase in High Needs funding for 2020/21 (based on population increases and proxy indicators including a free school meals (FSM) factor; an income deprivation affecting children index (IDACI) factor; a bad health factor; a disability factor and Key Stage 2 and 4 low attainment factors).

3.8.2 Basic entitlement

There is also additional growth in the basic entitlement as, whilst it was expected that the per pupil element remained the same as that in 2019/20 at £4,348.33, a small increase of £2.29 per pupil has been allocated in addition to an increase in the number of pupils at special schools/academies of 72, has resulted in additional funding of £0.316 million.

3.8.3 Import/export adjustments

The import/export adjustments element currently remains the same as that calculated in 2019/20 (£-1.899 million) and will be updated in May/June 2020 with the January 2020 Census data and the February 2020 Individualised Learner Record data. The intention is to reflect more precisely the movement of pupils and students, and therefore the funding.

3.8.4 Additional funding

Whilst a mechanism remains in the regulations for the transfer of up to 0.5% from the schools block to the high needs block, with the approval of the School Forum, this flexibility has not been sought for 2020/21.

Croydon did not rely on any further transfers from the Schools Block to the High Needs Block in our DSG Deficit Recovery Plan as that was

- (i) counterproductive to the SEND strategy with the emphasis on increasing inclusivity in mainstream schools; and
- (ii) any such transfer would require year on year approval and including any reliance of this in the recovery plan was presumptuous.

Both of those conditions remain present, in addition to the new consideration relating to significant increases in both the Schools Block and the High Needs

Blocks for 2020/21. This latter consideration has enabled Croydon to review the current DSG Deficit Recovery Plan which now does not depend on any transfer from the Schools Block in future for the same reasons as outlined in (i) above.

Central Services Schools Block - decrease of £0.286 million

3.9 In 2018/19, the NFF created a fourth block within the DSG called the Central Services Schools Block (CSSB). This block is made up of two parts – Reported spend on Ongoing Functions and Reported spend on Historic Commitments.

3.9.1 Ongoing Functions

The Reported spend on Ongoing Functions includes services such as School Improvement and Education Welfare, totals £2.831 million.

The 2020/21 allocation for ongoing functions has reduced by £0.073 million based on a reduction in the CSSB unit of funding decreasing by 2.5% year on year from £56.91 per pupil in 2019/20.

3.9.2 Historic Commitments

The Reported spend on Historic Commitments consists of the prudential borrowing costs for SEND provision and historic teacher pension costs, totalling £2.570 million, a 20% reduction from 2019/20 equating to £0.643 million. This 20% reduction is in line with the ESFA's previously stated policy of reducing the funding that LAs receive for historic commitments made prior to 2013/14.

Following representations made to the ESFA on the impact of this significant reduction – particularly on the prudential borrowing costs of a capital programme with a pay-back period of 10 years (up to 2025/26) - the ESFA have restored the allocation as it relates to the prudential borrowing costs. Further representations will be made regarding the historic teacher pension costs.

The ESFA have not yet determined how they will continue to unwind this in future years and commit to ensuring information about future years will be provided with as much notice as possible.

Early Years Block – increase of £0.443 million

3.10 There is an increase in the funding levels for 2020/21 from the 2019/20 final grant and work is continuing on the allocation Early Years Block and could be subject to further adjustment following the finalisation of the January 2019 census.

Croydon's DSG Funding Formula

3.11 The DSG funding formula is maintained by the finance function of the LA and agreed by the Schools Forum and its working groups. The Schools Forum is actively involved in working with the LA to agree the principles of the DSG local funding formula and there are dedicated working groups for schools, early years and high needs funding blocks. These working groups are attended by representatives from all education establishments in the borough.

- 3.12 From 2018/19 the NFF provides two per pupil funding rates, one for primary pupils and one for secondary pupils. The 2020/21 rates per pupil are £4,504.89 for primary pupils and £5,986.57 for secondary pupils.
- 3.13 The above rates are multiplied by the number of primary and secondary pupils on roll to determine the LA's schools block allocation shown in Table 4 above. The LA then applies local factors that have been set by Schools Forum in order to determine the actual allocation per pupil and the individual schools budgets. Local factors include growth, de-delegation and deprivation. Therefore the amounts will change to smooth out the transition to NFF rates as per the recommendations made by Schools Forum.
- 3.14 Schools block
- 3.14.1 The Schools Block funding formula is due to be submitted to the DfE on the 21st January 2020 using the budget principles authorised by the Schools Forum over the autumn period. Once agreed by the DfE the detailed school budgets will be finalised and these will be issued to schools in March 2020.
- 3.14.2 Tables 5 and 6 below set out the 10 highest and 10 lowest schools block funded LAs in London on a per pupil basis for primary and secondary pupils, with Croydon ranked 24th out of 32 London boroughs. Whilst all ten boroughs within the bottom 10 have remained the same, Croydon's ranking has improved by one place since 2019/20 – mainly due a 9.6% increase in the secondary pupil unit of funding from 2019/20.
- 3.14.3 Although Croydon has seen an increase in its funding allocation the amount which other boroughs have received has increased and this results in the continuation of the gap between how much extra a pupil in one of our nearest neighbours for example Lambeth is funded compared to Croydon. The tables starkly illustrate the funding differentials between inner and outer London boroughs with the latter experiencing many of the same cost, provision and recruitment pressures as the former.

Table 5: DSG 2020/21 Schools block allocations per pupil

Rank	Highest Funded London Authorities	2020/21 schools block primary unit of funding £	2020/21 schools block secondary unit of funding £
1	Tower Hamlets	6,027.70	7,999.76
2	Hackney	6,018.44	8,011.35
3	Southwark	5,637.62	7,873.97
4	Lambeth	5,573.43	7,530.92
5	Camden	5,485.88	7,057.78
6	Newham	5,554.07	6,860.42
7	Westminster	5,470.85	6,960.06
8	Hammersmith and Fulham	5,311.43	7,128.01
9	Kensington and Chelsea	5,447.07	6,868.80
10	Islington	5,396.22	7,131.58

Table 6: DSG 2020/21 Schools block allocations per pupil

Rank	Lowest Funded London Authorities	2020/21 schools block primary unit of funding £	2020/21 schools block secondary unit of funding £
23	Hillingdon	4,454.43	5,953.50
24	Croydon	4,504.89	5,986.57
25	Harrow	4,274.73	5,823.36
26	Sutton	4,240.69	5,383.33
27	Kingston upon Thames	4,203.64	5,439.26
28	Redbridge	4,214.94	5,640.47
29	Havering	4,252.16	5,654.14
30	Bromley	4,281.91	5,407.79
31	Bexley	4,125.93	5,539.66
32	Richmond upon Thames	4,080.43	5,479.70

3.14.4 The minimum funding guarantee (MFG) will continue to be applied and in 2020/21, all maintained schools or academies will see an increase of at least 0.5% per pupil compared to its 2019/20 budget (this excludes sixth form funding). MFG protects schools' budgets from large changes in funding based on factor changes. It protects school funding on a £ per pupil basis and will not protect a school against falling roll numbers.

3.15 High needs

3.15.1 The 2020/21 High Needs allocation is £66.804 million based on the October 2019 census, with further adjustments expected for January 2020 census data, February 2020 Individualised Learner Record data and adjustments for hospital education funding. The budget for 2021/22 is expected to be authorised by the Schools Forum on the 20th January 2020.

3.15.2 At the end of 2018/19, the High Needs block forecast overspend was £13.041 million (including previous years overspends). The 2019/20 Quarter 2 High Needs Block forecast overspend is £5.351 million, bringing the cumulative deficit to £17.154 million.

3.15.3 Table 7 illustrates previous year's movements between the schools block and the high needs block and year end overspend.

Table 7: High Needs Block Cumulative Deficit

Years	In year Overspend £ million	Brought Forward £ million	Transfer from Schools Block £ million	Carry Forward £ million
2015/16	2.569	0	0	2.569
2016/17	4.619	2.569	-1.468	5.720
2017/18	5.175	5.720	-2.246	8.649
2018/19	5.611	8.649	-1.219	13.041
2019/20 draft	5.351	13.041	-1.238	17.154

3.15.4 The budget pressures are principally attributable to the increase in demand, which has led to an over-reliance on the independent / non-maintained sector, due to shortage of local state funded special schools and / or resourced provision. This is being addressed and a strategy developed to move to a more sustainable framework.

3.15.5 Croydon Council has a long term plan to increase special schools, Enhanced Learning Provision and post 16 specialist places, including a new free special school with 150 places opening in September 2021. Through this strategy the intention is to provide an effective pathway of local education provision for young people which is an efficient use of resources and supports young people in becoming independent in or near their local community.

3.15.6 Management of the high needs block and reducing the overspend requires that together there is an approach that manages reliance on Education, Health and Acre Plans for children with lower levels of SEN, reduces demand and ensure placements of children are delivered through the continuum of state-funded education provision at efficient values. A high level summary of Croydon's DSG Deficit Recovery Plan is included at Section 4 of this report.

3.16 Early years

3.16.1 The Early Years block allocation has been based on a nationally set rate of a:

- £5.21 hourly rate for three and four year olds; and
- £5.74 for two year olds

This has increased from funding rates of £5.13 and £5.66, respectively.

3.16.2 The allocation will be updated following the January 2020 census. Based on the initial 2020/21 allocation, the following components of the draft budget for 2020/21 will be proposed to the Schools Forum on 20th January 2020:

- A (provisional) increase in rate for three and four year olds in 2020/21 to £4.87 (£4.73 in 2019/20)
- £5.74 for two year olds

4 DSG Deficit Recovery Plan

- 4.1 As a condition of the 2019/20 DSG, LAs with an overall DSG deficit of one per cent or more at the end of the previous financial year were required to submit recovery plans for the deficits by 30th June 2019.
- 4.2 Croydon submitted a plan to recover the 2018/19 in-year High Needs Block deficit of £5.612 million over a five year period to the DfE, as agreed with the School Forum and Chief Finance Officer and endorsed by this Sub Committee in July 2019.
- 4.3 The five-year recovery period is in line with the five year SEND strategy with key areas to be targeted, as set out in paragraph 3.15.5. The intention is to improve our SEND provision while reducing the expenditure in order to ensure that we can fulfil our statutory duty to meet the needs of all pupils with special education needs.

- 4.5 The DfE letter of response informed Croydon that as the High Needs Block allocation for 2020/21 would be increased and that subsequent year's allocations for 2021/22 and 2022/23 were under review, the Council would need to review and revise the previously submitted recovery plan.
- 4.6 A detailed breakdown of the revised recovery plan, including High Needs Block budget setting for 2020/21 will be submitted to the High Needs Working Group in January 2020 in preparation for Schools Forum in the same month. It is anticipated that the Council will receive clarification about future High Needs Block funding allocations early in the new year, which will inform strategic deployment of resources with greater certainty.

5 Academies

- 5.1 Academies are funded directly from ESFA on an academic year basis.
- 5.2 As stated previously, mainstream and special academies funding is included within the DSG allocation for the LA for transparency and is not actually paid to the LA but passed directly to academies. The removal of funding from the DSG allocation for academies is known as recouping.
- 5.3 This amount will be subject to change depending on the number of schools that convert to academies during the year. In October 2019 of the 57,001 pupils on roll full time and part time at main point of registration, 37,599 (66%) were in academies and free schools. This is a decrease of 1% since October 2018.
- 5.4 Croydon currently has four open free schools - two primary and two secondary. The existing free schools (Harris Invictus Academy Croydon, Paxton Academy Sports and Science, Krishna Avanti Primary school and Coombe Wood School) are all funded by the ESFA in the same manner as academies are funded. Funding for non-mainstream free schools (e.g. special or alternative provision free schools) are funded differently.
- 5.5 Croydon has plans to open the Addington Valley Academy a special free school for 150 pupils aged from 2-19, with Autism Spectrum Disorder and learning difficulties in September 2021.
- 5.6 Ark Blake Academy, a mainstream secondary free school is due to open in September 2020 with a published admission number (PAN) of 180 pupils.

6 Pupil Premium

- 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 (aged 4 to 15) 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.
- 6.2 The 2020/21 funding allocation is yet to be announced (anticipated in mid-2020) and rates per pupil are expected to remain the same as 2019/20. The 2019/20 allocation was updated in December 2019 to take account for the October 2019 census data. This resulted in an allocation of £21.572 million for Croydon, 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 and £2,300 for looked after children (LAC) and £300 for children whose parents are in the armed forces being distributed to the schools fully. The 2019/20 allocation is marginally higher than the 2018/19 allocation, mainly due to the increased pupil numbers.

7 Revenue Funding – General Fund

- 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).
- 7.2 In 2018/19, a new DSG block i.e. the Central School Services block (CSSB) was created with the aim of funding LA's for statutory duties they hold for both maintained schools and academies. It brings together:
- Funding for ongoing responsibilities such as admissions
 - Funding previously allocated through the retained duties element of the education services grant (ESG)
 - Residual agreed funding for historic commitments
- 7.3 The CSSB was resourced by virement from the School block which is where the above commitments were historically funded from. Please note the CSSB does not include (and is not intended to include) funding for any central front line budgets and commitments held in the Early Years and High Needs blocks.
- 7.4 The aim of the CSSB is to improve transparency and recognise the continued need to use DSG funding (within laid out parameters) to fund centrally managed commitments which support front line and support service functions.
- 7.5 The Council faces financial challenges in the coming years as a result of reductions in funding and grants provided by central government and the focus of the work to date has been to get to a balanced position for 2020/21 that will be presented to Cabinet in February and Council in March.

- 7.6 It is assumed that capital receipts will continue to be allocated where appropriate to fund transformation programmes and projects that support the assumptions made in the MTFS, this includes the transformational activities in the Children's Services Improvement Plan.

8 Capital Funding

- 8.1 The three year education capital programme, along with the necessary funding required for the supply of these places, will be presented to Council in January 2020 as part of the council's Croydon's Education Estates Strategy.
- 8.2 Based on Croydon's recent School Capacity (SCAP) Survey and forecasts of pupil numbers, our latest estimates suggest that there will be sufficient places in Croydon primary and secondary schools to accommodate children for the next three years. Currently, there is a higher level than necessary of spare capacity / surplus places in some of the primary school planning areas and council staff are currently working with the relevant schools to manage this spare capacity / surplus places.
- 8.3 The cost of the capital programme is estimated at £69.019 million over the period 2019/20 to 2021/22 as at January 2020. This is predominantly funded from a combination of council borrowing and other funding grants, as detailed in Table 8 below.
- 8.4 Full details of the capital programme are included in Appendix 1 of this report.

Table 8: Education capital programme

Funding Source	2019/20 £ million	2020/21 £ million	2021/22 £ million
School Condition Funding	3.374	2.000	2.000
Basic Needs	5.332		
ESFA Invest to Save	0.747	9.000	5.365
S106	0.558		
Borrowing	21.880	14.283	4.480
Total	31.891	25.283	11.845

9. CONSULTATION

- 9.1 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.

10 FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

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

11 LEGAL CONSIDERATIONS

- 11.1 The Head of Litigation and Corporate Law comments on behalf of the Director of Law and Governance 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: Sandra Herbert, Head of Litigation and Corporate Law on behalf of the Director of Law and Governance & Deputy Monitoring Officer.

12 HUMAN RESOURCES IMPACT

- 12.1 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, relevant policies and procedures must be observed and HR advice must be sought.

Approved by: Sue Moorman, Director of Human Resources

13 EQUALITIES IMPACT

- 13.1 The funding allocations and formulae are set nationally and are therefore already subject to an equality assessment. An equality analysis will be undertaken to ascertain the potential impact the budget/funding allocations will have on groups that share protected characteristics.
- 13.2 In setting the Education Budget 2020/21, 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.

Approved by: Yvonne Okiyo, Strategy Manager

14 ENVIRONMENTAL IMPACT

14.1 There are no direct implications contained in this report.

15 CRIME AND DISORDER REDUCTION IMPACT

15.1 There are no direct implications contained in this report.

16 REASONS FOR RECOMMENDATIONS/PROPOSED DECISION

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

17 OPTIONS CONSIDERED AND REJECTED

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

CONTACT OFFICER: Lisa Taylor, Director of Finance Investment and Risk (S151 Officer)

BACKGROUND DOCUMENTS: None

APPENDICES: Appendix 1: Education Capital Programme Budget Summary

Appendix 1

Education Capital Programme Budget Summary as at January 2020

Planning Area	Project Description	2019/20	2020/21	2021/22	Total
	Table 1 - Primary School Places				
	<u>Permanent Expansions</u>				
North West	Chestnut Primary Academy	94,000	40,063	-	134,063
North West	West Thornton Academy, Canterbury Rd	350,000	200,000	115,967	665,967
Central	Harris Purley Way (pka Fiveways)	304,569	250,000	250,000	804,569
Central	Ark Oval Permanent Expansion	42,111	-	-	42,111
Central	Heathfield Academy, Aberdeen Road	269,866	165,000	95,000	529,866
East	1FE St Johns	71,632	69,000	69,000	209,632
East	1 FE Heavers Farm	199,482	67,000	67,000	333,482
South	Christ Church	120,000	120,000	194,784	434,784
South West	1 FE Chipstead Valley	105,000	80,000	80,302	265,302
South West	Smitham	200,000	100,000	86,742	386,742
	Subtotal	1,756,660	1,091,063	958,795	3,806,518
	<u>Bulges</u>				
Various	Contingency provision	100,000	58,937	90,000	248,937
South	Smitham Primary School (Bulge)	150,000	-	-	150,000
South	Wolsey Junior School Modular (Bulge)	50,000	-	-	50,000
	Subtotal	300,000	58,937	90,000	448,937
	Table 1 Subtotal	2,056,660	1,150,000	1,048,795	4,255,455
	Table 2 SEN				
South	St Giles Internal Re-modelling Works	110,000	-	-	110,000
South	Red Gates permanent expansion (1FE bulge 2018)	173,965	-	-	173,965
South	St Nicholas (112 place SEN primary expansion)	13,801,383	4,998,617	508,731	19,308,731
South	Red Gates Modular Building (bulge 2018)	-	30,000	80,000	110,000
South	Red Gates Modular Building (bulge 2019)	300,000	50,000	25,000	375,000
South	Meridian School improved suitability for ASD secondary ELP	100,000	-	-	100,000
South	Castlehill School places for children with ASD at primary ELP	50,000	-	-	50,000
North East	Priory School Hermitage Road Site Fencing	65,000	-	-	65,000
Various	SEN Future Provision (Special School Option)	1,475,599	1,368,854	2,468,855	5,313,308
Central	Post 16 SEN Provision with Croydon College	200,000	3,100,000	-	3,300,000
Central	Post 16 SEN Temp. Modular - Coulsdon College Site	620,000	60,000	120,000	800,000
South East	Addington Valley Academy (For ESFA)	1,305,000	9,000,000	5,365,000	15,670,000
Various	Suitability - SEN Contingency	553,185	200,000	-	753,185
North	Beckmead School (Forest Academy)	100,000	-	-	100,000
	Table 2 Subtotal	18,854,132	18,807,471	8,567,586	46,229,189

	Table 3 - Major Maintenance				
Various	Education Major Maintenance Programme	3,046,832	2,882,000	2,000,000	7,928,832
	Table 3 Subtotal	3,046,832	2,882,000	2,000,000	7,928,832
	Table 4 - Fire Safety Works				
Various	Fire Safety Works	1,587,571	1,000,000	-	2,587,571
	Table 4 - Subtotal	1,587,571	1,000,000	-	2,587,571
	Table 4 - Other Education Schemes				
North West	Elmwood Juniors Kitchen Replacement	494,755	-	-	494,755
South	Kenley Internal Re-modelling Works	200,000	-	-	200,000
Various	Basic Need (2019-20)	4,859,998	614,701	-	5,474,699
Various	Various Other Education Programme Capital Projects	790,813	829,000	228,907	1,848,720
	Table 4 - Subtotal	6,345,566	1,443,701	228,907	8,018,174
	Totals	31,890,761	25,283,172	11,845,288	69,019,221

Agenda Item 7

For General Release

REPORT TO:	Children and Young People Sub-Committee 21 January 2019
SUBJECT:	Education Quality and Standards
LEAD OFFICER:	Robert Henderson – Executive Director, Children, Families and Education Shelley Davies – Interim Director, Education and Youth Engagement Michael McKeaveney – Interim Head of Education Standards, Safeguarding and Inclusion
CABINET MEMBER:	Councillor Alisa Flemming, Cabinet Member for Children, Young People and Learning
WARDS:	All
CORPORATE PRIORITY/POLICY CONTEXT/ AMBITIOUS FOR CROYDON <u>Corporate Plan for Croydon 2018-2022</u> The recommendations in this report are in line with the new operating model – ‘getting the basics right for residents’ and will contribute to the delivery of the following key priority / outcome: ‘Our children and young people thrive and reach their full potential: <ul style="list-style-type: none">• Children and young people in Croydon are safe, healthy and happy, and aspire to be the best they can be• Every child and young person can access high quality education and youth facilities• Ensure there are high quality school places for Croydon’s increasing numbers of children and young people 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.	
FINANCIAL IMPACT There are no financial considerations with this report.	
FORWARD PLAN KEY DECISION REFERENCE NO.: This is not a key executive decision.	

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

1. RECOMMENDATIONS

The Cabinet is recommended to

- 1.1 Note this report, commend the continued improvement in the percentage n of schools judged good or better by OFSTED, and the actions being taken to secure further improvement.
- 1.2 Note pupil outcomes
- 1.3 Note the actions in the framework for the School Effectiveness Plan as set out in Appendix 7

2. EXECUTIVE SUMMARY

2.1 This report summarises the performance of children and young people in Croydon schools for the academic year 2018/2019. The report covers attainment and progress in assessments, tests and examinations for 2019 in the Early Years Foundation Stage, Key Stages 1, 2, 4 and 5 (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.

2.2 Borough Context

2.3 In the last education year Croydon achieved some significant steps forward: above national attainment at the end of early years, phonics at both key stage one and key stage two, for the fourth consecutive year. This was achieved despite Croydon having a significant growing youth population, with large pockets of deprivation bringing challenges such as recruiting leaders and teachers that are able provide a high standard of education within challenging contexts, although school leaders are reporting that recruitment is improving.

2.4 Performance at Key Stage 4 was not on the same trajectory as early years and key stages one and two. This was due to a small number of schools seeing a significant drop in results that was large enough to have an impact on the overall Croydon attainment and provisional progress 8 scores.

2.5 Our Youth Congress has been a significant event over the last three years and has enabled us to gauge the views of our pupils / young people in how to support them with ensuring that they become successful adults in our vibrant and developing borough.

2.6 The Vulnerable Adolescents review recommended that schools take a central role in supporting multi agency work in this area and this was warmly welcomed by headteachers and governors.

2.7 We have been able to engage with a range of young people via a variety of means and show them the changes that have been made.

2.8 Summary of outcomes:

2.9 The data included in this report is based on what is currently available, some of this data is validated i.e. EYFS, KS1 and KS2, however we do not currently have validated data for either KS4 or KS5, nor for our Children Looked After (CLA) pupils.

2.10 The report sets out standards achieved in the 2017-2018 education year, which can be summarised as follows:

- Croydon's performance in the Early Years Foundation Stage at age 4/5 has improved slightly from 2017/18 (73.8%) to 74.6% and is above the national average of 71.8% and in line with London (74%)
- In the Phonics Screening check the outcomes for Croydon pupils are above the national and statistical neighbours average and in-line with the London average.
- 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 broadly in line with the London average in reading and writing.
- At Key Stage 2 tests at age 11, the percentage of pupils achieving the expected standard in combined reading, writing and mathematics remains above the national average.
- Unvalidated progress 8 figures show a decline from the previous year.
- At Key Stage 4, English and mathematics combined GCSE grade 9-4 were above both the national and our statistical neighbour averages, but below the London average based on unvalidated data.
- At Key stage 4 Croydon's attainment 8 average is below the national average and below our statistical neighbour and London averages.
- At Key Stage 5 Croydon's Level 3 (overall) learners achieve less well than statistical neighbours, regional and national averages.
- Technical (vocational) Level 3 achievement continues to be good, with boys typically achieving higher grades than girls.
- A level achievement is below average, with a Grade C- achieved on average compared to C+ nationally, with girls typically achieving higher grades than boys.
- NEET rates are in line or better than London averages and substantially better than national, but 'not knowns' continue to be a challenge
- We have a good proportion of Croydon secondary schools judged by Ofsted at good or better. 86% of these schools are good or better and 33% 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 is 86%
- According to the DfE published performance tables we have:
 - two secondary schools that are inadequate and two that require improvement.
 - We have one inadequate primary school and we have six that require improvement
- Absence rates at primary schools in Croydon have increased slightly against a bigger national increase
- Absence rates at secondary schools are lower than the national average but have increased very slightly on the previous year.
- Croydon's rate of permanent exclusion from school is lower than the national, statistical neighbours and London averages.

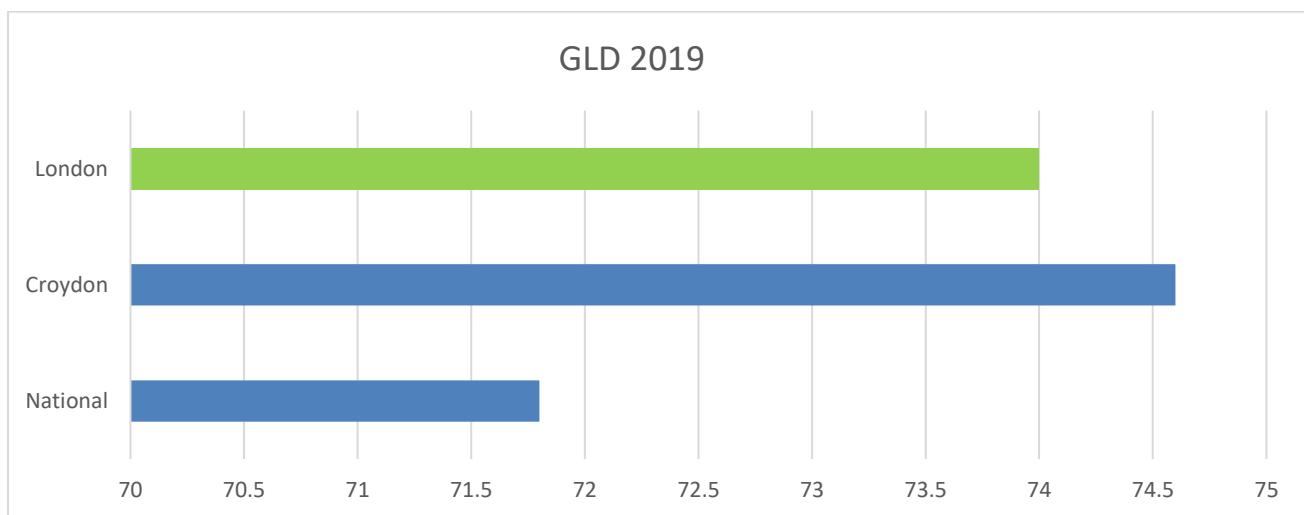
2.11 We continue to work hard as a local authority to make educational opportunities even better for all our children and young people. We are ambitious for all Croydon children to achieve the best that they can and that no child is left behind. We ensure that this message is shared with all of our schools through the close partnership we have with them and at regular meetings including the Primary Headteacher breakfast meeting and Secondary meeting. This report also sets out the key targets in our School Effectiveness Plan, (see appendix 7).

3. PRIMARY AND SECONDARY SCHOOL RESULTS

3.1 Early Years Foundation Stage

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

3.3 Croydon continues to have one of the highest number of children at EYFSP of all 32 London boroughs. In June 2019 the total number of 4 and 5 year olds assessed in Croydon was 4,898. A child has a Good Level 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).



3.4 The number of Croydon children achieving a GLD increased by 0.8% from the previous year (double in increase, 0.4%, seen in 2017/2018). This is higher than the national and our statistical neighbours' figures and in line with the London figure.

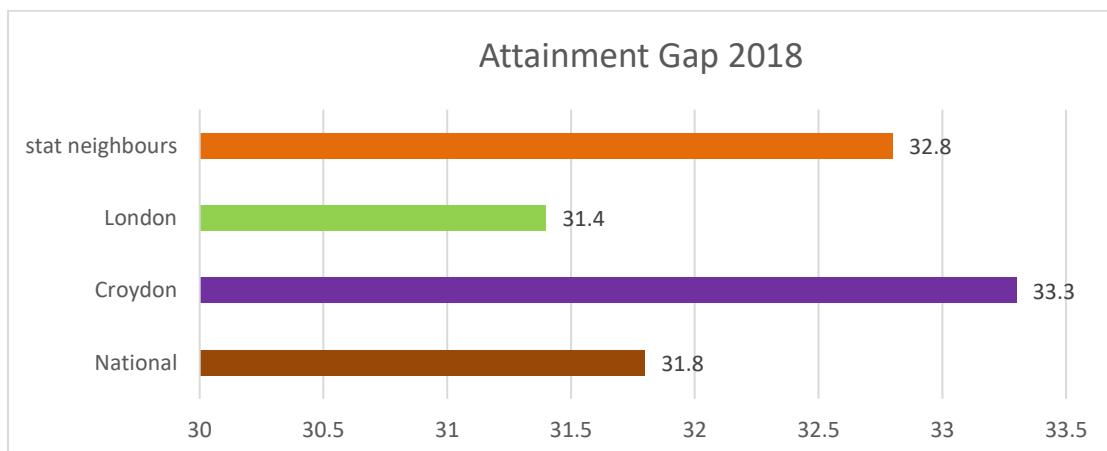
3.5 Table 1 shows how Croydon children compare to National, London (Inner and Outer) and Statistical Neighbours in achieving at least "Expected" in each of the 7 Areas of Learning

Table 1

	GLD	Avg. Total Pts.	COM	PHY	PSE	Prime Goals	LIT	MAT	UTW	EXP	Specific Goals	All Goals
NCER National	71.8% (71.5 %)	34.6 (34.6)	82.2% (82.4 %)	87.1% (87.4 %)	84.8% (85.2 %)	79.2% (79.4 %)	73.4% (73.3 %)	78.5% (78.3 %)	83.9% (84.0 %)	87.2% (87.2 %)	71.4% (70.9 %)	70.7% (70.2 %)
DfE Region - DfE Region - London	74.0% (73.8 %)	34.8 (34.9)	82.6% (83.0 %)	87.7% (88.3 %)	85.1% (85.7 %)	80.1% (80.3 %)	75.8% (75.7 %)	79.8% (80.0 %)	83.6% (84.2 %)	87.6% (88.1 %)	73.7% (73.3 %)	73.0% (72.6 %)
Croydon	74.6% (73.8 %)	34.2 (34.2)	82.0% (81.2 %)	86.7% (87.1 %)	84.8% (85.1 %)	79.8% (79.1 %)	76.1% (75.4 %)	79.6% (79.4 %)	84.0% (82.9 %)	87.4% (87.5 %)	74.0% (73.0 %)	73.4% (72.2 %)

Previous year 2018 in brackets

3.6 Fewest children achieve the ELGs for Literacy and Mathematics. This is in line with the National trend each year.



3.7 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. The attainment gap in Croydon had widened slightly from 33.2% in 2017 to 33.3% in 2018 against a national gap of 31.8%, also up from 31.7% in 2017 (See Table 2 below). Validated figures for 2019 are still not available.

Table 2

Year	Average (All Children)	Median	Average (Lowest 20% attaining children)	Percent attainment gap between all children and bottom 20%
2015	33.5	33.5	22.2	34.7
2016	34	34	22.5	33.9
2017	34	34.2	22.7	33.2
2018	34.2	34	22.7	33.3
2019	-	-	-	-

N.B data for 2019 due for release December 2019

3.8 The following tables show gender gaps; attainment by ethnicity; attainment by SEND group; and attainment of Pupil Premium Grant (PPG) funded pupils

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

Gender gap	England	London	Outer London	Inner London	Croydon	Stat neighbour average
2015	15.6	14.5	14.4	14.7	14.8	14.7
2016	14.7	13.4	13.5	13.1	13	12.9
2017	13.7	12.7	13	12.1	15.1	12.5
2018	13.5	12.8	13	12.3	15.3	13.1
2019	11.9	11.2	-	-	12.2	-

N.B data for 2019 due for release November 2019

3.10 The gender gap in Croydon has widened due, in the main, to girls having raised attainment.

2019	White	Mixed	Asian	Black	Chinese	All pupils
England	72	73	71	70	79	72
London	75	77	76	72	84	74
Inner London						
Outer London						
Croydon	75	77	75	71	71	74
Stat neighbour average						

2019	no identified SEN	SEN Support	SEN with a statement or EHC plan	All pupils
England	77.3%	28.5%	4.5%	71.8%
London	80.4%	32.3%	4.7%	74.0%
Inner London				
Outer London				
Croydon	80.3%	31.8%	0.8%	74.6%
Stat neighbour average				

3.11 Croydon children who were eligible for free school meals out performed children nationally and in London, with 66% of them attaining the GLD (see table below). Children whose first language is other than English performed below expectations against National and London averages.

2019	Pupils known to be eligible for free school meals	All other pupils	All pupils
England	56.3%	74.8%	71.8%
London	63.6%	76.6%	74.0%
Inner London			
Outer London			
Croydon	66.0%	77.2%	74.6%
Stat neighbour average			

2019	Pupils whose first language is English	Pupils whose first language is other than English	All pupils
England	73.6%	66.6%	71.8%
London	77.5%	71.7%	74.0%
Inner London			
Outer London			
Croydon	76.7%	62.0%	72
Stat neighbour average			

3.12 The following table shows the percent of children who were assessed as having the GLD (Good Level of Development) by term of birth and gender. It is worth noting that there is a 6-11 month age difference between children born in the autumn term and those born in the summer term.

GLD 2019	Male			Female		
	Autumn	Spring	Summer	Autumn	Spring	Summer
England	75.6%	66.4%	54.8%	86.5%	79.4%	69.5%
London	77.3%	69.5%	58.3%	87.4%	81.4%	72.6%
Croydon	77.8%	70.5%	59.7%	89.3%	79.8%	71.7%

Gender difference by birth term
2019

	Autumn	Spring	Summer
England	-10.9%	-13.0%	-14.7%
London	-10.1%	-11.9%	-14.3%
Croydon	-11.5%	-9.3%	-12.0%

3.13 Inspection Outcomes for Early Years Providers:

3.14 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.

3.15 Quality of childcare in Croydon

3.16 Ofsted inspect all registered Early Years provision and the table below shows the quality judgements recorded as at August 2018 and published in the 2018 Childcare Sufficiency Assessment for Croydon.

	Outstanding		Good		Requires Improvement		Inadequate		Awaiting	
Day nurseries	11	13%	69	78%	5	6%	3	3%	11	n/a
Pre-school	11	26%	31	74%	0	0%	0	0%	5	n/a
Schools with nursery classes	17	36%	22	47%	8	17%	0	0%	11	n/a
Childminders	42	13%	256	79%	5	1%	22	7%	85	n/a
Out of School	11	17%	44	69%	6	9%	3	5%	16	n/a
Holiday Play Schemes	1	6%	17	94%	0	0%	0	0%	11	n/a

3.17 Areas for development and what are we doing to address them in the EYFS?

1. To reduce the attainment gap between the average and lowest pupils
2. Narrow the gender gap particularly in early literacy skills
3. Further narrow the gap between children eligible for FSM and those not eligible
4. Rapidly improve the outcomes for pupils whose first language is other than English.
5. Ensure the Integrated 2 Year Old Review is fully embedded across the Borough

- The Best Start Learning Collaboration, commissioned by the Local Authority, provides pedagogical leadership and encourages peer-to-peer support and self-reflective practice for staff in the full range of Early Years settings. The Collaboration works to ensure that all children have access to high quality early education through the analysis of EYFS Profile data and Ofsted reports, which leads to relevant training and support.

- The Early Language Development Programme (ELDP) project, which supports the development of children's language and communication skills, is being delivered to settings across the LA.
- We are working with our settings to support the identification of children eligible for Early Years Pupil Premium (EYPP) funding (this has the same economic criteria as the eligibility for free school meals) to ensure that the gap between FSM and non-FSM children closes rapidly.
- The LA is looking at the attainment of boys in early years with an emphasis on boys' early literacy and physical skills
- A minimum of 25% of schools are moderated for the Early Years Foundation Stage assessments, in line with STA guidance and the statutory framework.
- 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.
- The LA has continued the 2 year old Integrated Review, working with health to ensure the early identification of additional needs. This brings together the child's family, education setting and health service to provide appropriate support in a timely fashion. Work continues to ensure consistency across all settings.
- We are continuing to focus on early writing and numeracy skills across the Early Years sector, both in schools and the private sector.
- Best Start Early Learning Collaboration Early Years advisers continue to 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; training for leaders and managers; and workforce development programmes for Early Years practitioners.
- The LA is monitoring developments in Early Years (new baseline assessment for 4 year olds; revised ELGs; revised Ofsted framework) to ensure that all settings are equipped with the correct information to deliver high quality education to our youngest children.

3.18 Phonics Screening check

Percentage of year 1 pupils meeting the required standard of phonic decoding

	All pupils							
	2012	2013	2014	2015	2016	2017	2018	2019
ENGLAND (state-funded schools)	58	69	74	77	81	81	82	82
London	60	72	77	80	83	84	85	84
Inner London	60	73	78	81	84	84	85	84
Outer London	61	72	77	79	83	84	85	84
Croydon	63	71	75	76	79	82	85	84
Statistical neighbour average	61	71	76	79	82	82	84	83
Difference S/N ave Croydon	2	0	-1	-3	-3	0	1	1
Difference England / Croydon	5	2	1	-1	-2	1	3	2

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

	Gender Gap							
	2012	2013	2014	2015	2016	2017	2018	2019
ENGLAND (state-funded schools)	-8	-8	-8	-8	-7	-7	-7	-6
London	-7	-7	-7	-6	-6	-7	-6	-5
Inner London	-6	-7	-8	-6	-6	-7	-6	-4
Outer London	-7	-7	-8	-6	-6	-6	-5	-5
Croydon	-6	-6	-9	-7	-6	-6	-7	-6
Statistical neighbour average	-7	-7	-7	-7	-7	-6	-6	-5

2019 Percentage of pupils meeting the expected standard of phonic decoding

	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)	82.0	83.7	85.3	87.8	83.7	93.9
London	84.2	83.9	85.4	81.9	83.8	94.1
Inner London	84.4	85.7	85.1	85.8	83.5	91.7
Outer London	84.1	82.9	85.4	88.7	83.9	93.7
Croydon	83.5	84.2	84.3	87.2	81.3	90.3
Statistical neighbour average	82.9	83.4	84.1	86.4	82.5	92.3
Difference S/N ave Croydon	0.6	0.8	0.2	0.7	-1.2	-2.0

2019	Percentage of pupils meeting the expected standard of phonic decoding			Percentage of boys meeting the expected standard of phonic decoding			Percentage of girls meeting the expected standard of phonic decoding		
	FSM eligible	All other pupils	All pupils	FSM eligible	All other pupils	All boys	FSM eligible	All other pupils	All girls
ENGLAND (state-funded schools)	76.2	85.8	82.0	72.0	83.2	79.0	80.5	88.5	85.0
London	76.2	86.5	84.0	72.1	83.9	82.0	80.3	89.2	87.0
Inner London	77.7	86.2	84.0	74.1	83.9	83.0	81.8	88.6	87.0
Outer London	74.9	85.6	84.0	70.5	82.9	82.0	79.4	88.4	87.0
Croydon	77.3	85.5	84.0	72.9	82.1	81.0	81.9	89.0	87.0
Statistical neighbour average	75.3	84.6	82.8	72.1	81.9	80.0	78.7	87.4	85.9
Difference S/N ave Croydon	2	1	1	1	0	1	3	2	1
Difference England / Croydon	1	0	2	1	-1	2	1	0	2

	All				Boys				Girls			
	2019	SEN with a statement or EHC plan	SEN support	Pupils with no identified SEN	All pupils	SEN with a statement or EHC plan	SEN support	Pupils with no identified SEN	All girls	SEN with a statement or EHC plan	SEN support	Pupils with no identified SEN
ENGLAND (state-funded schools)	26.6	58.4	89.9	82.0	28.4	58.9	88.7	79.0	21.7	57.1	91.1	85.0
London	26.9	58.5	89.9	84.2	29.0	59.0	88.7	82.0	21.0	57.2	91.0	87.0
Inner London	29.3	58.4	90.4	84.4	30.9	59.2	89.4	83.0	25.0	57.6	91.2	87.0
Outer London	25.0	58.3	89.7	84.1	27.0	58.8	88.4	82.0	19.6	57.2	91.0	87.0
Croydon	27.1	55.0	89.0	83.5	28.3	54.5	87.1	81.0	24.4	56.3	90.6	87.0
Statistical neighbour average	23.2	56.8	89.1	82.9	25.2	57.8	87.9	80.0	17.3	54.5	90.1	85.9
Difference S/N ave Croydon	4	-2	0	1	3	-3	-1	1	7	2	0	1
Difference England / Croydon	0	-3	-1	2	0	-4	-2	2	3	-1	0	2

3.19 For Children Looked After, the year 1 phonics screening check shows that 50% of our pupils achieved the expected standard, a 10% increase on outcomes from the previous academic year.

3.20 The results for the phonics test in Year 1 2018/19 academic year showed results in line with National Trends. Croydon (84%) maintained its performance above the National Average (82%) and was also in line with the London Average (84%).

3.21 There is a gap between our pupils eligible for FSM and our non FSM pupils, although this gap is narrower than nationally.

3.22 Pupils with an EHC plan performed well in the phonics screening check against their peers nationally and statistical neighbours and pupils on SEN support performed in line with their peers nationally, although not as well as Inner London pupils where there was a 2.2% gap. This gap has been closed from 4.3% in 2017/18.

3.23 We need to continue to work with schools to ensure that our black pupils are doing as well in the phonics screening check as their peers nationally and as well as other ethnic groups in Croydon.

3.24 Key Stage 1

Key Stage 1 2019 percent of pupils reaching the expected standard in combined reading, writing and mathematics.

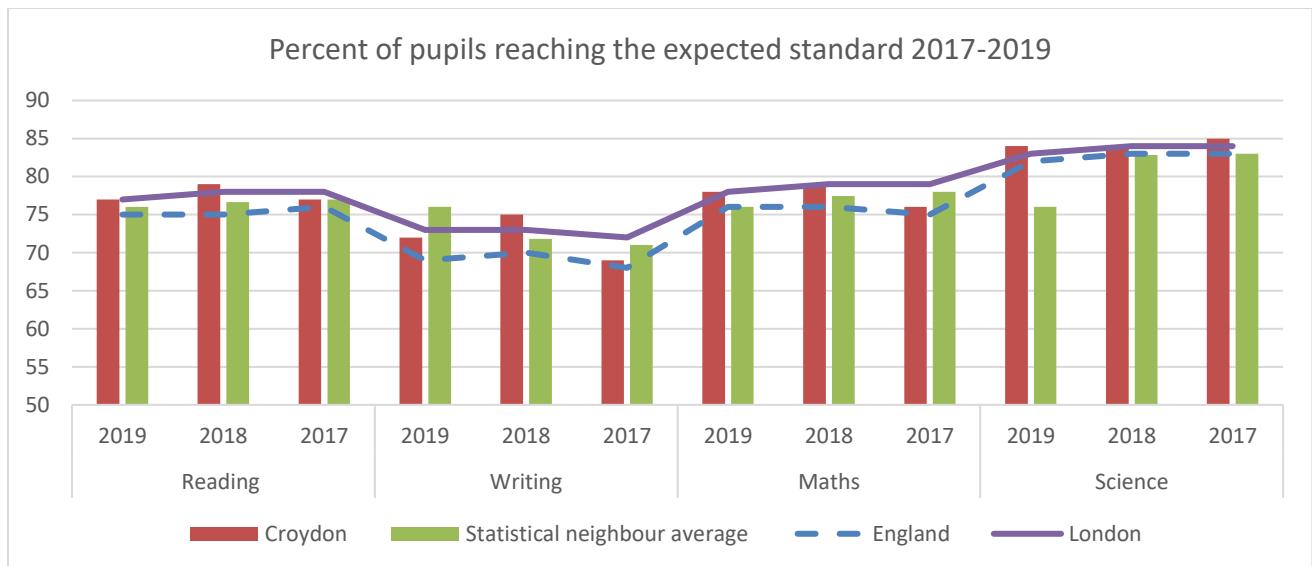
2019 KS1 combined subjects	RWM	RWMS
ENGLAND (state-funded schools)	64.9%	64.6%
Croydon	68.9%	68.7%

Croydon numbers eligible for assessment ks1										
2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	
3,943	4,104	4,315	4,371	4,630	4,861	4,753	4,830	4,822	4,875	

Key Stage 1 2019 percent of pupils reaching the expected standard

KS1 trends	Percent reaching the expected standard								Percent working at greater depth							
	Reading				Writing		Maths		Science		Reading		Writing		Maths	
	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018
ENGLAND (state-funded schools)	75	75	69	70	76	76	82	83	25	26	69	16	76	22		
London	77	78	73	73	78	79	83	84	28	28	73	19	78	25		
Inner London	78	79	73	75	78	79	83	84	27	27	73	19	78	25		
Outer London	77	78	72	73	79	79	84	84	28	29	72	19	79	26		
Croydon	77	79	72	75	78	79	84	84	27	27	72	17	78	25		

Statistical neighbour average	76	77	76	72	76	77	76	83	26	27	71	18	77	24
Difference S/N ave Croydon	1	0	-4	0	2	1	8	2	1	0	1	-1	1	1
Difference England / Croydon	2	2	3	2	2	2	2	2	2	1	3	1	2	3



Key Stage 1 2019 gender gap (negative figures are percentage points boys less than girls, positive boys better than girls)

		Reaching the expected standard				Working at greater depth		
2019 provisional gender gap		Reading	Writing	Maths	Science	Reading	Writing	Maths
ENGLAND (state-funded schools)		-8	-13	-2	-5	-7	-8	5
London		-7	-11	-3	-5	-7	-8	4
inner London		-7	-10	-3	-6	-7	-8	5
Outer London		-8	-11	-3	-5	-7	-7	5
Croydon		-9	-11	-3	-7	-8	-7	4
Statistical neighbour average		-9	-12	-3	-6	-7	-7	4
Difference S/N ave Croydon		-1	1	0	-1	-1	0	0
Difference England / Croydon		-1	2	-1	-2	-1	1	-1

KS1 Ethnicity comparisons:

English Reading						
2019	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)	74.9	74.9	77.2	76.7	75.9	84.4
London	77.4	76.9	79.8	80.6	77.2	89.6
Inner London	77.7	79.3	79.2	78.7	77.0	87.1
Outer London	77.3	76.0	80.0	81.4	77.5	90.8
Croydon	77.4	75.2	78.8	82.1	78.3	86.2
Statistical neighbour average	75.8	75.6	79.0	79.3	75.5	89.1

English Writing

	2019	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)		69.2	68.7	71.3	73.0	71.0	83.2
London		72.6	71.1	74.2	77.5	72.5	87.5
inner London		73.2	74.1	73.5	75.7	72.4	83.9
Outer London		72.3	70.1	74.5	78.3	72.5	87.7
Croydon		72.5	68.7	74.0	78.8	74.2	86.2
Statistical neighbour average		70.8	69.8	73.5	76.1	69.8	87.4

Mathematics

	2019	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)		75.6	75.6	76.4	78.0	74.2	91.2
London		78.5	78.8	79.2	82.2	75.4	92.7
inner London		78.4	81.1	79.2	80.0	75.0	93.5
Outer London		78.5	77.9	79.0	83.2	75.8	93.8
Croydon		77.9	77.5	76.4	84.2	76.1	86.2
Statistical neighbour average		77.1	78.0	78.9	81.4	73.1	92.4

KS1 Language Comparisons:

English Reading

2019	Pupils whose first language is English			Pupils whose first language is other than English			All pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	76.0	71.9	80.3	72.0	67.8	76.5	75.0	70.8	79.2
London	79.6	80.3	83.5	76.0	72.3	80.0	77.0	73.7	81.4
Inner London	79.8	82.2	83.2	76.7	73.2	80.2	78.0	74.4	81.2
Outer London	79.5	79.5	83.6	75.7	71.7	79.9	77.0	73.3	81.4
Croydon	78.7	82.7	82.2	76.0	70.5	81.6	77.0	73.2	81.6
Statistical neighbour average	79.3	80.0	83.5	73.7	69.5	78.1	76.0	71.7	80.1

English Writing

2019	Pupils whose first language is English			Pupils whose first language is other than English			All pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	69.8	63.3	76.6	68.2	62.4	74.4	69.0	62.9	75.9
London	73.7	67.8	79.7	72.3	67.2	77.6	72.6	67.2	78.3
Inner London	74.1	68.8	79.4	73.1	68.4	78.1	73.2	68.2	78.4
Outer London	73.5	67.4	79.8	71.8	66.5	77.4	72.3	66.7	78.3
Croydon	73.5	67.6	79.3	71.6	66.2	77.2	72.5	66.8	78.2
Statistical neighbour average	73.1	66.9	79.7	69.7	64.2	75.5	70.8	64.8	76.9

Mathematics

2019	Pupils whose first language is English			Pupils whose first language is other than English			All pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	76.1	75.0	77.2	74.9	73.5	76.4	76.0	74.5	76.8
London	79.1	77.7	80.6	78.6	77.3	79.9	78.5	77.2	79.9
Inner London	79.0	77.4	80.6	78.6	77.6	79.7	78.4	77.2	79.7
Outer London	79.1	77.8	80.6	78.6	77.2	80.1	78.5	77.2	79.9
Croydon	78.4	77.3	79.5	77.8	75.2	80.4	77.9	76.3	79.5
Statistical neighbour average	78.4	76.9	80.0	76.8	75.3	78.4	77.1	75.5	78.7

KS1 FSM comparisons:

Reading

2019	Pupils known to be eligible and claiming free school meals			All other pupils			All pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	60.3	55.2	65.8	78	74	82.1	75.0	70.8	79.2
London	67.6	72.4	63.0	79.4	75.8	83.1	77.0	73.7	81.4
Inner London	69.5	65.9	73.4	80.2	76.9	83.5	78.0	74.4	81.2
Outer London	65.9	60.5	71.7	79.1	75.4	82.9	77.0	73.3	81.4
Croydon	69.6	64.0	75.6	79.7	75.9	83.3	77.0	73.2	81.6
Statistical neighbour average	66.5	61.8	71.7	77.7	73.8	81.8	76.0	71.7	80.1

Writing

2019	Pupils known to be eligible and claiming free school meals			All other pupils			All pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	53.3	46.0	61.0	72.5	66.3	79	69.0	62.9	75.9
London	61.5	55.3	68.1	74.8	69.5	80.3	72.6	67.2	78.3
Inner London	64.1	58.8	69.7	75.9	71.1	80.8	73.2	68.2	78.4
Outer London	59.6	52.9	66.8	74.3	68.8	80.0	72.3	66.7	78.3
Croydon	63.5	57.5	70.0	75.0	69.5	80.4	72.5	66.8	78.2
Statistical neighbour average	60.6	54.6	67.2	72.9	67	78.8	70.8	64.8	76.9

Mathematics

2019	Pupils known to be eligible and claiming free school meals			All other pupils			All pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	61.0	59.4	62.6	78.6	77.6	79.7	76.0	74.5	76.8
London	67.6	66.2	69.2	80.6	79.4	81.9	78.5	77.2	79.9
Inner London	69.3	68.1	70.5	81.1	79.9	82.4	78.4	77.2	79.7
Outer London	66.1	64.4	67.9	80.4	79.2	81.8	78.5	77.2	79.9
Croydon	69.0	67.4	70.7	80.4	79.0	81.8	77.9	76.3	79.5
Statistical neighbour average	66.6	64.6	68.8	79.2	77.7	80.8	77.1	75.5	78.7

KS1 SEND comparisons:

Reading

2019	SEN with a statement or EHC plan			SEN support			Pupils with no identified SEN		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	12.7	13.3	11.0	33.3	34.2	31.3	83.3	81.4	85.0
London	14.5	15.5	13.0	42.5	43.4	40.5	85.2	83.5	86.7
Inner London	15.5	16.9	11.5	43.2	44.1	41.3	86.0	84.9	87.1
Outer London	14.0	14.1	14.0	42.0	42.9	40.1	84.8	82.9	86.5
Croydon	17.0	16.1	19.5	37.9	39.1	35.3	85.3	83.7	86.8
Statistical neighbour average	13.4	14.0	11.6	41.4	41.8	40.6	84.1	82.3	85.7

Writing

2019	SEN with a statement or EHC plan			SEN support			Pupils with no identified SEN		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	8.6	8.5	8.7	24.5	24.0	25.6	78.0	73.8	81.9
London	10.6	10.6	10.4	33.5	33.1	34.4	80.9	77.7	83.9
Inner London	11.7	13.0	11.5	34.9	34.3	36.1	82.1	79.6	84.3
Outer London	9.5	9.4	10.0	32.8	32.6	33.3	80.4	76.8	83.7
Croydon	11.9	12.7	9.8	31.2	31.7	30.0	80.6	77.2	83.6
Statistical neighbour average	9.1	11.6	10.4	32.4	31.7	33.9	79.6	76.0	82.8

Mathematics

2019	SEN with a statement or EHC plan			SEN support			Pupils with no identified SEN		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	14.0	15.3	10.3	36.5	39.9	29.5	83.6	84.7	82.5
London	16.8	18.6	11.7	45.6	48.8	38.8	85.8	92.7	85.2
Inner London	18.4	20.8	11.5	46.0	49.0	40.0	86.3	94.9	85.5
Outer London	16.0	17.4	14.0	45.3	48.6	38.1	85.6	91.6	85.0
Croydon	17.6	20.3	9.8	43.8	45.9	39.4	85.1	96.1	84.3
Statistical neighbour average	14.3	15.3	11.4	44.1	46.6	38.7	85.1	92.8	84.3

3.25 Schools' performance at the end of KS1 2018/19 will be judged against the following indicators: the percentage of pupils achieving the combined expected standard in reading, writing and mathematics. This is the same indicator as the last academic year.

3.26 A greater percentage of Croydon pupils (68.7%) achieved the expected standard in 2018/19 in combined reading, writing and mathematics than their peers nationally (64.6%).

3.27 Croydon's Key Stage 1 outcomes, across reading, writing and maths in 2018/19 were extremely positive against national figures. With a 2% improvement on National in reading, 3% above the National in writing, and 3% above the National in Mathematics.

3.28 In reading, writing and mathematics Croydon continues to have a higher percentage of pupils working at a greater depth compared with national averages. In mathematics the percentage of pupils achieving the higher standards is above our statistical neighbours and in reading it is in line. Croydon is above our statistical neighbours in writing at this level.

3.29 Girls outperformed boys in all subjects at all levels, with the exception of Mathematics at Greater Depth, this reflects the national picture but the gap is narrower for Croydon pupils compared with he national gap.

3.30 The free school meals achievement gap for pupils achieving the expected standard is now better in Croydon (11% reading, 12% writing, 11% mathematics) compared to national (18% reading, 19% writing, 17% mathematics) and we have narrowed the gap further from the previous academic year. Croydon schools alongside schools nationally need to continue put actions in to close this gap even further but have had impact from actions taken to close this gap.

3.31 Outcomes for pupils with SEN support at the end of key stage 1 in reading and writing is above the national average and significantly above in mathematics when compared with similar pupils nationally. Croydon's pupils with an EHC plan perform better than their peers nationally in all three subjects.

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

3.33 Outcomes in reading at the end of KS1 were positive against national averages for our Mixed, Asian, Black and Chinese pupils.

3.34 Outcomes in writing at the end of KS1 were positive against national averages for Asian, Mixed, Chinese and Black pupils and in line with national for White pupils.

3.35 Outcomes in mathematics at the end of KS1 were positive against national averages for White, Black ad Asian Pupils and in line with national for Mixed pupils but below national for Chinese pupils.

3.36 Outcomes for our looked after children in 2018/19 were positive with 58% of these pupils meeting the expected standard in combined reading, writing and mathematics. This is slightly lower than the previous year.

3.37 Key Stage 2

2019 KS2 combined subjects

RWM

ENGLAND (state-funded schools)	65
Croydon	66

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

Cohort Numbers eligible for assessment: KS2 maintained schools									
2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
2,385	3,873	3,777	3,776	3,920	4,102	4,226	4,172	4,460	4,680

Key Stage 2 2018 percentage of pupils reaching the expected standard in reading writing and matematics combined

3.38 Since 2016, the new more challenging national curriculum, which was introduced in 2014, is 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. We are therefore able to make comparisons over the last three years data.

	Percentage of pupils reaching the expected standard			Percentage of pupils reaching a higher standard		
	All pupils 2019	All pupils 2018	Difference previous - current	All pupils 2019	All pupils 2018	Difference previous – current
2019 provisional						
ENGLAND (state-funded schools) ⁵	65	65	0	10	10	0
London	69	70	-1	14	13	1
Inner London	69	71	-2	14	13	1
Outer London	69	70	-1	14	13	1
Croydon	66	67	-1	12	11	1

Statistical neighbour average	67	67	0	12	12	0
Difference S/N ave Croydon	-1	0	-1	0	-1	1
Difference England Croydon	1	2	-1	2	1	1

Key Stage 2 2019 gender gap

	Percentage of pupils reaching the expected standard				Percentage of pupils reaching a higher standard			
	All	Boys	Girls	gap	All	Boys	Girls	gap
2019 provisional								
ENGLAND (state-funded schools) ⁵	65	60	70	-10	10	9	12	-3
London	69	65	74	-9	14	11	16	-5
Inner London	69	65	74	-9	14	11	17	-6
Outer London	69	64	74	-10	14	12	16	-4
Croydon	66	60	72	-12	12	9	15	-6

Statistical neighbour average	67	63	72	-9	12	10	14	-5
Difference S/N ave Croydon	-1	-3	0	-3	0	-1	1	-1
Difference England Croydon	1	0	2	-2	2	0	3	-3

Key Stage 2 2019 test results

	Percentage reaching the expected standard			Percentage achieving a high score		
	Reading	Grammar, punctuation and spelling	Mathematics	Reading	Grammar, punctuation and spelling	Mathematics
2019 provisional						
ENGLAND (state-funded schools)	73	78	79	27	36	27
London	76	82	82	30	45	34
Inner London	76	83	83	31	45	34
Outer London	76	82	82	30	44	32
Croydon	74	79	79	27	39	30
Statistical neighbour average	74	81	81	29	43	31
Difference S/N ave Croydon	-0.4	-2.1	-2	-1.7	-3.7	-1.3
Difference England Croydon	1	1	0	0	3	3

Key Stage 2 2019 teacher assessment

TA 2019	Percentage reaching the expected standard		Percentage working at greater depth in writing
	Writing	Science	
ENGLAND (state-funded schools)	78	83	20
London	81	85	24
Inner London	81	85	23
Outer London	81	84	24
Croydon	79	83	20
Statistical neighbour average	67	70	19

KS2 Test Contextual results

Percentage of pupils reaching the expected standard

2019 provisional	All pupils	White	Mixed	Asian	Black	Chinese	Unclassified
ENGLAND (state-funded schools) ^{1,5}	65	64.5	66.1	69	64	78.8	49.4
London	69.7	69.8	69.8	74.8	65.8	81.2	53.9
Inner London	69						
Outer London	69						
Croydon	66	66.4	61.6	75.5	62.7	81.3	55.7
Statistical neighbour average	67						

2019 provisional	Pupils whose first language is known to be English	All other pupils	All pupils
ENGLAND (state-funded schools)	65.3	64	65
London	69.7	69.2	69.7
Inner London			69
Outer London			69
Croydon	66.2	65.9	66
Statistical neighbour average			67.2

KS2 provisional 2019	FSM Eligible	All other pupils	All pupils
ENGLAND (state-funded schools)	47.3	68.4	65
London	58.1	72.5	70
Inner London			
Outer London			
Croydon	53.6	70.1	63
Statistical neighbour average			

KS2 provisional 2019	Pupils with no identified SEN	SEN support	SEN with a statement or EHC plan	All pupils
ENGLAND (state-funded schools)	74.3	25.1	9.3	64.9
London	78.4	33.7	12.2	69.7
Inner London				
Outer London				
Croydon	75	29.9	12.6	66
Statistical neighbour average				

KS1 - KS2 Progress 2019

Ks1-Ks2 progress Provisional 2019

	Reading	Writing	Mathematics
ENGLAND (state-funded schools)	+0.05	+0.04	+0.06
London	+1.03	+0.88	+1.43
Inner London			
Outer London			
Croydon	+0.80	+0.65	+0.90
Statistical neighbour average			

3.39 No school will be confirmed as being below the floor until January 2020. Further statistical information on primary progress scores, including the number and percentage of schools below the floor in 2020, will be available on GOV.UK /ASP when revised data is published.

3.40 The number of children in Croydon schools at KS2 has increased since 2016/17, with a higher number of children taking their KS2 tests in 2017/18 in comparison to 2016/17. As a borough we continue to have high mobility across all key stages in some areas of the borough; there are many challenges associated with this high mobility. As in all other local authorities across the country, we have previously found it challenging to recruit a larger number of high quality teaching and support staff to address the needs of our diverse and complex pupil population in terms of Special Educational Needs and English as an Additional

Language but this has improved over the last academic year. Schools have reported that recruitment is becoming less challenging.

3.41 Croydon results in combined reading, writing and mathematics achieving the expected standard in 2018/19 was 66% compared to 65% nationally. This means that for the fourth time in at least 5 years Croydon's outcomes at the end of KS2 are above the national average. We are now in line with our statistical neighbours and 3% below the London average.

3.42 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, but below our statistical neighbours and a 3% gap with London in this outcome.

3.43 Attainment at the higher standard in reading was in line with the national average and below our statistical neighbour average and 3% below London averages. SPAG was above the national average but below both our statistical neighbours and London average and mathematics was also above the national average, in line with our statistical neighbours and below London average.

3.44 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.

3.45 Pupils in receipt of free school meals performed better than their peers nationally and our statistical neighbours but we remain below London averages by 1% and are narrowing this gap.

3.46 Outcomes in combined reading, writing and mathematics for pupils with special educational needs and disabilities is significantly above national averages.

3.47 Outcomes in combined reading, writing and mathematics for pupils whose first language is other than English is above the national average.

3.48 In terms of ethnicity White, Asian and Chinese were above National but below, or in line with London average. This represents an improvement from the previous academic year.

3.49 60% of our Looked After Children reached the expected standard or above in combined reading, writing and mathematics. This is a 19% increase from 2016/17.

3.50 Croydon pupils are making on average better progress from KS1 – KS2 compared with pupils nationally.

3.51 Seven of our primary schools were in receipt of targeted support and challenge from the Local Authority last year, through the SPRM process. This reflected a robust approach to improving standards against the rigorous inspection and testing regime that is in place. This approach proved highly successful last year in the schools that received additional support, in terms of both their improved outcomes and also in their Ofsted grading. One of these schools was judged as outstanding by Ofsted having previously been requiring improvement.

3.52 The performance of academies at Key Stage 2:

3.53 At the time of Key Stage 2 testing in May 2018, 43 of Croydon's 75 primary schools (with year 6 pupils) were Academies.

3.54 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 may ultimately require an Academy to be partnered with a new sponsor.

3.55 We have regular meetings with the RSC to discuss any concerns that we have about any of Croydon's academies. We are able to demonstrate the impact of the meetings that we have with the RSC through the responses that have been taken where we have shared concerns.

3.56 Key stage 2 2019 pupil migration of high achievers between primary and secondary schools

3.57 A fifth of Croydon children who attained at the highest level at the end of Key Stage 2 did not enter Croydon maintained secondary schools and academies. This compares to over half not entering in the previous academic year.

3.58 The table below shows the figures for pupils who have achieved a scaled score at or above the higher threshold in mathematics (the largest group of achievers) and their destination authorities. The three highest are Sutton (where there is selective education available), Bromley and Lambeth. This mobility inevitably impacts on the percentage of higher attainers at the end of Key Stages 4 and 5.

Destination borough 2019	Achieved	Total	Maths high achievers
Croydon	839	3214	66%
Sutton	230	338	18%
Bromley	62	197	5%
Surrey	40	128	3%
Lambeth	29	107	2%
Merton	25	64	2%
Southwark	25	47	2%
Kent	6	11	0%
Wandsworth	3	8	0%
Hammersmith and Fulham	2	3	0%
Lewisham	1	2	0%
West Sussex		2	0%
Westminster		2	0%
Bexley		1	0%

Bournemouth	1	1	0%
Brighton and Hove		1	0%
Greenwich		1	0%
Hampshire		1	0%
Hounslow		1	0%
Medway		1	0%
Nottinghamshire		1	0%
Suffolk		1	0%
Grand Total	1263	4132	100%

Source: * **Confirmed places** September admissions

3.59 Areas for development and what are we doing to address them at KS1 and KS2?

1.Close the gap in outcomes between our highest and lowest performing schools
2. Work closely to support and challenge our schools that are not yet good
3. Improve outcomes for boys at key stage 2
4.Close the gap for our FSM pupils in the phonics screening check

- As a result of the continued improvement at KS2 and the impact of our work we will continue to commission the link adviser role to Octavo Partnership. Our expectation is to ensure that challenging targets are set for pupils in KS2 and that schools use pupil progress meetings to ensure that all pupils, except those with the most complex needs, are achieving the expected standard, with an increasing proportion at the higher standard, and that 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 KS2 pupils in all year groups. There is an expectation through the link adviser visits that schools will be challenged about how they are ensuring improved outcomes for any underachieving groups, including disadvantaged pupils.
- A Pupil Premium network for school leaders to learn from research and good quality practice in other schools in raising achievement for these pupils.
- Learning walks are carried out in our most vulnerable schools and, increasingly, as a traded service to other schools. These can include both lesson observations in KS2 classes and book scrutiny for evidence of progress. This ensures that any issues are picked up quickly and school leaders supported with making improvements. All vulnerable maintained schools and a number of vulnerable academies 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. An element of inspection readiness is introduced into the programme at the appropriate time, and often includes preparing middle leaders and governors for their part in the process.

- The Octavo Partnership has bespoke training packages to target support to schools where there are concerns about pupil outcomes. This training provides tailored support in leadership, mathematics and literacy based on pupil outcomes and evidence of the schools' needs.
- The Octavo Partnership has a universal offer of training on current areas of priority such as vocabulary development and science leadership. Participation is monitored and encouraged to ensure vulnerable schools access this programme where necessary
- We have continued to develop our model of KS2 writing moderation and ensure that we carry out moderation visits to 25% of our schools. In addition the majority of schools attend moderation cluster meetings run by advisers in their localities to ensure consistency of judgements between schools. For Years 3, 4 and 5, Best Practice networks are run, with opportunities to moderate judgements with each other. Assessment leader briefings prepare schools for changes in assessment and accountability.
- A Mathematics Coaching Project was implemented in 2017/18 with funding awarded from the Strategic School Improvement Fund to impact on 2 teachers in each of the 17 schools participating. The majority of teachers are in KS2, and the programme has improved their subject knowledge and teaching methods. The project has involved close working with maths hubs, and this was developed further in 2018/19 in mastery readiness programmes and a SEND maths development group.
- Teachers who are new to teaching in Year 6 are provided with training opportunities to ensure there is accurate implementation of the expectations within the national curriculum and of the testing / moderation arrangements.
- 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.
- The SEN adviser post, starting in January 2019, this role has a focus on supporting our EHCP pupils in mainstream schools to ensure that their outcomes continue to improve.
- We have revised the LA School Effectiveness Plan (Appendix 7) which sets aspirational targets and details specific actions to support improved English and mathematics outcomes, by securing differentiated, quality assured training and development. Our targets very specifically include closing the outcomes gaps for our looked after children and for our pupils with special educational needs and disabilities. This plan will be reflected in our work with schools and our commissioning of school improvement work to The Octavo Partnership, and our brokerage of teaching schools and other providers.
- We continue to work 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.

- 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. In line with the new Ofsted Framework we will ensure that schools have an broad and balanced curriculum that meets the needs of all pupils in the school.
- The school effectiveness 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.
- The Learning and Inclusion Board, whose membership includes the Lead Cabinet Member and the Executive Director of Children, Families & Education Department, provides challenge to the school improvement team about the effectiveness of actions that are being taken to improve outcomes in those schools judged by Ofsted to be less than good.

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 have be inviting schools that are due for an inspection to be part of this training.
- The Local Authority has commissioned Octavo to give a number of targeted 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 includes 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.
- Our Inclusion Adviser will support the 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 (social, emotional and mental health) needs, or review of the effectiveness of mainstream provision currently in place for SEND pupils.
- Additional Link Adviser time for leadership is 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.
- For those schools that are subject to the SPRM process we will include additional 'inspection readiness' support and challenge.

3.60 Key Stage 4

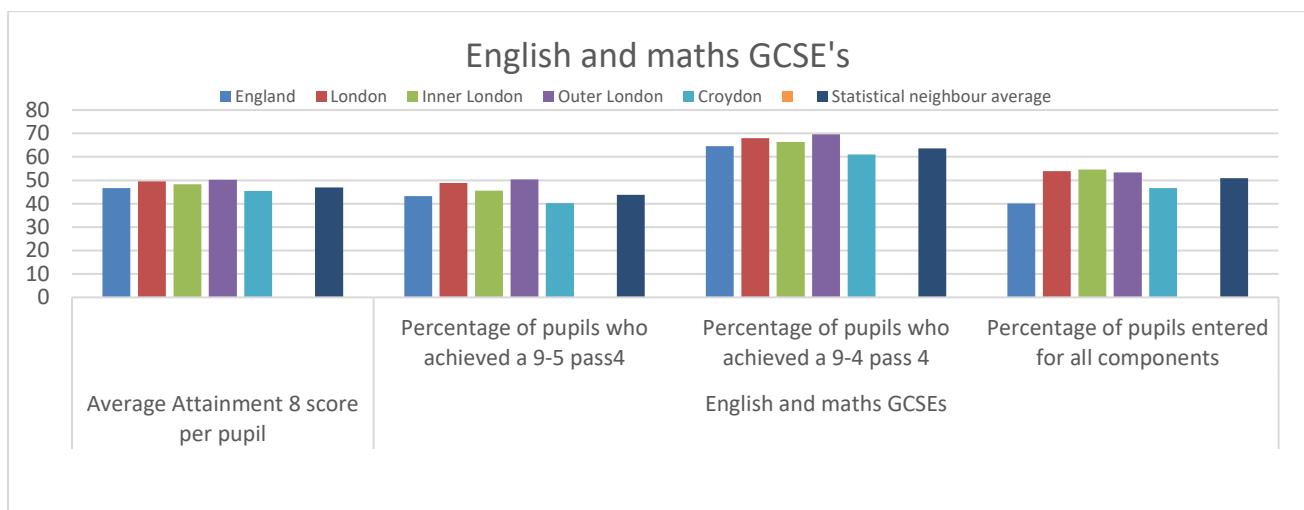
Provisional 2019	English and maths GCSE 9-5 pass	Average Attainment 8 score	Average progress 8 score
ENGLAND (state-funded schools)	43.2	46.7	-0.03
Croydon	40.3	45.4	0.03

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

Cohort numbers eligible for assessment: KS4									
2010	2012	2013	2014	2015	2016	2017	2018	2019	
3,701	3,637	3,770	3,716	3,664	3,844	3,593	3,454	3,641	

Source: 2018/19 key stage 4 attainment data (Provisional)

Provisional 2019	Average Attainment 8 score per pupil	English and maths GCSEs			English Baccalaureate				Progress 8 ³			
		Percent age of pupils who achieve d a 9-5 pass	Percent age of pupils who achieve d a 9-4 pass	Percenta ge of pupils entered for all componen ts	Avera ge EBAC C Point Score per pupil	EBA CC Entry	EBA CC 9- 5	EBA CC 9- 4	Number of pupils included in the measur e	Aver age Progr ess 8 score per pupil	Progres s 8 lower 95% confide nce interval	Upper confide nce interval
England	46.7	43.2	64.6	40.1	4.08	40.1	17.1	24.9	513055	-0.03	-0.03	-0.02
London	49.5	48.8	67.95	53.95	4.435	53.95	23.35	33.2	36394	0.21	0.195	0.225
Inner London	48.3	45.6	66.3	54.6	4.34	54.6	21.9	32	24657	0.18	0.16	0.19
Outer London	50.2	50.4	69.6	53.3	4.53	53.3	24.8	34.4	48131	0.24	0.23	0.26
Croydon	45.4	40.3	61	46.7	3.96	46.7	14.5	23.4	3293	0.07	0.03	0.12
Statistical neighbour average	46.9	43.7	63.5	51.0	4.2	51.0	19.9	29.4	3239.6	0.2	0.1	0.2



Attainment 8 and Progress 8 are part of the new secondary accountability system 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.

Average attainment 8 score per pupil

	2014/15	2015/16	2016/17	2017/18	2018/19
England ²	47.4	48.5	44.6	44.3	46.7
London	51.1	51.9	48.9	49.2	49.5
Inner London	51.5	52.3	49.2	49.8	48.3
Outer London	50.2	51.3	48.2	48.1	50.2
Croydon	49.9	48.5	45	45.7	45.4
Statistical neighbour	49.2	50	46.2	47	47

2019 provisional	Overall Progress 8 score			Progress 8 score in English			Progress 8 score in mathematics		
	Score	Lower confidence interval	Upper confidence interval	Score	Lower confidence interval	Upper confidence interval	Score	Lower confidence interval	Upper confidence interval
England	-0.03	-0.03	-0.02	-0.04	-0.04	-0.03	-0.02	-0.03	-0.02
London	0.24	-	-	0.30	-	-	0.23	-	-
Inner London	0.18	0.16	0.19	0.31	0.29	0.33	0.07	0.06	0.09
Outer London	0.24	0.23	0.26	0.29	0.27	0.30	0.25	0.24	0.26

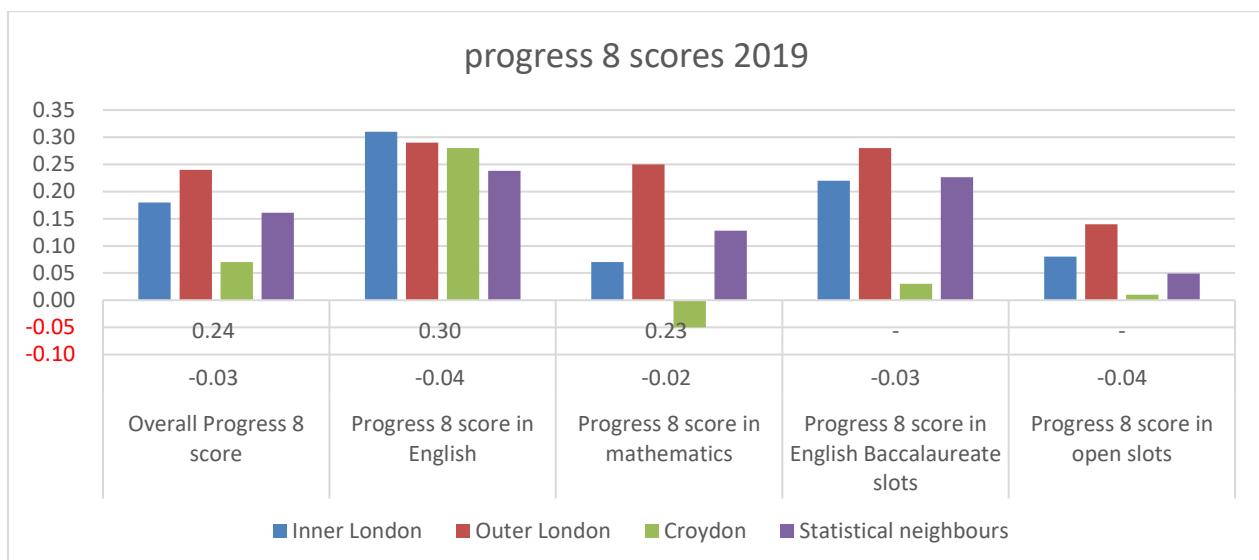
Croydon	0.07	0.03	0.12	0.28	0.24	0.32	-0.05	-0.09	0.00
Statistical neighbours	0.16	0.11	0.21	0.24	0.19	0.29	0.13	0.08	0.18

2019 provisional	Average Attainment 8 score per pupil	Boys			Girls			Gap				
		English and maths GCSEs			Average Attainment 8 score per pupil	English and maths GCSEs			Average Attainment 8 score per pupil	English and maths GCSEs		
		% entered for components	% a 9-5 pass	% achieved a 9-4 pass		% entered for components	% a 9-5 pass	% achieved a 9-4 pass		% entered for components	% a 9-5 pass	% achieved a 9-4 pass
England	44	96.3	39.9	61	49.4	97.9	46.5	68.4	-5.40	-1.60	6.60	-7.40
London	47		46.5	-	52.9		53	-	-5.90	-	6.50	-
Outer London	45.5	95.8	42.5	63.3	51.1	97.8	48.5	69.2	-5.60	-2.00	6.00	-5.90
Inner London	47.4	96.3	46.9	66.2	53.2	98.1	53.9	73.1	-5.80	-1.80	7.00	-6.90
Croydon	42.2	95.1	37	57.3	48.4	98	43.5	64.6	-6.20	-2.90	6.50	-7.30
Stat neighbour average	44.1	96.0	40.9	60.5	50.1	98.1	47.4	67.4	-6.03	-2.08	6.56	-6.91

3.61 Key stage 4 pupils making expected progress KS2-KS4

3.62 A Progress 8 score of 1.0 means pupils in the group make on average one 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.

2019 provisional	Overall Progress 8 score	Progress 8 score in English	Progress 8 score in mathematics	Progress 8 score in English Baccalaureate slots	Progress 8 score in open slots
England	-0.03	-0.04	-0.02	-0.03	-0.04
London	0.24	0.30	0.23	-	-
Inner London	0.18	0.31	0.07	0.22	0.08
Outer London	0.24	0.29	0.25	0.28	0.14
Croydon	0.07	0.28	-0.05	0.03	0.01
Statistical neighbours	0.16	0.24	0.13	0.2	0.0



3.63 The number of children in Croydon schools at KS4 has remained relatively stabilised since 2016/17. As noted at key stage two as a borough we continue to have high mobility across all key stages; in particular at key stage four it is important to note that a high percentage of our most able student that do not transfer from key stage two to Croydon secondary schools.

3.64 This year the key indicators being used to measure the performance of schools at the end of key stage 4 remain the same as last academic year. These are Progress 8, Attainment 8 (see appendix 8 for an explanation) and percentage of students who achieved a level 9 - 4 pass in both English and mathematics. The only data available for comparision over time is Attainment 8 (2015/16 to present) and Progress 8 since 2016

3.65 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).

3.66 The Progress 8 score for Croydon is positive (0.03) and above the national score for state funded schools (-0.03) This was a slight decline from last year.

3.67 The progress made in English GCSE (+0.28) is below London (at 0.29) but above our statistical neighbours (0.24) but is significantly above the national (-0.03). Croydon's outcomes represent no change from the previous year in regard to Pupil Progress.

3.68 The progress score for mathematics is below the national average score at -0.05 for Croydon students. There remains a difference in that achieved by London overall (0.23) and the statistical neighbour average in mathematics.

3.69 The floor or minimum standard for Progress 8 has not been set as yet, once we have been informed by the DfE what it will be we will be able to report on any schools falling below this.

3.70 The percentage of Croydon pupils achieving a Level 9 – 4 pass in combined English and mathematics is 61%. This is below the National, London and Statistical Neighbour Averages and is due a small number of schools unexpectedly performing not to standard in 2019.

3.71 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 mathematics (which are double weighted). There has been an increase in our overall attainment 8 figures since 2016/17 (44.7 to 48.9), although it remains above England's average, it is still below our statistical neighbours and London.

3.72 Girls outperformed boys in both attainment 8 and in the percentage of pupils achieving at level 9 – 4 in combined English and mathematics GCSEs. We have a larger gap in the attainment of our boys compared to both our statistical neighbours and London.

3.73 It is not yet possible to report on the achievement of specific pupil groups such as those in receipt of free school meals, SEN and ethnicity at Key Stage 4 as the data was not yet available at the time of writing.

3.74 Areas for development and what are we doing to address them at KS4?

1.Close the gap in outcomes between our highest and lowest performing schools
2. Work closely to support and challenge our schools that are not yet good
3. Improve outcomes for boys at key stage 4 so that the gap between them and the girls is narrowed
4. Analyse the achievement of specific pupil groups and address where we have gaps in outcomes at key stage 4
5 Ensure targetted support for those schools with unexpected drops in pupil outcomes.

- The Local Authority has appointed two part time secondary link advisers to all publicly funded schools. They are challenging schools to achieve the very demanding targets set and monitoring their progress. The secondary improvement advisers have been appointed to provide more bespoke in school support for our vulnerable schools and we will be quality assuring this work
- 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.

- 2019/2020 has seen a number of our secondary schools join the 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 learning walk which informs the School Progress Review meeting. These meeting are supported by our Secondary Effectiveness Partners and Head of Standards, Safeguarding and Inclusion
- There is a key focus on supporting 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.
- The Learning and Inclusion Board provides challenge to the school effectiveness team about the impact of actions that are being taken to improve outcomes in those schools judged by Ofsted and the LA to be less than good.
- We will ensure that schools continue to focus on underachieving groups.

3.75 Post-16 (KS5)

3.76 At the time of writing validated performance data for 2019 has not been published, so information in this report cannot be considered accurate and therefore both data and narrative are subject to change.

3.77 Approximately 50% of Croydon residents aged 16-19 study in Croydon schools and colleges with the remainder studying in neighbouring boroughs such as Sutton, Bromley and Surrey. Data quoted below pertains to performance of Croydon schools and colleges, unless otherwise stated.

3.78 Approximately 50% of level 3 students in Croydon undertake academic programmes (e.g. A levels) and 50% take general applied or technical programmes (previously referred to as vocational qualifications). This is not typical and is mainly due to the fact that Croydon has three colleges plus the BRIT School which have a strong focus on applied general and technical programmes, as well as a few school sixth forms having small applied general/technical offers.

3.79 Typically, students in Croydon school sixth forms and colleges have lower KS4/GCSE results on entry to level 3 courses than the national average, although this does vary greatly between our institutions, meaning that Progress scores are usually a better comparator measure, but these are not available until validated data is received.

Schools and colleges Level 3 attainment at the end of 16-18 study 2019

A Level results 2019 Provisional	Level 3 Students		A Level Students						Academic		Tech level student s	Applied General student s	Tech Bacc
	APS ¹ per entry	% least 2 substantia l level 3 qualificati ons	APS per entry	% at least 2 A levels	APS per entry, best 3	% 3 A*- A grades or better at A level	% grades AAB or better at A level	% AAB or better at least two are in facilitating subjects	APS per entry	% at least 2 substantial level 3 academic qualification s	APS per entry	APS per entry	Number of students achievin g Tech Bacc
England	33.21	83.7	33.77	80.7	33.26	12.3	20.3	15.8	34.0 9	80.4	28.43	28.37	178
London	32	84	33	80	33	11	18	15	33	79	29	29	18
Outer London	31.68	81.7	32.1	78.2	32.16	10.8	18.1	14.6	32.1 5	76.9	29.26	29.3	8
Inner London	32	85	33	80	33	11	19	15	33	80	29	28	10
Croydon	28.87	74.2	29.27	66	28.09	4.1	9.7	7.1	29.3 3	65.8	30.11	27.06	0
Statistical neighbour	31	82	32	76	32	9	15	12	32	75	28	30	1

3.80 The Average Point Score (APS) per entry at Level 3 increased slightly compared to 2018 (27.93) but remained below regional, national and statistical neighbour averages. This is predominantly due to lower than average grades achieved at A level, although this needs to be considered in conjunction with lower than average KS4 (GCSE) results achieved by our student cohort. In 2018 Croydon achieved an average grade C- compared to C+ nationally, but this was what was expected considering their starting point.

3.81 Four schools had particularly high A level fail rates which has impacted on the overall borough performance. One of these sixth forms has now closed and another one will close at the end of the 2019/20 academic year. Closure is partly due to viability challenges (low student numbers), but also quality concerns and difficulties in the ability to have a broad curriculum offer which is attractive to pupils.

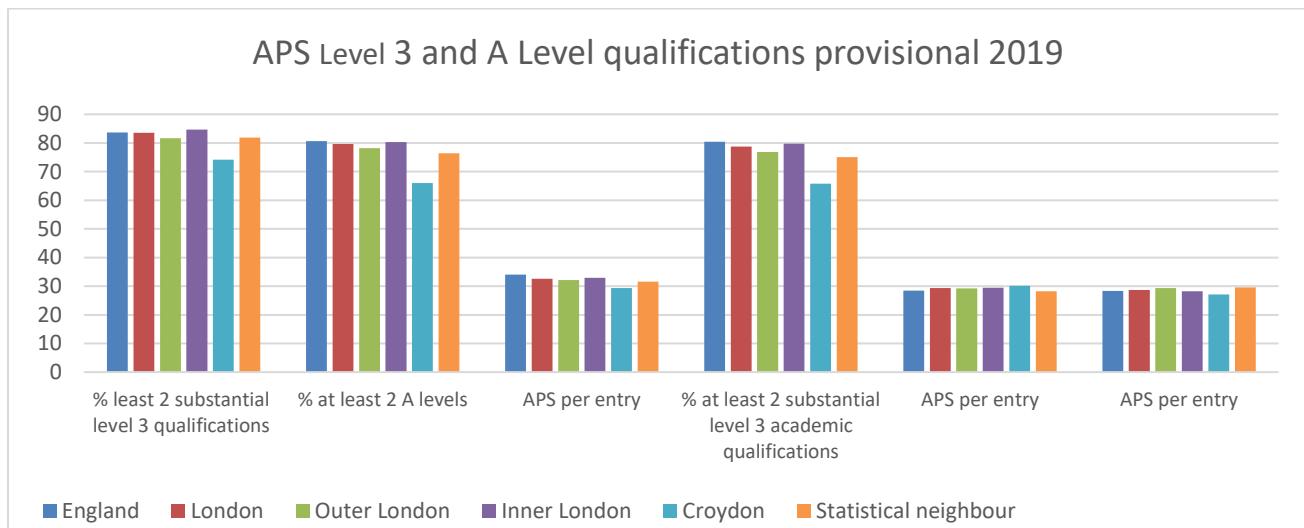
3.82 KS5 Progress data for 2019 has not yet been published, but will provide a better benchmark comparison. For example, in 2018 the average A level grade achieved at one school was an C- (compared to C+ nationally) but the Progress Score was well above average at +0.39 meaning that students at this school achieved almost half a grade higher than was expected based upon their GCSE attainment. Whilst another (independent) Croydon school achieved an average grade of A- but a Progress Score of -0.06 meaning pupils achieved slightly less than what was expected.

3.83 A strength in Croydon, is Level 3 performance on technical programmes, with APS above statistical neighbours, regional and national averages. On average in 2019 Croydon students undertaking these programmes achieved a Distinction- compared to achievement of a Merit+ elsewhere.

3.84 Applied General (L3) students APS fell slightly compared to 2018, but students achieved a Merit+ on average which is in line comparitor averages.

3.85 Girls in Croydon continue to achieve higher grades at A level than boys, with girls achieving an average grade C at A level compared to a C- by boys. This corresponds with the national/London trend. Conversely boys in Croydon achieve better (Distinction -) than girls (Merit+) on technical L3 courses.

Post-16 students on L2 technical courses achieved in line with London and regional averages, gaining a Merit-.



3.86 The current (Aug-19) combined Not in Education, Employment or Training (NEET)/not known rate for the cohort is 4.9% (improvement of 1.9% compared to Aug-2018) which is better than both the London and national averages, mainly due to our success in reducing the volume of not knowns. However, our NEET rate of 2.9% is higher than London (2%) but below national (3.2%).

3.87 In summary,

- Technical level 2 & level 3 achievement continues to be good.
- The average grade achieved at A level in 2018 was below the national average at C-.
- The reduction in the volume of A level fails at some schools continues to be an area of focus.
- Post-16 participation rates are rising, but there is a gradual increase in the volume of young people who are NEET. This is likely as a result of us significantly reducing our 'not knowns' which were likely to include unidentified NEET young people.

3.88 Areas for development and what are we doing to address them at Post-16?

- 1. Improve the attainment of our pupils at A level, and in particular reduce the volume of fails**
- 2. Close achievement gaps**
- 3. Improve the careers advice and guidance offer for our pupils**
- 4. Improved support for our NEET young people**

KS5 challenge and support functions for all school sixth forms (aligned to KS3/4 support) has been brought back in house. Experienced school improvement specialists have been tasked with working with our school sixth forms, 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 LA support is targeted at those schools who are deemed to require greater levels of need, based upon detailed analysis of data and performance. This includes support with robust action planning and monitoring.
- Croydon Council brokered a data management, analysis and monitoring tool (ALPS) for local post-16 centres, which includes training sessions. This tool is used to identify areas for improvement and strength, enabling sharing of good practice across centres.
- Agreement that centres with particularly poor A level performance and low demand, closing or cease offering an A level curriculum and/or focus on areas of strength. One school sixth form closed in summer 2019 and another is scheduled to close in summer 2020. There is ample capacity in the system to accommodate these closures.
- Support to improve the local careers advice and guidance offer, via facilitation of a termly careers leads network, regular newsletter and availability of careers events for both staff and students.
- Widening participation programme being developed with Churchill College, Cambridge University for roll-out in Croydon schools in 2020. This is aimed at engaging pupil from year 9 onwards in HE who may not consider progression to university as an option and also preparing academically able students (year 12) for applying to selective universities.
- NEET prevention programme delivered in high NEET generating schools. Two schools successfully piloted in 2018/19 academic year and expanding into a further 3 schools in 2019/20.
- Additional resource being deployed to track not known young people aged 16/17 years and identify those who are NEET. Three new NEET caseworkers employed from Sept-19 to provide focussed advice and support to help young people into education and training.

4 Outcomes for Children Looked After

Phonics Screening Check

Phonics Screening Check	% achieving the expected standard in phonics at end of year 1 (CLA)	National % achieving the expected standard in phonics at end of year 1 (CLA)	% achieving expected standard in phonics at end of year 1 (Croydon)	% achieving expected standard in phonics at end of year 1 (national)
2017/18	50%	-	85%	82%
2018/19	45.5%	63.6%	83.5%	81.9%

4.1 In the 2017-2018 academic year there was an overall increase in those achieving the expected standard in phonics screening by 10%.

Key Stage 1

KS1 SATs	Number in cohort	Number eligible	Number of CLA who achieving the combined in R,W & M,	% of CLA achieving the expected standard in combined R,W & M
KS1 - 2016/17	10	9	6	66%
KS1 - 2017/18	19	10	6	60%
KS1 - 2018/19	36	36	21	58.3

% of CLA working at expected standard for the eligible cohort (2018-2019)

	%
Working at the expected standard in reading	72.2%
Working at the expected standard in writing	75 %
Working at the expected standard in mathematics	66.7%
Working at the expected standard combined	58.3%

4.2 KS1 performance in 2017/18 SATs fell by 6% compared to the previous year, with 60% of children, gaining the required levels in combined reading, writing and mathematics. (6/10).

Key Stage 2

KS2 SATs	Number of CLA in cohort	Number of CLA eligible	Number of CLA achieving the combined in R,W & M	% achieving the expected standard
KS2 - 2016/17	18	14	5	36%
KS2 - 2017/18	33	20	11	55%
KS2 - 2018/19	30	30	15	50%

% of CLA working at expected standard for the eligible cohort 2017-2018

	%
Working at the expected standard in reading	63.3%
Working at the expected standard in writing	70%
Working at the expected standard in mathematics	63.3%
Working at the expected standard combined	60%

KS2 SATs	% achieving expected standard in reading, writing and maths (CLA) Croydon virtual school	% achieving expected standard in reading, writing and maths (Croydon)	% achieving expected standard in reading, writing and maths (National CLA)	% achieving expected standard in reading, writing and maths (National)
2018/19	50%	66%	36%	64.9%

4.3 KS2 performance in 2017/18 improved with an overall 55% of our looked after children achieving the expected standard in reading, writing and mathematics.

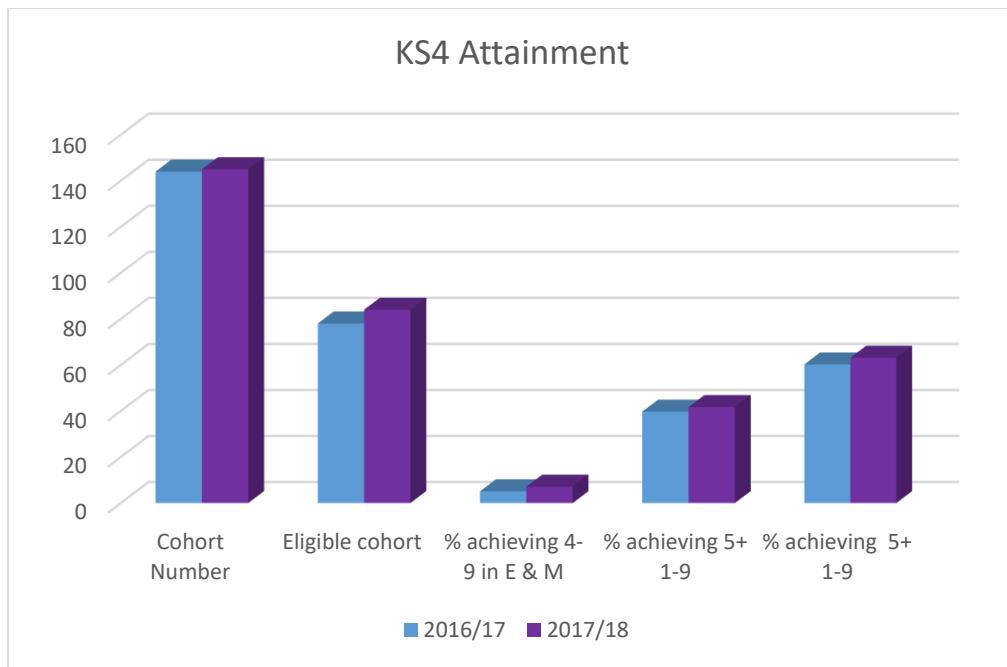
4.4 In 2017-2018 there was an overall increase in those achieving the expected standard by 19% in combined reading, writing and mathematics.

4.5. Key Stage 4

	Number in cohort	Eligible Cohort	% achieving 4-9 in English & Maths	% achieving 5+ 1-9	% achieving at least 1 grade 1-9
2016/17	144	78	5.1%	39.7%	60.2%
2017/18	145	84	7.1%	41.7%	63.1%

ks4 provisional 2018/19

			9-5		
	Number in cohort	Eligible Cohort	EBacc Eng	EBacc mat	<u>E & M</u>
2017/18		50	22%	12%	8%
2018/19		45	31.1%	15.6%	11.1%



4.6 The number of children achieving the expected standard of grade 4 and above in English & Maths has increased by 2% this year.

4.7 Whilst the number of our cohort achieving the expected standard continues to be low compared to local and national outcomes, we continue to see an increase in the number of children achieving 5+ GCSEs.

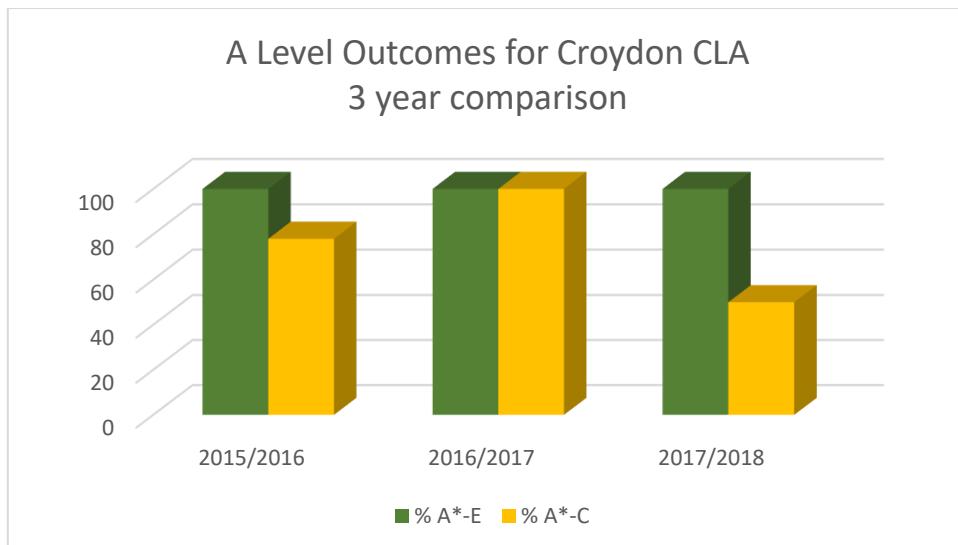
4.8 An increase is also seen in the attainment of 1+ GCSE grade which can be an exceptional achievement for some students, in particular our UASC cohort who often still have limited English at the end of Key Stage 4.

4.9 When comparing the Croydon CLA attainment with local and national data, we see that whilst there remains an attainment gap Croydon CLA has made a 2% increase compared to 0.9% nationally.

4.10 Please note that validated data for Attainment 8 is not yet available for CLA outcomes

4.11 Key Stage 5

	2015/2016	2016/2017	2017/2018
% A*-E	100	100	100
% A*-C	78	100	50



- 4.12 The trend of 100% pass rate at A Level has continued for the last 3 years.
- 4.13 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 and the length of time in the country.
- 4.14 In the analysis of our data we bear in mind the number of children looked after by Croydon who are UASC (unaccompanied asylum seeking children) as our numbers are significantly greater than our statistical neighbours.
- 4.15 This difference in pupil numbers can make comparisons with other Local Authorities more complicated, nevertheless we do look at this data and ensure that we are aware of any gaps and what we can do to develop our practices .
- 4.16 Although outcomes for Croydon CLA remain low, particularly at the end of key stage 4, it is important to reflect that those who contribute to the national statistics are only a small percentage, in many cases, of the total cohort within those year groups. Additionally, it is important to note that a large percentage of our KS4 cohort were UASC students, who are a welcome addition to our cohort but need to be supported differently as in many cases they have no prior education experience and limited or no English when they enter the care system. These learners do however go on to make considerable progress, achieving at a level appropriate to their starting points 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.
- 4.17 The Virtual School work closely with our SEND colleagues to ensure the swift placement of CLA with statements or an EHCP, who require a new school to be identified due to placement changes. In many cases we act as the intermediary with other SEN teams or Virtual Schools for CLA with SEN moving into Croydon under the care of other local authorities or for Croydon CLA being placed out of borough.

5 Challenge to underperforming schools

5.1 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 and followed up by the Head of Standards where necessary and appropriate. This will often have a positive impact on schools and support them with taking appropriate actions to improve outcomes.

5.2 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

5.3 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.

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

5.5 Where we are concerned about the performance of academies we have formal conversations with the regional schools commissioner.

6. Attendance

6.1 The most recent DfE validated data is for the autumn and spring terms of the 2018/19 academic years and is used in this report unless indicated otherwise. Full academic year data for 2018/19 will be published in March/April 2020.

6.2 There are two measures for absence from school. These are overall absence and persistent absence. Overall absence is the percentage of total school sessions that were recorded as an absence. Persistent absence is the percentage of pupils who are absent from school for more than 10% of the possible sessions.

6.3 Overall absence from school

6.4 Nationally the rate of primary school overall absence has decreased by 0.3% from 4.1% to 3.8%. In Croydon the percentage also decreased by 0.3% and our rate of overall absence is on a par with the percentage for England at 3.8%.

6.5 Like the overall absence rate for primary schools the rate Croydon secondary schools have seen a decrease of 0.2% in overall absence, which now stands at 5.0%. Nationally the overall absence rate has also decreased but only by 0.1% to 5.2%, and

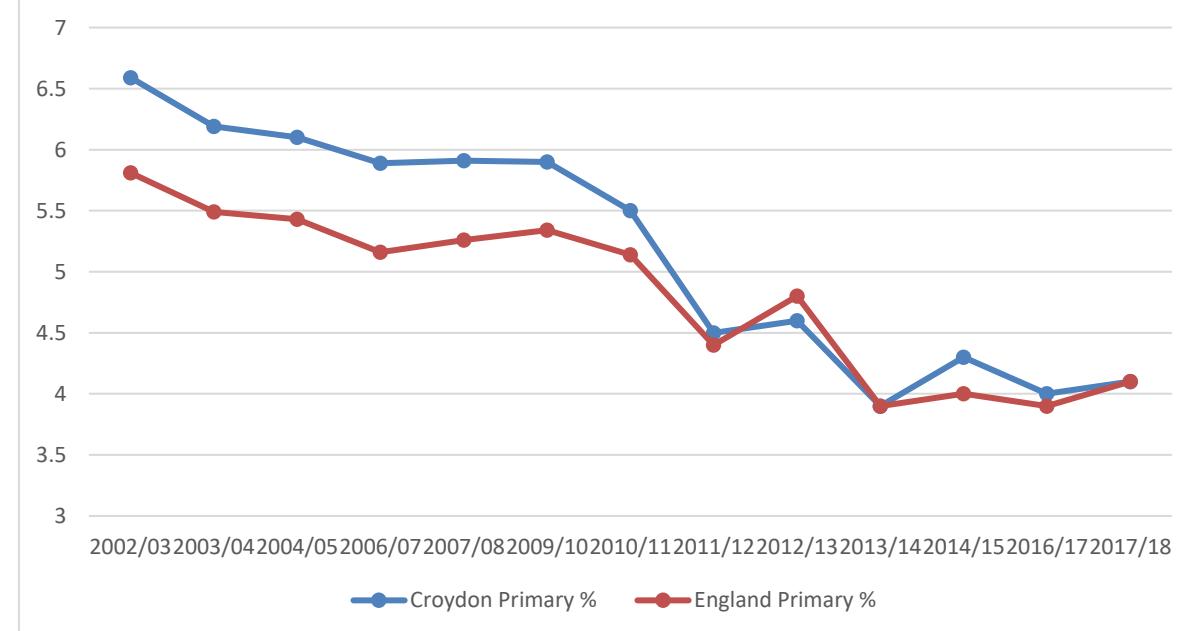
therefore Croydon is 0.2% better than the national overall absence rate.

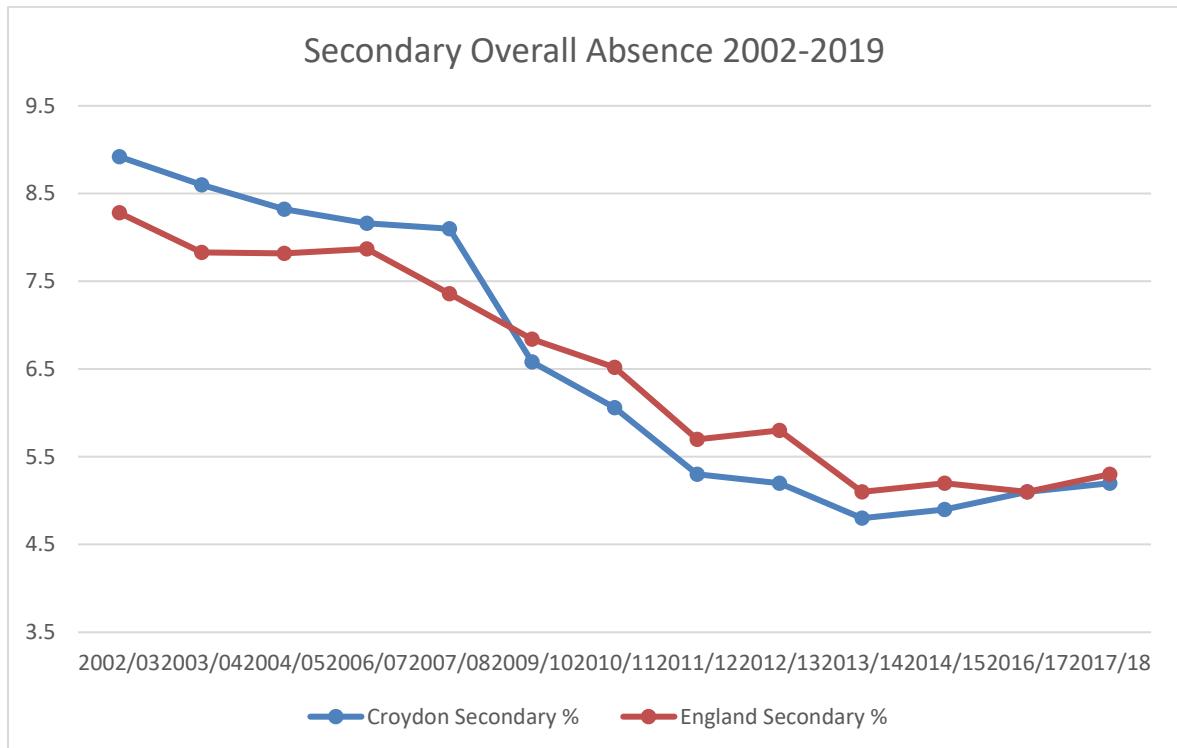
6.6 The DfE attributes the increase in overall absence nationally to increased levels of unauthorised family holiday and other unauthorised absence. Illness remains the most common reason for absence and accounts for 57.6% of all absences. This is an improvement on 2017/18 when it accounted for 60% of absences.

Overall Absence Trend 2002-2019 (Lower values are better in this table)

Year	Croydon Primary %	England Primary %	Year	Croydon Secondary %	England Secondary %
2002/03	6.59	5.81	2002/03	8.92	8.28
2003/04	6.19	5.49	2003/04	8.6	7.83
2004/05	6.1	5.43	2004/05	8.32	7.82
2005/06	6.5	5.18	2005/06	8.55	8.24
2006/07	5.89	5.16	2006/07	8.16	7.87
2007/08	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
2016/17	4.0	3.9	2016/17	5.1	5.1
2017/18	4.1	4.1	2017/18	5.2	5.3
2018/19	3.8	3.8	2018/19	5.0	5.2

Primary Overall Absence % 2002-2019





6.7 Persistent absence

6.8 In the reporting period persistent absence was defined as a pupil missing more than 10% of possible sessions. Persistent absence is a serious issue for pupils as much of the missed learning is never made up and places pupils as a disadvantage compared to peers and impacts upon future attainment. There is evidence of a link between poor attendance and low levels of attainment.

6.9 Croydon primary school persistent absence rate in 2018/19 was 8.7% and this was a decrease of 1.1% compared to the same period in 2017/18. This now stands at 0.4% higher than the national rate of 8.3%. Nationally there was a 1.3% increase in the rate compared to 2017/18. Therefore Croydon has reduced its percentage persistent absence rate to its lowest ever rate but remains 0.2% higher than the England rate.

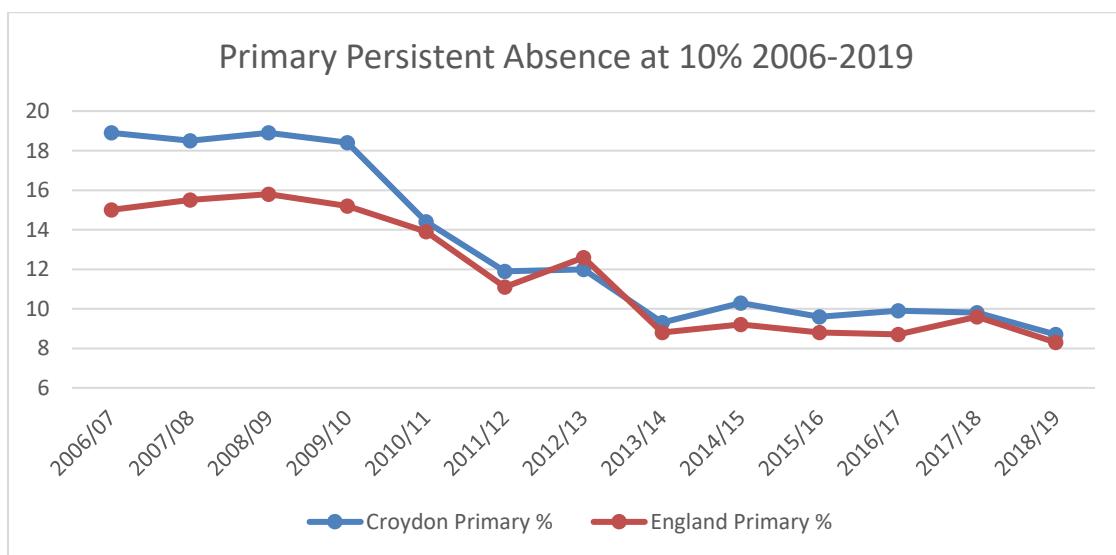
6.10 Croydon secondary schools persistent absence rate in 2018/19 has decreased 0.6% from 13.2% in 2017/18 to 12.6%. This is line with a decrease nationally, which fell from 13.5% to 12.7%. Croydon's secondary school percentage rate for persistent absence therefore remains 0.3% better than the rate for England overall.

6.11 Croydon vs Statistical Neighbour vs England PA Trend 2006-2019

6.12 Persistent absence is when a pupil is absent for more than 10% of possible sessions. These absences cover both authorised and unauthorised absences. The tables below have been recalculated for the historic data and are based on the 10% threshold. The lower the figure the better in these tables and graphs.

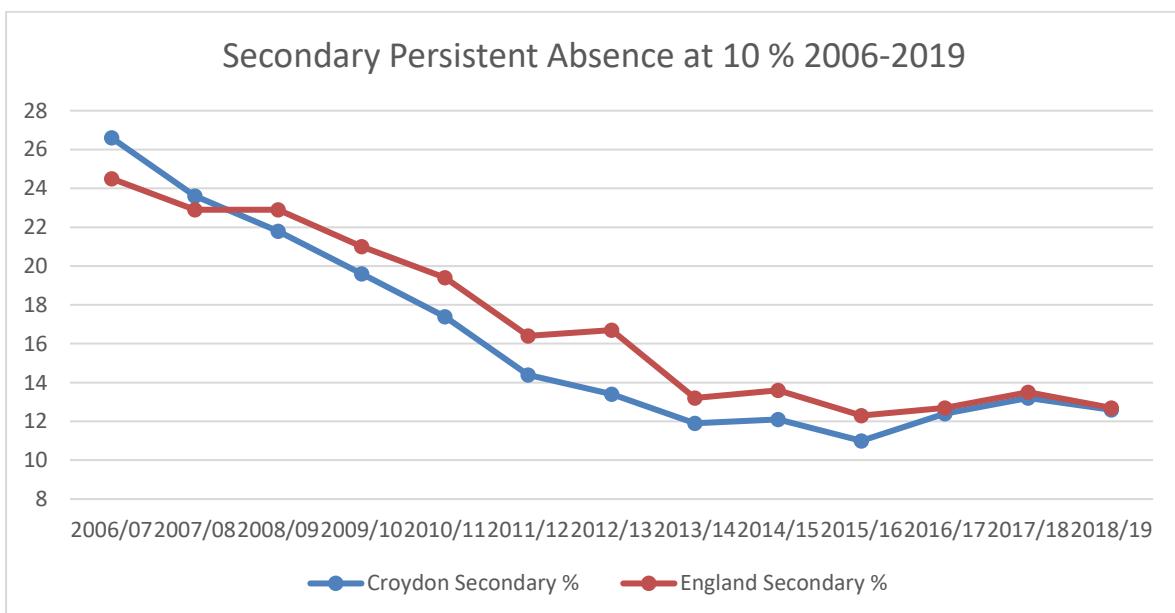
Primary School Persistent Absence 2006-19

Year	Croydon Primary %	England Primary %
2006/07	18.9	15
2007/08	18.5	15.5
2008/09	18.9	15.8
2009/10	18.4	15.2
2010/11	14.4	13.9
2011/12	11.9	11.1
2012/13	12	12.6
2013/14	9.3	8.8
2014/15	10.3	9.2
2015/16	9.6	8.8
2016/17	9.9	8.7
2017/18	9.8	9.6
2018/19	8.7	8.3



Secondary School Persistent Absence 2006-18

Year	Croydon Secondary %	England Secondary %
2006/07	26.6	24.5
2007/08	23.6	22.9
2008/09	21.8	22.9
2009/10	19.6	21
2010/11	17.4	19.4
2011/12	14.4	16.4
2012/13	13.4	16.7
2013/14	11.9	13.2
2014/15	12.1	13.6
2015/16	11.0	12.3
2016/17	12.4	12.7
2017/18	13.2	13.5
2018/19	12.6	12.7



6.13 What are we doing to improve overall and persistent absence?

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

6.15 The Department for Education, in September 2015, reduced the persistent absence threshold from 15% absences to 10% absences. 15% was in turn a reduction from 20%, which was the threshold when the measure was first introduced. This has led to a steady improvement in attendance as what is considered good attendance has gone higher and there has been sharper focus on intervention to ensure ever greater numbers of young people are on the right side of the threshold.

6.16 Since the creation of Octavo funding and responsibility for education welfare services being delegated to schools. Croydon Council retained responsibility for statutory enforcement services with schools assuming responsibility for improving attendance and casework around individual pupils.

6.17 Schools either undertake this casework in house or commission independent education welfare providers to carry this out. There are two main independent education welfare providers operating in Croydon. Octavo ceased offering this as a traded service in 2017.

6.18 Croydon Council's Learning Access has a small team of school facing attendance improvement practitioners, which is able to work with schools and parents to improve attendance in addition to our attendance enforcement work.

6.19 The attendance improvement practitioners undertake individual casework around complex cases of children who are missing out on education. They also promote the use of the Early Help pathway and conducted reviews of whole school attendance practice in schools where this is a concern.

6.20 6.21 The local authority will also support schools by taking enforcement action, where this is appropriate, against parents who fail to ensure their children attend school regularly. In the 2018/19 academic year 1,063 penalty notices were issued for unauthorised absence at school and 81 prosecutions were undertaken by the service.

6.21 The service will continue to work to improve attendance through individual casework with appropriate cases; whole school support with priority schools; liaison with independent education welfare providers; raising awareness of attendance; and exploring opportunities provided by the new locality early help teams.

7. Exclusions

7.1 Pupils can be excluded from school either permanently or for a fixed period. These are formal sanctions that occur in response to breaches of the schools behaviour policy and there are regulations and guidance covering their use. Parents have various rights of representation in response to an exclusion.

7.2 The national context

7.3 The Department for Education publishes the national comparative rates for exclusions from academies and from local authority maintained schools. This data is published annually in the summer following each academic year once it has been validated. The most recent national data release was for the 2017/18 academic year, which was published in August 2019. Validated data for the 2018/19 academic year will be published in August 2020.

7.4 The data captures three measures, which are broken down by primary and secondary schools.

These are:

- The number of permanent exclusions and this as a percentage of total pupil numbers;
- The number of fixed period of exclusions and this as a percentage of total pupil numbers; and
- The number of pupils with one or more fixed period exclusions and this as a percentage of total pupil numbers.

7.5 The percentage of total pupil numbers is particularly key. This is because with the rising school age population the headline numbers of exclusions may rise but it may not actually rise as a proportion of the total number of pupils in the cohort.

7.6 Permanent exclusions from Croydon schools during 2017/18

7.7 There were 43 permanent exclusions from Croydon maintained schools during the 2018/19 academic year. This is an increase in the number of actual permanent exclusions for the 2017/18 academic year when there were 37 permanent exclusions. In 2018/19 five primary schools and 15 secondary schools had at least one permanent exclusion.

7.8 There were five permanent exclusions of primary school pupils during 2018/19, which is a reduction on the eight in 2017/18. The remaining 38 permanent exclusions were all from secondary schools. There were six permanent exclusions of Croydon resident pupils from schools in other local authority areas.

7.9 At further eight permanent exclusions were subsequently withdrawn and two were reinstated by the governing body.

7.10 The most recent comparative data is for 2017/18, which shows Croydon's permanent exclusion rate of 0.06% as being lower than the rates for England (0.10%) and London (0.08%).

7.11 The table below shows the trend in the number of permanent exclusions from maintained Croydon schools, academies and free schools over recent years as well as the permanent exclusion rates compared with National, London and Statistical Neighbours

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19*
Number of PEx (Croydon)	81	75	77	65	65	13	24	22	41	39	43
% of PEx (Croydon)	0.16	0.15	0.15	0.12	0.10	0.04	0.04	0.04	0.07	0.06	*
% of PEx (England)	0.09	0.08	0.07	0.07	0.07	0.06	0.07	0.08	0.10	0.10	*
% of PEx (London)	0.11	0.10	0.08	0.08	0.08	0.07	0.07	0.07	0.09	0.08	*

*Please note the figures for 2018/19 are not yet published.

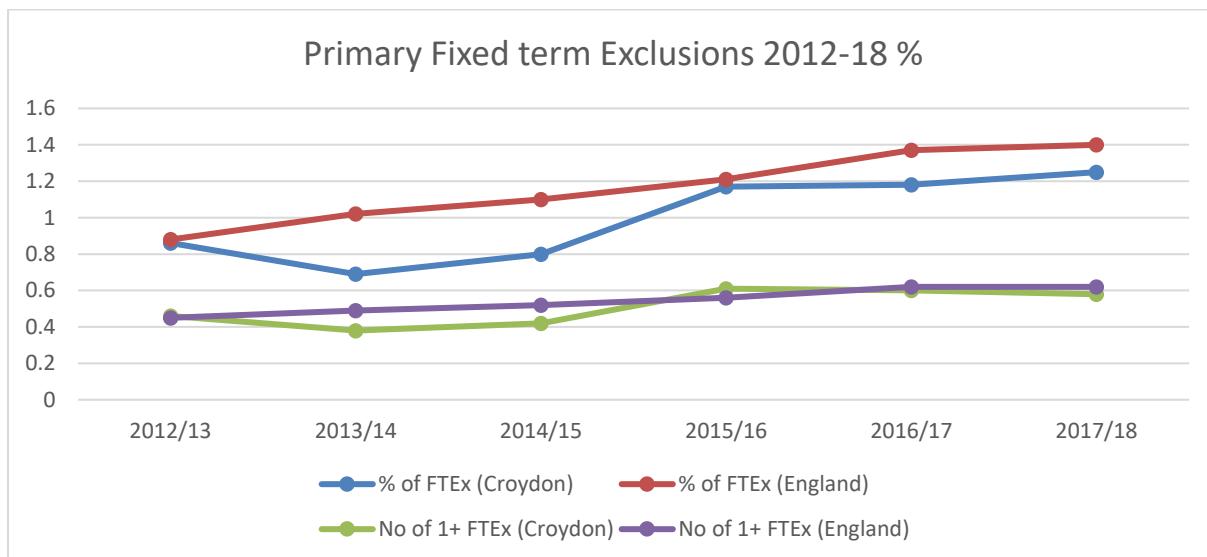
7.12 Fixed term exclusions from Croydon schools during 2017/18

7.13 Validated fixed term exclusion data for 2018/19 will not be available until August 2020. The Croydon fixed term exclusion figure for 2018/19 are locally reported and should be considered provisional at this stage, which means any analysis based on locally reported data is subject to change once the validated data is published.

7.14 The current local reported figure for all schools in 2018/19 is 1609; with 1051 exclusions from secondary schools, 425 from primary schools and 132 from AP & special school. This figure is almost certain to increase when the validated data is published.

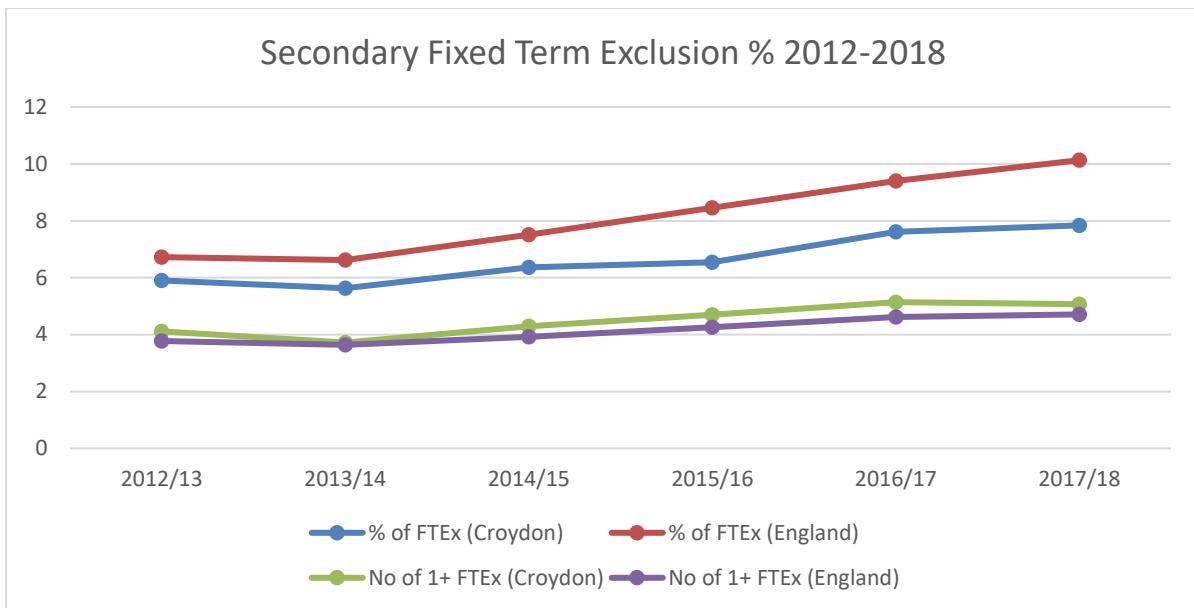
Primary Fixed Term Exclusion 2012-18 (Source: DfE published data)

	2012/13	2013/14	2014/15	2014/15	2015/16	2016/17	2017/18
No. of FTEEx (Croydon)	273	223	264	396	402	426	
% of FTEEx (Croydon)	0.86	0.69	0.80	1.17	1.18	1.25	
% of FTEEx (England)	0.88	1.02	1.10	1.21	1.37	1.40	
No of 1+ FTEEx (Croydon)	145	122	141	206	205	197	
No of 1+ FTEEx (Croydon)	0.46	0.38	0.42	0.61	0.60	0.58	
No of 1+ FTEEx (England)	0.45	0.49	0.52	0.56	0.62	0.62	



Secondary Fixed Term Exclusion 2012-18 (Source: DfE published data)

	2012/13	2013/14	2014/15	2014/15	2015/16	2016/17	2017/18
No. of FTEEx (Croydon)	1303	1245	1400	1452	1689	1740	
% of FTEEx (Croydon)	5.90	5.63	6.36	6.54	7.61	7.84	
% of FTEEx (England)	6.72	6.62	7.51	8.46	9.40	10.13	
No of 1+ FTEEx (Croydon)	908	822	944	1042	1142	1126	
No of 1+ FTEEx (Croydon)	4.11	3.72	4.29	4.70	5.14	5.07	
No of 1+ FTEEx (England)	3.77	3.64	3.92	4.26	4.62	4.71	



7.15 Exclusions by ethnicity 2018/19

7.16 Black Caribbean pupils made up 30% of permanent exclusions and 25.8% of fixed term exclusions from Croydon schools during the 2018/19 academic year. Black Caribbean pupils account for 10.5% of the Croydon school age population.

7.17 Like with England as a whole Black Caribbean pupils in Croydon have the greatest level of disproportionately when it comes to exclusion from school.

7.18 White British pupils account for 18.6% of permanent exclusions and 19.3% of fixed term exclusions from Croydon schools, academies and free schools during the 2018/19 academic year. White British pupils account for 27.2% of the Croydon school age population.

7.19 Black African pupils account for 6.9% of permanent exclusions and 12.5% of fixed term exclusions from all schools in Croydon during the 2018/19 academic year. Black African pupils make up 15.1% of the Croydon school age population.

ETHNICITY	FPEX	PEX	REINSTATED	WITHDRAWN	Grand Total
ABAN - Bangladeshi	5				5
AIND - Indian	5				5
AOTH - Any Oth Asian b'ground	18				18
APKN - Pakistani	21				21
BAFR - Black African	202	3	1	2	208
BCRB - Black Caribbean	416	13		1	430
BOTH - Any Oth Black b'ground	75	2	1		78
CHNE - Chinese	1				1
MOTH - Any Oth Mixed b'ground	91	2		1	94
MWAS - White and Asian	19			1	20
MWBA - White and Black African	46	2			48
MWBC - White & Black Caribbean	160	6			166
NOBT - Info not yet obtained	29				29
OOTH - Any other Ethnic Group	30			1	31

REFU - Refused	17				17
WBRI - White British	311	10		1	322
WIRI - White Irish	3			1	4
WIRT - Traveller - Irish Herit	1				1
WOTH - Any Oth White b'ground	73	3			76
WROM - Gypsy/Roma	5				5
(blank)	81	8			89
Grand Total	1609	49	2	8	1668

7.20 Exclusions of pupils with an EHCP 2017/18

7.21 There were four permanent exclusions (1xPrimary & 3xSecondary) from Croydon secondary schools of pupils with an Education Health and Care Plan (EHCP) during 2018/19. This is one fewer than the previous year. In addition to this two pupils had permanent exclusions withdrawn and two were reinstated by the governing body.

7.22 There were 195 fixed term exclusions from Croydon schools for pupils with an EHCP during 2018/19.

7.23 Exclusions of Looked After Children

7.24 There was one permanent exclusions (not a Croydon CLA) and 53 reported fixed term exclusions of 'Looked After Children' (LAC) during the 2018/19 academic year. A further two permanent exclusions were subsequently withdrawn following the intervention of the local authority.

7.25 This data relates to children 'looked after' to any local authorities; not just Croydon 'looked after children'. The significant factor is that they attend a Croydon school.

7.26 Fair Access Panel

7.27 Since 2013 Croydon has utilised its Fair Access Panels to support primary and secondary schools to prevent the need for permanent exclusions.

7.28 The new staged approach was launched to head teachers' in the summer term of 2018 and separates the advice to schools stage from the stage that enables access to primary AP places at Beckmead. The new Primary Inclusion Forum is a collaborative meeting where schools meet as a group to discuss pupils of concern, devise strategies and offer mutual support and advice. Feedback from those schools that have attended the forum has been positive.

7.29 Places at Bramley Bank will continue to be offered through the Primary Fair Access Panel to suitable cases. These will be for a time-limited intervention to support the schools. Pupils can then either be reintegrated back into their mainstream schools or transfer to specialist provision with an EHCP. All referrals to the panel require the consents of the child's parents/carers before they can be discussed.

7.30 In 2018/19 a total of 34 children were discussed at the forum.

7.31 Secondary Fair Access

7.32 Since 2013 Croydon's Secondary Fair Access Panel has been successful in reducing the number of permanent exclusions from Croydon secondary schools.

7.33 Prior to the panel there were in the region of 70 to 80 permanent exclusions a year from Croydon schools. In addition to this schools used to arrange managed moves between themselves as alternatives to permanent exclusions. The number of managed moves that occurred was not recorded as this was arranged at school to school level so it is not possible to compare data.

7.34 The Fair Access Panel formalised much of the managed moves that had previously occurred between secondary schools. The panel acts in part as a managed move brokerage for Croydon schools and provides a greater level of scrutiny, transparency and accountability than the previous system where managed moves were individually negotiated at school level. All referrals to the panel must have the consent of the pupil's parent/carer before they can be considered.

7.35 The panel can offer pupils who have been referred either a place at another mainstream secondary school or a place either at Saffron Valley Collegiate, our secondary PRU or in another alternative provider. Parents can decline the offer from the fair access panel if they wish. In those circumstances it would be for the head teacher of the school to decide whether or not they then wish to proceed with the formal permanent exclusion process.

7.36 The panel also considers hard to place pupils from admissions. These could be pupils who are new to Croydon who are in need of a school place but whose personal histories make securing a school place more challenging or they could be pupils considered ready for reintegration to a mainstream school from Saffron Valley Collegiate.

7.37 The panel is co-ordinated by the local authority and chaired by a senior leader from a Croydon academy. Senior representatives from most Croydon secondary schools attend as do key people from the police, children's social care and the youth offending service so ensuring there is a holistic multi-agency approach to deliberations and the decision on any new placement is informed by a range of information.

7.38 Referrals to the fair access panel are considered under one of three categories. These are:

- Cases – hard to place pupils who are unable to secure a school place through normal admission procedures and need to be placed under the Fair Access Protocol
- Alternative to exclusion – referrals from schools as an alternative to permanent exclusion
- Prevention – referrals from schools for other reasons (i.e. a breakdown in relationships) where a managed move is felt to be desirable
- Breakdown – referrals from schools that are referred back to the panel after a placement has broken down

7.39 In 2018/19 the number of pupils discussed at the Secondary Fair Access Panel had reduced to 251. These broken down as follows:

- Cases – 79
- Alternative to exclusion – 74
- Prevention – 81
- Placement breakdown - 17

7.40 This was a reduction on 2017/18 when a total of 309 pupils were discussed at the Secondary Fair Access Panel.

7.41 Conscious steps have been taken in recent years to reduce the number of referrals to the panel; particularly referrals for ‘alternative to exclusion’ by tightening up the referral criteria. These have successfully led to a reduction in referrals and it would appear that there has not been a corresponding rise in the number of permanent exclusions.

7.42 What are we doing to reduce exclusions?

7.43 A number of steps are being taken to work with schools to reduce their need to exclude pupils. These include:

- At primary level to promote collaborative working through the Primary Inclusion Forum and offer respite AP placements through the Primary Fair Access Panel
- At secondary level continue to utilise the the Secondary Fair Access Panel as a forum to broker managed moves to other schools and offer AP placements for pupils at risks of permanent exclusion; whilst also providing greater challenge to schools around the referrals they seek to make to the panel.
- Exclusions prevention officer to provide support for individual cases where appropriate before the permananet exclsuion is given
- Promote the use of devolved cluster funding to support pupils with additional needs who are at risk of exclusion.
- Pro-actively indentify from fixed term exclusion data pupils who are becoming at risk of exclusion and seek to work with schools regarding those pupils.
- Work with schools where they identify a pupil at risk of exclusion and seek to find alternative solutions that prevent the need to exclude.
- Provide challenge and support to targetted high excluding schools to seek to reduce those school's use of exclusions

8. OFSTED INSPECTION OUTCOMES

- 8.1 A new OFSTED inspection framework came into effect on Seprember 2019. Prior to that there were no major revisions made to the Ofsted Framework from September 2017 and the Section inspections remained as they had in the previous year. Section 8 inspections changed slightly during 2017/18 as they were no longer converting to section 5 inspections if the Lead Inspector had judged that things had changed significantly since the last inspection.
- 8.2 At the beginning of January 2018 87% of all Croydon’s schools were judged by OFSTED to be good or better. The current percentage is 86%.

Recent inspections of our RI schools have been positive with one being judged as outstanding and one as good.

We have had one secondary school and two primary schools judged as Inadequate and we are working closely with the Academy Trusts to ensure rapid and robust action is being taken to make the necessary improvements.

9. CONSULTATION

There are no needs for consultation arising from this report.

10 PRE-DECISION SCRUTINY

10.1 This item was discussed on the 17th December 2019

11. HUMAN RESOURCES IMPACT

There are no direct Human Resources considerations arising from this report for Council employees. Should there be a future need to make any changes within the schools workforce, as a result of School Improvement Plan, then this would be handled by the relevant schools' governing body in accordance with their HR policy and procedures.

To Be Approved by Nadine Maloney - Head of HR

12. 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 is focusing on closing the gap for Black Caribbean and Pupil Premium pupils in the borough at KS2.

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.

13. ENVIRONMENTAL IMPACT

There are no direct implications contained in this report.

14. CRIME AND DISORDER REDUCTION IMPACT

There are no direct implications contained in this report.

15. REASONS FOR RECOMMENDATIONS/PROPOSED DECISION

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.

16. OPTIONS CONSIDERED AND REJECTED

Not relevant.

17. DATA PROTECTION IMPLICATIONS

WILL THE SUBJECT OF THE REPORT INVOLVE THE PROCESSING OF 'PERSONAL DATA'?

NO

CONTACT OFFICER:

Shelley Davies, Director of Education and Youth Engagement. (Interim)
Michael McKeaveney – Head of Standards, Safeguarding and Inclusion (Interim)

BACKGROUND PAPERS: None

APPENDICES:

Appendix 1: KS2 Test results for RWM at expected standard AY 2018/2019

Appendix 2: Secondary School GCSE results 2016

Appendix 3: Exclusions from Croydon maintained schools and academies for the 2018/19 academic year

Appendix 4: Exclusions from maintained schools and academies for 2018/19 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: Croydon Primary & Secondary Vacancy Maps 2019

Appendix 9: Prevalence and Characteristics of Croydon School Population

Appendix 10: SEND Query

Appendix 11: Croydon SEND Analysis Dashboard 2019

Appendix 1 KS2 RWM and progress scores for AY 2018/19 provisional data

From September 2019 floor standards no longer apply.

School	Cohort	RWM ≥Exp	Avg. KS1 Pt Score	READING	WRITING	MATHS
				Progress scores		
				Avg. Prog. Score	Avg. Prog. Score.	Avg. Prog. Score.
NCER National	593140	64.9%	16.2	+0.04	+0.04	+0.04
DfE Region - London	80984	70.0%	16.3	+1.02	+0.87	+1.41
LA	4680	66.0%	15.9	+0.80	+0.65	+0.90
Aerodrome Primary Academy	59	69.5%	15.0	+3.99	+1.64	+4.59
All Saints CofE Primary	50	52.0%	15.7	-0.26	-1.73	-0.07
Applegarth Academy	61	90.2%	14.7	+7.20	+5.86	+9.32
Ark Oval Primary	60	55.0%	16.7	-2.39	-2.24	-2.07
Atwood Primary Academy	60	68.3%	17.3	+0.07	-3.24	-0.50
Beaumont Primary School	30	86.7%	17.2	+4.01	+1.00	+3.66
Beckmead School	28	0.0%	10.8	-7.37	-12.15	-7.89
Beulah Junior School	79	59.5%	14.8	+0.64	+1.93	+3.54
Broadmead Primary Academy	81	49.4%	13.3	+1.20	+3.45	-0.23
Castle Hill Academy	60	55.0%	14.4	-1.05	+1.50	+0.81
Chipstead Valley Primary School	62	82.3%	16.8	+0.50	-0.57	-0.99
Christ Church CofE Primary School (Purley)	58	62.1%	16.0	+0.17	+0.71	+0.15
Coulsdon CofE Primary School	30	70.0%	16.2	+0.32	-0.37	+0.20
Courtwood Primary School	31	74.2%	17.0	+0.20	-0.44	-0.09
Cypress Primary Academy	86	69.8%	16.0	+0.76	+1.21	+0.90
David Livingstone Academy	43	79.1%	15.0	+3.93	+3.32	+3.50
Davidson Primary Academy	35	71.4%	14.9	+4.62	+4.91	+2.59
Downsview Primary and Nursery School	87	55.2%	17.2	-1.47	-2.01	-1.39
Ecclesbourne Primary School	56	71.4%	16.0	-1.54	+0.05	+0.79
Elmwood Junior School	120	66.7%	16.1	-0.73	+0.61	-0.64
Fairchildes Primary School	92	73.9%	16.4	+0.16	+1.11	+1.41
Forest Academy	44	63.6%	16.8	-3.46	-1.02	-1.97
Forestdale Primary School	58	79.3%	16.3	+2.93	+1.97	+1.92
Gilbert Scott Primary School	24	50.0%	14.9	+0.07	-0.49	-1.13
Gonville Academy	60	80.0%	15.2	+6.54	+4.13	+5.66
Good Shepherd Catholic Primary School	30	70.0%	16.5	+1.92	-1.92	+0.74
Greenvale Primary School	32	65.6%	15.3	+1.81	+4.01	+2.56
Gresham Primary School	32	71.9%	15.8	+1.65	+2.03	+0.75
Harris Primary Academy Benson	51	66.7%	17.7	-2.30	+0.23	-1.91
Harris Primary Academy Kenley	46	78.3%	18.0	-0.49	+0.13	-0.75
Heavers Farm Primary School	82	61.0%	16.5	-1.36	+0.36	-3.30
Howard Primary School	57	56.1%	14.8	+0.47	+2.50	-0.35
Kenley Primary School	49	51.0%	15.0	-1.07	+0.27	-1.98
Kensington Avenue Primary School	82	65.9%	15.2	+1.37	+0.07	+2.57

Keston Primary School	59	78.0%	16.5	+2.60	+2.92	+1.82
Kingsley Primary Academy	137	41.6%	14.0	+0.28	+1.53	+1.33
Margaret Roper Catholic Primary School	33	57.6%	17.5	-2.07	-4.66	-0.99
Monks Orchard School	85	49.4%	16.7	-2.24	-5.42	-2.30
New Valley Primary School	25	52.0%	15.3	-0.46	+2.76	+1.10
Norbury Manor Primary School	58	62.1%	15.1	+3.61	+1.95	+3.69
Oasis Academy Byron	44	79.5%	16.3	+1.81	+1.85	+2.19
Oasis Academy Ryelands	56	78.6%	15.5	+1.27	+1.38	-0.02
Oasis Academy Shirley Park	58	87.9%	17.0	+1.18	+2.52	+1.24
Orchard Way Primary School	29	69.0%	16.0	-1.84	+1.18	-0.79
Park Hill Junior School	90	80.0%	17.9	+1.55	-0.71	+1.78
Purley Oaks Primary School	89	52.8%	15.6	-0.87	+1.42	-0.36
Red Gates School	16	0.0%	1.6	+1.27	+1.41	+0.87
Regina Coeli Catholic Primary School	62	82.3%	16.9	+3.58	+1.41	+3.62
Ridgeway Primary School	89	83.1%	17.1	+2.97	-0.01	+2.06
Rockmount Primary School	59	83.1%	17.3	+2.10	-0.24	+1.96
Rowdown Primary School	41	65.9%	15.1	+0.18	+0.42	+0.57
Selsdon Primary and Nursery School	89	77.5%	16.3	+1.34	-0.08	+0.16
Smitham Primary School	60	68.3%	16.1	+1.44	+1.83	+0.44
South Norwood Primary	67	44.8%	15.8	-1.18	-0.02	-3.67
St Aidan's Catholic Primary School	32	84.4%	17.2	+3.97	+0.48	+2.36
St Chad's Catholic Primary School	46	73.9%	15.9	+3.07	+0.93	+3.08
St Cyprian's Greek Orthodox Primary Academy	66	63.6%	17.0	-2.05	+1.68	-0.45
St Giles School	11	0.0%	1.1	-2.33	-2.46	-2.77
St James the Great RC Primary and Nursery School	59	71.2%	16.6	+1.85	-1.18	+0.32
St John's CofE Primary School	32	84.4%	17.8	+2.95	+1.43	+1.79
St Joseph's RC Junior School	51	62.7%	15.7	+2.20	+0.06	+2.61
St Mark's Church of England Primary Academy	22	40.9%	15.6	-2.23	+1.05	-1.93
St Nicholas School	17	0.0%	3.2	-1.94	-0.14	-2.79
St Peter's Primary School	59	59.3%	15.8	-0.42	-1.23	+1.10
St Thomas Becket Catholic Primary School	60	83.3%	17.3	+0.11	+1.35	-0.16
St. Mary's Catholic Junior School	58	75.9%	15.1	+2.49	+2.66	+5.18
The Crescent Primary School	87	54.0%	16.3	+0.38	-1.80	-0.63
The Hayes Primary School	54	75.9%	15.4	+3.15	+3.55	+2.75
The Minister Junior School	118	72.0%	15.8	+4.23	+3.28	+5.36
The Robert Fitzroy Academy	111	49.5%	15.1	+0.02	+1.06	-1.51
Tudor Academy	106	76.4%	17.1	-1.05	+0.12	-0.57
West Thornton Primary School	87	55.2%	16.4	-1.37	-2.77	+0.55
Whitehorse Manor Junior School	104	61.5%	16.6	-1.52	-0.75	-1.76
Winterbourne Junior Boys' School	76	69.7%	14.8	+4.82	+4.24	+6.86
Winterbourne Junior Girls' School	78	79.5%	15.4	+4.78	+7.09	+4.76
Woodcote Primary School	90	71.1%	17.2	+0.36	-0.26	+0.69
Woodside Children's Centre and Infant School	95	68.4%	16.2	+0.34	-0.31	+1.98

Appendix 2: Secondary School GCSE results 2019 by school Provisional results

Estab No.	Estab. Name	Cohort	Progress 8			Score + CI	Met Floor	9-5			EBacc			Entry		
			Att. 8	Cov.	Avg. Score			Eng. LL	EBacc Mat.	E&M Entry	APS	EBacc Slots	Other Slots	Triple Sci.	≥2 Lang.	
- NCER National		428970	46.7	95.1%	-0.02	±0.00	-0.02	-	60.5%	49.0%	43.1%	39.5%	4.1	2.8	2.8	26.6% 2.8%
- DfE Region - London		47300	49.5	90.4%	0.28	±0.01	0.29	-	67.0%	53.8%	48.8%	54.2%	4.5	2.8	2.8	25.7% 6.7%
- Local Authority - Croydon		3641	45.4	90.4%	0.07	±0.04	0.11	-	63.0%	44.7%	40.3%	46.7%	3.96	2.7	2.8	17.2% 5.2%
4600 Archbishop Tenison's CofE High School		110	45.5	92.7%	-0.16	±0.25	0.09		61.8%	38.2%	33.6%	67.3%	4.08	2.9	2.9	28.2% 11.8%
7004 Beckmead School		40	3.9	97.5%	-2.66	±0.40	-2.26	N/A	0.0%	0.0%	0.0%	0.0%	0.16	0.2	0.3	0.0% 0.0%
7000 Bensham Manor School		44	2.3	90.9%	-1.63	±0.40	-1.23	N/A	0.0%	0.0%	0.0%	0.0%	0.05	0	0.5	0.0% 0.0%
6900 BRIT School for Performing Arts and Technology		188	48.5	83.5%	-0.30	±0.20	-0.1		83.0%	48.9%	48.4%	15.4%	3.78	2.5	2.9	15.4% 0.0%
5405 Coloma Convent Girls' School		147	61.9	95.2%	0.89	±0.21	1.1		88.4%	73.5%	72.1%	81.0%	5.77	3	3	38.8% 12.2%
4004 Edenden High School		162	43.7	84.6%	0.17	±0.21	0.38		61.7%	40.1%	36.4%	17.3%	3.6	2.8	2.8	9.3% 0.0%
6908 Harris Academy Purley		161	42.2	94.4%	-0.13	±0.20	0.07		54.0%	42.9%	32.9%	81.4%	4.04	2.9	2.8	10.6% 1.9%
6905 Harris Academy South Norwood		318	43.6	94.7%	0.01	±0.14	0.15		64.2%	41.2%	37.4%	74.5%	4.11	2.9	2.7	18.2% 10.4%
6906 Harris City Academy Crystal Palace		176	57.1	96.6%	0.61	±0.19	0.8		86.4%	71.0%	65.3%	84.7%	5.24	2.9	2.9	32.4% 6.3%
4002 Harris Invictus Academy Croydon		160	43.3	95.6%	0.02	±0.20	0.22		57.5%	44.4%	38.1%	38.1%	3.95	2.8	2.8	15.6% 6.9%
4007 Meridian high		93	35.5	95.7%	-0.45	±0.27	-0.18		50.5%	25.8%	21.5%	17.2%	2.89	2.6	2.6	0.0% 0.0%
5406 Norbury Manor Business and Enterprise College fd		206	51.6	95.6%	0.67	±0.18	0.85		75.2%	53.9%	50.0%	13.6%	4.07	2.8	2.9	22.3% 1.5%
6907 Oasis Academy Coulsdon		141	49	98.6%	0.37	±0.21	0.58		75.9%	47.5%	43.3%	61.7%	4.41	2.9	2.9	23.4% 1.4%
6909 Oasis Academy Shirley Park		166	43.4	95.2%	0.26	±0.20	0.46		60.8%	30.7%	25.9%	82.5%	3.92	2.9	2.9	0.0% 12.0%
7008 Priory School		11	0	81.8%	-1.50	±0.84	-0.66	N/A	0.0%	0.0%	0.0%	0.0%	0	0	0	0.0% 0.0%
5400 Riddlesdown Collegiate		320	53.2	92.8%	0.32	±0.15	0.47		76.6%	64.7%	61.3%	60.6%	4.81	2.9	2.9	18.4% 7.8%
5407 Shirley High School Performing Arts College		173	43	93.6%	-0.12	±0.20	0.08		53.2%	32.4%	27.7%	49.1%	3.72	2.9	3	13.3% 3.5%
4603 St Andrew's CofE Voluntary Aided High School		123	39.9	87.0%	-0.21	±0.24	0.03		52.8%	35.8%	31.7%	11.4%	3.28	2.7	2.7	23.6% 6.5%
7001 St Giles School		8	0	87.5%	-1.68	±0.95	-0.73	N/A	0.0%	0.0%	0.0%	0.0%	0	0	0	0.0% 0.0%
5402 St Joseph's College		170	47.3	96.5%	0.02	±0.20	0.22		63.5%	42.4%	41.2%	26.5%	3.85	2.9	3	6.5% 1.2%
4702 St Mary's Catholic High School		113	36.9	47.8%	0.03	±0.34	0.37	N/A	45.1%	26.5%	23.0%	13.3%	2.96	2.4	2.7	8.0% 10.6%
4003 The Archbishop Lanfranc Academy		78	42.3	67.9%	0.68	±0.35	1.03		42.3%	32.1%	28.2%	16.7%	3.43	2.9	2.9	15.4% 6.4%
6910 The Quest Academy		101	44.1	82.2%	0.30	±0.28	0.58		51.5%	40.6%	34.7%	18.8%	3.36	2.8	2.9	44.6% 7.9%
5403 Thomas More Catholic School		134	43.2	82.1%	-0.18	±0.24	0.06		54.5%	44.0%	33.6%	50.0%	3.81	2.8	2.9	0.0% 4.5%
5900 Virgo Fidelis Convent Senior School		90	39.6	80.0%	-0.37	±0.30	-0.07		42.2%	33.3%	30.0%	33.3%	3.44	2.8	2.8	24.4% 4.4%
4031 Woodcote High School		210	48.2	95.7%	0.02	±0.18	0.2		65.2%	50.0%	42.9%	57.6%	4.34	2.8	3	23.3% 0.5%

NB: Final data for 2019 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.

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Appendix 3: Exclusions from maintained schools and academies for 2018/19

SCHOOL	FIXD	PERM	RPER	WPER	Grand Total
Aerodrome Primary Academy	1				1
All Saints CofE Primary School	5				5
Applegarth Academy	3				3
Archbishop Tenison's CofE High School	41				41
Ark Evelyn Grace Academy		2			2
Atwood Primary Academy	16				16
Beckmead School	38			2	40
Beulah Junior School	7				7
Broadmead Primary Academy	6				6
Castle Hill Academy	4				4
Chestnut Park Primary School	8				8
Coloma Convent Girls' School		1			1
Cypress Primary Academy	5				5
David Livingstone Primary Academy	10				10
Davidson Primary Academy				1	1
Downsview Primary and Nursery School	18				18
Elmwood Junior School	6				6
Fairchildes Primary Academy	1				1
Forestdale Primary School	1				1
Gilbert Scott Primary School	7				7
Gonville Academy	4				4
Good Shepherd Catholic Primary School	3				3
Harris Academy Purley	95	3			98
Harris Academy South Norwood	1	2			3
Harris City Academy Crystal Palace	15	2			17
Harris Girls' Academy Bromley		1			1
Harris Invictus Academy Croydon		1			1
Harris Primary Academy Benson			1		1
Harris Primary Academy Haling Park	2				2
Harris Primary Academy Kenley	4				4
Heavers Farm Primary School	38				38
Howard Primary School	3				3
Kenley Primary School	3				3
Keston Primary School	1				1
Kingsley Primary Academy	17	1		1	19
Meridian High School	32	2			34
Monks Orchard Primary School and Nursery	27				27
New Valley Primary School	4				4
Norbury Manor Bus. & Enterprise College For Girls	84				84
Norbury Manor Primary School		1			1
Oasis Academy Arena	109	6		1	116
Oasis Academy Coulsdon		1			1
Oasis Academy Ryelands	7				7
Oasis Academy Shirley Park	127				127
Orchard Park High School	47	7			54
Orchard Way Primary School	2				2
Park Hill Junior School	3				3
Purley Oaks Primary School	4				4
Riddlesdown Collegiate	50				50
Ridgeway Primary School	4				4
Rockmount Primary School	11				11

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Appendix 4: Exclusions from maintained schools and academies for 2017/18 for children with SEN, Children Looked After and by ethnic group.

Exclusions by SEN Source: local data

	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018		2018/2019	
	Fixed	Perm										
Non-SEN	996	3	1379	20	816	10	663	16	744	6	787	18
School Action	92	6	60	2	56	0	29	2	25		7	
School Action Plus	273	3	122	1	47	4	12	1	18	1	7	
Statemented	91	1	74	1	50	0	4	0	1		1	
EHCP					159	3	155	3	199	5	172	3
Support					581	5	467	11	535	27	569	22
Total Numbers	1452	13	1635	24	1709	22	1330	33	1522	39	1543	43

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

	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018		2018/2019	
	Fixed	Perm										
Not Looked After	1423	13	1613	24	1597	20	1276	33	1442	37	1490	40
Looked After Children	29	0	22		112	2	54	0	80	2	53	3
Total Numbers	1452	13	1635	24	1709	22	1330	33	1522	39	1543	43

Exclusions by Ethnicity Source: local data

	2012/2013		2013/2014		2014/2015		2015/2016		2017/2018		2018/2019	
	Fixed	Perm										
ABAN - Bangladeshi	7	0	7	1	7	1	3		2		5	
AIND - Indian	6	0	11		11	0	2		5		4	
AOTH - Any other Asian background	23	0	17	1	17	1	19		24		17	
APKN - Pakistani	14	0	15		15	0	8		12	1	21	
BAFR - African	215	3	247	4	247	4	212	3	227	7	186	3
BCRB - Black Caribbean	350	2	450	4	450	4	345	3	377	9	398	12
BOTH - Any other Black background	66	2	106	3	106	3	92	1	64	1	71	2
CHNE – Chinese	0	0	0		0	0	0		1		1	
MOTH - Any other Mixed background	73	0	76	1	76	1	80	2	72	3	85	2
MWAS - White/Asian	15	0	14		14	0	10	1	16	2	18	
MWBA - White/Black African	25	0	37		37	0	23	1	23	1	43	2
MWBC - White/Black Caribbean	114	1	152	1	152	1	119	3	191	5	159	5
NOBT - Info not obtained	29	1	32		32	0	36	3	79		110	8
OOTH - Any other Ethnic Group	9	0	7	1	7	1	19	1	15		30	
REFU – Refused	18	0	36	2	36	2	14	1	23	2	10	
WBRI – British	419	4	433	4	433	4	304	12	332	8	303	8
WIRI – Irish	14	0	6		6	0	4		1		3	
WIRT - Traveller - Irish Heritage	1	0	57		57	0	1		2		1	

WOTH - Any other White background	49	0	6		6	0	37	2	55		73	1
WROM - Roma/Roma Gypsy	5	0	0		0	0	2		1		5	
Total Exclusions	1452	13	1635	24	1709	22	1330	33	1522	39	1543	43

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

	2012/2013		2013/2014		2014/2015		2015/2016		2017/2018		2018/2019	
	Fixed	Perm										
BME Groups	631	7	744	12	803	11	649	7	669	17	655	17
Other	821	6	891	12	906	11	681	26	853	22	888	26
Total exclusions	1452	13	1635	24	1709	22	1330	33	1522	39	1543	43

Reasons for exclusions Source: local data

	2012/2013		2013/2014		2014/2015		2015/2016		2017/2018		2018/2019	
	Fixed	Perm										
Bullying	33	0	35	0	28	1	13	0	14		18	
Damage	54	0	63	1	44	0	36	3	39	2	49	
Drug and alcohol related	53	0	68	1	58	1	33	3	38	2	46	2
Other	112	0	135	2	201	0	238	2	155	2	248	1
Persistent disruptive behaviour	333	3	400	3	457	6	242	12	376	11	283	16
Physical assault against adult	126	2	151	1	170	1	198	2	203	8	238	9
Physical assault against pupil	316	3	328	3	394	6	305	3	401	5	342	9
Possession of Offensive Weapon	25	3	29	5	22	3	15	4	10	4	21	3
Racist abuse	14	0	15	0	17	0	7	0	11		10	
Sexual misconduct	33	0	20	2	14	0	15	3	16	1	25	
Theft	34	0	42	0	34	1	19	0	26		11	
Verb abuse/threat behaviour adult	237	1	259	4	176	3	151	1	165	4	164	3
Verb abuse/threat behaviour pupil	82	1	90	2	94	0	58	0	68		88	
Total Exclusions	1452	13	1635	24	1709	22	1330	33	1522	39	1543	43

Excluded pupils as percentage of school population Source: local data

	2019 EXCLUSIONS BY ETHNIC GROUP			Pupils on roll Jan 2019 census	Excluded pupils as percentage of school population 2018
	Fixed	Perm	Total		
ABAN - Bangladeshi	5		5	615	0.01
AIND - Indian	4		4	2912	0.01
AOTH - Any Oth Asian b'ground	17		17	2945	0.03
APKN - Pakistani	21		21	2613	0.04
BAFR - Black African	186	3	189	8729	0.33
BCRB - Black Caribbean	398	12	410	5711	0.7
BOTH - Any Oth Black b'ground	71	2	73	1787	0.12
CHNE - Chinese	1		1	295	
MOTH - Any Oth Mixed b'ground	85	2	87	3621	0.15
MWAS - White and Asian	18		18	1194	0.03
MWBA - White and Black African	43	2	45	1146	0.08
MWBC - White & Black Caribbean	159	5	164	2732	0.28
NOBT - Info not yet obtained	110	8	118	530	0.19
OOTH - Any other Ethnic Group	30		30	1277	0.05
REFU - Refused	10		10	690	0.02
WBRI - White British	303	8	311	14701	0.53
WIRI - White Irish	3		3	181	0.01
WIRT - Traveller - Irish Herit	1		1	34	
WOTH - Any Oth White b'ground	73	1	74	5234	0.13
WROM - Gypsy/Roma	5		5	85	0.01
Grand Total	1543	43	1586	57032	2.71
					0.08
					2.78

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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 assigned 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.

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

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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)”

Cases presented at Secondary Fair Access Panel by School in 2018/19

251 pupil referrals were considered by the Fair Access Panel during the 2018/19 academic year. 79 cases were presented at panel as pupils requiring school places who were unable to be placed through the normal admissions procedures

When cases were presented at panel by schools in 2018/19 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 placement previously agreed at the Fair Access Panel had not been successful.

In 2018/19 74 cases were presented by schools under the avoidance category; 81 cases were under the category of prevention; and 17 were placement breakdowns.

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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. Outcomes for CLA, outcomes for pupils with an EHCP and close the difference between our highest attaining and lowest attaining schools
- Ensure that vulnerable schools and schools causing concern, including academies, 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. Where appropriate hold challenging conversations with the RSC and Diocese
- 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. Monitor closely the impact of any projects (SSIF). Particularly boys attainment at KS4
- 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

P
age
88
Promote high standards in all schools, particularly where areas of weakness have been identified i.e. Outcomes for CLA, outcomes for pupils with an EHCP and close the difference between our highest attaining and lowest attaining schools

Ensure that vulnerable schools and schools causing concern, including academies, 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. Where appropriate hold challenging conversations with the RSC and Diocese

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. In particular outcomes for boys at KS4
Monitor closely the impact of any projects.

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

School Improvement Plan: Targets

Sustain EYFS outcomes so that we are in line with London averages and remain on an upward trajectory beyond 2017

Improve / sustain KS1 attainment in reading, writing and mathematics so that we remain above national and narrow gaps with London where appropriate.

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

Reduce the number of schools judged as requiring improvement by Ofsted

Maintain the percentage of pupils achieving the expected level of combined attainment at the end of KS2 to be above national. Close the gaps in outcomes with other London boroughs

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

Increase the number of pupils achieving a combined English and mathematics grade Level 9 -4 so that Croydon pupils do as well as their peers across London

School Improvement Plan: Enablers

Local Authority

Octavo Partnership

Teaching Schools

Other quality assured providers

Appendix 8

Definition of Progress 8 / Attainment 8:

Progress 8 and Attainment 8 are two measures that schools have been judged against since 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 compulsory secondary school education. 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 pupil's progress measured across 8 subjects:

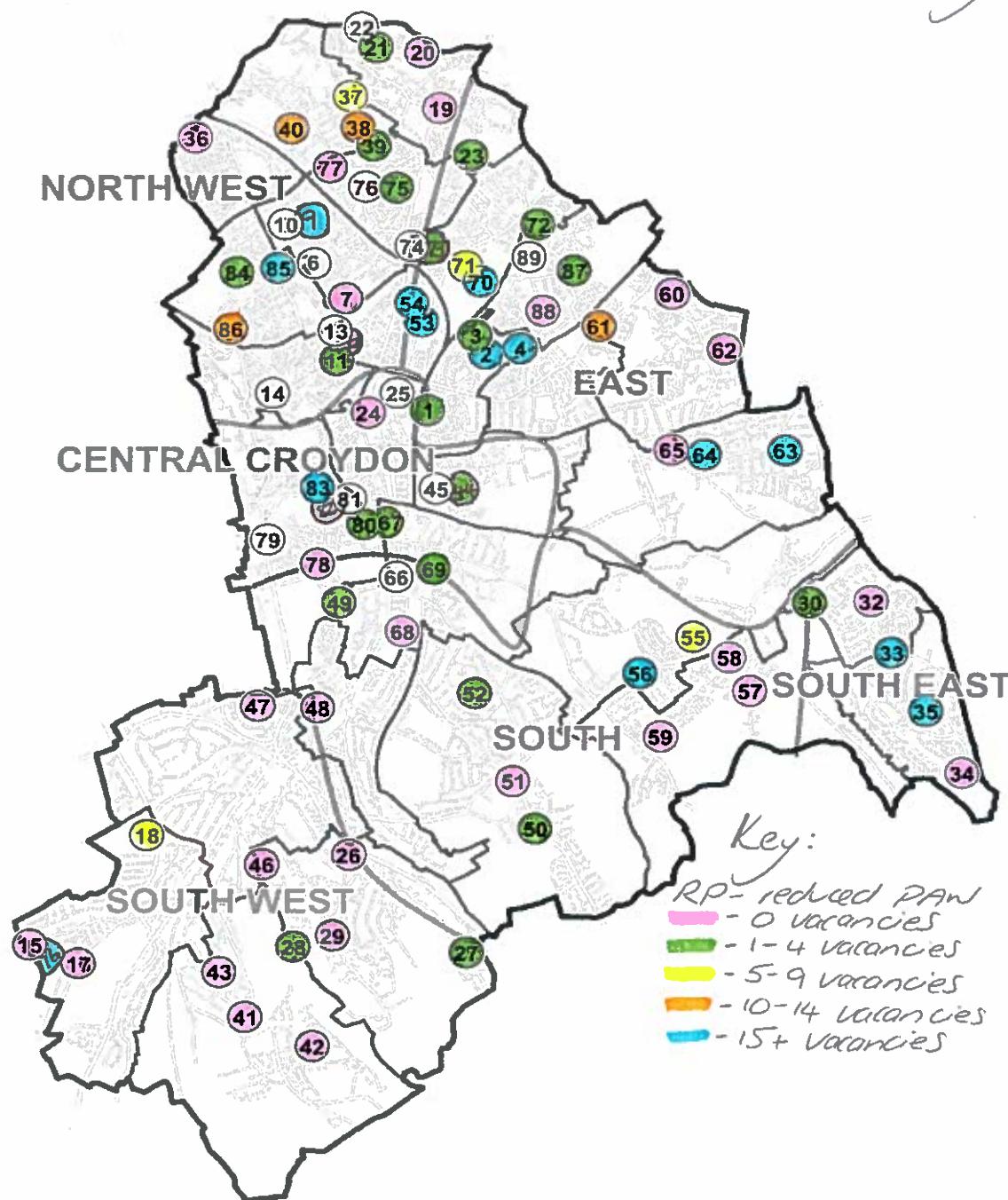
- English
- Mathematics
- Three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages)
- Three further subjects, which can be from the range of EBacc subjects, or can be any other GCSE or approved academic or vocational qualification

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.

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PRIMARY SCHOOLS BY WARD & PLANNING AREA 2018

- Vacancy Data



Addington West

- 1 Ark Oval Primary Academy
- 2 Davidson Primary Academy
- 3 The Robert Fitzroy Academy - RP: 40
- 4 The Woodside Academy - RP: 90

INDEX
INDEX- Whitehorse Manor Infant School - Places 1-13
- Whitehorse Manor Junior School - Places 14-24

- 5 Ecclesbourne Primary School
- 6 Winterbourne Boys Academy
- 9 Winterbourne Infant School
- 10 Winterbourne Junior Girls' School

Broad Green
11 Chestnut Park Primary School
12 Elmwood Infant School
13 Elmwood Junior School

14 Kingsley Primary School
Coulson Town
15 Chipstead Valley Primary School

16 Smitham Primary School

17 St Aidan's Catholic Primary School

18 Woodcote Primary School

Crystal Palace & Upper Norwood

19 All Saints C of E Primary School - RP: 30

20 Rockmount Primary School

21 St Joseph's RC Infant School

22 St Joseph's RC Junior School

23 Cypress Primary Academy

Fairfield

24 St Mary's Catholic Infant School

25 St Mary's Catholic Junior School

Kenley

- 26 Harris Primary Academy Kenley
- 27 Kenley Primary School
- 28 New Valley Primary School
- 29 The Hayes Primary School
- New Addington North
- 30 Applegarth Academy
- 31 Castle Hill Academy
- 32 Good Shepherd Primary School
- 33 Tudor Academy
- 34 Fairchild Primary School
- 35 Rowdown Primary School
- Norbury & Pollards Hill
- 36 Norbury Manor Primary School - RP: 60
- Norbury Park
- 37 Downview Primary School
- 38 St Cyriac's Greek Orthodox
- 39 David Livingstone Academy
- 40 Kensington Avenue
- Old Coulsdon
- 41 Coulsdon Colf Primary School
- 42 Keston Primary School
- 43 Oasis Academy Byron
- Park Hill & Whightif
- 44 Park Hill Infant School
- 45 Park Hill Junior School
- Purley & Woodcote
- 46 Beaumont Primary School
- 47 Margaret Roper Catholic School
- Purley Oaks & Riddlesdown
- 48 Christ Church Cofe Primary School
- 49 Regina Coeli RC Primary School

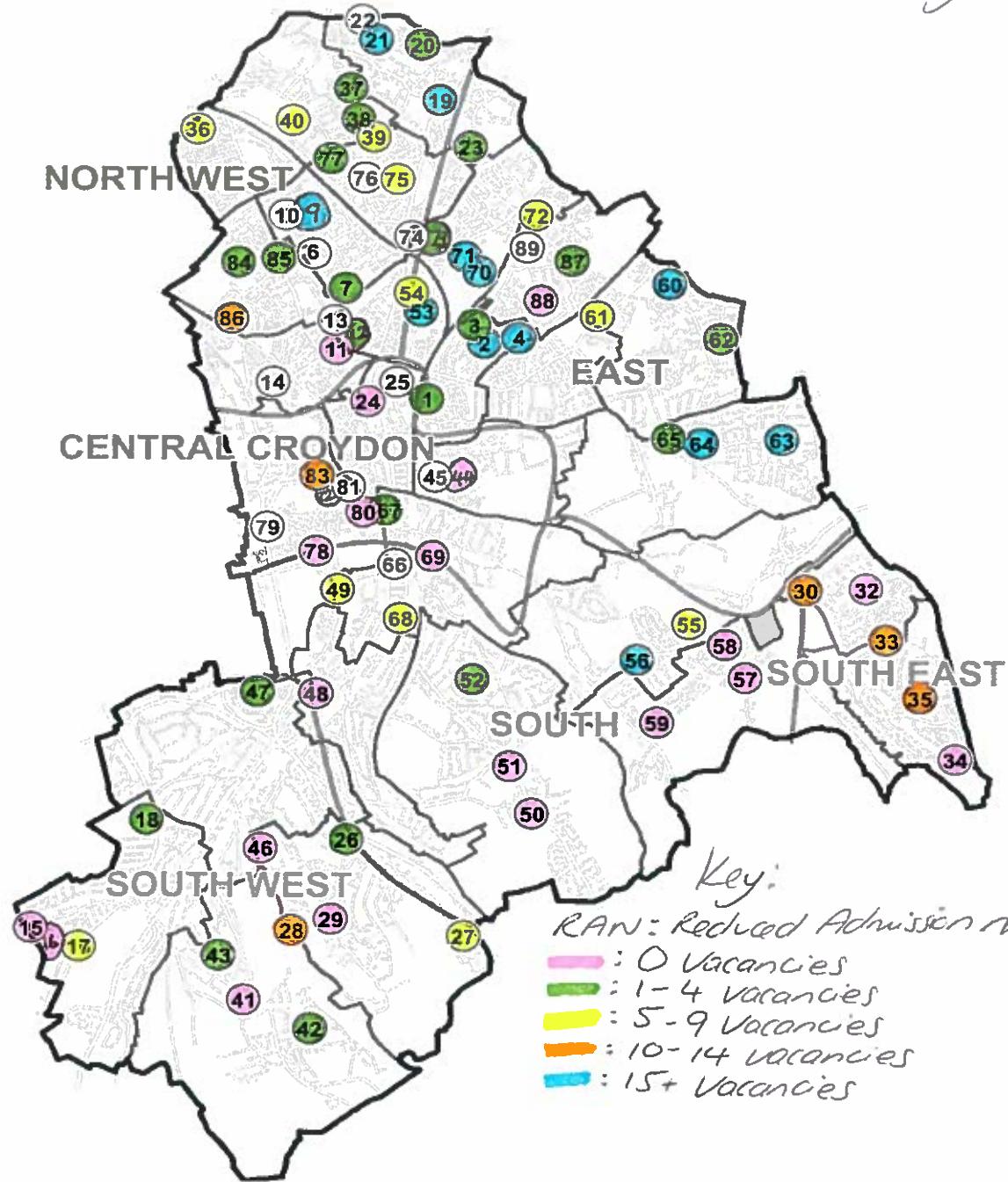
Sanderstead

- 50 Atwood Primary Academy
- 51 Gresham Primary School
- 52 Ridgeway Primary School
- Selhurst
- 53 Broadmead Primary Academy
- 54 The Crescent Primary School
- Selston & Addington Village
- 55 Gilbert Scott Primary School
- 56 Selston Primary School & Nursery
- Selston Vale & Forestdale
- 57 Courtwood Primary School
- 58 Forestdale Primary School
- 59 Greenvale Primary School
- Shirley North
- 60 Monks Orchard Primary & Nursery - RP: 30
- 61 Oasis Academy Shirley Park
- 62 Orchard Way Primary School
- Shirley South
- 63 Forest Academy
- 64 Harris Primary Academy Benson
- 65 St John's Cofe Primary School
- South Croydon
- 66 Harris Primary Academy Haling Park
- 67 Heathfield Academy
- 68 Purley Oaks Primary School
- 69 St Peter's Primary School

South Norwood

- 70 Heavers Farm Primary School
- 71 St Chad's Catholic Primary School
- 72 St Mark's CoFE Primary School
- 73 Whitehorse Manor Infant School
- 74 Whitehorse Manor Junior School
- Thornton Heath
- 75 Beulah Infant School - RP: 60
- 76 Beulah Junior School
- 77 St James The Great RC
- Waddon
- 78 Aerodrome Primary Academy
- 79 Harris Primary Academy Purley Way
- 80 Howard Primary School
- 81 Krishna Avant! Primary School
- 82 The Minster Junior School
- 83 The Minster Nursery & Infant School
- West Thornton
- 84 Gonville Academy
- 85 Paxton Academy Sports & Science - RP: 60
- 86 West Thornton Primary Academy
- Woodside
- 87 Oasis Academy Ryelands
- 88 St Thomas Becket Primary School
- 89 The South Norwood Academy

PRIMARY SCHOOLS BY WARD & PLANNING AREA 2018 - Vacancy Data



Key:

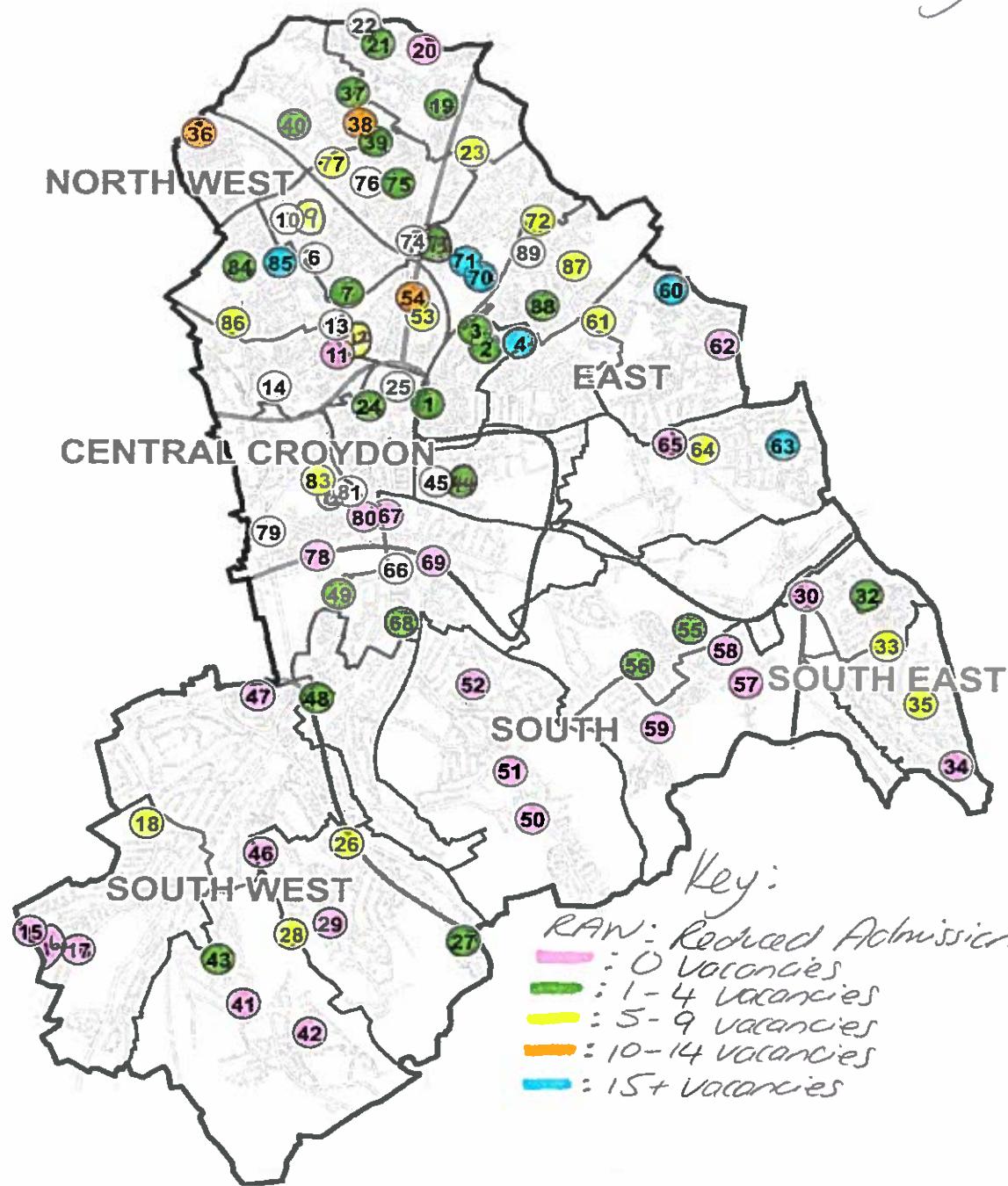
- RAN: Reduced Admission Number
- 0 Vacancies
 - 1-4 Vacancies
 - 5-9 Vacancies
 - 10-14 Vacancies
 - 15+ Vacancies

Addington West	
1 Ark Oval Primary Academy	
2 Davidson Primary Academy	
3 The Robert Fitzroy Academy	
4 The Woodside Academy - RAN: 90	
Bensham Manor	
5 Whitehorse Manor Infant School - See 73	
6 Whitehorse Manor Junior School - See 74	
7 Ecclesbourne Primary School	
8 Winterbourne Boys Academy	
9 Winterbourne Infant School	
10 Winterbourne Junior Girls' School	
Broad Green	
11 Chestnut Park Primary School	
12 Elmwood Infant School	
13 Elmwood Junior School	
14 Kingsley Primary School	
Coulsdon Town	
15 Chipstead Valley Primary School	
16 Smitham Primary School - RAN: 60	
17 St Aldan's Catholic Primary School	
18 Woodcote Primary School	
Crystal Palace & Upper Norwood	
19 All Saints C of E Primary School	
20 Rockmount Primary School	
21 St Joseph's RC Infant School	
22 St Joseph's RC Junior School	
23 Cypress Primary Academy	
Fairfield	
24 St Mary's Catholic Infant School	
25 St Mary's Catholic Junior School	

Kenley	
26 Harris Primary Academy Kenley	
27 Kenley Primary School	
28 New Valley Primary School	
29 The Hayes Primary School	
New Addington North	
30 Applegarth Academy	
31 Castle Hill Academy	
32 Good Shepherd Primary School	
33 Tudor Academy	
34 Fairchildes Primary School	
35 Rowdown Primary School	
Norbury & Pollards Hill	
36 Norbury Manor Primary School - RAN: 60	
Norbury Park	
37 Downsvale Primary School	
38 St Cyriak's Greek Orthodox	
39 David Livingstone Academy	
40 Kensington Avenue	
Old Coulsdon	
41 Coulsdon CoFE Primary School	
42 Keston Primary School	
43 Oasis Academy Byron	
Park Hill & Whittier	
44 Park Hill Infant School	
45 Park Hill Junior School	
Purley & Woodcote	
46 Beaumont Primary School	
47 Margaret Roper Catholic School	
Purley Oaks & Riddlesdown	
48 Christ Church CoFE Primary School	
49 Regina Coeli RC Primary School	
Sanderstead	
50 Atwood Primary Academy	
51 Gresham Primary School	
52 Ridgeway Primary School	
Selhurst	
53 Broadmead Primary Academy	
54 The Crescent Primary School	
Selsdon & Addington Village	
55 Gilbert Scott Primary School	
56 Selsdon Primary School & Nursery	
Selsdon Vale & Forestdale	
57 Courtwood Primary School	
58 Forestdale Primary School	
59 Greenvale Primary School	
Shirley North	
60 Monks Orchard Primary & Nursery - RAN: 60	
61 Oasis Academy Shirley Park	
62 Orchard Way Primary School	
Shirley South	
63 Forest Academy	
64 Harris Primary Academy Benson	
65 St John's CoFE Primary School	
South Croydon	
66 Harris Primary Academy Haling Park	
67 Heathfield Academy	
68 Purley Oaks Primary School	
69 St Peter's Primary School	
South Norwood	
70 Heavers Farm Primary School	
71 St Chad's Catholic Primary School	
72 St Mark's CoFE Primary School	
73 Whitehorse Manor Infant School	
74 Whitehorse Manor Junior School	
Thornton Heath	
75 Beulah Infant School - RAN: 60	
76 Beulah Junior School	
77 St James The Great RC	
Waddon	
78 Aerodrome Primary Academy	
79 Harris Primary Academy Purley Way	
80 Howard Primary School	
81 Krishna Avanti Primary School	
82 The Minster Junior School	
83 The Minster Nursery & Infant School	
West Thornton	
84 Gonville Academy	
85 Paxton Academy Sports & Science - RAN: 30	
86 West Thornton Primary Academy	
Woodside	
87 Oasis Academy Ryelands	
88 St Thomas Becket Primary School	
89 The South Norwood Academy	

PRIMARY SCHOOLS BY WARD & PLANNING AREA 2018

- Vacancy Data

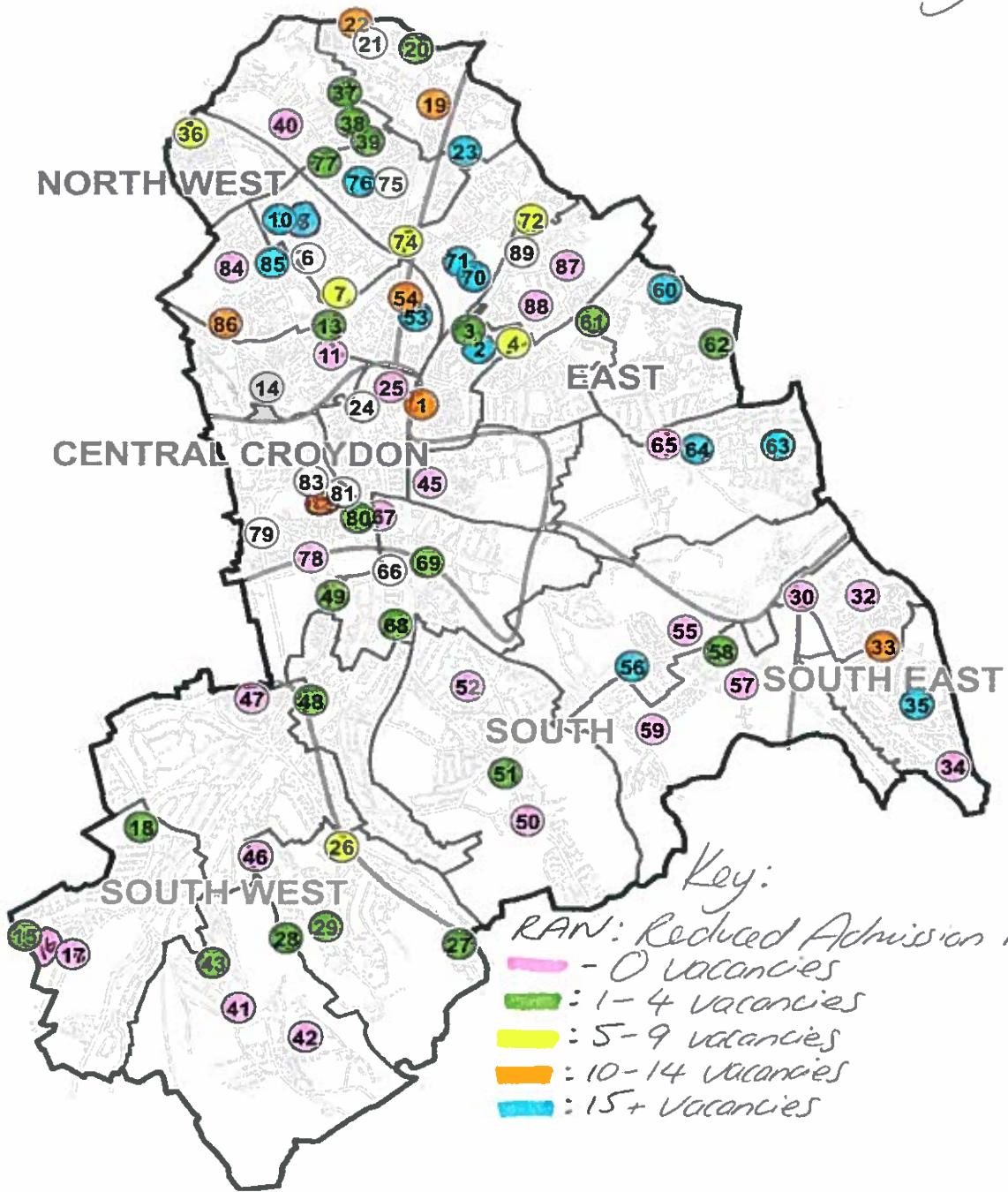


Key:

- RAN: Reduced Admission Number
- Pink: 0 Vacancies
 - Green: 1-4 Vacancies
 - Yellow: 5-9 Vacancies
 - Orange: 10-14 Vacancies
 - Cyan: 15+ Vacancies

Addington West	
1 Ark Oval Primary Academy	- RAN: 30
2 Davidson Primary Academy	
3 The Robert Fitzroy Academy	- RAN: 90
4 The Woodside Academy	
5 Whitehorse Manor Infant School - See 73	
6 Whitehorse Manor Junior School - See 74	
7 Eadesbourne Primary School	
8 Winterbourne Boys Academy	
9 Winterbourne Infant School	
10 Winterbourne Junior Girls' School	
11 Broad Green	
12 Chestnut Park Primary School	
13 Elmwood Infant School	
14 Elmwood Junior School	
15 Kingsley Primary School	
16 Coulson Town	
17 Chipstead Valley Primary School	
18 Smitham Primary School	
19 St Aldan's Catholic Primary School	
20 Woodcote Primary School	
21 Crystal Palace & Upper Norwood	
22 All Saints C of E Primary School - RAN: 30	
23 Rockmount Primary School	
24 St Joseph's RC Infant School	
25 St Joseph's RC Junior School	
26 Cypress Primary Academy	
27 Fairfield	
28 St Mary's Catholic Infant School	
29 St Mary's Catholic Junior School	

Kenley	
26 Harris Primary Academy Kenley	
27 Kenley Primary School	
28 New Valley Primary School	
29 The Hayes Primary School	
30 New Addington North	
31 Applegarth Academy	
32 Castle Hill Academy	
33 Good Shepherd Primary School	
34 Tudor Academy	
35 Fairchildes Primary School	
36 Rowdown Primary School	
37 Norbury Park & Pollards Hill	
38 Norbury Manor Primary School - RAN: 60	
39 Norbury Park	
40 Kensington Avenue - RAN: 60	
41 Old Coulsden	
42 Coulsdon Cofe Primary School	
43 Keston Primary School	
44 Oasis Academy Byron	
45 Park Hill Infant School	
46 Park Hill Junior School	
47 Purley & Woodcote	
48 Beaumont Primary School	
49 Margaret Roper Catholic School	
50 Purley Oaks & Riddlesdown	
51 Christ Church Cofe Primary School	
52 Regina Coeli RC Primary School	
Sanderstead	
53 Downview Primary School	- RAN: 60
54 Broadmead Primary Academy	
55 The Crescent Primary School	
56 Selston & Addington Village	
57 Gilbert Scott Primary School	
58 Selston Primary School & Nursery	
59 Selston Vale & Forestdale	
60 Courtwood Primary School	
61 Forestdale Primary School	
62 Greenvale Primary School	
63 Shirley North	
64 Monks Orchard Primary & Nursery - RAN: 60	
65 Shirley Primary School	
66 Orchard Way Primary School	
67 Shirley South	
68 Forest Academy - RAN: 60	
69 Harris Primary Academy Benson - RAN: 30	
70 Harris Primary Academy Haling Park	
71 Heathfield Academy - RAN: 30	
72 Purley Oaks Primary School	
73 St John's Cofe Primary School	
74 South Croydon	
75 St Peter's Primary School	
76 Heavers Farm Primary School	
77 St Chad's Catholic Primary School	
78 St Mark's Cofe Primary School	
79 Whitehorse Manor Infant School	
80 Whitehorse Manor Junior School	
81 Thornton Heath	
82 Aerodrome Primary Academy	
83 Beulah Infant School - RAN: 60	
84 Beulah Junior School	
85 Harris Primary Academy Purley Way	
86 Howard Primary School	
87 Krishna Avanti Primary School	
88 The Minster Junior School	
89 The Minster Nursery & Infant School	
90 West Thornton	
91 Gonville Academy	
92 Paxton Academy Sports & Science	
93 West Thornton Primary Academy	
94 Woodside	
95 Oasis Academy Ryelands	
96 St Thomas Becket Primary School	
97 The South Norwood Academy	

PRIMARY SCHOOLS BY WARD & PLANNING AREA 2018*- Vacancy Data***Addington West**

- 1 Ark Oval Primary Academy
2 Davidson Primary Academy
3 The Robert Fitzroy Academy
4 The Woodside Academy → RAN: 90
Bensham Manor

→ 5 Whitehorse Manor Infant School - See 73
→ 6 Whitehorse Manor Junior School - See 74

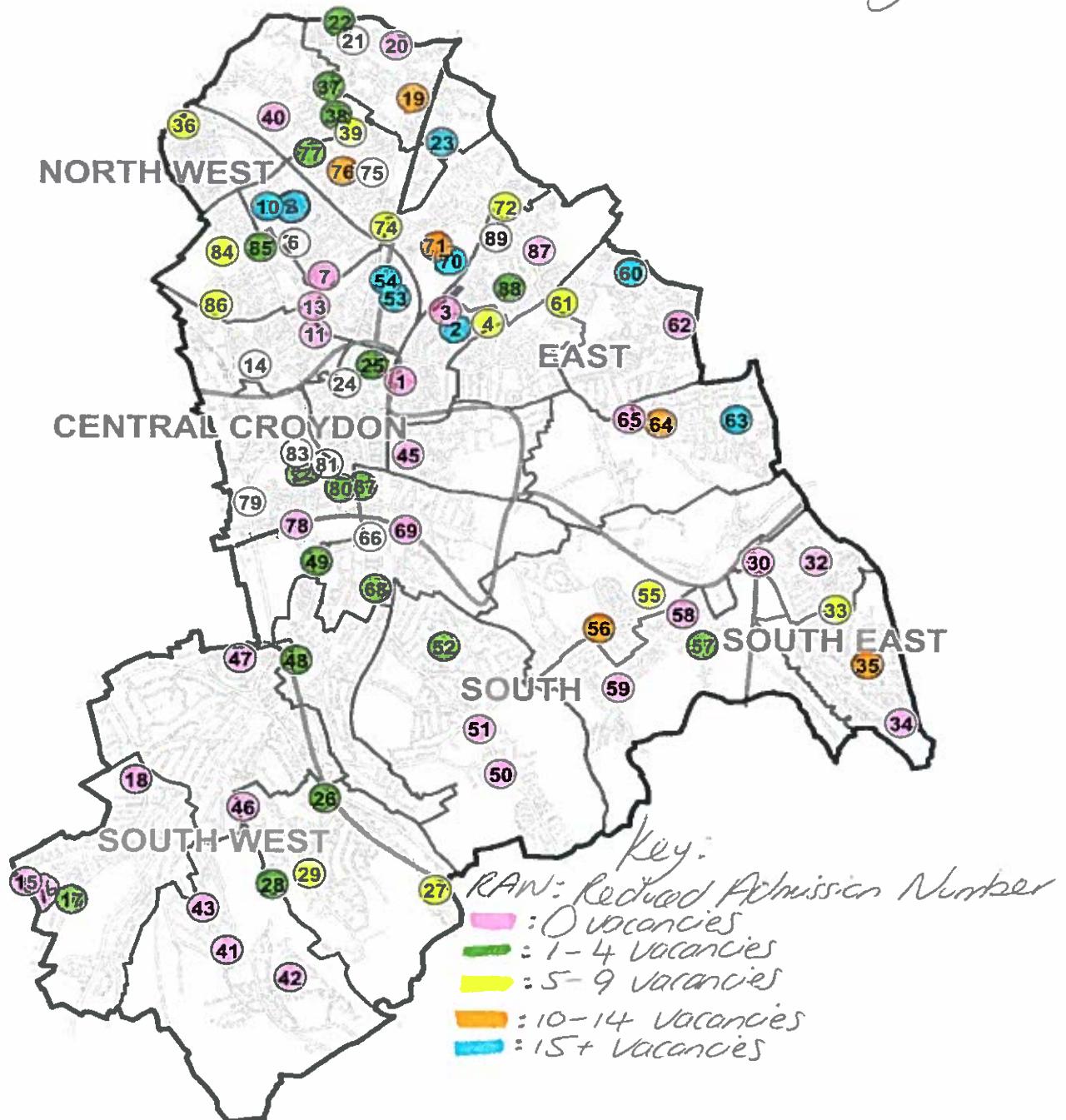
Kenley**Sanderstead****South Norwood****South-West**

- 70 Heavers Farm Primary School
71 St Chad's Catholic Primary School
72 St Mark's CoFE Primary School
73 Whitehorse Manor Infant School
74 Whitehorse Manor Junior School

Thornton Heath

- 75 Thornton Heath Infant School
76 Beulah Junior School
77 St James The Great RC Waddon

78 Aerodrome Primary Academy**79 Harris Primary Academy Purley Way****80 Howard Primary School****81 Krishna Avanti Primary School****82 The Minster Junior School****83 The Minster Nursery & Infant School****West Thornton****84 Gonville Academy****85 Paxton Academy Sports & Science****86 West Thornton Primary Academy****Woodside****87 Oasis Academy Ryelands****88 St Thomas Becket Primary School****89 The South Norwood Academy****Chestnut Park Primary School****11 Elmwood Infant School****12 Elmwood Junior School****13 Kingsley Primary School Coulson Town****15 Chipstead Valley Primary School****16 Smitham Primary School****17 St Aldan's Catholic Primary School****18 Woodcote Primary School Crystal Palace & Upper Norwood****19 All Saints C of E Primary School****20 Rockmount Primary School****21 St Joseph's RC Infant School****22 St Joseph's RC Junior School****23 Cypress Primary Academy Fairfield****24 St Mary's Catholic Infant School****25 St Mary's Catholic Junior School****Harris Primary Academy Kenley****27 Kenley Primary School****28 New Valley Primary School****29 The Hayes Primary School New Addington North****30 Applegarth Academy****31 Castle Hill Academy****32 Good Shepherd Primary School****33 Tudor Academy****34 Fairchildes Primary School****35 Rowdown Primary School Norbury & Pollards Hill****36 Norbury Manor Primary School → RAN: 60****Norbury Park****37 Downview Primary School****38 St Cyriac's Greek Orthodox****39 David Livingstone Academy****40 Kensington Avenue → RAN: 60****Old Coulsdon****41 Coulsdon CoFE Primary School****42 Keston Primary School****43 Oasis Academy Byron Park Hill & Whiffl****44 Park Hill Infant School****45 Park Hill Junior School Purley & Woodcote****46 Beaumont Primary School****47 Margaret Roper Catholic School Purley Oaks & Riddlesdown****48 Christ Church CoFE Primary School****49 Regina Coeli RC Primary School****50 Atwood Primary Academy****51 Gresham Primary School****52 Ridgeway Primary School****Selhurst****53 Broadmead Primary Academy****54 The Crescent Primary School****Selsdon & Addington Village****55 Gilbert Scott Primary School****56 Selsdon Primary School & Nursery****Selsdon Vale & Forestdale****57 Courtwood Primary School****58 Forestdale Primary School****59 Greenvale Primary School Shirley North****60 Monks Orchard Primary & Nursery****61 Oasis Academy Shirley Park****62 Orchard Way Primary School Shirley South****63 Forest Academy****64 Harris Primary Academy Benson****65 St John's CoFE Primary School****66 South Croydon****67 Heathfield Academy → RAN: 30****Purley Oaks Primary School****68 Purley Oaks Primary School****69 St Peter's Primary School**

PRIMARY SCHOOLS BY WARD & PLANNING AREA 2018 - Vacancy Data

Addington West
1 Ark Oval Primary Academy
2 Davidson Primary Academy
3 The Robert Fitzroy Academy - **RAN: 90**
4 The Woodside Academy - **RAN: 90**
Bensham Manor
5 Whitehorse Manor Infant School - **SAC: 13**
6 Whitehorse Manor Junior School - **SAC: 74**

— 7 Ecclesbourne Primary School
8 Winterbourne Boys Academy
9 Winterbourne Infant School
10 Winterbourne Junior Girls' School
Broad Green
11 Chestnut Park Primary School - **RAN: 60**
12 Elmwood Infant School
13 Elmwood Junior School
14 Kingsley Primary School
Coulson Town
15 Chipstead Valley Primary School
16 Smitham Primary School
17 St Aldan's Catholic Primary School
18 Woodcote Primary School
Crystal Palace & Upper Norwood
19 All Saints C of E Primary School
20 Rockmount Primary School
21 St Joseph's RC Infant School
22 St Joseph's RC Junior School
23 Cypress Primary Academy
Fairfield
24 St Mary's Catholic Infant School
25 St Mary's Catholic Junior School

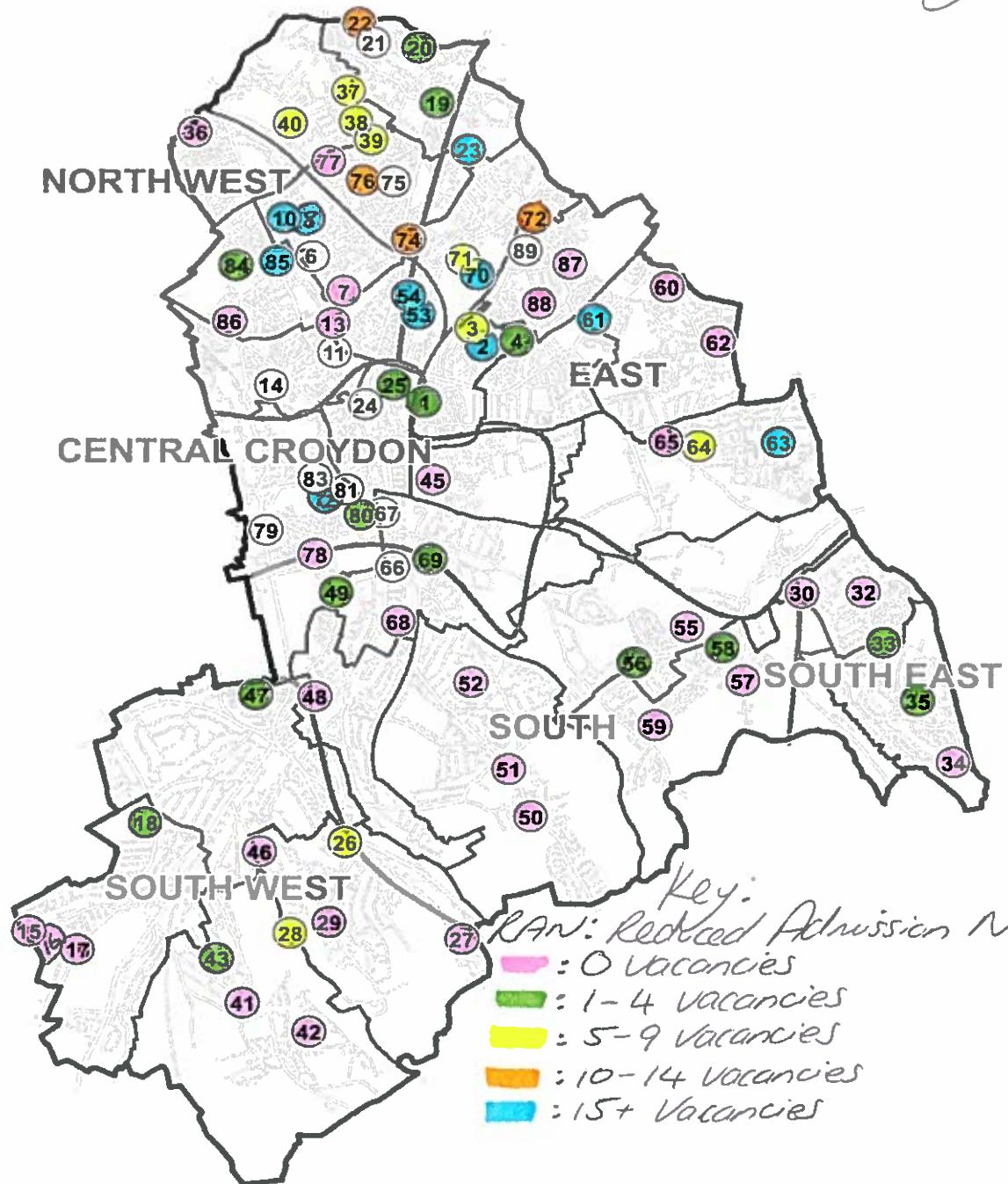
Kenley
26 Harris Primary Academy Kenley
27 Kersey Primary School
28 New Valley Primary School
29 The Hayes Primary School
New Addington North
30 Applegarth Academy
31 Castle Hill Academy
32 Good Shepherd Primary School
33 Tudor Academy
34 Fairchild Primary School
35 Rowdown Primary School
Norbury & Pollards Hill
36 Norbury Manor Primary School **RAN: 60**
Norbury Park
37 Downview Primary School
38 St Cyriani's Greek Orthodox
39 David Livingstone Academy
40 Kensington Avenue
Old Coulsdon
41 Coulsdon CoFE Primary School
42 Keston Primary School
43 Oasis Academy Byron
Park Hill & Whitgift
44 Park Hill Infant School
45 Park Hill Junior School
Purley & Woodcote
46 Beaumont Primary School
47 Margaret Roper Catholic School
Purley Oaks & Riddlesdown
48 Christ Church CoFE Primary School
49 Regina Coeli RC Primary School

Sanderstead
50 Atwood Primary Academy
51 Gresham Primary School
52 Ridgeway Primary School
Selhurst
53 Broadmead Primary Academy
54 The Crescent Primary School
Selston & Addington Village
55 Gilbert Scott Primary School
56 Selston Primary School & Nursery
Selston Vale & Forestdale
57 Courtwood Primary School
58 Forestdale Primary School
59 Greenvale Primary School
Shirley North
60 Monks Orchard Primary & Nursery
61 Oasis Academy Shirley Park
62 Orchard Way Primary School
Shirley South
63 Forest Academy
64 Harris Primary Academy Benson
65 St John's CoFE Primary School
South Croydon
66 Harris Primary Academy Haling Park
67 Heathfield Academy
68 Purley Oaks Primary School
69 St Peter's Primary School

South Norwood
70 Heavers Farm Primary School
71 St Chad's Catholic Primary School
72 St Mark's CoFE Primary School
73 Whitehorse Manor Infant School
74 Whitehorse Manor Junior School
Thornton Heath
75 Beulah Infant School
76 Beulah Junior School
77 St James The Great RC
Waddon
78 Aerodrome Primary Academy
79 Harris Primary Academy Purley Way
80 Howard Primary School
81 Krishna Avanti Primary School
82 The Minster Junior School
83 The Minster Nursery & Infant School
West Thornton
84 Gonville Academy
85 Paxton Academy Sports & Science - **RAN: 30**
86 West Thornton Primary Academy
Woodside
87 Oasis Academy Ryelands
88 St Thomas Becket Primary School
89 The South Norwood Academy

PRIMARY SCHOOLS BY WARD & PLANNING AREA 2018

- Vacancy Data



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Addington West
1 Ark Oval Primary Academy
2 Davidson Primary Academy
3 The Robert Fitzroy Academy - RAN: 90
4 The Woodside Academy - RAN: 90
Bentham Manor
5 Whitehorse Manor Infant School - Please see 73
6 Whitehorse Manor Junior School - Please see 74

Broad Green
11 Chestnut Park Primary School
12 Elmwood Infant School
13 Elmwood Junior School
14 Kingsley Primary School
Coulson Town
15 Chipstead Valley Primary School
16 Smitham Primary School
17 St Aldan's Catholic Primary School
18 Woodcote Primary School
Crystal Palace & Upper Norwood
19 All Saints C of E Primary School
20 Rockmount Primary School
21 St Joseph's RC Infant School
22 St Joseph's RC Junior School
23 Cypress Primary Academy
Fairfield
24 St Mary's Catholic Infant School
25 St Mary's Catholic Junior School

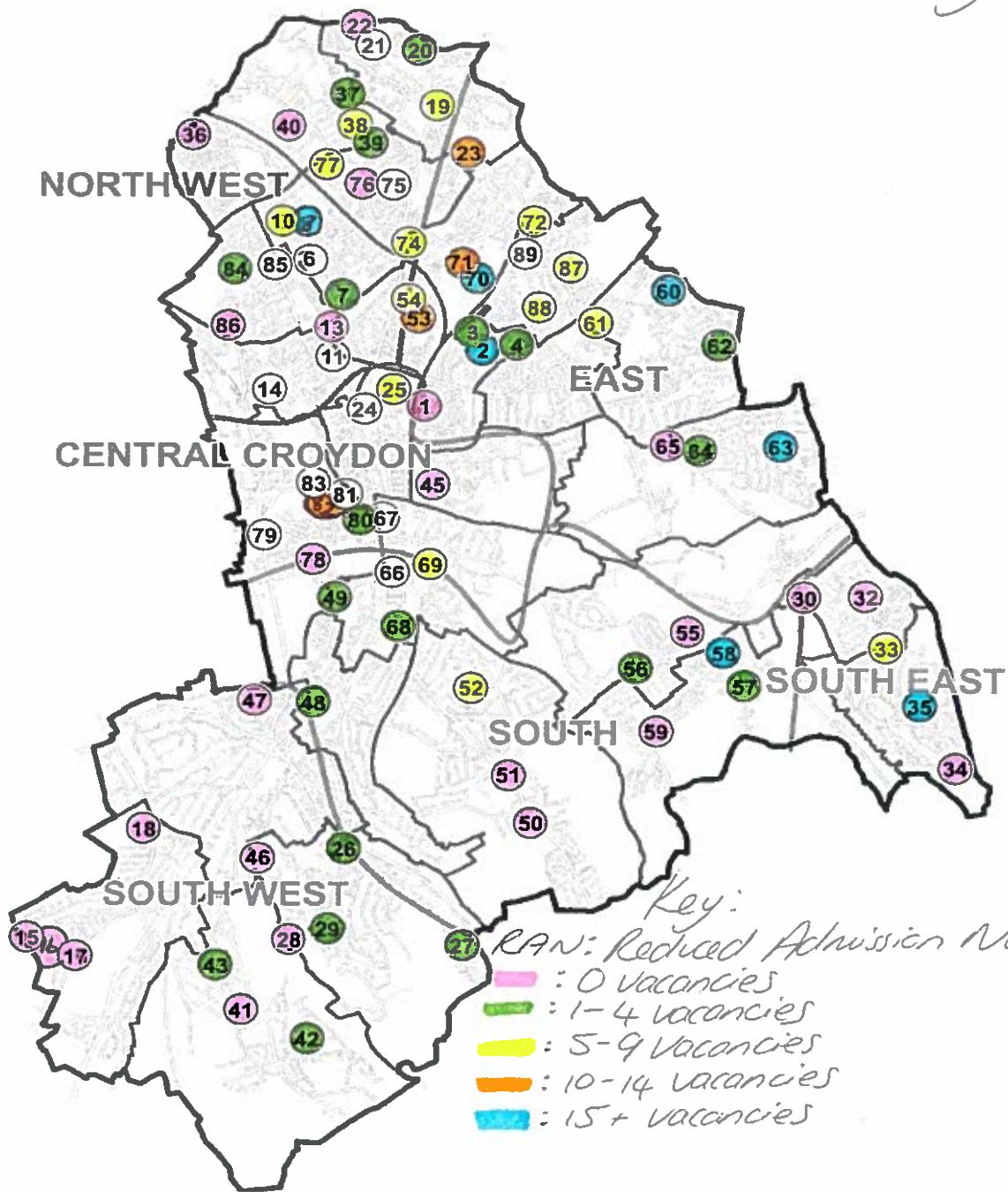
Kenley
26 Harris Primary Academy Kenley
27 Kenley Primary School
28 New Valley Primary School
29 The Hayes Primary School
New Addington North
30 Applegarth Academy
31 Castle Hill Academy
32 Good Shepherd Primary School
33 Tudor Academy
34 Fairchildes Primary School
35 Rowdown Primary School
Norbury & Pollards Hill
36 Norbury Manor Primary School - RAN: 60
Norbury Park
37 Downsview Primary School
38 St Cyprian's Greek Orthodox
39 David Livingstone Academy
40 Kensington Avenue
Old Coulsdon
41 Coulsdon CoFE Primary School
42 Keston Primary School
43 Oasis Academy Byron
Park Hill & Whittier
44 Park Hill Infant School
45 Park Hill Junior School
Purley & Woodcote
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47 Margaret Roper Catholic School
Purley Oaks & Riddlesdown
48 Christ Church CoFE Primary School
49 Regina Coeli RC Primary School

Sanderstead
50 Atwood Primary Academy
51 Gresham Primary School
52 Ridgeway Primary School
Selhurst
53 Broadmead Primary Academy
54 The Crescent Primary School
Selsdon & Addington Village
55 Gilbert Scott Primary School
56 Selsdon Primary School & Nursery
Selsdon Vale & Forestdale
57 Courtwood Primary School
58 Forestdale Primary School
59 Greenvale Primary School
Shirley North
60 Monks Orchard Primary & Nursery - RAN: 60
61 Oasis Academy Shirley Park
62 Orchard Way Primary School
Shirley South
63 Forest Academy
64 Harris Primary Academy Benson
65 St John's CoFE Primary School
South Croydon
66 Harris Primary Academy Haling Park
67 Heathfield Academy
68 Purley Oaks Primary School
69 St Peter's Primary School

South Norwood
70 Heavers Farm Primary School
71 St Chad's Catholic Primary School
72 St Mark's CoFE Primary School
73 Whitehorse Manor Infant School
74 Whitehorse Manor Junior School
Thornton Heath
75 Beulah Infant School
76 Beulah Junior School
77 St James The Great RC
Waddon
78 Aerodrome Primary Academy
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PRIMARY SCHOOLS BY WARD & PLANNING AREA 2018

- Vacancy Data



Addington West
 1 Ark Oval Primary Academy
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 3 The Robert Fitzroy Academy - RAN: 90
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 Bensham Manor
 5 Whitehorse Manor Infant School - See 73
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 7 Ecclesbourne Primary School
 8 Winterbourne Boys Academy
 9 Winterbourne Infant School
 10 Winterbourne Junior Girls' School
 Broad Green
 11 Chestnut Park Primary School
 12 Elmwood Infant School
 13 Elmwood Junior School
 14 Kingsley Primary School
 Coulsdon Town
 15 Chipstead Valley Primary School
 16 Smitham Primary School
 17 St Aidan's Catholic Primary School
 18 Woodcote Primary School
 Crystal Palace & Upper Norwood
 19 All Saints C of E Primary School
 20 Rockmount Primary School
 21 St Joseph's RC Infant School
 22 St Joseph's RC Junior School
 23 Cypress Primary Academy
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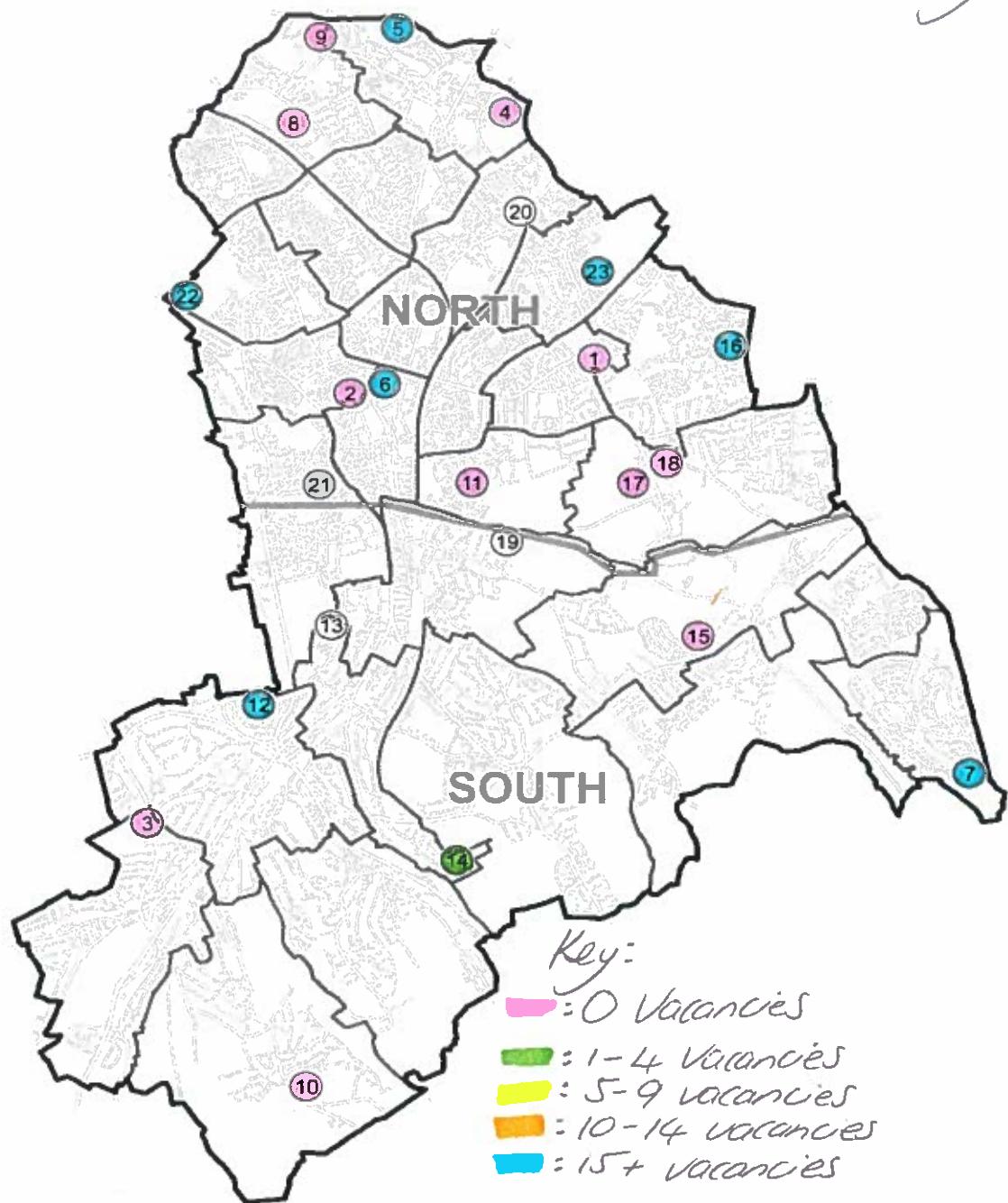
Kenley
 26 Harris Primary Academy Kenley
 27 Kendy Primary School
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 New Addington North
 30 Applegarth Academy
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 36 Norbury Manor Primary School - RAN: 60
 Norbury Park
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 48 Christ Church CoFE Primary School
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Sanderstead
 50 Atwood Primary Academy
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 53 Broadmead Primary Academy
 54 The Crescent Primary School
 Selston & Addington Village
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 57 Courtwood Primary School
 58 Forestdale Primary School
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 Shirley North
 60 Monks Orchard Primary & Nursery
 61 Oasis Academy Shirley Park
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 63 Forest Academy
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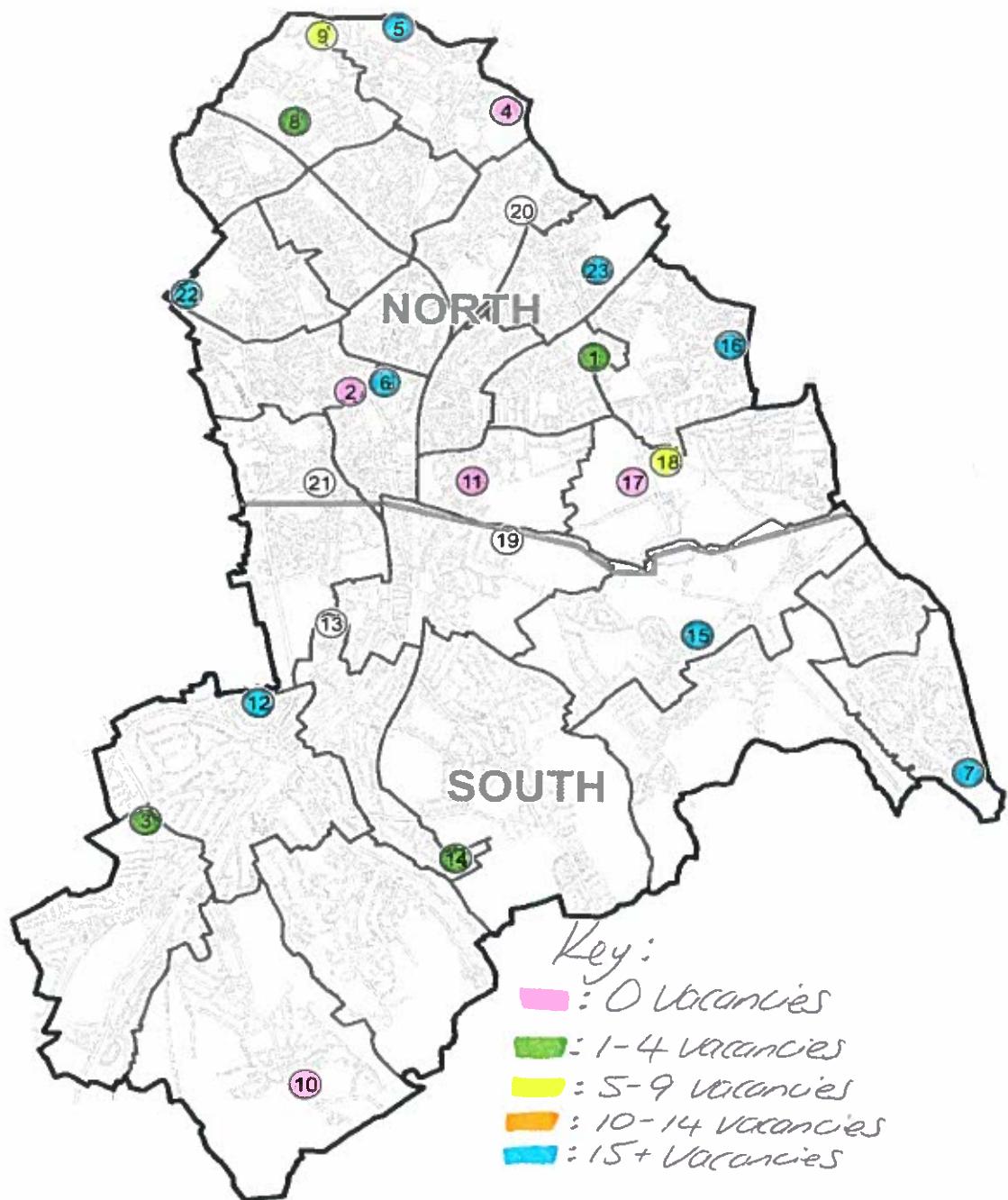
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SECONDARY SCHOOLS BY WARD & PLANNING AREA 2018 - Vacancy Data



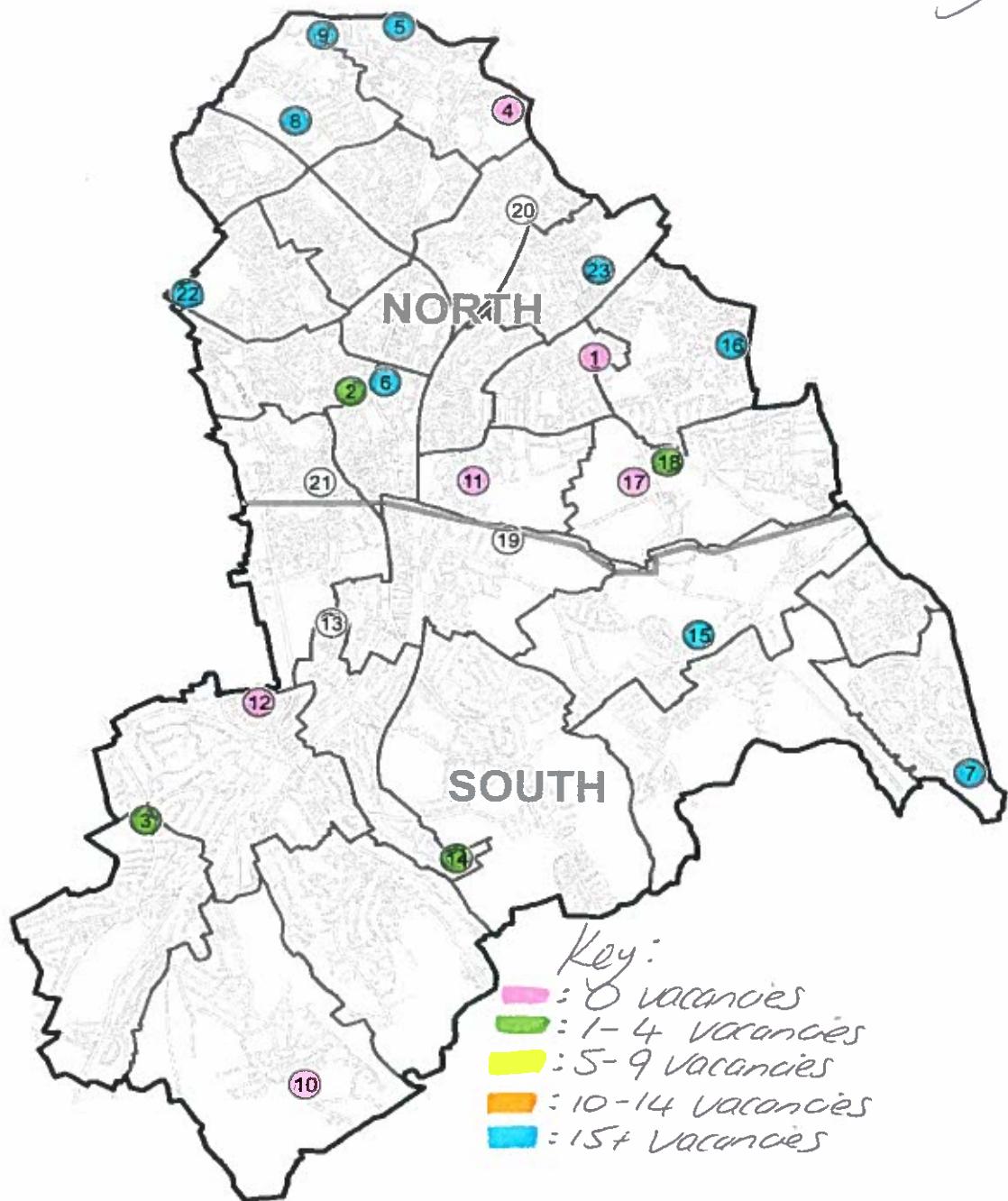
	<u>Borough</u>
1	Addiscombe East
2	Broad Green
3	Coulsdon Town
4	Crystal Palace & Upper Norwood
5	Crystal Palace & Upper Norwood
6	Fairfield
7	New Addington South
8	Norbury Park
9	Norbury Park
10	Old Coulsdon
11	Park Hill & Whitgift
12	Purley & Woodcote
13	Purley Oaks & Riddlesdown
14	Purley Oaks & Riddlesdown
15	Selsdon & Addington Village
16	Shirley North
17	Shirley South
18	Shirley South
19	South Croydon
20	South Norwood
21	Waddon
22	West Thornton
23	Woodside

	<u>Secondary School</u>
1	Oasis Academy Shirley Park
2	Harris Invictus Academy Croydon
3	Woodcote High School
4	Harris City Academy Crystal Palace
5	Virgo Fidelis Convent Senior School
6	St Mary's Catholic High School
7	Meridian High School
8	Norbury Manor Business & Enterprise College
9	St Joseph's College
10	Oasis Academy Coulsdon
11	Archbishop Tenison's CE High School
12	Thomas More Catholic School
13	Harris Academy Purley
14	Riddlesdown Collegiate
15	The Quest Academy - Coloma Trust
16	Orchard Park High School - <i>Reduced admission number: 180</i>
17	Coloma Convent Girls School
18	Shirley High School Performing Arts College
19	Coombe Wood Free School
20	Harris Academy South Norwood
21	St Andrews CE High School
22	The Archbishop Lanfranc Academy
23	Oasis Academy Arena

SECONDARY SCHOOLS BY WARD & PLANNING AREA 2018

Borough	
1	Addiscombe East
2	Broad Green
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14	Purley Oaks & Riddlesdown
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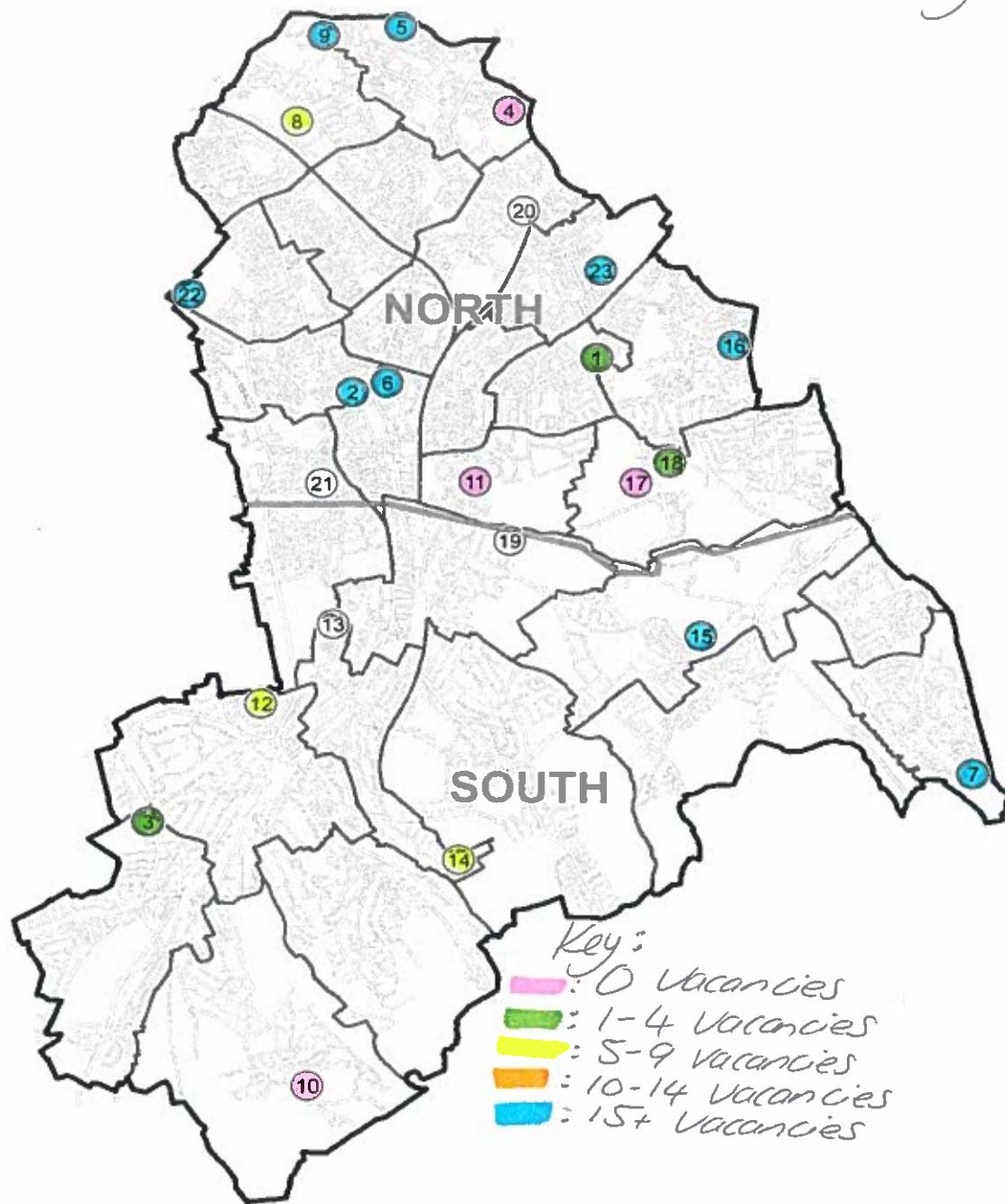
SECONDARY SCHOOLS BY WARD & PLANNING AREA 2018 - Vacancy Data

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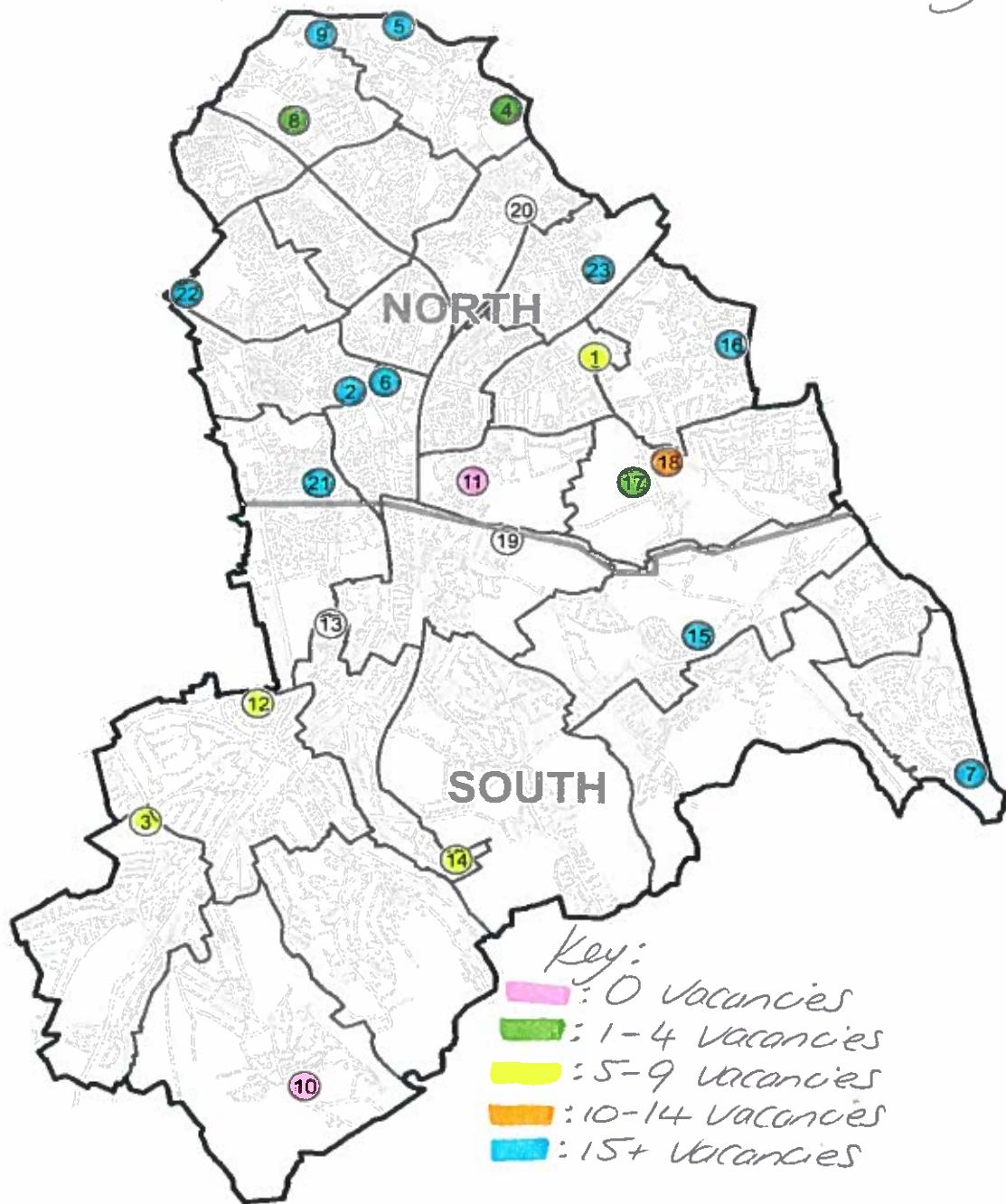
SECONDARY SCHOOLS BY WARD & PLANNING AREA 2018

- Vacancy Data



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Thomas More Catholic School	
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SECONDARY SCHOOLS BY WARD & PLANNING AREA 2018 - Vacancy Data

Borough	Secondary School
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15	The Quest Academy - Coloma Trust
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18	Shirley High School Performing Arts College
19	Coombe Wood Free School
20	Harris Academy South Norwood
21	St Andrews CE High School
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Prevalence & characteristics - School population

Croydon (November 2019)

4

Prevalence & characteristics

Prevalence & characteristics					Croydon					Statistical Neighbours					England													
Primary need	(% of total with any SEN)				2016		2017		2018		2019		Trend	Latest Avg.		LA vs Stat. Neigh.		2016		2017		2018		2019		LA vs England	Note	
	Pupils with EHC	Pupils with SEN Support	Pupils with SEN	Incidence of SEN										Rank	Latest Diff.	Trend												
Pupils with EHC (all state-funded)	2.8%	3.0%	3.3%	3.5%	↓ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	3.5%	5th	0.0%	-5% 0% +5%	2.8%	2.8%	2.9%	3.1%	37th	+0.4%	—	—	—			
Pupils with SEN Support (all state-funded)	11.7%	11.0%	11.7%	11.6%	↓ ↘	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	12.0%	8th	-0.4%	-5% 0% +5%	11.6%	11.6%	11.7%	11.9%	90th	-0.3%	—	—	—			
Primary school pupils with EHC (state-funded mainstream)	1.4%	1.6%	1.8%	1.9%	↓ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	2.0%	8th	-0.1%	-5% 0% +5%	1.3%	1.3%	1.4%	1.6%	47th	+0.3%	—	—	—			
Secondary school pupils with EHC (sfm)	11.5%	11.3%	11.6%	11.3%	↓ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	12.7%	10th	-1.4%	-5% 0% +5%	12.1%	12.2%	12.4%	12.6%	121st	+1.3%	—	—	—			
Secondary school pupils with SEN Support (sfm)	1.9%	1.9%	2.0%	2.1%	↓ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	2.0%	6th	+0.1%	-5% 0% +5%	1.7%	1.7%	1.6%	1.7%	37th	+0.4%	—	—	—			
Specific learning difficulty	14.1%	12.9%	12.6%	13.4%	↓ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	10.1%	2nd	+0.3%	-5% 0% +5%	13.3%	12.8%	12.6%	12.5%	62nd	+0.9%	—	—	—			
Moderate learning difficulty	14.1%	13.5%	12.5%	11.8%	↓ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	15.4%	7th	-0.6%	-5% 0% +5%	24.2%	22.7%	21.6%	20.4%	126th	+8.6%	□ □ □ □	—	—			
Severe learning difficulty	2.0%	1.7%	1.8%	2.4%	↓ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	2.3%	4th	+0.1%	-5% 0% +5%	2.9%	2.8%	2.8%	2.7%	77th	-0.3%	—	—	—			
Profound & multiple learning difficulty	1.1%	1.4%	1.2%	0.3%	↓ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	0.8%	10th	-0.5%	-5% 0% +5%	1.0%	1.0%	0.9%	0.9%	142nd	+0.6%	—	—	—			
Speech, language & communications needs	24.9%	27.3%	28.4%	29.2%	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	29.9%	8th	-0.7%	-5% 0% +5%	19.5%	20.5%	21.1%	21.7%	22nd	+7.5%	■ ■ ■ ■ ■	—	—			
Autistic spectrum disorder	10.2%	11.1%	11.9%	12.8%	↓ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	12.5%	7th	+0.3%	-5% 0% +5%	8.8%	9.5%	10.3%	11.0%	47th	+1.8%	—	—	—			
Social, emotional & mental health	17.4%	16.8%	16.8%	16.6%	↓ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	15.9%	4th	+0.7%	-5% 0% +5%	16.3%	16.3%	16.6%	17.1%	89th	+0.5%	—	—	—			
Hearing impairment	1.6%	1.6%	1.7%	1.6%	↓ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	1.6%	4th	0.0%	-5% 0% +5%	1.8%	1.8%	1.9%	1.8%	95th	-0.2%	—	—	—			
Visual impairment	0.8%	0.7%	0.7%	0.8%	↓ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	0.8%	4th	0.0%	-5% 0% +5%	1.0%	1.0%	1.1%	1.1%	111th	-0.3%	—	—	—			
Multi-sensory impairment	0.1%	0.2%	0.2%	0.2%	↓ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	0.3%	5th	-0.1%	-5% 0% +5%	0.2%	0.2%	0.3%	0.3%	77th	-0.1%	—	—	—			
Physical disability	3.1%	3.3%	3.2%	3.2%	↓ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	2.3%	1st	+0.9%	-5% 0% +5%	2.9%	2.9%	3.0%	2.9%	42nd	+0.3%	—	—	—			
Other difficulty/disability	8.6%	7.8%	7.3%	5.4%	↓ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	4.3%	4th	+1.1%	-5% 0% +5%	4.9%	4.7%	4.6%	4.4%	40th	+1.0%	■ ■ ■ ■	—	—			
SEN Support but no specialist assessment	2.0%	1.9%	1.6%	2.3%	↓ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	↑ ↗	3.8%	9th	-1.5%	-5% 0% +5%	3.2%	3.6%	3.3%	3.3%	102nd	+1.0%	—	—	—			

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REPORT TO:	SCRUTINY SUB-COMMITTEE CHILDREN AND YOUNG PEOPLE November 2019
SUBJECT:	Croydon Children with Special Educational Needs
LEAD OFFICER:	Robert Henderson, Executive Director - Children, Families and Education
CABINET MEMBER:	Councillor Alisa Flemming - Cabinet Member for Children, Young People and Learning
	Shelley Davies, Interim Director of Education Alison Farmer, Head of 0-25 SEN Service

CORPORATE PRIORITY/POLICY CONTEXT/AMBITIOUS FOR CROYDON:

'Our children and young people thrive and reach their full potential, ensuring that all children and young people in Croydon are safe, healthy and happy. The future is theirs.'

ORIGIN OF ITEM:	<i>Children and Young People Scrutiny Committee</i>
BRIEF FOR THE COMMITTEE:	Action: Report on drivers and demographic of SEND children population growth – 2015-2019.

Drivers and demographic of children with special educational needs and disability.

Please refer to document (slide attached) entitled:
Prevalence and characteristics – School Population Croydon (November 2019)

During the period 2015 to 2019 and since the introduction of the Children & Families Act 2014 Croydon has seen a year on year increase in the number of Education, Health and Care (EHC) needs assessment requests and EHC Plans maintained by the Local Authority. The number of Croydon EHC Plans rose from 1800 in 2014 to 2999 in January 2019.

For children with additional learning needs supported in mainstream schools the proportion of children identified as having SEN Support has remained relatively

constant with 11.7% of school age children and young people consistently being reported by schools as falling in this category.

The drivers that have led to the increase in the number of children with special educational needs for whom the Council maintains an EHC Plan are mirrored across London and nationally. Nationally there was a 35% increase in EHC Plans between 2014-2018.

The Local Government Association commissioned report - (<https://www.local.gov.uk/have-we-reached-tipping-point-trends-spending-children-and-young-people-send-england>) has detailed these drivers, which have been summarised below.

The Children & Families Act 2014 increased the age range of young people eligible for statutory SEN assessment and for whom Local Authorities maintain an EHC Plan from 0-18 to 0-25 years. Additionally EHC Plans were introduced for young people attending further education colleges, previously these young people had Learning Difficulty Assessments, which did not have the legal status of an EHC Plan.

Currently, in Croydon approximately 25% of EHC Plans are for young people aged post 16, for whom the Council would not have maintained an EHC Plan, prior to the 2014 Children & Families Act.

National policy decisions, which taken together, have not created an environment in which mainstream schools are incentivised for being inclusive and pressures on school budgets have had the combined effect of driving up demand for EHC Plans. Schools are less able to support young people with SEN without recourse to the additional funds that an EHC Plan brings.

There are other factors which have contributed to the increase in identification of young people with special educational needs and EHC Plans, which include advances in medical practices leading to better survival rates of children born with disabilities; increased diagnosis of children and young people with autism; increased mental health issues in young people and families affecting capacity for learning and engagement in education more broadly.

Appendix i

Table 1: Number of EHC Plans 2018 and 2019 by age range

Age Range	Number of EHC Plans SEN2 2018	Number of EHC Plans SEN2 2019	% change
Under age 5	120	132	10.0
Aged 5 to 10	1019	1072	5.2
Aged 11 to 15	984	1092	11.0
Aged 16 to 19	506	601	18.8
Aged 20 to 25	64	102	59.4
	2693	2999	11.4

Table 2: Number of new EHC Plans issued 2018 and 2019

Age Range	Number of EHC Plans SEN2 2018	Number of EHC Plans SEN2 2019	% change
Under age 5	116	132	13.8
Aged 5 to 10	170	162	-4.7
Aged 11 to 15	71	77	8.5
Aged 16 to 19	7	17	142.9
Aged 20 to 25	1	1	0.0
	365	389	6.6

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SEND Analysis Dashboard

Croydon

November 2019

Produced on 22/11/19

Purpose of this dashboard

This dashboard draws together a range of SEN indicators into a concise, graphical report. It compares your LA performance with national and statistical neighbours, as well showing trends over time. It can be used to:

- identify relative strengths and weaknesses in performance
- plan and commission services
- inform self-evaluation and set targets
- demonstrate impact and effectiveness

The dashboard covers key datasets outlined in the Ofsted SEN Inspection Handbook that inspectors will use when making their evaluations¹. The dashboard should therefore be particularly useful in preparation for and during an Ofsted inspection, as well as informing planning throughout the year.

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- 3 How to interpret the analysis**
- 4 Prevalence & characteristics - School population**
- 5 Prevalence & characteristics - Resident population**
- 6 Provision for SEND pupils**
- 7 Primary attainment**
- 8 Secondary and post-16 attainment**
- 9 Pupil destinations**
- 10 Absence**
- 11 Exclusions**
- 12 Adulthood & implementation**
- 13 Finance**

¹ See paragraphs 5 and 44 of the SEN inspection handbook at: www.gov.uk/government/publications/local-area-send-inspection-guidance-for-inspectors

How to interpret the analysis

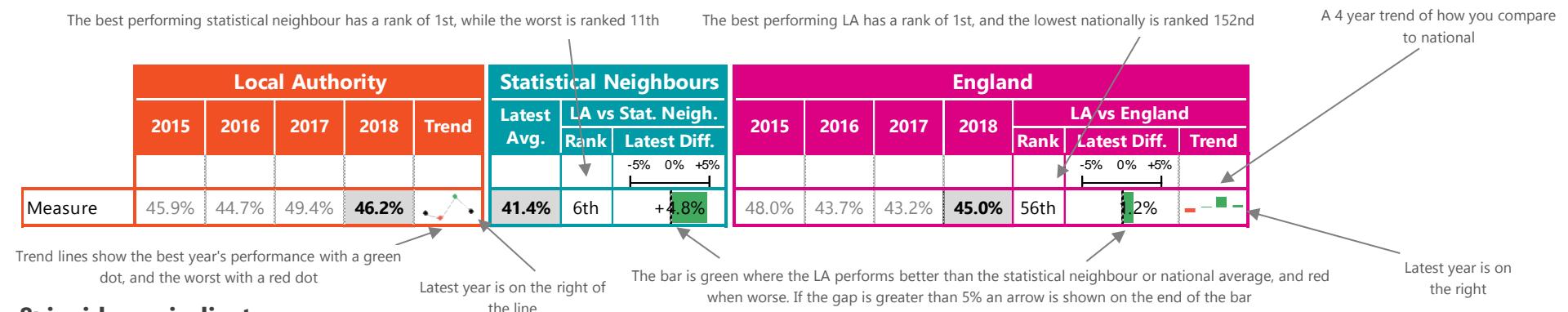
Each indicator on the dashboard has:

- a trend line to show the LA's change over time for up to four years (subject to availability of the data)
- a rank of the LA indicator against its 10 statistical neighbours and the 152 LAs nationally (although in some instances some LA data is suppressed and therefore excluded from the rankings)
- two bar charts showing the difference to the LA's statistical neighbour average and the national average. Note that if the indicator is a percentage the difference is in percentage points; for example, 20% vs 23% is a 3% point difference. If the indicator is a number, the difference is a percentage, for example, 100 vs 110 is a 10% difference
- a 4 year trend showing how the LA performs vs national based on the same basis as the two bar charts. The latest year of data is on the right.

There are two types of indicator, performance indicators and volume & incidence indicators, as shown below:

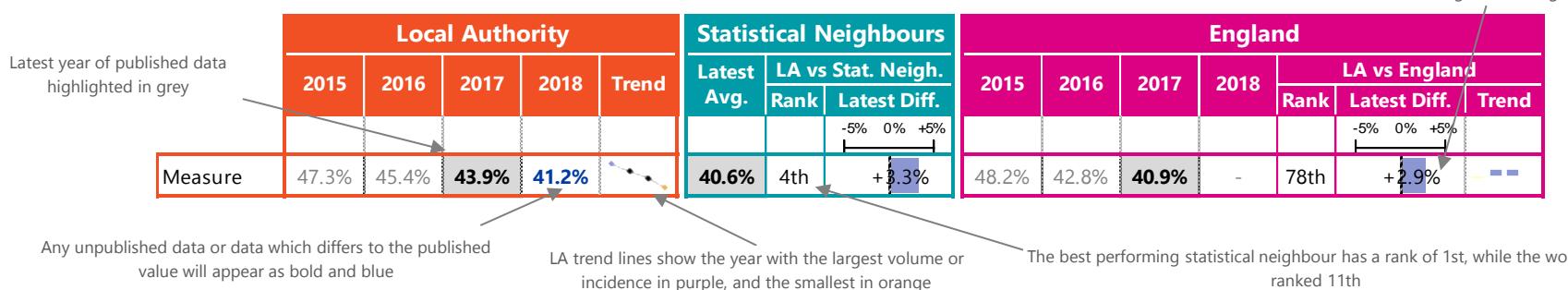
Performance indicators

Performance indicators are those that allow the measurement of "better" or "worse" performance. Note that for some performance indicators better performance means a higher percentage (e.g. achievement of attainment thresholds), while in other cases lower means better (e.g. absence rates).



Volume & incidence indicators

Volume & incidence indicators have no "better" or "worse" performance, just more or less of something.



Prevalence & characteristics - School population

Croydon (November 2019)

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Page 124 Prevalence & characteristics Primary need (% of total with any SEN)	Croydon					Statistical Neighbours			England					Note		
	2016	2017	2018	2019	Trend	Latest Avg.	LA vs Stat. Neigh.		2016	2017	2018	2019	LA vs England			
							Rank	Latest Diff.					Rank	Latest Diff.	Trend	
Pupils with EHCP (all state-funded)	2.8%	3.0%	3.3%	3.5%		3.5%	5th	0.0%	2.8%	2.8%	2.9%	3.1%	37th	+0.4%		1
Pupils with SEN Support (all state-funded)	11.7%	11.0%	11.7%	11.6%		12.0%	8th	-0.4%	11.6%	11.6%	11.7%	11.9%	90th	-0.3%		
Primary school pupils with EHCP (state-funded mainstream)	1.4%	1.6%	1.8%	1.9%		2.0%	8th	-0.1%	1.3%	1.3%	1.4%	1.6%	47th	+0.3%		1
Primary school pupils with SEN Support (sfm)	11.5%	11.3%	11.6%	11.3%		12.7%	10th	-1.4%	12.1%	12.2%	12.4%	12.6%	121st	-1.3%		
Secondary school pupils with EHCP (sfm)	1.9%	1.9%	2.0%	2.1%		2.0%	6th	+0.1%	1.7%	1.7%	1.6%	1.7%	37th	+0.4%		
Secondary school pupils with SEN Support (sfm)	11.5%	10.8%	10.9%	11.1%		11.2%	7th	-0.1%	11.0%	10.7%	10.6%	10.8%	75th	+0.3%		
Specific learning difficulty	14.1%	12.9%	12.6%	13.4%		10.1%	2nd	+3.3%	13.3%	12.8%	12.6%	12.5%	62nd	+0.9%		1
Moderate learning difficulty	14.1%	13.5%	12.5%	11.8%		15.4%	7th	-3.6%	24.2%	22.7%	21.6%	20.4%	126th	-8.6%		
Severe learning difficulty	2.0%	1.7%	1.8%	2.4%		2.3%	4th	+0.1%	2.9%	2.8%	2.8%	2.7%	77th	-0.3%		
Profound & multiple learning difficulty	1.1%	1.4%	1.2%	0.3%		0.8%	10th	-0.5%	1.0%	1.0%	0.9%	0.9%	142nd	-0.6%		
Speech, language & communications needs	24.9%	27.3%	28.4%	29.2%		29.9%	8th	-0.7%	19.5%	20.5%	21.1%	21.7%	22nd	+7.5%		2
Autistic spectrum disorder	10.2%	11.1%	11.9%	12.8%		12.5%	7th	+0.3%	8.8%	9.5%	10.3%	11.0%	47th	+1.8%		
Social, emotional & mental health	17.4%	16.8%	16.8%	16.6%		15.9%	4th	-0.7%	16.3%	16.3%	16.6%	17.1%	89th	-0.5%		2
Hearing impairment	1.6%	1.6%	1.7%	1.6%		1.6%	4th	0.0%	1.8%	1.8%	1.9%	1.8%	95th	-0.2%		
Visual impairment	0.8%	0.7%	0.7%	0.8%		0.8%	4th	0.0%	1.0%	1.0%	1.1%	1.1%	111th	-0.3%		
Multi-sensory impairment	0.1%	0.2%	0.2%	0.2%		0.3%	5th	-0.1%	0.2%	0.2%	0.3%	0.3%	77th	-0.1%		
Physical disability	3.1%	3.3%	3.2%	3.2%		2.3%	1st	+0.9%	2.9%	2.9%	3.0%	2.9%	42nd	+0.3%		
Other difficulty/disability	8.6%	7.8%	7.3%	5.4%		4.3%	4th	+1.1%	4.9%	4.7%	4.6%	4.4%	40th	+1.0%		
SEN Support but no specialist assessment	2.0%	1.9%	1.6%	2.3%		3.8%	9th	-1.5%	3.2%	3.6%	3.3%	3.3%	102nd	-1.0%		

Usually the statistical neighbour rank is out of 11 and national out of 152. This may vary if some LA data is suppressed for an indicator.

"—" means data is unavailable. "*" means no data or that data is suppressed for data protection reasons

EHCP includes statemented. SEN Support refers to non-statemented SEN. Historically, this included school action and school action plus.

Prevalence & characteristics - Resident population

Croydon (November 2019)

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Page 125 Prevalence & characteristics Incidence of SEN	Croydon					Statistical Neighbours			England					LA vs England			Note
	2016	2017	2018	2019	Trend	Latest Avg.	LA vs Stat. Neigh.	Rank	Latest Diff.	2016	2017	2018	2019	LA vs England	Rank	Latest Diff.	Trend
Number of residents with an EHCP	2217	2491	2693	2999		2.32%	4th	+0.12%	1.54%	1.72%	1.92%	2.12%	38th	+0.32%	-	-	3
% of 0-24 residents with an EHCP	1.80%	2.03%	2.19%	2.44%		0.35%	7th	-0.03%	0.22%	0.25%	0.29%	-	46th	+0.03%	-	-	3
Number of new EHCPs in the calendar year	307	365	389	-		4.2%	5th	+0.2%	-	-	-	4.0%	53rd	+0.4%	-	-	4
% of 0-24 residents with new EHCPs in the cal. year	0.25%	0.30%	0.32%	-		36.0%	6th	-0.3%	-	-	33.1%	44th	+2.6%	-	-	4	
% of EHCP population who are under 5	-	-	-	4.4%		33.8%	1st	+2.6%	-	-	35.7%	56th	+0.7%	-	-	4	
% of EHCP population who are between 5 and 10	-	-	-	35.7%		20.3%	6th	-0.3%	-	-	21.9%	101st	-1.9%	-	-	4	
% of EHCP population who are between 11 and 15	-	-	-	36.4%		5.7%	10th	-2.3%	-	-	5.3%	123rd	-1.9%	-	-	4	
% of EHCP population who are between 16 and 19	-	-	-	20.0%		28.8%	11th	-7.1%	27.0%	26.7%	26.5%	-	121st	-4.8%		4	
% of EHCP population who are between 20 and 25	-	-	-	3.4%		27.7%	11th	-4.7%	30.4%	29.6%	29.0%	-	128th	-6.0%		4	
Looked after children with EHCP	22.3%	19.8%	21.7%	-		26.3%	8th	-6.2%	20.7%	20.6%	21.0%	-	83rd	-0.9%		5	
Looked after children with SEN Support	26.3%	21.1%	23.0%	-		22.3%	6th	+0.4%	26.0%	25.3%	24.8%	-	104th	-2.1%		5	
Children in need with EHCP	24.0%	27.9%	20.1%	-		-	-	-	-	-	-	-	-	-	-	5	
Children in need with SEN Support	25.2%	22.6%	22.7%	-		-	-	-	-	-	-	-	-	-	-	5	

Usually the statistical neighbour rank is out of 11 and national out of 152. This may vary if some LA data is suppressed for an indicator.

'-' means data is unavailable. '*' means data is suppressed for data protection reasons

EHCP includes statemented. SEN Support refers to non-statemented SEN. Historically, this included school action and school action plus.

		Croydon					Statistical Neighbours			England					Note						
		Latest		LA vs Stat. Neigh.			2016		LA vs England			2016		2017			2018				
		Avg.	Rank	Latest	Diff.	2017	Rank	Latest	Diff.	2018	Rank	Latest	Diff.	2019	Rank	Latest	Diff.	2020	Rank	Latest	Diff.
Special schools	Number of state-funded special schools	6	6	6	6	6			-5% 0% +5%												6
	Number of pupils enrolled in state-funded special schools	795	819	936	1009																
	Pupils living in LA attending state special schools in other LAs	19.7%	20.6%	17.7%	16.7%																7
	Pupils living in other LAs attending state special schools in LA	4.2%	6.4%	8.5%	10.4%																
	State-funded special school	37.0%	35.9%	36.4%	37.9%																
	State-funded mainstream (not resourced/unit)	37.5%	34.1%	32.2%	32.8%																
Provision for EHCP pupils	State-funded mainstream (resourced/unit)	11.6%	15.4%	9.8%	9.2%																8
	Post-16 institution	0.0%	1.4%	8.6%	12.9%																
	Other provision	2.5%	4.9%	1.7%	1.7%																
	Independent/non-maintained	10.0%	8.3%	6.8%	4.8%																
	Number undertaking an apprenticeship	0	0	0	2																
	Number undertaking a traineeship	0	1	3	9																
	Number undertaking a supported internship	0	0	7	6																

Usually the statistical neighbour rank is out of 11 and national out of 152. This may vary if some LA data is suppressed for an indicator.

'-' means data is unavailable. '*' means no data or that data is suppressed for data protection reasons

EHCP includes statemented SEN Support refers to non-statemented SEN. Historically, this included school action and school action plus.

		Croydon					Statistical Neighbours			England					Note			
Page	Indicator	2016	2017	2018	2019	Trend	Latest Avg.	LA vs Stat. Neigh.	Rank	Latest Diff.	2016	2017	2018	2019	LA vs England	Rank	Latest Diff.	Trend
127	EYFS	EYFSP Good level of development - EHCP	*	5%	4%	-			*		4%	4%	5%	-	*		-1%	- -
		EYFSP Good level of development - SEN Support	27%	29%	28%	-			32%	8th	32%	26%	27%	28%	70th		0%	- -
127	Pho.	Meeting year 1 phonics standard - EHCP	16%	18%	22%	27%			24%	4th	24%	18%	18%	19%	20%	25th	+7%	- -
		Meeting year 1 phonics standard - SEN Support	45%	55%	55%	55%			57%	6th	57%	46%	47%	48%	48%	26th	+7%	- -
127	Key Stage 1	KS1 reading expected or higher - EHCP	12%	7%	13%	17%			14%	4th	14%	14%	13%	13%	30th	+4%	- -	
		KS1 reading expected or higher - SEN Support	39%	41%	43%	38%			41%	8th	41%	32%	34%	33%	33%	38th	+5%	- -
127	Atainment	KS1 writing expected or higher - EHCP	8%	5%	11%	12%			9%	3rd	9%	9%	9%	9%	29th	+3%	- -	
		KS1 writing expected or higher - SEN Support	27%	29%	34%	31%			32%	5th	32%	22%	23%	25%	25%	26th	+6%	- -
127	KS2	KS1 maths expected or higher - EHCP	16%	8%	14%	18%			15%	3rd	15%	14%	13%	14%	39th	+4%	- -	
		KS1 maths expected or higher - SEN Support	35%	40%	43%	44%			44%	5th	44%	33%	35%	36%	36%	28th	+8%	- -
127	Progress	KS2 RWM expected or higher - EHCP	7%	7%	7%	-			10%	9th	10%	7%	8%	9%	-	100th	-2%	- -
		KS2 RWM expected or higher - SEN Support	18%	27%	29%	-			30%	5th	30%	16%	21%	24%	-	33rd	+5%	- -
127	Atainment	KS2 reading expected or higher - EHCP	12%	13%	10%	-			17%	11th	17%	14%	15%	16%	-	130th	-6%	- -
		KS2 reading expected or higher - SEN Support	35%	42%	46%	-			48%	6th	48%	32%	37%	43%	-	52nd	+3%	- -
127	KS2	KS2 writing expected or higher - EHCP	13%	10%	10%	-			15%	10th	15%	13%	13%	13%	-	108th	-3%	- -
		KS2 writing expected or higher - SEN Support	36%	38%	45%	-			44%	5th	44%	32%	34%	38%	-	30th	+7%	- -
127	Progress	KS2 maths expected or higher - EHCP	13%	13%	11%	-			17%	10th	17%	15%	15%	15%	-	118th	-4%	- -
		KS2 maths expected or higher - SEN Support	37%	44%	47%	-			49%	8th	49%	36%	41%	42%	-	44th	+5%	- -
127	Atainment	KS2 reading progress score - EHCP	-	-3.6	-4.8	-			-2.8	11th	-2.8	-	-3.7	-3.8	-	111th	-1.0	- -
		KS2 reading progress score - SEN Support	-	-1.2	-0.5	-			-0.4	6th	-0.4	-	-1.2	-1.0	-	59th	+0.5	-
127	KS2	KS2 writing progress score - EHCP	-	-4.8	-4.7	-			-2.9	11th	-2.9	-	-4.3	-4.1	-	98th	-0.6	- -
		KS2 writing progress score - SEN Support	-	-2.6	-0.9	-			-0.9	5th	-0.9	-	-2.2	-1.8	-	38th	+0.9	- -
127	Progress	KS2 maths progress score - EHCP	-	-3.8	-4.6	-			-2.7	11th	-2.7	-	-4.1	-3.8	-	107th	-0.8	- -
		KS2 maths progress score - SEN Support	-	-1.2	-0.2	-			-0.1	6th	-0.1	-	-1.1	-1.0	-	53rd	+0.8	- -

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EHCP includes statemented. SEN Support refers to non-statemented SEN. Historically, this included school action and school action plus.

		Croydon					Statistical Neighbours			England					Note				
KS4 Attain. and Prog.	EBacc	2015	2016	2017	2018	Trend	Latest Avg.	LA vs Stat. Neigh.	Rank	Latest Diff.	2015	2016	2017	2018	LA vs England	Rank	Latest Diff.	Trend	
		Attainment 8 - EHCP	-	17.9	17.0	16.4			13.9	2nd	+18.0%	-	17.0	13.9	13.5	28th	+21.4%		13
		Attainment 8 - SEN Support	-	38.8	32.8	33.5			33.8	6th	-0.9%	-	36.2	31.9	32.2	49th	+4.1%		
		Progress 8 - EHCP	-	-0.94	-1.06	-0.99			-0.98	6th	-0.01	-	-1.03	-1.04	-1.09	55th	+0.10		
		Progress 8 - SEN Support	-	-0.25	-0.40	-0.43			-0.31	8th	-0.12	-	-0.38	-0.43	-0.43	77th	0.00		
		9-4 English & maths - EHCP	11%	10%	17%	11%			11%	5th	-	10%	11%	11%	11%	55th	-		
		9-4 English & maths - SEN Support	32%	32%	33%	36%			35%	5th	+1%	26%	29%	30%	31%	40th	+5%		
		9-5 English & maths - EHCP	-	-	7%	6%			6%	5th	-	-	-	-	5%	50th	+1%		
		9-5 English & maths - SEN Support	-	-	17%	18%			19%	7th	-1%	-	-	-	17%	55th	+1%		
		English Baccalaureate APS - EHCP	-	-	-	1.3			1.1	2nd	+18.2%	-	-	-	1.0	28th	+24.7%		
Post-16 By age 19	By age 19	English Baccalaureate APS - SEN Support	-	-	-	2.7			2.8	6th	-3.6%	-	-	-	2.6	43rd	+3.5%		
		English Baccalaureate Entries - EHCP	9%	7%	11%	7%			6%	3rd	+1%	4%	4%	4%	4%	17th	+3%		
		English Baccalaureate Entries - SEN Support	16%	18%	19%	20%			26%	10th	-6%	13%	15%	15%	16%	37th	+4%		
		English Baccalaureate (9-4) - EHCP	3%	*	4%	2%			*	*	-	2%	2%	2%	2%	*	-		
		English Baccalaureate (9-4) - SEN Support	7%	6%	7%	9%			9%	6th	-	6%	6%	6%	6%	34th	+3%		
		English Baccalaureate (9-5) - EHCP	-	-	*	1%			*	*	-	-	-	-	1%	*	-		
		English Baccalaureate (9-5) - SEN Support	-	-	*	5%			5%	7th	-	-	-	-	4%	39th	+1%		
		Qualified to Level 2 by 19 - EHCP	45%	33%	38%	28%			34%	9th	-6%	37%	36%	33%	31%	92nd	-3%		14
Post-16 By age 19	By age 19	Qualified to Level 2 by 19 - SEN Support	76%	79%	75%	70%			70%	6th	0%	72%	70%	67%	62%	26th	+8%		
		Qualified to Level 2 inc Eng & maths by 19 - EHCP	21%	13%	17%	14%			16%	7th	-2%	14%	15%	15%	15%	80th	-1%		
		Qualified to Level 2 inc Eng & maths by 19 - SEN Support	41%	46%	43%	40%			41%	7th	-1%	37%	37%	37%	36%	44th	+4%		
		Qualified to Level 3 by 19 - EHCP	15%	14%	17%	15%			18%	9th	-3%	13%	14%	13%	13%	49th	+2%		
		Qualified to Level 3 by 19 - SEN Support	41%	42%	44%	38%			40%	7th	-2%	32%	31%	32%	31%	33rd	+7%		

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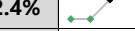
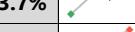
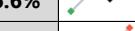
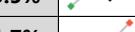
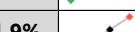
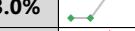
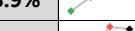
EHCP includes statemented. SEN Support refers to non-statemented SEN. Historically, this included school action and school action plus.

Page 129	Destinations	Croydon					Statistical Neighbours			England					Note		
		2016	2017	2018	2019	Trend	LA vs Stat. Neigh.			2016	2017	2018	2019	LA vs England			
							Latest Avg.	Rank	Latest Diff.					Rank	Latest Diff.	Trend	
NEET	EHCP 16/17 year olds in education & training	94.1%	85.5%	91.9%	92.0%		91.5%	6th	+0.5%	87.7%	88.2%	88.5%	88.6%	42nd	+3.4%		15
	EHCP 16/17 year olds NEET or Not Known activity	-	-	9.2%	6.4%		8.4%	5th	-2.0%	-	-	9.6%	9.2%	40th	-2.8%		16
	Education, employment or training after KS4 - EHCP	88%	91%	86%	-		91%	10th	-5%	90%	91%	91%	-	128th	-5%		17
	Education, employment or training after KS4 - SEN Support	87%	89%	91%	-		89%	1st	+2%	88%	88%	89%	-	40th	+2%		18
	FE college or other FE provider - EHCP	43%	50%	37%	-		40%	5th	-3%	45%	45%	46%	-	110th	-9%		19
	FE college or other FE provider - SEN Support	35%	32%	46%	-		44%	5th	+2%	50%	51%	53%	-	113th	-7%		20
	School sixth form or sixth form college - EHCP	16%	19%	21%	-		15%	3rd	+6%	13%	12%	11%	-	16th	+10%		21
	School sixth form or sixth form college - SEN Support	44%	47%	39%	-		39%	7th	0%	28%	27%	26%	-	28th	+13%		22
	Special/AP/independent/other provision - EHCP	28%	19%	23%	-		33%	10th	-10%	28%	30%	31%	-	118th	-8%		23
	Special/AP/independent/other provision - SEN Support	1%	3%	2%	-		1%	1st	+1%	1%	1%	1%	-	11th	+1%		24
	Apprenticeships - EHCP	1%	1%	2%	-		1%	1st	+1%	1%	1%	1%	-	20th	+1%		25
	Apprenticeships - SEN Support	2%	3%	1%	-		2%	9th	-1%	5%	5%	4%	-	138th	-3%		26
	Destination not sustained - EHCP	10%	6%	12%	-		7%	11th	+5%	9%	8%	8%	-	122nd	+4%		27
	Destination not sustained - SEN Support	10%	8%	7%	-		9%	1st	-2%	11%	10%	9%	-	26th	-2%		28
KS4	Education, employment or training after KS5 school - SEN	80%	79%	91%	-		83%	1st	+8%	87%	86%	86%	-	33rd	+5%		29
	Education, employment or training after KS5 college - LLDD	76%	83%	81%	-		82%	6th	-1%	85%	85%	86%	-	114th	-5%		30
	FE college or other FE provider - SEN	8%	7%	11%	-		7%	2nd	+4%	13%	8%	7%	-	27th	+4%		31
	FE college or other FE provider - LLDD	24%	15%	4%	-		18%	8th	-14%	20%	14%	12%	-	136th	-8%		32
	Apprenticeships - SEN	4%	3%	4%	-		3%	3rd	+1%	7%	6%	5%	-	91st	-1%		33
	Apprenticeships - LLDD	8%	8%	1%	-		3%	5th	-2%	7%	7%	7%	-	132nd	-6%		34
	UK higher education institution - SEN	50%	46%	54%	-		55%	5th	-1%	52%	50%	51%	-	66th	+3%		35
	UK higher education institution - LLDD	27%	39%	49%	-		41%	3rd	+8%	37%	37%	39%	-	20th	+10%		36
	Sustained employment - SEN	16%	18%	15%	-		14%	6th	+1%	18%	17%	18%	-	83rd	-3%		37
	Sustained employment - LLDD	20%	20%	23%	-		17%	3rd	+6%	26%	24%	26%	-	79th	-3%		38
	Destination not sustained - SEN	12%	15%	7%	-		10%	2nd	-3%	9%	9%	9%	-	48th	-2%		39
	Destination not sustained - LLDD	15%	13%	8%	-		13%	1st	-5%	11%	11%	10%	-	25th	-2%		40
KS5 (mainstream)	Education, employment or training after KS5 school - SEN	80%	79%	91%	-		83%	1st	+8%	87%	86%	86%	-	33rd	+5%		41
	Education, employment or training after KS5 college - LLDD	76%	83%	81%	-		82%	6th	-1%	85%	85%	86%	-	114th	-5%		42
	FE college or other FE provider - SEN	8%	7%	11%	-		7%	2nd	+4%	13%	8%	7%	-	27th	+4%		43
	FE college or other FE provider - LLDD	24%	15%	4%	-		18%	8th	-14%	20%	14%	12%	-	136th	-8%		44
	Apprenticeships - SEN	4%	3%	4%	-		3%	3rd	+1%	7%	6%	5%	-	91st	-1%		45
	Apprenticeships - LLDD	8%	8%	1%	-		3%	5th	-2%	7%	7%	7%	-	132nd	-6%		46
	UK higher education institution - SEN	50%	46%	54%	-		55%	5th	-1%	52%	50%	51%	-	66th	+3%		47
	UK higher education institution - LLDD	27%	39%	49%	-		41%	3rd	+8%	37%	37%	39%	-	20th	+10%		48
	Sustained employment - SEN	16%	18%	15%	-		14%	6th	+1%	18%	17%	18%	-	83rd	-3%		49
	Sustained employment - LLDD	20%	20%	23%	-		17%	3rd	+6%	26%	24%	26%	-	79th	-3%		50
	Destination not sustained - SEN	12%	15%	7%	-		10%	2nd	-3%	9%	9%	9%	-	48th	-2%		51
	Destination not sustained - LLDD	15%	13%	8%	-		13%	1st	-5%	11%	11%	10%	-	25th	-2%		52

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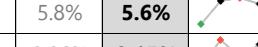
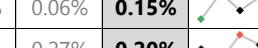
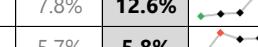
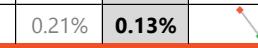
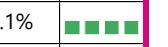
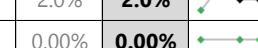
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		Croydon					Statistical Neighbours			England							Note	
		Latest		LA vs Stat. Neigh.			2015		2016		2017		2018		LA vs England			
		Avg.	Rank	Latest Diff.		Rank	Latest	Diff.	Rank	Latest	Diff.	Rank	Latest	Diff.	Trend			
Overall	Overall absence - EHCP	6.8%	7.2%	7.5%	7.7%			7.8%	7th	-0.1%	7.7%	7.7%	8.2%	8.7%	36th	-1.0%		
	Overall absence - SEN Support	6.0%	6.0%	6.3%	6.3%			5.9%	9th	+0.4%	6.2%	6.2%	6.3%	6.5%	55th	-0.2%		
	Unauthorised absence - EHCP	1.4%	1.5%	2.0%	2.0%			1.9%	8th	+0.1%	1.6%	1.5%	1.8%	2.0%	90th	0.0%		
	Unauthorised absence - SEN Support	2.0%	2.0%	2.3%	2.4%			2.1%	9th	+0.3%	1.7%	1.8%	1.9%	2.1%	110th	+0.3%		
	Persistent absentees - EHCP	20.2%	22.6%	22.5%	23.7%			23.9%	8th	-0.2%	22.8%	22.6%	23.8%	25.1%	56th	-1.4%		
	Persistent absentees - SEN Support	17.0%	17.1%	17.3%	17.5%			16.5%	8th	+1.0%	17.9%	17.5%	17.8%	18.3%	55th	-0.8%		
Primary	Overall absence - EHCP	6.2%	6.5%	6.4%	6.6%			6.5%	8th	+0.1%	6.3%	6.4%	6.6%	6.8%	72nd	-0.2%		
	Overall absence - SEN Support	5.2%	5.4%	5.3%	5.5%			5.3%	9th	+0.2%	5.2%	5.3%	5.4%	5.5%	89th	0.0%		
	Unauthorised absence - EHCP	1.2%	1.4%	1.3%	1.7%			1.5%	10th	+0.2%	1.0%	1.1%	1.3%	1.4%	129th	+0.3%		
	Unauthorised absence - SEN Support	1.5%	1.5%	1.7%	1.9%			1.7%	8th	+0.2%	1.2%	1.3%	1.5%	1.6%	123rd	+0.3%		
	Persistent absentees - EHCP	18.7%	21.5%	18.5%	20.2%			19.2%	7th	+1.0%	18.5%	18.7%	19.2%	20.0%	86th	+0.2%		
	Persistent absentees - SEN Support	13.8%	14.8%	14.6%	15.1%			13.7%	10th	+1.4%	13.8%	14.0%	14.3%	14.8%	100th	+0.3%		
Secondary	Overall absence - EHCP	5.8%	5.8%	6.6%	6.4%			6.8%	4th	-0.4%	7.3%	7.3%	7.7%	8.2%	13th	-1.8%		
	Overall absence - SEN Support	7.1%	6.8%	7.6%	7.3%			7.1%	7th	+0.2%	7.5%	7.5%	7.7%	8.0%	39th	-0.7%		
	Unauthorised absence - EHCP	2.2%	2.0%	2.5%	2.2%			2.3%	5th	-0.1%	1.9%	2.0%	2.2%	2.5%	61st	-0.3%		
	Unauthorised absence - SEN Support	2.6%	2.6%	3.0%	3.0%			2.7%	8th	+0.3%	2.4%	2.5%	2.7%	2.9%	95th	+0.1%		
	Persistent absentees - EHCP	14.4%	17.4%	20.0%	18.8%			19.6%	5th	-0.8%	22.0%	21.6%	22.2%	23.6%	25th	-4.8%		
	Persistent absentees - SEN Support	21.0%	20.0%	20.7%	20.8%			20.7%	6th	+0.1%	23.1%	22.4%	22.9%	23.4%	31st	-2.6%		
Special	Overall absence - EHCP	7.8%	8.4%	8.7%	8.9%			9.6%	3rd	-0.7%	9.0%	8.8%	9.4%	10.0%	41st	-1.1%		
	Unauthorised absence - EHCP	1.0%	1.2%	2.1%	2.0%			1.9%	9th	+0.1%	1.8%	1.6%	2.0%	2.2%	86th	-0.2%		
	Persistent absentees - EHCP	24.2%	26.5%	26.6%	28.3%			30.4%	3rd	-2.1%	26.3%	25.8%	27.5%	28.9%	72nd	-0.6%		

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		Croydon					Statistical Neighbours			England							Note
Page 13 Exclusions	Overall	2015	2016	2017	2018	Trend	Latest Avg.	LA vs Stat. Neigh.	2015	2016	2017	2018	Rank	LA vs England			
								Rank	Latest Diff.	2015	2016	2017	2018	Rank	Latest Diff.	Trend	
		Fixed term exclusion rate - EHCP	6.7%	8.0%	6.8%	8.8%		11.9%	4th	-3.1%	15.1%	15.0%	15.9%	15.9%	26th	-7.1%	
		Fixed term exclusion rate - SEN Support	8.3%	9.8%	10.8%	10.9%		10.6%	6th	+0.3%	12.3%	13.7%	14.8%	15.1%	41st	-4.2%	
		At least one fixed term exclusion - EHCP	3.9%	4.8%	4.3%	4.4%		5.4%	4th	-1.0%	6.3%	6.3%	6.4%	6.4%	26th	-2.0%	
		At least one fixed term exclusion - SEN Support	4.9%	5.7%	5.8%	5.6%		5.5%	7th	+0.1%	5.6%	5.9%	6.2%	6.1%	66th	-0.5%	
		Permanent exclusion rate - EHCP	0.00%	0.18%	0.06%	0.15%		0.11%	8th	+0.04%	0.16%	0.17%	0.16%	0.16%	92nd	-0.01%	
		Permanent exclusion rate - SEN Support	0.17%	0.09%	0.27%	0.20%		0.24%	5th	-0.04%	0.29%	0.32%	0.35%	0.34%	46th	-0.14%	
Primary		Fixed term exclusion rate - EHCP	7.0%	7.5%	7.8%	12.6%		9.8%	9th	+2.8%	10.9%	11.3%	12.7%	13.4%	83rd	-0.8%	
		Fixed term exclusion rate - SEN Support	3.9%	6.3%	5.7%	5.8%		4.5%	10th	+1.3%	5.3%	6.3%	7.2%	7.1%	66th	-1.3%	
		At least one fixed term exclusion - EHCP	3.4%	2.6%	4.0%	4.1%		4.4%	5th	-0.3%	4.6%	4.7%	5.1%	5.3%	55th	-1.2%	
		At least one fixed term exclusion - SEN Support	1.9%	2.9%	2.7%	2.7%		2.2%	10th	+0.5%	2.4%	2.7%	3.0%	2.9%	80th	-0.2%	
		Permanent exclusion rate - EHCP	0.00%	*	0.00%	0.33%		0.13%	10th	+0.20%	0.16%	0.22%	0.20%	0.18%	122nd	+0.15%	
		Permanent exclusion rate - SEN Support	*	*	0.21%	0.13%		0.09%	9th	+0.04%	0.12%	0.15%	0.16%	0.15%	83rd	-0.02%	
Secondary		Fixed term exclusion rate - EHCP	14.7%	16.4%	13.0%	16.7%		20.4%	2nd	-3.7%	23.8%	24.9%	26.6%	28.2%	34th	-11.5%	
		Fixed term exclusion rate - SEN Support	14.5%	15.2%	18.8%	19.4%		21.8%	6th	-2.4%	22.5%	25.3%	27.2%	28.5%	41st	-9.1%	
		At least one fixed term exclusion - EHCP	9.3%	11.4%	9.0%	9.8%		10.8%	5th	-1.0%	10.4%	10.6%	11.1%	11.4%	50th	-1.6%	
		At least one fixed term exclusion - SEN Support	9.2%	9.8%	10.9%	10.6%		11.7%	6th	-1.1%	10.3%	11.0%	11.4%	11.4%	61st	-0.8%	
		Permanent exclusion rate - EHCP	0.00%	0.00%	0.23%	0.23%		0.25%	6th	-0.02%	0.27%	0.27%	0.31%	0.33%	76th	-0.10%	
		Permanent exclusion rate - SEN Support	0.37%	0.16%	0.37%	0.33%		0.53%	3rd	-0.20%	0.55%	0.59%	0.67%	0.66%	32nd	-0.33%	
Special		Fixed term exclusion rate - EHCP	2.5%	3.9%	2.7%	2.5%		9.4%	4th	-6.9%	12.8%	11.9%	12.5%	11.8%	31st	-9.3%	
		At least one fixed term exclusion - EHCP	1.5%	2.7%	2.0%	2.0%		3.4%	4th	-1.4%	5.1%	4.9%	5.0%	4.8%	38th	-2.8%	
		Permanent exclusion rate - EHCP	0.00%	*	0.00%	0.00%		0.04%	1st	-0.04%	0.09%	0.09%	0.07%	0.07%	1st	-0.07%	

Usually the statistical neighbour rank is out of 11 and national out of 152. This may vary if some LA data is suppressed for an indicator.

'-' means data is unavailable. '*' means no data or that data is suppressed for data protection reasons

EHCP includes statemented. SEN Support refers to non-statemented SEN. Historically, this included school action and school action plus.

		Croydon					Statistical Neighbours					England					Note				
Page 132	Category	2016	2017	2018	2019	Trend	Latest Avg.	LA vs Stat. Neigh.	Rank	Latest Diff.	2016	2017	2018	2019	LA vs England	Rank	Latest Diff.	Trend			
	Adults	Support needs met by care homes (per 100k 18-64s)	9.3	1.3	8.0	13.8					9.9	3rd	+39%		13.3	12.8	14.0	13.9	68th	-1%	
		Adults with learning disabilities in paid employment	5.6%	6.1%	6.1%	5.5%					4.8%	3rd	+0.7%		5.8%	5.7%	6.0%	5.9%	71st	-0.4%	
		Adults with learning disabilities living at home or with family	55.9%	48.2%	62.0%	61.9%					69.6%	9th	-7.7%		75.4%	76.2%	77.2%	77.4%	145th	-15.5%	
	Assessments	Initial requests for assessment made - number	-	584	532	-					0.44%	6th	-0.01%		-	0.39%	0.43%	-	72nd	0.00%	
		Initial requests for assessment made - % of 0-24 pop'n	-	0.48%	0.43%	-					19.1%	10th	-9.7%		-	22.6%	24.7%	-	135th	-15.3%	
		Initial requests for assessment refused - number	80	43	50	-					95.2%	4th	+2.5%		95.6%	93.3%	94.8%	-	69th	+2.9%	
		Initial requests for assessment refused - % of requests	-	7.4%	9.4%	-															
		EHCPs made for the first time - number	307	365	389	-															
		EHCPs made for the first time - % of assessments	98.7%	99.5%	97.7%	-															
		Children still being assessed for an EHCP (in January)	115	108	53	-															
		EHCP discontinued - transferred to other LA	52	69	88	-															
		EHCP discontinued - SEN met without EHCP	2	3	5	-															
		EHCP discontinued - other reason	2	6	5	-															
	Implementation	Number of mediation cases held	17	20	25	-					20.0%	3rd	-16.0%		25.3%	25.2%	26.4%	-	26th	-22.4%	
		% of mediation cases with appeals to tribunal	29.4%	50.0%	4.0%	-					2.0%	6th	0.0%		1.3%	1.5%	1.6%	-	115th	+0.4%	
		Appeals to the SEND Tribunal - number	52	49	62	-															
		Appeals to the SEND Tribunal - % of appealable decisions	2.0%	1.8%	2.0%	-															
	Appeals	Statements to be transferred to EHCPs	1495	882	201	-					58.4%	4th	+0.7%		32.7%	63.6%	-	-	102nd	-4.5%	
		% of statements transferred in calendar year	30.5%	59.1%	-	-					52.8%	5th	+6.4%		55.7%	61.3%	58.0%	-	86th	+1.2%	
		EHCPs issued within 20 weeks (incl exceptional cases)	93.2%	80.5%	59.2%	-					56.2%	5th	+4.2%		58.6%	64.9%	60.1%	-	90th	+0.3%	
		EHCPs issued within 20 weeks (excl exceptional cases)	93.2%	80.5%	60.4%	-															
	Other	Personal budgets taken up for EHCPs (in calendar year)	0	0	0	-															
		EHCP pupils transferred to special/independent schools	0	5	3	-															
		EHCP pupils transferred from special/independent schools	2	10	5	-															

Usually the statistical neighbour rank is out of 11 and national out of 152. This may vary if some LA data is suppressed for an indicator.

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EHCP includes statemented. SEN Support refers to non-statemented SEN. Historically, this included school action and school action plus.

Gross budget per capita ^

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	Croydon				
	2016	2017	2018	2019	Trend
Top up funding - Maintained providers	-	£167	£156	£152	
Top up funding - Academies & free schools	-	£17	£17	£17	
Top up funding - Independent providers	-	£130	£160	£191	
Additional high needs targeted funding	-	£1	£1	£1	
SEN support services	-	£60	£53	£43	
Support for inclusion	-	£5	£5	£5	
SEN administration, assessment & monitoring	-	£5	£16	£14	
SEN transport expenditure (Pre-16)	-	£107	£101	£135	
SEN/LLDD transport expenditure (aged 16-18)	-	£76	£101	£138	
SEN/LLDD transport expenditure (aged 19-25)	-	£19	£18	£28	
Short breaks (respite) for disabled children	-	£28	£29	£29	
Other support for disabled children	-	£4	£4	£4	

Latest Avg.	Statistical Neighbours		
	Rank	LA vs Stat. Neigh.	
		-5%	0%
£208	8th		27%
£59	9th		71%
£99	2nd		93%
£6	7th		83%
£35	3rd		23%
£21	9th		76%
£16	5th		13%
£95	2nd		42%
£46	1st		200%
£6	1st		367%
£12	1st		142%
£6	5th		33%

2016	2017	2018	2019	England		
				Rank	LA vs England	
					-5%	0%
-	£126	£124	£121	37th	+25%	
-	£45	£56	£65	136th		74%
-	£72	£78	£80	2nd	+139%	
-	£4	£5	£4	71st		77%
-	£37	£34	£34	41st	+27%	
-	£13	£13	£12	91st		59%
-	£15	£16	£17	89th		18%
-	£67	£71	£74	5th	+81%	
-	£28	£29	£36	4th	+282%	
-	£4	£4	£6	8th	+406%	
-	£18	£18	£17	25th	+69%	
-	£4	£4	£4	39th	+3%	

Note

24

^ Gross budget data is presented per capita for comparability. This is generally based on resident population of all young people of the relevant age. National data is a weighted mean. Usually the statistical neighbour rank is out of 11 and national out of 152. This may vary if some LA data is suppressed for an indicator.

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EHCP includes statemented. SEN Support refers to non-statemented SEN. Historically, this included school action and school action plus.

Statistical neighbours

Statistical neighbours are a way of benchmarking your performance against other local authorities that have similar characteristics, rather than simply being geographically close. The statistical neighbours for Croydon are listed below by school population size (larger authorities will often be higher ranked on indicators that are based on volume).

LA	School population
Birmingham	214,000
Croydon	65,000
Ealing	60,000
Enfield	60,000
Brent	51,000
Greenwich	48,000
Waltham Forest	45,000
Lewisham	42,000
Haringey	42,000
Lambeth	40,000
Merton	33,000

NB. The statistical neighbour average in the dashboard is non-weighted and includes Croydon.

Data sources

Below is the list of data sources including the latest year of data shown on the dashboard. Full footnotes and methodologies can be found within the individual sources.

Note, if text is blue, the data comes from your local sources and is therefore unpublished. In this instance, statistical neighbour and national averages will be unavailable for that year, and instead will show comparisons with the latest published data (shown in grey).

Prevalence & characteristics - school and resident populations

- 1 <https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>

Section: National statistics on special educational needs in England / Latest time point on dashboard: January 2019

Data based on where the pupil attends school

- 2 <https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>

Section: National statistics on special educational needs in England / Latest time point on dashboard: January 2019 / Notes: Data presented is a weighted average of primary, secondary and special school data (including national). Includes both EHCP and SEN Support pupils

Data based on where the pupil attends school

- 3 <https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>

Section: Statements of special educational needs (SEN) and education, health and care (EHC) plans / Latest time point on dashboard: Data taken from 2019 file but some indicators are based on 2018 calendar year. 0-24 percentages calculated using 2017 ONS population

Data based on where the pupil is resident

- 4 <https://www.gov.uk/government/collections/statistics-looked-after-children>

Section: Outcomes for looked after children section / Latest time point on dashboard: 31st March 2018 / Notes: Only for looked after continuously for at least twelve months, matched to census/ Data refers to all state-funded provision

Data based on young people whom the local authority looks after

- 5 <https://www.gov.uk/government/collections/statistics-children-in-need>

Section: Characteristics of children in need / Latest time point on dashboard: 2017/18 / Notes: Matched to NPD. School age refers to children in need aged 5 to 16 inclusive. Age calculated at 31 March / Data refers to all state-funded provision

Data based on young people whom the local authority looks after

Provision for SEND pupils

- 6 <https://www.gov.uk/government/collections/statistics-school-and-pupil-numbers>

Section: National statistics on school numbers / Local authority tables / Latest time point on dashboard: January 2019

Data based on where the pupil attends school

- 7 <https://www.gov.uk/government/collections/statistics-school-and-pupil-numbers>

Section: Cross-border movement local authority tables / Latest time point on dashboard: January 2019

Data based on where the pupil is resident and where they attend school

- 8 <https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>

Section: Statements of special educational needs (SEN) and education, health and care (EHC) plans / Latest time point on dashboard: January 2019 / Notes: Data is grouped to a higher level than in the source in order to simplify analysis. Data is approximate as numerators are not given and denominator is rounded in the source. Data based on where the pupil is resident

Primary attainment

- 9 <https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile>

Section: Results at national and local-authority level / Latest time point on dashboard: 2017/18 academic year

Data based on where the pupil attends school

- 10 <https://www.gov.uk/government/collections/statistics-key-stage-1>

Section: Phonics screening check and key stage 1 assessment - Phonics Tables / Latest time point on dashboard: 2018/19 academic year phonics screening

Data based on where the pupil attends school

- 11 <https://www.gov.uk/government/collections/statistics-key-stage-1>

Section: Phonics screening check and key stage 1 assessment - KS1 Tables/ Latest time point on dashboard: 2018/19 academic year Key Stage 1 assessment

Data based on where the pupil attends school

- 12 <https://www.gov.uk/government/collections/statistics-key-stage-2>

Section: National curriculum assessments at key stage 2 / Latest time point on dashboard: 2017/18 academic year

Data based on where the pupil attends school

Secondary and post-16 attainment

- 13 <https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

Section: GCSE and equivalent results, including pupil characteristics / Latest time point on dashboard: 2017/18 academic year

Data based on where the pupil attends school

- 14 <https://www.gov.uk/government/collections/statistics-attainment-at-19-years>

Section: Level 2 and 3 attainment / Latest time point on dashboard: 2017/18 academic year (Aged 19 in 2017)

Data based on where the pupil attends school

Pupil destinations

- 15 <https://www.gov.uk/government/publications/neet-and-participation-local-authority-figures>

Latest time point on dashboard: March 2019 / Notes: Data shows the March figure for each year

Data based on where the student is resident

- 16 <https://www.gov.uk/government/publications/neet-and-participation-local-authority-figures>

Latest time point on dashboard: 2019 / Notes: Data is always given for the average of December, January and February

Data based on where the student is resident

Pupil destinations

17 <https://www.gov.uk/government/collections/statistics-destinations>

Section: Destinations after key stage 4 for state-funded mainstream and special schools / Latest time point on dashboard: 2016/17 cohort (Destination in 2017/18) / Notes: Special/AP/independent/other provision includes all specialist, alternative, and independent provision, as well as pupils who have completed the required six months but with two different providers (e.g. a month in sixth form followed by five months in an FE college). Data based on where the pupil attended school

18 <https://www.gov.uk/government/collections/statistics-destinations>

Section: Destinations after key stage 5 for mainstream school and college students/ Latest time point on dashboard: 2016/17 cohort (Destination in 2017/18) / Notes: Data is based on the destinations of young people completing an A level or equivalent level courses only (level 3 cohort)

Data based on where the pupil attended school

Absence

19 <https://www.gov.uk/government/collections/statistics-pupil-absence>

Latest time point on dashboard: 2017/18 academic year/ Note: Some figures calculated from underlying data files

Data based on where the pupil attends school

Exclusions

20 <https://www.gov.uk/government/collections/statistics-exclusions>

Latest time point on dashboard: 2017/18 academic year

Data based on where the pupil attends school

Adulthood & implementation

21 <https://digital.nhs.uk/data-and-information/publications/statistical/adult-social-care-outcomes-framework-ascof>

Latest time point on dashboard: 2018/19 financial year/ Notes: 'Adults with learning disabilities' refers to adults with a primary support reason of learning disability support who received long term Nursing, Residential or Community support

Data based on where the person is resident

22 <https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>

Section: Statements of special educational needs (SEN) and education, health and care (EHC) plans / Latest time point on dashboard: Data taken from 2018 file but some indicators are based on 2017 calendar year. Data based on where the pupil is resident

23 <https://www.gov.uk/government/collections/tribunals-statistics>

Section: SEND Tribunal tables: statistics on the appeal rate to the SEND Tribunal / Latest time point on dashboard: 2018 calendar year / Notes: Appeal rate based on total appealable decisions. Data based on where the pupil attends school

24 <https://www.gov.uk/government/collections/section-251-materials>

Latest time point on dashboard: 2018/19 financial year

Data generally based on the resident population of all young people of the relevant age

Mime are experts in communicating complex information with clarity within the education sector. We are passionate about using data to improve the life chances of young people. For more information, please get in touch.

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Agenda Item 8

For general release

REPORT TO:	Children and Young People Scrutiny Sub Committee 21 January 2020
SUBJECT:	Update on the Early Help and Children's Social Care Improvement Programme – Performance trends
LEAD OFFICER:	Rob Henderson, Executive Director, Children, Families & Education
CABINET MEMBER:	Cllr Alisa Flemming, Cabinet Member for Children, Families and Learning
PERSON LEADING AT SCRUTINY COMMITTEE MEETING:	Rob Henderson, Executive Director, Children, Families & Education

CORPORATE PRIORITY/POLICY CONTEXT/AMBITIOUS FOR CROYDON:

[Corporate Plan for Croydon 2018-2022](#)

The plans and recommendations in this report focus on ensuring that all Croydon's children live a happy, healthy life, free from harm and that they have every opportunity to thrive and become fulfilled adults.

ORIGIN OF ITEM:	This item is contained in the Committee's work programme.
BRIEF FOR THE COMMITTEE:	To review and consider Early Help and Children's Social Care Performance trends June – November 2019. To note the feedback from Ofsted following the seventh monitoring visit to children's social care and early help in October 2019.

1. EXECUTIVE SUMMARY

This report provides an update on the children's improvement programme, including:

- Performance trends across Early Help and Children's Social care between June and November 2019
- Seventh and final Ofsted monitoring visit letter

2. PERFORMANCE TRENDS JUNE – NOVEMBER 2019

- 2.1 A presentation on the trends across key performance indicators (KPI's) for Early Help and Children's Social Care is included as an appendix to this report (see appendix 1). This report covers the available data at the time of writing; June to November 2019.
- 2.2 The report has been adapted from information (the KPI's) that are presented to the Children's Improvement Board, on a monthly basis, to take a retrospective look back at performance from June 19 – November 19 and offer some analysis around key trends.
- 2.3 It should be noted that this report looks at quantitative progress only, e.g. metrics that can be measured such as average caseloads and timeliness of work (e.g. visits). Qualitative feedback from the last Ofsted monitoring visit about one of the largest service areas, Social Work with Families (SWwF), can be found in appendix 2.

3. SEVENTH OFSTED MONITORING VISIT LETTER

- 3.1 Following the Ofsted inspection in 2017 which judged children's services as inadequate, Ofsted completed the seventh and final monitoring visit in October 2019 and published a letter summarising their findings on 13th December. The letter is included as appendix 2. Publication was delayed until after the December 2019 general election.

The visit focused on two areas:

- Services for children who receive support through a child protection plan or a child in need plan.
 - Services offered to children who have a plan for adoption
- 3.2 A standard inspection under the inspection of local authority children's services (ILACS) framework is required to overturn an inadequate judgement. This inspection is expected in the first quarter of 2020

CONTACT OFFICER:

Robert Henderson, Executive
Director of Children Families and
Education

BACKGROUND DOCUMENTS:

None

APPENDICES:

Appendix 1: Performance trends
across Early Help and Children's
Social Care June - November 2019

Appendix 2: Ofsted 7th Monitoring Visit
Letter - October 2019

Performance trends across Early Help and Children's Social care

June 2019 – November 2019

Children & Young People's Scrutiny Committee

21st January 2020

**Robert Henderson, Executive Director, Children,
Families & Education**

Overview of November 2019 performance indicators

GOING WELL OR BETTER

- Caseloads continue to be below target across the service at an average of 16 per worker in November 2019
- Improvement in the timeliness of Assessments, up to 86%
- 24% reduction in the number of children with child protection (CP) plans since April 2019
- Ongoing reductions in the number of cases in proceedings and public law outline (PLO)
- Timeliness of visits to children subject to CP Plans (97%) and CLA (95%)
- 100% of CP Plans and 93% of CLA Plans were reviewed within timescale

ONES TO WATCH

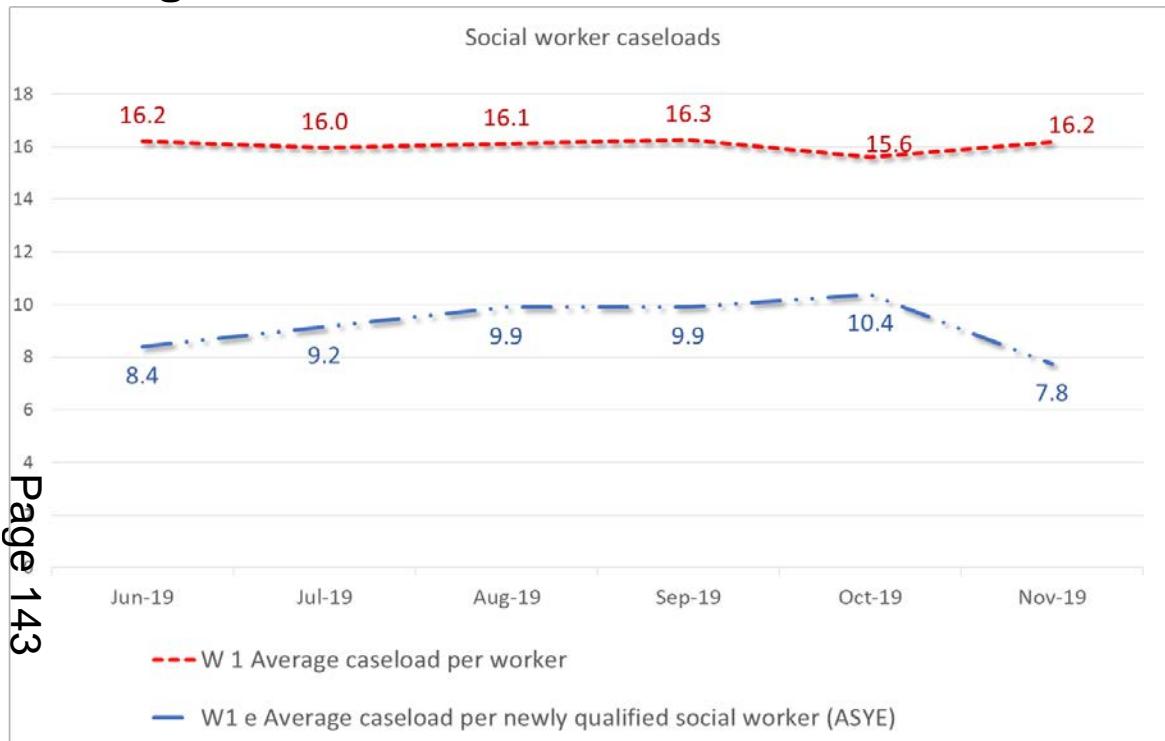
- Page 142
- 91% of CIN reviews were completed on time (an improvement but still under target of 95%)
 - 85% of CIN plans are up-to-date, an improvement of 17% compared to Oct 19 – a large in month improvement from a consistently low base
 - 90% of Initial Health Assessments were completed within 20 working days of entering care a 44% improvement on October 19
 - 85% of CLA in care for 12 + months had their review Health Assessment – performance is consistently at this level but remains below target
 - Responses to missing children and young people have improved with more RHI's, risk assessments and exploitation episodes taking place

THINGS TO DO BETTER

- 76% of CIN visits were completed within timescale
- Timeliness of CLA Care (81%) and Pathway (76%) planning remains below the 95% target
- Timeliness of Foster Carer reviews (83%) and visits (77%) remains below target
- Timeliness of Supervision across is below target for all cases – CP (65%), CLA,CIN (82%) and Assessments/Care Leavers (87%)

Going well or better – 6 month trends

Average caseloads

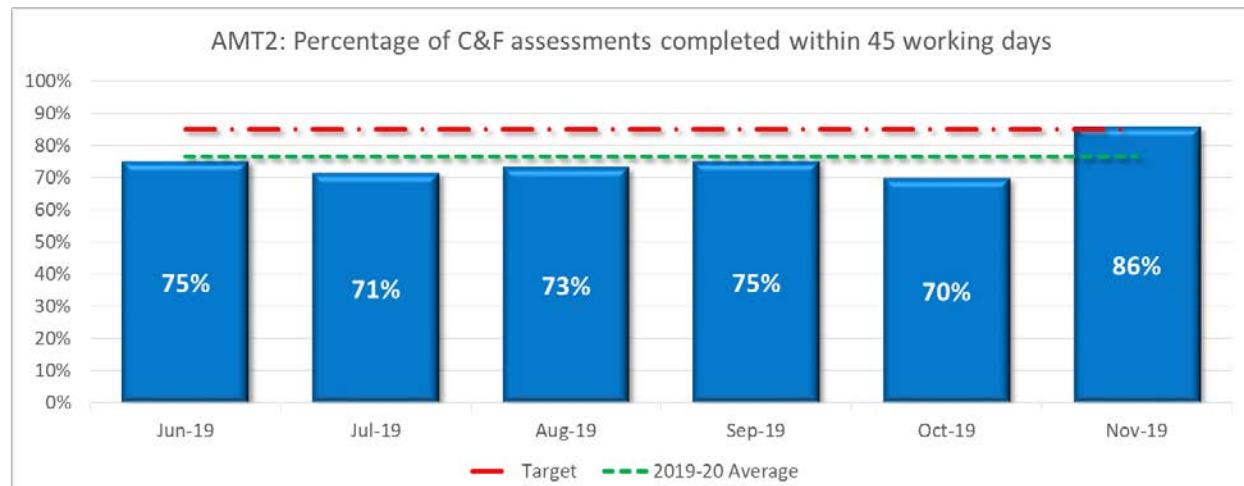


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It is positive to see that average caseloads across the service have remained below target since June 19. This is due to a variety of factors including a significant investment in more frontline staff and managers across the service and reduction in the numbers of children on CIN and CP plans. The service has also been able to keep caseloads low for newly qualified staff.

Within this period average caseloads in the newer 'adolescent support teams' fell from a high of 25 on average as more staff started. Currently the only service area reporting average caseloads above 17 is leaving care, which has an average target of 25.

Assessment timeliness



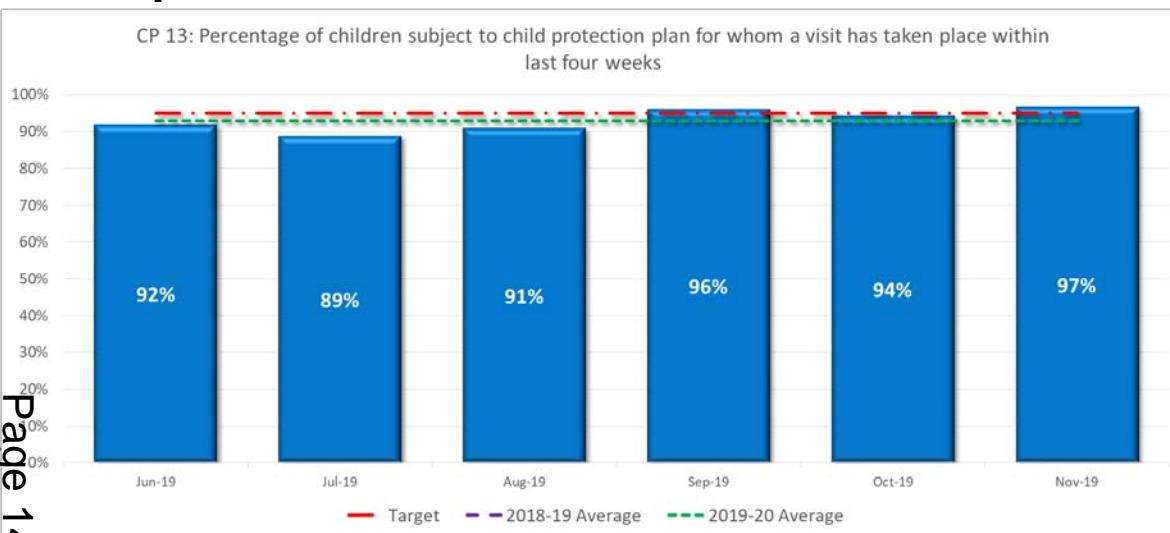
Assessment timeliness reporting has fluctuated over the past year, with an upward trend in the 6 months prior to Jun 19, performance remaining relatively static from Jun – Oct 19 and an increase in timeliness again in Nov 19 (over target of 85%).

It should be noted that this data covers all C&F assessments conducted across the service, including those carried out on open cases, although performance around timeliness of initial C&F assessments within the assessment service has also improved (weekly snapshot data).

The challenge going forward is to sustain performance while focusing on quality and working more closely with partners through the Single Point of Contact to ensure all families are supported at the right time and at the right level of service (e.g. where a C&F assessment is not necessary).

Going well or better – 6 month trends

Child protection visits



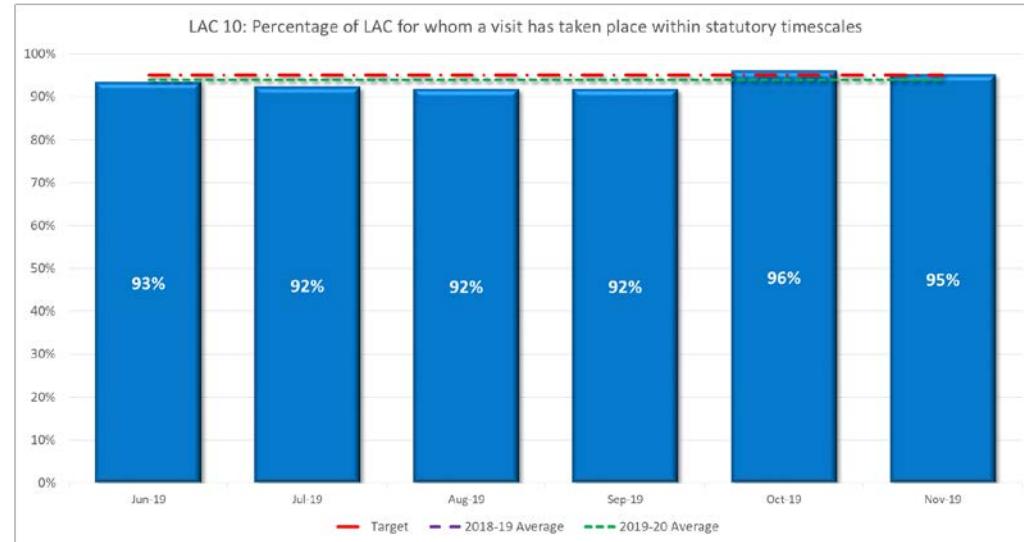
Page 14

It is positive to see that children who are subject to child protection plans have been visited with increasing frequency over the past 6 months, to be above target in Sep and Nov 19 and that performance has been sustained at over 90% since August 19.

This improvement can be explained by a variety of factors including more staff, lower average caseloads, improved recording practices and the impact of new leadership at Head of Service and Service Manager level. Expectations have also been raised for children to be seen every 10 days (over and above statutory minimum of 20 days).

The challenge is now for the service to sustain performance, whilst focusing on improving the quality of all visits and making them more purposeful through better direct work with children and young people.

Visits to children in our care



The timeliness of visits to children in our care has been on a upward trajectory since Oct 18, and it is positive to see that performance of over 90% has been sustained over the last 6 months, and was on target in Nov 19.

This improvement can be explained by a variety of factors including improved recording practices and new leadership at team and service manager level.

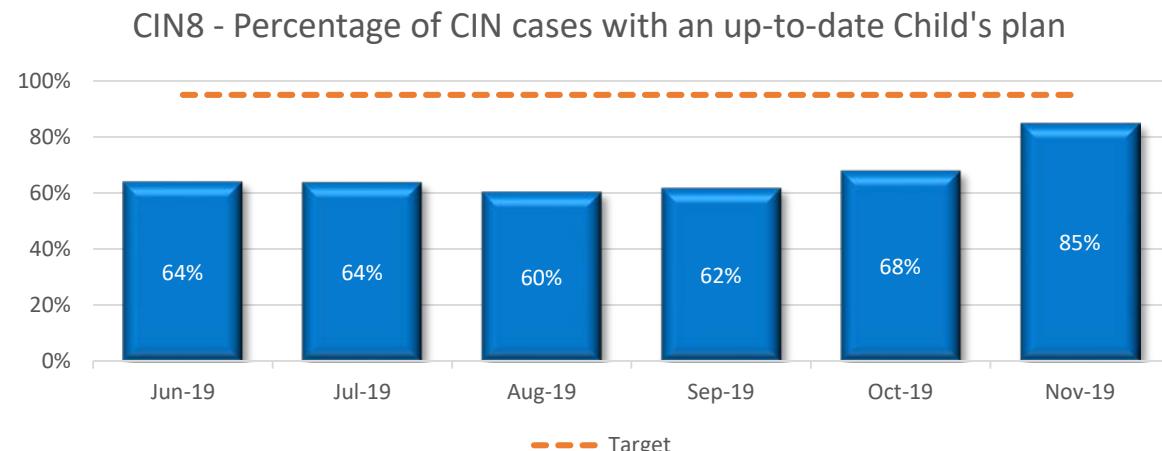
As with CP visits, the challenge going forward for social workers and social care managers is to balance quality with compliance and spend more time planning visits to ensure that they are purposeful and the voices of children in our care are heard, understood and inform plans for children. This is being measured via dip sampling and audit work.

Ones to watch – 6 month trends

CIN reviews



CIN plans up to date



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The timeliness of child in need (CIN) reviews has fluctuated over the past 6 months and requires a continued focus in order to achieve sustained improvement.

It should be noted that the number of children subject to CIN plans (excluding children with disabilities) has declined significantly since July 2018 (808 in Jul 18 down to 578 Nov 19) which may explain a more recent uptick in performance as workloads reduce. There has also been weekly reviews of CIN performance amongst managers in Social Work with Families (SWwF) service to drive up performance.

The number of step downs from SWwF to Early Help as also increased in this period meaning that families are being supported at a lower level where it is safe to do so.

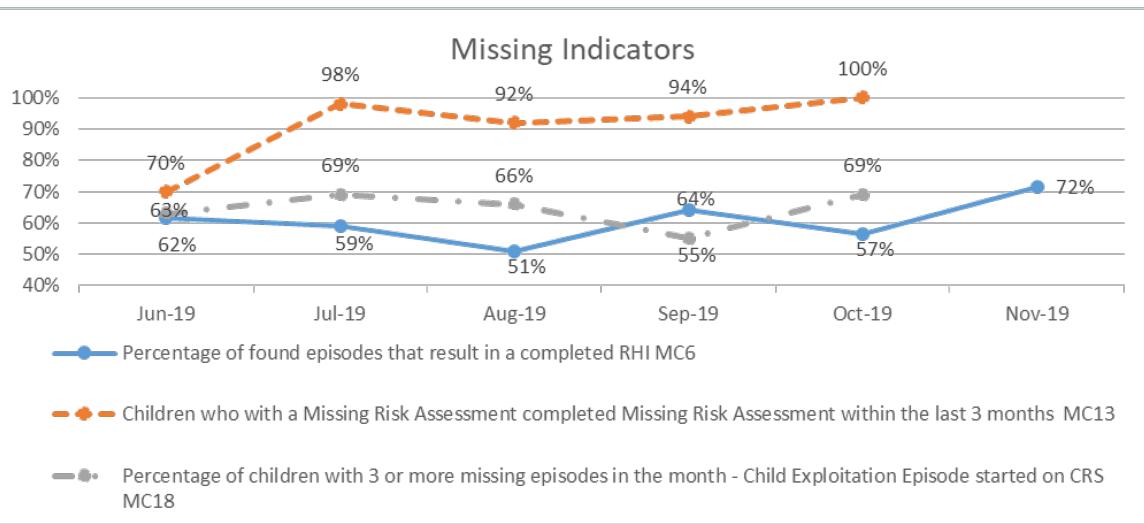
Regularly updating Child in Need Plans has been an area of underperformance for some time, however there was an increase in timeliness around this indicator in Nov 19.

Historically there has been disconnect between CIN reviews and plans being updating in a timely manner, however weekly reviews of CIN performance amongst managers in SWwF, led by the Head of Service are now in place, which may explain the recent improvement in performance.

Nevertheless a sustained focus on child in need work (CIN) both in terms of timeliness and quality is needed across the service to ensure sustained performance across visits, reviews and planning.

Ones to watch – 6 month trends

Missing children and young people

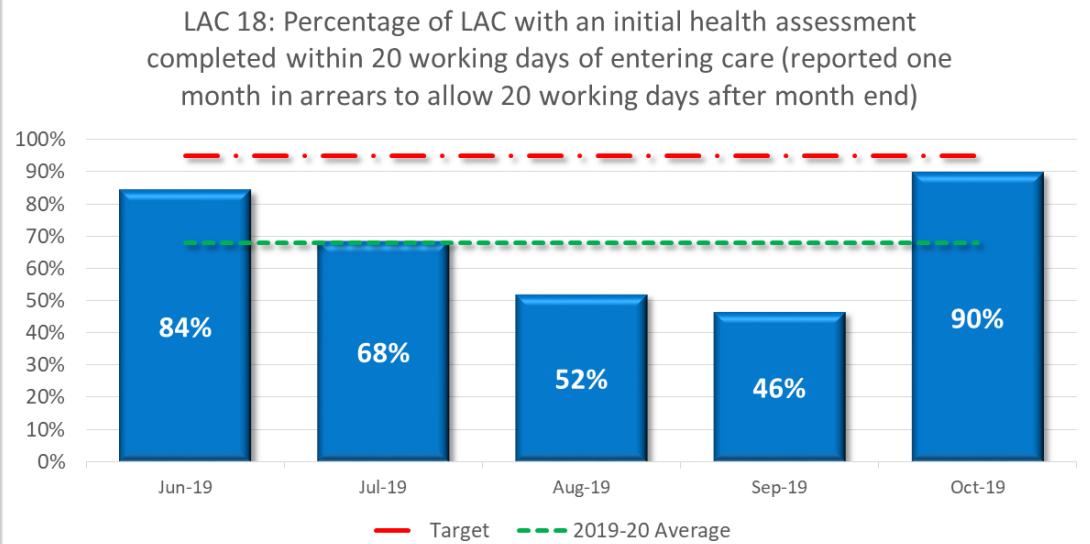


Missing children is still an area which the service is monitoring closely in order to drive up performance and improve reporting. It is positive that some indicators have seen improvement in the last 6 months as awareness grows, for example;

- the % of missing episodes that result in a return home interview (RHI) being conducted (blue line above)
- The % of children with 3 + episodes where a risk assessment was completed (orange line above)
- The % of children with 3 + missing episodes discussed at complex adolescent panel (grey line above)

However, there are still a small bit significant number of children looked after who are going missing regularly and more needs to be done (e.g. through targeted interventions) to better understand and respond to each young person in order to identify and reduce any risks they face.

CLA health assessment timeliness



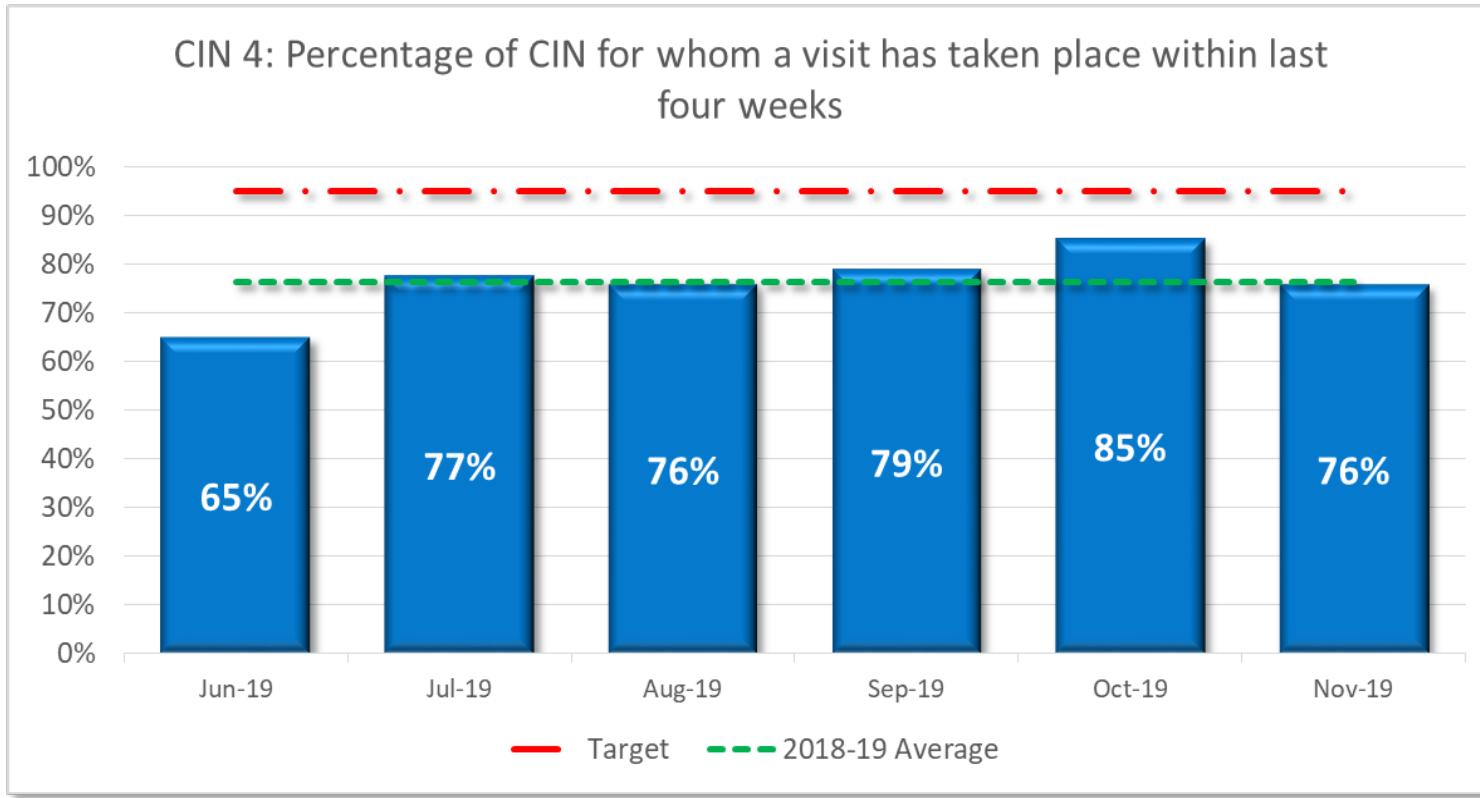
The timeliness of initial health assessments (IHA's) for our children looked after has fluctuated significantly over the past 6 months* due to clunky notification and recording practices across children's social care and health. Additional administrative capacity has also been put in place to speed up notifications.

Plans are in place to address these issues across the partnership, and there are strategic and operational groups which monitor performance across all CLA health indicators closely as A number of other health indicators are also below targets (review assessments, immunisations and dental checks).

*It should be noted that data for November was not available at time of writing.

Things to do better – 6 months trends

CIN visits



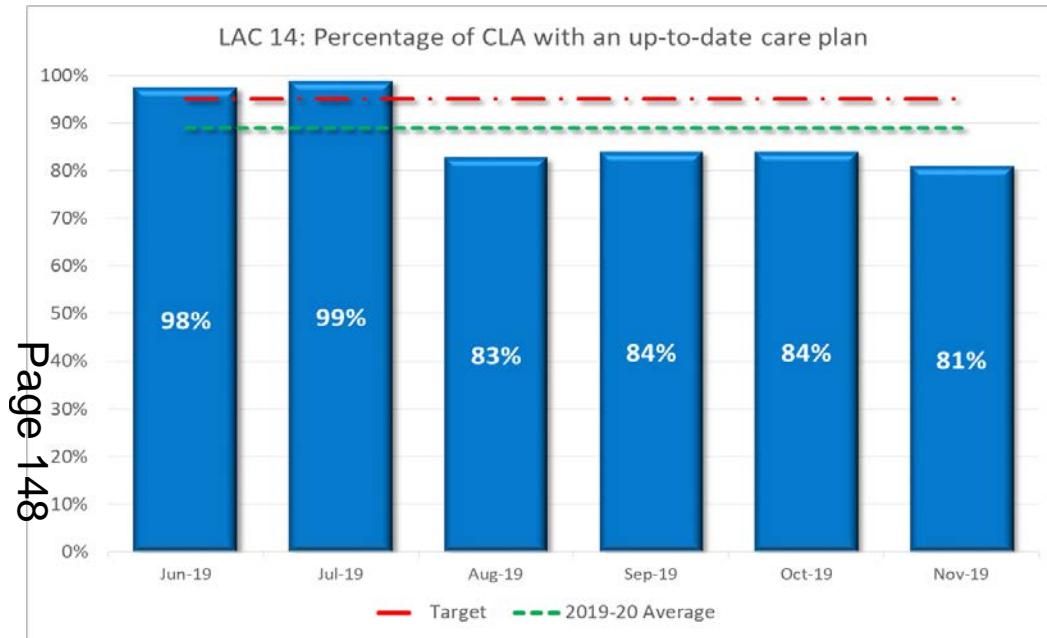
Although there has been a historic upward trend in CIN visit timeliness from a low base, progress has slowed over last 6 months and on analysis there is little discrepancy in performance by service area (e.g. SWwF and CWD)

Underperformance in comparison with other visit figures (for CP and CLA) is partially due to higher risk work (e.g. CP and court) being prioritised, however weekly CIN performance monitoring from the Head of Service and Service Managers is in place to drive up performance across all CIN indicators and improve practice.

The declining number of children subject to CIN plans may also serve to improve performance across CIN indicators.

Things to do better – 6 months trends

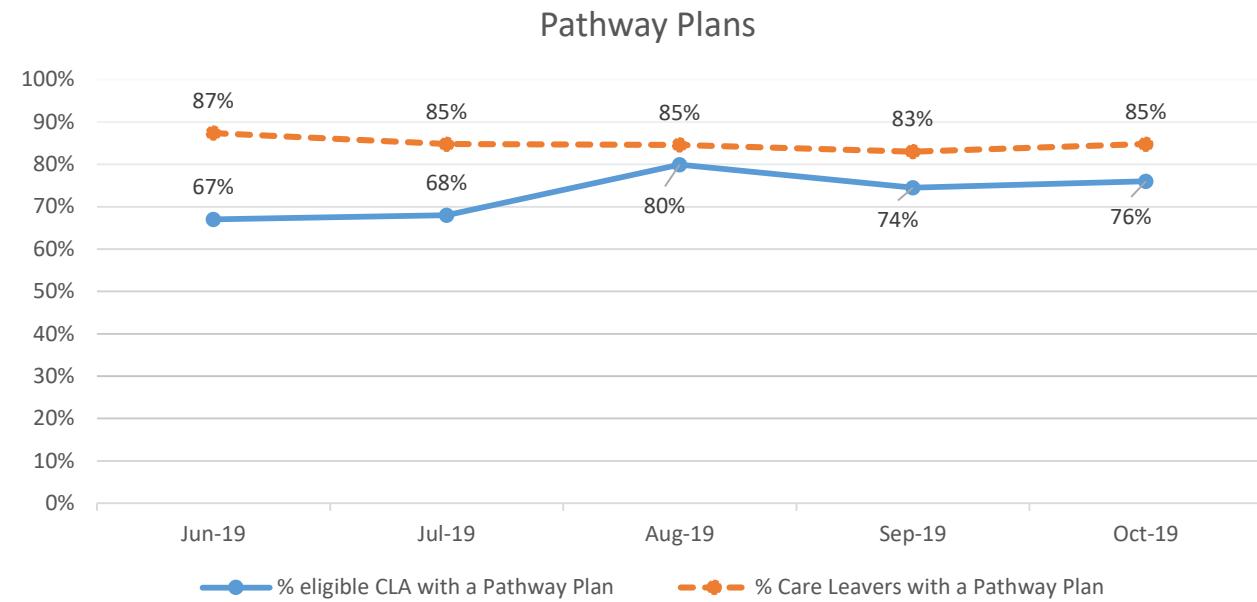
Up to date plans for CLA



Although 93% of CLA had their plans reviewed in timescales in Nov 19, the data above shows that plans are not always being updated in a timely fashion after reviews and that performance in this area has declined.

Managers in the service have challenged the quality of work more, including ensuring plans are smarter and more of them are influenced by the voice of children and young people. Robust performance management activity is underway to raise standards across Social Work with CLA,

Pathway plans

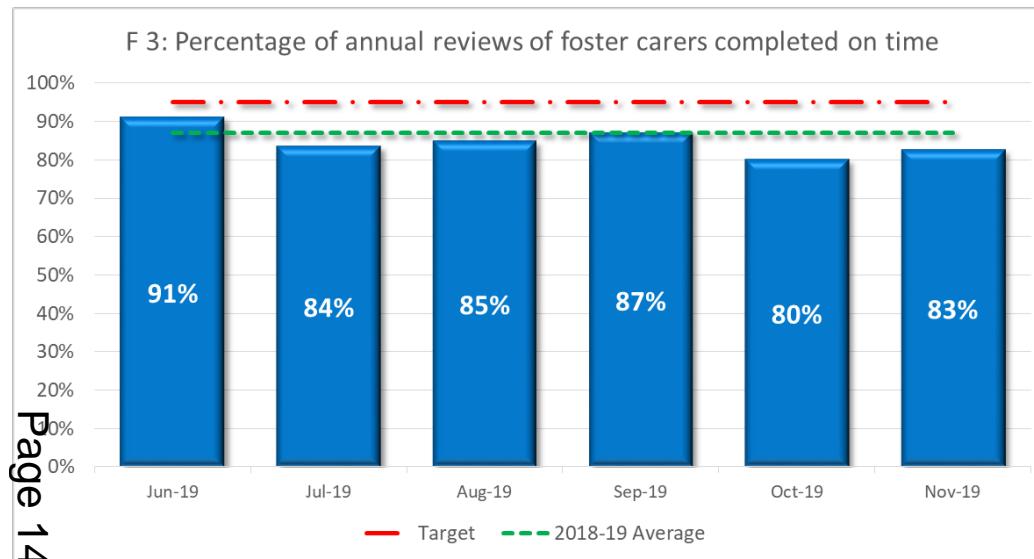


Pathway planning for older children in our care (blue line) has improved steadily over the past 12 months from a low base, but is still below target and activity to improve transition planning for older children in our care across the service is underway (including systems training and performance monitoring).

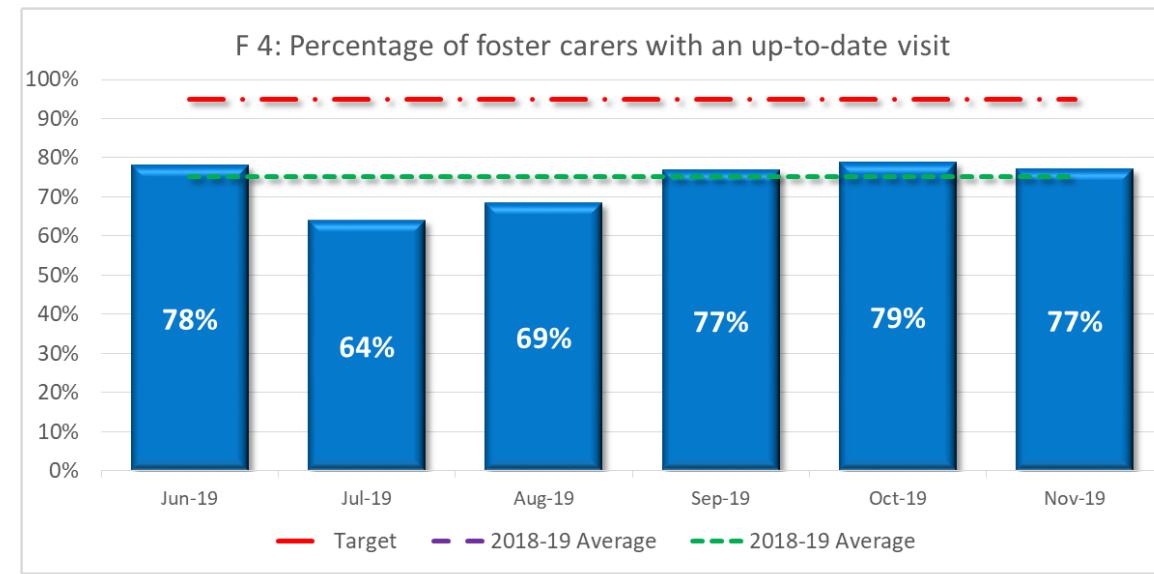
Performance for care leavers (orange line) will never be 100% as not all care leavers are in touch with the council, it has remained at over 80 % for the past 6 months.

Things to do better – 6 months trends

Fostering reviews



Fostering visits



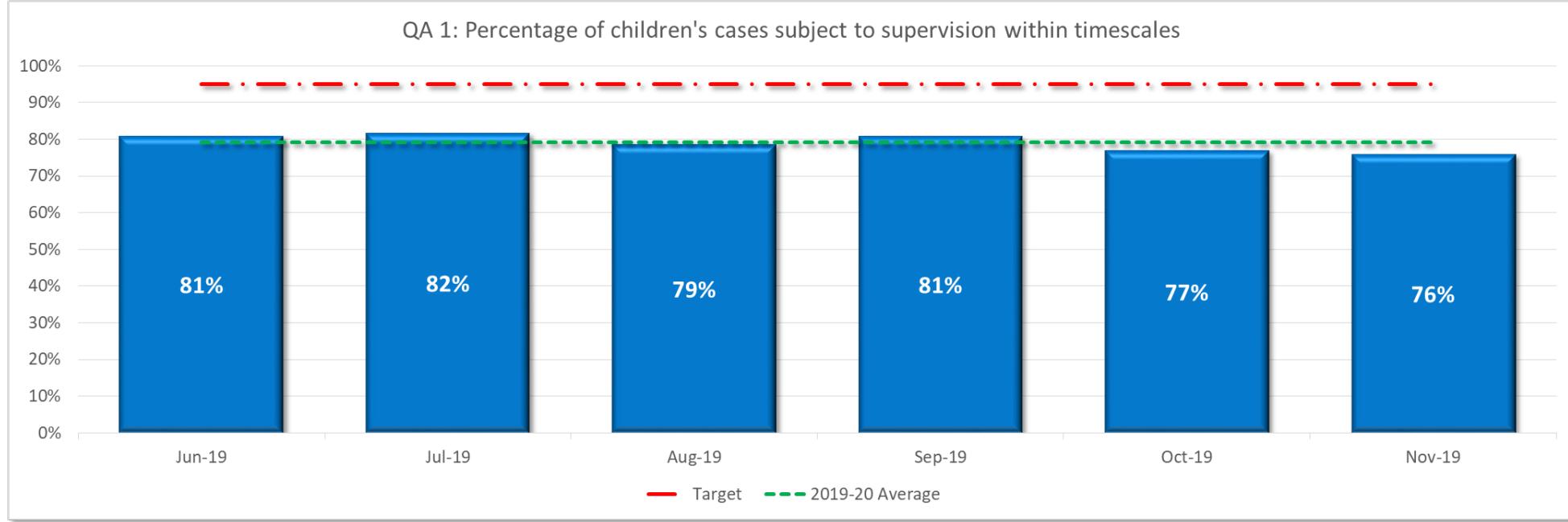
Performance around fostering annual review timeliness has declined slightly since Jun 19 and remains under target. Although performance around visiting has improved in the last six months it is still significantly under target.

A review of the fostering service has been completed and a new acting Service Lead (starting Nov 19) is delivering improvement activity to drive up quality and timeliness around key areas of practice, including timely reviews and visits.

Improving the fostering service to provide high challenge and high support to our foster carers is a key service priority for 2020, and themed 'deep dive' discussion on the service took place at the Children's Improvement Board in December 2019.

Things to do better – 6 months trends

Supervision



After supervision expectations were altered in December 18, to a more risk based model (set out on this slide) performance across all types of cases improved from a low of 72% in January 2019 to over 80%. However, there has not been a sustained improvement in the last 6 months towards the target of 95%.

Looking at the largest service areas; performance in SWwF was slightly better in November than that in SWwCLA, despite expectations around CP supervision timeliness being stricter. Supervision performance is closely monitored by all Heads of Service and the Director in order to improve performance consistently. However, it is also important to ensure that the quality of supervision improves to be more analytical and reflective, which is a significant challenge for team managers.

Supervision policy

All frontline workers should be supervised at least once per month and supervision recorded on children's casefiles as per the below frequency;

- Child protection At least once per month
- Child in Need At least once every two months
- Early Help At least once every two months
- Looked after At least once every two months
- Care leavers (18+) At least once every 3 months

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18 December 2019

Robert Henderson
Executive Director, Children, Families and Education
London Borough of Croydon
8 Mint Walk
Croydon
London
CR0 1EA

Dear Mr Henderson

Monitoring visit to Croydon local authority children's services

This letter summarises the findings of the monitoring visit to Croydon local authority children's services on 16 and 17 October 2019. The visit was the seventh monitoring visit since the local authority was judged inadequate in September 2017. The inspectors were Louise Hocking and Brenda McLaughlin, Her Majesty's Inspectors.

Concerted and dynamic leadership continues to drive rapid progress in the quality of services for children in Croydon. Improvements were evident in almost all areas of practice reviewed during this monitoring visit. Progress over the last eight months has been sustained and is continuing to gain further momentum.

Areas covered by the visit

During this visit, inspectors reviewed the progress made in the areas of:

- Services for children who receive support through a child protection plan or a child in need plan.
- Services offered to children who have a plan for adoption.

A range of evidence was considered during the visit, including electronic case records and a review of casework alongside social workers. In addition, we spoke with managers and senior managers. We reviewed performance data and management information and a range of documents relating to the improvement journey and service development.

Overview

The leadership provided by the executive director and the director of early help and children's social care continues to drive progress at a sustained and rapid pace. This is reaping considerable rewards, and services for children are consistently improving.

Almost all children receive at least a reasonable level of service, and some practice is strong. Work with, and for, children is increasingly positive and purposeful, and staff are becoming more confident in their practice. Senior leaders and managers undertake regular and extensive audit activity to understand the experiences of children, and they have a clear and direct line of sight on practice. They are fully aware of the variability that remains in the quality of practice. This includes a group of children and families in receipt of child protection services who previously experienced poor practice, including drift in planning, and who are in need of skilled and purposeful attention. Appropriate action is now being taken to address this.

Findings and evaluation of progress

This monitoring visit predominantly focused on services for children with a child protection or child in need plan in the social work with families service. This is a large service, comprising 13 teams, which undertakes a wide range of work, including child in need, child protection, public law outline pre-proceedings work and care proceedings, and also supports some children in care. The scale and nature of the service, alongside the degree of risk being managed and the legacy of poor practice for some children, present some challenges. These challenges are clearly understood by the responsible managers.

Progress is evident in all areas of practice in this service. Many children benefit from thoughtful and persistent child-centred work that is making a difference to their lives. Children's views and voices increasingly inform the work undertaken. Direct work and positive engagement with children and families are evident in most cases, although this is not always fully reflected in the written records. Social workers know children well, and speak confidently about their role.

Children on either a child protection or a child in need plan are now visited more regularly, and social workers are more confident in the work that they are undertaking. All children have a plan in place, and these are appropriately developed through core group meetings. Some cases include strong evidence of partnership working. For some children, the written plan is too generic; these plans need to be clearer and more targeted to the specific areas of concern.

While most measures, including the frequency of visits and the review of plans, show significant improvement, variability and inconsistency remain. Progress for some children has been negatively affected by staff turnover and a legacy of drift. As a result, a small number of children have spent an extended period of time on child protection plans without purposeful work being undertaken, resulting in little or limited impact. Recent work is making a difference, and progress is beginning to be seen for some of these children. These cases demonstrate that thresholds for continuing or ending child protection plans have not been applied effectively. Managers and child protection chairs need to ensure that thresholds are clearly understood and that children only remain on a child protection plan when the relevant thresholds are met.

The process of cases being transferred from the assessment service to the social work with families service is not working smoothly for all children. Parallel planning does take

place, but the permanency planning meetings are not yet providing an effective forum for assisting social workers to think through the options and actions for robust permanency planning at the earliest stage.

Concerted oversight by senior leaders and managers has seen a reduction in the number of children on a child protection plan or child in need plan, as well as in the amount of pre-proceedings work being undertaken under the public law outline. The director of early help and children's social care is ensuring more robust decision-making at important thresholds. This includes chairing a weekly care panel, overseeing decisions to initiate care proceedings and providing oversight for children who have been on a child protection plan for more than 12 months.

Inspectors looked at a small number of cases of children with a plan for adoption. Casework shows that some improvements have been made to this area of practice. Active family finding is taking place, and potential matches are being pursued. Children, particularly young children, are being successfully placed in their adoptive homes. Managers have carried out a recent audit of cases for children who have a plan for adoption, and ensure an active oversight of adoption practice through file checks by the head of service. However, work is not consistently timely for all children. Permanency planning meetings are not yet driving planning with the necessary urgency or focusing sufficiently on assisting social workers with creative solutions to family finding.

Staff report being very happy working for Croydon. They are well supported and now have manageable caseloads. Staff commented very positively on the progress under the current leadership, describing a culture of open communication and a dedication to positive change. Staff valued the accessibility, availability and feedback from senior leaders and managers alike. The current average caseload in the social work with families service is just over 14, which is below the local authority's target of 16 for the service. Social workers have the time and space to undertake work with children, and an environment has been created to embed consistently positive work. Components of a learning culture and organisation are evident.

Significant progress has been made in supervision practice. Supervision now takes place regularly and is clearly recorded. Reflection and analysis are increasingly evident, although there is some variation in the recording of decisions and rationale. Staff value the reflective space of group supervision and commented positively on the range of training and development opportunities available to them. There are very positive early signs of the implementation of the recently launched systemic practice model, with some positive impact seen for children as a result of consultations between social workers and the systemic lead.

Senior managers have a comprehensive understanding of service developments, and they regularly and accurately update written self-assessments. The improvement plan is also regularly updated and is used effectively as a live document to measure progress and change. The plan is underpinned by an accurate analysis of strengths, improvements and challenges. Senior managers take prompt and concerted action to

tackle the challenges, demonstrating their determination to ensure positive and sustained improvements to outcomes for children.

Performance management systems have been considerably strengthened, and they provide leaders with reliable data on performance. These systems are underpinned by a comprehensive quality assurance framework and an extensive programme of audits, practice weeks, file reviews and appreciative inquiry reviews. Audit activity is effective in supporting the wider performance management and quality assurance framework. Impact can be seen through the local authority grading of casework that accurately demonstrates steadily improving practice generally, and through individual post-audit casework. An agreed process for 'closing the loop' to ensure that required actions are completed after all audits would strengthen this practice further.

Staff recruitment continues to be a challenge in Croydon, despite the persistent, widespread and creative efforts of the leadership team. The staff vacancy rate is over 40%, and some services, including the social work with families service, have vacancies. However, there are positive signs of progress and a stable, permanent, management team has been established. Agency staff are well supported and caseloads remain manageable.

In summary, senior managers are making consistent improvements, which are continuing to gain momentum. Senior and middle management teams are well placed to embed the changes and to ensure greater consistency in practice. The overall improvements to compliance, together with signs of strong practice, mean that they can now focus on improving the consistency of the quality of practice for all children.

I am copying this letter to the Department for Education. This letter will be published on the Ofsted website.

Yours sincerely

Louise Hocking
Her Majesty's Inspector

Agenda Item 11

REPORT TO:	CHILDREN AND YOUNG PEOPLE SCRUTINY SUB- COMMITTEE 21 January 2020
SUBJECT:	WORK PROGRAMME 2019-20
LEAD OFFICER:	Simon Trevaskis, Senior Democratic Service and Governance Officer- Scrutiny
CABINET MEMBER:	Not applicable

ORIGIN OF ITEM:	The Work Programme is scheduled for consideration at every ordinary meeting of the Children and Young People Scrutiny Sub - Committee.
BRIEF FOR THE COMMITTEE:	To consider any additions, amendments or changes to the agreed work programme for the Committee in 2019/20.

1. EXECUTIVE SUMMARY

- 1.1 This agenda item details the Committee's work programme for the 2019/20 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**.

Members are asked to note that the lines of enquiry for some items have yet to be confirmed and that there are opportunities to add further items to the work programme.

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 2019/20 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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BACKGROUND DOCUMENTS: None

APPENDIX 1

Work Programme 2019/20 for the Children and Young People Scrutiny Sub-Committee.

Children & Young People Sub-Committee Work Programme 2019/20

Meeting Date	Item
18 June 2019	1. Children's Improvement Plan Update <ul style="list-style-type: none"> - To include missing children & CIN 2. Locality Model for Service Delivery 3. Dedicated School Grant Recovery Plan
17 September 2019	1. Children's Improvement Plan Update <ul style="list-style-type: none"> - To include SPOC and assessment 2. Children's Complaints – Annual Report 3. Safeguarding Board Annual Report
5 November 2019	1. Children's Improvement Plan Update <ul style="list-style-type: none"> - To include post CIB monitoring requirements 2. Task & Finish Group Interim Report Report 3. Effective Data Sharing by Safeguarding Partners 4. CALAT
21 January 2020	1. Children's Improvement Plan Update <ul style="list-style-type: none"> - To include Post OFSTED Improvement Plan 2. Education Budget 3. Education Standards report 4. Children Young People and Families Plan
3 March 2020	1. Children's Improvement Plan Update <ul style="list-style-type: none"> - To include Post OFSTED theme 2. Children Looked After Pledge and Care Leavers Local Offer 3. Safeguarding Themes: Neglect, Vulnerable Adolescents & Children with Disabilities 4. Question Time, Cabinet Member for Children Young People and Learning
14 April 2020	1. Children's Improvement Plan Update <ul style="list-style-type: none"> - To include Post OFSTED theme 2. Workforce and Financial Sustainability- Long Term

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