CHILDREN LOOKED AFTER

ANNUAL REPORT ON THE WORK OF THE VIRTUAL SCHOOL
2016/17

Contents

Purpose of the Annual Report

The purpose of this annual report is to outline the activity and impact of the Croydon Virtual School during the academic year 2016-17. The report includes details of the educational outcomes of our Croydon Children Looked after (CLA), who had been in care for a year or more. It reflects on the impact of our actions and identifies areas of future development to achieve improved outcomes for our Children Looked After.

The data is collected from the National Consortium for Examination Results (NCER) who publish data for Children Looked After in February of each year. The data contained in this report relates to academic year 2015/16 produced by NCER and has been compared to a statistical neighbour. The data that relates to 2017 is collated by Croydon Virtual School and has not been verified by the Department for Education (DfE).

Statutory Duties for Local Authorities as Corporate Parents and Recent Developments to Support the Education for Children Looked After. The local authority has a responsibility to promote the educational achievement of children looked after (Children & Families Act (April 2014). In July 2014, government released 'Promoting the Educational Achievement of Children Looked After' which reinforces the local authority's duty to safeguard and promote the welfare of children looked after and promote the child's educational achievement. There is a clear ambition, at national and local level, to narrow the attainment gap between children looked after and their non-looked after peers.

The Children & Families Act 2014 requires local authorities to appoint at least one person for the purpose of discharging the local authority's duty to promote the educational achievement of its Children Looked After, wherever they live or are educated.

The Conditions of Grant for 2014/15 Pupil Premium gave responsibility for the management of this funding to the Virtual Head. This has provided opportunity to secure fixed-term resourcing at local authority level that will make a real difference to individual children.

The Schools' White Paper, Educational Excellence Everywhere, published 17 March 2016, states the intention of extending the remit of Virtual School Head-teachers to promoting the educational achievement of children who are adopted or subject to special guardianship.

Headlines from the 2015-2016 Data Including up to 2017

1. In July 2017, 452 Children Looked After attended Croydon schools and 185 attended school outside the borough; (fig1)
2. There has been a reduction in the numbers of Children Looked After in Croydon since 2014-2015- where there were (1,456) to 2016-2017 (1,207) in 2016/17; (fig1)
3. The percentage of unaccompanied Asylum seeking children has dropped in the above time period by 3% from 19% to 16%; (fig1)
4. In 2016-2017, 185 Statutory School Age (SSA) children were receiving education 'out of borough'- 75% of Croydon Children looked after attended schools which were judged by Ofsted as Good or better. Of the remaining 25% of children 5 % attended school with a judgement of Requires Improvement and 1% attended schools that were judged as inadequate. 9% of children attended school for which there was no current judgement e.g. a school going into academy status. The remaining 10% were not recorded as attending school at that time. (fig 2)
5. In 2016-2017, 267 SSA children were receiving 'in borough' education – 74% of Croydon Children Looked After attended school which were judged by Ofsted as Good or better. Of the remaining 26% of children 15% attended schools judgement of Requires Improvement and 4% attended school that were judged as inadequate. The remaining 7% were not attending schools at that time. (fig 3)
6. In 2015-2016 Croydon Virtual School paid particular attention to those Children Looked After receiving education in all school that were graded below good (fig 3)
7. In 2016, Croydon had a CLA cohort, identified SEND needs, of 27.1% which is higher than the national figure of 14.4%, for all children;
8. In 2016, 6.64% had Education Health Care Plan compared with 3% nationally. (fig 4)
9. The figure further increased CLA with an EHCP by 5.56%, giving us a total of 12.2% in 2016/17; (fig 4)
10. Following on from Croydon's 2017 Social Care Inspection the Virtual school was said to be ''providing helpful support and challenge to head teachers and designated teachers. They reported that this has improved during the last year".
11. In 2016 Croydon CLA- 41% of year 1 children achieved standard in the Phonics Screen (fig 5)
12. In 2016 our statistical neighbours, 81% of year 1 children achieved standard in the Phonics Screen Check (fig 5)
13. In 2016 for end of KS1, 13.3% of Croydon LAC met the expected standard and above, combined in reading, writing and maths, compared to 33.2% national CLA figures and 60% for all children. (fig 6)
14. Croydon CLA - 2017 shows that combined attainment of reading, writing and maths for Croydon CLA end of KS1 were **63%,** reaching expected standard and above, and Nationally end of KS1 reaching expected standard and above **61%** Therefore Croydon CLA reached 2% above, for greater depth and above than nationally. (Data to be verified by DfE).(Fig 6)

15. According to the DfE, in 2016, For KS2, 25% of Children Looked After reached the expected standard or above in the headline measure reading, writing and mathematics. This is lower than the percentage reaching the expected standard or above in individual subjects which ranges from 41% in reading and mathematics to 46% in writing. Compared to non- Children Looked After, attainment for Children Looked After is much lower. However, attainment of Children Looked After is slightly higher than children in need (Fig 7)

16. In 2016 Croydon CLA – end of KS2, **19%** met the expected standard, combined, in reading, writing and maths compared to 25.7% national CLA figures and 53% for all children. (Fig 7)

17. In 2015/16 the key stage 2 results for our statistical neighbour (combined) CLA was 50%. (Fig 7)

18. Key Stage 2 Result 2015/16 Percentage of Croydon CLA reaching expected standard and/or above for writing 37.5%, Reading 37.5%, Maths 31.3 % and GPS 31.3% (fig 7)

19. Croydon CLA - 2017, KS2 for combined, reading, writing and maths **25%** (Statistical neighbour's figures not available at time of writing report), nationally, all children combined reached 61%. (fig 7)

20. In 2016, KS4 Croydon CLA 9.2% achieved grades A*-C in English and Maths (fig 8)

21. In 2016, KS4, our statistical neighbours achieved 17% grades A*-C in English and Maths (almost double) (fig 8)

22. In 2016, KS4, all children (nationally) achieved 49.4% grades A*-C in English and Maths. (fig 8)

23. In 2017, KS4, Croydon CLA, 8% achieved grades A*-C in English and Maths.(not DfE verified) (fig 8)

24. 2016, progress 8 Attainment- In terms of progress 8, Croydon CLA shows a figure of -1.62, which is lower than statistical neighbours at a figure of 0.31 and national at -1.46. For Attainment 8, again Croydon CLA a figure of 15.5 compared the national figure of 20.9. (fig 9)

25. 2016-17, KS5, the average NEET figure for the cohort is a 24%, this is a drop in NEET figure from 25.2 %

26. In 2015-16, Croydon CLA had an average attendance rate of 91.4% (fig 10)

27. In 2016-2017, Croydon CLA had an average attendance rate of 92.09% (fig 10)

Role of the Croydon Virtual School

The core purpose of the Virtual School (VS) is to promote the best educational outcomes and raise attainment of all children looked after by Croydon, and those that have been placed in schools in other authorities. In 2015/16, there were 441 statutory school age children; 183 children in education out of Borough; 193 unaccompanied asylum seekers children and 55 children with EHC plans (29 statemented). As children looked after (CLA) are being educated across a large number of schools, the Virtual School has an important role in tracking their progress as if they were in a single school.

The Croydon Virtual School continues to work on the following three core, crucial areas of responsibility:

- To champion the educational needs of children looked after across the authority and those placed out-of-authority;
- Narrow the attainment and progression gap for of all Children Looked After (CLA) compared to National figures;
- Improve data analysis to track and monitor progress and attainment of children looked after;
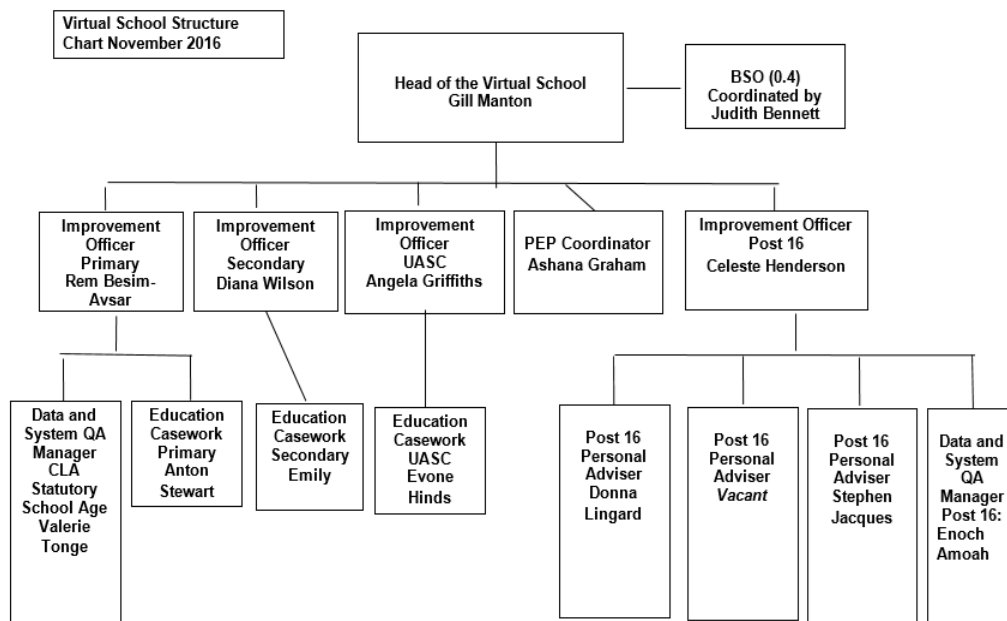- Raise the profile of the Virtual School;

In order to support us to achieve these objectives and raise outcomes and aspirations for all children in the care of Croydon, we expect schools to commit to partnership working and implement the following:

- Ensure that there is a designated teacher who is best placed within the school to be responsible for the welfare and outcomes of Children Looked After;
- Provide termly and end of Key Stage data to the Virtual School;
- Inform the Virtual School of any changes to the school roll in respect of children looked after;
- Contact the Virtual School with any concerns, requests, suggestions which will impact on positive outcomes for children looked after;
- Ensure relevant persons attend the designated teacher arena and training provided by the Virtual School to inform and support practice/policy with respect to children looked after;
- Provide a timely response to offers of provision or requests for information;
- Make effective use of Pupil Premium in line with DfE guidance;
- Ensuring Special Educational Needs or Disability (SEND) needs are identified and supported appropriately, including applications for statutory assessment;
- Ensuring effective transition between schools and education providers
- Encouraging CLA to have high aspirations about their futures and helping to remove barriers to further education;
- Encouraging CLA and their carers to engage in a wide range of enrichment activities.

Croydon Virtual School Team Members

The staff team consists of the following team members:
- Head of Virtual School;
- Early Years & Primary Improvement Officer;
- Secondary Improvement Officer;
- UASC Improvement Officer;
- Post 16 Improvement Officer;
- Personal Education Plan Co-ordinator;
- 2 Data Managers;
- 3 Education Caseworkers;
- 2 Personal Advisers.

Virtual School Structure Chart November 2016

- Head of the Virtual School — Gill Manton
- BSO (0.4) Coordinated by Judith Bennett

- Improvement Officer Primary — Rem Besim-Avsar
  - Data and System QA Manager CLA Statutory School Age — Valerie Tonge
  - Education Casework Primary — Anton Stewart
- Improvement Officer Secondary — Diana Wilson
  - Education Casework Secondary — Emily
- Improvement Officer UASC — Angela Griffiths
  - Education Casework UASC — Evone Hinds
- PEP Coordinator — Ashana Graham
- Improvement Officer Post 16 — Celeste Henderson
  - Post 16 Personal Adviser — Donna Lingard
  - Post 16 Personal Adviser — *Vacant*
  - Post 16 Personal Adviser — Stephen Jacques
  - Data and System QA Manager Post 16: Enoch Amoah

The Virtual School appointed an Early Years and Primary Improvement Officer, in September 2016, who identified gaps within key stages 1 and 2 cohorts and broadened better links with Croydon nurseries and primary schools. Whilst links and relationships have significantly strengthened, this will continue to be a focus area for the new academic year to improve outcomes of progress and attainment.

Furthermore, In February and May 2017, two Education Caseworkers were appointed, who work across cohorts to support the needs of the Primary and Secondary teams, including the UASC team. With a full team set, we have reached out to a broader number of CLAs, in need of direct support; the outcomes of this work and casework continues to be a strength within our service delivery.

Professional Development
In the academic year 2015/16, service development meetings were implemented. The outcome of these meetings has resulted in: the team sharing good practice; meeting with external agencies such as CAMHS, to build up good relationships. The team have been developing their individual skills by undertaking the following courses:

- Virtual Head teacher attended the annual National Virtual Head Teacher Conference;
- Accredited Attachment Training;
- 4 members of staff have undertaken Women's Development & Leadership Training;
- 1 member of staff is undertaking a teaching skills course;
- 3 members of staff attended Pupil Premium Conference;
- 1 member of staff has attended training on County lines.

The Virtual School is represented at: Missing Mondays; Fair Access Panel (Primary & Secondary); Fosters Carers Panel, Training; High Needs group; network meetings with

SEN to build stronger relationships for CLA with statement or EHCP's and we have regular input into YOS case management meetings. The Post 16 officer attends the South East London Designated Staff network session for all Post 16 providers.

Croydon's Children Looked after EYFS

The Early Years Foundation State is an assessment again the 17 Early Learning Goals. These assessments are completed and reported for each child by the end of the Academic year in which they reach the age of 5 i.e. reception year. The ELGs are grouped into the following 'prime' areas: Communication and Language; Physical Development; Personal, Social and Emotional Development; and Literacy and Mathematics. Achievement at least at the expected level in all these 'prime' areas would mean that a child has achieved a Good Level of Development (GLD). Assessments are also made in the areas of Understanding the World, and Expressive Arts and Design. The Croydon CLA 2016/17 cohort consisted of 8 Children Looked After and 6 achieved a good level of development.

SEND

For 2016/17, the DfE reports that Children Looked After are four times more likely to have a special educational need (SEN) than all children and are almost 10 times likely to have a statement of special educational need or an education, health and care plan (EHCP). This point is important to note for Children Looked After as this may have an impact on their educational attainment.

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.

In 2016, the national figure for all children whom had a special educational need was 14.4%. In 2016, Croydon had a CLA cohort, identified SEND needs, of 27.1% which is higher than the figure for all children. In 2016, 6.64% had Education Health Care Plan (EHC plan) compared with 3% nationally. The figure for Croydon CLA then rises for an Education, Health Care Plan to a further 5.56%, giving us a total of 12.2% in 2016/17.

Table 1: showing Children looked after with special educational needs

SEN Category	2015/16	2016/17
Statement	6.46%	4.6%
EHCP	6.64%	12.2%
Additional Support Package	14%	12.4%
Total	27.1%	29.2%

Unaccompanied Asylum Seeking Children

In 2016/17 the Virtual School recorded 196 UASC in Croydon who came from a range of countries outside the EU, principally Afghanistan, Iraq, Albania and countries in Africa. Often they arrive without proof of age which can hamper a school admission. One of the main focus for the 2016/17 academic year for our UASC cohort continues to be a commitment to ensure and secure early access to appropriate education for our growing Unaccompanied Asylum seeking (UASC) cohort. This has been achieved through training of foster carers to make them competent and aware of the In-Year Admissions process for new arrivals. We have also continued to embed and develop the Virtual School Interim Provision for new arrivals. The commitment required of staff to support this service continues to be high with the UASC Education Caseworker continuing to deliver the key literacy lessons. The Pupil Premium Plus has been used to support the provision, which is based at St Andrews School, offering one to one support in partnership with the community and voluntary sector. The Pupil Premium Grant has been used to recruit a teacher from St Andrews School, to provide teaching support for this expanding area of work.

Croydon's Children Looked after Attainment 2015-2016

Year 1 Phonics Test
The Phonics Screening Check is a reading test based on pupils' ability to recognise words and sounds using phonic decoding strategies. Pupils' performance is reported on the basis of whether they have achieved the expected standard or not. 44% of 9 pupils achieved the expected standard, compared to 81% in Brent with a cohort of three children. The table below demonstrates the attainment of the 9 CLA at the year 1 phonics screening check:

Table showing Year 1 Phonics Screening Check outcomes

Phonics Screening Check (Year 1)	2016	
	Achieving standard (%)	Number of Children
Croydon CLA	44%	9
Brent CLA	81%	3
National All Pupils	81%	-

Attainment for Children Looked After in care for 12 months or more.
According to the DfE, statistical first release 2016, 50% of Children Looked After reached the new expected standard or above in reading, 37% in writing, 46% in mathematics and 58% in science. The largest difference is in writing where only 37% of Children Looked After reached the expected standard or above compared to 66% of non-Children Looked After.

Key Stage 1 Statutory Attainment 2015/16

Assessment for pupils in this key stage is conducted in the academic year pupils turn 7.

In 2016 a new set of KS1 curriculum tests was introduced. Schools were required to administer 2 tests for English reading and 2 for Maths (arithmetic and reasoning) during May. There is also an optional test in Grammar, Punctuation and Spelling (GPS).

At the end of KS1 teachers must make their teacher assessment judgements on reading, writing, mathematics and science for each eligible pupil using the interim teacher assessment framework.

Graph showing Key Stage 1 Result 2016/17: Percentage of CLA reaching expected standard and/or above
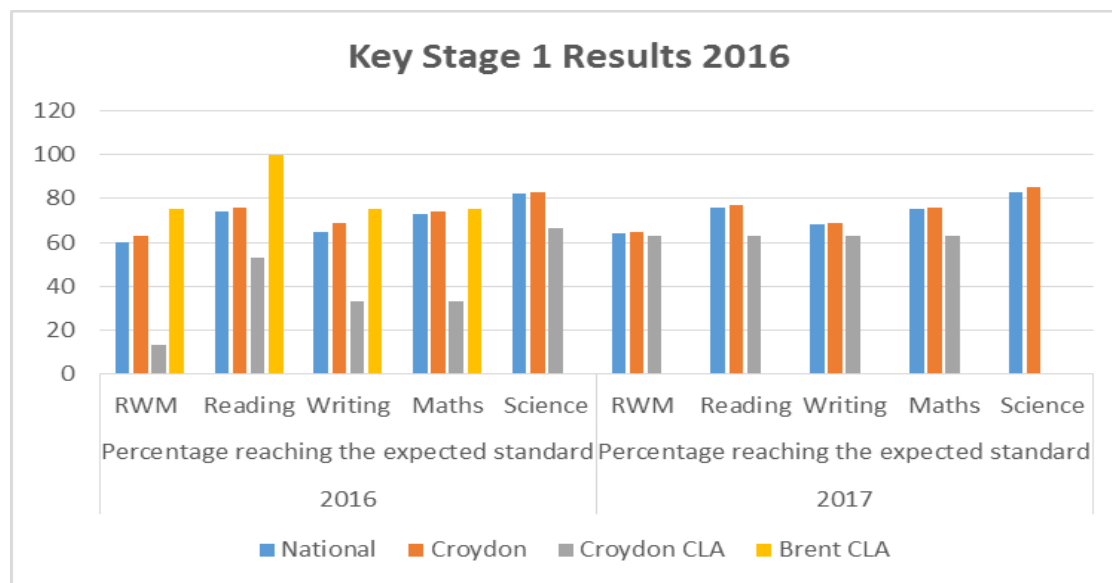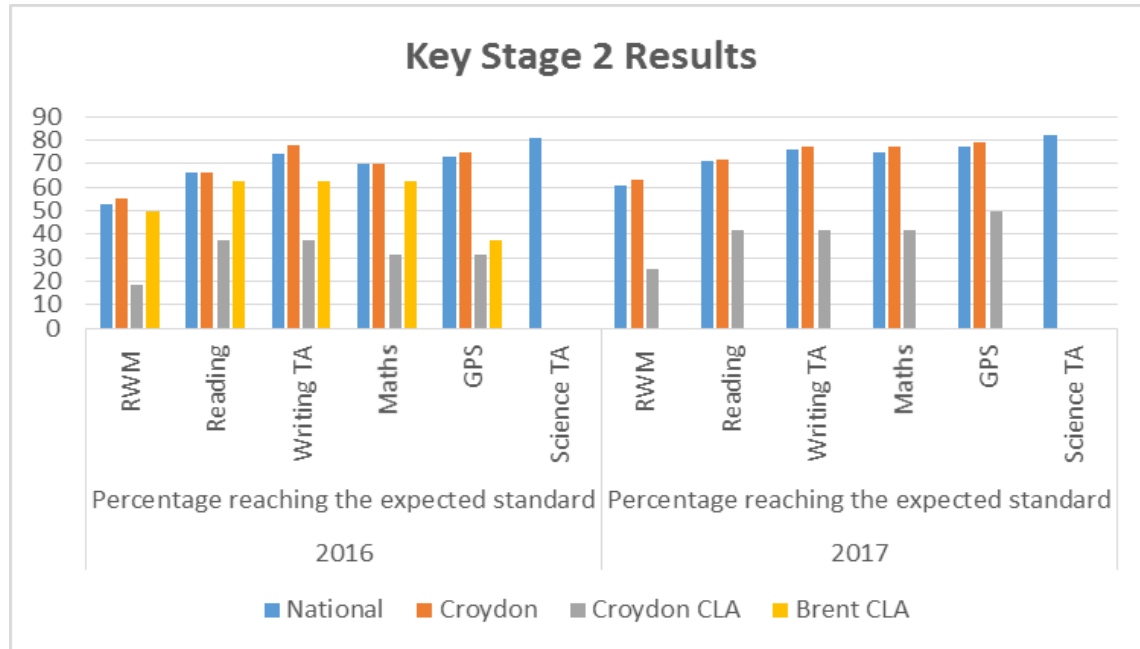

The 2017 data is gathered locally and has not been verified by the DfE.

Table showing Key Stage 1 results 2016/17: Percentage of CLA reaching expected standard or above

KS1										
	2016					2017*				
	Percentage reaching the expected standard and/or above					Percentage reaching the expected standard and/or greater depth				
	RWM	Reading	Writing	Maths	Science	RWM	Reading	Writing	Maths	Science
National	60	74	65	73	82	64 61	76	68	75	83
Croydon	63	76	69	74	83	65	77	69	76	85
Croydon CLA	13.3	53.3	33.3	33.3	66.7	63	63	63	63	N
Brent CLA	75	100	75	75	-					

*The 2017 data is gathered locally and has not been verified by the DfE.

Graph showing Key Stage 2 Result 2016/17: Percentage of CLA reaching expected standard and/or above

*The 2017 data is gathered locally and has not been verified by the DfE.

KS2												
	2016						2017*					
	Percentage reaching the expected standard						Percentage reaching the expected standard					
	RWM	Reading	Writing TA	Maths	GPS	Science TA	RWM	Reading	Writing TA	Maths	GPS	Science TA
National	53	66	74	70	73	81	61	71	76	75	77	82
Croydon	55	66	78	70	75	-	63	72	77	77	79	-
Croydon CLA	18.8	37.5	37.5	31.3	31.3	-	25	42	42	42	50	-
Brent CLA	50	63	63	63	38	-	-	-	-	-	-	-

The 2017 data is gathered locally and has not been verified by the DfE

Key Stage 4 Statutory Attainment 2015/16

The outcome measures at KS4 (GCSE) also changed in 2015/16. The old measure of 5A*-C, including English and mathematics is no longer reported.

The table below outlines the percentage of children looked after under the care of Croydon who have been in care continuously for 12 months achieving 5 A*-C including English and maths at the end of Key Stage 4 as recorded by the DfE (validated data – national indicator 101) and Croydon Virtual School. In Croydon, the 2015/16 CLA cohort comprised a total of 74 eligible pupils. The graph below highlights the outcomes against national and statistical neighbours. The 2015/16 figure is 7% (4 out of 61 students) achieved 5+ A*-CEM which equates to between 4-9 points in line with Progress 8, Attainment 8.

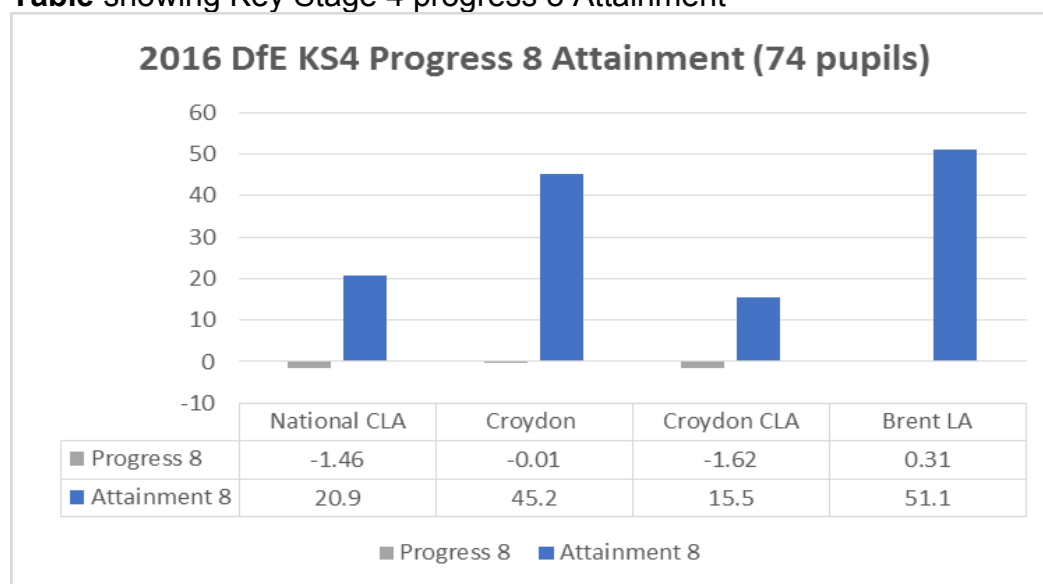**Table** showing KS4 Result 2015/16

OUTCOME MEASURE for 2016 SFR KS4 Cohort	Croydon CLA (61) (children)	VS Local Data 2017 (74 children)	Brent CLA (18 children)	National CLA	National All
5 A*-C grades incl En and ma	9.2%	8%	17%	12.1%	49.4%%

Key Stage 4 progress 8 Attainment
An additional attainment measure for KS4 was introduced in the academic
Year 2015/16. This is called Progress 8 and Attainment 8. This is beyond the 5
GCSEs benchmark and now focusses on students achieving an even higher
Standard of 8 GCSEs graded above C. Progress 8 and Attainment 8 takes the best 8 subject scores and averages against progress for prior attainment. To a degree this puts our CLA at even more of a disadvantage compared to non-CLA as the expectation is that they can achieve 8 or more GCSEs.

The table set down below contains the 2016 key stage 4 progress and attainment data. The cohort for this group consisted of 141 pupils. In terms of progress 8, Croydon CLA shows a figure of -1.62, which is lower than statistical neighbours at a figure of 0.31 and national at -1.46. For Attainment 8, again Croydon CLA a figure of 15.5 compared the national figure of 20.9.

Table showing Key Stage 4 progress 8 Attainment

2016 DfE KS4 Progress 8 Attainment (74 pupils)

	National CLA	Croydon	Croydon CLA	Brent LA
■ Progress 8	-1.46	-0.01	-1.62	0.31
■ Attainment 8	20.9	45.2	15.5	51.1

■ Progress 8 ■ Attainment 8

Exclusions

The table below highlights the number of permanent and fixed terms exclusions in the last three years for the Virtual School. The percentage of permanent and fixed term exclusions have dropped for 2016/17 from the previous year. In 2016/17, 3 CLA were permanently excluded, whereas in 2015/16 there were 5 permanent exclusions at 1.08%. For fixed term exclusions the figure has gone down slightly from 1.08% in 2015/16 to 0.71% in 2016/17.

Table 10 showing: Number of Permanent and Fixed Term Exclusions for Croydon CLA

	2016-17	2015-16	2014-15
No on roll Croydon	423 (452)	463 (542)	461 (564)
Permanent Exclusion Croydon	0.71% (3)	1.08% (5)	0.43% (2)
Fixed Term Exclusion Croydon	12.76% (54)	12.96% (60)	14.97% (69)

Attendance

Croydon Virtual School recognises that monitoring CLA attendance is a key activity and fundamental to a young person achieving their potential at school. Welfare Call Service has been commissioned by the Croydon Virtual School to provide accurate data that enables it to monitor attendance.

For 16/17 the average attendance was 92.09%, an increase in school attendance of 0.69% on the previous year. There is also an increase of 5.32% in the number of pupils reaching 95% school attendance for 2016/17 at 62.04% compared to 56.72% in the previous year.

Table 9: Croydon CLA School Attendance

Academic Year	2016-17	2015-16	2014-15
Total Pupils number of pupils	382 (452*)	439 (542*)	444 (564*)
Average attendance	92.09%	91.40%	92.32%
Pupils with attendance >90%	78.26% (299)	78.82% (346)	80.86% (359)
Pupils with attendance >95%	62.04% (237)	56.72% (249)	64.19% (285)

*Total number of CLA

Key Stage 5 Attainment 2015/16

The Post 16 Personal Advisers continue to undertake casework with young people, providing a variety of EET related support including: advice and guidance; seeking suitable education provision; college applications; securing bursaries; coursework support; study support interventions; advocacy in disciplinary hearings; development of employability skills; assistance with university research and UCAS form writing; interventions to raise attendance; and transition work with Year 11s that are at risk of becoming NEET. The team has now worked on almost 300 cases in total, including sourcing suitable provision and supporting applications for over 100 young people.

On average the NEET figure for the cohort is around 24% and for the first time, there is a drop in our NEET figure. This drop was identified in the spring term (from 25.2% to 24.5%) which has historically been the time that we see an increase due to withdraw

At the end of the academic year 2016/17, we had 392 aged 16-19 young people engaged in education, or training. The total number of CLA and Care Leavers studying at Level 3 was 42. This is 10.7% of those in education (392) and 7% of the whole 16-19 cohort including the NEET young people (631). The total number of CLA and Care Leavers studying at Level 2 was 49. This is 12.5% of those in education and 8% of the whole 16-19 cohort including the NEET young people.

The results of the level 2 and 3 learner students suggests that the cohort are increasingly being supported to identify and enrol on courses that suit their learning styles and abilities. However, we have seen an overall drop in the number of CLA and Care Leavers studying AS/A2 courses, with more young people opting for the

vocational route. We continue to see the trend of the vast majority of our A level learners being UASC and only 6 local learners studying A level courses this year. However, those UASC students have all been in the UK education system for several years and the majority for between five to ten years. Again, our Level 3 BTEC learners are predominantly UASC but their average time in the UK is generally lower than their A Level counterparts, highlighting that the vocational Level 3 route is often more accessible to those young people who entered the English system later. When looked at as a percentage of the local and UASC cohorts, 14% of the local students work at Level 3 and 8% of the UASC learners study at this level.

PEPs & Pupil Premium Grant

Virtual School Head teachers are responsible for managing pupil premium funding for children they look after and for, allocating it to schools and alternative provision settings. The overall quality of PEP remains an area of development, the quality of targets and incomplete sections have led to unsatisfactory completion. As a result, we have introduced e-PEP solution which is an on-line tool for managing e-PEP. This solution provides a national secure platform that over 40 local authorities have bought into. e-PEP measures educational performance checking the child's flight path is tracked against national age-related expected progress and localised benchmarks. The e-PEP platform gathers live attendance data from key databases, which allows teachers to directly record and monitor attendance for both in and out of authority children. e-PEP monitors and tracks Pupil Premium expenditure against SMART targets. The ICT board agreed funding for this solution and the programme has been rolled out to social workers, designated teachers with a start date from the 1st September 2017. This tool will enable us to ensure that:

- the method you choose for allocating and spending the funding is simple so that looked-after children can benefit from the funding without delay
- schools, AP settings and early years providers spend their pupil premium funding for looked-after children to help meet the needs identified in the children's personal education plans (e-PEP)
- settings will be able to demonstrate how the pupil premium and EYPP funding you are managing is raising the achievement of your looked-after children.

The pupil premium grant funding above has supported behavioural and therapeutic interventions, ranging from support from a learning mentor, literacy numeracy project with many other interventions listed below:
Virtual School Jamie's Farm trips; Literacy and Numeracy Through Cooking club; KS3; Reading Group; Summer Arts School; Primary to Secondary Transition event; Aspiration Raising project; Higher Education information sessions and event visits; Funded Alternative Provision; Laptop loan service; PEP Coordinator role created; Teaching Assistant support; Animal therapy; Play therapy; Educational Psychologist; Music therapy; The Arena (Formally DT Hub) and Steer Right Mentoring.

Other funding has been used to fund 45 children with Letterbox, a resource pack shared with carers to help them support early years, year 1 and year 5 children with Literacy and Numeracy.

Appendices

Table showing Croydon CLA Breakdown ~ *fig1*
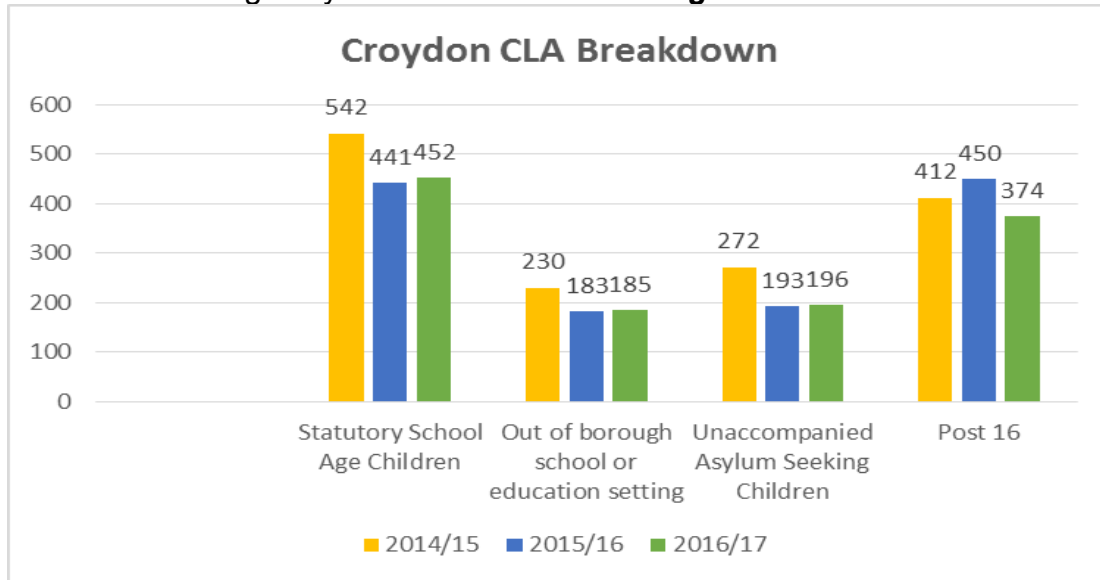
Croydon CLA Breakdown

Table showing Ofsted rating of schools which Croydon CLA attended – 2015/16 ~ *fig 2*
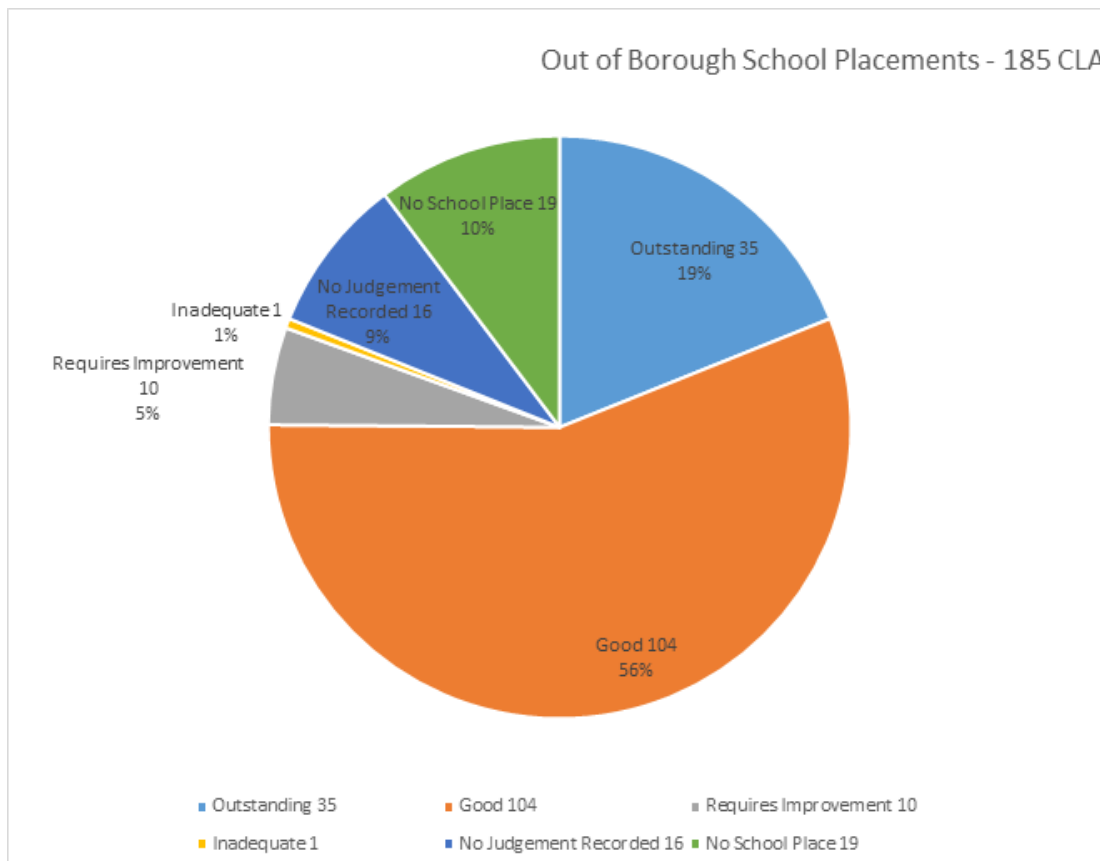
Out of Borough School Placements - 185 CLA

- Outstanding 35
- Good 104
- Requires Improvement 10
- Inadequate 1
- No Judgement Recorded 16
- No School Place 19

Table showing Ofsted rating of schools which Croydon CLA attended – 2015/16 ~ fig *3*

In Borough School Placements - 267 CLA

- No School Place 19 — 7%
- No Judgement Recorded 11 — 4%
- Requires Improvement 40 — 15%
- Outstanding 64 — 24%
- Good 133 — 50%
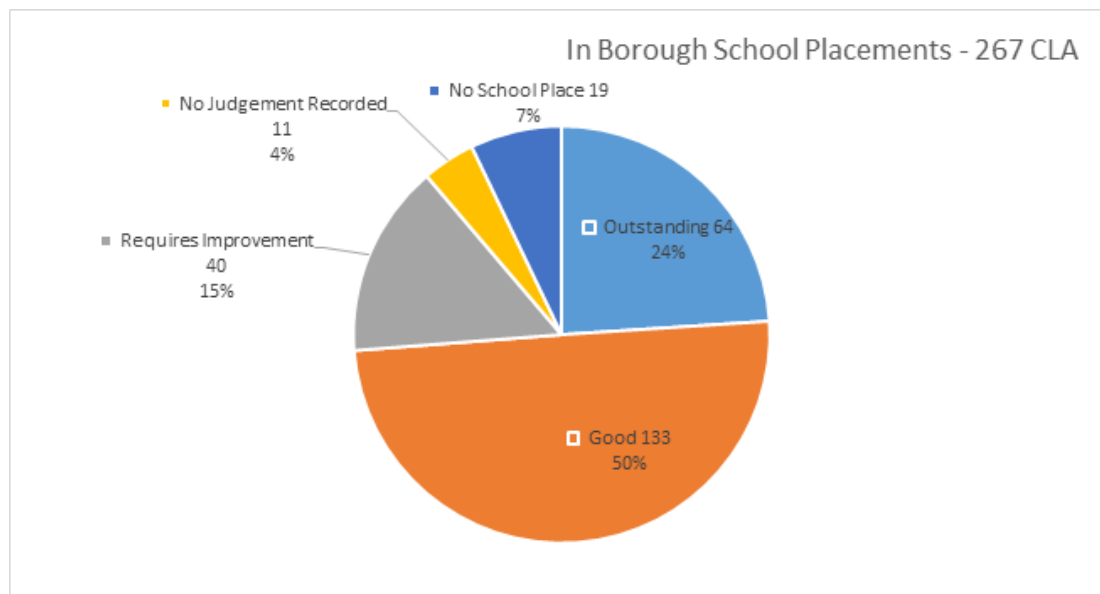
Table showing the percentage of Children looked after ~ *fig 4*

SEN Category	2015/16	2016/17
Statement	6.46%	4.6%
EHCP	6.64%	12.2%
Additional Support Package	14%	12.4%
Total	27.1%	29.2%

Table showing Year 1 Phonics Screening Check outcomes ~ *fig 5*

Phonics Screening Check (Year 1)	2016	
	Achieving standard (%)	Number of Children
Croydon CLA	44%	9
Brent CLA	81%	3
National All Pupils	81%	-

17

Table 5: Key Stage 1 results 2016/17: Percentage of CLA reaching expected standard or above ~ *fig 6*

	KS1									
	2016					2017*				
	Percentage reaching the expected standard and/or above					Percentage reaching the expected standard and/or greater depth				
	RWM	Reading	Writing	Maths	Science	RWM	Reading	Writing	Maths	Science
National	60	74	65	73	82	64 61%	76	68	75	83
Croydon	63	76	69	74	83	65	77	69	76	85
Croydon CLA	13.3	53.3	33.3	33.3	66.7	63	63	63	63	N
Brent CLA	75	100	75	75	-					

The 2017 data is gathered locally and has not been verified by the DfE

Table showing Key Stage 2 Results 2016/17 ~ *fig 7*

	KS2											
	2016						2017*					
	Percentage reaching the expected standard						Percentage reaching the expected standard					
	RWM	Reading	Writing TA	Maths	GPS	Science TA	RWM	Reading	Writing TA	Maths	GPS	Science TA
National	53	66	74	70	73	81	61	71	76	75	77	82
Croydon	55	66	78	70	75	-	63	72	77	77	79	-
Croydon CLA	18.8	37.5	37.5	31.3	31.3	-	25	42	42	42	50	-
Brent CLA	50	63	63	63	38	-	-	-	-	-	-	-

Table showing Key Stage 4 Result 2016 ~ *fig 8*

OUTCOME MEASURE for 2016 SFR KS4 Cohort	Croydon CLA (61) (children)	*VS Local Data 2017 (74 children)	Brent CLA (18 children)	National CLA	National All
5 A*-C grades incl En and ma	9.2%	8%	17%	12.1%	49.4%%

*The 2017 data is gathered locally and has not been verified by the DfE
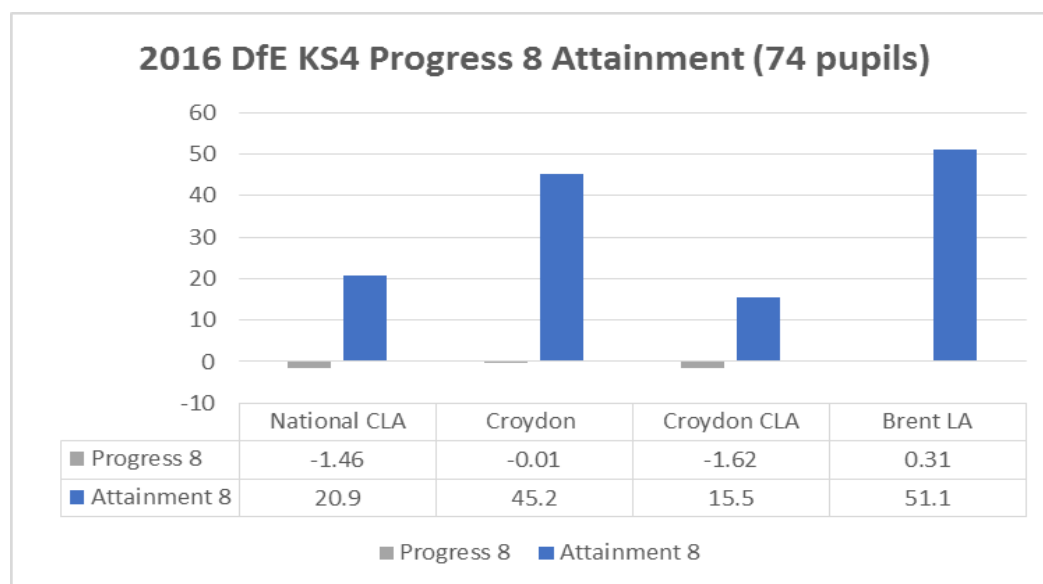
Key Stage 4 progress 8 attainment ~ *fig 9*

2016 DfE KS4 Progress 8 Attainment (74 pupils)

	National CLA	Croydon	Croydon CLA	Brent LA
■ Progress 8	-1.46	-0.01	-1.62	0.31
■ Attainment 8	20.9	45.2	15.5	51.1

■ Progress 8   ■ Attainment 8

Table showing Number of Permanent and Fixed Term Exclusions for Croydon CLA ~ *fig 10*

Academic Year	2016-17	2015-16	2014-15
Total Pupils number of pupils	382 (452*)	439 (542*)	444 (564*)
Average attendance	92.09%	91.40%	92.32%
Pupils with attendance >90%	78.26% (299)	78.82% (346)	80.86% (359)
Pupils with attendance >95%	62.04% (237)	56.72% (249)	64.19% (285)