

For General Release

REPORT TO:	CABINET 19 March 2018
SUBJECT:	Education Quality and Standards
LEAD OFFICER:	Barbara Peacock, Executive Director People David Butler, Director, Education and Youth Engagement
CABINET MEMBER:	Councillor Alisa Flemming, Cabinet Member for Children, Young People and Learning
WARDS:	All

CORPORATE PRIORITY/POLICY CONTEXT

Ambition Priority 2: Independence

- Education and Learning:
 - Continue to improve the proportion of primary schools which are judged good or better by OFSTED and support and challenge schools to improve the standards being achieved.

Independence Strategy Priority 3

- Provide people with the best opportunity to maximise their life chances and have a good quality of life through the provision of high quality universal services, including an excellent learning offer.

AMBITIOUS FOR CROYDON & WHY ARE WE DOING THIS:

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

It is recommended that Cabinet:

- 1.1 Notes this report, commend the continued improvement in the percentage of schools judged good or better by OFSTED, and the actions being taken to secure further improvement
- 1.2 Agrees the framework for the revised School Improvement 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 2016 / 2017. The report covers attainment and progress in assessments, tests and examinations for 2017 in the Early Years Foundation Stage, Key Stages 1, 2, and 4 and Post-16. The report is provided at this point of the year so that we can compare with the national average, London average and with similar areas (Statistical Neighbours). Our Statistical Neighbours are: Birmingham, Ealing, Enfield, Greenwich, Merton, Waltham Forest, Brent, Haringey, Lambeth and Lewisham. An explanation of Statistical Neighbours and how they are calculated can be found at Appendix 5. The report also provides up-to-date information on school attendance and exclusions.
- 2.2 This report has been the subject of pre-Cabinet Scrutiny. The recommendations from Scrutiny have been included in this report.

Borough Context

- 2.3 In the last education year Croydon achieved some significant steps forward: continued improvements in the early years foundation stage, above national attainment at the end of both key stage one and key stage two, improved Ofsted ratings of our secondary schools, and early years, phonics, KS1, KS2 and progress 8 figures above the national average. 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.

The Youth congress that took place in July 2017 was a significant event with which to end the academic year. The event 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.

Summary of outcomes:

- 2.4 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 both KS4 and KS5 and for our CLA pupils.

The data is provided by our data and performance team and in some sections of the report there is variability in terms of the benchmarking data that is available.

- 2.5 The report sets out standards achieved in the 2016-2017 education year, which can be summarised as follows:
- Croydon's performance in the Early Years Foundation Stage at age 5 has improved significantly from 2017 (70%) to 73% and is now above

our statistical neighbours, (72%) the national average of 70% and in line with London (73%)

- In the Phonics Screening check the outcomes for Croydon pupils are above the national average, in line with our statistical neighbours and 1% below 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 above or in line with our statistical neighbours in all subjects except for reaching the expected standard in mathematics / reaching the higher standard in writing where our statistical neighbours are 1% higher.
- At Key Stage 2 tests at age 11, the percentage of pupils achieving the expected standard in combined reading, writing and mathematics was above the national average and our statistical neighbour average for the second year in a row.
- Unvalidated progress 8 figures show that Croydon's pupils are making better progress than pupils nationally from key stage 2 to key stage 4. We remain below both London and our statistical neighbours figures for this performance indicator.
- At Key Stage 4, English and mathematics combined GCSE grade 9 -4 were above the national (England) average. They were below the London average and our statistical neighbour average based on unvalidated data. (25th January)
- At Key stage 4 Croydon's attainment 8 average is above the national average and slightly below our statistical neighbour average.
- At Key Stage 5 Croydon's Level 3 (all programmes) learners achieve better than statistical neighbours, regional and national averages.
- Technical and applied general (KS5) Level 3 achievement continues to be very strong.
- A level achievement is below average, with a Grade C- achieved on average compared to C nationally.
- We have our highest proportion ever of Croydon secondary schools judged by Ofsted at good or better. 90% of these schools are good or better and 47% 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 86.8%
- Absence rates at primary schools in Croydon has remained static against a national increase.
- Absence rates at secondary schools are lower than the national average but have increased slightly on the previous year.
- Croydon's rate of exclusion from schools has increased from the last reporting year, but Croydon data is still favourable when compared with both London and our statistical neighbours.

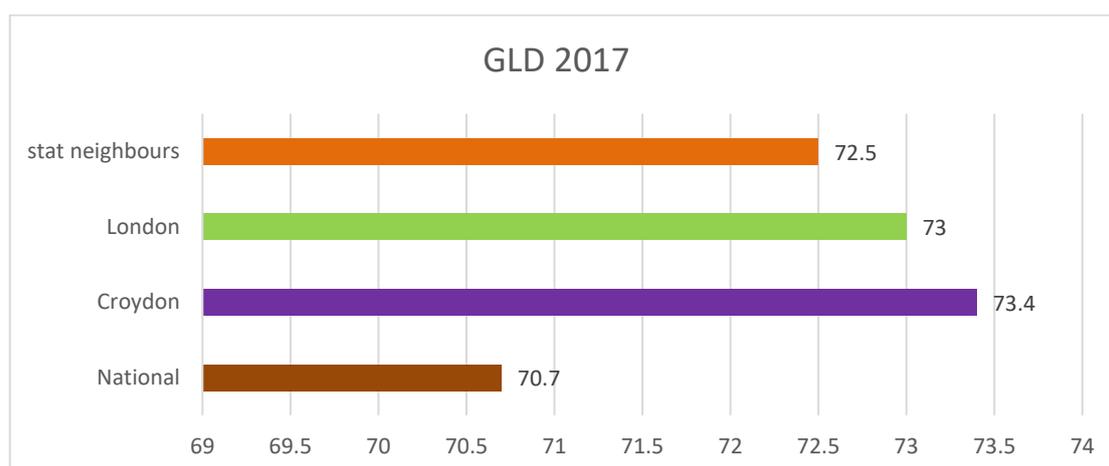
2.6 We continue to work hard as a local authority to make educational opportunities even better for all our children, pupils and learners. We are ambitious for all Croydon children to achieve the best that they can and that no child is left behind. We ensure that this message is shared with all of our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

3. PRIMARY AND SECONDARY SCHOOL RESULTS

3.1 Early Years Foundation Stage

3.1.1. The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment of children's development at the end of the EYFS (the end of the academic year in which the child turns five). The EYFS Profile requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against 17 Early Learning Goals (ELGs).

3.1.2 For the third year in succession, Croydon had the highest number of children at EYFSP of all 32 London boroughs. In June 2017 the total number of 4 and 5 year olds assessed in Croydon was 5052. 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).



3.1.3 In 2017, the number of Croydon children achieving a GLD increased by 3%. This is higher than the national average, London average and our statistical neighbours.

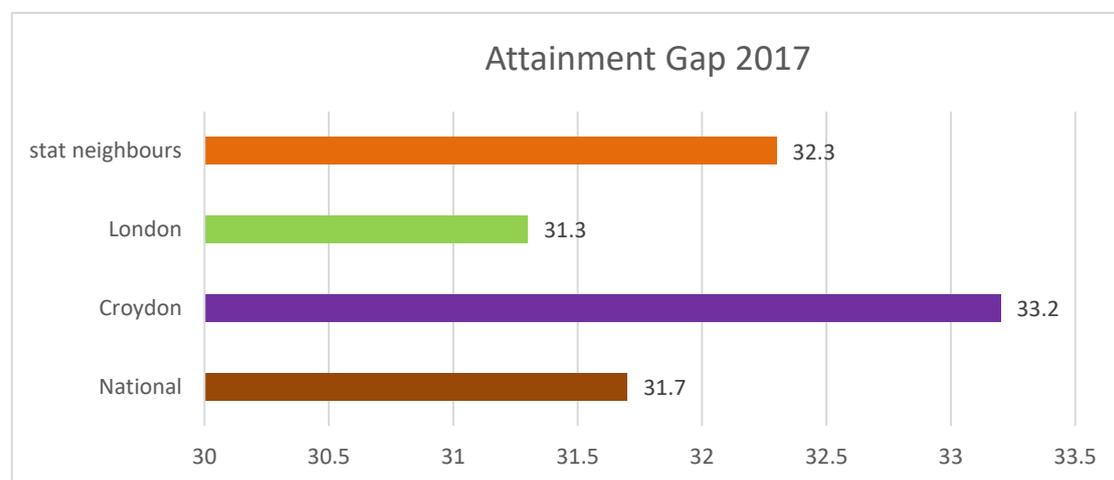
75% of our looked after pupils achieved a good level of development.

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

Table 1

All pupils 2017 <i>2016 in brackets</i>	% GLD	Communi- cation & Languag e	Physical Develop- ment	Personal Social & Emotion al Dev	Literacy	Mathem atics	Under- standing the World	Expres- sive Arts & Design
<i>England</i>	70.7 (69)	72.8 (82)	87.5 (88)	85.2 (85)	82.1 (72)	77.9 (77)	83.6 (83)	86.7 (86.4)
<i>London</i>	73 (71)	82.6 (82)	88.2 (88)	85.7 (85)	75.3 (74)	79.7 (79)	83.8 (84)	87.8 (87.7)
<i>Inner London</i>	72.8 (72)	81.8 (83)	88.1 (88)	85.3 (86)	75.2 (74)	79.7 (79)	83.3 (84)	87.4 (87.3)
<i>Outer London</i>	73.2 (71)	83 (81)	88.3 (88)	85.9 (85)	75.3 (74)	79.6 (79)	84 (84)	88.1 (87.9)
<i>Croydon</i>	73.4 (70)	75.8 (80)	87.1 (87)	85 (85)	81.7 (73)	79.6 (77)	82.3 (82)	86.4 (85.4)
<i>Statistical Neighbour average</i>	72.5 (71)	74.5 (81)	88 (88)	85.1 (85)	81.8 (73)	78.7 (78)	83 (82)	87.3 (86.6)
<i>Diff Stat Neigh/Croydon</i>	0.9 (1)	1.3 (1)	-0.9 (1)	-0.1 (0)	-0.1 (0)	0.9 (1)	-0.7 (0)	-0.9 (1.19)
<i>Diff England/Croydon</i>	2.7 (-1)	3 (2)	-0.4 (1)	-0.2 (0)	-0.4 (-1)	1.7 (0)	-1.3 (1)	-0.3 (1)

73.4% of Croydon children achieved a GLD which was higher than our statistical neighbours and both the national and London average. However, apart from in Literacy, Croydon children were below London in the other aspects.



3.1.4 Another key indicator of attainment at age 4/5 is the difference between the lowest achievers and the average. This difference is known as the Attainment Gap. We have closed the attainment gap from 33.9% in 2016 to 33.2% in 2017 against a national gap of 31.7% (See Table 2 below). There is less of a gap this year between children performing in the lowest 20% and the median for all children.

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

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

Table 2

Year	Average (All Children)	Median	Average (Lowest 20% attaining children)	Percent attainment gap between all children and bottom 20%
2013	31.3	31.3	20.1	39.1
2014	32.3	32.3	21.1	37.9
2015	33.5	33.5	22.2	34.7
2016	34	34	22.5	33.9
2017	34	34.2	22.7	33.2

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

2017	White	Mixed	Asian	Black	Chinese	All pupils
England	72	73	69	70	74	71
London	74	76	75	71	80	73
Outer London	74	76	76	71	79	73
Inner London	76	76	73	72	82	73
Croydon	74	74	75	74	78	73
Stat neighbour average	74	77	74	71	77	73

2017	no identified SEN	SEN Support	SEN with a statement or EHC plan	All pupils
England	76	27	4	71
London	79	31	5	73
Outer London	79	31	4	73
Inner London	80	31	5	73
Croydon	79	29	5	73
Stat neighbour average	79	31	8	73

2017	Pupils known to be eligible for free school meals	All other pupils	All pupils
England	56	73	71
London	64	75	73
Outer London	63	75	73
Inner London	65	75	73
Croydon	63	75	73
Stat neighbour average	64	74	73

2017	Pupils whose first language is English	Pupils whose first language is other than English	All pupils
England	73	65	71
London	77	71	73
Outer London	77	70	73
Inner London	77	71	73
Croydon	76	70	73
Stat neighbour average	77	70	73

Inspection Outcomes for Early Years Providers:

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

Quality of childcare in Croydon

Ofsted inspect all registered Early Years provision and the table below shows the quality judgements recorded as at August 2017 and published in the 2017 Childcare Sufficiency Assessment for Croydon.

	Outstanding		Good		Requires Improvement		Inadequate		Awaiting	
Day nurseries	10	11%	68	77%	7	8%	3	4%	11	n/a
Pre-school	9	22%	31	76%	1	2%	0	0%	8	n/a
Schools with nursery classes	22	37%	27	46%	9	15%	1	2%	2	n/a
Childminders	44	13%	267	79%	4	1%	23	7%	89	n/a
Out of School	13	19%	46	69%	6	9%	2	3%	14	n/a
Holiday Playschemes	1	4%	21	92%	1	4%	0	0%	8	n/a

3.1.8 The recorded position for schools with nursery classes is affected by schools converting to academy status. As at 31st December 2017 there are five maintained schools with nursery classes with an Ofsted grading of Requires Improvement and none are graded as Inadequate.

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

Figures correct as of August 2017 (figures rounded)	Outstanding	Good	Requires Improvement	Inadequate	Awaiting Judgement
National	16%	77%	6%	1%	N/A
Croydon	14%	63%	4%	4%	15%

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

- The Best Start Learning Collaboration 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 ensures that all children have access to high quality early education through the analysis of EYFS Profile data and Ofsted reports.
- The Early Language Development Programme (ELDP) project, which supports the development of children's language and communication skills, is being rolled out in the West of the Borough.
- We are working with our settings to support the identification of children eligible for Early Years Pupil Premium (EYPP) funding and to ensure that those children have outcomes as good as those of children not eligible for EYPP funding.
- Teachers who are new to teaching in Reception are provided with training opportunities to ensure familiarity with the requirements of the Early Years Foundation Stage and Profile assessment arrangements and enable practitioners to make accurate judgements on children's attainment.
- 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.
- We are facilitating action research projects in a number of schools to support children's development in writing.
- 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.

3.2.1 Phonics Screening check

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

All pupils

	2012	2013	2014	2015	2016	2017
ENGLAND (state-funded schools)	58	69	74	77	81	81
London	60	72	77	80	83	84
Inner London	60	73	78	81	84	85
Outer London	61	72	77	79	83	84
Croydon	63	71	75	76	79	83
Statistical neighbour average	61	71	76	79	82	83

Difference S/N ave Croydon	2	0	-1	-3	-3	0
Difference England / Croydon	5	2	1	-1	-2	2

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

Gender Gap

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

2017

Percentage of pupils meeting the expected standard of phonic decoding

	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)	81	81	83	85	83	89
London	84	83	85	88	83	91
Inner London	85	85	85	87	83	89
Outer London	84	83	85	88	83	93
Croydon	83	80	82	88	83	X
Statistical neighbour average	83	82	84	86	82	87
Difference S/N ave Croydon	0	-2	-2	2	1	X

2017	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 pupils	FSM eligible	All other pupils	All pupils
ENGLAND (state-funded schools)	68	84	81	63	80	78	74	87	85
London	75	86	84	71	83	81	80	89	88
Inner London	77	87	85	72	84	81	82	89	88
Outer London	74	86	84	70	83	81	78	89	87
Croydon	73	85	83	68	82	80	78	88	86
Statistical neighbour average	74	85	83	69	82	80	78	87	86
Difference S/N ave Croydon	-1	1	0	-1	0	0	0	1	0
Difference England / Croydon	5	1	2	5	2	2	4	1	1

2017	All				Boys				Girls			
	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	All girls	SEN with a statement or EHC plan	SEN support	Pupils with no identified SEN	All girls
ENGLAND (state-funded schools)	18	47	87	81	19	47	85	78	15	47	89	85
London	22	57	89	84	23	57	88	81	18	58	91	88
Inner London	23	58	90	85	25	57	89	81	19	59	91	88
Outer London	21	57	89	84	23	57	88	81	18	57	90	87
Croydon	18	55	88	83	17	56	86	80	20	54	89	86
Statistical neighbour average	17.5	56	88	83	18	55	87	80	13	55	90	86
Difference S/N ave Croydon	0.5	-1	0	0	-1	1	-1	0	7	-1	-1	0
Difference England / Croydon	0	8	1	2	-2	9	1	2	5	7	0	1

3.2.2 Croydon have received a letter from Nick Gibb MP, Minister of State for Schools, congratulating us for being one of the ten most improved local authorities for the phonics screening check.

3.2.3 For Children Looked After, the year 1 phonics screening check shows that 44% of our pupils achieved the expected standard.

3.2.4 The results for the phonics test in Year 1 2016/17 academic year show continued improvement with a further 3% rise from the previous year. Alongside this continued improvement in phonics this year we are now above the national average and in-line with our statistical neighbours.

3.2.5 SEN support pupils performed well in the phonics screening check against their peers nationally and pupils on an EHC plan performed in line with their peers nationally.

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

3.3 Key Stage 1

2017 KS1 combined subjects	RWM	RWMS
ENGLAND (state-funded schools)	63.7	63.3
Croydon	65	64.8

- 3.3.1 Schools' performance at the end of KS1 2016/17 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 2015/16.
- 3.3.2 Croydon's Key Stage 1 outcomes, across reading, writing and maths in 2017 were extremely positive against national figures. With 77% of our pupils achieving the expected standard in reading (a 1% improvement on last academic year) we are 1% above the national average, with 69% in writing we are 1% above the national average and with 76% in mathematics we are 1% above the national average.
- 3.3.3 In reading, writing and mathematics Croydon continues to have a higher percentage of pupils working at a greater depth compared with national averages. In reading the percentage of pupils achieving the higher standards is above our statistical neighbours and in mathematics it is in line. Croydon is very slightly below our statistical neighbours in writing at this level.
- 3.3.4 Girls outperformed boys in all subjects at all levels. This reflects the national picture. Boys' attainment remained static in reading but improved in mathematics and writing; girls' attainment remained static in reading and mathematics but improved in writing.
- 3.3.5 The free school meals achievement gap for pupils achieving the expected standard continues to be better / or similar in Croydon (15% reading, 20% writing, 15% mathematics) to national (17% reading, 19% writing, 18% mathematics), showing that Croydon schools alongside schools nationally need to continue put actions in to close this gap.
- 3.3.6 Outcomes for pupils with SEN support at the end of key stage 1 in reading, writing and mathematics is above the national average when compared with similar pupils nationally. Croydon's pupils with an EHC plan perform less well than their peers nationally in all three subjects.
- 3.3.7 Outcomes for pupils whose first language is other than English are above both the national average and statistical neighbour average and there is only a very slight difference with the London average. (1% in reading and mathematics and 2% in writing)
- 3.3.8 Outcomes in reading at the end of KS1 were positive against national averages for our White and Asian pupils, however there is a slight gap in the outcomes of our Mixed and Black pupils.

Outcomes in writing at the end of KS1 were positive against national averages for Asian and Chinese pupils, however there is a slight gap in

the outcomes for White, Mixed and Black pupils.

Outcomes in mathematics at the end of KS1 were positive against national averages for White and Asian pupils, in line with National for Black pupils and a slight gap for our Mixed pupils.

3.3.9 Outcomes for our looked after children in 2016/17 were positive with 66.7% of these pupils meeting the expected standard in combined reading, writing and mathematics.

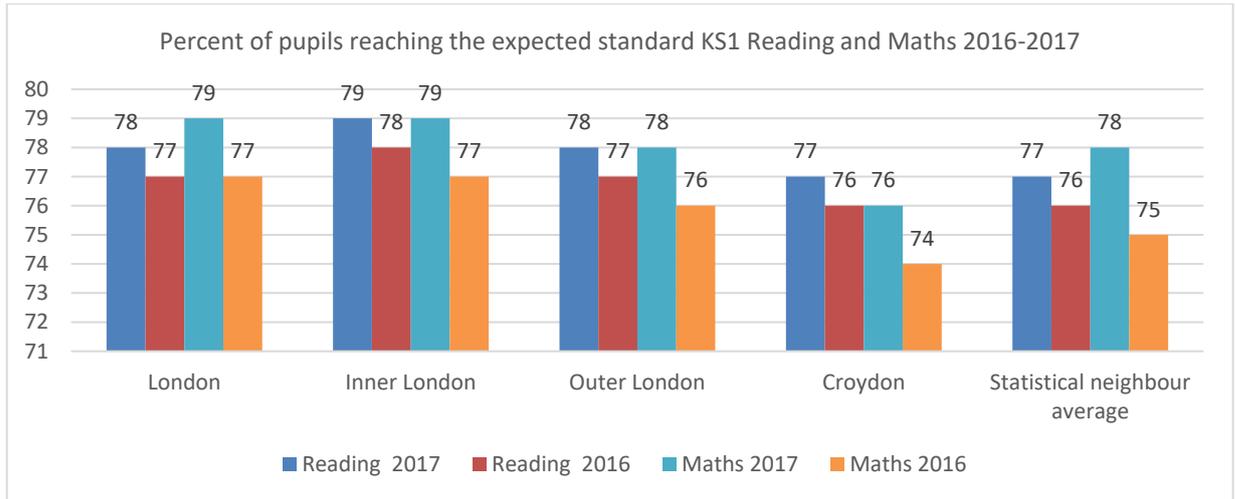
<i>Cohort numbers eligible for assessment: KS1</i>							
2010	2011	2012	2013	2014	2015	2016	2017
3,943	4,104	4,315	4,371	4,630	4,861	4,753	4,830

Key Stage 1 2017 percent of pupils reaching the expected standard

Source: KS1 Provisional (2017) Statistical First Release SFR49-2017 – DFE published data

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

2017	Percent reaching the expected standard								Percent working at greater depth					
	Reading		Writing		Maths		Science		Reading		Writing		Maths	
	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016
ENGLAND (state-funded schools)	76	74	68	65	75	73	83	82	25	24	16	13	21	18
London	78	77	72	70	79	77	84	83	27	26	18	17	24	22
Inner London	79	78	73	73	79	77	84	83	27	26	19	17	24	23
Outer London	78	77	71	69	78	76	85	83	28	26	18	16	24	22
Croydon	77	76	69	69	76	74	85	83	26	27	16	15	23	21
Statistical neighbour average	77	76	71	69	78	75	83	82	26	25	17	16	23	21
Difference S/N ave Croydon	0	0	-2	0	-2	-1	2	1	0	2	-1	-1	0	0
Difference England / Croydon	1	2	1	4	1	1	2	1	1	3	0	2	2	3



Key Stage 1 2017 gender gap (negative figures are percentage points boys less than girls, positive boys better than girls)

2017 provisional gender gap	Reaching the expected standard			
	Reading	Writing	Maths	Science
ENGLAND (state-funded schools)	-8	-13	-3	-5
London	-8	-12	-3	-5
Inner London	-8	-12	-2	-6
Outer London	-8	-13	-3	-5
Croydon	-9	-14	-5	-7
Statistical neighbour average	-8.5	-12.4	-2.6	-5.5
Difference S/N ave Croydon	-0.5	-1.6	-2.4	-1.5
Difference England / Croydon	-1	-1	-2	-2

Working at greater depth		
Reading	Writing	Maths
-7	-9	3
-7	-9	3
-7	-9	3
-7	-9	3
-9	-9	3
-7.1	-8.8	3
-1.4	-0.2	0
-2	0	0

KS1 ethnicity comparisons

English Reading

2017	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)	76	76	78	77	77	84
London	78	78	80	81	78	88
Inner London	79	80	81	79	78	87
Outer London	78	77	80	82	78	89
Croydon	77	77	77	80	76	x
Statistical neighbour average	77	77	80	81	77	84

English Writing

2017	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)	68	68	70	72	71	82
London	72	70	73	76	72	85
Inner London	73	73	74	75	73	85
Outer London	71	69	72	77	72	85
Croydon	69	67	69	74	68	83
Statistical neighbour average	71	70	73	77	71	83

Mathematics

2017	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools)	75	75	76	77	73	91
London	79	79	79	82	75	91
Inner London	79	81	80	80	75	89
Outer London	78	78	78	83	75	92
Croydon	76	77	75	81	73	X
Statistical neighbour average	78	78	78	81	75	91

KS1 language comparisons

English Reading

2017	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)	77	73	81	72	68	76	76	72	80
London	80	76	84	77	73	81	78	75	83
Inner London	81	77	85	77	74	81	79	75	83
Outer London	80	76	84	76	72	81	78	74	82
Croydon	78	73	83	76	73	80	77	73	82
Statistical neighbour average	80	76	84	75	71	79	77	73	82

English Writing

2017	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	62	76	67	61	73	68	62	75
London	72	66	79	72	66	78	72	66	78
Inner London	74	68	80	73	68	79	73	68	80
Outer London	72	66	78	71	65	77	71	65	78
Croydon	69	62	76	69	62	77	69	62	76
Statistical neighbour average	73	66	79	70	64	76	71	65	77

Mathematics

2017	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	74	77	74	73	76	75	74	77
London	79	78	80	78	77	80	79	77	80
Inner London	79	78	81	79	77	80	79	78	80
Outer London	79	78	80	78	77	80	78	77	80
Croydon	75	73	78	78	76	80	76	74	79
Statistical neighbour average	78	77	80	77	75	78	78	76	79

KS1 FSM comparisons

English Reading

2017	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	56	66	78	74	82	76	72	80
London	68	63	73	80	77	84	78	75	83
Inner London	70	66	75	81	78	85	79	75	83
Outer London	65	60	71	80	76	84	78	74	82
Croydon	65	60	72	80	77	84	77	73	82
Statistical neighbour average	67	61	73	79	76	83	77	73	82

English Writing

2017	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)	52	44	60	71	65	78	68	62	75
London	60	53	67	74	69	80	72	66	78
Inner London	64	58	71	76	70	82	73	68	80
Outer London	56	48	64	74	68	80	71	65	78
Croydon	53	45	64	73	67	79	69	62	76
Statistical neighbour average	59	51	68	73	68	79	71	65	77

Mathematics

2017	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	59	62	78	77	79	75	74	77
London	67	65	69	81	80	82	79	77	80
Inner London	70	69	71	81	80	83	79	78	80
Outer London	64	62	67	80	80	81	78	77	80
Croydon	64	61	67	79	77	81	76	74	79
Statistical neighbour average	66	63	69	80	79	81	78	76	79

KS1 SEND comparisons

English Reading

	SEN with a statement or EHC plan			SEN support			Pupils with no identified SEN			All pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	14	14	12	34	34	32	84	82	85	76	72	80
London	16	16	15	43	44	42	86	84	87	78	75	83
Inner London	17	18	15	45	46	42	87	85	88	79	75	83
Outer London	15	15	14	43	43	41	85	83	87	78	74	82
Croydon	7	x	x	41	41	41	85	82	87	77	73	82
Statistical neighbour average	15	15	12	42	43	42	85	83	87	77	73	82

English Writing

	SEN with a statement or EHC plan			SEN support			Pupils with no identified SEN			All pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	9	9	10	23	22	25	77	72	81	68	62	75
London	11	11	12	33	32	34	80	76	83	72	66	78
Inner London	13	13	13	35	35	36	82	78	85	73	68	80
Outer London	10	10	11	32	31	33	79	75	83	71	65	78
Croydon	5	x	x	29	30	28	76	71	82	69	62	76
Statistical neighbour average	11	10	11	32	32	33	80	76	83	71	65	77

Mathematics

	SEN with a statement or EHC plan			SEN support			Pupils with no identified SEN			All pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (state-funded schools)	14	15	10	35	39	28	83	84	82	75	74	77
London	17	18	12	45	48	39	85	86	85	79	77	80
Inner London	18	20	13	46	50	39	86	87	85	79	78	80
Outer London	16	17	11	44	47	39	85	86	84	78	77	80
Croydon	8	x	x	40	42	38	83	83	84	76	74	79
Statistical neighbour average	15	16	11	44	47	38	85	86	84	78	76	79

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

- As a result of the continued improvement at KS1 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 KS1 and that schools use pupil progress meetings to ensure that all pupils are achieving the expected standard, and all schools address specific issues in reading, writing and mathematics. Quality assurance visits to schools are robust and provide key information about the progress of current KS1 pupils. 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, in particular boys at this key stage.
- Teaching and learning reviews are carried out in our most vulnerable schools and, increasingly, as a traded service to other schools. These reviews include both lesson observations in KS1 classes and book scrutiny for evidence of progress. This ensures that any issues are picked up quickly and schools supported with making improvements. Where necessary our maintained schools are enrolled onto our School Progress Review Meeting (SPRM) programme. This ensures that appropriate challenge and support is given to the leadership and management of the school to ensure accelerated progress.
- The Octavo Partnership has bespoke training packages to target support to schools where there are concerns about pupil outcomes.

This training will provide tailored support in leadership, mathematics and literacy based on pupil outcomes and evidence of what the schools needs are.

- A range of training, through Octavo Partnership, targeting specific aspects of underachievement at KS1 is being offered, including specific courses that support teachers with moderating pupils' work, to ensure consistency. Training continues to be provided on assessment procedures and moderation opportunities for teachers in year 2 in reading, writing and mathematics are provided. 'Best Practice networks' are used for teachers in year 1, which will provide additional moderation opportunities.
- English and mathematics continuing professional development (CPD) is increasingly held in schools to enable the whole staff to hear messages first hand, and whole school approaches to be worked out. Examples include "Developing a whole school reading strategy", "Developing subject knowledge in mathematics" and "Exploring working at greater depth in mathematics." These are pertinent to current school development needs.
- We continue to work in conjunction with the Early Years team in moderating all Reception classes. The quality of baseline data is now more accurate as children enter year 1. This has enabled teachers in years 1 and 2 to plan to meet the needs of children in KS1 more accurately.
- We have continued to develop our model of KS1 moderation and ensure that we carry out a moderation visit to 10% of our schools.
- Subject leader network meetings continue to be co-ordinated across Croydon, enabling teachers to work alongside one another, share best practice and keep up to date on current areas of priority for improvement.
- Teachers who are new to teaching in Year 2 are provided with training opportunities to ensure there is accurate implementation of the expectations within the national curriculum and of the testing / moderation arrangements.
- The SEN adviser post will have a focus on supporting our EHCP pupils in mainstream schools to ensure that their outcomes improve to be in line with national.

3.5 Key Stage 2

3.5.1 The number of children in Croydon schools at KS2 has stabilised since 2015, with a similar number of children taking their KS2 tests in 2016/17 in comparison to 2015/16. As a borough we continue to have high mobility across all key stages; there are many challenges associated

with this high mobility. As in all other local authorities across the country we are still finding 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.

- 3.5.2 The 2017 data included in this report has been validated by the DfE and unlike last years report it is possible to compare this year's results with our 2016 results as this is the second year of measuring pupil assessment in this way.
- 3.5.3 In 2017 the floor standard set by the government is expected to remain the same as 2016 – at at least 65% of pupils achieving the expected standard in reading, writing and mathematics attainment and the progress floor standard was a score below -7.0 in writing and -5.0 in reading and mathematics. A school is deemed to be below floor standard if their attainment was below 65% and their progress score was below the above figures in either reading, writing or mathematics. In 2015 Croydon had ten schools below the floor standard and in 2016 we had only one school that was below. In 2017 we anticipate that only one school will be below the floor standard, the same school that has been for the past three academic years.
- 3.5.4 Croydon results in combined reading, writing and mathematics achieving the expected standard in 2017 was 64% compared to 62% nationally. This means that for the second time in at least 5 years Croydon's outcomes at the end of KS2 are above the national average. We are 1% below our statistical neighbours and 3% below the London average. This represents a 10% improvement from the previous year.
- 3.5.5 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. There is a 1% gap with our statistical neighbours and a 3% gap with London in this outcome.
- 3.5.6 Attainment at the higher standard in reading was slightly below the national average and our statistical neighbour average and 3% below London averages. Writing 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.
- 3.5.7 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.
- 3.5.8 Pupils in receipt of free school meals performed better than their peers nationally but not as well as our statistical neighbours or London.
- 3.5.9 Outcomes in combined reading, writing and mathematics for pupils with special educational needs and disabilities is above national averages and statistical neighbours but below London by 2% for pupils with SEN support and slightly below national, London and statistical neighbours

average for pupils with an Education Health and Care Plan.

- 3.5.10 Outcomes in combined reading, writing and mathematics for pupils whose first language is other than English is above both the national and statistical neighbour average but below London averages.
- 3.5.11 In terms of ethnicity our White, Mixed, Asian and Chinese pupils combined outcomes were above the national average but below our statistical neighbours and London average. Outcomes for our Black pupils were below the national (3%), statistical neighbour (2%) and London average(5%).
- 3.5.12 25% of our Looked After Children reached the expected standard or above in combined reading, writing and mathematics. This is a 6% increase from 2016. The performance in the individual subjects was better than the combined outcomes; 41% in reading and mathematics and 46% in writing. However the small size of this cohort can lead to variability from year to year.
- 3.5.13 Six primary schools are in receipt of targeted support and challenge from the Local Authority, through the SPRM process. This reflects 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.

3.5.14 The performance of academies at key stage 2:

At the time of Key Stage 2 testing in May 2017, 39 of Croydon's 75 primary schools (with year 6 pupils) were Academies (52%). The only school that is predicted to be below the government's floor standard is an academy. This school was also below floor standards in the previous three academic years.

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

We have regular meetings with the RSC to discuss any concerns that we have about any of Croydon's academies. We are able to demonstrate the impact of the meetings that we have with the RSC through the rebrokering that took place of two of our academies during the last academic year. (This includes the school that has been below floor standards for the at least the past two years)

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

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

Key Stage 2 2017 percentage of pupils reaching the expected standard in reading writing and mathematics combined

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 only able to make comparisons over the last two years data.

2016 Final 2017 final	Percentage of pupils reaching the expected standard			Percentage of pupils reaching a higher standard		
	All pupils 2017	All pupils 2016	Difference previous – current	All pupils 2017	All pupils 2016	Difference previous – current
ENGLAND (state-funded schools) ⁵	62	54	7	9	5	4
London	67	59	7	11	7	4
Outer London	67	60	5	11	8	3
Inner London	68	59	7	11	7	4
Croydon	64	55	8	10	6	3

Statistical neighbour average	65	56	7	10	7	3
Difference S/N ave Croydon	-0.5	-1	1	-0.2	-1	0
Difference England Croydon	2.0	1	1	1.0	1	-1

Key Stage 2 2017 gender gap

2017 final	Percentage of pupils reaching the expected standard				Percentage of pupils reaching a higher standard			
	All	Boys	Girls	gap	All	Boys	Girls	gap
ENGLAND (state-funded schools) ⁵	62	58	66	-8	9	7	10	-3
London	67	64	71	-7	11	9	13	-4
Outer London	67	63	71	-8	11	9	13	-4
Inner London	68	65	71	-6	11	10	13	-3
Croydon	64	60	69	-9	10	8	11	-3

Statistical neighbour average	65	61	68	-8	10	8	12	-4
Difference S/N ave Croydon	-0.5	-0.6	0.8	-1	-0.2	-0.3	-0.9	1
Difference England Croydon	2.0	2.0	3.0	-1	1.0	1.0	1.0	0

Key Stage 2 2017 test results

2017 final	Percentage reaching the expected standard			Percentage achieving a high score		
	Reading	Grammar, punctuation and spelling	Mathematics	Reading	Grammar, punctuation and spelling	Mathematics
ENGLAND (state-funded schools)	72	78	75	25	31	23
London	75	83	81	27	40	30
Outer London	75	83	81	28	41	31
Inner London	76	83	81	27	40	29
Croydon	73	80	78	24	35	27

Statistical neighbour average	73	81	79	25	38	27
Difference S/N ave Croydon	0.3	-1.1	-0.5	-1.3	-2.9	-0.4
Difference England Croydon	1.0	2.0	3.0	-1.0	4.0	4.0

Key Stage 2 2017 teacher assessment

	Percentage reaching the expected standard				Percentage working at greater depth in writing
	Reading	Writing	Mathematics	Science	
ENGLAND (state-funded schools)	80	77	78	82	18
London	82	81	82	85	21
Inner London	82	80	82	85	20
Outer London	82	81	82	85	22
Croydon	80	78	79	84	18
Statistical neighbour average	80	79	80	83	19

KS2 Test Contextual results

Ks2 Final 2017

Percentage of pupils reaching the expected standard

	All pupils	White	Mixed	Asian	Black	Chinese
ENGLAND (state-funded schools) ^{1,5}	62	61	63	64	61	78
London	67	68	68	71	63	83
Outer London	67	67	68	71	63	85
Inner London	68	70	68	70	63	79
Croydon	64	65	65	73	58	85
Statistical neighbour average	65	66	65	70	60	78

KS2 Final 2017

Pupils whose first language is known to be English

All other pupils

All pupils

ENGLAND (state-funded schools)	62	61	62
London	68	67	67
Outer London	68	66	67
Inner London	68	68	68
Croydon	64	66	64
Statistical neighbour average	66	63	65

KS2 Final 2017	FSM Eligible	All other pupils	All pupils
ENGLAND (state-funded schools)	43	65	62
London	54	70	67
Outer London	50	70	67
Inner London	58	71	68
Croydon	51	68	64
Statistical neighbour average	52	67	65

KS2 Final 2017	Pupils with no identified SEN	SEN support	SEN with a statement or EHC plan	All pupils
ENGLAND (state-funded schools)	71	21	8	62
London	76	29	9	67
Outer London	76	27	8	67
Inner London	78	32	11	68
Croydon	72	27	7	64
Statistical neighbour average	74	26	8	65

KS1 –KS2 progress 2017

	Reading	Writing	Mathematics
ENGLAND (state-funded schools)	0.0	0.0	0.0
London	0.8	1.0	1.6
Outer London	0.6	0.7	1.4
Inner London	1.2	1.5	1.8
Croydon	0.2	0.2	0.8
Statistical neighbour average	0.6	0.8	1.3

No school will be confirmed as being below the floor until January 2018. Further statistical information on primary progress scores, including the number and percentage of schools below the floor in 2018, will be available on GOV.UK /ASP when revised data is published from December 2017 onwards.

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

Nearly half (44.6%) of Croydon children who attain at the highest level at the end of Key Stage 2 did not enter Croydon maintained secondary schools and academies. 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) unknown and Bromley. This mobility inevitably impacts on the percentage of higher attainers at the end of Key Stages 4 and 5.

Destination LA	All pupils	High achievers	percent of high achievers
Barnet	3	3	0.3%
Bromley	163	44	3.9%
Croydon	2850	624	55.4%
Essex	1	1	0.1%
Greenwich	1		0.0%
Hammersmith and Fulham	4		0.0%
Kent	4	4	0.4%
Lambeth	102	26	2.3%
Lewisham	2	1	0.1%
Medway	1		0.0%
Merton	54	15	1.3%
Southwark	33	12	1.1%
Surrey	107	23	2.0%
Sutton	366	266	23.6%
Wandsworth	7	3	0.3%
Westminster	3	1	0.1%
Unknown	422	104	9.2%
Grand Total	4123	1127	100.0%

Source: * **Confirmed places** September admissions

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

- We have revised the LA School Improvement Plan (Appendix 6) which sets aspirational targets and details specific actions to support improved English and mathematics outcomes, by securing differentiated, quality assured training and development. Our targets very specifically include closing the outcomes gaps for our looked after children. This plan will be reflected in our work with schools and our commissioning of school improvement work to Octavo, and our brokerage of teaching schools and other providers.
- All schools with low pupil outcomes at KS2 in mathematics have been identified for our 'Strategic School Improvement Fund' project (SSIF), which includes training, coaching support and challenge for schools, including developing some partnerships with good to outstanding schools. We are monitoring the project through regular meetings with Octavo who are delivering the project on behalf of the LA. This project is a result of a successful bid to the DfE for funding.
- Progress against the improvement agenda for our schools that are requiring improvement is monitored through termly meetings (SPRM) with the senior leadership team and Chair of Governors. Teaching and learning reviews are

also strongly recommended in these schools as part of our traded support. Support and challenge is targeted to address specific issues in reading, writing and mathematics in individual schools. As an LA we also commission and work alongside Octavo to carry out Leadership and Management reviews in those schools where there are concerns.

- We make use of “best practice” wherever it exists in the Borough through brokering school-to-school support, the use of our Teaching School Alliances and our local Excellent Practitioners scheme.
- We are working with our Head Teacher Advisory Group, which comprises head teachers of maintained, church schools and Academies, to agree and take action on whole Borough key priorities for improvement and co-ordinated, collaborative work to address those priorities. We monitor the impact against these key priorities through quality assurance of the school improvement work commissioned to Octavo.
- A programme to support schools with moderation of teachers’ judgements has been put in place. Work includes frequent moderation cluster meetings and courses to improve teachers’ subject knowledge. Specific programmes to support children’s achievement in writing, reading and mathematics are being put in place. Our processes have been held up as models of good practice by the Standards and Testing Agency and we continue to moderate other local authorities as a result.
- Link adviser visits are focused on challenging schools about in-year progress and tracking of pupils to ensure that they have improved outcomes by the end of the year. Schools are advised, where appropriate, to engage with bespoke support from a range of providers.
- A range of training targeting specific aspects of underachievement at KS2 is being offered, including strategies to support and challenge more able pupils.
- Borough networks and training for English and mathematics coordinators support the development of subject leaders in schools. Through the network meetings we are helping subject leaders to analyse their school results and improve provision for pupils not meeting expected standards.
- We continue to work closely with our local teaching schools to support, where appropriate, any schools causing concern. For example two of our teaching school alliances are working with us to deliver the SSIF project.
- The school improvement service is working closely with schools to challenge any underachievement and support improvement, including through partnerships with Academy chains and other good or outstanding schools where necessary. These partnerships are designed to bring about rapid improvement and develop capacity for sustained improvement in standards, quality of teaching and effectiveness of leadership and management.
- The Learning and Inclusion Board, whose membership includes the Lead Cabinet Member and the Executive Director of the People 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.

3.6.1 Actions being taken to improve Ofsted judgements:

- We are commissioning training for school leaders and governors in relation to the Ofsted framework – Ofsted trained staff will deliver this training. We will be inviting schools that are due for an inspection to be part of this training.
- The Local Authority has commissioned Octavo to give a number of schools some additional funded support from the advisors and consultants. All aspects of this will support the school to be prepared for any upcoming inspection. This support is across a range of areas and will be tailored to each school's priorities. The support will include improving teaching and learning in schools by working alongside subject and middle leaders to audit needs and implement changes as well as using the subject knowledge of the consultants in whole school training in particular aspects of subjects. It will also include support for the school SENCO to review school needs in this area, which may include issues and current systems concerning pupils at risk of exclusion, the graduated response for pupils with SEMH (social, emotional and mental health) needs, or review of the effectiveness of provision currently in place for SEND pupils.
- Additional Link Adviser time for leadership will be offered where appropriate; this may involve analysis of in-school outcomes and of Teaching and Learning, and how this links in to the school's development plan and aspirations. It may involve work with particular layers of leadership, as school needs dictate.
- Ofsted continues to be an agenda item on all Headteacher Breakfast meeting agendas. We always share any information / training that we have received as qualified Ofsted inspectors to support schools with inspection activities and ensure they have up to date knowledge about the framework.
- For those schools that are subject to the SPRM process we will include additional 'inspection readiness' support and challenge.

3.7 Key Stage 4

- 3.7.1 The number of children in Croydon schools at KS4 has stabilised since 2016, there has been a slight decrease in the number of children taking their GCSE tests in 2016/17 in comparison to 2015/16.

This year the key indicators being used to measure the performance of schools at the end of key stage 4 are Progress 8, Attainment 8 (see appendix 8 for an explanation) and percentage of students who achieved a level 9 – 4 pass in both English and mathematics. The only data available for comparison over time is Attainment 8 (2015 and 2016) and progress 8 (2016) as this is the first year that students have been assessed at the new level system in English and mathematics.

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).

- 3.7.2 The Progress 8 score for Croydon is positive (0.06) and above the national score for state funded schools (-0.03). The progress made in English GCSE (0.17) is below London (at 0.34) and our statistical neighbours (0.25) but is significantly above the national (-0.03). The progress score for mathematics is the same as the national score at -0.02 for Croydon students. There remains a difference in that achieved by London overall (0.23) and the statistical neighbour average in mathematics. (please see actions being taken in section 8.3)
- 3.7.3 Twelve of Croydon's twenty six mainstream and SEN schools achieved a positive Progress 8 score. Twelve of the borough's schools also achieved a progress score above London's average of 0.22. Six of these schools achieved a progress 8 of over 0.4 (Harris Purley, 0.67; NMBC 0.57; Coloma Convent School, 0.60; Harris South Norwood, 0.64, The Quest Academy 0.49 and Harris Crystal Palace, 0.55). Fourteen of Croydon's schools received a negative progress score, which means that the students achieved lower results than expected, given their results at the end of primary school. (Please see table in appendix 2 showing all schools results.)

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.

- 3.7.4 The percentage of Croydon pupils achieving a Level 9 – 4 pass in combined English and mathematics is 60.4%. This figure is not comparable with other academic years as it is the first time that pupils have been assessed using the new measures for GCSE English and mathematics. Whilst our pupil outcomes in this measure are not as good as London or our statistical neighbours they are above the England average.
- 3.7.5 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 a decline in our overall attainment 8 figures since 2015 (49.9 to 44.7), although it remains above England's average, it is below our statistical neighbours and London.
- 3.7.6 Sixteen of the borough's schools achieved an Attainment 8 score that was above the England average of 44.2. The highest Attainment 8 score was achieved by Harris City Academy Crystal Palace (61.6), with other notable achievement being made by a number of schools. (Please see table in appendix 2 showing all schools results.)
- 3.7.7 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.

3.7.8 The cohort of Children Looked After comprised of a total of 74 eligible pupils who have been in care for the last 12 months. 7% of these pupils (4 out of 61 students) achieved 5+ A*-C including at least a level 4 in English and mathematics. Progress 8 achievement for our CLA pupils, is -1.62, which is lower than our statistical neighbours who achieved a positive progress 8 figure of 0.31 and national at -1.46. For Attainment 8, Children Looked After shows a figure of 15.5 compared to the national figure of 20.9.

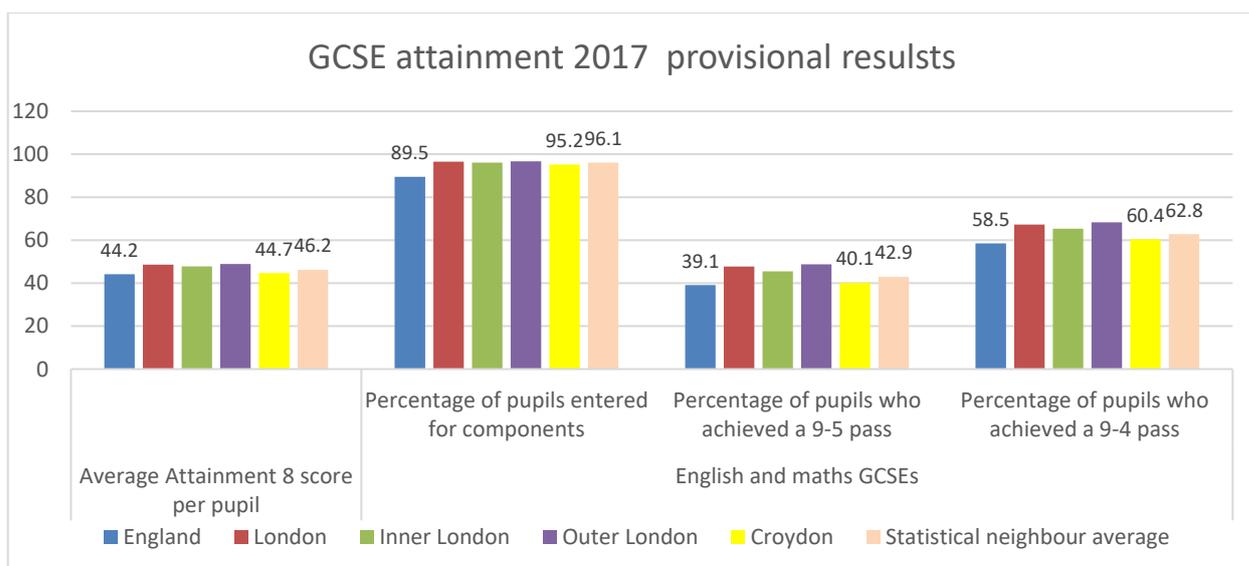
3.7.9 It is not yet possible to report on the achievement of specific pupil groups such as those in receipt of free school meals, SEN and ethnicity at Key Stage 4 as the data was not yet available at the time of writing.

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

Cohort numbers eligible for assessment: KS4								
2010	2011	2012	2013	2014	2014	2015	2016	2017
3,701	3,722	3,637	3,770	3,716	3,716	3,664	3,844	3,593

Source: 2016/17 key stage 4 attainment data (Provisional)

2017 provisional	Average Attainment 8 score per pupil	English and maths GCSEs			English Baccalaureate			Progress 8			
		Percentage of pupils entered for components	Percentage of pupils who achieved a 9-5 pass	Percentage of pupils who achieved a 9-4 pass	Percentage of pupils entered for all components	% achieved all components (including a 9-5 pass in English and maths)	% achieved all components (including a 9-4 pass in English and maths)	Number of pupils included in the measure	Average Progress 8 score ⁴	Lower confidence interval	Upper confidence interval
England	44.2	89.5	39.1	58.5	34.9	19.5	21.7
London	48.6	96.5	47.7	67.3	49.8	28.5	31.7	68,900	0.22	0.21	0.23
Inner London	47.8	96.1	45.5	65.3	50.8	27.5	31.2	22,859	0.21	0.19	0.23
Outer London	48.9	96.7	48.8	68.3	49.3	29.0	31.9	46,041	0.23	0.22	0.24
Croydon	44.7	95.2	40.1	60.4	42.5	20.2	23.2	3,201	0.06	0.02	0.11
Statistical neighbour average	46.2	96.1	42.9	62.8	45.3	23.7	26.7		0.1	0.1	0.2



Average attainment 8 score per pupil			
	2014/15	2015/16	2016/17
England ²	47.4	48.5	44.2
London	51.1	51.9	48.6
Inner London	50.2	51.3	47.8
Outer London	51.5	52.3	48.9
Croydon	49.9	48.5	44.7
Statistical neighbour average	49.2	50.0	46.2

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

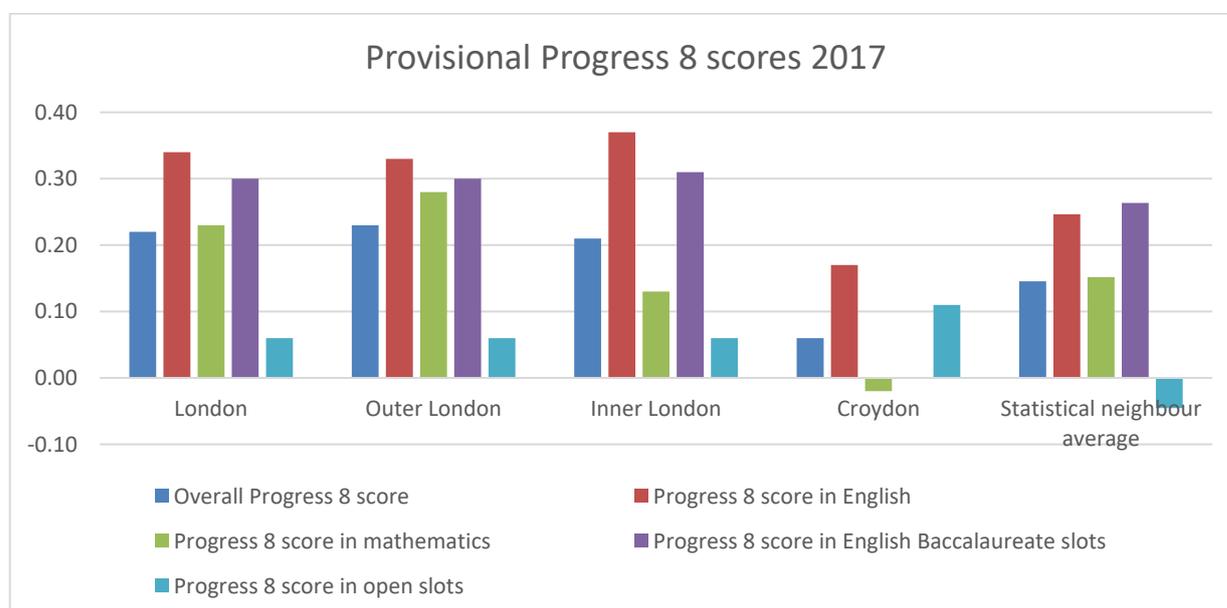
Provisional 2017	Overall Progress 8 score			Progress 8 score in English			Progress 8 score in mathematics		
	Score	Lower confidence interval	Upper confidence interval	Score	Lower confidence interval	Upper confidence interval	Score	Lower confidence interval	Upper confidence interval
Total (State-funded sector)	-0.03	.	.	-0.03	.	.	-0.02	.	.
London	0.22	0.21	0.23	0.34	0.33	0.35	0.23	0.22	0.24
Outer London	0.23	0.22	0.24	0.33	0.31	0.34	0.28	0.27	0.29
Inner London	0.21	0.19	0.23	0.37	0.35	0.39	0.13	0.11	0.15
Croydon	0.06	0.02	0.11	0.17	0.12	0.22	-0.02	-0.07	0.03
Statistical neighbours	0.15	0.10	0.20	0.25	0.18	0.31	0.15	0.09	0.21

Boys					Girls				Gap			
2017 provisional	Average Attainment 8 score per pupil	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
Total (state-funded sector)	43.5	95.8	39.3	59.9	48.8	97.7	45.5	67.3	-5.3	-1.9	-6.2	-7.4
England	41.4	88.0	36.0	54.6	47.2	91.1	42.5	62.6	-5.8	-3.1	-6.5	-8.0
London	45.9	95.5	45.1	64.5	51.2	97.5	50.3	70.3	-5.3	-2.0	-5.2	-5.8
Outer London	46.3	95.7	46.3	65.4	51.6	97.7	51.4	71.3	-5.3	-2.0	-5.1	-5.9
Inner London	45.2	95.1	42.7	62.5	50.4	97.1	48.2	68.1	-5.2	-2.0	-5.5	-5.6
Croydon	41.0	92.5	36.8	55.3	48.2	97.7	43.0	65.2	-7.2	-5.2	-6.2	-9.9
Stat neighbour average	43.6	94.8	40.5	60.0	49.0	97.3	45.4	65.6	-5.4	-2.5	-4.9	-5.6

Key stage 4 pupils making expected progress KS2-KS4

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

Provisional 2017	Overall Progress 8 score	Progress 8 score¹ in English	Progress 8 score¹ in mathematics	Progress 8 score¹ in English Baccalaureate slots	Progress 8 score¹ in open slots
<i>Total (State-funded sector)²</i>	-0.03	-0.03	-0.02	-0.03	-0.04
<i>London</i>	0.22	0.34	0.23	0.30	0.06
<i>Outer London</i>	0.23	0.33	0.28	0.30	0.06
<i>Inner London</i>	0.21	0.37	0.13	0.31	0.06
<i>Croydon</i>	0.06	0.17	-0.02	0.00	0.11
<i>Statistical neighbour average</i>	0.15	0.25	0.15	0.26	-0.05



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

- The Local Authority has commissioned Octavo to provide Link Advisers to all publicly funded schools. They are challenging schools to achieve the very demanding targets set and monitoring their progress.
- We are continuing to ask schools to set targets for the percentage of pupils in receipt of the Pupil Premium Grant making at least expected progress, reflecting the importance of closing the gap between these learners and their peers. The impact of any interventions put in place by schools that are funded by the Pupil Premium Grant is carefully scrutinised and, where such interventions have not had the desired impact, head teachers are required to identify how their evaluations are informing future plans for spending this funding.
- This year a number of our secondary schools have termly School Progress Review Meetings with the Local Authority to review their progress against identified priorities. Each school identified for this support is subject to a LA led review of teaching and learning which informs the School Progress Review meeting.
- A group of secondary schools have been selected to receive support through the 'Strategic school improvement fund' project. The aim of the project is to improve outcomes in mathematics. The LA will be closely monitoring the impact of this project.
- 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 improvement team about the effectiveness 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 need to ensure that schools continue to focus on underachieving groups, in particular the attainment of boys.

3.9 Post-16 (KS5)

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

Average attainment is reported separately for students studying different types of qualifications, i.e. for students studying A levels, applied general and technical level qualifications (replacing 'vocational'). The average point score (APS) per entry measures continue to be reported but in a different format pre-2016, so is not comparable to historic data. A new measure has been included showing the average point score and grade for a student's best 3 A levels.

At the time of writing validated performance data for 2017 has not been published, so information in this report cannot be considered accurate and therefore both data and narrative is subject to change.

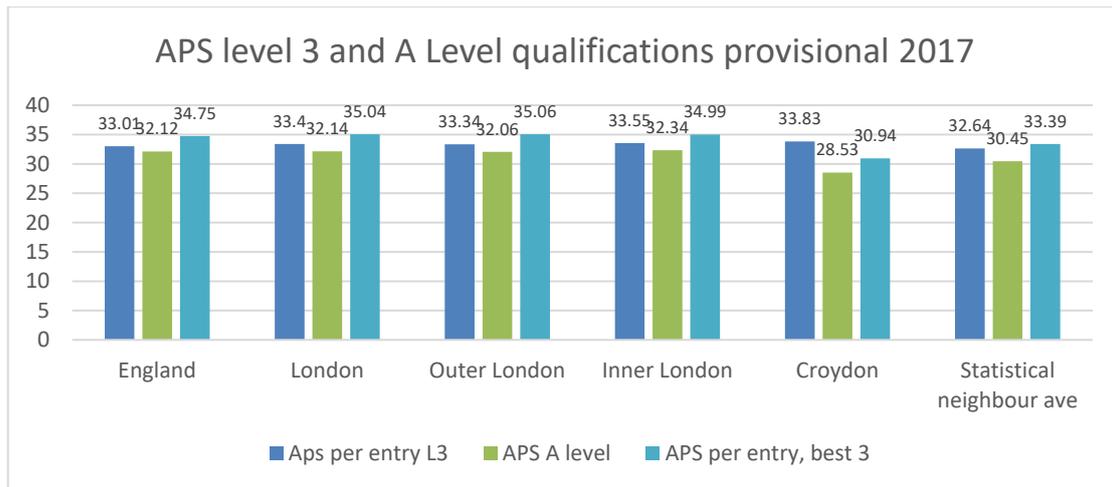
Approximately 50% of Croydon residents aged 16-19 study in Croydon schools and colleges. Data quoted below pertains to those educated in Croydon schools and colleges, unless otherwise stated.

Approximately 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 small number of school sixth forms having small but successful applied general/technical offers.

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

Schools and colleges Level 3 attainment at the end of 16-18 study 2017

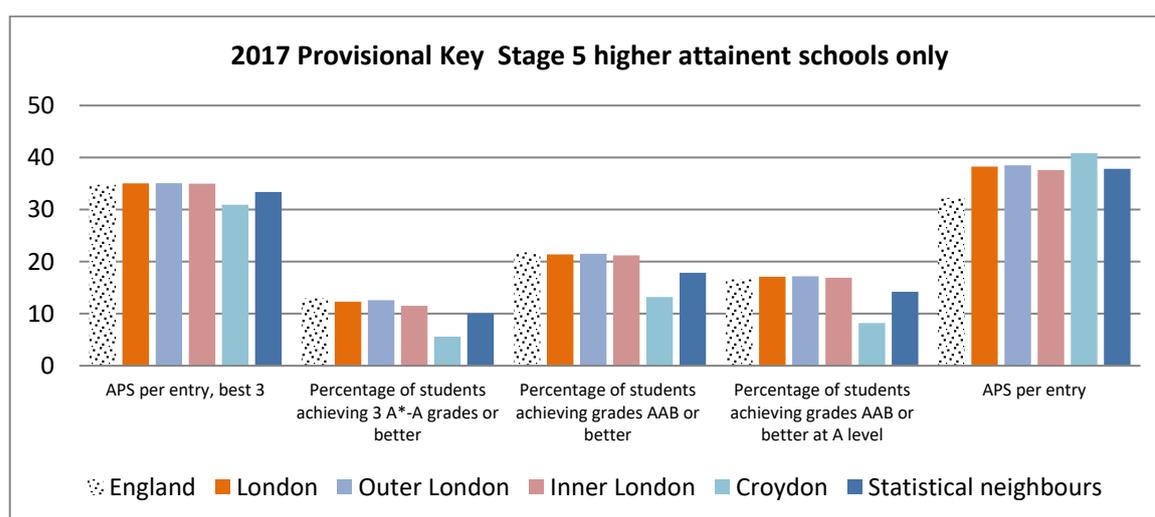
	Level 3 students		A level Students						Academic		Tec	General
	APS per entry	% at least substantial level 3 qualifications	APS per entry	% at least 2 A levels	APS per entry, best 3	% 3 A*-A grades or better at A level	% AAB or better at A level	% grades AAB or better at A level, (of which at least two are in facilitating subjects)	APS per entry	% least 2 substantial level 3 academic qualifications	APS per entry	APS per entry
2017 Level 3 provisional												
England	33.01	82.6	32.12	76.2	34.75	13.0	21.8	16.6	32.43	76.3	32.24	35.64
London	33.40	82.9	32.14	74.5	35.04	12.3	21.4	17.1	32.26	74.4	38.26	39.43
Outer London	33.34	83.5	32.06	75.2	35.06	12.6	21.5	17.2	32.16	75.0	38.51	39.86
Inner London	33.55	81.5	32.34	73.0	34.99	11.5	21.2	16.9	32.51	72.9	37.58	38.57
Croydon	33.83	81.7	28.53	59.6	30.94	5.6	13.2	8.2	28.57	58.9	40.85	43.49
Statistical neighbour ave	32.64	80.05	30.45	68.55	33.39	10.05	17.86	14.23	30.49	68.29	37.83	39.36



- 3.9.2 The Average Point Score (APS) per entry at Level 3 shows that on average Croydon's post-16 level 3 learners perform better than regional, national and statistical neighbour averages. This is due to very strong performance by high volumes of students taking technical and applied general qualifications but masks below average performance at A level.
- 3.9.3 A real strength in Croydon, is Level 3 performance on technical and applied general programmes. On average Croydon students undertaking these programmes achieved a Distinction+ compared to achievement of a Distinction- elsewhere, with significantly higher APS than all benchmarked comparitors. In 2016 (most recent data available) progress was significantly above average at Shirley High School, Woodcote High School, BRIT and Harris Federation.
- 3.9.4 APS per entry for A levels only is below all comparator averages. On average our A level pass rate is just below the national average which is mainly due to a very small number of school sixth forms/sixth form colleges having particularly high A level fail rates. A level students in Croydon are also achieving lower grades – typically a grade C- compared to a C regionally and nationally. Our proportion of A level students achieving high grades (A*-B) is also lower than comparitors. Validated A level Progress performance data for 2016 shows that approximately half of Croydon schools/colleges did not make expected progress.
- 3.9.5 Unvalidated Progress data shows that across all aspects of Level 3 is positive and an increase on last academic year - +0.08 at A-Level, +0.33 at applied General, +0.39 in mathematics GCSE, +0.40 at Technical Level and +0.59 in English GCSE.
- 3.9.6 The current (Oct 2017) Not in Education, Employment or Training (NEET) rate for the cohort is 1.2% which is in line with the London average and significantly better than national.
- 3.9.7 The Virtual School has worked with 300 young people in total in this age group, including sourcing suitable provision and supporting applications for over 100 young people. 286 of these young people were UASC and 49 with Special Educational Needs and Disabilities. The NEET figure for this cohort is 24% and for the first time, there is a drop in our NEET figure. At the end of the academic year 2016/17, 392 aged 16-19 young people were engaged in education, or training.

Schools only Level 3 attainment at the end of 16-18 study 2017

2017 Level 3 provisional	Level 3 students		A level Students						Academic		Tec	General
	APS per entry	% at least substantial level 3 qualifications	APS per entry	% at least 2 A levels	APS per entry, best 3	% 3 A*-A grades or better at A level	% AAB or better at A level	% grades AAB or better at A level, (of which at least two are in facilitating subjects)	APS per entry	% least 2 substantial level 3 academic qualifications	APS per entry	APS per entry
England	33.01	82.6	32.12	76.2	34.75	13.0	21.8	16.6	32.43	76.3	32.24	35.64
London	33.40	82.9	32.14	74.5	35.04	12.3	21.4	17.1	32.26	74.4	38.26	39.43
Outer London	33.34	83.5	32.06	75.2	35.06	12.6	21.5	17.2	32.16	75.0	38.51	39.86
Inner London	33.55	81.5	32.34	73.0	34.99	11.5	21.2	16.9	32.51	72.9	37.58	38.57
Croydon	33.83	81.7	28.53	59.6	30.94	5.6	13.2	8.2	28.57	58.9	40.85	43.49
Statistical neighbour ave	32.64	80.05	30.45	68.55	33.39	10.05	17.86	14.23	30.49	68.29	37.83	39.36



3.9.8 When schools only performance data is extrapolated, a similar pattern is seen to that of overall (schools and colleges) performance, with stronger applied general/technical achievement and weaker A level.

3.9.9 In summary, the unvalidated 2017 data is indicating that:

- Technical and applied general (previously vocational) level 3 achievement continues to be strong, with a large number of students in Croydon studying these programmes.
- The average grade achieved at A level in 2017 was below the national average at C-.
- The achievement of high grades (A*-B) at A level, continues to be an area for development and progress (based on 2016 validated data) is an area of improvement for a number of schools/colleges.

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

- Commissioned challenge and support for all school sixth forms (aligned to

KS3/4 support), with a specific focus on quality and viability of their 6th form provision, progress being made by all learners and raising expectations and achievement of the most able learners. Additional commissioned and LA support is targeted at those schools who are deemed to require greater levels of need, based upon detailed analysis of data and performance. This includes support with robust action planning and monitoring.

- Termly post-16 development days for school and college sixth form managers continues to support quality improvement through data analysis, policy updates, professional development opportunities and peer-to-peer support to share good practice.
- A-level improvement programme focusing on specific subjects where progress has been identified as below average at a number of post-16 centres, aimed at subject leads.
- Croydon Council brokered a data management, analysis and monitoring tool (ALPS) for local post-16 centres, which included a training session at the Autumn-17 Development Day and individual centre visits. 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, cease offering an A level curriculum and focus on areas of strength.
- Support to improve the local careers advice and guidance offer, via facilitation of a termly careers leads network, regular newsletter, audits of individual schools' careers provision and availability of careers events for both staff and students.
- Provision of detailed analysis (upon request) to individual schools/colleges on school leavers destinations to inform individual curriculum and careers advice offers.
- Brokerage by the LA of NEET prevention, careers advice and employability related support supplied by 3rd party organisations.

3.11 Outcomes for Children Looked After

3.11.1 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. The number of statutory school age CLA in Croydon as at March 2017 was a total of 434 children. 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. The UASC population of statutory school age in Croydon as at March 2017 was 195,

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 .

3.11.2 Although outcomes for Croydon CLA remain low, particularly at the end of key stage 2 and 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 70% 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.

3.11.3 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 2016/17, the national figure for all children whom had a special educational need was 14.4%. In 2016/17, Croydon had a CLA cohort identified with SEND needs of 27.1% which is higher than the figure for all children.

In 2015/16, 6.64% of our CLA cohort had Education Health Care Plan (EHC plan) compared with 3% nationally. In 2016/17 the percentage of Croydon CLA with an EHC plan rose significantly so that we have 12.2% on an EHCP.

3.11.4 In 2016/17 the **Key stage 1** cohort consisted of 15 looked after children. Combined attainment of reading, writing and maths for these pupils at end of KS1 was 63% reaching the expected standard and above. This was above the national attainment for all children which was 61%. (CLA Data to be validated by the DfE)

3.11.5 The **Key Stage 2** cohort consisted of 16 looked after children. 2016/17 data shows that 25% of these pupils reached the expected standard or above in the headline measure reading, writing and mathematics combined. 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. There is a gap in the attainment of our looked after children compared to non looked after children at the end of KS2 as there is nationally. National figures for CLA comparison are not yet available. Much of the work of the Virtual School is focused on narrowing this gap as far as possible.

3.11.6 Our focus has and will continue to be to improve results in both KS1 and

KS2 by working with Designated Teachers to set appropriate but aspirational Personal Education Plan targets (SMART) and identify the support that can be provided in school for students that are underachieving by utilising the Pupil Premium Plus.

3.11.7 At **KS4** the Virtual School supported the whole Year 11 cohort which equates to 141 learners, 99 of whom were UASC and 32 who had SEND needs in 2016/17

13 of our looked after pupils achieved 5 A*-C including English and mathematics level 9 – 4 as recorded by the DfE and Croydon Virtual School.

Croydon looked after pupils achieved a Progress 8 figure of -1.62, which is lower than both our statistical neighbours at 0.31 and national at -1.46.

Attainment 8, our looked after children achieved a figure of 15.5 compared to the national figure of 20.9.

KS4 data includes any UASC students who have been in the country and education for two years or more.

3.12 Challenge to underperforming schools

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

- Apply to the Secretary of State for the governing body to be replaced with an Interim Executive Board (IEB)
- Withdrawal of delegated budget
- Appointment of additional governors
- Issue a Warning Notice

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

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

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

4. Attendance

The DfE validated data used is for the 2016/17 autumn and spring terms unless indicated otherwise. Full academic year data for 2016/17 will be published in March/April 2018.

4.1 Absence from school

4.1.1 Nationally primary overall absence has increased by 0.01% from 3.9% to 4.0%. However in Croydon the percentage has remained static at 4.1%.

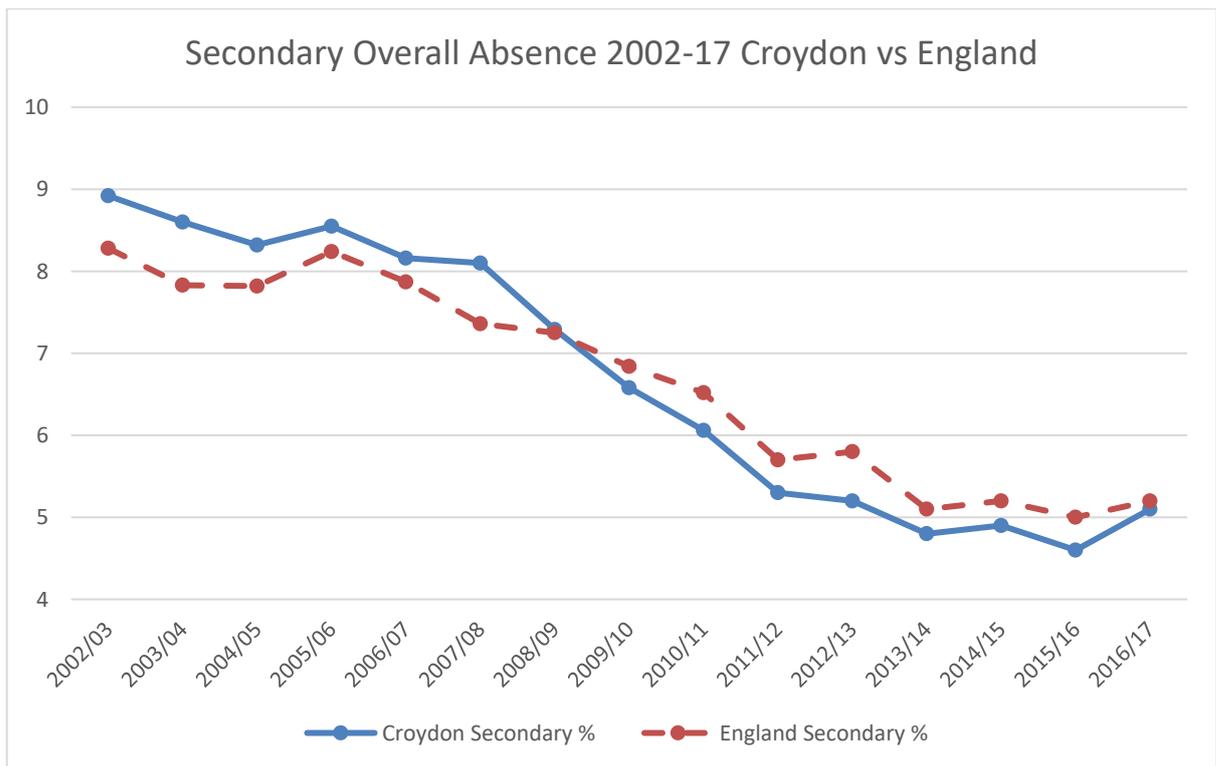
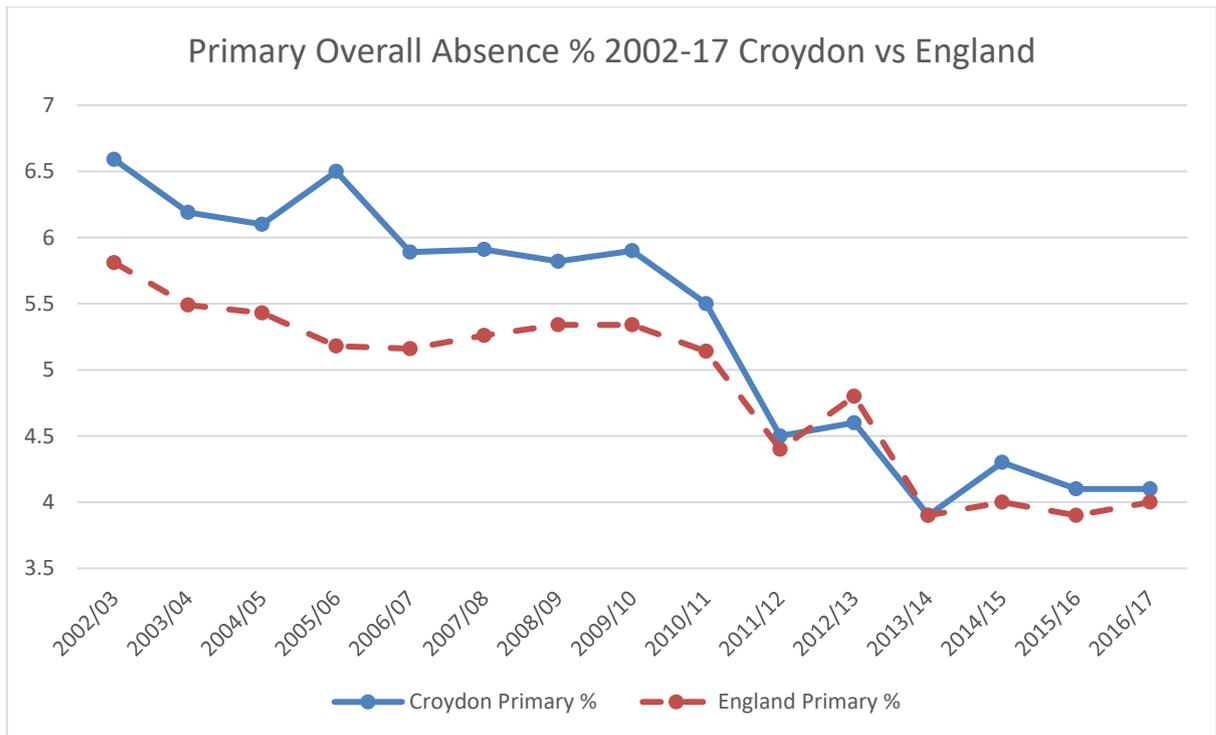
4.1.2 Croydon secondary overall absence at 5.1% in 2016/17 represents a 0.5% increase compared to 4.6% in 2015/16. This however remain 0.1% better than the national average of 5.2%.

4.1.3 The DfE attributes the increase in overall absence nationally to increased levels of unauthorised family holiday and other unauthorised absence, which has risen from 0.9% to 1.1%. Illness remains the most common reason for absence and accounts for 2.7% of possible sessions, which is the same as 2015/16. Nationally illness accounts for 60.1% of all absences.

Croydon vs England Overall Absence Trend 2002-2017

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	4.1	4	2016/17	5.1	5.2

(NB – lower values are better in this table)



4.2 Persistent absence

In the reporting period persistent absence was defined as a pupil missing 10% or more of possible sessions. Persistent absence is a serious issue for pupils as much of the missed learning is never made up and places pupils at a disadvantage compared to peers and impacts upon future attainment.

There is evidence of a causal link between poor attendance and low levels of attainment.

- Of pupils who miss more than 50% of school only 3% manage to achieve five A*-C (4+) GCSEs including English and mathematics.
- Of pupils who miss between 10% and 20% of school only 35% manage to achieve five A*-C (4+) GCSEs including English and mathematics.
- Of pupils who miss less than 5% of school 73% achieve five A*-C (4+) GCSEs including English and mathematics.

Croydon primary persistent absence in 2016/17 was 10% and this has increased 0.4% compared to the same period in 2015/16. This now stands at 1.3% higher than the national average of 8.7%. i.e. 10% of Croydon Primary aged pupils had attendance less than 90%.

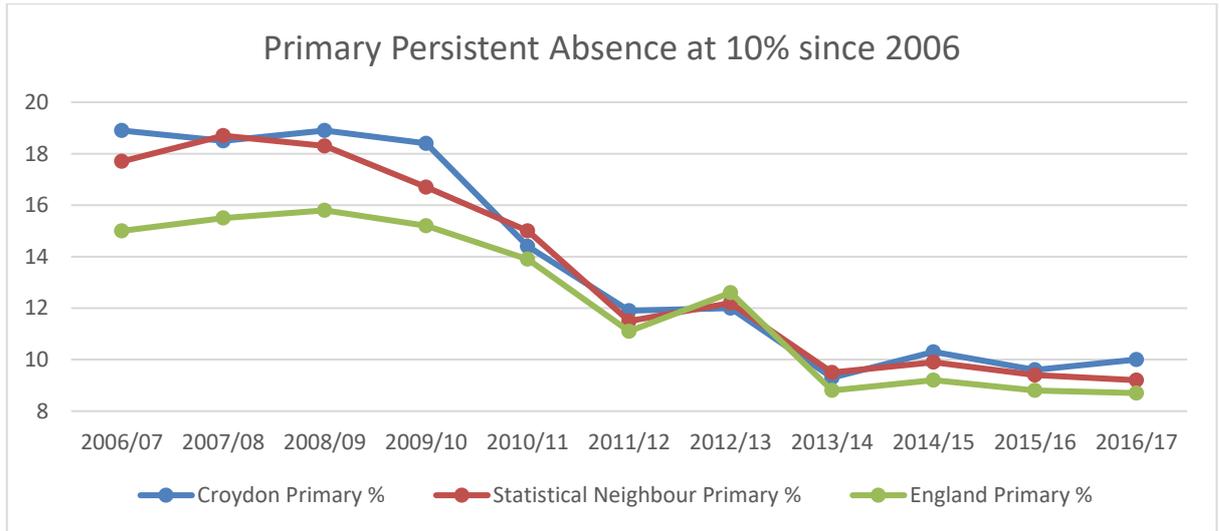
Croydon secondary persistent absence levels in 2016/17 have also increased from 11% in 2015/16 to 12.5% in 2016/17. This however remains 0.3% better than the national average of 12.8%.

Croydon vs Statistical Neighbour vs England PA Trend 2006-2017

Persistent absence is when a pupil is absent for 10% or more 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.

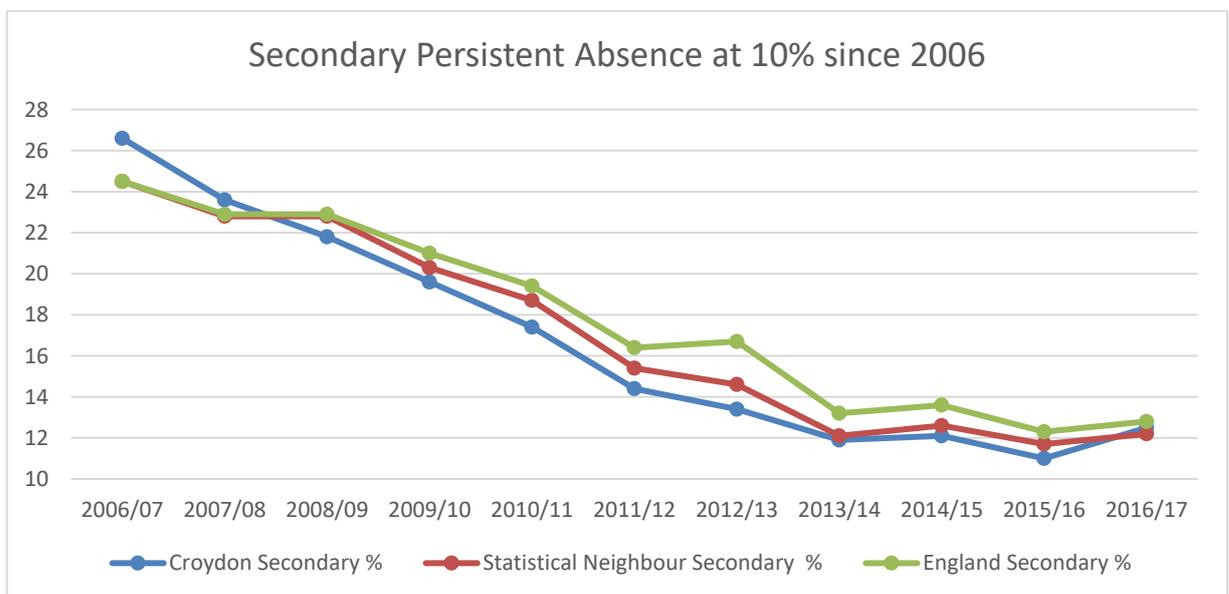
Primary Persistent Absence 2006-17

Year	Croydon Primary %	Statistical Neighbour Primary %	England Primary %
2006/07	18.9	17.7	15
2007/08	18.5	18.7	15.5
2008/09	18.9	18.3	15.8
2009/10	18.4	16.7	15.2
2010/11	14.4	15	13.9
2011/12	11.9	11.5	11.1
2012/13	12	12.2	12.6
2013/14	9.3	9.5	8.8
2014/15	10.3	9.9	9.2
2015/16	9.6	9.4	8.8
2016/17	10	9.2	8.7



Secondary Persistent Absence 2006-17

Year	Croydon Secondary %	Statistical Neighbour Secondary %	England Secondary %
2006/07	26.6	24.5	24.5
2007/08	23.6	22.8	22.9
2008/09	21.8	22.8	22.9
2009/10	19.6	20.3	21
2010/11	17.4	18.7	19.4
2011/12	14.4	15.4	16.4
2012/13	13.4	14.6	16.7
2013/14	11.9	12.1	13.2
2014/15	12.1	12.6	13.6
2015/16	11.0	11.7	12.3
2016/17	12.5	12.2	12.8



4.3 Croydon's overall and persistent absence in comparison to statistical neighbours

4.3.1 Croydon primary overall absence is 0.1% higher than the average for our statistical neighbours and the percentage for persistent absence is 0.8% higher than the average of our statistical neighbours.

4.3.2 Croydon's secondary overall absence is 0.1% higher than the average for our statistical neighbours and the percentage of persistent absence is 0.3% higher than the average for our statistical neighbours.

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

4.4.1 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.

4.4.2 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.

4.4.3 Croydon Council's Learning Access team has been restructured to provide us with school facing attendance improvement practitioners. This will provide resourcing to support our work with schools and parents alongside our attendance enforcement work. The team will ensure that parents are signposted to other support that they might need in order to improve their children's attendance.

4.4.4 The attendance improvement practitioners will provide support and challenge around attendance by holding schools to account for their actions around individual pupils whose attendance is a cause for concern, promote the use of the Early Help pathway to provide support for parents to address attendance concerns and conducted reviews of whole school attendance practice in targeted schools.

4.4.5 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 2016/17 academic year 798 penalty notices were issued for poor attendance at school and 119 prosecutions were undertaken by the service.

4.4.6 The service will continue to work with parents/carers, young people and schools to promote good attendance with a range of interventions through the offer of support through the early help pathways through to criminal prosecution.

5. Exclusions

Exclusions from Croydon schools, academies and free schools during 2016/17

5.1 There were 41 permanent exclusions from Croydon maintained schools, academies and free schools during the 2016/17 academic year giving a borough exclusion rate of 0.08%. This is an increase on the 2015/16 academic year in which there were 22 permanent exclusions giving a borough exclusion rate of 0.04%.

One secondary school had four permanent exclusions and an additional 4 permanent exclusions which were withdrawn because an alternative to exclusion was found through the fair access process. Another secondary school had six permanent exclusions.

There has also been a large increase in primary permanent exclusions in Croydon. There were 9 permanent exclusions of primary pupils during 2016/17 compared to 2 permanent exclusions of primary pupils during 2015/16.

Croydon's permanent exclusion rate of 0.08% matches the last published data for statistical neighbours and the England average (0.08%) but is slightly higher than the London rate (0.07%).

The (national) overall rate of permanent exclusions has increased for the third year running. It was 0.06% in 2013/14, 0.07% in 2014/15 and is 0.08% in 2015/16.

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*
Number of permanent exclusions	81	75	77	65	65	13	24	22	41
Croydon % of permanent exclusions	0.16	0.15	0.15	0.12	0.10	0.04	0.04	0.04	0.08
National	0.09	0.08	0.07	0.07	0.07	0.06	0.07	0.08	*
London	0.11	0.10	0.08	0.08	0.08	0.07	0.07	0.07	*
SN Average**	0.07	0.07	0.06	0.08	0.08	0.09	0.07	0.08	*

*Please note the figures for 2016/17 are not yet published.

**SN average is the figure based on averages of averages.

5.2 Fixed term exclusions from Croydon schools, academies and free schools during 2016/17

- 5.2.1 Croydon's fixed term exclusion rate is lower than the National, London and statistical neighbour rate.
- 5.2.2 The National rate has increased from 3.88 in 2014/15 to 4.29 in 2015/16 whilst the Croydon rate has decreased from 3.01 in 2015/16 to 2.74 in 2016/17.
- 5.2.3 There were 1484 fixed term exclusions from maintained Croydon schools, academies and free schools during 2016/17. This is a reduction on the 2015/16 when there were 1646 fixed term exclusions from maintained Croydon schools, academies and free schools. There were 937 pupils who received one or more fixed term exclusions during the 2016/17 academic year. There are 54000 pupils of statutory school age on roll in Croydon schools. Of these 1.7% have received a fixed term exclusion.
- 5.2.4 Six secondary schools significantly reduced the number of fixed term exclusions they issued during 2016/17 compared with 2015/16 and there was also a sharp drop in the number of fixed term exclusions reported by Saffron Valley Collegiate PRU. Four secondary schools shared 551 fixed term exclusions accounting for 37% of the borough's fixed term exclusions.

5.3 Fair Access Panel

- 5.3.1 The Local Authority continues to develop the work of the primary and secondary Fair Access panels to support schools in reducing the need for exclusion.
- 5.3.2 A total of 55 pupils were referred to Primary Fair Access during 2016/17. Five of these were hard to place referrals the remainder were referrals from primary schools for pupils considered at risk of permanent exclusion.
- 5.3.3 All Croydon secondary schools are active participants in the Fair Access Panel which considered 375 pupil referrals during the 2016/17 academic year. 140 cases were presented as an alternative to permanent exclusion, 122 cases were presented at panel as being hard to place in school through normal admissions procedures and 113 cases were presented as a request for a managed move between schools.
- 5.3.4 Both panels are chaired by school leaders from their respective sectors. Representatives from Police, Children's Social Care, Early Help and Youth Offending Service also contribute to the panel to ensure a holistic multi-agency approach is taken to support an appropriate placement at another setting. (See appendix 6)

6. OFSTED INSPECTION OUTCOMES

- 6.1 There were no key revisions made to the Ofsted Framework from September 2017 and the Section 5 / Section 8 inspections remained as they had in the previous year. There will however be changes to how good schools will be inspected from January 2017.
- 6.2 At the beginning of September 2012 67% of all Croydon's schools were judged by OFSTED to be good or better. The current percentage is 87.5%
- 6.3 Currently, 90% of our secondary schools are judged to be Good or Outstanding by Ofsted, which is a substantial improvement and higher than the national average. Furthermore, almost 50% of secondary aged pupils attend an Outstanding School, significantly higher than the national average of 27%.
- 6.4 There has been a slight decline in the % of primary schools judged good or better, although recent inspections indicate a reversal of this decline. Currently 86.8% of our schools are good or better compared to 90.4% of schools nationally. We have a plan of support in place for not only continuing to support schools with improving outcomes but also for improving the percentage of schools that are good or better. Support includes additional inspection readiness training as part of our school progress review meetings.

7. CONSULTATION

- 7.1 There are no needs for consultation arising from this report.

8. FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

- 8.1 There are no financial considerations or risk with this report.

Approved by Richard Simpson, Executive Director, Resources

9. COMMENTS OF THE COUNCIL SOLICITOR AND MONITORING OFFICER

- 9.1 The Solicitor to the Council comments that there are no direct legal implications arising from the recommendations within this report

Approved by: Sandra Herbert, Head of Litigation and Corporate Law, for and on behalf of Jacqueline Harris-Baker, Director of Law and Monitoring Officer.

10. HUMAN RESOURCES IMPACT

- 10.1 There are no Human Resources considerations arising from this report.

Approved by Debbie Calliste, HR People Department Lead on behalf of Sue Moorman, Director of Human Resources

11. EQUALITIES IMPACT

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

12. ENVIRONMENTAL IMPACT

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

13. CRIME AND DISORDER REDUCTION IMPACT

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

14. REASONS FOR RECOMMENDATIONS/PROPOSED DECISION

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

15. OPTIONS CONSIDERED AND REJECTED

15.1 Not relevant.

CONTACT OFFICER:

David Butler, Director of Education and Youth Engagement.

Shelley Davies – Head of Standards, Safeguarding and Learning Access.

Background papers: none

Appendices attached:

Appendix 1: KS2 Test results for RWM at expected standard AY 2015/2016

Appendix 2: Secondary School GCSE results 2016

Appendix 3: Exclusions from Croydon maintained schools and academies for the 2015/16 academic year

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

Appendix 5: Explanation and identification of Statistical Neighbours

Appendix 6: Explanation of and information on Fair Access Panel

Appendix 7: Croydon School Improvement Plan

Appendix 8: Definition of Attainment and Progress 8

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

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

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

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

Est No	School	Reading progress score	Writing progress score	Maths progress score	% RWM	% FSM	% EHCP or state mented
3062003	Beulah Juniors	-2.6	0.0	0.7	33.7	30.0%	0.0%
3062004	KESTON PRIMARY SCHOOL	2.1	1.2	2.6	70.2	5.3%	0.0%
3062007	Cypress Primary School	0.3	0.3	-1.9	38.6	26.7%	2.2%
3062008	David Livingstone Academy	-3.1	2.8	0.2	40	30.0%	3.3%
3062012	Elmwood Junior School	0.3	0.7	0.9	63.2	23.3%	0.8%
3062013	Ark Oval Primary	-3.0	1.5	-1.2	46.6	20.3%	1.7%
3062016	Applegarth Academy	4.8	4.7	7.0	73.5	42.9%	2.1%
3062019	Gonville Academy	-0.5	0.4	-0.1	39.3	10.1%	1.1%
3062020	Howard Primary School	0.8	3.4	2.0	53.3	26.7%	0.0%
3062025	Monks Orchard Primary School	-1.0	-2.4	-2.0	51.7	20.3%	1.7%
3062031	Harris Primary Academy Kenley	4.7	3.5	4.4	71.4	12.2%	2.0%
3062033	Purley Oaks Primary School	0.2	2.3	0.9	50	33.9%	1.8%
3062034	Harris Primary Academy Benson	3.0	4.8	4.0	76.3	11.9%	0.0%
3062035	Castle Hill Primary	-6.6	-3.0	-4.0	17	49.1%	9.1%
3062036	Wolsey Junior Academy	-4.2	-0.7	-1.5	39.5	41.9%	1.2%
3062099	South Norwood Primary	-2.7	1.2	-1.5	43.4	29.9%	2.3%
3062043	St Peter's Primary School	0.6	0.4	-1.6	56.7	16.7%	3.3%
3062046	West Thornton Primary Academy	0.8	0.8	-1.4	54.5	15.9%	4.7%
3062047	WHITEHORSE MANOR JUNIOR	-0.8	-0.4	-1.4	60.5	26.8%	2.4%
3062050	WINTERBOURNE JUNIOR GIRLS'	-2.5	5.2	-0.4	48.9	19.3%	0.0%
3062055	Woodside Primary School and Children's Centre	-1.2	-0.9	-0.4	54.5	20.5%	0.0%
3062057	Chipstead Valley Primary Academy	0.5	1.2	-0.8	58.3	8.3%	5.0%
3062058	Kenley	1.0	2.8	-0.2	33.3	12.5%	0.0%
3062062	Beaumont Primary	3.1	3.8	5.6	81.5	14.8%	0.0%
3062065	Gresham Primary School	0.0	0.4	1.6	67.2	3.4%	3.4%
3062067	Smitham Primary School	1.3	-1.0	0.2	51.9	15.0%	2.5%
3062068	The Hayes Primary	1.7	1.1	0.3	63.8	5.2%	1.7%
3062073	Oasis Academy Ryelands	-0.1	1.0	-0.3	43.1	39.0%	1.7%
3062076	Park Hill Junior	2.0	1.0	2.8	72.3	10.8%	4.9%
3062081	Winterbourne Jnr boys	1.4	3.0	5.9	69	36.2%	0.0%
3062082	Broadmead Primary Academy	0.9	1.2	2.4	36.5	29.2%	2.3%

3062083	Orchard Way Primary School	1.8	1.8	2.2	75.9	17.2%	0.0%
3062084	Forestdale Primary School	1.0	2.2	0.6	62.1	6.9%	0.0%
3062085	Rowdown primary	1.6	3.9	4.1	43.2	25.0%	2.3%
3062086	Courtwood Primary	0.9	-0.7	-0.5	58.6	0.0%	13.8%
3062088	New Valley Primary School (Wattenden)	3.2	4.3	4.0	68.4	26.3%	0.0%
3062090	HEAVERS FARM PRIMARY	0.4	2.0	2.0	68.3	38.3%	3.3%
3062091	St Mark's Church of England Primary Academy	0.9	0.8	-0.2	32	20.0%	0.0%
3062093	Downsview Primary School	0.3	4.1	4.6	61.7	13.3%	0.0%
3062097	St Mary's RC Junior School	1.7	1.6	3.8	71.4	8.9%	0.0%
3062098	Greenvale Primary School	0.4	-0.5	1.3	71	6.5%	0.0%
3062102	Rockmount Primary School	3.3	-0.1	1.5	66.7	18.3%	1.7%
3062103	Fairchildes Primary School	1.2	2.8	4.1	63.9	25.8%	3.2%
3062105	Norbury Manor Primary	-0.5	0.6	-0.9	39.3	16.1%	1.8%
3062107	Ridgeway Primary School and Nursery	-0.6	-2.6	-1.9	63.2	5.7%	1.1%
3062109	Forest Academy	-3.9	3.8	-2.8	35.7	32.1%	3.6%
3062110	Kingsley Primary School	-1.7	-0.6	0.0	35.9	42.0%	3.4%
3062111	Oasis Academy Byron	7.5	3.8	7.1	83.3	33.3%	11.8%
3063000	All Saints C of E Primary School	-1.8	-4.4	-0.2	42.4	37.3%	1.7%
3063003	St John's C of E School	1.9	4.4	0.1	62.1	0.0%	0.0%
3063006	Parish Church Junior School	-0.2	-2.4	-2.3	49.1	24.1%	0.9%
3063008	St Cyprian's Greek Orthodox VA	5.1	1.4	3.7	83.9	14.3%	0.0%
3063300	Coulsdon C. of E. School	1.0	-0.4	1.5	82.8	3.3%	3.3%
3063301	Christ Church C of E Primary School	2.9	-1.3	1.3	63.3	10.0%	3.3%
3063400	Good Shepherd RC Primary	6.7	4.4	3.2	70.4	33.3%	3.7%
3063401	St. Joseph's Junior	1.9	2.5	3.5	76.8	16.1%	3.6%
3063403	St Thomas Becket Catholic Primary	-0.3	-0.9	-0.3	66.7	5.0%	3.3%
3063404	Margaret Roper Catholic Primary	2.7	-1.9	1.1	64.5	6.5%	3.2%
3063408	REGINA COELI PRIMARY SCHOOL	7.8	7.6	8.7	67.8	15.0%	1.7%
3063409	St Aidan's RC Primary	0.4	-0.4	2.1	60.7	17.9%	3.6%
3063411	St Chad's Primary	4.1	1.4	1.6	69.1	33.9%	1.8%
3062100	Davidson Primary School	0.3	no data	-0.2	31.6	30.5%	0.0%
3063415	Kensington Avenue Primary	0.1	3.2	0.4	51.8	38.4%	2.4%
3063416	Gilbert Scott Primary School	-4.7	-0.4	-2.8	33.3	48.1%	14.8%
3063417	Aerodrome Primary Academy	0.2	1.8	-1.3	33.3	40.0%	3.4%
3063418	Woodcote Primary School	-0.3	1.6	-0.8	60	10.0%	4.4%
3063419	Ecclesbourne Primary School	-3.7	-1.4	-3.5	19.6	25.0%	0.0%
3065200	SELSDON PRIMARY SCHOOL	-0.9	2.1	0.6	50.6	18.8%	2.5%
3065201	ST JAMES THE GREAT R.C. PRIMARY AND NURSERY	2.7	0.8	1.6	74.6	8.5%	0.0%
3065202	ATWOOD PRIMARY SCHOOL	0.0	-1.1	-0.5	65.1	7.0%	2.3%
3066909	Oasis Academy Shirley Park	2.1	4.8	0.4	64.4	30.5%	1.7%
3067001	St Giles School	-6.5	-6.4	-7.7	0	12.5%	100.0 %
3067004	Beckmead School	-5.2	-8.2	-4.9	0	34.8%	72.7%
3067005	St Nicholas School	-5.9	-6.7	-6.6	0	27.8%	100.0 %
3067006	Red Gates School	-7.5	-7.4	-8.2	0	56.3%	100.0 %
Total	Borough	0.2	0.9	0.6	54.1	22.0%	3.5%

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

Appendix 2: Secondary School GCSE results 2017 by school Provisional results

Estab. Name	Cohort	Attainment 8	Progress 8				Not Met Floor	A*-C/9-5				EBacc ²		Entry					
			Cov.	Avg. Score	Conf. Int.	Avg Score + CI		EBacc Eng. LL	EBacc Mat.	E&M	5+ Inc E&M ¹	Entry	Att.	Any Qual.	EBacc Slots	Other Slots	Triple Sci.	≥2 Lang.	
LA (state-funded schools)	3,593	44.7	89.1%	+0.06	± 0.04	0.11	-	61.0%	44.8%	40.1%	57.7%	42.5%	20.2%	97.0%	2.7	2.8	21.1%	5.5%	
Archbishop Tenison's CofE High School	110	46.3	93.6%	-0.08	± 0.24	0.16		70.9%	45.5%	41.8%	60.0%	60.9%	31.8%	100.0%	2.8	2.9	29.1%	10.0%	
Beckmead School	25	3.3	92.0%	-3.28	± 0.51	-2.78	N/A	0.0%	4.0%	0.0%	0.0%	0.0%	0.0%	64.0%	0.0	0.0	0.0%	0.0%	
Bensham Manor School	28	1.8	82.1%	-1.65	± 0.51	-1.14	N/A	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	64.3%	0.0	0.6	0.0%	0.0%	
BRIT School for Performing Arts and Technology	180	48.1	87.2%	-0.21	± 0.19	-0.01		82.2%	45.6%	44.4%	66.1%	19.4%	8.3%	99.4%	2.6	2.9	12.2%	2.8%	
Coloma Convent Girls' School	154	60.0	98.1%	+0.60	± 0.20	0.80		91.6%	63.0%	61.0%	84.4%	96.8%	55.8%	100.0%	3.0	3.0	73.4%	20.1%	
Harris Academy Purley	161	51.2	99.4%	+0.67	± 0.19	0.86		72.0%	42.2%	39.8%	67.1%	40.4%	24.8%	100.0%	2.7	3.0	16.1%	4.3%	
Harris Academy South Norwood	183	48.3	96.7%	+0.24	± 0.18	0.43		76.0%	46.4%	43.2%	63.9%	65.0%	32.2%	98.9%	2.9	2.9	30.1%	6.0%	
Harris Academy Upper Norwood	63	44.9	93.7%	+0.64	± 0.32	0.95		69.8%	27.0%	27.0%	47.6%	63.5%	22.2%	100.0%	3.0	3.0	38.1%	9.5%	
Harris City Academy Crystal Palace	164	61.6	97.0%	+0.55	± 0.19	0.74		88.4%	78.7%	75.0%	89.6%	78.7%	57.9%	100.0%	3.0	3.0	47.6%	15.2%	
Meridian High School	117	32.6	82.9%	-0.69	± 0.25	-0.44	□	35.0%	23.9%	17.1%	29.1%	24.8%	4.3%	99.1%	2.7	2.8	12.8%	1.7%	
Norbury Manor Business and Enterprise College for	187	52.2	93.0%	+0.57	± 0.18	0.75		81.3%	61.0%	57.8%	71.1%	42.2%	25.1%	99.5%	2.8	2.9	16.6%	6.4%	
Oasis Academy Coulsdon	114	48.3	90.4%	+0.33	± 0.24	0.57		63.2%	53.5%	44.7%	63.2%	57.0%	26.3%	99.1%	2.7	2.9	0.0%	0.9%	
Oasis Academy Shirley Park	175	42.5	97.1%	+0.34	± 0.19	0.53		49.1%	32.6%	25.1%	49.7%	58.9%	16.6%	100.0%	2.7	2.9	0.0%	5.1%	
Orchard Park High (Croydon)	200	39.7	81.0%	-0.35	± 0.19	-0.16		41.5%	35.0%	25.5%	46.5%	17.0%	6.5%	98.5%	2.7	2.7	0.0%	2.5%	
Priory School	7	0.0	85.7%	-1.36	± 0.99	-0.36	N/A	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0	0.0	0.0%	0.0%	
Riddlesdown Collegiate	322	52.1	92.5%	+0.35	± 0.14	0.49		76.4%	59.6%	57.1%	74.2%	46.9%	27.0%	99.4%	2.9	2.9	34.2%	7.5%	
Shirley High School	161	40.3	95.7%	-0.36	± 0.20	-0.16		42.9%	26.7%	23.6%	41.0%	39.8%	9.9%	100.0%	2.9	2.9	16.1%	5.6%	
Performing Arts College																			
St Andrew's CofE School	141	37.2	90.1%	-0.61	± 0.22	-0.40	□	51.1%	36.2%	30.5%	41.1%	9.2%	5.0%	99.3%	2.7	2.9	19.9%	3.5%	
St Giles School	6	0.0	83.3%	-1.57	± 1.09	-0.48	N/A	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0	0.0	0.0%	0.0%	
St Joseph's College	163	48.6	93.3%	+0.15	± 0.20	0.35		66.3%	55.2%	47.2%	69.9%	42.3%	17.2%	100.0%	2.9	3.0	17.8%	4.3%	
St Mary's Catholic High School	136	36.0	73.5%	-0.28	± 0.24	-0.04		38.2%	34.6%	29.4%	39.7%	16.2%	3.7%	97.1%	2.4	2.7	19.1%	5.1%	
The Archbishop Lanfranc Academy	143	40.8	89.5%	-0.02	± 0.21	0.19		49.7%	38.5%	32.2%	46.2%	40.6%	14.0%	97.9%	2.7	2.9	16.8%	7.0%	
The Quest Academy	86	48.4	77.9%	+0.49	± 0.30	0.79		65.1%	55.8%	48.8%	62.8%	11.6%	9.3%	100.0%	2.9	3.0	27.9%	4.7%	
Thomas More Catholic School	145	43.7	91.7%	-0.07	± 0.21	0.14		53.1%	53.1%	44.1%	62.8%	47.6%	11.0%	100.0%	2.8	3.0	21.4%	0.7%	
Virgo Fidelis Convent Senior School	115	41.6	79.1%	-0.20	± 0.25	0.05		51.3%	33.9%	28.7%	45.2%	24.3%	9.6%	99.1%	2.5	2.9	10.4%	2.6%	
Woodcote High School	208	49.0	94.2%	+0.24	± 0.17	0.41		65.4%	50.5%	45.2%	68.3%	62.0%	28.8%	99.5%	2.9	2.9	25.0%	1.4%	

NB: Data for 2017 is not yet validated and may change.

Academies

The Council has not shied away from enacting structural solutions where local authority schools have been significantly underperforming. The results for the academies (in **bold**) in the chart can be compared and contrasted with the non-bold results for its predecessor school. The move to academy status remains one of the strategies the local authority is ready and willing to use, where appropriate, to effect rapid improvement in its schools. The Council continues to support and challenge all schools, regardless of status (for example through the link adviser mechanism).

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

Appendix 3: Exclusions from maintained schools and academies for 2016/17

School name	CATEGORY		Grand Total
	FIXD	PERM	
Aerodrome Primary Academy	17		17
All Saints CofE Primary School	10	1	11
Applegarth Academy	12	1	13
Archbishop Tenison's CofE High School	46		46
Ark Oval Primary Academy		1	1
Beckmead School	24		24
Bensham Manor School	6		6
Beulah Junior School	4		4
Broadmead Primary Academy	36		36
Castle Hill Academy (DUMMY BASE A&T USE)	34		34
Chestnut Park Primary School	3	1	4
Christ Church CofE Primary School (Purley)	2		2
Coloma Convent Girls' School		1	1
Cypress Primary School (A&T DUMMY BASE)	29		29
David Livingstone Primary Academy	1		1
Downsview Primary and Nursery School	10		10
Ecclesbourne Primary - Pegasus Academy Trust	6		6
Edenham High School	160	6	166
Elmwood Junior School	1		1
Forest Academy	15	2	17
Gonville Academy	7		7
Greenvale Primary School	1		1
Harris Academy Purley		1	1
Harris City Academy Crystal Palace	9	2	11
Harris Invictus Academy Croydon		3	3
Harris Primary Academy Benson	3		3
Harris Primary Academy Haling Park	2		2
Harris Primary Academy Kenley	2		2
Heathfield Academy	1		1
Heavers Farm Primary School	9	1	10
Howard Primary School	4		4
Kenley Primary School	7		7
Kensington Avenue Primary School	8		8
Kingsley Primary Academy	16		16
Kingsley Primary School	4		4
Meridian High School	25	2	27
Monks Orchard Primary School and Nursery	18	1	19
New Valley Primary School	2		2
Norbury Manor Bus. & Enterprise College For Girls	39		39
Norbury Manor Primary School	5		5
Oasis Academy Arena	106	3	109
Oasis Academy Ryelands	13		13
Oasis Academy Shirley Park	142	1	143
Orchard Way Primary School	4		4
Park Hill Junior School	2		2
Phil Edwards Centre (PRU)	16		16
Purley Oaks Primary School	10		10
Regina Coeli RC Primary School	1		1

Riddlesdown Collegiate	48	1	49
Ridgeway Primary School	4		4
Rockmount Primary School	14		14
Rowdown Primary Academy	19		19
Saffron Valley Collegiate	8	1	9
Selsdon Primary and Nursery School	31		31
Shirley High School Performing Arts College	49		49
Smitham Primary School	5		5
St Andrew's CofE Voluntary Aided High School	143		143
St Cyprian's Greek Orthodox Primary Academy	2		2
St John's CofE Primary School	1		1
St Joseph's College	34		34
St Mark's CofE Primary Academy	6		6
St Mary's Catholic High School	57	6	63
St Peter's Primary School	1		1
The Archbishop Lanfranc Academy - Coloma Trust	6	3	9
The Crescent Primary School	6		6
The Minster Junior School	2		2
The Minster Nursery & Infant School	4		4
The Robert Fitzroy Academy	5		5
The Woodside Academy	5		5
Thomas More School	76	2	78
Virgo Fidelis Convent Senior School	52		52
West Thornton Academy	13		13
Whitehorse Manor Infant - Pegasus Academy Trust	5		5
Whitehorse Manor Junior - Pegasus Academy Trust	9		9
Winterbourne Junior Girls' School	1	1	2
Wolsey Junior Academy	2		2
Woodcote High School	2		2
Woodcote Primary School	2		2
Grand Total	1484	41	1525

Number of pupils who received one or more fixed term exclusions during the 2016/17 academic year from Croydon maintained schools, free schools and academies

SCHOOL	Number of pupils issued one or more fixed term exclusions	Number of pupils on roll	Percentage of pupil roll
Aerodrome Primary Academy	4	516	0.78
All Saints CofE Primary School	5	382	1.31
Applegarth Academy	7	424	1.65
Archbishop Tenison's CofE High School	35	795	4.40
Beckmead School	14	169	8.28
Bensham Manor School	5	184	2.72
Beulah Junior School	3	214	1.40

Broadmead Primary Academy	19	532	3.57
Castle Hill Academy (DUMMY BASE A&T USE)	20	461	4.34
Chestnut Park Primary School	2	142	1.41
Christ Church CofE Primary School (Purley)	1	360	0.28
Cypress Primary School (A&T DUMMY BASE)	12	724	1.66
David Livingstone Primary Academy	1	231	0.43
Downsview Primary and Nursery School	4	611	0.65
Ecclesbourne Primary - Pegasus Academy Trust	1	438	0.23
Edenham High School	125	1081	11.56
Elmwood Junior School	1	473	0.21
Forest Academy	9	384	2.34
Gonville Academy	5	549	0.91
Greenvale Primary School	1	214	0.47
Harris City Academy Crystal Palace	8	1231	0.65
Harris Primary Academy Benson	2	374	0.53
Harris Primary Academy Haling Park	1	175	0.57
Harris Primary Academy Kenley	2	390	0.51
Heathfield Academy	1	66	1.52
Heavers Farm Primary School	8	719	1.11
Howard Primary School	1	346	0.29
Kenley Primary School	4	222	1.80
Kensington Avenue Primary School	2	585	0.34
Kingsley Primary Academy	13	960	1.35
Kingsley Primary School	3	960	0.31
Meridian High School	20	526	3.80
Monks Orchard Primary School and Nursery	8	591	1.35
New Valley Primary School	1	164	0.61
Norbury Manor Bus. & Enterprise College For Girls	31	1165	2.66
Norbury Manor Primary School	4	468	0.85
Oasis Academy Arena	49	274	17.88
Oasis Academy Ryelands	6	417	1.44
Oasis Academy Shirley Park	81	1682	4.82
Orchard Way Primary School	1	211	0.47
Park Hill Junior School	1	362	0.28
Purley Oaks Primary School	4	640	0.63
Regina Coeli RC Primary School	1	413	0.24
Riddlesdown Collegiate	39	1935	2.02
Ridgeway Primary School	3	677	0.44
Rockmount Primary School	6	496	1.21
Rowdown Primary Academy	8	369	2.17
Saffron Valley Collegiate	8	191	4.19
Selsdon Primary and Nursery School	11	582	1.89
Shirley High School Performing Arts College	39	1001	3.90
Smitham Primary School	2	456	0.44
St Andrews CofE High School	1	590	0.17
St Andrew's CofE Voluntary Aided High School	85	590	14.41

St Cyprian's Greek Orthodox Primary Academy	2	453	0.44
St John's CofE Primary School	1	270	0.37
St Joseph's College	30	1079	2.78
St Mark's CofE Primary Academy	4	165	2.42
St Mary's Catholic High School	39	556	7.01
St Peter's Primary School	1	407	0.25
The Archbishop Lanfranc Academy - Coloma Trust	6	490	1.22
The Crescent Primary School	4	592	0.68
The Minster Junior School	2	427	0.47
The Minster Nursery & Infant School	3	396	0.76
The Robert Fitzroy Academy	4	498	0.80
The Woodside Academy	2	886	0.23
Thomas More School	63	833	7.56
Virgo Fidelis Convent Senior School	39	625	6.24
West Thornton Academy	8	730	1.10
Whitehorse Manor Infant - Pegasus Academy Trust	2	395	0.51
Whitehorse Manor Junior - Pegasus Academy Trust	5	398	1.26
Winterbourne Junior Girls' School	1	317	0.32
Wolsey Junior Academy	2	367	0.54
Woodcote High School	2	1230	0.16
Woodcote Primary School	1	705	0.14

Appendix 4: Exclusions from maintained schools and academies for 2016/17 for children with SEN, Children Looked After and by ethnic group.

Exclusions by SEN Source: local data

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016		2016/2017	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Non-SEN	581	30	659	39	996	3	1379	20	816	10	663	16
School Action	309	1	208	4	92	6	60	2	56	0	29	2
School Action Plus	687	28	391	16	273	3	122	1	47	4	12	1
Statemented	318	5	245	6	91	1	74	1	50	0	4	0
EHCP									159	3	155	3
Support									581	5	467	11
Total Numbers	1895	64	1503	65	1452	13	1635	24	1709	22	1330	33

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

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016		2016/2017	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Not Looked After	1850	64	1461	64	1423	13	1613	24	1597	20	1276	33
Looked After Children	45		42	1	29	0	22		112	2	54	0
Total Numbers	1895	64	1503	65	1452	13	1635	24	1709	22	1330	33

Exclusions by Ethnicity Source: local data

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016		2016/2017	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
ABAN - Bangladeshi	10	1	5		7	0	7	1	7	1	3	
AIND - Indian	12		12		6	0	11		11	0	2	
AOTH - Any other Asian background	44		23		23	0	17	1	17	1	19	
APKN - Pakistani	11		25		14	0	15		15	0	8	
BAFR - African	270	7	240	11	215	3	247	4	247	4	212	3
BCRB - Black Caribbean	435	11	310	11	350	2	450	4	450	4	345	3
BOTH - Any other Black background	70	1	61		66	2	106	3	106	3	92	1
CHNE – Chinese	1			2	0	0	0		0	0	0	
MOTH - Any other Mixed background	70	4	82	2	73	0	76	1	76	1	80	2
MWAS - White/Asian	14	1	13		15	0	14		14	0	10	1
MWBA - White/Black African	40	1	22	2	25	0	37		37	0	23	1
MWBC - White/Black Caribbean	170	5	127	5	114	1	152	1	152	1	119	3
NOBT - Info not obtained	6	1	5	1	29	1	32		32	0	36	3
OOTH - Any other Ethnic Group	18		36		9	0	7	1	7	1	19	1
REFU – Refused	16	1	17		18	0	36	2	36	2	14	1
WBRI – British	638	27	459	26	419	4	433	4	433	4	304	12
WIRI – Irish	6	1	6		14	0	6		6	0	4	
WIRT - Traveller - Irish Heritage	6		8	2	1	0	57		57	0	1	

WOTH - Any other White background	54	3	49	2	49	0	6		6	0	37	2
WROM - Roma/Roma Gypsy	4		3	1	5	0	0		0	0	2	
Total Exclusions	1895	64	1503	65	1452	13	1635	24	1709	22	1330	33

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

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016		2016/2017	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
BME Groups	775	19	611	22	631	7	744	12	803	11	649	7
Other	1120	45	892	43	821	6	891	12	906	11	681	26
Total exclusions	1895	64	1503	65	1452	13	1635	24	1709	22	1330	33

Reasons for exclusions Source: local data

	2011/12		2012/2013		2013/2014		2014/2015		2015/2016		2016/2017	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Bullying	36	2	34		33	0	35	0	28	1	13	0
Damage	62	3	58		54	0	63	1	44	0	36	3
Drug and alcohol related	65	5	54	3	53	0	68	1	58	1	33	3
Other	155	4	115	2	112	0	135	2	201	0	238	2
Persistent disruptive behaviour	455	15	295	26	333	3	400	3	457	6	242	12
Physical assault against adult	218	5	160	9	126	2	151	1	170	1	198	2
Physical assault against pupil	390	15	354	6	316	3	328	3	394	6	305	3
Possession of Offensive Weapon	22	8	15	8	25	3	29	5	22	3	15	4
Racist abuse	36		11		14	0	15	0	17	0	7	0
Sexual misconduct	25	1	31	3	33	0	20	2	14	0	15	3
Theft	55		61	1	34	0	42	0	34	1	19	0
Verb abuse/threat behaviour adult	264	5	233	3	237	1	259	4	176	3	151	1
Verb abuse/threat behaviour pupil	112	1	82	4	82	1	90	2	94	0	58	0
Total Exclusions	1895	64	1503	65	1452	13	1635	24	1709	22	1330	33

Excluded pupils as percentage of school population Source: local data

	2017 EXCLUSIONS BY ETHNIC GROUP			Pupils on roll Jan 2017 census	Excluded pupils as percentage of school population 2017		
	Fixed	Perm	Total		Fixed	Perm	Total
ABAN - Bangladeshi	3		3	606	0.50	0.00	0.50
AIND - Indian	2		2	2844	0.07		0.07
AOTH - Any other Asian background	19		19	3013	0.63	0.00	0.63
APKN - Pakistani	8		8	2585	0.31		0.31
BAFR - African	212	3	215	8586	2.47	0.03	2.50
BCRB - Black Caribbean	345	3	348	5970	5.78	0.05	5.83
BOTH - Any other Black background	92	1	93	1596	5.76	0.06	5.83
CHNE – Chinese	0		0	312			
MOTH - Any other Mixed background	80	2	82	3630	2.20	0.06	2.26
MWAS - White/Asian	10	1	11	1118	0.89		0.98
MWBA - White/Black African	23	1	24	1101	2.09		2.18
MWBC - White/Black Caribbean	119	3	122	2667	4.46	0.11	4.57
NOBT - Info not obtained	36	3	39	377	9.55		10.34
OOTH - Any other Ethnic Group	19	1	20	1146	1.66	0.09	1.75
REFU – Refused	14	1	15	557	2.51	0.18	2.69
WBRI – British	304	12	316	15459	1.97	0.08	2.04
WIRI – Irish	4		4	209	1.91		1.91
WIRT - Traveller - Irish Heritage	1		1	36	2.78		
WOTH - Any other White background	37	2	39	4844	0.76		0.81
WROM - Roma/Roma Gypsy	2		2	74	2.70		2.70
Total Exclusions	1330	33	1363	56730	2.34	0.06	2.40

Appendix 5: Explanation and identification of Statistical Neighbours

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

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

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

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)		

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

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

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

Operation of the Fair Access Panel

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

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

The panel is operated by the Local Authority Learning Access Service. The Local Authority is represented by the Head of Learning Access and the Fair Access Manager, who is responsible for administering the Panel.

The Fair Access Panel considers referrals for agreed managed moves between schools or placement for pupils at a PRU or independent alternative provision provider as an alternative to permanent exclusion. The panel also considers placement for those children who have been unable to be placed at a school through the normal in year

admissions procedures. Such pupils are considered by the Admissions Code to be hard to place. The panel chair is the chief executive of a Multi Academy Trust and the vice chair is a secondary school head teacher. The panel meets every 3 weeks during school term time. An average panel will consider presentations regarding between 40 and 50 cases dependent on the amount of referrals received. Nominated school representatives make a presentation for the panel's consideration during which details of the case are outlined.

Cases presented at Secondary Fair Access Panel by School in 2016/17

375 pupil referrals were considered by the Fair Access Panel during the 2016/17 academic year. 122 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 2016/17 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 2016/17 140 cases were presented by schools under the avoidance category and 113 cases were prevented under the category of prevention.

The following table gives the number of cases presented by Croydon secondary schools in each category during the 2016/17 academic year.

School	Number of FAP referral 2015/16
Edenham	27
St Mary's	24
Oasis Coulsdon	23
Out of borough schools	21
Meridian	20
Harris South & Upper Norwood	19
St Andrew's	18
Lanfranc	15
Oasis Shirley Park	13
Riddlesdown	13
Quest	13
St Joseph's	11
Oasis Arena	10
Shirley High	10
Woodcote	9
Harris Purley	7

Thomas More	5
Coloma	4
Harris Invictus	4
FE Colleges (Y11 ESOL)	3
Harris Crystal Palace	2
NMBEC	1
Virgo Fidelis	0

Appendix 7: Croydon School Improvement Plan

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

There are two key strands to our vision:

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

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

- Promote high standards in all schools, particularly where areas of weakness have been identified i.e. Outcomes for CLA, close the difference between our highest attaining and lowest attaining schools
- Ensure that vulnerable schools and schools causing concern improve rapidly by building on the success of the SPRM process and robustly challenging any slow progress, making full use of statutory powers when required. 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)
- Support and challenge post-16 collaboration to strengthen post-16 curriculum, viability and standards

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

Croydon council vision for school quality and standards

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

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

School Improvement Plan: Key Priorities

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

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

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 but close the gaps with London.

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 for all key stages

Increase the number of pupils achieving a combined English and mathematics grade Level 9 -5 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

Appendix 8

Definition of Progress 8 / Attainment 8:

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

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

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

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