

**CHILDREN & LEARNING OVERVIEW &
SCRUTINY SUB-COMMITTEE
SUPPLEMENTARY AGENDA**

17 March 2015

- 6 PERFORMANCE OF ALL SCHOOLS AND VULNERABLE GROUPS INCLUDING
THOSE IN RECEIPT OF PUPIL PREMIUM (Pages 1 - 26)**

Report attached.

**Andrew Beesley
Committee Administration
Manager**

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CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE

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Policy context:	Education

SUMMARY

This report summarises the 2014 performance of Havering primary and secondary school pupils in key stage assessments, tests and examinations, and the performance of schools in their most recent Ofsted inspections.

The 2013 / 2014 school year was a positive year for Havering schools. In the primary phase attainment for the majority of indicators improved, with some remaining unchanged. Havering enjoyed its best ever attainment at foundation stage, key stage one and key stage two. At key stage 4, new DfE (Department for Education) performance table calculations were introduced in 2014 - suppressing the exam equivalents of multiple GCSEs – meaning that the 5 A*-C grades (including English and Maths) pass rate fell, though not as sharply as nationally.

There were no Havering schools below the DfE floor standard, in the primary sector (at least 65 per cent of pupils achieving Level 4+ in Reading, Writing and Mathematics or the national median of expected progress from key stage 1 to 2 in the 3 subjects). Similarly, no schools were floor standard in the secondary sector (at least 40 per cent of pupil achieving 5 A*-C grades (including English and Mathematics or the national median of expected progress in the 2 subjects between key stage 2 and 4).

Overall attainment at key stages one, two and four remains above the national average for each of the main attainment measures and is higher than the average performance of our statistical neighbours.

RECOMMENDATIONS

That the committee notes some of the challenges faced in Havering (see section nine of this report), while commending the achievements of its pupils and students in their achievements, and the successful contribution that is made to this by governors, head teachers, teachers, school staff and parents.

REPORT DETAIL

The national curriculum is organised into blocks of years called 'key stages' (KS). At the end of key stages, Early Years (EYFS), 1, 2, and 4, children's performance is formally assessed (with Key Stage 3 now optional).

Year	Age	Key stage	Assessment
Nursery	3 to 4	Early Years	
Reception	4 to 5	Early Years	Foundation Stage Profile
Year 1	5 to 6	KS1	Phonics screening check
Year 2	6 to 7	KS1	Teacher assessment in reading ; writing ; speaking and listening; mathematics and science. Informed by externally-set, internally-marked test scores (apart from speaking and listening and science where there is no test).
Year 3	7 to 8	KS2	
Year 4	8 to 9	KS2	
Year 5	9 to 10	KS2	
Year 6	10 to 11	KS2	Externally set tests in reading ; grammar, punctuation and spelling ; and, mathematics . Sample test for science. Teacher assessment in science, mathematics and reading and writing .
Year 7	11 to 12	KS3	
Year 8	12 to 13	KS3	
Year 9	13 to 14	KS3	Teacher assessment in English, mathematics and science.
Year 10	14 to 15	KS4	Some children take GCSEs
Year 11	15 to 16	KS4	Most children take GCSEs or other national qualifications
Year 12	16 to 17	KS4	
Year 13	17 to 18	KS4	Most children take A-levels or other national

Statistical Neighbours

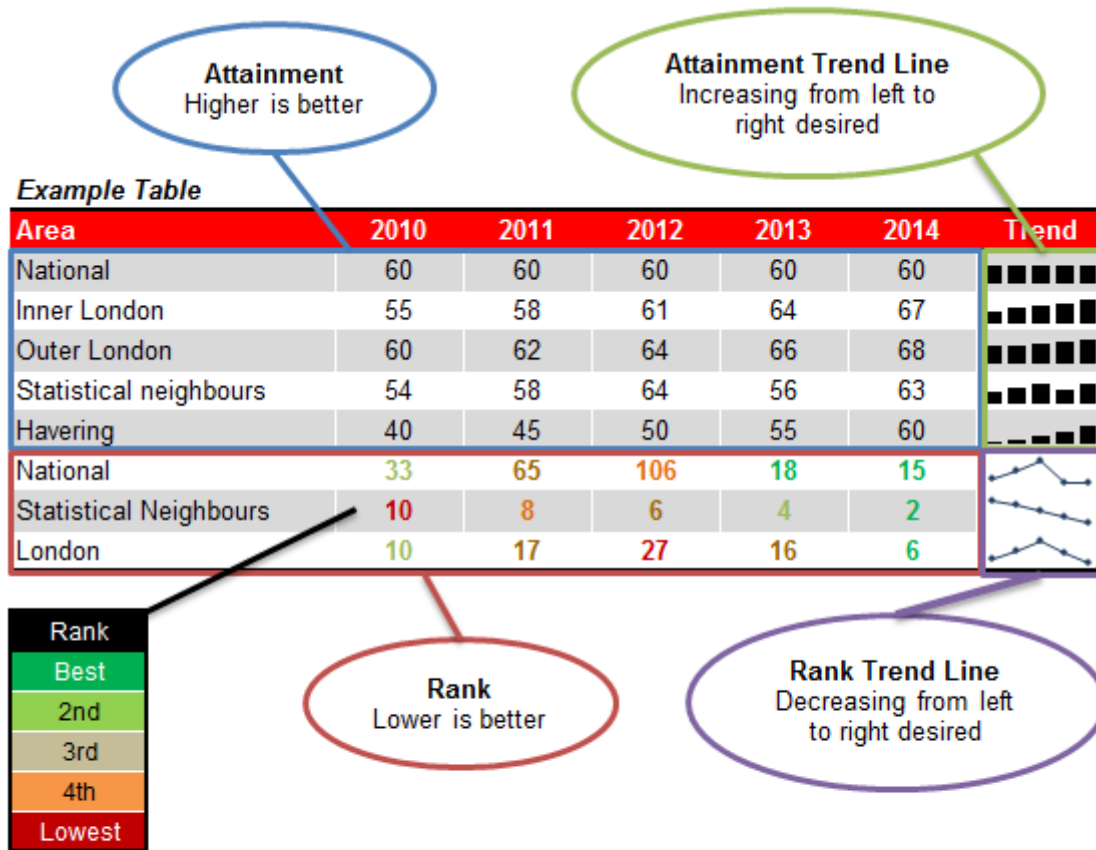
Statistical neighbours (SNs) provide one method for benchmarking performance. For each LA, other LAs are deemed to have similar characteristics. These designated LAs are known as statistical neighbours. Any LA may compare its performance (as measured by the various indicators) against its statistical neighbours to provide an initial guide as to whether their performance is above or below the level that might be expected given contextual circumstances. In October 2014 the DfE produced a new set of statistical neighbours based on updated census information. The comparators for inner and outer London boroughs and all London are also included for information. It is noted that Havering compares less well against London. London is a high performing area nationally and it should be noted that Havering's Statistical neighbours include only one London borough, Bexley, which similarly performs poorly compared with other London boroughs.

Havering's Statistical Neighbours (SN):

Bexley	Lancashire
Medway	Swindon
Essex	Thurrock
Bury	Dudley
Kent	Nottinghamshire

The Statistical neighbour average is the simple average for the ten authorities listed above (excluding Havering). This provides a simple comparator of the performance indicators without placing too much emphasis on any one Local Authority.

Explanation of tables



Rank has been divided into quintiles representing a fifth of all Local Authorities in the group (National 152, Statistical Neighbours 11, London 33). The rank number colour indicates the quintile as per the key above

National average - state-funded schools (including Academies and CTCs)

1 Early Years Foundation Stage (EYFS)

1.1 The main measure is the proportion of children achieving a 'good level of development' (GLD), that is they are assessed as performing at the 'expected' or 'exceeding' level in all the Primary Learning Goals, and in Literacy and Mathematics.

Table 1: Early Years: % attaining a 'Good Level of Development' (GLD)

Area	2010	2011	2012	2013	2014	Trend
National	56	59	64	52	60	
Inner London	52	58	64	53	62	
Outer London	56	60	65	53	62	
Statistical neighbours	54	58	64	56	63	
Havering	60	59	60	59	66	
National	33	65	106	18	15	
Statistical Neighbours	2	4	7	3	3	
London	10	17	27	9	6	

1.2 Table 1 shows that pupils in Year R in Havering schools did particularly well in 2014, 6th highest in London (a high- performing area), 3rd amongst its 'statistical neighbours' (see the list in the report annex) and performance of our four year olds ranked 15th out of 152 local authority in England, an improvement from 2013.

2 Key Stage One

2.1 In the first year of Key Stage One children are required to take a Phonics test testing their ability to spell 40 words (the expected standard is to achieve 32 or above)

Table 2: Year 1 Phonics: % pupils attaining required standard of phonic decoding

Area	2010	2011	2012	2013	2014	Trend
National			58	69	74	
Inner London			60	73	78	
Outer London			61	72	77	
Statistical neighbours			57	68	74	
Havering			58	69	76	
National			68	72	38	
Statistical Neighbours			5	4	2	
London			22	26	20	

2.2 In 2014 Havering pupils again substantially improved their performance on the statutory phonics test comparing well against national and statistical neighbours. Higher performances of boys lead to this improvement.

2.3 At key stage one attainment is measured by the percentage of pupils attaining level 2b or above in reading, writing and mathematics separately.

Table 2a: Key Stage One: % Level 2B+ Reading

Area	2010	2011	2012	2013	2014	Trend
National	72	74	76	79	81	
Inner London	68	70	74	78	81	
Outer London	73	75	77	80	82	
Statistical neighbours	73	74	77	79	81	
Havering	78	79	81	81	82	
National	11	8	11	26	43	
Statistical Neighbours	1	1	1	2	3	
London	2	3	4	7	14	

Table 2b: Key Stage One: % Level 2B+ Writing

Area	2010	2011	2012	2013	2014	Trend
National	60	61	64	67	70	
Inner London	56	58	62	67	71	
Outer London	61	62	65	69	72	
Statistical neighbours	60	60	63	67	69	
Havering	67	68	71	72	72	
National	13	9	4	12	33	
Statistical Neighbours	1	1	1	2	2	
London	2	3	2	3	15	

Table 2c: Key Stage One: % Level 2B+ Mathematics

Area	2010	2011	2012	2013	2014	Trend
National	73	74	76	78	80	
Inner London	69	70	74	77	80	
Outer London	73	75	77	79	81	
Statistical neighbours	74	74	77	79	80	
Havering	78	78	81	81	81	
National	18	6	6	18	44	
Statistical Neighbours	1	1	1	1	4	
London	4	2	2	4	14	

2.4 Results at key stage one (pupils in year two, aged seven) were the best ever achieved in Havering and are above national, and SNs in all three areas.

Performance improved in reading and writing in 2014. Havering's rank has dropped as more local authorities achieve above national.

Table 3a: Key Stage One: % Level 3+ Reading

Area	2010	2011	2012	2013	2014	Trend
National	26	26	27	29	31	
Inner London	19	20	23	25	28	
Outer London	25	26	27	30	32	
Statistical neighbours	25	25	27	30	31	
Havering	27	28	30	32	32	
National	48	38	32	27	45	
Statistical Neighbours	3	2	2	2	3	
London	5	7	5	7	12	

Table 3b: Key Stage One: % Level 3+ Writing

Area	2010	2011	2012	2013	2014	Trend
National	12	13	14	15	16	
Inner London	9	10	12	14	16	
Outer London	13	13	14	16	18	
Statistical neighbours	12	12	13	15	16	
Havering	11	13	14	16	17	
National	70	48	47	41	40	
Statistical Neighbours	8	4	4	3	4	
London	13	11	13	13	13	

Table 3c: Key Stage One: % Level 3+ Mathematics

Area	2010	2011	2012	2013	2014	Trend
National	20	20	22	23	24	
Inner London	16	16	18	21	23	
Outer London	21	21	23	25	27	
Statistical neighbours	20	20	21	23	24	
Havering	20	22	23	24	23	
National	64	35	40	45	78	
Statistical Neighbours	6	2	2	4	7	
London	12	9	12	14	22	

2.5 The proportion of pupils achieving level three (the highest level) remained broadly then same both locally and nationally, however Havering's rank fell somewhat due to more LAs performing above national.

3 Key Stage Two

3.1 There are two key measures at key stage two – progress and attainment. With regard to **progress**, the progress made by pupils from their starting points at the end of key stage 1 is measured in three areas – reading, writing and mathematics. The percentage of pupils making expected progress (2 levels of progress) is compared

with the national mean for this measure. Comparisons for reading and writing are only available from 2012. **Attainment** at level 4 and above is measured in all three subjects combined. In 2014 the DfE also introduced comparisons for percentages of pupil attaining level 4b (a higher standard – “secondary ready”). Schools are also measured for the percentage of pupils attaining higher levels, level 5 and above in all three areas.

Attainment

Table 4a: Key Stage Two: % Level 4+ Reading, Writing and Mathematics

Area	2010	2011	2012	2013	2014	Trend
National	64	67	75	76	79	
Inner London	66	69	78	79	82	
Outer London	68	70	77	78	82	
Statistical neighbours	64	67	74	75	79	
Havering	66	71	77	79	83	
National	56	22	31	25	15	
Statistical Neighbours	3	1	1	2	1	
London	20	10	13	12	11	

3.2 The attainment of year 6 pupils last year was exceptionally good – much better than national and was ranked 16th of 152 local authorities. All comparators were significantly above national. There was improvement in all three individual subject areas and on the combined measure. Compared with statistical neighbours, Havering was ranked 1st for RWM combined, and individually, ranked 1st for maths and 2nd for reading and writing.

Table 4b: Key Stage Two: % Level 4B+ Reading, Writing and Mathematics

Area	2010	2011	2012	2013	2014	Trend
National				63	67	
Inner London				67	70	
Outer London				67	71	
Statistical neighbours				63	67	
Havering				67	73	
National				35	18	
Statistical Neighbours				2	1	
London				17	13	

Table 4c: Key Stage Two: % Level 5+ Reading, Writing and Mathematics

Area	2010	2011	2012	2013	2014	Trend
National			20	21	24	
Inner London			21	23	25	
Outer London			22	24	27	
Statistical neighbours			19	21	23	
Havering			24	22	26	
National			18	47	30	
Statistical Neighbours			1	2	2	
London			9	22	18	

3.3 At the higher levels, 4b+ and level 5+, all subjects also improved and were well above national achievement. Compared with statistical neighbours Havering ranked 1st for L4b+ RWM, and 2nd for Level 5.

Table 5: Key Stage Two: % Level 4+ Grammar Punctuation and Spelling (GPS)

Area	2010	2011	2012	2013	2014	Trend
National				74	77	
Inner London				79	81	
Outer London				79	81	
Statistical neighbours				73	76	
Havering				78	81	
National				30	19	
Statistical Neighbours				2	1	
London				22	17	

3.4 In 2014 Havering improved on the recently introduced 'Grammar, punctuation and spelling' indicator, attainment being above National and ranked 1st among statistical neighbours.

Progress

Table 6: Key Stage Two: % 2 levels progress Reading

Area	2010	2011	2012	2013	2014	Trend
National			90	88	91	
Inner London			93	92	93	
Outer London			91	90	93	
Statistical neighbours			89	88	91	
Havering			90	89	92	
National			62	62	40	
Statistical Neighbours			4	2	1	
London			26	27	27	

Table 7: Key Stage Two: % 2 levels progress Writing

Area	2010	2011	2012	2013	2014	Trend
National			90	92	93	
Inner London			94	95	96	
Outer London			92	93	95	
Statistical neighbours			90	92	94	
Havering			91	94	95	
National			57	17	19	
Statistical Neighbours			4	2	1	
London			27	13	16	

Table 8: Key Stage Two: % 2 levels progress Mathematics

Area	2010	2011	2012	2013	2014	Trend
National	82	83	87	88	90	
Inner London	87	87	91	93	93	
Outer London	85	85	89	91	92	
Statistical neighbours	81	82	87	88	89	
Havering	83	83	88	91	92	
National	57	77	56	28	32	
Statistical Neighbours	3	5	2	1	1	
London	24	28	23	18	23	

3.5 In 2014 a higher percentage of pupils made expected progress than in 2013 in all areas. A higher proportion of pupil made expected progress than national and statistical neighbours mean averages.

4 Key Stage Four

4.1 As with Key stage 2, achievement is measured by both attainment and progress. The two key performance indicators at Key stage 4 are the attainment of pupils measured by the percentage of pupils attaining five good GCSEs (A*-C grades) including English and mathematics and the percentage of pupils making expected progress (3 national curriculum levels) between key stage 2 and key stage 4 in both English and mathematics.

Attainment

Table 9: Key Stage Four: % 5+ A*-C inc Eng & maths GCSE

Area	2010	2011	2012	2013	2014	Trend
National	55.3	58.4	59.1	60.8	56.8	
Inner London	54.2	59.6	60.8	63.1	59.5	
Outer London	59.8	62.9	63.1	66.0	62.4	
Statistical neighbours	55.8	58.8	59.8	61.3	57.0	
Havering	62.3	63.9	61.5	63.7	60.2	
National	17	22	44	39	35	
Statistical Neighbours	1	1	3	2	2	
London	9	9	18	18	16	

* DfE Warning: 2013/14 figures are not comparable to previous years

4.2 In 2014 the DfE changed and substantially reduced the list of eligible examinations for inclusion within the national school performance tables, as result of this the national average declined by four percentage points and this decline was mirrored by Havering. Havering's attainment remains above national and statistical neighbours and is broadly in line with the London average. Havering's national ranking has improved from 2013 to 35th of 152 and ranks 2nd against statistical neighbours.

Progress

Table 10: Key Stage Four: % 3 Levels Progress English

Area	2010	2011	2012	2013	2014	Trend
National	69.3	71.8	68.0	70.4	71.6	
Inner London	72.3	76.2	74.0	76.9	77.4	
Outer London	75.6	77.5	73.7	77.0	78.6	
Statistical neighbours	70.3	72.5	69.2	69.8	71.9	
Havering	70.3	74.7	64.4	71.9	73.8	
National	69	41	123	62	54	
Statistical Neighbours	7	3	11	3	3	
London	24	22	32	29	29	

4.3 Progress in English is good and better than the national mean and above the mean amongst SNs with national rank improving to 54th of 152 and remaining ranked 3rd among statistical neighbours.

Table 11: Key Stage Four: % 3 Levels Progress Mathematics

Area	2010	2011	2012	2013	2014	Trend
National	62.0	64.8	68.7	70.7	65.5	
Inner London	67.7	72.5	75.2	77.0	71.4	
Outer London	69.9	72.5	75.4	77.6	72.2	
Statistical neighbours	62.1	64.9	68.6	70.8	65.8	
Havering	68.9	71.2	73.0	73.7	68.1	
National	24	29	40	43	50	
Statistical Neighbours	1	2	3	3	3	
London	16	21	24	27	28	

4.4 As a result of significant changes to the examination of the subject, progress in mathematics declined in 2014 by -0.4% point in Havering. This was broadly in line with the national decline and a lightly smaller decline than our statistical neighbour average. Havering's rank against all LAs declined slightly, however Havering remains 3rd amongst statistical neighbours.

5 Narrowing the gap: pupils entitled to free school meals and pupil premium

5.1 In 2013/14 Narrowing the attainment gap between pupils entitled to free school meals (FSM) and all other pupils (non-FSM) at key stages 2 and 4 was a key priority, set out in the 2013 school standards report, since the gap in Havering was significantly wider than national.

Table 12a: Key Stage Two: FSM GAP: % Level 4+ Reading, Writing and Mathematics

Area	2010	2011	2012	2013	2014	Trend
National			-19	-19	-18	
Inner London			-12	-10	-9	
Outer London			-17	-17	-15	
Statistical neighbours			-21	-21	-20	
Havering			-23	-23	-18	
National			91	100	53	
Statistical Neighbours			6	7	1	
London			28	30	25	

5.2 Attainment at Key stage 2 has improved in Havering for both FSM and Non-FSM pupils, however due to focused work the FSM pupils' attainment has improved at a faster rate thereby reducing the gap from -23%pts in 2013 to -18%pts in 2014. The

Gap is now in line with National Average and narrower than our statistical neighbours against whom we rank 1st. This will continue to be a focus, given the rising proportions of this group. The narrower gap in London boroughs, where groups have long been a focus may hold the key to improving our performance compared with London boroughs.

Table 12b: Key Stage Two: Disadvantaged GAP: % Level 4+ Reading, Writing and Mathematics

Area	2010	2011	2012	2013	2014	Trend
National			-18	-18	-17	
Inner London			-12	-10	-9	
Outer London			-15	-15	-13	
Statistical neighbours			-21	-20	-17	
Havering			-19	-20	-16	
National			54	83	47	
Statistical Neighbours			3	3	2	
London			25	28	28	

5.3 Pupil premium (PP) was introduced in 2012. The ‘cohort’ for pupil premium is not the same as pupils currently entitled to free school meals, however: it includes all pupils in the cohort who have been entitled to a FSM at any time in the last six years; children ‘looked after’ by the state; pupils who have been adopted and pupils with a parent who is, or has been within a prescribed period, in military service and often referred to as ‘disadvantaged pupils’ due to a historic national trend of poor attainment.

5.4 Attainment at Key stage 2 has improved for both PP and Non-PP pupils however due to focused work the PP have improved at a faster rate thereby reducing the gap from -20%pts in 2013 to -16% pts in 2014. The Gap is now below National and below that of statistical neighbours against whom Havering is ranked 2nd.

5.5 In both these measures Havering has improved both Nationally and against statistical neighbours Havering is highest in terms of attainment for FSM, Non-FSM, PP and Non-PP and is ranked 1st in terms of reducing the GAP for both.

Table 13a: Key Stage Four: FSM GAP: % 5+ A*-C inc Eng & maths GCSE

Area	2010	2011	2012	2013	2014	Trend
National	-27.6	-27.5	-26.3	-26.7	-27.0	
Inner London	-11.4	-12.3	-12.4	-14.1	-13.7	
Outer London	-24.1	-23.8	-21.6	-22.3	-23.4	
Statistical neighbours	-30.0	-31.2	-29.1	-30.2	-30.0	
Havering	-29.3	-28.0	-20.2	-30.2	-23.8	
National	79	58	26	90	41	
Statistical Neighbours	6	3	1	6	2	
London	27	29	22	30	22	

5.6 Table 13a shows the performance ‘gap’ between of FSM entitled pupils at key stage four (5+ A*-C GCSE’s Inc. E/M) and all non FSM pupils nationally.

5.7 Attainment has improved for both FSM and Non-FSM pupils however due to focused work the FSM pupils have improved at a faster rate, thereby reducing the gap. Nationally and amongst statistical neighbours, the FSM gap has widened slightly in 2014, however Havering has reduced the gap by 6.4%pts, making our gap narrower than national and statistical neighbours and in line with outer London. This has substantially improved our ranking on all comparators.

Table 13b: Key Stage Four: Disadvantaged GAP: % 5+ A*-C inc Eng & maths GCSE

Area	2010	2011	2012	2013	2014	Trend
National			-27.4	-27.0	-27.5	
Inner London			-15.5	-16.7	-17.0	
Outer London			-23.4	-22.5	-23.8	
Statistical neighbours			-29.7	-30.0	-29.0	
Havering			-21.0	-24.4	-24.6	
National			20	37	38	
Statistical Neighbours			1	1	2	
London			19	23	22	

5.8 There are few patterns of relative underachievement in any significant groups within Havering. This can be seen in appendix1 analysis of groups, where underperforming groups, when judged against performance nationally are signified by dark blue and groups performing significantly above performance nationally are signified by green, with white signifying performance in line with national performance. The only exceptions being children looked after by the state (CLA) and SEN pupils without statements. Going forward, this second group will no longer exist under new classifications of groups. From 2015 such pupils will be subsumed into pupils with low prior attainment. We have made the improvement of outcomes for CLA pupils a priority for 2015-16.

6 Key Stage Five – post-16 results

6.1 The tables in this section set out the performance of the FE and sixth-form colleges, and our secondary schools with sixth forms. The movement of post-16 students in London is considerable, and therefore these tables should not be relied upon to give an accurate measure of the performance of Havering students.

Each examination grade is allocated a certain number of points. Average Points Score (APS) is the total number of points achieved by students in all subjects.

Table 14: Key Stage Five: Average Points Score (APS) of students at A level (excl. FE Colleges)

Area	2010	2011	2012	2013	2014	Trend
National			780.5	779.6	775.3	■ ■ ■ ■
Inner London			705.2	719.1	730.7	— — ■ ■
Outer London			774.3	768.9	764.8	■ ■ ■ ■
Statistical neighbours			756.7	767.2	751.7	■ ■ ■ ■
Havering			841.4	815.2	807.0	■ ■ ■ ■
National			21	29	28	↘ ↗ ↘
Statistical Neighbours			2	3	3	↘ ↗ ↘
London			4	4	3	↘ ↗ ↘

6.2 Table 14 shows that the APS in Havering remains above national, statistical neighbours and London. Havering's APS declined marginally as did national. Statistical neighbours declined further. As a result our rankings have improved marginally. This general decline in APS is believed to be the result of changes to the examination system.

Table 15: Key Stage Five: % of students achieving at least two level 3s (excl. FE Colleges)

Area	2010	2011	2012	2013	2014	Trend
National			97.7	97.9	98.0	■ ■ ■ ■
Inner London			96.5	97.6	97.3	— ■ ■ ■
Outer London			98.1	98.4	98.6	■ ■ ■ ■
Statistical neighbours			95.4	96.1	95.6	— ■ ■ ■
Havering			99.0	99.8	99.4	■ ■ ■ ■
National			20	9	17	↘ ↗ ↘
Statistical Neighbours			2	1	2	↘ ↗ ↘
London			4	3	3	↘ ↗ ↘

6.3 A level three qualification is an advanced (A) level or equivalent. The key measure is the percentage of students achieving three or more level 3 qualifications. Table 15 shows that the percentage of students obtaining three level 3 qualifications declined marginally from 2013. This measure rose very slightly nationally and amongst statistical neighbours. Therefore, Havering's national rank fell, but is still 17th of 152 and 2nd amongst our statistical neighbours.

6.4 It is important to note Havering's school sixth forms tend to perform more highly than the colleges. This is largely due to the colleges accepting a lower tariff on entry and offering a higher proportion of non-A-level subjects. The lower levels of attainment on entry mean that generally students from the colleges attain lower levels at the end of their sixth form courses. From the end of 2014 Havering College of Further and Higher Education is no longer offering A level courses and will focus instead on high quality vocational courses.

7 The outcome of Ofsted inspections of settings and schools

7.1 Our aim is to have all settings and providers providing good or better education. This is represented as grade 2- Good or grade 1-Outstanding.

Table 16a: Ofsted: % of Good or Better Early Years providers

Area	2010	2011	2012	2013	2014	Trend
National	69%	72%	74%	77%		
Inner London	60%	66%	70%	71%		
Outer London	70%	73%	75%	77%		
Statistical neighbours	68%	72%	73%	75%		
Havering	70%	75%	74%	72%	76%	
National	59	45	64	109		
Statistical Neighbours	5	6	5	6		
London	10	10	15	20		

7.2 Ofsted has yet to release 2014 national data for Early Years Providers however Havering's own statistics have been included to show that there has been improvement from 2013. The current target is that 80% of PVIs are good or outstanding bring us back in line with the national average. Our risk assessments suggest that based on current information that this will be achievable by the end of current academic year; however inspections of settings are infrequent.

Table 16b: Ofsted: % of Good or Better Schools

Area	2010	2011	2012	2013	2014	Trend
National	67%	69%	69%	78%	81%	
Inner London	72%	75%	76%	89%	90%	
Outer London	69%	72%	75%	81%	83%	
Statistical neighbours	63%	63%	64%	74%	77%	
Havering	69%	71%	74%	78%	77%	
National	69	71	50	80	106	
Statistical Neighbours	4	3	1	4	4	
London	20	20	21	28	30	

7.3 The table 16b shows that Havering overall is approaching four of five of schools being good or better. This is below the National average but is exactly in line with our SNs average. While there has been an eight point increase over the last five years, Havering schools have improved less quickly against this indicator than schools nationally.

Table 17a: Ofsted: % of Good or Better Primary Schools

Area	2010	2011	2012	2013	2014	Trend
National	67%	69%	69%	78%	82%	
Inner London	71%	75%	76%	87%	89%	
Outer London	68%	70%	73%	80%	83%	
Statistical neighbours	61%	62%	62%	73%	77%	
Havering	73%	75%	78%	79%	82%	
National	48	47	30	75	79	
Statistical Neighbours	3	3	1	5	3	
London	14	15	14	24	26	

7.4 The proportion of primary schools judged good or better is in line with national, outer London and above statistical neighbours, however, the same general trend is apparent with primary schools as in schools generally. While four out of five Havering primary schools are now good or better, with improvement every year, schools nationally have improved at a faster rate. Our rank has therefore declined slightly against national, though improved against statistical neighbours.

7.5 This can be attributed to Ofsted’s focus since 2012 on providers judged to be Satisfactory/RI and reduced re-inspection time resulting in an accelerated improvement rate for lower performing authorities,

7.6 I.e. National average from 2010-2012 improved 2%pts, yet for the period 2012-2014, which focused mainly on inspecting schools that were requiring improvement, it increased 13%pts.

Table 18a: Ofsted: % of Good or Better Secondary Schools

Area	2010	2011	2012	2013	2014	Trend
National	64%	66%	66%	71%	71%	
Inner London	69%	70%	75%	91%	88%	
Outer London	73%	79%	82%	83%	78%	
Statistical neighbours	66%	66%	68%	75%	74%	
Havering	56%	59%	65%	72%	67%	
National	103	110	88	77	97	
Statistical Neighbours	10	9	7	8	9	
London	26	29	28	28	30	

7.7 Our secondary schools percentages fell for the first time since 2010; this was due to one school moving from Good to grade 3 Requires Improvement (RI), representing

5% of all schools and reducing Havering's percentage of good and above secondary schools to below the national average. Statistical Neighbours and London also fell.

8 Schools causing concern

8.1 The Havering School Improvement Services (Hsis) has developed a comprehensive quality assurance framework. Following an assessment, including a comprehensive analysis of detailed performance data, every school – including academy schools – are placed in one of five categories. Category 1 schools are those expected to remain good or outstanding at their next inspection, while Category 2 schools are expected to be 'good' at their next inspection, judged as 'Good' within the last 12 months or school previously judged as Category 1 experiencing temporary risks for example a new Head Teacher.

8.2 Schools in category three are priority schools to the LA. Category three schools are split into three sub-categories as follows:

3a: schools judged by Ofsted as 'requiring improvement (RI), or deemed by the LA to be at risk of being judged by Ofsted as 'requiring improvement (RI). Note that 'requires improvement' has replaced 'satisfactory';

3b: schools at risk of failure – defined as schools issued with a formal warning notice issued by the LA; or at risk of being judged to have 'serious weaknesses' by Ofsted at its next inspection; and

3c: schools in special measures or judged to have serious weaknesses; or that fall below the relevant Department for Education (DfE) 'floor standard'.

8.3 Category 3b and 3c schools are schools of concern to the Local Authority and therefore categorised as "Schools Causing Concern". Note that this is a technical term used in DfE guidance and the LA is now required to consider seeking a sponsored academy solution as the route to securing improvement in such circumstances. Where the school is already an academy, the LA is required to inform the Schools' Commissioner of the concerns.

8.4 The table below (Table 19) shows the numbers and percentages of primary and secondary schools in each category:

Table 19: Primary and Secondary schools by LA category (as at Sept '14)

Area	1	2	3a	3b	3c
Primary schools - number	46	2	6	3	2
Primary schools - %	78%	3%	10%	5%	3%
Secondary schools - number	6	0	7	4	1
Secondary schools - %	33%	0%	40%	22%	6%

8.5 In summary, 8 per cent (5) of primary schools and 28% (5) of our secondary schools were 'of concern'. While it is the case that we need to improve the number of good schools from four out of five to nine out of ten, and to help to move more good primary schools to 'outstanding', it is the secondary sector where consolidation is most urgent. 3 of the secondary Schools Causing Concern are already academies. We are working closely with the Regional Schools' Commissioner, who has responsibility for academy performance.

Table 20a: Ofsted: % of Children attending a Good or Better School

Area	2010	2011	2012	2013	2014	Trend
National	66%	68%	68%	76%	78%	
London	70%	74%	76%	85%	84%	
Havering	74%	77%	73%	68%	67%	

Table 20b: Ofsted: % of Children attending a Good or Better Primary School

Area	2010	2011	2012	2013	2014	Trend
National	68%	68%	68%	77%	81%	
London	69%	72%	73%	82%	85%	
Havering	74%	73%	79%	79%	80%	

Table 20c: Ofsted: % of Children attending a Good or Better Secondary School

Area	2010	2011	2012	2013	2014	Trend
National	66%	68%	69%	75%	74%	
London	73%	77%	81%	87%	74%	
Havering	59%	61%	66%	74%	66%	

8.6 Local authorities are also judged on the proportions of pupils being educated in Good or Outstanding schools. Currently, 80% of pupils are educated in good or better primary schools. However, roughly a third of secondary-age pupils attend a school that is not yet good or better. This is below the national average. Table 19, shows the risk currently is that this proportion could increase rather than decrease in the near future. Local Authority quality assurance staff are working closely with a number of schools, and academies where possible, on improvements in key areas that will reduce the risks of a decline in Ofsted judgements of secondary schools that

are currently rated as good, and to assist those currently judged to be Satisfactory or (where inspections have been since September 2012) Requires Improvement to be Good. It should be noted that the Local Authority does not receive any funding to support its role of quality assurance in academies. Academies are not obliged to cooperate with Local Authority scrutiny, nor to draw on the Local Authority for support.

8.7 This has been an area of considerable recent challenge in Havering, however we have built good relationships with our secondary academies and almost all are now working with us.

9 Key challenges

9.1 Our main challenge in the short and medium term is to improve our ranking, particularly when compared with London by improving the:

- Percentage of schools judged at least 'good' by Ofsted, particularly in secondary;
- Progress pupils make between key stages two and four;
- Attainment of pupils pupil groups CLA and low attaining pupils (previously called SEN without a statement) at all key stages;
- Attainment of pupils at key stage four in secondary's in some subjects, particularly, humanities, science and mathematics;
- The gap in attainment between disadvantaged pupils and non- disadvantaged peers;
- Performance of FE colleges providing for 16 to 19 year olds

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no financial implications arising from the report. All work undertaken will be within budget allocations, or paid for by schools where services are traded.

Legal implications and risks:

The local authority has legal duties and powers in respect of all schools in its area by virtue of the Education Act, 1996, the School Standards and Framework Act, 1998 and (in respect of all maintained, trust and aided schools) the Education and Inspections Act, 2006.

Human resources implications and risks:

In cases where the local authority withdraws delegated powers from schools, council officers assume the direct management of the head teacher concerned, and

therefore assume responsibility for recruitment and the performance management of senior school staff.

Equalities implications and risks:

There remains, as nationally, equalities and social inclusion implications highlighted in this report, with pupils from disadvantaged backgrounds, e.g. whose parents are on low incomes, pupils on free school meals entitlement, children who are looked after, making less progress and achieve at lower levels when compared with all other pupils. Tackling the ‘gap’ in attainment between the above groups and all other pupils is of major concern and therefore a priority for the Quality Assurance team will continue with the successful work in this area identifying target schools and academies where the gaps are largest.

The key challenges identified are listed on page 20 above.

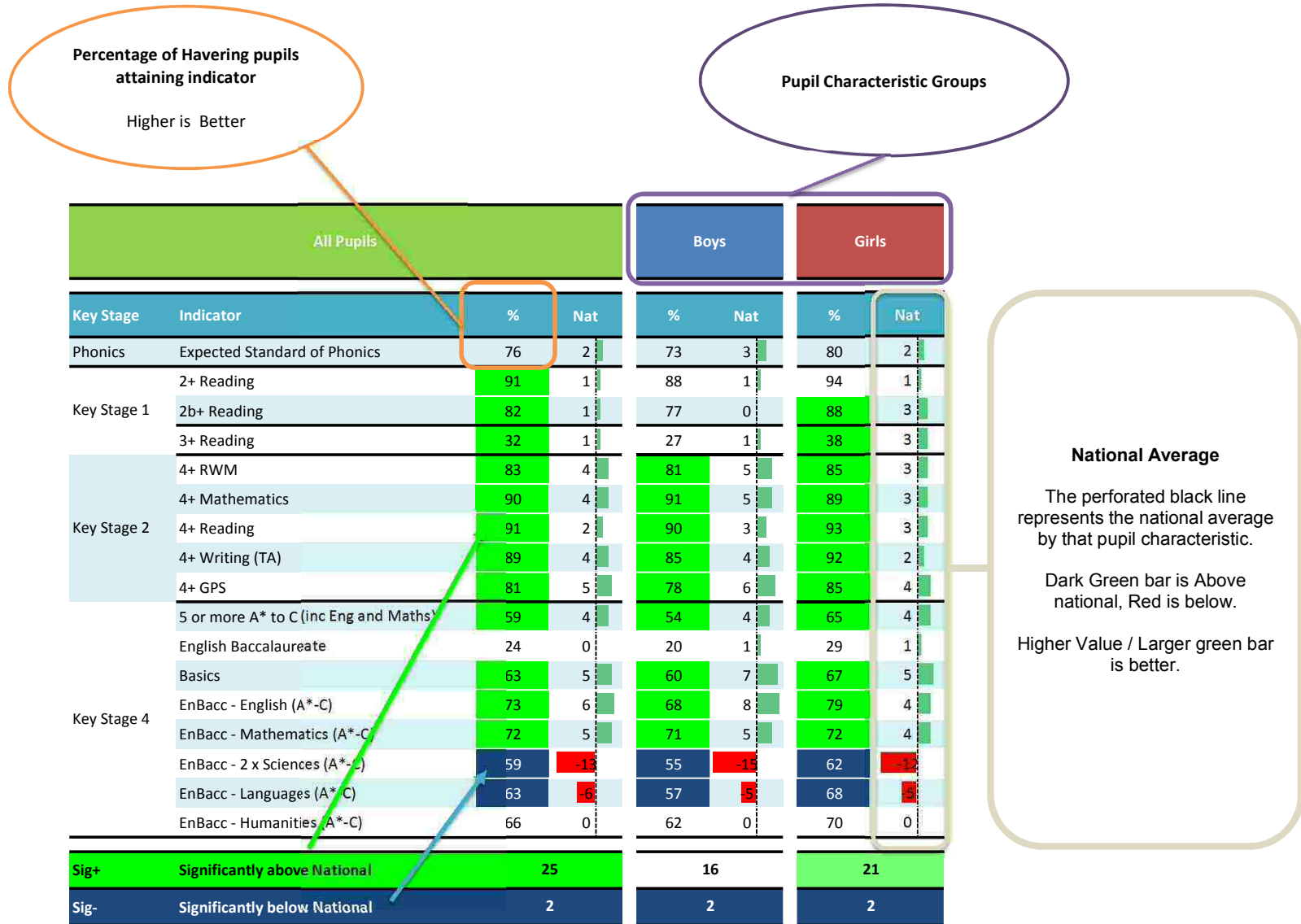
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BACKGROUND PAPERS

1. Havering RAISEOnline 2014
2. Quality Assurance Team – Narrowing the Gap Action Plan
3. The School Quality Assurance Framework
4. Performance indicators for all key stages against comparator LAs

Appendix 1

Example Table



All Pupils				Boys		Girls		Disadvantaged pupils		Non-Disadvantaged pupils		Disadvantaged Attainment GAP		Looked After Children		English as an Additional Language		English		
Key Stage	Indicator	%	Nat	%	Nat	%	Nat	%	Nat	%	Nat	%	Nat	%	Nat	%	Nat	%	Nat	
Key Stage 1	Phonics	Expected Standard of Phonics	76	2	73	3	80	2	65	2	80	2	-15	0	82	29	82	8	76	1
		2+ Reading	91	1	88	1	94	1	83	1	93	1	-10	0	88	16	90	3	91	0
		2+ Writing	88	2	83	1	92	1	79	2	90	1	-11	1	56	-7	87	4	88	1
		2+ Mathematics	93	1	92	1	95	2	87	1	95	1	-8	0	63	-1	93	3	94	1
		2b+ Reading	82	1	77	0	88	3	72	3	86	1	-14	2	63	6	79	3	83	1
		2b+ Writing	72	2	64	2	81	4	61	6	75	0	-14	6	38	-2	69	3	73	2
		2b+ Mathematics	81	1	79	1	84	2	71	3	84	0	-13	3	44	-9	79	3	82	1
		3+ Reading	32	1	27	1	38	3	19	2	36	1	-17	1	6	-9	25	1	33	1
		3+ Writing	17	1	11	0	23	2	10	2	19	0	-9	2	0	-4	16	2	17	0
	3+ Mathematics	23	-1	25	-1	21	-1	13	0	26	-2	-13	2	6	-1	23	2	23	-2	
Key Stage 2		Exp Prg Mathematics	92	3	93	3	91	2	89	4	93	2	-4	2	82	6	93	1	92	3
		Exp Prg Reading	92	1	91	1	93	2	91	3	93	1	-2	2	100	19	91	0	92	1
		Exp Prg Writing	95	2	94	3	96	2	93	3	96	2	-3	1	91	9	94	1	95	2
		4+ RWM	83	4	81	5	85	3	72	5	88	5	-16	0	64	16	82	7	83	4
		4+ Mathematics	90	4	91	5	89	3	82	4	93	3	-11	1	73	12	90	5	90	3
		4+ Reading	91	2	90	3	93	3	84	2	94	2	-10	0	91	23	88	4	92	2
		4+ Writing (TA)	89	4	85	4	92	2	79	3	92	3	-13	0	73	14	86	4	89	3
		4+ GPS	81	5	78	6	85	4	68	2	86	5	-18	-1	73	23	81	4	81	5
		4b+ RWM	73	6	72	7	75	6	60	7	78	5	-18	2	64	28	73	10	73	5
		4b+ Mathematics	81	5	82	6	81	6	70	5	86	5	-16	0	73	26	84	9	81	5
		4b+ Reading	82	4	80	4	84	3	72	4	85	2	-13	2	73	19	79	7	82	2
		4b+ Writing (TA)	89	4	85	4	92	2	79	3	92	3	-13	0	73	14	86	4	89	3
		4b+ GPS	73	5	68	5	78	4	60	4	78	4	-18	0	64	24	76	6	73	5
		5+ RWM	26	2	22	2	31	4	17	5	30	1	-13	4	9	4	25	4	27	3
		5+ Mathematics	48	6	49	5	46	6	33	5	53	5	-20	0	18	2	50	8	48	6
	5+ Reading	52	3	49	3	54	1	40	5	56	0	-16	5	36	11	50	8	52	1	
	5+ Writing (TA)	35	2	28	2	43	2	24	4	40	1	-16	3	18	8	32	3	36	2	
	5+ GPS	58	6	52	6	64	6	43	4	63	5	-20	-1	45	19	65	10	57	5	
Key Stage 4		Exp Prg English	73	3	69	5	77	1	63	5	76	1	-13	4	22	-17	80	4	73	3
		Exp Prg Mathematics	68	3	66	4	69	2	50	2	72	1	-22	1	14	-15	76	4	67	3
		5 or more A* to C (inc Eng and Maths)	59	4	54	4	65	4	40	4	64	2	-24	2	0	-15	59	5	59	3
		English Baccalaureate	24	0	20	1	29	1	11	0	28	0	-17	0	0	-3	27	2	24	0
		Basics	63	5	60	7	67	5	44	5	68	4	-24	1	0	-18	61	5	63	4
		EnBacc - English (A*-C)	73	6	68	8	79	4	57	6	78	5	-21	1	11	-17	70	6	74	5
		EnBacc - Mathematics (A*-C)	72	5	71	5	72	4	53	4	76	2	-23	2	11	-16	73	5	72	5
		EnBacc - 2 x Sciences (A*-C)	59	-13	55	-15	62	-12	43	-15	62	-13	-19	-2	0	-42	70	-4	58	-14
		EnBacc - Languages (A*-C)	63	-6	57	-5	68	-5	52	-6	64	-7	-12	1	0	-48	74	-4	62	-5
	EnBacc - Humanities (A*-C)	66	0	62	0	70	0	49	1	70	-1	-21	2	0	-32	71	7	66	-1	
	Sig+	Significantly above National	25		16		21		16		14				0		10		19	
	Sig-	Significantly below National	2		2		2		1		3				0		0		2	

All Pupils				SEN without a statement		SEN Action		SEN Action Plus		SEN with a statement		Low Prior Attainment		Mid Prior Attainment		High Prior Attainment		Non-Mobile		
Key Stage	Indicator	%	Nat	%	Nat	%	Nat	%	Nat	%	Nat	%	Nat	%	Nat	%	Nat	%	Nat	
Key Stage 1	Phonics	Expected Standard of Phonics	76	2	37	-3	38	-3	37	-2	19	2								
		2+ Reading	91	1	63	-1	63	-6	64	7	19	-6								
		2+ Writing	88	2	54	0	55	-3	54	7	7	-12								
		2+ Mathematics	93	1	74	1	79	1	68	3	26	-2								
		2b+ Reading	82	1	39	-4	35	-1	44	5	12	-5								
		2b+ Writing	72	2	23	-3	18	-8	29	5	5	-5								
		2b+ Mathematics	81	1	41	-3	37	-9	46	5	14	-4								
		3+ Reading	32	1	6	0	5	0	7	0	0	-3								
		3+ Writing	17	1	3	1	3	2	3	1	0	-1								
	3+ Mathematics	23	-1	5	0	5	1	6	0	0	-3									
Key Stage 2		Exp Prg Mathematics	92	3	78	-1	80	-1	76	0	56	8	77	1	94	2	96	2	92	2
		Exp Prg Reading	92	1	83	0	85	-1	79	-1	48	-1	81	2	95	1	92	0	93	2
		Exp Prg Writing	95	2	87	1	90	2	82	-2	52	1	86	0	96	1	98	3	96	2
		4+ RWM	83	4	38	-4	40	-7	36	0	27	12	31	1	89	3	100	1	85	5
		4+ Mathematics	90	4	64	1	69	2	57	1	37	12	55	4	94	2	100	0	91	4
		4+ Reading	91	2	66	-3	69	-5	62	0	32	3	59	2	96	1	100	0	92	2
		4+ Writing (TA)	89	4	51	-4	56	-6	45	-1	32	13	43	0	96	2	100	0	90	4
		4+ GPS	81	5	36	-3	39	-3	33	-1	25	7	25	-3	87	4	100	1	82	4
		4b+ RWM	73	6	27	-2	27	-4	26	0	22	10	18	0	77	6	98	0	75	6
		4b+ Mathematics	81	5	43	-2	48	0	36	-4	32	14	34	1	85	4	99	0	82	5
		4b+ Reading	82	4	47	-2	47	-5	46	2	23	1	36	0	86	2	99	0	83	4
		4b+ Writing (TA)	89	4	51	-4	56	-6	45	-1	32	13	43	0	96	2	100	0	90	4
		4b+ GPS	73	5	24	-4	23	-7	25	-1	23	9	16	-2	76	4	99	0	74	4
		5+ RWM	26	2	3	0	3	0	3	-1	5	3	0	0	14	1	73	6	28	4
		5+ Mathematics	48	6	11	-1	12	0	10	-3	15	8	6	0	42	6	88	4	49	6
	5+ Reading	52	3	17	-2	15	-3	19	0	13	2	10	0	47	1	89	1	53	2	
	5+ Writing (TA)	35	2	5	0	5	0	6	0	7	4	2	1	25	1	84	4	37	3	
	5+ GPS	58	6	13	-2	9	-6	17	2	18	9	7	0	55	5	94	1	59	6	
Key Stage 4		Exp Prg English	73	3	57	4	58	2	54	6	31	4	50	3	73	4	82	3	73	2
		Exp Prg Mathematics	68	3	34	-7	36	-8	31	-3	15	-4	27	1	67	2	84	0	68	2
		5 or more A* to C (inc Eng and Maths)	59	4	17	-6	18	-6	15	-5	12	4	4	-1	52	2	91	1	60	3
		English Baccalaureate	24	0	3	-3	2	-4	4	-1	4	2	0	-1	12	0	51	3	25	1
		Basics	63	5	20	-5	22	-5	17	-6	12	3	6	0	58	5	93	0	64	5
		EnBacc - English (A*-C)	73	6	32	-4	32	-6	33	0	16	4	19	1	73	5	95	0	74	5
		EnBacc - Mathematics (A*-C)	72	5	33	-4	34	-6	30	-3	12	-3	10	-2	70	4	98	1	72	4
		EnBacc - 2 x Sciences (A*-C)	59	-13	28	-21	22	-27	39	-9	13	-35	3	-15	43	-16	86	-5	59	-13
		EnBacc - Languages (A*-C)	63	-6	40	-10	46	-3	27	-25	27	-26	17	-20	49	-4	81	-3	63	-5
	EnBacc - Humanities (A*-C)	66	0	25	-14	19	-19	34	-6	44	5	10	-3	55	1	88	-2	66	-1	
Sig+	Significantly above National	25		0		0		1		5		0		12		5		20		
Sig-	Significantly below National	2		5		9		1		2		2		2		3		2		

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