



CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE AGENDA

7.30 pm

Tuesday
5 February 2013

Town Hall

Members 14: Quorum 6

COUNCILLORS:

Sandra Binion (Chairman)
Gillian Ford (Vice-Chair)
Nic Dodin

Peter Gardner
Robby Misir
Pat Murray

Frederick Thompson
Melvin Wallace
Keith Wells

CO-OPTED MEMBERS:

**Statutory Members
representing the Churches**

Phillip Grundy, Church of
England

Jack How, Roman Catholic
Church

**Statutory Members
representing parent
governors**

Julie Lamb, Special Schools
Anne Ling, Primary Schools
Garry Dennis, Secondary
Schools

Non-voting members representing local teacher unions and professional associations:
Margaret Cameron (NAHT), Keith Passingham (NASUWT), Bev Whitehead (NUT)

For information about the meeting please contact:

**Sean Cable 01708 432436
sean.cable@haverling.gov.uk**

What is Overview & Scrutiny?

Each local authority is required by law to establish an overview and scrutiny function to support and scrutinise the Council's executive arrangements. Each overview and scrutiny committee has its own remit as set out in the terms of reference but they each meet to consider issues of local importance.

They have a number of key roles:

1. Providing a critical friend challenge to policy and decision makers.
2. Driving improvement in public services.
3. Holding key local partners to account.
4. Enabling the voice and concerns of the public.

The committees consider issues by receiving information from, and questioning, Cabinet Members, officers and external partners to develop an understanding of proposals, policy and practices. They can then develop recommendations that they believe will improve performance, or as a response to public consultations.

Committees will often establish Topic Groups to examine specific areas in much greater detail. These groups consist of a number of Members and the review period can last for anything from a few weeks to a year or more to allow the Members to comprehensively examine an issue through interviewing expert witnesses, conducting research and site visits. Once the topic group has finished its work it will send a report to the Committee that created it and it will often suggest recommendations to the executive.

Terms of Reference

The areas scrutinised by the Committee are:

- School Improvement (BSF)
- Pupil and Student Services (including the Youth Service)
- Children's Social Services
- Safeguarding
- Adult Education
- 14-19 Diploma
- Scrutiny of relevant aspects of the LAA
- Councillor Calls for Action
- Social Inclusion

AGENDA ITEMS

1 **APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS**

(if any) - receive.

2 **DECLARATION OF INTERESTS**

Members are invited to declare any interests in any of the items on the agenda at this point of the meeting. Members may still declare an interest in an item at any time prior to the consideration of the matter.

3 **CHAIRMAN'S ANNOUNCEMENTS**

The Chairman will announce details of the arrangements in case of fire or other events that might require the meeting room or building's evacuation.

4 **MINUTES** (Pages 1 - 6)

To approve as a correct record the Minutes of the meeting of the Committee held on 1 November 2012 and authorise the Chairman to sign them.

5 **SCHOOL TRANSPORT UPDATE - VERBAL REPORT**

6 **SCHOOL TRANSPORT - TRAVEL PLANS - PRESENTATION**

7 **SCHOOL ATTENDANCE** (Pages 7 - 20)

8 **SCHOOL PERFORMANCE** (Pages 21 - 30)

9 **FUTURE AGENDAS**

Committee Members are invited to indicate to the Chairman, items within this Committee's terms of reference they would like to see discussed at a future meeting. Note: it is not considered appropriate for issues relating to individuals to be discussed under this provision.

10 **URGENT BUSINESS**

To consider any other item in respect of which the Chairman is of the opinion, by reason of special circumstances which shall be specified in the minutes, that the item should be considered at the meeting as a matter of urgency.

Ian Buckmaster
Committee Administration &
Member Support Manager

**MINUTES OF A MEETING OF THE
CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE
Town Hall
1 November 2012
(7.30 pm - 10.00 am)**

Present: Councillors Sandra Binion (Chairman), Gillian Ford (Vice-Chair), Nic Dodin, Peter Gardner, Robby Misir, Pat Murray, Frederick Thompson, Melvin Wallace and Keith Wells

Co-opted Members: Phillip Grundy, Julie Lamb, Anne Ling and Garry Dennis

Non-voting Member:

The Chairman advised those present of action to be taken in the event of an emergency evacuation of the building becoming necessary

Apologies for absence were received from, co-opted member Jack How and Bev Whitehead

12 **MINUTES**

The Committee approved as a correct record the minutes of the meetings of the Committee held on 20 September 2012 and 11 October 2012 (special meeting) and authorised the Chairman to sign them.

13 **CRITERIA TO ASSESS FREE SCHOOL PROVIDERS**

The Committee received a document outlining the criteria by which potential Free School providers seeking to establish a Free School in the borough would be assessed.

The criteria was as follows:

1. Suitability to run an educational establishment
 - Accessed by track record and suitability of sponsors and those that will run the school, the DFE are clear if they have concerns about the suitability of the providers this will rule them out.
2. Clear educational vision, aims and objectives and a capacity to implement them
 - A compelling vision for their school
 - A solid education plan backed up by relevant education expertise
 - Including innovative and creative approaches that promote excellence and extend diversity in the Borough

- No teaching of creationism, the DFE maintain this will rule a sponsor out
3. Leadership and management capacity
 4. A commitment to achieving high standards for their pupils
 - At least in the top 25% of similar schools and often in the top 10%
 - Explanation of how this will be achieved and how they will in practice narrow the gap between the attainment of children from vulnerable back grounds and the rest of the cohort
 5. A commitment to support and deliver the Early Education Entitlement for qualifying 2 year olds (statutory offer from September 2013); and 3 and 4 year olds.
 6. Plans for ensuring compliance with relevant Safeguarding legislation
 7. Plans for ensuring that the provision and policies will be fully SENDA Compliant
 8. Clarity on governance, quality assurance and quality control arrangements
 9. Fair, transparent and inclusive admissions policies which are in line with the Admissions Code
 10. Extending learning opportunities outside the normal school day
 11. Supporting a SEN resource base.
 - The Council would welcome proposals which offer a base for pupils on the Autistic Spectrum Disorder with MLD
 12. Enthusiasm to work with the Council's other schools and partner agencies.
 13. Commitment to the local community and engagement with parents, including the use of school accommodation as a valuable community asset
 14. The capacity to run a financially viable school.

14 **COMPLAINTS & COMPLIMENTS REPORT**

The Committee received a report providing information about the numbers and types of complaints handled by the Children and Young People's Service during 2011/12 and how they were dealt with to minimise the impact of justifiable concerns and to reduce the likelihood of future complaints.

The Committee noted that the reason for reporting complaints on Children and Young People's Services separately was because they were handled under specific regulations that individually defined the statutory process into 3 formal stages (Stage 1, 2 and 3). Havering introduced an informal Pre-Stage 1 process in 2005 to support better complaints practice and avoid complaints escalating to statutory processes.

Some of the key messages that arose from the report during 2011/12 were:

- The overall number of complaints was around 133 (with 36 matters raised by MP's and Councillors).
- The Pre-Stage 1 process (29) had been very successful in resolving many initial concerns, with none moving from that stage to the formal stage 1 process.
- Matters raised through a Councillor or MP were monitored through their own individual corporate processes.
- The overall number of Stage 1 complaints had decreased by 15. The reason for the decrease was that in 2010/11 there were numerous complaints in relation to the reduction of service user's packages of care. There had been a consistent approach with complaints made by the Children's Advocacy Service.
- The number of Stage 1 complaints that escalated to a Stage 2 complaint had decreased in 2011/12 by 2.
- There was one Stage 3 complaint for the financial year 2011/12. This Stage 3 complaint had rolled over into 2011/12.
- For 2011/12, 34 Compliments were received, these were in relation to the good work Children and Young People's Services had carried out.
- 10 complaints were submitted to the Local Government Ombudsman (LGO). The outcomes from these complaints were: 1 referred back as a premature complaint and investigated locally as a statutory Stage 1 complaint. 3 outside LGO jurisdiction, 1 informal enquiry, 3 investigations discontinued, 1 complaint was investigated by the LGO and no maladministration was found and 1 LGO Discretion – no or insufficient injustice.
- Most complaints were initiated by parents and very few by children and young people.
- The majority of complaints related to the quality of service, alleged behaviour of staff and disputed decision.

- A number of future actions had been identified as a result of the Annual Complaints and Compliments Report 2011/12. Most were continuous development matters, but with one or two specific new actions. Key was the continuation of a staff training programme.

Currently, the Council had a corporate complaints model that captured non-social care complaints, principally education and children's services activity. Attached to that were separate regulated processes, for the Children's Social Care and Adult Social Care (including health aspects) Service. These complaints systems were statutory and were separately defined.

15 **CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE**

The Committee had agreed, at its previous meeting, to establish a topic group looking into the new careers education, information, advice & guidance service that was being run to replace the old Connexions careers service. The Committee considered a report which offered potential lines of enquiry.

The Committee noted that the Education Act 2011 had inserted a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for pupils in years 9-11. Careers guidance would need to be presented in an impartial manner and promote the best interests of the pupils to whom it was given. Careers guidance also needed to include information on all options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options.

The Committee was informed that the Government's general approach was to give schools greater freedom and flexibility to decide how to fulfil their statutory duties in accordance with the needs of their pupils. However, there was an expectation that schools would have regard to statutory guidance when deciding on the most appropriate forms of independent careers guidance.

The Education Act 2011 placed schools under a duty to secure access to independent and impartial careers guidance for their pupils from September 2012. While complying with the requirement to secure careers guidance from an external source, schools would be free to make arrangements for careers guidance that would fit the needs and circumstances of their pupils, and would be expected to work, as appropriate, in partnership with external and expert providers.

The National Careers Service had been fully operational from April 2012. It would comprise a single website (www.nationalcareersservice.direct.gov.uk from April) and telephone helpline number to which schools would be able to direct pupils.

In fulfilling their new duty, schools were required to secure access to independent face-to-face careers guidance where it was the most suitable

support for young people to make successful transitions, particularly children from disadvantaged backgrounds or those who had special educational needs, learning difficulties or disabilities.

Schools would be able to work individually or in consortia/partnerships to secure careers guidance services. Schools could commission independent careers guidance from providers engaged in delivering the National Careers Service or from other providers or individual careers guidance practitioners, as they would see fit. Where schools deemed face-to-face careers guidance to be appropriate for their pupils, it could be provided by qualified careers professionals.

Schools would need to consider a range of wider careers activities such as engagement with local employers and work-based education and training providers to offer all young people insights into the world of work, and with local colleges and universities for first-hand experience of further and higher education. Schools were free to determine the most appropriate forms of engagement but might consider mentoring, workplace visits, work experience, work shadowing, enterprise clubs, employer talks and links with local higher education institutions.

Schools have a responsibility to act impartially and recognise where it may be in the best interests of some pupils to pursue their education in a further education college or a university technical college, for example. This might include A-levels, apprenticeships and vocational options. This would require schools to establish and maintain links with local post-16 education and training providers, including further education colleges and work-based education and training providers, to ensure that young people were aware of the full range of academic and vocational options.

Schools were also encouraged to arrange visits for 14-16 year olds to local colleges, work-based education and training providers and universities and, where appropriate, to supplement these with local college and work-based education and training provider prospectuses being made available to pupils to assist informed decision making.

The Committee was informed of the responsibilities of local authorities with regards the new arrangements. It was stated that there was no expectation that local authorities would provide a universal careers service. The statutory responsibility under section 68 of the Education and Skills Act 2008 requiring local authorities to encourage, enable and assist the participation of young people in education or training, remains unchanged. Local Authorities were required to assist the most vulnerable young people and those at risk of disengaging with education or work.

Local authorities were also expected to have arrangements in place to ensure that 16 and 17 year olds had received an offer of a suitable place in post-16 education or training, and that they were assisted to take up a place. This would become increasingly important as the participation age is raised.

To enable local authorities to fulfil these duties, they would continue to track all young people's participation through the local Client Caseload Information System (CCIS) in order to identify those who were at risk of not participating post-16, or were in need of targeted support. Schools would be required to work with local authorities to support them in recording young people's post-16 plans and the offers they receive along with their current circumstances and activities.

Section 72 of the Education and Skills Act 2008 required all schools to provide relevant information about pupils to local authority support services. Schools should also work in partnership with local authorities to ensure they know what services should be available, and how young people can be referred for support. From 2013 schools would be under a duty to notify local authorities whenever a 16 or 17 year old leaves education.

The Committee noted the report and would determine the scope and remit of the topic group at the first meeting of that group.

The members of the topic group would be:

Cllr Sandra Binion
Cllr Gillian Ford
Cllr Pat Murray
Cllr Melvin Wallace
Cllr Keith Wells
Cllr Frederick Thompson

16 **FUTURE AGENDAS**

The Committee noted that at its future meetings it would consider items on:

- Update SEN Transport update
- Travel Plans
- Childcare Sufficiency Assessment

Chairman

CHILDREN & LEARNING OVERVIEW AND SCRUTINY COMMITTEE

Subject Heading:

Review of attendance data for schools/ academies for the school years 2009-10 to 2011-12 and the work undertaken by the Local Authority to support attendance in maintained schools and academies in the London Borough of Havering.

CMT Lead:

Joy Hollister

Report Author and contact details:

Neil Keylock
Manager – Additional Education Needs Services.

Contact details:

neil.keylock@havering.gov.uk

Tel: 01708-433926 Ext: 3926

Policy context:

Parents are responsible for ensuring that their children of compulsory school age receive efficient full-time education that is suitable to the child's age, ability and aptitude and to any special educational needs the child may have. This can be by regular attendance at school, alternative provision, or by education otherwise.

The Local Authority has a responsibility to work with maintained schools and academies to improve overall levels of attendance at schools/ academies and alternative providers and use the range of legal measures available to it to secure regular attendance and reduce the number of pupils with high levels of absence.

The Local Authority also has a duty to make appropriate arrangements to enable them to establish (so far as it is possible to do so) the identities of children residing in their area who are not receiving a suitable education and take appropriate action to ensure that they do so.

Financial summary:

There are no financial implications arising from this report.

The subject matter of this report deals with the following Council Objectives

Ensuring a clean, safe and green borough	<input type="checkbox"/>
Championing education and learning for all	<input checked="" type="checkbox"/>
Providing economic, social and cultural activity in thriving towns and villages	<input type="checkbox"/>
Valuing and enhancing the lives of our residents	<input checked="" type="checkbox"/>
Delivering high customer satisfaction and a stable council tax	<input type="checkbox"/>

SUMMARY

The report notes the importance currently being given by the government to improving school attendance and reducing the number of children with high levels of absences from schools/ academies. It also provides information concerning the overall rates of attendance and the rates of “persistent absence” for schools/ academies in the borough for the three school years from 2009-10 to 2011-12, providing comparisons with figures both national and for outer London boroughs.

The report notes the strategies currently employed by the Local Authority to improve levels of school attendance and reduce the level of absences at schools within the borough. It also notes the loss of funding to the Local Authority as a result of schools converting to academy status and the changing relationship between the Local Authority and academies in terms of the services provided. Despite the changing nature of this relationship the report highlights the need for the Local Authority to continue to monitor overall levels of school attendance and the rates of persistent absence for both maintained schools and academies in the borough.

RECOMMENDATIONS

- To note the attendance data for maintained primary and secondary schools and academies for the school years 2009-10, 2010-11, 2011-2 and the comparisons made with the figures nationally and for other outer London boroughs.
- To note the support provided to maintained primary and secondary schools and academies in the borough in supporting improving levels of attendance via the Education Welfare Service.
- To note the changes that have taken place to the relationship between the Local Authority and academies in terms of the loss of funding to the Local Authority for the provision of an Education Welfare Services

via the Local Authority Central Spend Equivalent Grant (LACSEG) that is paid direct to all school that convert to become academies.

- To note that the Local Authority continues to monitor overall levels of school attendance and the rates of persistent absence for both maintained schools and academies in the borough.

REPORT DETAIL

1. Improving attendance at school

- 1.1 Improving attendance at school is being given a high priority by the government, which has adopted all of the recommendations made by Charlie Taylor, the government's expert adviser on behaviour, in his report "Improving School Attendance" published in April 2012.
- 1.2 This focus on improving attendance results from the evidence which shows that children with poor attendance are unlikely to succeed academically and they are more likely than not to be in education, employment or training (NEET) when they leave school.
- 1.3 There is also an established link between poor school attendance at school and lower academic achievement. Of pupils who miss more than 50% of school only 3% manage to achieve 5 or more GCSE's at grades A*-C including Maths and English. 73% of pupils who have over 95% attendance achieve 5 or more GCSE's at grades A*-C.
- 1.4 The government is particularly concerned about the relatively small number of pupils who are persistently absent from school. As a consequence it lowered the threshold for pupils to be considered to be "persistently absent" from school from 20% to 15% in September 2011. This change was intended to ensure that pupils with attendance issues are identified earlier.
- 1.5 As children move up through the school system the number of children who are persistently absent grows. By the time children have reached their mid-teens it often becomes more difficult and schools to get these children to attend. Evidence suggests that children with low attendance in the early years of education are more likely to come from the poorest backgrounds. As a consequence the government is seeking to increase the emphasis on improving the attendance of vulnerable pupils in primary schools.
- 1.6 Non-attendance at school, for whatever reason, is an important issue that parents, schools and the Local must take seriously and address effectively.
- 1.7

2. The Legal Framework

- 2.1 Under Section 7 of the Education Act 1996 parents are responsible for ensuring that their children of compulsory school age receive efficient full-time education that is suitable to the child's age, ability and aptitude and to any special educational needs the child may have. This can be by regular attendance at school, alternative provision, or by education otherwise (e.g. the parent can choose to educate their children at home).
- 2.2 There are two offences relating to parental responsibility for ensuring regular attendance at school or alternative education provision: if a registered pupil is absent without authorisation from school or alternative provision then the parent is guilty of an offence under section 444(1) of the Education Act 1996; if the parent knows that their child is failing to attend regularly at school and fails to cause him/ her to do so, he is guilty of an offence under Section 444(1A) of the Education Act 1996. There are a number of statutory defences against prosecution for non-school attendance, such as ill health of the pupil.
- 2.3 Whilst the need to establish good patterns of school attendance early on in children's education has been recognised, the legislation required to do this effectively is lagging behind as it is not yet possible to take legal action against parents until a child reaches statutory school age. This can be up to year after a child is admitted to a primary school.

3. Overall attendance and persistent absence rates for the school years 2009-10, 2010-11 and 2011-12.

Overall attendance rates for primary and secondary schools.

- 3.1 There has been an increase in overall attendance rates at both primary and secondary schools and academies in the borough over the period covering the school years 2009-10 to 2011-12. (See Table 1.) Early indications for the school year 2012-13 suggest that this improvement is continuing.
- 3.2 Overall attendance in primary schools in the borough has risen by 0.5% over the course of the last 3 school years and by 0.7% in the secondary sector during the same period.
- 3.3 Comparisons with national figures and figures for outer London boroughs for the school years 2009-10 and 2010-11 (the last 2 full school year for which there are comparative figures) indicate that the overall attendance figures in the borough at both primary and secondary are very similar to the attendance figures both nationally and for other outer London boroughs.

Table 1: Overall Attendance %

School Year	Primary			Secondary		
	Havering	National	Outer London	Havering	National	Outer London
2009-10	94.9	94.8	94.7	93.4	93.1	93.5
2010-11	95.0	95.0	95.0	93.9	93.5	94
2011-12	95.4	N/A	N/A	94.1	N/A	N/A

Persistent absence rates for primary and secondary schools.

- 3.4 Figures for the school years 2009-10 and 2010-11 show a decrease in the % of pupils who in Havering were persistently absent from school i.e. those who attended for less than 80% of the time. (See Table 2 – Persistent Absence %).
- 3.5 The rates of persistent absence in the school years 2009-10 and 2010-11 were lower in Havering than the national figures and for outer London boroughs at both primary and secondary level.
- 3.6 The government changed the threshold at which a pupil is defined as “persistently absent” from 20% to 15% in July 2011. Those pupils whose attendance falls below 85% now fall into the category of “persistent absence”. The increase in the % of those pupils considered to be persistently absent from school in the school year 2011-12 can largely be attributed to the change in the threshold. The Department for Education has not yet published comparative statistical data for the school year 2011-12.

Table 2: Persistent Absence %

School Year	Primary			Secondary		
	Havering	National	Outer London	Havering	National	Outer London
2009-10	1.1	1.4	1.3	3.1	4.4	3.6
2010-11	0.9	1.3	1.1	2.5	4.0	3.2
2011-12*	3.3	N/A	N/A	6.8	N/A	N/A

(The figures in Tables 1 & 2 for the school years 2009-10 and 2010-11 have been taken from the Department for Education’s datasets on “Pupil Absence in Schools in England”. The data for the school year 2011-12 has been provided from locally collected statistical returns made by maintained schools and academies.)

4. London Borough of Havering Attendance Strategy

4.1 Given the importance good school attendance the Local Authority has in place an attendance strategy that:

4.1.1 sets out the aims and objectives of the Local Authority in seeking

to ensure that pupil attendance is given a high priority in Havering schools and alternative education provision and encourages schools and academies to set realistic but challenging targets for improvement;

4.1.2 outlines the services which are available to support schools in maximising attendance and the structures within which those services are delivered;

4.1.3 provides practical guidance for schools in ensuring best practice, including both a “model” school attendance policy and advice on the administering of registration, both manually and by computer.

5. School Action

5.1 School staff, both teaching and non-teaching, are in the front line of the drive to improve attendance. While Local Authority staff can make a valuable contribution, teachers and others who work in schools are in daily contact with pupils and can forge effective links with parents at a local level. It is essential that the promotion of good attendance is recognised at every school.

5.2 Schools/ academies have been supported to improve their attendance levels by:

5.2.1 Having in place a whole school approach to ensuring good attendance, and where necessary to improve it through data analysis and prioritisation.

5.2.2 Identifying a designated member of the Senior Leadership Team to have responsibility for all attendance matters and to initiate the review of attendance targets. Schools/ academies have also been advised that it is good practice to have a designated member of the governing body responsible for monitoring attendance matters.

5.2.3 Developing a written attendance policy which sets out the school’s expectations and priorities, strategies for improvement, advice for parents on procedures and the role played by the Education Welfare Service.

5.2.4 Paying particular attention, within their absence management strategies, to persistently absent pupils, intervening early to nip emerging patterns of absence in the bud, and making full use of the support available from the Local Authority and other agencies to address problems which are beyond the capacity of the school to deal with.

5.2.5 Developing efficient systems of registration which encourage

children and parents to account promptly for any absences, which are in accordance with legal requirements and which show a consistent approach to the classification of absences as either authorised or unauthorised.

- 5.2.6 Implementing First Day Contact schemes, attendance incentive schemes, individual and group awards etc. in accordance with the needs of the school.
- 5.2.7 Developing suitable monitoring and referral procedures to ensure that children whose attendance is a cause for concern are identified, supported through the school's/ academies own pastoral systems, including appropriate contact with parents, and, if required, brought to the attention of the Local Authority.
- 5.2.8 Accessing regular training for staff with responsibilities for the registration of pupils.
- 5.2.9 Ensuring absences are authorised only when the school is satisfied that they are genuine.
- 5.2.10 Ensure that Parenting Contracts are completed in line with Havering's Policy Parenting Contract.
- 5.2.11 Adopting the borough's 'Holidays in Term Time Guidance'.

6. The role of the Local Authority and the Work of the Education Welfare Service

- 6.1 The work of the Education Welfare Service (EWS) supports schools and alternative education providers to improve attendance by:
 - 6.1.1 Undertaking regular visits to schools and alternative education providers.
 - 6.1.2 Setting overall attendance targets for primary and secondary schools within the borough and encouraging schools to set attendance targets on an annual basis.
 - 6.1.3 Undertaking register reviews to highlight any child that has been absent or late at any time over a four week period out of any six weeks, consistency of marking and identify any other issues in relation to the registers. This regular cycle of review reflects the need for early intervention.
 - 6.1.4 Providing a Service Level Agreement for the work of the EWS with schools and alternative education providers.
 - 6.1.5 Providing high-quality advice, inspection of registers and

casework services to schools in order to ensure the prompt detection of children whose attendance is a cause for concern.

- 6.1.6 Continue development of training programme's for schools and school governors which includes attendance, registration and legal requirements.
- 6.1.7 Providing guidance for schools when new policy initiatives are being developed.
- 6.2 The Education Welfare Service works with all maintained schools, academies and alternative education providers in Havering to support high levels of attendance. However, the role of this Service has changed considerably over the past 18 months as a significant number of schools have changed their status to become academies.
- 6.3 The Education Welfare Service was, until the advent of academies, able to give priority to those schools whose attendance was a cause for concern. This is no longer possible as a significant proportion of the funding available to the Local Authority for this work at secondary level has been removed from its budgets and devolved to academies. This re-allocation of funding has been based simply on pupil numbers rather than on the level of identified need at individual schools. This has resulted in some schools with high pupil numbers and few attendance issues being allocated larger amounts of funding than schools with lower pupil numbers but who have a high level of attendance issues.
- 6.4 Academies are now free to either buy back a service from the Local Authority or make their own arrangements to manage attendance. To date 4 of the 12 secondary schools that have become academies have chosen to buy back from the EWS. A traded service offer will be circulated to all academies in January 2013 with a view to ensuring that matters relating to attendance remain a high priority. This offer will be made on a full-cost recovery basis.
- 6.5 The traded service offer that will be sent to academies is attached as Appendix 1.
- 6.6 The Department for Education has notified all local authorities that the only statutory functions that they are required to provide in terms of Education Welfare Services to academies is court work related to non-school attendance, the monitoring of Children Missing Education and the issue of work permits and performance licences.
- 6.7 The need to make Medium Term Financial Savings of some £95,000 per annum from April 2013 from within Additional Education Needs Services required a restructuring that resulted in a reduction of 3 fte posts within the Education Welfare Service.

- 6.8 The ongoing need to make savings across Learning and Achievement as a result of the reduction in a number of government grants and the loss of funding via the Local Authority Central Spend Equivalent Grant (LACSEG) to academies at the point of conversion has resulted in the need for further restructuring. This will result in the amalgamation of the Education Welfare Service and the Behaviour Support Service to form a combined **Attendance, Behaviour and Traveller Support Service**. This service will provide a core support service to maintained schools to support improved attendance. A traded service offer will also be available to those academies that wish to purchase this type of support.
- 6.9 Notwithstanding the significant reductions in the resources available to the Local Authority in undertaking its responsibilities relating to welfare of children in the borough the current Education Welfare Service and from the 1 April 2013, the **Attendance, Behaviour and Traveller Support Service**, will continue to work in partnership with schools, families and other agencies to ensure that children benefit from the education to which they are entitled. It will also continue to perform its statutory role of establishing (so far as it is possible to do so) the identities of children residing in their area who are not receiving a suitable education and taking the appropriate action to remedy the situation.
- 6.10 Given the importance of all children, particularly vulnerable children, attending school regularly it is recommended that members continue to monitor overall levels of school attendance and the rates of persistent absence for both maintained schools and academies in the borough on a regular basis.
- 6.11 Ofsted will continue to monitor schools'/ academies attendance during the normal cycle of inspections and will make judgements on the basis of pupils' actual attendance and the numbers of pupils who are persistently absent. However, there will often be a significant time lag between inspections of individual schools/ academies.

7. Enforcement Action

The LA has an ongoing duty to enforce attendance through the courts where necessary. There are four key enforcement strategies;

8. Penalty Notices

- 8.1 A Penalty Notice may be issued as an early alternative to prosecution or other forms of intervention as follows depending on the individual circumstances:
- 8.1.1 where a pupil has at least 10 sessions unauthorised absence during any given continuous 3 month period (school time only) and the parent(s) are not co-operating with the LA and/or school to resolve the problem;

- 8.1.2 The parent has received a formal warning of the possibility of a PN being issued and given a minimum of 15 school days to effect an improvement.
 - 8.1.3 Where a pupil is required to attend alternative education provision at a named site, school or pupil referral unit and fails to attend on or after the first day.
 - 8.1.4 Where a parent has taken the pupil on holiday during term-time without the school's authorisation or (in cases where the school has authorised absence for a holiday) has failed to return the pupil to school on the date agreed with the school; or
- 8.2 As is currently the case for prosecutions, the EWS determines whether a notice should be issued following discussion with the school (or other agency) and receipt of a completed school referral form.
- 8.3 The fine payable following the issue of a Penalty Notice was increased by the government from £50 to £60 per child per offence from 1 September 2012, as part of its drive to improve levels of school attendance. (If the fine is paid after 28 days but within 42 days the fine is doubled to £120.)
- 8.4 If the fine is not paid in full by the end of the 42 period the local Authority must either prosecute for the offence or withdraw the notice.

9. Education Supervision Orders

- 9.1 The Local Authority may apply for an Education Supervision Order (ESO) instead of, or as well as, prosecuting parents. The Local Authority is under a duty to consider applying for an ESO before commencing legal proceedings against parents.
- 9.2 An ESO makes the Local Authority responsible for advising, supporting and giving "directions" to the supervised child and his/ her parents in such a way as to ensure that the child is properly educated. In practice much of the work that would be covered by an ESO has usually been undertaken informally by an Education Welfare Officer prior to consideration of legal action and so few ESO's are sought through the Family Proceedings Court.

10. Prosecution in the Magistrates Court

- 10.1 Prosecution is a planned intervention in those cases where it is identified to be appropriate (i.e. where the parents fail to cooperate in ensuring their child's regular school attendance).
- 10.2 At the start of casework parents are normally notified that legal action

may be taken by the Local Authority. Sometimes the prospect of prosecution can lead to a significant improvement in a child's attendance and court action may not be required if it is believed that the improvement will be sustained. However, in those cases where parents fail to co-operate evidence is submitted to the Magistrates' Court. Conviction of an offence under sections 444 and 444 (1A) of the Education Act 1996 may result in fines of up to £2,500 and, in the case of s444 (1A), a prison sentence.

11. School Attendance Order

11.1 School Attendance Orders (SAOs) are used to direct parents to send their child to a specified school. It is used when a pupil is of statutory school age is not on roll at any school and the parents have not made arrangements to receive a suitable education. It is most commonly used where parents cannot be allocated a place at any of their preferred schools and refuse the place(s) offered at alternative schools.

11.2 Action will continue to be taken where appropriate on the basis of evidence of unauthorised absence provided by schools/ academies. In general, prosecution is not normally considered to be appropriate where pupils are in Key Stage 4, unless the circumstances are exceptional i.e. there is a sibling in the family or it is deemed to be in the public interest.

IMPLICATIONS AND RISKS

12. Financial implications and risks:

12.1 There are no direct financial implications or risks arising as a result of this report. It should be noted that the LACSEG funding reduction for the financial year 2013-14 is £1.554 million. This is being addressed by savings that fall outside the current MTFS.

12.2 Any traded services bought back by academies need to be subject to clear service level agreements and the costs charged should be based on the full cost recovery of the provision of those services in line with the Council's Corporate Charging Policy. There is a MTFS of £100k in 2012-13, £450k in 2013-14 and £950k in 2014-15 that is to be achieved through services that trade with schools (including schools catering).

13. Legal implications and risks:

There are no apparent legal implications from noting the contents of the Report. The Committee should be aware that the Local Authority must comply with the appropriate regulations, procedures and Codes when taking

enforcement action to ensure that children are receiving a suitable education and attending school on a regular basis.

14. Human Resources implications and risks:

There are no Human Resources implications within this report, other than those that have arisen as a result of the restructuring of Additional Education Needs Services, which was implemented from the 1 August 2012 and the forthcoming restructuring of Learning and Achievement that has an implementation date of 1 April 2013.

15. Equalities implications and risks:

There are no equalities implications or risks identified within this report other than the general concern that the Local Authority is likely to have a less direct role in the future in ensuring good levels of attendance by pupils attending maintained schools and academies in the borough. Hence the need for the Local Authority to continue its regular monitoring of levels of attendance and absence in the borough's schools and academies.

BACKGROUND PAPERS

“Improving attendance at school” A report by Charlie Taylor – the government's expert adviser on behaviour.

Ensuring Children's Right to Education – Guidance on the legal measures available to secure regular school attendance. Dept. for Children, Schools and Families.

Guidance on Education – Related Parenting Contracts, Parenting orders and Penalty Notices. Dept. for Children, Schools and Families.

DfE: Pupil absence in schools in England, including pupil characteristics: 2009/10 and 2010/11.

Inspecting attendance: guidance. Office for Standards in Education.

Appendix 1

Traded Services Offer for Academies: Financial Year 2013/14

The Attendance, Behaviour and Traveller Support Service Education – Attendance Focus - Academies

Description of Service

The Attendance, Behaviour and Traveller Support Service (ABTSS) provides high quality advice and guidance to schools on attendance and welfare issues to ensure that parents fulfil their statutory obligation to send their children to school regularly. The ABSS recognises the important role that schools play in early identification of poor attendance and aims to work in partnership to ensure that attendance levels continue to rise in Havering schools and pupils' welfare and safety is maintained.

Statutory Services

The following services are provided at no charge to all schools and academies:

- Preparation of cases that meet the threshold for legal action.
- Issuing of Fixed Penalty Notices.
- Support for children on child protection plans and children missing from education (CME).
- Issuing of child performance, chaperone and employment licenses.
- Advice and guidance when a parent wants to educate their child at home.
- Provision of advice and guidance on child protection issues.

Core Package Offer

- Regular support from a linked Attendance and Behaviour Support Officer (, including absence cover when linked officer is unavailable due to ill health, etc.)
- Advice and guidance on promoting early intervention for pupils with poor attendance.
- Guidance on strategies for managing pupil absence.
- Detailed casework with pupils with low attendance that will reach the threshold for legal intervention, if required.
- Outreach work with pupils and families, including home visits and attendance at multi-agency meetings and case conferences for pupils causing serious concern.
- Meetings at school with staff and parents.
- Cross border liaison in relation to out-borough pupils.

Additional Services Offer

- Information, advice and support on the development of whole-school approaches to improving attendance.
- Disproportionality analysis.
- Pre- Ofsted “health check”
- School based governor training.
- School based staff training.
- Class based children’s workshops aimed at improving attendance.
- Attendance at parents’ induction meetings.
- Undertaking enquiries concerning children who are placed on roll at school but fail to appear.

Cost of Service

Core package offer:

Per hour £40

½ day £100

Additional Services Offer:

Per hour £55

½ day £138

Bespoke packages are available by negotiation.

Contact Details

Tracy Bowden
Team Leader - EWS
Tel: 01708 433741
Email: tracy.bowden@haverling.gov.uk

OVERVIEW AND SCRUTINY COMMITTEE

Subject Heading:

School Standards Report, 2012

CMT Lead:

Sue Butterworth

Report Author and contact details:

Grahame Smith
Principal Inspector
Havering School Improvement Services
(Hsis)
01708 433813
grahame.smith@havering.gov.uk

Policy context:

This report relates to the policies relating to education

SUMMARY

This report summarises the 2012 performance of Havering primary and secondary schools/academies in key stage assessments, tests and examinations.

2012 was another successful year for Havering schools. Although EYFS results were mixed, Havering enjoyed its best ever results at Key Stages 1 and 2. There was a fall for the first time at GCSE, due to the outcomes of the English results, which were a national phenomenon. For the second year running, Havering had no schools or academies below the government floor standard (60% L4 joint En/Ma at Key Stage 2, and 40% A*-C (inc En/Ma) at GCSE).

Overall attainment at Key Stages 1, 2 and 4 remains above the national average for each of the main attainment measures and is higher than the performance of our statistical neighbours.

During 2011-12, primary and secondary schools/academies receiving targeted support improved more significantly than those schools not in receipt of support.

RECOMMENDATION

That the committee notes and commends the achievements of its children and young people in achieving such high standards, and recognises the highly successful contribution that is made to the borough by headteachers, teachers and governors.

REPORT DETAIL

1. Foundation Stage

Foundation Stage Profile %

	%Achieving 6+ in PSE	%Achieving 6+ in CLL	%Achieving 6+ in PSE & CLL	% Achieving at least 78 across the Foundation Profile	Achieving at least 78 & 6+ in all PSE & CLL	Median FSP Score	Average FSP Score of Lowest 20% of Pupils in LA	LA % Gap between Median & bottom 20 %
Havering 2012	80.1	62.9	60	80.8	60	92	62.7	31.9
Hav. +/-	-2.0	+1.7	+1.4	-1.0	+1.4	0	-4.3	-4.4
National	82/+3	66/+4	64/+5	81/+2	64/+5	90*	61.8*	21/+11.4

DfE: National Curriculum Assessments at Key Stage 1 in England, 2011/12 (Provisional) - Released 21/11/2012

*2011 Data

- 1.1 Havering results for 2012 are mixed. Overall, they are marginally lower than our best ever outcomes in 2010, but we did not match the national improvements and attainment for 2012 was broadly average.
- 1.2 Last year, we reported on the significant narrowing of the gap between the average FSP scores and those of the lowest 20% of pupils in the Authority. The LA gap between the median and the bottom 20% widened in 2012 to 31.9 percentage points, from 27.5 in 2011.
- 1.3 There was a small improvement in the percentage of children achieving 6+ PSED / CLL (up to 60%), though there was a small fall overall in the percentage achieving at least 78 points across the EYFS (80.8%).

2. Key Stage 1

Key Stage 1 %

	Level 2+			Level 2B+			Level 3		
	Re	Wr	Ma	Re	Wr	Ma	Re	Wr	Ma
Havering	91	88	94	81	71	81	30	14	23
Hav. +/-	2	2	2	2	3	3	2	1	1
National	87/+2	83/+2	91/+1	76/+2	64/+3	76/+2	27/+1	14/+1	22/+2

DfE: National Curriculum Assessments at Key Stage 1 in England, 2011/12 (Provisional) - Released 09/10/2012

- 2.1 These outcomes are the best ever results for Havering at Key Stage 1. Overall performance at the Levels 2+, 2B+ and 3+ benchmarks at Key Stage 1 improved once again. Performance improved in every subject (Reading, Writing, Maths), with more pupils achieving the expected level (2B+) than ever before. There was also an increase in the proportion of pupils achieving the highest levels (L3).
- 2.2 This improvement maintains our place above the national average and is in keeping with the improving trend in the national picture.
- 2.2 As is the case for the Foundation Stage, Key Stage 1 assessments are all teacher-assessed rather than tested, as they are at the subsequent key stages; and again, like at the Foundation Stage, schools have been supported in recent years to improve the accuracy of the teacher assessments.

3. Key Stage 2

Key Stage 2 (SATs) %

	Level 4 +			Level 5+		
	Eng	Ma	Eng & Mat	Eng	Ma	Eng & Mat
Havering	88	86	82	40	43	28
Hav. +/-	2	4	5	7	7	6
National	85/+3	84/+4	79/+4	38/+9	39/+4	27/+6

DfE: National Curriculum Assessments at Key Stage 2 in England, 2011/12 (Provisional) - Released

- 3.1 Level 4+ attainment in both English and Maths combined rose to 82% - our highest ever performance and higher than this year's national average figure of 79%. Level 5+ performance rose to 28% - well above previous years. These results place us, once again, above the national average. Particularly pleasing in 2012 was the significant increase in the performance of our most able learners – with the proportions reaching the higher Level 5+ increasing by 7% in both English and Mathematics. Raising the achievement of our most able learners has been a major focus in Havering over the last few years.
- 3.2 In English, Level 4+ attainment rose to a best ever 88% - this is above the national average figure of 85%. Level 5+ performance increased to 40% - again, above the national average.
- 3.3 In Mathematics, Level 4+ attainment rose to 86% - like English, our highest ever results and above the national average. Level 5+ rose to 43%, to also remain above the national average.
- 3.4 No primary schools in Havering fell below the government's floor standard – a minimum measure of both attainment and progress. Havering was one of only two Local Authorities country-wide in 2011 to have no schools deemed 'underperforming' on this measure, so we are delighted that this has been maintained in 2012.
- 3.5 The table below shows the proportions of pupils making the expected 2 level or more of progress from Key Stage 1 to Key Stage 2. Again, Havering schools performed above the national average

	2 levels Progress	
	Nat	Hav
English	89%	91%
Mathematics	87%	88%

4. Key Stage 4

Key Stage 4 %

	EnBacc	5 A*-C (inc. Eng & Mat)	5 A*-C	Pupils making expected progress from KS2 to KS4 in English	Pupils making expected progress from KS2 to KS4 in Maths
Havering	17.1	61.1	80.7	64.6	73.5
Hav. +/-	-1.6	-2.4	1.5	-9	1.8
National	16.1 / -0.4	58.6 / -0.4	81.1 / -1.5	68.9 / -4.2	69.6 / +3.7

DfE: GCSE and Equivalent Results in England 2011/12 (Provisional) - Released 18/10/2012

- 4.1 The 2012 Havering average for 5A*-C grades (inc En/Ma) decreased for the first time in many years, by approximately 2.4%, to a provisional 61.1%
- 4.2 This is more than accounted for by the drop in English results, which is a national phenomenon that is currently being challenged by secondary headteacher associations. However, the drop in Havering would appear to exceed the national fall and comprises significant variation between the English results of different schools.
- 4.3 The fall in Havering's results is clearly disappointing after so many years of incremental increase. However, scores in Havering remain above the national average at this measure.
- 4.4 With the exception of English, there is more encouraging evidence to suggest that Havering schools have continued to improve this year, with the % achieving 5A*-C (not necessarily inc En/Ma), actually increasing by 1.5% to 80.7% overall.
- 4.5 Once again, the English Baccalaureate measure is being reported. This rewards those students who achieve an A*-C in English, maths, 2 sciences, a modern foreign language and either history or geography. This measure was introduced retrospectively and still does not reflect any changes in curriculum take up.

Additional GCSE Notes:

- 7 schools did, however, improve on their 2011 results, with 5 achieving their best, or equalling their best, ever results.
- The Havering average pass rate for **maths increased by 4%**, with only 3 schools seeing slight drops in their maths A*- C grade percentage.
- The Havering average pass rate for **English fell by 8%**, with only 1 school improving its English A*- C grade percentage (by 3%).
- 8 schools saw a drop in their English A*- C grade percentage of 10+%, with 2 schools dropping by 20+%.
- In keeping with national outcomes, it appears to be the case that those schools which entered significant numbers of students for their English GCSE in January 2012 have suffered lesser falls in results than those that did not.
- Despite the significant drop in English results, the Havering Average Point Score remained almost unchanged – suggesting improvements across other areas of the curriculum in addition to those in maths.
- In every school where their 5+ A*- C (inc. E&M) decreased, the fall was more than matched by the decrease in English results.

5. Key Stage 5

Key Stage 5 %

	APS / Student	APS / Examination Entry
Havering	843.7	216.3
Hav. +/-	9	0.9
National	717.7/-28.3	211.8/-4.4

DfE: GCE/Applied GCE A/AS and Equivalent Examination Results in England, 2011/12 (Provisional) - Released 18/10/2012

- 5.1 Outcomes for 6th form students in Havering improved in both key measures in 2012.
- 5.2 APS per student and per examination are two headline measures used to assess the performance of sixth forms. Whilst it is important to compare individual year results with national scores it is equally important to note the trend over time to ensure these scores are improving.
- 5.3 The **average point score per student** provides a measure of the average number of A level equivalents studied and the grades achieved. The more qualifications undertaken by a student **and** the higher the grades achieved, the higher the average point score per student. *For Havering schools, APS per student has improved and remains significantly higher than the national average though trends over time vary for each school/academy.*
- 5.4 The **average point score per examination** gives an indication of the average A level grade achieved by students at an institution. The higher the grade, the higher the points score per examination entry. *For Havering schools APS per examination has improved and remains higher than the national average though trends over time vary for each school/academy*

6. Performance of primary schools supported by Hsis

Key Stage 2 - 2011- 2012								
Subject	Targeted Schools				Universal Schools			
	%L4+	+ or -	%L5+	+ or -	%L4+	+ or -	%L5+	+ or -
English & Mathematics	77.3	7.8	27.2	11.9	83.7	3.5	31.0	6.1
English	85.0	1.5	38.1	11.5	88.9	2.3	41.2	5.6
Mathematics	80.9	7.9	37.8	10.5	87.6	1.4	45.0	5.7

- 6.1 The Hsis Senior Leadership Team undertakes a rigorous process twice a year for deciding which category of support is needed for each school in consultation with each school's School Improvement Partner (SIP) or Link, and other colleagues across Children's Services. Schools are allocated a category from 1 – a light touch school, to 3 – needing significant support.

- 6.2 Category 3 schools are the LA's Schools Causing Concern, ie those in which the Authority has statutory powers to intervene. Schools which are designated as Category 3 receive additional targeted support to effect whole school improvements.
- 6.2 In addition to the above, schools also receive support to improve performance in a particular subject, or a combination of subjects.
- 6.3 Fourteen schools were part of the LA's Targeted Support Programme in 2011-12 and these schools made improvements in both English and Maths at Level 4+ and especially L5+.

7. Performance of secondary schools supported by Hsis

Key Stage 4 - 2011- 2012 Progress				
Subject	Targeted Schools		Universal Schools	
	GCSE A*-C	+ or -	GCSE A*-C	+ or -
5+ GCSE's incl. English & Mathematics	58.3	4.7	61.5	-4.5
English	63.5	-1.6	68.8	-9.4
Mathematics	69.3	7.8	76.8	3.5

- 7.1 Only two LA-maintained secondary schools were supported via the core service of Hsis during 2011- 12 due to the number of academies.
- 7.2 These two schools supported by the core Hsis offer showed significant and accelerated improvements in Maths, and those supported for English were hit less than those not receiving core support at all.

8. Interventions for pupils below age-related expectations

- 8.1 The service continues to promote programmes and strategies that target students who are below expectations or who are not making sufficient progress. This is achieved in various ways: use of data intelligence to identify schools with the largest number of students; School Improvement Partner challenge and evaluation of school-based provision; in-school consultancy support; training sessions on all major intervention programmes (eg 1-1 Tuition, Every Child a Reader (ECaR), Every Child a Writer (ECaW), Every Child Counts (ECC), Study Plus, etc). The tracking of these students also forms a major part of the school improvement agenda each term.

9. Support for groups and Closing the Gap (ANNEX 1)

The tables below show the attainment and progress breakdown of some key groups in Havering, and compare their performance with the national picture. They also show the attainment gaps between groups. This is based on the percentages reaching the expected levels.

Key Stage 1 – attainment is significantly above national for all groups, though our gaps between boys and girls is slightly wider than national at some measures.

Key Stage 2 – attainment is again at or above the national average for all groups except for those on FSM, where attainment at L4+ En/Ma is 3% lower than national, and 2 levels of progress in Maths is 1% lower. Again, some attainment gaps, especially for FSM, are slightly wider than found nationally.

Key Stage 4 – attainment is above the national average for all groups and especially for FSM students. Progress measures were below average for all groups in English (except CLA where it was above average). In Maths it was well above average (except CLA which was well below). Please note that CLA cohort numbers were very small for 2012 (13).

Key Stage 1:

L2B+ Reading:						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	81	76	5	Significantly above national		
MALE	76	72	4	11	9	-2
FEMALE	87	81	6			
FSM	70	63	7	14	18	4
NON-FSM	84	81	3			

L2B+ Writing:						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	71	64	7	Significantly above national		
MALE	62	57	5	17	15	-2
FEMALE	79	72	7			
FSM	56	49	7	19	21	2
NON-FSM	75	70	5			

L2B+ Mathematics:						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	81	76	5	Significantly above national		
MALE	79	75	4	4	3	-1
FEMALE	83	78	5			
FSM	71	63	8	13	18	5
NON-FSM	84	81	3			

Key Stage 2:

L4+ English:						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	87	85	2	Above national		
MALE	84	82	2	7	7	0
FEMALE	91	89	2			
FSM	76	76	0	13	13	0
NON-FSM	89	89	0			

L4+ Mathematics:						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	86	84	2	Above national		
MALE	85	84	1	1	0	-1
FEMALE	86	84	2			
FSM	75	75	0	14	13	-1
NON-FSM	89	88	1			

L4+ English and Mathematics:						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	82	79	3	Above national		
MALE	79	77	2	5	5	0
FEMALE	84	82	2			
FSM	65	68	-3	19	16	-3
NON-FSM	84	84	0			

PROGRESS: English Key Stage 1-2 (2 levels of progress):						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	91	89	2	Above national		
MALE	89	88	1	3	3	0
FEMALE	92	91	1			
FSM	88	87	1	3	3	0
NON-FSM	91	90	1			

PROGRESS: Mathematics Key Stage 1-2 (2 levels of progress):						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	88	87	1	Broadly similar to national		
MALE	88	88	0	0	1	1
FEMALE	88	87	1			
FSM	82	83	-1	7	6	-1
NON-FSM	89	89	0			

Key Stage 4:

5 A*-C Grades (inc English and Mathematics):						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	61	58	3	Significantly above national		
MALE	56	53	3	10	10	0
FEMALE	66	63	3			
FSM	44	38	6	21	26	5
NON-FSM	65	64	1			

PROGRESS: English Key Stage 2-4 (3 levels of progress):						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	64	67	-3	Below national		
MALE	59	61	-2	11	13	2
FEMALE	70	74	-4			
FSM	53	54	-1	13	17	4
NON-FSM	66	71	-5			
CLA (13)	38	35	3	26	32	6
Non-CLA	64	67	-3			

PROGRESS: Mathematics Key Stage 2-4 (3 levels of progress):						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	73	68	5	Significantly above national		
MALE	73	66	7	1	4	3
FEMALE	74	70	4			
FSM	56	51	5	20	22	2
NON-FSM	76	73	3			
CLA (13)	25	34	-9	48	34	-14
Non-CLA	73	68	5			

*

Note: CLA = Children Looked After

IMPLICATIONS AND RISKS

Financial Implications and risks:

There are no direct financial implications arising from this report which is for information purposes only. There are significant financial implications to the Council arising as a result of schools converting to academy status, and there will be implications due to the devolvement of budgets in the case of pupil referral units. There are separate reports that detail these implications.

Legal Implications and risks:

There are no legal implications from noting the contents of this Report.

Human Resources Implications and risks:

There are no direct HR implications from noting the contents of this Report.

Equalities Implications and risks:

Schools are aware of their responsibilities regarding equality of opportunity and the need to narrow attainment gaps for some groups of pupils where these exist. This remains a key part of the national agenda, and attainment gaps do exist in Havering schools (eg between boys and girls; FSM and non-FSM). This remains a key priority within the school improvement service.

Staff Contact:	Grahame Smith
Designation:	Principal Inspector (Hsis)
Telephone No:	01708 433813
E-mail address:	grahame.smith@haverling.gov.uk

CHERYL COPPELL
Chief Executive

Background Papers List

None.