



CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE AGENDA

7.00 pm	Tuesday 15 March 2016	Committee Room 1- Town Hall - Town Hall
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Members 9: Quorum 4

COUNCILLORS:

Gillian Ford (Chairman)
Carol Smith (Vice-Chair)
Jason Frost

Nic Dodin
John Glanville
Joshua Chapman

Philippa Crowder
John Wood
Keith Roberts

CO-OPTED MEMBERS:

Statutory Members representing the Churches

Jack How, Roman Catholic
Church
Lynne Bennett, Church of
England

Statutory Members representing parent governors

Julie Lamb, Special Schools
Emma Adams, Primary
Lynda Rice, Secondary

Non-voting members representing local teacher unions and professional associations:
Keith Passingham (NASUWT), Ian Rusha (NUT) and Linda Beck (National Association of
Headteachers)

For information about the meeting please contact:
Wendy Gough 01708 432441
wendy.gough@onesource.co.uk

Protocol for members of the public wishing to report on meetings of the London Borough of Havering

Members of the public are entitled to report on meetings of Council, Committees and Cabinet, except in circumstances where the public have been excluded as permitted by law.

Reporting means:-

- filming, photographing or making an audio recording of the proceedings of the meeting;
- using any other means for enabling persons not present to see or hear proceedings at a meeting as it takes place or later; or
- reporting or providing commentary on proceedings at a meeting, orally or in writing, so that the report or commentary is available as the meeting takes place or later if the person is not present.

Anyone present at a meeting as it takes place is not permitted to carry out an oral commentary or report. This is to prevent the business of the meeting being disrupted.

Anyone attending a meeting is asked to advise Democratic Services staff on 01708 433076 that they wish to report on the meeting and how they wish to do so. This is to enable employees to guide anyone choosing to report on proceedings to an appropriate place from which to be able to report effectively.

Members of the public are asked to remain seated throughout the meeting as standing up and walking around could distract from the business in hand.

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 sub-committee has its own remit as set out in the terms of reference but they each meet to consider issues of local importance.

The sub-committees 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 to the public.

The sub-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. These are considered by the Overview and Scrutiny Board and if approved, submitted for a response to Council, Cabinet and other relevant bodies.

Sub-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 or undertaking site visits. Once the topic group has finished its work it will send a report to the Sub-Committee that created it and will often suggest recommendations for the Overview and Scrutiny Board to pass to the Council's Executive.

Terms of Reference

The areas scrutinised by the Committee are:

- Pupil and Student Services (including the Youth Service)
- Children's Social Services
- Safeguarding
- Adult Education
- Councillor Calls for Action
- Social Inclusion

AGENDA ITEMS

1 APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS

(if any) - receive.

2 DISCLOSURE OF PECUNIARY INTERESTS

Members are invited to disclose 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 - 10)

To approve as a correct record the Minutes of the meetings of the Committee held on 14th January 2016 and authorise the Chairman to sign them.

5 ATTENDANCE AND EXCLUSION DATA (Pages 11 - 30)

The Sub-Committee will receive information from the Virtual Head teacher on attendance and exclusion information.

6 OVERVIEW OF SCHOOL ADMISSIONS AND EXPANSION PLANS, NOT IN EDUCATION, EMPLOYMENT AND TRAINING (NEET) AND THE RAISING OF PARTICIPATION AGE. (Pages 31 - 50)

The Sub-Committee will receive details about the School Admissions Procedures, the Schools Expansion Programme and its progress.

Information will be provided on the "Not in Education, Employment and Training" (NEET) as well as the Raising of Participation Age.

7 CHAIRMAN TO FEEDBACK ON THE OPEN FORUM MEETING

The Chairman will provide feedback to the Sub-Committee on the open forum meeting (agenda setting meeting).

8 STARTERS AND LEAVERS

The Sub-Committee are asked to note the change of membership.

Lynne Bennett – Church of England Representative (replaces Philip Grundy)

Linda Beck – National Association of Head Teachers (replaces Margaret Cameron)

It should be noted that due to a change in circumstances Emma Adams – Parent Governor (Primary) will be stepping down. Work is underway to find a replacement.

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.

Andrew Beesley
Committee Administration
Manager

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**MINUTES OF A MEETING OF THE
CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE
Committee Room 1-Town Hall - Town Hall
14 January 2016 (7.00 - 9.35 pm)**

Present: Councillors Carol Smith (Vice-Chair), Jason Frost, Nic Dodin, John Glanville, Joshua Chapman, Philippa Crowder, John Wood and Keith Roberts

Co-opted Members: Jack How

Non-voting Member: Ian Rusha

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

Officers present:

Mary Phillips, Assistant Director, Learning and Achievement

Tim Aldridge, Assistant Director, Children's Services
Susan Sutton, Quality Assurance Manager, Learning and Achievement

Craig Benning, Policy and Performance Business Partner

Brian Boxall, Chair, Local Safeguarding Children's Board

20 APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS

Apologies were received from Councillor Gillian Ford. The Chair was therefore taken by Councillor Carol Smith.

Apologies were also received from co-opted Members Lynne Bennett (Church of England) and Julie Lamb (Special Schools).

Apologies were also received from Bev Markham, Healthwatch Havering.

21 DISCLOSURE OF INTERESTS

Councillor John Glanville declared a personal interest in agenda item 6 (Self-Evaluation Form (SEF) for Hacton primary School) as his grandchildren attended the school.

22 CHAIRMAN'S ANNOUNCEMENTS

The Chairman gave details of action to be taken in the case of fire or other event that should require the evacuation of the meeting room.

23 MINUTES

The minutes of the meeting of the Sub-Committee held on 9 September 2015 were agreed as a correct record and signed by the Chairman.

24 SCHOOLS STANDARDS REPORT

The Quality Assurance Manager gave an overview of the main features of the School Standards Report 2015. One Havering Primary Academy was below the Department for Education (DfE) floor standard and one Secondary in the borough was not reaching the national meridian.

It was noted that with the exception of London Borough of Bexley, Havering's statistical neighbours were from areas outside of London. Havering was also the only London borough that had decreasing wealth and growing deprivation among its cohort of pupils.

Havering had improved performance at the Early Years Foundation stage compared to the two previous years but performance nationally had also risen on this measure.

At Key Stage One, Havering had improved performance on the phonics and spelling tests by 2%. Havering was ranked second among its statistical neighbours which was a positive result. Performance had also improved for Key Stage One tests in reading, writing and maths.

Results at Key Stage Two had been excellent with attainment reaching the target level 4+ in each of reading, writing and maths. Havering was ranked seventh nationally on this measure. Results for grammar, spelling and punctuation at this stage had also improved with Havering now ranked 10th nationally.

Progress from Key Stage 1 to Key Stage 2 had improved slightly although it was noted that Havering had high scores on this measure and was ranked top among its statistical neighbours.

Following changes in the criteria from 2013-14, attainment at Key Stage 4 had dropped by some 3% although lower levels had also been seen across London and nationally. Measures of progress at this stage had seen Havering drop from 35th to 61st in terms of national ranking. It was clarified that progress was measured from year 6 to year 11 and that pupils who moved into the borough were also counted for this measure. Progress in maths for Havering had fallen by 3% and meant Havering was now ranked 29th of 31 London boroughs. New measures would be introduced for this area from summer 2016.

The attainment gap encountered by disadvantaged children had now reduced in Havering and the school performance of children entitled to free school meals was in line with the national average. Officers added that they encouraged parents to register children for free school meals where appropriate as this allowed the receipt of pupil premium funding.

Performance at Key Stage 5 (post 16) had been broadly static. Any fall may have been due to pupils undertaking fewer qualifications but this would allow studies to be more focussed towards obtaining jobs or university places.

OFSTED grading for early years providers had exceeded targets and Havering was now above the national average. This was due to more robust monitoring of early years settings and providers. On the Good and Better Schools ratings however, Havering was on a downward trajectory and was now ranked 147th of 152 Local Authorities nationally. The reasons for this were unclear and officers added that good outcomes for Havering primaries were often not reflected in OFSTED inspections. Three schools had been downgraded by OFSTED to 'requires improvement' level and other schools rated as 'good' were first inspections and so could not improve the overall ranking for Havering. Havering was also ranked near the bottom for the proportion of schools graded Good or Better.

Some 37% of Havering schools were listed as priority schools for the Local Authority (LA) although it was pointed out that this was because the Local Authority was generally risk averse in this area. The LA was trying to manage OFSTED inspections better and recent inspections of primaries had seen better outcomes. There remained however problems with inspection of secondary schools. It was clarified that Academies were not the responsibility of the LA and it was suggested that the Regional Schools Commissioner could be invited to a future meeting of the Sub-Committee to discuss Academy performance in Havering. Officers added that the Leader of the Council had also expressed concern regarding the performance of secondary Academies.

It was noted that OFSTED criteria had changed with three different frameworks having been used in recent years. This was not however an excuse for poor performance.

Performance data for each school was also available and officers could provide a link to where this could be accessed. There were plans to improve progress from Key Stages Two to Four but it was often very difficult for the Council to get into low progress schools as these were mainly Academies.

All OFSTED reports for Havering schools over the last four years had been analysed but there were no obvious reasons for the low OFSTED appraisals. Officers therefore felt that leaders and managers in schools had not been adequately prepared for OFSTED inspections. Preparation for OFSTED inspections was now being targeted. Officers would supply to

each meeting of the Sub-Committee a short written update on the outcomes of recent OFSTED inspections. The schedule and frequency of OFSTED inspections was the responsibility of OFSTED and outside of the LA's control.

Officers felt that some heads in Havering needed to sell their schools to OFSTED better. There was however no discernible pattern in the inspection experiences of different head teachers.

New comparators would be developed by the Government as part of the new appraisal system and it was anticipated that the Council would follow these. Further Education Colleges were not directly the responsibility of the Council but were also included in the published national figures.

The Sub-Committee **NOTED** the report and thanked officers for their compiling of the information.

25 **SELF-EVALUATION FORM (SEF) FOR HACTON PRIMARY SCHOOL**

The Sub-Committee reviewed a self-evaluation form for Hacton Primary School which had received an 'outstanding' rating in a recent OFSTED inspection. There was no longer a statutory requirement on schools to produce a self-evaluation form although most schools continued to do so, using various formats.

Forms would be presented to Governors of schools who were due to be inspected to feed into the final version and also shown to the Local Authority. Forms were expected to be factual in nature with a lot of evidence presented in support of statements.

The sub-Committee **NOTED** the example of a self-evaluation form.

26 **BUDGET CHALLENGES**

Children's Services officers explained that a further 3,000 children were expected to arrive into Havering's primary schools. These projections were based on known housing developments in the borough, once the scale of these developments was known. A rise in secondary school children was also now being projected.

Havering was the only London borough with a rising birth rate and had London's largest net inflow of children into the borough. Havering was also the only London borough with rising levels of deprivation. The main reason for the population growth was the availability of relatively cheap housing in Havering. The numbers of child protection plans and looked after children were also increasing, putting a lot of demand on services.

The Council used to receive a range of specific grants for important projects such as the Early Intervention Grant but these had been significantly reduced. This had also been seen in reductions to the Dedicated Schools Grant.

There were currently 21,000 children in Havering primary schools, 15,000 in secondaries and 6,000 in Early Years settings. There were also around 250 children in secondary schools although officers explained that the vast majority of Special Educational Needs (SEN) children were in mainstream schools. Eight mainstream schools had additional provision for SEN children e.g. facilities for deaf pupils at Hacton Primary.

There were approximately 320 Early Years providers in Havering. Very few nurseries were attached to mainstream schools as there was not the capital funding available to build these.

Statutory services such as the provision of new education places and school quality assurance functions were funded by the Dedicated Schools Grant and core Council funding. As more schools became Academies, this had resulted in cuts to the Education Support Grant and the total grant reduction for Children's Services in 2015 had totalled £1.8 million.

Some non-statutory services had been converted into traded services and schools were able to purchase services such as finance support, catering and education HR. Trade was also undertaken with schools across South East England and it was suggested that officers could report on this in more detail at a future meeting.

Saving proposals included £100,000 from discontinuing the meals on wheels service and £400,000 from services for children and adults with disabilities. The method for achieving the latter saving was currently being discussed.

Budget pressures included a review of transport for SEN children (which could be reported to the Sub-Committee) and Havering not receiving the full funding required for school expansions.

The Children and Young People's Service (CYPS) covered areas including Children in Need, Child Protection Plans, Children in Care, Adoption and Early Help. A rise of 25% in referrals into Social Care was expected this year with large rises also being seen in the number of children with Child Protection Plans and the number of social worker assessments completed. The number of Looked after Children in Havering had however decreased slightly. The number of families using the Early Help service had increased by 22%.

Budget pressures in CYPS included the cost of using agency workers and the cost of placements for Children in Care. There were currently 70 agency social workers in Havering (29% of the total workforce) which cost £4.3 million annually. If 25 social workers could be converted to permanent

status, this would save the Council £1 million. Officers recognised however that this was both a national and London-wide problem.

A reorganisation of the Early Help service would save £900,000 over three years. £1.8 million had been allocated for cost pressures arising from Looked After Children and £1.1 million for staffing establishment costs. Officers wanted the Early Help service to offer more sophisticated support to families which would reduce the need for support from social workers.

The service's staffing structure would be reviewed over the next year and it was confirmed that Havering was on target to recruit 25 new foster carers by the next financial year.

27 CORPORATE PERFORMANCE INDICATORS FOR CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE

Officers explained that of the thirteen performance indicators covering the remit of the Sub-Committee, nine were classified as Green and three as Red. It was noted however that the demand pressures on the service should be taken into account when considering performance. It was also noted that, with effect from April 2016, the indicators would be presented first to the Sub-Committee prior to going to Cabinet.

Two indicators covering Looked After Children in foster care and children leaving care for adoption were expected to improve. It was noted that the percentage of long-term Looked After Children placements was exceeding the target and that there were no current long-term Child Protection Plans which was also a positive indicator.

Areas for improvement included the time children took to reach adoption but there were low numbers of children involved. In terms of children leaving care but not in education, employment or training, Havering was behind its target but continued to perform better than its statistical neighbours. It was also felt that Havering's target for this issue should be reduced to a more realistic level.

The number of foster carers in Havering had risen and officers explained that this was due to having staff with the right skill set, persistent recruitment campaigns and improved support for foster carers.

28 HAVERING SAFEGUARDING CHILDREN'S BOARD ANNUAL REPORT

The Chair of the Safeguarding Children's Board explained that the Board looked at issues at a multi-agency level and that there was increased pressure on partners such as the Police, health visitors etc. Police resources were also often focussed on historic child abuse rather than current investigations. It was positive that better multi-agency safeguarding hub assessments were taking place but this required more support and intervention.

Multi-agency work on Child Sexual Exploitation was now much better in Havering. More cases were being identified but this also meant more pressure on services. There were also pressures from people moving into the borough although the Board was in a good position to understand the issues.

The Board Chair explained that a section 17 investigation related to a Child in Need and that a section 47 investigation focussed on suspected child abuse or neglect. A section 47 investigation was at the highest level and required a multi-agency conference.

It was confirmed that statutory reporting on Female Genital Mutilation (FGM) was now required. Adults who had undergone FGM could also be reported and offered support in hospitals. The Board Chair added that there were not a large number of FGM cases in Havering but the demographic profile of the borough was changing.

The Sub-Committee **noted** the situation and thanked the Board Chairman for the update.

29 **UPDATED SCHOOLS WHISTLE BLOWING POLICY**

It was agreed that officers would circulate the updated policy and management guidance on whistle blowing. Officers agreed that it could be difficult for junior members of staff to raise concerns about senior managers. This had led to the whistle blowing policy being revised and reissued and training being made available.

The policy had been developed in close cooperation with unions and publicity for the policy had been displayed in school staff rooms and other appropriate locations.

An escalation policy had also been developed by the Local Safeguarding Children's Board.

30 **SOCIAL WORKERS UPDATE**

The Assistant Director, Children's Services reported that work would take place over the next year on social worker recruitment and retention. This would be part of wider changes due to be made to the service.

Staff turnover was measured by the number of cases which had seen three or more social workers allocated to it in the last year. This was just under a third of cases in Havering as at November 2015.

The current figure of 70 agency social workers (29% of the total) was just over the London average and it was noted that each agency worker cost around twice the amount of a permanent employee.

Officers felt that it was important to be clear about the vision and culture of the service and to establish a working environment that allowed better recruitment and retention. Officers added that they felt that too many families were being drawn into statutory services and that many of these could be diverted to community services. Some 60% of assessments undertaken were found to require no further action.

The service was therefore piloting a new way of working and also funding a small transformation team. A new approach to permanent recruitment was also being taken with the use of a commercial partner to recruit more permanent social workers via social media. It was also hoped to use the Frontline organisation to fast track four graduates into social work positions from September 2016. The Assistant Director felt that this initiative would improve the Council's reputation if it went ahead.

The service wished to allow social workers to work in a more creative way with families. Systemic family therapists would therefore be brought in to help social workers work differently with families and continuing professional development for social workers would also be introduced, focussing on systemic family therapy. The aim of the service was to achieve better outcomes for children and families.

The pilot scheme would be reviewed at the end of March and a reduction in the use of agency staff would follow gradually in a planned way. It was hoped an improvement in the overall situation would be seen by the end of the next financial year.

Some local social work students were already recruited but officers accepted that more could be done on this issue. There were already work placements available for Havering College students in social work.

The Step Up To Social Work programme encouraged the gaining of social work qualifications and staff on the Frontline programme would be guaranteed for two years. If staff could have a good experience via a revised structure and roles within the organisation, this would improve recruitment and retention.

Officers added that a normal contract of employment meant people could not be tied down for more than one year but felt that a better environment would keep staff in the organisation.

The Sub-Committee **NOTED** the update.

31 **CHAIRMAN'S FEEDBACK**

It was **AGREED** that this item would be deferred to the next meeting of the Sub-Committee.

32 FUTURE AGENDAS

The following items were suggested as items for future meetings of the Sub-Committee:

An update on social worker recruitment and retention.

A presentation from the service manager of the Youth Offending Service once the Early Help Service had been restructured.

33 URGENT BUSINESS

The Sub-Committee expressed its regret that Philip Grundy had ceased his role as co-opted member representing the Church of England and noted that Lynne Bennett had recently been appointed as a replacement co-opted member.

Chairman

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CHILDREN AND LEARNING OVERVIEW & SCRUTINY COMMITTEE

Subject Heading:

Title Attendance and Exclusions Report

CMT Lead:

Isobel Cattermole
Deputy Chief Executive, Children, Adults and Housing

Report Author and contact details:

Name Paul Tinsley
Tel no.01708 433837
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Policy context:

Attendance and Exclusion Data

SUMMARY

Good school attendance is important because poor attendance is linked to poorer educational outcomes and also presents a safeguarding concern where a child is not in school during term time.

The issue of taking children out of school for holidays in term time continues to be a concern and latest data available show that our schools are still authorising more absence than London and England averages. However, unauthorised absence has fallen, as has persistent absence (PA) over the past few years. This is reflected in a higher figure for penalty notices/fines over the past two years and shows the importance of keeping focussed on reducing these two factors in particular. The Government has changed the threshold for PA from below 85% to below 90% attendance from September 2015, which will mean a rise in the numbers/percentage of pupils falling within the definition of PA from this academic year.

In relation to exclusions, head teachers do have the power to exclude pupils for breaches of the school behaviour policy. Again there are concerns around educational outcomes and safeguarding for pupils who are excluded often and the local authority has a legal duty to provide alternative education for pupils who are permanently excluded. As well as being expensive, permanent exclusion from a school community can have a long lasting (sometime lifelong) impact on a young person. The rate of permanent exclusion in Havering in previous years has been higher than the London and England average in secondary schools and there have been increasing pressures on primary schools which have led to concerns that primary schools may start to use permanent exclusion as a way to deal with challenging behaviour. An additional concern is the fact that the Havering Pupil Referral Service is currently in Special Measures.

Work over the past year has focussed on improving support, challenge and protocols with our schools. This has included improving our alternative provision offer for schools, strengthening the IYFAP (In Year Fair Access Panel) for young people at risk of exclusion or without a school place, and supporting the Havering Pupil Referral Service towards academisation and improving the quality of the education offering in the interim.

CURRENT PRIORITIES

Exclusions

- Review primary IYFAP process
- Agree thresholds and protocols around the use of permanent exclusion with head teachers
- Further extend the Alternative Provision offer in Havering to support schools identify alternatives to exclusion
- Continue to assist schools with reviewing their behaviour/inclusion policies
- Develop use of Social Inclusion Fund and behaviour support traded service.
- Develop the new Vulnerable Children's Officer role

Attendance

- Focus on schools with high levels of PA and unauthorised absence.
- Seek to address authorised absence levels across the Borough as they remain higher than national averages
- Seek to extend traded offer for attendance work in schools not currently buying back
- Continue to support/challenge schools that are not working in line with guidance regarding 'holidays in term time' so that there is a consistent approach in all schools.
- Continue to develop links with Children's Services, especially in relation to Children Missing from Education (CME) work
- Closely monitor parents electing to home educate, especially where there are concerns around the reasons why this decision has been taken.

REPORT DETAIL

1. Attendance

Parents are responsible for making sure that their children of compulsory school age receive a suitable full-time education (section 7 of the Education Act 1996.). This can be by regular attendance at school, at alternative provision, or otherwise (e.g. the parent can choose to educate their child at home). The following is an extract from the DfE statutory

guidance 'School attendance Departmental advice for maintained schools, academies, independent schools and local authorities' (Oct, 2014)

'The government expects schools and local authorities to

- promote good attendance and reduce absence, including persistent absence;*
- and to ensure every pupil has access to full-time education to which they are entitled; and,*
- act early to address patterns of absence'*

In Havering there is a team of Attendance and Behaviour Officers that fulfils this responsibility on behalf of the Borough. The Attendance function is part funded through core funding and partly through a traded services agreement with schools. This does necessitate a careful approach with schools whereby the service is required to both challenge and support schools around attendance issues whilst ensuring that schools value the service so that they will continue to buy back.

Officers monitor school attendance and provide support to schools where the attendance of pupils falls below an acceptable level. This involves working closely with parents and pupils and seeking to support families to overcome barriers to school attendance. Whilst there are legal routes open to local authorities where parents do not ensure that their children receive a suitable education, these legal sanctions are generally a last resort at the end of a long process around supporting pupils and parents and working to reduce/remove any barriers to good school attendance. There are some cases where a penalty notice should be automatically applied, for example where a parent takes a child out of school during term time for an unauthorised holiday. Penalty notices may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first five days of a fixed period or permanent exclusion.

Penalty notices data for past 3 years are as follows:

2012 – 2013 Total 644

2013 – 2014 Total 1098

2014 to 2015 Total 1583

In relation to prosecutions (for irregular attendance under section 441 or 441(a) of the Education Act) the data are:

2012-2013 Total 32

2013-2014 Total 47

2014 to 2015 Total 66

The key measures around attendance are set out by the following indicators:

- Persistent Absence (for the purpose of this data, defined as attendance below 85%)

- Unauthorised absence
- Authorised Absence
- Overall Absence

The previous Government lowered the definition/thresholds around Persistent Absence (PA) from below 80% attendance to below 85%. In September 2015, the current Government further reduced the threshold for definition of PA to any student with an attendance below 90%. This means that the PA figure will increase for the 2015/16 data.

Data for the past three years are as follows

School Attendance Data 2011/12 – Primary Schools

	Havering	Outer London	England
Overall Absence	4.6%	4.3%	4.4%
Authorised Absence	4.0%	3.5%	3.7%
Unauthorised Absence	0.6%	0.8%	0.7%
Persistent Absence	3.6%	2.8%	3.1%

School Attendance Data 2011/12 – Secondary Schools

	Havering	Outer London	England
Overall Absence	5.6%	5.3%	5.9%
Authorised Absence	4.5%	4.1%	4.6%
Unauthorised Absence	1.1%	1.3%	1.3%
Persistent Absence	6.1%	6.0%	7.4%

School Attendance Data 2012/13 – Primary Schools

	Havering	Outer London	England
Overall Absence	4.9%	4.5%	4.7%
Authorised Absence	4.1%	3.5%	3.9%
Unauthorised Absence	0.8%	0.9%	0.8%
Persistent Absence	3.2%	2.5%	2.7%

School Attendance Data 2012/13 – Secondary Schools

	Havering	Outer London	England
Overall Absence	5.8%	5.2%	5.9%
Authorised Absence	4.7%	4.0%	4.5%
Unauthorised Absence	1.1%	1.3%	1.4%
Persistent Absence	6.5%	5.0%	6.5%

School Attendance Data 2013/14 – Primary Schools

	Havering	Outer London	England
Overall Absence	4.1%	3.9%	3.8%
Authorised Absence	3.4%	3.0%	3.1%
Unauthorised Absence	0.7%	0.8%	0.7%
Persistent Absence	2.6%	2.1%	2.1%

School Attendance Data 2013/14 – Secondary Schools

	Havering	Outer London	England
Overall Absence	5.3%	4.7%	5.1%
Authorised Absence	4.4%	3.6%	3.9%
Unauthorised Absence	0.9%	1.1%	1.2%
Persistent Absence	5.3%	4.2%	5.2%

Four Year Trend

Primary School Attendance in Havering (Summary Past 4 years):

	2014/15	2013/14	2012/13	2011/12
Overall Absence	4.2%	4.1%	4.9%	4.6%
Authorised Absence	3.6%	3.4%	4.1%	4.0%
Unauthorised Absence	0.6%	0.7%	0.8%	0.6%
Persistent Absence	2.5%	2.6%	3.2%	3.6%

Secondary School Attendance in Havering (Summary Past 4 years):

	2014/15	2013/14	2012/13	2011/12
Overall Absence	5.5%	5.3%	5.8%	5.6%
Authorised Absence	4.4%	4.4%	4.7%	4.5%
Unauthorised Absence	1.1%	0.9%	1.1%	1.1%
Persistent Absence	5.3%	5.3%	6.5%	6.1%

Levels of overall absence and PA (persistent absence) have fallen significantly in Havering from their four year peak in 2012/13 but are likely to remain higher than London and national averages. However unauthorised absence was below London average in 2013/14 in both primary and secondary schools. This indicates that PA rates and authorised absence rates are pulling overall attendance rates down.

2 Exclusions

The current statutory guidance in relation to exclusion from school was published in 2012. The guidance states that:

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.’

In terms of behaviour, the Attendance and Behaviour Team provide a behaviour advisory service to schools on a fully traded basis. Officers work with schools to seek to support them with alternative strategies to excluding pupils. In Havering, schools are encouraged and supported to explore alternative strategies in addition to exclusion. Havering Education Inclusion and Support Service includes officers who can provide advice and support in relation to pupils with challenging behaviour. The service also employs a Vulnerable Children's Officer and Alternative Provision Commissioner who can work with schools to explore alternatives to exclusion, including managed moves and access to alternative education provision. Officers provide support and guidance to parents where pupils receive a fixed term or permanent exclusion.

There is a challenge to reduce exclusions not just because they interrupt the learning of pupils but because they also disproportionately affect disadvantaged and vulnerable groups of pupils. For example:

- Pupils with special educational needs (with and without statements) account for 7 in 10 of all permanent exclusions. Pupils with SEN without statements are around ten times more likely to receive a permanent exclusion than pupils with no SEN.
- Pupils known to be eligible for and claiming free school meals (FSM) are four times more likely to receive a permanent exclusion and three times more likely to receive a fixed period exclusion

Havering is seeing a rise in more vulnerable families, including large sibling groups and families with very complex needs moving into the borough. We are also experiencing a rise in child protection cases as the demography of the borough changes. In the face of these challenges the Learning and Achievement Service restructured its support for vulnerable groups at risk of exclusion and introduced new support systems including:

- Instituting an 'In Year Fair Access Panel' (IYFAP) for both primary and secondary aged pupils with the support of our schools. A pre-IYFAP meeting includes multi-agency support and considers the holistic needs of pupils to be discussed.
- Creating a post of Vulnerable Children's Coordinator post and more recently a new Vulnerable Children's Officer post to facilitate the IYFAP process and liaise with parents, pupils and other key LA professionals and external agencies in respect of excluded pupils and those at risk of exclusion.
- Attending governor appeal meetings where pupils are permanently excluded
- Much closer/joined up working both within our own teams and with colleagues across health and children's services

The key measures here are in relation to fixed term and permanent exclusions. The data for the past three years are as follows:

Permanent Exclusions (percentage of school population) 2011/12

	Havering	Outer London	England
Primary	0%	0.01%	0.02%
Secondary	0.20%	0.17%	0.14%
Special Schools	0%	0.17%	0.09%
Overall	0.09%	0.08%	0.07%

Fixed Term Exclusions (percentage of school population) 2011/12

	Havering	Outer London	England
Primary	0.44%	0.61%	0.90%
Secondary	5.82%	7.12%	7.85%
Special Schools	0%	15.11%	15.39%
Overall	2.89%	3.47%	4.05%

Permanent Exclusions (percentage of school population) 2012/13

	Havering	Outer London	England
Primary	0%	0.01%	0.02%
Secondary	0.17%	0.14%	0.12%
Special Schools	0%	0.07%	0.07%
Overall	0.08%	0.07%	0.06%

Fixed Term Exclusions (percentage of school population) 2012/13

	Havering	Outer London	England
Primary	0.26%	0.34%	0.45%
Secondary	3.93%	3.92%	3.79%
Special Schools	0%	5.28%	5.87%
Overall	1.91%	1.87%	1.92%

Permanent Exclusions (percentage of school population) 2013/14

	Havering	Outer London	England
Primary	0%	0.01%	0.02%

Secondary	0.15%	0.13%	0.13%
Special Schools	0%	x	0.07%
Overall	0.07%	0.06%	0.06%

Fixed Term Exclusions (percentage of school population) 2013/14

	Havering	Outer London	England
Primary	0.37%	0.33%	0.49%
Secondary	3.50%	3.66%	3.64%
Special Schools		4.37%	5.51%
Overall	1.75%	1.73%	1.86%

Permanent Exclusions by School – Past two Years

2014/15

2015/16 to date

School	Numbers Perm Excluded	Numbers Perm Excluded
Abbs Cross	3	0
Albany	0	2
Bower Park	4	2
Brittons	6	2
Chafford	6	1
Coopers	3	0
Drapers	1	1
Elutec	7	0
Emerson Park	1	0
Gaynes	5	2
Hall Mead	1	1
Marshalls Park	2	0
Royal Liberty	1	0
Sanders	1	1
St Edwards	2	1
TOTAL	43	13

Commentary

Primary

- Whilst there was a slight increase last year in the number of primary pupils receiving a fixed term exclusion, this still only represents 76 pupils out of an overall population of over 21,000 primary aged pupils in the borough, or 0.37% of the total population of primary pupils. This compares to an England average of 0.49%.
- The average number of exclusions per excluded pupil was only 1.47, compared with a national average of 2.08, showing that exclusion was used to greater effect in Havering than was the case nationally. .
- Fewer days were lost through exclusion compared to the national average, with the average number of days per excluded pupil at 3.15 compared with a national figure of 4.08 days.
- There were no permanent exclusions of primary aged pupils in the borough, whereas the national average was 0.02%.

Secondary

- There has been a fall in the percentage of secondary students receiving a fixed term exclusion. The rate remains below the England and outer London average
- Permanent exclusion rates were broadly in line with England and outer London average rates in 2013/14 but permanent exclusions rose in 2014/15 in Havering from 30 to 43 (no national comparative data yet available). However, as the table above shows, much work has been undertaken through the Secondary IYFAP process to reduce these rates for 2015/16.

Whilst any pupil exclusion is regrettable, overall the situation in relation to exclusions in Havering shows a positive trend. The fact that Havering has maintained a Behaviour Support Service may also be a factor here as the behaviour support team is well regarded by schools and the number of academies buying back into the service through a traded service offer is increasing. The Secondary IYFAP process in particular works very effectively with schools working in a collegiate way to share the responsibility for vulnerable/at risk pupils. The success of the panel has attracted interest from other authorities, with colleagues from Suffolk LA recently visiting to see how Havering IYFAP operates.

IMPLICATIONS AND RISKS

Financial implications and risks:

Attendance

The Attendance and Behaviour Team are part funded through traded services agreements with academies. At present all primary academies buy in the service and around 60% of secondary academies. Where academies do not buy in, the service provides the minimum legal intervention around penalty notices and prosecutions. However it is worth noting that absence is higher in some academies not buying in. For example The Albany school had the second lowest attendance for secondary schools in the Borough on 2014/15 data. Drapers Academy had the lowest attendance for all secondary schools in the Borough and chose to buy back some of the service for 2015/16 academic year. The figure has increased from around 92% to just over 93% so far.

Exclusions

The cost of providing alternative education for excluded pupils falls on the LA and this is a statutory requirement. At present the LA commissions the Havering PRS to provide 134 places for pupils who are excluded or at risk of exclusion. The cost is around £2.5 million per year. The Borough is currently working with head teachers and an Academy Trust to institute a new system for supporting pupils at risk of exclusion which will reduce the financial costs of this work. There is a limited support service which is traded to schools around behaviour support and Alternative Provision. If this support service is not bought back there is a risk that the number of school exclusions will rise.

Legal implications and risks:

Attendance

Section 7 of the Education Act 1996 provides that:

"The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable -

(a) to his age, ability and aptitude, and

(b) to any special educational needs he may have,
either by regular attendance at school or otherwise."

In order to secure good school attendance, the LA has a duty to prosecute parents who are in breach of the above terms. It also issues penalty notices as an alternative to prosecuting parents but legal action against parents is generally a last resort following intensive intervention to improve school attendance. Legal action may occasionally need to increase in order to ensure that school attendance is seen, by parents, as an important and essential part of their child's right to an education.

The LA is also experiencing a rise in the number of parents who are electing to 'home educate' and this places an additional resource strain on the LA as there is a requirement to visit such parents to seek to ensure that a suitable education is provided. It is also a potential safeguarding concern that more pupils are being withdrawn from formal education and thus become less visible to professionals.

Exclusions

The current statutory guidance '*Exclusion from maintained schools, academies and pupil referral units in England*' allows for a head teacher to permanently exclude a pupil. The guidance states that a decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin no later than the sixth day of the exclusion

Human Resources implications and risks:

Attendance

There are potential risks to the human resource of promoting good school attendance should academies not buy in the traded services element.

Exclusions

There is a limited education staff resource providing support for schools and parents in relation to vulnerable pupils. This is in the face of rising demand and this resource will need to be managed and allocated carefully. Staffing for behaviour support and Alternative Provision is based on a traded model.

Equalities implications and risks:

Attendance

There is a risk of inconsistency in relation to attendance procedures in schools, especially where academies are not buying in. For example leave may be authorised for a pupil in one school that would not be authorised for a pupil in another school in similar circumstances.

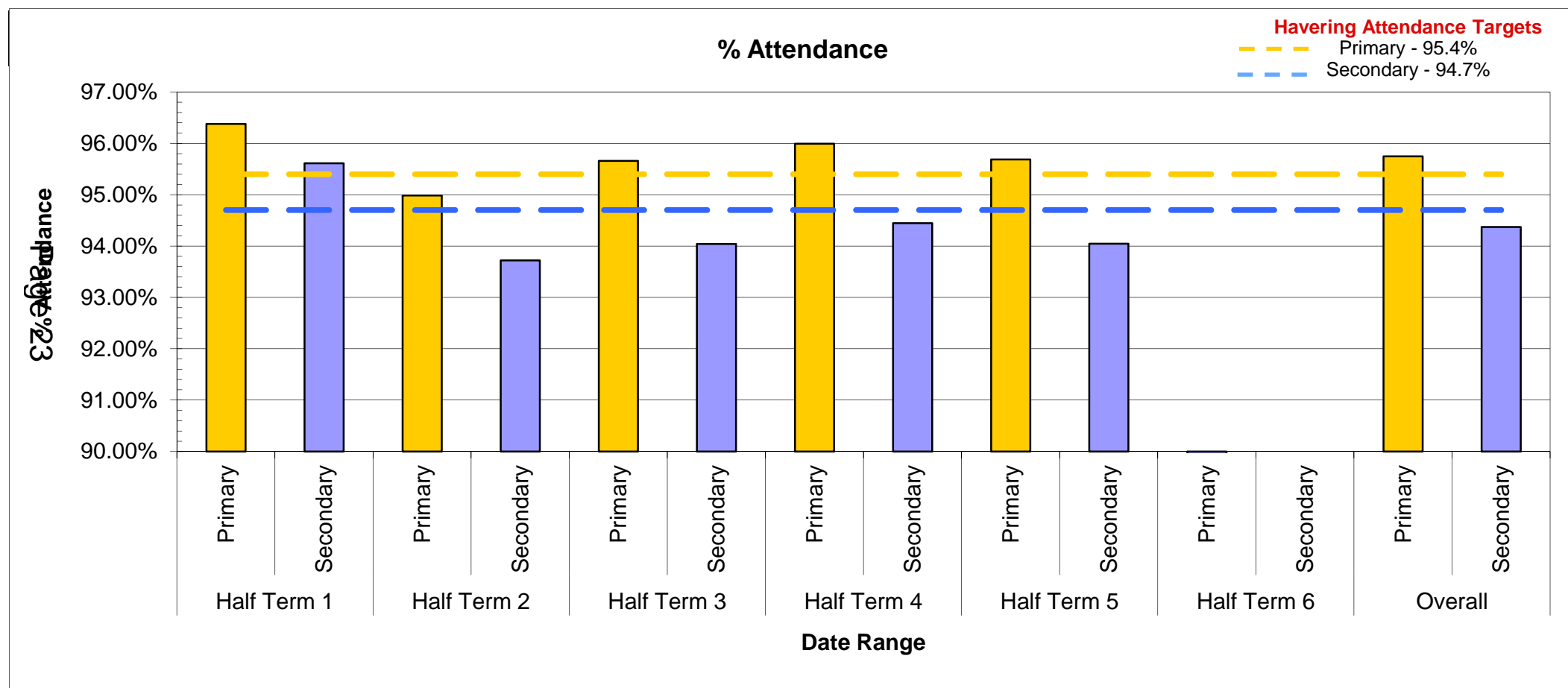
Exclusions

As stated above, there are potential inequalities with higher numbers of certain groups experiencing exclusions. The LA has a duty to challenge schools where it would appear that exclusions are being disproportionately applied to particular groups and also to support parents. This may be through the Parents In Partnership Service (PIPs) or through the work of the Vulnerable Children's Coordinator, who attends at exclusion appeals.

- Secondary School Attendance Chart
- Primary School Attendance Chart
- Termly Attendance Chart

Havering Attendance 2014/15

Autumn Term				Spring Term				Summer Term					
Half Term 1		Half Term 2		Half Term 3		Half Term 4		Half Term 5		Half Term 6		Overall	
Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
96.38%	95.61%	94.98%	93.72%	95.66%	94.04%	95.99%	94.45%	95.69%	94.05%			95.75%	94.37%



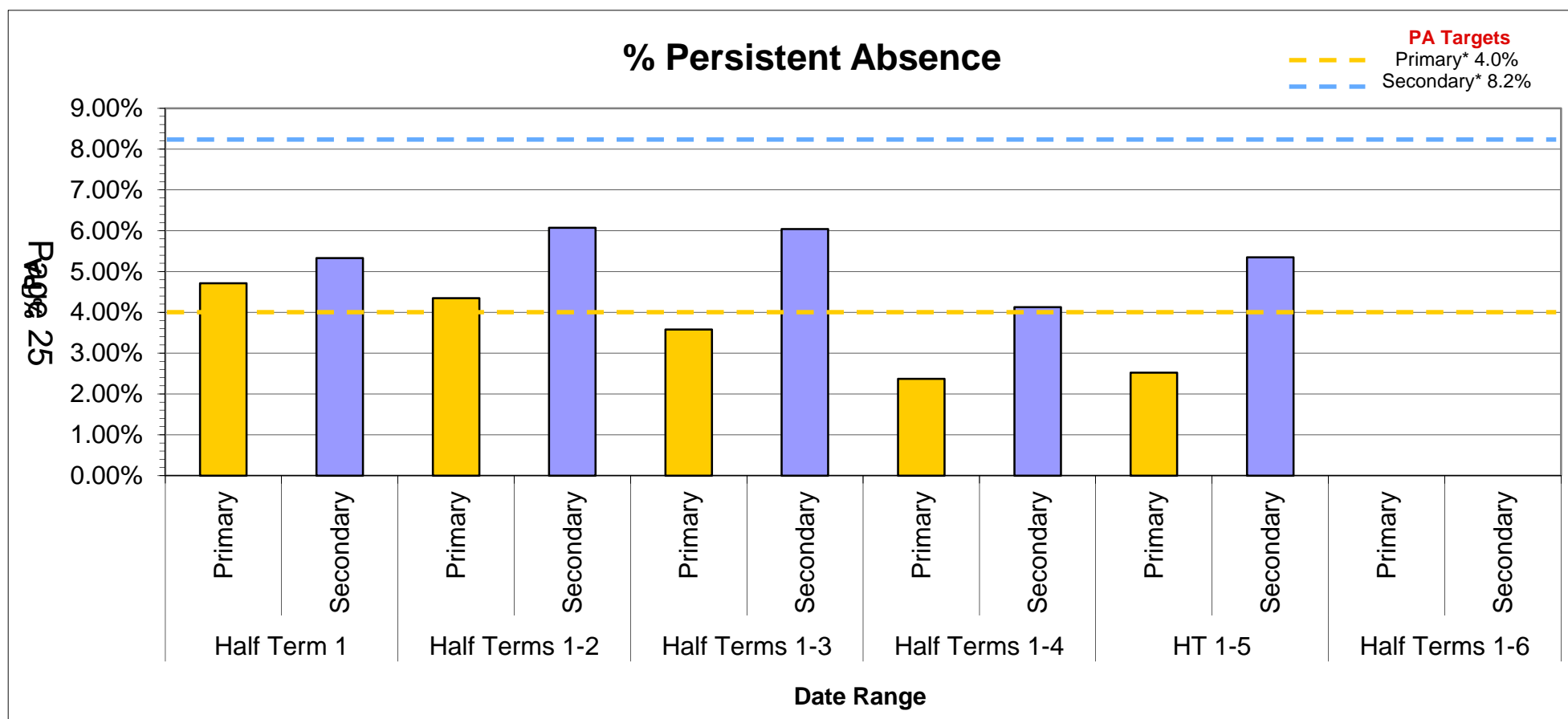
Source/Definition:

This data is collected directly from schools on a half term basis. It is the number of sessions attended by pupils on roll as a % of the total school population.

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Havering Persistent Absence 2012/13

Autumn Term				Spring Term				Summer Term			
Half Term 1		Half Terms 1-2		Half Terms 1-3		Half Terms 1-4		HT 1-5		Half Terms 1-6	
Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
4.71%	5.33%	4.35%	6.07%	3.58%	6.04%	2.37%	4.13%	2.52%	5.35%		



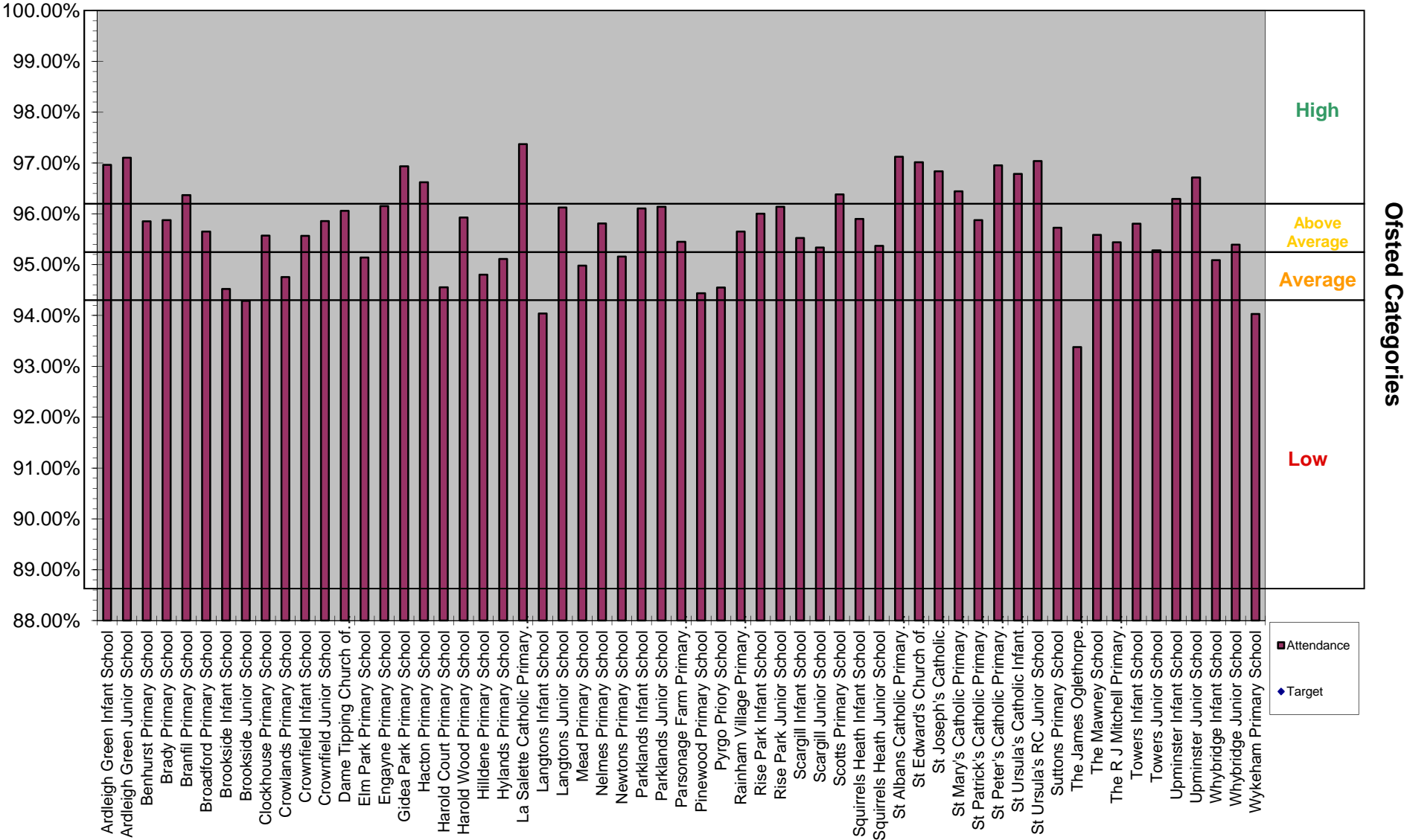
Source/Definition:

This data is collected directly from schools on a half term basis. It is the number of sessions attended by pupils on roll as a % of the total school population.

* Proposed targets

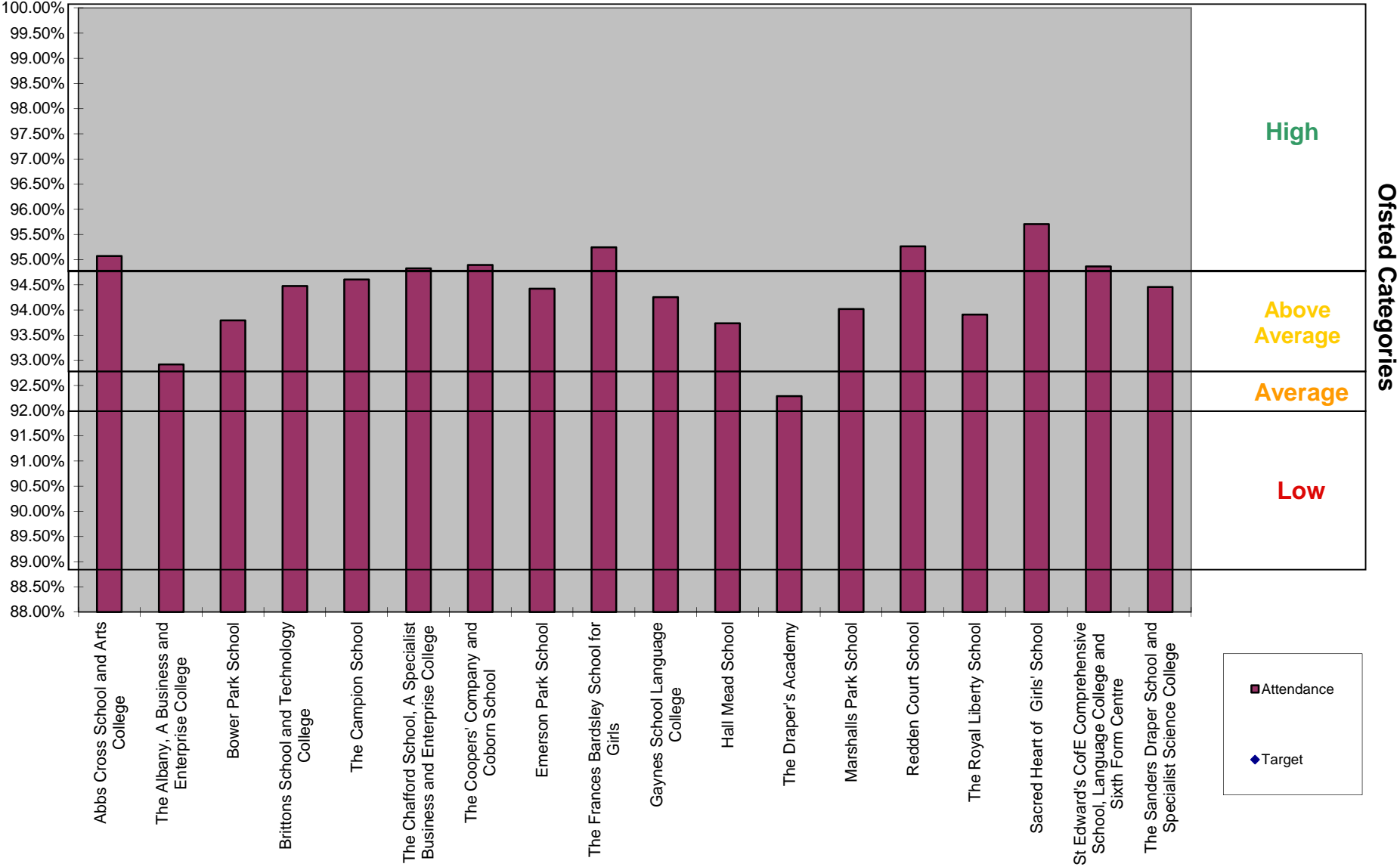
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Prim Att Chart



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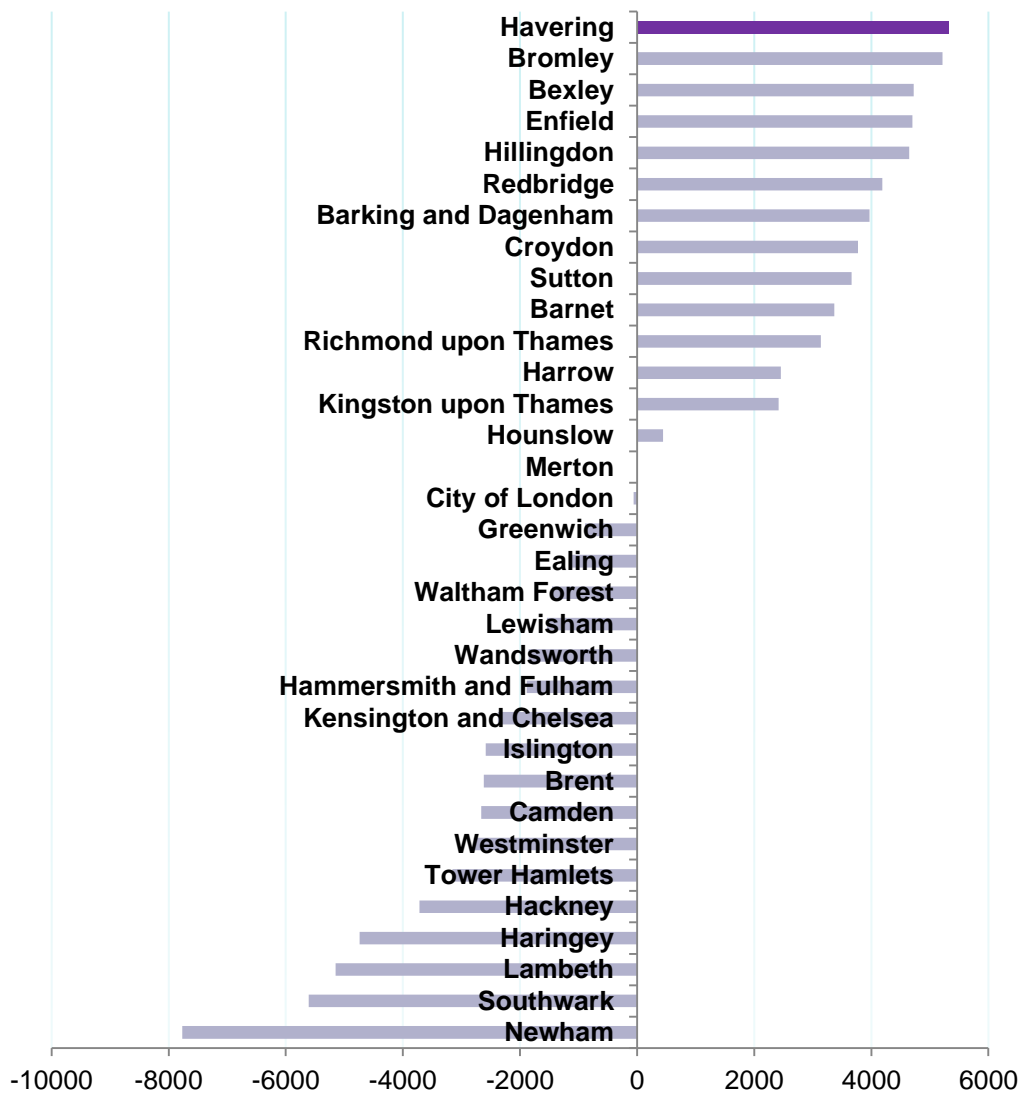
School Expansions & Admissions

Growing population

An additional 2,700 permanent Primary school places have been created in all year groups from 2011/12 - 2015/16.

Netflow Migration of Children (the difference between outward and inward migration of children)

Havering has experienced the largest netflow across all London boroughs. Across this 5-year period there were a total of 5,314 children, who have settled in the borough from another London boroughs. This also illustrates that there is a migration of children out of Inner London Boroughs, which have experienced a negative netflow, into Outer London Boroughs. However, the biggest Inflows of children into Havering come from neighbouring Outer London Boroughs, Barking & Dagenham and Redbridge.



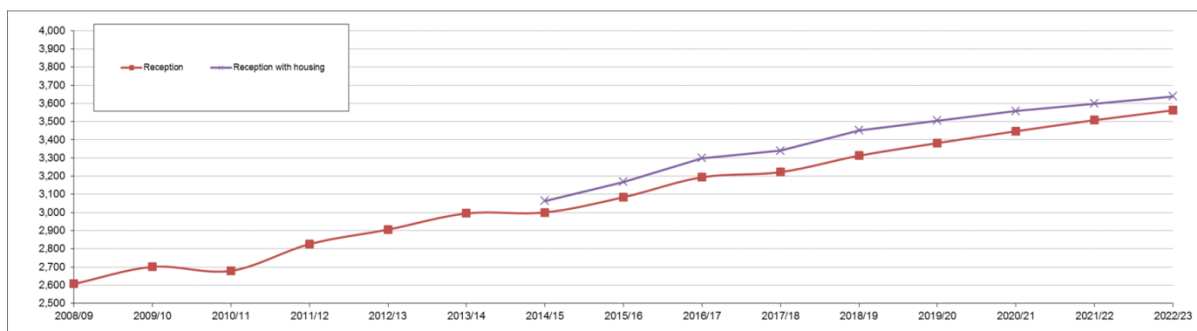
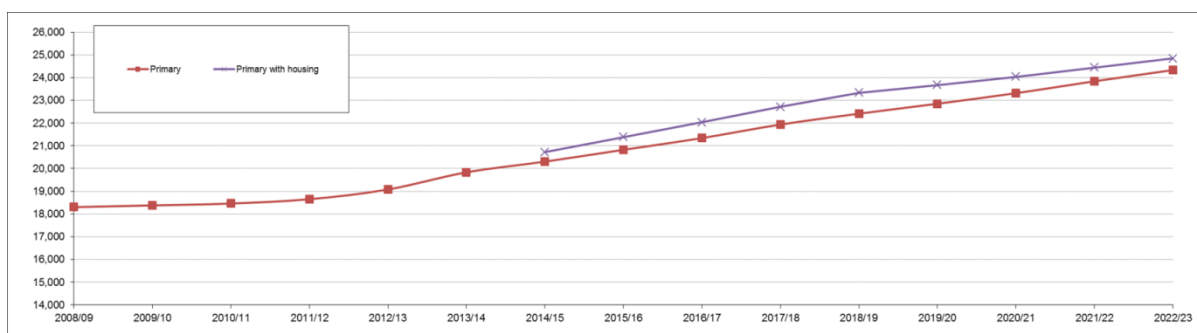
Future projections

Early Years;

- The 2014/15 Childcare Sufficiency Report shows that there continues to be a surplus of Early Education Entitlement (EEE) places across the Borough, at least as far as 2020/21.
- However, the position for individual Wards and Primary Planning Areas show that there are potential shortfalls of places in a number of Wards.

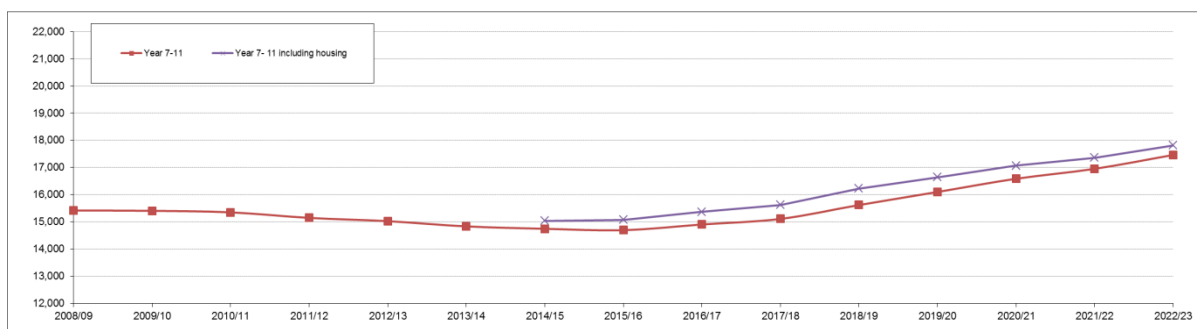
Primary;

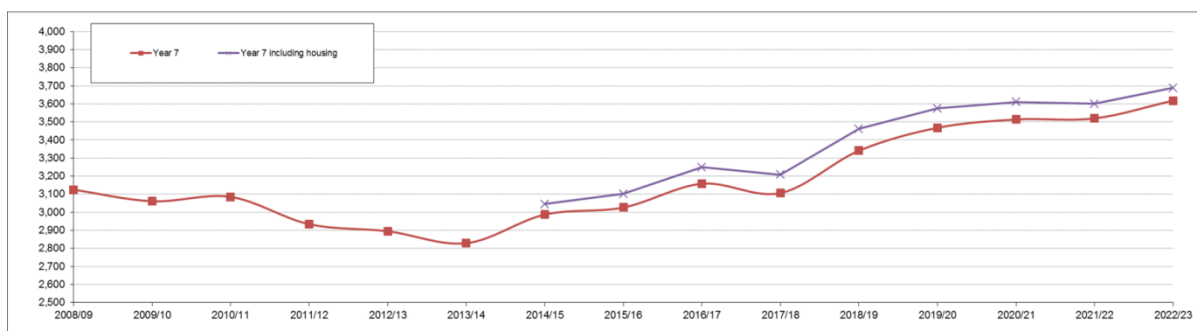
- The number of Primary age pupils (Years R-6) is expected to continue rising significantly from 19,834 in 2013/14, to 23,333 in 2018/19, which is more than 3,000 extra pupils over the next five years. The number of pupils is projected to continue to rise further.



Secondary;

- The number of Secondary age pupils (Years 7-11) in Havering schools is expected to rise significantly from 15,038 in 2014-15 to 18,051 in 2023-24.
- Beyond this point the longer term strategic forecasts indicate a further increase in pupil numbers.





Post-16;

- Current data for the Local Authority appears to be that there is no anticipated significant pressure for additional post-16 places overall to meet the needs of Havering residents in the next few years.

Statutory Requirements

The School Admissions Code is the statutory guidance for admission authorities, governing bodies, local authorities, schools adjudicators and admission appeals panels. The purpose of the Code is to ensure that all school places for schools including Academies are allocated and offered in an open and fair way. The Code has the force of law and imposes mandatory requirements on Local Authorities.

How Admissions Work;

In summary, the process operates as follows:

All schools must have admission arrangements that clearly set out how children will be admitted, including the criteria that will be applied if there are more applications than places at the school.

Admission authorities must set ('determine') admission arrangements annually. Where changes are proposed to admission arrangements, the admission authority must first publicly consult on those arrangements. This consultation period allows parents, other schools, religious authorities and the local community to raise any concerns about proposed admission arrangements.

Once all arrangements have been determined, arrangements can be objected to and referred to the Schools Adjudicator. Any decision of the Adjudicator must be acted on by the admission authority and admission arrangements amended accordingly. The local authority will collate and publish all the admission arrangements in the area in a single composite prospectus.

In the normal admissions round, parents apply to the local authority in which they live for places at their preferred schools. Parents are able to express a preference for at least three schools and up to six. The application can include schools outside the local authority where the child lives as a parent can apply for a place for their child at any state-funded school in any area. If a school is undersubscribed, any parent that applies must be offered a place. When oversubscribed, a school's admission authority must rank applications in order against its published oversubscription criteria and send that list back to the local authority.

All preferences are collated and parents then receive an offer from the local authority at the highest preference school at which a place is available. For secondary schools, the offer is made on or about 1 March (known as National Offer Day) in the year in which the child will be admitted. For primary schools, the offer is made on or about 16 April, in the year in which the child will be admitted.

Parents, have the right to appeal against an admission authority's decision to refuse admission. The admission authority must set out the reasons for the decision, that there is a right of appeal and the process for hearing such appeals. The admission authority must establish an independent appeals panel to hear the appeal. The panel will decide whether to uphold or dismiss the appeal. Where a panel upholds the appeal the school is required to admit the child.

As part of determining their admission arrangements, all admission authorities must set an admission number for each 'relevant age group'. Own admission authorities are not required to consult on their PAN where they propose either to increase or keep the same PAN. For a community or voluntary controlled school, the local authority (as admission authority) must consult at least the governing body of the school where it proposes either to increase or keep the same PAN. All admission authorities must consult where they propose a decrease to the PAN.

Admission authorities must notify their local authority of their intention to increase the school's PAN and reference to the change should be made on the school's website. If, at any time following determination of the PAN, an admission authority decides that it is able to admit above its PAN, it must notify the local authority in good time to allow the local authority to deliver its co-ordination responsibilities effectively. Admission authorities may also admit above their PAN in-year.

The admission authority for the school must set out in their arrangements the criteria against which places will be allocated at the school when there are more applications than places and the order in which the criteria will be applied. All children whose statement of special educational needs (SEN) or Education, Health and Care (EHC) plan names the school must be admitted. If the school is not oversubscribed, all applicants must be offered a place.

All schools must have oversubscription criteria for each 'relevant age group' and the highest priority must be given, unless otherwise provided in this Code, to looked after children and all previously looked after children. Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order). Oversubscription criteria must then be applied to all other applicants in the order set out in the arrangements.

Oversubscription criteria must be reasonable, clear, objective, procedurally fair, and comply with all relevant legislation, including equalities legislation. Admission authorities must ensure that their arrangements will not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs, and that other policies around school uniform or school trips do not discourage parents from applying for a place for their child. Admission arrangements must include an effective, clear and fair tie-breaker to decide between two applications that cannot otherwise be separated.

The Code does not give a definitive list of acceptable oversubscription criteria. It is for admission authorities to decide which criteria would be most suitable to the school according to the local circumstances.

Commissioning Plan feedback

Havering's Cabinet approved the draft Commissioning Plan for Education Provision at its meeting on 18 March 2015. A wide consultation survey on this Plan was undertaken by the School Organisation Team from 20 April to 22 June 2015 to gather the views from education providers, residents, parents and other stakeholders on proposals that will help address the needs identified. There were a total of 824 completed questionnaires, of which over 700 were completed online, which is a very high level of response.

Key findings from the survey found that 62% of stakeholders/residents supported expanding an existing primary/secondary school in the area, compared to 31% who supported the establishment of a new primary school via a free school or sponsored academy and 38% who supported the establishment of a new secondary school via a free school or sponsored academy.

Survey responses from parents was more mixed, with 39% of parents wanting to expand an existing school, rising to 42% who wanted to expand a school but on two sites. 58% of parents indicated they wanted the establishment of a new school via a free school/academy, however the many comments from parents about this option suggests that there is confusion in the parents comments about the powers the authority has to open new schools as a significant number of parents asked for a new local authority school.

The consultation survey responses have helped to inform the approach to expand existing schools where possible but continue to explore free school options – ensuring at all times best value for the council.

Overall 80% of all respondents agreed with the principles which guided the commissioning proposals, and based on this consultation, the final Commissioning Plan for Education Provision was approved in August 2015 and formed the basis of the recommendations in the November 2015 Cabinet Report.

DfE expectations

DfE publish an annual scorecard identifying performance of each LA in terms of school place planning and expansions.

3 key measures;

- Quantity – total number of places created and future plans (in Havering there is a need for 340 places by 2016)
- Quality – proportion of new places in good and outstanding schools (in Havering 82% as compared to 80% in England)
- Cost – cost of expansions in permanent buildings (Havering's cost so far are 28% below England average)

Selecting Potential Schools

Each expansion proposal would need to answer positively to the following statements before the statutory processes could commence:

- The school can be expanded as there is scope to create additional accommodation on site
- The school is located accessibly to where there is increased pressure on places
- The school is educationally secure and resilient with the capacity to manage a significant increase in size without adverse impacts on standards
- There is a clear aspiration on the part of the school to manage the expansion
- The expansion should provide good value for money.

Once decided, the Statutory Consultation process would run parallel to any planning applications.

Only when successful planning permission has been obtained, will the Statutory Notice be published.

Collier Row		Hornchurch	
School	Governance	School	Governance
Clockhouse Primary	C	Ardleigh Green Infant	C
Crownfield Infant	C	Ardleigh Green Junior	C
Crownfield Junior	C	Benhurst Primary	C
Dame Tipping Primary	VC	Harold Wood Primary	C
Parklands Infant	C	Langtons Infant	C
Parklands Junior	C	Langtons Junior Academy	A
Oasis Academy Pinewood ^	A	Nelmes Primary	C
Rise Park Infant ^	A	Squirrels Heath Infants	C
Rise Park Junior ^	A	Squirrels Heath Junior	C
St. Patrick's Catholic Primary	VA	St. Mary's Catholic Primary	VA
		Towers Infant	C
		Towers Junior	C
		Wykeham Primary	C
Elm Park		Rainham & South Hornchurch	
School	Governance	School	Governance
Elm Park Primary	C	Brady Primary	C
Hacton Primary *	C	La Salette Catholic Primary	VA
R J Mitchell Primary	C	Newtons Primary	C
Scargill Infant	C	Parsonage Farm Primary	C
Scargill Junior	C	Rainham Village Primary	C
Scotts Primary	C	Whybridge Infant	C
St. Alban's Catholic Primary	VA	Whybridge Junior	C
Suttons Primary*	C		
Harold Hill		Romford	
School	Governance	School	Governance
Broadford Primary	C	Crowlands Primary	C
Brookside Infant	C	Gidea Park Primary	C
Brookside Junior	A	Hylands Primary	C
Drapers' Maylands Academy	A	Mawney Primary *	F
Harold Court Primary	C	St. Edward's CE Primary	VA
Hilldene Primary	C	St. Peter's Catholic Primary	VA
Mead Primary	C		
Pyrge Priory Primary	A		
St. Ursula's Catholic Infant	VA		
St. Ursula's Catholic Junior	VA		
Upminster			
School	Governance		
Branfil Primary	C		
Engayne Primary	C		
James Oglethorpe Primary	C		
St. Joseph's Catholic Primary	VA		
Upminster Infant	A		
Upminster Junior	A		

Build Project Processes

Initial Specific feasibility;

- Provides and desk-top analysis;
 - Compares the internal and external areas against the recommendations set out in Building Bulletin 103 identifying any deficits and/or surpluses for existing and determines potential requirements for expansion proposals.
 - Assess the 'buildability' of expansion in respects of site capacity and access.
 - Estimate the capacity of the existing service infrastructure.
 - Liaise with Regulatory Services and Street Care regarding planning and traffic implications.
 - Prepare Cost Plan and outline programme

Full Feasibility;

- Identifies and assesses the existing capacity and functionality of the School site, and the immediate surroundings to assist with the School Organisation selection process for Schools suitability for expansion;
 - Assess the capacity of the existing service infrastructure.
 - Carry out a full Site Investigation including Flood Risk Assessment, ground contamination, topographical drainage, water, electricity and gas routes etc.
 - Commission a transport assessment study and liaise with Street Care regarding potential mitigation measures if problems are identified.
 - Liaise in detail with Regulatory Services regarding planning implications.
 - Engage with the School to identify existing area usage patterns and aspirations for school development, making it clear that the criteria to be used is the minimum standards recommended by Building Bulletin 103.
 - Update cost plan and programme

Sketch Design;

- Develops the design in liaison with School staff and governors, Planning, Highways and Finance staff;
 - Prepares options based on feasibility findings.
 - Submits proposals for governing body approval.
 - Make a planning application.
 - Update cost plan and programme.
 - Prepare executive decision for authority to proceed to tender.

The Planning Process;

- Need for school places is a significant material consideration in favour of the application (NPPF, London Plan, LDF).
- Balance this against any harm, cannot eliminate all impact – judgement.
- Planning powers vs other legislative powers.
- Pre-application planning.
- If don't expand schools means new schools required with their own planning impacts.

- Process – pre-application including identifying and designing out issues where practicable.
- Big Picture – not slavish planning conditions and why.
- Travel planning.
- Independent evidence bases, eg traffic surveys
- Making the planning decision

Traffic/Transport Review

Member/Officer group;

- Cllr Meg Davis, Cllr Robert Benham, Cllr Clarence Barrett, Streetcare, Learning & Achievement, Communications

Pilot schools include Gidea Park, Parsonage Farm, Broadford, Engayne, Ardleigh Green, Rise Park, Wykeham & St Peters

Options could include;

- Additional restrictions and parking zones; Volunteer parking enforcement roles; Development of school travel plans to include a wider range of options and approaches; Amendments to home/school agreements to have much tougher wording and sanctions regarding inconsiderate and dangerous parking; Consideration of alternative options for parents to drop children off earlier, such as breakfast clubs, or working with local early years settings/childminders etc; Development of a campaign to highlight need for safer parking.

Free Schools

All new school are now free schools

New schools launched after May 2015, including those created through presumption competitions, are classified as free schools.

Mainstream free schools are state funded primary, secondary, middle or all-through schools that are independent of local authorities and are academies in law.

A free school can be set up by any suitable proposer providing they meet the key requirements:

- a strong vision and education plan
- evidence of demand from local parents
- sound finances
- evidence of the capacity and capability to deliver a new school quickly.

	The Local Authorities' (LA) Presumption route	The Department's (DfE) demand-led free school route
When?	As soon as the LA identifies the need for a new school	DfE receives applications twice a year
Why?	Section 6A of the Education and Inspections Act 2006 is triggered when the LA identifies the need for a new school	Desire to provide more places or something different or better
What?	The LA decides the characteristics of the school	The proposer decides the characteristics of the school
Where?	The LA chooses the location	The proposer suggests a location
How?	The LA seeks proposals and usually assesses them	DfE assesses applications
Who decides ?	Regional Schools Commissioner	Secretary of State

Havering's Free School Experience;

Romford;

- Oasis Romford approved May 2013, for September 2014 opening.
- Site issues identified in August 2013 and alternative temporary options investigated.
- Agreed YMCA as temporary site in March 2014.
- 28 children allocated a place in April 2014, only 17 first preferences.
- Due to low numbers in July 2014, PAN reduced to 60 for first year, but admissions team continued to work with school to increase numbers
- Temporary accommodation at YMCA fell through late July 2014, DfE looked at alternatives including Cottons park, Decathlon site and industrial sites.
- Informed on 15th August 2014 that the school would be deferring opening until 2015, admissions team worked with 43 families to find alternative school places.
- Oasis continued to look at alternative sites as permanent site would not be ready for September 2015.
- Informed on 12th December 2014 that Oasis would be deferring for a further year and not open until September 2016.
- This left no time to secure sufficient bulge provision to meet planned demand in both 2014 and 2015 – has impacted on places available in current years Reception and 1.
- Continued to work with Oasis for September 2016 opening.
- Informed on 26th September 2015 that Oasis have withdrawn and Reach 2 are now agreed sponsor.
- As at 3rd December 2015, 25 applications, but only 5 first and 6 second preferences.
- December 2015 – deferred planning outcome, issues over parking and traffic.
- Already notified that new building will not be ready until mid-October 2016, EfA seeking temporary accommodation, or could ask parents to defer entry for a term/½ term.
- Risk that opening could be deferred a further year to September 2017.

Harold Hill;

- Drapers approved June 2014, for September 2015 opening.
- Site issues identified in August 2014 linked to Learning Village and need to renew planning consent.
- 10 children allocated a place in April 2014, only 6 first preferences.
- Admissions team continued to work with school to increase numbers.
- Due to site issues, temporary accommodation provided within secondary school site.
- DfE identified minimum number of 45 before agreeing funding agreement.
- DfE requested that LA fund gap between number of pupils and minimum number of 45, but Havering refused, meaning Drapers provided this funding.
- 35 pupils as at December 2015.
- Issue that many families moving into the area no not just need a year Reception place, but need older sibling places too.
- Higher number of applications for 2016.
- January 2016 – planning permission recommended.
- Not likely that permanent build will be ready until September 2017.

Phase 3 Expansion proposals

Early Years;

- The 2014/15 Childcare Sufficiency Report shows that there continues to be a surplus of Early Education Entitlement (EEE) places across the Borough, at least as far as 2020/21.
- However, the position for individual Wards and Primary Planning Areas show that there are potential shortfalls of places in a number of Wards.
- Developing proposals to expand a number of school nurseries linked to expansions.
- Updating projections methodology in preparation for a revised Childcare Sufficiency Assessment.
- Working with providers to identify capacity issues in advance of extension of 3/4 year old childcare for working parents.

Primary;

- Consultation concluded on proposals to expand;
 - Broadford Primary School
 - Crownfield Infants & Junior Schools
 - St Peter's Catholic Primary School
 - The James Oglethorpe Primary School
- Statutory processes will follow subject to planning permission being granted.
- Cabinet executive have agreed options proposals for;
 - Romford
 - Harold Hill
 - Upminster/Cranham
- Developing options as part of Rainham Housing Zone.

Secondary;

- Increasing PANs at a number of schools to manage 2016 allocation process;

- Marshalls Park
 - Frances Bardsley
 - Emerson Park
 - The Albany
- Further schools may increase PAN to meet demand in particular geographical areas.
 - Developing feasibilities at a number of schools (including those above) to inform expansion programme for 2018 and beyond.

SEN, including Post-16;

- Development of proposals for implementation of a number of Additionally Resourced Provisions (ARPs) across the borough.
- Consultation launched on the proposal for additional post-16 provision in Havering for young people aged 16-25 with special educational needs and / or disabilities.

Raising Participation Age & Not in Education, Employment or Training (NEET)

Statutory Requirements

The government has increased the age to which all young people in England must continue in education or training, requiring them to continue until their 18th birthday from 2015.

This does not necessarily mean staying in school; young people have a choice about how they continue in education or training post-16, which could be through:

- full-time study in a school, college or with a training provider; or
- full-time work or volunteering (20 hours) combined with part-time education or training; or
- an apprenticeship or traineeship.

Most young people already continue in education or training after they finish year 11, because it gives them the best chance to get the skills and qualifications that employers and universities look for. However, the small group of young people not participating includes some of the most vulnerable.

Participating in education or training for longer means young people are more likely to attain higher levels of qualifications and have increased earnings over their lifetime, better health and improved social skills.

Alongside introducing reforms to improve the quality of post-16 education and training, the government has raised the participation age (RPA) so that all young people in England are now required to continue in education or training for longer.

Duties on local authorities relating to participation ;

Prior to RPA, local authorities had existing duties to encourage, enable and assist young people to participate in education or training which still apply.

These duties are to:

- **Secure sufficient suitable education and training provision for all young people** aged 16 to 19 and for those up to age 25 with a learning difficulty assessment (LDA) or Education, Health and Care (EHC) plan in their area. To fulfil this, local authorities need to have a strategic overview of the provision available in their area and to identify and resolve gaps in provision.
- Make available to all young people aged 13-19 and to those up to age 25 with an LDA or EHC plan, support that will **encourage, enable or assist them to participate in education or training**.

Tracking young people's participation is a key element of these duties. Local authorities are required to collect information about all young people so that those who are not participating, or are NEET, can be identified and given support to re-engage.

Robust tracking also provides the local authority with information that will help to ensure that suitable education and training provision is available and that resources can be targeted effectively.

Local authorities need to have arrangements in place to **confirm all young people's current activity at regular intervals**. This may be through the exchange of information with education and training providers, and other services within the local authority area such as youth offending teams and Jobcentre Plus, as well as through direct contact with young people.

In addition, ESA 2008 placed two RPA-related duties on local authorities with regard to 16 and 17 year olds:

- Local authorities must **promote the effective participation in education and training of 16 and 17 year olds** in their area with a view to ensuring that those persons fulfil the duty to participate in education or training. A key element of this is identifying the young people in their area who are covered by the duty to participate and encouraging them to find a suitable education or training place.
- Local authorities must make arrangements - ie maintain a tracking system - to identify 16 and 17 year olds who are not participating in education or training. Putting in place robust arrangements to **identify young people who are not engaged in education or training** or who have left provision enables local authorities to offer support as soon as possible

Local authorities should provide **strategic leadership** in their areas to support participation in education, training and employment - working with and influencing partners by:

- ensuring a focus on participation is embedded and communicated throughout the authority's services for children and young people;
- ensuring the services for young people in the local area come together to meet the needs of young people – including funding for education and training places and re-engagement provision;

- agreeing ways of working with other partners such as Local Enterprise Partnerships (LEPs), Jobcentre Plus, employers, voluntary and community sector organisations, health services, police, and probation services; and
- working with neighbouring authorities, especially where young people routinely travel out of the area to access education and training, for work or other services.

Duties on young people;

Part 1 of ESA 2008 places a duty on young people themselves. **This means that young people aged 16 and 17 are under a duty to continue in education or training for longer.** The duty to participate on all young people who left year 11 in summer 2014 or later is until the young person's 18th birthday and not until the end of the academic year the young person turns 18.

- Young people should however be encouraged to complete the education or training they are undertaking.
- The aim is to ensure that every young person continues their studies or takes up training and goes on to successful employment or higher education.

Duties on providers;

ESA 2008 placed two RPA-related duties on providers with regard to 16 and 17 year olds:

- Section 11 places a duty on community, foundation or voluntary schools, community or foundation special schools, pupil referral units, schools and colleges in the further education sector to exercise their functions, where possible, so as to **promote good attendance** to enable young people to meet their duty to participate.
- Section 13 places a duty on all educational institutions (maintained schools, academies, colleges, and education and training providers – including apprenticeship providers and performing arts schools who receive Dance and Drama Award funding) to tell their local authority when a young person is no longer participating. This duty is applicable if a young person leaves an education or training programme before completion (ie 'drops-out') and enables local authorities to take swift action to encourage the young person to re-engage.

Schools also have specific responsibilities for young people with statements of SEN or EHC plans leaving school, including arranging an annual review of the statement or EHC plan which focuses on transition from school. The responsibilities placed on young people by RPA should be clearly built into that transition plan.

Schools and colleges are required to **secure independent careers guidance for young people aged 12-18 (years 8-13)**. Local authorities can work within local partnerships with schools, colleges and other partners to help develop the careers guidance offer. Destinations data are an important tool in helping schools to measure the effectiveness of their support by assessing how successfully their pupils make the transition into the next stage of education or training. Schools and colleges will be held to account for the destinations of all their leavers through the annual publication of **destination measures**.

Schools are expected to work in partnership with local employers and other education and training providers like colleges, universities and apprenticeship and traineeship providers to ensure that young people can benefit from direct, motivating and exciting experience of the world of work, to develop high aspirations and inform decisions about future education and training options. They should also consider the needs of pupils who require more sustained or intensive support before they are ready to make career decisions.

Revised statutory guidance and non-statutory departmental advice outlines why schools must secure independent careers guidance for young people, what they must do to comply with their legal responsibilities in this area and the role of the governing body and head teacher in shaping the guidance and support offered by the school.

Strategic Priorities for post-16;

- Continue to support the growth in participation of 16 year olds staying in education, monitoring participation rates and trends.
- Increase the number of 17 year olds participating in education and training, making a positive transition from year 12 to 13.
- Increase the availability, range and quality of Traineeships and Apprenticeships opportunities available across all levels.
- Promote participation of all 14-19 year olds particularly those most vulnerable and ensure that appropriate mix and balance of provision is available for all Havering residents, particularly those in vulnerable groups.

The employment and education status for a proportion of young people aged 16-18 years old changes on a regular basis but the current data for the Local Authority appears to be clear:

- there is no anticipated significant pressure for additional places overall to meet the needs of Havering residents in the next few years;
- the predicted fall in numbers of young people 16-18 should to a large degree cancel out a rise in the participation rate to full participation of 16 and 17 year-olds from 2015.

The partnership in Havering between the colleges and schools, where the colleges guarantee places for suitably qualified applicants has proved to be valuable in ensuring places for young people in Havering.

However, the number of year 11 leavers is projected to decline slightly until 2017/18, which is followed by a significant rise in 2018/19 and in the years beyond and this is significant as Havering is a high net importer of learners and the combination of increased future residents and school population will impact on the provision required.

Whilst the overall numbers may be accommodated, there has been a recent decline in the availability of flexible lower level provision, which questions whether the places available meet the needs of all young people, particularly those not presently engaged in education or training.

The predicted fall in the number of young people resident in Havering combined with a potential increase in the number of 16-19 providers in Havering, such as the recently established Academy (ELUTEC) and potentially other Academies, may have implications for the roll projections of providers in the Borough.

It should be noted, however, that the number of 16-19 year-olds in East London and the Thames Gateway is predicted to increase in the coming years, which is also the case in Greater London. The popularity of Havering providers is seen in the fact that the travel to learn data show that Havering has traditionally been a net importer of learners.

The issue for providers is therefore more about responding to changes in demand, including managing changes in the balance of the types of provision required by the group of young people.

Local Partnership;

The local 14+ Progression and Transition Partnership is critical for the successful delivery of this raising of the participation age and needs to be inclusive and robust, with a clear understanding of the requirements of young people and a commitment to put their needs at the heart of its decision-making processes.

The Partnership's guiding principles are for:

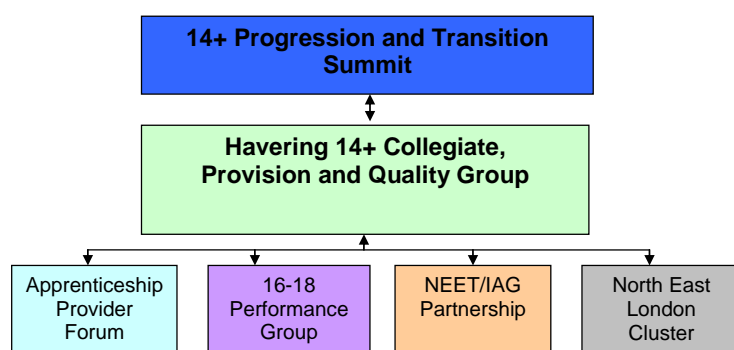
Participation – to increase participation in education or training

Personalisation – to provide an inclusive and engaging experience for all young people

Performance – to improve standards and increase levels of achievements

Progression – to ensure that every young person has meaningful access to employment, training or further or higher education

The operational arm of the Havering Learning Partnership is the Collegiate group constituted by its various sub-groups. The organisational structure of the Partnership is shown below;



NEET – Participation Data

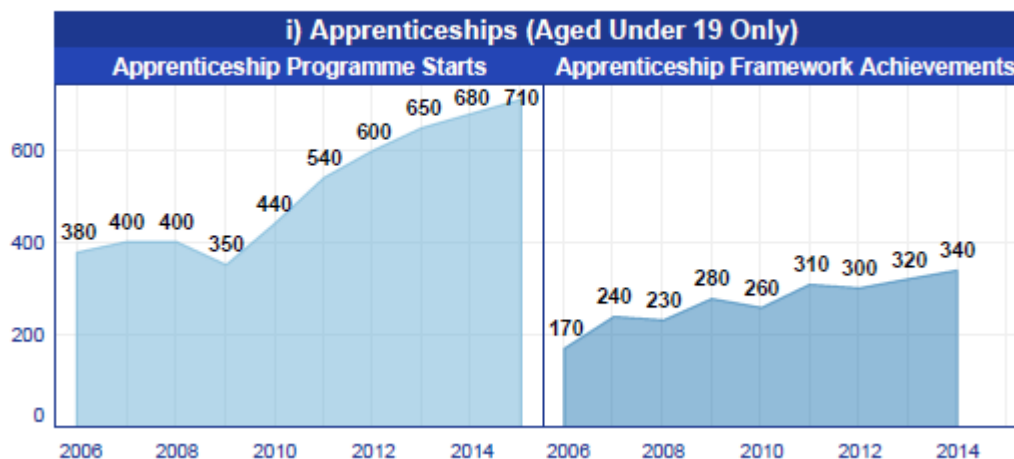
Each quarter, DfE release data on participation of 16 and 17 years olds.

	Number of 16/17 year olds known to the LA	Proportion of 16 and 17 year olds recorded as participating in:							Change in year		Current activity not known to the LA
		Full time education and training	Apprenticeship	Work based learning	Part time education	Employment combined with training	Other	Total			
ENGLAND	1,170,630	84.0%	5.0%	1.3%	0.2%	0.6%	0.2%	91.2%	1.0%	⇒	4.3%
LONDON	169,250	88.8%	2.3%	0.6%	0.2%	0.2%	0.1%	92.2%	0.3%	⇒	5.0%
Havering	5,960	85.7%	6.4%	0.6%	0.0%	1.0%	0.1%	93.9%	1.6%	↑	2.0%

	16/17 year olds with SEND			16/17 year olds without SEND	
	Number known to LA	% recorded as participating in education or training		Number known to LA	% recorded as participating in education or training
ENGLAND	45,280	87.3%		1,125,350	91.3%
LONDON	5,630	88.4%		163,620	92.4%
Havering	220	96.3%		5,750	93.8%

Apprenticeships;

3. Apprenticeships



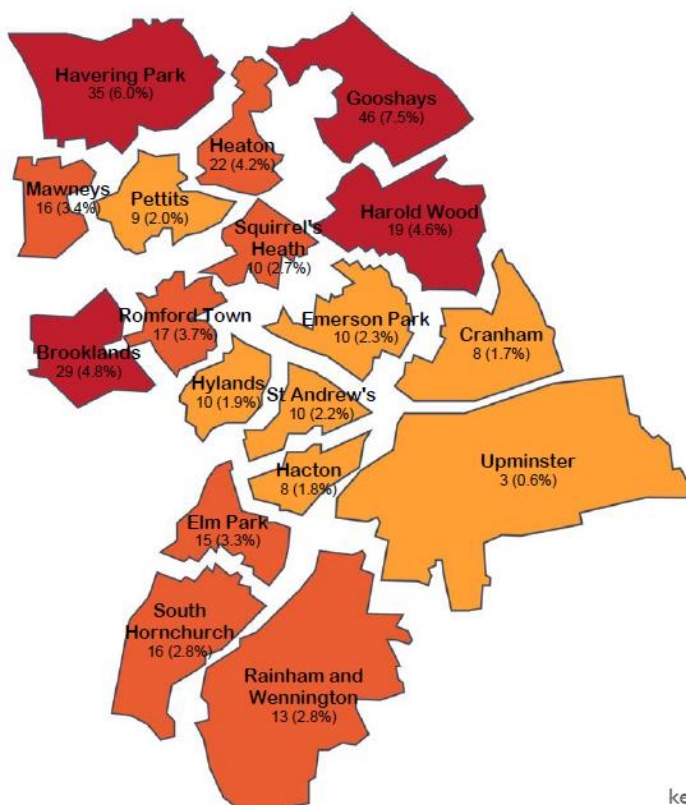
December 2015 snapshot;

RPA summary:

		total	year 12	year 13
meeting the RPA 'Duty'	participating	93.90%	96.43%	91.38%
	working towards	0.13%	0.03%	0.23%
	total	94.03%	96.47%	91.61%
NOT meeting RPA	temporary break	0.54%	0.34%	0.74%
	'Other' Not Participating	5.43%	3.20%	7.65%
	total	5.97%	3.53%	8.39%

breakdown by destination:

breakdown by destination:				total		year 12		year 13	
meeting the RPA 'Duty'	participating	in learning	Apprenticeship	383	6.4%	119	4.0%	264	8.8%
			EFA funded Work Based Learning	36	0.6%	18	0.6%	18	0.6%
			Employment WITH training/part time study	61	1.0%	6	0.2%	55	1.8%
			Further Education	1,829	30.7%	974	32.8%	855	28.6%
			Higher Education	6	0.1%			6	0.2%
			Juvenile Offender (age 16-17)	3	0.1%	2	0.1%	1	0.0%
			Non-EFA funded training (eg, private training)	8	0.1%	3	0.1%	5	0.2%
			Other Post 16 Education	27	0.5%	26	0.9%	1	0.0%
			School Sixth Form	1,622	27.2%	883	29.7%	739	24.7%
			Sixth Form College	1,624	27.2%	834	28.1%	790	26.4%
			1	0.0%			1	0.0%	
		sub total	5600	93.90%	2865	96.43%	2735	91.38%	
working towards	neet	Participating in the Youth Contract	5	0.1%			5	0.2%	
		Start Date Agreed for RPA-compliant EET	3	0.1%	1	0.0%	2	0.1%	
		sub total	8	0.13%	1	0.03%	7	0.23%	
		total	5608	94.03%	2866	96.47%	2742	91.61%	
NOT meeting RPA	temporary break	neet	Illness	15	0.3%	4	0.1%	11	0.4%
			Pregnancy	7	0.1%	2	0.1%	5	0.2%
			Teenage Parents	10	0.2%	4	0.1%	6	0.2%
			sub total	32	0.54%	10	0.34%	22	0.74%
	'Other' Not Participating	in learning	Part Time Education	2	0.0%	2	0.1%		
			Not yet ready for work or training	2	0.0%	1	0.0%	1	0.0%
			Other Reason	2	0.0%	1	0.0%	1	0.0%
			Seeking employment, education or training	97	1.6%	25	0.8%	72	2.4%
		neet	Working not for reward	1	0.0%			1	0.0%
			Employment NO training	31	0.5%	7	0.2%	24	0.8%
			Employment with non-accredited training	50	0.8%	10	0.3%	40	1.3%
			Part Time Employment	16	0.3%	5	0.2%	11	0.4%
			Self Employed	1	0.0%	1	0.0%		
			Temporary Employment	1	0.0%			1	0.0%
			Cannot be contacted	2	0.0%			2	0.1%
			Expired	10	0.2%			10	0.3%
		other	Refuses to disclose activity	1	0.0%	1	0.0%		
			Transition Post-16 Learning	51	0.9%			51	1.7%
			Transition Year 11	40	0.7%	40	1.3%		
			Unknown	17	0.3%	2	0.1%	15	0.5%
			sub total	324	5.43%	95	3.20%	229	7.65%
			total	356	5.97%	105	3.53%	251	8.39%
		total RPA cohort	5964	100%	2971	100%	2993	100%	



key:

neet YP by ward / locality

		total resident YP	neet YP	neet%	year 12	year 13	year 14
*n/k	*Unknown Ward	113	8	7.1%	1	4	3
		113	8	7.1%	1	4	3
having	Brooklands	598	29	4.8%	5	8	16
	Cranham	480	8	1.7%	2	1	5
	Elm Park	461	15	3.3%	1	5	9
	Emerson Park	440	10	2.3%	0	8	2
	Gooshays	617	46	7.5%	7	18	21
	Hacton	453	8	1.8%	0	4	4
	Harold Wood	414	19	4.6%	4	9	6
	Havering Park	582	35	6.0%	4	13	18
	Heaton	518	22	4.2%	3	6	13
	Hylands	514	10	1.9%	2	0	8
	Mawneys	475	16	3.4%	1	6	9
	Pettits	451	9	2.0%	1	4	4
	Rainham and Wennington	466	13	2.8%	1	4	8
	Romford Town	455	17	3.7%	2	5	10
	South Hornchurch	569	16	2.8%	1	4	11
	Squirrel's Heath	373	10	2.7%	0	3	7
	St Andrew's	450	10	2.2%	2	2	6
	Upminster	492	3	0.6%	1	0	2
		8,808	296	3.4%	37	100	159
	total resident YP	8,921	304	3.4%	38	104	162

current neet destinations

		total	year 12	year 13	year 14
NEET - Available	Not yet ready for work or training	4 1.3%	1	1	2
	Seeking employment, education or training	218 71.7%	25	76	117
	Start Date Agreed for RPA-compliant EET	4 1.3%	1	2	1
	Working not for reward	3 1.0%		1	2
	sub total	229 75.3%	27	80	122
NEET - Not Available	Illness	29 9.5%	4	11	14
	Other Reason	5 1.6%	1	1	3
	Pregnancy	14 4.6%	2	6	6
	Teenage Parents	24 7.9%	4	6	14
	Unlikely to be economically active	1 0.3%			1
	Young Carers	2 0.7%			2
	sub total	75 24.7%	11	24	40
	total	304 100%	38	104	162

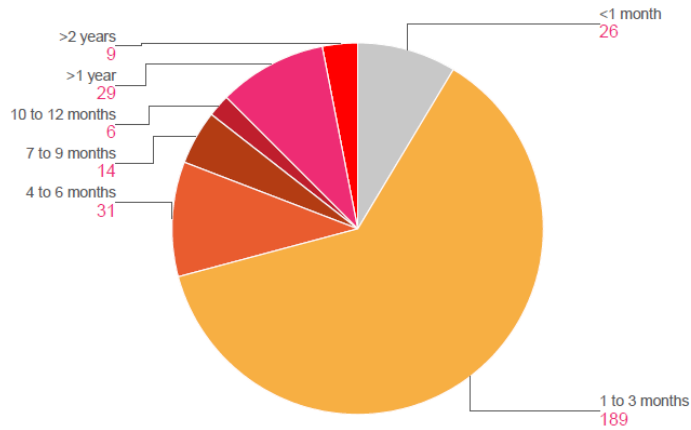
Note:

- statistical neighbour groupings were updated in October 2014
- DfE figures for non-East London boroughs may be 1 month behind

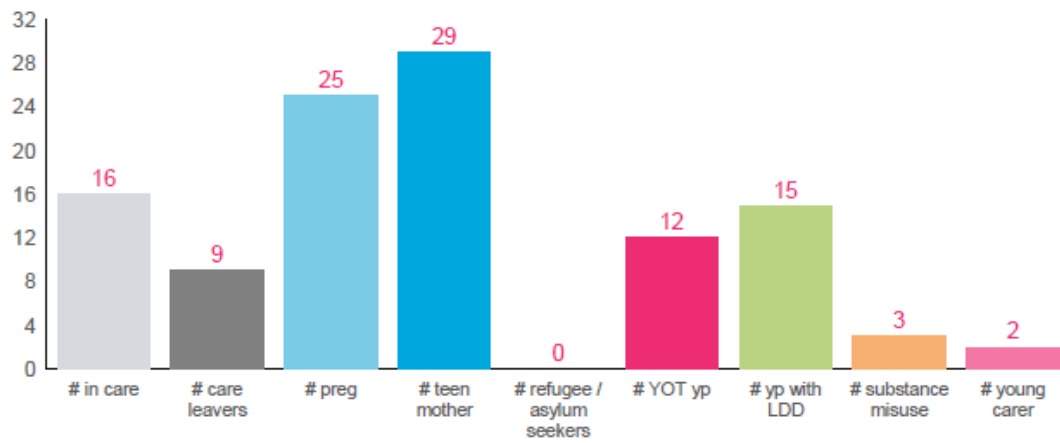
statistical neighbours • adjusted neet

		Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Mar 15	Apr 15	May 15	Jun 15	Jul 15	Aug 15	Sep 15	Oct 15	Nov 15	Dec 15
	England average	4.6%	4.6%	4.7%	4.7%	4.8%	4.8%	4.8%	4.8%	4.9%	5.4%	6.4%	5.2%	4.2%	4.2%	4.2%
	London average	3.5%	3.2%	3.4%	3.4%	3.5%	3.5%	3.5%	3.6%	3.6%	3.8%	5.3%	5.2%	2.9%	2.9%	3.1%
	Havering	3.9%	3.9%	4.4%	3.7%	3.4%	3.0%	2.9%	3.5%	3.6%	3.3%	3.4%	14.5%	2.8%	3.2%	3.6%
1.	Bexley (Very Close)	3.6%	3.1%	3.6%	3.6%	3.5%	3.3%	3.2%	3.4%	3.1%	3.0%	2.8%	4.9%	2.3%	2.6%	2.9%
2.	Medway (Very Close)	6.9%	7.3%	7.3%	7.2%	7.4%	7.3%	7.5%	7.6%	7.8%	7.9%	7.8%	6.8%	7.2%	7.4%	7.6%
3.	Essex (Very Close)	4.9%	4.7%	4.7%	4.4%	4.4%	4.5%	4.5%	4.8%	4.9%	5.0%	5.3%	5.8%	4.8%	4.7%	4.5%
4.	Bury (Very Close)	4.8%	5.6%	5.5%	5.5%	5.7%	5.7%	5.6%	5.5%	5.4%	5.6%	7.9%	4.0%	3.8%	3.9%	3.7%
5.	Kent (Very Close)	4.1%	4.2%	4.6%	5.2%	5.3%	5.7%	6.0%	6.1%	6.1%	7.8%	8.6%	7.8%	4.9%	4.9%	5.0%
6.	Lancashire (Very Close)	3.8%	4.7%	5.0%	5.2%	4.9%	4.9%	5.0%	5.1%	5.4%	7.0%	7.3%	4.6%	4.3%	4.7%	4.9%
7.	Swindon (Very Close)	4.8%	5.5%	5.7%	5.5%	5.9%	5.6%	5.7%	6.3%	6.4%	6.6%	12.4%	3.7%	3.7%	3.8%	3.9%
8.	Thurrock (Very Close)	5.6%	5.3%	5.3%	5.1%	5.2%	5.5%	5.8%	5.7%	5.5%	6.1%	6.2%	5.7%	6.1%	4.9%	4.7%
9.	Dudley (Very Close)	7.1%	5.7%	5.7%	5.6%	5.5%	5.5%	5.6%	5.4%	6.0%	9.6%	10.0%	5.0%	4.3%	3.9%	3.8%
10.	Nottinghamshire (Very Close)	1.8%	1.9%	1.8%	1.9%	2.0%	1.9%	2.3%	2.4%	2.3%	2.4%	2.4%	1.4%	2.2%	2.4%	2.5%
	statistical neighbour average:	4.7%	4.8%	4.9%	4.9%	5.0%	5.0%	5.1%	5.2%	5.3%	6.1%	7.1%	5.0%	4.4%	4.3%	4.4%

time spent in neet:



neet target group totals • current month



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