Public Document Pack

Havering
LONDON BOROUGH

CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE AGENDA

7.00 pm	Tuesday 10 July 2018	Committee Room 3A - Town Hall

Members 9: Quorum 4

COUNCILLORS:

Gillian Ford (Vice-Chair)
Judith Holt (Chairman)
Sally Miller
Natasha Summers
Reg Whitney
Tele Lawal
Michael Deon Burton
Carol Smith
Christine Vickery

CO-OPTED MEMBERS:

Statutory Members representing the Churches

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

Statutory Members representing parent governors

Julie Lamb, Special Schools

Non-voting members representing local teacher unions and professional associations: Vacant (NASUWT) and Ian Rusha (NUT)

For information about the meeting please contact:
Taiwo Adeoye - 01708 433079
taiwo.adeoye@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.

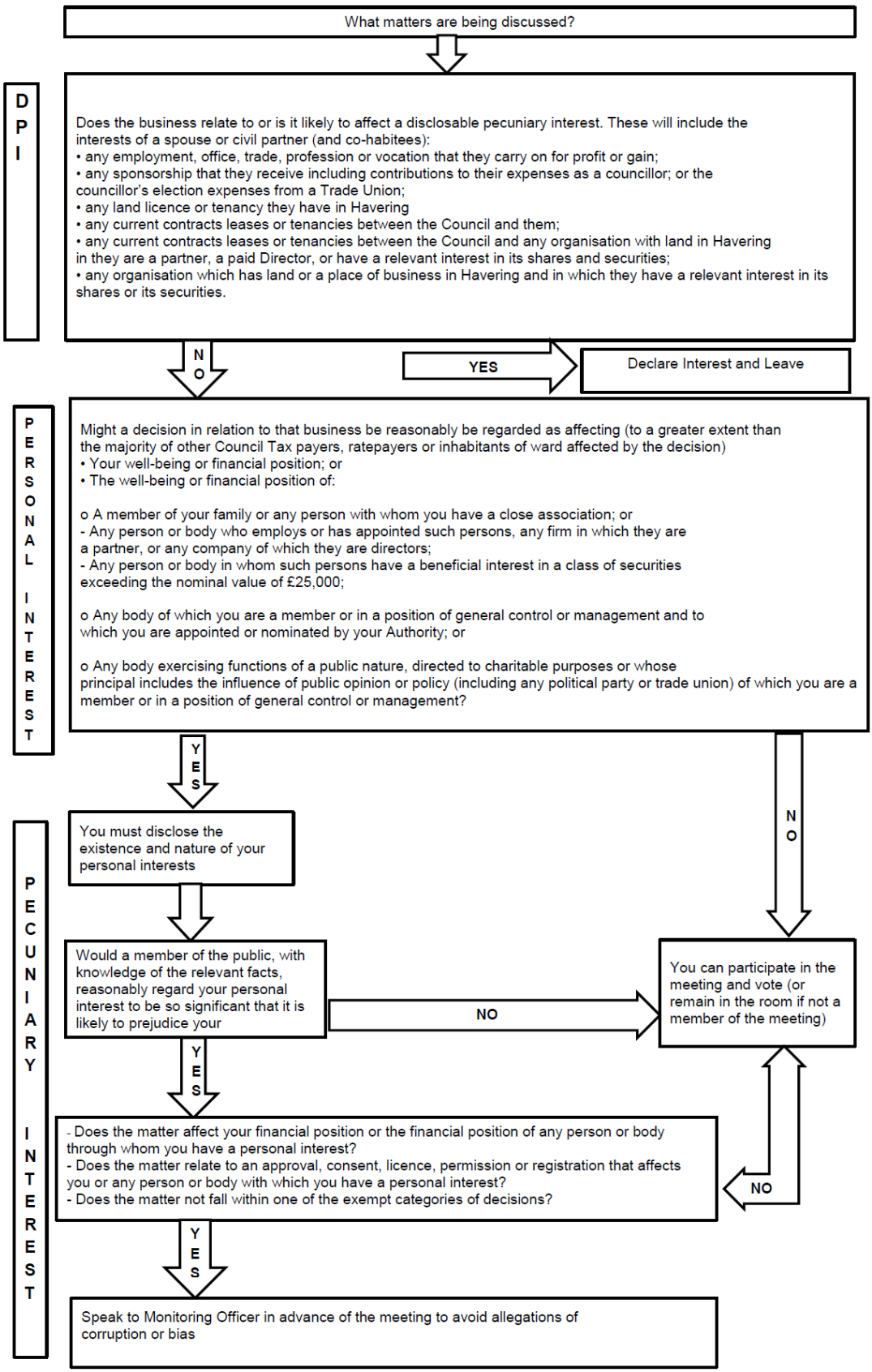
Sub-Committees will often establish Topic Groups to examine specific areas in much greater detail. These groups consist of a number of Members and the review period can last for anything from a few weeks to a year or more to allow the Members to comprehensively examine an issue through interviewing expert 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

DECLARING INTERESTS FLOWCHART – QUESTIONS TO ASK YOURSELF



AGENDA ITEMS

1 APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS

(if any) - receive.

2 DISCLOSURE OF 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 - 8)

To approve as a correct record the Minutes of the meeting of the Committee held on 27 February 2018 and authorise the Chairman to sign them.

5 CORPORATE PERFORMANCE REPORT - QUARTER FOUR (Pages 9 - 24)

6 DRAFT WORK PROGRAMME - 2018/19 (Pages 25 - 28)

7 LOCAL AREA INSPECTION OF SUPPORT FOR CHILDREN WITH SPECIAL NEEDS AND DISABILITIES (SEND) (Pages 29 - 34)

8 HAVERING EDUCATION PERFORMANCE (Pages 35 - 56)

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 INSPECTION OF CHILDREN SERVICES BY OFSTED (Pages 57 - 64)

Andrew Beesley
Head of Democratic Services

This page is intentionally left blank

MINUTES OF A MEETING OF THE
CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE
Town Hall
27 February 2018 (7.00 - 9.15 pm)

Present: Councillors Gillian Ford (Chairman), John Glanville, Viddy Persaud, Carol Smith, Jody Ganly and Ray Morgon

Co-opted Members:

Church Representatives:
Lynne Bennett
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

Apologies for absence were received from Councillor Philippa Crowder, co-opted member and

53 **DISCLOSURE OF INTERESTS**

There was no disclosure of interest.

54 **MINUTES**

The minutes of the meeting held on 28 November 2017 were agreed as correct records and signed by the Chairman.

55 **THE OLIVE AP ACADEMY**

The Sub-Committee received a presentation from Chief Executive and Chief Operating Officer for Olive Academies.

Members were informed that Olive Academies was a multi-academy trust, approved by the Department for Education, it was one of the first academy sponsors specialising in alternative provision in England.

The Olive Alternative Provision (AP) Academy Havering provides full-time provision for 64 Key Stage 3 and 4 pupils, many of whom have been permanently excluded from mainstream school in Havering. It was stated that the academy conversion had also provided a unique opportunity to

shape the new provision in line with current education thinking so that Havering schools received the support they required.

The Sub-Committee noted that Olive AP Academy had formed a partnership with the council which would be pivotal to the success of the project.

The principles of Olive AP Academy - Havering vision was driven by a fundamental belief that young people with Social, Emotional and Mental Health (SEMH) should succeed in line with their peers.

The key aim for KS4 was to prepare students to be successful in the 21st century world. It was the ambition of the Academy that a student should not need to be permanently excluded to be in receipt of a curriculum offer appropriate to meet their needs. The aim was to agree a pathway with the student, their family and their home school.

It was stated that at Key Stage 3, the aim was to work with students in preventative and proactive ways, which maintain them in their home school as it was an objective of the Academy to also work with mainstream schools to prevent permanent exclusions.

The Sub-Committee was informed that the Trust was working to improve the quality of provision for all pupils. This was being achieved through the high expectations of the all staff at the academy to provide the very best learning opportunities at all times. The Sub-Committee also noted that safeguarding of pupils was high on the Trust's priority. Since its opening in September 2016, the Academy had been audited on five occasions by the local authority, trust safeguarding lead and trust board safeguarding lead to ensure that all areas of the academy's practice met the high expectation of the Trust.

The analysis of 2017 performance indicated that the Academy was starting to address the historical underperformance of Manor Green College. On performance against national benchmarks, the Sub-Committee was informed that students at Olive AP Academy Havering were performing significantly better than AP Centres in the local area and nationwide. The progress of the students was noted as significantly higher and attainment was also very significantly higher.

The Sub-Committee was informed that as part of the governance at the Academy, the Trust promotes a link between its academies and the local mainstream schools and was committed to securing their representation on each advisory board. In Havering a monitoring group that comprised an independent Chair, three Havering schools representatives from (Drapers Academy, Abbs Cross Academy and the Albany School) supports the work of the academy on a half-termly basis.

The Academy Trust monitors the work of each of its academies through its two subcommittees ('Education Performance and Standards' and 'Finance and Audit') who meet quarterly to review progress.

The Trust was working to develop strong partnerships with each of the three local authorities it works with as the work of the Academy was commissioned through a service level agreement and was monitored through two annual reviews, which were carried out by a current school inspector. A representative of the local authority had been invited to join these reviews. The next review of the Havering Academy with was scheduled for 12 and 13 March 2018.

The Sub-Committee was informed that the Trust was grateful for the support of the Council in funding the new building project to improve the quality of the site. It was indicated that improving the quality of the building represented an opportunity to embed our ambitious vision for the academy.

The Sub-Committee thanked the Chief Executive and Chief Operating Officer for Olive Academies for making the time to attend and update Members on the progress at the Academy.

The Sub-Committee noted the report.

56 **IN YEAR ACCESS PROTOCOL**

The Assistant Director for Education Services briefed the Sub-Committee on the Fair Access Protocol.

It was stated that the School Admissions Code requires each local authority to have in place a Fair Access Protocol which all local schools/academies must adhere to.

The Sub-Committee noted that section 3.11 of the School Admission Code stated “All admission authorities must participate in the Fair Access Protocol in order to ensure that unplaced children were allocated a school place quickly. There was no duty for local authorities or admission authorities to comply with parental preference when allocating places through the Fair Access Protocol”.

The Sub-Committee was informed that the IYFAP protocol reflected the Local Authorities responsibility for safeguarding and promoting the welfare of children and young people as well as attempting to ensure an educational attainment and achievement. All Havering Head teachers and governing bodies have agreed to the aims, principals and procedures of the IYFAP.

The report informed Members that part of the aims of the In Year Fair Access Protocol included:

- Acknowledging the real needs of vulnerable young people who were not on the roll of a school and to ensure that an appropriate placement was identified and pupils/young people are on roll within 10 school days of the panel;

- Seeking to find an alternative placement or support for those on roll of a school where it could be demonstrated that they were at risk of permanent exclusion;
- Recording the progress and successes of the young people placed through the Panel.

It was mentioned that the Pre Panel met on a monthly basis to discuss each of the pupils in detail taking into consideration the number of vacancies at each school/academy in each year group and the total number of pupils/young people that have been admitted to each school/academy in each year group through the IYFAP process in the last academic year.

The Pre-panel also takes into account the School Admissions Code, the number of pupils/young people admitted through the IYFAP process in the current academic year, the number of pupils/young people admitted through the SEND process in the current year and the needs of the pupil/young person, where the information was known.

The Sub-Committee noted that a pupil/young person would not be referred to a school/academy that was placed in an Ofsted Category, unless under exceptional circumstances.

The report indicated that the number of referrals had risen steadily since the introduction of IYFAP in 2014:

2014/2015	287
2015/2016	351
2016/2017	401
2017/2018	294 (to January 2018)

The Sub-Committee was informed that Social Inclusion Funding was in place in order that schools and academies could apply for “top up” funding towards the costs of approved learning support/pastoral support, and/or alternative provision, for students who were at risk of permanent exclusion.

The Sub-Committee noted that the service would continue to monitor the admissions arrangements of all schools on a regular basis. The monitoring would include evaluation of referral data and a greater use of the powers available to the authority where schools were a cause for concern.

The Sub-Committee noted the report.

57 PERFORMANCE UPDATE REPORT - QUARTER THREE

The Sub-Committee received the quarter three performance report. The presentation detailed that fifteen of the seventeen corporate performance indicators that fell under the remit of the sub-committee.

The Sub-Committee was informed that the three indicators that were reported to the Overview & Scrutiny Board were rated at red:

- Total number of in-house foster carers
- Percentage of looked after children placed in in-house foster care
- Percentage of young people leaving care who are in education, employment or training at ages 18-21

The Sub-Committee noted the following highlights

- That 24 children had ceased to be looked after due to the granting of an adoption order or Special Guardianship Order. It was noted that it gave a year to date outturn of 26.7%, an improvement on 2016/17 outturn of 14.7% and also above the target for 2017/18. The numbers of family and friends placements have also increased from 24 to 31 since April 2017.
- The percentage of looked after children who leave care at 18 and "Stay Put" with their foster carers had improved and was above target.
- The percentage of Looked After Children (LAC) placed in Havering Foster Care had reached the highest for the year and was above target at the end of Q3. The In-Care strand of the Face-to-Face Pathways Programme was focusing on enhancing the in-house resources to ensure that in-house options were available for all LAC, whatever their needs are.
- The was a steady reduction in the proportion of children becoming the subject of a Child Protection Plan for a second or subsequent time within 2 years
- The proportion of families showing continued overall progress after their initial assessment was significantly better than the target set for the year.

The Sub-Committee noted that the following areas that required improvements:

- As at the end of December, there were 80/139 (57.6%) of care leavers aged 18-21 years old in education, employment or training. Whilst the figure was lower than the set target, Havering was surpassing the national average and many other London boroughs. The Council had been awarded funding from the DWP to set up a Work Club at The Cocoon. An application had also been made to the DWP Community Budget to enable the service to deliver a programme aimed at supporting young people to attain employment or embark on further education.
- It was stated that even though a positive increase in the number of new foster carers and the percentage of LAC placed with in-house carers, the total number of in-house carers in the service cohort had not changed significantly.
- The proportion of Care Proceedings completed in under 26 weeks remains significantly below target, it was noted that

Havering had four long-running case which have gone beyond 50 weeks. These cases would significantly skew the council`s average case duration for the whole year 2017-2018. The Sub-Committee was assured that cases were been tracked from the pre-proceeding stage where a child was assessed as being at risk of significant harm. It was also stated that updated legal planning and pre-proceedings review procedures would be circulated to all social care staff.

- The proportion of children attending Good or Outstanding schools was currently slightly below target, but figures were expected to improve over the coming months once school resumed and inspection of more schools were undertaken.

The Sub-Committee noted the contents of the report and presentation.

58 **REGIONALISATION OF ADOPTION SERVICES IN LONDON & THE ADOPTION SUPPORT FUND**

The Sub-Committee received a report that outlined Havering's involvement in the regionalisation of adoption services in London and an overview of the Adoption Support Fund that was available for all local authorities with adoption support services.

The report outlined that the number of children adopted have fallen in London, and economies of scale were needed, as well as an improvement in the consistency of adoption support services across London. Adoption performance across London was variable and adoption costs could vary from £34,000 to as much as £75,000 per adoption.

Havering was part of the East London Regional Adoption Agency (RAA) which includes Barking and Dagenham; Newham; Waltham Forest and Tower Hamlets. As a local authority, Havering had expressed an intention to host the East London RAA.

The Sub-Committee noted that the Government had set the deadline for local authorities joining a RAA by 2020. In principle Havering had agreed to lead the East London RAA. The decision to take the lead would enable the services explore the business case and allow timely request for the final decision to proceed to be made without compromising Havering's ability to discharge statutory duties in relation to adoption and deliver better outcomes for children.

The Sub-Committee noted the following benefits of moving to the RAA

- Speed up matching
- Improve adopter recruitment and adoption support
- Access to more potential adopters

- Reduce costs / increase efficiencies around savings
- Improve the life chances of vulnerable children.
- Reduce risk of post code lottery
- Offer more resilience to service from the scale or volume

The Head of service outlined the following local improvements to the service

- Havering can improve performance and practice inconsistencies
- Improve the strategic management of the service
- Improve the strategic development of adoption services
- Create a powerful regional voice for adoption
- Ensure a culture of excellence in adoption practice

Havering would be working in cooperation with other local authorities within the East London region. It was stated that part of the benefit would include less competition and more collaboration, which would provide greater scope for financial efficiencies and significantly improve outcomes for children and young people.

The Sub-Committee was informed that within the court proceedings, a RAA should be in a position to promote a more coherent and joined up working with the court services.

The Sub-Committee **noted** that in principle that Havering would participate in and lead the East London RAA.

That a further report would be produced outlining progress, risk and seek formal permission for Havering to lead and participate in the East London RAA.

59 **HAVERING LOCAL SAFEGUARDING CHILDREN BOARD- ANNUAL REPORT 2016-17**

The Chairman of the Havering Safeguard Children Board presented the 2016/17 annual report of the board to the Sub-Committee.

The Sub-Committee noted that the purpose of the report was to fulfil the statutory requirement which stated that all Local Safeguarding Children Boards must publish an annual report on the effectiveness of safeguarding in their local area.

The report provided an overview of the Ofsted Inspection in October 2016. It provided the board with an external review of the effectiveness of Children Social Care and the HSCB. The Sub-Committee noted that whilst the Ofsted recommendation was ‘requires improvement’ for both Children Social Care

and the HSCB, the report fully acknowledged that Children Social Care had made and were making exciting changes in approach and structure 'Face to Face' that would help to support children and families in Havering. The approach had been fully supported by the board.

The report detailed an overview of the 2016-17 safeguarding strategic aims and a summary of the HSCB board sub group working and governance 2016-17.

The Chairman of the Havering Safeguard Children Board outlined that the past year had seen a major change in the structure of the Metropolitan Police. Havering had been one of the pathfinder areas and the board had involved in consultation around the structure, focusing on the need to ensure safeguarding structures such as the CAIT remain strong.

The Sub-Committee was informed that the coming year would see some continued challenges with the impact of budgetary restraints which must be a focus of the board during the next financial year.

The Children Social Care Act which came into force in 2017. The Act had major implications for agencies and specifically Children's Social Care. A new 'Working Together Guidance' would be introduced to support the new act and would continue to work with the Chief Executives and officers of the three statutory agencies, to ensure that Havering was in the best position to implement the new legislation.

The Sub-Committee thanked the Chairman of the board for attending and noted the annual report.

Chairman

Havering
LONDON BOROUGH

CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE, 10 JULY 2018

Subject Heading:	Quarter 4 performance information
SLT Lead:	Jane West, Chief Operating Officer
Report Author and contact details:	Charlie Murphy, Senior Performance and Business Intelligence Analyst (Children and Learning) (x3055) & Thomas Goldrick, Senior Policy and Performance Officer (x4770)
Policy context:	The report sets out Quarter 4 performance relevant to the Children and Learning Sub-Committee
Financial summary:	There are no immediate financial implications. Adverse performance for some Corporate Performance Indicators may have financial implications for the Council. Whilst it is expected that targets will be delivered within existing resources, officers regularly review the level and prioritisation of resources required to achieve the targets agreed by Cabinet at the start of the year.

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

Communities making Havering	[X]
Places making Havering	[]
Opportunities making Havering	[X]
Connections making Havering	[]

SUMMARY

This report supplements the presentation attached as **Appendix 1**, which sets out the Council's performance within the remit of the Children and Learning Overview and Scrutiny Sub-Committee for Quarter 4 (January 2018- March 2018).

RECOMMENDATIONS

That the Children and Learning Overview and Scrutiny Sub-Committee notes the contents of the report and presentation and makes any recommendations as appropriate.

REPORT DETAIL

1. The report and attached presentation provide an overview of the Council's performance against the performance indicators selected for review by the Children and Learning Overview and Scrutiny Sub Committee for 2017/18. The presentation highlights areas of strong performance and potential areas for improvement.

2. The report and presentation identify where the Council is performing well (**Green**) and not so well (**Red**). The ratings for the 2017/18 reports are as follows:

   - **Red** = off the quarterly target
   - **Green** = on or better than the quarterly target

3. Where performance is off the quarterly target and the rating is '**Red**', 'Improvements required' are included in the presentation. This highlights what action the Council will take to address poor performance.

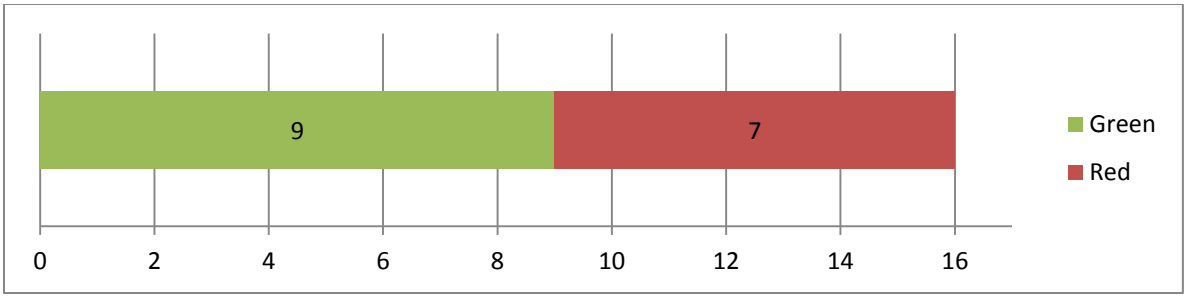
4. Also included in the presentation are Direction of Travel (DoT) columns, which compare:

   - Short-term performance – with the previous quarter (Quarter 3 2017/18)
   - Long-term performance – with the same time the previous year (Quarter 4 2016/17)

5. A green arrow (↑) means performance is better and a red arrow (↓) means performance is worse. An amber arrow (→) means that performance has remained the same.

6. In total, 17 Performance Indicators have been included in the Quarter 4 2017/18 report and presentation. Performance data is available for 16 of the 17 indicators.

Quarter 4 ratings Summary



In summary of the 16 indicators:

9 (56%) have a status of **Green**
7 (44%) have a status of **Red**

This is an improvement on the position at the end of Quarter 3, when 53% of indicators were rated Green and 47% were rated Red.

Performance against three of the 16 indicators (the total number of in-house foster carers, the percentage of looked after children placed in in-house foster care, and the percentage of young people leaving care who are in education, employment or training at ages 18-21) will be reported to the Overview and Scrutiny Board. Performance against two of these indicators has been rated **Red** for Quarter 4. The percentage of LAC placed in in-house foster care is rated **Green**.

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no financial implications arising directly from this report which is for information only.

Adverse performance against some Performance Indicators may have financial implications for the Council. Whilst it is expected that targets will be delivered within existing resources, officers regularly review the level and prioritisation of resources required to achieve the targets agreed by Cabinet at the start of the year.

Robust ongoing monitoring is undertaken as part of the established financial and service management processes. Should it not be possible to deliver targets within approved budgets this will be raised through the appropriate channels as required.

Legal implications and risks:

Whilst reporting on performance is not a statutory requirement, it is considered best practice to regularly review the Council's progress.

Human Resources implications and risks:

There are no HR implications or risks arising from this report.

Equalities implications and risks:

Equality and social cohesion implications could potentially arise if performance against the following indicators currently rated as Red does not improve:

- Percentage of young people leaving care who are in education, employment or training at ages 18 – 21
- Percentage of children who wait less than 14 months between entering care and moving in with their adopting family
- Total number of in-house foster carers
- Percentage of children in Good or Outstanding schools
- % of looked after children placements lasting at least 2 years
- % of looked after children who leave care at 18 and remain living with their foster carers ("Staying Put")
- No. of apprentices (aged 16-18) recruited in the borough

The attached presentation provides further detail on steps that will be taken to improve performance and mitigate these potential inequalities.

BACKGROUND PAPERS

Appendix 1: Quarter 4 Children and Learning Performance Presentation 2017/18

Havering

LONDON BOROUGH

www.havering.gov.uk

Quarter 4 Performance Report 2017/18

Children and Learning O&S Sub-Committee

10 July 2018

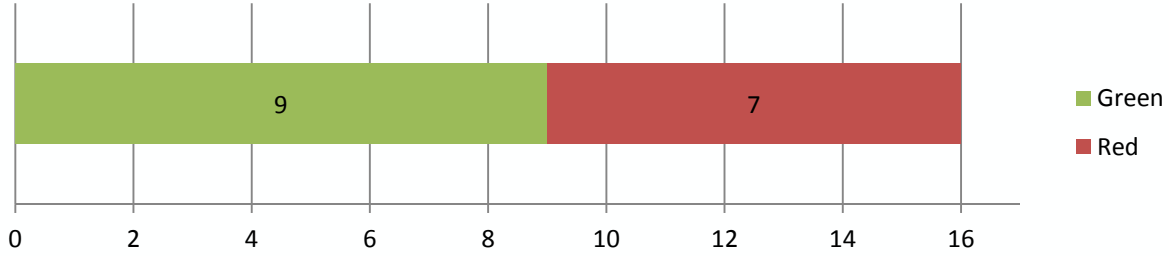
About the Children and Learning O&S Sub-Committee Performance Report

- Overview of the key performance indicators as selected by the Children and Learning Overview and Scrutiny sub-committee
- The report identifies where the Council is performing well (**Green**) and not so well (**Red**).
- Where the RAG rating is '**Red**', '**Corrective Action**' is included. This highlights what action the Council will take to address poor performance.

OVERVIEW OF CHILDREN AND LEARNING INDICATORS

- 17 Performance Indicators are reported to the Children and Learning Overview & Scrutiny sub-committee.
- Performance data is available for 16 of the 17 indicators.

Quarter 4 Summary



In summary of the 16 indicators:

9 (56%) have a status of **Green**

7 (44%) have a status of **Red**

Quarter 4 Performance

Indicator and Description	Value	2017/18 Annual Target	2017/18 Q4 Target	2017/18 Q4 Performance	Short Term DOT against Q3 2017/18		Long Term DOT against Q4 2016/17	
% of young people leaving care who are in education, employment or training at ages 18 -21	Bigger is better	75%	75%	55%	↓	57.6%	↓	67.2%
% of children who wait less than 14 months between entering care and moving in with their adopting family	Bigger is better	75%	75%	62%	↑	58%	↑	47%
% of looked after children placements lasting at least 2 years	Bigger is better	70%	70%	67.1%	↑	59.7%	↑	59.4%
Total no. of in-house foster carers	Bigger is better	90	90	80	↑	77	↑	77

Quarter 4 Performance

Indicator and Description	Value	2017/18 Annual Target	2017/18 Q4 Target	2017/18 Q4 Performance	Short Term DOT against Q3 2017/18		Long Term DOT against Q4 2016/17	
% of children in Good or Outstanding schools	Bigger is better	83%	83%	82%	↑	81%	↑	66.7%
% of looked after children who leave care at 18 and remain living with their foster carers ("Staying Put")	Bigger is better	70%	70%	66.7%	↓	75%	→	66.7%
No. of apprentices (aged 16-18) recruited in the borough	Bigger is better	770	770	680 (provisional 16/17)	-	N/A	-	N/A
No. of apprentices (aged 19+) recruited in the borough	Bigger is better	1330	1330	1330 (provisional 16/17)	-	N/A	-	N/A
No. of early years education offers extended to disadvantaged 2 year olds	Bigger is better	841	841	1164	↑	611 (Autumn Term)	-	N/A

Quarter 4 Performance

Indicator and Description	Value	2017/18 Annual Target	2017/18 Q4 Target	2017/18 Q4 Performance	Short Term DOT against Q3 2017/18		Long Term DOT against Q4 2016/17	
% of Early Years providers judged Good or Outstanding by Ofsted	Bigger is better	80%	80%	97%	→	97%	↑	93%
No. of new in-house foster carers	Bigger is better	15	15	16	↑	14	↑	12
% of families who showed continued overall progress after their initial assessment (engagement PI)	Bigger is better	50%	50%	66%	↓	67%	-	NEW
% of 16-18 year olds who are not in education, employment or training or not known	Smaller is better	4.3%	4.3%	2.9%	↑	4.2%	-	NEW

Havering
LONDON BOROUGH

Quarter 4 Performance

Indicator and Description	Value	2017/18 Annual Target	2017/18 Q4 Target	2017/18 Q4 Performance	Short Term DOT against Q3 2017/18		Long Term DOT against Q4 2016/17	
% of looked after children placed in LBH foster care	Bigger is better	40%	40%	44.5%	↑	41.5%	↑	38.7%
% of children becoming the subject of a Child Protection Plan for a second or subsequent time within 2 years	Smaller is better	10%	10%	7%	↑	8.1%	↑	14.5%
% of looked after children who ceased to be LAC as a result of permanency (adoption and special guardianship)	Bigger is better	16%	16%	24.6%	↓	26.7%	↑	14.7%
% of care proceedings completed in under 26 weeks	Bigger is better	80%	80%	N/A	-	50%	-	48.9%

Highlights

- 16 new in-house foster carers were recruited during 2017/18. This means we improved on last year's outturn, and exceeded our 2017/18 target of 15.

- The proportion of looked after children placed in LBH foster care rose to 44.5%, the highest level seen all year and above the target of 40%. The In-Care strand of the Face-to-Face Pathways Programme is focusing on enhancing our in-house resources to ensure that in-house options are available for all looked after children, whatever their needs are.

- Throughout the year we have continued to see a reduction in the proportion of children becoming the subject of a Child Protection Plan for a second or subsequent time within 2 years. The outturn improved on the previous year and was below our target (where lower is better) of 10%.

- 97% early years providers remain Good or Outstanding

- % 16 – 18 year olds not in education, employment or training (NEET) or whose destinations are not known fell to an all-time low

Improvements Required

- At 31st March 2018 there were 78/142 (55%) of our former relevant young people aged 18-21 years old in education, employment or training. Whilst this is lower than our target, Havering is surpassing the national average and many other London boroughs. The Council has been awarded funding from the DWP to set up a Work Club at the Cocoon and to deliver a programme supporting young people to attain employment and/or embark on further education.

- The proportion of care leavers "Staying Put" with foster carers dipped slightly in Quarter 4 to just below target.

- The introduction of the Apprenticeship Levy has had a negative impact on the number of apprenticeships starts. Nationally there has been over a 60% drop in starts. The introduction of the new funding reforms put the emphasis on employers to deliver the national target of 3 million apprentices by 2020.Employers have fed back to the department on a number of issues including a lack of appropriate frameworks, difficulties accommodating the 20% off the job training time required, and the increased costs of the new standards.

Any questions?

This page is intentionally left blank

Havering
LONDON BOROUGH

CHILDREN & LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE, 10 JULY 2018

Subject Heading:	Children & Learning Overview and Scrutiny Sub-Committee – Work Programme 2018/19
CMT Lead:	Kathryn Robinson
Report Author and contact details:	**Taiwo Adeoye, 01708 433079 taiwo.adeoye@onesource.co.uk**
Policy context:	**A proposed work programme for the Sub-Committee is submitted for review and agreement.**
Financial summary:	**No impact of presenting of work programme itself which is for review only.**

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

Communities making Havering	[X]
Places making Havering	[]
Opportunities making Havering	[]
Connections making Havering	[]

SUMMARY

A proposed work programme for the Sub-Committee is attached for review and adoption.

RECOMMENDATIONS

1. The Sub-Committee to make any amendments to the proposed work programme for the 2018/19 municipal year and adopt the final version of the programme.

REPORT DETAIL

1. Following initial discussions with the Sub-Committee Chairman and senior officers, the attached table shows a proposed work programme for the meetings of the Sub-Committee during the 2018/19 municipal year. It should be emphasised that the work programme is not confirmed at this stage and Members are welcome to suggest any changes or additions they wish to be considered, both in terms of agenda items for future meetings of the Sub-Committee and for any potential topic groups.

2. It will be noted that not all items have yet been specified for future meetings. Previous experience has shown that it is often beneficial to leave some spare capacity on future agendas to deal with any consultations or other urgent issues that may arise during the year.

IMPLICATIONS AND RISKS

Financial implications and risks: None of this covering report.

Legal implications and risks: None of this covering report.

Human Resources implications and risks: None of this covering report.

Equalities implications and risks: None of this covering report.

BACKGROUND PAPERS

None.

Children and Learning Overview and Scrutiny Sub-Committee

Dates and Deadlines - Meetings for 2018-2019

Date of Meeting	Agenda Items	Report Authors
10 July, 2018	• OFSTED Update • Corporate Performance Report (Q4) • School Performance Update • Update on Academy trust • OFSTED report on SEND provision for children in Havering.	Trevor Cook Thomas Goldrick
27 September, 2018	• Corporate Performance Report (Q1) • Healthwatch – who we are • School Expansion Update • Commissioning • SEND Update • Early Years • School Improvement Board	Thomas Goldrick/Charlie Murphy

27 November, 2018	• Corporate Performance Report (Q2) • Children & Young People's Services Annual Complaints Report 2016/17 • Attendance & Inclusion Update • Health Report including CAMMS & Health Visiting & Midwifery	Thomas Goldrick/Charlie Murphy Veronica Webb
14 February, 2019	• Corporate Performance Report (Q3) • School Improvement • Adult Education Outcomes • LSCB Annual report • OFSTED Update	Thomas Goldrick/Charlie Murphy

Havering
LONDON BOROUGH

CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE, 10 JULY 2018

Subject Heading:	Local Area Inspection of Support for Children with Special Educational Needs and Disabilities (SEND)
SLT Lead:	Tim Aldridge- Director Children's Services
Report Author and contact details:	Jodie Gutteridge – Service Improvement Officer | 01708 432076 Caroline Penfold – Head of Children and Adults Disability Service | 01708 431743
Policy context:	
Financial summary:	

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

Communities making Havering	[X]
Places making Havering	[x]
Opportunities making Havering	[X]
Connections making Havering	[x]

SUMMARY

This report highlights the outcome of the Local Area Inspection of support for children with special educational needs and disabilities (SEND). The inspection took place between 26th February and 2nd March 2018. Throughout the week a team of six inspectors from Ofsted and the Care Quality Commission (CQC) met with staff teams, children and parents, and also visited schools and health settings. Their task was to gather evidence about the effectiveness of local area partnership in improving the lives of children and young people who have special

educational needs and/or disabilities. They came to assess how well we, in Havering identify, meet the needs, and improve outcomes for children with SEND.

The inspection identified that we have increased our pace on the reforms to put children and young people at the centre of planning for their future. Inspectors recognised that our own evaluation of our strengths and areas for development was broadly accurate.

The inspection served as a very useful exercise which reinforced our approach to co-produce more, to engage and involve all partners when planning support, including parents and young people. Our changes to systems and processes have started to have an impact on outcomes for children but there is more work to do.

RECOMMENDATIONS

That the Children and Learning Overview and Scrutiny Sub-Committee notes the comments of the report.

REPORT DETAIL

1. Ofsted and the Care Quality Commission (CQC) have a programme to inspect every area's Special Educational Needs and Disabilities (SEND) services over a five-year period. In late February, early March inspectors visited the borough to undertake their inspection.

2. **The inspection process** - The inspection checks how well we have implemented government reforms, outlined in the Children and Families Act 2014, which put children and young people at the centre of our work. Unlike other Inspections there is no grading given as an outcome of the Local Area SEND Inspection. It is a narrative judgement identifying the local areas strengths and areas for development. Where the inspectors have serious concerns about progress being made, they request a written statement of action. Currently there have been 59 inspections, 25 resulting in written statements of action. No serious concerns were identified in Havering.

3. A team of six inspectors met with staff, children and parents, and also visited schools and health settings. The purpose of the inspection was to assess how well we identify needs, meet the needs and improve outcomes for children with SEND *across the local authority, schools and health services* i.e. not just Children's Services.

4. Ofsted and the Care Quality Commission (CQC) have a programme to inspect every area's Special Educational Needs and Disabilities (SEND) services over a five-year period. In late February, early March inspectors visited the borough to undertake their inspection.

5. **The inspection process** - The inspection checks how well we have implemented government reforms, outlined in the Children and Families Act 2014, which put children and young people at the centre of our work. Unlike other Inspections there is no grading given as an outcome of the Local Area SEND Inspection. It is a narrative

judgement identifying the local areas strengths and areas for development. Where the inspectors have serious concerns about progress being made, they request a written statement of action. Currently there have been 59 inspections, 25 resulting in written statements of action. No serious concerns were identified in Havering.

6. A team of six inspectors met with staff, children and parents, and also visited schools and health settings. The purpose of the inspection was to assess how well we identify needs, meet the needs and improve outcomes for children with SEND *across the local authority, schools and health services* i.e. not just Children's Services.

7. The Inspectors looked at three key areas:
    a. The effectiveness of the local area in identifying children and young people's special educational needs and/or disabilities.
    b. The effectiveness of the local area in assessing and meeting the needs of children and young people who have special educational needs and /or disabilities.
    c. The effectiveness of the local area in improving outcomes for children and young people who have special educational needs and/or disabilities.

8. **What the Inspectors found:**

9. We have an accurate view of ourselves (and where we need to improve) and Ofsted/CQC recognised our journey and reinforced that we are on the right track. Our service to children with the most complex needs has improved and we work well across agencies to meet their needs.

10. The young people spoken to during the inspection were mostly positive about the support they get, especially from their schools or colleges. For example children and young people who need CAMHS are able to access assessment and treatment in a timely way.

11. Teaching staff in schools report that they and their pupils get helpful advice, guidance and care. We have seen a reduction in the number of exclusions of five-year-olds and the small proportion of young people not in education, employment or training (NEET).

12. Parents are positive about those schools where provision for pupils who have SEN and/or disabilities is effective. Parent groups recognise that there are some good services in the local area.

13. Our work with young people to co-produce developments is strong, but not as strong with parents.

14. We are not aspirational enough about the future outcomes of children and young people with SEND. We were slow to implement the SEND reforms when they were first introduced.

15. New systems and more rigorous self-evaluation are resulting in strong improvement.

16. A significant number of parents are concerned about the support their children receive. They say that there are delays in receiving reports, including Education Health and Care (EHC) plans. The contribution that social care professionals make to EHC plans is often limited. Some children have to wait too long to access services, for example occupational therapy and access to speech and language therapy is inconsistent across the borough.

17. The process for producing EHC plans has improved. Outcomes are more incisive and the plans identify more clearly what support is to be put in place.

18. Not all infants receive the integrated two-and-a-half-year check or the ante-natal visit and the six-week baby health checks, a part of the Healthy Child Programme, are only available to those families where vulnerability has been identified.

19. The overall effectiveness of nearly one third of secondary schools requires improvement or is inadequate. This means that too many children and young people who have SEN and/or disabilities go to schools where the quality of education is not good.

20. We have a secure understanding in schools where teaching is weak, resulting in fragile provision for children and young people who have SEND. Our school improvement visits to schools are beginning to improve this provision.

21. **How we are responding** - Ofsted and CQC reinforced the need to continually improve our SEND services and we already had a plan of action in place which inspectors ratified. The inspection team also reminded us of where else we need to improve, faster. Following the work to convert all “SEN statements” into EHC plans and we now turn to improving reviews of children who have had a plan for a while.

22. We have also investing in technology, and are one of the few areas in England implementing the EHC Hub. This is an online digital platform where parents, young people and professionals can input information to co-produce EHC plans more quickly and effectively.

23. We acknowledge that our engagement with parents has been too narrow, and we are looking for innovative ways to reach more children, young people and parents / carers of SEND children.

24. **Next Steps** - the SEND Executive Board, who provide strategic oversight and decision-making ability, to ensure that Havering is meeting the needs of service users and their families, consistent with the Children and Families Act 2014, is in the process of refreshing our improvement plan of the key areas for development.

25. Once the improvement plan has been finalised it will be submitted to the Health and Well-Being Board for their information and agreement as the governance of the SEND Executive Board. They will then be responsible for holding the board to account in achieving the outcomes identified.

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no direct implications arising from the report, however, as each agency and school will be responsible for completing their own actions in the improvement plan, some financial implications may become apparent for Havering upon completion of the actions.

Legal implications and risks:

There are no direct implications arising from the report.

Human Resources implications and risks:

There are no direct implications arising from the report.

Equalities implications and risks:

There are no direct implications arising from the report.

BACKGROUND PAPERS

The final Local Area Send inspection Outcome letter is available to view on the Havering Local Offer Website and includes all the strengths and areas for development outlined in this report.
(https://familyserviceshub.havering.gov.uk/kb5/havering/directory/advice.page?id=RO52oHZDoNg&localofferchannel=0)

This page is intentionally left blank

Havering
LONDON BOROUGH

CHILDREN AND LEARNING OVERVIEW AND SCRUTINY COMMITTEE
10 JULY 2018

Subject Heading:	**Havering Education Performance**
SLT Lead:	Tim Aldridge, Director of Children's Services
Report Author and contact details:	Trevor Cook, Assistant Director for Education Services Tel: 01708 431250 Trevor.cook@havering.gov.uk
Policy context:	Standards in Education

SUMMARY

Consistent with Havering's vision to ensure a good start for every child to reach their full potential, and our ambition to establish a self-improving education system. This report updates members of the Committee on progress to improve standards across Havering's early years providers, schools, and colleges.

RECOMMENDATIONS

It is recommended that the Overview and Scrutiny Committee continues to receive updates on school improvement, consistent with a schools-led strategy as agreed by school leaders, governors and partners, including the Regional Schools Commissioner (RSC).

REPORT DETAIL

Context

1. There are currently 89 school in Havering, and they are broken down as follows;

	Community	Foundation	VA	VC	Academy	Total
Primary	34	1	9	1	16	61
Secondary	1	1	0	0	16	18
Special	0	1	0	0	2	3
Independent	0	0	0	0	0	6
PRU/AP	0	0	0	0	1	1
Total	**35**	**3**	**9**	**1**	**35**	**89**

2. Community schools – These schools are overseen, or 'maintained', by the Local Authority and must follow the national curriculum and national teacher pay and conditions. The Local Authority employs the staff, owns the land and buildings and determines the admissions arrangements.

3. Foundation schools - The governing body employs the staff and sets its own admissions criteria. The land and buildings are usually owned by the governing body or, in trust schools, a charity.

4. Voluntary Aided schools - The majority of voluntary aided schools are faith schools. A foundation or trust (usually a religious organisation) inputs a small proportion of the capital costs for the school and forms a majority on the schools governing body. The governing body employs the staff and sets admissions criteria. The land and buildings are usually owned by the religious organisation.

5. Voluntary Controlled schools - VC schools are like VA schools, but are run by the local authority. The local authority employs the staff and sets admissions. The foundation or trust (usually a religious organisation) owns the land and buildings, and usually forms a quarter of the governing body.

6. Independent schools – These schools charge fees to attend, rather than being funded by the government, and can make a profit. They are governed and operated by the school itself. They are lightly regulated by government and inspected by a range of bodies. Independent schools vary from those set up by foundations in the middle-ages to those founded by new companies and charities. They are funded by fees, gifts and endowments and are governed by an independently elected board of governors.

7. Academy schools - While there are different types of academies in operation in England, they all have the same status in law as 'academies'. Academies are publically funded, independent schools, held accountable through a legally binding 'funding agreement'. These schools have more freedom and control over curriculum design, school hours and term dates, and staff pay and conditions.

Introduction

8. Havering's vision is to ensure a good start for every child to reach their full potential, and our ambition is to establish a self-improving education system.

9. The Education Act 2011 reiterated the role of the Local Authority (LA) as the champion of vulnerable children and young people; ensuring fair access to services; and ensuring educational excellence. The *Havering Quality Assurance (QA) Framework: Supporting education providers to succeed and preventing failure* (2015) sets out our strategy for Havering LA to provide appropriate challenge and support through direct provision or brokerage where needed, to all providers, in order to improve educational performance for all our pupils. This is consistent with expectations set out in the Education and Adoption Act 2016 which expanded the meaning of schools eligible for intervention to include coasting schools.

10. The QA framework sets out clearly how the LA provide challenge to providers, schools and colleges where standards are not high enough or improving, and for those that are not yet rated by Ofsted as good or outstanding. The framework carries four (interrelated) objectives which are:
    - all settings, schools and colleges in Havering are rated as 'Good' or better by Ofsted;
    - an increasing proportion of providers to move to " Outstanding";
    - the progress and attainment of pupils and students at the foundation stage and all key stages is in the top 38 English LA areas (top quartile performance); and
    - the gap between 'vulnerable' pupils – for example, pupils entitled to free school meals and pupils with special educational needs – and all other pupils is smaller than three quarters of other English LA areas.

11. The principle(s) behind the strategy is that practitioners are the main experts in self and collective improvement, and in most circumstances should determine their own school improvement and support needs. The LA will develop excellence through growing system leaders and identifying excellence in our providers, validating this and drawing upon it. The LA role is to ensure all providers in the area are subject to a robust LA quality assurance process, and the focus of the LA's work is on the appropriate support and challenge of all schools (including academy schools), providers and colleges where the QA process has identified issues of concern.

12. The overall effectiveness of nearly one third of secondary schools requires improvement or is inadequate. This means that too many children and young people go to secondary schools where the quality of education is not good. As a result, pupils do less well than their counterparts in other schools. The QA framework processes referred to above were halted with regards to secondary schools in mid-2016, as a result of a project launched by the RSC to hand this QA function over to monitoring a 'secondary improvement plan', and an external consultant was employed to deliver on

this. This initial project finishes in summer 2018, and the LA will be resuming its QA role.

Interventions

13. The LA uses its legal powers of intervention to act promptly following the identification of issues in cases where a provider does not take, or intend to take, timely independent actions to improve. In this context, our principle is to maintain a high quality relationship and a wide range of collaboration mechanisms between providers, governing bodies, trusts, LA officers, members of the Council and the Regional Schools Commissioner (RSC) to ensure the efficient and effective functioning of the education system in Havering.

14. Over the last 18 months, the LA has issued 3 Warning Notices and 5 Letters of Concern to schools on the basis of concerns. Areas of concern were finance, standards and progress, governance, and leadership. The LA has also used other formal powers of intervention, including the appointment of additional governors and the withdrawal of financial delegation. Where the LA has concerns about academies, these are raised through the RSC, with concerns around exclusions and standards. We have also exercised the Local Authority Powers of Intervention through withdrawal of delegation of financial control, application for Interim Executive Boards, and placing of additional governors.

15. The LA offers varying degrees of support, consistent with the Schools Causing Concern Guidance' (January 2015) and the latest Ofsted inspection framework. Key criteria for categorisation are an annual review of standards and progress of pupils achieved since the last Ofsted inspection (including the gap between pupils entitled to free school meals and all other pupils); safeguarding; and leadership capacity for rapid improvement. The LA are considering reviewing this approach to make it more flexible, so that the LA can react more quickly to early signs of decline, which may not always be evident in the early stages from published data. With Ofsted inspections of good schools moving to a 4 yearly cycle, this leaves a longer gap between inspection.

16. Evidence for support is drawn from a number of sources including analysis of the most recent test data linked to the longer-term trend of each provider's performance and RAISE Online, ALPs, LA data, Ofsted's dashboard and the provider's own data. The provider's self-review and the most recent Ofsted report with specific reference to improvement issues and the impact of actions taken and the LA databases on finance, staffing, SEND, attendance, exclusions and pupil numbers also informs the level of support.

17. Ofsted measures performance based on providers being judged as either Good or Outstanding, the remaining judgements being 'Requires improvement' and 'Inadequate' (with the additional descriptor of 'serious weaknesses' or special measures). Historically the main focus was

'percentage of providers judged to be good or better', in recent years this focus has changed to 'percentage of pupils in a good or better school'.

18. In line with the Government's initial intention of enforced academisation, 'failing' schools who became sponsor-led were classified as new establishments, and exempted from inspection for a minimum of 3 years and were not included in Ofsted calculations.

19. This led to period of sustained national improvement of schools being Good or Better increasing from 69% in 2012 to 89% in 2017. Using the historic measure (% of Good or Better schools) Havering has not compared well with Benchmark comparator's, and has been consistently below national particularly in relation to Secondary schools.

20. This remains the case, however the secondary sector has improved in 2017, and in primary, it is now in line with national and statistical neighbours. The new measure mirrors the position above, though in primary the percentage of pupils in a good or better school is above national and rankings for primary have significantly improved in 2017. This has been achieved mainly by supported primary schools moving from RI to Good. It has also been aided by failed secondary schools being moved to no-grade status upon academisiation. Despite removal of the failed schools, the secondary proportion at good or better is still below national for secondary. The proportion of pupils educated in a good or better school is still slightly below average.

21. The HMCI Ofsted annual report of December 2016 highlighted the outcomes of a range of performance measures in primary and secondary schools across the country. Alongside the main report, the Ofsted Regional Director published a report covering performance in their geographical area.

22. Schools, the LA and the RSC came together following the published performance measures in December 2016, and agreed that a school-led improvement strategy was required to urgently address the shortcomings highlighted by Ofsted data and the HMI annual report.

23. The LA's strategic approach with secondary schools (2017 onwards) has built on the principles of the QA framework and been subject to a specific strategy / plan. The collective ambition is that all students, regardless of their school, background or prior attainment, should achieve the outcomes that they deserve.

24. Havering's 18 secondary schools operate in a mixed economy of maintained schools, academies, Havering and non-Havering Multi Academy Trusts, with different Ofsted outcomes and trends in outcomes for pupils.

25. An independently-chaired Improvement Board was established to oversee an agreed improvement strategy and this met regularly throughout 2017. This was a joint response of the LA, Head teachers and governing bodies of all secondary schools and the RSC. Now that the improvement activity is

established, the Board no longer formally meets, but a sub-group of the Havering Learning Partnership meets regularly to monitor the progress and impact of the improvement strategy, holding schools' leaders to account for improvement.

26. A key indicator of the success of the improvement strategy will be that all schools will be judged to be good or better by Ofsted (subject to each school's place in Ofsted's calendar of inspection) and that standards improve over time and when benchmarked against our neighbours.

27. With regards to Progress 8, in 2016 (this first year of this measure) Havering performed poorly against all benchmarking groups. In 2017, Havering's score improved, bringing progress in line with state-funded schools nationally, with ranking against all groups improving significantly. With regards to disadvantaged pupils, Havering sat below the national average in 2016, and in 2017 the progress score remains negative, but has improved. Further details on outcomes can be found below.

28. The LA remains an active member of the NE London Sub-Regional Improvement Board and has brokered 2 successful bids to the DfE Strategic School Improvement fund.

Performance Measures

29. The report below highlights the key areas of performance in each of the key stages of education. A detailed data chart is provided as Appendix 1. A further breakdown of the Ofsted grades, and school type is provided as Appendix 2.

30. Based on government statistical demographic information, when compared to other 150 local authorities, Havering would usually be expected to achieve in the top third (50's), and only one London Borough (Bexley) is a statistical neighbour.

Early Years

31. In the Early Years Foundation Stage (pupils aged 5), children in Havering get off to a strong start in their education, with the percentage of children improving and reaching a Good Level of Development (GLD) in the Early Years Foundation Stage Profile exceeding the number found nationally again in 2017. Havering ranked 52/152 of all local authorities, and 6th amongst our statistical neighbours. The EYFS measure has been unchanged since 2013 during which Havering attainment has improved consistently.

Year 1 Phonics

32. Pupils in Havering achieve well in the Year 1 Phonics Screening and improved on 2016 results. Havering ranked 7th nationally, 7th in London, and 1st amongst statistical neighbours. Havering has improved consistently

since the introduction of this measure in 2012, and in spite of comparative rankings, it also consistently improved during this period.

Key Stage 1

33. Pupils in Key Stage 1 perform well in Reading, Writing and Mathematics assessments. Benchmarks were moved upwards since the new assessment methodology (Expected Standard and Greater Depth), hence national statistical decline. Havering has improved consistently and is in the 2nd quintile across all subjects for Expected Standard, and 5th amongst statistical neighbours, and in the 3rd quintile in all subjects for Greater Depth.

Key Stage 2

34. Key Stage 2 attainment is excellent, with all measures being significantly above national averages and the combined measure of pupils reaching the new government expected standard in all areas was significantly above the national average, being 11% points higher. This was also better than all of Havering's 11 statistical neighbours. The new assessments, particularly mathematics, represent a significant raising of the bar.

35. The proportion of pupils reaching the new more challenging 'Expected Standard' in Reading, Writing and Maths combined ranks Havering 4th highest performing borough in the country. The percentage of pupils reaching the 'Higher standard' is also measured, with Havering ranking 20th nationally, 1st amongst statistical neighbours and 15th in London. In all areas Havering has attained well.

36. Havering has been steadily improving the progress pupils make through key stages. Since 2016, this has been calculated as a point score above or below the calculation of the cumulative expected progress of the cohort (the national average will always be represented as 0.0).

37. Figures for 2017 show improvement on previous year with all 3 subjects now being in the top quintile reading, maths progress scores ranked 23rd nationally with Writing in 25th and first among our statistical neighbours. This is the main measure now along with the combined measure at KS2

Key Stage 4

38. At GCSE, since 2011 the key measure was 5+ GCSE's A*-C grades including English and Maths; the gold standard until 2016. This measure is no longer valid, being replaced by Attainment 8 and Progress 8.

39. Attainment 8: due to continued changes to the calculation of Attainment 8, headline figures fell nationally in 2017. However, Havering scores fell less than others, therefore our ranking improved against all benchmarking groups.

40. Progress 8: in 2016 (first year of this measure) Havering performed poorly against all benchmarking groups. In 2017, as a result of concerted improvement activity as noted above, Havering's score has improved, bringing progress in line with state-funded schools nationally, with ranking against all groups improving significantly.

41. English Baccalaureate (Ebacc): Havering has been consistently above national averaged and Havering's Ebacc rankings have improved year on year.

Academically Able

42. The LA challenges schools through the QA process where progress on Higher prior attainers is lower than national. However, there is not currently a whole LA focus, but this is a focus in the secondary plan, but we await evidence of impact. There are options that can be explored further, such as partnerships/ master classes, but none have been agreed at this time.

Higher Education journey of young Havering residents;

43. For the last three years, Havering has seen an increase in the number of young residents progressing into higher education since the introduction of tuition fees in 2012/13. The number of residents progressing into HE in 2015/16 was 1,514, of which 15% went on to Russell Group universities and a further 72% went on to Pre and post-92 universities.

44. In 2015/16, 24% of Havering residents achieved a first class honours degree with a further 53% achieving a upper second and 19.5% achieving lower second class degree.

Continued targeted support for progression into HE for young Havering residents;

45. Havering Council are working with Access HE who are delivering a project across 4 of our schools, aimed at targeting learners from under-represented groups to progress into HE, with some additional support. The 4 schools are Bower Park Academy, Emerson Park Academy, Marshalls Park Academy and Drapers' Academy. The project started working with year 10 – 13, and will be reaching out to year 9 from 2018.

46. The Higher Education Institutions are working in partnership with the schools and have developed a range of initiatives to engage learners and parents to widen participation from this cohort. The activity includes off site visits to the university campus, an open event where learners attended a carousel of taster session from a variety of HEI partners, Open evening for parents to provide advice and guidance on HE progression including support with applications and supporting statements.

47. Alongside this project Linking London is currently working with Havering College of Further & Higher Education and Havering Sixth Form College to

increase progression into HE the two College's in Havering to target learners Havering who were enrolled on a vocational Level 3 program and achieving the grades to progress onto university, but for some reason were not making transition.

Havering's annual Raising the participation Age Moving On event;

48. Havering Council is in its 5th year of running the RPA event which in the last two years has increased the focus on raising aspirations amongst our resident cohort. We now have a large number of universities and training providers who offer higher apprenticeships exhibiting at the event. Exhibitors include, Coventry University, UCL, Goldsmiths, Reading University, London Southbank, Twickenham University, City university of London and Brunel.

Disadvantaged Pupils

49. From 2016, the government changed how it measures outcomes for disadvantaged pupils. The current measure 'diminishing the difference' compares disadvantaged pupils with national non-disadvantaged pupils.

Key Stage 2 Disadvantaged Pupils;

50. In 2017, the performance of Havering's disadvantaged pupils achieving the expected standard at reading, writing, and mathematics was 58% against 48% national improving 6% pts on last year. Havering ranked 15th nationally, and 1st amongst our statistical neighbours.

51. In reading, writing and mathematics, disadvantaged pupils in Havering have positive progress scores for the second year running. Nationally disadvantaged pupils score negatively in all areas for both years. For all subjects Havering ranked in the top quintile nationally, 1st amongst statistical neighbours, 12th for Reading, Writing and 18th for Maths in London. They also outperformed the national non-disadvantaged in 2017.

Key Stage 4 Disadvantaged Pupils (Progress 8);

52. Along with other pupils in 2016, disadvantaged pupils had a negative progress score, which was below the national average. In 2017, progress score remains negative but has improved from -0.56 to -0.48 6%pts below national. Havering is ranked 72nd nationally placing it in the middle quintile.

Attainment 8 Disadvantaged Pupils;

53. In 2017, Attainment 8 for Havering's disadvantaged pupils achieved slightly above national, and well above statistical neighbours, ranking 33rd and 1st respectively. Although Att.8 points score declined from 41.3 to 38.4 in 2017 points attributed to grades changed and cannot be compared to previous year.

54. Disadvantaged pupils Ebacc entries remain broadly static, however the percentage achieving Ebacc increased 2%pts to 14% and an increase of 4%pts of disadvantaged pupils achieving the Basics. One again ranking 33rd and 1st respectively.

Key Stage 5 (A Level)

55. At A-Level, the results used are State-funded Sixth forms (excludes FE Colleges). Havering now has six academy 6th forms, and in 2016, the point score attributed to the A*-E grades were reduced by a factor of 7 (C grade – 30pts previously 210pts).

APS per entry

56. The Average Points Score per Entry increased nationally by 0.2pts, whereas Havering and its statistical neighbours decreased -0.7pts and -1.5pts respectively, however this didn't impact the ranking compared to last year.

APS of Best 3 A-Levels

57. The APS for students best 3 A-levels decreased by 0.9pts. Havering's ranking against all benchmark groups therefore decreased, placing Havering in the 4th quintile (below national).

Achieving grades AAB or better at A level, of which at least two are in facilitating subjects

58. Facilitating subjects are comprised of the elements that make up the Ebacc at GCSE. Havering's percentage increased by 2.3%pts, as result, all benchmark ranking improved, however despite this remains below national.

NEET and Unknown

59. The combined NEET & Not Known average DfE score card measure December – February 2017/18 was at 3.5%, compared to 3.6% in 2016/17, which represents a drop of 0.1% in the number of NEET & Knot Known young people in Havering. This combined figure is made up of 2.1 % NEET and 1.4% of Not Knowns. Havering has maintained a very low level of NEET & Not Known cohort as a result of strong partnerships between local education and training providers, and the strong tracking services commissioned through Prospects.

60. The number of young people participating in education and training in February 2018 was 95%. This places Havering in the in the top quintile across the London region for participation, NEET and Not Known. The Havering 14+ Partnership works closely with local providers to ensure there is a sufficient breadth of offer for our post-16 cohort.

61. A significant success is the number of young people in progressing into apprenticeships in Havering across all ages, with over 2,000 Havering residents progressing onto an apprenticeship in 2016/17 academic year.

Next steps

62. The LA continues to monitor the performance of all providers, schools and colleges on a regular basis, with a refreshed approach to bringing about necessary improvements. This includes forensic evaluation of progress through monthly performance review meetings in those schools identified as being under-performing and a greater use of the powers available to the authority where schools are a cause for concern.

IMPLICATIONS AND RISKS

Financial implications and risks:

None arising directly as a result of this report.

Legal implications and risks:

None arising directly as a result of this report. It is recommended that the Overview and Scrutiny Committee notes the content of the Report and notes that further reports will be presented updating on progress against the agreed action plan.

Human Resources implications and risks:

The recommendations made in this report do not give rise to any identifiable HR risks or implications that would affect either the Council or its workforce.

Equalities implications and risks:

As a public authority the Council is required to comply with the general duty as set out in the Equality Act. This states that those subject to the general equality duty must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

It is important that the issues relating to under-performance of specific groups of pupils are addressed to remove potential barriers that could prevent specific protected characteristics from achieving their full potential.

BACKGROUND PAPERS

None

Primary Overview

Key Stage 1

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

Area	2012	2013	2014	2015	2016	2017	Trend
National	59	52	60	66	69	71	
Inner London	58	53	62	68	71	73	
Outer London	60	53	62	68	72	73	
Statistical neighbours	58	56	63	68	71	72	
Havering	59	59	66	69	71	72	
National	65	18	15	40	49	52	
Statistical Neighbours	4	3	3	3	6	6	
London	17	9	6	14	17	20	

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

Area	2012	2013	2014	2015	2016	2017	Trend
National		69	74	77	81	81	
Inner London		73	78	81	84	85	
Outer London		72	77	79	83	84	
Statistical neighbours		68	74	76	81	82	
Havering		69	76	78	85	86	
National		72	38	42	9	7	
Statistical Neighbours		4	2	2	1	1	
London		26	20	20	7	7	

Table 3a: Key Stage One: % Level 2B+ Reading | EXS+

Area	2012	2013	2014	2015	2016	2017	Trend
National	74	79	81	82	74	76	
Inner London	70	78	81	83	78	79	
Outer London	75	80	82	84	77	78	
Statistical neighbours	74	79	81	82	75	77	
Havering	79	81	82	85	77	77	
National	8	26	43	12	29	48	
Statistical Neighbours	1	2	3	2	3	5	
London	3	7	14	5	16	23	

Table 3b: Key Stage One: % Level 2B+ Writing | EXS+

Area	2012	2013	2014	2015	2016	2017	Trend
National	61	67	70	72	65	68	
Inner London	58	67	71	74	73	73	
Outer London	62	69	72	75	69	71	
Statistical neighbours	60	67	69	72	67	70	
Havering	68	72	72	77	70	71	
National	9	12	33	5	21	41	
Statistical Neighbours	1	2	2	1	3	4	
London	3	3	15	3	14	20	

Table 3c: Key Stage One: % Level 2B+ Mathematics | EXS+

Area	2012	2013	2014	2015	2016	2017	Trend
National	74	78	80	82	73	75	
Inner London	70	77	80	83	77	79	
Outer London	75	79	81	83	76	78	
Statistical neighbours	74	79	80	82	74	76	
Havering	78	81	81	84	77	77	
National	6	18	44	19	17	45	
Statistical Neighbours	1	1	4	2	3	4	
London	2	4	14	10	13	23	

Key Stage 2

Table 4: Key Stage Two: % Level 4+ Reading, Writing and Mathematics | Achieved Standard

Area	2012	2013	2014	2015	2016	2017	Trend
National	67	76	79	80	52	61	
Inner London	69	79	82	83	57	66	
Outer London	70	78	82	82	56	65	
Statistical neighbours	67	75	79	80	52	61	
Havering	71	79	83	85	62	72	
National	22	25	15	7	8	4	
Statistical Neighbours	1	2	1	1	1	1	
London	10	12	11	5	7	4	

Table 5d: Key Stage Two: % Grammar, punctuation and spelling

Area	2012	2013	2014	2015	2016	2017	Trend
National		74	77	81	66	77	
Inner London		79	81	85	70	82	
Outer London		79	81	85	69	81	
Statistical neighbours		73	76	80	66	77	
Havering		78	81	86	73	84	
National		30	20	9	10	8	
Statistical Neighbours		2	1	1	1	1	
London		22	18	8	7	7	

Table 5a: Key Stage Two: % 2 levels progress Reading | Progress Score

Area	2012	2013	2014	2015	2016	2017	Trend
National	90	88	91	91	0.0	0.0	
Inner London	93	92	93	93	1.4	1.2	
Outer London	91	90	93	93	0.7	0.6	
Statistical neighbours	89	88	91	91	0	-0.3	
Havering	90	89	92	93	0.6	0.9	
National	62	62	39	17	38	23	
Statistical Neighbours	4	2	1	1	1	1	
London	26	27	26	12	22	15	

Table 5b: Key Stage Two: % 2 levels progress Writing | Progress Score

Area	2012	2013	2014	2015	2016	2017	Trend
National	90	92	93	94	0.0	0.0	
Inner London	94	95	96	96	2.1	1.5	
Outer London	92	93	95	95	0.7	0.7	
Statistical neighbours	90	92	94	94	-0.2	0.0	
Havering	91	94	95	96	1.2	1.0	
National	57	17	20	5	27	25	
Statistical Neighbours	4	2	1	1	1	1	
London	27	13	17	4	16	14	

Table 5c: Key Stage Two: % 2 levels progress Mathematics | Progress Score

Area	2012	2013	2014	2015	2016	2017	Trend
National	87	88	90	90	0.0	0.0	
Inner London	91	93	93	93	1.9	1.8	
Outer London	89	91	92	92	1.4	1.4	
Statistical neighbours	87	88	89	90	-0.2	-0.2	
Havering	88	91	92	92	0.7	1.5	
National	56	28	32	24	48	23	
Statistical Neighbours	2	1	1	1	1	1	
London	23	18	23	17	30	20	

Secondary Overview

GCSE's

Table 6b: Key Stage 4: Attainment 8

Area	2012	2013	2014	2015	2016	2017	Trend
National				48.6	50.1	46.1	
Inner London				50.2	51.3	47.8	
Outer London				51.5	52.3	48.9	
Statistical neighbours				48.1	49.8	45.6	
Havering				48.8	50.0	47.1	
National				67	74	47	
Statistical Neighbours				3	6	3	
London				28	27	21	

Table 7a: Key Stage 4: % Entering the English Baccalaureate

Area	2012	2013	2014	2015	2016	2017	Trend
National	21.7	35.6	38.8	38.8	39.7	34.9	
Inner London	19.2	40.0	45.1	48.0	49.5	50.8	
Outer London	27.2	43.9	46.5	46.7	49.6	49.3	
Statistical neighbours	20.5	33.7	37.8	37.5	39.2	37.1	
Havering	29.2	43.8	45.6	41.5	48.5	50.1	
National	23	27	31	48	23	21	
Statistical Neighbours	2	1	2	2	1	1	
London	9	17	18	26	18	18	

Table 7b: Key Stage 4: % Achieving the English Baccalaureate

Area	2012	2013	2014	2015	2016	2017	Trend
National	15.4	22.9	24.3	24.4	24.6	21.7	
Inner London	13.7	25.8	28.0	29.4	30.0	31.2	
Outer London	19.8	30.0	31.2	31.0	32.4	31.9	
Statistical neighbours	14.8	21.8	23.5	23.1	24.1	23.0	
Havering	18.7	24.4	24.4	22.8	27.7	30.3	
National	39	54	66	82	42	27	
Statistical Neighbours	4	5	5	5	3	1	
London	14	21	27	30	22	19	

Table 8: Key Stage 4: % Achieving the Basics (A-C in both English and Maths)*

Area	2012	2013	2014	2015	2016	2017	Trend
National	58.9	61.6	59.1	59.5	62.8	58.5	
Inner London	60.3	64.1	61.8	61.5	64.7	65.3	
Outer London	63.4	66.8	64.6	63.0	66.5	68.3	
Statistical neighbours	59.4	61.9	59.5	58.0	62.6	62.2	
Havering	65.0	65.4	63.9	60.1	63.6	67.3	
National	19	34	25	68	64	37	
Statistical Neighbours	1	2	1	3	5	1	
London	9	16	14	21	20	16	

Table 6a: Key Stage 4: Progress 8

Area	2012	2013	2014	2015	2016	2017	Trend
National					-0.03	-0.03	
Inner London					0.17	0.21	
Outer London					0.16	0.23	
Statistical neighbours					-0.06	-0.07	
Havering					-0.14	-0.04	
National					114	72	
Statistical Neighbours					9	4	
London					31	28	

A-Levels

Table 9: Key Stage Five: Average Points Score (APS) per Entry at A level (excl. FE Colleges)

Area	2012	2013	2014	2015	2016	2017	Trend
National		213.9	214.8	215.4	31.9	32.1	
Inner London		213.7	215.0	217.3	32.3	32.3	
Outer London		217.0	217.7	218.7	32.4	32.1	
Statistical neighbours		213.9	214.3	213.7	32.0	30.5	
Havering		213.3	214.6	215.0	31.4	30.7	
National		65	66	64	73	74	
Statistical Neighbours		6	7	4	7	6	
London		17	19	23	21	21	

Key Stage 5: APS for best 3 A-Levels (excl. FE Colleges)

Area	2012	2013	2014	2015	2016	2017	Trend
National					35.0	34.8	
Inner London					34.3	35.0	
Outer London					35.0	35.1	
Statistical neighbours					34.5	33.8	
Havering					33.9	33.0	
National					69	95	
Statistical Neighbours					7	8	
London					20	25	

Table 10a Key Stage Five: % of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects (excl. FE Colleges)

Area	2012	2013	2014	2015	2016	2017	Trend
National		13.6	13.5	13.1	15.4	16.6	
Inner London		12.5	12.9	12.8	15.5	16.9	
Outer London		16.0	14.7	14.8	16.4	17.2	
Statistical neighbours		10.5	10.5	10.3	16.6	15.8	
Havering		14.5	13.3	13.2	9.7	12.0	
National		39	50	49	116	98	
Statistical Neighbours		4	4	4	9	7	
London		11	14	14	25	23	

Ofsted Overview

% of Providers

Table 11: Ofsted: % of Providers Good or Better

Area	2012	2013	2014	2015	2016	2017	Trend
National	69%	78%	81%	84%	88%	89%	
Inner London	76%	89%	90%	90%	93%	94%	
Outer London	75%	81%	83%	87%	91%	93%	
Statistical neighbours	64%	74%	77%	81%	88%	89%	
Havering	74%	78%	77%	72%	74%	84%	
National	50	80	106	147	147	128	
Statistical Neighbours	1	4	4	11	11	10	
London	21	28	30	33	33	33	

Table 11a: Ofsted: % of Good or Better Primary Schools

Area	2012	2013	2014	2015	2016	2017	Trend
National	69%	78%	82%	85%	89%	91%	
Inner London	76%	87%	89%	89%	92%	95%	
Outer London	73%	80%	83%	88%	91%	93%	
Statistical neighbours	62%	73%	77%	82%	90%	91%	
Havering	78%	79%	82%	80%	82%	91%	
National	30	75	79	118	135	79	
Statistical Neighbours	1	5	3	9	10	8	
London	14	24	26	31	33	27	

Table 11b: Ofsted: % of Good or Better Secondary Schools

Area	2012	2013	2014	2015	2016	2017	Trend
National	66%	71%	71%	74%	78%	79%	
Inner London	75%	91%	88%	89%	91%	88%	
Outer London	82%	83%	78%	83%	87%	90%	
Statistical neighbours	68%	75%	74%	75%	77%	82%	
Havering	65%	72%	67%	56%	56%	63%	
National	88	77	97	132	136	128	
Statistical Neighbours	7	8	9	10	10	11	
London	28	28	30	32	32	31	

% of Pupils

Table 12: Ofsted: % of Pupils in a Good or Better provider

2011	2012	2013	2014	2015	2016	2017	Trend
National	69%	76%	78%	81%	86%	87%	
Inner London	76%	89%	90%	90%	92%	92%	
Outer London	77%	82%	82%	87%	91%	93%	
Statistical neighbours	66%	75%	77%	81%	86%	88%	
Havering	73%	77%	74%	67%	70%	81%	
National	56	83	109	144	147	131	
Statistical Neighbours	2	5	8	11	11	10	
London	23	31	32	33	33	33	

Table 12a: Ofsted: % of Pupils in a Good or Better Primary School

Area	2012	2013	2014	2015	2016	2017	Trend
National	68%	78%	81%	84%	89%	90%	
Inner London	75%	87%	89%	89%	93%	95%	
Outer London	72%	80%	82%	87%	91%	93%	
Statistical neighbours	62%	73%	77%	82%	90%	91%	
Havering	79%	80%	80%	77%	81%	91%	
National	30	77	93	126	136	81	
Statistical Neighbours	1	6	6	9	11	8	
London	13	21	27	32	32	26	

Table 12b: Ofsted: % of Pupils in a Good or Better Secondary School

Area	2012	2013	2014	2015	2016	2017	Trend
National	69%	74%	74%	77%	81%	82%	
Inner London	77%	92%	91%	91%	92%	88%	
Outer London	84%	85%	81%	85%	89%	92%	
Statistical neighbours	71%	78%	77%	79%	80%	85%	
Havering	67%	73%	66%	56%	57%	65%	
National	94	84	113	133	138	132	
Statistical Neighbours	7	8	9	10	10	11	
London	29	29	31	32	32	31	

Primary Overview (Disadvantaged Pupils)

Key Stage 2 (Disadvantaged Pupils)

Key Stage Two: % of Disadvantaged pupils achieving Level 4+ Reading, Writing and Mathematics | Achieved Standard

Area	2013	2014	2015	2016	2017	Trend
National	60%	67%	70%	39%	48%	
Inner London	73%	76%	80%	52%	61%	
Outer London	65%	70%	76%	46%	55%	
Statistical neighbours	58%	66%	68%	37%	46%	
Havering	59%	72%	76%	52%	58%	
National	75	28	20	8	15	
Statistical Neighbours	3	1	1	1	1	
London	33	25	19	8	14	

Key Stage Two: % of Disadvantaged pupils 2 levels progress Reading | Progress Score

Area	2013	2014	2015	2016	2017	Trend
National		88%	88%	-0.7	-0.7	
Inner London					0.7	
Outer London					0.0	
Statistical neighbours		87%	88%	-1	-1.0	
Havering		91%	91%	0.8	0.6	
National		26	26	13	18	
Statistical Neighbours		1	1	1	1	
London		21	19	11	12	

Key Stage Two: % of Disadvantaged pupils 2 levels progress Writing | Progress Score

Area	2013	2014	2015	2016	2017	Trend
National		92%	92%	-0.3	-0.4	
Inner London					1.3	
Outer London					0.3	
Statistical neighbours		92%	92%	-0.7	-0.5	
Havering		94%	94%	0.9	0.8	
National		24	24	30	21	
Statistical Neighbours		1	1	1	1	
London		17	17	14	12	

Key Stage Two: % of Disadvantaged pupils 2 levels progress Mathematics | Progress Score

Area	2013	2014	2015	2016	2017	Trend
National		86%	86%	-0.5	-0.6	
Inner London					1.3	
Outer London					0.5	
Statistical neighbours		85%	85%	-1.0	-1.0	
Havering		89%	89%	0.3	0.9	
National		30	35	42	23	
Statistical Neighbours		1	1	1	1	
London		24	21	24	18	

Diminishing the Difference

Key Stage Two: Difference between Disadvantaged and National Non-disadvantage pupils in Level 4+ Reading, Writing and Mathematics | Achieved Standard

Area	2013	2014	2015	2016	2017	Trend
National	-19	-16	-15	-21	-20	
Inner London	-6	-6	-5	-9	-7	
Outer London	-14	-12	-9	-15	-13	
Statistical neighbours	-22	-17	-17	-23	-22	
Havering	-20	-11	-9	-8	-10	
National	75	28	20	8	15	
Statistical Neighbours	3	1	1	1	1	
London	33	25	19	8	14	

Key Stage Two: Difference between Disadvantaged and National Non-disadvantage pupils in % 2 levels progress Reading | Progress Score

Area	2013	2014	2015	2016	2017	Trend
National		-4	-4	-1.0	-1.0	
Inner London					0.4	
Outer London					-0.3	
Statistical neighbours		-5	-4	-2	-1.3	
Havering		-1	-1	0.5	0.3	
National		26	26	13	18	
Statistical Neighbours		1	1	1	1	
London		21	19	11	12	

Key Stage Two: Difference between Disadvantaged and National Non-disadvantage pupils in 2 levels progress Writing | Progress Score

Area	2013	2014	2015	2016	2017	Trend
National		-3	-3	-0.3	-0.6	
Inner London					1.1	
Outer London					0.1	
Statistical neighbours		-3	-3	-0.8	-0.7	
Havering		-1	-1	0.8	0.6	
National		30	24	30	21	
Statistical Neighbours		1	1	1	1	
London		21	17	14	12	

Key Stage Two: Difference between Disadvantaged and National Non-disadvantage pupils in % 2 levels progress Mathematics | Progress Score

Area	2013	2014	2015	2016	2017	Trend
National		-5	-5	-0.7	-0.9	
Inner London					1.0	
Outer London					0.2	
Statistical neighbours		-6	-6	-1.2	-1.3	
Havering		-2	-2	0.1	0.6	
National		30	35	42	23	
Statistical Neighbours		1	1	1	1	
London		24	21	24	18	

Secondary Overview (Disadvantaged Pupils)

GCSE's

Key Stage 4: Progress 8 score per disadvantaged pupil

Area	2013	2014	2015	2016	2017	Trend
National				-0.38	-0.40	
Inner London				0.06	0.07	
Outer London				-0.10	-0.08	
Statistical neighbours				-0.46	-0.50	
Havering				-0.56	-0.48	
National				110	72	
Statistical Neighbours				8	5	
London				32	28	

Key Stage 4: Average Attainment 8 score per disadvantaged pupil

Area	2013	2014	2015	2016	2017	Trend
National				41.2	37.1	
Inner London				47.8	44.2	
Outer London				45.2	41.5	
Statistical neighbours				39.9	35.6	
Havering				41.3	38.4	
National				55	33	
Statistical Neighbours				3	1	
London				32	29	

Key Stage 4: Percentage of disadvantaged pupils with entries in all English Baccalaureate subject areas

Area	2013	2014	2015	2016	2017	Trend
National	20%	23%	23%	25%	26%	
Inner London	33%	38%	42%	44%	46%	
Outer London	30%	33%	34%	37%	38%	
Statistical neighbours	16%	21%	21%	22%	21%	
Havering	23%	28%	26%	31%	29%	
National	37	29	40	30	36	
Statistical Neighbours	1	2	2	2	1	
London	27	24	29	26	28	

Key Stage 4: Percentage of disadvantaged pupils achieving the English Baccalaureate

Area	2013	2014	2015	2016	2017	Trend
National	10%	11%	11%	12%	12%	
Inner London	19%	21%	23%	24%	25%	
Outer London	17%	18%	18%	19%	19%	
Statistical neighbours	7%	9%	10%	10%	9%	
Havering	10%	11%	10%	12%	14%	
National	51	49	52	43	33	
Statistical Neighbours	3	3	4	3	1	
London	31	31	31	32	28	

Key Stage 4: Percentage of disadvantaged pupils achieving grades A-C in both English and mathematics GCSEs*

Area	2013	2014	2015	2016	2017	Trend
National	42%	40%	40%	43%	45%	
Inner London	57%	55%	54%	58%	59%	
Outer London	52%	49%	47%	51%	54%	
Statistical neighbours	39%	38%	37%	40%	41%	
Havering	46%	45%	42%	43%	48%	
National	40	32	45	60	34	
Statistical Neighbours	1	1	1	2	1	
London	30	27	30	32	27	

Diminishing the Difference

Key Stage 4: Difference between Progress 8 measure for disadvantaged pupils in school/LA and non-disadvantaged pupils nationally

Area	2013	2014	2015	2016	2017	Trend
National				-0.48	-0.51	
Inner London				-0.04	-0.04	
Outer London				-0.20	-0.19	
Statistical neighbours				-0.56	-0.61	
Havering				-0.66	-0.59	
National				110	80	
Statistical Neighbours				8	5	
London				32	30	

Key Stage 4: Difference between Attainment 8 for disadvantaged pupils in school/LA and non-disadvantaged pupils nationally

Area	2013	2014	2015	2016	2017	Trend
National				-12.3	-12.8	
Inner London				-5.7	-5.7	
Outer London				-8.3	-8.4	
Statistical neighbours				-13.6	-14.4	
Havering				-12.2	-11.5	
National				55	33	
Statistical Neighbours				3	1	
London				32	29	

Table 7a: Key Stage 4: % Entering the English Baccalaureate

Area	2013	2014	2015	2016	2017	Trend
National	-21%	-22%	-21%	-20%	-18%	
Inner London	-8%	-7%	-3%	-2%	3%	
Outer London	-11%	-12%	-11%	-9%	-6%	
Statistical neighbours	-25%	-24%	-24%	-24%	-23%	
Havering	-19%	-17%	-19%	-15%	-14%	
National	37	29	41	30	36	
Statistical Neighbours	1	2	2	2	1	
London	27	24	29	26	28	

Table 7b: Key Stage 4: % Achieving the English Baccalaureate

Area	2013	2014	2015	2016	2017	Trend
National	-18%	-18%	-18%	-18%	-17%	
Inner London	-8%	-8%	-7%	-11%	-3%	
Outer London	-11%	-12%	-11%	-20%	-9%	
Statistical neighbours	-20%	-20%	-20%	-19%	-19%	
Havering	-18%	-18%	-19%	-18%	-14%	
National	51	49	53	43	33	
Statistical Neighbours	3	3	4	3	1	
London	31	31	31	32	28	

Table 8: Key Stage 4: % Achieving the Basics (A-C in both English and Maths)*

Area	2013	2014	2015	2016	2017	Trend
National	-27%	-27%	-28%	-28%	-27%	
Inner London	-12%	-12%	-13%	-13%	-13%	
Outer London	-17%	-17%	-20%	-20%	-17%	
Statistical neighbours	-30%	-28%	-30%	-30%	-30%	
Havering	-23%	-22%	-25%	-28%	-24%	
National	40	32	46	60	34	
Statistical Neighbours	1	1	1	2	1	
London	30	27	30	32	27	

This page is intentionally left blank

Appendix 2 – Ofsted gradings

Primary;

School name	Type of establishment	Open Date	Phase of Education	Latest Date	Latest Grade
St Peter's Catholic Primary School	Voluntary Aided School		Primary	Mar-08	1
Ardleigh Green Junior School	Community School		Primary	May-08	1
Upminster Infant School	Academy Converter	Nov-12	Primary	Nov-08	1
Scotts Primary School	Community School		Primary	Jun-09	1
Ardleigh Green Infant School	Community School		Primary	Nov-10	1
Scargill Infant School	Academy Converter	Sep-17	Primary	Oct-07	1
Nelmes Primary School	Community School		Primary	Jan-14	1
Broadford Primary School	Community School		Primary	Mar-14	1
Hacton Primary School	Community School		Primary	Nov-15	1
Towers Infant School	Community School		Primary	Mar-16	1
St Ursula's Catholic Junior School	Voluntary Aided School		Primary	Feb-17	1

Appendix 2 – Ofsted gradings

School name	Type of establishment	Open Date	Phase of Education	Latest Date	Latest Grade
Crownfield Junior School	Community School		Primary	May-14	2
Crownfield Infant School	Community School		Primary	May-18	2
Branfil Primary School	Community School		Primary	Jul-14	2
Suttons Primary School	Community School		Primary	Nov-14	2
Hilldene Primary School	Community School		Primary	Dec-14	2
Brookside Infant School	Academy Converter	Sep-16	Primary	Feb-14	2
Benhurst Primary School	Academy Converter	Oct-16	Primary	Jun-14	2
Langtons Junior Academy	Academy Sponsor Led	Apr-13	Primary	Jan-15	2
St Alban's Catholic Primary School	Voluntary Aided School		Primary	Feb-15	2
St Joseph's Catholic Primary School	Voluntary Aided School		Primary	Feb-15	2
St Edward's Church of England Voluntar	Voluntary Aided School		Primary	Jul-15	2
Towers Junior School	Community School		Primary	Dec-15	2
Scargill Junior School	Academy Converter	Sep-17	Primary	Jun-15	2
St Ursula's Catholic Infant School	Voluntary Aided School		Primary	Feb-16	2
Squirrels Heath Infant School	Community School		Primary	Mar-16	2
Whybridge Junior School	Academy Converter	Sep-17	Primary	Jan-17	2
Clockhouse Primary School	Community School		Primary	May-16	2
The Mawney School	Foundation School		Primary	May-16	2
Hylands Primary School	Community School		Primary	Jul-16	2
Elm Park Primary School	Community School		Primary	Sep-16	2
Dame Tipping Church of England Primar	Voluntary Controlled Schoo		Primary	Oct-16	2
Mead Primary School	Community School		Primary	Oct-16	2
Oasis Academy Pinewood	Academy Sponsor Led	Oct-13	Primary	Oct-16	2
La Salette Catholic Primary School	Voluntary Aided School		Primary	Nov-16	2
Parklands Junior School	Community School		Primary	Nov-16	2
The R J Mitchell Primary School	Community School		Primary	Nov-16	2
Upminster Junior School	Academy Converter	Nov-12	Primary	Dec-16	2
Brady Primary School	Community School		Primary	Jan-17	2
St Patrick's Catholic Primary School	Voluntary Aided School		Primary	Jan-17	2
Gidea Park Primary School	Community School		Primary	Mar-17	2
Parsonage Farm Primary School	Community School		Primary	Mar-17	2
Rise Park Infant School	Academy Converter	Sep-14	Primary	May-17	2
Rise Park Junior School	Academy Sponsor Led	Sep-14	Primary	May-17	2
Harold Court Primary School	Community School		Primary	May-17	2
Drapers' Brookside Junior School	Academy Sponsor Led	Jul-14	Primary	Jul-17	2
Rainham Village Primary School	Community School		Primary	Dec-17	2
Pyrgo Priory Primary School	Academy Converter	Feb-15	Primary	Jan-18	2
The James Oglethorpe Primary School	Community School		Primary	Jan-18	2
Whybridge Infant School	Community School		Primary	Jan-18	2
St Mary's Catholic Primary School	Voluntary Aided School		Primary	Jan-18	2
Langtons Infant School	Community School		Primary	Jan-18	2
Parklands Infant School	Community School		Primary	Feb-18	2
Crowlands Primary School	Community School	Apr-09	Primary	Mar-18	2
Engayne Primary School	Community School	Jan-01	Primary	Apr-18	2

Appendix 2 – Ofsted gradings

School name	Type of establishment	Open Date	Phase of Education	Latest Date	Latest Grade
Newtons Primary School	Community School		Primary	Jun-16	3
Harold Wood Primary School	Community School		Primary	Jul-16	3
Squirrels Heath Junior School	Community School		Primary	Oct-16	3
Drapers' Maylands Primary School	Free School	Sep-15	Primary	NULL	NULL
Concordia Academy	Free School	Sep-16	Primary	NULL	NULL
Harrow Lodge Primary School	Academy Sponsor Led	Mar-18	Primary	NULL	NULL

Secondary, AP, Special;

School name	Type of establishment	Open Date	Phase of Education	Latest Date	Latest Grade
Hall Mead School	Academy Converter	Aug-11	Secondary	Feb-13	1
Sacred Heart of Mary Girls' School	Academy Converter	Aug-11	Secondary	Nov-13	1
The Royal Liberty School	Academy Converter	Feb-17	Secondary	May-13	2
The Frances Bardsley Academy for Girls	Academy Converter	Jul-12	Secondary	Jan-16	2
Redden Court School	Academy Converter	Sep-11	Secondary	Sep-16	2
Emerson Park School	Academy Converter	Sep-11	Secondary	Sep-16	2
The Campion School	Academy Converter	Aug-11	Secondary	Nov-16	2
The Coopers' Company and Coborn Scho	Academy Converter	Apr-11	Secondary	May-17	2
Abbs Cross Academy and Arts College	Academy Converter	Apr-11	Secondary	Sep-17	2
Bower Park Academy	Academy Converter	Feb-13	Secondary	Mar-18	2
Marshalls Park School	Academy Converter	Apr-17	Secondary	Mar-16	3
Sanders School	Foundation School		Secondary	Dec-16	3
The Brittons Academy Trust	Academy Converter	Apr-11	Secondary	May-17	3
Drapers' Academy	Academy Sponsor Led	Sep-10	Secondary	Nov-17	3
Gaynes School	Community School		Secondary	Feb-18	4
Harris Academy Rainham	Academy Sponsor Led	Sep-16	Secondary	NULL	NULL
The Albany School	Academy Converter	Dec-16	Secondary	NULL	NULL
St Edward's Church of England School a	Academy sponsor led	Apr-18	Secondary	NULL	NULL
Corbets Tey School	Foundation Special School		Special	Mar-18	2
Havering College of Further and Higher	Further Education		16 plus	Jan-16	2
Havering Sixth Form College	Further Education		16 plus	Jan-17	3
St Mary's Hare Park School	Other Independent School	Oct-57	Independe	Jun-15	1
Gidea Park College	Other Independent School	Oct-57	Independe	May-05	2
Immanuel School	Other Independent School	Jan-87	Independe	May-13	2
Oakfields Montessori School	Other Independent School	Jun-92	Independe	Feb-12	3
Goodrington School	Other Independent School	Mar-58	Independe	Jun-13	4
Raphael Independent School	Other Independent School	Oct-74	Independe	NULL	NULL
Olive AP Academy	Academy Sponsor Led	Sep-16	PRU	NULL	NULL
Ravensbourne School	Academy Converter	Apr-16	Special	Jul-14	3
Youth Empowerment Education Progran	Special schools	Sep-15	Special	Oct-17	3
Dycorts School	Academy Special Sponsor	Sep-15	Special	NULL	NULL

This page is intentionally left blank

By virtue of paragraph(s) 1 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank