



CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE AGENDA

7.00 pm	Thursday 26 September 2019	Committee Room 3A - Town Hall
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Members 9: Quorum 3

COUNCILLORS:

Judith Holt (Chairman)
Christine Vickery (Vice-Chair)
Gillian Ford

Tony Durdin
Sally Miller
Carol Smith

Reg Whitney
Dilip Patel
Tele Lawal

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
Kathy Freeman, Primary
Schools

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

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 - 6)

To approve as a correct record the minutes of the meeting of the Sub-Committee held on 9 July 2019 and authorise the Chairman to sign them.

5 PERFORMANCE REPORT UPDATE - QUARTER ONE (Pages 7 - 22)

Report attached

6 PRIMARY SCHOOL SATS RESULT - UPDATE REPORT (Pages 23 - 30)

Report attached

7 SCHOOL ADMISSION PLACES - UPDATE REPORT (Pages 31 - 40)

Report attached

8 SCHOOL EXPANSION - UPDATE REPORT (Pages 41 - 48)

Report attached

Andrew Beesley
Head of Democratic Services

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**MINUTES OF A MEETING OF THE
CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE
Committee Room 3B - Town Hall
9 July 2019 (7.00 - 8.15 pm)**

Present: Councillors Judith Holt (Chairman), Christine Vickery (Vice-Chair), Gillian Ford, Tele Lawal, Dilip Patel and Carol Smith

Co-opted Members:

Church Representatives:

Jack How

Non-voting Member:

Apologies for absence were received from

,
Councillor Sally Miller, Councillor Reg Whitney, Lynne Bennett, Ian Rusha, Julie Lamb, Kathy Freeman and Tim Aldridge.

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

41 DISCLOSURE OF INTERESTS

There were no declarations of interest.

42 CHAIRMAN'S ANNOUNCEMENTS

The Chairman welcomed Councillor Dilip Patel to his first meeting following the introduction of the membership of the sub-committee.

The Chairman informed the sub-committee that was looking to visit three schools, Emerson Park, Redden Court Academy and Ardleigh Green Primary before the summer closure.

43 MINUTES

The minutes of the meeting held on 30 April 2019 were agreed as a correct record and signed by the Chairman.

44 **PERFORMANCE REPORT UPDATE - QUARTER FOUR**

The Sub-Committee received the quarter four performance indicators (PI's) update. The PIs are the standards by which performance of services are measured within the Council. These are compared over four quarters of the municipal year to monitor performance standards. Most are given a "rag rating" on the basis of Green (on track), Amber (at risk) and red (off track). The report provided the following highlights:

- The percentage of 16-18 year olds who are not in education, employment or training (NEET), or not known was recently confirmed as 3.1% for 2018/19, which was better than both the England average of 5.5% and the London average of 4.8%, and places Havering in the top quintile. The Sub-Committee was informed that the continued focus on tracking and reporting on the cohort had delivered successful outcomes and the targeted work carried out by Prospects Personal Advisors in supporting NEET learners had resulted in the improved participation.
- The percentage of children in good or outstanding schools improved during the final quarter of 2018/19 as a result of eleven schools being inspected in the period. All of the schools received a 'Good' judgement, with two Primary schools improving their rating from 'Requiring Improvement' (RI). The percentage of early years providers judged to be good or outstanding also remains very comfortably; above target.
- The number of adopters approved during 2018/19 outperformed the target set by an adopter. Members noted that Adopter recruitment remains focussed, intuitive, timely and thorough; enabling a more efficient process through to panel and ADM (Agency Decision Maker) sign-off.

The update report also detailed the following areas where improvement was required:

- The average number of children missing from education increased in comparison to the last quarter by two children; it was stated that when compared to the same point last year, it was exactly the same number of individuals. Two of the seven children reported are from the same family, overall the figures remain consistently low.
- The percentage of initial child protection conferences (ICPCs) held within 15 working days was slightly outside of the agreed tolerance of

90%. Members noted that there remains close scrutiny of performance in this area by managers within the service.

- The target for the number of new in-house foster carers in 2018/19 was missed by two. Foster carer recruitment across London and nationwide was proving to be a challenge. The current approach to recruitment and marketing was under review, with fostering ambassadors taking on a more active role. Havering continues to outperform neighbouring boroughs in terms of recruitment. There are plans to collaborate with other LAs to look at recruitment and a joined-up approach to attracting the right candidates, speeding up the recruitment process and reviewing foster carer allowances; all of which impact on shaping the market.

The Chairman opened the deliberation on the review of performance indicators to be reported in 2019/20. Following a brief discussion, the following PIs were agreed for the new financial year:

Children's Social Care

- % of Initial Child Protection Conferences held within 15 days
- % of looked-after children who ceased to be looked after as a result of permanency (Adoption and Special Guardianship Order)
- Number of in-house foster carers
- % of care leavers (aged 19-21) in education, employment and training

Learning and Achievement

- Number of Children missing from education
- % of 16-18 year olds who are not in education, employment or training (NEET) or not known
- Number of apprentices (aged 16-18) recruited in the borough
- Number of apprentices (aged 19+) recruited in the borough

The Sub-Committee **noted** the report.

45 **CHILDREN'S SERVICES ANNUAL COMPLAINTS REPORT 2018-19**

The Sub-Committee received the Children's Services Complaints Annual report for 2018-19. The report provided information about the numbers and

types of complaints handled by the Children's Service during 2018-19, as well as Members' correspondence.

The report was a requirement under the Children Act 1989 Representations Procedure (England) Regulations 2006 that the complaints annual report be published.

The Sub-Committee noted that the number of Stage one complaints increased by 15% from 90 to 106 in 2018-19. The complaints made directly by Young People decreased from 18 in 2017-18 to 9 in 2018-19, the decrease was attributed to the improved working and communication with Young People and the opening of the Cocoon Centre; it was stated that the Director and Assistant Director operated a surgery for Young People. Other partner agencies such as Department of Works and Pensions, Housing Services and Social Workers attended to the centre and give advice and deal with issues.

The report outlined that six Stage 1 cases were escalated to Stage 2; there was no Stage 3 Reviews during 2018-19.

The Sub-Committee was informed that the Triage/MASH & Assessment Team received the highest number of complaints during 2018-19, which have almost doubled from 2017-18, followed by Intervention & Support Services. These were reflective of the type of complaints received from parents around the unwelcomed intervention or decisions made regarding their children.

Member enquiries have decreased from 63 in 2017-18 to 47 in 2018-19 with 78% % being responded to within timescale.

The report detailed that the number of compliments was still quite low but had increased from 10 to 19 in 2018-19, with Children and Adults with Disabilities and Learning & Achievement receiving the highest number. Staff will need to be reminded to send compliments to the Complaints & Information Team to be logged.

The Sub-Committee noted that Children's Services continue to deliver services in line with their vision for children and young people, with the aim to learning and making improvements. The Assistant Director stated that this was reflected in the recent Ofsted inspection in which inspectors found improvements across all service areas. The report by Ofsted identified that opportunities for workforce learning are well established and this has been pivotal in driving improvements.

The Sub-Committee was informed that Education complaints are reported corporately however enquiries relating to schools, academies or colleges have dropped from 42 in 2017-18 to 25 in 2018-19. These complaints are referred to the relevant educational establishment to be taken through the school's 2018-19.

The Sub-Committee commended officers for the report and **noted** it.

46 **FUTURE AGENDA ITEM**

Following discussion, Councillor Ford detailed the following items be placed on the sub-committee's work plan for the year:

- Feedback and actions to be taken with regard to the last borough Peer Review
- Boroughs Youth Provision including the current youth offer
- Children's centres current offer – proposed offer. Opportunity for pre-scrutiny to help the delivery of the most efficient cost effective service
- Transitional services into adult social services – Transitions Team presentation including housing provision
- County Lines
- Regionalisation of care home provision update
- Regionalisation of Adoptions process update
- Update on school expansions including supply and demand expectations
- Update of process of monitoring of added value of children's services and early interventions into adult services
- SEND expansion programme update
- Financial break down of Children's Services budgets including growth and pressures and viements. Include budgets for children that may come under different directorates

Councillor Lawal suggested that a County Line Topic Group be considered and an update report on School Expansion.

Chairman

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CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE, 26 SEPTEMBER 2019

Subject Heading:	Quarter 1 performance information
SLT Lead:	Jane West, Chief Operating Officer
Report Author and contact details:	Lucy Goodfellow, Policy and Performance Business Partner (Children, Adults and Health) (x4492)
Policy context:	The report sets out Quarter 1 performance relevant to the Children and Learning Sub-Committee
Financial summary:	<p>There are no direct financial implications arising from this report. However adverse performance against some performance indicators may have financial implications for the Council.</p> <p>All service directorates are required to achieve their performance targets within approved budgets. The Senior Leadership Team (SLT) is actively monitoring and managing resources to remain within budgets, although several service areas continue to experience financial pressure from demand led services.</p>

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

Communities making Havering	<input checked="" type="checkbox"/>
Places making Havering	<input type="checkbox"/>
Opportunities making Havering	<input checked="" type="checkbox"/>
Connections making Havering	<input type="checkbox"/>

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 1 (April – June 2019).

RECOMMENDATIONS

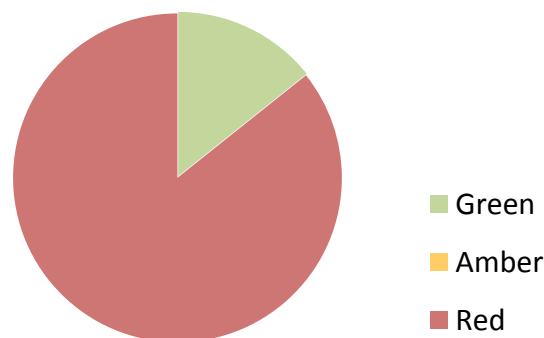
- That the Children and Learning Overview and Scrutiny Sub-Committee notes the contents of the report and presentation and makes any recommendations as appropriate.

REPORT DETAIL

1. The report and attached presentation provide an overview of the Council's performance against the eight performance indicators selected for monitoring by the Children and Learning Overview and Scrutiny Sub-Committee in 2019/20. Four of the indicators relate to Learning and Achievement and four to Children's Services. The presentation highlights areas of strong performance and potential areas for improvement.
2. Tolerances around targets have been agreed for 2019/20 performance reporting. Performance against each performance indicator has therefore been classified as follows:
 - **Red** = outside of the quarterly target and outside of the agreed target tolerance, or 'off track'
 - **Amber** = outside of the quarterly target, but within the agreed target tolerance
 - **Green** = on or better than the quarterly target, or 'on track'
3. Where performance is rated as '**Red**', '**Corrective Action**' is included in the report. This highlights what action the Council will take to improve performance.
4. Also included in the report are Direction of Travel (DoT) columns, which compare:
 - Short-term performance – with the previous quarter (Quarter 4, 2018/19)

- Long-term performance – with the same time the previous year (Quarter 1, 2018/19)
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, eight performance indicators have been selected for the sub-committee to monitor and all eight are available for reporting this quarter. Seven indicators have been assigned a RAG status.

Quarter 1 indicators summary



In summary, of the 7 indicators:

1 (14%) has a status of **Green**
0 (0%) have a status of **Amber**
6 (86%) have a status of **Red**

7. It should be noted that when selecting indicators for monitoring in 2019/20, the Children and Learning Overview and Scrutiny Sub-Committee adopted a number of indicators which were challenging in the previous financial year and where members therefore felt that additional focus was required.

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no direct financial implications arising from this report. However adverse performance against some performance indicators may have financial implications for the Council.

All service directorates are required to achieve their performance targets within approved budgets. The Senior Leadership Team (SLT) is actively monitoring and

managing resources to remain within budgets, although several service areas continue to experience significant financial pressures in relation to a number of demand led services, such as Children's Services. SLT officers are focused upon controlling expenditure within approved directorate budgets and within the total General Fund budget through delivery of savings plans and mitigation plans to address new pressures that are arising within the year.

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:

The Public Sector Equality Duty (PSED) under section 149 of the Equality Act 2010 requires the Council, when exercising its functions, to have due regard to:

- (i) The need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- (ii) The need to advance equality of opportunity between persons who share protected characteristics and those who do not, and;
- (iii) Foster good relations between those who have protected characteristics and those who do not.

Note: 'Protected characteristics' are age, sex, race, disability, sexual orientation, marriage and civil partnerships, religion or belief, pregnancy and maternity and gender reassignment.

The Council is committed to all of the above in the provision, procurement and commissioning of its services, and the employment of its workforce. In addition, the Council is also committed to improving the quality of life and wellbeing for all Havering residents in respect of socio-economics and health determinants.

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

- Number of apprentices aged 16-18 recruited in the borough
- Number of apprentices aged 19+ recruited in the borough
- Percentage of Initial Child Protection Conferences held within 15 days
- Percentage of looked-after children who ceased to be looked after as a result of permanency (Adoption and Special Guardianship Order)
- Number of new in-house foster carers
- Percentage of care leavers (aged 19-21) in education, employment or training

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 1 Children and Learning Performance Presentation 2019/20

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Havering

LONDON BOROUGH

Quarter 1 Performance Report 2019/20

Children and Learning O&S Sub-Committee

26 September 2019

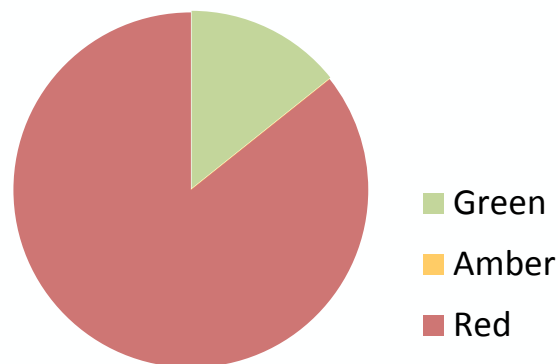
About the Children and Learning O&S Sub-Committee Performance Report

- Overview of the Council's performance against the indicators selected by the Children and Learning Overview and Scrutiny Sub-Committee
- The report identifies where the Council is performing well (**Green**), within target tolerance (**Amber**) and not so well (**Red**).
- Where the RAG rating is '**Red**', '**Corrective Action**' is included in the presentation. This highlights what action the Council will take to improve performance.

OVERVIEW OF CHILDREN AND LEARNING INDICATORS

- 8 Performance Indicators are reported to the Children and Learning Overview & Scrutiny sub-committee
- Performance data is available for all 8 indicators
- 7 of the indicators have been given a RAG status

Quarter 1 indicators summary



In summary, of the 7 indicators:

1 (14%) has a status of **Green**

0 (0%) have a status of **Amber**

6 (86%) have a status of **Red**

Quarter 1 Performance – Learning and Achievement

Indicator and Description	Value	Tolerance	2019/20 Annual Target	2019/20 Q1 Target	2019/20 Q1 Performance	Short Term DOT against Q4 2018/19		Long Term DOT against Q1 2018/19	
Number of children missing from education at month end (average for the quarter)	Smaller is better	N/A	N/A	N/A	3	↑	6	↑	5
Percentage of 16-18 year olds who are not in education, employment or training (NEET), or not known	Smaller is better	+/-15%	3.5%	3.5%	3.3% (monthly data - June 2019)	-	3.1% (2018/19)	-	3.5% (2017/18)
Number of apprentices aged 16-18 recruited in the borough	Bigger is better	+/-10%	664 (August 2018 to July 2019)	N/A	460	↓	610 (2017/18)	↓	690 (2016/17)
Number of apprentices aged 19+ recruited in the borough	Bigger is better	+/-10%	1,112 (August 2018 to July 2019)	N/A	970	↓	1,100 (2017/18)	↓	1,320 (2016/17)

No direction of travel has been provided for the Percentage of 16-18 year olds who are not in education, employment or training (NEET) or not known, as the monthly data is not directly comparable to annual published data

Quarter 1 Performance – Children’s Services

Indicator and Description	Value	Tolerance	2019/20 Annual Target	2019/20 Q1 Target	2019/20 Q1 Performance	Short Term DOT against Q4 2018/19		Long Term DOT against Q1 2018/19	
Percentage of Initial Child Protection Conferences held within 15 days	Bigger is better	+/-5%	90%	N/A	73.3%	↓	84.1%	↓	83.3%
Percentage of looked-after children who ceased to be looked after as a result of permanency (Adoption and Special Guardianship Order)	Bigger is better	+/-10%	20%	N/A	6.9%	↓	13.8%	↓	13.3%
Number of new in-house foster carers (cumulative)	Bigger is better	12	14	4	0	-	14	↓	2
Percentage of care leavers (aged 19-21) in education, employment or training	Bigger is better	+/-10%	55%	N/A	43%	↓	59%	-	N/A*

**Performance using Department for Education (DfE) methodology (for the % of care leavers in EET) was not reported during 2018/19*

Highlights

- The **number of children missing from education** has reduced to an average of 3 in the first quarter of the year, which is an improvement on both the previous quarter and the same point last year.
- There is continued strong performance in Havering for the **percentage of 16-18 year olds who are not in education, employment or training (NEET), or not known**. This is a result of:
 - strong post-16 partnerships with education providers;
 - effective delivery of the targeted Information, Advice and Guidance (IAG) contract through Prospects;
 - services to support 'at risk of NEET' learners; and
 - robust tracking and recording of young Havering residents.

Improvements Required

- Apprenticeships continue to be promoted as a post-16 option to Havering residents; however we have seen a decline in the **number of apprentices recruited in the borough** in line with national and regional trends. Targets for 2019/20 have been set to reflect the regional decrease in apprenticeship starts between 2017/18 and 2018/19 (-17%). There is an increased focus on apprenticeships for 2019/20 through the National Apprenticeship Week activities planned, e.g. Havering school roadshows, an apprenticeship pop-up shop in the town centre, and a parent and learner apprenticeship event.

Improvements Required (contd.)

- The **percentage of Initial Child Protection Conferences held within 15 days** has dipped slightly during the first quarter of the year, having been an area of very strong performance in 2018/19. The number of conferences taking place have reduced over the last year and with only one quarter of data, numbers are particularly low, making the percentage more volatile. The actual number of conferences held late is four. Cases that have been referred for conference late by the social work teams are followed up with group managers to review the reasons and address any issues.
- The **percentage of looked-after children who ceased to be looked after as a result of permanency** (Adoption and Special Guardianship Order) is behind target for this point in the year, with two adoption orders granted and no special guardianship orders (SGO). In the same period, 11 special guardianship assessments have been filed with the court, several of which are anticipated to result in orders being granted when proceedings conclude, therefore we expect to see a spike in orders granted in the next reporting period. Two further adoption orders have also been granted since Quarter 1 and another six applications are lodged with the court, awaiting final hearings in September and October. We have seen a trend whereby applications to court for adoption hearings are taking longer to be set by the East London Family Court and adoption orders are less likely to be granted at the first hearing due to an increase in orders being contested by birth families. In light of the number of cases currently in progress however, it is anticipated that by year-end there will have been an increase in adoption orders being granted compared to recent years.

Improvements Required (contd.)

- Foster carer recruitment across London and nationwide remains a challenge and although there have not been any **new in-house foster carers** approved during the first quarter, Havering continues to outperform neighbouring boroughs in terms of recruitment. A review of the Fostering service has provided a more clearly defined focus on assessment and recruitment from a staffing perspective, and all documents and web-based content used for recruitment are also being reviewed. The Head of Service has implemented frequent monitoring on enquiries, initial visits, people dropping out of the process and the reasons for this. The role of fostering ambassador remains pivotal. While the number of in-house carers is lower than previous years, carers are actively providing placements and the percentage of LAC placed in-house is higher than previously.
- The **percentage of care leavers in education, employment or training (EET)** dropped during Quarter 1. This figure reflects the statutory DfE methodology, which includes some care leavers who are not receiving services and whose EET status is therefore not known. The figure based on only 'in touch' young people is higher (similar to this time last year) and compares well to other local authorities. There is seasonal variation in this PI linked to the academic year, and the implementation of the new recording system in March had a slight impact, as all care leaver data had to be re-input manually, making it difficult to track performance during the first few weeks of the year. On-going support to care leavers remains in place: For the 18+ cohort, an EET Pathway Co-ordinator supports young people pre-employment, back into education and during employment; for those entering care post 16 and already disengaged with EET, targeted engagement activities are in place within Leaving Care such as football, cinema and wrap around support for mental/ emotional wellbeing needs.

Any questions?



CHILDREN & LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE 26 September 2019

Subject Heading:	Primary SATs Outcomes, 2019 (Provisional)
SLT Lead:	Tim Aldridge, Director Children's Services
Report Author and contact details:	Susan Sutton, Head of Education Quality & Effectiveness, Education Services, 01708 433942; susan.sutton@havering.gov.uk
Policy context:	Education outcomes
Financial summary:	There are no direct financial implications

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

This report updates members of the Committee on the provisional outcomes of the 2019 statutory assessments within the primary sector. It includes headline figures for:

- Early Years Foundation Stage (EYFS);
- Year 1 Phonics Check;
- Key Stage 1 results;
- Key Stage 2 results.

RECOMMENDATIONS

Members should note the content of the report and the performance of Havering primary schools and academies in relation to national standards, outcomes across London, and in comparison to statistical neighbours.

REPORT DETAIL

Note: 152 Local Authorities nationally; 33 London boroughs; 11 statistical neighbours

The Early Years Foundation Stage (EYFS)

1.1 Standards in the EYFS in Havering are broadly at the national average – see Table 1. The proportion of children achieving a Good Level of Development (GLD) in Havering remained at 72% in 2019 – exactly the same as the national average, and although outcomes have improved over the previous years, they did not improve as rapidly as elsewhere nationally, or as swiftly as other London boroughs. However this has plateaued with both LA and National sitting at 72%.

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

Area	2014	2015	2016	2017	2018	2019	Trend
National	60	66	69	71	72	72	
Inner London	62	68	71	73	74		
Outer London	62	68	72	73	74	74	
Statistical neighbours	63	68	71	72	72		
Havering	66	69	71	72	72	72	
National	15	40	49	52	73		
Statistical Neighbours	3	3	6	6	6		
London	6	14	17	20	25		

2. Year 1 Phonics Check

2.1 Although the percentage of Year 1 pupils meeting the required standard fell by 2% in 2019, standards in Havering remain just above the national average and are generally in line with our neighbouring London boroughs and our statistical neighbours – see Table 2. Standards in Phonics have improved since 2014, however the percentage of pupil has become static nationally and in London in recent years.

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

Area	2014	2015	2016	2017	2018	2019	Trend
National	74	77	81	81	82	82	
Inner London	78	81	84	85	85		
Outer London	77	79	83	84	85	84	
Statistical neighbours	74	76	81	82	83		
Havering	76	78	85	86	85	83	
National	38	42	9	7	26		
Statistical Neighbours	2	2	1	1	2		
London	20	20	7	7	16		

3. Key Stage 1 (KS1)

3.1 Overall, standards at Key Stage 1 have been just above the national average

3.2 Reading – Since the benchmark for ‘Expected Standard’ changed in 2016, outcomes in Reading have remained broadly average, and in 2019 were 2 percentage points above the national figure – see Table 3a.

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

Area	2014	2015	2016	2017	2018	2019	Trend
National	81	82	74	76	75	75	
Inner London	81	83	78	79	79		
Outer London	82	84	77	78	78	78	
Statistical neighbours	81	82	75	77	76		
Havering	82	85	77	77	77	77	
National	43	12	29	48	43		
Statistical Neighbours	3	2	3	5	4		
London	14	5	16	23	22		

3.3 Writing – The proportion of pupils reaching the Expected Standard in Writing remained at 73% in 2019 – see Table 3b. This is above the national average and likely to be in line our London neighbours, and higher than our statistical neighbours. When results are validated, it is likely that Havering will be in the top quartile of Local Authorities nationally.

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

Area	2014	2015	2016	2017	2018	2019	Trend
National	70	72	65	68	70	69	
Inner London	71	74	73	73	75		
Outer London	72	75	69	71	73	73	
Statistical neighbours	69	72	67	70	71		
Havering	72	77	70	71	73	73	
National	33	5	21	41	25		
Statistical Neighbours	2	1	3	4	2		
London	15	3	14	20	19		

3.4 Mathematics – The percentage of pupils meeting the Expected Standard or above in Mathematics in 2019 improved by 1 percentage point to 79%. This is 3% above the national average, and is likely therefore to put Havering in the top quartile of all Local Authorities nationally.

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

Area	2014	2015	2016	2017	2018	2019	Trend
National	80	82	73	75	76	76	
Inner London	80	83	77	79	79		
Outer London	81	83	76	78	79	79	
Statistical neighbours	80	82	74	76	77		
Havering	81	84	77	77	78	79	
National	44	19	17	45	32		
Statistical Neighbours	4	2	3	4	3		
London	14	10	13	23	18		

Key Stage 2 (KS2) – Attainment

3.5 Standards at Key Stage 2 in all subjects (and when combined) are well above the national average, and better than the outcomes achieved by other London boroughs and our statistical neighbours.

3.6 The proportion of pupils achieving the Expected Standard in Reading, Writing and Mathematics combined increased by 1 percentage point in 2019, following a small decline in 2018, after a significant rise in 2017, which remains our highest ever performance. Havering is 6% above the national average, which is classified as 'well above average' in the Performance Tables – see Table 4.

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

Area	2014	2015	2016	2017	2018	2019	Trend
National	79	80	52	62	64	65	
Inner London	82	83	57	68	71	69	
Outer London	82	82	56	67	70	69	
Statistical neighbours	79	80	52	62	65	65	
Havering	83	85	62	72	70	71	
National	15	7	8	6	23	15	
Statistical Neighbours	1	1	1	1	1	1	
London	11	5	7	6	17	12	

3.7 Standards attained are also above our London neighbours, significantly higher than our statistical neighbours placing Havering in the top quintile (15th of 152) against other Local Authorities.

4. Key Stage 2 (KS2) – Progress

4.1 As well as attainment that was well above average, the **progress** of the 2019 cohort across KS2 was also significantly above average – see Table 5a.

4.2 The national average progress figure is always represented as 0 (zero). This means 'average' progress has been made from a child's KS1 starting point. Scores that are above 0 (>0) therefore demonstrate progress that was better than average. Conversely, scores that are below 0 (<0) demonstrate that progress has been below average.

4.3 In Havering in 2019, progress scores for the whole cohort were as follows:

Reading	-	+0.2	(above average)
Writing	-	+0.5	(significantly above average)
Maths	-	+0.6	(significantly above average)

4.4 While progress is lower than in 2018, it is still positive in all three subjects, significantly above the national average in writing and mathematics, and expect to be better than our statistical neighbours. For Progress, Havering is likely to be in the top 40% of all Local Authorities nationally, when results are finally validated – see Table 5b and 5c.

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

Area	2014	2015	2016	2017	2018	2019	Trend
National	91	91	0.0	0.0	0.0	0.0	
Inner London	93	93	1.4	1.2	1.2		
Outer London	93	93	0.7	0.6	0.6	0.8	
Statistical neighbours	91	91	0	-0.3	-0.2		
Havering	92	93	0.6	0.9	0.7	0.2	
National	39	17	38	23	30		
Statistical Neighbours	1	1	1	1	2		
London	26	12	22	15	18		

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

Area	2014	2015	2016	2017	2018	2019	Trend
National	93	94	0.0	0.0	0.0	0.0	
Inner London	96	96	2.1	1.4	1.2		
Outer London	95	95	0.7	0.6	0.6	0.8	
Statistical neighbours	94	94	-0.2	-0.2	0.1		
Havering	95	96	1.2	0.8	0.9	0.5	
National	20	5	27	24	23		
Statistical Neighbours	1	1	1	1	1		
London	17	4	16	13	15		

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

Area	2014	2015	2016	2017	2018	2019	Trend
National	90	90	0.0	0.0	0.0	0.0	
Inner London	93	93	1.9	1.7	1.6		
Outer London	92	92	1.4	1.4	1.2	1.2	
Statistical neighbours	89	90	-0.2	-0.4	-0.2		
Havering	92	92	0.7	1.3	1.4	0.6	
National	32	24	48	21	19		
Statistical Neighbours	1	1	1	1	1		
London	23	17	30	19	16		

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no direct financial implications from this report.

Legal implications and risks:

There are no direct legal implications from this report.

Human Resources implications and risks:

There are no direct human resources implications from this report.

Equalities implications and risks:

There are no direct equalities implications from this report, and an Equalities Assessment has not been completed as this report is for information only.

CHILDREN & LEARNING OVERVIEW AND SCRUTINY COMMITTEE

26 September 2019

Subject Heading:	School Admission Places
CLT Lead:	Tim Aldridge – Director of Children Services
Report Author and contact details:	Darren Purdie – Head of Education Provision & Inclusion 01708 434940
Policy context:	Education

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

Communities making Havering x

SUMMARY

The School Admissions Code is the statutory guidance for admission authorities, governing bodies, local authorities, schools adjudicators and admission appeals panels. The purpose of the Code is to ensure that all school places for maintained schools (excluding maintained special schools) and Academies are allocated and offered in an open and fair way. The Code has the force of law and imposes mandatory requirements and includes guidelines setting out aims, objectives and other matters in relation to the discharge of functions relating to admissions.

The local authority, acting as the admission authority for the community and voluntary controlled schools in the borough, is required to determine its admission arrangements to these schools for each school year. The local authority is also required to adopt qualifying schemes for the co-ordination of admissions during the course of the normal admission rounds to Reception, Year 3 and Year 7 at all maintained schools and academies.

RECOMMENDATIONS

The purpose of this report is to inform Members of the School Admissions process and its application in Havering, as well as an overview of performance. Members are asked to note the content of the report.

REPORT DETAIL

1. School Admissions Code

- 1.1 The School Admissions Code is the statutory guidance for admission authorities, governing bodies, local authorities, schools adjudicators and admission appeals panels. The purpose of the Code is to ensure that all school places for maintained schools (excluding maintained special schools) and Academies are allocated and offered in an open and fair way. The Code has the force of law, and imposes mandatory requirements and includes guidelines setting out aims, objectives and other matters in relation to the discharge of statutory functions relating to admissions.
- 1.2 The local authority, acting as the admission authority for the community and voluntary controlled schools in the borough, is required to determine its admission arrangements to these schools for each school year. The local authority is also required to adopt qualifying schemes for the co-ordination of admissions during the course of the normal admission rounds to Reception, Year 3 and Year 7 at all maintained schools and academies.

2. Principles

- 2.1 In drawing up their admission arrangements, admission authorities must ensure that the practices and the criteria used to decide the allocation of school places are fair, clear and objective. Parents should be able to look at a set of arrangements and understand easily how places for that school will be allocated.

3. How Admissions Work

- 3.1 In summary, the process operates as follows:
 - a) All schools must have admission arrangements that clearly set out how children will be admitted, including the criteria that will be applied if there are more applications than places at the school.
 - b) Admission authorities must set ('determine') admission arrangements annually. Where changes are proposed to admission arrangements, the admission authority must first publicly consult on those arrangements. This consultation period allows parents, other schools, religious

authorities and the local community to raise any concerns about proposed admission arrangements.

- c) Once all arrangements have been determined, arrangements can be objected to and referred to the Schools Adjudicator. Any decision of the Adjudicator must be acted on by the admission authority and admission arrangements amended accordingly. The local authority will collate and publish all the admission arrangements in the area in a single composite prospectus.
- d) In the normal admissions round, parents apply to the local authority in which they live for places at their preferred schools. Parents are able to express a preference for at least three schools and up to six. The application can include schools outside the local authority where the child lives as a parent can apply for a place for their child at any state-funded school in any area. If a school is undersubscribed, any parent that applies must be offered a place. When oversubscribed, a school's admission authority must rank applications in order against its published oversubscription criteria and send that list back to the local authority.
- e) All preferences are collated and parents then receive an offer from the local authority at the highest preference school at which a place is available. For secondary schools, the offer is made on or about 1 March (known as National Offer Day) in the year in which the child will be admitted. For primary schools, the offer is made on or about 16 April, in the year in which the child will be admitted.
- f) Parents, have the right to appeal against an admission authority's decision to refuse admission. The admission authority must set out the reasons for the decision, that there is a right of appeal and the process for hearing such appeals. The admission authority must establish an independent appeals panel to hear the appeal. The panel will decide whether to uphold or dismiss the appeal. Where a panel upholds the appeal the school is required to admit the child.

4. Published Admission Number (PAN)

- 4.1 As part of determining their admission arrangements, all admission authorities must set an admission number for each 'relevant age group'. Own admission authorities are not required to consult on their PAN where they propose either to increase or keep the same PAN. For a community or voluntary controlled school, the local authority (as admission authority) must consult at least the governing body of the school where it proposes either to increase or keep the same PAN. All admission authorities must consult where they propose a decrease to the PAN.
- 4.2 Admission authorities must notify their local authority of their intention to increase the school's PAN and reference to the change should be made on the school's website. If, at any time following determination of the PAN, an admission authority decides that it is able to admit above its PAN, it must notify the local authority in good time to allow the local authority to deliver its co-ordination responsibilities effectively. Admission authorities may also admit above their PAN in-year.

5. Oversubscription criteria

- 5.1 The admission authority for the school must set out in their arrangements the criteria against which places will be allocated at the school when there are more applications than places and the order in which the criteria will be applied. All children whose statement of special educational needs (SEN) or Education, Health and Care Plan (EHCP) names the school must be admitted. If the school is not oversubscribed, all applicants must be offered a place.
- 5.2 All schools must have oversubscription criteria for each 'relevant age group' and the highest priority must be given, unless otherwise provided in this Code, to looked after children and all previously looked after children. Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order). Oversubscription criteria must then be applied to all other applicants in the order set out in the arrangements.
- 5.3 Oversubscription criteria must be reasonable, clear, objective, procedurally fair, and comply with all relevant legislation, including equalities legislation. Admission authorities must ensure that their arrangements will not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs, and that other policies around school uniform or school trips do not discourage parents from applying for a place for their child. Admission arrangements must include an effective, clear and fair tie-breaker to decide between two applications that cannot otherwise be separated.
- 5.4 The Code does not give a definitive list of acceptable oversubscription criteria. It is for admission authorities to decide which criteria would be most suitable to the school according to the local circumstances. The Admissions team works closely with the pupil place planning team as well as the schools themselves to manage this over the year.

6. Consultation

- 6.1 When changes are proposed to admission arrangements, all admission authorities must consult on their admission arrangements (including any supplementary information form) that will apply for admission applications the following school year. Where the admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that admission authorities must consult on their admission arrangements at least once every 7 years, even if there have been no changes during that period. Consultation must last for a minimum of 6 weeks and must take place between 1 October and 31 January in the determination year.

7. Determination

- 7.1 All admission authorities must determine (i.e. formally agree) admission arrangements every year, even if they have not changed from previous years and a consultation has not been required. Admission authorities must have determined the admission arrangements for entry in September 2019 by 28th February.
- 7.2 Once admission authorities have determined their admission arrangements, they must notify the appropriate bodies and must publish a copy of the determined arrangements on their website displaying them for the whole offer year (the school year in which offers for places are made). Admission authorities must send a copy of their full, determined arrangements to the local authority. Admission authorities for schools designated with a religious character must also send a copy of their arrangements to the body or person representing their religion or religious denomination.
- 7.3 Local authorities must publish on their website the proposed admission arrangements for any new school or Academy which is intended to open within the determination year, details of where the determined arrangements for all schools, including Academies, can be viewed, and information on how to refer objections to the Schools Adjudicator. Following determination of arrangements, any objections to those arrangements must be made to the Schools Adjudicator.

8. Performance Review & Comparison

- 8.1 Havering, as a local authority, secured 77.11% of first preferences at secondary level for the academic year 2018/19 (the highest in London based on Department for Education data), and 88.52% of primary first preferences, due to the hard work of the place planning team and the admissions team

Primary First Place Preferences:

17/18	18/19	19/20
86.5%	88.2%	88.5%

Secondary First Place Preferences:

17/18	18/19	19/20
79%	79.7%	77.11%

- 8.2 Analysis of the trends within the raw data suggests the reduction over time links to schools improving their Ofsted grade thus becoming more attractive to families, but without always having scope to increase the PAN.

9. Appeals

- 9.1 Parents of children refused a place at a school for which they have applied have the right to appeal to an independent appeal panel. When parents are notified of the decision to refuse a place at a school, they must be:
- provided with the reason why you refused admission
 - informed of their right to appeal to an independent appeal panel
 - provided with information on how they can appeal
- 9.2 The Local Authority must ensure that the panel hears appeals submitted on time within the following timescales:
- for applications made in the normal admissions round, appeals must be heard within 40 school days from the deadline for lodging appeals
 - for late applications, appeals should be heard within 40 schools days from the deadline for lodging appeals where possible, or within 30 school days of the appeal being submitted
 - for in-year application appeals, the panel must hear appeals within 30 school days of them being submitted
- 9.3 If the Local Authority receives an appeal after the appropriate deadline, it must still arrange for the panel to hear the appeal. Timescales for hearing such appeals should be set out in the published appeals timetable. Withdrawn appeals are either due to a place being offered after an appeal has been submitted or by parents deciding to withdraw after reading previous statistics.
- 9.4 The following table illustrates the comparison between appeals for 2017-18 and 2018-19. Appeals for 19-20 are on-going and it would an incomplete picture to provide that data here.

Appeals	
Cohort	In- Year
Primary <u>2017/18</u> 55 submitted 18 withdrawn 37 heard 1 successful <u>2018/19</u> 65 submitted 4 withdrawn 50 heard 1 successful	Primary <u>2017/18</u> 88 submitted 22 withdrawn 65 heard 3 successful <u>2018/19</u> 61 submitted 22 withdrawn 43 heard 7 successful
Secondary <u>2017/18</u> 104 submitted 24 withdrawn 80 heard 7 successful <u>2018/19</u> 131 submitted 53 withdrawn 78 heard 6 successful	Secondary <u>2017/18</u> 25 submitted 7 withdrawn 18 heard 6 successful <u>2018/19</u> 42 submitted 20 withdrawn 22 heard 5 successful

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no direct financial implications or risks arising from this report which is for information purposes only.

Legal implications and risks:

There are no legal implications in noting this Report.

Human Resources implications and risks:

There are no direct HR implications or risks to the Council, or its workforce, that can be identified from this report.

Equalities implications and risks:

The Public Sector Equality Duty (PSED) under section 149 of the Equality Act 2010 requires the Council, when exercising its functions, to have due regard to:

(i) The need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010

(ii) The need to advance equality of opportunity between persons who share protected characteristics and those who do not, and;

(iii) Foster good relations between those who have protected characteristics and those who do not.

Note: 'Protected characteristics' are age, sex, race, disability, sexual orientation, marriage and civil partnerships, religion or belief, pregnancy and maternity and gender reassignment.

The Council is committed to all of the above in the provision, procurement and commissioning of its services, and the employment of its workforce. In addition, the Council is also committed to improving the quality of life and wellbeing for all Havering residents in respect of socio-economics and health determinants.

A full Equality Analysis (EA) has been undertaken on all the arrangements relating to admissions to schools and academies for the school year 2019/20. The Code will be reviewed annually and any significant changes will be reflected in the corresponding EA.

BACKGROUND PAPERS

Appendix 1 – 2019 Pan London Preference Data

1st Pref Offer Ranking			
LA Name	% 1st Preference Offers	% 1st-3rd Preference Offers	% 1st-6th Preference Offers
Havering	77.11%	92.83%	95.88%
Waltham Forest	74.09%	91.00%	93.84%
Barking & Dagenham	73.41%	89.81%	94.63%
Bromley	72.99%	91.03%	95.57%
Sutton	72.56%	90.50%	95.85%
Haringey	71.86%	89.42%	94.30%
Kingston upon Thames	69.58%	87.07%	92.41%
Bexley	68.58%	88.43%	94.53%
Hillingdon	67.89%	86.82%	94.41%
Tower Hamlets	67.38%	88.29%	92.01%
Barnet	67.10%	85.28%	90.60%
Islington	66.57%	88.04%	93.54%
Redbridge	66.12%	86.44%	92.52%
Enfield	65.52%	85.56%	92.04%
Newham	65.45%	89.03%	93.42%
Westminster	65.26%	87.62%	93.15%
Hounslow	64.97%	84.25%	92.14%
Harrow	64.69%	84.25%	91.83%
Greenwich	64.38%	83.79%	89.41%
Camden	64.22%	87.96%	92.46%
Ealing	63.81%	82.54%	89.95%
Hackney	63.74%	86.80%	93.33%
Merton	63.56%	85.54%	92.83%
Croydon	62.94%	85.11%	91.82%
Brent	62.35%	82.40%	89.51%
Kensington and Chelsea	62.15%	84.33%	90.18%
Wandsworth	60.90%	85.44%	92.55%
Richmond upon Thames	60.70%	82.29%	88.95%
Southwark	59.48%	83.00%	89.96%
Hammersmith and Fulham	57.24%	80.67%	89.46%
Lewisham	57.17%	84.12%	92.30%
Lambeth	54.84%	81.37%	89.45%
City of London	54.17%	79.17%	91.67%

	% 1st Preference Offers	% 1st-3rd Preference Offers	% 1st-6th Preference Offers
London Average	65.89%	86.35%	92.39%

1st - 3rd Pref Offer Ranking			
LA Name	% 1st Preference Offers	% 1st-3rd Preference Offers	% 1st-6th Preference Offers
Havering	77.11%	92.83%	95.88%
Bromley	72.99%	91.03%	95.57%
Waltham Forest	74.09%	91.00%	93.84%
Sutton	72.56%	90.50%	95.85%
Barking & Dagenham	73.41%	89.81%	94.63%
Haringey	71.86%	89.42%	94.30%
Newham	65.45%	89.03%	93.42%
Bexley	68.58%	88.43%	94.53%
Tower Hamlets	67.38%	88.29%	92.01%
Islington	66.57%	88.04%	93.54%
Camden	64.22%	87.96%	92.46%
Westminster	65.26%	87.62%	93.15%
Kingston upon Thames	69.58%	87.07%	92.41%
Hillingdon	67.89%	86.82%	94.41%
Hackney	63.74%	86.80%	93.33%
Redbridge	66.12%	86.44%	92.52%
Enfield	65.52%	85.56%	92.04%
Merton	63.56%	85.54%	92.83%
Wandsworth	60.90%	85.44%	92.55%
Barnet	67.10%	85.28%	90.60%
Croydon	62.94%	85.11%	91.82%
Kensington and Chelsea	62.15%	84.33%	90.18%
Hounslow	64.97%	84.25%	92.14%
Harrow	64.69%	84.25%	91.83%
Lewisham	57.17%	84.12%	92.30%
Greenwich	64.38%	83.79%	89.41%
Southwark	59.48%	83.00%	89.96%
Ealing	63.81%	82.54%	89.95%
Brent	62.35%	82.40%	89.51%
Richmond upon Thames	60.70%	82.29%	88.95%
Lambeth	54.84%	81.37%	89.45%
Hammersmith and Fulham	57.24%	80.67%	89.46%
City of London	54.17%	79.17%	91.67%

1st-6th Pref Offer Ranking			
LA Name	% 1st Preference Offers	% 1st-3rd Preference Offers	% 1st-6th Preference Offers
Havering	77.11%	92.83%	95.88%
Sutton	72.56%	90.50%	95.85%
Bromley	72.99%	91.03%	95.57%
Barking & Dagenham	73.41%	89.81%	94.63%
Bexley	68.58%	88.43%	94.53%
Hillingdon	67.89%	86.82%	94.41%
Haringey	71.86%	89.42%	94.30%
Waltham Forest	74.09%	91.00%	93.84%
Islington	66.57%	88.04%	93.54%
Newham	65.45%	89.03%	93.42%
Hackney	63.74%	86.80%	93.33%
Westminster	65.26%	87.62%	93.15%
Merton	63.56%	85.54%	92.83%
Wandsworth	60.90%	85.44%	92.55%
Redbridge	66.12%	86.44%	92.52%
Camden	64.22%	87.96%	92.46%
Kingston upon Thames	69.58%	87.07%	92.41%
Lewisham	57.17%	84.12%	92.30%
Hounslow	64.97%	84.25%	92.14%
Enfield	65.52%	85.56%	92.04%
Tower Hamlets	67.38%	88.29%	92.01%
Harrow	64.69%	84.25%	91.83%
Croydon	62.94%	85.11%	91.82%
City of London	54.17%	79.17%	91.67%
Barnet	67.10%	85.28%	90.60%
Kensington and Chelsea	62.15%	84.33%	90.18%
Southwark	59.48%	83.00%	89.96%
Ealing	63.81%	82.54%	89.95%
Brent	62.35%	82.40%	89.51%
Hammersmith and Fulham	57.24%	80.67%	89.46%
Lambeth	54.84%	81.37%	89.45%
Greenwich	64.38%	83.79%	89.41%
Richmond upon Thames	60.70%	82.29%	88.95%

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CHILDREN & LEARNING OVERVIEW AND SCRUTINY COMMITTEE 26 September 2019

Subject Heading:	School Expansion Programme
CLT Lead:	Tim Aldridge – Director of Children Services
Report Author and contact details:	Darren Purdie – Head of Education Provision & Inclusion 01708 434940
Policy context:	Education: Statutory responsibility to provide a school place for Havering children

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

Communities making Havering	X
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SUMMARY

This report updates members of the Committee on the progress of the school expansion programme since the last report in August 2017. The Local Authority has a statutory duty to plan and secure sufficient school places for their area to meet the needs of its children and families. Under Phase 3 and Phase 4 of the school expansion programme, a total of 19 schools have been expanded which has created an additional 3106 permanent primary and secondary school places in the borough. Although many other London Boroughs and urban areas are currently experiencing a plateau or decrease in demand for primary school places, Havering is still forecasting significant growth in the coming years. This increase in demand is due to rising birth rates, an increase in the number of families moving into the borough and continuing growth in housing development.

There is a continuing need for additional provision to meet the need for Early Years, Primary, Secondary and SEND places in Havering.

RECOMMENDATIONS

The purpose of this report is to inform Members of the School Expansion Plan. Members are asked to note the content of the report.

REPORT DETAIL

1. Background:

- 1.1 Although many other London Boroughs and urban areas are currently experiencing a plateau or decrease in demand for primary school places, Havering is still forecasting significant growth in the coming years.
- 1.2 Havering saw a large increase in the birth rate from 2014/15 to 2015/16: the birth rate in 2014/15 was 3152, which increased to 3464 in 2015/16- an increase of 10% year on year. This has led to a large increase in the projected reception intake for 2020/21.
- 1.3 The birth rate for the following year in 2016/17 fell to 3381, followed by a further reduction in the birth rate in 2017/18 to 3347.
- 1.4 The increase in demand for school places in Havering will be largely driven by the level of housing development planned in the borough, which is projected to continue in order for the borough to meet and exceed its housing target of 17,550 new homes over the 2016/17- 2030/31 period, as set out in the emerging Local Plan and London Plan 2016.
- 1.5 In March 2019, the Cabinet Member for Education approved the Commissioning Plan for Education Provision in Havering 2019-2023. The School Expansion Programme; Update to Phase 4 and Phase 5 expansion programme report is to be considered at September Cabinet.
- 1.6 The Commissioning Plan for Education Provision 2019-2023 contains detailed pupil projections across Early Years, Primary, Secondary, Post 16 and SEND phases whilst also setting out the likely demand for school places as a result of the two housing zones planned for Rainham and Romford.
- 1.7 The main source of finance for the school places programme is the Basic Need grant awarded by the Department for Education. The Basic Need grant is determined by the annual SCAP (School Capacity) return made by the LA to the DfE. It is intended that the Capital Cost for the update to phase 4 and phase 5 school expansion programme will be funded from a combination of basic need allocation, unallocated capital budget from earlier phases, SEND capital grant and S106 Housing Development contributions.

- 1.8 Below is a summary of the expansions proposed as part of the Update to Phase 4 and Phase 5 Expansion Programme due to be considered at Cabinet on 18 September 2019. The projected demand in future years is reported in this year's SCAP report and is subject to approval by Cabinet, and therefore is not reported in this update.

2. Early Years

- 2.1 Plans are underway to increase the Early Years provision in key wards, including Elm Park, Harold Wood, Hacton, Hylands, Pettits, Romford Town and South Hornchurch to meet the growing demand for places for 3 and 4 year olds, whilst also increasing capacity for working parents of 3 and 4 year olds to access up to 30 hours of free childcare. A number of school nurseries are being created, or expanded, as part of the wider programme of school expansion works.

3. Primary

- 3.1 The following is proposed to be delivered subject to consultation and statutory processes where necessary as follows, with the proposals for 2023/24 also being dependent on whether growth is sustained:

Collier Row

1FE bulge class at Oasis Pinewood Primary School for 2021/22

Elm Park

1FE bulge class at Suttons Primary School/Scargill Infants School for 2020/21

1FE permanent expansion of RJ Mitchell Primary School for 2021/22

1FE bulge class at Suttons Primary School/Scargill Infants School for 2022/23

Harold Hill

3 x 1FE bulge classes at Drapers' Pyrgo Priory School, Drapers' Maylands and Mead Primary School for 2020/21

1FE permanent expansion of Drapers' Pyrgo Priory School and 1FE bulge class Broadford Primary School for 2022/23

1FE permanent expansion of Broadford Primary School for 2023/24

Hornchurch

1FE bulge class at Langtons Infants School, 1FE bulge class at Harrow Lodge Primary School for 2020/21

1FE bulge class at Langtons Infants School for 2021/22

1FE bulge class at Langtons Infants School for 2023/24

Rainham and South Hornchurch

A new 3FE school delivered as part of Beam Park development for 2021/22

Romford

1FE bulge class at Concordia Primary Academy for 2021/22

1FE bulge class at Concordia Primary Academy for 2022/23
 A new 3FE school delivered as part of Bridge Close development for 2023/24

Upminster and Cranham

1FE bulge class at James Oglethorpe Primary School for 2020/21
 1FE bulge class at James Oglethorpe Primary School for 2021/22
 1FE permanent expansion (school TBC) for 2023/24

New schools

Beam Park- The Rainham and Beam Park Housing Development will see over 3000 new homes delivered. Due to this housing growth the need for a new 3FE primary school has been identified. The new primary school is currently due to open in 2021/22.

Bridge Close- The current housing trajectory sees over 5,300 new homes due to be delivered in the Romford area over the Local Plan period. Due to the housing growth planned for Romford, we are projecting the need for a new 3 form of entry primary school. We are currently exploring the opportunity to secure the Bridge Close school through Wave 14 for free schools. If not successful through Wave 14, then the Local Authority will run a competition to open the Bridge Close school through the free school presumption route. The new school is currently due to open in 2023/24 although this will be closely linked to the delivery of the new housing.

4. Secondary

- 4.1 The following expansion proposals were included in the previous OSC report, but were subsequently not implemented

1FE permanent expansion at one of the secondary schools in area 2024/25 and reinstate Sanders back to its original PAN of 192 from 2024/25.

In addition, Bower Park Academy has submitted a business case that if approved by the Secretary of State would see the Academy expand by 1FE from 2020/21. This proposal was part of an earlier phase of the expansion programme.

School	Phase	Planning area	Proposal	Implemented	Reason
Drapers' Pyrgo Priory School	Primary	Harold Hill	Expansion from 2FE to 3FE for 2017/18.	No	Business case was not submitted by the Academy. Places were not

					needed.
Emerson Park Academy	Secondary	Central	Expansion from 7FE to 8FE	No	Places were not required

5. SEND

5.1 In order to meet the increasing need, it is proposed that the LA implements more ARPs that focus on supporting children who have ASD and SEMH, particularly in early years and primary schools.

5.2 The following ARPs are proposed:

- 1 ARP at Nelmes Primary School 12 places for ASD
- 1 ARP at Scotts Primary School 12 places for ASD
- 1 ARP at Suttons Primary School 12 places for SEMH
- 1 ARP at a secondary school for ASD needs.
- 1 ARP at Beam Park School 12 places for ASD/SEMH
- 1 ARP at a secondary school for ASD and SEMH needs.

An ARP for 18 places – 6 places (2-4) and 12 places (4-11) for pupils with ASD and SEMH as part of the Bridge Close development.

5.3 Following the outcome of a successful bid to the Schools Nursery Capital Fund, the Local Authority will implement a 20 place nursery provision at Forest Approach Academy for 2, 3 and 4 year old pupils with SEND. The provision will be ready to open in September 2020

5.4 In addition, 2019/20 will see New Post 16 (sixth form) provision at Forest Approach Academy, which will take 14 pupils for Sept 2019. The intake will increase to respond to local demand. Corbets Tey will increase places from 155 to 170 places in 2021/22

5.5 In April 2017, the LA was notified that it had been successful in submitting an Expression of Interest to the DfE to establish a new Special Free School for 60 children with Communication and Interaction Needs (C&I) and Social, Emotional and Mental Health (SEMH) in the age range 3 to 16. Unity Schools Partnership Trust has been identified as the sponsor for this school which will be located on part of the St Edward's CofE Academy site, which is also sponsored by Unity. The school is due to open 2022/23

6. Next Steps:

- 6.1 Statutory processes are needed for any school expansion, including pre-consultation activity, publication of statutory notices, and implementation of decisions.
- 6.2 At the same time as the statutory process above being conducted, any required planning permissions must be sought before the Local Authority can publish the statutory notices. Academies are required to submit a business case to the DfE which needs to be approved by the relevant Regional Schools Commissioner (RSC), on behalf of the Secretary of State.
- 6.3 The LA makes annual statutory returns to the DfE regarding our projected school place demand (School Capacity Collection “SCAP” return). Future Cabinet reports will provide updates to the pupil projections, and identify plans to meet the expected demand for school places beyond what has already been identified in the September 2019 report: Update to Phase 4 and Phase 5 expansion Programme.

IMPLICATIONS AND RISKS

Financial implications and risks:

Capital;

The Expansion Programme included within the Sept 2019 Cabinet report was based on confirmed funding sources with the exception of £5m estimated 2019/20 Basic Need Allocation. The Council has recently been notified that it will not receive any Basic Need Allocation in 2019/20, and this will need to be factored into the Autumn 2019 Cabinet report.

However, the Council has been allocated additional grant specifically for SEN places (c2.4m over the next three years) which had not been previously budgeted for. In addition, one of the Secondary expansions expected to cost £4m will not be going ahead. This will mean that the remaining approved expansion schemes can be delivered within the confirmed funding sources available.

Revenue;

The revenue implications for primary schools are that, in creating additional classes, additional resources will be incurred particularly for teaching and support staff. For each financial year after the October census date, the schools' annual funding allocation will reflect the additional pupils that will be on roll. For the period September to March before the new financial year, however, additional resources will need to be provided. This will be met from a Pupil Growth Contingency held within the Schools Budget (funded by the Dedicated Schools Grant) as agreed by the Schools Funding Forum.

Legal implications and risks:

The Council has a statutory duty to secure that efficient primary and secondary

education is available to meet the needs of the population of their area (Section 13 Education Act 1996). At present, certain types of school organisational change (including change of age range, change of character, expansion through enlargement of premises, increase/decrease or change of provision for pupils with special educational needs) are subject to statutory processes of consultation and decision-making. There are no apparent legal implications in noting the content of the Report.

Human Resources implications and risks:

The human resources implications for the schools to be proposed for expansion will be managed by the schools themselves. There is likely to be a need to recruit additional teaching and support staff and the relevant schools will undertake the recruitment and selection process in accordance with the appropriate policies and procedures. There are growing difficulties in recruiting to teaching posts and therefore schools will need to consider that additional resources and a longer recruitment timescale may be required to fill vacancies. The Havering Education HR service will provide support as appropriate and required to all schools, academies or free schools that purchase relevant services.

Equalities implications and risks:

The Public Sector Equality Duty (PSED) under section 149 of the Equality Act 2010 requires the Council, when exercising its functions, to have due regard to:

- (i) The need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- (ii) The need to advance equality of opportunity between persons who share protected characteristics and those who do not, and;
- (iii) Foster good relations between those who have protected characteristics and those who do not.

Note: 'Protected characteristics' are age, sex, race, disability, sexual orientation, marriage and civil partnerships, religion or belief, pregnancy and maternity and gender reassignment.

The Council is committed to all of the above in the provision, procurement and commissioning of its services, and the employment of its workforce. In addition, the Council is also committed to improving the quality of life and wellbeing for all Havering residents in respect of socio-economics and health determinants.

An Equality Analysis was conducted for Phase 4 of the Primary Expansion Programme and the issues arising from that analysis are in general still applicable and will be given due regard. The Commissioning Plan for Education Provision 2019-2023 which identifies needs was also the subject of Equalities Analysis.

Expanding school capacity to meet the rising demand means that the Authority will be able to offer as many children as possible a local school place in their home authority. A primary objective of the expansions programme is to ensure that high

quality education is available to all children in Havering. Officers will ensure that the consultation process is thorough and inclusive. Mitigating actions will be undertaken where an adverse impact has been identified in the EA.

BACKGROUND PAPERS

Appendix 1 – Commissioning Plan