

CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE

Subject Heading:	School Standards Report, 2015
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Policy context:	Education

SUMMARY

This report summarises the 2015 performance of Havering primary and secondary school pupils in key stage assessments, tests and examinations, and the performance of schools in their most recent Ofsted inspections.

The 2014 / 2015 school year was a positive year for Havering schools. In the primary phase attainment for the majority of indicators improved, with some remaining unchanged. Havering enjoyed its best ever attainment at foundation stage, key stage one and key stage two. At key stage 4 a period of transition has been implemented, new DfE (Department for Education) performance table calculations were introduced in 2014 - suppressing the exam equivalents of multiple GCSEs and in 2015 Schools could opt-in early to the new indicator of Attainment 8, which becomes statutory in 2016, along with Progress 8- meaning that the 5 A*-C grades (including English and Maths) pass rate fell in 2014 and has continued to do so for a second year.

There is one Havering academy below the DfE floor standard, in the primary sector (at least 65 per cent of pupils achieving Level 4+ in Reading, Writing and Mathematics or the national median of expected progress from key stage 1 to 2 in all three subjects). Similarly, one academy was below floor standard in the secondary sector (at least 45 per cent of pupil achieving 5+ GCSE's A*-C including English and Mathematics or the national median of expected progress in the two subjects between key stage 2 and key stage 4).

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

RECOMMENDATIONS

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

REPORT DETAIL

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

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

Year 11	15 to 16	KS4	Most children take GCSEs or other national qualifications
Year 12	16 to 17	KS4	
Year 13	17 to 18	KS4	Most children take A-levels or other national qualifications

Statistical Neighbours

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

Havering's Statistical Neighbours (SN):

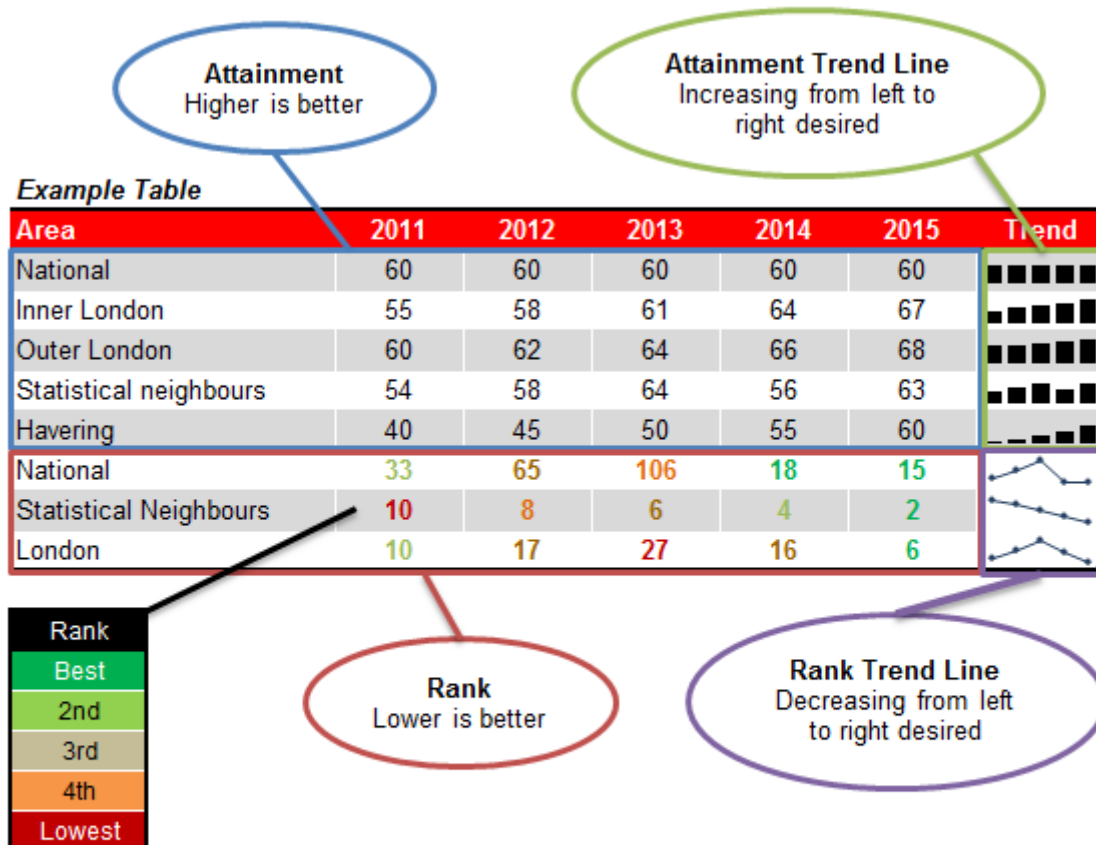
Bexley	Lancashire
Medway	Swindon
Essex	Thurrock
Bury	Dudley
Kent	Nottinghamshire

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

Havering context in London

Havering is compared to all London and outer London boroughs, however only one London borough is actually a statistical neighbour. Within London Havering is the only London Borough where the level of deprivation in schools has increased (as measured by the IDACI index). Many other London boroughs have significantly increased in wealth, for example Newham has nearly halved its deprivation measure in this period. Havering is also the largest net importer of pupils within London at this time.

Explanation of tables



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

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

Where results do not have London and Statistical results and / or rank, the information is not yet available.

1 Early Years Foundation Stage (EYFS)

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

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

Area	2013	2014	2015	Trend
National	52	60	66	
Inner London	53	62	68	
Outer London	53	62	68	
Statistical neighbours	56	63	68	
Havering	59	66	69	
National	18	15	40	
Statistical Neighbours	3	3	3	
London	9	6	14	

SFR: 13 October 2015 9:30am - Early years foundation stage profile results: 2014 to 2015

1.2 Table 1 shows that pupils in Year R in Havering schools have improved on the previous 2 years and is still well above national. However due to a 6 percentage point increase in national attainment the national rank fell slightly.

2 Key Stage One

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

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

Area	2013	2014	2015	Trend
National	69	74	77	
Inner London	73	78	81	
Outer London	72	77	79	
Statistical neighbours	68	74	76	
Havering	69	76	78	
National	72	38	42	
Statistical Neighbours	4	2	2	
London	26	20	20	

SFR: 10 December 2015 9:30am - Phonics screening check and KS1 assessments: England 2015

2.2 In 2015 Havering pupils once again improved their performance by 2%pts on the statutory phonics test, with a difference of 1%pt between Havering and the National average this has resulting in a minimal drop in rank against national and but no change against our statistical neighbours.

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

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

Area	2013	2014	2015	Trend
National	79	81	82	
Inner London	78	81	83	
Outer London	80	82	84	
Statistical neighbours	79	81	82	
Havering	81	82	85	
National	26	43	12	
Statistical Neighbours	2	3	2	
London	7	14	5	

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

Area	2013	2014	2015	Trend
National	67	70	72	
Inner London	67	71	74	
Outer London	69	72	75	
Statistical neighbours	67	69	72	
Havering	72	72	77	
National	12	33	5	
Statistical Neighbours	2	2	1	
London	3	15	3	

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

Area	2013	2014	2015	Trend
National	78	80	82	
Inner London	77	80	83	
Outer London	79	81	83	
Statistical neighbours	79	80	82	
Havering	81	81	84	
National	18	44	19	
Statistical Neighbours	1	4	2	
London	4	14	10	

SFR: 10 December 2015 9:30am - Phonics screening check and KS1 assessments: England 2015

2.4 Results at key stage one (pupils in year two, aged seven) were the best ever achieved in Havering and are above the National average as well as in the top 20 Local Authorities in all three subjects..

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

Area	2013	2014	2015	Trend
National	29	31	32	
Inner London	25	28	30	
Outer London	30	32	34	
Statistical neighbours	30	31	32	
Havering	32	32	34	
National	27	45	36	
Statistical Neighbours	2	3	3	
London	7	12	11	

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

Area	2013	2014	2015	Trend
National	15	16	18	
Inner London	14	16	18	
Outer London	16	18	20	
Statistical neighbours	15	16	18	
Havering	16	17	20	
National	41	40	25	
Statistical Neighbours	3	4	2	
London	13	13	14	

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

Area	2013	2014	2015	Trend
National	23	24	26	
Inner London	21	23	26	
Outer London	25	27	29	
Statistical neighbours	23	24	27	
Havering	24	23	28	
National	45	78	36	
Statistical Neighbours	4	7	2	
London	14	22	16	

SFR: 10 December 2015 9:30am - Phonics screening check and KS1 assessments: England 2015

2.5 The proportion of pupils achieving level three (the highest level) rose both locally and nationally in all three subjects, a clear improvement in Maths results improving by 5%pts to join Reading and Writing teaching assessments at 2%pts above national.

3 Key Stage Two

3.1 There are two key measures at key stage two – progress and attainment. With regard to **progress**, the progress made by pupils from their starting points at the end of key stage 1 is measured in three areas – reading, writing and mathematics. The percentage of pupils making expected progress (2 levels of progress) is compared with the national median for this measure. Comparisons for reading and writing are only available from 2012. **Attainment** at level 4 and above is measured in all three subjects combined. In 2014 the DfE also introduced comparisons for percentages of pupil attaining level 4b (a higher standard – “secondary ready”). Schools are also measured for the percentage of pupils attaining higher attaining at the top end, level 5 and above in all three areas.

Attainment

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

Area	2013	2014	2015	Trend
National	76	79	80	
Inner London	79	82	83	
Outer London	78	82	82	
Statistical neighbours	75	79	80	
Havering	79	83	85	
National	25	15	7	
Statistical Neighbours	2	1	1	
London	12	11	5	

3.2 The attainment of year 6 pupils this year is exceptionally good – much better than national and was ranked 7th of 152 local authorities. All comparators were significantly above national. There was improvement in all three individual subject areas and on the combined measure. Compared with statistical neighbours Havering was ranked 1st for RWM combined.

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

Area	2013	2014	2015	Trend
National	63	67	69	
Inner London	67	70	73	
Outer London	67	71	72	
Statistical neighbours	63	67	68	
Havering	67	73	74	
National	35	18	11	
Statistical Neighbours	2	1	1	
London	17	13	8	

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

Area	2013	2014	2015	Trend
National	21	24	24	
Inner London	23	25	26	
Outer London	24	27	27	
Statistical neighbours	21	23	23	
Havering	22	26	27	
National	47	30	24	
Statistical Neighbours	2	2	2	
London	22	18	15	

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

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

Area	2013	2014	2015	Trend
National	74	77	80	
Inner London	79	81	84	
Outer London	79	81	84	
Statistical neighbours	73	76	79	
Havering	78	81	85	
National	30	19	10	
Statistical Neighbours	2	1	1	
London	22	17	8	

3.4 In 2015 Havering once more improved on the ‘Grammar, punctuation and spelling’ indicator, attainment being rank 10th Nationally and 1st among our statistical neighbours.

Progress

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

Area	2013	2014	2015	Trend
National	88	91	91	
Inner London	92	93	93	
Outer London	90	93	93	
Statistical neighbours	88	91	91	
Havering	89	92	93	
National	62	39	17	
Statistical Neighbours	2	1	1	
London	27	26	12	

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

Area	2013	2014	2015	Trend
National	92	93	94	
Inner London	95	96	96	
Outer London	93	95	95	
Statistical neighbours	92	94	94	
Havering	94	95	96	
National	17	20	5	
Statistical Neighbours	2	1	1	
London	13	17	4	

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

Area	2013	2014	2015	Trend
National	88	90	90	
Inner London	93	93	93	
Outer London	91	92	92	
Statistical neighbours	88	89	90	
Havering	91	92	92	
National	28	32	24	
Statistical Neighbours	1	1	1	
London	18	23	17	

3.5 In 2015 Havering’s pupil’s progression from Key Stage 1 to Key Stage 2 improved in all three subjects. Havering is now ranked in the top 20% of Local

Authorities for all three subjects with writing being 5th of 152 Local Authorities and 1st amongst statistical neighbours.

4 Key Stage Four

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

Attainment

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

Area	2013	2014	2015	Trend
National	60.8	56.8	56.3	
Inner London	63.1	59.5	57.7	
Outer London	66.0	62.4	60.3	
Statistical neighbours	61.3	57.0	54.9	
Havering	63.7	60.2	57.1	
National	39	35	61	
Statistical Neighbours	2	2	4	
London	18	16	19	

* DfE Warning: 2013/14 & 2014/15 figures are not comparable to previous years

4.2 In 2014 the DfE changed and substantially reduced the list of eligible examinations for inclusion within the national school performance tables as a result of this the national average declined by four percentage points and this decline was mirrored by Havering. In 2015 it again fell by 3.1%pts but remains in the top 40% of LA's and above the national average.

Progress

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

Area	2013	2014	2015	Trend
National	70.4	71.6	70.0	
Inner London	76.9	77.4	74.7	
Outer London	77.0	78.6	74.6	
Statistical neighbours	69.8	71.9	68.9	
Havering	71.9	73.8	67.8	
National	62	54	99	
Statistical Neighbours	3	3	7	
London	29	29	30	

SFR: 15 October 2015 9:30am - GCSE and equivalent results: England - 2014 to 2015 (provisional)

4.3 Expected progress in English has fallen below last year's national average and is placed 7th of 11 statistical neighbours.

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

Area	2013	2014	2015	Trend
National	70.7	65.5	66.6	
Inner London	77.0	71.4	70.4	
Outer London	77.6	72.2	71.7	
Statistical neighbours	70.8	65.8	65.5	
Havering	73.7	68.1	65.2	
National	43	50	92	
Statistical Neighbours	3	3	8	
London	27	28	29	

SFR: 15 October 2015 9:30am - GCSE and equivalent results: England - 2014 to 2015 (provisional)

4.4 Expected progress in mathematics has fell 2.9%pts and is now marginally below national average

4.5 One academy only in Havering opted-in early to the new measures which will be introduced in 2016. Attainment 8 will measure the average grade of a pupil across 8 subjects including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

Progress 8 score will be calculated for each pupil by comparing their average grade (their Attainment 8 score) with the average grade of all pupils nationally who had a similar starting point, or 'prior attainment'. A school will be below the floor standard if their Progress 8 score is below -0.5 (on average half a grade lower than a peer with the same prior attainment).

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

5.1 In 2013/14 and 2014/15, narrowing the attainment gap between pupils entitled to free school meals (FSM) and all other pupils (non-FSM) and for pupil premium pupils at key stages 2 and 4 was a key priority, since the gap in Havering was significantly wider than national. We have successfully halved the gap in these two years.

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

Area	2013	2014	2015	Trend
National	-19	-18	-11	
Inner London	-10	-9	-6	
Outer London	-17	-15	-7	
Statistical neighbours	-21	-20	-13	
Havering	-23	-18	-11	
National	100	53	59	
Statistical Neighbours	7	1	5	
London	30	25	30	

SFR: December 2015 (provisional) - National curriculum assessments at key stage 2: 2015 (revised)

5.2 Attainment at Key stage 2 has improved in Havering for both FSM and Non-FSM pupils, however due to focused work the FSM pupils' attainment has improved at a faster rate thereby reducing the gap from -23%pts in 2013 to -11%pts in 2015. The Gap is in line with the National Average and our statistical neighbours. This will continue to be a focus, given the rising proportions of this group. The narrower gap in London boroughs, where groups have long been a focus may hold the key to improving our performance compared with London boroughs.

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

Area	2013	2014	2015	Trend
National	-18	-17	-15	
Inner London	-10	-9	-8	
Outer London	-15	-13	-12	
Statistical neighbours	-20	-17	-17	
Havering	-20	-16	-13	
National	83	47	30	
Statistical Neighbours	3	2	1	
London	28	28	22	

SFR: December 2015 (provisional) - National curriculum assessments at key stage 2: 2015 (revised)

5.3 Pupil premium (PP) was introduced in 2012. The 'cohort' for pupil premium is not the same as pupils currently entitled to free school meals, however, it includes all pupils in the cohort who have been entitled to a FSM at any time in the last six years;

children 'looked after' by the state; pupils who have been adopted and pupils with a parent who is, or has been within a prescribed period, in military service and often referred to as 'disadvantaged pupils' due to a historic national trend of poor attainment.

5.4 Attainment at Key stage 2 has improved for both PP and Non-PP pupils however due to focused work the PP have improved at a faster rate thereby reducing the gap from -20%pts in 2013 to -13% pts in 2015. The Gap is now 2%pts below National and 4%pts below that of the statistical neighbour average.

5.5 In both these measures Havering has improved both nationally and against statistical neighbours. Havering has improved in terms of attainment for all the characteristics FSM, Non-FSM, PP and Non-PP and still lowered the gap meaning disadvantaged pupils are making accelerated progress through successful planning and focus.

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

Area	2013	2014	2015	Trend
National	-26.7	-27.0	-27.0	
Inner London	-14.1	-13.7		
Outer London	-22.3	-23.4		
Statistical neighbours	-30.2	-30.0		
Havering	-30.2	-23.8	-23.7	
National	90	41		
Statistical Neighbours	6	2		
London	30	22		

SFR: December 2015 (provisional) - National curriculum assessments at key stage 4: 2015 (provisional)

5.6 Table 13a shows the performance 'gap' between of FSM entitled pupils at key stage four (5+ A*-C GCSE's Inc. E/M) and all non FSM pupils nationally. Both Havering's Gap and Nationally remains unchanged compared to last year.

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

Area	2013	2014	2015	Trend
National	-27.0	-27.5	-27.0	
Inner London	-16.7	-17.0		
Outer London	-22.5	-23.8		
Statistical neighbours	-30.0	-29.0		
Havering	-24.4	-24.6	-23.7	
National	37	38		
Statistical Neighbours	1	2		
London	23	22		

SFR: December 2015 (provisional) - National curriculum assessments at key stage 4: 2015 (provisional)

5.7 Havering's Gap narrowed in 2015 at a faster rate than national. Rank expected to be similar

6 Key Stage Five – post-16 results

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

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

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

Area	2013	2014	2015	Trend
National	779.6	775.3	766.6	
Inner London	719.1	730.7	732.3	
Outer London	768.9	764.8	756.7	
Statistical neighbours	767.2	751.7	738.2	
Havering	815.2	807.0	792.1	
National	29	28	33	
Statistical Neighbours	3	3	4	
London	4	3	5	

SFR: 13 October 2015 9:30am - A level and other level 3 results: 2014 to 2015 (provisional)

6.2 Table 14 shows that the APS in Havering has fell marginally due to pupils taking fewer entries however remains higher than national.

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

Area	2013	2014	2015	Trend
National	97.9	98.0	98.0	
Inner London	97.6	97.3	97.3	
Outer London	98.4	98.6	98.4	
Statistical neighbours	96.1	95.6	95.6	
Havering	99.8	99.4	98.6	
National	9	17	47	
Statistical Neighbours	1	2	3	
London	3	3	13	

SFR: 13 October 2015 9:30am - A level and other level 3 results: 2014 to 2015 (provisional)

6.3 A level three qualification is an advanced (A) level or equivalent. The key measure is the percentage of students achieving three or more level 3 qualifications.

Table 15 shows that the percentage of students obtaining three level 3 qualifications declined marginally from 2013.

6.4 It is important to note Havering’s school sixth forms tend to perform more highly than the colleges. This is largely due to the colleges accepting a lower tariff on entry and offering a higher proportion of non-A-level subjects. The lower levels of attainment on entry mean that generally students from the colleges attain lower levels at the end of their sixth form courses although they may well have made very good progress.

7 The outcome of Ofsted inspections of settings and schools

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

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

Area	2013	2014	2015	Trend
National	77%	80%	85%	
Inner London	71%	72%	81%	
Outer London	77%	78%	86%	
Statistical neighbours	75%	77%	79%	
Havering	72%	77%	86%	
National	109	94	66	
Statistical Neighbours	6	6	6	
London	20	10	10	

7.2 In 2015 Havering’s Early Years Providers continue to improve, it’s target of 80% of PVI’s being good or outstanding was reached, with Havering being above national for the first time in 3 years.

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

Area	2013	2014	2015	Trend
National	78%	81%	84%	
Inner London	89%	90%	90%	
Outer London	81%	83%	87%	
Statistical neighbours	74%	77%	81%	
Havering	78%	77%	72%	
National	80	106	147	
Statistical Neighbours	4	4	11	
London	28	30	33	

7.3 The table 16b shows that the percentage of schools rated good or better in Havering has fell once more in 2015 and is now in the bottom 20% of LAs.

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

Area	2013	2014	2015	Trend
National	78%	82%	85%	
Inner London	87%	89%	89%	
Outer London	80%	83%	88%	
Statistical neighbours	73%	77%	82%	
Havering	79%	82%	80%	
National	75	79	118	
Statistical Neighbours	5	3	9	
London	24	26	31	

7.4 The proportion of primary schools judged good or better has been unable to keep pace with the rapidly improving national average and is now below national, outer London and statistical neighbours. In 2015 there were 11 primary inspections of which only 1 has been previously judged as 'requiring improvement'. This school was upgraded to good. Three schools previously good or better were downgraded to requires improvement. Others judged good had not been previous inspected meaning that there was little possibility of dramatic improvement this year.

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

Area	2013	2014	2015	Trend
National	71%	71%	74%	
Inner London	91%	88%	89%	
Outer London	83%	78%	83%	
Statistical neighbours	75%	74%	75%	
Havering	72%	67%	56%	
National	77	97	132	
Statistical Neighbours	8	9	10	
London	28	30	32	

7.5 Our secondary schools (14 out of 18 are academies) fell for a second year; this was due to two academies moving from Good to Requires Improvement (RI) or below, representing 11% of all schools and three RI academies unable to improve their grade. Havering's percentage of good and above secondary schools is now in the bottom 20% Nationally, Statistical Neighbours as well as London authorities.

7.6 We need to improve the number of good schools from four out of five to more like nine out of ten, and to help to move more good primary schools to 'outstanding', it is in secondary where improvement is most urgent.

7.7 Local authorities are also judged on the proportions of pupils being educated in Good or Outstanding schools. Currently, 80% of pupils are educated in good or better primary schools. However, roughly a half of secondary-age pupils attend a school that is not yet good or better. This is below the national average. Local Authority quality assurance staff are working closely with a number of schools, and in academies where possible, and in cooperation with the Regional schools Commissioner, on improvements in this key area. It should be noted that the Local Authority does not receive any funding to support its role of quality assurance in academies. Academies are not obliged to cooperate with Local Authority scrutiny nor to draw on the Local Authority for support.

8 Schools causing concern and priority schools

8.1 Havering has suffered from a special school, the PRS and a secondary academy going into the Ofsted category

8.2 The Havering School Improvement Services (Hsis) has developed a comprehensive quality assurance framework. Following an assessment, including a comprehensive analysis of detailed performance data, every school – including academy schools – are placed in one of four categories (generally their most recent , or legacy in case of converting academies), Ofsted judgement followed by a direction of trend (up, equal, down) based on our estimate of Ofsted’s next judgement. Intensive support and tracking and challenge is now applied to all priority schools and where possible academies judged 2 down or 3. The table below shows the distribution of LA grades at July 2015.

Phase	1+	1=	1-	2+	2=	2-	3+	3=	3-	4+	4=	Total	Priority	SCC	Priority or SCC			
Primary	2	5	1	2	29	6	3	8	1	1	1	59	14	24%	3	5%	17	29%
PRU											1	1	0	0%	1	100%	1	100%
Secondary		2		1	4	3		7		1		18	10	56%	1	6%	11	61%
Special				1			1			1		3	0	0%	1	33%	1	33%
Grand Total	2	7	1	4	33	9	4	15	1	3	2	81	24	30%	6	7%	30	37%

9 Key challenges

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

- Percentage of schools judged at least ‘good’ by Ofsted, particularly in secondary;

- Progress pupils make between key stages two and four;
- Quality of provision in our special schools and PRS
- Attainment of pupils pupil groups LAC and low attaining pupils (previously called SEN without a statement) in key stage 4 ;
- Attainment of pupils at key stage four in secondary's in some subjects, particularly, mathematics, humanities and science
- The gap In attainment between disadvantaged pupils and non- disadvantaged peers must always remain a priority;

IMPLICATIONS AND RISKS

Financial implications and risks:

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

Legal implications and risks:

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

Human resources implications and risks:

In cases where the local authority withdraws delegated powers from schools, council officers assume the direct management of the head teacher concerned, and therefore assume responsibility for recruitment and the performance management of senior school staff.

Equalities implications and risks:

There remains, as nationally, equalities and social inclusion implications highlighted in this report, with pupils from disadvantaged backgrounds, e.g. whose parents are on low incomes, pupils on free school meals entitlement, children who are looked

after, making less progress and achieve at lower levels when compared with all other pupils. Tackling the 'gap' in attainment between the above groups and all other pupils is of major concern and therefore a priority for the Quality Assurance team will continue with the successful work in this area identifying target schools and academies where the gaps are largest.

The key challenges identified are listed on page 20 above.

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BACKGROUND PAPERS

1. Havering RAISEOnline 2015
2. Quality Assurance Team – Narrowing the Gap Action Plan
3. The School Quality Assurance Framework
4. Performance indicators for all key stages against comparator LAs