

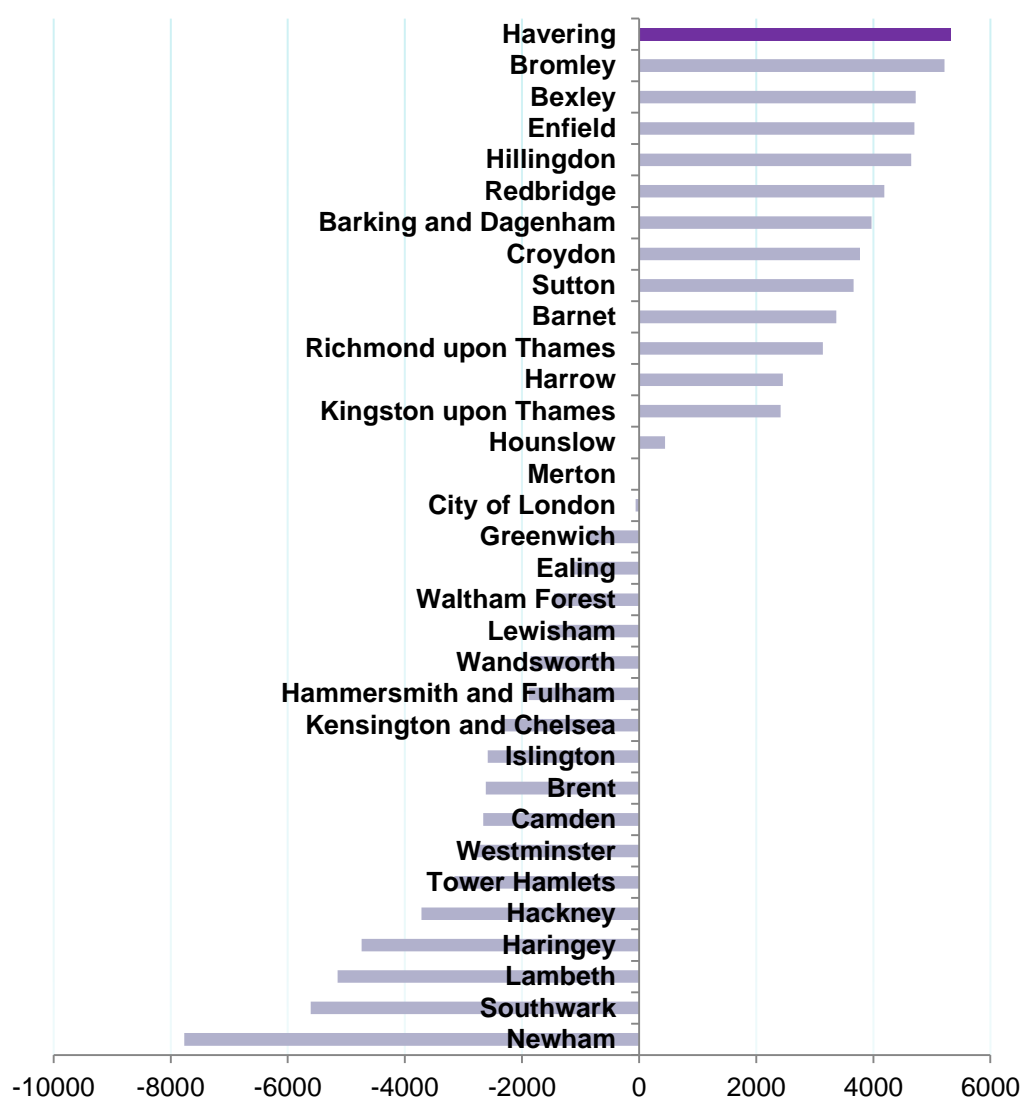
## **School Expansions & Admissions**

### **Growing population**

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

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

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



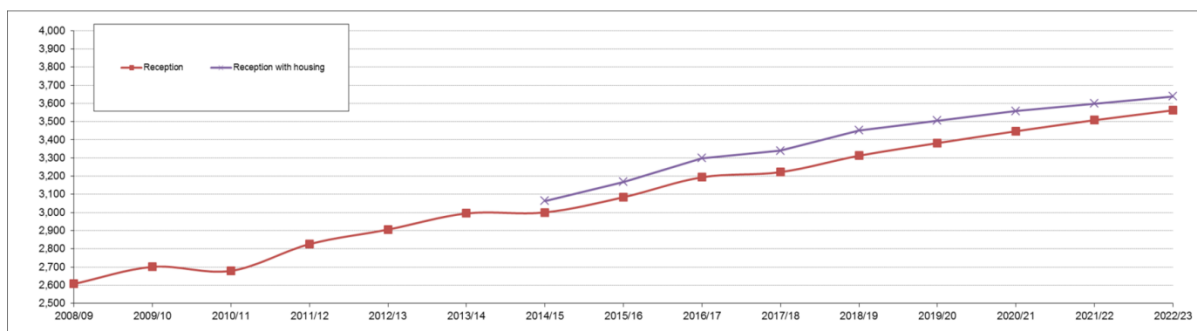
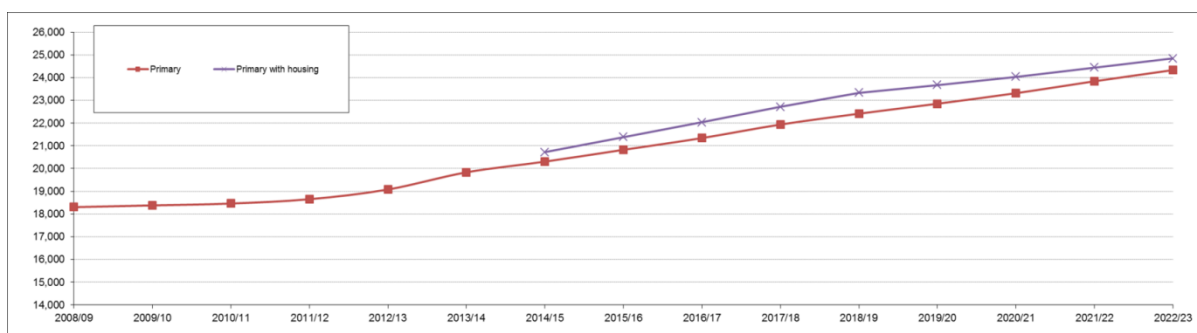
### **Future projections**

#### **Early Years;**

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

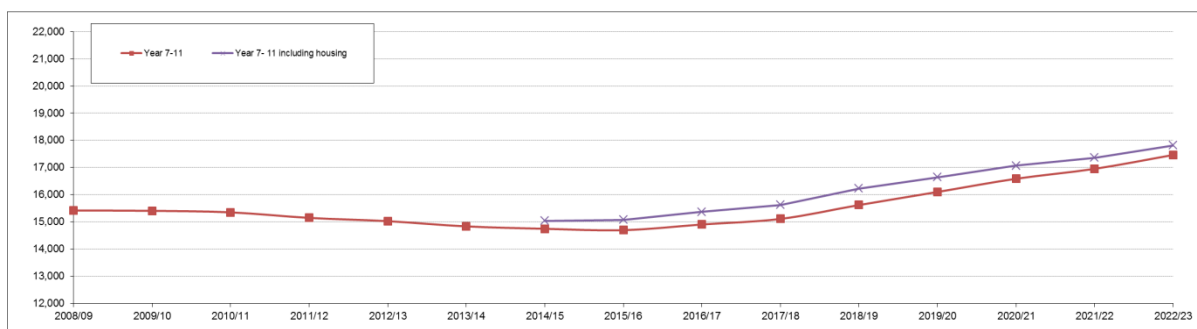
## Primary;

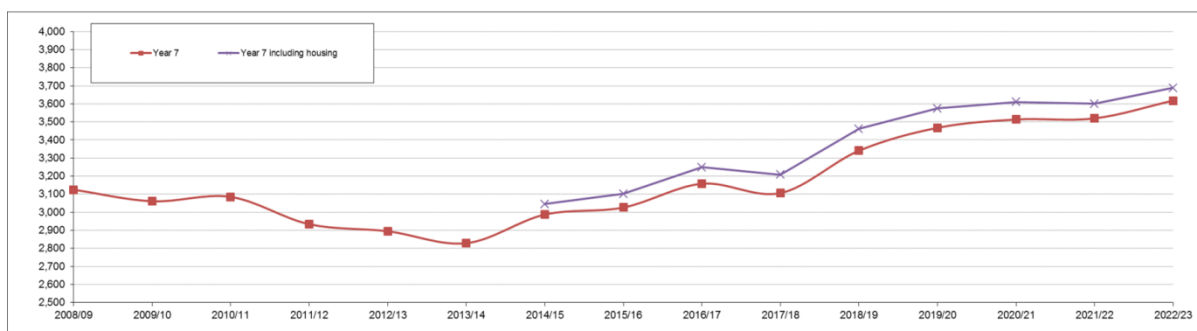
- The number of Primary age pupils (Years R-6) is expected to continue rising significantly from 19,834 in 2013/14, to 23,333 in 2018/19, which is more than 3,000 extra pupils over the next five years. The number of pupils is projected to continue to rise further.



## Secondary;

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





## Post-16;

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

## Statutory Requirements

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

## How Admissions Work;

In summary, the process operates as follows:

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

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

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

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

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

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

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

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

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

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

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

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

### **Commissioning Plan feedback**

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

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

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

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

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

### **DfE expectations**

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

3 key measures;

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

### **Selecting Potential Schools**

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

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

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

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

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

## Build Project Processes

### **Initial Specific feasibility;**

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

### **Full Feasibility;**

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

### **Sketch Design;**

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

### **The Planning Process;**

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

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

### **Traffic/Transport Review**

Member/Officer group;

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

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

Options could include;

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

### **Free Schools**

All new school are now free schools

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

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

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

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



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

### **Havering's Free School Experience;**

Romford;

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

Harold Hill;

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

### **Phase 3 Expansion proposals**

#### **Early Years;**

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

#### **Primary;**

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

#### **Secondary;**

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

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

SEN, including Post-16;

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

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

#### **Statutory Requirements**

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

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

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

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

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

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

#### **Duties on local authorities relating to participation ;**

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

These duties are to:

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

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

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

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

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

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

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

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

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

### **Duties on young people;**

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

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

### **Duties on providers;**

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

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

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

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

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

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

### **Strategic Priorities for post-16;**

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

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

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

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

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

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

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

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

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

### **Local Partnership;**

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

The Partnership's guiding principles are for:

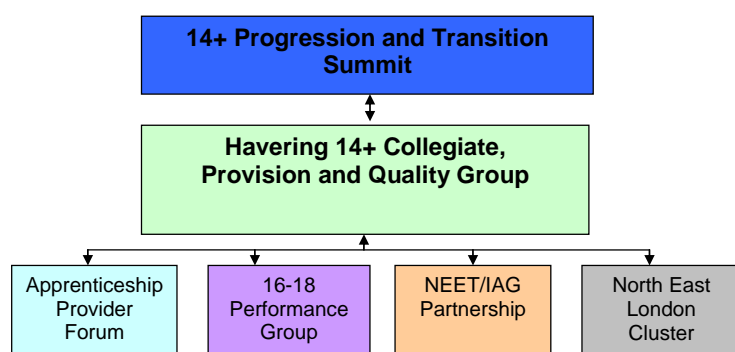
**Participation** – to increase participation in education or training

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

**Performance** – to improve standards and increase levels of achievements

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

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



### **NEET – Participation Data**

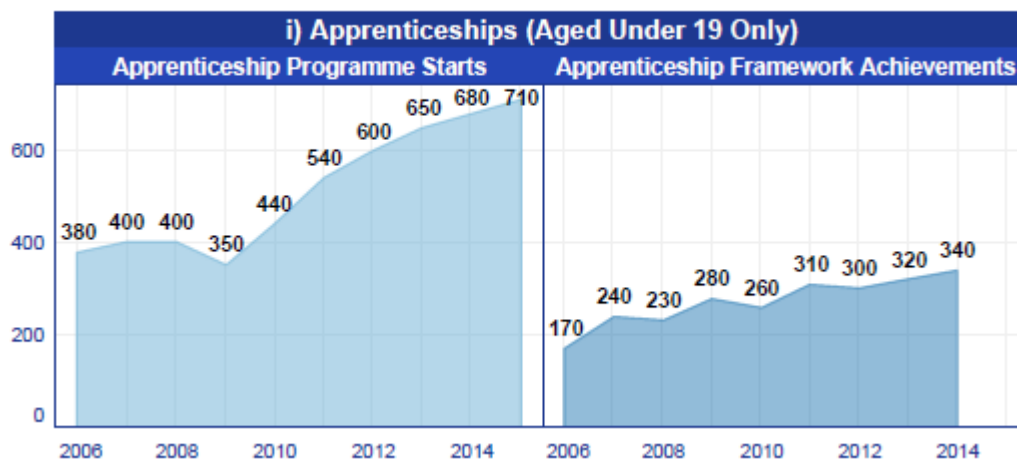
Each quarter, DfE release data on participation of 16 and 17 years olds.

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

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

Apprenticeships;

### 3. Apprenticeships



December 2015 snapshot;

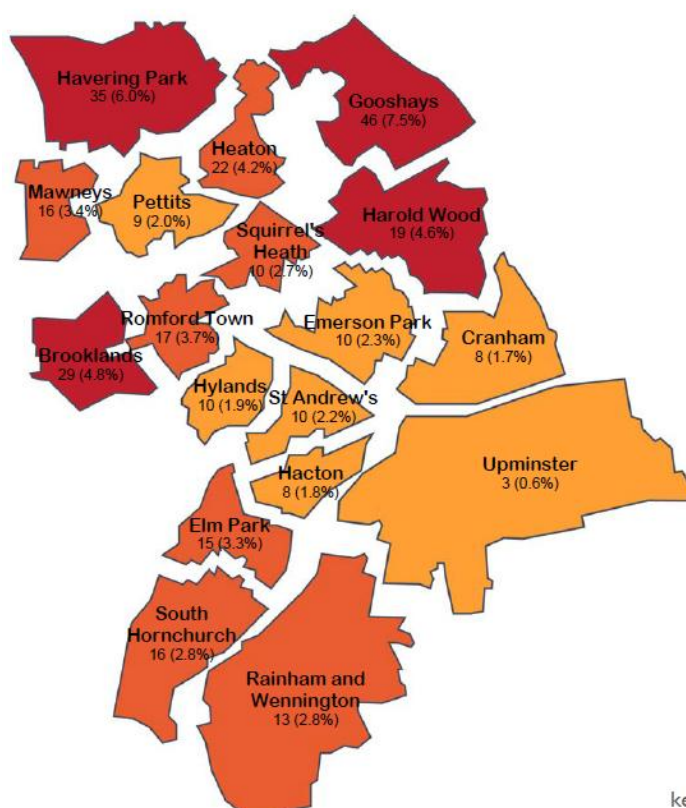
RPA summary:

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



breakdown by destination:

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



key:

## neet YP by ward / locality

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

## current neet destinations

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

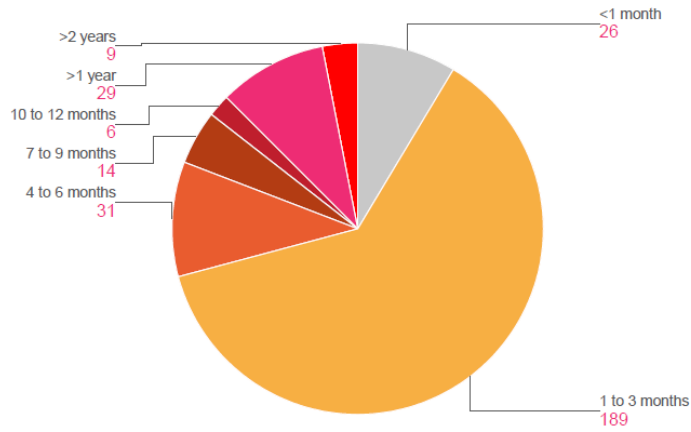
## Note:

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

## statistical neighbours • adjusted neet

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

time spent in neet:



neet target group totals • current month

