

CHILDREN AND LEARNING OVERVIEW AND SCRUTINY COMMITTEE

10 JULY 2018

Subject Heading:**Havering Education Performance****SLT Lead:**

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Standards in Education

SUMMARY

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

RECOMMENDATIONS

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

REPORT DETAIL**Context**

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

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

2. Community schools – These schools are overseen, or ‘maintained’, by the Local Authority and must follow the national curriculum and national teacher pay and conditions. The Local Authority employs the staff, owns the land and buildings and determines the admissions arrangements.
3. Foundation schools - The governing body employs the staff and sets its own admissions criteria. The land and buildings are usually owned by the governing body or, in trust schools, a charity.
4. Voluntary Aided schools - The majority of voluntary aided schools are faith schools. A foundation or trust (usually a religious organisation) inputs a small proportion of the capital costs for the school and forms a majority on the schools governing body. The governing body employs the staff and sets admissions criteria. The land and buildings are usually owned by the religious organisation.
5. Voluntary Controlled schools - VC schools are like VA schools, but are run by the local authority. The local authority employs the staff and sets admissions. The foundation or trust (usually a religious organisation) owns the land and buildings, and usually forms a quarter of the governing body.
6. Independent schools – These schools charge fees to attend, rather than being funded by the government, and can make a profit. They are governed and operated by the school itself. They are lightly regulated by government and inspected by a range of bodies. Independent schools vary from those set up by foundations in the middle-ages to those founded by new companies and charities. They are funded by fees, gifts and endowments and are governed by an independently elected board of governors.
7. Academy schools - While there are different types of academies in operation in England, they all have the same status in law as ‘academies’. Academies are publically funded, independent schools, held accountable through a legally binding ‘funding agreement’. These schools have more freedom and control over curriculum design, school hours and term dates, and staff pay and conditions.

Introduction

8. Havering's vision is to ensure a good start for every child to reach their full potential, and our ambition is to establish a self-improving education system.
9. The Education Act 2011 reiterated the role of the Local Authority (LA) as the champion of vulnerable children and young people; ensuring fair access to services; and ensuring educational excellence. The *Havering Quality Assurance (QA) Framework: Supporting education providers to succeed and preventing failure* (2015) sets out our strategy for Havering LA to provide appropriate challenge and support through direct provision or brokerage where needed, to all providers, in order to improve educational performance for all our pupils. This is consistent with expectations set out in the Education and Adoption Act 2016 which expanded the meaning of schools eligible for intervention to include coasting schools.
10. The QA framework sets out clearly how the LA provide challenge to providers, schools and colleges where standards are not high enough or improving, and for those that are not yet rated by Ofsted as good or outstanding. The framework carries four (interrelated) objectives which are:
 - all settings, schools and colleges in Havering are rated as 'Good' or better by Ofsted;
 - an increasing proportion of providers to move to "Outstanding";
 - the progress and attainment of pupils and students at the foundation stage and all key stages is in the top 38 English LA areas (top quartile performance); and
 - the gap between 'vulnerable' pupils – for example, pupils entitled to free school meals and pupils with special educational needs – and all other pupils is smaller than three quarters of other English LA areas.
11. The principle(s) behind the strategy is that practitioners are the main experts in self and collective improvement, and in most circumstances should determine their own school improvement and support needs. The LA will develop excellence through growing system leaders and identifying excellence in our providers, validating this and drawing upon it. The LA role is to ensure all providers in the area are subject to a robust LA quality assurance process, and the focus of the LA's work is on the appropriate support and challenge of all schools (including academy schools), providers and colleges where the QA process has identified issues of concern.
12. The overall effectiveness of nearly one third of secondary schools requires improvement or is inadequate. This means that too many children and young people go to secondary schools where the quality of education is not good. As a result, pupils do less well than their counterparts in other schools. The QA framework processes referred to above were halted with regards to secondary schools in mid-2016, as a result of a project launched by the RSC to hand this QA function over to monitoring a 'secondary improvement plan', and an external consultant was employed to deliver on

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

Interventions

13. The LA uses its legal powers of intervention to act promptly following the identification of issues in cases where a provider does not take, or intend to take, timely independent actions to improve. In this context, our principle is to maintain a high quality relationship and a wide range of collaboration mechanisms between providers, governing bodies, trusts, LA officers, members of the Council and the Regional Schools Commissioner (RSC) to ensure the efficient and effective functioning of the education system in Havering.
14. Over the last 18 months, the LA has issued 3 Warning Notices and 5 Letters of Concern to schools on the basis of concerns. Areas of concern were finance, standards and progress, governance, and leadership. The LA has also used other formal powers of intervention, including the appointment of additional governors and the withdrawal of financial delegation. Where the LA has concerns about academies, these are raised through the RSC, with concerns around exclusions and standards. We have also exercised the Local Authority Powers of Intervention through withdrawal of delegation of financial control, application for Interim Executive Boards, and placing of additional governors.
15. The LA offers varying degrees of support, consistent with the Schools Causing Concern Guidance' (January 2015) and the latest Ofsted inspection framework. Key criteria for categorisation are an annual review of standards and progress of pupils achieved since the last Ofsted inspection (including the gap between pupils entitled to free school meals and all other pupils); safeguarding; and leadership capacity for rapid improvement. The LA are considering reviewing this approach to make it more flexible, so that the LA can react more quickly to early signs of decline, which may not always be evident in the early stages from published data. With Ofsted inspections of good schools moving to a 4 yearly cycle, this leaves a longer gap between inspection.
16. Evidence for support is drawn from a number of sources including analysis of the most recent test data linked to the longer-term trend of each provider's performance and RAISE Online, ALPs, LA data, Ofsted's dashboard and the provider's own data. The provider's self-review and the most recent Ofsted report with specific reference to improvement issues and the impact of actions taken and the LA databases on finance, staffing, SEND, attendance, exclusions and pupil numbers also informs the level of support.
17. Ofsted measures performance based on providers being judged as either Good or Outstanding, the remaining judgements being 'Requires improvement' and 'Inadequate' (with the additional descriptor of 'serious weaknesses' or special measures). Historically the main focus was

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

18. In line with the Government's initial intention of enforced academisation, 'failing' schools who became sponsor-led were classified as new establishments, and exempted from inspection for a minimum of 3 years and were not included in Ofsted calculations.
19. This led to period of sustained national improvement of schools being Good or Better increasing from 69% in 2012 to 89% in 2017. Using the historic measure (% of Good or Better schools) Havering has not compared well with Benchmark comparator's, and has been consistently below national particularly in relation to Secondary schools.
20. This remains the case, however the secondary sector has improved in 2017, and in primary, it is now in line with national and statistical neighbours. The new measure mirrors the position above, though in primary the percentage of pupils in a good or better school is above national and rankings for primary have significantly improved in 2017. This has been achieved mainly by supported primary schools moving from RI to Good. It has also been aided by failed secondary schools being moved to no-grade status upon academisation. Despite removal of the failed schools, the secondary proportion at good or better is still below national for secondary. The proportion of pupils educated in a good or better school is still slightly below average.
21. The HMCI Ofsted annual report of December 2016 highlighted the outcomes of a range of performance measures in primary and secondary schools across the country. Alongside the main report, the Ofsted Regional Director published a report covering performance in their geographical area.
22. Schools, the LA and the RSC came together following the published performance measures in December 2016, and agreed that a school-led improvement strategy was required to urgently address the shortcomings highlighted by Ofsted data and the HMI annual report.
23. The LA's strategic approach with secondary schools (2017 onwards) has built on the principles of the QA framework and been subject to a specific strategy / plan. The collective ambition is that all students, regardless of their school, background or prior attainment, should achieve the outcomes that they deserve.
24. Havering's 18 secondary schools operate in a mixed economy of maintained schools, academies, Havering and non-Havering Multi Academy Trusts, with different Ofsted outcomes and trends in outcomes for pupils.
25. An independently-chaired Improvement Board was established to oversee an agreed improvement strategy and this met regularly throughout 2017. This was a joint response of the LA, Head teachers and governing bodies of all secondary schools and the RSC. Now that the improvement activity is

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

26. A key indicator of the success of the improvement strategy will be that all schools will be judged to be good or better by Ofsted (subject to each school's place in Ofsted's calendar of inspection) and that standards improve over time and when benchmarked against our neighbours.
27. With regards to Progress 8, in 2016 (this first year of this measure) Havering performed poorly against all benchmarking groups. In 2017, Havering's score improved, bringing progress in line with state-funded schools nationally, with ranking against all groups improving significantly. With regards to disadvantaged pupils, Havering sat below the national average in 2016, and in 2017 the progress score remains negative, but has improved. Further details on outcomes can be found below.
28. The LA remains an active member of the NE London Sub-Regional Improvement Board and has brokered 2 successful bids to the DfE Strategic School Improvement fund.

Performance Measures

29. The report below highlights the key areas of performance in each of the key stages of education. A detailed data chart is provided as Appendix 1. A further breakdown of the Ofsted grades, and school type is provided as Appendix 2.
30. Based on government statistical demographic information, when compared to other 150 local authorities, Havering would usually be expected to achieve in the top third (50's), and only one London Borough (Bexley) is a statistical neighbour.

Early Years

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

Year 1 Phonics

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

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

Key Stage 1

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

Key Stage 2

34. Key Stage 2 attainment is excellent, with all measures being significantly above national averages and the combined measure of pupils reaching the new government expected standard in all areas was significantly above the national average, being 11% points higher. This was also better than all of Havering's 11 statistical neighbours. The new assessments, particularly mathematics, represent a significant raising of the bar.
35. The proportion of pupils reaching the new more challenging 'Expected Standard' in Reading, Writing and Maths combined ranks Havering 4th highest performing borough in the country. The percentage of pupils reaching the 'Higher standard' is also measured, with Havering ranking 20th nationally, 1st amongst statistical neighbours and 15th in London. In all areas Havering has attained well.
36. Havering has been steadily improving the progress pupils make through key stages. Since 2016, this has been calculated as a point score above or below the calculation of the cumulative expected progress of the cohort (the national average will always be represented as 0.0).
37. Figures for 2017 show improvement on previous year with all 3 subjects now being in the top quintile reading, maths progress scores ranked 23rd nationally with Writing in 25th and first among our statistical neighbours. This is the main measure now along with the combined measure at KS2

Key Stage 4

38. At GCSE, since 2011 the key measure was 5+ GCSE's A*-C grades including English and Maths; the gold standard until 2016. This measure is no longer valid, being replaced by Attainment 8 and Progress 8.
39. Attainment 8: due to continued changes to the calculation of Attainment 8, headline figures fell nationally in 2017. However, Havering scores fell less than others, therefore our ranking improved against all benchmarking groups.

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

Academically Able

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

Higher Education journey of young Havering residents;

43. For the last three years, Havering has seen an increase in the number of young residents progressing into higher education since the introduction of tuition fees in 2012/13. The number of residents progressing into HE in 2015/16 was 1,514, of which 15% went on to Russell Group universities and a further 72% went on to Pre and post-92 universities.
44. In 2015/16, 24% of Havering residents achieved a first class honours degree with a further 53% achieving a upper second and 19.5% achieving lower second class degree.

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

45. Havering Council are working with Access HE who are delivering a project across 4 of our schools, aimed at targeting learners from under-represented groups to progress into HE, with some additional support. The 4 schools are Bower Park Academy, Emerson Park Academy, Marshalls Park Academy and Drapers' Academy. The project started working with year 10 – 13, and will be reaching out to year 9 from 2018.
46. The Higher Education Institutions are working in partnership with the schools and have developed a range of initiatives to engage learners and parents to widen participation from this cohort. The activity includes off site visits to the university campus, an open event where learners attended a carousel of taster session from a variety of HEI partners, Open evening for parents to provide advice and guidance on HE progression including support with applications and supporting statements.
47. Alongside this project Linking London is currently working with Havering College of Further & Higher Education and Havering Sixth Form College to

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

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

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

Disadvantaged Pupils

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

Key Stage 2 Disadvantaged Pupils;

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

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

Key Stage 4 Disadvantaged Pupils (Progress 8);

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

Attainment 8 Disadvantaged Pupils;

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

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

Key Stage 5 (A Level)

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

APS per entry

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

APS of Best 3 A-Levels

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

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

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

NEET and Unknown

59. The combined NEET & Not Known average DfE score card measure December – February 2017/18 was at 3.5%, compared to 3.6% in 2016/17, which represents a drop of 0.1% in the number of NEET & Not Known young people in Havering. This combined figure is made up of 2.1 % NEET and 1.4% of Not Knowns. Havering has maintained a very low level of NEET & Not Known cohort as a result of strong partnerships between local education and training providers, and the strong tracking services commissioned through Prospects.
60. The number of young people participating in education and training in February 2018 was 95%. This places Havering in the in the top quintile across the London region for participation, NEET and Not Known. The Havering 14+ Partnership works closely with local providers to ensure there is a sufficient breadth of offer for our post-16 cohort.

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

Next steps

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

IMPLICATIONS AND RISKS

Financial implications and risks:

None arising directly as a result of this report.

Legal implications and risks:

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

Human Resources implications and risks:

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

Equalities implications and risks:

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

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

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

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

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

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

BACKGROUND PAPERS

None