

The Framework for the Inspection of Local Authority Arrangements for Supporting School Improvement

Summary

This framework constitutes the basis for the inspections of local authority arrangements for supporting school improvement in schools, and the education of children and young people, from 1st June 2013.

The reintroduction of inspection aims to assist local authorities in their duty to promote high standards and fulfilment of potential in schools and other education and training providers so that all children and young people benefit from at least a good education.

This framework acknowledges that the role of local authorities has changed in relation to schools and for those 14-19-year-olds attending a college where these sit outside of local authority control. However, local authorities still have an important statutory duty to promote high standards and fulfilment of potential.

This inspection framework will act as a powerful lever for improvement in helping to challenge inconsistencies and will enable Ofsted to report more rigorously on the contribution of local authorities to improving education in England.

Inspection will not be universal. Ofsted will inspect only where concerns about performance are apparent or where requested to do so by the Secretary of State.

Introduction

What is the purpose of inspection?

The inspection of a local authority provides an independent external evaluation of how well it carries out its statutory duties in relation to promoting high standards in schools and among other providers so that children and young people achieve well and fulfil their potential.

Ofsted inspections of local authorities perform four essential functions:

- provides parents, elected council members, schools and other providers and those who lead and manage the local authority with an assessment of how well the local authority is performing in supporting and challenging its schools and other providers to improve
- provides information for the Secretary of State for Education about how well the local authority is performing its role in promoting high standards, ensuring equality of access to opportunity, fulfilling children's potential and providing support to schools causing concern
- promotes improvement in the local authority, its schools, children and young people and the education system more widely

- requires the local authority to consider the actions that it should take in the light of the report and prepare a written statement setting out those actions and the timetable for them.

This framework applies to all local authorities responsible for schools and other education providers in England who have a legal duty to promote high standards and fulfilment of potential in relation to their relevant education functions under section 136 of the Education and Inspections Act 2006.

The general duty for local authorities to promote high standards of education is set out under section 13A of the Education Act 1996, as follows:

‘Duty to promote high standards and fulfilment of potential

(1) A [Local Authority] in England must ensure that their relevant education functions and their relevant training functions are (so far as they are capable of being so exercised) exercised by the authority with a view to—

- (a) promoting high standards,
- (b) ensuring fair access to opportunity for education and training, and
- (c) promoting the fulfilment of learning potential by every person to whom this subsection applies.

(2) Subsection (1) applies to the following—

- (a) persons under the age of 20;
- (b) persons aged 20 or over but under 25 who are subject to learning difficulty assessment.

What determines the timing of an inspection?

HMCI may cause a local authority to be inspected, in relation to its support and challenge for schools and other providers, so that they improve, including where one or more of the following apply:

- where the proportion of children who attend a good or better school, pupil referral unit and/or alternative provision is lower than that found nationally
- where there is a higher than average number of schools in an Ofsted formal category of concern and/or there are indicators that progress of such schools is not securing rapid improvement
- where there is a higher than average proportion of schools that have not been judged to be good by Ofsted
- where attainment levels across the local authority are lower than that found nationally and/or where the trend of improvement is weak

- where rates of progress, relative to starting points, are lower than that found nationally and/or where the trend of improvement is weak
- where the volume of qualifying complaints to Ofsted about schools in a local authority area is a matter of concern
- where the Secretary of State requires an inspection of local authority school improvement functions.

Inspections do not normally last longer than five days, which in most cases will be consecutive.

To Note:

The phrase 'schools' would appear to refer to all schools, Academies, PRUs and Alternative Provision up to the age of 19 (and 25 for SEND).

How Local Authorities will be Inspected

Planning for the inspection should be informed by analysis of:

- data from the local authority RAISEonline
- the previous inspection report (where LAs may have been subject to a previous inspection)
- issues raised about, or the findings from, the investigation of any qualifying complaints¹ about schools within the local authority catchment area
- information from HMI monitoring visits of schools that are in a formal Ofsted category of concern or those schools judged to be requiring improvement
- information available on the local authority website.

Notification

The lead inspector will normally inform the authority up to five days before the start of the inspection via contact with DCS.

The purpose of the lead inspector's notification call is to:

- inform the local authority of the inspection
- make arrangements for the inspection; this includes an invitation to the DCS (or their equivalent and/or nominee) to participate in main inspection team meetings

- make arrangements for discussions with key elected members, senior officers and other staff/partners
- make arrangements for a meeting with the lead elected member for education (or similar) and other officials and/or councillors
- invite the local authority to share a summary of its self-evaluation (if available) and contextual background on day one of the inspection fieldwork
- request that relevant documents from the local authority are made available as soon as possible from the start of the inspection
- provide an opportunity for the local authority to raise any initial questions.

The following information should be made available at the start of the inspection:

- if available, a summary of the local authority's self-evaluation (if not already shared with the lead inspector) regarding arrangements to support school improvement and their impact on improving schools
- the current local authority strategic plan for education, including details of partnership arrangements, commissioning, brokerage and any evaluation reports and/or reports to elected members
- documentation about how arrangements for monitoring, challenge, intervention and support are provided, including details of the application of statutory obligations and powers
- the local authority data sets about school performance and any analysis of it
- case study material regarding targeted school improvement work and its impact
- school improvement or similar staff list, where relevant, with roles and responsibilities
- information regarding strategies used to support leadership and management in schools and evidence of its impact
- evidence of the work of governors support services and their impact on improving governance
- evidence to demonstrate how the local authority uses any available funding to effect improvement, particularly how it is focused on areas of greatest need.

Inspectors are highly likely to conduct meetings with:

- elected Members of the Council, particularly those responsible for education
- the Chief Executive
- The DCS (or their equivalent)

- the head of school improvement (or their equivalent)
- local authority staff, or contracted staff who support school improvement
- school improvement data manager(s)
- chair/vice chair of the schools' forum
- other agencies involved in school improvement such as National/Local Leaders of Education/training schools and /or other contracted partners
- post-16 strategic planning representative
- headteachers of schools subject to intervention or intensive support
- headteachers of schools subject to light touch monitoring
- governors as above
- governor support services (or their equivalent) staff
- other stakeholders as appropriate.

The evaluation schedule – how local authorities will be judged

In order to make a judgement about the effectiveness of arrangements to support school improvement, inspectors must take into account the following aspects:

- the effectiveness of corporate and strategic leadership of school improvement – DCS, Lead Member, Overview and Scrutiny, Head of Service
- the clarity and transparency of policy and strategy for supporting schools' and other providers' improvement, and how clearly the local authority has defined its monitoring, challenge, support and intervention roles
- the extent to which the local authority knows schools and other providers, their performance and the standards they achieve and how effectively support is focused on areas of greatest need, eg LAC, SEN, FSM, EAL/EMA performance
- the effectiveness of the local authority's identification of, and intervention in, underperforming schools, including the use of formal powers available to the local authority
- the impact of local authority support and challenge over time and the rate at which schools and other providers are improving
- the extent to which the local authority brokers support for schools and other providers
- the effectiveness of strategies to support highly effective leadership and management in schools and other providers, eg Education HR, Havering School Improvement Service (Hsis)

- support and challenge for school governance, where applicable
- the way the local authority uses any available funding to effect improvement, including how it is focused on areas of greatest need, (eg Schools' Finance, Schools' Funding Forum).

Local authorities and academies

Inspectors should note that local authorities have no specific powers of intervention in relation to academy schools. Despite this, local authorities retain a legal responsibility for performance in the area as a whole, under the 1996 Education Act.² In addition, the Secretary of State has made clear the expectation for local authorities to act as strategic commissioners for **all** schools. Where the local authority has concerns about the performance of an academy, inspectors should explore whether the local authority has, within the confines of its responsibilities, taken reasonable steps to discuss this with the individual establishment, the executive leadership and governance of the chain, and/or the Department for Education, where appropriate, ie that the authority is aware of the performance of all of its academies and has a relationship such that it can undertake the above.

Possible Next Steps

Current Next Steps:

For Learning and Achievement:

- a) To review the Council's 'Education Improvement and Intervention' Policy in discussion with Education providers, including schools, academies and school governors to ensure it is brought in line with the new legislation set out in the Education Act 2011 and the new Ofsted Framework.
- b) Strengthening partnership working with all stakeholders and children and young people, including a review of partnership working including Children's Trust, Education Strategic Partnership, the authority's communication and consultative systems, and education representation as key children and young people's stakeholder boards.
- c) Creating a dashboard for all education providers that reflects both LA PI's as well as new ones now being inspected, eg Finance and HR.
- d) Produce a draft "SEF" for each section and revised self evaluation evidence gathering, monitoring and evaluation processes and identify performance and/or evidence gaps.
- e) Review the staffing structures and resources in line with the expectations of the new Ofsted Framework.

Annex 1

Effectiveness descriptors –the arrangements for supporting school improvement

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspection team and taking into account the context of the local authority.

Aspect	Descriptors for effective arrangements to support school improvement.
	Corporate leadership and strategic planning
1. The effectiveness of corporate and strategic leadership of school improvement	<ul style="list-style-type: none"> ■ Elected members and senior officers have an ambitious vision for improving schools, which is clearly demonstrated in public documents. Elected members articulate the local authority's (LAs) strategic role, and enhance schools' ability to self-manage. Accountability is transparent and efficiently monitored in a systematic way. Members' challenge of officers is well informed by high quality information and data. ■ There is coherent and consistent challenge to schools and other providers to ensure that high proportions of children and young people have access to a good quality education. ■ Communications and consultation are transparent and lead to a shared understanding with schools. Schools respect and trust credible senior officers, who listen and respond to their views and advice. ■ Senior officers ensure that strategies for school improvement are understood clearly by schools, other providers and stakeholders. There is tangible evidence that the strategy is effective in preventing failure, securing higher proportions of schools 'getting to good' and eroding inequality in different areas of the LA. ■ Elected members and senior officers exercise their duties in relation to securing sufficient suitable provision for all 16-19 year olds and in respect of raising the

	participation age (RPA) requirements.
<p>2. The clarity and transparency of policy and strategy for supporting schools and other providers' improvement, and how clearly the LA has defined its monitoring, challenge, support and intervention roles</p>	<ul style="list-style-type: none"> ■ Priorities in the LA's plans for school improvement (including commissioning plans) are clearly articulated and reflect both national priorities and local circumstances. ■ Schools and other providers and stakeholders have been fully consulted and agree the strategy and priorities for school improvement. ■ Plans for school improvement demonstrate close integration with the programme for differentiated LA support and intervention. ■ Reliable and valid measures are used to monitor progress of the school improvement strategy. Evaluation of its impact is comprehensive and regular and its effect on standards and effectiveness of schools and other providers is identified. ■ The rationale for support is explicit, flexible, tailored to need and endorsed by schools and other providers. Every effort is made to coordinate partnership arrangements and expertise residing within schools. ■ The LA promotes the effective participation of all 16- and 17-year-olds in education and training and makes arrangements identify young people who are not participating. ■ The LA's definitions, arrangements, procedures and criteria for monitoring, challenge, intervention and support are clear, sharply focused, comprehensive and understood by school leaders and governors.
Monitoring, challenge, intervention and support	
<p>3. The extent to which the LA knows its schools and other providers, their performance and the standards they achieve and how effectively support is focused on areas of</p>	<ul style="list-style-type: none"> ■ Senior officers and schools make intelligent use of pertinent performance data and management information to review and/or revise strategies for school improvement. ■ The LA systematically and rigorously uses data and other information effectively to identify schools which are underperforming. It uses this information consistently to

<p>greatest need</p>	<p>channel its support to areas of greatest need, resulting in interventions and challenge that lead to improved outcomes in schools and other providers.</p> <ul style="list-style-type: none"> ■ The LA provides a comprehensive range of performance data, including data about the local performance of different pupil groups, local benchmarking and post-16 destinations comparative data. Schools and other providers have high regard for this, which is influential in helping them to identify school based performance priorities. ■ School improvement staff are well equipped to use data and to challenge and support schools.
<p>4. The effectiveness of the LA's identification of, and intervention in, underperforming schools, including the use of formal powers available to the LA</p>	<ul style="list-style-type: none"> ■ Where appropriate, the LA deploys its formal powers of intervention promptly and decisively. ■ Weaknesses are typically identified early and tackled promptly and incisively. Headteachers, staff and governors in all schools causing concern to Ofsted and the LA, and those schools requiring improvement to become good, receive well planned, co-ordinated support, differentiated according to their needs. ■ The LA engages systems leaders to support and challenge those in need and actively promotes sector led improvement. ■ Progress of schools and other providers is monitored regularly and to a planned programme. Reports to headteachers and governing bodies are fit for purpose. The work of the LA with its underperforming schools and providers results in sustained improvements in standards and provision. ■ The progress of schools causing concern is kept under continuous review by senior officers and scrutinised by elected members frequently and regularly. Robust action is taken where progress is judged to be insufficient.
<p>5. The impact of LA support and challenge over time and the rate at which schools and other providers are</p>	<ul style="list-style-type: none"> ■ Timely, differentiated intervention and coordinated strategies to support school leadership contribute to the improvement of school performance. All services recognise and actively support the autonomy of schools.

<p>improving</p>	<ul style="list-style-type: none"> ■ Support services, either provided or procured, are well coordinated and accurately focused to make a sustainable improvement to overall educational standards and performance. ■ The number of schools on the LA's own list of schools causing concern is reducing rapidly. Inequalities in the quality of education in schools and other providers in different areas of the LA are minimal and reducing. ■ The support and challenge of the LA to its providers is rigorous, sharply focused on areas of greatest need, and results in sustained improvements in standards and provision. ■ With very few exceptions, schools are either at least good or improving rapidly.
<p>6. The extent to which the LA commissions and brokers support for schools and other providers</p>	<ul style="list-style-type: none"> ■ Schools and other providers are clear about what is provided by the LA or brokered or commissioned from other sources. Support brokered (and monitored) by the LA leads to sustained improvement. ■ The LA has comprehensive knowledge of best practice within and beyond the LA that is drawn from wide sources of information and routinely shared with schools. Local networks and collaborative work between schools are well established and linked to an identified strategy, with evidence of sustained improvement. There are well developed links with partners, including further education, vocational providers and higher education.
<p>Support and challenge for leadership and management (including governance)</p>	
<p>7. The effectiveness of strategies to support highly effective leadership and management in schools and other providers</p>	<ul style="list-style-type: none"> ■ The LA provides or secures expert advice and differentiated training for headteachers, governors and middle managers. This support and training is improving the capacity of schools and other providers to develop accurate self-evaluation and secure continuous improvement. ■ The LA identifies accurately all schools that need support or intervention for leadership and management and governance, including the prompt application of statutory

	<p>powers when necessary.</p> <ul style="list-style-type: none"> ■ The LA brokers or commissions effective school-to-school or other support for leadership and management in weaker schools.
8. Support and challenge for school governance	<ul style="list-style-type: none"> ■ Where school performance and effectiveness is a cause for concern, the LA acts promptly to remedy concerns, including applying its powers of intervention, with demonstrable evidence of rapid and sustained improvement. ■ The LA has a successful strategy for managing governor recruitment and retention of high quality governors. The LA has access to experienced governors who are prepared to be deployed to, or support, governing bodies of schools causing concern or those schools not yet good. ■ Governors are deployed where they are needed and any weaknesses in governance are being acted on. ■ Training programmes for new governors and chairs are of good quality, well attended and highly valued, utilising a range of modes of delivery.
Use of resources	
9. The way the LA uses any available funding to effect improvement, including how it is focused on areas of greatest need	<ul style="list-style-type: none"> ■ Resourcing decisions are based on an accurate analysis of the needs of schools. ■ The LA undertakes regular and thorough reviews of the cost-effectiveness of any resource allocation and acts decisively and effectively on its findings. ■ The LA's budget-setting process is based on a thorough and detailed review of spending needs and is both timely and transparent. Consultation on the budget ensures that the deployment of LA resources are well understood by schools and other providers. ■ The LA rigorously monitors and challenges the sufficiency and use of resources and those delegated to schools.

Guidance for inspectors

All nine key aspects of a local authority's arrangements for supporting school improvement should be evaluated. For reporting purposes, the nine aspects have been aligned into four reporting areas, as follows:

- corporate leadership and strategic planning
- monitoring, challenge, intervention and support
- support and challenge for leadership and management (including governance)
- use of resources

As previously stated, inspectors are likely to encounter significant diversity in the way in which local authorities configure their arrangements for supporting school improvement. Professional judgement should be applied at all times when evaluating the effectiveness and impact of the arrangements on school improvement.

Inspectors should note that the framework for inspection is focused on school improvement and what the local authority does to effect improvement. It is very likely that other important services have a part to play in supporting school improvement, such as human resources, early years services, admissions and school place planning, pupil and student services for those with additional needs. Inspectors should take care to ensure that these services, where encountered, are not inspected discretely, as they fall beyond the remit of this inspection framework. However, where such services are making a significant contribution to coordinated strategies for improvement, or otherwise, reference may be made to this when evaluating the strengths and weaknesses and arriving at the overarching judgement about effectiveness.

Corporate leadership and strategic planning

Inspection must examine the impact of corporate and operational leadership and evaluate how efficiently and effectively the local authority school improvement arrangements are led and managed.

Inspectors should consider:

- the local authority's vision for better education and how strategic planning has matched the delivery of those changes
- the quality of its decision making, including the effectiveness of its consultation with schools and other parties
- the commitment of members and senior officers to school improvement
- the degree to which schools understand the strategy and the priorities for school improvement.

Monitoring, challenge, intervention and support

Inspection must examine the impact of the arrangements for monitoring, challenge, intervention and support.

Inspectors should consider:

- how effectively, or otherwise, the local authority uses pertinent data and management information to inform actions within the area
- the effectiveness and responsiveness of its monitoring of schools
- the form, nature and particularly the impact of its challenge to schools
- how swiftly, robustly and effectively the local authority has intervened, particularly in schools causing concern
- the quality of the support that the local authority has led, brokered and commissioned (and monitored) to enable schools to improve standards and outcomes for children and young people
- the use and effectiveness of formal powers of intervention
- how effectively the local authority engages systems leaders, National and Local Leaders of Education or training schools in promoting sector-led improvement
- the extent to which any significant regional variation in school performance in the local authority area has been tackled successfully.

Support and challenge for leadership and management (including governance)

Inspection must examine how effectively the local authority arrangements promote and support highly effectively leadership, management and governance in schools.

Inspectors should consider:

- the effectiveness of the local authority's support for senior and middle managers across its schools, from those graded outstanding to those in categories of concern
- the precision with which support or intervention is identified, including the prompt application of statutory powers where appropriate
- strategies for the recruitment and training of senior managers and governors
- how effectively the local authority arrangements are promoting autonomy and utilising systems and sector-led resources
- the support and challenge of the local authority for governing bodies; this should take account of the effectiveness of any brokered or in-house training aimed at improving governors' ability to challenge the senior leadership team and to interrogate and question schools on

their data and information. Lead inspectors should also take account of any training the local authority has sponsored on the use of such aspects as the School data dashboard.

Use of resources

Inspection must examine how any available funding/resources are deployed to effect improvement.

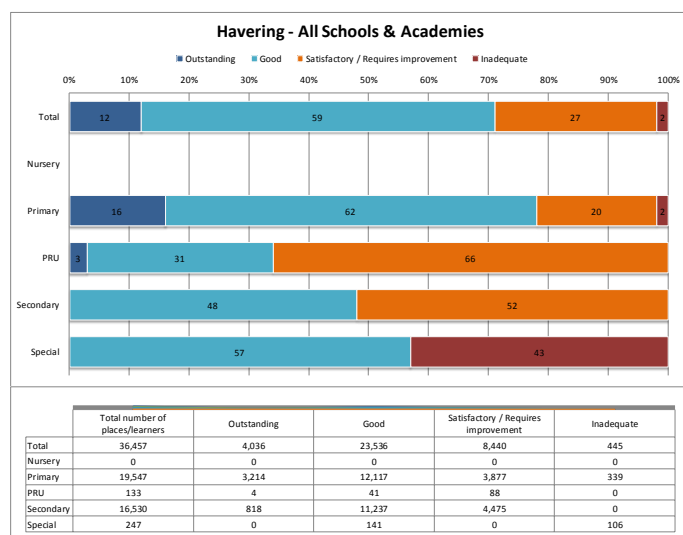
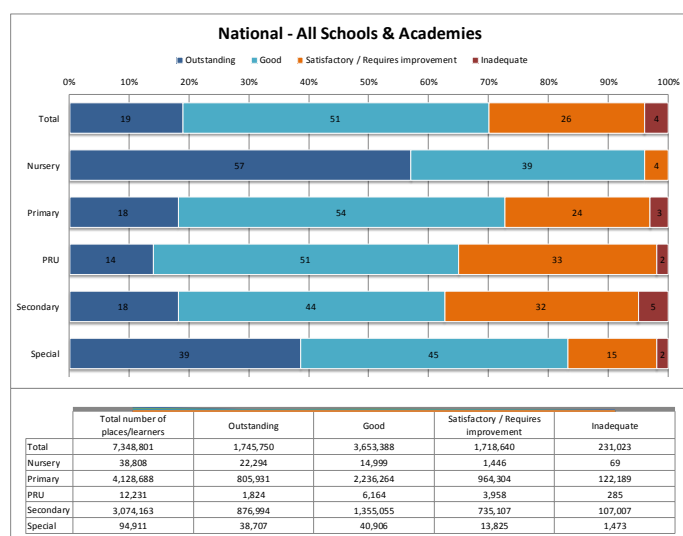
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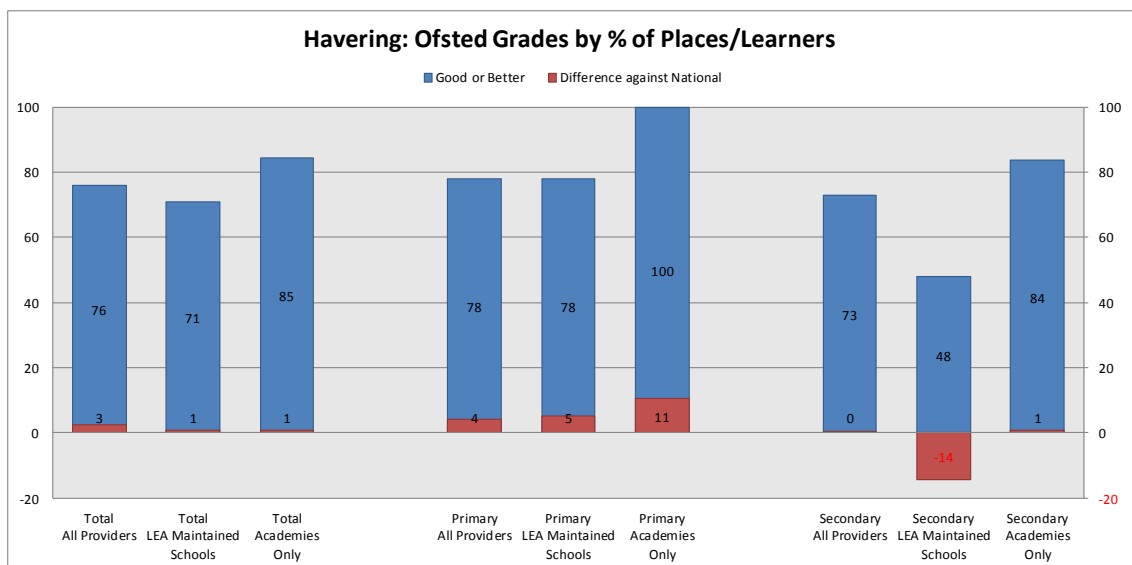
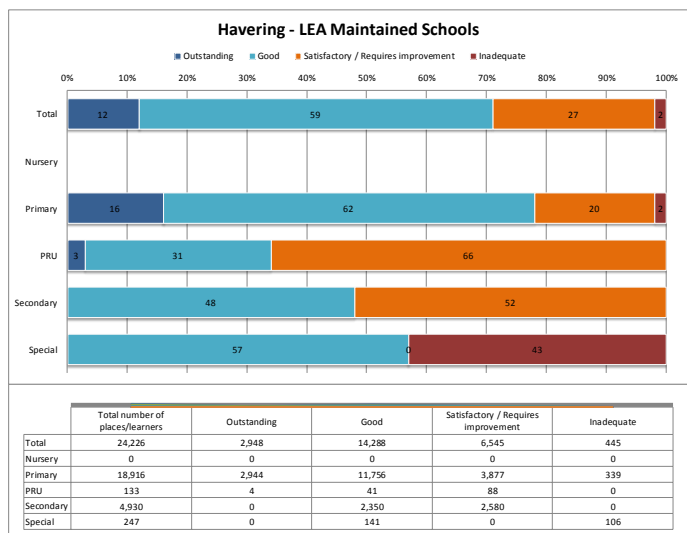
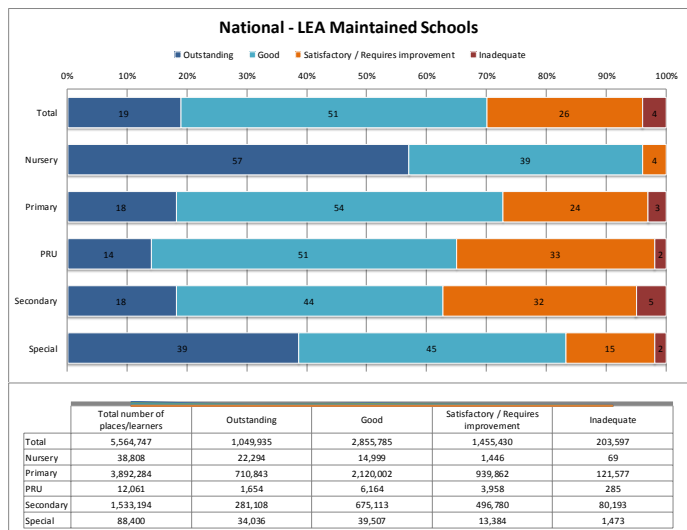
- how well the local authority has used any resources (such as staffing, local authority's training courses, funding) and their sufficiency to support schools to achieve best value for money
- how resourcing decisions are made and understood by schools
- how delegated resources to schools are monitored and challenged where appropriate.

Annex 2

The framework for the inspection of local authorities. What determines the likelihood and timing of an inspection?

1. The proportion of children who attend a good or better maintained school, pupil referral unit and/or alternative provision is lower than that found nationally





2. The average number of schools in an Ofsted formal category of concern and/or there are indicators that progress of such schools is not securing rapid improvement

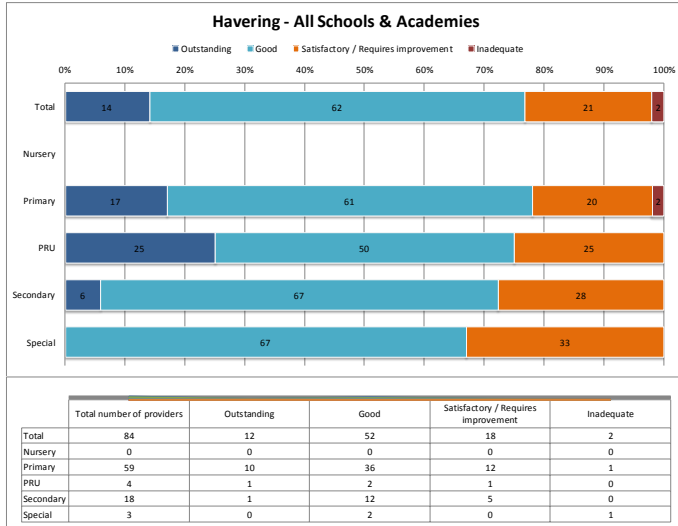
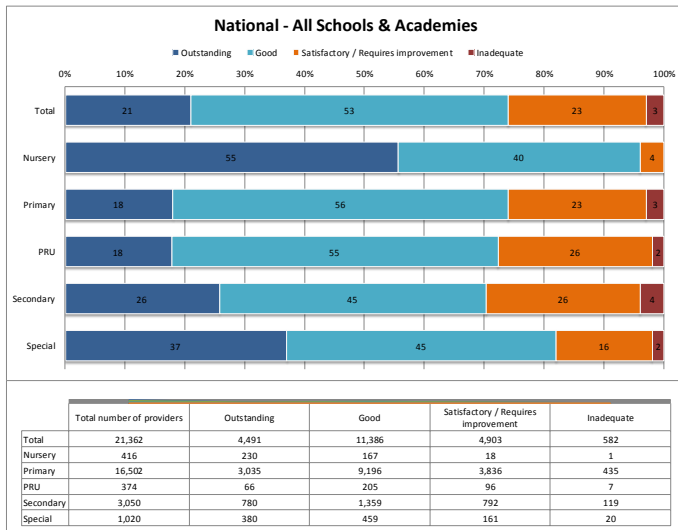
Ave. Number of Local Authority Maintained Schools in Category of Concern	Havering	National	Difference
As at: 31/12/2012	2	2.0	0
As at: 30/03/2013	1	N/A	N/A

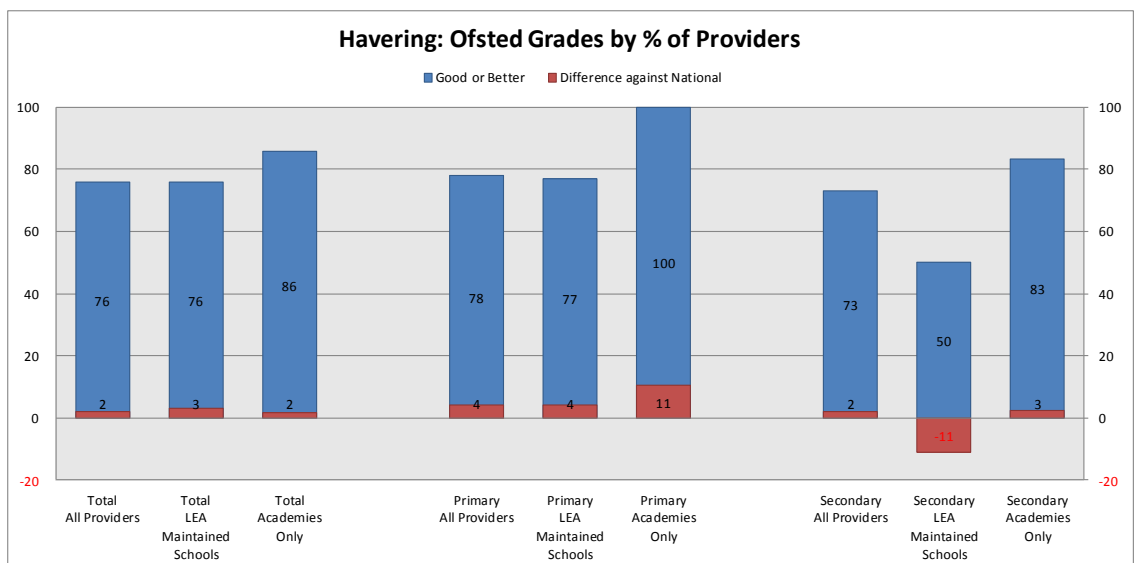
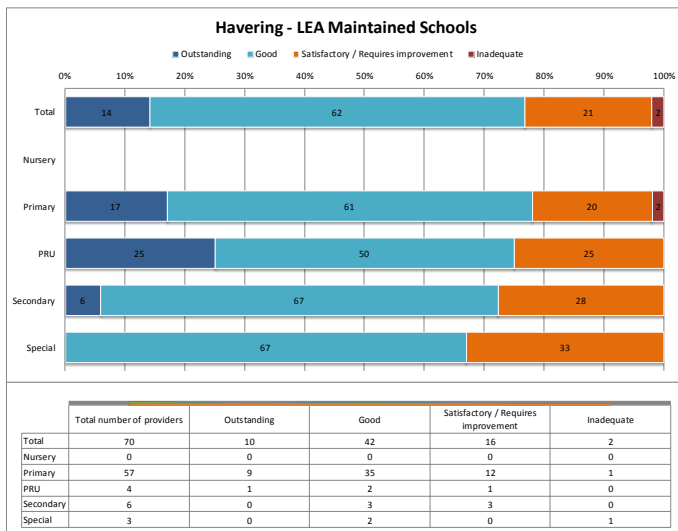
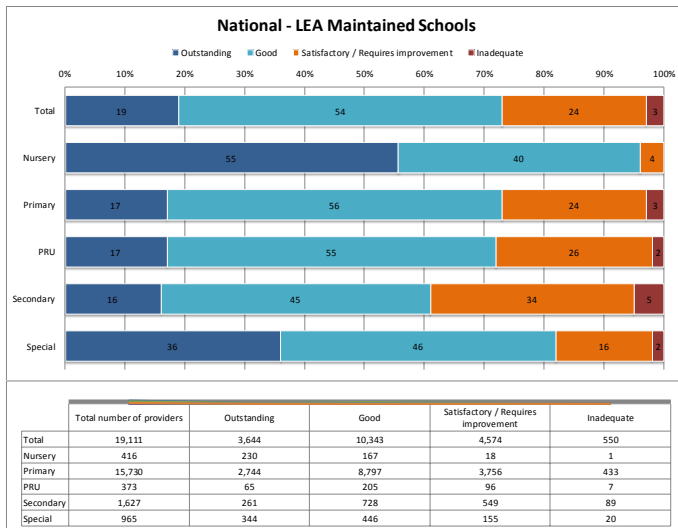
Ave. Number of Schools and Academies in Category of Concern	Havering	National	Difference
As at: 31/12/2012	2	2.5	0.5
As at: 30/03/2013	1	N/A	N/A

*Data provided by Ofsted released on a quarterly basis – last updated 31/12/2012

<http://dataview.ofsted.gov.uk/>

3. The average proportion of schools that have not been judged to be good by Ofsted.





4. Where attainment levels across the local authority are lower than that found nationally and/or where the trend of improvement is weak

KS1	L2C+	2010	2011	2012
Reading	Havering	88	89	91
	National	85	85	87
	Difference	4	4	4
Writing	Havering	85	86	88
	National	81	81	83
	Difference	4	5	5
Mathematics	Havering	93	92	94
	National	89	90	91
	Difference	3	3	3
KS2	L4+	2010	2011	2012
English	Havering	81	86	88
	National	80	81	85
	Difference	1	5	3
Mathematics	Havering	82	82	86
	National	79	80	84
	Difference	3	2	2
English & Mathematics	Havering	75	77	82
	National	73	74	79
	Difference	2	3	3
KS4 Indicators		2010	2011	2012
% achieving 5 or more A* to C (inc English and Maths)	Havering	62	64	62
	National	54	57	58
	Difference	8	7	4
% achieving 5 or more A* to C	Havering	77	80	81
	National	75	79	82
	Difference	2	1	-1
% achieving English Baccalaureate	Havering	18	19	17
	National	16	15	16
	Difference	2	4	1
KS5 Indicators		2010	2011	2012
Havering: 6th Form & Colleges				
Average point score per student (incl. equiv.)	Havering	756.6	746.5	667.4
	National	744.9	746	733.3
	Difference	11.7	0.5	-65.9
Average point score per entry (incl. equiv.)	Havering	208.3	206.5	200.4
	National	214.4	216.2	212.8
	Difference	-6.1	-9.7	-12.4

KS5 Indicators		2010	2011	2012
Having 6 th Forms Only				
Average point score per student (incl. equiv.)	Having	833.9	812.3	826.6
	National	744.9	746	733.3
	Difference	89	66.3	93.3
Average point score per entry (incl. equiv.)	Having	214.6	216.8	216.9
	National	214.4	216.2	212.8
	Difference	0.2	0.6	4.1

<http://www.education.gov.uk/schools/performance/index.html>

5. Where rates of progress, relative to starting points, are lower than that found nationally and/or where the trend of improvement is weak

Key Stage 1 to Key Stage 2 performance – expected progress		2010	2011	2012
English	Having	85	87	91
	National	82	83	89
	Difference	3	4	2
Mathematics	Having	84	83	88
	National	83	82	87
	Difference	1	1	1
Key Stage 2 to Key Stage 4 performance – expected progress		2010	2011	2012
English	Having	71	75	64
	National	71	71	67
	Difference	0	4	-3
Mathematics	Having	70	71	73
	National	64	64	68
	Difference	6	7	5

<http://www.education.gov.uk/schools/performance/index.html>

6. Where there is a higher than average proportion of NEET*

Summary Report: December 2012

	Year 12-14 Cohort	Cohort Change	Year 12-14 Un-Adjusted NEET	Year 12-14 Un-Adjusted NEET%	% Change	Year 12-14 AdjNEET	Year 12-14 AdjNEET%	% Change	Year 12-14 Unknown	Year 12-14 Unknown%	% Change	Year 12-14 In Learning	Year 12-14 In Learning %
Barking & Dagenham	7,844	↑ 95	262	3.3%	↓ -1.4%	309	4.7%	↓ -1.9%	1,410	18.0%	↑ 6.7%	6,028	76.8%
A Year Ago	7,749		368	4.7%		498	6.6%		876	11.3%		6,280	81.0%
Bexley	8,459	↓ -233	293	3.5%	↑ 1.2%	324	4.1%	↑ 0.9%	612	7.2%	↓ -1.6%	6,965	82.3%
A Year Ago	8,692		194	2.2%		279	3.2%		766	8.8%		7,284	83.8%
City of London	549	↓ -61	0	0.0%	0.0%	0		--	441	80.3%	↑ 34.3%	108	19.7%
A Year Ago	610		0	0.0%		3	0.9%		281	46.1%		329	53.9%
Greenwich	8,167	↓ -260	431	5.3%	↑ 2.6%	510	6.9%	↑ 2.1%	868	10.6%	↓ -0.8%	6,468	79.2%
A Year Ago	8,427		225	2.7%		388	4.8%		961	11.4%		7,020	83.3%
Having	8,707	↓ -101	356	4.1%	↑ 0.5%	396	4.8%	↑ 0.3%	501	5.8%	↓ -0.2%	7,025	80.7%
A Year Ago	8,808		316	3.6%		390	4.5%		521	5.9%		7,108	80.7%
Lewisham	8,749	↓ -434	210	2.4%	↑ 0.1%	236	3.3%	↓ -1.9%	1,789	20.4%	↓ -4.4%	6,657	76.1%
A Year Ago	9,183		213	2.3%		456	5.2%		2,285	24.9%		6,530	71.1%
Newham	11,404	↓ -9	473	4.1%	↑ 1.0%	562	5.3%	↑ 0.8%	1,021	9.0%	↓ -3.7%	9,663	84.7%
A Year Ago	11,413		356	3.1%		507	4.5%		1,442	12.6%		9,372	82.1%
Redbridge	10,265	↓ -4	350	3.4%	↓ -0.3%	368	3.7%	↓ -0.2%	225	2.2%	↑ 0.8%	9,246	90.1%
A Year Ago	10,269		381	3.7%		395	3.9%		146	1.4%		9,364	91.2%
Tower Hamlets	7,643	↑ 145	389	5.1%	↑ 0.6%	389	5.6%	↑ 0.7%	697	9.1%	↑ 1.5%	6,391	83.6%
A Year Ago	7,498		333	4.4%		352	4.9%		568	7.6%		6,396	85.3%

Annex 3

