



Havering

LONDON BOROUGH

Ensuring Excellence for All

An Education and Skills Delivery Strategy



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Foreword:

The Council's vision is that the London Borough of Havering will have a world-class education and training offer to support those living in the area, and to attract families considering building their lives here. This provision will build and develop the knowledge, skills and qualities in our children and young people, needed to support the local economy and wider economy in the future and ensure that the London Borough of Havering is dynamic, ambitious, prosperous - the very best place to grow up, live and work

This strategy document outlines our ambition and journey towards excellent education and training provision in Havering in our early years settings, schools, the Pupil Referral Service (PRS) and in post-16 provision. It sets out our aspirations for all children and young people in the area. Within it is a core set of values, policies and principles which define our shared responsibility for educational improvement and excellence. These are already implicit in the very strong partnerships that already exist between the Council, early years settings, maintained schools, academies, post 16 providers, and other key partners with whom we work.

The Council wants the best for the children and families in Havering who are the lifeblood of our community. We acknowledge that there is a very close relationship between the strength of our education provision - regardless of governance - the economic wellbeing of the area, and the way Havering is perceived by those around us - across London, and more widely. We are ambitious for the communities we serve, and want to ensure we remain the location of choice where families want to live because of the very high quality of life and education provision available to them.

The foundations for our ambition are built upon three related concepts:

1. **Equity** - **every** child and young person deserves to thrive regardless of their starting point
2. **Excellence** - excellent provision in teaching and learning to help **every** child and young person to make excellent progress
3. **Entitlement** - it is **every** child's entitlement to be safe and happy in well-led education provisions, supporting the development of the whole child to become a well-equipped and confident citizen of tomorrow

As the Leader of the Council, I wish to confirm our commitment to the development of excellent provision in the London Borough of Havering as outlined in this strategy and stress the opportunities provided to us all by the renewed national focus on educational improvement.

Councillor Michael White, Leader of the Council

Introduction

Across all phases of education, there has never been a time when they have been under greater pressure to succeed both because of the increasing demands of the communities they serve, and because for young people to thrive in an increasingly competitive global economy, they need to perform to their very best and have access to the best education, training and skill development that can be provided. Nor has there been a time where settings, schools and colleges in particular, with Local Authorities, find themselves under the spotlight of attention from OFSTED in quite the same way.

Clearly, all education provisions should be at least “good” to meet the needs of the children and young people they serve. We also want to ensure that schools are free to make the choices about their status and governance arrangements, not have those defined by an external agency as happens when a school is deemed to be failing. To make that a reality all provision needs to become good – and to be moving towards outstanding.

All providers must accept that it is their responsibility to ensure that they are working energetically and purposefully to become the very best they can be, independently of the local authority. Increasingly the role of the authority is to support all schools and other education providers strategically in establishing the conditions where they can sustain an OFSTED judgement of ‘good’ or better without help from outside, and move rapidly towards outstanding.

At a time where an education provision is identified as “requiring improvement” there needs to be a clear plan established and support identified to make “rapid progress” against the areas for improvement defined on inspection. The journey to being judged good needs to be rapid, in order for providers to support good progress for all children and to retain their autonomy. We must use the skills and resources of our good and outstanding provision, and our good and outstanding leaders to support that journey.

What has become increasingly clear is that even provisions judged to be outstanding struggle to maintain that “gold standard” if they do not continue to benchmark their practice against external standards of performance.

Vision

This delivery strategy document outlines the key quality indicators required of those with a responsibility to provide education and training opportunities (the 'providers') to all the children and young people in our Borough, and to ensure that they reach their full potential the best possible outcomes.

In the London Borough of Havering we have the same expectations for every child and young person to make good progress in their learning, to achieve well and to have the best opportunities for an independent economic, personal, cultural and social life as they become young adults.

Every child and young person will go to good or outstanding education provision, have access to the best teaching, and benefit from settings and schools and other providers working in partnership with each other to share the best practice as they continue to improve. To create a cultural, economic and physical environment that stimulates children and young people to open their minds to the full range of opportunities that are available to them. Our strategic priorities in the London Borough of Havering are to ensure all pupils meet their full potential, to shape education and skills provision around the needs of our economy and our partners in the sub region and beyond; at the same time we must continue to improve services for the most vulnerable young people.

Our Ambition:

Central to our ambition is the desire to create the conditions in which pupils experience the best learning and teaching, and where pupils' moral and intellectual development and confidence can flourish, where they can reach their full potential. We want every young person to benefit from a broad range of pathways to further learning and employment, for their own achievement and for the success of the London Borough of Havering and wider London economy.

We will do this by focusing relentlessly on improving standards and the quality of education provision so that excellence is promoted across the system. We will ensure children and young people continue to get a good start in life, by working alongside all the agencies who work with very young children and their families, particularly health practitioners and those providing services through our Early Help Services especially our Children's Centres, so that we promote the highest quality early learning and childcare in the Foundation Stage.

We will grow and commission provision, wherever possible, that is, or will, become rapidly good provision through our Commissioning School Places Strategy. We will encourage Free School providers where we need additional places, that have a track record of excellence to become part of our family of schools in Havering.

We will work tirelessly to ensure every child can go to a good school where they make good progress and can have “fair access” to school provision and we will ensure every young person to age 18 (and up to 25 for those young people with an Education Health and Care Plan) is engaged in purposeful education and training, and they are well prepared for skilled employment and higher learning.

We will achieve this by learning from and spreading the influence of the best practice, whether locally, nationally or internationally and through working in partnership across all types of school and phases of education and learning and with partners across the business sectors, further and higher education, local government, health, social care, the arts and cultural sector, the voluntary and community sectors, and especially with parents, carers, local communities and the children and young people themselves.

We will support the best education providers and the best leaders to lead the system and drive improvement across all schools, settings, education and training providers, supporting and challenging each other in how we achieve our goals, so that we are able to transform outcomes for all of our children and young people. We will promote innovation and creativity in teaching and learning and the curriculum, so that the London Borough of Havering achieves a world class education system, greater social mobility and reverses the national trends of under performance for vulnerable and disadvantaged groups which hold back progress in our economy and our society.

We see learning as a lifelong process in which learners should always be able to progress to the next stage of their lives, with the necessary foundations for success, to develop their skills, training and qualifications both in and out of work and in informal and formal learning situations. We will give particular priority to improving the skills and employability of 14 – 24 year olds, so that they make a good start to adult life and they are able to fully participate and contribute in the local, national and international community.

We are aware of the challenges posed and the issues related to lower funding, we are currently the second lowest funded local authority in London but we must not use these as excuses. Our young people and their families deserve the very best we can provide in our rapidly changing community.

The world is changing fast, expectations are rising rapidly and a more diverse education system is developing quickly. The UK has to achieve a more educated and skilled workforce and cannot afford to lose the potential of so many young people who, if they are not educated well enough, will lead less productive and satisfying lives. The economic and social cost of educational failure is immense. In this mix the role of the local authority is changing to be more ambitious, focused and strategic in bringing about educational transformation for children of the London Borough of Havering by being a strong and influential partner with schools and other providers.

To support this vision our ambition is:

- For all educational provisions to be judged 'good' or better by OFSTED by 2016 - *every child deserves this*
- That our best education providers, their leaders and educators are used to provide support to all provisions to improve- *Good and outstanding schools, colleges and settings helping all to succeed*
- For "all schools to be free to make their own choices" in terms of becoming an academy or remaining a maintained school. *Supporting providers to become self-improving institutions*
- That all children and young people will be able to access their preferred route to success in a system that values a collaborative approach. We will do this by developing skills provision across the schools, colleges and other providers in the Local Authority and beyond - developing both academic and vocational routes to excellence- *the local economy, and demands on the local workforce require this. Ensuring young people are well placed to access successfully local and regional employment opportunities*
- For every child to make good or better progress from whatever their starting point - *barriers to achievement will be broken down, whether they are linked to individual needs or the context of the community, children and young people are supported to succeed, not challenged into failure*
- That high quality early years and pre-school support will give children the very best start ensuring they are prepared for school-life and confident and eager to learn. *The best possible start as the key entitlement for all children*
- That all education providers will be supported and challenged to improve in line with their progress on the journey to excellence- *We will celebrate the successes –which are numerous - of an education system which produces good results, supports a high proportion of young people making a successful next step in their lives and has a very low number of young people who are not in employment education or training.*

To achieve this, we require all education provisions to:

- Improve to a 'good' or 'outstanding' judgement by Ofsted within 2 years of a 'Requires Improvement' (or worse) judgement
- Tackle the inequality of disadvantage, by working to narrow the performance gap for pupils entitled to free school meals (FSM), Looked After children and pupils with special educational needs (SEN) through early help and support
- Ensure that the most able children and young people are challenged to thrive and attain at the very highest possible level
- Minimise in-school and school-to-school and setting by setting variability by maximising progress, and addressing inconsistency across the authority.

How Will We Get There?

New ways of working are the key to success in a more diverse educational landscape, with many different providers across the early years, schools and post 16 skills and employment sectors. This landscape requires us to drive change through strategic influence, highly effective partnership arrangements and networks in which there can be pooled effort and shared priorities, to achieve better outcomes, to increase capacity in the system and to create more innovative solutions at a time of reducing levels of resource. More successful delivery in the London Borough of Havering will see the emergence of strengthened structures for joint working and partnership. Our partnership working is based on the following beliefs and principles:

- Education improvement happens in settings, schools and post 16 provision – local authority Quality Assurance Officers are there to support this
- Leaders, Principals and Headteachers have to become increasingly the system leaders for the local area
- Governors play a vital role in leading improvement
- The role of the local authority is to ensure the conditions are created whereby leaders are able to lead and teachers are able to teach without the distractions of excessive bureaucracy and interference
- The creation of excellent provision regardless of phase is a collaborative activity with a triangular relationship, between all education providers and the local authority and the parents
- The current “Teaching School” and any future Teaching Schools, our National Leaders of Education (NLE), Local Leaders of Education (LLEs) and excellent local college providers through our School Improvement Alliance (Support for schools by schools programme), is at the heart of the improvement process
- A range of collaborative models is central to our strategy for change. Collaboration is the only way to deliver the full range of positive outcomes for all children and young people. Collaboration needs to take place across the full range of Children’s Trust partners
- Early Help and support to remove barriers to learning and success is key to enable all children and young people to succeed and maximise their potential
- Development of community budgets and place based working and commissioning to pool and target resources to support and help to meet local needs more effectively
- To ensure that the “collaborative dividend” delivers higher standards, a wider range of opportunities and better value for money, with education at the heart of community sustainability, we need to make sure that the workforce is empowered and skilled enough to reap the rewards
- High quality impartial, independent advice and guidance is crucial to ensure that the best pathway to economic independence and prosperity is identified

- Continuing professional development (CPD) is a fundamental right of all members of the children's and young people's workforce and it must be relevant and close to practice to make an impact on outcomes for children and young people
- Where providers fail to deliver adequate standards, local authority intervention needs to be early and decisive, working alongside our good and outstanding education providers and their provisions to bring about rapid change
- High quality performance data is always used to identify and learn from rapidly improving trends
- There should be a focus on improvement and innovation in teaching and learning so that satisfactory teaching improves to good very quickly
- Encourage peer led creativity and innovation in schools
- Support system wide innovation and experimentation, especially in the design of the curriculum, the development of new provision and better models of support for vulnerable learners
- Develop and support system leaders to lead and support change beyond their own schools including the development of a School Improvement Alliance (Support for Schools by Schools Programme), school partnerships and hard and soft federation models

In order to bring about the improvements we are all committed to we will put most of our effort into doing the following priorities:

- Strengthen our partnership relationship with all schools and other providers, based on collaboration and shared effort, to build greater capacity in the system (see Annex B).
- Focus relentlessly on raising educational standards and support and challenge lower performing schools and other providers to improve quickly
- Support greater choice for parents and families by ensuring that there is a sufficient and diverse supply of places in strong schools and quality early years settings
- Make the most effective and efficient use of the available resources to support improved outcomes
- Ensure we provide an effective strategic commissioning and oversight role which builds capacity for improvement and brokers the best arrangements for longer term sustainable success
- Support vulnerable pupils, including those in receipt of FSM, looked after children and pupils with special educational needs and disabilities, so that they achieve well and make good progress; working closely with all Children's Social Care teams and other key partners. Develop provision within the special education system for learning opportunities post 16 and up to the age of 25, working closely with colleagues in Adult Social Care.
- Develop the provision of more high quality locally based solutions for children with special and additional needs so that they remain local, can be supported more effectively and represent better value for money, fully implementing the revised SEN practices enshrined within the Children and Families Bill

- Ensure every child has fair access to high quality education provision
- Deliver an effective school improvement strategy
- Provide effective, value for money, quality traded services for schools
- Promote and champion an education, training and skills system that delivers a range of options and pathways for all young people into higher levels of learning or employment to age 24
- Promote and champion educational excellence through our role as 'Education Champions' and provide vision and drive for a world-class system (see Annex C).

How We Will Measure Our Success

- Provision and outcomes for all children and young people improves significantly to be in the top performing quintile for all measures against national and statistical neighbours (see Annex A)
- Education leaders will lead the system through the already established Education Strategic Partnership (ESP) and School Improvement Alliance (Support for Schools by Schools Board), and a newly established Traded Services Review Board (TSRB) with a strong and purposeful working relationships with the Children's Trust Board to deliver the best opportunities and outcomes for children and young people
- The majority of schools and academies will procure high quality services through Havering Education Traded Services and its local brokerage service
- Havering's School Improvement Alliance (Support for Schools by Schools Programme Board) will deliver a school improvement model based on strong school collaborations and the development of effective school to school support
- Our key strategic partnerships with health, the voluntary sector and training providers to maximise effort and increase our capacity to transform early learning, education in schools, and post 16 learning and training so that it is truly excellent.

This Strategy is closely linked to a number of well established policies and other strategy documents which have been developed in partnership. These include:

Special Educational Needs Strategy for Change
 Prevention and Intervention Strategy
 Commissioning School Places Strategy
 Inclusion and Fair Access Protocol
 Early Years Commissioning Strategy
 Raising the Participation and NEET Strategy
 School Improvement Strategy.

There are a number of new developments which are currently being finalised and/or updated that are also relevant. These include:

Early Help Strategy
 Post 16 SEN Strategy.

Annex A

Targets and Priorities

Following discussion with headteachers and other partners at a range of meetings we have a shared ambition to achieve the following improvements by 2016.

Where Are We Now?	Our Future
Ofsted <ul style="list-style-type: none"> • A mixed economy of early years and school college provision ranging from outstanding and good provision to a small amount of underperforming provision, i.e. provision that is 'Satisfactory', or 'Requires Improvement' or below. • 	Ofsted <ul style="list-style-type: none"> • No Havering school or setting will be in an Ofsted category.
Early Years <ul style="list-style-type: none"> • Mostly good or better provision in early years settings • Outcomes for children at the end of the Foundation Stage are above average. However, as the community of Havering goes through rapid changes, maintaining this position is increasingly challenging. 	Early Years <ul style="list-style-type: none"> • To improve to match national at 77% of good or better provision.
Early Help <ul style="list-style-type: none"> • Ensuring that the most disadvantaged children and their families receive the targeted early support through an Early Help Strategy they require in order to prevent escalation of potential problems and children are eager and able to learn well when they start school. 	Early Help <ul style="list-style-type: none"> • To increase by 5% of families receiving Early Help as recorded by FIS and Children's Centres.
Primary <ul style="list-style-type: none"> • 79% of our schools are good or better; however this is fewer than in similar statistical areas and only 1% above the national average (DataView: 30/06/2013) • Only 17% of primary schools are outstanding. • 7% improvement since August 2010 in the overall effectiveness of primary schools. 	Primary Outcomes <ul style="list-style-type: none"> • % of schools that are good or better be well above statistical neighbours 83%. • % of outstanding primary schools increase year by year to be well above national at 23%. • KS1 standards continue to be in line with top 15% of LAs currently .

<ul style="list-style-type: none"> • LAC performance remains too low. • In 2013 Key Stage 2 79% of pupils achieving Level 4 in reading, writing and maths which is 4% above National and improved from 32nd to 22nd of 152 local authorities (Top 15%) and 3rd amongst our statistical neighbours. Performance gap for FSM was 23%, 4% higher than National, with FSM at 59% and Non-FSM 82% respectively. 	<ul style="list-style-type: none"> • KS2 standards and progress continue to be in line with top 15% LAs. • Performance gap for FSM narrows to equal our statistical neighbours. • Performance gap for LAC narrows to equal our statistical neighbours.
<p>Secondary</p> <ul style="list-style-type: none"> • Overall effectiveness of schools has steadily improved from 59% in 2010 to 73% in 2013 are good or better. However, we are only 85th out of 152 authorities. (dataview: 30/06/2013). • 27.8% of secondary education is 'Satisfactory' or 'Requires Improvement', which is better than national average of 28.2%. However it currently has no inadequate schools (National 4.4%). • Only 2 Secondary schools are outstanding. • Key Stage 4 standards, as measured by 5+A-C dipped in 2013 to 79%, and now are below statistical neighbours 84% and below the national average 81%. (DfE 2013 provisional release) • 63.3% of pupils gained 5+A-C GCSE' including English and maths, the first year since 2009 the difference between Havering and compared with National has increased. • However, only 35.8% of pupils on free school meals attained five good GCSEs, including English and mathematics in 2013, compared to 37.7% nationally. (EPAS data,DfE not available) • 71.8% of pupils made expected progress in English (70.1% Nat). • 73.6% of pupils made expected progress in maths (70.6% Nat). 	<p>Secondary Outcomes</p> <ul style="list-style-type: none"> • % of schools that are good or better, be well above statistical national at 76%. • % of outstanding secondary schools increase year by year to 22%. • KS4 standards and progress to improve to be in line with top 20% of LAs (or our statistical neighbours). • Performance gap for FSM narrows to equal our statistical neighbours. • Performance gap for LAC narrows to equal our statistical neighbours.
<p>SEN</p> <ul style="list-style-type: none"> • Special education is strength. • The range of specialist provision in the London Borough of Havering has increased, so that more children with complex needs are able to access local, specialised provision, rather than having to attend external placements. • New Additionally Resourced Provision have opened within the last few years to cater for young people on the autism spectrum and with behaviour, emotional and social difficulties. 	<p>SEN</p> <ul style="list-style-type: none"> • Further additional resource provision is developed as the needs of the SEN population changes over time. • Performance of children on SA, SA Plus and statements continue to improve by 3% per year from 2013 performance. • Special schools continue to be judged as good or better by Ofsted.

- There are proposals to develop new post 16 SEN provision to enhance the opportunities that already exist to enable young people with special needs to lead increasingly independent lives.
- All Havering special schools are rated by OFSTED good.

PRUS

- 4 Pupil Referral Units in the London Borough of Havering have recently merged into the Pupil Referral Service.
- Four previous provisions were graded 1, 2, 2, and 3 for the James Oglethorpe PRU, KS3, the Tuition Service and the KS4 PRU respectively.
- Work is beginning to create a full Pupil Referral Service fit for purpose to review our PRS provision to improve outcomes for the children and young people, expanding the curriculum offer, whilst driving costs down.
- More flexible provision, fewer exclusions, better support for reintegration into mainstream schools and improved outcomes for the pupils aged 14-16 who follow alternative curriculum pathways by attending college or work based learning providers.
- Fixed and permanent exclusion rates are lower than those nationally and in our statistical neighbours. We are ambitious to become a “non-excluding” borough so these figures remain too high.
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PRUS

- PRUS achieve a good judgement by Ofsted at its next inspection.
- Exclusions, fixed term and permanent exclusions reduce further to zero, so Havering becomes a non-excluding authority.

School Attendance:

- Primary school attendance 95.4%. This is worse than statistical neighbours and the national average.
- Secondary attendance 94.4%. This is better than statistical neighbours and the national average.

School Attendance:

- Primary attendance continues to be in line with statistical neighbours 95%.
- Persistent absence continue to be in line with statistical neighbours.
- Secondary attendance remains above statistical neighbours.
- Secondary persistent absence remains above statistical neighbours.

Post 16

- Increasing number of 14-16 year olds who undertake vocational courses, helping many young people to move into a traineeship or apprenticeship.
- NEET performance is strong and our NEET strategy and close partnership working is continuing to support our most vulnerable young people.
- Proportion of 16 year olds recorded in education and training (June 2013) at 95.4%, compared to 92.9% in London and 91.8% in England.
- Proportion of 17 year olds recorded in education and training (June 2013) at 86.3%, compared to 89.8% in London and 85.2% in England.
- Havering Sixth Form College, currently graded as 'Satisfactory, is working hard to move back to a judgement of good at its next inspection.
- The percentage of young people achieving 3 or more A levels at A*-E is 57%, compared to the national average of 55.5%.
- The average point score per A level student is 740.8, compared to the national figure of 754.5.
- 55 percent went to a Higher Education Institution, compared to 56 percent in London and 48 percent nationally.
- Zero percent went to the University of Oxford or Cambridge, which compares to 1 percent in London and in England. Six percent studied at another Russell Group University, which compares to 8 percent in London and the national averages.
- A very small percentage of NEETs at 5.0% (July 2013) against a London percentage of 5% and a national percentage of 6.6%, with schools and colleges working hard across Havering to prepare their students well for the world of work. However in the current economic climate there is a challenge to be faced to keep youth unemployment to a minimum.

Post 16

- School sixth form provision and Havering College of FE is rated by OFSTED as good or better.
- Post-16 performance improves to be in line with national averages.
- NEET continues to be below national and London percentages.
- Participation in education and training at 16 and 17 to be above London and England percentages.

Annex B

Wider Partnership Working

1. For many children and young people, early years settings, schools and colleges are the public services that they benefit from most. It is where they spend much of their time and come into contact with adults not in their own families. This places significant responsibilities on those providers to play their role in ensuring that children and young people are kept safe from harm, and benefit from a good education. These responsibilities are enshrined in legislation; the authority has a duty to promote high standards, ensure fair access and the fulfilment of learning potential and all providers have a duty to safeguard their students and to cooperate with the local authority and other public agencies in keeping all children and young people safe as well as promoting their health, emotional and educational wellbeing.
 - 1.1. This role and the associated responsibilities of all local authorities as “Education Champions” have been helpfully clarified in the 2011 Education Act (see Annex C). These are set out here. Local Authorities must ensure that:
 - **high quality provision** is available for all children and young people, by the commissioning of places for children between the ages of 2-5, ie Early Years provision, Schools (5-19), and for those children and young people with special (up to 25) or additional needs or who have been excluded from school;
 - there is **equity of provision** by ensuring strong and robust challenge and early intervention where an individual child, groups of pupils or educational providers performance falls below national expectations, there is unfair practice leading to inequality, schools are in financial difficulty or there is unfair or unsafe practice taking place or early signs of failure in the provision;
 - there is **strong partnership working** with all agencies that ensure the wellbeing of all children and young people, irrespective of their needs or the governance arrangements of the provision.
2. The core principle of a shared commitment to improve the lives of children, young people and families – enshrined in Section 136 Education and Inspections Act 1996, Section 10 Children Act 2004, ‘duty to co-operate’ and the Education Act 2011; remains as important as ever and the focal point for decision-making about local children and young people clearly should be shaped by local considerations. In Havering there remains a commitment to retain The Children’s Trust and the Children and

Young People's Plan with the Trust's primary responsibility for partnership working. This responsibility is shared also through the Education Strategic Partnership (ESP) which is a key platform for partnership working too. However, in addition to ESP and the Children's Trust, the introduction of the new Health and Wellbeing Boards across local authorities has provided a new opportunity to review the way we work together to ensure the long term wellbeing for all children and young people, along with the development of other Children and Young People's Commissioning and Partnership Boards that are being developed.

3. In Havering, the priorities for our Health and Wellbeing Board are:

- prevention, keeping people healthy, early identification, early intervention and improving wellbeing;
- better integrated support for people most at risk;
- quality of services and patient experience.

A number of these priorities focus on children and young people, and the Health and Wellbeing Board will be considering the services that need to be commissioned to improve outcomes for this group in our community, particularly for those with Additional Needs, eg Mental Health and Special Needs, such as Therapies.

Education Strategic Partnership

A review of the roles, responsibilities, and remit of the Education Strategic Partnership has recently been undertaken with a refreshed governance structure, based on discussions with headteachers, now set in place. The Education Strategic Partnership now reporting more formally into the Children's Trust and with a ESP linked committee structure that enables headteachers to fully participate in all key LA decision making processes that affect children and young people. See Page 23

The Role of the Education Strategic Partnership is:

- To strengthen commissioning and policy decision making in relation to all 0-25 Education Provision including for Special Schools and the Pupil Referral Service through an increased knowledge and understanding of "grass roots" working; informing key decision making and providing evidence to monitor the impact of activities carried out; and as a key consultative group for Education policy and practice within the authority.

- The main communication forum for decisions made by LA and other groups, Partnerships and Boards as well as a forum where by the views and issues from education providers/groups can be raised.
- A key influencing group as decisions are being made that impact on children and young people and education providers.
- To make recommendations about policy, or to confirm and share with partners the agreement of a new policy/direction of travel.

Its responsibilities are:

- To consult with key stakeholders before and after each meeting so that there can be “true” representation and hence effective decision making.
- To ensure issues/concerns/feedback from all education providers are brought to the meetings.
- To be advocates wherever possible, and information sharers at all times, to other education colleagues.

Representation (2 per category)

- Early Years Reference Group (Early Years providers), Primary, and Secondary Schools clusters/partnerships, Colleges, Independent Sector, Special Schools. (There is cross representation with LSCB, IFAP, SFF, School Improvement Alliance(Support for Schools by Schools Management Group, Traded Service Review Board via a wider termly all partners meeting)

Traded Services Review Board

The role of the Traded Services Review Board, broadly defined, is to support the development of the Local Authority’s traded services to schools. The board will act as a key consultative and advisory entity in ensuring that in-house services comply with established protocols and guidelines/policies such as quality standards and key performance indicators, fees and charging policy, complaint and communication management guidelines.

The Role of the Board is to:

- Support the development of the Local Authority's traded offers through knowledge sharing about school needs and market opportunities.
- Monitor compliance with quality standards and key performance indicators based on evidence from research, surveys and complaints.
- Monitor and inform on the impact/outcomes of activities carried out by in-house service teams.
- Contribute to and monitor the implementation of the Traded Services Development Plan
- Recommend modifications to procedures, guidelines and policies, or to confirm and share with partners and colleagues the agreement of a new policy/direction of travel.
- Act as informed advocates for the Local Authority's traded services in and out-of borough wherever possible, and information sharers at all times, to other education colleagues.

Its responsibilities are:

- To consult with key stakeholders before and after each meeting so that there can be "true" representation and hence focused and meaningful deliberation.
- To ensure issues/concerns/feedback from all education providers are brought to the meetings.
- Provide feedback on compliance with the terms set out in the service level agreements for maintained schools and contract for professional services for academies.
- Audit and/monitor adherence to LBH and Havering Education Services policies and procedures
- To gather and share market intelligence e.g. school needs, gaps in service provision and buying trends
- To review traded services activities, operational procedures, protocols and guidelines

Representation (2 per category)

Primary, and Secondary Schools clusters/partnerships, Colleges, Independent Sector, Special Schools.

School Improvement Alliance

The role of the School Improvement Alliance is:

- To improve outcomes for all children and young people educated in Havering, particularly the most vulnerable, by putting schools at the heart of our improvement process.
- To collect, collate and share good practice across the community of schools.
- To develop and support systems leaders to lead and support change beyond their own schools.
- To build and strengthen partnership working across the family of schools in the authority.

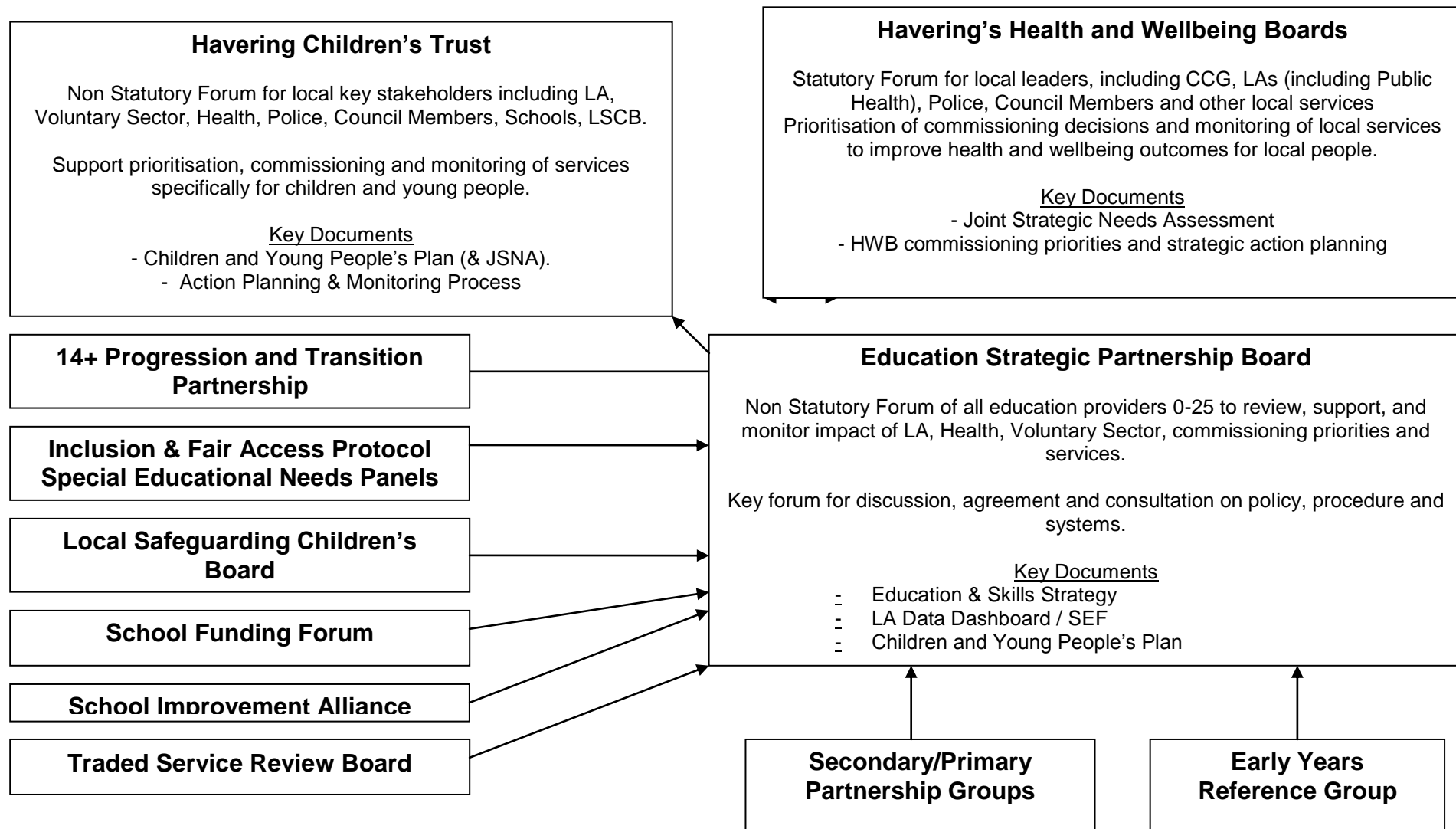
Its responsibilities are:

- To consider the strengths and areas for development across schools in Havering, both at LA and individual school level.
- To prioritise areas needing development across the authority and in particular schools.
- To support the allocation of resources, both financial or personnel from across the Havering community and Hsis.
- To agree and then monitor the outcome of support provided through this process.
- To agree the criteria and processes for identifying high quality support for aspects of individual schools needing support.

Representation:

- Teaching School(s), NLE, LLE, Local Leaders for School Improvement, Hsis, Representatives from the primary and secondary school partnerships/groups.

Delivery plans are being set out in the Children and Young People's Plan, Learning and Achievement Service Plan and a variety of strategies targeted at particular vulnerable groups eg Raising the Participation Age and Post 16 Strategy. These are set out in Annex 2.



Annex C “Education Champions”- our statutory role

Strategic Vision for the authority	Strategy Documentation	Data Sets / Tools
	Education, Learning and Skills Strategy	LA data Dashboard
<p><u>Vulnerable Children and Young People</u></p> <p>Local authorities should work with partners to promote prevention and early intervention and offer early help so that emerging problems are dealt with before they become more serious. This will help to improve educational attainment, narrow the gaps for the most disadvantaged and promote the wider wellbeing of children and young people, including at key transition points.</p> <p>More specifically, councils must:</p> <ul style="list-style-type: none"> act as effective and caring corporate parents for looked after children, with key roles in improving their educational attainment, providing stable and high quality placements and proper planning for when they leave care; ensure that disabled children and those with special educational needs (SEN) can access high quality provision that meets their needs and fund provision for children with statements of SEN; must ensure arrangements are in place for alternative provision for children outside 	<p>Early Help Strategy</p> <p>Special Educational Needs Strategy for Change</p> <p>Early Intervention – Attendance and Exclusions Home Education Policy</p>	<p>LAC Performance Data</p> <ul style="list-style-type: none"> - Attainment - Progress - Attendance - Exclusions - Placement Stability <p>SEN</p> <ul style="list-style-type: none"> - Attainment - Progress - Attendance - Exclusions <p>PRS Performance Data</p> <ul style="list-style-type: none"> - Attainment

<p>mainstream education or missing education (eg due to permanent exclusion or illness) to receive suitable full-time education;</p> <ul style="list-style-type: none"> ensure there is coherent planning between all agencies providing services for children involved in the youth justice system (including those leaving custody), secure the provision of education for young people in custody and ensure that safeguarding responsibilities are effectively carried out; understand local need and secure provision of services taking account of the benefits of prevention and early intervention and the importance of co-operating with other agencies to offer early help to children, young people and families. 	<p>Prevention and Intervention Strategy</p>	<ul style="list-style-type: none"> - Progress - Attendance - Exclusions <p>School Exclusion Data</p> <ul style="list-style-type: none"> - Permanent - Fixed Term Exclusions <p>YOT Outcome Data</p> <p>Early Help Performance Data</p> <p>MASH Performance Data</p>
<p><u>Fair Access to Services</u></p> <p>Local authorities should promote the interests of children, young people, parents and families and work with local communities to stimulate and support a diversity of school, early years and 16-19 provision that meets local needs. More specifically, they must:</p> <ul style="list-style-type: none"> ensure fair access to all schools for every child in accordance with the statutory School Admissions and School Admissions Appeal Codes and ensure appropriate information is provided to parents; must ensure provision for suitable home to school transport arrangements; 	<p>Schools Commissioning Strategy</p> <p>Inclusion and Fair Access Protocol (IFAP)</p> <p>School Transport Policy</p>	<p>Admissions</p> <ul style="list-style-type: none"> - Place Planning Data - Percentage of pupils in first choice provision <p>IFAP Performance Measures</p> <p>Percentage of good or better schools including newly commissioned provisions</p>

<p>of the Early Years Foundation Stage (as outlined in the EYFS Statutory Framework);</p> <ul style="list-style-type: none"> • establish a schools forum for their area, maintain a scheme for financing maintained schools and provide financial information; • undertake specified responsibilities in relation to staffing and governance of maintained schools. 	<p>School Finance Scheme</p> <p>Education HR Policies & Procedures</p>	<p>Percentage of schools with deficit/surplus budgets</p> <p>Percentage of schools meeting financial management standards</p> <p>Percentage of schools judged with effective governance by Ofsted</p> <p>Percentage of schools with full LA governor's representation</p>
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