



CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE AGENDA

7.30 pm

Thursday
26 January 2012

Town Hall

Members 14: Quorum 6

COUNCILLORS:

Sandra Binion (Chairman)
Gillian Ford (Vice-Chair)
Dennis Bull

Nic Dodin
Robby Misir
Pat Murray

Billy Taylor
Frederick Thompson
Linda Trew

CO-OPTED MEMBERS:

**Statutory Members
representing the Churches**

Phillip Grundy, Church of
England
Jack How, Roman Catholic
Church

**Statutory Members
representing parent
governors**

Julie Lamb, Special Schools
Anne Ling, Primary Schools
Garry Dennis, Secondary
Schools

Non-voting members representing local teacher unions and professional associations:
Bev Whitehead (NUT), Margaret Cameron, (NAHT), Keith Passingham, (NASUWT)

**For information about the meeting please contact:
Sean Cable 01708 432436
sean.cable@haverling.gov.uk**

What is Overview & Scrutiny?

Each local authority is required by law to establish an overview and scrutiny function to support and scrutinise the Council's executive arrangements. Each overview and scrutiny committee has its own remit as set out in the terms of reference but they each meet to consider issues of local importance.

They have a number of key roles:

1. Providing a critical friend challenge to policy and decision makers.
2. Driving improvement in public services.
3. Holding key local partners to account.
4. Enabling the voice and concerns of the public.

The committees consider issues by receiving information from, and questioning, Cabinet Members, officers and external partners to develop an understanding of proposals, policy and practices. They can then develop recommendations that they believe will improve performance, or as a response to public consultations.

Committees will often establish Topic Groups to examine specific areas in much greater detail. These groups consist of a number of Members and the review period can last for anything from a few weeks to a year or more to allow the Members to comprehensively examine an issue through interviewing expert witnesses, conducting research and site visits. Once the topic group has finished its work it will send a report to the Committee that created it and it will often suggest recommendations to the executive.

Terms of Reference

The areas scrutinised by the Committee are:

- School Improvement (BSF)
- Pupil and Student Services (including the Youth Service)
- Children's Social Services
- Safeguarding
- Adult Education
- 14-19 Diploma
- Scrutiny of relevant aspects of the LAA
- Councillor Calls for Action
- Social Inclusion

AGENDA ITEMS

1 APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS

(if any) - receive.

2 DECLARATION OF INTERESTS

Members are invited to declare any interests in any of the items on the agenda at this point of the meeting. Members may still declare an interest in an item at any time prior to the consideration of the matter.

3 CHAIRMAN'S ANNOUNCEMENTS

The Chairman will announce details of the arrangements in case of fire or other events that might require the meeting room or building's evacuation.

4 MINUTES (Pages 1 - 8)

To approve as a correct record the Minutes of the meeting of the Committee held on 10 November 2011 and authorise the Chairman to sign them.

5 SEN TRANSPORT UPDATE

6 SCHOOL STANDARDS 2011 (Pages 9 - 40)

7 CHILDCARE SUFFICIENCY ASSESSMENT 2011-14 (Pages 41 - 50)

8 FUTURE AGENDAS

Committee Members are invited to indicate to the Chairman, items within this Committee's terms of reference they would like to see discussed at a future meeting. Note: it is not considered appropriate for issues relating to individuals to be discussed under this provision.

9 URGENT BUSINESS

To consider any other item in respect of which the Chairman is of the opinion, by reason of special circumstances which shall be specified in the minutes, that the item should be considered at the meeting as a matter of urgency.

Ian Buckmaster
Committee Administration &
Member Support Manager

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**MINUTES OF A MEETING OF THE
CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE
Town Hall
10 November 2011 (7.30- 9.30 pm)**

Present: Councillors: Sandra Binion (Chairman), Gillian Ford (Vice-Chair), Nic Dodin, Robby Misir, Pat Murray, Billy Taylor, Frederick Thompson, Linda Trew and Wendy Brice-Thompson

Co-opted Members: Phillip Grundy, Jack How, Julie Lamb and Anne Ling

Non-voting Member: Bev Whitehead

The Chairman advised those present of action to be taken in the event of an emergency evacuation of the building becoming necessary

Apologies for absence were received from Councillor Dennis Bull, co-opted member Margaret Cameron, Keith Passingham and Garry Dennis.

4 **MINUTES**

The minutes of the meeting held on 10 November 2011 were agreed as a correct record and signed by the Chairman.

5 **UPDATE ON IMPLEMENTATION OF SEN TRANSPORT CHANGES IN SEPTEMBER 2011 - PRESENTATION**

The Committee received a presentation from the Assistant Director, Commissioning and the Project Manager regarding the implementation and early stages of the new SEN Transport arrangements.

Members were informed that at Corbets Tey and Dycorts Schools the use of meeting points had seen a reduction in the number of routes being taken, representing a significant saving. At Quarles Campus of Havering College of Further and Higher Education, a similar saving had been achieved through the merger of three routes into two. Hall Mead School had seen a shift from the use of buses to taxis; Oglethorpe Pupil Referral Unit had had two routes merged into one as had been the case at Gaynes and James Oglethorpe Schools.

Since the new policy had been in place, 121 assessments had been carried out for pupils at Corbets Tey and Dycorts Schools and these had returned the following results:

- 69 pupils were to continue to have a home pick-up.
- 47 pupils were to use a meeting point.
- 3 Dycorts pupils had been assessed as ready for travel training.
- 32 pupils were to be reassessed for travel training within the next two years.
- Following the assessment meeting, 5 parents had agreed to take their child to and from school themselves.

These assessments and the new policy in general meant that Corbets Tey School routes had been reduced from seven to five with an average of 17 pupils per vehicle and two vehicles having welfare escort officers. Similar savings and reductions had been achieved at Dycorts.

At Corbets Tey School, Transport Observers were on each vehicle for the first two days of term to monitor punctuality and record any issues. The average journey time in July 2011 (based on figures recorded by PTS) was 43.09 minutes, whilst average journey time in September 2011 was 43.00 minutes.

Since the start of term, 33 parents have contacted the Council with queries or problems with the new arrangements; these were broken down in terms of the seriousness of the issue and its resolution, as follows:

- 10 queries were easily answered.
- 12 problems were resolved by agreeing an alternative meeting point.
- 4 issues were resolved by altering the bus route or moving the child to a different bus, without adversely impacting the journeys of other children on the route.
- 4 appeals were rejected.
- 1 appeal was upheld (taxi provided).

Overall, officers remained in constant contact with parents and staff at schools to monitor problems and to constantly review the service.

The Committee heard that at Quarles Campus, due to students' timetables being more aligned this year; it was possible to reduce the number of routes from 3 buses to 2 larger vehicles. There were issues with punctuality during the first few weeks, due to timetable changes from the college which resulted in frequent reconfiguration of the routes. We are aware of some remaining punctuality issues and are monitoring this closely whilst considering possible solutions. This had been resolved and both vehicles are taking students onto the campus.

The Committee noted changes that had taken place at Hall Mead and Redden Court Schools and further noted that Havering Council has started a six-month pilot scheme with DABD to provide independent travel training.

During this phase, referrals were being sought from mainstream secondary schools that could put forward pupils with special educational needs who were currently transported by Council bus or taxi. If assessed by DABD as suitable and ready for training, pupils would receive a 12-week one-to-one training programme which it was hoped would enable them to travel to and from school or college independently.

Numerous points were raised regarding the update; Members expressed some concern that siblings with younger children would pick-ups but this was not reflected in assessment results and it was queried what the average journey time was for a child picked up at 7.30am. It was explained that siblings did not have an automatic qualification and that for a 7.30am the range would be up to 8.45 to 8.50 depending upon the circumstances. On the subject of journey times there was conflicting information regarding the punctuality and efficiency of the new arrangements around journey times and it was requested that officers bring more information around journey times.

There was discussion around the location of meeting points, with some expressing concern that the location of the points was dangerous and unrealistic for vulnerable young people, but it was explained that many points had already been moved that were deemed unsuitable and the location of the meeting points would be continuously reviewed.

Further questions revealed that the projected savings of the new arrangements were on course, with £40,000 per bus being saved. Chaperones were available on some routes, but where pick-up points had been moved nearer to pupils' homes then it was not possible to provide chaperones at every point. Where taxis were being used the Council was ensuring that it had contracts with a small number of fully accredited companies which had been vetted to quality standards.

More generally, the borough did have an ambition to improve information on journey times and pick-up points were compared with other boroughs to maximise efficiency. The Cabinet Member for Children & Learning had travelled on the longest route to gain first-hand experience of the service. Time logs were kept by each school to monitor standards.

A record of journey times from the Headteacher of Dycorts was circulated via a Member, the information of which was thought to demonstrate the potential range of journey times for journeys to the school and was not an actual record of journeys to and from the school. This was to be looked at further by officers outside of the meeting.

The Committee received a statement from the Chair of Positive Parents regarding their view of the new arrangements. This statement was to be circulated to Members outside of the meeting and the Council response was to be drafted and also circulated.

6 14-19 UPDATE

The Committee received and considered a report from the 14-19 Strategy Manager to update Members on developments within the 14-19 programme.

The Committee noted that on 13 April 2011, the Minister for Further Education, Skills and Lifelong Learning made an announcement giving details about proposals for a new all-age careers service in England by April 2012. The Department of Business Innovation and Skills (BIS) would continue to fund careers services for adults both online and through helpline services; from September 2011 these would be linked to similar services for young people, so there would be a single point of access for all users of each service. The department would also fund a network of public, private and voluntary organisations to provide careers guidance to adults. From April 2012 these services would be known as the *National Careers Service*.

From September 2012, the Education Bill would place a new duty on schools to secure access to impartial and independent careers guidance for every pupil in Years 9 to 11. Schools will have the freedom to decide how best to fulfil this duty. Schools would be able to access the National Careers Service for this purpose. Schools would be expected to make provision for careers guidance from within the Dedicated Schools Grant.

The DfE had issued statutory guidance to local authorities on targeted support services for young people and a communication to schools on changes to the delivery of careers guidance. Boroughs would not be expected to provide universal careers service once the new careers service was established and the duty on schools had commenced. However, local authorities would still need to support vulnerable young people to engage in education and training,

Local authorities, working with schools, Academies and colleges would additionally be expected to track and record young people's participation post-16 on the local Client Caseload Information System (CCIS) in order to ensure there is reliable data available centrally on young people at risk of being NEET. They will also be required to maintain close links with JobCentre Plus to ensure young people NEET are given appropriate support.

During the transition process, schools were being encouraged to think about putting in place new arrangements for careers guidance in advance of September 2012. Havering was currently in discussion with the current Connexions contractor (Prospects) with regard to a possible extension to the existing arrangements which come to a conclusion in March 2012.

The London Borough of Havering was currently drafting a strategy aimed at helping young people to succeed in learning and finding a job. As part of

this process, a draft Youth Commissioning document would be published later in 2011. The Youth Commissioning document would outline the nature of the commissioned activity that would deliver the Local Authority's responsibilities outlined above from September 2012.

Regarding post-16 participation, the Committee considered data showing that 87% of 16 and 17 year olds were in education and work based learning. This was a significant improvement in each of the last two years since 2007 when the comparative figures were 81% and 84%. 16 year old participation increased to 91%, and 17 year old participation increased to 83%.

Further data showed information from the YPLA and DMAG regarding recruitment rates in 2011 for the 16-19 population. This showed a predicted drop in numbers over the next eight years. The predicted drop would almost cancel out a rise in the participation age to full participation in 2015. Local data from the Census showed a small reduction in the size of the Year 11 cohort in Havering between 2010 and 2014 (about 80 young people by 2014); it then begins to rise again.

The population measure and the Year 11 cohort sizes were measuring two different groups of young people. There was a view in London that the Census data may provide a more reliable measure for predicting future 16-19 demand in London than the ONS data.

In terms of access to Higher Education the latest information available from UCAS showed that an increasing number of young people were making applications to University, and whilst the acceptance rate was staying relatively static, the total number of young people being accepted was increasing from 964 in 2003 to 1,233 in 2009.

The Committee noted the report.

7 CHILDREN AND YOUNG PEOPLE'S SERVICES ANNUAL COMPLAINTS AND COMPLIMENTS REPORT 2010/11

The Committee received a report from the Interim Head of Children and Young People's Services regarding the numbers and types of complaints handled by the Children and Young People's Service during 2010/11 and how they were dealt with to minimise the impact of justifiable concerns and to reduce the likelihood of future complaints.

The Committee noted that the key reasons for reporting complaints on Children and Young People's Services separately was because they were handled under specific regulations that individually define the statutory process into 3 formal stages (Stage 1, 2 and 3). Havering introduced an informal Pre Stage 1 process in 2005 to support a better complaints practice and avoid complaints escalating to statutory processes.

Some of the key messages that arose from the report during 2010/11 were that:

- The overall number of complaints was around 176 (46 matters raised by MP's and Councillors).
- The Pre Stage 1 process (40) had been very successful in resolving many initial concerns, with both more handled through that process and with none moving from that stage to the formal stage 1 process.
- The overall number of Stage 1 complaints had increased from the previous year by 32. There had been an increase in complaints made by the Children's Advocacy Service.
- The number of Stage 1 complaints, that escalated to a Stage 2 complaint had increased in 2010/11 by 6 complex complaints.
- There were two Stage 3 complaints for the financial year 2010/11. However one had rolled over to 2011/12 due to the complexity.
- For 2010/11 7 Compliments were received, these were in relation to the good work Children and Young People's Services had carried out.
- 7 complaints were submitted to the Local Government Ombudsman (LGO). The outcomes from these complaints were: 4 referred back as a premature complaint and investigated locally as a statutory Stage 1 complaint. 1 complaint was investigated by the LGO and no maladministration was found. 1 LGO Discretion – no or insufficient injustice. 1 LGO on going.
- Most complaints were initiated by parents and very few by children and young people.
- The majority of complaints related to the alleged behaviour of staff or the quality of service.
- A number of future actions had been identified as a result of the Annual Complaints and Compliments Report 2010/11. These were set out on page 7 of the appendix 1. Most were continuous development matters, but with one or two specific new actions. Key was the continuation of a staff training programme.

The Committee noted that following a major restructure within Social Care & Learning Directorate, there would be new arrangements whereby Children's and Adult complaints had now merged. It was envisaged that the annual report of 2011/12 would include combined data and more effective comparisons about performance in managing and dealing with complaints across all services. Proposals were being considered to bring complaints services within Social Care and Learning (Learning and Achievement, Adult Social Care and Children and Young People's Services) together in the future and as part of that change consideration would be given to how a wider service report can be provided.

The Committee noted the report.

Chairman

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CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE

26 January 2012

Subject Heading:

School Standards Report, 2011

CMT Lead:

Sue Butterworth

Report Author and contact details:

Grahame Smith
Principal Inspector (Hsis)
01708 433813

Policy context:

SUMMARY

This report summarises the 2011 performance of Havering primary and secondary schools/academies in key stage assessments, tests and examinations.

2011 was another successful year for Havering schools at all levels. Overall attainment at all Key Stages in 2011 remains above the national average for each of the main national attainment measures in each Key Stage and is higher than the performance of our statistical neighbours. (see ANNEX 1).

During 2010-11, primary and secondary schools/academies receiving targeted support improved more significantly than those schools not in receipt of support.

Havering was also one of only 2 Local Authorities in the country (out of 150) to have no schools performing below the new government 'floor standard' in 2011.

RECOMMENDATION

That the committee notes and commends the real achievements of its children and young people in achieving such high standards, and recognises the highly successful contribution that is made to the borough by headteachers, teachers and governors.

REPORT DETAIL

1. Foundation Stage

Foundation Stage Profile

%

	% Achieving 6+ in PSE	% Achieving 6+ in CLL	% Achieving 6+ in PSE & CLL	% Achieving at least 78 across the Foundation Profile	Achieving at least 78 & 6+ in all PSE & CLL	Median FSP Score	Average FSP Score of Lowest 20% of Pupils in LA	LA % Gap between Median & bottom 20 %
Havering	82.1	61.2	58.6	81.8	58.6	92	67	27.5
Hav. +/-	-1.4	-0.9	-0.9	-0.9	-0.9	-2	0	1.3
National	79/+2	62/+3	59/+3	79/+2	59/+3	90	61.8	31.4/1.3

DfE: National Curriculum Assessments at EYFSP in England, 2010/11 (Provisional) - Released 01/12/11

- 1.1 Performance overall in all measures in the Foundation Stage in 2011 maintained much of the progress seen in recent years. Although Havering results for 2011 are marginally lower than our best ever outcomes in 2010, we are confident that the 2011 results are more accurate and more robust than in previous years, thanks to the improved moderation procedures that are being developed.
- 1.2 Last year, we reported on the significant narrowing of the gap between the average FSP scores and those of the lowest 20% of pupils in the Authority, and we are pleased to report that this gap has narrowed still further in 2011.

2. Key Stage 1

Key Stage 1

%

	Level 2+			Level 2B+			Level 3		
	Re	Wr	Ma	Re	Wr	Ma	Re	Wr	Ma
Havering	89	86	92	79	68	78	28	13	22
Hav. +/-	1	1	1	1	1	0	1	2	2
National	85/=	81/=	90/+1	74/+2	61/+1	74/+1	26/=	13/+1	20/=

DfE: National Curriculum Assessments at Key Stage 1 in England, 2010/11 (Provisional) - Released 29/09/11

- 2.1 Overall performance at the Levels 2+, 2B+ and 3+ benchmarks at Key Stage 1 improved once again. This improvement maintains our place above the national average and is in keeping with the improving trend in the national picture.
- 2.2 As is the case for the Foundation Stage, Key Stage 1 assessments are all teacher-assessed rather than tested, as they are at the subsequent key stages; and again, like at the Foundation Stage, schools have been supported in recent years to improve the accuracy of the teacher assessments. As a result of this robust process of cross moderation these judgements are now as accurate as they can be.

3. Key Stage 2

Key Stage 2 (SATs)
%

	Level 4 +			Level 5+		
	Eng	Ma	Eng & Mat	Eng	Ma	Eng & Mat
Havering	86	82	77	33	36	22
Hav. +/-	5	1	2	6	1	-
National	81/+1	80/+1	74/+1	29/-4	35/+1	21/-2

DfE: National Curriculum Assessments at Key Stage 2 & 3 in England, 2010/11 (Provisional)

- 3.1 In 2010 there was industrial action taken by some headteachers in Havering and across the country that led to the English and Maths SATs not being administered in approximately half of all Havering schools. Comparing the 2011 results with those of 2010 is therefore probably of less value than comparing progress in the trends over recent years.
- 3.2 Level 4+ attainment in both English and maths combined rose to 77.1% - above 2009 and higher than this year's national average figure of 74%, which has remained relatively static for a number of years. Level 5+ performance rose to 22.1% - well above previous years. This places us, once again, above the national average, which dropped back again this year following a significant rise last year. Raising the achievement of our most able learners remains a focus in all of our schools.
- 3.3 In English, Level 4+ attainment rose to a best ever 85.7%, well above the static national average figure of 81%. Level 5+ performance increased to 33%: well above both our 2009 result and the national average.
- 3.4 In mathematics, Level 4+ attainment rose to 82.3% - just 0.1% below our highest ever results of 2009 and above the national average. Level 5+ rose to 35.8%, to remain above the national average.
- 3.5 No primary schools in Havering fell below the government's new floor standard – a minimum measure of both attainment and progress. Havering was one of only two Local Authorities country-wide to have no schools deemed 'underperforming' on this measure.

4. Key Stage 4

Key Stage 4 %

	EnBacc	5 A*-C (inc. Eng & Mat)	5 A*-C	Pupils making expected progress from KS2 to KS4 in English	Pupils making expected progress from KS2 to KS4 in Maths
Havering	18.7	64.2	78.9	75.3	71.7
Hav. +/-	0.4	1.9	1.5	4.4	2.2
National	16.5/+0.9	58.3/+2.8	78.8/+3.4	72.8/+1.8	65.7/+2.3

DfE: GCSE and Equivalent Results in England 2010/11 (Provisional) - Released 20/10/11

- 4.1 Following the significant rise in our Key Stage 4 results in 2010, we are very pleased to report that these results improved yet again in 2011 – the 5th year of sustained improvement, with the key measure of 5+A*-C including English and maths rising by a full 10 percentage points over that time.
- 4.2 The key measure of 5+A*-C including English and maths rose to 64.2%; still well above the rising national average figure of 58.3%.
- 4.3 The measure of 5+A*-C also rose again, representing a sustained year-on-year improvement. The national average figure matched the Havering figure for the first time ever this year. However, the national improvement is the result of many schools around the country adopting a variety of courses which carry multiple GCSE “equivalencies” but which the current government do not favour and they are looking to either phase out or reduce their equivalency. Havering schools continue to offer a broad and balanced curriculum which is still GCSE-based for the majority of learners, with an appropriate offer of other courses for some students. As such, our schools are well placed, going forward, and the apparent catching up by the national figure in this particular measure is not a concern.
- 4.4 Not only is attainment in Havering continuing to improve, but students’ progress in English and in mathematics continues to rise and outstrips national performance.
- 4.5 This is the second year that the English Baccalaureate measure is being reported. This rewards those students who achieve an A*-C in English, maths, 2 sciences, a modern foreign language and either history or geography. This measure was introduced retrospectively last year and still does not reflect any changes in curriculum take up.

5. Key Stage 5

	APS / Student	APS / Examination Entry
Havering	834.7	215.4
Hav. +/-	4.8	1.6

- 5.1 Outcomes for 6th form students in Havering improved in both key measures in 2011.
- 5.2 APS per student and per examination are two headline measures used to assess the performance of sixth forms. Whilst it is important to compare individual year results with national scores (the latest national scores are for 2010) it is equally important to note the trend over time to ensure these scores are improving.

5.3 The **average point score per student** provides a measure of the average number of A level equivalents studied and the grades achieved. The more qualifications undertaken by a student **and** the higher the grades achieved, the higher the average point score per student. *For Havering schools, APS per student remains significantly higher than the national average though trends over time vary for each school/academy.*

5.4 The **average point score per examination** gives an indication of the average A level grade achieved by students at an institution. The higher the grade, the higher the points score per examination entry. *For Havering schools APS per examination remains higher than the national average though trends over time vary for each school/academy.*

6. Performance of primary schools supported by Hsis

Key Stage 2 - 2010- 2011				
Subject	Targeted Schools		Universal Schools	
	%L4+	+ or -	%L4+	+ or -
English & Mathematics	73.4	2.6	78.3	-2.4
English	86.6	8.6	85.4	-0.4
Mathematics	77.3	0.1	84.0	-1.5

6.1 The Hsis Senior Leadership Team undertakes a rigorous process twice a year for deciding which category of support is needed for each school in consultation with each school's School Improvement Partner (SIP) and other colleagues across Children's Services. Schools are allocated a category from 1 – a light touch school, to 3 – needing significant support. Category 3 schools are subdivided into 3(a)/(b)/(c).

- Category 3 (a): requires Priority Support at a whole school level; at risk of being identified as requiring an Ofsted "Notice to Improve".
- Category 3 (b): identified by Ofsted as "Notice to Improve" or at risk of being identified as requiring Special Measures.
- Category 3 (c): those issued with an LA Formal Warning.

Category 3(b)/(c) schools are the LA's Schools Causing Concern, ie those in which the Authority has statutory powers to intervene. Schools who are designated as Category 3 receive additional targeted support to effect whole school improvements.

6.2 In addition to the above, schools also receive support to improve performance in a particular subject, or a combination of subjects. Support is also targeted according to need: Priority Support; Additional Support; Standard Support.

6.3 Fifteen schools were part of the LA's Targeted Support Programme in 2010-11 and these schools made improvements in both English and Maths at Level 4+.

7. Performance of secondary schools supported by Hsis

Key Stage 4 - 2010- 2011 Progress				
Subject	Targeted Schools		Universal Schools	
	GCSE A*-C	+ or -	GCSE A*-C	+ or -
5+ GCSE's incl. English & Maths	58.2	5.0	70.9	-1.5
English	71.7	8.5	81.6	0.9
Mathematics	66.5	4.9	75.0	-2.1

7.1 10 secondary schools/academies were supported by Hsis during 2010-11; these schools/academies showed significant improvements in English, Maths and at 5+ A*-C GCSEs including English and Maths.

8. Interventions for pupils below age-related expectations

8.1 The service continues to promote programmes and strategies that target students who are below expectations or who are not making sufficient progress. This is achieved in various ways: use of data intelligence to identify schools with the largest number of students; proportional funding allocations for personalisation and intervention; School Improvement Partner challenge and evaluation of school-based provision; in-school consultancy support; training sessions on all major intervention programmes (eg 1-1 Tuition, Every Child a Reader (ECaR), Every Child a Writer (ECaW), Every Child Counts (ECC), Study Plus, etc). The tracking of these students also forms a major part of the school improvement agenda each term.

9. Support for groups and Closing the Gap (see ANNEX 1)

9.1 All groups are tracked (eg ethnic groups, FSM, boys and girls, EAL, SEN, etc) to ensure that any under-achievement in any group that does exist is challenged. School Improvement Partners in their visits to schools use group performance data as they support and challenge schools to review progress and narrow the attainment gap for all groups but particularly for those pupils in receipt of FSM and identified as having special needs.

9.2 The Local Authority has a full programme of training and consultancy to support the achievement of a range of groups (for example, the Home-School Workers and Learning Mentors across our 6 localities provide intervention specifically to address attendance, motivation and barriers to learning, particularly for our most vulnerable groups). 'Super Output Areas' data continues to be used to challenge perceptions in Foundation Stage schools.

9.3 Below is the performance of some key groups for 2011, showing the proportions reaching the national attainment levels and the expected rates of progress. In Havering, although attainment gaps do exist – in some cases quite significantly – our gaps in almost all cases are narrowing, and are also lower than the national average. Many of our vulnerable groups still perform 'significantly better' when compared to national figures (exceptions in red). Our gaps are greater at KS4 (FSM/CLA).

Key Stage 1:

L2B+ Reading:

	Havering	National	+ or -	Comment
ALL	79	74	+5	Significantly above national
MALE	75	68	+7	Gap - Boys and Girls in Havering = 8%
FEMALE	83	79	+4	Gap - Boys and Girls Nationally = 11%
FSM	62	57	+5	Gap – FSM v Non-FSM in Havering = 20%
NON-FSM	82	78	+4	Gap – FSM v Non-FSM Nationally = 21%

L2B+ Writing:

	Havering	National	+ or -	Comment
ALL	68	61	+7	Significantly above national
MALE	61	53	+8	Gap - Boys and Girls in Havering = 14%
FEMALE	75	70	+5	Gap - Boys and Girls Nationally = 17%
FSM	49	42	+7	Gap – FSM v Non-FSM in Havering = 22%
NON-FSM	71	66	+5	Gap – FSM v Non-FSM Nationally = 24%

L2B+ Mathematics:

	Havering	National	+ or -	Comment
ALL	78	74	+4	Significantly above national
MALE	78	73	+5	Gap - Boys and Girls in Havering = 1%
FEMALE	79	76	+3	Gap - Boys and Girls Nationally = 3%
FSM	63	58	+5	Gap – FSM v Non-FSM in Havering = 18%
NON-FSM	81	78	+3	Gap – FSM v Non-FSM Nationally = 20%

Key Stage 2:

L4+ English:

	Havering	National	+ or -	Comment
ALL	86	81	+5	Significantly above national
MALE	83	77	+6	Gap - Boys and Girls in Havering = 6%
FEMALE	89	86	+3	Gap - Boys and Girls Nationally = 9%
FSM	75	67	+8	Gap – FSM v Non-FSM in Havering = 13%
NON-FSM	88	84	+4	Gap – FSM v Non-FSM Nationally = 17%

L4+ Mathematics:

	Havering	National	+ or -	Comment
ALL	82	80	+2	Significantly above national
MALE	84	80	+4	Gap - Boys and Girls in Havering = 3% (B)
FEMALE	81	80	+1	Gap - Boys and Girls Nationally = 0%
FSM	70	67	+3	Gap – FSM v Non-FSM in Havering = 14%
NON-FSM	84	83	+1	Gap – FSM v Non-FSM Nationally = 16%

L4+ English and Mathematics:

	Havering	National	+ or -	Comment
ALL	77	74	+1	Significantly above national
MALE	76	72	+4	Gap - Boys and Girls in Havering = 2%
FEMALE	78	77	+1	Gap - Boys and Girls Nationally = 5%
FSM	62	58	+4	Gap – FSM v Non-FSM in Havering = 18%
NON-FSM	80	78	+2	Gap – FSM v Non-FSM Nationally = 20%

PROGRESS: English Key Stage 1-2 (2 levels of progress):

	Havering	National	+ or -	Comment
ALL	86	83	+1	Significantly above national
MALE	85	81	+4	Gap - Boys and Girls in Havering = 3% Gap - Boys and Girls Nationally = 5%
FEMALE	88	86	+1	
FSM	86	79	+4	Gap – FSM v Non-FSM in Havering = 0%
NON-FSM	86	84	+2	Gap – FSM v Non-FSM Nationally = 5%

PROGRESS: Mathematics Key Stage 1-2 (2 levels of progress):

	Havering	National	+ or -	Comment
ALL	83	82	+1	Broadly similar to national
MALE	86	83	+3	Gap - Boys and Girls in Havering = 6% (B) Gap - Boys and Girls Nationally = 1% (B)
FEMALE	80	82	-2	
FSM	79	75	+4	Gap – FSM v Non-FSM in Havering = 5%
NON-FSM	84	84	=	Gap – FSM v Non-FSM Nationally = 9%

Key Stage 4:

5 A*-C Grades (inc English and Mathematics):

	Havering	National	+ or -	Comment
ALL	63	57	+6	Significantly above national
MALE	61	54	+7	Gap - Boys and Girls in Havering = 5% Gap - Boys and Girls Nationally = 7%
FEMALE	66	61	+5	
FSM	38	34	+4	Gap – FSM v Non-FSM in Havering = 28%
NON-FSM	66	61	+5	Gap – FSM v Non-FSM Nationally = 27%

PROGRESS: English Key Stage 2-4 (3 levels of progress):

	Havering	National	+ or -	Comment
ALL	74	71	+3	Significantly above national
MALE	70	66	+4	Gap - Boys and Girls in Havering = 9% Gap - Boys and Girls Nationally = 10%
FEMALE	79	76	+3	
FSM	53	55	-2	Gap – FSM v Non-FSM in Havering = 24%
NON-FSM	77	74	+3	Gap – FSM v Non-FSM Nationally = 19%
CLA (13)	54	37	+17	Gap – CLA v Non-CLA in Havering = 20%
Non-CLA	74	71	+3	Gap – CLA v Non-CLA Nationally = 34%

PROGRESS: Mathematics Key Stage 2-4 (3 levels of progress):

	Havering	National	+ or -	Comment
ALL	71	64	+7	Significantly above national
MALE	71	62	+9	Gap - Boys and Girls in Havering = 0% Gap - Boys and Girls Nationally = 4%
FEMALE	71	66	+5	
FSM	46	45	+1	Gap – FSM v Non-FSM in Havering = 27%
NON-FSM	73	67	+6	Gap – FSM v Non-FSM Nationally = 22%
CLA (13)	23	29	-6	Gap – CLA v Non-CLA in Havering = 48%
Non-CLA	71	64	+7	Gap – CLA v Non-CLA Nationally = 35%

* Note: CLA = Children Looked After

IMPLICATIONS AND RISKS

Financial Implications and risks:

In previous years there has been specific grant from the DFE to support school improvement and national strategies in literacy and numeracy but this ceased from start of the 2011/12 financial year. Some central support was available to schools for the summer term (the term in which the tests referred to in this report were taken) from grant that was carried forward from the 2010/11 financial year. The grant has, however, now ceased and the size of Havering's School Improvement Team (HSiS) reduced accordingly. A package of support is offered to schools on a traded basis but the reduction in grant may put at risk the progress made by schools in future years.

Legal Implications and risks:

There are no legal implications from noting the contents of this Report.

Human Resources Implications and risks:

There are no HR implications from noting the contents of this Report.

Equalities Implications and risks:

Schools are aware of their responsibilities regarding equality of opportunity and the need to narrow attainment gaps for some groups of pupils where these exist. This remains a key part of the national agenda, and attainment gaps do exist in Havering schools (eg between boys and girls; FSM and non-FSM). However, these gaps are narrowing in Havering and they remain smaller in almost all cases than the size of the gaps nationally. This remains a key priority within the school improvement service.

CHERYL COPPELL
Chief Executive

Background Papers List

None.

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Annex 1

Percentage of pupils attaining or surpassing each level in 2011 in Key Stage 1 for all national curriculum subjects by pupil type

Haverling LA School (3119999)

Percentage of Key Stage 1 pupils achieving level 2b or above

This report shows the percentage of pupils in the school and nationally who attain or surpass the required standard for each level. Significance tests have been performed.

	Reading			Writing			Mathematics					
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
All Pupils	2,666	79	74	Sig+	2,666	68	61	Sig+	2,666	78	74	Sig+
Gender												
Male	1,366	75	68	Sig+	1,366	61	53	Sig+	1,366	78	73	Sig+
Female	1,300	83	79	Sig+	1,300	75	70	Sig+	1,300	79	76	Sig+
Free School Meals												
FSM	401	62	57	Sig+	401	49	42	Sig+	401	63	58	Sig+
Non FSM	2,265	82	78	Sig+	2,265	71	66	Sig+	2,265	81	78	Sig+

Percentage of pupils attaining or surpassing each level in 2011 in Key Stage 1 for all national curriculum subjects by pupil type

Havering LA School (3119999)

	Reading			Writing			Mathematics					
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
English as a First Language	2,351	79	75	Sig +	2,351	68	62	Sig +	2,351	79	75	Sig +
English or believed to be English	293	76	68	Sig +	293	66	57	Sig +	293	75	68	Sig +
Other than English or believed to be other	22	59	46		22	64	34	Sig +	22	77	47	Sig +
Unclassified												
Special Educational Needs	2,182	89	85	Sig +	2,182	78	73	Sig +	2,182	87	85	Sig +
No Identified SEN	461	34	33		461	22	18	Sig +	461	39	37	
SEN without a statement	322	34	35		322	21	19		322	41	39	
School Action	139	36	30		139	25	17	Sig +	139	35	33	
School Action plus	23	9	15	-	23	4	8	-	23	4	15	-
SEN with a statement												

Percentage of pupils attaining or surpassing each level in 2011 in Key Stage 1 for all national curriculum subjects by pupil type

Havering LA School (3119999)

Ethnicity Group	Reading			Writing			Mathematics					
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
White												
British	1,909	80	75	Sig+	1,909	69	62	Sig+	1,909	80	76	Sig+
Irish	8	88	78	-	8	88	64	-	8	75	79	-
Traveller of Irish Heritage	9	22	24	-	9	11	14	-	9	33	29	-
Gypsy/Roma	3	33	23	-	3	33	15	-	3	33	28	-
Any other White background	119	74	64	Sig+	119	61	52	-	119	75	69	-
Mixed												
White & Black Caribbean	45	84	71	Sig+	45	64	56	-	45	78	69	-
White & Black African	24	83	76	-	24	71	63	-	24	88	74	-
White & Asian	23	78	80	-	23	65	69	-	23	70	79	-
Any other mixed background	43	81	76	-	43	74	63	-	43	79	75	-

Percentage of pupils attaining or surpassing each level in Key Stage 1 for all national curriculum subjects by pupil type

Havering LA School (3119999)

	Reading			Writing			Mathematics					
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
Asian or Asian British	42	88	83		42	76	74		42	83	81	
Indian	24	71	68		24	54	55		24	54	65	
Pakistani	22	77	71		22	77	59		22	77	69	
Bangladeshi	36	72	76		36	72	67		36	78	77	
Any other Asian background	56	63	68		56	50	53		56	55	63	
Black or Black British	172	83	73	Sig+	172	74	59	Sig+	172	79	68	Sig+
Black Caribbean	49	76	69		49	61	56		49	73	64	
Any other Black background	8	75	78	-	8	75	72	-	8	100	85	-
Chinese	12	67	65	-	12	58	54	-	12	67	67	-
Any other ethnic group	16	81	75	-	16	63	63	-	16	75	75	-
Unclassified - Refused												

2011 Unvalidated data

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Percentage of pupils attaining or surpassing each level in 2011 in Key Stage 1 for all national curriculum subjects by pupil type

Havering LA School (3119999)

	Reading			Writing			Mathematics					
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
Unclassified - Information not obtained	46	63	48	Sig+	46	50	35	Sig+	46	65	49	Sig+
Term of Birth												
Autumn	847	84	80	Sig+	847	74	70	Sig+	847	83	81	
Spring	897	81	74	Sig+	897	71	62	Sig+	897	82	75	Sig+
Summer	922	72	67	Sig+	922	59	53	Sig+	922	70	66	Sig+

Percentage of pupils attaining or surpassing each level in 2011 in Key Stage 2 for all national curriculum subjects by pupil type

Having LA School (3119999)

Percentage of Key Stage 2 pupils achieving level 4 or above

This report shows the percentage of pupils in the school and nationally who attain or surpass the required standard for each level. Significance tests have been performed.

	English			Mathematics			English&Mathematics					
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
All Pupils	2,711	86	81	Sig+	2,711	82	80	Sig+	2,711	77	74	Sig+
Gender												
Male	1,377	83	77	Sig+	1,377	84	80	Sig+	1,377	76	72	Sig+
Female	1,334	89	86	Sig+	1,334	81	80		1,334	78	77	
Free School Meals												
FSM	403	75	67	Sig+	403	70	67		403	62	58	
Non-FSM	2,308	88	84	Sig+	2,308	84	83		2,308	80	78	Sig+
Attainment at KS1												
Low	402	43	37	Sig+	402	43	40		402	28	25	
Middle	1,532	92	90	Sig+	1,532	86	86		1,532	81	81	
High	676	100	100	-	676	99	99		676	99	99	
English as a First Language												
English or believed to be English	2,457	86	82	Sig+	2,457	83	81	Sig+	2,457	77	75	Sig+
Other than English or believed to be other	248	83	77	Sig+	248	80	77		248	74	70	
Unclassified	6	100	51	-	6	83	50	-	6	83	43	-
Special Educational Needs												
No Identified SEN	2,137	95	93	Sig+	2,137	91	91		2,137	88	87	

Percentage of pupils attaining or surpassing each level in 2011 in Key Stage 2 for all national curriculum subjects by pupil type

Havering LA School (3119999)

	English				Mathematics				English&Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
SEN without a statement	522	54	51		522	52	53		522	37	38	
School Action	356	63	57	Sig+	356	58	58		356	44	43	
School Action plus	166	34	41		166	39	46		166	23	31	Sig-
SEN with a statement	52	27	20		52	23	21		52	15	15	
Ethnicity Group												

White												
British	2,079	85	82	Sig+	2,079	83	81	Sig+	2,079	77	75	Sig+
Irish	8	88	87	-	8	100	85	-	8	88	80	-
Traveller of Irish Heritage	7	86	38	-	7	71	39	-	7	57	30	-
Gypsy/Roma	2	50	30	-	2	50	33	-	2	50	23	-
Any other White background	102	85	74	Sig+	102	80	77		102	75	68	
Mixed												
White & Black Caribbean	51	80	79		51	78	77		51	71	70	
White & Black African	11	91	83	-	11	82	79	-	11	73	74	-
White & Asian	13	77	86	-	13	85	85	-	13	62	80	-
Any other mixed background	34	88	84		34	88	81		34	82	76	
Asian or Asian British												
Indian	32	94	87	-	32	91	86	-	32	91	82	
Pakistani	25	72	76		25	76	75		25	68	68	

Percentage of pupils attaining or surpassing each level in 2011 in Key Stage 2 for all national curriculum subjects by pupil type

Having LA School (3119999)

	English			Mathematics			English&Mathematics					
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
Bangladeshi	12	92	82	-	12	83	79	-	12	83	74	-
Any other Asian background	23	96	82	-	23	96	84	-	23	96	77	Sig+
Black or Black British												
Black Caribbean	49	90	78		49	80	73		49	76	67	
Black African	160	89	79	Sig+	160	80	76		160	76	70	
Any other Black background	31	81	77		31	71	73		31	65	67	
Chinese	12	100	88	-	12	100	94	-	12	100	86	-
Any other ethnic group	23	78	73		23	78	78		23	70	68	
Unclassified - Refused	28	82	81		28	71	80		28	71	75	
Unclassified - Information not obtained	9	100	57	-	9	78	56	-	9	78	49	-

Percentage of pupils attaining or surpassing each level in 2011 in Key Stage 2 for all national curriculum subjects by pupil type

Havering LA School (3119999)

Percentage of Key Stage 2 pupils achieving level 5 or above

This report shows the percentage of pupils in the school and nationally who attain or surpass the required standard for each level. Significance tests have been performed.

	English			Mathematics			English&Mathematics					
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
All Pupils	2,711	33	29	Sig+	2,711	36	35		2,711	22	21	
Gender												
Male	1,377	28	23	Sig+	1,377	39	37		1,377	21	18	Sig+
Female	1,334	39	35	Sig+	1,334	33	33		1,334	24	23	
Free School Meals												
FSM 0	403	18	14	Sig+	403	19	19		403	10	8	
Non FSM	2,308	36	32	Sig+	2,308	39	38		2,308	24	24	
Attainment at KS1												
Low	402	2	1		402	2	4		402	0	0	
Middle	1,532	23	19	Sig+	1,532	29	27		1,532	12	10	
High	676	75	72		676	74	77		676	59	60	
English as a First Language												
English or believed to be English	2,457	33	30	Sig+	2,457	36	35		2,457	22	21	
Other than English or believed to be other	248	29	23	Sig+	248	35	33		248	23	18	Sig+
Unclassified	6	17	17	-	6	0	18	-	6	0	10	-
Special Educational Needs												
No Identified SEN	2,137	41	37	Sig+	2,137	44	44		2,137	28	27	

Percentage of pupils attaining or surpassing each level in 2011 in Key Stage 2 for all national curriculum subjects by pupil type

Having LA School (3119999)

	English				Mathematics				English&Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
SEN without a statement	522	4	5		522	7	9		522	2	2	
School Action	356	5	5		356	7	9		356	2	2	
School Action plus	166	3	5		166	8	9		166	2	3	
SEN with a statement	52	4	3	-	52	4	5	-	52	2	2	-
Ethnicity Group												

White												
British	2,079	34	30	Sig+	2,079	36	35		2,079	23	21	
Irish	8	25	37	-	8	25	44	-	8	13	29	-
Traveller of Irish Heritage	7	29	3	-	7	0	6	-	7	0	1	-
Gypsy/Roma	2	0	4	-	2	0	6	-	2	0	2	-
Any other White background	102	22	25		102	33	35		102	16	19	
Mixed												
White & Black Caribbean	51	33	25		51	31	27		51	22	16	
White & Black African	11	27	31	-	11	18	34	-	11	9	22	-
White & Asian	13	38	38		13	38	46		13	23	30	-
Any other mixed background	34	24	33		34	47	37		34	18	23	
Asian or Asian British												
Indian	32	31	35		32	53	47		32	25	28	
Pakistani	25	24	20		25	28	27		25	24	14	-

Percentage of pupils attaining or surpassing each level in 2011 in Key Stage 2 for all national curriculum subjects by pupil type

Having LA School (3119999)

	English			Mathematics			English&Mathematics					
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
Bangladeshi	12	33	23	-	12	33	32	-	12	25	17	-
Any other Asian background	23	48	31		23	43	47		23	43	26	Sig+
Black or Black British												
Black Caribbean	49	10	20		49	20	20		49	8	11	
Black African	160	33	23	Sig+	160	36	28	Sig+	160	21	15	Sig+
Any other Black background	31	26	22		31	26	24		31	10	14	-
Chinese	12	67	45		12	67	67	-	12	42	41	-
Any other ethnic group	23	30	22		23	26	35		23	22	17	-
Unclassified - Refused	28	29	31		28	39	37		28	25	22	-
Unclassified - Information not obtained	9	22	17	-	9	22	20	-	9	0	11	-

Key Stage 1 to Key Stage 2 performance – expected progress

Havering LA School (3119999)

This report shows the percentage of pupils making expected progress between Key Stage 1 and 2. Significance tests have been performed on the data.

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
All Pupils	2634	86	83	Sig+	2633	83	82	
Gender								
Male	1337	85	81	Sig+	1342	86	83	Sig+
Female	1297	88	86	Sig+	1291	80	82	
Free School Meals								
FSM	392	86	79	Sig+	393	79	75	
Non FSM	2242	86	84	Sig+	2240	84	84	
Children Looked After								
CLA	-	-	-	-	-	-	-	-
Not CLA	2634	86	-	-	2633	83	-	-
Deprivation								
CLA or FSM	-	-	-	-	-	-	-	-
Not CLA or FSM	2242	86	-	-	2240	84	-	-
Attainment at KS1								
Low	402	83	78	Sig+	402	68	65	
Middle	1532	91	88	Sig+	1532	85	85	
High	676	78	77		676	87	89	
English as a First Language								
English or believed to be English	2419	86	83	Sig+	2417	83	82	
Other than English or believed to be other than English	209	91	87		210	89	85	
Unclassified	6	100	58	-	6	83	59	-
Special Educational Needs								
No Identified SEN	2080	89	87	Sig+	2078	88	88	
SEN without a statement	503	80	77		504	67	68	
School Action	345	83	80		345	69	70	
School Action Plus	158	73	71		159	63	64	
SEN with a statement	51	49	42		51	47	41	
Ethnicity Group								
White								
British	2058	86	83	Sig+	2057	83	82	
Irish	6	83	87	-	6	67	87	-
Traveller of Irish Heritage	7	86	65	-	7	71	61	-

Key Stage 1 to Key Stage 2 performance – expected progress

Havering LA School (3119999)

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
Gypsy/Roma	2	50	59	-	1	100	53	-
Any Other White Background	86	87	85		88	85	86	
Mixed								
White and Black Caribbean	50	80	83		50	76	79	
White and Black African	10	80	85	-	10	80	82	-
White and Asian	12	83	85	-	11	91	86	-
Any other Mixed Background	34	82	85		34	94	84	
Asian or Asian British								
Indian	31	90	88	-	32	94	89	-
Pakistani	21	90	86	-	21	90	82	-
Bangladeshi	11	100	89	-	11	82	85	-
Any other Asian Background	18	100	88	-	17	100	90	-
Black or Black British								
Black Caribbean	44	86	83		45	76	77	
Black African	149	90	87		149	85	84	
Any Other Black Background	29	83	82		28	79	80	
Chinese	12	92	91	-	12	100	95	-
Any Other Ethnic Group	19	89	85	-	19	89	87	-
Unclassified - Refused	26	92	82	-	26	88	82	-
Unclassified - Information Not Obtained	9	100	65	-	9	78	66	-

The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available.

The definitions of low, middle, high are based on the Key Stage 1 results attained by pupils on completion of the key stage. Low attaining are those below Level 2 at Key Stage 1 ($APS < 12$). Middle attaining are those at Level 2 at Key Stage 1 ($12 \leq APS < 18$). High attaining are those above Level 2 at Key Stage 1 ($APS \geq 18$).

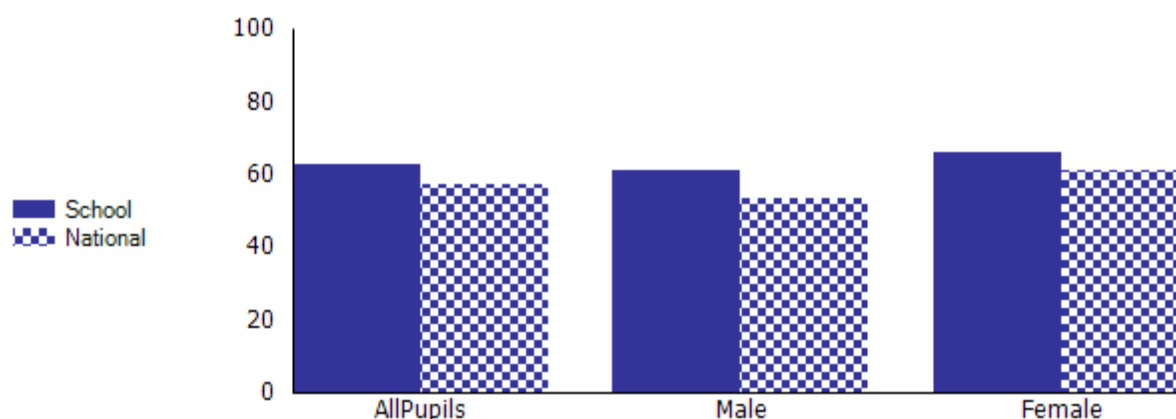
Key Stage 4 , attainment, thresholds by pupil characteristics

Havering LA School (3119999)

Percentage of candidates achieving 5 or more A* to C (inc English and Maths) at GCSE and equivalent

This report provides analysis of pupils performance at GCSE and equivalent. The percentage of pupils gaining 5 or more A* to C (inc English and Maths) in 2011 by pupil characteristic is shown. Significance tests have been performed on the data.

Percentage of pupils achieving 5 or more A* to C (inc English and Maths) at Key Stage 4



Percentage of cohort gaining 5 or more A* to C (inc English and Maths)

	Cohort	School	National	Difference	Significance
All pupils	3,081	63	57	6	Sig+
Gender					
Male	1,603	61	54	7	Sig+
Female	1,478	66	61	5	Sig+
Free School Meals					
FSM	287	38	34	4	
Non FSM	2,794	66	61	5	Sig+
English as a First Language					

Key Stage 4 , attainment, thresholds by pupil characteristics

Havering LA School (3119999)

	Percentage of cohort gaining 5 or more A* to C (inc English and Maths)				
	Cohort	School	National	Difference	Significance
English or believed to be English	2,865	64	58	6	Sig+
Other than English or believed to be other	204	60	55	5	
Unclassified	12	75	18	57	-
<hr/>					
Special Educational Needs					
<hr/>					
No Identified SEN	2,660	70	68	2	
<hr/>					
SEN without a statement					
<hr/>					
School Action	215	26	27	-1	
School Action plus	116	24	19	5	
<hr/>					
SEN with a statement	90	9	8	1	
<hr/>					
Ethnicity Group					
<hr/>					
White					
British	2,479	63	58	5	Sig+
Irish	17	71	65	6	
Traveller of Irish Heritage	-	-	17	-	-
Gypsy/Roma	-	-	11	-	-
Any other White background	91	59	54	5	
Mixed					
White & Black Caribbean	36	56	49	7	
White & Black African	16	69	57	12	
White & Asian	14	71	68	3	-
Any other mixed background	36	72	62	10	
Asian or Asian British					
Indian	47	66	74	-8	

2011 Unvalidated data

RAISEonline

Page 2

Key Stage 4 , attainment, thresholds by pupil characteristics

Havering LA School (3119999)

	Percentage of cohort gaining 5 or more A* to C (inc English and Maths)				
	Cohort	School	National	Difference	Significance
Pakistani	15	80	52	28	Sig+
Bangladeshi	10	30	59	-29	-
Any other Asian background	23	57	62	-5	
Black or Black British					
Black Caribbean	39	59	48	11	
Black African	139	72	57	15	Sig+
Any other Black background	40	68	52	16	Sig+
Chinese	23	83	78	5	
Any other ethnic group	17	65	53	12	
Unclassified - Refused	36	64	59	5	
Unclassified - Information not obtained	3	33	19	14	-

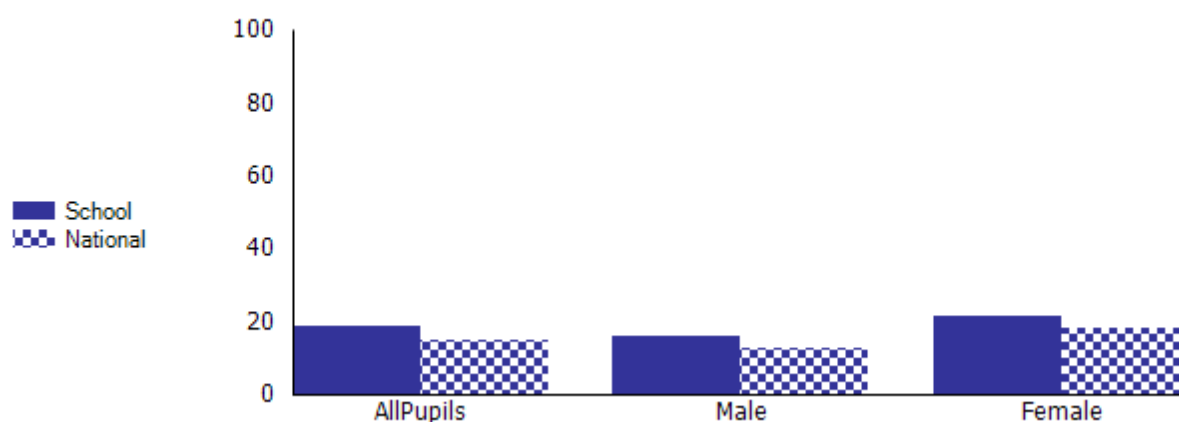
Key Stage 4 , attainment, thresholds by pupil characteristics

Havering LA School (3119999)

Percentage of candidates achieving English Baccalaureate at GCSE and equivalent

This report provides analysis of pupils performance at GCSE and equivalent. The percentage of pupils gaining in 2011 by pupil characteristic is shown. Significance tests have been performed on the data.

Percentage of pupils achieving English Baccalaureate at Key Stage 4



Percentage of cohort gaining English Baccalaureate

	Cohort	School	National	Difference	Significance
All pupils	3,081	19	15	4	Sig+
<hr/>					
Gender					
Male	1,603	16	12	3	Sig+
Female	1,478	22	18	4	Sig+
<hr/>					
Free School Meals					
FSM	287	5	4	1	
Non FSM	2,794	20	17	3	Sig+
<hr/>					
English as a First Language					
English or believed to be English	2,865	18	15	3	Sig+

Key Stage 4 , attainment, thresholds by pupil characteristics

Havering LA School (3119999)

	Percentage of cohort gaining English Baccalaureate				
	Cohort	School	National	Difference	Significance
Other than English or believed to be other	204	20	14	5	Sig+
Unclassified	12	67	4	63	-

Special Educational Needs					

No Identified SEN	2,660	21	19	2	Sig+

SEN without a statement					

School Action	215	1	3	-2	
School Action plus	116	3	2	0	-
SEN with a statement	90	1	1	0	-

Ethnicity Group					

White					
British	2,479	18	15	3	Sig+
Irish	17	41	26	15	-
Traveller of Irish Heritage	-	-	2	-	-
Gypsy/Roma	-	-	1	-	-
Any other White background	91	21	17	4	
Mixed					
White & Black Caribbean	36	8	9	-1	-
White & Black African	16	25	15	10	-
White & Asian	14	36	24	11	-
Any other mixed background	36	17	19	-3	
Asian or Asian British					
Indian	47	32	26	6	
Pakistani	15	20	11	9	-

2011 Unvalidated data

RAISEonline

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Key Stage 4 , attainment, thresholds by pupil characteristics

Havering LA School (3119999)

	Percentage of cohort gaining English Baccalaureate				
	Cohort	School	National	Difference	Significance
Bangladeshi	10	10	10	0	-
Any other Asian background	23	13	19	-6	-
Black or Black British					
Black Caribbean	39	10	8	3	-
Black African	139	14	11	3	
Any other Black background	40	15	10	5	-
Chinese	23	57	34	22	Sig+
Any other ethnic group	17	12	15	-3	-
Unclassified - Refused	36	19	17	3	
Unclassified - Information not obtained	3	33	5	29	-

Key Stage 2 to Key Stage 4 performance – expected progress

Havering LA School (3119999)

This report shows the percentage of students making expected progress in English, mathematics.
The value added methodology has changed in 2011 for the Expected Progress reports.
Significance tests have been performed on the data.

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
All Pupils	3005	74	71	Sig+	3001	71	64	Sig+
Gender								
Male	1560	70	66	Sig+	1563	71	62	Sig+
Female	1445	79	76	Sig+	1438	71	66	Sig+
Free School Meals								
FSM	277	53	55		273	46	45	
Non FSM	2728	77	74	Sig+	2728	73	67	Sig+
Children Looked After								
CLA	13	54	37	-	13	23	29	-
Not CLA	2992	74	71	Sig+	2988	71	64	Sig+
Free School Meals Or Children Looked After								
CLA or FSM	290	53	54		286	45	44	
Not CLA or FSM	2715	77	74	Sig+	2715	74	67	Sig+
Attainment at KS2								
Low	367	54	47	Sig+	362	27	26	
Middle	1462	72	70		1461	68	64	Sig+
High	1111	86	87		1111	89	85	Sig+
English as a First Language								
English or believed to be English	2830	74	71	Sig+	2818	70	63	Sig+
Other than English or believed to be other than English	164	82	77		172	83	75	Sig+
Unclassified	11	73	26	-	11	82	24	-
Special Educational Needs								
No Identified SEN	2603	79	78		2604	76	73	Sig+
SEN without a statement	316	53	52		315	37	39	
School Action	203	52	56		206	40	43	
School Action Plus	113	55	43	Sig+	109	32	31	
SEN with a statement	86	24	26		82	22	20	
Ethnicity Group								
White								
British	2454	73	70	Sig+	2443	70	63	Sig+
Irish	14	79	77	-	14	79	71	-

Key Stage 2 to Key Stage 4 performance – expected progress

Havering LA School (3119999)

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
Traveller of Irish Heritage	-	-	34	-	-	-	23	-
Gypsy/Roma	-	-	25	-	-	-	18	-
Any Other White Background	77	77	75		79	70	73	
Mixed								
White and Black Caribbean	36	69	66		35	57	54	
White and Black African	16	88	73	-	14	71	67	-
White and Asian	13	62	79	-	14	71	73	-
Any other Mixed Background	36	69	75		36	75	70	
Asian or Asian British								
Indian	45	80	86		46	78	84	
Pakistani	13	92	73	-	14	93	68	-
Bangladeshi	9	78	79	-	8	50	74	-
Any other Asian Background	17	76	81	-	21	81	84	-
Black or Black British								
Black Caribbean	37	84	70		37	70	62	
Black African	128	84	80		127	89	77	Sig+
Any Other Black Background	37	81	75		38	82	66	Sig+
Chinese	21	86	88	-	22	95	95	-
Any Other Ethnic Group	14	86	77	-	15	80	76	-
Unclassified - Refused	35	77	72		35	63	66	
Unclassified - Information Not Obtained	3	33	26	-	3	33	23	-

Expected Progress is defined as making 3 levels of progress from Key Stage 2 to Key Stage 4. Significance tests have been performed on the data. A blank space means that a significance test has been carried out and the result for school or ethnic group is not significantly different from the national average. If the formula indicates that the test cannot be run on the particular dataset, then a dash is displayed.

CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE

26 January 2012

REPORT

Subject Heading:

Childcare Sufficiency Assessment 2011-14

CMT Lead:

Sue Butterworth

Report Author and contact details:

Martin Shipp
431831

Policy context:

Section 11 Childcare Act 2006 requires Local Authorities to produce a Childcare Sufficiency Assessment (CSA) on a 3 year basis. The last Assessment was published on 1 April 2011. This report provides an update on the Local Authority's actions in meeting those recommendations and provides additional information on the consultation document on the delivery of Free Early Education for 2,3 and 4 year olds and on securing sufficient childcare across the Borough.

SUMMARY

Under Section 6 (1) of the Childcare Act 2006, local authorities have a duty to ensure there is sufficient childcare in their area, so far as is reasonably practicable. The findings from the Childcare Sufficiency Assessment (CSA) published on 1 April 2011 enabled the Local Authority to draw up an Action Plan aiming to narrow the gaps in childcare provision as highlighted.

This report details the progress towards meeting those actions as published. It also provides an opportunity to inform Councillors of the recently published consultation document which calls for significant changes in the way the Local Authority must ensure sufficiency in the childcare market and the Local Authority's statutory role on the delivery of free Early Education for 2,3 and 4 year olds.

RECOMMENDATIONS

- 1) To note the progress of the Local Authority in meeting the recommendations of the Childcare Sufficiency Assessment; and
- 2) To note the Local Authority's role in securing sufficient childcare, and the challenges faced, and its forthcoming statutory duty to provide Free Early Education for 2, 3 and 4 year olds.

REPORT DETAIL

Childcare Sufficiency Assessment (CSA) - Background

The current CSA is a lengthy document that meets the DFE toolkit requirements. However the key findings from the report to note and consider are:

- 1) Havering's Childcare Sufficiency Review 2011 reports that on the whole, the Local Authority is maintaining its commitment to high quality services and its local vision of "Havering: a place where every child and young person matters".
- 2) The quality of childcare provision available in the Borough continues to be higher than the national average in relation to Ofsted inspection outcomes. An increasing number of providers have successfully achieved Basic Skills Quality Assurance status. This allows for childminders to offer Early

Education Entitlement (EEE) creating additional flexibility for families accessing childcare.

- 3) The Local Authority is meeting its sufficiency duty as, the availability of childcare on a Borough wide basis continues to outstrip the number of 3 and 4 year olds in Havering.
- 4) In terms of inclusive access to childcare, the Local Authority has made available a variety of funding opportunities to provisions to ensure that all children can access suitable childcare. By April 2011 the Local Authority had supported a number of settings to become Disability Access Champions and completed works to ensure those settings were accessible to disabled children and their parents/carers.
- 5) The re-accredited Family Information Service provides an impartial and consistent quality service to local families and childcare providers and promotes and reports an increase in the take-up by local families accessing Working Tax Credit to help with their childcare costs.

Childcare Sufficiency Assessment - Action Plan (2011-2014)

The Childcare Sufficiency Assessment, as published in April 2011, made the following recommendations:

- The Local Authority continues to support provisions in offering more flexible places.
- The Local Authority continues to pro-actively support the development of holiday provision and promote its availability to parents in the borough.
- The Local Authority continues to promote Early Education Entitlement for 3 and 4 year olds, the pilot scheme providing funded places for 2 year olds and other help available to support childcare costs to eligible families. Eligibility is classified by the DfE as the term after which the children attains the required age e.g. 2, 3 or 4.
- The Local Authority continues supporting childcare providers to access training, including training on caring for children with disabilities and special educational needs, in line with the Local Authority's budget.
- The Local Authority continues to support new and existing childcare providers with achieving and maintaining the delivery of quality childcare.

An update of the Actions Taken and Planned in support of these recommendations is attached as Appendix 1 to this report.

Supporting Families in the Foundation Years: Proposed Changes to the Entitlement to free Early Education and Childcare Sufficiency

On the 11 November 2011 the Department for Education (DfE) published a consultation document setting out its proposals on the new entitlement for two year olds from September 2013, including which children will be eligible. It also includes proposals on the quality and flexibility of the entitlement for two, three and four year olds. The consultation will close on 3 February 2012 and comments will be collected from the Early Years Provider Reference Group, a statutory body of representatives from across the sector

Streamlined statutory guidance is planned to be introduced in September 2012 in readiness for the new entitlement for 2 year olds from September 2013, already passed in the Education Act 2011 (but not yet commenced) and to the making of new detailed regulations.

This report asks Councillors to note the following proposed changes currently subject to consultation.

- 1) The Local Authority to provide 500 places for eligible 2 year olds from **September 2013**. The funding route for delivery is still being considered but will potentially be Early Intervention Grant.
- 2) To increase the number of free hours for 2 year olds from 10 per week to 15 per week by September 2013.
- 3) Introduce an eligibility criteria that considers the potential to qualify for Free School Meals as an indicator of economic disadvantage.
- 4) Looked After Children and children with Special Educational Needs to be given the legal entitlement to Free Early Education at age 2 regardless of economic disadvantage.
- 5) Allow local authorities to fund providers to deliver free hours between 7am and 7pm (but retain the suggested limit of 10 hours per day)
- 6) Remove the limit that the full 15 free hours should be taken over no few than three days.
- 7) Replace the current quality assurance system with a “basket” of eligibility criteria approach, under which local authorities would require providers of free early education to meet.
- 8) No free provision to be based in OfSTED “inadequate” settings.
- 9) Streamline the Childcare Sufficiency Assessment and propose that local authorities report annually on their Section 6 sufficiency duty to elected council members and parents. [Is this in draft Regulations or Guidance. I couldn't find it.]

10) Repeal the Section 11 duty to undertake a nationally prescribed assessment every 3 years.

IMPLICATIONS AND RISKS

Financial implications and risks:

Caroline May – Corporate Finance

The recommendations implemented to date have been funded from within existing Learning and Achievement resources.

The ten changes listed above as a result of the Education Bill will bring new responsibilities that do carry financial implications. From Sept 2013 there will be a need to realign Learning and Achievement budgets to support the new responsibilities, so some re-modelling of resources will be necessary. The service are planning for this and further scoping will take place in the period to Sept 2013. It is currently forecast that the implications can be contained within Learning and Achievement resources. This will be monitored on an ongoing basis, and risks around budget realignment considered in a timely manner.

Legal implications and risks:

Stephen Doye – Legal Services

The Childcare Act 2006 places specific duties on the local authority to secure sufficient childcare and to carry out a Childcare sufficiency Assessment. The purpose is to enable parents to take up or remain in work and to undertake education or training which could lead to work

Failure to secure any shortfall in childcare provision highlighted by the CSA would render the local authority liable to a challenge that it was not meeting its statutory duties under the Childcare Act 2006.

The findings of the CSA demonstrate that there is an appropriate match between demand and supply for childcare within Havering and the local authority is, therefore, meeting its duty.

Human Resources implications and risks:

Eve Anderson – HR Business Partner

There are no human resource implications or risks attached to this report.

Equalities implications and risks:

The Childcare Sufficiency consultation process was carefully considered to allow access and participation from all communities to ensure full representation. An Equality Impact Assessment was drafted and approved and attached at Appendix 2.

BACKGROUND PAPERS

Supporting Families in the Foundation Stage consultation Document
Childcare Sufficiency Assessment 2011

APPENDIX 1

**Actions Taken and Planned in Support of the Recommendations of the
Childcare Sufficiency Assessment 2011- 2014**

Recommendation 1 - The Local Authority continues to support provisions in offering more flexible places

The significant majority of settings delivering the Early Education Entitlement (EEE) are providing this entitlement flexibly. Of the 121 Private, Voluntary and Independent School (PVI) Providers and Maintained Schools with Nursery Classes, 113 (93%) provide this offer flexibly or in accordance with parental needs. (figures as at April 2011);

All settings are requested to carry out an annual survey of parental requirements and to submit these to the Local Authority to demonstrate their continued consultation with parents in regards to their needs.

Havering's Early Years Single Funding Formula (EYSFF), the funding mechanism for Providers delivering EEE, includes a supplement for those Providers that have carried out this survey and are meeting parental needs, as far as is reasonably practicable. The high numbers of settings delivering a flexible offer may mean that this supplement can be reviewed and some funding re-prioritised to supplement the Quality and/or Deprivation Supplement.

No complaints have been received from parents unable to access a flexible offer;

The Family Information Service continues to offer a brokerage service to parents that includes identifying settings that can meet particular needs.

The draft revised Code of Practice for delivery of EEE, which is currently under consultation from the Department for Education, is proposing an extension of the hours of early education/childcare from 8 am – 6 pm to 7 am – 7 pm and enabling the entitlement to be taken over 2 days rather than the current 3 days. Assuming that these changes are including in the final published Code of Practice, officers will be working with Providers to support this delivery.

Recommendation 2 -The Local Authority continues to pro-actively support the development of holiday provision and promote its availability to parents in the borough.

The Foundation Years and Independent Advice Service (FYIAS) Education Advisers and Officers continue to support holiday provisions and out of school clubs in meeting the requirements of the Early Years Foundation Stage;

The re-structure of the FYIAS team to work on a Partnership/Locality basis, will greatly assist the identification and options to meet local needs and specific projects around sufficiency which are being developed;

Bespoke training is being made available for these provisions during the Spring Term 2012 which provides particular support around the delivery of the Early Years Foundation Stage.

The Family Information Service continues to provide information on the provision available and sustainability consideration is given to holiday provisions where there is a threat of closure.

Recommendation 3 – The Local Authority continues to promote Early Education Entitlement (EEE) for 3 and 4 year olds, the pilot scheme providing funded places for 2 year olds and other help available to support childcare costs to eligible families

The EEE will continue to be promoted through the Family Information Service, its Brokerage Service and through promotion in the Partnership/Locality areas;

The pilot 2 Year Old Offer for the 15% most disadvantaged children has been very successful in Havering. The Local Authority met its target of 71 placements per term and it has been possible to extend this to 95 places pending the Government's announcement of its statutory scheme.

Following the passing of the Education Act 2011, the Chancellor of the Exchequer in his Autumn Statement announced that the 2 Year Old Offer would be extended to 40% of all 2 Year Olds, from September 2013. For Havering this is expected to represent 500 children. The offer is also being extended from a maximum of 10 hours per week to 15 hours per week. This significant extension of the 2 Year Old Offer will require careful planning and (as expected by the Government) a build up to the expected number of places. This planning is in progress and includes identification of places available, action to increase places where needed, ensuring quality of settings and training for Providers. The 2 Year Old Offer will play a significant role in the Local Authority's Prevention and Intervention Strategy by identifying those most at need at the very earliest stage.

The Disability Access Champions' works project has been completed and will be further reviewed to ensure the best promotion of these settings to ensure disabled children are able to access suitable early education/childcare;

Whilst the Local Authority has sufficient childcare places across the Borough as a whole, there are some areas, particularly Hylands, Cranham and Mawney Wards that have insufficient places in the immediate area. Support will be given to new businesses, particularly seeking to start-up in these areas. Officers will work with other Local Authority Departments, for example Planning, to ensure that the Authority's statutory duty to provide sufficient childcare places is met, wherever possible, when making or recommending decisions.

Recommendation 4 –The Local Authority continues supporting childcare providers to access training, including training on caring for children with disabilities and special educational needs, in line with the Local Authority’s budget

The Local Authority’s Training Programme for PVI Providers has been reviewed in order to move to a fully identified targeted programme from 2012/13 and to continue to meet efficiency savings.

Additional training options for Providers including a number of Business Support Courses such as Business Planning and Business Sustainability will be available and in addition, a wider range of “sign-posted” courses will be included.

Additional targeted free training will continue to be provided for specific priorities such as Disability and Eiklan. The continuation of the WELLCOMM programme will extend during 2012/13 after extensive evaluation shows the programme to be adding value.

Recommendation 5 - The Local Authority continues to support new and existing childcare providers with achieving and maintaining the delivery of quality childcare

The corporate target of 70% of settings having a “Good” or above Ofsted Inspection outcome has been achieved. This target is to be reviewed to ensure continuous improvement for 2012/13.

The number of PVI Providers judged to be Green (under a RAG rating system) as part of the Targeted Support Package has increased each year since 2009. Currently 71% of all PVI providers are judged to be Green by the Local Authority (as at 7 December 2011). To this end they receive the maximum funding available under the Early Years Single Funding Formula (EYSFF) and the least support from the Council, thus moving in the same direction as the Havering 2014 agenda – working with those most at need. At the other end of the scale are the settings judged to be Red, currently 4% who receive the lowest level of funding but the highest level of training and targeted support.

The Targeted Support Package for PVI Providers has been reviewed for 2012, to ensure continuous improvement. The EYSFF Includes a Supplement for Quality. The level of funding will be reviewed following the Government’s own review of School Funding.

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