



CHILDREN & LEARNING OVERVIEW AND SCRUTINY COMMITTEE

Subject Heading:	HMCI Annual Report on Education and Skills 2015-16
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Policy context:	Standards in Education

SUMMARY

The purpose of this report is to inform the Overview and Scrutiny Committee of the contents of the latest report by Her Majesty's Chief Inspector of Schools (HMCI) in respect of Havering schools' performance; and the council's response to the findings in the report.

RECOMMENDATIONS

It is recommended that the Overview and Scrutiny Committee monitors progress against the agreed action plan which will be available at the end of January, following meetings with school leaders, governors and partners, including the Regional Schools Commissioner. This will be predominantly by means of reports to the Committee, but could also include invitations to relevant individuals/groups to attend meetings.

REPORT DETAIL

1. HMCI published his annual report on education, early years and skills for 2015/16 on 1st December. The report highlights the outcomes of a range of Ofsted performance measures in primary and secondary schools across the country. The full report is available at:
<https://www.gov.uk/government/publications/ofsted-annual-report-201516-education-early-years-and-skills>
As in previous years, alongside the main report, each Ofsted Regional Director publishes a report covering performance in their geographical

patch. For the purposes of this report we are concentrating on the information provided in the London regional information pack. It is not intended in this report to go into great detail on all measures, but to highlight those areas where there is significant under-performance in Havering in comparison to the rest of London and/or England. It is also important to note that this HMCI report does not cover all outcome measures for young people and in a number of these Havering performs very well. The Committee will receive the full report on standards in education in Havering at a future meeting.

2. Outcomes in secondary education

2.1 The Ofsted report refers, inter alia, to three specific measures in the secondary sector:

- i) Progress 8 (a new measure);
- ii) Attainment 8 (a new measure); and
- iii) Percentage of pupils in good or outstanding schools.

2.2 More information on how these measures work will be provided at the meeting.

2.3 The extracts below from the London regional information pack set out Havering’s position on these measures.

- In both the new Progress 8 and Attainment 8 measures, London was the strongest region nationally in 2016. London’s overall Progress 8 score was 0.16 (national -0.03) and the Attainment 8 score was 51.7 (national 49.9). Only three local authorities in London achieved Progress 8 scores below the national average: Bexley, Havering and Lewisham.
- Progress 8 scores in Havering and Lewisham were the lowest of all London boroughs and well below the national figure, both at -0.14. The proportion of pupils achieving five GCSEs at grades A* to C, including English and mathematics, also fell in these two boroughs, compared with the provisional 2015 figures. On 31 August 2016, only 54% of secondary pupils in Lewisham were in a school graded good or outstanding; in Havering, only 57% of secondary pupils attended schools judged good or better.

Rank	LA	% of pupils in good or outstanding schools 2016	Change from 2015 (% points)	Change from 2012 (% points)	% of pupils in academies 2016
139	Havering	57	1	-9	84

(See Regional Information Pack: London for full list of rankings).

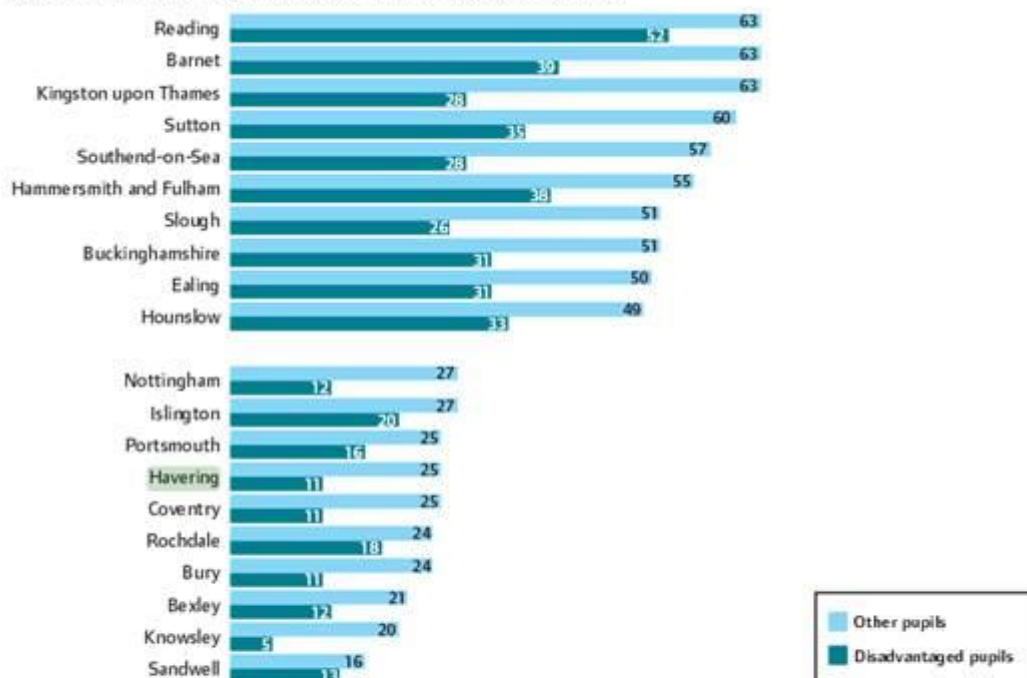
2.4 The Ofsted Regional Director for London made the following comment:

“There remain local authority areas where pupils are not enjoying the successes of London’s education systems and in some areas, standards are below those found nationally. It is completely unacceptable that over 6,900 secondary school pupils in both Lewisham and Havering are not receiving a good education. We know that, hidden by London’s good overall performance, some specific groups of pupils have consistently underachieved for the past five years. I am certain that parents of these pupils will want to ask questions about the education of their children in these schools.”

2.5 The Committee will note from the table in paragraph 2.3 that the measure of percentage of pupils in good or outstanding schools is given a rank ordering across the country. In the secondary sector, Havering’s position in this ranking is 139 out of 152 authorities, with 57% of pupils in good or outstanding schools compared with 81% nationally and 90% in London. (See Regional Information Pack: London for full list of rankings).

2.6 In addition, a table from the report on the proportion of the most able pupils achieving A/A* in GCSE English and mathematics shows Havering to be one of the lowest performing local authority areas in 2015:

Figure 16: Proportion of the most able pupils achieving A/A* in GCSE English and mathematics, by highest and lowest performing local authority areas in 2015



1. Data is based on pupils that achieved Level 5 or above at key stage 2 in English and mathematics in 2010, and took their GCSEs in 2015.
 2. Data is based on test results and does not include results of teacher assessments. In 2010 some schools boycotted the key stage 2 tests so are not included in the data.
 3. The impact of the key stage 2 boycott varied between different local authorities. Local authorities where at least half of schools boycotted the key stage 2 tests are not included in the chart.
 4. Local authorities with fewer than 100 most-able pupils in the GCSE data are not included in the chart.
 Source: Department for Education

2.7 The low proportion of A/A* in this context reflects the low progress of pupils with high prior attainment on entry to secondary education..

3. Outcomes in primary education

3.1 In the commentary on the primary sector in London, there is no direct reference to outcomes in Havering. When the standards report is presented to the Committee, this will show some excellent outcomes for pupils in our primary schools. That said, however, there are challenges in some parts of the primary sector, including progress and attainment of specific groups of pupils.

3.2 With reference to the Ofsted regional information pack, the table ranking the percentage of pupils in good or outstanding schools shows Havering as 132 out of 152 authorities (the lowest performer in London). We need a relentless focus on bringing about the necessary changes to improve performance in this measure.

4. Our response to the issues of under-performance

4.1 Prior to the publication of HMCI's report, officers of the authority had requested a discussion with the Regional Schools Commissioner (RSC) for the area about the development of a joint improvement strategy for tackling under-performance in the secondary sector. As a result of that discussion it was agreed that an independently-chaired Improvement Board would be established to oversee the agreed improvement strategy. A meeting has been set for 20th January for all Headteachers and Chairs of Governors of all secondary schools in Havering to meet with the Director of Children's Services and the Regional Schools Commissioner to agree priorities for the strategy and the work of the Board. Following this, an implementation plan will be activated

4.2 It is also important to note that officers of the authority have spoken to the RSC about the need to bid to appropriate funding sources, such as the recently announced national funds for school improvement, to support activities in the implementation plan.

4.3 Updates on progress against the implementation plan will be provided to this Committee.

4.4 With reference to the primary sector, our approach to securing the necessary improvements will be finalised following discussion with Headteacher colleagues at the Education Strategic Partnership meeting on 6th January. This will be reported to the next meeting of this Committee.

4.5 In addition to the specific references above, the authority continues to monitor the performance of all schools on a regular basis with a refreshed approach to bringing about necessary improvements. This includes forensic evaluation of progress through monthly Performance Review Meetings in those schools identified as being under-performing and a greater use of the

powers available to the authority where schools are a cause for concern. As a result of this the authority has recently issued three warning notices and three letters of concern to schools where improvements have not been rapid enough and/or there is concern about specific aspects of the school's work.

IMPLICATIONS AND RISKS

Financial implications and risks:

None arising directly as a result of this report. (Falil Onikoyi)

Legal implications and risks:

“It is recommended that the Overview and Scrutiny Committee notes the content of the Report and notes that further reports will be presented updating on progress against the agreed action plan (which is due to be available at the end of January).”

(Stephen Doye)

Human Resources implications and risks:

None arising directly as a result of this report. (Cheryl Graham)

Equalities implications and risks:

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

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

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

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

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

(Savinder Bhamra)

BACKGROUND PAPERS

None