



## CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE

6 JULY 2017

**Subject Heading:**

**Havering School Improvement**

**SLT Lead:**

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**Policy context:**

Standards in Education

### SUMMARY

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

### RECOMMENDATIONS

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

### REPORT DETAIL

1. The Sub-Committee received a report in January 2017, detailing the contents of the latest report by Her Majesty's Chief Inspector of Schools (HMCI) in respect of Havering schools' performance.
2. Havering's 18 secondary schools operate in a mixed economy of maintained schools, academies, Havering and non-Havering Multi Academy Trusts, with

different Ofsted outcomes and trends in outcomes for pupils. Our ambition is that all students, regardless of their school, background or prior attainment, should achieve the outcomes that they deserve.

3. The HMCI Ofsted annual report of December 2016 highlighted the outcomes of a range of performance measures in primary and secondary schools across the country. Alongside the main report, each Ofsted Regional Director publishes a report covering performance in their geographical area. Ofsted refers to three specific measures in the secondary sector:
  - Progress 8 (a new measure);
  - Attainment 8 (a new measure); and
  - Percentage of pupils in good or outstanding schools.

### **Outcomes in secondary education**

4. Progress 8 aims to capture the progress pupils make from the end of primary school to the end of secondary school. It is a type of value added measure, which is used to measure the performance of schools, not the pupils themselves. Each school's pupils' results are compared to the actual achievements of other pupils with the same prior attainment. Progress 8 gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.
5. Attainment 8 measures a student's average grade across eight subjects (the same subjects that count for Progress 8). This new measure is designed to encourage schools to offer a broad, well-balanced curriculum.
6. A Progress 8 score of zero means pupils in this school on average do about as well at key stage 4 as other pupils across England who got similar results at the end of key stage 2. A score above zero means pupils made more progress, and conversely a score below zero means pupils made less progress, on average.
7. In both the new Progress 8 and Attainment 8 measures, London was the strongest region nationally in 2016. Progress 8 scores in Havering and Lewisham were the lowest of all London boroughs and well below the national figure, both at -0.14.
8. On 31 August 2016, only 57% of secondary pupils in Havering attended schools judged good or better, a ranking of 139 of 152 authorities. The most able pupils achieving A/A\* in GCSE English and mathematics showed Havering to be one of the lowest performing local authority areas. This reflects low progress of pupils with high prior attainment on entry to secondary education.

### **Response to under-performance and recent progress**

9. Schools, the Local Authority and the Regional Schools Commissioner came together following the published performance measures and agreed that a school-led improvement strategy was required to urgently address the shortcomings highlighted by Ofsted data and the HMI annual report. Since the

previous update to the Committee in January 2017, the following steps have been taken.

10. An independently-chaired Improvement Board has been established to oversee an agreed improvement strategy and has met regularly. This is a joint response of the Local Authority, Head teachers and governing bodies of all secondary schools and the Regional Schools Commissioner. The Board is chaired by Dame Joan McVittie and has met termly to monitor the progress and impact of the improvement strategy, holding schools' leaders to account for improvement.
11. The key indicator of the success of the improvement strategy will be that all schools will be judged to be good or better by Ofsted by July 2018, subject to each school's place in Ofsted's calendar of inspections. However the underlying success criteria which will bring about improved Ofsted outcomes relate to improvements in the quality of teaching, the effectiveness of leadership and to the resulting significantly improved outcomes for pupils, especially for disadvantaged pupils, of all abilities.
12. As a measure of the joint commitment to the rapid school improvement required, in April 2017 a budget of £100,000 was allocated to support the work of the improvement strategy: £50,000 from Havering Local Authority and £50,000 from contributions from secondary schools through the Havering Learning Partnership (HLP - the association of secondary schools).
13. An external improvement lead of high calibre has been commissioned to work with schools. Patricia Metham (Ofsted HMI, former Head teacher of Roedean College) has started a programme of work with secondary schools, from the end of April 2017 to July 2018. Patricia will advise schools on the quality of teaching, learning and assessment and promote the effectiveness of leadership at all levels.
14. The Regional Schools Commissioner has increased the number of monitoring visits to Havering's secondary schools, some of which have been joined by Dame Joan McVitties. Each of his recent letters of visit has contained the paragraph: "We have been delighted by the positive approach the local head teachers group, governors and the local authority have taken in rising to the challenge to improve pupil outcomes. It is clear all parties recognise the benefits to be gained from working collaboratively, both within the borough and through drawing on best practice and expertise wider afield."
15. Further funding of £1.2m has been sought from the Department for Education (DfE) Strategic School Improvement fund. The £140m fund is a grant intended to further build a school-led system and aims to target resources at the schools most in need to improve school performance and pupil attainment. The fund is to help schools use their resources most effectively, and to deliver more good school places. Bids are welcomed from Teaching Schools, Multi Academy Trusts and Local Authorities.

16. Five bids have been submitted in the first wave of applications. Two have been submitted via the borough's teaching schools, two from Multi-Academy Trusts (MATs) leading on specific strands of the Secondary Improvement Plan and one by the Local Authority. Bids have been focussed to address specific areas aligned to the strategy for improvement such as leadership, Peer Review, transition from primary to secondary phase and supporting 'more able' pupils along with disadvantaged groups. We expect to be informed about the outcome of our applications in August 2017.

### **Next steps**

17. 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. To date, there has been no change in the secondary sector to the baseline percentage of schools Good or better. The only two inspections that have taken place since January 2017 resulted in the same Ofsted grading.

18. The independently-chaired Improvement Board continues to meet, as the school-led governance body which monitors the agreed improvement strategy.

19. We await a decision on the five bids submitted to DfE as stated above, expected in August to deploy funds from September.

20. Individual secondary schools will learn of the pupils' outcomes in late-August 2017. How local schools compare, such as against the Progress 8 measure, will not be known until later in 2017. This is because the measure is a relative one and Havering's outcomes (and the success of the improvement strategy) will be dependent on outcomes of all pupils across London and England. We anticipate the HMI annual report, with data comparing local areas, to be published in December 2017.

## **IMPLICATIONS AND RISKS**

### **Financial implications and risks:**

None arising directly as a result of this report.

### **Legal implications and risks:**

It is recommended that the Overview and Scrutiny Sub-Committee notes the content of the Report and notes that further reports will be presented updating on progress against the agreed action plan.

### **Human Resources implications and risks:**

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

### **Equalities implications and risks:**

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

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

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

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

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

**BACKGROUND PAPERS**

None