



CABINET

REPORT

11 July 2012

Subject Heading:

Future Shape of Education Services

Cabinet Member:

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CMT Lead:

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Policy context:

This decision has implications for all schools, located across all wards in the Borough.

Financial summary:

The growth of academies in Havering has led to changes in the role of local authorities and an associated reduction in the total amount of funding directly available to the Authority (estimated at £1.3-£1.8m in 13/14). These changes have led to a review of education services provided by the Authority to deliver the required efficiency savings.

Is this a Key Decision?

Yes

Is this a Strategic Decision?

Yes

When should this matter be reviewed?

April 2014

Reviewing OSC:

Children's Services

The subject matter of this report deals with the following Council Objectives

Ensuring a clean, safe and green borough	<input type="checkbox"/>
Championing education and learning for all	<input checked="" type="checkbox"/>
Providing economic, social and cultural activity in thriving towns and villages	<input type="checkbox"/>
Valuing and enhancing the lives of our residents	<input checked="" type="checkbox"/>
Delivering high customer satisfaction and a stable council tax	<input checked="" type="checkbox"/>

SUMMARY

This report outlines a number of proposals for the future delivery of education services from April 2013. It reflects the Council's strategic aim to become a smaller, more streamlined organization, which, as a consequence, changes the principles upon which services are delivered. It sets out the national and local contextual factors which have been used to determine the future shape of the service.

It also acknowledges the importance of retaining services within the council which ensure that there is;

- ⤴ A sufficiency of high quality early years and school places, and provision for vulnerable children and adults (up to the age of 25).
- ⤴ Appropriate assessment and support for the Borough's most vulnerable children and young people.
- ⤴ A team to prevent school failure, by prompt and appropriate intervention.
- ⤴ Improving pupil outcomes by schools, so the council can strengthen the reputation it has within the business community as an attractive area to locate.

It highlights the impact of a rapidly changing landscape of relationships between schools and the Local Authority, in which:

- ⤴ Schools have an option to exercise greater freedoms and flexibilities through increased autonomy by conversion to Academy status.
- ⤴ There is subsequent reduction in the levels of funding received historically by the Council - in addition to the national 'deficit reduction' programme.
- ⤴ The role of the council, through its Children's Services Department, is defined fundamentally by the delivery of its statutory functions.
- ⤴ Nationally a network of Teaching Schools, National Leaders in Education and National Support Schools is in place. Schools are being encouraged to further develop the use of this school to school support function particularly to take forward aspects of continuing professional development for staff. This will include support that is available locally through art, music and sports partnerships.

The report considers how statutory and essential in-house services can be reconfigured to reflect the new role of Local Authorities but at a reduced cost and increased efficiency. It goes on to suggest a number of options for some parts of the service that will no longer be delivered directly by the Authority.

The non statutory education services, of the Europa Centre, Catering Service, Adult College and the Music School, which provide support to children,

families and schools, are not discussed in this report. A further report will be presented at a later date once final options and recommendations have been identified for these teams.

RECOMMENDATIONS

1. To retain in house a smaller number of teams with responsibility for delivering the authority's **statutory duties** to vulnerable children and families, and those relating to preventing school failure. (Implementation April 2013).
2. (a) To explore two options for the **non statutory functions of Hsis** during July:
 - the establishment of a non statutory Havering School Improvement Service (Hsis) Trust with local schools
 - a “soft market testing” exercise to establish the level of external interest in running the service.
2. (b) That a final decision about the “destination” of this service is made following this work. (Implementation April 2013).
3. To note that work continues to ensure that the non statutory traded services of the Europa Centre, Catering Service, Adult College and the Music School meet their MTFs savings targets, whilst options continue to be explored for the future delivery of these services.

REPORT DETAIL

1. Introduction

- 1.1 The national context for education is changing as schools are now actively encouraged by central government to consider greater degrees of autonomy – principally by conversion to Academy status.
- 1.2 This requires a fundamental appraisal of the established relationships between schools and the local authority, with the requirement to undertake a thorough evaluation and redesign of services previously provided at no cost to schools, or with a significant subsidy from the Council.
- 1.3 This process is set against a general and significant reduction overall in the levels of historic funding received by councils in addition to the impact of the national ‘deficit reduction’ programme.
- 1.4 This report is predicated on the principle that the London Borough of Havering’s key strategic aim is to become a smaller, more streamlined organization, which therefore changes the principles upon which services are delivered. At the same time, the report recognises the need to maintain and improve upon the rates of progress achieved by the borough’s schools, and to ensure that all children and young people have appropriate provision in place for them in terms of their educational need.

2. **National and Local Context**

- 2.1 There have been a significant number of changes to the national and local context within which local authority education provision is determined. Three of the main changes have been set out below.

Provision

- 2.2 Over the last two to three years there has been a significant change in the diversity of provision for schools. This new provision includes the growth of Academies, Free Schools, Studio Schools and University Technical Colleges (UTCs) ie state funded, independent schools where the Local Authority has a smaller statutory role. In Havering there are currently 12 Academies, out of the 18 secondary schools, and one planned UTC (at CEME). The number of secondary or primary academies in Havering may increase over time. In addition, as part of Havering’s Primary School Expansion Programme for 2014 onwards, new primary academies and/or Free Schools will develop to fill the need for new schools.

Roles and Responsibilities of Local Authorities

- 2.3 Associated with this increasing range of education providers has been a review and redefinition at national level of the role of local authorities. As a result the LA’s role has been clarified by the Department for

Education as that of “education champions” with responsibilities to ensure:

- a) high quality provision is available for all children and young people, by the commissioning of places for children between the ages of 2-5, i.e. Early Years provision, Schools (5-19), and for those children and young people with special (up to 25) or additional needs or who have been excluded from school;
- b) equity of provision by ensuring strong and robust challenge and early intervention where an individual child, groups of pupils or a school’s performance is identified as causing concern e.g. where a group of pupils’ are performing below national expectations , there is unfair practice leading to inequality, schools are in financial difficulty or there is unfair or unsafe practice taking place or early signs of school failure;
- c) strong partnership working with all agencies to ensure the well-being of all children and young people, irrespective of their needs or the governance arrangements of the school.

2.4 Further details of the Authority’s statutory responsibilities are set out in Appendix One.

Funding

2.5 Associated with the changes set out above, there have been changes in the way local authorities are funded for their support to children and young people, and schools. In particular the way that funding for Academies, Free Schools and University Technical Colleges (UTC)s takes place, i.e. that money previously given to the LA to distribute now by-passes it, and goes directly to these schools. This consequent reduction in funding available to support the most vulnerable children and schools is taking place at a time when the council’s overall central funding is being reduced.

2.6 In addition to specific ‘education’ grant reductions the council, like all other councils nationally, is looking to reduce its size and cost and has therefore identified MTFS council wide savings targets for all service areas.

2.7 The table below is a summary of the MTFS savings relating to services provided from Learning & Achievement. The proposals within this report will achieve savings above those already identified through the MTFS process.

Summary of Learning and Achievement and Traded Services MTFs Savings

Service	2012/13	2013/14	2014/15 and beyond
	£000s	£000s	£000s
Restructure of Additional Educational Needs Service	0	95	95
School Improvement Transformation	177	322	322
Traded services	100	450	900
Implementations of SEN Green Paper	0	50	100
School Transport	200	600	600
Total	477	1,517	2,017

2.8 In addition to the council wide savings identified above local academy growth in Havering has led to a reduction in funding both to the council through its central Department of Communities and Local Government (DCLG) grant (see below) and through losses through the Dedicated Schools Grant (DSG) of £746,941 to some services that support children, young people and schools.

Summary Table of DCLG Reductions

Grant	2011-12	2012-13	2013-14
Council Grant (DCLG)	£630,000 *1	£1.13 m *1	£1.3-£1.8m *2

*1 Decision was made in Havering for these DCLG grant reductions to be absorbed corporately.

*2 This an estimate. The DFE has not yet announced the methodology for calculating DCLG grant reductions in 2013/14.

2.9 These three factors have led to a major review of education services in Havering. However alongside the significant funding reductions set out above consideration has also been made of the current standards being attained by schools within Havering. This is particularly important as the changes set out above are taking place at a time when the rate of improvement in the performance of schools, is slowing down; when the gap between the performance of most children and our most

vulnerable remains significant and when many schools in Havering are judged by Ofsted as only satisfactory or below.

Outcomes for Children and Young People in Havering

2.10 The tables in Appendix 2 set out this broader context and are important when considering the size and scope of the education services that are needed to maintain and strengthen outcomes for Havering children, when the rate of improvement in early year's settings and at all key stages in schools within Havering is slowing down. The rate of improvement is also slowing compared to national rates of improvements in most key stages. Work to address the gap in performance between the average child in Havering and those who vulnerable, those in receipt of FSM, LAC and SEN, is taking place and it is reducing; however the gap is still too large.

Ofsted

2.11 Performance in schools in Havering as measured by Ofsted inspections is generally good however there is a large number of schools that remain satisfactory. Currently 22% of primary schools and 35% of secondary schools are judged as satisfactory, as well as there being a number of schools who have remained satisfactory for more than two Ofsted inspections.

2.12 These schools represent a particular area of focus for the Council as a result of the re-framing of the OfSTED framework from January 2012, to be revised further from September 2012. These schools in principle, together with those who are assessed by inspection teams as performing well but 'coasting', are vulnerable to a judgement of failure to provide adequate education, and potential direct intervention by the Department for Education.

2.13 Each of these factors has been important in determining the shape and size of services that need to be retained by the council to provide support both the most vulnerable and prevent school failure. Therefore the recommendations are:

3. Recommendation One

3.1 **To retain in house a small number of teams that are responsible for delivering the authority's statutory duties to vulnerable children and families, and those relating to preventing school failure. (Implementation date -April 2013).**

3.2 The duties relating to vulnerable children, families and school improvement have recently been revised by the government and this has lead to a review of the resources necessary to deliver these reduced responsibilities. This particularly relates to the area of school improvement where the responsibility of local authorities has changed

very significantly. The proposal set out below is to reconfigure the teams who are responsible for delivering these duties, at the same time as reducing the cost to the council. The current structure consists of nine teams, all of whom have responsibility for aspects of this delivery. The proposal is to consolidate the skills and experience into four teams. The composition of three of those teams is set out below. The Foundation Years and Information and Advice team has not been included as it will be reviewed in 2013/14.

'Inclusion Service'

- 3.3 This new service brings together the current Special Education Needs Services (Education Psychology, SEN, Under 5's Inclusion Service, Learning Support Service) which support children with identified learning needs, with the Inclusion and Behaviour Support Service which support children with identified behaviour needs. This will bring together the teams who provide support for our most vulnerable children including those with identified special and significant behaviour needs including those at risk of exclusion, into one integrated team. The final configuration of this team will need to be confirmed at a later date as the newly released White Paper on SEN, and the evolving arrangements for attendance and alternative provision, will impact on the delivery of these services but will also create opportunities to identify further savings.
- 3.4 The Behaviour Support Service is a traded service with schools. The intention is that the team should continue to generate significant income through selling its services to schools but also provide a Council and Early Intervention Grant (EIG) funded targeted service to those children and families with the greatest need. This will be a reconfigured service with some proposed changes to management structures and administrative support to meet the needs of the new integrated service.

'Pupil Place Planning Service'

- 3.5 This new service includes parts of two existing teams, Admissions (currently in Additional Educational Needs (AEN)) and 14-19 team (currently in Young People and Adult Learning (YP&AL)), and includes the School Organisation Team (currently managed within Social Care and Learning Commissioning Team).
- 3.6 It creates an integrated team which will have the statutory responsibilities for ensuring high quality provision for children from reception through all their schooling to aged 19, and up to 25 years for those young people with learning difficulties and disabilities (LDD).
- 3.7 It replaces these disparate parts of individual teams all of which have part of this statutory function, and therefore brings together the statutory responsibility for all pupil place planning and processes and

will ensure this is a streamlined and effective service. Again this will be a reconfigured service with some proposed changes to management structures and administrative support to meet the needs of the new integrated service.

'Quality Assurance and Prevention Service'

- 3.8 This new service will be responsible for delivering the statutory services to prevent school failure. In addition the Governing Body Support Unit (GBSU), School Finance and School Human Resources teams will continue to generate income. Retaining the income generating elements of these teams in-house reduces costs to the council as significant efficiencies can be created through this approach. This team is also likely to include some other statutory functions currently residing in the Children and Young People's team.
- 3.9 The benefits of this proposal are that the cost to the Council for these services in a new streamlined team, with associated changes to management structures and administrative support, would be reduced, at the same time as creating an integrated team whose major responsibility is to prevent school failure. This integrated service will provide rigorous locally based and frequent, quality assurance activities for all school provision, identifying where intervention is needed, holding schools to account and commissioning some additional provision where necessary to support maintained schools to improve; whilst monitoring progress to ensure rapid improvement. This team will work very closely with the Pupil Place Planning Team to ensure high quality schools are expanded and built. Quality services would be provided to schools to ensure:
- a strengthening of school provision in Havering, improving outcomes for children, especially the most vulnerable ;
 - that the Council can more effectively manage its employment and financial responsibilities and liabilities, and reduce the significant litigation risks it has as an employer for the community and voluntary controlled schools;
 - both the traded and statutory areas play a key quality assurance role and reduce the risk of financial irregularities, employee relations issues and school failure;
 - there is the potential to respond promptly and intervene effectively to schools who are placed in a category of concern either by the Authority or Ofsted.

Indicative Staffing Changes achieved by this recommendation

- 3.10 As set out above the proposal sets out to increase efficiency and streamline services wherever possible, therefore reducing cost to the Council. The proposals will reduce the number of teams from nine to four, with an associated reconfiguration of service delivery which is expected to bring greater efficiencies. This will provide an opportunity

to review job descriptions for these reconfigured teams, including a review of Learning & Achievement back office functions. Early analysis would indicate some staffing reductions, as activities previously undertaken by the council are undertaken directly by schools and academies, and a reduction in management posts at all levels across the service.

Summary

3.11 The recommendation is for the statutory functions carried out by the services that support the most vulnerable children and families are retained within the council, but at reduced cost. In addition the statutory functions of the remaining “school improvement” teams form a new ‘Quality Assurance Service’, and together with the statutory and essential, services delivered by the Governing Body Support Unit, Schools’ Human Resources and Finance teams.

4. Recommendation two

- 4.1 a) To explore two options for the **non statutory functions of Havering School Improvement Services (Hsis)** during July:
- i) the establishment of a Trust with local schools;
 - ii) a “soft market testing” exercise to establish the level of external interest in running the service.
- b) That a final decision about the “destination” of this service is made following this work. (Implementation April 2013).
- 4.2 The non statutory services provided by Hsis are well regarded by schools in Havering. The service is also expanding into other neighbouring authorities. This service provides school improvement support to school leadership teams, subject and aspect support for example in ICT and assessment practice. It also provides significant amounts of continuing professional development through both the provision of courses and in school events. The number of schools choosing to buy back from Hsis is high. In 2011-12 100 % of primary schools and 82% of secondary schools bought some form of support from this team.
- 4.3 Recommendation one, set out earlier in the report, is that these non statutory school improvement services are not retained in house. Therefore there are three options related to this non statutory part of the team:
- 1. To do no further work to support the continuation of this service.
 - 2. To deliver these services in a non statutory Hsis trust with schools
 - 3. Externalise the delivery of these services

- 4.4 **Option One** -To do no further work to support the continuation of this service.
- 4.5 This option puts at risk a service that is well regarded and valued by schools in Havering and which provides a significant level of support to Havering schools to improve. It would also increase the level of redundancies across the council.
- 4.6 **Option Two-** To explore the delivery of these services in a trust with schools in July.
- 4.7 This option would be explored via discussion with schools in planned meetings in July. In order for the service to have a sustainable future, schools would be expected to undertake a long term commitment to take over full responsibility for the staff and service delivery thereby ensuring that the high quality support to schools in Havering continues in the long term. The advantages of this include the release from the council of the management obligations and costs of the service at the same time as creating an opportunity for a joint ownership and commitment to service delivery by schools.
- 4.8 In order for this to be successful there would need to be a long-term commitment by a significant number of schools in order to take on the legal, financial and HR liabilities, as well as an investment in the governance and management structures to run the trust. At present no serious interest has been expressed by local schools. New headteachers or changes in governance would also puts this Trust model at risk.
- 4.9 **Option Three** - Externalise the delivery of these services
- 4.10 This option would be undertaken through a soft marketing exercise to “test the market” during July. This would identify as to whether there are any organisations who would be interested in taking over the running of this highly valued service. The advantages of this option is that it releases the full overhead of costs, potentially protects future employment of staff, preserves Havering heritage created through the investment of Havering taxpayers whilst ensuring a minimum level of provision in areas no longer in Council remit.
- 4.11 The major disadvantages are that there is a potential loss of control of range, type, cost, configuration and potentially losing the quality of service available to Havering Schools and the LA alongside a possible lack of distinction between the Havering service and any other local or national education services company.

Summary

- 4.12 To explore both options two and three at the same time. Thereby establishing the level of interest both within schools and other external

organisations during July, with a decision about the final option made in early September 2012.

REASONS AND OPTIONS

Reasons for the decision: To ensure that the Council is able to meet its statutory obligations to support children, families and schools, but within a reduced funding envelope, thereby ensuring the provision of high quality schooling to local residents and protecting the most vulnerable children and families.

Other options considered: To no longer provide statutory services to schools and operate a “free market”, with the associated risks for the future lives of children and families in Havering and the long term reputation of Havering as a place in which businesses wish to locate and families wish to live.

IMPLICATIONS AND RISKS

Financial implications and risks:

A funding reduction of between £1.3-£1.8m is expected (pending final announcement) from 2013/14 as a result of reductions to the Department of Communities and Local Government (DCLG) grant. The proposals as outlined within this report are intended to make savings as a result of this fall in the Council’s grant. Savings realised as a result of a restructure process will only be quantifiable once the Organisational Change and Redundancy Policy and Procedure has been applied. A restructure will feed into the Sept 2012 HR1.

Services included within this process are already contributing towards future MTFS targets of £595k for the financial year 2013/14, and £1,095k from 2014/15. It is important the rationale to achieve these savings is preserved, or alternative delivery methods will need to be identified from within Learning and Achievement. The savings proposals to respond to the DCLG reductions are outside the existing MTFS as the impact of this was not known at the time of setting the current budget strategy. Therefore this report outlines the initial proposals to deliver a streamlined Education service. The services budgets currently sit within the Learning and Achievement activity and savings are to be sought from Council funded activity. The impact of the reduction in DCLG grant on corporate support services is yet to be assessed

After market exploration of the two options for delivery of the non-statutory functions, should the establishment of a trust prove a viable option there would be related TUPE and pension cost implications, and possible set up costs. A full scoping of the financial implications and risks arising will need to be done to feed into the option appraisal. Likewise, any externalisation would be carried out via a full procurement exercise should the market testing indicate this option is feasible. This process would be subject to the appropriate authorisations and financial appraisal.

Should a new entity be established there would be a resultant impact on central support services, which would need to be considered in terms of the financial impact on Council overheads.

The exploration of options concerning delivery of non-statutory traded services will include an appraisal of the financial implications and risks. Decisions on the future of these services will be subject to the necessary authorisation process.

Legal implications and risks:

The Council has a number of statutory duties. These are set out in Appendix 1. The proposals here will reduce the size of the teams supporting children, families and schools and could put at risk the effective delivery of those duties.

The legal implications of any staff transfer are addressed in the HR implications section below. Depending on the future decisions on the Hsis operation there may be legal issues around the procurement of such services in future.

Human Resources implications and risks:

The management structure for the new services will need to be reviewed, including introducing new Service Manager Posts. As a consequence, there may be a risk of redundancy affecting some staff, in which case the changes would need to be managed and implemented in accordance with the Council's Organisational Change and Redundancy Policy and Procedure. It is likely that a consultation period of 90 days would be required, giving a lead time between commencing consultation and the effective date of any changes of six to seven months. Should any further changes to the teams be proposed once the new Service is established, the HR implications would need to be considered at that time.

The key consideration where services are to be provided by a separate legal entity is whether the provisions of the Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE) will apply to the transfer. TUPE will apply if the transfer of services falls within the definition of either a "business transfer" or a "service provision change" as set out in the Regulations. Detailed analysis will be required once a recommended model and configuration has been identified.

Where TUPE applies, staff would transfer to the new legal entity with their current terms, conditions and continuous service intact. There is also an obligation to provide specified information to staff and trade union representatives relating to the transfer and its effects. In addition, there would be an obligation to consult with trade union representatives where any “measures” or changes to working conditions or practices are proposed.

Significantly, should there be a TUPE transfer, The Best Value Authorities Staff Transfers (Pensions) Direction 2007 requires that broadly comparable pension protection is secured for transferring employees. The new legal entity may be eligible to apply for Admitted Body status under the LGPS so that transferring staff could continue to have access to the LGPS. Admission would require the approval of the Pensions Committee and may require further approval of the Secretary of State.

There would be various costs associated with pension provision should a new legal entity be admitted to the LGPS. Actuary costs would be incurred to determine the value of fund allocated to the new legal entity, the applicable employer contribution rate and bond required. The new legal entity would have ongoing employer contribution rates and potentially the costs of providing a bond to cover its liabilities to the LGPS. If the legal entity is admitted on a fully-funded basis, the Council would bear the additional pensions back-funding cost for those staff that had transferred.

Should significant numbers of staff transfer to a new legal entity, any consequential impact on support services within the Council would need to be considered, for example Internal Shared Services, Finance and Human Resources.

Equalities implications and risks:

A full Equality Impact Analysis (EIA) of these proposals has been undertaken, alongside consideration of relevant data and evidence where available.

For pupils from groups with protected characteristics, attainment data reveals some particular issues for services to continue to address, including: relative lower school attainment gaps by boys; white British pupils; children living in poverty and looked after children.

However, the proposed changes themselves are unlikely to directly affect pupils from groups with protected characteristics, as long as the redesign of how services are delivered continues to include investment in equalities training and monitoring, targets and bespoke services where specific need is identified.

It is therefore essential that issues relating to the proactive support of the letter and spirit Equality Act are always included within service plans, monitoring and external contracts. Should these safeguards remain in place, the proposed redesign of services will provide greater flexibility and more

resource to front-line services, allowing better support for pupils (whether or not from groups with protected characteristics) with identified needs, alongside more efficient use of reduced resources.

For staff, the proposed changes are likely to affect individuals from all walks of life and backgrounds. It is likely that more female rather than male staff will be affected by the proposed changes. It will mean that for some they experience in-house reorganisation. For others it may mean that they experience a change of employer. Relating to office changes, should a staff member change office location, access ensuring equality of access will be essential.

Detailed workforce data is not currently available. Therefore the EIA recommends further development a workforce profile to more fully identify any address any equalities implications of the proposed changes.

In conclusion, whilst no major impacts specific to groups with protected characteristics are noted, ensuring ongoing awareness of equalities, training and promotion of a proactive approach to equalities will be essential. This will include ensuring full consideration of the specific needs of all protected groups.

BACKGROUND PAPERS

None

Appendix 1 -Statutory Functions by teams in the new service

'Inclusion Service'

- Act as effective and caring corporate parents for looked after children, with key roles in improving their educational attainment, providing stable and high quality placements and proper planning for when they leave care.
- Ensure that disabled children and those with special educational needs (SEN) can access high quality provision that meets their needs and fund provision for children with statements of SEN.
- Must ensure arrangements are in place for alternative provision for children outside mainstream education or missing education (eg due to permanent exclusion or illness) to receive suitable full-time education.

'Pupil Place Planning Service'

- Ensure that disabled children and those with special educational needs (SEN) can access high quality provision that meets their needs and fund provision for children with statements of SEN.
- Ensure fair access to all schools for every child in accordance with the statutory School Admissions and School Admissions Appeal Codes and ensure appropriate information is provided to parents.
- Must ensure provision for suitable home to school transport arrangements.
- Actively promote a diverse supply of strong schools, including by encouraging good schools to expand and, where there is a need for a new school, seeking proposals for an Academy or Free School.
- Promote participation in education or training of young people, including by securing provision for young people aged 16-19 (or 25 for those with learning difficulties/disabilities).

"Quality Assurance and Prevention Service"

- Act as effective and caring corporate parents for looked after children, with key roles in improving their educational attainment, providing stable and high quality placements and proper planning for when they leave care.
- Must ensure arrangements are in place for alternative provision for children outside mainstream education or missing education (eg due to permanent exclusion or illness) to receive suitable full-time education.
- Actively promote a diverse supply of strong schools, including by encouraging good schools to expand and, where there is a need for a new school, seeking proposals for an Academy or Free School.
- Take rapid and decisive action in relation to poorly performing schools, including using their intervention powers with regard to maintained schools and considering alternative structural and operational solutions.

- Develop robust school improvement strategies, including choosing whether to offer such services in a competitive and open school improvement market, working beyond local authority boundaries.
- Promote high standards in education by supporting effective school to school collaboration and providing local leadership for tackling issues needing attention which cut across more than one school, such as poor performance in a particular subject area across a cluster of schools.
- Support maintained schools in delivering an appropriate National Curriculum and early years providers in meeting the requirements of the Early Years Foundation Stage (as outlined in the EYFS Statutory Framework).
- Establish a schools forum for their area, maintain a scheme for financing maintained schools and provide financial information.
- Undertake specified responsibilities in relation to staffing and governance of maintained schools.

Foundation Years and Independent Advice Service

- Act as effective and caring corporate parents for looked after children, with key roles in improving their educational attainment, providing stable and high quality placements and proper planning for when they leave care.
- Ensure that disabled children and those with special educational needs (SEN) can access high quality provision that meets their needs and fund provision for children with statements of SEN.
- Promote high quality early years provision, including helping to develop the market, securing free early education for all three and four year olds and for all disadvantaged two year old, providing information, advice and assistance to parents and prospective parents, and ensuring there are sufficient Sure Start children's centre services to meet local need and sufficient childcare for working parents.
- Support maintained schools in delivering an appropriate National Curriculum and early years providers in meeting the requirements of the Early Years Foundation Stage (as outlined in the EYFS Statutory Framework).

Appendix Two

Outcomes for Children and Young People

The tables below set out the local context in terms of outcomes for children in Havering and therefore the scope of the education services that are needed to maintain and strengthen outcomes for Havering children.

Performance of Children and Young People in Havering Overall

		2009	2010	2011
		%	%	%
Early Years (% 78+ and CLLD & PSED)	Havering	55.2	59.5	58.6
	National	52	56	59

			2009	2010	2011
			%	%	%
KS1	Reading (L2B+)	Havering	75	78	79
		National	72	73	74
	Writing (L2B+)	Havering	63	67	68
		National	60	60	61
	Maths (L2B+)	Havering	76	78	78
		National	74	73	74
KS2	Havering (L4+ Eng & Ma)		77	75	77
	National		72	74	74
KS4	Havering (5+ A-C & Eng & Ma)		58	62	64
	National		50	54	57

The table above shows how the rate of improvement in early year's settings and at all key stages in schools within Havering is slowing down. The rate of improvement is also slowing compared to national rates of improvements in most key stages.

Performance of Vulnerable Pupils

The gap in performance between the average child in Havering and those most vulnerable is reducing; however the gap is still too large.

Average Total EYFSP Score, ie Early Years	2009	2010	2011
LA % gap between median & bottom 20%	29.0	28.7	27.5

	KS1 Reading, Writing, Maths (2b+)			KS2 English & Maths (L4+)			KS4 (5+ A-C inc. Eng & Ma)		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
FSM	53	58	63	58	63	62	30	36	38
	42	47	50						
	58	64	64						
Non FSM	78	81	82	79	77	80	60	64	66
	65	70	71						
	78	81	81						

The tables above shows the significant gap in the performance of children in receipt of free school meals and those who are not in receipt of free school meals. It is clear that the gap in most key stages remains between 18 and 28 percentage points.

	KS1 (2b)			KS2 (L4)			KS4 (5+A-C inc. Eng & Ma)		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
LAC	38	-	67	-	14	42	35	21	22
	25	-	33						
	38	-	33						
Non LAC	75	78	79	77	78	77	58	62	64
	63	68	68						
	76	78	78						

The table above shows a more significant gap for our children who are looked after and those who are not. The percentage gap ranges from 12 to 42 percentage points.

	KS1 (2b)			KS2 (L4)			KS4 (5+A-C inc. Eng & Ma)		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
SEN	34	34	32	34	37	34	15	26	22
	17	19	20						
	37	40	36						
Non SEN	86	89	90	89	90	89	66	69	70
	75	78	79						
	86	88	89						