



**Havering**  
LONDON BOROUGH

## **CHILDREN & LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE**

### **4 MARCH 2021**

**Subject Heading:**

Secondary Outcomes, 2020

**SLT Lead:**

Robert South, Director Children's Services

**Report Author and contact details:**

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**Policy context:**

Education outcomes

**Financial summary:**

There are no direct financial implications from this report as it is for information only.

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

Communities making Havering  
Places making Havering  
Opportunities making Havering  
Connections making Havering

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## SUMMARY

This report updates members of the Committee on the outcomes of the 2020 statutory assessments within the secondary sector. It includes headline figures for: Attainment and Progress at GCSE and Attainment at A-Level.

### **Motion on behalf of the Labour Group**

*The Council recognises that every secondary school within Havering is an academy, which is separate from the Local authority and responsible to the regional schools commissioner for their individual performance. However, it welcomes the Administration's support for all schools within Havering, and work already done through the various schools forums to help support schools and drive up performance. Therefore the Council requests that a report be submitted to the Children and Learning Overview and Scrutiny Sub-Committee outlining the measures of support currently provided to Havering schools by the Council to look at any other support it is felt could be provided by the authority to further enhance school performance.*

The report sets out the current performance of secondary schools and the support offered to them.

## RECOMMENDATIONS

Members should note the content of the report and the performance of Havering primary schools and academies in relation to national standards, outcomes across London, and in comparison to statistical neighbours.

Note: 152 Local Authorities nationally; 33 London boroughs; 11 statistical neighbours

Havering: 18 Secondary Academies, 6 Academy Sixth Forms, 3 Special Schools

## REPORT DETAIL

### **The roles of the Local Authority (LA) and the Regional Schools Commissioner (RSC) in School Improvement**

The LA has a statutory duty (as outlined above) to identify schools causing concern and those that are in decline or at risk of failure and to challenge and undertake timely interventions in schools to raise standards.

Where the LA has concerns about academy performance it will raise them initially with the school and/or directly with the Secretary of State via the RSC and through Ofsted.

#### ***The role of the RSC with academies***

The role of the RSC is to work with school leaders to promote and monitor academies and free schools. RSCs operate alongside Ofsted, the Education & Skills Funding Agency and LAs in discharging their responsibilities. The RSC's role is to take action where academies and free schools are underperforming; decide on applications from maintained schools to convert to academy status; encouraging sponsors to operate in a region and improving poorly performing sponsors.

The role of the LA is to intervene directly to bring about rapid improvement in schools causing concern.

The RSC commissions other partners to improve underperforming free schools and academies.

Ofsted is responsible for inspecting and reporting on the quality of education that schools provide. The LA is responsible for pupils with special educational needs and for ensuring safeguarding across all establishments.

Havering Local Authority applies powers of intervention when deemed to be appropriate. These powers have not been used in recent years, but we speak regularly with the RSC. The RSC has raised no concerns regarding secondary academies in the past three years.

Further statutory guidance is detailed in

<https://www.gov.uk/government/publications/schools-causing-concern--2>

#### ***The role of the local authority with academies***

The LA seeks to establish positive relationships with academies and multi-academy trusts. If an academy seeks support or training from the LA, this is available. In Havering through consent, the LA undertakes an annual quality assurance for all schools including secondary academies. The LA officers also work closely with HLP (Havering Learning Partnership) representing secondary and college principals to address local issues arising.

Although there is no statutory obligation for academy trusts to provide data to the LA, sharing data has benefits for both parties. This has been used to target programmes of work for example in EBACC subjects.

In addition to having a designated secondary link officer and annual QA, our secondary academies are able to access all aspects of our traded offer, support for SEND, safeguarding, Governor and HR services and our brokerage service. Many buy in to support packages for educational psychology, behaviour and attendance and support for pupils with English as an Additional Language, for example.

All secondary academies are members of the Havering Academy of Leadership. This is a comprehensive offer comprising:

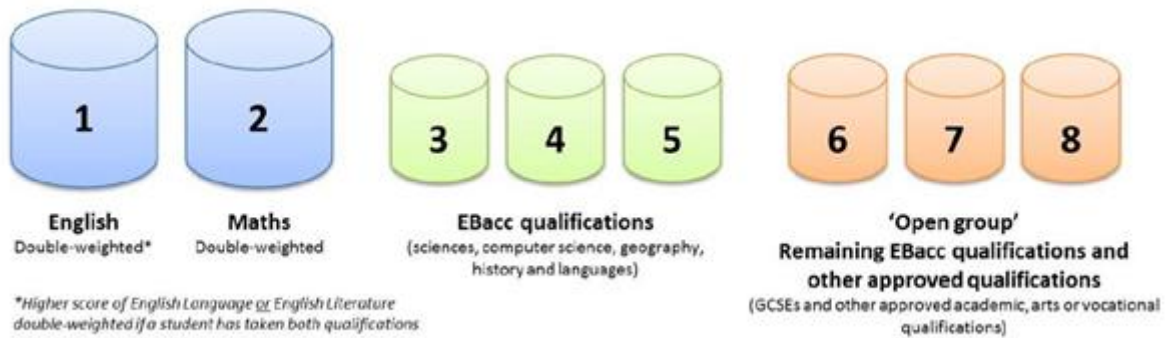
- Website providing one-stop shop for school leaders and governors, with regular leadership blogs, home learning resources, News Feed, Notice Board and Video. In 2019-20 there were:
  - Over 12,000 unique visitors
  - Over 21,000 visits
  - Over 65,000 page views
- 200+ courses/programmes from trusted providers including LA, Teaching Schools and Regional Providers
- 43 System Leaders – National Leaders of Education, Local Leaders of Education, National Leaders of Governance, Subject Leaders of Education, Consultants, Associates selected as experts in their fields.
- 28 secondary volunteer Mentors at all levels
- New head teachers' programme
- 74 areas of Effective Practice identified to share
- 46 areas for potential Networking
- Comprehensive NPQ offer from Teaching Schools for Executive Headteachers, Headteachers, Senior Leaders and Middle Leaders
- Free membership to Chartered College for all Havering Newly Qualified Teachers
- Subsidised training to become Havering coaches (Integrity Coaching)
- 'The Key for School Leaders' – in third year of deal (subsidy)
- 'Leadership Matters' membership – in second year of deal (subsidy)
- 'Votes for Schools' – in first year of deal (subsidy)
- Subsidised access to annual Havering Headteacher Conference
- Subsidised use of Fisher Family Trust data analysis tools

We have recently added support for wellbeing to this offering through our Leadership and Wellbeing Package, which includes:

- Coaching Bursary of £1250 for professional accredited coach.
- Free access to Leadership Development programmes for HTs, DHT/AHTs, Middle Leaders, Wellbeing Leads.
- Free access to Clinical Supervision (no secondary uptake to date).
- Wellbeing Programme and Events – for all staff at all levels – virtual exercise and wellbeing programme.

## **Definition of Main Indicators at GCSE**

**Attainment 8** is made up of 8 subjects as shown below. Grades 1-9 are translated into a numerical score, the total of which is Attainment 8. The average Attainment 8 score in Havering is compared with the Attainment of all pupils nationally.



**Progress 8** is calculated by the sum of the Attainment 8 results for all pupils in Havering, this score is compared with that of pupils all pupils nationally with the same KS2 attainment to create the P8 score which is the difference between the two.

**English Baccalaureate (Ebacc)** is made up of English, Mathematics, 2x Sciences, 1 Humanities subject and 1 Language.

Due to the COVID-19 pandemic, the summer [exam series was cancelled in 2020](#). In addition the Department announced that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020. This means that the performance tables are suspended for this year.

Students scheduled to sit GCSE and A/AS level exams in 2020 were awarded either a centre assessment grade (based on what the school or college believed the student would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.

Note: tables are extracted from the full OSC report.

# 1. Key Stage 4 (GCSE's) – Attainment

Table 6b: Key Stage 4: Attainment 8

Area	2015	2016	2017	2018	2019	2020	Trend
National	48.6	50.1	46.1	46.6	46.7	50.2	
Inner London	50.2	51.3	47.8	48.3	48.3	52.3	
Outer London	51.5	52.3	48.9	49.9	48.3	53.6	
Statistical neighbours	48.1	49.8	45.6	45.8	45.9	49.7	
Havering	48.8	50.0	47.1	46.9	48.3	51.9	
National	67	74	47	57	43	38	
Statistical Neighbours	3	6	3	4	2	2	
London	28	27	21	22	21	22	

1.1 Standards in the GCSEs in Havering are above national. The average Attainment 8 score in 2020 was 51.9 – marginally above as the national average of 50.2 this places Havering in the second quintile nationally and above the majority of its statistical neighbours.

1.2 Outcomes have fluctuated over the last few years, with the ongoing changes in exams and methodology however it has remained consistently above national.

Table 7a: Key Stage 4: % Entering the English Baccalaureate

Area	2015	2016	2017	2018	2019	2020	Trend
National	38.8	39.7	34.9	38.5	40.1	39.8	
Inner London	48.0	49.5	50.8	52.7	54.6	56.9	
Outer London	46.7	49.6	49.3	52.0	54.6	54.0	
Statistical neighbours	37.5	39.2	37.1	38.2	39.4	38.7	
Havering	41.5	48.5	50.1	49.1	51.7	54.6	
National	48	23	21	28	22	16	
Statistical Neighbours	2	1	1	2	2	1	
London	26	18	18	21	19	16	

1.3 Havering performs well in terms of entry to the Ebacc being more than 14.8%pts higher than national resulting being in the top quintile nationally for the last five years and 1<sup>st</sup> amongst Statistical Neighbours.

**Table 7b: Key Stage 4: % Achieving the English Baccalaureate (9-4)**

Area	2015	2016	2017	2018	2019	2020	Trend
National	24.4	24.6	21.7	24.2	24.9	29.8	
Inner London	29.4	30.0	31.2	30.8	32.0	40.1	
Outer London	31.0	32.4	31.9	33.8	32.0	40.8	
Statistical neighbours	23.1	24.1	23.0	23.2	23.6	29.3	
Havering	22.8	27.7	30.3	29.4	31.0	39.5	
National	82	42	27	36	31	22	
Statistical Neighbours	5	3	1	2	2	1	
London	30	22	19	20	21	18	

The percentage of pupils achieving an Ebacc significantly increased in 2020, with 2 in 5 pupils achieving the Ebacc, placing Havering in the top quintile. This is potentially related to the specific focus of programmes for improvement in mathematics, triple sciences and modern foreign languages, run through the Secondary Improvement Partnership and work with the National Science Centre on curriculum improvement in triple sciences, brokered through the LA.

**Table 8: Key Stage 4: % Achieving a Standard Pass in the Basics (A\*-C in both English and Maths)**




Area	2015	2016	2017	2018	2019	2020	Trend
National	59.5	62.8	58.5	64.4	64.6	71.2	
Inner London	61.5	64.7	65.3	66.1	66.3	73.6	
Outer London	63.0	66.5	68.3	68.8	66.3	75.7	
Statistical neighbours	58.0	62.6	62.2	63.7	64.0	71.0	
Havering	60.1	63.6	67.3	67.8	69.3	77.0	
National	68	64	37	42	28	20	
Statistical Neighbours	3	5	1	2	1	1	
London	21	20	16	18	12	10	

1.4 Havering enjoyed a 7.7% point increase on 2019 sitting 5.8% points above National. This results in Havering moving to the top 20% nationally, 1<sup>st</sup> amongst its Statistical Neighbours and its best ever rank in London.











## 2. Key Stage 4 (GCSE's) – Progress

Table 6a: Key Stage 4: Progress 8

Area	2015	2016	2017	2018	2019	2020	Trend
National		-0.03	-0.03	-0.02	-0.03		----
Inner London		0.17	0.21	0.19	0.18		■■■■
Outer London		0.16	0.23	0.24	0.18		■■■■
Statistical neighbours		-0.06	-0.07	-0.11	-0.10		----
Havering		-0.14	-0.04	-0.09	-0.04		----
National		114	72	87	72		
Statistical Neighbours		9	4	4	3		
London		31	28	29	28		

Key Stage 2: % of pupils reaching the expected standard in Reading, Writing and Mathematics  
(Prior to 2016 L4+)

Area	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Trend
National	64	67	75	76	79	80	52	61	64	65		
Inner London	66	69	78	79	82	83	57	66	70	69		
Outer London	68	70	77	78	82	82	56	65	68	69		
Statistical neighbours	64	67	74	75	79	80	52	61	64	65		
Havering	66	71	77	79	83	85	62	72	70	71		
National	56	22	33	25	15	7	8	4	10	15		
Statistical Neighbours	3	1	1	2	1	1	1	1	1	1		
London	20	10	15	12	11	5	7	4	9	12		

2.1 Progress nationally will always remain static with state-funded schools being marginally below 0. The DfE have not published Progress 8 for 2020 and therefore it is not represented on the line graph section of this table. No quintile rankings are therefore available for 2020. Fisher Family Trust data for 2020 shows that secondary schools in Havering delivered positive progress. In 2020, progress was above the national average by their calculation even though it was from a high starting base.

2.2 Progress 8 in Havering has increased considerably from well below national in 2016 to broadly in line in 2019. Historically Havering has been in the middle quintile at the end of Key stage 4. However, pupils' prior attainment should also be considered. As seen in the table above, Primary attainment in Havering has consistently been in the top quintile for the last decade, therefore it is extremely challenging for secondary schools in Havering to deliver top quintile progress.

## 3. Key Stage 5 (A-Level's) – Attainment

A/AS levels in 2020 were awarded predominately through centre-assessment grades (what a school or college believed a student would most likely have achieved had exams gone ahead); for vocational and technical qualifications (VTQs) awarding organisations were often able to use evidence of work already completed for CAGs. For other VTQ qualifications adapted assessment meant calculation was not needed

at all. There was no national standardisation/moderation and some boroughs increased their attainment by significantly large percentages.

**Table 9: Key Stage Five: Average Points Score (APS) per Entry at A level (excl. FE Colleges)**

Area	2015	2016	2017	2018	2019	2020	Trend
National	215.4	30.8	31.3	32.4	33.8	38.4	
Inner London	217.3	31.4	32.3	33.3	33.8	38.7	
Outer London	218.7	31.5	32.1	32.9	32.9	38.9	
Statistical neighbours	213.7	30.9	30.5	32.3	31.7	37.4	
Havering	215.0	31.1	30.7	33.6	34.9	39.4	
National	64	48	74	31	26	34	
Statistical Neighbours	4	3	6	2	1	1	
London	23	15	21	9	8	12	

3.1 Outcomes have fluctuated over the last few years, with the ongoing changes in exams and methodology calculations. The six academy sixth forms have had a 4-year improvement which has resulted in Havering now being ranked 1<sup>st</sup> amongst statistical neighbours and 34<sup>th</sup> nationally, placing in the top 40%. Havering schools increased by 4.5 percentage points in 2020.

**Key Stage 5: APS for best 3 A-Levels (excl. FE Colleges)**

Area	2015	2016	2017	2018	2019	2020	Trend
National		35.0	34.8	33.5	33.3	37.8	
Inner London		34.3	35.0	34.5	34.6	38.7	
Outer London		35.0	35.1	34.1	33.4	39.0	
Statistical neighbours		34.5	33.8	33.2	31.5	37.1	
Havering		33.9	33.0	34.6	35.2	39.1	
National		69	95	35	22	34	
Statistical Neighbours		7	8	3	1	2	
London		20	25	13	8	16	

3.2 Again for best 3 A-Levels outcomes have fluctuated over the last few years, with the ongoing changes in exams and methodology calculations however they have not improved as rapidly as elsewhere nationally or as swiftly as other London boroughs. Nevertheless, this year we have consistently outperformed our statistical neighbours currently ranked 2<sup>rd</sup> and 34<sup>st</sup> nationally. Havering schools increased by 3.9 percentage points in 2020.

**Table 10a Key Stage Five: % of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects (excl. FE Colleges)**

Area	2015	2016	2017	2018	2019	2020	Trend
National	13.1	15.4	16.6	15.4	15.8	21.2	
Inner London	12.8	15.5	16.9	16.9	17.7	23.6	
Outer London	14.8	16.4	17.2	16.4	15.7	23.2	
Statistical neighbours	10.3	16.6	15.8	14.3	12.5	17.8	
Havering	13.2	9.7	12.0	11.4	13.1	19.5	
National	49	116	98	102	63	79	
Statistical Neighbours	4	9	7	8	4	6	
London	14	25	23	24	17	24	

3.3 The percentage of pupils achieving grades AAB or better at A-level for the last 5 years have remained below that of national, though above statistical neighbours. Havering's rank against national in 2020 remains mid quintile and a significant improvement of 6.4 percentage points on 2019, despite this large increase, Havering's rank has not risen.

## 4. Ofsted

**Table 11b: Ofsted: % of Good or Better Secondary Schools (as at 31st August)**

Area	2015	2016	2017	2018	2019	2020	Trend
National	74%	78%	79%	75%	76%	76%	
Inner London	89%	91%	88%	87%	86%	88%	
Outer London	83%	87%	90%	87%	87%	86%	
Statistical neighbours	75%	77%	82%	74%	71%	71%	
Havering	56%	56%	63%	56%	67%	78%	
National	132	136	128	128	109	66	
Statistical Neighbours	10	10	11	10	7	4	
London	32	32	31	32	30	27	

4.1 Despite long standing excellent attainment at GCSEs and A-Levels strangely it did not translate to Ofsted judgements with 'percentage of schools Good or Better' only being above national once previously in 2013.

4.2 In 2012 schools were encouraged to become academies. Following this, the percentage of Good or better schools over time decreased to 56% and fluctuated, with the ongoing changes in methodology calculations and academies being re-sponsored. Through our Quality Assurance programme, working with our local sponsors and through work on developing leadership, our position has steadily improved since 2016. Last year saw the first re-inspection of a number of our formerly re-brokered academies and therefore showed a marked improvement.

4.3 Secondary schools have enjoyed a 3-year improvement which has resulted in the averages being above national and Havering now being ranked 4<sup>st</sup> amongst statistical neighbours and 66<sup>th</sup> nationally.

## **IMPLICATIONS AND RISKS**

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

There are no direct financial implications from this report, as it is for information only

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

There are no direct legal implications from this report.

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

There are no direct human resources implications from this report.

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

There are no direct equalities implications from this report, and an Equalities Assessment has not been completed as this report is for information only.