

Item No. 7.1	Classification: Open	Date: 21st July 2004	Meeting Name: Council Assembly
Report title:		Annual Review of Education Development Plan 2 (EDP2)	
Ward(s) or groups affected:		All wards.	
From:		Director of School Services, CEA@Southwark Head of Performance and Achievement, CEA@Southwark	

RECOMMENDATION

1. That Council Assembly approve the report and the progress that has been made in implementing EDP2.

BACKGROUND

2. The local education authority (LEA) has a statutory responsibility to produce an education development plan (EDP). The purpose of the EDP is to provide a structured framework through which the LEA will support schools to raise standards of pupil achievement and attainment. The EDP was considered by the Council's Executive on June 22nd 2004 and recommended to Council Assembly for approval.
3. In 2002 all LEAs were expected to submit new second-phase EDPs to the Department for Education and Skills (DfES) setting out their priorities for supporting schools to improve. The new Southwark EDP (referred to as EDP2 in this report) was approved by the DfES and has since been implemented across the LEA.
4. LEAs are required to review their EDP2 and submit in July each year, a report on progress, evaluating the EDP2 for the period April to March. As part of this submission, the LEA has to include the lists of new or continuing activities within each priority.
5. This report covers the second year (2003-2004) of the implementation of the EDP2. We are reviewing the EDP knowing the weaknesses of last year's submission and therefore we have reviewed those actions which given the significant change in staffing, we know have taken place within each priority. In preparation for this report relevant officers from CEA@Southwark have reviewed the actions taken across the LEA in support of the EDP2's six priority areas as set out in the original Annex 2 of EDP2. There will be contributions from headteachers and governors before the final report goes to Council Executive in June. This report summarises the feedback from this review activity and Appendix B to this report sets out the proposed activities for progressing support to schools as outlined in the revised Annex 2 (**circulated separately**).
6. EDP2 is structured around the following six priority areas:
 - i) *Priority 1: Raising attainment in the early years and primary phases, especially in Literacy and Numeracy;*

- ii) *Priority 2:* Raising attainment in Key Stages 3 and 4;
 - iii) *Priority 3:* Support for schools causing concern
 - iv) *Priority 4:* Social and educational Inclusion: Improving participation and the quality of education for all;
 - v) *Priority 5:* Ensuring a consistently high quality of education is provided for all through the development of effective, self-managing schools;
 - vi) *Priority 6:* Recruitment and Retention.
7. The purpose of this report is to update Members on the progress of activities carried out to date and to recommend any changes that might be necessary in the light of the progress being made. Clearly the impact of many of the activities carried out since September 2003, will not be able to be effectively measured until after the test and examination results are received in the Autumn term 2004.

KEY ISSUES FOR CONSIDERATION

Summary of Development Activities and Progress

The developments that have taken place under the second year of EDP 2 have been characterised by:

8. Change in leadership and management of school improvement support
From August 2003, support to schools was changed from WS Atkins to CEA@Southwark. This allowed for reconceptualisation of the existing procedures, which had been used to support schools. Support to schools is now managed by a new interim team both within the overall Services to Schools department as well as within the specific sections of that department. New heads of the school improvement and access and inclusion divisions were appointed with additional support provided by two joint heads of secondary school improvement and a head of primary school improvement. A strategic decision was made to enhance the advisory team with a new SEN and Inclusion post to recognise the particular need to build support capacity in that area.
9. Clarifying standards and supporting the development of ambitious targets
The team of link advisers used the comprehensive set of data analyses provided by the Management Information (MIA) Service to develop robust discussions with schools about student performance. Throughout the three-month process with headteachers and designated governors, much was achieved in respect of identifying strengths and weakness at all stages and phases. While there is progress in results at Key Stage 4, there remains variation in the standards being achieved between schools, and amongst particular groups (see Appendix B). This variation is also to be seen between schools and amongst subjects in primary schools, where in overall terms, standards are less satisfactory. A full analysis is provided in Appendix B. The main implications of the analysis require special focus on
- Reducing the variation in student performance between and amongst schools in all phases across the LEA

- Reducing the gap between the national results and those of Southwark's schools by utilising the Intensifying Support Programme (ISP) to increase the rate of progress at Key Stage 2.
- Achieving Level 5 targets at Key Stage 2 in English and mathematics.
- Significantly improving results at Key Stage 2 level 4 and above
- Increasing the number of schools with above average KS1-KS2 and KS2-KS3, and KS2-KS4 value-added measures.
- Reducing the gap in performance between boys and girls across all key stages.
- Improve boys' writing.
- Reducing the number of students who do not improve by at least one level across Key Stage 3.
- Achieving Level 6 and above targets at Key Stage 3
- Improving the performance of underachieving groups, especially of White boys and those pupils of African and Caribbean heritage.
- Achieving the attendance targets.

10. Identifying strong and effective systems

Southwark had already developed potentially effective standardised and robust systems for reviewing schools' standards and targets and for clarifying their categorisation of need including:

- Annual Review and Target Setting (ARTS) procedures including the stated focuses for evaluative and supportive visits to schools over the academic year.
- A School Self-Review and Evaluation model
- Development of a framework for Evaluation of Teaching and Learning

These systems are being used as foundations for developing the new relationships with schools and have been undertaken with rigour and robustness by link advisers in their work with schools. They have resulted in a very clear view of each school's strengths and areas for development and have informed the allocation of central support in inverse proportion to identified need. It has contributed to the LEA's own capacity to challenge itself about the extent of value-added being provided by that support to improvements in particular schools as well as in overall terms. The systems have also allowed the LEA to begin the process of identifying areas of best practice around the authority.

11. Bringing coherence to LEA support for schools

In order to ensure that service delivery to schools is less fragmented and imprecise, CEA@ Southwark has introduced the Strategic Improvement Group (SIG) comprising officers carrying different specialisms from all parts of the department. This group meets weekly to discuss service and school-specific concerns, which need a coherent response to increase effectiveness and to build improvement in Southwark education. The purpose of this group is three-fold:-

- (i) to ensure that schools requiring additional support, receive that support in a coordinated way with different service areas having a clear overview of the focus for intervention and the importance of good chains of communication amongst teams;
- (ii) to identify good practice; and

- (iii) to focus on the means by which services can improve in order to support the school improvement agenda.

So far, the SIG has discussed 28 schools and 16 services. It has invited contribution from headteachers and officers and is making a good start to bringing joint solutions to the issues facing the LEA and its schools. It will take time for the SIG to function entirely effectively, including with the further involvement of headteachers, chairs of governors and representatives of other Council Services.

12. Resourcing and allocating support according to need

Allocation of time and other resources is linked more directly and strategically to each school's performance and identified need in accordance with the LEA/School Relations Code of Practice. There is already much more clarity around the totality of funding available to schools to help them meet their improvement agendas. The setting up of the new Schools' Forum, which includes a range of key stakeholders from headteachers to governors and Members is helping this.

13. Supporting National Initiatives

Work has continued on delivering the key national initiatives on Key Stage 3 Strategy, Literacy and Numeracy (now combined into the Primary Strategy) and development of ICT in the curriculum, including supporting secondary schools with the new statutory targets for ICT. The LEA has been successful in attracting additional funding from the DfES and from London Challenge to boost the support for Key Stages 2 and 3. This is being done through the Intensifying Support Programme involving 16 primary schools so far and through the KS3 Initiative involving 7 secondary schools. The work on National Grid for Learning (NGfL) is progressing well across the LEA, including the establishment of an embryonic 'good practice' website, which can be accessed by schools. The funding received through the DfES' Interactive Whiteboard Initiative is already showing signs of promise as schools begin to embrace the potential offered to build on ICT improvements already in evidence.

14. The review of development activities did not indicate a need to change the priorities but proposed a change both to the format to make it more accessible and to ensure that the activities are more realistic and deliverable in their ambition. Slight revisions were also proposed to reflect the emphases necessary to

- reflect the inclusion of the Foundation Stage as part of Early Years
- strengthen the actions within the developing primary strategy
- draw together the various initiatives under the new secondary strategy
- bring greater focus to the development of assessment for learning
- develop strategies for the identification and sharing of good practice.
- develop strategies to support collaborative activities between schools
- draw together the range of leadership, management and governance activities under the umbrella of priority 5 to reflect the continual search for improvements in that key aspect of school improvement; and
- ensure that the development of more coherent and integrated cross-service support to schools continue to be a key focus of the work of the LEA.

Effectiveness of the activities carried out in the second year of EDP2

15. This section outlines the main outcomes of the review of the six EDP2 priorities. This is followed in Annex 2, by proposed activities for 2004-2005 which it is hoped will enable the LEA to demonstrate good value for money as it works with schools to improve provision, practice and outcomes for Southwark's young people.

Priority 1a – Raising Attainment in Foundation Stage and Early Years

16. Progress in this part of priority 1 is variable.
- The split of responsibility for Early Years between the previous and current contractor and the Council continued to significantly reduce the effectiveness of the activities under this priority.
 - The Southwark Progress Profile was reviewed and distributed to schools, with training offered to support its implementation.
 - A working party is in place with representatives from nursery headteachers, the early years advisory teacher and specialist teachers from early years teams.
 - The foundation stage advisory team has a portfolio of good use of ICT and this is now available from the Southwark best practice website. The current ICT audit is already identifying many examples of very good practice and these will be shared through the report and on the website. OfSTED reports on schools show substantial improvement in the provision for ICT.
 - There has been some progress in recruiting Early Years teachers to support education activities in Early Years classes and the private and voluntary sectors.
 - The changes envisaged in the activities for the coming year reflect the importance of the anticipated improvement to joint working arrangements resulting from the implementation of the OPM report recommendations. The inclusion of the early years section into the School Improvement Division and the appointment of a Senior Adviser for Early Years should bring greater coherence to early years provision and practice across all settings.

Priority 1b – Raising overall Attainment in the Primary Phase, including in literacy and numeracy

17. Progress in this priority is variable.
- Continued rise in reading standards in KS1 at L2+.
 - Boys' achievement in writing is still lower than girls.
 - Girls perform better than boys do in all subjects except at L3 in mathematics.
 - KS2 English L4+ rose by 4%.
 - Targets in English and mathematics were not met at KS2
 - Girls performed considerably better (by 10%) than boys in English and mathematics at L4+, but boys outperformed girls (by 4%) at L5+ in mathematics.
 - There is a significant gap developing between performance in English as opposed to mathematics with an 8% gap between the two subjects. This compares to a 2% gap nationally.
 - The performance of African-Caribbean pupils in English at L4+ increased by 12%, but undershot the target by 5%
 - Black African pupils progress more rapidly than their peers at KS2

- KS1-2 value-added measures remains a key concern in many Southwark schools
 - Tremendous variation in performance between schools with similar pupil profiles.
18. In response to relatively poor outcomes in 2002, up to 72 sessions of consultants' time were allocated and used by the identified underperforming schools. This level of support contributed to the 3% rise in English performance at KS2 and some significant improvements in 7 schools. Following the analyses of 2003 results, around a third of primary schools achieving below 50% in English and mathematics received intensive support. Curriculum consultants wrote support plans for each school and met with headteachers and subject coordinators to agree the intervention support for their schools. Schools received up to 12 sessions of consultants' support each term and an extra 1.5 days of link adviser time. Central training was provided to 100 literacy and numeracy coordinators. Schools have been involved in 40 training days focused on developing the quality of teaching and learning. Around 85% of all primary schools attended with 100% of the underperforming schools participating.
 19. Guidance has been provided to schools on the use of formative and summative assessment. This has also been the focus within both the National Leadership and ISP programmes. Better use is being made of the Fischer Family Trust data, which the LEA provides to schools, including the annual review and target-setting process in the autumn term.
 20. Where best practice has been identified, this has been disseminated through leading teacher/coordinator programmes. There are now 27 leading teachers who each completed 6 demonstration days last year. An average of 54 teachers attended the demonstration days. The leading teacher programme has been evaluated by link advisers and curriculum consultants to determine the impact it has had in improving practice. There are 5 consultant headteacher leaders providing learning-centred leadership support to 13 targeted headteachers in the borough. This programme is having a positive effect on practice in those schools.
 21. Schools are responding to different degrees to the DfES' 'Excellence and Enjoyment' publication. In many cases, schools have reviewed their curriculum to assess its breadth and balance. Limited progress, however, has been made by the LEA in providing guidance and training on curriculum planning and leadership to ensure effective inter-subject links. The development and implementation of the new Primary Strategy should improve the support available to schools.
 22. The Quality Mark has been achieved by 3 primary schools and a further 18 schools, including secondary schools, have expressed commitment towards preparing for accreditation.
 23. A programme of central ICT training has been provided to schools and intensive work has been undertaken with those schools where ICT was identified as having weaknesses. As a result, the number of schools identified by OfSTED as having ICT as a key issue fell dramatically last year, when no schools were

identified in this way. This contrasts with over 60% having issues identified in 2002.

24. Activities focusing on the attainment of Black Caribbean pupils at KS2, took place in 20 schools last year, including guidance, training and support work in schools by the Advisory Teacher for Ethnic Minority Achievement (EMA). In overall terms however, work to support schools in this area has been constrained by limited staffing and insufficient LEA-wide focus. The new adviser with responsibility for coordinating work in this area has now led the development of a draft strategy, which sets out clearly the actions necessary to tackle underperformance and improve guidance and support to schools. Better use is being made of the data on student and school performance and sound identification has been made of those schools and ethnic groups performing above average. The practices and provision contributing to that enhanced performance are being evaluated so those lessons can be learned and best practice spread across the LEA.
25. There is limited progress on work with parents in literacy and numeracy, although LEA staff have contributed to a small number of school-based workshops.
26. Recommendations for New Activities
 - Development of the Primary Strategy, which integrates literacy and numeracy activities, alongside the work required to secure provision of a broad and balanced curriculum.
 - Strengthen the guidance and support to governors on the interpretation and use of school data.
 - Implement the new EMA strategy, including increasing parent and adult involvement.

Priority 2 – Raising Attainment in Key Stages 3 and 4

27. Progress in the Key Stage aspect of this priority has been variable.
 - Overall trends generally upwards: improvements in 2003 in English, mathematics and science averages for level 5 and above
 - Rate of improvement is same as national rate in English
 - Rate of improvement is higher than national rate particularly in mathematics and also in science – although coming from a much lower base
 - Improvements in Southwark Schools Facing Challenging Circumstances (SFCC) are generally more incremental – step change needs to be achieved
 - Polarity between schools
 - Relative differences in performance between ethnic groups continue into Key Stage 3.
 - Still low compared to statistical neighbours
 - Difference between English and mathematics performance is narrower in Southwark than nationally (14th out of all LEAs)
 - Positive evidence of consultant impact
 - All schools have now set the first statutory Key Stage 3 ICT targets

28. The central thrust of Key Stage 3 consultants in all subjects has been to improve the quality of teaching in identified schools through targeting at whole department and individual teacher level. Teachers are directly supported through demonstration, joint planning, team teaching, demonstration lessons and coaching. There are many instances where practice has improved across departments and in the case of individual teachers. However, challenges remain, linked particularly to high staffing turnover in a number of SFCC schools and also to shortcomings in specialist teacher knowledge and in some cases basic competency. In some departments support has been extremely intensive to compensate for serious shortcomings in the quality of teaching. The reality is that several schools continue to prioritise Key Stage 4/GCSE classes for their most effective teachers.
29. The Key Stage 3 team has continued to provide central training on intervention strategies and catch up programmes. Training has been consistently positively evaluated. There are issues with securing attendance at training in some cases. Providing direct support to schools has obviated this. In some subjects joint training has been provided with neighbouring LEAs. Training has been followed by direct advice and support in schools from subject consultants. Schools submitted intervention action plans as required and have made an earlier start to intervention than was possible last year. Intervention and support has also been extended through the additional funding obtained from the DfES and London Challenge. After a slow start due to difficulties in staffing this extra initiative, all SFCC schools are now receiving additional support for targeted pupils with the potential for achieving level 5 in 2004. Preparation for the establishment of the additional Key Stage 3 initiative entailed the collection of tracking data from the seven targeted schools. This indicated that all schools have at least a satisfactory tracking system in place, in some cases these are well developed.
30. Training for strategies to provide further support to improve the progress of EAL has been provided by the English consultant. Support for raising the attainment of under-achieving groups has been addressed through intervention programmes at individual school level.
31. All Key Stage 3 ICT coordinators have been involved in intensive work during the year with the Key stage 3 consultant to enable them to moderate standards more effectively and to raise their expectations. Coordinators and the Regional Director have evaluated these sessions very positively. As a result the targets set by schools at the end of Key Stage 3 have risen significantly. At Key Stage 3 all schools have audited their ICT needs and received differentiated support from 2 consultants. All schools have access to the central training programmes and those identified as needing medium or intensive support receive additional support in schools through training and support in classrooms. All schools have also been provided with *Testbase* to improve achievement through pupils' experience of past papers. The City Learning Centre has been used effectively to provide model lessons at Key Stage 3.
32. Annual identification of schools in need of additional support has systematically followed a process of analysis of performance data and staffing issues alongside intelligence from both consultants and link advisers. This has also been extended through the Key Stage 3 Review visits led by the Strategy Manager in close conjunction with the attached link adviser. Support has then been closely coordinated to respond to review findings of 3 schools especially, with an identified lead consultant working to a school support plan.

33. Significant progress has been made since September 2003 in enhancing systems for additional support by leading teachers and departments. This is being achieved through the Key Stage 3 Leading Professionals programme which has been developed and led by one of the Key Stage 3 English consultants. The initiative involves Leading Teachers and Advanced Skills Teachers (ASTs). This has involved a high quality, training programme for participants, which has been positively evaluated by Strategy regional directors. Impact should be felt over the next year.
34. There has been a strong focus on Accelerated Learning techniques and Thinking Skills in a number of schools, particularly through the English and Foundation Subject strands. This has been a focus in both central training and in terms of introducing specific techniques in individual schools.
35. Key Stage 3 consultants have focused particularly on Year 9 and on pupils with the potential for level 5 as a means of maximising results. Support for more able pupils has been carried out through general consultant support addressing issues of differentiation based on prior attainment evidence. The KS3 team has also worked with EIC co-ordinator for Gifted and Talented pupils. This work needs now to be strengthened to be more effective.
36. The Behaviour and Attendance strand was launched in September 2003 following the successful appointment of a Behaviour and Attendance consultant. Core training has been held on whole school auditing processes for behaviour. This was well attended. Audits have been differentiated for schools previously involved through the Behaviour Improvement Programme (BIP). The auditing process is proving to be slow in some schools. Targeted consultant support has been provided to schools. Entry to schools for the Behaviour and Attendance strand has proved more of a challenge than for other subject-based strands. Senior adviser/strategy manager with the Behaviour and Attendance consultant has tackled this through a series of joint visits to the majority of schools to meet heads and key staff. Regular meetings have taken place between the behaviour education support and training (BEST) team and the Key Stage 3 Behaviour and Attendance consultant. Positive steps have been achieved in terms of coordination, but this now needs to be strengthened to respond to the outcomes of audits by schools and extended to other schools.
37. Subject leadership has been a theme in wide range of core training. Also Subject Leader Development Programme disseminated through two training sessions to school based KS 3 Strategy Managers. Consultants in all subject strands have consistently provided modeling of best practice for subject leaders. Currently the KS3 team is rolling out the national Sustaining Improvement programme to Strategy Managers and key senior leaders for dissemination and development in schools. There has been an ongoing focus within core training and school based support on developing skills for independent learners particularly for Foundation Subjects and other subject strands.
38. Support has been provided for schools through Link Adviser visits supported by input directly related to KS3. Support for target setting has also been enhanced through intervention programmes and preparatory work carried out in targeting pupils for additional support through the extra funding provided by the DfES and London Challenge. The mathematics consultant has developed a particularly useful model for

tracking and targeting within that subject. Plans are also in hand for a cross SID/MIA working group to provide support to schools in the use of the newly introduced PAT (Pupil Achievement Tracker).

39. A cross-service primary to secondary transition group has recently been formed with joint lead provided by the head of primary school improvement and a senior secondary adviser. This group will be developed to include headteachers from primary and secondary schools.
40. Some schools have continued to fund summer schools. Within the intervention plans which schools are now required to submit these have been extended to holiday schools generally. The majority of schools offer these.
41. All Southwark schools are participating in the optional Modern Foreign Languages initiative. The assistant head at St. Saviours and St. Olaves (previously a national adviser in MFL) has provided the lead as part of the school's Beacon/ Leading Edge programme.
42. The LEA strategy manager has continued to meet regularly each term with school-based strategy managers. These have been very well attended on the whole and the group is now developing into an effective network. The amount of influence wielded by Strategy Managers in schools continues to improve and develop but remains variable. Specific briefings are provided for headteachers where necessary usually appended to EIC partnership agendas. However, more work needs to be done to join up Leadership Incentive Grant (LIG) and KS3 priorities.
43. Information and training on the KS3 strategy has been provided for governors through their newsletter and more directly at school level.
44. Three schools are currently piloting teaching and learning materials for the 7 schools facing challenging circumstances (SFCC) and coordinated support has been provided to them following reviews of their Key Stage 3 departments.
45. Activities focusing on the attainment of Black Caribbean pupils at Key Stages 3 and 4 are continuing, including guidance, training and support work in schools, although the impact of this work is hampered by lack of staffing capacity. The KS3 Strategy will impact on ethnic minority pupils as it raises expectation of teaching and learning and pupil outcomes in general, but further work is required to provide better support to schools in this area. One school (Kingsdale) was selected by the DfES to participate in the African-Caribbean strand of the national pilot of 'Aiming High: raising the achievement of ethnic minority pupils'.
46. Recommendations for New Activities at Key Stage 3
 - Provide more direct support for the development of leadership and management at all levels within secondary schools.
 - Provide more differentiated support with a stronger focus on underperforming schools and departments.
 - Implement the new EMA strategy, which includes support for pupils with English as an additional language.

47. Progress in the Key Stage 4 aspect of this priority has been sound.
- Pleasingly in 2003 the percentage of pupils achieving 5 A*-C grades in Southwark increased by 4% compared to 1% nationally. Over the last 3 years achievement has increased by 6% in Southwark compared to 3% nationally.
 - In 2003 ten schools recorded an increase in the percentage of pupils achieving 5 A*-C grades. Four of the seven schools defined as facing challenging circumstances (SFCC) were amongst these. However, attainment of two of these schools is still below the 2004 DfES 'floor target' of 20%. There is still a polarity between SFCC schools and others.
 - Analysis of the performance of different groups reveals that overall, girls continue to out-perform boys and UK White and Black Caribbean pupils appear to under-perform pupils from other ethnic groups. However, these trends mask considerable variations at school and subject level.
 - The average point scores at Advanced Level achieved by students in the 3 school sixth-forms although rising is still well below national levels. The LEA is supporting an LSC Central London initiative to establish a value-added methodology at advanced level.
 - Provision at Levels 1 and 2 in the three sixth-forms although growing is relatively small and it is therefore difficult to identify trends in achievement.

Strategy, Collaboration and Planning

48. The Forum was initially established to address the issues identified in the 2000 16-19 Area Inspection Report. Its focus was subsequently broadened to embrace issues from age 14 in line with national policy development. The 14-19 Forum brings together the LEA, LSC, schools, Southwark College, training providers, higher education and Connexions. Activities undertaken by the Forum are 'badged' under the title The Southwark Guarantee (SG). The Forum's work was given further impetus in September 2002 with Southwark being awarded one of the first DfES Pathfinders in the country to pilot 14-19 collaboration.
49. The Southwark Guarantee was piloted with a small number of schools, Southwark College, South Bank University and Connexions. During the last year eight further schools have joined the partnership. Strategies for raising attainment, participation, retention and progression of 14-19 year olds are now shared by education providers.
50. School Improvement Division staff are active members at all levels of the Forum and action plans of the Division and the Forum are closely aligned. The LEA Education Business Partnership has also participated in initiatives. Involvement of members of the Access and Inclusion Team has grown in recent months as exemplified by their contribution to Forum discussions on developing strategies to reduce the number of students not in education, employment or training (NEET).
51. The LEA makes use of performance and other data such as Ofsted Reports to target

support in proportion to identified need. However, the LEA's physical capacity to support schools on 14-19 issues is more constrained than for other phases. The Authority for example does not have specialist consultants as at KS3 although use is made of brokered support wherever possible.

52. There is also a clear recognition within the Forum that 14-19 issues transcend borough boundaries and to this end the Forum with support from London Challenge has developed links with neighbouring Boroughs particularly Lambeth.
53. We have recently been notified that Southwark and Lambeth will be inspected jointly under the new 14-19 Area-wide Inspection Framework and the date of the inspection is the Autumn term 2004. Coordination groups are being established to prepare for the inspection.
54. There are thirteen secondary schools, four Special schools, two Pupil Referral Units and a Hospital school catering for the 14-16 age group. Three of these secondary schools have sixth forms, Archbishop Michael Ramsay Technology College, St. Saviour's and St. Olave's and Bacons CTC. The principal borough based post-16 provider is Southwark College and it has been working with schools to extend its 14-16 offer. Six Southwark based training providers cater for a relatively small but growing number of young people particularly post-16.

Access, Participation and Curriculum Development

55. Participation rates in post-16 education and training are low in Southwark when compared with the national figures. The percentage of young people not in education, employment or training in Southwark commonly referred to as the NEET group is amongst the highest in the UK but is a feature of several London inner city boroughs. Between 50% and 80% of those students accessing 16-19 provision in Southwark are new to their school and often to the borough or country. They generally have a lower range of qualifications on entry than those nationally and often have considerable need for support and take longer to acquire qualifications. Southwark has a limited quantity and range of post-16 provision at Level 1 (pre GCSE) and Level 2 (equivalent of GCSE) a factor that impacts on the size of the NEET group and the sizeable flow of students who travel to providers in other London boroughs. Population projections indicate a rising demand for post-16 places over the next decade.
56. The opening of sixth forms at The Academy at Peckham and The Charter School will improve the range of post-16 provision particularly in the South of the Borough where it is recognised that it is relatively poorly developed. The LEA and Forum is liaising closely over possible future developments including Academies. The LEA supports in principle the innovative proposal for a Professional and Vocational Skills Centre to broaden 14-19 provision in the borough especially in the South.
57. Participation figures for last year show that more young people are staying on in education and training in the borough than ever before. All providers report an increase in enrolment for courses at all levels. Connexions report a corresponding drop of over 500 students in the in NEET cohort.
58. The take-up of the new vocational GCSEs has been relatively slow but this appears to be a national trend and partially reflects concern about the appropriateness of the new qualification for certain groups of students. The LEA has brokered consultant support

for schools from the Government Office of London on the implementation of work related curriculum including vocational GCSEs.

59. In 2003 275 students, nearly 10% of the year 11 cohort took up vocational programmes at providers external to their school. This has largely been funded through the DfES Increased Flexibility Scheme that is designed to encourage schools to diversify their 14-16 offer. LEA officers as part of the Forum have helped in the development of protocols and procedures that allow schools and other providers to interchange students successfully.
60. An innovative piece of work by the LEA has been to establish an electronic system for auditing and mapping the borough's 14-19 curriculum, which can then be used by providers for management information and curriculum planning. Curriculum development groups involving schools will be meeting this term to examine the results of curriculum audit.
61. LEA and LSC officers have been exploring with the DfES the feasibility of running a new project. The project would allow Southwark 11 – 16 schools to offer Year 12 serving 17 year olds who have not attained L2 or L1 qualifications; and who would find transition to college or learning outside of a known institution problematic. Southwark has considerable mobility and low (but improving) achievement at age 16. In this context it is widely believed that some students would benefit from being able to remain at their 11-16 school for a further year to consolidate their learning, and be fully supported in moving on to a college or training provider. The DfES views the project as being innovative model in national terms and as such is willing too set aside complex legal obstacles for us to run a pilot with 4/5 schools in 2004/5. A funding bid to the DfES is now being constructed to support the project and we are very hopeful that funding will be forthcoming
62. The LEA is working with the Forum in creating a new 14-19 Creative Arts partnership, supported by Higher Education partners, to sponsor the development of vocational pathways into creative industries in which locally there is a growing number of small businesses.

Guidance and Support

63. A series of professional development seminars are being run for teaching staff from schools, the College, higher education, training providers and Connexions on the possible progression routes for specific curriculum subjects into designated. Schools attending report that the seminars have been both useful and stimulating.
64. The Southwark Guarantee Directory of local 14-19 vocational pathways was launched in schools at series of performance workshops and was mailed to all Year 9, 10 and 11 students. Connexions and careers teachers supporting pre-14 and pre-16 choices use the Directory and accompanying video. Leaflets have also been distributed to parents.
65. The Connexions Service now provides a fuller range of information to schools about their pupils' progression and destinations. This is particularly useful for 11-16 schools which are helping to guide students onto 14-19 pathways. They are also able to track specific cohorts such as the gifted and talented and then evaluate their achievements. The Aim Higher initiative then tracks their progress through into Higher Education. LEA officers have established protocols for sharing data between partner institutions to

enable the tracking of students.

Recommendations for Change/New Activities

- Work with partners in contributing to LSC sponsored Strategic Area Review (StAR) process that will examine to what extent learning provision meets the needs of learners, employers and local communities.
- Ensure coherence between 14-19 plans and the recently published LEA Secondary Strategy. Strands that will be of particular relevance are the role of Specialist Schools, Excellence in Cities, Leadership Incentive Grant and Workforce Remodeling.
- Prepare for the 14-19 Area Inspection in Autumn 2004
- Further support schools in curriculum collaboration and development and in particular the Professional Skills Centre
- Continue to develop strategies to reduce the size of the NEET Group and in particular the Year 12 Pathfinder Project
- Develop schools' use of the Youth Service and groups such as Project

Priority 3 - Support for Schools Causing Concern

66. Progress in this priority has been variable. Whilst the pace of improvement has been slow, improvement has been generally satisfactory.
- 2 primary schools were removed from special measures (April 2003 – March 2004)
 - Two schools were removed from serious weaknesses by Ofsted and another demonstrated improvement and was removed from LEA serious weakness designation
 - One school was designated by Ofsted as requiring special measures and another was judged as having serious weaknesses
 - 4 primary schools remain in special measures and 1 has serious weaknesses
 - All schools requiring additional support have been identified using the LEA's procedures for categorisation and support realigned in accordance with those needs
 - Weaknesses in leadership and management have been identified and the 'capacity to improve' as well as the capacity to utilise LEA support identified.
67. There are robust systems in place for identifying schools causing concern. This is part of the part of School Self Review and Evaluation (SSRE) process – resulting in the school being categorised as follows:
1. self improving school
 2. light touch school
 - 3a. schools allocated additional support
 - 3b. schools causing some concerns
 - 3c. schools causing extensive concerns
 4. schools with serious concerns/weaknesses
 5. schools in special measures

68. The categorisation process, which includes analysis of data from SATs/GCSE results, enables schools to be supported in inverse proportion to success by link advisers, subject consultants and other key officers from relevant services in the LEA. Programmes such as the Intensifying Support Programme (ISP) enables primary schools identified to receive additional support to improve attainment and progress of pupils in English and mathematics.
69. All schools categorised as category 3b/c, 4 or 5 received intensive or medium levels of consultant support for literacy and numeracy in year 2002/2003. At KS1 the percentage improvement over all schools was 8% for reading, 1% for writing and 3% for mathematics. At KS2 the percentage improvement for English was 7% and for 3% for mathematics. The percentage improvement in category 3 schools was higher than those schools in category 4 and 5, in each case the improvement in category 3 schools was twice that it was in the latter.
70. Action plans are in place to address issues identified and leading literacy and numeracy teachers have contributed to teachers' improved skills by modelling, supporting, planning and working alongside weaker teachers.
71. There have been some improvements seen in the schools, which were judged to have particular concerns requiring additional LEA support or intervention.
- 20/37 primary schools in categories 3a, 3b, 3c, 4 and 5 have moved up 1 or more category
 - 3 primary schools to category 1
 - 4 primary schools to category 2
 - 7 primary schools to category 3a
 - 5 primary schools to category 3b
 - 1 primary schools to category 3c
 - Secondary schools have retained their categories from the previous year.
72. All teaching and learning, leadership and governance areas identified as causing concern have been supported by the link adviser/subject adviser/consultant and made a positive contribution to the schools' OFSTED inspection successes.
- 10 primary schools causing concern received OFSTED inspections in 2002/2003 – 60% teaching and learning were graded as good or very good, 30% teaching was satisfactory, 10% teaching was unsatisfactory
 - 5 of the 6 schools whose teaching was graded as good or very good have been in special measures, the other was a Fresh Start school
 - 6 primary schools to date have been inspected in 2003/2004 – reports are available for 4 schools – 3/4 teaching and learning were graded as good and satisfactory in 1/4
 - 1 of the 4 schools whose teaching was graded as good has been in serious weaknesses
 - No secondary schools which are in challenging circumstances received an OFSTED inspection last year, but evidence from link adviser reviews indicate concerns in respect of teaching, learning and standards in the schools reviewed.

73. Where concerns related to leadership, management and governance are identified, support has been provided to the schools concerned and impact has been noted within the school's OFSTED inspection success:
- 10 primary schools causing concern received OFSTED inspections in 2002/2003 – 50% leadership and management was graded as very good, 30% leadership and management was graded as good, 20% it was graded as unsatisfactory (both schools went into special measures)
 - 4 of the 5 schools whose leadership and management was graded as very good have been in special measures, the other was a Fresh Start school
 - 6 primary schools to date have been inspected in 2003/2004 - reports are available for 4 schools – 3/4 schools leadership and management were graded as very good and good in 1/4 schools
 - 1 school where the leadership and management of the headteacher has been graded as very good has been in serious weaknesses
 - all areas identified have been supported by the link adviser and governor support officers, this has made a positive contribution to the schools OFSTED inspection success:
 - 50% the leadership of the governing body was graded as very good, 30% the leadership of the governing body was graded as good, 10% it was graded as satisfactory, 10% the governing body did not perform their duties satisfactorily
74. **Recommendations for New Activities**
- Strengthen the coordination of cross-service support provided to schools to secure greater improvement in respect of pace, efficiency and effectiveness of improvement.

Priority 4 - Social and Educational Inclusion: Improving Participation and the Quality of Education for All

75. Progress towards this priority has been limited.
- Attendance has improved in both primary and secondary schools and has reached the targets that were set.
 - Permanent exclusions have continued to fall, as have the number of fixed-term exclusions, although the total number of days of exclusions is higher. A number of schools continue to apply long fixed term exclusions of up to 45 days.
 - Admissions procedures have been poor, resulting in a significant number of pupils without a school place or out of school for an extended period.
 - Data systems in both admissions and SEN are being strengthened so that identifying, referring and tracking pupils is more robust.
 - The number of pupils coming into the borough throughout the term demands a flexible and responsive approach from schools and more robust systems at the LEA.
 - There has been pressure on the number of school places for KS3 and KS4 pupils, resulting in a small number of schools having to accommodate a disproportionately high number of extra pupils throughout the school year.
 - SEN decision-making and monitoring has not been robust, resulting in a significant increase in the number of requests for Statutory Assessment
 - There has been little systematic monitoring of the impact of SEN funding, both in terms of inputs and the impact on pupils' learning and progress.

- Although there are a number of very innovative projects and programmes targeted at vulnerable pupils and their families, there is a need to fully evaluate the impact and map where they are located in order to inform future planning.

Strengthening Partnership Work

76. The LEA is fully committed to working in partnership with Social Services, Health, the Youth Offending Team and the Police, in order to optimise the impact of the various initiatives that are targeted towards vulnerable pupils and families. It is crucial that projects and programmes are jointly planned and linked to a broader preventative strategy. Over the previous months there has been considerable progress in developing a more coherent approach with key partner agencies. Systems are being developed so that we can consider the totality of resources allocated to particular groups throughout the Authority, and new initiatives are being jointly planned with Social Services, CAMHS, Health and Education. In evaluating the impact of initiatives there is considerable emphasis on measuring the improvement in the learning and behaviour of vulnerable groups, and outcomes are being measured more systematically. This information will inform future joint initiatives as well as ensuring the sustainability of successful practice.
77. Progress has been made towards ensuring that schools can access a named social worker for advice and support and that referral thresholds are clearly understood.

Developing Positive Behaviour in Schools

78. The Behaviour Improvement Project has been established since July 2001 and has involved 4 secondary schools and 12 primary schools. The impact of the project has varied between schools, with only 2 out of 4 of the secondary schools having reduced exclusions and improved attendance significantly. There has also been very limited support for the participating primary schools. The project is currently being evaluated, with a view to strengthening strategies and monitoring outcomes more rigorously.
79. An additional Early Years Behaviour and Education Support Team is to be established to provide more focused support and earlier intervention for young children and their families. This team, which is to be funded through Neighbourhood Renewal Fund (NRF), will work primarily with children in the more deprived community areas throughout the borough.
80. A substantial review of all resources allocated to behaviour support is currently being undertaken in order to increase equity and access and to locate more of the resources within mainstream schools (cf Behaviour Support Plan).

Strengthening SEN Admissions Systems and Processes

81. The Pathways Project has been established in order to respond to the significant number of secondary-aged pupils coming into the authority during the school year. The key objective of the project is to support young people to access mainstream education as quickly as possible. The success of the initiative is dependent on all schools being inclusive and supportive of these pupils, as well as robust systems at the LEA level. While some progress has been made, considerable work needs to be undertaken to reduce the time that pupils are out of school, particularly where they have significant or complex needs.

82. A key priority in relation to evaluating the impact of SEN resources is to establish a cross-school moderation process. This strategy is currently being developed and will be implemented in the autumn term. A major focus of the process will be to review the quality of inputs and outcomes for both individual SEN pupils and for SEN support across a school more generally.
83. Considerable progress has been made in relation to reviewing the way in which SEN funding is allocated and improving transparency in decision making. This work will continue throughout the coming year and will specifically address the growing dependency on Statements.
84. **Recommendations for Change/New Activities**
- Better liaison with parents/ carers over matters of concern to ensure that children cannot slip through the net of support.
 - Increased focus on children in public care and pupils with statements whose placement is difficult.
 - Review of EPS and EWAS to ensure they offer appropriate support to schools.
 - Additional resourced places for dyslexic pupils.
 - Additional places at the secondary pupil referral units, and extend the Pathways Project.
 - Review the delegation of SEN funding.

Priority 5 - Ensuring a Consistently High Quality of Education is Provided for All Through the Development of Effective, Self Managing Schools

85. Progress in this priority is variable.
- The LEA has continued to work with schools to implement and embed the Authority's approach to school self-review and evaluation. This has been based around high quality materials, which assist schools in carrying out the self-review supported by clearly structured link adviser visits. The process provides a systematic, robust level of challenge to ensure schools address the need for continuous improvement.
 - The Leadership Incentive Grant is beginning to have a positive effect upon collaborative practices in secondary schools
 - The consultant leader headteachers working in primary schools have provided sound support to those schools targeted for particular leadership and management support.
 - Workforce remodelling has started in most schools
86. Written ICT guidance has been provided to schools. Guidance includes development planning, safe access to the Internet, co-ordinator roles, school policies and this year new guidance has been produce on curriculum resources for primary schools. Guidance on curriculum resources for use in Key Stage 3 will be produced in the summer term.
87. Schools are fully consulted on the level of devolution of standards fund and the formulae used to allocate money to individual schools. Headteachers are happy with the level of consultation and the devolved resources are allocated efficiently and fairly to

all schools. Only a small number of schools have failed to meet the national target ratios and the LEA overall has exceeded national targets.

88. At least termly meetings are held with secondary ICT co-ordinators when a range of attainment, curriculum and management issues are discussed and best practice shared. These are well attended. Training on using data for target setting in ICT using Fischer Family Trust data has been given to all ICT co-ordinators, was well received and will inform them when setting future targets
89. Regular training is provided for governors to support them in planning and monitoring the effective delivery of ICT. Participants have evaluated these courses positively.
90. School managers have undertaken an LEA audit of ICT provision and currently a second audit is underway to identify progress. As a result of both audits key points for action were highlighted for schools and the LEA. The current audit will result in a published report and action plan. LEA work programmes were focused on the results of the first audit and will be realigned in light of the findings of the current audit.
91. LEA officers meet regularly to establish and review overall strategy this has included consultation with Headteachers but their involvement has fallen off due to their workloads. A draft strategy has been produced and deliverable activities established with outline action plans. A recent visit by a DfES team to the LEA reported that they felt the LEA has a sense of purpose and coherence, which surprised them given the turmoil surrounding the management of the service. OfSTED reports comment favourably on the quality of leadership of ICT in all schools.
92. The City Learning Centre (CLC) has conducted model lessons and provided support in schools to follow up on training. As well as the core curriculum, the CLC has supported teachers of modern foreign languages, design and technology, science and ICT. Training and the provision of model lessons have been very popular and the CLC is fully booked for model lessons.
93. The Headteachers consultative group has agreed provide resources for the recruitment of leading teachers in primary and secondary schools for September 2004. These will be recruited from core subjects and some from other areas of the curriculum. They will be expected to develop and share their good practice in the use of ICT with other schools. LEA consultants will provide *Hands on Support* in the core curriculum across the key stages. This programme will be linked to the implementation of the interactive whiteboard projects in both key stages.
94. **Recommendations for New Activities**
 - The focus on self-managing schools needs to be supported by the creation of a LEA framework to identify, accredit and disseminate best practice from school to school.
 - Provide a better-integrated approach to the development of leadership and management at all levels within all types of school, including further development of self evaluation.

Priority 6 - Recruitment and Retention

95. Progress in this priority is variable with many positive features, but should not be seen as a sign of reduction in the continuing challenges faced by schools in securing good quality experienced teachers.
- All school responded to January 618Gdata collection.
 - Termly teacher vacancy surveys undertaken and response rate improving to over 85%
 - School adverts in TES in 2003 monitored and costed and outcome reported to schools with suggestions about retention.
 - Information on resignations, destinations, recruitment and turnover delayed for 2002 but 2003 survey in train currently.
 - Exit and stayers data reported to headteachers and used to inform recruitment and retention strategy.
 - Vacancy rates January '03 was 4.27% and September 2003 was 1.55% which when taken together exceed the target of 6% set in last year's EDP.
 - Vacancy Bulletin for teacher and support staff placed on website and also circulated to schools, libraries, job centres, early years centres and up to 200 individuals.
 - Personal contact with headteachers and school administrative officers to encourage data returns beginning to show positive results.
 - Guidance given to headteachers about recruitment and retention.
 - Teacher Training Agency grant for data analysis training utilised by recruitment manager and information shared with MIA personnel.
 - Developing understanding of local and national staffing data.
 - Analysis of teacher ethnicity data showed a broad match between ethnic groups in community and teachers. Comparison with pupil ethnicity showed slightly greater percentage of ethnic minority pupils than teachers or of community as a whole.
 - Weekly housing bulletin sent to all schools with information about new teachers housing scheme and private properties for rent by school staff and governors.
 - Autumn newly-qualified housing survey provided data about housing needs and aspirations repeated 2003 and housing advice leaflet revised for circulation.
 - No decision about refurbishment of Porlock Hall taken to date.
 - Teachers being nominated for Peabody, Wandle HA, Church Commissioners and Family Housing Association rented properties.
 - Southwark teachers have taken up full allocation of interest-free loans for property purchase.
 - Two shared-ownership schemes have been marketed to teachers last year.
 - There appears to be no spare capacity in Council property for key workers.
 - RSM is a member of the Government Office for London working party, which has just launched London referred agency list to all schools in London. RSM is part of a London-wide network sharing information and good practice with others.
 - NQT information pack and interactive application form placed on NGfL website with password access to completed applications for headteachers mid-2003. Many applications made online but further development required.
 - Overseas recruitment exercise in 2002 not cost-effective and not repeated. Half-year contract not used and not attractive to overseas trained teachers.
 - Recruitment and Retention working party meets half-termly to discuss a range of issues, including workplace crèches.

- There are 6 creches for school staff in Southwark (an increase of 2 last year).
- LEA successful London Well-being programme in place in 32 schools.
- 33% of schools bought in Employee Assistance programme for their support staff.
- Southwark one of 9 national General Teaching Council Continuing professional development project.
- Over half of the headteachers and teachers of Southwark involved in developing the new CPD framework.
- Pilot programme for mentoring and coaching training day for teachers in their third, fourth and fifth years of their career.
- Graduate Teacher Programme only partially successful due to funding and placement issues.
- Over 10% of Southwark teachers are overseas trained and seeking recognition for qualified teacher status. LEA offered 11-session training course, which has to be repeated to huge demand from schools.

96. Recommendations for Change/New Activities

- Support the development of school systems and school administrative staff expertise in managing human resource data.
- Develop the provision of an extended training programme for supporting Overseas Trained Teachers.
- Continue to work to support schools with the new programme of Workforce Reform.
- Establish range of provisions to support teacher retention including flexible working and well being programmes.
- Continue to use London-wide networks and GOL Working Party involvement to support schools in their efforts to secure good quality staff.
- Develop a new Teachers' Centre.

Policy implications

97. The issues raised in this report link directly to the Council's priority of raising standards in schools. This report also meets the DfES expectation that local authorities will review their EDPs on an annual basis.

Effect of proposed changes on those affected

98. The overarching aim of the EDP is to improve the quality of education available to all young people receiving education in the borough's schools. A major element of the EDP focuses on social and educational inclusion. Many of the activities in the EDP are concerned with targeting support at particular vulnerable and disadvantaged groups. The EDP also seeks to address the needs of the teaching force in the borough in terms of their entry as newly-qualified teachers, as overseas trained teachers and as teachers requiring continuous professional development.

Resource implications

99. The EDP is expected to be delivered through prudent use of the resources made available to CEA@Southwark through the core budget and various grants.

CEA@Southwark has separately received from the DfES and from London Challenge, additional resourcing, in particular to achieve further improvements at Key Stages 2 and 3.

100. As part of the changes in the national funding framework for 2003/04, the Government reduced the proportion of funding it delivered to local authorities and schools in the form of ring-fenced grant, in order "to promote greater flexibility and local control (by schools) over the use of resources".
101. Because of this the DfES ceased to pay in 2003-4, through the Standards Fund, the following grants: 101b (School Improvement Grant: all schools and EDP priorities); 201 (School Inclusion: Pupil Support); 501 (Induction of Newly Qualified Teachers); and 507 (Performance Management and Threshold Assessment). This reduction in budget affected LEA activities in the area of school improvement and in particular those relating to schools causing concern.
102. The LEA has sought to compensate for this by funding growth both in central support and at the school level through the Individual Schools Budget but has been constrained by funding regulations and the amounts available overall. Furthermore it has been impossible to target that funded through the ISB at Schools Causing Concern. Further reductions in ring-fenced grant were initially planned for 2004/05 but only one or two minor ones have now been processed and the authority has been able to maintain levels of funding for central support of initiatives.
103. The development of a Teachers' Centre would significantly enhance the LEA's support for progressing its school improvement strategies. LEA officers will be pursuing this actively throughout 2004-5.

Consultation

104. Full consultation took place on the original EDP2 in line with statutory requirements. Insufficient consultation took place in respect of the implementation of the activities set out for the first year of the EDP2 but this was addressed through discussions at various headteacher meetings. Formal evaluation of the second year of EDP2 and the amended priorities in Annex 2 were discussed with headteachers and governors in March, April and May 2004. The draft report on progress and Annex 2 were submitted to the Education Youth and Leisure Scrutiny Committee in May. In addition, the views of the Diocesan Authorities were also sought. The consultation responses were generally positive. They include
 - Positive comments about the comprehensive nature of the activities for 2004-5 received from the Archdiocese of Southwark.
 - Headteachers showing support for the review of progress, especially as the report set out the things, which are going well as a precursor to indicating the new areas, which needed to be developed.
 - Headteachers being supportive of the format of Annex 2 describing it as being more accessible and easier to link with their schools' development plans.
 - Some headteachers would like to see Foundation Stage included in the title of Priority 1.

- A number of headteachers would like to reword the title of Priority 5, which in their view, should focus more directly upon improving leadership management, and governance.

SUPPLEMENTARY ADVICE FROM LEGAL SERVICES

In the Annex at 4.1 the fourth bullet point in the box reads

- Strengthen the admissions guidance and procedures to ensure the statutory responsibilities of the LEA and schools are clearly understood

I consider that the DfES Code of Practice on Admissions should also be mentioned in this context and it might be useful to reflect the work of the Admissions Forum by going further than merely expecting that requirements are understood. The LEA cannot itself require compliance by schools who are their own admissions authority but can take steps towards that end. I therefore suggest that this bullet point might be amended to read

- Strengthen the admissions guidance and procedures to ensure the statutory responsibilities of the LEA and schools *and the provisions of the DfES Code of Practice on School Admissions* are clearly understood *and take necessary steps to secure compliance with them.*

BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
Title of document(s)	Title of department / unit	Name
Education Development Plan 2002-2007 (EDP2)	LEA Schools Services School Improvement Division	Rose Johnson
Post-Ofsted Inspection Action Plan	Address John Smith House 144-152 Walworth Road London SE17 1JL	Phone number 020 7525 5152

APPENDIX A

Audit Trail

Lead Officer	Simon Jenkin. Director of Schools Services, CEA @ Southwark	
Report Author	Rose Johnson, Head of Performance and Achievement	
Version	Final	
Dated	6.7.04	
Key Decision?	No	
CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / EDUCATION, YOUTH AND LIBRARIES SCRUTINY COMMITTEE MEMBER		
Officer Title	Comments Sought	Comments included
Borough Solicitor and Secretary	Yes	Yes
Chief Finance Officer	Yes/No	Yes/No
<i>List other Officers here</i>		
Education, Youth and Libraries Scrutiny Committee Member	Yes	Yes
Date final report sent to Constitutional Support Services		

Appendix B: Progress towards targets

Key Stage 2 results and targets

Key Stage 2	2002 Results LEA	2003 Results LEA	2003 Results National	2003 Target	2004 Target	2004 School aggre- gate	2005 Target	2005 School aggre- gate
English Level 4+	66%	70%	75%	72%	75%	71%	76%	71%
Mathematics Level 4+	62%	62%	73%	71%	74%	71%	75%	72%
English Level 5+	19%	23%	27%	23%	27%	20%	27%	22%
Mathematics Level 5+	17%	21%	29%	24%	25%	21%	26%	23%

Southwark is making progress in closing the gap between its results and those nationally, however this gap is still large, e.g. 11% points, in Mathematics at Level 4. Despite 2003 Key Stage 2 performance improving on that of 2002, Southwark LEA failed to exceed any of the targets set, the only one being met was 23% achieving Level 5 in English. 57% of Southwark schools were above their target in English and 33% in Mathematics for level 4+.

The LEA targets for 2004 and the school aggregates highlight the challenging nature of the LEA targets. To meet 2004 targets Southwark would need a 5% point increase on 2003 performance in English, and to achieve 74% at Level 4 in Mathematics a 12% point increase on 2003 mathematics results is needed. Southwark uses Fischer Family Trust (FFT) data to predict future performance. The model used is based on individual pupil level prior achievement and estimated progress. Southwark School advisers use both FFT data and a school's local knowledge of its pupils when supporting schools in the target setting process.

Projected 2004 Key Stage 2 results, based on Fischer Family Trust Predictions

Key Stage 2	2003 Results	2003 FFT Prediction*	2004 FFT Prediction*	2005 FFT Prediction*
English Level 4 and above	70%	73%	74%	73%
Mathematics Level 4 and above	62%	72%	74%	72%
English Level 5 and above	23%	28%	28%	26%
Mathematics Level 5 and above	21%	27%	29%	26%

Source: Fischer Family Trust

*FFT Prediction based on pupil prior attainment data assuming progress is in line with progress made by pupils nationally.

Key Stage 3 results and targets

Key Stage 3	2002 Results LEA	2003 Results LEA	2003 Results National	2003 Target	2004 Target	2004 School aggregate	2005 Target	2005 School aggregate
English Level 5+	50%	51%	69%	53%	60%	54%	62%	58%
Mathematics Level 5+	46%	52%	71%	52%	60%	53%	60%	57%
Science Level 5+	45%	48%	68%	52%	56%	52%	61%	55%
ICT TA Level 5+	41%	49%	68%	52%	60%	51%	57%	54%

The percentage of students achieving Level 5 in 2003 improved on 2002 performance in all subjects. However Southwark LEA fell short of 2003 targets in English, Science and ICT. The increase in Mathematics is well above the national rise, however Southwark remain the lowest performing LEA in the country for Mathematics at level 5+. As with Key Stage 2, compared with current performance and the schools aggregate, 2004 targets appear very challenging. In all three core subjects there is a very large gap of 18-20% points, between Southwark results and those at a national level.

Southwark uses Fischer Family Trust data to predict future performance at Key Stage 3. The model used is based on individual pupil level prior achievement and estimated progress. Southwark School Advisers use both FFT data and a school's local knowledge of its pupils when supporting headteachers in the target setting process.

Projected 2004 Key Stage 3 results, based on Fischer Family Trust Predictions

Key Stage 3	2003 Results	2003 FFT Prediction*	2004 FFT Prediction*	2005 FFT Prediction*
English Level 5 and above	51%	59%	60%	60%
Mathematics Level 5 and above	52%	58%	60%	60%
Science Level 5 and above	48%	59%	61%	60%
ICT Level 5 and above	49%	n/a	n/a	n/a

Source: Fischer Family Trust

*FFT Prediction based on pupil prior attainment data assuming progress in line with progress made by pupils nationally.

GCSE/GNVQ results and targets

GCSE/GNVQ	2002 Results	2003 Results	2003 Results National	2003 Target	2004 Target	2004 School aggregate	2005 Target	2005 School aggregate
5+ A*-C	36%	40%	53%	38%	40%	39%	42%	41%
5+ A*-G inc. Eng and	84%	83%	87%	87%	90%	87%	not set	not set
Average Point Score	34.1	35.1	40.9	35.3	37.5	32.9	35.3	33.5

The percentage of students achieving 5 or more A*-C grades improved by 4% points to 40% in 2003, exceeding the target of 38%.

Southwark's value-added score based on progress between Key Stage 3 and Key Stage 4 was 102.7 in 2003, above the national level. Southwark LEA had one of the highest scores in the country at this measure. All of Southwark's secondary schools scored a value-added score higher than 100. This indicates that between Key Stage 3 and Key Stage 4 on average pupils in Southwark schools are making more progress than similar pupils nationally. As at Key Stage 3 FFT is used to project future performance at GCSE and support schools in target setting.

Projected 2004 GCSE results, based on Fischer Family Trust Predictions

GCSE/GNVQ	2003 Results	2003 FFT Prediction*	2004 FFT Prediction*	2005 FFT Prediction*
5 + A*-C	40%	30%	31%	33%
5 + A*-G incl. English and Mathematics	83%	83%	83%	84%
Average Point Score	35.1	31	31	32

Source: Fischer Family Trust

*FFT Prediction based on pupil prior attainment data assuming progress in line with progress made by pupils nationally.

Southwark Attendance and Absence

Absence	2002	2003	2003 Target	2004 Target	2005 Target
Primary	6.8%	6.6%	5.8%	5.1%	-
Secondary	9.1%	8.4%	8.3%	7.0%	-
Attendance	2002	2003	2003 Target	2004 Target	2005 Target
Primary	93.2%	93.4%	-	-	95.5%
Secondary	90.9%	91.6%	-	-	93.5%
Unauthorised Absence	2002	2003	2003 Target	2004 Target	2005 Target
Primary	1.8%	1.7%	-	-	1.4%
Secondary	1.7%	1.8%	-	-	1.5%

The 2003 target for absence in secondary schools was only narrowly missed. In the primary sector despite a small improvement in attendance from 2002, the target was also missed.

Under Achieving Groups

Under achievement in primary schools

At Key Stage 1, results for Reading tests have shown no improvement since last year. This is a similar trend to what happened nationally. There was a fall in Writing performance of 6% points compared with 2002 results and also a fall of 1 % point for the Key Stage 1 Mathematics test results. These results mirror the national results where Writing fell by 5% points and Mathematics saw no change since 2002.

Key Stage 1	2002 Results LEA	2003 Results National	2003 Results LEA	2003 Results National
Reading Level 2+	78%	84%	78%	84%
Writing Level 2+	77%	81%	71%	81%
Mathematics Level	86%	90%	85%	90%

At Key Stage 1 there was a lot of variation between schools, in Reading tests achievement at Level 2+ ranged from 38% to 100%, in Writing tests from 27% to 100%, and in Mathematics tests from 49% to 100%.

Southwark's value-added score based on progress between Key Stage 1 and Key Stage 2 was 99.5 in 2003, just below national levels. In terms of schools, data shows that only 26 out of Southwark's 69 primary schools scored a value-added measure above 100 on the national comparative scale.

Under achievement in secondary schools

Southwark's value-added score based on progress between Key Stage 2 and Key Stage 3 was 98.9 in 2003, below the national level. Only three of Southwark's secondary schools scored a value-added score higher than national level.

Gender Differences

The percentage of pupils achieving Level 4 and above at Key Stage 2 in 2003

Key Stage 2	Girls				Boys			
	Level 4 and above		Level 5 and above		Level 4 and above		Level 5 and above	
	LEA	National	LEA	National	LEA	National	LEA	National
Reading	80%	84%	38%	47%	71%	78%	29%	38%
Writing	65%	69%	18%	20%	49%	52%	11%	11%
English	76%	81%	27%	33%	64%	70%	17%	21%
Mathematics	62%	72%	19%	26%	62%	73%	22%	32%
Science	78%	87%	29%	41%	76%	86%	27%	40%

In Southwark girls outperform boys in every area at Key Stage 2 except in Mathematics. The largest differences between the genders are noticed in Writing where the gap is 16% points. The differences between girls and boys in each area of assessment are similar to the differences noticed nationally.

The percentage of pupils achieving Level 5 and above at Key Stage 3 in 2003

Key Stage 3		Girls		Boys	
		LEA	National	LEA	National
Level 5 and above	English	58%	76%	43%	62%
	Mathematics	53%	72%	49%	70%
	Science	49%	69%	47%	68%
	ICT TA	52%	-	46%	-
Level 6 and above	English	21%	42%	12%	28%
	Mathematics	28%	50%	29%	49%
	Science	22%	40%	20%	41%
	ICT TA	14%	-	11%	-

At Key Stage 3 girls outperform boys in all 3 core subjects at Level 5 and above. The largest difference between the genders is noticed in English where the gap is 15% points. As at Key Stage 2 the differences between girls and boys in each area of assessment are similar to the differences noticed nationally.

Performance at GCSE/GNVQ level in 2003

GCSE	Girls		Boys	
	LEA	National	LEA	National
5+ A*-C	44%	58%	35%	48%
5+ A*-G	89%	91%	83%	86%
Average Point Score	37.7	43.5	32.1	37.9

At GCSE/GNVQ level girls continue to outperform boys, particularly at the higher grades of A*-C. Again this pattern is mirrored nationally.

Ethnicity

At Key Stage 2 in 2003 70% of the Year 6 cohort were made up of White British, Black Caribbean and Black African pupils. Black Caribbean pupils are our largest under achieving ethnic group in Southwark, with achievement on average 12% points below Southwark's overall results. Of the other large ethnic groups in Southwark, Black African pupils are achieving above or at the Southwark average, and above or in line with Black African pupils nationally. White British pupils are achieving well below that of White British children nationally.

The percentage of pupils achieving Level 4 and above at Key Stage 2 in 2003

Key Stage 2	% of cohort LEA	% of cohort Nationally	English		Mathematics		Science	
			LEA	National	LEA	National	LEA	National
White British	29%	81%	72%	76%	66%	73%	83%	88%
Black African	27%	1%	75%	70%	63%	64%	77%	79%
Black Caribbean	14%	1%	60%	68%	48%	59%	67%	78%
All pupils	100%	100%	70%	75%	62%	73%	78%	87%

At Key Stage 3 in 2003 75% of the Year 9 cohort were made up of White British, Black Caribbean and Black African pupils. Black Caribbean pupils are our largest under achieving ethnic group at KS3, with achievement on average 11% points below Southwark's overall results. Of the other large ethnic groups in Southwark, Black African pupils are achieving above

the Southwark averages, and just below that of Black African pupils nationally. White British pupils in Southwark are achieving well below that of White British children nationally.

The percentage of pupils achieving Level 5 and above at Key Stage 3 in 2003

Key Stage 3	% of cohort LEA	% of cohort Nationally	English		Mathematics		Science	
			LEA	National	LEA	National	LEA	National
White British	32%	80%	52%	70%	55%	72%	49%	70%
Black African	27%	1%	54%	58%	52%	56%	52%	51%
Black Caribbean	16%	1%	42%	56%	40%	53%	36%	51%
All pupils	100%	100%	51%	69%	52%	71%	48%	68%

At GCSE/GNVQ in 2003 73% of the Year 11 cohort were made up of White British, Black Caribbean and Black African pupils. At GCSE/GNVQ level, as at Key Stage 2 and 3, Black Caribbean pupils are performing well below the Southwark average. Also White British pupils are performing below the Southwark average and there is a 13% point deficit between their performance and that of white pupils nationally. With the exception of Bangladeshi and Any Other Black Background, girls in every ethnic group out perform boys in the percentage achieving 5+A*-C.

Percentage of pupils achieving 5+A*-C and 5+A*-G at GCSE/GNVQ in 2003

GCSE/GNVQ	% of cohort LEA	% of cohort Nationally	5+A*-C		5+A*-G	
			LEA	National	LEA	National
Black African	29%	1%	48%	44%	93%	n/a
White British	26%	80%	38%	51%	86%	n/a
Black Caribbean	18%	1%	28%	33%	84%	n/a
All pupils	100%	100%	40%	53%	86%	89%

Free School Meals

Southwark LEA has a very high percentage of its pupils from low-income families. At Key Stage 2,3 and 4 at least 40% of the cohort were eligible for free school meals last year. In 2003 nationally only 17% of the KS2 cohort were eligible, 16% of the KS3 cohort and 14% of GCSE cohort. As with the situation nationally, in Southwark pupils not eligible for free school meals perform better than those who are eligible for free school meals in each Key Stage and at GCSE/GNVQ level.

Percentage of pupils achieving Level 4 and above at Key Stage 2 in 2003

Key Stage 2	% of cohort	English		Mathematics		Science	
		LEA	National	LEA	National	LEA	National
Non FSM	59%	78%	79%	70%	76%	82%	90%
Eligible for FSM	40%	59%	55%	51%	53%	70%	72%
Unclassified	0%	40%	61%	60%	57%	40%	72%
Total LEA average	100%	70%	75%	62%	73%	78%	87%

Percentage of pupils achieving Level 5 and above at Key Stage 3 in 2003

Key Stage 3	% of cohort	English		Mathematics		Science	
		LEA	National	LEA	National	LEA	National
Non FSM	54%	57%	74%	57%	75%	54%	74%
Eligible for FSM	45%	43%	44%	45%	47%	41%	42%
Unclassified	1%	6%	45%	10%	50%	6%	44%
Total LEA average	1005	51%	69%	52%	71%	49%	68%

Percentage of pupils achieving 5+A*-C at GCSE/GNVQ in 2003

GCSE/GNVQ	% of cohort	5+A*-C		5+A*-G
		LEA	National	LEA
Non FSM	57%	46%	55.3%	91%
Eligible for FSM	40%	33%	24.6%	84%
Unclassified	3%	2%	0.1%	12%
Total LEA average	100%	40%	50.9%	86%

Pupil Mobility

In Southwark pupils who have not been in the same school for the full Key Stage do not perform as well as those that do. The following tables show the performance of pupils compared to their inward mobility.

Percentage of pupils achieving Level 4 and above at Key Stage 2 in 2003

Key Stage 2	% of cohort	English	Mathematics	Science
Time in same school				
Up to 2 years	11%	45%	40%	54%
2-4 years	19%	69%	61%	77%
4 or more Years	69%	74%	66%	81%
Total LEA average	100%	71%	63%	78%

Percentage of pupils achieving Level 5 and above at Key Stage 3 in 2003

Key Stage 3	% of cohort	English	Mathematics	Science
Time in same school				
Up to 1 year	5%	24%	31%	27%
1 - 2 years	8%	37%	37%	31%
2 to 3 years	86%	54%	54%	51%
Unclassified	1%	6%	10%	6%
Total LEA average	100%	51%	52%	48%

Percentage of pupils achieving 5+A*-C at GCSE/GNVQ in 2003

GCSE/GNVQ	% of cohort	5+A*-C	5+A*-G
Time in same school			
1 year or less	3%	21%	69%
1 to 2 years	7%	20%	79%
2 to 4 years	12%	32%	84%
More than 4 years	76%	44%	90%
Unclassified	3%	2%	12%
Total LEA average	100%	40%	86%

Special Educational Needs

There is a higher percentage of pupils with Special Educational Needs in Southwark than nationally, for both statemented and non-statemented pupils. In Southwark pupils with SEN perform less well than pupils with no identified SEN in each Key Stage and at GCSE/GNVQ, with SEN pupils without a statement performing better than those with a statement.

Percentage of pupils achieving Level 4 and above at Key Stage 2 in 2003

Key Stage 2	% of cohort	English		Mathematics		Science	
		LEA	National	LEA	National	LEA	National
No SEN	70%	86%	88%	77%	83%	88%	94%
SEN not stated	26%	35%	34%	29%	37%	54%	66%
SEN stated	4%	14%	13%	18%	16%	42%	33%
Unclassified	1%	41%	62%	35%	58%	47%	72%
All Pupils	100%	70%	75%	62%	73%	78%	87%

Percentage of pupils achieving Level 5 and above at Key Stage 3 in 2003

Key Stage 3	% of cohort	English		Mathematics		Science	
		LEA	National	LEA	National	LEA	National
No SEN	70%	63%	79%	64%	80%	60%	78%
SEN not stated	24%	23%	27%	23%	32%	22%	31%
SEN stated	6%	11%	10%	10%	13%	14%	16%
Unclassified	1%	6%	45%	10%	50%	6%	45%
All Pupils	100%	51%	69%	52%	71%	49%	68%

Percentage of pupils achieving 5+A*-C at GCSE/GNVQ in 2003

GCSE/GNVQ	% of cohort	5+ A*-C		5+ A*-G	
		LEA	National	LEA	National
No SEN	74%	49%	59%	94%	94%
SEN not stated	20%	14%	13%	73%	70%
SEN stated	4%	4%	6%	47%	38%
Unclassified	3%	2%	0%	12%	1%
All Pupils	100%	40%	53%	86%	89%

Under Achieving Areas

Nunhead and Peckham Rye, Peckham, and Camberwell on average are the Community Council Areas that are performing below the Southwark average in all 3 core areas at Key Stage 2. However this information should be interpreted with caution as the performance within each of these areas varies immensely between schools.

Key Stage 2 at Level 4 and above in 2003 by Community Council Area

Key Stage 2	Community Council Area	No. of Schools in area*	Level 4 and above		
			Average*	School Min.*	School Max.*
English	Bermondsey	11	72%	46%	93%
	Borough and Bankside	8	79%	48%	100%
	Camberwell	10	69%	48%	85%
	Dulwich	6	82%	57%	98%
	Nunhead and Peckham	9	64%	33%	85%
	Peckham	4	69%	53%	83%
	Rotherhithe	9	71%	57%	85%
	Walworth	12	68%	37%	90%
	LEA average*	69	71%	33%	100%
Mathematics	Bermondsey	11	64%	38%	100%
	Borough and Bankside	8	73%	32%	97%

	Camberwell	10	59%	30%	81%
	Dulwich	6	76%	45%	96%
	Nunhead and Peckham	9	58%	23%	86%
	Peckham	4	54%	36%	75%
	Rotherhithe	9	62%	36%	83%
	Walworth	12	62%	37%	81%
	LEA average*	69	63%	33%	100%
Science	Bermondsey	11	81%	56%	100%
	Borough and Bankside	8	85%	48%	100%
	Camberwell	10	76%	48%	94%
	Dulwich	6	87%	65%	100%
	Nunhead and Peckham	9	70%	33%	90%
	Peckham	4	74%	47%	93%
	Rotherhithe	9	80%	65%	96%
	Walworth	12	77%	43%	97%
	LEA average*	69	78%	33%	100%

*All figures and averages do not include Special Schools

At Key Stage 3 analysis by Community Council Area is not so easily interpreted as some areas contain only one secondary school. For example the areas of Dulwich and Walworth perform consistently below the Southwark Average in all three core subjects at Key Stage 3, however both of these areas contain only one school.

Key Stage 3 at Level 5 and above in 2003 by Community Council Area

Key Stage 3	Community Council Area	No. of Schools in area*	Level 5 and above		
			Average*	School Min.*	School Max.*
English	Bermondsey	2	51%	40%	67%
	Borough and Bankside	3	60%	21%	93%
	Camberwell	3	62%	42%	72%
	Dulwich	1	33%	33%	33%
	Nunhead and Peckham	3	49%	32%	66%
	Rotherhithe	1	72%	72%	72%
	Walworth	1	35%	35%	35%
	LEA average*	14	53%	21%	93%
Key Stage 3	Community Council Area	No. of Schools in area*	Level 5 and above		
			Average*	School Min.*	School Max.*
Mathematics	Bermondsey	2	51%	36%	74%
	Borough and Bankside	3	60%	35%	78%
	Camberwell	3	58%	37%	72%
	Dulwich	1	33%	33%	33%
	Nunhead and Peckham	3	53%	38%	80%
	Rotherhithe	1	78%	78%	78%
	Walworth	1	36%	36%	36%
	LEA average*	14	53%	33%	80%
Science	Bermondsey	2	45%	34%	61%
	Borough and Bankside	3	59%	38%	81%
	Camberwell	3	61%	42%	71%
	Dulwich	1	26%	26%	26%
	Nunhead and Peckham	3	44%	31%	71%
	Rotherhithe	1	77%	77%	77%
	Walworth	1	35%	35%	35%

	LEA average*	14	50%	26%	81%
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*All figures and averages do not include Special Schools

As with Key Stage 3 when looking at the GCSE/GNVQ analysis by Community Council Area the number of schools in each area must be considered carefully.

GCSE/GNVQ Performance in 2003 by Community Council Area

GCSE/GNVQ	Community Council Area	No. of Schools in area*	Average*	School Min.*	School Max.*
5+A*-C	Bermondsey	2	37%	27%	53%
	Borough and Bankside	3	51%	28%	73%
	Camberwell	2	51%	35%	73%
	Dulwich	1	42%	42%	42%
	Nunhead and Peckham	3	31%	18%	54%
	Rotherhithe	1	69%	69%	69%
5+A*-G	Bermondsey	2	81%	72%	95%
	Borough and Bankside	3	90%	79%	100%
	Camberwell	2	95%	92%	100%
	Dulwich	1	82%	82%	82%
	Nunhead and Peckham	3	90%	84%	100%
	Rotherhithe	1	98%	98%	98%
	Walworth	1	87%	87%	87%
	LEA average*	13	89%	72%	100%
<i>Average Point Score</i>	Bermondsey	2	31.8	26.9	39.5
	Borough and Bankside	3	42.9	31.0	53.9
	Camberwell	2	38.1	31.9	46.9
	Dulwich	1	35.0	35.0	35.0
	Nunhead and Peckham	3	32.7	24.0	46.4
	Rotherhithe	1	49.9	49.9	49.9
	Walworth	1	27.3	27.3	27.3
	LEA average*	13	36.4	24.0	53.9

*All figures and averages do not include Special Schools

GLOSSARY

AFL	Assessment for Learning
ARTS	Annual Review and Target Setting
AST	Advanced Skills Teachers
BEST	Behaviour, Education and Support Teams
CAMHS	Child and Adolescent Mental Health Services
CLC	City Learning Centre
CPD	Continuing Professional Development
CTC	City Technology College
DfES	Department for Education and Skills
EAL	English as an Additional Language
EDP	Education Development Plan
EiC	Excellence in Cities
EMA	Ethnic Minority Achievement
EMT	Education Management Team
EPS	Education Psychology Service
EYDCP	Early Years Development and Childcare Partnership
GCSE	General Certificate Secondary Education
HA	Housing Association
ICT	Information and Communications Technology
ISB	Individual Schools Budget
ISP	Intensifying Support Programme
KS	Key Stage
LEA	Local Education Authority
LIG	Leadership Incentive Grant
LPSH	Leadership Programme for Serving Headteachers
LSC	Learning and Skills Council
LSU	Learning Support Unit
MFL	Modern Foreign Languages
MIA	Management Information Analysis
NEET	Not in education, employment and training
NCSL	National College of School Leadership
NGfL	National Grid for Learning
NPQH	National Professional Qualification for serving Headteachers
NQT	Newly Qualified Teacher
OfSTED	Office for Standards in Education
OPM	Office for Public Management
PANDA	Performance and Assessment
PAT	Pupil Achievement Tracker
PLSA	Play School Learning Alliance
PRU	Pupil Referral Unit
PSM	Primary Strategy Manager
RSM	Recruitment Strategy Manager
RAP	Raising Achievement Plan
SATs	Statutory Assessment Tests
SCC	Schools Causing Concern
SEN	Special Educational Needs
SFCC	Schools Facing Challenging Circumstances
SG	Southwark Guarantee

SIA	School Improvement Adviser
SIG	Strategic Improvement Group
SIP	School Improvement Plan
SMT	Senior Management Team
SSRE	School Self-Review and Evaluation
StAR	Strategic Area Review
TES	Times Educational Supplement