

Item No.	Classification: Open	Date: 3/12/2002	MEETING NAME Executive
Report title:		Report on Education Performance	
Ward(s) or groups affected:			
From:		Strategic Director of Education and Culture	

1. RECOMMENDATIONS

- 1.1 That Executive considers the report and indicates any areas where further Action Plans are required.

2. BACKGROUND INFORMATION

- 2.1 The corporate Quarterly Performance Report for Quarter 2 of 2002/3 is included elsewhere on this agenda.
- 2.2 It has previously been agreed that Executive will consider a fuller report on Education performance during the November/December cycle.
- 2.3 This report sets out further details of the Council's Education performance in the context of Best Value Performance Indicators and other national standards.
- 2.4 Data is provided in respect of performance by both the Council's schools and by the LEA. In general, data is provided in respect of academic year 2001-2 but, where possible, data is also provided in respect of performance to date during the current financial/academic year.
- 2.5 A commentary is provided in respect of those areas where it is considered that the Council is performing particularly well or where the greatest need for improvement has been identified.
- 2.6 As the Executive will be aware, the great majority of the Council's school-facing LEA services and functions have been outsourced to WS Atkins Consultants (Atkins Education) via a PPP Contract Partnership arrangement. Where appropriate, therefore, the comments on performance have been provided by Atkins Education and these are clearly identified as such in the text.
- 2.7 This report also provides a full analysis of Atkins Education performance under the PPP contract for 2001/2 and provides an assessment of the performance to date in 2002/3.

2.8 The report contains 3 main sections

- Paragraphs 3.2 to 3.10 relate to LEA and schools performance where Atkins has the lead responsibility
- Paragraphs 3.11 to 3.14 relate to areas of performance where the LEA has continuing lead responsibility
- Paragraph 3.15 relates to the performance of Atkins Education against the Education PPP contract specification

3 KEY ISSUES FOR CONSIDERATION

3.1 Performance Data 2002/3

Details of the Council's performance as at Quarter 2 against the Education Best Value Performance Indicators are set out in Appendix 1 to this report. A significant number of these BVPIs, particularly those relating to pupil attainment, are annual indicators which are measured on the basis of the academic year. The figures included in the appendix in respect of these indicators are, therefore, now final (subject to minor adjustment by DfES) but relate to the academic year 2001/2.

As set out above, Atkins Education are responsible via the Education PPP contract, for delivery against the majority of the Education BVPIs. Atkins' analysis of performance against key BVPIs is set out below. In order to distinguish these comments clearly, they are shown in italics. Comments in respect of Atkins Education performance against the Education PPP contract specification are set out at paragraph 3.15.

3.2 Commentary provided by Atkins Education

Since transfer of services in April 2001 there has been a marked improvement in the relationship between schools and officers of Atkins working on behalf of the LEA. The improvement stems from a range of activities instigated by the new Senior Management Team. A new body, the Education Strategy Group for Schools has been set up which brings headteachers across all phases together with the senior education team. This group discusses new policy and strategy initiatives enabling early "buy-in" on the part of headteachers. It was this group that provided a school perspective on the Atkins Education "One Plan" which was presented to Members in January 2002. They gave similar assistance in the production of the Southwark Education Development Plan which received Ministerial approval earlier this year. Through this partnership approach with headteachers greater trust has been developed.

Associated with this have been the improvements in consultation over a range of issues. Headteachers played a major role in auditing LEA services ahead of the Ofsted Inspection, again engendering higher levels of trust. Consultation on financial matters has also improved and the fact that headteacher views were taken on board and implemented showed a greater propensity for listening. Headteachers also made a significant contribution to the Post-Ofsted Inspection Action Plan and this increases the chances of its recommendations being realised, particularly in relation to exchange of information and data.

A consequence of this improving trust and responsiveness is the ability of officers from Atkins to bring the challenge agenda more forcefully to schools. This is illustrated by the debates now occurring at the termly meeting with headteachers where, in the recent past, the issue of performance at Key Stage 2 has generated lively debate particularly in relation to curriculum provision.

3.3 The general approach to School Improvement

Monitoring and Challenging Schools

A major thread in the strategy for School Improvement is the cycle of Link Adviser visits. The cycle relates to the three major areas identified as crucial to improvement:

- *Leadership and management;*
- *Teaching and learning;*
- *Performance and attainment.*

The agenda for the termly meetings is driven by the Evaluation of School Performance Document and is a challenge agenda. However, it is recognised that long term improvement will occur from schools which are self-reviewing and self-evaluating and the overall strategy is to develop these self-managing schools whilst fulfilling the LEA core responsibilities of monitoring, challenge, intervention and support. Thus, link visits are not purely judgmental and evaluative but also aim to make the school's own review and evaluation systems more robust. An example of this is the focus on teaching and learning where joint observations are made (adviser/senior manager) and moderated judgments agreed. This is a significant development from the previous pattern used in the Authority.

Categorisation and Intervention

The categorisation of schools sets out a minimum entitlement for all schools. The rationale was developed from a number of premises:

- *developing the LEA's knowledge of its schools;*
- *early intervention to stop schools slipping into lower categories (support in inverse proportion to success).*
- *Category 1 schools' vulnerability because of potential difficulties in recruitment, retention and mobility factors in inner London. These schools may still need intervention in specific areas e.g. Literacy, numeracy or ICT.*
- *a commitment to maintaining and developing excellence;*

National Strategies

The National Strategy directives to LEAs indicate that they should support all schools through:

- *Training;*
- *Monitoring and support.*

Primary School literacy visits will have a specific focus in Year Six in accordance with our stated strategy for raising attainment. Secondary School visits will have a high ratio of input related to The Key Stage 3 Strategy. Where schools are

identified, through visits or data, as requiring additional support/intervention, this is put in place.

3.4 The impact of intervention

Numeracy

Schools that received intensive support from the maths team had an average improvement of 5 percentage points. Schools receiving intensive support who also used RM Maths, with support from the LEA, had an average improvement of 15 percentage points. Of the eight schools that were more than 10% above their 2002 target, six had received intensive support. Some schools starting from very low level of achievement that received intensive support showed improvement rates of over 100%.

Literacy

Schools who received intensive support from the literacy team had an average improvement of 4.36 percentage points. In schools where there was no direct support results dropped by an average of 4.45%. Schools who took part in the specific programme to support Year 6 made average increases of 3.94%

3.5 Pupil Attainment

We have carried out an extensive analysis of the key stage results for all the borough's primary and secondary schools over the last four years. This analysis has taken account of some or all of the following factors according to key stage:

- the raw scores achieved
- differences in the performance of pupils from different groups,
- trends over the last four years,
- value added from KS2 to KS3,
- the relative performance of schools compared to similar schools (using the PANDA – Performance and Assessment data),
- differences between school targets and pupil attainment,
- attendance at LEA training
- pupil attendance, punctuality and exclusions

For detailed commentary on the key stage data see Education information pack.

Key stage 2

The DfES has outlined that Southwark's results are broadly in line with national trends at KS2 over the last few years. However, Southwark is currently bottom of the league tables for KS2 Maths and fifth from bottom for KS2 English. Obviously this is an unacceptable position and clear action needs to be taken to address the issues.

Our analysis of the KS2 results for all the borough's primary schools has focused particularly on numeracy and literacy and indicates the following:

- *That many schools do an excellent job supporting the attainment of their pupils at KS2 and provide a level of performance that is as good or better than similar schools anywhere in the country.*
- *That there are considerable variations in the performance of schools even taking into account catchment areas and the social and ethnic profiles of pupils.*
- *That there are considerable variations in the value-added by different schools (the range is more than a level per pupil for each subject).*
- *That there are a number of schools where there has been no improvement in recent years and where value added and comparative performance are significantly below other schools.*
- *That although some progress has been made it is not sufficient to close the gap between the LEA and the national figures.*
- *That there is a direct correlation between school success and the support from the headteacher for the effective implementation of the National Strategies.*
- *That effective use of LEA advisers by schools has a beneficial impact upon standards.*

Key stage 3

Performance at KS3 shows progress overall towards targets – the target for English was exceeded, and although the targets for Maths and Science were missed, increases were made on the baseline. Final published performance data will be adjusted for overseas pupils.

Using the same approach as with KS2, we have carried out an extensive analysis of the KS3 results for all the borough's secondary schools over the last four years. Our analysis indicates the following key issues:

- *Over the last 5 years the % of pupils achieving level 5 and above has increased in Southwark at a much greater rate than both the national and Inner London averages. In Maths the rate of improvement in Southwark is slightly greater than the national average but significantly less than the Inner London Boroughs. In Science the rate of improvement is significantly better than the national average but is the same as in Inner London Boroughs.*
- *The percentage of pupils in Southwark achieving level 5 and above is below the national average and below the average for Inner London Boroughs in English, Maths and Science*
- *Girls continued to out perform boys in all subjects, particularly English, where the difference increased to 21% in 2002*
- *That there are considerable variations in the performance of schools*
- *That there are considerable variations in the value-added by different schools*
- *That stability in staffing, particularly at the level of head of subject, has a positive effect on pupil performance*

Key stage 4

- *Our analysis of the KS4 results for all the borough's secondary schools over the last four years indicates the following:*

Five or more GCSEs at Grades A* to C

- In 2002 attainment in Southwark increased by 2% which was in line with the increase nationally
- Over the last 5 years attainment has increased by 7% in Southwark compared to 5% nationally and over the last 3 years by 4% in Southwark and 2% nationally.
- In 2002 attainment rose in 10 schools. Large increases were recorded at Kingsdale, Notre Dame and St Saviours. Bacons College recorded a significant decrease against recent trends.
- All except 1 of the Schools Facing Challenging Circumstances (SFCC) schools increased their level of attainment. Attainment at Walworth remains below the DfES 'floor target' of 15%. Archbishop Michael Ramsay and Warwick Park remain below the DfES 'floor target' of 25%.
- In 2002 Boys in Southwark attainment improved by 2% and girls 4% compared to 1% and 2% respectively nationally.
- The differential in 2002 between boys and girls in Southwark was -13% compared to -10% nationally.
- Over the last 3 years the differential between boys in Southwark and boys nationally has decreased from -19% to -16%. The differential between girls in Southwark and girls nationally has decreased from -17% in 2000 to -14%.

Five or more GCSEs at Grades A* to G

- Attainment in Southwark rose 2% compared to no change nationally.
- Over the last 5 years attainment has increased by 7% in Southwark compared to 2% nationally and over the last 3 years by 2% in Southwark and 1% nationally.
- Seven schools increased their performance in 2002. Large increases were recorded at Archbishop Michael Ramsay, Walworth and Warwick Park.
- None of the SFCC schools recorded a decrease.

One or more GCSEs at Grades A* to G

- In 2002 performance in Southwark increased by 1% and is now above the national average.
- Attainment in Southwark has improved by 2% over the last 5 years compared to 2% nationally.
- Four schools achieved 100% in 2002. Walworth achieved an increase of 11% compared to the previous year. Only 1 school is below the national average and that by only 1%.

3.6 Key stage action plans

As a result of the KS2 analysis we have produced a comprehensive action plan to address the issues and are continuing to further develop this plan. The main focus areas for action are to enhance the quality of leadership and management; improve the quality of teaching and learning; enhance the expertise of subject managers; extend opportunities to share good practice; and improve standards of attainment at a faster rate than statistical neighbours.

As a result of the KS3 analysis we have produced a comprehensive action plan to address the issues and are continuing to further develop this plan. The main focus areas for action are to continue the implementation of the KS3 Strategy;

enhance expertise of subject managers; and extend opportunities of the sharing of good practice.

A preliminary Action Plan to address performance at Key Stage 2 and 3 is attached as Appendix 3 to this report.

3.7 Schools in Special Measures (SM) and Serious Weaknesses (SW)

Eight schools were in special measures or in serious weaknesses at the beginning of the financial year and the number remains at 8 at the beginning of the 3rd quarter. However, this total includes one school which has come out of serious weaknesses, although the authority did not receive official notification in time for this to be recorded formally in the data reporting schedule for the second quarter.

The tables below show details of schools entering special measures or serious weaknesses during this financial year 2002/03, those schools remaining in SM or SW from last financial year 2001/02 and those schools which have come out of either SM or SW during this financial year.

Schools entering Special Measures

School	Date of Inspection	Change of HT	Date for Exit	Action Plan agreed/ in place?
Primary Schools – Special Measures				
John Donne	June 2002	No but very recent in post	Summer 2004	Yes

Schools entering Serious Weaknesses

NONE

Schools remaining in Special Measures

School	Date of Inspection	Change of HT	Date for Exit	Action Plan agreed/ in place?
Primary Schools – Special Measures				
Heber	September 2000	Yes – AHT Sept 00	Deadline – Autumn 2002 Forecast – Autumn 2002	Yes
Langbourne	June 2000	Yes AHT – Sept 00	Deadline - Autumn 2002 Forecast – Autumn 2002	Yes
St Pauls	October 2001	No	Deadline - Autumn 2003 Forecast – Autumn 2003	Yes

St Mary Magdalene	May 2001	Yes – AHT – April 02	Deadline – Summer 2003 Forecast - Summer 2003	Yes
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(Note: these schools are all Primary Schools)

Schools remaining in Serious Weaknesses

School	Date of Inspection	Change of HT	Date for Exit	Action Plan agreed/ in place?
Primary Schools – Serious Weaknesses				
Galleywall	December 2001	Yes AHT – April 02	Deadline - Autumn 2003 Forecast – Autumn 2003	Yes
Ivydale	November 2001	No	Deadline - Autumn 2003 Forecast – Autumn 2003	yes
St Judes*	March 1998	Yes	Forecast - Autumn 2002 *Removed in September 2002	Yes

* St Judes came out of serious weaknesses in September 2002 and the authority was officially notified in November through circulation of the Ofsted report.

(Note: these schools are all Primary Schools)

Schools coming out of serious weaknesses

School	Date of Inspection	Change of HT	Date for Exit	Action Plan agreed/ in place?
Secondary Schools – Serious Weaknesses				
Kingsdale	Feb 1998	Yes – September 99	Removed in May 2002	Yes

3.8 Attendance

Attendance data are currently reported on an annual basis at the end of each academic year, based on a census return made in May in line with the Best Value definition. The secondary attendance figure for academic year 2001-2 was reported in July as 91.0%. The target has been met and improvement made on the baseline rate of 90.4%. This is a very positive achievement and it is anticipated that further improvements will be made during the current school year.

The primary attendance figure for academic year 2001-2 was reported in July as 93.3% against a target of 93.8% and a baseline of 93.2%. This

shows that 0.1% progress has been made from the baseline although the target was not met overall. The performance to date is ahead of that of our statistical neighbours although unauthorised absence figures are less favourable, probably due to more scrupulous reporting of unauthorised as opposed to authorised absence by headteachers.

LEA	Primary attendance
Hackney	91.8
Haringey	91.9
Islington	92.7
Lambeth	93.2
Lewisham	93.1
Southwark	93.3

We are still working to improve attendance in the current academic year, which includes the last two terms of this financial year. Link Education Welfare Officer allocation has been targeted to provide intensive support to lowest performing primary schools.

3.9 Exclusions

The latest primary exclusion rate (reported in September) was 0.5 exclusions per 1,000 pupils and this gives a rolling average rate for the period April – September of 0.6 against a final target rate of 0.3 (this target equates to approximately 7 exclusions). This is set against the baseline figure of 0.67 i.e. the reported exclusion rate at the end of 2001/2 academic year. In the light of current performance it is unlikely that the target for primary exclusions will be met.

The picture in the secondary phase is better and performance to date is on course to meet the target. The rolling average exclusion rate for April – September is 1.9 against a baseline of 4.5 and a target of 3.9.

Overall, the total exclusion rate for primary and secondary schools (BVPI 44) shows progress towards the target. In addition, the overall number of exclusions is in line with the EDP target of 50 exclusions in total for all phases (set as the target for 2001/2 in EDP 1999-2002). The target for total exclusions is for the academic year 2001/02 and provisional data suggests that the BVPI target for 2002/03 has already been met.

Exclusion rates in general will be affected by the Secretary of State's regulations for Independent Appeals Panels to be issued in January 2003. These will make it less likely that permanent exclusions will be overturned on appeal and more likely that the authority will be able to influence Governors Disciplinary Committees not to exclude in the first place.

3.10 Alternative provision for excluded pupils

There has been a marked increase in the hours provided at the Pupil Referral Units (secondary) where all pupils now receive 25 hours education. The rate of alternative provision for permanently excluded pupils has fallen in line with targets and the authority is on course to meet the targets by the end of the financial year.

Performance for the second quarter in respect of this indicator seems disappointingly low. The figures reported for quarter 2 relate to the six exclusions that occurred during this period. Of these three were allocated full time alternative provision, by 30 September the allocations of two pupils were still being arranged and the sixth pupil had gone abroad. The second quarter's outturn is affected by the following issues:

- *The data collection is a snapshot and does not reflect ultimate allocation of provision*
- *The Willowbank PRU provision moved from 20 to 25 hours at the start of September, which is not fully reflected here*
- *During August little movement is made, which has a further impact on allocations made in this period.*

It is anticipated that the third quarter's performance will be much more in line with expectations.

3.11 SEN statements

Progress has been made towards both demanding SEN targets and we are on course to meet both of them. In practice in dealing with statements, emphasis has been placed on cutting down exceptions as well as meeting the deadline for all statements.

In order to continue to maintain performance, a teacher is being seconded to the SEN Division to write statements and aid the production within the timescales. The strengthening of the educational psychology group will also help this process.

There is an emphasis on maintaining the number of new statements within the present range. Schools have recognised the importance of following the guidance provided by the Revised Code of Practice, however, there is pressure to produce statements for children with extreme behaviour where inclusion cannot meet these needs.

Over the last eighteen months there has been a steady month by month improvement in the time taken to complete statements of SEN.

3.12 Teacher recruitment and turnover

Although the DfES have narrowed the definition of teacher vacancy, to enable comparisons over time we continue to use the original definition, which is 'all posts for qualified teachers that were vacant or temporarily filled for one term or more.'

Members will be aware from the recent Ofsted inspection of the LEA of the difficulties faced in collecting data from schools. This KPI is compiled on returns from 70% of schools. We are continuing to work with schools to get more complete data for future reports.

The target for KPI 2 on teacher vacancy as defined above is set as 6.0% to be achieved by Jan 2003. On this measure, the vacancy rate in Southwark schools in July 2002 was 6.4% in comparison to the Jan 2001 rate of 6.5%

According to the DfES narrower definition, the vacancy rate in Southwark schools in January 2002 was 1.9%.

We have therefore made progress of 0.1% towards meeting the KPI target. The final judgment on whether we have met, exceeded or fallen short of the target will not be made until the results of the Jan 2003 DfES survey are known.

We are taking the following actions to address recruitment and retention issues.

Recruitment measures since April have included:

- a review of advertising and trialling fresh outlets*
- overseas recruitment drives*
- improved recruitment processes for those new to teaching or recently qualified*
- encouraging inquirers to send CVs for circulation to schools with vacancies*
- circulating a regular Vacancy Bulletin to schools and a large mailing list*
- providing support and advice on housing, work permits etc. to new teachers*
- developing and circulating a 'Welcome to Southwark' pack for all new teachers in the borough in Sept.*
- organising a Welcome Event for newly arrived overseas trained teachers and ensuring that an induction programme is available*

Attendance at Recruitment Fairs in colleges is planned over the next 5 months and work is planned to develop an interactive application facility. The implementation of proposals to develop a CD Rom to support recruitment and to mount an Open Day for prospective NQTs is dependent on available finance.

Retention strategies have included

- facilitating a joint Southwark/General Teaching Council project to address the Professional Development needs of teachers in the first 5 years of their careers*
- researching housing needs of teachers and possible solutions and preparing a booklet of advice for teachers*
- circulating a housing bulletin to schools which includes an information exchange about available properties*
- conducting a small-scale exit survey*
- conducting a survey of schools within the congestion zone to discover the anticipated effects*

A borough-wide initiative to address teacher stress and borough-wide incentive schemes matching those offered by some other LEAs could be implemented if finance were available. There are cost implications for the implementation of quality career and professional development programmes for teachers to encourage them to remain in the borough.

A survey of schools is undertaken at the start of every term to establish teacher vacancies. The data for the autumn term is usually reported in the second quarter monitoring data. Teacher recruitment and retention has been identified as a key lever by Atkins.

We have recognised that high levels of turnover may have a greater impact on education in the borough than vacancy rates. Atkins have

therefore been contracted to develop a model to measure this. Discussions will be taking place between the Council and Atkins to set a target for teacher turnover before the end of the year.

3.13 Ofsted Inspection of the LEA 2002

The performance of LEA services, including those provided by Atkins Education, has, of course, been subject to external scrutiny during 2002 via a joint Ofsted/Audit Commission inspection.

The Ofsted Report showed that considerable progress had been made since the last inspection, much of which arises from improvements introduced via the PPP Partnership with Atkins. The inspectors found that the 'LEA and the contractor have made substantial progress in implementing the recommendations of the previous inspection and that the overall performance of the functions of the LEA is now satisfactory, with strengths outweighing weaknesses'. The level of this improvement can be gained from the comparative Ofsted JRS (Judgement Recording Statement) scores set out at Appendix 4 to this report.

Some of the key areas of improvement relate to the School Improvement service, including the support from link advisers, responsiveness to schools' concerns and support for the literacy and numeracy strategies. Inspectors found that the School Improvement strategy has significant strengths and that significant progress has been made in implementing recommendations made at the last inspection. They found that the work of link advisers is well regarded by schools and is having a positive impact on school management, planning, and the quality of teaching. Key strategies such as KS3, literacy and numeracy were judged to have many strengths, as was support for Traveller education.

Support for attendance was highlighted as a further area in which good progress had been made. It was noted that the service is effectively managed with a clear and coherent strategy, and that improvements in attendance rates were good especially given the significant challenges facing schools. Considerable progress has also been made in meeting statutory obligations for SEN, especially given the low starting point, and schools now have increased confidence in the service.

Only three areas of work have declined since the last inspection:

Admissions - where issues over placement of pupils from the self-help school had a demonstrable impact

Support to School Governors - where there was a sense that existing strengths had not been built upon

Effectiveness of SEN Strategy - where links to other plans and strategies were felt to be unclear

Of these only the third, "Effectiveness of SEN Strategy" fell below the target level.

In addition to that identified above, six areas of work within the PPP contract arrangements fell below the target level even though there was evidence of improvement.

Atkins Education have set out below the steps that they are taking to improve performance in these areas:

Standards in curriculum ICT - *these remain at previous levels. Recent staffing improvements in this area and a clearer strategy for use of ICT to improve standards are expected to impact positively during this year.*

HR - *The previous decision by Southwark to withdraw from the provision of a traded HR service to schools has had a lasting impact, particularly because of the relative paucity of quality providers in the market. Atkins have begun steps to reintroduce a quality service but the fragmentation of the Southwark market has meant that progress is slower than we would have wished.*

Property Services - *Pressures from the very significant and expanding capital programme have meant that less staff time has been available to support schools in their activities in relation to Asset Management Planning. Atkins are looking to use the skills of the wider group to support this activity but the council needs to consider earmarking some of its capital budget to fund adequate project management.*

ICT Support for Admin systems - *The proliferation of admin. systems across Southwark schools rather than having a clear LEA focus on a single borough wide solution has impacted on schools' assessment of this area. It is not practical for Atkins to attempt to resolve this particular problem and instead we intend to focus on facilitating the delivery of high quality data through a range of systems with brokered and accredited support teams providing the technical backup.*

Behaviour - *The immediate priority for Atkins was to put in place arrangements so that statutory requirements are met and this has been done. The Behaviour Support Plan is now being revised to help address the outstanding issues in respect of behaviour in the borough and the recent securing of substantial resources through the Behaviour Improvement Grant will further strengthen this aspect of the service*

Combating Racism - *although falling below the required standard, inspectors were clear that much good work had been done on the part of the LEA in racist incident reporting and there was a general recognition that the problem here lay mainly in schools' compliance with the procedures. Atkins are working proactively to address this both through the work of link advisers visiting schools and through more transparency in the purpose and use to which data on racist incidents are to be put.*

3.14 Commentary relating to indicators outside of the Education PPP contract

3.15 Adult Learning Service

Widening Participation

Adult Learning Services has been prioritising the need to widen participation in Adult and Community Learning in partnership with the Local Strategic Partnership and the Southwark Network for Lifelong Learning Adult Learning Service. This is

reflected by the development of local indicators for the BVPP to measure inclusion. Pursuing a widening participation priority is happening in the following ways:

- The majority of our current student cohort falls within the target groups identified both by the Kennedy Report. This includes Older Learners, Black and Minority Ethnic Communities, People with Learning disabilities and men who are underrepresented in education. This strategy will target identified key groups in the community, linking with the Council's Social Inclusion Strategy, the government's national target groups and the Learning and Skills Council (LSC) national and local plan.
- A "Widening Participation " team has been established and initial work has highlighted people with learning difficulties and young people aged 16-19 as possible groups for whom we will develop new provision in 2002/2003.
- Childcare provision is available for students studying at the Thomas Calton and Nunhead Centres. This provision is prioritised for students on accredited courses, although students on some non-accredited courses can access it. No charge is made for this provision.
- The Student Services team was restructured and enhanced from 1 April 2002 and a dedicated Student Services Information and Advice room is being developed. Staff are currently participating in relevant NVQ level courses to provide impartial information and advice to Guidance Accreditation Board standards.
- Southwark Education and Training Advice for Adults service, part of the Adult Learning Services, provides general advice to our students on a range on non- teaching issues, for example immigration and welfare rights. Accreditation is currently being sought for this work with Counselling, Advice, Mediation and Psychotherapy Advice and Guidance, with the support of London Central LSC.

Data for the first quarter shows that we have increased participation of targeted groups and are likely to meet our indicator targets for increases in students from minority ethnic communities and students with disabilities and also students taking basic skills courses. Information for the autumn term will not be available until after the end of term.

Basic Skills

In widening participation Adult Learning Services has found that as it tries to attract learners into Adult Learning opportunities it is challenged by the lack of basic skills amongst a significant proportion of Southwark residents.

Basic skill levels amongst adults in Southwark continues to be very low with 25% of adult residents lacking basic numeracy and literacy skills. There is a majority of students taking accredited provision who are on Basic Education courses.

In 2002/3 we have also offered the new national draft Basic Skills curriculum in preparation for the changes that will be required. By the end of July 2002, all staff will have participated in national training being offered by DfES on national curriculum. All staff will also be qualified to the new minimum national standards. This was an area that was commended in the recent ALI pilot inspection.

Learning Support

As part of our Basic Skills provision, we have developed a learning support facility. All students on accredited courses are required to participate in a "learning support assessment activity" that determines the level of literacy, numeracy and speaking skills necessary for successful completion of the course. Any student needing learning support is then offered a package of individually tailored support in addition to their mainstream course. This support has contributed to improved levels of retention and achievement in the past two years.

3.16 Early Years Service

Southwark Childcare First (SCF) is the local Early Years Development and Childcare Partnership, responsible for the strategic planning of the government's National Childcare Strategy which was launched in 1998.

Working within the borough, the Partnership is responsible for the provision of early education and childcare services for children and young people aged 0 – 14 and 16 years for those with special needs. The Partnership has a budget of over £ 1 million with other monies coming from the Neighbourhood Nurseries Initiative, Sure Start and from the New Opportunities. Funding has also been secured from SRB and Neighbourhood Renewal.

Southwark EYDCP is seen as one of the better performing partnerships with the first Neighbourhood Nursery was opened in London by the Minister with responsibility for Sure Start, Early Years and Childcare, the Baroness Ashton. Southwark also has seven Sure Start Projects working in areas of disadvantage. The Partnership has also attracted £ 1.5 million of NOF money to create 1500 out of school childcare places in the borough for 5 – 12 year olds. The Partnership is also involved in new innovative Children's Centre development in Peckham which is seen as a flagship project for children and young people in the area.

The Partnership continues to develop childcare places targets and a number of childminders are still waiting to be registered by OFSTED. Performance in respect of our local indicators, to increase childcare places, was poor during the first quarter due to delays in registering childminders by Ofsted. There has been some improvement in quarter 2 but insufficient to make up the shortfall against the annual targets. In September Southwark Childcare First (SCF) wrote to the Head of Early Years at Ofsted and the Minister with responsibility for Sure Start, Early Years and Childcare to raise this issue. A response has been received and a meeting is being arranged between Ofsted, SCF and the Director of Education with a view to resolving these difficulties.

The Partnership has funding to create a childminder network and is developing a Quality Assurance Kitemark for Southwark. Forty projects are in the pilot phase.

The Partnership directly employs a team of: development staff, business manager, marketing and administrative officers, the Childcare Information Service team, Project Development Officer and an Audit and Monitoring Officer. The Early Years also manage a number of staff including SENCOs, QTS,

Retained Officer, Childminding Development Officer and administrative staff who deal with Nursery Education Grant funding and early years provision.

The Partnership works closely with other strategic partnerships in the borough including the Children's Partnership Board, Local Strategic Partnership, Sure Start and the Teenage Pregnancy Strategy Group.

Recent publications include a Special Needs Guide for Parents. Partnership Patrons include the local MPs Harriet Harman and Simon Hughes who are great advocates of Partnership work. The future of early years and childcare in the borough is bright as government have now announced more funding for early years and childcare expansion from 2004/6.

3.17 Equalities and Diversity

Atkins has been working in close partnership with Southwark Council to focus on equalities and diversity issues in the whole Education service. This led to the establishment of the Equalities and Diversity Excellence Team (EDET) with representation from across the service, including those areas managed by Atkins and by Southwark.

To date, EDET has undertaken an audit of all services to identify areas of work which impact particularly on equalities and diversity issues and to identify key strengths and areas for development within these areas. The set of issues identified has been drawn into a draft Action Plan and EDET has now started the process of supporting and challenging managers across the organisation to complete their sections of the plan, for completion by end of March 2003. This work has been shared with the Commission for Racial Equality (CRE) Education Officer for London and the South East and further contact is planned with the CRE so that they can provide helpful challenge to the process and ultimately evaluate the Action Plan. This element of EDET's work is also embedded in the Education Development Plan 2 (2002-7).

There has also been joint working between Atkins and Southwark Education representatives to support the planning and drafting of Southwark Council's Race Equality Scheme (RES) and setting up the pilot Equality Impact Assessment on pupil attainment, highlighted as a priority area in the RES.

3.18 Atkins Education Performance 2001-2 and 2002-3

Contract Monitoring Framework

The operation of the Education PPP contract is underpinned by a set of core partnership principles as set out below:

- Shared Vision – both parties must have mutual understanding of each other's objectives and a shared commitment to achieving them;
- Mutual Trust – both parties must orientate their organisations to develop an attitude of mutual trust;
- Commitment – both parties must commit to making the relationship

work. This means that both parties must commit senior management time to making the relationship work;

- Communication – both parties must ensure effective communication between the parties and present a consistent public face across the partnership; and
- Flexibility – shared recognition of the likelihood of unforeseen change and a joint commitment to flexibility and responsiveness in such circumstances.

These principles are given expression via a comprehensive specification which defines the Council's requirements primarily in output and performance terms: it does not seek to specify the working practices and processes or the level of resources deployed by Atkins Education to meet the Council's requirements. The aim throughout the specification is to impose the minimum number of constraints on the way in which the Contractor meets the specified requirements and to provide the maximum freedom to Atkins to develop new and innovative approaches to reflect best practice.

The quality and effectiveness of the services provided by Atkins Education are measured via a set of Key Performance Indicators (KPIs) which are re-negotiated on an annual basis. When reviewing performance for 2001/2, it was recognised by both the Client and Atkins that a number of the KPIs included in the original contract specification were poor measures of contract performance or ones that might lead to perverse behaviour. For 2002/3 the opportunity was taken, therefore, to include a number of KPIs which would require Atkins to develop more meaningful KPIs for full implementation on future years.

The prime responsibility for monitoring of performance against the Education PPP contract specification rests with Atkins Education. This includes responsibility for:

- Monitoring performance and quality on a regular basis and reporting on the outcomes achieved against the Council's policy objectives;
- Taking action to rectify shortfalls in performance identified internally or by the Council or Users;
- Providing agreed performance and other management information in a form acceptable to the Council;
- Providing access to contract monitoring information to assist both the Council and users of the Service

The PPP contract, therefore, places a significant responsibility on Atkins to self-monitor. Nevertheless, there are also clearly set out responsibilities for the Council's Client Team to test check Atkins' performance data on a regular basis and to, on occasions, undertake an independent assessment of the Contractor's performance.

The approach taken by the Client Team to the monitoring of the contract is based firmly on the Partnership Principles set out above. Wherever possible the aim is to work with the Council's PPP Partner to achieve the joint goals and service improvements set out in the contract specification. The monitoring regime that has been put in place encourages Atkins Education and the Council to bring forward issues and problems to be

resolved jointly, ultimately via the Partnership Board.

The KPIs form the main drivers within the contract and have a direct link to the contract pricing mechanism and through the calculation of performance incentives and deductions. As set out above these indicators are reviewed in the context of the annual plan and provide the main mechanism for measuring and directing Atkins' performance.

As an added protection for the Council, the PPP contract also incorporates a default mechanism which ultimately could lead to contract termination. Details of the operation of this mechanism, which could ultimately lead to contract termination, are set out as Appendix 5 to this report. The Partnership Principles underpinning the contract mean that the Council considers very carefully, in the context of the partnership, whether to issue default notices. To date (see below) notices have only been issued in circumstances of:

- Continuing failure to achieve the target set for a high profile Key Performance Indicator.
- Continuing failure to address a shortfall in service delivery.

The contract monitoring procedures currently in place have been reviewed by both Ofsted, and separately, by the Audit Commission and District Audit. In general, the outcome of these reviews supported the approach taken by the Client and Atkins in this respect, but Ofsted did include a recommendation that mechanisms be 'established for verifying the financial and other data provided by the contractor'. The recently agreed Post Ofsted Inspection Action Plan (PIAP) includes details of the joint Client/Atkins proposals in this respect (Priority No 2). These include:

- Full implementation of the recommendations of the District Audit report
- Development of a cyclical programme of Client service audits
- Enhancement of Atkins internal quality assurance systems

Atkins Education Performance 2001-2

Ratification (Education Sub) Committee at its meeting on 18th February 2002 received a report from the then Strategic Director for Education and Lifelong Learning setting out details of the performance to date of the Council's Education PPP Partner, Atkins Education, against the PPP Partnership contract.

It is now possible to provide a final assessment of performance against the KPIs included in the contract. This is detailed at Appendix 2 to this report.

Whilst a large proportion of the performance measures included in the overall contract specification were achieved by Atkins, a significant number of more highly weighted KPI targets as set out in the contract were not achieved. The overall position is summarised in the table below.

2001/02 Contract Indicators -					
	Number achieved	Weighted % achieved	Number not achieved	Weighted % not achieved	Total no of indicators
KPIs	9	30.70%	17	69.30%	26

In a number of cases it is accepted that it would have been very difficult for Atkins to have exerted any great influence over performance in 2001/02 eg in respect of attainment targets related to tests taken only three months into the contract. Nevertheless under the performance regime which underpins the contract, this should have generated a performance deduction from the base contract sum payable to Atkins. This performance deduction is calculated in accordance with a clustered weighting index by reference to 50% of the Contractor's profit for the relevant financial year. Atkins performance in 2001/2 was such that the base contract sum should have been subject to the maximum performance deduction (i.e. at 50% of their profit).

Atkins have, however, provided evidence to the Council that a loss was incurred on the Southwark contract for 2001/2. In these circumstances, it is, therefore, not possible to make a performance deduction for that year.

Similarly no aspirational targets with Atkins were agreed for 2001/2 and, therefore, no performance incentive payments are payable to Atkins.

The Council issued the following Service Improvement Notice (SIN) in accordance with the default process during 2001/2: The

- School requiring Special Measures – St. Mary Magdalene

Atkins provided a Service Improvement Plan (SIP) in response to this notice which was reported to Ratification (Education Sub) Committee in November 2001.

In accordance with the partnership principles set out above, further SINs were not issued when additional schools were identified as requiring Special Measures. The decision was taken by the Client that, as a Service Improvement Plan was already in place which addressed the issues nothing would be achieved by issuing a SIN.

Atkins Education Performance 2002-3

Both the Council and Atkins have worked extremely hard to improve working relationships. These has occurred through work in the Excellence teams, regular meetings between the council's performance monitoring team and the Atkins contract managers and an increased number of informal meetings between key officers. These all help to ensure that the business is progressing as fluently as possible. Officers and Atkins staff clearly positively committed to ensuring that we jointly achieve step change in the standards of attainment of pupils in the borough. Meetings between the Director of Education and the Head Teachers Council Executive and his visits to schools reinforce the views expressed by Atkins in paragraph 3.2; that there are improving levels of trust and responsiveness from schools and that they are accepting the challenging agenda. Headteachers welcome the opportunity to engage in regular and detailed debate on the delivery of frontline services through the education Strategy Group.

The Council has sought to work with Atkins to achieve more rapid progress in year 2 of the contract and there are some signs of improvement in pupil attainment eg at KS4 though outcomes at KS2 remain disappointing. The schedule attached as Appendix 1 to this report incorporates the latest position with regard to Atkins achievement against the contract KPIs for 2002/3. A summary of the latest position is set out below:

2002/03 Contract Indicators -					
	Number achieved	Weighted % achieved	Number not achieved	Weighted % not achieved	Total no of indicators
KPIs	6	20%	6	21%	32
APIs	1		1		8
Total KPIs and APIs	7		7		40

It will not be possible to determine until the year end what performance deduction might be exacted from the base contract sum for 2002/3 in respect of the 7 KPIs which have not been achieved. Atkins have, however, indicated a need for a further action to reduce the cost base of the Southwark operation. In these circumstances it seems possible that the Council will not be able to exact any performance deduction in the current financial year.

In accordance with the default mechanism and Partnership Principles

embedded in the PPP contract, the Council has issued the following SINs during 2002/3:

- Failure to pay statutory deductions for teacher registration fees to General Teaching Council
- Failure to achieve KPIs 12 and 13 relating to pupil attainment at Key Stage 2
- Failure to achieve KPIs 24 and 25 relating to attainment of Caribbean pupils at Key Stage 2

Atkins have produced SIPs in respect of these notices. These are attached as appendices 6 and 7 to this report.

The Council has also issued a 2nd Warning Notice as follows:

- School requiring Special Measures – John Donne

A number of further areas of unsatisfactory performance have been identified within the PPP contract. SINs have not been issued in this respect and Client officers are currently working in partnership with Atkins staff in order to address these. These include:

Customer Focus – telephone answering

Atkins Education have indicated a willingness to support the initiatives and service improvements that the Council is seeking to introduce in respect of Customer Care. As an initial indication of this commitment, Atkins agreed to sign up to the Council's Customer Focus telephone answering targets for 2002/3. Currently Atkins are not meeting these targets and have indicated that they are taking the following action to improve their performance:

...it is recognised that telephone answering in certain areas needs improving. A review of the structure and operation of student support is currently under way and improvements in processes and procedures for handling telephone queries will be an outcome of that review. Re-structuring of the customer support activities within John Smith House will increase the support available for the call centre operation thus ensuring that the recent reduced service does not repeat itself.

Student Support – EMA / Student Loans processing

Some backlogs have recently been identified in the processing of Education Maintenance Allowance (EMA) payments and student loans. These have been exacerbated by the problems identified above in respect of telephone call handling.

The review of student support currently being completed by Atkins plus the introduction of new software to process EMA payments via the Council's main financial system should lead to rapid improvements in

performance in these areas.

At this stage no SIN has been issued in respect of these problems but the Client will re-consider the position on this if backlogs recur or if poor performance is raised with the Council by the EMA Board.

Admissions Documentation

The Council's legal officers have identified a number of errors in the Schools Admissions documentation issued by Atkins Education. These include:

- *Incomplete distribution of the documentation in accordance with the statutory timescales*
- *Errors in the published criteria*
- *Inconsistent dates for the closing of the secondary schools' admissions process*
- *Errors in the published eligibility criteria relating to free school meals and clothing grants*

Further dialogue took place with the schools whose admissions policies were questioned by the Borough solicitor. Issues arising included a confirmation that one school had, in fact, behaved properly but the brochure statement in respect of another did not reconcile with the statement published elsewhere and used by the school.

A note incorporating the results of these discussions and the consideration of other technical matters raised by the Borough solicitor was circulated to all parents and all others concerned at the beginning of the week following the October half term. A press notice was placed and distribution of the brochure (and the accompanying note) were enhanced as required. The content and distribution of the supplementary note was agreed with the solicitors to Atkins Education and a further four weeks was offered to all parents to indicate any changes that they might wish to make to their preferences in the light of any confusion over the arrangements.

The following further action is proposed to rectify these problems:

To publish a short guidance note within one week to correct any errors and ambiguities and to write to anyone who has already applied to ask them to confirm or change their preferences. We will also publish a press notice/advertisement. It is the clear view both of Atkins staff and our lawyers that, in doing so, we will preserve and protect the integrity of the process. We will permit changes to community schools' preferences for a month beyond the deadline in the light of any further considerations parents/carers may give to the matter, and ensure that correct statements are made about schools policies and procedures.

The Client would aim to include a review of performance on Admissions, including implementation of these actions, in the first cycle of service audits to be undertaken under Priority 2 of PIAP.

Teachers' Pensions Administration including AVCs

Some backlogs have occurred in the processing of Teachers' pensions payments, particularly those relating to AVCs. A joint action plan to improve performance in this respect has been agreed by the Client, Atkins and Prudential (the service provider in respect of Teachers AVCs) and it is accepted that similar problems appear to have occurred at the majority of authorities where schools payroll services are delivered by a number of external providers.

The Client and Atkins have sought to ensure that, as far as possible, no teacher has been disadvantaged as a result of delays in payment of monies to Prudential and the Headteachers Executive and the relevant Trade Unions have been kept informed of progress on resolving these issues.

4. SUPPLEMENTARY ADVICE FROM OTHER OFFICERS

4.1 Borough Solicitor & Secretary

Educational Provision for Excluded Pupils

4.1.1 *Section 19 of the Education Act 1996* imposes a statutory duty on local education authorities to 'make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them.'

4.1.2 Subsection 4 imposes a duty to have regard to Guidance issued by the Secretary of State when determining what arrangements to make. Guidance in the form of DfEE Circular 11/99 'Social Inclusion: The LEA Role in Pupil Support' was issued in July 1999. It states that the local education authority is under a statutory duty to provide suitable full-time education for all pupils excluded for more than 15 days. The requirements were to be phased in by the local education authority so that the duty was fully complied with no later than September 2002. 'Full-time' means supervised education equivalent to that provided by mainstream schools in the area (DFE Circular 7/90). The Guidance suggests that 5 hours per day or 25 hours per week should be provided.

Admissions Booklets

4.1.3 On 9th April 2002 Members determined the oversubscription criteria for Southwark's Community Primary and Secondary Schools, in accordance with *Section 89 of the School Standards & Framework Act 1998* and the *Education (Determination of Admission Arrangements) Regulations 1999*. The criteria as determined by Members are those which must be published under *section 92 of the School Standards and Framework Act* and the *Education (School Information) (England) Regulations 1998*.

4.1.4 Under the *Education (School Information)(England) Regulations 1998 (as amended)* the LEA has a duty to publish detailed information regarding, inter alia, admissions policies. Publication means being made available to parents at the offices of the authority, at every school maintained by the authority, and at every library, no later than 6 weeks before the date up to which parents may express a preference for a school.

5. BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
<i>Title of document(s)</i>	<i>Title of department / unit Address</i>	<i>Name Phone number</i>
LEA Services Agreement	Education Performance and Resources Unit, John Smith House	Cliff Robinson 020 7525 5054
LEA Education Performance Data	Education Performance and Resources Unit, John Smith House	Maria Nawrocka 020 7525 5032
Atkins Education Performance Data	Atkins Education – Management Information and Analysis Unit, John Smith House	Kate Sturdy 020 7525 5185

APPENDIX A

Audit Trail

Lead Officer	Dr. Roger Smith	
Report Author	Cliff Robinson	
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CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / EXECUTIVE MEMBER		
Officer Title	Comments Sought	Comments included
Borough Solicitor & Secretary	Yes	No
Chief Finance Officer	Yes	No
Executive Member	Yes	No
Date final report sent to Constitutional Support Services		