



***Excellence for All in Newham: Closing the Gap***

**Phase 1 Consultation Paper**

**May 2008**



## Foreword

This consultation paper is the first part of a vital debate for Newham and gives you the opportunity to shape the future of services for all children, young people and their families.

As Executive Member for Children & Young People's Services over the past two years, I have seen outcomes for children, young people and their families improve in many areas, but we need to do much more, more quickly to make sure that the most disadvantaged are not left out and that everyone can benefit from support when needed. We also need to respond to national changes announced in the Children's Plan and make sure that they work for Newham.

How will we accelerate young people's learning and enjoyment of learning and support them to stay on at school or college or training in the future? How will we build upon extended services to support more families? How will we build diversity, inclusion and integrated working into all the services that we provide? This paper sets out some of the issues and possibilities for these areas and asks you to help us develop solutions.

This is the first phase of a wide-scale debate, but your feedback will be essential in making sure that we do improve services for all over the next ten years.



**Quintin Peppiatt**  
**Lead Member Children and Young People**  
**London Borough of Newham**



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# 1. Introduction

This consultation document is part of the first phase of a wide ranging review – *Excellence for All in Newham: Closing the Gap* - which will consider how we can further achieve better outcomes for all children and young people, and 'close the gap' for those who are still not achieving their full potential in educational attainment, economic and emotional wellbeing, health, and social inclusion. This process will help us develop a clear direction of travel for services to children, young people and their families in Newham for the next ten years and beyond.

This consultation document seeks the views of a wide range of stakeholders on the future direction of services for children and young people in a number of areas, which have been prioritised for the first phase of the review:

- Excellence and equity: Choice and Diversity
- Excellence and equity: Inclusion
- Excellence and equity: Primary Strategy
- Excellence and equity: Extended Services
- Staying on

## 1.1 Context

The Council's vision is that we will work with our partners to enable all Newham's children and young people to fulfil their potential in every aspect of their lives. The 2007 Annual Performance Assessment judged services to children, young people and their families as 'Good - a service that consistently delivers above minimum requirements for users', showing the significant progress we have already made. We need to celebrate and learn from our successes. However, our greatest challenge is to 'close the gap' for those children and young people who are still not achieving their full potential. We must respond to changes in needs, demands, expectations and national policy whilst making the most of local regeneration opportunities, in order to achieve our vision for all children and young people.

To address this we have embarked on a process of consultation and review, called *Excellence for All in Newham: Closing the Gap*. This process will develop a shared vision so that we achieve the following **outcomes**:

- we 'close the gap' for the most disadvantaged;
- services are shaped by and responsive to Newham's children, young people and their families;
- there is choice and diversity in the services we provide; and
- we intervene earlier using a preventative approach to ensure both immediate and longer term positive outcomes.

By 'close the gap' we mean enabling every child and young person in Newham, whatever their socio-economic circumstances, to achieve their full potential. In turn this is likely to have a positive impact on our ability to close the gap between the outcomes achieved by Newham's children and young people, and those in the rest of the country.

Ultimately *Excellence for All in Newham: Closing the Gap* will deliver a strategic direction of travel for children and young people's services. Detailed implementation plans will be developed subsequently.

## 1.2 Our approach

In order to achieve these outcomes for our children and young people we will need to have uncompromising ambitions, undertaking system wide reform to ensure that our

services are personalised and differentiated, that working is co-ordinated and integrated across all sectors, that we have improved systems for communication and tracking, and that we undertake earlier preventative intervention. This reform must be based on evidence, and we must establish appropriate systems of performance management to deliver measurable improvements in outcomes. The ultimate test will be to improve the experience of people who use our services.

We will need the input of stakeholders from a diverse range of backgrounds and experience to identify what the issues are, what has been working well, what the challenges are, and how we can overcome them. The approach that we think will deliver real solutions is one that is multi-disciplinary and outcome focussed, welcoming innovation but mindful of the evidence base, highlighting and sharing existing good practice whilst challenging the status quo.

Below we describe the framework we have employed and the work strands we have established to take this process of consultation and review forward.

### **1.2.1 DCSF Children's Plan: a framework for change in Newham**

The Department for Children, Schools and Families recently published its ten year Plan for children and young people - *The Children's Plan: Building Brighter Futures (2007)* - that emphasises putting the needs of families, children and young people at the centre of everything we do and further strengthens work towards achieving the five Every Child Matters Outcomes.

We have adopted our framework for change in Newham from The Children's Plan, establishing five work strands based on the main areas of the Plan to take the process forward. The main challenges in Newham that we think need to be addressed by each work strand are outlined below.

#### ***Excellence & equity in Newham***

- Greater personalisation of service provision with an emphasis on early intervention
- More flexible, diverse & engaging curriculum
- Improving primary and secondary standards
- Developing a high quality, integrated workforce and strengthening leadership
- Greater choice and diversity in all service provision
- Increased prevalence and complexity of additional needs

#### ***Staying on in Newham***

- More successfully engaging greater numbers of young people in education, employment & training.
- Creating a wider range of coherent & meaningful learning pathways for those aged 14 to 19.
- Preparing the education and training system and employers for the rise in participation age to 18.

#### ***On the right track in Newham***

- Reducing youth crime & anti-social behaviour.
- Reducing the number of young people engaging in behaviour that puts them at risk.
- Ensuring the 2012 Olympic and Paralympic Games are used to help deliver our vision.
- Improving the quality & range of places to go & things to do.

### **Safe and sound in Newham**

- Reducing the incidence of bullying
- Reducing the number of young people who are victims of crime and reducing fear of crime
- Appropriate systems in place to ensure children and young people remain safe and protected from harm
- Ensuring children and young people remain safe at home
- Reducing the number of childhood accidents

### **Happy and healthy in Newham**

- Reducing infant mortality
- Increasing the number of C&YP leading healthy lifestyles
- Earlier intervention for those with mental health support needs
- More and safer places to play
- Improving integrated working and assessment

## **1.3 Consultation, review and decision making process**

The work will be initially undertaken in two phases: Phase 1 completing in June 2008, and Phase 2 beginning in the autumn and continuing into 2009. This is because some of the areas to be addressed by *Excellence for All in Newham: Closing the Gap* are subject to key statutory and funding drivers that will require us to deliver a strategic direction of travel sooner than in other areas. However, the size and complexity of the agenda may require further phases to be planned.

The 'Excellence and Equity' and 'Staying On' work strands have been prioritised within the first phase of *Excellence for All: Closing the Gap* because many of the issues that they address are subject to such drivers. This Phase 1 Consultation Paper focuses on the issues under each work strand that need to be addressed in the shorter term, whilst starting the discussion around some of the wider issues which will be further consulted on during Phase 2 along with the work of the remaining strands.

An overview of the process for Phase 1 is provided below. Further details are provided at [www.excellenceforall.info](http://www.excellenceforall.info). We are currently at Stage 1 and about to embark on Stage 2. This trigger document is the result of work undertaken to date.

**Stage 1: February to April 2008 - Scoping** by Work Strand Group and production of this **Phase 1 consultation paper** for debate to be published in the week commencing 5<sup>th</sup> May.

**Stage 2: May 2008 – Consultation** with a wide range of stakeholders through a mixture of:

- This *Phase 1 consultation document*.
- General consultation on key issues, challenges and potential solutions through several *bespoke consultation forums* arranged to engage children and young people's professionals, Councillors, parents/carers and children and young people. The aim is to allow for discussion to take place between a range of stakeholders from differing backgrounds, experience and outlooks around the big issues for Newham, and to provide a forum for developing creative solutions to these.
- More specific consultation, by work strand leads and groups, through *existing stakeholder groups and forums* who are particularly focussed around the key issues.

**Stage 3: Mid June 2008 – Development of strategic direction of travel on Phase 1** issues addressed under ‘Excellence and Equity’ and ‘Staying On’ work strands, taking into account the feedback from consultation at stage 2 and further discussions with key stakeholders.

**Stage 4: End June 2008 - Publication of strategic direction of travel for Phase 1** issues and launch of Phase 2.

#### **1.4 How to respond to this document**

This document addresses five different but inter-related areas under the ‘Excellence and equity’ and ‘Staying on’ work strands. Please give your views by addressing the questions posed on the ‘response sheet’ at the end of sections 3 to 7 of this document following the format provided on the sheet, and making clear which issue you are addressing.

We welcome your views on one or all of the five areas of this consultation document following the format set out on the individual response sheets. We encourage you to consider each area in relationship to one another and there are some specific questions on the response sheets that invite you to do this.

Responses must be sent by **Friday 6<sup>th</sup> June 2008**, to:

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Please contact the above if you have any queries.

## 2. Excellence and equity in Newham

**Strand Lead:** Angela Drizi, Head of Service Learning and Schools, Children and Young People's Services, London Borough of Newham.

**Working Group:** Judith Cameron, Principal Manager Integrated Services; Lynda Haddock, Principal Manager Learning Support Services; Janet Hicks, Principal Manager Extended Services; Bala Bawa, Extended Services Learning and Achievement Manager; Anne Seeley, Principal Manager Secondary Standards; and Richard Ray, Principal Manager Primary Standards.

### 2.1 Issues to be addressed at Phase 1

The specific areas to be addressed at Phase 1 under this work strand are outlined below.

- Choice and Diversity
- Inclusion
- Primary Strategy
- Extended Services

These areas are intrinsically inter-related and the issues, challenges and possible ways forward raised for each must be considered with regard to their impact on the others.

### 2.2 Challenges and key drivers

The key drivers for prioritising these consultation areas within Phase 1 are:

- *Newham's Strategy for Change Part 2*, the funding application to access capital funding under Wave 5 of the *Building Schools for the Future* programme<sup>1</sup> which must set out how Newham will redevelop the secondary schools estate to achieve educational transformation. This must be developed by July 2008 and include proposals to ensure choice, diversity and access for all parents and children and young people in Newham schools; a strategic direction of travel on our inclusion policy and how we intend to accommodate the projected increased numbers of children and young people with additional needs, and how we will develop extended schools to build on the core offer<sup>2</sup> and ensure joined up planning, funding and delivery of services.
- *Primary Strategy*, the application to access funding from the government's *Primary Capital Programme*<sup>3</sup> to address the long term needs of primary school and primary age special school buildings for rebuilding, remodelling and refurbishing targeted at addressing deprivation and responding to population changes. This must address our direction of travel for primary attainment, and inclusion and extended services (as above).
- The *Education and Inspections Act 2006*<sup>4</sup> giving local authorities a new strategic role as champion of parents and children and placing a duty on them to promote parental choice, diversity in the provision of primary and secondary education, high standards and fulfilled potential for every child. The Act also places a duty on school governing bodies to promote wellbeing and community cohesion.
- The *Education and Skills Bill*<sup>5</sup> which raises the statutory age for staying on in education or training (to 17 by 2013 and 18 by 2015) with a duty on young

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<sup>1</sup> See Glossary

<sup>2</sup> Ibid

<sup>3</sup> Ibid

<sup>4</sup> [http://www.opsi.gov.uk/Acts/acts2006/ukpga\\_20060040\\_en\\_1](http://www.opsi.gov.uk/Acts/acts2006/ukpga_20060040_en_1)

<sup>5</sup> <http://services.parliament.uk/bills/2007-08/educationandskills.html>

people to participate and on parents to assist their children to participate; introduces a duty on local authorities to ensure that the new 14-19 Learner Entitlement (including 14-19 Diplomas, Apprenticeships and Foundation Learning Tier provision alongside current GCSE and A Level provision) is made available to all young people within the local area; that secondary schools, colleges and other providers of 14-19 education and training work in partnership to make this Learner Entitlement possible; that young people are successfully engaged in education and training and do participate to the statutory age of participation; that all provision of Information Advice and Guidance (IAG) meets new national standards for IAG ; places a duty on the local authority to provide the support service currently known as Connexions and ensure that it effectively fulfils its particular roles in delivering IAG and targeted support for young people in need of additional support; requires local authorities to assess the education and training needs of young people aged 16-19 with special educational needs; requires the Learning and Skills Council to secure the proper provision of courses for learners over the age of 19.

- The *Childcare Act 2006*<sup>6</sup> which requires local authorities to improve the well being of young children and to reduce inequalities between those children, building on the section 10 duty of the *Children Act 2004*.<sup>7</sup> The legislation lays the foundation for integrated universal services for young children and requires local authorities to have regard to the views of young children for the first time.

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<sup>6</sup> [http://www.opsi.gov.uk/ACTS/acts2006/ukpga\\_20060021\\_en\\_1](http://www.opsi.gov.uk/ACTS/acts2006/ukpga_20060021_en_1)

<sup>7</sup> [http://www.opsi.gov.uk/Acts/acts2004/ukpga\\_20040031\\_en\\_1](http://www.opsi.gov.uk/Acts/acts2004/ukpga_20040031_en_1)

## 3. Excellence and equity in Newham: Choice and Diversity

### 3.1 Scope: what are the priority issues?

One of the key challenges for Newham under the 'Excellence and equity' work strand is to deliver greater choice and diversity in all service provision for children, young people and their families. One aspect of this is choice and diversity in the provision of education within Newham, which we need to address within the Phase 1 timescale because it is an essential part of our funding bid for Building Schools for the Future Wave 5<sup>8</sup>. A clear direction of travel on Newham's proposals to ensure choice, diversity and access for all parents and children and young people in Newham schools must be included in this and agreed with the Office of the School's Commissioner before submission to Partnerships for Schools in July 2008. This paper addresses this issue. We intend to consider the wider issue of how we can provide choice and diversity in the provision of all services to children, young people and their families during Phase 2.

Listed below are some of the ways in which Newham is currently working towards delivering choice and diversity in education provision:

- All schools have either been awarded specialist status or are preparing bids;
- Individual schools are exploring ways of strengthening and extending existing and new partnerships, including possibilities of trust status;
- Discussions are underway concerning different types of provision related to the 14-19 agenda, for example studio schools;
- Planning for Stratford City Academy is underway;
- There are a number of soft federations linking primary and secondary schools;
- Good progress is being made on secondary curriculum transformation, including through the work of the 14-19 Partnership;
- Secondary schools intend to establish an Education Improvement Partnership, which would take a strategic lead on school improvement and a collaborative responsibility for achievement.

The Government has a clear vision for choice and diversity in education, learning and skills. The *Education and Inspections Act (2006)*<sup>9</sup> placed a duty on local authorities to secure diversity in the provision of schools and learning pathways, increasing opportunities for young people, parents and carers to make choices through a variety of models for school governance including academies, trusts and federations<sup>10</sup>. The aspects of the Act that relate to trusts and academies focus predominantly on the secondary phase. However, any changes in current provision would obviously have an impact on primary schools, not least in terms of transition arrangements and learning partnerships. There are currently a number of federations developing in Newham, which include primary and secondary schools.

The local authority intervenes in its schools as outlined in the *Education and Inspections Act (2006)* to ensure that "every school is a good school and that every child in every school in every community gets the education they need to fulfil their potential". The local authority's approach to monitoring and intervention is outlined in the current Monitoring, Challenge and Intervention framework (revised in 2007)<sup>11</sup>.

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<sup>8</sup> See Glossary and section 2.2, above.

<sup>9</sup> Ibid.

<sup>10</sup> See Glossary, under 'Models of school governance'

<sup>11</sup> <http://secondary.newham.gov.uk/Secondary%20standards%20page/Framework%20for%20MCI.doc>

The government's Children's Plan (2007)<sup>12</sup> sets clear aims including:

- Excellence and equity - individual progress to achieve world class standards and close the gap in educational achievement for disadvantaged children;
- Leadership and collaboration - system reform to achieve world-class standards and close the gap in education achievement for disadvantaged children.

The assumption here is that by "promoting diversity in a collaborative system we can ensure that children, young people and parents are able to choose provision that reflects their particular needs." Every secondary school is expected to have specialist, trust or academy status and every school to have a business or university partner. In addition, secondary schools are expected to enable their students to have access to the new 14-19 Learner Entitlement, working within the 14-19 Partnership.

The *Education and Skills Bill*<sup>13</sup> has significant implications for the pattern of provision with the proposed raising of the participation in education and training leaving age (to seventeen in 2013 and to eighteen in 2015) and the proposed transfer of 16 to 19 funding of education and training from the Learning and Skills Council to the local authority. This will give the local authority new responsibilities for the whole 14 to 19 phase and a special interest in ensuring schools and colleges work in an effective area wide partnership.

## **3.2 Outcomes required: what do we want to achieve?**

### **3.2.1 Improved standards for young people**

Newham has much success to build upon, including a performance in 2007 of 44.1% 5A\*-C GCSE including English and Maths and 55.7% 5A\*-C GCSE. Examination performance has improved steadily each year; however, there are still too many young people who are not yet fulfilling their potential. Choice and Diversity must enable us both to explore different approaches to improving opportunities for our lowest performing young people and to deliver the 14 to 19 Learner Entitlement, improving Newham's capacity to close gaps in achievement and meeting the needs of all our children and young **people**. Appendix 1, Tables 1 and 2 contain up to date information about the outcomes of Ofsted inspections in Secondary Schools and Tables 3 and 4 contain KS3 and KS4 outcomes.

### **3.2.2 Personalisation of learning**

Newham's Children and Young People's Plan includes the priority of continuing to drive forward secondary and 14 to 19 transformation. We must move forward our offer for young people to take account of new technologies, new approaches to learning and new types of learning experience, such as Diplomas and Young Apprenticeships. We need to ensure that personalised learning helps young people to take ownership of their learning. This raises many challenges, including the implications for curriculum delivery of young people taking qualifications or tests when they are ready rather than at fixed times. It will be a complex task to provide such personalised learning pathways for young people across local diverse provision.

### **3.2.3 Improved partnerships**

Any developments in Choice and Diversity must strengthen the benefits of partnerships and collaborations whilst developing autonomous self-governing schools. We must strengthen partnership working across and between schools, including the leadership role of specialist schools and the delivery of the 14-19 Learner Entitlement to the highest standards. Diversity of approach can bring greater

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<sup>12</sup> *The Children's Plan: Building Brighter Futures (2007) Department for Children, Schools and Families - see Glossary*

<sup>13</sup> See Glossary and section 2.2, above.

innovation and wider skills, as can successful partnership working. Getting the balance right between these two approaches is a critical challenge.

### **3.2.4 High quality and sustainable leadership and workforce**

Choice and Diversity must support Newham in securing additional leadership capacity and providing effective succession planning for the education workforce. Personalised education cannot be delivered unless we have an integrated and well trained workforce.

### **3.2.5 Increased involvement of parents and families**

Our aim must be to increase the involvement of our diverse and changing community, including young people themselves, parents, carers and families. Any developments must deliver well signposted choice of high quality education and relevant qualifications.

### **3.2.6 Changed role of LA as advocate for parents and commissioner of services**

The changing role of the local authority is to act as an advocate for children, young people and families and to commission places and appropriate provision, whilst retaining its statutory responsibilities to make provision for children and young people with special educational needs and to intervene when schools are coasting or failing. Each school's responsibilities and accountabilities for the quality of provision for all our children and young people must be clear, as must the responsibilities and accountabilities of the 14-19 Partnership. The challenge for the local authority is to ensure both equitable access to high quality education for all children and young people and diversity of provision across the borough, ensuring that we close the gap between schools so that all schools are judged to be 'good' or better.

## **3.3 Key issues and challenges**

### **3.3.1 Young People and families**

- Would more diversity in schools create new unofficial league tables of preference for parents and families?
- Should the local authority guide parents towards choosing a place at only the highest performing and most popular schools?
- How can we ensure that the Choice and Diversity debate is focused on children and young people and the Every Child Matters agenda rather than focused on school organisation?
- How can we ensure that a diversity of schools would still provide access for all young people to their appropriate learning pathway?

### **3.3.2 Standards**

- How could we exploit new partnerships between high performing and weaker schools to enable a genuine step change in outcomes for all young people?
- How can we ensure that the change management elements of Building Schools for the Future, alongside the potential impact of building works, do not create instability and a drop in standards?
- How convincing is the evidence base for raised standards from trust arrangements and academies so far? How could we ensure that these models would 'close the gap' for us in Newham?
- If we keep the status quo and do not innovate then can we achieve the step change needed to close the gap in achievement?

### **3.3.3 Learning communities**

- How could we ensure that academies and trusts enhance and strengthen social cohesion and inclusion?

- What are the implications for primary schools of more diverse schools at secondary level?
- Will arrangements for admissions be equitable if there is more diversity in school provision?
- What are the challenges for the local authority's role as a commissioner if the range of school provision is more diverse? What are the implications for the workforce?
- Will greater diversity of schools open up opportunities for extended services in schools or inhibit planning for provision across the borough?
- How will greater diversity of schools impact on commitment to existing partnerships, including the 14-19 Partnership and the Behaviour and Attendance Partnership?
- Should we be considering sixth form, tertiary or other models of post 16 provision across the borough?

### **3.4 Some possible ways forward**

The Strategy for Change document (Building Schools for the Future Wave 5) currently lists these options as under consideration. However, these are not exhaustive and we welcome further approaches to achieving better outcomes for our children, young people and their families.

#### **3.4.1 Status Quo**

This would mean that our current secondary arrangements would remain. These already include a range of partnerships, including a soft federation, and two voluntary aided schools, a foundation school and planning for one academy (Stratford City Academy).

#### **3.4.2 Organic growth**

This would be a free market approach allowing schools and governing bodies to determine their own futures as they felt appropriate for their own community. There would be limited leadership from the local authority which, whilst carrying out its statutory duties to commission school places, would respond to and enable developments arising from schools rather than steer them. For example, a foundation school could make the next step to trust status and a high performing school could apply to the Secretary of State for permission to extend to sixth form provision.

#### **3.4.3 A federated approach**

This approach would strengthen existing partnerships and create one or more formal federations<sup>14</sup> including all primary, special and secondary schools. This approach could also mirror existing quadrant arrangements. Hard (formal) federations would be likely to have an impact on current headship roles and also on governance arrangements.

#### **3.4.4 A whole system trust arrangement**

In this approach the local authority would become a partner/sponsor for each secondary school within a borough wide trust. Each school would also have their own lead partner/sponsor related to their specialist status. The range of partners/sponsors would need to include higher education and business/commercial bodies.

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<sup>14</sup> See Glossary under 'Models of School Governance'

### **3.4.5 Explore partnership and sponsorship arrangements for all schools within a consistent model**

The partner/sponsor arrangements would be similar to a whole system trust arrangement (above). However, all secondary schools would have the opportunity to work with one or more sponsors from the private sector or universities. Again, the pattern could relate to specialist status, and could be centred around innovative partnerships between education providers and local businesses in a programme to support skills creation.

### **3.4.6 An alternative model**

This could combine any elements of the other models in a bespoke solution for Newham. It could also be based on a shift from schools to learning centres, which could be organised to fit in with current quadrant arrangements. Learning centres would differ from schools in that they would open longer, have wider community use and be centres for lifelong learning and points of information for council services. They could have some extended co-located provision, including health, social care services and family support. The aim would be to put the school at the heart of the community in the widest sense.

## **3.5 Discussion to date**

Below is an outline of discussions that have taken place so far around the issues outlined in this paper.

- Newham Association of Secondary Heads (NASH) conference (June 2007) and subsequent secondary Head Teacher meetings with the Director of Children and Young People's Services;
- Specialist Schools and Academies Trust presentation to NASH;
- Discussions concerning the development of a secondary school Education Improvement Partnership at NASH;
- Discussions concerning partnership arrangements in the 14-19 Partnership Board and related committees;
- Excellence for All in Newham - consultation paper November 2007 with briefing on Choice and Diversity;
- Individual governing body discussions on trust status;
- Discussions at Strategy for Change Building Schools for the Future Wave 5 steering group with head teacher representatives;
- Ongoing meetings between the local authority and the Office of the Schools' Commissioner concerning Newham's implementation of the Education and Inspections Act (2006) duties.

## Excellence & Equity: Choice & Diversity Response Sheet

<b>Name:</b>	
<b>Position/role:</b>	
<b>Organisation</b> <i>(if applicable):</i>	
<b>E-mail</b> <i>and/or address:</i>	

### 1. Required outcomes

Section 3.2 outlines the key outcomes we think are needed for children, young people and their families in terms of choice and diversity in education provision.

**1.1 What is your view on the outcomes proposed?**

**1.2 Are there others?**

### 2. Good practice

**2.1 What do you think is currently working well in terms of providing choice and diversity in education provision?**

**2.2 What evidence is there for this?**

### 3. Key issues and challenges

Section 3.3 outlines what we think are some of the key issues and challenges to providing choice and diversity in education in Newham.

**3.1 Do you agree that these are the key issues and challenges we face? Why?**

**3.2 What are your views on them?**

**3.3 Are there other issues/challenges?**

**3.4 How do issues and challenges for Choice and Diversity inter-relate with those under Inclusion, Primary Strategy, Extended Services and Staying On?**

### 4. Possible ways forward

Section 3.4 describes what we think are some of the potential ways forward in this area, in order to overcome the challenges and deliver the desired outcomes.

**4.1 How can we deliver the best outcomes for children, young people and their families?**

**4.2 Are there other solutions to the challenges we face?**

**4.3 How might key decisions about ways forward for Choice and Diversity impact on Inclusion, Primary Strategy, Extended Services and Staying On?**

*Please respond to the questions above, continuing on a separate sheet of paper as required, by **Friday 6<sup>th</sup> June 2008** to:*

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## 4. Excellence and equity in Newham: Inclusion

### 4.1 Scope

4.1.1 The 'Closing the Gap' consultation provides an opportunity to review our understanding of inclusion and to consider whether we want to develop our vision and practice in light of experience, data analysis and recent legislation and policy shifts.

4.1.2 In this paper we explore inclusion from a broad perspective. Firstly, we look at the needs of children and young people whose special educational needs are assessed as being complex and persistent. These are the children and young people who need additional resources, provided either by a statement or exceptional resource funding, or through the school's use of its own resources, if they are to fulfil their potential. Secondly we consider a wider group of children and young people who do not have specific learning needs but whose social, emotional and behavioural difficulties put them at risk of exclusion from school or wider social exclusion. This is group of children and young people who are likely to be among the lowest 20% of achievers.

4.1.3 The scope of this review is to explore what we mean by inclusion, to review its definition and range and to refresh our vision. Projections for the next ten years show that there will be a significantly larger number of children and young people with complex needs in Newham (Appendix 2, Tables 1&2). We need to consider the resources that will be required to meet their needs. Considerations include the role special schools might play, funding arrangements and parental choice. It will be important to think, too, about how we can ensure that we have an appropriately skilled work force that is sustainable, that schools have the capacity to respond to a wide range of need and that we are provided appropriate support to parents

### 4.2 Desired outcomes

4.2.1 Our overall aim is for all children and young people to be happy, fulfilled and to have high aspirations. We want them to be active members of their community. The four outcomes set out below reflect aspects of these broader aims.

4.2.2 A high percentage of children and young people in Newham have Special Educational Needs (SEN) and many of these have complex needs. 26.5% of all children and young people in secondary schools in 2007 had some level of SEN, compared to the national average of 18.3%. Similarly, when compared to the national average a greater percentage of children and young people in Newham are on school action plus<sup>15</sup>. The SEN/non SEN attainment gap in Newham is, however, narrower than that nationally. At the end of KS4 in 2007, the SEN/non SEN attainment gap for the percentage of children and young people gaining 5A\* to Cs including English and Maths was 39.2% compared to the national average of 44.4%.

***OUTCOME 1: We want all children/young people, whatever their needs, to achieve their aspirations.***

***OUTCOME 2: We want to continue to reduce the gap in attainment between the achievement of SEN and non SEN children and young people in Newham. We want to ensure that the achievements of all children/young people are acknowledged and celebrated.***

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<sup>15</sup> The second stage of intervention as laid out in the National Special Educational Needs Code of Practice. This means involvement of other agencies.

4.2.3 Rates of permanent exclusion have remained steady since 03-04 at a level around the average for London. There are indications that they are now beginning to decrease. Exclusions for the autumn term 07-08 were 12 compared with 25 in the autumn term 06-07 and 30 in the same term 05-06. SEN and Children Looked After (CLA) exclusions have also decreased. There were eight children and young people with statements permanently excluded in 06-07 and three CLA. This compares with 13 statemented children and young people excluded in 04-05 and 10 LAC in 04-05.

***OUTCOME 3: We want to continue to reduce exclusions, particularly for children and young people with SEN and those who are looked after.***

4.2.4 The behaviour of the majority of children and young people in Newham schools supports their learning. All schools have received judgements of either 'good' or 'outstanding' for the management of behaviour in their Ofsted (Office for Standards in Education) reports except for The Royal Docks Community School, which moved from an unsatisfactory rating for behaviour to a satisfactory one in less than a year. Nevertheless, we know from the Behaviour Review and analysis of SEN section placement decisions that schools are concerned about the small number of children and young people with very complex needs whose behaviour can be extremely challenging. A further group of children and young people whose behaviour difficulties are not so complex is regularly educated outside mainstream school because the curriculum offered in schools appears not to enable them to flourish. All these are children and young people who are at risk of social exclusion and low attainment.

***OUTCOME 4: We want all young people including those with social emotional and behaviour difficulties to achieve useful qualifications and move on to appropriate education, employment or training.***

### **4.3 Phase 1 priorities**

4.3.1 Some of the issues contained within the *Excellence & equity: Inclusion* strand of *Excellence for All in Newham: Closing the Gap* need to be addressed at Phase 1, but there are many issues raised in this paper that it will not be possible to address in this time period. Therefore, we are suggesting that fundamental issues of determining our vision for inclusion and agreeing a policy for resourcing support for children and young people with special educational needs in schools are prioritised and explored in the first instance. This will give us a framework within which we can prepare a clear action plan. Some exploratory options are presented in section 4.10.

### **4.4 Current context: Newham's vision for inclusion**

4.4.1 A commitment to human rights is the foundation of Newham's inclusion policy. The present vision states that:

*'The ultimate goal for Newham council's inclusive education strategy is to make it possible for every child, whatever special educational needs they may have, to attend their neighbourhood school, to have full access to the national curriculum, to be able to participate in every aspect of mainstream life and achieve their full potential.'*

4.4.2 Parents, acting in response to the 1981 Education Act, were the driving force behind the development of inclusion in Newham and parents and carers continue to be crucial partners. Newham's workforce, too, has demonstrated a long commitment to inclusion and the benefits this brings to the individual, the family and the community as a whole

4.4.3 Our vision for inclusion now extends beyond the educational inclusion of children and young people with special educational needs. We need to include all vulnerable children in every aspect of community life. This vision is supported now by Every Child Matters. We recognise that inclusion can usefully be seen as a process and not a place and that we may meet a child's need best if there is a choice of placement option. We want to use resources flexibly so that we can provide personalised programmes that meet individual need. ***Given the current context, we suggest that our vision for inclusion needs to be refreshed.***

## **4.5 Current context: Support for inclusion in Newham**

### **4.5.1 Universal**

All schools have resources which they can use flexibly to meet the needs of all their children and young people.

### **4.5.2 Targeted**

All schools have resources delegated to them which they can use flexibly to meet the needs of children and young people who have SEN/additional needs or are at risk of exclusion. All schools have access to specialist learning and behaviour support teams as well as other local authority services.

### **4.5.3 Specialist/acute**

Resourced schools are mainstream schools that have delegated funding for an agreed number of places for children and young people with a specific need. There are 16 resourced schools which provide specialist help to children and young people with Autistic Spectrum Disorders (ASD), Profound Multiple Learning Difficulties (PMLD), complex speech and language/communication difficulties and hearing impairment (225 children and young people in total). There is also one primary and one secondary school with enhanced provision for children and young people who are visually impaired supported by Newham service for the visually impaired. Resourced schools are supported by Learning Support Service staff plus other local authority services. Some children and young people with similar profiles supported through the exceptional resource process in their mainstream school.

There are two special schools. John F Kennedy (JFK) which caters for 76 children and young people at all key stages with ASD and PMLD, a growing number of whom have links into a mainstream school. There are children and young people in mainstream resourced schools that have similar profiles to those attending JFK. Eleanor Smith has 50 full time equivalent places offering both full time and part time placements. There are approximately 300 children and young people solely registered at our two Pupil Referral Units (PRUs). One of the PRUs is for permanently excluded pupils, the other is accessed through the Key Stage 4 gate keeping panel. There are also children and young people in out of borough placements, both day and residential provision (see Appendix 2, Table 4: Out of Borough placements by primary need).

4.5.4 It is important to remember that these stages describe provision not children and young people. Children and young people may move flexibly between them. We know that if expert and co-ordinated support is given at level one that help children and young people to make progress they may never need resources at high levels. This is particularly true of children and young people with social, emotional and behaviour difficulties. These difficulties are the result of an interaction. The extent to which young people display challenging or puzzling behaviour depends critically on the way the adults around them behave. A school that has clear behaviour management policies, agreed by all members of the school community and implemented consistently, together with strong pastoral care and well co-

ordinated multi agency support, will have fewer children and young people who manifest behaviour difficulties than one where the systems are ineffective. **A key strategic decision to be made is, how do we use our resources effectively to support preventative work.**

#### **4.6 Current context: Issues at universal stage**

4.6.1 Local authority support staff including the Educational Psychology Service (EPS), Special Educational Needs (SEN) section and learning and behaviour support services offer advice, training and support with whole school development. The learning and behaviour support teams are developing close working relationships with secondary and primary standards staff in the delivery of whole school support and development. This co-operation is vital to the successful delivery of training programmes and the Behaviour and Attendance strand, including the Social Emotional Aspects of Learning (SEALs) initiative and the new inclusion strand of the National Strategy. Delivery of the Behaviour and Attendance strand has been rated as 'green' by the National Strategy. Support for behaviour was rated as '1' in the latest Audit Commission annual survey. **When planning the new service structure for CYPS we will need to ensure that systems are in place to support the development and sustenance of school capacity to deal with a growing and wide range of need.**

4.6.2 Not all children and young people have access to the full range of universal services. For example, after school clubs and summer schemes. **How do we ensure that they do?**

#### **4.7 Current context: Issues at targeted stage**

4.7.1 Since 2000 the majority of funding for SEN and behaviour support has been delegated to schools using proxy indicators so that schools can meet the needs of all their children and young people with additional needs except for those with exceptional resource requirements. Funding is retained in year and is allocated through the moderation process to individual children and young people who are agreed to have exceptional resource requirements. This resource is pupil led and follows the pupil if they move. This funding then becomes part of the schools delegated resources the following year, subject to review. The proxy indicators were reviewed this year and changes made.

4.7.2 The Common Assessment Framework [CAF] will support integrated working across all service areas with links to extended services and the voluntary sector. As well as ensuring an holistic assessment it will also identify a lead professional and support effective information sharing. **We need to ensure that any new structure supports integrated working across the stages.**

#### **4.8 Current context: Issues at specialist/acute stage**

4.8.1 Increasing level of complex need. Although staff in Newham are committed to inclusion and there is much outstanding practice there is evidence that some schools and staff are struggling to meet the complexity of need within the current operating framework. At present there is an inadequate range of provision required to meet the needs of those with complex learning and mental health needs. **We need to decide how we can meet the needs of an increasing number of children and young people with complex needs.**

4.8.2 Numbers of children and young people with complex needs is increasing and recently there has been a growth in the numbers with complex needs moving into the

borough. Additional tables providing further data are included at Appendix 2 and cover the following:

- primary need and National Curriculum Year Exceptional Resource Funding
- Out of borough numbers by primary need/ costs
- post 16 need
- need amongst new arrivals
- Funding to schools in borough

Tables 1 and 2 at Appendix 2 evidence the increase in the last few years, and the projected rise in numbers to 2017.

4.8.3 Headlines from an exceptional resource funding /resource profiling exercise, incomplete at the present time [minus 19 schools data], shows that:

80% with ERF profile require full time support - 89% in resource;

- percentage with challenging behaviour approximately the same;
- far higher % wheelchair users, tube fed, self care in resource;
- approximately double the numbers in resource require daily intensive Occupational Therapy/ Speech & Language/ Physiotherapy;
- nearly double with complex medical needs/ little or no communication in resource;
- 68% in resource require support for all self care needs as opposed to 23% with ERF; and
- more children and young people in resource have more than 6 areas of need

***How can we ensure an equitable funding model?***

4.8.4 Children/young people with complex needs are not always able to access community services and social events, including after school and holiday schemes.

***How can we ensure that children/young people with complex needs can access all school/community activities?***

**4.8.5 Deaf provision.** There is an increase in the number of children receiving a cochlear implant and parents are increasingly wanting an oral provision for their child; this will mean that the number of British Sign Language (BSL) users may decrease. The review of deaf provision recently undertaken acknowledges that we need to provide for both, so that we can offer choice but also flexibility if a child/young person's needs change. ***We need to fully implement the conclusions of the deaf review that the development of oral provision should be in Selwyn and Lister schools.***

**4.8.6 Primary Pupil Referral Unit (PRU)** The Behaviour Improvement Project (BiP)<sup>16</sup> makes provision for children and young people in BiP schools who have been excluded for a fixed term and for children and young people who have been excluded permanently from primary school, prior to their placement in a new school. The project has developed a successful model for working with these children. Evidence from BiP shows that children who have been offered a nurture programme during fixed term exclusion are less likely to be excluded in future.

4.8.7 Primary head teachers would like to explore the possibility of extending the nurture model that has been developed at BiP and setting up a primary PRU which would offer short term support to vulnerable and at risk children in key stages one and two. This would be funded from the direct schools' grant. ***We need to decide whether we wish to establish a primary PRU.***

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<sup>16</sup> Central government funding supported the development of this programme in some schools in Newham.

**4.8.8 The redevelopment of Eleanor Smith Special School.** There has been comprehensive consultation on a new vision for Eleanor Smith school. Schools have told us that they have children and young people who need full time specialist placement. Cases that have been presented to Special Needs Advisory Panel confirms this view. It is proposed that a new Eleanor Smith school with a capacity of 50 full time equivalent places be built on the old Lansbury site. The school will additionally provide for Key Stage 4 young people and offer more fulltime places than at present especially in Key Stage 3/4. The school will have facilities for outside agencies to work with children, young people and families from the school and on an in-reach basis. The curriculum will be geared to both those on part time places and those there on a full time basis and will provide an integrated, coherent and personalised curriculum. Proposals for the rebuilding of Eleanor Smith are included in the *Building Schools for the Future (BSF) Wave 5 Strategy for Change*<sup>17</sup>. ***Following extensive consultation and agreement on the future vision for Eleanor Smith we need to do the detailed planning that will turn the vision for Eleanor Smith school into a reality.***

**4.8.9 Tunmarsh Pupil Referral Unit (PRU)** is the vehicle by which the LA meets its obligation to make provision for secondary pupils who have been permanently excluded from school and children and young people of all ages who are unable to attend school because of their medical, including psychiatric health needs. There are currently 45 secondary excluded pupils and a further 70 children and young people with health needs. Children and young people with health needs are also on roll at their mainstream school. The Tunmarsh PRU manages the education unit and at the newly established Coborn Centre, based at Newham General Hospital, which provides in-patient services for young people with very complex mental health difficulties. The Tunmarsh PRU was recently rated as 'good with many outstanding features' by Ofsted. It has a good record of re-integrating key stage 3 pupils to mainstream school following exclusion; in 06-07 86% of key stage 3 pupils were reintegrated and 89% of students progressed to work, education or training in 2007. Students at Tunmarsh are able to take up to seven GCSEs. The PRU operates from one end of the Tunmarsh building and its facilities are limited. There is no longer capacity at the Tunmarsh PRU to offer time-limited, focused interventions programmes to key stage 3 students at risk of exclusion.

4.8.10 The Behaviour and Attendance Partnership, with representation from secondary head teachers and officers is well-established. The partnership has overseen the introduction of 'managed moves' and 'hard to place' protocols. This work has contributed to the recent reduction in exclusion from Newham schools. Members of the group are conducting an audit of all PRUs and alternative provision prior to making plans for their development. The group is currently preparing a feasibility study for the establishment of a key stage 3 PRU that will offer time-limited, focused preventative programmes to pupils at risk of exclusion. This will be funded from the direct schools grant. ***Do we need to establish a key stage 3 PRU?***

**4.8.11 John F Kennedy (JFK) Special School** - The future role of JFK needs further discussion. At present the primary numbers are low in the school whereas demand is high for secondary and post 16 places. We also wish to develop an outreach service to support dual and link placements and, in collaboration with other central teams, provide advice, support and training to schools and colleges. There is also a need for an assessment facility for children and young people coming into the borough with complex needs that are unknown. ***What should the future role of JFK be?***

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<sup>17</sup> See Glossary

**4.8.12 14-19 developments: 16+ provision at JFK.** We are in the process of looking at how to provide for young people aged 16 plus with complex needs. There is insufficient provision at present to cater for the growing needs (see Appendix 2, Table 5 on post 16 projections). The vision is to develop flexible multi agency provision across JFK and the two colleges. There is the possibility of developing a provision on the Newham College of Further Education (NCFE) site and as part of this, through Building Schools for the Future Wave 5, to extend JFK Stratford site to include the Post 16 provision at present in Beckton. ***How best can we meet the needs of young people with complex needs post 16?***

**4.8.13 14-19 developments: alternative PRU provision at key stage 4.** The New Directions PRU offers alternative programmes to 270 key stage 4 students for whom the mainstream curriculum is not appropriate. Funding for New Directions is agreed by head teachers and top-sliced from the direct schools' grant. The provision is registered as a PRU in line with Department for Children Schools and Families (DCSF) guidance that all full time out of school provision must be registered either as a PRU or a special school. Provision at New Directions includes the NewLAP programme for 130 new arrivals to Newham. We are currently negotiating a commissioning arrangement with NCFE and NewVIC who we hope will deliver this programme for newly arrived students from September 2008.

4.8.14 New Directions makes extensive use of voluntary sector projects and college placements to help create individual packages that meet young people's needs. The PRU relies heavily on youth workers and tutors to deliver its programmes. An analysis of New Directions' exam results confirms that young people achieve more highly when they are taught by qualified teachers than by staff who have a different professional background - yet there are still too few qualified teachers on the staff. The project has had to move premises - all with limited facilities - several times in recent years. The PRU was graded as 'satisfactory with good capacity to improve' at its last inspection in. The 2007 New Directions performance data is summarized in Table 3 at Appendix 2.

4.8.15 It is evident from these figures that a significant number of young people with the most complex difficulties - those attending the Turnaround programme or Learning to Succeed - are referred to Connexions at year 11 because they have not secured a suitable place in education, training or employment. NewLAP students generally progress to a suitable placement at 16+ and achieve a recognised qualification whilst attending the project. However, we have concerns that, despite a broadening of the offer in the past year, these often very bright and motivated students are not being given the range of experiences that would help them to fulfil all their potential.

4.8.16 In response to these concerns we have consulted with head teachers, as part of the BSF process, and agreed that we should establish high quality, alternative PRU provision at key stage 4 that offers the students who are not succeeding in our present system a programme that will enable them to do so. We acknowledge a continued need for full-time alternative programmes and want to develop them as part of the menu of courses offered to students from 14 -19. It is clear that some students need continued, intensive support after year 11. Outline proposals for development of alternative provision in Pupil Referral Units are now included in the BSF wave 5 Strategy for Change. Detailed planning is now needed including a decision about whether there should be a single centre, or a core learning base, in each quadrant.

4.8.17 Courses on offer would be integral to the wider Newham programme and would focus on meeting the needs of students who are currently not achieving qualifications. A new, well-resourced, key stage 4 PRU could offer specialist facilities

for young people in basic vocational courses in, for example, hair and beauty, catering and sport as well as an alternative core learning base for some students who need intensive support but who may also be involved in the wider offer available in the 14-19 programme. Its work would incorporate the development of the foundation learning tier of the specialised diplomas and offer support after the age of 16 to young people who need it. One model may be to put a core learning base into each of the proposed quadrants. Each could be managed by the federation of schools it serves. ***We need to complete the detailed planning that will turn our vision for new alternative provision at key stage 4 and beyond into reality.***

**4.8.18 Placement of children and young people with SEN and behaviour difficulties at voluntary agencies.** A significant number of young people with complex needs are placed at voluntary agencies, either by the Local Authority or by schools. There is some concern that these placements do not meet need. Work is underway to develop appropriate commissioning arrangements for alternative provision. A list of 'preferred providers' will be compiled, following a rigorous selection procedure and the work of these organisations will be monitored closely. ***We will need to agree the scope of new commissioning arrangements and decide how to co-ordinate the differing requirements of services.***

#### **4.9 Current context: Issues that affect all levels**

**4.9.1 Multi agency co-operation, liaison and joint working.** Co-operation between services and partnerships are developing through, for example, Common Assessment Framework (CAF) and extended services. Learning support and behaviour support services are closely involved in the introduction of CAF and are linked to quadrants. Educational Psychology Service (EPS) and the Special Educational Needs (SEN) section both have staff with responsibility for one of the areas. Social care staff in fieldwork services are also organised in areas and the Disabled Children and Young People's Service (DCYPS) is working on linking staff to an area. The CAF team has an overall manager and a co-ordinator for each area as does Extended Services. The New Thinking Group meets regularly to make plans for children and young people with complex mental health difficulties and to explore new ways of making provision for them.

4.9.2 The BiP project includes the Behaviour Education and Support Team (BEST) which facilitates and services multi agency 'inclusion meetings' in schools. At these meetings cross agency support for children and young people in need is planned, managed and reviewed. Inclusion meetings take place in all BiP schools and are increasingly being rolled out to non-BiP schools. Primary fixed term exclusions in BiP schools in 2007 were 15.2 % lower than in 2006-07. There was a 10% reduction in the number of children and young people deemed to be 'at risk' in BiP schools in the same period.

***One of the challenges is to share and co-ordinate not only current excellent and innovative practice in joint working that is developing, but also new ideas and developments.***

**4.9.3 Support for children and young people with mental health needs.** Newham has the largest population of children and young people in East London and the fastest predicted rate of increase over the next few years. There are now an estimated 75,000 children and young people between the ages of 0 and 18 years. The area scores highly on all the indices of deprivation and local and national studies suggest that between 10 and 20 percent of children and young people in the borough will be at risk of moderate to severe mental health problems. These problems will be severe and disabling for 2% of the population. Figures available from the Child and Family Consultation Service (CFCS) suggest that around 7,500 children and young

people between 0-18 are experiencing moderate to severe mental health problems at any one time in Newham. CFCS receives approximately 1,500 referrals each year.

4.9.4 The Child and Family Consultation Service (CFCS) provides services at its clinic to children, young people and families. In addition CFCS mental health professionals are increasingly working on an outreach basis with schools, children and families. Initiatives include:

- Reframe Team: includes systemic family therapists specifically for: Youth Inclusion Support Programme (YISP)/ Youth Offending Team (YOT) (0.8); Tunmarsh PRU (0.5); Award winning project. Has three permanent posts. Rest (equivalent to 4 posts) at risk because funded by the Children's Fund. Works closely with Eleanor Smith School at Key Stage 2.
- Behaviour Education and Support Team (BEST) systemic family therapist (0.2)
- Eleanor Smith KS3 outreach systemic family therapist (0.5)
- named CFCS worker for every school.
- Marlborough multi-family group project: pilot - 3 schools- now being extended to schools that want to buy in. Strong evidence base (Westminster and Newham). School based.
- Tier 1 training
- Assertive outreach assessment
- Work with children looked after (CLA)
- Work in the Youth Offending Team (YOT) and with young people referred to Youth Inclusion Support Projects (YISPs)

***The funding for some of this work - which forms a basis for a dedicated schools mental health team - is under threat and we will need to decide if, and how, we wish to continue funding it.***

4.9.5 Following the Behaviour Review the New Thinking Group was established, with head teacher representation, to broker multi agency support for children and young people that schools find puzzling and challenging. The group has also promoted changes in the way mental health services are delivered to schools and children and young people. Every school, for example, now has a named CFCS worker. The Marlborough Multi-family Group model of intervention with children and young people at risk of exclusion has been successfully piloted in several Newham schools. Children and young people participating have been involved in fewer incidents of inappropriate behaviour. ***The Marlborough project is now being established in a wider group of schools and we need to consider whether, and how, to extend it further.***

**4.9.6 Parental support** We know that children's capacity to make progress and succeed depends critically upon the support they receive from parents/carers. There are a number of initiatives designed to encourage parents to be fully engaged in the decisions made about their children and to work with parents who are struggling. These include the Marlborough Project and the work of the BEST, both described above, Triple P parenting programme has been established and there are various parent support groups run by the Tunmarsh centre, in schools and through Newham Carer's network. A very helpful strategy for parent support in the borough is being prepared within Extended Services and its development will provide an excellent framework for co-ordinating approaches to parental support across the borough. ***We need to ensure the parenting strategy encompasses all aspects of schools and services relationships with parents.***

## **4.10 Some possible ways forward**

4.10.1 An initial trigger paper, produced in the early stages of the Excellence for All: closing the gap consultation has been considered by Newham Association of Primary Heads (NAPH), Newham Association of Secondary Heads (NASH), the Behaviour and Attendance Partnership, a meeting of resourced schools and at a special meeting for head teachers that was held at the Tunmarsh centre. Other relevant, recent consultation exercises include a discussion with secondary head teachers about proposals to develop the pupil referral units as part of the BSF programme and a meeting with school representatives to decide whether or not to extend the Marlborough Multi-family Group pilot programme. There has been extensive consultation about the future development of Eleanor Smith and the post 16 element of JFK. Some possible ways forward have been developed as a result of all these discussions and are set out for consideration below. However, they are not exhaustive and are included to facilitate thought and discussion around how to overcome the challenges we face and deliver better outcomes to children, young people and their families. We welcome views on other solutions to the issues.

**4.10.2 Vision for inclusion.** Inclusion is a human rights/equality issue. A broad consensus is emerging that a new vision for inclusion needs to be debated. Government policy has changed, the context in Newham has changed and there is no consensus across all services, schools, community and other agencies. Our aspiration is that all children and young people, together with their families, have their aspirations met and are successful, healthy and happy. We place children/young people at the centre of planning and the planning process focuses on meeting individual needs and ensuring that these are met and their achievements celebrated. We recognise that every child and young person has a right to participate fully in all aspects of society. Our vision should incorporate the wider social inclusion agenda and promote partnerships across schools, agencies, parents, children/young people and the voluntary sector. We want a skilled workforce across all agencies including health, social care, Child and Adolescent Mental Health Services (CAMHS) and the voluntary sector, to work together to support early intervention, holistic planning, assessment and delivery. ***How should we go about formulating a new vision for inclusion in Newham? Are these the right elements of such a vision?***

**4.10.3 Options for determining resource allocation and provision.** In Phase 1 of *Excellence for All in Newham: Closing the Gap* we need to agree the overarching framework for support for inclusion. We need to decide, in principle, how we wish to allocate resources to support the continuum of need with the emphasis being on early intervention/prevention. On the one hand, we know that early intervention can prevent a child's difficulties becoming entrenched. On the other, we recognise that there are an increasing number of children and young people with complex difficulties and that schools are finding it hard to meet their needs within the existing framework of support.

**(a) Maintain the status quo;**

The advantages of this approach are:

- It is familiar, established and well understood

The disadvantages of this approach are:

- It's not meeting need or providing a sustainable skilled workforce.

***Some key questions are: how do we meet need equitably? How could we ensure that systems are in place to support the development and sustenance of school capacity to deal with a growing and wide range of need?***

**b) Develop more resourced schools:**

The advantages of this approach are:

- More places for complex need provided,
- more staff develop skills with working with complex needs,
- more choice for parents,
- could be more geographically equitable

The disadvantages of this approach are:

- where would they be,
- would there be enough schools who want to do this,
- may not meet demand

***Some key questions are: will there ever be enough? How could we ensure that systems are in place to support the development and sustenance of school capacity to deal with a growing and wide range of need?***

**(c) Develop more special schools;**

The advantages of this approach are:

- more parental choice,
- fewer out of borough placements,
- some economies of scale.

The disadvantages of this approach are:

- more time/resources needed to write Statements.
- De-skills workforce in mainstream schools.
- Discourages community of schools for taking responsibility for all children and young people.
- Doesn't support community cohesion.
- Cost
- Creation of demand
- Diverts resources from preventative work

***Some key questions are - where and at what cost?***

**(d) Rely on out of borough provision for children and young people with complex needs**

The advantages of this approach are:

- no need to provide these places in Newham

The disadvantages of this approach are:

- Insufficient suitable places available
- Divides children/young people from their communities
- Additional transport costs
- Diverts funding from early intervention/prevention

***Some key questions are: how do we ensure children/young people continue to be full members of their community. How do we ensure quality and control access to places?***

**(e) Develop 'all schools as resourced schools';**

The advantages of this approach are:

- would meet demand,
- greater parental choice,
- access to local school,
- more skilled staff

- supports early intervention/prevention

The disadvantages of this approach are:

- cost
- schools may not be willing to do this,
- not all schools accessible
- skilled staff spread to thinly at least at first

***Some key questions are: What would schools need to meet the range of need? How could we ensure that systems are in place to support the development and sustenance of school capacity to deal with a growing and wide range of need?***

**(f) Develop a system of Hub schools: primary.** A proposal that has emerged during early discussions is that we develop hub schools in the primary sector with responsibilities for a cluster of other schools within a quadrant. These could be the present resourced schools or they could be different or additional ones. The role of the hub schools would be to provide outreach advice, training and support to other schools in the cluster; to disseminate effective practice and to share access to resources throughout the cluster schools; Each area would need at least one hub focusing on Autistic Spectrum Disorders and one on Profound Multiple Learning Difficulties and each hub school would be supported by an advisory teacher from Learning Support Development Advisory Team (LSDAT) based in the school.

The advantages of this approach would be:

- More places would be created for children and young people with very complex needs within the hub schools, and non hub schools supported.
- Expertise would be developed in a wider range of schools so increasing sustainability enables us to meet demand.
- There would be greater choice for parents
- Children could attend a local school
- Possible decrease in transport costs
- Provide for flexibility of movement within the cluster for children and young people and staff
- Access to resources provided across the different schools
- Supports early intervention/prevention, expected reduction in out of borough placements

The disadvantages of this approach would be:

- possible cost
- parents may want the hub school rather than a satellite school

***Some key questions are: Would developing hub schools help us to meet the needs of the growing numbers of children with complex needs? How many hub schools would we need in each quadrant? How could we ensure that systems are in place to support the development and sustenance of school capacity to deal with a growing and wide range of need?***

**(g) Develop a system of Hub schools: secondary.** In this proposal, presently resourced schools would retain their specialism and other new hub schools will need to focus on young people with ASD/PMLD, mostly the former. The secondary hub schools would link into the primary hubs and their remit would be similar, with a focus on sharing effective practice, developing joint training, liaising and working collaboratively with other services, agencies and the voluntary sector. The schools would be active participants in area co-ordination and initiatives.

The advantages of this approach would be:

- More places would be created for children and young people with very complex needs within the hub schools and non hub schools supported.
- Expertise would be developed in a wider range of schools so increasing sustainability enables us to meet demand.
- There would be greater choice for parents
- Children could attend a local school
- Possible decrease in transport costs
- Provide for flexibility of movement within the cluster for children and young people and staff
- Access to resources provided across the different schools
- Expertise would be developed in a wider range of schools
- Supports early intervention/prevention, expected reduction in out of borough placements

The disadvantages of this approach would be:

- possible cost
- parents may want the hub school rather than a satellite school

***Some key questions are: how many secondary hub schools would we need. How would single sex and faith schools be incorporated into this model. Would developing secondary hub schools help us to meet the needs of the growing numbers of children with complex needs? How should secondary hub schools link to their local primary schools. How could we ensure that systems are in place to support the development and sustenance of school capacity to deal with a growing and wide range of need?***

## Excellence & Equity: Inclusion Response Sheet

<b>Name:</b>	
<b>Position/role:</b>	
<b>Organisation</b> <i>(if applicable):</i>	
<b>E-mail</b> <i>and/or</i> <b>address:</b>	

### 1. Required outcomes

Section 4.2 outlines the key outcomes we think are needed for children, young people and their families in terms of inclusion.

**1.1 What is your view on the outcomes proposed?**

**1.2 Are there others?**

### 2. Good practice

**2.1 What do you think is currently working well in terms of inclusive education in Newham?**

**2.2 What evidence is there for this?**

### 3. Key issues and challenges

Sections 4.4 to 4.9 outline a number of key issues and challenges for Inclusion in Newham.

**3.1 Do you agree that these are the key issues and challenges we face? Why?**

**3.2 What are your views on them?**

**3.3 Are there other issues/challenges?**

**3.4 How do issues and challenges for Inclusion inter-relate with those for Choice and Diversity, Primary Strategy, Extended Services and Staying On?**

### 4. Possible ways forward

Section 4.10 describes what we think are some of the potential ways forward in this area, in order to overcome the challenges and deliver the desired outcomes.

**4.1 How can we deliver the best outcomes for children, young people and their families?**

**4.2 Are there other solutions to the challenges we face?**

**4.3 How might key decisions about ways forward for Inclusion impact on Choice and Diversity, Primary Strategy, Extended Services and Staying On?**

**Please respond to the questions above, continuing on a separate sheet of paper as required, by Friday 6th June 2008 to:**

**E-mail:** [claire.burley@newham.gov.uk](mailto:claire.burley@newham.gov.uk)

**Fax:** 020 8430 5043

**Post:** Claire Burley, Senior Policy & Planning Manager, Children & Young People's Services, London Borough of Newham, 4<sup>th</sup> Floor Broadway House, 322 High Street, Stratford, London E15 1AJ

## 5. Excellence and equity in Newham: Primary Strategy

### 5.1 Context

5.1.1 Since the local implementation of the Primary National Strategy in 1998 standards have risen substantially across Newham's primary schools. However in the last three years the rate of progress of children reaching the expected levels of attainment at the end of key stage 2 has slowed. We need to reflect upon the way in which we deliver the Primary Strategy in relation to local priorities and consider opportunities for transformation so that we can further raise standards and promote children's achievements.

5.1.2 The Department for Children Schools and Families (DCSF) has identified Newham as an authority where 20% of schools in the worst physical condition and/or in the most deprived areas will be rebuilt/taken out of use and 30% improved through the Primary Capital Programme (PCP). The investment will support the transformation of education including raising standards, the Every Child Matters (ECM) agenda, inclusion and the provision of extended services.

5.1.3 The context for supporting and challenging schools to raise standards and promote children's achievement is set within a wide range of current initiatives happening across the local authority and within schools. These include:

- The Primary Capital Programme
- Embedding the Every Child Matters agenda
- Implementation of the School Improvement Partner programme
- Embedding the Early Years Foundation Stage
- Schools reviewing their core curriculum offer through the development and implementation of the renewed framework for teaching
- Every Child a Reader initiative<sup>18</sup>
- Every Child Counts initiative<sup>19</sup>
- Communication Language and Literacy Development initiative
- Support for schools below the national benchmarks to raise standards as quickly as possible
- Support for schools to improve the quality of teaching and learning
- Support for schools to ensure effective intervention strategies are in place for children who may fall behind
- Support for schools to personalise the curriculum and learning offer for all children
- Ensuring all schools have access to continuous development

5.1.4 The ever changing nature of the school workforce across Newham means that our horizons must always be near - the delivery of any primary strategy must be based upon the need to be flexible and responsive to constant change within and across our schools in order to meet the needs of all learners.

5.1.5 Alongside our constantly changing workforce, our school communities change constantly. The challenge is for schools and the Local Authority (LA) is to continue to promote and develop inclusive school communities with a focus on equality of opportunity for all learners to achieve their full potentials wherever possible.

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<sup>18</sup> See Glossary

<sup>19</sup> Ibid.

5.1.6 The primary strategy must be based upon the right of all children to good teaching and successful learning regardless of which school they attend across the authority. All our schools at the very minimum must be 'good' schools. Schools that are less than good and those where pupil outcomes are lower than national benchmarks need to improve rapidly.

5.1.7 The Children's Plan<sup>20</sup> sets out the prospect of a review of the primary curriculum. The primary strategy in Newham will need to ensure that curriculum transformation meets the needs of all children in the LA.

5.1.8 The key outcomes required from primary strategy for children in Newham are as follows:

- Raise further the achievement of all children.
- Close the gap between the highest and lowest achieving children, ensuring equality of opportunity for all learners to achieve their full potential and expected levels of attainment wherever possible.
- Ensure all children leave primary school able to read, write and be numerate at expected levels or fulfil their own potential.
- Ensure that all our schools are 'good' or 'better'.
- Have strong learning partnerships between children, parents and schools.

## **5.2 Current position**

### **5.2.1 Key Stage 1**

Though overall level 2+ reading levels went down in 2007 the percentage of children achieving level 2B+ increased but the gap between national and local levels of achievement did not alter significantly. Writing levels went down in 2007 locally and nationally. The gap between local and national level 2+ was reduced. Maths levels rose in 2007 locally. The gap between local and national level 2+ was reduced (see Table 1 at Appendix 3).

### **5.2.2 Key Stage 2**

Though there was a one percent fall in the number of children attaining level 4+ the gap between local and national outcomes rose by two percent. The percentage of children attaining level 4+ maths rose by one percent but the gap between local and national outcomes remains four percent. Outcomes for science remain the same for the third year but the gap between local and national outcomes has widened by one percent for the second year (see Table 2 at Appendix 3).

### **5.2.3 Outcomes of Ofsted Inspections September 2006 to July 2007**

In the past two academic years forty-nine schools have been inspected by Ofsted with the following outcomes:

- 10 judged as outstanding
- 21 judged as good
- 16 judged as satisfactory
- 2 judged as inadequate

(See Table 3 to 4a at Appendix 3).

5.2.4 There is a high percentage of schools judged as 'outstanding' in comparison with other local authorities but there are also a significant number judged as 'satisfactory' or worse. The aim is for every school in Newham to be at the minimum a 'good' school.

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<sup>20</sup> See Glossary

5.2.5 Currently each school has been allocated a School Improvement Partner (SIP). There are four full time local authority SIPs who each oversee a group of schools. They have the responsibility of quality assuring the work of SIPs working within their designated area as well as acting as SIPs for a group of defined schools.

5.2.6 In addition to SIPs there are eight Primary Consultants who work with schools below the national benchmarks or schools identified either by Ofsted or the LA as in need of support. There are also four Early Years Consultants who work with primary schools, nursery schools and private and voluntary settings.

5.2.7 The impact of consultants work with schools below the national benchmark is significant. In comparison with schools not supported by consultants the rate of pupil progress attainment at the end of key stage 2 in supported schools is generally an additional ten percentage points.

### **5.3 Key issues and challenges**

5.3.1 We want all schools in Newham to be good or better schools where all children can achieve their full learning potential. In order to achieve this we need to consider the following questions:

- Could there be less variability of pupil outcomes between schools and how can we achieve this?
- Should informed challenge from the LA to schools be based upon agreed pupil progress tracking methods that are based upon secure moderated teacher judgements?
- How might schools become intelligent commissioners through informed choice?
- How can we develop the Primary Strategy to build and maintain a strong working partnership between the local authority, schools, children and their families?
- How can we ensure a focus on outcomes for children that meet their aspirations?
- Should there be a range of early intervention strategies promoted across the LA to support children who may be at danger of falling behind their peers?
- How do we ensure that personalisation of learning is at the heart of the Primary Strategy?
- How can we develop the primary curriculum so that it is flexible and responsive to children's learning needs?
- Should the development of core skills be seen as the building blocks for creative learning opportunities?
- How can we ensure that the leaders of our schools are good or better (as determined by Ofsted criteria) including head teachers, senior managers, ASTs, and leading teachers?
- How can we make sure that teachers and support staff have opportunities for continuous professional development to ensure good or better learning opportunities for children?
- What kind of partnerships can we foster between schools that will impact on outcomes for children?
- How do we ensure that the well-being of staff and children should be at least good?
- How might we utilise the Primary Capital Programme to ensure all primary school buildings are fit for purpose?

## **5.4 Some possible ways forward**

Some possible options for developing Newham's Primary Strategy are listed below. These are not exhaustive and are included in this paper only as a means of facilitating discussion around how to meet the challenges outlined above.

**5.4.1 That the current ways of working remain the same** - how will this lead to better future outcomes for children?

**5.4.2 That the Primary Strategy builds on and develops some existing practice** to ensure a clear focus on:

- Every Child a Reader
- Every Child Counts
- Leadership skills
- Strong partnerships between schools that might have shared accountabilities
  - *how do we get everyone to buy into this and what are the quality assurance measures?*
- Strong partnerships between schools and families to support children's learning and well-being
- Effective transition strategies between primary and secondary schools

**5.4.3 We change to increased school autonomy** including increased school commissioning. Schools establish processes to commission school improvement work and ensure quality of provision across groups of schools. Schools would assume collective accountability for the cluster they are part of. Schools may set cluster targets as well as individual school targets and share budgets by deploying additional resources from each of their own budgets to those schools with greatest pupil need

- *what are the increased accountabilities for head teachers and governors?*

**5.4.3 We outsource the provision for support and challenge to schools to a different provider**

- *What are the quality assurance measures?*
- *How will this lead to better benefits and provision for children?*

## Excellence & Equity: Primary Strategy Response Sheet

<b>Name:</b>	
<b>Position/role:</b>	
<b>Organisation</b> <i>(if applicable):</i>	
<b>E-mail</b> <i>and/or address:</i>	

### 1. Required outcomes

Section 5.1.8 outlines the key outcomes we think are needed for children, young people and their families in terms of primary strategy.

**1.1 What is your view on the outcomes proposed?**

**1.2 Are there others?**

### 2. Good practice

**2.1 What do you think is currently working well in primary strategy?**

**2.2 What evidence is there for this?**

### 3. Key issues and challenges

Section 5.3 outlines a number of key issues and challenges for primary strategy in Newham.

**3.1 Do you agree that these are the key issues and challenges we face? Why?**

**3.2 What are your views on them?**

**3.3 Are there other issues/challenges?**

**3.4 How do issues and challenges for Primary Strategy inter-relate with those for Choice and Diversity, Inclusion, Extended Services and Staying On?**

### 4. Possible ways forward

Section 5.4 describes what we think are some of the potential ways forward in this area, in order to overcome the challenges and deliver the desired outcomes.

**4.1 How can we deliver the best outcomes for children, young people and their families?**

**4.2 Are there other solutions to the challenges we face?**

**4.3 How might key decisions about ways forward for Primary Strategy impact on Choice and Diversity, Inclusion, Extended Services and Staying On?**

*Please respond to the questions above, continuing on a separate sheet of paper as required, by **Friday 6th June 2008** to:*

E-mail: [claire.burley@newham.gov.uk](mailto:claire.burley@newham.gov.uk)

Fax: 020 8430 5043

**Post:** Claire Burley, Senior Policy & Planning Manager, Children & Young People's Services, London Borough of Newham, 4<sup>th</sup> Floor Broadway House, 322 High Street, Stratford, London E15 1AJ

## **6. Excellence and equity in Newham: Extended Services**

### **6.1 Context and background**

Extended Services is a wide-ranging service based within the Life Long Learning and Economic Well Being service area of Newham's Children and Young People's Services. Extended Services works across all Every Child Matters (ECM)<sup>21</sup> outcomes with a new integrated management structure reflecting required outcomes. Extended Services' focus is on partnership working with external and internal stakeholders. Most of our core funding is now through specific and service/initiative targeted government or external grant.

Extended Services currently enables and provides:

- community health services
- early intervention and family support
- support for out of school and family learning
- child and parent participation
- development, support and training for good quality early education, childcare, family support for practitioners and staff
- employment advice and guidance
- children's and families' information
- play
- childcare business support and sufficiency assessment

### **6.2 Outcomes required**

Extended Services is subject to a range of national and local outcome targets and performance indicators. A summary of these appears in the Extended Services Plan<sup>22</sup> and are outlined below.

6.2.1 Improve the health of children at birth and in their early years (Newham Children & Young People's Plan<sup>23</sup> (CYPP), priority 1; National Service Framework (NSF), Standards 1 and 11; Children's Centre Performance Indicator (PI), 3)

6.2.2 Enabling and encouraging all children and young people to have active and healthy life styles (CYPP, priority 2; Children's Centre PI, 2)

6.2.3 Improve the well-being of young children and reduce inequalities between those children (Childcare Act 2006, s.1 duty; Children's centre PI, 6)

6.2.4 Offer a wide range of opportunities for children and young people to enjoy creative and challenging experiences in and out of school and boost educational achievement (CYPP, priority 8; Extended Schools guidance, 2005)

6.2.5 Empowering children and young people through consultation and active participation in decision making about services (CYPP, priority 9); to have regard to the views of young children in making arrangements for early childhood services (Childcare Act, s.1 duty)

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<sup>21</sup> See Glossary

<sup>22</sup> See Cabinet report July 2007 (includes Play Strategy) at

<sup>23</sup> Newham Children & Young People's Plan 2006, London Borough of Newham - see Glossary

6.2.6 Secure sufficient childcare for working parents (Childcare Act 2006, s.6 duty; CYPP, priority 13)

6.2.7 Secure information, advice and training for childcare providers to ensure high quality early years provision (Childcare Act, s.13 duty; BVPI 22A and B)

### **6.3 Statutory duties for Extended Services**

Many of the new duties for Extended Services are set out in the Childcare Act 2006 and are backed with emerging guidance. The legislation requires local authorities to improve the well being of young children and to reduce inequalities between those children, building on the s.10 duty of the Children Act 2004. The legislation lays the foundation for integrated universal services for young children and requires local authorities to have regard to the views of young children for the first time.

### **6.4 Key issues and challenges**

6.4.1 Is 'Extended Services' a useful way of describing the universal and early intervention services enabled and delivered across age ranges?

6.4.2 How can we better share good practice and lessons learned between the different areas of children and young people's services?

6.4.3 Is there a need to specifically examine current pilot proposals in Children's Trust guidance on interagency co-operation to improve and incorporate under eight's partnership working as part of the wider consultation process?

6.4.4 Would it be helpful to examine the Extended Services' focus on universal and targeted early intervention services as a model for a family-centred approach in Children and Young People's Services (CYPS)?

6.4.5 Should the experiences of Extended Services' early start Every Child Matters (ECM) meetings be investigated as an aid to - and extension of - Common Assessment Framework (CAF) processes and to inform an early intervention model for CYPS?

6.4.6 Should the strategic CYPS agreement to the key elements of a parent support plan across age ranges and service areas enable the approach to be rolled out council wide, linking with wider issues on crime prevention and anti social behaviour?

6.4.7 How do we ensure that head teachers are strategically involved in planning for 'extended services', acknowledging this within other local authority and school planning mechanisms to enable head teachers to make clear choices about how to support ECM outcomes?

6.4.8 How can we most usefully build on joint work with local health trusts, investigating Extended Services' current joint management and commissioning arrangements alongside other innovative joint models both inside and outside Newham?

6.4.9 How can we best investigate and take forward current and developing child poverty work as a basis for 'closing the gap' policy and practice development in CYPS

6.4.10 How can we most effectively ensure that approaches to improve economic well being planning extends to families rather than focusing solely on young people?

6.4.11 How can we ensure that new statutory requirements around consulting very young children are delivered?

6.4.12 How can we ensure that the new requirement for a statutory early childhood service is properly considered and incorporated in service delivery?

6.4.13 What sort of commissioning model do we need and how can this be integrated with the current set of local commissioning approaches?

6.4.14 How can we best develop an approach to inclusion across all sectors which reflects the best and most flexible approach for children, young people and their families?

6.4.15 How can we develop an effective shared and agreed understanding of universal and early intervention work in consultation with our partners?

## **6.5 Some possible ways forward**

The possible solutions outlined below represent some early thinking around how to overcome the challenges we face in order to achieve the outcomes we want for children and their families. They are not exhaustive and not all of them are mutually exclusive. They are included here to facilitate thought and discussion around the issues.

**6.5.1 Universal and early intervention planning is linked firmly into mainstream planning.** A children's partnership/multi agency advisory forum (the current Early Years and Childcare Development Partnership (EYCDP)?) could feed directly into the Children and Young People's Strategic Board (CYP SB) with universal and early intervention issues across sectors and services. A more structured approach to key issues such as parent support, co-ordinated and co-located local services, childcare sufficiency, out of school provision, etc. could be delivered in context.

**6.5.2 Universal and early intervention is seen as a linked set of frontline area based multi agency support services,** ensuring an integrated approach to the needs and choices of families, children and young people. Without this cultural change, ECM versus historical provision will provide a constant tension and pull to referral and specialist services. An integrated tiered approach would be useful to promote accessible services locally, remove stigma, enable a focus on children and families rather than professions or services, allow attention to be drawn to prevention rather than crisis and encourage a move to what works with families.

**6.5.3 Focus on outcomes rather than outputs** by using data and consultation effectively. Use Extended Services early work on evaluation and impact on service users, building on the Early Years Care First module to track individuals and assess service performance. Use database to compare performance of services, pilot new ways of working and assess impact. Use involvement of children and families to monitor and evaluate services and propose new provision. Use baseline information to note change.

**6.5.4 Focus on families rather than children in isolation.** Ensure early intervention by working with families rather than focussing on individual children and young people.

## Excellence & Equity: Extended Services Response Sheet

<b>Name:</b>	
<b>Position/role:</b>	
<b>Organisation</b> <i>(if applicable):</i>	
<b>E-mail</b> <i>and/or address:</i>	

### 1. Required outcomes

Section 6.2 outlines the key outcomes we think are needed for children, young people and their families in terms of the provision of extended services.

**1.1 What is your view on the outcomes proposed?**

**1.2 Are there others?**

### 2. Good practice

**2.1 What do you think is currently working well in terms of extended services?**

**2.2 What evidence is there for this?**

### 3. Key issues and challenges

Section 6.4 outlines what we think are some of the key issues and challenges to providing extended services in Newham.

**3.1 Do you agree that these are the key issues and challenges we face? Why?**

**3.2 What are your views on them?**

**3.3 Are there other issues/challenges?**

**3.4 How do issues and challenges for Extended Services inter- relate with those under Choice and Diversity, Inclusion, Primary Strategy and Staying On?**

### 4. Possible ways forward

Section 6.5 describes what we think are some of the potential ways forward in this area, in order to overcome the challenges and deliver the desired outcomes.

**4.1 How can we deliver the best outcomes for children and their families?**

**4.2 Are there other solutions to the challenges we face?**

**4.3 How might key decisions about ways forward for Extended Services impact on Inclusion, Choice and Diversity, Primary Strategy and Staying On?**

*Please respond to the questions above, continuing on a separate sheet of paper as required, by Friday 6<sup>th</sup> June 2008 to:*

E-mail: [claire.burley@newham.gov.uk](mailto:claire.burley@newham.gov.uk)

Fax: 020 8430 5043

**Post:** Claire Burley, Senior Policy & Planning Manager, Children & Young People's Services, London Borough of Newham, 4<sup>th</sup> Floor Broadway House, 322 High Street, Stratford, London E15 1AJ

## 7. 'Staying On' Work Strand

**Strand Lead:** Brendan Loughran, Head of Service Life Long Learning & Economic Well Being, Children and Young People's Services, London Borough of Newham.

**Working Group:** Newham14 to19 Partnership Board with sub-working-group(s) to be agreed by the Partnership Board. The Board comprises representation from all fifteen secondary schools, Newham's two further education colleges and school sixth form provision, Landmark Training and the Building Crafts College, University of East London, Senior Council Officers representing life long learning and economic wellbeing, post 16 learning, learning support, secondary curriculum, information, advice and guidance and regeneration services for young people, the Learning and Skills Council, and Newham Education Business Partnership.

### 7.1 Scope: what are the priority issues?

7.1.1 The latest White Paper 'Raising Expectations; enabling the system to deliver' (March 2008)<sup>24</sup> and the current Education and Skills Bill<sup>25</sup>, restate the government's commitment to reforming education and training 14-19, to further increasing young people's successful engagement and continuation in education and training, to further raising young people's attainment of Level 2 and Level 3 qualifications at 16 and at 19, and to further reduce and bring to an end the situation where there are young people 'not engaged in education, employment or training' (NEET) between the ages 16-18.

7.1.2 Key to achieving these outcomes are the commitments to:

- Ensuring that by 2013 a new 14-19 Learner Entitlement is fully in place and available to every young person in every local area. This entitlement includes all seventeen of the new 14-19 Diplomas, Young Apprenticeships and new Foundation Learning Tier provision, alongside current, reformed GCSE, BTEC and A Level provisions;
- Ensuring 14-19 education and training opportunities thereby meet the needs, aspirations and preferred learning choices of all young people;
- Increasing the numbers of young people successfully staying on in education and training post-16 and to raising the age to which young people will be required to participate in education and training to seventeen in 2013 and to eighteen in 2015;
- Transforming the relationship between education, training and skills development and young people's future employment opportunities and the needs of the national economy.

7.1.3 What the White Paper adds is central government commitment to giving Local Authorities new and clear leading roles, responsibilities, planning and commissioning powers to achieve this transformation of 14-19 provision.

7.1.4 Key developments and priorities for all local authority areas include:

- Secondary schools, colleges and other training providers working in strong area-wide 14-19 partnerships to successfully deliver the new 14-19 learner entitlement by 2013 at the very latest. This recognises the fact that providing this new 14-19 entitlement is beyond the capacity of any single school or college.

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<sup>24</sup> See Glossary

<sup>25</sup> See Glossary

- The introduction of the new Diplomas, Young Apprenticeships and Foundation Learning Tier provision.
- Successfully engaging employers in all the above to ensure that education, training and skills development do have the real-world relevance and new levels of work related learning activities required to successfully engage young people's commitment to extending their learning and training.
- The provision of even higher standards of impartial Information Advice and Guidance (IAG), in line with the new national standards of IAG, to ensure young people are helped to make the very best decisions about their education and training and maximise their chances of success.
- Further improvement in the effectiveness of targeted support services to assist young people in need of additional and specific support during this key 14-19 phase (the key purpose of the current development of an Integrated Youth Support Service.)

7.1.5 Local Authorities have been given key roles and responsibilities for leading the development of 14-19 Partnerships, in assisting the introduction of the new Diplomas / Young Apprenticeships / Foundation Learning Tier, in assisting the development of area-wide systems to support the delivery of such area-wide programmes and in ensuring such developments are well-supported by employers, other key partners and by a wide-range of support services. The Connexions (IAG and targeted support) service and the funding of Education Business Partnership working have both recently transferred to the Local Authority.

7.1.6 Local Authorities will also have a key role and responsibility, working with 14-19 partners, for planning the total area-wide 14-19 provision, ensuring all aspects of the 14-19 entitlement are available to all young people, ensuring provision responds to what young people and their parent-carers want, ensuring the quality and effectiveness of provision and commissioning such provision and new provision where required. It is proposed that the current roles and responsibilities of the Learning and Skills Council for education and training 16-19 will transfer to the Local Authority.

## **7.2 Other requirements**

As part of this review and transformation of 14-19 provision, consideration must also be given to three further requirements:

7.2.1 The need to consider whether young people and parents-carers have sufficient choice between types of school and colleges as well as between types of learning programme. This is the focus of the 'Choice & Diversity' strand within Newham's *Excellence for All: Closing the Gap* consultation (see section 3 of this document) and considerations as to whether some or all schools seek trust status, academy status, changes in their 11-16 status etc. Whatever the outcomes, any such changes must be developed within the framework of the 14-19 Partnership of schools and colleges.

7.2.2 The need to forward plan provision to take account of any increase in student numbers and the increase in the numbers of young people studying post-16 when the participation age is raised to seventeen in 2013 and then to eighteen in 2015.

In Newham the combined effect of both types of increase will be to the order of 570 additional students being engaged in post-16 education and training in 2013.

Again, such planning needs to respond to the preferences of young people and parent-carers, the development of Diplomas and Apprenticeships, and the wider

framework of the 14-19 Partnership. Current patterns of post-16 choices by young people in Newham put Sixth Form Colleges and Further Education Colleges significantly ahead of school based Sixth Form provision, both among those who stay in-borough post-16 and among those who go 'out-of-borough' post-16. In borough the pattern is 55% Sixth Form College, 22% Further Education College and 24% School Sixth Form. Out of borough this is 48% Sixth Form College, 31% Further Education College and 20% School Sixth Form.

The new Stratford City Academy will include and therefore increase post-16 provision. Other types of provision are being explored; e.g. the option of Studio Schools (being piloted by Newham College of Further Education (NCFE)).

7.2.3 The need to ensure 14-19 developments are inclusive and meet the needs of all young people. This includes specific consideration for young people with special educational needs and with learning difficulties or disabilities. For an increasing number of young people in Newham these needs are considerable and the Local Authority's responsibility for educational, training, other provision and support extends to the age of 25. This is also a key focus for the Inclusion strand within Newham's *Excellence for All: Closing the Gap* consultation (see section 4 of this document).

### **7.3 Required outcomes**

Within the context of the key local and national priorities and requirements outlined above, we need to achieve the following outcomes for young people in Newham:

- More successfully engage greater numbers of young people in appropriate education, employment and training up to the age of 18.
- Create a wider range of coherent and meaningful learning pathways for those aged 14 to 19.
- Maximise the different pathways by which young people can attain full Level 2 and Level 3 qualifications by age 19.
- Prepare the education and training system and employers for the rise in the age of statutory participation in education or training from 16 to 18.

### **7.4 The context in Newham**

7.4.1 The 'priorities' which underlie the government's 14-19 reform programme and outlined above, all have a particular relevance and urgency in Newham, where regeneration and 2012 developments are increasing the future opportunities available to young people but are also increasing the challenge to ensure young people are fully prepared, qualified and able to take advantage of these opportunities.

7.4.2 Level 2 qualifications (including Level 2 key/functional skills in English, Maths and ICT) are increasingly a minimum requirement for success in the employment market, with many jobs requiring Level 3 qualifications or above. Engaging young people in continued education and training and providing real opportunities for all young people to achieve Level 2 and above qualifications by 19 is an absolute necessity.

7.4.3 Schools and colleges in Newham have achieved remarkable improvements in young people's achievements. Continuation in education and successful entry to employment or higher education rates of improvement are amongst the highest in the country. A further step-change in such improvement is now needed to further 'close the gap'.

#### 7.4.4 Currently:

- 44% of young people in Newham achieve Level 2 at 16, as compared with 47% for London and 46.5% nationally.
- 65% of young people in Newham achieve Level 2 by 19, as compared with 76% for London and 75% nationally.
- 45% of young people in Newham achieve Level 3 by 19 as compared with 51% for London and 48% nationally.
- Moreover, significant numbers of young people start either Level 2 or Level 3 qualifications at 16 but do not achieve these, often as a result of having insufficient key skills at 16 and/or poor information, advice, guidance and preparation for post-16 choices.
- Both nationally and locally, a key concern remains the number of young people who leave school at 16 and become NEET (Not Engaged in Education, Employment or Training) or become NEET between the ages of 16 and 18. Despite the work of schools, colleges, Connexions and Newham's Integrated Youth Support Service in successfully reducing the numbers of young people in these circumstances, 8.7% of young people 16-18 in Newham are NEET and this group remains a key target-group for Newham services and partners.

7.4.5 Significant steps have already been taken towards implementing 14-19 reform and to achieve further step-change in young people's engagement, attainment and progression, and in providing the new learning opportunities and support services to achieve such step-change:

- There is a rapidly strengthening Newham 14-19 Partnership of secondary schools, colleges and other training providers, the University of London, Newham Education Business Partnership, Local Authority, Learning Skills Council and a wide-range of specific young people's support services.
- This Partnership has already achieved national recognition for its strength and capacity to advance 14-19 changes and is the only such partnership in London to have been given permission to deliver all 5 of the new Diplomas from September 2008, and a further four from September 2009. The 14-19 Partnership is already putting in place the new key skills / functional skills programme for 14-16 year olds, developing a Young Apprenticeships programme and piloting Foundation Learning Tier provision.
- Newham's Children and Young People's Service and its new Director have clearly indicated readiness to re-organise and re-align resources to address the new 14-19 agenda.
- The new IYSS (Newham Integrated Youth Support Services) is realigning the work of Connexions and other targeted support services to further increase the effectiveness of these services.
- The Mayor of Newham and elected members of Newham are committed to prioritising the work required to ensure this new education, training, skills and employment agenda is a success.
- Employers' responses to what the 14-19 programme is proposing have also been overwhelmingly positive.

7.4.6 What is now required is an agreed, area-wide plan of action for achieving what needs to be done. The *Excellence for All in Newham: Closing the Gap* consultation provides an opportunity for all those with an interest in further improving the education, training and life opportunities of young people in Newham to contribute to such a plan of action.

## **7.5 Phase 1 priorities**

By June 2008 we need broad agreement of some key area-wide strategies to address all the above requirements and challenges:

- For partnership development of a new 14-19 provision, delivering the new 14-19 Learner Entitlement and further increasing Level 2 and Level 3 attainment. Most likely this will confirm and further strengthen the current Newham 14-19 Partnership strategy for achieving this outcome, adding wider commitment from other key partners. This must also include clear directions in relation to both the types of schools and the types of post-16 provision young people and parent-carers may want and which are felt necessary to best provide the full 14-19 entitlement and to provide for increasing numbers of post-16 learners.
- For successfully engaging the numbers and range of employers and others which the new Diplomas, Apprenticeships and other provisions require.
- For ensuring all providers and services deliver Information Advice and Guidance to the new national standards for IAG, raising aspirations and strengthening the September Guarantee arrangements to reduce the number of young people becoming NEET at 16.
- For ensuring Connexions, targeted youth support services and post-16 providers successfully re-engage those young people currently NEET 16-19.

## **7.6 Parameters of the debate**

Potential options for delivering the desired outcomes have been somewhat reduced by government policy initiatives and legislation.

- Government policy requires the Local Authority, schools, colleges and other providers/ services of each area to collaborate to ensure provision of the full 14-19 Learner Entitlement, including high standards of IAG and effective, targeted provider programmes and support services for young people needing additional assistance.
- Within this, the Local Authority has particular responsibilities for championing the needs of young people, for judging whether or not existing provision meets these needs, for commissioning provision, for facilitating / working with a strong local 14-19 partnership and for sub-regional collaboration with other local authorities. The Local Authority also has a duty to ensure that the provision of Information Advice and Guidance by all providers and services meets the new national standards for IAG.
- Schools and colleges retain a high degree of autonomy, providing that they fulfil their responsibilities to enable all young people to access the full 14-19 Learner Entitlement, in meeting the new standards of IAG provision and to work in area-wide partnership.

Government thinking, however, is also firmly of the view that the exact and most effective solutions to all the above challenges will be determined at a local level and by schools, colleges, the local authority and other key 14-19 partners collectively deciding the best ways forward.

## **7.7 Key issues and possible ways forward**

7.7.1 How can Newham's secondary schools, colleges, other providers and the Local Authority collectively and best ensure provision of the full 14-19 Learner Entitlement - to the highest of standards, meeting the needs and preferences of all young people and to greatest effect?

- Is this through working in a single Newham 14-19 Partnership?

- What are the obstacles to such partnership working?
- How might these be resolved? How do we achieve the levels of area-wide partnership systems and commitment required?
- What is the role of the Local Authority?
- How might the Local Authority assist effective partnership working?
- How should the local authority deliver its commissioning accountabilities?
- Should schools and colleges work with much greater freedom? What freedoms should they retain and how will these be reconciled with partnership requirements?

7.7.2 Does current provision (together with new partnership arrangements to deliver the new Diplomas, Apprenticeships, new Foundation Learning provision etc.) provide a sufficient and best way forward?

Should we be actively exploring other types of provision e.g. Studio Schools<sup>26</sup> and / or the development of skills centres?

What might be the benefits of developing different types of schools e.g. Trust schools and Academies<sup>27</sup>?

- Would such developments create problems for 14-19 partnership working?
- How could these be avoided?

Is there any case for seeking provision of further school sixth forms (in addition to the St Angela's/St Bonaventure's Sixth Form and the planned Stratford City Academy Sixth Form)?

- Are further school sixth forms needed given the potential increase in numbers of post 16 learners from the raising of the participation age to 17 by 2013 and 18 by 2015 (see 7.2.2 above)?
- What might be the benefits?
- Would school 6th forms increase opportunities for young people or could they be detrimental to the current balance of post-16 provisions, and new 14-19 partnership working, creating further challenges for area-wide planning of provision?

7.7.3 How can schools and colleges (whether working individually or in partnership) achieve the new levels of employer engagement required to deliver the new types of 14-19 learning programmes (Diplomas, Apprenticeships, the new Foundation Learning Tier of provision)?

- What are employers looking for and how can these expectations / requirements best be met?
- How can the Local Authority assist?

7.7.4 What do schools / colleges / the Local Authority / Connexions and Newham's Integrated Youth Support Service need to do to:

- Ensure all education and training providers and other services deliver to young people, parents and carers, effective and impartial Information, Advice and Guidance and at least to the new, national standards of Information Advice & Guidance?
- Ensure all young people progress to appropriate and successful post-16 education and training (the September Guarantee)?

7.7.5 Should the Newham 14-19 Partnership aim to provide the best possible range of post-16 provisions / destinations available, and advise young people to this effect?

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<sup>26</sup> See Glossary

<sup>27</sup> Ibid

Should we be working with neighbouring boroughs to develop a wider 'region' of high quality learning opportunities and advise young people to this effect, especially post-16?

7.7.6 What will be the Local Authority's role in ensuring that whatever 14-19 arrangements are adopted, these arrangements:

- Deliver the highest standards of provision and Information Advice and Guidance?
- Meet the needs of all young people?
- Meet the entitlement of young people and parent-carers to choice, not just between different types of learning but also between different types of school / college / training provider?
- Meet the needs of other key partners, particularly employers?

## Staying On Response Sheet

<b>Name:</b>	
<b>Position/role:</b>	
<b>Organisation</b> <i>(if applicable):</i>	
<b>E-mail</b> <i>and/or address:</i>	

### 1. Required outcomes

Section 7.3 outlines the key outcomes of the 14 to 19 reform programme.

**1.1 What is your view on the outcomes proposed?**

**1.2 Are there others?**

### 2. Good practice

**2.1 What aspects of 14 to 19 provision and development do you think are currently working well?**

**2.2 What evidence is there for this?**

### 3. Key issues and challenges

Section 7.7 outlines what we think are some of the key issues and challenges to 14 to 19 provision and development in Newham.

**3.1 Do you agree that these are the key issues and challenges we face? Why?**

**3.2 What are your views on them?**

**3.3 Are there other issues/challenges?**

**3.4 How do issues and challenges for Staying On inter-relate with those under Choice and Diversity, Inclusion and Extended Services?**

### 4. Possible ways forward

Section 7.7 describes what we think are some of the potential ways forward in this area, in order to overcome the challenges and deliver the desired outcomes.

**4.1 How can we deliver the best outcomes for young people?**

**4.2 Are there other solutions to the challenges we face?**

**4.3 How might key decisions about ways forward for Staying On impact on Inclusion, Choice and Diversity and Extended Services?**

**Please respond to the questions above, continuing on a separate sheet of paper as required, by Friday 6th June 2008 to:**

**E-mail:** [claire.burley@newham.gov.uk](mailto:claire.burley@newham.gov.uk)

**Fax:** 020 8430 5043

**Post:** Claire Burley, Senior Policy & Planning Manager, Children & Young People's Services, London Borough of Newham, 4<sup>th</sup> Floor Broadway House, 322 High Street, Stratford, London E15 1AJ

## 8. Glossary

### **Building Schools for the Future (BSF)**

Building Schools for the Future is a national capital investment programme which aims to rebuild all of England's secondary schools over 50 years. Newham has successfully bid for funding to rebuild or redevelop half of its secondary schools within Wave 1 of the programme, commenced in April. It is now in the process of bidding for funding to develop all remaining secondary schools within Wave 5 of the BSF programme. This funding application is called 'Strategy for Change'. Further information at <http://www.p4s.org.uk/>

### **Children & Young People's Plan (CYPP)**

Local Authorities are required to work with partners to produce a strategic plan describing the actions and provisions by which they will achieve the five 'Every Child Matters' outcomes for children and young people. Newham published its CYPP in 2006 and it is reviewed annually. Further information can be found at: <http://www.newham.gov.uk/Services/ChildrenAndYoungPeoplesPlan/>

### **The Children's Plan: Building brighter futures (2007) Department for Children, Schools and Families**

Building on the Every Child Matters programme introduced in 2003, this Plan sets out the government's ten year vision to improve schools and provide a step-change in the way parents and families are supported to deal with the new challenges faced by young people in the 21st century.

The plan is set out in chapters covering each of the Department's strategic objectives:

- 'Happy and healthy' - secure the health and wellbeing of children and young people - focuses especially on the importance of families and support provided to parents, as well as play, health, poverty and children's workforce issues
- 'Safe and sound' - safeguard the young and vulnerable - abuse, neglect, prevention of accidents, tackling bullying and discrimination, protection from crime and ensuring young people have stable and secure environments, with an emphasis on families, schools and local authorities taking a proportionate approach to health and safety to allow children to take risks while staying safe.
- 'Excellence and equity' - system reforms designed to improve performance so that "all institutions are consistently achieving at the level of the best". It covers the workforce, diversity and collaboration, accountability and governance, and creating the right conditions for teaching and learning.
- achieve world-class standards - how the Government expects to achieve its two main 2020 goals of promoting individual pupil progress and closing the gap in educational achievement for disadvantaged children
- 'Staying on' - ensure young people are participating and achieving their potential to 18 and beyond
- 'On the right track' - keep children and young people on the path to success - building on the ten-year strategy for positive activities and the establishment of the Youth Task Force to improve delivery of young people's services designed around their needs

Further information at:

[http://www.dfes.gov.uk/publications/childrensplan/?pid=childrens\\_plan](http://www.dfes.gov.uk/publications/childrensplan/?pid=childrens_plan)

### **Core Offer (extended schools)**

By 2010, the Government will require all schools to work in partnership with local authorities and local providers to offer access to the following services, which is called the 'core offer':

- **High quality wraparound childcare** in primary schools provided on the school site or through other local providers, with supervised transport arrangements where appropriate, available 8am — 6pm all year round or to reflect community demand.
- **Varied menu of activities** to be on offer, including homework clubs and study support, sport, music tuition, dance and drama, arts and crafts, special interest clubs such as chess and volunteering, business and enterprise activities.
- **Parenting support** including information sessions for parents at key transition points, parenting programmes run with the support of other children's services and family learning sessions to allow children to learn with their parents.
- **Swift and easy access** to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and (for young people) sexual health services. Some may be delivered on school sites.
- Providing wider **community access** to ICT, sports and arts facilities and adult learning and sign-posting to existing community facilities.

### **Education and Inspections Act (2006)**

The *Education and Inspections Act 2006* gives local authorities a new strategic role as champion of parents and children and places a duty on them to promote parental choice, diversity in the provision of primary and secondary education, high standards and fulfilled potential for every child. The Act also places a duty on school governing bodies to promote wellbeing and community cohesion.

### **Education and Skills Bill**

The *Education and Skills Bill* raises the statutory age until which young people are required to stay in education or training (to 17 by 2013 and 18 by 2015) with a duty on young people to participate and on parents to assist their children to participate. It also introduces a duty on local authorities to ensure that young people participate and to provide the support service currently known as Connexions; requires local authorities to assess the education and training needs of young people aged 16-19 with special educational needs; and requires the Learning and Skills Council to secure the proper provision of courses for learners over the age of 19.

### **'Excellence for All' - Initial Discussion Document November 2006**

This discussion paper, published by the then Interim Director of Children & Young People's Services, Liz Graham, was intended to serve as the starting point for a debate with key stakeholders and partners on the future direction of education provision in Newham and sought to scope the parameters of that debate. The initial deadline for responses was 18th January 2008, but this was subsequently extended to 15th February 2008.

Between the publication of this document and the deadline for responses, it became apparent that there was a need for a far wider debate on how we can close the gap for all of Newham's children and young people so that they are enabled to achieve their full potential in all areas of their lives, not just in terms of their educational attainment. This became the Excellence for All: Closing the Gap process of consultation and review, which was formally launched at an event held on 5th February 2008, and uses the five stranded framework provided by the Department

for Children, Schools and Families ten year Children's Plan to explore how we can 'close the gap' in all outcomes for Newham's children and young people.

The issues outlined in the November 2006 Excellence for All initial discussion document, including improvement of educational attainment and the specific issue of choice and diversity in service provision are included in the 'Excellence and Equity' strand of Excellence for All - Closing the Gap, most aspects of which will be addressed in Phase 1 (February to June 2008).

### **Every Child Counts/Every Child a Reader**

Every Child Counts and Every Child a Reader are programmes of intensive support and one-to-one tuition for maths and reading that are being rolled out nationally for six and seven year olds over the next three years.

### **Every Child Matters**

Every Child Matters is the Government's approach to improving outcomes for all children and young people and informed the 2004 Children's Act. The Every Child Matter (ECM) outcomes are:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

To achieve these outcomes, Local Authorities have a duty to co-operate with other agencies and partners.

### **14 to 19 Learner Entitlement**

This is the new package of post 14 education, training and work based learning options that will be made available to young people by 2013, incorporating vocational Diplomas, Young Apprenticeships, Foundation Learning Tier, Functional Skills, as well as traditional GCSE and A Level options.

Further information at:

<http://www.dcsf.gov.uk/14-19/>

### **Primary Strategy and Primary Capital Programme**

'Primary Strategy' is the title of the funding application to obtain funding from the government's Primary Capital Programme to address the long term needs of primary school and primary age special school buildings so that they are fully equipped for 21st Century learning, at the heart of the community, and provide accessible services to children and their families. It provides capital funding for rebuilding, remodelling and refurbishing primary, middle-deemed primary and primary-age special schools, targeted at addressing deprivation and responding to population changes. Further information at:

<http://www.teachernet.gov.uk/doc/9606/Primary%20Capital%20Programme%20-%20Final.pdf>

### **Pupil Referral Unit (PRU)**

A Pupil Referral Unit (PRU) is a school for children who are not able to attend a mainstream or special school. Each local education authority has a duty to make arrangements for the provision of education in or out of school for *all* children of compulsory school age. If children may not receive suitable education for any period for reasons such as illness or exclusion from school, these arrangements can be

made through Pupil Referral Units. Newham has two PRUs – the Behaviour Support and Tuition Service and New Directions.

### **Strategy for Change (see BSF)**

'Strategy for Change' is the title of the funding application that Newham is working on to access capital funding under Wave 5 of the Building Schools for the Future programme. 'Strategy for Change Part 1' must set out Newham's vision to redevelop the secondary estate and achieve educational transformation. 'Strategy for Change Part 2' must be developed by July 2008 and set out how Newham will achieve its vision.

### **Studio Schools**

Studio Schools are a new initiative, sponsored by the Young Foundation, to further broaden the different types of learning environment available to young people. Studio Schools will be small, of around 300 students, and will deliver the national curriculum through interdisciplinary, enterprise-themed projects, with a strong emphasis on practical work, applied learning and enterprise -skills. They will link with particular sectors of business and employment, making use of partner employers to deliver enterprise activities. They will, therefore, provide young people with recognised qualifications and a full range of skills - while also engaging them in working in, and running, businesses and social enterprises. Newham College of Further Education (NCFE) is piloting a studio school centred on the fashion industry.

### **Models of School Governance**

- **Soft Federation**

A soft federation, or collaboration, is a formal arrangement by which two or more governing bodies share elements of governance or establish a joint strategic committee with delegated powers. Under these arrangements each school retains its individual governing body. There are a number of soft federations in Newham.

- **Hard Federation**

A hard federation is an arrangement by which two to five schools share a single governing body. Federations can involve a mix of primary and secondary schools. Within the federation each school retains its separate legal identity in respect of its budget, admissions and performance tables, and each is subject to a separate inspection by Ofsted.

- **Academies**

Academies are state funded schools that are not maintained by the Local Authority. They are established and managed by sponsors who can be from a range of backgrounds including high performing schools and colleges, universities, individual philanthropists, businesses, the voluntary sector, and the faith communities. The DCSF expects Local Authorities to consider Academies when they are planning to build a new school or rebuild or substantially refurbish a failing or poorly performing school. Newham plans to develop a new 'Stratford City Academy' post 2012.

- **Trust Schools**

Trust Schools are foundation schools supported by a charitable foundation or trust, which will appoint governors to the school's governing body. They are funded in exactly the same way as other local authority maintained schools, but in contrast to maintained schools where the Local Authority manages assets, a trust school (and foundation school) will employ its own staff, and manage its own land and assets. Trust schools will also be able to set their own admission arrangements. As in other schools, these arrangements must be in line with the School Admissions Code. Trust schools can be supported by a number of

organisations, including universities and the higher education sector, the Local Authority, charities or business foundations. There is currently one foundation school in Newham (Stratford Foundation School) and no Trust schools.

## Appendix 1: Choice and Diversity Supporting Information

**Table 1: Outcomes of Ofsted Inspections September 2006 – July 2007**

School	Date of Inspection	Overall Effectiveness	Achievement and Standards	Personal Development	Quality of Teaching and Learning	Curriculum and Other Activities	Care, Guidance and Support	Leadership and Management
Forest Gate	18/10/06	2	2	2	3	2	2	2
TRDCS	22/11/06	4	4	4	4	2	3	3
Brampton Manor	31/01/07	2	2	1	2	1	2	1
Cumberland	19/06/07	2	2	1	2	2	2	2
<b>Key to judgements: grade 1 outstanding; grade 2 good; grade 3 satisfactory; grade 4 inadequate</b>								

**Table 2: Outcomes of Ofsted Inspections September 2007 – July 2008**

School	Date of Inspection	Overall Effectiveness	Achievement and Standards	Personal Development	Quality of Teaching and Learning	Curriculum and Other Activities	Care, Guidance and Support	Leadership and Management
Rokeby	10/09/07	2	2	2	2	3	2	2
Eastlea	18/09/07	1	1	1	1	1	1	1
TRDCS	27/02/08	4 – Notice to improve	4	3	4	2	3	3
Plashet	27/03/08	Grades not yet published						
Stratford	29/04/08	Grades not yet published						
<b>Reduced Tariff Inspections</b>								
<b>Key to judgements: grade 1 outstanding; grade 2 good; grade 3 satisfactory; grade 4 inadequate</b>								

**Table 3: Key Stage 3 Results Pupils achieving level 5+ (%)**

	ENGLISH			MATHS			SCIENCE		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
<b>Newham</b>	67%	64%	70	66%	68%	67	56%	59%	61
<b>National</b>	74%	73%	74%	74%	77%	76%	70%	72%	73%

**Table 4: Key Stage 4 Published Results**

	% of Pupils with 5+ A*-C GCSE or Equivalent Results			% of Pupils with 5+ A*-C GCSE or Equivalent Results that include English and Maths			% of Pupils with 1+ A*-G GCSE or Equivalent Results in any subject		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
<b>Newham</b>	51.2	52.7	55.5	40.0	40.9	44.1	99	98.7	98.5
<b>National</b>	57.1	59.0	62.0	45.0	45.8	46.7	97	97.8	98.9
<b>Newham inc special schools</b>			52.1			41.4			92.4

## Appendix 2: Inclusion Supporting Information

**Table 1: Increase in numbers of children & young people with complex needs 2004-05 to 2007-08**

	2004-05	2005-06	2006-07	2007-08
<b>Resource</b>	208	208	212	225
<b>Exceptional Resource Funding</b>	223	445	550	582
<b>Total</b>	431	653	762	807

**Table 2: Total numbers children & young people with complex needs 2008 projected to 2017 (5% increase year on year)**

	Pr -08	Sec -08	Pr -2017	Sec- 2017
<b>SAP + ERF + statements with ERF</b>	446	146	691	209
<b>SAP/statements no ERF + profile of PMLD - SLD-ASD-MSI</b>		58		91
<b>SAP/statements - all others</b>		1424		2208
<b>Resource [ no increase as included in other data]</b>	146	79	146	79
<b>Total</b>		<b>1707</b>		<b>2587</b>
<b>Special JFK</b>	75		75	
<b>Eleanor Smith</b>	50		50	

**Table 3: New Directions 2007 performance data**

	<b>New LAP (New arrivals project. Some students based at NewVIC)</b>	<b>New Steps (vocational programme based at NCFE)</b>	<b>Learning to Succeed (individualised programme based at Comm Links)</b>	<b>Turnaround (individualised programmes for most challenging pupils delivered directly by ND)</b>
<b>Progression to Education, Employment or Training</b>	91% (roll 130)	73% (roll 45)	50% (roll 24)	52% (45)
<b>Students who achieve external accreditation</b>	93% (roll 130)	94% (roll 45)	53% (roll 24)	45% (roll 45 year)

**Table 4: Out of Borough placements by primary need**

<b>OOB by primary need</b>				
	<b>residential</b>	<b>mainstream</b>	<b>day special</b>	<b>total</b>
<b>ASD</b>	8	5	6	<b>19</b>
<b>BESD</b>	15	20	6	<b>41</b>
<b>SLD</b>	3	20	21	<b>44</b>
<b>SPLD</b>	1	1	3	<b>5</b>
<b>HI</b>	6	2	7	<b>15</b>
<b>MD</b>	1		3	<b>4</b>
<b>MLD</b>		23	7	<b>30</b>
<b>MSI</b>			1	<b>1</b>
<b>PD</b>		3	2	<b>5</b>
<b>PMLD</b>	3		4	<b>7</b>
<b>VI</b>	1			<b>1</b>
<b>total</b>	<b>38</b>	<b>74</b>	<b>60</b>	<b>172</b>

38 includes 10 in residential care

**Table 4a: Out of borough residential costs to education budget 2007-8**

oob residential costs to education budget 2007-8								
	28 pupils	residential ed	residential joint ed/sc	residential tri-partite	day special costs	mainstream	transport	total
		£467,000	£877,000	£132,000	£1,185,846	£588,948	£50,900	£3,301,694
unit cost		£58,375	£54,815	£33,000	£19,764	£687	£290	
			<b>£52,714</b>					

**Table 5: Post 16 projections**

Sep - 08	Sep -09	Sep -10	Sep -11	Sep - 12	
87	131	175	200	222	All
74	111	166	187	203	Just asd/pml

*Note: includes data from Exceptional Resource Funding/resource/out of borough placements/JFK post 16 provision*

**Table 6: Children and young people new into the Borough**

New Ins											
	AT	SLD	BESD	LD	MLD	PD	HI	MD	PMLD	Unknown	total
<b>2005</b>	4		5	6	3					14	<b>32</b>
<b>2006</b>		11	9		1		1	1	1	9	<b>33</b>
<b>2007</b>		3	8	2	8	4	4		6	17	<b>52</b>
<b>2008</b>									1		<b>1</b>

## Appendix 3: Primary Strategy Supporting Information

Table 1: Key Stage 1 Results 2005 to 2007

<b>Reading</b>	<i>Newham</i>			<i>National</i>		
	Level 2+	Level 2B+	Level 3	Level 2+	Level 2B+	Level 3
2005	76.6	61.3	15.1	85	72	27
2006	77.4	59.7	13.9	84	71	26
2007	76.9	60.2	13.9	84	71	26

<b>Writing</b>	<i>Newham</i>			<i>National</i>		
	Level 2+	Level 2B+	Level 3	Level 2+	Level 2B+	Level 3
2005	73.4	50	10.5	82	62	15
2006	73.6	48.9	9.2	81	60	14
2007	72.9	47.9	8.4	80	59	13

<b>Maths</b>	<i>Newham</i>			<i>National</i>		
	Level 2+	Level 2B+	Level 3	Level 2+	Level 2B+	Level 3
2005	85.5	63.6	14.3	91	74	23
2006	84.7	62	12.5	90	73	21
2007	86.2	64.7	14.5	90	74	22

Table 2: Key Stage 2 Results 2004 to 2007

<b>Level 4+</b>	<i>Newham</i>			<i>National</i>		
	English	Maths	Science	English	Maths	Science
2004	71	70	82	78	74	86
2005	75	72	84	79	75	86
2006	76	72	84	79	76	87
2007	75	73	84	80	77	88

**Table 3: Outcomes of Ofsted Inspections September 2006 to July 2007 – Headline Grades**

School	Date of Inspection	Overall effectiveness	Achievement & standards	Personal development	Quality of teaching & learning	Curriculum and other activities	Care guidance & support	Leadership & Management
Avenue Primary	23/04/07	2	2	2	2	2	2	2
Britannia Village	22/05/07	1	1	2	2	1	1	2
Central Park Primary	10/07/07	3	3	2	3	3	3	3
Cleves Primary	05/10/06	3	3	2	3	2	2	3
Curwen Primary	10/10/06	3	3	2	3	3	2	3
Elmhurst Primary	20/10/06	1	1	1	1	1	1	1
Hartley Primary	12/03/07	2	2	2	2	2	2	2
Kaizen Primary	10/01/07	3	3	2	3	3	2	3
Keir Hardie Primary	02/11/06	4	4	3	4	3	4	4
Manor Primary	08/11/06	3	3	2	3	3	2	3
Maryland Primary	17/11/06	2	2	1	2	2	1	2
Nelson Primary	11/10/06	3	3	2	3	2	2	3
Portway	20/06/07	1	1	1	1	1	1	1
Ranelagh	26/06/07	2	2	2	2	1	1	2
Rosetta Primary	02/11/06	1	1	1	2	2	1	2
Salisbury	13/06/07	3	3	2	3	3	3	3
Sandringham	02/05/07	2	2	2	2	2	2	2
Scott Wilkie Primary	07/12/06	3	3	3	3	3	3	3
Selwyn	01/05/07	3	3	2	3	3	2	3
Sheringham Junior	06/12/06	2	2	2	2	2	2	2
Sir John Heron Primary	06/03/07	2	2	2	2	2	2	2
Star Primary	01/12/06	2	2	2	2	2	2	2
St Antony's Primary	28/02/07	3	3	2	3	3	2	3
St Francis' Primary	25/01/07	2	2	2	2	2	2	2
St James' Junior	23/02/07	4	4	3	4	3	3	4
Edith Kerrison Nursery	23/04/07	2	2	2	2	2	2	2
Oliver Thomas Nursery	02/05/07	1	2	1	1	1	1	1
Proportionate inspections Key to judgements: grade 1 outstanding, grade 2 good, grade 3 satisfactory, grade 4 inadequate								

**Table 3a: Outcomes of Ofsted Inspections September 2006 to July 2007 – Summary of Grades achieved**

<i>Grade</i>	<i>Overall effectiveness</i>	<i>Achievement and standards</i>	<i>Personal development</i>	<i>Quality of teaching and learning</i>	<i>Curriculum and other activities</i>	<i>Care guidance and support</i>	<i>Leadership and Management</i>
<b>1</b>	<b>19%</b>	<b>15%</b>	<b>19%</b>	<b>12%</b>	<b>19%</b>	<b>27%</b>	<b>12%</b>
<b>2</b>	<b>38%</b>	<b>42%</b>	<b>69%</b>	<b>46%</b>	<b>46%</b>	<b>58%</b>	<b>46%</b>
<b>3</b>	<b>35%</b>	<b>35%</b>	<b>12%</b>	<b>35%</b>	<b>35%</b>	<b>11%</b>	<b>34%</b>
<b>4</b>	<b>8%</b>	<b>8%</b>	<b>0</b>	<b>8%</b>	<b>0</b>	<b>4%</b>	<b>8%</b>

**Table 4: Outcomes of Primary Ofsted Inspections September 2007 to July 2008 - Headline Grades (Published Grades)**

Total number of schools inspected: 19 (*against standard criteria*)

School	Date of Inspection	Overall Effectiveness	Achievement and Standards	Personal Development	Quality of Provision Teaching and Learning	Curriculum and Other Activities	Care, Guidance and Support	Leadership and Management	Effectiveness of Foundation Stage
New City Primary	11/09/07	2	2	1	2	1	1	2	2
St. Stephen's	20/09/07	2	2	1	2	2	1	1	2
North Beckton	25/09/07	1	1	1	1	1	1	1	1
Gainsborough	26/09/07	3	3	2	3	3	3	3	2
St. Joachim's	28/09/07	1	1	1	1	1	1	1	1
Carpenters	02/10/07	3	3	2	3	3	3	3	3
St. Helen's	09/10/07	1	1	1	1	1	1	1	1
Vicarage	10/10/07	3	3	2	3	3	2	3	2
Essex	10/10/07	2	2	2	2	2	2	2	2
Hallsville	12/11/07	1	1	1	1	1	1	1	1
St Stephen's Nursery	19/11/07	2	2	1	2	2	2	2	2
Keir Hardie	27/11/07	3	3	2	3	2	3	2	2
Rebecca Cheetham	27/11/07	2	2	2	2	2	2	2	2
St Michael's RC	05/12/07	2	2	1	2	2	1	2	1
Manor	11/12/07	Not inspected as per above							
St James	11/12/07	Not inspected as per above							
St Edwards	23/01/08	Not inspected as per above							
Grange	29/01/08	3	3	2	3	2	2	3	2
Lathom	30/01/08	Not inspected as per above							
St James	27/02/08	Not inspected as per above							
Drew	12/03/08	3	3	2	3	3	3	3	-
Tollgate	18/03/08	1	1	1	1	1	1	1	1
West Ham Church	26/03/08								
Roman Road	27/03/08								
<b>One-day reduced tariff inspections</b> <b>Monitoring Visit</b> <b>HMI Visit</b> <b>Subject Review</b>									
<i>Key to judgements: grade 1 outstanding; grade 2 good; grade 3 satisfactory; grade 4 inadequate</i>									

**Table 4a: Outcomes of Primary Ofsted Inspections September 2007 to July 2008 - Headline Grades (Published Grades) - Summary of grades achieved**

Grade	Overall effectiveness	Achievement and standards	Personal development	Quality of Provision Teaching and learning	Curriculum and other activities	Care guidance and support	Leadership and Management	Effectiveness of Foundation Stage
	Percentages %							
1	29	29	53	29	35	47	35	35
2	35	35	47	35	41	29	35	53
3	35	35	0	35	24	24	29	6
4	0	0	0	0	0	0	0	0

**Note:** Total number schools inspected 17\* against standard criteria (19 schools inspected in total but 2 schools grades unknown at time of print).