



Haringey Council

Children and Young People's Scrutiny Panel

THURSDAY, 14TH MARCH, 2013 at 17:00 HRS - CIVIC CENTRE, HIGH ROAD, WOOD GREEN, N22 8LE.

MEMBERS: Councillors Allison, Brabazon, Christophides, Newton (Chair) and Stewart

Co-Optees: Ms Y. Denny (Church of England representative), 1 Catholic Diocese vacancy, Mr E. Reid (Parent Governor) and Mrs M. Ezeji (Parent Governor).

AGENDA

1. APOLOGIES FOR ABSENCE

2. URGENT BUSINESS

The Chair will consider the admission of any late items of urgent business (late items will be considered under the agenda item where they appear. New items will be dealt with at item 14 below).

3. DECLARATIONS OF INTEREST

A Member with a disclosable pecuniary interest or a prejudicial interest in a matter who attends a meeting of the authority at which the matter is considered:

(i) must disclose the interest at the start of the meeting or when the interest becomes apparent, and

(ii) may not participate in any discussion or vote on the matter and must withdraw from the meeting room.

A member who discloses at a meeting a disclosable pecuniary interest which is not registered in the Members' Register of Interests or the subject of a pending notification must notify the Monitoring Officer of the interest within 28 days of the disclosure.

Disclosable pecuniary interests, personal interests and prejudicial interest are defined at Paragraphs 5-7 and Appendix A of the Members' Code of Conduct.

4. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS

To consider any requests received in accordance with Part 4, Section B, paragraph 29 of the Council's constitution.

5. MINUTES (PAGES 1 - 8)

To approve the minutes of the meeting of 21 January 2013 (attached).

6. CABINET MEMBERS QUESTIONS - CABINET MEMBER FOR FINANCE AND CARBON REDUCTION

An opportunity for the Panel to question the Cabinet Member for Finance and Carbon Reduction, Councillor Joe Goldberg, on issues relating to youth services, youth democracy, youth unemployment and youth offending which are included within his portfolio.

7. YOUTH OFFER (PAGES 9 - 24)

To consider and comment upon developments within the Youth Service including:

- Current strategy, targets and achievements against targets;
- Details of work commissioned;
- Planning that has been made for extending the service to younger children; and
- What is done to prevent youth offending.

8. CHILDREN'S CENTRES

To consider the further development of Children's Centres within the borough. (TO FOLLOW)

9. "OUTSTANDING FOR ALL" - REPORT OF THE HARINGEY EDUCATION COMMISSION (PAGES 25 - 92)

To consider the report of the Haringey Education Commission "Outstanding for All" and plans to implement its recommendations.

10. CHILDREN'S SAFEGUARDING POLICY AND PRACTICE ADVISORY COMMITTEE/CORPORATE PARENTING ADVISORY COMMITTEE

To consider the respective roles of the above-mentioned Council bodies covering children's issues.

11. SCHOOL PLACES

To report progress with the Panel's in-depth piece of work on school places.

12. WORK PLAN (PAGES 93 - 94)

To consider the work plan for the Panel (attached).

13. NEW ITEMS OF URGENT BUSINESS

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Thursday, 07 March 2013

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**MINUTES OF THE CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL
MONDAY, 21 JANUARY 2013**

Councillors: Allison, Brabazon, Christophides and Newton (Chair)

Co-opted Members: Ms Y. Denny (Church of England representative), Mr E. Reid (Parent Governor) and Mrs M. Ezeji (Parent Governor).

LC22. APOLOGIES FOR ABSENCE

None.

LC23. URGENT BUSINESS

None.

LC24. DECLARATIONS OF INTEREST

None.

LC25. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS

None.

LC26. MINUTES

The Chair stated that further consideration should be given in the future to the expansion of Muswell Hill Primary School with a full feasibility study as it was likely that land nearby to the school would be subject to redevelopment that would increase demand for places at the school. He noted that St James' Primary School could potentially be expanded but demand for places at it was lower than for Muswell Hill. The Head of Admissions reported that this issue was currently being looked at.

AGREED:

That the minutes of the meeting of 11 December be approved.

LC27. CABINET MEMBERS QUESTIONS - CABINET MEMBER FOR CHILDREN

The Cabinet Member for Children reported on recent developments within her portfolio as follows:

- Formal consultation was taking place on the proposed closure of the John Loughborough School. As part of this process, two public consultation meetings were planned.
- There had been a number of recent OFSTED inspections using their new framework for inspections. Fears that the new system would lead to poorer results had proven to be unfounded as very good results had been obtained. 6 schools had improved their rating whilst two others had retained their previous status.
- 65 schools in Haringey had been open and 15 shut on the day of the meeting due to adverse weather conditions. Reasons were being sought as to why some schools closed.

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Councillor Brabazon requested details of the outcome of discussions with the Schools Forum regarding trade union facilities, The Cabinet Member agreed to report back on this issue to the next meeting. The Panel noted that the authority was not currently aware of any plans by OFSTED to inspect it in the near future.

The Panel agreed that further questions to the Cabinet Member would be taken during the consideration of individual items on the agenda for the meeting. The Panel thanked Cllr Waters for her kind assistance.

LC28. BUDGET UPDATE 2012-13

Wendy Sagar, the Interim Head of Finance for the Children and Young People's Service, updated the Panel on relevant budgetary issues.

In respect of the John Loughborough School, she reported that the land that the school was on belonged to the Seventh Day Adventist church and therefore it was unlikely to be possible to recover any of the capital that had been invested in buildings on the site. It was noted that the Department for Education (DfE) had indicated that, even if an agreement had been reached with the church, any clawback agreement would not have been legally enforceable. There had been an application to open a free school in Tottenham and it was possible that the site could be used for this. In such circumstances it would be up to the DfE to determine what happened to the site and bidders would need to negotiate directly with it. There was no direct role for the local authority in this process.

The Director of Children and Young People's Services, reported that DfE policy set out the possibility of schools closing down as part of its policy to promote competition so this was unlikely to be the first instance. The application process to set up free schools in 2014 had now closed and there had been some applications for new schools in Haringey, including one for a secondary school.

The Panel noted that, based on a re-calculation applying data for October 2012, there were currently four schools at risk of being adversely affected by the revised formula for delegation for school budgets. These were:

- Campsbourne
- St Michaels CE, N6
- St Thomas More
- John Loughborough

The reductions were all due to falls in school rolls. Work was continuing to finalise school budgets, including allocation of additional resources through the minimum funding guarantee, SEN contingency and new delegation which would improve the budget for each school.

In respect of falling rolls for some schools, it was noted that these were due to students in upper year groups leaving. Demand for reception places was nevertheless still very high.

Ms Sagar reported that there continued to be budgetary pressures arising from legal costs and clients with no recourse to public funds. The claim against parties involved in the contract for expansion of Rhodes Avenue School was proceeding. The Panel noted that the delays had not directly affected admissions to the school.

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AGREED:

1. That the recommendations on the Medium Term Financial Plan (MTFP) made by the Panel at its meeting on 11 December to the Overview and Scrutiny Committee be amended by;
 - The deletion of the recommendation regarding John Loughborough School and the protection of public money invested in the site; and
 - The updating of the list of schools so far identified as at risk of being adversely affected by changes to the funding formula for delegation of school budgets;
2. That the report and the projected outturn position against the approved 2012-13 revenue and capital budget be noted.

LC29. SCHOOL STANDARDS

Avi Becker, Business Intelligence Manager from the Chief Executive's Service, reported on current statistics on school standards. He reported that although Haringey's performance in the early years foundation stage had improved, authorities elsewhere had improved more with the result that Haringey's relative position had deteriorated.

John Abbey, the Assistant Director for School Improvement, stated that performance needed to be improved so that it was at least in line with local counterparts. Panel Members were of the view that the relatively good performance of primary schools in the west of the borough disguised the true extent of the challenges faced by schools in the east. It was noted that the contrast in performance within stages above key stage 1 was not as marked. The Director of Children and Young People's Services stated that she was not complacent about the west of the borough. The authority was aware that it needed to focus its attention on early years and key stage 1 and attention was being given to early intervention. One action that was being taken was to ensure that all those children who were eligible to a free nursery place were actually receiving one. In addition, using the relevant data, a number of schools had been challenged to improve their performance.

The Panel were of the view that there was a need for the authority to encourage schools to be more ambitious. Many of the performance issues that had been raised had been known for some time and there was now a need for effective action to be taken in response. They questioned why more action had not been taken when staffing resources had been greater.

The Panel felt that young people could be encouraged and inspired to achieve and that this ambition for them should apply right through from Early Years to Higher education and beyond.

The Panel noted that the final report of the Education Commission was due in February and it was hoped that it would make recommendations that would challenge the authority and facilitate improvement.

The Panel felt that the quality of teaching and non teaching staff in early years settings was very important. In addition, newly qualified teachers needed to be well supported.

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Teamwork was especially important. It was acknowledged that schools in the east of the borough faced considerable challenges and these were likely to intensify. It was noted that there were limits to how the local authority could intervene. The Panel requested to see plans for how improvements would be targeted when they were available.

Mr Becker reported that trends within the test results had generally remained static. However, there had been good progress in the percentage of students that had progressed by two levels for English and Maths, where Haringey was 12th and 56th nationally. The provisional results for GCSEs had shown figures of 57.9% of students had attained 5+ A*-C grades, including English and Maths. This was only marginally below the English average of 58.6%.

The Panel noted that the government would be implementing changes so that from 2014 a BTEC was no longer equivalent to 4 GCSEs at A* to C as part of the introduction of the English baccalaureate. However, schools across the country were currently still using this particular pathway. Schools had been responding to a national programme for BTEC. There had been some encouraging progress in closing the gaps in GCSE performance between the east and west of the borough. For example, performance for 5 GCSEs at A* to C without English and Maths was better in the east than the west. It was also possible that Haringey's performance for 5 A* to C GCSEs would be above the national average when the figures were confirmed.

In respect of post 16, the Panel noted that the average point score reflected the fact that a number of young people were only entered for two rather than three 'A' levels. Performance on average point score per entry was significantly better.

The Panel had requested information regarding the number of young people going onto further education and to where and what they would study. However, it was noted that the local authority did not have access to such information, which was held by schools. Preparing such information was also likely to have workload implications for schools and could possibly conflict with data protection provisions.

AGREED:

1. That plans by the local authority for the targeting of improvements within early years and key stage 1 be shared with the Panel when available;
2. That data for GCSE performance showing the borough's performance compared to statistical and geographic neighbours be circulated to the Panel; and
3. That in future data for geographic and statistical neighbours would be provided for all levels of education including early years.

LC30. SCHOOL IMPROVEMENT

The Director of Children and Young People's Services reported that school improvement needed to provide a sufficiently sharp challenge to schools. In the past, there had perhaps been an over emphasis on maintaining good relationships with schools. A recent report to Cabinet had defined what the relationship between

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schools and the local authority should now be in the light of recent changes. There was now a specific and defined role for the local authority in providing challenge.

The Panel noted that a school improvement strategy and plan was now being drafted. This would include the role of the local authority as well as school to school support. The work would need to be undertaken with fewer resources than previously as there was now only a small team. The work of the authority would be based on precise evidence gathering. Each school would be categorised within the plan based on OFSTED rating and intelligence and interventions would be led by this. The school improvement team would be able to implement support and to broker it as well if need be. Where appropriate and based on secure evidence, formal warning notices could be served on schools that were not performing up to standard. Intelligence was currently being gathered on all schools and consideration given to vulnerabilities. There was also self evaluation by schools built into the overall process. The strategy would be shared and consulted upon when completed.

The Panel were of the view that strong and effective governing bodies were very important and it was noted that there was provision to take action where weaknesses in specific ones were identified. The Panel felt that there should be some mechanism or fixed term to avoid ineffectual Chairs becoming sitting fixtures. They also felt that information and intelligence from parents needed to be gathered effectively and used. Parents could be reluctant to comment due to fear of victimisation. It was noted that there was the opportunity for parents to make comments via school websites or through parent questionnaires.

The Panel felt that it was important that there were appropriate checks and balances within the management of schools. There was a need to persuade all schools of the benefits of scrutiny and accountability as it had been eroded in recent years. In particular, the position of Headteacher could become very powerful and school governing bodies needed to provide a counter balance to this. It was suggested that successful governing body Chairs could be used as mentors to others.

The Deputy Director of C&YPS (Prevention and Early Intervention) reported that schools now had more autonomy and the local authority role had changed accordingly. Schools sometimes did not like challenge but there was now an opportunity and a duty on the local authority to fulfil this role. There was a need to strengthen governor support. It was accepted that there was also a need to listen to parents' views and the service would wish to report back to the Panel in due course on this issue.

AGREED:

1. That the school improvement strategy be submitted to the Panel for comment when available;
2. That a report be submitted to a future meeting of the Panel on how parents' views are sought and incorporated in improvement plans; and
3. That the terms of governing bodies and Chairs be looked at to ensure that school governing bodies are refreshed and kept up to the highest quality.

LC31. SOCIAL WORK LEARNING AND DEVELOPMENT

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The Head of Organisational Development and Learning reported on the training and development of social workers. The Panel noted that there was a rigorous process for ensuring that staff were appropriately trained. There were currently approximately 360 social work staff employed by the Council. 80-85% of staff were now permanent staff.

The Panel noted the following:

- Training was open to all and some parts of it were compulsory, such as supervision for managers.
- 12 days training per year was allocated to each member of staff.
- Retention rates for staff were improving.
- Sickness absence rates were currently 8.5 days per member of staff per year. The service was aiming to improve this by reducing the average by one day.
- Staff who benefitted from training were obliged to remain at the Council for two years or repay the money spent on their training.

The Panel felt that it was important that social workers visited provision used by the Council for children as part of their induction so they had an awareness of where children are likely to be placed. Visits would also ensure that they knew of the good quality of services that were provided. It was noted that staff visited the court. Induction programmes were arranged by line managers and at their discretion.

The Panel noted that case loads were now, on average, 15 per social worker. The position had improved in the last three years and there were now fewer unallocated cases. There were various mentoring schemes in place to assist social work staff. It was recognised that staff could be put under a lot of stress and reflective supervision was important to ensure that it would be contained effectively.

AGREED:

That the Children and Young People's Service be requested to include, within the learning and development framework, a requirement for social workers to visit provision used by the Council for children as part of their induction programme.

LC32. PROGRESS REPORT ON THE IMPLEMENTATION OF THE MUNRO REPORT

Rachel Oakley, Head of Safeguarding, Quality Assurance and Practice Development, reported on the response by the government and the Council to recommendations within the Munro report.

The Panel requested further information regarding the two SCRs that were currently being undertaken and the development of universal health visiting services. It noted that the outcomes of the SCRs would be available in approximately six months time. The health visiting service was now funded by Public Health. The government wished to see an increase in the number of health visitors but it was not clear yet how this would be achieved. The Council was currently looking at how it could develop the service.

It was also noted that it was planned that the principal child and family social worker for the borough would be appointed in April. The government would also be appointing a chief social worker to oversee children and adults services nationally.

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The Panel expressed concern at the possible implications of the benefits cap on families within the borough. The Director of Children and Young People's Services reported that preliminary work on the issue had been undertaken by the Community Housing Service. This included the setting up of a process to assess vulnerability and a joint vulnerability panel with other agencies. The changes would place an additional burden on the Council and a co-ordinated approach was essential.

The Panel were of the view that there needed to be clarity regarding the possible consequences of the changes and systems put in place to deal with its effects. They wished to be reassured that the necessary preparatory work by the Council and its partners was taking place. In particular, it was important that schools were fully involved in any process. It was noted that schools were likely to be affected by churn within the school population but the numbers within them were unlikely to reduce.

AGREED:

1. That lessons learnt from the two SCRs be shared with the Panel;
2. That an update be provided to the Panel on health visitors and the development of a universal service; and
3. That an update be provided to a future meeting of the Panel on arrangements being taken by the Council to address the possible effects of the benefits cap within the borough on children and young people.

LC33. WORK PLAN

The current work plan for the Panel was noted and it was agreed that the final list of items for the next meeting of the Panel would be determined outside of the meeting after consultation with Panel Members.

**Cllr Martin Newton
Chair**

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Report for:	Children and Young People's Scrutiny Panel 14 March 2013	Item Number:	
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Title:	Youth Offer
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Report Authorised by:	Jan Doust, Deputy Director, Prevention and Early Intervention
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Lead Officer:	Belinda Evans
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Ward(s) affected: All	Report: for information
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1. Describe the issue under consideration

At the December meeting the Children and Young People's Scrutiny Panel asked for further information on developments in the Youth Service including:

- the current strategy and achievements;
- details of work;
- how young people are consulted and involved in decision making;
- planning undertaken for proposed changes in the age range served;
- activity to prevent youth offending

2. Background information

2.1 The Strategy for Young People 2011-14 sets out the intended outcomes and priorities for youth in Haringey. It was developed with the support of the Cabinet Member for Children and Young People, the Cabinet Member for Community Safety and the Cabinet Advisor for Youth. It involved the preparation of a comprehensive needs assessment, mapping of services provided by council, health, voluntary and independent agencies and extensive consultation. The strategy has a section summarising the views of young people about the youth offer. The intention of the strategy is for all youth providers to contribute to the youth offer. A copy of the Strategy is attached at [appendix 1](#).

2.2 The Strategy identified the following outcomes:

- promoting positive aspirations for young people
- ensuring the safety of young people
- reducing risky behaviour
- promoting positive participation by young people
- promoting accessible and appropriate youth services across the borough.

A summary of these and related activity linked to the priorities can be seen in [appendix 2](#).

- 2.3 In order to achieve better targeting of the Strategy's five outcomes, the following three key strands were identified to support and provide a focus for the Strategy:
- reducing the numbers of young people who are not in education, employment or training (NEET);
 - reducing youth offending by indentifying young people at risk and diverting them away from crime and into activities which promote more positive aspirations.
 - extending the service to younger children
- 2.4 This work supports the Council's priority to intervene sooner rather than later and to target resources before needs become entrenched and long term. Youth Services are well placed to identify early signs of problems with young people, to divert them away from risky behaviour and encourage them into safer and more positive activities that support them in their aspirations for adult life. This also contributes to the work already set out in the Community Safety Strategy and Youth Justice Plans.
- 2.5 In June 2012 the Cabinet agreed an allocation of an additional £1.2 million to fund the three key strands over the next three years. Further details of commissioning intentions can be seen in Section 4 below.

3. Progress with the Strategy

- 3.1 In 2011 following the reduction in Government grants, the Youth Service moved to a more targeted model. This targeted work takes the form of one to one programmes providing personalised support, signposting into alternative activities and provision of some services directly, such as mentoring.
- 3.2 Between April 2012 and January 2013 there were 142 referrals for one to one support. The largest number of referrals came from social workers, the pupil referral unit (PRU) and other youth organisations. The Community and Participation Service has worked with a broad spread of young people across the borough with the highest numbers coming from Tottenham Green, Bruce Grove and Northumberland Park wards.
- 3.3 Young people are encouraged to self evaluate the impact of their engagement with the team across the following 12 dimensions at the start and end of their contact with the service:
- Living arrangements;

- Family and personal relationships;
 - Statutory education;
 - Neighbourhood;
 - Lifestyle;
 - Substance misuse;
 - Physical health;
 - Emotional and mental health;
 - Perception of self and others;
 - Thinking and behaviour;
 - Attitudes to offending; and
 - Motivation to change.
- 3.4 Analysis of these evaluations shows young people improve across these dimensions by at least 25% and 83.7% of young people report that their attitudes improved during their engagement with the service.
- 3.5 Young people have gained skills in activities such as media production (including an internet based radio), healthy eating, street dance, fashion and design, football and boxing through participation in the programmes.
- 3.6 Activities were offered over the summer 2012 period to enable young people to participate in the celebratory atmosphere of the Olympics. These were aimed at increasing the engagement of young people and diverting them from crime and anti-social behaviour over the holiday period.
- 3.7 Activities took place across the borough for young people aged 8-19 (or 24 with a learning difficulty or disability). The service worked with the police and other partners to design the summer programme to ensure activities were available, particularly to young people living in higher risk areas.
- 3.8 A proportion of activities were also targeted at specific groups such as younger children to deliver the priority of reducing the age range to 8. Haringey Play Association was commissioned to offer play activities in the following parks: Chestnuts, Tower Gardens, Bruce Castle and Lordship Lane Recreation Ground, identified because of the levels of need in the local areas.
- 3.9 Haringey Play Association and a number of other independent organisations were commissioned to deliver the activities. These included Mountview Theatre School, Haringey Shed, Chicken Shed and Black Arts Productions. Streets Ahead organised Wood Green Flash Mob for singing, UK Unsigned vocal performance arts and Tutored a Steel Pan Course. Film or video making was provided by Exposure and Footpath Films. Action for Kids worked with disabled young people supporting the Haringey Play Association providing play in parks for 8-11 year olds. DJ Academy conducted street based DJ workshops and the BG Radio Project was available. The Tottenham Football Foundation ran Panna soccer skills and Sanjuro Martial Arts provided martial arts training for disabled young people.

- 3.10 Over the 6 week programme 432 sessions were offered providing a total of 5,840 places. 94% of places were taken up with 1,434 children and young people participating (some children will have attended more than one activity). Open events held during the 6 weeks, included Play in Parks, Panna Football and the Ally Pally Funday.

How young people have been involved in decision making

- 3.11 Action has been undertaken to support and promote the participation of young people and get them involved in their local communities and with local activities. Over 150 young people have taken part in:
- the Youth Council,
 - the Children In Care Council,
 - the Young Commissioners programme,
 - the UK Youth Parliament, and
 - the formation of the Police Youth Independent Advisory Group.
- 3.12 Thirty young people have been trained in recruitment and selection and have been involved in a variety of appointments, including the Director of Children and Young People's Service. We are currently developing decision making at a local level through the implementation of Area Youth Forums.

4 Progress on commissioning

- 4.1 Children and young people have also been involved in our commissioning work.
- 4.2 In January 2012 we received £40,000 from the Children's Improvement Board to:
- deliver a programme of training for young people to equip them with the skills and experience to commission programmes of youth work activity; and
 - enhance our relationship with the voluntary sector, particularly on the issue of commissioning.
- 4.3 Young people were directly involved in the commissioning of 13 organisations. This provided them with opportunities to learn film making, undertake market research, acquire sporting qualifications and learn what is involved in organising a Carnival. Overall:
- 336 young people were engaged in projects, including 23 young people with special educational needs;
 - 2 young people were offered employment;
 - 117 young people gained accreditations;
 - Over 100 young people participated in voluntary activities including stewarding at the Olympics.
- 4.4 Haringey was the only local authority to receive additional funding in 2012/13 as a result of the success of our Young Commissioners programme.

- 4.5 See paragraph 3.9 for a list of the organisations that were commissioned to provide activities during the 2012 summer programme.
- 4.6 The intention is that the voluntary and community sector (VCS) should play a more active role in the delivery of the youth offer. A commissioning event for the VCS and independent sector was held in February 2013. Providers of services for young people were invited to this 'Market Place' so that the Council could set out its commissioning priorities. This event was advertised via HAVCO and attracted over 50 participants representing 35 organisations in Haringey.
- 4.7 A pilot consultation event is being held on 1 April at Chestnuts Primary School asking the 8–11 year old pupils about their attitudes and perceptions of the role of the Police, bullying and personal safety. The results of the consultation will be used to inform the future commissioning of appropriate services.

5 Planning for extension of the age range served

- 5.1 The 2012 summer programme included activities offered to young people from the age of 8 upwards. Haringey Play Association provided play in parks for children aged 8-11 (see 3.8 above). Activities were advertised widely, including through Youth Space and the Family Information Services via the Summer Fun booklet. Descriptions of activities included the age range catered for and many were available to younger children.
- 5.2 A specialist member of staff has been employed with primary school age experience who has started working with children aged 8+.
- 5.3 A training needs analysis has been undertaken with staff and this shows where investment is required in workforce development so that more members of staff can work with younger children. Six members of staff are enrolled on an Open University programme.
- 5.4 Potential service providers are being asked to evidence how they will work with younger children.
- 5.5 The service is beginning to receive referrals for younger children as schools, social workers and others identify that this is an appropriate early help offer.

6 Activity to prevent youth offending

- 6.1 The Youth Offending Service (YOS) has maintained its prevention team to work with those at risk of offending/acting in an anti-social manner. Referrals are taken from schools, the CAF Panel, Police and, through the Youth, Community and Participation Service screening process, referrals relating to offending behaviour are directed to the relevant service. Each young person is assessed and a plan of work drawn up and agreed with parents/carers. At the end of contact, referrals may be made elsewhere if on-going activities are required – generally to Youth, Community and Participation (YCP) provision.

- 6.2 The prevention team also contains the triage scheme, where young people arrested on low gravity offences are bailed for 6 weeks by the police and referred to the YOS prevention team. Each young person is assessed and an individual plan of work is drawn up. If the young person engages with the YOS, the bail is cancelled and s/he is diverted away from the criminal justice system. One of the benefits of triage is that a young person does not have a criminal conviction which can be a barrier in later life, particularly in relation to employment.

The following table indicates the numbers of young people who have been subject to triage since 2009 and the reoffending rates of those involved. The latest re-offending rate for 2011/12 is 14.7% which compares favourably with the overall YOS re-offending rate of 45.2%.

Triage Offending	
Triage clients Since July 2009	508
Triage clients 2012	108
Triage clients complied 2012	91
% compliance rate	84.3%
2009/10 triage re-offending rate	20.0%
2010/11 triage re-offending rate	12.8%
2011/12 triage re-offending rate	14.7%
2011/12 non-compliance offending rate	27.3%
2011 prevention/reprimand re-offending rate	20.0%
2011/12 YOS re-offending rate	45.2%

Offence	No	2012	2011
Drugs	32	30%	30%
Theft and Handling	27	25%	44%
Violence	21	19%	16%
Criminal Damage	9	8%	7%
Motoring	7	6%	1%
Other	3	3%	4%
Public Order	3	3%	9%
Fraud and Forgery	2	2%	1%
Non Domestic Burglary	2	2%	1%
Vehicle Theft	2	2%	3%

Through funding from DoH, all those subject to triage also receive a health and wellbeing assessment.

- 6.3 Staff within the Children and Young People's Service, the PRU and some YCP staff are trained in restorative approaches and use this within families

and groups. The YOS Referral Order panel volunteers are also trained in restorative approaches. Group work is undertaken in some schools, currently one primary school with three more planned this term in the borough and also at the Pupil Support Centre. Groups tend to be 6 weeks long and cover topics identified by the YOS workers and the school. Contact has been made with the local Probation Service to increase referrals of children of parents known to probation, as having a parent or older sibling who is an offender is a known risk factor for a child's later involvement in offending.

7 Use of Appendices

Appendix 1: The strategy for young people:
Appendix 2: Progress on outcomes & priorities
Appendix 3: Case studies

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Strategy for
YOUNG PEOPLE
in Haringey
2011-2014



APPENDIX 2

PROGRESS ON THE DEVELOPMENT OF THE STRATEGY FOR YOUNG PEOPLE**Vision:**

We want young people in Haringey to be inspired to achieve their full potential and make a positive contribution to their community.

OUTCOME Promoting positive aspirations for young people	
	Achievements
Ensure the services have a positive impact on young people's lives	<p>We have developed a Providers Network which is meeting 6 weekly to consider delivery of priorities and commissioning arrangements.</p> <p>A volunteer framework has been developed in partnership with HAVCO. When the YCP have volunteering opportunities a volunteer job description is created, this is then advertised via HAVCO's Volunteering Centre. Identified applicants are forwarded to the named contact who conducts an interview with the shortlisted applicant. The selected applicant completes a Safeguarding Form, CRB check and any relevant training.</p> <p>As part of our commitment to ensuring all young people with disabilities receive appropriate support, s139a forms have been completed for all young people in special schools in order to support their transition to post-16 education and training.</p> <p>As part of the review of the performance framework we are developing a key indicator so that we can measure young people's satisfaction with their lives (a national indicator) and include how local services have contributed to this.</p>
Ensure that young people are supported to access relevant Education, Employment and Training opportunities	<p>Universal information related to Education, Employment or Training is routinely promoted through YouthSpace. Jobs created through the council's</p>

	<p>Haringey Jobs Fund scheme are also advertised on YouthSpace. Young people can self refer themselves from YouthSpace to the council's Jobs For Haringey programme to receive support to apply for these jobs.</p> <p>The strategy to implement the Raising of the Participation Age (RPA) is under development.</p> <p>School leaders, including school governors, have had information regarding the RPA requirements. All secondary schools and colleges will be visited before Easter to ensure effective working relations for pupil transfer to post 16.</p> <p>The Enterprise and Employment Centre has agreed that providers of youth services can staff the centre free of charge in the set up period.</p> <p>Practices, process and resources with regard to RPA and September Guarantee responsibilities are under review and a communication strategy is due to be in place by end of March.</p>
<p>OUTCOME Ensuring the safety of young people</p>	
<p>Ensure young people feel safe in all environments (e.g. at school and on the street)</p>	<p>A Police Youth Independent Advisory Group has been established. We supported the recruitment of young people to this group up until October 2012. Since November 2012 this group has been managed by the Safer London Foundation which facilitates regular monthly meetings with young people aged 14 – 18.</p> <p>The following Metropolitan Police promises are being delivered:</p> <ul style="list-style-type: none"> • Each secondary school will have a dedicated police officer • All secondary schools will have a visible police presence between the hours of 3.00 – 4.30pm • Each primary school will have a named contact with the police

	<ul style="list-style-type: none"> • Agree and deliver on one school council promise in each secondary school every term (focussing on safety and reassurance) <p>We are consulting with primary school children on the issues of personal safety, bullying and relationships with the Police.</p> <p>Haringey Youth Council (HYC) has decided that bullying is to be their campaign issue this year. HYC participated in a regional event hosted by Kidscape as part of anti-bullying week in November 2012. Since then HYC have collected young people's thoughts, opinions and experiences on bullying. They wish to develop an understanding of bullying in Haringey: where is it most prevalent, what are the main themes and how can they affect positive change i.e. stop bullying, promote victim support, challenge people's understanding on what is bullying etc.</p>
OUTCOME Reducing risky behaviour	
Ensure that there are early identification systems in place so that at risk young people receive help and support before their situations escalate	We deliver targeted personalised programmes to young people who are referred through a variety of agencies. As part of the package of support for young people we signpost and actively encourage the young people to participate in at least one positive diversionary activity. Currently the highest number of referrals come from Social Care.
OUTCOME Promoting positive participation by young people	
Ensure that young people have a voice so that they can, if they want to, contribute to local, regional and national decision-making	<p>Three area youth forums are being developed which will provide a link with local grass root projects and the Youth Council.</p> <p>At present HYC is the central focus of the emerging consultation framework. Several specialist participation groups feed in to this; Area Forums, HIT Team, Aspire, Young Commissioners, UKYP. We are developing structures that enable us to hear the voices of children aged 8-</p>

	<p>12, and children and young people with disabilities.</p> <p>The participation team facilitates young people's engagement in decision-making processes. This includes training young people to be involved in interviewing staff and supporting young people's engagement with MPs and Councillors. Young people are part of the Youth Strategy Planning Group, commissioning youth provision, and consulting with various Haringey departments i.e. the Education Commission, Haringey 54,000 programme, Health & Wellbeing consultation and Tottenham Regeneration.</p>
<p>OUTCOME Promoting accessible and appropriate youth services across the Borough</p>	
<p>Make it easier for young people, parents and carers to find out about services for young people in their local area</p>	<p>The facebook page has been refreshed and there is now a twitter account to keep young people informed on a regular basis. There was a marketing campaign for the Summer Fun programme which included posters at bus stops and information on the programme in libraries, call centres and leisure centres.</p> <p>There have been two features on the work of the Youth Council In Haringey People.</p>
<p>Working with the 3rd sector, shape youth provision across the borough and make sure that the 3rd sector is prepared for commissioning</p>	<p>Forty young people have been trained as young commissioners. Working with the Young Commissioners, we have nearly completed a Commissioning Tool Kit, which is a guide to involving young people at every stage of commissioning.</p> <p>We have had detailed discussions with HAVCO, in particular on the development of Together North London – a consortium of local 3rd sector providers with the intention of piloting a commissioned programme of positive activities for young people in the summer term and summer holidays.</p>

CASE STUDIES

1. Issue/s identified

A 17 year old young man, referred by Children and Families, is claiming asylum in Haringey having been tortured and abused in Pakistan and Afghanistan. At the point of our involvement he lived in an overcrowded flat, was depressed with suicidal thoughts and spoke no English

Interventions

Accompanied to counselling sessions
Assisting to enrol at college on ESOL class
Liaise with housing, benefits agency and Job Centre Plus
One to one meetings

Outcomes

The young person is saying that he no longer has suicidal thoughts. Having had support with housing and benefits he has his own room. He can communicate in English and is attending college. He has leave to remain in the UK until he is 18 and has applied for permanent leave to remain.

2. Issue/s identified

A 16 year old young woman was referred as she had been engaging in risky behaviour (running away from home, and approaching unknown men on the streets and asking to go back home with them) and self harming

Interventions

Weekly one to one meetings
Support re-integrating to Tuition Service
Liaison with mother
Liaison with other support services
Accompanied to college to gain college place

Outcomes

Achieving distinction in most subjects at college
Stopped running away from home
Is thinking of looking for part time work

3. Issues identified

A, a 17 year old young man suffering from serious depression and anger management issues resulting in physical violence towards his mother. Also A had made a suicide attempt by taking an overdose of pain killers. A did not mix with his peers and had no interest in activities outside of school apart from computer gaming.

Intervention details

Regular one to one support enabling worker to engage and build relationship and monitor well being

Referred to CAHMS and Family Support – contract drawn up between A and his mother to clarify issues and boundaries
Encouraged A to join a biking club to gain outside interests and make friends

Outcomes

No further self harm
Improved relationship with mother
Better engagement with peer group

4. Issues identified

H is a 16 year old young man referred because he is not engaging in education, he does not speak English, family relationships poor, particularly with his sister and is suffering from depression

Intervention details

One to one work to build relationship
Support H to enrol on ESOL course at college
Encouraged H to join Power League football on Friday evening
Brokered contact with Charity for Asylum Seekers

Outcomes

Received Citizenship for 5 years
Speaks English and attends college
Regular attendee at Power League
Much better relationship with sister

5. Issues identified

K is an 18 year old young woman who has been referred as she is homeless, not in education, employment or training and has mental health issues.

Intervention details

Referred to Young Adults Service
Support worker allocated through One Support Housing
Did not engage with CAMHS and did not feel comfortable
Engaged in further education
Engaged in the Youth Forum

Outcomes

In education
Engaging in positive activities
Housed and receiving income support

6. Issues identified

J, a 17 year old young woman was referred due to long term non attendance in school (from Yr 9), mother believed she was engaging in risky behaviour with peers, anger management issues, presenting anxieties about the future

Intervention details

One to one support to establish relationship

Encouraged J to think about importance of education – short and long term –
J expressed an interest in child care.
Provided help with college applications

Outcomes

Participated in work experience at local Primary school and subsequently
attended school more frequently
Has a College place

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report\report draft 2013 03 01.docx



Haringey Council

Report for:	Children and Young People's Scrutiny Panel: 14 March 2013	Item Number:	
Title:	Briefing on response to Outstanding for All (OFA)– Haringey Education Commission		
Report Authorised by:	Jan Doust Deputy Director, Prevent and Early Intervention		
Lead Officer:	Jan Doust Deputy Director, Prevention and Early Intervention		
Ward(s) affected:	All	Report for:	briefing

Background information

The independent education commission (OFA) was launched in April 2012 with agreed terms of reference. The final report of the commission was published on the 14th February 2013 and sets out high ambitions for children and young people in Haringey.

The commission made 12 recommendations that will raise the quality of education in Haringey so that standards are at least as good as the London average and all Haringey schools will be judged as good or outstanding, according to Ofsted criteria within 3 years. These recommendations extend beyond Council-managed services and include school leadership and governance, sharing best practice, engagement of parents/carers and the professional relationships that underpin strong school performance. This report provides a briefing on contextual position and plans that will support the implementation of the recommendations.

The report

1. Schools have a key role to play in the regeneration of the local area and in securing outcomes for this and future generations of children, young people and their families.
2. School performance is improving but is not yet 'outstanding for all'. **Appendix 1** provides data on Haringey performance compared with local and national comparisons (where available) over the period 2003-2013.



Haringey Council

3. Using Ofsted judgements, in Haringey 83% of secondary, 72% of primary schools and 100% of special schools are now judged as good or outstanding and schools have performed well under the new framework introduced in September 2012, the majority improving their rating. However, 2 secondary and 9 primary schools are still rated as satisfactory and there is still work to do to transform these into good as well as increasing the proportion of schools judged as outstanding.
4. Following the publication of 'Outstanding For All' it is proposed that a 'Schools Champion' should be appointed to bring independent challenge and to hold the Council and schools to account for the delivery of the recommendations. The role does not replace the statutory functions that are held by the Director for Children's Service and Lead Member for Children who remain accountable. It will mean that there is an external level of scrutiny of performance and progress towards the targets that will ensure that Haringey delivers an outstanding education for all. It is anticipated that the 'Schools Champion' will have a clear understanding of what drives improvement and sufficient credibility to challenge under-performance at all levels and to broker partnerships that will increase the capacity of Council services and schools to deliver sustained improvements.
5. Members and officers have consistently raised concerns with the Department for Education about the level of funding received from central government and distributed through the Direct Schools Grant – we have many of the characteristics of inner London boroughs but with outer- London funding levels. Members successfully campaigned for an improved settlement for 2013-14 and whilst this did not result in complete parity with other inner London boroughs, the area cost adjustment, alongside the increase in the pupil premium will mean that an additional £16m will be distributed to schools via the formula in 2013-14. This provides a significant opportunity for schools to make accelerated progress and to target resources on the children most at risk of under-performance. We will specifically analyse the use of the pupil premium and challenge schools to ensure that this is used to achieve the intended impact.
6. In October, Cabinet received a paper 'Accountable For Some, Responsible For All' which set out proposals for the relationship between the Council and schools. Cabinet agreed the recommendations in full, including the proposed vision for education in Haringey. The vision is attached as **Appendix 2**.
7. A consultation process was undertaken following Cabinet's decision and Haringey's vision for education (attached at Appendix 2) was published on February 14th 2013 at the same time as the launch of the final report of the independent education commission 'Outstanding for All'. The Cabinet Report and vision are consistent with the recommendations of Outstanding for All and the recommendations of OFA and delivery plan will support the delivery of this vision.
8. The national context and policy direction of successive governments is for schools to be increasingly autonomous, responsible for their own budgets and improvement and free to make the decisions that they believe will enable them to secure the best



Haringey Council

outcomes for children and young people. There is an increased focus on competition and separation from Local Authority (LA) control in the system, including the advent of free schools, academies and sponsored academies. This represents a major shift in policy from previous local arrangements where the LA retained responsibility for many aspects of schools, employing teams of external advisors and specialists to support curriculum delivery, to challenge performance and to intervene from 'the outside in'.

9. Research from the most successful educational systems demonstrate the best schools consistently deliver high standards have strong leadership and governance, consistently high standards of teaching and learning and take responsibility for their own improvement, tailoring support to their particular needs.
10. In September 2012 the Haringey School to School Support (S2SS) school improvement model was launched and is promoting collaboration across our family of schools with the strong supporting the weaker. The model is led by headteachers and will build much greater resilience into the system as a whole, through the expansion of a broader exchange of knowledge, skills and expertise.
11. October Cabinet agreed that the Council will only directly provide services that are high quality and best value and where this cannot be achieved will support our schools to commission alternative provision that better meets their needs. OFA recommend that the Council should redefine its role based on its core responsibilities and review all other services involving schools in the evaluation of quality and value. CYPS plan to address this recommendation as a priority and accept that the released capacity to focus on key areas will assist them to drive improvement forward.
12. Whilst schools are increasingly autonomous, they are still highly accountable for their performance, through the Ofsted inspection framework, to their governors who are judged by Ofsted against their capacity to challenge performance, to parents/carers who have rights to an increasing level of information about performance and through the usual audit processes that check their operational systems and financial probity. The Council has the opportunity to add an additional challenge through exercise of its Scrutiny function.
13. The increasing autonomy of schools also means that parents/carers have to deal directly with matters that can be complex and challenging and where they may require external advice and support. Therefore we propose the launch of an independent advocacy service who will work with and on behalf of families as an additional check and balance so that our educational ambitions are realised for all children and young people.
14. Outstanding for All is ambitious and aspirational. The full implementation of the recommendations will mean that the vast majority of children and young people will leave school well equipped to become the confident adults who achieve their potential and make a difference to their families, communities and the wider world



Haringey Council

as set out in our vision. Strong schools with outstanding teaching and learning deliver much of this vision but we will continue to challenge for the high standards in other areas that support children to thrive as well as achieve – nutrition, health, leisure, cultural and community activities and our early help offer so that we support the development of the whole child within strong and independent families.

Update on Post 16 level 3, GCSE, KS2 and Ofsted inspections

Results for Post 16 level 3

Trend in total average point score

	2008	2009	2010	2011	2012
Haringey	589.2	631.8	633.2	661.4	651.7
England Average	740.0	739.1	744.9	745.9	733.0
London	681.7	691.3	6698.8	712.8	695.1
Haringey rank	139 th	139 th	141 st	128 th	125 th

Trend in average point score per exam entry

	2008	2009	2010	2011	2012
Haringey	199.3	206.1	212.5	216.0	209.9
England Average	209.4	211.7	213.8	216.2	212.8
London	206.5	209.8	212.6	214.5	209.3
Haringey rank	115 th	90 th	54 th	38 th	52 nd

% 5+ A* - C (including English and maths)

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Improvement since 2005
Haringey	28.5	31	31.8	34.3	37.4	42.1	45.7	48	57.3	58.6	26.8
London	NA	NA	43.3	45.8	48	50.7	54	58	61.9	62.3	19
England	41.9	42.6	44.3	45.8	46.7	47.6	49.8	53.4	58.9	59.4	15.1
Haringey rank (out of 151 LAs)	NA	NA	133	129	129	115	117	136	85	77	

Combined English and maths 4+

	2003	2004	2005	2006	2007	2008	2009	2010 (Boycott year)	2011	2012	Improvement since 2005
Haringey	NA	NA	62	64	67	66	68	75	72	78	16
London	NA	NA	68	69	71	73	73	76	77	82	14
England	NA	NA	69	70	71	73	72	73	74	79	10
Haringey ranking	NA	NA	140	129	118	143	127	51	109	99	

NOTE: The DFE suggests that the 2012 results in English and in writing should not be viewed as a continuation from 2011. This is because of the different method of assessment used in writing in 2012. (Writing was teacher assessed and not tested)

English Level 4+	2005	2006	2007	2008	2009	2010 Boycott	2011	2012	Improvement since 2005
Haringey	73%	75%	76%	75%	76%	83%	80%	84%	11%
England	79%	79%	80%	81%	80%	81%	82%	85%	6%
London	79%	80%	80%	81%	81%	82%	83%	87%	8%

Reading Level 4+	2005	2006	2007	2008	2009	2010 Boycott	2011	2012	Improvement since 2005
Haringey	76%	79%	80%	81%	82%	83%	82%	85%	9%
England	84%	83%	84%	87%	86%	84%	84%	87%	3%
London	82%	83%	84%	NA	NA	85%	85%	88%	6%

Writing Level 4+	2005	2006	2007	2008	2009	2010 Boycott	2011	2012	Improvement since 2005
Haringey	59%	63%	60%	66%	64%	76%	75%	81%	22%
England	63%	67%	67%	68%	67%	71%	75%	81%	18%
London	65%	67%	68%	NA	NA	75%	77%	83%	18%

Maths Level 4+	2005	2006	2007	2008	2009	2010 Boycott	2011	2012	Improvement since 2005
Haringey	68%	70%	73%	72%	75%	79%	77%	83%	15%
England	75%	76%	77%	79%	79%	80%	80%	84%	9%
London	74%	75%	76%	79%	80%	82%	82%	86%	12%

NOTE: The 2013 KS2 assessments will no longer give a level for English. There will only be separate levels for reading and writing. There will also be a new test in spelling and grammar. There will not be a combined English and maths level. See notes below from DFE

Reporting the results of the grammar, punctuation and spelling test in 2013

Pupils in Year 6 will take the new grammar, punctuation and spelling test in May this year, as recommended by Lord Bew's independent review of Key Stage 2 testing, assessment and accountability. Pupils will receive separate test results for grammar, punctuation and spelling, reading and maths. Pupils' writing will be subject to teacher assessment judgement.

At school level, the results of each test and assessment will also be published separately and **the Department will not calculate a combined overall English level**. This will enable schools, parents and the wider public to make informed judgements about schools' performance based on each subject area.

The floor standard measure in 2013 will be for at least 60 per cent of pupils to attain Level 4 in reading, writing and mathematics. **The new grammar, punctuation and spelling test will not be included in the calculation this year.**

Article is located at:

<http://www.education.gov.uk/schools/teachingandlearning/assessment/keystage2/b00208296/ks2-2013>

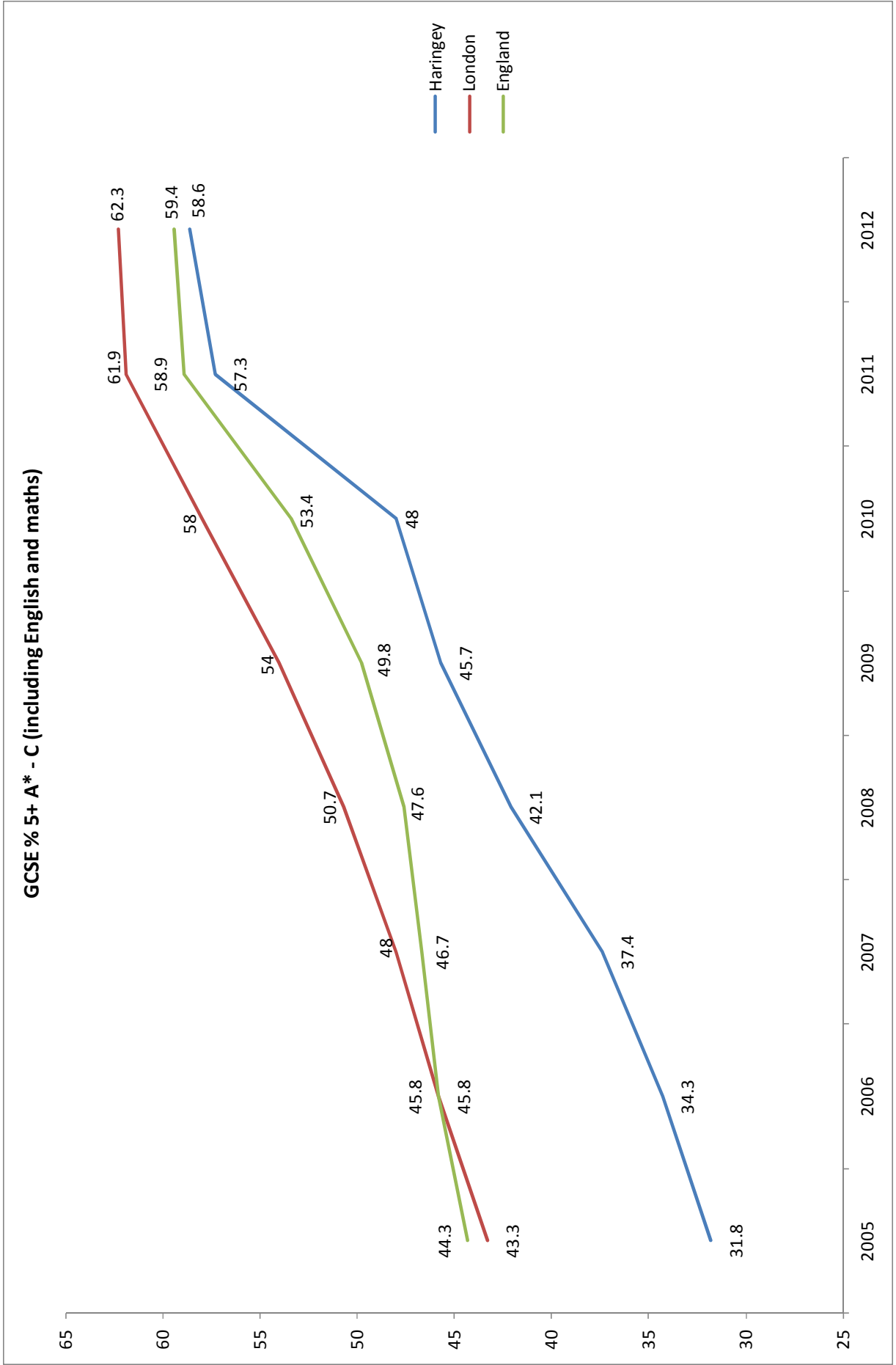
Ofsted inspections – trend in % good or better

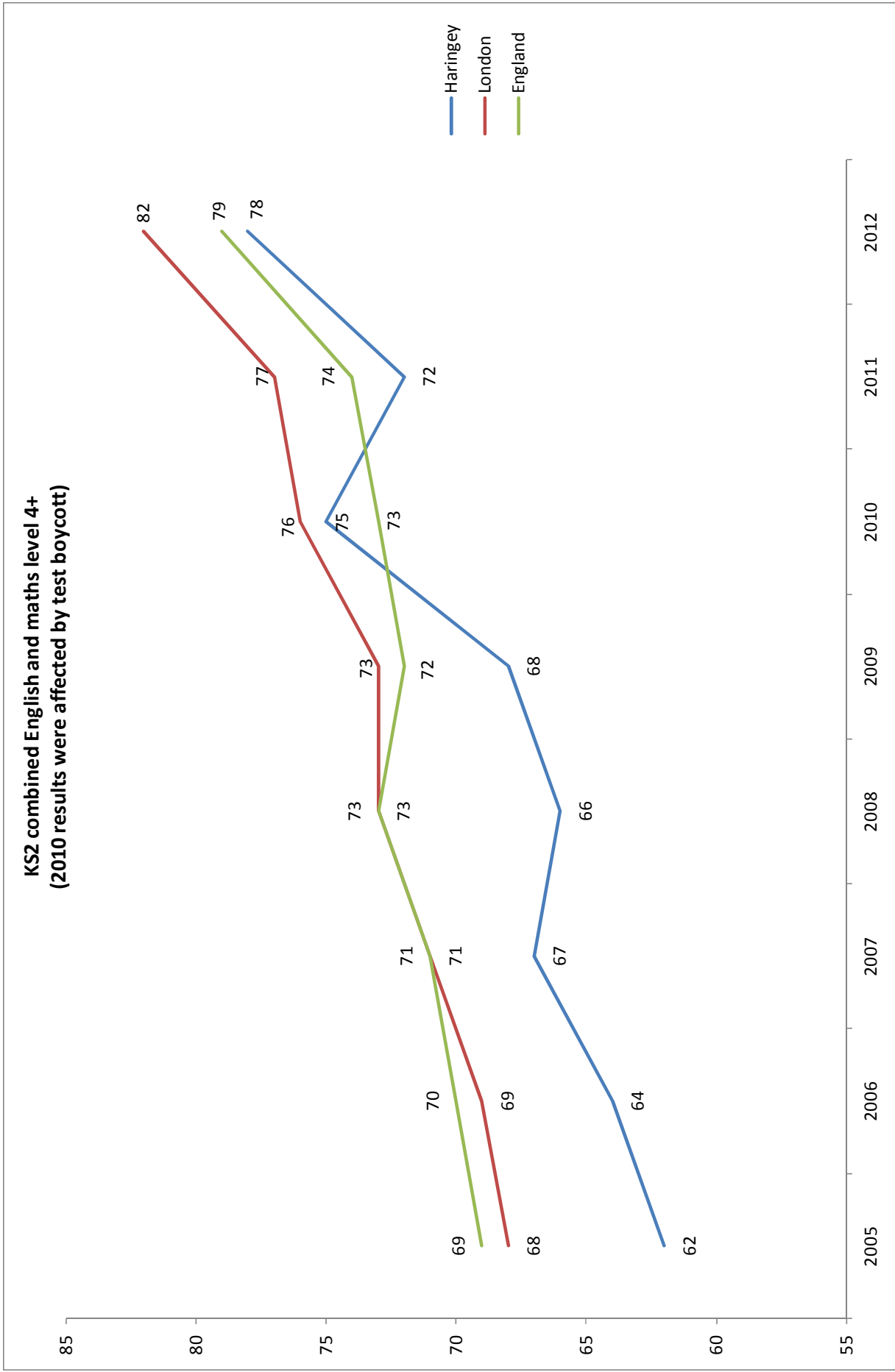
Primary schools	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Ofsted Good or better	35	38	40	38	39	36	38	41	38	40	45
Out of	52	58	60	62	63	63	63	63	63	63	63
Primary % Good or better	67%	66%	67%	61%	62%	57%	60%	65%	60%	63%	71%

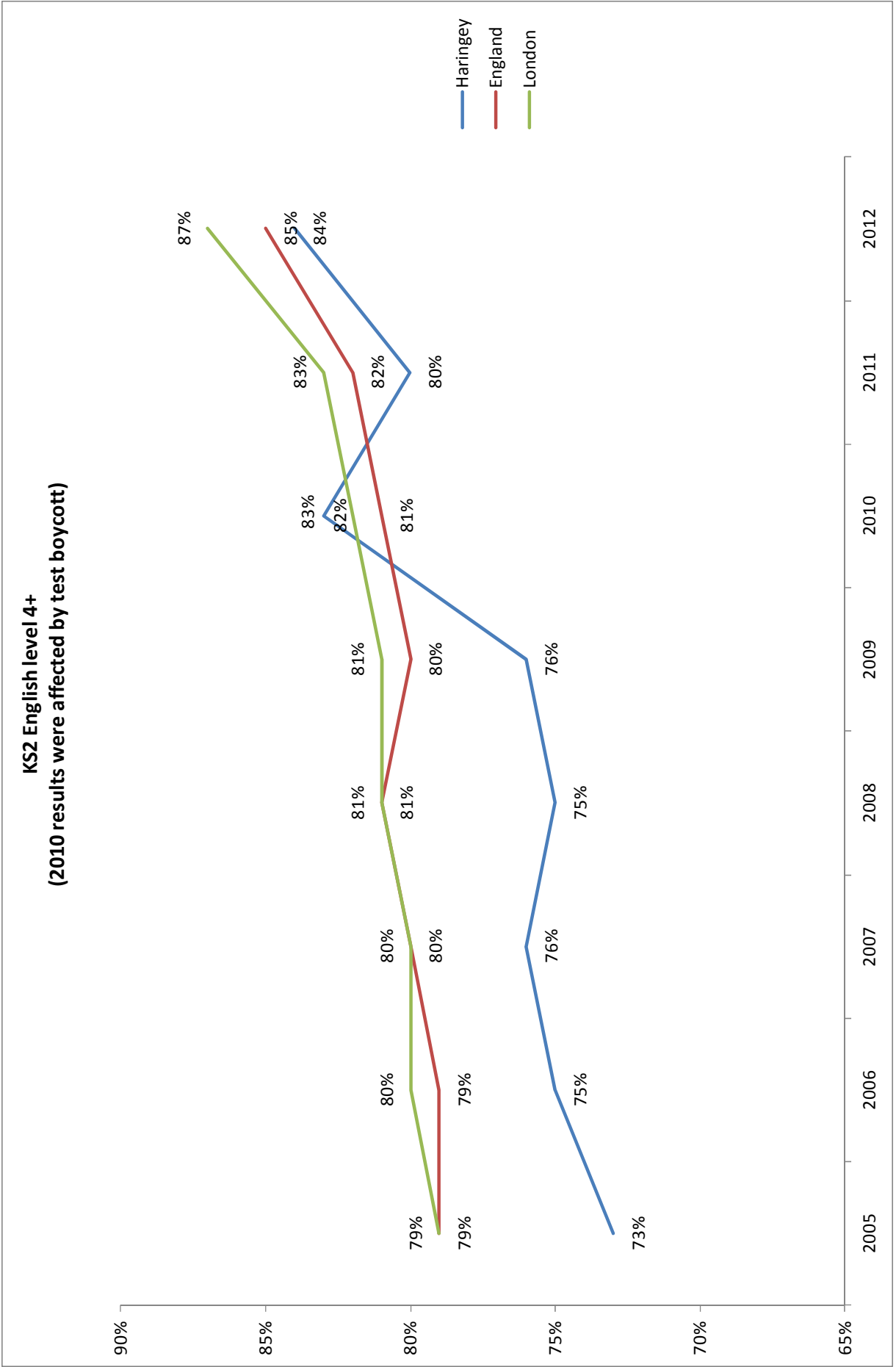
Secondary schools (not including 6 th Form Centre)	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Ofsted Good or better	3	4	5	6	8	8	7	5	7	9	10
Out of	8*	10**	11	11	11	11	11	11	11	12	12
Secondary % good or better	38%	40%	45%	55%	73%	73%	64%	45%	64%	75%	83%

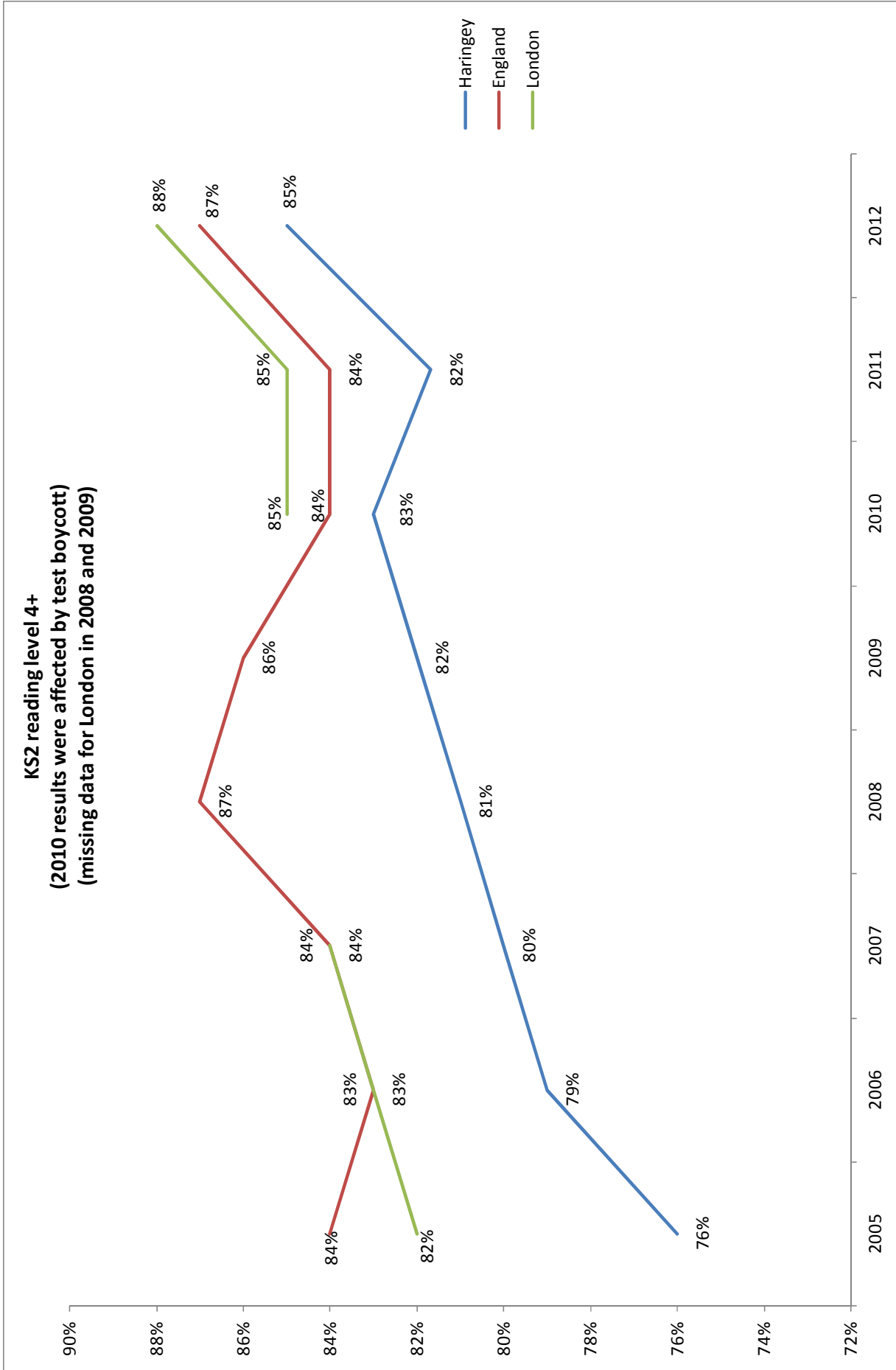
8* not including Gladesmore, Greig City and St Thomas More

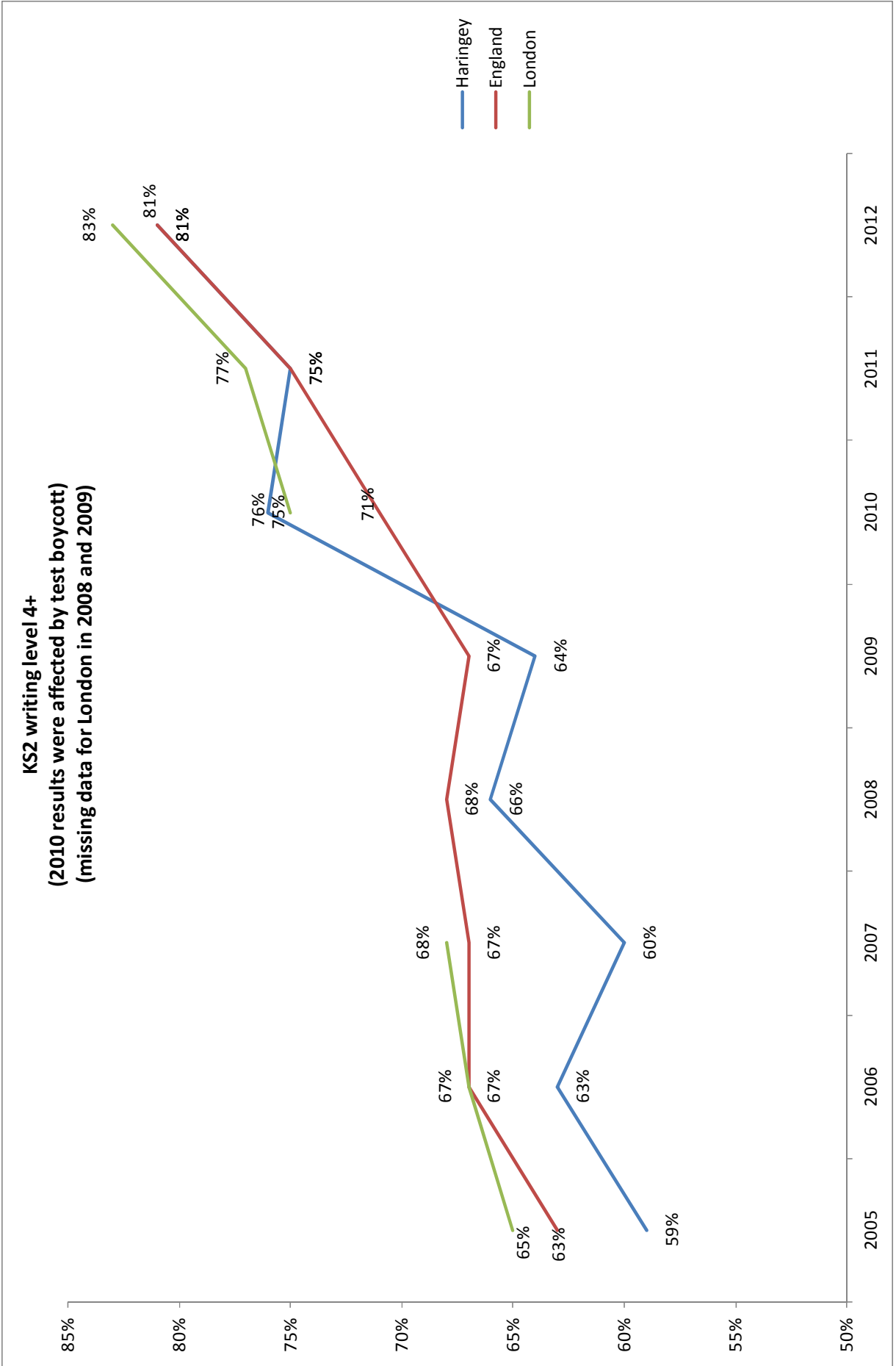
10** not including St Thomas More



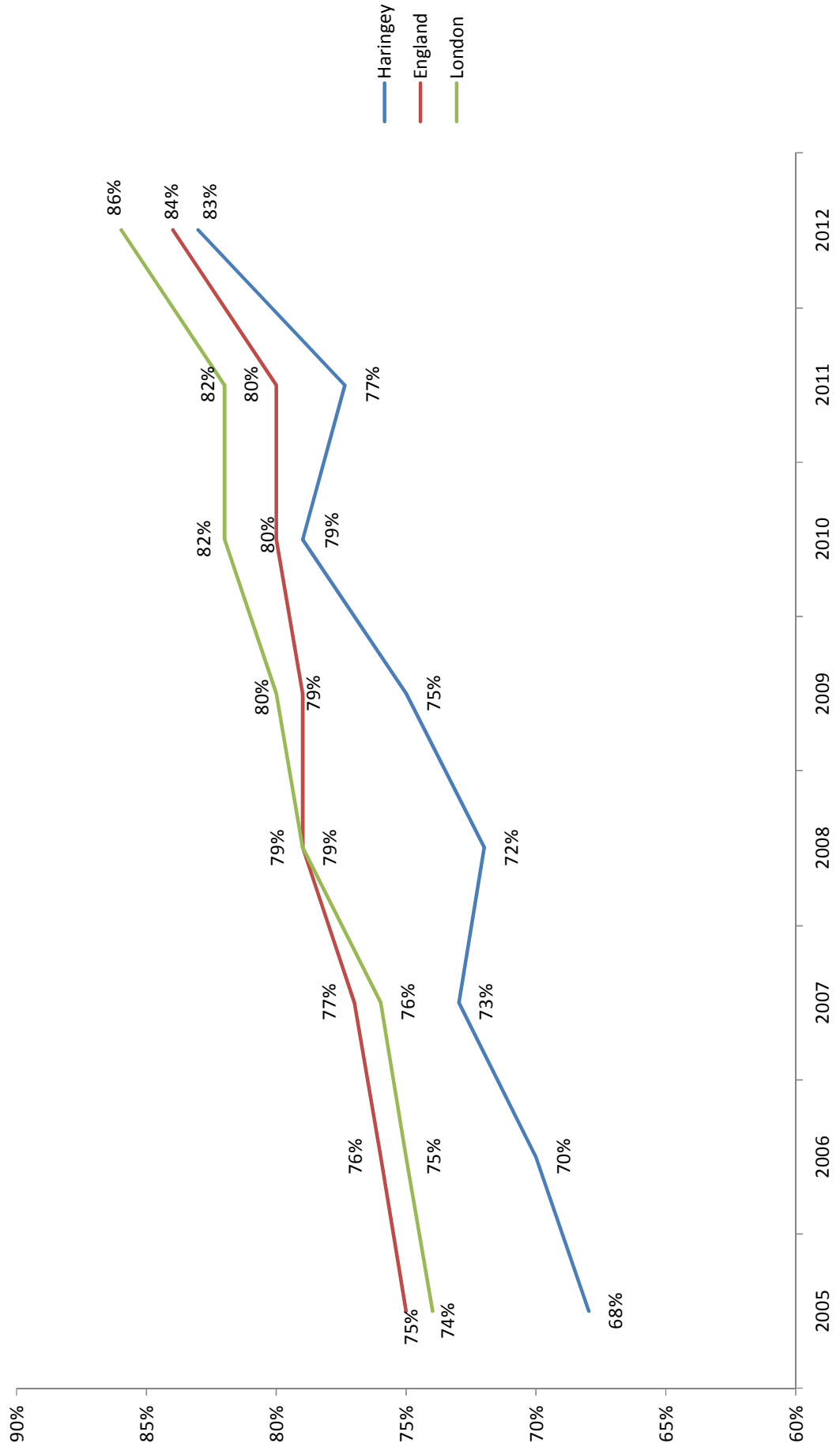


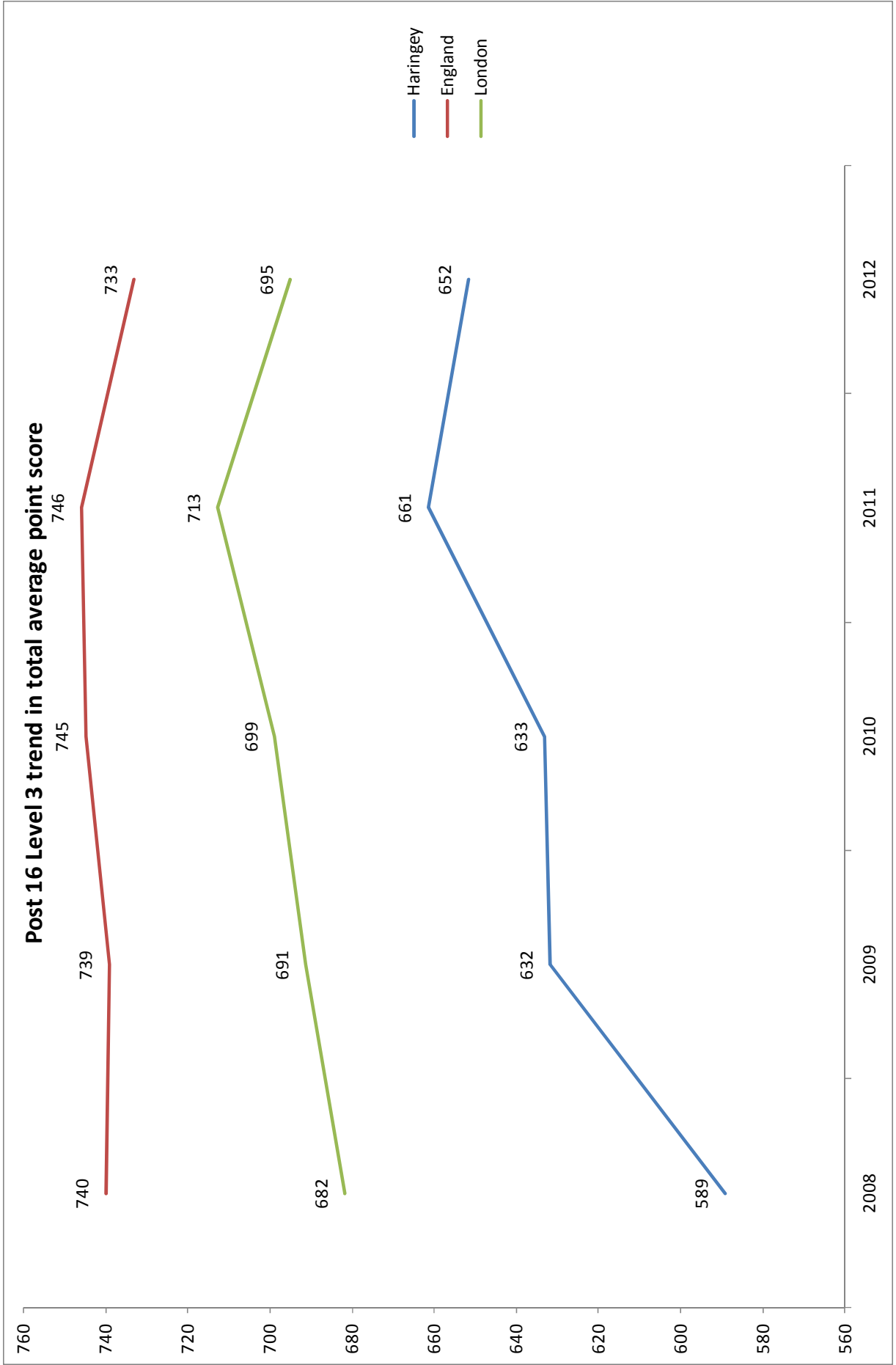


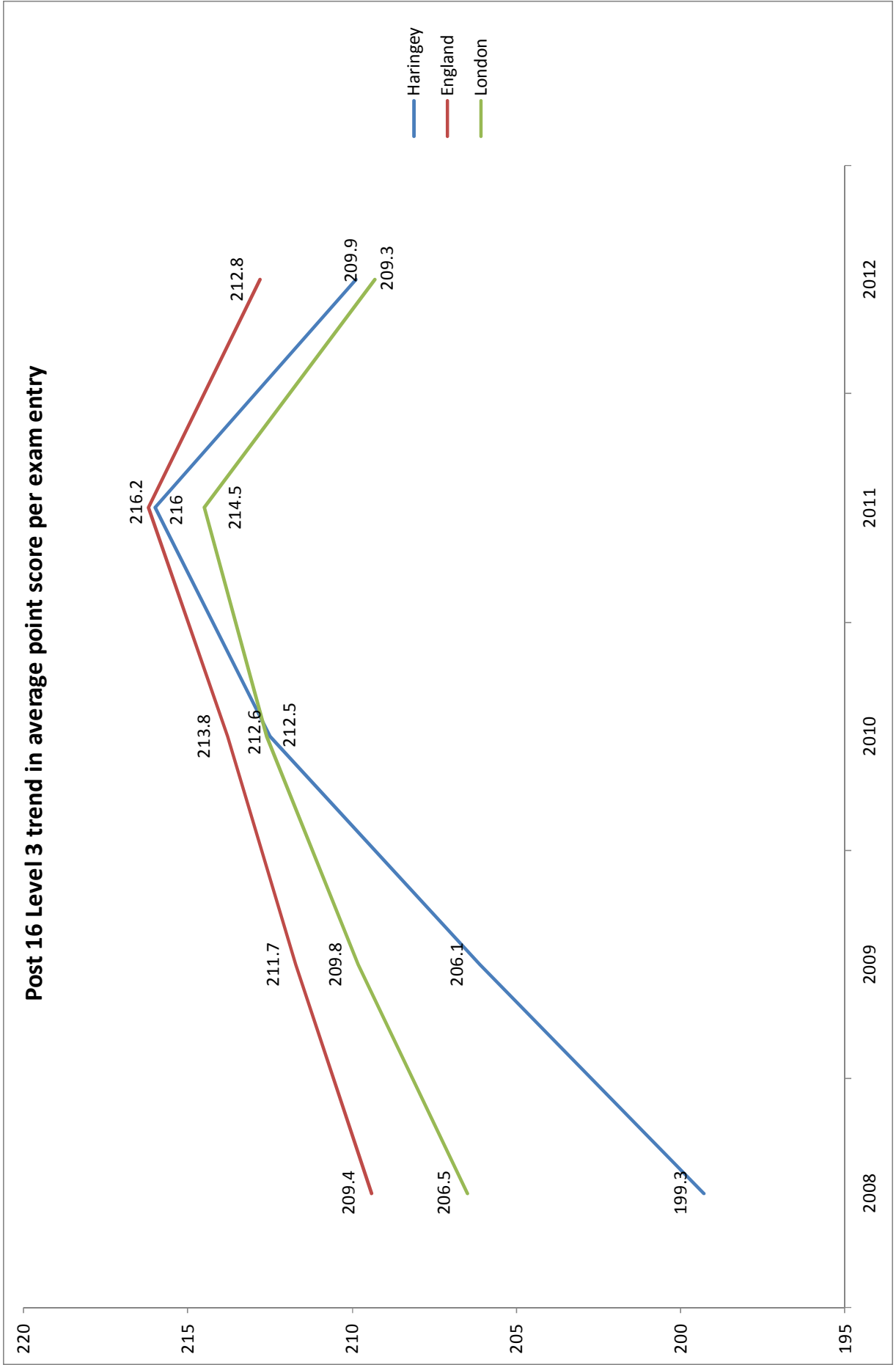




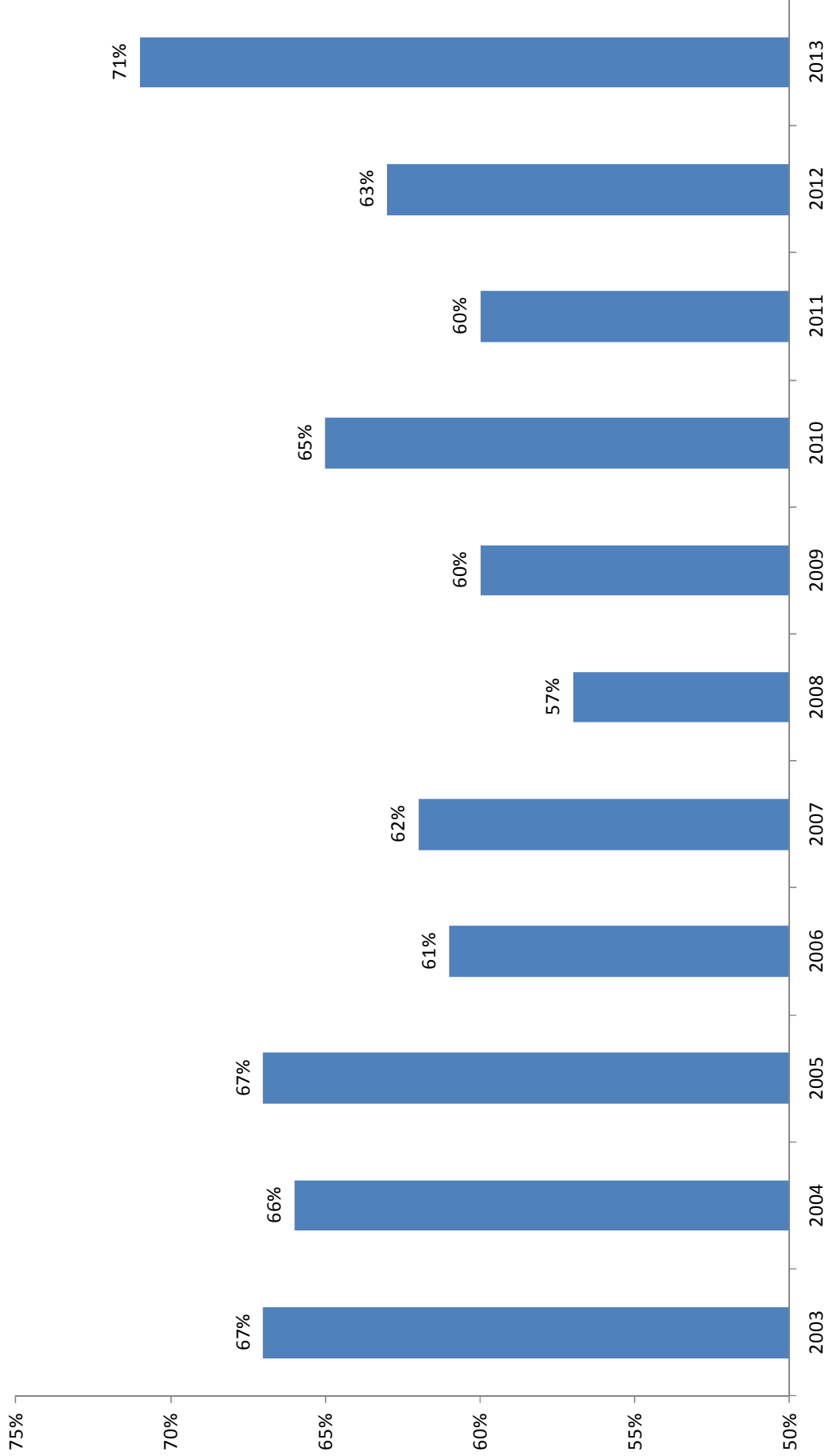
KS2 maths level 4+
(2010 results were affected by test boycott)



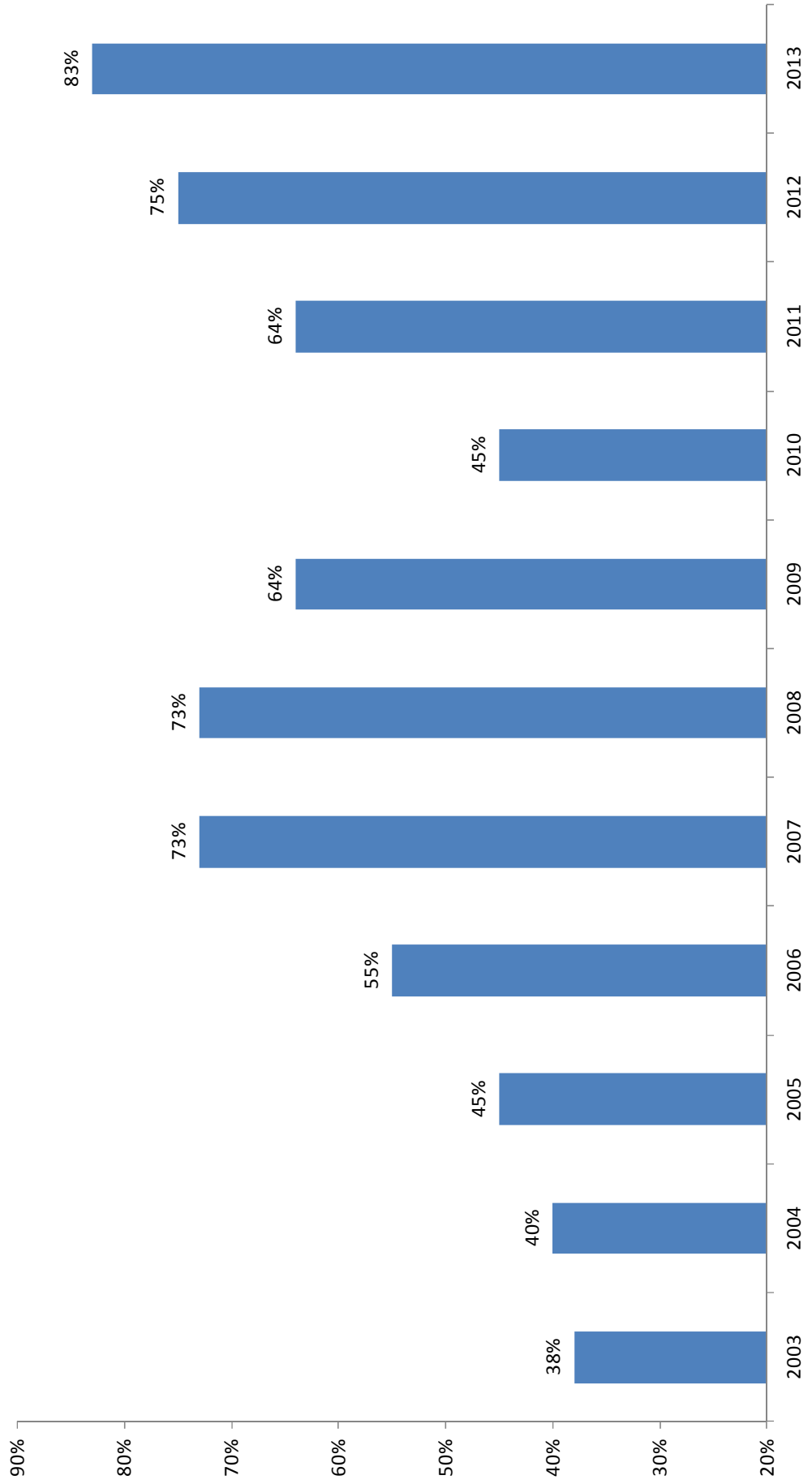




**Ofsted main judgement
Primary % Good or better
(63 schools from 2007 onwards)**



**Ofsted main judgement
Secondary schools % Good or better
(11 schools from 2005 to 2011
12 schools from 2012)**



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Children First

Haringey Council's Vision for Education

Haringey Council believes education is key to the life chances of our children and will work with schools, early years and post-16 providers to deliver an outstanding education offer to all Haringey children and young people

Our vision is that all Haringey children and young people will:

- live in a community where they **thrive and achieve**;
- have access to the **highest quality schools** and services that recognise the diversity of the community and provide opportunities that meet the full range of needs;
- enjoy an inclusive educational experience that stretches their academic, artistic and sporting needs and talents and enables them to experience **success**; and
- be optimistic and excited by the possibilities of their future and become confident adults who **achieve their aspirations and make a difference** to their families, communities and the wider world.

Our vision is that all Haringey schools, early years and post-16 providers will:

- be an inclusive family that **supports strong communities** and provides leadership in our communities;
- become **'Good' or 'Outstanding'** enabling them to make their own choices about their future;
- be autonomous but **work collaboratively**, with strong schools supporting weaker schools so that all children benefit from their success;
- be the **first choice** of families who live in the borough;
- attract the **best teachers** who are completely focused on teaching and learning, and supporting children's progress and attainment;
- operate as a family, whatever the status of individual schools. They will **collaborate and support** each other to provide the very best for children;
- use their resources to ensure that **all children are included** and achieve the best outcomes; and
- be led by **inspirational leaders and governors** who ensure that children have the best start in life, the best teaching and great opportunities to develop as individuals.

Haringey Council will:

- be the **champion** of our children and families ensuring that support for all vulnerable children is excellent;
- prefer schools to remain as community schools, but will **welcome** other providers to the Haringey family of schools with the same offer of support and challenge, and expect them to work together with the wider family;
- use our wider influence to **provide strategic leadership** with partners and stakeholders to provide an educational offer that enables all children to achieve the best outcomes;
- **plan strategically** so that we have a strong supply of early years, school and post-16 places in the right place not just for now but for the future;
- facilitate **creative solutions** that go beyond traditional thinking and models of organisation, including federations, amalgamations and partnerships, where these provide opportunities for better outcomes for children;
- support our schools on their journey to excellence through **effective and evidence-based** challenge and support;
- **celebrate the success** of our schools and have early conversations with school leaders and governors about emerging areas for improvement;
- **act early and decisively** to challenge governors and headteachers to improve their school's performance and we will act with integrity and transparency in the use of our statutory powers, always putting the interests of children first;
- only offer services to schools that provide the **best quality and value**; and
- maintain a strong supply of **skilled local governors** who are trained and supported to add value to their schools.

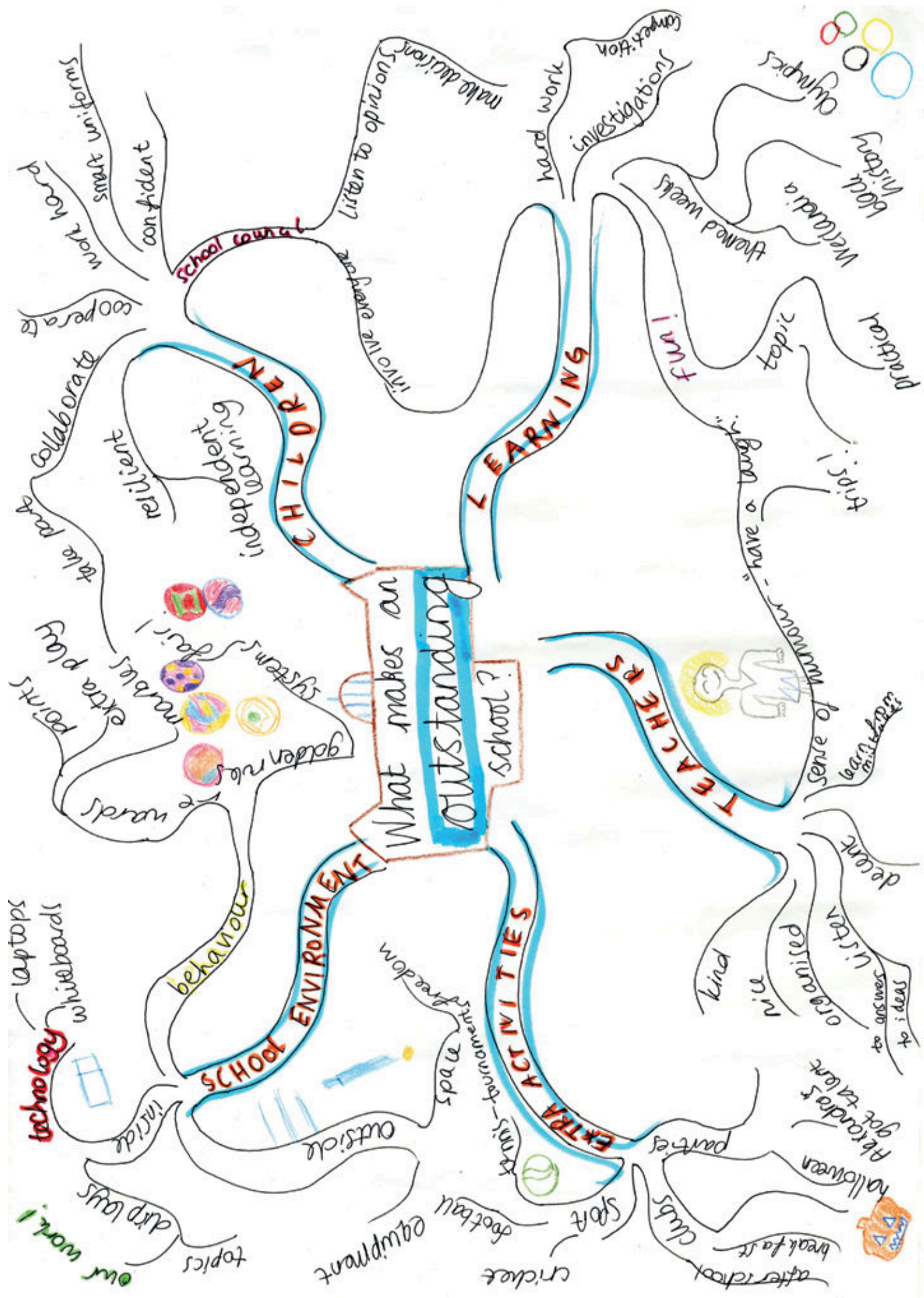
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Outstanding for All
Haringey Education Commission

Haringey Education Commission





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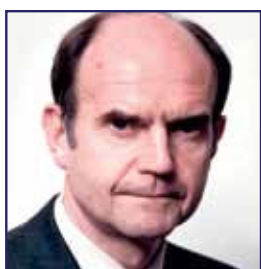


Members of the Commission



Dame Anna Hassan (Chair) was Head teacher of two schools in Hackney, Grasmere Primary School and Millfields Community School. Under her leadership, Millfields became a truly inclusive, extended-day, community school which hosted a teacher training and adult learning centre.

She retired from headship in 2009 and is now a consultant, developing leadership skills that support whole school communities in raising standards in progress and achievement. Dame Anna coaches and mentors on the National College's Aspiring Head teachers programme and in many local authorities.



Sir Jim Rose (Vice-Chair) was formerly Her Majesty's Chief Inspector (HMI). His senior responsibilities within Ofsted included the role of Chief Inspector of Primary Education. Since retiring from Ofsted he has acted as a consultant and an independent reviewer of government inquiries. Sir Jim previously held headships of two large, inner-city primary schools.

Sir Jim has advised several overseas governments on school inspection and has considerable international experience of school educational systems. He has led several independent reviews, including ones on the teaching of early reading, the primary curriculum, and the teaching of dyslexia.



Sir William Atkinson became Head teacher of Phoenix High School in Shepherds Bush in 1995, having previously held headships in Hounslow and Brent. In September 2010 he became Executive Head teacher of the Phoenix Canberra Schools Federation.

Until December 2009 Sir William was Deputy Chair of the UK Judging Panel for the Teaching Awards and is currently a trustee for Research Autism. Sir William has served on and chaired a number of government committees on education, as well as being an original member of the DfE Standards Task Force in 1997.



Graham Badman has had over 40 years of experience in Education and Children's Services as a teacher, Head teacher, Inspector, Chief Education Officer and Managing Director of a Children, Families and Education Directorate. He currently chairs the Haringey Safeguarding Children Board.

Graham was a member of government groups for 8 - 13 education and home access for learners. He carried out a government review of home education which was completed in 2010. He is a trustee and board member of UNICEF.



Gerard Kelly has been Editor of the Times Educational Supplement (TES) since June 2008. He has held a variety of posts within TSL Education Ltd, the UK's leading educational publisher, including Editor of the Times Higher Education (THE).

Gerard was named Editor of the Year [Business] at the PPA Awards in 2011 and the TES won magazine of the year in 2012. He is on the Advisory Board for The Education Endowment Foundation and is a school governor in Haringey.

Foreword by the Chair of the Commission

I am pleased to present the Commission's report about the future of education in Haringey. The Council, under the leadership of Cllr Kober, made a bold decision to take a fresh look at education in the Borough at a time of great change in the national education landscape. The Commission is grateful to everyone who has given us their views and for their suggestions about how improvements can be made to education in Haringey.

Rather than attempt to include everything about education in the Borough, we have concentrated on the remit we were given. We want to stress that the report is based on what contributors have told us and what we have found over the past nine months. We have done our best to listen to all the views put forward, to bring an external perspective and to propose ways of continuing to raise attainment in Haringey.

The messages we received throughout the commission are conflicting. We have seen evidence of excellent progress by some schools, recent improvements in attainment data, and impressive achievement against the odds in highly challenging circumstances. We have heard from pupils about positive initiatives and how much they value their teachers, who regularly go the extra mile to help them do well. These examples of good practice must now be replicated across all schools in the Borough. But we are struck by the strength of criticisms made by many stakeholders and by the deeply embedded blame culture that has surfaced in many of our meetings.

All pupils are entitled to the best education. There is a pressing need for everyone involved in education in Haringey to strengthen their collective responsibility for all schools and all pupils in order to achieve this.

Our overriding conclusion is that there is much that must be done urgently. Some of the priorities relate to the changing and uncertain circumstances faced by all local authorities, but the majority are about putting in place effective systems that are the essential bedrock of good working relationships between the Council, schools and all other parties involved: effective planning, high quality leadership, systematic communication, clarity about roles and responsibilities, regular review and evaluation.

All parties must be completely clear about their roles and responsibilities. Above all, the education and well-being of children has to come first in all decision-making and subsequent actions. We welcome the recently agreed

Council report *Accountable for Some: Responsible for All* and the statement about the Council's role as the champion of children and families in Haringey. The priority now is to turn these aspirations into consistent action over many years with complete clarity about who is responsible and accountable for each aspect of the shared task of raising educational standards in Haringey.

The task is great but achievable and urgent. There are other London boroughs that have turned themselves around in the last decade, becoming beacons of achievement when they had previously languished at the bottom of national and regional tables. To make this transformation Haringey must build on the commitment to the best interests of pupils, which is evident in the Borough. This means taking radical and courageous decisions to place Haringey in the vanguard of new initiatives, rather than waiting to see how others respond to national changes, and addressing the fundamental difficulties identified in this report. All of this is essential to fulfil Haringey's ambition to provide education that is truly 'Outstanding for All'.

Dame Anna Hassan

Dame Anna Hassan

February 2013



Executive Summary

Outstanding for All was set up by Haringey Council to advise on the future direction of education in the Borough. Its three themes were: Achieving Excellence for All; Empowering Parents and Guardians; and A Changing Network.

The Commission took full account of the responses from a call for evidence from all interested parties, data provided by the Council, meetings with key stakeholders, and reports and information from other sources.

The Commission identified two main strands within the evidence:

- Messages that are relevant to all local authorities about current changes in their roles
- Findings which are specific to the present circumstances in Haringey

National policies, in particular the increase in the number of academies and free schools, mean that all local authorities are reviewing their roles. Councils continue to have many responsibilities in relation to education but they should no longer deliver all the services for schools that they previously provided. Instead, schools themselves have an increased role in seeking alternative sources of support and commissioning services from a range of providers. As Ofsted's 2011-12 Annual Report said:

'The best local authorities have reformed in anticipation of the changing education landscape by commissioning services that they can no longer provide, contracting out responsibilities to their more effective schools and promoting high standards and fair access to educational opportunities in their areas.'

These developments, which influence one of the Commission's three themes A Changing Network, should be seen as a timely opportunity for Haringey. Rather than waiting to see how other local authorities respond to the changing environment, the Borough should be ambitious, seeking to introduce initiatives and ways of working that

outstrip the progress of its statistical neighbours. In short, Haringey should aim to become a top performing London borough, building on the best that already exists.

In parallel with the need to address these broader issues affecting all local authorities, there are also findings from the evidence that are specific to Haringey. Some of this evidence is positive. There are many successful schools in the Borough and further progress achieved in the past year. The rate of progress at GCSE is encouraging with a large reduction in the previous gap between Haringey and other London authorities. The Commission found that where there is strong leadership, supported by dedicated teachers, the pupils and parents valued the quality of education provided by their schools.

The Commission recognised that many Haringey schools face particular challenges in terms of the level of poverty, the ethnic diversity, the mobility of the school population and the proportion of pupils with special educational needs, all of which are higher than the London average. In

addition, Haringey has been less well-resourced than other similar London boroughs; this will be addressed by the government from 2013-2014 and is long overdue. Nevertheless, some Haringey schools manage to achieve very good results despite their challenging circumstances and this should now be the objective of all schools in the Borough.

Overall, there is too much variation in the quality of education across the Borough, an erosion of confidence in the authority and a lack of co-ordination in services for schools.

Haringey has the potential to achieve Excellence for All, the first of the Commission's themes, but it must take urgent action to reach this objective.

“the Borough should be ambitious, seeking to introduce initiatives and ways of working that outstrip the progress of its statistical neighbours. In short, Haringey should aim to become a top performing London borough.”



Member of Haringey's Youth Cabinet



Sir William Atkinson meets with Haringey's Youth Cabinet



Members of Haringey's Youth Cabinet

Key findings:

- A lack of **corporate vision** for education in the Borough. A clear strategy must be agreed and translated into a carefully monitored plan of action. (See page 20/28)
- An **under-use of performance data** to drive forward standards. When evaluating progress, comparisons should be made with that of other London Boroughs, especially those which are serving similar communities but which are making faster progress. (Page 16/28)
- The Local Authority must do more to establish consistently effective **leadership** for education. Greater attention must be paid to establishing accountabilities, challenging under-performance, and succession planning. (Page 20/32)
- **Roles and responsibilities** lack definition and can be subject to misinterpretation. These need to be clearly agreed and articulated for everyone involved in education in the Borough. In the case of teaching unions, this lack of clarity heightens the risk of time-consuming disputes that might be resolved more quickly and more collaboratively. (Page 21/32)
- **Communication** is seen to be a major problem: between the Local Authority and schools; between primary and secondary schools; and between the Council and governing bodies. Parents, who are the focus of one of the Commission's three themes, would welcome more regular communication and opportunities to feed back their views about local educational developments. (Page 20/30)
- **Education services** in Haringey are not of a sufficiently high quality. Some schools are successful in spite of, rather than because of, the services provided. There is an urgent need to engage all these services in a rigorous review and evaluation of their roles and impact. (Page 22/32/33)

“ There is too much variation in the quality of education across the Borough, an erosion of confidence in the authority and a lack of co-ordination in services for schools. ”

Recommendations

1. The Council should set a goal that **all** Haringey schools will be judged by Ofsted as 'good' or better within three years. (Page 20/28)
2. The Council should agree an overall target that Haringey schools will exceed London attainment at both Key Stage 2 and GCSEs within three years, including milestones to be achieved each year to reach this position. (Page 20/28)
3. Using all available sources of data, by September 2013 every school should be set an individual, challenging target, showing what they need to achieve in order to play their full part in meeting the overall Borough targets for Key Stage 2 and GCSEs. (Page 28)
4. The Council's education role must be re-defined, as set out in the October 2012 Cabinet Report, to focus its resources on: giving a strategic lead; providing core statutory services effectively; and supporting schools in commissioning other high quality services from external sources, where Council services are unable to provide high quality and best value. This should be finalised by September 2013. (Page 32/28)
5. The Director of Children's Services, in conjunction with Head teachers and the Haringey Governors Association, should introduce alternative models for the governance of schools, including combining governing bodies and other proposals in this report. Options should be published by July 2013. (Page 22/32)
6. The council should urgently consider the abolition of the Teachers' Negotiating Group by September 2013, revise joint protocols to improve joint working between teaching unions and schools, ensuring that the needs of pupils are at the core of all decision-making, and reconfiguring union facilities time. (Page 29/22)
7. Schools and officers should pilot the introduction of a 'Pupil Passport' by September 2013. This should summarise key information about each pupil's attainment, their strengths and weaknesses and other important information. It should be used whenever pupils move schools, including assisting with primary/secondary transfer and with pupil mobility within each phase. (Page 29/30/31)
8. An annual or biennial 'Best of Haringey' event should be introduced by June 2014 to showcase excellent teaching and learning in the Borough, to provide an opportunity to celebrate outstanding performance in Haringey schools, and to demonstrate what can be achieved by a diverse school population. The event should be arranged in collaboration with initiatives in other London boroughs arising from the Mayor of London's 2012 education inquiry. (Page 20/29)
9. By December 2013, each school should provide its parents with an annual scorecard, using data such as Family of Schools, to compare the achievement of each school with similar ones outside Haringey. The scorecard would also provide parents with advice about how they can support their child's learning and thus help to improve the overall school results. (Page 30/28)
10. The Local Authority should establish regular public meetings for parents from September 2013. The purpose would be: to explain educational developments in the Borough, to set out the educational entitlements of all families, and to provide parents with opportunities to hold the Council to account for educational performance in Haringey. Meetings should be held in different parts of the Borough, bringing together parents from schools with contrasting backgrounds. (Page 30/31)
11. The Local Authority should assist schools to establish links with universities, including a Russell Group university. The purposes of so doing include: raising students' awareness of the opportunities for higher education; enhancing partnerships between schools and universities for professional development; and influencing standards of teaching and learning. This recommendation should be carried out by June 2013. (Page 32)
12. Haringey should set out a framework of the entitlements of all pupils, all parents and all teachers in the Borough by July 2013. This should include the education, cultural and leisure opportunities that will be provided for all pupils. (Page 22/28)

The page numbers after each key finding and recommendation refer to the pages of this report which provide further details.

Why the Commission was set up

Outstanding for All, the independent education commission, was set up by the Leader of Haringey Council, Claire Kober, to map out future education provision in the Borough.

The Commission's task was to consider the key challenges in implementing Haringey's vision of an outstanding education for all children and young people. The Council acknowledge that, despite improvements in education in the past decade, the pace of change leaves Haringey behind the national average, and crucially behind the London average in some areas.

The Commission's terms of reference recognised the major changes to governance arrangements for schools with the introduction of academies and, more recently, free schools. This has affected the relationship between schools, the Council and the local community. The debate on the management arrangements for schools has intensified during this period of change.

The Commission was encouraged to come forward with radical proposals for accelerating the pace of school improvement and the Council's future role in a fast changing education landscape. It was asked to consider three themes, with key areas of investigation for each theme:

Achieving excellence for all

- How can all schools make profound improvements in attainment that surpass national performance measures?
- In the event of school failure, what will be the most effective mechanisms for addressing or preventing such problems?
- Expectations of Haringey standards for school leadership and governance

Empowering parents and carers

- What information and advice do parents and carers need to be empowered to access outstanding education for their children?
- How might the role of championing pupil and family interest be best undertaken in the reformed network of schools?

A changing network

- What mechanisms need to be in place to maintain a family of schools, made up of different types of provision, to ensure schools are rooted in and responsive to their local community?
- How should the scrutiny of schools be undertaken locally in the absence of direct powers of intervention for the Council?

The remit for the Commission was confined to the education provision for students in the 5-18 age range. The Commission was asked to seek out as broad a range of views as possible, including those of teachers, parents, governors and students.

The full terms of reference of the Commission can be found on pages 38/39.

The Commission met on a regular basis between April 2012 and January 2013. During the first phase of its work, commissioners gathered information about education in Haringey to reach some initial conclusions and recommendations. The second phase consisted of a series of meetings and focus groups to explore in greater depth the issues emerging. At the end of this process, the Commission made the recommendations set out in this report.



Education in Haringey

Schools in Haringey

There are 64 primary schools, 12 secondary schools and four special schools in the Borough. In addition there is a Sixth Form Centre, a Further Education College and there are three maintained nursery schools.

Of the 64 primary schools, 46 are all through primary schools and there are nine infant schools and nine junior schools. Of the infant and junior schools, four infant and four junior schools have their own Head teacher and governing body. 10 of them are federated into five pairs meaning that they share a Head teacher and governing body between the infant and junior school.

Of the 64 primary schools, 38 are community schools, 19 are voluntary aided schools, one school is voluntary controlled, four are sponsored academies and two are free schools.

There are 12 secondary schools. 11 are mixed and one is a single sex school for girls. Six are community schools, two are voluntary aided, one is a Foundation school and three have academy status.

There are four special schools. All special schools are co-located with mainstream schools. One of them caters for children who are deaf or who have hearing impairments, one is for children and young people with physical difficulties and medical needs, two are for children with autism, those with severe learning difficulties and profound disabilities.

There are separate primary and secondary Pupil Referral Units and a Pupil Referral Unit for pupils with medical needs

Schools in Haringey are grouped into six Networked Learning Communities (NLCs), which share good practice and work collaboratively on initiatives. The NLCs sit within three wider Children's Networks covering the west, north and south of the Borough. There are two NLCs per network.



Haringey Youth Cabinet share views with Commissioners



Funding of Haringey schools

Funding for schools is received by the Council through the Dedicated Schools Grant (DSG) and transferred to schools through an Individual Schools Budget with a percentage of the DSG being retained for central expenditure.

Haringey is classified as an outer London authority despite facing the same challenges as inner London authorities. The government has recently agreed to address this from 2013-14 onwards. At present Haringey receives less per pupil than its neighbouring boroughs. For example in the current financial year, it has received £6,306 per pupil compared with an average of £7,593 in Camden, Islington and Hackney.

In addition to the DSG funding the government introduced the Pupil Premium in 2011-2012 to target disadvantaged pupils. The Pupil Premium in Haringey totals about £8 million in the current financial year.

Pupil population

Haringey's current school population is 36,935. This figure is projected to grow to 37,429 by 2017 and 39,484 by 2022. There is a rising trend in the number of four year olds entering Haringey's reception year group. These larger cohorts will eventually work their way through the system into the secondary sector.

Ethnicity

Over 80% of primary and secondary pupils are from black or minority ethnic (BME) groups. This is a higher proportion than the London average and significantly above the national figure.

Percentage of pupils from black or minority ethnic (BME) groups

	%BME -Haringey	%BME -London	%BME -England
Primary	80.1%	68.9%	27.1%
Secondary	82.2%	65.6%	23.4%
Special	88.0%	63.6%	23.2%

Ethnicity of Haringey pupils, January 2012

Ethnicity	Primary	Secondary	Special	All
Asian Other	1.6%	1.2%	0.9%	1.5%
Bangladeshi	3.0%	3.0%	5.1%	3.0%
Indian	1.1%	1.3%	1.7%	1.2%
Pakistani	0.9%	1.1%	2.3%	1.0%
Black African	5.3%	5.4%	10.3%	5.4%
Congolese	1.9%	1.4%	0.6%	1.7%
Ghanaian	3.6%	2.0%	0.9%	3.0%
Nigerian	2.4%	1.6%	4.6%	2.1%
Somali	4.6%	5.3%	8.9%	4.9%
Black Other	1.8%	2.1%	4.6%	1.9%
Caribbean	10.1%	9.9%	13.1%	10.1%
Chinese	1.0%	0.6%	0.3%	0.8%
Other Kurdish	1.5%	2.5%	3.1%	1.9%
Any Other	3.0%	3.7%	1.7%	3.2%
Other Latin American	1.6%	1.1%	0.6%	1.4%
Other Vietnamese	0.5%	0.7%	0.9%	0.6%
Mixed Other	3.9%	5.8%	7.4%	4.6%
Mixed White African	1.4%	1.3%	1.1%	1.4%
Mixed White Asian	1.6%	0.4%	0.0%	1.2%
Mixed White Caribbean	3.2%	3.7%	2.3%	3.4%
White Albanian	1.1%	0.9%	0.6%	1.0%
White British	19.8%	19.3%	6.6%	19.5%
White Greek Cypriot	0.5%	0.6%	0.0%	0.5%
White Gypsy/Roma	0.7%	0.7%	0.3%	0.7%
White Irish	1.1%	0.9%	1.4%	1.1%
White Irish Traveller	0.3%	0.2%	0.6%	0.2%
White Kosovan	0.8%	1.0%	0.9%	0.9%
White Other	12.7%	11.6%	10.0%	12.3%
White Turkish	7.3%	7.5%	7.1%	7.4%
White Turkish Cypriot	0.4%	1.3%	0.3%	0.7%
Refused or not obtained	1.4%	1.9%	2.0%	1.6%
Total	100.0%	100.0%	100.0%	100.0%

Language

Approximately 50% of Haringey pupils speak English as an additional language. This is above the London average and significantly higher than the England average. Over 100 languages are spoken by pupils attending Haringey schools.

Percentage of pupils who speak English as an Additional Language

	Haringey	London	England
Primary	53.7%	45.7%	16.8%
Secondary	47.0%	37.3%	12.3%
Special	48.7%	33.0%	11.4%

Special educational needs

As at January 2012, 8,251 pupils attending Haringey schools had special educational needs (SEN), including 1,098 pupils with a statement of special educational needs. The proportion of pupils with SEN at each stage of assessment in Haringey is higher than the figures for both London and the England average.

	Haringey	London	England
Pupils with statements	3.2%	2.7%	2.8%
Pupils at School Action Plus	7.2%	6.8%	6.2%
Pupils at School Action	13.7%	11.1%	10.9%
Total SEN pupils without statements	21.2%	18.7%	17.8%
Total SEN pupils	24.4%	21.4%	20.6%

Free school meals

The percentage of pupils eligible for free school meals is higher than the London and England averages in all phases.

Percentage of pupils eligible for free school meals

	Haringey	London	England
Primary	29.0%	25.0%	18.0%
Secondary	32.7%	23.4%	14.6%
Special	45.0%	42.2%	34.8%

Pupil Mobility

Mobility of pupils is a particular challenge for a number of schools in Haringey. Pupil mobility refers to the number of children that join a school at different times throughout the year. According to the May 2012 school census, 599 pupils in years 5 and 6 joined their school in the previous two years (11% of the Haringey school population).

Mobility is significantly higher in the east of the Borough compared with the west. In the past two years 469 children arrived, representing 13% of years 5 and 6, whereas in the west the number was 130 children, which is 8% of the relevant population. Fifteen schools in the east of the Borough had 14% or more of years 5 and 6 joining at different times in the last two years, compared with one school in the west of the Borough experiencing this level of mobility.



Gathering the evidence

Between April and December 2012, the Commission gathered the following information:

- A Call for Evidence
- Data provided by the Council
- Meetings with stakeholders
- Reports and information from other sources

The aim was to build a broad understanding of education in Haringey in order to reach conclusions and recommendations to address the terms of reference.

Respondents to both surveys overwhelmingly recognised the quality and creativity of teachers as enabling children to succeed. The role of teachers in providing a positive and successful education was a consistent theme from the responses. Similarly parents, at an open meeting following the survey, stressed the importance of good teaching and learning rather than the particular status of each school.

There was a strong recognition by respondents that the involvement of parents, carers and families in their children's education was critical. To enable this to happen, many respondents felt that parents and carers needed more information than at present about what and how their children were being taught.

There was a tendency in the responses for teachers to stress the importance of the involvement of parents and carers in their children's education, whereas parents emphasised the role of teachers.

Adults and pupils identified appropriate levels of discipline, the provision of safe environments for learning and effective strategies to address bullying. Pupils expressed frustration with classmates who disrupted lessons. They felt that there was a lack of action by their teachers to address this misbehaviour. Secondary aged pupils from one school described the benefits when teachers concentrate on the wider class rather than on those who misbehave. In this school the strong collegiate atmosphere encourages pupils to help those who are finding their work difficult and there are clear systems of reward for those who perform well.

Many respondents identified improved communications as important in resolving problems that they had raised with schools. This priority addressed one of the Commission's three themes, Empowering Parents and Guardians. Those responding to the survey wanted communications to be high quality, regular and suitably tailored to the issue and audience, avoiding jargon. Parents wanted to receive more details about how they could support their children and what they could do to complement school-based learning. Respondents to the survey said they would welcome receiving communication on a regular basis, not just as part of termly updates or progress reports.

The Call for Evidence

All groups and individuals with an interest in education in Haringey were invited to submit evidence. Two questionnaires were made available: one for adults (including parents/carers, teachers, Head teachers, governors and other stakeholders) and one for pupils. Multiple copies of both questionnaires were sent to all Head teachers and chairs of governors to distribute within schools and to governing bodies. The questionnaire was available online and publicised via the local press.

The Commission gathered views through other means, including meetings for specific sub-groups: parents, primary age pupils, the Youth Cabinet, secondary age pupils, teachers and school staff, primary and secondary Head teachers, teaching union representatives and governors.

The Commission received written submissions from: Haringey Governors Association, the Children and Young People's Service, Secondary Head teachers, Haringey Labour Party, Haringey Teachers' Association, and a number of individual contributors.

The full summary of all the responses to the survey can be found on the Commission's website www.outstandingforall.org.uk

“It really matters to our teachers how we do and they will give up their spare time to help us do well.”

Youth cabinet member

The Call for Evidence was followed up by an open meeting for parents. One of the issues raised by parents was the need to establish mechanisms for the Council to engage with parents and to obtain their views about education decisions in the Borough. It was felt that there was a lack of opportunity for parents to be informed about local educational matters, to express their opinions and to provide feedback on decisions.

When considering the challenges faced by Haringey schools, many respondents mentioned the inequalities between the east and west of the Borough. High levels of deprivation in the east were felt, by some, to result in greater attention and higher levels of resource being targeted in this part of Haringey.

Some respondents felt that schools did not sufficiently stretch pupils and that good performance at some schools resulted from the use of private tutors to provide additional teaching outside school.

“The main cause for concern is the low proportion of schools that were judged to be good or better.”

Outstanding practice in Haringey’s schools: an example

Earlsmead Primary School has high numbers of pupils on Free School Meals and high levels of mobility and is “bucking the trend” in attainment and achievement.

The school consistently achieves high results with 93% of those from a disadvantaged background attaining level 4 in English and maths and KS2. An impressive 100% of disadvantaged pupils attain expected progress in English and 96% in maths. Over recent years the school has achieved results which are significantly higher than the national and local average at level 4 in English and maths.

The school uses a range of interventions to deliver these results. These include discreet daily teaching of phonics throughout the school, booster groups tailored for children with English as a second language, targeted additional reading opportunities across Key Stage 2 and homework clubs aimed at potentially underachieving groups. The school maintains highly effective and positive relations with the local community and parents to improve the life chances of the pupils. Driving all of this is the senior leadership team’s relentless and effective focus on standards which pervades the whole school ethos.



What the data shows

Information was provided by the Council about Key Stage and GCSE results, comparisons with statistical neighbours, Ofsted judgements, comparisons between deprived and non-deprived areas of the Borough, and outturns from school budgets. Key Stage and GCSE data are based on provisional results for 2012.

Page 41 gives a full list of data and briefings submitted to the Commission.

The data shows progress on some Borough-wide performance indicators in recent years but, nevertheless, the variation in standards is far too great. This is most marked in Ofsted judgements and in Key Stage 2 results.

Outcomes of Ofsted inspections

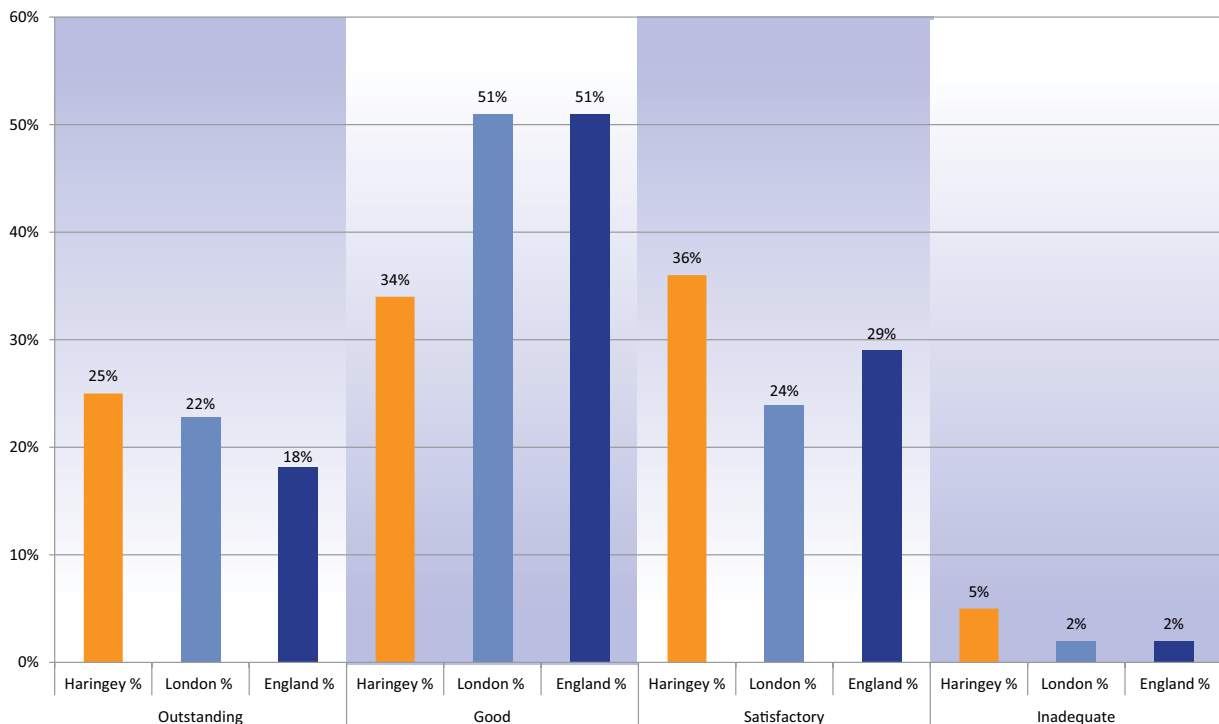
The following graphs summarise Ofsted's overall effectiveness judgements for all Haringey schools, based on inspections up to 31 August 2012. The first two graphs present the judgements for primary and secondary schools separately. The third graph includes all schools: nursery, primary, secondary, special, and alternative provision. The graphs show that Haringey has a relatively high proportion of schools that were judged as outstanding by Ofsted at their last inspections, particularly when compared with

the national figures. Owing to the recent adoption by Ofsted of tougher inspection criteria, it remains to be seen whether this high proportion will be maintained when schools are re-inspected under the new framework.

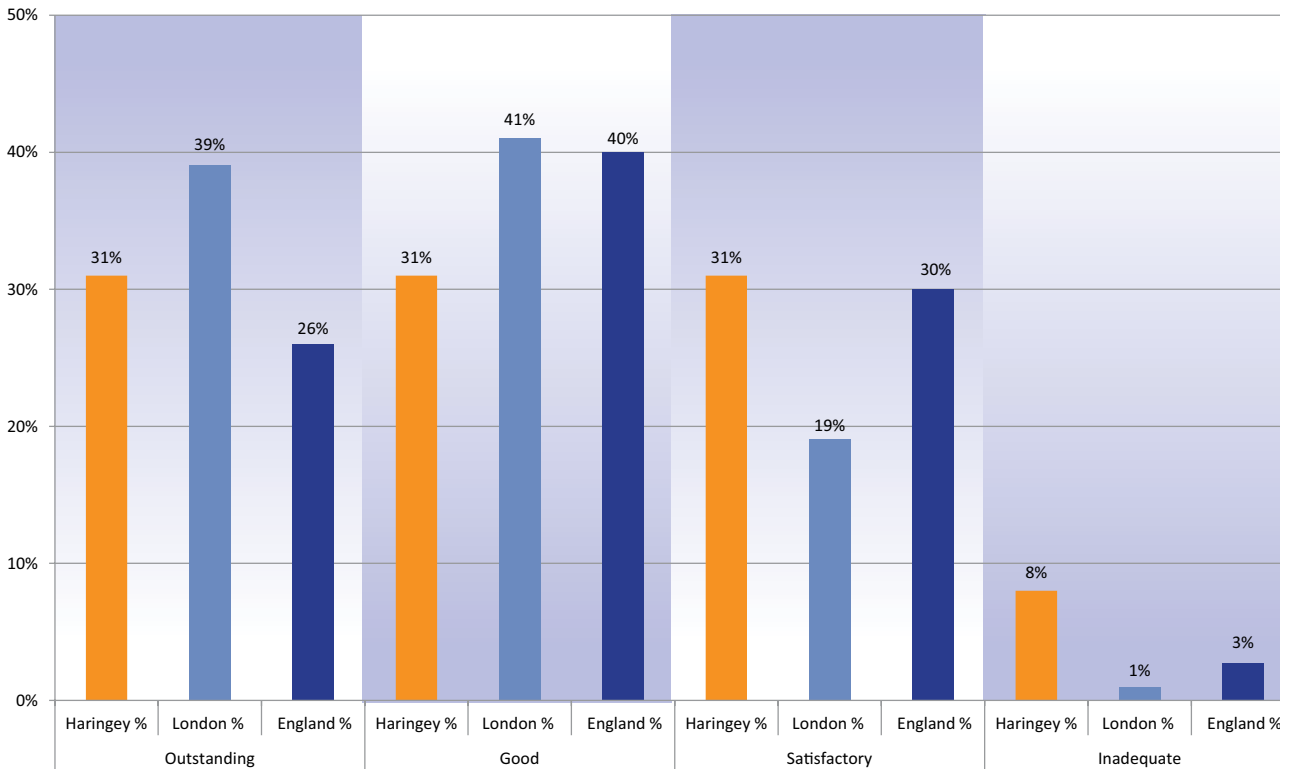
The main cause for concern is the low proportion of schools that were judged to be good or better. For primary schools the Haringey figure of 59% compares with 69% nationally and 73% in London. For secondary schools the figure of 62% compares with 66% nationally and 80% in London. The percentage of Haringey schools found to be inadequate is also greater than the national figure, but the main difference, as shown in the graphs above, is that Haringey has more schools judged to be satisfactory and fewer judged to be good.

This concern is revealed clearly in Ofsted's 2012 Annual Report, which provided data on the relative performance of all local authorities, based on the most recent inspection of each school. Ofsted reported that only 58% of pupils in Haringey were in good or better primary schools. All Boroughs were ranked and this percentage placed Haringey as 134th out of the 150 authorities. At secondary level, Ofsted found that 67% of pupils in the Borough were in good or better schools. This percentage placed Haringey as 90th out of the 150 authorities.

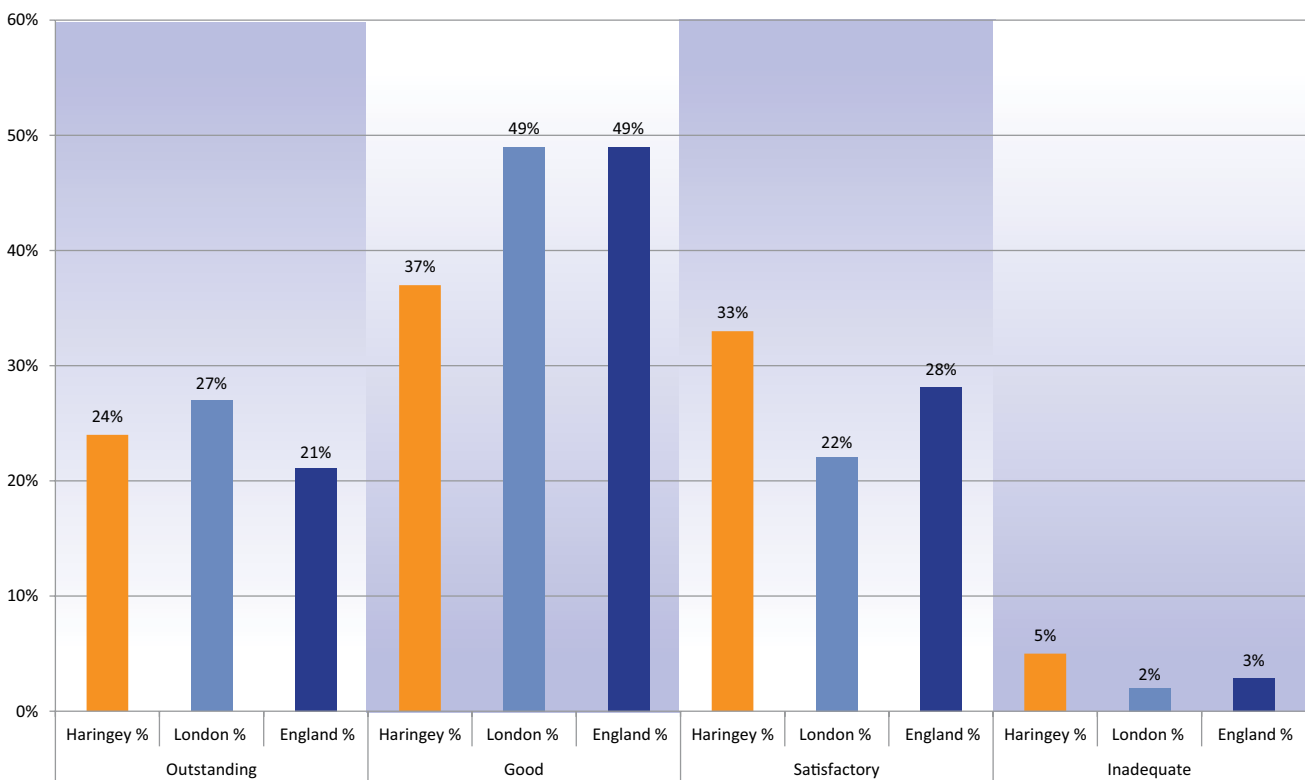
**Primary inspections - all schools up to 31st August 2012
(59 Haringey inspections shown in the data)**



**Secondary inspections - all schools up to 31st August 2012
(13 Haringey inspections shown in the data)**



**All schools inspections up to 31st August 2012
(81 Haringey inspections shown in the data)**



Attainment at Key Stages 1 and 2

Haringey's borough-wide performance indicators at Key Stage 1 have been consistently a few percentage points below the national average in reading, writing and mathematics over the past five years. This applies both to the standard benchmark of level 2+ and in comparisons of the percentage of pupils achieving higher levels.

At Key Stage 2 the gap between Haringey's results and the national average has reduced over the past five years, as shown in the following chart for combined English and Mathematics. Despite the improvement since 2008, overall borough-wide results were still 4% below the London figure in 2012.

Two schools remain below the DfE target of 60% for combined English and mathematics, but this is a significant improvement from the position in previous years. There were 21 schools below the DfE target in 2006 and 14 in 2011.

The picture is more positive when it comes to pupil progress between Key Stage 1 and Key Stage 2. Overall, 92% of pupils made two levels of progress or more in English, compared with 89% nationally. And 88% of pupils made two levels of progress in mathematics, compared with 87% nationally. All figures are based on provisional results for 2012.

Key Stage 2 combined English and Maths



Variation in outcomes at Key Stage 2

There are some schools in disadvantaged areas that have overcome the patterns of under-achievement found elsewhere. For example, in 2012 six Haringey primary schools (Bounds Green Junior, Chestnuts, Devonshire Hill, Earlsmead, Risley Primary, St Mary's CE Junior) with 40% or more pupils eligible for free school meals equalled or exceeded the national attainment level for pupils achieving level 4 or higher in both English and mathematics at Key Stage 2. Whereas the national percentage achieving this target was 80%, in one Haringey school (Earlsmead)

95% of the pupils achieved the standard even though 44% of its pupils were on free school meals.

However, there is an unacceptable variation of attainment among schools with similar percentages of children on free school meals. For example, in two schools with 37% and 38% of pupils eligible for free school meals, 75% of pupils reached level 4 in English and mathematics in

one, whereas only 49% did so in the other.

There are similar discrepancies in attainment at level 5. In one school with a low level of disadvantage (5% on free school meals) 77% of pupils achieved level 5 in English and maths. In another similar school (7% on free school meals) only 38% of pupils achieved level 5. At a third Haringey school (Weston Park) with a much higher proportion of pupils on free school meals (30%), the percentage of pupils achieving level 5 was 47%.

Data on school mobility and ethnicity reveal a similar range of attainment. These variations show that the performance of pupils is not inevitably linked to the socio-economic make-up of each school's population. Rather, much of the unacceptable variation stems from other factors, such as the quality of teaching, which are within the control of the school. The results of the best schools show the levels of attainment that can be achieved even in challenging circumstances.

“ There are some schools in disadvantaged areas that have overcome the patterns of under-achievement found elsewhere. ”

GCSE

Attainment for 5+ A* - C GCSEs, including English and maths, has shown a steady increase in Haringey schools since 2006, as shown in the table below. There is an encouraging reduction in the gap between Haringey's results and both the London and national position. Between 2007 and 2012 Haringey closed the gap on the national average from 9.3% to 0.7%. It still lagged behind the London average of 3.4%. Although this is disappointing, it represents a large reduction from the 10.6% gap in 2007.

% 5+ A* - C (including English and maths) 2012 results are provisional



Outstanding practice in Haringey's schools: an example

Park View is a secondary school in South Tottenham. It is doing exceptionally well in improving the outcomes of pupils who arrive with well below the average point score in year 7 and leave in line with national averages in year 11. A significant number of pupils in English and Maths make better than expected progress.

To do this the school has developed a robust tracking system, closely monitoring pupil progress in all subjects and setting challenging targets. They have devised a raising achievement programme that involves close targeting of pupils coupled with tailored revision lessons. Alongside this they have developed the capacity of senior and middle leaders and provide a 'team around the child' support for all pupils who need it.

Messages from stakeholders

The Commission held meetings with secondary Head teachers, primary Head teachers, Haringey Governors' Association, teachers, parents and carers, and groups of primary and secondary pupils. Local trade unions were invited to meet with the Commission, an opportunity taken up by the National Union of Teachers and the National Association of Head Teachers.

The Commission also met with the Leader of the Council, the Cabinet Member for Children, and officers from Haringey Council. These included: the Director of Children's Services, the Deputy Director for Prevention and Early Intervention, and officers from the School Improvement Service. In response to issues emerging during the Commission's work, meetings were also held with officers responsible for Early Years, Admissions, Special Educational Needs, and from the Council's corporate team for Human Resources. Many of those who attended meetings provided written briefings in support of their views.

The main messages from these meetings, explained below in greater detail, were:

- The need to publicise the positive achievements of schools more widely
- A lack of focus on education within the Council
- Shortcomings in the quality of leadership
- Confusion about responsibilities during a period of change
- Limited confidence in services provided by the Council
- The need for more robust challenge, analysis of concerns and a prioritised plan of action

“Education has not been given the priority that it requires to make sure all children achieve their potential.”

Publicising positive achievements

Despite the concerns arising from the data and from the feedback given by those consulted, a consistent message from schools was that there are many positive achievements in Haringey schools and the Council should be more proactive in celebrating these when they occur. Pupils from one high school described the importance of high expectations by their teachers: 'This leads to huge levels of positivity, encouragement and self-belief.' At the same school, pupils valued being included on interview panels and appreciated being consulted about their views on all aspects of education in the school. Such good practice should be shared more widely.

Although some criticisms were made during the course of the consultation, there was a consistent message that schools have a strong commitment to developing a renewed partnership with the Council and working collaboratively for the benefit of pupils across Haringey, regardless of the particular designation of individual schools.

Focus on education

One of the messages made most strongly, principally but not exclusively from Head teachers, was of a vacuum of educational leadership within the Council. Education has not been given the priority that it requires to make sure all children achieve their potential. In part this may be attributed to the urgent attention that has had to be given to improving child protection and social care following the death of Peter Connelly. Children's learning and the quality of teaching have not been at the heart of decision-making. The setting up of the Commission was welcomed because it was seen as recognition that significant change is necessary.

“The need for a long-term, concerted effort to drive forward educational changes was a consistent message.”

Head teachers and others repeatedly complained that the Council lacked a clear vision and a coherent strategy for education. Those consulted did not know what the Council's priorities for education were or how they intended to achieve them. During the course of the Commission's work the Council has taken a first step to address these concerns through the Cabinet report *Accountable for Some, Responsible for All*. Those attending focus groups wanted to see how this would be turned into action.

Quality of leadership

Head teachers and governors expressed a lack of confidence in the leadership of some Council officers. Some stakeholders would like there to be a chief officer with specific responsibility for the strategic direction of education in Haringey, rather than this being subsumed within the wider children's services agenda. Others commented on the frequent changes of personnel occupying education roles and the reliance on short-term employment contracts. Good initiatives have suffered when the officers concerned have moved on to other authorities and previous decisions not carried through. This emphasis on the need for a long-term, concerted effort to drive forward education was a consistent message.

The Commission was told that Haringey has not been able to recruit and retain staff of the highest calibre. There have been too few officers with the credibility to provide well-informed challenge and sound guidance to schools. However, concerns about leadership were not confined to Council officers; they were also made about headships. The number of applications for Head teacher vacancies in Haringey over the past year has been low. Over a 15-month period in which four primary Head teacher vacancies were filled, the number of applicants for each post ranged from two to eight, with an average of five applications per school.



Similarly, there were concerns about the ability of governing bodies to find enough governors with the necessary skills, knowledge and dedication. There was some suggestion that not all Local Authority appointments to governing bodies were playing a full role and that there was insufficient consultation with Head teachers before new governors were appointed. A substantial level of knowledge and skill was seen as necessary to perform the governor role well.

Roles and Responsibilities

The introduction of academies, including the impact of forced academies, has created much uncertainty about relationships with the Council. Head teachers and governors felt strongly that the Council should focus on developing a new role working with schools.

Many schools welcomed the education conference held in the spring of 2012, the subsequent engagement with Council officers and the proposals in the Cabinet report *Accountable for Some, Responsible for All*. But they want to be assured that these initiatives will reach fruition quickly.

Governing bodies are anxious to maximise their contribution during this period of change. Haringey Governors' Association wants to see better communication from the Council and laments the discontinuation of regular reports from the authority, which it says have not been produced over the past year. The association also wants to receive regular attainment data for Haringey schools and comparisons with other London boroughs.

“ The LA should be more proactive in seeking feedback on its traded services. ”



Primary school children talk to the Commission



Governors told the Commission that some chairs of governing bodies need to be better at passing on information to members of their governing bodies. The Association recognises that it needs to show more initiative itself, using governors' own networks to build resilience among schools and developing new networks between different categories of governors.

Services provided by the Council

Criticisms were consistently expressed about the quality of many Council services. Although it is not uncommon for schools to raise concerns about these services, the Commission was struck by the strength of feeling about this in Haringey, especially from Head teachers. However, Commissioners concluded that schools should show more initiative if Council services are not meeting their needs. Secondary Head teachers, in particular, are beginning to recognise this and take co-ordinated action to become less reliant on the Council by seeking external providers of services.

In its submission, the Children and Young People's Service agreed the development of a sector-led model was the best option for the future. The Commission welcomes this intention but feels that, before the recent Cabinet report, Haringey had been slow in responding to this agenda. This needs to be addressed as a priority.

Schools complained about the inadequate understanding by officers of the needs and priorities of individual schools and about the impact frequent staff changes on the quality of services. Some schools were satisfied with the support provided, but these tended to reflect the contribution of individual officers rather than service-wide standards. Others felt that the quality of Council services had been undermined by staffing reductions in recent years.

There were many criticisms of specific services: limited confidence in the validity of data used to make place planning decisions; delayed decisions about pupils with special educational needs and a corresponding absence of early intervention; and a lack of clarity over how admission decisions are made.

Concerns were raised by Head teachers and teachers about the impact of staffing reductions on the quality of provision in the Pupil Referral Units and the procedures for admission to, and reintegration from, these units. Some Head teachers

regretted that there is no longer a regular, co-ordinated opportunity for schools to provide feedback on the services provided by the Council.

This lack of evaluation of services was a common theme. Even where services gave examples of effective provision, for example by the Inclusion Service for children with special educational needs, there were only limited systems in place to evaluate how well the services were fulfilling their responsibilities and whether they were making a real difference.

Robust challenge

Several stakeholders complained that there was not sufficient challenge of all education provision. Head teachers accept that schools should be challenged to address shortcomings and to raise expectations for all pupils, but they expect Council staff to provide high standards and to demonstrate greater consistency, too. During the course of the Commission's work, there were indications that changes were already being introduced. Increased challenge is being provided by Council officers and there is greater realisation by Head teachers that the maintenance of the status quo is not a valid option.

The Commission was struck by the depth of feeling expressed by a large proportion of primary and all secondary Head teachers about what they described as the unconstructive role played by the main teaching union, the National Union of Teachers. The relationship was even described as an impediment to improved attainment. The overriding message for the Commission was that the authority, until recently, had not taken sufficient action to investigate and to make sure that matters were resolved speedily once they had arisen.

There were also concerns that, while some governing bodies operate effectively, others do not provide sufficient challenge when levels of attainment are too low or where there are other shortcomings. The Commission

heard criticism of the current training available to governors, partly due to stretched Council resources. This is of particular concern because of the potential for training to empower governors to offer appropriate challenge when necessary.

“ There is a greater realisation by Head teachers that the maintenance of the status quo is not a valid option. ”

Reports and information from other sources

Commissioners examined other recent documents and information relating to their terms of reference. During the period that the Commission met, a broader debate has been taking place about the role of local authorities in a changing educational environment. Some of the issues raised by stakeholders in Haringey reflect those that are currently confronting other authorities. The reports and other documents considered by the Commission are listed on page 41.

Role of the Local Authority

The Commission considered various reports about the future role of local government in education and the national debate about this in the context of the growing number of academies and free schools. These reports were relevant to all three themes of the Commission's terms of reference but particularly the third theme, A Changing Network.

The national debate is clearly expressed in the report commissioned by London Councils, The Schools Report. It found that the quality of education in local schools continues to be seen as intrinsic to the quality of life in each local area. This means that all boroughs are now trying to find a vision and understanding of how they can best add value to a system where schools are increasingly autonomous.

The Schools Report found that most boroughs were now clear that the responsibility for school improvement rests with schools but that, even in these changing circumstances, boroughs will have some form of structure to maintain a local 'family of schools' in which the majority of schools will participate. The Local Authority is described as the 'middle tier' for all state funded schools and is often described as the 'champion for local children'.

A clear message from all the reports is that, despite other changes, local authorities continue to retain over 200 statutory duties in relation to education services.

A list of these can be found at: www.education.gov.uk/childrenandyoungpeople/strategy/a00198443/statutory-duties-of-local-authorities

These duties cover, for example, specific responsibilities in relation to school transport, school meals, the composition of school governing bodies, alternative provision for children permanently excluded from school, admissions, and infant class sizes. Above all, the statutory duties include:

- **Ensuring a sufficient supply of school places**

Local authorities are responsible for securing sufficient good school places in their area for primary and secondary education, for securing diversity of provision of schools and increasing parental choice.

- **Tackling underperformance in schools and ensuring high standards**

This role involves the promotion of high standards by intervening in community schools placed in an Ofsted category or those that have failed to comply with a Local Authority warning. The authority also is responsible for working with schools that are below government floor standards. For maintained schools, the Local Authority continues to have a number of statutory intervention powers. (For academies and free schools, intervention is the responsibility of the DfE.) All of the boroughs that contributed to 'The Schools Report' have reshaped their school intervention and improvement services to respond to changing circumstances, but the report found that they currently all continue to run their own borough-based services.

- **Supporting vulnerable children**

Local Authority duties relating to vulnerable children are the same for maintained schools, academies and free schools. They include safeguarding and promoting the welfare of children in the area; promoting the educational achievement of looked after children; and identifying and assessing children with special educational needs. Local authorities also have to take into account provision required for children with special educational needs when carrying out their duty to provide sufficient places. The Commission noted the findings of the Sutton Trust's Toolkit of Strategies to Improve Learning, which provides guidance for schools about how best to spend additional Pupil Premium funding.

The Schools Report found that many boroughs are also reviewing the role played by Local Authority governors and are taking steps to ensure that the best people are appointed to this role. Some authorities are considering how to use overview and scrutiny processes more effectively so that challenge from councillors extends beyond the responsibility of the lead member.

School accountability and self-improving systems

The Commission's first theme 'Achieving Excellence for All' is the subject of a recent report from the National College for School Leadership, entitled *Towards a self-improving system: the role of school accountability*.

The report outlined some of the practical benefits which result from different approaches to improvement in schools, with particular emphasis on:

- within-school collaboration and accountability for overall quality by each school's staff
- collaboration and accountability across schools, including peer review and challenge
- development of the skills of governors in evaluation of schools, including through more effective ways of holding Head teachers to account
- the role of local authorities as champions for children and commissioners of services for them
- school-led excellence networks to develop capacity and ensure support for all who need it.

With regard to the emphasis on school-led networks, the report suggests that they would:

- offer all schools access to a professional learning partnership rooted in peer learning and development
- build knowledge, capacity and practice across the area, using all available resources
- ensure training is available in the methodologies and quality assurance processes necessary for school to school work
- broker partnerships for peer review, as required
- ensure underperforming schools have targeted support
- ensure schools in the area improve.

Comparative performance data

As part of the theme 'Achieving Excellence for All', the Commission also looked in more detail at the data on London Secondary Schools gathered for the *Families of Schools 2011* by the Department for Education and considered its potential for driving up standards in Haringey schools. Now in its eighth year, schools across London are grouped into families based on prior Key Stage 2 attainment data and contextual data, using a combination of income deprivation affecting children, free school meals, English as an additional language and mobility. The data enables schools to compare their GCSE achievements, shown under a number of sub-headings, with other London schools which have statistically similar pupil intakes.

Although there have been other attempts to produce similar comparative data, the *Families of Schools* is seen to be a particularly powerful and challenging lever for improvement. At present this particular approach is only available for secondary schools.

Information from other local authorities

During the course of the Commission's gathering of evidence for all three of its themes, information was received about changes that had driven improvements in other local authorities. Examples of this evidence include: developments in some London boroughs over the past decade; input to the 2012 Head teachers' conference from Birmingham and Salford; and school improvement initiatives in Harrow. Greater efforts are needed in Haringey to learn from the best practice elsewhere.

From the description of changes in one London borough, commissioners noted:

- the shared attention to education and responsibility for its progress among all parts of the community;
- the need to empower parents to challenge as well as support schools;
- robust communications from the authority when there were concerns about attainment, accompanied by short-term time-scales in which to demonstrate improvement;
- involvement of Children's Services in approving Local Authority governors.

The Head teachers' conference considered examples of systems for school-to-school support, with a particular emphasis on the most vulnerable schools and an emphasis on brokering the right kind of support in each instance.

Some of the ideas from the conference are already being taken forward jointly by education officers working with Haringey schools.

The Commission also looked at the School Improvement Partnership initiative in Harrow, Led by Schools for Schools. Services previously provided by the Council's Achievement and Inclusion Service are now the responsibility of a collaboration between primary and special schools. The responsibility and leadership of the initiative rests with them. There is also an emphasis on the brokering of advice and support from a range of different sources, including from other schools or from external bodies.

Outstanding practice in Haringey's schools: an example

Riverside Special School is ensuring that pupils with a range of challenges and barriers to learning have very positive outcomes. The school caters for students from 11 to 16 years with moderate, severe, profound and multiple learning difficulties and autism. The proportion of pupils eligible for Pupil Premium is well above average. At the end of July 2012 100% of the school's Year 11 leavers completed accredited courses, gained national qualifications and transferred to the local sixth form centre. All students make good and often outstanding progress from their starting points both in their learning and in and social and emotional development.

To achieve this, the school has focussed on consistently applying carefully developed and personalised behaviour plans and learning targets. Teachers are supported and challenged by the leadership team and all teaching is at least good and much is outstanding. Lesson planning is meticulous and teachers and support staff work well as a team ensuring that small steps of progress are measured and built on. The school offers a broad curriculum and an extensive range of extracurricular activities and is further developing positive links with its co-located secondary school. Riverside also works in collaboration with the other special schools in Haringey all of which have recently received "good" judgements from Ofsted.



Dame Anna Hassan and Sir William Atkinson speak to parents and carers.



Parents and carers meet with members of the Commission.



Gerard Kelly

The Commission's conclusions

The Commission identified two main strands within the evidence:

- Messages that are relevant to all local authorities about current changes in their roles
- Findings which are specific to the present circumstances in Haringey

National policies, in particular the increase in the number of academies and free schools, mean that all local authorities are reviewing their roles. Councils continue to have many responsibilities in relation to education but they should no longer deliver all the services for schools that they previously provided. Instead, schools themselves have an increased role in seeking alternative sources of support and commissioning services from a range of providers. As Ofsted's 2011-12 Annual Report said:

'The best local authorities have reformed in anticipation of the changing education landscape by commissioning services that they can no longer provide, contracting out responsibilities to their more effective schools and promoting high standards and fair access to educational opportunities in their areas.'

These developments, which influence one of the Commission's three themes A Changing Network, should be seen as a timely opportunity for Haringey. Rather than waiting to see how other local authorities respond to the changing environment, the Borough should be ambitious, seeking to introduce initiatives and ways of working that outstrip the progress of its statistical neighbours. In short, Haringey should aim to become a top performing London borough, building on the best that already exists.

In parallel with the need to address these broader issues affecting all local authorities, there are also findings from the evidence that are specific to Haringey. Some of this evidence is positive. There are many successful schools in the Borough and further progress achieved in the past year. The rate of progress at GCSE is encouraging with a large reduction in the previous gap between Haringey and other London authorities. The Commission found that where there is strong leadership, supported by dedicated teachers, the pupils and parents valued the quality of

education provided by their schools. This is consistent with findings in other reports, for example by Ofsted.

The Commission recognised many Haringey schools face particular challenges in the level of poverty, the ethnic diversity, the mobility of the school population and the proportion of pupils with special educational needs, which are higher than London averages. In addition, Haringey has been less well-resourced than other similar London boroughs; this will be addressed by the government from 2013-2014 and is long overdue. Nevertheless, some Haringey schools manage to achieve very good results despite their challenging circumstances and this should now be the objective of all schools in the Borough.

Overall, there is too much variation in the quality of education across the Borough, an erosion of confidence in the authority and a lack of co-ordination in services for schools. Haringey has the potential to achieve Excellence for All, the first of the Commission's themes, but it must take urgent action to reach this objective.

“Where there is strong leadership, supported by dedicated teachers, the pupils and parents valued the quality of education provided by their schools.”

The Commission's key findings were:

- A lack of **corporate vision** for education in the Borough. A clear strategy must be agreed and translated into a carefully monitored plan of action. (See page 20/28)
- An **under-use of performance data** to drive forward standards. When evaluating progress, comparisons should be made with that of other London Boroughs, especially those which are serving similar communities but which are making faster progress. (Page 16/28)
- The Local Authority must do more to establish consistently effective **leadership** for education. Greater attention must be paid to establishing accountabilities, challenging under-performance, and succession planning. (Page 20/32)

- **Roles and responsibilities** lack definition and can be subject to misinterpretation. These need to be clearly agreed and articulated for everyone involved in education in the Borough. In the case of teaching unions, this lack of clarity heightens the risk of time-consuming disputes that might be resolved more quickly and more collaboratively. (Page 21/32)
- **Communication** is seen to be a major problem: between the Local Authority and schools; between primary and secondary schools; and between the Council and governing bodies. Parents, who are the focus of one of the Commission's three themes, would welcome more regular communication and opportunities to feed back their views about local educational developments. (Page 20)
- **Education services** in Haringey are not of a sufficiently high quality. Some schools are successful in spite of rather than because of the services provided. There is an urgent need to engage all these services in a rigorous review and evaluation of their roles and impact. (Page 22/32/33)



“Overall, there is too much variation in the quality of education across the Borough, an erosion of confidence in the authority and a lack of co-ordination in services for schools.”



Haringey's Youth Cabinet meet with Sir William Atkinson

Implications for the three main themes of Outstanding for All

I. Achieving excellence for all

Vision and planning

The Commission fully endorses the view that there is an urgent need for the Council to agree and publish its vision for education in Haringey. This must include the main priorities, a clear plan outlining the actions to be undertaken and details of how progress will be regularly monitored and evaluated. The vision must be ambitious, including a goal that all Haringey schools will be judged as good or better by Ofsted within three years.

The vision and associated strategy should be developed by the Council in conjunction with schools and with all other stakeholders who wish to contribute. Wherever possible, the aim should be to seek political consensus from all parties on the Council.

As part of the planning process, systems of communication between all stakeholders need to be agreed, finding the best ways to ensure that important messages reach all the recipients who need to receive them. The messages must be clear and consistent. Improvements are needed in terms of communication between the Council and schools; primary and secondary schools; the Council services and governing bodies; and by the Council and schools with parents.

Performance data

Performance management data has mainly related to past achievements. The emphasis must now be on future ambitions. Council officers should set challenging targets for Borough-wide achievements at Key Stage 2 and GCSE, seeking to exceed London standards within three years. This ambitious objective will need to be supported by a phased plan led by the Council, setting out what needs to be achieved in each of the intervening years. Individual targets should be set and agreed with every school, showing how each of them will contribute to overall Borough targets.

While some stakeholders have concentrated on the need to raise standards in the east of the Borough, the data indicate that underperformance is not determined only by geographical boundaries. Socio-economic background should not be seen as a justification for lower standards. Indeed, some schools in deprived areas have raised standards significantly and shown what can be achieved in challenging circumstances. In addition, there are schools in more affluent areas that underperform when compared to schools in similar settings in other boroughs. For example, one of the highest performing secondary schools in Haringey is the lowest in its group within the DfE Family of Schools data. Good overall performance

can also mask under-achievement by particular groups of pupils. This is revealed in the breakdown of data by gender, ethnicity and free school meal entitlement.

The Commission concluded that the Local Authority has been inconsistent in its efforts to raise standards.

Furthermore, there has been

an absence of challenging targets set for all schools, based on appropriate benchmarking with similar schools in other authorities. Such comparisons should be with other London authorities, particularly with statistical neighbours, because of the significant progress that London as a whole has made over recent years.

Each school should make better use of the extensive comparative data available to them for driving up standards of pupil performance. This requires close links between schools serving similar socio-economic populations to examine the range of pupil performance and to ensure that the weakest learn from the best. For secondary schools, comparisons should be made with the Family of Schools data; consideration should be given to whether a similar approach could be developed for primary schools. All schools in Haringey must share responsibility not only for raising standards in their own school but also for the collaborating with other schools to improve performance of all pupils in the community.

“There is an urgent need for the Council to agree and publish its vision for education in Haringey.”

Best practice

Schools should engage with the current school networks, the six Networked Learning Communities, to increase the exchange of best practice and to challenge each other's performance. The Council should assist by disseminating best practice from other local authorities and from Haringey schools, supporting the networks to function effectively, ensuring all local schools are involved. Opportunities should be provided for mainstream schools to learn from the teaching and learning in Haringey special schools, which have all been judged good by Ofsted.

The data gathered by the Commission demonstrates that some schools do manage to succeed despite operating in areas of high deprivation. This is a powerful message for all schools. The Local Authority should analyse its data on an annual basis to identify those schools that have achieved well despite the level of disadvantage. Officers and schools should jointly examine all factors that influenced the positive outcomes and share the lessons learnt with other schools.

The Commission concluded that the sharing of best practice could be stimulated by the introduction of a new annual or biennial event, the 'Best of Haringey', which would showcase examples of excellent teaching and learning. This could include recordings of the best teaching in each subject, awards for the best achievements, and presentations by teachers and pupils about the most successful opportunities. The event could provide an opportunity to celebrate the achievement of those schools that make substantial improvements and those which, against the odds, achieve excellent results.

Professional development

Education officers, Head teachers and governing bodies should review whether the current professional development opportunities are meeting the needs of school staff and governors, so that they can each play their respective roles in driving forward the standards of teaching and learning. Governors should be provided, for example, with training about how to interrogate data for their school and how to balance their roles of support and challenge. The Commission endorses a suggestion made by some governors that training should sometimes be held jointly for Head teachers and governors.

The emphasis of future professional development should be on its quality, rather than whether it is provided by the Council or by other providers. Except where schools are satisfied with the quality of the Council's in-house professional development opportunities, the Council's

role should be to evaluate what is available, to broker training opportunities and signpost schools to good provision. Schools, working in collaboration with each other, should take responsibility for seeking out the best training, ensuring that it is well-grounded in a good understanding of child development and that its impact is always evaluated.

Relationships between schools and teaching unions

Good working relationships between schools and teaching unions are essential. The Commission heard evidence that this has not always been the case in Haringey. The Local Authority has an overall duty of care and, therefore, urgently needs to take a strong lead in addressing these concerns. Children's best interests must be placed at the heart of all decisions.

The Commission concluded that there is an urgent need to:

- review and consider the abolition of the Teachers' Negotiating Group, which currently could be perceived to be undermining the authority of Head teachers and confusing the responsibilities of the Council.
- revise protocols for joint working between teaching unions and schools
- reconfigure union facilities time to ensure it supports the best interests of children.

Following the review of the Teachers' Negotiating Group, training should be provided to ensure better understanding of roles and responsibilities that will support the most effective relationships between schools and teaching unions.

There needs to be improved clarity about the role of the Human Resources team in their support for schools. It is important that they offer robust advice but make clear the responsibility for taking any action rests with Head teachers.

Recruitment and retention of the best leaders **Celebrating success**

The Commission received much evidence about the importance of strengthening education leadership, both within the Council and in some schools. Commissioners concluded that the Human Resources team should introduce a vigorous recruitment and retention strategy to attract and retain the highest quality education leaders, ensuring that salaries offered are high enough to attract the best applicants.

In order to retain successful Head teachers, the Council should not be afraid of creating opportunities for ambitious heads to expand their remit. Federations of schools should be considered as one possible element of that strategy. Despite the high quality of the teaching force in many schools, Haringey's image is not sufficiently well-regarded to attract consistently high calibre personnel from outside the Borough. Steps should be taken to redress this and initiatives such as Teach First should be fully encouraged.

Early Years

The Commission's remit was the education of children aged 5 – 18. However, Commissioners want to underline the crucial importance of Early Years education and its influence on children's progress thereafter.

There should be a concerted effort to equip children with a strong command of spoken and written language, building on the achievements of the best Sure Start Centres. This should include the early identification of children with impoverished language who are most at risk of falling behind and the introduction of intensive language enrichment programmes.

High quality pre-school provision, including children's centres, makes a major contribution to young children's education in Haringey and this must continue to be a priority. This provision is especially beneficial in more disadvantaged areas. It enriches children's language and social learning and paves the way for them to make a good start in school.

There will be further opportunities to establish strong relations with parents at a formative stage in children's education by the introduction of places for two-year olds in Sure Start and nursery provision.

Although the Commission was made aware that much needs to be improved in Haringey, it was struck by its many successes. All parties need to be proactive in celebrating the Borough's educational achievements and publicising them widely. This will help reverse the blame culture that is too often apparent and maximise Haringey's potential to offer a better education for its children.

2. Empowering parents and carers

Views of parents

Parents highlighted the absence of a forum in which the Council could engage with parents and obtain their views about education decisions. There is no umbrella body in Haringey to represent the views of parents and carers. The Commission recommends the introduction of a regular series of public meetings for parents, led by the Cabinet Member responsible for education and the Director of Children's Services. The meetings should be held in different parts of the Borough, bringing together parents from schools with contrasting backgrounds. The objective would be to explain educational developments, to set out the educational entitlements of all families, and to provide parents with opportunities to hold the Council to account for educational performance.

Information for parents

Good quality information for parents and carers is essential if they are to support their children's education. All schools in Haringey should be encouraged to provide parents with regular, relevant information about what their children are being taught, the methods of teaching and how parents can assist their children.

Effective parental involvement not only depends on schools supplying relevant information but also on parents and guardians carrying out their responsibilities. The Commission concluded that the Council should distribute information to all parents and carers about how they can be effective partners in their children's education, including good examples of parents learning with their children. The information needs to set out the responsibilities of parents and guardians as well as what they should expect from their children's school. It should make clear that effective parenting not only supports

schools but also challenges them if there are valid concerns.

Local community organisations and faith groups should be involved in the development of this information so that they can disseminate it through their various networks. The Commission recommends that Haringey learns from the experience, for example, of Tower Hamlets where good communication with community and faith organisations has helped to improve the understanding and engagement of parents.

As part of this process, each school should provide all parents with an annual scorecard about its performance. This would present information such as the relevant data from Family of Schools, which compares the achievements of each school with similar ones across London. The scorecard would also provide parents with advice about how they can best support their child's learning and so help improve overall school results.

The Commission also recommends that Haringey should develop a local framework, setting out the entitlements of all pupils, parents and teachers. It should include the education, cultural and leisure opportunities that will be provided for all pupils.

Networking for parents

Existing school forums, such as the Networked Learning Communities, should have a role in disseminating best practice about communication between schools and parents. Each Governing Body would then be expected to review the arrangements at its school and experiment with new and consistent approaches. Materials and media should take account of and value the breadth of cultural and language backgrounds in the Borough.



Parents and carers meet with members of the Commission.

3. A changing network

Roles and responsibilities

The Commission is clear that the Council should concentrate on its strategic functions, focussing on providing services that it has a statutory responsibility to provide. Its role should be confined in all other services to acting as a broker or to signposting schools to high quality providers.

The Council should explore how external institutions, such as universities, might become involved in working with schools to evaluate progress, to develop innovative approaches and to continue to improve standards of teaching and learning consistently across all schools. As part of this, education officers should improve the data that the Council holds on university admissions from its schools. Joint arrangements with other local authorities, independent organisations and third sector bodies should be explored.

The Local Authority should champion children and families in the following core services:

- Ensuring a sufficient supply of school places
- Tackling underperformance by publishing data to track progress and to identify areas of concern
- Using intervention powers where available
- Supporting vulnerable children (safeguarding, special educational needs, looked after children)
- Ensuring fair access to schools (co-ordinated admissions)
- Providing school transport
- Recruiting governors where necessary

As part of its strategic role the authority needs to be willing to consider any option that might lead to improvement, including sponsorship roles by outstanding schools and federation arrangements.

Governing bodies

The Commission considered the important role performed by governing bodies in achieving the right balance between challenge and support for their schools. There is a need for innovative measures to maximise the influence of the most effective governors. Council officers and the Haringey Governors Association should experiment with ways of achieving this, for example by:

- Combining governing bodies for more than one school
- Reducing the size of governing bodies
- Introducing competitive applications and payments for Chairs
- Providing job descriptions for governors
- Attracting governors from outside the field of education, including from business
- Adopting mandatory training
- Helping governing bodies remove those who are not making an effective contribution.

Elected Members, with cross-party agreement, should reach agreement about the role of Local Authority governors and the most effective way of appointing

and allocating the best people to these positions. The aim should be to provide high quality appointments for all schools, especially those with the greatest need for such support. The Commission recommends that Head teachers should be involved in the selection of Local Authority governors.

“ Training, generally, is good, however take up is extremely poor. ”

Haringey school governor

Quality of services

The Council needs to ensure that the core services it provides are of the highest standard. Although the Commission received reports of good practice, for example Early Years provision and the inclusion of pupils with special educational needs, significant concerns remain about the overall quality of Local Authority services.

The Commission was concerned, too, at the lack of regular evaluation. The Council should routinely evaluate and scrutinise each service, gathering feedback from schools in order to plan and implement a programme of continuous improvement.

There is a need to increase the confidence of schools, parents and the wider community in the services the Council provides. For example:

- Data for place planning must be as accurate as possible to give confidence in decisions about school expansion
- Admission processes need to be carried out equitably and in a timely fashion.
- Decisions for pupils with special educational needs must be routinely completed within prescribed time-scales.
- Systems for allocating 'hard-to-place' pupils need to be agreed with schools and administered fairly.

A more streamlined Council will require complete clarity about what it provides and what must be commissioned by schools themselves. All schools and governing bodies should be made aware of these, so that the expectations of a reduced team are understood. Increased delegation of responsibility to schools will need to be accompanied by allocating the necessary funding to them so that the transfer of responsibilities happens effectively.


School networks

Reductions in the Council's education services mean that schools must continue to form their own networks, building on and expanding effective arrangements. The aims of such networks should follow the proposals in the report from the National College for School Leadership, referred to in the evidence above, with an emphasis on: improved peer learning and development; use of available resources to build capacity; quality assurance between schools; and targeted support for underachieving schools.

Networks for different purposes may be by phase, across phases or covering geographical areas, depending upon their specific remit. The Commission concluded that networks in Haringey should prioritise collaboration between primary and secondary schools and improvements in curricular continuity and progression of pupils' learning.

New initiatives are needed to provide a seamless transition as pupils move from primary to secondary school. The Commission recommends that a 'Pupil Passport' should be introduced, piloted initially by a number of schools before being used in all schools. The 'Pupil Passport' would summarise key information about each pupil's attainments, their strengths and weaknesses, and other important information. Such a system would also be useful to sustain educational continuity for pupils who move between schools or out of the Borough.

Responsibility for the development of school networks rests with schools but should be facilitated by the Council as part of its strategic function. In the first instance, education officers should discuss and confirm with all schools the medium-term structure that will be adopted in Haringey, developing the role of the existing Networked Learning Communities. The Council must continue to have an important role in improving their effectiveness, ensuring that all schools participate and that the networks operate successfully.



“ Networks in Haringey should prioritise collaboration between primary and secondary schools. ”

Recommendations

1. The Council should set a goal that all Haringey schools will be judged by Ofsted as 'good' or better within three years. (Page 20/28)
2. The Council should agree an overall target that Haringey schools will exceed London attainment at both Key Stage 2 and GCSEs within three years, including milestones to be achieved each year to reach this position. (Page 20/28)
3. Using all available sources of data, by September 2013 every school should be set an individual, challenging target, showing what they need to achieve in order to play their full part in meeting the overall Borough targets for Key Stage 2 and GCSEs. (Page 28)
4. The Council's education role must be re-defined, as set out in the October 2012 Cabinet Report, to focus its resources on: giving a strategic lead; providing core statutory services effectively; and supporting schools in commissioning other high quality services from external sources, where Council services are unable to provide high quality and best value. This should be finalised by September 2013. (Page 20/32)
5. The Director of Children's Services, in conjunction with Head teachers and the Haringey Governors Association, should introduce alternative models for the governance of schools, including combining governing bodies and other proposals in this report. Options should be published by July 2013. (Page 22/32)
6. The council should urgently consider the abolition of the Teachers' Negotiating Group by September 2013, revise joint protocols to improve joint working between teaching unions and schools, ensuring that the needs of pupils are at the core of all decision-making, and reconfiguring union facilities time. (Page 22/29)
7. Schools and officers should pilot the introduction of a 'Pupil Passport' by September 2013. This should summarise key information about each pupil's attainments, their strengths and weaknesses and other important information. It should be used whenever pupils move schools, including assisting with primary/secondary transfer and with pupil mobility within each phase. (Page 29/30/31)
8. An annual or biennial 'Best of Haringey' event should be introduced by June 2014 to showcase excellent teaching and learning in the Borough, to provide an opportunity to celebrate outstanding performance in Haringey schools, and to demonstrate what can be achieved by a diverse school population. The event could be arranged in collaboration with initiatives in other London boroughs arising from the Mayor of London's education enquiry. (Page 20/29)
9. By December 2013, each school should provide its parents with an annual scorecard, using data such as Family of Schools, to compare the achievement of each school with similar ones outside Haringey. The scorecard would also provide parents with advice about how they can support their child's learning and thus help to improve the overall school results. (Page 28/30)
10. The Local Authority should establish regular public meetings for parents from September 2013. The purpose would be: to explain educational developments in the Borough, to set out the educational entitlements of all families, and to provide parents with opportunities to hold the Council to account for educational performance in Haringey. Meetings should be held in different parts of the Borough, bringing together parents from schools with contrasting backgrounds. (Page 30/31)
11. The Local Authority should assist schools to establish links with universities, including a Russell Group university. The purposes of so doing include: raising students' awareness of the opportunities for higher education; enhancing partnerships between schools and universities for professional development; and influencing standards of teaching and learning. This recommendation should be carried out by June 2013. (Page 32)
12. Haringey should set out a framework of the entitlements of all pupils, all parents and all teachers in the Borough by July 2013. This should include the education, cultural and leisure opportunities that will be provided for all pupils. (Page 22/28)

The way forward

The Commission has now completed its work. This report will be presented to the Leader of Haringey Council, who will decide how to respond to its conclusions and recommendations.

The actions arising from the Commission are summarised below, showing how they relate to the three themes in the Commission's remit. This brings together the key messages and the specific recommendations from the report. More detail on each item has been provided in the relevant section above.

Members of the Commission have agreed to reconvene after a year in order to review progress made in implementing recommendations and to consider the impact that has been made towards achieving excellence for all pupils in Haringey.

Achieving Excellence For All

- Confirm vision and agree implementation plan
- Recommendation 1: All schools to be good or better
- Introduce improved systems of communication
- Recommendation 2: Borough target
- Recommendation 3: Targets for every school
- Identify and exchange best practice between schools
- Recommendation 8: 'Best of Haringey' event
- Broker or signpost best quality professional development
- Recommendation 6: Abolish the Teachers' Negotiating Group
- Devise recruitment and retention strategy to attract highest quality leaders
- Maintain and develop an emphasis on Early Years education
- Recommendation 7: 'Pupil passport'
- Celebrate successes of Haringey schools

Empowering Parents And Carers

- Provide high quality information for parents
- Recommendation 7: 'Pupil passport'
- Recommendation 9: Annual scorecard for parents
- Recommendation 10: Public meetings for parents
- Recommendation 12: Local framework of entitlements
- Produce information for parents on their responsibilities
- Disseminate existing best practice
- Establish regular public meetings for parents

A Changing Network

- Confirm Local Authority role as champion for children and families with core services as its main priority
- Recommendation 4: Re-definition of Council role
- Recommendation 5: Radical, alternative models for governance of schools
- Recommendation 11: Partnership with universities
- Evaluation of all services which continue to be provided by the Council
- Expand role of school networks
- Recommendation 7: 'Pupil passport'



Further information



Outstanding for All: A Commission on education for Haringey's children

Terms of Reference

Vision and purpose

Haringey Council has a clear vision of the power of education to transform children's life chances, empower them to achieve their full potential, and reduce inequality in our community by providing all young people with the opportunities they need to succeed. For these reasons, we believe that every child in our Borough has an absolute right to outstanding education whatever their circumstances.

The Commission, established by the Council and supported by Head teachers across the Borough, is tasked with considering the key challenges in implementing our vision of an outstanding education for all. We have witnessed in our schools significant improvements in educational attainment across all age groups over the past decade. Although welcome, the pace of change still leaves us frustratingly behind the national average in some areas.

Over the past decade we have also seen major changes to governance arrangements for schools with the introduction of academies and more recently free schools. Throughout the course of the last year debate on the management arrangements for schools has intensified. What is clear is that the configuration of our schools is irrevocably changing. So too is the relationship between schools, the Council and the local community.

As well as looking at broader educational trends and emerging issues in Haringey, the Commission is invited to come forward with radical proposals on both accelerating the pace of school improvement and the Council's future role in a changing education landscape.

The Commission is asked to confine its remit to the education provision for 5-18 year old students in Haringey.

Key areas of investigation

The following three themes have been identified for the Commission and under each key areas of investigation.

Achieving excellence for all

- How can all schools make profound improvements in attainment which surpass national performance measures?
- In the event of school failure what will be the most effective mechanisms for addressing or preventing such problems?
- Expectations of Haringey standards for school leadership and governance

Empowering parents and guardians

- What information and advice do parents and carers need to be empowered to access outstanding education for their children?
- How might the role of championing pupil and family interest be best undertaken in the reformed network of schools?

A changing network

- What mechanisms need to be in place to maintain a family of schools, made up of different types of provision, to ensure schools are rooted in and responsive to their local community?
- How should the scrutiny of schools be undertaken locally in the absence of direct powers of intervention for the Council?

Context

In reaching its recommendations, the Commission should consider: current and future direction of government education policy, the Council's statutory duties with regard to safeguarding and promoting the well-being of vulnerable children and best practice in education provision across other local authorities.

Next steps

As part of the review, the Commission is invited to produce an interim report by the end of July/August 2012.

This should provide an evidence base of current education performance and outcomes across Haringey's schools. The Commission is asked when building this evidence to seek out as broad a range of views as possible. The Commission is asked to actively seek out the views of teachers, parents, governors and students.

The evidence should provide a basis on which the Commission can formulate an initial set of

recommendations on future priorities and outcomes to test via public consultation in September/October.

Following the public consultation the Commission is asked to produce and publish its final report by the end of the calendar year December 2012.

In addition to the time given voluntarily by the commissioners the work of the Commission will be supported by Haringey Council officers and a budget of £12k has been allocated for expenses related to the work of the Commission which will be accounted for in its final report.



Call for evidence

Questions for adults:

1. What are the key things that enable children to succeed and do their best at your school?
2. How could your school get better at helping children do their best?
3. What information and advice do you think all parents / carers would find useful to have to help them access outstanding education for their children?
4. What do you think are the best ways to ensure the educational interests of children and families in Haringey's communities are met?
5. What does your school do to ensure relationships between teachers, pupils and their families are successful?
6. What major challenges do you think Haringey schools face in their aim to provide an outstanding education for all their pupils?
7. Any other comments you think are relevant to our inquiry that have not been covered above.

Questions for pupils:

1. What does an 'outstanding education' mean to you?
2. How does your school make it easy for you to learn?
3. What, if anything, makes it difficult for you to learn?
4. Is there anything your school could do to help you learn or achieve more?
5. How are your parents or carers involved in your education?
6. What does your school do to make sure you, your teachers and your parents work well together?
7. What kind of things does your school do to teach you about the different backgrounds and cultures of you and your friends?
8. Any other comments about your education in Haringey

The full summary of the responses to the call for evidence can be found on the Commission's website, www.outstandingforall.org.uk

Data and briefings received by the Commission

Information provided by the Council included data on:

- GCSE results broken down by school, Free School Meals (FSM) levels, ethnicity and gender
- Key Stage 2 results broken down by school, FSM levels, ethnicity and gender
- Key Stage 2 and GCSE results with value added
- Haringey data compared to statistical neighbours
- Data on outlying schools in deprived areas
- Data on outlying schools in non-deprived areas
- Breakdown of Ofsted results by school
- Numbers of children in temporary accommodation
- Schools budgets outturn for 2009-2011

The Commission received briefings and other information on:

- Haringey School Improvement Service's offer for schools
- Haringey's Networked Learning Communities
- Haringey Head teachers' Conference documents
- Haringey school governors
- Private, Voluntary and Independent (PVI) early education and care provision
- Inclusion and special educational needs
- Youth provision
- Supplementary and language schools
- Digital connectedness of young people in Haringey
- Schools and fuel poverty
- Recruitment and retention
- The Human Resources Service and its relationship with schools
- The Teachers' Negotiating Group
- Special Educational Needs and Disability support
- Special schools in the Borough
- Haringey Cabinet report: Accountable for Some, Responsible for All, 16 October 2012

Reports and other documents considered by the Commission

Analysis: Unsure about Sure Start: Fran Abrams, Richard Knight, Innes Bowen. Radio 4 transcript, July 2011.

The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills: Ofsted, November 2012.

Developing primary leadership in England: adopting an interpretivist perspective; Wei Zhang, Mark Brundrett. Education 3-13: International Journal of Primary, Elementary and Early Years Education; February 2011.

Families of Schools 2011, London Secondary Schools: Department for Education: 2011

The Future Role of the Local Authority in Education: Jonathan Crossley-Holland. Association of Directors of Children's Services, 2012

Led by schools for schools; Harrow School Improvement Partnership. Harrow Council; 2011

The Mayor's Education Inquiry: Mayor of London, October 2012

National Curriculum Review; Letter from Rt Hon Michael Gove MP, Secretary of State for Education to Tim Oates, Director of Research and Assessment at Cambridge Assessment. June 2012.

Oceans of innovation: Michael Barber, Katelyn Donnelly and Saad Rizvi, Institute for Public Policy Research, August 2012

Schools that stay satisfactory; Ofsted; December 2011

The Schools Report: Defining the future role of London local authorities in education: London Councils, October 2012

Toolkit of Strategies to Improve Learning; Professor Steve Higgins, Dr Dimitra Kokotsaki, Professor Robert Coe. The Sutton Trust; May 2011.

Towards a self-improving system: the role of school accountability; Christine Gilbert. National College for School Leadership; 2012.

Commission costs

Commissioners provided their time and expertise on a voluntary basis. The remaining costs associated with the Commission and its inquiry are outlined below.

Item	Date	Cost
Report Writer	Duration of Commission	£14,400
Design and print of report	December 2012	£2,200.30
Commissioner transport expenses	Duration of Commission	£96.35
Commission meetings costs	Duration of Commission	£117.28
Total		£16,813.93

Acknowledgements

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Particular thanks go to David McNulty, Tom Redfearn and Chloe Surowiec for all their support of the Commission's work and to Michael Hart for writing the final report.



Children and Young People's Scrutiny Panel

Draft Work Plan

Future Meetings

Youth Offending

Adoption Improvement Plan – Progress

Early Intervention – Progress with Haringey 54,000

School Improvement Strategy

How parents' views are sought and incorporated in school improvement plans

Benefits Cap

Use of Pupil Premium

Looked after Children and Safeguarding

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