

Children's Service

Review of John Loughborough School

June 2012

1. JOHN LOUGHBOROUGH SCHOOL - BACKGROUND

- 1.1. The John Loughborough Seventh-day Adventist Voluntary Aided School is situated in the London Borough of Haringey in Tottenham, North London. It is owned and operated by the South England Conference of Seventh-day Adventist Church (SEC) but publicly funded.
- 1.2. The school has been in operation since April, 1980.
- 1.3. The John Loughborough School was established firstly because of the dissatisfaction of the Seventh-day Adventist parents of African Caribbean heritage with their children's poor academic performance provided by London schools. A further driver was that African Caribbean parents were troubled by the de-stabilising of their children and weakening of their religious values in secular schools.
- 1.4. The main purposes for the creation of The John Loughborough School were:
 - To provide Christian education for Seventh-day Adventist children and the wider faith community.
 - To counter the Black children's underachievement problems that existed in London schools.
- 1.5. In 1998 the Secretary of State for Education and Employment approved the school's application for Grant Maintained status. This new status was implemented in September, 1998. A year later the school's was converted to Voluntary Aided (VA) status as a result of the government legislation, removing Grant Maintained schools from the education structure. The decision by the South England Conference to pursue the Voluntary Aided status was primarily for three reasons:
 - To provide Seventh-day Adventist children in the London area with greater access to Christian education;
 - To improve the provision of learning resources for the school;
 - To strengthen the financial viability of the school.
- 1.6. In December 2011 an Ofsted inspection concluded that the school should be placed in 'Special Measures'.
- 1.7. The December 2011 Ofsted judgement is the latest in a pattern of 12 inspections over the last 10 years which shows it has not been possible for the school to consistently deliver an acceptable standard of education. Therefore, in March 2012 the Local Authority proposed to conduct a review of the school, in partnership with SEC, that would lead to a decision about the future of the school.
- 1.8. John Loughborough school now falls within the scope of the powers of the Secretary of State to either issue an Academy Order, direct an Interim Executive Board or direct closure. The Local Authority is required to write to the Secretary of State explaining the circumstances of any school that is subject to two subsequent periods in an Ofsted category of concern.
- 1.9. Following discussion with the Chair of Governors and Education representative of the SEC, the Director of Children's Services decided that there should be a formal review of the viability of the school and invited the SEC to work in partnership with the Authority.
- 1.10. From January 2012 the school has been working with a consultant headteacher from Chingford Foundation School, appointed by SEC.

2. THE REVIEW FRAMEWORK

- 2.1. The review covered:
- The demand for places at the school by Seventh Day Adventist families and the services that the school provides to these families;
 - The quality of education provided by the school, including the reasons for the poor outcomes and the potential for securing rapid and sustained improvement;
 - The financial viability of the school in the current circumstances;
 - The position of the school within Haringey's overall place planning requirements and the implications of any change in these arrangements for school organisation planning;
 - Recommendations on the actions that must be taken with respect to the school in the short, medium and long term.
- 2.2. Additionally the review was cognisant of the founding purposes of John Loughborough school which are outlined in paragraphs 1.4 and 1.5 above.
- 2.3. The review was under-pinned by an Equalities Impact Assessment.
- 2.4. The objectives of the review were to:
- establish a clear decision about whether the school is:
 - Educationally viable
 - Financially viable
 - If the school is both educationally and financially viable, establish:
 - The options for the most effective way to secure rapid and sustained improvement;
 - The recommended option for improvement
 - The processes and structures to ensure this is achieved
 - The outcomes expected by key milestones
 - The consequences of outcomes not being achieved.
 - If the school is judged to be unviable either educationally or financially, establish:
 - The options are available to SEC, LBH and DfE
 - The recommended option of the review team.
- 2.5. The review team comprised representatives from both Haringey Council and SEC. An experienced educational consultant provided external challenge to the review team's analysis and judgements. The review team reported to the Deputy Director Children's Services as the project sponsor and subsequently to a project panel comprising Director, Deputy Director and Lead member for Children's Services.
- 2.6. The review team examined trends in key performance indicators over 5 to 10 years. The evidence included:
- Ofsted reports of full inspections and monitoring visits
 - Raiseonline data, especially outcomes for pupils
 - Attendance
 - The performance of minority groups
 - Parental preference for school admissions
 - Annual budget out-turns

Data considered is included at Appendix 1.

3. CONCLUSIONS

- 3.1. The review team unanimously concluded that the school as currently organised has not been educationally viable because the quality of education it provided has been inadequate. The main reason for these poor outcomes is largely the inability of the leadership of the school over the last five years to establish a culture of high expectations matched by effective teaching in all classes.
- 3.2. The school was established to meet the needs of Seventh Day Adventist (SDA) parents, although only about one third of pupils are now from SDA families. The school is selected by very few parents as a preference of secondary school for their children at age 11. A number of parents do choose the school in later years when in-year admissions help to fill vacant school places. Pupils joining the school through this route usually continue for the duration of their secondary education.
- 3.3. A number of consultant school leaders and specialist advisers have attempted to turn the school around without significant and sustained improvement. The SEC has provided extensive support both financial and advisory, without a sustained impact on outcomes. The recent appointment by the SEC of a consultant headteacher has led to early signs of improvement but such indicators have been evident in earlier attempts and this approach is not a sustainable solution in the long term.
- 3.4. Up to 2008 the school managed its budget effectively. In 2008 the pupil roll fell, leading to a large deficit. The SEC implemented a plan to eliminate the deficit by 2013, by which time it considers that the school will once more be viable. The Local authority has some reservations about viability because of the improvements that must be made in educational outcomes in order to give confidence to prospective parents selecting secondary schools.
- 3.5. A comprehensive range of statutory intervention measures available to the Local Authority has been used previously, including suspension of delegated powers and establishing an Interim Executive Board. Once the school has taken back responsibility for its own leadership progress has not been sustained, as evidenced in subsequent Ofsted inspection reports.
- 3.6. The review examined the potential of a wide range of options for securing rapid and sustained improvement.
- 3.7. All parties to the review concluded that only one potential option is open to retain John Loughborough School – for the school to become a sponsored academy. If a sponsor cannot be secured by end July, a proposal to consult on school closure will be put before the Council's Cabinet Committee. This will not negate further work to secure a sponsor, but will enable the lengthy timescales for school closure to proceed in parallel.

4. RECOMMENDATIONS

- 4.1. The review recommends a 'twin track' approach to finding an academy sponsor and to consult on school closure. Progress made by the SEC to secure an academy sponsor will be taken into account by the Local Authority in its statutory processes. If a sponsor is secured and agreed by the Secretary of State, the Local Authority will terminate its closure consultation process.

5. THE REVIEW FINDINGS

The review team considered the school's viability from both an educational and a financial perspective. It concluded that:

Educational viability:

- 5.1. The school as currently organised is educationally unviable because:
- it is not achieving sufficiently high standards and outcomes for its children. Attainment in the 5+ A*-C GCSE (incl English & Maths) indicator is below the floor target and has been falling over the last three years. Whilst a key weakness in mathematics appears to be showing some improvement this year, by itself this would not be enough for the school to come out of a category of concern, especially under the new Ofsted framework.
 - Ofsted reports have judged the progress that pupils make to be inadequate in each of the last four inspections. Pupil progress in the school is now very weak compared to most schools nationally. The attainment and progress of Black African pupils is of particular concern because it is poor in both English and Maths.
 - the evidence from successive inspection reports shows that teaching, leadership and management is ineffective. The school is in the 9% of secondary schools nationally judged 'inadequate' and no other school in Haringey has exhibited such little improvement in full Ofsted inspections in the past five years.

Financial Viability:

- 5.2. Until 2008, the school managed its budget effectively, but in 2008 pupil numbers, and consequently revenue, fell. The SEC established a recovery plan and has supported the school to recruit pupils and reduce yearly deficits and staff costs. The SEC forecasts the school to have a balanced budget by 2013, beyond which it believes that the school will be financially viable.
- 5.3. The Local Authority has identified potential challenges to future financial viability, based on the patterns of parental preferences at year 7, changes to schools' funding and, more significantly, the quality of education that could be provided from the available resources.
- 5.4. The school has had very substantial financial support from the SEC, the Local Authority and government in the past five years. It is clear from the outcomes achieved that this investment has not provided the value for money that might have been expected.
- 5.5. Conversion to an Academy might enable the school to deliver good educational outcomes on a cost-effective basis, but the case for this approach is yet to be evaluated.

6. THE OPTIONS CONSIDERED

6.1. The review team considered a number of options to address the educational and financial viability of the school. The options fell into two categories – those within the powers of the local authority and those within the powers of the Secretary of State.

6.2. The Local Authority has powers to:

- appoint new governors
- remove the delegation of the school's budget
- require a badly performing school to link up with a well performing one
- create an interim executive board
- close, merge or otherwise re-organise the school
- request an Ofsted inspection

6.3. Apart from directing the Local Authority to use its powers of intervention, the Secretary of State also has powers to:

- appoint additional governors
- direct the closure of the school
- appoint an Interim Executive Board
- Make an Academy Order

6.4. With these powers in mind, the following options were considered:

- Continuation of current strategy for school improvement.
- Soft Federation
- Hard Federation
- Amalgamation
- Suspension of delegated authority and/or the establishment of an Interim Executive Board (IEB) by the Local Authority.
- Academy status
- Closure

Evaluation of the Options:

Option 1: Continuation of current strategy for school improvement.

This option is not recommended because to continue with this approach without extensive structural change in leadership or teaching would prove poor value for pupils, parents, the Council and the SEC.

Many schools have had weaknesses from time to time and there is a body of experience which demonstrates that applying effective leadership and management to improve teaching quality can progressively lead to good outcomes for pupils. This experience has been the subject of very well resourced interventions in John Loughborough for many years, including links with leading schools.

Nevertheless, the overall quality of leadership and teaching has remained stubbornly inadequate. The review team did not seek to further define the reasons for such sustained inadequacy, but it is clear that the long term ineffectiveness of school leadership, the size of the school and its inspection history each place important constraints on the pool of potential leaders and teaching recruits available.

Since January 2012 the SEC and governing body have engaged a consultant headteacher, from another school. Whilst the school and SEC feels empowered in this approach and has greater ownership of change, the review team agreed that this approach is unsustainable in the medium or long term. Similar arrangements have been tried several times previously with other experienced headteachers, funded by London Challenge or by the Church and working as consultants. Such history suggests that however good the current support is from another school, without some fundamental structural change it is unlikely to have a lasting impact on improvement at John Loughborough.

This option is not likely to be acceptable to the Secretary of State.

Option 2: Soft Federation

This is not recommended as an option because it is unlikely that a 'soft federation' (where no formal governance is in place) will be any more successful than the previous attempts over some years using the same approach. The option would not deal with the school's fundamental weaknesses in leadership and teaching.

The option is not likely to be acceptable to the Secretary of State.

Option 3: Hard Federation

This option is not recommended because it is unlikely that an acceptable hard federation with an outstanding school can be established to achieve the expected outcomes, and particularly one aligned to the particular faith ethos of John Loughborough School.

The option is unlikely to be acceptable to the Secretary of State outside an academy order.

Both soft and hard federations have reportedly been discussed as ways forward previously and dismissed as viable options by the school.

Option 4: Amalgamation

This option is not recommended because it is unlikely that within the expected timescale there is another successful school that would be prepared to undergo the challenge of amalgamation with John Loughborough school. Amalgamation is also likely to require fundamental changes to the nature of John Loughborough's SDA ethos. The school site is too small for higher numbers of pupils and the other options of split sites or wholesale removal to another site would create major challenges.

The option is not likely to be acceptable to the Secretary of State.

Option 5: Suspension of delegated authority and/or the establishment of an Interim Executive Board (IEB).

This option is not recommended as a long term solution because it has already been tried and was unsuccessful in establishing sustained improvement. An IEB was established following the 2007 Ofsted inspection. Despite extensive resources to support the school and the best endeavours of the IEB to establish rapid change, including the appointment of a new headteacher and a revised governing body, the Ofsted reports in 2009 and 2011 showed that improvements were not embedded and that fundamental weaknesses remained.

As a Local Authority action, the option is not likely to be acceptable to the Secretary of State. It is also not a long-term solution, merely an 'enabling step' for other processes.

Option 6 : Academy status

The review concluded that the South of England Conference should pursue this option.

With the right sponsor, the option has the potential to provide good access to the skills, expertise and resources needed to make the school successful. Any sponsor would need to be approved by the Secretary of State.

Option 7 : School Closure

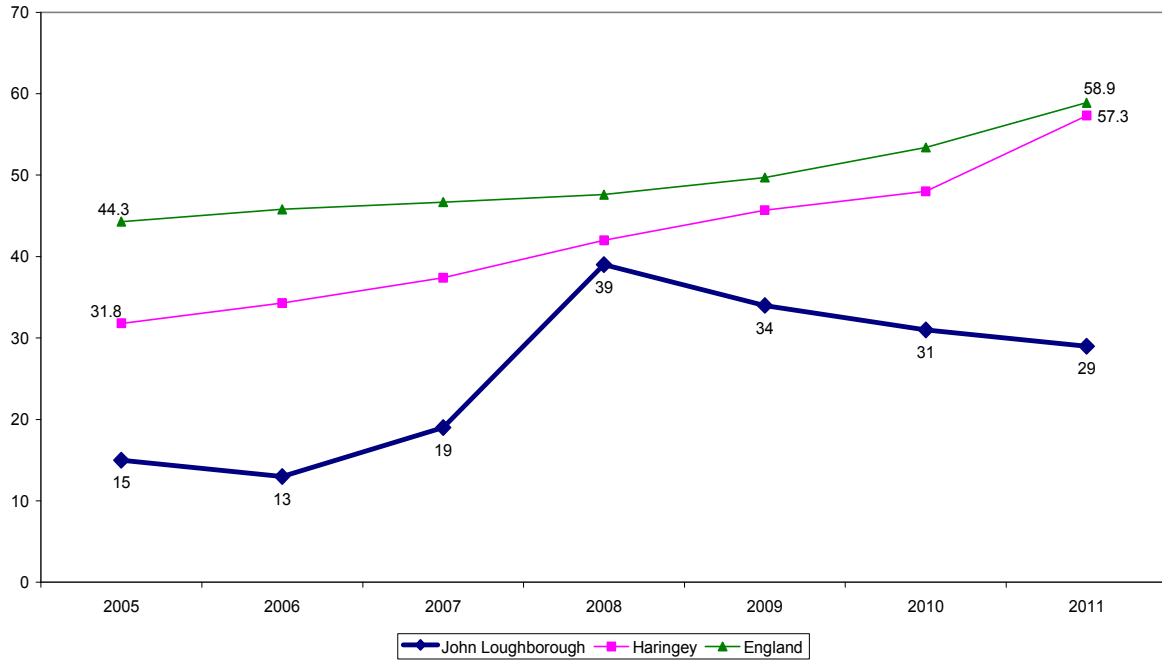
This option is recommended as the only option available under the Local Authority's powers which mitigates the high risk of current and future generations of pupils having an unsatisfactory education at the school. If this recommendation is adopted solution, the authority has statutory responsibilities for a consultation process.

Appendix 1 – Data considered by the review group

1) Attainment at GCSE

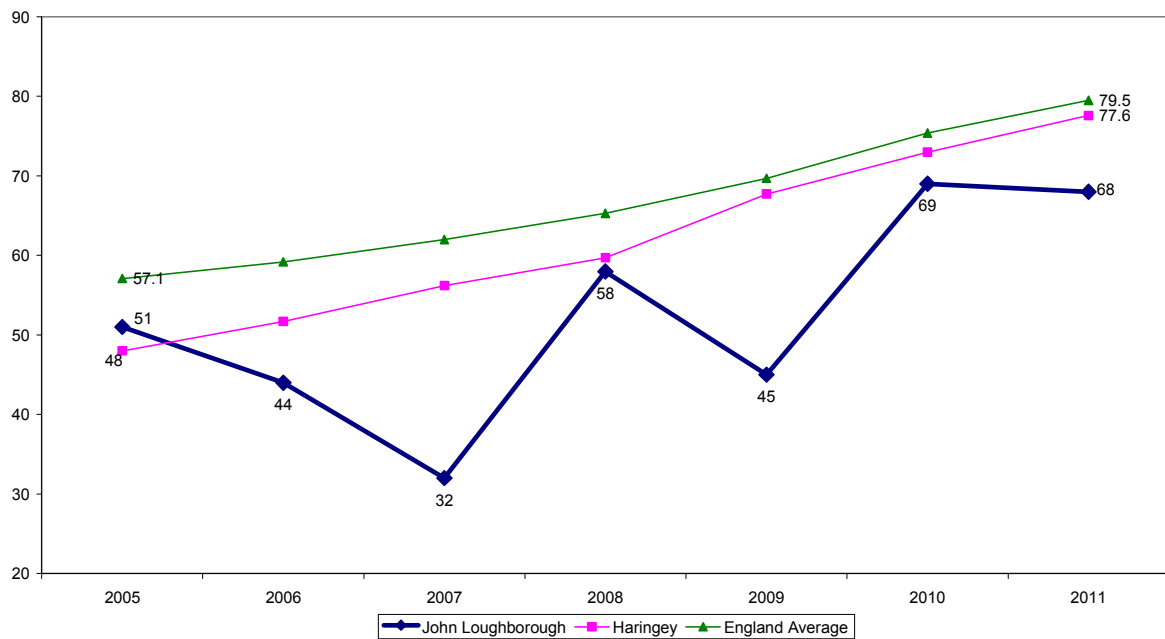
1(a) GCSE 5+ A* - C (including English and maths)

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



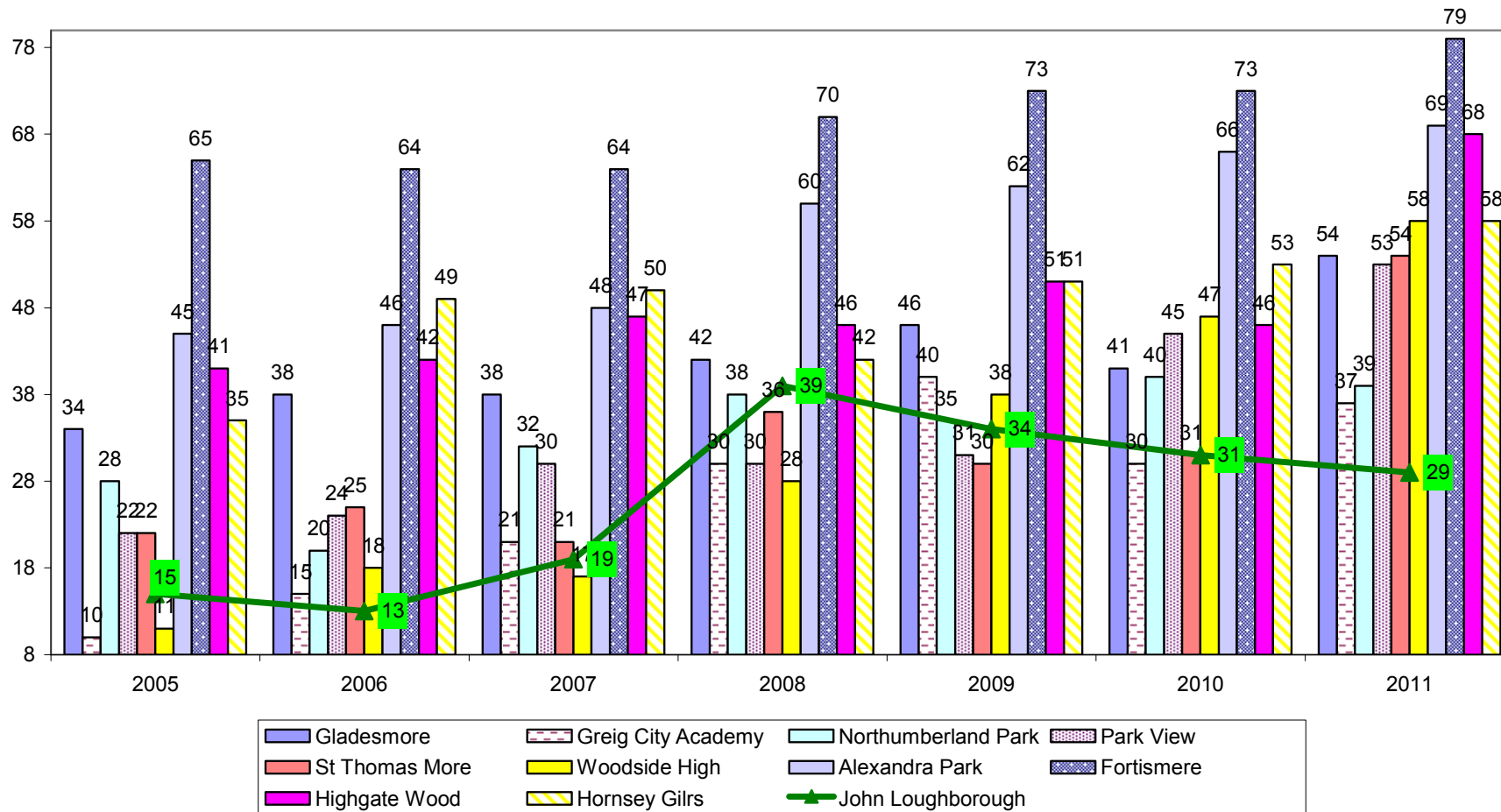
1(b) GCSE 5+ A* - C

Trend in 5+ A* - C



1(c) Comparison to other Haringey schools

Trend in 5+ A* - C (inc English and maths) for John Loughborough compared to other Haringey schools (2005-2011)

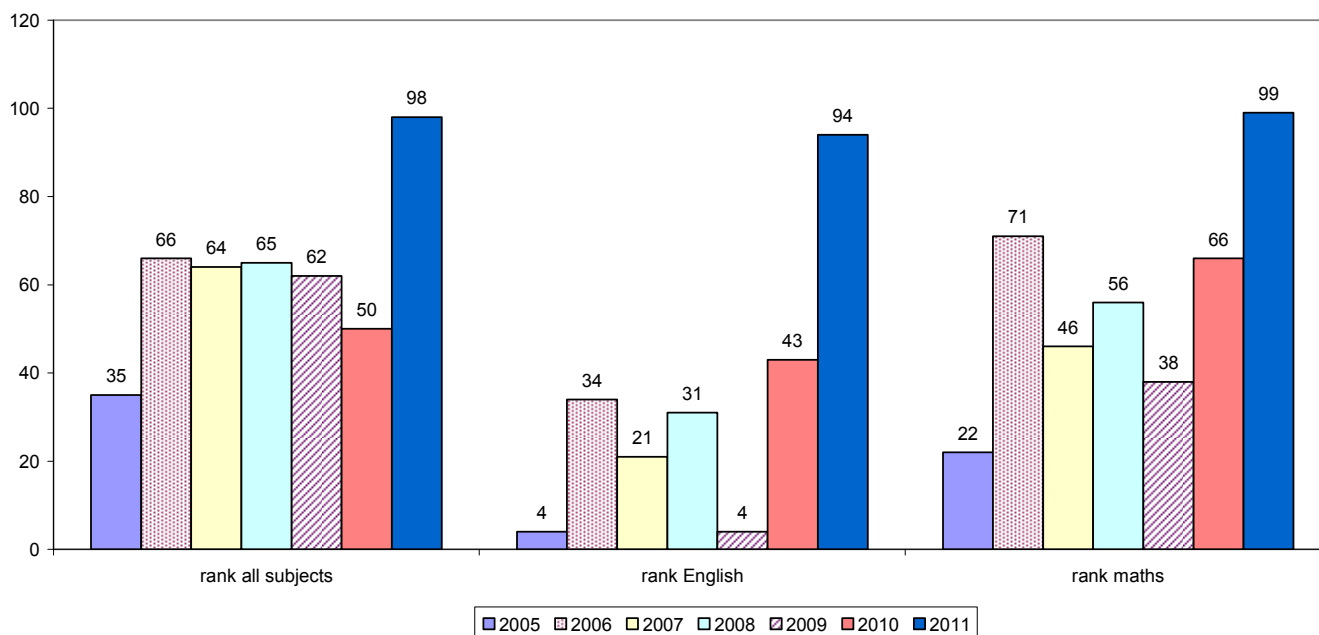


1(d) Trend in the ranking of the school using contextual value added (2005-10) and value added (2011)

'Contextual value added' is a way of measuring the progress pupils make from Key Stage 2 to GCSE that takes into account factors such as gender, ethnicity, eligibility for free school meals and levels of special educational needs. In 2011 the Department for Education replaced 'contextual value added' with 'value added' – this measure disregards any such contextual factors.

John Loughborough rank trend
2005-10 ranking uses contextual value added, 2011 ranking uses value added
2011 rank for all subjects uses best 8 subjects

The rank number gives the school's position compared to all other schools in England. A rank of 1 is in the top 1 percentile, a rank of 94 is in the bottom 6th percentile.



1(e) Basics thresholds by Ethnicity - 2011

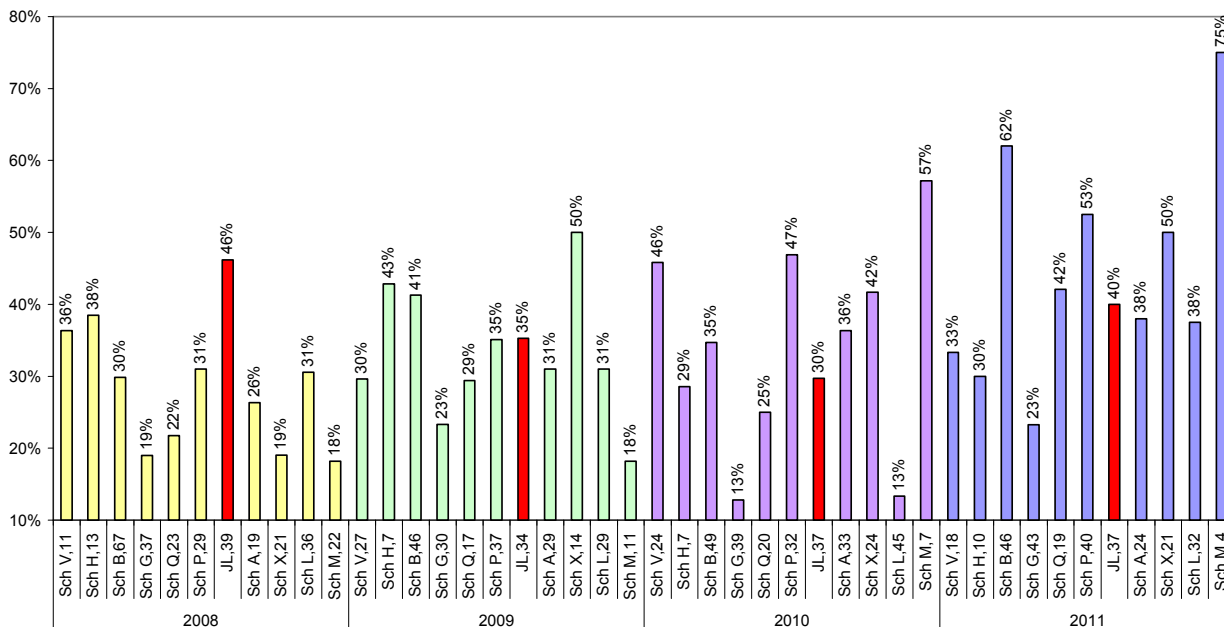
The table below shows the percentage of pupils attaining the 'basics indicator' (grade C or above in both English and Maths GCSE) in 2011. Figures are broken down by ethnicity and provided for both the school and the national average. Figures for small cohorts of pupils have been excluded for data protection reasons.

Ethnicity	No. pupils in cohort 2011	English		Maths		Basics - English and Maths	
		% School	% National	% School	% National	% School	% National
Black Caribbean	35	69	65	40	55	40	49
Black African	18	50	69	28	66	17	58
All Pupils	60	57	68	33	64	28	58

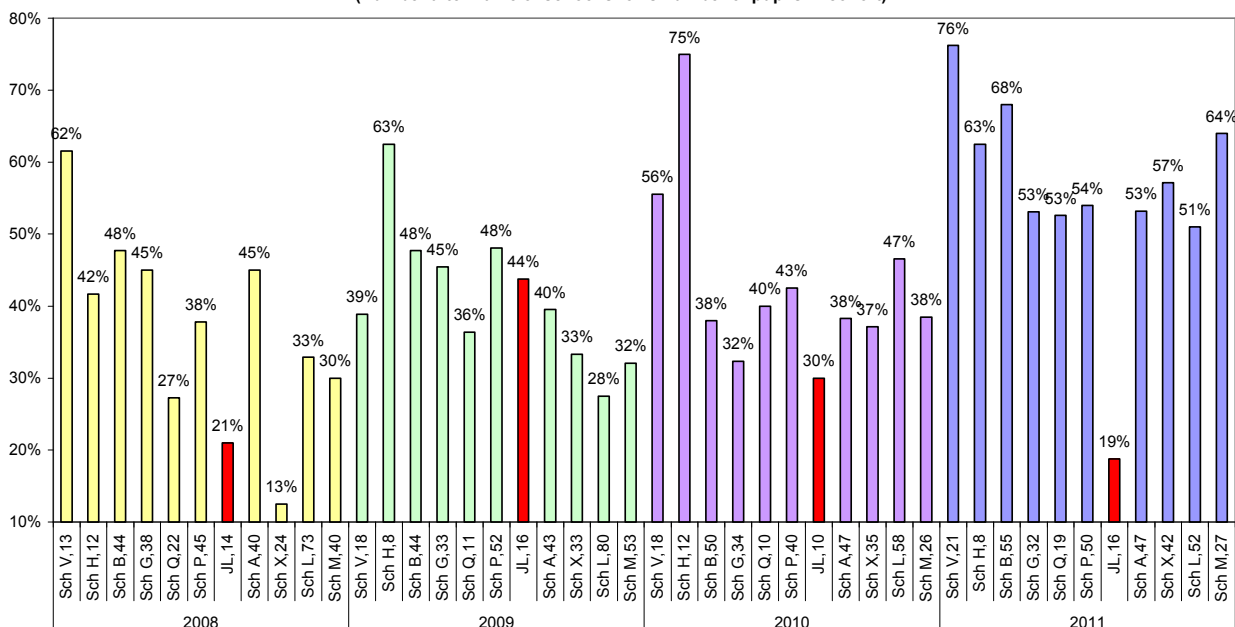
1(f) and (g) Caribbean and African attainment – comparison with other Haringey schools

The charts below show the percentage of Caribbean and African pupils attaining 5+ A*-C (including English and Maths) at all Haringey secondary schools.

Trend in 5+ A* - C (including English and maths) for Caribbean pupils in Haringey schools (2008-2011)
(Number after name of school shows number of pupils in cohort)



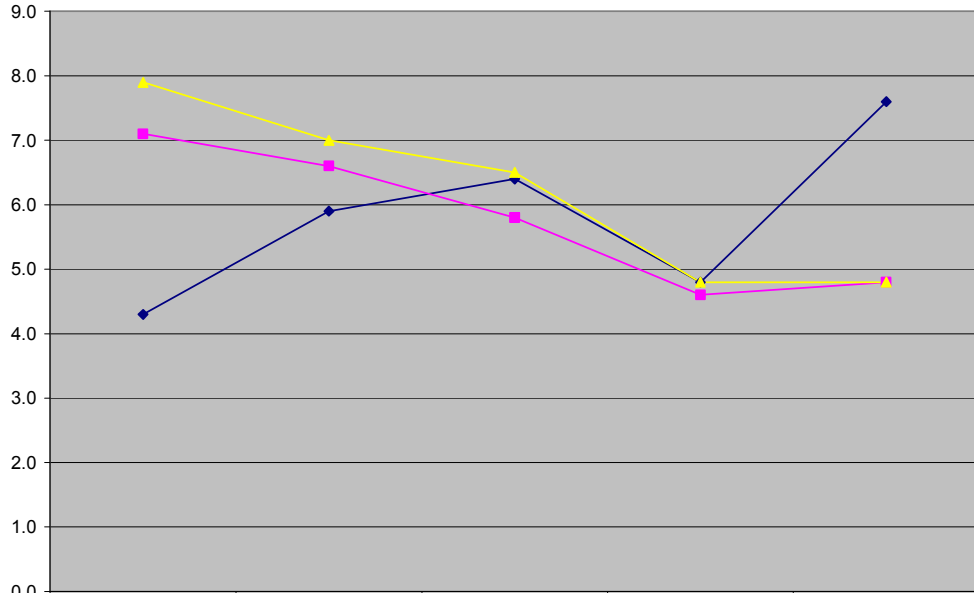
Trend in 5+ A* - C (including English and maths) for Black African pupils in Haringey schools (2008-2011)
(Number after name of school shows number of pupils in cohort)



2) Attendance

2(a) Persistent absentees

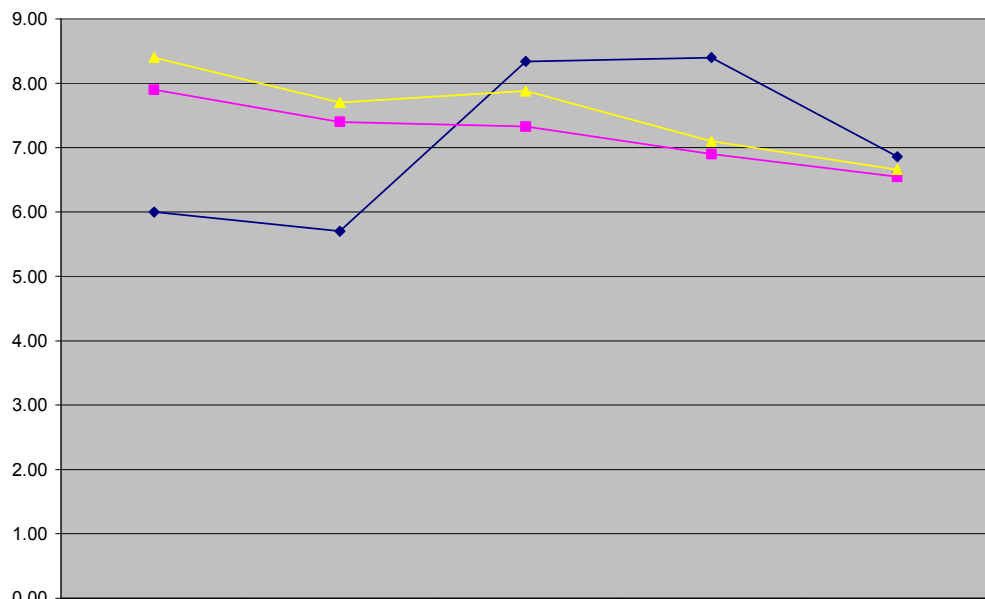
% Persistent absentees - absent for 20% or more sessions



	2007	2008	2009	2010	2011
School	4.3	5.9	6.4	4.8	7.6
National - secondary	7.1	6.6	5.8	4.6	4.8
Median trendline for school's FSM level	7.9	7.0	6.5	4.8	4.8

2(b) Overall absence

% of sessions missed due to overall absence



	2007	2008	2009	2010	2011
School	6.00	5.70	8.34	8.40	6.86
National - secondary	7.90	7.40	7.33	6.90	6.55
Median trendline for school's FSM level	8.40	7.70	7.88	7.10	6.66

2(c) Attendance by SEN status - 2011

	% of sessions missed due to overall absence		% persistent absentees - absent for 20% or more sessions	
	School	National - secondary	School	National - secondary
No identified SEN	6.91	5.69	8.5	3.1
School Action	6.41	8.29	2.4	7.8
School Action Plus	6.51	11.58	11.1	15.3
Statement of SEN	6.34	8.82	0	9.5
All Pupils	6.86	6.55	7.6	4.8

2(d) Attendance by ethnicity – 2011

Attendance by ethnicity - 2010-11	% of sessions missed due to overall absence		% persistent absentees - absent for 20% or more sessions	
	School	National - secondary	School	National - secondary
White - Irish	6.93	7.13	0	6
White - Romany or Gypsy	17.56	19.34	12.5	31.1
Any other White Background	8.18	7.06	10	5.1
Mixed - White & Black Caribbean	7.46	7.91	0	7.4
Mixed - White & Black African	4.03	6.31	0	4.4
Mixed – Any other mixed background	7.54	6.63	7.7	4.8
Black - Caribbean	6.90	5.86	7.4	4.1
Black - African	5.47	4.03	9.5	1.5
Black - Any other Black background	4.23	5.44	0	3.6
Chinese	0.75	2.82	0	0.7
Any other ethnic group	6.72	5.87	5.9	3.2
All pupils	6.86	6.55	7.6	4.8

3) School population data

3(a) Parental preference information

The table below shows the number of first preferences expressed for each secondary school. For 2012, the ratio of parental first preferences to the Planned Admission Number (PAN) is also shown in order to provide an indication of the popularity of schools that takes into account school size. Information showing further preferences expressed is available on request.

On offer day this year 16 places at John Loughborough were offered to parents for September 2012 entry, meaning that there are currently 44 vacancies.

School	Planned Admission Number (PAN)	First preferences					Ratio of first preferences to PAN - 2012
		2008	2009	2010	2011	2012	
Alexandra Park School	216	290	296	256	233	277	1.28
Fortismere Secondary	243	366	366	318	362	291	1.20
Gladesmore Community	243	257	250	286	281	299	1.23
Greig City Academy	200	118	108	110	115	88	0.44
Heartlands High School* ¹	189	—	—	211	224	218	1.15
Highgate Wood	243	266	257	252	234	242	1.00
Hornsey Secondary* ²	216	182	173	135	134	99	0.46
Northumberland Park	210	162	165	153	117	125	0.60
Park View Academy	216	171	167	132	138	113	0.52
St Thomas More	192	56	47	22	28	17	0.09
John Loughborough	60	20	9	13	19	12	0.20
Woodside High School* ³	162	81	70	54	77	128	0.79
Grand Total	2390	1969	1908	1942	1962	1909	0.80

*¹ For September 2012 entry, the PAN at Heartlands High was increased by 27 to 189 from 167 the previous year. Please note that this school opened in September 2010.

*² For September 2012 entry, the PAN at Hornsey School for Girls was lowered by 27 from 243 to 216.

*³ For September 2009 entry, the PAN at Woodside High was lowered from 8fe to 6fe or 216 to 162.

3(b) School population and mobility

The table below shows the school population broken down by year group.

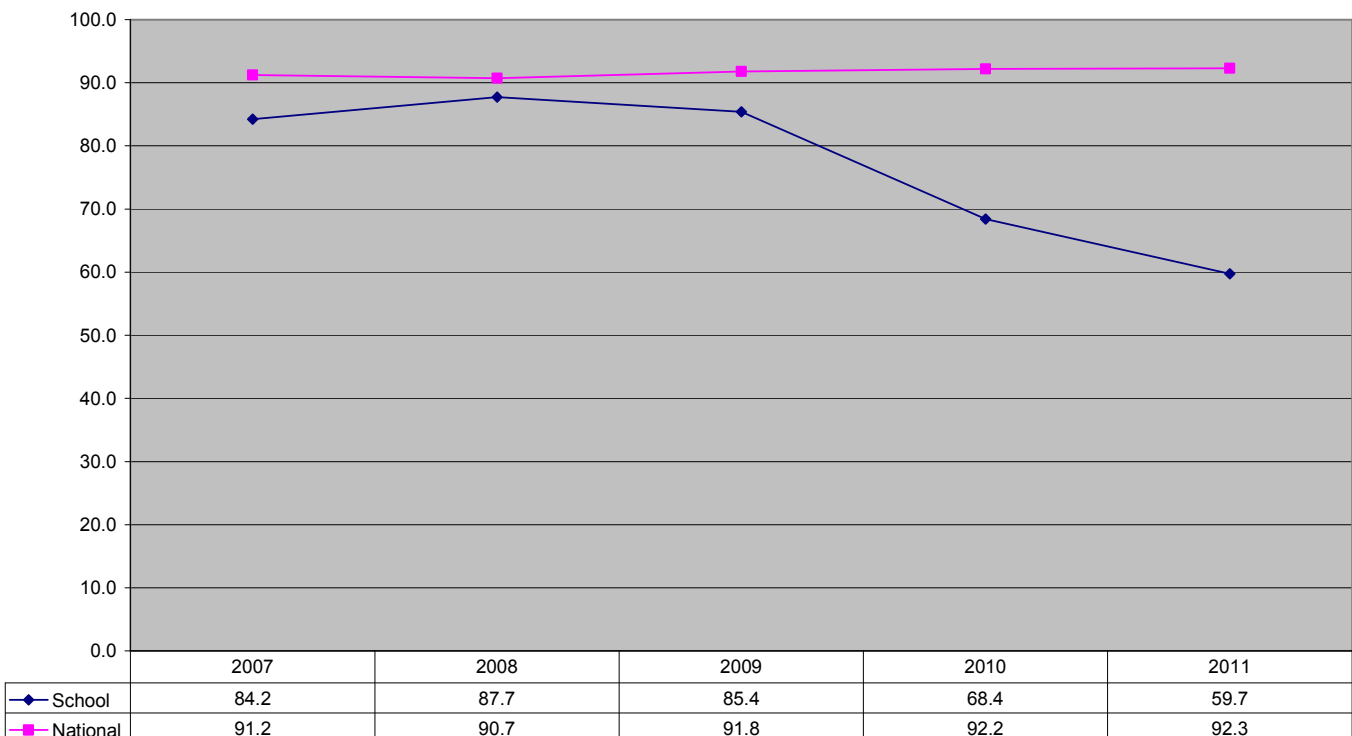
Year	PAN	Pupils on Roll					Total
		7	8	9	10	11	
1999-2000	60	58	86	57	53	48	302
2000-2001	60	49	65	83	57	51	305
2001-2002	60	53	53	63	78	60	307
2002-2003	60	48	57	53	64	78	300

Year	PAN	Pupils on Roll					Total
		7	8	9	10	11	
2003-2004	60	59	54	62	55	58	288
2004-2005	60	58	62	56	61	55	292
2005-2006	60	59	60	60	59	55	293
2006-2007	60	59	57	57	59	60	292
2007-2008	60	55	51	54	60	57	277
2008-2009	60	37	57	48	46	59	247
2009-2010	60	26	48	64	57	52	247
2010-2011	60	45	46	58	74	60	283
2011-2012	60	40	48	61	60	71	280

3(c) Stability

RAISEonline defines stability as the percentage of pupils on roll who joined the school before October 1st in the usual join year (i.e. year 7 for secondary schools). The indicator is based on the January school census. The table below shows stability for John Loughborough compared to the national average.

% Stability



3(d) In year admissions data

The table below provides data on in-year admissions for the period January 2011 – April 2012.

School	Total Number of In Year Admissions	Number of Pupils Allocated a Place through IYFAP	Of those pupils allocated a place through IYFAP, how many expressed the school as a preference on their application	% of in year admissions allocated through IYFAP
Alexandra Park	57	23	18	40.4%
Fortismere	55	15	11	27.3%
Gladesmore	114	78	54	68.4%
Greig City	74	15	15	20.3%
Heartlands	22	0	0	0.0%
Highgate Wood	70	15	14	21.4%
Hornsey	45	8	6	17.8%
John Loughborough	70	18	13	25.7%
Northumberland Park	93	37	27	39.8%
Park View	116	22	11	19.0%
St Thomas More	73	14	9	19.2%
Woodside High	99	24	15	24.2%
Total	888	269	193	30.3%

The following table provides information on preferences expressed by parents/carers of pupils admitted to John Loughborough School in-year, again for the period January 2011 – April 2012.

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Total number of pupils offered a place at John Loughborough	12	19	22	14	3	70
Of those, how many expressed John Loughborough as a preference on their application	10	10	20	13	3	56
As a first preference	6	4	12	5	2	29
As a second preference	0	3	0	4	0	7
As a third preference	2	2	5	2	1	12
As a fourth preference	1	0	0	0	0	1
As a fifth preference	1	1	1	1	0	4
As a sixth preference	0	0	2	1	0	3

4) Ofsted inspection outcomes

4(a) Historical inspection outcomes

Full Inspections (S10 in 2002, then S5)								
Judged Areas	4-8 Mar 2002	13-14 Feb 2007	20-21 May 2008	7-8 Oct 2009			6-7 Dec 2011	
Overall Judgement /Effectiveness Capacity for Improvement	3: 'Sound' N/A	4: Notice to improve 3: Satisfactory	4: Notice to improve (IEB) 3: Satisfactory	4: Special Measures 4: Inadequate	4: Special Measures			4: Special Measures 4: Inadequate
Achievement Standards/ Attainment Progress	3: Satisfactory 4: Low/ well below average N/A	4: Low 3: Satisfactory 4: Inadequate	4: Low 3: Satisfactory 4: Inadequate	4: Low 4: Inadequate 4: Inadequate	4: Low 4: Inadequate			4: Low 4: Inadequate
Behaviour	3: Satisfactory	3: Satisfactory	3: Satisfactory	4: Inadequate			3: Satisfactory	
Teaching	3: Satisfactory	4: Inadequate	4: Inadequate	4: Inadequate			4: Inadequate	
Leadership & Management	"Very well led" but weaknesses in L+M relating to raising achievement	3: Satisfactory	3: Satisfactory	4: Inadequate			4: Inadequate	
Summary Areas for Development	-Improve attainment -Use assessment to promote achievement -Improve T+L in French, D+T, aspects of Sc + ICT -Teaching styles for indep/ co-operation -L+M of achievement.	-Improve standards + achievement, esp in Ma + MFL -Improve behavr -Improve T+L	- Improve standards + achievement -Use assessment to meet needs -Increase proportion of good T+L/ eradicate inadeq -Develop SEF at middle leadership level to improve achvmt.	(-Use assessment to meet needs) -Improve behavr -Increase proportion of good T+L - Improve L+M of SEND, T+L, achievement, middle leadership			-Improve attainmt esp in Ma -Improve T+L esp in Ma -Improve all levels of L+M to improve achvm	
Section 8/ Monitoring Visits		Oct 2007	Jan 2009	Mar 10	July 10	Dec 10	Mar 11	July 11
Progress since S5		N/A	N/A	3	3	3	3	3
Progress since last monitoring visit		N/A	N/A	N/A	3	3	3	3
Progress re standards/ achievement		4	3	N/A	N/A	N/A	N/A	N/A
Progress re use of assessment to raise standards			3					
Progress re behaviour		3	N/A	3	3	3	3	3
Progress re T+L		4	3	3	3	3	3	3
Progress re L+M		N/A	3	3	3	3	3	3 (2 for Middle Ms)

4(b) Comparison with other Haringey schools

School	Network	Overall grade	Inspection date	Achievement	Behaviour and safety	Quality of teaching	Leadership and management
Alexandra Park	W	Outstanding	Nov 2011	1	2/1	1	1
Fortismere	W	Outstanding	Nov 2011	1	2	2	2
Woodside High	N	Outstanding	Feb 2011	2	1	2	1
Gladesmore	S	Outstanding	Oct 2008	1	1	1	1
Greig City Academy	W	Good	Nov 2011	2	2/3	2	2
Heartlands	N	Good	Mar 2012				
Highgate Wood	W	Good	Nov 2011	2	2	2	2
Northumberland Park	N	Good	Jan 2012	2	2	2	2
Haringey 6th Form Centre	N	Good	Nov 2008	3	2	2	2
Hornsey	W	Satisfactory	May 2010	3	2	3	2
Park View Academy	S	Satisfactory	Mar 2010	3	3/2	2	2
St Thomas More	N	Satisfactory	Nov 2009	3	3/2	3	3
John Loughborough	S	Special measures	Dec 2011	4	3/2	4	4
Haringey 6th Form Centre	N	Good	Nov 2008	3	2	2	2

(5) Contextual information

5(a) Ethnicity

% of pupils	2009	2010	2011
White			
British	0.0	0.0	0.0
Irish	0.0	0.0	0.7
Traveller of Irish Heritage	0.0	0.0	0.0
Romany or Gypsy	0.0	0.0	5.3
Any other White Background	1.6	6.1	9.2
Mixed			
White & Black Caribbean	0.8	0.8	0.7
White & Black African	0.4	1.2	1.4
White & Asian	0.0	0.0	0.0
Any other mixed background	0.8	2.8	4.2
Asian or Asian British			
Indian	0.0	0.0	0.0
Pakistani	0.0	0.0	0.0
Bangladeshi	0.0	0.0	0.0
Any other Asian background	0.0	0.0	0.0
Black or Black British			
Caribbean	61.8	55.5	42.8
African	28.0	24.7	25.1
Any other Black background	3.7	5.7	4.2
Chinese	0.0	0.0	0.7
Any other ethnic group	2.8	3.2	5.7
Parent/pupil preferred not to say	0.0	0.0	0.0
Ethnicity not known	0.0	0.0	0.0

5(b) Free School Meal eligibility (FSM) & English as an Additional Language (EAL)

% of pupils		2007	2008	2009	2010	2011
FSM eligibility	School	19.9	19.6	21.7	22.9	20.6
	National	13.4	14.2	14.5	15.4	15.9
EAL	School	7.5	14.1	9.3	23.6	41.3
	National	10.5	10.6	11.4	11.7	12.3

5(c) Special Educational Needs

New categorisations for proportions of pupils with SEN were introduced in 2011 which are not comparable to previous years.

2011 data places John Loughborough School in the lowest quintile nationally for the proportion of pupils with statements of SEN or at School Action Plus and the second highest quintile for proportion of pupils at School Action.

% of pupils		2007	2008	2009	2010	2011
School Action	School					14.1
	National					12.8
School Action Plus or Statement of SEN	School					4.6
	National					8.5
Statement of SEN	School	5.8	4.7	5.3	3.2	
	National	2.1	2.1	2.0	2.0	
All SEN (inc statements)	School	14.0	12.3	19.1	19.0	18.7
	National	18.5	19.9	21.1	21.7	21.3

5(d) Religion

The table below shows the numbers of pupils at John Loughborough School who are Seventh-day Adventists. This data is extracted from the Seventh-day Adventist Trans-European Division School Statistics.

YEAR	SDA population	Non-SDA population (including other Christians)	Total population	% of SDA pupils
2007	101	189	290	35%
2008	81	163	244	33%
2009	100	151	251	40%
2010	95	184	279	34%
2011	94	185	279	34%

(6) Financial information

The table below sets out the key financial information that was used to inform the assessment of financial viability.

	2008-09	2009-10	2010-11	2011-12
Pupil Numbers	247	247	284	280
End of Year inc. Capital	-108,130	-210,114	-134,494	
Revenue Surplus/Deficit	-95,770	-211,684	-134,539	
Other Income				
SEC	48,312	151,741	316,701	
SEC % of Spend	2.16	6.94	13.91	
Other Income Misc.	24,185	18,373	19,589	220,400
Other Income Misc.% of Spend	1.08	0.84	0.86	8.58
	Teaching	Total Staff	Premises	
Benchmarking Group				
JL	59.50	79.62	7.97	
Average of Group	55.57	73.52	6.46	
<i>Other income misc. 2011-12 analysed from quarter 3 projection code 108</i>				
<i>Breakdown between SEC & other income will not be known until outturn is submitted.</i>				