



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.



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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



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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



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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.