

LEARNING *from* **INSPECTION**

SCHOOLS' VIEWS OF THEIR **LEA**

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PREFACE

1. The Audit Commission school survey was developed as a data collection and research tool for a national study, which led to the publication of the report, *Held in Trust*.¹
2. In 1998, the Audit Commission's remit was expanded to include local education authority (LEA) inspection work, in partnership with the Office for Standards in Education (Ofsted). At this time the school survey was further developed to capture schools' views as a key component of inspection evidence. The survey is also used for Welsh LEA inspection work which is carried out in conjunction with Estyn, the Inspectorate for Education and Training in Wales.
3. As part of the process of inspecting LEAs, the school survey is sent out to all schools in each LEA. It is completed by the headteacher who may consult other staff and governors. The survey asks them to rate aspects of the support that is provided by their LEA on a five-point scale ranging from *very good* (1) to *very poor* (5). In addition to the pre-coded questions the survey contains a final, open-ended question that invites schools' comments.
4. The primary purpose of the school survey is to act as a source of evidence about schools' perceptions of LEA services and support to schools. Schools' responses are confidential and neither published reports, nor the information that is given to LEAs, identify individual schools. The LEA inspection team are currently working with stakeholders to develop the school survey into an annual web-based benchmarking tool. This is described further in paragraph 72.
5. The study team consisted of Janet Hunter, Manjit Benning and Malcolm Walsby under the direction of Jane Wreford and Sarah Phillips. All are from the Audit Commission LEA inspection team. The team benefited from the advice of the commentator's group: Christine Brown of Ofsted, Chris Waterman of ACEO; Sheena Evans of DfES, Nick Ville and Peter Thomas from the Audit Commissions' Public Services Research Directorate and Ian Mackinder from District Audit as well as others who made helpful comments on drafts of this report. Last, but by no means least, the Commission is grateful to all the schools which responded to the survey and made this report possible.

¹ Audit Commission, *Held in Trust*, 1999.

SUMMARY

6. The report is based on a significant database that contains responses from nearly 10,000 schools in 97 English LEAs that were inspected between autumn 1999 and summer 2001. The survey has achieved a high response rate for a postal survey – 79 per cent overall, which reinforces the reliability of the data on schools' views. However, there are some limitations. These are described in paragraphs 19 to 22.
7. The data analysis reveals a fairly positive picture, where, on average, schools rate the majority of LEA services and support as satisfactory or better.
8. The most highly rated items include:
 - personnel services and support;
 - support for literacy and numeracy;
 - the provision of data on pupil performance;
 - support on the planning of school budgets; and
 - advice on child protection procedures.
9. The lowest rated items included:
 - links between schools and health and social services;
 - support in bidding for external grants;
 - provision for pupils who have been excluded from school;
 - the efficiency with which statutory assessments of special educational needs (SEN) are made;
 - support for building maintenance; and
 - electronic communication between LEAs and schools.
10. Schools were generally most positive about items in the sections of the survey covering LEA support for school management and the curriculum, as well as LEA support under the Code of Practice on LEA – School Relations. Support for SEN was most negatively rated overall.
11. Comparisons over two years show that the schools surveyed were more positive on many items in the second year (2000/01), especially in many of the lower-rated areas and in relation to support for the curriculum and management. However, this may partly be due to the different composition of the samples (paragraph 22).
12. Primary schools are on the whole more positive than secondary schools.
13. Compared with primary schools, secondary schools are relatively negative about the support for bidding for external grants, liaison with social services, support for behaviour and information and communication technology (ICT).

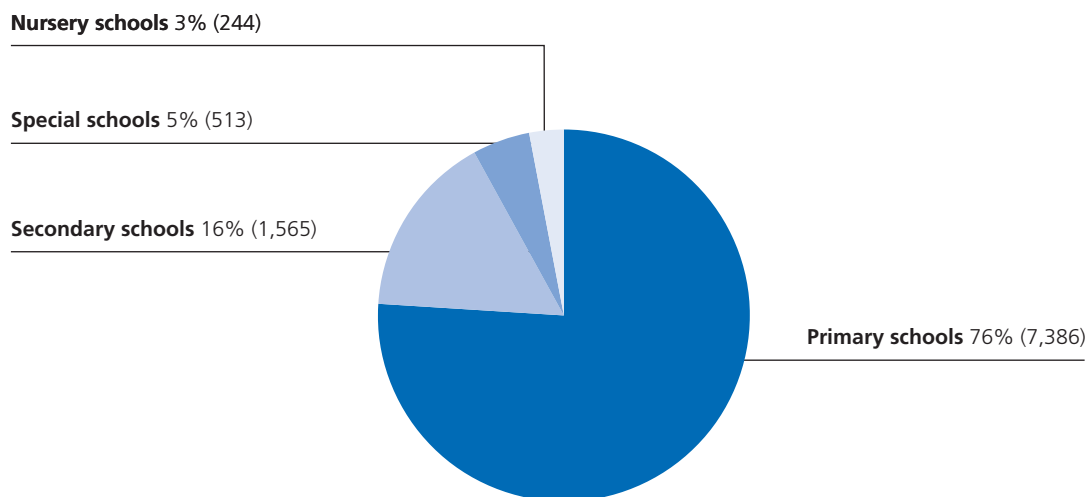
14. Foundation schools were consistently more negative about their LEAs than other types of school.
15. The type of LEA was linked to variations in schools' views: county and unitary LEAs tended to be relatively highly rated and outer London boroughs tended to be rated lowest.
16. Schools' views were little affected by the size of their LEA.

THE AUDIT COMMISSION SCHOOL SURVEY

17. This report is based on surveys of schools in the English LEAs that were inspected from the autumn term 1999 to the summer term 2001.^I The aim of the report is to examine schools' ratings of the support that is provided by their LEAs, and to investigate patterns across different types and sizes of LEA, between different types of school and over different academic years. Questionnaires that were completed by a total of 9,708 schools in 97 LEAs form the basis for this analysis.

The methodology of the survey is described in Appendix 1. A copy of the school survey form has been included in Appendix 2.

EXHIBIT 1 School survey responses 1999-2001, by school type

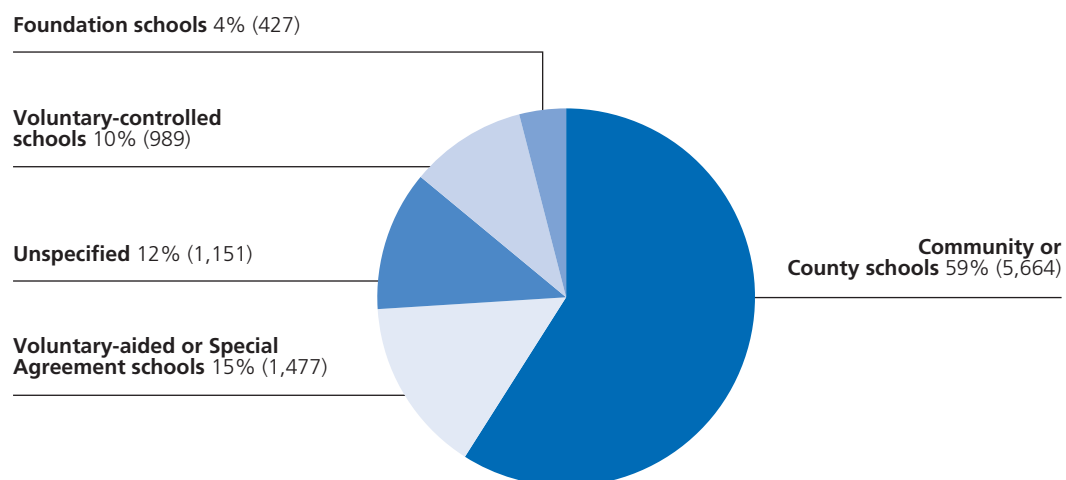


Note: This is similar to the proportion of schools by sector in England in 2000.^{II}

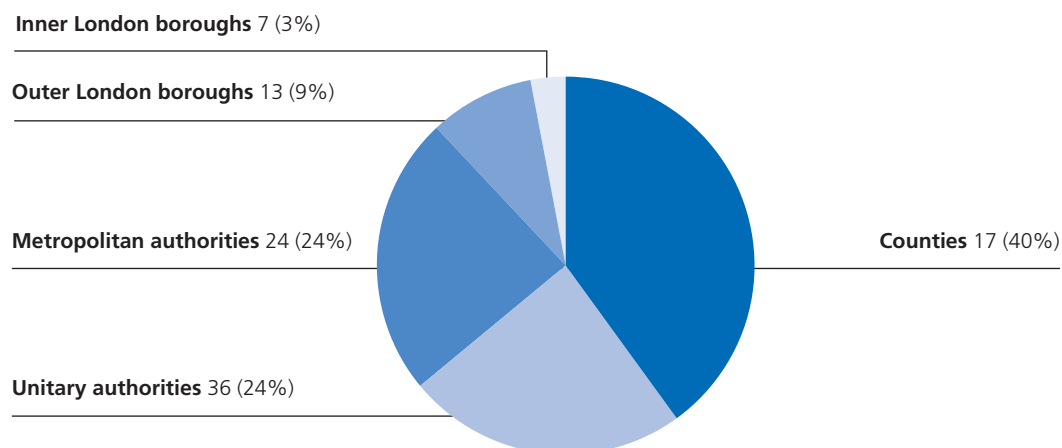
Source: Audit Commission school survey database

^I See Appendix 3 for a list of the LEAs involved, their type, when they were inspected, the number of schools responding to the survey and the response rate. Appendix 5 includes a map locating the LEAs.

^{II} DfES statistics – www.dfes.gov.uk/statistics/DB/VOL/v0192/lea_tables.xls (November 2001).

EXHIBIT 2 School survey responses 1999-2001, by school status

Source: Audit Commission school survey database

EXHIBIT 3 School survey responses 1999-2001, by LEA type

Note: The LEAs surveyed included 17 counties (40 per cent of the schools that responded), 24 metropolitan authorities (24 per cent of the schools that responded), 36 unitary authorities (24 per cent of the schools that responded), 13 outer London boroughs (9 per cent of the schools that responded), and 7 inner London boroughs (3 per cent of the schools that responded). Compared with national totals, unitary LEAs are slightly over-represented while counties are under-represented.

Source: Audit Commission school survey database

18. This report begins by looking at the overall average findings for all the responding schools, then at the differences between schools' responses in LEAs surveyed in the 1999/2000 and 2000/01 academic years. It then looks at the differences between the views of schools in different sectors, especially primary, secondary and special schools, and at the differences between types of school (community, voluntary-controlled, voluntary-aided and foundation). Finally, it looks at differences between the views of schools in different types and sizes of LEA. It ends by identifying further ways in which the Audit Commission, LEAs and schools can use the school survey information.

SAMPLING ISSUES

19. The views of primary schools dominate the overall findings (76 per cent of respondents), though large differences between the views of primary, secondary and special schools are identified.
20. Some questions are not relevant to all types of schools. Items where more than 50 per cent of schools in the category did not express an opinion are indicated in exhibits 5 to 10 by a diagonally shaded bar.
21. The comparisons between LEA types are made less valid by the variable numbers of both LEAs and schools in the different categories. In particular, the exclusion of five less effective LEAs, whose surveys were conducted for a re-inspection and whose schools were generally more negative, significantly raised the average ratings for the inner London borough group.
22. Comparisons between the two academic years may be affected by the different LEAs surveyed. The inclusion of LEAs in the survey was determined by their selection for inspection and more LEAs whose school exam results were weaker were inspected during the first year.

SCHOOL SURVEY FINDINGS

OVERALL RATINGS

23. The overall picture provided by the school survey is generally positive, with the average overall ratings being satisfactory or better on 51 of the 70 items common to both years. The most positively rated areas included:
- most aspects of personnel support;
 - support for the teaching of literacy and numeracy;
 - the provision of data on pupil performance;
 - support on the planning of school budgets; and
 - advice on child protection procedures.
24. These most highly-valued areas of LEA support reflect the increasing prominence of the management responsibilities of schools, as well as the impact of the national literacy and numeracy strategies.
25. Areas where the overall rating was less than satisfactory included:
- links between schools and external agencies, such as social services and the health service;
 - support in bidding for external grants;
 - provision for excluded pupils;
 - the efficiency with which statutory assessments of SEN are made;
 - support for building maintenance; and
 - electronic communication between LEAs and schools.
26. Overall, schools rated the items in the sections of the survey covering LEA support for school management and the curriculum, as well as LEA support under the Code of Practice on LEA – School Relations, most positively. These views underline the value attached by schools to their LEA's support in delivering improvements in teaching and learning. Support for SEN was most negatively rated. Most LEAs are currently reviewing and changing their SEN strategies with the move to greater inclusion of pupils in mainstream schools. The survey suggests that schools, particularly in the secondary sector, do not feel sufficient support for this change is yet in place. However, it should also be remembered that schools are not the primary customers of SEN support and there can be conflicts of interest between the LEA's advocacy role for the child and schools' wishes.
27. The comparisons over the two years suggest that LEA support for schools may be improving in some areas. The schools surveyed in the 2000/01 academic year were more positive about many items than those surveyed in the 1999/2000 academic year. The differences were particularly strong for some of the previously lowest rated items such as:

- the transfer of pupil data between primary and secondary schools;
- electronic information exchange between the LEA and schools;
- support to schools in bidding for external grants;
- the clarity of the educational rationale behind the school funding formula;
- dissemination of good practice among schools;
- support for ICT in the curriculum; and
- the efficiency with which the statutory assessments of pupils with SEN are made.

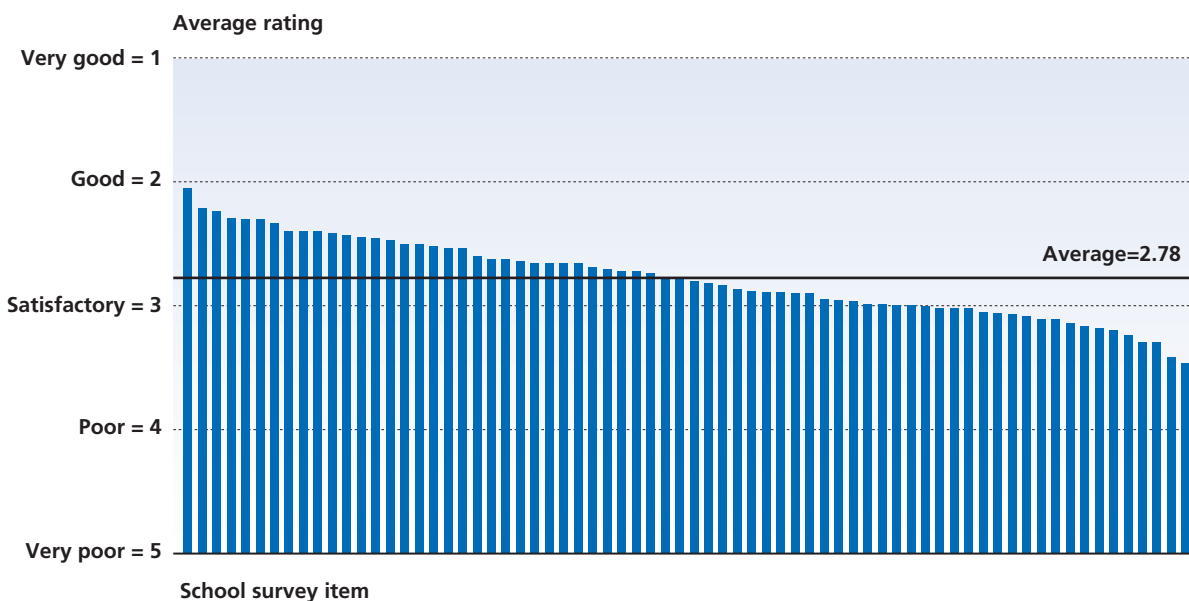
The exception was the effectiveness of the liaison between education and social services, about which schools' views were slightly more negative in 2000/01.

28. In a number of these areas government initiatives may have been influential, especially the National Grid for Learning (NGfL) in targeting resources to improve the ICT infrastructure. The growing effectiveness of local implementation of the national literacy and numeracy strategies may also be reflected in the higher ratings for support for literacy and numeracy in 2000/01.

DETAILED FINDINGS

29. The distribution of the overall average ratings on each item for all 9,708 schools surveyed lies between poor and good: that is between points 4 and 2 of the five-point scale used; with an overall average of 2.78, just above satisfactory (**EXHIBIT 4**). The item rated most positively overall (average 2.05) was personnel advice and guidance, rated as satisfactory or better by 92 per cent of schools and as very good by 29 per cent. The lowest rated service (average 3.48) was the effectiveness of the liaison between education and social services, rated lower than satisfactory by 40 per cent of schools.

EXHIBIT 4 Overall average ratings of school survey items



Source: Audit Commission school survey database

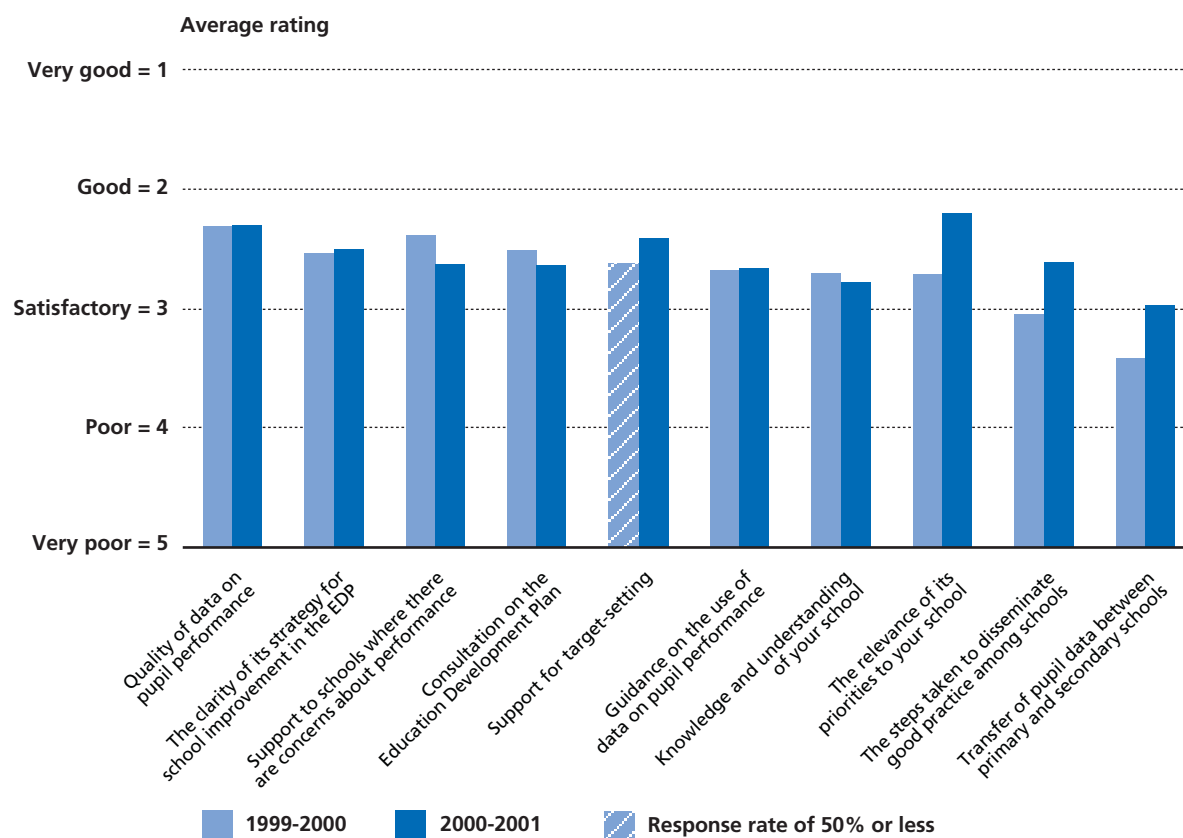
LEA APPROACH TO SCHOOL IMPROVEMENT

30. The questions in this area covered the LEA's function in monitoring, challenging, supporting and intervening in schools, as laid down in the Code of Practice on LEA: School Relations.

EXHIBIT 5 shows the items in this section in order of their average rating by all schools in the sample in each of the two academic years.

31. All items except one in this section achieved an average rating of satisfactory or better. The quality of the data on pupil performance was most highly rated (overall average score: 2.25), followed by the clarity of the LEA's strategy for school improvement (2.40). The lowest-rated item was the transfer of pupil data between primary and secondary schools (3.18), rated between satisfactory and poor.

EXHIBIT 5 The LEA approach to school improvement



Source: Audit Commission school survey database

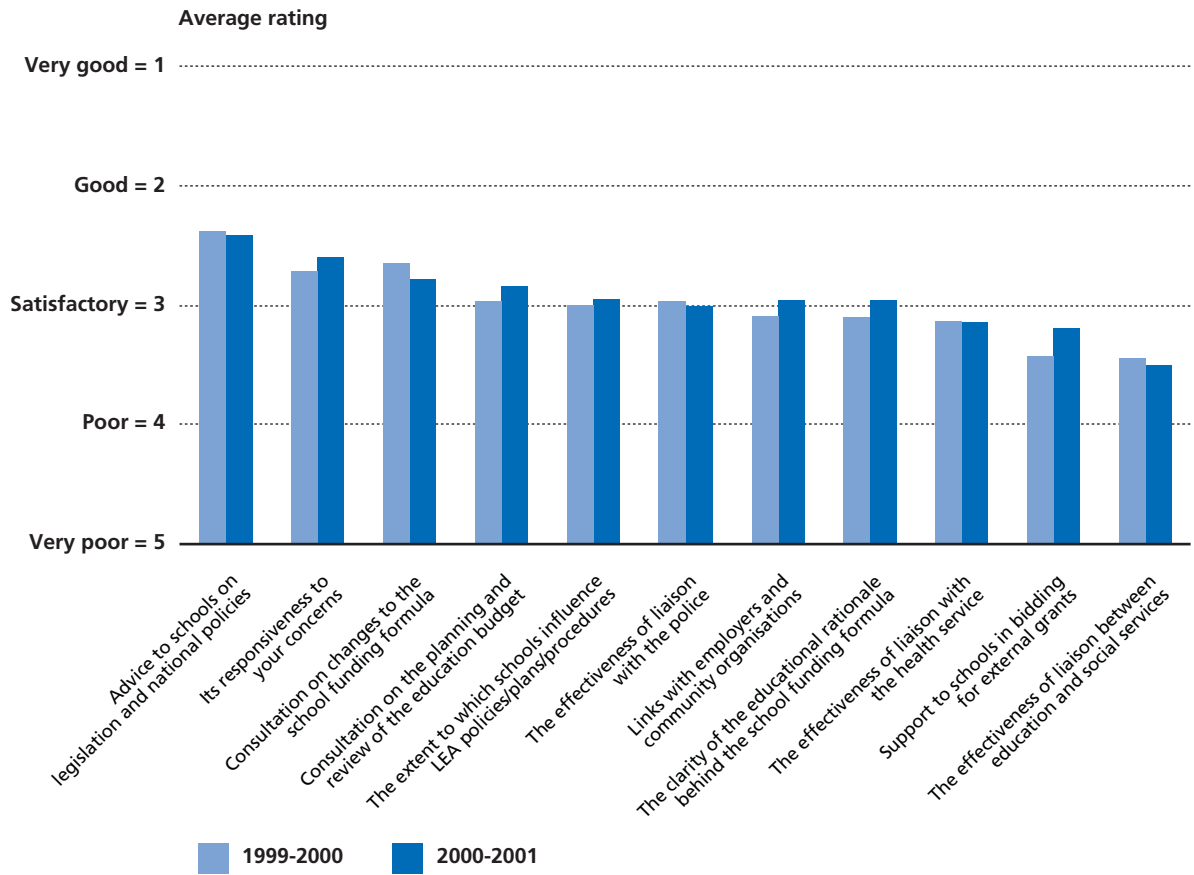
32. Comparison of the average responses in each of the two academic years (1999/2000, 2000/01) showed that schools were more positive about three items in this section in 2000/01. These were:
- the transfer of pupil data between primary and secondary schools (from 41 per cent satisfied or better, to 61 per cent);
 - the steps taken to disseminate good practice among schools (from 66 per cent to 79 per cent satisfied or better);
 - the clarity of the LEA's strategy for school improvement (from 86 per cent to 94 per cent satisfied or better).

However, schools were more negative about support to schools where there are concerns about performance in 2000/01.

LEA PLANNING AND COMMUNICATION

33. *The questions in this section covered the quality of the LEA's communication with schools and other partners and schools' involvement in LEA planning. EXHIBIT 6 shows the average rating of the items under planning and communication in the 1999/2000 and 2000/01 academic years, arranged in order.*
34. Overall, schools' views were quite polarised in this section with three items being rated as well above satisfactory and two being well below. Schools rated the information and advice provided by their LEA on legislation and national policies most highly (overall average score 2.40). This was followed by the LEA's responsiveness to schools' concerns (2.66) and consultation on changes to the school funding formula (2.72). The lowest-rated item was the effectiveness of the liaison between education and social services (3.48), followed by support to schools in bidding for external grants (3.30).
35. Over the two years, schools' views showed little change on items relating to planning and communication. In some areas they were more positive, especially in relation to support for schools in bidding for external grants (from 46 per cent satisfied or better, to 57 per cent) and they were more negative about others.

EXHIBIT 6 LEA planning and communication

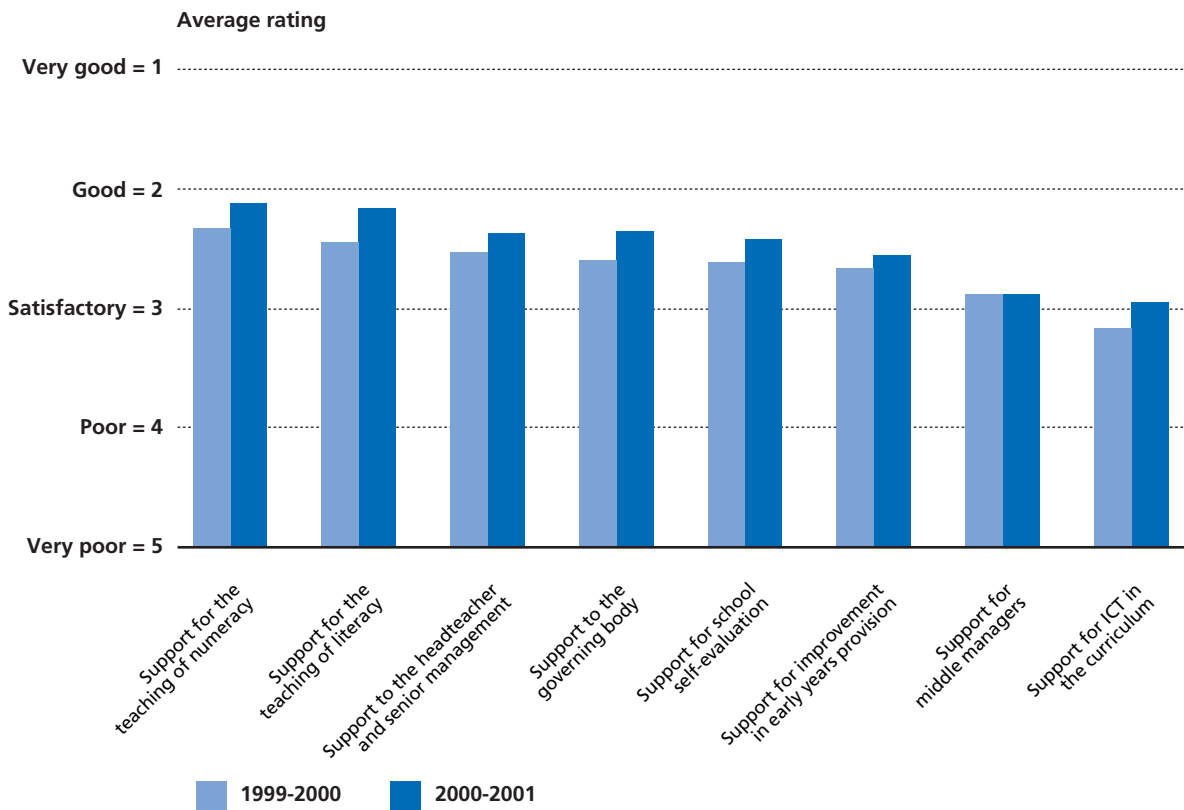


Source: Audit Commission school survey database

LEA SUPPORT FOR IMPROVEMENT IN THE QUALITY OF EDUCATION AND MANAGEMENT IN SCHOOLS

36. *The questions in this section related mainly to LEA support for school management and for the curriculum through the inspection and advisory service and in-service training. It also included a question about support to the governing body. EXHIBIT 7 shows the average ratings for all the schools in both academic years.*
37. Over the two years, on average, schools rated all but one item as satisfactory or better. The highest rated items were support for the teaching of numeracy (overall average score 2.22); support for the teaching of literacy (2.30) and support to the headteacher and other senior managers (2.45). The lowest rated item was the LEA support for ICT in the curriculum (3.05).
38. Between 1999/2000 and 2000/01, schools' views appeared to become more positive about almost all aspects of this area of LEA support. In particular they were more positive about:
- support for the teaching of literacy (from 85 per cent satisfied or better, to 93 per cent);
 - support to the governing body (from 84 per cent satisfied or better, to 90 per cent);
 - support for the teaching of numeracy (86 per cent to 93 per cent);
 - support for ICT in the curriculum (63 per cent to 69 per cent); and
 - support for school self-evaluation (83 per cent to 88 per cent).

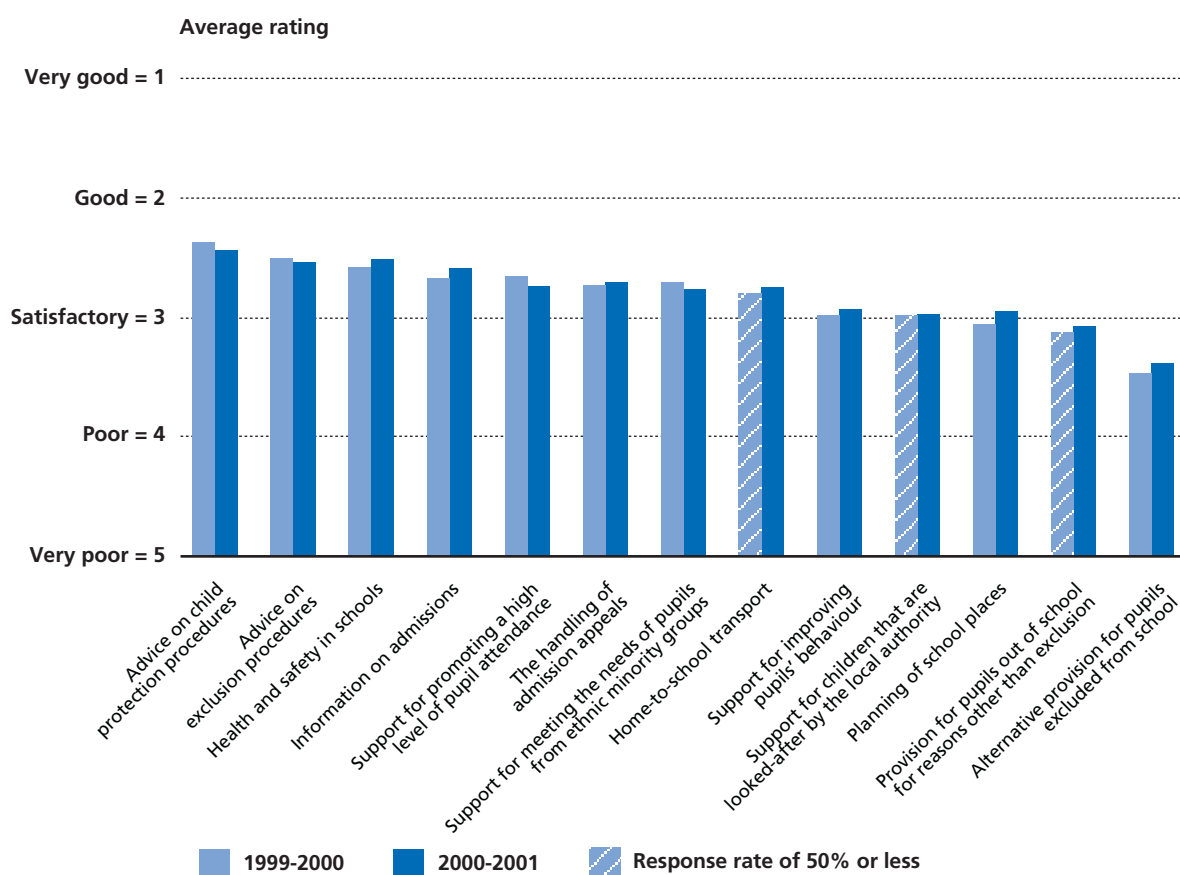
EXHIBIT 7 LEA Support for the improvement in the quality of education and management of schools



Source: Audit Commission school survey database

LEA SUPPORT FOR ACCESS TO EDUCATION

39. The questions in this section covered a wide range of functions and services relating to access to education and support for vulnerable children, including admissions to school, home-to-school transport, attendance, exclusions, provision for pupils with no school place, and child protection. **EXHIBIT 8** shows the average ratings given to each item by all the schools surveyed in each academic year.
40. Schools overall were generally positive about most aspects of access to education, with most items being rated as satisfactory or better. They were most positive about the appropriateness of the LEA's advice on child protection procedures (2.40); LEA advice on exclusion procedures (2.53), and health and safety in schools and other settings (2.54). They rated alternative provision for pupils excluded from school lowest (3.42).
41. There were few differences in schools' ratings of their LEA's support for access to education between 1999/2000 and 2000/01.

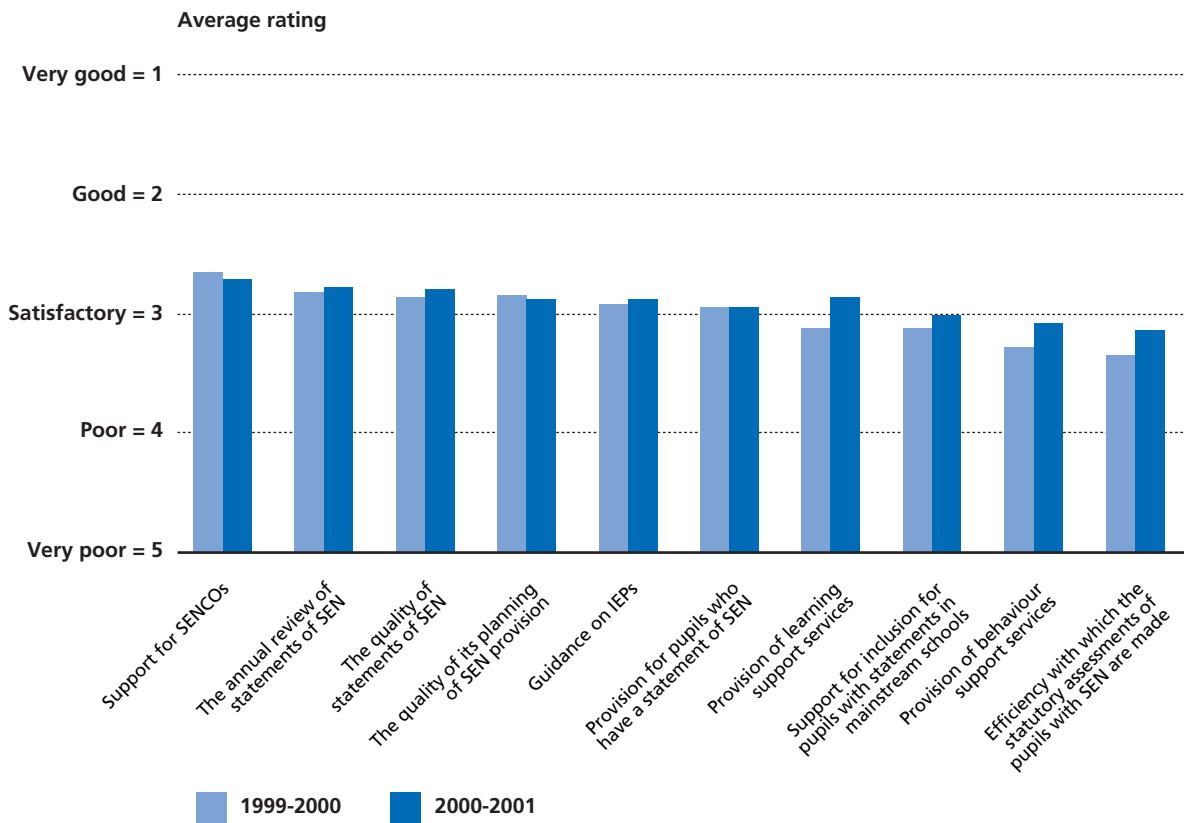
EXHIBIT 8 Access to education

Source: Audit Commission school survey database

LEA SUPPORT FOR SPECIAL EDUCATIONAL NEEDS (SEN)

- 42. *The questions in this section covered the LEA's responsibilities with regard to the assessment of, and support for, pupils with SEN, with or without statements. Schools are not necessarily the LEA's main customer for many of these items. EXHIBIT 9 shows the average ratings in each academic year on these items for all schools.*
- 43. Overall, schools were less positive about SEN than about other areas of LEA support, with more than one-half of the items being rated as less than satisfactory on average and none approaching good. The most highly-rated items were training and support for special educational needs co-ordinators SENCOs (overall average score: 2.69); the annual review of statements of SEN (2.81); and the quality of statements of SEN (2.83). The lowest ratings were given to the efficiency with which the statutory assessments of pupils with SEN are made (3.24) and the provision of behaviour support services (3.17).

EXHIBIT 9 Special educational needs



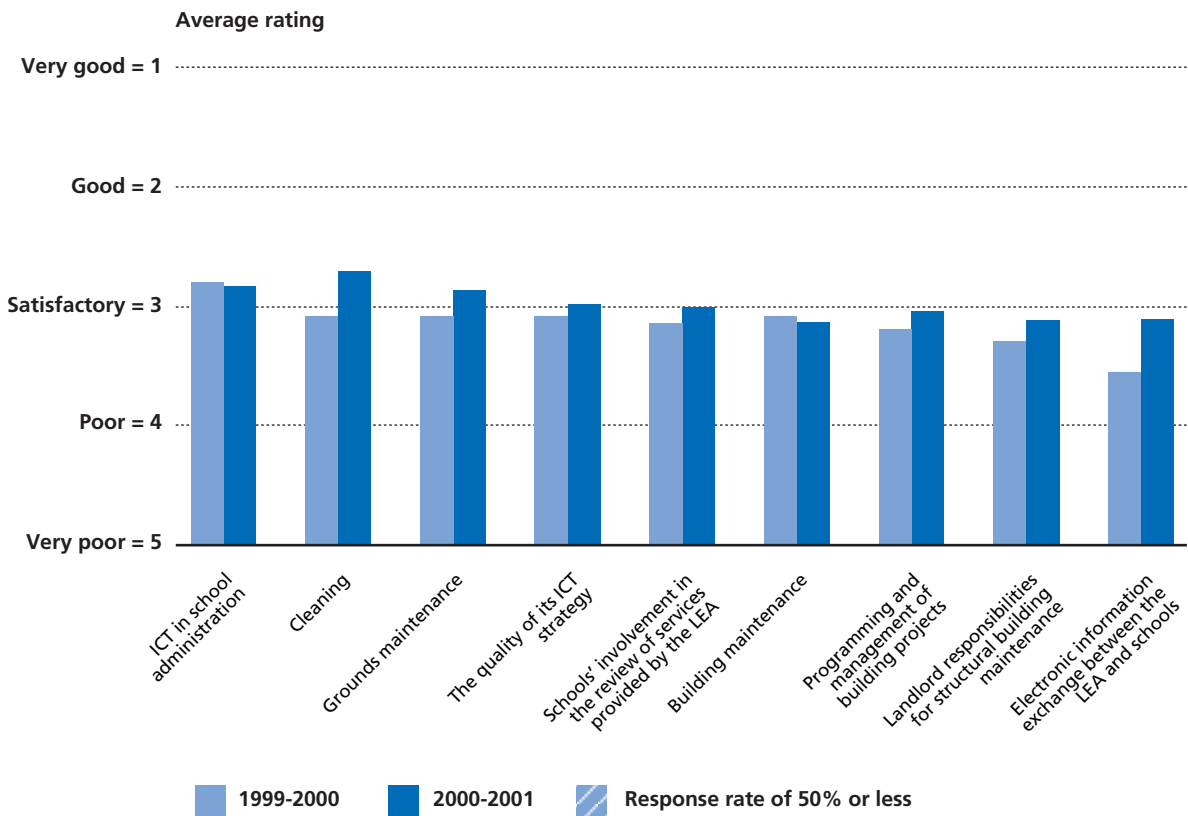
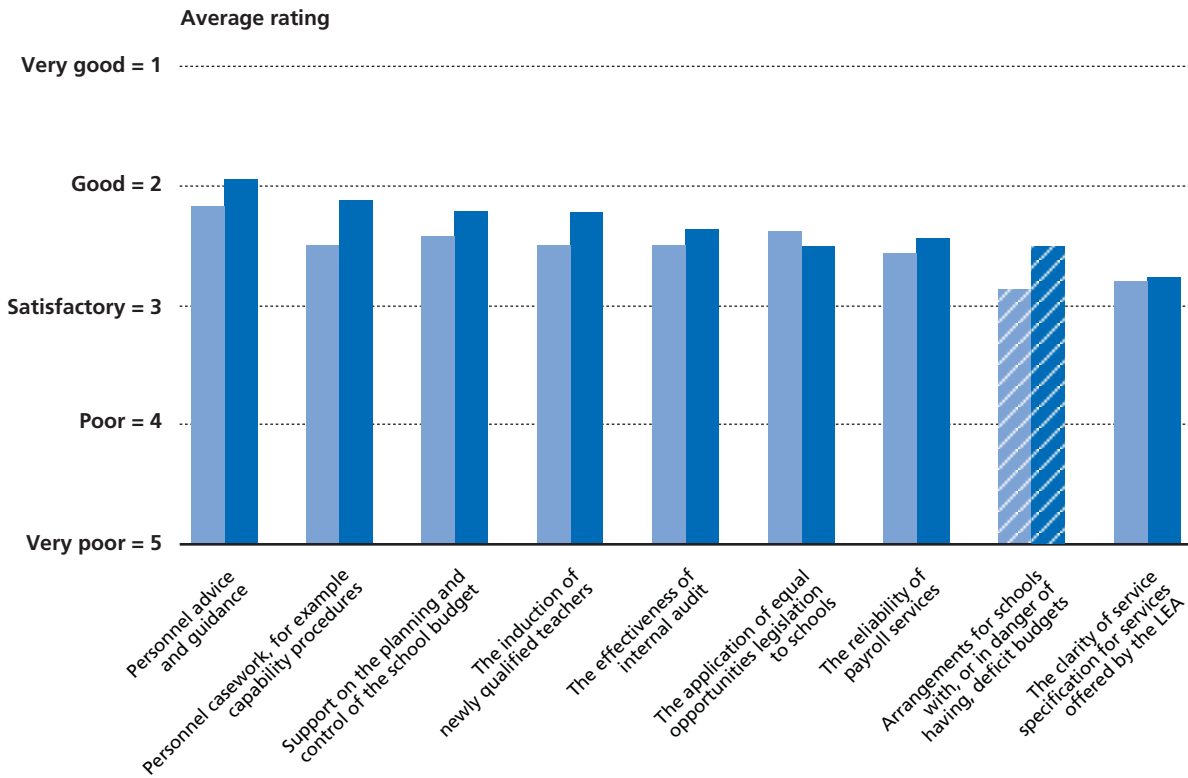
Source: Audit Commission school survey database

44. Comparisons between the two years showed that schools surveyed in 2000/01 had more positive views on a number of areas, particularly:
- the provision of learning support services (from 61 per cent satisfactory or better, to 77 per cent);
 - the efficiency with which the statutory assessments of pupils with SEN are made (from 54 per cent to 66 per cent); and
 - the provision of behaviour support services (from 51 per cent to 63 per cent).

LEA PROCUREMENT OF SERVICES AND MANAGEMENT SUPPORT SERVICES

45. *The questions in this section covered LEA services provided to schools, often under a buy-back arrangement. They included financial services, personnel services, property and facility services and support for ICT. In 2000/01 an additional section on the LEA procurement of services was added to the survey. The two questions that were common to both years are included in this section: they cover the clarity of service specification for services offered by the LEA and schools' involvement in the review of services provided by the LEA. EXHIBIT 10 (overleaf) shows the average ratings of these services by all schools in both academic years.*
46. The chart shows a wide range of ratings with more than one-half of the items being rated by schools as better than satisfactory overall. Aspects of personnel and financial services were rated most positively, while property maintenance and elements of ICT support were rated as less than satisfactory. The most highly-rated items overall were personnel advice and guidance (overall average score: 2.05); personnel casework (2.31); and support on the planning and control of the school budget (2.31). The lowest-rated items were electronic information exchange between the LEA and schools (3.30); landlord responsibilities for structural building maintenance (3.20); support for building maintenance and the programming and management of building projects (both 3.11).
47. For the items in this section that were rated in both years, there were generally more positive ratings in 2000/01 than in the previous year. Schools' ratings of the following items increased most:
- cleaning;
 - electronic information exchange between the LEA and schools;
 - personnel casework;
 - arrangements for schools with, or in danger of having, deficit budgets (though only 45 per cent of schools replied to this question);
 - the induction of newly-qualified teachers; and
 - personnel advice and guidance.

EXHIBIT 10 Procurement of services – management support services



Source: Audit Commission school survey database

DIFFERENCES BETWEEN SCHOOLS

DIFFERENCES BETWEEN PRIMARY, SECONDARY AND SPECIAL SCHOOLS

Overview

48. Primary schools tended to be more positive about their LEA across most survey areas than their secondary colleagues, and they were particularly positive about the quality of data on pupil performance and support for the teaching of numeracy and literacy. It should be remembered that, at the time of the survey, the national literacy and numeracy strategies were focused at primary level only.
49. Secondary schools were most positive about personnel support and the quality of data on pupil performance. However, secondary schools were more likely to give lower ratings than their primary and special school colleagues to:
- support in bidding for external grants;
 - the effectiveness of liaison between education and social services;
 - alternative provision for pupils excluded from school;
 - support for behaviour;
 - the transfer of pupil data between primary and secondary schools;
 - support for ICT in the curriculum;
 - the quality of the LEA's ICT strategy; and
 - electronic information exchange between the LEA and its schools.

These views reflect secondary schools' concerns about ICT support as well as their increasing need to deal with vulnerable pupils.

50. Special schools' views were relatively positive, especially with respect to most areas of SEN support. However, the survey suggested that the LEA's ability to reflect their specialist needs more strategically was less good. They rated the quality of data on pupil performance, guidance on its use and the relevance of their LEA's priorities less highly than their colleagues in other sectors.

Findings by survey section

51. Special schools were generally less positive than primary and secondary schools about their **LEA's approach to school improvement**. Special schools rated both the provision of data on pupil performance and guidance on its use considerably lower than their primary and secondary colleagues. They were also less positive about the relevance of their LEA's priorities to the school. Secondary schools were less positive than their colleagues about their LEA's ability to challenge them to perform better, the dissemination of good practice and the transfer of pupil data between primary and secondary schools.
52. Primary schools, secondary schools and special schools showed only small differences in their average responses to areas relating to their **LEA's planning and communication**. Secondary schools tended to be more negative than their primary and special school colleagues, especially about support to schools in bidding for external grants and liaison between education and social services.

53. On the items covering their **LEA's support for improvement in the quality of education and management in schools**, secondary schools tended to be more negative about their LEA's support for the teaching of numeracy; for ICT in the curriculum and for middle management. Primary schools were particularly positive about support for literacy and numeracy.
54. Secondary schools generally rated the items covering **access to education** more negatively than either primary or special schools. Secondary schools were particularly negative about alternative provision for pupils who have been excluded from school; their LEA's support for improving pupils' behaviour and support for promoting a high level of pupil attendance. Special schools were particularly positive about home-to-school transport.
55. Special schools were generally most positive about their **LEA's support for SEN**, while secondary schools were most negative. The views of special schools and mainstream schools diverged most with regard to the provision for pupils with a statement of SEN, where special schools were significantly more positive. Secondary schools were relatively negative about the provision of behaviour and learning support services.
56. Secondary schools had more strongly polarised views than primary and special schools about their **LEA's procurement of services and management services**. Secondary schools gave their highest ratings to aspects of personnel support, especially personnel casework, and were more positive than other school sectors about the reliability of payroll services. However, secondary schools gave lower ratings to the LEA's advice and support on the planning of the school budget than their colleagues in primary and special schools. They were also more negative about the ICT-related items: the quality of their LEA's ICT strategy; support for ICT in school administration and electronic information exchange between schools and the LEA.

DIFFERENCES BY SCHOOL STATUS

57. The relatively small numbers of foundation schools were consistently more negative about their LEAs than community, voluntary-aided and voluntary-controlled schools across the entire survey. This is likely to reflect the enforced change of status of most foundation schools from grant-maintained to LEA-maintained schools in 1999.
58. Foundation schools were most negative about:
- their LEA's knowledge and understanding of the school;
 - the relevance of their LEA's priorities to the school;
 - support for target-setting;
 - the items relating to consultation and communication;
 - their LEA's planning of school places; and
 - advice on exclusion procedures.
59. Voluntary-aided schools were generally more positive about their LEAs in most survey areas than other types of schools.

DIFFERENCES BETWEEN LEAs

LEA TYPE

Overview

60. There were some fairly consistent differences in the ratings given to different types of LEAs by their schools, though these comparisons are limited by the widely different numbers of schools in each category and by the restricted number of inner London boroughs in the sample. County and unitary authorities tended to be most highly rated by their schools. Schools' ratings of metropolitan authorities tended to be most variable, higher ratings were awarded to areas such as support for the governing body and financial support services, and lower ratings to others, such as provision of behaviour support services. However, schools in outer London boroughs rated their LEAs less highly than schools in the other types of authority on a majority of items. These differences were particularly apparent in relation to the sections covering the LEA's approach to school improvement; planning and communication; procurement and to some areas of management services.

Findings by survey section

61. On most items relating to their **LEA's approach to school improvement** metropolitan authorities, counties, inner London boroughs and unitary authorities were rated similarly by their schools. The exceptions were the questions about the relevance of the LEA's priorities to schools and consultation on the Education Development Plan, where the differences between the mean ratings for the different LEA types were significant.¹ However, schools in outer London boroughs rated their LEAs lowest on all but one item, particularly the quality of data on pupil performance and guidance on its use; support for target-setting; the relevance of their priorities to the school and their knowledge and understanding of the school.
62. Unitary authorities tended to be most highly rated by their schools in relation to **planning and communication**, followed by counties, inner London boroughs and metropolitan authorities. Outer London boroughs were rated lowest on all but two items. There were significant differences between the responses of schools in different types of authority in relation to:
- the clarity of the rationale behind the school funding formula;
 - consultation on the planning and review of the education budget;
 - consultation on changes in the school funding formula;
 - support to schools in bidding for external grants;
 - advice on legislation and national policies; and
 - the effectiveness of liaison between education and social services.

Schools ratings of metropolitan boroughs and outer London boroughs were relatively low on the clarity of the educational rationale behind the school funding formula, with the average rating being below satisfactory.

63. Schools' ratings of different types of authorities were not significantly different on the majority of items relating to their **LEA's support for improvement in the quality of education and management in schools**.

¹ One-way ANOVA $p > 0.05$.

64. There were few significant differences between LEA types on the items covering **access to education**. These included support for behaviour, on which metropolitan boroughs were rated lower than other types of LEA and inner London boroughs were rated the highest; the planning of school places, where outer London boroughs were rated lowest by their schools; and advice on child protection procedures. Inner London boroughs were rated higher than other types of LEA on their handling of admissions appeals and on their alternative provision for pupils excluded from school.
65. There were a number of significant differences between LEA types in their schools' ratings of **support for SEN**, which focused primarily on the statutory responsibilities of LEAs. These were:
- the provision of behaviour support services;
 - the efficiency with which the statutory assessments of pupils with SEN are made;
 - the quality of their LEA's planning of SEN provision;
 - the annual review of statements of SEN; and
 - the quality of statements of SEN.

Inner London and unitary authorities tended to be rated slightly higher compared to outer London and metropolitan LEAs. Metropolitan authorities were rated lower than other types of LEA for their provision of behaviour support services.

66. There was no clear pattern by LEA type on the items covering **procurement of services and management support services**. There were significant differences between schools' ratings of a number of services provided or procured by the different types of LEA:
- the reliability of payroll services;
 - landlord responsibilities for structural building maintenance;
 - electronic information exchange between the LEA and schools;
 - support on the planning and control of the school budget; and
 - programming and management of building projects.

Outer London boroughs were rated lowest on the items relating to premises support and ICT. Metropolitan authorities were rated highest on items relating to financial support and payroll services. Inner London boroughs were rated lowest for their support on the planning of the school budget and for payroll services, but highest for their ICT strategy.

LEA SIZE

67. For the analysis based on size, the LEAs were sorted into three groups based on their total number of schools: 100 or less, 101 to 200, and 201 plus. One-third of responding schools fell into each category.
68. LEA size appeared to have relatively little influence on schools' views on most areas of the school survey. For example, there were only small differences between LEAs of different sizes in relation to ratings of the speed of response to schools' concerns. Small LEAs (those with fewer than 100 schools) were rated slightly more negatively on most items relating to the quality of their management support services – this was especially the case for payroll services – as well as for their information and advice to schools on legislation and national policies. However, small LEAs were rated slightly higher on the items related to SEN. Large LEAs were rated slightly higher on the two procurement items, for electronic communication between schools and the LEA, and for landlord responsibilities for structural building maintenance.

THE WAY AHEAD

69. This report is only the first step in the use of the Audit Commission school survey information. The section below gives suggestions for future development and use of the information by LEAs and schools.

FOR THE AUDIT COMMISSION

FURTHER STUDIES

70. The school survey gives information about schools' perceptions of their LEAs. However, in order to evaluate LEA performance more fully, the survey evidence must be linked to evidence from other sources, as it is during an inspection. The information from the survey database will be used in further studies planned by the Audit Commission, for example, of asset management planning and procurement. It will also be used for joint Audit Commission/Ofsted thematic inspections and for an overall report on the inspection of LEAs to be published by Ofsted in 2002. Further analyses of the survey data, including examining the outcomes of repeated surveying of schools in LEAs which had a re-inspection, will also be undertaken.

THE IDENTIFICATION OF BEST PRACTICE AND BENCHMARKING

71. The school survey could be used to compare schools' perceptions of different services provided by their LEAs for benchmarking and Best Value purposes. An example of how this might be done, focusing on the provision of data on pupil performance, is included as Appendix 4. The Audit Commission will make the aggregated data used for this report available on its website, though no LEAs or schools will be identified. The website address is www.audit-commission.gov.uk/publications/schoolsviews.shtml

FURTHER DEVELOPMENT OF THE SURVEY

72. The Audit Commission is currently working with LEAs, Ofsted (in England) and Estyn (in Wales), to develop the school survey further. The aim is to combine the needs of inspection with the LEA's need for comparative information by developing the school survey into an annual web-based benchmarking tool. This would be used to collect the perceptions of schools in England and Wales and to generate comparative information to inform a variety of stakeholders, particularly LEAs, schools, Audit Commission, Ofsted and Estyn, as well as others such as DfES, National Assembly for Wales, and the Connexions service. A version of this electronic survey was piloted in nine LEAs in November 2001, the outcome of which is currently being evaluated. The Audit Commission plans to invite all LEAs in England and Wales to participate in a survey in 2002.

FOR LEAs

BENCHMARKING

73. LEAs that have been inspected since autumn 1999 will be able to use the comparative school survey information from the Audit Commission website to compare their own schools' views with a broader range of LEAs as part of a benchmarking process. LEAs that are considering carrying out their own survey should bear in mind that they will be invited to participate in the web-based school survey in 2002.

SHARING SCHOOL SURVEY INFORMATION WITH SCHOOLS

74. LEAs should ensure that they have fed back the results of the Audit Commission school survey to their schools. They must demonstrate that they are prepared to take action where schools feel that support is poor. This will show schools that their views matter and will encourage them to respond to the survey questionnaire in the future.

PARTICIPATE IN ANNUAL ELECTRONIC SCHOOL SURVEY

75. In order to ensure that they have up-to-date and comparable information on schools' views, LEAs should participate in the annual electronic survey which will begin in 2002. This will allow LEAs to add some of their own questions to the core questions, will collect schools' comments to amplify their ratings and will provide a wider base for comparison. There is the potential to jointly develop a range of customised comparative reports through the new website.

FOR SCHOOLS

USE SCHOOL SURVEY INFORMATION

76. Schools should use the outcome of the Audit Commission survey as a driver for improvement in their LEA's support and advice. They should ensure that they have seen the analysis report of their LEA's school survey, and that they take up the issues arising from it in their consultative meetings with the LEA. If their LEA participates in the annual electronic school survey, schools will have access to the new website, which will hold the anonymised data, and will be able to carry out their own comparative analyses of schools' views.

APPENDIX 1: METHODOLOGY

Survey forms were sent out by the Audit Commission during the term before the inspection. They were sent directly to schools in each LEA. In the LEAs inspected from the spring term of 2000 onwards, all maintained schools were sent a form. During the autumn term 1999, a random sample of about 100 primary and secondary schools was selected for those LEAs with more than 100 schools. All the schools in smaller LEAs were surveyed. Middle schools were categorised according to whether they were deemed primary or secondary. Response rates were high for a postal survey, an overall rate of 79 per cent, ranging from 62 per cent to 95 per cent in individual LEAs. The responses from 82 Pupil Referral Units (PRUs) were not included in the statistics. The LEAs which have had re-inspections have been excluded from the analysis. The response rates of schools in LEAs being inspected for the second time were consistently lower and there are possible effects of re-surveying.

Two slightly different versions of the survey form were used: one from autumn 1999 to summer 2000; the second from autumn 2000 to summer 2001. This was because the survey questionnaire was amended to focus more clearly on the revised framework for inspection. The number of questions was reduced and the wording was clarified, though care was taken not to reduce comparability over time unduly. The version used until summer 2000 contained 96 pre-coded questions, while that used from autumn 2000 contained 86 questions. In both cases these covered aspects of LEA support grouped under six headings:

- the LEA approach to school improvement;
- planning and communication;
- support for improvement in the quality of education and management of schools;
- access to education;
- special educational needs; and
- management support services.

A seventh category, *procurement of services*, was introduced in autumn 2000.

There was also a final section for schools' comments, which were examined by the inspection team and used in inspections. The present analysis focuses on the 70 pre-coded questions which were equivalent for both surveys.

Schools were asked to provide their views by marking a response on a 5 point scale: 1 = very good; 2 = good; 3 = satisfactory; 4 = poor; 5 = very poor. The lower the score, the higher the satisfaction rating. Schools were also given the option of indicating that they had no opinion about an item where a question was not relevant to the school or where the service was not used by the school.

APPENDIX 2: THE AUDIT COMMISSION SCHOOL SURVEY USED FROM SEPTEMBER 2000



LEA Inspection: survey of schools' views

The Audit Commission and OfSTED will shortly be carrying out a joint inspection of the support provided by your LEA for school improvement. This survey is being sent to all headteachers to ask for your views on the LEA's planning and communication and on services the LEA provides or procures for schools. You may wish to consult other members of staff or governors when responding. **Individual replies will be treated in confidence.** The LEA will be given a summary of the responses overall, but no individual school will be identified in this or in the inspection report. The questionnaire should take about 30 minutes to complete.

Please return questionnaire in the pre-paid envelope **within three** weeks of receipt to:

**LEA Inspection Team,
Audit Commission, 1 Vincent Square, London SW1P 2PN.**

Thank you very much for your time. Your views will make a valuable contribution to the inspection process.

SCHOOL DETAILS (as at September 2000)	
School Name:	DfEE number: LEA/School
Age range:	
From: _____ to: _____	
Nursery <input type="checkbox"/>	Primary <input type="checkbox"/>
Secondary <input type="checkbox"/>	Special <input type="checkbox"/>
	PRU <input type="checkbox"/>
Status:	
County/Community <input type="checkbox"/>	Controlled <input type="checkbox"/>
Aided/special agreement <input type="checkbox"/>	Foundation <input type="checkbox"/>

(Guidance notes overleaf)

(Office use only)

YOUR RESPONSE (Please answer questions by circling one of the seven possible responses that appear after each question)

1 = Very good	2 = Good	3 = Satisfactory	4 = Poor	5 = Very poor
---------------	----------	------------------	----------	---------------

X = The service is not purchased from the LEA or from an external provider
 N = The question is not relevant to your school

You may find the following questions helpful in considering your response: is the support timely, expert, well targeted, effective and regularly reviewed? If your answers are consistently YES, the support should be graded as very good. If your answers are consistently NO, the support should be graded as very poor. If they are a mixture you should consider the balance of strengths and weaknesses and grade as good, satisfactory or poor.

Under Fair Funding, schools have the freedom to purchase services from external providers. Please rate the service you receive irrespective of the provider. Please circle the X only if a particular service is not purchased by your school.

When entering your responses to survey questions, please use ink to circle the appropriate option. Please ensure that you circle only one of the seven possible responses as illustrated in the following example questions:

1. The clarity of its strategy for school improvement in the EDP	1 2 3 4 5 X N
2. Consultation on the Education Development Plan	1 2 3 4 5 X N

Please provide any additional comments in section H of the form.

In confidence**1**

A THE LEA APPROACH TO SCHOOL IMPROVEMENT	
How do you rate the LEA in the following respects?	
1. The clarity of its strategy for school improvement in the EDP	1 2 3 4 5 X N
2. Consultation on the Education Development Plan	1 2 3 4 5 X N
3. The relevance of its priorities to your school	1 2 3 4 5 X N
4. Its knowledge and understanding of your school	1 2 3 4 5 X N
5. Its application of intervention in inverse proportion to success	1 2 3 4 5 X N
6. Support to schools where there are concerns about performance	1 2 3 4 5 X N
7. Its ability to challenge schools to perform better	1 2 3 4 5 X N
8. Support for target-setting	1 2 3 4 5 X N
9. The steps taken to disseminate good practice among schools	1 2 3 4 5 X N
10. Quality of data on pupil performance	1 2 3 4 5 X N
11. Guidance on the use of data on pupil performance	1 2 3 4 5 X N
12. Transfer of pupil data between primary and secondary schools	1 2 3 4 5 X N
Please make any comments in section H	

B PLANNING AND COMMUNICATION	
How do you rate the LEA in the following respects?	
1. Its responsiveness to your concerns	1 2 3 4 5 X N
2. Advice to schools on legislation and national policies	1 2 3 4 5 X N
3. The extent to which schools influence LEA policies/ plans/ procedures	1 2 3 4 5 X N
4. Consultation on the planning and review of the education budget	1 2 3 4 5 X N
5. The clarity of the educational rationale behind the school funding formula	1 2 3 4 5 X N
6. Consultation on changes to the school funding formula	1 2 3 4 5 X N
7. Support to schools in bidding for external grants	1 2 3 4 5 X N
8. The effectiveness of liaison between education and social services	1 2 3 4 5 X N
9. The effectiveness of liaison with the health service	1 2 3 4 5 X N
10. The effectiveness of liaison with the police	1 2 3 4 5 X N
11. Support for links between schools and regeneration programmes e.g. SRB	1 2 3 4 5 X N
12. Links with employers and community organisations	1 2 3 4 5 X N
Please make any comments in section H	

In confidence**2****C SUPPORT FOR IMPROVEMENT IN THE QUALITY OF EDUCATION AND MANAGEMENT OF SCHOOLS**

How do you rate the LEA's support to your school in the following areas?

1. Support to the headteacher and senior management	1 2 3 4 5 X N
2. Support for middle managers	1 2 3 4 5 X N
3. Support for school self-evaluation	1 2 3 4 5 X N
4. Support to the governing body	1 2 3 4 5 X N
5. Support for improvement in early years provision	1 2 3 4 5 X N
6. Support for the teaching of literacy	1 2 3 4 5 X N
7. Support for the teaching of numeracy	1 2 3 4 5 X N
8. Support for ICT in the curriculum	1 2 3 4 5 X N
Please make any comments in section H	

D ACCESS TO EDUCATION

How well does the LEA meet its responsibilities in these respects?

1. Support for promoting a high level of pupil attendance	1 2 3 4 5 X N
2. Support for improving pupils' behaviour	1 2 3 4 5 X N
3. Advice on exclusion procedures	1 2 3 4 5 X N
4. Alternative provision for pupils excluded from school	1 2 3 4 5 X N
5. Provision for pupils out of school for reasons other than exclusion	1 2 3 4 5 X N
6. Support for children that are looked-after by the Local Authority	1 2 3 4 5 X N
7. Advice on child protection procedures	1 2 3 4 5 X N
8. Planning of school places	1 2 3 4 5 X N
9. Information on admissions	1 2 3 4 5 X N
10. The handling of admission appeals	1 2 3 4 5 X N
11. Home-to-school transport	1 2 3 4 5 X N
12. Support for meeting the needs of pupils from ethnic minority groups	1 2 3 4 5 X N
13. Health and safety in schools	1 2 3 4 5 X N
Please make any comments in section H	

In confidence**3**

E SPECIAL EDUCATIONAL NEEDS	
How well does the LEA meet its responsibilities in these respects?	
1. The quality of its planning of SEN provision	1 2 3 4 5 X N
2. Its criteria for resource allocation for statemented pupils	1 2 3 4 5 X N
3. Information about the costs of different types of SEN provision	1 2 3 4 5 X N
4. Support for inclusion for pupils with statements in mainstream schools	1 2 3 4 5 X N
5. Support for SENCOs	1 2 3 4 5 X N
6. Guidance on IEPs	1 2 3 4 5 X N
7. Provision of learning support services	1 2 3 4 5 X N
8. Provision of behaviour support services	1 2 3 4 5 X N
9. Provision of educational psychology support	1 2 3 4 5 X N
10. Involvement of schools in decision-making about statutory assessments	1 2 3 4 5 X N
11. Efficiency with which the statutory assessments of pupils with SEN are made	1 2 3 4 5 X N
12. The quality of statements of SEN	1 2 3 4 5 X N
13. Provision for pupils who have a statement of SEN	1 2 3 4 5 X N
14. The annual review of statements of SEN	1 2 3 4 5 X N
Please make any comments in section H	

F PROCUREMENT OF SERVICES	
How do you rate the LEA's support to your schools in procuring and evaluating services?	
1. Advice on services from other providers	1 2 3 4 5 X N
2. Advice on obtaining value for money from service providers	1 2 3 4 5 X N
3. Client support or contract management of externally-provided services	1 2 3 4 5 X N
4. The clarity of service specification for services offered by the LEA	1 2 3 4 5 X N
5. Schools' involvement in the review of services provided by the LEA	1 2 3 4 5 X N
Please make any comments in section H	

In confidence**4****G MANAGEMENT SUPPORT SERVICES**

How do you rate the following services (which may be provided by the LEA or by an external company)?

I. FINANCIAL SERVICES

1. Support on the planning and control of the school budget	1 2 3 4 5 X N
2. The accuracy of financial information systems	1 2 3 4 5 X N
3. The arrangements for schools to make financial transactions	1 2 3 4 5 X N
4. Arrangements for schools with, or in danger of having, deficit budgets	1 2 3 4 5 X N
5. The reliability of payroll services	1 2 3 4 5 X N
6. The effectiveness of internal audit	1 2 3 4 5 X N

II. PERSONNEL SERVICES

7. Personnel advice and guidance	1 2 3 4 5 X N
8. Personnel administration	1 2 3 4 5 X N
9. Personnel casework e.g. capability procedures	1 2 3 4 5 X N
10. Headteacher or deputy headteacher appointments	1 2 3 4 5 X N
11. The induction of newly-qualified teachers	1 2 3 4 5 X N
12. The application of equal opportunities legislation to schools	1 2 3 4 5 X N

III. SUPPORT FOR INFORMATION AND COMMUNICATIONS TECHNOLOGY

13. The quality of its ICT strategy	1 2 3 4 5 X N
14. ICT in school administration	1 2 3 4 5 X N
15. Electronic information exchange between the LEA and schools	1 2 3 4 5 X N

IV. PROPERTY AND FACILITY SERVICES

16. The quality of its asset management planning	1 2 3 4 5 X N
17. Landlord responsibilities for structural building maintenance	1 2 3 4 5 X N
18. Programming and management of building projects	1 2 3 4 5 X N
19. Building maintenance	1 2 3 4 5 X N
20. Grounds maintenance	1 2 3 4 5 X N
21. Cleaning	1 2 3 4 5 X N
22. Catering	1 2 3 4 5 X N

Please make any comments in section H

*In confidence***5****H COMMENTS ON ASPECTS OF LEA SUPPORT**

Please comment on the areas covered in this survey. It would help if you focused on **up to three strongest and up to three weakest aspects of the LEA's support for school improvement (e.g. those you have rated 1 or 5)** and gave your reasons for identifying these. You may also wish to comment on services not offered by the LEA or explain why you do not buy particular services from the LEA.

(Please continue overleaf if necessary)

HEADTEACHER'S AUTHORISATION**Please print, sign and date**

Headteacher's signature:

Printed name:

Date:

Others involved in completing this survey (please tick as many boxes as apply):

Other teachers Governors Others (please specify)

APPENDIX 3: LEAs INCLUDED IN THE SURVEY AND RESPONSE RATES

1999 Inspection: autumn term ^I	Authority type	Size	Surveys sent	Responses	Response rate
Barnet	Outer London	Medium	82	76	93%
Bristol	Unitary	Medium	110	82	75%
Derbyshire	County	Large	110	97	88%
Doncaster	Metropolitan	Medium	94	80	85%
Greenwich	Inner London	Small	97	73	75%
Halton	Unitary	Small	72	61	85%
Hertfordshire	County	Large	221	134	61%
Lancashire	County	Large	220	188	85%
Leeds	Metropolitan	Large	100	76	76%
Lewisham	Inner London	Small	90	60	67%
Oxfordshire	County	Large	108	90	83%
Plymouth	Unitary	Medium	110	84	76%
Rotherham	Metropolitan	Medium	87	78	90%
Salford	Metropolitan	Medium	124	103	83%
Sheffield	Metropolitan	Medium	105	90	86%
Walsall	Metropolitan	Medium	132	110	83%
Worcestershire	County	Medium	110	86	78%
2000 Inspection: spring term ^{II}	Authority type	Size	Surveys sent	Responses	Response rate
Bradford	Metropolitan	Large	266	197	74%
Brighton & Hove	Unitary	Small	77	61	79%
Camden	Inner London	Small	60	41	68%
City of York	Unitary	Small	78	64	82%
Hammersmith & Fulham	Inner London	Small	55	42	76%
Kensington & Chelsea	Inner London	Small	36	29	81%
Luton	Unitary	Small	87	75	86%
North Yorkshire	County	Large	389	327	84%
Portsmouth	Unitary	Small	70	59	84%
Rochdale	Metropolitan	Medium	105	86	82%
Tameside	Metropolitan	Medium	105	92	88%
Trafford	Metropolitan	Medium	100	76	76%

^I Darker shading denotes a LEA in which only a sample of the schools was surveyed. The 'size' criterion is based on the actual number of schools (Small LEAs: 100 or less schools; Medium LEAs: 101 to 200 schools; Large LEAs: 201 plus).

^{II} The Corporation of London has been excluded from the data set in order to avoid distorting survey analysis. This is due to its unique status as an LEA with only one maintained school.

Waltham Forest	Outer London	Small	91	72	79%
Wandsworth	Inner London	Small	80	56	70%
Westminster	Inner London	Small	53	35	66%
Wolverhampton	Metropolitan	Medium	122	102	84%
2000 Inspection: summer term	Authority type	Size	Surveys sent	Responses	Response rate
Bath and NE Somerset	Unitary	Small	87	68	78%
Blackpool	Unitary	Small	44	37	84%
Bolton	Metropolitan	Medium	134	105	78%
Cambridgeshire	County	Large	253	210	83%
City of Nottingham	Unitary	Medium	132	111	84%
Coventry	Metropolitan	Medium	119	93	78%
Dudley	Metropolitan	Medium	112	96	86%
Enfield	Outer London	Small	89	70	79%
Gateshead	Metropolitan	Small	92	86	93%
Hartlepool	Unitary	Small	40	33	83%
Isle of Wight	Unitary	Small	70	56	80%
Lincolnshire	County	Large	376	282	75%
Merton	Outer London	Small	64	53	83%
Redbridge	Outer London	Small	73	57	78%
Sefton	Metropolitan	Medium	126	92	73%
South Gloucestershire	Unitary	Medium	116	94	81%
2000 Inspection: autumn term	Authority type	Size	Surveys sent	Responses	Response rate
Blackburn with Darwen	Unitary	Small	84	75	89%
Derby City	Unitary	Medium	109	100	92%
Devon	County	Large	373	233	62%
Essex	County	Large	589	391	66%
Herefordshire	Unitary	Medium	103	83	81%
Milton Keynes	Unitary	Medium	104	77	74%
NE Lincolnshire	Unitary	Small	79	74	94%
Oldham	Metropolitan	Medium	123	112	91%
Reading	Unitary	Small	55	50	91%
Richmond	Outer London	Small	51	42	82%
South Tyneside	Metropolitan	Small	79	66	84%
Southampton	Unitary	Small	88	84	95%
Sutton	Outer London	Small	62	56	90%
Thurrock	Unitary	Small	60	49	82%

Wakefield	Metropolitan	Medium	162	136	84%
Wirral	Metropolitan	Medium	138	116	84%
2001 Inspection: spring term	Authority type	Size	Surveys sent	Responses	Response rate
Croydon	Outer London	Medium	129	95	74%
Cumbria	County	Large	351	248	71%
Darlington	Unitary	Small	49	42	86%
Ealing	Outer London	Small	90	71	79%
Hampshire	County	Large	541	438	81%
Hillingdon	Outer London	Small	91	77	85%
Hounslow	Outer London	Small	83	63	76%
North Tyneside	Metropolitan	Small	84	71	85%
Saint Helens	Metropolitan	Small	80	58	73%
Shropshire	County	Medium	168	138	82%
Slough	Unitary	Small	48	37	77%
Southend-on-Sea	Unitary	Small	60	48	80%
Telford	Unitary	Small	86	58	67%
Warrington	Unitary	Small	91	74	81%
West Sussex	County	Large	307	229	75%
Wigan	Metropolitan	Medium	143	122	85%
2001 Inspection: summer term	Authority type	Size	Surveys sent	Responses	Response rate
Bracknell Forest	Unitary	Small	40	38	95%
Cheshire	County	Large	352	292	83%
Dorset	County	Medium	184	149	81%
East Riding of Yorks.	Unitary	Medium	163	133	82%
Harrow	Outer London	Small	70	51	73%
Havering	Outer London	Small	88	75	85%
Northamptonshire	County	Large	351	274	78%
Peterborough	Unitary	Small	78	67	86%
Redcar & Cleveland	Unitary	Small	67	59	88%
Stockport	Metropolitan	Medium	144	95	66%
Stockton-on-Tees	Unitary	Small	84	54	64%
Swindon	Unitary	Small	83	63	76%
Torbay	Unitary	Small	46	36	78%
West Berkshire	Unitary	Small	82	67	82%
Windsor & Maidenhead	Unitary	Small	64	55	86%
Wokingham	Unitary	Small	67	62	93%

APPENDIX 4: USE OF THE SCHOOL SURVEY FOR BENCHMARKING AND THE IDENTIFICATION OF BEST PRACTICE

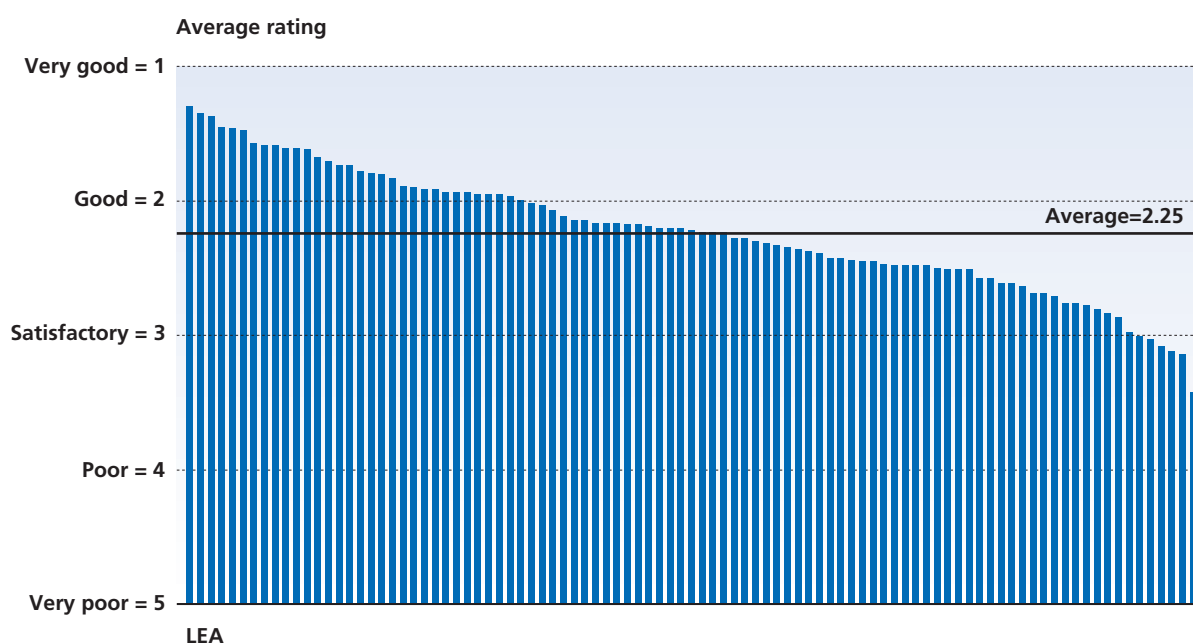
The cascade chart shows the different LEAs' average ratings on the provision of data on pupil performance (EXHIBIT 11). This was the third highest rated item on the school survey overall, but the chart shows there was still a considerable range between the LEA average ratings from the highest: 1.30 (between good and very good) and the lowest: 3.43 (between satisfactory and poor). The chart also shows the overall average and could, if it included all LEAs, include the line delineating the top 25 per cent. Separate charts could also be drawn for groups of LEAs: either of the same type (metropolitan authorities, unitary authorities, inner London boroughs, etc) or groups of statistical neighbours or benchmarking groups.

Schools' ratings could also be related to the findings of inspections and could help to identify best practice: the following is an extract from the published Ofsted inspection report on one of the highest rated LEAs:

'The provision of performance data and guidance on their use are strengths. The LEA's research and statistics team produces a comprehensive pack of data for each school. This data enables schools to set their performance (including attendance and exclusions) in the context of other schools locally and nationally, and to analyse it by gender, fluency in English, ethnicity and eligibility for free school meals. The research and statistics team assists link inspectors in producing preliminary targets for negotiation with schools. Schools are able to assess, track and target individuals and sub-groups of pupils. There is clear guidance to inspectors and other LEA staff on the use of the data in schools and a range of training courses for headteachers and other senior staff.'

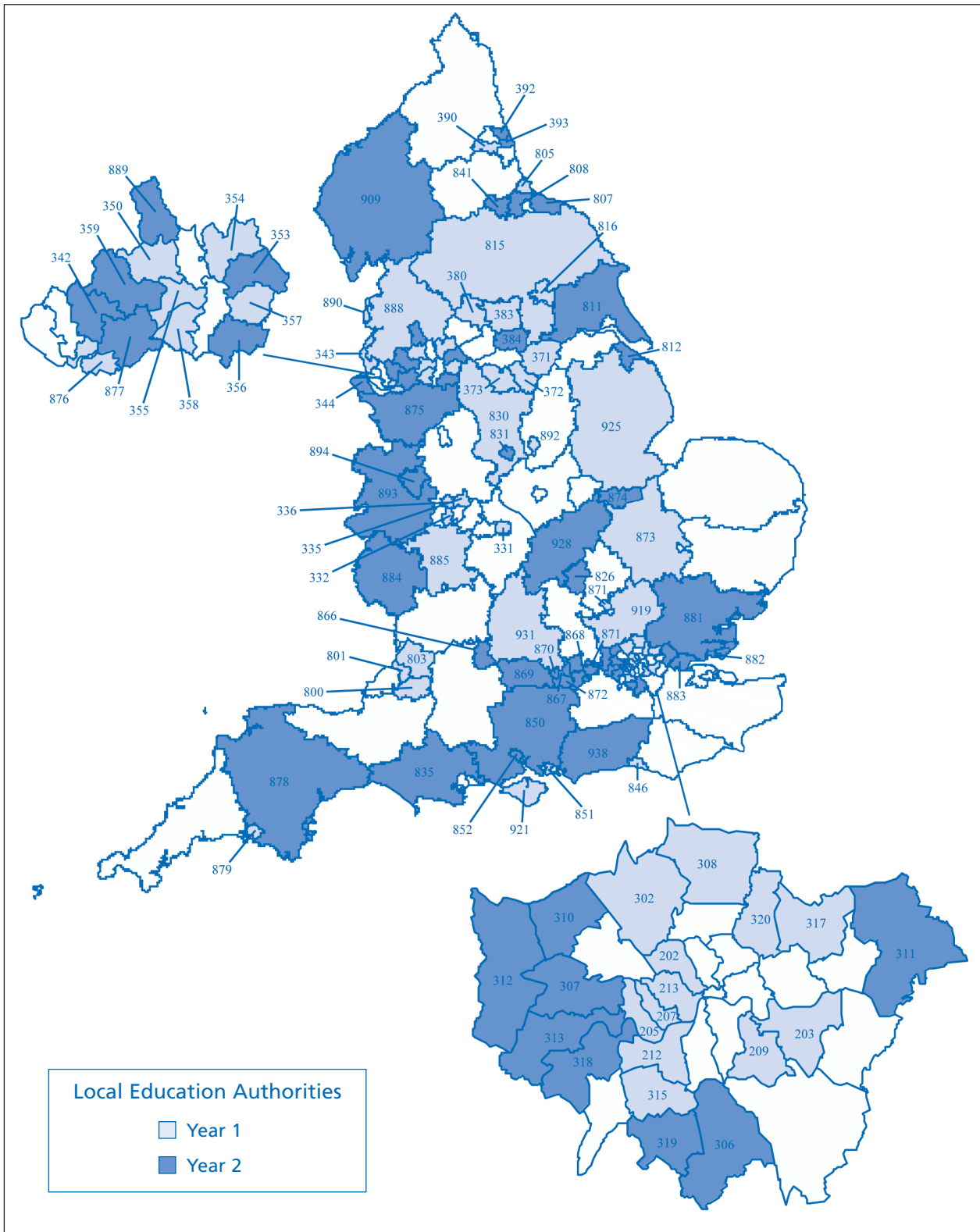
Source: Ofsted Inspection report (June 2000)

EXHIBIT 11 Quality of data on pupil performance



Source: Audit Commission school survey database

APPENDIX 5: MAP LOCATING LEAs



Source: Information Management Team, DfES (Darlington)

KEY: YEAR 1 – LEAs INSPECTED IN 1999/2000

DfES number	LEA	DfES number	LEA	DfES number	LEA
202	Camden	350	Bolton	821	Luton
203	Greenwich	354	Rochdale	830	Derbyshire
205	Hammersmith & Fulham	355	Salford	846	Brighton & Hove
207	Kensington & Chelsea	357	Tameside	851	Portsmouth
209	Lewisham	358	Trafford	873	Cambridgeshire
212	Wandsworth	371	Doncaster	876	Halton
213	Westminster	372	Rotherham	879	Plymouth
302	Barnet	373	Sheffield	885	Worcestershire
308	Enfield	380	Bradford	888	Lancashire
315	Merton	383	Leeds	890	Blackpool
317	Redbridge	390	Gateshead	892	City of Nottingham
320	Waltham Forest	800	Bath and NE Somerset	919	Hertfordshire
331	Coventry	801	Bristol	921	Isle of Wight
332	Dudley	803	South Gloucestershire	925	Lincolnshire
335	Walsall	805	Hartlepool	931	Oxfordshire
336	Wolverhampton	815	North Yorkshire		
343	Sefton	816	City of York		

KEY: YEAR 2 – LEAs INSPECTED IN 2000/01

DfES number	LEA	DfES number	LEA	DfES number	LEA
306	Croydon	808	Stockton-on-Tees	875	Cheshire
307	Ealing	811	East Riding of Yorks.	877	Warrington
310	Harrow	812	NE Lincolnshire	878	Devon
311	Havering	826	Milton Keynes	880	Torbay
312	Hillingdon	831	Derby City	881	Essex
313	Hounslow	835	Dorset	882	Southend-on-Sea
318	Richmond	841	Darlington	883	Thurrock
319	Sutton	850	Hampshire	884	Herefordshire
342	Saint Helens	852	Southampton	889	Blackburn with Darwen
344	Wirral	866	Swindon	893	Shropshire
353	Oldham	867	Bracknell Forest	894	Telford
356	Stockport	868	Windsor & Maidenhead	909	Cumbria
359	Wigan	869	West Berkshire	928	Northamptonshire
384	Wakefield	870	Reading	938	West Sussex
392	North Tyneside	871	Slough		
393	South Tyneside	872	Wokingham		
807	Redcar & Cleveland	874	Peterborough		

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First published in December 2001 by the Audit Commission
for Local Authorities and the National Health Service in
England and Wales, 1 Vincent Square, London, SW1P 2PN.

Front cover picture: www.third-avenue.co.uk

Printed in the UK for the Audit Commission by Belmont
Press, Northampton

ISBN 1 86240 334 1

Further copies are available from:

Audit Commission Publications

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