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The **London**



Challenge

Transforming London Secondary Schools

London Data

department for

education and skills

creating opportunity, releasing potential, achieving excellence

Stephen Twigg visits London's schools



I was appointed Minister for London's schools in July 2002. Since then I have visited all 33 London Local Education Authorities (LEAs), the most comprehensive set of visits across London yet by an

Education Minister. Why did I do this? Because it was essential that I saw for myself the success but also the serious challenges facing London schools. I wanted to understand what we mean when we talk about London's education system. And I knew I had to get to grips with the broad challenges and opportunities facing all London boroughs and schools.

Each visit has included at least one school where I met representatives from the whole school community including parents, pupils, teachers and head teachers. I have also met the Director of Education, and in some cases the lead councillor, of each borough. I would like to thank all those who made each visit so successful.

As a result, we now have a large amount of data and information to draw upon about London's schools, and specifically about their performance – some of this is attached at Annex A. It is clear that the spread of different challenges and opportunities across all London LEAs is huge. LEAs told me that some of them face specific challenges around certain Key Stages, some are tackling huge movement of pupils, some are facing challenges around post 16 provision and some see a very varied picture of the value that they are able to add to previous performance.

Whilst I travelled around London, I noticed many things, but three positive impressions stand out:

- In London's schools there is an incredible sense of dedication and enthusiasm about building a positive future for the children and young people of London. I applaud the high level of commitment from the vast majority of people.
- There is a wealth of talent and imagination, a hot bed of ideas and energy. Schools are comparing progress and ideas about teaching and learning, working together to examine new ways to tackle common issues. Within schools staff are taking professional development to new levels and are inviting pupils into the debate.
- The recent publication of the value added tables has proved that the progress that many of London's schools are making with individual pupils is extremely positive.

This should be recognised. But I was also struck by the many challenges that are preventing schools from building on their energy and talent. Issues that came up in nearly every borough were:

- How to attract and retain high quality teachers within London's schools, particularly teachers with between 3 and 6 years' experience of teaching. Concerns were raised about the short term nature of funding, professional and subject development, cost of housing (particularly for middle managers with families), behaviour and the sustainability of overseas teachers.
- How to widen DfES programmes to put resources where they are most needed. How to address very individual issues

including those of boys and under-performing ethnic minority groups, pressures of behaviour and low aspirations.

- School Funding as a particular issue for the financial year 03-04 and the impact it could have on any of: pupil teacher ratios, dedicated curriculum and behaviour work, the workforce reform strategy and diversity and collaboration.

These were some overall impressions, but the specifics were important too.

Barking and Dagenham

In Barking and Dagenham I visited Eastbury comprehensive where a new sixth form has just opened as part of a large Private Finance Initiative programme. The school is now mainly filled by pupils who put it as their first choice, and it is working through a partnership with an agency to provide support for teachers' mortgages as well as professional development programmes. The vocational GCSE programmes have helped reduce poor behaviour and improve attendance.

Eastbury has benefited from huge investment in learning technologies as a part of the Barking and Dagenham ICT test bed project. Barking and Dagenham was the first LEA nationally to have all of its schools connected to the internet in November 1998. It has continued to develop the use of ICT, prioritising curriculum, training and infrastructure as a part of a borough-wide learning network. I discussed future plans for the borough and was pleased to note the way that the LEA and schools are planning to support the two schools facing challenging circumstances in Barking and Dagenham.

Barnet

In January I was delighted to visit Ravenscroft school in Barnet, which has recently been awarded specialist status, and to open Compton School as a Technology College. New resources will improve technology facilities and ICT suites. Staffing at Compton is relatively stable, and pupils told me that after school activities were good. They would like more youth activities to take children off the streets and uniform had been an issue, but after consultation with the School Council girls could now wear trousers – something they were delighted about. Pupils were pleased with the new

technology status and especially a new on-line ICT course which uses materials from Thomas Telford Technology College.

The council's work with Capita to meet the challenges facing education had led to a regrading of the borough's Education Development Plan from a 'five' to a much improved 'three'. I was pleased that schools in Barnet, although already above the national average at GCSE and Key Stage 3, aim to improve standards of pupil attainment, strengthen leadership at all levels and strengthen teaching and learning.

Bexley

My last visit was to Bexley and I am grateful to Erith School and Bexley Grammar for welcoming me on a busy last day of term. Bexley told me that they are committed to transforming secondary education by improving the quality of teaching and learning for all young people. The Bexley Business Academy, the first Academy in the country, opened in September 2002 with all 210 Year 7 places filled. (In 2003 it is oversubscribed – something that never happened in the history of the previous school.)

Bexley aim to improve attendance rates and reduce exclusions through an attendance strategy and an emphasis on collaborative and preventative approaches to behaviour support. They are also focusing on improving standards at Key Stage 3, which this year rose above the national average. Collaborative plans in Bexley will focus on schools facing challenging circumstances, as well as strengthen leadership capacity and improve teaching and support for students' learning.

Brent

In Brent I visited the Convent of Jesus and Mary Language College and was pleased to hear plans for the school to work collaboratively with other schools on school improvement projects. For the future, Brent are developing a plan which will build specialist and leading edge school capacity across all of their schools, as well as collaborative working and will review the Behaviour Improvement Programme. At Mitchell Primary School I discussed some work around the effects of higher pupil – teacher ratios and some of the Year 6 asked me about training courses for teachers, more books for the school, support staff and how to fund swimming lessons.

I was pleased that early feedback from the recent OFSTED inspection of the LEA had been positive. Brent is one of the LEAs in the group that straddles inner and outer London, and feel strongly that they have the intake and deprivation indicators to be re-classified. The average rise in school budgets this year was 9.6% per pupil.

Bromley

In January I visited the Priory School in Orpington, Bromley to learn about a Special Educational Needs (SEN) and behaviour project which was a great success in driving down exclusions. The project worked with counsellors to run a day release scheme to the local college for Year 10 and 11 students. Priory School also works well within the wider community, especially through sport.

Bromley LEA told me they are proud of a number of areas of their work. They have been praised by OfSTED for their strong record in educating potentially the largest traveller community in the country and have a very well-established 14-19 Learning Network. They have a thriving Strategic Curriculum Forum which looks at work-based and enterprise learning and plans high quality specialist provision for all schools at Key Stage 4 and post 16, building upon their 60% five or more A*-Cs at GCSE. Finally Bromley is already working with other South London LEAs to create the conditions of living and working which attract a healthy supply of good teachers to London's schools.

Camden

My visit to Haverstock school in Camden was fascinating. Haverstock is oversubscribed for the first time in eight years: all indicators of achievement are up and there are no teacher vacancies. The head teacher gave a presentation about his strategy – to draw in a number of initiatives to help build an achievement culture. This includes an attendance officer and school based policeman, a Learning Support Unit and a Pupil Referral Unit, home-school links officers to work with Bengali and Somali communities and Saturday supplementary schools. They also have a £17m PFI project which will rebuild the school within the next two years and have good business links with Safeway and Deutsche Bank.

Camden is one of the inner London LEAs with no schools in special measures or serious weaknesses and where all GCSE results are above the floor target. Their next step is to develop excellent transition strategies through into Key Stage 3, 14-19 opportunities and ensure that all schools and services recruit and retain an able and well motivated workforce. They told me that they welcomed the role of the Ethnic Minority Achievement Grant, which is bringing results through high levels of consultation with the Bangladeshi community.

Croydon

When I visited the impressive Archbishop Lanfranc school in Croydon, head teachers and the LEA were very concerned about the effects of the local funding settlement. Since the visit, we have been trying to work together with the borough to examine its options around school funding. Croydon told me that they would be interested in developing models about how to maintain ideal workforces under budget pressure and were developing some work around their high proportion of refugees who had language needs.

I was pleased to see that Croydon's LIG plans are based around three groups of schools, many of whom had not worked together before. They will focus on the needs of the more challenged schools in Croydon as well as improving the management of teaching and learning. Performance in the LEA is rising steadily across both secondary key stages.

Ealing

Dormers Wells High School in Ealing has a very dynamic head teacher who has worked steadily on improving pupils' behaviour and creating acceptable standards for the school. Ealing told me that they are focused on transition particularly the delicate transition from Key Stage 2 to Key Stage 3. They are very keen on the development of a clear career path for heads, teachers and LEA staff and thought that the National College for School Leadership should lead this. Ealing will have one academy as a part of a community of schools and would be interested in ideas on how to use this as a resource, rather than it become competition for neighbouring schools.

It is good that Ealing's future plans focus on providing support to their schools facing challenging circumstances – including the West London City Academy which will open shortly, as well as supporting stronger vocational pathways, the excellence challenge and improved transitions.

Enfield

In my own area of Enfield I visited Salisbury school and was really pleased to hear about their very recent exit from special measures. They told me that they had found the process useful in highlighting areas to build on but were clearly delighted to be able to move on. The school had had a number of exciting ideas around creating small schools on two sites, federated and working on the 14-19 agenda. Challenges remain in the school, but it was very good to see the school moving forward at such a pace.

Enfield would welcome some thought about pan-London pupil mobility and especially how schools can keep tabs on those children who are affected by transitional housing policies. They have been doing some work in cross-curricular literacy work in their schools facing challenging circumstances which OfSTED have cited as a prime factor in raising pupils' literacy skills and a key element in seeing Salisbury removed from special measures. Future work in Enfield will include collaboration to develop pupils as critical learners and remove ties between age and qualifications. A strong and effective work force will be required to achieve this vision and Enfield are developing an 'Enfield Entitlement' for all teachers who come to work in the area.

Greenwich

My visit to Greenwich in early January was dominated by discussions about the changing demand for skills in the borough. This is driven by the development around the Thames Gateway – 1,000 new homes on the Greenwich peninsula are already approved and proposals for another 10,500 have been submitted. 25,000 jobs stand to be created and education is critical. Greenwich have a strong focus on vocational education with foundation degrees proving very effective for staying on rates. The academy proposal to base St Paul's Roman Catholic school on the Abbey Wood site will address some of these issues.

I visited Eltham Green School in Greenwich, where the school council told me that they valued the system of peer support in the school and that bullying is not a big issue "because it's always dealt with". Students coach and officiate in sports, as well as play, and Year 7 pupils take part in an "Opening Minds" programme which introduces them to the school. One of Greenwich's schools facing challenging circumstances, Eaglesfield, will be closing. The LEA is looking at how to support their schools facing challenging circumstances and want all schools to achieve specialist status, parents to be more fully involved in education and excellent services for children, especially those who are most vulnerable. It is building on some strong groundwork around capacity to improve within the LEA which will see results rise for the borough from a relatively low base.

Hackney

In late December, I made a very cold visit to the site of the new Mossbourne Academy in Hackney. Built at the apex of two railway lines the innovative design shelters pupils from noise whilst promoting a sense of community space near to the centre of Hackney. I also visited Stoke Newington school and met the school council who talked about the school's "sanctions" policy for tackling bad behaviour as well as the anti-bullying team.

I also met The Learning Trust as well as Hackney Council. The Learning Trust are a not-for-profit company contracted in August 2002 to run Hackney's education services. They told me that their relationship was still in its early days, but were content that they share the same agenda. They were concerned that nearly 40% of Hackney pupils go to school out of the borough because parents don't feel Hackney schools provide enough quality. Results at all levels in Hackney remain low despite high value added figures. High numbers of children with English as an additional language remains a challenge for Hackney and the Learning Trust are developing focused work to meet it.

One of Hackney's most challenged schools – Kingsland – is due to close in September and the Learning Trust are working with the London Challenge to develop a radical plan for the future of the borough. That might include significant new school building with perhaps four or five academies in the borough together with a network of specialist schools.

Hammersmith and Fulham

In Hammersmith and Fulham I met the head teacher and pupils of Henry Compton school. This is an improving school which was under serious threat of closure in 1998 with a falling roll. Since then and following the appointment of a new head teacher, results have continued to improve steadily. The school has done a lot of work with the local community and has a good reputation as a school that provides well for asylum seekers and refugees, especially Iraqis, Somalis and Ethiopians. It is a very popular school that builds strongly on adult and pupil to pupil mentoring as well as the importance of regular teacher/community contact.

We met Hammersmith and Fulham LEA in the impressive new Kingwood City Learning Centre. Their top priority is recruitment and an important initiative to help this is key worker housing. The LEA would welcome more strategic joint working with other LEAs around new school places, population movement, teacher centres and sharing of good practice. They welcomed the behaviour initiatives and are developing a programme to do more preventative work. Hammersmith and Fulham are working hard to support their school facing challenging circumstances through collaborative activity and direct support. The LEA are concerned about the borough's performance at Key Stage 3 which has remained relatively static for 2001/2 at 58% across all subjects. They expect substantial improvement this year.

Haringey

In Haringey I spent a useful session at the new Greig Academy. A number of other schools are facing challenging circumstances in Haringey and with support from Capita, who are responsible for education under outsourcing arrangements, several have begun to make rapid progress. I was particularly pleased to hear about the exciting progress underway at White Hart Lane and Park View Academy. Together with the heads, Capita have been working hard with the Department for Education and Skills (DfES) to ensure bespoke solutions and adequate resources for all of these schools. I also visited the very impressive Gladesmore school, recipient of a recent PFI project and a school that is moving forward rapidly under an impressive headteacher.

It was useful to hear about the Capita – Haringey partnership which has been a success for Haringey schools, particularly rebuilding relationships between the authority and schools. Future plans will concentrate on developing the curriculum at Key Stage 3 and Key Stage 4 to build on a very strong recent rise in results at both levels, establish and implement an extensive and high quality programme of professional development to improve senior and middle leadership teams and raise standards in science and mathematics.

Harrow

In Harrow I launched Canons High and Park High Schools as a joint Technology College. I also visited Harrow College, where I met a group of students. Issues alive within Harrow included enthusiasm for restructuring provision in the borough to allow students to stay on post-16 (around 30% of students in Harrow as a whole left the borough at 16). There was strong willingness to collaborate, particularly through National College for School Leadership courses.

Harrow schools and the LEA have set challenging targets for 2004. They plan to meet these by building up recruitment and retention of high quality staff; targeting support to break the cycle of disadvantage; building further capacity for interdependence between schools and other partners, including through extended school clusters and extending curriculum opportunities for pupils aged 14-19.

Havering

In January I visited the Centre for Excellence in Manufacturing and Engineering (CEME) in Havering. Supported by Bexley and Havering College as well as Ford Motor Company, the Centre has a catchment area stretching down to the City. CEME has an employer-led approach to developing skills, as well as links with Cardiff and Warwick Business Schools, Loughborough University and University College London. I also visited Brittons School, a school which has been turned around since 1991. The school is now oversubscribed and is especially proud of very high attendance at parents' evenings. In a meeting with the school council we discussed transition to Year 7 – they suggested that the school adopt the equivalent of a university freshers' week for Year 7 pupils a week before the rest of the school returned.

In Havering I was impressed by the commitment towards collaboration. All of the secondary heads meet monthly, and the LEA and schools work well together. Havering conducts an on-line vacancy survey on behalf of all London boroughs, which is a model for other collaborative work across London. Together Havering heads are working to increase levels of collaboration and information sharing between schools, school self-review methodologies, support for behaviour management, developing a working partnership between primary and secondary and developing the Havering Graduate Teacher Programme.

Hillingdon

I had a really good visit to Hillingdon at the end of term. I discussed the future strategy and plans for Evelyns' academy status and enjoyed a game of 'Conflict Resolution Bingo' in Hayes Manor designed to develop skills of anger management and build self esteem. I met a group of pupils who wanted sixth formers to mentor younger children, more local business mentoring schemes, laptops for sixth formers and holiday classes. At Evelyns pupils welcomed the new building, thought the reputation of the school was improving, but would have liked more lessons about the consequences of crime.

Hillingdon have focused on increased collaboration and their schools that are facing challenging circumstances. They will focus on acceleration in standards of teaching and learning and provide high quality training and mentoring for aspiring and newly appointed middle leaders.

Hounslow

In Hounslow in March I visited Hounslow Manor School. This is a school that is challenged by very high in-year pupil mobility, but is doing some exciting work to tackle it as well as to support ethnic minority children.

Hounslow, like Brent, Haringey and Newham feel very strongly about being an outer London borough with inner London challenges. Head teachers in Hounslow would like to develop sustainable ICT investment strategies, and a pan-London approach to supply agencies. Together the fourteen schools in Hounslow will operate as a single collaborative. They have many and diverse strengths and can support schools facing challenging circumstances located in the western and

central areas of the borough. The success of Excellence in Cities reflects the collegial approach by Hounslow secondary heads to planning, decision making and monitoring. Hounslow's secondary heads are committed to the principle of "every school for every child".

Islington

In March I visited Islington's Elizabeth Garrett Anderson school, a thriving specialist language college, and was delighted to see the broad range of languages (including Turkish and Bengali) being taught in the school using the new facilities.

In 2001 OfSTED said of Islington: *'The tide has turned ... Strong foundations for further progress have been laid by a capable team of officers. There is a forward momentum which is engendering the confidence needed to raise expectations on all fronts.'* Islington have very high aspirations for their schools and are currently focusing on providing high quality support in creating the capacity (at all levels) to raise standards in their schools facing challenging circumstances.

I was pleased to see that Islington LEA and CEA@Islington are aiming high for collaborative working and will develop the use of assessment for learning techniques and build quality training and support for middle and senior leaders in planning, monitoring and evaluation. They are also aiming at 100% specialist school coverage over the next 3 to 4 years – an approach which is fully supported by heads. We are working with them on the possibility of developing a number of academies in the borough, including a possible new school – plans which could amount to real transformation.

Kensington and Chelsea

At Kensington and Chelsea I visited Holland Park school and was really interested to hear about the new approaches to teaching and learning, assessment, uniform and discipline within the school. I met some pupils who were very positive about these changes and was impressed by the head teacher and his team.

We discussed the new Church of England Academy for Kensington and Chelsea with the LEA which will specialise in science and be linked to the national museums in the area. Kensington and Chelsea work together with Westminster as a part of one of London's first joint Excellence in Cities partnerships and share a

City Learning Centre. Kensington and Chelsea have no schools below the floor targets and I am pleased that future work will focus on securing improvement in leadership and performance across the whole group of schools building on the Key Stage 3 strategy and a closer focus on transition.

Kingston

In Kingston, I visited Beverley School for Boys where I met students who were concerned about the demands of Information Technology and French classes, and wanted some refurbishment within their school buildings. I also visited Green Lane Primary School to see a Booster Class which had increased the performance of many pupils. Beverley School has a good joint sixth form arrangement with the nearby Coombe Girls' school and by combining forces both schools are able to offer a much richer curriculum. Beverley Boys qualifies as the only school in the borough to receive LIG and this partnership is central to their development.

Kingston LEA were worried about budgets as well as recruitment and retention and increasing bureaucracy. A key priority for the authority is to ensure that the curriculum is adapted so that it meets the needs of all young people in and out of school, particularly those who have been excluded from formal education. Kingston see this as an exciting opportunity for collaboration between both schools and work related learning providers.

Lambeth

I very much enjoyed visiting Stockwell Park school in Lambeth in mid March. The school's results have risen dramatically and its local reputation is becoming much more positive. It has developed a very creative curriculum, whilst dealing effectively with behaviour and a diverse intake. The other secondary school facing real challenges in the borough is Lilian Baylis. It continues to face a very high pupil and staff turnover despite positive leadership and HMI reports indicating improvement. I am pleased that future collaboration in the borough will focus efforts on these two schools as they seek to build and strengthen an achievement culture.

In Lambeth more generally there has been a steady increase in performance over recent years, with particularly strong improvements in KS3 results.

The LEA believed this was due to a changing intake and parents choosing to send their children to Lambeth schools. We are looking to work with Lambeth on the scope to strengthen this and to build new schools – including perhaps one or two academies and to improve post-16 capacity in the borough building on a low base of achievement at A Level (162 average points score).

Lewisham

I really enjoyed a visit to Deptford Green in Lewisham in late November. School pupils made an impressive multimedia presentation on the citizenship curriculum where they were really excited about working to engage the community in political expression and human rights. Some were very keen that Lewisham should have a 'Young Mayor'.

Lewisham's main concern is the recruitment and retention of teachers, and has turned around a loss of teachers after 3-5 years. They strongly support action at that point and at the threshold. The LEA plans a real transformation over the next few years. They are building strategic capacity through the creation of federations which will build on specialisms, and are aiming to achieve 100% of schools in the specialist schools programme. There are plans for three academies in development which will replace St Josephs and Malory School as well as redesignating Haberdashers' Askes City Technology College. All three are due to open in September 2005. The LEA ensures that schools are setting targets based on prior attainment but with challenge built in, and in their LIG plan Lewisham heads have agreed to support the schools in the area which are facing challenging circumstances and work on an acceleration of improvement in standards, build schools' leadership capacity and strengthen teaching and learning, particularly in relation to black Caribbean pupils.

Merton

One of the last visits I made was to Wimbledon College in Merton where they have embraced the vocational curriculum and have some good newly built facilities including technology labs, wood and metal work rooms, as well as plans for a new swimming pool. There are exciting ideas for cocooning Year 7 pupils to improve transition and a strong pupil mentoring and

pastoral system to help build a 'secondary mentality' among new pupils.

More generally Merton is taking firm steps to raise standards across the borough, building on the growing success of Bishopsford as a Fresh Start school. Merton is developing strong collaborative links with Kingston and the two plan to share joint inspection and school improvement services. Future plans for Merton schools include: a reorganisation and building project to include all community schools, a positive inclusion strategy, a piece of work on pupil transition, strong links with local Further Education (FE) providers for GCSE and a Key Stage 3 strategy which pulls together the co-ordinated delivery of support and training.

Newham

In Newham I visited Gallions and Langdon Schools. Gallions opened in 2000 and was built to accommodate children from a housing estate in New Beckton on the edge of Docklands. In Langdons I met with the school council who showed me a video made for Comic Relief which explained the values of the school and the arts, sports and community activities in which they were engaged.

Newham are concerned about funding, how sustainable regeneration support is, and how to attract higher earning families to the borough. Among Newham's priorities for the future are increased collaboration through the engagement of five schools on a common timetabling project to help students access the most appropriate courses for their needs; new courses offered in collaboration with local FE and HE providers; three secondary schools, with cluster primary schools, developing social services/health provision on site and a focus on the 14-19 strategy.

Redbridge

In Redbridge I visited the impressive Ilford Ursuline High School – a girls' school with consistent high performance and high quality facilities, and I also launched the Connexions Centre in the council building.

It was heartening to see within the LEA a sense of collective enterprise – all of the head teachers were used to working with each other and developing a joint approach to common challenges. This can be seen reflected in the results in the borough which

are consistently high. I was encouraged to hear about the Redbridge Learning Community which was formed to address pupil progress and teaching quality in a borough where the population is rapidly growing and where schools are experiencing increasing pupil mobility and falling levels of attainment on entry. Working in partnership with the National College for School Leadership and Networked Learning Communities the network will focus on learning, mobility and metacognition. A transition and transfer network is planned for September.

Richmond upon Thames

In Richmond I visited Teddington School. Aspiring to specialist college status has done much for the school's morale and they are doing some work around buildings and how they affect parental perceptions. Steps were being taken to engage the local community through extended school activities.

I was delighted to hear about the work that Richmond have been doing around their strong partnership between the LEA and schools, which has been recognised as a strength by OFSTED. The partnership supports successful strategies for all schools, an approach for gifted and talented pupils, very effective working with underperforming schools and the use of consultant headteachers and leading teachers in many areas of the curriculum. Richmond told me that they would like to develop post-16 provision in schools and find that absence of school sixth forms affects results, parental choice and teacher recruitment and retention.

Southwark

My visit to Southwark in February was dominated by discussions about WH Atkins and the future of the contract. Work still continues to finalise the end of the contract and the DfES are working very closely with head teachers and the LEA to develop a viable long term support structure for education in the borough. I visited Oliver Goldsmith primary school as well as Walworth secondary school where I met the school council who talked about their role in the school and specifically how they address bullying through peer mediation schemes. Several other schools in Southwark face real challenges and we are discussing with the LEA whether all could become academies.

There are some very good news stories in Southwark. The Charter School has opened and is building up year by year to develop its own local community base, and Kingsdale school has been developing very successful vocational KS4 options with some good outcomes for pupils. Strong collaboration between and within schools through some early LIG work has been very successful. We are discussing with the borough how to build on this in the medium term. Two new academies will open in September, and there is potential for more as part of the transformation of the area.

Sutton

In Sutton I visited the Greenshaw High School and saw a successful inclusion class. There appears to be good collaboration among head teachers in Sutton who tend to meet regularly to discuss issues in their schools. Recruitment and retention of teachers is a major concern within the schools.

Sutton's priorities for the future of their borough include: a strong emphasis on partnership through the Sutton Post-14 Learning Partnership – a group that connects planning, monitoring and evaluation of provision across schools, colleges and the voluntary and private sectors; social inclusion to develop options for pupils in danger of exclusion; and involving pupils in the assessment of their work so that they can identify what they should do to improve their performance through an Academic Tutoring Initiative. Sutton has achieved the highest GCSE results of any London borough in 2002 – their average is 64.8% pupils achieving 5 or more A*-Cs at GCSE.

Tower Hamlets

In Tower Hamlets I went to Morpeth secondary and Phoenix special schools where I was given a presentation on the history of the school. The rise in achievement in Tower Hamlets over the last four years has been incredible, and even more so when the socio-economic background of the borough is taken into account. Langdon Park school provides drive and leadership with primary partners in an EIC Excellence Action Zone and Bow school has a "state of the art" academic mentoring system in place for pupils in Years 9,10 and 11 boosted by support from the Neighbourhood Renewal Fund.

Tower Hamlets tell me that they attribute their success to five factors – clarity of vision and ambition, a focus on what matters, strength of leadership, support for key priorities and strong relationships. Collaboration, they say, is the key to sustaining improvement.

An example is the community cohesion project which is working with Roman Catholic schools, those with predominantly Bangladeshi pupil intakes, the local mosque and the church. Work is underway to develop the 14-19 strategy together with the local Further Education college and building on success post-16.

Waltham Forest

In Waltham Forest I visited Norlington Boys' School which was a very exciting school using some very interesting strategies for tackling behaviour and low aspirations. Funding was a great concern for the school. They had concerns especially about the process for getting Qualified Teacher Status for overseas teachers, how to use the Behaviour Improvement Programme across the borough and how to get the best out of Connexions. The Key Stage 3 strategy had been useful in a climate where pupils came from many feeder schools.

I met EduAction who are contracted to run education services in Waltham Forest, who welcomed collaboration and the concept of federation. They told me that schools in Waltham Forest were happy to share information and good practice within the borough. The 14-19 agenda had built opportunities for developing the curriculum across the borough and building deeper partnerships between schools and colleges. They were very proud of the secondary heads of Walthamstow Girls and Warwick Boys who are developing joint provision and would like to encourage more diversity in secondary schools.

Wandsworth

In Wandsworth I visited Chestnut Grove which is a specialist arts college, which works well with neighbouring Southfields and Battersea Technology College. It draws from an extremely variable population with competition from independent and selective schools. They suffer recruitment issues in maths and rely heavily on overseas teachers.

Wandsworth LEA told me about the great many positive ideas and strategies they have for their schools – reflected in the improvement in results across the borough. They have welcomed collaboration across and within schools and are very pleased with the success of EiC. There are some good examples of independent-state school partnerships and they are making great headway around behaviour, extended schooling and youth work. Retention is a problem in Wandsworth where schools are strongly affected by house prices. Some of their energy in the future will be focused on strategies for improving attendance and staffing structures at Battersea Technology College, which remains fragile. Other strategies include introducing the widest range of parental and pupil choice, bringing the supply of school places into line with demand and raising educational standards.

Westminster

In January I visited St Marylebone Church of England School in Westminster where we had a lively debate on the likely effects of the congestion charge on the school. Westminster is preoccupied with addressing a demand for school places, making secondary schools more attractive to local residents and providing more choice and diversity through academies and specialist schools. I met some governors, heads and parents from the borough who wanted to develop a long term recruitment strategy for the borough.

Westminster has plans for two academies. One will be an entirely new school and the other will be a new build on the North Westminster Community School site. I am pleased to hear that within LIG both are the focus of a small collaborative and will draw down resources from neighbouring schools to support improvement.

The City of London

Although the City of London does not have a secondary school it is clear that it has a great deal to add to the debate.

I enjoyed visiting Sir John Cass's Foundation Primary School where all pupils learn the cello or violin. The school has strong links with schools in Tower Hamlets as well as in the North of England. Conferences had been held on performance management, inclusion, citizenship, English as an Additional Language, languages and a broad and balanced primary curriculum. The corporation welcomed the advent of the London Business Challenge and spoke about the many opportunities offered by the City and by business including the Dragon Awards for community regeneration.

The corporation looked forward to the City of London Academy in Southwark which it sponsors and which is due to open in September 03.



Performance Data on London Local Education Authorities

1: GCSE, KS3 and A level data for LEA's in London – figures also aggregated to Inner, Outer and Greater London

For coverage and explanations of data please refer to notes at the bottom of the page

| LEA | LEA NAME | GCSE % 5+A*-C | | | | | | KS3 % level 5+ | | | | | | A level average point score** | | Value added 2002 (provisional) | |
|-----|------------------------|---------------|------|------|------|------|--------------------|----------------|------------|--------------|--------------------------------------|------------------------------------|---------------------------------------|-------------------------------|-------|--------------------------------|----------|
| | | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 (provisional) | English 2001 | Maths 2001 | Science 2001 | English 2002 (provisional) adjusted* | Maths 2002 (provisional) adjusted* | Science* 2002 (provisional) adjusted* | 2001 | 2002 | KS2-3 | KS3-GCSE |
| 201 | London, City of | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 202 | Camden | 47.8 | 45.8 | 47.1 | 51.0 | 50.3 | 48.4 | 64 | 62 | 60 | 66 | 63 | 65 | 16.8 | 251.3 | 99.4 | 100.1 |
| 203 | Greenwich | 30.8 | 33.1 | 31.7 | 32.4 | 33.8 | 33.3 | 52 | 49 | 46 | 54 | 54 | 51 | 11.1 | 170.2 | 99.0 | 98.6 |
| 204 | Hackney | 30.4 | 26.5 | 27.8 | 32.2 | 33.5 | 31.1 | 45 | 47 | 38 | 45 | 48 | 42 | 10.2 | 143.4 | 98.9 | 101.7 |
| 205 | Hammersmith and Fulham | 40.1 | 43.5 | 48.9 | 49.8 | 51.1 | 50.3 | 58 | 58 | 57 | 58 | 58 | 58 | 15.4 | 202.0 | 99.5 | 99.5 |
| 309 | Haringey | 26.7 | 26.6 | 30.3 | 30.3 | 30.9 | 35.4 | 48 | 48 | 42 | 56 | 52 | 48 | 12.3 | 163.8 | 99.6 | 99.5 |
| 206 | Islington | 24.9 | 23.3 | 27.4 | 26.5 | 28.7 | 32.9 | 44 | 43 | 39 | 51 | 50 | 46 | 11.9 | 150.9 | 98.8 | 99.3 |
| 207 | Kensington and Chelsea | 43.9 | 45.4 | 44.5 | 50.1 | 55.3 | 55.7 | 69 | 61 | 64 | 72 | 69 | 71 | 15.3 | 231.4 | 99.4 | 101.0 |
| 208 | Lambeth | 28.6 | 28.8 | 31.9 | 31.7 | 35.9 | 40.1 | 51 | 46 | 46 | 58 | 55 | 55 | 11.6 | 162.1 | 99.2 | 100.9 |
| 209 | Lewisham | 29.4 | 32.8 | 32.3 | 34.8 | 35.2 | 38.7 | 52 | 50 | 50 | 58 | 54 | 54 | 13.7 | 199.7 | 99.2 | 99.7 |
| 316 | Newham | 33.4 | 34.0 | 34.6 | 36.3 | 39.1 | 42.4 | 53 | 51 | 46 | 56 | 53 | 50 | 12.1 | 175.8 | 99.2 | 102.0 |
| 210 | Southwark | 27.2 | 29.1 | 29.5 | 32.1 | 33.6 | 35.7 | 41 | 44 | 40 | 50 | 45 | 45 | 10.8 | 166.7 | 98.9 | 100.3 |
| 211 | Tower Hamlets | 25.7 | 27.6 | 31.1 | 32.7 | 34.8 | 43.6 | 50 | 45 | 41 | 51 | 49 | 43 | 10.0 | 160.9 | 98.0 | 103.7 |
| 212 | Wandsworth | 35.0 | 34.7 | 35.6 | 41.6 | 43.2 | 48.6 | 60 | 58 | 56 | 64 | 60 | 59 | 13.2 | 182.7 | 100.0 | 99.7 |
| 213 | Westminster, City of | 34.1 | 34.5 | 35.0 | 36.7 | 39.2 | 41.5 | 59 | 59 | 53 | 62 | 61 | 56 | 12.0 | 183.2 | 98.7 | 98.5 |
| 301 | Barking and Dagenham | 30.9 | 31.3 | 34.0 | 38.3 | 38.2 | 42.3 | 57 | 57 | 58 | 58 | 58 | 57 | 11.8 | 192.8 | 98.5 | 98.4 |
| 302 | Barnet | 52.0 | 56.3 | 56.9 | 57.5 | 55.8 | 59.1 | 72 | 73 | 69 | 72 | 72 | 71 | 16.6 | 246.9 | 100.3 | 99.8 |
| 303 | Bexley | 44.5 | 47.6 | 47.9 | 49.7 | 48.6 | 52.6 | 69 | 67 | 64 | 66 | 69 | 67 | 16.7 | 259.0 | 100.0 | 98.7 |
| 304 | Brent | 38.3 | 44.8 | 43.0 | 48.4 | 45.6 | 49.6 | 61 | 61 | 56 | 64 | 66 | 60 | 13.4 | 224.1 | 99.7 | 100.0 |
| 305 | Bromley | 52.7 | 55.4 | 56.5 | 59.4 | 55.5 | 59.9 | 75 | 73 | 72 | 76 | 72 | 74 | 16.0 | 233.6 | 100.3 | 98.5 |
| 306 | Croydon | 40.4 | 39.5 | 42.4 | 42.6 | 45.1 | 48.9 | 60 | 63 | 61 | 65 | 65 | 63 | 11.9 | 172.5 | 99.6 | 99.1 |
| 307 | Ealing | 37.9 | 44.6 | 45.6 | 46.1 | 47.1 | 49.8 | 60 | 62 | 59 | 60 | 61 | 60 | 14.9 | 227.4 | 99.4 | 101.2 |
| 308 | Enfield | 42.3 | 41.5 | 46.8 | 46.1 | 47.0 | 46.2 | 66 | 63 | 57 | 63 | 65 | 61 | 14.4 | 209.4 | 99.6 | 100.0 |
| 310 | Harrow | 53.4 | 52.8 | 55.1 | 57.2 | 57.5 | 59.1 | 70 | 70 | 66 | 75 | 73 | 72 | 14.8 | 207.3 | 100.7 | 100.6 |
| 311 | Havering | 48.1 | 50.1 | 54.2 | 55.9 | 55.7 | 57.3 | 72 | 72 | 70 | 74 | 76 | 74 | 16.9 | 259.7 | 99.8 | 99.2 |
| 312 | Hillingdon | 40.4 | 44.0 | 44.1 | 47.9 | 47.1 | 46.0 | 62 | 66 | 64 | 67 | 64 | 64 | 15.3 | 215.9 | 99.1 | 98.0 |
| 313 | Hounslow | 44.1 | 46.5 | 46.7 | 46.5 | 45.6 | 49.5 | 67 | 62 | 61 | 64 | 64 | 62 | 13.6 | 196.7 | 99.2 | 98.7 |
| 314 | Kingston upon Thames | 57.5 | 58.6 | 57.0 | 61.3 | 61.3 | 60.0 | 75 | 77 | 75 | 74 | 78 | 76 | 16.2 | 240.4 | 100.9 | 99.3 |
| 315 | Merton | 37.5 | 37.3 | 38.8 | 40.5 | 40.0 | 40.9 | 64 | 62 | 56 | 62 | 62 | 58 | 13.0 | 229.6 | 99.9 | 99.2 |
| 317 | Redbridge | 52.5 | 54.7 | 58.5 | 59.6 | 63.0 | 63.7 | 72 | 74 | 70 | 75 | 74 | 73 | 15.3 | 249.1 | 100.9 | 102.1 |
| 318 | Richmond upon Thames | 46.5 | 50.6 | 51.9 | 51.1 | 54.6 | 51.4 | 69 | 69 | 69 | 72 | 70 | 70 | 15.9 | 231.6 | 99.9 | 98.8 |
| 319 | Sutton | 54.7 | 57.9 | 60.1 | 63.4 | 60.2 | 64.8 | 76 | 75 | 76 | 81 | 78 | 78 | 19.9 | 300.6 | 101.0 | 99.1 |
| 320 | Waltham Forest | 35.5 | 37.2 | 36.6 | 39.7 | 42.8 | 44.3 | 58 | 57 | 55 | 59 | 57 | 57 | 12.9 | 188.8 | 99.6 | 101.3 |
| | Inner London | 32.0 | 32.4 | 34.1 | 35.7 | 38.0 | 41.0 | 52 | 51 | 47 | 56 | 54 | 52 | 13.2 | 188.5 | 99.1 | 100.7 |
| | Outer London | 44.3 | 46.6 | 48.1 | 49.4 | 49.9 | 51.9 | 66 | 66 | 63 | 68 | 67 | 66 | 15.2 | 227.1 | 99.9 | 99.6 |
| | Greater London | 40.4 | 42.1 | 43.6 | 45.0 | 46.1 | 48.5 | 62 | 61 | 58 | 64 | 63 | 61 | 14.7 | 216.8 | 99.6 | 99.9 |
| | ENGLAND | 45.1 | 46.3 | 47.9 | 49.2 | 50.0 | 51.5 | 65 | 66 | 66 | 67 | 67 | 67 | 17.4 | 254.5 | 99.9 | 98.6 |

– Data not available

*KS3 data: 2002 is the first year that KS3 results have been published. It is therefore the first time that the data has been checked with schools. The figures at LEA level are also adjusted for refugees. For these reasons 2001 and 2002 figures are not comparable.

**A level data: Figures for 2001 and 2002 are not comparable.

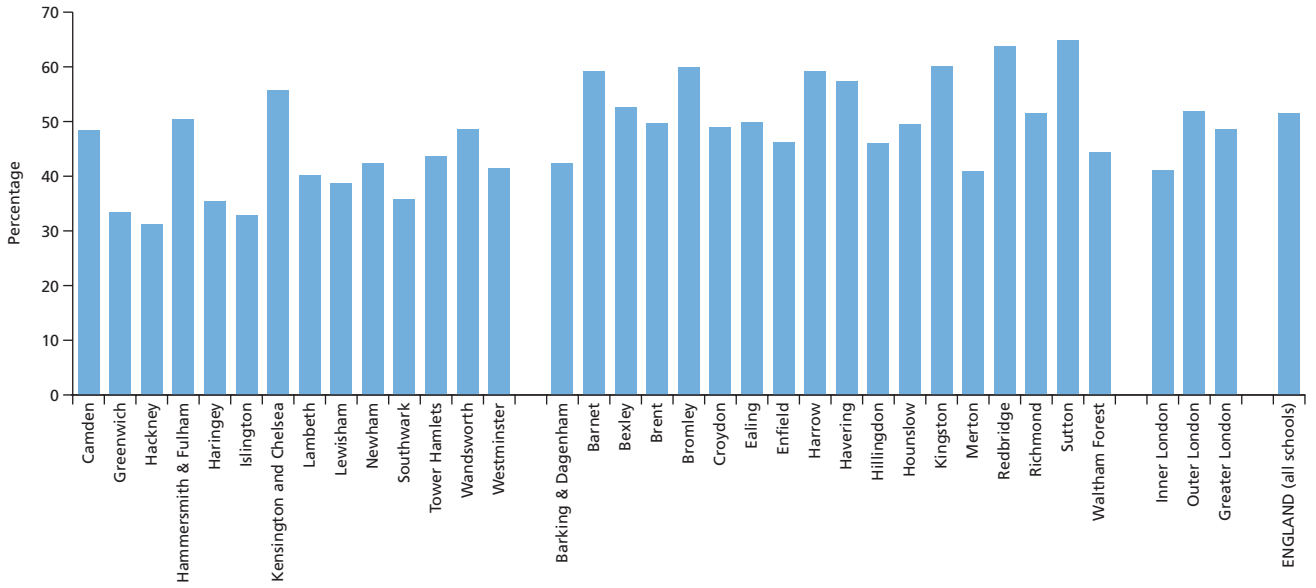
2000/01 figure: Cumulative results of 17-18 year olds over 1999/2000 and 2000/01 academic years. Provided they entered a GCE A level, VCE Double Award or AGNVQ in Summer 2001 Figures based on old scoring system.

2001/02 figures: Cumulative results of 16-18 year olds over 2000/01 and 2001/02 academic years Provided they entered a GCE/VCE A level or Double Award VCE in Summer 2002 Figures based on new UCAS tariff.

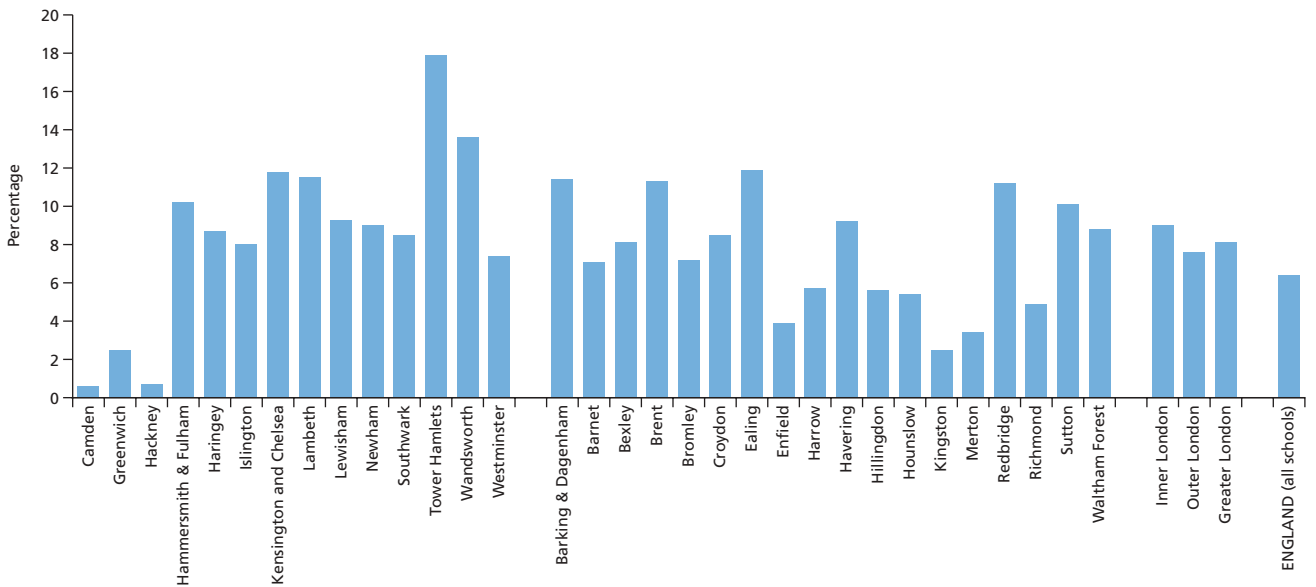
Coverage: LEA and London figures: GCSE and KS3 - LEA maintained schools and CTCs, A levels - LEA maintained schools and CTCs and FE Sector Colleges. England averages include all schools.

Source: GCSE and KS3 LEA and National figures taken from: <http://www.dfes.gov.uk/statistics/DB/STA/10373/index.html>. GCSE and KS3 London aggregations taken from relevant volumes/bulletins/SFRs. A level data as published.

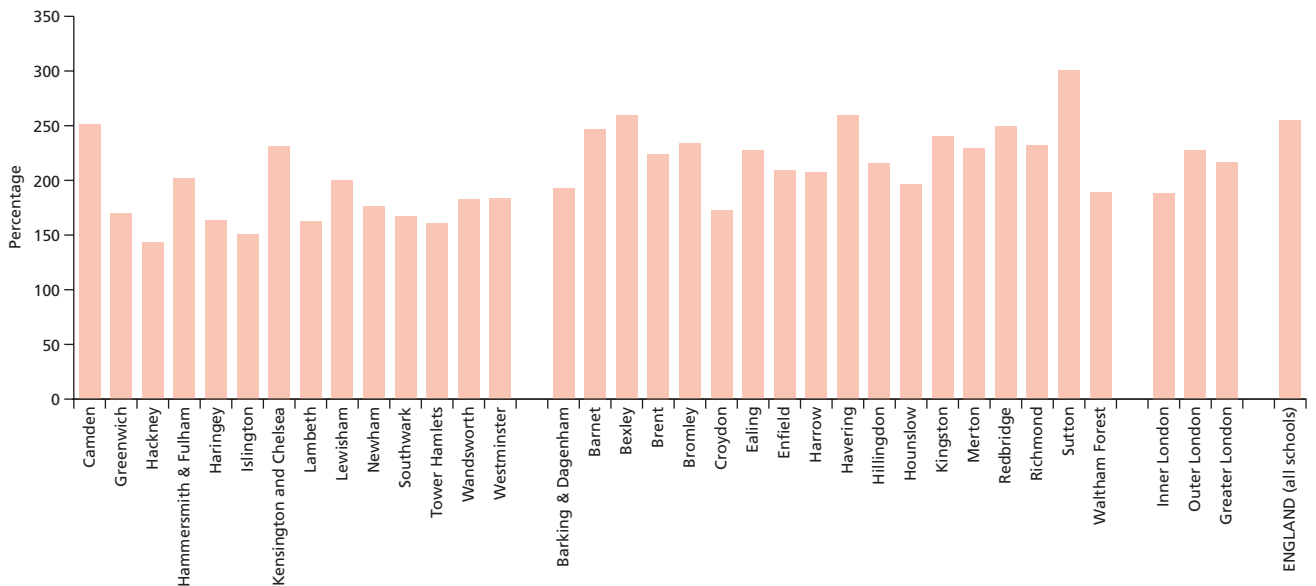
2: Percentage of pupils achieving 5 or more grades A*-C at GCSE 2002



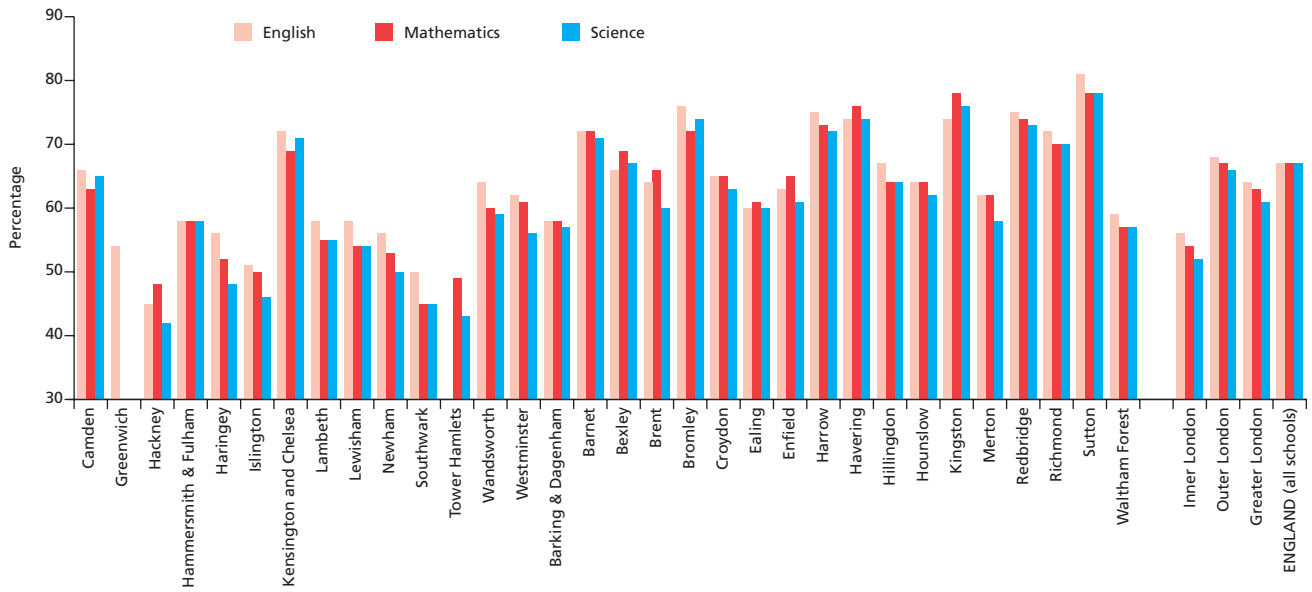
3: Percentage point change in pupils achieving 5 or more grade A*-Cs at GCSE 1997–2002



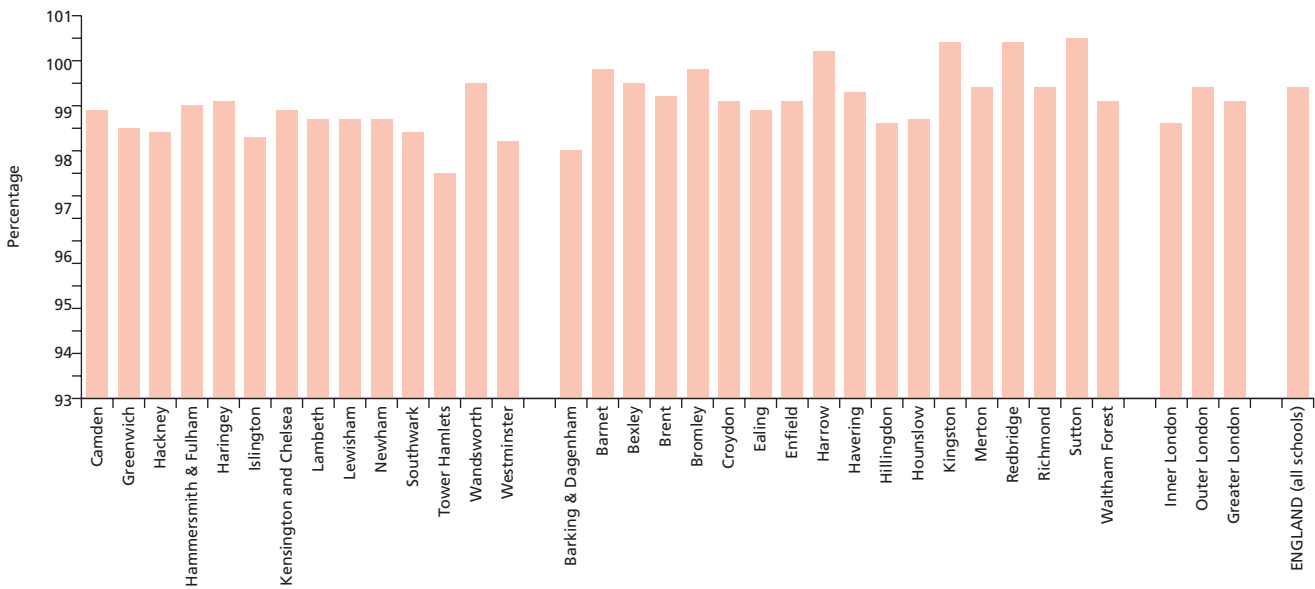
4: A level average points score 2002



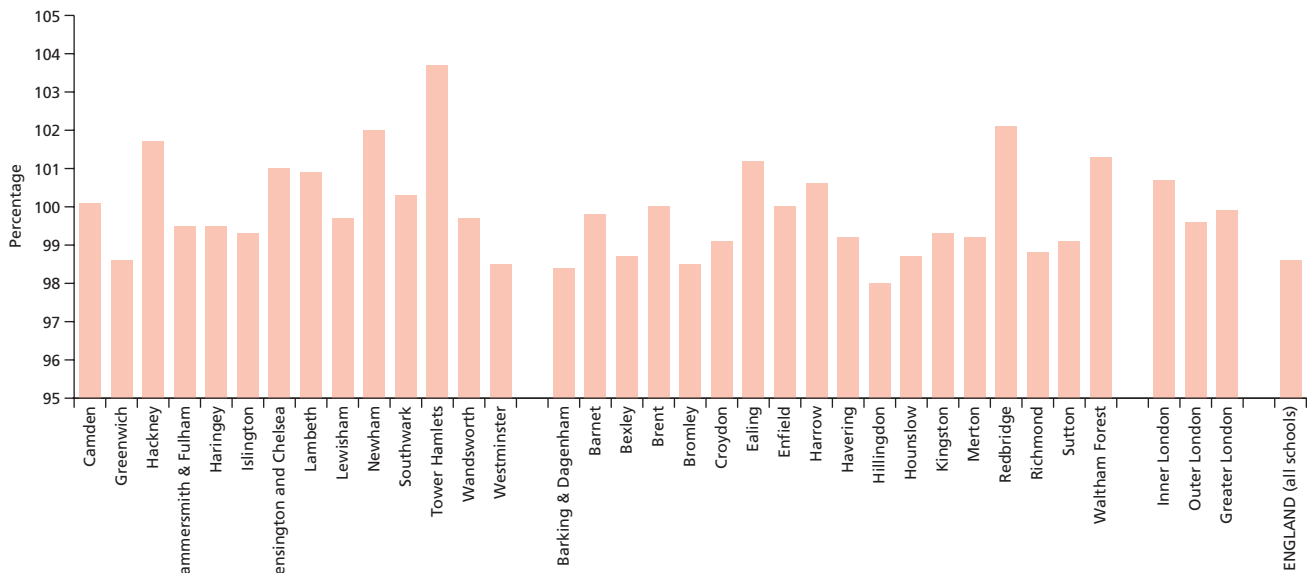
5: Percentage of pupils achieving KS3 Level 5+ by subject



6: 2002 KS2-3 Value Added



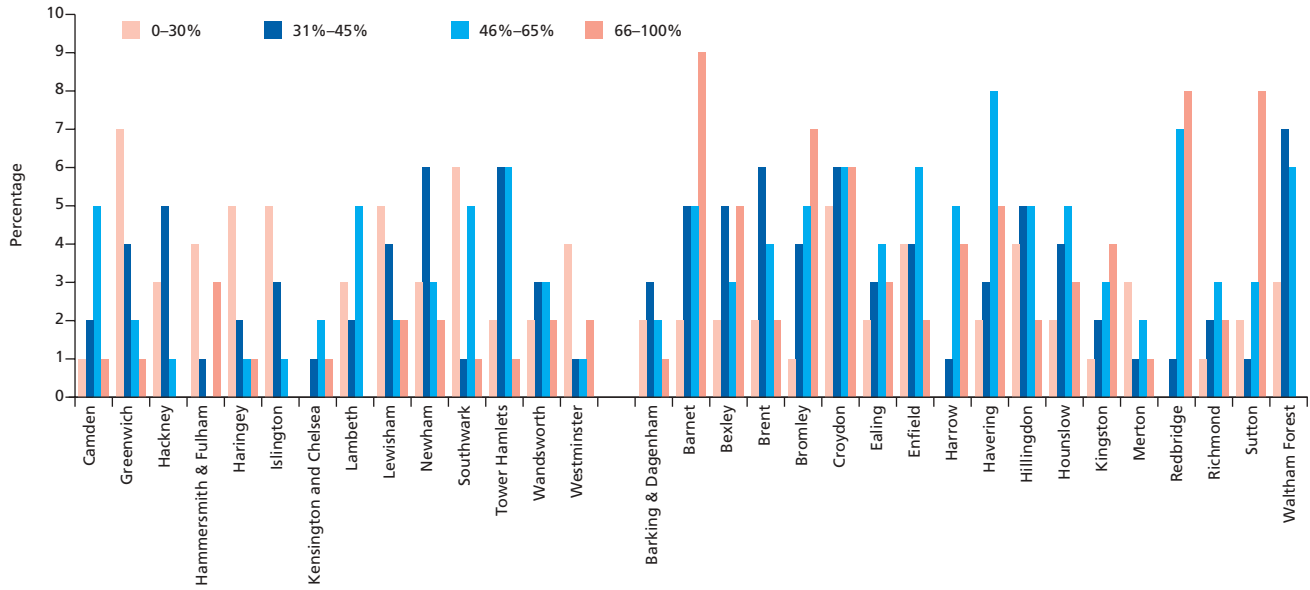
7: 2002 KS3-GCSE Value Added



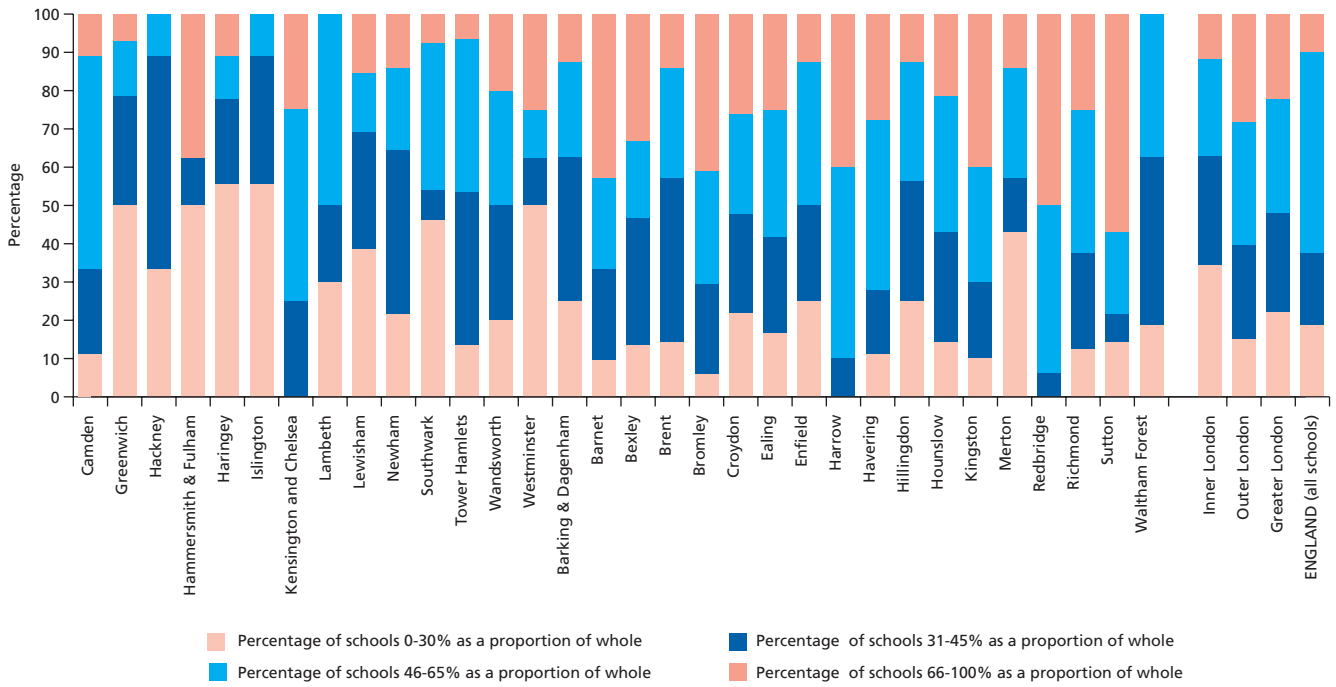
8: Numbers of schools in each LEA with GCSE 5+ A*-C results in each group

| | 0-30% | 31%-45% | 46%-65% | 66-100% | Total |
|----------------------|-------|---------|---------|---------|-------|
| Camden | 1 | 2 | 5 | 1 | 9 |
| Greenwich | 7 | 4 | 2 | 1 | 14 |
| Hackney | 3 | 5 | 1 | 0 | 9 |
| Hammersmith & Fulham | 4 | 1 | 0 | 3 | 8 |
| Haringey | 5 | 2 | 1 | 1 | 9 |
| Islington | 5 | 3 | 1 | 0 | 9 |
| Kensington & Chelsea | 0 | 1 | 2 | 1 | 4 |
| Lambeth | 3 | 2 | 5 | 0 | 10 |
| Lewisham | 5 | 4 | 2 | 2 | 13 |
| Newham | 3 | 6 | 3 | 2 | 14 |
| Southwark | 6 | 1 | 5 | 1 | 13 |
| Tower Hamlets | 2 | 6 | 6 | 1 | 15 |
| Wandsworth | 2 | 3 | 3 | 2 | 10 |
| Westminster | 4 | 1 | 1 | 2 | 8 |
| Barking & Dagenham | 2 | 3 | 2 | 1 | 8 |
| Barnet | 2 | 5 | 5 | 9 | 21 |
| Bexley | 2 | 5 | 3 | 5 | 15 |
| Brent | 2 | 6 | 4 | 2 | 14 |
| Bromley | 1 | 4 | 5 | 7 | 17 |
| Croydon | 5 | 6 | 6 | 6 | 23 |
| Ealing | 2 | 3 | 4 | 3 | 12 |
| Enfield | 4 | 4 | 6 | 2 | 16 |
| Harrow | 0 | 1 | 5 | 4 | 10 |
| Havering | 2 | 3 | 8 | 5 | 18 |
| Hillingdon | 4 | 5 | 5 | 2 | 16 |
| Hounslow | 2 | 4 | 5 | 3 | 14 |
| Kingston | 1 | 2 | 3 | 4 | 10 |
| Merton | 3 | 1 | 2 | 1 | 7 |
| Redbridge | 0 | 1 | 7 | 8 | 16 |
| Richmond | 1 | 2 | 3 | 2 | 8 |
| Sutton | 2 | 1 | 3 | 8 | 14 |
| Waltham Forest | 3 | 7 | 6 | 0 | 16 |
| Inner London | 50 | 41 | 37 | 17 | 145 |
| Outer London | 38 | 63 | 82 | 72 | 255 |
| Greater London | 88 | 104 | 119 | 89 | 400 |
| England | 561 | 802 | 1096 | 640 | 3099 |

9: Numbers of schools in each LEA with GCSE 5+ A*-C results in each group



10: Percentage of schools in each group of GCSE results by LEA



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