



Annual Report 2012/13

London regional report



London is an important international city with a population of well over eight million people speaking more than 300 languages. It has strengths in the arts, commerce, fashion, media, research and development and tourism. It is one of the world's leading financial centres and has the fifth largest gross domestic product of any city in the world.



Director's summary



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London has seen a rise in the quality of its schools again this year and inspection outcomes overall were the best in the country in 2012/13. In recent years, the proportion of good or outstanding schools has increased dramatically. More than eight in every 10 children and young people benefit from education in a good or outstanding school in London. Its schools are generally a success story and the battle against mediocrity, hard fought, is being won. However, the picture for students post-16 is not nearly so healthy. Despite improvements this year, more than a third of the 45 colleges in the capital are less than good. Of most concern are general further education (GFE) colleges,¹ two-fifths of which are still not up to scratch.

London's primary schools perform very well. Only the North West and South West do as well in terms of good or outstanding schools. Eleven of the 32² London boroughs are in the top 20 of all local authorities for the quality of primary schools. However, some boroughs, like **Barking and Dagenham** compare poorly. Nearly four in every 10 children in this borough attend a primary school that is less

than good, which means that nearly 9,000 children here do not get the start in life they deserve.

The overall position for London secondary schools is even more positive. The proportion of good or outstanding schools has risen sharply this year and is now fully 15 percentage points above the figure for England overall. **The capital's secondary schools are the best in the country.** Fifteen boroughs are in the top 20 of all local authorities for the quality of secondary education. While this paints a very positive picture, three boroughs – **Ealing, Lambeth** and **Croydon** – lag behind the rest and are below the national level, so there remains some variability.

Amid the general success of London's schools, there remain some areas of concern. In all but four boroughs, **White British pupils make less progress in English than their peers.**³ Similarly, in a third of the boroughs, the most able 11-year-olds do not go on to achieve the highest grades in English and mathematics in sufficient numbers compared with the rest of the country.⁴

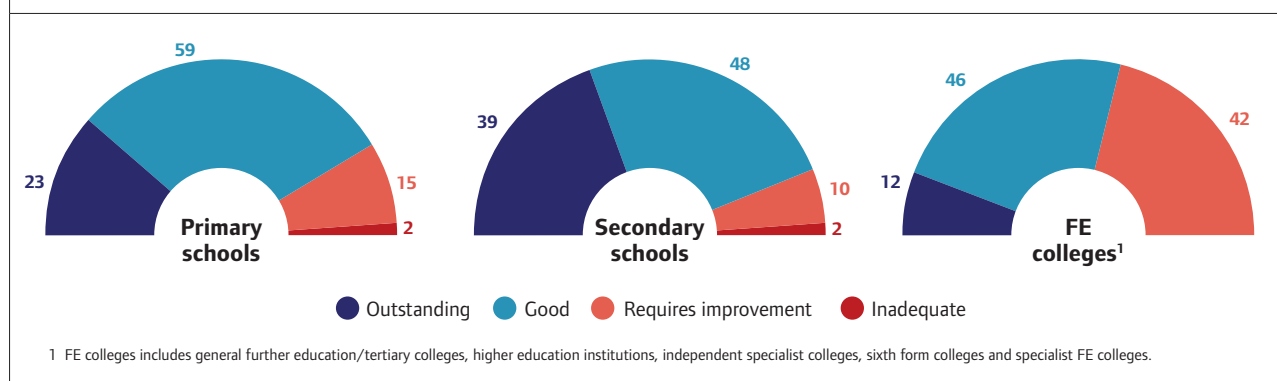
Too many London colleges remain sub-standard.

In terms of inspection outcomes, GFE colleges continue to lag well behind the national picture and way behind their counterparts in sixth form and specialist colleges in the capital. However, in the last academic year, the proportion of good or outstanding colleges of all types has improved faster than for England as a whole, so there is some cause for optimism if this momentum is maintained.

Independent learning providers are also weaker in London than in many other parts of the country.

Over four in 10 are less than good and this is contributing to London's generally low success rates for its apprentices.

Figure 1: Overall inspection judgements by proportion of pupils for London, as at 31 August 2013



¹ GFE colleges include tertiary colleges and specialist further education.

² This does not include the city of London, where this is only one school.

³ Ofsted analysis of RAISE online data.

⁴ Ofsted analysis of RAISE online data.

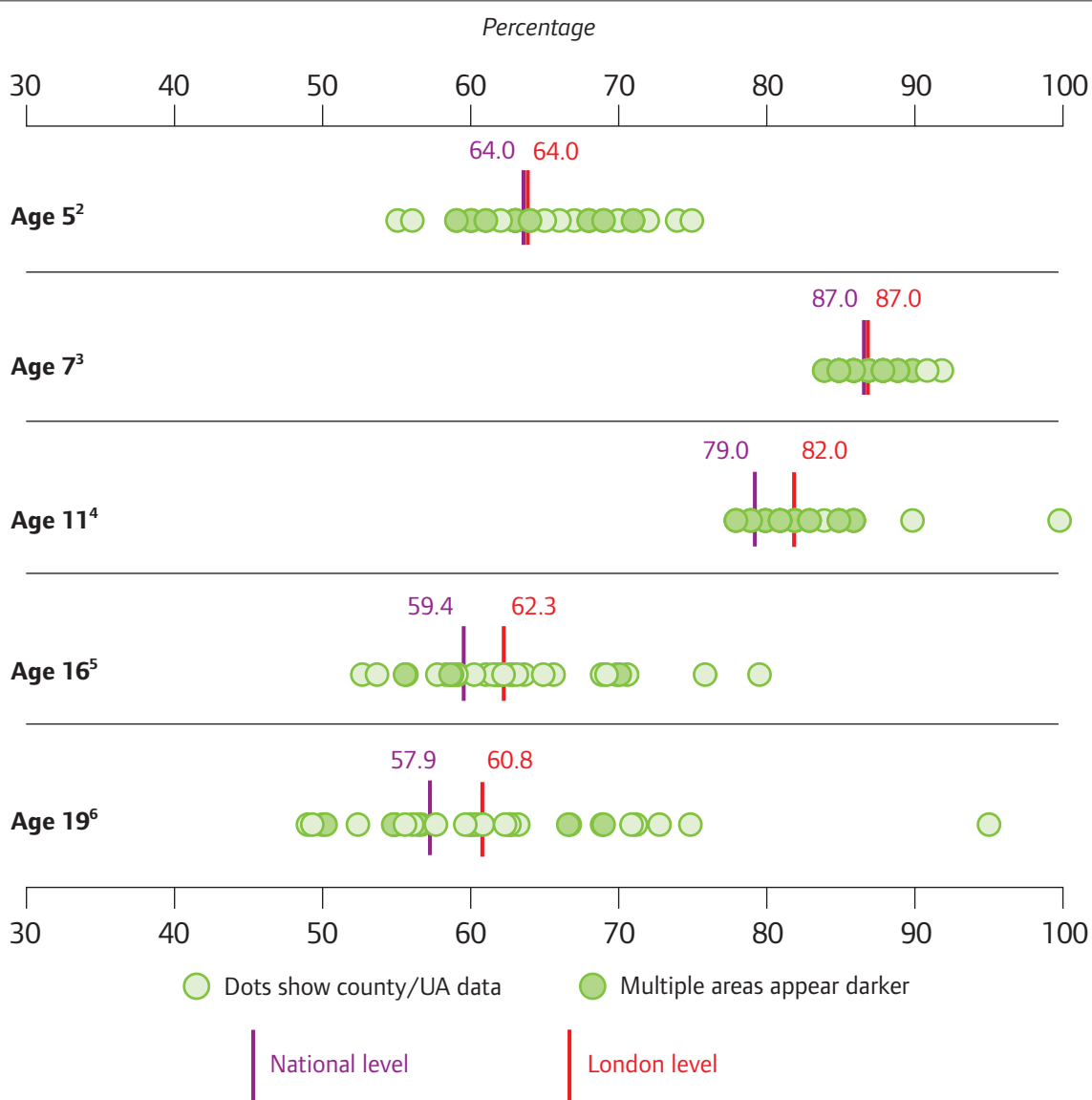


Pupil attainment in London

Children in London start at the age of five years broadly in line with those in the rest of the country, but then surge and stay ahead of all other regions at ages 11, 16 and 19. The London boroughs are particularly impressive in the achievement of pupils eligible for free school meals.⁵

Children in **Barnet, Bromley, Kingston upon Thames and Sutton** start out with knowledge and skills above the national level and maintain that level of attainment through to age 19. More impressively, children in **Lambeth, Tower Hamlets, Harrow, Havering, Hillingdon and Redbridge** start their education below national expectations but succeed to achieve above national levels at ages 11 and 16.

Figure 2: Pupil attainment in London at ages 5, 7, 11, 16 and 19 in 2012¹



- 1 Visit the regional performance interactive tool on our website to explore these data further and to look at regional comparisons, at: www.ofsted.gov.uk/annualreport1213/regional-performance-2012
- 2 % of children achieving a good Level of development at Early Years Foundation Stage
- 3 % of pupils attaining at least Level 2 in reading at Key Stage 1 assessments
- 4 % of pupils attaining at least Level 4 in English and mathematics at Key Stage 2 assessments
- 5 % of pupils attaining at least five GCSEs or equivalent at Grades A*–C, including English and mathematics
- 6 % of pupils attaining a level 3 qualification at age 19

⁵ Local Area Interactive Tool, Department for Education; www.education.gov.uk. All attainment data in this chapter is for 2012.

However, while overall outcomes for the region at age 19 are broadly in line with national levels, young people in some boroughs are failing to capitalise on their high attainment at 16. Good GCSE attainment in the boroughs of **Hackney, Lambeth, Newham, Tower Hamlets, Greenwich** and **Havering** is not being converted to good outcomes at age 19. More widely across London, a smaller percentage of young people who are entered for A levels attain the top A* or A grades than nationally.⁶ This is curtailing entry to research-based universities for London's young people and is consistent with the weaker provision in the city's post-16 sector.

The quality of London's schools is high and rising

The continuing high quality of the capital's schools as measured by inspection outcomes mirrors the high standards being achieved in most schools in most boroughs. There is, however, some considerable variation in outcomes between boroughs. **Camden**, for example, has no inadequate schools and all secondary school pupils benefit from good or better education. However, in **Barking and Dagenham**, almost four in 10 primary pupils attend schools that are not yet good enough and one in 10 secondary pupils suffer education that is inadequate.

Performance of primary schools is relatively weak in **Barking and Dagenham, Bromley, Croydon, Kensington and Chelsea**, and **Westminster**, compared with similar local authorities.⁷ The picture is brighter at secondary level, although **Croydon** also compares poorly against its group of similar councils in this phase. **Ealing, Lambeth** and **Merton** also perform less well than most other similar areas for the quality of secondary education.

Some boroughs have made huge gains this year in the quality of schools. For example, 11,000 more primary and secondary pupils attend a good or outstanding school in **Hackney** than a year ago. Similarly, **Haringey** made large strides with 9,000 more primary and secondary pupils attending a good or outstanding school than a year ago.

To challenge and support London schools to improve still further, Her Majesty's Inspectors (HMI) have worked closely with all those judged to be inadequate or as requires improvement. Inspectors link with each of these schools to monitor progress towards being good or

or outstanding and report the outcomes publicly. Additionally, seminars on specific issues, for example weak school governance, have been provided to schools in targeted local authorities.

White British achievement in London's schools

While nearly all groups of pupils have benefited from the considerable improvement in the quality of London's schools, the achievement of White British children continues to be too low in too many boroughs.⁸ Often, strong attainment and progress in schools and boroughs as a whole mask the relatively weak performance of White British pupils. For example, while the proportion of pupils making expected progress in English and mathematics is above the national proportion in all but one London borough, the picture is not so positive for White British pupils: in 11 boroughs, fewer of these pupils make expected progress than their peers nationally.

However, some schools have shown that it is possible to make sure that all pupils benefit from high quality education.

Brampton Manor Academy in Newham is a larger than average secondary school serving a culturally diverse community. Half the academy's population are known to be eligible for free school meals and over 80% of students are from minority ethnic groups, with 20% in a typical year being from White British backgrounds. Students make outstanding progress. From starting points significantly below the national level, four out of every five GCSE passes in English and mathematics were at Grade C or above in 2012. Impressively, students achieved a whole grade more in every GCSE examination than they were expected to, given their prior attainment. This was the case for students from all of the main ethnic groups in the school, including African, Caribbean, Bangladeshi and White British students.

⁶ Local Area Interactive Tool, Department for Education; www.education.gov.uk. All attainment data in this chapter is for 2012.

⁷ Dataview, Ofsted; <http://dataview.ofsted.gov.uk/>.

⁸ Ofsted analysis of RAISE online data.



Table 1: Percentage of primary and secondary pupils attending good or outstanding schools by local authority in London

Primary schools			Secondary schools		
2013 – Rank	Local authority (education)	2013 – %	2013 – Rank	Local authority (education)	2013 – %
4=	Camden	94	1=	Camden	100
4=	Sutton	94	1=	Hammersmith and Fulham	100
4=	Wandsworth	94	1=	Hounslow	100
4=	Richmond upon Thames	94	1=	Islington	100
11	Harrow	91	1=	Kensington and Chelsea	100
12=	Lambeth	90	1=	Tower Hamlets	100
14=	Hammersmith and Fulham	89	1=	Westminster	100
14=	Islington	89	10	Hackney	99
14=	Barnet	89	11=	Haringey	98
14=	Lewisham	89	11=	Barnet	98
14=	Ealing	89	13=	Southwark	95
23=	Tower Hamlets	87	15=	Harrow	94
23=	Newham	87	15=	Sutton	94
28=	Southwark	86	17	Wandsworth	93
32=	Hackney	85	19=	Waltham Forest	91
32=	Haringey	85	21=	Barking and Dagenham	90
43=	Bexley	83	26=	Bromley	89
54=	Greenwich	82	34=	Redbridge	87
54=	Merton	82	34=	Richmond upon Thames	87
68=	Havering	80	37=	Bexley	86
79=	Kensington and Chelsea	79	37=	Enfield	86
79=	Westminster	79	37=	Brent	86
79=	Kingston upon Thames	79	44=	Kingston upon Thames	84
79=	Hillingdon	79	51=	Hillingdon	81
87=	Waltham Forest	77	63=	Newham	78
91=	Hounslow	76	69=	Lewisham	77
91=	Brent	76	77=	Lambeth	74
97=	Bromley	75	77=	Greenwich	74
108=	Redbridge	73	84=	Havering	73
108=	Enfield	73	84=	Ealing	73
114=	Croydon	72	100=	Merton	70
143	Barking and Dagenham	62	102=	Croydon	69

Notes:

- i Percentages in the chart are rounded.
- ii Schools have been inspected under a number of different frameworks. The section 5 inspection framework was introduced on 1 September 2005. Subsequently amended frameworks have been introduced on 1 September 2009, 1 January 2012 and 1 September 2012.
- iii Inspections include pilot inspection outcomes occurring in the 2010/11 academic year.
- iv These statistics exclude one school which was inspected during the academic year but where the inspection report had not been published by 10 October 2013.
- v City of London is not included in Table 1 due to the small number of schools in these local authorities.

Stretching the most able

As was highlighted in Ofsted's report earlier this year, *The most able students: are they doing as well as they should in our non-selective secondary schools?*,⁹ too many of those who achieve the highest levels at age 11 are not converting this into top achievement in GCSE English and mathematics. More than two thirds of the highest achieving children at age 11 do not gain A* or A grades in these essential subjects in **Islington, Havering, Lambeth, Barking and Dagenham, Croydon, Waltham Forest and Bexley**.¹⁰

Ensuring that early high achievement is capitalised on fully represents one of the biggest challenges now facing London as a region. Schools across the capital need to look to the best to see how they are doing it.

La Retraite Roman Catholic Girls' School

in Lambeth ensures that all groups of students, regardless of their ability make fast progress. Students whose attainment was lower than others do particularly well. Similarly, students with special educational needs make excellent progress because of the way each student is treated as an individual and receives personalised support. This results in the attainment of these groups being well above their peers nationally in terms of the average points they achieve in their best eight GCSE subjects. Early entry is used judiciously for more able students to take GCSE English and mathematics, and care is taken to make sure that these students achieve as well as if they had taken the examinations later. Students who have already achieved the highest possible grades then have the opportunity to follow additional courses or pre-A-level study programmes.

The quality of post-16 provision in London is improving, but there is still much more to do

London's pupils are served well by their schools, and then all too often let down by their FE colleges. While more 'got to good' this year, at a faster rate than the country as a whole, the overall quality of London's general further education (GFE) colleges continues to languish behind the rest. Only colleges in the West Midlands have worse inspection judgements.

Low apprenticeship success rates for London's colleges is a cause for concern. While the capital's independent learning providers also continue to lag behind the rest of England, their success rates, especially for the larger providers, are better than those for GFE colleges. A concerted effort is needed from all these providers to ensure that apprentices are much better served and ready to confront the challenges of today's globalised economy.

To support improvement in London's GFE colleges, HMI have worked jointly with the Association of Colleges to identify and better understand how to spread good and effective practice. This has included a number of projects centred on the challenges, context and practice of colleges in urban settings, including how to manage and improve learners' attendance. So far, this has proved an effective way of working and has led to valuable learning for the leadership teams in the colleges and our inspectors.

The outstanding **Working Men's College** in Camden is the oldest adult education institution in Europe. Most learners have very low starting points and many have significant barriers to learning, yet they achieve their qualifications and progress extremely well. Excellent teaching and learning help learners to produce work of a very high standard and many report that their lives have changed significantly as a result of their college experience.

⁹ *The most able students: are they doing as well as they should in our non-selective secondary schools?* (130118), Ofsted, 2013; www.ofsted.gov.uk/resources/most-able-students-are-they-doing-well-they-should-our-non-selective-secondary-schools.

¹⁰ Ofsted analysis of RAISE online data



Despite London's post-16 provision being weaker than the compulsory education offer, the capital has the lowest proportion of young people not in education, employment or training of any region in the country. This is probably more reflective of a comparatively buoyant London economy than the quality of the post-16 sector provision. However, some colleges and independent learning providers are making a huge difference to the lives of their learners.

The **Training and Learning Company** in Tower Hamlets is a national training provider delivering qualifications in the facilities management sector. The company works with learners from disadvantaged backgrounds and who face multiple barriers to learning and employment. The small leadership team provides outstanding direction and has extremely high expectations and aspirations for the learners. Highly skilled and experienced tutors, with great enthusiasm and commitment ensure that almost all learners achieve outstanding results.