

Improvements in London schools 2000–06



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Key to the slides

To read a summary, go to the next slide.

If you just want to read about London schools, see the pale blue boxes.

Yellow boxes are commentary on the evidence.

Dark blue boxes are quotations.

Brown boxes have the evidence and how it was collected.

Improvements in London Schools 2000–06

Summary

1

London schools have improved dramatically. There is much to celebrate.

4–8

2

The investment in London Challenge, now £40 million annually, has helped schools and local authorities (LAs)

9–15

3

Despite these very significant improvements, work remains to be done to ensure London provides outstanding education.

16–20

4

The successes to date demand that careful consideration is given to the risks when London Challenge ends in 2008.

21

5

The lessons learned from London Challenge could influence school improvement in England.

22

6

Annexes: how this survey was conducted; more information about the context of London compared to other areas.

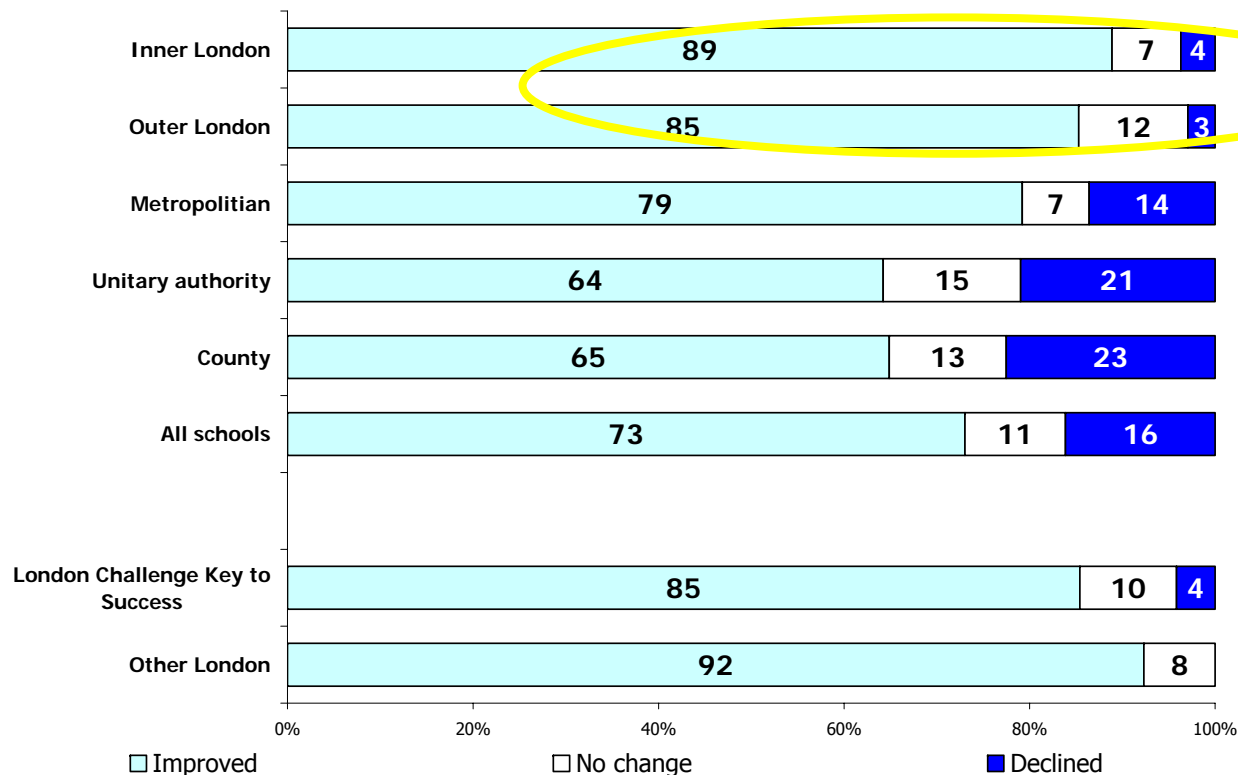
23–26

London schools have improved dramatically. There is much to celebrate.

1

In secondary schools, 2001's depressing picture has been turned around. At Key Stage 3 and 4 standards are rising faster than in schools nationally. Fewer London schools are in the lowest 25% of all schools. About the same proportion of schools require special measures as schools nationally, but fewer require a notice to improve.

Percentage of secondary schools below 30% 5A*-C GCSE in 2003 which have improved or declined between 2001 and 2005^{1,2}



This chart shows the improvement in London schools compared to other schools nationally in the same position. Inner London schools have done particularly well.

1. In 2003, the floor target was 25% 5A*-C grades. In 2005, the floor target was increased to 30% 5A*-C grades.

2. There are 70 Key to Success schools at any one time. The London Challenge Key to Success data in this survey is based on 48 schools that were Key to Success schools in 2003 and remained Key to Success schools in 2005.

London schools have improved dramatically. There is much to celebrate.

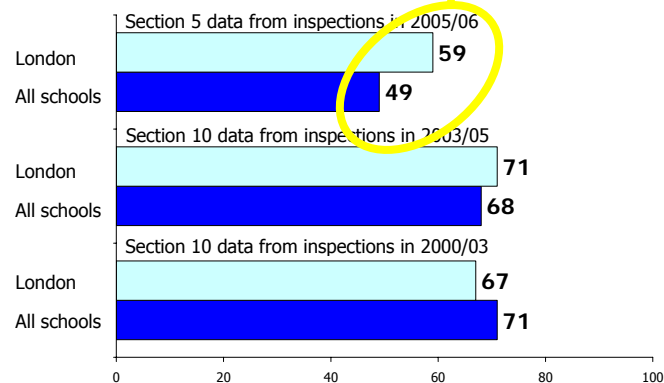
Inspection evidence confirms this trend of improvement in secondary schools. The proportion of schools graded as good or better is significantly higher than nationally. Leadership, management and the quality of teaching have improved significantly.

These charts show the percentages of inspection judgements that are good or better over time. Since September 2005 the bar has been raised, explaining the decline in the number of schools achieving the 'good' or 'outstanding' grades.

A higher proportion of London schools achieved 'good' or better grades for overall effectiveness in 2005/6.

Judgements on the quality of teaching, leadership and management reflect the same picture.

Percentage of secondary schools judged good or better for overall effectiveness



Percentage of secondary schools judged good or better for quality of teaching



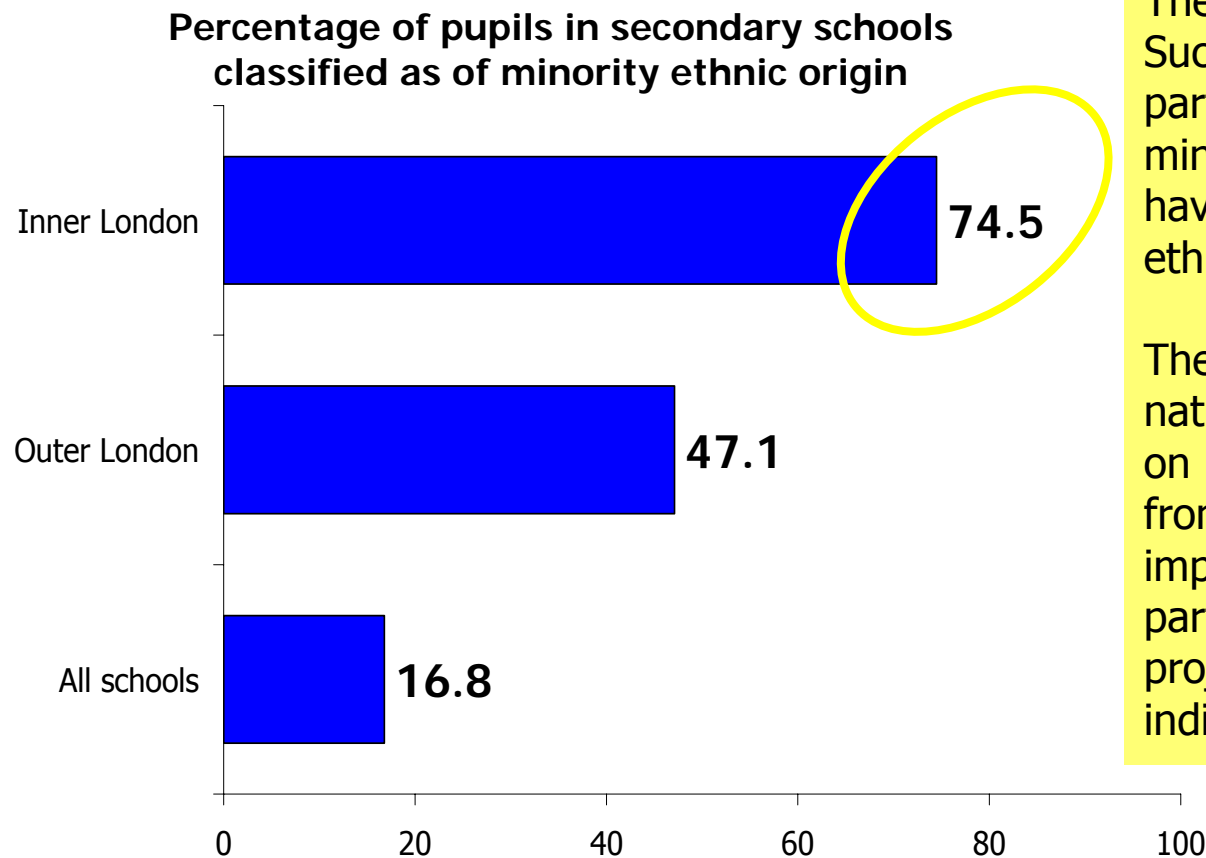
Percentage of secondary schools judged good or better for leadership and management



London schools have improved dramatically. There is much to celebrate.

1

London's context is very different from other parts of England. Pupils from minority ethnic groups benefit significantly from the improvements in Inner London as they represent such a large proportion of the pupils.

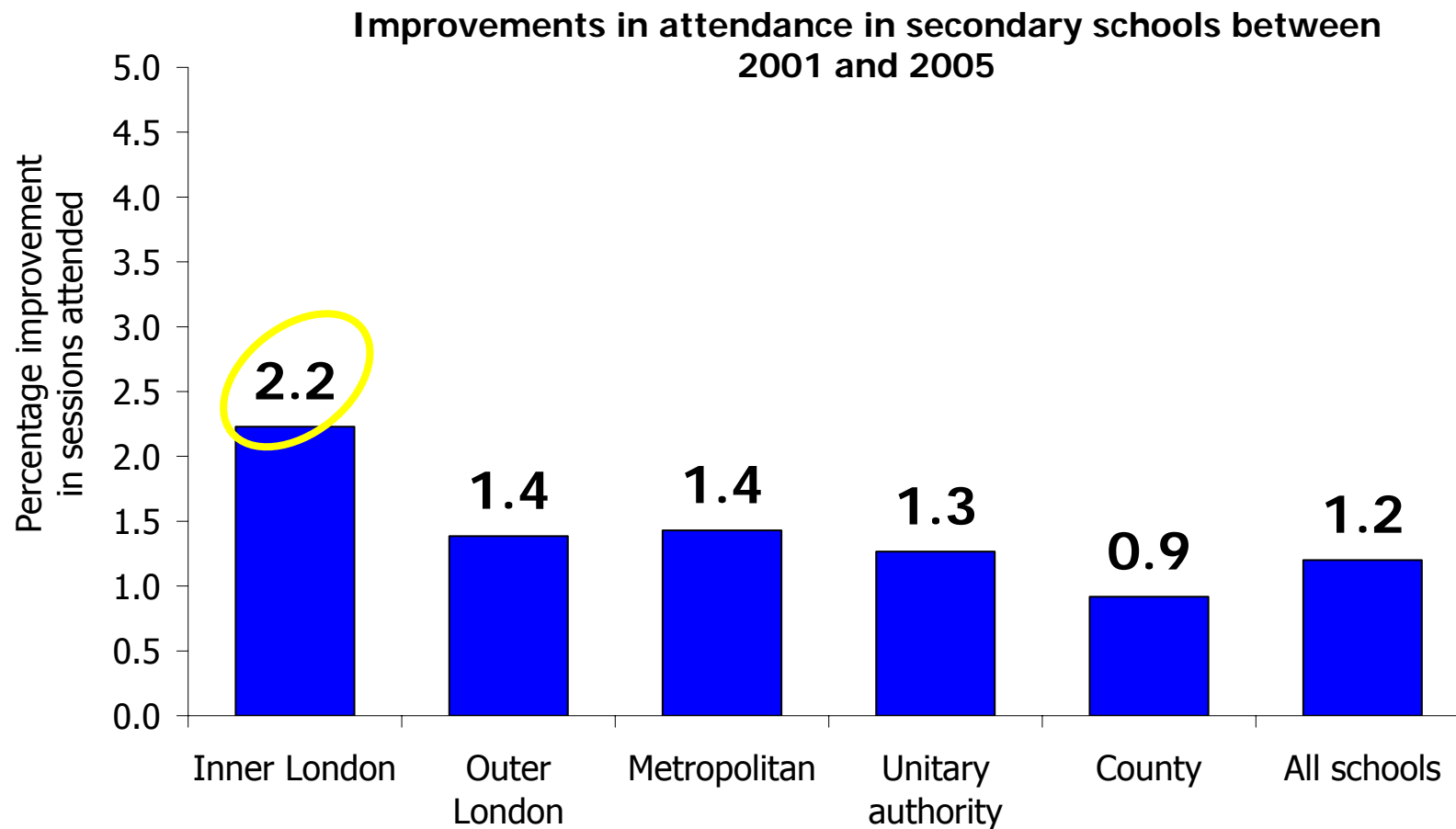


The trend in improvement in Key to Success schools, referred to in slide 4, particularly benefits pupils from ethnic minorities, as most of these schools have very large numbers of pupils from ethnic minorities.

There have been many initiatives, both national and local, which have focused on improving the achievements of pupils from ethnic minorities. The substantial improvements in Inner London could in part be attributed to some of these projects, although they could not be individually evaluated in this survey.

More information about the London context can be found in Annex 2.

Attendance in secondary schools is improving nationally. Improvements in Inner London are particularly significant. More information about attendance figures can be found on slide 26.



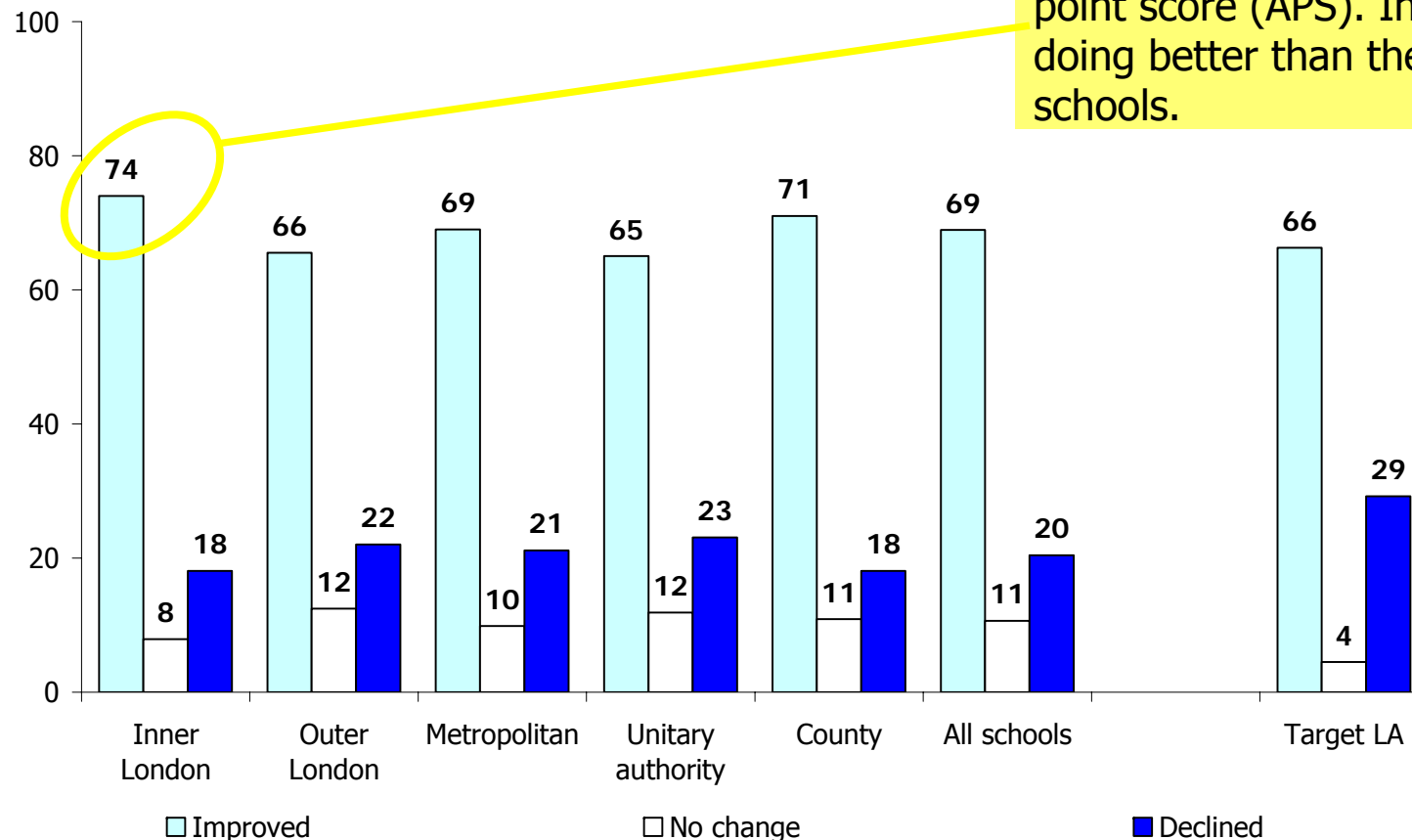
London schools have improved dramatically. There is much to celebrate.

1

Primary schools in inner London are improving faster than primary schools nationally, particularly those in the lowest quartile.

Five year trend in Key Stage 2 average point scores since 2001 in a sample of primary schools

The sample of schools in this chart is based on primary schools with 30+ pupils in the lowest quartile in 2001 in terms of average point score (APS). Inner London schools are doing better than the other groups of schools.



What is London Challenge?

Seventy Key to Success schools and five local authorities facing the most challenging circumstances were identified for intensive support and challenge.

A separate team in the DfES was established in 2003 with a Minister for London Schools, a London Commissioner and a group of experienced expert advisers.

Significant attention was given to making London a good place to teach through a range of initiatives.

The Key to Success schools include those in London which are:

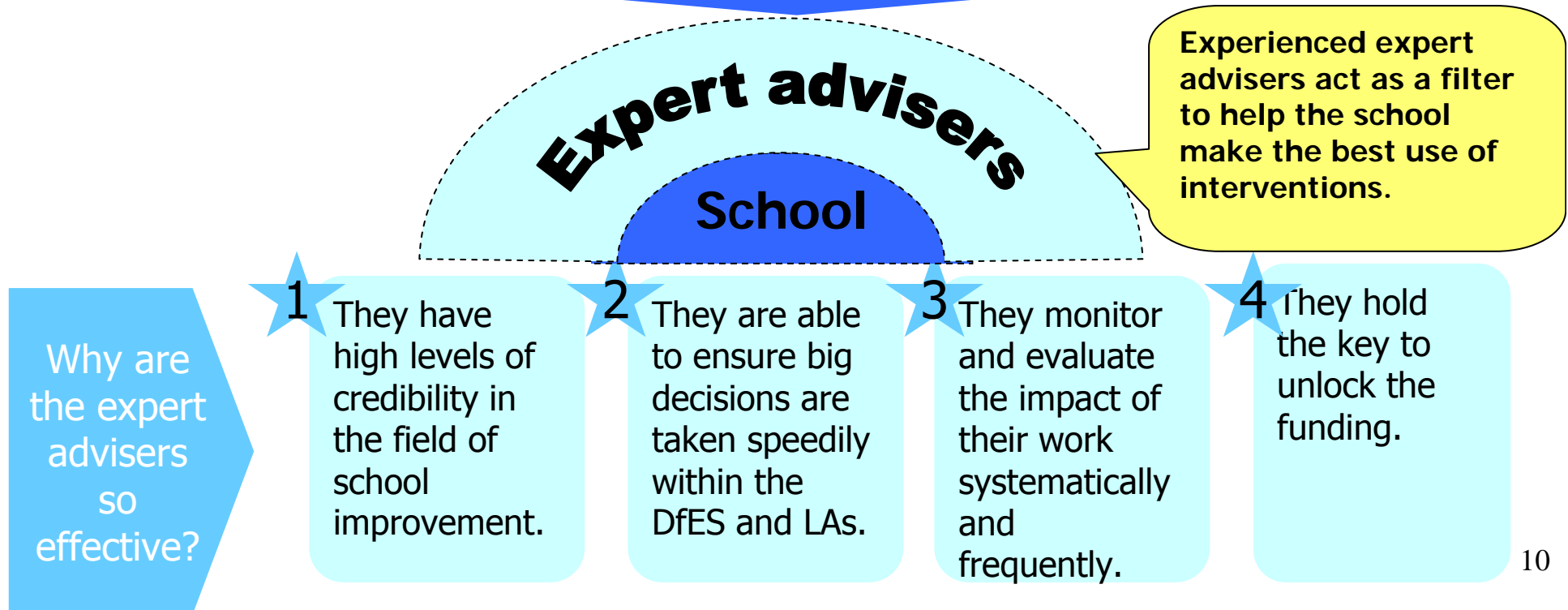
- below the floor target of 30% 5A*–C
- causing concern in terms of overall performance.

A wide range of partners was used to provide a greater range of opportunities for pupils.

For example, the Field Studies Council received funding to deliver subsidised residential experiences.

The London Challenge team of expert advisers has helped to build management and leadership capacity in schools alongside LAs' own advisers. They have ensured that schools can make best use of national and local resources. Funding has been made available to ensure that creative and innovative ideas which solve problems can be acted on swiftly.

Range of support and interventions



Teacher recruitment initiatives, high quality leadership training and good opportunities for continuing professional development have improved the teaching force. Teaching in London has been marketed well. Headteachers have recruited innovatively.



'Why have London schools improved at such a fast rate?'

Twenty headteachers were asked this question.

These are some of the reasons they gave.

Financial support and high quality advice, together with good decisions at ministerial level, have helped to improve the performance of the five target LAs facing the greatest difficulties.

**The five London
Challenge target
LAs**

Haringey

Islington

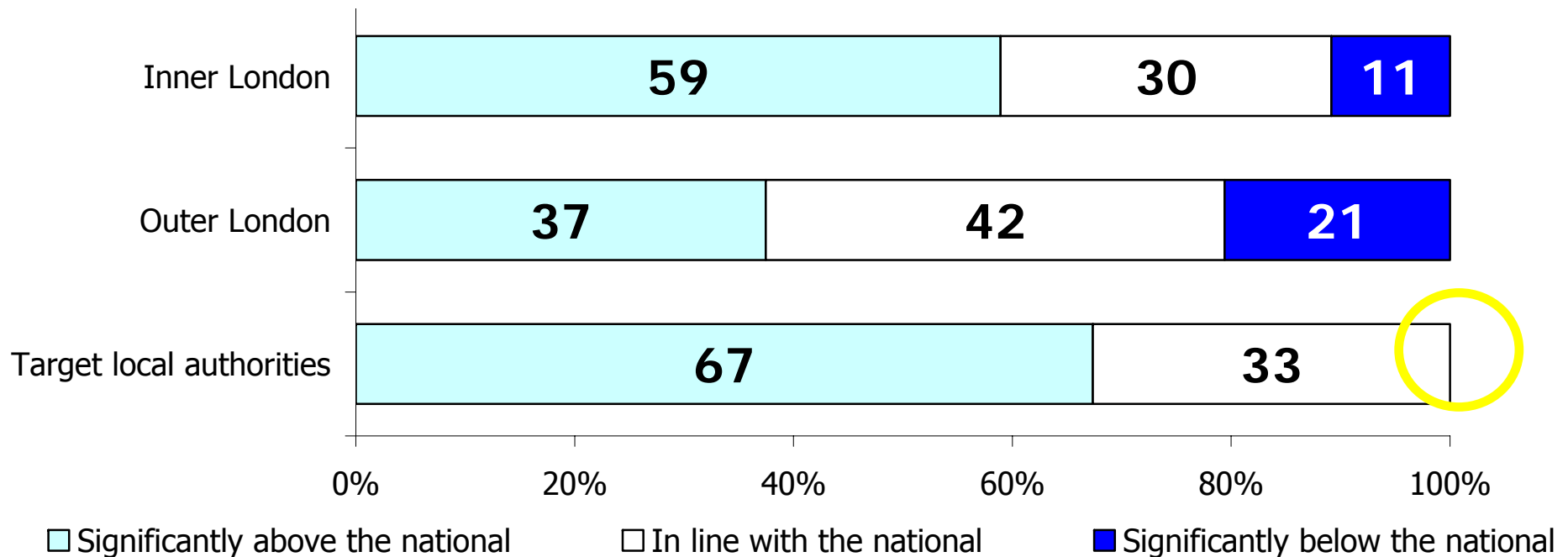
Hackney

Southwark

Lambeth

Judgements from recent inspections indicate that the capacity to improve in all five LAs has vastly improved. All five were judged to be good or very good in this respect in the 2005 Joint Area Review or Annual Performance Assessment.

Secondary schools in the London Challenge target local authorities do particularly well when their contexts are taken into account. This is calculated by considering what pupils can do when they start school and measuring the progress they make, bearing in mind how well other similar pupils do. This is called contextual value added (CVA). Despite this success, standards are too low in some schools.



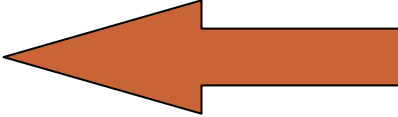
Schools in the target LAs have done particularly well. No schools are significantly below the national CVA rate and 67% are significantly above it.

Good quality data about families of schools across the city have been made available to help schools compare their performance with other similar settings.

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One headteacher told us:
'The data we receive in the *Families of Schools* book is particularly useful. We can see the schools we are being compared with and talk to them about what they do that is more effective than our own practice.'
This was a commonly held view.



These books have been published for primary and secondary schools.

The London Challenge primary initiative started in September 2006 and it is too soon to evaluate the work. Every Child a Reader (ECAR) is part of this project. It is based on a good analysis of the problems and an evaluation of what works in some areas of the city.

ECAR is a London Challenge partner. It is based on practice developed in Hackney where it has achieved outstanding results. London Challenge has evaluated this work and provides resources to extend the programme to more schools.

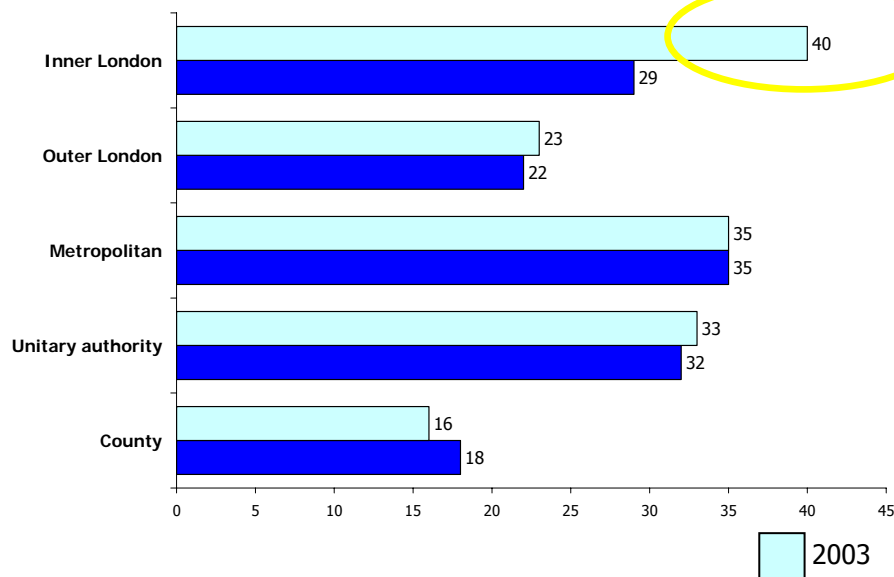
One headteacher told us that none of the pupils who received this help in Key Stage 1 needed extra support in Key Stage 2.

90% of pupils on the intervention programme in Hackney achieve at least L2 at the end of Key Stage 1. The school selects the four lowest performing pupils in each class in the first term of Year 1.

There is a long way to go to ensure equality in the achievements of all London pupils. Although all schools aspire to do their best for their pupils, some schools are better than others at achieving this, even where they have similar intakes.

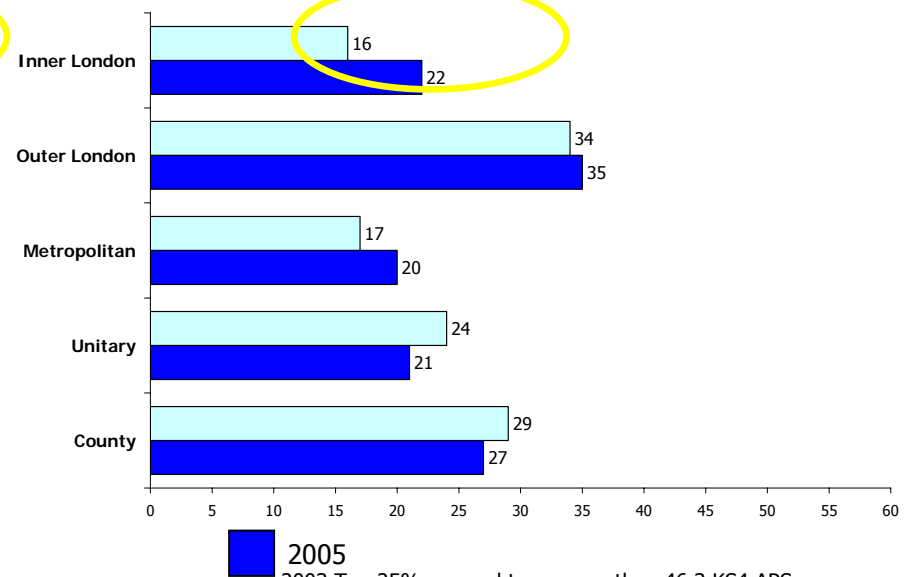
A disproportionate number of Inner London secondary schools are still in the bottom quartile calculated on average point score (APS) and not enough in the top, although the picture has improved considerably since 2003.

Bottom quartile schools



2003 Bottom 25% = less than or equal to 33.4 KS4 APS
2005 Bottom 25% = less than or equal to 306.2 KS4 APS

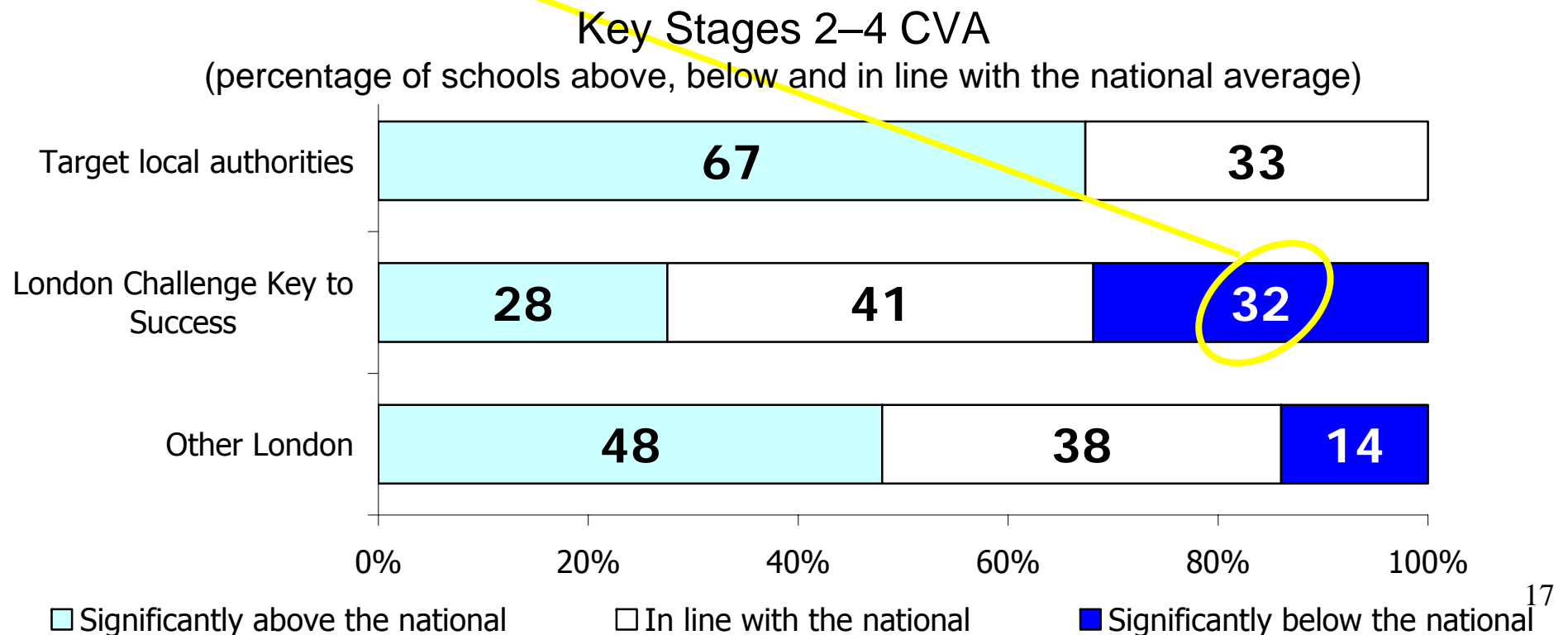
Top quartile schools



2003 Top 25% = equal to or more than 46.3 KS4 APS
2005 Top 25% = equal to or more than 392.2 KS4 APS

Although target LAs have done well and none of their schools has a CVA score below the national average, this is not the situation in London schools overall.

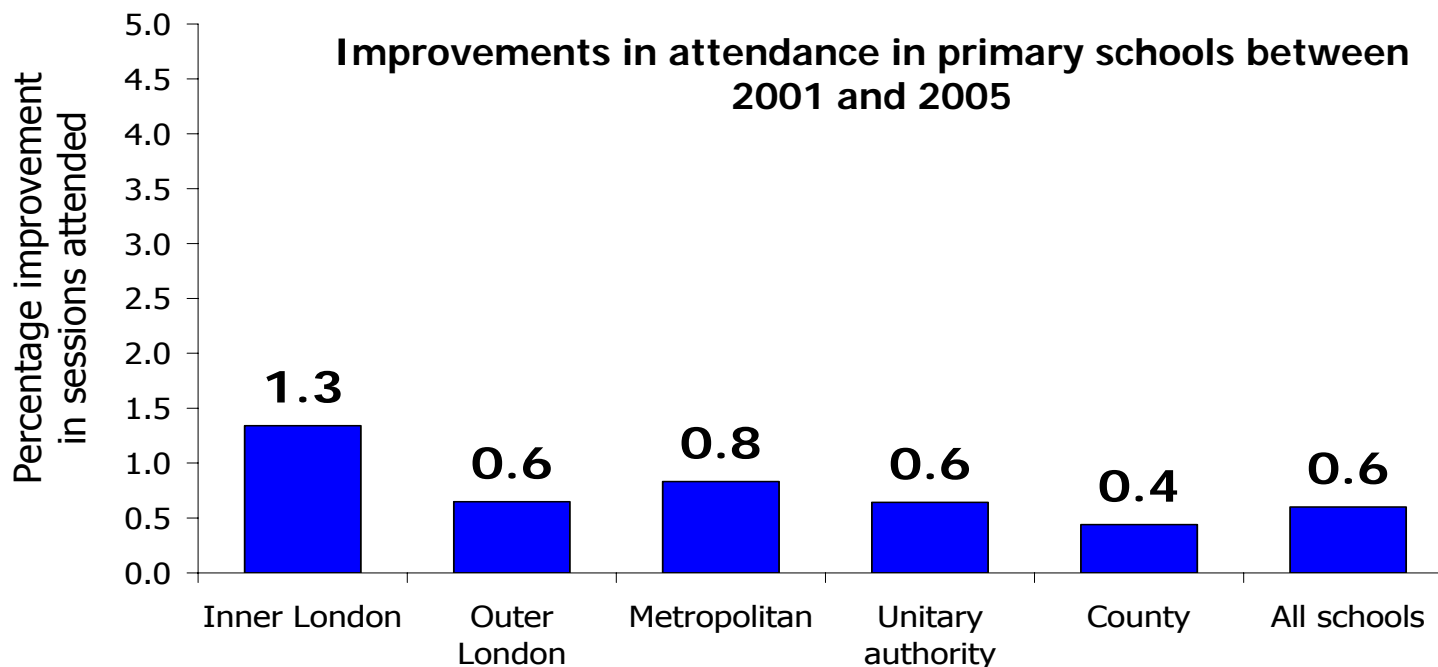
There is still work to do in the Key to Success schools where 32% have declining CVA rates which are significantly below the national average.



In London primary schools, attendance has improved substantially although absence remains a major concern.

Despite these improvements, inspection evidence shows that attendance was inadequate in 17% of London schools in 2005. Although this had fallen from 40% it remains too high. Discussion with 10 headteachers in schools where teaching, learning and the curriculum were graded as at least satisfactory identified three main reasons for problems with attendance:

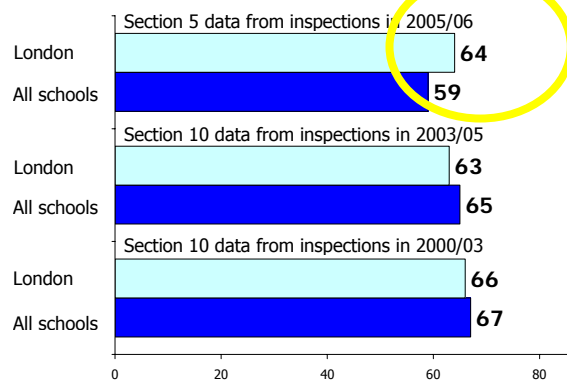
- pupils' health in areas of high social deprivation
- a 'hard core' of parents/carers who do not value education and condone their children's absence
- parents taking children on extended holidays during term time.



London Challenge has focused mainly on secondary schools. Primary schools have benefited from some of the interventions, particularly around workforce issues. Inspections show the start of a turnaround but the gap between the best and the worst performing primaries still has to be closed.

These charts show the 'good' or better inspection judgements. The bar was raised in September 2005, explaining the decline in the number of schools achieving the grades 'good' or 'outstanding'.

Percentage of primary schools judged good or better for overall effectiveness



Percentage of primary schools judged good or better for quality of teaching



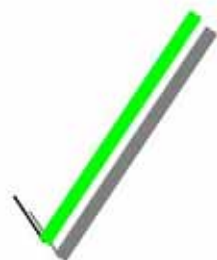
Percentage of primary schools judged good or better for leadership and management



London lagged behind the national picture until 2005. Will the primary schools be able to sustain this year's improvements?

London Challenge has funded key partners to increase opportunities for London pupils. Not all the initiatives are understood by schools and they have not been evaluated fully. It would be timely to do this since decisions about future provision are currently being taken.

Headteachers were asked what they liked best about London Challenge...



Consultant headteacher support	Key worker housing schemes	Chartered London Teachers	Collaboratives
Extended schools	Teach First	Grants direct to schools	School-on-School support
London Leadership Centre	Challenge and support for LAs	Creating a climate for change.	Specialist adviser support + challenge

...and what they liked least.



Student pledge	London G+T centre	Knowing how to access London Challenge resources	Resources end when school improves
Schools who don't get intensive support can't get extra funding	Not enough thought about the impact of decisions about one school on neighbouring schools		

The successes to date demand that careful consideration is given to the risks when London Challenge ends in 2008.

As certain schools and LAs have improved, others requiring intensive support have emerged. London Challenge has been able to respond to this quickly. This may not be the case in 2008 when the project finishes.

A proportion of the resources available to London Challenge has been given to partners to enhance opportunities for pupils – rather than to schools directly. Headteachers do not fully appreciate the impact on their schools of funding ending in 2008. This has major implications for their planning.

Headteachers voiced considerable concern that injecting funds into some schools can create fragilities in others. Further thought needs to be given to the impact of one school on another to avoid creating new vulnerable schools.

In London Challenge there was a particularly successful combination of:

- **political leverage through the Minister for London Schools and the Chief Adviser to London (formerly known as the London Commissioner)**
- **other well respected and experienced expert advisers**
- **access to a wide range of suitable resources.**

This is a model which may merit consideration in other vulnerable areas where performance is a concern.

This survey is based on analysing inspection and performance data, and on discussions with schools and the DfES.

Analysis of school inspection evidence from 2000 to 2006 and a review of performance data from 2003 and 2005 plus:

discussions with 20 headteachers in London secondary schools

discussions with pupils on all school visits

analysis of JAR and APA letters in target LAs

visits to two secondary schools, three primary schools and one target LA

meetings with teaching assistants, coaches and mentors

meetings with advanced skills teachers and other teachers

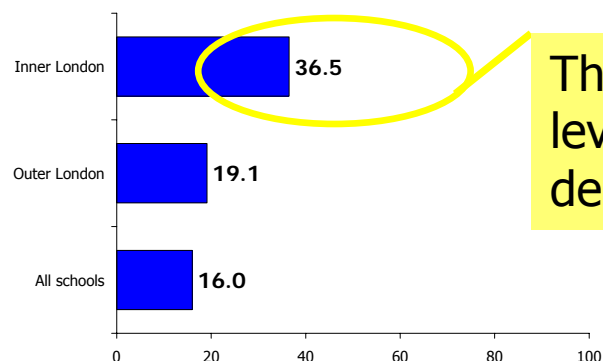
interviews with members of the London Challenge DfES team

telephone interviews with eight primary and four secondary schools

The key findings were corroborated through further discussions with key stakeholders.

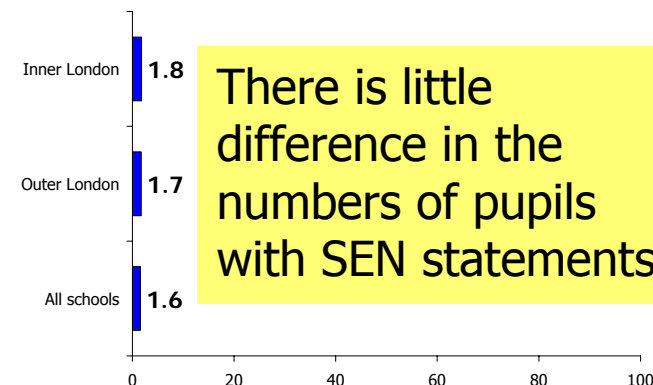
Primary schools

Percentage of pupils eligible for free school meals



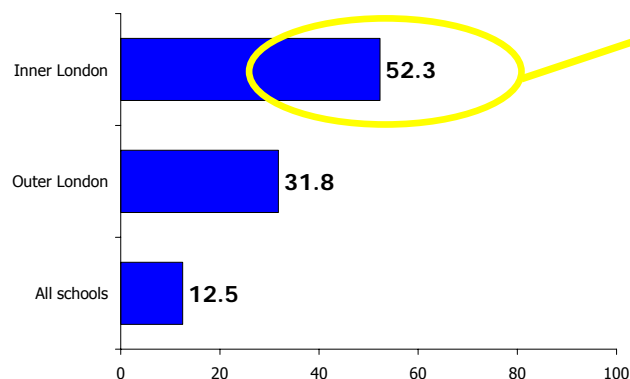
This indicates high levels of social deprivation.

Percentage of pupils with SEN statements



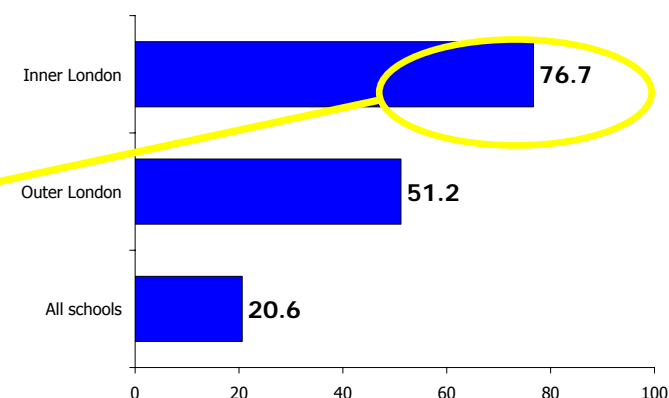
There is little difference in the numbers of pupils with SEN statements.

Percentage of pupils whose first language is known or believed to be other than English



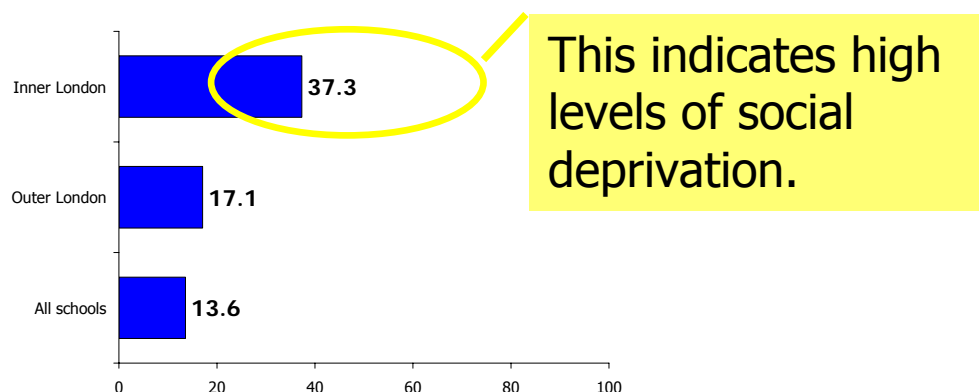
These are significant factors specific to London.

Percentage of pupils who were classified as of minority ethnic origin

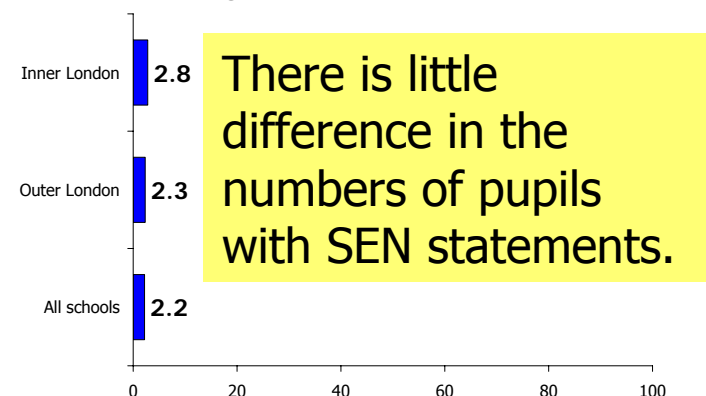


Secondary schools

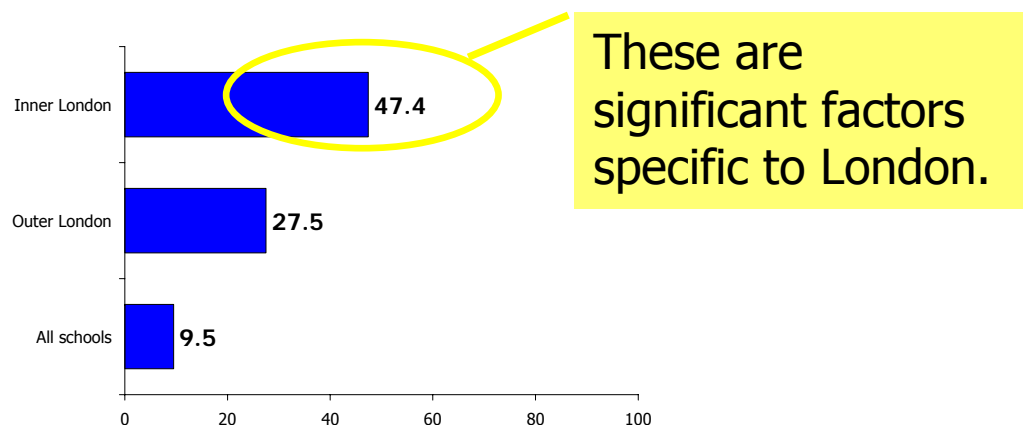
Percentage of pupils eligible for free school meals



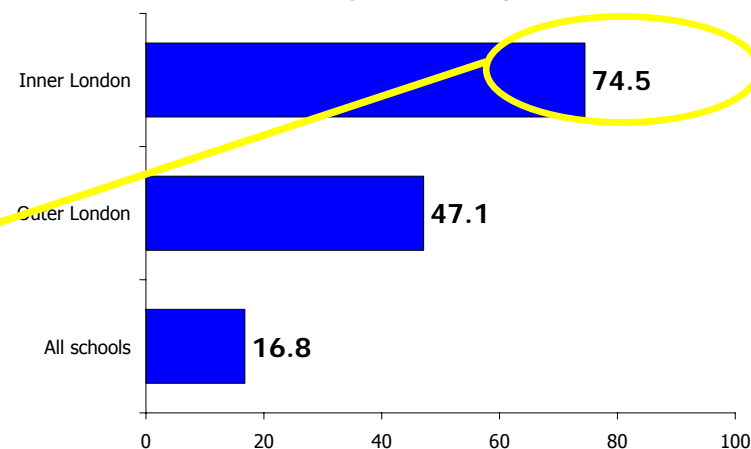
Percentage of pupils with SEN statements



Percentage of pupils whose first language is known or believed to be other than English



Percentage of pupils who were classified as of minority ethnic origin



Attendance figures for primary and secondary schools

Attendance rate in primary and secondary schools between 2001 and 2005

	2001	2002	2003	2004	2005
Primary schools					
Inner London	92.6	92.9	93.3	93.9	93.9
Outer London	93.5	93.8	93.8	94.2	94.2
All schools	94.0	94.2	94.2	94.5	94.6
Secondary schools					
Inner London	90.1	90.7	91.6	92.2	92.4
Outer London	91.0	91.4	91.9	92.2	92.4
All schools	91.0	91.3	91.8	92.0	92.2