



## **SCRUTINY REVIEW PANEL 1 – 2019/20**

### **EDUCATION**

### **PANEL'S FINAL REPORT**

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## **CHAIR'S FOREWORD**



Cllr Deirdre Costigan  
Chair of the Education Scrutiny Review Panel

## 1. INTRODUCTION

The scope of the Education Scrutiny Review Panel, as agreed by the Annual Scrutiny Conference on 9 May 2019 and the Overview and Scrutiny Committee on the 27 May 2019 was to consider the provision, quality and funding of education in Ealing.

Ealing Council's constitution states that any Scrutiny Panel dealing with education matters shall include in its membership a Church of England diocese representative, a Roman Catholic diocese representative, and parent governor representatives. The Panel appointed Kate Roskell, Church of England Diocese Representative, Josephine Spencer, Roman Catholic Diocese Representative and Karien Botha, Parent Governor Representative.

The Panel also chose to co-opt the following additional non-voting advisory members from SACRE (Standing Advisory Council for Religious Education); Jaswant Kaur Bola (Sikh Missionary Society Southall), Dr Marianne Izen (Jewish Community) and Marion McNeil (Free Church Federal Council Education Committee).

## 2. STRUCTURE OF REVIEW

The Scrutiny Review panel held xxxx meetings in the year. Members of the Panel also met with school support staff, visited Ark Acton Academy, observed an Ealing Learning Partnership Board meeting, and met with the Chair and Managing Director of Camden Learning.

As part of this review, the following people attended the panel's meetings:

- Director of Learning Standards and School Partnerships, LBE
- Assistant Director, Schools Planning and Resources and SEND, LBE
- Chair of Schools Forum, LBE
- Unison Officers, LBE
- Programme Manager, Property Services Delivery Unit, LBE
- Principal Research and Statistics Officer, LBE
- Ealing National Education Union (NEU) District Secretary
- School Governance Lead, LBE
- Chair of the Ealing Learning Partnership (ELP)
- Chair of the ELP SEN and Inclusion Committee
- Autism Outreach Lead, LBE
- Chair, Ealing Parent and Carer Forum
- Vice-chair, Ealing Parent and Carer Forum

### 3. EDUCATION IN EALING: PROVISION, FUNDING AND THE RELATIONSHIP BETWEEN THE LOCAL AUTHORITY AND SCHOOLS

At its first meeting, the Panel received a high-level overview of the provision of education in the borough and an explanation of how schools were funded from Julie Lewis, Director Learning Standards and School Partnerships and Gary Redhead, Assistant Director Schools Planning, Resources and SEND

Panel members heard that Ealing has 90 state-funded primary, secondary and special schools educating 54,000 children (as of January 2019). This comprises 68 primary, 15 secondary, 1 all through and 6 special schools. 17 (19%) are academies or free schools (8 primary, 8 Secondary and 1 all through) 73 (81%) are LA maintained, these are community, foundation and voluntary aided schools. In addition, Ealing has 2 Pupil Referral Units and 4 state funded nursery schools.

Members were pleased to note that 93% of Ealing's Secondary Schools were currently rated as good or outstanding compared with 75% nationally. 64% of the borough's schools were now rated as outstanding compared with a figure of only 21% nationally. It was expected that all secondary schools would be judged as good or outstanding by 2022. 100% of Ealing's special schools and Pupil Referral Units were rated as good or outstanding.

The Panel heard that like most London local authorities, Ealing has experienced a very significant increase in pupil numbers. This is now reducing in the primary sector but is increasing in the secondary sector. Provision for pupils with more complex special needs has been expanded through Ealing's special schools and in additionally resourced provisions (ARPs) attached to mainstream schools. Projections and steps being taken to manage pupil places is reported to Cabinet in the autumn of each year.

#### 3.1 School Funding

The way schools in Ealing were funded was detailed to the Panel. Members heard that schools in Ealing have historically been well funded and carried large, and in some cases excessive deficits. Over the past 5 years the value of school balances has fluctuated, with some schools falling into deficit. There were a range of contributing factors such as increased salary and other costs, reductions in pupil numbers, and school responses to changing circumstances.

Schools are funded by the Dedicated Schools Grant (DSG). There are 4 blocks:

- **Schools Block** – This is passed to mainstream schools through a funding formula for pupils in Reception to Year 11. This is determined locally but very much follows the National Funding Formula factors. Maintained Schools choose to delegate a small amount of this budget to the Local Authority for services to schools such as Trade Union Facility Time, contingencies, behaviour support, assessment of eligibility for free school meals.
- **Early Years Block** – 95% is passed to providers (including nursery classes in primary schools).
- **High Needs Block** – Is largely passed through to schools and provision for children and young people with Education Health and

Care Plans (EHCP) as well as some specialist support and outreach services delivered or commissioned by the Local Authority

- **Central Schools Services Block** – a small block which funds Local Authority services such as Admissions.

### Dedicated Schools Grant (DSG) Blocks 2019-20

Schools Block (NFF, premises factors, growth fund and mobility) £m	NFF 2019-20 central school services Block (Includes funding for historic commitments) £m	NFF 2019-20 high needs Block before deductions for places funded at providers directly by EFA £m	Early Years Block Indicative Allocation 2019-20 (Based on 2018-19 data) £m	Total DSG £m
240.672	3.236	54.382	28.366	326.657

Schools also receive other grants such as:

- Pupil Premium and
- Post 16 Funding directly from the Education Skills and Funding Agency
- Teachers pay and pensions grants

Balances over time (excluding academies) are shown in the table below. The value of balances in Ealing schools have reduced year on year and the number of schools in deficit has increased from 2014/15.

Financial Year	Net Balances £m	Number of schools with excessive balances	Number of schools in deficit	Value of Deficits £m
2014/15	22.4	45	0	0
2015/16	21.4	32	5	0.2
2016/17	16.9	25	7	0.3
2017/18	13.8	30	9	1.4
2018/19	17.1	36	7	0.7

\*Excludes academy conversions where deficits remained with the Local Authority.

The Panel heard that where a school is sponsored to convert to an academy, in most cases, any surplus goes with the school, and any deficit remains with the local authority. In 2018/19 two schools converted leaving the local authority with a pressure of £2.65m. The local authority has written to the Secretary of State for Education requesting this funding and is working with London Councils to lobby the DfE to change the regulations.

#### 3.1.1 Provisional Schools Outturn 2018-19

##### Surpluses

School Balances totalled £17.1m as at 31 March 2019, they have increased by £3.3m

from 2017/18. During 2018-19 financial year two schools academised, for comparison purposes these balances have been removed. Reasonable levels of balances are defined as 8% of budget for primary and special schools and 5% of budget for High Schools (these were percentages set out in DfE guidance).

An increasing number of schools held revenue balances above the clawback thresholds at the end of 2018/19

- 32 Primary, Special Schools and Nurseries (46%),
- 3 Secondary Schools (100%); and,
- 1 Foundation School (Secondary) (20%)

The excess amount above the thresholds represented £5.2m. This was an increase of £1.9m in the amount of excess balances that were held at the end of 2017/18.

### Deficits

The deficits in total amounted to £0.7m and ranged from between £0.040m to £0.206m. All deficits must provide a balanced budget within 3 years. There were 7 schools in deficit at the end of 2018/19, in comparison to 9 in 2017/18. Of these there were:

- 1 new school
- 3 schools repaid their deficit
- 1 school made significant repayment to their deficit
- 5 schools increased their deficit.

Several schools used historic surpluses to balance in 2018/19 and in setting budgets 2019/20, many schools were proactively planning over 3 years and taking steps to reduce expenditure and increase income to prevent future deficits. The Panel noted that the Schools Forum has approved an increase in funding for the Council's Finance Team to provide more challenge and support to schools.

The Panel asked for further information on what could be done to support schools expected to have a deficit in the coming years. Officers stated that guidance would be provided, advising the schools on their financial horizon and how they could best react to it. A heavy-handed approach from the local authority was not a sustainable approach following a sustained period of austerity. The enabling of a self-sustaining system must be taken seriously by schools, as the local authority was not resourced to do anything but react to the most extreme of cases. The local authority would of course continue to monitor all situations and provide alerts where required, but there was an absolute need for the schools to react appropriately to concerns. Few primary school headteachers moved into these roles having received business training, therefore this training need was being addressed. There was a concerted effort to ensure that school leaders had the access they needed to high quality training.

### **3.1.2 Ealing Schools Risk Management and Comparison with Other LAs**

In March 2018, the DfE published to LAs a 'Local Authority Analysis' (LAA) Risk Tool. This is a risk analysis of maintained schools' financial sustainability which is presented at LA and school level. LAs can use this information to identify areas of concern and implement preventative measures. Ealing runs its own local risk tool and the service

works alongside Audit, Finance, and Ealing Learning Partnership (ELP) to monitor and support financial sustainability.

The ELP also runs a termly risk assessment process in conjunction with school effectiveness as the mechanism through which is reached a shared understanding of school sustainability and records a chronology of actions to mitigate risks.

The table below summarises the % of schools in Ealing rated from A to G, against DfE selected comparator LAs. Ealing's position is broadly positive.

A\* = Low risk and financially sustainable

G = In deficit or imminent deficit

**2016/17** Shows Ealing to be in as strong position in comparison to its statistical neighbours 77% of schools categorised at risk level A to D

Local Authority 2016/17	A*	A	B	C	D	E	F	G
<b>Ealing</b>	<b>1%</b>	<b>10%</b>	<b>13%</b>	<b>33%</b>	<b>20%</b>	<b>14%</b>	<b>6%</b>	<b>2%</b>
Hounslow	0%	4%	16%	36%	29%	7%	5%	2%
Merton	2%	4%	21%	31%	10%	17%	13%	2%
Redbridge	2%	7%	21%	44%	15%	10%	0%	2%
Hillingdon	0%	9%	9%	35%	22%	15%	7%	2%
Brent	0%	3%	13%	39%	25%	11%	8%	0%

**2017/18** Shows that Ealing schools have strengthened their position while several comparators have escalating risks while continuing to maintain many schools 88% of schools categorised at risk level A to D

Local Authority 2017/18	A*	A	B	C	D	E	F	G
<b>Ealing</b>	<b>3%</b>	<b>11%</b>	<b>24%</b>	<b>32%</b>	<b>18%</b>	<b>9%</b>	<b>1%</b>	<b>3%</b>
Brent	0%	0%	14%	34%	32%	9%	9%	2%
Croydon	0%	6%	12%	40%	14%	12%	4%	12%
Hounslow	4%	6%	8%	44%	22%	10%	4%	2%
Enfield	0%	4%	5%	47%	21%	9%	4%	11%
Redbridge	0%	2%	34%	42%	10%	6%	3%	3%

The Panel noted that these tables suggest that Ealing schools have been more proactive to responding to real terms reductions in finance by, for example, reducing staffing to avoid financial deficits.

### 3.1.3 National Funding Changes

Schools Block - Schools in Ealing have gained around £7m in cash terms (excluding the impact of pupil numbers) between 2017/18 and 2019/20 through the introduction of the soft National Funding Formula (NFF) , which schools have committed to moving towards (in advance of any hard formula).



All schools have had an increase in the per pupil unit of funding of at least 1%, with some schools gaining significantly more where they attract deprivation and low prior attainment funding. However, in real terms this has not met the increased costs schools are facing

Early Years Block - The introduction of a national formula for Early Years has also increased funding to schools for nursery aged children by 17% from £3.95 per hour to £4.63 per hour. For several schools, reductions in demand and vacant places have caused budget pressures as funding is on a participation basis.

High Needs Block – the National funding of high needs has not kept pace with the level of demand and complexity of need in many boroughs. Schools are funded for children with SEN through the Schools block (notional SEN funding and prior attainment factors) as well as the high needs block. This has resulted in many LA's having overspends.

### **3.1.4 Reductions in Pupil Numbers**

Panel members heard that In Ealing, Primary Schools and a small number of Secondary Schools have been particularly affected by reductions in pupil numbers. Schools are not protected for fluctuations in pupil numbers and the impact of this is managed at a school level. In many respects this is the most significant driver of reduced funding for individual schools. This effects School Block, Early years Block, and other grant funding streams such as Pupil Premium Grant (PPG).

The local authority is supporting schools to manage this by agreeing planned reduction in Forms of Entry (FE), the number of places offered in areas where there is a surplus of places, and supporting schools to forecast, plan and develop proposals to balance their budgets. No school is currently below what is deemed a financially sustainable number of pupils (an average of around 1.5 FE in all-through primary, 4 FE in secondary) and pupil numbers are being closely monitored at LA and school level.

The Panel stated that certain parts of the borough had seen the result of the Brexit referendum in 2016 correlate with sudden steeper declines in pupils. Areas that had higher numbers of renters and generally more mobile populations had seen quicker declines than expected, putting particular pressure on the schools in those areas.

Members asked if there were schools in the borough that were oversubscribed. Officers advised that it was very rare to see oversubscription. Nearly all schools would only go up to the agreed number cap, and very few appeals against this were successful.

Members queried if the falling pupil numbers had an impact on those schools which had paid for expansions, Officers advised that premises costs formed a relatively small part of funding, and that with any expansion schools would always find a way to creatively fill the space.

### **3.1.5 Increased Costs**

Officers stated that across the country, schools have seen increases in pension costs,

pay increments, and pay awards across all staff groups. From 2019/20 new increases for teachers pay and pensions will be funded through a separate grant. But there is no guarantee from central government whether this will continue, but the expectation is that it would following the spending review. One of the issues for the education spending review to consider was the significant pressure of high needs funding.

All other cost increases such as non-teaching staff, supplies, services and contracts are managed locally by schools. To contain these inflationary costs, savings and efficiencies are needed. Increases in funding and additional grants do not cover the increased costs and reductions in funding in other areas for many schools.

### **3.1.6 High Needs**

Pressures in high needs funding for children with Education, Health and Care Plans (EHCPs) are seen in the LA's budget but also for schools with a significant number of pupils with SEND. There has been a significant increase in requests for statutory assessments from schools seeking to secure additional funding for new and existing children and young people.

Many additional needs are met at SEN Support without the need for a plan. This is funded by the non-ringfenced 'notional SEN budget' within the school's block. As schools are experiencing budget pressures some schools have found it difficult to meet needs at this level within the funding available, though those with high levels of deprivation and local prior attainment have gained most in cash under the NFF.

### **3.1.7 Improved Financial Management**

Most schools now have a 3-5 year budget plan which leaders are using to inform their schools development plan and recruitment decisions. Several schools have or are in the process of restructuring. The lack of robust and up to date medium term plans were a feature of many schools who found themselves in deficit. Some schools are beginning to formalise arrangements around sharing functions, costs and other resources to enable them to maintain a sustainable budget.

The DfE's resource analysis tools help schools identify lines of enquiry on their spending and structures. The DfE also have created a framework of schools' resource management advisors for schools to commission independent advice from.

### **3.1.8 Overall Levels of School Funding**

The panel requested information on real terms reductions in the funding per pupil. Officers advised that the Institute of Fiscal Studies (IFS) provides an authoritative analysis on school funding. In its evidence to the 2018 House of Commons Committee of Enquiry into School and College Funding the IFS provided a long term view of real terms funding.

Between 2015–16 and 2017–18, funding per pupil fell by just over 4% in real terms. This probably under-states the effect on real resources, as schools also faced additional costs as a result of employer pension contributions, national insurance and the apprenticeship levy. School funding per pupil is now expected to be frozen in real terms between 2017–18

and 2019–20, albeit at a level about 4% below its recent high-point in 2015–16 and about the same level as in 2011–12.

### Ealing Core Funding through the National Funding Formula

Between 2014-15 and 2018-19, the core funding primary and high schools received through the funding formula per pupil increased in cash terms by 0.5%. To keep pace in real terms the increase would have been 7.1%, a real-terms decrease of 6.6% per pupil. This estimate is based on using the GDP Deflator. This estimate excludes pupil premium, post 16 funding, funding for special needs and other specific grants. The table below shows the detail and also changes in real terms in the reported spending per pupil on agency teachers and agency support staff.

**Real Terms changes in per pupil funding and spend on agency staff**

	2014/15 Cash per pupil	2018-19 Cash per pupil	2014-15 value inflated to 2018-19 prices	Difference Real Terms	Percent Change Real Terms
	A	B	C	D	E
			(Col A/ 14/15 inflation index)*100	= B-C	= B/A *%
Core Formula Funding per pupil	£4,959	£4,985	£5,311	-£326	-6.6%

## 3.2. LA Monitoring and Support to Schools and Performance

### 3.2.1 Ealing Learning Partnership and Schools Forum

The ELP Financial Sustainability committee in partnership with the bursarial service deliver training to heads, governors and schools business managers. The bursarial support traded service has created planning tools, changed its focus and upskilled to provide more strategic financial planning and analysis support to schools who buy in.

The Schools Forum have recognised that capacity to support schools is limited and have agreed for 2019/20 to fund a resource who will be working closely with schools to monitor, provide support and deliver a range of strategies.

### 3.2.2 School Performance (Ofsted outcomes)

The Panel was pleased to note that the overall quality of educational provision in Ealing has significantly improved since 2012 from 65% good and outstanding schools to over 90% in recent years. Ealing has more schools judged to be good and outstanding than the national average (90% vs 85%) and performance is broadly in line with the London average at 90%.

See **Appendix 1** of this report for the overall picture of improvement

89% of Ealing primary schools are currently rated as good or outstanding compared with 87% nationally. Fewer schools than last year are vulnerable to a 'requires improvement' or 'inadequate' judgement. The two schools subject to special measures have been successfully incorporated into the Dormers Wells Trust. These schools are no longer deemed inadequate and are making good progress.

93% of Ealing secondary schools are currently rated as good or outstanding compared with 75% nationally. 64% of our secondary schools are now rated outstanding compared with 21% nationally. This represents the strongest ever overall performance. It is expected that all secondary schools will be judged to be good or outstanding by 2022. Acton High made significant progress in 2018 prior to conversion as Ark Acton and standards are expected to further improve in 2019.

### **3.2.3 Educational Outcomes**

The Panel noted that educational outcomes have improved year on year to well above national averages across all stages of education. In 2019 71% of pupils in Ealing primary schools achieved the expected standard in reading, writing and maths, six percentage points above the national average and a seven-point improvement since 2017. A greater proportion of Ealing pupils than nationally also achieved a high standard in reading, writing and maths.

At the secondary level, 54% of students in Ealing schools achieved a grade 5 or above in both English and Maths (a "secure" pass), eleven points above the national average of 43% and three points above the London average of 49%. This was also an improvement since 2017/18. Pupils in secondary schools were making significantly more progress than children with similar starting points nationally, achieving a 'Progress 8' score that put Ealing schools first in the whole country in 2019. Post 16 academic outcomes were very strong and put Ealing secondary schools amongst the top in London, with the average point score at A level now grade B.

The gap between disadvantaged pupils and their peers in English and mathematics by the end of Key Stage 4 (standard pass) was considerably narrower than the national and should also be viewed in the context of year on year improvements in overall outcomes. There has been significant improvement in the progress made by learners with SEND and this was judged as a strength in the recent CQC Ofsted area inspection.

Members commented on the secondary school performance and were informed that part of the reason for the secondary school performance being so high was the consistently high quality leadership seen in the borough's secondary schools. The schools were notable for working together and fostering a collective network, the kind of which was not seen in many other places.

Margaret Majumdar, Chair of the Schools Forum stated that the performances of the borough's primary schools had to be placed in context. Many of the schools took on recent arrivals in the country who had never spoken English before, so the schools had to put in a lot of very hard initial work to get them up to the required levels.

### 3.2.4 Role of Local Authority – Standards

The role of local authorities is to promote educational excellence, to monitor risks to the quality of overall provision, and instigate interventions in accordance with their statutory powers for maintained schools. In addition, the local authority has oversight of the provision for vulnerable groups of learners and those with SEND to ensure that schools adopt consistently high expectations to maximise pupil progress, outcomes and wellbeing. Local authorities are expected to understand the quality of education being provided by academies, but they have no formal powers of intervention in academies.

Ealing conducts regular health checks of all maintained schools in conjunction with its statutory duties and implements a targeted programme of challenge and support where schools are at risk of not providing a good quality of education for pupils (Securing Good Programme). The council's investment, alongside schools, in the Ealing Learning Partnership, has brought about a wide-ranging programme of work to tackle local priorities together through leadership development, professional learning, peer review, research and a shared commitment reduce school to school variation. All but two academies have signed up to ELP and are fully involved in its work.

### 3.2.5 Ealing Learning Partnership

In 2017, after extensive consultation with schools and stakeholders, the Ealing Learning Partnership (ELP) was established - a partnership between schools and the council to promote educational excellence and well-being for all learners through collaboration and innovation. With a mission to ensure 'no learner left behind: no school left behind' it aims to foster shared responsibility between all partners achieve the best outcomes for children as well as reduce the risk of financial vulnerability for schools. More information about the ELP is provided in section 8 of this report.

### 3.2.6 Transformation Goals: Future Ealing

The Panel noted that the following transformation goals have been set to address gaps in performance and maintain excellent outcomes for children and young people:

#### **Ensure continued increase in the proportion of schools judged good or outstanding by Ofsted and reduce school to school variation**

- Build on the success of system-wide peer review between schools to better understand variations in outcomes, raise expectations of all schools and ensure that every leader has access to high quality professional development networks and programmes through ELP.
- Work more intensively with a small minority of schools that are rated as requiring improvement and those with identified risks in overall effectiveness.
- Ensure that vulnerable schools with rising deficits receive early and timely challenge and that governors and leaders are fully equipped to plan for longer term sustainability.

#### **Improve the progress and achievement of learners with SEND at each education phase; enhanced range and quality of provision at 16+ resulting in higher participation in employment-related pathways**

- There is more work to be done to support students with SEND in areas such as achievement of the expected standard at Key Stage 2, persistent absence, and keeping students aged 17 in sustained education, employment or training. Increase collective capacity to meet the needs of children and young people with SEMH (Social, Emotional, Mental Health) needs, especially those with challenging behaviour.
- Focus on ensuring that all Ealing's parents, schools and settings have clear expectations of what should be provided for children and young people requiring SEN support whilst managing the growth in numbers and in specific areas of need.

### **Reduce the achievement gap between disadvantaged and non-disadvantaged pupils at all stages of education**

- Disadvantaged White British pupils and Black Caribbean pupils continue to make the least progress from KS2 to KS4 and these are ongoing priorities addressed through leadership networks, peer review and training. Focused on learning from new research and practice across London on improving academic and broader outcomes for Black Caribbean pupils.
- Too many of our Black Caribbean children have identified social emotional and mental health needs. Ensure that all our schools have strong and consistent approaches to promoting universal mental health and that there is a focus on Black Caribbean pupils and their families.

### **Increase young people participation in education, training or employment**

- The percentage of learners in employment is below the national average and it remains our priority to get more young people into appropriate training through internships and apprenticeships
- Ensure that the curriculum meets the needs of learners unable to access Level 3 provision
- Embed consistent and effective careers education and guidance in schools
- Ongoing emphasis on effective inclusive practices and consistency of application across schools to reduce fixed and permanent exclusions

## **4. UNISON REPRESENTING SCHOOL SUPPORT STAFF**

Danny Judge, Trade Union Representative, addressed the Panel as UNISON representative for school support staff, including site managers, business managers and teaching assistants in the borough's schools, in total UNISON represent around 750 school-based staff in the borough. He suggested that members of the Panel might wish to meet with school support staff to hear directly from them about their experiences.

The Panel was informed that UNISON representatives had just been involved in two restructures where schools had elected to remove their business managers and not provide any sort of replacement role, despite the work of the business manager still needing to be covered by employees at the schools. It was felt that the short-term saving would cost the schools in the long run in terms of lost income generation. Members heard that support staff often felt that they were being increasingly used as teachers and an increasing number were contacting UNISON about their concerns, It was also noted that less money was being made available to trade union staff to be released from their duties to provide union support and advice.

Mary Lancaster, Trade Union Representative, informed the Panel that she welcomed the move over the last decade towards acknowledging the professionalism of support staff, and Ealing had driven hard on delivering good quality job descriptions and appropriate salaries. However, over the last five years many cuts had taken place and whilst some of these were obvious, some were described as cuts from behind. It was increasingly the case that grade 4 teaching assistant roles were being used to replace what had previously been grade 6 posts.

Margaret Majumdar, Chair of Ealing Schools Forum, expressed concern about the reductions seen in Trade Union time. Some school heads were now reluctant to pass on as much time as they had historically, and suggested that work should be done with school headteachers on this. Members added that it was also important to teach students about the role of a trade union, stating that it used to be common to have trade union representatives go into schools to explain their role to children, but this rarely happened anymore.

### **4.1 Panel Meeting with Teaching Assistants and School Support Staff Unison Members**

In October 2019, the Chair of the Panel, Cllr Deirdre Costigan and Vice-chair, Cllr Nigel Sumner met with seven teaching assistants and support staff from schools around the borough, along with UNISON representatives Mary Lancaster and Danny Judge.

They heard that UNISON had recently carried out a survey which identified that 70% of support staff regularly carried out roles that colleagues who had been made redundant used to do, and 40% of staff had been through more than one restructure process in the last five years.

The staff who although being employed in different types of schools raised common themes:

- Increase in cost pressures meant there was no money available for redecorating children's centres/ schools and no capital available for replacing items that break.
- Staffing restructures were taking place regularly in order to save money. One person spoke about having to undergo 4 restructures in the last 9 years which meant applying and being interviewed for her job four times. This led to stress and loss of good will.
- Staff who considered as being expensive were being made redundant and this often meant that schools were losing experienced teaching assistants.
- Teaching Assistants were being encouraged to develop themselves and to take on additional duties. They were then working beyond their job descriptions and were not being paid for it or having their job descriptions re-evaluated.
- Teaching Assistants were feeling pressurised to do additional hours that they were not being paid for. A lot of work was undertaken because of the good will however the staff that members spoke to suggested that the good will was beginning to run out.
- Cuts in Teaching Assistants (TA) meant that some schools who used to have one TA per class were now reduced to one TA per year.
- The Government was proposing that there should be a mental health lead in every school. Teaching Assistants were concerned that this responsibility would fall to them without their schools having the funds to pay for training them.



Following on from the meeting with teaching assistants, the Chair requested information from officers on the numbers of teaching assistants and the Panel members were provided with the information below.

### Number of teaching assistants (full time equivalent) as a ratio of number of pupils, 2011/12 - 2018/19

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
High total (inc all through)	70.7	79.2	68.2	74.0	84.3	86.5	95.5	97.6
Primary total	47.7	47.3	43.6	43.5	41.5	41.1	41.4	41.6
Special total	3.2	3.2	3.2	3.6	3.2	3.4	3.7	3.7

### Total FTE Tas

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
High total (inc all through)	259.7	231.5	267.8	249.6	223.8	221.7	204.8	206.2
Primary total	619.8	649.3	729.3	751.1	806.3	819.2	807.3	793.8
Special total	179.9	185.2	193.3	180.1	216.7	211.6	206.6	216.4
All Ealing state funded total (sum of schools)	1,061	1,069	1,208	1,199	1,264	1,270	1,233	1,236

## 5. SCHOOL PLACES, FUTURE DEMAND AND THE ROLE OF ACADEMIES

### 5.1 Statutory Framework: Sufficiency, Choice and Diversity

Panel members noted that the days of the local authority controlling schools and the local education system were long past. The Local Authority retained responsibility for ensuring enough school places, carried out through a complex web of organisations such as the DfE, Regional Schools Commissioner, Academy and Free Schools Trusts other LAs, and long term partnerships with Diocesan authorities and stakeholders. The Local Authority could exercise influence through its position as a democratically elected body, knowledge of the local area, its access and use of information to develop strategies and the relationships it has with partners.

Sufficiency covers not just having the number of places but also promoting choice and diversity. In the case of both primary, secondary and special schools, expansion programmes have expanded existing maintained schools and academies and encouraged new free schools and academies where there was a basic need for places which could not be met by expanding existing schools.

Members heard that Ealing had experienced a rapid expansion in demand for primary school places mainly due to the movement of EU citizens into the UK. A sufficient number of places had been added in the past 10 years, which had enabled the borough to meet that growth in demand. Early in the decade the demand had been in central Ealing and Acton, and now it was projected that with the new housing developments the demand in Southall could be high. Where there was a decline in demand, the general strategy was to work with a school to try and manage it through an adjustment in admission numbers.

### 5.2 Sufficient Number of Places

The panel asked for information on the places that were added in the past 10 years locally to meet the growth in demand across primary and high schools and specialist provision for children with Education Health and Care Plans (EHCPs). This information is shown in the table below. In the case of High Schools, Ark Soane is scheduled to open in September 2020 offering 6 Form Entry (FE). Two more primary Additionally Resourced Provisions (ARPs) are being planned, one in Southall and another in Ealing and will offer a total of up to 48 more places from 2021. There is budget provision for a further 2 more secondary ARPs, but these are likely to be linked to more comprehensive redevelopments of sites in Northolt and Southall.

#### Expansions and new schools in past 10 years

Primary: New Schools		
School	Additional FE	Places available from
<b>Acton</b>		
Holy Family (VA)	2	September 2012
Ark Priory Academy	2	September 2013
Ark Byron Academy	2	September 2015
<b>Southall</b>		
St. Mary's CofE	1	September 2014
<b>Total</b>	<b>7 FE</b>	

<b>Primary: Permanent Expansions</b>		
<b>School</b>	<b>Additional FE</b>	<b>Places available from</b>
<b>Acton</b>		
Berrymede Infant and Junior	1	September 2012 (Infants) September 2014* (juniors)
West Acton Primary	1	September 2013*
West Twyford Primary	1	September 2014
<b>Ealing and Hanwell</b>		
North Ealing Primary	1	September 2009*
Fielding Primary	1	September 2009*
Little Ealing Primary	1	September 2009*
St John's Primary (phase 1)	0.5	September 2009*
St John's Primary (phase 2)	1	Completed 2017 but not yet made available.
Brentside Primary	0.5	September 2010*
Hobayne Primary	1	September 2010*
St. Mark's Primary	0.5	September 2010*
St Gregory's Primary	1	September 2012*
Christ the Saviour Primary	1	September 2012
Grange Primary	1	September 2012*
Drayton Green Primary	1	September 2013*
St Joseph's Primary	1	September 2015*
Mayfield Primary	0.5	September 2016*
<b>GNP (Greenford, Northolt, Perivale)</b>		
Stanhope Primary	1	September 2009
Selborne Primary	1	September 2009
Oldfield Primary	0.5	September 2009*
Wood End Infants and Academy	1	September 2009 (Infants)* September 2012 (Academy)
Alec Reed Academy	1	September 2012*
Ravenor Primary	1	September 2012*
Gifford Primary	1	September 2012*
Horsenden Primary	1	September 2013*
Greenwood Primary	1	September 2014*
Vicar's Green Primary	1 <i>(joint funded with Brent)</i>	September 2014*
St Raphael's Primary	1	September 2014
<b>Southall</b>		
Clifton Primary	0.5	September 2014
Beaconsfield Primary	1	September 2016*
Dormers Wells Infant and Junior	0.5	September 2012 (Infants) September 2016* (Junior)
<b>Total</b>	<b>27.5 FE</b>	
* Shows where schools have taken additional pupils as bulge classes in advance of permanent expansion.		

<b>Secondary: New Schools</b>		
<b>School</b>	<b>Additional FE</b>	<b>Places available from</b>
<b>Ealing and Hanwell</b>		
Ealing Fields	4	September 2016
Ada Lovelace	6.7	September 2018 (initially opened as 4.2FE, 6.7FE from 2020)
<b>GNP (Greenford, Northolt, Perivale)</b>		
William Perkin	6.3	September 2013
<b>Total</b>	<b>17 FE</b>	

<b>Secondary: Permanent Expansions</b>		
<b>School</b>	<b>Additional FE</b>	<b>Places available from</b>
<b>Ealing and Hanwell</b>		
Brentside	2	September 2016
Elthorne	2	September 2016 *
<b>GNP (Greenford, Northolt, Perivale)</b>		
Greenford	2	September 2018
<b>Southall</b>		
Dormers Wells	2	September 2012
Featherstone	1	September 2017 *
<b>Total</b>	<b>9 FE</b>	
* Shows where schools have taken additional pupils as bulge classes in advance of permanent expansion.		

<b>SEN: Permanent Expansions</b>		
<b>School</b>	<b>Additional places</b>	<b>Places available from</b>
Castlebar	46	Phased from September 2013
Mandeville	45	Phased from September 2013
Springhallow	40	Phased from September 2014
Belvue	30	Phased from September 2018
St Ann's	15	Phased from September 2018
<b>Total</b>	<b>176</b>	

<b>SEN: New primary ARPs</b>		
<b>School</b>	<b>Additional FE</b>	<b>Places available from</b>
Beaconsfield	21	Phased from September 2010
Selborne	21	Phased from September 2014
West Acton	15	Phased from September 2016
Coston	21	Phased from September 2018
Willow Tree	24	Phased from September 2019
<b>Total</b>	<b>102</b>	

<b>SEN: New secondary ARPs</b>		
<b>School</b>	<b>Additional FE</b>	<b>Places available from</b>
Dormers Wells (HI)	5	Phased from September 2012
William Perkin	30	Phased from September 2015
Elthorne	15	Phased from September 2016
Twyford	20	Phased from September 2018
Greenford	20	Phased from September 2018
<b>Total</b>	<b>90</b>	

## 5.2 Projections

Members heard that all local authorities are required to make school capacity and place projection returns to the DfE in the summer term for primary and high schools. Projections are not required for individual special schools. These are referred to as SCAP returns. The projections are for five years ahead for primary and seven for secondary. In the case of primary, the local authority has nine planning areas and for high schools four. The local authority as far as possible wants to provide sufficient, successful and popular school places in local areas. An exercise was undertaken to secure through planning policy changes three new high school sites, in addition to the site for William Perkin. The use of planning areas helps maximise grant funding to expand places in areas of need, even though there may be surpluses in other areas of the borough.

A key influence on the demand for places are births and school population changes as pupils move through the system. In both primary and high schools an average of the last three years of the proportion of children moving from one year to the next is used. In the case of Reception rolls, a three year average of the ratio of the number of pupils admitted into reception compared to the number of births four years previously is applied.

For Year 6 to 7 transfer, Ealing has a low proportion of children transferring, in part reflecting parental preferences for faith schools outside of the borough. As standards are now improving, and good quality sponsors of existing and new schools have been secured the SCAP projection is based on a retention rate of 84%.

The tables below provide information on the SCAP projections for High and Primary Schools shortfall and surplus places. In the case of high schools, the data is shown without the additional 6 FE at Ark Soane which was delayed from 2019 to 2020.

<b>Planned high school capacity the shortfall by area (excluding Ark Soane), 2018-2024</b>								
High School Planning Area	Agreed high school capacity (PAN) - in Forms of entry	Shortfall by forms of entry						
		Sep-18	Sep-19	Sep-20	Sep-21	Sep-22	Sep-23	Sep-24
Acton	19.5	2.2	-0.4	-4.0	-3.4	-3.6	-1.7	-0.3
Ealing	33.5 (rising to 37.0 from 2020)	-0.3	-0.7	1.1	-0.8	0.2	-0.5	0.7
GNP	40.7 (dropping to 38.7 from 2021)	4.7	2.7	2.7	0.8	1.6	2.6	4.0
Southall	25 (rising to 25.3 from 2020)	2.4	-0.7	1.4	1.2	1.4	1.6	2.2
Ealing	118.7	8.9	0.9	1.2	-2.3	-0.4	1.9	6.7
Ealing (if you zero off the excess)*	(rising to 126.5 from 2020)	-0.3	-1.8	-4.0	-4.2	-3.6	-2.3	-0.3
Positive figures in the above table indicate surplus, negative indicate shortfall (based on capacity versus expected pupil numbers)								
*i.e. if you only look at the shortfalls and disregard surplus								
Key								
shortfall of 1 form of entry or more								

### Planned primary school capacity projected surplus by area, 2018 to 2023

Primary School Planning Area	Agreed primary school capacity (PAN) - in Forms of entry	Actual and Projected Surplus by forms of entry					
		Sep 18	Sep 19	Sep 20	Sep 21	Sep 22	Sep 23
Acton	24 (reducing to 23 from 2019 onward)	1.5	1.7	0.2	1.1	1.6	2.7
Ealing North	20 (reducing to 19 for 2019 and to 17 from 2020 onward)	4.1	3.5	1.5	1.3	2.0	2.8
Ealing South	26 (27 in 2018 due to bulge)	0.5	0.3	1.4	1.3	2.1	3.3
GNP East	9	1.0	0.3	1.3	1.4	1.6	1.9
GNP North	15 (reducing to 14 for 2019 and to 13 from 2020 onward)	3.4	0.6	1.3	1.9	1.1	1.7
GNP West	9	1.3	0.2	1.2	1.2	1.2	1.6
GNP Central	18 (reducing to 17 from 2019 onward)	1.6	0.5	0.7	1.9	1.6	2.4
Southall North	20 (reducing to 19 from 2020 onward)	1.3	2.2	2.5	3.9	3.1	4.0
Southall South	17 (reducing to 16 from 2019 onward)	1.4	1.8	1.8	1.3	2.1	2.8
<b>Ealing</b>	<b>159 (reducing to 153 for 2019 and to 149 from 2020 onwards)</b>	<b>16.1</b>	<b>11.2</b>	<b>11.9</b>	<b>15.4</b>	<b>16.3</b>	<b>23.2</b>

Positive figures in the above table indicate surplus, negative indicate shortfall (capacity versus projected pupil numbers, based on Ealing's SCAP methodology)

Key

 surplus of 2 forms of entry or more

Projections are mainly taking past trends and projecting them into the future. They assume the future is similar to the recent past. Projections tend to lag behind the need for places in times of sudden population growth and vice versa. The further into the future the projections go the margins of error are potentially greater as are those for individual planning areas. In the case of the GLA projections, which include housing developments, the projected child yield from these are based on the characteristics of the homes in the area. Most new developments tend to have apartment blocks so it is difficult to accurately reflect the age structure of pupils from new developments.

### 5.3 Retention Ratios and Parental Preferences

The Panel noted that in years 6 to 7, Ealing was a high net exporter of pupils, the second highest in London. 4,957 children were going to schools outside of the borough, and 1,868 were coming into schools in Ealing. Officers explained that some of this was due to how dioceses planned the provision of their schools and parents' decisions on where to send their children being based on the perceptions of school performance. For 2020/21 the aim was to have the year 6 to year 7 retention ratio at 84%, this was based on an anticipated reduction in net cross border flows resulting from the addition of new provision and a recovery of the numbers at existing provision.

Officers added that there had previously been an imbalance of provision across the borough, but two new schools had been opened, Elthorne and Brentside, and work was being carried out to deliver three academies, Ada Lovelace, Ark Soane and Ealing Fields. If the borough was offering more schools that parents wanted to send their children to, then demand should increase.

Members asked if children in independent education were considered in the retention numbers and were informed that they were, however the movement tended to be reflected at primary level and not at year 6 to 7 as they usually started independent education quite early. Members were advised that a local authority was funded for the number of children in their schools irrespective of where they lived.

Members considered the data on primary and secondary offers by parental preference, noting that in 2019 86.5% of parents had their first preference for primary schools which was in line with the London average, and 63.8% had their first preference for secondary schools, which was below the London average. The no choice allocation, where parents were not allocated a school of their preference, was lower than the London average for primary schools but considerably higher than the London average for secondary schools. Officers advised that they were working on reducing the number of no choice allocations. There had been a high number of no choice allocations in the west of the borough, but the schools were all now good or outstanding, and quite a lot of work was carried out by the admissions team in encouraging parents to list a number of schools and not just their preferred option only. When all the new schools are available, and parents become more aware of the recent inspection outcomes at Ealing High Schools and Academies, the local authority will be in a much better position to meet parental and pupil aspirations to attend good and outstanding local schools.

The Panel enquired about how new schools were established and were informed that the presumption was that they would be either a Free School or Academy School. Ealing's approach was to look for sponsors that were considered good and to encourage them to bid rather than hold a competition. This more directive approach was similar to that of neighbouring boroughs, Hounslow and Harrow.

Members asked about the strategy to address the rapid increase in the population in Southall and were advised that it was difficult to address this as it depended on the timing of the delivery of the housing development and the types of households that would live there. The GLA considered the housing composition in wards and the child yield to project pupil figures, however it would be difficult to know. The authority would expand existing schools first and there was an option to include a new school in the

development. In response to questions about plans for a school on the 'Honey Monster' site officers stated that there would be a new two form entry primary school there.

The Panel referred to the large number of children being educated in secondary schools outside of the borough, stating that there appeared to be a mismatch between parents' perceptions that the schools did not have a good reputation when that was not what Ofsted had found. Members asked if officers were addressing that and encouraging parents to educate their children in the borough. Officers responded that their strategy was to tie in physical improvements to schools alongside the school improvement strategy. That had worked with Villiers High School which was now considered outstanding and was oversubscribed. Successful schools attracted parents, if a school was placed in special measures it needed to be turned around quickly otherwise it would lose its reputation.

A panel member suggested that some parents preferred to send their children to faith schools and were not concerned if the school nearest to them was rated good or outstanding if it was not a faith school. Officers agreed saying that all the schools in Southall were rated good or outstanding and a lot of work was being done to get that message across to parents. However, if parents wanted to send their children to a faith school across the border then that was their choice, it should not be viewed as a failure for Ealing.

The Panel referred to no choice allocation and was advised that parents could express a preference for up to six schools, and a no choice allocation was where they had not been allocated any of them. Allocation was co-ordinated London wide with most parents getting their first choice, although a small number did not get any of their choices. The admissions team visits schools to explain the system to parents and to encourage them to list the school nearest to them in case they did not get into the popular schools further away. However, some parents did not provide six preferences just one and were surprised then when their child did not get in.

A Panel member stated that Church of England schools were popular and that parents in the north of the borough did not have that type of school. It was advised that William Perkins C of E High School had been opened to address that situation, however it had a predominantly non faith-based admissions criteria. A substantial pot of money had also been used to rebuild Northolt High School which was now performing well and would over time meet more parental preferences.

Members stated that it did appear that the authority was reacting to retention rates rather than seeking to influence them and it would be good to see them improve. It was advised a lot of work was being done across the borough working in partnership with schools to increase parental preferences and improve the pupil retention rate. The council was using its influence with academies, building good relationships with all schools, and supporting schools through the Ealing Learning Partnership.

The Panel asked about the preparation for additional primary school places in Southall, and was advised that officers were monitoring the situation, there was a balance to be struck between having enough school places but not having children travelling very far.



The impact of surplus places on school funding was highlighted. As funding was based on the number of pupils in the previous year, schools had time to manage the reduction caused from falling rolls. A lot of schools were able to manage it well and tended to run down their financial balance rather than reduce staff.

#### **5.4 The Role of the Regional Schools Commissioner and the Education and Skills Funding Agency (ESFA)**

The Panel heard that choice for parents and the quality of education for pupils is particularly affected when a school falls into special measures. Where a school requires special measures, the Secretary of State is required to issue an academy order for the school to become a sponsored academy or for the local authority to close the school. In Ealing, three primary schools are now sponsored by two local Trusts with whom the local authority has very good relationships. Acton High became a member of the Ark family of schools. Ark is also the promoter of two Acton Primary Academies.

The local authority is required to facilitate the conversion of schools following an Academy order. Where a school is required to transfer the local authority works closely with the Regional Schools Commissioners office to identify sponsors that would be acceptable.

In the case of new schools, the presumption is that these must be free schools or academies. The local authority worked closely with the ESFA to identify sponsors and encouraged them to make free school applications. Most of the need in the primary sector was met by expanding existing schools. In the case of secondary schools, new sites were required, which was a Council responsibility, but agreeing sponsors was a matter for the ESFA. For special needs, Ealing has expanded existing schools and provided additional resource provision attached to existing schools and academies rather than seek new providers.



*Scrutiny Panel Meeting*

## 6. PANEL VISIT TO ARK ACTON ACADEMY

The Chair of the Panel, Cllr Deirdre Costigan and Karien Botha, Parent Governor at Grange Primary School and member of the Educational Scrutiny Panel visited Ark Acton Academy in October 2019 and met with Oliver Knight, Head Teacher and Laurie Grist, Head of Projects, Ark Schools. **Karien Botha's feedback from the visit is provided below.**

I am a Parent Governor at Grange Primary School in South Ealing, currently in my second term (4 years of governing experience). I have been the Chair of the Management Committee for the past year, responsible for Finance, Budget, Staffing and Premises.

The following observations/findings are based on the answers to the questioning by the panel members of the Head Teacher and the Ark Project Team. *Where I've done my own research or state my opinion, I'll use italics.*

### **Background: Ark Academy**

- The Ark Academy group has a reputation of only working in areas of high needs
- There are 19 Secondary Schools in the Ark MAT (Ark Soane will be the 20<sup>th</sup> school) The Ark MAT has achieved higher than national attainment across its schools
- *The Ark Academy group has 1 school in Portsmouth, 1 in Hastings, 4 in Birmingham and 13 in London. A total of 15 out of 19 schools have an Ofsted Good/Outstanding rating. Out of the 15, 4 have an Outstanding rating. Of the rest of the 4 schools, two have a Requires Improvement Ofsted rating based on 2017 (Boulton, Birmingham) and 2018 (Burlington Danes, London) inspection, while two have not had a recent inspection judgement on record (Pioneer & Acton). This usually indicates that the school has been judged failing in its last inspection and has recently been converted to an academy, as is the case with Ark Acton Academy.*
- *Ark Acton 2018 GCSE results for English and Math: Grade 4+ was 55% (National Average = 59%), Grade 5+ was 32% (National Average 40%) – published on the website.*

### **Place planning/preparations for Ark Soane**

- Ark Acton has the capacity for 240 students per year, but has reduced its PAN (published admissions number) to 180
- The current intake in Year 7 is 190, but 133 Year 8
- Ark Soane will also have a PAN of 180 and will be situated in Mill Hill
- The proximity of Ark Soane to Ark Acton was questioned by panel members. The PANs for Ark Soane/Acton is backed up by Ealing Council projections for the area according to the Ark Project Management Team.

### **New Head Teacher: Background**

- Oliver Knight has been the Head Teacher from the beginning of this school year, September 2019. At the point of the visit, a little less than 2 months.
- He has developed a reputation for turning failing schools around, his last 3 schools were mentioned

- He has found that parental perception lags about 2 years behind the reality in the school
- He has high aspirations for the school and talks about achieving a Good Ofsted inspection result in 2020 and Outstanding 2 years later.

#### **Positives:**

- Previous weaker teaching is being addressed and the Head has put plans in place for improving teaching. Ark Academy has an exceptional teacher training program and the HT is employing this resource to improve teaching in the school. The Teach First program is currently functioning in school with NQTs on the scheme being trained at Ark Acton.
- Head finds that parental engagement is good and that aspirations are high. This has not always been his experience at previous schools.
- The staff are good at praising positive aspects internally in school, but need help in externally publicising the positives in the community
- HT has visited Ealing Primary schools to forge links
- Off rolling was discussed as a concern from the panel. The Head's position was positive in that he did not approve of the practice. Although fixed term exclusions are currently higher than national, this is expected as an initial, temporary state as previous bad behaviour is being addressed and boundaries for students are being reset. There has been 1 permanent exclusion this year.
- The school has large and bright new facilities including an indoor gym and large sports hall.
- The students looked very smart in their uniforms and it looked like the uniform policy was consistently adhered to.
- During our tour there was a quiet and studious atmosphere during teaching time. We visited classrooms where children were engaged with their work. It looked like good learning and teaching was happening.

#### **Challenges:**

- Overcoming the current community perception of the school.
- High mobility, as pupils leave when their first choice of secondary becomes available. For 2019 intake of Y7s only 50 had applied to Ark Acton as their first choice of school out of a potential of 240 places. This is the lowest parental choice of all Ealing Secondary schools.
- GCSE attainment is currently below national average (2018 results)
- As the school currently has a low uptake this year, this has a severe impact on much needed funding
- Pupils' behaviour outside school hours. Pupils are currently banned from the high street after school and teachers are enforcing this rule.

#### **Conclusions:**

- The new HT has a firm vision for the school and is backed by the resources of a successful MAT.
- Student behaviour during our visit was very good.
- There was a positive and studious feeling to the classrooms we entered.

#### **Recommendations:**

- The HT did not know about the ELP (Ealing Learning Partnership) and I would

recommend exploring the potential relationship that could be forged by involving Ark Academy schools in Ealing in the ELP, at least on the level of networking with the SLTs of other Ealing Secondaries in the area.

- LA support with advertising Ark Acton's emerging successes, especially during the difficult time of reputational recovery the school is in.



*Oliver Knight, Headteacher Ark Acton Academy, Lauri Grist, Head of Projects Ark Schools, Cllr Deirdre Costigan, Chair of the Panel and Karien Botha, Panel Parent Governor Representative*

## 7. NEU EDUCATION SPENDING REVIEW PRESENTATION

Stefan Simms, Ealing National Education Union District Secretary, provided the Panel members with an analysis of education funding across early years, primary and secondary schools, 16-19 education and higher education needs up to the age of 25. Stefan Simms explained that the figures had been produced in collaboration with colleagues from the National Education Union, Association of School and College Leaders, National Association of Head Teachers and F40, a campaign group of the lowest funded education authorities in England where government-set cash allocations for primary and secondary pupils are the lowest in the country.

The Panel was informed that every element of funding that goes to schools had been considered within the analysis, and although there was more than ever being spent on education, school costs were rising faster than inflation, 11.6% over the last four years and there were half a million more pupils. The rise in pupil numbers was set to continue over the next few years, however the amount of money per pupil had been massively cut. The primary school class sizes were at their highest for 20 years and secondary class sizes were rising at their fastest ever rate. Government policy could make a difference though as the number of pupils in over-sized primary classes had been cut in 2000.

Stefan Simms stated that Special Education Needs (SEN) funding had been recognised as a major problem. The number of pupils recognised as having high needs had risen by 38% since 2016, from less than 250,000 to 350,000. SEN needs had been a broadly stable position for years, until the Government removed lower level special needs support from half a million pupils and made an unfunded extension in provision in the Children and Families Act 2014.

The number of pupils recognised as having a special educational need had fallen from a high of 21% in 2010 to 14.9% in 2019; however, the Government policy of reducing the number of pupils on the SEN Register had resulted in a dramatic rise in the number of pupils with an EHC (Education, Health and Care) Plan. This shift from high incidence / low cost provision to low incidence / high cost provision had been set to drive up the cost of High Needs provision for the foreseeable future.

With regards to 16 – 19 spending the cuts had been going on since 2010. Funding for pupils in sixth forms had fallen by a quarter and by 8% for further education students.

School costs were expected to rise by 9.4% over the next three years or 3% a year, which was only marginally higher than the current rate of increase of 2.5%. Teacher pay was to increase by 3.7% a year and support staff were expected to receive an average pay increase of 3.1% a year. The recent funding announcement would see the schools financial position improve overall with the shortfall declining by about £400m a year and by 2022/23 the shortfall in schools block funding would stand at £2bn. The High Needs block, along with the 16–19 budget, was considered the most stretched and the cost of restoring the value of an EHC Plan to its 2015 value currently stood at £1.7bn.

Stefan Simms added that grammar schools would receive the biggest uplift to their National Funding Formula, which had led to the charge that affluent areas would benefit

the most from the additional government funding, however a substantial amount of money was going to be spent lifting every school to its National Funding Formula allocation. In addition to this all schools would receive between 1.84% and 4% to their allocation plus 1.5% of school income in Teacher Pay Grant.

In conclusion, Stefan Simms said that the £9bn additional Government funding was a good start, however it was not enough. The NEU expected to see all schools award the pay increase across all scale points; not to see redundancies of staff unless special circumstance such as falling roles; paid religious leave and paid leave for a sick child to continue to be maintained; and for Secondary schools to restore the level of funding to the trade union facility fund pot.

Panel members asked about the support for EAL (English as an Additional Language), Stefan Simms stated that the support for this work had been reduced and it been integrated into the role of the SENCO (Special Education Needs Co-Ordinator).

The Chair said that the Panel had raised the issue of the number of teaching assistant and the information provided by officers showed that the number of teaching assistants (full time equivalent) as a ratio of number of pupils had increased. Stefan Simms said that teachers agreed that they required teaching assistants, however when he attended schools to support staff in redundancy situations it was usually the teaching or support staff who were losing their jobs.

## **8. EALING LEARNING PARTNERSHIP ‘No learner left behind; no school left behind’**

Julie Lewis, Director Learning, Standards and School Partnerships and Tessa Hodgson, Chair of the Ealing Learning Partnership (ELP) provided the Panel with an overview of the work of the ELP. Members heard that the Education White Paper, “Educational Excellence Everywhere”, published April 2016 prompted considerable debate about the future role of local authorities in school improvement and in promoting educational excellence. The paper proposed the forced academisation of schools and proposed that smaller schools join multi-academy trusts. During the same period, the Education Services Grant was withdrawn leaving local authorities with few resources to retain services to schools.

The White Paper prompted a series of consultation meetings with schools over a period of 12 months in which schools were asked to consider the legacy and strengths of partnership working and whether they would be prepared to invest in a partnership that retained local accountability for improving pupil outcomes, services they most valued and that gave heads a more direct role in shaping activity.

During the same period, council officers and members considered a number of alternative legal structures being set up across the country to oversee services to schools including school-led companies; mutuals and shareholder arrangements. In Ealing, Michelmores were commissioned to find out what schools most wanted from a potential partnership and what type of legal structure might best fulfil requirements.

The consultation with stakeholders and focused work by Michelmores, produced the following consensus. The partnership should:

- Promote educational excellence and wellbeing for all learners – no learner left behind
- Support a community of schools to take shared responsibility for their own development
- Ensure that all resources are used in the interests of pupils
- Be responsive to the needs of individual schools and groups of schools – no school left behind
- Attract, develop and retain the very best workforce
- Be shaped and overseen by school-leaders and council officers working together
- Be funded by a joint commitment of the council and schools

In particular, schools wanted their own autonomy whilst committing to the educational and social capital of the locality.

The strength of commitment to working with the council to achieve these aims led to the establishment of a shadow partnership board comprising both school and council members. It was agreed, that while other legal structures might be appropriate for long term sustainability of the partnership, that it was more important to concentrate on shaping vision and delivering on key priorities in the first phase of development.

### **8.1 2017 – 2018 Pilot Year ELP**

Members heard that in 2017-18, the ELP was formally launched as “a partnership between schools and the council to promote educational excellence and well-being for all learners through collaboration and innovation”. With a mission to ensure ‘no learner left behind: no school left behind’ it aimed to foster shared responsibility between all

partners to achieve the best outcomes for children as well as reducing the risk of financial vulnerability of schools.

A partnership board, comprising eight school leaders and four senior officers was established alongside six co-led committees to deliver on area-wide priorities

- **Learning and Achievement:** Secure consistently high standards of teaching and learning to achieve outcomes amongst the best in London through skilful and sustainable collaboration
- **Safeguarding and wellbeing:** Anticipate and respond intelligently to safeguarding needs through strong collaboration between schools and children's services to support the highest standards of care and pupil wellbeing
- **SEN and Inclusion:** Improve educational attainment and life chances for our most vulnerable children and young people including those with SEND
- **Progression and pathways to employment:** Ensure that every young person is on a pathway to sustainable employment wherever possible
- **Recruitment, Retention and School Sustainability:** Support schools to spend well for less – driving efficiency through creative solutions and sustainable models of resource deployment
- **Business growth and communications:** A visible, agile partnership that attracts talent through its core purpose and success

## 8.2. Membership and Funding

86 out of 92 schools initially signed up for a one-year agreement for 2017-18 and 88 signed up as members of ELP for a further two years for 2019 – 2021 following the success of the launch year 2018 – 2019. This commitment was mirrored by the council.

The partnership **core offer** is funded directly by school subscriptions and a council contribution (match-funded at £571,000 per year). The funding supports a central infrastructure, leadership functions, some statutory services, non-statutory services of value to all members, and school-led commissions agreed by the partnership board.

Members noted that four schools had not signed up to the partnership. They were informed that two of the schools were Ark Academies, which had their own network. The other two were Drayton Manor High School and St Mary's School and they would be approached again to see if they could be persuaded to join.

In response to questions from members, officers stated that the costs for the ELP were not huge and the subscriptions were low in comparison to others, however they were still trying to drive costs down and were always in the mindset of looking for funding.

## 8.3. ELP Core Offer to member schools 2019 – 2021

- ❖ **ELP primary peer review clusters** – access to high quality, collaborative professional development through centrally coordinated and quality assured mechanisms designed to build capacity by investing in headteacher and deputy headteacher development
- ❖ **ELP learning communities and commissioned programmes** – focused on area-wide priorities combining research and evidence-based approaches - build the expertise of emerging and established leaders



- ❖ **Brokerage of tailored** support in times of need – access to the support schools may need when facing particular challenges
- ❖ **Deputy headteacher and headteacher networks** and subsidised conferences – ensuring collective commitment to local priorities, updates on policy changes and support with implementing change
- ❖ **Primary assessment support** – supporting accurate and high quality assessment
- ❖ **Secondary subject leader networks** across all curriculum areas
- ❖ **Data support service** – helping schools to get a detailed understanding of their context and outcomes
- ❖ **Newly Qualified Teachers Appropriate Body Service** – specialist and tailored advice and guidance to support schools with their statutory responsibilities
- ❖ **Progression and planning for adulthood** – links between the classroom and employment opportunities from primary years and supporting all pupils to access the right pathways and progression routes from 16
- ❖ **Governance support service** – wide ranging support, networks, recruitment events and subsidised conferences
- ❖ **SEN and inclusion leadership** – high quality networks for SENCOs; Designated Safeguarding Leads; Inclusion leaders; subsidised conferences; supported peer review; ARP leaders network
- ❖ **Ealing Grid for Learning** – access to all communications; resources; policy guidance and services to schools across the council

Members asked about the commissioning process and were informed that local authorities used to have expertise at the centre which schools could buy. The ELP now puts together proposals where there is an identified need, schools bid to lead on those areas of work and funds are released to support it. This is more cost effective and better for learning.

#### 8.4 School Subscriptions

School subscriptions are calculated on a rate based on school size and pupil numbers. The current subscription range for primary schools is from £4,336 (1FE) to £5,224 (4FE). The rate for secondary schools is £6,565 per school and £4.90 per pupil. The rate for special schools is £4,545 per school.

The total funding for **ELP core delivery in 2019 – 2020** is:

School type	School subscription	Council contribution
Primary	£395,582	
Secondary	£142,975	
Special	£27,270	
<b>Total</b>	<b>£567,827</b>	<b>£571,000</b>
<b>Grand total</b>	<b>£1,138,827*</b>	

#### 8.5 Additional Benefits

In addition to the “core offer” outlined above, the partnership is able to offer a number of additional services to schools via the Services to Schools brochure and charging policy including: Central Training Programme; School Business Manager Network; Health Improvement packages; Fund raising support; Music Service; School Partnership and Enrichment Services; and School Improvement bespoke support.

The ELP has also been successful in attracting wider sources of income from charities and Public Health to address area-wide or localised needs including physical and mental health programmes; Family Schools Partnerships, and the Schools' Counselling Partnership.

## 8.6. Successes 2018 – 2019

The measure of the partnership's success is the degree to which the engagement and behaviours of 88 schools, working **with** the council, can achieve more for the children and young people they serve than they could do as individual organisations.

An Ealing Learning Partnership evaluation framework was constructed in 2019 to measure the impact of this collective endeavour. The framework sets out to measure:

- **Engagement:** Extent to which all partners commit to the partnership's vision – our preferred future
- **Behaviours:** Identification of partnership behaviours and ways of working that will best realise its aims
- **Impact:** Improving educational outcomes; wellbeing; inclusion; progression to adulthood and employment
- **Sustainability:** value for money; reducing financial pressures across the system

## 8.7 Engagement and commitment

Members heard that the results of the first annual ELP survey showed 87% of respondents reporting clear and wide-ranging evidence of progress in relation to ELP ambitions. 88% reported clear evidence of progress against the ELPs stated aims and that the ELP Strategy and Priorities were right. Schools felt well supported in accessing professional expertise centred on key areas.

Work was now required to close the gap between identified need and commissioning. There was a requirement for better communications to provide greater public awareness of the ELP, to signpost expertise across the partnership, and to work more with governing bodies.

Members asked whether support staff were being made to feel that they were part of the ELP. Officers said that they were aware that they had done a lot to engage with headteachers and governing bodies but now the partnership board was aware that there had to be something for the other members of staff. They were trying to work with and engage all layers of the profession.

## 8.8 Behaviours and Ways of Working

In setting out the evaluation framework, the partnership identified specific behaviours and ways of working under each of the partnership's aims that would best help it achieve its ambitions. The statements were constructed through a process of consultation with schools and in conjunction with a developing body of research on successful partnerships of schools. The partnership asked schools to evaluate progress in relation to each statement about ways of working across the partnership's main areas of work.

## **8.9 Impact**

The partnership set key performance targets for each of its priorities. In terms of learning and achievement, the performance targets added challenge to the existing profile of good and outstanding educational outcomes with a particular emphasis on underachieving groups. In safeguarding and wellbeing, the partnership set new performance targets that placed new expectations on schools to make stronger use of pupil wellbeing data. In SEN and inclusion, the partnership included performance measures that reduced variation across schools. In progression and pathways to employment it placed more emphasis on accountability for post-16 pupil progression. The ELP added new targets to support effective 3-5 year budget planning across the partnership and more examples of schools working collaboratively to reduce cost pressures.

Members asked about the projects that were being undertaken with hard to reach groups and were informed that the ELP currently led on a project focused on Black Caribbean children across 15 schools. The unconscious bias training, which had been delivered by Hackney was really enlightening and had brought about a change in practice. It had only been rolled out for half a term so far and would be audited to monitor outcomes.

Members asked what was being done to help overcome the high number of exclusions of children with special education and mental health needs and were advised that Ealing had recently won a bid for trail blazer funding which enabled schools to support children with counselling.

The Panel asked how headteachers balanced their commitment to cluster working with other schools and the needs of their own school. Officers advised that the ELP was mindful about not drawing on headteachers too much, however by working on innovative activities with other schools, school leaders found a renewed energy which they brought back to their own schools. It also gave other staff an opportunity to step up if the headteacher was out of the school on other business. Sharing good practice and training that was locally specific was also less expensive and better than buying it in, particularly when the training budget was half the amount it was five years ago.

The Chair of the Panel asked about the development opportunities for new headteachers and was informed that due to either retirement or promotion there were 10-12 new headteachers appointed each year. They were all provided with a headteacher mentor for support and an analysis was carried out on their individual needs to put together a bespoke programme for them. The partnership also provided good support for Newly Qualified Teachers enabling them to learn from colleagues, share opportunities across schools to enhance practice, and providing opportunities wider than those in their own schools.

## **8.10 Sustainability and the Future of Ealing Learning Partnership**

Members heard that the future of the partnership would rest on the willingness of the council and schools to maintain an investment in an entity that serves the interests of children and young people in the area whilst simultaneously building the capacity and quality of the workforce in Ealing's schools. School leaders have risen to the

challenge of taking direct responsibility for system-wide change and this has brought about new momentum and high levels of commitment. Sustaining this commitment requires investment and clearly delineated roles and accountabilities going forward. If the partnership is to remain a council-led entity, it must be able to attract high quality candidates for central leadership roles. It must have an agile and responsive digital platform equipped to meet schools' expectations. It must play a central role in attracting and retaining teachers - capitalising on its strengths and marketing itself widely.

### **8.11. Strategic Overview**

The Chair asked how the ELP worked with schools outside of the partnership and what options would be available for external assessments. Officers said that Ealing Learning Partnership's membership of the relatively new Area Based Education Partnerships Association (AEPA) gave helpful insight into the development of other education partnerships around the country. These partnerships are diverse in both remit and reach. Some, like ELP, serve fewer than 100 schools. Others, like Birmingham Education Partnership and Herts for Learning serve over 400 schools.

On the 12<sup>th</sup> September 2019, AEPA invited the ELP to present its evaluation model at its second national conference. There were no other examples of evaluation models spanning such collective endeavour. It is a striking feature that the ELP has been able to articulate its aims, define what success will look like and capture the commitment of so many school leaders to shaping the future. The first formal self-evaluation of ELP provides a baseline for growth and external evaluation in 2019 – 2020 and would help the ELP to prepare for a peer review and reciprocate.

In conclusion, the Chair said that she had observed a recent ELP Board meeting and was impressed by the work that had been done and the ELP plans for its future.

## 9. VISIT TO CAMDEN LEARNING



*Tessa Hodgson, Chair ELP, Cllr Yvonne Johnson, Cabinet Member Education, Julie Lewis Director Learning, Standards and School Partnerships, Cllr Deirdre Costigan Chair of the Panel, Christine Gilbert, Chair Camden Learning, Jon Abbey, Managing Director, Camden Learning.*

Camden Learning is a joint enterprise between Camden schools and Camden Council, bringing teachers, headteachers and other education practitioners together, to share expertise, drive improvement and achieve excellent practice for the benefit of children and schools.

In February 2020, the Chair of the Panel, Cllr Deirdre Costigan, Tessa Hodgson, Chair of Ealing Learning Partnership, Julie Lewis Director Learning, Standards and School Partnerships Cllr Yvonne Johnson, Cabinet Member Education, visited Camden Learning to meet with the Chair Christine Gilbert and the Managing Director, Jon Abbey. Below are some of the points arising from the discussion.

- Camden Learning, which was commissioned by Camden Council, was launched in 2017.
- The partnership provides development opportunities for teachers, headteachers, governors and other practitioners, they identify outstanding practice and put schools in touch with others to share learning and accelerate improvement.
- Improving performance in Camden's secondary schools is a priority for the partnership.
- Camden Council contributes 70% of the funding to Camden Learning, 30% comes from the School Improvement Services purchased by schools.
- Ealing Learning Partnership's core offer is funded directly by school subscriptions and a match funded council contribution. Schools bid for funding and lead on programmes and projects. All work is assured and evaluated by designated ELP leads and the board.

- Camden schools pay a minimal membership fee and have the option of buying a Standard or Premium School Improvement offer, which entitles the school to preferential rates for bespoke school improvement, Continuing Professional Development (CPD) and consultancy packages.
- Schools can be a member of Camden Learning without having to buy in the services. This enables Academies to be members and to benefit from the partnership meetings.
- The Camden Learning offer is complemented by Learning Hubs. The role of a hub is to accelerate improvement and impact. Hubs complement the Camden Learning CPD offer in specific specialist areas by developing a group of school-based professionals who work together to create a 'Learning Community of Practice' in the specialist area to improve teaching and effect change. Hubs are led by schools and are an important strategy for harnessing the experience, skills and talent within schools. Headteachers lead and advocate for their hub.
- Camden Learning offer money to a school for being the hub lead to enable the school to appoint an additional teacher to provide cover, however very few of the partners have appointed additional teaching staff. The concern is involving teachers without negatively impacting the school or having them depend on supply teachers.
- Ealing Learning Partnership carries out peer reviews. They are not mini Ofsted's, but an opportunity to support leadership development. Trust forms an important element of peer reviews and therefore the information from the reviews is not shared with the council. The key element is that schools are professionally collaborating not competing. The school support and challenge programme is provided by the Council, and the Council undertakes full health checks on schools 12-18 months before an Ofsted inspection is due. Camden Learning does not undertake peer reviews.
- Ealing drew a line of responsibility between the work of the partnership and the council, so that the council holds the whole partnership to account for school improvements.
- Learning Partnerships are generally quite weak on evaluation, which are usually based on results and Ofsted inspections. Thought needs to be given across local authorities on the how to measure whether partnerships make a difference for example the impact on staff recruitment and retention, pupil retention, and satisfaction surveys.
- It is important that learning partnerships do not lose sight of why they were set up and start to chase money to survive by holding conferences and helping schools to prepare for Ofsted rather than focusing on raising standards in their local schools.
- Being involved in a learning partnership can provide additional opportunities for headteachers and teachers, by providing extra professional learning and development. Having a learning partnership in place can also make a school more attractive when recruiting staff.

## 10. ROLE OF SCHOOL GOVERNORS

Therese McNulty, School Governance Lead, provided the Panel with an overview of the roles of school governors and the recruitment, training and support provided in Ealing. Members heard that there are currently in the region of 1000 governors/trustees working across 89 schools. The challenge of school governance is working within the legal regulations that apply specifically to each school to ensure the wellbeing and highest standards of educational achievement for the pupils in its care.

The Panel heard that there are three core functions for governing boards: ensuring clarity of vision, ethos and strategic direction; appointing and holding the headteacher to account for the educational performance of the school and its pupils; and approving the budget and overseeing the financial performance of the school to make sure money is well spent. The role of governors and trustees are largely the same but there are important distinctions. When governing in a trust some responsibilities will lie with the trust board and others with the local academy board/committees. Academies are funded directly from government whilst maintained schools are funded via the LA. Academy governors need to check the scheme of delegation of their trust for details of their specific set up.

There are several different categories of governance/trustee each appointed in different ways. Irrespective all governors need to complete a declaration of interests and undergo an enhanced Disclosure and Barring Service (DBS) check. In response to members questions, officers advised that DBS checks would be carried out within 21 days of a governor's appointment and the would be applied and paid for by the school. In addition, governors must be prepared to adopt the Nolan principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership and we recommend adhere to the Governing Boards code of conduct.

The Panel asked whether employers in the borough supported their employees in carrying out their governing body duties. It was advised that some of the bigger companies gave time off to their employees to carry out this voluntary role. The person was not there to represent their organisation though, they were there to work in the interests of the school. All governors signed a register of interest and were expected to exclude themselves from a conversation in which they had an interest.

### 10.1 Maintained Schools - Categories of Governors

Therese McNulty outlined the different categories of governors:

- Parent– elected by parents. Must be a minimum of two
- Staff governor – elected by paid staff. One only
- Headteacher – ex officio
- Local authority (LA) – one only nominated by the LA but can only be appointed by the Governing Board.
- Co-opted – appointed by the Governing Board based on the skills, experience, knowledge they can bring to support effective governance of the school. These can include parents, staff and others but it is important for Governing Boards to maintain a balance of individuals
- Foundation – appointed by the foundation body. In Ealing this only applies to schools with a religious character

- Partnership – appointed by the Governing Board in foundation schools (in Ealing these are usually ex grant maintained schools)
- Associate members – not governors but can be invited to sit on the Governing Board or committees where their skills, knowledge supports effective governance. Particularly useful when there are no vacancies on a Governing Board.

Members heard that it is for an academy to determine its governance arrangements, but this must be set out in its articles of association/scheme of delegation. Typically, there will be as above elected parent, staff, appointed co-opted, foundation, local authority (but no more than 19% of the GB). In addition, there may be member appointed trustees, sponsor trustees and trust board committee members (like associate members).

Each school sets a term of office for its governors and trustees – this is normally four years. Many people choose to serve multiple terms, however as a volunteer a school governor can resign before their term is finished if circumstances change.

Members asked about the number of governing body meetings held in a year and the amount of time that somebody was expected to give to the role. Officers advised that on average there were four governing body meetings, two in the autumn, one in the spring, and one in the summer. There were also committee meetings where the work of the Board was carried out, which meant that in total there could be around 8 to 10 meetings in a year. Governors would probably expect to spend between 6-10 days per year on this role

## **10.2 Training**

The Panel heard that comprehensive induction is crucial as is ongoing support and training at Governing Board level. This is complemented in Ealing by an extensive central training programme and regular communications regarding local and national changes and issues. The training covers all aspects of the core functions of governance but also provides sessions for governors in particular categories to help them identify the role of a governor as opposed e.g. to a member of staff or a parent. In addition, there are termly learning conversations, providing an opportunity to network and collaborate, and locally run national DfE programmes for lead governors and clerks.

Members stated that it was often difficult to get the time to attend training events and asked how likely it would be to have online training and webinars. Officers advised that online training came with a cost, however the webinars were free and perhaps these could be better advertised by schools on their websites for their governing bodies to link in to.

## **10.3 Vacancies and Recruitment**

According to Ealing Council's records which mainly cover maintained school's data, Ealing currently has 267 vacancies. This is broken down into:

- 22 Local Authority Governors
- 53 Parent Governors
- 23 Staff Governors
- 106 Co-opted Governors



- 57 Foundation Governors

Currently the local authority is reliant on schools informing it about vacancies however the intention was to move to a web-based database that the schools would update.

Governing Boards are responsible for ensuring parent and staff governor elections are held when there is a vacancy and that they are proactive in filling all Governor Board appointed governor vacancies i.e. co-opted and partnership. The local authority nominates suitable candidates for approval but if there is no suitable candidate or the Governing Board are not satisfied with the nomination then they can choose to appoint a suitable person who lives or works in the borough. These individuals would still need to be approved as a nominee. Foundation governors are appointed by the foundation which in Ealing is for Catholic schools is the Westminster diocese; for the Church of England schools this is the London diocese and for Khalsa the current Gurdwara administration

The Panel heard that Ealing governance services supports schools with filling vacancies in a range of ways including the following;

- Annual governor recruitment event in collaboration with Governors for Schools
- Regular communication with Governor for School regarding candidates suitable for LA governor and co-opted vacancies – these are then communicated to GBs
- Media campaign as part of the annual recruitment event with local companies and residents. Includes social media via Ealing news Extra, Twitter, Facebook. Ongoing campaign with Governors for Schools via LinkedIn
- Ealing Grid for Learning becoming a school governor page – includes a video from one of our governors and details of how to apply
- Parent and staff governor election procedural guidance
- LA governor nomination/application guidance and process support
- Speaking at various meetings e.g. Labour Group

In response to questions about recruitment, members were informed that the next recruitment fair was being held at West London University. Details of the fair were posted on the Ealing council website and on social media, posters were sent to the libraries and leisure centres, schools publicised the fair with parents, and local companies were contacted. Council staff were also encouraged to become a school governor. Thirty to forty people usually attended the fair, along with those schools with vacancies, and this usually resulted in a good number of people applying to be a governor. Karien Botha, parent governor representative gave positive feedback about the recruitment fair saying that it had helped her governing body to recruit four very good members. Members suggested that a governor of year award could be given and were informed that this had been tried before, however it was stopped as the schools did not provide any nominations.

Members referred to the results of the ELP survey which highlighted a need to work more with governing bodies. Therese McNulty said that a short summary was being put together on the work of the ELP for governing bodies and a pilot peer learning project was being launched in the spring. Twelve schools would be involved in the pilot, working in groups of three, one governing body would host the other two to observe their meeting and take it in turns. The learning would be shared at the governing body conference next year prior to rolling it out to all schools.

## 11. SPECIAL EDUCATIONAL NEEDS PROVISION

Gary Redhead, Assistant Director Schools Planning, Resources and SEND (Special Education Needs and Disability), and Julie Lewis, Director Learning, Standards and School Partnerships, provided the Panel with an overview of the pattern of special education needs provision. Also attending the meeting were Denise Feasey, Special School Representative on the Ealing Learning Partnership (ELP) SEND and Inclusion Group, Daniel Bishop, Chair of the ELP SEN and Inclusion Committee, Dawn Clegg, Autism Outreach Lead, and Matthew Jeatt, Chair and Ruby Sangha, Vice-chair of Ealing Parent and Carer Forum.

The Panel heard that a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Education Health and Care Plans (EHCPs) are issued to children with more complex SEND.

In 2019, preliminary data shows that Ealing issued 354 new EHCPs, of which 85% were assessed on-time, within 20 weeks. The comparable figure for 2018 was 426 plans, of which 41.5% were assessed on time. This data includes all plans including those that could be treated as exceptions due to for example, parents missing an appointment or requests for plans came in close to the long summer holidays. Officers stressed that this was significantly above the national average. The Panel noted that all teams across education, health and social care had worked tremendously hard to achieve such a significant improvement in performance. Officers outlined that 2018/19 was an outlier year of EHCP completion, stating that there had been a historical backlog of previously unprocessed applications. It was highlighted that the service would be unlikely to maintain performance of issuing 85% of EHCPs within 20 weeks and that the target for 2020/21 was 65%. Members noted that, if a backlog were to develop, then the relationship with parents would deteriorate.

The Panel noted the high number of rejected EHCPs, there had been 488 requests and 116 had been declined. Officers suggested that this could be due to the recent and significant turnover of Special Education Needs Co-ordinators (SENCO), with the new ones being less experienced at producing EHCP applications which may have led to more being rejected. Daniel Bishop explained that the ELP was undertaking work with partners to share best practice to help alleviate this issue.

The Panel heard that most children and young people identified as SEN did not have EHCPs. These children were in mainstream schools and colleges and were supported from resources in school or college budgets.

In the case of mainstream schools, within their budgets, a notional amount is identified for SEN. The amount varies between schools based on the number and characteristics of pupils at each school. Currently schools are expected to meet up to the first £6,000 of any child or young person's SEN irrespective of whether they have a plan or are on SEN support. In addition to funding in school and college budgets, the local authority receives a grant called the High Needs Block. The grant is to support children and young people with complex needs most of who will have EHCPs in special schools, mainstream schools and other provision. However, the High Needs Block grant had not increased sufficiently to meet demand, leading to an overspend which was currently being funded by the local authority. Members noted that this was not uncommon, for

example 13 other London Authorities also had an overspend of over 10%, but was not sustainable in the long term.

### **11.1 Children and young People with SEND in Ealing at School Action and those with EHCPs**

The Panel heard that the main source of information collected from schools is the annual school census in January of each year covering children at SEN Support and those with an EHCP. This is based on the LA where pupils are educated, irrespective of where they live. The main points at 2019 from the school data for those at school action (receiving intensive help) or with EHCPs in Ealing state funded schools were:

- 14.4% (7,847 out of 54,601) of pupils in Ealing state funded schools were identified as having Special Educational Needs (SEN) in the 2019 Spring School Census. 11.0% were on SEN Support (6,014) and 3.4% (1,833) had an EHCP.
- 2/3rds of the 7,847 pupils were boys and for those with EHCPs 72.6% are boys. Boys are also far more likely to have Autism Spectrum Disorders (ASD) (with just 113 girls (0.4%) having ASD as their primary need compared to 577 boys (2.1%)).
- Black and mixed heritage pupils have the highest percentage of SEN, 18.7% and 15.6% respectively. Asian pupils are less likely to be identified as having SEN (13.4%) than their peers.
- Those entitled to free school meals are almost twice as likely to be identified with SEN.
- 13.6% of primary school pupils and 11.7% of high school pupils were identified as having SEN, compared to 13.8% and 12.2% in primary and high schools in England respectively.

At a national level, the over-representation of ethnic groups in SEND highlighted above (with or without plans) is a national concern but under-representation has been less so though under-representation, for example, of girls with Autistic Spectrum Disorders is becoming more of a focus.

### **11.2 Pupils and Young People with EHCPs maintained by Ealing**

The Panel noted that the Government introduced legislation in 2014 to replace statements for SEN with EHCPs and increased the responsibility of partners to support young people up to the age of 25 from 18. This was phased in for those with Statements of SEN and those in colleges with Learning Disability Assessments (LDAs).

The table below shows the growth in the number of plans since that time and High Needs funding for Ealing. The growth in Ealing mirrors both the national and outer London picture. Please note that the reporting periods for SEN2 and financial information are different. However, the table illustrates that funding has not keep pace with demand. For 2020-21 the LA has been allocated a High Needs grant of £58.93m.

Growth in Stms/EHCPs				High Needs Funding
SEN2	Ealing	Outer London	England	Ealing £m
2016	1,880	27,659	256,315	42.79
2017	2,055	30,909	287,290	43.42
2018	2,200	34,193	319,819	50.24
2019	2,551	37,620	353,995	51.70
Change	671	9,961	97,680	8.91
	35.70%	36.00%	38.10%	20.82%

#### Notes

SEN2 year relates to previous calendar year. HN Grant relates to financial year, e.g. 2016 is 2015/16  
HN funding covers Alternative Provision as well as EHCPs

The growth in Ealing for the number of plans since that time mirrors both the national and outer London picture, however Ealing has a higher proportion of plans to primary aged children. The Panel heard that the 2019 OfSTED and Care Quality Commission (CQC) SEND inspection commented favourably on early identification of needs, though recognised that this can create budget pressures. The growth in plans at a national level has been driven mainly by the change in legislation increasing the age range and population increases. However, there are other factors that have had some impact, such as more complex needs and a greater identification and awareness of needs. In 2019 the incidence nationally increased to 3.1%, from 2.8% in 2014. In Ealing the incidence is now 3.4% where previously it was in line with the England average.

### 11.3 Provision for pupils with Special Educational Needs

In terms of SEN provision and strategy the Panel heard that it was important to acknowledge that in Ealing and nationally nearly 9 out of 10 pupils with SEND (those with and without plans) attend state funded primary and high schools. At January 2019, of the 7,847 pupils in Ealing schools identified with SEND (with or without an EHCP) 6,958 attended a primary, high or children's centres representing 88.7% of the total SEND pupils. The figure for England was 87.5%. Most of these children and young people do not have EHCPs and therefore LA strategies must have a firm basis in better meeting the needs of children at school action which are funded mainly from school notional SEN budgets rather than the High Needs block.

For those with EHCPs, where most of the expenditure falls on the High Needs Block the table below shows the latest comparative benchmark information, published by the DfE on 19<sup>th</sup> December 2019 for placements of children per 1,000 of the population aged 2 to 18 in Ealing. The tool allows the selection of a range of comparator groups. Information is shown for three comparator groups –England, Outer London and Ealing's ten closest statistical neighbours. Comparisons need to be treated with caution and at most used as a basis for further inquiry. The pattern of provision for SEND will vary for a variety of reasons such as historical decisions, boundary changes etc.

<b>Number per 1000 of 2-18 population with SEN statement or EHC plan and placement of these pupils and students</b>				
	<b>Ealing</b>	<b>England</b>	<b>Outer London</b>	<b>Ten closest statistical Neighbours</b>
Population Estimate 2 to 18	77,198	11,179,541	1,208,551	646,029
Number of Plans	2,551	353,970	37,620	20,342
<b>No. aged up to 25 with SEN statement or EHCP Rate per 1,000 of population 2 to 18</b>	<b>33.0</b>	<b>31.7</b>	<b>31.1</b>	<b>31.5</b>
<i>of these, placements in:</i>				
Mainstream schools or academies	11.8	10.5	11.4	12.3
Resourced provision or SEN units	2.4	1.6	2.7	2.2
Maintained special schools or special academies	10.4	10.6	9.3	9.5
NMSS or independent schools	2.3	1.9	2.2	2.1
Hospital schools or alternative provision	0.4	0.3	0.2	0.3
Post 16	4.5	5.1	4.2	4.0
Other	1.3	1.7	1.1	1.1

In 2019, Ealing had a higher rate of children and young people with EHCPs per 1,000 population than the 3 comparator groups, ranging from 1.3 to 1.9 per 1,000 population. This equates to between 107 to 148 more plans than the comparator groups.

To standardise and illustrate the differences between the identification rates and placement decisions, the comparator group rates have been applied to Ealing's population data. This is shown in the table below.

<b>Illustration of comparison of placement numbers for Ealing using comparator rates</b>				
	<b>Ealing Actual</b>	<b>England Rates</b>	<b>Outer London Rates</b>	<b>Ten closest statistical Neighbours Rates</b>
Ealing Population Estimate 2 to 18	77,198	77,198	77,198	77,198
Number of Plans	2551	-107	-148	-120
<b>No. aged up to 25 with SEN statement or EHCP Rate per 1,000 of population 2 to 18</b>	<b>33.0</b>	<b>31.7</b>	<b>31.1</b>	<b>31.5</b>
<i>of these, placements in:</i>				
Mainstream schools or academies	914	-104	-35	37
Resourced provision or SEN units	186	-64	26	-16
Maintained special schools or special academies	799	23	-84	-69
NMSS or independent schools	174	-28	-3	-11
Hospital schools or alternative provision	29	-9	-14	-9
Post 16	345	50	-21	-35
Other	104	26	-16	-17

In terms of benchmarking, of interest is how Ealing compares with outer London and its ten closest statistical neighbours rather than nationally. The table below points to most of the difference in placement rates being due to outer London and the 10 closest statistical neighbours placing fewer children and young people in specialist provision, mainly special schools both in and out of the borough, and then post 16.

The published data also allows Ealing to compare changes in the pattern of placements in January 2019 and 2016 when the information was first compiled. This is shown in the table below. This shows that the growth in the number of plans per 1,000 population in Ealing at 6 per 1,000 of the 2 to 18 population is very similar to all three comparator groups. The pattern of placements is very similar too apart from more placements being made in mainstream schools by Ealing's closest statistical neighbours. The biggest growth, not surprisingly given the change in age range for EHCPs to 25 years, being in post 16.

<b>Changes 2019 compared to 2016 Number per 1000 of 2-18 population with SEN statement or EHC plan and placement of these pupils and students</b>				
Changes between January 2016 and January 2019 per 1,000 of 2 to 18 population	<b>Ealing</b>	<b>England</b>	<b>Outer London</b>	<b>Ten closest statistical neighbours</b>
<b>Population Change</b>	<b>1,892</b>	<b>85,644</b>	<b>51,669</b>	<b>26,021</b>
Change in No. aged up to 25 with SEN statement or EHCP per 1,000 population 2 to 18	8	9	7	8
<i>of these, change in placements per 1000 in:</i>				
Mainstream schools or academies	1	1	1	2
Resourced provision or SEN units	1	0	1	0
Maintained special schools or special academies	1	2	1	1
NMSS or independent schools	0	0	0	0
Hospital schools or alternative provision	0	0	0	0
Post 16	3	4	3	3
Other	1	1	1	1

NB. Small rounding errors in the table

#### 11.4 Future Projections

The Panel heard that the council commissioned an independent detailed SEN projection model which takes account of recent trends in joiners, leavers and movers between different types of provision among different types of need. Overall, if recent trends continue and are applied to the population projections, the number of EHCPs is now expected to increase to over 3,100 plans in the next 5 years. Most of this growth is projected to be among secondary age children, as the population bulge moves from primary to secondary, and among young people age 16-25.

In terms of types of need the using past trends the growth is expected to continue to be in Autism (ASD) speech, language and communication needs (SLCN) and to a lesser extent social emotional and mental health (SEMH) though the increased focus on mental health issues in schools, although not intended to do so may be reflected in requests for statutory assessments.

#### 11.5 Expansion Programme

The Panel noted that since 2013, the Council has expanded special schools and has increased capacity by 176 places (with 91 of these in primary age schools, 45 in secondary and 40 in all-through schools).

Further capacity has been added in the form of Additionally Resourced Provision (ARP) in mainstream schools. These provisions offer the potential for children with complex

SEN with EHCPs to be educated in bases and benefit from integration into some mainstream lessons and activities. In primary schools, an ARP at Coston Primary School opened in September 2018 with capacity for 21 places. A further ARP at Willow Tree Primary School opened in September 2019 with capacity for 24 places.

In high schools, ARPs are now open at Elthorne Park (15 places), William Perkin (30 places), Greenford High (20 places), and Twyford High (20 places), alongside the already established provision for 20 places at Dormers Wells High School. For mainstream school provision, plans are being developed for 48 further places in primary phase ARPs across two schools, and two further ARPs at high schools which would provide an additional 40 places (8 places per year).

For secondary phase special schools, from 2019, the local authority anticipates that there will continue to be additional demand as more pupils leave the expanded primary special schools and move through into the secondary sector. More local provision is being developed for secondary age students to decrease dependency on out of borough, non-maintained and independent specialist provision. Following the approval of statutory notices, contracts have been awarded and contractors are on site for the expansion of places at Belvue and St Ann's Schools. The potential for further additional SEN places is also being investigated.

For post 16 provision, the local authority has completed a widespread review of SEN Post 16 commissioning with a focus on identifying pathways which offer the best opportunities for young people to prepare for adulthood. The consensus view is that moving forward with arrangements that allow colleges and schools to plan and deliver programmes more closely together will achieve better outcomes for young people through to age 25 and beyond. In the first instance, the Ken Acock Centre at Belvue School added work-related provision for those with learning difficulties and provides a strong vocational pathway from school to college for a group of young people significantly under-represented in the workforce. Up to 40 further post-16 places are projected to be needed in the borough. 30 additional places are being provided through extending the age range at Springhallow School to include 16-19 provision based at the Redwood College site. The West London post-16 review has also highlighted collaborative working to expand the range of options and use combined specialisms.

## **11.6 Additional Resource Provision (ARP) Strategy**

As well as expanding places at special schools, increasing the range of provision attached to mainstream schools has been a key part of the local authority's provision strategy. Given the growth in Autism Spectrum Disorder and Speech Language and Communication needs, these need types have been prioritised though children do also have cognitive and social emotional and mental health needs.

The Panel asked about the spread of ARPs in schools throughout the borough and officers explained that initial provision had been piloted in those schools who were willing to participate. Having an ARP could impact on a school's results and more data crunching had to be done to adequately reflect a school's performance. Take up had mostly been in larger three to four entry form schools.

Officers advised strongly that ARPs were not a means of exclusion but were instead a means of additional support by providing a safe space and yet still encouraging a

child's participation in mainstream schooling. Members heard that there was almost 10 hours of integration in the school timetable, including social integration. However, there were lower levels of integration in English and Maths because of the pace of the lessons. As the school curriculum becomes more challenging and demanding for children, schools would need to consider the issue of what was sustainable integration.

The table below shows the new ARPs in place.

<b>SEN: New primary ARPs</b>		
<b>School</b>	<b>Additional FE</b>	<b>Places available from</b>
Beaconsfield	21	Phased from September 2010
Selborne	21	Phased from September 2014
West Acton	21	Phased from September 2016
Coston	21	Phased from September 2018
Willow Tree	24	Phased from September 2019
<b>Total</b>	<b>108</b>	

<b>SEN: New secondary ARPs</b>		
<b>School</b>	<b>Additional FE</b>	<b>Places available from</b>
Dormers Wells (HI)	5	Phased from September 2012
William Perkin	30	Phased from September 2015
Elthorne	15	Phased from September 2016
Twyford	20	Phased from September 2018
Greenford	20	Phased from September 2018
<b>Total</b>	<b>90</b>	

Members heard that in the primary sector, there are plans to open an ARP at Havelock Primary and another at Fielding Primary School, both are subject to town planning applications. It is likely that these will be opened in the next two years. In the case of the high school sector, funding is available for two additional ARPs but are mostly likely to be part of larger high school building projects in Southall and Northolt.

To help inform the development of the next stage of the strategy, a short review of progress was commissioned to identify areas of strength and areas that needed further work. The review conclusion was that "ARPs have become an effective arm of the SEND delivery strategy in the borough. The Ealing ARPs are highly regarded and driven by committed and passionate staff. Further work will enable all practitioners to benefit from collaboration and ensure best practice is effective in all ARP settings."

## **11.7 System Reform and Funding Issues**

The Panel heard that the Government introduced changes to the SEND system in 2014. The intention was to give parents and children greater involvement in decisions about meeting their needs and control and choice over provision. The changes also increased the age range from 2 to 18 to 0 to 25. These were against a backdrop of a growing population and reductions in real term budgets in schools, LAs and health. In September 2019, after an 18-month inquiry into the new system, a House of Commons



Education Committee concluded that “while the reforms to the support for children and young people contained in the Children and Families Act 2014 were the right ones, poor implementation has put local authorities under pressure, left schools struggling to cope and, ultimately, thrown families into crisis.”

For 2020-21 the government has provided £700m more funding for High Needs, of which Ealing has been allocated £4.8m. Additional funding will be provided for mainstream schools as well. Members heard that whilst this additional funding is welcome, it barely covers past budget pressures in the case of high needs and a significant part of the additional funding will be required for pay awards and pension increases. A key decision for the new government will be the balance in funding between the Schools and the High Needs blocks. Against this background, the government has announced a review of the SEN system which they aim to complete by April 2020.

### **11.8 Partnership Working with Parents**

Putting parents and young people at the heart of decisions was a core vision of the reforms. In Ealing’s OfSTED CQC inspection of SEND the inspectors found that the local authority had under-estimated the level of parental dissatisfaction. In part it considered this was a matter of communication as when parents accessed services satisfaction levels were generally high. At the time, the timeliness of statutory assessments was a major concern. There were also concerns from parents about the variability of experiences in mainstream schools. Since the inspection, Ealing has added a fifth priority to its SEND Strategic Action Plan, Engagement and Communication.

Matthew Jeatt and Ruby Sangra of the Ealing Parent and Carer Forum (EPCF) stressed the impact of spending reductions and gaps, particularly in the High Need Block on the wellbeing of children with SEND and their families, stressing that any shortfall disproportionately and negatively affected them. They welcomed the engagement with the Council and partners, and the focus groups and round tables with partner groups had brought positive progress and increased awareness. It also highlighted the ELP Peer to Peer support network as particularly effective saying that it had helped to embed good practice across the Council. The EPCF was looking to pilot the appointment of an EPCF Link Parent to all schools in the borough, to work in an advisory capacity with schools on SEND matters. Matthew Jeatt explained that this was being undertaken in schools that had expressed an interest with a view to determine effectiveness and buy in. It was also noted that the EPCF was looking to implement an Attention Deficit Hyperactivity Disorder (ADHD) support group, to help support parents and teachers.

Officer stated that during the early part of 2020, they intended to review the SEND Strategy and Action Plans in conjunction with parent representatives, schools and other key partners. A participation strategy document had been agreed between the parent/carer forum, the Council and Ealing Clinical Commissioning Group and significant improvements have been made to the Local Offer site.

### **11.9 Ealing Learning Partnership**

The Panel heard that members of the ELP SEND and Inclusion Committee produced a

SEND Support Expectations Document with practical guidance for schools not just on the roles and responsibilities of schools but practical strategies to support pupils at SEND support. The roll out of the approaches in the document was through the primary and high school SENCO networks with the support of the School Effectiveness Service. The ELP would look to streamline SEND support across all schools in Ealing and confirm what the standard offer was, which was not the case now.

Daniel Bishop also highlighted the work being undertaken by the ELP SEN and Inclusion Committee to improve the quality and consistency of support for children with SEN through a training offer for teachers and SENCOs. Training programmes had been developed which could be accessed by schools and an action plan had been developed to encourage improved awareness and training. They had also shared good practice across schools and developed a network to promote better inclusion and development.

In response to questions, members were informed that all schools were required to statutorily employ at least one SENCO. All children with SEND were assigned to a SENCO up to the age of 25 to support educational and work outcomes and helping a child into employment or further education.

In conclusion, the Chair of the Panel thanked officers and the Chair and Vice-chair of the Ealing Parent and Carers Forum for attending the meeting. Members agreed that hearing from the parents of the children with SEN attending Ealing Schools provided the Panel with a valuable insight into the provision of these services.

**12. ATTENDANCE** *To be updated following final meeting*

Panel Members

The Panel met xxx times in the year

<b>Name</b>	<b>Attended</b>	<b>Apologised</b>
Councillor Deirdre Costigan (Chair)	4	0
Councillor Kamaljit Dhindsa	2	2
Councillor Theresa Byrne	2	2
Councillor Carlo Lusuardi	3	1
Councillor Tariq Mahmood	3	1
Councillor Mohinder Midha	3	1
Councillor Swaran Padda	4	0
Councillor Andrew Steed	2	2
Councillor Nigel Sumner (Vice-chair)	4	0
<b>Co-optees</b>	<b>Meetings</b>	<b>Apologised</b>
Kate Roskell, Church of England Diocese Representative	3	1
Josephine Spencer, Roman Catholic Diocese Representative	2 of 3	1
Karien Botha, Parent Governor Representative	3 of 3	0
Dr Marianne Izen, Member of SACRE	2 of 3	1
Marion McNeill, Member of SACRE	3 of 3	0
Jaswant Kaur Bola, Member of SACRE	1 of 2	1

### Invited Witnesses

The Panel invited the following representatives of other organisations to attend their meetings. The Panel are very grateful for their help.

<b>External Attendees</b>	<b>Organisation</b>
Margaret Majumdar	Chair of Ealing Schools Forum
Stefan Simms	Ealing National Education Union District Secretary
Tessa Hodgson	Chair of the Ealing Learning Partnership and Headteacher of Oaklands Primary School
Denise Feasey	Special School Representative on the ELP SEND and Inclusion Group
Daniel Bishop	Chair of the ELP SEND and Inclusion Group
Dawn Clegg	Autism Outreach Lead
Matthew Jeatt	Chair Ealing Parent and Carer Forum
Ruby Sangha	Vice-chair Ealing Parent and Carer Forum

### Council Officers

The Panel also wish to thank the following Ealing Council officers who attended to assist the Panel in their work programme.

<b>Ealing Council Officers</b>	<b>Job Title</b>
Julie Lewis	Director Learning Standards and School Partnerships
Gary Redhead	Assistant Director Schools Planning, Resources and SEND
Mary Lancaster	Trade Union Officer
Danny Judge	Trade Union Officer
Laurence Field	Programme Manager, Property Services Delivery Unit
Kim Price	Principal Research and Statistics Officer
Therese McNulty	School Workforce and Governance Adviser

### **13. BACKGROUND READING**

Further details can be found in the agendas and minutes for the Panel meetings which are available on the Ealing Council website at

[http://ealing.cmis.uk.com/ealing/Committees/tabid/62/ctl/ViewCMIS\\_CommitteeDetails/mid/381/id/292/Default.aspx](http://ealing.cmis.uk.com/ealing/Committees/tabid/62/ctl/ViewCMIS_CommitteeDetails/mid/381/id/292/Default.aspx)

## 14. RECOMMENDATIONS

<b>No.</b>	<b>Recommendation</b>
1	The Panel endorses the model of the Ealing Learning Partnership as the council's delivery vehicle for maintaining its relationship with schools, developing partnership working to maximise efficiencies, and in sustaining the quality of educational provision in the area. It compares favourably with the models put in place by other boroughs. The Panel recommends that the Council continues its investment in the ELP.
2	The Panel recommends that the ELP: publicises its work and seeks ways of promoting it to other boroughs, with a view to income generation and assisting with recruitment and retention; considers rolling out its project working with BME children to all schools, once results are analysed; continues to build links between primary and secondary schools; supports schools to find a balance in the commitment to cluster working and the needs of their own school; increases governing bodies knowledge of and involvement in the ELP, including assessing the governors pilot peer learning project and rolling out if successful; and considers advertising teaching opportunities on its own website.
3	That the Council explores the potential relationship that could be forged by involving Ark Academy Schools in Ealing in the Ealing Learning Partnership, at least on the level of networking with the Senior Leadership Teams of other Ealing Secondary Schools in the area.
4	That the Council provides support for Ark Acton by promoting its emerging successes, especially during the difficult time of reputational recovery that the school is in.
5	The Panel recognises the important work of teaching assistants and supports them in their role of adding value to the work of the teacher and not being used to replace them. The Ealing Learning Partnership should consider how to engage with schools to support them in abiding by the Education Endowment Foundation Guidance on 'Making Best Use of Teaching Assistants'.
6	With the many and varied challenges facing schools e.g. increasing costs; falling rolls; budget cuts, recruitment difficulties and juggling the many demands of government initiatives and priorities, the role of school governors has never been more crucial in supporting our schools. The Panel recommends that the Council works with the chief whips and councillors to increase the number of local authority nominated school governors and promotes a campaign to promote the role of governor targeted at private sector employers and partners in the public and voluntary sectors.
7	The Panel recommends that more accessible training for school governors, such as the free webinars, be promoted on school websites for their governing body members to access.

<b>No.</b>	<b>Recommendation</b>
8	The Panel notes that an effective trade union can benefit schools by helping to increase partnership working, improving communication and consultation, helping to identify and resolve health, safety and welfare issues and improving staff morale and commitment. The Panel encourages schools and the Ealing Learning Partnership to support the work of and facilitation time for trade union representatives.
9	The Panel recommends that as well as responding to pupil retention rates that the Council should seek to influence them by widely promoting the quality and the success of schools in Ealing to parents, children and the local community.
10	The Panel heard that where a school is sponsored to convert to an academy, in most cases, any surplus goes with the school, and any deficit remains with the local authority. In 2018/19 two schools converted leaving the local authority with a pressure of £2.65m. The local authority has written to the Secretary of State for Education requesting this funding and is working with London Councils to lobby the DfE to change the regulations. The Panel recommends that the Council continues to lobby the Government on this issue.
11	The Panel supports the ELP SEN and Inclusion Committee in working with schools to: reach a greater consistency in terms of the paperwork for EHCP applications; improve the quality and consistency of support for children with SEND; and focus on improving the accessibility of the universal offer e.g. visual timetables for all pupils instead of special provision for an SEND pupil.
12	The Panel recommends that a clear vision and expectation for schools with ARPs (additionally resourced provision) be outlined so that a school's overall results and performance can be accurately reflected.

**15. RECOMMENDATIONS WITH OFFICER COMMENTS**

<b>No.</b>	<b>Recommendation</b>	<b>Service Officer Comments (Including Any Resource and Legal Implications)</b>	<b>Recommended Cabinet Response (Accept/Reject)</b>
1	The Panel endorses the model of the Ealing Learning Partnership as the council's delivery vehicle for maintaining its relationship with schools, developing partnership working to maximise efficiencies, and in sustaining the quality of educational provision in the area. It compares favourably with the models put in place by other boroughs. The Panel recommends that the Council continues its investment in the ELP.	<p><u>Cllr Yvonne Johnson, Cabinet Member, Schools and Children's Services</u></p> <p>Endorse</p>	Accept
2	The Panel recommends that the ELP: publicises its work and seeks ways of promoting it to other boroughs, with a view to income generation and assisting with recruitment and retention; considers rolling out its project working with BME children to all schools, once results are analysed; continues to build links between primary and secondary schools; supports schools to find a balance in the commitment to cluster working and the needs of their own school; increases governing bodies knowledge of and involvement in the ELP, including assessing the governors pilot peer learning project and rolling out if successful; and considers advertising teaching opportunities on its own website.	<p><u>Julie Lewis, Director Learning Standards and School Partnerships</u></p> <p>Ealing will continue to profile the successes and developments of ELP in conjunction with AEPA (Area Based Education Partnerships Association) and seek out opportunities to generate wider income. However, it should be noted that income generation beyond borough boundaries will be marginal and not substantive. The central delivery team is small.</p> <p>The ELP No Learner Left Behind Pilot Project focused on Black Caribbean pupils will be reviewed in 2021. The board will consider scaling up the programme in 2021-2023 following the report on impact and in conjunction with the achievement profile of other ethnic groups.</p> <p>ELP will continue to explore ways in which primary and secondary schools can work together on the curriculum and continuity of pupil experience. The Primary cluster model will be reviewed annually and adjustments made to ensure that demands on leadership time are proportionate.</p>	Accept



<b>No.</b>	<b>Recommendation</b>	<b>Service Officer Comments (Including Any Resource and Legal Implications)</b>	<b>Recommended Cabinet Response (Accept/Reject)</b>
		Governor involvement in ELP will be stimulated through the learning visit programme and a communications campaign in Autumn 2020. The new ELP recruitment website will be launched in Autumn 2020 and all schools will be invited post their own vacancies from this date. All ELP activity to be reviewed as pandemic continues.	
3	That the Council explores the potential relationship that could be forged by involving Ark Academy Schools in Ealing in the Ealing Learning Partnership, at least on the level of networking with the Senior Leadership Teams of other Ealing Secondary Schools in the area.	<u>Julie Lewis, Director Learning Standards and School Partnerships</u>  The Ark chain already provides all of its schools with a rich range of networks and professional development programmes. However, the school has shown an interest in our secondary curriculum, inclusion and leadership networks and we will explore a flexible charging model.	Accept
4	That the Council provides support for Ark Acton by promoting its emerging successes, especially during the difficult time of reputational recovery that the school is in.	<u>Julie Lewis, Director Learning Standards and School Partnerships</u>  The annual impact report combining ELP and school standards data will reflect the particular successes of schools previously judged as inadequate. The improvements made by school leaders across a range of indicators will be shared through leadership networks and headteacher meetings reflecting our commitment to collaboration and in tackling area-wide priorities.	Accept
5	The Panel recognises the important work of teaching assistants and supports them in their role of adding value to the work of the teacher and not being used to replace them. The Ealing Learning Partnership should consider how to engage with schools to support them	<u>Julie Lewis, Director Learning Standards and School Partnerships</u>  We will reflect on the body of research produced by EEF and weave a line of enquiry re effective use of TAs	Accept

<b>No.</b>	<b>Recommendation</b>	<b>Service Officer Comments (Including Any Resource and Legal Implications)</b>	<b>Recommended Cabinet Response (Accept/Reject)</b>
	in abiding by the Education Endowment Foundation Guidance on 'Making Best Use of Teaching Assistants'.	throughout our programme of school Health Checks; as part of cluster peer reviews in primary and in our central training programme.	
6	With the many and varied challenges facing schools e.g. increasing costs; falling rolls; budget cuts, recruitment difficulties and juggling the many demands of government initiatives and priorities, the role of school governors has never been more crucial in supporting our schools. The Panel recommends that the authority works with the chief whips and councillors to increase the number of local authority nominated school governors and promotes a campaign to promote the role of governor targeted at private sector employers and partners in the public and voluntary sectors.	<p><u>Therese McNulty, School Workforce and Governance Adviser</u></p> <p>We send monthly updates of vacancies and LA governor filled posts filled to the deputy chief whip, portfolio holder and Director of ELP. We have always worked with the deputy chief whips to promote being an LA governor. They have sent information about vacancies to their contacts and we have attended numerous council /union meetings pre lockdown to promote. We also run an annual event with Governors for Schools to promote being a governor in Ealing. During 2020 we have started to use Governors for Schools more extensively to support with filling LA governor vacancies (not just co-opted). Despite all this this we still currently have 21 LA governor vacancies. It is clear that there is not enough supply via the deputy chief whip/ political nominations process. Another issue is that despite working hard to source nominees with Governors for Schools, when details are sent to GBs, they are often incredibly slow at responding – by which time the candidate may have lost interest or started as a governor elsewhere.</p> <p>Given current restrictions and capacity I would propose we work as follows to fulfil this:</p> <ul style="list-style-type: none"> <li>• We further increase our efforts working with Governors for Schools to source LA governors. As a national charity they have extensive contacts and influence with many large organisations / employers</li> </ul>	Accept and review in line with comments

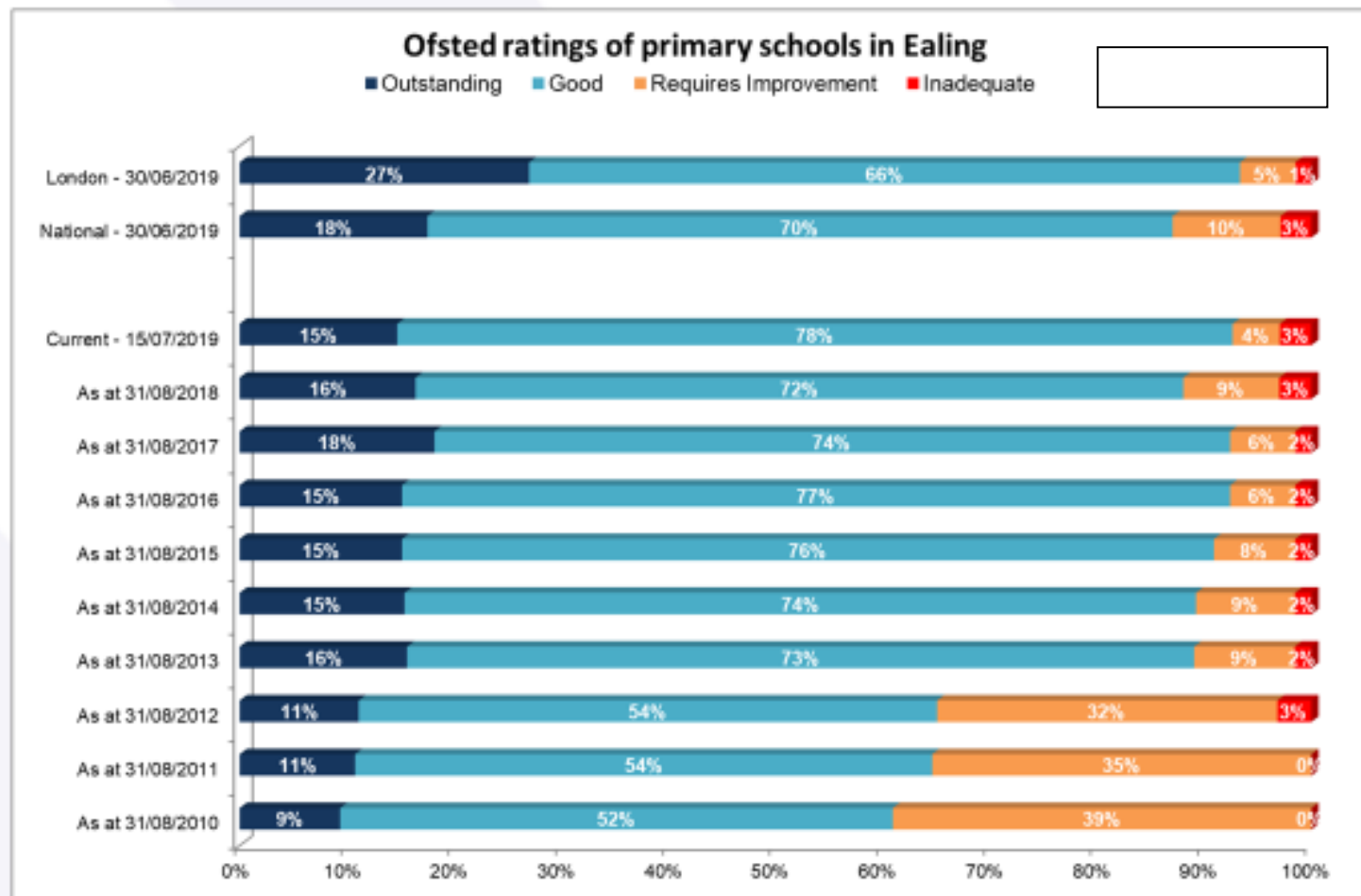
<b>No.</b>	<b>Recommendation</b>	<b>Service Officer Comments (Including Any Resource and Legal Implications)</b>	<b>Recommended Cabinet Response (Accept/Reject)</b>
		<p>and can support with turning enquiries into applications which we then promote to schools with vacancies</p> <ul style="list-style-type: none"> <li>• A letter to GBs about the importance of governance and acting quickly when sent possible proposed candidates. If this could come from the panel?</li> <li>• Local campaign linked to our annual governor recruitment event – we are already in discussion with Governors for Schools about how we run this virtually for 2021.</li> </ul> <p>We revise the current LA governor nomination process – so less restrictive</p>	
7	The Panel recommends that more accessible training for school governors, such as the free webinars, be promoted on school websites for their governing body members to access.	<p><u>Therese McNulty, School Workforce and Governance Adviser</u></p> <p>As a result of COVID in addition to popular demand, the 20/21 governance training programme now offers a wide range of online training and briefings for the first time. All training is available via Ealing CPD online and also a summary version can be found in our ELP governance development programme 2020/21. The training is regularly promoted via e mail, governance updates and Gatekeeping. We are also looking into a suitable platform where governors can access recorded sessions in the future.</p> <p>Whilst the monthly briefings are free to all ELP schools, the training is part of a bought back CPD service and/or available on a PAYG basis. Whilst it would be lovely to offer all training for free, as part of running a training service in addition to our income generation targets and budget constraints this is not possible.</p>	Accept

<b>No.</b>	<b>Recommendation</b>	<b>Service Officer Comments (Including Any Resource and Legal Implications)</b>	<b>Recommended Cabinet Response (Accept/Reject)</b>
		<p>As a result of this recommendation we will ask for all clerks and chairs to ensure the information is easily available to all governors via their governance portals/school websites. There is no reason why schools cannot do this but given school websites are managed by schools, this is out of our direct control.</p> <p>In addition to Ealing training and briefings we regularly advertise free Governors for Schools sessions, recordings of which can be accessed via their website. During COVID we also negotiated a range of other paid for services for a free trial period. We hope the information is shared widely to all governors. The information is always published on EGfL.</p>	
8	<p>The Panel notes that an effective trade union can benefit schools by helping to increase partnership working, improving communication and consultation, helping to identify and resolve health, safety and welfare issues and improving staff morale and commitment. The Panel encourages schools and the Ealing Learning Partnership to support the work of and facilitation time for trade union representatives.</p>	<p><u>Julie Lewis, Director Learning Standards and School Partnerships</u></p> <p>The LA supports the work of and provides a facilities time agreement, though funding is agreed each year for maintained schools by the Schools Forum. Academies are able to buy into these arrangements and some do. A review of the code of conduct is currently underway and will be considered by the Forum at its meeting in January. ELP senior officers and senior officers in Children's Services continue to engage with all TUs through the dedicated Trade Union Forum tasked to consult on and resolve areas of significant mutual interest/concern. This group meets frequently and the agenda is shaped by all stakeholders.</p>	<p>Accept alongside decision-making of SF</p>

<b>No.</b>	<b>Recommendation</b>	<b>Service Officer Comments (Including Any Resource and Legal Implications)</b>	<b>Recommended Cabinet Response (Accept/Reject)</b>
9	The Panel recommends that as well as responding to pupil retention rates that the Council should seek to influence them by widely promoting the quality and the success of schools in Ealing to parents, children and the local community.	<p><u>Gary Redhead, Assistant Director, Schools Planning and Resources</u></p> <p>There were several publications in 2019 – 20 on the success of Ealing schools following the excellent 2019 outcomes and the outstanding position of our secondary schools reaching first place across the country in the KS2 to KS4 progress measure. <b>A specific campaign aimed at increasing retention rates from primary to secondary schools (especially in Northolt area) and tackling impacts of the pandemic re parental confidence may require additional dedicated resource (Comms team)</b></p> <p>Agreed, though there are resource constraints that may limit the extent of any communications campaigns. We will review approach with corporate communications to consider how we can make best use of existing channels including social media</p>	Accept
10	The Panel heard that where a school is sponsored to convert to an academy, in most cases, any surplus goes with the school, and any deficit remains with the local authority. In 2018/19 two schools converted leaving the local authority with a pressure of £2.65m. The local authority has written to the Secretary of State for Education requesting this funding and is working with London Councils to lobby the DfE to change the regulations. The Panel recommends that the Council continues to lobby the Government on this issue.	<p><u>Gary Redhead, Assistant Director, Schools Planning and Resources / Cllr Yvonne Johnson, Cabinet Member, Schools and Children's Services</u></p> <p>We will continue to support London Councils lobbying on this matter.</p>	Accept

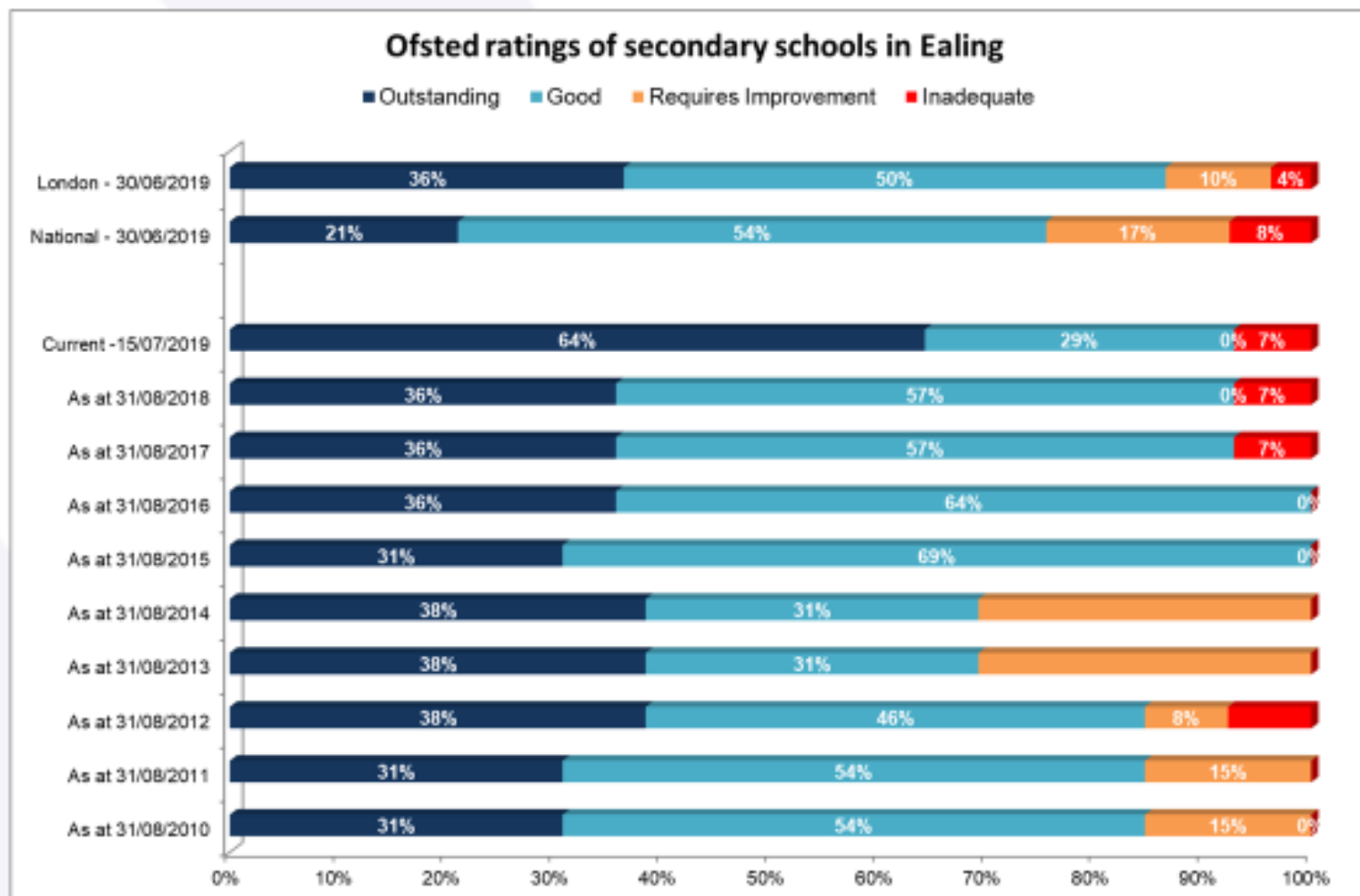
<b>No.</b>	<b>Recommendation</b>	<b>Service Officer Comments (Including Any Resource and Legal Implications)</b>	<b>Recommended Cabinet Response (Accept/Reject)</b>
11	The Panel supports the ELP SEN and Inclusion Committee in working with schools to: reach a greater consistency in terms of the paperwork for EHCP applications; improve the quality and consistency of support for children with SEND; and focus on improving the accessibility of the universal offer e.g. visual timetables for all pupils instead of special provision for an SEND pupil.	<p><u>Julie Lewis, Director Learning Standards and School Partnerships</u></p> <p>The ELP SEN and Inclusion Committee is focused on improving the quality and consistency of inclusion and teaching and provision for pupils with SEN in schools and in reducing school to school variation. A programme of work based around our SEND expectations document is underway with schools. ESCAN (Ealing Service for Children with Additional Needs) (not ELP) retains the statutory duty re requests for assessment and quality of plans.</p>	Accept alongside comments
12	The Panel recommends that a clear vision and expectation for schools with ARPs (additionally resourced provision) be outlined so that a school's overall results and performance can be accurately reflected.	<p><u>Julie Lewis, Director Learning Standards and School Partnerships, Charles Barnard AD SEN and Early Help; Tamara Quinn AD Planning and Resources</u></p> <p>Ealing's SEND Strategy 2018 – 2022 is currently being reviewed and rewritten for March 2021. A focused programme of work to define the expectations of schools with ARP (in the context of growth in ARP) is required. <b>This may need some additional capacity..</b> Where a school has concerns, we are able to disaggregate the performance of pupils by whether they are on the roll of an ARP.</p>	Accept

# Appendix 1



No learner left behind - no school left behind

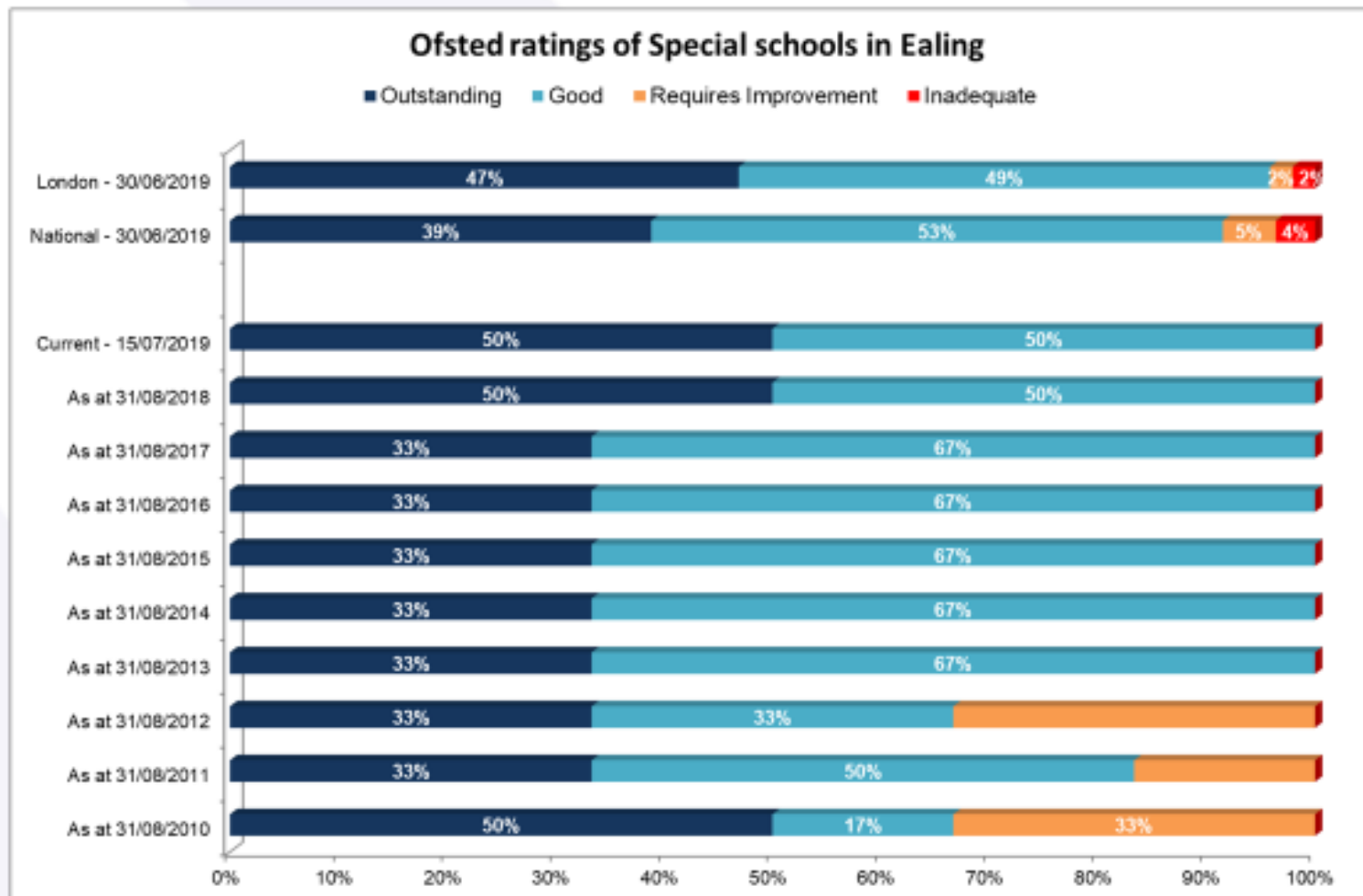




No learner left behind - no school left behind





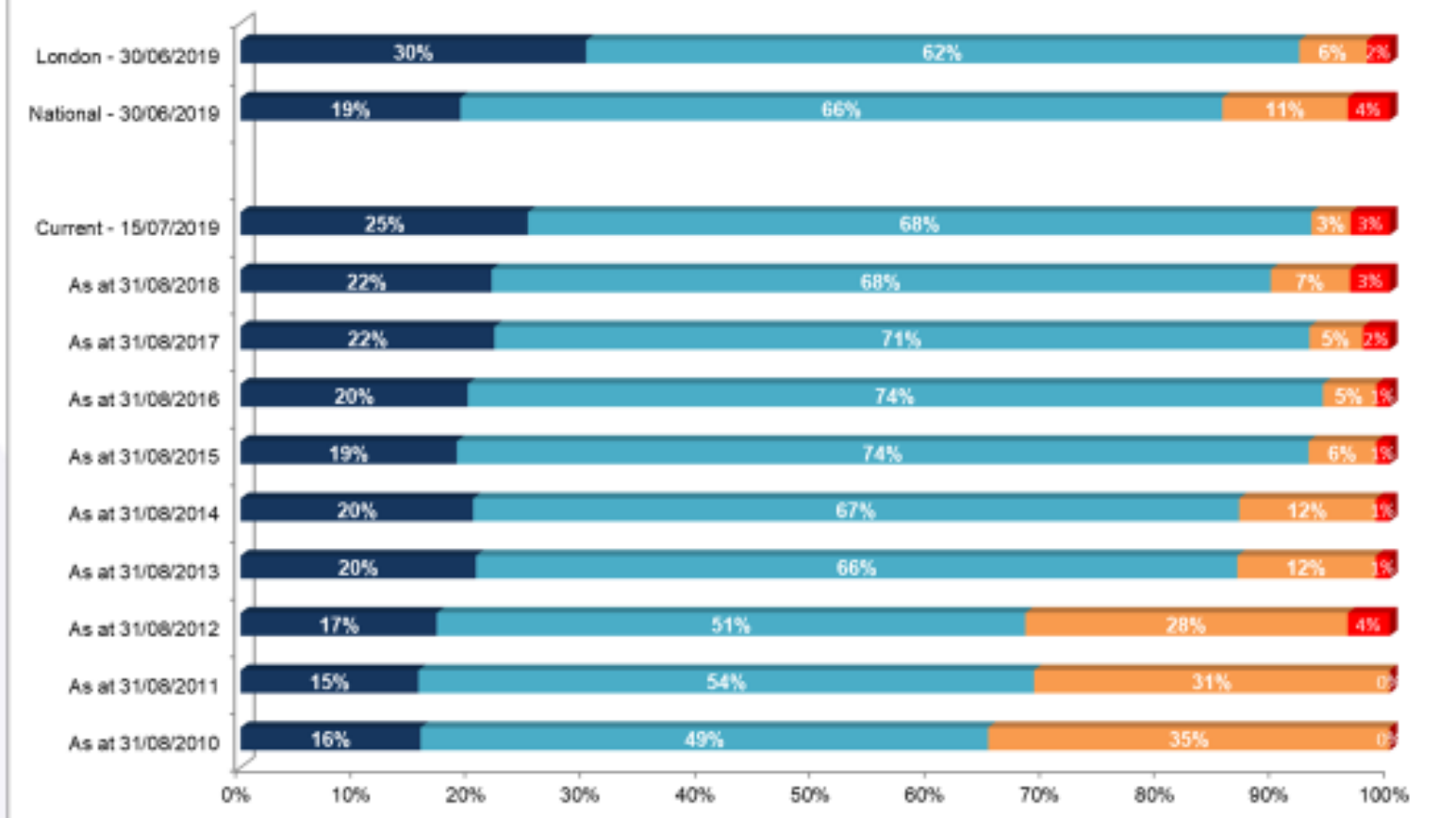


No learner left behind - no school left behind



### Ofsted ratings of state funded schools in Ealing: primary, secondary and special schools

■ Outstanding ■ Good ■ Requires Improvement ■ Inadequate



No learner left behind - no school left behind

