

scrumptious ('skrʌmpjəs) *adj.* *Inf.* very pleasing; delicious — 'scrumptiously *adv.*

scrumpy ('skrʌmpɪ) *n.* a rough dry cider, brewed esp. in the West Country of England.

scrunch ('skrʌntʃ) *vb.* 1. to crumple or crunch or to be crumpled or crunched. — *n.* 2. the act or sound of scrunching.

scruple ('skrʌpəl) *n.* 1. a doubt or hesitation as to what is morally right in a certain situation. 2. *Arch.* a very small amount. 3. a unit of weight equal to 20 grains (1.296 grams). — *vb.* 4. (*obs.* when *tr.*) to have doubts (about), esp. from a moral compunction.

scrupulous ('skrʌpjʊləs) *adj.* 1. characterized by careful observation of what is morally right. 2. very careful or precise. — 'scrupulously *adv.* — 'scrupulousness *n.*

scrutinise or **-nize** ('skrʌ:tɪnaɪz) *vb.* (*tr.*) to examine carefully or in minute detail. — 'scruti**niser** or **-nizer** *n.*

scrutiny ('skrʌ:tɪni) *n.* 1. close or minute examination. 2. a searching look. 3. official examination of votes [from Latin *scrūtiniū* and *scrūtārī* to search even to the rags, from *scrūta*, rags, trash.]

scuba ('skju:bə) *n.* an apparatus used in scindiving, consisting of a cylinder or cylinders containing compressed air attached to a breathing apparatus.

scud (skʌd) *vb.* **scudding**, **scudded**. (*intr.*) 1. (esp. of clouds) to move along swiftly and smoothly. 2. *Naut.* to run before a gale. — *n.* 3. the act of scudding. 4. **a.** a formation of low ragged clouds driven by a strong wind beneath rain-bearing clouds. **b.** a sudden shower or gust of wind.

scuff (skʌf) *vb.* 1. to drag (the feet) while walking. 2. to scratch (a surface) or (of a surface) to become scratched. 3. (*tr.*) *U.S.* to poke at (something) with the foot. — *n.* 4. the act or sound of scuffing. 5. a rubbed place caused by scuffing. 6. a backless slipper.

scuffle ('skʌfl) *vb.* (*intr.*) 1. to fight in a disorderly manner. 2. to move by shuffling. — *n.* 3. a disorderly struggle; the sound made by scuffling.

scull (skʌl) *n.* 1. a single oar moved from the stern of a boat to propel it. 2. one of a pair of single-handed oars, both of which are pulled by the same person in a racing shell propelled by a single oar. 3. a single oar. 4. an act, instance, period, or distance. 5. to propel (a boat) with a scull. — 'sculler *n.*

scullery (skʌləri) *n., pl. -leries.* *Chiefly Brit.* a small room or part of a kitchen where kitchen utensils are kept.

scullion ('skʌljən) *n.* 1. a mean or despicable person employed to work in a kitchen. 2. a variant of **sculpture**. 2. (*intr.*) to sculpt.

sculptress ('skʌltres) *n.* a person who sculpts.

sculpture ('skʌltʃə) *n.* 1. the art of making a three-dimensional work of art by carving or modelling. 2. a work of art, esp. a statue or a group of figures, etc. 3. a representation of a person or thing.

by natural processes. — *vb.* (*mainly tr.*) 4. (*also intr.*) to carve, cast, or fashion (stone, bronze etc) three-dimensionally. 5. to portray (a person, etc.) by means of sculpture. 6. to form in the manner of sculpture. 7. to decorate with sculpture. — 'sculptural *adj.*

scumble ('skʌmbəl) *vb.* 1. (in painting and drawing) to soften or blend (an outline or colour) with an upper coat of opaque colour, applied very thinly. 2. to produce an effect of broken colour on doors, panelling, etc. by exposing coats of paint below the top coat. — *n.* 3. the upper layer of colour applied in this way.

scunner ('skʌnə) *Dialect, chiefly Scot.* — *vb.* 1. (*intr.*) to feel aversion. 2. (*tr.*) to produce a feeling of aversion in. — *n.* 3. a strong aversion (often in **take a scunner**). 4. an object of dislike.

scupper¹ ('skʌpə) *n.* *Naut.* a drain or spout allowing water on the deck of a vessel to flow overboard.

scupper² ('skʌpə) *vb.* (*tr.*) *Brit. sl.* to overwhelm, ruin, or disable.

scurry ('skʌri) *vb.* **-rying**, **-ried**. 1. to move about hurriedly. 2. (*intr.*) to whirl about. *n., pl. -ries*. 3. the act or sound of scurrying. 4. a brisk light whirling movement, as of snow.

scut (skʌt) *n.* 1. a small animal such as the deer or rabbit.

scuttle¹ ('skʌtl) *vb.* 1. to move quickly. 2. *Dialect chiefly Brit.* to cut up (vegetables, etc.) 3. to move quickly.

scuttle² ('skʌtl) *vb.* 1. to move quickly. 2. to run or move at a quick pace or to cause to do so.

Secondary School Performance

Scrutiny Task Group

Final Report

TG No.35

April 2006

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INTRODUCTION



I speak for my colleagues on the Task Group when I say that this has been the most interesting piece of work that we have carried out on Scrutiny. It has been very rewarding to study this issue in depth. We are grateful for the chance to have been able to visit so many schools and speak to all the headteachers in the Borough.

We have been very impressed by the dedication, commitment and professionalism of all headteachers and schools. This report represents the views of the Group and is a contribution to the Borough public debate on secondary school standards. We fully respect the fact that the implementation of policy must rest with the decision of the schools, their senior management and governing bodies. They are the experts in the field of education and knowledge of their institutions.

We hope you will read this report with interest. (For those unfamiliar with educational acronyms we have supplied a glossary on p. 42.) We would welcome any thoughts or comments you might have. Please see the contact details on the back page.

Cllr Clare Head

Chairman of the Secondary School Performance Scrutiny Task Group



EXECUTIVE SUMMARY

1. Currently all bar one of the Borough's schools are performing below the national average at GCSE level according to value-added and contextual value-added scores which the Group believe to be the best and fairest nationally available indicators of school performance.
2. The report's aim is to contribute to the debate in the Borough on the reasons for this underperformance. The first part concentrates on the factors affecting performance which are outside the influence of schools and the second part on factors that are within the influence of schools.

Factors affecting performance which are largely outside the influence of Borough schools

3. Pupil intake: the Group heard concerns about pupils from high-performing primaries making it difficult to add value at secondary school level. Members were pleased that headteachers were not allowing complacency about results to creep in.
4. Funding: There is a significant funding variation between inner and outer London schools. Schools in inner London authorities receive up to 50% more per pupil than in LB Richmond upon Thames. However, funding and resources was a low ranking factor as far as performance is concerned for headteachers of improved schools in the National Audit Office report on improving schools.¹
5. Falling school rolls: Half the schools in the Borough have school rolls running at or below 85% of admission numbers. This results in lower funding and means that these schools have to admit pupils who have not been accepted elsewhere.
6. Teacher recruitment and retention were cited as factors contributing to performance problems. This has an impact on teaching standards though schools did not say it was the most important issue relating to performance.
7. The absence of sixth forms in Borough schools may or may not have an impact on results. The Task Group has concentrated on looking at factors which are within the immediate range of schools' control. The Task Group believes that debate on the issue of sixth forms should not detract from a drive to improve pupil performance and attainment.
8. Increased national offer of vocational qualifications: Nationally schools have been increasing their offer of vocational qualifications (GNVQs). It has been suggested that this could be a reason for the increase in 5A*-C results nationally in 2005. (This Borough showed a slight fall in 2005.) However, when looking more generally at performance, the results in the Borough secondary schools at KS3 (at Year 9) show that Borough schools already at this stage fall below the average performance for pupils nationally. GNVQs do not start until Year 10 and cannot therefore explain this aspect of underperformance.
9. The best performing school in the Borough is also the school with the longest serving headteacher. (This Head has very recently retired.) A strong and stable

¹ National Audit Office report, January 2006:
http://www.nao.org.uk/publications/nao_reports/05-06/0506679.pdf



senior management team is important to a school's success. Due account must be taken of the fact that the Borough's secondary headteachers have not been long enough in post to have had an impact on year groups who joined the school before the headteacher's tenure began.

Factors affecting performance which are within the influence of Borough schools

10. Teaching and Learning: The Group would like to quote the retiring headteacher of the Borough's best performing secondary school: "[What makes the difference] is focusing on teaching and learning." From this focus follow all the other initiatives and approaches such as Assessment for Learning, Personalised Learning, Performance Management, data management and support for teachers. In the course of its work the Group has come to the conclusion that these are at the heart of good teaching and learning in any school. It is not implying that Borough schools would be in disagreement with this, but the application of these principles is at different levels of maturity in our schools.
11. Assessment for Learning (AfL): AfL represents a method of teaching and learning which research has shown to be very successful. Its introduction in Borough schools is at different stages.
12. Approach at Year 7: Pupils often join their new secondary school with a great deal of enthusiasm and expectations of higher standards. This must be captured and pupils' learning stretched to the right degree. It requires good knowledge of previous learning and effective application of personalised learning principles.
13. Curriculum: Reducing the number of subjects pupils take at Key Stage 4 is an approach some schools have pursued as part of their strategies for improving the performance of low achievers.
14. Setting: The Task Group feels that setting can be an effective tool to improve performance, although it accepts that it is possible to achieve high results without setting. Any system of setting must include regular reviews of classes so that the setting arrangements can be adjusted to reflect pupil progress.
15. Performance Management (PM): PM, backed up by good data, needs to be embedded in the way that all schools think and operate. Staff must be confident in the use of data to plan learning. The available data, especially Fischer Family Trust (FFT) data, can be difficult to understand and training should be offered either by schools or the Local Education Authority (LEA) to help staff in this regard. There must be full trust in pupil data as an objective basis for decisions and judgements. This could mean a school developing its own data sets from e.g. additional tests such as CATs.
16. Support for staff: Departmental heads must have the necessary training and skills to carry out effective performance management of and give support to their staff. Headteachers have mentioned the benefit of consultants modelling lessons and not just offering expert advice. The LEA must ensure that its subject consultants are doing this. Schools' Teaching and Learning policies must set out clearly what makes a good lesson and they need to be integrated into performance management and teacher support. Lesson observation needs to become an integral part of the school's performance management framework. There should be a clear link between performance management and school CPD (Continuing Professional Development) programmes. The Group believes that results of regular teaching staff observation should be reported back to governors.



17. LEA consultants: The Group believes that there should be better planning on the part of both the LEA and the schools regarding the allocation of the LEA consultants' time. The consultancy support should reflect the key areas for improvement as set out in the schools' self-assessment and based on rigorous analysis of need. In addition, the LEA should increase the funding it makes available to schools for consultancy support.
18. Governors: The better trained school Governors are, the better placed they are to act as the school's critical friend. The complexity of running a secondary school cannot be underestimated. The Group is concerned by the low take-up of training offers for Governors. It believes that Governing bodies should carry out a training audit and that Governors should be encouraged to attend more of the training courses arranged by the LEA Governor Support Unit and/or other organisations. This might include sessions for the whole governing body and which are tailored to their specific training needs. One possibility would be to hold such sessions before or after regular governors' meetings.
19. Behaviour: It is important to be aware of the link between teaching and behaviour and that low-level behaviour can often arise through poorly managed teaching, which is aimed too low and/or delivered at too slow a pace. The Group refers to the links made later in this report to personalised learning. The Group liked the way that several schools had their behaviour policy displayed throughout the buildings on posters.



PART I – ROLE AND FUNCTION OF THE TASK GROUP

BACKGROUND TO THE TASK GROUP

20. At the meeting of the Education and Culture Overview and Scrutiny Committee on 22nd June 2005 it was agreed to set up a Task Group on Secondary School Performance. In doing so, Members felt they were reflecting concerns which local residents have, and which they share, that the achievement of the Borough's secondary school pupils is not as high as it could or should be. Improving secondary school value added performance was set as one of the priorities in the Borough's Children and Young People's Plan 2006.²
21. At the initial meeting on 19th October 2005 the Group established the following terms of reference:
- i) To understand the key issues regarding underperformance in the state-maintained secondary schools in the Borough.
 - ii) To look at best practice in tackling underperformance both in the Borough and in comparable schools outside the Borough
 - iii) To make suggestions to the schools and their governing bodies to address the underperformance.
22. As is always the case with Scrutiny, this review is the work of Members of the Education and Culture Overview and Scrutiny Committee. They come to this subject as representatives of the community and not as professionals in the field of running secondary schools. Notwithstanding this, all the members of the Task Group are either teachers or experienced school governors in the Borough.
23. Over the course of their work Members of the Group have come to realise that the Terms of Reference were not framed in a way that reflected the limitations of this short review. While the Terms of Reference have not been amended, the nature of the Task Group's purpose has crystallised over the past months. Members see this review primarily as a chance to report back to their constituents on community concerns about performance in the Borough's secondary schools as well as the chance for Members to meet Headteachers and better acquaint themselves with the schools.
24. The purpose of this report is not to make recommendations for individual schools. While the Group firmly believes that non-experts can be very effective critical friends, it has limited the recommendations in this report to an endorsement of those of other experts on the Borough's schools. In particular, the LEA made a series of suggestions for improvements which are set out later in this report. (Please see App. I). It should be pointed out that schools are largely autonomous

² Priority 4 "Raising attainment at Key Stage 3 and Key Stage 4 to improve poor value-added"
See p. 4 of LBRuT Children and Young People's Plan (CYPP):
<http://cabnet.richmond.gov.uk/Published/C00000163/M00001359/AI00010358/Item17Plan.pdf#page=4>

NB It is a statutory requirement for every Children's Services Authority to develop a Children and Young People's Plan.



in the running of their institutions.³ However, the Group hopes that schools will take note of the conclusions it has reached as a contribution to the Borough debate on standards regarding performance.

25. Members particularly enjoyed the chance to meet headteachers and believe the work of the Group has been useful better to engage the schools in the Scrutiny process and vice versa. It hopes that this engagement will continue in the future.
26. The Group would like to state at the beginning of this report how much Members recognise and appreciate all the effort, hard work and dedication of the staff, pupils, headteachers, governors and the LEA in working to achieve an excellent education for our young people.

TASK GROUP MEMBERSHIP



Cllr Head –
TG Chairman



Cllr Nicholson



Esther
Mirrielees

Cllr Clare Head has been a Councillor since 2002 in South Twickenham. She has taught for 25 years.

Cllr Suzette Nicholson has been a Councillor for Hampton Ward since October 2004 and a resident in different parts of the borough all her life. She is a trained teacher and has four children who have been educated in the state system.

Esther Mirrielees is the Church of England appointed representative for the London and Southwark Diocesan Boards of Education on the Education and Culture Overview and Scrutiny Committee of which she has been a Member since 2001. She has had 11 years' experience as a secondary school governor in the Borough.

The Task Group was supported by Jonathan Hill-Brown, the Council's Scrutiny Support Officer.

METHODOLOGY

27. The Task Group planned the review as a short piece of work which would be completed before May 2006. It was to include visits to three secondary schools in the Borough, two out of Borough schools and a meeting with the Head of School Improvement at the LEA, together with limited desk-based research. The three schools initially chosen were to include the highest performing secondary school in the Borough as well as one school on either side of the river. The two out of borough schools were chosen because both had shown significant improvements

³ Local Management of Schools began in 1990 and was implemented by 1994 in terms of all schools having formula budget shares.



in results over the last year. The comparison with LB Harrow was sought in particular as the structure of their school system is similar to this Borough's in that their secondary schools do not have 6th forms.

28. Members found the initial three visits very interesting and informative as well as a useful opportunity to make the acquaintance of the headteachers and see the schools. At this point, Members decided that they would get a more informed view of the Borough's secondary performance if they extended their remit to cover all the secondary schools in the Borough. Members were appreciative that all the remaining schools agreed to take part in this extended review.



PART II – FINDINGS

CURRENT SECONDARY SCHOOL PERFORMANCE

29. The achievements of a school are not always easy to quantify. Performance league tables do not always reflect the true nature of the school, its ethos, or the success of its pupils. Since 1992⁴ attention has principally focused on performance as measured by the percentage of pupils achieving 5 A*-C GCSE grades (or equivalent). These are the figures that are most quoted in the media and by which a school's scholastic reputation in the community can stand or fall.
30. In setting up this review Members are making clear the importance they attach to pupils' exam results. This should not be taken to imply that a) schools do not attach any importance to these results nor that b) Members believe that exam results should be the sole determinant of a pupil's success. However, achieving good exam results can have a significant impact on future career chances and it is an important life skill to learn to challenge oneself and to be ambitious.
31. The 5 A*-C GCSE grade indicator provides only a rather crude tool to assess how well schools are doing in pushing their pupils to higher achievements, especially when comparing schools. They can however point to directions of travel. In this Borough, as the recent Annual Performance Assessment (APA)⁵, stated:
- "there is no consistent improvement trend for GCSE 5 A*-C."*⁶
- A fuller section on the 5 A*-C indicator is set out below.
32. Value-added (VA) scorings (see p. 11) offer the potential for a more balanced and fairer picture of a school's performance. The further refinements to these of contextual value-added scores make them ever more useful tools. They can make comparisons more meaningful. As the APA found:
- "[in this Borough] the value added between Key Stage 2 and 3 is below the national average."*⁷
- More explanation of value-added scoring can be found below.
33. The three sections below examine the different ways by which school performance is currently, or will in future, be measured:
- ☐ 5 A*-C GCSEs or equivalent
 - ☐ Value-added scores
 - ☐ Contextual value-added scores

⁴ 1992 is when School Performance Tables were first published. The 5A-C measure was however collated going back to the 1970s with the GCE O-Level grades A-C and CSE grade 1 being used for what is now GCSE A*-C grades.

⁵ This is the new joint inspection framework for Children's Services by CSCI and Ofsted.

⁶

[http://cabnet.richmond.gov.uk/Published/C00000163/M00001356/AI00009904/\\$RichmonduponThamesAPAletter27Oct051.doc.pdf#page=3](http://cabnet.richmond.gov.uk/Published/C00000163/M00001356/AI00009904/$RichmonduponThamesAPAletter27Oct051.doc.pdf#page=3)

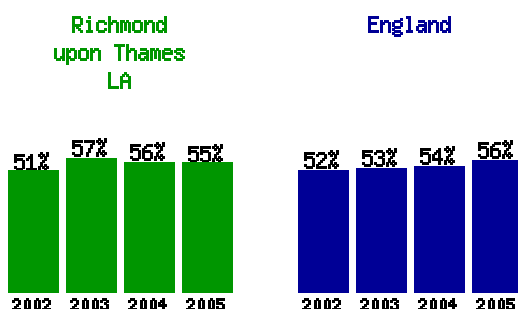
⁷

[http://cabnet.richmond.gov.uk/Published/C00000163/M00001356/AI00009904/\\$RichmonduponThamesAPAletter27Oct051.doc.pdf#page=3](http://cabnet.richmond.gov.uk/Published/C00000163/M00001356/AI00009904/$RichmonduponThamesAPAletter27Oct051.doc.pdf#page=3). (Please note that there are four Key Stages in education in England and Wales between the ages of 5 and 16. For a full list please see Appendix C.)



5 A*-C GCSE and equivalent grades

34. The 5A*-C measurement has, up until now, been the main yardstick by which school performance has been measured nationally. (This covers all subjects.) At 54.8% for 2005 the Borough is slightly below both London (55.2%) and England figures (56.3%).⁸
35. In 2004, the 5A*-C pass rate in the Borough was slightly better and stood at 55.5% i.e. higher than the England average of 53.7%, and the London average of 51.7%.⁹
36. Over the last four years there has been, as stated in the APA, no consistent improvement trend in the Borough.
37. Table showing 5 or more Grades A*-C¹⁰:



38. There has been criticism of the fairness in this method of judging a school's performance which will always favour schools with more able pupil intakes. In recent years there has been a move to a 'Value-Added' scoring system.

Value Added Scores

39. Value added measures have been used in Achievement and Attainment Tables (formerly known as Performance Tables) since 2002. They measure the attainment of pupils in comparison to pupils with similar prior attainment; this is fairer than using raw outcomes since pupils can have very different levels of attainment on entry. Value added scores compare a pupil with his or her peers who received the same results at an earlier point.
40. Overall for 2005, the KS2-KS4 value added score for this borough was 977.7. The KS2-KS4 value added measure is presented as a number based around 1.000. A value above 1,000 indicates that pupils on average made more progress than similar pupils nationally, while a value below 1,000 indicates that pupils made less progress.

⁸ http://www.dfes.gov.uk/inyourarea/statics/lea_318_4.shtml

⁹ http://www.dfes.gov.uk/pns/DisplayPN.cgi?pn_id=2004_0187

¹⁰ Source: DfES website: www.dfes.gov.uk. Please see Appendix B for a table of 5 A-C grades for all the Borough secondary schools going back to 1990.



41. Table showing school KS2-4 value-added scores for 2004 and 2005¹¹:

School	School value-added scores for 2004 KS2 to Age 15	School value-added scores for 2005 KS2-KS4	Direction of results
Christ's School	950.2	962.8	↑
Grey Court	984.4	979.9	↓
Hampton Community College	962.9	944.4	↓
Orleans Park	968.3	979.5	↑
Shene School	972.0	962.4	↓
Teddington School	988.5	988.4	—
Waldegrave	1022.8	1025.2	↑
Whitton	981.9	958.4	↓
Outer London	994.1	996.1	↑
London	994.8	996.3	↑

42. When Value Added scores KS2-KS4 are considered, this Borough ranks 113th out of 149 Local Education Authorities for 2005. The results for boys are worse than for girls. For boys the authority is ranked 126th and for girls 98th. LB Harrow is by comparison 5th nationally for the overall score and LB Hounslow ranks 22nd.¹²

43. It should be pointed out that the value added system is not without its critics. The Group accepts that there could be validity to the argument¹³ that it is harder to improve on results at KS3 or KS4 in places where there are very high performing primary schools which focus so strongly on KS2 test results. (This is examined in more depth at para 49.)

¹¹ Source: www.dfes.gov.uk

¹² These are figures which have been provided by LBRuT LEA, based on DfES data.

¹³ See paragraph 49 below



Contextual Value Added Scores

44. Value-added scores are being refined so that they take better account of factors than can impact on pupil achievement such as levels of deprivation or special educational needs. Thus it is easier to compare like with like. These are called contextual value added (CVA) scores. The 2004 and 2005 CVA models include the following contextual factors¹⁴:

- ☐ Gender
- ☐ Special Educational Needs
- ☐ First language
- ☐ Ethnicity
- ☐ Measures of deprivation
- ☐ Measures of pupil mobility
- ☐ Age
- ☐ An "In care" indicator
- ☐ Average and range of prior attainment within the school (KS2-3, KS2-4 and KS3-4 only)

45. The CVA scores for 2005 in this Borough have the effect of drawing schools which are performing above and those which are performing below the average on the VA measure, closer to the national average. As can be seen from the table below all but the best performing school in the Borough see increases in their value-added scores when the contextual factors are included. However, only the best performing school achieves a score over 1000.

46. Difference of contextual value-added over non-contextual value-added scores¹⁵:

School	Value added KS2-4 2005 (not contextualised)	CVA KS2-4 2005*	Difference in points out of 1000 of contextual value- added over non- contextual value- added scores for 2005 KS2-KS4
Christ's School	962.8	983.0	+20.2
Grey Court	979.9	989.7	+9.8
Hampton Community College	944.4	971.3	+26.9
Orleans Park	979.5	991.4	+11.9
Shene School	962.4	987.4	+25.0
Teddington School	988.4	994.5	+6.1

¹⁴ These are in addition to prior attainment, on which value added scores were previously solely based

¹⁵ It should be noted that the margin for error on these scores is greater the smaller the cohort at the school.



School	Value added KS2-4 2005 (not contextualised)	CVA KS2-4 2005*	Difference in points out of 1000 of contextual value- added over non- contextual value- added scores for 2005 KS2-KS4
Waldegrave	1025.2	1012.9	-12.3
Whitton	958.4	984.7	+26.3
Outer London	996.1	n/a	n/a
London	996.3	n/a	n/a

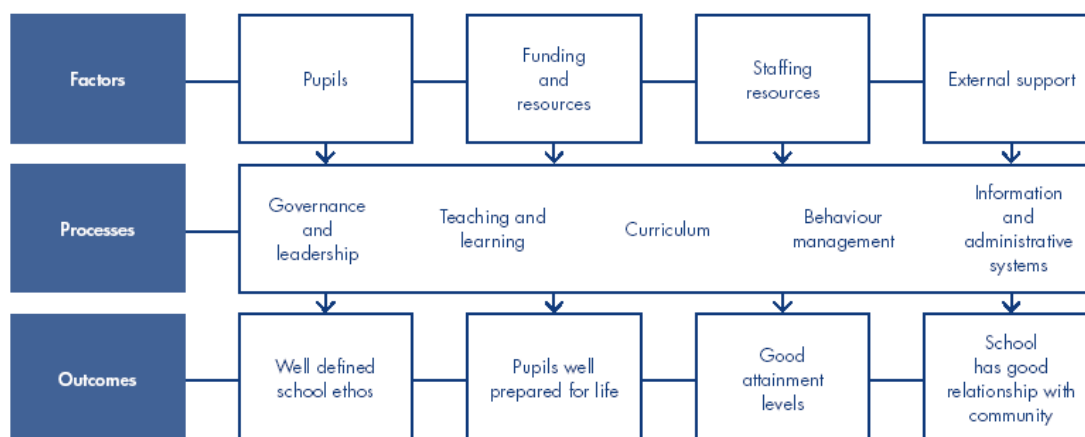
* These scores are taken from the schools' 2005 PANDA reports.

Summary box 1: All bar one of the Borough's eight secondary schools are performing below the national average at GCSE level according to value-added and contextual value-added scores which the Group believe to be the best and fairest nationally available indicators of school performance.



FACTORS WHICH INFLUENCE PERFORMANCE AND RESULTS

47. In order to structure this report the Task Group has taken as a model the matrix in the report of the National Audit Office report on performance in schools.¹⁶ The matrix was as follows:



Source: National Audit Office

I) FACTORS MOSTLY OUTSIDE THE CONTROL OF SCHOOLS AND THE LEA

48. The Group has considered a number of reasons (which largely fall under the 'Factors' section of the matrix above) that affect performance and for the most part are outside the control of schools. These are:

- i) Pupil intake
- ii) Funding levels
- iii) Recruitment and retention of teachers
- iv) Increased national offer of GNVQs as alternative to GCSE at KS4
- v) Stability of School Senior Management Teams and, in particular, the tenure of Headships

i) Pupil intake

49. The composition of the intake entering our Borough secondary schools has often been cited as being relevant to the underperformance of these schools. Their performance at, or slightly below, the national average is in marked contrast to the very high performance of the Borough's primary schools.

50. It has historically been the case that a considerable number of parents in the Borough have sent their children to Borough primary schools prior to sending

¹⁶ Taken from the National Audit Office report on Improving Poorly Performing Schools in England, January 2006, Table 24, p. 34: http://www.nao.org.uk/publications/nao_reports/05-06/0506679.pdf. Irrespective of the title of this report the Task Group believes the matrix to be a very useful graphic representation of the different factors.



them to out of Borough (OOB) maintained schools and independent schools at the age of 11. This can be seen in the breakdown of schools' intake at primary and secondary levels.

51. Proportion of students from the Borough at primary and secondary levels¹⁷:

Primary	88%
Secondary	62%

52. These figures mask wide variations for individual schools. Those on the outer edges of the Borough have greater intakes of out of borough children. Please see Appendix E for a school-by-school breakdown of these figures. The percentage for the school with the highest out of borough intake stands at 75%, whilst the percentage for the school with the lowest such intake is 13%.

53. Some headteachers are of the view this has an impact on value-added scores. They have concerns that the high-performing Borough primary schools can inflate Key Stage 2 results which impacts on the value added results. It is their view that in other Boroughs where there are lower performing primary schools it would be easier for secondary schools to add more value and so achieve better scores at KS3 and KS4.

54. Primary schools in this Borough have consistently performed at the top of national league tables. The percentage of pupils at primary level in the London Borough of Richmond upon Thames who are achieving very high results (i.e. Level 5) at KS2 is much higher than the national average (and higher than LB Harrow if this is taken to be a good benchmark for our Borough).

55. As can be seen in the table below, at Level 5 LB Harrow's figures are close to the national average, while the percentages for pupils in this Borough's primary schools are significantly better. In English and Maths, this Borough's primary pupils achieve 14% above the national average and in Science they are 16% above it.

56. Taken from the Achievement and Attainment Tables 2005 - Key Stage 2 Test results:

	English		Mathematics		Science		Average point score ¹⁸
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5	
LBRuT Average ¹⁹	88%	41%	85%	45%	94%	63%	29.2
LB Harrow Average ²⁰	82%	28%	78%	36%	87%	49%	28
England Average ²¹	79%	27%	75%	31%	86%	47%	27.6

¹⁷ Both taken from Annual Schools' Census January 2006

¹⁸ The Average Point Score is calculated by allocating points to each pupil's KS2 results in each test then dividing that total by the number of eligible pupils in each subject. For the APS calculation, the number of eligible pupils for each subject does not include those pupils that were absent at the time of the tests or working at the level of the tests but unable to access them. Level 2 receives 15 points, Level 3 receives 21 points, Level 4 receives 27 points and Level 5 receives 33 points.

¹⁹ The average for all maintained schools in the authority.

²⁰ Ditto.



57. From the table at Appendix F it can be seen that there are fewer pupils in the level 5 section of the cohorts in our Borough secondary schools than in our Borough primary schools.
58. However, the Group is pleased that those secondary head teachers who have raised the issue of pupil intake are not using it to allow complacency about their pupils' achievements to creep in. They have quite rightly said that they must be as ambitious as possible for their pupils.
59. It is vital that senior managers take very seriously their responsibility to ensure that all teachers in their schools have high expectations for all their pupils and that nothing is allowed to limit these expectations. (The Group would like to state at this juncture that it believes responsibility for pupil expectations does not solely lie with teachers and schools but also with parents and the pupils themselves.)

Summary box 2: *The Group is pleased that while doubts have been expressed about the reliability of Key Stage 2 data (at age 11) and that pupils from high-performing primaries make it difficult to add value; headteachers are not allowing complacency about results to creep in. Schools and teachers must be as ambitious as possible for their pupils.*

ii) Funding Levels

60. As they are located in outer London, the Borough's secondary schools receive significantly less funding than inner London schools²². Funding per pupil for 2005/6 can be seen in the table at Appendix D. This shows that the Borough's schools receive £3,743 per pupil (even if they come from an inner London borough) whereas secondary schools in LB Hammersmith and Fulham receive £5,048 per pupil.
61. Being an outer London Borough also brings with it other resource disadvantages. There are several Government initiatives which only inner London boroughs can apply for. Inner London schools have in recent years received Excellence in Cities (EiC) funding. In addition to this they have also received extra Leadership Incentive Grant (LIG) funds. In the last three years all schools in EiC areas have received this LIG grant which has amounted to about £400K per school - whereas outside the EiC areas only schools below the floor targets for 5 A*-C GCSEs have received this grant. In Richmond, one school received this grant (although two others shared in some of the activities that arose from this). The other 5 schools did receive some funding to compensate for this anomaly: £25,000 over three years. There is also the Behaviour Improvement Programme (BIP)²³ which schools in this Borough are not eligible for.

²¹ The average for all schools in England (including independent schools)

²² The following Boroughs are counted as Inner London: Camden, City of London, Hackney, Hammersmith and Fulham, Haringey, Islington, Kensington and Chelsea, Lambeth, Lewisham, Newham, Southwark, Tower Hamlets, Wandsworth, Westminster. The rest as Outer London i.e.: Barking and Dagenham, Barnet, Bexley, Brent, Bromley, Croydon, Ealing, Enfield, Greenwich, Harrow, Havering, Hillingdon, Hounslow, Kingston upon Thames, Merton, Redbridge, Richmond upon Thames, Sutton, Waltham Forest.

²³ The BIP programme was introduced to deliver improved behaviour, reduced exclusions, reduced truancy, increased attendance, providing key worker support for all children at risk, and providing full time, supervised education from day one of any type of exclusion. In April 2003 the BIP was incorporated into the Excellence in Cities (EiC) initiative.



62. The following two examples show what effect both increased funding per pupil and Excellence in Cities grants can have on individual school budgets. The school in LB Richmond upon Thames with the highest percentage of free school meals pupils has an annual budget of £4.5m for over 900 pupils. In the course of its research, the Group was cited the example of a school in LB Newham with 1100 pupils which has an annual budget of over £8m.
63. However, it must be noted that funding and resources received a low ranking amongst the factors that are key to improving performance when rated by headteachers of improved schools in the NAO report [see para 47 above].

Summary box 3: *Schools in inner London authorities receive up to 50% more per pupil than in LB Richmond upon Thames. However, funding and resources was rated as a low ranking factor as far as performance is concerned by headteachers of improved schools in the NAO report.*

Size of the School Roll

64. A falling school roll will contribute to a school's funding problems. This in turn can lead to a vicious circle of problems which will exacerbate an already difficult situation. A school roll which is below the Admission Number can lead to a school being required to admit pupils who have not been accepted elsewhere:

	Admission Number for Year 7 for 04/05	Year 7 roll from January 2005 Schools' Census	Variance	Percentage of projected roll filled
Christ's School	120	114	-6	95%
Grey Court	200	157	-43	78.5%
Hampton Community College	200	162	-38	81%
Orleans Park	200	202	+2	101%
Shene School	215	183	-32	85%
Teddington School	225	224	-1	100%
Waldegrave	200	206	+6	103%
Whitton	200	147	-53	73.5%

Summary box 4: *Half the schools in the Borough have school rolls running at or below 85% of admission numbers. This results in lower funding and means that these schools have to admit pupils who have not been accepted elsewhere.*



iii) Recruitment and Retention of Teachers

65. Linked to the resource problems of being an outer London Borough as mentioned above, the issue of teacher recruitment and retention is also made more difficult as teachers in Richmond do not receive the inner London weighting.
66. The meetings with head teachers confirmed the problems many of them have in recruiting teachers, particularly in maths and sciences. The situation is exacerbated by the lack of affordable housing in the area – a problem which has been considered by other scrutiny task groups. Although teachers are considered key workers and are eligible for support, it still proves a barrier to attracting candidates and retaining staff.
67. The “618g survey”²⁴ of teacher numbers and vacancies which is required by the DfES shows that in this Borough the highest gaps for teacher vacancies are in Maths, Science and IT. The table below shows the number of advertised vacancies for full-time permanent appointments or full-time appointments of at least one term's duration which existed at 19 January 2006 and which the local authority/school intends to fill or has unsuccessfully attempted to fill. Please see Appendix H on p.53 for the total number of posts in each school for Maths, Science and IT.

	Vacancies across Borough as at 20.1.05	Vacancies across Borough as at 19.1.06
Maths	4	2
IT	2	1
Science	3	4

68. As teachers have to give long periods of notice, a vacancy in January would possibly mean that the school could have been attempting to recruit to the post for up to six months.
69. However, the small numbers of staff involved across the Borough would indicate that the problem could not be considered central to the problem of current performance levels.
70. The Task Group welcomes the developments initiated by the LEA's School Workforce Development Team such as the facility for NQTs to submit their details online to the database which Borough headteachers can electronically access. This has led to a 60% increase in the numbers of NQT on the database.

Summary box 5: *Teacher recruitment and retention do have an impact on teaching standards though schools did not say it was the most important issue relating to performance.*

²⁴ This is an annual survey of teacher numbers and vacancies that is conducted by the DfES. The results underpin projects such as the analysis of school teacher pay for the School Teacher Review Body or the teacher supply analysis for planning initial teacher training places. It also provides the Government's headline figure for tracking the number of teachers in the profession.



Lack of a 6th Form

71. There is a perception that the lack of a 6th Form is a contributing factor in teacher recruitment difficulties and more generally holding schools back. The Group believes that it is beyond the scope of its work to consider the merits of school 6th forms over tertiary colleges or mixtures of both. The Group would not like to see debate on this issue detract from any focus on driving up current levels of performance and attainment.
72. The Group noted that in LB Harrow, the lack of a 6th form would not appear to have had an adverse effect on results.²⁵ LB Harrow is placed 5th nationally for value-added results KS2-4 for 2005. For 5A*-C for 2005, LB Harrow achieves a score of 61.9% compared with 54.9% for LBRuT (the national average was 57.1%). While there are always difficulties in making comparisons and there are a number of complicating factors in using this comparison such as the impact of single-sex teaching and faith (Roman Catholic) schools, the example of LB Harrow would suggest that the lack of a 6th form should not necessarily be an impediment to achieving above average results at KS4.

Summary box 6: *The absence of sixth forms in Borough schools may or may not have an impact on results. The Task Group has concentrated on looking at factors which are within the immediate range of schools' control. The Task Group believes that debate on the issue of sixth forms should not detract from a drive to improve pupil performance and attainment.*

iv) Increased national offer of GNVQs

73. GNVQs are General National Vocational Qualifications and are offered in subject areas such as ICT, Catering, or Engineering. Much attention has been given in the educational world to the Thomas Telford School model of entering pupils for GNVQs (ICT in the case of Thomas Telford). A GNVQ is worth the equivalent of 4 GCSEs. For the last few years this school has achieved 100% rates of pupils gaining 5A*-C at KS4.²⁶ Many schools nationally began to offer GNVQs on a significant scale in 2003. It has been suggested that this is one of the reasons for the sharp increase in 5 A*-C results nationally and particularly in London in 2005. (GNVQs are a two-year course.) Schools in this Borough have not offered many GNVQs.
74. However, the results in the Borough secondary schools at KS3 (at Year 9) show that Borough schools fall below the average performance for pupils nationally. GNVQs do not start until Year 10 and cannot therefore explain this aspect of underperformance.

²⁵ The Group notes that LB Harrow is now moving towards 6th Forms.

²⁶ This may be affected when the Government introduces the new 5A*-C scoring system from summer 2006 which must include English and Maths.



75. The table below shows the KS2-3 Contextual Value-Added for 2004 and 2005 and the KS2-3 Value-Added scores (i.e. non-contextual) for 2004. Source: Schools' 2005 PANDA report. Section 2.2.1. Key Stage 2-3 Value-Added scores (i.e. non-contextual) for 2004 are from the DfES website²⁷:

	KS2-3 Value-Added Scores 2004	Percentile position cf. national ranking 2004	KS2-3 Value-Added Scores 2005	Percentile position cf. national ranking 2005	KS2-3 CVA scores 2004	KS2-3 CVA scores 2005
Christ's School	97.7	5-25	99.0	25-40	99.0	100.0
Grey Court	98.9	5-25	98.3	5-25	99.3	98.7
Hampton Community College	99.2	25-40	98.5	5-25	99.8	99.4
Orleans Park	99.0	25-40	98.9	5-25	99.2	98.8
Shene School	97.1	0-5	97.6	5-25	98.3	98.4
Teddington School	100.4	60-75	100.4	60-75	100.2	99.9
Waldegrave	102.0	75-95	101.6	75-95	101.5	101.4
Whitton	99.3	25-40	98.2	5-25	100.0	99.2
Outer London	99.9	n/a	99.8	n/a	n/a	n/a
London	99.7	n/a	99.6	n/a	n/a	n/a

Summary box 7: Nationally schools have been increasing their offer of vocational qualifications (GNVQs). It has been suggested that this could be a reason for the increase in 5A*-C results nationally in 2005. (This Borough showed a slight fall in 2005.) However, when looking more generally at performance, the results in the Borough secondary schools at KS3 (at Year 9) show that Borough schools at this stage already fall below the average performance for pupils nationally. GNVQs do not start until Year 10 and cannot therefore explain this aspect of underperformance.

²⁷ http://www.dfes.gov.uk/cgi-bin/performance/tables/dfekx2_04.pl?Mode=Z&No=318&Base=b&X=1&Type=



v) Stability of School Senior Management Teams and, in particular, the tenure of Headships

76. On a number of the Group's visits to schools the point was made that stability of management, and in particular of head teachers, is of the utmost importance in driving up and maintaining standards. It is important to note that, of the eight schools in the Borough, six have had new head teachers in the last two years. It must be recognised that changes take time to bear fruit.

Summary box 8: *The best performing school in the Borough is also the school with the longest serving headteacher. (This Head has very recently retired.) A strong and stable senior management team is important to a school's success. Due account must be taken of the fact that the Borough's secondary headteachers have not been long enough in post to have had an impact on year groups who joined the school before the headteacher's tenure began.*



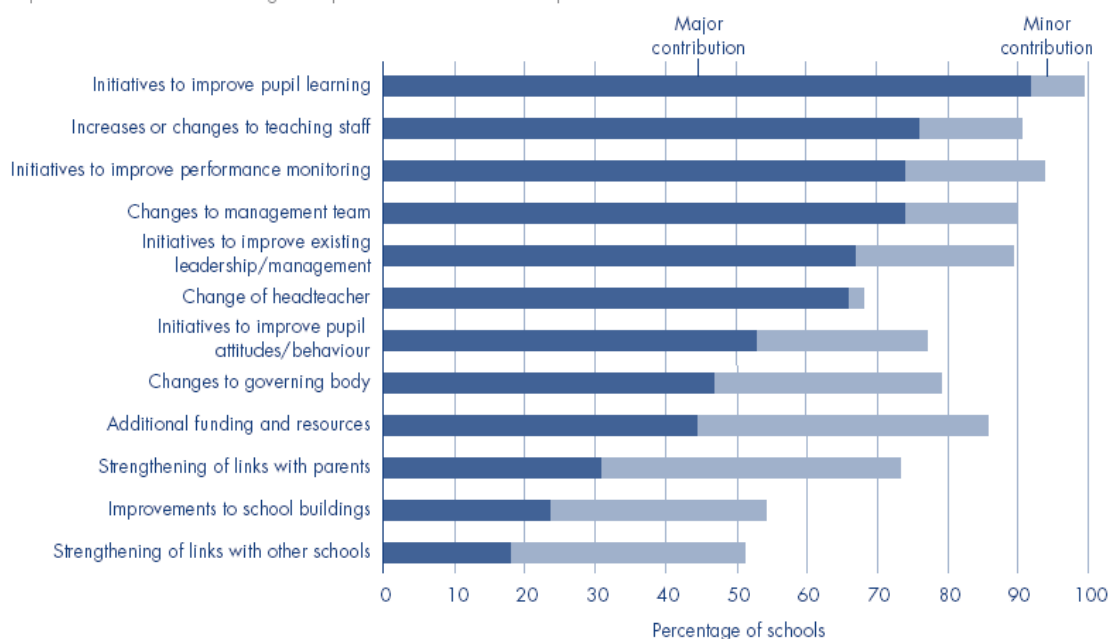
II) FACTORS WITHIN THE INFLUENCE OF SCHOOLS AND THE LEA

77. As a result of its research and of its discussions with headteachers and LEA experts, the Task Group has identified the factors which fall within the sphere of influence of schools or the LEA and which it believes are crucial to improving performance. These are:

- i) Focus on Teaching and Learning
- ii) Curriculum
- iii) Setting
- iv) Effective performance management
- v) Support to teachers
- vi) Improved LEA support
- vii) Training for Governors as critical friends
- viii) Behaviour for learning

78. These factors match to some extent those listed in the National Audit Office report when headteachers of improved schools were asked to rank in order of importance the various factors they considered most important in raising achievement²⁸:

Improvements across a wide range of aspects contribute to school improvement.



Source: National Audit Office survey of recovered schools

²⁸ Taken from the National Audit Office report on Improving Poorly Performing Schools in England, January 2006, Table 25, p. 35: http://www.nao.org.uk/publications/nao_reports/05-06/0506679.pdf



i) Focus on Teaching and Learning

79. The Group would like to quote the retiring headteacher of the Borough's best performing secondary school:

*"[What makes the difference] is focusing on teaching and learning."*²⁹

80. All the Borough Heads (and those the Group met in Harrow and Hounslow) said that improvements to teaching and learning were an important element to driving up performance. This is the engine to improving performance and there are many factors which contribute to this such as leadership, performance management, personalised learning, lesson observations, expectations of pupils. As stated in the DfES Strategies for Improving Schools handbook, there needs to be an

"unrelenting focus on teaching and learning".³⁰

81. While nearly 40% of lessons in a recent cross Borough review were judged to be good or very good, 22% (of the total of 72 lessons that were observed) were judged to be unsatisfactory.³¹

82. There are some initiatives that fall within Teaching and Learning that the Group would like to draw particular attention to: Assessment for Learning; Personalised Learning; the approach to teaching and learning at Year 7.

Summary box 9: *The key to improving performance is to focus on teaching and learning. From this focus follows all the other initiatives and approaches such as Assessment for Learning, Personalised Learning, Performance Management, data management and support for teachers.*

a) Assessment for Learning

83. Assessment for Learning (AfL) is so called to set it apart from Assessment of Learning which is carried out for the purposes of grading and report. AfL is about transferring some of the responsibility for learning back to the learner and enable him or her to engage more in the learning process. A review of research into classroom assessment (Black and Wiliam, 1998) has shown that assessment for learning is one of the most powerful ways of improving learning and raising standards. Current research is adding further evidence in support of this claim and the empirical evidence is underpinned by theory from the psychology of learning and studies of learning motivation.³²

84. It is based on the principle that effective learning takes place when learners understand what it is they are trying to achieve - and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress.

²⁹ Interview with Heather Flint, retiring headteacher of Waldegrave School for Girls in the Richmond and Twickenham Times, 7 April 2006.

³⁰ p.12, Strategies for Improving Schools - A Handbook For School Improvement Partners, Oct 2004: <http://www.standards.dfes.gov.uk/sie/documents/sips.doc>

³¹ p. 4, Capita Strategic Children's Services, Review of Teaching and Learning for the London Borough of Richmond upon Thames, November 2005

³² Qualifications and Curriculum Authority: http://www.qca.org.uk/downloads/afl_principles.pdf



85. It is summarised as having the following six key characteristics³³:

- ❑ involves sharing learning goals with pupils
- ❑ aims to help pupils to know and to recognise the standards they are aiming for
- ❑ involves pupils in (peer and) self-assessment
- ❑ provides feedback that leads to pupils recognising their next steps and how to make them
- ❑ is underpinned by confidence that every pupil can improve
- ❑ involves both teacher and pupils in reviewing and reflecting on assessment data and other relevant information.
- ❑ is embedded in a view of teaching and learning of which it is an essential part

86. Sir Alan Steer, Chairman, Government's Practitioners' Group on School Behaviour and Discipline and head teacher at Seven Kings High School, Redbridge:

"My school has embarked, in the last four years, on probably the most exciting educational initiative of my entire professional career, which has been the Assessment for Learning, which has very little, if any, resource implications, is hugely motivational for teachers and highly effective"

87. One of the headteachers the Group met said that Assessment for Learning had been crucial in changing pupil attitudes. Pupils previously believed they were working hard and did not recognise what levels of effort were required to achieve good results.

88. However, the Year 7 Capita report stated that:

*"Some schools have begun to embrace the Assessment for Learning agenda from the Secondary Strategy, but... in most schools it is an early stage of development and yet to impact upon student achievement."*³⁴

89. The Group was very impressed by one of the Borough school's philosophy of trialling initiatives that it thinks will work. It has not rushed into producing a KS3 strategy for example but worked at developing elements of it which it believes will lead to improvements in results. Those elements included a clear programme to embed Assessment for Learning and starters and plenaries³⁵ in teaching methods and lesson plans. The school chose only a part of the Government initiative and spent two years evaluating and reviewing it while putting it into practice.

Summary box 10: Assessment for Learning represents a method of teaching and learning which research has shown to be very successful. Its introduction in Borough schools is at different stages.

³³ *Assessment for Learning: 10 principles*, Assessment Reform Group, 2002.

³⁴ p. 9, Capita Strategic Children's Services, Review of Teaching and Learning for the London Borough of Richmond upon Thames, November 2005

³⁵ **Starters** provide an introduction to the content of the lesson, check pupils' understanding/misconceptions and help to find out prior learning at the start of the lesson. The aim of **plenaries** are for pupils to assess their learning themselves, test each other, and recap on what has been learnt.



b) Personalised Learning

90. Personalised learning has been described as:

“high expectations of every child, given practical form by high quality teaching based on a sound knowledge and understanding of each child’s needs. It is not individualised learning where pupils sit alone. Nor is it pupils left to their own devices – which too often reinforces low aspirations. It means shaping teaching around the way different youngsters learn; it means taking the care to nurture the unique talents of every pupil.”³⁶

91. Personalised learning is a heading for several of the other topics relating to improving standards such as Assessment for Learning with its focus on self-assessment of individual children, reducing the number of subjects for individual pupils, improving the approach at Y7, providing good learning and behaviour support as well as performance and data management.

92. As outlined below at paragraph 102, schools are using data in a much more sophisticated way to target specific groups within the school such as borderline pupils³⁷, Black boys³⁸, or Gifted and Talented pupils. This focus on the specific groups can bring very positive benefits for the whole school.³⁹ In a school in another part of the country which concentrated on tackling boys’ underachievement they were successful in transforming the way the whole school was taught. Part of this technique involves breaking up teaching into ten-minute segments to avoid the boys losing concentration. At the end of each ten-minute period the boys are asked if they have understood everything. Heavy use of interactive whiteboards and collaborative class assignments also feature. Supplementary schools could also have a role to play in targeting learning at specific groups.⁴⁰

Summary box 11: *Personalised learning is a concept at the heart of other successful strategies for improved performance and initiatives such as Assessment for Learning, improving the approach at Y7, tailoring the curriculum offer, and making best use of data.*

³⁶ http://www.qca.org.uk/downloads/11468_hopkins_personalised_learning.pdf

³⁷ These are pupils who are on the C/D GCSE grade borderline.

³⁸ The categories in the ethnic background code list are: Black or Black British – Caribbean; Black or Black British – African; Black or Black British - any other Black background.

³⁹ See for example the article in *The Teacher*, April 2006 about the success of one school in coming out of special measures through a concentration on the problem of the underachievement of boys.

⁴⁰ Supplementary schools work with pupils outside normal classes and hours and are often run by volunteers. Some 5,000 reportedly operate throughout the country. (See article entitled “Government to encourage supplementary schools” on the publicnet website: <http://www.publicnet.co.uk/publicnet/fnews.htm>)



c) Approach at Year 7

93. The Task Group believes that the recent focus on strategies for Year 7 pupils is very worthwhile in the context of improving performance.⁴¹ It is important that pupils' transition to a culture of achievement and self-study and work is successful. The Group is pleased that in their meetings with headteachers it was made clear that schools are taking this issue seriously.
94. Most of the schools the Group visited were developing better links with their main feeder primaries. While accepting that some schools have a great many primary feeder schools, the Group would like to stress that they see this as a key area for improvement. The Capita Year 7 report found that schools are very successful in the pastoral arrangements for pupil transfer but the same is not true for pupils' skills levels:

*"The lack of acknowledgement of the skills, knowledge and understanding that the students bring from their primary schools and, therefore, teacher expectations are often too low."*⁴²

This is holding down teacher expectation of pupils and leading to pupils marking time at the beginning with the result that the natural enthusiasm of the fresh start at a new school is being lost. The Capita report found that

*"In the majority of schools students consolidate and reinforce knowledge [in Year 7], but there is insufficient emphasis on developing and building on their skills."*⁴³

There is also a link to what the report describes as a

*"lack of trust in Key Stage 2 data"*⁴⁴

which is covered earlier in this document (at paragraph 53).

95. The Group was told by some schools that they are intending to pilot initiatives such as teaching the core Year 7 curriculum with 6 rather than 12 teachers, or by arranging for one teacher to teach 50% of the subjects in the Year 7 curriculum. One school has a Year 7 Access class with double staffing levels (i.e. teacher plus teaching assistant). The Group has been very impressed by the early signs of good success from the Transition Project managed by the LEA social inclusion team which has run at two primary schools which are feeder schools to Grey Court. It is funded with a Children's Fund grant.
96. The Group hopes that these weaknesses will be addressed by the schools' focus on teaching and learning and by adopting higher expectations for pupils, backed up by rigorous performance management and monitoring.

Summary box 12: *Pupils often join their new secondary school with a great deal of enthusiasm and expectations of high standards. Schools must capitalise on this optimism and must stretch their pupils' learning to the right degree. It requires good knowledge of previous learning and effective application of personalised learning principles.*

⁴¹ A report was commissioned by the LEA on teaching and learning at Year 7 in the Borough Secondary Schools from Capita Strategic Children's Services. It was issued in November 2005.

⁴² p. 4, Capita Strategic Children's Services, Review of Teaching and Learning for the London Borough of Richmond upon Thames, November 2005

⁴³ As previous.

⁴⁴ As previous.



ii) Curriculum

97. The table below shows the number of GCSEs or equivalent examinations that were taken by pupils in 2004 and 2005:

School	Average Number of GCSEs (or equivalent) per pupil 2004	Average Number of GCSEs (or equivalent) per pupil 2005
Christ's School	12.0	9.1
Grey Court	9.4	9.3
Hampton Community College	9.4	9.2
Orleans Park	9.1	9.8
Shene School	8.9	8.8
Teddington School	9.4	9.4
Waldegrave	9.5	9.7
Whitton	8.8	8.4

98. Several of the schools reported that they had reduced the number of subjects for which pupils were entered over recent years. The Task Group was impressed by the approach taken in one of the out of borough schools which significantly reduced the number of subjects for which pupils were entered. In this school low achievers are now only entered for six or seven subjects. The Task Group believes that schools should consider reducing the number of subjects pupils take at GCSE as part of their strategies for improving the performance of low achievers.

Summary box 13: *If they are not already doing this, the Task Group believes that schools should consider reducing the number of subjects pupils take at Key Stage 4 as part of their strategies for improving the performance of low achievers.*

iii) Setting

99. All schools in the Borough set to varying degrees. All set in Maths from Year 7 but have various policies for other subjects. Setting in subjects other than Maths can be more difficult but the Group believes there are benefits whatever the size of the school. The Task Group feels that setting can be an effective tool to improve performance, although it accepts that it is possible to achieve high results without setting.

100. Any system of setting must include regular reviews of classes so that the setting arrangements can be adjusted to reflect pupil progress. It is important that pupils know that they can move up or down depending on whether they do well or badly. The Group appreciates that setting and reorganising sets can be time



consuming. Other factors have to be taken into account, such as gender balance to avoid sets being created where there is only one girl, or mix of personalities to ensure that no unteachable or unmanageable groups are created.

101. Please see below for the various policies in operation in the schools on setting (including out of borough schools):

School	Setting Policy
School A	Maths + science are set in all years Languages are set from Y8 No setting English yet they achieve outstanding results Thinking of setting by pupil enthusiasm (within a performance framework)
School B	Now there is setting in Maths and Science throughout the school with mixed ability groupings in other subjects. Y10 Mixed RE, English, ICT. (Set Maths and Science) Y11 (last remnant of streaming policy). They are streamed in all but the option subjects.
School C	Y7 – English, Maths and Science Y8 – English, Maths, Science and Modern Languages Y9 – Core subjects, Modern Languages
School D	Y7 is currently set in Maths, Languages Planning to set in English and Science in Y7 from September 2006
School E	Maths, modern foreign languages and science in 8-11. The school has a principle of seeking to always establish "teachable groups". Often with setting, groups are created that are difficult and this has to be avoided at all costs. Grouping of pupils is an issue with the factors of behaviour and pupil potential becoming muddled.
School F	The School practises mixed ability and setting depending on the subject and the ability profile of the students. All tutor groups are mixed ability. Y7 is all mixed apart from maths (8 classes in 2 different ability streams) from the beginning of the year and then languages later in the year. Y8 is set for science (1 top set class, a mix of medium ability classes, 1 bottom set class) Y9 there is sometimes a fast set for English, but this is not automatically the case. (Also History, Geography and RE set.) ICT is sometimes set, but this is largely dependent on whether pupils have access to a pc at home. Setting is reviewed every year. There is no hard and fast policy on setting. It is also very important to ensure that through setting no unteachable and unmanageable classes are created.
School G	Setting is important and crucial in science and maths from day one. The Head is considering single sex teaching in some subjects from 2007 There is setting in ICT and modern languages. Pupils are set together in similar subjects. Mixed ability groups are not a problem in principle, but there have to be excellent teachers for it to be successful.
School H	Setting in Years 8 and 9 in English, Maths, Science and Languages, with mixed ability teaching in the other subjects. Setting in Year 7 in Languages. Resource constraints for setting in Year 7 for Maths, English and science. They then set in these same subjects in Years 10 and 11. In addition, when selecting their 'options' choices, Year 9 pupils are guided onto different pathways - 1 is academic, and targets pupils who are likely to be A* to C candidates, 2 is vocational, and offers different courses to pupils who are more C to F candidates, 3 is individual, and is for pupils with various learning needs. Pathway 3 pupils often spend time working at College, and taking 1 or 2 days per week doing work experience. They may also be allowed not study a Language. This allows the groupings in KS4 to be broadly 'set'.
School I	Maths – Y7 Maths, Science and Languages – Y8 Maths, Science, Languages, English, Geography, History, Religious Studies, Design



School	Setting Policy
	and Technology – Y9 Sets in some subjects are designed so that the Learning Support Department can give targeted support. Care has to be taken with setting to ensure an appropriate mix of pupils and that attention is paid to gender balance (a significant school issue).
School J	There is setting in English, Maths and science. There are currently streamed Y8 tutor groups with setting in Y9.

Summary box 14: *The Task Group feels that setting can be an effective tool to improve performance, although it accepts that it is possible to achieve high results without setting. Any system of setting must include regular reviews of classes so that the setting arrangements can be adjusted to reflect pupil progress.*

iv) Effective performance management

102. The Task Group is pleased that performance management is now a part of schools' processes. This was ranked third by headteachers in the NAO report cited above. In some schools the Task Group heard that effective procedures had only been introduced with new headteachers and that staff have been adjusting to the new regime. In other schools there is a longer established and well-embedded process with a series of meetings which involve (at the various stages) the headteacher, senior management team, departmental heads and individual teachers. In several of the schools these discussions get down to the level of individual pupil performance and targets. In one out of the borough school there were also two meetings with pupils and parents to agree on targets and expectations. They reported that, although effective, it was very time-consuming.
103. These initiatives need to be backed up by good data. As one headteacher put it:

"The key to improving teaching and learning is having data that provide sufficient detail. ... Data removes the subjectivity in conversations with pupils, parents and staff about performance."

It is equally true that data need to be sufficiently reliable that teachers and the school collectively can have faith in them as accurate measures of pupil achievement.⁴⁵ The recent Capita Year 7 Review said that there was an

"inadequate match of work to pupil ability and need."⁴⁶

In line with the Group's suggestion below, it would appear that more training is needed for teachers to understand Fischer Family Trust data and use it with confidence and sophistication. One out of borough school requires teachers to set their own targets for pupils and then used the subsequent discussions with the deputy head as training sessions on understanding and applying data. It is important that teachers know how to use data to plan learning.

104. Most schools have developed their own test systems to assess potential and levels of ability for numeracy, literacy and verbal reasoning. Among the systems that schools use are CATs, YELLIS, MidYIS. In other contexts, Scrutiny has

⁴⁵ The importance of the data is shown by the fact that one school is planning to recruit a non-teaching data manager.

⁴⁶ p. 4, Capita Strategic Children's Services, Review of Teaching and Learning for the London Borough of Richmond upon Thames, November 2005



made the observation that meaningful local performance indicators are much more effective in keeping an organisation focused than relying solely on (sometimes distrusted) national indicators and comparisons. That said, the Group would like to stress that it considers that nationally collated value-added scores, particularly contextual value-added scores, as being a broadly fair reflection of a school's performance.

105. On a general note it was reported to the Group that within-school variation of results i.e. between different subjects/teachers was far more significant than that between different schools. Good performance management and data are crucial to providing the evidence-base to begin tackling this within-school variation.

Summary box 15: *Performance Management, backed up by good data, needs to be embedded in the way that all schools think and operate. Staff must be confident in the use of data to plan learning. The available data, especially Fischer Family Trust data, can be difficult to understand and training should be offered either by schools or the Local Education Authority to help staff in this regard. There must be full trust in pupil data as an objective basis for decisions and judgements. This could mean a school developing its own data sets from e.g. additional tests such as CATs.*

v) Support for Teachers

106. From its own work in monitoring performance and holding staff and officers to account Scrutiny Members are very aware of the skills that are needed to make this an effective process. The Task Group believes that schools should ensure that departmental heads have the required training and skills to carry out effective performance management of their staff. It should include samples of pupils work; clear policy on what should be included in an appraisal, and guidance on how an appraisal should be conducted. The Group was pleased to note that some schools did provide support for departmental heads where this was thought to be necessary.
107. In turn, departmental heads must be in a position to support their own staff and identify their training needs. Some of the headteachers mentioned the benefit derived from using consultants to model lessons. It can be presumed from this that there is a role for departmental heads to do the same and help embed a clear understanding of the school's teaching and learning policy.
108. The Year 7 Capita report found that:
- “Although all schools have a teaching and learning policy, of the eight schools, only two are clear in setting out expectations or engendering a corporate understanding of what makes a good lesson. There is little evidence of the implementation of the policy being monitored for consistency.”⁴⁷*
109. This being the case, departmental heads must play a more hands-on role in monitoring performance and conducting lesson observations with good feedback. Teachers and pupils must become used to lesson observations as a regular part of the daily school routine. In one school the Group were told that teachers only have three lesson observations per year which the Group believes is too few. The Year 7 Capita report found that

⁴⁷ p. 9, Capita Strategic Children's Services, Review of Teaching and Learning for the London Borough of Richmond upon Thames, November 2005



"In all schools, formal performance management arrangements are well established, but for some teachers this is the only feedback they receive from their managers on their performance in lessons."⁴⁸

Further,

"[that] in all but two schools, a process of systematic and rigorous monitoring of teaching and learning by senior and middle managers is not currently a strong feature."⁴⁹

110. There might be a role for external partners or agencies to become more involved in measuring performance. Some of the schools said they were already doing this. The Council made £195,000 available to all schools for them to engage external consultants to help with school review in 2005/6.
111. On their visits the Group heard that some schools are developing programmes for professional development both within and outside the school. At least two of the schools mentioned formal Continuing Professional Development programmes for their staff.
112. The Group believes that results of regular teaching staff observation should be reported back to governors. Governors should observe lessons as part of their duties and report their findings to the headteacher.

Summary box 16: *Departmental heads must have the necessary training and skills to carry out effective performance management of and give support to their staff. Headteachers have mentioned the benefit of consultants modelling lessons and not just offering expert advice. The LEA must ensure that its subject consultants are doing this. Schools' Teaching and Learning policies must set out clearly what makes a good lesson and need to be integrated into performance management and teacher support. Lesson observation needs to become an integral part of the school's performance management framework. There should be a clear link between performance management and school Continuing Professional Development programmes. The Group believes that results of regular teaching staff observation should be reported back to governors.*

vi) Improved LEA support

113. It has consistently been raised as a problem in our meetings with headteachers that the LEA does not have the capacity to support secondary schools in the Borough. Richmond upon Thames is the smallest LEA in outer London. Nationally the LEA ranks 135th out of 150 in terms of pupils in LEA maintained schools. On the same measure LB Westminster, LB Hammersmith and Fulham, RB Kensington and Chelsea are all smaller (and have roughly comparable numbers of independent pupils), though as Inner London authorities their schools receive the higher funding levels as indicated above.
114. However, the LEA already collaborates significantly with Hounslow, Four S in Surrey, Kingston and uses external consultants to address this capacity issue. This has been the policy for several years.

⁴⁸ p. 10, Capita Strategic Children's Services, Review of Teaching and Learning for the London Borough of Richmond upon Thames, November 2005

⁴⁹ p. 10, Capita Strategic Children's Services, Review of Teaching and Learning for the London Borough of Richmond upon Thames, November 2005



115. On the visits one school specifically mentioned the excellent support it received from the LEA science adviser and another had praise for the very supportive link inspector at the LEA.
116. Some of the issues of concern in regard to the LEA that were raised by the schools were that:
- ❑ The LEA must get better at recognising warning signs in schools and intervene earlier if necessary.⁵⁰
 - ❑ The LEA has been poor at protecting schools from constant new central Government initiatives.
 - ❑ The LEA's financial support is seemingly directed to the two schools which were in or close to being put into special measures. Funding was more restricted for other schools.
 - ❑ More assistance could have been given to headteachers on joining their new school.
 - ❑ Not enough training was provided on time regarding interpreting the new Fischer Family Trust data.
 - ❑ No strength in depth regarding secondary schools at the LEA.
117. Support and consultancy advice to schools can take three forms. There are firstly national strategy subject consultants employed by the LEA with funding from the Standards Fund⁵¹. There is one full-time consultant for primary schools for Maths and a part-time post for English. For secondary schools there are six consultants i.e. one for each of the following areas: Maths, English, Science, ICT, Teaching and Learning, Behaviour and Attendance. Each school is entitled to a minimum level of support from these consultants. Beyond this minimum support level, their use is determined by results and need at the schools. Secondly, there are the two secondary school inspectors whose link work includes consultancy support to the schools. In addition the schools can buy in an additional three days of the inspectors' time. Thirdly there are independent consultants who are engaged either by the LEA to provide e.g. courses (with schools charged for their staff attendees) or commissioned directly by the schools themselves.
118. Schools have allocations to support training through their standards funds payments from the DfES and they determine how to use this. The LEA also provides money via a 'schools causing concern' grant for schools facing specific difficulties.
119. The Schools Causing Concern grant figures (i.e. funding from the DfES) for the last three years are as follows:

2003/04	£100k
2004/05	£450k*
2005/06	£250k

* Of this, £200k was additional funding that the Council provided.

⁵⁰ It should be noted that in its White Paper the Government is proposing to increase the role of LEAs through extended powers to raise standards and improve underperforming or "coasting schools", including suspending a school's funds, appointing a new board of governors, sending in improvement teams and the power to dismiss headteachers. Schools that are deemed to be underperforming could receive enforcement notices giving them 15 days to respond, even if they had been achieving good exam results, where previously councils could intervene in only those schools that had had consistently poor exam results or were badly managed.

⁵¹ The Standards Fund is a programme of specific grants from the DfES which enables schools and LEAs to achieve improvements in education standards.



120. The Group believes that it would be a move towards addressing some of the issues of concern listed at paragraph 116 if the LEA uses better planning to determine how the LEA consultants' support is allocated. The Group would like the process to be systematised with clear criteria and timetables and rigorously based on need as determined by the schools together with the LEA. The allocation of consultancy will then be seen to be much fairer. The annual round of autumn term monitoring meetings with each school suggests itself as a suitable time to start this planning process.

121. The Group believes that funding from the LEA for schools to engage consultants themselves directly should be increased.

Summary box 17: *The Group believes that there should be better planning on the part of both the LEA and the schools regarding the allocation of the LEA consultants' time. The consultancy support should reflect the key areas for improvement as set out in the schools' self-assessment and based on rigorous analysis of need. In addition, the LEA should increase the funding it makes available to schools for consultancy support.*

vii) Training for Governors as critical friends

122. All Members of the Task Group have experience as school governors and are aware of the role that governing bodies can play in improving performance. This was also mentioned by some of the headteachers in their meetings with the Group. Performance and standards have to be at the heart of any school ethos and a key part of the remit of governors is holding the school to account and monitoring achievement. Getting to grips with performance management and linked areas such as value-added scores is not always easy. Indeed, headteachers have told the Group that they and their staff have had difficulties in acquainting themselves with the Fischer Family Trust value-added data. Governor training needs to have a clear focus on this. The Group is concerned that Governor take-up of the training offered by the LEA Governor Support Unit is relatively low.

123. The table below shows the numbers of Governors attending courses in total between October 2002 and March 2006:

Sessions attended	Frequency of Governor attendance									%
	Christs	Grey Court	HCC	Orleans Park	Shene	Teddington	Waldegrave	Whitton	Total	
0	8	0	7	5	7	10	7	5	49	31%
1	3	6	5	2	3	5	7	3	34	22%
2	4	1	4	4	4	1	2	2	22	14%
3	2	4	2	4	0	2	1	2	17	11%
4	0	2	1	0	0	1	1	1	6	4%
5 or more	0	7	3	3	4	3	2	6	28	18%
Total	17	20	22	18	18	22	20	19	156	100%



124. As can be seen from the table above, 31% of all Governors in the Borough have not been on any training courses in the last four years and 22% have only been on one. The Group would like to recommend that Governing bodies carry out a training audit to identify which courses could be of use.⁵² The Group understands that training sessions can also be offered to whole governing bodies so that it is possible to arrange sessions at the beginning or end of regular governors' meetings.
125. Just as this report was being published, the National Audit Office brought out their excellent brochure "Improving School Performance – A Guide for School Governors".⁵³ The Group hopes all Governing Bodies will acquaint themselves with it.

Summary box 18: *The better trained school Governors are the better placed they are to act as the school's critical friend. The complexity of running a secondary school cannot be underestimated. The Group is concerned by the low take-up of training offers for Governors. It believes that Governing bodies should carry out a training audit and that Governors should be encouraged to take up more of the training courses offered by the LEA Governor Support Unit and/or other organisations. This might include sessions for the whole governing body and tailored to their specific training needs. One possibility would be to hold such sessions before or after regular governors' meetings.*

viii) Behaviour for Learning

126. Behaviour was not considered to be the most important factor for improving schools by the headteachers questioned for the NAO report. As far Year 7 is concerned, the Task Group was encouraged by the finding of the Capita Year 7 report that:
- "In 80% of the lessons observed student attitudes and response to learning is at least satisfactory and in half of these lessons it is good or better and relationships are positive. ... Behaviour is managed well and teachers employ effective strategies in managing individual students."*⁵⁴
127. The Group believes it is important to be aware of the link between teaching and behaviour and that low-level behaviour can often arise through poorly managed teaching, which is aimed too low and/or delivered at too slow a pace.⁵⁵
128. All the Borough schools have different policies on behaviour and different means of deciding on these policies. Some schools' behaviour policies have been set by staff, others have had significant pupil input. However the policies have been arrived at, the Group considers that it is important that the whole school

⁵² The Group understands for example that a course is offered on "Understanding Educational Data".

⁵³ Follow this link to download: http://www.nao.org.uk/publications/nao_reports/05-06/0506679_governors_leaflet.pdf. The Borough's Governor Support Unit has confirmed that hard copies have been sent to all Chairs and Clerks of Governing Bodies. If Governors wish to receive their own hard copy they should contact the Governor Support Unit.

⁵⁴ p. 7, Capita Strategic Children's Services, Review of Teaching and Learning for the London Borough of Richmond upon Thames, November 2005

⁵⁵ In the context of behaviour policies, Members would draw attention to the work of a previous Scrutiny Task Group on exclusions and the links it made between behaviour, learning support and internal exclusion areas. Please follow the links on this webpage: www.richmond.gov.uk/pastscrutinytaskgroups



community knows, understands and buys in to the school's behaviour policy. It is also important that the policy is enforced consistently. The Group liked the way that several schools had their behaviour policy displayed throughout the school on posters.

Summary box 19: *It is important to be aware of the link between teaching and behaviour and that low-level behaviour can often arise through poorly managed teaching, which is aimed too low and/or delivered at too slow a pace. The Group refers to the links made in the report to personalised learning. The Group liked the way that several schools had their behaviour policy displayed throughout the buildings on posters.*



Other School Initiatives

129. On its visits to the schools the Group was told about a number of initiatives that were being piloted that it feels worth mentioning in this report. These are as follows:

- ❑ The Group was impressed by one school's project to video good lessons so that they could be put on the school's intranet. This would have the further benefit that they could also be used for pupils who had missed lessons. It can be a cost-effective way of sharing good practice and training.
- ❑ Using external invigilators for exams so that teaching staff could concentrate on extra revision classes.
- ❑ Setting by pupil enthusiasm (within a performance framework)
- ❑ One school will begin to teach humanities in a foreign language from Autumn 2006 for Gifted and Talented pupils.
- ❑ One school used electronic cards so that those with free school meals could not be identified. Parents could also ask for a print-out of what their child had been buying in the canteen.
- ❑ One school had had good success in involving the School Council in looking at teaching and learning and improving performance.



CLOSING REMARKS

130. The issue of secondary school performance has recently been high on the public agenda recently. Much excellent work is being done in the schools, as we have seen and heard for ourselves. The Group hopes that this report will add to the public debate on the issue.
131. The Group has set out the factors which it considers to be within the influence of the schools and the LEA and issues it believes schools should consider. It endorses the five points which the LEA has brought together as recommendations to the schools and which can be found at the end of this report. (See Appendix I.) The necessary judgement rests with the professionals, the headteachers, staff and governors who are the ones who know their organisations and pupils best. It is for our pupils that this report is ultimately aimed. We share the common aim with the LEA and the schools to give our pupils the best possible start in life and achieve their full potential.



TABLE OF CONCLUSIONS

No.	Conclusion
1.	<i>All bar one of the Borough's eight secondary schools are performing below the national average at GCSE level according to value-added and contextual value-added scores which the Group believe to be the best and fairest nationally available indicators of school performance.</i>
2.	<i>The Group is pleased that while doubts have been expressed about the reliability of Key Stage 2 data (at age 11) and that pupils from high-performing primaries make it difficult to add value; headteachers are not allowing complacency about results to creep in. Schools and teachers must be as ambitious as possible for their pupils.</i>
3.	<i>Schools in inner London authorities receive up to 50% more per pupil than in LB Richmond upon Thames. However, funding and resources was rated as a low ranking factor as far as performance is concerned by headteachers of improved schools in the NAO report.</i>
4.	<i>Half the schools in the Borough have school rolls running at or below 85% of admission numbers. This results in lower funding and means that these schools have to admit pupils who have not been accepted elsewhere.</i>
5.	<i>Teacher recruitment and retention do have an impact on teaching standards though schools did not say it was the most important issue relating to performance.</i>
6.	<i>The absence of sixth forms in Borough schools may or may not have an impact on results. The Task Group has concentrated on looking at factors which are within the immediate range of schools' control. The Task Group believes that debate on the issue of sixth forms should not detract from a drive to improve pupil performance and attainment.</i>
7.	<i>Nationally schools have been increasing their offer of vocational qualifications (GNVQs). It has been suggested that this could be a reason for the increase in 5A*-C results nationally in 2005. (This Borough showed a slight fall in 2005.) However, when looking more generally at performance, the results in the Borough secondary schools at KS3 (at Year 9) show that Borough schools at this stage already fall below the average performance for pupils nationally. GNVQs do not start until Year 10 and cannot therefore explain this aspect of underperformance.</i>
8.	<i>The best performing school in the Borough is also the school with the longest serving headteacher. (This Head has very recently retired.) A strong and stable senior management team is important to a school's success. Due account must be taken of the fact that the Borough's secondary headteachers have not been long enough in post to have had an impact on year groups who joined the school before the headteacher's tenure began.</i>
9.	<i>The key to improving performance is to focus on teaching and learning. From this focus follows all the other initiatives and approaches such as Assessment for Learning, Personalised Learning, Performance Management, data management and support for teachers.</i>
10.	<i>Assessment for Learning represents a method of teaching and learning which research has shown to be very successful. Its introduction in Borough schools is at different stages.</i>
11.	<i>Personalised learning is a concept at the heart of other successful</i>



No.	Conclusion
	<i>strategies for improved performance and initiatives such as Assessment for Learning, improving the approach at Y7, tailoring the curriculum offer, and making best use of data.</i>
12.	<i>Pupils often join their new secondary school with a great deal of enthusiasm and expectations of high standards. Schools must capitalise on this optimism and must stretch their pupils' learning to the right degree. It requires good knowledge of previous learning and effective application of personalised learning principles.</i>
13.	<i>If they are not already doing this, the Task Group believes that schools should consider reducing the number of subjects pupils take at Key Stage 4 as part of their strategies for improving the performance of low achievers.</i>
14.	<i>The Task Group feels that setting can be an effective tool to improve performance, although it accepts that it is possible to achieve high results without setting. Any system of setting must include regular reviews of classes so that the setting arrangements can be adjusted to reflect pupil progress.</i>
15.	<i>Performance Management, backed up by good data, needs to be embedded in the way that all schools think and operate. Staff must be confident in the use of data to plan learning. The available data, especially Fischer Family Trust data, can be difficult to understand and training should be offered either by schools or the Local Education Authority to help staff in this regard. There must be full trust in pupil data as an objective basis for decisions and judgements. This could mean a school developing its own data sets from e.g. additional tests such as CATs.</i>
16.	<i>Departmental heads must have the necessary training and skills to carry out effective performance management of and give support to their staff. Headteachers have mentioned the benefit of consultants modelling lessons and not just offering expert advice. The LEA must ensure that its subject consultants are doing this. Schools' Teaching and Learning policies must set out clearly what makes a good lesson and need to be integrated into performance management and teacher support. Lesson observation needs to become an integral part of the school's performance management framework. There should be a clear link between performance management and school Continuing Professional Development programmes. The Group believes that results of regular teaching staff observation should be reported back to governors.</i>
17.	<i>The Group believes that there should be better planning on the part of both the LEA and the schools regarding the allocation of the LEA consultants' time. The consultancy support should reflect the key areas for improvement as set out in the schools' self-assessment and based on rigorous analysis of need. In addition, the LEA should increase the funding it makes available to schools for consultancy support.</i>
18.	<i>The better trained school Governors are the better placed they are to act as the school's critical friend. The complexity of running a secondary school cannot be underestimated. The Group is concerned by the low take-up of training offers for Governors. It believes that Governing bodies should carry out a training audit and that Governors should be encouraged to take up more of the training courses offered by the LEA Governor Support Unit and/or other organisations. This might include sessions for the whole governing body and tailored to</i>



No.	Conclusion
	<i>their specific training needs. One possibility would be to hold such sessions before or after regular governors' meetings.</i>
19.	<i>It is important to be aware of the link between teaching and behaviour and that low-level behaviour can often arise through poorly managed teaching, which is aimed too low and/or delivered at too slow a pace. The Group refers to the links made in the report to personalised learning. The Group liked the way that several schools had their behaviour policy displayed throughout the buildings on posters.</i>



GLOSSARY OF TERMS

ATM	Autumn Term Monitoring (report)
BIP	Behaviour Improvement Programme. Government funded scheme to improve behaviour and attendance in target schools. (None of the Borough schools receive BIP funding.)
CATs	Cognitive Abilities Tests are an assessment of a range of reasoning skills. The tests looks at reasoning with three types of symbols: words, numbers and shapes or figures, i.e. verbal, quantitative and non-verbal reasoning.
CPD	Continuing Professional development
CSCI	Commission for Social Care Inspection. This is the arm of central government responsible for registering, inspecting and reporting on social care services in England.
CVA	Contextual Value Added scores
CYPP	Children and Young People's Plan. It is a statutory requirement for every Children's Services Authority to develop a Children and Young People's Plan.
DT	Design Technology
DfES	Department for Education and Skills
ECM	Every Child Matters – enshrined in Children Act 2004
FFT	The Fischer Family Trust is an independent, non-profit organisation which is mainly involved in undertaking and supporting projects addressing the development of education in the UK. It has established a database which contains performance information on over 10 million pupils in England and Wales. The Trust has developed a range of analyses to support the processes of self-evaluation and target-setting.
G&T	Gifted and Talented
LBRuT	London Borough Of Richmond Upon Thames
LEA	Local Education Authority
London Challenge	The London Challenge strategy, Transforming London Secondary Schools, was launched by the Government in 2003. One of the stated aims of the scheme is to “break the link between disadvantage and low attainment”.
MidYIS	The Middle Years Information System provides tests widely used in the UK and elsewhere, forming a baseline for Value Added measures in secondary schools. Currently operating in over 1500 secondary schools, baseline tests are available for years 7, 8 and 9 with predictions and value-added measures to Key Stage 3 and the majority of GCSE/Standard Grade subjects. It is run by the Curriculum, Evaluation and Management Centre, based at Durham University. (See also the entry for YELLIS.)
NAO	National Audit Office. The NAO scrutinises public spending on behalf of Parliament. It is independent of Government.
NQT	Newly Qualified Teacher
O&S	Overview and Scrutiny (Committee)
ODPM	Office of the Deputy Prime Minister
Ofsted	Office for Standards in Education (England). Ofsted is the



	inspectorate for children and learners in England. It is this government body's job to contribute to the provision of better education and care through effective inspection and regulation.
OOB	Out of Borough
PANDA	Performance and Assessment reports. These are to be replaced by RAISEonline from July 2006.
PAT	Pupil Achievement Tracker
PSHE	Personal, Social and Health Education
QCA	Qualifications and Curriculum Authority. This is a government body which maintains and develops the national curriculum and associated assessments, tests and qualifications.
SDP	School Development Plan
Secondary Strategy	It is the largest national professional development programme yet. It started life as the KS3 strategy, but has been extended to help address the issues of progress during KS4. It is designed to help schools build upon the progress made in primary schools, as a result of the KS2 Strategy, and to tackle the dip in performance that occurs at transition from primary to secondary school. Its aim is to transform teaching and learning across the curriculum. The strategy concentrates on five 'strands' and schools are encouraged to adopt a number of other initiatives. http://www.standards.dfes.gov.uk/keystage3/
SEF	School Evaluation Form
SMT	Senior Management Team
TA	Teaching Assistant
TLR	Teaching and Learning Responsibility
VA	Value added (scores)
YELLIS	Yellis, the Y ear 11 Information S ystem, provides tests widely used in the UK and elsewhere, forming a baseline for value added measures in secondary schools. Currently taken by around 200,000 student in over 1,200 secondary schools, the Yellis baseline tests are available for years 10 and 11. It is run by the Curriculum, Evaluation and Management Centre, based at Durham University. (See also the entry for MidYIS.)



APPENDICES

Appendix A	Timetable of Task Group Meetings
Appendix B	5 A-C GCSE Results since 1990
Appendix C	Table showing Key Stages and pupil ages
Appendix D	Funding per pupil in London Boroughs
Appendix E	LBRuT Secondary school pupils by borough of residence 2006
Appendix F	Year 6 and Year 7 Key Stage 2 Profiles
Appendix G	5 A*-C Results including English and Maths
Appendix H	Maths, Science and ICT vacancies
Appendix I	Recommendations of the LEA on improving Performance
Appendix J	Map of Borough showing location of Secondary Schools



APPENDIX A – TIMETABLE OF TASK GROUP MEETINGS

Date	Who attended	Issues discussed
19.10.05	Cllr Head, Cllr Nicholson, Esther Mirrielees, Norma Empringham (Head of School Improvement LBRuT), Richard Stanley (Principal Inspector LBRuT), Jonathan Hill-Brown (Scrutiny Support Officer LBRuT)	Terms of Reference
7.11.05	Cllr Clare Head, Cllr Suzette Nicholson, Esther Mirrielees, Rhian Lloyd-Thomas (Headteacher), Joan Begg (Deputy Headteacher), Jonathan Hill-Brown (Scrutiny Support Officer)	Visit to Shene School
2.12.05	Cllr Clare Head, Cllr Suzette Nicholson, Esther Mirrielees, Jonathan Hill-Brown (Scrutiny Support Officer), Heather Flint	Visit to Waldegrave School for Girls
6.12.05	Cllr Clare Head, Cllr Suzette Nicholson, Esther Mirrielees, Jonathan Hill-Brown (Scrutiny Support Officer), Richard Shortt (Headteacher), Simon Fisher (Deputy Headteacher)	Visit to Hounslow Manor
15.12.05	Cllr Clare Head, Cllr Suzette Nicholson, Esther Mirrielees, Jonathan Hill-Brown (Scrutiny Support Officer), Dave Talbot (Headteacher)	Visit to Orleans Park
22.2.06	Cllr Clare Head, Cllr Suzette Nicholson, Esther Mirrielees, Jonathan Hill-Brown (Scrutiny Support Officer), Richard Burke (Headteacher)	Visit to Christ's School
22.2.06	Cllr Clare Head, Cllr Suzette Nicholson, Esther Mirrielees, Jonathan Hill-Brown (Scrutiny Support Officer), Richard Weeks (Headteacher)	Visit to Teddington School
22.2.06	Cllr Clare Head, Cllr Suzette Nicholson, Esther Mirrielees, Jonathan Hill-Brown (Scrutiny Support Officer), Dr Sue Demont (Headteacher)	Visit to HCC
1.3.06	Cllr Clare Head, Cllr Suzette Nicholson, Esther Mirrielees, Jonathan Hill-Brown (Scrutiny Support Officer), Jonathan Gillard (Headteacher), Bernadette Dooling, Dave Cooper	Visit to Whitton School
1.3.06	Cllr Clare Head, Cllr Suzette Nicholson, Esther Mirrielees, Jonathan Hill-Brown (Scrutiny Support Officer), Rachel Jones (Headteacher)	Visit to Grey Court School
1.3.06	Cllr Clare Head, Cllr Suzette Nicholson, Esther Mirrielees, Jonathan Hill-Brown (Scrutiny Support Officer), Christine Lenihan (Headteacher), Viv Swaida (Deputy Headteacher)	Visit to Harrow High School



1.3.06	Cllr Clare Head, Cllr Suzette Nicholson, Esther Mirrielees, Jonathan Hill-Brown (Scrutiny Support Officer), Norma Empringham (Assistant Director, School Improvement), Richard Stanley (Principal Inspector)	Impact of the LEA on Secondary School Improvement
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APPENDIX B – 5 A-C GCSE RESULTS SINCE 1990

Richmond upon Thames GCSE Examination Results
Percentage of pupils achieving five or more A*-C grades

% Roll	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
CHRISTS	15	26	30	32	27	24	32	22	20	35	13	19	36	47	61	36
GREYCOURT	46	47	62	62	68	58	55	55	62	57	57	57	63	61	61	57
HCC	31	31	32	36	50	41	53	49	42	49	47	45	46	47	41	39
ORLEANS PARK	41	31	37	47	57	51	56	41	46	56	51	59	64	64	52	62
SHENE	37	41	38	36	46	45	45	49	48	41	41	42	30	42	44	50
TEDDINGTON	45	48	43	48	52	53	65	53	64	62	60	75	55	67	66	64
WALDEGRAVE	38	53	63	56	54	69	65	63	71	77	69	75	75	80	83	80
WHITTON	28	34	34	33	40	33	40	40	34	33	39	39	31	45	46	40
RICHMOND LEA	36	40	43	45	50	49	52	48	51	52	51	55	51	57	55	55
NATIONAL	34	36	38	41	43	44	45	45	46	48	49	50	51	53	54	57



APPENDIX C – TABLE SHOWING KEY STAGES AND PUPIL AGES

Key Stage	Age	School Year Groups	Expected levels of study
Key Stage 1	5-7	1-2	1-3
Key Stage 2	7-11	3-6	2-5
Key Stage 3	11-14	7-9	3-7
Key Stage 4	14-16	10-11	A*-G



APPENDIX D – FUNDING PER PUPIL IN LONDON BOROUGH

	LEA Benchmarking Tables 2005-06 www.dfes.gov.uk/leagateway/section52	TOTAL SCHOOLS BUDGET £ / pupil (line 1.8.1)
	ENGLAND - Average (mean)	3,618
	ENGLAND - Average (median)	3,580
	ENGLAND - Minimum	3,223
	ENGLAND - Maximum	5,618
	Average (median)	4,258
	Minimum	3,547
	Maximum	5,618
1.	Bromley	3,547
2.	Havering	3,633
3.	Croydon	3,715
4.	Redbridge	3,719
5.	Richmond upon Thames	3,743
6.	Bexley	3,746
7.	Sutton	3,783
8.	Kingston upon Thames	3,846
9.	Hillingdon	3,887
10.	Merton	3,911
11.	Harrow	3,928
12.	Enfield	4,012
13.	Barnet	4,086
14.	Barking and Dagenham	4,104
15.	Waltham Forest	4,126
16.	Hounslow	4,207
17.	Brent	4,309
18.	Ealing	4,356
19.	Haringey	4,476
20.	Wandsworth	4,498
21.	Newham	4,508
22.	Greenwich	4,671
23.	Westminster	4,849
24.	Lewisham	4,922
25.	Hammersmith and Fulham	5,048
26.	Islington	5,065
27.	Lambeth	5,135
28.	Southwark	5,149
29.	Kensington and Chelsea	5,437
30.	Hackney	5,446
31.	Camden	5,473
32.	Tower Hamlets	5,618



APPENDIX E – LBRUT SECONDARY SCHOOL PUPILS BY BOROUGH OF RESIDENCE 2006

School	LBRut	Hounsl ow	Kingst on	Wands worth	Hammer smith & Fulham	Surr ey	Lam beth	Other	Total	Total out- borough
Christ's	57%	6%	9%	13%	6%	1%	6%	2%	100%	43%
Grey Court	56%	6%	31%	2%	2%	1%	1%	1%	100%	44%
HCC	54%	42%	0%	0%	0%	3%	0%	1%	100%	46%
Orleans Park	70%	29%	0%	0%	0%	0%	0%	0%	100%	30%
Shene	25%	1%	1%	29%	35%	1%	2%	5%	100%	75%
Teddington	78%	4%	13%	0%	0%	4%	0%	0%	100%	22%
Waldegrave	87%	9%	1%	1%	0%	1%	0%	0%	100%	13%
Whitton	56%	41%	0%	0%	1%	2%	0%	1%	100%	44%
Total	62%	17%	7%	5%	5%	2%	1%	1%	100%	38%

Source: Schools Census, January 2006



APPENDIX F – YEAR 6 AND YEAR 7 KEY STAGE 2 PROFILES

2005/2006										
	Percentage of pupils achieving									
	Level 4 or above					Level 5 or above				
	English	Reading	Writing	Maths	Science	English	Reading	Writing	Maths	Science
Christ's	86%	91%	66%	78%	94%	26%	40%	14%	28%	41%
Grey Court	86%	89%	76%	78%	92%	25%	45%	10%	28%	45%
HCC	72%	85%	54%	70%	85%	20%	37%	12%	25%	46%
Orleans Park	88%	91%	69%	83%	91%	29%	51%	12%	38%	60%
Shene	82%	87%	67%	74%	89%	18%	33%	12%	26%	42%
Teddington	90%	93%	72%	86%	95%	31%	54%	13%	46%	70%
Waldegrave	93%	96%	88%	87%	95%	48%	66%	30%	43%	65%
Whitton	78%	83%	63%	75%	85%	28%	40%	17%	30%	47%
Richmond Yr 7	85%	90%	70%	79%	91%	29%	47%	15%	34%	53%
Richmond Yr 6	88%	92%	76%	85%	94%	41%	59%	24%	45%	63%
National	79%	84%	63%	75%	86%	27%	43%	15%	31%	47%

Source: LEA data



APPENDIX G – 5 A*-C RESULTS INCLUDING ENGLISH AND MATHS

	Percentage of pupils achieving							
	5 or more A*-C grades				5 or more A*-C grades including English & maths			
	2002	2003	2004	2005	2002	2003	2004	2005
Richmond LA	51	57	55	55	43	48	48	46
National	51	53	54	57	42	42	43	45



APPENDIX H – TEACHER POSTS AND VACANCIES AS AT SUMMER TERM 2006

School	Current Maths posts	Current Science posts	Current ICT posts	Experienced teacher vacancies	NQT vacancies
Christs	4	4	2	2	0
Grey Court	7	5	5	3	2
Orleans Park	7	6	3	0	0
Teddington	8	9	2	2	4
Waldegrave	8	8	3	0	0

N.B. Information was not received from all schools.



APPENDIX I – RECOMMENDATIONS OF THE LEA ON IMPROVING PERFORMANCE

Following a detailed analysis of value added performance in the Borough's secondary schools which identified that standards, particularly at Key Stage 3⁵⁶ were not improving in line with national trends, the Director of Education, Arts and Leisure and the Head of School Improvement met with each secondary head teacher to hold them accountable for their results and to begin to identify good practice that could be shared. Subsequently the Cabinet Member for Schools, the Director, the Head of School Improvement and the Principal Secondary Inspector met with 7 Chairmen of secondary schools to discuss their role in challenging and supporting their schools and to share ways in which this might be achieved. A report⁵⁷ was brought to the Borough's Education and Culture O&S Committee on 1 December 2005 on the outcome of these discussions.

It was reported to the Committee that a shared commitment to improving standards and raising expectations of achievement emerged from these meetings, and that honest and challenging appraisals were given for the reasons underlying the current school performance results.

A range of improvement strategies for raising standards were identified in these meetings. These included:

- ❑ Heads of subject faculties holding to account for their results and reporting back to senior managers and panels of governors on the actions being taken to improve areas of underperformance;
- ❑ Increased opportunities for senior managers and teachers to learn from the best practice from their own schools and from other schools, within and beyond Richmond;
- ❑ Improved systems for monitoring and evaluating pupil progress and achievement across their school, including taking the fullest account of the prior attainment of the pupils coming through from primary schools;
- ❑ Rigorous performance management and tackling underperformance in staff;
- ❑ Use of school self-review to effectively target funding and resources towards key priority areas;
- ❑ Concerted efforts to raise standards of behaviour, attitudes and appearance amongst pupils (in order to generate positive and disciplined attitudes to learning);
- ❑ Tackling staff recruitment and retention problems through activities such as securing students of a high calibre from local colleges, implementing effective professional development and induction programmes;
- ❑ Seeking Investors in People accreditation as a means of improving the quality of support, guidance and development of all staff;
- ❑ Exploiting the potential of specialist school status.

⁵⁶ For a table listing age of pupils at the various Key Stages, please see App. C.

⁵⁷ Report from the Borough Head of School Improvement to Education and Culture O&S Committee, 1 Dec 2005:

www.richmond.gov.uk/calendar_of_meetings.htm?mgl=ieListDocuments.asp&CId=167&MIId=1320&#AI9878



Five further steps were highlighted by the LEA which in its view would underpin and sustain the improvements in standards. These were:

1. Improving the rigour of school self-evaluation.

Supporting schools to develop their capability to be self-evaluating and self-improving organisations is a key priority. Senior managers need to be able to effectively assess the quality of teaching and learning and standards in their schools order to lead on improvement. £160K has been given by the council to support training for managers and governors. This term's autumn term monitoring by inspectors is also focused on inspector's giving feedback on the rigour of school judgements on their own performance in their self-evaluation reports (SEFs). New School Improvement Partners (SIPs), including experienced head teachers, are planned to undertake this work from September 2006.

2. Ensuring effective transition from primary into year 7.

A project is examining year 7 pupil progress and the factors supporting and inhibit their achievement in Richmond Upon Thames secondary schools. This is being undertaken by Capita Education Services and their consultants are currently working in schools looking at the levels of challenge in year 7. This includes lesson observations, pupil work samples and a review of policies (especially with respect to homework). The consultants will be reporting back at the end of this term with general findings and recommendations and also with individual reports on what each school needs to do to improve.

3. Implementing new grouping and setting arrangements.

Schools are being strongly encouraged to look again at their setting and other grouping arrangements to address the needs of ability and gender groups. Setting in particular is an effective way of providing the appropriate challenge for different ability groups. This is in line with the recent government white paper on improving standards in schools which states that "grouping students can help to build motivation, social skills and independence; and most importantly can raise standards because pupils are better engaged in their own learning" Schools White Paper Section 4.35 "Higher Standards, Better Schools for All - More Choice for Parents and Pupils (October 2005).

4. Intervention programmes at Key Stage 3 and Key Stage 4.

Schools, with the support of school improvement staff and external consultants, are engaged with a variety of projects to establish intervention programmes that target groups of pupils who are at risk of not reaching expecting levels of achievement at both Key Stage 3 and 4. These projects include:

- ❑ The GCSE performance projects where students in year 11 who are on the borderline of achieving 5 A*-C GCSEs are being targeted for extra support and guidance;
- ❑ National Strategy Intervention programmes for students in year 9 who are on the borderline of reaching the expected level 5 in English, mathematics, science and ICT are being targeted for booster classes and extra in-class support.

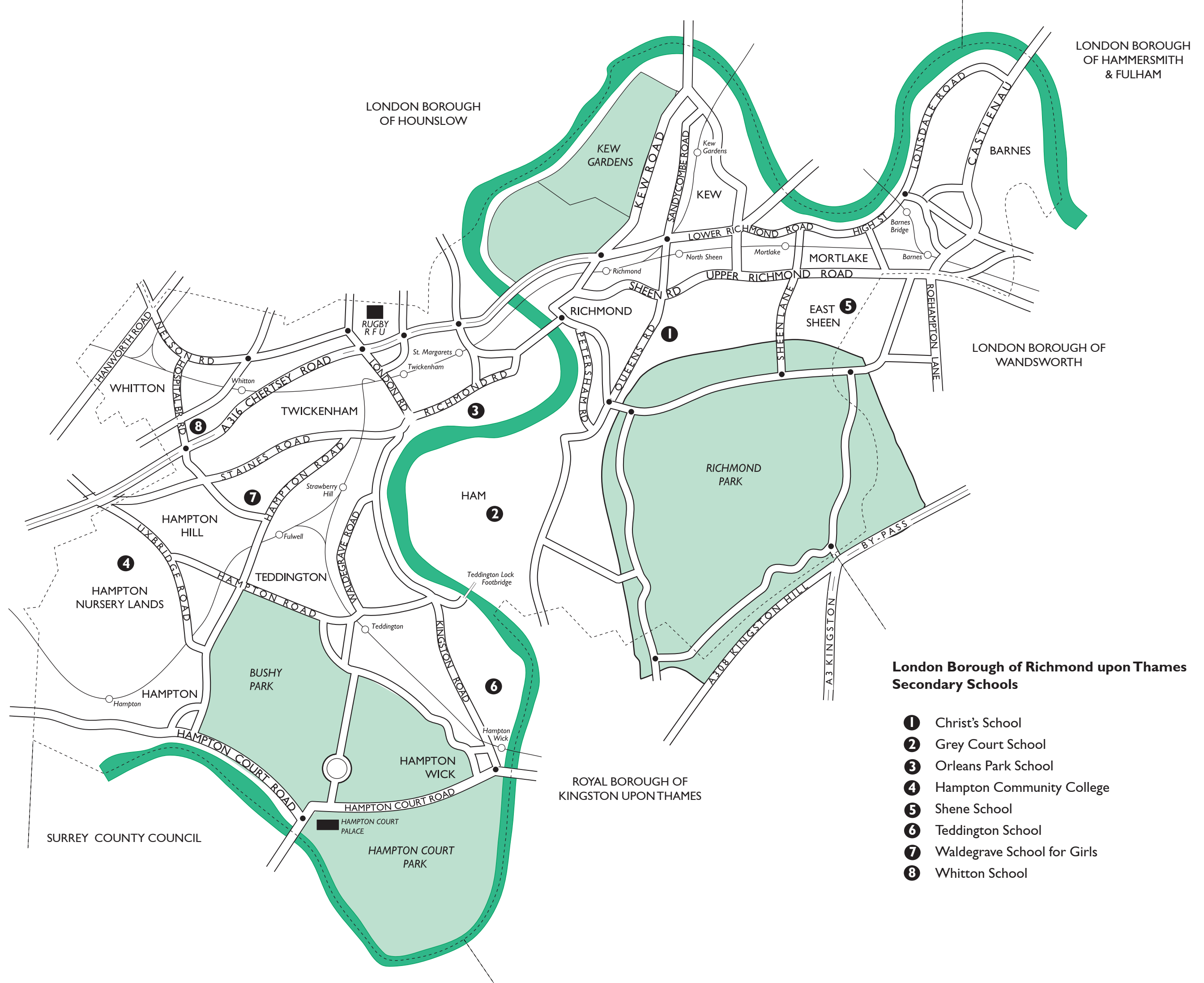
5. Learning from the best practice.

The sharing of good practice within the authority is being actively promoted in



a variety of ways: curriculum and school leadership conferences, the Leadership Incentive Grant collaborative of three schools, the Leading Edge initiative, subject panels, secondary national strategy meetings, SEN meetings and Advanced Skills teachers. There is also a recognition that Richmond upon Thames schools need to 'look outwards' more than they currently do in order to learn from successful schools in other authorities. Opportunities are being provided for Richmond school leaders to hear about practice in other authorities and visit these schools.





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