

## **London Borough of Hammersmith & Fulham**

**Report to:** Children and Education Policy & Accountability Committee

**Date:** 09/11/2020

**Subject:** Education Service Update Report 2020

**Report of:** Jan Parnell, Assistant Director of Education

**Responsible Director:** Jacqui McShannon, Director of Children's Services

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### **Recommendations**

For the Committee to note and comment on the report.

**Wards Affected:** None.

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### **Background papers used in preparing this report**

None.

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## **1. EXECUTIVE SUMMARY**

- 1.1. This is a short report to update on the OFSTED categorisations of schools prior to the pandemic and the 'Safe return to school' for the first half term September – October 2020. The priorities for school effectiveness in the London Borough of Hammersmith and Fulham that inform the work of officers in our education service are also highlighted. This report provides an evaluation for last year's priorities (Jan-July 2020) and reports on the safe return to schools (Sep 2020). Validated teacher assessment will be reported in Jan 2021.
- 1.2. The priorities for the merged Education Service (Sep 2020-July 2021) will be highlighted.
- 1.3. To further develop and enhance the learning partnership to include the development of an integrated service level agreement.

## **2. OFSTED INSPECTION OUTCOMES**

- 2.1. OFSTED inspections were suspended as from March 2020. From September 2020 OFSTED have been conducting assurance visits, a fact-finding exercise on the safe return to school, these are ungraded. It is anticipated that full

inspections will resume from Jan 2021. However, the chart below highlights the current OFSTED inspection outcomes.

- 2.2. The percentage of schools in Hammersmith and Fulham which are rated outstanding or good by OFSTED inspectors to date stands at 95%, with 45% outstanding. This is above the national average (86% and 19% respectively). This ranks us as 6<sup>th</sup> in inner London.

<b>2020 OFSTED Outcomes (All state-funded schools)</b>	National (March 2020)	Hammersmith and Fulham (March 2020)
<b>Outstanding/Good</b>	<b>86%</b>	<b>95% (57/60 schools)</b>
Outstanding	19%	45% (27)
Good	67%	50% (30)
Requiring Improvement	10%	5% (3)
Inadequate	4%	N/A

A number of key objectives were established for SCHOOL EFFECTIVENESS 2019-2020 and the chart highlights some of the progress to date despite a global pandemic in April 2020.

### **3. SCHOOL IMPROVEMENT PRIORITIES 2019-2020**

- 3.1. The School Improvement Service in the Education Department currently leads on providing the council support for school improvement in Hammersmith and Fulham. In line with the current local framework for school improvement this service is developing its self-improving school model through peer to peer reviews and the formation of the primary phase Hammersmith and Fulham Learning Partnership.
- 3.2. The school improvement team continues to allocate a lead adviser to each primary and nursery school to undertake core visits if there are key standards issues and areas to develop. If school performance data indicates that the school is highly effective, then the team offers an annual conversation if required. However, the new model encourages schools to be self-improving through peer to peer support. The regular head teacher forums are very well-attended; these include a termly thematic workshop that focuses on a key area of common interest. Currently the focus of meetings with headteachers is on the return to school and the recovery curriculum.

Priorities	Progress
peer to peer reviews	✓ 15 engaged in phase 2 (suspended April 2020)
Showcasing Peer to peer review	✓ Good Practice Guides published
development of the Learning Partnership	✓ Teacher recruitment and retention ✓ Wellbeing ✓ Marketing Hammersmith & Fulham schools ✓ CPD
implement the Early Years strategy	✓ Draft developed (to be reviewed due to C19)
To continue to co-work with school leaders on school improvement and key issues & challenges in the education sector	✓ Established school improvement boards in two schools ✓ Interim executive board (IEB) in One primary school ✓ Appointed Interim Executive Head (IEH) as intervention measure
Work closely with the virtual school and Youth Offending Service	✓ Contributed to committee YOTH
Reduced Permanent Exclusions	✓ Managed moved protocol implemented
Secondary inclusion protocols	✓ Partially met as suspended (Apr 2020)
support all children identified with a special educational need and/or disability	✓ Continued regular meetings with SENCO's ✓ INSPIRE team supported 77 pupils through phased transfer ✓ INSPIRE supported settings/schools/colleges on 541 occasions ✓ EPS also provided 375 traded days of support to schools and additional 70 days free
Curriculum development in line with OFSTED requirements	✓ Curriculum conference (Feb 2020) ✓ Early reading deep dives ✓ New OFSTED framework briefings ✓ Recovery curriculum ✓ HMI support
Implement of the industrial strategy	✓ Founders4School, ✓ Career Leaders Network ✓ Arts development with Lyric Theatre and LAMDA ✓ Imperial College post graduate science in secondary schools ✓ Collaboration with Imperial College on C-19 communication to parents ✓ webinar for headteachers in relation to the Industrial Strategy

## 4. SAFE RETURN TO SCHOOL

- 4.1. The education service worked with commissioners & key partners to coordinate and monitor a range of holiday programmes ensuring they were Covid safe – a key aim was to re-engage childrens and families with more formal learning and mixing with peer groups prior to returning to school in September.
- 4.2. Summer schools 2020 - over 3,000 families engaged in a range of summer activities provided by the voluntary sector ( sports, reading in parks, eco clubs) schools ( transition schools and holiday clubs ) art clubs.
- 4.3. Autumn half term activities were also coordinated by the education service with vulnerable children prioritised.

*(If the table below is hard to read it is also attached in higher quality as an appendix)*

**Safe Return to School – September 2020**

Autumn Term Sep-Oct 2020	<ul style="list-style-type: none"> <li>Return to school- all settings open</li> <li>Recovery Curriculum</li> <li>Outbreak Planning</li> </ul>			
	Interpreting government guidance	Coproducing our response	Sharing best practice & shaping our education offer	Workforce care & continuity
Phased Return	<ul style="list-style-type: none"> <li>Safe return to school guidance</li> <li>DFE triage C19 reporting</li> <li>COMM's on bubbles and reporting to DFE and PHE</li> <li>Tahirah Chaves- JD change to incorporate C19 role</li> <li>PHE funded</li> <li>Outbreak scenario workshops for PVI primary and secondary phase</li> <li>Catch up sessions in schools – funding distributed via LA</li> <li>Daily DFE returns (change of model October 14<sup>th</sup>)</li> <li>New local protocols for school outbreaks</li> <li>Extended opportunity for digital inclusion</li> </ul>	<ul style="list-style-type: none"> <li>Recovery Curriculum co-produced with primary headteachers</li> <li>Negotiation on revised COMM's package for headteachers to include:               <ul style="list-style-type: none"> <li>-weekly- primary calls via Lilla Huset</li> <li>-Fortnightly after half term</li> <li>-thrice weekly newsletter cross phase via Lilla Huset</li> <li>-half termly primary partnership meeting</li> <li>-half termly secondary HT meeting</li> <li>-half termly C19 focused session secondary</li> </ul> </li> <li>Extend youth council to include broader student voice (SEND &amp; inclusive apprentices)</li> </ul>	<ul style="list-style-type: none"> <li>Mental Health support via targeted government funds</li> <li>Climate Education Guide</li> <li>Outdoor Learning promoted through local open spaces and Forest school expertise</li> </ul>	<ul style="list-style-type: none"> <li>Testing Tracing Pilots in 4 primary schools extended to include 2 secondary schools</li> <li>One to One coaching sessions for HT's</li> <li>LA Wellbeing programme promoted</li> </ul>
Business Transformation / BAU	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implementation of phase 1 of merged Education Service (<a href="#">link to structure chart</a>)</li> <li><input type="checkbox"/> School categorisation and support for schools at risk</li> <li><input type="checkbox"/> Establish capital programme and asset management linked to Education Priorities including Outdoor Learning</li> <li><input type="checkbox"/> Re-order Education priorities linked to Safe Return</li> <li><input type="checkbox"/> Autumn conversation with schools</li> <li><input type="checkbox"/> Strengthen governance by appointing strategic lead (November)</li> </ul>			

## 5. KEY SCHOOL IMPROVEMENT PRIORITIES FOR 2020- 2021

- 5.1. Based on progress against last year's priorities and in light of the current response to the pandemic the following key priorities have been set for the next academic year (20/21):
  - To coordinate and provide support to schools in managing their response to the COVID19 pandemic

- To support schools in ensuring the health and wellbeing of pupils and staff
- To further develop and enhance the learning partnership
- To promote climate change education and environmental studies including outdoor learning opportunities
- To enhance the training offer to school staff and governors
- To support the recovery curriculum and the development of a high-quality blended learning offer by schools
- To prepare and support all schools in achieving 'good' or 'outstanding' in an OFSTED inspection
- To support inclusion so schools are prepared and equipped to meet a wide range of needs
- To support the review of outreach services to ensure best practice and value
- To support secondary schools in establishing progression pathways and career opportunities for young people
- To oversee the efficient and effective administration of the key stage assessments
- Support early years practitioner in the delivery of new baseline assessment (2021)

## 6. **ELECTIVE HOME EDUCATION UPDATE**

There has been a significant increase in families electing to home educate (EHE) since schools reopened in September 2020. The implications of this need to be viewed in the wider context of existing EHE legislation and local policy and procedures

### **1) Legislation**

- Parents/carers are responsible for ensuring all children of statutory school age are in receipt of suitable education, in school or otherwise (s7 Education Act 1996). Any/all parents have a legal right to EHE; there are no restrictions due to issues such as child or parent mental health or CP status
- Local Authorities (LA) have a legal obligation (s437 Education Act 1996) to ensure that all children who are of statutory school age, who reside in the area, are in receipt of a 'suitable education' but

how this should be done is not specified and there is no definition of a '*suitable education*' in law

## **2) DfE Guidance – (EHEGLA -2007 revised 2019)**

- Each LA is therefore expected to draw up their own EHE policy and procedures, with due regard to legislation and guidance. In relation to the 'suitability' of provision, the DfE advice is that Local Authorities should consider the evidence available to conclude whether there is enough *convincing* evidence of the *suitability* of a child's education

## **3) The H&F EHE policy and procedures**

- H&F policy and procedures set out the local arrangements in relation to how H&F will meet their statutory responsibilities; these are available online and are sent to all parents who EHE.
- Local policy and procedures are based on the view that a written or verbal description of provision *alone*, provided by a parent, cannot satisfy the LA that a child is receiving, or indeed benefiting from, the provision described. Therefore, in H&F, a Home Education Adviser (HEA) offers to meet with parents and the child, to discuss the provision in place and see examples of work, to form a professional view about the provision in place. This will allow the HEA to confirm that the child is receiving the provision described and more importantly, how the child is benefitting from it.
- If parents decline to meet with the HEA, the EHE policy allows the LA to consider an endorsement from an education professional involved in the delivery of a child's home education provision, who can confirm that the child is in receipt of, and benefitting from, the provision in place.
- The embedded local practice of direct contact with all EHE families has been impacted due to the pandemic.

## **4) EHE during Covid19**

- The HEA has continued to make contact with existing and new EHE families, in line with timeframes set out in locally agreed policies and procedures. Since March 20<sup>th</sup> and until the end of the summer term, the HEA carried out 32 virtual meetings, to discuss the suitability of the education evidenced; families have been informed in writing of the outcome in all cases. This is in line with the number of visits carried out in the summer term 2019. Home visits and meetings with children are still considered best practice and have been resumed since September but only for families considered vulnerable, if the HEA has been unable to engage with them through virtual means.

- There has been a significant increase in parental notifications of intention to EHE - since August 2020 to date, there have been 97 new EHE referrals. In the entire autumn term (August to December) 2019, there were a total of 38 referrals to EHE.
- Numbers of EHE approved cases – this currently stands at 114 (an increase from the same period last year when the figure was 102). We anticipate this figure will continue to increase, in line with national trends pre-pandemic

## **5) Conclusion**

It is not possible to predict the potential increase in families who may decide to EHE long term, as a result of the Covid19 pandemic. Local Authorities and schools need to ensure parents are clear on what EHE entails, including the minimal support the LA is expected to provide in law. This is a concern although a decision to EHE is the right of every parent, LA officers should continue to highlight the advantages of being able to utilise the provision available through on-going registration at a school. The LA will also need to plan for the impact on school place planning if there is a long-term increase in families electing to home educate.