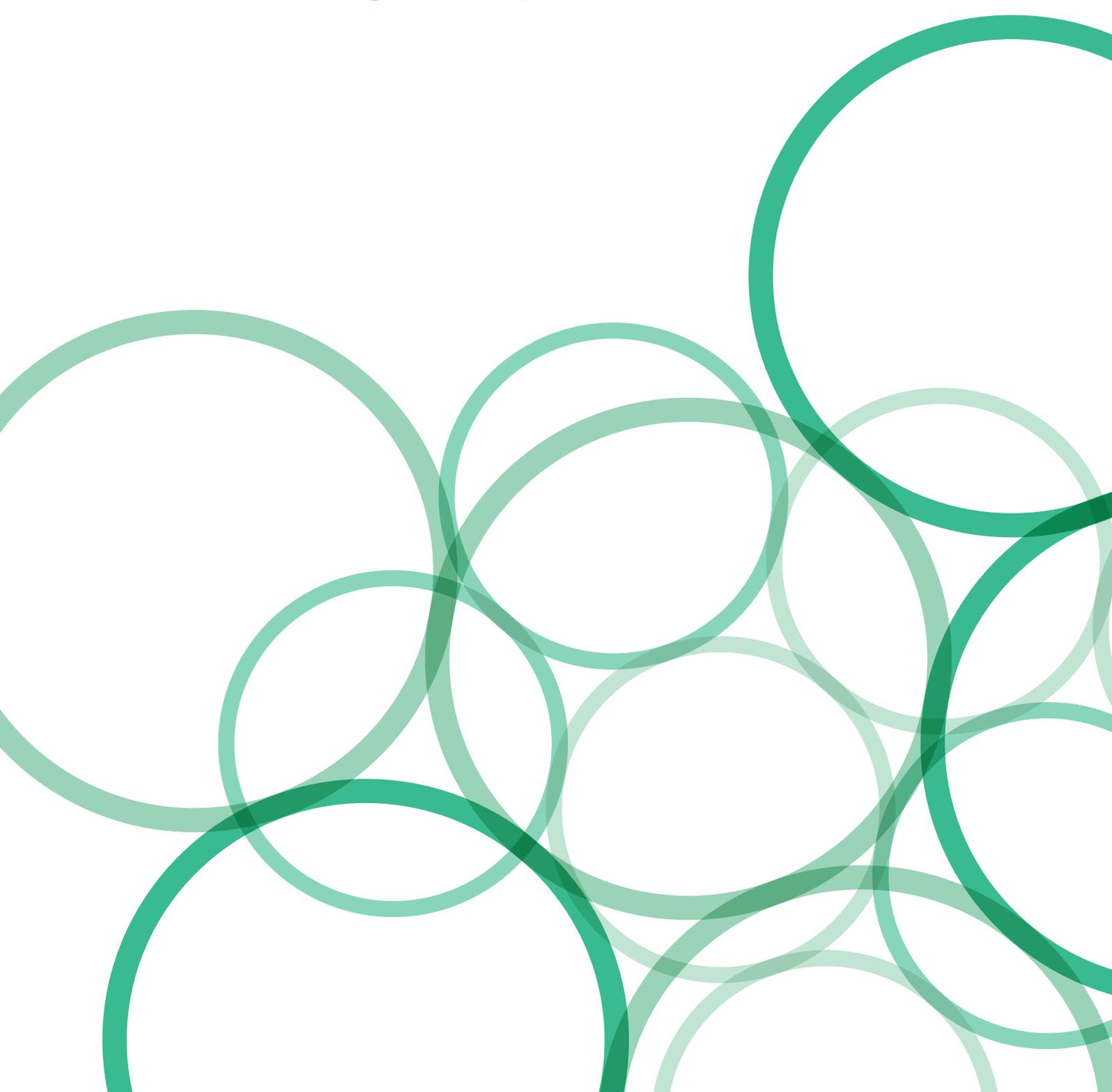
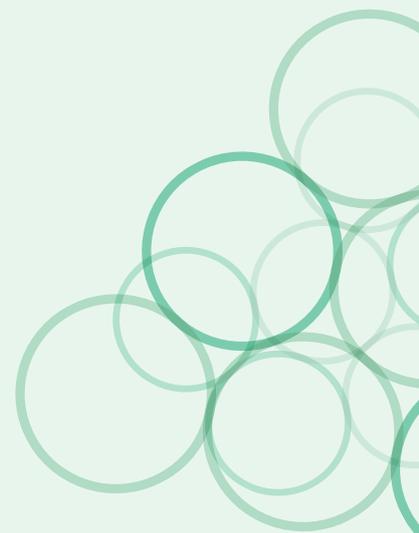


The report of Her Majesty's Chief Inspector of
Education, Children's Services and Skills 2013/14

London regional report





Summary

Overall, students' achievement in London schools has risen remarkably over the last 10 years and London now has the best GCSE results in England.¹ London also outperforms the rest of the country in terms of pupils' progress, both from Key Stages 1 to 2 and from Key Stages 2 to 4. While the overall picture is positive, there remains no room for complacency. Wide differences remain between the performances of London's 33 local authorities and between different groups of pupils. These variations are at the heart of Ofsted's priorities in London.

There remains a wide range of achievement within and across London local authorities for different groups of pupils. In some London local authorities the achievement of disadvantaged students and students from White British backgrounds is of particular concern. The attainment and progress made by looked after children, as well as high levels of absence for this vulnerable group of children, remain priorities for improvement. Overall, pupils eligible for free school meals achieve relatively well, but large variations exist in some local authorities between the attainment at age 16 of students who are eligible for free school meals and those who are not.²

Too many London colleges are still not doing enough to ensure that young people achieve their qualifications or apprenticeships. Over twice the proportion of young people attend colleges that are less than good (36%) than attend secondary schools that are less than good (16%). Inadequate leadership and weak teaching and learning are often the root cause of poor quality of provision. We also know that the quality of apprenticeships in London colleges is not good enough.

At September 2013, 22 of the 33 local authority children's social care services in London were judged good or outstanding for safeguarding, child protection and services for looked after children. This includes almost all inner London local authorities. Since then, six inspections of local authorities under the new single inspection framework have been carried out in London, and no authority has been judged to be good or outstanding. In some types of children's social care services, such as children's homes, the quality of provision for children and young people is not improving quickly enough. Driving improvement in children's homes and other social care services for children is a priority for London.

1. *Local authority interactive tool*, Department for Education; www.gov.uk/government/publications/local-authority-interactive-tool-lait. All attainment and progress data is provisional data for 2013/14 unless otherwise specified.

2. *Local authority interactive tool*, Department for Education; www.gov.uk/government/publications/local-authority-interactive-tool-lait. Attainment data for free school meals pupils relates to 2012/13, the latest available at the time of writing.



State of the region³

Early years

1. At 31 August 2014, 76% of active early years providers in London were judged to be good or outstanding at their last inspection. This is slightly below the national proportion of 80%, a similar gap to the position at 31 August 2013. However, there is wide variation between local authorities. This ranges from 62% in Newham to 89% in Bromley.
2. In London in 2013/14, 62% of children reached a good level of development at the end of the Early Years Foundation Stage. This remains slightly higher than the national proportion of 60% and is an increase on 2012/13. However, the range in London spans from 52% in Hillingdon to 75% in Lewisham. Bexley, Greenwich and Lewisham, are the strongest performing local authorities at a national level for the proportion of girls achieving a good level of development. These local authorities are also among the strongest performers at a national level for the proportion of boys achieving a good level of development.

Schools

3. Overall, pupils in London schools remain more likely to attend a good or outstanding school than pupils anywhere else in the country. An impressive 20 London local authorities are in the top 50 local authorities nationally for the proportion of primary school pupils attending good and outstanding schools; 20 local authorities are in the top 50 local authorities for secondary schools (see Table 1). For the majority of young people, London is a very good place to go to school.
4. While school inspection outcomes are particularly good in primary and secondary schools in Westminster, Kensington and Chelsea and Wandsworth, the proportion of pupils in good and outstanding primary schools in Barking and Dagenham, Merton, Croydon and Hounslow are at least five percentage points below the national proportion (see Table 1). Because numbers of secondary schools are small, the proportion of secondary school pupils in good or outstanding schools in individual local authorities can be volatile and should be treated with some caution. This year, 17 local authorities have a lower proportion of secondary school pupils in good or outstanding schools than last year. However, in some of these local authorities, this fall is the result of just one or two secondary schools falling from good or outstanding to requires improvement.

3. The City of London is not included in local authority analyses but is included in regional figures. The single school in the City of London was judged as requires improvement at its last inspection.

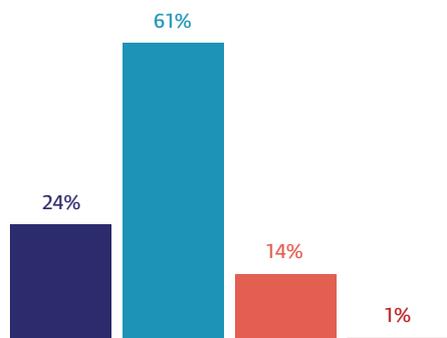
Table 1: Percentage of primary and secondary pupils attending good or outstanding schools by local authority in London

Primary schools				Secondary schools			
Rank*	Local authority (education)	2014 %	Change from 2013 (%points)	Rank*	Local authority (education)	2014 %	Change from 2013 (%points)
1=	Camden	98	▲ 4	1=	Haringey	100	▲ 2
3=	Wandsworth	96	▲ 2	1=	Hounslow	100	▬ 0
7=	Kensington and Chelsea	94	▲ 15	1=	Islington	100	▬ 0
7=	Richmond upon Thames	94	▬ 0	1=	Kensington and Chelsea	100	▬ 0
12=	Sutton	92	▼ -3	1=	Westminster	100	▬ 0
15=	Barnet	91	▲ 2	8	Hackney	98	▼ -1
15=	Westminster	91	▲ 12	9=	Southwark	96	▲ 1
15=	Tower Hamlets	91	▲ 4	11=	Harrow	94	▲ 1
15=	Hackney	91	▲ 6	11=	Wandsworth	94	▲ 1
21=	Ealing	90	▲ 1	11=	Tower Hamlets	94	▼ -6
21=	Islington	90	▲ 1	14=	Bromley	93	▲ 4
24=	Lewisham	89	▬ 0	19	Lambeth	92	▲ 17
35=	Waltham Forest	87	▲ 10	24=	Greenwich	90	▲ 16
35=	Kingston upon Thames	87	▲ 8	24=	Barnet	90	▼ -8
35=	Lambeth	87	▼ -3	26=	Newham	89	▲ 11
35=	Greenwich	87	▲ 5	32=	Sutton	87	▼ -7
35=	Brent	87	▲ 11	34=	Merton	86	▲ 16
45=	Harrow	86	▼ -5	37=	Redbridge	85	▼ -2
45=	Southwark	86	▬ 0	46=	Enfield	83	▼ -3
45=	Haringey	86	▲ 1	46=	Camden	83	▼ -17
56=	Newham	85	▼ -2	52=	Kingston upon Thames	82	▼ -1
56=	Hammersmith and Fulham	85	▼ -4	55=	Hammersmith and Fulham	81	▼ -19
68=	Redbridge	83	▲ 10	67=	Richmond upon Thames	77	▼ -10
79=	Hillingdon	81	▲ 3	74=	Hillingdon	76	▼ -5
79=	Bromley	81	▲ 6	77=	Ealing	75	▲ 1
91=	Havering	80	▬ 0	82=	Barking and Dagenham	74	▼ -16
91=	Bexley	80	▼ -3	82=	Croydon	74	▲ 5
107=	Enfield	77	▲ 4	88=	Bexley	73	▼ -13
110=	Merton	76	▼ -6	92=	Waltham Forest	72	▼ -19
116=	Croydon	75	▲ 3	109=	Lewisham	67	▼ -10
139=	Hounslow	69	▼ -7	111=	Havering	66	▼ -7
141=	Barking and Dagenham	68	▲ 6	118=	Brent	63	▼ -23

* Rank refers to the 2014 placing in relation to all 150 local authorities in England (excluding Isles of Scilly and City of London, which each contain only one school).

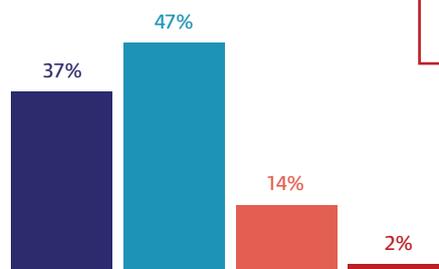
Figure 1: Inspection outcomes by proportion of pupils, children or learners at 31 August 2014

Primary schools



Overall effectiveness of primary schools in London, latest inspection outcome at 31 August 2014 (% of pupils).

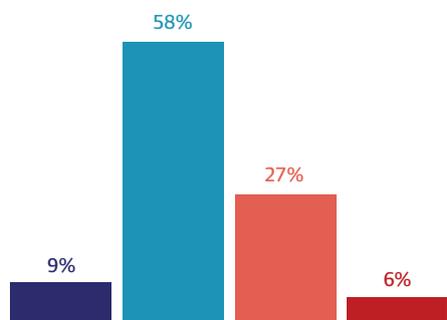
Secondary schools



Overall effectiveness of secondary schools in London, latest inspection outcome at 31 August 2014 (% of pupils).

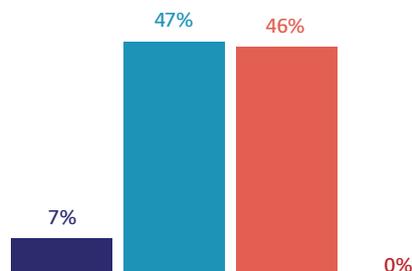


Colleges



Overall effectiveness of colleges in London, latest inspection outcome at 31 August 2014 (% of learners).

Safeguarding



Effectiveness of local authority safeguarding arrangements in London, latest inspection outcome at 31 August 2014 (% of children).



Working with schools that require improvement

5. Over the past year, Her Majesty's Inspectors (HMI) have continued to work very closely with schools and local authorities to target improvement where it is most needed. In addition to regular monitoring visits to individual schools by HMI, 12 'Getting to good' seminars have been held centrally, involving groups of schools from across local authorities. In addition, HMI have worked in six local authorities to deliver bespoke workshops and seminars for headteachers and governors. HMI have also worked across local authorities to deliver a number of seminars on common themes, for example, a workshop about provision for more able pupils for schools in Westminster, Kensington and Chelsea, and Hammersmith and Fulham; a seminar about use of the pupil premium in Merton and Wandsworth; and a conference for music hubs across six south-west London local authorities.
6. By the end of 2013/14, 55 schools in London found to require improvement had been re-inspected; 38 of these had improved their overall effectiveness grade and were judged good or outstanding. A further 15 schools remained as requires improvement overall and two declined to inadequate. In some of these schools, changes in management and governance had led to significant improvements in school leadership, which caused inspectors to judge leadership and management to have improved to good.

Berkeley Primary School in Hounslow

With exceptionally determined leadership from an executive headteacher and head of school, the transformation of Berkeley Primary School shows that within 24 months a school can move from requires improvement to outstanding. Appointed in September 2012, the executive headteacher quickly established a demanding vision for improving Berkeley with no excuses about high pupil mobility and no place for poor teaching affecting pupils' achievement. As a national leader of education, the executive headteacher reinvigorated leadership teams by using experienced staff from Cranford Community College – the partner secondary school – to join Berkeley Primary School and work with him to develop leaders' capacity to improve teaching. The partnership encouraged considerable professional dialogue about pupils' progress from early years through primary into secondary education. This led to a broad, well-balanced curriculum with a clear rationale for all planning.

All staff, pupils, governors and leaders understood the high expectations right from the start. The combination of well-focused professional training sessions and bespoke individual coaching for teachers secured rapid improvement in planning and teaching. A relentless focus on checking pupils' progress, making sure data was accurate and setting challenging targets for all pupils, secured outstanding teaching and achievement.

Leaders established a detailed, tightly focused school development plan and a supporting impact plan. The combination of the plan and impact document helped leaders pinpoint the exact strengths and weaknesses in teaching and pupils' achievements.

Governors acted quickly to review their knowledge, skills and capacity to deal with the issues at the school. Through an honest evaluation, they tackled their weaknesses and were not afraid to challenge each other to improve.

Through their willingness to seek additional external expertise from schools in the Cranford Teaching School Alliance, their robust discussion with HMI and through attendance at governor training seminars, leaders were open to guidance and willing to evaluate regularly the pace of improvement and not allow issues to linger.

Led by the executive headteacher, leaders and staff recognised how quickly and securely things could change. The no excuses culture, balance of support and challenge and commitment to raising the achievement of every pupil ensured that staff remained focused and secured high levels of consistency in teaching.

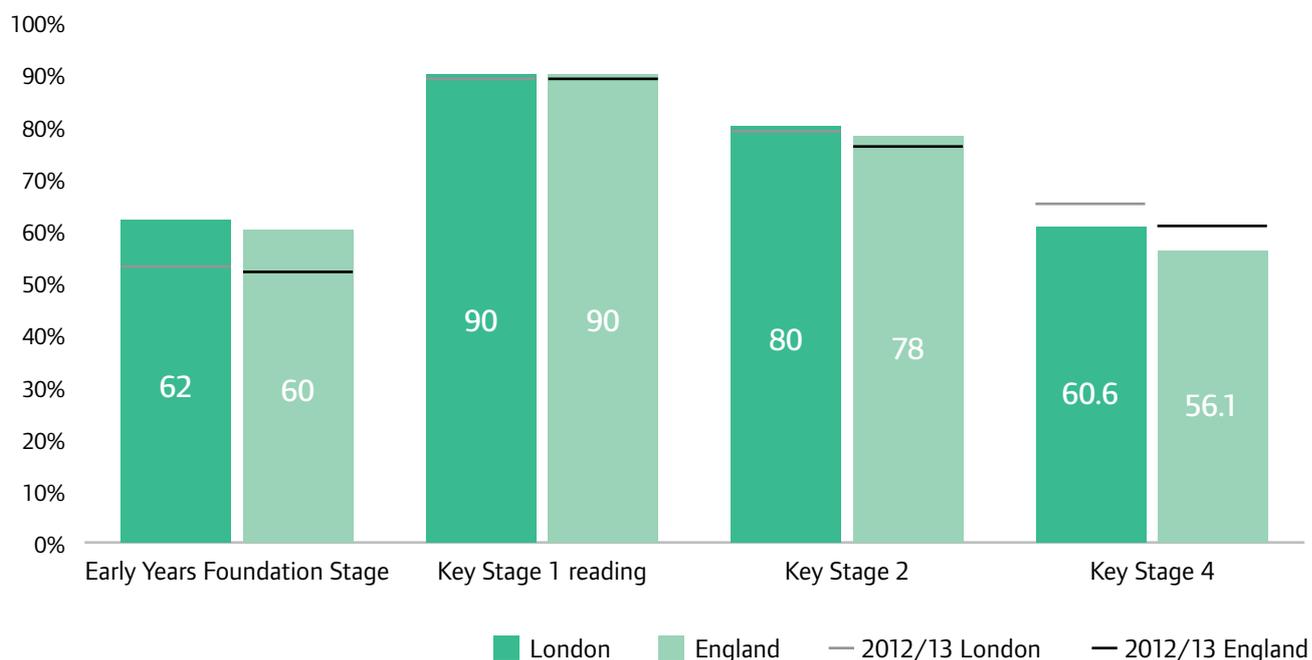


Pupil attainment in London schools

7. At ages five and seven, pupils achieve broadly in line with the rest of England. By the end of Key Stage 1, attainment in reading is the same as the England level, with 90% of pupils achieving at least Level 2 (see Figure 2). At age 11, pupils are performing better than anywhere else in the country, with 80% reaching expected standards in reading, writing and mathematics. London pupils go on to make stronger progress overall in secondary school than in any other region. As a result, London's lead over other regions is further extended by the end of Key Stage 4. However, these very positive headlines mask considerable variation between London's local authorities.
8. Pupils in some local authorities do particularly well. High standards of attainment are maintained at ages seven, 11 and 16 in Harrow, Bromley, Hounslow, Kingston upon Thames, Kensington and Chelsea, Richmond upon Thames, and Sutton.⁴ However, attainment in other local authorities is not so strong. A lower proportion of pupils in Lewisham, Newham and Waltham Forest achieve at least five good GCSEs than in England as a whole.
9. Overall, the achievement of secondary school pupils has improved in recent years.⁵ Since 2008/09 the proportion of students attaining at least five good GCSEs including English and mathematics has increased at a faster rate than in England as a whole. However, strong increases in local authorities such as Merton and Southwark disguise only marginal increases in Harrow, Havering and Kingston upon Thames and a decline in Hammersmith and Fulham.
10. Across London, pupils eligible for free school meals reach standards that are much better than their peers nationally at ages seven, 11, and 16. Nevertheless, there is no cause for complacency. Almost half of all London FSM pupils did not gain at least five good GCSEs including English and mathematics in 2012/13. FSM pupils are not the only group that are underperforming. Ofsted has identified several groups of pupils whose attainment and progress is weaker than it should be. We will be challenging local authorities to do more to support these groups of pupils, and the next sections of this report deal with them in turn.

4. These local authorities are in the best 25% of local authorities in England for attainment at Key Stages 1, 2 and 4.

5. GCSE results declined between 2012/13 and 2013/14 in every region. The Department for Education's initial analysis indicates that the decreases are largely due to a change in the method for producing the figures.

Figure 2: Pupil attainment at ages five, seven, 11 and 16

Data for 2014 is provisional

Benchmark levels: Early Years Foundation Stage – achieving a good level of development (%)

Key Stage 1 – achieving at least Level 2 in reading (%)

Key Stage 2 – achieving at least Level 4 in reading, writing and mathematics (%)

Key Stage 4 – achieving at least five GCSEs at grades A* to C or equivalent, including English and mathematics (%)

All attainment and progress data are provisional data for 2013/14 unless otherwise specified.

Source: *Local authority interactive tool*, Department for Education; www.gov.uk/government/publications/local-authority-interactive-tool-lait.

Explore how children and young people performed in assessments and tests at different ages and in different regions through our online regional performance tool; <http://dataview.ofsted.gov.uk/regional-performance>

Achievement of White British pupils

11. We have concerns about the attainment and progress of White British pupils in some London local authorities. In two thirds of London local authorities, rates of progress for White British pupils are below that of White British pupils in other parts of England.⁶ In four London local authorities – Islington, Barking and Dagenham, Tower Hamlets and Newham – the proportion of White British pupils achieving at least five good GCSEs including English and mathematics is at least five percentage points lower than for White British pupils in England as a whole. This is despite GCSE attainment in these

local authorities being broadly in line with or above the England level for all pupils. These figures are the cause of continuing concern. In the coming year inspectors will be scrutinising the performance of White British pupils in all London schools, and the strategies that schools are implementing to help pupils tackle barriers that stop them from learning well. We will also be working with schools and local authorities where data suggests that White British pupils do well compared with their peers nationally. Good practice from these schools and local authorities will be shared more widely with schools that are struggling to raise the achievement of their White British pupils.

6. Ofsted analysis of RAISEonline data.



More able pupils

12. London does reasonably well overall for more able pupils. In 2012/13 the proportion of pupils who were high attainers in Year 6 and then went on to gain A* or A in GCSE English was 46% in London compared with 41% in England.⁷ In mathematics, the proportions were 49% across England and 58% in London.
13. However, in 2012/13, seven local authorities – Croydon, Bexley, Havering, Lewisham, Lambeth, Tower Hamlets and Waltham Forest – were below the London and national proportions of previously high-attaining pupils who went on to attain grade A* or A in GCSE English. With the exception of Bexley, the same local authorities also fell below the London and national levels for the proportion of previously high-attaining pupils who went on to attain grade A* or A in GCSE mathematics.
14. We have identified the need to secure more rapid progress for London's more able pupils as one of our key priorities. Inspectors will be paying particular attention to the performance of the more able pupils in schools and local authorities where these pupils are not reaching their full potential.

Children who are looked after

15. Looked after children in London perform better than looked after children elsewhere. Nonetheless, in 2012/13, only one in five achieved five or more good GCSEs, including English and mathematics. This is far below the attainment levels of other children in London: GCSE pass rates were three times higher for all pupils than for looked after children.
16. High levels of persistent absence and the quality of care in children's homes and at school are significant factors in the educational achievement of young people in care. For this reason, social care and schools HMI will be working with local authorities to promote improved attendance rates across London. We will also work to promote improvements in children's homes.

7. High attainers are defined as pupils who had an average point score at Key Stage 2 from English, science and mathematics tests equivalent to at least Level 5. The pupil may not have achieved Level 5 in all of English and mathematics and science. Source: Ofsted analysis of RAISEonline data.

Academies and free schools

17. The proportion of primary and secondary academies in London is broadly similar to the rest of the country.⁸ By the end of 2013/14, around one in five schools in London were academies including over half of all secondary schools. Within these figures, however, there is wide variation between local authorities. In Bexley, for example, over 40% of all schools had become academies, including all of the local authority's 16 secondary schools. In contrast, only two primary and three secondary schools in Lewisham were academies or free schools.
18. The growth of free schools is greater in London than anywhere else in the country. In 2013/14, 58 new free schools opened in London, representing around a third of all free schools opening nationally.⁹ By the end of 2013/14, there were 81 free schools open across London. Of these, 24 had been inspected and 18 were good or outstanding, five were requires improvement and one was inadequate.

Non-association independent schools

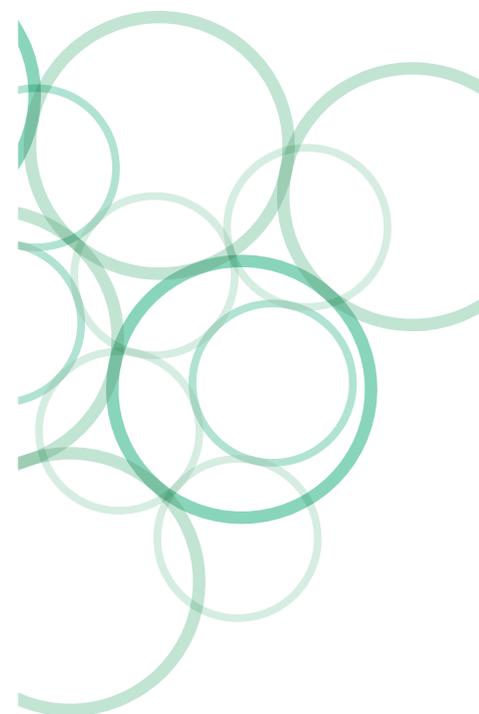
19. Around a quarter of all the non-association independent schools in England are located in London. In 2013/14, Ofsted carried out 80 full inspections of these schools. At 31 August 2014, just over three-quarters of all London independent schools were good or outstanding. This is similar to the proportion for all independent schools nationally.
20. During 2013/14, Ofsted conducted 24 progress monitoring inspections and 28 emergency unannounced inspections of independent schools in London. Some of these were commissioned by the Department for Education (DfE), which required inspectors to check school performance in relation to the independent school standards. Ofsted increasingly receives DfE commissions for inspections in London that require a focus on safeguarding.

Further education and skills

21. During 2013/14, 65 further education and skills providers were inspected in London. Four were outstanding, 34 good, 21 requires improvement and six inadequate. While the number of learners in good or outstanding provision increased, the pace of improvement was too slow. Of 20 providers inspected who were previously judged to be good or outstanding, 13 received a lower rating, five remained the same and only two improved. Although many providers improved, this was counteracted by others who declined in their effectiveness. As a result, too many learners were still in provision that was less than good.

8. 'Academies' here refers to sponsor-led academies, academy converters, studio schools, university technical colleges and free schools.

9. Data on the number of schools is from an Edubase extract on 3 September 2014. These figures include 27 free schools that opened in London on 1 September 2014.



- 
22. To help providers tackle areas judged as less than good, HMI provided London further education and skills providers with a wide range of improvement activities. These included regular monitoring visits for providers judged as requires improvement, together with a range of training workshops on common areas of concern such as: improving employer involvement in apprenticeships, the development of learners' English and mathematics skills, improving governance arrangements, and evaluating the effectiveness of teaching, learning and assessment.
 23. Further education and skills HMI continued to work closely with key provider representative bodies such as the London regional team of the Association of Colleges and the London Work Based Learning Alliance. These partnerships have resulted in a number of successful action research projects and the dissemination of two good practice survey reports.
 24. During 2013/14, 32 providers previously judged to require improvement or satisfactory were inspected. Of these, 20 improved their overall effectiveness.

The College of Haringey, Enfield and North East London

This college is a very large general further education college with centres in Tottenham and Enfield. In January 2011, the college was judged satisfactory. This college was graded as good at its March 2014 inspection with outstanding leadership and management. Leaders and managers took exceptionally effective action to improve teaching, learning and assessment. The college's provision was planned very carefully in response to the local labour market. Governors were fully aware of the challenges the college faced and monitored progress effectively. As a result, the vast majority of learners successfully completed their qualifications.

Colleges

25. Overall, inspection grades for all colleges were better than in previous years. The proportion of good or outstanding colleges in London rose to 73% compared with 62% last year. London sixth form colleges inspected in 2013/14 were consistently strong; all were at least good, much higher than any other type of provider in London.

Coulsdon College

This college is a sixth form college situated in the south of the London Borough of Croydon, on the Surrey border. The college was inspected in 2011 and 2013. On both occasions it was judged to be inadequate. In spring 2013, it was agreed that the college would form a federation with Reigate College, a sixth form college judged outstanding by Ofsted. Since Easter 2013, the principal of Reigate College has been executive principal of Coulsdon College and the governing body has been reconstituted to include governors from Reigate College.

Governors, leaders and teachers now have high expectations of their students. The rapid transformation in the ethos of the college bears testament to the success of the federation with Reigate College. Senior leaders set the tone for promoting high expectations through frequent interaction with students and staff. An unwavering focus on improving learning, teaching, support and monitoring of progress has reaped rewards. Students display good study habits, attend regularly, are punctual, courteous and make the requisite effort. The vast majority are making good progress towards achieving their qualifications and fulfilling their potential. Most students display an admirable determination to succeed and are supported well to do so.

26. This year one of London's largest colleges was judged to be inadequate. As in previous years, too many weak general further education colleges failed to improve.
27. Inspection findings demonstrate that senior leaders and governors in previously underperforming colleges that had improved to good did not tolerate persistent poor performance. They were prepared to tackle poor teaching practice by individual teachers through strong monitoring and decisive performance management.
28. However, too many colleges responded slowly to earlier inspection findings. Although improvements had taken place, too much provision continued to require improvement. The colleges that failed to improve were not able to raise the quality of teaching for their learners. As a result, high outcomes remained elusive to the learners who attended these institutions. Inspection findings show that:
 - governors must set high expectations for leaders, managers and learners
 - principals, senior leaders and managers must quickly eradicate lacklustre teaching practice that hinders the pace of improvements
 - teachers must improve learners' development of English and mathematics skills and devise a responsive curriculum that meets the needs of learners and employers
 - the best colleges and providers in the region must work collaboratively with the rest to raise standards across every London local authority.



Independent learning providers

29. London has the second lowest proportion of good or outstanding independent learning providers of any English region. Of the 59 independent learning providers, 11 are employer organisations.¹⁰ Most offer training in various vocational and trade areas to apprentices. Eight of the employers are good or outstanding. Two were judged as requires improvement and one is inadequate. Of the remaining 48 independent learning providers, only 32 are good or outstanding. This is disappointing for the learners who wish to take up an apprenticeship with a London provider. To meet the demands of London employers and to increase the take-up of apprenticeships in London, the quality of apprenticeships must improve. Inspection findings show that chief executive officers and managers must:

- work seamlessly with employers to bring together workplace learning with apprentices' classroom-based training
- improve all stages of the learner assessment including: initial assessment, target-setting and assessment of learners' knowledge and skills
- improve the development of English and mathematics skills; this is a particular area of concern for independent learning providers who need to increase and improve the capacity of their teachers to deliver English and mathematics teaching
- recognise that improving teaching, learning and assessment is their ultimate priority and take action to improve quality to increase apprentices' success rates.

Community learning and skills provision

30. There are 32 local authorities, 17 voluntary organisations and seven specialist designated institutes offering community learning and skills provision in London. Of these 56 providers, 43 are good, five outstanding, six require improvement and two are inadequate. Of these, 14 were inspected in 2013/14, five providers remained good, six providers improved and three declined. The improving providers had responded well to previous inspection judgements and had made good progress in addressing weaknesses. They demonstrated strong leadership and benefited from motivated staff and well-informed governors with high expectations. These providers had improved their responsiveness to local needs. As a result, teaching, learning, assessment and the resultant outcomes for learners had all improved.

10. This figure includes some providers that may have closed or lost funding during the year. Providers that were funded in the 2013/14 year but had not been inspected by 31 August 2014 are not included.

Foundation-level training for 16–19-year-olds

31. The education funding agency funds level 1 provision for 16–19-year-olds with low qualification levels. The main purpose of this provision is to give learners the skills and experience they need to progress to apprenticeships, jobs, or to training at a higher level than that of their prior attainment. This provision is offered by a variety of further education and skills providers but was weakest in independent learning providers or not-for-profit organisations.
32. The three independent learning providers or not-for-profit organisations that were judged inadequate in 2013/14 had severe weaknesses in leadership and management. These had resulted in failure by teachers to improve the quality of teaching, learning and assessment for learners, especially at level 1. Following the outcomes of inspections, the Education Funding Agency took prompt decisions to terminate these providers' contracts.
33. As in previous years, re-inspections in 2013/14 proved successful in encouraging underperforming providers to improve. The two learning providers that had a full re-inspection were both judged to have significantly improved to good after only 18 months.

Nacro

Nacro is a national crime reduction charity that provides education, housing, offender management and substance misuse treatment services across England and Wales. Its education and training provision is aimed at young people and adults from hard-to-reach groups, including ex-offenders and those at risk of offending. Around three quarters of learners recruited in 2012/13 were aged between 16 and 18, studying at or below foundation level. This provider was inspected in February 2013 and was judged to be inadequate. Following the inspection, senior leaders, trustees and managers responded rapidly to the findings from the previous inspection. To improve the quality of the provision, the new principal reduced the number of training centres and made a significant investment in the remaining centres. As a result, the quality of teaching, learning and assessment improved to good.



Initial teacher education

34. London's initial teacher education (ITE) is very diverse. Currently, there are 22 ITE partnerships in London. Some partnerships are very small offering a single training route for example for primary trainees. By contrast, several higher education institute partnerships offer routes for further education, primary and secondary trainees. All of the ITE provision inspected since September 2012 is good or outstanding and eight London partnerships are outstanding in one or more training phases.

Social care

35. Six inspections of London local authorities have taken place under the single inspection framework – Barking and Dagenham, Bexley, Haringey, Hillingdon, Hounslow and Newham. This framework was introduced in November 2013 to consider the quality and impact of services for children in need of help and protection, looked after children and care leavers. All of these local authorities were judged as requires improvement. Across London, 19 local authorities were judged good or outstanding for safeguarding or help and protection at 31 August 2014. At the same time, two local authorities judged inadequate at their previous inspections have since been judged to be adequate or to require improvement (Sutton, inspected under a previous child protection framework, and Bexley).
36. Inspection outcomes for looked after children's services have seen a slight deterioration, with 17 local authorities judged as good or outstanding at their most recent inspection compared with 20 in the previous year.
37. The Local Safeguarding Children Boards (LSCB) were reviewed at the same time as the inspections of the six local authorities under the single inspection framework. This is the first time that LSCBs have had a separate review. Four were judged to require improvement, one was judged inadequate (Bexley) and one was judged to be good (Newham).
38. Four social care 'Getting to good' seminars have been held in London, focusing on achieving permanence, early help arrangements, care leavers and applying thresholds to help protect children. The seminars have been targeted at those local authorities where inspections have identified that improvements are required in these aspects of service.
39. All children's homes in the region were inspected twice in 2013/14. At 31 August 2014, 66% were judged good or outstanding. This is below the national level of 72%, although it is an improvement on 2012/13. The proportion of adoption agencies judged good or outstanding is slightly below the national proportion (76% compared with 79%). For fostering agencies, the proportion is slightly higher than the national proportion (88% compared with 81% at 31 August 2014). Driving improvement in children's homes and other social care services for children is a priority in the region.
40. Ofsted will publish its Social Care Annual Report in spring 2015. This will set out the challenges for the sector and the priorities for improvement. For this reason we have not looked at the social care issues for the region in detail in this report.

Regional priorities

Improving equal access and achievement in London

41. We will challenge and hold to account those local authorities where outcomes are poorest for White British pupils, for children who are looked after, and for pupils from economically disadvantaged backgrounds. We will ensure that school inspections give particular consideration to the attendance, behaviour and achievement of these groups of pupils.
42. There is still room for improvement in the achievement of the more able pupils. We will challenge schools and local authorities to raise expectations and demand much more of schools to stretch the more able pupils.

Challenging system leadership

43. A considerable proportion of schools in London are academies or free schools. While most are good or outstanding, there are too many that require improvement or are inadequate. We recognise that it is important for the London region to work with academy chains and trusts, and with free schools, to ensure that they receive the same degree of challenge and involvement as local authority maintained schools.
44. In further education and skills, we will continue to challenge and work closely with local authorities, the Association of Colleges and the London Work Based Learning Alliance to identify good practice and to eradicate poor performance in the sector. We will continue to work closely with the Education Funding Agency and the Skills Funding Agency to ensure that young people have access to good provision within their local communities.
45. We will continue to provide challenge and support to improve early years provision in London. We will continue to focus on developing strong professional working relationships with the sector and undertaking robust improvement and inspection work, taking enforcement action when necessary. This is based on the message that only good is good enough. We will also continue to train the workforce so that the quality of work and expertise keeps improving.
46. Too many London colleges are not doing enough to ensure that young people achieve their qualifications or apprenticeships or find suitable sustained employment that meets the needs of London employers. We will continue to challenge all good colleges with low apprenticeship success rates and encourage leaders to take decisive action to improve success rates. We will strengthen the way we challenge college governors and leaders to bring about rapid improvements in those colleges that require improvement. We will continue to hold governors and leaders to account for the improving teaching, learning and assessment in English and mathematics.



47. In children's social care we will ensure that local authority improvement plans, following inspections under the single inspection framework, are targeted well and address all of the areas for improvement. We will provide additional monitoring and support for any local authority that receives a judgement of inadequate. We will provide 'Getting to good' seminars and disseminate learning from thematic inspections to support and challenge local authorities to improve services. We will hold providers of children's homes and registered services to account for improving the quality of their services.

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