

Ealing Council



Back On Track – Secondary Focus Ealing Council

1st March 2010

London Borough of Ealing



State of Ealing 2009

Who are we?

Borough

- 305,300 population, 3rd largest in London

Area

- 21 sq miles +, 11th largest

National comparison to 354 LAs

- 4th most diverse, **22% most deprived**,
- **New migrants 2006/7-** 9,200 [50% increase on 2001]
- On par with Newham and Brent

State of Ealing 2009

Who are Ealing's children and young people?

...our pupils

- **45,440 pupils in Ealing schools**
- **391 were in nursery; 27,609 in primary; 16,816 in secondary; 534 in special and**
- **240 (max) in EOTAS (approx 1.4% of high school pop)**

- 55% of our pupils speak English as a second language
- 79% of our pupils is ethnic minority in origin
- 23% of our pupils have special educational needs
- of that 23% with SEN 2.7% have behavioural, emotional, social difficulties or BESD
- 9% of our secondary pupils report that they carry weapons
- sometimes [HRBS]
- 26% of our pupils have free school meals

State of Ealing 2009

Focus on raising standards

...And in school

- 66% of primary pupils and 42% of secondary pupils enjoy lessons [HRBS]
- 52.1% of pupils attain 5+ A*-C at GCSE.
17% of pupils with learning difficulties or disability [LDD] attain 5 A*-C at GCSE.
- Ealing has London's highest Value Added progress at high school.

Our schools and organisation

- **66** primaries
- **13** secondaries including WLA
- **1 x** secondary SSS(EOTAS provision overall)
- **1x** primary SSS
- **No** SEBD school

Key behaviour and attendance support services:

- 0-19 SAFE (community based multi-agency support)
- 0-12 and SAFE Adolescent Service (12 plus)
- Primary Behaviour Service (outreach attached to PRU)
- Educational Psychology Service
- Attendance Team (inc CME)

Ealing's Behaviour Strategy

3 key strands:

- 1. To grow partnerships between schools, service providers and families**
- 2. To increase the capacity of schools to meet the specific needs of their communities**
- 3. To develop our commissioning model to increase the diversity of our educational provision**

Ealing's Behaviour Strategy Partnerships

Strand 1.

To grow partnerships between schools, service providers and families through:

A number of key and developing partnerships.

These include: Extended schools, Greenford/Northolt Community Network, 14- 19 partnership, Safer Schools Examples of pooled resources and schools commissioning

- **TAMHS – Targeted Mental Health support in schools**
- **Place to Be – Commissioned Counselling Service**
- **Safer Schools Officers - Police officers in Schools**

Ealing's Behaviour Strategy

- Partnerships

Ealing high schools' B&A Partnership through-

- **Secondary Heads' Forum**
- **Behaviour and Attendance Network-Operational**

- **Core membership- schools, primary and secondary PRU, LA B&A SAFE AS;**
Broader membership: YOS, police

- ✓ **Agreed and shared protocols**
- ✓ **Transparent data sharing**
- ✓ **6 day plus arrangements**
- ✓ **Showcase good practice dissemination**
- ✓ **Presentations to develop policy and practice on key initiatives/strategies e.g. CAF, Com Safety, Think Family FIP**
- ✓ **CPD for behaviour- NPSLBA, Restorative Justice**

Ealing's Behaviour Strategy

Increasing capacity

Strand 2. To increase the capacity of schools to meet the needs of their communities.

In schools ongoing and developing:

- **Supporting B&A through strong class and in school practice and policy –quality first teaching**
- **Building over time of schools' pastoral interventions e.g. SAFE workers, use of LMs.**
- **Raft of in-school strategies to manage low level to more extreme**
- **Inclusion /seclusion units; nurture groups, modified curriculum bases**
- **Contracts with parents through Pastoral Support Ps**
- **Restorative justice approaches**
- **BSF- ARPs and specialist outreach teams, 4 x PSBs**
- **SEAL (52 primaries, 9 secondary) NPSLBA**
- **14-19 developments e.g. EDEC and diploma, vocational curriculum**

Ealing's Behaviour Strategy

Increasing capacity

Strand 2 (cont)

-

In and around high schools:

**SAFE AS – early intervention cluster model (see structure chart)
complementing schools' interventions and provision map
(specialist skills' mix and menu)**

- ✓ **MAPs (forum for external agencies supporting CAFs)**
- ✓ **Think Family and Parenting Strategy:
PSAs (initially targeting cluster 9x primary & 2)
3x Parenting Leads
Parent Early Intervention evidence based parenting
programmes (8-13yrs)
FIP – youth crime and anti-social behaviour/hsg**
- ✓ **SEAL Evaluation project**
- ✓ **YISP targeted programmes**
- ✓ **Integrated Plan pilot –DWHS & AHS Schools' Annual Plan**

SAFE Adolescent Service

Each Cluster:

Multi-disciplinary/Multi-professional

- Social Work
- Family Therapy
- Clinical Psychology
- Educational Psychology
- Community liaison
- Teaching
- Youth work
- Family work
- Counselling
- Connexions PA
- Substance misuse

Ealing's Behaviour Strategy

Increasing capacity

Strand 2 (Cont)

In and around high schools:

Currently consultation on:

- **Further delegation of SEN budget**
- **EOTAS Intervention Programme targeting KS3**

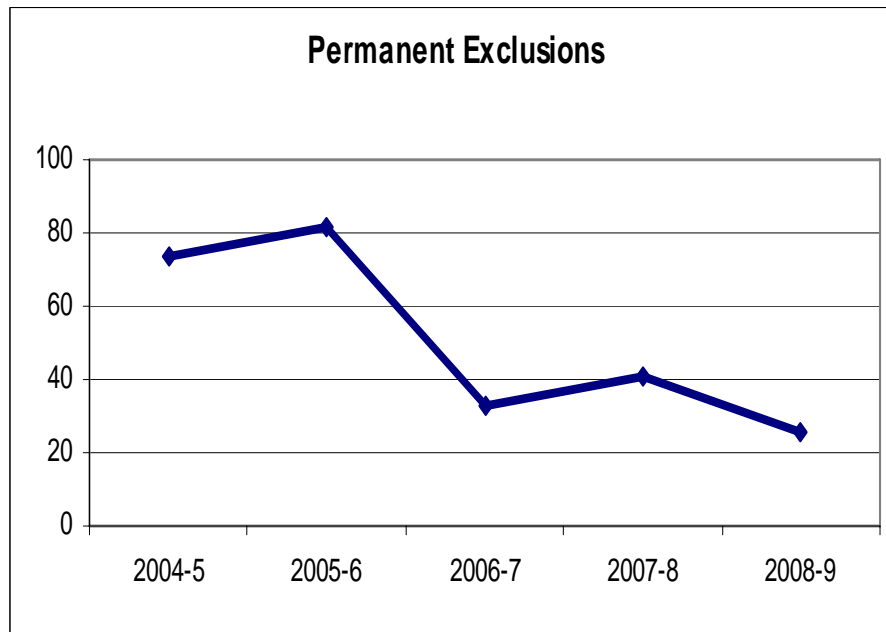
Ealing's Behaviour Strategy

How do we know it's working?

Some current indicators:

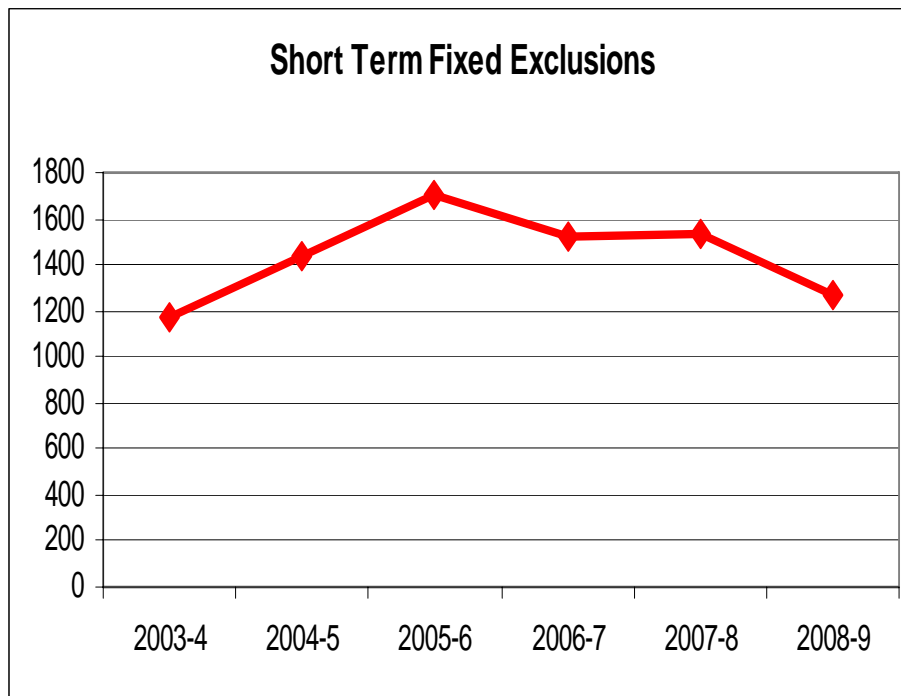
- Reducing exclusions- significant in secondary and zero permanents sustained over 3 years in primary
- Reducing youth crime
- Good ETE transition for young people who have offended
- Lower than national average NEETs
- Outcomes for young people in EOTAS APs better than BoT
Indicators: 5 A-Gs 20.3% (9% higher than national); Students with any passes and/or accreditation at 97.1% (15% higher than national)

Permanent Exclusions



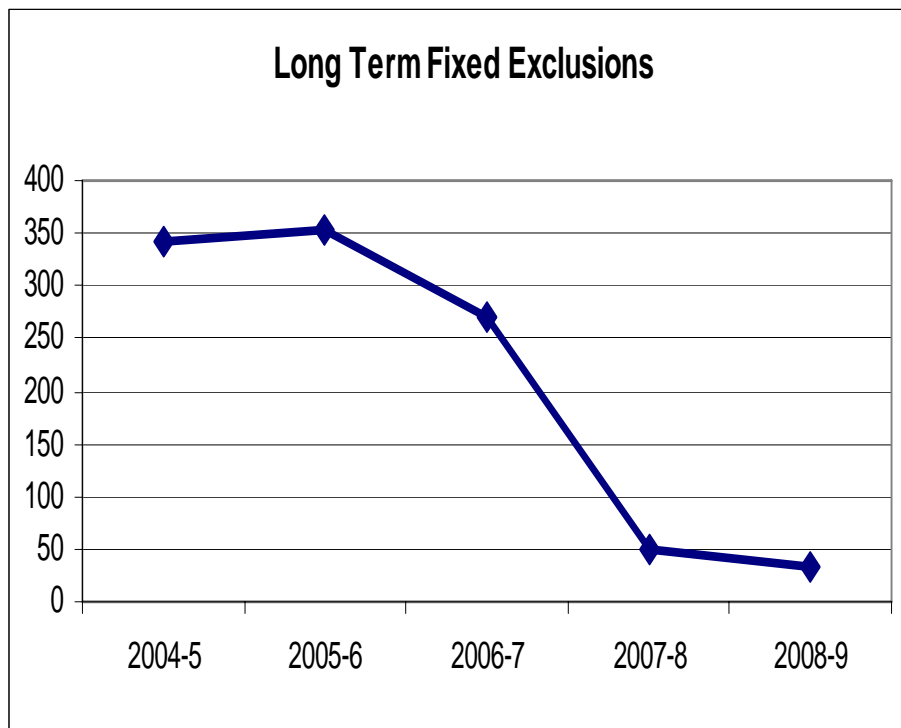
Levels of permanent exclusions are at their lowest since the 2004-5 academic year. In 2008-9 there were 26 permanent exclusions compared to their peak of 82 in 2005-6.

Short fixed-term exclusions



The number of exclusions of fewer than 6 days has fallen by 26% from the peak of 1701 in 2005-6 to 1267 in 2008-9

Long fixed-term exclusions



As might have been anticipated, the introduction of the 6th day provision requirement has had a significant impact on the number of 6+ day exclusions with an 88% reduction since 2006-7 [269 to 33]

Ealing's Behaviour Strategy

What is important about our approach?

- A shared philosophy and vision for Ealing-all children deserve the best- '*Ealing is a great place to grow up*'
- High level of commitment from the top percolates through - whole approach into schools and out again
- Behaviour and Social Inclusion structure (see chart): in C&F; represents the continuum; oversees in schools and out of school support
- Pro-active, commitment, positive staff hopeful about the supported change
- Support and provision has moved over time to meet need
- Performance and target driven – Focus on most vulnerable and 'narrowing the gap' vfm challenge, outcomes and impact e.g. Antidote, EOTAS internal benchmark

R-a-n-g-e Variety >>Access>>

We have

- A sophisticated model that is not just vocational
- A system that allows for difference - one size does not fit all
- A good range of different provisions and increasing
- A commitment to meeting most young peoples' needs and preferred learning environment
- A commitment to providing an individualised package, bespoke, personalised according to need – and if it doesn't work trying again – and again...

The same accreditation and/or outcomes may be offered e.g. GCSE but **the difference is the delivery and in the learning environment** in which it is offered: e.g. PRU, home; college; on-line City Learning Centre; workshop; studio; youth centre.

Ealing's Behaviour Strategy

What is important about our approach?

We expect you to find:

- Holistic wrap around approach: Commitment to the 'Think Family' approach
- ***Evidence of investment in:***
- Our young people:
buildings (main stream and short stay schools, LAC, new W13 project) and environment;
- Our staff: CPD (emotional literacy for people in senior positions);
terms, pay and conditions
good recruitment /high standards, up-skilling staff
good mix of experienced and newly appointed staff
- Our support infrastructure: SAFE AS, AP support
Roles, Training package offered to APs;
Schools acknowledgement that non-teaching staff important element.

Ealing's Behaviour Strategy

However, we are a work in progress:

We would like to see:

- Intervention programme for KS3
- Better facilities and more venues for AP-part time
- A partnership forum for AP providers that resembles the schools BNM
- A dynamic AP market to ensure the best options are available at a cost we can afford
- SAFE AS embedded, around the schools' partnership
- Ultimately, all our vulnerable young people on a partnership roll with resources pooled for earliest possible intervention and support

Alternative Provision

Historical context:

- Vocational options
- Virtual Learning
- Development of an integrated service –
LA + PRU

Behaviour Strategy and Social Inclusion

EOTAS Service

**Commissioning,
Monitoring and Quality
Assurance**

**Short
Stay
School**

Ealing Tuition Service

**EOTAS Alternative
Providers**

AP Team

- Assistant Heads
- Virtual Learning Co-ordinator
- Exceptional Arrangements Co-ordinator
- Learning Mentor
- Administrator (part time)

**Primary
Behaviour
Centre and
Behaviour
Service**

Provisions

- Virtual Learning
- Vocational
- Full-Time
- Complementary
- SEN

The LA role

Commissioning, Monitoring and Quality Assuring

- The Approved List
- The relationship with providers
- Monitoring and Quality Assurance processes

Progress + Development

- Approved List 2 – extending the list
- Improving Outcomes
- QA process
- Providers Network
- SEN Continuum and Overlap

End