

Committee: Cabinet	Date: 7 December 2005	Classification: Unrestricted	Report No:	Agenda Item No:
Report of: Interim Corporate Director (Education)		Title: Local Authority Action Plan for Bethnal Green Technology College (BGTC)		
Originating Officer(s): Christine Whatford Interim Corporate Director (Education)		Ward(s) Affected: Bethnal Green North		

REASONS FOR URGENCY – The Local Authority is required to prepare a statement of action under section 10 of the School Inspections Act 1996 when a school is judged to require special measures. The statement must be submitted to the Secretary of State and the Her Majesty's Chief Inspector (HMCI) of Schools within 10 days of receipt of the Ofsted report. This report has been written to meet the statutory timetable to enable the Local Authority to comply. The requirement does not meet the normal Cabinet timetable hence the need for the report to be considered outside the usual arrangements as set out in the Constitution.

1. SUMMARY

1.1 This report sets out the Local Authority's Action Plan for Bethnal Green Technology College (BGTC), a secondary school which, following an inspection by OFSTED, will be judged as requiring special measures. This judgement places responsibilities on the Local Authority to provide a statement of action which sets out the options for the future of the school including a target date for its removal from special measures.

1.2 Although Ofsted have confirmed that BGTC will be judged as requiring special measures and a draft (not public) report to this effect has been sent to the school for their comment, the official report, which will be included on the Ofsted website, has not yet been published. Technically, this means that the special measures status for BGTC has not yet been confirmed.

1.3 Nevertheless, given that an indication was given that the report would be made public on December 4th, or within a few days thereafter, and given the 10 day timetable for the Local Authority to make a response, this report and support package have been compiled for Cabinet approval subject to any minor changes considered necessary or appropriate by the interim Corporate Director (Education) in anticipation of the report being received imminently.

2. RECOMMENDATIONS

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2.1 Cabinet is recommended to:

- (i) Note the responsibilities of the Local Authority and the action required when a school is judged to be in need of special measures
- (ii) Review the analysis of options and the conclusions
- (iii) Approve the action plan and support package and the target timetable for BGTC to be removed from special measures by October 2006 subject to subject to any minor changes considered necessary or appropriate by the interim Corporate Director (Education) when the final report is received
- (iv) Approve the use of statutory powers in force while BGTC is in special measures, delegated to the interim Corporate Director (Education) and subsequently to the Corporate Director (Children's Services), to appoint Additional Governors.

3. INTRODUCTION

3.1 This report is arranged as follows.

- **Paragraphs 4.1- 4.2** describes what happens at the point at which a school is judged as requiring special measures
- **Paragraph 4.3** summarises what action is required to be taken by the Local Authority and what needs to be considered in drawing up the action plan
- **Paragraphs 5.1- 6.2** gives the background to what happened with BGTC at the time of the inspection and immediately following to ensure leadership in the school including the appointment of an acting headteacher
- **Paragraphs 7.1 - 9. 4** describes the support for BGTC and the discussions and negotiations with the Governing Body
- **Paragraphs 11.1 – 11.25** sets out the analysis for the future of BGTC
Paragraphs 12.1 – 12.3 sets out the conclusions and the recommendations for the future of the school.
- **Appendix A** sets out the details of the support package
- **Appendix B** – map showing location of BGTC and neighbouring schools
- **Appendix C** – action plan monitoring arrangements

3.2 In making the recommendations for BGTC, account has been taken of the overall capacity of the Local Authority and the secondary schools in Tower Hamlets to be able to respond to the need in an individual school. As the 14-19 area-wide inspection reported, there is outstanding leadership and management across the borough and "... partners find innovative solutions to complex problems".

3.3 The 14 -19 Action Plan, which has recently been agreed, proposed a formalised collaborative partnership based on an Education Improvement Partnership (EIP). The proposals for BGTC including the support from other schools is in the spirit of and builds on the EIP principles already agreed as the way forward for the organisation and delivery of 14-19 education in the borough.

3.4 In developing the action plan, the Local Authority as well as the acting headteacher and the Governing Body have been mindful of the views of pupils and their parents/carers as well as the staff in the school. A normal day to day routine is being followed and there is widespread commitment to the improvement strategies which are being put in place. The Chair of the Governors and the acting headteacher are ensuring that there is regular communication with everybody who is part of the BGTC community.

4. BACKGROUND

Schools Requiring Special Measures Inspection Judgements

4.1 Special Measures are required to be taken in relation to a school following an inspection by Ofsted who make this judgement. The judgement is based on the following:

- a) the school is failing to give its pupils an acceptable standard of education, and
- b) the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school

If the Ofsted inspection team judge that a school requires special measures, they will state this during the oral feedback at the end of the inspection to the headteacher and the governing body. However, the school is not formally placed in special measures until the completion of a rigorous system of moderation. This ensures that special measures judgements are scrutinised by senior managers of Ofsted and is a decision personally authorised by Her Majesty's Chief Inspector (HMCI) of Schools.

4.2 An inspection report is formally published approximately four weeks after the inspection. However, a draft report is sent to the Governing Body as soon as possible after the inspection to which the school is invited to comment on the report within five working days. The expectation is that the Governing Body, in consultation with the Local Authority, should start immediately to take action to address the weaknesses identified during the inspection.

Action to be taken by the Local Authority

4.3 When a school goes into special measures, the Local Authority is given statutory powers to intervene to appoint additional governors, withdraw the school's delegated budget or replace a school governing body with an Interim Executive Board (IEB). The Local Authority is required to produce a statement of action to turn round the school and provide a detailed explanation of the options for the future of the school which covers the following:

- An assessment of the scope for the school to be closed or federated, taking into account the number of surplus places (if any) in better performing local schools;
- Proposals for using the statutory powers given to the Local Authority in relation to the Governing Body
- A target date for the school to be removed from special measures if the school is to remain open
- The action the Local Authority will take to support the school including the detail of the support package and a description of how Local Authority services and partners, including other schools, will support the school
- If the school is not to be closed or federated, or the Local Authority's intervention powers are not used, an explanation of why none of these actions are considered appropriate

5. BGTC OFSTED INSPECTION JUDGEMENT

5.1 The Ofsted inspection of BGTC took place on 19 and 20 October 2005. During the oral feedback the headteacher as well as Local Authority officers were told that the school was judged to require special measures subject to the moderation process described in paragraph 4.1. The school had been judged inadequate in terms of overall effectiveness, achievement and standards, quality of provision and leadership and management. Prior to the inspection, the Local Authority had been concerned about progress at BGTC and had been providing support, and together with the Governors, had been taking steps to improve the leadership and management of the school.

6. APPOINTMENT OF AN INTERIM HEADTEACHER

6.1 Immediately following the Inspection, the headteacher tendered his resignation which was accepted by the Chair of Governors and which came into effect on 31st October 2005. For the two weeks after half term, the deputy headteacher acted as the headteacher of BGTC with the support of the school's School Development Adviser (SDA) while the Local Authority and the Governing Body urgently recruited the services of an experienced interim headteacher.

6.2 On Friday 11th November 2005, Mr Keith Holt was interviewed by a panel of the Governing Body advised by the Interim Corporate Director (Education) and appointed as interim headteacher of BGTC for the remainder of the academic year. He took up post Monday, 14th November 2005. Mr Holt has substantial experience in London schools as a teacher, deputy headteacher, a substantive headteacher for a number of years and latterly a consultant headteacher.

7. ACTION TO SUPPORT BGTC SINCE INSPECTION FINDINGS

7.1 In consultation with the interim headteacher and the Governing Body, and following discussions with neighbouring schools, the DfES through the London Challenge and the Tower Hamlets Education Business Partnership (THEBP), the Local Authority has put together a support package for BGTC. The support package has been closely designed to address the key issues in the Ofsted Report and the needs of the school as identified by the interim headteacher, the governors and the Local Authority.

It includes:

- a. Support direct from the Local Authority both in terms of resource to buy in support and expertise to work directly with the headteacher, staff and governors.
- b. Support from the neighbouring secondary schools in the Bethnal Green area organised through a Federation model
- c. Support from London Challenge
- d. Support from Allen and Overy, one of the top five law firms in the UK, a link brokered by Tower Hamlets EBP. This link would build on similar partnerships that exist between Tower Hamlets secondary schools and individual companies, for example Unilever and Central Foundation Girls School and Lehman Brothers with Oaklands School. The support would be for the leadership and governance of the school, staff development and support for pupils across the 11–16 age range through a range of programmes typically focusing on the curriculum (reading, mathematics and science), the vocational curriculum, careers and the “world of work” and art, music and sport.

The detail of the support package is set out in Appendix A.

8. REVISION OF THE SCHOOL'S DEVELOPMENT PLAN

8.1 Re-drafting the School Development Plan (SDP) to take into account the Ofsted key issues was a task that was undertaken immediately following the inspection. Although the draft Ofsted report itself did not arrive in the school until 18th November (four weeks after the inspection), the Senior Leadership Team (SLT) with Chair of Governors with support from the SDA did not wait to take

action. The SDP has been drafted and incorporates the areas for improvement identified by Ofsted. It will be ratified at the next meeting of the Governing Body.

9 ROLE OF THE GOVERNING BODY

9.1 The weaknesses in the school were identified by the Governing Body and the Local Authority prior to the inspection and a range of interventions were underway at the time of the inspection. The Chair, Deputy and the Committee Chairs have a good understanding of the various strengths and weaknesses in the school. Since the Inspection, there have been a two full meetings of the Governing Body one which was attended by the interim Corporate Director (Education) and the Service Head for Standards & Schools Development. There have been several meetings of the Finance Committee, all attended by senior Local Authority officers and discussions with the Finance Committee Chair. A Governor panel, advised by the interim Corporate Director (Education), appointed the interim headteacher,

9.2 The Chair of Governors has attended a number of meetings in the school including spending a day with the acting headteacher and the SLT to discuss the recovery plan. The Chair is also meeting regularly with the headteacher. A meeting with parents and the governors has also been taken place.

9.3 A regular joint monitoring group involving the Chair and Deputy, the acting headteacher and Local Authority officers including the Interim Corporate Director (Education) and the Director of Children's Services has been established and will continue to meet regularly, at present about fortnightly.

9.4 The role of the Governing Body has to be considered as part of the Local Authority response when a school is placed in special measures and what use, if any, is made of the statutory powers to appoint additional governors. This is discussed in more detail in paragraphs 11.12 – 11.13 below.

10. CONSIDERATION OF THE FUTURE OF BGTC

10.1 Paragraph 4.3 outlines the responsibilities of Local Authorities in the event of a school being put into special measures. The Local Authority has to consider a number of options and actions in relation to the school. These are:

- I. The closure of the school
- II. Withdrawal of delegation from the Governing Body
- III. Replacement of the Governing Body by an Interim Executive Committee (IEB).
- IV. The appointments of additional governors
- V. Federation of the school with one or more successful schools.

10.2 If the Local Authority it is not proposing to close the school, an estimate of how long it will take for the school to come out of special measures has to be given.

11. ANALYSIS OF OPTIONS

(i) The case for closure

11.1 BGTC has 180 places available in each year group. The table below gives the past three years breakdown of the first choice applications to BGTC at primary to secondary school transfer:

	LBTH Boys	LBTH Girls	Non LBTH Boys	Non LBTH Girls	Total	Final Intake (Based on Sept Roll)	January Year 7 Roll	January Roll (PLASC)	Total LBTH (Jan) Roll
2003	59	29	17	6	111	172	164	860	14341
2004	44	24	15	6	89	150	156	843	14318
2005	38	25	10	3	76	181*	143	821	14194

**This figured is influenced by increased applications resulting from the closure of Homerton Technology College in Hackney. A replacement school is not likely to open before 2010*

BGTC has been experiencing a slight fall in rolls over the last 3 years. This has to be viewed against the backdrop of a fall in secondary rolls across Tower Hamlets generally which has been more marked in 2005 than in 2004.

11.2 The proposed Haggerston Girls' School (Hackney) future organisation into an 11-19 mixed school from 2010 means that BGTC and Raine's would probably experience reduced demand for admission. This could result in a falling roll for BGTC, which has not been over-subscribed with first place preferences.

11.3 It is more difficult to quantify the Hackney Academy programme effect on places. So far, a very small number of Tower Hamlets pupils have been recruited to the one academy (Mossbourne) that is open. In 2005, there were three application from Tower Hamlets children to attend Mossbourne Academy and two pupils recruited – both girls. Until the admissions criteria is published for the "Petchey" Academy, which is due to open in September 2006, little estimate can be made of the combined effect. The expectation however is this academy will recruit pupils in the Dalston/Newington Green areas of Hackney thus addressing the westward drift of Hackney pupils to Islington and Haringey.

11.4 In the case of the closure of BGTC, the existing pupils would need to be re-located to other schools. The nearest secondary school is Raine's Foundation; the nearest community schools are Oaklands and Morpeth and further south are Swanlea and Mulberry School for Girls. Raine's is already over-subscribed,

Oaklands has a surplus capacity of only 11 places, and Morpeth has a surplus capacity of 31. Even though Mulberry is already over-subscribed, it would only be able to take girls. Swanlea school has a surplus capacity of 27 places only.

11.5 The need to keep BGTC open is further underlined by the projected need for school places in the future based on forecasts of the additional pupils expected to require places from the City Fringe re-development plans over the coming 15 years. According to the City Fringe LDF Area Action Plan (in public consultation at the time of writing) there could be demand for an additional 780 places in the area, most of which are expected between 2010-2014.

11.6 The Local Authority has considered the required options including closure and has decided against this. The reasons for this are:

- Firstly, although there is currently some spare capacity within the secondary sector, this would not be sufficient to absorb all the pupils from BGTC, particularly because Tower Hamlets schools including BGTC itself are supporting the work of the Learning Trust by agreeing to the admission of the majority of boys from Homerton School in Hackney, which is due to close at the end of this academic year.
- Secondly, all the population projections show that with the development of Thames Gateway and the Olympics, Tower Hamlets will need a level of capacity of secondary provision at least equal to and possibly above the current number of places in its secondary schools. The 14 -19 strategy acknowledged that there would be some spare places within the overall numbers but that this was against projected future demand and the Local Authority needed to manage this over capacity for the time being. In view of the likely increase in need for places, the closure of BGTC would mean at a later date the Local Authority may need to open a new school which would require a site. Given pressure on land in Tower Hamlets and current values, this would be an expensive option.
- Thirdly, the Local Authority is of the view that having taken immediate action in relation to BGTC and having intervened before the inspection itself, improvements are already being made. The Local Authority is confident that the school under its new leadership can ensure that the standards of education being offered to the children in BGTC will be rapidly improved and that this is the best solution for the pupils rather than the disruption of being transferred out of a closing school. This would inevitably disrupt the education of pupils no matter how carefully a managed move is planned and particularly those close to taking their GCSEs.

(ii) the case for Withdrawal of Delegation and Replacing the Governing Body with an IEB

11.7 When a school is put into special measures and a decision not to close the school has been made, the Local Authority has to make a judgement about the capacity of the Governing Body to be part of the improvement of the school.

11.8 The Chair and Deputy of the Governing Body had already met with the Interim Corporate Director (Education) and the Service Head Standards and School Development before the inspection to discuss concerns about the school and to agree a way forward, led by the governors. Since the inspection, the interim Corporate Director (Education) has subsequently met with the full Governing Body, with the Chairs of the Committees and is meeting regularly with the Chair and Deputy to monitor progress and to ensure appropriate involvement by the governors in taking the school forward.

11.9 The Local Authority has confidence in the ability of the Governing Body, strengthened by the appointment of Additional Governors, to exercise an appropriate oversight of the recovery of the school. The Governing Body will need, and they acknowledge that there is a need, support and guidance to develop an appropriate way of working which it was not possible to establish previously, to govern and exercise a proper oversight on a continuing basis once the school comes out of special measures.

11.10 The Local Authority is particularly confident in the ability of the Finance sub-committee, working with the officers from the Local Authority, to institute a Financial Recovery Plan which will take the school a long way out of its prolonged deficit by the time it comes out of special measures a year after the Inspection, by October 2006. A draft Financial Recovery Plan is in the process of being negotiated and agreed which will plan for a balanced budget by March 2007.

11.11 The Local Authority therefore concludes that it is appropriate for the Governing Body to continue in place and it is not necessary to withdraw their delegated powers.

(iii) Appointing Additional Governors

11.12 Under the statutory powers the Local Authority, however, wishes to exercise its rights to appoint Additional Governors. This has been done successfully with other schools in Tower Hamlets that have gone into special measures. In some cases, once the schools have come out of special measures, those governors have continued their involvement with the school and remained on the Governing Body, albeit in another governor category.

11.13 In consultation with the BGTC Chair and Deputy, an audit has been undertaken of the background, skills and experience of the current Governing Body in order to appoint Additional Governors who can offer specific skills/background/expertise to complement those of the existing governors. There are four areas where knowledge and expertise would complement the existing Governing Body. These are:

- In depth knowledge of the curriculum and experience of teaching and learning in one of the three core subjects
- Major private sector business expertise
- Community and social enterprise expertise
- Strategic and/or additional financial expertise

The Local Authority plans to appoint up to four Additional Governors as soon as it is given powers to do so.

(iv) The case for a Federation

Background to Federations

11.14 A Federation is a group of schools, usually numbering between two to five, although some are bigger. Federations are mutually beneficial. Essentially, Federations agree to work together for the benefit of learners and the underpinning rationale is that everybody benefits – pupils, staff, members of the Governing Bodies, as well as the school communities generally - in a way that would not be possible for an individual school to accomplish on its own. A Federation may focus on the curriculum, teaching and learning strategies including the sharing of good practice, linking up ICT, sharing sports facilities and also sharing some budgets. The DfES have encouraged Federations as a way of sharing best practice, facilities and excellent teaching. A Federation is not intended to be a deficit model nor a pre-cursor to later take-over, closure or amalgamation for one or more schools in the Federation partnership. In the case of BGTC, provision in many areas such as drama and PE has been recognised as strong and partner schools wish to share their good practice.

11.15 Examples of Federations encouraged by the Innovations Unit of the DfES and the way in which they have been set up vary across the country. Any school can agree to work with another school or group of schools. In practice, schools federate along a continuum from an informal basis involving common goals and joint monitoring and review (known as a “soft Federation”); to a more formal arrangement incorporating service level agreements and possibly joint appointments (known as a “chewy Federation”) to a more formal model which may have a single Governing Body and an executive headteacher or a Chief Executive (known as a “hard Federation”). There are rules set out for Federations which Governing Bodies have to follow particularly in setting up hard Federations, over which there has to be consultation.

The BGTC Federation

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11.16 The BGTC Federation model proposed in this report has as its principle aim to ensure the removal of the school from special measures by the target date of October 2006. There are five secondary schools including BGTC in a well-defined geographical area of the borough - see attached map at Appendix B. The other four are Swanlea, Morpeth, Raine's and Oaklands schools. The interim Corporate Director (Education) has met with the headteachers of those schools to discuss how they can work together in a way that enables BGTC to improve and to be removed from special measures as quickly as possible and at the same time strengthen the partnership way of working which exists within Tower Hamlets and which is being formalised and developed through the 14-19 Strategy and the EIP.

11.17 What any school can offer by way of help and support to a neighbouring school will vary according to its own strengths, the resources available to free up particular areas of expertise within the school and the overall stability and strength of staffing, particularly of senior management in the school, at any one time. The four neighbouring schools to BGTC are all successful schools and had very good inspections in the year leading up to the 14-19 area inspection.

11.18 The Local Authority, with the agreement of the headteachers, subject to the formal agreements of their Governing Bodies, proposes a Federation of the five schools – BGTC, Morpeth, Raine's, Swanlea and Oaklands. Although the details of the structure of the Federation are still to be finalised, each school would retain its own headteacher and Governing Body. The Federation will be governed by terms of reference which are currently being drawn up for agreement by each of the Governing Bodies. The core mission of the Federation will be improvement through partnership in the first instance with the clear focus on the improvement of BGTC and its removal from special measures by October 2006.

11.19 One of the schools would be designated as the lead school in the Federation. In the first instance, it is proposed that this be Morpeth School because of the strength and stability of their entire leadership team. The leadership role would be reviewed every year and could be transferred to one of the other schools in the Federation.

11.20 Appropriate resource support from the Local Authority would be provided to enable the lead school to carry out that role. While the initial short term aim would clearly be for BGTC to benefit from the expertise and practice in neighbouring schools, the headteachers are very clear that they also see the overall gains for all schools that are working together in this way including what they may ultimately gain from working with BGTC.

11.21 Working through formal partnerships is a key feature of how Tower Hamlets works with its schools to bring about improvements in standards. The

Local Authority will therefore be looking at how it can link all of its formal partnerships groups in a way that make the most of the synergy between them, in particular the 14-19 Partnership, the Excellence in Cities Partnership and this Federation. The EIP provides the platform for this strategic approach.

11.22 In particular, the Local Authority would look to maximising the efficiency and effectiveness of the formal support that is employed to both drive and support the 14-19 Partnership Board itself. Its role will be to oversee partnerships such as the proposed Federation by looking at brigading them together in a single unit working to the director of the 14-19 Partnership who will be accountable to the 14-19 Partnership Board. Membership of the overarching 14-19 Partnership Board includes all the secondary schools, Tower Hamlets College, the Local Authority and other partners.

Monitoring Arrangements

11.23 The key to successfully turning round BGTC is swift action to put in new management (which has been done), the putting together of a comprehensive and appropriate support package and the rigorous monitoring of clearly set out targets between now and October 2006. It is proposed to set up monitoring arrangements at three levels to ensure the pace of improvement is maintained and accelerated. The three levels are:

- School level
- Local Authority level
- Federation level

The detail is set out in Appendix C.

(v) Target date for removing school from Special Measures

11.24 The current DfES Guidelines allow an action plan to be put forward that takes 2 years for a school to be removed from Special Measures. In practice with many secondary schools removal from special measures has taken considerably longer than that. The recent White Paper proposes that schools are given a year to improve and be taken out of special measures or else face closure. Nationally, this will involve a new system of monitoring and checking and measuring progress as it will only allow for one year's worth of Key Stage test and examination results to be taken into account. Ofsted have no system presently in place to facilitate removal from special measures. The Local Authority is confident in the rigour of its monitoring arrangements and the ability of BGTC with the support being given it by the Federation to meet the White Paper deadline and plans to offer to assist the DfES and Ofsted in drawing up new monitoring proposals based on a one year deadline and piloting those in BGTC.

(vi) Technology College Status

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11.25 The Local Authority is in discussion with the Technology Colleges Trust to allow BGTC to keep its Technology status which would normally be removed when a school goes into special measures. The Trust has confirmed that funding will continue until August 2007. A review of the specialist designation will be undertaken in spring 2007 to consider how effectively the school has implemented its development plans, including the links to the community and met its targets.

12. CONCLUSIONS

12.1 In summary, from the analysis of options and the strength of the comprehensive support package for BGTC, the Local Authority concludes that there is no case for closing the school. It has confidence in the Governing Body that it will be able to exercise proper oversight, in conjunction with the interim headteacher and work jointly with the Local Authority to implement an improvement package that ensures the school is removed from special measures in the shortest time possible and that it retains the confidence of parents, carers and pupils who attend BGTC.

12.2 Experience with other schools indicates that the appointment of Additional Governors is an important step in helping to remove a school from special measures and, in agreement with BGTC Governing Body and based on a skills audit, the Local Authority will exercise its powers to make appointments in this case.

12.3 The Local Authority have set a timetable for the school to be removed from special measures by October 2006 and has invited DfES and Ofsted to use BGTC as a pilot school to develop the methodologies on which the judgements will be made.

13. EQUAL OPPORTUNITIES IMPLICATIONS

13.1 The Local Authority serves a diverse and multi-ethnic population with a majority of pupils from minority ethnic groups. A total of 100 different languages are spoken in our learning institutions. The Local Authority is committed to ensuring that all groups have equal access to services and participate fully in services that meet their needs. The Local Authority Action Plan for BGTC and the resulting recommendations have been premised on securing the best possible outcomes for individuals and ensuring that they are helped to make the best possible choices about their future. The Education Service will meet the challenges in order to ensure educational inclusion, raised attainment and achievement for all.

14. ANTI-POVERTY IMPLICATIONS

14.1 The poverty facing many pupils exacerbates other challenges such as a lack of fluency in English, disrupted education or racism. It is essential that all pupils receive high quality services that help them to fulfil their potential. The Local Authority Action Plan for BGTC and the resulting recommendations will contribute towards reducing poverty by increasing aspirations, expectations and achievements so that Tower Hamlets is a thriving learning community with rapidly improving schools and that education is at the centre of community regeneration and combating social exclusion.

15. CONCURRENT REPORT OF THE INTERIM CHIEF LEGAL OFFICER

15.1 Cabinet is recommended to approve the recommendations of this report specified at paragraphs 12.1 – 12.3 BGTC has been judged as requiring special measures following an inspection by OFSTED. Special Measures are defined for this purpose as measures which are 'required to be taken in relation to a school because an inspection under s 10 of the School Inspections Act 1996 (SIA) has resulted in the view that the school is failing or likely to fail to give its pupils an acceptable standard of education'.

15.2 The statutory powers of intervention in a school where an inspection report is critical can be found under s.16, s.16A or s.17 of the School Standards and Framework Act 1998. Intervention by the Local Authority includes statutory powers to appoint additional governors, withdraw the school's delegated budget or replace a school governing body with an Interim Executive Board (IEB). This report sets out the Local Authority's Action Plan for BGTC.

15.3 Where a report of an inspection is of a school which has a delegated budget and special measures are required to be taken in relation to the school, the LEA must prepare a statement under s. 18(2) of the SIA 1996. The statement must be of any action which it proposes to take and the period in question. All such matters are highlighted within this report. It must prepare this statement however within 10 days. The LEA must also send a copy of its statement to the Secretary of State and the Chief Inspector.

16. COMMENTS OF THE CHIEF FINANCIAL OFFICER

16.1 The deficit position of the school as at 2004/05 will be reduced to 3.5% of their ISB (£133K) by the allocation of Transitional Support funding. In normal circumstances the LEA would expect a school with a deficit of this size to remain within budget in year in addition to a reduction of their existing budget deficit over a number of years.

The LEA recognises the urgency attached to agreeing a deficit recovery plan for the school and it is anticipated that the deficit will be eliminated by March 2007. As with all schools in deficit the LEA and school will adhere to the following framework:

- Budget will be reviewed in consultation with the school's finance committee and the LEA;
- Savings (including efficiency savings) to be made in the current and, if necessary, future years and all other known and assumed changes will be identified and clearly documented.
- A Recovery Plan covering a clear period of time, when the accumulated deficit must be repaid and the school budget must be in balance will be agreed and signed by the Service Head, Headteacher and Chair of Governors.
- The period of repayment would not normally exceed 5 years and annual repayments will be deducted from the school's annual share of the ISB before that share is placed into the school's bank account;
- Plan monitored by the school and LEA staff (monthly reporting to LEA and immediate notification of any major difficulty experienced) and any growth proposed by the school must be agreed by the LEA (Service Head).
- Failure to meet the terms of the plan will make the school liable to review and potential withdrawal of delegation.

17. STATEMENT OF EFFICIENCY

17.1 Reference to any efficiencies are incorporated above.

18. SUSTAINABLE ACTION FOR A GREEN ENVIRONMENT (SAGE)

18.1 There are no immediate SAGE implications arising from the report. Any capital developments arising will include sustainability considerations so they are applied as far as possible to design and materials used.

19. RISK ASSESSMENT

19.1 The risk of the school not coming out of measures has been considered as part of drawing up the Local Authority action plan and in the conclusions of the analysis of the options. A clear targeted support plan is in place at both school

level and Local Authority level and involves robust monitoring arrangements. Immediate action to address leadership and management teaching and learning and some aspects of the physical environment in the school have been taken. A new substantive headteacher, supported by the Governing Body, who will be able to continue with the improvement programme for the pupils and the school will be a critical appointment for which a rigorous recruitment process will need to be implemented.

20. RECOMMENDATIONS

20.1 Cabinet is recommended to:

- (i) Note the responsibilities of the Local Authority and the action required when a school is judged to be in need of special measures
- (ii) Review the analysis of options and the conclusions
- (iii) Approve the action plan and support package and the target timetable for BGTC to be removed from special measures by October 2006 subject to subject to any minor changes considered necessary or appropriate by the interim Corporate Director (Education) when the final report is received
- (iii) Approve the use of statutory powers in force while BGTC is in special measures, delegated to the interim Corporate Director (Education) and subsequently to the Corporate Director (Children's Services), to appoint Additional Governors.

LOCAL GOVERNMENT ACT 2000 (SECTION 97)

LIST OF "BACKGROUND PAPERS" USED IN THE PREPARATION OF THIS REPORT

<u>Brief description of "Background Paper"</u>	Name and telephone number of holder and Address where open to inspection
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Appendix A

Local Authority Co-ordinated Support Package for Bethnal Green Technology College – December 2005
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Objectives 1. Support for strategic improvements:	Local Authority (LA)	London Challenge	Federation	Business	Community Links through the Local Area Partnership (LAP)
Expected Outcomes: <ul style="list-style-type: none"> • College Development Plan completed as costed working document based on College priorities and reflecting inspection findings • Financial procedures meets best practice guidelines and all internal audit recommendations • Deficit recovered • Financial decision-making based on self evaluation and implementation of CDP and set within budget • Accommodation strategy is within budget and well managed on a rolling programme of improvement • There are high quality staff who provide excellent services • The school knows and understands the composition of its intake and how to meet their different needs • Every Child Matters is part of self 	<p>Advice and guidance from a senior School Development Adviser (Snr SDA) to the leadership and management of the school and governors, in restructuring the College Development Plan to incorporate the Ofsted key issues.</p> <p>Snr SDA monitoring, and further guidance on the implementation of the strategic plan on a weekly basis, including:</p> <p>advice and guidance on the progress in improving the quality of teaching and learning and raising standards;</p>		<p>Support for the headteacher in accessing local and national initiatives and support</p>	<p>Support for expanding the skill base of the governing body by providing additional governors from prestigious local and national businesses, and through building links with potential supporters of developments at the school.</p>	<p>Support for the governing body and for developing the strategic approach to community links and involvement through appointment of LAP Director as an additional governor</p>

<p>evaluation and review</p> <ul style="list-style-type: none"> • Self evaluation is carried out comprehensively so that governors, leaders and all staff know the school's strengths and weaknesses and how to improve. 	<p>quality of distributive leadership and management; curriculum development; improving the environment; and, improving the ethos; building links with the wider community.</p> <p>Support for developing a model of strategic monitoring on a four tier basis utilising our developing Federation/Education Improvement Partnership Support from Education Development Services for improving the building. Health and Safety Executive support carrying out risk assessment during December, with Governors.</p> <p>The school has an external HR provider. However, we are working closely with that provider to ensure all issues of support are fully addressed.</p> <p>Support and training for developing and completing the Deficit Recovery Plan from Education Finance.</p>				
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Objectives 2. Support for raising the expectations of leadership and management of the College	Local Authority (LA)	London Challenge	Federation	Business	Community Links through the Local Area Partnership (LAP)
<ul style="list-style-type: none"> • All post-holders and leaders have explicit high expectations for leading and managing and are judged good or better • All carry out their functions with rigour and attention to detail so that targets are met and exceeded • All leaders have action plans with measurable targets linked to CDP • All receive high quality training • All have regular Performance Management 	<p>Appointment of an interim experienced HT Nov 2005- August 2006</p> <p>Additional funding to meet salary</p> <p>Advice and support to the governing body to appoint substantive HT</p> <p>Enhancement to leadership team from experienced senior leader (trainee Ht/DH)</p> <p>Mentoring for the Headteacher from LA Headteacher mentor.</p> <p>Consultant to senior leadership team (SLT), November – July 2006</p> <p>Snr SDA advice and guidance to SLT on implementation of action plan</p>	<p>“Working together for Success” training for the senior Leadership team 2006</p> <p>Funded in total by the London Challenge Jan- Dec 2006</p> <p>“Leading from the Middle” training for middle management 2006</p> <p>Funded in total by the London Challenge Jan – Dec 2006</p>	<p>Support for behaviour management from local deputy headteacher</p> <p>Support for BGTC head of maths for developing management skills in leading a maths department from local school</p> <p>Bursarial support from the Federation bursars</p>	<p>Business mentor for HT and SLT through LBTH Education Business Partnership</p>	<p>Access for SLT member with Community Development responsibility, to work with local LAP initiatives.</p>

Objectives	Local Authority (LA)	London Challenge	Federation	Business	Community Links through the Local Area Partnership (LAP)
<p>3. To raise standards and to improve the quality of teaching and learning</p> <p>Expectations</p> <ul style="list-style-type: none"> • 2006 Standards at the end of KS3 English level 5 60% Maths level 5 60% Science level 5 60% • 2006 Standards at the end of KS4 5A*-C 50% • Progress from KS2- KS3 and KS2-KS4 in highest quartile (FFT) based on prior attainment Converting level 4s to 5+, all level 5s to 6+, all level 3c + to 4+ Converting level 4+ to GCSE A*-c in EMS + 2 other subjects • Pupils with SEN and EAL to improve at a rate comparable with or better than the national average rate of improvement • Boys and girls to perform as well as each other at or better than national levels • Teaching is 100% satisfactory or 	<p>Intensive support from LBTH secondary consultants/advisory teachers in English, maths, science, English as an Additional Language, teaching and learning, behaviour and attendance, Behaviour Improvement, 12 days each</p> <p>Snr SDA advice and guidance on monitoring and evaluation good teaching and learning and standards Provision of a specialist maths teacher to support NQT with yr 9</p> <p>Funding to increase staffing in English and Maths with experienced teachers on fixed term contracts to Dec 2006.</p>	<p>Mentoring for BGTC students from young professionals and higher education students</p>	<p>Support for heads of department and heads of faculty to review and improve schemes of work and secure effective lesson planning</p>	<p>Provision of young role models for BGTC students in all year groups</p> <p>Reading, number, ICT and science partners from business</p>	

<p>better with 50% good by October 2006</p> <ul style="list-style-type: none"> • All inexperienced teachers receive additional induction training • Incidents of exclusion from class for poor behaviour reduces by 80% • All teachers use a range of teaching strategies and approaches to ensure that all students can learn • All teachers understand and adhere to the school policy on good learning • All teachers have an entitlement to peer observation and feedback 					
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Objectives 4. Support for developing a comprehensive curriculum offer	Local Authority (LA)	London Challenge	Federation	Business	Community Links through the Local Area Partnership (LAP)
<p>Expectations</p> <ul style="list-style-type: none"> • There is a broad curriculum which provides opportunities for GCSE and vocational and work-related courses at KS4 • There is a curriculum which enables new arrivals and students in Key Stage 3 to secure their basic skills of literacy and numeracy • There is a curriculum which is enriching and stimulating and promotes the desire to learn • There is a curriculum which prepares students for the wider world and encourages them to raise their aspirations • There are extra-curricular opportunities, including visits and residential experiences, accessible to all students to widen student experience 	<p>Intensive advice and guidance from 14-19 adviser</p>	<p>Provision of access to good practice and innovation</p>	<p>Development of joint provision over time</p> <p>Access to Advanced Skills teachers</p>	<p>Extension of vocational work related curriculum through EBP:</p> <ul style="list-style-type: none"> • Getting Ahead work related conferences • Hosting work experience placements • Take Your Child to Work Day • Hosting student visits to company premises • Employee/premises support for career sessions for students and parents • Employee support to enterprise initiatives • Employee support to vocational studies • Hosting/funding weekend study support sessions • Funding extra curricula activities – art, music, sport 	<p>Hosting local Community Events Fair at BGTC</p>

Objectives 5. Support for improving the accommodation and environment and developing a more harmonious school community	Local Authority (LA)	London Challenge	Federation	Business	Community Links through the Local Area Partnership (LAP)
<p>Expectations</p> <ul style="list-style-type: none"> • There is an increase in the number of additional adults supporting the students at lunchtimes and breaktimes • The building is a healthy, safe environment • The College complies with the Disability Discrimination Act • There is a wider range of additional activities accessible to all students • Incidents of bullying are reduced by 100% • Exclusions are further reduced to below the LA average • Lunchtime provides high quality purposeful activities • There is a planned programme of celebration of cultural diversity and cohesion • Pupils' and parents' views are heard and included in decision making 	<p>Additional funding to improve:</p> <ul style="list-style-type: none"> • the library • refurbishment of the maths department • toilets • youth room • staff accommodation <p>Advice and guidance on health and safety and establishing a rolling maintenance programme:</p> <p>LA brokerage of support from Royal Bank of Scotland for “ young bankers community support-volunteers” to help with some of redecoration</p>		<p>Support and advice on accessing resources for improvements</p> <p>Sharing of good practice in developing a positive ethos</p> <p>Sharing of good practice in promoting diversity and cohesion</p>		<p>Provision of youth workers and related activities on site at lunchtimes</p> <p>Development of localised projects with young people from all local schools</p> <p>Maintenance of rapid response and school police links</p>

Objectives 6. Support to increase the capacity of the College to offer Extended services to the local Community from 2008	Local Authority (LA)	London Challenge	Federation	Business	Community Links through the Local Area Partnership (LAP)
Expectations <ul style="list-style-type: none"> • BGTC is a focal point for local community • The College offers parent language and ICT classes • Communication and links with parents are good • Calendars of events are published well in advance • There is a flourishing PTA • Ethnic Minority parent governors are recruited to the governing body • Family events are established • There is a strategic plan for further development to meet local needs 	<p>Additional funding to sustain a senior management post for Community Development</p> <p>Support for strategic development from lead officer for Extended Schools.</p>		<p>Joint strategic development for extended services</p>		<p>Support for identifying local extended services needs</p>

Objectives 7. Support to further develop technology – based solutions to improve the overall quality of provision	Local Authority (LA)	London Challenge	Federation	Business	Community Links through the Local Area Partnership (LAP)
Expectations <ul style="list-style-type: none"> • Work with primary and other secondary schools is good and mutually beneficial • A business enterprise programme is in place for students • The school intranet is well used and efficient • The web site is used for dissemination of good practice • The new KS3 technology framework is in place • ICT is used to promote good teaching and learning • A cross curricular technology - based project is started to raise the profile of technology 	<p>Advice and guidance from LEA E-learning manager</p> <p>Brokerage of continued support from Technology Learning Trust</p>	<p>Support for maintenance of technology status</p> <p>Access to links with other high performing specialist technology colleges</p>	<p>Joint development of technology – based solutions to teaching and learning and efficient management</p>	<p>Advice and guidance on application of technology-based solutions and opportunities to link to local businesses for curriculum development purposes</p>	<p>Opportunities to link with local initiatives</p>

APPENDIX C

Monitoring and Evaluation the Impact of the BGTC Intervention Plan

A key part of the drive to securing improvement at Bethnal Green Technology College will be the development and implementation of a robust intervention plan. This plan will be agreed with all parties and regularly monitored in a range of different ways at both a school and Local Authority level. The plan will also be regularly reviewed to ensure it remains responsive and fit for purpose. Four levels of meetings will take place.

In-School Line Management

Each action in the plan will be owned by a manager in the school who will through the normal performance management systems be accountable for securing its progress. Records of these meetings will be available for monitoring purposes.

Targeted Intervention Group (TIG)

The TIG is the main structure for monitoring progress in school, and will hold the senior staff of the school to account. It will consist of the headteacher, his senior managers and chair of governors and meet in the school. The lead headteacher of the federation will also be in attendance. The LA will be represented by a senior officer who will chair the meeting. Officers with a significant role in the school will also be expected to attend. The TIG will meet four weekly. This group is accountable to the LA monitoring group.

Local Authority Monitoring Group

Chaired by the Interim Corporate Director Education, then Children's Services, this group consists of the chair and vice chair of governors, the headteacher, the senior officers with responsibility for progress and the lead headteacher from the federation. It will meet four weekly (around one week after the TIG) at the Town Hall, Mulberry Place and receives a report of progress against the intervention plan from the TIG, prepared by the officer responsible for schools causing concern. It makes judgements about progress and can vary the action plan in response to newly identified needs. It also allocates additional LA resources as required.

Federation Evaluation Group

Consisting of the chair of governors, headteacher, Corporate Director, headteachers of the federation and senior officers, this group meets at the end of each half term in the school for half a day. Partners from London Challenge and other stakeholders will also be invited to this meeting. It provides an opportunity for the headteacher to demonstrate progress and to provide a problem-solving forum for intransigent issues.