



# Entitled To Succeed

A Strategy for Success in  
Secondary Education

aspire | achieve | innovate



**the learning trust**  
the future for education in Hackney

# Entitled To Succeed –

## A Strategy for Success in Secondary Education

### Background to Consultation

The Board of The Learning Trust agreed at the December Board meeting to consult with stakeholders on the draft secondary strategy – Entitled to Succeed – A Strategy for Success in Secondary Education. The Learning Trust would welcome comments on both the strategy and ways that you can contribute to the achievement of the outcomes and entitlements outlined in the strategy. Your comments and feedback will be incorporated into a final strategy and detailed action plans to be presented to The Learning Trust board in April. A pro forma is included for your responses. Please make comments by 31st March, 2003.

### How to Make Comments and Recommendations

Comments and feedback on the draft strategy will be sought through a number of channels. These include – public consultation events, presentations to existing stakeholder groups e.g. governors, public opinion monitoring through research undertaken with young people, parents and teachers in conjunction with the Office of Public Management. We are also seeking comments from employers, DFES and LSC officials, higher education, further education and training providers – many of whom were also involved in influencing the original draft.

For further information and to make comments please contact Heather MacRae, The Learning Trust, 1 Reading Lane, E8 1GQ. Email address is [heather.macrae@learningtrust.co.uk](mailto:heather.macrae@learningtrust.co.uk). Telephone 0208 356 7328.

Responses to this document are requested by 31st March, 2003. Additional copies of the documents are available from Wendy Fevrier at The Learning Trust (0208 356 7344)

## Foreword

The Learning Trust is the UK's first private, and importantly not-for profit company to take over the responsibility of running education services, replacing Hackney's Local Education Authority (LEA) in the running of all education services.

Secondary education in Hackney is a big issue for parents, pupils, staff in schools and the wider community. All of us share a common purpose and objective to ensure our pupils and students have access to a wide range of high quality schools focused on raising attainment.

There is a desperate need for additional secondary schools in Hackney. We are committed to delivering them. In pursuit of this objective all of us need to face some difficult, or indeed tough, choices.

The Learning Trust has demonstrated its willingness to take those decisions, which emphasise a rejection of low performance and low expectation and a celebration of the success our pupils, staff and schools achieve.

This draft strategy outlines our long term goals for secondary education in Hackney. The goals have been identified following a series of consultation with external stakeholders as well as The Learning Trust staff and The Learning Trust Board. We welcome your comments on the strategy and also on ways in which you can help us to achieve the outcomes outlined in it.



Alan Wood  
Chief Executive

## 1. Summary

This secondary strategy has been built on consultation with the educational community – teachers, employers, guidance providers, training providers, colleges, universities, as well as staff, parents and students themselves.

At the core of our strategy is a twin principle of *entitlements* and *collaboration* that, together with curriculum innovation, improvements in teaching and learning, capital investment, will drive up standards. The key features of the strategy are:

- A focused drive to raise the standards attained by our students and the proportion of those staying on post-16.
- A shared vision of entitlements for students, staff, parents and governors.
- A commitment to work in a way that extends the curriculum offer and improves the quality of teaching and learning.
- Developing federations as preferred structures for co-operation and sharing.
- A curriculum design (14-19) that will provide unit based academic and vocational courses.
- A recruitment and retention programme that offers teachers a first class professional development programme tailored to their needs.
- An ambitious programme of capital investment funded through a range of programmes including an opportunity to modernise our schools and add new ones to extend the choice offered to parents and students.
- Creation of a 14 plus centre with an integrated Connexions Centre.
- An extended schools (Young Peoples' University) programme that will enable all students to access curriculum content for 24 hours a day 7 days a week using ICT.
- A celebratory culture to promote the achievements our young people.

## 2. The Need for a Secondary Strategy

Despite the many successes of our pupils, we need to work to ensure that the public perception of secondary education in Hackney is good. We must do more to encourage this perception by reminding our residents and opinion formers of our successes e.g. six specialist colleges, two beacon schools, individual and school success in national sporting and cultural achievements etc.

### There are nine secondary schools in Hackney

<b>School</b>	<b>Governance</b>	<b>Type</b>	<b>Specialism</b>
Cardinal Pole	V Aided (CE)	Mixed	Science (pending)
Clapton	Community	Girls	Technology
Hackney Free	V Aided (CE)	Mixed	Sports
Haggerston	Community	Girls	Beacon (Technology)
Homerton	Community	Boys	Technology
Kingsland	Community	Mixed	Subject to consultation on closure

Our Lady's	V Aided (RC)	Girls	Beacon (Languages)
Skidders	V Aided (ND)	Girls	Business (pending)
Stoke Newington	Community	Mixed	Arts and Media

Specialist provision is provided by Daniel House Pupil Referral Unit, Stormont House, Ickburgh, Crusoe House, and Horizon.

Post-16 provision is provided by: Cardinal Pole School, Our Lady's Convent School, Skidders Company School; Brooke House Sixth Form College, Community College Hackney. Work Based Learning Providers include Workforce, YH Training, Asian and Oriental School of Catering, Springboard Hackney Trust, Bootstrap Enterprises, Rathbone CI.

### 3. Reasons for Change

- There is insufficient range, capacity and diversity of choices for parents and students. This results in the majority of secondary aged pupils being educated outside Hackney.
- We lose a large proportion of pupils when they transfer from primary to secondary school – in 2002 61% of year six pupils from primary schools transferred to year seven classes in Hackney schools. A significant number of pupils from the Orthodox Jewish Community do not attend maintained schools.
- The secondary school population is on an upward trend peaking in 2006 at 8,477.
- There is a shortage of provision for boys and a particular shortage of mixed non-denominational schools.
- The physical condition of too many of our schools is poor. We need major new investment.
- One school is in special measures and is subject to consultation regarding closure. The plan is to replace the school with a new Academy opening in September 2005.
- Performance in secondary schools needs to improve at a faster rate. Good performance in recent years still leaves us behind comparable authorities.
- The Key Stage 3 aggregated score in 2002 placed Hackney Schools at the bottom of the national 'league'. The score for English has remained at 46% since 1999. Research shows that there is a strong correlation between attainment at level 5 or above in key stage 3 English and the achievement of 5+ A-C GCSE grades.
- Underachievement is particularly noted among the Turkish speaking population, Afro-Caribbean boys, and English, Scottish and Welsh boys and girls.
- Evidence shows a clear dip in performance amongst Afro-Caribbean boys between key stage 2 and key stage 3.
- The following cohorts have particularly poor Level 5 results in Key Stage English – Turkish, Kurdish and Arab Girls as well as Caribbean, Kurdish, Pakistani and Turkish boys.
- Performance between individual schools and between specific cohorts varies greatly, e.g. the school range for % gaining A\*-C grades in English vary from 22% to 62% and for Maths from 18% to 52%. The range for % with no passes in any core subject is from 0% to 29%.
- The provisional figure for 5A\*-C for 2002 is 31.7% – below that of 2001 by 1.8%.

- The % of pupils gaining 5A\*-C including English, Maths and Science ranged from 40% in the highest school to 5% in the lowest. Boy's attainment was at 17% and girls 23%.
- Too many students do not complete secondary school – currently there are over 100 students taking part in alternative education provision or on waiting lists for provision.
- Good practice in schools and colleges is not currently fully shared.
- Pupil mobility is high. 8.3% of Hackney's Year 9 have been at their secondary school for less than one year; in one year, the equivalent of an entire 4-form entry secondary school.
- Other features of the Hackney secondary performance are high numbers of students in receipt of free school meals, high percentages identified as having a special educational need, high percentages with English as an Additional Language and high numbers of students who have recently arrived in their current school.

The Learning Trust strategy incorporates a school improvement plan that includes the following key goals:

- Raise attainment in key stage 3.
- Raise attainment in key stage 4 and work strategically with partners across the 14-19 phase to increase post-16 progression and attainment
- Narrow achievement gaps and tackle underachievement
- Give support for schools causing concern
- Raise attainment by supporting recruitment and retention of quality staff
- Improve pupil engagement, attendance and behaviour.

## 4. Moving Forward

There is a strong appetite for success and a commitment amongst all partners to high quality services for our young people. Recent successes include:

- 2002 – good and sustained progress in a number of schools at GCSE and AS/A2 level, with very good individual student successes in most.
- Year on year increases of the numbers of students choosing to carry on with their education post-16.
- A series of federated bids to broaden the range of the 14-19 curriculum leading to an extra £1.3 million investment and agreement to common timetabling elements, shared quality assurance, agreed behaviour codes for students, and shared professional development.
- Leadership and Management Advisers in place for each of the secondary schools.
- Mossbourne City Academy to open in September 2004 on the old Hackney Downs site with a leading edge building design led by Richard Rogers.
- Pilot programmes to develop work related learning in conjunction with London College of Fashion, Brooke House Sixth Form College and the Community College Hackney. All programmes offered have been oversubscribed – all 9 schools are involved in these new initiatives.

Ofsted on a recent thematic visit to inspect 14-19 issues said

*"We weren't sure of what we would find here – but we are pleased that we have come. We have been impressed by much of what we have seen.' Their thank you letter noted, 'the excellent partnerships that have been made and our strong position to take forward 14-19 developments'"*

The new sixth form Centre is already oversubscribed and attracting hundreds of students back into education with Hackney.

Development of peer access and research teams that were awarded the national Institute of Careers Guidance award for best practice research in 2000.

The Behaviour Improvement Programme Summer Scheme was profiled as an example of good practice at the Connexions Service National Unit and in the good practice reports, national video and Government Office for London report.

## 5. Opportunities to Achieve Change

There is an opportunity for The Learning Trust to take the strategic lead to ensure secondary reform and development. The time is right to lead the campaign to innovate, aspire and achieve because:

- Our young people, teachers, schools and Learning Trust staff are committed to change and improvement.
- The 11-19 education community in Hackney has signed up to a shared vision of entitlements that will drive our strategy and structure.
- There is a strong parental voice for increased choice and improvement.
- Our vision for transformation accords with the London Challenge agenda and with other national policy developments e.g. Extended Schools, Investment for Reform, The Education Act 2002.
- The Government's 14-19 strategy gives the flexibility to create education of quality and character suited to individual learners as well as a new skills curriculum strand linked to new supported vocational pathways.
- The Learning Trust is a not for profit model for delivering education that can allow us to be more entrepreneurial and less bureaucratic in our approach.
- Partners in the Learning and Skills Council, London First, East London Business Alliance and other players in the local and national education community are keen to devote time and energy into working with us to improve the education experience for Hackney children.
- The citizenship curriculum and youth parliament will bring school and community youth fora together to give young people a real voice.
- Individuals and companies are willing to provide financial and consultancy support.

## 6. Capital Investment

Hackney needs greater school variety and capacity to provide the necessary choice for parents, staff and students. In part this can come from greater co-operation between schools and colleges. The Sixth Form College, The 16+ Centre at Hackney Community College, Mossbourne Community Academy and Yesodey Hatorah are a tremendous start, but not enough. There is room for additional provision.

A new school to replace Kingsland if it closes and a new school in the Shoreditch area are desperately needed. The re-provisioning of Homerton and improvements to all the other secondary schools are equally pressing.

An effective estates strategy will need to be integrated with the education strategy to ensure a high quality physical provision for education. A joint venture PFI pathfinder programme is being prepared with the support of the DFES for £150-200 million. This will require close co-operation with the London Borough of Hackney and schools.

These positive drivers can bring into the secondary education service substantial sums. Through our secondary strategy we have an opportunity to turn Hackney's secondary education into a proactive, ambitious and leading edge provider that attracts further additional funding for the education of our young people.

## 7. Vision and Entitlements

Our vision for young people aged 19 in Hackney is that they are able, through success, in their chosen pathways, and with the assistance of advice and guidance, to decide on their future career and or academic direction, able and willing to participate in their community and wanting to do so within Hackney. Appendix A outlines a list of draft entitlements.

This vision built with our partners is wholly consistent with the wider Learning Trust strategy of becoming one of the most effective providers of education services in the country, ensuring that all children and users have access to high quality teaching and learning.

The vision will be delivered through joint work with partners on a new 14 plus centre, federations working towards common timetabling, shared inset, collaborative bids for funding, and strong college and university links to support progression for students.

## 8. Business and Financial Issues

The current total local schools budget for secondary is £33,267,663 per year. Additional strategic management costs apportioned to secondary related work is £813,434. Specific standards fund non-devolved stand at £1,887,785; special education needs is £1,089,097; school improvement £383,296 and access is £806,106. This brings the total expenditure to £38,247,581. Much of the current funding for secondary schools is allocated directly to schools through formula funding. This funding does not take into account grant funding from external sources – for example the 14-19 strategy is funded purely through grant funding of £350,000 secured from neighbourhood renewal, learning and skill council contracts, and direct contracts with the DFES. The secondary strategy once approved also provides opportunities to seek additional income through:

- Learning and Skills Council Development Funding
- Learning and Skills Council Standards Funds
- DFES Pathfinder Funding
- DFES Baseline Targets Funding
- Neighbourhood Renewal Funding
- Shoreditch Our Way Funding
- Area based regeneration e.g. Woodberry Down
- Learning and Skills Development Agency Funding Routes
- Connexions
- Private Trusts

## 9. Risks

We need to manage risks so that the existing good practice in many schools is not lost but is consolidated. The current situation requires us to work in different ways, to think more creatively and radically about ways of ensuring young people achieve success at 19. We will need to be open to new ideas from all sources – but especially from our teachers and young people who are at the front line, and from business – the ultimate employers of our students. The risk if we don't is that students will continue to vote with their feet at primary, secondary and post secondary transition points.

The risk that during the period of change performance dips further – the current key stage three results mean that there are significant challenges ahead in reaching the key stage four results will have to be managed to support schools during the transition period. The unpredictability of intake and late arrivals also means that we are not dealing with a steady state student body. Other risks include the turnover of staff and the capability of organisations to deliver continuity of quality services as well as change.

Other risks arise from the current confusing age, decision-making, key stage separation and the funding complexities and different strategies deployed. These divides are in many senses artificial and the education strategy 11-19 needs to be part of a broader education strategy 0-19 but with particular key ages and strategic foci.

## 10. Making It Work

Implementation will be through a series of detailed action plans that show exactly what we will do, when we will do it, who will take responsibility for doing it and how we will define success in each area. The implementation plan will build upon and take further existing plans e.g. education development plan, excellence in cities plan, Connexions plan, 14-19 plan, but will weave them into a single plan focused on achieving success for our young people at 19. The action plans will have been tested out with stakeholders and will use external resources and expertise where appropriate. It will also build upon existing successful partnership groups and processes – particularly the work begun through the 14-19 Strategy Group.

It is proposed that a Secondary Education Board oversee this work. This would have representation from Headteachers, colleges and senior management within the Learning Trust. Colleagues from the business community the Learning and Skills Council, voluntary sector and Higher Education would be invited to join; the emphasis will be on results rather than process. The Secondary Education Board would meet monthly to assess progress against the project plan. This would be supported by a regular series of seminars and workshops to ensure the continued commitment of the wider secondary community. Consideration should be given to whether or not this Board should replace the existing 14-19 Strategy group.

## 11. Stakeholder Involvement

The Secondary Strategy paper involved a year of consultation with Headteachers and key parties. The entitlements have been derived from the consultation. The key priorities within the report and the indicative action plans also reflect issues and ideas arising from consultation.

The secondary strategy is a single plan to take forward ambitious developments in the next 10 years with clear outputs and milestones. It has been informed by local headteachers, college principals, learning and skills council staff, and most significantly by the needs and views of young people and their parents – both young people who are about to embark on their secondary education and young people who have just left secondary education.

Further consultation will take place in January 2003 and March 2003 with a focus on the following questions.

- Do you agree to the main outcomes that the secondary strategy seeks to achieve?
- Do you agree with the entitlements that we are aspiring to?
- Do you agree that we need, new additional schools in Hackney?
- Do you agree that a programme of capital investment is required?

## 12. Conclusion

The secondary strategy will focus on the achievement of the following outcomes. Some outcomes will be able to be achieved immediately – others will need to be achieved over the ten-year initial life span of the Trust.

- All students to have access to information about their performance and potential, and the opportunities for them to participate in both formal and informal curriculum and recognition of the breadth of their achievements by age 19.
- Published entitlements for young people, parents, and teachers of what they can expect from The Learning Trust and its provision
- Hackney will have a curriculum offer that includes academic, vocational and hybrid courses, developed in association with local schools, colleges, the London Institute and employers with unit credits recognised by local colleges and employers – a Hackney Baccalaureate

- Choice of secondary provision will be broadened by the addition of three new schools and a specialist 14 plus centre and all schools will offer attractive and safe learning and working environments, underpinned by effective ICT and e-learning systems.
- Hackney schools will be regarded as a the preferred choice for 80% of year six students transferring to secondary schools.
- Hackney is regarded as positive employment and professional development choice for new and experienced teachers
- A discernible improvement will occur in the way students, parents and teachers view the service, as demonstrated by independent public opinion monitoring.
- Key Stage Three and key stage four results will improve and will be at least at the national average figures and comparable with other similar inner city areas.
- 90% of students and their parents express satisfaction with the quality of teaching and learning
- Post-16 participation rates are at 90% and post-18 participation rates are comparable with national rates.

# Appendix A

## Entitlements – A Strategy for Success in Secondary Education

The Learning Trust aims to ensure that 80% of the young people of Hackney have achieved at least Level 2<sup>1</sup> by age 19, the basic threshold for employment, and that 40% have achieved Level 3<sup>2</sup>, the threshold level for higher education. In support of this aim, we offer the following entitlements to those engaged in the delivery of this objective.

### Entitlements for Young People

By the time you reach 19, we will:

- enable you to acquire the information, advice, guidance, skills and attributes you will need to participate in society and to embark on your chosen career path and/or course of study;
- ensure that you have had available to you a range of qualifications, courses and programmes which, subject to your ability and application, will qualify you for your chosen career path and/or course of study.

In order to achieve this we will provide:

- a place for all who want one in a Hackney school, college or training provider.
- access to all three routes: vocational, academic, or mixed.
- high-quality teaching, wherever you are based.
- a safe environment and high standards of behaviour in all schools and colleges. We will also work with schools to bring about a common and agreed code of discipline so that you know that the same standards of behaviour will be expected of you wherever you study and that the same rewards and sanctions will also be applied.
- the opportunity to undertake at least one additional activity. This could be a sporting activity, a musical or dramatic activity, or some aspect of volunteering.
- access to e-learning and other resources including a quiet place of study either at school or in the local community.
- a say in what we provide.
- support to enable you to access your chosen courses and additional activities. This will be Pupil Learning Credits and Educational Maintenance Allowances.
- access to employers and employment and a certificate to show your readiness for the world of work.
- Information, advice and guidance from one individual in your school or college on available courses and additional activities at specific decision points including information on higher education options.
- Further education/higher education mentor as introduction to post-16/post-18 opportunities – increase % Hackney students going to higher education.

- Access to business centre and advice and support learning for setting up own business.

<sup>1</sup>5 or more GCSEs at A\*-C, an intermediate GNVQ, NVQ Level 2 or other equivalent qualification

<sup>2</sup>2 or more GCE A levels, an advanced GNVQ, NVQ Level 3 or other equivalent qualification.

## Parents and the Wider Community

For parents,

- access to a place in a Hackney primary or secondary school. We are planning to extend the range of secondary schools in Hackney.
- support during your children's transition from primary to secondary school.
- high-quality information about the range of secondary schools, a programme of open days to enable you to see the secondary schools in operation, and advice on how to help your children adjust to the different demands of secondary education.
- a written assessment of your child's progress at least once a year, to enable you to know how your child is progressing and to help you better to support his/her continued learning.
- access to school and college facilities, including e-learning resources, to help you to learn alongside young people and to help them further. This may not always be in your child's schools, but may be in one of the colleges, or in the City Learning Centre.
- advice and guidance to help you to help your child make well-informed choices about their futures.
- a say in what we provide,
- for those willing to do so, the opportunity to contribute, for example by helping with children's reading or by demonstrating a particular skill to a group of students.
- the opportunity to become a school governor.

## Staff working in schools and colleges

- a safe environment;
- a behaviour and discipline policy which is common to all schools and colleges. Both you and the students will know what is expected, and what rewards and sanctions will be applied in what circumstances.
- individual career plans, with opportunities to work in different institutions and for management development.
- high-quality professional development centred in a professional development centre with access to e-learning resources. You will also have high-quality e-learning facilities in your schools and colleges, and in the City Learning Centre.
- professional mentors – if you so wish.
- time for preparation, reflection and personal development. This may entail refinements in working practices.

## Governors

- induction training when you first become a governor,
- bespoke courses on other aspects of school governorship;
- assistance with recruitment and retention of staff;
- legal advice;
- clerking service;
- a dedicated education adviser to work with you and the school staff to raise standards at your school.

## Headteachers

To enable you to continually evaluate and improve your performance we guarantee you:

- Support from a Leadership & Management Adviser
- Data and analysis
- Professional leadership
- Network support
- School improvement support
- Target setting support
- Process evaluation
- Access to professional development opportunities

## Collaboration and Partnership

In order to secure these entitlements we need to work together in partnership to provide high quality secondary education with additional tailored provision for those facing particular challenges. This approach will be based on a commitment to finding the best ideas and approaches and:

- Involve schools, college, training provider and employers
- Involve the Learning and Skills Council and the DFES
- Covers secondary schools working with primary schools
- Includes work with a range of higher education institutions and teacher training providers.
- Extends to parents, the community, business and the Connexions Service
- Is built on joint planning, training and delivery of services
- Engages students in an achievement model and motivates them to attain the highest standards

# Consultation Response

Name:

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Contact Address:

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Telephone:

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Email (if applicable):

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**Please fill in the following details to help us with our analysis of the responses.**

1. Are you responding as an individual or on behalf of an organisation? (please tick)

Individual

Organisation

2. If you are responding as an individual please tick whichever of the following apply to you:

parent

student

governor

school support staff

headteacher

trainee teacher

teacher

other:

3. If you are responding on behalf of an organisation, is it a:

school

teacher training institution

further education institution

local education authority

higher education institution

other:

4. If you work in, or are responding on behalf of, a school what is the age range of its pupils/students?

(please tick all boxes that apply)

Under 5

11–18

5–11

16–18

11–16

Do you agree to the main outcomes outlined in paragraph 12 that the secondary strategy seeks to achieve?

- strongly agree       agree       agree in part       do not agree

Comments

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Do you agree with the entitlements that we are aspiring to?

For young people

- strongly agree       agree       agree in part       do not agree

Comments

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For parents and the community?

- strongly agree       agree       agree in part       do not agree

Comments

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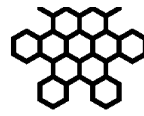
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For governors?

strongly agree

agree

agree in part

do not agree

Comments

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For staff working in schools and colleges?

strongly agree

agree

agree in part

do not agree

Comments

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For Headteachers?

strongly agree

agree

agree in part

do not agree

Comments

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How can the strategy best meet the needs of special schools and students with special educational needs?

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Do you agree that a programme of capital investment is required?

- strongly agree       agree       agree in part       do not agree

Comments

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Do you agree that The Learning Trust should seek to increase the number of secondary schools in Hackney?

- Yes       No

If yes, what sort of secondary school should be established?

- Mixed       Single Sex  
 Voluntary Aided       Community

Please provide any further comments on the strategy including ways in which you as an individual or your organisation may be able to support the Entitled to Succeed Strategy.

Comments

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Thank you for providing your comments. Please return your consultation response to:

**Heather MacRae**  
**The Learning Trust**  
**1 Reading Lane**  
**Hackney E8 1GQ**

**Or by email to [heather.macrae@learningtrust.co.uk](mailto:heather.macrae@learningtrust.co.uk)**

**Deadline for comments 31 March 2003**