

Education Provision in the city of Norwich Secondary schools and post 16

Purpose of report

This report:

- summarises the current role of an education authority in England and the likely implications of current legislation
- analyses educational performance in Norwich, including comparisons with National and local benchmarks, and
- summarises the preliminary views of the secondary Headteachers in the City Council area concerning the possible creation of a new unitary council for Norwich.

The functions and role of an ‘education authority’.

Local education authorities have three prime but overlapping roles:

- The Leadership role. As an elected authority, the council has the legitimacy to lead the local community in educational matters. This includes the bringing together of disparate partners who have a role to play.
- School improvement. Authorities need the capacity to monitor, challenge and support heads, governors and teachers in developing clear strategies for the development of educational opportunity.
- Core role. This involves the guarantee of infrastructure and access to education for all. This role includes the planning for demographic changes in school numbers, the managing and funding of large scale building projects and the provision of appropriate education for the full range of Special Educational needs.

Current Legislation and its impact.

Since the Children Act of 2004 (generally known as Every Child Matters) authorities have been charged with co-ordinating the work of Social services and Health in providing for the ‘whole child’. In most authorities, this has led to an amalgamation of education and social services with strong links with Health and Primary Care Trusts.

One of the central strands of the act was to place the people who use the service- children and parents-as the top priority for local authorities and projects them as ‘the people’s champion’ who will ensure that complaints and enquiries are properly dealt with.

In many counties, the old ‘education authority’ has been replaced by a Children’s Services Department, linking education with Social Services. In some counties, this has been seen as controversial since there has been a perception- perhaps unjustified- that education has taken second place to a social services agenda.

At the same time, the government sought to develop the notion of the extended or ‘full service school’(see Appendix 2) which would meet the needs of both the community and its pupils and would offer extra curricular opportunity alongside the traditional curriculum. Some schools developed this idea further to encompass unity between school, health, police and social care

in dealing with the needs of the individual. (In 2004-5 there were 137 full service extended schools in the country with one active in the Norwich area).

The educational agenda has been at the top of the present government's priorities and remains an area of upheaval and change. Uncertainty over the role that LEA's should play has, in some cases, led to a lack of confidence in an ability to lead change.

Things have become clearer with the passing of the 2006 Education and Inspections Act. (See Appendix 5) It places a duty upon LEA's to ensure the promotion of high standards and the fulfilment of every child's educational potential. LEA's are charged with securing access to educational and recreational leisure time activity for students aged 13-19. The appointment of 'SIP's – School Improvement Partners- by LEA's who are charged with challenging and supporting schools- has been rolled out to all secondary schools. The people chosen have to fulfil National criteria and are generally former headteachers or LEA advisers.

We await the government's final decision over the content of a new School Admissions Code; consultation finished at the beginning of December 2006 and statutory instruments will be in place for pupils entering school in Sept. 2008. Undoubtedly this will have considerable effect upon the way in which students are allocated to schools.

The Building Schools for the Future initiative (see appendix 4) involves the allocation of large sums of money to capital educational building projects and is key to the development of any local authority provision. The move away from three tier education in the city and the abolition of middle schools- already begun by the County Council- could not be achieved without substantial investment from BSF and will be at the centre of any future plans for upgrading of buildings.

Over the past decade, repeated debate over the role of the local education authority- coupled with changes of emphasis by successive National governments- has led to uncertainty and a lack of confidence by local administrators. The stage has now been set for greater clarity and certainty.

As a county Norfolk have recently completed a review which has led to restructuring and reorganisation. Heads report that the structure seems right but it is too soon to comment on its effectiveness.

The current situation in Norwich

There are six high schools serving the present boundaries of the Norwich City Council. One is a Voluntary aided RC school serving the whole of Norfolk and areas of North Suffolk. There are a further five secondary schools which are close to the present city boundaries (Costessey, Hellesdon, Sprowston ,Thorpe St Andrew and Taverham) and which are part of the Norwich framework and are integrated into all key developments and admission arrangements alongside the other city schools. (See appendix 3 for fuller details.)

Reorganisation of primary education in Norfolk should eliminate middle schools from the central area of Norfolk by 2007, leaving a network of nursery, primary and 11-18 schools serving the city, a move which reflects current National educational thinking.

Of the six present city secondary schools, four are specialist schools; Blyth-Jex School is a Business and Enterprise College, City of Norwich School is a Technology college, Heartsease is an Engineering College and Notre Dame is a Languages college. These schools offer particular expertise in their chosen specialism as well as a common National Curriculum for

all. It also allows these schools to access additional funding to support their specialism. Earlham and Hewitt High Schools have yet to achieve specialist status.

Norfolk County Council has agreed to pursue academy status for Heartsease High School which would place it in the hands of sponsors and take it out of LEA control.

What we know about educational standards in Norfolk.

In general Norfolk finds itself behind its geographical neighbours, Suffolk and Cambridge, in terms of educational outputs. Within the county, Norwich is the only large urban conglomeration and does less well than other areas in the county. This is not an uncommon situation in the country since urban areas offer a multiplicity of problems which are not always prevalent in rural areas. When compared with similar areas in England – those who are allocated Neighbourhood Renewal Funding and have similar issues of deprivation- Norwich performs lower than others at KS3 and at KS4.

There are some signs that standards in Norfolk at KS2, 3 and 4 are improving; however, two clear indicators of progress at KS4 – the average point score (points are allocated for the number of exams taken and at what level) and the value-added score (the progress made by pupils between KS2 and KS4) remain disappointing. In summary, it would seem that progress at KS2 is just below the National averages, is comparable at KS3 but stalls at KS4.

At a recent meeting of Headteachers, Norfolk County Council reported some improvement in KS4 standards for 2006 (these results are uncertified and have yet to be published) but overall county results remain inconsistent and below the National average as does their performance against similar counties.

Key Conclusions

- At KS2 Norfolk results have kept pace with National trends and are just below the National average.
- At KS3 Norfolk results have kept pace Nationally and are now in line with the National average.
- At KS4, results kept pace Nationally until 2003 but are now below the National average.

What we know about educational standards in Norwich.

Those most telling statistics take into account attainment in the Norwich North and South parliamentary constituencies and give a fair representation of the situation across the city. At KS 2 the number of students achieving average scores in English and Maths are well below both Norfolk and English averages.

At KS3, there is a slight improvement but the picture remains the same.

At KS4, students with five good GCSE passes (5+ A-C) are considerably adrift from both Norfolk and English averages. Students gaining five passes at GCSE at any level follow the same pattern. In fact, 15.2% of students at KS4 leave school without five passes- or what could be considered a satisfactory all-round education.

Norwich Educational Performance 2005.

At KS2- students reaching level 4 'average performance'.

	English	Maths
Norwich District	68	62
Norfolk	78	73
England	79	75

At KS3 – students reaching level 4 'average performance'.

Norwich District	66	68
Norfolk	74	75
England	74	74

At KS4- GCSE results

	5+ A-C	5+ A-G
Norwich District	45.8	84.8
Norfolk	52.4	90.7
England	56.3	89.0

None of this is a new phenomenon. At KS2, results since 1996 show Norwich results in Maths and English substantially lower than both Norfolk and England with Maths falling away in 2004 and 2005. At KS3, results in English and Maths have narrowed the gap (except in Science where they have fallen away) and at KS4 there has been some improvement since 1999 but overall results remain below both Norfolk and National standards. It could be said that Norwich has kept pace with the rate of improvement seen across England but has started from such a poor position that they continue to be well behind current rates of improvement.

Key Conclusions

- At KS2 Norwich results are well below the National average and well below the county average.
- At KS3 results are generally below National and county averages with science particularly weak.
- At KS4 GCSE results are below both county and national averages.
- Improvement at all key stages has been generally in line with National trends – but the poor starting point means that the city remains well behind.

Value-added scores and Norwich secondary schools.

The value-added index for development from KS3 to 4 shows a lack of progress over this period with three of the city schools in the bottom 25% of schools nationally and the other three in the middle 20%. The bulk of KS3 work would have been conducted in the middle schools; the area will become two tier (primary and secondary schools only) and this may help to alleviate the problem. Nationally poor outcomes throw into question teaching in the early years of KS3, problems with transfer from middle to high schools and then choice and guidance towards an effective educational menu for KS4 and post 16 as well as questioning the provision of suitable courses from 14-19 to fuel the city's needs. A clear link between courses offered and the needs of business in the city are vital.

School and College Achievement and Attainment Tables 2005
KS3 to KS4 Value Added:

	KS3 to KS4 Value Added	
	Measure centred on 1000	Coverage
	VA measure based on progress between KS3 and KS4	% of pupils at the end of KS4 included in VA calculation
England averages		
Notre Dame High School	994.7	98%
The Hewett High School	964.6	97%
Blyth-Jex High School	963.8	96%
City of Norwich High School	993.1	98%
Heartsease High School	995.1	97%
Earlham High School	970.3	95%

Key Stage 3 to Key Stage 4 Value Added Measure	
Value Added Measures	Percentiles
1053.1 and above	Top 5% of schools nationally
1011.2 - 1053.0	Next 20% of schools nationally
1000.3 - 1011.1	Next 15% of schools nationally
990.1 - 1000.2	Middle 20% of schools nationally
982.1 - 990.0	Next 15% of schools nationally
954.2 - 982.0	Next 20% of schools nationally
954.1 and below	Bottom 5% of schools nationally

Key Conclusions

- Value-added scores between KS3 and 4 are low with three of the city schools in the bottom 25% in the country. The removal of the middle school system may improve matters.

Post 16- what happens when students reach the statutory leaving age?

The situation post 16 is a complex one. There is post 16 provision at all of the secondary schools- either separately or in co-operation with each other- and at Norwich City College of FE .In terms of attainment, the outputs mirror those at KS4. The average point score achieved by students- that is, the level of passing at A and AS- is below the National average in all Norwich schools. The point score incorporates the two year A level course as well as vocational courses deemed to be of A level standard. (This is a complex calculation, depending on numbers in post 16 education as well as the quality of the students.)

At City College Norwich, 51% of young people from Norwich wards at the college are studying at or below the 5+ GCSE level which indicates a level of 'catch up' following high school achievement. Achievements on vocational subjects at the college have been consistently above National benchmarks for the past three years.

The most telling measure of effectiveness lies in the number of students that are neither in full-time employment or in education and training, which was 10% in 2005. In Norfolk, 5 wards in Norwich City are amongst the 'top ten' wards in the county for young people aged 16-19 who are neither in education, work or training. (Connexions Norfolk statistics).

Statistics obtained from the National database and from Connexions Norfolk indicate that 69.5% of 16+ students in the Norwich City Council area progressed to full time education and training in 2005, as compared with a National average of 80%.

In all educational situations there is an inevitability over educational outcomes if the building blocks are not in place. Thus attitudes gained where delivery is rated as below national averages will have an inevitable outcome.

School and College Post 16 results 2005

	Number of students aged 16-18	GCE and VCE results		
		Number entered	Average point score per student	Average point score per examination entry
England averages			277.8	79.9
Earlham High School	63	15	110.0	50.8
City of Norwich School	455	198	267.7	84.9
Norwich City College FE	3890	389	181.5	67.8
The Hewett School	415	172	262.3	82.2
Notre Dame High School	348	175	270.6	81.0
Blyth-Jex High School	84	20	189.5	66.5
Heartsease High School	36	9	162.2	62.1

Key Conclusions

- Post 16 pass and achievement rates are poor against National benchmarks and tend to be a natural adjunct to weak KS4 results.
- The number of students proceeding to training and education post 16 is well below National averages.

Why are Norwich educational outputs poor?

The reasons are complex and the success of an individual school mirrors the aspirations and attitude of the community to education. The three key pointers to the social deprivation mirrored by schools are absence levels, the number of students with Special Educational Needs and the number of students entitled to free school meals.

Aspiration. It is important to note that underachievement in Norwich is not a new phenomenon. Standards have undoubtedly improved in some respects but National improvement has been far greater. If the community, as a whole, has low expectations of itself which is, in turn, fuelled by historically low expectation, improvement will only come through co-ordinated agency and school development and through close liaison with the community. Low aspiration in the South Norfolk/North Suffolk area can be generally credited to a historical insularity and a belief that they can 'go it alone' without outside interference! This probably stems from geographical isolation and is similar in both Great Yarmouth and Lowestoft. Inevitably, there will be no quick fixes.

Social factors: Absence. The LEA reports that there have been substantial improvements in primary school absence thanks to a number of initiatives but absence at secondary school remains disappointing. In particular, the high level of condoned absence- that is absence where parents have supported their child's absence from school- and has something to say about the perceived value of education amongst parents. In 2005, condoned absence was above the National averages in 5 out of 6 of the city's secondary schools, CNS being the exception.

The County Council are rightly concerned about this trend which has as much to say about the attitude of the community as it does about the schools. If education in general- or that offered by schools in particular- is not valued, then parents will ease with the notion of days missed. There may be considerable work to be done in drawing local communities into schools as users as well as consumers.

	Number of pupils of compulsory school age	% of half days missed due to -	
		Authorized absence	Unauthorised absence
England Average		6.7%	1.3%
Notre Dame High School	926	7.2%	0.5%
The Hewett School	974	11.5%	1.8%
The Blyth-Jex School	765	8.8%	1.8%
City of Norwich School	930	6.3%	1.3%
Heartsease High School	353	8.9%	2.3%
Earlham High School	706	11.6%	3.0%

Social factors:

- **Free School Meals and SEN provision.** It is generally acknowledged that the number of free school meals and the number of pupils with Special Educational Needs are good indicators of deprivation. In both cases, figures exceed Norfolk and National percentages.
- **The need for 'unitary action'.** The clearest message that arises from such situations is that it is not the fault of any one agency. The community, education, social care and health have to be drawn into a unity of purpose if inroads are to be made.

What more can schools do?

Use external challenge

At present, there is every sign that they will be effectively challenged by their School Improvement Partner and by OFSTED who will help them to chart progress and to pinpoint areas of weakness. In the past, the 'challenge' function would have been undertaken by local authority advisers; nationally, Headteachers have complained that they have not been up to the task. Initial feedback in Norwich would indicate that heads are satisfied with the new arrangements but only time will tell whether the rigor is there. Most LEA's- including Norfolk- draw statistical data on their schools from the Fisher Family Trust and from the DfES. It is important that this data is correctly and fairly used by local authorities; OFSTED use the same data but also take into account the head's appraisal of progress in each school.

Use LEA support

The principal area for development involves the support rather than inspection of schools. Whilst the speed of change in education is undiminished, the ability to support and advise has decreased markedly in many LEA's. Whilst there are now many agencies that can offer assistance, LEA's have sometimes seen them as rivals rather than partners. There is an important and central task to be done in terms of brokering assistance and being seen as a one stop clearing house for support and development. The DfES has not distinguished itself for joined-up thinking or planning that reflects the real training needs of schools.

Extend co-operation between high schools

At present, there is a significant government agenda concerning the development of 14-19 education and comparable academic and vocational pathways. Local development depends on co-operation between groups of secondary schools to provide a breadth of opportunity that cannot be guaranteed in isolated institutions. The present longstanding groupings of co-operative schools- in which the schools have considerable confidence- cut across city and county lines to incorporate all of the schools in the Norwich area. On the last occasion that unitary status was discussed, there was considerable opposition from secondary schools because they felt that existing links would, at worst, be endangered and, at best, overcomplicated.

Improve teacher training and the contribution of UEA

The University of East Anglia has an excellent record for secondary and primary initial teacher training and consistently rated as 'excellent' by OFSTED. It seems to be important that such a fine facility is well used by schools as a system for support and training, yet anecdotal comments indicate that this is not the case. Obviously cost is a factor yet UEA are eager to extend their support.

The Current contribution of Norfolk Children's Services.

Each year OFSTED conducts a performance assessment of the county's delivery of services to children and young people. (See summary in Appendix 1) There has been considerable improvement between 2005 and 2006, with overall contribution to children's services, social care services and capacity to improve rated as 'good' rather than 'satisfactory' in 2005. Progress seems to be mainly due to a reorganisation of the LEA's structure to encompass the 'Every Child Matters' agenda and the reorganisation of oversight through five area directors. Norwich City is served by the Central Area Director. Clearly there is much good work in progress yet, whilst their appraisal applies to delivery throughout the county, several shortcomings are noted which chime with the Norwich situation.

These include the need to improve outputs at KS2 and KS4 and post 16 as well as improvements in school attendance. Lack of effective provision for those not at school, which would include excluded students, is also highlighted. It seems that Norfolk have taken on a structure which may well offer success in the future but it is too early to claim any benefit.

In particular, the reluctance of schools to raise student aspirations and to invest in vocational courses rather than GCSE is mentioned. (This is a general comment referring to the whole of the county but underlines the problems that LEA's face and needs clarification through discussion. (For full OFSTED summary, see Appendix 3)

Time taken on the reorganisation of the county- involving considerable devolution of activity to five area managers and considerable disruption of staff- seems to have led to lack of progress on several other fronts. Details of key functions- SEN provision, pupil referral units and management of a range of vital student access issues- have not been made available and are, at this stage, impossible to evaluate.

The part that these functions – as well as the development of extended schools- cannot be underestimated in terms of community development and reaction to student problems.

The Views of Head teachers.

Head teachers have been 'in the eye of the storm' for many years now. No other single individual within any community has the potential for all- round knowledge and understanding of their own area and the ability to effect change. The independence of the head and the governing body of each school has been underlined by successive legislation and they are eager to assert that right. The role of an authority- to challenge and support- is clear and it would seem that the role of challenge, with the school Improvement Partners, supported by DfES and local data, is positive and generally popular. Where the real battle lies is in the provision of effective support mechanisms which will allow heads to bring their dreams to fruition.

Not surprisingly, some heads have existing loyalties to the present administration and are wary of any reorganisation which will duplicate what is already in existence. Heads will ultimately focus on what is good for their school and their children and any change will have to take their views into consideration.

The following points were highlighted in recent initial discussions:

- The need for collective vision involving both Head teachers, members and council officers, involving a new strategic analysis of city problems and new thinking.
- Need for funding to be targeted at urban problems rather than thinly stretched across wider county needs.
- Real concern that school partnerships across the present city and county boundaries are not put at risk.
- Recent county reorganisation has led to important educational issues being sidelined. Heads do not want a repetition of this if there is more reorganisation. There has been too much 'fire-fighting' and too little strategy.
- There are problems with recruitment of quality senior staff. Heads look at Suffolk's efforts and their attractive package with envy.
- There is a need for a collective understanding and response to current 'market' issues; trust schools, academies, federations.

- Concern over the capacity of a small unitary authority to deliver quality advice and support.
- Greater transparency and brokerage of transfer of difficult pupils from school to school.
- Need for a 'one stop shop' where the authority would put schools in touch with funding streams for development and National; advice networks.
- There have been problems with recruitment of good quality senior staff. The authority could be more supportive in offering an attractive package to attract quality staff..
- A greater need for understanding of the current 'market'- trusts, academies, federations- and how this will fit into the overall Pattern of support, advice and challenge.
- Concern over capacity of a 'small unitary' to deliver quality advice.
- Need for a 'one stop shop' where the authority could put schools in touch with likely funding streams and National advice networks.
- Greater transparency and the brokering of a code of conduct between heads in accepting difficult students.

Appendix 1

Summary of Ofsted report on Norfolk County Council 2006

Key strengths and areas for improvement

Key strengths	Key areas for improvement
<p><i>Being healthy:</i></p> <ul style="list-style-type: none"> • health of looked after children • encouragement of healthy lifestyles in schools • reduction in teenage pregnancies. 	<p><i>Being healthy:</i></p> <ul style="list-style-type: none"> • developing an easily accessible 24-hour CAMHS service.
<p><i>Staying safe:</i></p> <ul style="list-style-type: none"> • stability for looked after children • timely assessments • reviews on Child Protection Register • good working relationships with YOT the youth service, the health service and the voluntary and private sector. 	<p><i>Staying safe:</i></p> <ul style="list-style-type: none"> • reducing the number of looked after children • reducing the number of young people on the Child Protection Register.
<p><i>Enjoying and achieving:</i></p> <ul style="list-style-type: none"> • very good support for schools particularly those in special measures • good Early Years and Key Stage 1 provision and good progress in Key Stage 3 • good analysis of assessment data leading to effective interventions • improved educational outcomes for looked after children. 	<p><i>Enjoying and achieving:</i></p> <ul style="list-style-type: none"> • standards in Key Stage 2 and Key Stage 4 • increasing attendance, particularly in secondary schools • ensuring consistency of alternative educational provision • disseminating effective intervention strategies to the rest of the county.
<p><i>Making a positive contribution:</i></p> <ul style="list-style-type: none"> • excellent involvement of learners in decision-making processes • outstanding contribution of some school councils • good performance of youth offending team • significantly reduced number of looked after children receiving final warnings and convictions. 	<p><i>Making a positive contribution:</i></p> <ul style="list-style-type: none"> • continue to develop the role of school councils in all schools.
<p><i>Achieving economic well-being:</i></p> <ul style="list-style-type: none"> • improved networks between schools and colleges • effective regeneration projects • improved accommodation for care leavers at 19. 	<p><i>Achieving economic well-being:</i></p> <ul style="list-style-type: none"> • attainment of students post-16 • consistency of post-16 provision across the county • better information on achievement of young people with learning difficulties and/or disabilities.

<p><i>Management of children's services:</i></p> <ul style="list-style-type: none"> • good quality in-house provision of services • good staff retention with low vacancy and sickness levels • good budget management • increased budget for preventative services. 	<p><i>Management of children's services:</i></p> <ul style="list-style-type: none"> • reduction in unit costs.
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Aspects for focus in a future joint area review or the next APA

- The number of looked after children.
- The number of young people on the Child Protection Register.
- The development of preventative services.
- Unit costs of services for young people.
- Attainment in Key Stage 2 and Key Stage 4.
- Attendance, particularly in secondary schools.
- Impact of the area directors on ensuring consistency of provision across the county.

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Appendix 2. Useful Terms.

School Admissions Code. A revised code will be in place for students entering schools in September 2007. The code will strengthen parents' rights to apply for any school in the area and will ensure that arrangements for transfer are clear and transparent. Whilst the notion of 'catchment areas' for schools can continue, authorities have to make it clear that living within the school's catchment area does not necessarily confirm that a place will be offered.

Catchment areas. An area, usually surrounding the immediate locality of the school, from which students are drawn. LEA's have traditionally used this method as one of several criteria for offering a place at the school. This becomes contentious in deprived areas where the bulk of pupils are drawn from families who have expressed no preference or are unaware of their rights to request other placements. In short, schools usually mirror the locality they serve.

Every Child Matters. (The Children's Act, 2004.) Key legislation which underlined the need for a close relationship between education, social services and health in the development of 'the whole child'.

Value-added measures. This measure charts the improvement made between each key stage by pupils in the schools they attend. It is a measure of how well schools perform in relation to previous attainment by pupils. Much will depend upon progress at a previous school; for instance, school results will look particularly good if progress at a different key stage and an earlier school were poor. Likewise, secondary schools can boost their value-added results by offering additional examinable courses at KS4 which were not available at earlier stages.

Specialist Schools. The vast majority of secondary schools in England now have specialist status. Schools have to pass a stringent application process which involves target-setting and the provision of a sum of money- gained from sponsors- which is matched by the DfES. An additional yearly per capita sum is received by the school.

Academies. Academies represent a new start for badly underperforming schools. They are independent of the LEA structure and finance is jointly supplied by the DfES and sponsors, who appoint the headteacher. Some authorities have accepted academy status as a method of dealing with situations which offer no easy resolution.

Point scores. Points are allocated to students depending on the level at which they pass tests. Thus, for instance, a pupil gaining an 'A' in a GCSE subject would gain more points than a student gaining a 'B'. Overall point scores for a school mirror the level of attainment of students.

Absence at the secondary Schools. School absences have been graded in the past as authorised- where the school has given permission subject to parental request- and unauthorised which is truancy. In practice, 'authorised' means that a student has brought a note from the parents! New measurements by DfES are about to be undertaken which will offer a tighter picture.

14-19 education. Huge changes are expected in the reorganisation and provision of certification at 16+. This will initially involve the provision of a greater range of vocational certification and parity of esteem with GCSE.

School Improvement Partners- SIP's. School Improvement partners work under contract from LEA's and are subject to National standards of accreditation. They are not part of the LEA's core staff but are charged with focusing on school improvement discussions with heads

and support for governors. Every school will be allocated an SIP by 2008 and the secondary programme is now fully active, although it is too early to judge its effect.

The Learning and Skills Council – the LSC. A new body created by government to replace the 'Tec's. This should be the place where workforce needs meet school education. Their particular role is to fund 14-19 education and to develop vocational education alongside academic options. The LSC's local office staff have shrunk as administration goes 'regional'. This body is ultimately responsible for the funding and development of 14+ educational initiative and is responsible for funding post 16 education.

Key Stages. A phrase used to describe stages of development at school, particularly in performance tables.

KS1 4-7 years

KS2 7-9 years

KS3 10-14 years

KS4 15-16 years (GCSE)

Extended Schools. 'An extended school is one that provides a range of services and activities often beyond the school day to help meet the needs of its pupils, their families and the wider community'. (DfES 2002). A particular model being promoted by DfES is the 'full-service' school, which offers childcare, study support, family and lifelong learning, health and social care services and access to school facilities including ICT, and embodies the principles of integrating children's services. Other schools can develop the 'extended' idea in different ways - which or may not involve adult learning' . (NIACE)

Appendix 3- Secondary schools in the City.

Notre Dame High School is a voluntary aided Roman Catholic School situated in Mancroft Ward and is the only one of its kind in Norfolk. It has 1314 students of which 389 are post 16. It is heavily oversubscribed. OFSTED last reported in 2002 judged it as ' a very good school'.

City of Norwich School (CNS) is situated in Eton Ward. It has 1432 students of which 489 pupils post 16. OFSTED last reported in 2004 and judged it ' good school with many strengths'.

Heartsease High School is situated in Crome Ward, has 398 students of which 48 are post 16. OFSTED last reported in 2003 and judged it 'a sound school'.

Blyth Jex High School is situated in Sewell Ward, has 895 students of which 118 are post 16. OFSTED last reported in 2003 and judged it 'an effective school'.

The Hewitt School is situated in Lakenham Ward and has 1095 students of which 325 are post 16. OFSTED removed it from Special measures in Feb 2006 and now judges it as 'a satisfactory school'.

Earlham High School is situated in University Ward and has 766 pupils on roll of which 106 are post 16. OFSTED last reported in 2002 and judged it 'an effective school'.

Schools outside the city boundary that work with city schools.

Costessey High School has 1007 pupils of which 139 are post 16. OFSTED last reported in 2004 and judged it ' a satisfactory school'.

Hellesdon High School has 1175 pupils of which 283 are post 16. OFSTED last reported in 2005 and judged it ' a satisfactory and improving'.

Sprowston High School has 1432 pupils of which 195 are post 16. OFSTED last reported in 2003 and judged it 'a good school'.

Taverham High School has 860 students with none at 16+. OFSTED last reported in 2001 and judged it 'a sound school'.

Thorpe St Andrew's High School has 1772 students of which 374 are post 16. OFSTED last reported in 2005 and judged it 'a satisfactory school'.

Appendix- 4 Building schools for the Future (DfES)

Better secondary school buildings to support educational reform.

Building Schools for the Future (BSF) represents a new approach to capital investment. It is bringing together significant investment in buildings and in ICT (Information and Communications Technology) over the coming years to support the Government's educational reform agenda.

The Government is committed to devolve significant funds – about £3 billion in 2005-06 – to local authorities (LAs) and schools to spend on maintaining and improving their school buildings. But it also wants to promote a step-change in the quality of provision. That is the focus of Building Schools for the Future (BSF).

BSF – worth £2.2 billion in its first year (2005-6) – aims to ensure that secondary pupils learn in 21st-century facilities. Investment will be rolled out to every part of England over 15 waves, subject to future public spending decisions.

- By 2011, every LA in England will have received funding to renew at least the school in greatest need – many will have major rebuilding and remodelling projects (at least three schools) underway through BSF and the remainder will have received resources through the Academies programme or Targeted Capital Fund.
- By 2016, major rebuilding and remodelling projects (at least three schools) will have started in every LA.

Through this investment, BSF aims to drive reform – such as [Academies](#), [new options at 14-19](#), provision for [special needs](#) and [extended schools](#). Innovation in delivery, through the creation of a national delivery partner for schools and LAs – [Partnerships for Schools](#) – will bring greater value for money, as well as effective implementation.

This is an exciting and inspirational programme. It is based on strategic partnership between all sections of the educational community

Appendix 5.

A Short Guide to the Education and Inspections Bill 2006

This document has been produced by the Department for Education and Skills in order to assist the general reader in understanding the Bill's provisions.

Overview

The Education and Inspections Bill represents a major step forward in the Government's aim of ensuring that every child in every school in every community gets the education they need to enable them to fulfil their potential.

Trust schools

All schools will be able to become Trust schools by forming links with external partners who will be able, should the school choose, to appoint the majority of the Governing Body. We expect that many schools will acquire shared Trusts that can foster and deepen collaboration and help to deliver improved children's services and a new 14-19 offer.

Acquiring a Trust will give schools access to the freedoms enjoyed by other foundation schools – owning their own assets, employing their own staff (subject to the School Teachers Pay and Conditions Document) and setting their admission arrangements (subject to the law and a newly strengthened Code on School Admissions). Trusts will also be able to apply for additional flexibilities which can be used by all the schools with which they are associated.

Local Authorities

Local authorities will take on a new strategic role, with duties to promote choice, diversity, high standards and, for the first time, the fulfillment of **every child's** educational potential. They will respond to parental concerns about the quality of local schools – and, in doing so, they will have new powers to intervene earlier where performance is poor. As the commissioner of school places, local authorities will be able to propose expansions to all categories of school, set the terms for school competitions and take all decisions relating to school organisation.

Fair Access

The Bill will tighten the admissions framework to ensure fair access for all. As well as reaffirming the ban on new selection by ability, it will outlaw interviewing; strengthen the status of the Code on School Admissions; create a new power for Admission Forums to produce an annual report and to refer objections to the Schools Adjudicator; and make the Adjudicator's decisions binding for three years.

Fair access will also be supported by an extended duty on local authorities to provide free transport for the most disadvantaged families and by a new duty to provide advice and assistance to parents in expressing a preference for a school for their child.

Behaviour

Behaviour has long been a major concern for school staff and for parents alike. The Bill will give effect to some of the key recommendations of the recent Steer report. It will create, for the first time, a clear statutory right for school staff to discipline pupils – putting an end to the “You can’t tell me what to do” culture. It will extend the scope of parenting orders and contracts and will improve provision for excluded pupils, with parents taking responsibility for excluded pupils in their first five days of an exclusion. Governing bodies and local authorities will be required to provide full-time alternative provision from the sixth day of an exclusion.

14-19

The Bill gives effect to the most important reforms of curriculum and qualifications since the introduction of the National Curriculum. In the 14-19 White Paper, we set out our plans to transform opportunity for young people through changes to curriculum, qualifications and the organisation of education and training, so that every young person would be able to pursue a course of study that prepare them for success in life. Central to this is the introduction of 14 new specialised Diplomas, available to every young person aged 14-19, wherever they are in the country. The Bill makes access to Diplomas an entitlement for every young person everywhere. In order to deliver the entitlement to young people aged 14-16, schools will need to work with each other and with colleges and other providers – the Bill also empowers them to enter into formal collaboration with FE Colleges.

School Food

The Bill will revolutionise the provision of school meals. It establishes the power to create tough new nutritional standards for food and drink served in maintained schools to ensure that all children have access throughout the day to good quality food and drink.

Youth

The Bill will give local authorities responsibility for making sure young people have a range of exciting and positive things to do in their spare time, as promised in the recent Youth Green Paper, Youth Matters. This will increase their access to new opportunities and new experiences, and empower them to shape the services they receive.

Inspectorate Reform

Finally, the Bill will merge several existing inspectorates to bring all learning issues within one body that covers the full range of services for children and young people, as well as lifelong learning. This will reduce the burden of inspection and associated bureaucracy and ensure that all inspection has a stronger focus on delivering for citizens and ensuring value for money.