



City of Westminster

City of Westminster

Annual School Performance Report 2021

1. Executive Summary

- 1.1 The purpose of the report is to provide members of the Committee with an opportunity to examine the overall Westminster school performance in 2021 and to review the Local Authority service priorities that have been identified for supporting school performance.

2. Key Matters for the Committee's Consideration

- 2.1 Due to the suspension of assessments in primary schools over the last two years, due to the Pandemic, the early years, Key Stage 1, and Key Stage 2 performance data is the last data available to us in 2019. The Committee are therefore particularly requested to note and comment on the most up to date data on:

- The performance of the Westminster maintained and academy secondary schools in the 2021 GCSE and A level national assessments.
- Attendance across Primary and Secondary Schools.
- NEETs and Post 16 progression rates.
- Ofsted School Inspection outcomes

The Committee are also requested to comment on

- The latest local Authority priorities and key actions for schools.

3. Summary

- 3.1 Following the Covid-19 lockdown, schools this year have focused on their education recovery plans. This has included using the additional government catch up funding to support the pupils who have fallen behind in their learning and giving particular attention to ensuring all pupils are making the required progress in the core subject areas, writing, reading and mathematics. It has also meant an increased emphasis on supporting the pupils' well-being and mental health. What we do know is that the return to school has had a positive impact on the health of the whole school community.
- 3.2 In the continuing challenging context that we face, the children and young people in Westminster schools benefited from the quality of school leadership and the support that was provided to schools in Children's Services. Contingency plans are in place where pupils and staff need to be sent home if Covid positive. This includes provision for remote and online working. The importance of good attendance is also being given a high profile in the school community and individual family support to improve attendance is provided by Westminster's Early Help Service.
- 3.3 National Primary assessments did not take place again this year but are due to resume in 2022. GCSE and A level results this year were again different from previous years and, based on teacher assessed grades rather than public examinations. The results in Westminster were excellent and we should congratulate the achievements of our young people and wish them all the very best in the next stage of their learning and career.
- 3.4 Based on previous assessments before the lock-down, the outcomes for disadvantaged children and young people have in Westminster been

relatively high compared to other local authorities and achievement gaps are smaller. It is recognised that the lockdown has disproportionately affected the learning and progress of the most vulnerable, and in the school recovery period there has been a need to ensure that additional support is in place for these young people.

- 3.5 Considering the context of the pandemic, numbers of young people post 16 not in education or employment (NEET) remain low in Westminster and the numbers of those participating in post 16 education and training remain high.
- 3.6 Full Ofsted school inspections started again this autumn term. The proportion of schools in Westminster judged by Ofsted to be good or outstanding in their last inspection is currently 91%, above the national average of 86%.
- 3.7 Surplus Primary school capacity remains a significant issue in Westminster. Spare capacity now stands at 22%, and this is having an impact on school budgets and the resources that some schools have available to them. Following an external review by the ISOS partnership on behalf of the Local Authority in 2020 officers have been working with schools to look at strategies for increasing numbers and where needed reduce current school published admissions numbers.

4. Priorities and Key Actions

- 4.1 The overarching aim for the Local Authority is to ensure that all children and young people access the highest quality education provision and achieve the best outcomes. The current key priorities and actions in the current context are:
 - Supporting schools and headteachers with the recovery following the lockdown; this includes advice in managing the controls around Covid-19, promoting school attendance, and guidance on remote learning where children or teachers are required to work from home, along with advice on the recovery curriculum and addressing gaps in learning particularly for the most vulnerable children and young people.
 - Addressing the surplus primary school places in the borough, working with school governors and leaders, and the respective Dioceses to bring about the changes in school provision that are needed
 - Improving the percentage of all children who will be assessed at a good level of development in early years, through targeted support and training with early years settings.
 - Continuing to work to bring down levels of fixed term exclusion rates in secondary schools through support and training including the inclusion pilot
 - Continuing to support successful post 16 progression through the Westminster economy and education teams working with schools and employers, to ensure that all young people have access to a range of opportunities, including work-based training and apprenticeship programmes.

- Working with schools to maintain the good/outstanding Ofsted judgement through advice, support and training and targeted work with those schools needing additional support and challenge.

5. Early Years and Primary School outcomes

Early Years Profile

5.1 There was no Early Years Foundation Stage assessment in 2021. As an early years' measure, the percentage of children in the reception cohort entering school in Westminster with a 'good level of development' was 71% in 2019; this is just below the national average of 72%. Improving the outcomes here is a priority for the Childcare and Early Years' service. All maintained nursery schools, primary schools with a nursery and independent early years providers (PVI's) are offered advice and support by the LA and have access a local programme of training and advice on the early years' curriculum. Alongside this, there has been a focus on the early identification of learning needs in settings, and effective action to address these.

Primary Statutory Assessments

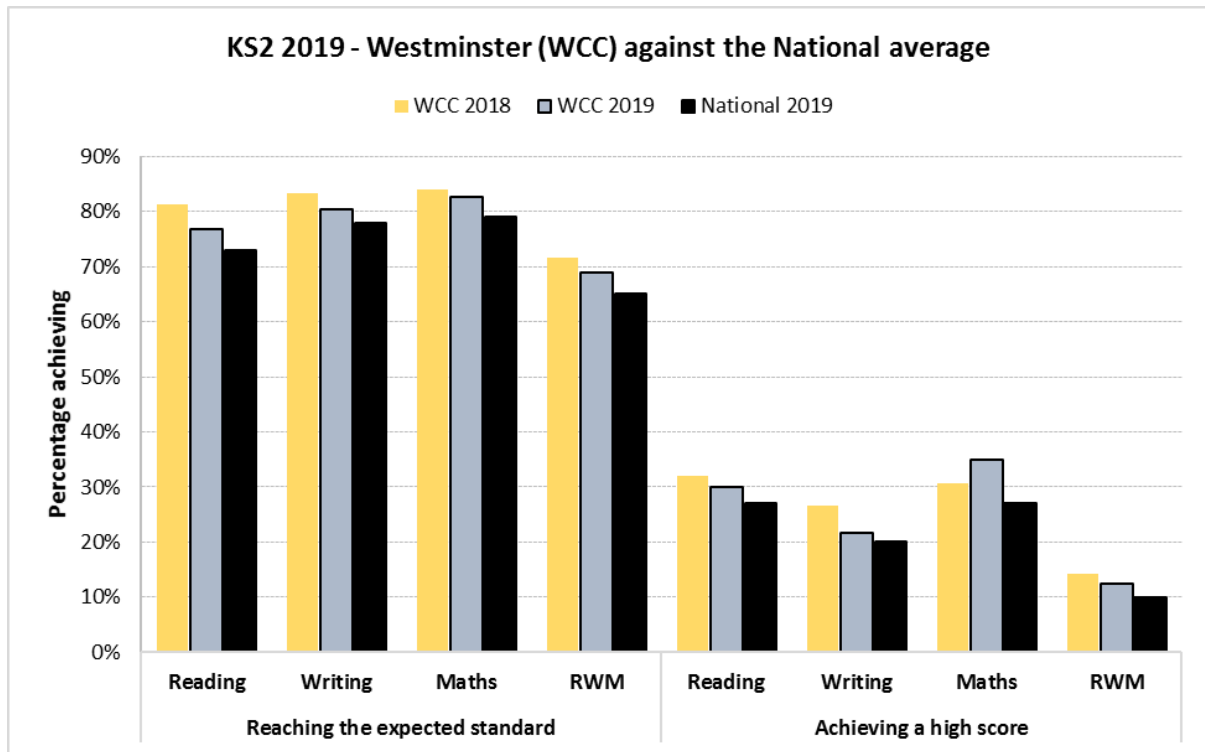
5.3 There were no Key Stage 1 or 2 assessments in 2021. The current plans are for the statutory assessments to take place in 2022, and schools are preparing their children for them. Teachers have continued to undertake teacher assessments and have used these to identify learning needs and assess pupil progress. Moderation activities across schools support the quality of these assessments.

5.4 In 2019 in Westminster primary schools, the percentage of pupils working at expected in reading, writing and mathematics overall at both key stages was above national averages. At Key Stage 2, at the end of their primary schooling, 70% achieved the expected levels in reading and writing. This was above the national average of 65%. Westminster primary schools have also performed above national averages on their Key Stage 2 progress scores. Their performance in reading and mathematics has been stronger than writing when compared to other local authorities.

Key Stage 2 Tests (reading and mathematics) and teacher assessments (writing)

	Westminster				National			
	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM
Reaching the expected standard 2019	78%	82%	84%	70%	73%	78%	79%	65%
Working at expected 2018	81%	83%	84%	72%	75%	78%	76%	64%
Achieving a high score 2019	31%	22%	35%	13%	27%	20%	27%	11%

Working at greater depth 2018	32%	27%	31%	14%	28%	20%	24%	10%
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6. Secondary Schools – GCSE and A Level

GCSE

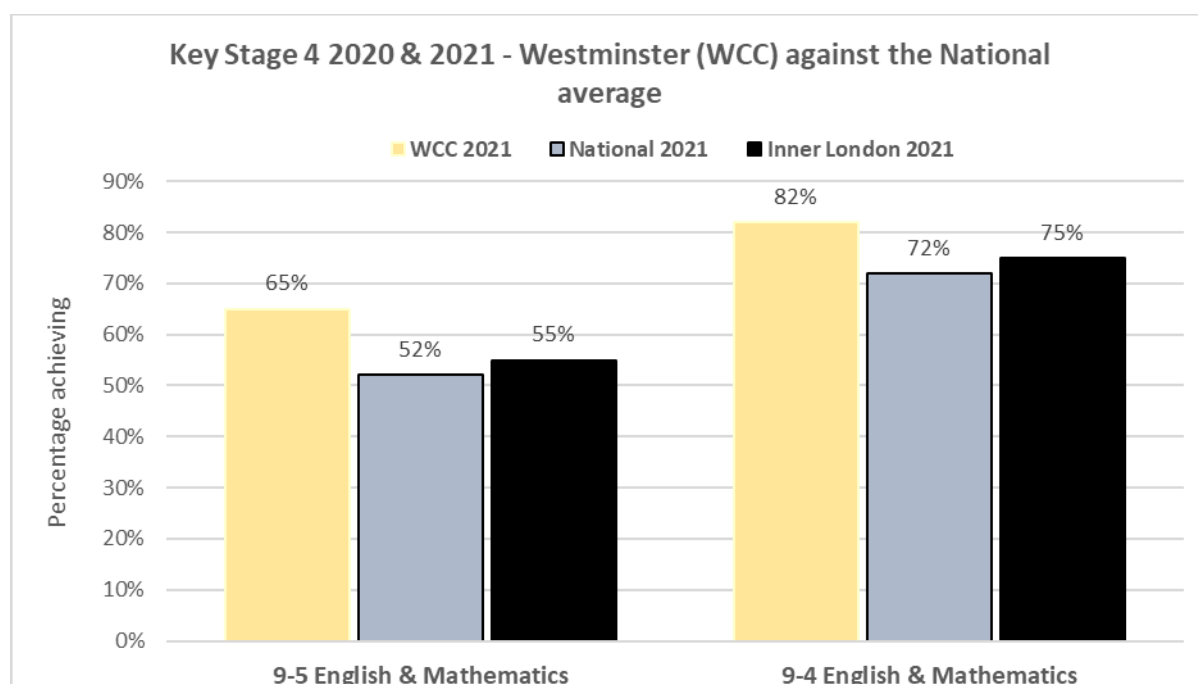
6.2 The GCSE performance data headlines for 2021 as set out below are for the percentage achieving a strong pass (5-9) or a standard pass (4-9) in English and mathematics, and Attainment 8 scores. The Attainment 8 score is an assessment of the students' performance across a range of GCSE subjects.

6.3 In 2021, there were no public examinations and results were based on the schools' teacher assessed grades, making it difficult to directly compare with previous years and produce previous progress scores (Progress 8).

6.4 Overall performance in Westminster at GCSE, in 2021 and in previous years has been well above national and inner London averages.

	Westminster			NATIONAL			Inner London		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
5-9 English & Mathematics	54%	63%	65%	43%	50%	52%	46%	53%	55%
4-9 English & Mathematics	75%	82%	82%	65%	71%	72%	67%	74%	75%
Attainment 8	53.4	57.1	57.6	46.8	50.2	50.9	48.4	52.3	53.4

6.5 Due to teacher assessment in place of public examinations at GCSE, no progress 8 scores were calculated by the DfE for the Year 11 cohort last year.



A Level

6.6 A Levels, as with GCSEs, were based this year on teacher assessed grades. Overall, students across Westminster schools performed very well across the grade boundaries. The percentage of papers awarded a Grade A*-B was 85% (77% nationally) and Grade A*-C was 95% (93% nationally) in 2021, and those achieving the highest grades (Grade A*-A) was 63% (52% nationally).

A Levels

	Westminster 2021	National 2021
A*	33%	24%
A*-A	63%	52%
A*-B	85%	77%
A*-C	95%	93%
A*-D	98%	98%
A*-E	100%	100%

7. Outcomes for Groups

7.1 At Key Stage 2, there is no comparative data this year for the performance of groups in our schools (Pupil Premium/Free School Meals, SEN children

with an Education and Health Care Plan, SEN Support children and those Children with English as an additional language).

7.2. Overall, in previous years, the outcomes of the different pupil cohort groups across Westminster primary and secondary schools compared well with national averages, and the differences (gaps) between these cohort groups of pupils and their peers were smaller than national figures. This is shown in the comparative outcome data for each group in the table below.

KS2 - % reaching the expected standard or above in reading, writing and maths (RWM)		Pupil Premium	Non Pupil Premium	Premium gap	EHCP	SEN Support	Not SEN	SEN gap	EAL	Not EAL	EAL gap
Westminster LA	2017	60%	78%	-18%	37%	32%	76%	-43%	69%	65%	4%
	2018	65%	78%	-13%	17%	39%	82%	-48%	72%	72%	0%
	2019	66%	72%	-6%	16%	37%	78%	-47%	68%	70%	-2%
National	2017	48%	68%	-20%	8%	21%	71%	-52%	61%	62%	-1%
	2018	51%	71%	-20%	9%	24%	74%	-53%	65%	65%	0%
	2019	51%	71%	-19%	9%	25%	74%	-52%	64%	65%	-1%

KS4

KS4 - % 5-9 English & Maths		Pupil Premium	Non Pupil Premium	Pupil Premium	EHCP	SEN Support	Not SEN	SEN gap	EAL	Not EAL	EAL gap
Westminster LA	2018	44%	62%	-18%	11%	22%	62%	-43%	53%	52%	1%
	2019	46%	60%	-14%	17%	26%	60%	-36%	55%	51%	4%
	2020	55%	70%	-15%	9%	32%	70%	-44%	64%	62%	2%
	2021	56%	73%	-17%	21%	36%	71%	-38%	65%	65%	0%
National	2018	25%	50%	-25%	5%	17%	49%	-35%	44%	43%	1%
	2019	24%	49%	-25%	6%	16%	48%	-34%	44%	43%	1%
	2020	30%	57%	-27%	7%	21%	56%	-39%	70%	72%	-2%
	2021	32%	59%	-27%	8%	22%	58%	-40%	72%	73%	-1%
KS4 - % 4-9 English & Maths		Pupil Premium	Non Pupil Premium	Pupil Premium	EHCP	SEN Support	Not SEN	SEN gap	EAL	Not EAL	EAL gap
Westminster LA	2018	69%	79%	-10%	23%	44%	83%	-44%	76%	69%	7%
	2019	69%	80%	-11%	22%	49%	83%	-40%	77%	73%	4%
	2020	75%	87%	-12%	30%	55%	88%	-39%	83%	81%	2%
	2021	75%	88%	-13%	32%	60%	87%	-34%	83%	82%	1%
National	2018	25%	50%	-25%	5%	17%	49%	-35%	44%	43%	1%
	2019	24%	49%	-25%	6%	16%	48%	-34%	44%	43%	1%
	2020	53%	78%	-25%	14%	40%	78%	-45%	50%	50%	0%
	2021	53%	79%	-26%	16%	42%	79%	-44%	53%	52%	1%

7.3 The outcomes for disadvantaged children and young people in Westminster secondary schools have been relatively high compared to other local authorities. The Education Policy Institute this year published a report comparing how far behind children who are persistently disadvantaged (on free school meals for 80% or more of their school life) have fallen in their learning at the end of their secondary schooling compared to non-disadvantaged children up to 2019. Nationally, they found that the average period of time by which persistently disadvantaged children have fallen behind is 22 months. In looking at what the picture was in different local authorities, in Westminster, with a relatively high proportion of persistently disadvantaged children (25%), the period of time the young people fell

behind in their learning was 0.5 months (2 weeks). This constitutes the smallest gap in the country.

- 7.4 Complementing this performance data, a report has been produced on the work that is taking place in Westminster to ensure that the gaps in the outcomes of disadvantaged children and young people are addressed. See report '*Narrowing the Gap in Westminster*'.
- 7.5 In March 2020, Ofsted inspected Westminster's provision for Special Educational Needs. The positive progress and outcomes of SEN children and young people, both with Education and Health Care Plans and who were identified for SEN support, were acknowledged by the inspectors in their findings. Only 9 areas for development were identified by inspectors, which is a very low number compared to other local areas and a significant number of strengths were highlighted in the Ofsted report.
- 7.6 It has been locally and nationally recognised that the lockdown during the summer of 2020 has had an impact on the progress of our most vulnerable groups despite the efforts of all schools to ensure that all young people were accessing the provision available on school site or remotely. A key focus for schools since September has been on helping young people in this group catch up on their learning. Schools have been identifying where children have fallen behind in areas of their learning and have been prioritising the use of their additional catch-up funding to target this support for children most in need. In helping schools, headteachers have access to core support and advice from the School Standards and SEN services. This has included sessions for SEN coordinators and school leaders on managing learning during the lockdown and recovery periods.

8. Support for Schools

- 8.1 In supporting headteachers and governing bodies in Westminster, the Education Service has continued to provide schools with access to core lead adviser and additional bought-back service level agreement support from the School Standards team.
- 8.2 During the lockdown and school recovery period, the Early Years and Childcare, School Standards, SEN, and Early Help services have been supporting education providers. This has included advice on risk assessment management, remote learning and the recovery curriculum, and support with school attendance. Training sessions on managing the recovery curriculum and remote learning have been made available to all schools.
- 8.3 The School Standards service also leads the Best Practice Careers Network for the designated Career Leaders in schools. This has continued to meet during lockdown and support schools in their statutory duty to deliver high quality careers information and guidance (the Gatsby Benchmarks) and successful transition to post-16 education, training, or employment. This has focused on establishing effective links between schools and local FE Colleges and the promotion of virtual open events and course guidance.

9. Participation in Education, Training and Employment Post 16

9.1 Over the last 3 years participation rates for 16- and 17-year-olds have continued to increase nationally and across London, with more young people continuing to participate in education or training after completing statutory education at the end of Year 11. In 2020/21 the participation rate in Westminster remained unchanged (at 96%). This is consistent with the London rate.

	WCC			London			National		
	2020/21	2019/20	2018/19	2020/21	2019/20	2018/19	2020/21	2019/20	2018/19
NEET or not known	3.4%	3.0%	2.0%	3.6%	4.00%	4.5%	5.1%	5.8%	5.6%
	Mar-21	Mar-20	Mar-19	Mar-21	Mar-20	Mar-19	Mar-21	Mar-20	Mar-19
Participation	96.4%	96.7%	97.3%	96.0%	95.5%	94.9%	93.2%	92.6%	92.5%

9.2 The level of participation is reflected in the proportion of Westminster residents aged 16- or 17-years who were either NEET (Not in Education or Employment) or where their destination was not known (NK)¹. While this percentage remains below both the national and London averages this has now increased for the third year running (to 3.4%). The service responsible for destination tracking has been able to identify destinations for most students and the proportion of NK is low (<1%). Most of the increase is among young people who are NEET. In August 2021 there were 65 NEET young people aged 16- or 17-years, increasing from 57 in August 2020, and double the 32 recorded in August 2019.

9.3 Covid may have increased NEET in three ways. Young people who were in employment, or on an apprenticeship, were vulnerable to redundancy as lockdown impacted negatively on the London economy (although this risk has now reduced). The transfer to online learning limited the availability of intensive face-to-face careers guidance to support progression. Less well-informed decisions may have resulted in more students becoming 'early leavers'. Finally, grade inflation associated with the use of Centre and Teacher Assessed Grades (CAG and TAG), may have resulted in some students being accepted onto courses that exceeded their ability level, also resulting in them becoming an 'early leaver'. Much of the increase in NEET, however, appears to predate the Covid pandemic.

9.4 High levels of participation in education and training have insulated the majority of 16- and 17-year-olds from the economic impacts of Covid. The impact remains starkest among 18-24-year-olds. The number claiming Universal Credit (used as a proxy for NEET among 18-24) increased dramatically from March 2020 (415) to March 2021 (1,575). While there is now evidence of a sustained decline in the claimant count, these levels are currently more than double the period immediately before Covid (1,015, October 2021). It is a positive indication that the number of apprenticeship

¹ Source: 3-month average for May, June, July 2020 corresponding to the end of the academic year taken from DfE Monthly LA Tables. These figures are more current than the DfE NEET and not known Scorecard which reports the 3-month average for December 2019, January 2020, and February 2020. The difference between the reported figures and the DfE Scorecard reflects the positive outcome of ongoing tracking activity.

vacancies available within 10 miles of Victoria station (2,144) has recovered to pre-Covid levels (November 2021).

9.5 The Council tracks the destinations of 16- and 17-year-olds (in addition to 18-year-olds previously known to be NEET) and young people with SEND up to 25 years¹. A number of council initiatives support young people who are identified as NEET to re-engage with education or training, and young people 'at risk' of NEET to progress positively:

- When young people are initially identified as NEET, they receive signposting information, including contact details for local colleges and support services, before being referred to:
- Westminster Early Help for an initial assessment (within 5 days) before being allocated to a lead professional (within 10 days). This may be Early Help, Westminster Employment Service (WES), SEND Team or Virtual School/Leaving Care Team, with possible input from
- the Bi-Borough NEET Panel. The Panel has allowed practitioners working with NEET young people to consult with other professionals to identify next steps/progression opportunities. The structure of this work will adapt to recognise the wider council response in this area
- The EET (Employment, Education and Training) Opportunity Task Group has been established to work with local colleges and voluntary sector organisations to promote referrals and develop their offer to local young people who are NEET
- Cases of Year 11 students identified 'at risk' of NEET by the Vulnerable Children's Collaborative and/or the 'light touch' RONI may be fast-tracked for early discussion with the statutory school they attend and/or Early Help

9.6 The delivery of support to young people was affected during the Covid lockdown periods. Services switched to a virtual delivery model with individual and group support delivered online or over the phone. The delivery of support has now returned to face-to-face delivery.

9.7 The council delivers a number of key activities designed to enhance the careers guidance available in local schools and colleges, to support young people to make informed decisions about their future and progression options and reduce the risk of their becoming NEET:

- The Education-Business Youth Engagement Programme (managed through Growth, Planning and Housing) delivers an annual calendar of curated activities aligned to established national (and international) thematic weeks including - Enterprise (Global Entrepreneurship, November) National Apprenticeships Week (February), STEAM Week (British Science Week, March), National Careers Week (March), Discover Creative Careers Week (November)
- City Lions offers a more targeted and bespoke approach to meet needs identified by schools and uses the creative sector to respond. Through participation in workshops, mentoring programmes and work experience opportunities, the programme is supporting young people – particularly

¹ The Council commissions Prospects Services Ltd to track destinations of young people and reduce the proportion where destination is 'not known'.

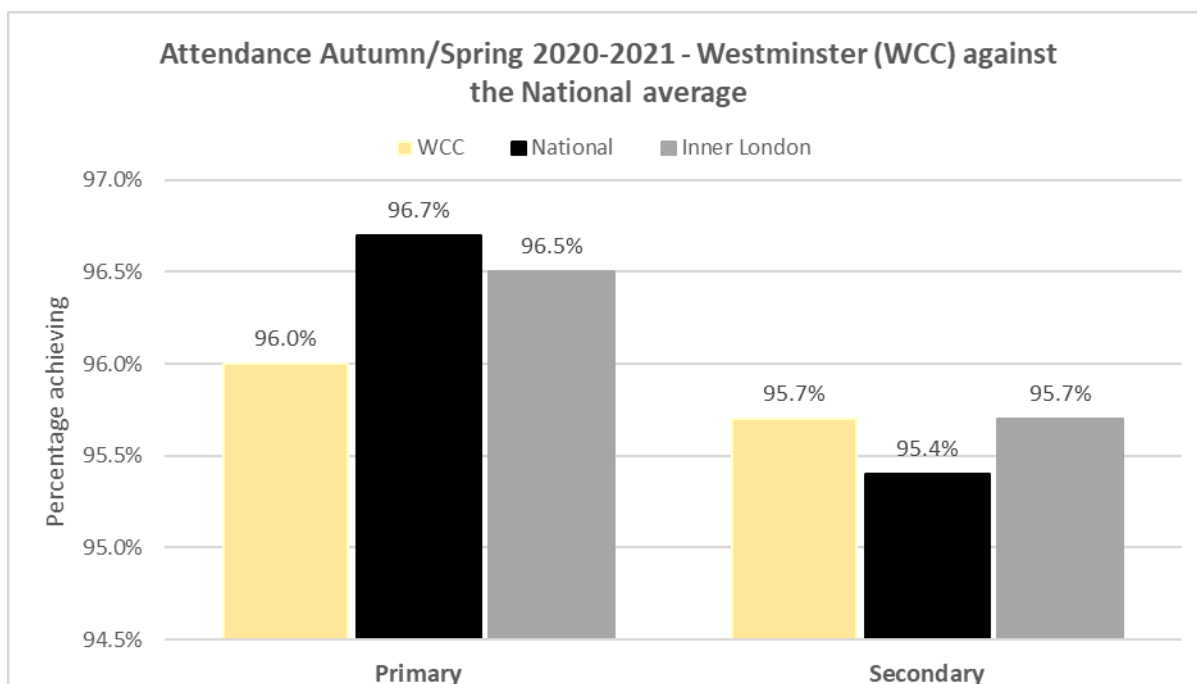
disadvantaged young people – to broaden their career aspirations and develop the essential skills they require for a successful future

- In September 2021, the Council welcomed the third cohort onto the Supported Internship Programme delivered by City of Westminster College and Westminster Employment Service. The programme supports young people with Special Educational Needs and Disabilities to develop their skills within a workplace environment
- The council works with local colleges to increase referrals to their reengagement programmes: “Freshstart” (City Westminster College), “Exploring Careers” (Westminster Kingsway College), “Restart” (Morley College) “Step Up” (West London College) and the Mayor’s European Social Fund Youth Programmes (Capital Cities College Group Bounceback)
- Two new programmes will broaden the offer for young people with SEND, providing an alternative to mainstream FE and internships: i) ‘Project Choice’ 2-year supported internship delivered in partnership with College Park and CLCH NHS Trust which will provide an additional work experience year; and part-time ‘Workstart’ programme (partnership with Orchard Hill College) for those over 19 with SEN support needs (with or without an EHCP)
- The creation of a new post of Employment Advisor (funded through WES with SEND-school focus) will coordinate and build capacity for collaboration between SEN schools and employers, including creating meaningful encounters with employers and the workplace

10. School Attendance and Exclusions

School Attendance

- 10.1 The latest attendance is Autumn/Spring 2020/21, attendance in primary schools (based on this most recent national comparative figures) was slightly below the national average (96.0% in Autumn/Spring 2020/21 compared with the national average of 96.7%). In secondary schools, attendance levels have risen to above national averages over the last three years. For the Autumn/Spring 2020/21, attendance rates were 95.7% compared with the latest national average of 95.4%.



10.2 The attendance for SEN pupils with EHC Plans for the Autumn/Spring 2019/20 in primary schools was 91.1%, which was above the national average (89.1%); for pupils with SEN Support, attendance was 94.8%, which was just below the national average (95.2%). The attendance for pupils with EHC Plans (2020/21, Autumn/Spring) in secondary schools was 91.7%, which was above the national average (85.1%); for pupils with SEN Support, attendance was 93.7%, which was also above national data (92.9%).

10.3 During the first lockdown (January-March 2020), schools remained open for vulnerable and children of key workers. The vulnerable children cohort included those who received social care support and children with special needs who had an EHC Plan. During the lockdown period, the percentage attendance in this group increased.

10.4 In the autumn term 2021, attendance has been positive in primary and secondary schools. Reported figures on the Government's Portal recently show primary attendance at 93% (in line with comparative national of 92%). Secondary attendance recently is at 91%, higher than national at 87%. Since the start of the Autumn term Westminster secondary attendance has been above national.

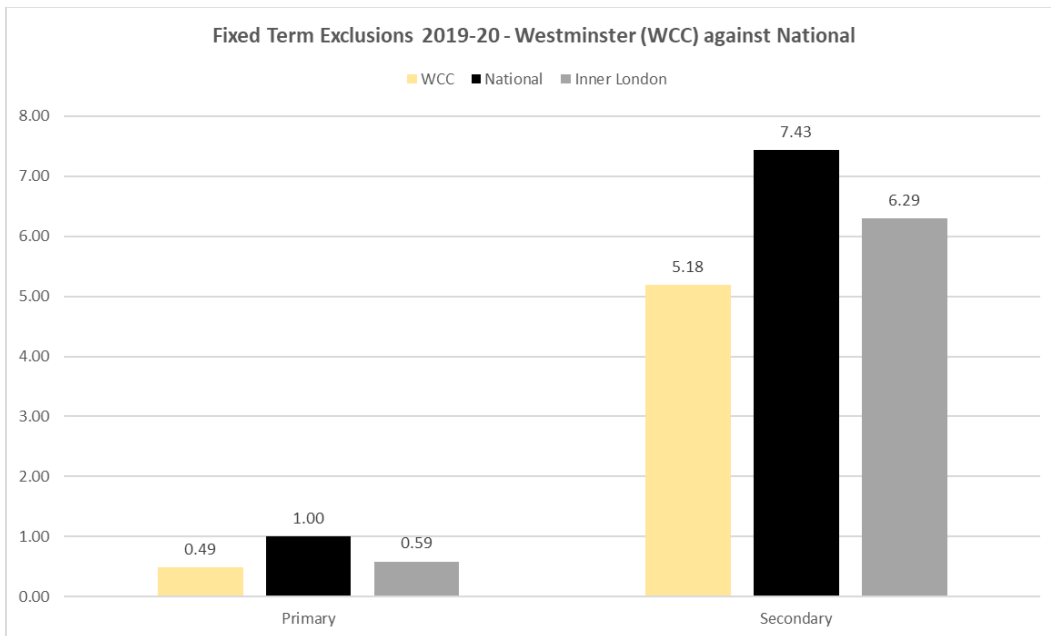
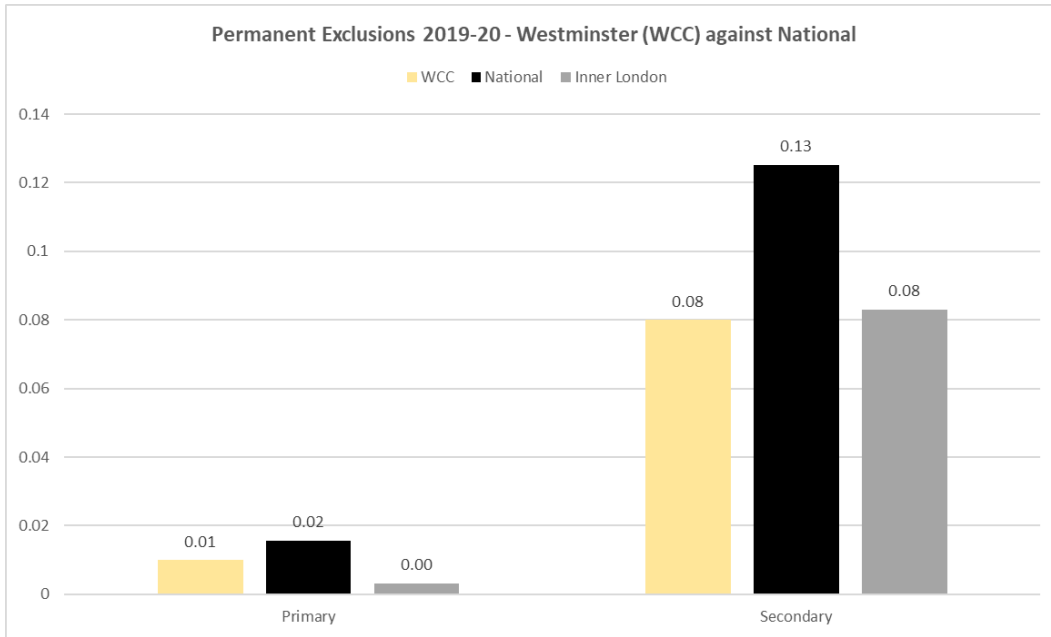
10.5 During the lockdown and into the school recovery period, the Early Help service has been providing schools with targeted support for families. At a whole school level, attendance figures have been monitored on a weekly basis through the lock-down and post lock down period. Where there are concerns raised by the school about a child being persistently absent, targeted service support is provided to ensure their safety and welfare.

10.6 Where attendance cases require escalation, the Vulnerable Children's Collaborative group (with officers from across SEN, Early Help and Social

Care) can initiate additional support for vulnerable young people with attendance concerns.

Exclusions

- 10.7 In 2019/20 in Westminster, there were 12 school permanent exclusions down from 30 in 2018/19. Of the 12 exclusions, 11 were non residents, and 11 of the 12 exclusions were from secondary schools.
- 10.8 The number of fixed term exclusions in primary schools has remained the same in the last two years. Measured as a percentage of the school roll, the number of incidents shows Westminster primary school fixed term exclusion rate to be below the national average: 0.5% compared with the national figure for primary schools of 1.0% and the Inner London figure of 0.6%.
- 10.9 The number of fixed term exclusions in secondary schools has decreased in from last year. The fixed term exclusion rate based on the number of incidents as a percentage of the school roll has decreased from 11.3% in 2018/19, 5.2% in 2019/20. The national lockdown did impact the 2019/20 figures as only vulnerable pupils and children of key workers were attending school between March 2020 and July 2020. The latest figures are below the national average (7.4%) and the Inner London (6.3%) average.
- 10.10 Of the 692 fixed term exclusions across Westminster schools in 19/20, 46 related to pupils with an EHC Plan, which represented 8% and was below national (15%). 218 fixed term exclusions related to pupils with SEN Support (8%, which was below the national figure of 11%).
- 10.11 In providing additional support to reduce exclusions through the inclusion pilot the Early Help service is continuing to work with secondary schools to develop effective early intervention behaviour strategies and to provide access for school staff to training on trauma informed approaches to behaviour management. As a result of this training schools have accredited for the quality of their work in this area. Ormiston Beachcroft Alternative Provision Academy is additionally able to support pupils at risk of exclusion, and schools have access to a managed intervention programme that provides temporary placement for pupils.
- 10.12 A key local development in addressing the issue of exclusions has been the establishment of a local Inclusion Strategy. This sets out our local commitments to supporting inclusive practice and outline the key areas for actions in promoting inclusion and reducing incidences of exclusion. A focus of the Inclusion Strategy's work will be to highlight examples of the good inclusive practice across our schools.
- 10.13 Alongside the Inclusion Strategy, an Equality and Diversity working group of officers from the Education service and school leaders continues to provide a lead on promoting effective leadership and practice across schools in equality and diversity across the curriculum. This has included workshop sessions for senior leaders and the commissioning of Diverse leadership training.



Elective Home Education

10.14 The number of families registered for home elected education in Westminster is currently 176 and has increased since the Covid 19 lockdown. The Education Service has a robust Elective Home Education (EHE) policy and procedures are in place to ensure that all children within the borough are in a safe and suitable learning environment and are being provided with a satisfactory education. There is a clear timeline for taking action where there are concerns.

11 Ofsted Inspection Outcomes

11.1 Currently, 91% of schools in Westminster are currently rated as good or outstanding by Ofsted, which is well above the most recent national average of 86%. The table below shows the current picture.

2021 OFSTED Outcomes	National	Westminster December 21
Outstanding/Good	86%	91 % (51/56 schools)
Outstanding	21%	33% (19)
Good	65%	58% (32)
Requiring Improvement	10%	9% (5)
Inadequate	4%	0%

11.2 Translated into numbers of pupils in the Borough, 96% (20,414 out of a cohort of 21,361) of children and young people in Westminster now attend a good or outstanding school. This compares with the national figure of 85% of children and young people attending good or outstanding schools.

11.3 In helping to maintain the high percentage of good and outstanding settings, School Standards officers work in partnership with school leaders and governors to ensure that they have access to professional advice and training needed in preparing for inspection both through the core offer and an additional bought-back traded school improvement service. The well-established framework for school improvement also enables the Local Authority to provide further support at the earliest possible stage where there are concerns about an inspection outcome, and to target additional support for schools judged by Ofsted to be requiring improvement. This offer is open to all maintained state schools. Free schools and academies are also advised of the support that is available.

11.4 Since the return of school following the lock-down, Ofsted inspections have re-commenced and there have been alterations to the Framework and evaluation criteria. The significant change has been the resumption of regular inspections of schools graded as outstanding, and the toughening of the standards needed to maintain or achieve an outstanding grade. All schools that were graded as outstanding before 2015 will be due a full section 5 inspection. Schools inspected at good or outstanding after 2015 will continue to have a section 8 inspection that tests whether the school have maintained this quality of provision. School judged to be requiring improvement receive Ofsted monitoring visits and a full re-inspection after 2 years.

11.5 In the autumn term 21-22 there were 5 school inspections in Westminster. The School Standards team have been providing schools with professional development on the new framework and helping with sharing the learning from the inspections we have had across Westminster and Kensington and Chelsea.

11.6 The current Ofsted inspection outcomes for individual schools are set out in the Appendix.

12 Surplus Capacity in Primary Schools

12.1 Surplus Primary school place remains a significant issue in Westminster, as it does across London. Spare capacity in Westminster primary schools continued to rise in 2021 and now stands at 22%, well over the Department of Education's recommendation of surplus places being in the range of 5-10%. This is having an impact on the funding that is coming through to support the budgets of some schools in the borough.

12.2 Following an external review by the Isos Partnership on behalf of the Local Authority, officers have been working with schools, headteacher, governors and representatives from both the Church of England and Catholic Diocese in taking forward the three recommendations of the ISOS review:

- Reducing the number of forms of entry by 4 or 5 classes across the schools that have been identified as having the highest reduction in their pupil numbers.
- Maximising pupil numbers through more the more targeted promotion and marketing of our schools.
- Tightening financial planning and working with schools to help with the strategic planning of their budgets over the next five years.

A further meeting of the Isos working group, chaired by a local headteacher, took place on 27 January to review progress against the recommendations and consider what further action might need to be taken. The group's recommendations will be reported back to Schools Forum.

12.3 In helping schools address their strategic planning, a focus has been placed by officers on the promotion of school partnerships, particularly with small 1 form entry primary schools, as a means of realising some economies of scale and as a way of addressing the issue of surplus places. In recent years there has as a result been an increase in Executive Headteacher appointments, where an experienced headteacher is leading more than one school. There has also been an increase in federations, where schools have come together to establish a joint governing board as well as a proposed amalgamation of two schools which is currently being consulted on.

12.4 Six primary schools in Westminster with spare places have taken 162 Afghan evacuee children on roll, along with one secondary school. They have provided the education support needed for the period the families are in their local bridging hotels prior to re-housing.

APPENDIX

Current Ofsted Inspection outcomes by school (Primary, Secondary and Special schools)

Nursery Schools	Overall Judgement
Dorothy Gardner Nursery School	Requires improvement

Mary Paterson Nursery School	Outstanding
Portman Early Childhood Centre	Outstanding
Tachbrook Nursery School	Good

Current Ofsted Inspection outcomes by school (Primary, Secondary and Special schools) December 2021

Primary Schools	Overall Judgement
All Souls' CE Primary School	Good
ARK Atwood Academy	Outstanding
Barrow Hill Junior School	Good
Burdett Coutts CE Primary School	Good
Christ Church Bentinck CE Primary School	Outstanding
Churchill Gardens Primary Academy	Good
Edward Wilson Primary School	Good
Essendine Primary School	Good
Gateway Academy	Outstanding
George Eliot Junior School	Requires improvement
Hallfield Primary School	Good
Hampden Gurney CE Primary School	Outstanding
Millbank Academy	Outstanding
Our Lady of Dolours RC Primary School	Good
Pimlico Primary Free School	Outstanding
Queen's Park Primary School	Good
Robinsfield Infant School	Good
St Augustine's CE Primary School	Requires improvement
St Barnabas CE Primary School	Good
St Clement Danes CE Primary School	Outstanding
St Edward's RC Primary School	Requires improvement
St Gabriel's CE Primary School	Good
St George's Hanover Square CE School	Requires Improvement
St James and St John CE School	Good
St Joseph's RC Primary School	Good
St Luke's CE Primary School	Good
St Mary's Bryanston Square CE School	Good
St Mary Magdalene's CE Primary School	Good
St Mary of The Angels RC School	Good
St Matthew's CE Primary School	Good
St Peter's CE Primary School	Good
St Peter's Eaton Square CE School	Outstanding
St Saviour's CE Primary School	Outstanding
St Stephen's CE Primary School	Good
St Vincent De Paul RC School	Good

St Vincent's RC Primary School	Outstanding
Soho Parish CE Primary School	Good
Westminster Cathedral RC School	Good
Wilberforce Primary School	Good

Secondary Schools	Overall Judgement
Grey Coat Hospital	Outstanding
King Solomon Academy (All through school)	Outstanding
Paddington Academy	Outstanding
Pimlico Academy	Good
Harris Academy St John's Wood	Good
St Augustine's CE High School	Outstanding
St George's Catholic School	Outstanding
Marylebone Boys' School	Good
St Marylebone CE School	Outstanding
Westminster Academy	Outstanding
Westminster City School	Good

Special Schools	Overall Judgement
College Park	Good
Queen Elizabeth II Jubilee	Good
St Marylebone CE Bridge School	Good

Alternative Provision	Overall Judgement
Ormiston Beachcroft AP Academy	Good