

June 2007

Every **Child**
in Waltham Forest
Matters

Consultation on the Building Schools
for the Future programme in
Leyton, Leytonstone and Chingford
including statistical information



**Our Children,
Our Schools, Their Future**



Waltham Forest

Building Schools for the Future Programme in Leyton, Leytonstone and Chingford

(building due to commence in April 2009)

Consultation with

- ▶ students
- ▶ parents/carers
- ▶ staff
- ▶ governors
- ▶ all other interested parties

Consultation period: 20th June – 14th September 2007

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Foreword from Cllr Chris Robbins



In 2003 I met with head teachers and Council officers to discuss the Government's offer to rebuild or refurbish all secondary schools in England. We were all determined that we wanted to be in the first group of authorities to build a strong future in education for our young people.

From the beginning we established ourselves as ambitious and capable of driving forward to excellence in our schools.

The past four years have been hard work and not without its problems but already major changes are taking place. A new school will open next year on the old Hawker Siddeley site Walthamstow.

A new building for the Walthamstow Academy will be open soon. Walthamstow Girls School is looking forward to a multi-million refurbishment and there are plans for all the other Walthamstow schools to be rebuilt or completely refurbished.

Now is the time for Leyton, Leytonstone and Chingford

For our Borough to be successful you must be part of the transformation to excellence in our schools. If we work together and with determination our schools and our young people's futures will be transformed in time for the Olympics in 2012.

A handwritten signature in black ink that reads "Chris Robbins".

Cllr Chris Robbins
Cabinet Member for Children and Young People

Introduction – Chris Kiernan, executive director, children services

Building Schools for the Future is a major initiative being undertaken by the Government to transform secondary schools in England. Waltham Forest was successful in bidding to be in the first wave of local authorities. It received capital funding of around £100m to rebuild and modernise eight schools in the Walthamstow area of the Borough. Building work started in March 2007 on two sites – Kelmscott and the new school on the Hawker Siddley site which replaces Aveling Park and Warwick School for Boys. A new school building is being built at Walthamstow Academy. Work starts in September 2008 on modernising Walthamstow School for Girls.

The further good news is that we have now been successful in being included in Wave 5 of the programme, which is expected to start in September 2009. This will cover all our remaining secondary and special schools in Leyton, Leytonstone and Chingford. Our successful bidding means by the end of 2011 all secondary schools (including special schools) in Waltham Forest will either have been rebuilt or will have significant rebuilding or upgrading. This transformation forms part of our Strategy for Change incorporated in our Children and Young People Plan. It should to be seen alongside the actions being taken by the Council to transform Waltham Forest as a place to work and live in. Transformation of secondary education with its focus upon raising attainment of young people and reaching out to our communities will assist us in strengthening community cohesion and achieving regeneration.

As with Wave 1 in Walthamstow, the first step on the road to rebuilding is consultation. Very recent legislation places new duties on local authorities

- ▶ to secure diversity in the provision of schools
- ▶ increase opportunities for parental choice and
- ▶ respond to parental representation about the provision of schools.

The Government expects every local authority to demonstrate that the plans it comes forward with are the result of extensive consultation, especially with the school community (students, parents/carers, staff and governors) and other stakeholder groups, on their aspirations and expectations. This document explains our current thinking and seeks your views prior to firm proposals being drawn up.

The Council started the consultation process in mid January 2007 with a two-day event with the schools and college in Leyton and Leytonstone. Discussions have begun, but are not so far advanced, with schools in Chingford. For Leyton and Leytonstone the initial ideas put forward at the January conference have now been more fully developed, as part of the work with the National College of School Leadership, into a vision for establishing a Network Learning Community involving schools and college.

In this consultation document we explain:

- ▶ Building Schools for the Future Programme
- ▶ Wave 5 bids
- ▶ Wave 1 developments in Walthamstow
- ▶ Challenges we face in Leyton / Leytonstone and Chingford
- ▶ Proposals being developed by the schools and colleges in Leyton / Leytonstone and in Chingford

In May 2007 we invited students, staff and parents / carers to a series of focus group meetings. We wanted to hear from them about their aspirations and what they expect schools to provide in the future. We have incorporated many of their comments in this document. However, you can access full information on what took place at these focus group by logging on to:

www.eduaction.com
and click on 'Publications'

We hope that this document provides sufficient detail to enable you to express views on the questions being asked. You can respond either on the pro forma provided or by going online at the address shown at the end of the document. Alternatively you can write and send in your comments. Please ensure that you respond by the closing date of Friday **14th September 2007**.

It is important to us to know what your views are so that we can reflect them in our specific proposals for transforming secondary education in Leyton / Leytonstone and Chingford. This document is primarily aimed at local organisations such as school governing bodies. We are also publishing a shorter and reader friendly version of this document, you can access this by going to:

www.walthamforest.gov.uk/index/education/school-org-partnership-dev/building-schools-for-the-future.htm

What will happen next is that we will review all the feedback received. We will use the information to draft our proposals for submission to the Department for Education and Skills (DfES). Our submission will also take account of further dialogue with the schools and colleges on the building works to take place at each school. We will also have to take into account any further guidance from the DfES about the nature of the proposals that we submit which will be set out in a "remit for change" document. (which we expect to receive in early Autumn 2007).

There will be a further opportunity for us to consult with you again, briefly in October 2007, on our full proposals before our submission is sent to the DfES.

Chris Kiernan
executive director, children services

What is the Building Schools for the Future Programme?

Building Schools for the Future (BSF) is the biggest single government investment in improving school buildings for over 50 years. The aim is to rebuild or renew every secondary school in England over a 10-15 year period. BSF represents a new approach to capital investment in schools by bringing together significant investment in buildings and in Information and Communications Technology (ICT) to support the Government's educational reform agenda.

Investment will be rolled out over 15 waves, subject to future Government spending decisions. The expectation is that overall 50% of the floor area of secondary schools will be new build with 35% refurbished and 15% having minor work done. The proportions will vary from school to school, and between local authorities depending upon need. BSF is designed to bring about transformational changes in the physical school environment which support new ways of teaching and learning. It also brings an opportunity to reform and redesign the pattern of secondary education provision to best serve communities for decades to come. This is affected by the values that we hold.

Values held by the Local Authority

The Council recognises the prime importance of schools and colleges as the providers of education to children and young people, and that it is imperative to work in open partnership with all stakeholders properly to discharge the Council's role as planner and commissioner of education alongside the Learning and Skills Council. The Council values the positive contribution and commitment being made to find a collaborative framework that meets the needs of children and young people of all needs and ethnicities, and will support them in the process. For the Council:

1. Children and young people must be at the centre of all that we do
2. The way we work together must be shaped by trust, respect and participation
3. We must celebrate our successes and learn from our mistakes
4. We must strive to be innovative in searching for new, more efficient, effective and equitable ways of working together

What are the key features of Wave 5?

For Wave 5, BSF aims to drive reform – such as more self-governing schools e.g. Academies and Trusts, addressing school underperformance, increasing specialist school provision, implementing new curriculum options at 14-19, improving ICT facilities, improving PE and school sport provision, making better provision for pupils with special needs in mainstream schools, developing more extended services which support pupils and their parents / carers. Underpinning all the above, will be school workforce reform and continuing professional development for school staff.

BSF provides an opportunity to be innovative in the ways schools work together and with the local community, adults, families and local business partners. Collaboration of schools and colleges will be essential to deliver the wider range of curriculum on offer at 14-19 e.g. specialised diplomas from September 2009. Schools are seen as assets at the heart of the community which everyone can use and benefit from through the development of extended services. Not only can this make more efficient use of school premises, but it can also improve levels of pupil achievement, increase opportunities for teachers, and provide better access to education and other essential services for the local community.

The Government expects that local authorities will take the lead in stimulating local debate with all interested parties in their local communities. We need to ensure that the collective vision of what their schools should provide is

deliverable through BSF. This means thinking in depth about what modern schools should look like, contain and focus upon and how revenue funding and building work can be targeted most effectively to achieve the best outcomes.

Each local authority will develop its own Strategy for Change document, which reflects local priorities and circumstances. It is expected to be ambitious and farsighted and address all the issues identified above.

The Government White Paper “Higher Standards, Better Schools for All” challenges schools and local authorities to ensure educational opportunities are provided around the needs of each child and parent / carer. Diversity of provision within a dynamic secondary system is the principal challenge laid down for local authorities. We are required to develop our role as commissioners rather than providers of education services; to become the champions of pupils and parents with a duty to “promote choice, diversity and fair access.”

The significant level of capital investment expected to be available for the 16 secondary and special schools in Wave 5 for Leyton / Leytonstone and Chingford which is likely to be at least that for Walthamstow will have a crucial role in supporting this agenda. The total investment in Waltham Forest is likely to reach £250 million.

We must review existing secondary provision, including special schools. We are being encouraged to make creative changes to the pattern of provision to enhance diversity, choice and opportunities for students. This includes considering the expansion of popular and successful schools where it is feasible and there is demand. It also means identifying radical solutions for weak and under-subscribed schools. We are being asked to carefully consider a range of options, which include closure, establishing an Academy or trust school and encouraging federation between schools.

For this reason we need to know what are your views. The introduction of such schools would change the present pattern of secondary schools in Waltham Forest. It would provide more diversity and choice for parents / carers. For this reason it may be helpful to explain in detail the range of provision possible such as Academies, trust schools, federation between schools and all through schools from 3 –16 (or 18).

Academies:

The first Academy projects were announced in September 2000 and after a slow start are now gaining momentum. An Academy is an all ability school established by sponsors from business, faith or voluntary groups. They are independent of a local authority and are directly funded by the DfES. Their independent status allows them flexibility to be innovative and creative in their curriculum, staffing and governance.

Academies therefore work in different ways to traditional local authority schools. The DfES wants to establish at least 200 Academies across the country by 2010 and even more in the longer term. The expectation is that such schools will help break the cycle of underachievement in areas of social and economic deprivation. It is too early in the process to show hard evidence that this is being achieved.

There is a further expectation that schools that become Academies will have had a long history of underperformance or failure to achieve national floor targets at GCSE e.g. the target in 2008 of 30% of pupils achieving at least 5*A-C grades including English and maths. Walthamstow Academy is the only Academy in Waltham Forest. It replaced McEntee Secondary School which was both under-subscribed and had a prolonged history of underperformance. Between 2002 and 2006 achievement at 5 A*-C grades including English and Maths never exceeded 17%. The decision to establish an Academy was taken by the governing body of the school and supported by the Local Authority. The Academy opened in September 2006.

Trust Schools:

Proposals for trust schools were first introduced by the Government in October 2005. Trust arrangements are intended to open up new and different ways for schools to work in the future. The Government expects that Trust schools will build long-term relationships with outside partners or other schools, harnessing their energy, experience and talents. Schools (or groups of schools) that choose to take up the new arrangements will be backed by a charitable trust. The Trust will appoint governors to the governing body of the school or schools. Local authorities can sponsor or be part of a Trust. Where a Trust of more than one school is established it is likely that the Trust will be responsible for strategic decision-making affecting all schools in the trust. The individual school governing bodies will continue to deal with specific management and operational issues affecting the school.

Unlike Academies, trust schools will continue to be funded exactly the same way as other local authority maintained schools. However, like an Academy a trust school (or group of schools) will employ its own staff and manage its own land and assets. They will also be able to set their own admission arrangements. A Trust consisting of a number of schools enables collaborative relationships between schools to be put on a more secure, longer-term footing to ensure that they withstand any changes in leadership and key personnel.

Unlike Academies which usually only have one sponsor, a Trust can include a wide range of partners including universities and further education colleges, education charities, business foundations, community groups, local authorities and other local stakeholders. Further Education colleges would be able to form joint strategic committees with such schools. There are currently no trust schools in Waltham Forest since legislation does not come into effect until this summer. However, so far, some 100 schools nationally have shown an interest in becoming trust schools

Federation between schools:

Any school can collaborate with another on an informal basis. This is usually referred to as "soft governance". However, "hard governance" exists where two or more schools enter into a formal relationship. Hard Federation means that all schools within the Federation share the same governing body. In Waltham Forest, Aveling Park and Warwick School for Boys; Wellington Primary and College Gardens Nursery School; Chingford C of E Infants and Junior Schools are three examples of hard federations.

The ICT Primary Federation involving Barclay, Hillyfield, Beaumont, Chingford Hall, Dawlish and Gwyn Jones primary schools is an example of a soft federation. Federated schools do not change their status, which for community schools means that the local authority remains the employer and owner of the land and buildings and determines the admission arrangements.

All-through Schools:

An all-through school is one where the primary and secondary phases of education are provided in one school. This works best where all Key Stages (KS) of the national curriculum can be provided on one campus. In particular, it allows innovative approaches at KS2 and 3 (8-13 year olds) and reduces some of the problems of progression inherent at the KS2/3 transition between different schools. It does produce bigger schools but this can be offset by having schools within schools e.g. Foundation / KS1, KS2/3, and KS4/5.

An alternative to this, especially where schools are not on the same site, is to develop either soft or hard federations between primary and secondary schools, especially where the primary schools concerned are the main feeder schools to the secondary school.

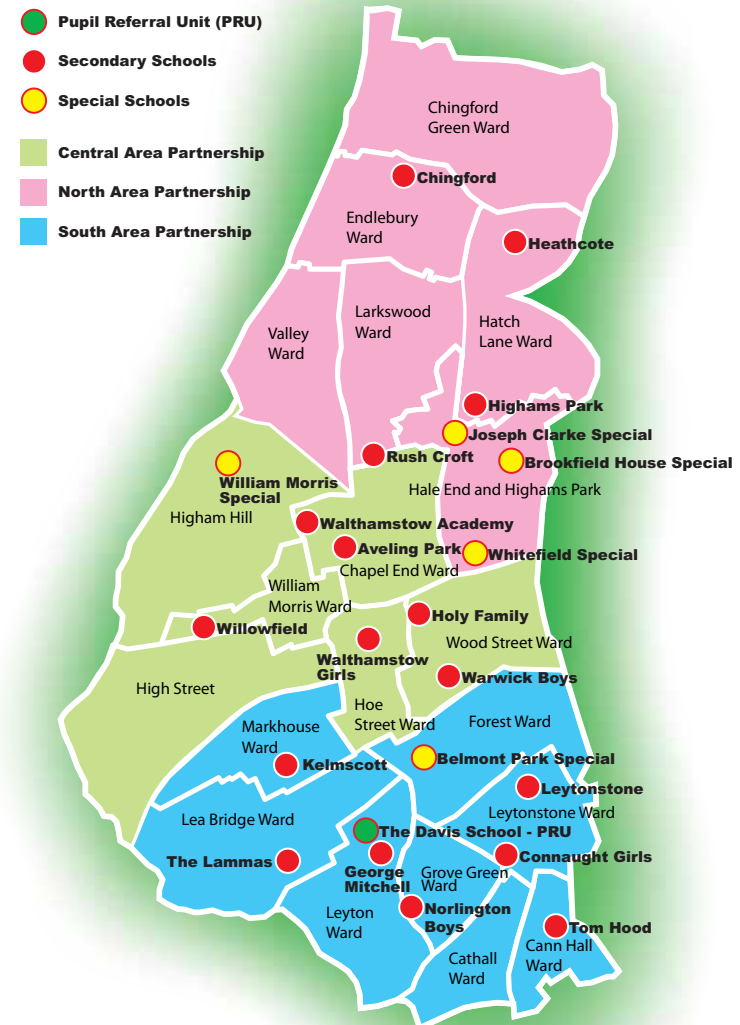
Questions about secondary school provision in Leyton / Leytonstone and Chingford:

- Q1 Would you want to see the expansion or closure of any of the existing schools and the creation of new schools?**
- Q2 Do you want more diversity and choice? If so, which of the following types of schools would you prefer to see introduced: Academies, trust schools, federation between schools, all-through schools?**

List and map of secondary schools and special schools in Waltham Forest

School	Specialism
Brookfield House Special	
Chingford Foundation	Humanities*
Heathcote	Science
Highams Park VA	Technology and Languages
Joseph Clarke Special	
Rush Croft	Sport
Aveling Park	Engineering*
Holy Family VA	Technology
Kelmscott	Humanities with Business and Enterprise
Walthamstow Academy	Maths, Science and Business and Enterprise
Walthamstow School for Girls	Maths and Computing
Warwick Boys	Engineering*
Whitefield Special	
William Morris Special	
Willowfield	Humanities
Belmont Park Special	
Connaught Girls	Languages and Science
The Davis School PRU	
George Mitchell	Media*
The Lammas	Sport*
Leytonstone	Business and Enterprise
Norlington Boys	Sport*
Tom Hood	Science and Maths

*Aspiring to this specialism



What developments have taken place in Walthamstow so far?

Wave 1 funding covers the Walthamstow area. We chose Walthamstow as the first area to benefit from BSF because of other regeneration work taking place and because collectively GCSE results were worse than in either Leyton / Leytonstone and Chingford. The first schools identified for rebuilding were Kelmscott, Walthamstow School for Girls and the new school building on the Hawker Siddley site as a replacement for Aveling Park School and Warwick School for Boys. When this building opens in September 2008, it will be the first new secondary school building in London and the South-East funded through BSF. Separately to this Walthamstow Academy has been established as a replacement for McEntee School.

Building work has already commenced at Kelmscott (with the refurbishment of the Modern Languages suite of classrooms), the Hawker Siddley site (Frederick Bremer School) and Walthamstow Academy. These projects will be all completed by August 2008 or earlier. Work commences at Walthamstow School for Girls in September 2008 when the school moves temporarily to the Warwick School for Boys site. Plans have yet to be finalised for Holy Family College and Willowfield. Building work will also take place at Whitefield Special School and William Morris Special School. You can access further information on Wave 1 by visiting www.walthamforest.gov.uk/education.bsfconsultation

Our borough-wide vision for the future of secondary education in Waltham Forest developed in 2004 for Wave 1 was based on the following four objectives:

- ▶ Every school a good school
- ▶ Parents have confidence in local schools
- ▶ A diverse pattern of specialism meeting local needs
- ▶ Every school an inclusive school

These four objectives remain true for Wave 5, although the characteristics of what these objectives mean will have moved on to reflect local and national initiatives announced since 2004.

The Walthamstow schools have been active in working collaboratively on the BSF initiative since 2004. Changes made teaching and learning and delivery of the 14-16 curriculum, including vocational courses, have led to significant improvement in KS4 results. The percentage of pupils gaining 5 A*-C grades at GCSE has risen year on year from 41.8% in 2002 to 52.1% in 2006, a rise of 10.3%. This is much faster than improvements nationally (7.6%) and in all Waltham Forest schools (6.9%). We expect Wave 5 implementation to result in faster rates of progression in Leyton / Leytonstone and Chingford as well.

What challenges do we face in Leyton / Leytonstone?

We face a number of significant challenges. The Leyton / Leytonstone area includes six community 11-16 schools. Connaught School for Girls, Norlington School for Boys and George Mitchell are all 4 form entry schools (600 pupils). The Lammas, Leytonstone and Tom Hood are all 6 form entry schools (900 pupils). Many students attend Leyton Sixth Form College and Waltham Forest College at 16+. Belmont Park special school is the only special school in the area. It caters for secondary pupils with emotional behavioural difficulties (EBD) and has provision for pupils excluded permanently from school. The main challenges are:

Improving results at Key Stage 3 and Key Stage 4

Both at KS3 and KS4 results in Leyton / Leytonstone are below the average for all Waltham Forest schools and the national average. Full data is set out in the appendix to this document. However the following highlights the strengths and weaknesses in performance.

KS3 (Pupils aged 14)

- ▶ In 2002, schools were well below the national average by 10% in English, 12% in maths and 10% in science. Since then, the rate of progress in English has been broadly in line with national progress; it has been faster in maths, but slower in science. The rate of progress has been slower than in Walthamstow and Chingford. Some schools have made less progress than others. All but one school remain well below the national average points score (APS).
- ▶ The rate of progress made by pupils between KS2 and KS3 (value added) is broadly in line with national rates of progress. However when adjustments are made for social deprivation (contextual value added) then the rate of progress is above the national rates of progress for similar students. Some schools make significantly better rates of progress than others.

Headteachers' Vision

The secondary headteachers of Waltham Forest passionately believe that:

- ▶ Schools must be at the heart of their local community.
- ▶ We must prepare children and young people from the very earliest years for learning.
- ▶ Schools must share their resources with each other and the community, and work with families from the very outset.
- ▶ Schools must develop the whole child, preparing them to be citizens of the global community.

The secondary headteachers of Waltham Forest want:

- ▶ Young people to be able to embrace the unknown in a changing world.

KS4 (Pupils aged 16)

- ▶ Across Waltham Forest schools as a whole, there has been significant improvement in proportion of pupils achieving 5 or more A* - C grades at GCSE since 2002. However, in Leyton / Leytonstone performance has actually fallen by 1.8% since 2002. During this same period schools in Walthamstow improved by 10.3%, in Chingford by 12.9% and nationally by 7.6%.
- ▶ This now means that at 42.5% performance is now well below that for Walthamstow (52.1%), Chingford (63.7%) and the national average of 59.2%. Targets set by most schools have consistently not been achieved.
- ▶ If performance at GCSE includes English and maths, then in 2006 only 34% of students achieved 5 or more A* – C grades compared with 40% in Walthamstow, 46% in Chingford and nationally. This has fallen by 5% since 2002 and only 2 schools have improved.
- ▶ On a positive note the percentage of pupils achieving 5 A*-G grades has risen from 91% in 2002 to 96% in 2006 and this compares most favourably with 94% in Walthamstow and 98% in Chingford and 90.5% nationally.
- ▶ Value added (VA) data also shows good news. In 2006, progress between KS3 and 4 of 1008 is just above the national median of 1000, although not all schools added value.
- ▶ Contextualised value added (CVA) between KS2 and GCSE is even better news with all but one school consistently achieving a faster rate of progress than would be expected nationally for such students. In 2006, two schools, Tom Hood and George Mitchell have a very high ranking nationally in value added.

- ▶ Young people to be confident, able to take risks, to be enterprising and to contribute to their community.
- ▶ Young people to be offered the chance for work related learning, vocational programmes as well as the academic.
- ▶ Schools to encourage and support creativity in young people.
- ▶ Schools to rise to the challenge of using the full 21st century technology.
- ▶ Schools to provide flexible environments for new ways of learning.
- ▶ Schools to adapt to the needs of all of our learners.

The secondary headteachers of Waltham Forest know:

- ▶ Our schools are not built for the type of learning we have now.
- ▶ We need sustainable buildings with cutting edge provision.

Overall, the key outcome is the absolute standards achieved at GCSE, including English and maths since this determines the ability of students to gain access to further and higher education and to gain good jobs. The low standards achieved is in part due to underperformance in some of our primary schools which feed into the secondary schools but there are a number of other factors as well which include the suitability of curriculum on offer at 14-16 and the state of the buildings and facilities for learning. A step change in performance must happen. There are a number of strategies that we are already taking pursuing, irrespective of BSF.

1. We are targeting significantly greater funding to those schools with the greatest proportion of students living in the most deprived neighbourhoods.
2. Through our national secondary strategies team we are supporting particular subject areas in schools to help them improve the quality of teaching and learning available to students.
3. We are encouraging all schools to be specialist schools. Three of the six schools, Tom Hood, The Leytonstone and Connaught School for Girls are already specialist schools, The Lammas has submitted its application and George Mitchell and Norlington Schools are planning their submissions.
4. We have established area partnership to assist the development of extended services, which can support the most vulnerable children and their families. Tom Hood was one of the first extended schools in the country and George Mitchell has also developed a more limited provision.
5. In conjunction with Leyton Sixth Form College a number of schools have been able to increase the curriculum range on offer at 14-16.
6. There is already a strong collaboration between the six schools.

The secondary headteachers of Waltham Forest are committed to:

- ▶ A community of schools working together with shared values.
- ▶ A common commitment to include every child and young person.
- ▶ School to encourage and support creativity in young people.
- ▶ Schools to rise to the challenge of using the full 21st century technology.
- ▶ Schools to provide flexible environments for new ways of learning.
- ▶ Schools to adapt to the needs of all of our learners.

However, there are constraints upon what can be achieved. Through BSF we need to address the quality of much of the building provision and its suitability for the delivery of the curriculum, especially vocational courses. ICT provision is of inconsistent quality within and between schools and there is a lack of a properly resourced managed service.

Some of the sites are small which impacts upon external play and opportunities offered for sports and PE. Three of the secondary schools – Connaught School for Girls, Norlington School for Boys and George Mitchell are very small.

All these factors constrain efforts to broaden curriculum choice at KS4, particularly in vocational subjects. Thus the curriculum on offer does not meet the needs of all the pupils who therefore do not achieve their full potential.

BSF provides an opportunity to rebuild much of the existing school buildings and equip them so that they can provide state of the art facilities which enable flexible learning methods. The design brief will

differ for each school reflecting the specialism of the school and the area it serves. Through our ICT Partner we can ensure that ICT facilities enable personalised learning to take place which meet individual pupil needs. All schools will be equipped and maintained to the same level and will enable networked learning to take place between students in different schools.

Closer working between primary feeder schools and secondary schools could mean that progression between KS2 and KS3 would be enhanced. Change of school at 11+ results in most pupils making less progress in year 7, their first year at secondary school than they did in their final year at primary school and subsequent years at secondary school. Evidence from around the country shows the positive benefits of close collaboration and cross teaching in years 6 and years 7, especially in all-through schools. This is something which is being explored in Leyton / Leytonstone. BSF would enable us to look creatively at establishing at least one all through school and possible Federations between primary and secondary schools.

Students' Vision

44 students took part in the consultation which took place at the Education Centre on 21 May 2007 organised by ESSA, the English Secondary Students Association. The students were engaged in day-long activities that asked them to consider what education might be like in the future. The young people focused on three specific aspects of educational policy development: Building Schools for the Future, the 14-19 Diplomas and Extending the Leaving Age – all of which were inter-related throughout the consultation process.

Extending the Leaving Age

Most students thought that staying in education until the age of 18 would be a positive move as they believed it would enable them to gain more skills and be better prepared to find a job when they left education. Their comments

Widening the range of learning opportunities for students

As explained above, much more needs to be done to widen the curriculum on offer particularly at 14+. Generally, provision in Leyton and Leytonstone lags behind some the developments that have happened nationally. We feel that schools have the capacity, with support from each other and the local authority, to address the KS3 curriculum.

The introduction of specialised diplomas from September 2009 will enable pupils to follow specialised courses either at their school or neighbouring schools and colleges. Good collaboration already exists between the schools and local colleges at 14-16. This could be significantly developed further and linked with each school providing a lead in their specialist area. As well as a broad range of choices around the curriculum not all young people want to study at the same institution. Some prefer a school environment and some a college.

BSF provides an opportunity to add impetus here. The capital investment will enable us to improve facilities especially for vocational courses. Not every school will be able to provide the full range of vocational courses but it will be possible for students to attend courses at other schools or the local colleges which will have enhanced facilities in their area of specialism. The national expectation is that more 14-16 year olds will undertake vocational courses in local colleges and locally good collaboration already exists. For this to happen on the larger scale envisaged, there will need to be a common timetable so that for example, students following specialist diplomas spend a particular day on another site. This will need careful planning and co-ordination to make it effective.

One of our concerns is that we need to improve the proportion of 16-18 year olds engaged in education, training or employment and raise the percentage who have gained level 2 by the time they are 19. Level 2 is 5 A*-C GCSEs or equivalent including English and Maths.

were qualified and they stressed that continuing in education or training would only be acceptable if they had a broad range of subject and learning-style choices which led to the attainment of high quality learning provision. Most were strongly against the notion of being compelled to remain in education until the age of 18 and resisted the idea of the imposition of criminal or civil proceedings against young people who did not comply. They felt that in order to encourage young people to stay in education all those over the age of 16 should have access to the Educational Maintenance Allowance.

Their concerns about remaining in education or training until they were 18 were that

1. It would extend their time of dependency on their parents.
2. It would delay the time when they could start to earn their own income.
3. They were concerned that if they dropped out of education before they were 18 they might then gain a criminal record which would then make it harder for them to gain employment.

All the schools in Leyton / Leytonstone are 11-16 schools. Students undertake post-16 education in a wide range of institutions across London and even further afield. Recent statistics show that approximately only 60% of students living in the borough remain in education or training attend post-16 courses in the Borough. 85% attend post-16 courses somewhere. There is nothing wrong with this provided that it reflects positive choices on the part of young people rather than the lack of provision. Students attending Leyton Sixth Form College and living in the post codes E10 and E11 have done well. Pass rates at A level have risen from 76% to 85% between 2004 and 2006.

In consultation with the Learning Skills Council which has responsibility for post-16 education provision and with the local colleges and schools we have been considering whether or not it would be beneficial to have a limited amount of post-16 education taking place on school premises which may help overcome the issues identified above.

The small size of some schools in Leyton / Leytonstone

Our six schools in Leyton / Leytonstone are much smaller than the average for Outer London. In January 2006, the average size of a comprehensive school in Outer London was 1098. They are only 11-16 schools, whereas most schools in London are 11-18 with a sixth form. Three, Connaught School for Girls, Norlington School for Boys and George Mitchell are four form entry schools and their maximum size is 600 pupils. The other three schools, The Lammas, Tom Hood and Leytonstone are six form entry schools and their maximum size is 900 pupils.

Elsewhere in the borough BSF will mean that all our other secondary schools will be at least six form entry schools and three will have sixth forms.

Overall, the average size of our secondary schools (828 in 2006) means we have the smallest size secondary schools of any local authority in London.

14-19 Diplomas and BSF

The students found it very difficult to project into the future and were much more confident in speaking about issues that might affect them directly. Early indications show that the students favour:

- ▶ Learning in a variety of settings – i.e. school, work place, college etc
- ▶ Receiving education or training modules via the Internet providing that computer access could be provided outside of their homes.
- ▶ Learning from a variety of well-qualified adults – teachers, working professionals.
- ▶ Students were not in favour of learning from home. This included learning modules via the Internet if their computer access had to be from home.

A small school does bring with it advantages in terms of ethos and a friendly family atmosphere but they can only be sustained financially through receiving additional funding at the expense of the bigger schools. This penalises the bigger schools when their funding is compared with similar schools elsewhere in London. Small schools also are unable to provide the same range of curriculum opportunities on site although this can be to some extent overcome through collaboration with other schools and local colleges. Our problem is that all six sites are restricted in size and woefully deficient in play space. Norlington School for Boys is 0.6 hectares on one site, Connaught School for Girls is 0.9 hectares on two sites and George Mitchell is 1.1 hectares on three sites. There is little scope for enlarging them even with creative ways of providing school buildings. Nor are there any sites available that would enable us to build a new 6fe school such as we are doing in Walthamstow on the Hawker Siddley site.

Given the requirement to broaden the curriculum at 14-16 as explained above, the solution appears to be close collaboration between the smaller schools or with other schools. For example, a hard federation of 2 four-form entry schools would create an educational institution of 1200 pupils. Collaborative arrangements between all the schools could be set within a legal framework such as a trust for sustainability with a joint governance link with the local colleges.

Seeking to develop an all-through school from 3 –16 or federation between primary and secondary schools can also create larger size. For example, an all-through school which was four forms of entry would have some 1500 pupils on site. This would be excellent for managing pupil transition between key stages, innovative teaching and learning at KS2/3 and for sharing specialist resources but it could not in itself address the key issue of the wider curriculum needed at 14+.

Students were very concerned about a number of issues:

Travel and transport

Students were extremely concerned about how they might get to a variety of learning locations. Their concerns included worries about the cost of transport which they suggested might be provided free to enable them to get from one place of learning to another. They also had concerns about their own abilities to find their way to different learning locations and the amount of time that would be taken away from their studies during the time that it took them to move from place to place.

Safety

Throughout the day's consultation the students frequently referred to issues relating to their safety. They made it clear that while they welcomed the chance to learn from a range of professionals in work-place learning environments they expected those adults to be trained to deliver education or training.

Providing more secondary school places

Implementation of BSF Wave 5 requires us to review provision to meet future demand for places, including the expansion of successful and popular schools. Our analysis of future pupil projections shows that by September 2014 we will have a shortfall of secondary school places in the Borough. We will shortly be consulting on expanding primary schools to accommodate these extra number of pupils and need to do the same for secondary places.

We expect to have 2795 places available at secondary transfer age, which includes plans to expand Willowfield School in Walthamstow from an intake of 120 to 180 pupils. Our forecast is that we will have a shortfall of some 120–150 places. This is based on our statistics of actual children living in the borough. Ideally, some 60–90 of these extra places should be in Leyton / Leytonstone, so that children do not have to go long distances to schools.

Our problem is that all existing school sites are small in size and we cannot use this as an opportunity to expand the smaller 4fe schools because of site capacity restrictions as outlined above. Whilst it may be possible to make additional provision outside Leyton / Leytonstone and for students to travel say to Walthamstow or indeed out borough, ideally we would want to make places available close to home.

In addition, if we believe that there is merit in pursuing some post-16 education on some or all of our six school sites, then this will add to the shortfall in accommodation.

We believe that it would be possible to increase the overall provision on some school sites but not necessarily by an extra form of entry (which would mean an extra 150 children over 5 year groups). Increases of less than 30 per year group will be problematic in arranging classes, particularly at KS3.

- They observed that just because
- (a) a person is good at doing a job it does not mean that they are also good at teaching it
 - (b) they must be checked for their ability to work safely with children and young people.

The students also expressed concerns about their safety in relation to travelling between learning environments. They were afraid of getting lost, even within a relatively small geographic area and were also concerned about being out on the streets on their own.

One contributor made a very interesting point. She noted that if the compulsory leaving age was to be raised to 18 but, at the same time, young people might spend more time moving between learning locations and providers, there was an increased risk of teenagers being stopped and questioned about their movements by those who mistrusted their intentions

One possible solution to this problem can come from the changes to the 14-16 curriculum explained above. The wider vocational curriculum on offer collectively across all schools and the local colleges may mean that the number of 14-16 year olds attending college on a part or full-time basis could increase. This would be particularly relevant in terms of continuity where students would remain at the college for education up to the age of 19. In addition alternative education for some KS4 students may take place off school sites. Thus it is possible to envisage a situation where we could accommodate larger numbers at KS3 and some provision at post-16 with fewer KS4 pupils being educated on site.

Improving provision for pupils with special educational needs and enabling schools to be more inclusive and providing more facilities for the local community

The Government expects BSF to

- ▶ radically change the facilities and competencies of staff that can support pupils with special educational needs, the most vulnerable children and their families and
- ▶ improve the provision of educational and leisure facilities for the local community.

Five ways of addressing this which we are looking at are:

- ▶ Co-location of special schools and / or common governing bodies
- ▶ Improving accessibility to all parts of school buildings
- ▶ Providing specialist SEN provision in particular secondary schools
- ▶ Developing expertise within schools for particular groups of disadvantaged young people and
- ▶ Extending services available at secondary schools

Some individual students observations were:

“We think there should be more subjects related to everyday life....like how to plan your day”

“Schools should be more like universities... with bigger libraries and resource centres, something they have at UEL”

“Perhaps we could have our own laptops to work on in every lesson”

“Children should be more involved in decisions and have more responsibility in the school”

“I think there should be more modern learning... teachers explain things very slowly and everything takes so long. I want lessons to be fast moving and to be much livelier”

“There should be much more training for things you might want to do in the future... not so many lessons, more practical things so we can get a job”

In Leyton / Leytonstone this would include reviewing whether Belmont Park Special School which also has a pupil referral unit for excluded pupils, should be formally federated with one of the secondary schools and whether or not the Davies Centre should become a local resource linked to Leyton / Leytonstone and therefore become part of the extended services available through the local area partnership.

Much work has already been done on developing an area partnership in Leyton / Leytonstone which brings together primary and secondary schools and providers from the Council, health authority and voluntary sector in improving the range of services available locally. BSF enables us to think more creatively about incorporating new facilities for the community into our secondary school buildings.

Do we need to widen the diversity and choice of schools to parents as part of addressing underperformance?

The Government would like to see a growth in the number of self-governing schools whether they are existing successful schools or under-performing schools. The Government sees Academies as a possible way forward for under-performing schools in areas of social deprivation. Local authorities are expected to consider schools which do not achieve the national benchmark in 2008 of 30% 5 A*-C grades including English and maths and have a history of under-performance and under-subscription.

On the basis of GCSE results for 2006, The Lammas School and George Mitchell School would fall within the Government guidelines for establishing an Academy at 28% and 21% respectively and Norlington School for Boys is just on that level at 30%. However, all three schools will be above the baseline if the forecasts for 2007, backed up by the mock GCSE examinations are achieved. The issue of sustained improvement still remains.

Parents'/Carers' Vision: Leytonstone

The focus group in Leytonstone run by the Place* Group identified the following as assisting in raising standards:

- ▶ Developing entrepreneurial skills within school, linking with current local entrepreneurs e.g. Jack Petchey
- ▶ enhancing enterprises like Tom Goode – which focuses on world related entrepreneurial activities (grow vegetables and sell)
- ▶ Ensuring that BSF & Olympic contracts use borough students technical skills
- ▶ Capitalising on existing university links by ensuring that universities came to the schools
- ▶ Aim to use successful ex-residents who develop meaningful relationships with school and play a mentoring role (footballers, Rap artists like Dizzie Rascal etc) ensuring that schools are exposed to the role models who reflect diversity of community
- ▶ Promote more integrated agency interaction between social workers, teachers, primary health care etc to make children heart of focus of decision-making

* a specialist education company that works in partnership with its clients to transform education and raise standards in schools

On the other hand, the Government also supports the idea of schools collaborating together to address school improvement issues. This can be achieved through schools forming trusts or federating together. Any changes in governance arrangements would need to be based on a clear diagnosis of whether or why a school was 'underperforming'.

The last section of this document sets out the thinking on the future of secondary education in Leyton / Leytonstone as developed by the schools and local colleges with input from the local authority and the Learning and Skills Council. This is still at a formative stage. It is fully based on a collaborative model. Our current thinking is that we can best deliver radical transformation through a collaborative model rather than addressing performance issues at particular schools because of the emphasis on radical changes at 14-19. The model being developed by the schools in Leyton / Leytonstone and

local colleges could eventually result in all the schools becoming self-governing through a Trust which would meet Government expectations for increased self-governance. A Trust would enable us to work closely with higher education institutions across London for instance.

Specific Questions relating to Leyton / Leytonstone Schools

- Q3 Do you agree that we need to improve the performance of all our secondary schools in Leyton / Leytonstone?**
- Q4 Do you think we should address this by tackling individually the worst performing schools, for example by establishing more Academies or would you prefer all schools and local colleges collaborating formally through a federation or Trust arrangement?**

Summary of early thoughts expressed by parents/carers and staff in Leyton, Leytonstone and Chingford

Summary of early thoughts expressed by parents/carers and staff in Leyton, Leytonstone and Chingford

- ▶ Schools becoming a hub for community both for education, access to basic services (GP, Banks, health including sexual health, social work, job centres) as well as community and after school activities.
- ▶ Learning should be learner centred, accommodate the needs of the individual, be flexible, equip young people with life skills
- ▶ Teachers and teaching styles need to adapt to the changes. Teachers should be supported through the changes and teaching styles should be more inclusive
- ▶ ICT infrastructure should support the changes through provision of on-line access to parents and students to learning materials

Q5 How important is it that we make local places available for the growth in 11 year olds from September 2014 onwards?

Q6 Do you see advantages or disadvantages in broadening the available curriculum at 14+ through enabling some students to attend specialist courses at other schools and colleges?

Q7 Would you support a limited range of post -16 education taking place on schools sites franchised through the local colleges?

Q8 What additional facilities for pupils with special educational needs and vulnerable young people would you like to see provided by our secondary schools?

Q9 What additional facilities would you like to see provided for the local community in our secondary schools?

Q10 Would you support closer links including perhaps formal collaboration between feeder primary schools and their secondary schools?

Q11 Would you support the creation of all-through schools where both primary and secondary education takes place on the same site?

- ▶ Learning should be more relevant, practical, project based, cross subject driven. Young people should be encouraged to make a commitment to the community via social entrepreneurship. Learning does not need to happen in school – a variety of other opportunities such as exchange schemes with developing countries, vocational experience, school trips, community projects.
- ▶ Mentors from community from all spheres and across the diversity of the population should be accessed to play an active role in school (ex-students both successful and not, footballers, businesses, minority and other groups)
- ▶ Changes to schools need to be aligned and integrated into wider regeneration plans
- ▶ Specific attention needs to be given to involve SEN into mainstream activities (learning and extended school). The North and South divide needs to be broken down.
- ▶ The school can be instrumental in promoting good relationships between communities/gangs/ rivals – a safe place to learn.

What challenges do we face in Chingford?

We also face significant challenges in the Chingford area. Some are the same as in Leyton / Leytonstone but some are different. In the Chingford area there are four secondary schools, Chingford Foundation, Highams Park, Heathcote and Rush Croft and two special schools, Joseph Clarke Special and Brookfield House Special. Chingford Foundation and Highams Park are 11-18 schools whereas Heathcote and Rush Croft are 11-16 schools. At 16+, some pupils attend Sir George Monoux Sixth Form College or Waltham Forest College in Walthamstow, others go out-borough. Nearly all pupils at Brookfield House Special School are from Waltham Forest whereas at Joseph Clarke Special School, the significant majority of pupils come from outside Waltham Forest.

The most important challenges are:

Improving results at Key Stage 3 and Key Stage 4

KS3 (Pupils aged 14)

- ▶ Collectively, standards achieved at KS3 are above the national average in English (by 7%), maths (by 2%) and science (by 3%) and have been above the national average for most years since 2002.
- ▶ Progress since 2002 has been faster than the national average in English (up 13% compared with 7%) and in line with the national average in maths and science.
- ▶ The significant gap in absolute performance which existed in 2002 between Chingford Foundation and Highams Park on one hand and Heathcote and Rush Croft schools on the other has narrowed especially in English and maths and this explains why overall progress has been faster than the national average.
- ▶ However progress has been slower than in Walthamstow and Leyton / Leytonstone when average points scores are used.

Parents' /Carers' Vision: Chingford

In the Chingford focus group, also organised by Place, the parents expressed the following views:

- ▶ Strong commitment and enthusiasm to community and education needs
Increasing activities for the youth using schools and existing facilities (dog racing stadium)
- ▶ Making buildings more open and accessible both physically (increasing doors and corridors), more after-hour use (community and students) and culturally (encouraging more parent access)
- ▶ Using experiences of previous students (successful and not) to help with students being equipped to make choices and see implications of actions
- ▶ Increased links between schools to break down "gang" territorial culture
- ▶ Increased education choices but not all at one school – students travel to different schools to access different learning

- ▶ Value –added (VA) between KS2 and KS3 is broadly in line with national progression e.g. pupils make the progress that would be expected of them given their prior attainment.
- ▶ However, when contextualised value added (CVA) is taken into account (e.g. adjusting for social deprivation) progression is marginally better than the national average.

KS4 (Pupils aged 16)

- ▶ Good progress has been made in raising standards at GCSE. The percentage of pupils achieving 5 A*-C grades has risen 13% from 51% to 64%. Thus from being marginally below the national average in 2002, the four schools are now 5.5% above the national average. The rate of improvement has been fastest at Chingford Foundation and Highams Park who have significantly better results than the other two schools. All four schools have exceeded the 7.6% national improvement.

- ▶ When passes in English and maths are taken into account, the rate of progress in Chingford is still above the national rate but the gap is a lot smaller (46.4% against 45.8% nationally).
- ▶ The percentages of pupils achieving 5 A*-G grades is also much better than the national average (98.3% against 90.5% nationally) and the gap has widened since 2002.
- ▶ Despite this good progress, Value-added data between KS3 and GCSE shows significant variations in performance. Whilst Chingford Foundation has consistently exceeded expectations, Rush Croft has consistently been below national expectations up to 2006.
- ▶ When contextualised value added between KS2 and KS4 is taken into account, performance in Chingford is not as good as in Walthamstow and Leyton / Leytonstone although still above the national rate of progression.

What they wanted to see was:

- ▶ Increased joined up activities between the schools
- ▶ Schools becoming “cooler” .
- ▶ Lesson held in different locations
- ▶ Schools as inclusive as possible unless SEN needs cannot be accommodated
- ▶ Schools having more choice in curriculum and children moving between schools for their lessons (e.g. all children accessing A level Spanish offered in other schools)
- ▶ Schools doing different things –offering college courses
- ▶ Learning shared across schools – children travel to different schools for lessons · More post 16 options within the borough
- ▶ Gaps between children and gang culture broken down through increased interaction and activities between school during and after school
- ▶ Schools more open to parents culturally- better relationships between teachers and parents
- ▶ Increased joint parent and student classes and activities that facilitate 2-way skill-sharing
- ▶ Increased links with businesses (more investment not necessarily financial)

Despite the higher standards achieved in Chingford, we believe that further progress can and must be achieved in all four schools. Each school faces a different challenge which in part reflects the prior attainment of pupils at primary school. For example, the percentage of pupils from a socially deprived background is higher at Heathcote and Rush Croft than at Chingford Foundation and Highams Park. At present less collaboration between the four secondary schools and the local colleges in Waltham Forest on broadening the 14-16 curriculum than in either Walthamstow or Leyton / Leytonstone.

We cannot be complacent that investment through BSF in Chingford is not required just because standards are generally above the national average. If the borough as a whole is to achieve the national average, the gap between the national average and performance in Chingford must get wider. In particular we need to continue to close the gap between Chingford Foundation and Highams Park on the one hand and Heathcote and Rush Croft on the other.

There are a number of school improvement strategies that we are already taking, irrespective of BSF.

1. We are targeting significantly greater funding to those schools with the greatest proportion of students living in the most deprived neighbourhoods.
2. Through our national secondary strategies team we are supporting particular subject areas in schools to help them improve the quality of teaching and learning available to students.
3. Three schools are already specialist schools.
4. We have established area partnership to assist the development of extended services which can support the most vulnerable children and their families. Both Heathcote and Rush Croft provide a limited range of extended services which could be developed further through BSF.

- ▶ Whole community becomes responsible for all children- become involved in the learning of their and other children and act as role-models/mentors for other children in the community
- ▶ Extended school services no longer fragmented with increased business involvement (releasing facilities etc)
- ▶ Local unused facilities made available for both school and after school activities and engage students
- ▶ Vocational placements available to those who are achieving academically as well as those leading to vocational careers

More information on Parents' / Carers' Vision is available by logging onto:

www.eduaction.com

and click on 'Publications'.

This includes comments from Parents and Carers in Leyton received too late to be included in this document.

5. In conjunction with Waltham Forest College, Heathcote and Rush Croft both provide a very limited post 16-education provision initially funded through the Neighbourhood Renewal Fund. This could be further expanded.

However, there are constraints upon what can be achieved. Through BSF we need to address the quality of much of the building provision and its suitability for the delivery of the curriculum, especially vocational courses. ICT provision is of inconsistent quality within and between schools and there is a lack of a properly resourced managed service. Some of the facilities are sub-standard for the 21st Century curriculum.

Heathcote School moved into a new PFI building in October 2006 which will not require upgrading but may need some new facilities if it is to broaden the vocational curriculum on offer at 14-16.

The trustees of Highams Park have just commenced on a significant building programme which will enhance some of

the facilities at the school, but still leaving parts of the school buildings in need of upgrading, especially in Technology / Science.

At Chingford Foundation School, a recent DfES funded building programme has extended the school to 8 forms of entry but there will still be a need for some minor upgrading including enhanced ICT facilities which will apply to all four schools.

Rush Croft School has been the subject of a number of building programmes in recent years. However, it needs significant rebuilding to be fit for purpose for the 21st century curriculum and to develop further a wide range of support services supporting the local community.

BSF provides an opportunity to rebuild, upgrade or undertake minor works at these four schools and equip them so that they can provide state of the art facilities which enable flexible learning methods. The design brief will differ for each school reflecting the specialism of the school, the facilities currently

School Staff Vision

At the focus group meeting for school staff managed by the Place Group, the following comments were made:

- ▶ Strong commitment and enthusiasm to changes in servicing community and education needs
- ▶ Teaching staff believe they have active role to play in the way they teach, service the community and engage with the youth. They see their role as more than simply teachers
- ▶ Increased focus on widening the curriculum to accommodate life skills (citizenship, decision-making,)
- ▶ Curriculum will provide children with more vocational skills and on the job training

That the education of children will go beyond traditional methods to accommodate community projects, exchange programmes to equip children with the appropriate skills (decision-making, team working etc). These types of activities will integrate functional skills.

available and the area it serves. Through our ICT Partner we can ensure that ICT facilities enable personalised learning to take place which meet individual pupil needs. All schools will be equipped and maintained to the same level and will enable networked learning to take place.

Closer working between primary feeder schools and secondary schools could mean that progression between the end of KS2 and KS3 would be enhanced. Change of school at 11+ results in most pupils making less progress in year 7, their first year at secondary school than they did in their final year at primary school and subsequent years at secondary school. Evidence from around the country shows the positive benefits of close collaboration and cross teaching in years 6 and years 7, especially in all through schools. Both Heathcote and Rush Croft are seeking closer collaboration with their main feeder schools, especially with fast tracking of gifted pupils.

Widening the range of learning opportunities for students

Our view is that all four secondary schools have the capacity, with support from each other and the local authority, to address progress at KS3. Much more needs to be done to widen the curriculum on offer particularly at 14+. Chingford lags behind some the developments that have happened nationally. The introduction of specialised diplomas from September 2009 will enable pupils to follow specialised courses either at their school or neighbouring schools and colleges. Heathcote and Rush Croft are both fully committed to broadening the vocational curriculum on offer to their pupils. This is essential if they are to close the gap in performance with the other two secondary schools. The other two schools are less committed at the moment to vocational courses but this may change in the future.

- ▶ Schools becoming the hub for the community and encouraging adults and children to become integrated and contribute effectively to the community they live in
- ▶ Teaching skills move away from knowledge expert to more of facilitation.
- ▶ Teachers need to be equipped with skills that help them deal with changes, be able to manage cross functional projects, encourage flexibility and creativity

They identified what needed to be done:

- ▶ Income/investment (money, time, resources) in communities that will be most affected by the outcomes who, why and what investment
- ▶ Provide outside external centres/activities to get “can do” attitudes
- ▶ Facilities / opportunities to networks that foster learning
- ▶ Positive role models (esp. minority groups- at senior team level) but role models for all children

Both Sir George Monoux Sixth Form College and Waltham Forest College are interested in exploring possibilities for greater collaboration as they are in other parts of the Borough. It may be possible to link participating Chingford schools with initiatives taking place both in the Walthamstow area or indeed the Network Learning Community which is being put forward as a possible solution in Leyton / Leytonstone area.

BSF provides an opportunity to add impetus here. The capital investment will enable us to improve facilities especially for vocational courses and the specialisms that each school has. Not every school will be able or want to provide the full range of vocational courses but it will be possible for students to attend courses at other schools or the local colleges.

For this to happen there will need to be a common timetable between participating schools so that for example, students following specialist diplomas spend a particular day on another site. This will

need planning and co-ordination. Vocational courses at 14-16 offer natural progression to higher-level courses at 16+ which might not be traditional A levels. This means schools in Chingford will be better able to meet the needs of all their students and the evidence nationally is that this will have a beneficial effect on performance at GCSE and beyond.

One of our concerns is that we need to improve the proportion of 16-18 year olds engaged in education, training or employment and raise the percentage who have gained level 2 by the time they are 19. This applies to Chingford as well as other parts of the Borough.

Students undertake post-16 education in a wide range of institutions across London and even further afield. Recent statistics show that only 60% of students living in Waltham Forest study at post-16 within the Borough, although 85% study somewhere.

Their guiding principles were:

- ▶ To offer an experience that becomes the foundation of a socially aware, self-sufficient, self-confident young adult
- ▶ To help students to increase their humanity, empathy, philosophical perspective on society and the world
- ▶ Staff are committed to developing emotional, spiritual and moral qualities of students
- ▶ Local business links
- ▶ Value of self
- ▶ Value of others
- ▶ Schools should move away from fear of failure
- ▶ Promote communication and presentation skills
- ▶ Provide educated choices, careers education and citizenship expansion
- ▶ Meet individual needs –more than students as schools are learning institutions
- ▶ Promote equality of opportunity
- ▶ Students empowered to be successful
- ▶ Building links with local businesses
- ▶ Basic right of safety for everyone

In consultation with the Learning Skills Council which has responsibility for post-16 education provision and with the local colleges and schools we have been considering whether or not it would be beneficial to have a limited amount of post-16 education taking place on school premises at schools which are 11-16 which may help overcome the issues identified above.

In Chingford, this could mean making such provision available at Heathcote and Rush Croft schools. It would be a natural progression for some pupils following vocational courses and have a favourable impact on staying on rates and reducing drop out rates at 16+

Providing more secondary school places

Our analysis of future pupil projections shows that by September 2014 we will have a shortfall of secondary school places in the Borough. We expect to have 2795 places available at secondary transfer age but our forecast is that we

will have a shortfall of some 120 –150 places based on statistics of actual children living in the borough, even after taking account of the likely increase in Willowfield School in Walthamstow from 4 forms of entry to 6 forms of entry.

In this document we propose to make an extra 60-90 places available in Leyton / Leytonstone area, which still leaves another 60 places to be made available in either Walthamstow or Chingford. If some of the additional places are needed in Chingford then there are at least two options of where those places should be provided.

For example, in line with government guidance, we could expand an existing popular and successful school. Chingford Foundation has only recently been expanded from 210 pupils to 240 pupils per year group for this reason. Highams Park site would need some re-configuration for further expansion and that may not be a cost effective solution. Expanding either Heathcote and / or Rush Croft would make both

- ▶ To offer an experience that becomes the foundation of a socially aware, self-sufficient, self-confident young adult
- ▶ To help students to increase their humanity, empathy, philosophical perspective on society and the world
- ▶ Staff are committed to developing emotional, spiritual and moral qualities of students
- ▶ Schools should move away from fear of failure
- ▶ Promote communication and presentation skills
- ▶ Provide educated choices, careers education and citizenship expansion
- ▶ Meet individual needs –more than students as schools are learning institutions
- ▶ Promote equality of opportunity
- ▶ Students empowered to be successful
- ▶ Building links with local businesses
- ▶ Basic right of safety for everyone

More information on School Staff Vision is available by logging onto:

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educational and financial sense since they are currently smaller schools than either Chingford Foundation or Highams Park. However, standards would have to improve.

Improving provision for pupils with special educational needs and enabling schools to be more inclusive and providing more facilities for the local community

The Government expects local authorities to look carefully at the location of special schools and the collaboration between special schools and mainstream schools in supporting pupils with special educational needs. Brookfield House Special School has had significant building work undertaken in the last few years to upgrade facilities on its site, including new provision for hearing impaired pupils following the closure of Hawkswood Special School. The school is close enough to both primary and secondary schools to enable collaborative arrangements on integration of some pupils to take place if the mainstream schools have the necessary facilities to support such pupils. It may be worth considering whether or not there are benefits in Federation with nearby primary or secondary schools.

Joseph Clarke Special School building requires new build / upgrading of current facilities if it is to make proper provision for pupils with complex needs and if it is to further develop its role as a regional centre of excellence for sight impaired and blind students. From the local authority's perspective, a

regional centre of excellence means having state of the art facilities to support these children, a commitment by all to integration of both primary and secondary aged pupils wherever this is possible and the logistics to support outreach to mainstream schools to train teachers and advise on strategies so that pupils can remain in mainstream schools if that is appropriate.

Redevelopment of the present site would be problematic even if pupils could be relocated during building work. As the school adjoins Highams Park, one solution may be to re-site provision on the secondary school site as part of a reconfiguration of school buildings on the campus. Preliminary discussions have been held with the two schools concerned but no conclusion has been reached on what may be the best way forward. More work needs to be done on what a centre of excellence means, the facilities needed, the space required and what number of places may be needed longer term.

Highams Park School has a good track record of working closely with Whitefield Special School, but is hampered by poor access to some of its buildings for pupils with special educational needs. Heathcote School has specialist provision for hearing impaired pupils and its new building does meet access requirements for disabled pupils. Rush Croft School does work with Joseph Clark Special School on wider access to the national curriculum for some of its pupils. However, the current layout of the site and nature

of the buildings is a significant constraint to the school becoming more inclusive. Chingford Foundation School also has access constraints that need to be addressed.

Both Heathcote and Rush Croft schools would like to enhance the provision of facilities for the local community and in the case of Rush Croft the school would like to develop a range of extended services similar to those currently offered at Tom Hood school in Leyton, one of the first extended schools in the country.

Do we need to widen the diversity and choice of schools to parents as part of addressing underperformance?

The Government would like to see a growth in the number of self-governing schools whether they are existing successful schools or under-performing schools. The Government sees Academies as a possible way forward for under-performing schools in areas of social deprivation. Local authorities are expected to consider schools which do not achieve the national benchmark in 2008 of 30% A*-C grades including English and maths and have a history of under-performance and under-subscription.

In Chingford, two of our secondary schools are already self-governing schools: Chingford Foundation and Highams Park. Local families also have access to Walthamstow Academy and a

range of foundation and trust schools in neighbouring boroughs. Thus there would not appear to be a need to expand such provision within Chingford unless this was seen a remedy for an under performing school.

Since 2002, Rush Croft School has not exceeded the 30% benchmark set for 2008, although the forecast for summer 2007 is that a higher figure should be achieved. However, if it were to become an Academy (and had a sixth form) that would leave just one community school in the area, Heathcote School, and the only school without a sixth form which would be unacceptable in terms of equity of opportunity for all local children.

On the other hand, the Government also supports the idea of schools collaborating together to address school improvement issues. This can be achieved through schools forming trusts or federating together. A significant rebuild of Rush Croft school along with close collaboration with other local secondary schools and colleges (such as that proposed for Leyton / Leytonstone) could provide significant impetus to raising performance at Rush Croft School and this appears to be the route favoured by the leadership of the school.

Specific Questions relating to Chingford Schools:

- Q12 Do you agree that we need to improve the performance of all our secondary schools in Chingford?
- Q13 Do you think that the current buildings constrain the ability of schools to offer a curriculum which best meets the needs of pupils at the school?
- Q14 Do you see advantages or disadvantages in broadening the curriculum at 14+ through enabling some students to attend specialist courses at other schools and colleges?
- Q15 Would you support a limited range of post-16 provision at Heathcote and Rush Croft secondary schools franchised through the local colleges?
- Q16 What additional facilities for pupils with special educational needs and vulnerable young people would you like to be provided by our secondary schools in Chingford?
- Q17 Should we seek to develop closer collaboration between our special schools and mainstream schools including the possibility of relocating Joseph Clarke on the Highams Park site and enabling it to develop further as a centre of excellence for the region?
- Q18 Would you support closer links including perhaps formal collaboration between feeder primary schools and their secondary schools?
- Q19 Do you think that we should retain a diversity of provision of secondary schools in Chingford (i.e. both trust and community schools)?
- Q20 If there is a need to expand secondary provision in Chingford, how should we do it?
- Q21 What additional facilities would you like to see provided for the local community in our secondary schools in Chingford?

A possible solution in Leyton / Leytonstone / Chingford

The following is a summarised version of the current thinking of the headteachers of schools in Leyton/Leytonstone and Rush Croft School in Chingford drawn up with some involvement of the local colleges

- ▶ Schools and college could work together (in a **'Networked Learning Community'**) so that our young people can attend the school of their choice but have the opportunity to follow some of their courses, those not available in their own school, at another school or local college. Each school could have different specialist facilities according to its best subjects

The Leyton/Leytonstone schools have done a lot of thinking about this, and it might be possible with the Chingford schools also. Nobody is saying that it would be easy for schools to work in this way e.g. the timings of the school day and timetables of all the schools would have to become the same; we would have to make sure that there was a range of courses on offer across all the schools to meet the needs and tastes of all the young people. Video-conferencing i.e. being in one school whilst taking part in a lesson in another school through television would mean that it wouldn't always be necessary for pupils to move between schools to follow their preferred courses

- ▶ **Lovely school buildings** (schools which have recently been improved in Chingford or provided in Leyton would need less doing to them than other schools). Better facilities would vastly improve teaching and learning opportunities and make a significant contribution to enabling school staff to raising the performance of their students

- ▶ ICT developments could help schools work together within a **'Networked Learning Community'**
- ▶ Some secondary schools are already investigating **links with primary schools** to build more on progress made by pupils at KS2, more could join them.
- ▶ In 2009, all schools nationally introducing into Key Stage 4 'specialised diplomas'; in future there would be many **more courses, including vocational (work-related) options** for pupils to choose from – not just in their own school, but from schools nearby and 6th form colleges; video-conferencing becoming a reality – pupils don't necessarily have to travel to another school to follow a course there
- ▶ By working more closely together, **our smallest secondary schools** could offer more choice to their pupils at 14 – 16, without the need to **reorganise as larger schools** (there isn't enough space to do this on one site in Waltham Forest)
- ▶ Schools could work together more easily on changes towards an **improved curriculum at Key Stage 3**
- ▶ Rather than so many of our 16 year olds moving outside the Local Authority to follow 6th form courses. There could be some **6th form teaching in our 11 – 16 schools organised through the local colleges** (this already happens a little bit in Chingford schools)
- ▶ **Remodelling school buildings** would enable us to make more secondary school places in the future. Changes in number on roll at particular schools will depend upon site capacity and the extent to which increased intake at age 11+ and extra provision at 16+ is offset by some pupils attending other schools and local colleges at 14 – 16 for part or all of the week

- ▶ **Improved facilities and opportunities for those young people with Special Educational Needs** e.g. better access to all parts of school buildings and specially-designed buildings, could make it even easier for young people in the special schools in Chingford to attend local secondary schools for part of the week
- ▶ Schools could work even more closely with the Council, health authority and voluntary sector so that school buildings and facilities offer **extended services to the whole community**

We believe that standards could rise faster at Key Stage 3 and GCSE through schools working collaboratively together (especially at 14-16).

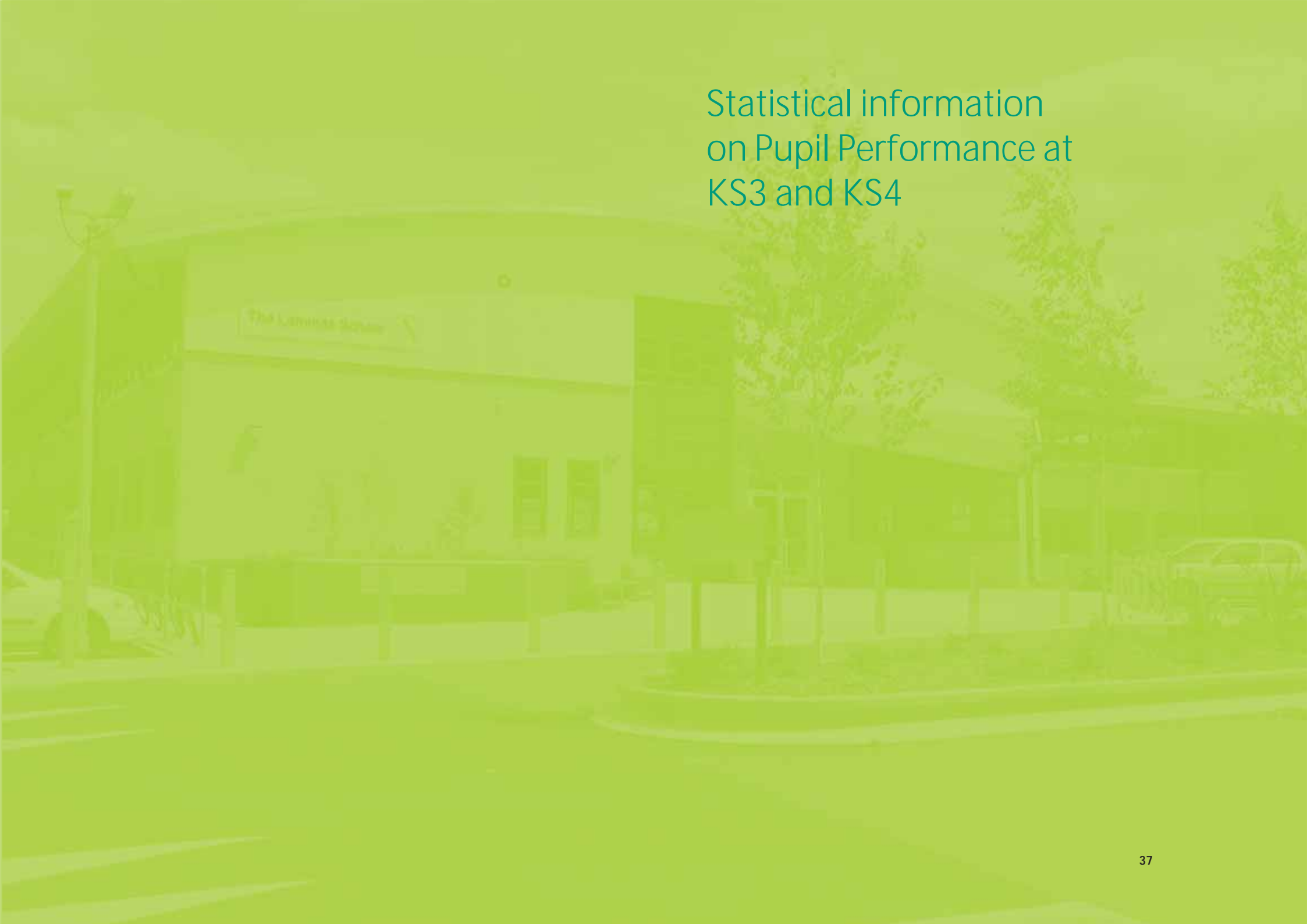
By working closely together could mean taking a federation or trust schools route.

The federation or trust would take strategic decisions but schools will still be legally separate and headteachers with their governing body would take decisions on day-to-day management issues as at present.

Questions relating to the possible solution being developed by Headteachers in Leyton / Leytonstone / Chingford?

- Q22 Do you think that the current thinking reflects government expectations for Wave 5 and the challenges identified for Leyton / Leytonstone?**
- Q23 Would you be happy with the development of a federation or Trust to ensure sustainability?**
- Q24 What do you like or dislike about the current thinking?**
- Q25 Do you have an alternative suggestions for a way forward, which addresses the challenges?**

Statistical information on Pupil Performance at KS3 and KS4



% Level 5 and above Key Stage 3 Over Time

School Name	English					Diff	Maths					Diff	Science					Diff
	2002	2003	2004	2005	2006	02-06	2002	2003	2004	2005	2006	02-06	2002	2003	2004	2005	2006	02-06
Aveling Park School	63%	64%	68%	80%	61%	-2%	59%	56%	60%	62%	61%	2%	61%	56%	50%	55%	55%	-6%
Holy Family College	73%	76%	72%	93%	78%	5%	58%	71%	80%	86%	80%	22%	61%	66%	64%	74%	72%	11%
Kelmscott School	60%	63%	46%	72%	67%	7%	51%	64%	50%	57%	66%	15%	46%	60%	47%	52%	54%	8%
Mcintee School	33%	41%	57%	57%	62%	28%	40%	41%	44%	66%	57%	17%	37%	32%	33%	45%	52%	15%
Walthamstow Girls'	73%	81%	85%	87%	86%	13%	64%	66%	80%	79%	81%	16%	64%	64%	72%	79%	77%	13%
Warwick Boys'	35%	39%	37%	66%	58%	23%	42%	46%	57%	61%	68%	26%	40%	44%	46%	49%	49%	9%
Willowfield School	56%	63%	46%	70%	73%	18%	50%	66%	64%	66%	73%	23%	63%	63%	53%	61%	64%	1%
Central L.A.P Average	59%	64%	62%	76%	71%	12%	54%	61%	64%	69%	70%	17%	53%	57%	54%	60%	62%	9%

Chingford School	79%	82%	78%	86%	79%	1%	77%	79%	80%	76%	83%	6%	80%	75%	83%	74%	80%	0%
Heathcote School	54%	52%	72%	72%	79%	25%	48%	56%	63%	63%	72%	25%	56%	56%	55%	51%	68%	12%
Highams Park School	82%	85%	91%	85%	84%	1%	78%	82%	89%	82%	87%	9%	76%	80%	85%	78%	82%	6%
Rush Croft School	46%	52%	72%	77%	78%	32%	63%	65%	73%	70%	73%	9%	50%	60%	57%	64%	65%	15%
North L.A.P. Average	68%	70%	79%	80%	80%	13%	68%	72%	77%	73%	79%	11%	67%	69%	71%	68%	75%	7%

Connaught Girls'	73%	73%	83%	95%	89%	16%	61%	61%	69%	72%	78%	17%	71%	58%	69%	75%	81%	10%
George Mitchell	51%	32%	62%	44%	55%	4%	44%	44%	47%	48%	60%	16%	46%	42%	25%	44%	43%	-3%
Lammas School	~	~	81%	73%	48%	-34%	~	~	57%	59%	59%	2%	~	~	47%	49%	46%	-1%
Leytonstone School	67%	58%	64%	78%	66%	-1%	64%	65%	71%	68%	75%	11%	60%	61%	60%	61%	74%	15%
Norlington Boys'	53%	43%	58%	57%	77%	24%	62%	68%	65%	65%	78%	16%	49%	58%	47%	44%	56%	7%
Tom Hood School	42%	44%	63%	65%	60%	18%	44%	56%	56%	54%	67%	23%	55%	56%	49%	54%	53%	-2%
South L.A.P. Average	56%	49%	69%	69%	65%	8%	55%	59%	61%	61%	69%	15%	56%	55%	50%	55%	59%	3%

LBWF Average	60%	60%	68%	74%	70%	10%	57%	62%	66%	67%	71%	14%	57%	59%	57%	60%	64%	7%
National Average	66%	69%	71%	74%	73%	7%	67%	71%	73%	74%	77%	10%	66%	68%	66%	70%	72%	6%

Level 5+	2002	2003	2004	2005	2006	02-06	2002	2003	2004	2005	2006	02-06	2002	2003	2004	2005	2006	02-06
Central L.A.P Average	59%	64%	62%	76%	71%	12%	54%	61%	64%	69%	70%	17%	53%	57%	54%	60%	62%	9%
North L.A.P. Average	68%	70%	79%	80%	80%	13%	68%	72%	77%	73%	79%	11%	67%	69%	71%	68%	75%	7%
South L.A.P. Average	56%	49%	69%	69%	65%	8%	55%	59%	61%	61%	69%	15%	56%	55%	50%	55%	59%	3%

Please Note: 2006 Data is final. Differences for Lammas are 2004-2006 only. National Differences are 2002-2005 only.

% Level 6 and above Key Stage 3 Over Time

	English					Diff	Maths					Diff	Science					Diff
School Name	2002	2003	2004	2005	2006	02-06	2002	2003	2004	2005	2006	02-06	2002	2003	2004	2005	2006	02-06
Aveling Park School	30%	28%	39%	27%	23%	-7%	30%	36%	36%	33%	39%	8%	19%	8%	16%	19%	21%	2%
Holy Family College	25%	41%	28%	57%	33%	7%	32%	45%	54%	67%	64%	32%	20%	30%	23%	29%	33%	13%
Kelmscott School	28%	19%	11%	25%	21%	-7%	26%	33%	28%	29%	42%	16%	16%	24%	16%	17%	18%	1%
Mcintee School	9%	14%	17%	20%	12%	3%	16%	14%	20%	35%	34%	18%	10%	10%	13%	12%	21%	12%
Walthamstow Girls'	33%	42%	47%	52%	42%	9%	39%	48%	61%	57%	55%	16%	31%	39%	42%	47%	37%	6%
Warwick Boys'	12%	13%	8%	19%	20%	8%	25%	27%	41%	39%	42%	17%	13%	23%	19%	19%	28%	14%
Willowfield School	13%	28%	10%	30%	30%	17%	27%	44%	42%	40%	50%	23%	23%	34%	20%	27%	29%	6%
Central L.A.P Average	23%	29%	25%	34%	27%	4%	29%	37%	42%	44%	47%	19%	19%	25%	23%	25%	27%	8%
Chingford School	32%	52%	28%	44%	39%	7%	52%	56%	56%	60%	62%	9%	44%	47%	43%	43%	39%	-4%
Heathcote School	17%	8%	27%	32%	24%	6%	28%	35%	40%	37%	49%	21%	20%	27%	25%	18%	28%	8%
Highams Park School	36%	48%	44%	42%	44%	6%	54%	60%	66%	64%	68%	10%	45%	50%	48%	46%	48%	0%
Rush Croft School	11%	17%	28%	34%	37%	25%	41%	41%	44%	38%	46%	5%	17%	33%	21%	27%	27%	10%
North L.A.P. Average	26%	33%	32%	38%	36%	11%	46%	49%	53%	51%	57%	12%	34%	40%	35%	35%	36%	3%
Connaught Girls'	28%	36%	41%	54%	60%	32%	32%	39%	43%	45%	61%	28%	34%	28%	32%	38%	50%	17%
George Mitchell	23%	5%	20%	4%	18%	-4%	25%	28%	31%	20%	39%	14%	10%	15%	9%	11%	13%	3%
Lammas School	~	~	27%	32%	8%	-19%	~	~	35%	39%	30%	-5%	~	~	12%	18%	16%	4%
Leytonstone School	33%	20%	14%	35%	32%	-1%	42%	49%	45%	45%	54%	12%	33%	32%	25%	26%	38%	5%
Norlington Boys'	18%	4%	17%	17%	25%	7%	34%	44%	47%	44%	52%	18%	19%	21%	18%	18%	30%	11%
Tom Hood School	9%	15%	20%	23%	21%	11%	18%	40%	33%	32%	36%	18%	15%	27%	23%	20%	24%	9%
South L.A.P. Average	21%	16%	23%	28%	27%	5%	30%	40%	39%	38%	45%	15%	22%	25%	20%	22%	29%	6%
LBWF Average	23%	26%	26%	33%	29%	6%	33%	41%	43%	43%	48%	10%	24%	29%	25%	26%	30%	3%
National Average	32%	35%	34%	35%	35%	3%	45%	49%	52%	53%	57%	12%	33%	40%	34%	37%	41%	8%
Level 5+	2002	2003	2004	2005	2006	02-06	2002	2003	2004	2005	2006	02-06	2002	2003	2004	2005	2006	02-06
Central L.A.P Average	23%	29%	25%	34%	27%	4%	29%	37%	42%	44%	47%	19%	19%	25%	23%	25%	27%	8%
North L.A.P. Average	26%	33%	32%	38%	36%	11%	46%	49%	53%	51%	57%	12%	34%	40%	35%	35%	36%	3%
South L.A.P. Average	21%	16%	23%	28%	27%	5%	30%	40%	39%	38%	45%	15%	22%	25%	20%	22%	29%	6%

Please Note: 2006 Data is final. National Differences are 2002-2005 only.

KS3 Average Points Scores Over Time

School Name	2002	2003	2004	2005	2006	Difference 2002-2005
Aveling Park School	31.9	31.6	32.4	31.8	32.0	0.1
Holy Family College	32.0	34.1	33.5	36.2	35.1	3.1
Kelmscott School	30.4	32.3	29.3	31.7	32.1	1.7
Mcentee School	28.8	28.5	29.0	30.9	31.3	2.5
Walthamstow Girls'	33.3	34.0	35.4	35.9	35.2	1.9
Warwick Boys'	28.6	29.2	30.3	31.6	32.2	3.6
Willowfield School	30.9	32.7	31.2	32.6	33.7	2.8
Central L.A.P Average	31.0	32.2	31.9	33.2	33.3	2.3

Chingford School	34.6	35.5	35.1	35.4	35.6	1.1
Heathcote School	30.8	31.3	32.5	32.6	33.9	3.1
Highams Park School	35.7	36.4	36.6	36.0	36.5	0.9
Rush Croft School	31.3	32.4	32.9	33.1	33.4	2.1
North L.A.P. Average	33.4	34.2	34.5	34.4	35.0	1.6

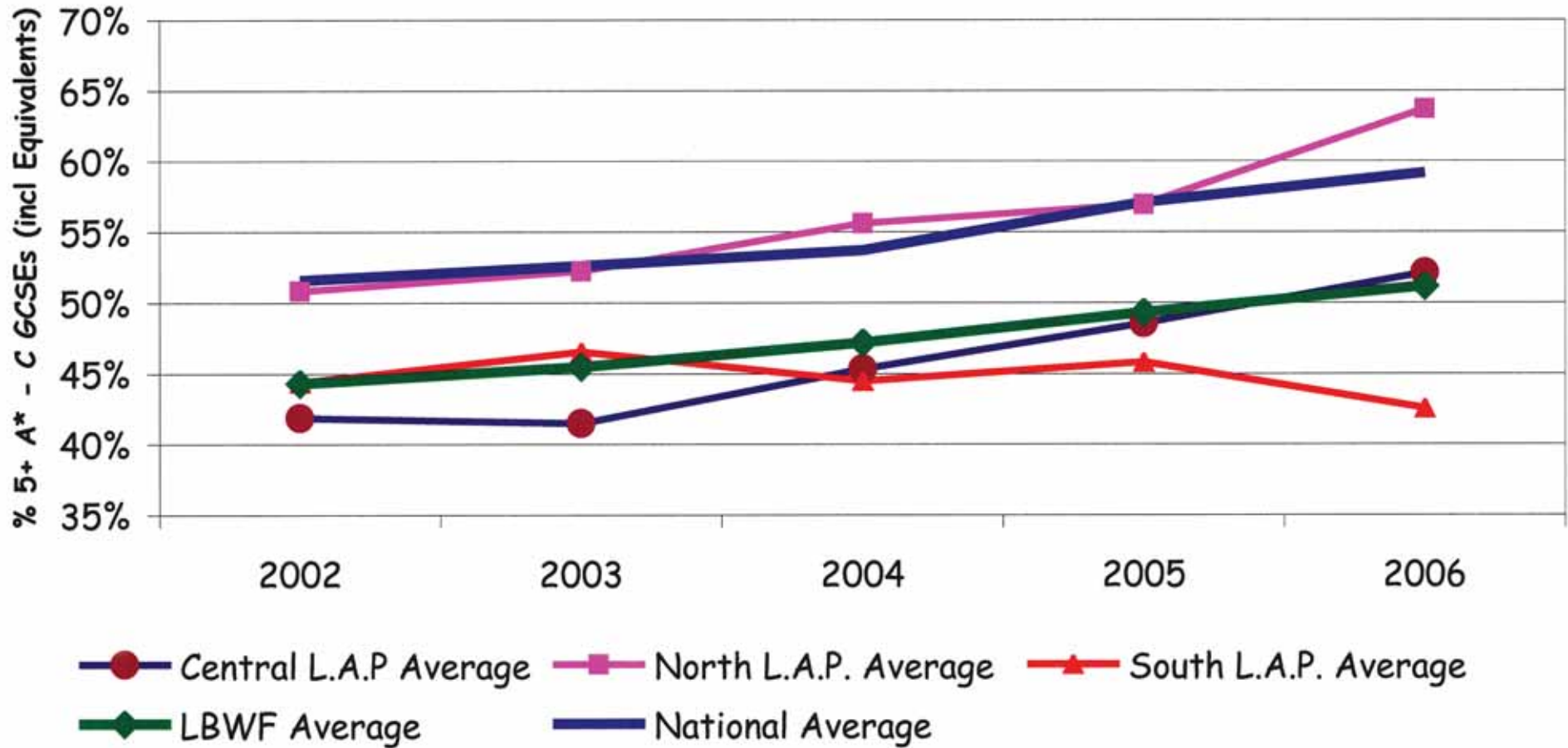
Connaught Girls'	33.1	32.8	34.0	35.4	36.3	3.2
George Mitchell	30.1	28.9	29.1	28.6	30.6	0.5
Lammas School	~	~	31.4	31.5	30.4	-1.0
Leytonstone School	33.0	32.6	32.4	33.5	34.3	1.3
Norlington Boys'	31.3	31.1	31.5	31.8	33.7	2.4
Tom Hood School	29.8	31.3	31.2	31.6	31.6	1.8
South L.A.P. Average	31.4	31.4	31.6	32.1	32.8	1.4

LBWF Average	31.6	32.4	32.3	33.0	33.3	1.7
National Average	33.6	34.3	34.1	34.5	35.0	1.4

APS	2002	2003	2004	2005	2006	02-05
Central L.A.P Average	31.0	32.2	31.9	33.2	33.3	2.3
North L.A.P. Average	33.4	34.2	34.5	34.4	35.0	1.6
South L.A.P. Average	31.4	31.4	31.6	32.1	32.8	1.4

Please Note: 2006 Data is final. Differences for Lammas are 2004-2006 only.

GCSE Performance Over Time by Local Area Partnerships



GCSE Performance Over Time - All Pupils

School Name	% 5+ A* - C					Diff
	2002	2003	2004	2005	2006	
Aveling Park School	37%	24%	45%	41%	43%	6%
Holy Family College	51%	54%	60%	56%	58%	8%
Kelmscott School	37%	37%	40%	58%	60%	23%
Mcintee School	20%	24%	27%	19%	18%	-2%
Walthamstow Girls'	61%	69%	66%	65%	76%	15%
Warwick Boys'	30%	29%	26%	39%	56%	25%
Willowfield School	41%	33%	41%	48%	40%	-1%
Central L.A.P Average	42%	41%	45%	49%	52%	10%
Chingford School	58%	61%	62%	65%	75%	18%
Heathcote School	39%	41%	49%	51%	49%	10%
Highams Park School	62%	64%	69%	68%	78%	16%
Rush Croft School	36%	33%	38%	41%	44%	8%
North L.A.P. Average	51%	52%	56%	57%	64%	13%
Connaught Girls'	64%	64%	52%	59%	59%	-5%
George Mitchell	20%	33%	40%	31%	34%	14%
Lammas School	~	~	~	~	28%	~
Leytonstone School	48%	50%	53%	54%	56%	8%
Norlington Boys'	44%	44%	37%	37%	32%	-12%
Tom Hood School	45%	40%	40%	46%	43%	-1%
South L.A.P. Average	44%	47%	45%	46%	43%	-2%
LBWF Average	44.3%	45.5%	47.2%	49.3%	51.2%	6.9%
National Average	51.6%	52.6%	53.7%	57.1%	59.2%	5.5%
Central L.A.P Average	41.9%	41.5%	45.3%	48.6%	52.1%	10%
North L.A.P. Average	50.8%	52.2%	55.6%	56.9%	63.7%	13%
South L.A.P. Average	44.4%	46.5%	44.5%	45.8%	42.6%	-2%
LBWF Average	44.3%	45.5%	47.2%	49.3%	51.2%	7%

School Name	Average Points Score per pupil UCAS New Measures					Diff
	2002	2003	2004	2005	2006	
Aveling Park School	29%	14%	30%	28%	32%	3%
Holy Family College	38%	36%	38%	44%	53%	15%
Kelmscott School	28%	22%	21%	34%	21%	-7%
Mcintee School	10%	17%	17%	13%	15%	5%
Walthamstow Girls'	51%	54%	45%	56%	69%	18%
Warwick Boys'	17%	22%	19%	26%	41%	24%
Willowfield School	34%	26%	32%	37%	34%	1%
Central L.A.P Average	32%	29%	29%	36%	40%	8%
Chingford School	47%	53%	47%	43%	55%	7%
Heathcote School	23%	26%	31%	33%	35%	12%
Highams Park School	54%	52%	56%	55%	59%	5%
Rush Croft School	30%	25%	28%	30%	29%	-1%
North L.A.P. Average	42%	42%	42%	41%	46%	5%
Connaught Girls'	55%	53%	39%	47%	48%	-8%
George Mitchell	15%	24%	24%	28%	21%	6%
Lammas School	~	~	~	~	28%	~
Leytonstone School	32%	35%	36%	41%	40%	8%
Norlington Boys'	36%	34%	31%	32%	30%	-6%
Tom Hood School	37%	31%	29%	34%	35%	-2%
South L.A.P. Average	39%	38%	33%	38%	34%	-5%
LBWF Average	35.4%	34.2%	33.2%	36.7%	38.8%	3.4%
National Average			42.6%	44.9%	45.8%	2.3%
Central L.A.P Average	32.0%	29.4%	29.4%	35.6%	39.8%	8%
North L.A.P. Average	41.7%	41.8%	42.1%	41.2%	46.4%	5%
South L.A.P. Average	39.0%	37.5%	32.8%	37.5%	33.8%	-5%
LBWF Average	35.4%	34.2%	33.2%	36.7%	38.8%	3%

School Name	% 5+ A* - G					Diff
	2002	2003	2004	2005	2006	
Aveling Park School	93%	85%	91%	96%	86%	-6%
Holy Family College	93%	90%	90%	94%	96%	3%
Kelmscott School	90%	86%	82%	96%	91%	1%
Mcintee School	86%	75%	83%	91%	91%	5%
Walthamstow Girls'	98%	98%	98%	97%	98%	1%
Warwick Boys'	80%	79%	76%	88%	93%	12%
Willowfield School	98%	96%	96%	95%	98%	0%
Central L.A.P Average	92%	88%	88%	94%	94%	2%
Chingford School	97%	97%	97%	99%	100%	3%
Heathcote School	92%	91%	87%	90%	96%	4%
Highams Park School	100%	96%	95%	95%	98%	-2%
Rush Croft School	89%	92%	89%	84%	99%	9%
North L.A.P. Average	95%	94%	92%	92%	98%	3%
Connaught Girls'	99%	96%	98%	96%	99%	0%
George Mitchell	89%	89%	87%	96%	94%	5%
Lammas School	~	~	~	~	94%	~
Leytonstone School	90%	89%	91%	93%	98%	9%
Norlington Boys'	95%	85%	89%	92%	94%	-1%
Tom Hood School	86%	83%	83%	87%	96%	10%
South L.A.P. Average	91%	88%	89%	92%	96%	5%
LBWF Average	91.2%	88.8%	88.2%	91.1%	93.8%	2.6%
National Average	88.9%	88.8%	88.8%	90.2%	90.5%	1.3%
Central L.A.P Average	92.1%	88.0%	88.0%	94.2%	93.9%	2%
North L.A.P. Average	95.3%	94.4%	92.5%	92.1%	98.3%	3%
South L.A.P. Average	91.2%	88.3%	88.9%	92.5%	95.8%	5%
LBWF Average	91.2%	88.8%	88.2%	91.1%	93.8%	3%

Please Note: LBWF and National Averages include Specials. Prior to 2004 1+ entry is 1+A*-G

Average Points Score per pupil UCAS New Measures					Diff
2002	2003	2004	2005	2006	03-05
	233.8	312.1	324.0	297.4	90.1
	318.8	345.0	353.5	378.8	34.8
	276.3	278.5	363.2	385.1	86.8
	198.4	250.2	265.9	233.4	67.4
	363.6	386.3	413.6	445.5	50.0
	242.4	210.8	250.2	296.5	7.9
	347.6	343.7	355.5	340.0	7.9
	289.6	307.8	340.4	351.9	50.8

	376.1	364.4	373.6	396.7	-2.5
	332.1	352.9	389.4	339.1	57.4
	373.4	378.1	407.9	461.7	34.5
	278.1	313.7	290.3	354.7	12.2
	345.3	354.2	364.2	394.4	18.9

	407.2	358.4	354.5	360.5	-52.8
	325.7	260.4	294.9	286.5	-30.7
	~	~	~	254.2	~
	260.9	351.2	336.2	391.2	75.4
	276.6	269.1	275.6	302.8	-1.0
	264.7	253.5	265.2	295.1	0.5
	302.1	297.6	304.8	316.0	2.7

	305.9	313.3	330.5	345.1	24.6
		340.0	355.2	365.0	15.2

	289.6	307.8	340.4	351.9	50.8
	345.3	354.2	364.2	394.4	18.9
	302.1	297.6	304.8	316.0	2.7
	305.9	313.3	330.5	345.1	24.6

1+ Entry Qualification					Diff	School Name
2002	2003	2004	2005	2006	02-06	
93%	92%	96%	96%	98%	5%	Aveling Park School
95%	96%	96%	97%	100%	5%	Holy Family College
93%	94%	92%	98%	98%	5%	Kelmscott School
95%	91%	92%	98%	95%	0%	Mcentee School
99%	99%	99%	98%	99%	0%	Walthamstow Girls'
93%	91%	92%	92%	99%	6%	Warwick Boys'
100%	99%	100%	98%	100%	0%	Willowfield School
96%	95%	95%	97%	99%	3%	Central L.A.P Average

98%	98%	100%	100%	100%	2%	Chingford School
97%	94%	91%	91%	99%	2%	Heathcote School
100%	97%	99%	99%	100%	-1%	Highams Park School
91%	95%	94%	91%	100%	9%	Rush Croft School
97%	96%	96%	95%	100%	3%	North L.A.P. Average

99%	96%	100%	97%	100%	1%	Connaught Girls'
100%	96%	91%	100%	99%	-1%	George Mitchell
~	~	~	~	96%	~	Lammas School
92%	94%	94%	95%	99%	7%	Leytonstone School
98%	92%	94%	97%	98%	0%	Norlington Boys'
94%	88%	87%	95%	100%	6%	Tom Hood School
96%	93%	93%	97%	99%	2%	South L.A.P. Average

96.2%	93.6%	93.5%	94.8%	97.4%	1.2%	LBWF Average
94.5%	94.8%	95.9%	97.8%	97.8%	3.3%	National Average

95.6%	94.8%	95.2%	97.2%	98.5%	3%	Central L.A.P Average
96.8%	96.3%	96.4%	95.5%	99.6%	3%	North L.A.P. Average
96.3%	92.8%	92.6%	96.8%	98.7%	2%	South L.A.P. Average
96.2%	93.6%	93.5%	94.8%	97.4%	1%	LBWF Average

Attainment and Achievement Value Added Measures – Secondary Schools

School Name	KS2 – KS3 Value Added Measures								KS3 – GCSE Value Added Measures							
	VA Measures				% Coverage				VA Measures				% Coverage			
	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006
Aveling Park School	98.9	100.1	100.0	99.6	92%	85%	92%	87%	98.5	997.0	1010.3		94%	97%	96%	
Holy Family College	99.9	98.4	100.9	100.2	95%	97%	94%	88%	101.6	1010.7	996.1		96%	98%	97%	
Kelmscott School	99.1	99.3	99.5	100.2	95%	87%	88%	82%	101.7	1000.4	1023.5		94%	95%	98%	
Mcentee School	99.1	100.0	100.3	101.9	64%	75%	78%	70%	99.0	1006.0	1021.4		80%	86%	88%	
Walthamstow Girls'	101.0	100.8	101.5	101.2	96%	97%	97%	94%	106.0	1031.8	1032.5		95%	96%	97%	
Warwick Boys'	99.8	99.9	99.8	102.0	73%	87%	84%	75%	101.3	1006.1	998.7		89%	93%	94%	
Willowfield School	100.6	99.5	101.3	100.1	97%	94%	92%	96%	102.4	1019.6	1007.1		98%	96%	96%	
Central L.A.P. Average	99.9	99.6	100.5	100.9	89%	90%	89%		101.9	1010.4	1013.7		93%	95%	96%	
Chingford School	100.7	99.3	100.2	99.9	99%	100%	100%	98%	101.2	1010.7	1007.8		98%	100%	100%	
Heathcote School	99.0	98.9	99.0	99.5	91%	96%	93%	93%	98.9	994.7	1010.9		95%	95%	96%	
Highams Park School	100.5	101.0	99.7	100.6	97%	99%	99%	98%	100.1	1000.3	994.0		98%	97%	98%	
Rush Croft School	99.1	100.0	100.8	100.5	95%	95%	97%	95%	99.3	986.8	979.0		97%	97%	99%	
North L.A.P. Average	99.9	99.8	100.0	100.1	96%	97%	97%		100.1	999.0	996.7		97%	97%	98%	
Connaught Girls'	101.8	101.6	101.4	102.1	94%	98%	98%	94%	102.6	1023.5	1018.3		98%	98%	98%	
George Mitchell	97.8	99.6	98.7	100.6	81%	78%	80%	85%	105.4	1010.4	1026.8		93%	92%	92%	
Lammas School	~	100.0	98.1	98.3	~	93%	95%	87%		~	~			~	~	
Leytonstone School	99.5	99.5	100.3	100.4	97%	92%	93%	92%	100.8	999.0	1009.4		99%	95%	99%	
Norlington Boys'	99.1	99.1	99.6	100.4	97%	89%	95%	89%	101.2	985.9	989.6		93%	95%	94%	
Tom Hood School	99.7	100.3	98.4	99.7	86%	90%	90%	86%	99.3	996.7	995.5		89%	92%	95%	
South L.A.P. Average	99.6	100.0	99.4	100.2	91%	91%	92%		101.6	1002.3	1008.0		94%	94%	96%	
LBWF Average	99.8	99.8	100.0	100.4	91%	92%	92%	89%	101.3	1005.1	1006.4		94%	95%	93%	
Central L.A.P. Average	99.9	99.6	100.5	100.9	89%	90%	89%	0%	101.9	1010.4	1013.7		93%	95%	96%	0%
North L.A.P. Average	99.9	99.8	100.0	100.1	96%	97%	97%	0%	100.1	999.0	996.7		97%	97%	98%	0%
South L.A.P. Average	99.6	100.0	99.4	100.2	91%	91%	92%	0%	101.6	1002.3	1008.0		94%	94%	96%	0%
LBWF Average	99.8	99.8	100.0	100.4	91%	92%	92%	89%	101.3	1005.1	1006.4		94%	95%	93%	0%

Please Note: LBWF and National Averages include Specials. Prior to 2004 1+ entry is 1+A*-G

Contextual Value Added Measures (CVA) – Secondary Schools

KS2 – KS3 Contextual VA Measures									
VA Measures					% Coverage				
School Name	2003	2004	2005	06	2003	2004	2005	06	
Aveling Park School	99.9	101.1	101.0		92%	87%	91%		
Holy Family College	100.7	99.0	101.4		95%	97%	93%		
Kelmescott School	100.2	100.6	100.8		95%	83%	83%		
Mcintee School	100.7	101.7	101.8		64%	57%	77%		
Walthamstow Girls'	101.8	100.9	101.7		96%	96%	94%		
Warwick Boys'	101.1	101.2	101.3		73%	67%	82%		
Willowfield School	101.6	101.0	102.3		97%	81%	84%		
Central L.A.P Avg	100.9	100.5	101.5		90%	83%	86%		

KS2 – GCSE Contextual VA Measures									
VA Measures					% Coverage				
School Name	2003	2004	2005	2006	2003	2004	2005	2006	
Aveling Park School	98.4	999.5	1019.2	1006.1	95%	94%	93%	90%	
Holy Family College	100.4	1008.6	1018.1	1010.3	88%	91%	94%	95%	
Kelmescott School	101.5	997.6	1026.8	1037.2	87%	91%	94%	87%	
Mcintee School	99.7	1015.4	1009.9		67%	70%	51%	0%	
Walthamstow Girls'	104.7	1025.7	1035.5	1023.8	90%	96%	96%	97%	
Warwick Boys'	99.1	1006.4	1019.2	1027.6	65%	73%	72%	76%	
Willowfield School	103.7	1043.9	1019.3	1010.6	95%	92%	92%	92%	
Central L.A.P Avg	101.5	1012.5	1022.8	1019.3	85%	88%	86%	79%	

KS3 – GCSE Contextual VA Measures									
VA Measures					% Coverage				
School Name	2003	2004	2005	06	2003	2004	2005	06	
Aveling Park School	99.2	1001.2	1017.8		95%	97%	96%		
Holy Family College	101.9	1015.1	1011.5		98%	98%	97%		
Kelmescott School	101.6	1004.3	1023.7		94%	95%	98%		
Mcintee School	100.0	1015.8	1013.0		81%	87%	88%		
Walthamstow Girls'	103.1	1016.7	1016.4		96%	96%	97%		
Warwick Boys'	101.3	1009.6	1003.3		90%	92%	94%		
Willowfield School	101.8	1020.1	1004.6		97%	96%	96%		
Central L.A.P Avg	101.5	1011.6	1013.7		93%	95%	95%		

Chingford School	101.0	99.6	100.4		99%	99%	99%		
Heathcote School	100.1	100.0	100.0		91%	92%	91%		
Highams Park School	100.2	100.7	100.0		97%	100%	98%		
Rush Croft School	99.9	100.9	102.0		95%	91%	96%		
North L.A.P. Avg	100.3	100.3	100.6		96%	96%	96%		

Chingford School	101.7	1017.8	1024.8	1014.6	99%	99%	99%	100%	
Heathcote School	100.1	1014.4	1023.4	990.7	87%	90%	94%	97%	
Highams Park School	100.1	1003.2	1004.4	1018.3	96%	96%	98%	99%	
Rush Croft School	97.8	988.9	993.7	1012.2	95%	94%	95%	98%	
North L.A.P. Avg	100.0	1006.0	1010.4	1010.2	95%	95%	97%	99%	

Chingford School	101.4	1010.8	1012.1		99%	100%	100%		
Heathcote School	100.1	1003.4	1018.1		94%	94%	96%		
Highams Park School	101.3	1007.1	1002.5		98%	97%	98%		
Rush Croft School	99.6	999.0	992.1		97%	97%	99%		
North L.A.P. Avg	100.8	1005.5	1005.1		98%	97%	98%		

Connaught Girls'	102.2	101.7	101.8		94%	96%	98%		
George Mitchell	99.3	100.7	100.3		81%	76%	80%		
Lammas School	~	100.6	99.5			87%	93%		
Leytonstone School	100.5	99.6	101.4		97%	87%	91%		
Norlington Boys'	99.7	99.8	100.4		97%	86%	94%		
Tom Hood School	100.6	101.8	100.2		88%	86%	90%		
South L.A.P. Avg	100.5	100.7	100.6		91%	86%	91%		

Connaught Girls'	103.3	1025.2	1022.3	1018.8	94%	93%	94%	93%	
George Mitchell	106.4	1021.4	1022.9	1036.2	79%	87%	80%	73%	
Lammas School				1003.9				92%	
Leytonstone School	100.3	1031.6	1022.5	1021.3	99%	92%	96%	93%	
Norlington Boys'	102.7	1007.2	994.2	995.5	92%	93%	93%	90%	
Tom Hood School	104.5	1014.3	1018.6	1037.4	85%	86%	90%	91%	
South L.A.P. Avg	103.1	1020.3	1017.1	1019.0	90%	90%	91%	89%	

Connaught Girls'	100.1	1006.0	997.2		99%	98%	98%		
George Mitchell	102.8	1004.4	1026.9		93%	92%	92%		
Lammas School									
Leytonstone School	100.9	1011.6	1018.3		101%	95%	99%		
Norlington Boys'	101.8	995.6	991.5		92%	95%	94%		
Tom Hood School	99.9	1005.9	1007.9		89%	93%	95%		
South L.A.P. Avg	101.0	1005.4	1009.9		95%	95%	96%		

LBWF Average	100.6	100.5	100.9		92%	88%	91%		
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Central L.A.P Average	100.9	100.5	101.5		90%	83%	86%		
North L.A.P Average	100.3	100.3	100.6		96%	96%	96%		
South L.A.P Average	100.5	100.7	100.6		91%	86%	91%		
LBWF Average	100.6	100.5	100.9		92%	88%	91%		

Central L.A.P Average	101.5	1012.5	1022.8	1019.3	85%	88%	86%	79%	
North L.A.P Average	100.0	1006.0	1010.4	1010.2	95%	95%	97%	99%	
South L.A.P Average	103.1	1020.3	1017.1	1019.0	90%	90%	91%	89%	
LBWF Average	101.5	1012.8	1017.1	1017.2	90%	90%	91%	86%	

Central L.A.P Average	101.5	1011.6	1013.7		93%	95%	95%		
North L.A.P Average	100.8	1005.5	1005.1		98%	97%	98%		
South L.A.P Average	101.0	1005.4	1009.9		95%	95%	96%		
LBWF Average	101.1	1008.1	1009.9		95%	95%	96%		

Please Note: Data up to 2005 taken from Ofsted PANDA Reports. LBWF figures DOES NOT include Special Schools; CVA 2006 is from DfES published data and includes Specials
 % Coverage are based pupils included the CVA calculations and the total roll reported in performance tables. Value Added figures in red are those below the National Median. (These could be either 100 or 1000)

 Coverage <=95%  Coverage <=90%



Glossary

Attainment targets – The knowledge, skills and understanding that pupils of differing ability and maturity are expected to have by the end of each Key Stage of the national curriculum, i.e. assessed at ages 7, 11, 14 and 16.

Children and Young People's Plan – an overarching strategic plan for children's services published by local authorities under Section 17 of the Children Act 2004.

Collaboration – Where two or more governing bodies may arrange for any of their functions to be discharged jointly by holding joint meetings and/or having joint committees.

Department for Education and Skills (DfES) – The central government department with responsibility for education.

Extended school – A school 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.

Key Stages – The four stages of pupils' progress in acquiring knowledge and skills as set out in the national curriculum. Pupils are tested at the end of each stage: Key Stage 1 where the majority of pupils are aged 5 to 7, Key Stage 2 where the majority of pupils are aged 7 to 11, Key Stage 3 where the majority of children are aged 11 to 14 and Key Stage 4 where the majority of pupils are aged 14 to 16.

LA – Local Authority (formerly Local Education Authority).

National curriculum – The national curriculum provides a broad and balanced education for all children, covering 12 subjects overall, and is divided into four Key Stages according to age.

Special Educational Needs (SEN) – Learning difficulties for which a child needs special educational help.

Specialist schools – It is open to all maintained secondary schools (except those in serious weaknesses or special measures) to apply for specialist status, allowing them to have a special focus on their chosen subject area whilst meeting the national curriculum requirements. Specialist schools work in partnership with private sector sponsors and are supported by additional Government funding.

The Consultation Process

Consultation meetings

Consultation is taking place from Wednesday 20th June to Friday 14th September 2007. Schools have been asked to consider whether or not they should hold meetings at their school for their governors, pupils, staff and parents to discuss the information contained within the consultation documents. So look out for any arrangements they may make. Officers from Waltham Forest Council will attend wherever possible

Information will also be available at your local community council meetings.

Further information

A simpler shorter version of this document is available on-line at:

<http://www.walthamforest.gov.uk/index/education/school-org-partnership-dev/building-schools-for-the-future.htm>

Alternatively please contact

Sandra.Mohamed01@walthamforest.gov.uk or write to

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London E17 5SD

Feedback

Thank you for taking the time to read this document. Please fill in the questionnaire at the end of this document or send us your comments by **14 September 2007**.

We will acknowledge all comments received. At the end of the consultation period, we will publish a summary of the responses at:

<http://www.walthamforest.gov.uk/index/education/school-org-partnership-dev/building-schools-for-the-future.htm> and a copy will be sent to every school to be displayed on the notice board



Challenges faced in Chingford

Q12-21 (page 34)

Any other comments:

Name _____

Address _____

Tel No _____

- Student
- parent/carer
- other please specify
- member of staff
- governor





INTERPRETING AND TRANSLATION ASSISTANCE

We are consulting on the Building Schools for the Future programme in Leyton, Leytonstone and Chingford and we would like your views on the Secondary Schools in your area. If you have difficulty in understanding the contents, you can discuss it with someone in your own language.

Please tick the appropriate box, write your name, address and telephone number and return this form to the address given below.

This document is also available on Audio Tape Braille Large Print

<p>Ne jemi duke u konsultuar rreth programit Ndërtimi i Shkollave për të Ardhmën në Leyton, Leytonstone dhe Chingford dhe ne kishim dëshiruar ti ndëgjojmë mendimet tuaja rreth Shkollave të Mesme në zonën tuaj. Nëse keni vështirësi për ta kuptuar përmbajtjen, ju mund të bisedoni me dikend në gjuhën tuaj. Ju lusim shenoni katorrin përkatës, shkruani emrin, adresën dhe numrin e telefonit dhe ktheni këtë formë në adresën e dhënë më poshtë.</p> <p style="text-align: right;">Albanian <input type="checkbox"/></p>	<p>نحن نستشير حول برنامج بناء المدارس للمستقبل في ليتون وليتونستون وتشنجفورد ونريد سماع آرائك حول المدارس الثانوية في منطقتك. وإذا واجهت صعوبة في فهم محتويات فيمكك مناقشتها مع شخص بلغتك الأم. الرجاء أن تضع علامة بالصندوق المناسب وأكمل اسمك وعنوانك ورقم الهاتف وأعد كامل النموذج للعنوان أدناه.</p> <p style="text-align: right;">Arabic <input type="checkbox"/></p>	<p>我們正在針對 Leyton、Leytonstone 和 Chingford 地區的未來學校建設計劃向公眾徵求意見，我們非常想瞭解您對該地區中學建設的看法。如果您有困難理解該文件的內容，您可以使用您自己的語言與我們討論該文件。請在對應的方框中打勾，填寫您的姓名、住址和電話號碼，然後將此表寄回下述地址。</p> <p style="text-align: right;">Chinese <input type="checkbox"/></p>
<p>Nous étudions le programme Building Schools for the Future (Construction d'écoles pour l'avenir) à Leyton, Leytonstone et Chingford et souhaiterions connaître votre avis sur les établissements secondaires dans votre secteur. Si vous éprouvez des difficultés à en comprendre le contenu, vous pouvez en discuter avec quelqu'un dans votre langue. Veuillez cocher dans ce cas la case correspondante, indiquer votre nom, votre adresse ainsi que votre numéro de téléphone et renvoyer ce formulaire dûment rempli à l'adresse indiquée ci-dessous.</p> <p style="text-align: right;">French <input type="checkbox"/></p>	<p>Przeprowadzamy obecnie konsultacje w ramach programu „Budujemy szkoły na potrzeby przyszłości” w Leyton, Leytonstone i Chingford i jesteśmy zainteresowani Twoją opinią na temat szkół średnich w Twoim rejonie. Jeżeli masz trudności w zrozumieniu treści, możesz porozmawiać o tym z kimś w swoim języku. Zakreśl odpowiednią kratkę, wpisz swoje nazwisko, adres i numer telefonu, a następnie wyślij ten formularz na adres wskazany poniżej.</p> <p style="text-align: right;">Polish <input type="checkbox"/></p>	<p>Estamos consultando en los Colegios en Construcción acerca del futuro programa de Leyton, Leytonstone y Chingford, y nos gustaría contar con sus puntos de vista acerca de las escuelas secundarias de su área. Si tiene dificultades a la hora de comprender el contenido, puede comentarlo con alguien en su propio idioma. Marque la casilla adecuada, escriba su nombre, domicilio y número de teléfono, y devuelva este impreso a la dirección que figura a continuación.</p> <p style="text-align: right;">Spanish <input type="checkbox"/></p>
<p>Waxaanu wada-tashi ka samaynaynaa qorshaha Iskuulada loogu Dhisayo mustaqbalka ee Leyton, Leytonstone iyo Chingford, waxaanuna jeclaan lahayn fekradahaaga ku wajahan Iskuulada Sare ee xaafaddaada. Haddii aad wax dhibaato ah ku qabto fahmidda waxa ku qoran, qof ayaad luuqaddaada kagala xaajoon kartaa. Fadlan sax sanduuqa ku haboon, ku qor magacaaga, cinwaankaaga iyo lambarkaaga telefoonka, foomkana kusoo celi cinwaanka hoose ku qoran.</p> <p style="text-align: right;">Somali <input type="checkbox"/></p>	<p>லேட்டன் மற்றும் லேட்டன்ஸ்ரோன், சிங்போர்ட் ஆகிய பகுதிகளில் எதிர்காலத்திற்குப் பள்ளிகளின் அமைக்கும் திட்டம் (Building Schools for the Future programme) – என்பது பற்றி உங்களுடன் நாம் கலந்துரையாடுகிறோம். அத்தோடு உங்கள் பகுதிகளின் உயர்பள்ளிகள் பற்றிய உங்கள் கருத்தையும் நாம் அறிய விரும்புகிறோம். இதிலுள்ள தகவல்களைப் புரிந்து கொள்வதில் உங்களுக்குச் சிரமம் இருந்தால் உங்கள் மொழிபேசும் ஒருவருடன் நீங்கள் இதுபற்றிக் கலந்துரையாடலாம். தயவுசெய்து அதற்கென உள்ள சதுரத்தில் குறிட்டு உங்கள் பெயர் விலாசம் மற்றும் தொலைபேசி எண் ஆகியனவற்றைக் குறித்து இப்பத்திரத்தைக் கீழே தரப்பட்டிருக்கும் விலாசத்திற்கு அனுப்பி வைக்கவும்.</p> <p style="text-align: right;">Tamil <input type="checkbox"/></p>	<p>Leyton, Leytonstone ve Chingford'da Gelecek İçin Okullar İnşa Etme aşamasıyla ilgili olarak yöre halkına danışmaktayız. Bu kapsamda yönünüzdeki ortaokullarla ilgili olarak görüşlerinizi öğrenmek istiyoruz. Programın içeriğini anlamakta güçlük çekiyorsanız, Türkçe bilen bir elemanımız bunu size açıklayabilir. Bunun için lütfen uygun kutucuğu işaretleyip adınızı, soyadınızı, adresinizi yazdıktan sonra bu formu aşağıdaki adrese gönderin.</p> <p style="text-align: right;">Turkish <input type="checkbox"/></p>
<p>Name _____ Address _____ _____ _____ Telephone No. _____</p>	<p>Return to: Sandra Mohamed School Organisation, Partnership and Development Silver Birch House Blackhorse Lane Walthamstow LONDON E17 5SD</p>	<p>ہم مستقبل کے پروگرام کے لیے لیشن اورچنگ فورڈ میں سکولوں کی تعمیر سے متعلق مشاورت کر رہے ہیں اور ہم آپ کے علاقے میں موجود سیکنڈری سکولوں کے بارے میں آپ کی رائے جاننا پسند کریں گے۔ اگر آپ کو اس مواد کو سمجھنے میں مشکل پیش آ رہی ہے یا آپ اسکو اپنی زبان میں کسی کے ساتھ زیر بحث لانا چاہتے ہیں براہ مہربانی مناسب خانے میں نشان لگائیں، اپنا نام، پتہ اور ٹیلی فون نمبر تحریر کریں اور اس فارم کو نیچے دیے گئے پتے پر بھیج دیں۔</p> <p style="text-align: right;">Urdu <input type="checkbox"/></p>

Our Children, Our Schools, Their Future

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- ▶ 23 secondary and special schools
- ▶ 15,000 pupils
- ▶ £250 million investment

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www.walthamforest.gov.uk/index/education/school-org-partnership-dev/building-schools-for-the-future.htm