

Area Headteacher Meetings

Autumn 2011

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Agenda

- Priorities for school improvement
 - Partnership and ways of working
 - National policy developments
 - The new Ofsted inspection framework and implications for Kent schools
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Early Years

- Early years and childcare provision has improved well and 68% is good or better
 - Young children's level of development has improved significantly and 64.8% now achieve expected level at the end of Foundation Stage
 - Gap between the lowest 20% and other children is narrowing
 - 77% of Foundation Stage provision in schools is good or better
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Primary Schools

- 55% Primary schools are good or better, fewer than in similar areas and less than the national average
 - 59 outstanding schools
 - KS2 standards in line with similar areas and just below the national average, (74%) some improvement in 2011 with 72% achieving level 4 or above
 - Limited improvement in the overall effectiveness of primary schools
 - Wide variation across schools, between 23% and 100% achieving level 4
 - 198 schools are below the national average
 - 81 primary schools out of 416 are below the floor standard of 60% level 4 in English and maths
 - 15 schools are in an Ofsted category of concern
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Primary Schools

- Variation in school effectiveness and capacity for sustained improvement
 - 107 Primary schools remained satisfactory for 2 or more inspections
 - 10% schools with outstanding teaching and 47% with good teaching
 - Gaps in primary school performance at KS2 are wide
 - All pupils 72% level 4 and above
 - Boys 68%
 - Girls 76%
 - FSM pupils 48%
 - SEN pupils 35%
 - LAC 32%
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Secondary Schools

- Overall effectiveness has improved and 69% are good or better
 - 26 outstanding secondary schools
 - KS4 standards have improved steadily and are just above similar areas and in line with the national average, (58%)
 - 60 schools improved performance in 2011
 - 59 schools out of 98 are below the national average
 - 15 secondary schools are below the floor standard of 35% 5 A*-C including English and maths
 - 29 secondary schools are below the 2012 floor standard of 40% 5 A*-C including English and maths
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Secondary Schools

- 30% schools only satisfactory or inadequate
 - 8 Secondary schools remained satisfactory for 2 or more inspections
 - 16% schools with outstanding teaching and 52% with good teaching
 - Gaps in secondary school performance at KS4 are wide
 - All pupils 58% 5 A*-C inc En and Ma
 - Boys 55%
 - Girls 63%
 - FSM pupils 28%
 - SEN pupils 24%
 - LAC 10%
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Special Schools

- All but four of the 24 special schools (83%) are good or better
 - Almost all special school sixth forms are good or better
 - But not all schools have post 16 provision and there is insufficient quality provision for nearly half of the Year 11 pupils
 - Standards achieved by young people with SEN who follow the NC have improved steadily and are above similar areas and in line with the national average
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PRUs

- Only just over half the PRUs are good or better, fewer than in similar areas and below the national average
 - Too much satisfactory provision which cannot secure good progress for pupils
 - Proposals to re-organise the PRUs and develop further alternative provision at KS4
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Post 16

- 69% of school sixth forms are good or better
 - 67% of post 16 provision overall is good or better
 - Only 2 out of 5 FE colleges are good or better
 - A level results have improved steadily
 - Number of young people achieving level 2 qualifications by age 19 is in line with similar areas
 - But standards achieved by young people from low income backgrounds, while improved, are below the national average for this group
 - Gaps are not closing quickly enough
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Post 16

- 8000 learners are on vocational courses for 14-16 year olds
- Only 2700 16-18 year olds (6.5%) are on an apprenticeship scheme
- And 2318 young people (6.5%) are NEETs
- 9000 (32%) of the unemployed on jobseekers allowance are 16-24 year olds
- Number increases to 16,500 when other out of work benefits are included
- Population increasing, 22% are 0-17 years (312,900) but forecast to increase by 3.5% (11,900) by 2014
- Inequality gaps is wide and low attainment at ages 16 and 19 is a key issue
- Increase in NEETS at 17+ is another key issue
- Need to plan for full participation for 18 year olds by 2015 and the introduction of destination measures from KS4 to KS5
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Vulnerable children and young people

- 13.6% (28,982) fsm,
 - 5122 pupils with SEN statements
 - 245 permanently excluded pupils in 2010-11
 - 1368 LAC
 - Bottom 20% at Foundation Stage
 - 20%+ that do not learn to read and write by age 7
 - 30% (4946) pupils going to secondary school achieving below level 4
 - Pupils with SEND post 16
 - 2318 NEETS
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Vulnerable children and young people

- Needs more innovation
 - Which schools are more effectively closing gaps and turning the curve?
 - Application to the Education Endowment Fund
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Bold Steps for Kent

- Education, learning and skills are pivotal to achieving KCC's three strategic ambitions:
- Helping the Kent economy to grow
- Putting the citizen in control
- Tackling disadvantage

Bold Steps

- Hence our focus on raising standards in EYs and schools and tackling underachievement so that parents and children have a choice of high performing schools
 - Ensuring sufficient provision of a range of types of schools and fair access to them
 - Intervening early to minimise the impact of disadvantage and championing the needs of the vulnerable
 - Facilitating and promoting partnerships, network and collaboration
 - Developing the education, training and employability of 14-24 year olds
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Partnership and ways of working

- Need to develop a new relationship between schools, the LA and other strategic partners in the 0-24 learning and training community
 - The Kent Association of Headteachers
 - EduKent
 - Kent Challenge
 - Locality based working and commissioning
 - Key strategic partnerships
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Partnership and ways of working: the role of the local authority

- Move to a more strategic commissioning and oversight role
 - Focus on raising standards and support lower performing schools to improve quickly
 - Support vulnerable pupils, including LAC, SEN
 - Support parents and families by ensuring a good supply of strong schools
 - Ensure fair access to all schools for every child
 - Have a clear school improvement strategy and market effective support services to all schools
 - Promote and champion educational excellence
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Partnership and ways of working: a more diverse school system

- Academy converters to commit to supporting one or more weaker schools
 - Sponsored academies linked to support which has track record of strong leadership and management capability
 - 85% of the lowest performing schools have a more deprived pupil population, these pupils need a better chance to go to a good school
 - Federations
 - Teaching schools
 - Free schools
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National Policy Developments

- Revised EYFS and consultation on new inspection framework
 - Revised National Curriculum
 - Wolf Review on vocational education
 - SEN Green Paper
 - New Teacher Standards
 - Increase in NLEs and LLEs
 - Revised performance tables and information
 - National funding formula and end to disparity in funding for 16-18 year olds
 - Pupil premium
 - New school inspection framework
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New Ofsted School Inspection Framework

The changes are designed to

- Raise expectations especially for teaching and pupil achievement
 - Give greater priority to early reading and literacy
 - Focus in more depth on the quality of teaching and pupils' behaviour and safety
 - Give greater priority to the impact of school leadership on improving teaching and achievement
 - Focus inspection more on schools that need to improve most
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New Ofsted School Inspection Framework

4 key judgements:

- Achievement
 - Quality of teaching
 - Behaviour and safety
 - Leadership and management
 - Plus overall effectiveness of the school including spiritual, moral, social and cultural development of pupils
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New Ofsted School Inspection Framework

Key issues:

- Consistency in teaching
 - Reading and literacy
 - Pupils' learning and progress
 - Achievement gaps
 - Assessment
 - Leadership's impact on quality of teaching and capacity for improvement
 - Appropriateness of the curriculum
 - Pupils' and parents' views
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Key questions for discussion

1. What are our top priorities for improvement in Kent?
 2. What are the key ways that we should work in partnership to secure school improvement?
 3. Which national priorities are most urgent to address and how should we proceed?
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