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To: Children Families and Education Policy Overview Committee – 19 September 2008

Subject: June Report to Cabinet Members 2008 – Monitoring of Attainment in Schools

Classification: Unrestricted

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Summary: This report has been prepared to provide Members with an update from the Standards and Achievement Division for the period January to May 2008.

The Members Monitoring Group has requested that this information be shared with Members at Children Families and Education Policy Overview Committee.

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## **Introduction/Background**

1. (1) The Members Monitoring Group includes Members from all party groups and the 3 Diocesan Directors (or their representatives). Divisional managers from the Standards & Achievement Division present reports three times a year.

(2) The autumn report analyses SATs and examination results from the Foundation Stage, Key Stages 1 to 4 and Post-16. Termly reports in the spring and summer have covered key issues which are of interest to the Members.

## **Update from the Standards & Achievement Division**

2. The June 2007 report included an introduction to the new floor target for schools in Key Stage 4, at GCSE and discussions related to the National Challenge announcement. In response to Member requests, information was also provided about National Strategy inclusion programmes and their impact on the progress of pupils, the Kent Improvement Programme and School Leadership.

## **Changing national floor targets**

3. (1) Over the past four years, Kent has been supporting schools to achieve the existing floor target of 30% 5 A\*-C GCSE by Summer 2008. Projections indicate that all Kent schools should meet the target on time. The new measure is more exacting and will require pupils to achieve grade C or above in both English and mathematics (E/M) within the 5A\*-C measure.

(2) Kent has developed a number of support programmes which have improved 5A\*-C results. The most successful support programme to date, has been the *Within School Variation Programme*, which was introduced in 2006. Eighteen

high schools and 5 wide ability schools have been working in partnership with Advisory Service Kent (ASK) to improve achievement. This group of schools improved performance at 5 A\*-C (E/M), from 23.5% to 28.2% in the year 2007, 3.2% more than the overall increase for Kent schools and are expected to continue this improvement in 2008.

(3) Last autumn 2007, the Prime Minister made a pledge, that by 2012 no schools should achieve less than 30% 5 A\*-C GCSEs including English and mathematics (E/M). The Chancellor of the Exchequer shortened the timeframe in his budget speech to 2011.

(4) The performance of Kent students has consistently been above the national average for this measure, improving year on year. Nationally in 2004, 42.6% students achieved 5A\*-C (E/M), rising to 46% in 2007. In Kent in 2004, 45.1% of students achieved 5A\*-C (E/M) rising to 48.5% in 2007.

(5) Data comparisons with statistical neighbours have included the 5A\*-C GCSE (E/M) measure since 2005. Kent performance has always been in the top half of the 10 comparative authorities and has improved from third ranked in 2005 to second ranked in 2007

(6) On 10 June 2008, the Secretary of State launched the National Challenge, a programme of support to secure higher standards in all secondary schools. As part of this, Local Authorities must identify targeted support and bid for funding for schools below the 30% threshold. In 2007, 31 Kent schools were below the threshold, however projections suggest that this number will be significantly reduced this summer. A range of strategies are currently in place and will continue to support schools to achieve the target and these include additional bespoke support in English and mathematics. In National Challenge schools with high value added scores, students are supported by teachers in all curriculum subject areas to improve both literacy and numeracy.

(7) Kent has drawn up and submitted plans for every National Challenge school to the Department for Children, Schools and Families as required.

### **The National Strategy Inclusion Programmes and their impact on the progress of children and young people in Kent**

4. (1) In autumn 2007, the statutory target setting process required schools to set targets for the proportion of pupils who were predicted to make 2 levels of progress (within the national curriculum) in English and mathematics by 2009. These new targets will apply in both key stages 2 and 3.

(2) Pupil tracking enables the early identification of pupils who are "falling behind" and there are various intensive, time-limited and tailored intervention strategies which schools can use to support pupils to meet or exceed national expectations. These include the *Communication Language and Literacy Development Programme*, the *Every Child a Reader, Reading Recovery Programme*, the *Every Child Counts, Numeracy Recovery Programme*, the *Inclusion Development Programme*.

(3) Full details of these programmes and their impact on pupil achievement can be found in Appendix A.

## **The Kent Improvement Programme**

5. (1) School Improvement Partners play a key role in ensuring that schools evaluate pupil performance, identify priorities for improvement and set challenging targets to improve outcomes for all students. All schools in Kent have been allocated a nationally accredited School Improvement Partner or a colleague currently undergoing accreditation. The role of Improvement Partner has now been rolled out to the early years settings that currently require the highest level of support.

(2) During Spring 2008, 78 schools were inspected, 7 schools had subject inspections and 7 schools received monitoring visits from Her Majesty's Inspectorate (HMI). Forty five schools were judged to be good or better and 9 were judged as outstanding. A further 29 schools were judged to be entirely satisfactory and 4 schools judged to require improvement.

(3) Forty five early years settings were inspected during Spring 2008. Twenty nine settings were judged to be good or better for care and education and 6 were judged as outstanding. A further 15 settings were judged to be satisfactory for care and education with 1 setting judged to require improvement.

## **School Leadership**

6. (1) The recruitment, retention and development of high quality school leaders is a key priority for Kent and is outlined in the '*Kent Leadership Strategy for schools and settings*'. Underpinning the strategy, a number of key programmes have been developed. The *Kent Aspiring Senior Leaders' Programme* is targeted at leaders at all levels in schools, who aspire to senior leadership and aims to develop leadership capacity and capability for the future. Since its inception, this programme has been heavily oversubscribed and the L.A has secured further additional funding from the Training and Development Agency to meet demand. The *Kent Aspiring Headteachers programme* is targeted at successful, suitably experienced senior leaders (Deputy Headteachers or Assistant Headteachers) who have completed the National Professional Qualification for Headship and aspire to headship within the next two years.

(2) One of our key priorities, is to increase the number of schools in the primary phase where leadership and management is judged to be good and outstanding. Using the strong capacity we have in Kent, we plan to facilitate projects where the best leaders can support colleagues in satisfactory schools, to raise their expectations and to develop the qualities and skills as effective leaders.

(3) The '*Kent Improvement Strategy for Schools and Settings*' requires School Improvement Partners to work with headteachers and governors to identify strengths and areas for improvement in leadership and the schools capacity for further improvement. They make recommendations and commission additional support to build capacity at school level.

## **Recommendations**

7. Members of the Children Families and Education Policy Overview Committee are asked to note this report.

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*Background Documents:* None  
*Other Useful Information:* None

The National Strategy Inclusion Programmes and their impact on the progress of children and young people in Kent

Communication Language and Literacy Development Programme

The Communication Language and Literacy Development programme was introduced in Kent, in December 2006. It was developed to improve the number of children in the Foundation Stage to achieve in the Communication Language and Literacy Development strand and in Personal Social and Emotional Development strand.

The programme combines intensive training for staff, the use of an audit tool to improve the learning environment, a focus on moderating assessment judgements, training in the use of Letters and Sounds and coaching and support by a dedicated literacy consultant.

Initially a small number of schools and settings were targeted, because of their low Foundation Stage Profile (FSP) scores or the low numbers of pupils achieving Level 2 in reading at the end of Key Stage 1

The impact of this programme which covers progression from recognising sounds and letters through to confident spelling, is that pupils in the schools involved, are making good progress in their understanding of Letters and Sounds, in line with age-related expectations.

The programme is creating successful, sustainable improvements in learning and teaching of early reading, building local capacity for early reading expertise.

Every Child a Reader, Reading Recovery Programme

The Reading Recovery Programme was introduced in Kent, in September 2006. The National Strategies provided the funds for the appointment and training to Masters level of one Lead Consultant and Kent Members agreed to fund a second consultant. The programme comprises a partial contribution (60%) for each school to employ a Reading Recovery teacher. This teacher provides highly structured, one to one teaching for 30 minutes a day, for 16 to 20 weeks to the 4 pupils with the lowest reading scores in Year 1 in each school.

The impact of this programme on the pupils involved has been significant and at the end of the first year (July 2007) 75% of pupils in the programme achieved at least Level 1a in reading (having made at least 3 sub-levels progress) and some achieved Level 2c. The remaining 25% achieved Level 1c. Headteachers in the schools involved also report that this programme had improved the quality of teaching practice across the whole school.

Every Child Counts, Numeracy Recovery Programme

The Numeracy Recovery programme was introduced in Kent, in January 2008. The National Strategies provided the funds for the appointment and training of a Lead Consultant. The programme comprises partial funding (60%) for each school to employ a Numeracy Recovery teacher. This teacher provides highly structured, one

to one teaching for 30 minutes a day, for 12 to 20 weeks to the 4 pupils who are working below their peers in Year 2.

The school were selected by self-nomination from within the Gravesham, a Cluster which had the lowest mathematics performance at Key Stage 1.

The impact of the programme on the pupils involved shows that from January to March 2008 89% made 1 sub-level or more progress, 58% made 2 sub-levels or more progress, 24% made 3 sub-levels or more progress and 5% made 4 sub-levels progress. The general expectation would have been for less than one sub-level in this period of time, so the results are very good to date.

### Inclusion Development Programme

The Inclusion Development Programme was launched in March 2008. It is a web-based audit tool for all teachers, teaching assistants and Early Years practitioners to identify their own knowledge, skills and understanding in high incidence special educational needs. The materials include a combination of questions, activities and video clip examples which staff will use over a period of time with individuals or small groups.

The initial materials were designed for pupils with dyslexia and speech, language and communication needs. Materials to support autistic spectrum disorder, behavioural, emotional and social development and moderate learning difficulties will be released in the future. They are designed to ensure that the school (or pre-school setting) can provide an inclusive learning environment. The audit tool will help adults and the school to become more aware of both the barriers faced by pupils, with these specific needs and of the ways to overcome them through high quality teaching.

Our expectation is that all schools will use these materials (these high incidence needs occur in every class) and we will particularly want to ensure that schools nominated as the Cluster Lead School for dyslexia and speech and language use these materials early in order to provide support to other schools in their community.

### Kent Dyslexia Strategy

Although not part of the National Strategies, Kent's Policy for Dyslexia (June 2005) includes a three tiered training framework (awareness/core/advanced) which has been in place since January 2006. These training events will complement the Inclusion Development Programme by providing the awareness level training for all schools and the specialist and advanced training opportunities for staff who wish to extend their skills.

## Schools involved in the Communication Language and Literacy Development Programme

## Cohort 1 from September 2006

Cluster	School
Ashford 1	Beaver Green Community Primary
Canterbury City & Country	Diocesan & Payne Smith CofE Primary School
Canterbury City & Country	Pilgrims' Way Primary School
Deal & Sandwich	St Joseph's Catholic Primary, Aylesham
Dover	Guston Primary
Dover	Vale View Community Primary
Dover	St Martin's Primary
Dover	Shatterlocks Infant
Shepway 1	Cheriton Primary
Associated Nurseries and private, voluntary and independent (PVI) settings	

## Cohort 2 from September 2007

Cluster	School
Maidstone 2	Bell Wood Community Primary
Maidstone 2	Greenfields Community Primary
Maidstone 2	Oak Trees Community Primary
Maidstone 2	South Borough Primary
Associated Nurseries and private, voluntary and independent (PVI) settings	

Cohort 3 from September 2008 is still to be decided but will probably be five schools from Gravesham area and associated Nurseries and PVI settings

## Schools involved in Every Child a Reader – Reading Recovery

Cluster	School
Ashford 1	Beaver Green Community Primary
Ashford 1	Victoria Road Primary
Ashford 2	Kingsnorth CEP
Canterbury City & Country	Diocesan & Payne Smith Primary
Canterbury City & Country	Pilgrim's Way Primary
Canterbury Coastal	Briary Primary
Cranbrook & Paddock Wood	Paddock Wood Primary
Cranbrook & Paddock Wood	Sandhurst Primary
Dartford East	Sedley's CEP
Dartford East	The Craylands School
Dartford West	The Brent Primary
Dartford West	The Gateway Community Primary
Dartford West	Wilmington Primary
Deal & Sandwich	Eastry CEP
Deal & Sandwich	St Joseph's Catholic Primary
Dover	Priory Fields School
Dover	Shatterlocks Infant School
Dover	St Mary's CEP
Gravesham	Dover Road School
Gravesham	Holy Trinity School

Gravesham	Kings Farm Primary
Gravesham	Westcourt Primary
Gravesham	Whitehill Primary
Maidstone 1	Brunswick House Primary
Maidstone 1	Coxheath Primary
Maidstone 2	Bell Wood Community Primary
Maidstone 2	Greenfields Community Primary
Maidstone 2	Kingsmead Primary
Maidstone 2	Molehill Copse Primary
Maidstone 2	Oak Trees Community Primary
Malling	St Mark's CEP, Eccles
Malling	West Malling CEP
Rural Swale	Boughton-under-Blean Primary
Sevenoaks	Riverhead Infant School
Shepway 1	Cheriton Primary
Swanley	Horizon Primary
Swanley	St Mary's CEP
Swanley	West Kingsdown CEP
Thanet 1	Holy Trinity & St John's CEP
Thanet 1	Minster CEP
Thanet 1	Northdown Primary
Thanet 2	Ellington Infant school
Thanet 2	Newington Community Primary
Tonbridge	Hadlow Primary
Tunbridge Wells	Sherwood Park Primary
Tunbridge Wells	St Barnabas' CEP
Urban Swale	Milton Court Primary
Urban Swale	Queenborough First School
Urban Swale	Woodgrove Primary

Schools involved in Every Child Counts, Numeracy Recovery

Gravesham Cohort
Chantry Primary
Dover Road Primary
Istead Rise Primary
Kings Farm Primary
Raynehurst Primary
Shears Green Infants School
Vigo Village Primary
Westcourt Primary
Whitehill Primary
Wrotham Road Primary

Web links for Inclusion Development Programme for early years, primary, secondary and initial teacher training materials

<http://www.standards.dfes.gov.uk/primary/features/inclusion/sen/idp>